



## EQUESTRIAN AUSTRALIA COACH UPDATE

### COACH UPDATE SUMMARY

MODULE 1	EQUESTRIAN AUSTRALIA STRUCTURE
MODULE 2	UPDATE ON EA ACCREDITED COACHES
MODULE 3	EDUCATIONAL FRAMEWORK
MODULE 4	ETHICS & BEHAVIOUR
MODULE 5	RISK MANAGEMENT
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# COACH UPDATE INFORMATION BOOKLET

Version 2023.10



*In the spirit of reconciliation Equestrian Australia acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea, and community.*

*We pay our respects to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.*



## **MODULE 1**

# **EQUESTRIAN AUSTRALIA'S STRUCTURE**

## EQUESTRIAN AUSTRALIA STRUCTURE

- Equestrian Australia National Board
- Equestrian Australia National Sporting Organisation (NSO) and State Branches
- Equestrian Australia Discipline Committees:
  - Dressage
  - Driving
  - Endurance
  - Eventing
  - Jumping
  - Show Horse
  - Vaulting

## ROLE OF THE EA NATIONAL BOARD

Governing, directing, and monitoring the organisation's affairs and operations in:

- **Overall organisational performance:**
  - ensuring the organisation develops and implements strategies and supporting policies to enable it to fulfill the objectives set out in the organisation's constitution.
- **Overall compliance:**
  - ensuring the organisation develops and implements systems, processes and procedures to enable it to comply with its legal, regulatory and industry obligations and ensure the organisation's assets and operations are not exposed to undue risks through appropriate risk management.

## ROLE OF THE NATIONAL SPORTING ORGANISATION & STATE BRANCHES

- Prepare and implement a vision and strategic plan for the sport and determine how it will be implemented nationally, regionally, and locally.
- Promote sport.
- Manage the rules and regulations of the sport, including anti-doping, child protection and diversity and inclusion.
- Implement a governance framework for the sport.
- Administer the officials of the sport.
- Establish and maintain links with the International Federation (FEI)
- Encourage and grow participation.
- Develop coaches, athletes, officials and participants.

## ROLE OF THE NATIONAL DISCIPLINE COMMITTEES

- National Discipline Committees are decision-making bodies reporting to the EA Board and can be either State Based or Skills Based
- State Based Committees consist of a representative from each State, plus an Athletes' Representative

## ROLE OF AUSTRALIAN SPORTS COMMISSION (ASC)

- Australian Sports Commission is the Australian Government agency responsible for supporting and investing in sport
- ASC was established in 1985 under the [Australian Sports Commission Act 1989](#) and operates in accordance with the [Public Governance, Performance and Accountability Act 2013](#)
- ASC is governed by a Board of Commissioners appointed by the Minister of Sport
- The Board determines the overall direction, decides on allocation of resources and policy for delegated decisions and is accountable to the Minister for Sport
- ASC is responsible for driving the broader sport sector including participation, supporting activities linked to sport and sport industry growth, and the Australian Institute of Sport (AIS) — leads the high-performance sport system.



## **MODULE 2**

### **UPDATE ON EA ACCREDITED COACHES**

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## NEW COACH ACCREDITATION REQUIREMENTS FOR 2023/2024

- Must successfully complete EA's Concussion Course on the Equestrian Learning Centre  
<https://learning.equestrian.org.au/login>
- Must successfully complete the ASC's Community Coaching – Essential Skills Course (8 modules), accessed through the Equestrian Learning Centre  
<https://learning.equestrian.org.au/login>
- Introduction to Coaching and Level 1 Coaches must hold a valid Sport Integrity Clean Sport 101 badge.
- Levels 2 & 3 Coaches must hold an Annual Update 2023 badge.

## COMPULSORY REQUIREMENTS TO MAINTAIN EA COACH ACCREDITATION

To maintain EA Coach Accreditation an EA Accredited Coach:

- Must be a currently financial EA Member.
- Must complete the Coach Update (every two years).
- Must hold a current and valid First Aid Certificate 'Provide First Aid HLTAID011.
- Must hold current and valid Working with Children Check/Working with Vulnerable People Check/Blue Card.
- Must successfully complete EA's Concussion Course on the Equestrian Learning Centre <https://learning.equestrian.org.au/login>
- Must hold a valid Sport Integrity Anti-Doping Fundamentals Course badge.
- Introduction to Coaching and Level 1 Coaches must hold a valid Sport Integrity Clean Sport 101 badge.
- Levels 2 & 3 Coaches must hold an Annual Update 2023 badge.
- Must hold a valid Community Coaching – Essential Skills certificate accessed through the Equestrian Learning Centre <https://learning.equestrian.org.au/login>
- Must either join EA/Marsh National Insurance Scheme or provide a Certificate of Currency with an alternate Insurance provider indicating equivalency with the insurance provided by Marsh.

