An exploratory investigation into perceptions of risk management in equestrian sports coaching from a practitioner and governing body perspective, leading to the creation of a bowtie model

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Abstract

Equestrianism has become increasingly popular, and participation levels are high, with 1.8 million people riding on a regular basis in the UK alone. It is recognised as a high-risk activity, and compliance with health and safety legislation is required for the safety of all those involved. Currently, the evaluation of risk in equestrianism focuses on the assessment of individual events rather than the effectiveness of the overlying safety management protocols. Whilst basic risk assessment occurs within equestrian coaching, broader evaluation of overlying safety management remains limited throughout this sector. This work has identified relevant hazards, evaluated the associated risks, and suggested controls and mitigation strategies to support equestrian coaches in adopting and improving safety management systems. Three studies were undertaken; the first used semi-structured interviews with national equestrian governing bodies (NGB) (N=3) and their allied insurance brokers (N=3), with questions exploring organisational policy; for instance, "What are your minimal requirements for your NGB to accredit coaches?"; "When would you expect a risk assessment to be done?" and "How would this be evidenced?" A thematic analysis identified emergent themes in the organisational roles and responsibilities (process, satisfaction with current practice, evaluation of practice, responsibilities, and review) and the coaches' role (employment status, coaching practice, and coaching effectiveness). The second study selected NGB coaches (N=114) through the NGBs' own databases, using a mixed methods survey distributed online, to evaluate perspectives of hazards and risk management in equestrian coaching. Frequency analysis, thematic analysis, and tests of difference and correlation were utilised to evaluate the perspective. Key results included coach training needs, reflection on practice, risk management and awareness, insurance, and templating of evidence. The third study was formed by means of a working party that focused on coach training and support in managing and evidencing their coaching practice. Purposive sampling (N=5) was used with an inductive approach to identify emergent themes in risk management. The interview analysis produced two key discussion points: the need for risk management training and the desire for a coaching tool/system to evidence coaching practice. Assessing the types of risk management models that would support organisational management within this context led to the utilisation of

a bowtie as an illustrative model of these issues. An executive report of these studies was produced as an industry document for dissemination to the various NGBs.

Based on the results of the studies, four recommendations were made to industry with regard to the dissemination of results via the NGBs, British Equestrian Federation (BEF) and the wider audience, including the International Federation for Equestrian Sports (FEI).

Author's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of the University of Gloucestershire and is original, except where indicated by specific reference in the text. No part of the thesis has been submitted as part of any other academic award. The thesis has not been presented to any other education institution in the United Kingdom or overseas.

Any views expressed in the thesis are those of the author and in no way represent those of the University.

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Glossary

Definitions in risk management

Accident: The term often used for the occurrence of a single event or a sequence of events that causes undesired consequences. These undesired consequences may be environmental or property damage, economic loss, sickness, injury, or death (Ferdous et al., 2013a; Matsika et al., 2013). An accident may be an initiating event (top event), the realisation of the hazard, or unintended departure from a normal situation, or point of loss of control in which some degree of harm is caused. A "top event" denotes the event on the top of the fault tree and is synonymous with the "initiating event" (Trbojevic, 2008).

Barrier: Defined as a fence or other obstacle that prevents movement or access (Oxford English Dictionary, 2020); in a safety sense, it is a design feature. The design may be physical, non-physical, or a combination of the two, with the intent to prevent, control, mitigate or protect from accidents or undesired events. Examples of barriers could be the braking system in a car, or a deluge system that mitigates the effects of fires (Trbojevic, 2008). Barriers are anything that is used to control, prevent, or impede one or more hazards. Common types of barriers include equipment, administrative and operational procedures (also rules), supervision/management, knowledge, and skills (Matsika et al., 2013).

Barrier decay/escalation factor: Indicates the departure of the barrier function from the design intent. It may result from decay in barrier function, or a complete failure or removal of the barrier. Examples of barrier decay or an "escalation factor" may be personnel training in emergency procedures that have been allowed to lapse. Examples of barrier failure could be an instrument that stopped functioning, or safety equipment that is not fit for purpose (Bentley et al., 1995; Trbojevic, 2008).

Causal factors: A set of typical events which under certain conditions may have a negative influence on the operational process (i.e., they have the

potential to produce or contribute to an unwanted result). Depending on their nature, causal factors fall into the following three main categories:

- Technical factors (all kinds of technical equipment failures)
- Subjective factors (human errors)
- Influence of operational environment (influence of other systems or weather conditions) (Matsika et al., 2013; Trbojevic, 2008)

Cause of accident: A concrete manifestation of a causal factor. There are three types of causes of accidents: a contributing cause, direct cause, and root cause.

- The contributing cause is an event or condition that collectively with other causes increases the likelihood of an accident, but individually does not cause the accident. Contributing causes may be long-standing conditions or a series of prior events that, alone, were not sufficient to cause the accident, but were necessary for it to occur (Matsika et al., 2013; Trbojevic, 2008).
- The direct cause is the immediate event or condition that causes the accident. This creates the immediate conditions for the conversion of the possibility of the occurrence of an accident into reality. The direct cause should be identified when it facilitates an understanding of why the accident occurred or when it is useful in developing lessons to be learnt from the accident.
- The root cause creates the potential for an accident to occur. The correction of root causes would not only prevent the same accident from recurring in future, it would also solve shortcomings in safety management systems that could cause or contribute to other accidents.

Consequence: The result that follows the realisation of hazard or degree of harm caused by an accident. This harm may be expressed in terms of injury or death to people, damage to environment or reputation, and loss of assets (Trbojevic, 2008).

Event: A significant and real-time phenomenon that occurs. For instance, a rider falling from a horse whilst being coached can be viewed as an event.

Hazard: A physical situation, condition or material property that has the potential to cause harm, such as sickness, injury or death to people, damage to property and investments, environmental damage, business interruption, and loss of reputation. A container with flammable material is a hazard, since it has the potential to cause fire and/or explosion (Trbojevic, 2008). The hazard is a consequence of the negative impact of a causal factor and, if there is no adequate barrier, could easily lead to an accident (Matsika et al., 2013).

Risk: A combination of the rate of occurrence of a type of accident (incident) resulting in harm (caused by a hazard) and the degree of severity of this harm. Mathematically, this definition could be represented as *risk = rate of accidents x degree of severity/harm* (Kaplan & Garrick, 1981; Matsika et al., 2013).

Safety: Freedom from unacceptable risks. Safety can be considered functional, technical, and procedural. That part of safety which is dependent upon the functions of a system (subsystem) within the normal delivery process (in response to the negative influence of causal factors) is named functional safety; technical safety depends on the technical characteristics of equipment derived from the system requirements and/or the system design (of which the equipment is part); whilst procedural safety depends on operational (or maintenance) procedures (rules) (Matsika et al., 2013).

Target: A person or object (equipment, horse, etc.) that a hazard may damage, injure, or fatally harm (Trbojevic, 2008).

Threat: Refers to how a hazard may be realised (HSE, 1999; Trbojevic, 2008). A threat can materialise, such as a car's brakes failing, causing the car to crash, or a show-jumping safety cup not permitting the pole to fall freely when a horse makes contact when jumping a fence (Matsika et al., 2013).

Chapter 1: Introduction

1.1 Introduction

The popularity of equestrianism is increasing (Havlik, 2010), and participation levels are high, with 1.8 million people regularly riding in the UK alone (British Equestrain Trade Association, 2019). Equestrianism is globally recognised as a high-risk sporting activity with a reported prevalence rate of riding-related injuries of up to 20% per annum (Hawson et al., 2010). Within an equestrian context, the role of the coach is to facilitate the progression of skills and explore the multifaceted triad (horse, rider, and coach)(Winfield et al., 2013) to manage the performance and welfare of both the rider and the horse. This should include the assessment of horse riding as a high-risk activity and consideration of how the inherent risks can be managed and mitigated to support safe training and skills acquisition. However, to date, previous studies of the risks associated with equestrianism have predominantly focused retrospectively on injury and fatality statistics instead of applying a proactive approach to reduce the risks associated with horse riding by training and educating the stakeholders involved (Clarke et al., 2008; Cripps, 2000).

Compliance with basic health and safety requirements is legally mandated for the safety of all those involved in equestrian sports (Trbojevic, 2008). There are 18 independent member bodies (14 full and four associate) each of which is a national governing body (NGB) within the British Equestrian Federation (BEF). The range of activities encapsulated by the BEF represents over 280,000 people, covering equestrian facilities, coaching, and volunteering from leisure riders to elite sports (BEF, 2020). However, there is no formal or consistent safety management system in current equestrian practice. Yet, despite this lack of a formal risk management structure, many people ride every day without incident. Furthermore, basic risk assessments are in operation across much of the industry. Therefore, there is a need to understand how risk is managed in equestrian sports.

In this thesis, I am interested in evaluating the current safety management systems that are in practice and their effectiveness throughout the equestrian industry. It is intended to provide an opportunity for the advancement of the professional practice

and education and support of equestrian coaches. The purpose of the portfolio is to take the end user (industry stakeholder or academic reader) through the progression of the studies, data, conclusions, and recommendations. Due to the structure of the professional doctorate, the content is represented in several formats: academic chapters, PowerPoint presentations, professional discussions, and personal reflections. Consequently, there is some duplication in the sources and message through the differentiation in the method of dissemination.

1.1.1 Research aims

- To identify the role of educational training within equestrian coaching, to support coaching practice in relation to risk management.
- To evaluate current practice of risk and risk management, and risk in equestrian sport coaching, and to determine their efficacy.
- To create an appropriate tool for raising risk and risk management for governance to support equestrian coaches in the awareness of hazard and risk management.

1.1.2 Research question

This project aimed to address the following research questions:

- What are current risk management practices in equestrian sports coaching, and are these effective?
- What tools are being used in equestrian sports coaching and governance to raise the awareness of risk management, and are they suitable?

1.2 Research philosophy

My philosophy as an equestrian coach is to approach my work with the horse and rider in a comprehensive manner, addressing the health and welfare of both, as well as their training and educational needs. I consider my coaching delivery to be conventional, whilst still being able to work in an innovative manner, exploring novel ideas alongside traditional methods of coaching practice. This aligns with the epistemological perspective of pragmatism, whereby I unconsciously utilise my prior experience and consciously utilise my knowledge to adapt and respond to coaching situations (Braun & Clarke, 2019; Crotty, 1998).

I believe that my athletes' cognition adapts to my own behaviour, particularly through working with horses as sentient animals, as I have had to adapt to analyse behavioural and non-verbal cues rather than communicate via language (McGreevy & McLean, 2007). To be a successful coach, I need to be mindful of the perspective of others; this has filtered through to my functional delivery as an educator, as well as my involvement in coaching sessions, through my feelings, emotions and, ultimately, behaviour. Consequently, I have fostered a reflective approach in my teaching, which has led to my interest in the support of other coaches through my master's thesis, titled "The Use of Reflective Practice to Support Mentoring of Elite Equestrian Coaches" (Winfield et al., 2013). My experience of working in professional practice necessitates practical problem solving, which leads to a natural bias towards a constructivist and interpretivist stance (Braun & Clarke, 2019), since it is my knowledge and experience that enables me to identify which problems need to be solved and what solutions are most effective. Developing my thoughts further has sparked an interest in decision-making and reflection within the coaching process, and, as such, reducing the likelihood of incidents and accidents. Therefore, to answer the research questions of this study effectively, an interpretivist standpoint and inductive approach (Studies 1 and 2) was adopted to determine emergent theory, which led to working definitions of risk in practice and facilitated a hypothesis and design of a decision-making tool that was deductively tested (Study 3)(Collins & Collins, 2015).

1.3 Thesis structure

An explicit goal for this thesis was to engage in a translational research approach to ensure that the work undertaken was relevant and could be applied to the advancement of professional practice in equestrianism (Drolet et al., 2011). The structure of the thesis mirrors this approach; a professional portfolio format was selected to facilitate ease of transfer to the commercial and professional environments of the key stakeholders involved.

Risk management in equestrian sports coaching is a multifaceted process and research in this field needs to consider all protagonists involved (Table 1 p. 4). This research engaged with a broad range of equestrian professionals encompassing the key stakeholders in equestrian risk management: national governing bodies,

insurance brokers, coach educators and coaches. A particular focus on establishing the individual coach's awareness and perception of hazards and risk, leading to attaining their opinion and views on their coaching and educational needs was embedded to ensure coaches were at the forefront of the research due to their explicit coaching practice in working with their employees, clients, horses, and riders.

While it is important to consult and recognise the role and perspective of all stakeholders within risk management, the equestrian sports coach is the primary focus of this study due to their direct management of risk 'on the ground'. This places them front and centre and gives them as pivotal role in reducing risk to the horses and riders they are coaching. Therefore, supporting risk management education for coaches has the potential change professional practice (Fuller & Drawer, 2004; Spengler et al., 2006).

Table 1: Key research stakeholders

Stakeholder	Definition	Role in equestrian risk management
National Governing Body (NGB)	Organisation who holds responsibility for a specific equestrian discipline within the British Equestrian Federation.	- Governance - Coach education - Coach accreditation - Direct relationship to insurance broker
Insurance broker	The party who engages with their associated national governing body, they broker the contract before taking to the underwriters.	- Direct relationship to NGB - NGB insurance underwriter - Direct insurance to coaches
Equestrian sport coach	An individual who is qualified and/or accredited with any equestrian NGB.	- Individual / practical risk management - Annual risk related CPD to retain accreditation - Direct / indirect link with NGB

	They may belong to one or several NGBs.	
Coach educator	An individual who works on behalf of an NGB to deliver the training and education for their coaches.	• Risk education • Accountable to NGB • Direct relationship to coach and NGB

The initial study began with the introduction of the organisational players who hold responsibility for the governance and education of their coaching workforce (NGB directors and allied insurance brokers). Study two, moved through to the engagement of their coaches to gain insight and opinion in their generic practice, considering their perceptions, and views around how they can be supported by their national body. Lastly, the inclusion of key coach educators via a collaborative working party amalgamated the coach's viewpoint with the key influencers across the governing bodies.

To achieve my goal, I completed three studies and six chapters (Chapters 2–7) that explore differing aspects of the questions posed. Table 1 below outlines the component studies, followed by a summary of the chapter contents.

Table 2: Overview of studies within the thesis

Study no.	Key aim	Method	Key sources
1: Governing body and insurance interviews	To identify key themes within equestrian risks at an organisational level.	Purposive sampling of NGB key personnel (*N*=3) and insurance brokers for each NGB (*N*=3) allowed for an inductive approach to identify emergent themes in risk management. Semi-structured interviews analysed by means of	(Collins & Collins, 2015)

		grounded theory in order to identify of emergent themes.	
2: Questionnaire to coaches via NGBs	To identify current practices by coaches. To assess coach perception of risk and how it is managed.	Convenience sampling of NGB coaches (*N*=114), selected through the NGBs' own databases. Mixed methods survey distributed by means of an online questionnaire. Thematic analysis and inferential statistics: Test of difference and correlation.	(Bryman, 2015)
3: Working party: Coaching, training and system/tool development	To gather professional opinions for industry training and development of a system/tool for industry application. To suggest controls and mitigation strategies of risk whilst coaching, which led to the development of a risk awareness model.	Purposive sampling of key stakeholders (*N*=5). Inductive approach to identify emergent themes in risk management. Semi-structured interviews analysed using grounded theory to identify emergent themes. Development of a bowtie model.	(McLeod & Bowie, 2018) (Culwick et al., 2020) (Talbot, 2020)

1.3.1 Chapter 2: Literature review

Chapter 2 reviews the literature across aspects of coach education, risk management, risk management whilst coaching, the influence of human factors, decision-making, and organisational risk models, which led to the development of a bowtie model. It outlines that whilst some evidence of risk management exists in adventure sports, it is limited within equestrian activities, reflecting a potential weakness in the current safety management in equestrian coaching. The structure takes the reader through the currency of literature in each section, with the focus towards coach education, awareness of risk, and management of the influences of human factors and decision-making. This is relevant in considering the current professional practice of the training and education of equestrian coaches.

Finally, a review of the development of risk models that had been used over time to reduce management costs and increase efficiency was considered. This was to enable synthesis of the selection and use of models as part of the evaluation process, which led to the selection of the bowtie model.

Within equestrian coaching, the high-risk nature of the sport is recognised but without the development of a proactive risk management system to mitigate risk to all parties (management, coaches, horses, and riders), whilst other high-risk workplaces are not permitted to operate without a safety management system (Jannadi & Almishari, 2003). Therefore, my considerations included engaging in how best practice is adopted in other industries and how they have minimised human-risk exposures and promoted a safety-first culture (Duijm et al., 2009; Wachter & Yorio, 2014).

The human factors that influence risk, decision-making, and expertise have been explored, considering how useful defining expertise is in high-risk and adventure sports, such as white-water kayaking, mountaineering, and caving, and how these skills can be applied to equestrian activities (Lannoy & Procaccia, 2014). Subsequently, the role of organisational risk models as methods to support such alternative sports is discussed. A variety of models is reviewed, including fault tree analysis (FTA) (Ericson, 1999), event tree analysis, (ETA) (Rausand, 2005), the Swiss cheese model (Matsika et al., 2013), and the bowtie analysis (Talbot, 2020).

Risk models from outside the arena of sport, from industries such as oil and gas, maritime, mining, chemical manufacturing, and aviation are also reviewed. The bowtie is considered a suitable model for use in equestrian activities, as it is built upon a structure of risk assessment followed by barrier management, which supports operational success (Culwick et al., 2020).

To conclude this chapter, I offer the recommendation that there is potential to develop a bowtie risk-awareness model for equestrianism. This has been selected due to its relatively simple presentation and ease of use (McLeod & Bowie, 2018), and, as such, it is the model of choice for the research at hand.

1.3.2 Chapter 3: PowerPoint presentation

This Professional Doctorate in Sport and Exercise (DSE) is designed to have a direct and immediate impact on my profession. Consequently, the information collated into the portfolio is presented in a manner that will support the dissemination of the data/findings to the wider audience. Presenting the information in such a manner allows the participant to watch the PowerPoint and listen to my narrative, rather than merely reading an academic report. This was considered appropriate as the key stakeholders were less likely to be familiar with academic-style reports.

The presentation applies the concepts of the research to the workplace in addition to the theoretic work that underpins the research. It introduces the participant to the whole thesis in a logical and progressive manner. This chapter provides a powerful visual and audible overview of the thesis, and it consists of the extended presentation delivered as the initial overview, which was subsequently abridged for dissemination to industry (Chapter 5). The MS Teams presentation is accessible via the hyperlink

<u>Bowtie PowerPoint presentation</u>

Full presentation is available within the digital submission folder

The structure of the presentation covers the following:

- Introduction to the researcher
- Thesis overview
- Review of generic risks
- Study 1: SSI with industry gatekeepers (NGB and insurance brokers)

- Study 2: Questionnaire within the NGB coaches
- Study 3: Working party virtual meeting (industry representatives)
- Production of a bowtie model
- Outcomes and impact
- Thesis conclusion and recommendations

The chapter concludes by offering a rationale for the use of a bowtie model and taking the reader through how the thesis aims and outcomes have been met. In doing so, it highlights the following two key messages to industry:

1. The impact on equestrian coaching practice, as the data suggest that the coaches have a lack of understanding or confidence in their current practice of risk assessment, with no available training to remedy this.
2. There is no formal method or opportunity for freelance coaches to evidence their coaching practice.

1.3.3 Chapter 4: Executive report

This chapter is formulated as an executive report, which is commonplace as a method for disseminating industry information to the wider audience, who are interested parties who may not be directly connected to the organisation conducting a particular study. The industry report was disseminated to the key stakeholders (Director of Education of British Horse Society [BHS] and Deputy CEO of South Essex Insurance Brokers [SEIB]), in addition to other interested partners (BHS senior management team).

Because many directors have limited time, a brief overview of the document was presented in the first five pages, ending with an executive summary statement. This provided an overview of the work in a few pages, whilst presenting the detailed breakdown of the structure of the studies, the generated data, and the key findings in the remainder of the report. The report continues with the thesis composition and the rationale before leading the reader through the three studies that were undertaken (Table 1). Study 1 and 2 provided the evidence base to inform the professional discussion for the working party. Subsequent analysis identified the concept of a risk management model that would fit the equestrian sector and a bowtie diagram was

selected as a suitable illustrative model. The use of a bowtie in other high-risk industries (Talbot, 2020) underpins the use of this model to cover aspects of a rider losing control of a horse and falling off. Potential threats, such as the lack of rider ability, the training area, an unsuitable horse, any external distractions, adverse weather conditions, the use of inappropriate tack and equipment, and a coach not suitably qualified or experienced, were considered. The consequences of each event were illustrated on the right-hand side of this model, which include the rider regaining control of the horse, the rider falling from the horse resulting in injury to themselves, the rider suffering social anxiety, and rider fatality or injury/harm to the coach.

The chapter concludes with the following three key points:

1. Coaches need support to manage their ever-changing workplace. Their main concern is that they do not feel that their needs are being adequately met by their NGB.
2. NGB managers have a legal responsibility to support their coaches, and the accountability may even reside with the CEO if a case of poor practice were to go to court.
3. Recommendation for adoption of the bowtie model in the equestrian coaching industry, as this can represent the roles and responsibilities throughout the organisation, highlighting the accountability of the individuals who are responsible for managing the controls.

1.3.4 Chapter 5: Professional discussion – Dissemination report

Chapter 5 is a dissemination report that showcases the outcomes of the thesis to the key industry stakeholders involved. The report allowed a reflective process to be carried out, collating and synthesising the information from the professional discussions undertaken with the industry stakeholders. The professional discussion provided the opportunity to disseminate the data and study findings, whilst allowing the stakeholders to provide feedback. The stakeholders' honest input was deemed valuable and necessary in order to gauge the impact of the key findings on the development of the professional practice.

An abridged presentation was given to the BHS coaching director, their allied insurance broker, and the BHS senior management team. At that point in time, the other NGBs had made changes to their senior management, which prevented the dissemination of this information to their personnel. The format consisted of an introductory presentation to stimulate the initial discussion, which worked well and led to positive feedback and requests for wider dissemination of the project to the organisation's management teams.

The reflective process was in alignment with John's (2006) professional learning cycle, which is built around identifying the aims of the professional discussion and how they were met or not, if any interventions were required by me to achieve this, the impact of doing or not doing this, and, finally, how the directors engaged in the process. This final aspect was more thoroughly considered via the testimonials in Chapter 6.

The chapter concludes by reflecting on the following three key points:

1. The aims and achievements were met via the dissemination of the completed studies and meaningful and valuable professional discussions with the participants.
2. The meeting facilitated further opportunities to engage in the industry by means of the following:
    - Opportunity to disseminate findings to the NGB SMT, particularly the value of a bowtie model.
    - Participation in a (pilot) BHS health and safety awareness course.
    - Delivery of a CPD course on decision-making for the NGB.
    - Invitation by the insurance broker to join the project development team (design a coaching tool/system for use when coaching).
3. The reflective process identified that I was able to draw on pre-existing skills that were utilised in this format, along with the acquisition of the new skills of editing and precis of the presentation, as well as the development of critical listening skills.

1.3.5 Chapter 6: Testimonial and professional reflection – Industry impact

This is a reflective chapter in which industry testimonials about their engagement in and assessment of the value of the thesis from an NGB and insurance broker perspective are presented, followed by my reflection on their feedback. Following on the previous chapter, the two main stakeholders were approached and asked if they would be able to submit a testimonial on their own reflections and feedback on the development of the thesis during their engagement in the studies, as well as through their professional relationship with me. The testimonials form the main content of the chapter by means of the hyperlink to the audio narrative reflection below:

Professional reflection

Full presentation is available within the digital submission folder.

The reflective commentary provided me with the opportunity to assess the professional opinions of the stakeholders, covering aspects such as the value of the data for their business, how the data has influenced any professional decisions on training, the advancement of practice within the specific remit of their own organisation, and the relationship that has been developed throughout the progression of the thesis.

1.3.6 Chapter 7: Summary

To conclude the thesis, I consider how I was able to address the research question, which was aimed at evaluating the effectiveness of the current safety management systems in the equestrian industry in order to advance education and support for equestrian coaches. The intention with this reflection is to address how this has been met through the research aims.

The thesis was aimed at identifying what the hazards in equestrian coaching were and how they were evaluated; coaches were consistently able to identify and recognise hazards and consequential risks inherent in the equestrian environment. In contrast, deficits were found in how coaches could meaningfully translate this information to safe practice for themselves, the horses, and the riders. As a result, it was concluded that the NGBs need to provide more training in risk management and

support coaching practice via the creation of a tool for use in practice. An unexpected outcome was the realisation that opportunities existed in equestrian risk management to integrate a risk management model for use at an organisational level. The work conducted in this thesis advocates the implementation of the bowtie model as an effective tool for the practical translation of risk management in equestrian coaching.

1.4 Impact on industry

Before conclusion of the thesis, I was asked to disseminate much of the key findings to a wider audience; Chapter 4 has been presented to the British Horse Society's (BHS) Director of Education and the South Essex Insurance Brokers' (SEIB) Deputy Chief Executive Officer; and, on request from the BHS Director, a presentation was given to the BHS senior management team. Following the presentations, the executive report was completed and disseminated to the key stakeholders, along with requests for it to be sent to the CEO of both the BHS and The Pony Club. Based on the data generated in my second study (Chapter 3), a request was received from SEIB to assist their project development team in the development of a tool or system for use by their members.

This has led directly to a request to engage in a pilot BHS health and safety training course, which is due to be delivered to the BHS Accredited Professional Coaches (APC) in the autumn of 2021. The development of a training course has strengthened my recommendations that the participating NGBs should provide appropriate and relevant training to support their coach's ability to manage their own coaching practice in a way that protects themselves and those that they are responsible for, thereby enabling the advancement of the equestrian coaching practice.

I strongly recommend that the NGBs consider the value and uptake of a bowtie due to its relative simplicity and ease of use in organisational management, as well as the ownership of responsibilities across all aspects of their coaching education and professional practice. This can be expanded to the recommendation to include the development of the bowtie structure in the equestrian industry via the BEF to all their member bodies. Indeed, the bowtie could be utilised for the expansion of

professional practice to an international audience through the FEI and subsequently developed outside of the equestrian industry in that of adventure sports.

Chapter 2: Literature review

2.1 Introduction

The popularity of equestrianism is increasing (Havlik, 2010), and participation levels are high, with 1.8 million people regularly riding in the UK alone (British Equestrain Trade Association, 2019). Equestrianism is globally recognised as a high-risk sport, with a prevalence rate of reported riding-related injuries of up to 20% per annum (Hawson et al., 2010). In an equestrian context, the role of the coach is to facilitate the progression of skills and explore the multifaceted triad (horse, rider, and coach) (Winfield et al., 2013) to manage the performance and welfare of the rider and the horse. This should include the assessment of horse riding as a high-risk activity and consideration of how the inherent risks can be managed and mitigated to support safe training and skills acquisition. However, to date, previous studies of the risks associated with equestrianism have predominantly focused retrospectively on injury and fatality statistics instead of applying a proactive approach to reduce the inherent risk associated with horse riding by training and educating all those involved (Clarke et al., 2008; Cripps, 2000).

Riding is a high-risk sport, which is evidenced by the fact that there have been 59 rider fatalities in eventing since 1993 (HorseTalk, 2017). Some studies have analysed safety interventions, highlighting the need for more robust preventative safety actions and risk mitigation controls; for instance, air jackets (Nylund et al., 2020), helmet usage, improved safety actions and behavioural awareness (Hawson et al., 2010), which could all reduce injury risk in falls. However, equestrians continue to be exposed to ongoing risks (Chapman & Thompson, 2016) in their direct relationship with horses. One way to manage and mitigate risk is through education and training; many equestrian organisations have recognised this and have their own coaching programmes to support the training and education of both horses and riders (BEF, 2017; BHS, 2017; PC, 2017).

2.2 Coach education

Research into coach education has focused on coaching preferences (Vargas-Tonsing & Guan, 2007), individual styles, delivery modes, and coaches' expectations of their

players or participants (Blanchard et al., 2009; Bradbury, 2000; Goldsmith, 2003). Such preferences are relevant to all aspects within the equestrian context, as, anecdotally, many professional riders practice as coaches without any formal training or certification of competence. Variations in organisational (NGB) coaching directives and methods of accreditation introduce inconsistencies throughout the equestrian discipline. This is evident within coach education programmes and could potentially lead to questions as to whether coach education and certification should be mandatory for consistency in the coaching delivery (BEF, 2017; BHS, 2017; PC, 2017). Competitive riders often trade on their performance record for coaching recognition rather than any professional teaching qualification (BEF, 2017). Consequently, different NGBs support their members in different ways. The BHS supports the education and development of people to specifically enhance the welfare of the horse, whereas many of the BEF member bodies are primarily focused on the competitive aspect of the sport. Within UK sporting environments, early research (Nelson et al., 2006) recognised the value of certified qualifications and methods of coach education, although this has been superseded by more recent work (Mallett et al., 2009). Qualification and education are particularly transparent in equestrianism, where legislative restrictions may apply at lower levels (riding schools) if formal qualifications are not apparent (BHS, 2017). How a coach develops their own skills and how an organisation structures their coach education and provision, as well as the terminology within the learning pathways, can be variable and open to confusion. Ahlberg et al., (2008) have produced useful statements to support definitions and guidance for the terminology of formal and informal provision.

Many of the BEF NGBs base their coach development and qualification on the structure of the United Kingdom Coaching Certificate (UKCC) programmes at Level 2 and 3 (BE, 2017; BEF, 2017; BHS, 2017; PC, 2017) although only the PC is currently continuing with this qualification. Coach development has been the subject of much research (Côté, 2006; Cushion et al., 2003) and can be supported through Continuous Professional Development (CPD) (Cushion et al., 2003; Engelbrecht & Ankiewicz, 2016), mentoring (Bloom et al., 1998; Bullough et al., 2003), training of the novice coach (Vargas-Tonsing & Guan, 2007), leadership (Vallée & Bloom, 2005) and development of a holistic approach through problem-based learning

(Lewis et al., 2009), amongst other approaches. Within all these opportunities lies a variety of learning methods, including formal learning, which has been identified by Ahlberg et al. (2008) as increasing coaching knowledge and thus the coach's development. This work does consider that not all formal learning situations are able to provide an experiential learning environment that is able to 'embed' learning.

In an equestrian context, the role of the coach is to facilitate the progression of skills and explore the multifaceted triad (horse, rider, and coach), using personal reflection when working with both the horse and the rider (Winfield et al., 2013). Coach education lies in the development of the coach's understanding of technical competency as well as their holistic awareness, based on how an individual can reflect and influence their performance as a coach (Knowles et al., 2001). Consequently, the coach should take any acquired knowledge and develop it into a conscious competency (Baker et al., 2012).

2.3 Risk management
The concept of risk can encompass many areas of an organisation such as the health, environment, technology, finance and security of the business (Eiser et al., 2012). Eiser et al (2012 suggests uncertainty drives the need to define and provide a value for an event, but caution may be advised when trying to be precise as the likelihood of an event may mean more than statistical probability and value more than economic benefit and cost. Indeed, it is only because we need to work under conditions of uncertainty that the concept of risk is of any interest whatsoever.

Understanding how people interpret risk is difficult partly because of the specific values that may be attached to different kinds of outcomes (actual and anticipated). Furthermore, one individual's benefit may be another's cost and the distribution of such consequences (costs and benefits) (Aven, 2016; Eiser et al., 2012). The interpretation of risk and its perception by others, leads to the development of professional relationships and trust (risk managers) to protect the layperson (or workforce) from the risk or its exposure to the risk. Consequently, those responsible for managing the risk must trust the participant they are working with and that they will adopt the recommended mitigation practices and react to events in predictable

and socially acceptable ways. In commercial risk management, policies have grown from a technical analytical approach to that of evidencing good governance and responsibility to its brand and identify (reputation).

A negative view of a business occurs when it fails to meet the expectations of its stakeholders. It can affect any size of business in any industry. It can be measured by lost revenue but is may also be poor retention of its members within a society. Reputational risk can occur in the following ways:

- Directly, as the result of the actions of the company,
- Indirectly, due to the actions of an employee or employees
- Tangentially, through partners or suppliers (Kenton, 2019)

In the context of English universities, Power et al., (2009), indicate that the development of risk management has extended to assessing reputational risk and asset management. Subsequently, individuals can select not only the type of organisation that they wish to connect too, but its reputational status within that sector since the reputational risk is a threat or danger to the good name or standing of a business or entity.

Aspects of reputational risk are relevant across a range of equestrian sports. Similarities may be drawn across the equestrian sector with that of universities, leading to the national bodies needing to take their reputation seriously when educating and supporting their workforce (coaches). However, in the specific context of risk and its association with equestrian sport, much of the focus is on aspects of harm to the participants, that is the horse and / or rider with the coaches being held accountable. However, in the specific context of risk and its association with equestrian sport, much of the focus of reputational risk focuses on aspects of harm to the participants, that is the horse and / or rider with the coaches being held accountable. The role of the coach therefore is the fulcrum of reputational risk management, acting as a practical interface for the rider and as a representative of the NGB, placing them in a pivotal and potentially very public position that requires

education to safeguard themselves. Hence the focus of this thesis is the equestrian sports coach.

There is currently no specific literature available in equestrian coaching on risk training, management, mitigation, or education within the key equestrian bodies that oversee rider and coach training in the UK; that is, BHS, British Eventing (BE) or The Pony Club (PC). Equestrianism therefore currently represents a dichotomy in terms of risk management, recognising the high-risk nature of the sport but not appearing to have developed a proactive and detailed risk management system which supports rider and coach decision-making to reduce this risk. Understanding the risk management and decision-making processes of key stakeholders in equestrianism is essential to developing a tool which could be used in this way throughout the industry.

Unlike other high-risk work environments, equestrianism has no regulatory framework for standardised safety and risk mitigation, despite horses being considered plant or equipment in some work environments (Chapman et al., 2020); whereas other high-risk workplaces (e.g., mining and construction) do not operate nor receive industry approval, where applicable, without a strategically planned tested, and frequently reviewed safety management system (Jannadi & Almishari, 2003). As a result of conducting regular training for skilled workers to ensure safe-work procedures, risk-assessment tools, safety-data analysis, and other industry-specific safety-first innovations, these high-risk industries have successfully minimised human-risk exposures and promoted a safety-first culture (Duijm et al., 2009; Wachter & Yorio, 2014).

Effective risk management supports a reduction of human injury–illness and fatalities in both a work and non-work environment (Chapman et al., 2020), and improved safety controls usually require more planning and implementation than personal protective equipment. Examples of more effective (advanced) controls may include training, safe handling-riding procedures, fit-for-purpose equipment, and checking the environment and supervision needs, as identified by Wachter & Yorio, (2014). These safer processes build a more robust risk management programme for

safer human–horse interactions (Vinodkumar & Bhasi, 2010; Wachter & Yorio, 2014).

High-risk workplaces, such as mining, construction, aviation, and transport, implement stringent worker training and supervision programmed (Edkins, 2020; Kristiansen, 2013; Tong & Dou, 2014). The cost-benefit analysis of these industries adding value to (especially inexperienced) workers' safety knowledge, behaviour change, and risk perceptions is crucial to, and often mandatory for, risk mitigation (Reese & Eidson, 2006; Zohar & Luria, 2003). This can be linked to a business's own organisational structure of accountability and decision-making.

Decisions for policy change should be the responsibility of the organisations which govern the sport, although the investment and commitment may be both costly and lengthy to implement (Klein, 2008). It would be logical to integrate Collins and Collins' (2013, 2015) work into decision-making and judgement with Klein's (2008) awareness of naturalistic decision making (NDM) into the environment of equestrian coaching. However, for this to be effective within equestrianism, a fundamental scoping exercise to evaluate an organisation's current practice would be required to ensure the suitability of the risk management systems that are in place before any integration of other practices is considered.

2.4 Risk management in coaching

The concept of risk exposure and potential harm warrants investigation, given that humans generally have varying levels of risk awareness. Risk in society can be linked to the concept of a threat; however, the terms are often confused. In addition to addressing threat and risk, the role of the riding coach is to develop the education of the rider to enable clear and effective communication of their intention to the horse to promote the safety of both the horse and rider (Williams & Tabor, 2017). The intervention of the riding coach is therefore critical to facilitating a successful outcome, particularly when learning to ride and developing decision-making skills to enable the rider to manage risk effectively. Despite the high-risk nature of horse riding, discussions on the crucial role of decision-making and risk management in equestrianism to date are limited and warrant further investigation.

A risk register can be an effective tool for encouraging risk ownership and facilitating evaluation and management of risk as part of the decision-making process to mitigate future issues (Wachter & Yorio, 2014). In the development of equestrian coach education, risk assessments are usually carried out during the coaching assessment process. However, many equestrian coaches are self-employed, and whilst risk may be assessed cognitively, risk assessments are not formally evidenced within a freelance context. Currently, there is no prescribed risk management qualification or education programme embedded within coach education that is aligned with the equestrian governing bodies. The UKCC training contains elements of session planning, which include the identification of hazards and risk, thus leading to a risk assessment prior to the delivery of the coaching activity. Riding schools and, in particular, BHS-approved riding schools, are inspected on an annual basis and required to produce environment-based risk assessments for review as part of the inspection process (BHS, 2018). In this environment, risk assessment is functional and formulaic, and feeds into accident reporting for falls and injuries; however, these are frequently filed without any major follow-up and the concept of developing a risk register or forward-facing risk management system is not adopted.

As a coach matures within their own coaching practice and expertise, their skills may be enhanced if they are able to further develop the ability to reflect on the broader areas of coaching, including risk management and assessment (Bradbury, 2000; Côté et al., 2016; Lannoy & Procaccia, 2014). Di Stasi et al. (2009) consider that risk may relate to the uncertainty or possibility of outcomes being realised, regardless of the positive or negative nature of that event. This work is underpinned by earlier work by Sitkin & Pable (1992,p.10) which recognised the key dimensions of risk as uncertainty, outcome potential, and outcome expectations (Di Stasi et al., 2009).

Regulatory focus also stimulates emotional responses. Bryant and Dunford (2008) state that the implications of strategic decision-making can be related to an emotive state. Some studies (Brymer & Gray, 2009; Oser & Volery, 2012) have shown that positive emotion inclines decision-makers to frame situational risks more positively, but ultimately leads to risk-avoidance, because of the desire to maintain a positive

emotional state. It is not possible to take an emotional state out of the decision-making process, particularly when an individual may feel threatened and eager to direct exposure to safety and responsibility, such as in the case of equestrian coaching (Bryant & Dunford, 2008). Bryant and Dunford (2008) also suggest that "people acting from chronic or situational promotion focus will experience cheerfulness-type emotions when successful and dejection-type emotions when unsuccessful" (Bryant & Dunford, 2008).

In many industries, current practice is often limited to a process where gauging the safety of a particular scenario – a procedure of establishing a numerical risk rating – is determined by multiplying the severity of the risk by the likelihood. Each element that is risk-rated is given a number, and the final answer informs the contributor whether the activity falls within a low-, medium- or high-risk band. If the activity is in the high band, then mitigation of the risk is required before the activity can proceed (HSE, 2014).

It is generally accepted across all sports that risk management is required in order to provide the safest environment possible for all participants and spectators (Case, 2016), but more recently, it has also been considered necessary to minimise the probability of lawsuits due to injury or negligence (Case, 2016). Risk management decisions should occur throughout the day or event; therefore, a safe coach should be able to utilise the skills of reflecting in practice (Kolb, 1984) in order to maintain their decision-making capabilities and reduce and manage risk. In addition, Case (2016) identifies the need for inclusion of the sports directors in the risk assessment process in his study on school administration. Despite the research into risk assessment by Case (2016), there is no discussion or recommendation on how a risk management system should be implemented, and no consideration of the knowledge behind the risk planning.

Qualification of risk is generally considered (Case, 2016) through the purchasing of insurance to mitigate a potential negative outcome. This implies that the need for a comprehensive programme is of value to the individual (coach), the organisation (directors), and the industry (insurance companies). There is currently limited research in this area, so it needs further consideration – both in its development and

application (Case, 2016). To consider the variety of factors which may possibly influence a coach within their working practice, a diagram (Figure 1, p. 19) was produced to illustrate possible industry links and their relationships to the concept of coach education and risk management (Winfield et al., 2013).
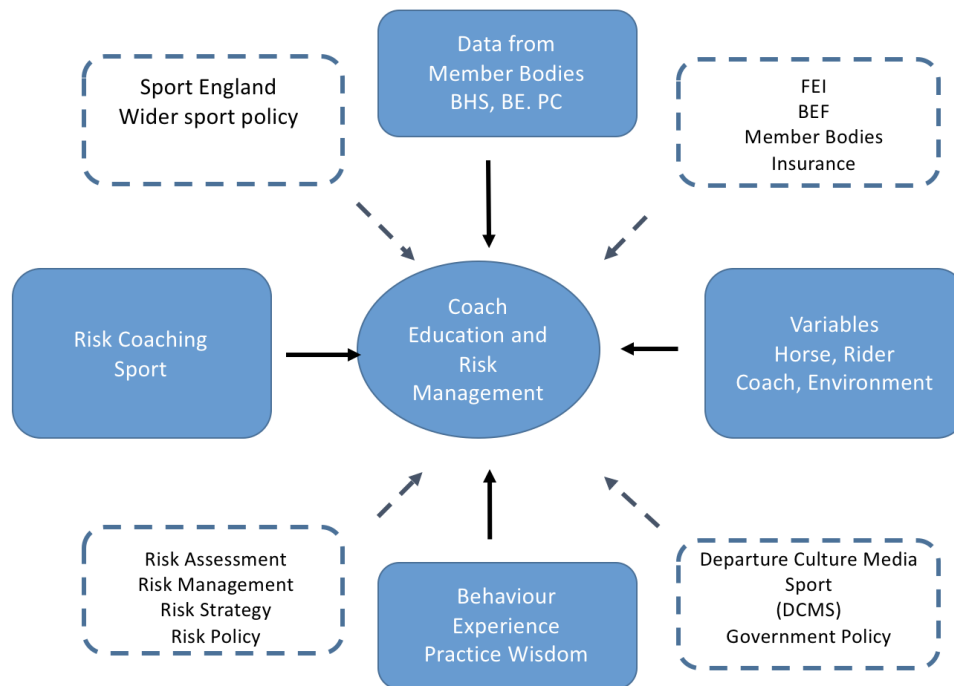
Figure 1: Relationship between aspects of equestrian risk and allied parties (author's own)

2.5 Human factors

The value of having experts in a particular workforce has been recognised in a variety of industries (Constantinou & Fenton, 2017; Lannoy & Procaccia, 2014). Lannoy and Procaccia (2014) define expertise as "a skill in a particular field, a know-how" (p. 260), which is based on the knowledge, training, practice, and experience in a particular area at a given time. Several studies have identified the use of an expert to support risk management (Baraldi et al., 2015; Lannoy & Procaccia, 2014; Lao et al., 2014). Expertise is a valuable resource when data are limited (Constantinou & Fenton, 2017), as an expert opinion will hold value where there is limited or no empirical data.

Some risk management models, as identified by Constantinou and Fenton (2017), have relied on data (Baraldi et al., 2015), whilst others have relied on expertise

(Lannoy & Procaccia, 2014). Van der Vleuten et al. (2010), through their work in clinical confidence, surmised that there must be some prior probability data for a specific outcome, event or interest. This correlates well with previous research in expertise (Lannoy & Procaccia, 2014). Cornalba and Guidici (2004) also suggest that the role of the expert is critical in cases where there is a restriction on patient data, information is missing, or available collections are scarce. The experience of physicians is often a good source of information before the availability of data; the reliability of expert opinion is vital (Cornalba & Giudici, 2004).

2.6 Decision-making

Horse riding can be regarded as an activity undertaken in situations and locations that are dynamic and naturally high in risk (Havlik, 2010; Hawson et al., 2010). In this way, equestrian activities are similar in nature to those within adventure sports, such as white-water kayaking, mountaineering, and caving, which are classified by Rhea and Martin (2010) as traditional alternative sports. Alternative sports, including equestrianism, carry a serious risk of physical injury and even death. Collins and Collins (2015) made use of a thematic analysis to integrate decision-making practices in high-level coaching into the field of adventure sports. Collins and Collins (2015), along with Rhea and Martin (2010), accept that the risk assessment of a situation will vary according to individuals' unique personality traits (Rhea & Martin, 2010) or risk appetite (Collins & Collins, 2013). Case (2016) supports the need for an individual coach to be able to assess risk at various levels, including 1) best practice for technical skills; 2) facility inspections; and 3) supervision (of athletes). In addition, Case (2016) identifies the need for inclusion of the sports directors in the risk assessment process. The work by Case (2016) on pre-planning supports the equestrian work by Hawson et al. (2010) and Havlik (2010) in which risk is mitigated by using personal protective equipment. Despite their research more broadly acknowledging the centrality of coach decision-making within the mitigation of risk, neither Hawson et al. (2010) nor Havlik (2010) acknowledge the coach as a key part of the process. Therefore, it would appear that the need to investigate the role of equestrian coaches' decision-making is starkly apparent.

Because equestrian activities are acknowledged as high risk (Havlik, 2010; Murray et al., 2005), Havlik (2010) undertook a review of literature underpinning specific equestrian sport-related injuries in the US, highlighting that the risk for injury in equestrian sport was considerably higher than that for American football, motorcycle racing, and automobile racing. This is supported by Hawson et al. (2010), who identified that, in Australia, a serious accident is likely to occur in horse riding once in every 350 hours of contact, whereas in motorcycling this was once in every 7,000 hours; although most motorcycle accidents are attributed to human factors (90–95%), which are responsible for 65% of road accidents (Di Stasi et al., 2009). Havlik (2010) and Hawson et al. (2010) agree that there is a lack of information on the impact of the type of equestrian injury and the reasons why the injury may have occurred.

In the UK, Murray et al. (2005) undertook one of the first studies on risk factors for eventing within the FEI context, identifying the variable risks when riding and experiencing a fall in the cross-country phase, as well as the lack of guidelines that were in place for riders who had fallen and wanted to ride another horse on the same day. This work has led to direct changes in the management and assessment of risk for events in international competitions and a subsequent reduction in horse and rider injuries, demonstrating the potential worth of engaging with risk management. Subsequently, the adoption of best practice at national levels (British Eventing, 2018) has been followed both in competition and training (through coach education). New regulations for 2018 were implemented by British Eventing (2018), stipulating that if a rider falls off in any of the three phases of the competition, they are eliminated and not allowed to remount and continue. This is a change from the previous (2017) guidelines where a rider could be checked by a course medic and, if deemed fit and well, was able to continue (receiving a penalty for the fall).

Despite the research into risk assessment, there is limited discussion and recommendations within the literature on how risk planning and risk management systems should be implemented (Case, 2016). Collins and Collins' (2015) thematic analysis within adventure sports is positive and could be adopted in the equestrian industry. Owing to the lack of risk management and planning directives at an

organisational level, there is an opportunity for improvement at both a governance and educational level within equestrian coach education (Murray et al., 2005).

There is a history of work on decision-making in coaching, but it mainly relates to the act of play (Morgan et al., 2020), rather than the ability to react to a particular risk in training or competition. In clinical reasoning within nursing practice, Rencic (2011) outlines suggestions for decision-making, which are structured around supplementing the needs of a teacher in order to deliver the skill of clinical reasoning (Eva, 2005). Both clinical studies (Eva, 2005; Rencic, 2011) address a structure to support decision-making, although Klein's (2008) NDM model could integrate the tips from the medical industry into an applied environment, which may be transferable to the equine industry. The skills in clinical reasoning and the process of decision-making warrants integration with the equestrian industry as the skillset appears to be comparable with the skills needed to assess a horse and rider combination.

Rencic's (2011) article draws on literature from cognition and medical decision-making and expertise. Several other authors have recognised the skills attributed to decision-making in other fields, such as offshore marine environments (Eleye-Datubo et al., 2006), tunnel construction (Xie et al., 2016) football (soccer) (Constantinou & Fenton, 2017) and expertise in practical industrial experience (Lannoy & Procaccia, 2014).

Competent decision-making is a fundamental component in successful risk management, regardless of the context in which risk is being assessed (Bryant & Dunford, 2008; Klein, 2008). Understanding factors that can influence decision-making in human interaction and, in terms of equestrianism, human-horse interaction is therefore key when exploring risk management in high-risk sports. Klein (2008) considered the impact of how decisions were made in real-world settings through his study into NDM. Klein (2008) evaluated practices from the 1980s, exploring how people in complex roles made decisions, such as naval commanders, jurors, nuclear power plant operators, and airline pilots. Klein (2008) identified that the act of deciding commits a person to a course of action, regardless of other plausible alternatives. The field of NDM considers the future progression of this practice,

developing a more cognitive method into future studies centred around macro-cognitive functions, such as situation awareness, planning, and re-planning to establish causal links to the decision (Bryant & Dunford, 2008; Huseinagic & Hodzic, 2010). NDM may be a useful tool to apply to the variables of equestrian coaching where a triad relationship exists between coach, horse, and rider, as well as the development of team structure, organisations, and individuals (with governance and policy cascading down to coach education). This research (Klein, 2008) was structured by means of an inductive approach, leading to a constructivist framework that was generated from the practitioners' feedback, which informed the development of the NDM approach. This is similar to Collins and Collins' (2015) research where professional judgement and decision-making (PJDM) develop the epistemological chain. They propose that PJDM is a synergy between two linked decision-making processes of logic and intuition. In essence, therefore, the practitioner has generated and created the change, making this approach ideal for developing a starting point to engage stakeholders and manage risk in areas such as equestrianism, where no formal structure exists. As such, there are gaps in the engagement of both stakeholder and practitioner in equine coaching practice, both of which are areas of investigation in my projects.

Collins and Collins (2013) posit that the risk of sustaining serious physical injury, and even possible fatality, can be both perceived and real to the coaches and participants. Many traditional sports focus their attention on the management of risk in order to minimise the likelihood of an adverse event occurring. In adventure sports, Collins and Collins (2013, 2015) identified that the coach plays a more active role and is required to make decisions and judgements to assess the level of risk, the potential benefits of the high-risk activity, as well as the consequences of undertaking the activity. Much of Collins and Collins' work in 2015 focused on the integration of professional judgement and decision-making in high-level adventure sports coaching practice. Their (Collins & Collins, 2015) recognition of personal growth and expansion of a coach's experience is a factor that can influence suitable and timely decision-making. Possible influences on decision-making may stem from an individual's personal risk appetite, which can be associated with personality traits and individual sporting preferences (Rhea & Martin, 2010).

For the equestrian sport coach, at an individual level, effective risk management requires consideration of the horse, the rider, the partnership together and the suitability of the environment, as well as their own experience. This complexity underpins decision-making, and the equestrian coach needs to make decisions that sit with the individual coach as opposed to their governing body, when working as the practitioner. Whilst there is the need for education and training to inform the individual of the policies and practices that their affiliated organisation holds them to, much of the accountability and responsibility is held on the ground by the coach when directing the activities with the horses and riders. Anecdotally these conversations are assumed to take place and inform practice, but the reality of knowledge transfer is unknown. Therefore, there is room to consider how the expected knowledge of policy and practice is cascaded down from the organisation to the individual coach.

Coaches working in isolation who have a good self-awareness also exhibit accurate self-assessment and self-confidence which enable emotionally intelligent decision-makers to determine their appropriate role in the decision-making process (Hess & Bacigalupo, 2011). Development of these skills enables coaches to establish if they comprehend the situation and have enough self-confidence to assess their own decision-making skills to undertake the task. As an individual, the equestrian coach must make their choice and the decisions around their coaching practice at the onset of a training session, through planning and preparation, as well as during a session when engaging in their own reflection practice (Winfield et al., 2013). Despite the critical importance of effective and informed decision-making at this level, few studies have explored equestrian coach practice. The influence of the level of knowledge and understanding of an individual coach's confidence around decision-making is worthy of further investigation generally but specifically in the equestrian industry where working practice is often in isolation from peers.

Rhea and Martin (2010) evaluate preference through an individual's focus on the variance between traditional and alternative sports. Traditional sports are classified as humans competing with one another or with animals, governed by certain rules or structures, but still opening themselves to serious injury or death. Whilst alternative sports comprise contemporary activities such as hang gliding, whitewater kayaking,

skydancing and surfing, Equestrian activities may cross over into both definitions, depending on the activity undertaken. Training and competing within an NGB activity would fall within Rhea and Martin's (2010) classification of a traditional sport, whereas leisure riding and hunting would be categorised as alternative due to the lack of governance and role-based structure. As many coaches have progressed from riders to coaches in the industry, it would be worth consideration to explore if personality and equestrian sporting background influences coaches' attitudes to risk and, consequently, their decision-making process.

2.7 Organisational risk models

2.7.1 Organisational models

Risks within commercial environments are strongly associated with the benefits of reducing costs and increasing efficiency. Goerlandt et al. (2017) identified that risk rating is a suitable technique for prioritising multiple risks faced by an organisation or an individual. This technique is useful when forming a decision, as it is accepted that risk ratings are commonly practiced with implicit risks. However, it is also recognised that different stakeholders may have different priorities (Goerlandt et al., 2017). Goerlandt and Reiniers (2017) focus on three areas in their study: expected value, uncertainty, and perspective; although their work – which is quite recent – does conclude that there should be practical application of their work in order to substantiate their findings. The adaption of this work, with its clear diagrammatic figures for easy interpretation, could be translated into the field of equestrian coaching.

Risk management models can create structure to support decision-making within an organisation. Several models are utilised in practice that are worthy of consideration in terms of coach education. These models could serve as a descriptive structure for a variety of risk problems in equitation and thus provide a decision-making tool. Such models generally utilise systems of fault tree analysis (FTA), event tree analysis, (ETA), bowtie analysis, the Swiss cheese model, multi-risk analysis, and Bayesian networks, as well as fuzzy logic and other artificial intelligence methods. Such a range of recognised analytical methods highlight the vast array of options available for producing a risk assessment model.

2.7.2 Swiss cheese model

The Swiss cheese model identifies how hazards may be prevented from causing accidents by means of a series of barriers (Figure 2, p. 26). Each barrier has unintended weaknesses or holes; hence, the similarity with Swiss cheese. These weaknesses are not constant; that is, the holes open and close at random. When by chance all holes are aligned, the hazard reaches the target. The barriers can be of any type, and typically the elements of design, construction, operation and maintenance are included. Defects (holes) in the barriers can be latent, as other barriers prevent the hazard's progression to an accident (Matsika et al., 2013).
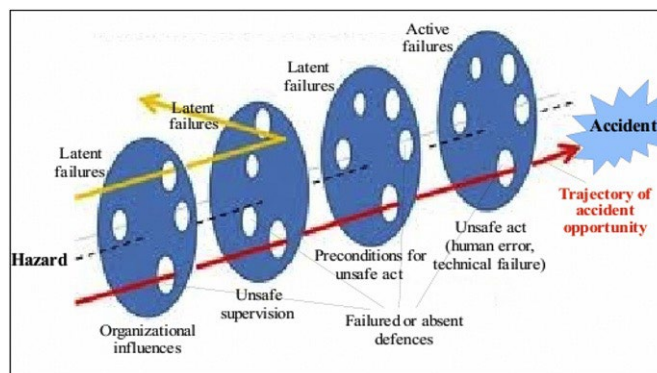
Figure 2: The Swiss cheese model: (Matsika et al., 2013)

2.7.3 Fault tree analysis (FTA)

Risk analysis is a systematic approach that can gather and integrate qualitative and quantitative information of potential causes, consequences, and likelihood of adverse events. The likelihood of an event refers to a quantitative measurement of occurrence, which is expressed either in terms of frequency or probability. Fault tree analysis (FTA) and event tree analysis (ETA) are two well-established risk-analysis techniques. From a risk-analysis perspective, a fault tree is a tool used to develop a graphical model for a particular system by exploring the logical relationship between the causes and occurrence of an undesired event, typically termed a "basic event" and "top event" (Ferdous et al., 2013a).

The FTA method originated in the US Federal Aviation Administration (FAA), and the US Nuclear Regulatory Commission began advocating the fault tree analysis as

part of mandatory risk assessment in the 70s. It was originally used as a failure-analysis tool for engineering industries as one of the primary methods of performing reliability and safety analysis (Nyvlt & Rausand, 2010). An FTA is a deductive methodology (Ericson, 1999). Its structure was developed around reasoning from the general to the specific, working backwards through time to examine preceding events leading up to a given failure. A fault tree is represented as a graphical model that displays the various combinations (logic) of events or conditions that can result in an accident. These combinations may include equipment failures, human errors, and management system failures. The tree starts with the "top event", which is a specific undesired event (accident) or system condition. This event is then broken down into a series of contributory events that are structured according to certain rules and logic. This process continues until the base events (accident causes) are identified (Matsika et al., 2013).
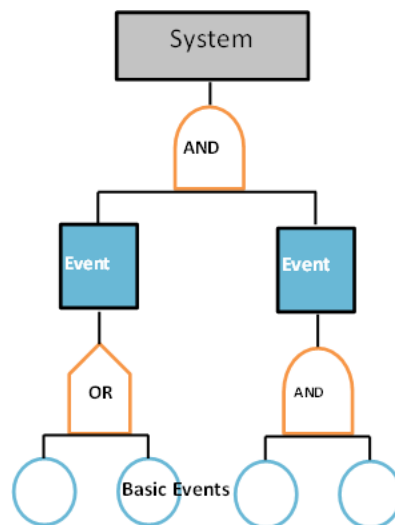
Figure 3: Vertical graphical-model view of the structure of a fault tree diagram (Ericson, 1999)

2.7.4 Event tree analysis (ETA)

Event tree analysis (ETA) is an analysis technique used to identify and evaluate the sequence of events in a potential scenario, following the occurrence of an initiating event (accident). ETA utilises a visual logic-tree structure known as an event tree (Ericson, 1999), and its objective is to determine whether the initiating event will

develop into a serious mishap or if the event is sufficiently controlled by the safety systems and procedures implemented in the system design. An ETA can result in many different possible outcomes from a single initiating event, and it allows one to obtain a probability measurement for each outcome (Matsika et al., 2013).

An event tree is used to analyse event sequences, following an initial event. This type of analysis is more commonly used in industries such as finance, economics, and general risk assessment where there is a probability of an event occurrence. It is simple in its structure and overview, which has a bottom-up inductive method, making use of general information to analyse more specific data. Using ETA assumes that, as each event occurs, there are only two outcomes: failure or success. This builds on the belief that an accident sequence was either terminated or mitigated successfully.
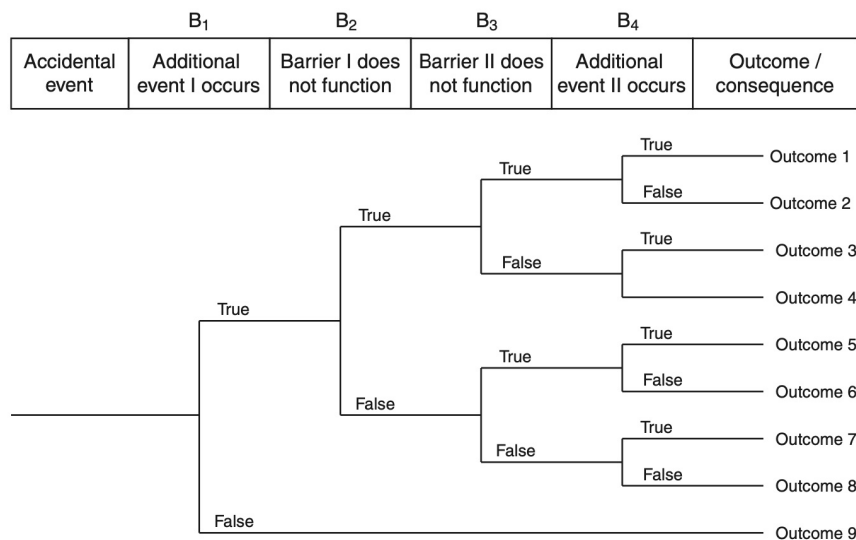
Figure 4: Accident sequence in an event tree (Rausand, 2005)

This method can also be used quantitatively to calculate the probability of each outcome or consequence, providing the failure probability of each barrier. An event tree begins with an initiating event; for instance, a top event such as a fire. The consequences of the event are followed through a series of possible options. The paths represent the failure or success modes of the assigned barriers. For a fire, each barrier can be assigned a probability of failure. Examples of barriers are:

1. Ignition prevention
2. Isolation
3. Emergency response

The cumulative failure probability of the various barriers per path provides the probability of occurrence for each outcome or consequence. Examples of consequences are:

1. Financial losses
2. Explosion
3. Environmental damage

Positive

- Visualise event chains, following an accidental event
- Visualise barriers and sequence of activation
- Good basis for evaluating the need for new/improved procedures and safety functions

Negative

- No standard for the graphical representation of the event tree
- Easy to overlook subtle system dependencies
- Not well suited for handling common cause values in the quantitative analysis
- Does not show acts of omission

Figure 5: Pros and cons of using event tree analysis (Rausand, 2005)

2.7.5 Bowtie model

A bowtie model is a diagram combining aspects of risk management through the integration of a fault tree and event tree on the left and right side of the diagram respectively. This diagram represents the risk control parameters, such as causes, threats (hazards) and consequences, on a common platform for mitigating an accident. The illustrative structure highlights how a bowtie diagram can determine the likelihood of the undesired event as well as other potential outcomes (Duijm et al., 2009; Ferdous et al., 2013a). Duijm et al. (2009) describes the procedure of

bowtie analysis in detail. In recent years, the bowtie method has gained acceptance as a credible risk and safety management tool because of the following advantages:

- Provides a graphical representation of accident scenarios.
- Provides explicit linkages between the causes and potential outcomes.
- Connects possible outcomes with the undesired event and basic events.
- Provides guidance throughout, starting from basic causes to the final consequences.
- Provides systematic help in performing comprehensive risk analysis and safety assessment (Ferdous et al., 2013a).

A bowtie diagram is an integrated probabilistic technique that can illustrate accident scenarios by assessing the probability and pathways of occurrences (Duijm et al., 2009). It is intended to prevent, control, and mitigate undesired events through the development of a logical relationship between the causes and consequences of an undesired event (Ferdous et al., 2013a).

The bowtie model can consider the cause of accidents as well as the consequences, such as material damages, health effects, or even death. Barriers can be placed in the path from cause to accident, but also from accident to consequence. Because there can be many causes of a single accident and an accident may have a variety of consequences, the diagram depicting this structure has the form of a bowtie (Figure 6, p. 30) (Matsika et al., 2013).

RISK BOW-TIE
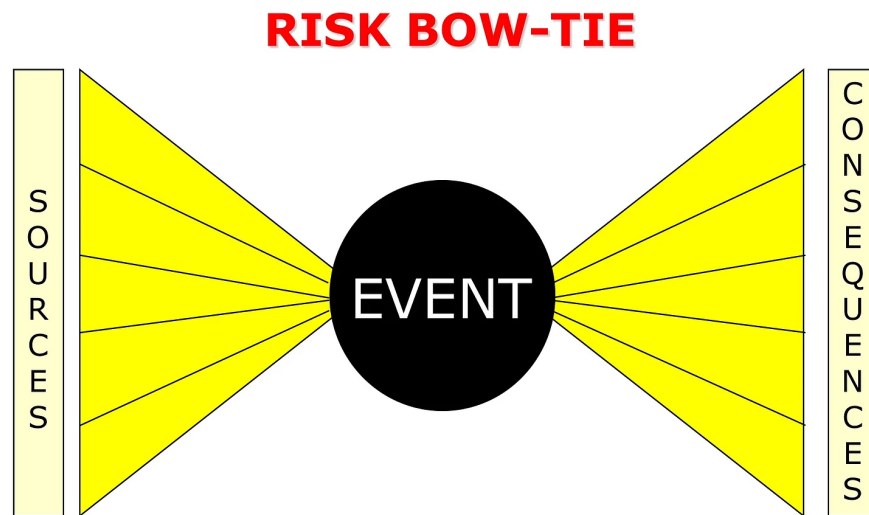
Figure 6. Simple bowtie structure (Talbot, 2020)
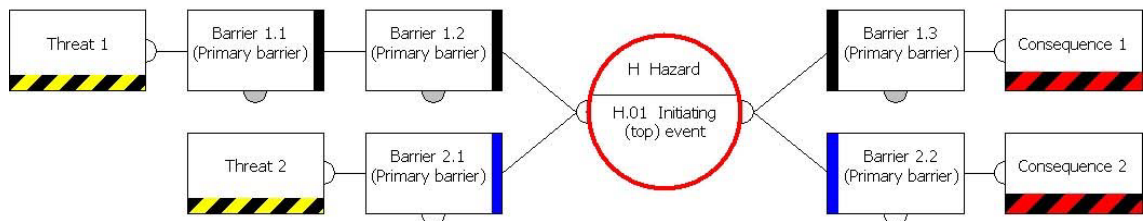
Figure 7: Hazard bowtie (Trbojevic, 2008)

In the bowtie approach, the development of the causation part (or the left-hand side of the bowtie) starts by listing all the threats that can lead to an initiating event. Subsequently, the barriers that could influence and prevent the initiation of the event are then considered. Once the causation part has been completed, the focus is on escalation from the initiating event to possible consequences. For each consequence, a set of barriers exists, or could be established, which detects the accident and prevents it or mitigates its consequences. Figure 7 illustrates the bowtie model for the sequence from threats to consequences (p. 30) (Trbojevic, 2008). The initiating event is denoted by a red circle in the centre of the bowtie, the threats by boxes with black/yellow stripes at the bottom, the consequences by boxes with black/red stripes, while the boxes with the vertical thick bars are barriers (Trbojevic, 2008).

RISK CAUSATION

Figure 8: Risk causation (Talbot, 2020)

2.8 Industry/organisational use of a bowtie diagram

The bowtie method was first used in the oil and gas industry and then later adopted by other industries, such as maritime, mining, chemical manufacturing, and aviation. As the bowtie is built on a structure of risk assessment, followed by barrier management, it supports the delivery of operational success (Figure 9, p. 32).
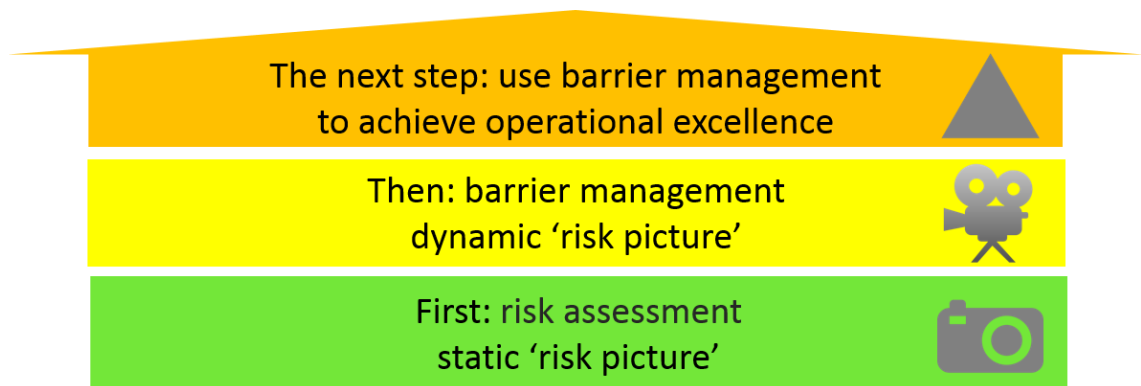
Figure 9: Barrier-based risk management (Culwick et al., 2020)

The opportunities with barrier-based risk assessment are remarkable, as it enables different combinations of risk assessments and allows day-to-day operational management and data sources to be integrated, which does not occur in any other risk management modelling. In addition to data sources, both human factors and human error can be considered in the bowtie method. In bowtie risk assessments, human factors and human error can be found in the following two places:

1. Threats: Human factors or human error appear as a threat in a bowtie when the human act or condition can directly cause a top event (see Figure 7, p. 30).

2. Escalation factors: Human factors or human error can appear as an escalation factor in a bowtie when the human act or condition can defeat or reduce the effectiveness of a barrier (see Figure 7, p. 30).

As a visual model and management tool, the organisation can clearly see the risks that it may be exposed to; however, the organisation may not be able to control all the high-risk scenarios.
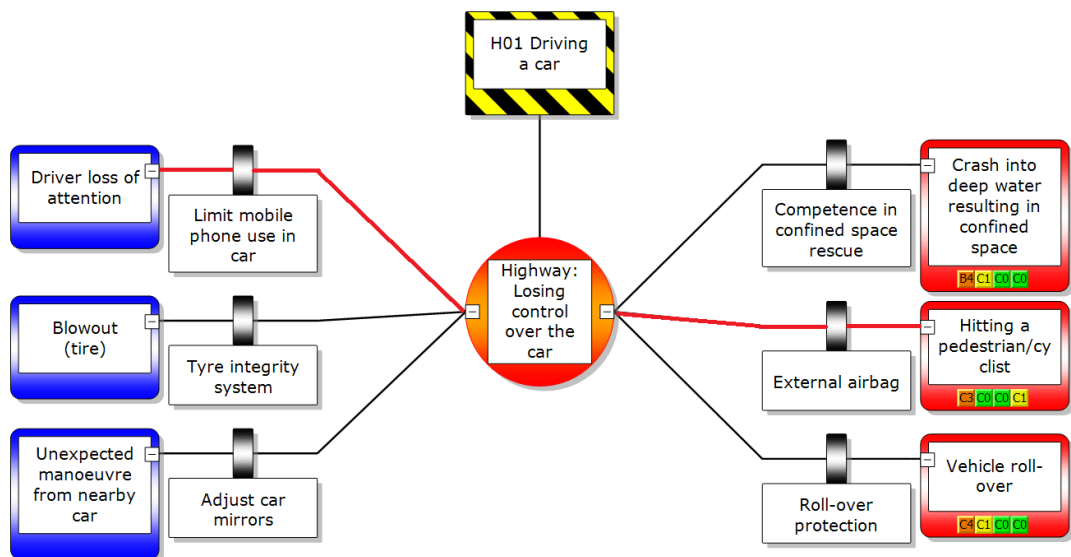
Figure 10: Example of a basic bowtie for loss of control of a car (McLeod & Bowie, 2018)

The bowtie method can be used in several ways, including as the focus of a facilitated group workshop or for risk analysis. One of its most valuable uses is to analyse, report, and communicate potential risks, actual incidents, and near misses (Talbot, 2020). In summary, the value of a bowtie model to an organisation is that it provides an overview of multiple plausible scenarios in a single picture. In short, it provides a simple, visual explanation of a risk that would be much more difficult to explain otherwise (Culwick et al., 2020; McLeod & Bowie, 2018).

2.9 Bowtie relevance to equestrian coaching

It is evident from the lack of specific literature that there is a void in the existing research on supporting equestrian coaches at an individual (practitioner) level and management (governing body) level, specifically in areas of risk awareness. It has already been mentioned that, within the skill of coaching, horse riding is a high-risk activity that needs to be considered, managed, and mitigated to support safe training as well as skills acquisition (Havlik, 2010; Hawson et al., 2010; Nylund et al., 2020). Consequently, from the literature reviewed, the potential exists to develop a suitable risk awareness model – a bowtie.

One of the most probable events in horse riding is the likelihood that the rider will lose control of the horse and possibly fall off. As the bowtie model is an illustrative diagram based on a specific event, a bowtie that considers the top event as riding a horse and the initiating event of losing control of the horse is worthy of consideration. The increased use of the bowtie as a risk management tool, particularly in healthcare, has been aided by its illustrative properties and relative simplicity (McLeod & Bowie, 2018) and, as such, it is the model of choice for this research.

The following chapters explore the viewpoints and perspectives of those actively involved in the equestrian coaching industry in the UK. The participants fall into two categories. The first consists of those who organise, manage, or have responsibility for the coaches. Predominantly, these are the NGB directors and insurance brokers who support these organisations. The second category comprises the coaches, with some cross-over in those coaches who deliver coach education.

Chapter 3: Powerpoint

The presentation applies the concepts of the research to the workplace, along with the theoretic work that underpins it. It introduces the participants to the complete thesis in a logical and progressive structure. The MS Teams presentation is accessible via the Hyperlink …

Chapter 3 Bowtie PowerPoint recording

Full presentation is available within the digital submission folder

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Slide 7
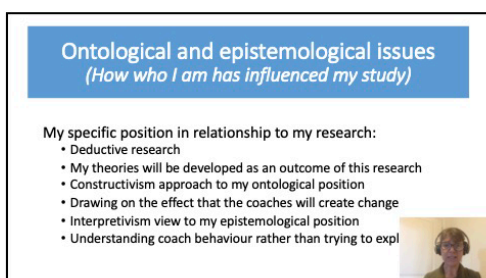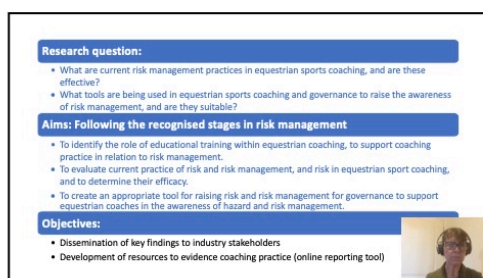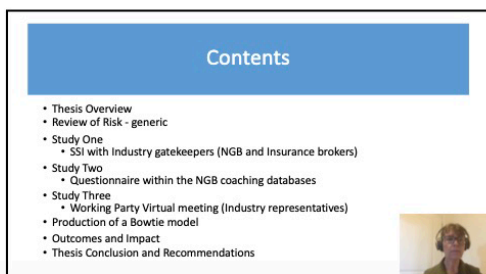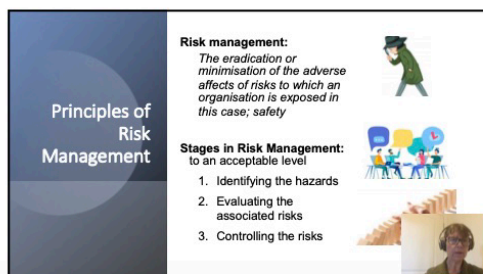
Regulation 3(1)
Management of Health and Safety at Work Regulations 1992

Every Employer shall make a suitable and efficient assessment of:

a) The risks to the health and safety of his employees to which they are exposed whilst they are at work.

b) The risks to the health and safety of persons not in his employment arising out of or in connection with the conduct by him or his undertaking;

Employee

For the purpose of identifying the measures he needs to take to comply with the requirements and prohibitions imposed on him by or under the relevant provisions.

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The Risk Management Process
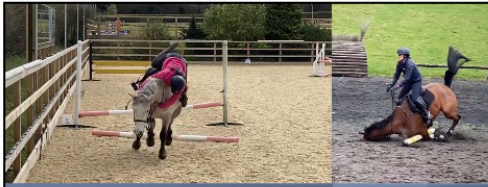
Hazard

The potential to cause harm. Harm including ill health and injury, damage to property, plant, products or the environment, production losses or increased liabilities.

Hazard Identification

Comparative Methods: *e.g.* checklists and audits.

Fundamental Methods: *e.g.* Hazard and Operability Studies, Failure Modes Analysis.

Failure Logic: *e.g.* Fault Trees, Event Trees & Cause - Consequence diagrams

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Training, hazards and near misses

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HAZARDS

Assessing the Risks

Severity

1. **Major**
Death or major injury or illness causing long term disability

2. **Serious**
Injuries or illness causing short-term disability

3. **Slight**
All other injuries or illnesses

Likelihood of harm

1. **High**
Where it is certain that harm will occur

2. **Medium**
Where harm will often occur

3. **Low**
Where harm ... occur

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Severity of harm

The risk from the hazard ➔ estimate of *potential severity* of harm + the *likelihood* that harm will occur

Part(s) of the body likely to be affected; nature of the harm:

1) **Slightly harmful,** e.g.
   • Superficial injuries; minor cuts and bruises; eye irritation from dust.
   • Nuisance and irritation (*e.g.* headaches); ill-health leading to temporary discomfort.
2) **Harmful,** e.g.
   • Lacerations; burns; concussion; serious sprains; minor fractures.
   • Deafness; dermatitis; asthma; work related upper limb disorders; ill-health leading to permanent minor disability.
3) **Extremely harmful,** *e.g.*
   • Amputations; major fractures; poisonings; multiple injuries; fatal injuries.

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	Slightly harmful	Harmful	Extremely harmful
Highly unlikely	TRIVIAL RISK	TOLERABLE RISK	MODERATE RISK
Unlikely	TOLERABLE RISK	MODERATE RISK	SUBSTANTIAL RISK
Likely	MODERATE RISK	SUBSTANTIAL RISK	INT...

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Hierarchy of Controls

Most effective

- Elimination — Physically remove the hazard
- Substitution — Replace the hazard
- Engineering Controls — Isolate people from the hazard
- Administrative Controls — Change the way people work
- PPE — Protect the worker with Personal Protective Equipment

Least effective

HSE 2018
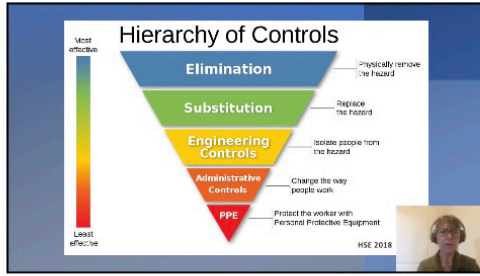
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Identify Hazards

Broad categories of hazard

To help with the process of identifying hazards it is useful to categorise hazards in different ways, *e.g.* by topic:

- Horse
- Rider
- Coach
- Environment

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Study One: SSI Interviews Composition

Aims
- To determine the perception of risk assessment (RA) and decision making related to the coaches within each NGB
- To identify what information could be of use to the NGB about their coaches within their specific field of practice.

