

THE BHS

TRAINING MANUAL FOR THE

PTT

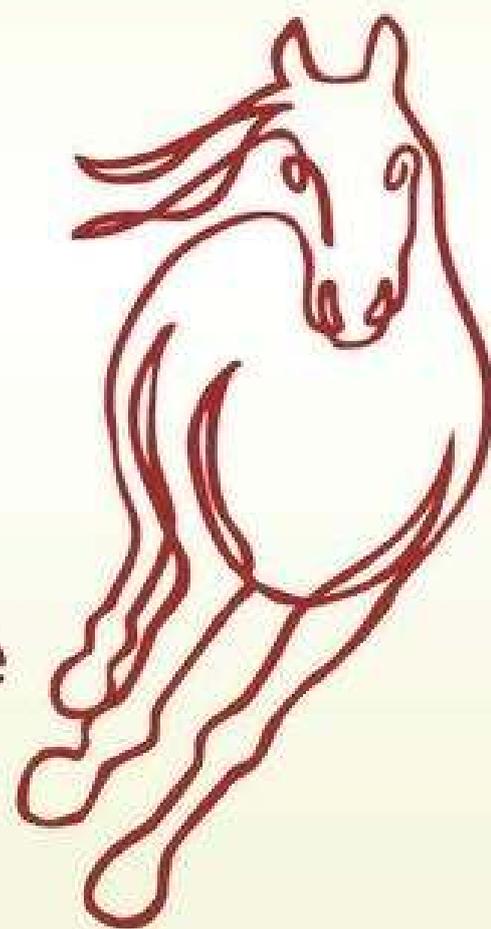
The Official Handbook



The
British
Horse
Society

THE BHS TRAINING MANUAL FOR THE PTT

Incorporating the
UKCC Level 2



Islay Auty FBHS

Updated and expanded by

Margaret Linington-Payne MA (Ed) BHSI

THE BHS TRAINING MANUAL FOR THE

PTT

Incorporating the
UKCC Level 2

Islay Auty FBHS

Updated and expanded by
Margaret Linington-Payne MA (Ed) BHSI



KENILWORTH PRESS



Contents

Title Page

Picture Acknowledgements

How to Use this Book

Understanding the PTT Exam

PTT: EQL Level 3 Certificate in BHS Preliminary Teaching of Horse Riding

Syllabus

The Language of Equestrian Coaching

Unit 1: Class Lesson

Coach a Group of Riders for Improvement

Unit 2: Individual Lesson

Coach a Group of Riders for Improvement

PTT: EQL Level 3 Theory Units

Syllabus

PTT: Theory Units

PTT: Theory Units

Part A

Part B

Part C

Part D

PTT: Portfolio Building

Portfolio Building

PTT: Questions and Answers

Further Information

Further Reading

Useful Addresses

The BHS Examination System

Copyright



Picture Acknowledgements

All line drawings are by Dianne Breeze.

Picture sources

The author and publishers wish to acknowledge the following books as sources for the illustrations:

- *The BHS Complete Manual of Equitation*, Consultant Editor Patrick Print OBE FBHS, published by Kenilworth Press
- *Learn to Ride with the BHS*, by Islay Auty FBHS, published by Kenilworth Press
- *The BHS Instructors' Manual for Teaching Riding*, by Islay Auty FBHS, published by Kenilworth Press



How to Use this Book

The aim of this book is to provide students working towards the Preliminary Teaching Test with detailed guidance on how to prepare thoroughly for the examination and how to achieve UKCC Level 2 should they wish to do so.

You will find that the book echoes the structure of the syllabus and follows a clear pattern. There is information on 'What the assessor is looking for', followed by advice on 'How to become competent'.

It is important to realise that you can never achieve competence purely by reading a book or indeed any number of books. Books can enhance and assist you in your study, but teaching riding is a very practical subject. It is up to you to ensure that your competence develops from practical experience, through observing lessons given by well-qualified and experienced teachers, and by developing your own practical teaching skills in as many controlled supervised situations as you can.



Understanding the PTT Exam

You will by now have had some experience of taking exams yourself, either through Pony Club tests, in taking your BHS Stage 1 and 2, or NVQ assessment and verification, but the PTT is likely to be the first time that you are assessed as a teacher.