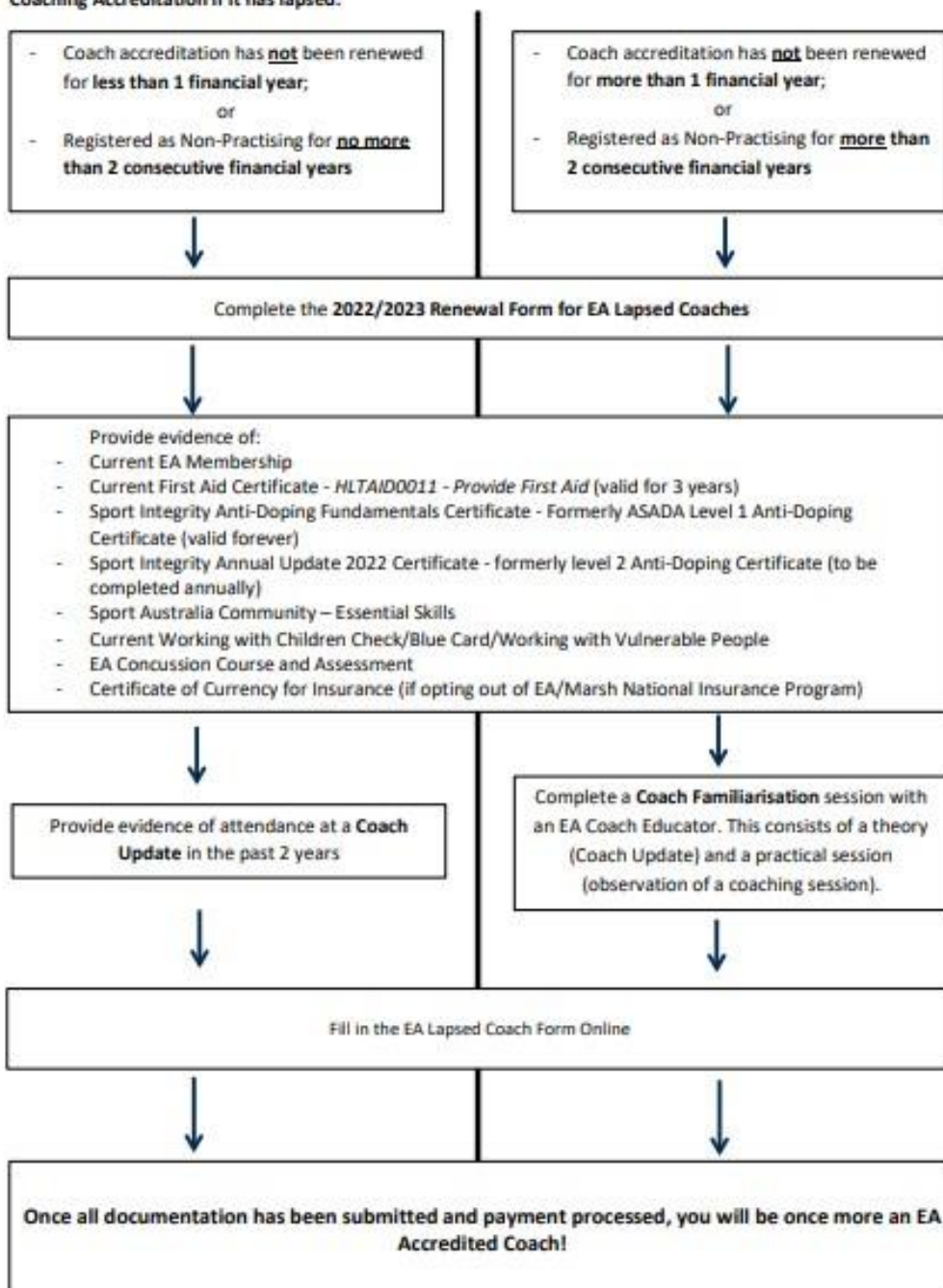
## BENEFITS OF BECOMING AN EA ACCREDITED COACH

- EA is a member organisation of the FEI, IGEQ, ASC and AOC with the needs of EA coaches appropriately represented by these organisations.
- Access to EA's Accredited coach framework providing formalised education and opportunities to engage with seminars and workshops providing horizontal development.
- Access to join the EA/Marsh National Insurance program providing the following coverage:
  - Public & Product Liability \$20m (protects a coach if a third-party claims that they have suffered personal injury or property damage due to the alleged negligence of the coach)
  - Professional Indemnity \$20m (protects a coach against allegations of a breach of professional duty arising from negligent acts, errors or omissions whilst engaged in coaching activities)
  - Personal Injury (this insurance is designed to offer some peace of mind to coaches by helping cover costs related to a personal injury sustained whilst engaging in coaching activities).
- EA Policies to support the coaching community.

## PROCESS FOR LAPSED COACHES



Please see the below flowchart to identify the requirements you must meet in order to renew your Coaching Accreditation if it has lapsed:





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## PROCESS FOR LAPSED COACHES (CONT'D)

In 2023/24 the Renewal Form for EA Lapsed Coaches will be accessed by using the link below:

<https://forms.office.com/r/T9MMX9XbZf>

In 2023/24 the EA Coach Familiarisation Form will be accessed by using the link below:

<https://forms.office.com/r/CWea9nYBVY>

## ORDERING RESOURCES

In 2023/24 Resources for the Coach Pathway will be ordered using the link below:

<https://forms.office.com/r/durRJ9B8m2>

- As part of EA's commitment to develop sustainable business practices with an emphasis on greater environmental stewardship, social responsibility and supply chain sustainability, EA has shifted to provide digital resources to coaches.
- Digital resources are watermarked with the coach's name.