Composition
- Six semi-structured interviews
  - Three NGB Directors of Coaching and Education
  - Three equestrian insurance brokers who underwrite for each NGBs

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Study One: interviews

Relationship with interviewer and interviewee
- Interview guide (Clough and Nutbrown, 2007)

Standard procedures
- Consent form, ethics, pilot

Validity and Security
- Recorded through VoiceRecorder (Apple software) then uploaded to Dictate2us
- Secure and encrypted storage using Secure Socket Layer (SSL)

Data analysis
- 68 A4 pages of 1.5 spaced text
- Interview duration: 3 to 42 min (M = 31.50 min)
- NVivo 12: Thematic analysis, frequency analysis

Limitations
- Potential interviewer effect (Denscombe, 2007)

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Emergent Categories, Lower and Higher Order The...

(Patto...

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Results

Few statistically significant findings
- Correlations - (Spearman - non-parametric)
- Chi squared associations
- Tests of difference:
  - Kruskal Wallis with post hoc Mann Whitney U for 3 or more groups
  - Mann Whitney U for 2 groups

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- 790 participants, 14% completion rate: 114 coaches taken forward for data analysis (Fig. 1)
- Mean age: 49±50 years, range: 23 - 69 years
- Coaching: 27±30 years; range: 3 – 52 years
- Coaching on average 19±20 hours / week; range: 0 – 50 hours / week
- Coaching qualifications varied (Fig. 2)

Male (n = 11)   Female (n = 103)
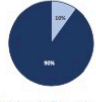
Fig. 1: Gender distribution of respondents

Fig. 2: Coaching qualification

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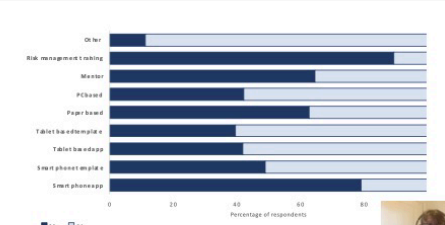
Few statistically significant results: limited associations / differences between respondent age, coaching level, hours coaching and qualification and hazard identification (p < 0.05)

Q16 System to support decision making

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Yes   No

Q17 Preferred Format

28

Slide 29

Q18 emerging themes

| Training Course | Reflective exercise | Risk practice | Risk awareness |

| Template | Insurance | Feedback request and support |

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Study Three Working Party Composition

Aims
- To provide feedback to key industry personal on the findings of the questionnaire from study two
- To consider the options for the development of an industry tool

Composition
- Five participants which were chosen through convenience sampling
  - One NGB Director
  - One Insurance broker
  - Three NGB coach educators.

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Study Three: Working party

Structure and Development

- Same methods as Study One

- 5 participants chosen through convenience sampling (Altheide and Johnson, 1994)

- Questions were built around the analysis from Study Two

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Study Three: Working party

Interview guide

Section 1:
Purpose of the meeting, informed consent & ethics (UoG, 2018)

Section 2:
An introductory question for each participant to share to the party

Section 3:
Views around coaching practice for the freelance coach

Section 4:
The functional design of a tool

Section 5:
Any further pertinent issues on the chall... the organisation and coaching practice

(Altheide and...)

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Key Working Party Outcomes

- There was no consensus of opinion between any of the participants
- Each appeared to offer their professional opinion based on their own perspective

Two key developmental ideas were established.
- **The NGB Director identified the interest and need for additional training for their coaches**
- **The Insurance underwriter identified the opportunity to invest in t... development of a tool to support coaches to evidence their practic...**

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What people said…Training

"With the freelance market, … there's not one session that's ever the same. And everything does change. Every arena's different. The environment varies. So, we need to have coaches who can react and risk-assess and adapt every single time they're out and doing it … qualifications are important. But for me, it's not the be-all and end-all. It's about being current. It's about ongoing training. It's about ongoing learning" [S6]

"There might be an app that comes out. But I'm more keen on, actually, how do we get regular update training to people who are in the industry about risk-assessing? … And if they've not continued to work directly with the governing body and... ...... out there training, how do we actually make sure they understand how to ... correctly in this day and age?" [S6]

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Product development

"In respect of the actual tools themselves, what we found when we've been doing listening exercises with our own client base and others in the equestrian arena is that there's quite an interest in having a tool that people can use, which needs to be obviously manageable for them because keeping hordes and hordes and hordes of paperwork is very, very difficult. So, we do understand that the way forward is something on the electronic tool basis."[S3]

"if I go into a yard and look at the risk assessments and read through those, sometimes, you can suggest to the yard proprietor areas they have missed. Then those are sometimes areas that are missing. And that I think is where training would really help your proprietors and freelance coaches." [S4]

"I think what COVID in this six-month period has done is actually made people more receptive to using technology such as this video call, to using that for training, and actually looking at how... people. So, I'm sitting really on a fence as whether an app or something which is te... could actually now work in the industry, where six months ago, I might have been... hesitant than I am now."[S6]

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Limitations / reflections?

- Communication
  - Time management
  - Engagement
- Differing view points:
  - Researcher: personal and professional development
  - Director: business agenda
- Knowledge of the content
- Implications of the findings

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Development of the Bowtie model

- Everybody knows about causes, hazards, accidents
- Having reviewed the data, it appears that there is a limited awareness for the development of reducing the likelihood of an event
- People seem not to realise how to place controls and barriers in general coaching practice, these are the responsibilities of everyone
  - Coach
  - Organiser
  - Insurance broker

A Bowtie model is an exemplary way for illustrat[...] awareness of the findings for all parties (McLeod and Bowi[...])

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Development of the Bowtie model

CONTROL RELATIONSHIPS
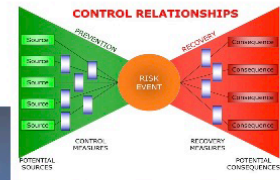
(Duijm, 2009; Ferdous, et [...])

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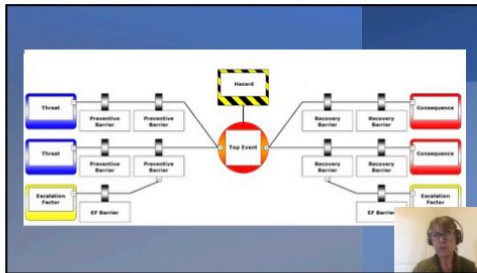
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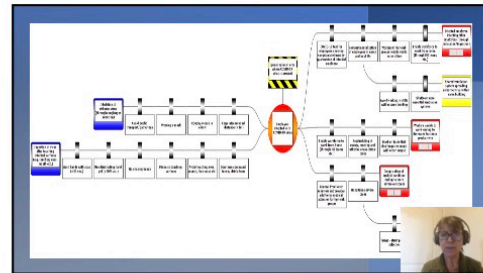
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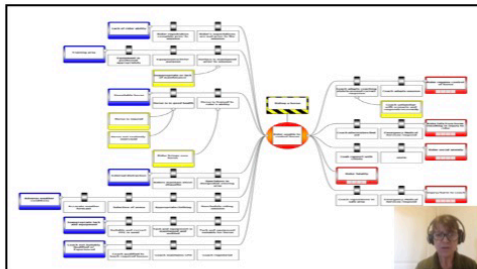
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Bowtie Endorsement

- As a globally recognised risk management illustrative tool, the Bowtie model is considered suitable for use in the equestrian industry due to its simplicity of use.

- Accountability ultimately sits with the CEO of an organisation; such a pictorial representation of an organisation's risks can be created in one image

- Value and impact to an organisation due to its ease of interpretation without the need to read the background data

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Thesis Outcomes

Question: What are current risk management practices in equestrian sports coaching, and are these effective?
- No specific process that could be attributed to a coach's own awareness of managing risk whilst coaching
- Awareness of issues that could increase the likelihood of harm that were outside of the coach's own management

The Aims were met by
- Identify hazards within equestrian coaching = study one & two
- Evaluate the associated risks = study two & three
- Suggest control and mitigations of the risks, which can develop the ad of professional practice. = study three & Bowtie model

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Thesis Outcomes

Objectives
- Dissemination of key findings to industry stakeholders (training courses and Bowtie)
- Development of resources to evidence coaching practice (online reporting tool)

The Objectives were met by
- Using an illustrative Bowtie (within an executive report) key findings disseminated to the stakeholders and to the wider equestrian industry
- Collaborative work on risk awareness course (within NGB)
- Project development with an insurance underwriter to develop a syst for equestrian coaches to evidence their practice.

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Conclusion & Recommendations

Impact to coaching practice
- Conclusion
  - There was a lack of understanding or confidence by the coaches in their current practice of risk assessment.
  - There are no training opportunities for coaches in risk awareness, management or decision making.
- Recommendation
  - Introducing training (online and practical) on both risk assessment & decision-making across all NGBs

Impact on management /industry
- Conclusion
  - The is no formal method or opportunity for freelance coaches to evidence their coaching practice.
  - Senior Management is not able to collate data on the accountability of their coaches.
- Recommendation
  - Insurance - collaborative development with the researcher to produce a tool/system for use by coaches.
  - The NGB engage in the Executive Report and the opportunity that a Bowtie model can bring to

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An exploratory investigation into perceptions of risk management in equestrian sports coaching from a practitioner and governing body perspective, leading to the creation of a bowtie model

Jo Winfield FBHS

Table of contents

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1.0 Executive report: Introductory note

This executive report provides an overview of themes and recommendations; it is not an effective substitute for reading the longer document in which I explain how and why the research was developed and how I arrived at its conclusions and determined its priorities. I would emphasise that this strategy is a living document and a work in progress, which will continue to evolve as the information is used to develop knowledge and understanding.

1.1 Purpose and scope

The purpose of this research was to evaluate the effectiveness of safety management systems throughout the equestrian industry. The initial aim was to identify key hazards within equestrian coaching, identify the associated risks within coaching practice, and suggest controls and mitigation strategies. Subsequently, key findings could be addressed through the recommendations for training and development in those particular areas identified. Promotion and use of the recommendations will enable greater support for the NGB's coaches and enhance the well-being of those involved (coaches, riders, and horses). To achieve the objectives of the research, an executive report – which incorporates the bowtie diagram – has been produced.

An outcome of this research has produced a single risk management model through the development of a bowtie, to be used within the context of equestrian coaching. The framework of the bowtie illustrates the research data from three specific national governing bodies (NGB) within the British Equestrian Federation (BEF) member bodies.

A bowtie is a model that functions as an illustrative tool to support organisational management by assessing the probability and pathways of likely events/occurrences. It is intended to help visualise aspects of practice that could prevent, control, and mitigate undesired events, through the development of a logical relationship between the causes and consequences of the undesirable event. The illustrative nature of a bowtie diagram may determine the likelihoods of the undesired event, as well as the potential outcomes. In this research, the model highlights areas for the development of coach education through:

- Informing the range within the bowtie in order to identify and manage key areas of risk across its coaching practice.

- Recommending the adoption of a proactive approach to risk management and coach education.

1.2 Professional Doctorate in Sport and Exercise (DSE)

The University of Gloucestershire delivers a professional doctorate in sport and exercise for those students who wish to become actively engaged in academic research in their own workplace. My enrolment in this programme began in 2016. The composition of the academic programme enabled the structure of the research to be tailored to the equestrian industry and coaching education in particular.

The data, and the dissemination of the key findings, were compiled into a portfolio of evidence, part of which is this report, which is available to the key stakeholders (NGBs and academic examiners). The aim of this is to provide an overview of the studies undertaken, the outcome of the studies, and a summary of the impact of this original research.

1.3 Overview and approach

This research examines how equestrian coaches view risk in their workplace and how this may influence coach education to improve the safety of all participants. Through purposive sampling, three national governing bodies (NGBs), all of whom were members of the British Equestrian Federation (BEF), were approached to participate in the research, which comprised three separate studies.

The selected NGBs each have equestrian coaches who provide coaching in riding on the flat (dressage), jumping non-fixed fences (show jumping), and jumping fixed fences (cross country). Each organisation has a database of their coaches, which includes the selection criteria for the individual coach. Each organisation uses separate insurance brokers who worked with the NGB to broker the coaching insurance needs for that organisation.

1.4 Risk and safety: Challenges and opportunities

The terms "risk" and "safety" are sometimes problematic, as they mean different things to different people; thus, intentionally, there is no precise definition. A general definition used in safety management is stated as a basic consideration of the two terms.

Risk: A combination of the rate of occurrence of a type of accident (incident) resulting in harm (caused by a hazard) and the degree of severity of that harm. Mathematically, this definition could be represented as: *Risk = Rate of accidents x Degree of severity (harm)*(Kaplan & Garrick, 1981; Matsika et al., 2013).

Safety: Freedom from unacceptable risks. Safety can be considered functional, technical, and procedural. That part of safety that is dependent upon the functions of a system (subsystem) within the normal delivery process (in response to the negative influence of causal factors) is named functional safety. The technical safety depends on the technical characteristics of equipment derived from the system (of which the equipment is part) requirements and/or from the system design, whilst the procedural safety depends on operational (or maintenance) procedures (rules) (Matsika et al., 2013).

Safety can be a contentious subject, with many horse riders enjoying the freedom of riding in a recreational situation, without the restrictions of rules and regulations that competitions may dictate. Consequently, health and safety regulations can be seen as restrictive, potentially creating unproductive dialogue and defensiveness when best practices are challenged. Individual organisations should produce their own health and safety guidelines to determine and manage their own parameters of best practice.

NGBs have a duty of care to ensure that all participants can enjoy participation in riding in a safe environment. This inevitably results in health and safety guidelines being produced and parameters being implemented for the safe delivery of equestrian activities. With these guidelines comes the expectation that all participants will take responsibility for ensuring that they partake in the activity in the safest way possible. On occasion, the coach or participant may consider the requirements for good safety management to be too onerous, and the easier option is

not to partake in the more high-risk activities. For instance, there is no reason why riding without stirrups should not form part of a coaching session; however, the coach must assess the ability of the rider as well as the training and suitability of the horse. If this activity cannot be readily documented in a risk assessment, then it may be easier to ride with stirrups and blame health and safety for not permitting the activity to happen.

Controlling and managing risk to reduce harm to any participant (rider, horse, or coach), must be paramount to any governing body to support its workforce (coaches), and lead the development of best practice in its coach education. Collaboration with other NGBs and other equine sports is also important in improving safety standards.

Equestrianism therefore currently represents a dichotomy in terms of risk management: recognising the high-risk nature of the sport but appearing not to have developed a proactive and detailed risk management system that supports the coach's ability to assess the relevant hazards and, consequently, reduce the likelihood of an adverse incident. Understanding how risk is managed, as well as the decision-making processes of key stakeholders in equestrianism, is desirable to be able to develop a tool/system which could be used to support these activities across the industry.

1.5 Research question

This project aimed to address the following research questions:

- What are current risk management practices in equestrian sports coaching, and are these effective?
- What tools are being used in equestrian sports coaching and governance to raise the awareness of risk management, and are they suitable?

1.6 Research aims

- To identify the role of educational training within equestrian coaching, to support coaching practice in relation to risk management.

- To evaluate current practice of risk and risk management, and risk in equestrian sport coaching, and to determine their efficacy.
- To create an appropriate tool for raising risk and risk management for governance to support equestrian coaches in the awareness of hazard and risk management.

1.7 Research outcomes

1. Dissemination of key findings to industry stakeholders:
   - Delivered through professional discussions with each NGB
   - Production of executive report
   - Production of a bowtie model

2. Make recommendations for the development of resources to underpin safe practice when coaching:
   - Develop an online reporting tool for the collation of risk assessment, and accident reporting, which should include near misses and incidents.
   - Collaborative research and product development with the insurance brokers.

1.8 Executive summary

The development of this research project was dependent upon a range of professionals and practitioners who were able to inform and influence the structure of the individual studies. This could be achieved through a collaborative approach with key stakeholders within NGBs, insurance brokers, coach educators, and the coaches themselves. The coaches stated that they were able to identify elements and areas of risk to both horse and rider; however, they were unsure of their ability to substantiate their own practice or mitigate the likelihood of an incident once a risk has been identified. The participants agreed that there is an opportunity to develop both training (education and courses) and the potential to develop a system to support their personal coaching practice.

The research from this study focuses on one point in time and provides the opportunity to further develop the areas mentioned above. The primary opportunity is to provide ongoing training and education to the governing bodies' own coaches. The second consideration is the development of a project to design a product for individual coaches to use in their practice.

This report is designed to highlight the structure and detail behind the development of the professional doctorate and to provide a link between the research, key stakeholders, and opportunity to continue to support equestrian coaches.

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2.0 Project composition

2.1 Rationale

The purpose of the professional doctorate project is to consider the current practice of equestrian coaching, alongside the support and structures provided by their respective NGBs. To this end, three studies were formulated, and the findings of each study fed into the development of the subsequent study.

1. Study 1 consisted of six individual interviews; three with the directors of NGB organisations directly involved with equestrian coach training and development, and three with the NGBs' insurance brokers, identified by their professional links with the NBG.

2. Study 2 was an online questionnaire which was distributed to the coaches within the three NGB databases.

3. Study 3 engaged the opinion of key stakeholders via discussion through a working party (focus group), with the aim to consider the data from the questionnaire.

To consider the variety of factors which may possibly influence a coach within their working practice, a diagram as seen in Figure 1 (p. 7) was produced to illustrate

possible industry links and their relationships to the concept of coach education and
risk management.
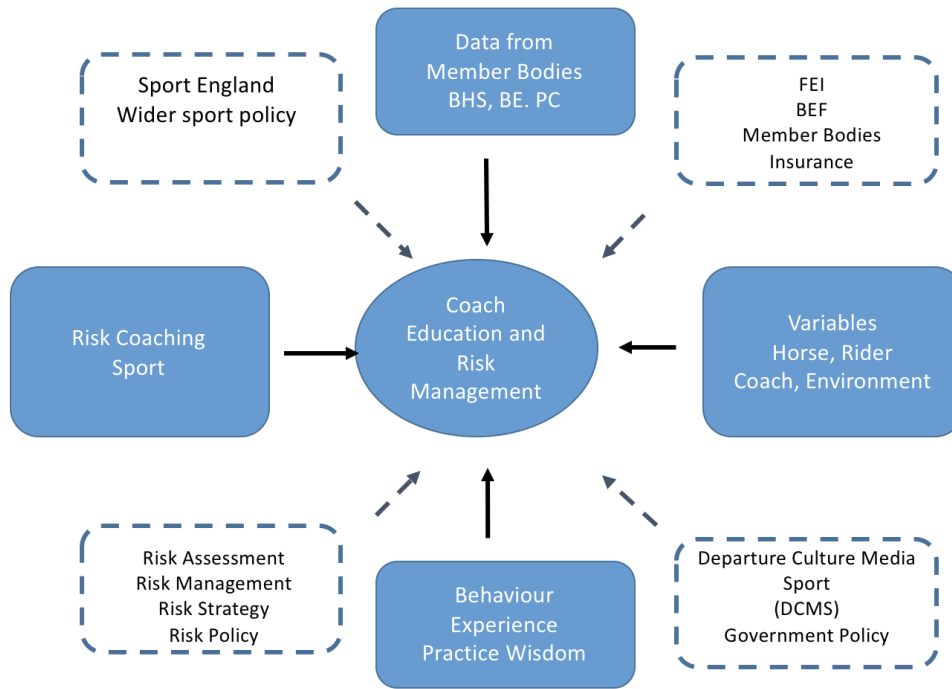
**Figure 1: Relationship between aspects of equestrian coaching, risks, and allied
parties (author's own)**

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3.0 Study 1: Interviews

3.1 Study aims

1. To determine the perception of risk assessment (RA) and decision-making by the coaches within each NGB.

2. To identify what information could be of use to the NGB, regarding their coaches, within their specific field of practice.

3.2 Study method

The study comprised six semi-structured interviews with three NGB directors of equestrian coaching and education, and the three insurance brokers who work directly with their NGBs. These directors act as the gatekeepers for their organisations' databases, which were required for the second study. The interview focused on the stakeholders' assessment of organisational risk within its coaching community, which was structured into a questioning guide (Keegan et al., 2009). The use of semi-structured interviews (SSI) was deemed appropriate for this first study (Fletcher & Arnold, 2011).

SSI were selected as the method to gather input on coach education and the management of coaching resources within each NGB (Fletcher & Arnold, 2011). Interviews were conducted on a face-to-face basis to encourage an environment of trust and confidence, and to add depth to the exploration (due to the establishment of a professional relationship) and understanding of factors that were influenced by the organisation's perception and management of risk (Tong et al., 2007). This facilitated a discussion on developing the security of the directors' workplace and creating the opportunity for the questions to be contextualised to the individual organisation and their coaching population.

3.3 Participants

Once the NGB directors had confirmed participation in the interviews, each director facilitated an introduction to their insurance brokers to secure direct interviews with key personnel in these organisations. The NGB's associated insurance brokers were subsequently interviewed by the same interviewer. All participants were assured of confidentiality, and they provided their informed consent.

3.4 Interview guide

The interview guide was divided into five sections. Section 1 provided participants with information about the study, such as its purpose and their right to withdraw at any time. It was emphasised that confidential, personally identifiable information concerning their participation would not be disclosed at any stage during the research process so that the research proposal adheres strictly to the University's guidance on ethical practice, which is governed by the University of Gloucestershire's Research Ethics Committee (UoG, 2018)(UoG, 2018). Section 2 consisted of introductory questions focused on interviewees' organisational roles within coach education and development. These questions allowed me to develop rapport with the participants and gain insight into their backgrounds. Section 3 explored organisational policy (e.g., "What are your minimal requirements for your NGB to accredit coaches?" and "How did your organisation come to these standards?"). Section 4 focused on aspects of organisational risk within coaching (e.g., "When would you expect a risk assessment (RA) to be done / be in place?"; "How is this evidenced?"; "Who should do an RA and what qualifications should

they have?"). Section 5 encouraged the participants to voice any further issues on the challenges within their organisation and coaching practice. It also allowed them to provide their input on the development of the second study (e.g., "From the brief conversation today, is there anything that you would like to see developed within your coaches to enhance their working practice?"). The participants were guided through the same interview structure, whilst I dictated the flow of the conversation.

3.5 Data analysis

The interviews ranged in duration from 13 to 42 minutes (M=31.50 minutes) and were analysed by means of the NVivo 12 application. To maintain the anonymity of the interviewees, the transcriptions for the insurance companies were coded I1, I2 and I3, whilst the NGB organisations were coded O1, O2 and O3.

On completion of the interview, each of the audio files were uploaded to dictate2us. I perused the transcripts and became immersed in the content in order to conduct a rational and accurate analysis.

Using the NVivo 12 software, the transcript analysis produced sentences and direct quotes, which enabled the beginning of the inductive process and categorisation of the content into broad frameworks. The next stage was an inductive thematic analysis, which – through open coding – produced eight key areas of focused coding (Keegan et al., 2009), Table 1, p. 14.

3.6 Limitations of the study method

Threats to the validity of SSI include the use of leading questions or the researcher's preconceived ideas determining what is and is not worth discussing (Clough & Nutbrown, 2007). Considering the live nature of face-to-face interviewing, and the complexity of conversation, it is difficult to avoid all these and other challenges (Newton, 2010). However, this same vulnerability and complexity produces a richness and depth to data that is worth many of the risks. Furthermore, adopting a participatory approach in which the prime data (transcribed interviews) are co-created and -evaluated increases internal validity. However, it is important to recognise and address other weaknesses this method could have. Denscombe (2007) highlighted how an interviewer's perception can affect the responses of the

interviewee, which is referred to as the interviewer effect. I considered the possibility of such limitations affecting the credibility and reliability of the collated data, and I could reduce this because I had previous industry connections with most of the interviewees, which enabled an easy dialogue between participants.

Insider researcher studies such as undertaken here where the researcher is embedded within the industry under investigation are subject to key challenges, including but not limited to implicit coercion of participants, acknowledging the desire for positive outcomes, ensuring tacit patterns and regularities are not taken for granted, and awareness of potential; conflicts of being an academic and researcher within the same context (Fleming, 2018). To mitigate the impact of these specific strategies were employed within the study design. The transcribed data in study one produced six in depth interviews, centred around the same set of pre-tabled questions (Appendix 1), to mitigate any potential personal bias which could have occurred with a non-structured approach (Bryman, 2015). NVivo software was utilised in the analysis of the discussions; NVivo enabled the data to be anonymously coded allowing the themes to develop through the information that they represented, reducing any unconscious bias from the researcher. A thematic analytical approach was used enabling the richness and the depth of the data to emerge into the higher order themes (Vaismoradi et al., 2016), enabling the consideration of latent content as themes and to manifest content as categories in the data analysis. This contrasted with the analysis of the qualitative data materialised from study two (questionnaire); content analysis was utilised to assess the frequency of emerging categories derived from the coaches' viewpoints to generate breadth of data to identify the areas were additional training needs were requested.

3.7 Key findings

The results were coded and categorised into key sections from within the NVivo 12 thematic analysis. The structure of categorisation was used throughout the inductive process, generating thematic aspects by focusing on the following two key areas:

1. Organisational responsibility: Encompasses their coaching policies and practices. These were coded into areas covering process, satisfaction with current processes, evaluation of practice, responsibility, and review.

2. The individual coach: Relevant aspects were coded into themes covering the coach's employment status (freelance or permanently employed), and their own coaching practice and its effectiveness (Figure 2, p. 12).

Figure 2. Thematic analysis: Emergent categories, and lower- and higher-order themes

3.7.1 Organisational role

3.7.1.1 Process: Lack of centrally organised information

A key element within the interview was to evaluate current practice and explore the working relationship between organisation and broker. This was captured by the comment below, which clearly identified the consideration for a central database:

… if there was a central database that they could submit them into, ... to send in their risk assessments. I think for individual coaches, I'm not aware that they collect anything centrally. But yes, I guess that would be a good way of having the records available and for … to check whether they are actually being carried out in the way that it should be. [L1]

If a unilateral approach to record keeping could be adopted, evidence-based statistics could be generated, which in long-term management would allow for the development of predictive statistics. It was identified that a central database for storage of risk assessments could be beneficial, which indicates that such a process did not currently exist.

Throughout all the interviews, there was a general consideration that although processes and procedures were in place, there was still a need for an ongoing awareness of improving either the processes themselves (record keeping of incidents or accidents) or the activities that the coaches were expected to undertake. The recommendation would be to consider the collation and storage for incident and accident reporting from the coaches within each of their own NGB offices. The lack of a central repository was evident for one organisation when an accident occurred on a training day and the NGB expected the coach to have completed a RIDDOR report, while the central office had no awareness of the incident. More concerning is the fact that the NGB was unaware that the coach is not required to submit such an incident report, as a child breaking their arm at a sporting activity is not RIDDOR reportable (HSE, 2021):

… we had a parent rang up and said, "Oh, my daughter broke her arm, at training on Saturday. Do I need to do anything?" So, we were like… (Gasp). So then… we then go onto the coach, what happened, put in an accident report form. So to answer that question, yes, something did kick in, but had the parent not rung in, we wouldn't have known, and I don't think, I could be wrong, that the coach would've reported it to RIDDOR, or reported it to the local authorities. [O1]

3.7.1.2 Satisfaction with current process

There was a shared view by the national governing bodies and the insurance brokers that whatever the organisation was doing was sufficient for managing adverse incidents, leading to an understanding that there existed an organisational culture of reaction to incidents rather than prevention of them:

> I don't have any great issues at all with the coaching side of things, it all seems to go very smoothly…it's one side of things, they always seem to be well managed, and I don't see any great issues in that area at all. It's just, it just seems to tick along quite nicely and xxx has got a good control on things. [I1]

However, one broker showed greater awareness of the potential threat this posed to the industry:

> But, interestingly, we do a lot of work in Australia, and that is almost as bad as America now, the same with Ireland. And Ireland is getting really, really bad. … I think it's going to become a bit more of a global trend and it's not long before the UK follows suit, essentially. I think that is something that people have to be aware of, and make sure that they are prepared, you know, for if those sorts of things happen. [O2]

3.7.1.3 Evaluation of practice

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There was a difference of opinion between the policy, process, and actual coaching activities within the governing bodies. One consideration was that the organisations had not been aware of any poor practice; they believed that there was none, and they stated that they have no requirement to check on what their coaches are doing. This highlights the reactive nature of the organisation rather than taking a proactive approach to their risk management and coach education.

> As we don't see any poor practice, then we don't really get to see the risk assessment, we're only required so see them in the event that there is a claim. In which we review the risk assessment in order to try and defend the claim. [I1]

Other organisations seem to show greater awareness of their administrative role and the education/training currency of their coaches. These organisations check documentation preceding qualifications, which shows a greater dependency on the qualification level of the coach, although they do not monitor when the last qualification was completed; instead there is a dependency on the Continual Professional Development (CPD) process to maintain an industry currency.

… our legal licenses accreditation process is checking if someone has the correct qualifications, that they are up-to-date with the CPD, that they've got the first aid and their safeguarding. However, it does not check their actual processes for the risk assessment. And sadly, beyond that, we do no direct observations of the coaches or the risk assessments or any other process around that either prior, or once they're on the process, we just make sure that they stay current, and they keep those documents that they're required. [O2]

3.7.1.4 Responsibility

Each organisation had a system and a policy for their review process, although there was some variance as to the responsibility for this practice and the outcome of the information that was generated from within. This was not always consistent between each organisation and their associated broker.

So yeah, that's the thing that when they've always been good on it … there're always analysing the data from previous years... [I1]

It will just be stored, a bit like accident report forms…and it's quite a basic form, but it is a form. [O1]

I would only it see [a RA] if a claim has occurred and then it's been highlighted. … So, we are insurer-led in that way and we do have means to be able to support people if they do need extra help with that. [I2]

These comments suggest that the organisation has no active review process other than the collation and storage of the actual documentation. However, the insurance broker is under the illusion that there is an active process of analysis of such documentation. Within another partnership, the broker only expects to have access to documentation highlighting the RA process when a claim has been submitted. Whilst the organisation that they represent undertakes an organisational review on an annual basis, this does suggest that an event may trigger a reactive response to review on an ongoing basis. All the comments lead to a recommendation that a

central repository is a worthwhile consideration to mitigate risk to both the organisation (reputation) and the coach (financial and reputational).

3.7.1.5 Review

The insurance brokers were confident that the organisations they covered adopted an annual review process and that they were available to support the organisations as and when required. It is reassuring to report consistency at an organisational level; however, there is also potential for the insurance brokers to lead future recommendations on improving current practice.

> I would only see it if a claim has occurred and then it's been highlighted. … So, we are insurer-led in that way and we do have means to be able to support people if they do need extra help with that. [I2]

> At the moment, through … will review policies and procedures on an annual basis and then as I understand it, that one goes through to … has a safety officer who will be responsible for making sure that the processes are implemented. In terms of the strengths, I think the fact that we have a central function that are reviewing it. [I3]

3.7.2 Coach role

3.7.2.1 Employment status (freelance or employed permanently) and record keeping

There was differentiation between a commercial coach in a riding school or training environment and those working in a self-employed capacity. The commercial environment has structures, policies and procedures in place, dictated by the business, whereas the self-employed coach is responsible for their own administration:

> I don't think overall coaches necessarily think about risk assessment as well as they should do. I think it's becoming more and more common for riding schools, livery yards, and stud yards to [really] run these equestrian

businesses as a business. I don't think that's necessarily filtering down into coaches where you're a single person and single entity. [O3]

The ability to produce detailed records on each horse was considered worthwhile, something that is commonplace in riding schools, but seen as a missed opportunity within self-employed or sub-contracted coaching work. Whilst a central database may not be appropriate for self-employed coaches, the opportunity potentially exists for a similar method of data storage to be available to them.

This is [the details about my horse] and for a coach to be doing those checks regularly that you would expect to see in a riding school or [a livery yard], and I think from that point of view I would say that coaches probably need to start thinking about that more because, you know, accidents can and do happen. Invariably and you can see a lot of them, not a huge amount on freelance instructors, but they do happen. [L3]

We're not going to do anything with them [RA] so again, that's the coach's responsibility, to monitor and keep documentation and they've been… We can provide them with forms if they need forms, and they will get forms when they first become accredited, and it's quite a basic form, but it is a form. [O1]

3.7.2.2 Coach practice

General comments were received about the environments in which the coaching takes place. There are two main divisions; firstly, those coaches who were employed at a centre or through a third party, and, secondly, those who worked in a freelance capacity. The coaching practice and the associated risks of working with clients riding their own horses was considered to have a different associated risk and therefore reduced culpability for the coach:

When you're a freelance coach potentially the person has their own horse. You're probably not teaching on your own horse because then you would need a riding establishment license and then you're in to riding school

territory. … they're accepting that they are happy with that horse and they're happy to have a lesson on it, so you're slightly less culpable from that side. [I2]

It was understood that coaches who worked in centres manage their riders and their documentation responsibilities differently than those riding their own horses. This may be partly due to the centre taking on much of the paperwork for risk management (rider registration and initial assessment, horse and coach allocation, and the type of lesson rendered).

> And I can only talk for, obviously, the coaches that are coming through us, and, therefore, they're actually more likely to have kept into CPD and development and be following current practice ... So, we will have in this industry probably more spread of coaching practice… and then their coaching practice will actually take that out and they come up in a non-risk environment society, bubble wrapped environment – again come back to that term – and that will transfer into the coaching practise. [O2]

Other organisations took a pragmatic stance towards managing their freelance coaches; they simply do not use them nor do they manage their professional development in support of the coach's own practice:

> If the person's not willing to take on the learning or the development, only at that point we would then say actually, I'm sorry, we can't have you as part of our accreditation, but we will always come from a training and development; now that can be anything from coming to CPD, it could be mentoring support, it could be buddying, it can be a whole raft of different mechanisms appropriate to the individual, and we have seen that. [O2]

Many comments supported the development of their coaches through ongoing education. One broker is currently developing a product to support the documentation of a coaching practice. A digital application that could be used whilst coaching in both a commercial and freelance capacity has been designed and is currently being trialled:

It's realising that the best coach is the one that develops themselves. If I had to recommend anyone any coach, I would say don't spend it on a horse, spend it on education. [O3]

With regards to the app, currently it's only in the trial stages and it's starting more with the riding schools at the moment for their rider registration forms for when new clients come to them, so it is a work in progress at the moment where it's only trial stage. We don't know how far it's going to go and how much we can do with it yet so it's really early stages to be able to say where it might be used going forward. As I say, it's only just got into the trial process. [L2]

Gaps in the education of the coaches were identified, with one NGB offering alternative training to fill these gaps:

And sadly beyond that [qualification], we do no direct observations of the coaches or the risk assessments or any other process around that either prior, or once they're on the process, we just make sure that they stay current and they keep those documents that they're required, the first aid and safeguarding continuous professional development, up-to-date thereafter, and encourage as much as we can a culture of ongoing learning so that they are encouraged to develop, learn, and make sure they stay with current knowledge. [O2]

One similarity between organisations was the expectation that coaches should maintain their own continued professional development. From the insurance broker's perspective, once a coach has been accepted to a database, the responsibility to maintain their professional currency and education is then placed on that individual.

3.7.2.3 Coach effectiveness

The need to continually develop coach effectiveness was identified with specific emphasis on the requirement for a more consistent approach within training sessions,

although the particular culture or risk aversion was also considered. Managing societal and cultural changes would be an important aspect of maintaining industry currency as well as specific coaching education and development.

> … there's probably a level of inconsistency in how that's done, ... to actually make sure that they're not just watching a good session but actually considering the risk assessment part, … and I think there's still work to be done. [O1]

> I think the society has become risk averse. …how a risk of their society has actually reduced resilience. ... the stats are astounding because children are getting less and less open to risk and, you know, we often call it a bubble wrapped society. That actually the resilience, … going to feed through into the practice that we're now seeing in our coaches. [I2]

3.8 Summary: Study 1

Selected short quotations were used to complete a thematic analysis. In doing so, the relevant themes and similarities or differences could be identified. Such quotations added the flavour of the original texts and assisted in providing a narrative for the complexity of the raw data. I, in completing the summary of the interviews, identified that there were consistencies between an individual governing body and their broker, although there were anomalies between the individual NGBs. These differences identified cohesion between the NGB and their broker, with both showing collaborative awareness and understanding of their own policies.

The key themes around the responsibility of organisers and management were considered when designing the questionnaire in Study 2, alongside the individual coach's employment status and their coaching practice.
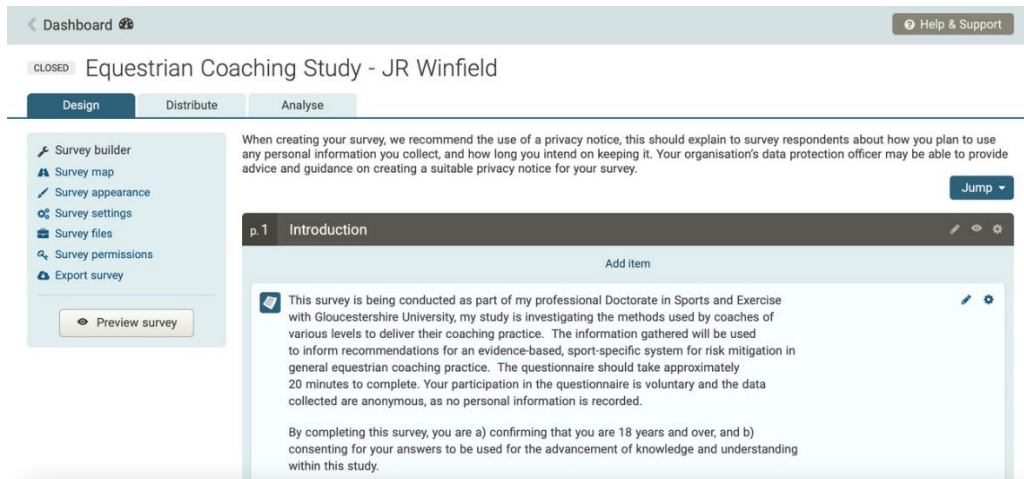
4.0 Study 2: Coaching questionnaire

The main purpose of this questionnaire was to determine what individual coaches considered to be hazards in their coaching practice. A following intention was to consider if there was any appetite for additional training with the potential of designing a tool/system for practical use when coaching (as identified from Study 1).

4.1 Study aims

1. To ascertain if equestrian coaches had any concerns within their professional practice in respect to risk management.
2. To consider if the coaches would value additional support or training in any specific area from their NGBs and, hence, engage with a tool to support their coaching practice.

4.2 Study method

The second study was a questionnaire that had been distributed to the coaches. A survey was designed and then piloted with six coaches with varying levels of qualification and experience. Based on the feedback after pilot testing, the questions were modified to reduce repetition, rephrase the questions to improve their grammatical clarity, and reduce the completion time.

The emergent themes from Study 1 informed the design and selection of an appropriate survey tool for Study 2. The study was designed as an online questionnaire (Bristol Online Survey), with a combination of open, closed and Likert scale questions. Open questions related to respondents' personal interpretation of risk, closed questions produced a binary response, and the Likert scales aligned with key risk statements. Ranked question responses were integrated to produce empirical data by defining and grouping risk types (Bryman, 2015).

The questionnaire was designed with the following seven sections:

- Section 1 was a general introduction to the study, which stated that the study was part of a professional doctorate at the University of Gloucestershire and that the information gathered will be used to make a recommendation for an evidence-based, support-specific system for risk mitigation within general equestrian coaching.

- Section 2 collected the participants' demographic information; for instance, age, gender, equestrian experience, qualifications, years of experience, and how many hours they worked per week (this was to determine the individual's currency as a practitioner). An additional question asked where the participant carried out most of their coaching practice. This was required to consider the impact of working for an organisation (riding school, PC, or BE), or coaching in a freelance capacity.

- Section 3 was structured around a deductive approach, which enabled the participant to comment on their own experiences. The proceeding questions were based on hazard identification; with additional questions using an inductive approach to gain specific information in four key areas: a) safety of the horse; b) safety of the rider; c) key hazards within the environment; and d) safety of the participant when coaching.

- Section 4 focused on the aspect of risk; that is, something that could cause harm to an individual. The participant was asked to focus on three priority hazards that they thought were most likely to cause harm.

- Section 5 focused on specific coaching activities. Questions were asked to determine if the coaches managed risk by changing any of their own coaching practices and whether this was useful in mitigating risk.

- Section 6, the penultimate section, focused on elements of coaching support, enquiring if any training could be identified to improve the participants' coaching practice in respect of risk management.
- Section 7, the final section (Q18), was titled "final thoughts" and allowed the participants to add any comments or information that may be relevant to the study.

These questions were designed using a mixed methods approach to initially enable deductive themes to be generated, after which inductive questioning was utilised to elicit more detailed and in-depth information. Likert scales aligned with the key risk statements and ranked question responses were integrated to produce empirical data, definitions, and grouping risk types. The open questions were used to allow the participants the opportunity to respond from their personal interpretation of risk. Frequency analysis, as discussed by Bryman (2015), was employed to identify any sample characteristics within the demographic data and scoring patterns for the ordinal data obtained from the Likert questions.

4.3 Participants and distribution

Participants were recruited via the three NGB databases from the BEF disciplines that delivered cross-country training as part of their coaching delivery and coach education. The population was derived from the training/coach databases that were organised and distributed through each discipline. Consequently, it was not possible to determine the division between organisations or the direct origin of the respondents. The survey was anonymous, in line with the University of Gloucestershire's Research Ethics Committee's guidance on ethical practice (UoG, 2018).

The survey was distributed via the NGBs' educational platforms and links to social media, such as Facebook groups (British Horse Society Accredited Professional Coaches, the Fellows and Instructors [F&I] Association), and the BHS E-news (electronic bi-monthly update) with a population of 1,713 members. The BE distribution occurred via direct mailing to 179 members, and The Pony Club made use of a direct mail drop to approximately 3,000 members.

The survey was live for 60 days, and within the first month, 78% (*n*=89) of the respondents completed the survey. This led to a total of 790 respondents opening the survey, with 114 completions. Data were exported from Bristol Online Survey to IBM Statistical Product and Service Solutions (SPSS Statistics) Version 26 and NVivo 12 Mac. There was a 9% margin of error at the 95% confidence interval and normal power assumptions, which indicates that the survey is representative of 91% of the sampled populations.

4.4 Data analysis

Data were analysed via NVivo qualitative software by using descriptive statistics and frequency analysis to group the commonality of responses and allow for the identification of key themes. Qualitative data were acquired by asking the coaches open-ended questions on the aspect of risk in their coaching practice. A thematic interpretational content analysis was deemed the most appropriate approach for analysing the qualitative data (Braun & Clarke, 2019; Côté et al., 2016; Gibbs, 2007).

- 790 participants, 14% completion rate
- 114 coaches taken forward for data analysis
- Mean age: 49+50 years, range 23-69 years
- Coaching: 27 +30 years; range 3-52 years
- Coaching on average 19+20 hours / week

Figure 3: Participant coaching data

Figure 4: Participant coaching qualification data

Pearson's chi-squared test was used to determine whether there was a statistically significant difference between expected and observed frequencies in one or more categories of the numerical data (Field, 2013).

As the data were non-parametric, different tests for independent groups were used, as it was likely that there would not be a normal distribution in the data sampled. The Kruskal-Wallis test (>3 groups) was used to compare independent samples of equal or different sizes; this is a one-way ANOVA on ranks, and it was used to compare independent samples of equal or different sizes, or where the samples originate from the same distribution. Post-tests were analysed using the differences in the risk ratings between different demographic cohorts; for instance, age categories, equestrian experience, or particular role amongst the respondents (Bryman, 2015). The Kruskal-Wallis test was extended to the Mann-Whitney U test, which was used for comparisons when there were only two groups to test. For both tests, the dependent fields were required to be represented as scaled data.

4.5 Limitations to the study
- The questionnaire went out to three coaching databases, with 790 participants opening the survey and 114 ultimately completing it (see Figure 3, p. 25). The potential existed to reach more than the 4,000 members. Although the

statistics indicated that the survey was representative of 91% of the sampled populations, it would have been desirable to have more of the coaching population complete the survey.

- During the data analysis, it was apparent that there was no information on when the participants had completed their previous qualification. Having this data may have been useful in considering the currency of a coach as well as other personal data (qualification, age, hours coached, etc.)

4.6 Key findings

There were some statistically significant results, such as limited associations/differences between respondent age, coaching level, hours coached, qualification and hazard identification ($p < 0.05$).
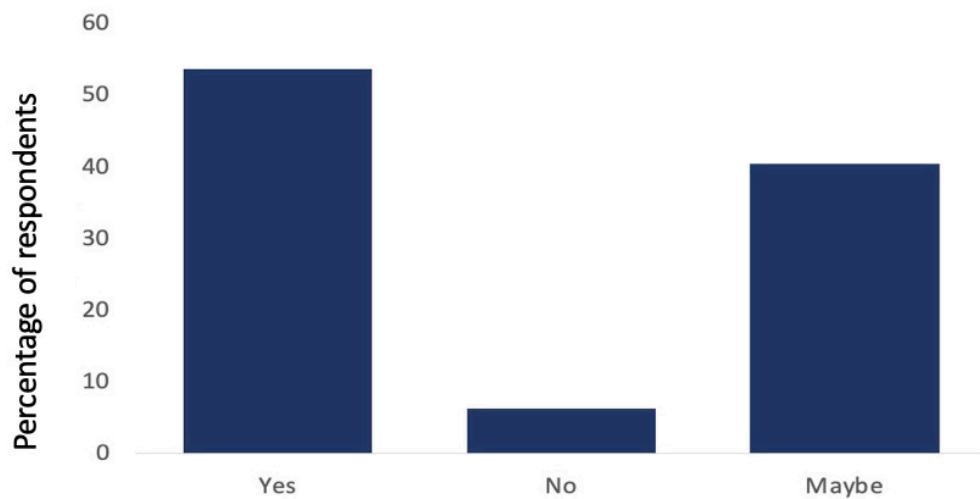
Figure 5: Would you use a system to support decision-making (whilst coaching)? Q16
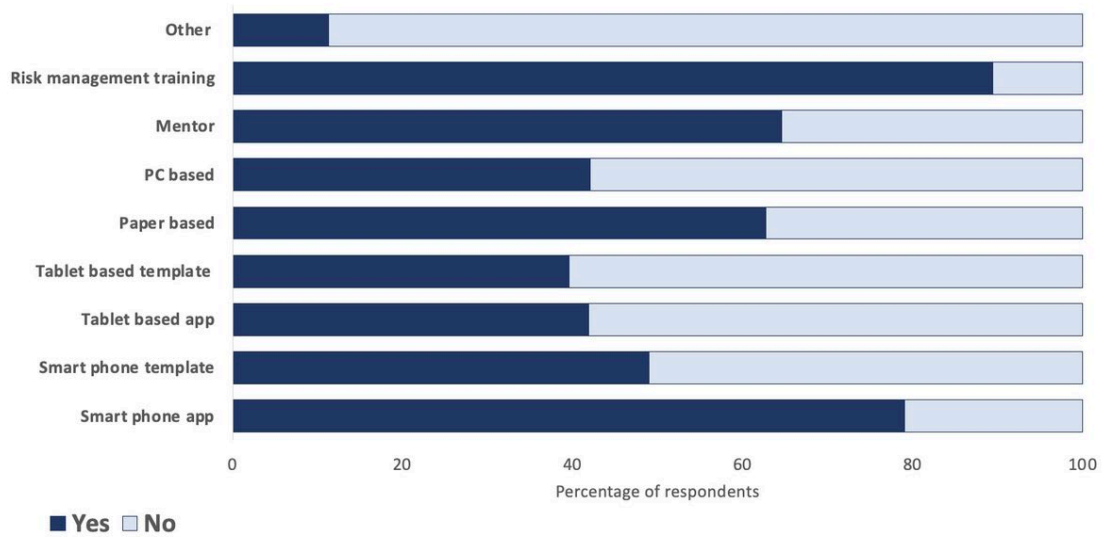
Figure 6. What format of support would you like to use (whilst coaching)? Q17

Figure 7: Emerging themes (Q18)

This aspect of the questionnaire enabled the participants to add any additional comments which may or may not have been covered by prior questions. Comments were categorised into seven key themes (Figure 7).

4.6.1 Training course

Suggestions were received for courses in risk management which could be updated annually or bi-annually, with similarity to the current safeguarding practice being stated (Figure 6. p. 28). This aligns itself well with the professional discussion with

one of the NGB directors, who was intending to develop an online training opportunity on this specific topic; this would be linked to CPD opportunities, which appears to be well supported by the coach and management.

4.6.2 Reflective exercise

There were many comments that suggested that completing the questionnaire had been a valuable exercise for the participants as well; some comments are stated below. As these participants had engaged in the study, any element of bias needs to be considered; therefore, further consideration has to be given to engaging those who did not participate in the study:

- Your survey has been really interesting to fill out and your questions have certainly provided food or thought.
- The whole survey has been a good refresher for future reference.
- Hope this helps with research…it has made me realise how much more planning I could make into my risk assessment and would be very interested in anything to assist my skills with this as I realise that the more that we see to assess the safer we make it for our horse's riders and ourselves.

4.6.3 Risk practice

Many comments related to an increased awareness of needing to undertake elements of risk management in their general coaching practice:

- I think the idea of developing risk management practices for coaches, particularly freelance coaches, would be well received as some of us can be quite vulnerable in certain situations. Although most of us manage risk as second nature, it would be beneficial to have a structured method in place to ensure we leave no gaps.
- Good risk assessment is mostly about being attentive and aware of what is happening and anticipating what could go wrong, without becoming so risk averse that you don't make any progress.

4.6.4 Risk awareness

Considering how aware the participants were of risks and hazards, there was some variation, and not everyone saw this positively. Probing into the comments for greater depth and detail would enhance the understanding of why some of these comments were written and would warrant consideration in the training and further education of risk awareness:

- Lesson plans are not always a good thing!! I fact I don't agree with them they can create unrealistic goals and cause risk

- Change the perception that H&S is something to be fearful of and will restrict activities and promote sensible risk management.

- I think equestrian coaching as an industry often falls way short on safety training.

- The problem with have created with health and safety is we have led many to believe their safety is the responsibility of others. We are all responsible for safety and none more than for our own personal safety.

4.6.5 Insurance

A few respondents viewed certain risk management aspects as an opportunity to reduce their premium if they undertook additional safety training. This was also commented on in Study 1. Nevertheless, this was not what many of the participants reflected on; they were more concerned about non-registered coaches and the uneven playing field this produces:

- Since some coaches in my area, don't even have insurance. It then makes the ones of us that follow the correct risk assessments look somewhat out of the ordinary and the poor practice is the ordinary.

- Gap between what is needed for insurance and what is important for rider safety and the skills to manage this [risk].

4.6.6 Template

The comments relating to the use of a template were more thoroughly explored in Q17 (Figure 6, p. 28), so there were fewer comments relating to this aspect, although some did make additional notes on their own viewpoints:

- It would be good to have a stream-lined template or app to work with to ensure that risk is assessed and managed competently as well as fulfilling legal requirements without taking too much time away from doing what we all love.
- If I felt more supported in this area, I would be more likely to teach/coach (time permitting).
- I do think I have become complacent and doing this survey made me think a little more about perhaps taking a little more time before coaching commences.
- I like the idea of having something generic to log info on (which I'm very lapse at!) but not paper please!!!!!

4.6.7 Feedback request and support

There were a few comments that requested feedback on the results of the study. Many of these identified the individual and are therefore not included in this document, whilst some were generally supportive and interested in the outcome:

- This study was helpful in assessing my own views and thoughts on risk management.
- I think this survey has been thought provoking and has made me MORE aware of R Man and coaching. This has to be a very positive exercise.
- I will be interested in the outcome, it does get a little worrying all the changes and paperwork and what it might open you up to, but l am also interested in keeping my riders and horses safe so open to looking at new ideas.

4.7 Summary: Study 2

The analysis of the qualitative questions produced some statistically significant results, with more valuable data being derived from the qualitative analysis. Questions 16, 17 and 18 generated the most valuable information. The data from these questions were provided to the working party participants in Study 3 to generate relevant dialogue.

The principal results identified that the coaches were able to evaluate hazards and possible risks and that they wanted some form of training provision. This requirement suggested a focus on evidencing their practice (documentation) and decision-making.

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5.0 Study 3: Discussion of a coaching tool

The third and final project was the development of an industry-relevant tool that can be used in a practical context whilst coaching.

5.1 Study aims

1. To provide feedback to key industry personnel on the findings of the questionnaire from Study 2.
2. To consider the options for the development of an industry tool.

5.2 Study method

Qualitative methods are typically characterised by the adoption of an explorative approach to enquiry and the collection of rich, descriptive data that portrays complex human experiences (Seale et al., 2011). Hence, the working party was selected as the method to obtain input on coaching leadership and management of the coaching resources within each NGB (Fletcher & Arnold, 2011). The use of a group interview structure was deemed appropriate to orchestrate debate and opinion, organised around the format of a commercial working party. Input from key directors was sought, along with the viewpoints of the three NGBs' coach educators. To this end, the format of the study was structured and titled as an industry working party, as this was terminology with which all parties were familiar.

Following the same methodology as used in Study 1, a questioning guide was produced (Keegan et al., 2009) prior to the working party meeting. The guide included questions that were structured around a similar practice to SSI (Fletcher & Arnold, 2011) to facilitate a discussion. One difference was that the interview was conducted via an online platform; although this was still considered to be a familiar working procedure, as all the participants were accustomed with this form of virtual interaction. The second difference was centred on group interaction rather than on an individual basis (Study 1). The guide was structured to ascertain each of the participants' professional opinions around freelance equestrian coaching and their thoughts and considerations for coaches to engage with a tool to support their coaching practice. The group environment enabled a collaborative approach to the conversation and discussion; thus, the data generated was still insightful regarding the industry's needs and it was recorded and analysed in the same way as the initial interviews.

5.3 Participants

The third study was structured around a working party that comprised five participants chosen through convenience sampling. Convenience sampling as a technique is applicable to both qualitative and quantitative studies, but it is often utilised more in quantitative studies (Etikan et al., 2016). Inclusion criteria was used to support the cohort integrity; in order to select the participants within the convenience sampling, inclusion was accepted through the validity of the participant's skills and their value to their organisation and industry. To be considered suitable to participate in this study, part of the inclusion criteria was that the participants had taken part in the first or second study (Fletcher & Arnold, 2011; Tong et al., 2007).

The cohort for the working party consisted of one of the NGB directors, an insurance broker, and three coach educators, from each of the initial NGBs. All the participants were assured of confidentiality and provided their informed consent prior to the meeting. Independent of the study format, the sampling methods chosen must be valid and provide value to the study aims and objectives (Etikan et al., 2016).

5.4 Procedures

Due to the Covid-19 restrictions that were in place during the data collection phase, the working party was conducted through the Zoom virtual platform. This facility enabled recording of both video and audio, and the audio file could be uploaded to dictate2us for transcription, following the same approach as for Study 1. Since Covid-19 restrictions had been in place for some time, the participants had all become familiar with meeting and working remotely using a variety of platforms. The intended mode of delivery had been a face-to-face meeting, which may have facilitated easier interaction by allowing participants to read body language, talk more freely, and potentially interrupt the conversation through the injection of ideas and thoughts (Etikan et al., 2016).

To elicit conversation through a meaningful context, it was confirmed that the interviewees could use Zoom as an online virtual platform, prior to their acceptance for the study. On confirmation of attendance, the participants were sent a Zoom invitation via email, stating the date, time, and their own personal secure login details for the meeting. Prior to the virtual working party, pre-tabled documents were individually emailed to the participants. The email contained the study consent form (which was to be signed and returned); the outline of the study aims; an outline of the key questions (working party guide) for discussion in the working party; and, finally, data from the second study questionnaire for the last two questions (Q17: "In what form would you like to see any development of a tool?" and Q18: Any additional questions?).

The working party meeting was conducted through a virtual Zoom meeting. The Zoom audio recording was uploaded and then transcribed by dictate2us, following the same approach as for Study 1. This yielded 28 A4 pages of 1.5-spaced text. To support the authenticity of the analysis, the interviewees were invited to review the interview transcripts. This followed the process undertaken for the first study, with the aim to engage with the participants as fellow member checkers (Birt et al., 2016). One interviewee responded to this opportunity, enabling the transcript to be updated accordingly.

5.5 Working party guide

Information and analysis from the questionnaire in Study 2 led to the development and phrasing of the initial questions within the interview guide for this study, which was developed to support discussion within the working party. This was divided into five sections:

- Section 1 applied the same structure as Study 1; it provided participants with information about the study, such as its purpose, their right to withdraw at any time, and the University of Gloucestershire's guidance on ethical practice (UoG, 2018).

- Section 2 consisted of an introductory question for each participant to share with the party, which was to state what their role was within coach education, within their own organisation, and within the wider equestrian industry. These questions allowed the interviewer and participants to develop a rapport within the group and gain some insight into one another's backgrounds.

- Section 3 explored views around coaching practice for the freelance coach to provide evidence-based information supporting their coaching practice and decision-making (e.g., "When would you expect a risk assessment (RA) to be done / be in place?"; "How is this evidenced?"; "How would a coach manage risk scenarios within organisational responsibilities?").

- Section 4 focused on the functional design aspects of a tool (e.g., "What would a useful tool look like?"; "How and when would it be used and by whom?"; "How is the information recorded, stored and used?").

- Section 5 encouraged the participants to voice any further pertinent issues on the challenges within the organisation and coaching practice and offered the opportunity for their input on any further development of the project design. I guided all participants through the working party meeting to encourage the flow of the conversation.

5.6 Data analysis

The participants were individually coded to provide anonymity; see Table 1 (p. 33). The Zoom transcript was uploaded to NVivo 12, and content analysis was used to

determine the temporal patterns, individual dynamics, and interactions that occurred within the focus group (Bryman, 2015). Unlike the specific themes that were produced in the first study, the narrative data produced in this study focused on each of the questions within the interview guide. The working party meeting lasted 1.03.52 minutes, with the introduction taking 9.12 minutes.

Table 1: Categorisation to anonymise the speaker coding

Code	Organisation	Role
S1	RESEARCER	Researcher
S2	BECE	British Eventing Coach Educator
S3	BHSI	SEIB Insurance Broker
S4	BHSCE	British Horse Society Coach Educator
S5	PCCE	Pony Club Coach Educator
S6	BHSD	British Horse Society Director

5.7 Limitations of the study

- The limitations of group interviews include participants' ability to speak honestly, a 'herd' mentality, some dominating the conversation, and so forth.
- Due to the size of the working party, the selection of the participants may not be fully representative of the equestrian industry.

5.8 Key findings

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5.8.1 Addressing risk management training

The initial enquiry was centred on the topic of risk assessment across all disciplines. There was some variance of opinion, which was linked to coaching practice. One area for discussion was how the assessments could be managed or evidenced. Formal coaching venues and training sessions were considered to be the responsibility of both the organiser and the coach. This closely aligned with the key findings from the initial study around the responsibility of the organiser and/or coaching practitioner. At an organisational level, there is mitigation of the risk by having the venue organiser undertake an initial venue risk assessment:

> And I would arrive at the venue, and the risk assessment would have already been completed by the rally organiser. … I'm shown the risk assessment, and then I do a visual assessment. So, if there's anything I want to add that I consider to have been missed, then I would obviously add it to that risk assessment. [S5]

S2 reflected on these expectations and raised a valid point regarding the potential expectations that the coach delivering the training would be able to recognise

potential issues as stated below. These comments align with the first study where the director (representing S2) did not expect the NGB to hold or manage any training documentation.

> … that the Accredited coaches, are encouraged to complete a paper-based risk assessment form identifying any hazards that they perceive. Whether all of them actually complete a formal paper form and have a record of doing so, I wouldn't know. [S2]

> With the freelance market, … there's not one session that's ever the same. And everything does change. Every arena's different. The environment varies. So, we need to have coaches who can react and risk-assess and adapt every single time they're out and doing it … qualifications are important. But for me, it's not the be-all and end-all. It's about being current. It's about ongoing training. It's about ongoing learning. [S6]

The discussion from S6 introduces the view that training and currency of training is as important as qualification, particularly with regard to the freelance coaches. This echoes the notion of developing a tool that can be applied in a coaching context to support coaching decisions in practice. This concurred with the findings from Study 2 (Figure 5, p. 27), where the coaches were asked in Q16 if they would use a system to support their decision-making (whilst coaching).

5.8.2 Product design/training

Section 2 focused on questions to probe and prompt the participants on their views of the use, value and logistics of a tool that could be applied in equestrian coaching practice. These were based on Q2 "What would a useful tool look like?"; Q3:"How and when would it be used and by whom?" and Q4: "How is the information recorded, stored, and used?"

It was very positive to hear that the insurance broker's company had already been considering designing and developing a product to be used in such a situation. There had been some initial conversations with me about the value and application of such a tool, and the company was in early discussions with their clients about producing some sort of digital tool; this was also discussed within the group. It was reassuring to hear that the company had identified the need to support the freelance element of its business, and that it was currently in a research phase:

> In respect of the actual tools themselves, what we found when we've been doing listening exercises with our own client base and others in the equestrian arena is that there's quite an interest in having a tool that people can use, which needs to be obviously manageable for them because keeping hordes and hordes and hordes of paperwork is very, very difficult. So, we do understand that the way forward is something on the electronic tool basis. [S3]

Interestingly, the director representing the NGBs had a contrary viewpoint, considering that training was more important than a tool for individual use. This focus may be more about the environment that the coaches predominantly work in, such as employment through riding schools compared with the self-employed freelance coach, rather than the specific value of either training or project design.

> There might be an app that comes out. But I'm more keen on, actually, how do we get regular update training to people who are in the industry about

risk-assessing? … And if they've not continued to work directly with the governing body and they're just out there training, how do we actually make sure they understand how to risk-assess correctly in this day and age? [S6]

With regard to the discussion on the content of a coaching tool, the type of information to be kept was debated, with considerations that further training may be needed to provide robust evidencing.

> … if I go into a yard and look at the risk assessments and read through those, sometimes, you can suggest to the yard proprietor areas they have missed…. And that I think is where training would really help your proprietors and freelance coaches. [S4]

This view of the tracking and evidencing of data being important was not universal. Whilst there was no specific outcome from the questionnaire data in Study 2, the data did suggest that both training and evidencing were key to developing the coaching workforce. Since the Covid-19 pandemic has influenced changes within the workplace, the industry has had to adapt to effectively communicate remotely:

> I think what COVID in this six-month period has done is actually made people more receptive to using technology such as this video call, to using that for training, and actually looking at how they interact with people. So, I'm sitting really on a fence as to whether an app or something which is technologic based could actually now work in the industry, where six months ago, I might have been a little bit more hesitant than I am now. [S6]

Finding a method that would be a) "hands-on" and b) compliant with data protection and the European Union's General Data Protection Regulations (GDPR) was considered problematic. The broker raised the matter of a general device likely being problematic, along with the difficulty of adhering to the strict legal requirements for the storage of data, particularly with the GDPR in the UK and Europe (DCMS, 2018):

> We've hit a number of hurdles because of the basis of how can this be
> operating. Most people are not going to walk around a yard with a laptop or
> an iPad. It needs to be something that can be managed on their phone, firstly.
> And also, as well, that would give the capacity to take photographs, if
> necessary, at the scene of an event or a claim or an incident. [S3]

There was consensus amongst the respondents on the need for training. Regardless
of the role and the area that a participant was representing, the idea of additional
training covered the level of qualification, experience of the coach, organisation that
they were registered with, and aspects of unconscious incompetence.

5.8.3 Recommendations

What was evident in the working party analysis was the degree of differentiation in
the processes and administration that underpin risk management. Such variations
between the NGBs are potentially confusing to coaches and the practices that they
should uphold, as many belong to more than one governing body. There were also
considerable differences in the relationships between the brokers and the
organisations as to who provides the guidelines for best practice.

From the analysis of the data, suggestions to the NGB lie with an individual
governing body as well as a collaborative approach to all the NGBs. There is also the
opportunity to develop further research opportunities between the governing body
and their brokers. Consequently, the following three recommendations are made:

1. Address the request from the coaches for additional training on the awareness of
   risk, but more to support their decision-making process once the risk or the
   hazard has been identified.

2. Develop a system (or product) that enables an individual coach (whether
   employed permanently or in a freelance capacity) to be able to evidence their
   own practice in assessing the rider (horse) for each delivered session.

3. Develop a culture of reporting both accidents and incidents (near misses) to support the organisations (NGB and insurance) in developing a quantitative measurement of all incidents.

5.9 Summary: Study 3

The group was not in agreement on most of the discussion points, although there was no conflict on any issue. In general, there were two key areas that evolved from the working party, the awareness that some form of training provision would be well received by the coaches, and that there would be a demand for a system or tool to support the freelance coach – provided it was simple to use.

Much of the conversation indicated a reactive stance to the working practice of the coaches (risk awareness and documentation). Consequently, the opportunity to suggest a method to represent some of the causes and consequences of possible hazards was considered. Assessing the types of risk management models that would support organisational management led to the consideration of utilising a bowtie as an illustrative model of these issues.

6.0 Bowtie structure

RISK BOW-TIE
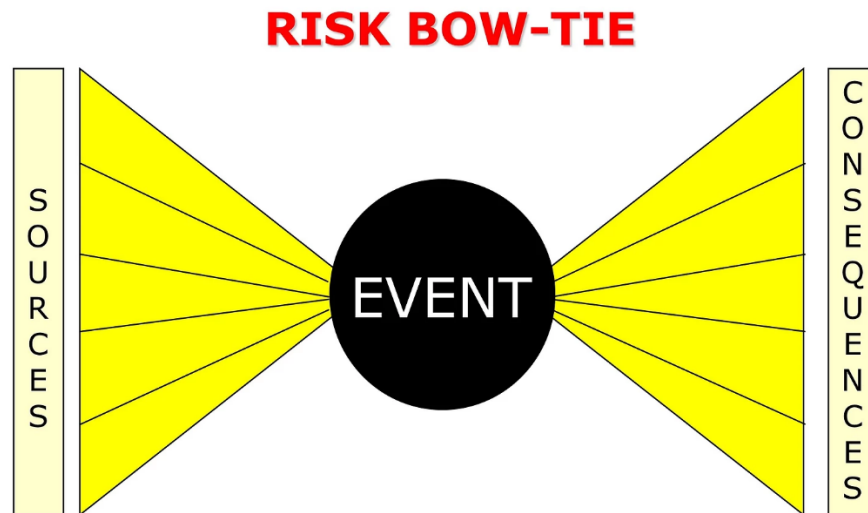
Figure 8: Simple bowtie structure (Talbot, 2020)

6.1 Bowtie aims

To positively influence equestrianism by making recommendations to industry for measures that could mitigate risk within equestrian coaching.

A bowtie model is a combined concept of risk analysis that integrates previously used models (fault tree and event tree) to produce an integrated probabilistic technique. This illustrates accident scenarios by assessing the probability and pathways of occurrences (Duijm et al., 2009). It is intended to be used to control and mitigate undesired events through development of a logical relationship between the causes and consequences of an undesired event (Ferdous et al., 2013).

6.2 Introducing the bowtie model

In recent years, the bowtie method has gained acceptance as a credible risk and safety management tool because of the following advantages:

- Provides a graphical representation of accident scenarios.
- Provides explicit linkages between the causes and potential outcomes.
- Connects possible outcome events with the undesired event and basic events.

- Provides guidance throughout, starting from basic causes to final consequences.
- Provides systematic help in performing comprehensive risk analysis and safety assessment (Ferdous et al., 2013).

The bowtie model can categorise the cause of accidents as well as the consequences, such as material damages, health effects or even deaths. Barriers can be placed in the path from cause to accident, but also from accident to consequence. As there can be many causes of a single accident and an accident may have a variety of consequences, the diagram depicting this structure has the form of a bowtie (Figure 7. p. 28) (Matsika et al., 2013).
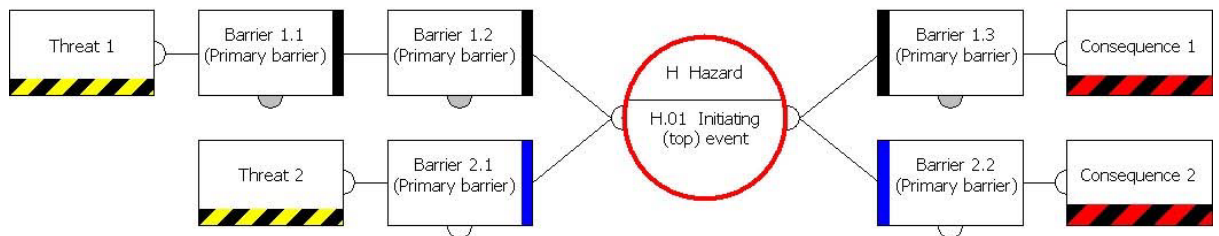
Figure 9: Hazard bowtie (Trbojevic, 2008)

In the bowtie approach, the causation part (left-hand side of the bowtie) lists all threats that can lead to an initiating event. Subsequently, the existing barriers that have been identified – those that could influence and prevent the initiation of the event – are considered. Once the causation part is complete, the focus is on escalation from the initiating event to possible consequences. For each consequence, a set of barriers exists, or could be established, which detects the accident, prevents it, or mitigates its consequences. Figure 7 illustrates the bowtie model for the sequence from threats to consequences (Trbojevic, 2008). The initiating event is denoted by a red circle in the middle of the bowtie, the threats by boxes with black/yellow stripes at the bottom, the consequences by boxes with black/red stripes, and the barriers by the boxes with thick vertical bars (Trbojevic, 2008).

6.3 Industry/organisational use of bowtie diagram

The bowtie method was first used in the oil and gas industry and then later adopted by other industries, such as maritime, mining, chemical manufacturing, and aviation. As the bowtie diagram is built on a structure of risk assessment followed by barrier management, it supports the delivery of operational success (see Figure 8, p. 44).
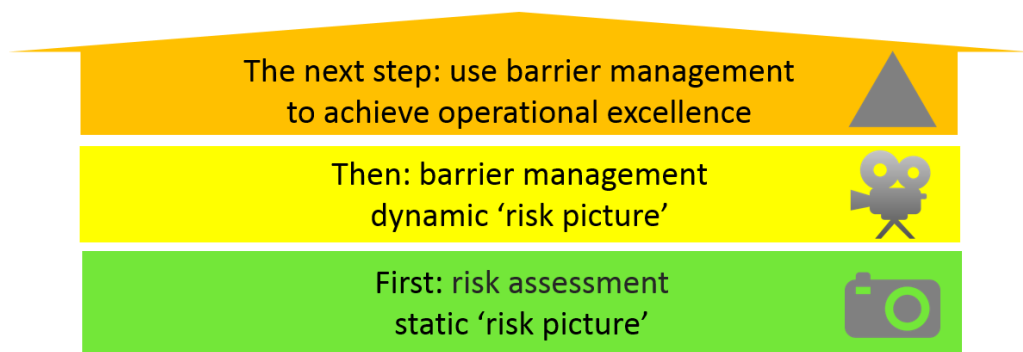
Figure 10: Barrier-based risk management (Culwick et al., 2020)

The opportunities with the bowtie model are remarkable, as it enables various combinations of risk assessment by integrating day-to-day operational management and data sources, which does not occur in any other risk management modelling. In addition to data sources, both human factors and human error can be considered in the bowtie method.

In bowtie risk assessment, human factors and human error can be found in two places:

1. Threats: Human factors or human error appear as a threat in a bowtie when the human act or condition can directly cause a top event (Figure 7, p. 28).
2. Escalation factors: Human factors or human error can appear as an escalation factor in a bowtie when the human act or condition can defeat or reduce the effectiveness of a barrier (Figure 10, p. 46).

As a visual model and management tool, the organisation can clearly see the risks it may be exposed to; however, it may not be able to control all the high-risk scenarios.
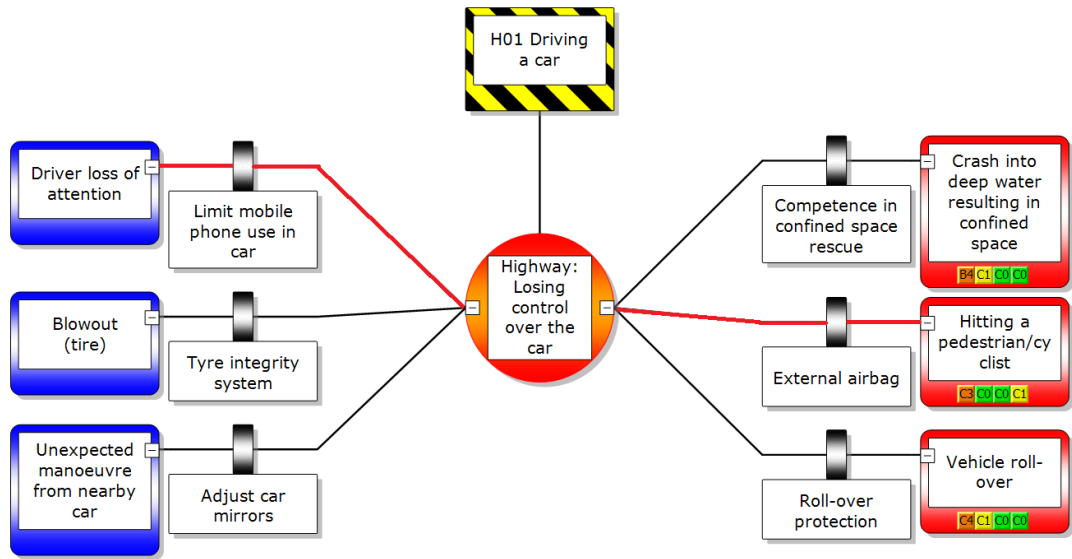
Figure 11: Example of a basic bowtie for loss of control of a car (McLeod & Bowie, 2018)

The bowtie method can be used in several ways, including as the focus of a facilitated group workshop or risk analysis. One of its best uses is to analyse, report, and communicate potential risks, actual incidents, and near misses (Talbot, 2020). In summary, a bowtie's value to an organisation is that it provides an overview of multiple plausible scenarios in a single picture. In short, it provides a simple, visual explanation of a risk that would be much more difficult to explain otherwise (Culwick et al., 2020).

6.4 Bowtie diagram for horse riding

As many of the riders deemed at risk by Havlik (2010) are training or doing non-competitive riding, it is likely that there is a link to the coaching of riders and the training of horses. Consequently, within the skill of coaching, horse riding as a high-risk activity needs to be considered, managed, and mitigated to support safe training and skills acquisition.

Horse riding is a high-risk sport, which is evidenced by the fact that there have been 59 rider fatalities in eventing since 1993 (HorseTalk, 2017). A few studies have analysed safety interventions and highlighted the need for more robust preventative

safety actions and risk mitigation strategies (Havlik, 2010; Hawson et al., 2010; Nylund et al., 2020). From the data generated by this research, it is evident that the major hazard when riding a horse is the likelihood (or event) that the rider will lose control of the horse and fall off.