It is therefore helpful during your training if you have had some genuine experience of riding for novices or even complete beginners. You can gain this experience in the following ways:

- By observation in a commercial riding school of weekly riders of different ages and abilities.
- By leading novice children or adults in lessons under the supervision of a qualified coach. This could be done in association with a commercial riding school.
- By helping novice or beginner riders to lead their horses to the school, adjusting stirrups and girths and helping them again at the end of a lesson.
- By watching as many lessons as you can, given by more experienced coaches.
- By taking your generic BHS UKCC Level 1 endorsed qualification.

These opportunities allow you to appreciate just how limited the complete beginner's experience might be. It should help you to remember never to assume that a rider knows something already and to ensure that you teach every aspect of a lesson.

Study the syllabus carefully and discuss with your trainer where your weak areas might be as well as your strengths. Make a plan for developing confidence and competence in the areas where you feel less secure. For example, if you feel nervous standing up and giving a short presentation, make sure that you take every opportunity to practise this by talking to groups of friends, family or informal gatherings so that you develop confidence. Confidence comes with practice and learning to teach takes time and practice.

You must feel confident about:

- Projecting your own voice from the start of the lesson.
- Teach according to what is happening in front of you, not to a stereotyped plan which may not apply to the pupils you have.

- Adhering to clear basic principles such as good basic position, application of the aids and control and understanding of the horse.
- Progressing the lesson in the way you believe is in the best interests of the class or individual, not because you think the assessors want to see you do something particular.

Your own presentation is important because it will give you an air of authority and image which is important for an instructor/coach.

- Make sure that you have a hat, whip and gloves close by so that in extreme cases you could ride a pupil's horse that was behaving badly. If you teach in your hat the chin strap may be undone so that you can speak easily. It is not necessary to carry a stick when teaching.
- Dress as for previous exams (beige or fawn breeches, boots, shirt and tie and hacking jacket, have top coat or waterproof in case it is either cold or wet).
- Your image should be neat, tidy and professional.



*Typical exam turnout –
neat, tidy and
professional.*

The assessor will be looking for competence in teaching correct basic principles. You must be

able to:

- Demonstrate self-confidence.
- Show an ability to project your voice both indoors and outside, and maintain an audible voice throughout.
- Control your riders.
- Develop a rapport with your riders and encourage them to think for themselves and give you feedback.
- Progress your pupils to some benefit and improvement.
- Deal with simple situations as they arise (e.g. if a horse is apparently lame, you must comment on it; if a rider appears worried, you must attempt to address the problem).
- You must demonstrate a competence to discuss basic lesson plans for a variety of teaching situations.

If at any stage the assessor feels that you are drifting away from developing your lesson satisfactorily, then he or she may suggest that you take a certain path (e.g. introduce jumping position if you are giving a jump lesson and have spent rather too long on the flat). Always regard this as a help, not an interference – the assessor is aiming to help you to show your best and is usually more aware of the time limitations of the exam than you are.

On arrival at the exam centre for your Preliminary Teaching Test, you will be briefed by the chief assessor, who will introduce the team of assessors for the day. The day's events will be explained to you and there will be a programme clearly listed for your benefit. The chief assessor will give each candidate a piece of paper on which there will be:

- A number.
- A subject for your class lesson (which will either be a lesson on the flat or one involving poles or jumps).
- A subject for your presentation.
- Whether you are required to give a lead-rein or a lunge lesson.

The PTT now consists of six units which can be taken altogether, individually or in any form that suits you.

The result sheet will be sent to you a few days after taking the exam and, if you have been successful, you will receive a certificate of achievement as well.

When you register for your PTT you will have the opportunity to also register for your United Kingdom Coaching Certificate (UKCC) Level 2 endorsement. The UKCC is a government initiative to introduce a standardised coaching qualification across all sports in the UK. Sportscoach UK (SCUK) is responsible for this, and the British Equestrian Federation

(BEF) works with SCUUK to ensure its delivery across all the BEF member bodies. Equestrian Qualifications GB (the new name for the awarding body arm of the BHS) is responsible for awarding the qualification.