## RECOGNITION OF CURRENT COMPETENCY

- EA's process of Recognition of Current Competency (RCC) is for coaches who are already able to meet and demonstrate expected competencies.
- The RCC process recognises international qualifications, athletes with verified competition results and other industry educational qualifications.
- For further details:

<https://www.equestrian.org.au/coaching/skills-recognition>

## **BECOMING A SKILLS SPECIFIC TRAINER & ASSESSOR (SSTA)**

To become an EA SSTA the Coach must meet the following criteria:

- Have been registered and actively Coaching for the current and no less than 5 years within the previous 7 years (Level 1 for at least 3 years)
- Register and attend an EA endorsed SSTA Training course.
- Successfully complete the SSTA course, be assessed as competent, and any/all subsequent requirements.

At the SSTA course participants must be found competent to:

- Assess candidates in the Introductory Riding and Introductory Horse Management courses according to the EA competency standards.
- Demonstrate competency in assessing according to the EA Coach assessment policies, procedures and guidelines.

## **BECOMING A COACH EDUCATOR (CE)**

To become an EA Coach Educator, Coaches must meet the following criteria:

- Be a currently registered coach and been so for no less than 5 of the previous 7 years.
- Have been a registered Level 2 or 3 Coach for at least the last two (2) years.
- Have been a registered SSTA for at least the last two (2) years.
- Register and attend an EA endorsed CE Training course, and successfully complete the CE course, workbook and any/all subsequent requirements.
- At the CE course participants must be found competent to assess Candidates in Introductory, Level 1 and Level 2 Riding, Horse Management and Coaching courses according to EA Coaching competency standards and as per the EA Coaching assessment policies, procedures and guidelines.



## THE INTERNATIONAL GROUP FOR EQUESTRIAN QUALIFICATIONS (IGEIQ)

EA is a member of the International Group of Equestrian Qualifications (IGEIQ).

### Membership offers:

- The Annual Conference provides opportunity to meet with professional equestrian educators from member countries, including practical standard setting sessions, informative workshops and discussion.
- Opportunity to have current qualifications mapped against internationally agreed minimum standards at 3 International levels.
- Once formally accepted as eligible, qualifications are recognised and accepted by all members of IGEQ, (subject to national legal requirements), and are also eligible for the IGEQ passport.
- Authority to issue Passports to those holding a qualification on the List of Eligible Qualifications for Riding (All Round), Driving, Vaulting, Tourism, Western and Discipline Competition Coach (Show Jumping, Dressage & Eventing)
- Help and expert advice from IGEQ to develop a new robust qualification/examination system if required.



## **MODULE 3**

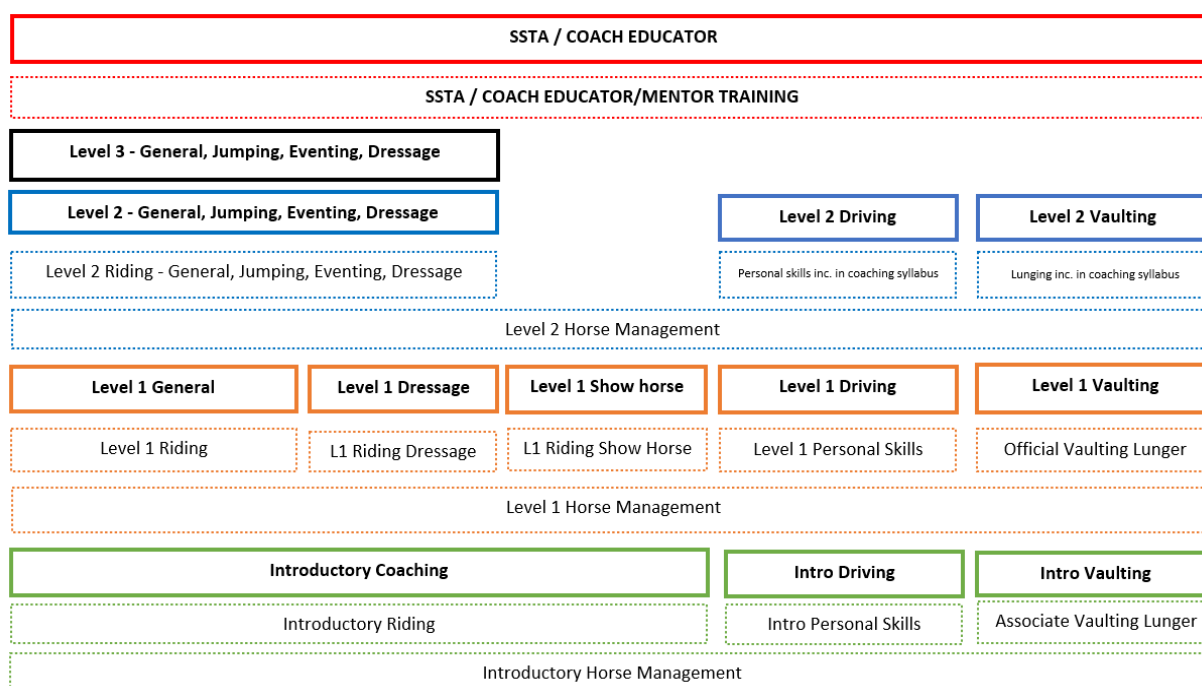
### **EDUCATIONAL FRAMEWORK**

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## EA COACH PATHWAY



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## EA COACH ASSESSMENTS – WHO SIGNS WHAT?

