

Equine Canada Launches NCCP Transfer of Qualifications

The Equine Canada National Coaching Certification Program's (NCCP) Transfer of Qualifications was launched on September 21st, 2015.

The NCCP has evolved and went through many changes, most notably is the transition away from delivering the technical, theoretical and practical components of the Level 1, 2, and 3 programming. This progressive numerical coaching program has over time been replaced by what can be described as a competency based coach training and certification program where equestrian certifications are offered in two main streams: Competition and Instruction. Rather than progressing from Level 1 to Level 2, coach and instructor candidates can choose which context they prefer to work within and certify within their area of expertise.

If you are an Equine Canada NCCP certified Level 1, 2 or 3 coach you will need to transfer your qualifications to the new NCCP levels to maintain your credentials.

Available contexts for transition include Instructor, Competition Coach, Competition Coach Specialist or High Performance 1 certification. Equine Canada will be working in partnership with all provincial/territorial equestrian organizations to ensure that existing coaches understand and are able to complete the approved requirements.

Equine Canada NCCP Level 1, 2 or 3 certified coaches will have until December 31st, 2017 to complete any additional elements required to complete their transfer and remain current.

For more Information on the transfer of qualifications process Level 1 and Level 2 certified Coaches should contact your Provincial/Territorial Equestrian Federation, and Level 3 Certified Coaches should contact Bryan McSorley, Equine Canada Program Manager, Education at bmcsorley@cces.ca or (613) 287-1515 x116.



**Equine Canada/NCCP
Coaching Program
NCCP Transfer of Qualifications Requirements**



Introduction

Are you a certified Level 1, 2 or 3 coach? Equine Canada will be providing all certified coaches with the opportunity to transfer to the new coaching certification system. In order to remain an active coach, you will need to complete the transfer by December 31st, 2017. The transfer requirements are listed below and you will get professional development points for completing these requirements. Please contact your provincial/territorial equestrian federation to start your transfer today!

Certified Level 1 Coach:

You will attain status as a “Trained” Instructor, Instructor with Jump or Competition Coach. To become certified you must:

Certified English Coach 1 can become Certified Instructor with Jump by:	Certified Coach 1 can become Certified Instructor by:	Certified Coach 1 can become Certified Competition Coach (English and Western only) by:
Completing Make Ethical Decisions Online Evaluation – Instruction Stream or Competition Introduction	Completing Make Ethical Decisions Online Evaluation – Instruction Stream or Competition Introduction	Completing Make Ethical Decisions Online Evaluation – Competition Introduction
Completing Making Head Way in Sport module	Completing Making Head Way in Sport module	Completing Making Head Way in Sport module
Submitting an Emergency Action Plan (EAP)	Submitting an Emergency Action Plan	Submitting an Emergency Action Plan (EAP)
		Attending a Competition Coach Transfer Update from an Master Evaluator (ME), Evaluator (E), Master Learning Facilitator (MLF), or Learning Facilitator (LF)

Certified Level 2 Coach:

You will attain status as a “Trained” Instructor, Competition Coach or Competition Coach Specialist. To become certified you must:

Certified English Coach 2 can become Certified Instructor with Jump by:	Certified Coach 2 can become Certified Instructor by:	Certified Coach 2 can become a Certified Competition Coach (English and Western only) by:	Certified Coach 2 can become a Certified Competition Coach Specialist (English and Western only) by:
Completing Make Ethical Decisions Online Evaluation – Instruction Stream or Competition Introduction	Completing Make Ethical Decisions Online Evaluation – Instruction Stream or Competition Introduction	Completing Make Ethical Decisions Online Evaluation – Competition Introduction	Completing Make Ethical Decisions Online Evaluation – Competition Introduction
Completing Making Head Way in Sport module	Completing Making Head Way in Sport module	Completing Making Head Way in Sport module	Completing Making Head Way in Sport module
Submitting an Emergency Action Plan (EAP)	Submitting an Emergency Action Plan (EAP)	Submitting an Emergency Action Plan (EAP)	Submitting an Emergency Action Plan (EAP)
		Attending a Competition Coach Transfer Update from an Master Evaluator (ME), Evaluator (E), Master Learning Facilitator (MLF), or Learning Facilitator (LF)	Submitting a Yearly Training Plan (YTP)
			Completing an in-competition evaluation

Certified Level 3 Coach:

You will attain status as a “Trained” High Performance 1 Coach. To become certified you must:

Certified Coach 3 can become Certified High Performance 1 (English and Western only) by:
Completing Make Ethical Decisions Online Evaluation – Competition Development
Completing Making Head Way in Sport module
Attending a High Performance 1 Transfer Update from an Master Evaluator (ME), Evaluator (E), Master Learning Facilitator (MLF), or Learning Facilitator (LF)



**Alberta
Equestrian
Federation**

Coach Transition Application

100, 251 Midpark Blvd SE, Calgary, AB T2X 1S3
Phone: 403.253.4411 ext. 3 | Toll Free: 1.877.463.6233
Fax: 403.252.5260 | coaching@albertaequestrian.com
albertaequestrian.com

Submit application by email, mail or fax.

Contact Information:

Full Name: _____ Birthdate: _____
Address: _____ AEF/PTSO#: _____
City: _____ Postal Code: _____
Prov./Terr.: _____
Telephone: _____
Email: _____

Declaration Information:

Please check which disciplines you are currently certified under:

English Western

Please check which levels are currently certified under in the Old NCCP program:

Level 1 Level 2

Note: Level 3 coaches are required to contact Equine Canada

Please indicate which level of the new NCCP Program you will be transferring to:

Instructor Competition Coach Competition Coach Specialist

Please specify discipline: _____

Attached Documents:

I have attached the following documents for my transition:

Emergency Action Plan (EAP) Yearly Training Plan (YTP) & Emergency Action Plan (EAP)
Cost: \$42 (GST inc) Cost: \$100 (GST inc)

Yes I would like to receive a new instructor/coach certificate (subject to \$25 GST inc)

Payment Information:

All fees are non-refundable - GST # 12971 4697 RT0001

Payment by Cheque/Cash/Bank Draft enclosed

Please make cheques payable to: Alberta Equestrian Federation

Payment by Etransfer

Email to info@albertaequestrian.com with subject line: Coach Transition - Your Name

Payment by Visa or Mastercard

Card Number: _____

Expiry: _____

CSV: _____

Signature: _____

Card Holder Name (print): _____

Completing your Making Ethical Decisions (MED) Online Evaluation

How to Complete your Making Ethical Decisions (MED) Online Evaluation. <http://www.coach.ca>

Step 1: Retrieve your existing NCCPC# and password from your P/TSO and or have your P/TSO create you an NCCP account.

Please double check with your P/TSO on whether or not you have an existing NCCP# and password. If you do, they will be able to provide this number to you. If you need your password reset they will also be able to do this for you. If you do not have an NCCP# after checking with your P/TSO they will register you with one. Please do not register yourself for an NCCP number to prevent duplicate information being processed.