To achieve the BHS Generic UKCC Level 2 you will have to top up your PTT qualification by completing a portfolio.

TIMETABLE/PROGRAMME

PRELIMINARY TEACHING TEST

08.15 Candidates assemble

Please have your membership card ready in order that the Assessors can check your identity

08.30 Candidates briefing

09.00 1-2 Class lesson

09.00 6-10 TU3 - Supporting participant(s)' lifestyle through coaching sport Presentations and assessment of presentation work

09.30 Finish lesson

09.40 3-4 Class lesson (as above)

10.00 6-10 Break

10.10 7-10 TU4 - Understanding the principles of safe and equitable coaching practice Complete marking of presentation work if necessary

10.20 5-6 Class lesson (as above)

11.00 1-5 TU3 - Supporting participant(s)' lifestyle through coaching sport Presentations and assessment of presentation work

11.00-11.20 Break for class lessons only

11.20 7-8 Class lesson (as above)

12.00 9-10 Class lesson (as above)

12.10 1-6 TU4 - Understanding the principles of safe and equitable coaching practice Complete marking of presentation work if necessary

12.40 1-6 Break

~~12.40- Teaching assessors bring all paperwork up to date~~
13.00

13.00 LUNCH

13.45 1-6 Lunge novice adult OR lead-rein lesson for a beginner

13.45 7- TU1 - Understanding the fundamentals of coaching sport
10 TU2 - Understanding how to develop participant(s) through coaching sport

15.00 1-6 TU1 - Understanding the fundamentals of coaching sport
TU2 - Understanding how to develop participant(s) through coaching sport

15.15 7- Lunge novice adult (two riders) OR lead-rein lesson for a beginner
10

16.15 7- Review with Assessors
10

16.30 1-6 Review with Assessors

16.50 EXAM ENDS - results sent by post. Assessors complete paperwork

PTT
EQL Level 3
Certificate in BHS
Preliminary
Teaching of
Horse Riding



IMPORTANT: Candidates are advised to check that they are working from the latest examination syllabus, as examination content and procedure are liable to alteration. Contact the BHS Examinations Office for up-to-date information regarding the syllabus.



Syllabus

Candidates must show that they have the required qualities, and can apply the basic principles of teaching, e.g. manner, voice, control, etc. and that they have the ability to improve their pupils' 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 required to give a class lesson, which may include ground poles/jumps, a lunge or lead-rein lesson, and a presentation.

It is important that the candidates work to involve the learners in the activities and build up a good rapport. Learners must be engaged and take an active part in the session. Candidates will also join in discussions and answer questions on various topics as detailed in the syllabus.

They must have knowledge of how to proceed should there be an accident or a medical 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.

CLASS LESSON

Coach a Group of Riders for Improvement

11 credits/70 guided learning hours

Unit purpose and aims

The purpose of this unit is to coach a group of riders for improvement. The coach will be able to plan, deliver and evaluate a coaching session. The coach will create a positive and safe environment in which learning can take place. Candidates will be seen to coach either a session on the flat or a session over fences up to 2'6". Candidates will be expected to coach up to Level 1 standard for riding on the flat or over fences.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to coach safely and efficiently	1.1 Use safe procedures to maintain health, safety and welfare of self, others and horses at all times 1.2 Use time efficiently
2. Be able to produce a session plan	2.1 Produce and adapt a pre prepared session plan
3. Be able to prepare the coaching environment	3.1 Ensure the coaching environment is safe for use 3.2 Ensure sufficient coaching resources are available 3.3 Check horse and rider equipment is safe for use
4. Be able to assess a group of riders	4.1 Outline the format of the coaching session to the riders 4.2 Use exercises to assess horse and rider combinations 4.3 Identify and evaluate riders strengths and weaknesses 4.4 Discuss the suitability of proposed session plan with the Assessor
5. Be able to coach a group of riders for improvement	5.1 Implement session plan as discussed 5.2 Evaluate and assess the riders' positions and implement exercises to facilitate improvement 5.3 Evaluate and assess the riders' use of natural and artificial aids and implement exercises to facilitate improvement 5.4 Communicate technically correct explanations 5.5 Establish a rapport with the riders and obtain feedback to facilitate learning 5.6 Use their voice and body language to good effect
6. Be able to evaluate the coaching session	6.1 Provide feedback to the riders at the end of the coaching session 6.2 Give an action plan to the riders for their development 6.3 Reflect on and evaluate personal performance 6.4 Devise an action plan to develop personal coaching practice