The chart below indicates the coaching accreditation of a Coach Educator/SSTA who can sign Introductory assessments.

### SIGNING SLIPS

#### INTRODUCTION TO COACHING

<b>INTRODUCTORY ASSESSMENT SLIPS</b>							
<i>NB: A single EA Coach Educator (CE) or Skill Specific Trainer / Assessor (SSTA) may sign all pre-requisite assessment activities for any one candidate. A single EA Coach Educator may sign no more than THREE (3) whole Introductory Coaching Assessment Slips for any candidate.</i>							
<i>NB: If you complete the coaching pre-requisites at the Introductory Level, you can commence Level 1 pre-requisites without completing coaching accreditation.</i>							
CE Coaching Level	Coaching Accreditation Pre-requisites				Coaching Accreditation		
	Horse Management <small>(for all coaching)</small>	Riding <small>(for coaching)</small>	Personal Skills <small>(for Driving Coaching)</small>	Assoc. Lunger <small>(for Vaulting Coaching)</small>	Coaching	Driving	Vaulting
L2 General	*	*			*	See note below	See note below
L2 Dressage	*	*			*	See note below	See note below
L2 Jumping	*	*			*	See note below	See note below
L2 Eventing	*	*			*	See note below	See note below
L2 Vaulting	*			*			*
L2 Driving	*		*			*	
L3 General	*	*			*	See note below	See note below
L3 Dressage	*	*			*	See note below	See note below
L3 Jumping	*	*			*	See note below	See note below
L3 Eventing	*	*			*	See note below	See note below
SSTA Coaching Level	Coaching Accreditation Pre-requisites						
	Horse Management <small>(for all coaching)</small>	Riding <small>(for coaching)</small>	Personal Skills <small>(for Driving Coaching)</small>	Assoc. Lunger <small>(for Vaulting Coaching)</small>			
Min. L1 Olympic Discipline	*	*					
Min. L1 Vaulting	*			*			
Min. L1 Driving	*		*				

To note:

- Assessment slips 3 to 6 of Vaulting/Driving Coaching can be assessed by an EA CE with the assistance of a Vaulting/Driving SSTA to act as advisor to clarify technical information

### LEVEL 1

<b>LEVEL 1 ASSESSMENT SLIPS</b>											
<i>NB: A single EA Coach Educator may sign no more than THREE (3) whole L1 Assessment Slips within any of the EA L1 Assessment Summaries for any candidate.</i>											
<i>NB: If you complete the Level 1 coaching pre-requisites, you can commence Level 2 pre-requisites without completing coaching accreditation.</i>											
CE Coaching Level	Coaching Accreditation Pre-requisites						Coaching Accreditation				
	Horse Management <small>(for all coaching)</small>	Riding <small>(for general coaching)</small>	Dressage Riding <small>(for coaching)</small>	Show Horse Riding <small>(for SH coaching)</small>	Official Lunger <small>(for Vaulting Coaching)</small>	Personal Skills <small>(for Driving Coaching)</small>	General Coaching	Dressage Coaching	Show Horse Coaching	Vaulting Coaching	Driving Coaching
L2 General	*	*	*	*			*	*	See note below	See note below	See note below
L2 Dressage	*	*	*	*			*	*	See note below	See note below	See note below
L2 Jumping	*	*	*	*			(Dressage only) *	*	See note below	See note below	See note below
L2 Eventing	*	*	*	*			*	*	See note below	See note below	See note below
L2 Vaulting	*				*					*	
L2 Driving	*					*					*
L3 General	*	*	*	*			*	*	See note below	See note below	See note below
L3 Dressage	*	*	*	*			*	*	See note below	See note below	See note below
L3 Jumping	*	*	*	*			(Dressage only) *	*	See note below	See note below	See note below
L3 Eventing	*	*	*	*			*	*	See note below	See note below	See note below

To note:

- Assessment slips 3 to 6 of Show Horse Coaching to be assessed by an EA CE with the assistance of a Show Horse Council Judge or Show Horse SSTA to act as advisor to clarify technical information
- Assessment slips 3 to 6 of Vaulting/Driving Coaching can be assessed by an EA CE with the assistance of a Vaulting/Driving SSTA to act as advisor to clarify technical information

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## LEVEL 2

LEVEL 2 ASSESSMENT SLIPS – OLYMPIC DISCIPLINES									
NB: A single EA Coach Educator may sign no more than THREE (3) whole L2 Assessment Slips within any of the EA L2 Assessment Summaries for any candidate.									
CE Coaching Level	Coaching Accreditation Pre-requisites					Coaching Accreditation			
	Horse Management (for all coaching)	General Riding	Jumping Riding	Dressage Riding	Eventing Riding	Coaching			
L2 General	*					Please refer to detailed table below			
L2 Dressage	*	* (Dressage only)							
L2 Jumping	*	* (Jumping only)							
L2 Eventing	*	* (XC only)							
L3 General	*	*	*	*	*				
L3 Dressage	*	* (Dressage only)		*	* (Dressage only)				
L3 Jumping	*	* (Jumping only)	*		* (Jumping only)				
L3 Eventing	*	*	*	*	*				
LEVEL 2 COACHING ASSESSMENT SLIPS BY OLYMPIC DISCIPLINE									
Minimum Coach Educator (CE) Accreditation to sign off on specific Assessment Slips are outlined below									
NB: A single EA Coach Educator may sign no more than THREE (3) whole L2 Coaching Assessments for any candidate.									
Marking of Level 2 Coaching Accreditation by Discipline and Assessment Slip		Dressage (D)	Jumping (J)		Eventing (E)		General (G)		
			Flatwork	Poles	Dressage	Jumping	Dressage	Jumping	XC
Theory Paper	Assessment Slip 1	Send to EA Office for marking							
Seasonal Plans	Assessment Slip 2	Any Level 2 Coach Educator (CE) General, (G), Dressage (D), Eventing (E), or Jumping (J) Coach							
Horse/Athlete Development Diary	Assessment Slip 3	Or Level 3 Coach Educator (CE)							