Step 2: Logging In with your NCCP# and password.

To complete your Making Ethical Decisions (MED) Online evaluation, you will need to log in at <http://www.coach.ca> . Once you arrive at this website you will need to choose the the menu item titled “The Locker” on the top right hand corner. It will take you to a log in page where you will need to fill in your NCCP# and password to access your transcript.

Step 3: Once you are logged in.

You will be logged into your profile page. You will then have a new menu bar closer to the top right hand corner that has: eLearning, calendar, Pathways ect. Click on the eLearning tab.

Step 4: eLearning Modules.

Modules will now be displayed on the left hand side menu. This is where you will appropriately select the required level of Making Ethical Decisions Online Evaluation.

If you are an Instructor/Instructor Candidate you will be required to complete a minimum of:

- Making Ethical Decisions Online Evaluation – Instruction Stream

If you are a Coach 1/Coach 2 or a Competition Coach/Competition Coach Specialist (or candidate pursuing certification at this level) you will be required to complete a minimum of:

- Making Ethical Decisions Online Evaluation – Competition – Introduction

If you are a Coach 3/Coach 4 or a High Performance Coach (or a candidate pursuing certification at this level) you will be required to complete a minimum of:

- Making Ethical Decisions Online Evaluation – Competition – Development

Step 5: Complete the Evaluation.

You will now have 2 attempts as passing the evaluation. If, after 2 attempts, you do not receive a passing grade of 75%. You will be referred to seek further training. Please inquire. Note that the evaluation is heavy in reading, and requires a strong internet connection (preferable in google chrome browser) . This is a one-time requirement for all instructors and coaches/instructor and coach candidates. ****Please Note: If you have not completed the NCCP Equestrian Theory Course or a home study retrievable directly from Alberta Sport Connection, then you will be subject to an \$85 fee to complete these modules. This fee is collected by the Coaching Association of Canada. If you are experiencing technical difficulties please contact the CAC directly.****



Completing your Making Head Way in Sport Online Module

How to Complete your Making Head Way in Sport Online Module. <http://www.coach.ca>

Step 1: Retrieve your existing NCCPC# and password from your P/TSO and or have your P/TSO create you an NCCP account.

Please double check with your P/TSO on whether or not you have an existing NCCP# and password. If you do, they will be able to provide this number to you. If you need your password reset they will also be able to do this for you. If you do not have an NCCP# after checking with your P/TSO they will register you with one. Please do not register yourself for an NCCP number to prevent duplicate information being processed.

Step 2: Logging In with your NCCP# and password.

To complete your Making Head Way in Sport online module, you will need to log in at <http://www.coach.ca> . Once you arrive at this website you will need to choose the the menu item titled “The Locker” on the top right hand corner. It will take you to a log in page where you will need to fill in your NCCP# and password to access your transcript.

Step 3: Once you are logged in.

You will be logged into your profile page. You will then have a new menu bar closer to the top right hand corner that has: eLearning, calendar, Pathways ect. Click on the eLearning tab.

Step 4: eLearning Modules.

Modules will now be displayed on the left hand side menu. This is where you will appropriately select the module titled “Making Head Way in Sport”. This is the general module that is NOT sport specific. This is a free module designed to help you gain the knowledge and skills required to ensure the safety of your athletes, this multi-sport module will cover: what to do to prevent concussions, how to recognize the signs and symptoms of a concussion, what to do when you suspect an athlete has a concussion, and how to ensure athletes return to play safely.

Step 5: Complete the Module.

This module does require reading, as well as a strong internet connection (preferable in google chrome browser). This is a one-time requirement for all instructors and coaches/instructor and coach candidates. Please notify your P/TSO once you have completed this module, or print and submit your results to your P/TSO.

****Please Note: If you are experiencing technical difficulties please contact the CAC directly.****



Completing your in Competition Evaluation – EC/NCCP Transfer of Qualifications

Who: This will be applicable to ALL Level 2 Coaches within the old NCCP system requiring to transition over to Competition Coach Specialist.

What: Coach 2's will be required to complete an in-competition evaluation at the Competition Coach Specialist standard. This evaluation component is also known as outcome #6 – Support the Competitive Experience. This will require coaches to A-prepare for readiness in competition, and B-Make effective interventions during and after the competition.

Where:

English Coaches: The in competition evaluation for English coaches may be completed at: Bronze, Silver, Gold or Platinum Equine Canada sanctioned shows, Provincially (AEF) Sanctioned Shows with prior approval from Equine Canada (EC). Preference is to use an EC sanctioned competition. English Coaches must declare which discipline they will be transitioning over to: Jump, Dressage, Eventing. This discipline must coincide with the designation of their old NCCP certification. I.e. Coach 2 Jump – will transition to Competition Coach Specialist Jump – they will not be eligible to switch to Dressage or Eventing, or hold multiple designations unless they were evaluated in the old NCCP program for multiple designations.

Western Coaches: The in competition evaluation for Western coaches may be completed at: Bronze, Silver, Gold or Platinum or EC sanctioned shows, Provincially (AEF) Sanctioned Shows with prior approval from Equine Canada, Breed Shows, or other National Western discipline Shows with prior approval from EC. *Note:* Due to the nature of the Old NCCP program, the NWCC recognizes that Western coaches may have been evaluated for all 3 disciplines: GP, Speed and Reining. The NWCC has declared Certified Western Level 2 coaches in the old NCCP program, that did the Speed, General Performance and Reining as requirements for their Level 2 Certification can transfer into Competition Coach Specialist - Western in all 3 disciplines, 2 disciplines or a discipline of their choice, by successfully completing the NCCP Transfer of Qualifications requirements and by attending only 1 In-Competition evaluation.

How: Coaches will be required to apply 60 days prior to a competition date, at an approved competition as outlined above, by using the registration form provided by the Alberta Equestrian Federation. Please note that not all applications will be approved, due to the availability of evaluators.

In addition to this, the AEF will provide a list of competitions that our evaluators will be at, in case you would like to register to complete your 'In-Competition' piece at that time as well.

English Coaches: Will need to ensure that riders are at the appropriate level to successfully complete the 'In-Competition' piece. Dressage riders need to be second level or higher, Jump riders need to be jumping courses at 3', and Eventing riders need to be at National Training Horse Trials or Above.

Western Coaches: Will need to ensure that riders are at the appropriate level to successfully complete the 'In-Competition' piece. Reiners need scores of 65 or higher at NRHA, CRC or Breed Shows, Barrel Racers must have a top ten placing in any division at Provincial, National Speed Event Shows, or a top 6 placing at Rodeos or Breed Shows, on 3 or more runs, Pole Bending – a time of 26 seconds or under at Provincial, National Speed Shows, Breed Shows or Rodeos, on 3 or more runs, and General Performance must be Competing at Breed/Provincial Shows and placing within the first 5 placings in a class of at least 6 horses.