When the bowtie diagram was produced, both sides of the bowtie were considered. In no particular order, the threats on the left-hand side have been identified (blue boxes) as:

- Lack of rider ability
- Training area
- Unsuitable horse
- External distractions
- Adverse weather conditions
- Inappropriate tack and equipment
- Coach not suitably qualified or experienced

There are barriers are between each threat and hazard, with escalation factors (yellow boxes) underpinning the influence of each barrier. In no particular order, the consequences on the right-hand side (red boxes) are:

- Rider regains control of horse
- Fall from horse results in injury to the rider
- Rider anxiety
- Rider fatality
- Injury/harm to coach
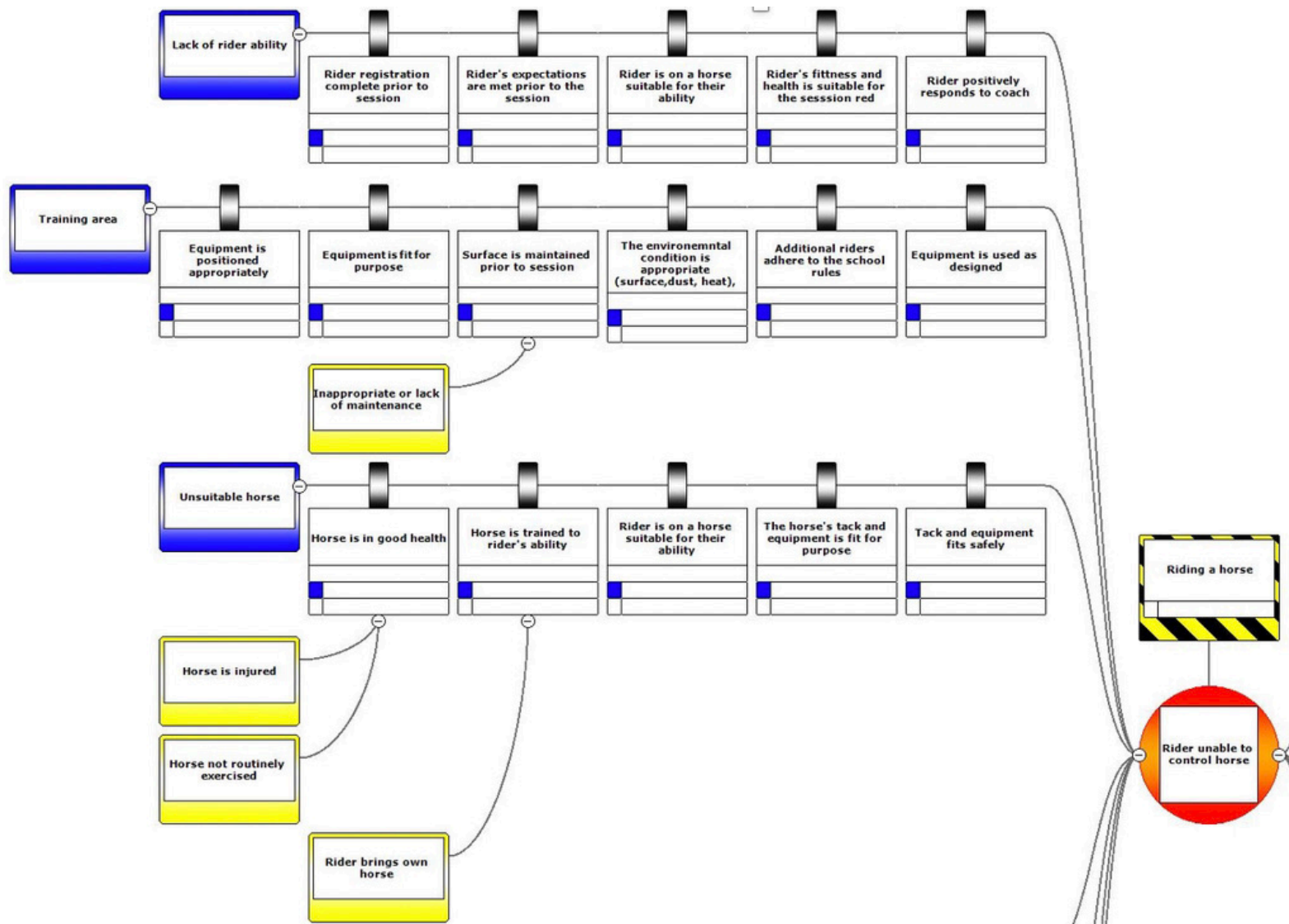
Figure 12: Left-hand side of the bowtie analysis to highlight three of the threats, barriers, and escalating factors (author's own)
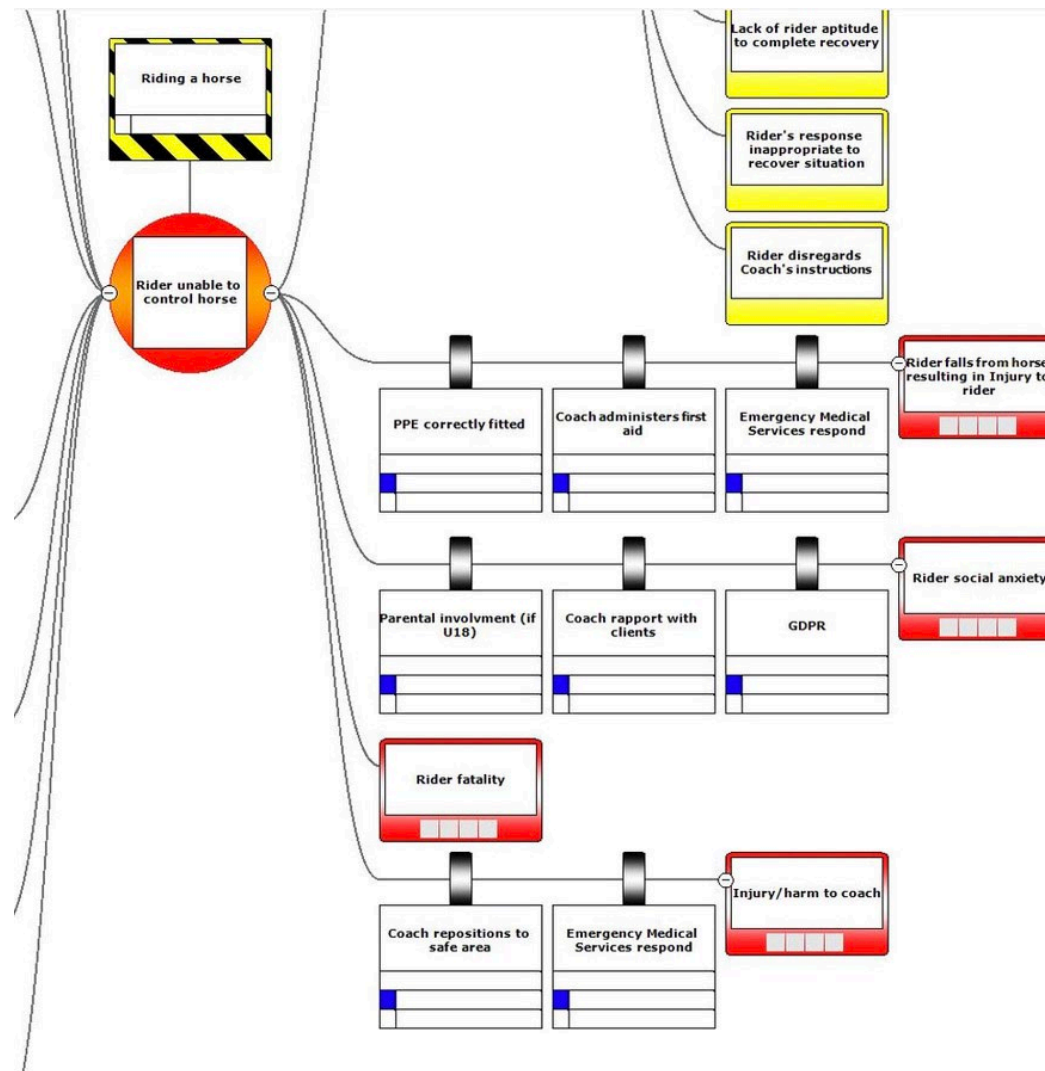
Figure 13: Right-hand side of the bowtie analysis to highlight four of the consequences, barriers, and escalating factors (author's own)
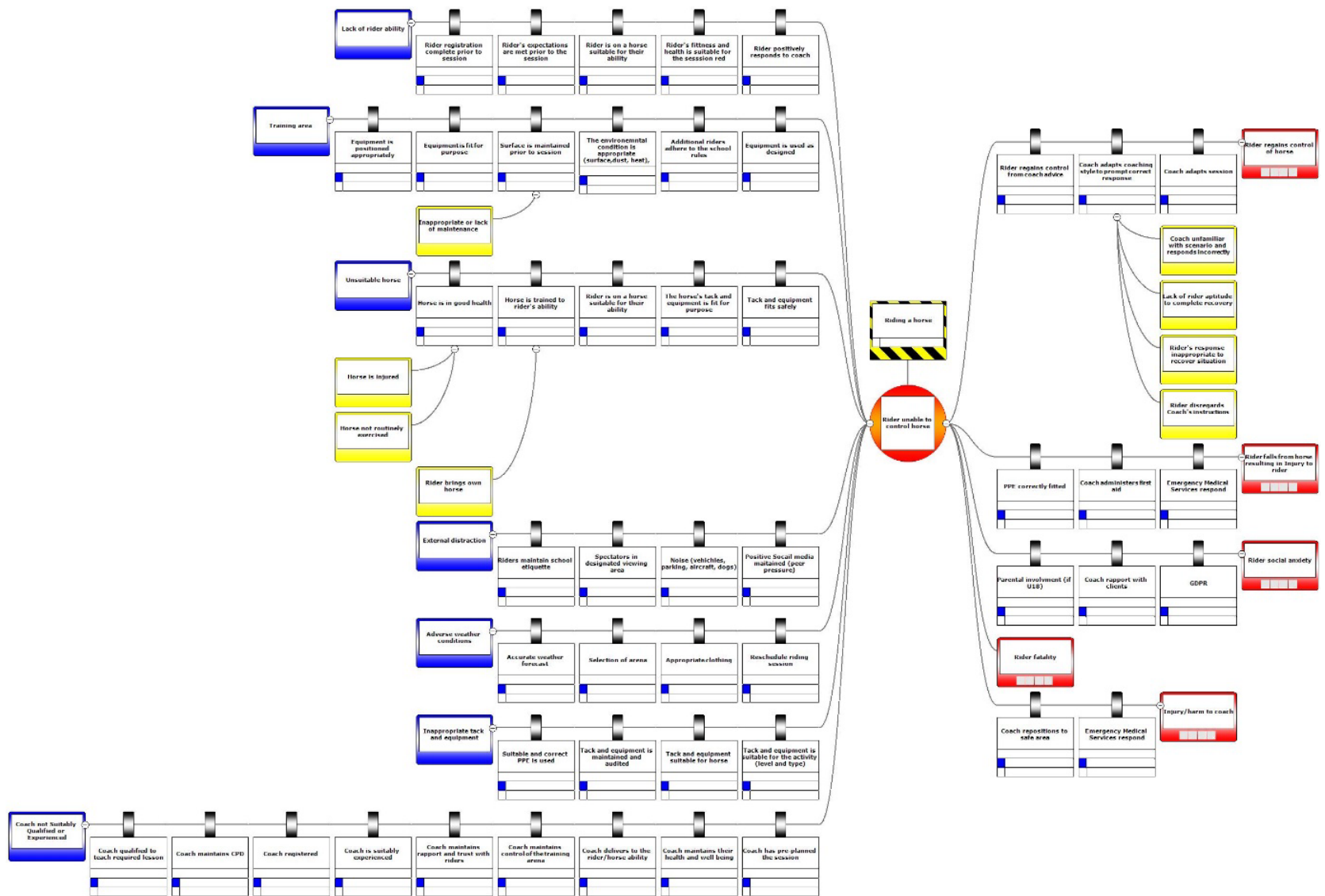
Figure 14: Complete bowtie analysis for horse riding (author's own)

7.0 Concluding remarks

7.1 Contribution to equestrian sport coaching

This professional practice thesis aimed to identify the efficacy of current risk management practices in equestrian sports coaching, the role of education training in this industry, and to evaluate tools which could support coaches and governance to enhance their currency in risk management.

It was critical for the success of the project to ensure significance to equestrian sport coaching that I secured the proactive engagement of the key stakeholders; these include the organisations (national governing bodies and their insurance brokers), their physical venues where they undertake their training and education, and the workforce that they hold a duty of care for, the coaches themselves.

My work has highlighted a fundamental schism existed between the three key protagonists in equestrian sport coaching: the insurance brokers, the governing bodies and coaches, highlighting a need for organisations to adapt in their current working practice. Fundamentally, governing bodies management considered that their role was to oversee coaches' education and training, whilst the coaches focused on risk management when coaching. The coaches considered that their governing body also had a remit to provide training, but they needed more support in making decisions about how they reacted to their awareness of hazards and risk. This was illustrated in the response to my feedback to one of the governing bodies, which outlined coaches wanted support on how to make decisions after being able to identify the likelihood of risk and harm. This was interpreted by the governing body only providing a health and safety course, fundamentally demonstrating their misunderstanding of the coaches' needs. The insurance brokers demonstrated mixed practice in their advisory capacity, with one being closely aligned to governing body needs retaining a proactive and leadership and guidance role and wanting to engage in further consultation to implement the recommendations of this thesis. In contrast, the remaining two had more reactive roles with their governing bodies, with the lead for practice coming from the latter rather than the broker and demonstrating a lack of awareness for any need for change.

To provide a safe and suitable work environment that can mitigate the likelihood of harm (in all of it manifestations) in equestrian activities, this work has identified a risk management tool needs to be implemented and recommends the uptake of a bowtie as an illustrative model that would fit the needs of equestrian sports coaching. The bowtie model is therefore a key outcome of this thesis and offers an innovative and new direction for risk management in equestrian sports coaching. The strengths of the Bowtie model which make it an ideal fit for equestrian coaching practice include its simplicity, which all levels of stakeholder experience and non-expert could embrace, and the nature of the model being all encompassing (Dujim et al., 2009). This provides equestrian stakeholders with the opportunity to identify and then layer all aspects of risk management within one model to facilitate interaction between components, ensuring full accountability and responsibility for risk is captured in one simple tool. Directors and those with accountability can also utilise this model to assess and disseminate the roles and responsibilities to their workforce. Through this modelling, all aspects of risk can be identified (physical, psychological, reputation and financial) (McLeod and Bowie, 2018). The bowtie complements all the above aspects, the barriers and consequences of actions can highlight the role of education and ongoing training of the coaches. This in turn supports their awareness of how to manage and mitigate the likelihood of harm to their riders. By reducing the likelihood of an event, the risk of physical harm is reduced, along with the fallout of reputational and financial risk in the case of a negative event, addressing the requirement of governance, governing body and the desires of coaches articulated throughout this work.

7.2 Conclusion

The development of this report has been a cumulative undertaking from the composition of a literature review, three studies, and professional discussions with industry stakeholders. It was intended to be the beginning of opportunities for collaborative revision of current equestrian coach education and support.

The coaches, as the practitioners, have suggested that they need support to manage the ever-changing scenarios in which they work. The indication is that they do not

feel that the current provision by their NGB fully meets their needs, which would best be met through the provision of additional training and the availability of a tool or system to complete risk-assessment documentation and procedures around their own practice.

The organisational managers representing the governing bodies (and venues) have a responsibility to address common causes of adverse events and ensure that controls are in place for their business practice; this encompasses their health and safety policies and procedures. This accountability may even reside with the CEO if a case of poor practice were to go to court. A bowtie model would illustrate the range of the controls that should be in place throughout the organisation.

Clear documentation of policies and procedures are the responsibility of both the organisation (NGB) and the practitioner (coach). This is to support the coach, venue, and the managers, and it is fundamentally a legal requirement as well as best practice for both parties. The illustrative value of the bowtie can represent the roles and responsibilities that reside across the organisation, highlighting the accountability of the individuals who are responsible for managing the controls.

8.0 Future developments

Should a single coach, upon reflecting on this study, adjust their coaching practice and consequently reduce the likelihood of injury or harm to any participant, then it has met its objective. The research also has the potential to reach a wider audience and have a positive impact on the safety of many horses and riders.

I am actively seeking collaborative projects within any of the NGBs' coach education programmes where the data from the research could influence training and support within coach education and development.

My intention is to continue to work with the insurance brokers to develop a support product for use by freelance coaches that would not be restricted to those affiliated with any NGB. Such a working relationship will entail a process of refinement,

discussion, and trial and error, but without a starting point, there will be no progression. This document is intended to be that link between the research and key industry stakeholders.

9.0 Contact details

This report is an integral element of the author's summary of the work to be submitted within a professional doctorate (University of Gloucestershire, School of Sports and Exercise). Additional information and further publication may be produced, with anonymised data. For additional information, please contact me by means of the details below.

Author: Joanna Winfield   ██████████████

University Supervisor: Dr Emily Ryall   █████████

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11.0 Supplementary Data

This addition to the executive report provides a breakdown of the data analysis from the questionnaire results. It is intended to highlight where and how the data have influenced the design of the bowtie through the integration of the finding from the core questions and their relationship to the coaches practice. It covers a detailed commentary from Q6 through to Q15.

11.1 Question 6
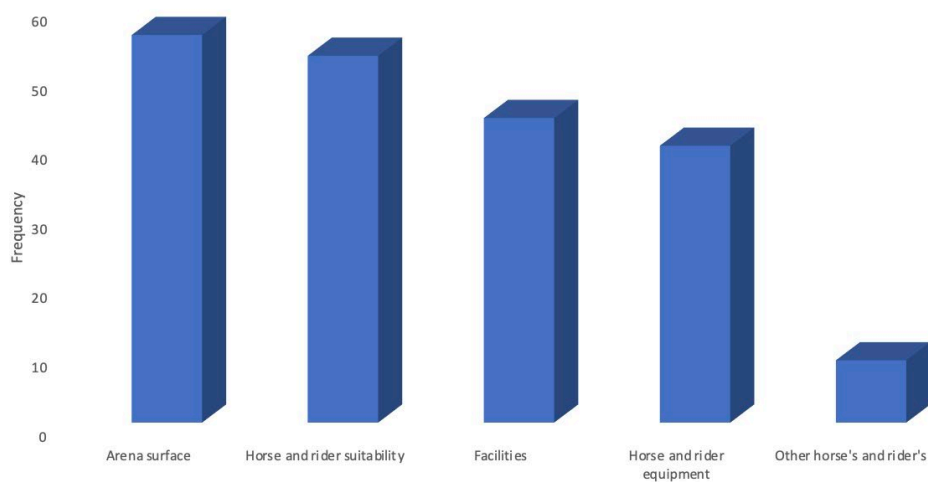
Figure 15: Q6 Possible risks and how these may influence the planned session

Factors that influenced the coach's decision and practices before the start of a coached session were mainly around the area that they must work on (the surface, its condition and suitability), along with the type and combinations of the horse and rider that they were about to coach. Some cross over occurred as the environmental factors influenced the concerns over the ability for the rider's to be safe e.g., a wet and windy day would affect the arena surface and the horse's behaviour.

Development to the bowtie: As evidenced from Figure 17 (p. 61), the arena (training area) and the influence of the weather were integrated into the left-hand side of the bowtie as one of the primary cause or threats to the hazardous of a top event.

11.2 Question 7

Most coaches identified that their place of work, the arena; was the most likely to have produce the main hazard for them to consider when coaching. From the data (Figure 16) the collective responses indicated that the coaches were mainly concerned over aspects that were largely out of their influence.
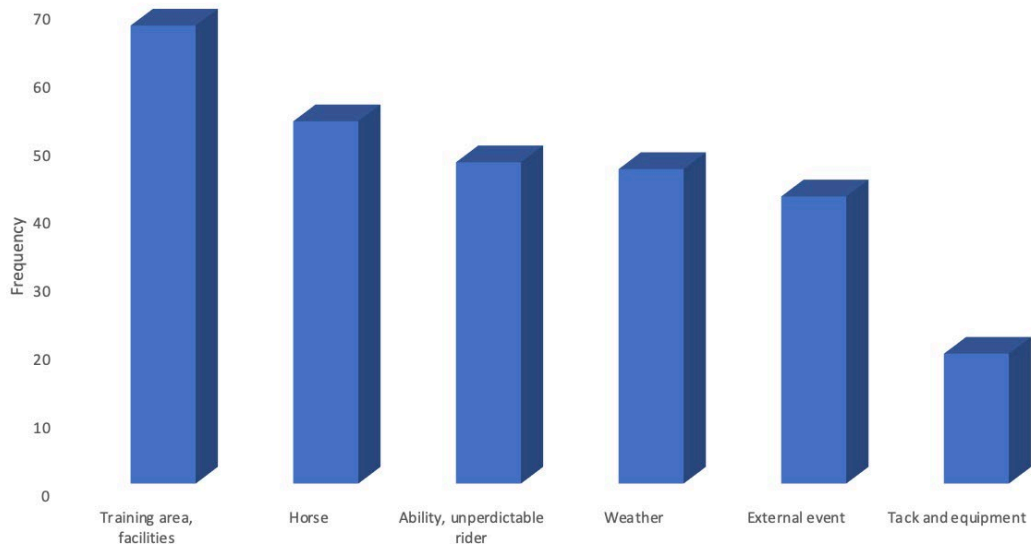
Figure 16: Q7 Ranking of the three main hazards whilst coaching

Development to the bowtie: As seen in Figure 17 (p. 61), the training area and the influence of the weather were integrated into the left-hand side of the bowtie as one of the primary cause or threats to the hazardous of a top event.

11.3 Question 8

This initial question aimed to address what considerations were given by the coach to maintain safety within each of the four categories; the rider (Figure 18), the environment (Figure 19), the coach (Figure 20) and the horse (Figure 21). Although each question had a specific focus the data generated similar themes with the training area (Figure 17 p. 61) again being the main concern, followed by a generic mix of identified hazards.
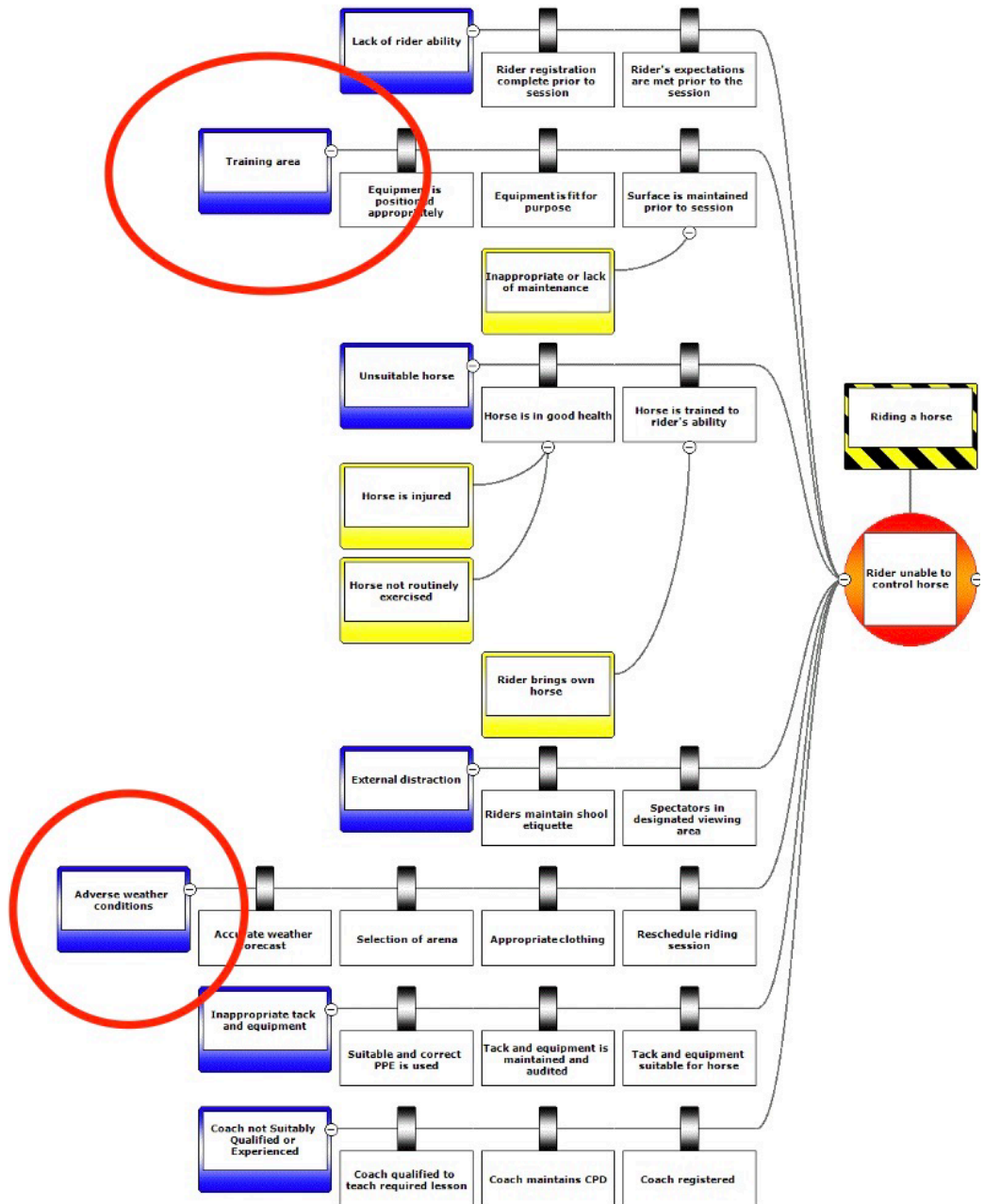
Figure 17: Bowtie structure illustrating the integration of Q7
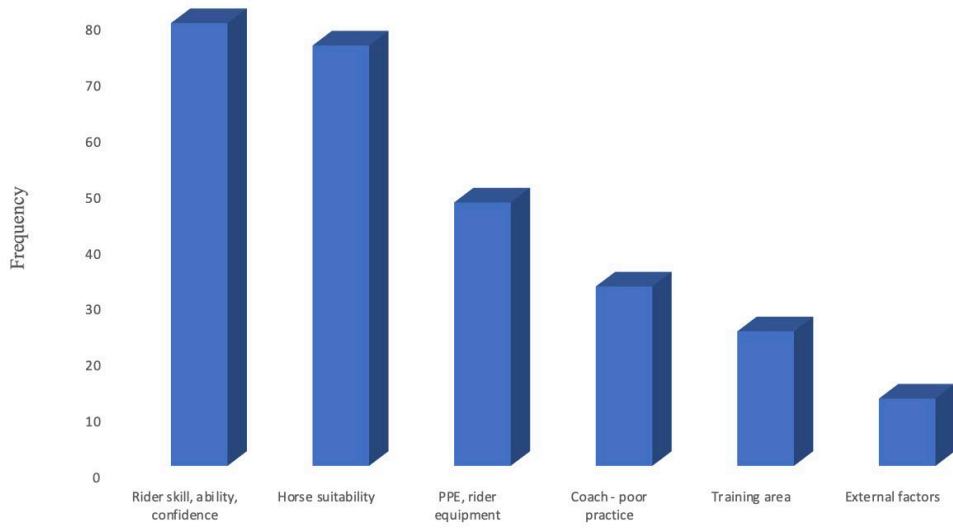
Figure 18: Q8a Key hazards for the Rider
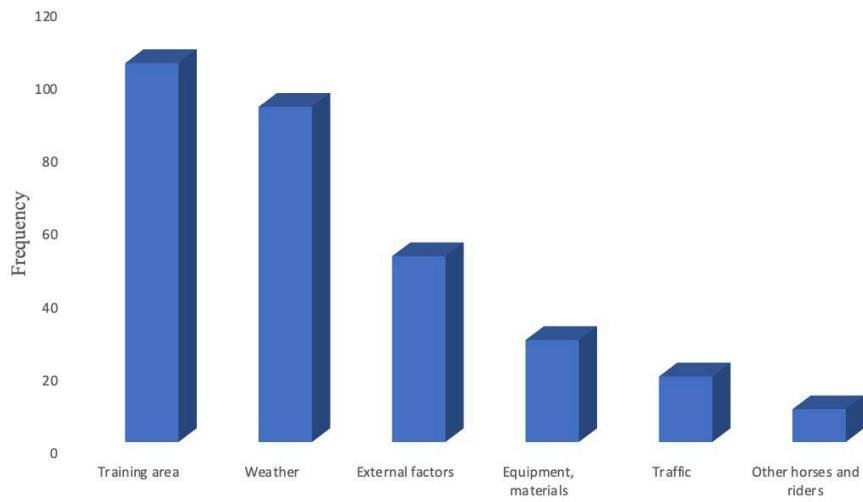
Figure 19: Q8b Key Environmental Hazards
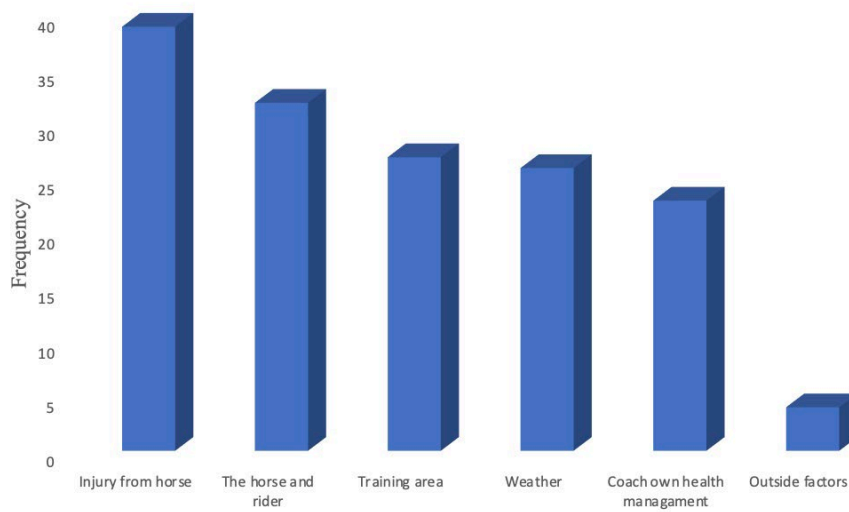
Figure 20: Q8c Key hazards for the Coach
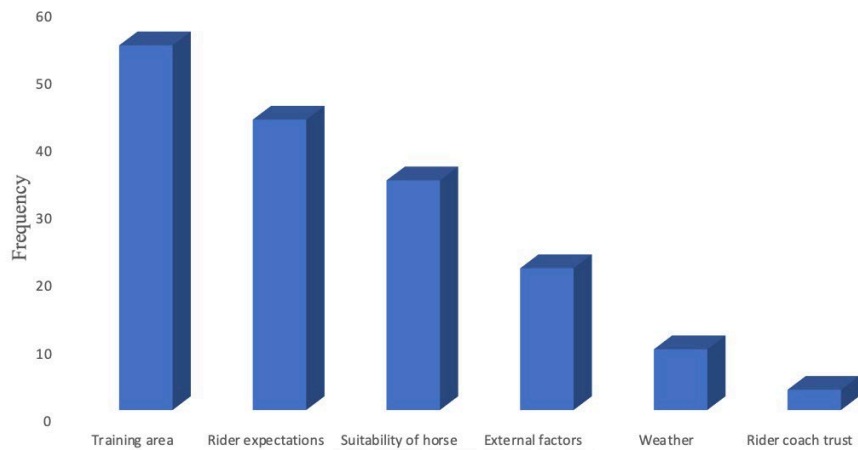
Figure 21: Q8d Key hazards for the Horse

The combined responses were collated, along with Q7 and Q9 to provide a collective overview (Figure 28 p. 67), which assisted in the generation of the complete bowtie (Figure 29 p. 68). Specifically, 'training area' and 'adverse whether conditions' were placed as the principal concerns on the illustrated left-hand-side of the bowtie (see Figure 17). Other concerns raised in response to this question, such as 'horse suitability' (see Figure 18, Q8a) and 'rider expectations' (see Figure 21, Q8d) were used to inform the professional discussion although do not feature verbatim within the final bowtie.

11.4 Question 9
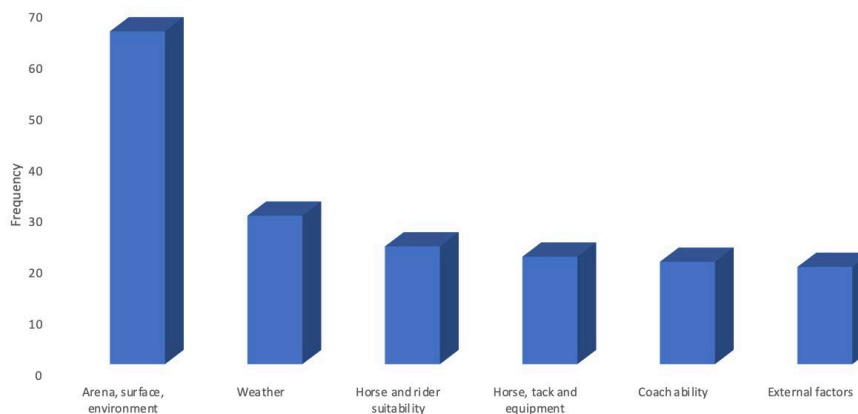
Figure 22: Q9 Top Priority Hazards

The participants had previously completed two questions (Q7 and Q8), which aimed to focus their attention on the range of hazards that a coach may have to consider in their practice. Consequently, it was not a surprise that the data from question 9, produced similar comments. Coaches considered their primary concerns were largely out of their direct ability to influence, with the arena environment doubling its frequency (f=69 vs f=29 for the weather).

Development to the bowtie: As evidenced from Figure 22, the training area and the influence of the weather were integrated into the left-hand side of the bowtie as one of the primary cause or threats to the hazardous of a top event (Figure 23).
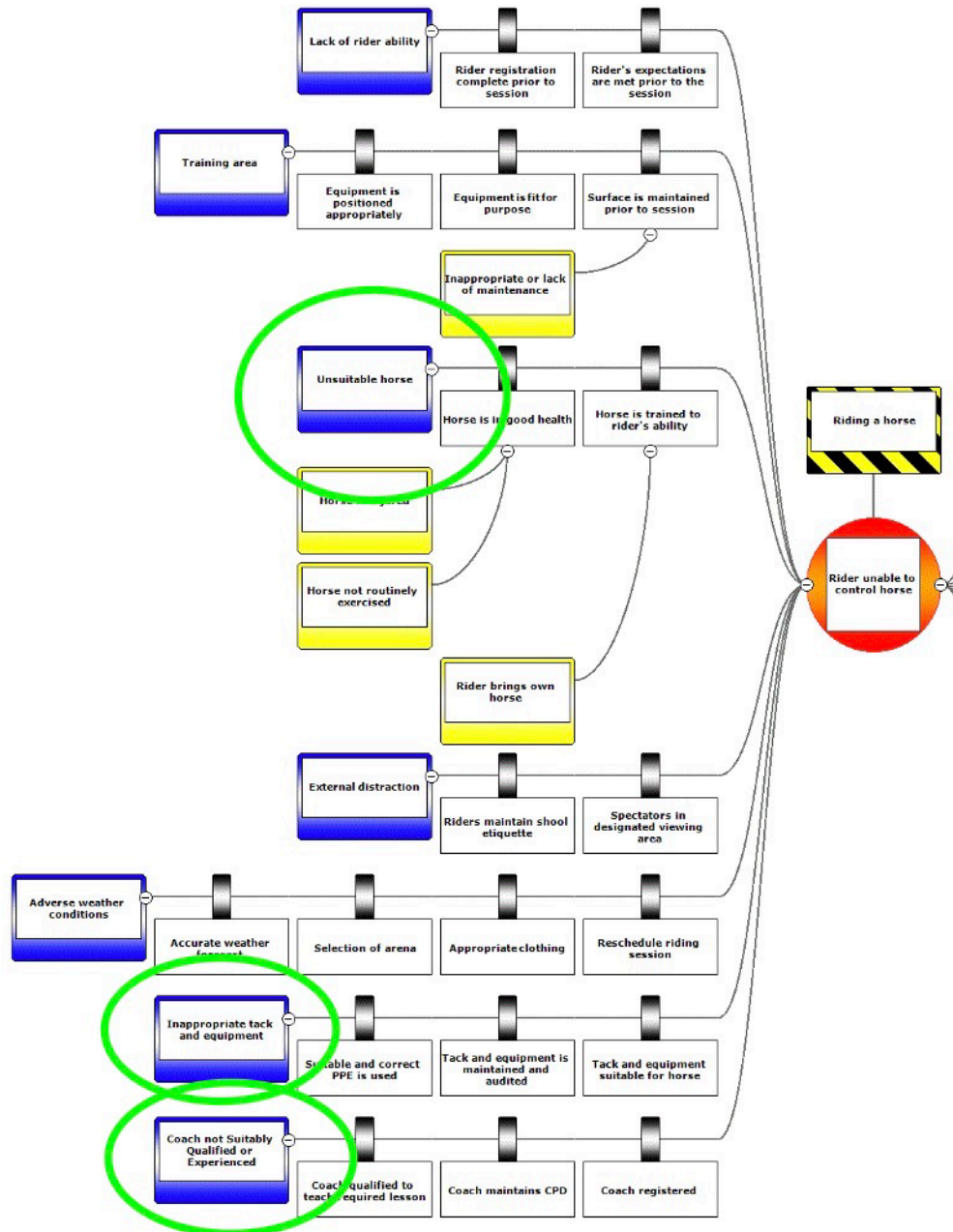
Figure 23: Bowtie structure illustrating the integration of Q9

11.5 Question 10

When asked about the likelihood of a situation occurring that may increase the risk of harm to a participant there was no specific aspects that raised concerns. The introduction of the new horse or rider partnership was considered to carry the most influence, but this was still considered less likely by most respondents. Due to the nature of the activities and the small percentages of responses where there was a concern of the likelihood of an increased risk to injury, this data were not directly

fed into the construction of the bowtie. The views from the coaches were taken to the working party for discussion.
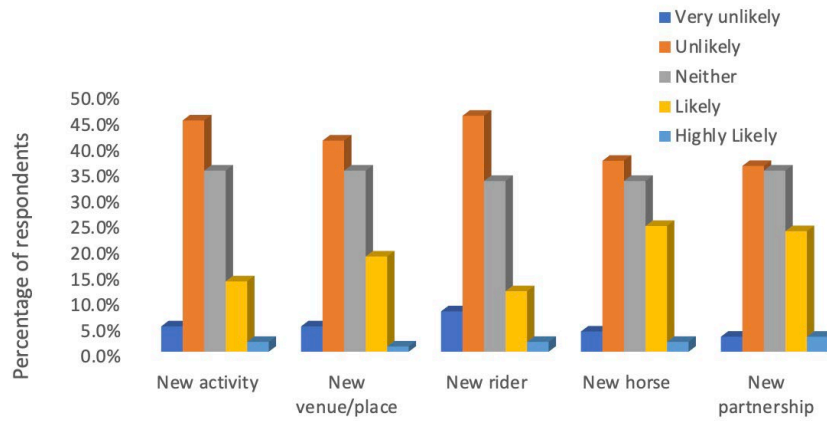
Figure 24: Q10 Likelihood of given coaching scenarios leading to rider injury

11.6 Question 11
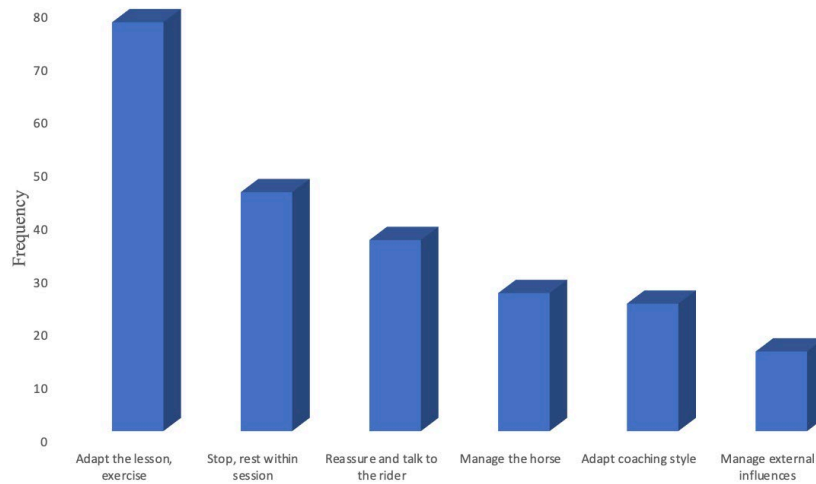
Figure 25: Q11a Measures put in place to mitigate risk
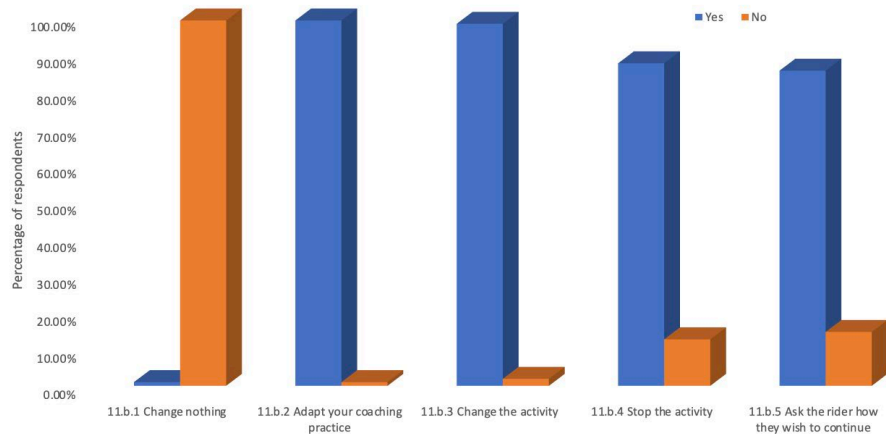
Figure 26: Q11b Which of the following activities would you utilise if you felt a coaching session was becoming high risk

This question was delivered in two parts with typical responses suggesting that the coach would change their practice via adapting the lesson (f=77), taking a break (f=45) and talking to the rider (f=36). The coaches seemed confident in their own practice as noted in Figure 26 (p. 66), that they would be able to recognise an issue and readily adjust and accommodate changes to improve the situation.

Development to the bowtie: The awareness of the coach to respond to a recognised hazard was integrated into the bowtie as part of the management of the consequences as seen in Figure 27 (p. 67), this is on the right-hand side as recovery and mitigation to an event occurring.

The structure of the bowtie was completed by combining the data from Question 7, 8, 9, 10 and 11. Figure 28 show the combined frequencies of response for Qu 7, 8, and 9, which when combined with question 10 and 11 produced the main components of the bowtie (Figure 29).
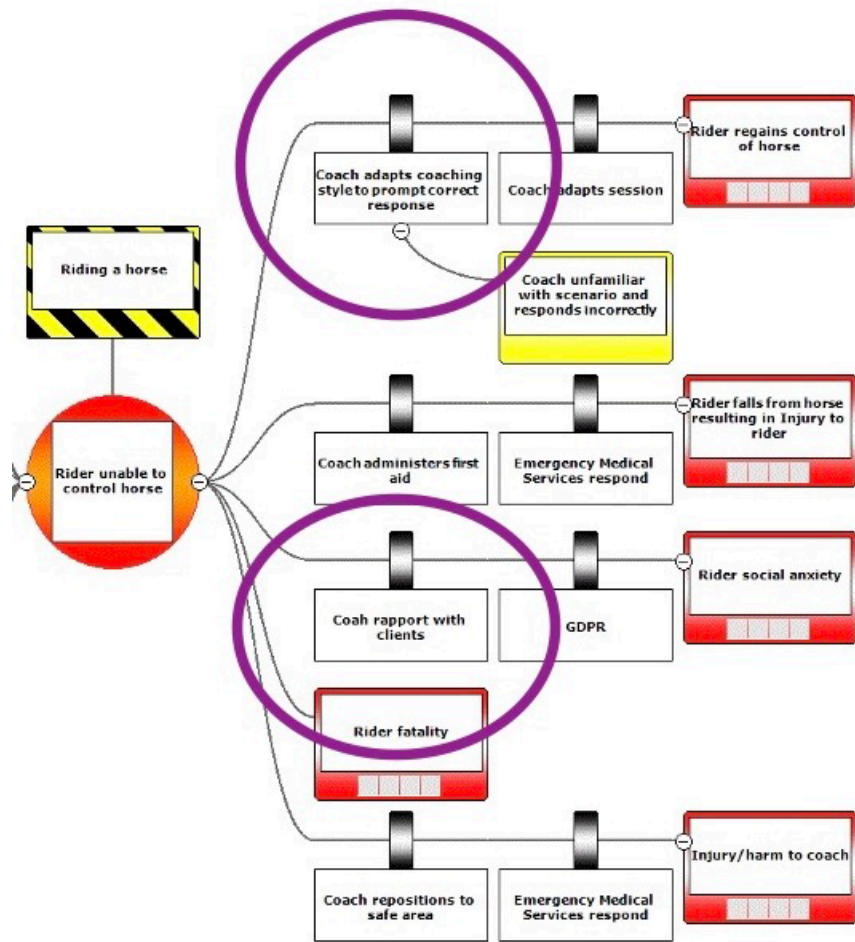
Figure 27: Bowtie structure illustrating the integration of Q11
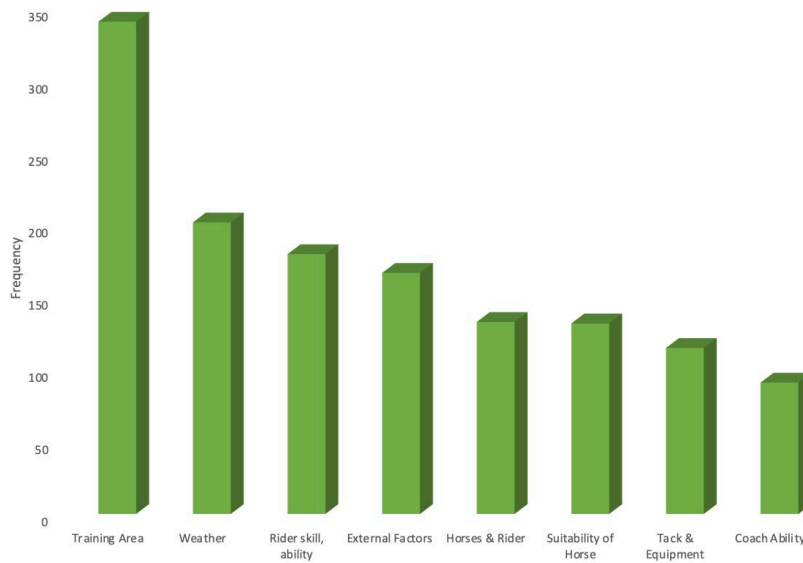
Figure 28: Combined Q7, 8 and 9
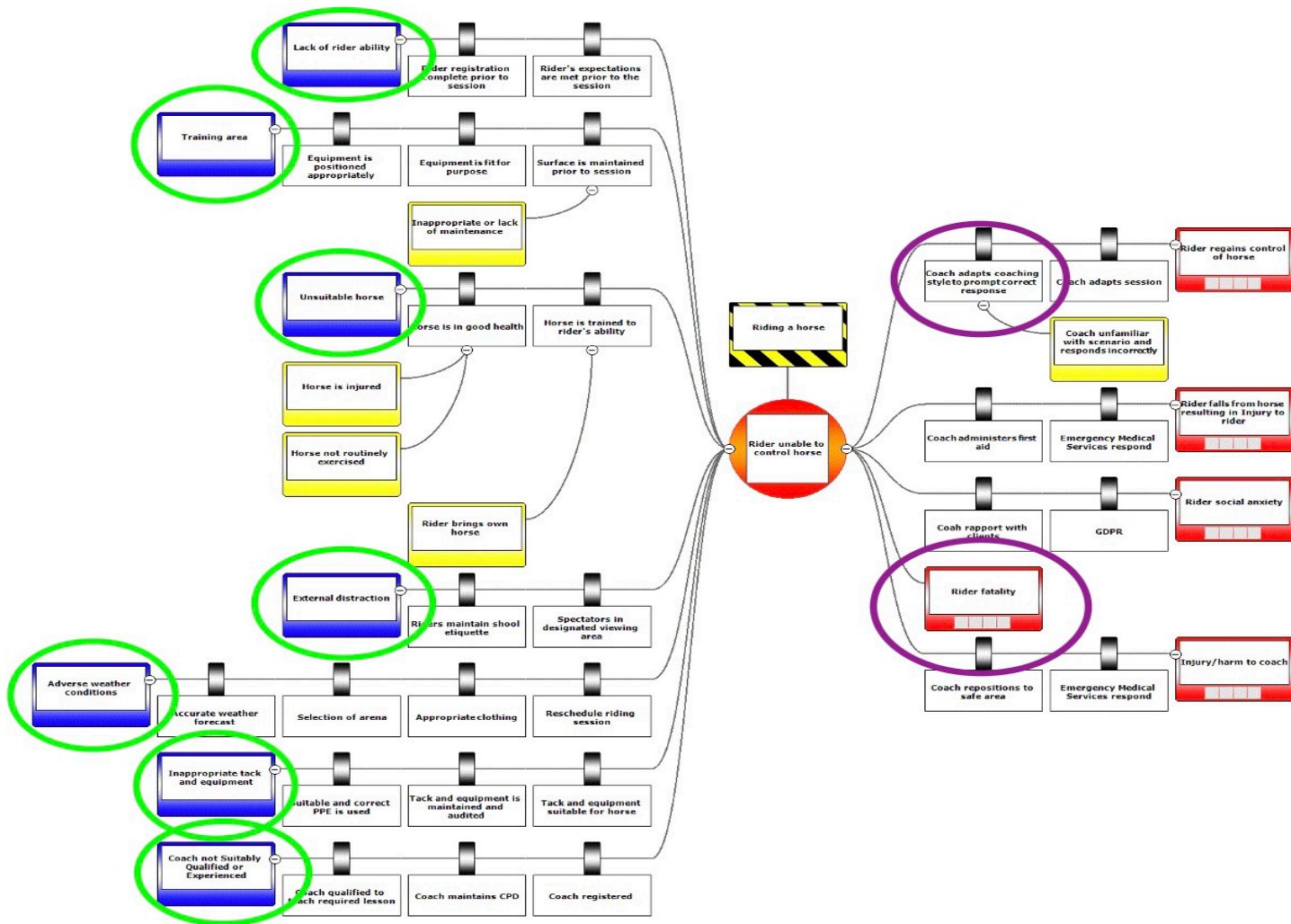
Figure 29: Integration of data to formulate the illustrative structure of the bowtie

11.7 Question 12
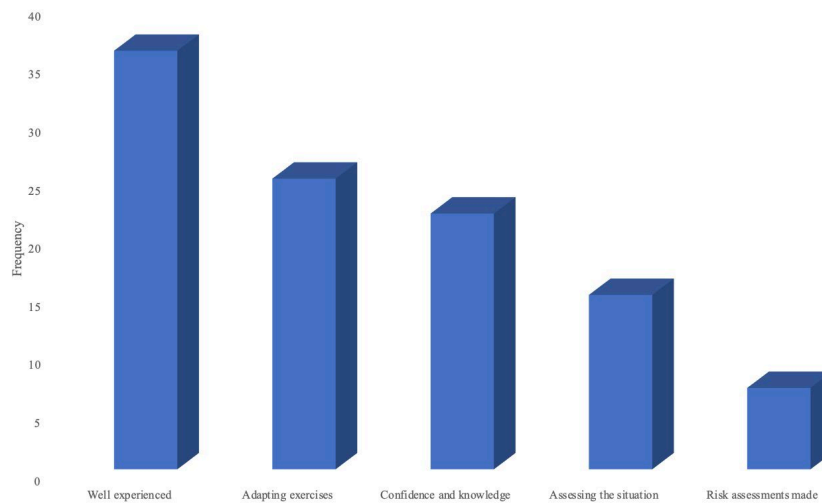
Figure 30: Q12 To what extent do you feel confident to assess and manage risk and change within your coaching practice

Coaches considered elements such as their personal background and education, enabling them to have and to feel experienced to deal with most situations (f=36), this was closely followed by their ability to be adaptive (f=25) in their coaching delivery. The data suggested alignment with Q14a where personal experience was identified as the main reason for them to identify any hazard or risk (see Figure 33 p. 71). Alongside similar responses from Q11a (Figure 25), where they would be able to recognise an issue and readily adjust and accommodate changes to improve the situation.

11.8 Question 13

Most respondents considered that all the four options held some value to manage a changing situation (Q13.1 = 90.30%, Q13.2 = 68.00%, Q13.3 = 68.00%, Q13.4 = 68.00%). This was indicative that the coaches were prepared to adapt and take responsibility for managing the situation as the session progressed. The data from this question were used to support the working party discussions to highlight the positive awareness shown by the coaches in their active decision-making process.
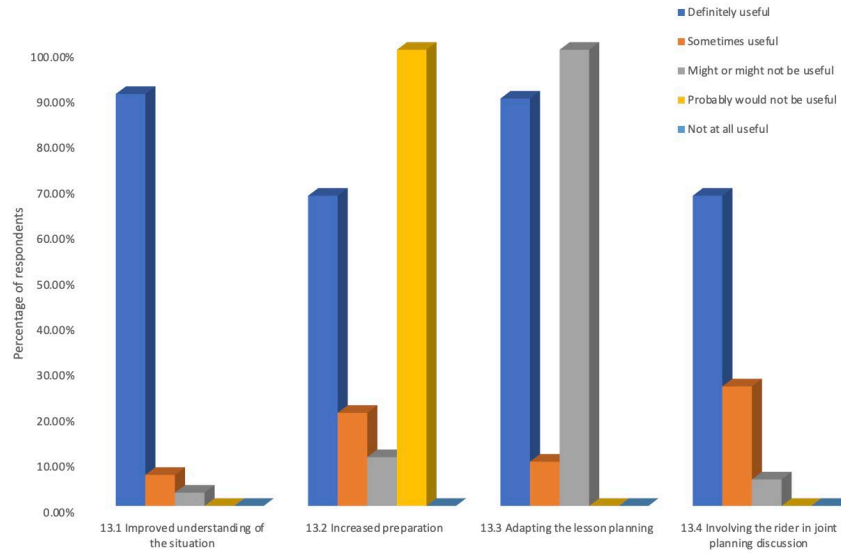
Figure 31: Q13 When managing risk and change during your coaching practice please rate how useful the following factors are.

11.9 Question 14
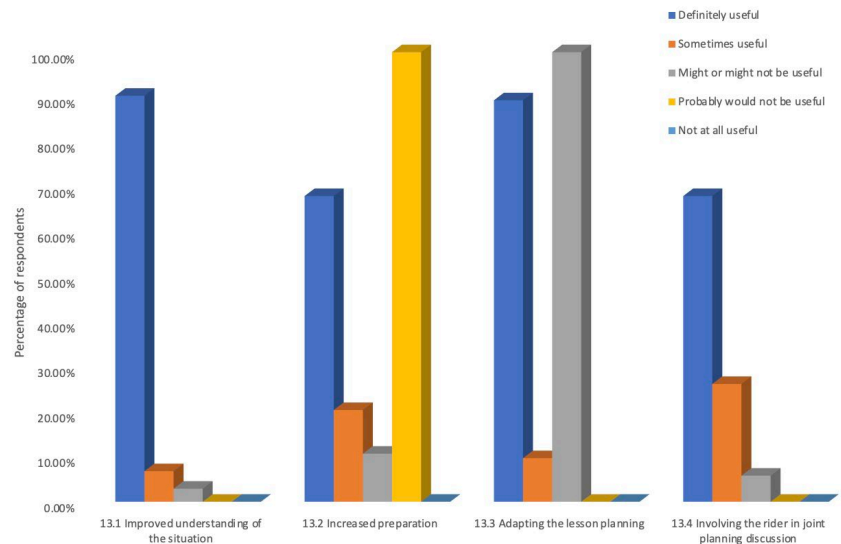
Figure 32: Q14 Please identify if you use any of the following when assessing risk/hazards during your coaching

Question 14 focused on two aspects of coaching practice, the first sought to identify what the coaches were currently using whilst assessing the hazards and risk that they encountered. Experience was the most represented with 91.2%, indicating that this was how they were able to identify any hazard or risk. Very few (8.9%) used an App or form of technology. It was interesting to note that 54.4%, evidenced their practice, although this was not followed up to assess how this was recorded.
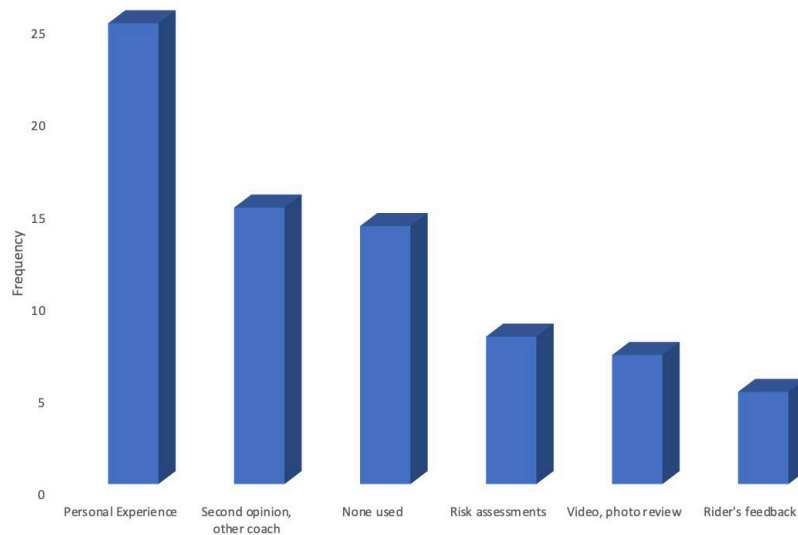
Figure 33: Q14a What Risk assessment tools are used whilst coaching

The second part followed on form the first section and gave the 36.60% of coaches who had stated "other" in the previous question to expand on this. Their personal experience still came in with the most respondents (f=25), with few using an evidence-based tools (risk assessments f=8 and the use of video f=7). The data from this question were used to support the working party discussions to highlight the range of options in use and that their experience was the main factor, rather than any formal training.

11.10 Question 15
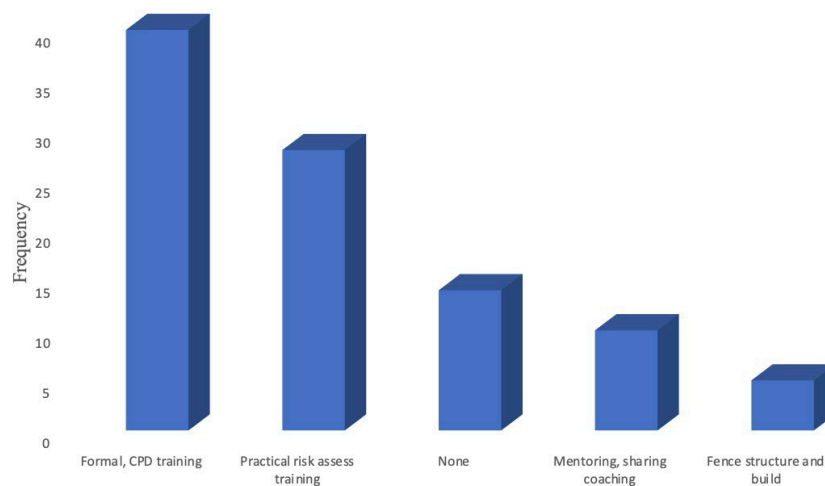
Figure 34: Q15 What risk management training would you like?

The response from this question was suggested that over 70% of the coaches requesting some form of training (f=40 and f=28). With the training being specifically formalised and supporting the practical assessment or risk management. The data from this question were used to support the working party discussions, highlighting the need for formal training to be provided.

11.11 Summary

The main messages that can be taken from the data analysis fed into two key areas, the development of the bowtie, and the working party discussion. The bowtie structure was formulated around several key questions which were Q6 and Q7 to illustrate how the arena (training area) and the influence of the weather were integrated into the left-hand side of the bowtie as one of the primary cause or threats to the hazardous of a top event. The data from Q8 and Q9 provided further details about the unsuitability of the horse, the tack and equipment as well as the coaches responsibility (Figure 28 p. 67). This was combined with the data from Q11 highlighting the awareness of the coach to respond to a recognised hazard was integrated into the bowtie as part of the management of the consequences as seen in Figure 27 (p. 67), this is on the right-hand side as recovery and mitigation to an event occurring. Thus, the structure of the bowtie was completed by combining the data from Question 6, 7, 8, 9, and 11, to produce the main components of the bowtie (Figure 29 p. 68).

The per-tabled questions for the working party were derived from the combined responses from Q10, which coaching scenarios may present a risk of harm to any participant, Q12, how current the coaches were to assess risk, Q14 what strategies were used to assess risk, noting that their experience was the main factor, whilst Q15 highlighting the need for formal training to be provided.

Chapter 5: Professional discussion – Dissemination report

5.1 Introduction

5.1.1 Why undertake professional reflection?

The aim of this thesis was to evaluate the effectiveness of the current safety management systems in place throughout the equestrian industry. In order to achieve this, consultation with key industry stakeholders was required. The opportunity to disseminate my findings and engage in a professional reflective discussion was deemed an essential part of the process in order to determine how they could influence the industry and advance the education of and support for equestrian coaches.

To distinguish opinion from the professional discussions, the content was synthesised and structured around a report, enabling an overview of the discussions to be developed as part of my reflective process and critical analysis of the impact of the studies. To produce a suitable report, it was deemed prudent to follow industry guidance on structuring my reflective process. There are many writing models to consider that have been produced from a variety of industries, such as healthcare and academia, enabling the principles to be adapted to prompt reflective practice (Gibbs, 1988; Kolb, 1984; Sharoff, 2008). In order to embed the activity of reflective learning, a reflective report was used to assess the effectiveness and value of the "critical incident" – the dissemination of the study outcomes to key stakeholders – as suggested by Sharoff (2008). This approach has enabled me to reflect on whether the information presented was clear and translatable to industry practice and obtain their perspectives on the value of the work.

5.1.2 Report structure

I arranged for a professional discussion with the key stakeholders who participated in the study (British Horse Society and South Essex Insurance Brokers) to provide an update on the completed studies and the overall research findings. Due to the ongoing Covid-19 restrictions and resultant changes to the organisations' working practice, these meetings were conducted through an online platform.

I produced a condensed overview of the complete research project within a PowerPoint presentation (17 slides) that was delivered to the audience via MS Teams and Starleaf (the NGB's own online platform). This was offered to the director of the NGB and the insurance broker, both of whom had been participants in Study 1 and 3. The presentation was designed to take 20 minutes, followed by a professional discussion (of up to 40 minutes) on the implications of the research for the organisation.

I incorporated the following into the presentation: 1) an introduction of the professional doctorate and the aims of the thesis; 2) overview of the principles of risk management; 3) Study 1 key findings; 4) Study 2 key findings; 5) Study 3 key findings, and the introduction of a bowtie model; and, lastly, a slide stating the objectives of the current meeting, which led to a discussion on translating the research into practice.

5.2 Aims and achievements

The virtual PowerPoint presentation was an opportunity to deliver the key findings of the project to the parties that had been involved in the data collection within any of the studies. This enabled initial dissemination of relevant data to industry stakeholders, particularly highlighting the potential impact of the studies on coach education. Delivery of the information was managed in two formats: the condensed PowerPoint presentation with a professional discussion, and a more comprehensive document, titled "executive report" (Chapter 4), which was later made available to all the NGBs and insurance brokers who had participated in the first study. Access to this report was deemed valuable as there had been some changes in the senior management of two of the three NGBs, and the new management had expressed an interest in receiving the information and recommendations to support their coach education policies.

Initially, I had planned to circulate the executive report and then engage in discussion, but as my professional relationships with the stakeholders developed, I adapted the approach to a summary presentation to increase and capture their engagement. I was very aware of the time constraints that some of these directors were working under, which is why I delivered a brief presentation rather then send

any pre-tabled MS Word documents that may not have been read prior to the meeting. The delivery via a virtual meeting was less concerning as all the participants had become familiar with such methods due to the influence of the Covid-19 lockdown restrictions in place at the time (Wiederhold, 2020).

The value of undertaking the professional discussion was the ability to have honest and authentic conversations around the key findings of the data. In particular, the potential impact on coach education and the wider implications for specific stakeholders in addressing their organisational needs (training, education, risk mitigation and project development, etc.). Having reviewed a variety of reflective models (Gibbs, 1988; Hébert, 2015; John, 2006; Kolb, 1984), I selected John's (2006) structure, which focuses on learning in mainstream education, as I am the participant engaging in this practice. By using this model, I was able to consider how I developed my own reflective engagement across the different phases of the professional learning cycle (John, 2006). This supported my preference for structuring the reflective process so that I could consider what was I aiming to achieve through the discussions with the directors, when and why I intervened in the conversation, what the consequences were of doing so, and, lastly, how I, and the directors, felt about these discussions.

I delivered the PowerPoint succinctly, which effortlessly led to a discussion on the particular areas that the directors wished to discuss. This natural flow of conversation worked well, as my insights and examples from practice stimulated deeper discussions than anticipated, providing valuable material for me to evaluate the director's opinions alongside the appraisal of risk management models that would suit the industry's needs. I was able to have a comfortable dialogue with the directors, taking care to pause in my narrative and listen attentively to their comments. The use of the virtual platform with video was helpful as I could watch and read their body language as well, which assisted in this listening phase of the discussion (Wise et al., 2013). I asked an open question to initiate conversation and encourage the director to steer the conversation in a direction that was relevant to their interests:

So, from that I don't know does any of that surprise you or is there anything that that you would think I would have expected?

It was interesting to hear that the director was able to relate the data to an ongoing awareness of risk management trends, albeit from a younger demographic, as evidenced by the following statement:

I'm surprised this upbeat data return in respect of how people perceive the risk management elements to it because I think there's been a swing, which doesn't surprise me in a way because of you getting a lot more of a younger age coming through now. [I2]

Through this process, I had enabled the conversation to be participant-led, enabling them to talk about the areas that were relevant or of concern for themselves. I was pleased to hear the engagement, as well as the consideration of how the data were of real value to the organisation, and that they were going to utilise it to enhance their coaches' training needs, or engage in project development to assist in evidencing safety practice for their clients:

… everything we do with the coaches but it's, it's not that proactively been taking forward until probably you and I started these discussions. [O2]

After the initial presentation to an NGB, the director concerned requested that the same presentation be disseminated to the senior management team (SMT):

… those risk assessment processes that have been pulled out from this work, I think there will be some positive correlation that we can look at and see how that can impact in some other areas [non-coaching], so I'd be really keen to bring some of this finding forward to share that wider [SMT], if that's something you'd be willing to do. [O2]

The directive for this was to share the key findings around the participants' attitude to hazard identification and risk management as well as the production of a bowtie model for their organisational considerations. The director believed that the data

would have relevance to any of the departments within this organisation, and not only coaches and their education. Being asked to deliver this additional presentation was an exciting opportunity to share my studies with the many departments within the organisation. I choose to deliver this as an information-based presentation, using the same slides, followed by a five-minute opportunity for questions, with a time limit of 30 minutes. My intention was to enable the translation of my research to practice – Drolet et al. (2011) describe this as "translational research" (p. 3) – through the process of bridging the gap between the concept of my ideas and industry practice. The aim of this was to broaden the stakeholder's knowledge and understanding at an organisational level.

The presentation was delivered as I had expected. The question-and-answer session provoked some discussion, mainly from the CEO about the design and use of the bowtie model. I was asked about the application of the bowtie and its ability to produce quantitative data, which the organisation was aiming towards for their road safety campaign. I explained that, although it is an illustrative model, the bowtie would have the capability to assign ownership to each of the barriers, which in turn could produce specific (quantitative) data. It enabled me to allude to the viability of the bowtie across the organisation's risk management structure, not just limited to coaching. This excited me as the conversation was linked to other safety campaigns that the NGB was already engaged in. Although the director introduced my presentation, the CEO chose to summarise it and provide it to the audience, stating that he looked forward to receiving the executive report (which was later sent to him). I began to feel quite proud of my work and the studies that underpinned it; I have always believed that it would have an impact on equestrian coaching; however, after this meeting, I now believe that this research could be disseminated to a wider audience.

5.3 Outcomes
5.3.1 Desirable outcomes
The general overview of the discussions was that the presentation was well received and valuable for the relevant organisation. Responsibility for various elements of risk mitigation were communicated via the visual representation of the bowtie model, which enabled a diagrammatic representation of the variety of consequences

that may lead to an (undesirable) top event. As the concept of a bowtie model might be unfamiliar to some, I explained the detail of how a bowtie is formulated, and its application to the top event of a rider fall was detailed in the executive report. My narrative alongside the presentation delivered the key points, enabling the message and the impact to be easily understood by a third party. From this perspective, the third party could consider the value of the data, its implications for general coaching as well as its potential relevance to their organisation. The organisation was able to assess the impact of the data on its own needs, such as training, project development or organisational management such as:

> … everything we do with the coaches but it's, it's not that proactively been taken forward until probably you and I started these discussions. …actually, what are the small steps that we can put in place that actually just support the coaches?... so, we're definitely looking at developing well a couple of areas we're really focused on. One is that we looked at how we can enhance the qualification system … to really make sure that the risk assessment and the awareness and the risk management elements throughout the whole of the, of the qualification pathway is robust. [O2]

I felt that the timing of the condensed presentation was suitable, and I was able to produce this as I had already completed the comprehensive presentation (Chapter 3). Knowing that the content allowed me to amend this to an abridged version, I was also confident in my delivery and timing, having had a couple of trial runs beforehand. Consequently, I could deliver the presentation without many notes or prompts. I had considered potential threats to the delivery, such as problems with the virtual platforms or Wi-Fi connectivity. To overcome this, I emailed the presentation to the director a few days before, using this as an opportunity to confirm the meeting as well. I enjoy the feeling of being well-prepared; it allowed me the freedom to focus on the content and be open to any dialogue and feedback from the directors. Subsequently, I enjoyed each of the discussions and felt excited about the impact my research was already having.

5.3.2 Outcomes from the NGB

- Opportunity to disseminate findings to the NGB SMT, particularly the value of a bowtie model.
- Participation in a (pilot) BHS health and safety awareness course.
- Delivery of a CPD course on decision-making for the NGB.

5.3.3 Outcomes from the insurance broker

- Invitation to join the project development team from the insurance broker (design of a coaching tool/system for use when coaching).

5.3.4 Undesirable outcomes

One disappointing element came from the meeting with the NGB, where the data indicated that the coaches would value the opportunity for additional training. In my own reflection on this relationship, I was led to believe that any data that I had shared had been read; however, I am unsure of the degree of understanding of the work by this party. The NGB appears to have reacted to this data (request) by developing a training course on risk awareness and general health and safety considerations, as evidenced by the following statement by the NGB director:

> …how we can build, you know, a three-hour course, an online course that actually just gets coaches talking about it but in a practical real situation. Understanding the legislation, but actually that's the least important, understanding what they can do to adapt their practice change, that and put that in and hopefully that's something we will be launching in the next month. [O2]

My disappointment is based on the data that suggest that the coaches can identify the hazards and are aware of the risks; what they are less confident about is dealing with this information. From the questionnaire data (Study 2), it appeared that the coaches were all able to identify hazards, with most coaches (99.1%) stating that they were confident that they could manage risk and thereby change their coaching practice. This bore no consideration to their age, experience, qualification, or the number of hours spent coaching (Kruskall-Wallis analyses: $p > 0.05$). Although the coaches

acknowledged aspects of risk assessment and management, as evidenced by stakeholder feedback (98.2% would adapt their coaching practice and/or change the activity if a coaching session was becoming high risk; 86.8% would stop the activity; and 86% would ask the rider if they wished to continue), there is still a common misconception in risk training that health and safety is something to be concerned about, as noted in the feedback from Study 2 (Q18):

> Change the perception that H&S is something to be fearful of and will restrict activities, and promote sensible risk management. Give coaches a better understanding of what the law requires rather than rely on social media forums to peddle myths. [anonymous]

The coaches' concerns were that they did not know what to do with this information, and they wanted additional training in order to evidence their own practice and/or be more informed about making the correct decision on their own observations, as reflected in comments from Study 2 (Q18):

> If I felt more supported in this area I would be more likely to teach/coach (time permitting)…Little if any training is given in how to complete the actual forms…Linking new safety and statistic-based information back to coaching would be very useful…I think the idea of developing risk management practices, for coaches, particularly freelance coaches, would be well-received as some of us can be quite vulnerable in certain situations…Although most of us manage risk as second nature, it would be beneficial to have a structured method in place to ensure we leave no gaps. [anonymous]

My recommendation would be that the coaches would find value in training opportunities on how to have 'difficult conversations' with the facility managers, clinic organisers, and those who were responsible for the suitability of the resources that the coach/riders were expected to use, as evidenced by stakeholder feedback (93% would value risk management training and 53.5% would engage with a system if it was available to support this).

5.4 Personal reflection

5.4.1 Adaptive presentation

I had originally planned to produce a set of semi-structured questions in a similar manner to that of the interviews in Study 1 and 3. I had liked the formality yet flexibility of such a method, since the data from these interviews had yielded valuable information. However, after producing the PowerPoint presentation for Chapter 3 and reflecting on the interviewees' engagement (or lack of) in the pre-tabled interview guide, I felt the need to adapt my delivery of the discussion to a more visual representation of the summary of the thesis. This is a commonly encountered issue in the health and safety sector, and numerous studies advocate the use of visual management to increase audience engagement (Tezel & Aziz, 2010; Verbano et al., 2017; Złotowska & WiseMarch, 2015).

I was somewhat surprised that I was keen to adapt my delivery, as by nature my preference is to follow my initial intentions rather than make adaptions, which had not been enforced by any event. Understanding my own pragmatic approach, I often consciously form a plan based on my (unconscious) awareness of options (historical events). Consequently, I rarely change my intentions, unless there is a health and safety or adaptive need to consider (Braun & Clarke, 2019; Crotty, 1998).

I consequently produced an abridged presentation that was focused on the key findings and possible impact on the industry. When confirming the availability with the directors, the virtual meeting was provisionally booked for an hour.

I knew that I would need to deliver the information in an efficient and professional manner to share the key facts and enable the opportunity for a valid and authentic discussion to occur in the available time. I believe that I accomplished this by being able to draw upon my experiences as a lecturer, which has honed my skills in producing lectures that can engage and stimulate thought and lead a dialogue to encourage feedback from others. Subsequently, I do not feel that these methods of interaction limited the delivery of this content. Indeed, the organisations themselves had engaged with remote working via virtual platforms for some time before my meeting. Therefore, I believe that the virtual meeting was an effective mode of delivery for this information. The dialogue flowed freely between the participants,

with much of the conversation around the future opportunities that may be developed, and we agreed to pursue and develop them. The insurance broker had already allocated personnel to a risk management project with the opportunity for me to collaborate with them in due course.

I found the process of producing a concise presentation quite challenging, but it was nevertheless a valuable editing exercise, similar to editing an academic document or precis a substantial document. I wanted to "tell" the whole story, including the hours of work that were unfruitful and therefore irrelevant to this concise presentation. I recognised that I had to set aside my opinion and focus entirely on the factual evidence that was relevant to the core aims and outcomes of the work. I was also aware that I had to take a step back from the work and view it from the perspective of someone who has not been exposed to any elements of the project, as it is too easy for me to see what I thought I had produced, and not what I had stated. I felt that this was successful, as I edited the work and focused on the key facts, limiting the number of slides to ensure that the content could be delivered in a timely manner.

I recorded and reviewed a dry run before delivering the presentation to reflect on my delivery style, use of language and phrasing as well as assess the timing of the presentation. I wanted to ensure that I had suitable visual content to allow me to verbally include additional details on each slide. I wanted the presentation to be just under 20 minutes, allowing me the flexibility to adapt on the day and provide ample time for any questions, since this was to be the focus of the meeting. I believe that the slides were clearly produced with enough information for the viewer to read, providing me with the comfort of speaking in a professional manner. I was cautious not to make any assumptions within the delivery due to my inherent knowledge of the content and vested interest in the project. Upon reflection, I believe that I successfully achieved this. I can only make this assumption based upon my own comfort and the fact that the dialogues that followed were easy and achieved their intent.

I found that the delivery of the presentation was relatively straightforward, but I had some initial concerns over the quality of the Wi-Fi provision and reception for both parties. Although this is outside of my immediate control, I put some contingencies

in place by emailing the presentations to the organisation before the meeting. The presentation that was delivered via MS Teams worked without complications, whereas the presentation to the SMT via their own online platform (Starleaf) was not successful. At this point, I asked the director to upload my emailed presentation, which allowed me to introduce the work whilst it was being uploaded, enabling me to keep to my allocated time. This type of proactive preparation and planning is normal for me, as it enables me to feel in control of the things that I can manage, allowing me to reduce any stress or anxiety over elements that I cannot control. Consequently, I felt that I was able to react effectively to the lack of connectivity and still feel confident in my delivery.

As a coach who predominantly works in real time in a face-to-face environment, I readily engaged in the conversations that flowed from the presentation (Winfield et al., 2013). I have these types of discussions with my clients on a regular basis, looking for solutions to an issue through a narrative with my riders and/or owners (Vargas-Tonsing & Guan, 2007; Winfield et al., 2013). I enjoy the ability to synthesise the range of information that may develop from a narrative and formulate patterns of behaviours and training programmes. I felt that there were strong similarities to the professional conversations with these directors. Without their input on my work and their industries' considerations, I will not be able to progress the findings of my studies to add value to the equestrian coaching industry. Consequently, I found these meetings to be an enjoyable process.

5.4.2. Improvements to the PowerPoint delivery

Upon reflection on my decisions, it was clear that the inclusion of the short presentation had generated more time and efficient engagement to discuss feedback from both parties, which was successful. The abridged overview of the project was well received by all parties and enabled the stimulus of the conversations that followed. Consequently, I believe that the output (and my achievements) of these meetings was that they met my expectations. In fact, my expectations were exceeded, as I was asked to disseminate my research to the SMT, and I was pleased to observe a genuine interest in the project.

The narrative with the NGB director seemed to generate a reactive response to the data, with an immediate training course being developed by a health and safety

contractor with the aim of rolling out the online course out to all their NGBs' coaches. This director appeared to consider that the delivery of the training was indeed meeting the coaches' needs, rather than reflecting on and evaluating the data that suggested that the coaches needed support in evidencing their own coaching practice, or guidance on their decision-making. In organisational growth, the more innovative companies actively encourage suggestions from outside parties (i.e., proactive and reactive attention) to support their development (Dahlander & Piezunka, 2014). Based on its reactive approach to risk management, instead of adopting a proactive approach to the organisational needs, it seems as though this organisation is still developing in this area.

The second meeting had a more collaborative exchange between the parties, with both parties considering the opportunities to take on the evaluation of the data and, consequently, the impact of this information in their coaching practice and risk mitigation strategies. The insurance broker gave the impression that their organisation was proactive in areas such as product development, and it was following its developmental interest in designing a tool/system that their members could apply within their business practice. I had been kept involved in the development of a system or tool to support coaches from the onset of sharing my thesis intention and raw data. I believe that this organisation does take a proactive approach to collaboration and aligns itself with the findings of Dahlander & Piezunka (2014).