## WHAT AM I INSURED TO COACH?

### INTRODUCTION & LEVEL 1

		Dressage	Jumping	XC	Vaulting	Driving
Introductory	General	Preliminary				
	Vaulting				Individual: Pre-Novice Squad Freestyle: Preliminary Pas de Deux: Preliminary	
	Driving					Singles

		Dressage	Jumping	XC	Vaulting	Driving
Level One	Dressage	Elementary	50cm poles & grids			
	General	Novice	90cm	80cm		
	Show Horse	Open Competition	Working Hunters to 90cm			
	Vaulting				Individual: Intermediate Squad Freestyle: Novice Pas de Deux: Intermediate	
	Driving					Singles

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## LEVELS 2 & 3

		Dressage	Jumping	XC	Vaulting	Driving
Level Two	Dressage	Advanced	50cm poles & grids			
	Jumping	Elementary	1.30m			
	Eventing	CCI*** (L & S)	CCI*** (L & S)	CCI*** (L & S)		
	General	Medium	1.15m	CCI** (L & S)		
	Vaulting				Individual: Advanced Squad Freestyle: Advanced Pas de Deux: Open	
	Driving					Pairs

		Dressage	Jumping	XC	Vaulting	Driving
Level Three	Dressage	Grand Prix	50cm poles & grids			
	Jumping	Medium	1.50m			
	Eventing	CCI***** (L & S)	CCI***** (L & S)	CCI***** (L & S)		
	General	Inter 1	1.30m	CCI***** (L & S)		





## MODULE 4

# ETHICS & BEHAVIOUR

## COACH VALUES

### BE PERSEVERING:

- *Work through difficulty and discouragement in pursuit of individual & team objectives*

### BE RELIABLE:

- *Prove that others can depend on you.  
Sportsmanship: Bring your best to all competition*

### BE COOPERATIVE:

- *Join teammates, opponents, other coaches, and officials in a mutual quest for excellence.*

## COACHING PHILOSOPHY

### You can develop your Coaching Philosophy by:

- Understanding yourself and determining what is important to you.
- Prioritising your values
- Identifying your coaching objectives
- Expressing your coaching philosophy publicly
- Linking your coaching philosophy to your coaching style.

## EXAMPLE OF A HEALTHY COACHING PHILOSOPHY

*To create within the athletes an interest and enthusiasm for the events... then direct that interest and enthusiasm along of the lines of sound fundamentals taught imaginatively, intelligently, purposefully, and even inspirationally.*

**(Kidman and Hanrahan 1997)**

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## REFLECTION COACHING PHILOSOPHY

### LEARNING TASK

Using the space below or on a separate sheet:

1. In 3 or 4 sentences please detail your Coaching Philosophy.

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## EFFECTIVE COACHING CHECKLIST

Use the following checklist:

- To thoughtfully self-reflect.
- To think about how you coach.
- To think about your interactions with athletes.
- To think about your preparation for coaching sessions.
- To think about your use of language.

## EFFECTIVE COACHING SELF REFLECTION

Please rate yourself where:

**1 = I don't do this**

**2 = I rarely do this**

**3 = I do this sometimes**

**4 = I do this most of the time**

**5 = I do this all of the time**

<b>DEVELOPING TRUST</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I take the time to listen and 'be present' for the person					
I get to know the person					
I demonstrate appreciation					
I maintain confidentiality					

<b>BEING PRESENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I focus on being of service					
I give the person my complete attention					
I ensure my body language is supportive and positive					
I put my own agenda aside					
I manage the energy to achieve the best outcomes					

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<b>LISTEN ACTIVELY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I listen at least twice as much as I speak					
I observe body language more than words when appropriate					
I refrain from interrupting					
I mirror or repeat the person's words or actions as appropriate					

<b>CLARIFYING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I repeat the coach's exact words to demonstrate listening and understanding					
I summarise what the person says					
I check interpretation					
I listen for a person's strengths and name them					

<b>EMPATHISING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I demonstrate that I grasp the person's perspective					
I am non-judgmental of the person's background culture, or point of view					
I show care and concern over the person's feelings					
I demonstrate belief in the person's potential					

<b>BEING SUCCINCT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I am clear, articulate and direct					
I express important issues in a few words					
I reframe the person's words into a more succinct form					
I use metaphor and analogy to help illustrate points					

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<b>ASKING THE BEST QUESTIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I ask questions that reflect active listening					
I ask open-ended questions					
I ask questions that promote reflection, learning and growth					
I ask questions that focus the person on desired results					

<b>GIVING FEEDBACK</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I acknowledge the person for their progress and/or new learning					
I am direct and honest					
I give specific examples and stick with the facts					
I avoid generalising, labelling or being judgmental					

## REFLECTION EFFECTIVE SKILLS

### LEARNING TASK

Using the space below or a separate sheet:

Please list:

- 5 elements that you scored highly.
- 5 elements that you scored poorly.