Once you have successfully complete Outcome #6 – Support the Competitive Experience, your PTSO will submit a Course Report Form, and your transition will be complete, as long as all other transition requirements have been met. Please refer to the document "Equine Canada/NCCP Coaching Program NCCP Transfer of Qualifications Requirements" for further details.





Coach 2 In Competition Application

100, 251 Midpark Blvd SE, Calgary, AB T2X 1S3
Phone: 403.253.4411 ext. 3 | Toll Free: 1.877.463.6233
Fax: 403.252.5260 | coaching@albertaequestrian.com
albertaequestrian.com

Submit application by email, mail or fax. Application must be submitted at least 60 days in advance to competition date.

Contact Information:

Full Name: _____ Birthdate: _____
Address: _____ AEF/PTSO#: _____
City: _____ Postal Code: _____
Prov./Terr.: _____
Telephone: _____
Email: _____

Competition Information:

State the discipline you are transitioning over to:

List the name of the competition you wish to apply to be evaluated at:

Indicate the location of this competition:

Indicate the date you wish to apply to be evaluated on:

Indicate which level of show this is (level of show is subject to approval prior to):

- Equine Canada Bronze Equine Canada Silver Equine Canada Gold
 Equine Canada Platinum Provincially Sanctioned Show (AEF Wildrose Competition)
 Breed Show Other Nationally Sanctioned Western Show. Please specify:

Declaration:

I have read and fully understand the rubrics for the Competition Coach Specialist certification specifically regarding 'Outcome#6 - Support the Competitive Experience'. I am fully aware of what is expected at this level of certification and wish to proceed with completing the evaluation portion as required.

Print Name: _____ Signature: _____

Emergency Action Plan

(EAP)

Emergency Action Plan (EAP)

An Emergency Action Plan (EAP) is a plan designed by coaches to assist them in responding to emergency situations. The idea behind having such a plan prepared in advance is that it will help you respond in a responsible and clear-headed way if an emergency occurs.

An EAP should be prepared for the facility or site where you normally hold practices and for any facility or site where you regularly host competitions. For away competitions, ask the host team or host facility for a copy of their EAP.

An EAP can be simple or elaborate but should cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you).
2. Have a cell phone with you and make sure the battery is fully charged. If this is not possible, find out exactly where a telephone is located. Have spare change in case you need to use a pay phone.
3. Have emergency telephone numbers with you (facility manager, fire, police, ambulance, veterinarian) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.
4. Have a medical profile for each participant on hand so this information can be provided to emergency medical personnel. Include a signed consent from the parent/guardian to authorize medical treatment in an emergency in this profile.
5. Prepare directions to provide to Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. You may want to include information such as the closest major intersection, one way streets, or major landmarks.
6. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).
7. Designate a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge) in advance. Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

When an injury occurs, an EAP should be activated immediately if the injured person:

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb

EMERGENCY ACTION PLAN

RUBRIC

(aligns with expandable "EAP TEMPLATE contexts May 22, 2014")

EMERGENCY ACTION PLAN	
INSUFFICIENT or INCOMPLETE	MEETS STANDARD
CHARGE PERSONS IDENTIFIED	
<input type="checkbox"/> Charge person information incorrect or incomplete	<input type="checkbox"/> Designated charge person and alternate charge person identified <input type="checkbox"/> Charge persons' phone numbers, their roles and responsibilities listed
CALL PERSONS IDENTIFIED	
<input type="checkbox"/> Call person information incorrect or incomplete	<input type="checkbox"/> Designated call person and alternate call person identified <input type="checkbox"/> Call persons' phone numbers, their roles and responsibilities listed
PHONE(S) LOCATIONS DESCRIBED AND MAPPED	
<input type="checkbox"/> Phone(s) information incorrect or incomplete <input type="checkbox"/> No diagram and/or map	<input type="checkbox"/> Phone(s) locations described and mapped on facility diagram <input type="checkbox"/> Emergency telephone numbers listed (including fire and vet)
FACILITY INFORMATION	
<input type="checkbox"/> Facility information incomplete <input type="checkbox"/> Directions to facility not described <input type="checkbox"/> Facility diagram not included <input type="checkbox"/> Map to facility not attached	<input type="checkbox"/> Facility name, phone number, address, EMS# (if applicable) <input type="checkbox"/> Directions to reach the equine facility described <input type="checkbox"/> Facility diagram attached <input type="checkbox"/> Map attached – route to reach the facility from a designated landmark outlined on map
HOSPITAL INFORMATION	
<input type="checkbox"/> Hospital information incomplete <input type="checkbox"/> Directions to facility not described <input type="checkbox"/> Map to hospital not attached	<input type="checkbox"/> Hospital name, phone number, address and directions from equine facility described <input type="checkbox"/> Map attached – route to reach the hospital from the facility outlined on map
MEDICAL PROFILES	
<input type="checkbox"/> Staff/riders/horses medical profiles' information incorrect or incomplete <input type="checkbox"/> Location of profiles not described or mapped	<input type="checkbox"/> Location of staff/riders' and horses' medical profiles (with phone numbers) - is described <input type="checkbox"/> Location of medical profiles are mapped on facility diagram <input type="checkbox"/> Date(s) files last reviewed/updated for riders/staff and horses <input type="checkbox"/> Security measures outlined to protect files' privacy
FIRST AID KITS	
<input type="checkbox"/> First Aid Kits' information incorrect or incomplete (human and/or equine) <input type="checkbox"/> No evidence of content reviews <input type="checkbox"/> First Aid Kits' do not have checklists for their contents	<input type="checkbox"/> Fully stocked First Aid Kits, both equine and human-location described and mapped on diagram <input type="checkbox"/> Date(s) both horse and human First Aid kit contents were reviewed <input type="checkbox"/> Checklist of the necessary equipment found in each First Aid Kit
FIRE EXTINGUISHER (S)	
<input type="checkbox"/> Fire extinguisher(s) information incorrect or incomplete <input type="checkbox"/> Locations not described <input type="checkbox"/> No check dates <input type="checkbox"/> No Fire and/or Flood Plans attached, location described or mapping on Facility map	<input type="checkbox"/> Location of fire extinguishers described <input type="checkbox"/> Fire extinguisher locations mapped on facility diagram <input type="checkbox"/> Date Fire Extinguisher(s) last checked <input type="checkbox"/> Location of Emergency Fire and/or Flood Evacuation plan(s) described <input type="checkbox"/> Location of Emergency Fire and/or Flood Plans mapped on Facility diagram <input type="checkbox"/> Emergency Fire and/or Flood Plans attached
VETERINARIAN(S) AND VET HOSPITAL INFORMATION	
<input type="checkbox"/> Vet and/or Vet Hospital names and phone numbers incomplete <input type="checkbox"/> Address and directions to vet hospital not described <input type="checkbox"/> Map to vet hospital not attached	<input type="checkbox"/> Vet and vet hospital name(s), phone number(s); hospital address and directions from equine facility described <input type="checkbox"/> Map attached – route to reach vet hospital from equine facility outlined on map

Feb. 22, 2015 B

EMERGENCY ACTION PLAN

FACILITY NAME: _____ DIAGRAM OF FACILITY ATTACHED YES NO

ADDRESS: _____

LOCATION OF FIRE/FLOOD PLAN: _____ PLAN & MAP ATTACHED YES NO

LOCATION OF TELEPHONES: _____ ON FACILITY DIAGRAM YES NO

CLEAR DIRECTIONS TO THE FACILITY FOR EMERGENCY PERSONNEL: _____ MAP ATTACHED YES NO

CHARGE PERSON:	PHONE NUMBER	ALTERNATE CHARGE PERSON:	PHONE NUMBER

ROLES/RESPONSIBILITIES:
 Charge Person(s) will take charge, initiate EAP and assign duties as required.
 The Charge person may be the Instructor/Coach on site if the above charge persons are not immediately available.