INDIVIDUAL LESSON

Coach an Inexperienced Rider for Improvement

8 credits/50 guided learning hours

Unit purpose and aims

The purpose of this unit is to coach an inexperienced rider for improvement. The coach will be able to plan, deliver and evaluate the coaching session. The coach will create a positive and safe environment in which learning can take place. Candidates will be seen to coach either a session on the lunge or the lead rein.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to coach safely and efficiently	1.1 Use safe procedures to maintain health, safety and welfare of self, others and horses at all times
	1.2 Use time efficiently
2. Be able to produce a session plan	2.1 Produce and adapt a pre prepared session plan
3. Be able to prepare the coaching environment	3.1 Ensure the coaching environment is safe for use
	3.2 Ensure sufficient coaching resources are available
	3.3 Check horse and rider equipment is safe for use
4. Be able to assess an inexperienced rider	4.1 Outline the format of the coaching session to the rider
	4.2 Use exercises to assess horse and rider combination
	4.3 Identify and evaluate rider's strengths and weaknesses
	4.4 Discuss the suitability of proposed session plan with the Assessor
5. Be able to coach an inexperienced rider for improvement	5.1 Implement session plan as discussed
	5.2 Evaluate and assess the rider's position and implement exercises to facilitate improvement
	5.3 Evaluate and assess the rider's use of natural aids and implement exercises to facilitate improvement
	5.4 Communicate technically correct explanations
	5.5 Establish a rapport with the rider and obtain feedback to facilitate learning
	5.6 Use their voice and body language to good effect
6. Be able to evaluate the coaching session	6.1 Provide feedback to the rider at the end of the coaching session
	6.2 Give an action plan to the rider for their development
	6.3 Reflect on and evaluate personal performance
	6.4 Devise an action plan to develop personal coaching practice



The Language of Equestrian Coaching

If you have been having regular instruction you will probably be aware of the terminology that is in general use for helping to keep the ride safe and under control. If you are coaching an individual with whom you have a good rapport and working relationship this terminology may appear too formal and unnecessary. It is very useful to be confident using the terminology because most riders will understand what is meant and, when working as a ride, will expect it.

- Working as a ride following each other is called working in closed order.
- Working as individuals within a group is called working in open order.

When asking all the riders to undertake an exercise together:

- 'Whole ride preparing to (e.g. go forward into working trot rising)'. Then pause to give the riders time to prepare themselves and their horses for the task. Then say 'Whole ride, trot'.

Example 2. (Asking the ride to undertake a figure when all are trotting)

- 'Whole ride twenty metre circle at A and then go large'.

When giving a command to undertake a task at a certain letter you must time the command so that the riders are able to prepare themselves and their horses and perform a smooth exercise.

When asking the riders to undertake an individual exercise with the rider in front going first the command 'Leading files in succession' is used. For example when asking each rider to canter one at a time to the rear of the ride:

- 'Leading files in succession prepare to go forward into working trot and at the next suitable corner pick up canter and canter to the rear of the ride'.

You should then ask the riders if they all understand what they have to do. You may point out the safety factors and that they must trot well before the rear file, or if they are unable to stop they should circle away. You then say 'Leading file commence the exercise'. Once they have finished you say 'Next commence' (or you could use their name which is more personal and friendly).

If you want the riders to undertake an exercise one at a time with the person at the rear going first you would use a similar sequence but use the term 'Rear files in succession...'

Always make sure commands are given in good enough time for the riders to prepare for

whatever they are being asked to do. This will take practise. Listen to and watch experienced instructors/coaches to help understand how far in advance you need to prepare a group of riders to undertake an exercise successfully.

Rules of the School

It is important that you know the rules of the school and that the riders also understand those that are relevant to them.