Choose one of the elements that you scored poorly and detail a 5-point plan on how you will work to improve on this element of your coaching practice.

HIGH SCORING COMPONENTS		LOW SCORING COMPONENTS	
1		1	
2		2	
3		3	
4		4	
5		5	

### 5 Point Plan Guidelines

1. Identify the area you want to improve: Start by identifying the specific element of your coaching practice that you want to improve. It could be related to your communication skills, the way you structure your coaching sessions, or any other aspect you feel needs improvement.
2. Set specific goals: Once you have identified the area you want to improve, set specific and measurable goals. For example, if you want to improve your communication skills, a goal could be to reduce the number of misunderstandings or increase the number of positive feedback from your clients.
3. Develop an action plan: Create an action plan that outlines the steps you need to take to achieve your goals. This plan should include specific activities you will undertake to improve your coaching practice, such as attending workshops, seeking feedback from clients, or practicing specific skills.
4. Implement the plan: Put your plan into action and start working towards your goals. Stay focused, disciplined, and committed to the plan. Make sure to track your progress regularly and adjust your plan if necessary.
5. Evaluate your progress: After a period of time, evaluate your progress towards achieving your goals. Analyze what worked and what did not work. Celebrate your successes and identify areas where you still need to improve. Use this feedback to refine your action plan and continue to improve your coaching practice.

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## Identified Area of Improvement

**SMART Goals** - (Small, Measurable, Achievable, Relevant, Time Bound)

## Action Plan

**Implementation** – How to go about this and track progress

**Evaluate** – Take time to evaluate, be honest, use other people to assist with fresh eyes



## HOW TO IMPROVE COACH-ATHLETE COMMUNICATION

**Miscommunication is repeatedly cited as the number one source of stress for coaches. Effective communication is a learned skill, and like any physical skill, it must be practiced to achieve improvement.**

**Wade Gilbert, Improving Communication**

### **How to improve Coach-Athlete Communication**

- Be mindful of the assumptions and views you hold of your athletes and regularly test and update these views.
- Set appropriate and realistic performance targets based on regular assessment of athlete ability.
- Ensure that athletes are not always paired with the same partner or group during practice activities, to develop a more comprehensive and accurate portrait of each athlete's maturity and skill level.
- Communicate high expectations for all your athletes, not just the most talented or physically gifted ones.

## CODE OF ETHICS FOR EA COACHES

<b>Code of Ethics for EA Coaches</b>	<ul style="list-style-type: none"><li>- EA coaches are bound by the EA Member Protection Policy (&amp; EA By-Laws) and the Coach's Code of Ethics.</li> <li>- Where a coach breaches the code or any EA behaviour-related policy, they may be subject to EA disciplinary procedures.</li> <li>- Coaches are bound by this Coach's Code of Ethics when they register annually with EA.</li></ul>
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## EA COACHES CODE OF ETHICS

The Coach's **Code of Ethics** provides that all coaches must:

1. Promote the welfare of the horse as the primary consideration following the principles of the FEI Code of Conduct for the Welfare of the Horse.
2. Ensure that equipment and facilities meet safety standards and are appropriate to the age and experience of the horse and the rider.
3. Respect the talent and commitment of each rider and their horse and seek to develop their potential
4. Treat each rider and horse as a unique individual
5. Respect fellow coaches and their pupils and encourage riders to do likewise
6. Learn as much as possible about the sport, keep up to date with developments
7. Make sure that the time spent with you is positive and self-enhancing for the rider
8. Never deceive or mislead the rider
9. Be dignified and controlled and teach riders to be likewise
10. Actively discourage the use of drugs prohibited by the ASC, EA and the FEI
11. Discourage the use of cruel or injurious training methods and set a good example with your own training methods
12. Teach the rider that the rules of the sport are mutual agreements which no one should evade or break. It is the duty of the coach to know and abide by EA and FEI rules and to encourage compliance in spirit and in deed.
13. Respect the judgement of officials and encourage riders to do likewise
14. Avoid over facing horses and riders
15. All pupils are entitled to and deserve equal time in group lessons
16. Follow the advice of medical and veterinary practitioners when dealing with injured riders and horses
17. When coaching young riders make only reasonable demands on their time energy and enthusiasm
18. Always consider the maturity level of the child
19. Refrain from any form of personal abuse towards riders
20. Refrain from any form of harassment towards riders
21. Any physical contact with your riders should be:
  - Appropriate to the situation
  - Necessary for the rider's skill development
22. Understand the repercussions if you breach, or are aware of any breaches of the Code of Ethics or the EA Member Protection Policy.




## **MODULE 5**

# **SAFETY & RISK MANAGEMENT**

## RECAP ON COMMON SAFETY CONSIDERATIONS FOR COACHES

- Athlete assessment
- Horse assessment
- Tack and gear
- Athlete attire
- Lesson planning and activities
- Facilities.