CALL PERSON:	PHONE NUMBER	ALTERNATE CALL PERSON:	PHONE NUMBER

ROLES/RESPONSIBILITIES:
 Call Person(s) will make phone calls which may include emergency services, parents/guardians and/or others as required.
 Call person may also meet and direct emergency personnel to accident site and other duties as assigned.

ITEM	LOCATION	DATE LAST REVIEWED	Mapped on Facility Diagram	Attachments
First Aid kit - Human			Human 1 st Aid <input type="checkbox"/> Y <input type="checkbox"/> N	List of 1 st Aid contents <input type="checkbox"/> Y <input type="checkbox"/> N
First Aid kit - Horse			Equine 1 st Aid <input type="checkbox"/> Y <input type="checkbox"/> N	List of 1 st Aid contents <input type="checkbox"/> Y <input type="checkbox"/> N
Fire extinguishers			Fire Ex. <input type="checkbox"/> Y <input type="checkbox"/> N	
Rider profiles/phone #s			Profile locations <input type="checkbox"/> Y <input type="checkbox"/> N	
Staff profiles/phone #s			What security measures are in place for the medical profiles?	
Horse profiles/phone #s				

PHONE NUMBERS

911 **EMERGENCY, AMBULANCE, FIRE, POLICE, POISON CONTROL**
 (UNLESS OTHERWISE SPECIFIED FOR YOUR AREA)

MAIN HOUSE	
STABLE	

	NAME	PHONE #	ADDRESS (IF APPLICABLE)
HOSPITAL			
VET HOSPITAL			
VETERINARIAN			
AFTER HOURS VET			
FARRIER (OPTIONAL)			

CLEAR DIRECTIONS TO HOSPITAL: _____ MAP ATTACHED YES NO

CLEAR DIRECTIONS TO VET HOSPITAL: _____ MAP ATTACHED YES NO

Steps To Follow When an Injury Occurs

Note: it is suggested that emergency situations be simulated during practice in order to familiarize coaches and athletes with the steps below.

Step 1: Control the environment so no further harm occurs

- Stop all participants.
- Protect yourself if you suspect bleeding (put on gloves).
- If outdoors, shelter the injured participant from the elements and from any traffic.

Step 2: Do a first assessment of the situation

If the participant:

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb
- cannot move his/her arms or legs or has lost feeling in them

If the participant does not show the signs above, proceed to Step 3

**Activate
EAP!**

Step 3: Do a second assessment of the situation

- Gather the facts by asking the injured participant as well as anyone who witnessed the incident.
- Stay with the injured participant and try to calm him/her; your tone of voice and body language are critical.
- If possible, have the participant move himself/herself off the playing surface. Do not attempt to move an injured participant.

Step 4: Assess the injury

Have someone with first aid training complete an assessment of the injury and decide how to proceed.

If the person trained in first aid is not sure of the severity of the injury or there is no one available who has first aid training, activate EAP. If the assessor is sure the injury is minor, proceed to step 5.

**Activate
EAP?**

Step 5: Control the return to activity

Allow a participant to return to activity after a minor injury only if there is no:

- swelling
- deformity
- continued bleeding
- reduced range of motion
- pain when using the injured part

Step 6: Record the injury on an accident report form and inform the parents

Yearly Training Plan

(YTP)

Important: *This YTP document will not cover all of the components of the Competition Coach Specialist rubric. Read the rubric carefully to make sure that you provide information to satisfy all of the requirements. A final product YTP will need to accompany the application form within this workbook to be eligible for marking.*

Note: *Level 2 coaches certified that have previously completed the old theory level 3 will be exempt from having to submit a YTP, as a YTP would have been covered in the course material for the old theory 3 content. Further inquiries can be directed to:*

coaching@albertaequestrian.com | BMcSorley@equinecanada.ca

OUTCOME 4: DESIGN AN EQUESTRIAN SPORT PROGRAM

C - Develop practice plans that integrate seasonal training priorities

(Not Sufficient)	STANDARD	ADVANCED
(Not Sufficient)	STANDARD	ADVANCED
<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach is able to present only basic rider/horse information and seasonal logistics (practices and competitions). <input type="checkbox"/> Coach cannot present a planning calendar of logistical information 	<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can identify all rider/horse information <input type="checkbox"/> Can indicate the length of the season, practice/lesson dates, and main competitions. <input type="checkbox"/> Can identify entry point for the majority of riders in the season plan. <input type="checkbox"/> Reflects on possibility of starting earlier or finishing later in the season. <input type="checkbox"/> Uses the program template (developed by his/her sport or as part of the multi-sport modules) to correctly identify training objectives and priorities at critical times of the season. <input type="checkbox"/> Correctly calculates the length of the season given breaks and other logistics. <input type="checkbox"/> Presents logistical information on a planning calendar. <input type="checkbox"/> Correctly divides seasonal program into three main periods (preparation, competition, transition). <input type="checkbox"/> Correctly calculates the total number of competition and training days in the seasonal program. 	<p>As in the standard plus coach :</p> <p>Presents a seasonal planning calendar which:</p> <ul style="list-style-type: none"> - Is divided into specific phases within each period. - Identifies the relative importance of competitions. - Provides sufficient opportunities for recovery and learning, rider and horse development between important competitions. - Organizes competitions and their importance to arrange them with an appropriate perspective in order to promote Equestrian long-term development (LTED) – Learning and Training to Compete. - Identifies major program orientations (goals and objectives) related to skill development, physical conditioning, rider/horse performance, and general stages of rider/horse development for each period of the program. - Indicates the relative importance of the training factors and training components for each period

OUTCOME 4: DESIGN AN EQUESTRIAN SPORT PROGRAM

B - Identify program measures to promote rider/horse development

(Not Sufficient)	STANDARD	ADVANCED
(Not Sufficient)	STANDARD	ADVANCED
<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach does not compare training-to-competition ratios to LTED – Training and Learning to Compete/win norms. <input type="checkbox"/> Coach does not present any strategies or solutions to assist in aligning training-to-competition ratios to LTED (Learning and Training to Compete) norms. <input type="checkbox"/> Coach does not calculate training-to-competition ratios. 	<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Calculates the ratio of training: competition opportunities within the seasonal program <input type="checkbox"/> Compares the ratio of training: competition opportunities within own program to recommended norms pertaining to long-term equestrian development (LTED). <input type="checkbox"/> Identifies whether there are adequate training and competition opportunities for developmental potential based on LTED norms as a reference. <input type="checkbox"/> Provides a brief rationale that identifies whether seasonal program promotes adequate developmental potential. <input type="checkbox"/> Correctly identifies major issues within the seasonal program and presents realistic solutions that are consistent with LTED norms (Learning and Training to Compete). 	<p>As in standard plus coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies systemic strategies or measures to offset critical program elements that show major inconsistencies with the LTED template and that are prevalent in the sport. <input type="checkbox"/> Determines if trends observed in own program are generalized in the Equestrian sport. <input type="checkbox"/> Systematically addresses key program variables that represent obstacles to athlete long-term development in order to achieve an appropriate training to competition ratio.