5.5 Professional skills development

5.5.1 Precis of information

Engaging in this process required me to further my presentation skills to produce a concise presentation from a precise version of the full presentation in Chapter 3. Initially, this was challenging due to the need to reduce the content without deducting from the core information. The solution was discussing the thesis with people who had no prior understanding of the industry. To maintain their interest, I considered four points: 1) the topic had to make sense to a layperson; 2) the language had to be simplified, with reduced equestrian and health and safety terminology; 3) the results had to be clearly justified from the data; and 4) the outcomes had to be clearly and simply stated. On completion of this task, the information was reduced from the 46 slides in Chapter 3 to 17 in the condensed format. Further reflection on

the process to precis the presentation slides led me to honestly question the structure of previous chapters and consequently refine and re-edit the content.

5.5.2 Lessons learnt

I believe that my delivery of the content in this mixed format of PowerPoint and professional discussion worked well. It was clearly structured and enabled both parties to engage in a professional conversation. Although, as noted by Wise et al. (2013), it may be hard to determine the authenticity and engagement of the participants in a virtual environment, where body language and other subtle signs are harder to interpret, I found that this was not an issue for these meetings. This was possibly due to the fact that both parties knew each other professionally. However, I do believe that face-to-face meetings are still important to validate intention and commitment, as the physical environment facilitates engagement (Wise et al., 2013).

I felt that the three meetings went well; I disseminated the information that I wanted to and I acquired valuable feedback that I was able to use in my personal reflection. If I was to deliver these again, I believe there would be very little that I would need to change. I do know that I can get too close to a topic when it is familiar and important to me, so at present I believe that all the aims and intentions were achieved. I am quite prepared to contemplate that if I revisited this work in a few months' time, with a fresh viewpoint, I may notice aspects that I would indeed adapt and improve.

Chapter 6: Testimonial and professional reflection – Industry impact

Chapter 6 Professional reflection

Full presentation is available within the digital submission folder

6.1 Testimonial: SEIB, Deputy CEO

Jo Winfield initially approached me back in 2019. Jo and I have known of each other through the British Horse Society, a long-standing client of my company. Jo requested assistance with her PhD in relation to the Risks coaches need to identify when working as a self-employed person. Jo, who is a very competent coach and leader in the Equine world, clearly set out her objectives that she wanted to achieve for her thesis and requested assistance from my company, from an insurance perspective. With any work of this nature, she quickly established that you do need to realign yourself once the initial fact find of data and reports were undertaken and that it does take some time to understand the initial question you set yourself takes on many guises.

SEIB as a business had already experimented with an APP and client listening around Risk Management factors but having Jo on board gave the business a broader perspective of information and data not specifically insurance-led. The working party on 2nd July 2020 gave not only Jo a clearer perspective of where we should focus but also assisted SEIB as a business to re-evaluate the potential pitfalls that could occur on our own project. There were a few surprising results, however good data that gave a broad understanding of where the industry has progressed.

On delivery of the data collection from Jo on the 22nd April 2021, we could clearly see that the work SEIB had undertaken was also equivalent to the information Jo had extracted. This has allowed us to move forward with reinvestigating a suitable on-line software solution which we have now ramped up into a project within the SEIB group. We have asked Jo if she would be happy to continue to advise us specifically relating to equine coaching, however with Jo's broad equestrian experience this will

allow us to utilise her skills into the Riding School and Equestrian establishments sector.

Jo has worked tirelessly on this project and has clearly tackled this thesis not only from an Equine perspective but something that could be relayed into other high exposed sports to assist coaches when recognising risk and the tools that are necessary to proactively assess, prevent or, if removal of risk is not possible, mitigate.

From an insurance perspective, Jo established that there is a huge disparity around the tools available to coaches but also how insurers expect the information to be collected and stored. It was jointly discussed that more could be done around the educational piece. Interestingly, it was highlighted that there is no need for compulsory insurance cover to be a coach, and potentially many were exposing themselves. Jo took this on board and understood that there needs to be a real push on education for coaches. She questioned how that could be accessed, even taking on board that students should have more exposure to risk, and perhaps requiring an Insurance / Risk section within any studies to be more intense, not just touched on as it currently is. She identified coaches were aware of risk but generally didn't have the tools or confidence to assess or protect.

Jo's journey with her thesis has clearly opened up her thinking on the components of Risk, but the key to deliver is the education/communication. Being in the field, literally for equine coaches, does also throw up the issues of online tools and accessibility. The industry has come far in the last 15—20 years, but Jo has identified that it needs to do a lot more. Guidelines and a central pooling of paper electronic trailing risk assessment would be the ideal solution, educational support from student through to professional would be another area of focus.

It has been extremely helpful to have Jo's input in our work, as I know this has been for her whilst she has been undertaking her own investigations. We greatly value Jo's input and she has built up relationships with the SEIB team outside of our initial contact.

One of our specialists has recently provided advice virtually on an educational seminar with some of Jo's students, as part of a wider educational piece which demonstrated the need to expand the communication with those entering the sector.

Jo has indicated this is not just a thesis for her but a lifelong project, as it affects her and her fellow coaches in this industry. Jo will continue to work with us past her PhD, and it has been a pleasure to have her on board supporting SEIB with their own Risk Management Development.

XXX X
Deputy CEO
SEIB

6.2 Testimonial: BHS Director of Education

Risk Management is critical for the equestrian sector. It enables us to reduce the significant dangers which can cause major challenges to the future of the sport, as well as to the lives of riders and horses. Understanding how to manage risk and embedding updates within the education pathway, both through formal and informal education, is essential to keep participants, coaches and horses safe.

I cannot speak highly enough of the work and research conducted by Jo Winfield. She has been at the forefront of helping The BHS, along with Member Bodies from other disciplines, to identify and understand the challenges associated with risk management; ensuring we can consider both strategically and operationally the approaches we can take to manage the risk with our workforce across the industry.

Jo's research has led to the BHS reconsidering our approach to risk management training for our workforce, especially our coaches. It has helped us enhance our relationship with our insurance company and ensure we utilise latest industry data to engage and support the training of the workforce.

Too often in research, there is neither a clear industry need nor any direct impact on future industry practices. This is not the case with the work of Jo Winfield. Her research is leading to significant changes in practice, which, in the view of the BHS, will likely lead to a decrease in the number and severity of incidents and potentially save lives.

The BHS would like to congratulate and thank Jo on her work, her research and her findings.

XXX X

Director of Education

The British Horse Society

Chapter 7: Summary

7.1 Achievement of the research question

The aim of the thesis was to evaluate the effectiveness of safety management systems in the equestrian industry, which could advance the education and support for equestrian coaches. This has been achieved through engagement and consultation with key stakeholders within the equestrian and associated insurance industries. From the completion of three studies, it was evident that there was no specific safety management system in place in any of the NGBs, and, additionally, there was an appetite to produce a risk management model that could be implemented at an organisational level. Consequently, a bowtie model was developed and recommended as an illustrative safety management model suitable for implementation in equestrian coaching risk management.

A bowtie diagram is an integrated probabilistic technique that can illustrate accident scenarios by assessing the probability and pathways of occurrences (Duijm et al., 2009). A bowtie model was suggested for risk management in equestrian coaching, as it could encompass the existing, although basic, safety policies and procedures which were largely dependent on risk assessments and accident reporting. This is important due to the traditional nature of equestrian training, as recognised by Williams and Tabor (2017), who suggest that "the equestrian industry has a broader responsibility to ensure riders have access to sufficient and suitable education mechanisms" (p. 31). Currently, these risk assessment and accident reporting documents appear to have been collated and stored without any review and acknowledgement of coaching practice or development. Integration of these documents into a bowtie would enable specific ownership of the identified hazards (Culwick et al., 2020; McLeod & Bowie, 2018). Subsequently, the data presented in a bowtie may prove easier for an organisation to review and manage as a means to proactively manage the effectiveness of their safety management system (Cormier et al., 2019).

7.2 Meeting the research aims

Table 4. Identification of where the research aims have been met throughout the thesis

Research aim	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7
To identify the hazards within equestrian coaching	--	✔	✔	✔	✔	--	✔
To evaluate the associated risks	_	_	✔	✔	✔	✔	✔
To suggest controls and mitigate the identified risks	--	--	✔	✔	✔	✔	✔

7.2.1 Objective 1: To identify the role of educational training within equestrian coaching, to support coaching practice in relation to risk management.

As noted in Table 1, this aim was considered and met in several chapters. Initially, a literature review in Chapter 2 was undertaken to explore if, where, and how hazards (which create a risk) were considered in the various aspects of coach education, risk management in coaching, and organisational risk. It was evident that this was an area of limited research, with much of the literature being rider-focused (Havlik, 2010; Hawson et al., 2010; Inness & Morgan, 2015; Williams & Tabor, 2017). A summary

of the key work which underpinned the literature review and design of my studies is provided in Table 4 (Appendix 10 Summary Literature review p. 381).

Chapter 3, the PowerPoint presentation, integrated the three studies. Two of which were relevant to this aim. Study 1 elicited some insight to the practices and views of those professionals working specifically in areas of coach education and insurance (brokerage) of an NGBs' coaching databases. From these interviews it became apparent that, although the insurance brokers understood the threat of an incident, the risk management training and education (or lack thereof) for coaches was limited, as evidenced by the following comment from an NGB:

> We say obviously it needs to be in place, we send them guidance, but we don't actually get copies back of what they do so it's a bit difficult to say, really what currently people do, do. [O1]

> There is no formal training that we provide from the [organisation]. The primary thing that the [organisation] does is an assessment body rather than the training side. [O2]

It appeared from the questionnaire data (Study 2) that the coaches were all able to identify hazards, which bore no consideration to their age, experience, qualification, or the number of hours spent coaching. However, the coaches were less confident about how to act upon this information. This is indicated through the response to Q5a: "Have you received any formal training in risk management?" This produced 85 responses, including comments such as the following:

> I complete risk assessments but I'm never absolutely sure if I'm doing them correctly. I would like some formal training in this area, please … Training within coach training but no formal risk management sessions … Nonspecific to equestrian activities or training in this type of environment. [anonymous]

There was some repetition of the aims for Chapter 4, the NGB executive report, in which the content was adapted and designed for the industry stakeholders. The report included the study results as previously discussed, in addition to the professional discussions in Chapter 5. In summary, the risks that have been identified by the organisation lie jointly with their own management of practice and their management of their own coaches (Study 1). The coaches were able to identify hazards arising from four areas: the horse, the rider, the environment, and themselves. These could lead to, but would not be limited to, the risk of harm to the rider, horse, and coach.

7.2.2 Objective 2: To evaluate current practice of risk and risk management, and risk in equestrian sport coaching, and to determine their efficacy.

As identified in Table 1, this aim was considered and met in several chapters. To evaluate the associated risks (from the hazard identification), the data from the initial studies were explored, producing an overall evaluation of the studies. Chapter 3 and 4 (PowerPoint presentation and NGB executive report), presented similar information but in a different format (for different audiences). Included in these were the key findings from the studies. Through thematic analysis, the first study generated many direct quotations (Braun & Clarke, 2019). Through this evaluative process, the need to collate information (through a safety management system) to support a transparent management of reports and paperwork was recognised, as noted by the following statement:

> But yes, I guess that would be a good way of having the records available, and for (the organisation) to check whether they are actually being carried out in the way that it should be. [O2]

When considering the responsibility of those managing the risks, there is some variance between the organisation's view on responsibility and the coach's role in managing the information in their coaching practice (identification and risk assessment). The following comment highlights the organisation's view:

> It will just be stored, a bit like accident report forms. The coaches send us accident report forms, we only have them for our information, and we store them. We're not going to do anything with them so, again, that's the coach's responsibility, to monitor and keep documentation. [O2]

From this quotation, it was evident that the risks were being identified from the data in the second study; but in combination with the data from the first study, there is a discrepancy between the acknowledgment of the accountability and the responsibility for the management of this information. Work by Sinfield et al. (2020) in recreational paddlesport suggests that the education of coaches may be best served if it is structured around the skills they require to undertake their role rather than their technical performance. The studies have identified that there is a demand (from the coaches) and a need (identified by the organisations) for additional training in these specific skills. Combining this recent research (Sinfield et al., 2020) with the study findings warrants further investigation into the use of a management system that would support both the practitioner and the manager.

Dissemination of the data via the professional discussions in Chapter 5 enabled conversation around the evidence that risks existed, which led to an awareness that there was a need to become proactive in the management of these issues, as the following feedback suggests:

> So, we are people and I, for example, and [the organisation] think that many of our coaches saw this risk assessment as dealing with an instant and dealing with the impact of a fall or what they had to do and the forms there to fill out, or the processes they had to go through with insurance firms or dealing with an accident… for me, this work for us, as an organisation, to me personally, has taken a risk from a reactive process to a proactive mindset. [O2]

It was positive to receive similar viewpoints via the testimonials submitted in Chapter 6, with the work being recognised through the generation of relevant data and the evaluation of the studies. Feedback via the testimonies that this has been valuable to the organisation is recognised through the following statement:

> … [the researcher's] research has led to (the organisation) reconsidering our approach to risk management training for our workforce, especially our coaches. It has helped us enhance our relationship with our insurance company and ensure we utilise latest industry data to engage and support the training of the workforce. [O2]

In summary, the feedback from the testimonials provides an industry awareness that not only this aim has been met, but that it has been taken on board by the collaborative partnerships within the study, thus supporting the advancement of equestrian practice.

7.2.3 Objective 3: To create an appropriate tool for raising risk and risk management for governance to support equestrian coaches in the awareness of hazard and risk management.

The organisational managers representing the governing bodies (and venues) have a responsibility to address the common causes and the controls in place for their business practice (Wachter & Yorio, 2014). This encompasses their health and safety policies and procedures. This accountability may even reside with the Chief Executive Officer if a case of poor practice were to go to court. Through the accumulation and analysis of the three studies, the following two suggestions were made to the key stakeholders, which were highlighted in Chapter 3 and 4, as well as the professional discussions in Chapter 5.

1. Additional coach education and training
   The coaches, as the working practitioners, have suggested that they need support to manage the ever-changing scenarios in which they work. The indication is that they do not feel that the current provision of their NGB fully meets their needs. This would best be met in the provision of additional training and the availability of a tool or system, to complete risk assessment documentation and procedures around their own practice. It was reassuring to note that the testimonials in Chapter 6 also recognised the development of the work as noted below:

> The industry has come far in the last 15–20 years but [the researcher] has identified it needs to do a lot more. Guidelines and a central pooling of paper electronic trailing risk assessment would be the ideal solution, educational support from student through to professional another area of focus. [I2]

2. A bowtie model (which was introduced in Chapter 3 and 4) would illustrate the range of the controls that should be in place throughout the organisation. Alongside the industry awareness is the recognition that the work must be ongoing, it does not stop with the thesis and should provide a platform for the development and progression of coaching education and practice. This has been acknowledged as follows:

> … research has led to [the organisation] reconsidering our approach to risk management training for our workforce, especially our coaches. It has helped us enhance our relationship with our insurance company and ensure we utilise latest industry data to engage and support the training of the workforce… research is leading to significant changes in practice, which, in the view of the [the organisation], will likely lead to a decrease in the number and severity of incidents and potentially save lives. [O2]

This research aim is best summarised by the suggestion that the uptake of a bowtie model, which can represent the roles and responsibilities throughout the organisation (Ferdous et al., 2013a), and highlight the accountability of the individuals who are responsible for managing the controls, should be considered for use in the equestrian coaching industry.

7.3 Study findings

The three individual studies have informed the structure of the thesis; each study has led to the development of the next, dynamically growing and creating original ideas for the design of the subsequent study. Cumulatively, these studies have identified that there is a need for the following:

1. Additional training on risk management through the identification that the coaches were aware of risk, but generally did not have the tools or confidence to assess or protect themselves.
2. There is an opportunity for the design and development of a suitable online software solution for the evidence and management of pre-planning, risk assessment and risk management coaching practice in collaboration with the insurance broker.
3. A bowtie safety management system should be embedded in the organisation's risk management strategy, as it can represent the causes and consequences of the possible hazard of a coached rider falling from a horse.

7.3.1 Summary: Study 1

The study comprised six semi-structured interviews with three NGB directors of coaching and education organisations, and the three insurance brokers who work directly with their NGBs. The interview focus was on the stakeholders' assessment of organisational risk within its coaching community, which was structured into a questioning guide (Keegan et al., 2009). The aims for this study were:

1. To determine the perception of risk assessment (RA) and decision-making by the coaches within each NGB.
2. To identify what information could be of use to the NGB about their coaches within their specific field of practice.

Upon conclusion of the interviews, the data were scrutinised through an inductive thematic analysis, which – through open coding – produced eight key areas of focused coding (Keegan et al., 2009), (Table 1. p. 94). From the thematic analysis, it became evident that there were management and policy differences between an individual governing body and their broker. These differences identified cohesion between the NGB and their broker, with both showing collaborative awareness and understanding of their own policies. There were some anomalies between individual NGBs, which suggests that each organisation had its own approach to their coaches' management.

In summary, the risks that have been identified by the organisation reside jointly with their own management of practice, while their management of their own coaches were categorised as follows:

1. Organisational responsibility, encompassing their responsibility for policies, procedures, and practices, along with their ability to evidence their ability to evaluate and review the documentation.
2. Their coach's responsibility, covering the coach's employment status (freelance or employed), and their own coaching practice and effectiveness (NGB executive report; Figure 2, p. 16).

7.3.2 Summary: Study 2

The second study was a questionnaire that had been distributed to the coaches. The study was designed as an online questionnaire (Bristol Online Survey), with a combination of open, closed and Likert scale questions (Bryman, 2015). These questions were designed using a mixed methods approach to initially enable deductive themes to be generated, after which inductive questioning was utilised to elicit more detailed and in-depth information (Newton, 2010). Likert scales aligned with the key risk statements and ranked question responses were integrated to produce empirical data, defining, and grouping risk types. The open questions were used to allow the participants to respond from their personal interpretation of risk. Frequency analysis, as discussed by Bryman (2015), was employed to identify any sample characteristics within the demographic data and scoring patterns for the ordinal data obtained from the Likert questions. The aims for this study were:

1. To ascertain if equestrian coaches had any concerns within their professional practice in respect to risk management.
2. To consider if the coaches would value additional support or training in any specific area from their NGBs and, hence, engage with a tool to support their coaching practice.

The participants were recruited via the three NGBs' databases from the BEF disciplines that delivered cross-country training as part of their coaching delivery

and coach education. The survey was distributed via the NGBs' own electronic educational platforms and links to social media, such as closed Facebook groups (British Horse Society Accredited Professional Coaches and the Fellows and Instructors [F&I] Association) and the BHS E-news (electronic bi-monthly update) with 1,713 members. The BE distribution was directly mailed to 179 members, and The Pony Club used a direct mail drop to approximately 3,000 members. There were 114 completed surveys, with a completion rate of 14%. The analysis of the qualitative questions produced few statistically significant results, with more valuable data being derived from the qualitative analysis. Questions 16, 17 and 18 generated the most valuable information.

In summary, the hazards that have been identified by the coaches were focused on but not limited to the horse, the rider, environmental factors, and the coaches themselves, and the results provided the following information:

1. The principal results identified that the coaches were able to evaluate the hazards and possible risks, and they wanted some form of training provision. This requirement suggested a focus on evidencing their practice (documentation) and decision-making.
2. The results fed into the development and structure of the third study as a working party. This enabled the participants in Study 3 to generate conversations around these results.

7.3.3 Summary: Study 3

The third study was structured around a working party, which was composed of five participants chosen through convenience sampling (Suen et al., 2014; Tong et al., 2007). To be considered for participation in this study, part of the inclusion criteria was that the participants had to have taken part in the first or second study (Fletcher & Arnold, 2011; Tong et al., 2007). The aims of the working party were:

1. To provide feedback to key industry personal on the findings of the questionnaire from Study 2.
2. To consider the options for the development of an industry tool.

The working party meeting was conducted through a virtual Zoom meeting (Wise et al., 2013b). An interview guide was developed to support the group discussion within the working party (Platzer et al., 1997). Unlike the specific themes that were produced in the first study, the narrative data produced in this study focused on the questions within the interview guide. The group was not in agreement on most of the discussion points, although there was no conflict on any issue. In summary, there were two key areas that evolved from the working party:

1. The awareness that some form of training provision would be well received by the coaches.
2. There was a demand for a system/tool to support the freelance coach – provided it was simple to use.

Much of the conversation indicated a reactive stance towards the working practice of the coaches (risk awareness and documentation). Assessing the types of risk management models that would support organisational management led to the use of a bowtie as an illustrative model of these issues. To achieve this, the following, third, outcome was derived from the completion of all the studies:

3. The use of a bowtie as an illustrative model could represent the causes and consequences of the possible hazard of a coached rider falling from a horse.

7.4 To evaluate the effectiveness of safety management systems in the equestrian industry in order to advance the practice in the education and support for equestrian coaches.

This study aimed to evaluate the effectiveness of safety management systems in the equestrian industry. The work has produced a worthwhile initial contribution, whilst identifying that further work is still needed. This has scratched the surface of a variety of topics and integrated areas of best practice from a variety of industries and practices, such as equestrianism, coaching, insurance, and risk models. The work undertaken is already positively influencing equestrian coach risk management:

1. Dissemination of key findings to industry stakeholders were achieved via:

   - Professional discussions with each NGB

   - Production of an executive report

   - Suggestion of a bowtie model

2. Recommendation was made for the development of an online reporting tool for the collation of risk assessment and accident reporting to include near misses and incidents.

Therefore, the research question has been answered; there is no formal risk management model or structure in place in the equestrian organisations that engaged with this thesis. Furthermore, the studies undertaken have led to the suggestion that a bowtie is an appropriate model for these NGBs to consider as an illustrative safety management system (Cormier et al., 2019; McLeod, 2017; McLeod & Bowie, 2018). By engaging in a bowtie, the organisations are also able to allocate responsibility to specific areas, thus supporting the request (from the coaches) for additional coach training, as part of the threats, barriers, and escalating factors associated with the bowtie model (Talbot, 2020).

7.5 Limitations

Rather than considering limitations as boundaries, restrictions, or constraints, I prefer to take my own pragmatic and reflective coaching stance in this area. I believe that if I was to undertake these studies again, I would revise the identified limitations by adaption and change to improve the rigour and robustness of the content. The first area for consideration is my own interaction with the participants in the first study.

7.5.1 Interviews

There was some personal disappointment in the lack of interest from some of the participants in the first study; upon reflection, this may have been due to the need to interview them remotely (two insurance brokers) and not being able to read their body language and mannerisms, although cause may be given that these participants

were not previously known to me (Ferdous et al., 2013b; Newton, 2010; Smith & McGannon, 2018).

Whilst there was an enthusiasm from most of the participants about engaging in the research, there were only three NGB members from within the BEF. Within the BEF, there are 18 independent NGB bodies (14 full and four associate), and not all have a formal coaching structure, but expanding this research to the additional NGBs would be interesting. Whilst the results are representative of the participating bodies, wider consultation is needed to ensure that they are representative of the broader equestrian coaching sector.

7.5.2 Questionnaire

Study 2 was sent to a potential 4,000 members, with 790 participants opening the survey and 114 completing it (see Figure 3, p. 38). Although the statistics indicated that the survey was representative of 91% of the sampled populations, it would be desirable to have more of the coaching population complete the survey. A second issue which came to light during the analysis of the data was that there was no information on when the participants had completed their previous qualification. It might have been useful to include this question in the questionnaire and consider the currency of a coach as well as other personal data (qualification, age, hours coached, etc.).

7.5.3 Working party

Study 3 had to be conducted through a virtual platform due to the Covid-19 restrictions that were in place at that time. Although manageable (Wise et al., 2013), this may have been more fruitful if delivered in person. It was recognised that there were limitations to conducting group interviews in this manner; for instance, the participants' ability to speak honestly, a 'herd' mentality, some participants dominating the conversation, and so forth. Although the composite of the group still permitted a valuable contribution to the topics (Häge, 2016). Equally relevant as a consideration was the limited group size, as the selection of the participants may not be fully representative of the equestrian industry.

7.5.4 Professional discussion

A working relationship had been established with the two key stakeholders who participated in the professional discussion. Over time, it became evident that the director had not fully comprehended the results from the questionnaire. This was evident by their taking a reactive overview to the initial data rather than addressing the requests (for specific training) from the respondents. This I believe is a professional shortcoming of translating theory into practice; Drolet (2011) identifies this as a concern in the nursing industry as well. Extrapolating this to equestrian coaching suggests that there is an awareness that the coaches desired additional training, but the intended training does not specifically meet their needs. Moreover, it is indicative of the organisations' reactive and proactive growth in this area (McLeod, 2017).

7.6 Contribution to equestrian sport coaching

This professional practice thesis aimed to identify the efficacy of current risk management practices in equestrian sports coaching, the role of education training in this industry, and to evaluate tools which could support coaches and governance to enhance their currency in risk management.

It was critical for the success of the project to ensure significance to equestrian sport coaching that I secured the proactive engagement of the key stakeholders; these include the organisations (national governing bodies and their insurance brokers), their physical venues where they undertake their training and education, and the workforce that they hold a duty of care for, the coaches themselves.

My work has highlighted a fundamental schism existed between the three key protagonists in equestrian sport coaching: the insurance brokers, the governing bodies, and coaches, highlighting a need for organisations to adapt in their current working practice. Fundamentally, governing bodies management considered that their role was to oversee coaches' education and training, whilst the coaches focused on risk management when coaching. The coaches considered that their governing body also had a remit to provide training, but they needed more support in making decisions about how they reacted to their awareness of hazards and risk. This was

illustrated in the response to my feedback to one of the governing bodies, which outlined coaches wanted support on how to make decisions after being able to identify the likelihood of risk and harm. This was interpreted by the governing body only providing a health and safety course, fundamentally demonstrating their misunderstanding of the coaches' needs. The insurance brokers demonstrated mixed practice in their advisory capacity, with one being closely aligned to governing body needs retaining a proactive and leadership and guidance role and wanting to engage in further consultation to implement the recommendations of this thesis. In contrast, the remaining two had more reactive roles with their governing bodies, with the lead for practice coming from the latter rather than the broker and demonstrating a lack of awareness for any need for change.

To provide a safe and suitable work environment that can mitigate the likelihood of harm (in all of it manifestations) in equestrian activities, this work has identified a risk management tool needs to be implemented and recommends the uptake of a bowtie as an illustrative model that would fit the needs of equestrian sports coaching. The bowtie model is therefore a key outcome of this thesis and offers an innovative and new direction for risk management in equestrian sports coaching. The strengths of the Bowtie model which make it an ideal fit for equestrian coaching practice include its simplicity, which all levels of stakeholder experience and non-expert could embrace, and the nature of the model being all encompassing (Dujim et al., 2009). This provides equestrian stakeholders with the opportunity to identify and then layer all aspects of risk management within one model to facilitate interaction between components, ensuring full accountability and responsibility for risk is captured in one simple tool. Directors and those with accountability can also utilise this model to assess and disseminate the roles and responsibilities to their workforce. Through this modelling, all aspects of risk can be identified (physical, psychological, reputation and financial) (McLeod and Bowie, 2018). The bowtie complements all the above aspects, the barriers and consequences of actions can highlight the role of education and ongoing training of the coaches. This in turn supports their awareness of how to manage and mitigate the likelihood of harm to their riders. By reducing the likelihood of an event, the risk of physical harm is reduced, along with the fallout of reputational and financial risk in the case of a negative event, addressing the

requirement of governance, governing body and the desires of coaches articulated throughout this work.

The outcome of the research has identified that there are a variety of aspects of risk and harm that are prevalent in the equestrian industry and these need to be considered by all of those who are involved. This originates from the directors at national governing body level and insurance, through to the coach educators and their role in the dissemination of education and best practice and ultimately the coaches themselves who must function in this dynamic environment. In this research the element of risk and harm has been broadened to that of safety and harm to a wider remit which encompasses aspects of reputational risk and elements of (organisational) trust.

From the dissemination of this research there has been active engagement from stakeholders such as directors', managers and trustees who are able to influence change in their current roles and responsibilities. This research is likely to be the important catalyst and the foundation for change across these organisations. The bowtie is part of this process of change, it is one of the more modern assessment techniques that have been adopted in other high-risk industries. The lack of awareness of a bowtie as an illustrative model in this industry is indicative of the reliance on traditional methods of risk management, which largely focus on the singularly of the practitioner and does not encompass the governance and the dissemination of policy and processes. Consequently, there is much need for those sitting at corporate level to consider the impacts of this evidence-based research. This research has provided academic knowledge which should be utilised to lead a change in the management practice. The thesis should be the tool for change, influencing professional practice though the knowledge transfer to all participants.

7.7 Future developments
The work in the thesis was intended to lead to the advancement of practice via the development of opportunities for collaborative revision of current equestrian coach education. The work presented highlights the current shortcomings but also the prospects in the equestrian coaching industry in supporting the coaching workforce.

The work has been well received and has already created a positive impact within the participating BEF NGBs. From here, there is the intention to promote awareness of the requests from the coaches for additional training and support in their coach education programmes, and the development of practice in the wider equestrian audience. This is intended to be achieved via the dissemination of the work to the NGBs and the BEF.

The vested interest of the insurance brokers to work collaboratively on the development of a resource (tool or system) for all coaches to use (whether attached to an organisation or not) is an exciting prospect. This will bring the awareness of hazard identification, risk management and coaching practice to an extensive audience, without limitation to any organisation. Such working relationships will be a process of refinement, discussion and trial and error, but without a starting point there will be no progression.

The work conducted in this thesis has identified that effective risk management systems are currently lacking in equestrian sport coaching despite a clear appetite amongst coaches to further their knowledge and understanding of risk, to inform their decision-making. Education will be a key mechanism to achieve this. However, discussions with governing bodies here, have highlighted that a disconnect exists between their perception of the currency and validity if existing education to support risk management and the reality of what coaches want, and need. There also needs to be a recognition that risk, and risk management education cannot be delivered an isolated and finite training event, and the ongoing updating is necessary to maintain currency and validity. This responsibility across all the equestrian industry from brokers to directors to coaches. Therefore, further research is required to define a framework for future risk management training and to evaluate the impact of this training on practice.

Regular training and support of the coaches via educational events to provide currency to coaches is essential (Mallett et al., 2009). Within this training, opportunities to provide feedback will enable the coaches voice to be heard back up to their managers. Further research should also evaluate the impact of coach

characteristics, for example experience, qualification, personalities, and risk appetite, on engagement and application of risk management education. Here, the coaches have evidenced that they are able to identify hazards and are aware of the situations where they can become harmful. What they are requesting is the provision of further training on how to manage this information, to develop their skills to enable them to action and make decisions to mitigate the risk. Consequently, the development and the provision of decision-making training is vital to support this independent practitioner and link the awareness of risk to the ability to act upon this information and reduce the likelihood of harm through their appropriate decisions. Further studies are also warranted to understand why and how existing training is not meeting these needs to inform future education, again with consideration of coach characteristics, and develop an active culture of continual professional updating in risk management.

7.8 Conclusion

There is a demand from equestrian coaches for additional risk training. The coaches, as the practitioners, have suggested that they need support to manage risk in the ever-changing scenarios in which they work. The indication is that they do not feel that the current provision by their NGB fully meets their needs, which would best be met through the provision of additional training and the availability of a tool or system for risk assessment documentation and procedures in their own practice. This would focus on the management and mitigation of risk to themselves (by evidencing their coaching practice) and to their clients (horses and riders), by reducing the likelihood of harm to the horse or rider.

Clear policies and procedures are the responsibility of both the organisation (NGB) and the practitioner (coach). This area warrants improvement and would be well suited to a tool or system that is accessible in the workplace. This would provide evidence of pre-planning, risk assessment and risk management as well as potentially providing information that is measurable and evidenced based. Developing such a system would be a step forward to improving the safety and practice for all equestrian coaches and the horses and riders they train.

A bowtie model is recommended as a suitable tool for use in risk management in equestrian coaching; the bowtie model would illustrate the range of the controls that should be in place throughout an organisation. A bowtie can represent the roles and responsibilities throughout the organisation, highlighting the accountability of the individuals who are responsible for managing the controls. Encompassed in a bowtie is the ability to represent the causes and consequences of possible hazards of a coached rider falling from a horse.

Therefore, it is recommended that the NGB and BEF engage with the following five recommendations:

1. The participating NGBs should consider the value and uptake of a bowtie due to its relative simplicity, use for organisational management, and ownership of responsibilities across all aspects of their coach education programmes.

2. The participating NGBs should provide appropriate and relevant training to support their coaches' ability to manage their own coaching practice to protect themselves and those that they are responsible for, enabling the advancement of coaching practice.

3. The BEF should disseminate the findings of the research (Recommendation 1 and 2) to their wider members.

4. The BEF should disseminate the findings of the research (Recommendation 1 and 2) and the opportunity for the advancement of practice to an international audience through the FEI.

5. The bowtie model, as a safety management system, can be used for the advancement of practice outside of the equestrian industry to that of adventure sports.

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Appendices

Appendix 1. Study One: Informed consent form

UNIVERSITY OF
GLOUCESTERSHIRE
at Cheltenham and Gloucester

Dear

RE: An investigation into decision making and risk management in equestrian coaching

My name is Jo Winfield and I am a doctoral research student at the University of Gloucestershire. You are invited to participate in my study investigating decision making and risk management in equestrian coaching. This invitation has three parts:

1. Information about the study
2. Certificate of Consent to sign should you wish to participate. (You will be given a copy of the full Consent Form)
3. Privacy Notice

Introduction and Research Purpose

I am a professional coach in the equine industry and have worked in many sections as an educational consultant, university lecturer, coach educator, rider and trainer. I am exploring the decision-making process of equestrian coaches related to risk.

What is involved?

You will be invited to take part in a discussion about your thoughts and experiences where I will ask pre-set questions. The interview will take about an hour and will be recorded, transcribed, and analysed. All interview data will be anonymised, and you will not be identified from any published material. All information related to you will be kept in accordance with the data protection legislation (see Privacy Notice).

Participation and Right to Withdraw

Participation is completely voluntary. You can withdraw at any time up to the end of the interview.

Benefits

This is to the equestrian industry as a whole in the development of a risk management tool. You will also have access to a summary of the final report.

Risks

You may share some personal or confidential information by chance, or you may feel uncomfortable talking about some of the topics. You do not have to answer questions if you do not wish to, or you can withdraw your data (see paragraph above).

Concerns

This research project has been approved by the University of Gloucestershire as part of a Professional Doctorate. If you have any concerns about the project or the way in which it is conducted please contact my supervisor, Dr Emily Ryall (█████████████).

Contact

You are welcome to ask any questions about the research.

Email: ██████████████████

Jo Winfield FBHS, MSc CS, BSc (Hons) ES

PhD Researcher in Sports and Exercise

Signed:	_____

Date:	_____

Appendix 2. Study One: Pre-tabled questions - An investigation into risk management in equestrian coaching

Aim:

3. To determine what their perception of risk assessment (RA) and decision making is within their NGB

4. To gain / seek permission to access the NGB database and have the NGB support the project

5. To determine if there is anything that the NGB would want to know about their coaching population.

Prior to the meeting, if possible, please can you provide me with any of the following figures listed below for your coaches?

      How many of your coaches / how many of your coaching clients are

    I)   Self employed

    II) Work in a training environment (Riding School / College)

    III) Part time (in any of the above)

    IV) Any other - please state

Policy:

Qu 1. When you are confirming coach status / accreditation, where does risk assessment fit in? Do you have a formal definition for risk assessment you work to?

Qu 2. What are your minimal requirements for your NGB to accredit coaches?

Qu 3. How did your organisation come to these standards?

Risk Assessment:

Qu 4. If you were observing / validating or assessing a coaching session at what stage would do you ask for or expect a RA to be undertaken?

Qu 5. Part of HSE is to review RA / activities, how are RA reviewed

a) at organisational level and

b) at an individual coach level

Is there a process which underpins / outlines what coaches have to do?

Qu 6. What are the challenges and strengths within your (organisations) risk management of current coach practice?

Qu 7. Do you encounter any poor practice in RA? What would you do if you come across this, would you support the coach in any way to improve?

Qu 8. From the brief conversation today, is there anything that you would like to see developed within your coaches to enhance their working practice?

Appendix 3. Study One - Master Transcript

O1. British Eventing Organisation transcript

SRO1 Okay, I think that's working. Right, good morning, xxx. Thank you for attending the interview today for my thesis. We've got a tape recorder here, so everything will be taped and then it will be fully transcribed and you've received the draft interview questions and my consent form?

SO1 I have.

SRO1 Thank you very much, and is there anything from that you'd like to discuss before we start?

SO1 No, thank you.

SRO1 Super. Can you just confirm for me what is your role within British Eventing?

SO1 I am Training & Education Manager.

SRO1 And that's your title, what do you actually do? What are you responsible for?

SO1 I'm responsible for eight regional development officers who book and put on training In the region. I'm responsible for making sure there's an even spread of that training and the types of training. There are two members of the team in the office who help facilitate that. We also manage, oversee the under-18 12-21 programme.

SRO1 Right, okay. That's quite a big remit. Does that cover Scotland and Northern Ireland at all?

SO1 Scotland, but not Northern…

SRO1 But not Northern Ireland, okay. And what is your responsibility with regard to your coaches and I think you said you have about 240 coaches on your database?

SO1 Yeah, approximately.

SRO1 Are you responsible for any of that progression, how they come onto your database? Accreditation or whatever words you wish to use?

SO1 Yeah. I oversee what is now the BE coaching certificate still endorsed by UKCC, so it was formerly the UKCC level 2 and 3. We now do that through First for Sport. So Claire, who works in the office, maintains the database

and anyone, we have a matrix which I've sort of inherited which has master coach, coach, and development coach on it, so if someone wants to apply to become a BE-credited coach, there are criteria they have to fulfil. If they can fulfil the criteria, we can send them out an application form which I've created since I've been here, so they outline their experience, their qualifications, still within the matrix I inherited, and if they've competed to the level. So, for example, development coaches up to one-star, coach is two-star beyond, sorry new three-star and beyond, and then master coach is to have worked with an international team, all of the above plus worked with international teams. I am looking to review that- well, I am going to review that to try and open it up to still keep the competition element and the competition experience, but for me, the two and three-star bit's about opportunity, rather than ability.

SRO1   Yes, I can understand that, particularly with the range of coaches you have. What are your minimum requirements for British Eventing to accredited coaches? You mentioned that you send out a form and it sits into a matrix. If you can just talk through the process of what you'd expect, minimum for someone to be able to come on.

SO1   Okay. We're not about teaching people to coach. It's more about polishing what they can do, so someone can apply and come on a level two course, part of the entry requirement is that they're already coaching people at or up to one-star level.

SRO1   So they might be coaching riders themselves, but not actually have a qualification in that?

SO1   Yeah.

SRO1   And without a qualification, a formally recognised one, they can come onto a course of yours that then gives them accreditation or qualification?

SO1   Yeah, qualification.

SRO1   It does, and that's the level two that you…?

SO1   And that's the development coach, but they need to have substantial coaching experience.

SRO1   So the minimum that you would have a coach on your database would have the equivalent of the UKCC level two in its past equivalency?

SO1   Yeah, and that would be…

SRO1   And that's now First for Sport that's been credited?

SO1   Yeah.

SRO1   Super. Because now, we've inherited across the sport quite a lot of skilled people who maybe weren't qualified but is anyone on your database who doesn't have a formal qualification BE recognised?

SO1   Yes.

SRO1   You would have some?

SO1   Yeah, and those are people who've had to be careful with the terminology, who had historic rights. I did use the more usual term and someone became offended by that, the grandfather, grandmother rights. So yes, historic rights and what I believed happened was that they came forward for assessment with the then, coach manager, I think it was Yogi. They carried out an assessment and then completed a portfolio which then got them signed in the level two and the level three. We've recently found out that there are still some on there that didn't complete the portfolio and just did the assessment, so effectively, they have been assessed as competent to coach, but have they been assessed competent with the coaching skills?

SRO1   The technical aspects of coaching?

SO1   Yeah.

SRO1   Well, that's interesting. Just something for me to factor in when I design my questionnaire, to make no assumptions about what a person can come on because as you're aware, this study will go across three disciplines and to make sure I can…

SO1   And that was only uncovered recently, so it's taken a while to…

SRO1   Well, they obviously weren't too much of a problem or else they would've come to light earlier, so it'd be interesting from my point of view to (Overlapping Conversation)

SO1   But then all these people will have competed to a high level.

SRO1   Yeah, okay.

SO1   So they have got…

SRO1   So you've got a process in place and that's obviously been established some years, how did you come to set those standards? You might have inherited them, you said that that matrix was in place before you came here. When did

you start and how long do you think… how has BE come to set those as requirements?

SO1 Well, Training & Education was set up I think probably six years ago now and Lizzle Winter and Eric Winter were sort of seconded in this as overseers of the process and I think they had a bit of admin support in the office, so everything was sort of driven coach-wise by Lizzle and Eric to an extent for some of the other bits, so Lizzle produced the matrix.

SRO1 And then she was in charge of your education training at that point, regardless of what title she might formerly have?

SO1 Yeah, she oversaw.

SRO1 And do you know how those standards were set, why you chose a level two or…? It might be historic.

SO1 I would imagine because UKCC was a level two, was a level three and because level one is essentially, if you're aware, it's a theory-based.

SRO1 That's fine, hence, your level two's the minimum?

SO1 Yeah.

SRO1 Super, thank you.

SO1 I delivered a level one before to younger people in college to help them start to coach.

SRO1 When you're confirming that coach status or accreditation process, does risk assessment fit in in any way and is there any… what does BE understand by risk assessment when it's applied into coaching or coach education?

SO1 Okay, coach education is obviously quite a large part of the BE coaching qualification, UKCC as it was, is… it's covered in great detail, so they are required to risk assess and possibly when coaches haven't actually thought of it before or they're not doing visual wherever we were with… you know, they're doing it probably without thinking. So from that point of view, they're being taught about risk assessment. From the BE point of view, we're relying on DBS as part of the risk assessment. They need insurance.

SRO1 So is the DBS part of…a requirement for them to come onto your database?

SO1 For the accreditation, yeah.

SRO1 For the accreditation process. Is there anything else other than the DBS?

SO1 The insurance.

SRO1 They must be insured. Do you do that yourselves or can they…?

SO1 Both. We'll accept because a lot of our coaches have BHS as well, so we will accept that as long as they provide… they need to provide proof of insurance, wherever that's coming from.

SRO1 So they need to be insured, have a DBS, have a recognised qualification or attended a course, do they need anything else?

SO1 First aid.

SRO1 They must have their first aid. Need they be over 18?

SO1 No. I think 16 they can… I think from our point of view, the chances are that… I don't think it's written that they have to be over 18, but you would argue how much experience has a coach got between the age of 16 and 18? You're still learning, developing, so I would think majority probably would be over 18, but I'd have to check whether it's actually written.

SRO1 Just an interesting thought, if they're not an adult, when you talk about you utilising DBS?

SO1 Yeah, yeah, yeah. Yeah, so we don't have anyone under 18 and I would doubt they would have the experience, so it's probably unwritten, but it may well be written somewhere. I know First for Sport would probably start at 16, but we wouldn't accept them until after 18.

SRO1 Super. You said that they may be taught about risk assessment? The people who do that delivery, are they coach educators? Do they have an understanding themselves of risk management or decision-making?

SO1 Yeah. We have a group of coach educators who deliver our programmes. The programmes are currently six days of training spread over probably six months, so it's almost once a month, they'll come, they'll get their coach education, and they'd go off, practice what they'd been taught and then come back. So we have a programme that's written that the coach educator would follow, and they've had…in fact, most of them because we inherited it through EQL, had done a lot of the initial EQL sort of training and we actually would expect, we have standard setting days, and we've had two standard setting days since I've been here.

SRO1 Okay, and those standard setting days, how much would they cover the ability to form a decision based upon a risk assessment? Is it integral into it or is it a part of a section? What was the content?

SO1   It's part of the programme, part of the certificate, so that the coach educators are teaching about how to do a risk assessment, they're filling in the paperwork for the candidates, for the learners, whatever you want to call them, helping, assisting them to be able to develop a good risk assessment, I QA the coaching certificate, so I then see the portfolios, so I've seen the risk assessment, so I'm quite happy with the quality of the risk assessments that have been produced.

SRO1   Okay, and those risk assessments are paper-based?

SO1   Yeah.

SRO1   Okay, thank you.

SO1   And on the day of assessment, end point assessment for the coaching certificates, they have to come with pre-written risk assessments that they then, once they're on-site, check the arenas, check the fences, they then add to the other generic bits that'd be in every risk assessment and then make them appropriate, applicable to the actual pay. So throughout the whole process, there's lots of, I want to say, opportunities. There's lots of times where they will be completing risk assessments, they'll be asked about risk assessments.

SRO1   And that's part of your policy with regards to passing the qualifications to come onto?

SO1   It is part.

SRO1   Super. Thank you very mu-

SO1   Sorry just, it wouldn't…part to get onto the programme, they would learn about that on the programme, wouldn't they?

SRO1   Yeah, but then they can't…

SO1   They can't complete it.

SRO1   Can't complete it until they have underdone it, so it's integral to their qualification?

SO1   Their qualification, yeah.

SRO1   Oh okay. Right, thank you very much, that covers pretty much BE's policies and what you expect someone to come onto, so we move through to…I think I'll ask you- risk assessment and working through some of those. You mentioned that you might…you do an IQA aspect. If you're observing and

validating a coaching session, at what point do you expect a coach to undertake a risk assessment and how would that be evidenced?

SO1   On the day of an assess- or just any…?

SRO1   Just generally. So you mentioned you might IQA an assessment, presumably, you're observing then as the quality assurance, you're observing the delivery. If you're observing the assessor, assessing, when would you expect that area to be observed or validated?

SO1   The candidate has, or the learner has to bring the risk assessment with them, so that's discussed with the coach educator before the lesson even starts. In that formal setting, the question could be how do we monitor risk assessment for general…

SRO1   That's my next question, so yes please, you're ahead of me.

SO1   Okay. What I've done recently is we've created a form because I'm very mindful of… people do visual risk assessments, as I said a second ago, but a lot of people don't recognise that's actually what they're doing, so to help them recognise what they're doing and from a BE perspective, to know that it's actually been done, we've created a form, and we're just working at the moment to get it electronic to make it easier for the coaches to fill in, but at the moment, it's a paper exercise with some statements on there and one of the questions says "carried out a visual risk assessment," because at all our venues, the RDOs have risk assess- (Overlapping Conversation) Regional Development Officers who are out in the regions. If they take on a new venue, they have to then get the risk assessment or do a risk assessment for the venue.

SRO1   Okay, so that's the suitability of a venue for coaching?

SO1   Yeah, yeah. So then that ties in with the coach doing a visual risk assessment of his or her working area and so they have to put a tick in the box to say yes, that they've done it, so from a BE perspective, I'm comfortable then that that process has worked.

SRO1   So they evidence it on a paper-based or potentially electronic-based that you're currently doing, how robust a process do you think that actually is?

SO1   From the coach's point of view?

SRO1   Yes.

SO1   At the moment, we've only introduced it sort of this year, but it will become compulsory next year. This came through one of our T&E meetings, Wendy who's…

SRO1 T&E is…?

SO1   Training & Education meeting, sorry. Wendy, who's chief operating officer, is very keen that the whole health and safety thing as we all are, is as tight as it can be, and we're mindful that coaches don't always do what you would want them to. Very busy people, some are more tech savvy than others, some are not at all, so we implement the system where they have to send that form in with their invoice, otherwise, the invoice doesn't get paid.

SRO1 Right, so you evidence with the invoicing that an activity.. That's interesting.

SO1   That's being rolled out, so that's happening at the moment. We've had limited response, but it will become compulsory from next year, so we're just giving people the opportunity to… and as you'd expect, the good ones, new ones, all send them in.

SRO1 Yes. The established ones don't like the change in their requirements.

SO1   "Why do we need a form?"

SRO1 Okay, why do you need a form? Do you think there's room to do it on an app or something like that?

SO1   Well, that's the electronic form. Yeah, well that's… everything costs money, we can develop an electronic form that has some statements that they can just tick. We're trying to make it simple as possible for them so that we have the evidence. Do we need the evidence? Ultimately, not really. We need the evidence for risk assess a venue, the risk assess with the coach. The coach is a contracted individual, who we're contracting to deliver training for us, that is their responsibility.

SRO1 Okay, that's an interesting take on that then, so they are predominantly responsible for their own knowledge and understanding of what they're about to deliver including the decision-making behind what activities they engage in?

SO1   Yeah, absolutely. Well, you can argue that's the coach's role, isn't it? That's why we're engaging that coach, because we're confident that that coach can deliver whatever is on the packet.

SRO1 And you mentioned, as with a lot of coaches in our sport that a lot of this is visual and it sounds like this process that you have in place is quite in its infancy, what do you intend it to do once it's implemented? Or is there an intent of how that documentation is used?

SO1 It will just be stored, a bit like accident report forms. The coaches send us accident report forms, we only have them for our information, and we store them. We're not going to do anything with them so again, that's the coach's responsibility, to monitor and keep documentation and they've been… from a BE perspective, coming back to what we were saying about risk, information has gone out to the database to remind them that it's their responsibility. We can provide them with forms if they need forms and they will get forms when they first become accredited, and it's quite a basic form, but it is a form.

SRO1 But you'd expect an individual coach to review their own incidences, it's not something that British Eventing would do centrally?

SO1 No, unless there was lots of accident report forms coming in from particular coaches.

SRO1 Okay, so unless you identified a trend?

SO1 Yeah, absolutely. But again, I think our training is so good, no one falls off because we don't get many accident report forms in.

SRO1 I can't believe you don't get people falling off in eventing, knowing how many fall off in the riding schools, but I know there's a different skill set, but that's what I'm interested in looking at.

SO1 I think that it's just a tongue-in-cheek. I think they do, and I've been to training where they have or I suppose I should fill in a form now. Is that just because I'm there? Probably.

SRO1 Okay, so that's an interesting issue, isn't it, from a management perspective of is it increased reporting or accurate reporting or even decreased reporting, so…

SO1 And I think coming back to your question about what would we like to find out, that probably would be the one, because people do fall off.

SRO1 So maybe I could pose a question of do you fill in reports on every occasion, or when do you. I'll consider that in my questions.

SO1 I think that's information that would be useful I think across the range because I don't think many coaches, because I don't think they realise the

implications of what could go wrong and what could happen due to them not recording exactly.

SRO1 Okay, well I'll pick this up through the transcription and we'll look for those trends and part of these interviews will be to refine and determine the questions I use within to the coaches.

SO1 And I think just to add, I think unless you've worked in a sort of college-type environment where health and safety is way at the top, which a lot haven't. They don't…

SRO1 Okay, so in an ideal world with your position, how would you want to improve that, or how would you want to improve the engagement of the coaches with that activity? Is it stick or carrot?

SO1 I think it's saving themselves. It's… we're here to support them, but we can only support them if they're doing what they should be doing, so that's that whole health and safety thing, isn't it? If you look after yourself, you know, you're responsible to look after yourself. If you choose not to…and with my background, I've pushed lots of stuff to try and encourage, engage the coaches to take responsibility.

SRO1 So that leads me onto part of the health and safety executive is reviewing request a review of risk assessment or activities. I was just going to ask how do you think they're reviewed at an organisational level, so I suppose here in head office, and how do you think they're reviewed at an individual level? You've alluded to that just now. Does an organisation level link into any insurance issues, regards evidencing?

SO1 No, because I think we get the risk assessments in from the venues, but again, the venues are businesses, so they've got their own. Some venues won't give us their risk assessment, probably because they paid to have them done, maybe, I don't know.

SRO1 So you don't require to have the venue's evidence of risk assessment?

SO1 No, we do the risk assessment of the venue because once our training is at that venue, our insurance is covering the coach and the activities.

SRO1 So if there was an incident, whatever it is reviewed, how would that incident be reviewed at an organisational level, or would it?

SO1   We haven't had any major incident but it would…well, it would be able to follow any health and safety procedure. It would be request the risk assessment, speak to the individuals…

SRO1 So you haven't had any of those major issues that…would British Eventing get involved if RIDDOR got involved? So would it be something that would happen only if there was a trip to the hospital or an event?

SO1   Even then, that's the coach's responsibility, so we would hope that we would be informed and that's that whole thing about getting them to do the risk assessment, getting them to send in the accident report.

SRO1 So it's the individual's responsibility to inform BE? You could potentially not be informed?

SO1   Yeah, absolutely, and that could be another bit of information that would be useful and just for a bit of background, that came about because last spring, we had a parent rang up and said, "Oh, my daughter broke her arm, at training on Saturday. Do I need to do anything?" So we were like… (Gasp). So then…so maybe this is an example of maybe where you would go to the previous question. So we then go onto the coach, what happened, put an accident report form, so to answer that question, yes, something did kick in, but had the parent not rung in, we wouldn't have known and I don't think, I could be wrong, that the coach would've reported it to RIDDOR, or reported it to the local authorities.

SRO1 Yes, okay, that's interesting, so something I'll pick up on certainly. Okay then, so that leads me towards the end of some of our questions. What are the challenges and strengths within British Eventing that you have regard- and I use the word risk management' but it could be decision-making. You know, when do you teach that person who's stepping up from a level. So what do you think the challenges and strengths are within British Eventing to support your current coach education or coaching practice?

SO1   Coaching practice? Well, the programmes that we run, run through a natural progression on the way up, so we have the under 18s to under 21s, we have what we call Bridging the Gap, and then we have the Mark Todd, so we've got everything up to three-star.

SRO1 So they develop your riders…?

SO1   (Overlapping Conversation)

SRO1 Through that interaction?

SO1 Oh sorry, so those are the programmes, so the coaches then can get involved within those programmes depending on their skills and experience. How do we support them, with home coach's day…

SRO1 What's a home coach's day and how often do your coaches attend them?

SO1 For our under 18s there it's compulsory, so they have to attend.

SRO1 In order to coach an under 18 rider?

SO1 No, no. We have a team of under 18 coaches that are contracted, they are the coach for the regions. There's two or three in each region, so we fund their staff development, so the home coach stay is essentially for them and that's when we invite others in to help supplement…

SRO1 Okay, is that an annual activity for your home coaches?

SO1 Yeah, it is.

SRO1 So is that desirable or mandatory?

SO1 Mandatory, unless there's a very, very good reason why they can't attend, and just this year, we implemented an evening, so they come down an evening before, we feed them, and we have sort of an educational evening where we can share good practice, that type of thing and then they attend the home coaches day the next day.

SRO1 That's good, and that's for your under 18 coaches?

SO1 Yeah.

SRO1 Does that exist for your freelance self-employed coaches who might not sit with any of your programmes?

SO1 Yeah. It's opened up to all, and it goes to BHS and Pony Club so anyone can attend until it's full.

SRO1 Do you get much interest from the other organisations to come into those days?

SO1 Yeah, we get a few BHS people.

SRO1 Good. I'm mindful that the three organisations I'm looking at all deliver some form of cross country, BE, Pony Club and British Horse Society. Okay. Do you feel you have any challenges regarding supporting the coach's development, not necessarily those that are embedded in your training programmes, but you mentioned 240 coaches on your database, do you feel like challenges about maintaining coach practice to the…?

SO1   Yeah. I mean we do share our CPD. Whenever there's any potential CPD on, it goes to BHS or they'll send it to us and I'll decide whether it's relevant or whether it's not. Then if it's relevant, then it can be counted as part of our CPD. Challenges, yeah, there are definite challenges because at the moment, we do know what level these people are qualified, but we don't know how good they are, and in my experience of observing quite a lot of coaches, there's still a lot of people out there instructing rather than coaching, and that's not just the older people—I can say that because I am older—but that is some of the younger folk, and that's because they've been taught by instructors.

SRO1 So it doesn't matter if they're developing coach with a level two or an established coach, it's more their personality or where they (Overlapping Conversation)

SO1   Well, I think it's training. I think it's down to education. What we are, and this is… I suppose it's plans for the future. We're going to have development days, and peter people off the database will be invited to attend a development day, where they will coach. We're going to have some master coaches there that will help and assist, so we're going to do some small groups all over the country and that will be part of the process of checking on the quality of coaching.

SRO1 That sounds good.

SO1   Because it doesn't… you know, just because you're qualified, doesn't make you good.

SRO1 Yes, I heard that before. When you say you invite, will you inviting people for a specific reason?

SO1   Well, I think we haven't got to the nitty-gritty…yeah, I'm not going to say on tape (Overlapping Conversation).

SRO1 Well, my next question is do you encounter any poor practice in risk management and/or risk assessment and what would you do if you came across it, how do you support the coaches to improve?

SO1   Do we come across it? Well, we haven't seen any. The only way we would know would be if it was reported to us, because the RDOs can't and don't attend all the training that they put on, you know, with the more experienced coaches that they know. You know, they know you're going to turn up, they

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know you've got your list of who's coming and you've had that conversation so they don't need to be there unless they particularly want to or it's particularly close to home or whatever.

SRO1   So they wouldn't observe the coaching practice and if they did observe it, would they be in a position to assess quality of coaching?

SO1   No, they wouldn't. The other thing we're doing, once our IT settles down, which I'm sure you've been aware of. Previously, all riders who attended training was sent an email about the quality of the training that they just had.

SRO1   Oh okay, so feedback form?

SO1   Yeah, so once IT has settled own, we will go back to that so that we're going to shorted the form again, so it's just two or three questions and equally, the coach app form I mentioned earlier about the risk assessment, on that form, there's a bit for the coach to feedback on how they felt the training went because they may say it's amazing and 10 people say it's not so good. So the coaches got different perspectives, so it may be this invite may come as a result of the collected data, so we're going to collect it not just for the sake of collecting it but so that we can do something meaningful with it.

SRO1   That sounds promising. We sometimes see in coach development or coaching practice that coaches maybe are risk-averse, they don't challenge, and others who have a fairly high-risk appetite. Is that anything that you've come across at an organisational level?

SO1   Not that I'm aware of, not that I'm aware of.

SRO1   Okay, and then my last question from our brief conversation today, is there anything that you'd like to see developed within your coaches to enhance their working practice?

SO1   I think it's just heightening the health and safety as hopefully your work will do and the findings that come out of that. You know, we're more than happy to share.

SRO1   Right. I would like to think along the lines of your pre-tabled form of maybe producing some tool. I use the word 'tool' because it could be paper-based, it could be a product on a phone where they could maybe identify things fairly quickly, but equally, that information could be fed back up to organisers, so fed back to head office so there'll be a database of evidence

over time. Would that be of any interest to the organisation if it was user-friendly?

SO1   I think my limited, I say limited, a year and a half of working with coaches in this environment, they're not going to do anything. And I don't mean that in the negative, demeaning way because they're great coaches (Overlapping Conversation)

SRO1   If that's what it is.

SO1   They're great coaches delivering what we require them to deliver but there are sometimes when an email, "Answer this, this…" and unless there is some money going to be attached to the end of it, asked them to fill in a form, then it doesn't really happen. The good ones always will, (Overlapping Conversation) Yeah, there's a bulk of them out there that just, as we said earlier, a lot of them are very, very busy.

SRO1   Yes, I think if we utilise something, it has to be in the now, very quick, and quite good on a social media.

SO1   Yeah, and that's why I come to with the electronic form that has some statements that they just have to tick, so it's so simple. So maybe, coming back to what you said then, I think it was so simple and it was on their phone, because you could do it then, run into the car to get to the next lesson or whatever.

SRO1   Right, that's great, because that's something that I'm hoping this conversation and analysis would perhaps drive forward, some sort of tool to help both the delivery of a coaching session but also the evidence of it in due course.

SO1   Yeah, well I think our electronic form, we're sort of on the way there.

SRO1   Okay. Right, thank you very much. We conclude unless there's anything else you'd like to add that I haven't asked you. Is there anything you'd like to discuss or mention?

SO1   You mentioned about speaking to the insurance companies. Where do you see that going?

SRO1   What I'd like to find out is, is there any relevance in an insurance underwriting the risk by reducing premium? If there's been some form of specific training in risk assessment or risk management, it might be the insurance company perceived that the risk within an organisation was quite

fine, that they're happy with that. I don't know, that's a question I'd like to ask, or whether there was an issue for reducing the likelihood of a risk by the participant, that's the coach, delivering a greater awareness of, as you said, their responsibility and accountability, and there may not be any but I was interested to ask the insurance company that underwrites the organisation what their perception of is, for me to find that information out as to whether there was a motivator to ask coaches to engage in, let's face it, further qualification and time or whether there's no motivation from an insurance perspective to drive that delivery forward, in which case, why would anyone engage in it?

SO1 Yeah, and you would argue with the coaching qualifications, the BE one and I'm not sure if BD is similar with the built-in risk assessment I suppose, would they tick that box that they've had (Overlapping Conversation)

SRO1 My understanding through the discussions I've had with the organisations is that appears to be very much a paper-based exercise with actually very little knowledge behind it and that it's done basically. I'm trying to stay independent in my questions, but that…

SO1 It's just form-filling exercise (Overlapping Conversation)

SRO1 Potentially, and to try and take my personal view over it from having been through the process as a coach is that looking at the organisation's perspective of how that information is delivered to the coaches and who delivered it and their understanding of why a coach makes a decision based on what and it appears that that area could be more robust.

SO1 Yeah, okay, yeah, that makes sense

SRO1 But it may not be if you, as the leader of the organisation, responsible for coach education is comfortable with it, and it may not be if…it may be plenty robust if the insurance company is happy with the organisations, yourself, accreditation process of what a coach has to do to be on your database from which you would contract them. It's looking at that process and policy that I'm interested in, hence, the request to be able to talk to your insurance company to determine whether they feel that that is of interest or not.

SO1 Okay. Just to counteract that, that you would…whilst I did say a form-filling, box-ticking exercise, to actually fill out the form, you would have to discuss the component parts anyway, and if I would deliver it, you would

have to discuss the component parts, and seek examples from the individuals you were teaching, coaching.

SRO1 That's what you currently do?

SO1 That's what- yeah, that's the way I believe that it's delivered by the coach educators, so that would put a bit of depth behind it, albeit probably in a classroom setting rather than a…

SRO1 And that's the point, that it appears that this aspect is delivered in the assessment process, but then is hard to evidence when it's done in real world.

SO1 Oh no, absolutely, hence my visual risk assessment.

SRO1 But you are also using now additional electronic piece of evidence to ask that they completed that.

SO1 That's where we're going. We're going to develop…currently, it's paper-based.

SRO1 [inaudible 00:41:18].

SO1 Yeah, so we're on the way there, but not there yet.

SRO1 Super. I think we're on the same lines, that there is a need to evidence, actually good practice.

SO1 Or an awareness.

SRO1 And awareness and if not then there's something that an organisation may want to do to change it. Okay.

SO1 Thank you.

SRO1 Right, thank you very much. We'll conclude the interview now.

O2. BHS Organisation transcript

SRO2 It's starting. Hopefully it'll work. I just like the fact that it looks like a cassette.

SO2 Brilliant, isn't it? Little mixtape.

SRO2 And then I can send this off as a specific audio file and it'll be transcribed by a proper company because otherwise I'm going to spend six hours trying to transcribe it. So, okay. All right. Thank you, XXX, for being able to come forward to the interview today. You've received the aims and my questions for you to see?

SO2   Yeah, I got them in front of me. Thank you very much.

SRO2   Thank you. And the consent form?

SO2   Yeah.

SRO2   So you understand the process of the study. The interview should probably take about an hour now or less.

SO2   That's okay.

SRO2   Okay, thank you very much. Can you just confirm for me what your role is within the British Horse Society?

SO2   All right. So my name's XXX X. I'm the Director of Education. My role is to oversee all the qualifications of the accredited professional coaches, so that's our… if you want to use the term licensed coaches that we use across the society, the policies and processes with that, and to make sure that we are supporting every single rider out there with the correct workforce that are trained.

SRO2   Super. Thank you. So really you're the go-to person within the organisation, at the BHS, for the coaches (overlapping conversation).

SO2   For the purpose of this, definitely.

SRO2   Thank you. So I set out my aims as really to look at how coaches identify decision-making behind the risk assessment and find out a little bit about the perspective within this particular industry. So you've got quite a few coaches; when you are confirming accreditation or licensing, how does or what does risk assessments involved or be integrated, or does it?

SO2   I think the simple answer is it doesn't. And this is, for us, why this study is potentially a great study to us, our legal licenses accreditation process is checking if someone has the correct qualifications, that they are up-to-date with the CPD, that they've got the first aid and their safeguarding. However, it does not check their actual processes for the risk assessment. What we do as an organisation is provide risk assessment templates to them which we would recommend and encourage them to use, and we provide them as many resources to help them with how they're risk assessing. The other side of those, what we do is we expect them to have a qualification and within those qualifications, they have to demonstrate their ability to do appropriate risk assessment prior to getting on to the accreditation. So through our qualifications, we do ask them maybe demonstrating how they would risk

assess prior to doing coaches sessions, how they would deal with that. However, that is based on a specific coaching session they're giving at that time and not generically across everything they do, so there's still limitation with that process.

SRO2   Okay. So I'm familiar with your system of how that happens, when they take their qualifications – I know you have a skills record that does training – is there any training that underpins their decision-making about how they complete a risk assessment?

SO2   There is no formal training that we provide from the British Horse Society. The primary thing that the British Horse Society do is an assessment body rather than the training side. However, most of our accredited professional coaches under approved riding schools are the ones who are providing the training prior to them coming to those qualifications. And as part of that, they would be giving, hopefully the training around how to do this correctly. And what we do have is as well is the resources that we'll provide to our riding schools and to our accredited professional coaches, the templates and the guidance when they are part of us. We also within our own books, our stage 4 book which is just getting finished at this moment have some detailed guidance support learning material around risk assessment; how to do it, how that's embedded. So although we don't provide the training, what we do provide is the guidance and the support to the professional workforce who are usually associated with us to make sure they're trying to give that as accurately and as well as they can so that the learners coming to the assessment are as well-prepared in order to pass that assessment and therefore to move on into the license or the accreditation process that we then have.

SRO2   So just for my clarification, that's in your literature for your stage 4?

SO2   It's the primary place; it does fit into some of the stage 3 and stage 2 but not in the level of detail that you probably aspire to at this moment and something that we may have to look at moving forward to further than that.

SRO2   Just for me to understand the structure of this organisation, the British Horse Society, what are your minimal requirements for the BHS to accredit a coach?

SO2   Okay, so to get onto a process as a freelancer – I'm going to talk freelance
        first, so that's also the-…

SRO2   Fine. Yes, that's good.

SO2   Then we would expect someone to have a minimum of a stage 3 qualification
        in care for riding and teaching. So it's about not the teaching but the care
        element as well which is critical to us. That doesn't necessarily have to be a
        BHS qualification. It can be an equivalent industry qualification. So that can
        come over with us from The Pony Club, whether that's from colleges that are
        out in the industry that are walking at that level. So that gives them that
        stepping stone of that. In addition to the qualification, they have the first aid
        and the safeguarding and they're conducting the ongoing regular continuous
        professional developments, so that's a minimum of six hours every single
        year to go forward and beyond that. And sadly beyond that, we do no direct
        observations of the coaches or the risk assessments or any other process
        around that either prior, or once they're on the process, we just make sure
        that they stay current and they keep those documents that they're required,
        the first aid and safeguarding continuous professional development, up-to-
        date thereafter, and encourage as much as we can a culture of ongoing
        learning so that they are encouraged to develop, learn, and make sure they
        stay with current knowledge.

SRO2   So reflecting on what you've just said, if they then continue to develop
        themselves they will have training but they could potentially sit with that
        minimal qualification, earn a living and be there for 20 years.

SO2   Yes.

SRO2   And what restricts your… you said you don't observe them, is that a logistics
        or is it a time or a cost?

SO2   At this moment in time, it is all of those elements together; logistics, time and
        cost that comes into it. It is something that I hope will continue to be
        reviewed. I would love to get to the point where either coaches are reviewed
        on a period basis because I think it would have those professional
        discussions, and to have those observations would improve the standard. In
        some ways has moved from, probably more historic, a register of instructors
        which was more about just keeping and making sure people had insurance
        and a list of people could go onto a more moving towards accreditation. If it

was to move from that accreditation into a more licensing process, then that next step for me would definitely have to happen. At the moment it is accrediting that they have the basic standards in place to work in the industry, and not more than that just yet.

SRO2 That's really helpful to say that you actually does have, as you said, forward planning and future planning. One of the questions I'd ask you which you hopefully can give me figures later was about the demographics of your coaches regards their role. You mentioned self-employed. Does the same things done for someone who's employed, so maybe contracted through one of your riding schools?

SO2 Okay, so what we do for riding a school is it had to have a minimum of a stage 3 coach in place, so the same level as we'd have for that, and they can then employ anyone else they want. However, what we have launched this year to try and bring all those under the same umbrella and that same accreditations, we now have accredited professional centre coach, need to be an accredited professional centre coach. We actually have a level lower. So because we know there has to be at least one stage 3 coach in there who is overviewing, who is seeing what's happening, we then allow anyone who is a stage 2 coach – that's the care, the riding and the teaching – to be an accredited professional centre coach. Now they are only an accredited professional within the workplace. So they can't use that branding freelance, to go and work in The Pony Club or any other area, that is only valid in working in that centre. They can't say "I'm an accredited professional centre coach, that I've got that minimum accreditation standard" for that environment.

SRO2 So actually, if I'm looking to produce my questionnaire and I'm looking at the structure of the coaching, I need to make sure that there is an accredited centre coach that sits, at equivalent of level 2?

SO2 It is level 2, yeah.

SRO2 As a level 2 coach, okay. Just so I can capture all of your (overlapping conversation).

SO2 Yeah. And we also have just—there is the option at that stage to be a level 2 coach and a level 2 ride leader, and obviously the ride leader market is a smaller market but it does have a crossover with the coaching skills, and the

risk assessment element within that is even more, and potentially something that we need to be aware of.

SRO2   Okay, just really from our discussion today and with the other people I'm interviewing this will formulate my questionnaire, to capture the audience; how did your organisation – so the structure of the BHS – come to these standards? Where were you benchmarking to say that a level 2 is appropriate to start? Because I'm aware that you went through I would say almost equivalent of a level 5 and that I understand you have a fellowship, so from those broard things, where have you come from to say this is what you accept?

SO2   Okay, so most of our qualifications have been built over 70 years and it'd been built based on industry needs, which by that I mean working with employers, predominantly working at the standards needed, working with insurance firms. Our last review happened just two years ago, and that involved consultation of over 4,000 people in the industry. From centres, from learners, from parents, from coaches, from assessors, to actually understand the relevant skill required for the employment role and the qualifications that they have to meet for the role in employment. So whether you're going to be employed as a coach, a senior coach, a yard manager, whatever your job title is, that the qualifications are there to actually provide you the skills to get there. So what we basically do is we go out, we consult, we make sure that the standards that people are coming out with help them to be employed, make sure that they're delivering that in a correct knowledge, skills and a timely manner to do that, and our qualifications are built from there. So for us, as a stage 3 coach, as freelance coach; the skills required within our qualifications provide them the minimum standard, and I'd hope slightly more, that people can go and work in the industry freelance and have the skills require to support any rider across the area that they're working with.

SRO2   And that's what I'd like to drill down behind is that potentially one of those people who's been accredited, who's on your APC sits on your database, could actually be accredited within the last six months or could actually be there for 20 years, and it's just looking at that in coming behind that. Thank you.

SO2 Yes, yeah. And I think, the big thing from my point of view, what we really try to push is the change from-… As an organisation, we used to push qualifications and qualifications are fabulous but actually, they only assess a person at one point in time. And what we have through the accreditation is actually someone who's not just got a qualification but has continued that ongoing development thereafter so it has a level of currency. They were not assessed in that currency but at least we know they're engaged in some sort of training and support so that they've got a level of currency in process. As you say if we ever were to license, well we have to have an assessment process in that but it's better than what we historically did which was just pushing qualification which then did become quite more null and void and you have people who'd be sometimes 20 years out-of-date who'd be representing the organisation.

SRO2 Okay, thank you very much. So that just really gives me a much better understanding of your policy behind how someone can be on your database of APCs. So if we just move forward a bit then to our next questions which are more about, I've titled it risk assessment but a lot of it is really about how people make decisions based on what they're seeing. So then this might not be if you are doing it but if the people on your workforce are doing it. If you're validating or assessing a coaching session or the policy behind that principle is there, when would you expect someone to undertake a risk assessment for those activities?

SO2 From my point of view, a person's risk assessment is something that's done at the beginning but is there an ongoing open document until the end of any activity. That's, for me, a risk assessment isn't a piece of paper that is done and shelved. It should be a confident thing that is, within a coach's mind, they are risk assessing at every moment of every session and it should be an ongoing element. So I would expect that anyone who's going to deliver any session has a risk assessment of what they're expecting that day, they'll then get into the session and they'll be doing a further risk assessment. They may not always articulate that on paper but the process should be happening, and then throughout that session a coach will be risk assessing at every single minute that session going on. I would hope at the end of the session, if there's any key things that happened, that is then recorded on that sheet so

they have a formal written record of all the risk assessments concerns that they had so that they can learn and make sure that when they come to a session in the future, they've got that evidence. Or if it was something more serious, they've got a written documentation of the process.

SRO2   Okay. So you said that you would hope and there's a bit of an assumption there; do you expect – I know it's a very subjective statement – that your coaches out the industry actually have a written document when they teach?

SO2   I would hope that most of them have… Well, most of them will have sadly one written document which is generic to all their teaching, I would doubt very much that at the moment in time that everyone is doing that specific to everyone. However, I would hope that every single one of the coaches are risk assessing in their mind and process at every stage of their session.

SRO2   And I was pleased to hear, although I'm trying to be independent in my questioning, that you'd expect a visual assessment to be ongoing. Today it's May and it's raining, the idea of having a paper document in our workplace is not always so easy. Do you think there's any room for having some other form or method of doing that?

SO2   I think every coach needs to find a way that works for them. I know some coaches that will have every session planned on an iPad in advance, they'll have the session and the learning aim and as they go through it, they might use it for filming at the same time, at the same time they were doing risk assessments during that session and that'll be recorded in iPad so that's all done at the same time. I know some other people that aren't IT literate. So they will have similar to what we got here today as a recording tool and they will voice their risk assessment into a phone, and it maybe a summary of the session and the risk assessment will be part of that summary of the session. And again, an excellent way to record that and it might be that then what will happen is not prior to the next session with that person, they may refer back to that recording and say this is what was covered and these are some of the risks that came out of that last lesson, so that they could be part of that per-… If it's risk assessment directly relating to a person or a horse, it's built within that and it becomes a process. Obviously, with any data like that, you're then dealing with individual personal data so it has to be stored correctly and managed, and the coach has to make sure they got the correct process to do it

and the permission to do it if they're recording alongside names and data. So there are challenges to make sure that the coaches are doing that, we actually are recording it and keeping it and storing it in a correct way. What I would say at the moment is the BHS don't always give the guidance or recommendations of the alternative ways, so the vast majority the recommendations or guidance we provide is a round the written process and the templates. And I think there is a huge amount more that could come out about the use of technologies, whether that's iPads or phones that can actually support coaches to do this in different ways and to store the information. But also, there's no point just storing it, and this is my big issues that (overlapping conversation).

SRO2 So be like accident reports, when they're just stored.

SO2 Exactly, it's pointless. No any sort of risk assessments is to actually inform to develop and to support future sessions, so actually it needs to be done in the way that actually helps the coaches to refer to it to support their development and to support that rider or horses they are using to make sure that they're improving their sessions in the future. So I think there's more… And this obviously project that you're undertaking as part of this work could actually help support some of that work in the future for us.

SRO2 So potentially we could ask a question of how do you evidence and find out what they do, or don't do.

SO2 Yeah.

SRO2 And then we could possibly cross reference it to whether they're employed or self-employed as to their skill set. Okay, I can take that onboard, thank you very much. I think you probably answered the question about as an organisation, how do you support that structure behind the decision-making. Is there a difference between that supports that goes through maybe an approved riding school? Because you have other departments here that run your riding schools against the self-employed coach, or are they once they're qualified and accredited, is it just through the CPD? Is there a difference?

SO2 For our approval process, we do go out and observe coaching sessions within a riding school environment, which is great that we get a snapshot of one coach in one environment. What it doesn't necessarily do is see all the coaches in that environment and make sure that they're actually all working

to the right level. Obviously as part of those individual assessments that is happening, the risk assessment process for the session as well as the general yard would be covered within that inspection. But again, it is a snapshot rather than overview of everything that they can do and should be doing and down to individuals. And I would also say that as much as there'd been some great work in there, there's probably a level of inconsistency in how that's done by some of the inspectors so there's more work to keep that going, to actually make sure that they're not just watching a good session but actually considering the risk assessment part of that from start to finish and the management and process that undertakes, and I think there's still work to be done and again, I think your work on this could help support us and inform us to do that better potentially in the future.

SRO2   Okay. That's good to hear that there's an awareness, but you have a very diverse demographic within your coaches and that's just within UK.