The main rules are:

- Always knock and ask for permission to enter before going into a school or manège.
- When working as a ride always keep a safe distance from the horse in front.
- When working in open order:
 - a) Always walk on an inner track, leaving the outer track free for those going at a faster pace.
 - b) It is better to turn across the school to undertake a downwards transition so you do not interfere with horses behind you.
 - c) Cross left hand to left hand with somebody working at the same pace as you.
 - d) Give way to lateral work.
 - e) Always be aware of what other riders are doing.
 - f) Before leaving the school always inform other riders and ensure they have heard you.

UNIT 1

Class Lesson

Coach a
Group of
Riders for
Improvement



11 Credits



Coach a Group of Riders for Improvement

Lesson Topics – flat and jump

Candidates will need to prepare lesson plans for all eight class lesson topics detailed below and lesson plans for an open brief for a flat and a jump lesson prior to the exam day.

Class 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 and school figures.
4. Assess your riders' ability and work to improve their feel for rhythm and balance using appropriate exercises and movements, including circles and serpentines to improve lateral bend.

Class 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 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.

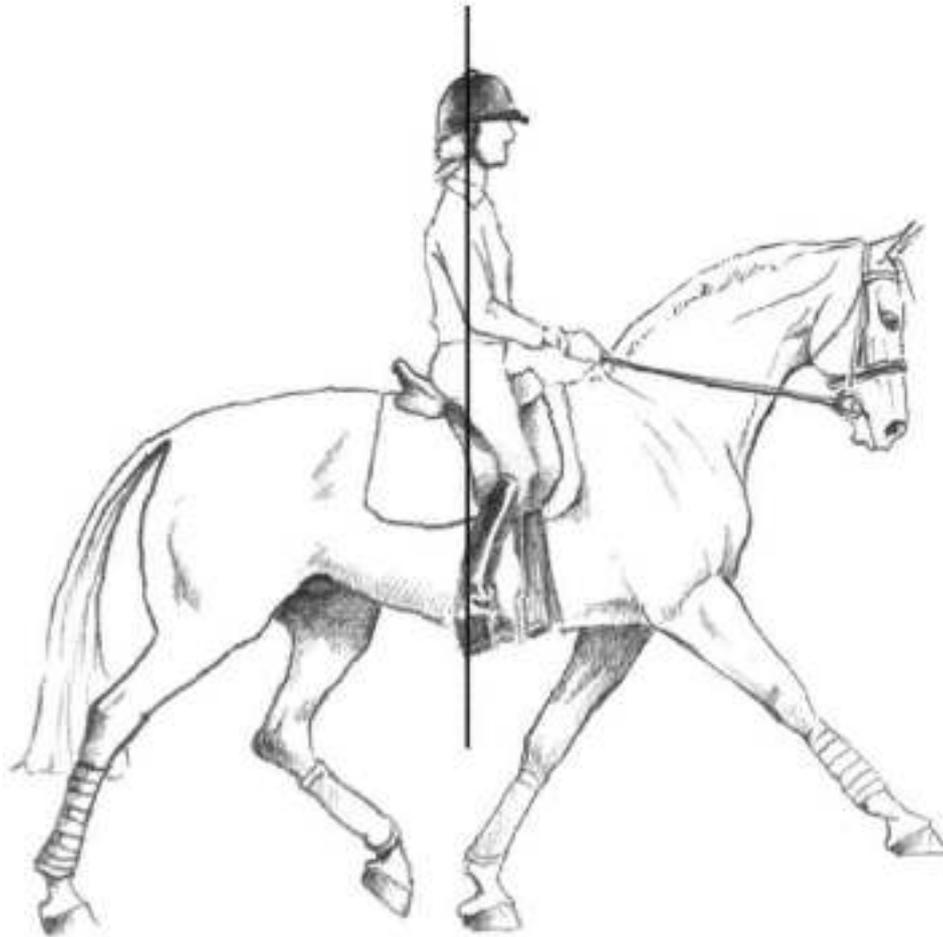
Open brief for flat and jump lessons:

This is a plan for a lesson the candidate feels would be suitable for riders they have not

assessed before. The plan may list a selection of exercises that could be used up to Stage level riders. The candidate should then select those exercises that are relevant to the ride and, as with any lesson plan, this may need adjusting on the exam day, depending on the type of riders, horses and how they progress.