<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is unable to correctly prioritize athletic abilities within a given week of the preparatory period of a seasonal plan. <input type="checkbox"/> Is unable to identify objectives for each of the athletic abilities within a given week of the preparatory period of a seasonal plan. 	<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses NCCP or Equine Canada template or procedures to correctly identify the most important athletic abilities for a given week in the preparatory and competition periods of the program. <input type="checkbox"/> Correctly identifies the specific objectives (development-maintenance or acquisition-consolidation) for each of the athletic abilities based on the location in the preparatory period. <input type="checkbox"/> Determines the total number of training or practice sessions and their duration and calculates the total training or practice time within weekly plan. <input type="checkbox"/> Determines whether the time required and the time available for athlete preparation is appropriately aligned based on NCCP or Equine Canada guidelines. I.e. can the athlete maintain an appropriate quality of life and prepare for competition. <input type="checkbox"/> Presents a strategy to develop athletic abilities based on analysis of weekly program and identifies how to manage time based on training priorities and objectives. <input type="checkbox"/> Presents a one-week plan for each period of the seasonal program that correctly identifies main objectives and priorities for athletic abilities. <input type="checkbox"/> Provides a lesson plan that identifies appropriate types of exercises for rider/horse athletic abilities, and practice conditions for technical or tactical factors within each of the weekly plans. 	<p>As in the standard plus coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and presents a seasonal planning template that integrates sport-specific components, physical components, and specific mental strategies into program design (e.g., visualization, goal setting, etc.). <input type="checkbox"/> Develops and presents an Equestrian template for LTED that is consistent with NCCP and LTED growth and development principles, principles for training athletic abilities, and stages of skill development. <input type="checkbox"/> Can identify adjustments to the LTED template to better reflect own program situation while remaining consistent with LTED principles, growth and development principles, principles for training athletic abilities, and stages of skill development. <input type="checkbox"/> Presents a seasonal planning template that prioritizes key training factors, components, and objectives and provides appropriate sequencing of these items within each period of the plan.
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OUTCOME 5: MANAGE AN EQUESTRIAN SPORT PROGRAM

A - Manage administrative aspects of program and oversee logistics

(Not Sufficient)	STANDARD	ADVANCED
<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides limited or no evidence of use of communication tools or other forms of program information. <input type="checkbox"/> Provides limited or no documentation that outlines the philosophy, objectives, basic financial demands, and schedules of competition events and training commitments. 	<p>Coach</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can present documentation that outlines the philosophy, objectives, basic financial demands, and schedules of competition events and training commitments. <input type="checkbox"/> Provides evidence of ongoing communication with athletes, parents, and other key stakeholder. <input type="checkbox"/> Provides a schedule of competition and training commitments to riders and key stakeholders. <input type="checkbox"/> Identifies expectations for behaviour and commitment and identifies appropriate consequences. <input type="checkbox"/> Facilitates logistics for away competitions (travel arrangements, food, chaperones, etc.). <input type="checkbox"/> Can provide a record of appointments/meetings with experts and/or stakeholders as required preparing budgets and other financial logistics. 	<p>As in standard plus coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides evidence of his/her ability to work with other coaches (assistants) using optimal leadership qualities. Leadership for this context is defined as the ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end <input type="checkbox"/> Provide evidence that he/she delegates activities appropriately to other coaches (assistants) and acknowledges their ideas and input into the program. <input type="checkbox"/> Can present written criteria for selection of athletes to competitions or specific competitive events

OUTCOME 5: MANAGE AN EQUESTRIAN SPORT PROGRAM

B - Report on athlete progress throughout program

(Not Sufficient)	STANDARD	ADVANCED
<ul style="list-style-type: none"> <input type="checkbox"/> Rider/Horse assessment tends to be anecdotal or subjective and does not clearly identify key performance factors or areas for improvement. <input type="checkbox"/> Assessment of performance is vague and unclear. There is limited documentation on athlete progress within the program 	<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents documentation that provides general assessment of rider/horse performance and level of progression. <input type="checkbox"/> Presents basic individual rider/horse assessment tool that identifies key performance factors and recommends areas for improvement. <input type="checkbox"/> Ensures the privacy of rider/horse information and takes steps to maximize confidentiality. 	<p>As in standard plus coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents evidence of debriefing session or interview with rider and/ or parents to discuss progress in relation to individual goals. <input type="checkbox"/> Tracks specific rider/horse performance factors over an extended period of time (e.g., one season) and can clearly identify rider/horse progress. <input type="checkbox"/> Provides evidence that assessment includes objective indicators of performance in relation to rider goals (e.g., fitness testing results, attendance, training diary, training loads or volumes, etc.).

1 INTRODUCTION

1.1 Purpose of the Workshop

As you progress through this module, you will work on developing *five core competencies* that will help you become a more effective coach and have a more meaningful impact on your athletes, horses and riders' experience. The competencies are problem solving, valuing, critical thinking, leadership, and interaction. Please note that the word athlete is understood to mean horse and/or rider. Here are just some of the ways these competencies come into play in the Design an Equestrian Sport Program workshop:

Problem-solving

- Determine the structure of a program and the ratio of training to competition
- Identify options to enhance a program
- Identify training priorities and objectives at key points of the season
- Rank the training priorities outlined in a sample program and apply them to a program

Valuing

- Appreciate the need for a long-term approach to horse and/or rider athlete development
- Ensure that the role of competitions is consistent with the long-term approach to horse and rider athlete development

Critical Thinking

- Compare the structure and key features of a program with recommendations aimed at promoting horses' and/or riders' athletic long-term development
- Identify specific actions needed to better align a program with the guidelines recommended for long-term horse and/or rider athletic development
- Establish linkages between program priorities and practice planning

Leadership

- Formulate a vision for a program that promotes long-term horse and/or rider athletic development
- Where appropriate, develop a rationale for challenging the status quo regarding training and competition ratios and long-term horse and/or rider athletic development
- Develop strategies to manage time and resources, given the need for a long-term approach to horse and/or rider athletic development

Interaction

- Brainstorm with other coaches to develop strategies and plans for having a positive effect on long-term horse and/or rider athletic development

PRE-WORKSHOP ACTIVITY

This activity should be completed prior to arriving at the workshop. Please note that the program you design may differ from year to year and from discipline to discipline. The purpose of this exercise is to allow you to analyze your program before attending the workshop and to gather the information you will need in advance. Use the current year for this exercise.