## ESSENTIAL RISK MANAGEMENT SUMMARY (EXAMPLE)



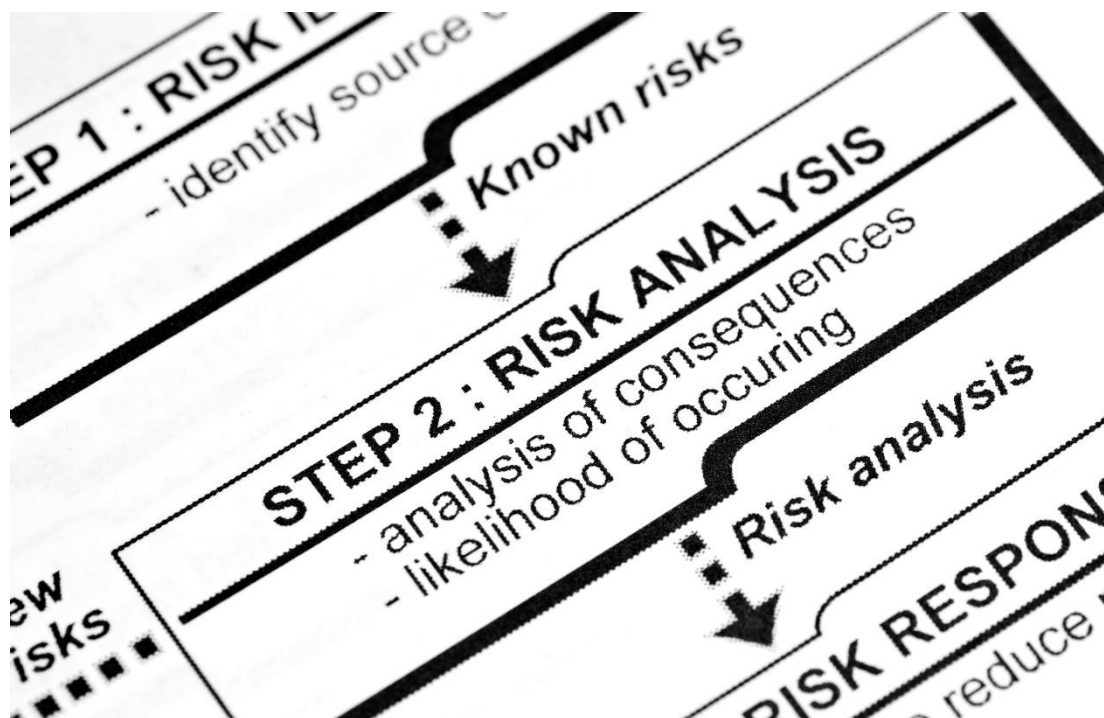
EQUESTRIAN AUSTRALIA

### Essential Risk Management Summary

Facility and Coaching Checklist		Y/N	Date assessed	Further action
<b>FACILITIES</b>				
<b>Parking Areas</b>	▷ Safe and controlled area with easy access for vehicles and trucks <i>Points to consider:</i> Suitable loading/unloading areas, large enough for turning, property fenced with gates closed, surface safe to drive/ride on, separate spectator car parking			
<b>Arenas Indoor/ Outdoors</b>	▷ Safe, well maintained facilities ▷ Suitably enclosed ▷ Surface is of good condition / even terrain <i>Points to consider:</i> Properly enclosed, adequate protection from elements, posts/rails not broken or protruding, appropriate drainage/ventilation/lighting, surface consistent, free of debris, hazards clearly marked and/or removed			
<b>EQUIPMENT</b>				
<b>Lesson Equipment</b>	▷ Safe and suitable for activity ▷ Well maintained <i>Points to consider:</i> Markers not dangerous when stepped on, poles/rails min 9cm diameter, cups allow rails to roll out, cross country fences inspected for hazards before use			
<b>Rider Attire</b>	▷ Safe and suitable for activity ▷ Appropriate standard ▷ Correctly fitted <i>Points to consider:</i> Body protectors worn for all jumping/cross country activities, long hair tied up, jewellery removed, boots and helmet correctly fitted			
<b>Horse Equipment</b>	▷ Safe and suitable for activity ▷ Appropriate standard ▷ Correctly fitted <i>Points to consider:</i> Bandages sewn or secured with tape, stitching and leather in good condition, straps in keepers, clearance of pommel from wither, stirrups correct size			
<b>ASSESSMENT</b>				
<b>Rider Assessment</b>	▷ Suitable experience for activity ▷ Special needs ▷ Parental / Guardian consent for under 18 years of age <i>Points to consider:</i> Disclaimer completed/signed, medical disclosure provided, previous experience and standard of riding established and inspected			
<b>Horse Assessment</b>	▷ Suitable to: - riders size & experience - activity ▷ Sound & fit <i>Points to consider:</i> Rider size relative to horse, existing injuries, age, education, condition/fitness established			
<b>ADMINISTRATION</b>				
<b>Lesson Content</b>	▷ Follows EA format ▷ Appropriate for rider / horse experience and activity <i>Points to consider:</i> Horse/rider standard evaluated, content is suited, follows suggested format/rules & regulations, safe control at all times			
<b>Accident Report</b>	▷ "Incident report" forms available ▷ Incident procedures in place			
<b>General</b>	▷ Relevant documents completed ▷ Parental / Guardian consent for under 18 years of age <i>Points to consider:</i> Rider information recorded and filed, Disclaimer signed, helmet of correct standard for activity			