SO2   Yeah. And I think we also have these diverse coaches but we also have diverse participants. And as a sport, I think what people outside the sport don't realise there's about 1.3 million regular riders in the UK and actually therefore we have a huge amount of variance in who they are, the skills, their knowledge, their background, their approach so the coaches do have to adapt to a huge different circumstances, different abilities and different characteristics. So there are huge challenges and as a result, you do get these variances and what we have to do is try and support them to try and minimise that and we improve the quality overall.

SRO2   I think one of the reasons I wanted to include the British Horse Society in the study is that your coaches that coach across flatwork, show jumping and cross-country, so that taps into that diversity of environment of learned participant. Looking at the structure then behind decisions and risk, part of the Health and Safety Executive is a request, you know, from perspective is how we review any structure on risk assessments. How's that done initially for you at an organisational level, and then if we can maybe discuss where and how, it may or may not be done in individual level.

SO2   Okay. So at an organisational level, we will review our risk assessment process every single year. So that's a general but it's an ongoing process so if something's picked up between that, we would do it. And that's about

what we do in here, the specs that relating that to our exams or assessments or process we've got around that, that is something that we will constantly review and make sure that we are meeting that, and involving our insurance firm within that at all stages to make sure that we stay current and guiding them where we can.

SRO2 So excuse me for interrupting, would that at an organisational level would you look at your collective database of coaches and, I don't know, do you get involved with incidences, RIDDOR or anything like that? Do you get any of that data coming back up to you?

SO2 We get very limited data back to us and actually what we deal with one of them, we're looking at coach level and this is again something that we need to keep reviewing, we have actually hear when there are problems and it's… So we hear when there's a complaint or there's a challenge that's comeback, then you'll often be… Or if there is something that's going to a court, we often engaged at that stage. So it's usually certainly on a negative side where we have to say have they followed the process or guidance which would be an industry standard because we would be deemed as providing an industry standard in the process, the qualifications and the templates we do. So if someone's working outside that, and they're not following good practise and something's happened or there's been a complaint, then obviously we can deal with that even through our complaints process or obviously support the legal process that could be happening. What we don't do very well is actually do that ourselves. So we're not involved in that management of that day-to-day of the coach, of the processes they're all undertaking and managing that.

SRO2 And as you said it is an accreditation, it's not licensing, so I can understand that. But even so, if you're only hearing about issues that are of concern; poor practise or incidences, do you track that regards the people, the place or the volume as a percentage? Do you see a trend?

SO2 We do track the numbers and the types. We have actually seen a significant decline in the number of complaints in the last couple of years.

SRO2 And are there complaints about poor coaching or poor practise when you say complaints?

SO2 It can be absolutely anything. So we can-…

SRO2   So it could be people not getting on, it's not about the decisions.

SO2   We can get it from the behaviour. We can get it from the technical competence. We can get it from social media complaints and abuse. We can see complaints in different aspects. And we do record the types of the different things, but it is a small number of complaints that we actually received within the society. And I mean, in a year, we probably received regarding our accredited professional coaches which are just around 3,000, we probably received less than 20-ish.

SRO2   So do you think that's not recording or just that you're not having incidences?

SO2   I would suggest that this is down to us not—people not reporting. And I would doubt that any industry or individual are not going to have problems or challenges, but obviously not all of them are something that people will say actually this needs to be complained about, and we would only necessarily see them if it gets to a point of complaint.

SRO2   And actually, you might be looking at complaint from a point of view of customer service.

SO2   Mm-hmm.

SRO2   I'm looking at the decision based on safety, which is slightly different. So if you only got 20, and as you say your coaching register database is only (overlapping conversation).

SO2   Roughly 20. I'm not giving the exact, I have to check.

SRO2   No, no, but it's only two years old so it's early days.

SO2   Of course it is.

SRO2   What is your professional view on whether your individual coaches are aware of HSE's request for to review what they do?

SO2   I would expect that very few coaches know. I would hope they do but, and although it's something that is covered with some of the assessments so they might have known it at some point, whether they were kept current and understand what they have to do, the roles and responsibilities around it; I would say that within a centre environment, the knowledge and responsibilities are going to be much higher. Within the freelance market place, what people are doing, awareness of the knowledge, personal view, I think it would be a lot less.

SRO2 Okay, thank you. And it'd be interesting when I go to the other organisations which you're aware I'm doing, they predominantly self-employed coaches so it'd be interesting if there's a similarity across our industry. Thank you. We have actually covered quite a few of the last questions but, and as you said the APCs only sort of in its two years of its infancy, what are the challenges but also the strengths within the society that you're see in current coach practises… I'd use the word risk assessment, but the ability of people to make decisions. I'm hearing conversations that people have become risk averse, I'm seeing some riding schools say we can't take stirrups away as equipment, and I see others were there actually encouraging who can counter the quickest in a beginner lesson, so that's a very subjective statement, but do you perceive other challenges the strengths about the coach practise?

SO2 I think it's a great question, and I could come at it probably from a hundred angles. I think the society has become risk averse. You know, I've just, just aside from this, so apologies if I go off around a bit of a tangent, but I've just done a project or my wife's just done a project which I obviously supported which has been about the impact of resilience in children and how a risk of their society has actually reduced resilience. And you know the stats are astounding because children are getting less and less open to risk and, you know, we often call it a bubble wrapped society. That actually the resilience, the challenges are there are not obviously going to feed through into the practise that we're now seeing in our coaches and things. And, you know, we use example of children not being able to climb trees when they're young and play on the street and things like that, but actually that whole culture of the society does obviously directly relate into the practise that then goes into the mainstream professional industry that we're a part of in equestrianism here. So I do think that we have practise of 30 years or 40 years ago where people would ride without saddles, people would do things which would be classified as higher risk but done in a controlled environment, I don't think people would take on those risks to the same extent in the majority. Now, the challenge comes back to what we said before that not everyone has kept up with current practise in culture. And I can only talk for obviously the coaches that are coming through us and therefore, they're actually more likely to have kept into CPD and development and be following current

practise. But actually we only represent a small percentage of the coaching workforce out there; and the fact is the rest of the coaching workforce out there, they're not coming through a license scheme of one of the member bodies, there's the high likelyhood that they're not engaged in a CPD; I can't give you additional on that but there's a high unlikely that is the case and therefore they're working in practise of the coaching practise which could be 10, 15 years that we do and not necessarily… in this industry especially, you tend to work very long hours, you don't always get open access to the wider mainstream world in some case, which actually means that you don't always keep up with society changes. So we will have in this industry probably more spread of coaching practise. I think what we see coming through with more of the next generation of coaches is they're much more risk averse, people who are not taking those risk because they've not come through it and it's starting to do… and then their coaching practise will actually take that out and they come up in an non-risk environment society, bubble wrapped environment – again come back to that term – and that will transfer into the coaching practise. The problem you then get is actually that impact on the level of coaching because… And that's where a risk assessment is great but actually when that then impacts risk aversity and then you then end up getting a society which then… as my wife's project, you get young people or adults who are not used to risk, the resilience is directly impacting and resilience is critical to actually competition and to actually development, and that becomes a real challenge in performance support there. So I always say risk assessment is critical to actually every stage we're doing but we do have major challenges in the society change, and I'm not going to say that's good or bad because actually there's strengths and weaknesses both ways.

SRO2 And whilst I'm referring or we're talking about risk assessment, I think it's about the activity so I'm going to be directing the study towards decision-making based on that information. Because as we've alluded to today, risk assessment can be a process that's paper-based, I want decision-making to be an active; I will find about that. But I like your choice of words regards resilience so I might just think how we can integrate that. You alluded to the having a small proportion, you alluded to maybe 20 or so concerns that come to the office, so do you encounter any poor practise in coach decision-making

or coach activities and if you do, how do you support a coach to most improve? I'm thinking a scenario where, and we know it's valid in this industry that a coach could put a rider on the floor with a serious injury, a life-changing injury, that coach could've acted with good training, but then that coach may be impacted at an emotional level, like mental health. But equally, that coach could have been fully informed, or have made a poor decision. Do you encounter this at all and if it did happen, is there a mechanism for supporting?

SO2   We do but not as often as probably we could. And I think it's something that we as a society need to improve on, as to be seen as a support resource for the coaches to go through things such as this mental health and dealing with problems. What I would say, coming back to the critical part of the question, when we get problems, concerns, we'll deal with them individually. And that'd be reported to us so if there's someone who we believe is not acting in the best way, as an education charity, our first line was always can we support and develop.

SRO2   Okay, that's good to hear.

SO2   So that's always a first one. If the person's not willing to take on the learning or the development, only at that point we would then say actually I'm sorry, we can't have you as part of our accreditation, but we will always come from a training and development, now that can be anything from coming to CPD, it could be mentoring support, it could be buddying, it can be a whole raft of different mechanisms appropriate to the individual, and we have seen that; we often see it as we mention before with our assessment process, we have someone who got the skills record where someone is assessed as being ready to do assessment. If we get candidates who are coming into these assessment but they're clearly not at the level which is a risk in its own revel, coming into ride on unknown horses even though they're not of a level and this coach has signed them off to be doing this, then we go back directly to try and support that coach; guide them, help them, and normally again in that case if they're not following that we would take them off. I know that's quite a specific example, but there is a process, that we will probably see more of that where we have candidates not coming through an assessment level and we'll give the support of a coach, then through our complaints process which

might only get one or two that'd be specific to those examples on an annual basis.

SRO2 That's interesting that there is something in place that you do.

SO2   We do. Again, it could be improved and we're open to that, we only at the moment get where there's a significant margin in the variants, but actually what we love to get is actually see if that could get closer so we get people who are constantly putting people through who are always below the level, again they need the support as well, now that wouldn't always be flagged to us though our current process; we're only at the moment flagging the extremities.

SRO2 Okay. And that sounds like it's more about their knowledge and understanding of the standard and not necessarily core practise.

SO2   It is, but that still leads to a potential risk especially in the riding environment if you're putting someone into that, even with just with the level with unknown horses in that environment you are potentially opening them a risk. Obviously in the teaching environment, if they're not to that level and then they teach people, we have the extra risk management. And I'm aware that we've got assessors who can step in at any point, but we're still putting them working with others that could put themselves at risk. So we do hopefully need them to be coming in as close to that level that they should be ready to pass as we possibly can for that assessment. I would love to get… but it will never happen, that you have a hundred percent pass rate because of that.

SRO2 But it's a process that you have.

SO2   But it's the process that is the important part.

SRO2 Okay, thank you. Well my last question today is, from our brief conversation, is there anything – and you've alluded to quite a few things – specific that you like to see developed within your coaches to enhance their working practise or maybe something that we could integrate between my study and your organisation into the questionnaire?

SO2   I think the hardest thing we've got as an industry from my point of view, I think this directly feeds in, is that we are what we call a hand to mouth industry. So a simple form, that is the coaches, too often coaches especially on the recreation level, you might hear from the disciplines when you speak to them at a later stage, is they are literally doing back to back lessons. And

it's about getting the income, because it's a hard industry, to bring in the money, to make it financially viable to do coaching, to look after horses and all the cost. But the problem is when you get to that level of hand to mouth and the cost associated with the industry is the bit that 'salways going is the planning, the preparation and the feedback afterwards. And I put the risk assessment; although it's critical during it's also as critical at planning, preparation and the post-review. So because too often, the planning and the review sessions are not as well done as they should be, because they're going from session to session and often… I'll give you example, that on Saturday you would have coaches in the riding school that will literally do 12, 13 back-to-back, hour after hour, 40 minutes after 40 minutes constantly for the day.

SRO2   The concurrency of the sessions.

SO2   That actually it means the ability to do that pre and post can be lost and some of that learning and real critical element can be lost. And I think that's the bit that we as an industry need to try and support. How we do that with the cost element within the support of this moment is a very difficult one, because what you're having to say is actually what you need to do is do less sessions, which means you have to charge more so that you can actually have appropriate planning and review built in around your sessions. And that becomes a real big challenge for the lower level element, and possibly higher but especially that lower level to do, and it does for me directly feed into the ability to do risk assessments but learning from those risk assessment on an ongoing process.

SRO2   So if we could find some, I'll use the word loosely; tool that they could utilise within that taught time, so maybe audible since they're coaches as oppose to paper-based because of that environment, it might support that reflection pre and post not just during.

SO2   Yeah.

SRO2   Okay. I think on that; that gives me something really to consider. In which case we've concluded the session XXX. Is there anything further to my questions that you'd like to add?

SO2   No. Just thank you and good luck, and we look forward to your banding and hope it can help us develop and move forward.

SRO2   Thank you very much. We'll stop the tape now.

O3. The Pony Club Organisation transcript

SRO3   Okay. Thank you, William for coming to undertake the interview with me.
        Did you confirm that you've got the questions that I sent you and the consent
        form beforehand?

SO3   Yes, and I've signed the consent form.

SRO3   Thank you very much. For the benefit of where my study is going, can you
        just tell me what your title is and your job is involved within the Pony Club?

SO3   I'm chairman of training for the Pony Club, both of the centres and the
        branches. So I oversee the training of the coaches, the CPD of the coaches. I
        oversee the exam system, I oversee the big training conferences, and I
        oversee various courses like the A Test course and the talent pathway course.

SRO3   Okay. That sounds actually really comprehensive and it sounds that there's
        quite a structure within the Pony Club that already exists. So you mentioned
        centres and branches, what's the difference between those please?

SO3   The Pony Club is divided into Pony Club branches and Pony Club centres.
        The branches are all put into an area so a local geographic area. There's
        normally approximately 20 branches to an area. In the branches, the
        members which are the children 25 years and under own a horse, and take,
        participate in events, training, competitions on their own horse. A centre is
        basically an approved riding school that obviously is licensed and everything
        and assessed by the veterinary and everything like that and these approved
        riding schools become a Pony Club centre and children go there without their
        own horses and learn and join in Pony Club activities at the centres.

SRO3   I think that's quite interesting that there's two different structures there
        particularly from the point of view of the coaches and how they teach, for
        want of a better word. Because one will be teaching on ponies that the
        children know, and the others may be on ponies that they know, there's quite
        a difference.

SO3   I mean, there is- although a Pony Club coach should be able to coach at both,
        it is very difficult for some coaches to teach in a Pony Club riding situation in

a field with eight ponies that are fresh and galloping around as opposed to a centre where one behind the other.

SRO3   A different context. With that in mind, do you know how many coaches you roughly have, and I don't know what you call it, but I'd say your database, your register of coaches?

SO3   Approximately 4770 coaches.

SRO3   Wow. I didn't realise it was that many.

SO3   These would involve- these are people that are on our database now, some of these might just only coach once a year but everyone that coaches has to be on it.

SRO3   Is on a database.

SO3   So these might not be people that coach all the time, these might be people that perhaps coach and help with food or….

SRO3   Okay. I think that's quite relevant that I can maybe differentiate from that when I put my questionnaires together because we'll talk a little bit more about the types of coaches (overlapping conversation).

SO3   I mean out of that, I have got figures, we've got at the moment about 1200 coaches that coach in centres. So those are centre coaches but every centre has to be obviously visited and appraised each year and there were 44 centres last year that weren't visited so we're not quite up-to-date on….

SRO3   Okay, but the fact is that you do that type of thing.

SO3   Oh yeah, it has to be done. There cannot be an approved Pony Club centre without that.

SRO3   That shows a robustness from the organisation's level, that's good to hear. Would you know how many of your coaches who would be maybe self-employed, contracted through riding school, part-time or anything else? If you do, that'd be lovely to have that information or is it something that you might like to know?

SO3   No. In as much as that- it's something that needs looking at but as I said, we've got about 12,000 coaches- no, 1200 coaches that coach in centres, these would be employed by the centre, so the rest are self-employed. A lot don't do it professionally. I mean, the thing about the Pony Club is that we depend on the volunteers and an awful lot of coaches although they have to follow various sort of things to coach like CPD and safeguarding.

SRO3   Okay. So that's great. That gives me a broad understanding with the background of the Pony Club and what you're responsible for. So, if we just talk a little bit about the Pony Club policy or its procedures, when you're confirming a coach's status, I don't know if you use the word accreditation….

SO3   Accreditation.

SRO3   Accreditation, what are your minimum qualifications that you would expect one of your coaches to have to be on your database?

SO3   At the moment, there is no qualifications. It was suggested, or I tried to bring it to them by 2022 every coach must have some form of recognised qualification.

SRO3   What would you call that? What would your aim be for it to be recognised? Are we talking UKCC?

SO3   UKCC Level 2. It used to be BHSAI but now it's Stage 2 (overlapping conversation) Stage 3 Coach. But, we don't insist, when I say professional, we have our own level of coaches, in other words, we have the steps one, two and three and step one would be very much like UKCC Level 1 so would be a coach that has to be observed, is learning, is helping. Step two would be a very junior coach they're able to take. And then step three coach you'll be able to do cross-country, so we have courses they have to attend. And then if they do step three and we feel that they are a good coach, and then they get the coaching certificate but it's a nonregistered Pony Club system, it's not government linked.

SRO3   Right. But it is standardised because you said you check things-

SO3   Oh yeah, it's standardised. Yeah, it's standardised.

SRO3   Okay.

SO3   And every young coach now which we started about I don't know, when I started it four or five years ago, every young coach coming in has to go through the step system. I don't think they all do, but theoretically to teach you have to go through the step system.

SRO3   Super, so I'll make sure that when I put my questions together and talk about qualifications, I include the step system.

SO3   Yeah.

SRO3   So that we can assess numbers and cross over.

SO3   Yeah. And the Pony Club does have its own UKC- it does do UKCC.

SRO3 Level 2 and 3?

SO3   Two and three. But to be quite honest, I think that….

SRO3 That might not be so strong now ,or going forward.

SO3   It's financial. To be quite honest, it's very expensive for our student. I mean, you're on tape now but….

SRO3 Yeah, but that's a limitation, isn't it, it isn't in the same light?

SO3   It's very expensive. It's not just expensive for the students, it's expensive for staff because we have to delegate one person of staff to do this and that is one staff costing £20,000 a year.

SRO3 So it's a physical resource to the Pony Club when you've already got other things in place.

SO3   Yeah. And it is not used by- if it was solely used by Pony Club members and Pony Club coaches, but it is used very much by external coaches that don't put in or give back to the Pony Club.

SRO3 Okay, so it sounds like you don't perceive the value to the Pony Club that Level 3. As in you've got other systems in place.

SO3   The qualification is very good. I think that for the expense of running it, it's a bit like running a Pony Club open event when you only have six or seven people or one person in an area that does an open event, is it worth all the time and money to get that one person forward when they can go and do BE.

SRO3 So that sounds like those policies in the Pony Club about where you're going. How did the Pony Club come to addressing these standards? So you talk about your step system and then you've also got…. So you stepped there as part of the training committee?

SO3   The training committee and as chairman I wrote all the three step things. We look at it, we've just looked at it and it is about to be, not rewritten but kept a little bit more modern, perhaps taking out some of the theory like the BHS and getting more practical. The big thing is to watch people coach, and if you're not careful these days become a nice lecture in a lecture room and we don't see enough coaching. So we're always evolving but I wrote these, they follow on. With these there is the system of the logbooks so you have to do 60 hours' coaching to move up a grade. Now, coaching isn't just coaching, it is helping, it's organising rallies, it's painting jumps- do you know what I

mean, it's watching CPD, it's going to a lecture on teeth but they have an actual logbook they have to fill in and that's checked before they go up to the next stage.

SRO3 So just for the record, you chair that committee. How many are you in that committee and does that reflect- is it a small group or a national group?

SO3 It's a small group but taken- I try and get people on the committee from around the country so we hear the views and representatives of Scotland, Wales (overlapping conversation) so there, so I can see the weaknesses in the country. I think like all committees, its downfall is that it's always people you know and friends. And it's got to the stage now where, as a committee if I was continuing, I would have to be much more efficient about getting an accountant on the committee, getting someone with much more PR experience, I think committees have changed.

SRO3 Their roles have changed, hasn't it? (overlapping conversation) And without going down the governance of the Pony Club, I think we're comfortable to just say that your committee tries to reflect a national influence (overlapping conversation).

SO3 That'll be fine.

SRO3 When you are confirming the coach status, the accreditation regardless of what platform you put them on, where does risk assessment fit into it or does it?

SO3 Yes, every coach should, if they're coaching, fill out a risk assessment form before they coach. Now, if they don't, whoever's organising the rally or if there's a Pony Club rally, there is always a risk assessment done. There are set risk assessment forms that you can tick off but theoretically every coach should fill out. There should be a risk assessment done for every Pony Club coach coaching at a rally.

SRO3 Okay. That sounds quite comprehensive. And if the….

SO3 And they are kept.

SRO3 You evidence them.

SO3 We evidence them, yeah.

SRO3 So the coaches do them themselves or does the organiser do them?

SO3 No. If the organiser does them but the coach has the responsibility of their input. So it is the coach's responsibility - although there's an organiser that

does the basic thing if a coach turns up and says simple things like "We need to close that gate" or safety things, "It's a bloody awful day, it's pouring with rain, it's really windy, I don't think having 20 ponies outside…." (Chuckles)

SRO3 Yeah. Do you have a formal definition then for what risk assessment you work to regards the templates that you use?

SO3 We have a template that is constant and used by everyone which can be downloaded off the website, there are set templates. And there's set templates for everything. The Pony Club has a template for camps, for rallies, for quizzes, for horse and pony care, they've written a risk assessment for each of those.

SRO3 All right. That sounds quite comprehensive. And the lower level coaches well, any of the level coaches, is that incorporated within your step programmes?

SO3 Yes.

SRO3 Okay. Super.

SO3 And every CPD day that a Pony Club CPD day should always mention health and safety risk assessments just as a reminder.

SRO3 If you're observing or validating a coaching session you said with your centre coaches, at what stage would you expect them to undertake that risk assessment?

SO3 Before it starts and during if things change.

SRO3 How are they encouraged to do that during? You see lots of- I'm aware that a lot of people do things beforehand, how do you engage with them to do things while they're doing it?

SO3 I mean, we encourage all the coaches to have a big communication with, if I say their chief instructor, whoever is running the rally and if there is any problem there is always someone to go to that can take a junior coach who's not responsible or doesn't know enough. So there is always someone in charge of the rally that is responsible, that understands risk assessment and can make decisions if need be.

SRO3 Okey-doke. Part of health and safety exec is to review those activities that you just mentioned. How are they reviewed? Because you said that you keep them.

SO3 We keep them. I mean, we obviously have a health and safety committee.

SRO3   You say obviously but that's quite good to hear that you do have one.

SO3   Yeah, we do have a health and safety committee. Every Pony Club branch has a health and safety officer.

SRO3   Okay. Every branch has an officer, right.

SO3   I'm not sure about the centres but one assumes as a centre, as a business, they must have a designated health and safety officer.

SRO3   Okay. So you have a committee rep within your areas, how does that feed up to the organisational level or feed down to an individual coach?

SO3   Every coach should know who the health and safety person is at any rally, they are told so you know that point of communication. And the health and safety officers have training from head office (overlapping conversation) not a lot, but they do have training days.

SRO3   So from what I'm understanding is if there's an issue it can be fed up.

SO3   It's fed up, there is a definite line.

SRO3   A line to go up. What happens at that level? How does the…? Do you only receive issues when there's a problem or do you…what happens at organisational level for your review of risk?

SO3   Organisation being the top (overlapping conversation).

SRO3   It sounds like the committee, the health and safety committee is your review process.

SO3   Health and safety committee, yes, they review it. If there is a problem, there is a ladder or a process that moves up quite quickly. We have a health and safety person at head office that's always on the phone so if there is a real problem, they are contacted straightaway and it's 24 hours, they're always there. So if there's a real problem, if you have to involve the police and things like that.

SRO3   And if there was a simple issue that might require it or something along those lines?

SO3   That would end up with the health and safety officer who would then contact the DC of the Pony Club.

SRO3   Okay, and it goes that way.

SO3   That goes down that way.

SRO3   When you review those documents, is there a process that feeds back down to the coaches, recognising that maybe there was something in their practice that actually that feedback would be useful for them to have?

SO3   There is no set process.

SRO3   I'm just thinking that often we hear about accident reports, accident forms where they just get filed and no one actually does anything about….

SO3   Yeah, I mean, there's loads of accident reports and I've got loads at home, you know, but I mean as a chief instructor and as chairman of the Pony Club, if we hear of simple things like tack, is tack safe, changing tack, fixing jumps, all these problems, height of jumps, wings, what's safe, what isn't safe, as a training committee all the disciplines, show jumping, dressage, eventing, if they had a problem with the safety issue, it would come back to our training committee and we would say "this bit's not useable. You can use this bit. That tack's not safe. We don't allow this."

SRO3   And you'd feed that back down to the centre?

SO3   That goes down to the whole of the Pony Club, to the DCs, to the centre, that communication line.

SRO3   So there is a process.

SO3   Yes.

SRO3   Super.

SO3   And I mean, there's a discipline committee.

SRO3   Are these implemented much? Do you have problems?

SO3   I kept quiet. Yes.

SRO3   Would you have numbers that you perceive as acceptable or do you have…? Well, in that effect, what are your challenges and strengths within your organisation to manage that coach practice? Do you have problems? Do you…?

SO3   Communication is always a problem, but I think that in a serious matter, the Pony Club is very efficient.

SRO3   That's good to hear.

SO3   And we have a lot of professional advice. There is obviously, I would think there probably obviously is not sufficient communication back to the coaches after an accident about where perhaps they could've prevented it.

SRO3   Okay. And in your role and….

SO3   But that's experience of coaches, that is educating the coaches, isn't it?

SRO3 That's where I'm coming from is, is that do you feel that's a developing issue or a personality issue, some people have a higher risk appetite than others?

SO3   Yeah, and that's experience but very much…. The Pony Club, if you're dangerous and not good, the coaches don't get used. That sounds silly but it's very much it's a local thing with a branch, with local coaches that are known. And if they are- we have coaches' database and that database, the coaches can be, not struck off but they can be….

SRO3 Blacklisted?

SO3   Slightly blacklisted. And I as a coach, if something goes wrong and it gets to me, I as a coach have to organise some form of CPD for that coach. If there is a real problem and I feel that the coach needs a bit of help….

SRO3 You've answered my next question which was, do you encounter any poor practice within risk and decisions in the coaching. What would you do if you came across it? How would you support the coach to improve? So just talk to me through what that process is.

SO3   Well basically, the process is as you've said, there's an accident- it doesn't have to be an accident, there's poor coaching, this would go to the probably to the DC, who would probably mention it to the area rep who's in charge of the area. It would then come to, we have BODs.

SRO3 What's a BOD?

SO3   God.

SRO3 Is that an acronym?

SO3   Branch Organised, yes, Director. Basically, if there's a problem, they look at the problem whether it's a problem where there's been an accident or something like that. If it is a problem to do with training- if it's a health and safety problem, it'll go to the health and safety.

SRO3 Okay.

SO3   And they deal with the problem. If it's a training problem which is what you're talking about which is a coach's, it comes to me. I look at the problem, I ring up the DC, I speak to the coach, I have to speak to the parents and it takes bloody hours, and then I would then discuss with the coach and openly what sort of training they can have. And then I would organise a

	training friendly within the area, I'll organise for them to go on courses, or attend something and then they get signed off again.
SRO3	So that actually sounds like you have quite a robust system of managing in and managing out.
SO3	Yeah, we do but it's not used very often because our coaches are good. As I said the coaches, if you're no good, you don't get used.
SRO3	So actually, it's by supply and demand.
SO3	Yeah, and that's the trouble because supply is- the demand is always more than the supply in the summer.
SRO3	Of good coaches.
SO3	Of good coaches.
SRO3	Who are on your database.
SO3	Who are on your database. You can't use a coach not on the database… theoretically. Every coach that coaches has to be on the database. They have to have their first aid, their CPD, their safeguarding, CBS check, every coach has to have.
SRO3	They all have to have that.
SO3	They all have to have that.
SRO3	So that's part of your minimum requirements for them to be on right at the top when they come in. And does the Pony Club as an organisation put those things on place or do they have to find those themselves?
SO3	The Pony Club does safeguarding, obviously we do CPD. The Pony Club does first aid but very much we encourage them to go to the BHS or I've got one of these safeguarding at work which I've done for years which is great. So the courses are there, CPDs we'd put on loads and we've opened it up a lot now you know, we allow a lot of BS and BE.
SRO3	So you use the cross disciplines.
SO3	Cross disciplines, yeah, and very much now it used to be it had to be watching people ride but nowadays it could be a lecture, it could be you doing your psychology thing. We've broadened it up now
SRO3	I suppose that then encompasses what other organisations are doing and it's just as important for them to know how to check the tack as it is to coach a rider. From our brief conversation today, is there anything that you would like to see developed within the coaches to enhance their working practice,

thinking of how training and horses have changed in the last decade or so, or coach education has changed?

SO3   I think that it is the…how can I put it? My job as training is to get the coaches enthused so that they feel that the CPD and the training days are there for their benefit and they improve, they're not just there to tick a box. And that is the hardest thing is to make them realise that actually we're doing it for their benefit to improve their coaching. So it's a mental thing, isn't it, to make the coaches realise that- and also to make the Pony Clubs realise that the coaches are an asset and they need to recognise that they need to support their coaches. But that hasn't answered your question.

SRO3 No, that is about a culture though, isn't it, it's about a culture of developing coaches?

SO3   It's realising that the best coach is the one that develops themselves. If I had to recommend anyone any coach, I would say don't spend it on a horse, spend it on education. And that for me, I think I said before, is where I slightly let myself down because you leave school at 20, you get 1 or 2 various exams and then you're competing, you're running a stud, you're doing god knows what, you're training students, but your training stops. It does stop and if I had to do anything it would be somehow to keep my coaches realising that the input they put into themselves is the most important thing.

SRO3 I suppose then they want to do the CPD, not feel beholding to have to do it.

SO3   Yeah, they want to do it.

SRO3 Okay. Just understanding the organisation, who contracts the coaches? Are they self-employed or do you have a contract with the coach?

SO3   It's a verbal contract.

SRO3 It's a verbal contract.

SO3   They ring up and say, "Would you like-" or they can only ask a coach that is on the database.

SRO3 Okay.

SO3   And then it is a published list and there is, it tells you what level they can teach at, what they're good at, bad at, what about if they're slightly blacklisted.

SRO3 I won't ask how you get around data protection on that but just (overlapping conversation) no, I won't ask, it's not part of my study but there is a process in place. Who sets the fees and does that influence to quality of coach that you get?

SO3 That depends on whoever - that depends on the Pony Club.

SRO3 It's down to an individual branch.

SO3 Yeah, and the coach. If the coach says they want £70 an hour, the Pony Club will say, we can't afford that. But they will pay…. A specialist coach like you is employed much more on a one off, and we talked about CPD, you are there to enthuse.

SRO3 But I'm thinking more about your step two or step three or your newly qualified AI.

SO3 It's fairly standard and it's different throughout the whole country.

SRO3 So it varies geographical, that's just interesting. If I'm going to produce this questionnaire which hopefully will be through SurveyMonkey that you can send through your database, is there anything on that that you would want me to ask? Is there any information that you feel that you would like while I send that that out then?

SO3 So this is going to go out as a survey?

SRO3 I will produce a survey of questions about coaching and decision-making which will not be based on these questions but from yourself and the interviews with the BE and BHS. I'll compile a set of questions which you will have eyes on before I send it out to feed back in but part of the opportunity is, do you want some information within that survey? If I'm sending a survey out to coaches, do you want something in that that would show…?

SO3 I would like your first question, 'who's self-employed?'.

SRO3 So I'll put that in

SO3 That is a really good question because that's a gap in them.

SRO3 It seems to maybe there as a gap in other organisations.

SO3 Yeah, whether we can act on it.

SRO3 Particularly as you seem to have two categories of the self-employed freelance coach and then you potentially have coaches in your centres that maybe freelanced to the centre but they're not contracted to the Pony Club.

And jointly, I think it'll also be quite interesting as a organisation at federation level knowing how many people cross into different disciplines of Pony Club teach, so they teach elsewhere from that point of view. Okay, well, my next point is to say that thank you very much and I will get this transcribed. I can email you a copy of the transcription for you to look at. And then we'll need to analyse this as part of that and formulate some of the information in this within my questions which I will send back to you to approve before it then goes out. Ideally, I'd like to get this out maybe August, the questionnaires to the coaches.

SO3   That's your…?

SRO3   If I can get the analysis of this and the next point would be to have the impact from the insurance company which is why that's, can you see from our conversation today why it's relevant? And then when I've got that information it'll formulate part of my questions which then will hopefully go to, and I say the three organisations I'm looking at are because within those organisations there's an element of cross country. Not that it's about cross country, but all those coaches and BHS, BE and Pony Club may well be asked to deliver some form of cross-country coaching where decision and risk may be perceived as different.

SO3   That is the biggest problem which is why we brought in the step three because cross country is not taught. As a coach you can go out and do as much as you want and they have no idea how to teach cross country.

SRO3   Is that something you'd want to see in your CPD?

SO3   We try and do that a lot in the CPD this is why the step three is a pure cross country one, and to get your coaching certificate you'll have to achieve this. And if it's not achieved, or if it's successful. In other words it's not just to tick the box.

SRO3   They haven't attended.

SO3   Yeah, it's not just attended, if they're not up to it, they don't get the coaching certificate.

SRO3   Super. Right, William, that's really, really good. Thank you very much. Anything you want to ask me before we close the interview?

SO3   No, that's fine.

SRO3   Thank you. Right. Interview closed at 31:15.

I1. British Eventing Transcript insurance Howdens

SRI1 …for making the time to speak with me. Can you hear me all right?

SI1 Yeah, I can. Are you in Canada on holiday or is that business or something?

SRI1 It was actually work. I was teaching some camps out there, some training camps.

SI1 Oh, lovely.

SRI1 For my client that I used to teach in the UK went out and is lived out there and then has got me some teaching some writers over in Calgary. So I managed a few days off alongside it.

SI1 Yeah.

SRI1 I bet with teaching out there…so yeah, nice way to earn a living.

SI1 Yeah, so yeah, I'm a little intrigued by your…your study and I'm not entirely sure what your gonna ask me or whether I can answer most of the questions, but I'll do my best.

SRI1 Okay. Did I send you the consent form and the questions beforehand, I think some weeks back?

SI1 No.

SRI1 I can resend them so you…they shouldn't be…

SI1 Oh yes, you did. Okay.

SRI1 They're not too alarming?

SI1 No, that's alright

SRI1 So basically what I'll do is conduct the interview. It's being taped at the moment. It will be formally transcribed and what I can send you is a copy of the transcription which you can approve or alter if you feel you need to. And if you're interested, I can send you the results of the study once it's been sort of actually developed and approved for my thesis.

SI1 Yeah, that'd be good. Thank you, yeah.

SRI1 So I've done the same with SEIB as they've asked for a copy of the transcription just so they can read to make sure that what they said is what they meant, from their specifics of their arrangement with British Horse Society.

SI1   Yeah. Okay. That's fine, yeah. I haven't been to that, have I, so I need to do that, but yeah, that's all fine with me.

SRI1   So yeah, that then helps just so you have that awareness of what you can do and that you're comfortable with the process of what we're doing.

SI1   Yeah, that's fine, absolutely fine.

SRI1   Super. So just as a little bit of background really for me, can you tell me what your relationship is through the insurance, what your title is, and what sort of you do?

SI1   Right. So I work for Marsh Sports and Events Practice and I'm a client representative is my formal title. So I look after speaking with management for the British Eventing, so I have sort of primary responsibility for their account and for looking after the relationships and things. And then I work alongside a couple of other people who do the insurance placement alongside with me.

SRI1   Super. Thank you. How long have you or has the company Marsh been insuring British Eventing?

SI1   2009, so about 10 years.

SRI1   Okay. And have you seen many changes since then?

SI1   Yeah. I think the key thing with British Eventing is that they're always pushing for…they're setting the standard for…for the industry as far as equestrianism is concerned, equestrian sports. They're pushing forwards all the time on sort of health and safety measures and improvement and obviously being cross country, it's one of the more hazardous sides of the sport and they are, you know, they lead the way really. The FEI from what follows British Eventing rather than British Eventing brought in standard the FEI event that brought in, you know, a few years later often. So yeah, that's the thing that when they've always been good on it, but as the years go, you know, they just improve, there're always analysing the data from previous years, to make sure they see what needs improving and to improve the safety in the sport.

SRI1   That's good to hear. What…looking at how they developed their coaches and their registration of their coaches, what assurances do you require from BE in order that you can insure them on that database or do you have any?

SI1   Yeah. I mean obviously there's a…the coaches obviously have to be accredited by British Eventing and, you know, we get a…we share with underwriters, obviously what that means and the standards that they have to adhere to.

SRI1 Yeah.

SI1   But they are the experts in the sport and whilst it's true we rely on their knowledge, the underwriters are not gonna...they're not anywhere as close to it. They rely on the expertise of the…of the British Eventing guys. They know what they're doing as they clearly do. So by having accreditation, it means that the standards are being kept and to be honest, we've had no claims at all he says, touching wood, arising out of any coaching activities. So, that's, it's all been good as far as I'm concerned.

SRI1 That's really good to hear and that understanding of. What range of products do you offer the coaches? Do you offer specific through BE or can a coach come to you directly. I'm aware that most of BE coaches are self-employed but is there any range that you offer?

SI1   What we…when the coaches renew their accreditation in November, October - November each year, they are offered the insurance, public liability insurance, at that time, as part of the accreditation process. So that…public liability insurance, so it's all tied in with what British Eventing do to ensure that they use for their member and for the organisation.

SRI1 And is that mandatory that they take that to be on the BE database or is that an additional insurance they can take out with you?

SI1   It's not mandatory, mandatory because they can take out their own insurance somewhere else, some of them may have that. They may have a wider insurance that they take out. I don't know, they may have a livery yard or something else that they…they run and they include it under that already. But it's there as an option for them to take if they wish to do so.

SRI1 Okay. And that probably addresses my next question which, in your opinion, is there any difference of the type of coach that takes out a particular cover, because if they're self-employed presumably, they might take the public liability bit if it's attached to a business, it would be different.

SI1   Yes. If it's all attached to the business, then the business would generally be insuring them as part of their overall liability cover. If they are an individual,

	self-employed, then yes, they would need the cover separately and that's where we can help.
SRI1	Okay. My study is looking at how people understand issues that could be of risk and what they do behind that awareness, so the decision making and trying to maybe engage in that process. Financially or often finance is one of the incentives. Would you see that there'd be any value in people being able to reduce a premium if they showed a more…a greater awareness of that type of management?
SI1	It won't affect the individuals because it's not written on that basis, it's written as an actively.
SRI1	Yeah.
SI1	…where everybody gets the same premium rate.
SRI1	Yeah.
SI1	And it's just purely based on the numbers who paid for that then the number of claims, but there haven't really been any claims. So there's been no need to increase the premium.
SRI1	Yeah.
SI1	But we're, yeah, there's not really, you know, as far…as long as they're adhering to the British Eventing standards which they would be as an accredited person. Then there really isn't much more that we could do.
SRI1	That…that's fine. I'm just asking the question.
SI1	Yeah.
SRI1	Now as you said you haven't had any claims in that situation, so this might be…the question might not be relevant but are there any challenges or do you see any strengths within Marsh's awareness of risk management for the BE's coaching practice? Is there something you see they do particularly well or is there anything that you may be concerned about?
SI1	No, I don't think …we don't have any particular concerns to be honest. I've not really had any…any reason to. You know, it's always been well managed and it continues to be so. They have different levels of coaching obviously from the beginner up to master and, you know, it's not really been an area of concern at all.
SRI1	That's great to hear. And that might negate my next question of do you encounter any poor practice in risk awareness or risk assessment? And if

there was something from BE, would there be anything that you as an organisation could do to support coaches in that way?

SI1   Yeah, we don't tend to see the individual risk assessments.

SRI1   Yeah.

SI1   So there're kept, potentially by the coaches, by the coaches, and they are kept by British Eventing where necessary. I mean if they were all… in coaching they would just be kept by the coach themselves and we're only required… we're only required so see them in the event that there is a claim. In which we review the risk assessment in order to try and defend the claim.

SRI1   Yeah.

SI1   So, I haven't seen any, no.

SRI1   Okay.

SI1   As we don't see any poor practice, then we don't really get to see the risk assessment.

SRI1   It may not apply then, I was…would you put see any value in the coaches being able to record their own risk assessments in a more evidential way in case there was…

SI1   Yeah.

SRI1   …in case there was a claim?

SI1   I would certainly be mileage in that. I mean I see that ideally, you know, if there was a central database that they could submit them into, to British Eventing. I'm saying that, but I'm not…I'm assuming there isn't one already. I'm not aware of one. I know they do it apart for event organisers as an example. So they're required to send in their risk assessments. I think for individual coaches, I'm not aware that they collect anything centrally. But yes, I guess that would be a good way of having the records available and for British Eventing to check where they are actually being carried out in the way that it should be.

SRI1   Okay. That's interesting as part of my question is what could be put in place that could be very much in the moment and convenient that would evidence that what a lot of people just do visually.

SI1   Yeah. Yeah, I think that probably is one area, yeah.

SRI1　Okay. And really just from our brief conversation today, is there anything that you would like to see developed through your relationship with BE that could or would enhance their working practice?

SI1　As far as coaches are concerned?

SRI1　Yeah.

SI1　No, I can't think of anything. I don't have any great issues at all with the coaching side of things, it all seems to go very smoothly.

SRI1　Good.

SI1　But yeah, it seems like I'm tempting fate here. But, yeah it's one side of things, they always seem to be well managed and I don't see any great issues in that area at all. It's just, it just seems to tick along quite nicely and British Eventing has got a good control on things.

SRI1　That's really, really good to hear. At this point, I'm gonna conclude the conversation and just turn my recording off if you're happy with that.

SI1　Yeah.

SRI1　Thank you.

I2. BHS Insurance SEIB transcript

SRI2　Okay, starting. All right. So, thank you, XXX, for meeting with me and just for the record I have sent you the list of questions, I know you haven't had them too soon and I also have a sheet here which I'd ask if you could just sign which is my consent form, if that's all right. Thank you very much. The conversation is going to be taped and then an audio copy made and I can send you a word document afterwards for you to look over.

SI2　Yeah, no, that's lovely.

SRI2　Super. So, for the record, would you be able to introduce yourself, your job title and role for me please.

SI2　Certainly. I'm XXX X. I am the Commercial Director at SEIB which is South Essex Insurance Brokers Limited. I've been a Director here since 2011. I've actually been in the business since 2000.

SRI2　Gosh. That's quite some time. I know that you're connected to the British Horse Society because they gave me your contact details. How long has SEIB been insuring the BHS and in what capacities?

SI2   Okay. I believe, because it was prior to me actually being here, was 1998, 1999 when they initially started insuring the British Horse Society and that would be for all assets of their insurance portfolio including their membership. I am aware because I was here and I'm trying to think of what year it was. We didn't actually insure the freelance instructors, they're on a separate policy under a coaching portfolio, so in the mix with anything from gymnastics coaches all the way through. (Clears throat) We had a bit of a last minute telephone call, it must've been the early 2000s, maybe 2003, 2004, when the coaching product which I believe was with an insurance company called Allianz was identified as not being the correct place to be, there was a lot of insurance claims going against that particular policy for equestrianism and they hadn't designed that policy for coaches of that nature, so we were then asked to add that to the portfolio.

SRI2   So, when you cover that, that covers what would've been the register of instructors then and now its accredited professional coaches now.

SI2   That's correct, yes.

SRI2   Is that different to those who are in a livery yard or a riding school regards the cover?

SI2   Cover itself isn't any different because you get them public liability cover that you would receive if you were buying a standalone freelance policy, or if you had an extension to your livery yard or riding school policy. The elements to it is that you would get it under sort of membership arrangement and they do get the benefit of the personal accident cover as well which you would have to buy separately if you're buying the policies standalone through our, sort of insurance broking.

SRI2   So if you're an APC, personal accident as well public liability is covered through the APC structure.

SI2   That's right, yeah.

SRI2   I'm not quite sure how to phrase the question. Did you set these or… Maybe best first, what assurances do you require from the BHS to insure the accredited coaches?

SI2   In respect of how they identify and how they've been qualified?

SRI2   Yes, to put them on that register which will then cover them.

SI2	Okay. There's certain requirements that they need to have to be an APC. Obviously, I can provide that to you. I would perhaps at this point in time to bring Jo into this because she's the lady that deals with all the covers.
SRI2	Okay. I'll just pause while we get her. Thank you. Okay. Well, welcome into the room, Jo. If you can just give me your name please, your job title and role here.
SI2	Yeah, okay. So it's Joanne Goodrich and I am the Commercial Team Supervisor. My role here is working within the commercial team doing the cover for BHS, corporate clients, riding schools, there's a bit of everything, it's quite diverse from what I kind of deal with from small tradesman right the way up. (Chuckles)
SRI2	Thank you. I think you were brought into the room for my question which was what assurances does SEIB require from the BHS to insure the accredited coaches? I know we did have the register of instructors in the early 2000s and we've moved through to the APC now. That cover, is that something that you requested of the BHS or the BHS had in place? Could you talk me through that?
SI2	So, when it was the register of instructors they went to the accredited professional coaches, the APC side, that was a request from BHS when they rebranded their sort of teaching package, so they enhanced it rather than selecting covers as such. The APCs got the public liability and the care custody and control together whereas before the care custody and control was an extra premium. So initially it came from that, from a rebranding from BHS side and then we worked from there.
SRI2	So to be on the APC register or the database of the coaches, they have certain things they have to do, is that something that you stipulated or something the BHS has put in-
SI2	That came from the BHS based on their criteria for what their qualifications were, so it is written into our policy cover that they have to meet those but that was something that was given to us by BHS, the wording for that is (Overlapping Conversation).
SRI2	Okay. So for the record they have to have their DBS, their safeguarding, their first aid qualification and an updated qualification that got to the training day.

SI2   Yeah. I think there's a certain criteria for training as well built within that.

SRI2   But that was set by the organisation, not by yourself?

SI2   That's right, yeah.

SRI2   That's good to know. Do you feel that the freelance product that you offer is…who guided that product? Did that come from you supporting-

SI2   I think more a joint collaboration really between what kind of what we do here at SEIB, what the BHS required, so it's sort of a working relationship in that way of developing it. Some of the steer comes from the education team at BHS and obviously what they require. Yeah, they're from there, it's kind of collaborated.

SI2   I think from, sorry, coming on from when it came into us originally, it seemed quite basic and we had to enhance it to make it sort of more encompassing and give that sort of risk management element to it that people are taking the correct precautions to be on the register. "Why should you be on the register? It's more bespoke." We have very much a lot of requests for interim cover while people are going through the process of the register, so we'll put them on a standard freelance policy here whilst they're trying to meet the criteria because we have qualified and unqualified rights in our portfolio.

SRI2   Okay. Well, that goes to my next question which I'm not sure who's best to answer it is what are the range of products that you offer the coaches and how many do take them up? Now, that might be as you said unqualified going to the process, but also is there's a range within that? Some of our coaches may be freelance, some may be liveries and some maybe actually livery yards, some may be riding school. Can you talk me through how that changes or your products change?

SI2   So our freelance policy doesn't sort of differentiate where they kind of work at, it is meant to be at various yards or if they are only in one place and that's fine as well, they can do some work from home, so it does vary quite across the board as XXX mentioned so we insure with no quals but qualified people do get a preferential rate for the fact that they've got that qualification, but we would look at some non-qualified people as well based on the experience that they've had as well because not everybody does their qualifications so we do look at both avenues but we don't stipulate where they can work in

that, it doesn't affect the freelance rating if they're just working out on premises, for example, at a livery yard or if they're going off to a riding school.

SRI2   So just to clarify, somebody who sits on the APC register would be qualified to the BHS's accreditation process and that would be the products that you would sell them within that?

SI2   Yeah, the qualified, yeah.

SRI2   Is there any difference in your opinion to the type of coach that takes a particular cover? So, you sort of alluded that there might not be but I'm thinking maybe a freelance, a riding school, a livery, competitor, or anything else that I might not thought about.

SI2   So, on the freelance side, we might see some that are just freelance riders as well, not necessarily just freelance, mainly not coaches, so that would be where they're just riding competition horses or just maybe paid to just exercise that horse on any given day rather than the full groom work as such, literally just the ridden aspect. On freelance it does tend to be the instructors, the grooms or the rider with our stuff so it does… Livery yards and riding schools work…it would cover the whole entire yard, it don't come on to the freelance policy, it comes on to one of our equestrian establishments so like a yard policy where you could add on the freelance cover, but it's not sold by us as just a freelance.

SRI2   Okay. So, to differentiate, your yard policy could be riding school on livery and it would cover them for coaching activities as well on that.

SI2   If they have that added that on, yeah.

SI2   Could be competition training really.

SI2   It could be anything. Dealing yards, it could be a stud yard with some teaching if someone's got that, so the yard one is more expensive.

SRI2   Oh, I think I had a cover for Hunters for Hire. Hunters for Hire because I had a riding school but technically… Okay, so that might be something that I would want to find out about in my questionnaire to my coaches is what activities or cover they take.

SI2   And what ancillary activities they're doing because they might be across different areas.

SRI2   Do you find that there's a difference in those, auxiliary, ancillary, types?

SI2   We do have some diverse ancillary activities, ie Natural horsemanship.

SI2   Yeah, there is- I think everybody obviously- you like to have something that's a bit niche to make you stand out from other businesses, other freelance instructors, so, yeah, there might be some that do have that. You might have some freelance instructors who maybe have done equine massage course so you'd get that element in and they might expand their cover that way.

SI2   Power pedals or something really. They might consider equine facilitated learning, the Parrelli methods and, you know. We'd had to adapt the products to identify what's involved with the activities that they do.

SRI2   And would that sit within the APC or would that be clarified on a specific aspect of the policy?

SI2   Yeah, more on a straightforward policy. The APC is more driven towards the coaching element.

SI2   Just the coaching element, not the extra activities.

SI2   Well, that's the one I quite like to focus predominantly on because the questionnaire is going to go out to the APC database.

SI2   Yeah. So on a APC, you probably wouldn't see that as much, you'd probably just see the normal, just the instructors, coaches or grooms. There wouldn't be a lot of expansion because it's- where it's sold on a block basis, it's not as tailored in that respect as what we do as a standalone policy here if they came to us directly where they could expand those basic activities.

SRI2   Okay. What do you see or perceive as the challenges and strengths within the BHS's risk management of coaching practices? I know we mentioned on the APC that they have to have certain quality assurance behind things like safeguarding, but there's nothing specifically in place on management of risk other than in a qualification which XXX has alluded to in his discussion. But what would you say from your perspective regards incidences or claims or are there types- do they fall into categories? Are there like beginner riders or do you see higher levels?

SI2   I'll ask Donna to join us if that's the case I think… Jo's particularly good on the risk management app because we- so if you want to speak to Jo on risk management app and then we'll speak to Donna, okay?

SRI2   So one of the things I'm looking to do is to identify that people have potentially different risk appetites and that might influence their decision making, based on their perceived assessment of a situation, I don't want to put the words into anybody's mouth. So part of my discussion through here is to do an interview and then send some questionnaires out and then look to see if there's some form of tool that could be used in the workplace to identify the situation. "Do you know the horse? Have you taught here before? What's the weather like," in order to maybe highlight that we can be risk-averse? We see some places now who don't take to do it away, or risky, you know, "Kick one, it'll be fine." So would you say that there's any value in having some sort of tool or product that would enable coaches to maybe asses their ability to do something?

SI2   Yeah, I think that would be something that would be a positive step forward. I mean, we're doing a lot of work on our own products and with our own client base where we're, as XXX sort of mentioned, we're doing an app which is currently in development that will help people to do risk assessment. We do have a brochure as well about risk assessment for yards which instructors could use parts of. I think it is very important in today's sort of culture as well is to have the risk management and to people to kind of understand what they need to collect and to document it more importantly than anything else rather than it just kind of like be in your head that that's what you spoke about, that you actually document those things which is how, and if Donna is coming in, she'll explain that. It's what we need when we're sort of defending those kinds, so I think anything with regards to risk management is always a positive step forward.

SRI2   Can I break that down to two further questions for you?

SI2   Yeah, sorry. (Chuckles)

SRI2   But how are they currently documenting it and my second question will be who will use this app? Is it something that you intend to take to the BHS or was it just a generic, like, so how at the moment do you think they-

SI2   So, at the moment with regards to the risk management side, we don't always get copies of documented risk assessments until obviously there is a claim. So we wouldn't ask for that beforehand. It's sort of with our policy and how we speak to people over the phone. We say obviously it needs to be in place,

we send them guidance, but we don't actually get copies back of what they do so it's a bit difficult to say, really what currently people do, do. With regards to the app, currently it's only in the trial stages and it's starting more with the riding schools at the moment for their rider registration forms for when new clients come to them, so it is a work in progress at the moment where it's only trial stage. We don't know how far it's going to go and how much we can do with it yet so it's really early stages to be able to say where it might be used going forward. As I say it's only just got into the trial process.

SI2   Going back to this, we were the first people to actually introduce the rider registration form because the rider registration form includes the horse form, the instructor form and then the rider itself form. So all of those can be used across piece on those. Many years ago we used to do the paper carbon copies which the schools were quite happy to have so they could keep a copy, give one to the individual as well. But now moving forward, we have the rider registration part and parcel of the document that goes out, the BHS would've had the same ones as well. You'll find that the rider registration form looks exactly the same wherever you go because all the insurers have copied in but with their own logos on, you might even have riding school logo on this, they're all very similar but they are original documents that are implemented in the early 2000s. So those still are a requirement…well, a recommendation because you can't require. If you require somebody to do it and they fail to do so, an insurance company will then null and void your claim. So it's around the educational piece of keeping people very aware that you should be documenting everything that you do within your remit and that anybody that you take on, that you asses them in a certain way, and you keep and collect paper trail, everything that you need to keep that. Now, this is a really grey area because Jo's horsey and I'm not horsey, if you say to a horsey person "You must fill a form in, da, da, da, da, da" there's going to be an issue in respect of the insurance company, you'll turn around and go, "It is a requirement, you haven't filled that form," and on the one occasion that you've not filled that form in and you haven't really addressed them or perhaps it's in the month or so and they have gone up to a second stage even if it had no effect against the policy, you'll have a null and void claim.

SRI2   Because of a requirement, not a recommendation.

SI2   Exactly.

SRI2   And Jo, you alluded to…you said that you get the risk managements and they come back in when there's been a claim, where would you see, or perceive…because I think it's quite a subjective question I'm about to ask you, the decision making behind how people engage in their coaching, influences that?

SI2   I don't personally see them so it might be more a question for Donna on the claims side when you called her in because it's not saying that I had personally see, so she's probably the best one for that. (Chuckles)

SRI2   That's fine, thank you. So, for you then at the moment, do you encounter any poor practice in risk assessment and you might only, from what you've just said, see it once there is a claim. What would you do if you came across that and would you support the BHS or coach in any way to improve?

SI2   From my side of what I do, I would only see it if a claim has occurred and then it's been highlighted. Generally, from there, the insurers will give us guidelines on what they then would expect the client to do. At that stage, we might then start to ask for copies so that the insurer can have a look over them and see if they fit the requirement from the insurer. So, we are insurer led in that way and we do have means to be able to support people if they do need extra help with that. We have one external company who we can refer to for sort of, surveys and risk management in the improvement side of it so it does depend on obviously situation or what's occurred that we'd be sort of insurer led on what we offer and how we'd assist with that.

SRI2   So the insurers would flag up that there was a concern and through you as the broker providing the product, you would go back to the end user and say "We could put this…" and you'd put something in place.

SI2   Can I just jump in there? This is why it's quite pivitol that our insurer connection, also has an equestrian background, and it's absolutely critical because if you're writing insurance policies with an insurance company that hasn't got equestrian experience, you are on a bit of a slippery slope around these recommendations and how things are perceived and understanding the industry as well. If you put that into a standard corporate insurance company without relevant background and even from the breaking point of view, these

girls and guys know what they're doing, they ride themselves. Again, they can't understand or perceive what's going on in the field, if you haven't got that experience. Did that make sense?

SRI2   I think so, knowing certainly that the horse is perceived as companion based here and there is a different role from what you're covering in the riding school which is a learner rider to maybe competitor which may be your freelance coaches from what I can understand and they're awareness of the horse is different. But I'll pick up with that when the next lady comes in.

SI2   What we'll do, I mean, Jo, you're quite happy to give a risk management brochure and that perhaps prior to leaving I'll bring Jo up and she can have a quick look on the app front (Overlapping Conversation)-

SRI2   That would be super. Okay. I'm just going to press the pause button for a moment. So, for the record Jo has just left the room and we now have Donna.

SI2   Donna McGuiness.

SRI2   Yeah. Can you explain your title…your name, your title and you role here please, Donna.

SI2   Yeah. Donna McGuiness. I've been at SEIB for 17 years. My current role is a claims handler in the equestrian liability department. My role involves mainly the equestrian liability although I do get involved in some other parts as well, in particular member associations, employee's liability and public liability.

SRI2   Right. That sounds quite comprehensive.

SI2   It is. It keeps me very busy. (Chuckles)

SRI2   So, from that point of view, I'm not sure if I'm asking the right question, what are the challenges and strengths within what SEIB provides as a product to coaching practice in the BHS? Do you think that they use your products appropriately?

SI2   Yes. I think a lot of the...the coaches I think are…they have the correct insurance in place for what they're doing, the majority of the time. I find that the, and probably the issues, would be with the gold members rather than the coaches. I mean, they rely on the BHS gold membership to cover a lot of different aspects of insurance. We do get quite a lot that think the membership covers them for teaching and they don't realise that need to have

the separate coach's cover. But those that are on the register or the accredited professionals as it's called are (Overlapping Conversation)-

SRI2 So my main focus of the study is to direct a questionnaire to the APC database, so that's my main focus. I just do recognise that on that database, there's people who freelance, people who work through a riding school, might teach privately or maybe teach through other organisations a riding club, Pony Club, that as a freelance instructor we sit on to different umbrellas. Do you think the APC members then are aware of what they're covered by?

SI2 I think under the liability section, I think they are, yes. I think they are aware that they have that cover. I think we commonly find that if you have an APC that is teaching at a riding school, maybe they don't understand the complexities of where the insurance*…if the claim happens at the riding school which insurance policy would actually respond to the incident. So if the claim involved a riding school pony but it's an APC teaching, it would depend on the circumstances and the set-up of the lesson, on which policy the claim would actually fall to.

SRI2 Oh, would it? Can you explain that briefly or is that quite complex?

SI2 It would be quite complex. It would depend on lots of different circumstances of the claim. If somebody was hiring a horse and took it elsewhere for the instructor to teach on then it would possibly then fall to the instructor. If the horse bucked and it could be down to the owner of the horse, so it could be the riding school. So, yeah, it would depend on the individual's circumstances.

SRI2 So if a riding school contracted a freelancer to come in on a part-time basis, it would fall to the riding school?

SI2 Most of the time it would fall to the riding school.

SRI2 We will just leave it at that because I'm not going down what the liability and your rider's…

SI2 (Overlapping Conversation)-

SRI2 Well, I am going down on an APC route and some of the APCs I know would be part time in riding schools.

SI2 Yeah.

SI2   The other thing to think about is that if they do declare they have got an APC policy, it will be restricted on the riding school policy, so there's a premium cost saving there because I think people miss that benefit. They think we will ask, "Do you have any other covers elsewhere?" Because you don't want to be duling insuring, you don't want to be charged the premium twice as well, and we know it's quite robust what the BHS do in respect of their APC requirements.

SRI2   Okay. So you're responsible for claims, loosely speaking?

SI2   Loosely speaking, yeah.

SRI2   Do you encounter any poor practice in risk assessment or decision making in the coach's delivery? And if you did, what would you do about it and is there any support mechanism that SEIB would provide for BHS?

SI2   The APC is I always find that the risk assessment is always very good. The instructors, it's quite difficult for them I should imagine because they go into different premises, so to risk assess, that they have to kind of do it on the spot at that premises, at that time, but I find that the claim forms that we receive from them are always very well-handled, they cover a lot of information. If there was any loopholes in it, we've got quite a lot of risk assessment documents that we can provide. SEIB as a company providing a lot of risk assessment documents.

SRI2   So, I'm aware through the BHS education system that the coaches are responsible to risk assess, a discussion with XXX, some of that is visual, not always documented. Is there any link to maybe the decisions that people make in coaching that results in a problem against the risk assessment itself?

SI2   I've not encountered anything like that personally. We will also have loss adjuster that gets sent out by the insurers so if there's a particular premise when an incident has happened, we could always offer the services of a loss adjuster that would go out and visit the premises and he could make his opinions on whether their sort of assessment on the spot was adequate.

SRI2   Okay. So there was (Overlapping Conversation)-

SI2   There might be slight difference in different days but if it's to do with the cross country course and there's a jump set up or, you know, the general environment on the yard.

SRI2   So they would go look on that and that would apply to the freelancer as well?

SI2   Yeah, yeah.

SRI2   Yeah, so if you're a freelancing say at a cross country course…

SI2   Yeah, especially because they ride the horses as well, they will ride the horses to assess so it's a dressage, or an equestrian specialist in there which we've used as well for many years.

SRI2   Would you, and this might go to as much as XXX- I don't know who's responsible, how could the BHS or individual coaches reduce their premium to you, what incentive would they have to be more robust in their decision making and risk management?

SI2   I think the issue that's always come about, that people perceive that the more risk management you're doing, the more premium reductions they should have. Obviously, bearing in mind the costing of the insurance policy and product as is stands at the moment and the risk involved with the equestrian side is very difficult to balance those sorts of discounts per say.   Again, going back to the, "Are they actually doing it," and are we stipulating it's a requirement or it's a regulation to do so. I've explained earlier on about that with insurance companies, if you actually put down it's a recommendation versus a requirement then you get into all sorts of mix of how to deal with the claims, so it's swings and roundabouts. It's difficult on the freelance side because in comparison to what a individual business like a building trade or something of that nature would pay themselves for liability in some trader, they're very similar in exposure on premiums to be honest with you. It's quite an interesting criteria depending on what you're actually doing in the business criteria on there. So two or three hundred pounds, I'm not sure what the APC premiums are now.

SI2   I think you're bordering on the £300.

SRI2   Yeah, it's around that, and then I know that when we pay premium for an APC, some of its chunked out into safeguarding, so there's proportions if you do it through.

SI2   Yeah, there's different elements too. In our world of insurance, it's quite a reasonable premium I appreciate in the world of insurance full stop, except no one wants to pay for insurance and wants a discount. Again, ours is more around protection mechanism and making sure that people are doing the best they can to be protected because the trouble being if you've got to the point

where the freelance or the APC members where we're starting to see quite an influx of claims, then the prices would actually go up across the board for everybody, but it's kept quite stable.

SI2   It has. I think probably stressing to APCs how important it is not necessarily from a premium point of view but in protecting them should a claim be made against them. So somebody can phone up and say, "It's not fair, I don't think that's right because I did this, I did that, and tried to protect myself having those risk assessment documents," and having something documented can help prove that.

SRI2   So would you support and I asked this question to Jo earlier, would you support any methods of assessing or identifying how a coach could be more robust in setting up their teaching environment?

SI2   I think the rider registration forms are paramount and they're really, really help in claims. If somebody has put them down that they…it's something that we see quite often and that somebody will say "I'm a really experienced rider and I can do this and I can do that" and they tick those boxes and sign to say that they are capable of doing that, if then the instructor sets them up a course or teaches them for that relevant experience and an accident occurs, sometimes it can help if they sort of made out they are better or more experienced rider than what they actually are.

SRI2   And does that apply to the freelance person as much as the riding school?

SI2   Yes, definitely. I appreciate it might be- it's another five, 10 minutes before the lesson, to ask somebody to fill the form out, but if they teach them reasonably regularly then they only need to do it at the beginning and they maybe update it as and when they sort of tick the next box for experience.

SI2   I think as well it's with the education piece, there might be something in there around how do you fill the form in.

SRI2   Without a doubt because in my other role I'm an approval inspector and so I see documentation that different centres use and it is bespoke to that centre, it's not uniform, and they will say that an intermediate rider has hit a certain criteria, but in another centre that would be a different criteria. I think rider instructors know the criteria. Do you see any difference between the riding school that is maybe more… There's a receptionist, you can book in sessions

and fill that documentation against the freelance who goes into a field or teaches Pony Club?

SI2   Yeah, they would be it's more likely to be filled in a centre or like you say with the receptionist or someone in a waiting area if you're sort of teaching and you go into a random riding school when you've just got six people that are blocked in to have that clinic that day or something, it can be more difficult, but I think with- forms in email now, so if somebody books a lesson and it could be done beforehand, it doesn't have to be done on the day.

SI2   If you look at other elements, if you're talking about not just coaching but sort of activities, is there's some centres- for example I'd give you sort of the bouncy trampoline places have been a huge problem in the insurance world, you cannot now enter without filling your disclaimer in and your own information, your companion, your child's age and everything else and the reason for that was because they probably wouldn't be able to get insurance without it, and what we don't want to go is down that line in respect to the equestrian world, it's very difficult to structure it in that way, so.

SRI2   So the design of the app that you mentioned earlier which you'll all soon be trying to your riding schools… that will put this electronically, those rider, horse and instructor, do you feel that there would be any benefit or would it be… do you feel it would be used by the freelance coach?

SI2   I think so, yeah. I think it will be.

SRI2   What barriers do you perceive there would be and what opportunities would they want to engage in from your perspective?

SI2   I think from their point of view… I think if it's done on an app or something like that, I think it would be time consuming for them and I think that saves the whole- the issue would normally be, "Well, I wasn't expecting that person to be on the list," and so they didn't have a form filled in or something like that. That's probably the only issue I can possibly think of that might come up.

SI2   Because I think the [feedback we've had when we've listened to clients before,] most people don't have a PC in to hand or a laptop to fill this information in, and quickly scribble it down because they're moving around, it's not like a sort of riding school and even they couldn't have the office to have that sort of completion, so I think it's more- and also attaching things to

it so you can take a picture or you can take a picture of the horse, you can- there's an incident, take a picture of what's happened, you know. It can be drawn back into a system and sent back into us so it can be dealt with immediately. We do online claims at the moment actually for a riding school portfolio, don't we, in (Overlapping Conversation).

SI2   Yeah, (Overlapping Conversation).

SRI2   Well, that sounds good. From our brief conversation today, is there anything that you would like to see developed within your relationship or SEIB's relationship within the BHS to enhance their working practice specifically down the APC route?

SI2   I think the one thing is that the questions that we're asking I think sometimes some people can get quite defensive if you're asking them quite a lot of questions about the way they teach them and how they… I can understand that, you are sort of dissecting their business, but just to try and stress that it's for their benefit. We're not trying to catch them out or anything like that, we're trying to help them and build a defence so that we can try and defend any claims that are made against them.

SRI2   Do you see any trends in the way people deliver coaching session that is both positive or poor practice?

SI2   No, nothing poor practice. We get a lot of incidents reported from coaches but we actually don't see that many claims coming actually against them. Most of the time somebody is riding their own horse, their horses refuse to fence and they've fallen off, the horse has bucked and they've fallen off and that's not normally any form of liability that's made against them.

SRI2   Okay. Right. Thank you very much ladies, the time's much appreciated. So any questions for me before I press the stop button on my little tape recorder?

SI2   No, I think I'm okay.

SRI2   Thank you very much.

I3. The Pony Club Marsh Transcript

SRI3   …phone system as well.

SI3   Okay, brilliant.

SRI3   Okay, so good morning, Catherine.

Thank you for the interview. Can you just for the record please just tell me a little bit about you, your title and the organisation that you work for?

SI3   Yeah, so I manage the equestrian team within Howdens and [the Howden UK group]. Howden UK, well Howden are the broking arm of Hyperion Insurance Group which is the holding company, Hyperion are a global company operating all around the world, Howden, RKH and DUAL are all part of the Hyperion Group. In Howden UK and in the division that I work in, like I said, I head the equine team. At the equine team, we do [horse and pony] mortality and blood stock risk, but we also have a strong specialisation in equestrian liability and also equestrian associations which is where the PC comes in. Our relationship with The Pony Club goes back a really long way. It's not necessarily between Howden but there was a guy that worked for Howden who had The Pony Club relationship for many, many, many years that that literally goes back to the '80s and he helped me count all that time. He worked for a company called BEIB which is British Equestrian Insurance Brokers. It got bought out by Windsor and then Windsor got bought out by Howden six years ago. I've worked for Howden for the last five years in my current rule and as part of that role I've also taken on the role of account executive for the pony club, so I deal, so I'm the sort of main point of contact to The Pony Club. We do their whole insurance program which includes the member's liability which they get 24/7 the cover for members that's part of third party liability. There also bits and pieces of personal accidents for certain groups within The Pony Club and all of that [kind of thing].

SRI3 Super. That sounds quite comprehensive and that actually yourself and Howdens have had quite strong relationship with The Pony Club.

SI3   Yeah.

SRI3 That's good. Just from the point of view of my quality assurance, I can confirm that I sent you a consent form and the questions before the interview.

SI3   Yes, you did.

SRI3 And you're comfortable with where we're going with them and what we're doing. From that, so you talked about the work with the freelance coaches. I know there's a difference within The Pony Club having spoken to William, there's also centre coaches as well as freelance. Is there any involvement

that you have or is there different products you offer through the centre, The Pony Club centres or the freelance coaches?

SI3   So obviously different organisations work in different ways, there isn't, so currently if there was a coach and they were working on behalf of The Pony Club then they get covered while they are teaching so if something happened at a The Pony Club rally then The Pony Club would cover that and includes the whole, master liability policy. If they were doing anything outside of that then that's nothing to do with The Pony Club and they would need their own freelance teaching insurance. The Pony Club insurance is only for liability and they wouldn't get personal accident insurance while they are teaching for The Pony Club. There are various schemes that associations run whereby the coach can get their freelance teaching insurance through the organisation but that's very much on an opt-in basis, so like the BHS or horse Scotland. You can contact them and get your insurance through them. The PC don't do anything like that at the moment. On the centres, the centres are very separate from The Pony Club. They're affiliated to The Pony Club but they are entirely separate so The Pony Club insurance does not cover a centre in any way, shape or form, and they are effectively riding schools so from that point of view, obviously anybody teaching at a riding school would be insured by that riding school. They would have to have employer's liability to cover that person. Well, third party liability to cover that person if they were held liable and employer's liability if anything happens to the actual coach himself. So they're very, very separate.

SRI3 Do you think and this might be quite a subjective question that The Pony Club coaches are aware of that differentiation. Do you have any experience of there being misunderstanding?

SI3   Hello?

SRI3 Hello. So do you think that The Pony Club coaches themselves are aware that there is a clear definition between when they're freelance or when they're employed by The Pony Club or when they work at a centre?

SI3   Yes, yes, I do. Like I said the centres really don't, they don't get any, most of their job, as a centre employee, if you're teaching on behalf of the centre, you're employed by that centre and whilst you may be teaching a Pony Club activity at the centre, your insurance has to come from your employer so I

don't think there's any issue there. And also I think people realise that by teaching at Pony Club I think they probably expect to be covered by The Pony Club insurance if anything happened but I don't think there's any reason that they would think that if they were teaching somebody else on a one-to-one basis that has nothing to do with Pony Club, I don't think there's any reason why they would expect The Pony Club to cover that. I do think you can get grey areas where potentially you know somebody that you teach regularly at Pony Club says I would like a lesson because I've got the area championship coming up and that coach says, oh well I'll give you a lesson. But I think the fact that they would be charging that person, I think they would realise they should have their own insurance in place for that that I appreciate that there could have been technically a bit of a grey area there because they're saying, well it's on behalf of Pony Club because I'm coaching them because they're on the team to the area championship. And I think things like that, it's impossible to write every single scenario into an insurance policy. And at that point the insurers have to take a view, well hang on, were they're acting on behalf of The Pony Club at this, at that point, was that coaching session endorsed by the DC and did The Pony Club have any involvement in the health and safety of that lesson. And if the answer is no then the coach should have their own insurance.

SRI3   Okay, that's quite helpful and very clear from your perspective, it's something I want to address my questionnaire to the coaches and just see where they perceive if they're covered or not. You mentioned health and safety, do you get involved or have you had any experience of any aspects regards risk assessment or the health and safety aspects of delivering within a coaching session?

SI3   No. Well, The Pony Club it's part of our overall sort of assessment of the risk of The Pony Club and in terms of how we present it to our underwriters in order to get the best terms because we tend to do sort of, what does The Pony Club do? Do they have policies and procedures in place, which obviously they do as a large organisation? They have good procedures in place but I think the difficulty comes with as an organisation, sort of cascading that down through the areas, into the branches and making sure that everybody is doing the same thing. Invariably, I'm sure there are areas

where they're not. And it's very, very difficult to police and that's one of the issues with a large organisation like this when you have got different areas and different branches and invariably, some of them are going to be better run than others. I mean my experience of the Pony Club is that they take it very seriously and they have the procedures there. But, I think it's always going to be a battle to make sure that people are using them and the only way that you know whether that is happening or not is that when claims come in, you go well actually that could have been prevented if they had followed this process, which clearly they haven't. And that doesn't mean that there's no cover in place, it just means it's a lot harder to defend the claim and actually they probably were [culpable] because they didn't follow the processes that had been set.

SRI3   Okay. So is that…?

SI3   The coaching I know that when you're teaching a Pony Club session, I think there is a pre-checklist, you know, a risk assessment that coaches should be doing and, so that's in place. I don't think overall coaches necessarily think about risk assessment as well they should do. I think it's becoming more and more common for riding schools, livery yards and stud yards to [really] run these equestrian businesses as a business. I don't think that necessarily filtering down into coaches where you're a single person and single entity, you know, whenever I've been taught in the past, you know, I don't think it's common for you to sign a contract with the freelance instructors to say that I'm competent up to this level. I'm happy doing this. This is my past experience. This is [the details about my horse] and for a coach to be doing those checks regularly that you would expect to see in a riding school or [a livery yard] and I think from that point of view I would say that coaches probably need to start thinking about that more because you know accidents can and do happen. Invariably and you can see a lot of them, not a huge amount on freelance instructors, but they do happen. We've had one recently in Ireland where a lady has fallen off in a lesson and she's holding the coach responsible for that, for her injuries. So they certainly happen, they're not massively common but I think in general as a society, people are getting [more litigious] and less and less seeing things as genuine accidents. And if

someone falls off and breaks their leg and they can't work, I think it's becoming more and more likely that you can see claims in that sort of nature.

SRI3 And that's an interesting point and as you say the business and riding schools have that, often pre-set up. So do you think that there would be a value in some form of, I use the word tool. It could be an app. It could be paper based, but a rider assessment, horse assessment or even that, I don't know if the right word is, risk waiver or something, that a self-employed….

SI3 Risk waivers are an interesting one because you can't eliminate risk. You can't just waive the duty of care. I mean when we're talking of Pony Club especially when it comes to children and that sort of thing, you can't say 'you are not allowed to hold me responsible', if it's your fault then that's when the waiver will make no difference whatsoever. However what is does do, and the likes of rider assessments and horse assessments is]I think if somebody's falls off, cantering around a manège and they've said 'I'm very competent to canter around a manège then that gives you a high defence, because at the end of the day, accidents happen and a rider had said, 'I am competent to do this', and you're not asking them to do anything that they're not already comfortable with. And I think that sort of thing is really invaluable. And I think waivers are important to a certain extent but they're not concrete by any level. You can't rely on, you know, saying you've signed a piece of paper to say you can't sue me. That doesn't work. But it does focus people's mind to accept that accidents happen. You're accepting that horses are unpredictable and you're accepting that it's a risky sport and that sort of thing I think can be very, very good. And at the end of the day, if the person says I'm only competent to trot on this horse because it's a very young horse, it's very inexperienced horse. Then if the coach is pushing them too far, then potentially it gets the coach thinking about what is acceptable and what is not acceptable. But then there's a fine line as well because you want people to progress.   If you're teaching somebody, you want them to progress. And if they're trotting on their horses and you think they read to move on, to canter, to jump. Then you don't want people to be worried about, oh they haven't signed something to say that they can canter and jump. It's a very fine line but I think it's a good start to just focus coaches more onto risk assessments or what can happen. And also what can happen in the event that they do have

a claim against them. Because at the moment they think potentially, 'I've got this insurance in place so it's alright', but the fact that a large claim against you can potentially be that you can't get insurance and then that's your teaching career out of the window because you can't find insurance that [will cover you anymore] if you have a huge personal injuries claim and you're found to be at fault.   I can imagine it must have been very hard to get insurance after that.

SRI3   It sounds quite feasible from the way you said that. So I guess then having some form of documented evidence however that information is given about a rider capability and horse capability is a good starting point.

SI3   Absolutely, yeah. This is now effectively what they're now doing is standard in riding schools. Riding schools are a different risk because of course you're having to match rider's ability with the horse's ability. When you're a freelance coach potentially the person has their own horse. You're probably not teaching on your, on the coaches' horse and many insurance policy won't cover that. If you're a freelance coach, you shouldn't be teaching on your own horse because then you would need a riding establishment license and then you're in to riding school territory. It's two very different things but the fact that you know a person has brought their horse to you means that they're accepting that they are happy with that horse and they're happy to have a lesson on it, so you're slightly less culpable from that side.