Things you will require for this activity:

- **A Calendar**
- **A list of competitions with dates for the current year or next**
- **A Calculator**
- **Pencil and eraser**

2. KNOWING YOUR PROGRAM

2.1 Athlete Identification

You will be preparing a Yearly Training and Recovery Plan (YTRP) for a rider and horse. For this activity, choose **ONE competitive horse and rider that you coach. NB All the activities in this workshop will be based on what you know about this horse and rider.**

Equestrian Discipline (circle one): EVENTING HUNTER JUMPER DRESSAGE WESTERN

RIDER NAME -

Age:

Current Competition Level:

Current LTED Stage:

Short Term Goal:

Long Term Goal:

Rider's Time Available to ride:

HORSE Name-

Age:

Current Competition Level:

Short Term Goal:

Long Term Goal:

Training Level:

- How long have you coached this rider?
- At what level was this rider when you started coaching him/her?
- At what level was this horse when you started?
- How long has this rider competed with this horse?

Athlete Identification

THE RIDER - Please list this rider's strengths in the first box. Include, as many as you think are applicable. List the training objectives in the second box. Be as specific as you like.	
Strengths:	
Training Objectives: Examples; Skill Development Physical Conditioning Performance:	
THE HORSE- Please do the same for the horse	
Strengths	
Training Objectives: Examples; Skill Development Physical Conditioning Performance:	

2.2 What Events Are There in Your Program?

In order to develop a Yearly Training and Recovery Plan (YTRP) you need to begin by analyzing your program.

Note: For this step, you will need a calendar and your up-to-date schedule of competitions. (If you do not run a competition program use your own competition calendar)

2.2.1 List of Competition Dates

A) Using your competition schedule, take an inventory of the competitions in which you would like your athletes to compete.

B) Determine the importance of the competition.

Competitions should be given a “priority” for example:

Training Competition (TC): Competition where the focus is training at a competition venue.

Performance Competition (PC): Competition where the focus is on results.

Decisive competition (DC): Provincial or national Championship - Peak performance of the year

Table 2 Lists of Competition Dates

Horse / Rider: Should be the same as in 2.1				
Name Of Competition	Date Of Competition	# of Comp Days	Type of Competition	Priority
***** Spring Show	May 1	1	Bronze	TC
TOTAL COMP DAYS				

2.2.2 Some Definitions

Training programs are divided into these three periods:

Preparation Period: The number of weeks between the first practice session in the preparation phase of the program and the first regular or official competition. **Note:** Preparatory or unofficial competitions at the beginning of the program should be considered part of the Preparation Period. Within the **Preparation Period** your program may have a **General Preparation** phase, which happens earlier in the period, and a **Specific Preparation** phase, which happens later in the period. (Specific prep for a certain competition)

❑ **Competition Period:** The number of weeks between the first regular or official competition of your competition program and the last competition in which the athletes will take part. Within the **Competition period** your program may have a **Main Competition** phase and a **Final Competition** phase.

❑ **Transition Period:** The number of weeks between the last competition athletes will take part in or last supervised contact you will have with them and the first contact in the new season.
Note: There may be no formal Transition Period in your program.

Example: If your student takes the horse home and simply hacks etc. for several weeks before resuming lessons then that period of time would be a transition period. If however you take your student to Florida or you continue with lessons all year then there would be continuous schooling and there would be no transition period.

2.3 Planning Calendar

At the end of this document you will find 2 planning calendars. A spreadsheet version is available from your PSO. **NB. If you do not have students who are competing please use your own show schedule.**

Using the information from Table 2 and what you know about your **PREPARATION, COMPETITION** and **TRANSITION** periods (see the definitions in 2.2.2) complete your PLANNING CALENDAR in pencil.

Once you have done the best you can continue with section 2.4 using the information from your PLANNING CALENDAR

2.4 Organizing your Information

NB FROM THIS POINT FORWARD CONSIDER THE ATHLETE TO BE THE HUMAN ATHLETE

2.4.1 SPECIFIC PREPARATION Phase

(If your competition program runs for a full year, use January 1st of the current year)

A) What is the date of the first lesson/training session in the **SPECIFIC PREPARATION** phase of your competition period? Date: _____

B) When is the last time you supervise your rider in the **SPECIFIC PREPARATION** phase of your competition period? Date : _____

C) How many weeks are there between these dates? _____ Weeks

2.4.2 COMPETITION Period

A) What is the date of the first lesson/training session in the **COMPETITION** period of your program? Date: _____

B) When is the last time you supervise your athlete (practice session or competition) for the **COMPETITION** period of your program? Date: _____

C) How many weeks are there between these dates? _____ Weeks

2.4.3 Breaks or Interruptions

A) Write down the number of weeks when there are no practices or competitions (for example, summer vacation, Easter or other scheduled breaks): _____

2.4.4 Total Length of Preparation & Competition Periods

A) Write down the **actual** length of your preparation and competition periods in weeks, taking into account all breaks or interruptions and factoring in any program extension.

Length, excluding breaks or interruptions: The number of weeks in 2.4.1 _____ + the number weeks in 2.4.2 _____ – the breaks in 2.4.3 _____ = _____ weeks

2.4.5 TRANSITION Period

A) Write down the **actual** length of this period in weeks. **May be NA**

Date of start: _____ End: _____

B) How Many Weeks Are There between these Dates? _____ Weeks

2.4.6 What Is the Average Length of the Lesson Time?

Write down the average length in minutes of the lesson. _____

3 Analyzing Your Program

You will calculate different indicators for your competition program. These indicators include the number of competition days, the number of lesson/training days, and the percentage of the training program devoted to competition.

3.1 Number of Competition Days

Calculate the number of competition days in your program. Count all types of competition (See 2.2.1 – Table 2).