What the assessor is looking for

- You should present a neat image with a clean, tidy, professional turnout, and from the outset you must convey confidence in both your voice and body language.
- You should come with all your lesson plans prepared so you do not have to worry about these.



Correct riding position – shoulder, hip and heel aligned.

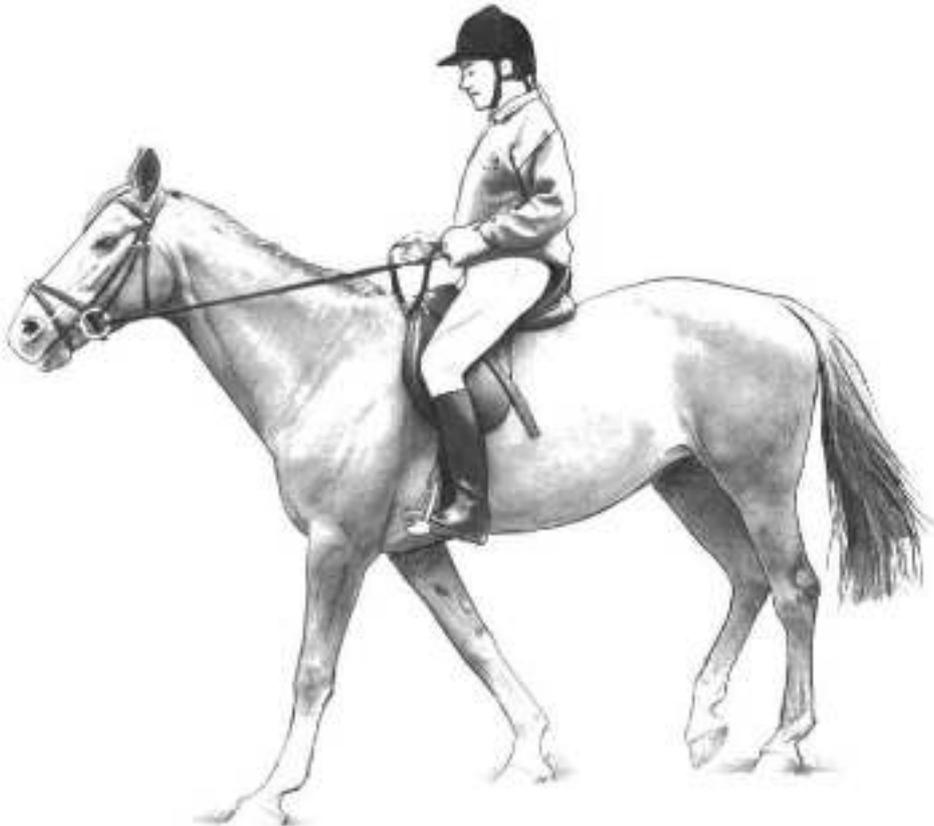


A typical novice rider position, as yet showing no depth.

- Your voice must be positive and audible throughout the lesson. Remember to project your voice with clear words that are not hurried. Position the ride near to the assessors when you are talking to your pupils, so that the assessor can hear too.
- It is likely that your riders will be mounted and waiting for you in a line. Introduce yourself and find out your riders' names and check their tack. Ask your riders if there is anything specific they would like to work on as individuals. Also ask if they need help with either their reins or stirrups and suggest they check their girths. Find out if the riders are mounted on horses they have ridden before.
- Discuss what you have been asked to teach, so that your pupils know the subject matter or aims of the lesson that you will give.
- Demonstrate confidence and ability in your control of the ride as you start to work with them. It does not matter if you choose to work the ride in closed order or in open order so long as you have clearly directed the ride in what they are to do and you are sure that they both understand and can carry out your instructions.
- Choose work that shows you know how to assess riders and progress the work to a logical plan.



Rider faults: rounded shoulders, stiff arms, over-short reins, rounded back.



Rider faults: sitting behind the movement, reins too long, and lower leg forward.

- Be able to identify where riders have faults and weaknesses and be able to offer assistance for improvement.