SRI3

What do you think would incentivise a coach to engage in that?
Do you think it's a carrot or stick from head office at Pony Club or reduction on the premium as in financial? What do you feel would, what's your view on how we might engage those Pony Club coaches to be more accountable for that? Hello?

SI3   Hi, hello.

SRI3   Hi, sorry. What do you think would motivate the coaches to be more responsible for doing that rider assessment or horse assessment? Do you think it's a directive from head office or do you think it's a financial incentive on the insurance? How might they be engaged with?

SI3   At the moment, because they're not getting their insurance for wider things through pony club I don't think it would be about the head office. But I do

think potentially, for one, I think what would motivate people] is if they knew what could happen and if they understood that it's, yeah, okay so we are talking a slim shot somebody suing you because they fall off. However, it doesn't happen. And if it does happen and you're found to be liable, you may not be able to teach again because you can't get insurance and so I think, one, it's educating them to understand what can happen and what are the implications, and two, yeah I mean ultimately probably it's financial you know. If you can get discounts for making sure that if you've done potentially, some health and safety training you know I could imagine that underwriters would be willing to give a discount if the person had done some health and safety training and have adopted certain level of risk assessment, I could certainly imagine them considering that, yeah.

SRI3   That's interesting. And a possible way forward. What, you mentioned some issues that the office has good procedures in place, where do you feel the challenges or indeed the strengths within The Pony Club's risk assessment lie. It sounds like you say there's policies but how do they filter down?

SI3   At the moment, through Pony Club, the head office will review policies and procedures on an annual basis and then as I understand it, that one goes through to the area rep from the area committees. And then the areas will filter it down to the branches. Each branch has a safety officer who will be responsible for making sure that the processes are implemented. In terms of the strengths, I think the fact that we have a central function that are reviewing it. I do think that the pony club take health and safety very seriously, they have to, they mainly do dealing with the children which gives that extra layer of complexity. So I think the strength is it's a large organisation with access to quite a good resource. I know they deal a lot with the BEF and with other equestrian associations in terms of trying to get best practice in place which they can benefit from. And I think the challenges are like I said earlier just making sure that you filter it down properly and that each branch is doing what they should be doing and obviously a safety officer can then brief it to as many people that they need to brief it to. You're talking about lots and lots of different individuals. You can only do what you can do. And as an organisation, The Pony Club cannot check every single Pony Club rally what happens to make sure that a risk assessment was

done. It's not practical. Whether they can or whether they do, I don't know and whether they could have taken a sample from each branch or each area, I don't know whether that's something that they do or whether it's something that they could do. I think that would be the only way of really checking that things are happening as they should. They do have sort of a quarterly health and safety meetings. I think they're in areas so obviously any changes can be discussed at those meetings. Invariably, when you got that policies and procedures in place, and even down to you know what tack is considered acceptable. There are always going to be [rule changes and people aren't going to be able to know things by heart.] I think with an organisation like The Pony Club, I think one of the things that they have make sure they do and they do do, is making sure that everything is available online so, you know, if they don't know the answer to a question, they should know where to get it. I think it's very important. The Pony Club website isn't brilliant, it's something that they've been working hard but if you know where to look or, if you can spend 10 minutes browsing, they are there online. I think that's quite important.

SRI3   Do you, or have you encountered any poor practice at branch level or individual level?

SI3   We've had claims, like I said previously that there was an example. I don't necessarily want this to be included. But an example where a coach, she may have done all the risk assessment and there was certainly a risk assessment of the rally as a whole, that she hasn't used common sense and there were [some people sat] within the area where the children were riding and a [dog barked at the ponies and a child fell off and] got some quite nasty injuries. So that's an example of [poor practice] on behalf of the coach. I mean, we as insurers, or insurance brokers haven't dealt deeper than that and I know The Pony Club did do a bit of a post mortem on it and they don't quite know what the outcome of that was. I do think it's important to make sure that [those sort of things are learnt from] and that's something we're trying to work with [the pony club on] in terms of, if there are examples like that I think real time examples are very good to demonstrate how important it is and you know if we can escalate that to the branches so that they can see, oh actually yeah, you know that's something I wouldn't have thought of and that prevents

another incident from happening. I think that would be the ideal situation. We're working at the moment with The Pony Club's insurers to try and get them a health and safety dedicated site which the branches will have available to them. And I think that is going to become far more common, you know, going online for risk assessments and apps and things like that. And I think that will be, it will be quite interesting to see where that falls into line with everything.

SRI3   Yeah, that would be quite interesting to see how that follows and as you say real life scenarios that are fed back, so that people can then consider if it could happen to them.

SI3   Yeah, absolutely. I think ultimately that's really important. And I think you know that people are getting more litigious . We're seeing more and more and it seems to be the certain territories. I mean obviously I think everyone is aware that in America, they're incredibly litigious and it's an area – a geographical area where it's quite hard to get reasonably priced insurance and not necessarily in equestrian but as a general rule, you know American liability is not something that many underwriters want to touch. But interestingly we do a lot of work in Australia and that is almost as bad as America now, the same with Ireland. And Ireland is getting really, really bad. And just in terms of, I think it's going to become a bit more of a global trend and it's not long before the UK follows suit essentially. I think that is something that people have to be aware of, and make sure that they are prepared, you know, for if those sorts of things happen.

SRI3   That's something certainly for me to think about as a practitioner as much as a researcher. So from our brief conversation today, is there anything that you would like to see developed within your relationship with The Pony Club to enhance their working practice?

SI3   I think we have quite a sort of fluid and things that's always changing so I think anything that we do see tends to get you know sort of raised and dealt with relatively quickly. I don't think there's anything specific that I can think of. They already do the things that we would expect them to do as a well organised association. I think potentially this idea of more education. I think that is something that we're interested in and we're talking to them about. And as brokers, I think that's part of our role and I think it's going to become

more important for insurance brokers like myself to be able to educate as well as place insurance. And I think risk, health and safety is very much connected with insurance so that's something that we're working on at the moment and we're working on this health and safety website that will be available to the branches and there'll be a section of that called 'lost lessons and what we can do'. And that you know working with large insurance and obviously working with a broker like ourselves who deal with a lot of equestrian business, it means that these lost lessons don't necessarily have to come from The Pony Club. They can come from anywhere. We don't have to divulge any kind of personal information. We can say, right there was this issue when this happened. This could have been prevented it if they have done this, this and this. I think that's something that I would like to see The Pony Club getting on board with and they certain are at the moment and really sort of cascaded down. I think education is just going to be very important. And I think health and safety, viewed as, you know, sort of ticking a box and people are scared of it because they don't want to feel like that they're going to be blamed for something if they complete something wrong. When really it's more a matter of common sense and it's getting an appropriate person to have a look at what they're doing and have a common sense head on shoulders, going around realistically what are the risks involved in this. And as long as you're doing that, that's kind of a first step. You're never going to be able to eliminate all risk from anything really, but you can look at it as much as possible and mitigate the risk that you do see. And I think people have to understand that it's not about blame. It's not about ticking the box. It's really thinking about it but, knowing that you're never going to be able to do everything and yeah.

SRI3   But I like the idea that we can mitigate once we understand and we're aware that we need to be informed first of all. Catherine, that is lovely. Thank you so much for your time.

SI3   Welcome.

SRI3   This will be transcribed. I'm happy to send you a copy of the transcription if you want to read it or to give you more feedback once I've actually got some analysis and [thematic] analysis.

SI3　Yes, I'll certainly be interested in the analysis of it as a whole. It would be quite interesting to see. I know you said before it's a long on-going process. It would be really interesting to see what the results are.

SRI3　I'll keep you informed with that. I just have to just double check with my supervisor how much I can give but it's been coded so it might be that I will code on my three insurance companies and send them to all of you and say, do you recognise what you said here or do you recognise who you are as a matter of confirmation of our interview. So that will come down to the thematic analysis so I'll keep you up to speed with that once I've undertaken that process if that's alright.

SI3　Yeah. That's great. Really good.

SRI3　Right, I really, thank you very much for your time. I appreciate it and I hope it's recorded.

SI3　[yes, I hope the recording] has worked.

SRI3　Thank you.

SI3　You're welcome. Enjoy the rest of camp.

SRI3　Thank you very much. Take care. Bye-bye.

SI3　Brilliant. Thanks. Bye.

SRI3　Bye-bye.

Appendix 4. Study One: Complete Analysis of Codebook Transcripts

1. Areas of improvement

Files\\Insurers\\I1.final - § 1 reference coded [5.89% Coverage]

I would certainly be mileage in that. I mean I see that ideally, you know, if there was a central database that they could submit them into, to British Eventing. I'm saying that, but I'm not…I'm assuming there isn't one already. I'm not aware of one. I know they do it apart for event organisers as an example. So they're required to send in their risk assessments. I think for individual coaches, I'm not aware that they collect anything centrally. But yes, I guess that would be a good way of having the records available and for British Eventing to check where they are actually being carried out in the way that it should be.

Files\\Insurers\\I2.final - § 2 references coded [2.03% Coverage]

I find that the, and probably the issues, would be with the gold members rather than the coaches. I mean, they rely on the BHS gold membership to cover a lot of different aspects of insurance. We do get quite a lot that think the membership covers them for teaching and they don't realise that need to have the separate coach's cover.
I've not encountered anything like that personally. We will also have loss adjuster that gets sent out by the insurers so if there's a particular premise when an incident has happened, we could always offer the services of a loss adjuster that would go out and visit the premises and he could make his opinions on whether their sort of assessment on the spot was adequate.

Files\\Insurers\\I3.final - § 3 references coded [4.88% Coverage]

This is my past experience. This is [the details about my horse] and for a coach to be doing those checks regularly that you would expect to see in a riding school or [a livery yard] and I think from that point of view I would say that coaches probably need to start thinking about that more because you know accidents can and do happen. Invariably and you can see a lot of them, not a huge amount on freelance instructors, but they do happen.

I mean ultimately probably it's financial you know. If you can get discounts for making sure that if you've done potentially, some health and safety training you know I could imagine that underwriters would be willing to give a discount if the person had done some health and safety training and have adopted certain level of risk assessment, I could certainly imagine them considering that, yeah.

We're working at the moment with The Pony Club's insurers to try and get them a health and safety dedicated site which the branches will have available to them. And I think that is going to become far more common, you know, going online for risk assessments and apps and things like that. And I think that will be, it will be quite interesting to see where that falls into line with everything.

Files\\Organisations\\O1.final - § 1 reference coded [0.87% Coverage]

Yeah, and that's why I come to with the electronic form that has some statements that they just have to tick, so it's so simple. So maybe, coming back to what you said then, I think it was so simple and it was on their phone, because you could do it then, run into the car to get to the next lesson or whatever.

Files\\Organisations\\O2.final - § 1 reference coded [1.45% Coverage]

And I would also say that as much as there'd been some great work in there, there's probably a level of inconsistency in how that's done by some of the inspectors so there's more work to keep that going, to actually make sure that they're not just watching a good session but actually considering the risk assessment part of that from start to finish and the management and process that undertakes, and I think there's still work to be done and again, I think your work on this could help support us and inform us to do that better potentially in the future.

2. Coaching Practice

Files\\Insurers\\I3.final - § 3 references coded [7.19% Coverage]

I don't think overall coaches necessarily think about risk assessment as well they should do. I think it's becoming more and more common for riding schools, livery

yards and stud yards to [really] run these equestrian businesses as a business. I don't think that necessarily filtering down into coaches where you're a single person and single entity, you know, whenever I've been taught in the past, you know, I don't think it's common for you to sign a contract with the freelance instructors to say that I'm competent up to this level. I'm happy doing this.

This is my past experience. This is [the details about my horse] and for a coach to be doing those checks regularly that you would expect to see in a riding school or [a livery yard] and I think from that point of view I would say that coaches probably need to start thinking about that more because you know accidents can and do happen. Invariably and you can see a lot of them, not a huge amount on freelance instructors, but they do happen.

This is now effectively what they're now doing is standard in riding schools. Riding schools are a different risk because of course you're having to match rider's ability with the horse's ability. When you're a freelance coach potentially the person has their own horse. You're probably not teaching on your, on the coaches' horse and many insurance policy won't cover that. If you're a freelance coach, you shouldn't be teaching on your own horse because then you would need a riding establishment license and then you're in to riding school territory. It's two very different things but the fact that you know a person has brought their horse to you means that they're accepting that they are happy with that horse and they're happy to have a lesson on it, so you're slightly less culpable from that side.

Files\\Organisations\\O1.final - § 4 references coded [6.19% Coverage]

I oversee what is now the BE coaching certificate still endorsed by UKCC, so it was formerly the UKCC level 2 and 3. We now do that through First for Sport. So Claire, who works in the office, maintains the database and anyone, we have a matrix which I've sort of inherited which has master coach, coach, and development coach on it, so if someone wants to apply to become a BE-credited coach, there are criteria they have to fulfil. If they can fulfil the criteria, we can send them out an application form which I've created since I've been here, so they outline their experience, their qualifications, still within the matrix I inherited, and if they've competed to the level.

So, for example, development coaches up to one-star, coach is two-star beyond, sorry new three-star and beyond, and then master coach is to have worked with an international team, all of the above plus worked with international teams.

We're not about teaching people to coach. It's more about polishing what they can do, so someone can apply and come on a level two course, part of the entry requirement is that they're already coaching people at or up to one-star level.

Yeah, and those are people who've had to be careful with the terminology, who had historic rights. I did use the more usual term and someone became offended by that, the grandfather, grandmother rights. So yes, historic rights and what I believed happened was that they came forward for assessment with the then, coach manager, I think it was Yogi. They carried out an assessment and then completed a portfolio which then got them signed in the level two and the level three. We've recently found out that there are still some on there that didn't complete the portfolio and just did the assessment, so effectively, they have been assessed as competent to coach, but have they been assessed competent with the coaching skills?

Coaching practice? Well, the programmes that we run, run through a natural progression on the way up, so we have the under 18s to under 21s, we have what we call Bridging the Gap, and then we have the Mark Todd, so we've got everything up to three-star.

Files\\Organisations\\O2.final - § 1 reference coded [3.69% Coverage]

And I can only talk for obviously the coaches that are coming through us and therefore, they're actually more likely to have kept into CPD and development and be following current practise. But actually we only represent a small percentage of the coaching workforce out there; and the fact is the rest of the coaching workforce out there, they're not coming through a license scheme of one of the member bodies, there's the high likelyhood that they're not engaged in a CPD; I can't give you additional on that but there's a high unlikely that is the case and therefore they're working in practise of the coaching practise which could be 10, 15 years that we do and not necessarily… in this industry especially, you tend to work very long hours,

you don't always get open access to the wider mainstream world in some case, which actually means that you don't always keep up with society changes. So we will have in this industry probably more spread of coaching practise. I think what we see coming through with more of the next generation of coaches is they're much more risk averse, people who are not taking those risk because they've not come through it and it's starting to do… and then their coaching practise will actually take that out and they come up in an non-risk environment society, bubble wrapped environment – again come back to that term – and that will transfer into the coaching practise.

Files\\Organisations\\O3.final - § 5 references coded [6.03% Coverage]

I think that's quite interesting that there's two different structures there particularly from the point of view of the coaches and how they teach, for want of a better word. Because one will be teaching on ponies that the children know, and the others may be on ponies that they know, there's quite a difference.
SO3 I mean, there is- although a Pony Club coach should be able to coach at both, it is very difficult for some coaches to teach in a Pony Club riding situation in a field with eight ponies that are fresh and galloping around as opposed to a centre where one behind the other.

In as much as that- it's something that needs looking at but as I said, we've got about 12,000 coaches- no, 1200 coaches that coach in centres, these would be employed by the centre, so the rest are self-employed. A lot don't do it professionally. I mean, the thing about the Pony Club is that we depend on the volunteers and an awful lot of coaches although they have to follow various sort of things to coach like CPD and safeguarding.

At the moment, there is no qualifications. It was suggested, or I tried to bring it to them by 2022 every coach must have some form of recognised qualification.

You can't use a coach not on the database… theoretically. Every coach that coaches has to be on the database. They have to have their first aid, their CPD, their

safeguarding, CBS check, every coach has to have.

SRO3 They all have to have that.

It's realising that the best coach is the one that develops themselves. If I had to recommend anyone any coach, I would say don't spend it on a horse, spend it on education.

3. Evaluation of Practice

Files\\Insurers\\I1.final - § 2 references coded [2.14% Coverage]

we're only required so see them in the event that there is a claim. In which we review the risk assessment in order to try and defend the claim.

As we don't see any poor practice, then we don't really get to see the risk assessment.

So, at the moment with regards to the risk management side, we don't always get copies of documented risk assessments until obviously there is a claim. So we wouldn't ask for that beforehand.

Files\\Insurers\\I3.final - § 2 references coded [5.32% Coverage]

I mean, we as insurers, or insurance brokers haven't dealt deeper than that and I know The Pony Club did do a bit of a post mortem on it and they don't quite know what the outcome of that was. I do think it's important to make sure that [those sort of things are learnt from] and that's something we're trying to work with [the pony club on] in terms of, if there are examples like that I think real time examples are very good to demonstrate how important it is and you know if we can escalate that to the branches so that they can see, oh actually yeah, you know that's something I wouldn't have thought of and that prevents another incident from happening. I think that would be the ideal situation.

And that you know working with large insurance and obviously working with a broker like ourselves who deal with a lot of equestrian business, it means that these

lost lessons don't necessarily have to come from The Pony Club. They can come from anywhere. We don't have to divulge any kind of personal information. We can say, right there was this issue when this happened. This could have been prevented it if they have done this, this and this. I think that's something that I would like to see The Pony Club getting on board with and they certain are at the moment and really sort of cascaded down. I think education is just going to be very important.

Files\\Organisations\\O1.final - § 7 references coded [8.39% Coverage]

Okay, coach education is obviously quite a large part of the BE coaching qualification, UKCC as it was, is… it's covered in great detail, so they are required to risk assess and possibly when coaches haven't actually thought of it before or they're not doing visual wherever we were with… you know, they're doing it probably without thinking. So from that point of view, they're being taught about risk assessment. From the BE point of view, we're relying on DBS as part of the risk assessment. They need insurance.

It will just be stored, a bit like accident report forms. The coaches send us accident report forms, we only have them for our information, and we store them. We're not going to do anything with them so again, that's the coach's responsibility, to monitor and keep documentation and they've been… from a BE perspective, coming back to what we were saying about risk, information has gone out to the database to remind them that it's their responsibility. We can provide them with forms if they need forms and they will get forms when they first become accredited, and it's quite a basic form, but it is a form.

Challenges, yeah, there are definite challenges because at the moment, we do know what level these people are qualified, but we don't know how good they are, and in my experience of observing quite a lot of coaches, there's still a lot of people out there instructing rather than coaching, and that's not just the older people—I can say that because I am older—but that is some of the younger folk, and that's because they've been taught by instructors.

We're going to have development days, and peter people off the database will be invited to attend a development day, where they will coach. We're going to have some master coaches there that will help and assist, so we're going to do some small groups all over the country and that will be part of the process of checking on the quality of coaching.

Because it doesn't… you know, just because you're qualified, doesn't make you good.

Well, my next question is do you encounter any poor practice in risk management and/or risk assessment and what would you do if you came across it, how do you support the coaches to improve?
SO1 Do we come across it? Well, we haven't seen any. The only way we would know would be if it was reported to us, because the RDOs can't and don't attend all the training that they put on, you know, with the more experienced coaches that they know. You know, they know you're going to turn up, they know you've got your list of who's coming and you've had that conversation so they don't need to be there unless they particularly want to or it's particularly close to home or whatever.

The other thing we're doing, once our IT settles down, which I'm sure you've been aware of. Previously, all riders who attended training was sent an email about the quality of the training that they just had.

Files\\Organisations\\O2.final - § 10 references coded [20.32% Coverage]

So you've got quite a few coaches; when you are confirming accreditation or licensing, how does or what does risk assessments involved or be integrated, or does it?
SO2 I think the simple answer is it doesn't.

our legal licenses accreditation process is checking if someone has the correct qualifications, that they are up-to-date with the CPD, that they've got the first aid

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and their safeguarding. However, it does not check their actual processes for the risk assessment.

Then we would expect someone to have a minimum of a stage 3 qualification in care for riding and teaching. So it's about not the teaching but the care element as well which is critical to us. That doesn't necessarily have to be a BHS qualification. It can be an equivalent industry qualification. So that can come over with us from The Pony Club, whether that's from colleges that are out in the industry that are walking at that level. So that gives them that stepping stone of that. In addition to the qualification, they have the first aid and the safeguarding and they're conducting the ongoing regular continuous professional developments, so that's a minimum of six hours every single year to go forward and beyond that. And sadly beyond that, we do no direct observations of the coaches or the risk assessments or any other process around that either prior, or once they're on the process, we just make sure that they stay current and they keep those documents that they're required, the first aid and safeguarding continuous professional development, up-to-date thereafter, and encourage as much as we can a culture of ongoing learning so that they are encouraged to develop, learn, and make sure they stay with current knowledge.

And what restricts your… you said you don't observe them, is that a logistics or is it a time or a cost?
SO2 At this moment in time, it is all of those elements together; logistics, time and cost that comes into it. It is something that I hope will continue to be reviewed. I would love to get to the point where either coaches are reviewed on a period basis because I think it would have those professional discussions, and to have those observations would improve the standard. In some ways has moved from, probably more historic, a register of instructors which was more about just keeping and making sure people had insurance and a list of people could go onto a more moving towards accreditation. If it was to move from that accreditation into a more licensing process, then that next step for me would definitely have to happen. At the moment it is accrediting that they have the basic standards in place to work in the industry, and not more than that just yet.

Okay, so what we do for riding a school is it had to have a minimum of a stage 3 coach in place, so the same level as we'd have for that, and they can then employ anyone else they want. However, what we have launched this year to try and bring all those under the same umbrella and that same accreditations, we now have accredited professional centre coach, need to be an accredited professional centre coach. We actually have a level lower. So because we know there has to be at least one stage 3 coach in there who is overviewing, who is seeing what's happening, we then allow anyone who is a stage 2 coach – that's the care, the riding and the teaching – to be an accredited professional centre coach. Now they are only an accredited professional within the workplace. So they can't use that branding freelance, to go and work in The Pony Club or any other area, that is only valid in working in that centre. They can't say "I'm an accredited professional centre coach, that I've got that minimum accreditation standard" for that environment.

Okay, so most of our qualifications have been built over 70 years and it'd been built based on industry needs, which by that I mean working with employers, predominantly working at the standards needed, working with insurance firms. Our last review happened just two years ago, and that involved consultation of over 4,000 people in the industry. From centres, from learners, from parents, from coaches, from assessors, to actually understand the relevant skill required for the employment role and the qualifications that they have to meet for the role in employment. So whether you're going to be employed as a coach, a senior coach, a yard manager, whatever your job title is, that the qualifications are there to actually provide you the skills to get there. So what we basically do is we go out, we consult, we make sure that the standards that people are coming out with help them to be employed, make sure that they're delivering that in a correct knowledge, skills and a timely manner to do that, and our qualifications are built from there. So for us, as a stage 3 coach, as freelance coach; the skills required within our qualifications provide them the minimum standard, and I'd hope slightly more, that people can go and work in the industry freelance and have the skills require to support any rider across the area that they're working with.

As an organisation, we used to push qualifications and qualifications are fabulous but actually, they only assess a person at one point in time. And what we have

through the accreditation is actually someone who's not just got a qualification but has continued that ongoing development thereafter so it has a level of currency. They were not assessed in that currency but at least we know they're engaged in some sort of training and support so that they've got a level of currency in process. As you say if we ever were to license, well we have to have an assessment process in that but it's better than what we historically did which was just pushing qualification which then did become quite more null and void and you have people who'd be sometimes 20 years out-of-date who'd be representing the organisation.

No any sort of risk assessments is to actually inform to develop and to support future sessions, so actually it needs to be done in the way that actually helps the coaches to refer to it to support their development and to support that rider or horses they are using to make sure that they're improving their sessions in the future. So I think there's more… And this obviously project that you're undertaking as part of this work could actually help support some of that work in the future for us.

For our approval process, we do go out and observe coaching sessions within a riding school environment, which is great that we get a snapshot of one coach in one environment. What it doesn't necessarily do is see all the coaches in that environment and make sure that they're actually all working to the right level. Obviously as part of those individual assessments that is happening, the risk assessment process for the session as well as the general yard would be covered within that inspection. But again, it is a snapshot rather than overview of everything that they can do and should be doing and down to individuals.

If we get candidates who are coming into these assessment but they're clearly not at the level which is a risk in its own revel, coming into ride on unknown horses even though they're not of a level and this coach has signed them off to be doing this, then we go back directly to try and support that coach; guide them, help them, and normally again in that case if they're not following that we would take them off. I know that's quite a specific example, but there is a process, that we will probably see more of that where we have candidates not coming through an assessment level and we'll give the support of a coach, then through our complaints process which might only get one or two that'd be specific to those examples on an annual basis.

Files\\Organisations\\O3.final - § 8 references coded [12.69% Coverage]

I mean out of that, I have got figures, we've got at the moment about 1200 coaches that coach in centres. So those are centre coaches but every centre has to be obviously visited and appraised each year and there were 44 centres last year that weren't visited so we're not quite up-to-date on….

UKCC Level 2. It used to be BHSAI but now it's Stage 2 (overlapping conversation) Stage 3 Coach. But, we don't insist, when I say professional, we have our own level of coaches, in other words, we have the steps one, two and three and step one would be very much like UKCC Level 1 so would be a coach that has to be observed, is learning, is helping. Step two would be a very junior coach they're able to take. And then step three coach you'll be able to do cross-country, so we have courses they have to attend. And then if they do step three and we feel that they are a good coach, and then they get the coaching certificate but it's a nonregistered Pony Club system, it's not government linked.

I'm not sure about the centres but one assumes as a centre, as a business, they must have a designated health and safety officer.

I'm just thinking that often we hear about accident reports, accident forms where they just get filed and no one actually does anything about….
SO3 Yeah, I mean, there's loads of accident reports and I've got loads at home, you know, but I mean as a chief instructor and as chairman of the Pony Club, if we hear of simple things like tack, is tack safe, changing tack, fixing jumps, all these problems, height of jumps, wings, what's safe, what isn't safe, as a training committee all the disciplines, show jumping, dressage, eventing, if they had a problem with the safety issue, it would come back to our training committee and we would say "this bit's not useable. You can use this bit. That tack's not safe. We don't allow this."

So there is a process.

SO3 Yes.

SRO3 Super.

SO3 And I mean, there's a discipline committee.

SRO3 Are these implemented much? Do you have problems?

SO3 I kept quiet. Yes.

SRO3 Would you have numbers that you perceive as acceptable or do you have…? Well, in that effect, what are your challenges and strengths within your organisation to manage that coach practice? Do you have problems? Do you…?

SO3 Communication is always a problem, but I think that in a serious matter, the Pony Club is very efficient.

Yeah, and that's experience but very much…. The Pony Club, if you're dangerous and not good, the coaches don't get used. That sounds silly but it's very much it's a local thing with a branch, with local coaches that are known. And if they are- we have coaches' database and that database, the coaches can be, not struck off but they can be….

SRO3 Blacklisted?

And they deal with the problem. If it's a training problem which is what you're talking about which is a coach's, it comes to me. I look at the problem, I ring up the DC, I speak to the coach, I have to speak to the parents and it takes bloody hours, and then I would then discuss with the coach and openly what sort of training they can have. And then I would organise a training friendly within the area, I'll organise for them to go on courses, or attend something and then they get signed off again.

And then it is a published list and there is, it tells you what level they can teach at, what they're good at, bad at, what about if they're slightly blacklisted.

4. Insurance

Files\\Insurers\\I1.final - § 3 references coded [3.01% Coverage]

It won't affect the individuals because it's not written on that basis, it's written as an actively.

where everybody gets the same premium rate.

it's just purely based on the numbers who paid for that then the number of claims, but there haven't really been any claims. So there's been no need to increase the premium.

Files\\Insurers\\I2.final - § 10 references coded [13.46% Coverage]

We didn't actually insure the freelance instructors, they're on a separate policy under a coaching portfolio, so in the mix with anything from gymnastics coaches all the way through. (Clears throat) We had a bit of a last minute telephone call, it must've been the early 2000s, maybe 2003, 2004, when the coaching product which I believe was with an insurance company called Allianz was identified as not being the correct place to be, there was a lot of insurance claims going against that particular policy for equestrianism and they hadn't designed that policy for coaches of that nature, so we were then asked to add that to the portfolio.

Cover itself isn't any different because you get them public liability cover that you would receive if you were buying a standalone freelance policy, or if you had an extension to your livery yard or riding school policy. The elements to it is that you would get it under sort of membership arrangement and they do get the benefit of the personal accident cover as well which you would have to buy separately if you're buying the policies standalone through our, sort of insurance broking.

So our freelance policy doesn't sort of differentiate where they kind of work at, it is meant to be at various yards or if they are only in one place and that's fine as well, they can do some work from home, so it does vary quite across the board as XXX mentioned so we insure with no quals but qualified people do get a preferential rate for the fact that they've got that qualification, but we would look at some non-qualified people as well based on the experience that they've had as well because not everybody does their qualifications so we do look at both avenues but we don't stipulate where they can work in that, it doesn't affect the freelance rating if they're

just working out on premises, for example, at a livery yard or if they're going off to a riding school.

you like to have something that's a bit niche to make you stand out from other businesses, other freelance instructors, so, yeah, there might be some that do have that. You might have some freelance instructors who maybe have done equine massage course so you'd get that element in and they might expand their cover that way.

The APC is more driven towards the coaching element.

So on a APC, you probably wouldn't see that as much, you'd probably just see the normal, just the instructors, coaches or grooms. There wouldn't be a lot of expansion because it's- where it's sold on a block basis, it's not as tailored in that respect as what we do as a standalone policy here if they came to us directly where they could expand those basic activities.

if you say to a horsey person "You must fill a form in, da, da, da, da, da" there's going to be an issue in respect of the insurance company, you'll turn around and go, "It is a requirement, you haven't filled that form," and on the one occasion that you've not filled that form in and you haven't really addressed them or perhaps it's in the month or so and they have gone up to a second stage even if it had no effect against the policy, you'll have a null and void claim.

This is why it's quite pivitol that our insurer connection, also has an equestrian background, and it's absolutely critical because if you're writing insurance policies with an insurance company that hasn't got equestrian experience, you are on a bit of a slippery slope around these recommendations and how things are perceived and understanding the industry as well. If you put that into a standard corporate insurance company without relevant background and even from the breaking point of view, these girls and guys know what they're doing, they ride themselves. Again, they can't understand or perceive what's going on in the field, if you haven't got that experience. Did that make sense?

The other thing to think about is that if they do declare they have got an APC policy, it will be restricted on the riding school policy, so there's a premium cost saving there because I think people miss that benefit. They think we will ask, "Do you have any other covers elsewhere?" Because you don't want to be duling insuring, you don't want to be charged the premium twice as well, and we know it's quite robust what the BHS do in respect of their APC requirements.

I think the issue that's always come about, that people perceive that the more risk management you're doing, the more premium reductions they should have. Obviously, bearing in mind the costing of the insurance policy and product as is stands at the moment and the risk involved with the equestrian side is very difficult to balance those sorts of discounts per say.

Files\\Insurers\\I3.final - § 3 references coded [14.01% Coverage]

We do their whole insurance program which includes the member's liability which they get 24/7 the cover for members that's part of third party liability. There also bits and pieces of personal accidents for certain groups within The Pony Club and all of that [kind of thing].

so currently if there was a coach and they were working on behalf of The Pony Club then they get covered while they are teaching so if something happened at a The Pony Club rally then The Pony Club would cover that and includes the whole, master liability policy. If they were doing anything outside of that then that's nothing to do with The Pony Club and they would need their own freelance teaching insurance. The Pony Club insurance is only for liability and they wouldn't get personal accident insurance while they are teaching for The Pony Club. There are various schemes that associations run whereby the coach can get their freelance teaching insurance through the organisation but that's very much on an opt-in basis, so like the BHS or horse Scotland. You can contact them and get your insurance through them. The PC don't do anything like that at the moment. On the centres, the centres are very separate from The Pony Club. They're affiliated to The Pony Club but they are entirely separate so The Pony Club insurance does not cover a centre in

any way, shape or form, and they are effectively riding schools so from that point of view, obviously anybody teaching at a riding school would be insured by that riding school. They would have to have employer's liability to cover that person. Well, third party liability to cover that person if they were held liable and employer's liability if anything happens to the actual coach himself. So they're very, very separate.

Yes, yes, I do. Like I said the centres really don't, they don't get any, most of their job, as a centre employee, if you're teaching on behalf of the centre, you're employed by that centre and whilst you may be teaching a Pony Club activity at the centre, your insurance has to come from your employer so I don't think there's any issue there. And also I think people realise that by teaching at Pony Club I think they probably expect to be covered by The Pony Club insurance if anything happened but I don't think there's any reason that they would think that if they were teaching somebody else on a one-to-one basis that has nothing to do with Pony Club, I don't think there's any reason why they would expect The Pony Club to cover that. I do think you can get grey areas where potentially you know somebody that you teach regularly at Pony Club says I would like a lesson because I've got the area championship coming up and that coach says, oh well I'll give you a lesson. But I think the fact that they would be charging that person, I think they would realise they should have their own insurance in place for that that I appreciate that there could have been technically a bit of a grey area there because they're saying, well it's on behalf of Pony Club because I'm coaching them because they're on the team to the area championship. And I think things like that, it's impossible to write every single scenario into an insurance policy. And at that point the insurers have to take a view, well hang on, were they're acting on behalf of The Pony Club at this, at that point, was that coaching session endorsed by the DC and did The Pony Club have any involvement in the health and safety of that lesson. And if the answer is no then the coach should have their own insurance.

Files\\Organisations\\O1.final - § 1 reference coded [0.51% Coverage]

We'll accept because a lot of our coaches have BHS as well, so we will accept that as long as they provide… they need to provide proof of insurance, wherever that's coming from.

5. Process

Files\\Organisations\\O1.final - § 2 references coded [4.26% Coverage]

Training & Education meeting, sorry. Wendy, who's chief operating officer, is very keen that the whole health and safety thing as we all are, is as tight as it can be, and we're mindful that coaches don't always do what you would want them to. Very busy people, some are more tech savvy than others, some are not at all, so we implement the system where they have to send that form in with their invoice, otherwise, the invoice doesn't get paid.
SRO1 Right, so you evidence with the invoicing that an activity.. That's interesting.
SO1 That's being rolled out, so that's happening at the moment. We've had limited response, but it will become compulsory from next year, so we're just giving people the opportunity to… and as you'd expect, the good ones, new ones, all send them in.

Yeah, absolutely, and that could be another bit of information that would be useful and just for a bit of background, that came about because last spring, we had a parent rang up and said, "Oh, my daughter broke her arm, at training on Saturday. Do I need to do anything?" So we were like… (Gasp). So then…so maybe this is an example of maybe where you would go to the previous question. So we then go onto the coach, what happened, put an accident report form, so to answer that question, yes, something did kick in, but had the parent not rung in, we wouldn't have known and I don't think, I could be wrong, that the coach would've reported it to RIDDOR, or reported it to the local authorities.

Files\\Organisations\\O2.final - § 1 reference coded [0.95% Coverage]

I'm the Director of Education. My role is to oversee all the qualifications of the accredited professional coaches, so that's our… if you want to use the term licensed coaches that we use across the society, the policies and processes with that, and to

make sure that we are supporting every single rider out there with the correct workforce that are trained.

to be honest, we've had no claims at all he says, touching wood, arising out of any coaching activities. So, that's, it's all been good as far as I'm concerned.

5. Process: b) Practice; i) Method of recording

Files\\Insurers\\I2.final - § 8 references coded [7.96% Coverage]

We do have a brochure as well about risk assessment for yards which instructors could use parts of. I think it is very important in today's sort of culture as well is to have the risk management and to people to kind of understand what they need to collect and to document it more importantly than anything else rather than it just kind of like be in your head that that's what you spoke about, that you actually document those things

we were the first people to actually introduce the rider registration form because the rider registration form includes the horse form, the instructor form and then the rider itself form

Many years ago we used to do the paper carbon copies which the schools were quite happy to have so they could keep a copy, give one to the individual as well

But now moving forward, we have the rider registration part and parcel of the document that goes out, the BHS would've had the same ones as well.

So those still are a requirement…well, a recommendation because you can't require. If you require somebody to do it and they fail to do so, an insurance company will then null and void your claim. So it's around the educational piece of keeping people very aware that you should be documenting everything that you do within your remit and that anybody that you take on, that you asses them in a certain way, and you keep and collect paper trail, everything that you need to keep that.

I appreciate it might be- it's another five, 10 minutes before the lesson, to ask somebody to fill the form out, but if they teach them reasonably regularly then they only need to do it at the beginning and they maybe update it as and when they sort of tick the next box for experience.

I think if it's done on an app or something like that, I think it would be time consuming for them and I think that saves the whole- the issue would normally be, "Well, I wasn't expecting that person to be on the list," and so they didn't have a form filled in or something like that. That's probably the only issue I can possibly think of that might come up.

Because I think the [feedback we've had when we've listened to clients before,] most people don't have a PC in to hand or a laptop to fill this information in, and quickly scribble it down because they're moving around, it's not like a sort of riding school and even they couldn't have the office to have that sort of completion, so I think it's more- and also attaching things to it so you can take a picture or you can take a picture of the horse, you can- there's an incident, take a picture of what's happened, you know. It can be drawn back into a system and sent back into us so it can be dealt with immediately. We do online claims at the moment actually for a riding school portfolio, don't we, in (Overlapping Conversation).

The coaching I know that when you're teaching a Pony Club session, I think there is a pre-checklist, you know, a risk assessment that coaches should be doing and, so that's in place.

and on the day of assessment, end point assessment for the coaching certificates, they have to come with pre-written risk assessments that they then, once they're on-site, check the arenas, check the fences, they then add to the other generic bits that'd be in every risk assessment and then make them appropriate, applicable to the actual pay. So, throughout the whole process, there's lots of, I want to say, opportunities. There's lots of times where they will be completing risk assessments, they'll be asked about risk assessments.

What I've done recently is we've created a form because I'm very mindful of… people do visual risk assessments, as I said a second ago, but a lot of people don't recognise that's actually what they're doing, so to help them recognise what they're doing and from a BE perspective, to know that it's actually been done, we've created a form, and we're just working at the moment to get it electronic to make it easier for the coaches to fill in, but at the moment, it's a paper exercise with some statements on there and one of the questions says "carried out a visual risk assessment," because at all our venues, the RDOs have risk assess- (Overlapping Conversation) Regional Development Officers who are out in the regions. If they take on a new venue, they have to then get the risk assessment or do a risk assessment for the venue.

Well, that's the electronic form. Yeah, well that's… everything costs money, we can develop an electronic form that has some statements that they can just tick. We're trying to make it simple as possible for them so that we have the evidence. Do we need the evidence? Ultimately, not really. We need the evidence for risk assess a venue, the risk assess with the coach. The coach is a contracted individual, who we're contracting to deliver training for us, that is their responsibility.

Yeah, and that's why I come to with the electronic form that has some statements that they just have to tick, so it's so simple. So maybe, coming back to what you said then, I think it was so simple and it was on their phone, because you could do it then, run into the car to get to the next lesson or whatever.

Files\\Organisations\\O2.final - § 2 references coded [6.70% Coverage]

From my point of view, a person's risk assessment is something that's done at the beginning but is there an ongoing open document until the end of any activity. That's, for me, a risk assessment isn't a piece of paper that is done and shelved. It should be a confident thing that is, within a coach's mind, they are risk assessing at every moment of every session and it should be an ongoing element. So, I would expect that anyone who's going to deliver any session has a risk assessment of what they're expecting that day, they'll then get into the session and they'll be doing a further risk assessment. They may not always articulate that on paper, but the process should be happening, and then throughout that session a coach will be risk

assessing at every single minute that session going on. I would hope at the end of the session, if there's any key things that happened, that is then recorded on that sheet so they have a formal written record of all the risk assessments concerns that they had so that they can learn and make sure that when they come to a session in the future, they've got that evidence. Or if it was something more serious, they've got a written documentation of the process.

I think every coach needs to find a way that works for them. I know some coaches that will have every session planned on an iPad in advance, they'll have the session and the learning aim and as they go through it, they might use it for filming at the same time, at the same time they were doing risk assessments during that session and that'll be recorded in iPad so that's all done at the same time. I know some other people that aren't IT literate. So, they will have similar to what we got here today as a recording tool and they will voice their risk assessment into a phone, and it maybe a summary of the session and the risk assessment will be part of that summary of the session. And again, an excellent way to record that and it might be that then what will happen is not prior to the next session with that person, they may refer back to that recording and say this is what was covered and these are some of the risks that came out of that last lesson, so that they could be part of that per-… If it's risk assessment directly relating to a person or a horse, it's built within that and it becomes a process. Obviously, with any data like that, you're then dealing with individual personal data so it has to be stored correctly and managed, and the coach has to make sure they got the correct process to do it and the permission to do it if they're recording alongside names and data

Files\\Organisations\\O3.final - § 1 reference coded [1.60% Coverage]

Do you have a formal definition then for what risk assessment you work to regards the templates that you use?
SO3 We have a template that is constant and used by everyone which can be downloaded off the website, there are set templates. And there's set templates for everything. The Pony Club has a template for camps, for rallies, for quizzes, for horse and pony care, they've written a risk assessment for each of those.

5. Process: b) Practice; ii) Training or resources

Files\\Insurers\\I2.final - § 7 references coded [4.78% Coverage]

We do have a brochure as well about risk assessment for yards which instructors could use parts of.

We say obviously it needs to be in place, we send them guidance, but we don't actually get copies back of what they do so it's a bit difficult to say, really what currently people do, do.

With regards to the app, currently it's only in the trial stages and it's starting more with the riding schools at the moment for their rider registration forms for when new clients come to them, so it is a work in progress at the moment where it's only trial stage. We don't know how far it's going to go and how much we can do with it yet so it's really early stages to be able to say where it might be used going forward. As I say it's only just got into the trial process.

to give a risk management brochure

The APC is I always find that the risk assessment is always very good. The instructors, it's quite difficult for them I should imagine because they go into different premises, so to risk assess, that they have to kind of do it on the spot at that premises, at that time, but I find that the claim forms that we receive from them are always very well-handled, they cover a lot of information. If there was any loopholes in it, we've got quite a lot of risk assessment documents that we can provide. SEIB as a company providing a lot of risk assessment documents.

I think as well it's with the education piece, there might be something in there around how do you fill the form in.

I think the one thing is that the questions that we're asking I think sometimes some people can get quite defensive if you're asking them quite a lot of questions about the way they teach them and how they

If you can get discounts for making sure that if you've done potentially, some health and safety training you know I could imagine that underwriters would be willing to give a discount if the person had done some health and safety training and have adopted certain level of risk assessment, I could certainly imagine them considering that, yeah.

I think potentially this idea of more education. I think that is something that we're interested in and we're talking to them about. And as brokers, I think that's part of our role and I think it's going to become more important for insurance brokers like myself to be able to educate as well as place insurance. And I think risk, health and safety is very much connected with insurance so that's something that we're working on at the moment and we're working on this health and safety website that will be available to the branches and there'll be a section of that called 'lost lessons and what we can do'.

And that you know working with large insurance and obviously working with a broker like ourselves who deal with a lot of equestrian business, it means that these lost lessons don't necessarily have to come from The Pony Club. They can come from anywhere. We don't have to divulge any kind of personal information. We can say, right there was this issue when this happened. This could have been prevented it if they have done this, this and this. I think that's something that I would like to see The Pony Club getting on board with and they certain are at the moment and really sort of cascaded down. I think education is just going to be very important.

Files\\Organisations\\O1.final - § 11 references coded [13.58% Coverage]

I'm responsible for eight regional development officers who book and put on training in the region. I'm responsible for making sure there's an even spread of that training and the types of training. There are two members of the team in the office who help facilitate that. We also manage, oversee the under-18 12-21 programme.

I oversee what is now the BE coaching certificate still endorsed by UKCC, so it was formerly the UKCC level 2 and 3. We now do that through First for Sport. So Claire, who works in the office, maintains the database and anyone, we have a matrix which I've sort of inherited which has master coach, coach, and development coach on it, so if someone wants to apply to become a BE-credited coach, there are criteria they have to fulfil. If they can fulfil the criteria, we can send them out an application form which I've created since I've been here, so they outline their experience, their qualifications, still within the matrix I inherited, and if they've competed to the level. So, for example, development coaches up to one-star, coach is two-star beyond, sorry new three-star and beyond, and then master coach is to have worked with an international team, all of the above plus worked with international teams.

And without a qualification, a formally recognised one, they can come onto a course of yours that then gives them accreditation or qualification?
SO1 Yeah, qualification.

Yeah, and those are people who've had to be careful with the terminology, who had historic rights. I did use the more usual term and someone became offended by that, the grandfather, grandmother rights. So yes, historic rights and what I believed happened was that they came forward for assessment with the then, coach manager, I think it was Yogi. They carried out an assessment and then completed a portfolio which then got them signed in the level two and the level three. We've recently found out that there are still some on there that didn't complete the portfolio and just did the assessment, so effectively, they have been assessed as competent to coach, but have they been assessed competent with the coaching skills?

Well, Training & Education was set up I think probably six years ago now and Lizzel Winter and Eric Winter were sort of seconded in this as overseers of the process and I think they had a bit of admin support in the office, so everything was sort of driven coach-wise by Lizzel and Eric to an extent for some of the other bits, so Lizzel produced the matrix.

Okay, coach education is obviously quite a large part of the BE coaching qualification, UKCC as it was, is… it's covered in great detail, so they are required

to risk assess and possibly when coaches haven't actually thought of it before or they're not doing visual wherever we were with… you know, they're doing it probably without thinking. So from that point of view, they're being taught about risk assessment. From the BE point of view, we're relying on DBS as part of the risk assessment. They need insurance.

We have a group of coach educators who deliver our programmes. The programmes are currently six days of training spread over probably six months, so it's almost once a month, they'll come, they'll get their coach education, and they'd go off, practice what they'd been taught and then come back. So we have a programme that's written that the coach educator would follow, and they've had…in fact, most of them because we inherited it through EQL, had done a lot of the initial EQL sort of training and we actually would expect, we have standard setting days, and we've had two standard setting days since I've been here.

We have a team of under 18 coaches that are contracted, they are the coach for the regions. There's two or three in each region, so we fund their staff development, so the home coach stay is essentially for them and that's when we invite others in to help supplement…

Does that exist for your freelance self-employed coaches who might not sit with any of your programmes?
SO1 Yeah. It's opened up to all, and it goes to BHS and Pony Club so anyone can attend until it's full.

Yeah, and you would argue with the coaching qualifications, the BE one and I'm not sure if BD is similar with the built-in risk assessment I suppose, would they tick that box that they've had (Overlapping Conversation)

That's what- yeah, that's the way I believe that it's delivered by the coach educators, so that would put a bit of depth behind it, albeit probably in a classroom setting rather than a…
SRO1 And that's the point, that it appears that this aspect is delivered in the assessment process, but then is hard to evidence when it's done in real world.

is there any training that underpins their decision-making about how they complete a risk assessment?

SO2 There is no formal training that we provide from the British Horse Society. The primary thing that the British Horse Society do is an assessment body rather than the training side.

However, most of our accredited professional coaches under approved riding schools are the ones who are providing the training prior to them coming to those qualifications. And as part of that, they would be giving, hopefully the training around how to do this correctly. And what we do have is as well is the resources that we'll provide to our riding schools and to our accredited professional coaches, the templates and the guidance when they are part of us. We also within our own books, our stage 4 book which is just getting finished at this moment have some detailed guidance support learning material around risk assessment; how to do it, how that's embedded. So although we don't provide the training, what we do provide is the guidance and the support to the professional workforce who are usually associated with us to make sure they're trying to give that as accurately and as well as they can so that the learners coming to the assessment are as well-prepared in order to pass that assessment and therefore to move on into the license or the accreditation process that we then have.

So just for my clarification, that's in your literature for your stage 4?

SO2 It's the primary place; it does fit into some of the stage 3 and stage 2 but not in the level of detail that you probably aspire to at this moment and something that we may have to look at moving forward to further than that.

Then we would expect someone to have a minimum of a stage 3 qualification in care for riding and teaching. So, it's about not the teaching but the care element as well which is critical to us. That doesn't necessarily have to be a BHS qualification. It can be an equivalent industry qualification. So that can come over with us from The Pony Club, whether that's from colleges that are out in the industry that are walking

at that level. So that gives them that stepping-stone of that. In addition to the qualification, they have the first aid and the safeguarding and they're conducting the ongoing regular continuous professional developments, so that's a minimum of six hours every single year to go forward and beyond that. And sadly beyond that, we do no direct observations of the coaches or the risk assessments or any other process around that either prior, or once they're on the process, we just make sure that they stay current and they keep those documents that they're required, the first aid and safeguarding continuous professional development, up-to-date thereafter, and encourage as much as we can a culture of ongoing learning so that they are encouraged to develop, learn, and make sure they stay with current knowledge.

Okay, so what we do for riding a school is it had to have a minimum of a stage 3 coach in place, so the same level as we'd have for that, and they can then employ anyone else they want. However, what we have launched this year to try and bring all those under the same umbrella and that same accreditations, we now have accredited professional centre coach, need to be an accredited professional centre coach. We actually have a level lower. So, because we know there has to be at least one stage 3 coach in there who is overviewing, who is seeing what's happening, we then allow anyone who is a stage 2 coach – that's the care, the riding and the teaching – to be an accredited professional centre coach. Now they are only an accredited professional within the workplace. So, they can't use that branding freelance, to go and work in The Pony Club or any other area, that is only valid in working in that centre. They can't say "I'm an accredited professional centre coach, that I've got that minimum accreditation standard" for that environment.

And I think it's something that we as a society need to improve on, as to be seen as a support resource for the coaches to go through things such as this mental health and dealing with problems. What I would say, coming back to the critical part of the question, when we get problems, concerns, we'll deal with them individually. And that'd be reported to us so if there's someone who we believe is not acting in the best way, as an education charity, our first line was always can we support and develop.

If the person's not willing to take on the learning or the development, only at that point we would then say actually I'm sorry, we can't have you as part of our

accreditation, but we will always come from a training and development, now that can be anything from coming to CPD, it could be mentoring support, it could be buddying, it can be a whole raft of different mechanisms appropriate to the individual, and we have seen that; we often see it as we mention before with our assessment process, we have someone who got the skills record where someone is assessed as being ready to do assessment. If

That actually it means the ability to do that pre and post can be lost and some of that learning and real critical element can be lost. And I think that's the bit that we as an industry need to try and support. How we do that with the cost element within the support of this moment is a very difficult one, because what you're having to say is actually what you need to do is do less sessions, which means you have to charge more so that you can actually have appropriate planning and review built in around your sessions. And that becomes a real big challenge for the lower level element, and possibly higher but especially that lower level to do, and it does for me directly feed into the ability to do risk assessments but learning from those risk assessment on an ongoing process.

Files\\Organisations\\O3.final - § 10 references coded [11.26% Coverage]

I'm chairman of training for the Pony Club, both of the centres and the branches. So I oversee the training of the coaches, the CPD of the coaches. I oversee the exam system, I oversee the big training conferences, and I oversee various courses like the A Test course and the talent pathway course

And every young coach now which we started about I don't know, when I started it four or five years ago, every young coach coming in has to go through the step system. I don't think they all do, but theoretically to teach you have to go through the step system.

And the Pony Club does have its own UKC- it does do UKCC.
SRO3 Level 2 and 3?
SO3 Two and three. But to be quite honest, I think that….
SRO3 That might not be so strong now ,or going forward.

SO3 It's financial. To be quite honest, it's very expensive for our student. I mean, you're on tape now but….

The training committee and as chairman I wrote all the three step things. We look at it, we've just looked at it and it is about to be, not rewritten but kept a little bit more modern, perhaps taking out some of the theory like the BHS and getting more practical. The big thing is to watch people coach, and if you're not careful these days become a nice lecture in a lecture room and we don't see enough coaching. So, we're always evolving but I wrote these, they follow on. With these there is the system of the log-books so you have to do 60 hours' coaching to move up a grade. Now, coaching isn't just coaching, it is helping, it's organising rallies, it's painting jumps- do you know what I mean, it's watching CPD, it's going to a lecture on teeth but they have an actual logbook they have to fill in and that's checked before they go up to the next stage.

And every CPD day that a Pony Club CPD day should always mention health and safety risk assessments just as a reminder.

And I as a coach, if something goes wrong and it gets to me, I as a coach have to organise some form of CPD for that coach. If there is a real problem and I feel that the coach needs a bit of help…

Branch Organised, yes, Director. Basically, if there's a problem, they look at the problem whether it's a problem where there's been an accident or something like that. If it is a problem to do with training- if it's a health and safety problem, it'll go to the health and safety.

The Pony Club does safeguarding obviously we do CPD. The Pony Club does first aid but very much we encourage them to go to the BHS or I've got one of these safeguarding at work which I've done for years which is great. So, the courses are there, CPDs we'd put on loads and we've opened it up a lot now you know, we allow a lot of BS and BE.

It's realising that the best coach is the one that develops themselves. If I had to recommend anyone any coach, I would say don't spend it on a horse, spend it on education.

That is the biggest problem which is why we brought in the step three because cross country is not taught. As a coach you can go out and do as much as you want and they have no idea how to teach cross country.

5. Process: c) Robustness

Files\\Insurers\\I1.final - § 1 reference coded [0.34% Coverage]

But they are the experts in the sport

Files\\Insurers\\I3.final - § 1 reference coded [2.24% Coverage]

I don't think overall coaches necessarily think about risk assessment as well they should do. I think it's becoming more and more common for riding schools, livery yards and stud yards to [really] run these equestrian businesses as a business. I don't think that necessarily filtering down into coaches where you're a single person and single entity, you know, whenever I've been taught in the past, you know, I don't think it's common for you to sign a contract with the freelance instructors to say that I'm competent up to this level. I'm happy doing this.

Files\\Organisations\\O3.final - § 1 reference coded [1.86% Coverage]

And they deal with the problem. If it's a training problem which is what you're talking about which is a coach's, it comes to me. I look at the problem, I ring up the DC, I speak to the coach, I have to speak to the parents and it takes bloody hours, and then I would then discuss with the coach and openly what sort of training they can have. And then I would organise a training friendly within the area, I'll organise for them to go on courses, or attend something and then they get signed off again.

5. Process: c) Robustness; i) Accreditation

Files\\Insurers\\I1.final - § 3 references coded [6.30% Coverage]

the coaches obviously have to be accredited by British Eventing and, you know, we get a…we share with underwriters, obviously what that means and the standards that they have to adhere to.

They know what they're doing as they clearly do. So, by having accreditation, it means that the standards are being kept

when the coaches renew their accreditation in November, October - November each year, they are offered the insurance, public liability insurance, at that time, as part of the accreditation process. So that…public liability insurance, so it's all tied in with what British Eventing do to ensure that they use for their member and for the organisation.

Files\\Insurers\\I2.final - § 4 references coded [2.42% Coverage]

There's certain requirements that they need to have to be an APC. Obviously, I can provide that to you.

So, when it was the register of instructors they went to the accredited professional coaches, the APC side, that was a request from BHS when they rebranded their sort of teaching package, so they enhanced it rather than selecting covers as such. The APCs got the public liability and the care custody and control together whereas before the care custody and control was an extra premium. So initially it came from that, from a rebranding from BHS side and then we worked from there.

That came from the BHS based on their criteria for what their qualifications were, so it is written into our policy cover that they have to meet those but that was something that was given to us by BHS

The APC is more driven towards the coaching element.

Files\\Organisations\\O1.final - § 2 references coded [4.02% Coverage]

For the accreditation process. Is there anything else other than the DBS?

SO1 The insurance.

SRO1 They must be insured. Do you do that yourselves or can they…?

SO1 Both. We'll accept because a lot of our coaches have BHS as well, so we will accept that as long as they provide… they need to provide proof of insurance, wherever that's coming from.

SRO1 So they need to be insured, have a DBS, have a recognised qualification or attended a course, do they need anything else?

SO1 First aid.

SRO1 They must have their first aid. Need they be over 18?

SO1 No. I think 16 they can… I think from our point of view, the chances are that… I don't think it's written that they have to be over 18, but you would argue how much experience has a coach got between the age of 16 and 18? You're still learning, developing, so I would think majority probably would be over 18, but I'd have to check whether it's actually written.

t's part of the programme, part of the certificate, so that the coach educators are teaching about how to do a risk assessment, they're filling in the paperwork for the candidates, for the learners, whatever you want to call them, helping, assisting them to be able to develop a good risk assessment, I QA the coaching certificate, so I then see the portfolios, so I've seen the risk assessment, so I'm quite happy with the quality of the risk assessments that have been produced.

Files\\Organisations\\O2.final - § 2 references coded [2.58% Coverage]

So, you've got quite a few coaches; when you are confirming accreditation or licensing, how does or what does risk assessments involved or be integrated, or does it?

SO2 I think the simple answer is it doesn't.

What we do as an organisation is provide risk assessment templates to them which we would recommend and encourage them to use, and we provide them as many

resources to help them with how they're risk assessing. The other side of those, what we do is we expect them to have a qualification and within those qualifications, they have to demonstrate their ability to do appropriate risk assessment prior to getting on to the accreditation. So, through our qualifications, we do ask them maybe demonstrating how they would risk assess prior to doing coaches sessions, how they would deal with that. However, that is based on a specific coaching session they're giving at that time and not generically across everything they do, so there's still limitation with that process.

5. Process: c) Robustness; i) Accreditation

Files\\Insurers\\I1.final - § 3 references coded [6.30% Coverage]

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Files\\Insurers\\I2.final - § 4 references coded [2.42% Coverage]

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of teaching package, so they enhanced it rather than selecting covers as such. The APCs got the public liability and the care custody and control together whereas before the care custody and control was an extra premium. So initially it came from that, from a rebranding from BHS side and then we worked from there.

That came from the BHS based on their criteria for what their qualifications were, so it is written into our policy cover that they have to meet those but that was something that was given to us by BHS

The APC is more driven towards the coaching element.

Files\\Organisations\\O1.final - § 2 references coded [4.02% Coverage]

For the accreditation process. Is there anything else other than the DBS?

SO1 The insurance.

SRO1 They must be insured. Do you do that yourselves or can they…?

SO1 Both. We'll accept because a lot of our coaches have BHS as well, so we will accept that as long as they provide… they need to provide proof of insurance, wherever that's coming from.

SRO1 So they need to be insured, have a DBS, have a recognised qualification or attended a course, do they need anything else?

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Files\\Organisations\\O2.final - § 2 references coded [2.58% Coverage]

So, you've got quite a few coaches; when you are confirming accreditation or licensing, how does or what does risk assessments involved or be integrated or does it?
SO2 I think the simple answer is it doesn't.

What we do as an organisation is provide risk assessment templates to them which we would recommend and encourage them to use, and we provide them as many resources to help them with how they're risk assessing. The other side of those, what we do is we expect them to have a qualification and within those qualifications, they have to demonstrate their ability to do appropriate risk assessment prior to getting on to the accreditation. So, through our qualifications, we do ask them maybe demonstrating how they would risk assess prior to doing coaches sessions, how they would deal with that. However, that is based on a specific coaching session they're giving at that time and not generically across everything they do, so there's still limitation with that process.

5. Process: c) Robustness; iii) Experience

Files\\Insurers\\I1.final - § 2 references coded [0.95% Coverage]

But they are the experts in the sport
They rely on the expertise of the…of the British Eventing guys.

5. Process: c) Robustness iv) IQA

Files\\Insurers\\I3.final - § 1 reference coded [3.45% Coverage]

I know they deal a lot with the BEF and with other equestrian associations in terms of trying to get best practice in place which they can benefit from. And I think the challenges are like I said earlier just making sure that you filter it down properly and

that each branch is doing what they should be doing and obviously a safety officer can then brief it to as many people that they need to brief it to. You're talking about lots and lots of different individuals. You can only do what you can do. And as an organisation, The Pony Club cannot check every single Pony Club rally what happens to make sure that a risk assessment was done. It's not practical. Whether they can or whether they do, I don't know and whether they could have taken a sample from each branch or each area, I don't know whether that's something that they do or whether it's something that they could do.

Files\\Organisations\\O1.final - § 1 reference coded [1.98% Coverage]

Okay, and those standard setting days, how much would they cover the ability to form a decision based upon a risk assessment? Is it integral into it or is it a part of a section? What was the content?

SO1 It's part of the programme, part of the certificate, so that the coach educators are teaching about how to do a risk assessment, they're filling in the paperwork for the candidates, for the learners, whatever you want to call them, helping, assisting them to be able to develop a good risk assessment, I QA the coaching certificate, so I then see the portfolios, so I've seen the risk assessment, so I'm quite happy with the quality of the risk assessments that have been produced.

6. Responsibility

Files\\Insurers\\I2.final - § 5 references coded [4.68% Coverage]

I think we commonly find that if you have an APC that is teaching at a riding school, maybe they don't understand the complexities of where the insurance

if the claim happens at the riding school which insurance policy would actually respond to the incident. So, if the claim involved a riding school pony but it's an APC teaching, it would depend on the circumstances and the set-up of the lesson, on which policy the claim would actually fall to.

It would be quite complex. It would depend on lots of different circumstances of the claim. If somebody was hiring a horse and took it elsewhere for the instructor to teach on then it would possibly then fall to the instructor. If the horse bucked and it could be down to the owner of the horse, so it could be the riding school. So, yeah, it would depend on the individual's circumstances.

Most of the time it would fall to the riding school.

Again, going back to the, "Are they actually doing it," and are we stipulating it's a requirement or it's a regulation to do so. I've explained earlier on about that with insurance companies, if you actually put down it's a recommendation versus a requirement then you get into all sorts of mix of how to deal with the claims, so it's swings and roundabouts. It's difficult on the freelance side because in comparison to what a individual business like a building trade or something of that nature would pay themselves for liability in some trader, they're very similar in exposure on premiums to be honest with you. It's quite an interesting criteria depending on what you're actually doing in the business criteria on there. So

Files\\Insurers\\I3.final - § 5 references coded [12.17% Coverage]

Risk waivers are an interesting one because you can't eliminate risk. You can't just waive the duty of care. I mean when we're talking of Pony Club especially when it comes to children and that sort of thing, you can't say 'you are not allowed to hold me responsible', if it's your fault then that's when the waiver will make no difference whatsoever.

And also what can happen in the event that they do have a claim against them. Because at the moment they think potentially, 'I've got this insurance in place so it's alright', but the fact that a large claim against you can potentially be that you can't get insurance and then that's your teaching career out of the window because you can't find insurance that [will cover you anymore] if you have a huge personal injuries claim and you're found to be at fault. I can imagine it must have been very hard to get insurance after that.

At the moment, because they're not getting their insurance for wider things through pony club I don't think it would be about the head office. But I do think potentially, for one, I think what would motivate people] is if they knew what could happen and if they understood that it's, yeah, okay so we are talking a slim shot somebody suing you because they fall off. However

Yeah, absolutely. I think ultimately that's really important. And I think you know that people are getting more litigious . We're seeing more and more and it seems to be the certain territories. I mean obviously I think everyone is aware that in America, they're incredibly litigious and it's an area – a geographical area where it's quite hard to get reasonably priced insurance and not necessarily in equestrian but as a general rule, you know American liability is not something that many underwriters want to touch. But interestingly we do a lot of work in Australia and that is almost as bad as America now, the same with Ireland. And Ireland is getting really, really bad. And just in terms of, I think it's going to become a bit more of a global trend and it's not long before the UK follows suit essentially. I think that is something that people have to be aware of, and make sure that they are prepared, you know, for if those sorts of things happen.

And I think health and safety, viewed as, you know, sort of ticking a box and people are scared of it because they don't want to feel like that they're going to be blamed for something if they complete something wrong. When really it's more a matter of common sense and it's getting an appropriate person to have a look at what they're doing and have a common sense head on shoulders, going around realistically what are the risks involved in this. And as long as you're doing that, that's kind of a first step. You're never going to be able to eliminate all risk from anything really, but you can look at it as much as possible and mitigate the risk that you do see. And I think people have to understand that it's not about blame. It's not about ticking the box. It's really thinking about it but, knowing that you're never going to be able to do everything and yeah.

Files\\Organisations\\O1.final - § 6 references coded [5.54% Coverage]

Well, that's the electronic form. Yeah, well that's… everything costs money, we can develop an electronic form that has some statements that they can just tick. We're trying to make it simple as possible for them so that we have the evidence. Do we need the evidence? Ultimately, not really. We need the evidence for risk assess a venue, the risk assess with the coach. The coach is a contracted individual, who we're contracting to deliver training for us, that is their responsibility.

Okay, that's an interesting take on that then, so they are predominantly responsible for their own knowledge and understanding of what they're about to deliver including the decision-making behind what activities they engage in?
SO1 Yeah, absolutely. Well, you can argue that's the coach's role, isn't it? That's why we're engaging that coach, because we're confident that that coach can deliver whatever is on the packet.

I think that's information that would be useful I think across the range because I don't think many coaches, because I don't think they realise the implications of what could go wrong and what could happen due to them not recording exactly.

I think it's saving themselves. It's… we're here to support them, but we can only support them if they're doing what they should be doing, so that's that whole health and safety thing, isn't it? If you look after yourself, you know, you're responsible to look after yourself. If you choose not to…and with my backgrou

So you don't require to have the venue's evidence of risk assessment?
SO1 No, we do the risk assessment of the venue because once our training is at that venue, our insurance is covering the coach and the activities.

Even then, that's the coach's responsibility, so we would hope that we would be informed and that's that whole thing about getting them to do the risk assessment, getting them to send in the accident report.

Files\\Organisations\\O2.final - § 2 references coded [3.66% Coverage]

What is your professional view on whether your individual coaches are aware of HSE's request for to review what they do?

SO2 I would expect that very few coaches know. I would hope they do but, and although it's something that is covered with some of the assessments so they might have known it at some point, whether they were kept current and understand what they have to do, the roles and responsibilities around it; I would say that within a centre environment, the knowledge and responsibilities are going to be much higher. Within the freelance market place, what people are doing, awareness of the knowledge, personal view, I think it would be a lot less.

The problem you then get is actually that impact on the level of coaching because… And that's where a risk assessment is great but actually when that then impacts risk aversity and then you then end up getting a society which then… as my wife's project, you get young people or adults who are not used to risk, the resilience is directly impacting and resilience is critical to actually competition and to actually development, and that becomes a real challenge in performance support there. So I always say risk assessment is critical to actually every stage we're doing but we do have major challenges in the society change, and I'm not going to say that's good or bad because actually there's strengths and weaknesses both ways.

Files\\Organisations\\O3.final - § 4 references coded [3.81% Coverage]

If the organiser does them but the coach has the responsibility of their input. So it is the coach's responsibility - although there's an organiser that does the basic thing if a coach turns up and says simple things like "We need to close that gate" or safety things, "It's a bloody awful day, it's pouring with rain, it's really windy, I don't think having 20 ponies outside…." (Chuckles)

If you're observing or validating a coaching session you said with your centre coaches, at what stage would you expect them to undertake that risk assessment?

SO3 Before it starts and during if things change.

So there is always someone in charge of the rally that is responsible, that understands risk assessment and can make decisions if need be.

Every coach should know who the health and safety person is at any rally, they are told so you know that point of communication. And the health and safety officers have training from head office (overlapping conversation) not a lot, but they do have training days.

6. Responsibility: a) Responsibility for decisions and RA

Files\\Insurers\\I3.final - § 5 references coded [14.04% Coverage]

Do they have policies and procedures in place, which obviously they do as a large organisation? They have good procedures in place but I think the difficulty comes with as an organisation, sort of cascading that down through the areas, into the branches and making sure that everybody is doing the same thing. Invariably, I'm sure there are areas where they're not. And it's very, very difficult to police and that's one of the issues with a large organisation like this when you have got different areas and different branches and invariably, some of them are going to be better run than others. I mean my experience of the Pony Club is that they take it very seriously and they have the procedures there. But, I think it's always going to be a battle to make sure that people are using them and the only way that you know whether that is happening or not is that when claims come in, you go well actually that could have been prevented if they had followed this process, which clearly they haven't.

The coaching I know that when you're teaching a Pony Club session, I think there is a pre-checklist, you know, a risk assessment that coaches should be doing and, so that's in place.

We've had one recently in Ireland where a lady has fallen off in a lesson and she's holding the coach responsible for that, for her injuries. So they certainly happen, they're not massively common but I think in general as a society, people are getting

[more litigious] and less and less seeing things as genuine accidents. And if someone falls off and breaks their leg and they can't work, I think it's becoming more and more likely that you can see claims in that sort of nature.

I mean when we're talking of Pony Club especially when it comes to children and that sort of thing, you can't say 'you are not allowed to hold me responsible', if it's your fault then that's when the waiver will make no difference whatsoever. However what is does do, and the likes of rider assessments and horse assessments is]I think if somebody's falls off, cantering around a manège and they've said 'I'm very competent to canter around a manège then that gives you a high defence, because at the end of the day, accidents happen and a rider had said, 'I am competent to do this', and you're not asking them to do anything that they're not already comfortable with. And I think that sort of thing is really invaluable. And I think waivers are important to a certain extent but they're not concrete by any level. You can't rely on, you know, saying you've signed a piece of paper to say you can't sue me. That doesn't work. But it does focus people's mind to accept that accidents happen. You're accepting that horses are unpredictable and you're accepting that it's a risky sport and that sort of thing I think can be very, very good. And at the end of the day, if the person says I'm only competent to trot on this horse because it's a very young horse, it's very inexperienced horse. Then if the coach is pushing them too far, then potentially it gets the coach thinking about what is acceptable and what is not acceptable. But then there's a fine line as well because you want people to progress.

If you're teaching somebody, you want them to progress. And if they're trotting on their horses and you think they read to move on, to canter, to jump. Then you don't want people to be worried about, oh they haven't signed something to say that they can canter and jump. It's a very fine line but I think it's a good start to just focus coaches more onto risk assessments or what can happen.

6. Responsibility b) Responsibility for recording RA

Files\\Insurers\\I1.final - § 3 references coded [3.74% Coverage]

we don't tend to see the individual risk assessments.

So there're kept, potentially by the coaches, by the coaches, and they are kept by British Eventing where necessary. I mean if they were all… in coaching they would just be kept by the coach themselves

we're only required so see them in the event that there is a claim. In which we review the risk assessment in order to try and defend the claim.

Files\\Insurers\\I2.final - § 4 references coded [5.39% Coverage]

So those still are a requirement…well, a recommendation because you can't require. If you require somebody to do it and they fail to do so, an insurance company will then null and void your claim. So it's around the educational piece of keeping people very aware that you should be documenting everything that you do within your remit and that anybody that you take on, that you asses them in a certain way, and you keep and collect paper trail, everything that you need to keep that.

The APC is I always find that the risk assessment is always very good. The instructors, it's quite difficult for them I should imagine because they go into different premises, so to risk assess, that they have to kind of do it on the spot at that premises, at that time, but I find that the claim forms that we receive from them are always very well-handled, they cover a lot of information. If there was any loopholes in it, we've got quite a lot of risk assessment documents that we can provide. SEIB as a company providing a lot of risk assessment documents.

I think probably stressing to APCs how important it is not necessarily from a premium point of view but in protecting them should a claim be made against them. So somebody can phone up and say, "It's not fair, I don't think that's right because I did this, I did that, and tried to protect myself having those risk assessment documents," and having something documented can help prove that.

they would be it's more likely to be filled in a centre or like you say with the receptionist or someone in a waiting area if you're sort of teaching and you go into a random riding school when you've just got six people that are blocked in to have that clinic that day or something, it can be more difficult, but I think with- forms in email now, so if somebody books a lesson and it could be done beforehand, it doesn't have to be done on the day.

Files\\Organisations\\O2.final - § 3 references coded [5.63% Coverage]

From my point of view, a person's risk assessment is something that's done at the beginning but is there an ongoing open document until the end of any activity. That's, for me, a risk assessment isn't a piece of paper that is done and shelved. It should be a confident thing that is, within a coach's mind, they are risk assessing at every moment of every session and it should be an ongoing element. So I would expect that anyone who's going to deliver any session has a risk assessment of what they're expecting that day, they'll then get into the session and they'll be doing a further risk assessment. They may not always articulate that on paper but the process should be happening, and then throughout that session a coach will be risk assessing at every single minute that session going on. I would hope at the end of the session, if there's any key things that happened, that is then recorded on that sheet so they have a formal written record of all the risk assessments concerns that they had so that they can learn and make sure that when they come to a session in the future, they've got that evidence. Or if it was something more serious, they've got a written documentation of the process.

I would hope that most of them have… Well, most of them will have sadly one written document which is generic to all their teaching, I would doubt very much that at the moment in time that everyone is doing that specific to everyone. However, I would hope that every single one of the coaches are risk assessing in their mind and process at every stage of their session.

So there are challenges to make sure that the coaches are doing that, we actually are recording it and keeping it and storing it in a correct way. What I would say at the

moment is the BHS don't always give the guidance or recommendations of the alternative ways, so the vast majority the recommendations or guidance we provide is a round the written process and the templates. And I think there is a huge amount more that could come out about the use of technologies, whether that's iPads or phones that can actually support coaches to do this in different ways and to store the information.

Files\\Organisations\\O3.final - § 2 references coded [1.83% Coverage]

Yes, every coach should, if they're coaching, fill out a risk assessment form before they coach. Now, if they don't, whoever's organising the rally or if there's a Pony Club rally, there is always a risk assessment done. There are set risk assessment forms that you can tick off but theoretically every coach should fill out. There should be a risk assessment done for every Pony Club coach coaching at a rally.

And they are kept.
SRO3 You evidence them.
SO3 We evidence them, yeah.

6. Responsibility: c) For Insurance

Files\\Insurers\\I1.final - § 4 references coded [5.06% Coverage]

So that…public liability insurance, so it's all tied in with what British Eventing do to ensure that they use for their member and for the organisation.

It's not mandatory, mandatory because they can take out their own insurance somewhere else,

They may have a wider insurance that they take out. I don't know, they may have a livery yard or something else that they…they run and they include it under that already.

If they are an individual, self-employed, then yes, they would need the cover separately and that's where we can help.

Files\\Insurers\\I3.final - § 2 references coded [3.80% Coverage]

And also I think people realise that by teaching at Pony Club I think they probably expect to be covered by The Pony Club insurance if anything happened but I don't think there's any reason that they would think that if they were teaching somebody else on a one-to-one basis that has nothing to do with Pony Club, I don't think there's any reason why they would expect The Pony Club to cover that. I do think you can get grey areas where potentially you know somebody that you teach regularly at Pony Club says I would like a lesson because I've got the area championship coming up and that coach says, oh well I'll give you a lesson.

And at that point the insurers have to take a view, well hang on, were they're acting on behalf of The Pony Club at this, at that point, was that coaching session endorsed by the DC and did The Pony Club have any involvement in the health and safety of that lesson. And if the answer is no then the coach should have their own insurance.

7. Review

Files\\Insurers\\I3.final - § 2 references coded [3.68% Coverage]

Reference 1 - 2.99% Coverage

So that's an example of [poor practice] on behalf of the coach. I mean, we as insurers, or insurance brokers haven't dealt deeper than that and I know The Pony Club did do a bit of a post mortem on it and they don't quite know what the outcome of that was. I do think it's important to make sure that [those sort of things are learnt from] and that's something we're trying to work with [the pony club on] in terms of, if there are examples like that I think real time examples are very good to demonstrate how important it is and you know if we can escalate that to the branches so that they can see, oh actually yeah, you know that's something I wouldn't have thought of and that prevents another incident from happening. I think that would be the ideal situation.

Reference 2 - 0.69% Coverage

Yeah, that would be quite interesting to see how that follows and as you say real life scenarios that are fed back, so that people can then consider if it could happen to them.

Files\\Organisations\\O1.final - § 2 references coded [1.02% Coverage]

Reference 1 - 0.55% Coverage

Okay, well I'll pick this up through the transcription and we'll look for those trends and part of these interviews will be to refine and determine the questions I use within to the coaches.

Reference 2 - 0.47% Coverage

I think it's just heightening the health and safety as hopefully your work will do and the findings that come out of that. You know, we're more than happy to share.

Files\\Organisations\\O2.final - § 4 references coded [5.85% Coverage]

Reference 1 - 0.36% Coverage

We do track the numbers and the types. We have actually seen a significant decline in the number of complaints in the last couple of years.

Reference 2 - 1.24% Coverage

We can get it from the behaviour. We can get it from the technical competence. We can get it from social media complaints and abuse. We can see complaints in different aspects. And we do record the types of the different things, but it is a small number of complaints that we actually received within the society. And I mean, in a year, we probably received regarding our accredited professional coaches which are just around 3,000, we probably received less than 20-ish.

Reference 3 - 0.90% Coverage

I would suggest that this is down to us not—people not reporting. And I would doubt that any industry or individual are not going to have problems or challenges, but obviously not all of them are something that people will say actually this needs to be complained about, and we would only necessarily see them if it gets to a point of complaint.