A: Number of competition days in your program:	A = days
------------------------------------------------	---------------

3.2 Number of Lesson/Training Days

Using your planning Calendar count the number of lesson/training days in your PREPARATION period, your COMPETITION period and your TRANSITION period for your rider. Use Table 3

TABLE 3 NUMBER OF LESSON/TRAINING DAYS

Period/Phase	Length (Weeks)	Average Number of Training Days per Week	Partial Total
Specific Preparation Phase	_____X 2.4.1 (C)	_____ Days per week Training days can include: Supervised lessons and Independent practice.	=
Competition Period	_____X 2.4.2 (C)	_____ Days per week Training days can include: Supervised lessons and Independent practice.	=
Transition Period (if applicable)	_____X 2.4.5 (B)	_____ Days per week There may not be any lessons or specific training during this period	=
B: Approximate number of TRAINING days in your program for this athlete (add up all the numbers in the column Partial Total):			B =

3.3 Total Competition Program Days

Calculate the number of Total Program Days. The number of Program Days equals the number of competition days (A) from 3.1 - Number of Competition Days plus the total number of training days (B) from 3.2 - Number of Training Days. A _____ + B _____ = _____ Days

3.4 Analysis

For each statement in the column **Key Elements in Your Program** in the table below, circle the entry in the column (A, B, or C) that best corresponds to the data for your program. For example, if your program is 26 weeks long, circle the Row 1 entry **20 and 32** in Column B. Use the information from the sections above

Table 4 Program Analyses

#	Key Element in Your Program	Column A	Column B	Column C
		If your number is less than	If your number is between	If your number is more than
1	The actual length of your program in weeks Sec. 2.4.4	20	20 and 32	32
2	Length of the Specific Preparation Period in weeks - sec. 2.4.1	7	7 and 15	15
3	Length of the Competition Period in weeks – sec. 2.4.2	7	7 and 20	20
4	Length of the Transition Period in weeks – sec. 2.4.5	As applicable to your program.		
5	Number of competition days (from sec. 3.1)	6	6 and 20	20
6	Average length of a practice in the Preparation Period (sec. 2.4.6)	Less than 45 minutes	45 and 60 minutes	60 minutes
7	Average number of training days per week in the Preparation Period (Table 3)	2	2 and 4	4
8	Average length of training sessions in the Competition Period (2.4.6)	Less than 45 minutes	45 and 60 minutes	60 minutes
9	Average number of training days per week in the Competition Period (Table 3)	2	2 and 4	4
10	Percentage of training program devoted to competition. * See B below	20%	20-35%	35%
11	Percentage of training program devoted to lessons/training. * See C below	65%	65-80%	80%

*To calculate these percentages:

A. Total number of program days = Total number of competition days (3.1A) _____ plus total number of practice days (3.2 B) _____ = _____ days (Same as 3.3)

B. Percentage of training program devoted to competition = Number of competition days (3.1 A) _____ divided by total number of program days (Final total in A above) _____, expressed as a percentage (x100) _____%

C. Percentage of training program devoted to lessons/training = Number of lessons/training days (3.2 B) _____ divided by total number of program days (Final total in A above) _____, expressed as a percentage (x100) _____%

3.5 Reflecting on Your Program: Issues and Solutions

In 3.4 you circled entries in columns A, B, or C that best corresponded to the data for your program. For most programs, sports, and age groups:

- Circling an entry in Column A means your program is **asking too little** of your athlete
- Circling an entry in Column B means your program is **appropriate** for your athlete
- Circling an entry in Column C means your program is **asking too much** of your athlete

Thank you for completing your pre workshop activity. Please bring it with you to the workshop. It will be discussed.

Planning Calendar Work Sheet

Name of Rider: _____

Horse: _____

LEGEND – B- Bronze show. S – Silver show. G- Gold show. O - Other. C- Clinic



Indicates a month with 5 weeks

Competitions should be given a “priority” for example: Training Competition (TC), Performance Competition (PC), Decisive competition (DC)

If the competition is more than one day indicate this by putting the number of competition days in the appropriate box

MONTHS		JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Competitions you plan to attend	Date												
	Level												
	Reg. Comp												
	Champ.												
General Preparation Phase													
Specific Preparation Phase													
Competition Period													
Transition Phase Turnout/hacking													

Instructions for “Seasonal Plan – Rider”

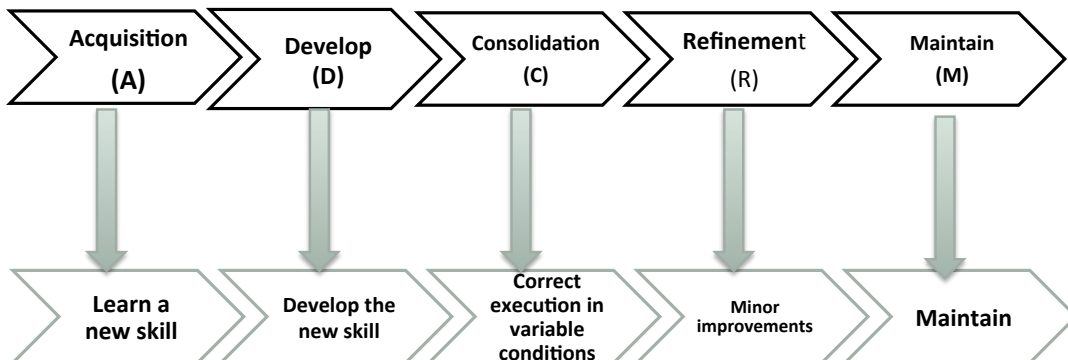
- Use the following 3 frames as a guideline to understand the “Seasonal Plan – Rider” chart
- Use the printed directions to complete or use the blank “Seasonal Plan – Rider” chart

Development of Skills & Abilities

Look vertically to get definition

Look horizontally to see progression

A coach/rider will be building skills & abilities in themselves & their horses throughout a training year.

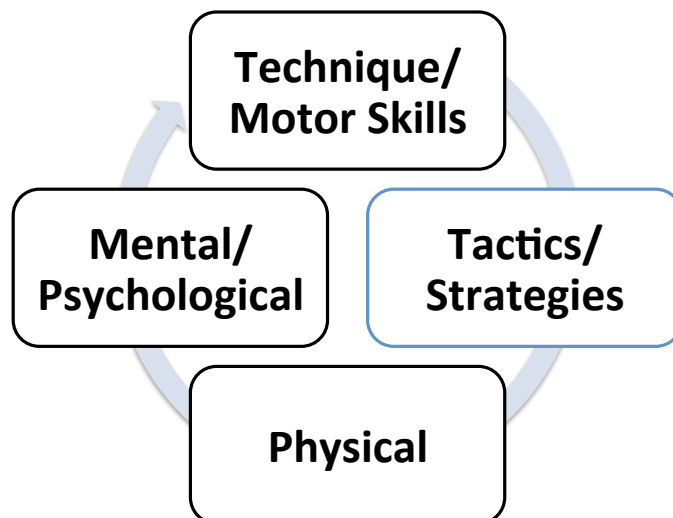


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FOUR COMPONENTS OF TRAINING PLAN

As the training year progresses to competition the Tactics/Strategies & Mental/Psychological % increases while the Technique/Motor Skills & Physical % will decrease.