<b>DEFINING RISK</b>	<ul style="list-style-type: none"> <li>Any situation that has the potential to cause <b>HARM</b> to a human, horse or property.</li> <li>All forms of equestrian participation involve some level of risk that an injury or damage to property may occur.</li> </ul> <p><i>Steps in Risk Management are:</i></p> <ul style="list-style-type: none"> <li>To <b>identify</b> the risk</li> <li>To <b>assess</b> the risk</li> <li>To <b>prioritise</b> the risk</li> <li>To <b>mitigate</b> the risk.</li> </ul>
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<b>RISK ASSESSMENT MATRIX</b>	<p><b>What Is a Risk Assessment Matrix?</b></p> <p>A risk assessment matrix is the basis for measuring potential risks based on two intersecting factors: the likelihood (or probability) of a security risk-based event occurring, and the consequence (or severity) of its impact to an entity if it did.</p>
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Risk probability	Risk severity				
	Catastrophic A	Hazardous B	Major C	Minor D	Negligible E
Frequent 5	5A	5B	5C	5D	5E
Occasional 4	4A	4B	4C	4D	4E
Remote 3	3A	3B	3C	3D	3E
Improbable 2	2A	2B	2C	2D	2E
Extremely improbable 1	1A	1B	1C	1D	1E

**RISK LEVEL (Severity) = Risk Probability x Risk Severity**

<b>Probability can be:</b> <ul style="list-style-type: none"> <li>• Frequent</li> <li>• Occasional</li> <li>• Remote</li> <li>• Improbable</li> <li>• Extremely improbable</li> </ul>	<b>Consequence can be:</b> <ul style="list-style-type: none"> <li>• Catastrophic</li> <li>• Hazardous</li> <li>• Major</li> <li>• Minor</li> <li>• Negligible.</li> </ul>
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<b>FIVE PRINCIPLES OF RISK MANAGEMENT</b>	<p>Step 1</p> <ul style="list-style-type: none"> <li>• Identify the hazards.</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>• Decide who might be harmed and how.</li> </ul> <p>Step 3</p> <ul style="list-style-type: none"> <li>• Evaluate the risks and decide on precautions.</li> </ul> <p>Step 4</p> <ul style="list-style-type: none"> <li>• Record your findings and implement them.</li> </ul> <p>Step 5</p> <ul style="list-style-type: none"> <li>• Review your risk assessment and update if required.</li> </ul>
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## REFLECTION FIVE PRINCIPLES OF RISK MANAGEMENT

### LEARNING TASK

Using the space below or a separate sheet:

#### *Scenario*

*You have advertised a Poles training day at your home, using your arena. 12 athletes have registered to attend the day, 5 who are current students and 7 who are not. You have asked those who are not your students to complete a form detailing the experience of both athlete and horse, and 2 of the athletes are novices with inexperienced horses.*

*The forecast for the day is scattered showers and there has been heavy rain during the week. Last weekend you noticed that there was a boggy spot in the menage. Also, the paddock where you intended to park floats is now muddy.*

1. Using the 5 Principles of Risk Management please identify 1 hazard (Step 1) and detail Steps 2 to 4.



## INCIDENT REPORTING

<b>INCIDENT REPORTING</b>	<ul style="list-style-type: none"><li>• All coaches are required to report incidents that have occurred before, during, or after their activity that have had the potential to cause harm or have resulted in harm.</li><li>• Incidents are reported via an easy jotform</li><li>• Incidents that should be reported are all falls, near misses, and any other event that resulted in harm or had the potential to cause harm.</li></ul>
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<https://form.jotform.com/202477282848061>

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This incident report form is to be used to report all falls and incidents, which occur at any EA affiliated equestrian activity across Australia. The form may be completed by a coach, official, organising committee member, or medical service provider.

For falls and incidents that result in nil or minor injuries only, the form will require minimal details.

For incidents where the outcome is life threatening or involves a fatality, or any incident that requires an activation of the Serious Incident Management Plan (SIMP), you will be redirected to a more detailed form for completion and EA 'reporting' will receive a priority notification.

For falls and incidents that result in more serious injuries, where an athlete requires transfer for tertiary medical care (but does not require a SIMP activation), you will also be redirected to the more detailed incident form for completion.

For falls or incidents that result in a concussion or suspected concussion, you will be redirected to the EA-Concussion Referral and Return to Sport Form that must be completed and submitted to start the process for the athlete to gain a clearance to return to sport.

Any injury or incident that involves a horse must also be reported and you will be redirected to the Horse Incident Report Form.

In the event that both an athlete and horse are injured, you will need to make separate notifications

Please select option below and "Submit"



## What are you reporting?

- 1. Life threatening injury / fatality / SIMP Activation
- 2. Other Injury/incident (No SIMP Activation)
- 3. Suspected concussion / concussion
- 4. Horse Injury / Incident
- 5. Minor / nil injury incidents /falls



## **MODULE 6**

## **INSURANCE**

## MODULE 7

# 2023/24 EQUESTRIAN AUSTRALIA COMPULSORY COACH UPDATE QUIZ

To complete the Coach Update, all coaches must complete the 2023/24 Compulsory Coach Update Quiz.

The quiz is accessed using the link below and is completed and submitted online.

The pass mark for the quiz is 10/12 points.

<https://forms.office.com/r/miBN3P66Ti>