Reference 4 - 3.36% Coverage

I think the society has become risk averse. You know, I've just, just aside from this, so apologies if I go off around a bit of a tangent, but I've just done a project or my wife's just done a project which I obviously supported which has been about the impact of resilience in children and how a risk of their society has actually reduced resilience. And you know the stats are astounding because children are getting less and less open to risk and, you know, we often call it a bubble wrapped society. That actually the resilience, the challenges are there are not obviously going to feed through into the practise that we're now seeing in our coaches and things. And, you know, we use example of children not being able to climb trees when they're young and play on the street and things like that, but actually that whole culture of the society does obviously directly relate into the practise that then goes into the mainstream professional industry that we're a part of in equestrianism here. So I do think that we have practise of 30 years or 40 years ago where people would ride without saddles, people would do things which would be classified as higher risk but done in a controlled environment, I don't think people would take on those risks to the same extent in the majority.

Files\\Organisations\\O3.final - § 5 references coded [5.89% Coverage]

Reference 1 - 1.22% Coverage

t's a small group but taken- I try and get people on the committee from around the country so we hear the views and representatives of Scotland, Wales (overlapping conversation) so there, so I can see the weaknesses in the country. I think like all committees, its downfall is that it's always people you know and friends.

Reference 2 - 0.78% Coverage

How are they reviewed? Because you said that you keep them.
SO3 We keep them. I mean, we obviously have a health and safety committee.
SRO3 You say obviously but that's quite good to hear that you do have one.

Reference 3 - 0.91% Coverage

When you review those documents, is there a process that feeds back down to the coaches, recognising that maybe there was something in their practice that actually

that feedback would be useful for them to have?

SO3 There is no set process.

Reference 4 - 1.91% Coverage

So there is a process.

SO3 Yes.

SRO3 Super.

SO3 And I mean, there's a discipline committee.

SRO3 Are these implemented much? Do you have problems?

SO3 I kept quiet. Yes.

SRO3 Would you have numbers that you perceive as acceptable or do you have…?
Well, in that effect, what are your challenges and strengths within your organisation
to manage that coach practice? Do you have problems? Do you…?

SO3 Communication is always a problem, but I think that in a serious matter, the
Pony Club is very efficient.

Reference 5 - 1.06% Coverage

Branch Organised, yes, Director. Basically, if there's a problem, they look at the
problem whether it's a problem where there's been an accident or something like
that. If it is a problem to do with training- if it's a health and safety problem, it'll go
to the health and safety.

7. Review: a) Review process

Files\\Insurers\\I1.final - § 1 reference coded [2.40% Coverage]

Reference 1 - 2.40% Coverage

So yeah, that's the thing that when they've always been good on it, but as the years
go, you know, they just improve, there're always analysing the data from previous
years, to make sure they see what needs improving and to improve the safety in the
sport.

Files\\Insurers\\I2.final - § 4 references coded [2.52% Coverage]

Reference 1 - 0.41% Coverage

Some of the steer comes from the education team at BHS and obviously what they require. Yeah, they're from there, it's kind of collaborated.

Reference 2 - 0.08% Coverage

I don't personally see them

Reference 3 - 1.29% Coverage

I would only see it if a claim has occurred and then it's been highlighted. Generally, from there, the insurers will give us guidelines on what they then would expect the client to do. At that stage, we might then start to ask for copies so that the insurer can have a look over them and see if they fit the requirement from the insurer. So, we are insurer led in that way and we do have means to be able to support people if they do need extra help with that.

Reference 4 - 0.74% Coverage

We have one external company who we can refer to for sort of, surveys and risk management in the improvement side of it so it does depend on obviously situation or what's occurred that we'd be sort of insurer led on what we offer and how we'd assist with that.

Files\\Insurers\\I3.final - § 2 references coded [6.93% Coverage]

Reference 1 - 3.44% Coverage

At the moment, through Pony Club, the head office will review policies and procedures on an annual basis and then as I understand it, that one goes through to the area rep from the area committees. And then the areas will filter it down to the branches. Each branch has a safety officer who will be responsible for making sure that the processes are implemented. In terms of the strengths, I think the fact that we have a central function that are reviewing it. I do think that the pony club take health and safety very seriously, they have to, they mainly do dealing with the children which gives that extra layer of complexity. So I think the strength is it's a large organisation with access to quite a good resource. I know they deal a lot with the BEF and with other equestrian associations in terms of trying to get best practice in place which they can benefit from.

Reference 2 - 3.49% Coverage

They do have sort of a quarterly health and safety meetings. I think they're in areas so obviously any changes can be discussed at those meetings. Invariably, when you got that policies and procedures in place, and even down to you know what tack is considered acceptable. There are always going to be [rule changes and people aren't going to be able to know things by heart.] I think with an organisation like The Pony Club, I think one of the things that they have make sure they do and they do do, is making sure that everything is available online so, you know, if they don't know the answer to a question, they should know where to get it. I think it's very important. The Pony Club website isn't brilliant, it's something that they've been working hard but if you know where to look or, if you can spend 10 minutes browsing, they are there online. I think that's quite important.

Files\\Organisations\\O1.final - § 2 references coded [2.94% Coverage]

Reference 1 - 1.77% Coverage

It will just be stored, a bit like accident report forms. The coaches send us accident report forms, we only have them for our information, and we store them. We're not going to do anything with them so again, that's the coach's responsibility, to monitor and keep documentation and they've been… from a BE perspective, coming back to what we were saying about risk, information has gone out to the database to remind them that it's their responsibility. We can provide them with forms if they need forms and they will get forms when they first become accredited, and it's quite a basic form, but it is a form.

Reference 2 - 1.17% Coverage

But you'd expect an individual coach to review their own incidences, it's not something that British Eventing would do centrally?
SO1 No, unless there was lots of accident report forms coming in from particular coaches.
SRO1 Okay, so unless you identified a trend?
SO1 Yeah, absolutely. But again, I think our training is so good, no one falls off because we don't get many accident report forms in.

Files\\Organisations\\O2.final - § 2 references coded [4.37% Coverage]

Reference 1 - 1.40% Coverage

So at an organisational level, we will review our risk assessment process every single year. So that's a general but it's an ongoing process so if something's picked up between that, we would do it. And that's about what we do in here, the specs that relating that to our exams or assessments or process we've got around that, that is something that we will constantly review and make sure that we are meeting that, and involving our insurance firm within that at all stages to make sure that we stay current and guiding them where we can.

Reference 2 - 2.97% Coverage

We get very limited data back to us and actually what we deal with one of them, we're looking at coach level and this is again something that we need to keep reviewing, we have actually hear when there are problems and it's… So we hear when there's a complaint or there's a challenge that's comeback, then you'll often be… Or if there is something that's going to a court, we often engaged at that stage. So it's usually certainly on a negative side where we have to say have they followed the process or guidance which would be an industry standard because we would be deemed as providing an industry standard in the process, the qualifications and the templates we do. So if someone's working outside that, and they're not following good practise and something's happened or there's been a complaint, then obviously we can deal with that even through our complaints process or obviously support the legal process that could be happening. What we don't do very well is actually do that ourselves. So we're not involved in that management of that day-to-day of the coach, of the processes they're all undertaking and managing that.

Files\\Organisations\\O3.final - § 1 reference coded [3.21% Coverage]

Reference 1 - 3.21% Coverage

So from what I'm understanding is if there's an issue it can be fed up.
SO3 It's fed up, there is a definite line.
SRO3 A line to go up. What happens at that level? How does the…? Do you only receive issues when there's a problem or do you…what happens at organisational

level for your review of risk?

SO3 Organisation being the top (overlapping conversation).

SRO3 It sounds like the committee, the health and safety committee is your review process.

SO3 Health and safety committee, yes, they review it. If there is a problem, there is a ladder or a process that moves up quite quickly. We have a health and safety person at head office that's always on the phone so if there is a real problem, they are contacted straightaway and it's 24 hours, they're always there. So if there's a real problem, if you have to involve the police and things like that.

7. Review: b) Review Communications

Files\\Organisations\\O3.final - § 2 references coded [3.61% Coverage]

Reference 1 - 2.77% Coverage

I'm just thinking that often we hear about accident reports, accident forms where they just get filed and no one actually does anything about….

SO3 Yeah, I mean, there's loads of accident reports and I've got loads at home, you know, but I mean as a chief instructor and as chairman of the Pony Club, if we hear of simple things like tack, is tack safe, changing tack, fixing jumps, all these problems, height of jumps, wings, what's safe, what isn't safe, as a training committee all the disciplines, show jumping, dressage, eventing, if they had a problem with the safety issue, it would come back to our training committee and we would say "this bit's not useable. You can use this bit. That tack's not safe. We don't allow this."

Reference 2 - 0.85% Coverage

And we have a lot of professional advice. There is obviously, I would think there probably obviously is not sufficient communication back to the coaches after an accident about where perhaps they could've prevented it.

7. Review: c) Review responsibility

Files\\Organisations\\O1.final - § 1 reference coded [1.17% Coverage]

Reference 1 - 1.17% Coverage

But you'd expect an individual coach to review their own incidences, it's not
something that British Eventing would do centrally?

SO1 No, unless there was lots of accident report forms coming in from particular
coaches.

SRO1 Okay, so unless you identified a trend?

SO1 Yeah, absolutely. But again, I think our training is so good, no one falls off
because we don't get many accident report forms in.

8. Satisfaction with current process

Files\\Insurers\\I1.final - § 1 reference coded [2.81% Coverage]

we don't have any particular concerns to be honest. I've not really had any…any
reason to. You know, it's always been well managed and it continues to be so. They
have different levels of coaching obviously from the beginner up to master and, you
know, it's not really been an area of concern at all.

Files\\Insurers\\I3.final - § 1 reference coded [1.46% Coverage]

Our relationship with The Pony Club goes back a really long way. It's not
necessarily between Howden but there was a guy that worked for Howden who had
The Pony Club relationship for many, many, many years that that literally goes back
to the '80s and he helped me count all that time. He worked for a company called
BEIB which is British Equestrian Insurance Brokers.

Files\\Organisations\\O2.final - § 1 reference coded [1.92% Coverage]

The problem you then get is actually that impact on the level of coaching because…
And that's where a risk assessment is great but actually when that then impacts risk
aversity and then you then end up getting a society which then… as my wife's
project, you get young people or adults who are not used to risk, the resilience is
directly impacting and resilience is critical to actually competition and to actually
development, and that becomes a real challenge in performance support there. So, I
always say risk assessment is critical to actually every stage we're doing but we do

have major challenges in the society change, and I'm not going to say that's good or bad because actually there's strengths and weaknesses both ways.

8. Satisfaction with current process: a) Implications of incidents

Files\\Insurers\\I3.final - § 4 references coded [11.31% Coverage]

We've had one recently in Ireland where a lady has fallen off in a lesson and she's holding the coach responsible for that, for her injuries. So, they certainly happen, they're not massively common but I think in general as a society, people are getting [more litigious] and less and less seeing things as genuine accidents. And if someone falls off and breaks their leg and they can't work I think it's becoming more and more likely that you can see claims in that sort of nature.

And also what can happen in the event that they do have a claim against them. Because at the moment they think potentially, 'I've got this insurance in place so it's alright', but the fact that a large claim against you can potentially be that you can't get insurance and then that's your teaching career out of the window because you can't find insurance that [will cover you anymore] if you have a huge personal injuries claim and you're found to be at fault. I can imagine it must have been very hard to get insurance after that.

But I do think potentially, for one, I think what would motivate people] is if they knew what could happen and if they understood that it's, yeah, okay so we are talking a slim shot somebody suing you because they fall off. However, it doesn't happen. And if it does happen and you're found to be liable, you may not be able to teach again because you can't get insurance and so I think, one, it's educating them to understand what can happen and what are the implications, and two, yeah I mean ultimately probably it's financial you know. If you can get discounts for making sure that if you've done potentially, some health and safety training you know I could imagine that underwriters would be willing to give a discount if the person had done some health and safety training and have adopted certain level of risk assessment, I could certainly imagine them considering that, yeah.

Yeah, absolutely. I think ultimately that's really important. And I think you know that people are getting more litigious . We're seeing more and more and it seems to be the certain territories. I mean obviously I think everyone is aware that in America, they're incredibly litigious and it's an area – a geographical area where it's quite hard to get reasonably priced insurance and not necessarily in equestrian but as a general rule, you know American liability is not something that many underwriters want to touch. But interestingly we do a lot of work in Australia and that is almost as bad as America now, the same with Ireland. And Ireland is getting really, really bad. And just in terms of, I think it's going to become a bit more of a global trend and it's not long before the UK follows suit essentially. I think that is something that people have to be aware of, and make sure that they are prepared, you know, for if those sorts of things happen.

8. Satisfaction with current process: b) insurer views on robustness

Files\\Insurers\\I1.final - § 3 references coded [8.44% Coverage]

Reference 1 - 5.44% Coverage

I think the key thing with British Eventing is that they're always pushing for…they're setting the standard for…for the industry as far as equestrianism is concerned, equestrian sports. They're pushing forwards all the time on sort of health and safety measures and improvement and obviously being cross country, it's one of the more hazardous sides of the sport and they are, you know, they lead the way really. The FEI from what follows British Eventing rather than British Eventing brought in standard the FEI event that brought in, you know, a few years later often.

I don't have any great issues at all with the coaching side of things, it all seems to go very smoothly.

it's one side of things, they always seem to be well managed and I don't see any great issues in that area at all. It's just, it just seems to tick along quite nicely and British Eventing has got a good control on things.

Files\\Insurers\\I2.final - § 2 references coded [2.12% Coverage]

Again, ours is more around protection mechanism and making sure that people are doing the best they can to be protected because the trouble being if you've got to the point where the freelance or the APC members where we're starting to see quite an influx of claims, then the prices would actually go up across the board for everybody, but it's kept quite stable.

No, nothing poor practice. We get a lot of incidents reported from coaches but we actually don't see that many claims coming actually against them. Most of the time somebody is riding their own horse, their horses refuse to fence, and they've fallen off, the horse has bucked and they've fallen off and that's not normally any form of liability that's made against them.

Files\\Insurers\\I3.final - § 2 references coded [7.02% Coverage]

Do they have policies and procedures in place, which obviously they do as a large organisation? They have good procedures in place but I think the difficulty comes with as an organisation, sort of cascading that down through the areas, into the branches and making sure that everybody is doing the same thing. Invariably, I'm sure there are areas where they're not. And it's very, very difficult to police and that's one of the issues with a large organisation like this when you have got different areas and different branches and invariably, some of them are going to be better run than others. I mean my experience of the Pony Club is that they take it very seriously and they have the procedures there. But, I think it's always going to be a battle to make sure that people are using them and the only way that you know whether that is happening or not is that when claims come in, you go well actually that could have been prevented if they had followed this process, which clearly they haven't. And that doesn't mean that there's no cover in place, it just means it's a lot harder to defend the claim and actually they probably were [culpable] because they didn't follow the processes that had been set.

I don't think overall coaches necessarily think about risk assessment as well they should do. I think it's becoming more and more common for riding schools, livery yards and stud yards to [really] run these equestrian businesses as a business. I don't

think that necessarily filtering down into coaches where you're a single person and single entity, you know, whenever I've been taught in the past, you know, I don't think it's common for you to sign a contract with the freelance instructors to say that I'm competent up to this level. I'm happy doing this.

Files\\Organisations\\O1.final - § 1 reference coded [0.57% Coverage]

I can't believe you don't get people falling off in eventing, knowing how many fall off in the riding schools, but I know there's a different skill set, but that's what I'm interested in looking at.

8. Satisfaction with current process: c) organisation views on robustness

Files\\Organisations\\O1.final - § 3 references coded [1.57% Coverage]

I can't believe you don't get people falling off in eventing, knowing how many fall off in the riding schools, but I know there's a different skill set, but that's what I'm interested in looking at.

We haven't had any major incident, but it would…well, it would be able to follow any health and safety procedure. It would be request the risk assessment, speak to the individuals…

I think it's just heightening the health and safety as hopefully your work will do and the findings that come out of that. You know, we're more than happy to share.

Files\\Organisations\\O2.final - § 3 references coded [5.88% Coverage]

And we also have just—there is the option at that stage to be a level 2 coach and a level 2 ride leader, and obviously the ride leader market is a smaller market but it does have a crossover with the coaching skills, and the risk assessment element within that is even more, and potentially something that we need to be aware of.

And I think we also have these diverse coaches but we also have diverse participants. And as a sport, I think what people outside the sport don't realise there's about 1.3

million regular riders in the UK and actually therefore we have a huge amount of variance in who they are, the skills, their knowledge, their background, their approach so the coaches do have to adapt to a huge different circumstances, different abilities and different characteristics. So there are huge challenges and as a result, you do get these variances and what we have to do is try and support them to try and minimise that and we improve the quality overall.

I think the society has become risk averse. You know, I've just, just aside from this, so apologies if I go off around a bit of a tangent, but I've just done a project or my wife's just done a project which I obviously supported which has been about the impact of resilience in children and how a risk of their society has actually reduced resilience. And you know the stats are astounding because children are getting less and less open to risk and, you know, we often call it a bubble wrapped society. That actually the resilience, the challenges are there are not obviously going to feed through into the practise that we're now seeing in our coaches and things. And, you know, we use example of children not being able to climb trees when they're young and play on the street and things like that, but actually that whole culture of the society does obviously directly relate into the practise that then goes into the mainstream professional industry that we're a part of in equestrianism here. So I do think that we have practise of 30 years or 40 years ago where people would ride without saddles, people would do things which would be classified as higher risk but done in a controlled environment, I don't think people would take on those risks to the same extent in the majority.

Files\\Organisations\\O3.final - § 1 reference coded [0.73% Coverage]

It's very expensive. It's not just expensive for the students, it's expensive for staff because we have to delegate one person of staff to do this and that is one staff costing £20,000 a year.

Appendix 5. Study One: Codebook data from Interviews identifying Nodes from NVivo Analysis

Name	Description	Files	References
Areas of improvement		5	8
Coaching practice		4	13
Centre or employed		2	3
Freelance		2	2
Evaluation of Practice	Evaluation of practice and efficacy of mitigation risk in equestrian sports coaching.	6	30
Formal evaluation	Of practice of decision making, training, assessment, recording/ evidencing, reviewing, actioning.	3	4
Evaluation of assessment		1	2
Evaluation of RA evidencing		4	9
Evaluation of review process		4	4
Evaluation of Training		2	5
No formal evaluation		1	1
Insurance details		4	17
Process	Process involved in mitigation of risk in equestrian sports coaching.	2	3

Name	Description	Files	References
Effectiveness	Perceived effectiveness of current process	1	1
Practice		3	6
Method of recording	Of decision making and RA	5	16
Training or resources	Training in mitigating risk including RA training and resources to support decisions and recording	5	39
Robustness		3	3
Accreditation		4	11
Assessment	Of practice, decision making, RA.	2	3
Experience		1	2
IQA	Of providers of training and assessment in decision making and RA	2	2
Responsibility	Who is deemed to take responsibility for conducting and recording risk assessments	5	22
Responsible for decisions and RA		1	5
Responsible for recording RA	Who completes the RA?	4	12
Responsibility for insurance		2	6
Review	Review process for mitigation of risk in equestrian sports coaching.	4	13
Review process		6	12

Name	Description	Files	References
Review communications		1	2
Review responsibility		1	1
Satisfaction with current process		3	3
Implications of incidents		1	4
Insurer views on robustness		4	8
Organisation views on robustness		3	7

Appendix 6. Study Two: Raw Data

Online surveys

Showing 103 of 103 responses

Showing ⬤ responses
Showing ⬤ questions
Response rate: 103%

1 I have read the information above and agree to participate in this study

Yes 103
No   0
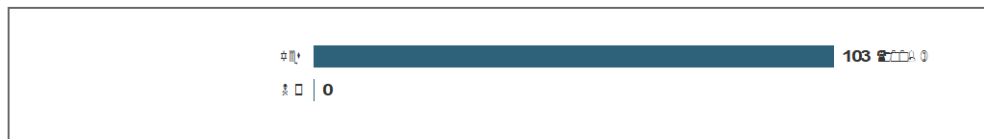
2 What is your age in years?

What is your age? Response number	
24	514749-514740-50270494
61	514749-514740-50273141
35	514749-514740-50275660
48	514749-514740-50276247
59	514749-514740-50278622

3 What gender do you consider yourself to be?

Male   9
Female 94
Prefer not to say 0
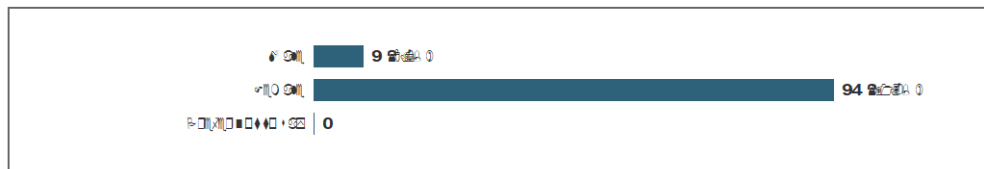
4 What qualifications do you hold? Tick all that apply.

BHS Stage 3 Complete (BHSAI)	**31** (30.1%)
BHS Stage 4 Complete (BHSII)	**31** (30.1%)
BHS Stage 5 Complete (BHSI)	**27** (26.2%)
FBHS	**6** (5.8%)
PC A test	**10** (9.7%)
PC AH test	**13** (12.6%)
PC B test	**15** (14.6%)
PC Accredited Coach	**21** (20.4%)
PC Supervised Coach	**0**
PC Coaching Step 1	**0**
PC Coaching Step 2	**0**
PC Coaching Step 3	**0**
UKCC Level 2	**21** (20.4%)
UKCC Level 3	**24** (23.3%)
UKCC Level 4	**5** (4.9%)
PGCE	**12** (11.7%)
BSc Education (or similar)	**16** (15.5%)
MSc Coaching Science (or similar)	**6** (5.8%)
Other	**27** (26.2%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

4.a If you selected Other, please specify:

⬦⬱⬡⬩ ⬧⬢⬎⬩⬌⬦ ⬡⬳⬨⬓⬙⬩⬜⬜⬩⬞⬳	
Cert ed	514749-514740-50295459
BA (HONS) EQUINE STUDIES	514749-514740-50304376
ACPO instructor and RDA group coach	514749-514740-50400413
SRN, BE accredited coach.	514749-514740-50404765
BHS 1,2 complete PTT, 3 care only and BHS ISM	514749-514740-50420847

4.b How many hours a week on average do you coach equestrian activities?

♦⌘ ⟩◼⟋⟍♦ ▢⟋⟐⟐ ▢◖▢▢◆◗
35	514749-514740-50270494
16	514749-514740-50273141
10-15	514749-514740-50275660
8	514749-514740-50276247
6	514749-514740-50278622

4.c How many years have you been coaching equestrian activities?

♦⌘ ⟩◼⟋⟍♦ ▢⟋⟐⟐ ▢◖▢▢◆◗
8	514749-514740-50270494
over 30	514749-514740-50273141
15	514749-514740-50275660
30	514749-514740-50276247
40	514749-514740-50278622

4.d Which organisations do you belong to? Please tick all that apply

British Horse Society **96** (93.2%)
Pony Club **21** (20.4%)
British Eventing **34** (33%)
British Dressage **41** (39.8%)
British Showjumping **14** (13.6%)
Approved British Riding Schools **7** (6.8%)
Other **24** (23.3%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
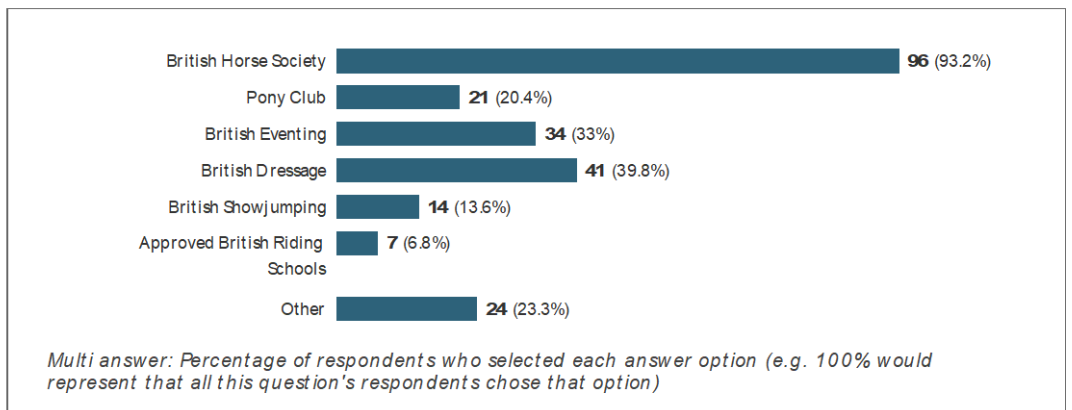
4.d.i If you selected Other, please specify:

♦≈□ ⟩■Y₀»⟫⬧ □⬥⧅⬧ □▮⬧ □□■•▮⬧	
British Reining	514749-514740-50273141
Riding club	514749-514740-50280020
British Riding clubs	514749-514740-50399389
No longer with BHS!	514749-514740-50404765
Scottish Endurance Riding Club	514749-514740-50408569

4.e Where have you coached within the last year?

4.e.1 Coaching at a Riding school

Yes **60** (58.3%)
No **43** (41.7%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
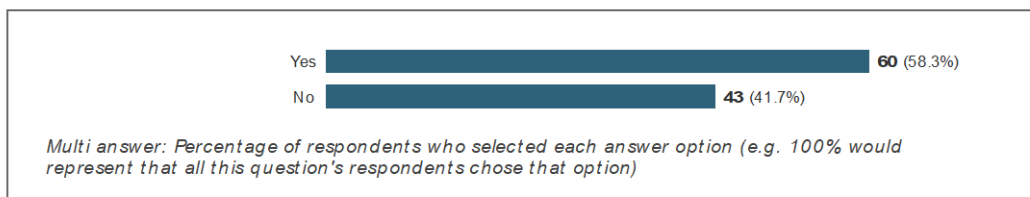
4.e.2 Coaching at a Pony Club rally

Yes **64** (62.1%)
No **39** (37.9%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
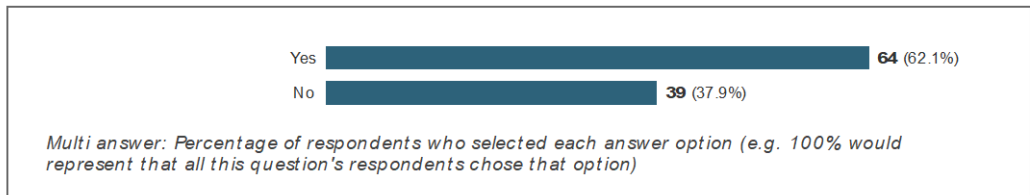
4.e.3 Coaching at a British Eventing training day

Yes **16** (15.5%)
No **87** (84.5%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
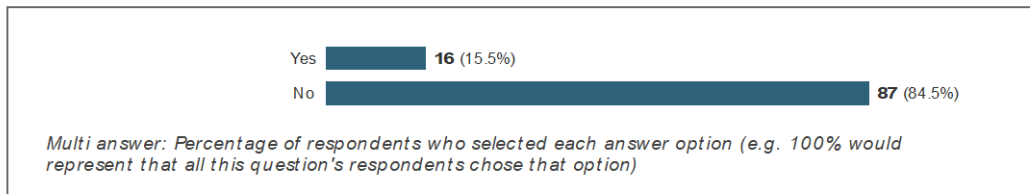
4.e.4 Coaching in a freelance capacity

Yes **97** (94.2%)

No **6** (5.8%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

4.e.5 Coaching when booked through a third party

Yes **65** (63.1%)

No **38** (36.9%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

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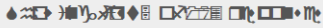
5 Have you received any formal training in risk management

Yes **70** (68%)

No **33** (32%)

5.a Please write between 20-100 words in the box below to explain your answer, with any titles of courses and dates if known.

⬥⬡▢ ⬩⬛⬥⬡▢⬥ ▢⬥⬦⬡⬜⬛◗⬜▢⬛◗⬥	
This was covered on the UKCC Level 3 course and I have also attended a one day workshop delivered by Western Equestrian Society	514749-514740-50273141
I have completed a masters in events management, one of the modules was on risk assessment.	514749-514740-50275660
I complete risk assessments but I'm never absolutely sure if I'm doing them correctly. I would like some formal training in this area please.	514749-514740-50278622
None	514749-514740-50280047
When studying as a mature student at college on an equine course, risk assessment and management was covered	514749-514740-50279630

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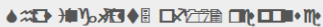
6 Before you start a coaching session please describe what you consider to be possible risks and how these may influence your planned session? Please write between 20-100 words in the box below to explain your opinion.

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Weather conditions, outside distractions, mixture of horses and rider combinations, time of year (fresh, clipped horses etc), suitability of surface	514749-514740-50270494
Horse and rider equipment/suitability/experience Venue - outside distractions, surface, weather Number of riders in group and their varying experience and horse temperaments	514749-514740-50273141
Assess you arena, for any equipped that could get in the way, arena secured, suitable and safe working equipment. If riders not riding their own horses, assess horse suitability and tack. Adjust exercises depending on level of horse and rider.	514749-514740-50275660
Weather, surroundings, tension levels of horse & rider	514749-514740-50276247
Risk assessment in place Consent forms read and signed Weather conditions Horse behaviour Assessment lesson	514749-514740-50278622

7 What do you consider to be the main three hazards that you have to manage within your coaching practice? A Hazard is defined as something with the potential to cause harm. Please write between 20-50 words in each of the boxes below to explain your opinion.
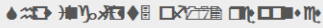
7.1 Hazard 1

7.1.a Hazard 1 - Please explain the hazard

♠☎☼ ♦■◥◐♓✿◆▤ ▢◊◿🗏 ▢❡▢▢■•ᵐᶜ	
Outside of the arena distractions - vehicles, other horses, parents, dogs & other animals	514749-514740-50270494
Inappropriate horse and rider combination which often happens when coaching freelance	514749-514740-50273141
Unsuitable horses	514749-514740-50275660
Extreme weather can cause tension in horse and or rider	514749-514740-50276247
Weather	514749-514740-50278622

7.2 Hazard 2

7.2.a Hazard 2 - Please explain the hazard

♦⚒⬡ ⟩⬛⟆₀⬥⬥⬧◆⬚ ⬜⬟⟐⬟⬚⬛ ⬜⬜⬛⬜⬛⬧⬟	
Surface of arena - has it been watered, harrowed and equipment packed away.	514749-514740-50270494
Riders not following safety guidance	514749-514740-50273141
Unsuitable environment, arena surfaces, borders etc.	514749-514740-50275660
Any thing in the surrounding environment that may spook the horse	514749-514740-50276247
Ability	514749-514740-50278622

7.3 Hazard 3
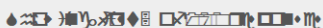
7.3.a Hazard 3 - Please explain the hazard

♦⚒⬡ ⟩⬛⟆₀⬥⬥⬧◆⬚ ⬜⬟⟐⬟⬚⬛ ⬜⬜⬛⬜⬛⬧⬟	
Horse. Most likely to cause harm when living in in the winter, and clipped. Horses get sharper but riders don't necessarily get better!	514749-514740-50270494
Unexpected outside events - helicopters, dogs, motorbikes etc	514749-514740-50273141
Equipment up to safe working standards	514749-514740-50275660
Other horses & riders in the group that effect others	514749-514740-50276247
Knowledge and understanding	514749-514740-50278622

8 Within coaching to maintain the safety of the horse, what do you consider are the key hazards? Please write between 20-50 words in the box below to explain your opinion.

8.1 Horse Hazard 1

8.1.a Horse Hazard 1 - Please explain the hazard

♦⚒⬡ ⟩⬛⟆₀⬥⬥⬧◆⬚ ⬜⬟⟐⬟⬚⬛ ⬜⬜⬛⬜⬛⬧⬟	
Arena Surface - Surface of arena has been levelled and watered so there are no holes/track and little dust.	514749-514740-50270494
A rider of suitable size, weight and experience	514749-514740-50273141
Have a suitable rider mounted to the horse.	514749-514740-50275660
Unfamiliar objects	514749-514740-50276247
Nervous/	514749-514740-50278622

8.2 Horse Hazard 2

8.2.a Horse Hazard 2 - Please explain the hazard

♠⚗❑ ⟩⬛Ɏ⟩ₒ⟩❨3◆🗒 ❑⤨⟰⟑⒧ ❑❑■•🏵	
Arena Fence - The fence is free from nails poking out and broken wood to minimise the risk of injury.	514749-514740-50270494
Correct fitting equipment suitable for the level of training and task at hand	514749-514740-50273141
Correctly fitted tack and equipment.	514749-514740-50275660
Unpredictable movements from people or horses in the surroundings	514749-514740-50276247
Spooky	514749-514740-50278622

8.3 Horse Hazard 3

8.3.a Horse Hazard 3 - Please explain the hazard

♠⚗❑ ⟩⬛Ɏ⟩ₒ⟩❨3◆🗒 ❑⤨ℓₑℓ⒧ ❑❑■•🏵	
Jumps etc - Equipment has been checked for damages and tidied away.	514749-514740-50270494
Ensure exercises are suitable to level of training and ability	514749-514740-50273141
Maintained surfaces and suitable training equipment	514749-514740-50275660
Sudden loud noises	514749-514740-50276247
Strong	514749-514740-50278622

8.a Within coaching to maintain the safety of the rider, what do you consider are the key hazards? Please write between 20-50 words in the box below to explain your opinion.

8.a.1 Rider Hazard 1

8.a.1.a Rider Hazard 1 - Please explain the hazard

8.2 Horse Hazard 2

8.2.a Horse Hazard 2 - Please explain the hazard

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Arena Fence - The fence is free from nails poking out and broken wood to minimise the risk of injury.	514749-514740-50270494
Correct fitting equipment suitable for the level of training and task at hand	514749-514740-50273141
Correctly fitted tack and equipment.	514749-514740-50275660
Unpredictable movements from people or horses in the surroundings	514749-514740-50276247
Spooky	514749-514740-50278622

8.3 Horse Hazard 3

8.3.a Horse Hazard 3 - Please explain the hazard

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Jumps etc - Equipment has been checked for damages and tidied away.	514749-514740-50270494
Ensure exercises are suitable to level of training and ability	514749-514740-50273141
Maintained surfaces and suitable training equipment	514749-514740-50275660
Sudden loud noises	514749-514740-50276247
Strong	514749-514740-50278622

8.a Within coaching to maintain the safety of the rider, what do you consider are the key hazards? Please write between 20-50 words in the box below to explain your opinion.

8.a.1 Rider Hazard 1

8.a.1.a Rider Hazard 1 - Please explain the hazard

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♦☎➤ 〉🖤Ⅶₒ⚡❸◆🗐 ❏✗ᵔₑₑ❒🏷❒❏■◆🏷	
Correctly selecting the right horse for the right rider, which can change from week to week depending on how much work horse has done, if he's being fed differently etc.	514749-514740-50270494
Correct choice of horse if possible relevant to riders size, weight and experience	514749-514740-50273141
Lesson management - other riders	514749-514740-50275660
Tension, transmitted to the horse	514749-514740-50276247
Correct clothing	514749-514740-50278622

8.a.2 Rider Hazard 2

8.a.2.a Rider Hazard 2 - Please explain the hazard

♦☎➤ 〉🖤Ⅶₒ⚡❸◆🗐 ❏✗ᵔₑₑ❒🏷❒❏■◆🏷	
Choosing the right exercise for the horse and rider combination and therefore not putting the rider at risk of a fall due to exercise being too challenging.	514749-514740-50270494
Correct fitting and up to date helmet	514749-514740-50273141
Unsuitable horses that are either not quiet enough or trained.	514749-514740-50275660
Physical disabilities not disclosed.	514749-514740-50276247
Listening skills	514749-514740-50278622

8.a.3 Rider Hazard 3

8.a.3.a Rider Hazard 3 - Please explain the hazard

♦☎➤ 〉🖤Ⅶₒ⚡❸◆🗐 ❏✗ᵔₑₑ❒🏷❒❏■◆🏷	
Outside distractions causing horse to spook and rider to become frightened, or fall.	514749-514740-50270494
Ensure exercises are suitable to level of riding and ability	514749-514740-50273141
Unsuitable lesson exercises. Teaching to the level of the partnership or group.	514749-514740-50275660
Exaggerating capabilities	514749-514740-50276247
Fitness	514749-514740-50278622

8.b For the Environment, what do you consider are the key hazards? Please write between 20-50 words in the box below to explain your opinion.

8.b.1 Environment Hazard 1

8.b.1.a Environment Hazard 1 - Please explain the hazard

⬤⚡▶ ▶▦Ⅱₒ▧▨◆▤ ▢▨ₑₑ▥Ⅱₜ▢▢▪Ⅲₜ	
Weather conditions. Cold weather can make horses sharp, warm weather can make horses sluggish.	514749-514740-50270494
Unsuitable surface relevant to exercise, ie pot holes, risen membrane in school or very wet and slippery ground or rabbit holes outside	514749-514740-50273141
Badly managed surfaces	514749-514740-50275660
Animals in neighbouring fields, distracting horse & rider	514749-514740-50276247
Weather	514749-514740-50278622

8.b.2 Environment Hazard 2

8.b.2.a Environment Hazard 2 - Please explain the hazard

⬤⚡▶ ▶▦Ⅱₒ▧▨◆▤ ▢▨▦ ▢Ⅱₜ▢▢▪Ⅲₜ	
Ground conditions if teaching on grass. After rain the ground can become water logged and slippy, so jumping exercises are reduced, especially if horses haven't got studs in.	514749-514740-50270494
Weather conditions - very hot, thunder and lightening, excessive dust	514749-514740-50273141
Good standard of fencing, gates and training equipment.	514749-514740-50275660
Loud vehicles	514749-514740-50276247
Noise	514749-514740-50278622

8.b.3 Environment Hazard 3

8.b.3.a Environment Hazard 3 - Please explain the hazard

♠⁂⬥ ⟩⬛Ⅵₒ⟫⬰⬥🗎 ☐⟩⬀⬩🖅 ☐⫯ₚ☐☐■◆Ⅲₚ	
Ground conditions - too hard after too little rain can cause concussion to the horse's joints if too much jumping and fast work is done.	514749-514740-50270494
Unexpected outside events	514749-514740-50273141
What's happening on the outside of the arena from third parties.	514749-514740-50275660
Noisy spectators	514749-514740-50276247
Temperament of horse	514749-514740-50278622

8.c Within coaching to maintain the safety of yourself, what do you consider are the key hazards? Please write between 20-50 words in the box below to explain your opinion.
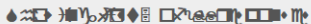
8.c.1 Coach Hazard 1

8.c.1.a Coach Hazard 1 - Please explain the hazard

♠⁂⬥ ⟩⬛Ⅵₒ⟫⬰⬥🗎 ☐⟩⬀⬯⏄⫯ₚ☐☐■◆Ⅲₚ	
Surface I am working on - if not level can twist ankle/fall. If not watered can be too dusty, causing breathing problems. If working on grass it could be wet and muddy, which could cause a slip.	514749-514740-50270494
Being run over by horse and rider!	514749-514740-50273141
Riders that are not in control of their horses or can take direction. Badly trained horses.	514749-514740-50275660
Tiredness, if concentration is waning response times increase.	514749-514740-50276247
Horse suitability	514749-514740-50278622

8.c.2 Coach Hazard 2

8.c.2.a Coach Hazard 2 - Please explain the hazard

♠⁂⬥ ⟩⬛Ⅵₒ⟫⬰⬥🗎 ☐⟩⬀ℯℯ⫯ₚ☐☐■◆Ⅲₚ	
Weather conditions - e.g extreme heat causing sun stroke.	514749-514740-50270494
Being kicked or bitten when altering or checking tack	514749-514740-50273141
Riding client or unknown horses.	514749-514740-50275660
Distraction from the task at hand, spectators, other riders, mobile phone	514749-514740-50276247
Conditions	514749-514740-50278622

8.c.3 Coach Hazard 3

8.c.3.a Coach Hazard 3 - Please explain the hazard

♠⚡▯ ⟩▦Ⱳₒ⟩₸⯅◆⊟ ▯⟲Ⱳ⌕ ▯⋔Ⱡ▯▯◼◆⋔Ⱡ	
Loose horse. If rider falls and horse becomes loose, coach is at risk of being kicked, trampled or squashed.	514749-514740-50270494
Tripping over uneven ground	514749-514740-50273141
Outsiders, parents etc. Interfering in lessons. Distractions...	514749-514740-50275660
Physical disability - I have MS & use crutches for balance.	514749-514740-50276247
Rider fitness	514749-514740-50278622

9 Question 7 lists the hazards that you have identified over four areas, i.e. horse, rider, environment and coach. In order of priority list the three hazards that you consider most likely to cause harm. Please write between 20-100 words in each box below to explain your opinion.

9.1 Priority Hazard 1

9.1.a Priority Hazard 1 - Please explain the hazard

♠⚡▯ ⟩▦Ⱳₒ⟩₸⯅◆⊟ ▯⟲Ⱡ⚲⌕▯⋔Ⱡ▯▯◼◆⋔Ⱡ	
Outside distractions causing spooking and possible fall of rider.	514749-514740-50270494
Inappropriate horse/rider combination	514749-514740-50273141
Horse selection	514749-514740-50275660
Tension in horses	514749-514740-50276247
Weather	514749-514740-50278622

9.2 Priority Hazard 2

9.2.a Priority Hazard 2 - Please explain the hazard

♦⚙ ▸◨◟⚏▸◆▤ ▢⚏◟⚏ ▢◗▢▢▣◆▥	
Arena surface not level causing fall of horse and rider.	514749-514740-50270494
Ill-fitting or missing equipment	514749-514740-50273141
Lesson selection	514749-514740-50275660
Exaggerated ability	514749-514740-50276247
Understanding	514749-514740-50278622

9.3   Priority Hazard 3

9.3.a   Priority Hazard 3 - Please explain the hazard

♦⚙ ▸◨◟⚏▸◆▤ ▢⚏◟⚏ ▢◗▢▢▣◆▥	
Equipment not safe - e.g broken jumps, fixed fences not fixed properly. Causing fall and possible injury to horse and rider.	514749-514740-50270494
Inappropriate exercises for horse/rider experience	514749-514740-50273141
Arena and training equipment	514749-514740-50275660
Noisy environment	514749-514740-50276247
Fitness	514749-514740-50278622

10   For the following scenarios please rate the likelihood of injury to the rider.

10.1   Teaching a new activity

Very unlikely **5** (4.9%)
Unlikely **46** (44.7%)
Neither **36** (35%)
Likely **14** (13.6%)
Highly Likely **2** (1.9%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
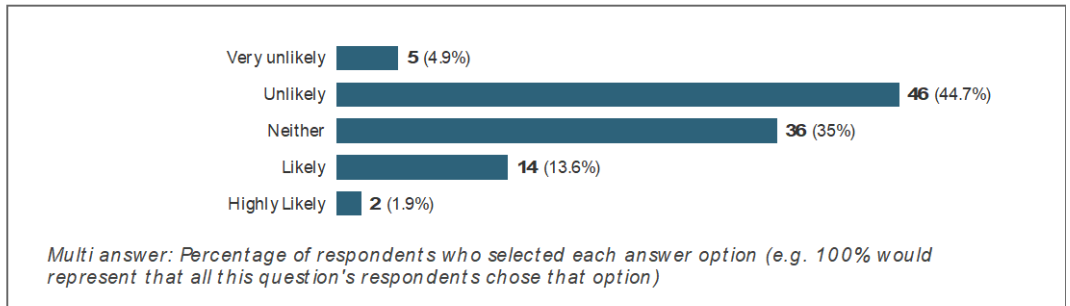
10.2   Coaching in a new venue/place

Very unlikely **5** (4.9%)

Unlikely **42** (40.8%)

Neither **36** (35%)

Likely **19** (18.4%)

Highly Likely **1** (1%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

10.3 Coaching a new rider

Very unlikely **8** (7.8%)

Unlikely **47** (45.6%)

Neither **34** (33%)

Likely **12** (11.7%)

Highly Likely **2** (1.9%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

10.4 Coaching a new horse

Very unlikely **4** (3.9%)

Unlikely **38** (36.9%)

Neither **34** (33%)

Likely **25** (24.3%)

Highly Likely **2** (1.9%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

10.5 Coaching a new partnership

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
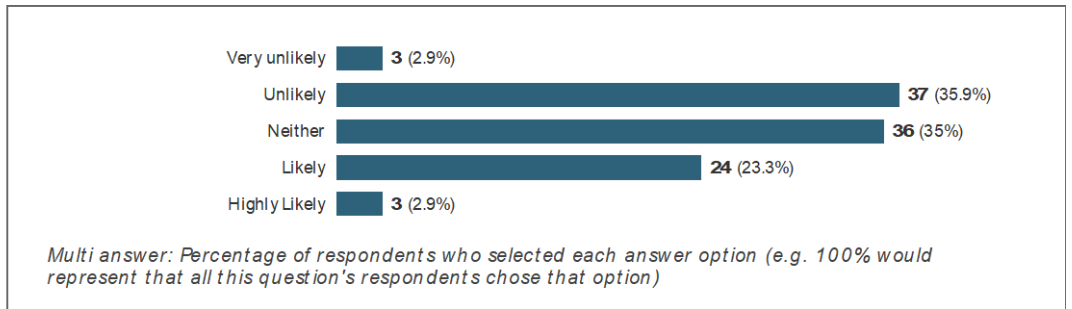
11 How would you recognise a coaching session is developing into a high risk situation? Please write between 20-100 words in the box below to explain your opinion.

The horse and rider are struggling with the exercise. Rider losing balance and therefore not giving horse correct signals. Repetition of exercise isn't helping to improve it.	514749-514740-50270494
Red flags would be rider beginning to lose control of their horse, which could be losing position/stirrups, etc or unable to perform downward transitions or steering. Horse body language becoming stressed, excessively tense, angry, confused	514749-514740-50273141
If the rider can not control the horse, is unbalanced, frustrated with the horse or exercise. If a distance or exercise is not working out.	514749-514740-50275660
Tension spreading from one horse to another	514749-514740-50276247
Observations, verbal communication	514749-514740-50278622

11.a In such a situation, what measures would you put in place to mitigate risk? To mitigate means to make (something bad) less severe, serious or painful or less likely to occur. Please write between 20-100 words in the box below to explain your opinion.

♦☼❖)▪❍◊»❂❸◆❸ ❒☒☆❷❸ ❒❶╎❒❒■◆❍╒	
Change the exercise to make it easier, or put rider onto a different (easier) horse if in a group lesson environment.	514749-514740-50270494
I would stop the session initially to have a discussion with the rider. They may think this is their 'normal'!! Dependent on the outcome of the conversation, I might continue the session at a slower pace, different exercises or even a different horse if that were an option.	514749-514740-50273141
Change the lesson goal, distances or dismount the rider if not suitable.	514749-514740-50275660
Bring all pairs right back to slow basics. Get them all breathing & relaxed before continuing.	514749-514740-50276247
Change pony, have an assistant, change lesson plan	514749-514740-50278622

11.b Which of the following activities would you utilise if you felt a coaching session was becoming high risk?

11.b.1 Change nothing

Yes **1** (1%)

No **102** (99%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
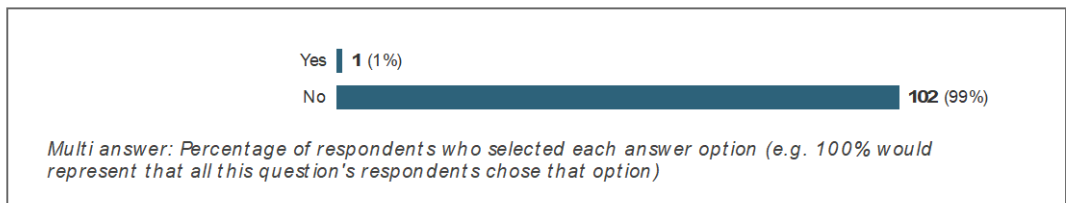
11.b.2 Adapt your coaching practice

Yes **102** (99%)

No **1** (1%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

11.b.3 Change the activity

Yes **101** (98.1%)

No **2** (1.9%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

11.b.4 Stop the activity

Yes   **90** (87.4%)

No   **13** (12.6%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

11.b.5 Ask the rider how they wish to continue

Yes   **88** (85.4%)

No   **15** (14.6%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

12 To what extent do you feel confident to assess and manage risk and change within your coaching practice?

I usually feel confident   **102** (99%)

I sometimes feel confident   **1** (1%)

I often do not feel confident   **0**
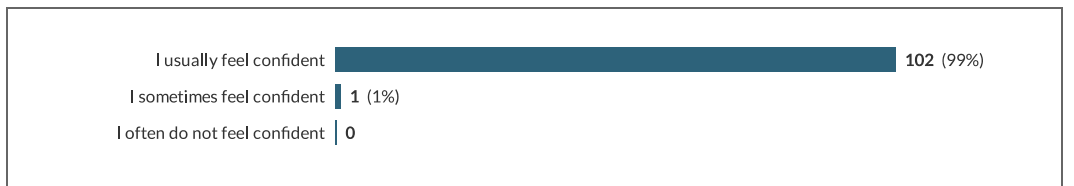
12.a Please write between 20-100 words in the box below to explain your opinion.

I am usually coaching with horses I know, so I know their capabilities even when teaching a new rider. When doing a particular exercise there are always ways to make it easier or more challenging to suit the horse and rider combination.	514749-514740-50270494
I have been coaching for many years and so far have managed to avoid or minimise any major accidents or injuries to either horse of rider. I hope my experienced observation or horse and rider enables me to pre-empt any potential hazard before it becomes serious.	514749-514740-50273141
I generally have the confidence and underpinning knowledge to stop, change or a alter a lesson for the benefit of horse and rider. For their safety, but also their education and wellbeing.	514749-514740-50275660
I work with true grass roots riders & have for 30 years. I feel very confident with almost all situations.	514749-514740-50276247
I can usually asses a situation very early in the lesson and act promptly	514749-514740-50278622

13 When managing risk and change during your coaching practice please rate how useful the following factors are.

13.1 Improved understanding of the situation

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
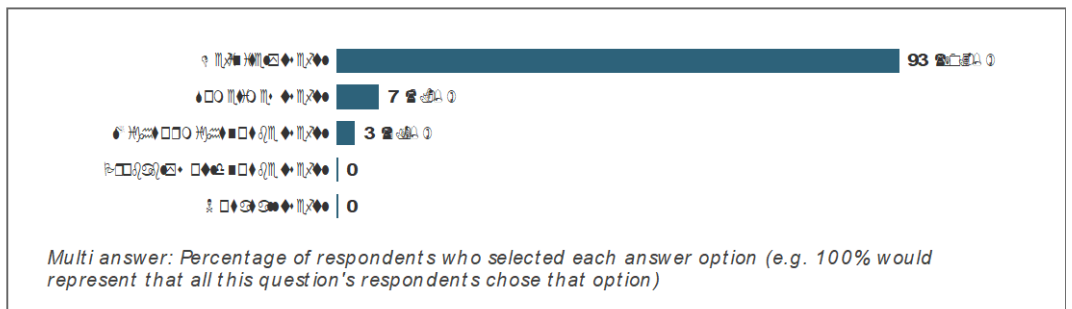
13.2 Increased preparation

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would

339
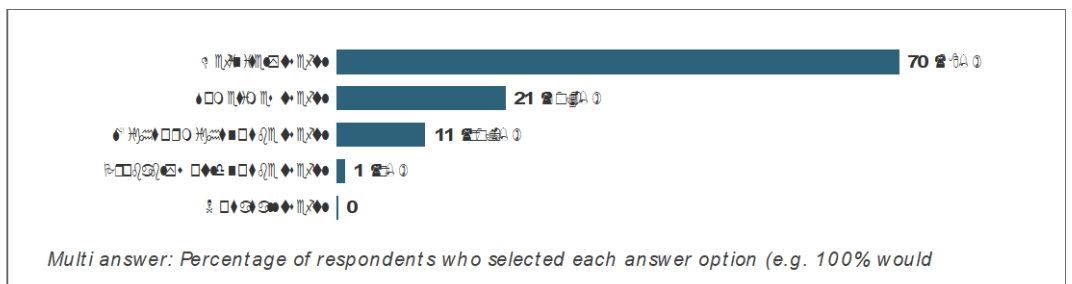
represent that all this question's respondents chose that option)

13.3   Adapting the lesson planning
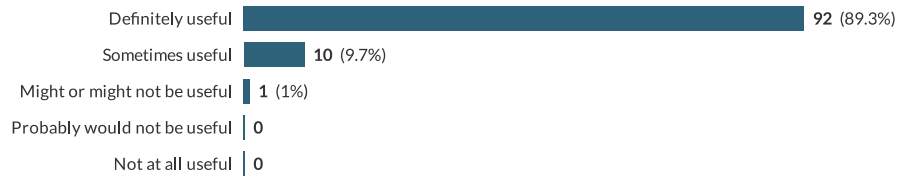
Definitely useful	**92** (89.3%)
Sometimes useful	**10** (9.7%)
Might or might not be useful	**1** (1%)
Probably would not be useful	**0**
Not at all useful	**0**

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

13.4   Involving the rider in joint planning discussion
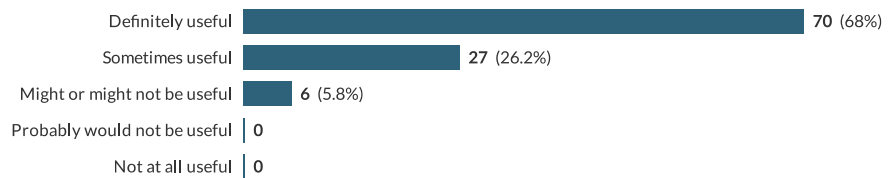
Definitely useful	**70** (68%)
Sometimes useful	**27** (26.2%)
Might or might not be useful	**6** (5.8%)
Probably would not be useful	**0**
Not at all useful	**0**

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14   Please identify if you use any of the following when assessing risk/hazards during your coaching.

14.1   CPD experience

Yes	**93** (91.2%)
No	**9** (8.8%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.2   Paper based log book / diary

Yes **56** (54.4%)
No **47** (45.6%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.3 App

Yes **9** (8.9%)
No **92** (91.1%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.4 Mentor

Yes **50** (48.5%)
No **53** (51.5%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.5 Video

Yes **46** (44.7%)
No **57** (55.3%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.6 Other

Yes **34** (36.6%)
No **59** (63.4%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

14.a If Other, then please write between 20-100 words in the box below to explain your opinion.

N/A	514749-514740-50270494
I think experience is the key to maintaining a safe environment and for younger or less experienced coaches a methodical way of cross checking all the red flags until it becomes second nature	514749-514740-50273141
N/A	514749-514740-50275660
Experience is my main method. I'm not good at making notes but I'm learning to use video.	514749-514740-50276247
Second opinion, shared observations	514749-514740-50278622

15 What training would you like to identify any areas of improvement within your coaching practice with respect to risk managment? Please write between 20-100 words in the box below to explain your opinion. do you mean what training would they like / have done? may need to be a little clearer

More training on new jumping exercises to use with groups. I find it difficult to build a grid, for example, that suits a group of six without one finding it too easy and one finding it too challenging.	514749-514740-50270494
Some general risk management training might be useful - I found the one day workshop helpful with things like recognising pinch points at a venue etc	514749-514740-50273141
The BHS could produce a standardised risk assessment format for centres and freelance coaches to assess their working environments. Good risk management comes with experience, so on-line Q&A forums for younger just qualified coaches. Yearly on-line questionnaires or refreshers for all coaches.	514749-514740-50275660
If asked I reply "I seldom do a 'risk assessment' but I never stop assessing risk when I'm teaching. It would be great to have some freelance instructor risk assessment guidance	514749-514740-50276247
Formal training	514749-514740-50278622

16 If a system was available to support your decision making in risk assessment practice would you consider using this?

16.1 Using a system

Yes **54** (52.4%)
No **7** (6.8%)
Maybe **42** (40.8%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
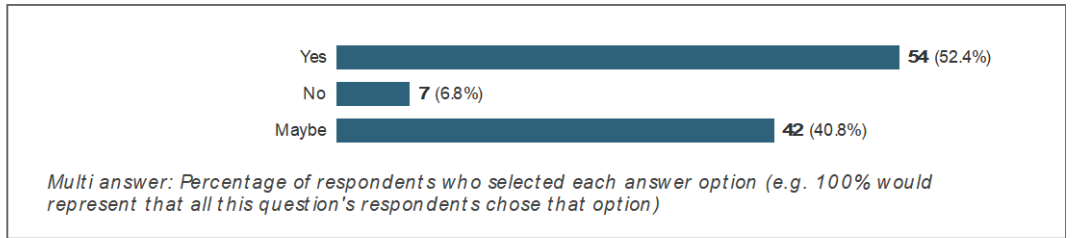
16.a Please write between 20-100 words in the box below to explain your opinion.

⬥⬥⬥⬥⬥ ⬥⬥⬥⬥⬥⬥⬥ ⬥⬥⬥⬥⬥⬥⬥⬥⬥	
It would help me to see risks in a different way and possibly identify new ones.	514749-514740-50270494
I am pretty happy with my current methods and would probably only use a system if it assisted with lessening insurance etc.	514749-514740-50273141
If running a centre and there was an easy to use system that could help support the safety of your business or working environment then this would highlight areas to assess and help support the overall safety.	514749-514740-50275660
A system for freelancers to follow would be fantastic.	514749-514740-50276247
Keep it safe but simple	514749-514740-50278622

17 If a system was available what format would you prefer to use?

17.1 Smart phone App

Yes **79** (79.8%)
No **20** (20.2%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
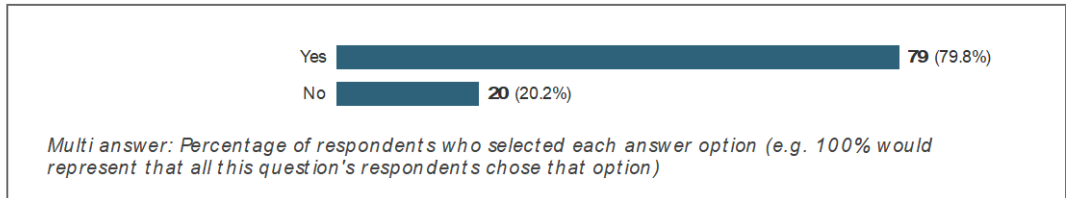
17.2 Smart phone Template

Yes **40** (46.5%)
No **46** (53.5%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

17.3 Tablet based App

Yes **36** (42.9%)
No **48** (57.1%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)
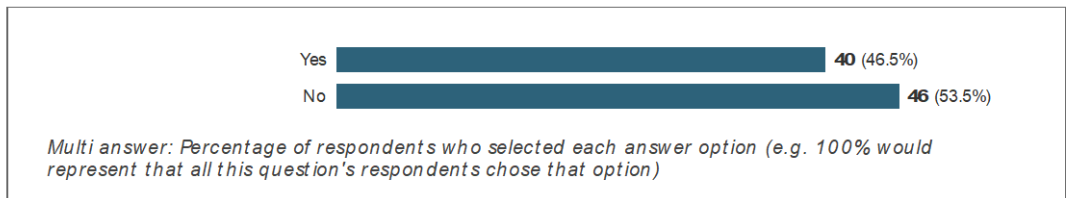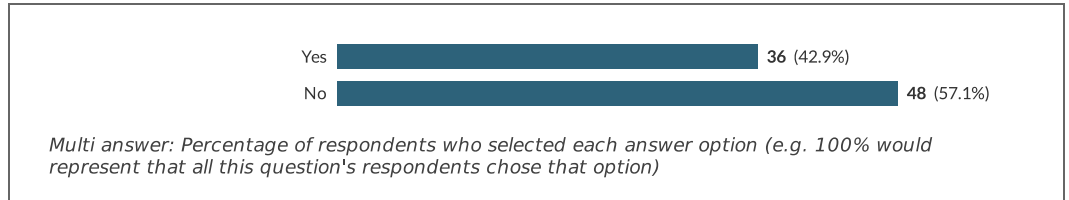
17.4 Tablet based Template

Yes **35** (40.2%)
No **52** (59.8%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

17.5 Paper base Template

Yes **53** (62.4%)
No **32** (37.6%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

17.6 PC based

Yes **36** (42.4%)
No **49** (57.6%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

17.7 Mentor

Yes **55** (64%)

No **31** (36%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

17.8 Risk Management Training

Yes **85** (89.5%)

No **10** (10.5%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

17.9 Other

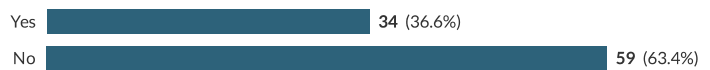Yes **7** (12.3%)

No **50** (87.7%)

Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

17.a If Other, please write between 20-100 words in the box below to explain your opinion.

⬧⬩⬥ ⬥⬧⬧⬩⬧⬥⬩⬥ ⬦⬧⬥⬧ ⬧⬧⬧⬧⬥⬧⬧	
N/A	514749-514740-50270494
I think training would be good	514749-514740-50273141
All outlets above can help support	514749-514740-50275660
Group chat	514749-514740-50278622
N/A	514749-514740-50287437

18 If you have some further comments or information that you think I might find useful then please write between 50-200 words to explain your opinion.

Lesson plans are not always a good thing!! I fact I don't agree with them they can create unrealistic goals and cause risk	514749-514740-50278622
It is an important issue to make informed decisions	514749-514740-50280047
It is impossible to risk manage every last detail, however keeping riders and horses safe should be a top priority but also affordable for those of us not on high wages. Thank you	514749-514740-50279630
In the question about how likely injury is to occur, I feel there are too many factors to fit the answers into the options provided. Perhaps 'do you think injury is more or less likely to occur in these situations' might be more appropriate for some. For example when teaching a completely new combination I would hope injury is not likely, but probably more likely than if the combination is familiar with one another. On the other hand, familiar combinations may try more risky exercises than new combinations, changing the risk perspective again.	514749-514740-50285475
I think risk management develops through out our careers. We learn through previous mistakes. It's an area that if neglected could put us in prison but really is there much training to be found? Is it affordable? A very important topic	514749-514740-50299492

Qu 18. If you have some further comments or information that you think I might find useful then please write between 50-200 words to explain your opinion.

Template

- It would be good to have a stream-lined template or app to work with to ensure that risk is assessed and managed competently as well as fulfilling legal requirements without taking too much time away from doing what we all love doing - helping horses and riders improve.

- If I felt more supported in this area I would be more likely to teach/coach (time permitting)

- Little if any training is given in how to complete the actual forms.

- I do think I have become complacent and doing this survey made me think a little more about perhaps taking a little more time before coaching commences. I like the idea of a generic check list but would have to be phone based for me.

- I like the idea of having something generic to log info on (which I'm very lapse at!) but not paper please!!!!!

- In making an app or other device, who would then be legally to blame if an accident were to cause legal action.

Insurance

- Since some coaches in my area, Southwest, don't even have insurance as when I've questioned them they say that they don't own anything therefore there would be nothing to sue them for. We are already on the hind foot. It then makes the ones of us that follow the correct risk assessments look somewhat out of the ordinary and the poor practice is the ordinary. The poor practice is then the one that gets followed by the other coaches as easier and not intimidating and so the poor practice becomes more widely spread and poorer to boot.

- This is such a difficult but essential part of a coaches daily role. I have witnessed dangerous practice over the years & no doubt still will. I found the IOSH Managing Safely course very useful & used my arena as my project

but it would have been so much more interesting had it been horse industry related instead of studying about road works! One section I feel has been omitted is checking that coaches do have insurance - there are so many teaching on their own horses without riding school licenses, many have no insurance at all & the industry needs to pull together to provide training & help. There is no one to report to & advise these people & this side of the industry is a huge risk. Another example is a dressage specific UKCC coach teaching pole work / jumping with poles resting on dressage letters, have they been trained? What happens if a pole rolls, horse falls & rider seriously injured? They were not trained to work with jumping? Would their dressage specific qualification help them in court, or should insurance companies be more specific in what they are insured to coach? I personally stopped a girl working in a self employed capacity as a groom on my mums livery yard as she said yes I have insurance & will bring a copy - 2 weeks went by & I intervened - no copy, no work! I would not have allowed her to start but was away at the time, so I am now the big bad wolf ... oops!

- Gap between what is needed for insurance and what is important for rider safety and the skills to manage this

Training Course

- A course in risk management which is updated annually or bi-annually would be a good idea. Something like the safeguarding course perhaps?
- Linking new safety and statistic-based information back to coaching would be very useful.
- CPD is key. It should be more targeted at coaching rather than rider demos etc

Reflective exercise

- I found this survey quite thought provoking. Also it highlighted to me how I am actually in the habit of checking things as a matter of routine when I coach at a new venue or one I have used before. I feel as a coach you are continually risk assessing whether you actually realise you are doing it or not as you automatically adapt the coaching session to minimise risk to rider and

horse. I was always advised to have a lesson plan but teach according to what you have in front of you!

- Not sure if this has been helpful. I work as a freelance coach in Ireland, and get pony club, riding club and dressage riders. I have not had a serious accident, and try hard to risk assess before each lesson and while unloading, loading up, etc. I never allow clients to mount on the hard standing, but in the sand of the arena, etc.

- This has been a very thought provoking survey. It's certainly taken longer than 20 mins!! But as I now travel to my first pupils I shall be thinking thro the above both on the way there as although I know the venue & the pupils I've not taught those pupils in that venue. Once there I will carefully check the arena XC fences & each rider who won't all be on their own horses.

- Your survey has been really interesting to fill out and your questions have certainly provided food or thought. Best wishes with your study. My final comment is that whilst I am not the most highly qualified person I genuinely love horses and I do think that this needs to be the basis of all our work. The horse, his welfare, training and to improve the standard of horsemanship in general. Personal and competitive goals can then follow.

- The whole survey has been a good refresher for future reference

- It is an important issue to make informed decisions

- It is impossible to risk manage every last detail, however keeping riders and horses safe should be a top priority but also affordable for those of us not on high wages. Thank you

- Current recognised qualifications certainly provide SOME content in assessments, but the gaps in the industry that I see would be 1. Pony Club- the current accreditation format is bordering on unsafe, with no formal training or testing in this area. Although risk assessments are in place for generic content, these are not coaching specific. I see poor practice regarding equipment use, unsuitable exercises, lack of chronological activities and unawareness of 'situations' developing, even as basic as poor positioning of a group (kick risk). 2.unqualified coaches: many are widely used as can undercut others. Although some are insured, they have NO formal training in

risk management. Insurance companies should be lobbied hard to insist on some kind of training here.

General comments on risk practice

- I think the idea of developing risk management practices, for coaches, particularly freelance coaches, would be well received as some of us can be quite vulnerable in certain situations. Although most of us manage risk as second nature, it would be beneficial to have a structured method in place to ensure we leave no gaps.

- Good risk assessment is mostly about being attentive and aware of what is happening and anticipating what could go wrong, without becoming so risk averse that you don't make any progress. As the old adage goes "Good judgement comes from experience, and experience comes from bad judgement"

- In general risk is best managed by good preparation of all aspects of coaching from facilities and equipment to horse and rider fitness. Less experienced coaches can be supported to make decisions with confidence to adapt plans to minimise risk.

- Hope this helps with research though not sure I filled in everything with enough info and it has made me realise how much more planning I could make into my risk assessment and would be very interested in anything to assist my skills with this as I realise that the more we see to assess the safer we make it for our horses riders and ourselves.

- I think risk management is linked to the style of learner and coach the coach is. It depends on their own view of risk and how much risk they take in their own lives. So identifying risk is the biggest issue.

- I think risk management develops throughout our careers. We learn through previous mistakes. It's an area that if neglected could put us in prison but really is there much training to be found? Is it affordable? A very important topic

- Anything that helps reduce accidents and mitigates again risk would be great.

- Risk assessment should play a larger part in training for coaching exams. It is generally accepted that as a coach you mentally risk assess everywhere that

you coach but having a written version is always a good idea. The main Pony Club I coach for have me sign a risk assessment that I'm happy with before teaching at their rallies. It also has the invoice for me teaching which i sign at the bottom as well.

- In managing risk it's continually performed throughout my coaching session automatically. I find the term 'what if' helps me determine risk

- The risks we face in coaching are very diverse. It's difficult to identify which are the most likely to be an issue given the random nature of horses their riders and the environment they work/ride in. There isn't really a comprehensive solution in my opinion

- I would be careful giving out genetic risk assessments as people wouldn't then assess their own risks. I think courses are helpful and would get people thinking about health and safety rather than just filling in a generic template.

- Working for a large educational establishment I feel that I am very well supported and provided for in the realm of risk management.

Generic Comments

- Lesson plans are not always a good thing!! I fact I don't agree with them they can create unrealistic goals and cause risk

- In the question about how likely injury is to occur, I feel there are too many factors to fit the answers into the options provided. Perhaps 'do you think injury is more or less likely to occur in these situations' might be more appropriate for some. For example when teaching a completely new combination I would hope injury is not likely, but probably more likely than if the combination is familiar with one another. On the other hand, familiar combinations may try more risky exercises than new combinations, changing the risk perspective again.

- Change the perception that H&S is something to be fearful of and will restrict activities and promote sensible risk management. Give coaches a better understanding of what the law requires rather than rely on social media forums to peddle myths.

- The RDA has a good system in place to teach new coaches risk management and to ensure that it is considered in every lesson

- We covered lots of risk scenarios on our coaching course but I only qualified in August 2019 having been a coach since January 2017 risk is one of the biggest things I feel more confident in challenging especially working in a riding school where often the horse rider combinations are not the same each time you teach them

- I think equestrian coaching as an industry often falls way short on safety training. It has taken me ages to fix courses that are relevant for both me and my staff. However some of this is likely because it is specific to each situation

- Risk changes continuously, the best thing we can do to help keep safe is teach our students to look and think for themselves. Teach them the ability to risk asses. Teach them to take responsibility for their riding, their horse and their environment. Thinking riders that are aware, who have systems in place to deal with risks are the safer riders.   We saw many fallers at Burghley this year. Some of these riders should of taken responsibility and pulled up. The problem with have created with health and safety is we have led many to believe their safety is the responsibility of others. We are all responsible for safety and none more than for our own personal safety. Teach this to all our pupils and they will be safe.

- Probably hearing from Pammy has not helped at all! Common sense missed completely?!

- That along with training over years and years from ones Schools fire drills!

- BHS has a good system for training, and therefore produces in general well rounded coaches. UKCC qualifications looks at coach technique, but does not look at the whole picture, therefore some UKCC coaches lack enough equestrian knowledge, and cannot recognise risk. I believe that the merits of the BHS system are not widely recognised enough, especially by the general public

- I think the risks are so unique within equestrianism given the fact that you are dealing with two brains in each combination. It can be hard enough to get one brain to play ball never mind two 🐵🐴 but the better trained the coaches are I would hope that the risks can be minimised. The BHS are making great inroads to the benefits of using qualified coaches but this needs to be

cascaded down to mainstream press and also supported by all equestrian organisations.

- As I said early horses are unpredictable and accidents will happen however cautious you are. Try not to make riders too aware of hazardous situations that you limited their progress. Everyone needs to take some risk to be able to learn from experience.

- When I put that I wouldn't involve the rider, that's not always true - how useful it would be depends on the boldness level of the child (my riding school is for children only). Very cautious children would not benefit from being involved because they would always veer towards the less risky option, thereby limiting their own progress unnecessarily. For this type of rider, I often put up the jump while they're not looking and tell them afterwards that it was higher when they jumped it the second time.

Feedback request and support

- This is a very interesting concept, and a good thing for the BHS to think about.

- Hope this helps Jo. Always helpful to make thorough investigation and progress.

- Please can I have the results/conclusions ███████████████████

- This study was helpful in assessing my own views and thoughts on risk management

- I would be interested to know the result of this survey and If it helps

- I think this survey has been thought provoking and has made me MORE aware of R Man and coaching. This has to be a very positive exercise.

- This is an interesting area that could be further developed by utilising the general experiences older more experienced coaches - ie 'Life experience'! At a recent pony club rally my daughter was taught by a BHSI equivalent who had 6 little ponies doing cross country and let them canter off to do a ditch without checking who had ever done one before. the rest of the ponies who were left to their own devices on the other side. Said pony left a leg in the ditch and the general group organisation was bad which could have caused

harm. The 21 year old instructor could have done with earning some hours at a riding school rather than just sailing through their BHS exams by just teaching well established combinations that compete at a high level. Our industry needs to promote generic teaching at all levels as valuable, not just striving to produce competitors / performance related combinations. Bring back the log book to include a variety of coaching situations! Many valuable (middle aged & part time) instructors are being lost at grass roots level currently but I hope we can utilise their wisdom in keeping them involved in our industry as lifetime skills such as patience and caution and care can be very useful when making a risk assessment!! Thank you

- I will be interested in the outcome, it does get a little worrying all the changes and paperwork and what it might open you up to, but l am also interested in keeping my riders and horses safe so open to looking at new ideas.

- Best of luck - this research could not be more valid in an age where people seem more detached than ever.

- Interesting questions, made me think. Good luck and will be interested to hear any conclusions from your study.

- Having been in this industry since Boadicea I've seen triumph and tragedy walk arm in arm. But there, s nothing worse than an accident where cause or lack of safety/protection is as a result of either inducement or the sin of omission. If only. Now bad luck is quite another thing and there is, in effect no blame just misfortune...but in the knowledge that best practise was observed. Through great, informed riding we can improve our chances in all scenarios and minimize risk.   May l take this opportunity to thank you for your excellent, spirited, acutely observed training day at Forest Edge and wish you great good fortune in your PHD 👍 🥕 🥕 🥕.

- This is a useful area for research as its covered minimally in BHS training and little CPD out there specific to this that I know of

Appendix 7. Study Three: Working Party interview guide

UNIVERSITY OF
GLOUCESTERSHIRE
at Cheltenham and Gloucester

A Working Party to consider the product design of a coaching tool for the freelance coach.

Aim: To consider the structure and design of a practical method/tool/ template to support coaching predominantly in the freelance equestrian industry. For the purpose of the working party this is referred to as a 'tool'.

Prior to the meeting, if possible, can you complete and sign and return (by email) the consent form. Confirm receipt of the attached documents (thesis overview, questionnaire data Q16, 17, 18).

Risk Assessment / decision making
Qu 1. Within the coaching community that you are involved in when would you expect a Risk assessment (RA) to be done/be in place? How would this be done?

Product design
Summary of the survey findings, the areas that have been flagged up as concerns across all of the questions are:
- The training area,
- Horse suitability
- Rider abiilty
- Horse suitability
- External distractions
- Adverse weather
- Inappropriate tack and equipment
- Coach experience / qualification

Coaches do want a tool – the purpose of this is to support coaching delivery.

Qu 2. What would a useful tool look like?

Qu 3. How and when would it be used and by whom?

Qu 4. How is the information recorded, stored and used?

Qu 5. From the brief conversation today, is there anything that you would like to see developed within your coaches to enhance their working practice?

Appendix 8. Professional discussions and reflective piece

8.3 BHS Professional Discussion – BHS 12-05-21

Section A Presentation

JRW   I am. I get more formal more once it starts recording.

AC   Yeah fine, I'll be the informal one, eating away.

JRW   OK, so XXX thank you very much for coming and offering to take part in this discussion. As I said this is part of my Professional doctorate and I thank you from the bottom of my heart regards the involvement you've had from the beginning. Regards the development of the projects and what I've got here is I've got erm, little slideshow that I'm just going to go through and just get this set up and I'm on Teams, which is always a little bit different to Starleaf to Zoom. So, can you just see that there?

AC   So I'll take that, it's perfect. Yep super,

JRW   So thank you for your participation and this is just a snapshot of how and where I have got to, and I am actually producing all my documentation now. Some of these conversations we have had privately as an organisation with yourself and the insurance company, but also some of the findings have been with the other two organizations. That when I write a public document, I'm referring to the NGB and coding them so it, but in this context I'm comfortable that we share what they are and who they are because it will be between you and me and my assessors, so this won't get, this information won't go further than that, in the public domain.

AC   Right, Thank you

JRW   So I've got another meeting with SEIB because they were the one of the key contributors from an insurance point of view and from an organisational structure the BHS appeared to be the most robust and the most transparent in its views and those of the coaches as was SEIB and there was quite a lot of

cohesion between an organisation and its allied broker and that would be that was the same across the other two organisations as well.

So that's why I've chosen yourself and SEIB as the two ones I want to hold the professional discussions because you just came across more aware of the likelihood of incidents, more aware of what the coaches are having to deal with.

More aware re was well of the same things that there are room for improvement, but it's not a good or bad thing, it's just where it is and how we develop it. So that's really where we've come from and I'm looking at this, really like to have a conversation with you to say what is my data. What I found in my data and how might it relate to your organization through the coaches and the development of them.

So, we've got a bit of a discussion. I'll go through a little bit of not quite whistle tour, but I've given you the documents that I based this from. And I appreciate as a busy man you may not have had the opportunity to read through them, so I'm just going to give it in context here.

So, my PhD is around a predominant research question "What influences decision-making to mitigate risk?" And actually, it's based around more risk management and the question involved a little bit because the coaches actually identified what they wanted. But that was my original question and it stemmed from as you are aware of my own background.