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	Pre-Comp General	Pre- Comp Specific	Main Competition	Final Comp.
Physical	25%	20%	20%	10%
Technical	50%	35%	25%	25%
Tactics / Strategy	20%	35%	45%	50%
Mental/ Psych.	5%	10%	10%	15%
TOTAL EMPHASIS	100%	100%	100%	100%

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6.5

SEASONAL TRAINING PLAN – RIDER

Guideline to Use “Seasonal Plan – Rider” Document

1. Fill in information at top of chart from “Planning Calendar Work Sheet”
 - a. Training Phase – General Preparation; Specific Preparation Phase; Competition Period (Regular & Championship); & Transition Phase
 - b. Months or date of each phase
 - c. Number of riding sessions per week
2. Fill in the left-hand column of the 4 components of the training plan – Technique/Skills; Tactics/Strategies; Physical; & Mental/Psych
 - a. You may use the examples listed on the following table examples and/or insert your own ideas for your horse/rider combination
3. Beside each for the 4 components write in your % for each Training Period based on your horse/rider combination.
 - a. You may use the % on the example charts below
 - b. Note that the %’s of Technique/Skills & Physical decrease as you transition to competitions.
 - c. Note that the %’s of Tactics/Strategies & Mental/Psych increase as you transition to competition.
 - d. At the end of the 4 tables (2nd page) “sub-total” is the % addition from 2nd page; “sub-total carry forward” is the % addition from 1st page; and you must add up these 2 numbers to equal 100% for each Training Phase.
4. Consider & evaluate each of the items that you listed under the examples for each of the Components of the Training Plan. Example from sample table -- “Basic Skills” ____; C***;R**;M***;M***;____
 - a. The code is printed on your blank worksheet – A,D,C,R,M and then the stars (*, **, ***)
 - b. Use the sample charts below as a guideline

TRAINING PHASE	TRANS	GENERAL PREP	PRE COMP	MAIN COMP	DECISIVE COMP	TAPERING
MONTHS	NOV-JAN	FEB-MAR	APR-MAY	JUNE-JULY	AUG-SEPT	OCT
SESSIONS PER WEEK	ONE	ONE	TWO	TWO	TWO	ONE
TECHNIQUE/SKILLS	%	45%	40%	35%	30%	10%
BASIC SKILLS		C***	R**	M***	M***	
VARIANTS OF BASIC SKILLS		A**	D**	C**	M***	
PROPER EXECUTION		D***	C**	R**	M**	
SUCCESS RATE		D*	D**	C***	C***	

TRAINING PHASE	TRANS	GENERAL PREP	PRE COMP	MAIN COMP	DECISIVE COMP	TAPERING
MONTHS	NOV-JAN	FEB-MAR	APR-MAY	JUNE-JULY	AUG-SEPT	OCT
SESSIONS PER WEEK	ONE	ONE	TWO	TWO	TWO	ONE
TACTIQUES & STRATEGIES	%	20%	30%	40%	40%	%
DECISION MAKING		A/D**	C*	R**	R***	
PLANNING		A/D**	C*	R**	R***	
TEST RIDING		A/D**	C*	R**	R***	
TACTICAL KNOWLEDGE		A/D**	C*	R**	R***	
		65%	70%	75%	70%	

TRAINING PHASE	TRANS	GENERAL PREP	PRE COMP	MAIN COMP	DECISIVE COMP	TAPERING
MONTHS	NOV-JAN	FEB-MAR	APR-MAY	JUNE-JULY	AUG-SEPT	OCT
SESSIONS PER WEEK	ONE	ONE	TWO	TWO	TWO	ONE
PHYSICAL	%	30%	20%	10%	10%	%
BALANCE		D**	I**	M* I**	M*	
STRENGTH		D*	D**	M* I**	M*	
COORDINATION		D*	I**	M* I**	M*	
FLEXIBILITY		D*	I**	M* I**	M*	
CARDIO		D**	D**	M* I**	M*	
ANAEROBIC		D**	D**	M* I**	M*	

TRAINING PHASE	TRANS	GENERAL PREP	PRE COMP	MAIN COMP	DECISIVE COMP	TAPERING
MONTHS	NOV-JAN	FEB-MAR	APR-MAY	JUNE-JULY	AUG-SEPT	OCT
SESSIONS PER WEEK	ONE	ONE	TWO	TWO	TWO	ONE
MENTAL/PSYCH	%	5%	10%	15%	20%	%
FOCUS & CONCENTRATION		D*	D**	I**	I***	
EMOTIONAL CONTROL		D*	D**	I**	I***	
VISUALIZATION		D*	D**	I**	I***	
POS. INTERNAL DIALOGUE		D*	D**	I**	I***	
RELAXATION TECHNIQUES		D*	D**	I**	I***	
ACTIVATION LEVEL		D*	D**	I**	I***	
Sub-total		35%	30%	25%	30%	
Sub-total carry forward		65%	70%	75%	70%	
Final Total	100%	100%	100%	100%	100%	

Season Plan – Rider

Name:

Age:

Competition Level:

Training Phase						
Months						
Sessions Per Week						
Technique/Skills	%	%	%	%	%	%
Tactics/Strategies	%	%	%	%	%	%

Legend: Objective pursued Acquired (A), Develop (D), Consolidate (C), Refine (R), OR Maintain (M) PLUS *** High Importance; ** Important, * Moderate Importance of each EQUALS % Training time allocated to performance factors in each phase of the plan.

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 Competition Coach Design a Sport Program- Coach Workbook

Legend: Objective pursued Acquired (A), Develop (D), Consolidate (C), Refine (R), OR Maintain (M) PLUS
 *** High Importance; ** Important, * Moderate Importance of each EQUALS % Training time allocated
 to performance factors in each phase of the plan.

Training Phase						
Physical	%	%	%	%	%	%
Mental/Psych	%	%	%	%	%	%
Sub-total						
Sub-total Carry Forward						
Final Total	100%	100%	100%	100%	100%	100%

RIDER MONTHLY TRAINING CALENDAR (Mesocycle)

MONTH : _____

YEAR : _____

RIDER : _____

AGE : _____

LTED STAGE : _____

Week One	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Skill							
Legend							
Week Two	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Skill							
Legend							
Week Three	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Skill							
Legend							
Week Four	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Skill							
Legend							

“Skill” refers to a specific rider skill or technique that you target. Consider the phase of the training year.

Tech. – Technique/Skills; Tact. – Tactics/Strategies; Phys. – Physical; Ment. – Mental/Psych; A. R. – Active Rest

“Legend”: consider the phase of the training year to choose the Volume and Intensity from the following choices.

Volume: H.V. - HIGH VOLUME; M.V. - MEDIUM VOLUME; L.V. - LOW VOLUME;

Intensity: L.I. - LOW INTENSITY; M.I. - MEDIUM INTENSITY; H.I. - HIGH INTENSITY

Weekly Training Plan Detailed

Rider: _____ Horse: _____

Date: _____

(The number of boxes used depends on the number of training days you use in a week.)

Athletic Abilities to Train	Training Objective (why?)	Type of Exercises &/or Practice Conditions
1.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Practice Conditions:
2.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Practice Conditions:
3.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Practice Conditions:
4.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Practice Conditions:
5.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Practice Conditions:
6.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Practice Conditions:

Total training time: _____



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