- Once you have assessed the riders the assessor will discuss with you how you feel the lesson will progress and whether the lesson plan needs to be adapted.
- Show confidence in choosing work that will address the riders' faults and help to improve them.
- Choose school figures that help to develop the riders' competence and feel for the horses, from which you can make suitable corrections of position faults or aid application.
- Frequently encourage the riders to feed back to you by asking them questions that will make them think about what they are doing.
- With a jumping lesson, the handling of the equipment that you need (poles, jump wings, cups, etc.) must be done with proficiency and competence, through familiarity and awareness of where to place the equipment with regard to maintaining the safety of your ride.
- Ideally, in an exam you will have someone to assist you so that the equipment can be moved into place for you to use without reducing your valuable teaching time.
- You must inform your helper where the poles/jumps are to be placed and you must always check yourself that the jump and any pole distances have been placed and measured to your satisfaction.
- Spare equipment should be stacked neatly out of the way of the ride's activity, with special awareness of keeping jump cups tidy and safe. Jump cups must never be left on a wing if they are not holding a pole.
- You must assess the ride with particular emphasis on the lesson being a jumping lesson. It would therefore be wise to ensure that the riders are riding with stirrups at jumping length before you start. Probably see them in walk, trot and canter and ask them to take a 'light seat' at some stage of this initial work.
- Once you have assessed the ride the assessor will discuss with you how you feel the lesson will progress and whether the lesson plan will be adapted.
- You must be able to recognise when the rider is in good balance in the jumping position.
- You must also be able to identify the area(s) of fault with the riders' positions and be able to suggest help to assist in improvement.
- You must be able to recognise if faults are arising from poor balance or incorrect position, or from poor understanding of the use of correct aids or their application.
- If aid application is the problem, then relevant help must be forthcoming once you have identified the weak area.

- Your choice of work will be directed by your initial assessment and also to some degree by the 'brief' you are given for your lesson. The 'brief' is a broad-based subject around which you should be structuring your lesson plan.
- Whatever you choose for your lesson, you must use appropriate distances between your poles and safely constructed jumps according to the ability of your horses and riders.



Rider showing a 'light seat' or jumping position (also known as forward seat or poised position).

- At the end of the lesson be confident about talking to the group as a whole (briefly) and then individually. Provide some clear ideas for further improvement by giving the riders something to be working on in the coming days or weeks after the lesson.
- The assessor will then discuss the lesson and riders with you. You should reflect on the lesson truthfully, pointing out what went well, what could have gone better and how you could have improved it. The assessor will discuss this with you. He/she will also obtain feedback from the riders.

How to become competent

- You will be required to teach a group of three or four riders for approximately 30 minutes. The riders should be able to walk, trot and canter and jump small fences. The lesson will probably take place in a 20m x 40m school which may be indoors or outside.
- Practise remembering names, as it is important to be involved with your riders and forgetting their names does not promote this feeling. If you find it difficult to remember names then take a small notebook or postcard with you to jot down names so that

- [click The Art of Natural Building: Design, Construction, Resources \(2nd Edition\)](#)
- [Understanding Aleister Crowley's Thoth Tarot here](#)
- [read **The Photographer's Vision: Understanding and Appreciating Great Photography**](#)
- [click **Between Barack and a Hard Place: Racism and White Denial in the Age of Obama**](#)
- [click *Mathematica: A Problem-Centered Approach \(2nd Edition\) \(Springer Undergraduate Mathematics Series\)* here](#)
- [download online **Now That's Funny!: Jokes and Stories from the Man Who Keeps America Laughing**](#)

- <http://www.shreesaiexport.com/library/Green-Thoughts--A-Writer-in-the-Garden.pdf>
- <http://aneventshop.com/ebooks/Dragons--Lexicon-Triumvirate.pdf>
- <http://interactmg.com/ebooks/Genetic-Justice--DNA-Data-Banks--Criminal-Investigations--and-Civil-Liberties.pdf>
- <http://www.shreesaiexport.com/library/Between-Barack-and-a-Hard-Place--Racism-and-White-Denial-in-the-Age-of-Obama.pdf>
- <http://fitnessfatale.com/freebooks/Green-Juicing-Diet--Green-Juice-Detox-Plan-for-Beginners-Includes-Green-Smoothies-and-Green-Juice-Recipes.pdf>
- <http://aneventshop.com/ebooks/The-Woman-in-White--Barnes---Noble-Classics-Series-.pdf>