Two aims really came to light. What are the hazards? How do we make sure we know what they are so that they are checking them? And what can we do to reduce them? Just as you would in any risk management practice and then because it's a professional doctorate the aim of this is to deliver this, to actually have resonance in my workplace and as you know my workplace is a little bit of organisational management but often freelance coaching, so that's really where it's to the industry stakeholders which would be the BHS and some of the Allied industries. So, a little bit of my coaching with BHS but collectively BEF I suppose is where I work and if we can develop something

that might sit at organisational level. So not just one organisation but across. So that's really the structure and a little bit of background about where risk management sits in the legalities of it, and I know that something that you're, you're mindful of, we like to introduce it, to eradicate it. But actually, it's quite unlikely unless we don't do anything.

So, we've got hazard identification as an overall structure and a little bit like a detective recognising what people do and how they do it. And that was actually really interested that when we looked at the data and looked at the coaches. They said they were pretty good at identifying what was considered risky. Evaluating associated risks.

So, I put here a collaborative picture, because actually it could be the coach in the moment, but it will also be the organisation with the Centres. It could be a coach being booked through a third party and therefore having to have a communication with the venue.

You know, quite often the coaches are telling me that they're not happy with the surface is where they can't fix that or manage it, where they could move equipment to make their environment safer.

And therefore, I put controlling the risk and I put a picture here of a hand creating a barrier, because one of the things I've come up with, which I will introduce you in the concepts today, is something called a Bowtie and I can formulate that for you in a little more detail, but controlling the risk isn't about stopping them. It's about actually saying what can we do to make sure that we maintain it, and we often think that when we talk about risk management, people think about it stopping, it should actually be evaluating and reducing

Risk assessments actually it's quite straightforward. There is no specific judgement required it is often common-sense providing people know the environment they are in so it's quite subjective and it's very qualitative. It's hard to put a number on it, and I think people find that hard sometimes when it's about an opinion. What they're actually what you actually looking for.

JRW   Just a little bit about legality. Most of all this should be based around the health and Safety at Work ACT, and this isn't something that we should adopt. This is actually the law. This is a legal requirement, and an employer may actually be somebody who is contracted an employee. But actually, if I'm going to go to a venue as a freelance coach, my employees; the venue and therefore there is a duty of care to the Freelancers as well as those working in a more structured environment such as Training establishment. And so, this concept of employer/employee is often taken in court, in the context being contracted and employed. But actually, it could be that you have an obligation to work for someone to provide a safe environment for them regardless of where they sit so that's why I put it there. I'm not going to discuss it anymore, but just the fact that it's a legal requirement is by law.

We want to look at training, hazards but also near misses, things that may go wrong, and then these images - I went on to my socials last week and I asked people to send in pictures of falls, instances and near misses. So, these are all being given to me with permission, and these are two pictures from an APC coaching. You would know the one on the right. You may not know the one on the left. So, we've got a stage 4 coaching on the left. We've got a Fellow coaching on the right.

And instances happen. These are instance with poles, lightweight poles, poorly placed maybe. And its pictures here with the lady by a mirror or a lady on the right-hand side doing a more than…high situation.

So, looking at those elements of…why we might do things, and this really then comes down to human factors, and this is where I've given you those questions. 16, 17 and, eighteen. I did loads of questions that were qualitative, you know, what do you think about this, that and the other and give me a figure, but it actually came down to what people thought, So, what were their decisions? Both prior, post in both prior during and post and how do they manage the sequencing of things?

So that would actually be identifying their near misses because good coaching often stops things going wrong. Therefore, there are plenty

of instances that don't require reporting because they were near misses. So, looking at that impact, there is the sequencing and say that qualitative aspect.

I love the simplicity of this. It's about really giving people the opportunities to make decisions about not doing something or reducing it. That could be as simple as saying it's too wet so we're not going cross country or in a training situation. "You're not riding this particular horse" now. The Centres are very good at this. They will assess the horse and say this horse is only available to a category of rider, but when we teach, freelance what I'm hearing from the coaches is that they don't always get the choice of the riders who come with the horses that may be unsuitable.

We've got replacing the hazard, so if the hazards is jumping, we might choose not to jump. Be my isolate people so that engineering and the structures around it. So, we might actually look at it. STEP policy of reducing the situation, not having others in the school; group lessons to private; it's not teaching where there's liveries around et cetera and changing the way people work. it come up, actually, one of the discussion points about that the coaches themselves to their coaching when they are tired, coaching when they are travelling to somewhere and getting to their deadlines, that mindfulness about how they coached and making times for themselves to, to be in a good place. To give the attention mentally as much as physically to situation and the PPE, which did come up again and some of the discussions PPE only comes into effect when the incident has occurred.

It doesn't prevent the incident from occurring, it doesn't prevent the incident from happening and yet some of the coaches said they coached in such a way because the rider has the correct PPE, but you know, it's a bit like riding a motorbike, you know just because you've got leathers and a helmet, you should ride it in the same way as if you were riding in a bikini. The risk is the same. The likelihood of outcome is different depending on what you're wearing. So, it's interesting that some of the coaches saw PPE as a way out of. Not necessarily changing behaviours because they were both equipment and that came into the discussion.

So, the key areas that come through my work, categorised into four, horse, rider, coach, environment. Broadly identifying the types of hazards and what was what was good to see was that I bring it to attention, a couple of slides. It didn't really matter who was coaching, they could see the risk. They didn't always know what to do about it, but they could see what was happening. So, I categorised in to four area because it, it doesn't matter what it is, whether it's a horse in a riding school or a rider on their own horse, whether that rider is wanting to do something in a group or private situation and actually a lot of the coaches commented about the riders being inattentive or miscommunicating, and then the coach is mindfulness which I thought was really interesting that this came out. This was all pre-Covid, you know this was then, when we are now very much aware of mental state but some of them are saying, not teaching tired, driving quickly to get to a deadline, et cetera and of course the environment we work in all weathers and fatigue, fatigue of horse or rider that really takes us on to the findings which came down to three categories.

Now, like this came across not just the BHS, this was with the Pony Club and BE as well. So there did appear to be a lack of centrally organised information. Whether that was between the insurance company and the organisation that actually sometimes that information was only asked for an event of an outcome and therefore the evidence wasn't always available because it wasn't stored essentially.

And sometimes between freelancers that we do or don't know where they actually have evidence, a lot of visual. There appeared to be a generally organisational culture of reaction rather than prevention. So, if something happens will change it and that she said it wasn't your organisation that said it they said we don't seem to have any accidents therefore we perceive there is no problem. And that's for me underpins and it was one of the more risky environments where this code came from and I was frankly surprised because it's one of the ones I'm affiliated to as a coach in my own right as well, so there's no accidents therefore, we see no problem and actually some of that was also a delegation of the organisation's perspective. So, yourself, Pony

Club, and BE that the coach had a responsibility to undertake their work regardless of whether they were contracted, in the sense of providing a training day for that organisation or freelance.

But it didn't come through in the data that the coaches were clear about where that responsibility lay, so they were the findings. And I've drawn that into a lot more detail as separate to this occasion the key idea then that this came together from the interviews that I did with yourself I think nearly 2 years ago so yourself, BE and PC and insurance company brokers that sat behind it. So, what collectively you all said from an organisation were there, but these key five areas and where they sat, and this was collective and that really then allowed me to understand those codes courses I've just mentioned earlier and from a coaching perspective this is what the organisation thought that the coach's role was and identified of those themes.

So, the second question I really fed into it and looked at the practical coaching looked at it the information that came from your studies from your interviews and then we moved onto what we saw. Now this was really where my quantitated data had no impact whatsoever it didn't matter what the age of the coach was, what their experience was, how often they coached, they all much the same type of things.

So, the novice coach still was aware of the risk that they experienced coach was. Now one of the limitations I was I didn't ask when they were last qualified; so, was this someone who is qualified two years ago or was this someone who was last qualified 20 years ago? That data was missing and would be something that if we were to do future questions might be worth asking, but generically other than that male, female trend which I think is common in our industry, there was nothing that really said a coach with one level was going to see more or less than the coach of another.

Now it is a bit biased, because all the coaches, as you can see in figure 2, were qualified, so they had to have a degree of qualification to sit within the organisation. So, some of the coaches were referring to the feeling that a lot of other coaches in the industry weren't qualified or insured, which I negated

because in the interest of this we are looking at those who sit on your databases, so that's really where it had to be qualitative.

This leads us to your question 16, that they want something to support them in formal decision-making and that was the loose term decision-making, it didn't ask them what they meant, some of it was about tick box exercise or template or just more awareness of currency, but interesting of all the coaches who said this, and we are looking at probably over 90% here, that they wanted something and they wanted some form of it.

I know it's a bit biased by those who engage in the questionnaire were probably open minded in the first place, and then here we go the key elements, which I think it's really strong within your organisation is that they wanted some form of risk management training and that they would like to have some form of that on technology and potential really to go to a mentor person. They were the key areas.

There was a paper-based element but that was felt in discussions that came forward more about a method to evidence their practice so what's there was something that they could, they could identify as being proof of something happened and again, I think that's probably going to be quite relevant with the discussions I have with SEIB.

The emergent themes I think these are question 18, which I think we discussed before the training, reflection, the risk practice, and risk awareness, they all sit with the need to want to just actually have a little bit more information, which sits very strongly throughout some formal training.

I'm just there was a curiosity for some feedback at the end of how the study went and again this is all anonymous, so I don't know where do you know if that was people who knew me or didn't know me but just wanted to have that follow-up.

And I don't know if this is of interest to you, this is some-thing called a Bowtie and this is really where my thesis is coming to. I know you can't see

it in that detail, so I wouldn't try looking at it, it should be on an A3 document for it to have clarity.

Now what I'm doing, is I'm producing an executive report which details why this is important, how this structures said so. loosely speaking this is loss of control of a horse and the fall of a horse and these are things that could happen with mitigations and escalation factors and controls in place. And how they do that.

I'm going to put an executive report together which will have a two-page of summary and then this background behind it which if you're interested, I can send to you and this will detail the whole of my thesis in a way that probably would sit at an organisational level for you to discuss, even take forward to the CEO. Bowtie is something that places like Shell, Oil, and gas use. They would have 4 Bowties representing the whole of the industry, so it's where am I followed, so that is the accumulation of my study, a little bit out of the remit but I want to share with you where my study was going.

I really today and I'm just could we have a chat about these elements. I've given you some questions that I would like to talk through, and it's really looking at from my perspective, so little bit selfishly, how has my data influenced any knowledge and information for you as an organiser and as a director, within your organisation at the BHS?

From the findings of the coaches so with that in mind I'm going to quit my presentation and come up to a discussion if that's alright.

AC   Could and the one thing I would add is actually would you consider doing this presentation again at a later date for my senior management team overall please?

JRW   I would love to, I think that would be,

Section B - Discussion

AC I think it's really important that you know we've talked about, you know, we're going to talk about some of the outcomes and changes we're making in the BHS. Some of them have definitely been prompted by the discussion we've had in, and just having some wide, called brain space to actually identify with those challenges are. And we've definitely taken some of them forward so it's always good to show that whole journey to the whole of the management and why we're doing things we are doing and bring that together and also they crossover to the non-coaching strand of the society so although this this research obviously very coaching focussed actually when we are looking at British Riding clubs and the competition element when we are looking at welfare and going to access, I'll actually those risk assessment process is that have been pulled out from this work I think there will be some positive correlation that we can look at and see how that can impact in some other areas so I'd be really keen to bring some of this finding forward to share that wider if that's something you'd be willing to do.

JRW Certainly I mean I think that's, that's lovely that you can say that and that what I've learnt from the studies is people have an understanding of risk, they don't know what to do with that information and that doesn't matter then if it's someone organising a Riding Club activity or centre manager in an Approved Centre it's that knowledge of they know it's not right but they don't know what to do.

AC Yes

JRW And that slightly surprised me, I was expecting more of an anomaly regards experience or exposure, but in some of the research I've read they'll say that novice coaches in other sports identify the risks, and they all go too much down them because the experienced ones know when that's not likely to escalate, they've got mileage. Now that's out of my remit but interestingly the research was saying that another person might then overreact and try not to do everything, whereas the more experience will go, I've seen it but, in this context, I think we're fine.

AC   Yeah, yeah that's there is that balance between being not risk adverse which then leads to a lack of development and progression in about actually put it in appropriate measures as you highlighted. That allows you to continue the activity with due consideration and look at what steps you can do to improve that for the future.

JRW   And I think one of the quotes that I've used from yourself, you know is highlighting that we've got a bit of a bubble wrap culture with some of our children in education and therefore how does that managed as they become adults and enter the workplace. So that's something I think you that - Alec is happy to do that.

       Can do that at any point and I can tweak that presentation to make it more relevant than the Whistle-stop tour that it was.

AC   I have just going to say I think that was put on just brings it to life and I think it will bring in just with these things and especially with our conversations Jo, and this is the bit I think it does come in to what are the discussions is going to be is sometimes it's about keeping this in peoples at the front of peoples mind you know and, and the problem with risk management, is although people know it's, it's in the back of the mindset it's not always the first thing that peoples thinking and we don't want it to be the first, but actually want people just always having it taking over and considering it,

       And, you know we are in the BHS over that 4-5 years I've been looking at this in a whole raft of failures with Riding Club's and then everything we do with the coaches but it's, it's not that proactively been taking forward until probably you and I started these discussions and therefore made me think well actually this is something so obvious that then encouraging discussions that I started to have SEIB similar to yourself looking at how do we make sure we are no not only protect the sector reduce them in those risks but actually also you know looking on a business side keep our premium for insurance at a lower rate to keep cause actually that's the way that we engage your members because we can offer insurance as part of the. It's allowed us

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to take away a wider, bigger picture of you and then consider what those issues are and then start to think. Actually, what are the small steps that we can put in place that actually just supports the coaches?

JRW   I am a super that you and say this I think they started three years ago, and it was our first discussions and these ideas it doesn't happen overnight. I know that you're putting some training in place, I see that as a coach myself, so you know from this developing the business and now you're looking at some training. What sort of training are you considering and how's that you know had that any influence due to our discussions?

AC   It has definitely had influenced your discussions and in the fact that we prioritise this area of work that we've you know it's, it's brought it home that actually we probably didn't although we were aware of it considering it's actually where we've been as proactive as we could. Do you know you talked about the terms in your presentation about organisations being reactive. Do you know when issues happen putting things in place, I think we were probably a little bit better than being reactive, but I wouldn't say that we were in a place of you no more neutral and actually in a position of proactivity and that you know that's what we've I think we've tried to change and there was already things happening especially in BRC. But that had actually crossed over into the work that we were doing within the coach's side

So, we've definitely looking at developing well a couple of areas with really focused on. One is we looked at how we can enhance the qualification system and that's across-the-board in coaching and management sections to really make sure that the risk assessment and they were awareness and the risk management elements throughout the whole of her of the qualification pathway is robust that it's got due consideration and that it's something that we were truly not any training people for but we are assessing people out and I think that's been something that we continue to review. We continue to look at because that is for many people their first contact with risk management once undertaking the BHS qualifications to become an industry professional.

AC   The second element that then been obviously really important to us is then how do we engage people in lifelong learning. And lifelong learning is definitely something you've heard me talk about many times. That is the what we're trying to create a culture within the equestrian sector. Something I don't believe was there you know five years ago I think it's something that is getting better but still doesn't exist. It's getting better and we're getting people engaging in more learning and actually people taking more responsibility for, you know understanding what learning they need to do and for me this is where this risk management comes in, is how do we engage people, but on the one of course but actually on ongoing support ongoing learning ongoing with freshers and you know I've done looking you know I think some of the feedback that you've got I think it was question 18 around training courses talks about you know the need for risk management courses, biannual courses.

AC   Well actually that's exactly what we're looking at is actually can we create most probably that someone would do it every three years that they would engage in that would bring it to life. But what we did not want, and I think again this comes out of quite clear in a lot of your findings is something which is a theoretical overview. This is about practical application; it's called discussions brings it to life so yes, we've got you know the theoretical. Need to have the theory that underpins everything and we need to have those you know presentations and we try to develop that but it's putting it into delivery settings allows discussion, that brings everything to life so we're looking at how we can use platforms like StarLeaf, Zoom and do video calls where we can have a small group of people that can talk about that you know what with management means today and what are the law? What are the challenges

AC   But actually more than anything it's what you know they've done to me is he's taking it from the risk element from the back of the head to the front at the periphery and that to me is. But have you know what comes out of the work I've had for years. Not that people aren't aware of it it's not even always that they don't know what to do about it it's just that actually they're not always thinking about it in the right step in the process. So, we're really

looking looked at you know how we can take that and how we can build you know a three-hour course an online course that actually just gets coaches talking about it but in a practical real situation. Understanding the legislation but actually that's the least important, understanding what they can do to adapt their practice change that and put that in and hopefully that's something we will be launching in the next world. We finished the first draft we just do need a few tweaks on that and will be looking to get that out train the trainers over the next 6 to 8 weeks and launching that in the autumn.

JRW It's a small world because when I put my request out for on the socials for some photos that I could use with permissions, Claire got in touch with me and then she said what are you doing? She went oh I'm doing something similar, when I thought you might be and I'm also doing it because the insurance company mentioned it". I thought you might be so we're going to, and I had to be a bit careful because you hadn't, said you were going to put us in touch, but we haven't so I've been quite – "oh good", but she would like to meet up and I would.

AC Reason I've not and you know I've had no problem putting this on the video is the first version that came through was too theory heavy and I didn't want to share something with you that didn't buy into the philosophy or what we're doing. Actually, we are meeting with Clare on Tuesday next week to actually try and make sure that it has the more practical discussion and isn't PowerPoint heavy because actually that will turn the coaches off. Do you know it's clear from your finding it has to be about real and so hopefully after next Tuesday we will we will treat that and at that point you will be the first person to review what we've put together and to take that forward

JRW and I know that Michelle has mentioned what I do some decision-making in the autumn.

AC Yes

JRQ I was like my study has identified that that's what the coaches need, and I it was something I wanted to mute you know with that we tend to think about

this is what they want, go, and go and show them. I am not entirely convinced I'm the right person to know about decision-making all I've done is say I know what I practice, and it's perceived to be good, by others. I'm not sure that at so I was going to mention.

AC   It it's really interesting one, I suppose and the training here for the obvious purpose of the thesis. You know that you know that training the training to the assessors and for me it's not about being the leader and all knowledgeable it's about someone who can has an open mind and can facilitate discussions and bring people out and for me that's what you are and that's why I suggested you, in that place because you have a conceptual understanding of what you know decision-making is it's not black-and-white concept it's a great concept. You know that you need to be thinking about looking at and then taking you know that's been part of obviously what's come out in this work as well so although you may not see yourself as you know the master of the knowledge base which I think you probably are up there you're definitely the right person at the facilitates the knowledge out of others in this area, and again, that it does all linked together for me and link back to those professional qualifications and how we build that into you know the way we work with our candidates.

JRW   We can look at that for the future app that's that makes more sense now you said it that way an email doesn't always bring it to life and

Going back to some of the questions then what you know, what do you think you can say in a nutshell that might be the top three priorities you consider have come to light? You know you've alluded to the fact that it's brought the topic to people's awareness but within that topic it's such a broad heading

AC   I'm I think we've gone from. Wait it comes back to the key concept of proactive and reactive for me and that's for me is the number one. So, we are people and I and BHS and I think in many of our coaches this saw risk assessment is dealing with an instant and dealing with the impact of a fall or what they had to do and the forms there to fill out, or the processes they had to go through with insurance firm or dealing with an accident.

The biggest change for me, and you know I compare to Safeguarding in that way you know child protection. You know going back 15 years is all you ever heard now we talk about Safeguarding is let's not wait until we get to the point that a child is in danger, let's put the measures in place to stop that child getting in danger in the first place and I think that's the same for risk management and risk assessing and, and dealing with risk. And I think within the BHS we would, and a coach side and within the APC side we were very much about dealing with the instance once it's happened once it's too late you know. And so, dealing with child protection laws and actually putting emphasis back into the proactive how do we how do we change that? How do you make sure we're always thinking in a different way open looking at the landscape?

Looking at the bigger picture, so you know it's not concise and I apologise actual but for me that's not the change it's moving us in the same changes we went through 15 to 20 years ago with the child protection to safeguard and for me this work for us as an organisation to me personally has taken a risk from a reactive process to a proactive mindset. And that's what I really want to try and keep feeding into your qualifications that's what I want to feed into a creative professional Coaches is actually this is just something that if we can build in, we can do something we are thinking about.

Actually, we can reduce the reactive element and never goes away, and we know we don't want to it to go away. Yeah, what we do want to go away but it never does go away we need to understand how to deal with things when they do happen but actually, we can start to really reduce those risks and you know that helps with all aspects of the equitation industry. You know when we are selling it to others you know I hate the fact that organisations like sport England's UK sport perceive us as high risk. I hate that many insurance firms see us at high risk or not that be a high risk because when injuries do happen they can often be more dangerous and things but actually some of that is because we haven't put simple processes in place to try and reduce those bits down and that's for me it's been a big benefit of this work is we

can do some very small proactive steps as an organisation to change people's mindsets that actually then lead to long-term benefits.

JRW   Well as you said when we first started with Safeguarding, we didn't really know those words, and that language and what it meant and now it is embedded in our culture, and you know as we do now with inclusion participation and diversification et cetera. But now more aware, ignorance is not an excuse and excuse anymore not a fool. If we can deliver this training, I'd welcome the opportunity to be part of it and were 18 months two years down the road with doing it.

How do you know – or what would you like to see, to say KPIs, but you know how do you know it's meeting expectations of and I'm from the coaches that being us yeah do you know this is the hardest.

AC   I don't because you know my simple answer should be well obviously less accidents less incidents happen, but the fact is if you've already identified those instances may happen, but they don't always come through to the governing body, so we are not always aware of them. And you know you talked about one organisation that they talked about it doesn't exist as an issue, well it does exist is an issue so actually we are measuring the impact of this, it's very difficult and again from an even earlier NGB perspective insures we don't actually see many cases that get through to our insurance.

And you know that always surprises a lot of people for what is classified as a high risk that we actually see very few cases. So, your primary models of reporting are actually not in place very hard to measure improvement against. So, I think a lot of this is going to come down to the qualitative approach as you know it's about us talking to our coaches. Making sure they're thinking about it.

Them (coaches) feeling more confident and it's about building your confidence to me is a critical part of risk management is actually do the coaches feel confident in the environment? Are they aware and I think what you found in a lot of your answers here is that coaches see this is the great

unknown. And, and that's really you know I'm similar problem we go back 20 years ago but safeguarding the saw is the great unknown and areas they just don't know about and therefore have a lack of confidence in. So, for me it's about how do we keep engaging these coaches and some qualitative survey and actually trying to understand the scale of competence in this area?

Because actually if they've got that confidence then it means they have a greater grasp of what's going on, it doesn't mean it's always right and it doesn't mean they're always doing the right process is but actually it means we are heading in the right direction.

So, for me it would be a qualitative study looking at the confidence of our coaches and how that's improving through the training that we are providing and then just keeping in engaging those coaches, and you know what we want to try and avoid is those big incidences that could happen, but they still might happen even with us putting training in place. And that's not and it's not trying to eradicate them it's trying to put measures in place to reduce that risk

JRW   I think that's you know I think you're right on the basis of its about how people feel and what they do. We might actually see an increase in reporting which wouldn't be a negative.

AC   No and you know we've seen the same actually with there you know we do a lot of riding safety elements and we've got ride to safety starts coming through on an instance on the road and we done a huge amount of work around getting cars to drive slowly around roads are dead slow. Actually, what is seen is that we get in more cases reported to the BHS. Now does that mean that the campaign is not working because actually there is more instance or actually does that mean that we now have, it's encouraging people to report better improving the process is improving understanding and actually that side that we've seen is that secondary?

So, you're right, we might see more cases coming forward. Hopefully less claims coming forward. This case is coming forward and that we can then

use that to support us with further training and further advice and guidance going forward.

JRW   Yeah I think that would be potentially what we may see is there it's a future thing isn't it? But it's that assurance that it's okay to manage things but we need to protect ourselves both as an individual and those elements aren't there with reputational risk as much as anything else as well of how we might manage that.

AC   Yes

JRW   I'm thinking I'm going to present this to SEIB they've been very supportive in particular in product development but you mentioned at the beginning potentially presenting it to your senior exec team if I was to do that would you be comfortable, obviously by getting commissions that I could record it and do a Q&A session because I think it would be interesting to see their take on it external to the coaches because it's about human factors, about human behaviours and I think that would be a really interesting take on the data that I have acquired in one environment but still sits within equestrian industry.

AC   Yeah absolutely no problem with that being recorded and none of my team. I think the only pet that you're going to be aware of is there not being through the three-year journey that I probably have been with you. So, they're going to come out from a different angle, but I doubt that, I think that will give a very robust and independent view of what is happening. I was going to try and approach at a centre, a big centre and ask if I go to the coaches that maybe haven't been involved in it, but I will get a bias because some will have known and there will be an element that they know who I am. If I present to your Exec Team They don't know anything so it would be really informative for me for them to get their view and take on it. And I would submit the same data so the Word documents I've given you in the questions and the only thing I could add with my add a bit more value if people are interested I could give you a hard copy of the bowtie that will come forward within the executive report which I will send to you directly. And I will be

producing in the next few weeks, but it will need an element of my analysis of these conversations to feed into that report.

AC   Yep, of course that would be absolutely fantastic, and you know whether we can if I can I we can start dates for that I wouldn't know. At the moment you try and see if an alignment and existing senior management team meeting if your diary allows but I will talk to the team now and try and get that organised.

JRW   That would be super I can make myself quite flexible as I'm not coaching yet and certainly still very much cautious on restrictions so I'm prioritising my PhD at the moment so well, I can work around that.

I think that would be super in which case I think we've covered quite a lot here I can analyse that. Is there anything else that you know loosely even for my data to the Exec Team that you would think would be a value of interest training of APCs or value to the organisation?

AC   I don't I think I think to because I've been through this journey with you we've pulled a lot of that out of it and I think the other thing is to get your insight into the presentation and potential training in app and her presentation going forward and cross that over with the data that you've pulled out to make sure that you know what we started to create fits so what you found in your findings so not at the moment. But I would love to have your insight into that going forward.

JRW   That's super. and I'm going to ask you one favour is that I need testimony from you at one point, and then I can reflect on it. but maybe if we could delay that to after we've done the Exec meeting as well.

AC   Fabulous, very happy for that

JRW   right?

AC   Thank you very much.

JRW   Thank you for your time and it's nearly finished.

AC   I do look after yourself too. Bye bye, bye.

8.4 SEIB Professional Discussion – SEIB XXX X 18-05-21

Section A - Presentation

JRW   Just checking that it's come up on the screen, super, OK.

So I want to thank you first of all for the opportunity to have this discussion today but also thank you for the support throughout the whole of my thesis and my ideas because actually without the contribution I would have felt probably that I wanted to make, I wanted to do something that really had some worthwhile influence and support right at the beginning, has helped me keep going when it's got difficult, this is towards the end now of actually cumulative everything.

But I hope it's not the end of my work with SEIB that we can continue to go forward so because this has happened now over I'm in my 4th year I'm just going to give you a brief summary through a few slides as there's about 17 slides but that some of them are actually fairly just as a summary of what I've done and where it's going and then the questions that I said in the pre tabled we can just go through if that's OK?

So, this is who I am, I'm a professional doctorate in Sport and Exercise and my titles now refined itself to Risk management and parcel my delivery of information is I'm going to submit portfolio, portfolio of evidence of how my research may be impacted into the organisations that I'm connected to.

So my research question initially came about wanting to understand how things happened why they might happen I thought it's about decision making but actually in some of the work I've done it's not people have identified risk and they want to know how to make decisions but that was my research question initially picked up on these three aims what are the hazards what are the risks and what controls were complacent place all of which I'm sure you familiar with within your area of work and therefore what I want to achieve from this? Well because its Professional Doctorate in my workplace I wanted

to actually have relevance to stakeholders who I work with and I also as a coach I'm always interested in learning and development of the people I work with I want to make it safer place both for myself but for everybody else that that I'm aware of.

So just a brief overview of Risk management, not because it will tell you what it is but just merely of how this then led into my structure of the development of the three studies that I produced, so we think it was the vacation but actually is more likely the minimisation unless we don't actually do the activity to which an organisation in exposed to.

In this case the risk is about safety organisation coaches not specifically related to any organisation but more about the industry and we're looking forward to produce the identification, I've used an example here of a detective being able to actually see and observe and be mindful of what's happening. I put here valuation of the risk, but more than just the individual it might be who were working for who would be contracted by, that could be venues and facilities it might be organizations.

So hence the evaluation of should we or shouldn't we do things and in the controlling of the risks, stopping something, created a barrier; because I've developed the research data, has led me to develop my worked evidencing something called a Bowtie which bring out I'll show you one of the later slides. I have just bought this in as much as awareness that we are legally held responsible for managing this and I think some people who are working in a self-employed freelance don't perceive the role of employment but actually with contracts, deliver something through a venue or subcontracted connected through organisations he worked on their behalf there is a duty of care to their house so in this case would become an employee and this is a legal requirement this isn't just something that says for those who appear to be salad this is a legal requirement for an organisation to work through structure just let me to look at how does that impact within coaching specifically and

I was wanting to identify what happens in training and therefore in coaching your training people do people recognise what hazards there are and what to with that information so as much as about near misses as well as hazardous we often are well I think industry quite mindful about completing accident

pause but we often don't include incident forces and those near misses so these are pictures that I went out onto my socials last week, I asked for pictures that I could use in this environment for motivation that didn't require anymore permissions and move given me these are both pictures from APC coaching. The lady on the left coaching this is a Level 4 the person coaching lady on the right with the that's a Fellow who works at World Class level. The thing is it could happen to anything sports my attention the areas that I want to focus on about environment coach course as well as the best arrival because the lady in the pink when the whole shops his head up could actually shove it back into position and then it's recorded or once not reported maximum because she didn't fall off but it could have been and therefore looking at how people perceive this.

There's various models and diagrams and figures out that but I think the Hierarchy of Controls is something that I've been to my attention in my team developing my review of literature understanding is that ideally simplistic form of actually saying we're not going to go cross country today because the weather is inappropriate so environment is the environment is wrong, or we could say this horse is not suitable for you if you don't have the skill set and remove the hazard of that particular horse so we can climb this into coaching very easily. We can substitute it so we could go schooling on simulated cross country or we can play supposed to one that's been assessed to be suitable for different level of rider.

We might be able to reduce some of the environments we work in, we might teach private lessons within the group so we would use the likelihood of impacting others or we might actually change the control factors by going indoors not outdoors so there's various things that we can do there then we also got the administrative controls, changing the may peoples work so maybe having mentoring guidance, making sure that coaches are observed managing.

Interesting at the bottom and I said interesting, because in my questionnaire in my second study, some of the coaches identified that they would do the activity because the rider had correct PPE and actually the PPE only comes into place when the incident happened we want to reduce incident in the first

place not belong to people in need to protect or limit and the likelihood of an incident occurring from practise that his has not gone away. I did find that quite interesting that people perceived that they could deliver in a different way if the rider is wearing correctly PPE, so that's something we need to bring forward in our education.

Taking that then to the hazards that became clear is that I want to take that to the four particular environments, the coach and environment being where you actually coaching indoors, outdoors. And it was interesting in the way that came forward that the coaches on the whole, actually were able to identify hazards, regardless of their level of knowledge or experience, that didn't actually show that there was any difference between what they potentially saw as a problem, to their qualification, how long they've been coaching or that the hours that they would deliver. What seemed to be different, was what they would with the information how they reacted to situations. So I got a good people together yourself included so I went to the National Governing Bodies and what I would say in this point is this conversation is between you and me and my supervisor so it's not published so uncomfortable to talk about the facts of who you are as insurance company and the BHS and the other organisations when I'm writing this up formally you or coded so it's a normalised that in this context we know who I worked with.

So, I had the conversations with Pony Club, British Eventing, the BHS and their allied insurance brokers what came together overall was that there was a generally lack of centralised information across all three areas, or the relationship between the broker and the organisation. There was also a cultural of reaction rather than prevention, some of that was more or so with different organisations and there was also a difference in how the organisation perceived what the coach should or shouldn't be responsible for, which didn't come forward when I spoke to the coaches.

Some of the coaches presumed that they were covered and I use that word lightly particularly talking to you from their sugars perspective by their organisation when maybe they needed to be more responsible and I thought that was really surprising you know there was a culture of from one of the organisations - we have no accidents therefore we don't see any problem - and that for me was one of the higher risk activities that the coaches were

exposing themselves to do and I was frankly quite surprised by that, by that direct quote and also a slight delegation of responsibility to the coach or how they contacted it outside of the organisation. So, whilst the coaches might be on a database and might have been used because they were on the database the organisation wasn't accountable for the coach's behaviour.

I ran a thematic analysis; this came into two sections, so the first section was really how those three organisations and the insurance companies saw themselves, so that structured into the Roles and Responsibilities so that led into things like Process. Whether they thought the process was suitable or not, and this is where you know that protocol "we have no accidents therefore we're happy" the implications how they manage it and the Robustness of what they're doing. Whether they evaluated the practise of the coaches were not, and whose responsibility was it to educate the coaches but also to review Coaching Practise and there was quite a difference along those lines.

There was good cohesion between the organisation and their allied broker, they seem to be accepting of each other's roles and unbold within that but though there wasn't a cohesion across the industry the organisations across the three of them together.

The other aspect is that view of the coach. So, what status they had whether they were independent of the organisation or whether they were contracted, where the centre employee training establishment, that training established might well be from Pony Club centre, not we're just thinking about BHS or it could be contract, in the sense of delivering a training day for BE eventing etc so was organised formerly. The coaches practise and their effectiveness so, some of them were stating things like well if the coaches aren't very good we just don't use them. So, rather than actually facing the fact that they thought the coaches were problematic they just avoided the problem by not engaging with them. It doesn't really manage or education

So that led me to my second questionnaire and the aim of this was based around the findings from the first, so it's really wanted to understand what did an individual person the coach think about the risk within their own coaching

practise and whether that allied itself with the organisations would view as well

To identify any demand in demand in designing a tool and I use at word loosely it's I'm not sure what it might look like any question coaching which came from discussions with yourself and the organisations for my first study and to meet the needs to the coaches by what further support training could we give them

So they will be over watching the questionnaire - What did I found out from that - well few participants, we had quite a lot engagement study but only 114 completed - its quite hefty study and probably wasn't straight forward unless you were coaching and having to think about it.

We had quite a good age range, so starting from 23 to 69 - is a bit surprised not to have some of the 18-year-olds who can obviously coach at Level 2 from that um but had all been coaching that so some age from 3 to 52 years. All engaging in some form of coaching, but it ranged from nought to 50 there were quite a few who were very much on a part time basis and as we can see from the figure here on the bottom right, they all had a qualification now that information is somewhat biased because by the nature of my using an organisation they had to be qualified to be an on that organisations database, so it might be interesting to take this findings further and take out to a wide audience that maybe isn't associated, but that's just something that will be picking up in my, my discussion.

The other thing if I'm going to be critical of my discussion is that I never asked the question of when were you last qualified, so some of these may be qualified two years ago some of them may have taken their last qualification 30 years ago. I did not ask that question.

So that just gives an overview and obviously we got a male - female demographic was fairly representative of the question industry.

This is just a representation of equestrian. This is a representation of Q 16 which I've given you, which is predominantly qualitative, there was very few significant results when we looked at the qualitative view of the areas we talked about – coach, rider horse, environment so there was number significant difference really on looking at the gym see variants of their age their coaching qualification, or their hours coached so that nearly took me

down a qualitative route hence question 16,17. 18 was of more valued in my data than the previous quantitative questions that I thought we're going to produce and I didn't hence I've given you those questions.

What did come to light the question 17 was actually if they wanted to prefer to format were looking at some element of risk management training, and this isn't risk management identification, they all seemed quite aware of what was considered risky. What they weren't sure about is what to do with that information - and it led to more opportunities for decision making, whether that was on a smartphone app, and we can see that the templates and the hard copies were less familiar, also to talk, so a mentor and the paper based, was more wanting to be assured that we're doing things right so operating tick system - if I've done this I'm OK, which I think leads to that awareness that they not sure they are doing the right thing.

The last question bought in some emergent themes about what they wanted identified there looking further training so that was a reassurance, not necessarily to know about the risk as I said - they liked and I found it quite interesting that used to word liked - that there because it was hefty study they like the fact that it made them aware and when I spoke with XXX the other day he said what it's done was it's brought risk awareness from the back of his head to the front, it's made him more consciously aware of what may or may not happen, so they quite like the reflective exercise. When I looked at the themes that were drawn down from there was an element of what do they do in their practise, but also an element of what was considered risky or not. So, most of identified that they wanted some format template and templates the word I think that we're using for tool, something they could use to be the tick box, cross reference, identify there was quite a lot of selective language there that that we've got in that Word document.

Some of them were interested in whether it through the two showing best practise it would protect them, so elements of insurance, reduced premiums were mentioned but also Assurance about knowing they were doing the right thing if they needed to put a claim. And interesting if you wanted feedback on what was happening and how they could structure it

So when I put all this together and I'm at the stage where I'm writing this up now. I came up with a concept of information to the Working Party and we had those discussions which was what some time ago.

What really came to light in that discussion with yourself, we had five people on that the Coach Educators, yourself, and XXX, is that there wasn't really any cohesion across –

that you a hard copy of this specifically but that's something we could probably look at if we're going to talk about working with things. It's basically a Bowtie is identifying key hazard, in this case here it's riding a horse - the key hazard and the risk is that the event of something happening with the riders unable to control the horse.

We have barriers and things on this side of things so this is lack of wider ability, training area - these will link to my variables - an unsuitable horse, external distractions - moving down here, adverse weather conditions tack and equipment, coach not qualified and we've got barriers, escalating factors, exception that could go wrong - and here we've got control mechanisms that if we can actually reduce the likelihood of that hazard occurring, then the risk isn't going to be there because we're mitigating the hazard.

So, then we got control methods in these barriers so worst-case scenario with these controls are not in place, we then get things like the rider regains control by putting in place the rider has a fall resulting in injury - we could have the rider has anxiety created by the incidents of social anxiety. There may actually be rider fatality and here they actually maybe harm to the coach as well it is so that's the structured bow tie which really is accumulation of the thesis and the data that's come from it.

So that is all come together at leading me to bring in a professional discussion with yourself as one of the key contributors across two of the studies - is really to look at What has the data, from the studies generated and how that has fed back to the working party - does it meet your support anything within your organisation and review some of those key fight is key findings from question 16,17, 18 as I've just discussed in this presentation. So that's the end of my presentation and just gives you a sort of whistle stop tour of where I've got in the data and the data analysis and how I then start to do things with it.

So, from that I don't know does any of that surprise you or is there anything that that you would think I would have expected.

Section B - Discussion

SM (21.44)   I'm surprised this upbeat data return in respect of how people perceive the risk management elements to it because I think there's been a swing which doesn't surprise me in a way because of you getting a lot more of a younger age coming through now, I think probably 10-15 years ago I wouldn't expect you don't have very high response on everything this management paper orientation that's why I'm pushing so hard for us to find something that will provide some sort of platform shall we say, but gearing it towards what's going to be right and viable is the real stumbling block that we are having about the headache with a must admit. It's just it's, it's, interesting that you said about the PPE so I think that doesn't surprise me to be honest with you I think the perception is that we've got the right equipment in place that should be, that should be sufficient for what they perceive to be risk management and that education piece is quite concerning - which I would have said was somewhere, hasn't moved on in the last 10 or 15 years which, which, worries me somewhat and I think there's a bit of a reliance on, on, that preclude any risk and I don't think they quite understand that

that's not this supporting should a risk occur what we can do to it's good to fill the gap beforehand which is, that doesn't surprise me and I think that sitting with paper with returns is where I've always been with the this management element in equestrian world as you know it's quite a sea change still to get people to establish and understand what the risk management many years and I don't think they, they, get it at all and the education piece that's quite clearly.

JRW   I think, so I think we, what I'm seeing from the data and I when spoke to people is that they are not unhappy with their practise but they were relying on the perception that if they do certain things they'll be fine, but there was a responsibility for them to make it fine or to make it to make it that less likely whatever less likely is

SM   yeah

JRW   and I was I was really surprised when I looked at the crunching the data that there was no correlation between experience and awareness and when I looked, looked, at some other data in some other fields of maybe football etc was that the less educated coaches still saw the same risk what they did was they were tending to be over reacted to it and there became risk adverse because they didn't know what to do they could see the situation wasn't good and then would rather not do it, whereas the more experienced coaches could see a situation potentially wasn't - and could manage it to change it.

SM   I know it's quite extreme but bearing in mind I think Joanne did some work with your ladies as well, which I think they found it interesting bearing in mind then are new coaches coming into the world of the training element, is and I know it is a bit far out there but it's and I think it's a very long tail situation but trying to gauge with the qualifications or renewal process to give more education, not that I'm saying every year somebody has to be taking a test or anything but at least there's something available for people to be proactive around that education piece, that could be rolled out through the relevant qualifications, cause I think there's responsibility for those coaching bodies to have some sort of control over it - supported obviously by the insurance industry and provided by the insurance industry - but I do feel that there needs to be a re-invigoration of peoples knowledge which would dismiss the problems coz you've identified that there isn't there isn't a differential between the age range or the qualification or the experience - so we seem to have got the grasp of there is risk there but it's how it's delivered and how it's dealt with.

JRW   I would say that I did my, I did my driving test and past six weeks after I 17, it could be hot today and driving a fast car was driving at 60 and, and, then I did my advanced drivers about 10 years ago - brilliant I mean I did it my partner bought it for what it is a Christmas present -red letter days and I was like …oh God why is he done that however, it's really, made me see things slightly differently. I don't think I'm necessary a good driver I think you obviously have a bias, you would think you're doing the best you can get you only see what you only see you don't see what chaos you're causing around

you I've never had that with a major incident or tickets or anything like that so I don't think I'm a bad driver because of driving horseboxes on quite road savvy and Anne and I have them I learn alot after that but it reminded me of how most change the vehicles have changed and I just think that revision 30 years on possibly might, might be might be there 25 years on still you know that vehicles have changed everything stage one to assume that because I had a qualification a driving licence meant that I was still had currency.

SM   But if you recall, when we took our tests there was no written exam, they used to say go, go at and see if you can see that number plate and what's the stopping distance of X and you learn to the whole book h but obviously the row to get back three questions and that was it which is somewhat different now isn't it so I think it just needs to be relayed into that sort of side of the industry how you could do it I really don't know just that then depart your very unqualified people even further thanks you know and it would be about the enticing people into a qualified status if that's where the renewal of educational pieces are

JRW   I think that is a really interesting point actually and having had to you or Jo (Joanna) do that conversation with coaches at Hartpury who are relatively non-qualified in industry. They are academically qualified and it was interesting, the students perspective and also that sort, that sort of awareness of what they might do regards evidencing best practise to an insurance company because they wouldn't necessarily have, they might have to defend what qualification they've got to say their qualified and who's to say any other qualifications is better than one, depending on where you choose to coach invite me choose to coach with so you know very well that all these organisations offer some form of CPD some more or less than others but because of engagement in the coaching database and then coaches swap across database's they're making the CPD more flexible, which means that potentially you can do your hours in different environments but not necessarily and therefore I think somethings should be potentially I believe not should be would have value in being statutory like your first aid and safeguarding, so maybe some form of and I say I don't think they don't see

the risk I think they need to know what to do with it so I'm going to use the word very loosely him say decision making.

SM (29.21)   Yeah it's called perception isn't it. Its understanding that you say what do with the information that you have and this piece of we have CPD within the world of qualifications and everything else and there are some caveats to what we should and shouldn't do and we're also chartered so there's other areas and elements of getting what status you are suddenly appointed person in the charter business as well so I can foresee in the future something that would be a core element that could potentially be a cross coaching not just equine.

JRW (29.58)   Could be anything, anything well I think the military used the word situation awareness and that will you sponsor that and I'm actually going to talk to somebody from that industry to look at, I've been asked to do a piece from BHS and decision making for the assessors to not the coaches and then I asked why maybe because I, I recognise that it's something we need it doesn't mean to say that I know how to do it so I'm going to 3rd party who I know I can talk to and try and get the guides cos I think that military role where there is high risk to life and yet they're very calm because they have a process.

SM   Process, yeah there's cheques and balances for what they do. When I do some stuff with the RAF and an interesting Army as well, I sit on an executive coaching type program and a lot of them are service personnel and they have explained to me about how it's very structured and people within that industry very aware of the requirements to carry out their job, and it's part of their job and it's part of their job role, whereas I find with this sort peripherals or more commercial businesses CPD is sort of a tick the box exercise is not viewed and as the job.

JRW   So where do you think you know from the information that we've got from the coaches via my study your information and knowledge of the likelihood of supporting people for claims wrongly or rightly I mean I'm not judging any culprit.. is the word culpability - I'm not quite sure you know but could have protect both sides isn't it the coach from, from avoiding it happens evidencing that they were at their practise was where do you think you know

there's, there's opportunity or what do you think might be the opportunity that we can do to improve the situation?

SM (31.48)   It's a very difficult one because I'd always come into the industry not being at horse background myself, and said well, why is not a term or condition of the policy and was told quite that it will preclude all will be or would preclude quite a lot of cover in the event that there was a claim for example, and obviously you don't want to do that. The caveat to that is that it's the discipline then around tracking and probably what Jo mentioned to you about having paper trails in place that gives you the ability to defend yourself in the event of a crime. So, what we've done is an organisation is as much as we possibly can is to give guidance around what you should be doing in the event a claim should occur. Should the unfortunate happen because previously it was very, very cottage industry and you come in and there be no rider forms, they would be no course forms have been nothing at all in your literally trying to defend a claim which is downright impossible to be honest with you by the time you get to court if there's no information available so are sort of working is very much geared towards risk management. So if you take out policy with SEIB or via the BHS there are some quite stringent areas that clearly depicting questions asked around risk management which is, is there to prompt individuals whether it's yard or a freelance instructor to make themselves aware of what they should be doing, and also we provide a pack for them with the relevant forms inside who can complete how they wish to do that and how they wish to keep them or whether they go put them sort of electronically themselves or white label them completely up to them. We just want them to complete them and make them very aware if they're not completing then they should be completed providing insurance until we know that they've been made aware that they have this management is so report to them obviously keeping that momentum going and precluding it as a condition of the policy we don't do, but obviously it's the difference mechanism for themselves because in the event the claim occurs and they could have their claim still have the claim contacting how seriously the breaches turn of breach there might be some other circumstances such as quickly as exactly that may support the lack of documentation but don't want to get into that predicament to claim occur

JRW (34.14)   So that's cool, that sounds like it's potentially easier to manage in a training environment but less so with a freelancer who's in effect contracted by the client directly and that I guess is where the gap is, in in the data that that comes to light is that potentially the freelancers leave themselves exposed

SM   They do, it depends who they work for as well because I will see if they've got quite a stringent employer or contractor shall we say, they would have in requirements against in depending on who their insurance placements are with and again with any riding school livery yards adds we have stringent risk management question-set before application who apply for the insurance and also provided with the relevant documentation to which if there was an answer somebody coming to us as a new business we don't beginning management forms and manage them to understand why they need to do that for us to be able to and it does really depend on here that sort of top tier is

JRW   So it is a lot of which will be on your on the BHS coaching database and who take their insurance cover via the BHS which you provide for them. How does that work and what can, what potentially can we do to make it more robust?

SW   I think that because they're going through their accreditation with the BHS we're a bit hands off there. We do provide obviously relevant paperwork should be put within their packs but I think there's a good point there for an educational piece going back to the sort of association next year and that CPD element which I think would be advisable to look at something very core around it, even not a light touch but something was in real relevance remind somebody what they should be doing when they're taking a new client on - the whole process really. What they should be collecting information on - an obviously identifying not shock tactics by identify obviously keeping an eye on the near misses. Like you say we don't require from insurance forms of you but for that particular coach that gives them even from an educational point of view things that they might need to develop their own training skills on. Manage, mange in those near misses, which may be positioning of themselves or fence or an activity that actually could be the likelihood of the incident occurring could be reduced by reciting

SM   Yeah, if you turn it around another way we're a regulating organisation, we have to assess constantly our people that speak to people classified based on the telephone and that's done regularly spot cheques and what we do is identify where there's gaps and we can identify those gaps we can retrain again - so if you put in that principle into force you're trying to rely on what is individually or self-employed person is assessing themselves

JRW (37.18)   And I think that's showing up in the data that things happen, but they don't know what to do with it, which I think there was. you know when we muted the idea that there is a potential tool - system. I use the word 'cos I'm not sure what it might be that collectively might be able to produce I think there is an appetite for something.

SM   There's more appetite than I suspected coz I did think when we collected it right for years ago became very difficult everybody was quite well welded to their paper but I think there's a new generation now coming through and it's been enough time and other see advancements in technology that I think the timing is becoming quite right now and that's why I've been very keen so be able to access it. The problems that we've had is obviously around viability to do so I can holding on to data and how we access data and keep data secure and we should have platform you can look at many but we never launched think it was longevity if it was good enough and there was not enough data storage but there are means and ways now putting stuff into … people want to do it on their phones don't look around with a laptop or iPad or a desktop and they don't want to be transferring data remove that we gotta be quite wary as well that a lot of the yard and area in training and could be quite rural and think about the Wi-Fi connectivity in there as well this is quite a few anomalies to this is not a straight forward is something within their desktop type environment it's quite easy to manage that's the that's the issue we have.

JRW (38.56)   Well I'd love to be able to work with you on that basis of, you know, I do some other outdoor work non equine And you know there's a similar thing you're going to take some people out in the hills for the whole day how did you know that what they said is relevant - you know just maybe we've talked about producing - is this your horses as your equipment.

SM   I suggest that you need to do this shows that you actually have had that conversation means move the technology to at least sort of semi store it until you get into an area and we're just looking at it only meant we've got a project manager that's come out of our group is looking to help us but it's probably not going to commence until June and was throwing these elements that she's looking into it forward so rather than reinventing the wheel we we're trying different angles and I think having that sort of something that can viably have some sort of training programme when there is refresher as well reminding people needs to be quite simple but at the forefront of peoples mind.

JRW   I think the simplicity, finding something that's simple, some of the people put it simples come up in Question 18 - I don't mind what I use but I've got to find it easy - it's got to be quick - it's going to be convenient and the older generation are wide about getting it wrong and therefore it's like anything if it's simple and easy it will be done

SM   Yeah, yeah, the other thing we were thinking is trying to make it more so touchable and I say yes you've ticked a few boxes - is this person a beginner? How many hours, if they have ridden before their being off the lead rein, what's their age and then take a picture of the horse, or a video of the first initiation and such I know my daughter my and Coach - I'd like to, to get some videos so you can see how she's getting on and I have got videos all the way through but I can see positioning and how she is and how she speaks with him and the commands she does. It quite interesting.

JRW (41.10)   I think this technology away from this study is actually going to be something that Coaches are going to start to be developing. I am doing this work at, Hartpury University is actually, most coaches in other sports now will do some form of biomechanical assessment of a golf swing or a kick or a drill - why aren't we doing that in equine as normal not considered unusual and I think, therefore we also need to potentially look at how ,we use - what devices we use how is it because we easy to put it on clients phone. devices, or having something that they can access as a medium. So, I think that's something that would be really good to see if we could develop or even been involved with or even just having access to trial. I, I know this your

organisation does more than the BHS said from his perspective it might be an insurance broker to the ******* but I know you do so much more than that. Can I just ask you what do you think from my study, do you think the top three things might come out that might be relevant to, to yourself or insurance perspective

SM   I think they offered insurance perspective someday directly touch *** but I think they're certain elements to it that I find like key but we're on the right track we're thinking around the right reasoning behind it. My shocked one is probably the one that you emphasise that PPE thing to think in hindsight, yes I do get that naivete sometimes when speaking - I don't directly speak to clients anymore - I used to I definitely used to have the right equipment and blah, blah yes that's fine - but you been outside and assessed the arena and you been out to you know all these normal practicality things which I don't quite think that they point winner

JRW   Yeah I would suggest that I suggest aside I mean I said to someone in a conversation if you were to ride a motorbike with leathers and, and a full hat helmets one you have a choice in the risk of hurting himself but you should ride it the same way as if you were in a bikini, because it only comes into play once you part company from the bike - if you ride the bike appropriately you're not going to part company just because you're wearing appropriate things should change your behaviour in how you deliver a session. It might be we got issues psychological influence that if a rider has a body protector when they might feel better and therefore ride differently but that shouldn't be the coach's reason for why they wear the equipment and still very much to the fore front.

SM   Quite interesting I thought that might have changed a bit

JRW   But it hasn't not, not for what come forward, which is like there was a but that seems missing about doing research word it is it is that you actually try and find information that you don't perceive yourself, so from that point of view so I, I'm going to write this up and look at how we can relate this. XXX most quite keen to continue to do some work and I think he's contracted a lady to do some safety training which she in a small world has contacted me - about it without knowing that I knew and I still wait I think XXX was aware of something but it didn't just come from XXX that it had come from their

insurance companies were like I have got the heart to tell her that, not yet but we're going to meet for coffee soon

SM   But another thing we could put into practice in our tripartite arrangement then, with one of our girls to do the insurance elements to, to sort of sit there. Referral with exit might be quite helpful particularly we'd like to access more of the accredited trainers cause we don't have that direct route with them do we because they come through the BHS and it does concerns me somewhat I think the proactive ones which don't seem to have an edge to it you know the people, the right mindset will engage in that regardless of whether their newly qualified or they've been here 40 years yeah, they will engage in that and I think that's something that potentially from this study you and I might find a way forward without, by, by collaborating with the BHS and using it as a, a community. I don't like this only words that was buzzy words but being able to go actually, we don't have to be in isolation and they don't have to go through one, one party, so I think and health and safety has often been a big stick to beat you with Health and safety says we must when, in actual fact it shouldn't be the big stick it should be in the same way as safeguarding was something people worried about 10 or 15 years ago because I didn't know really implications of it and now it's, it's just considered normal.

SM   Yeah we need to have it in the same mindset that we're going froward with the insurance cause they do you feel I listen to some of the girls sometimes when I am in the office and, and you can hear that sort of push back that you get from freelance game, well you know for Fred and Fred sorts all that out and it's like well now you've got responsibility that you might be in a particular yard but your contract is that you are actually a consultant in actual terms and then if you start moving to other yards even more so, so if it was a call at some way of another you are the business. You're the responsibility we cannot rely on your third party employer, employee relationship because is it just won't stand up, so it's quite interesting to listen to these discussions that came through on The Pony Club that a lot of Pony Club coaches perceive that they were employed and that if they teach out of a Pony Club rally so in a rally that contracted out of the rally there was a conversation about, you know the perception was that teaching Pony Club when actually you are there teaching someone's child and at the end of the day that they are

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the worst in respect of longevity for incidents and accidents because if they're under 18 and the potential for the claim tile on there and we've seen it before, it's quite phenomenal. So you can end up quite a substantial claim up to 18 years later, if it's a little little, little tiny tot but generally supposed to be 14, 15 years later and most people are sensible but they're not for five years old. But we have seen them where they've come back and they've had press dictation through sort of But quite severe crimes and insurance a more nervous around child orientation and any other element of the acquired business type. So Pony parties, Pony Club you know that type of thing.

JRW   I also think there's an opportunity from the data that suggests right at the beginning that you organisations perceives that the coaches had a responsibility, well actually there's an organisational risk here and reputation risk if I was to cause an incident that had life changing effects, am I Jo Winfield freelance coach? or am I Jo Winfield BHS qualified coach? and therefore there needs to be a little bit of a buy in to the other organisations that actually who are you trading under who are you trading under Jo Winfield event rider and are you teaching eventing by that nature will be attached to the British Eventing, same with other associations is that they are supposed to be a BHS was there was a bit of an uproar that they changed their structured in their few years ago where you had to go through quite a few different hoops to become an accredited, accredited professional and the costs when up.

SM   The insurance cost didn't go up, it was how they position themselves to be more pedantic, but more specific around what they expected a coach to look like, whereas I think some of the other disciplines have literally just said oh, it ,you know it's, it's a benefit for being a member, but it's not really a benefit from being member it should be an it's a commercial policy and therefore should be treated like one. So maybe that's something that we can look at regards the expectations for coach to also source the right cover for themselves both in the sense of assurance of what they need to do an insurance to cover nearly out so quick. Developing that forward at the time I think we've had quite a vote, quite useful conversation.

JRW   I really appreciate that and I'll start to bring some of those concepts forward and I know that XXX put me in touch I'm talking openly about XXX because

you know your relationship BHS he's going to put me in touch with the ladies called Clare who's doing the course, the training course which I think is one of the first steps and she's meeting them today, actually coz she wanted to meet with me for coffee today and we couldn't so there is this sort of bizarre, you know small world happening and I would love the opportunity to go forward with your project development.

SM   Yeah even if it's just conscious awareness, or so I can contribute my experience because once we get the project manager on board because she's not, background and apparently Liam who runs a scheme said she's brilliant He's had a couple of meetings with her, she's been given to us by our great company and so she's completely exclusive from any questions which I think is really good because she's got that ability then to and she's quite dynamic around software capacity is a bit that I really need and she's a doer. From what I understand the really challenges the guys around the problems that we've all been struggling with, so hopefully, I'm hoping to start end of June. She's been a bit delay cause we wanted it may, as I said to you before, how much is another project in a different part of breaking group, but things are starting to move forward now so I probably do an intro with you guys, once we got her landed and she can then meet with the different people that had some interest on this project.

JRW   That would be super XXX and where I'd like to go once I complete my Dr it is I'd actually like to use this information to come out of the question is and to going maybe adventure Sports other allied areas they were talking about, you know Guiding, Scouts

SM   we went, we were looking at one particular point because she had a connexion somewhere with me NHS and we going to take their software offering and they've done some work for the NHS and it was around I think I think it's extreme mountain climbing or something and they produce something similar about assessing your risk service speakers within extreme sport quite interesting, they were very knowledgeable, what they come up with is really, really good so it's off then geared up towards general riding as well you know getting lost or having an accident, but we obviously wanted it from the commercial element from a risk management point of view is based on the investigation around transferable, so we obviously want it for

equestrian as it, that our main area, but there might be something in the coaching element that will help that as well. I think if it's if it's good and robust it ought to be transferable coz it's the process that should work shouldn't it, not be too specific

JRW   Thank you so much I'll let you come with this and start to write it all up. I've got one favour to ask is that I need a testimonial at some point about what we've done, delivered. Can I email you with a request for that formally what you need is alright XXX thank you very much for your time. I do appreciate it

SM   Nice to see you take care

JRW   Take care, bye bye, bye

Appendix 9. Testimonials

9.1 Chapter 6 BHS testimonial

Jo Winfield Testimony XXX X. Director of Education

Risk Management is critical for the equestrian sector. It enables us to reduce the significant dangers which can cause major challenges to the future of the sport, as well as to the lives of riders and horses. Understanding how to manage risk and embedding updates within the education pathway, both through formal and informal education, is essential to keep participants, coaches and horses safe.

I can not speak highly enough of the work and research conducted by Jo Winfield. She has been at the forefront of helping The BHS, along with Member Bodies from other disciplines, to identify and understand the challenges associated with risk management; ensuring we can consider both strategically and operationally the approaches we can take to manage the risk with our workforce across the industry. Jo's research has led to The BHS reconsidering our approach to risk management training for our workforce, especially our coaches. It has helped us enhance our relationship with our insurance company and ensure we utilise latest industry data to engage and support the training of the workforce.

Too often in research, there is neither a clear industry need nor any direct impact on future industry practices. This is not the case with the work of Jo Winfield. Her research is leading to significant changes in practice, which, in the view of the BHS, will likely lead to a decrease in the number and severity of incidents and potentially save lives.

The BHS would like to congratulate and thanks Jo on her work, her research and her findings.

XXX X. Director of Education
The British Horse Society

9.2 Chapter 6: SEIB testimonial

Jo Winfield Testimonial: By XXX X, Deputy CEO SEIB

Jo Winfield initially approached me back in 2019, Jo and I have known of each other through the British Horse Society, a long-standing client of my company. Jo requested assistance with her PHD in relation to the Risks coaches need to identify when working as a self-employed person. Jo who is a very competent coach and leader in the Equine world, clearly set out her objectives that she wanted to achieve for her thesis and requested assistance from my company, from an insurance perspective. With any work of this nature, she quickly established that you do need to realign yourself once the initial fact find of data and reports were undertaken and that it does take some time to understand the initial question you set yourself takes on many guises.

SEIB as a business had already experimented with an APP and client listening around Risk Management factors but having Jo on board gave the business a broader perspective of information and data not specifically insurance led. The working party 2nd July 2020 gave not only Jo a clearer perspective of where we should focus but also assisted SEIB as a business to re-evaluate the potential pitfalls that could occur on our own project. There were a few surprising results, however good data that gave a broad understanding of where the industry has progressed.

On deliver of the data collection from Jo on the 22nd April 2021 we could clearly see that the work SEIB had undertaken was also equivalent to the information Jo had extracted. This has allowed us to move forward with reinvestigating a suitable on-line software solution which we have now ramped up into a project within the SEIB group. We have asked Jo if she would be happy to continue to advise us specifically relating to equine coaching, however with Jo's broad equestrian experience this will allow us to utilise her skills into the Riding School and Equestrian establishments sector.

Jo has worked tirelessly on this project and has clearly tackled this thesis not only from an Equine perspective but something that could be relayed into other high

exposed sports to assist coaches when recognising risk and the tools that are necessary to proactively, asses, prevent or if removal of risk is not possible, mitigate.

From an insurance perspective Jo established that there is a huge disparity around the tools available to coaches but also how insures expect the information to be collected and stored. It was jointly discussed more could be done around the educational piece. Interestingly it was highlighted that there is no need for compulsory insurance cover to be a coach and potentially many were exposing themselves. Jo took on board this and understood that there needs to be a real push on education for coaches, she questioned how that could be accessed even taking on board that students should have more exposure to risk and perhaps requiring an Insurance / Risk section within any studies to be more intense, not just touched on as it currently is. She identified coaches were aware of risk but generally didn't have the tools or confidence to assess or protect.

Jo's journey with her thesis has clearly opened up her thinking on the components of Risk but the key to deliver is the education/communication. Being in the field, literally for equine coaches does also throw up the issues of online tools and accessibility. The industry has come far in the last 15-20 years but Jo has identified it needs to do a lot more. Guidelines and a central pooling of paper electronic trailing risk assessment would be the ideal solution, educational support from student through to professional another area of focus. It has been extremely helpful to have Jo's input in our work as I know this has for her whilst she has been undertaking her own investigations. We greatly value Jo's input and she has built up relationships with the SEIB team outside of our initial contact.

One of our specialists has recently provided advise virtually on an educational seminar with some of Jo's students as part of a wider educational piece which demonstrated the need to expand the communication with those entering the sector.

Jo has indicated this is not just a thesis for her but a lifelong project as it affects her and her fellow coaches in this industry. Jo will continue to work with us past her PHD and it has been a pleasure to have her on board supporting SEIB with their own Risk Management Development.

Appendix 10. Table 5. Summary Comparisons of literature

A review of literature related to risk management, risk models and equestrian risk was undertaken using google scholar, Scopus, science direct and Wiley databases, alongside key industry material related to risk. This identified key papers which have directly underpinned the development of the thesis from its onset to its final application and which were pivotal to its outcomes.

	Study	Research outline	Appraisal	Application to my research and the advancement of practice
1	Research in Transportation Economics Rail vehicles, environment, safety, and security (Matsika et al., 2013).	Discussion paper Focuses on rail wagon design with opinions stated on accident theories. Includes a critical review of analytical models, including the introduction of Hazard-Barrier-Target-Model and the development of more recent modelling such as Swiss Cheese Model, Bowtie Model, Fault Tree Analysis and Event Tree Analysis.	A simple structure, showing the development for the structuring and therefore the industry use of each model.	This paper underpins much of the terminology used in the glossary at the beginning of the literature review. These definitions and examples of hazard identification models cumulate with a Bowtie model. The use of which is then embedded into the evaluations and discussion points in the thesis.

			Consequently, it is easily adaptable to the equestrian / coaching industry.
2	HSE Research Report RR637: Optimising hazard management by workforce engagement and supervision (Trbojevic, 2008).	A Joint Industry Project (JIP) prepared by Risk Support Limited for the HSE to highlight concerns on how to improve workers' involvement in hazard management and deal with the lack of skilled workforce in the future. The key areas cover control of risk, control of risk management process, and workforce involvement.	A well-structured and formatted report that leads the reader through the process. Limitations maybe the environment of the project, which is focussed on the construction industry, with a requirement to synthesis the detail to equestrian coaching	This (HSE) report is applied into my development of the Bowtie to provide an illustrative model for use by senior management who have a responsibility for their coach's development. Evidenced by use within the glossary (literature review) and my recommendations in the PowerPoint presentation and the Executive report.
3	The roles of equine ethology and applied learning theory in horse-related human	A review of literature (28 articles) covering horse-related injuries to riders and handlers. Recommendations were considered on prevention strategies.	This is a literature review which focused on horse related incidents in Australia, it was well produced and holds currency with the authors who	There is limited literature on equestrian incidents in the UK, however due to similar cultures, the principles of this Australia paper targeting the sporting and

		The authors reflected that there was limited detail on the role that the horse itself played in the incidents. Despite several authors acknowledging the important role the horse played in many of the incidents, there was little specific detail about this role recorded. The emerging field of equitation science will contribute important insights that make horse-use.	continue to produce peer reviewed work with a global reach; McLean and McGreevy both founder members of the **International Society for Equitation Science (ISES).** **Discussion on advancement of the use of PPE linked to the reduction in incidents was considered, although there was no reduction in the frequency of the incidents. No discussion was given to any activity involved in teaching or training of horse or rider.**	leisure horse industry were considered relevant to the NGBs in this thesis and discussed in the literature review. The use of PPE and injury prevention were included into the questionnaire design.
	injuries (Hawson et al., 2010).			
4	Equestrian sport-related injuries: A review of current literature	This was a review of USA literature covering common equestrian injuries, epidemiology, mechanism of injury, risk factors, and prevention strategies, with an	The article focuses on articles from the previous three years but does not state how many articles were reviewed	As previously stated there is limited literature on riding incidents in the UK. This paper refers to English riding styles in

	(Havlik, 2010).	emphasis on the more dangerous aspects of the sport.	although four key papers were included in more detail. There is valid discussion on the use of PPE as well as education and safety awareness. Novice riders having an increased risk of injury (3x) compared to intermediate riders who were (5x) higher when compared to advanced riders, who were (8x) higher than professional riders. The focus and recommendations are on the improvement are on the use of PPE.	the USA within recreational and sporting equestrian activities. This has been included in my review of literature and within the questionnaire design.
5	Decision Making and Risk Management in	This work focuses on the ability for adventure sports coaches to make effective judgements regarding risk	There is a direct crossover to the type of coach in adventure sports (AS) and an equestrian	This paper is used in the literature review to bring in the awareness of this research in another

	Adventure Sports Coaching (Collins & Collins, 2013).	assessment and the possible consequences of doing this. The paper brings together the links between coach awareness, coaching practice with that of coach education.	coach in respect to similar degrees of risk. As the paper identifies, both (AS and equine) types of coach need specific technical skills, engage in levels of physical skills and frequently work in a leisure yet dynamic environment. Both activities have an embedded element that risk supports the sense of adventure or achievement by the participant.	comparative coaching industry. It is utilised in a progressive manner with the ongoing and future papers by these authors (see next two papers in this table). The conclusions on the need to identify coaching expertise is linked into the questionnaire design and the professional discussion on the continual need to develop coach education.
6	Integration of professional judgement and decision-making in high-level adventure	This paper moves forward from the author's 2013 research by linking the decision-making process with that of judgement making.	The range of approaches that the coaches utilised were considered to be similar to those experienced by equestrian coaches, as such	The methodology of this paper was considered and adapted to both study one – interviews with the NGBs and insurance brokers and study two – structuring the

| | | sports coaching practice (Collins & Collins, 2015). | Thematic analysis was used in sampling high level AS coaches. Results found that coaches used both practical and pedagogy skills to support their active decision making. | this paper was comparative to the equine industry.

The paper concludes by offering a template for a more expertise-focused progression in adventure sports coaching. | questionnaire design – engaging in the questions around coach awareness to support their decisions during their coaching.

Thematic analysis was used for the results from study one, as per the guidelines from this paper. |
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| 7 | Metacognition and Professional Judgment and Decision Making in Coaching: Importance, Application and Evaluation (Collins et al., 2016). | The paper expands upon the authors' previous work on PJDM framework, into how metacognition can be developed as training skill to support a decision-making process.

This is demonstrated by observation and interviews of the coaching training sessions.
Summary recommends the consideration of a mixed method approach within coach | The authors consideration on how a coach may be able to develop a metacognitive approach to their reflective process would be a readily transferable skill for equestrian coaches when engaging in hazard identification. | In my literature review this paper is used to consider the authors recommendations for skill acquisition in the development of generic sports coaching. These observations support the development of the coach as well as the coach educators – therefore linking to my research supporting the role of the NGBs as well as the coaches themselves in improving coach education and practice. |

		education to the further professionalising of sports coaching.		
8	Examining the perceived value of professional judgement and decision-making in mountain leaders in the UK: a mixed-methods investigation (Collins et al., 2018)	A mixed methodology on the value of judgement and decision-making. Web based survey to mountain leaders, followed by semi-structured interviews (n=8). Data suggested that judgement skills were transferable from other domains. These skills were facilitated through a reflective process enabling development of judgement making skills in the sporting context.	Relevant comparisons of the nature of the participants (riders) and equestrian coaches to mountain leader / adventure sports. Semi-structured interviews were analysed on same principles (Braun & Clarke, 2019).	The mixed method approach was used in the semi-structured interviews (study one) and questionnaire (study two), providing the opportunity for the participants to assess their professional views on their ability to identify hazards and risk. Data was in keeping with study findings that judgement skills (in a hazard identification) were transferable from other domains. Thematic analysis of data following guidance by Braun and Clarke (2006).

9	Building a successful university program: Key and common elements of expert coaches (Vallée & Bloom, 2005)	Interview of Canadian female coaches of basketball and volleyball (N=5). Part based on Chelladurai's Multidimensional Model of Leadership (Chelladurai, 1978, 1990) Data coded followed the guidelines of (Côté et al., 2016). Côté, Salmela, Baria, and Russell (1993) and Côté, Salmela, and Russell (1995). Coding was into meaning units, tagged and allocated a property.	While the paper is well structured and logical in its layout, the data analysis is not followed through in a thematic structure as per other review papers. Consequently, it is not the easiest paper to integrate into a wider context. It does, however, bring in prior research worth of recognition and review.	Provided relevance in the context of the commonality of the qualities identified in expert coaches. Hence, include within the review of literature. It is a valuable study to underpin the development of Study two becoming part of the synthesis of information in formulating the structure of the questionnaire.
10	Formal vs. Informal Coach Education (Mallett et al., 2009)	The article was produced as part of a coaching workshop in Beijing, linking the education of sports coaches and the accreditation process. The article takes a pedagogy approach to addressing both accreditation and development within coach education with	A reflective paper aimed to bring in debate over the terminology and use of formal versus informal coach education as a stimulus to developing scholarship in generic coaching practice.	Discussed within the review of literature on the language and use of terminology by other reviewed articles. Clarity should always be given on the explanation behind the

| | | the aim to stimulate wider discussion and debate on the issue. | The pedagogy principles can be applied to any coaching activity as the article is non-sports specific and lends itself to consideration to the equestrian environment where much of the coach's needs are self-selecting. | terminology used and its use in context to a study and the research.

Opportunities suggested for the identification of further coach education in the Executive report, and the Dissemination report. |
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| 11 | United Kingdom Coaching Pathways, Coaching accreditation processes. (BEq, 2017; BHS, 2017, BE, 2017 and PC, 2017) | A mixed source of information that has been produced by an awarding body and/or the NGB.

The source content is adapted to the requirements of the individual governing body. | These references represent factually based information that is freely accessible. They are not peer reviewed but deemed fit for purpose by their own publishing organisation.

Produced by an awarding body or the NGB themselves they provide up to date information for coaches, educators, or the lay person to access. | The information underpins the policies, procedure, and practices within coach education at an organisational level. Consequently, they have been utilised in the literature review as sources of information which underpins the NGB coach education and accreditation process. |

12	The use of reflective practice to support mentoring of elite Equestrian Instructors (Winfield et al., 2013)	A small (3) study focusing on self-employed equestrian coaches. A group of coaches – selected through purposive sampling were engaged in a distance mentoring scheme.

Data were collected via interviews and self-reflection. Thematic analysis was used to produce emergent themes. Key findings suggested the coaches developed a positive cognitive awareness of their own coaching ability. | A paper with a specific focus on equestrian coaching and support for the self-employed coach.

It builds upon the tryad relationship as well as the support received – or not from the NGB. | Awareness of the need of NGB to support the self-employed equestrian coaches was reviewed in the literature.

Similar practices from this paper were utilised for study one – thematic analysis and drawing down the emergent themes. |
| 13 | A system of safety management practices and worker engagement for reducing and preventing accidents: An | The paper was based around the concept of safety practices against statistical data (accident rates) and how to mitigate practices around accident prevention.

Data were acquired through employee surveys. | This paper is published in Accident Analysis and Prevention with the focus on industry practice. The research emphasis was on human factors (not related to coaching). | Considerations of transferability of the recommendations from this paper sit well with the need for equestrian coaches to engage in managing their own safety practices. This is reviewed through the literature. |

			The results recommend that the employees must engage in managing their safety practices.	Responsibility also lies with governing bodies to invest in appropriate systems to mitigate accidents and improve safety performance – as recommended in the executive report.
empirical and theoretical investigation (Wachter & Yorio, 2014)				
14	Safety-barrier diagrams as a safety management tool (Duijm et al., 2009).	The paper describes the use of Safety-barrier diagrams including Bowtie as methods in risk analysis and safety management. Key points are the identification of the simplicity of using a suitable model with non-expert stakeholders. The paper provides a framework that can link information from risk analysis with operational safety management.	The two aims for this paper are met by 1) description of the principles to draw valid safety-barrier diagrams. 2) discussions on how safety-barrier diagrams can support safety management.	The structure of how to use a safety diagram – a Bowtie is linked into the literature review and then embedded into the presentation and reports. The focus is on the simplicity and transferability of a Bowtie to a non-expert audience such as the NGBs

| 15 | Naturalistic decision making (NDM) (Klein, 1993, 2008) | The later article builds on NDM within research. NDM is set-in real-world settings, it enables those using NDM to respond quickly to be able to make decisions effectively. A key focus is aspects of human factors and how practical performance can be improved. | Although this article has been briefly used in my study, many other authors have synthesised this underpinning research into their own work. A such this is a key text for my research.

(Abraham & Collins, 2011; Nash et al., 2012; Collins & Collins, 2013; Gore et al., 2015; Wachter & Yorio, 2014)

The basis of NDM has been used in the military, through training to update their procedures and decision making and cognitive skills. | The value of the work by Klein underpins much of the research used within the literature review. The transferability to other industries (military – equestrian – coaching) is valuable in addressing the need for coaches to be able to make decisions in an ever-changing environment. |
| 16 | Risk behaviour and mental workload: Multimodal | The study focuses on risk behaviour of the rider when motorbike riding in a simulated environment. | Although this study is focusing on the rider as the participant (rather than the coach), the | Due to the limitation of equine specific risk peer reviewed work this paper provides a useful cross |

	assessment techniques applied to motorbike riding simulation (di Stasi et al., 2009)	The aim was to produce a model, accounting for variables which can be used to predict decisions when the rider is under pressure (uncertainty and risk). The study used a multidimensional methodology.	aspects of risk awareness and management have a cross over to equestrian riding research - when coaching under pressure - and the need to make decisions in the moment.	over and synthesis to the equestrian industry. It has been used in the literature review as awareness of the similarities for considering the range of variables that need factoring into the design of the Bowtie model.
17	Risk factors for cross-country horse falls at one-day events and at two-/three-day events (Murray et al., 2005)	This work involved a case-control study, aimed at identifying the variables associated with the risk of a horse fall when cross-country riding at an organised event. Coding of the level of event via logistic regression identified specific types of fences had an increased likelihood of a horse falling.	This study was the first to consider the variables in cross country falls due to the then recent increase in rider fatalities. Many variables were considered, including whether a rider had received any tuition. The design of fences and the manner of their construction was adapted from this study,	The study has been used in the literature review as it underpins the need to consider the value of decision-making across all aspects of training (the NGB, course designers, builders, coaches, and riders). This has led to the development of a safety committee in this NGB, modified fence designs coached competitions and minimum entry

		The results of the study were reported to the NGB for their consideration of possible interventions.	with the recommendations being taken on board by the NGBs, which has filtered through to the use of training and PPE.	requirements for horse and rider to complete.
18	Personality trait differences of traditional sport athletes, bullriders, and other alternative sport athletes (Rhea & Martin, 2010)	The focus of this paper was around, personality traits in male athletes. Zuckerman's Sensation Seeking Scale and Cattell's 16 Personality Factor Inventory were used to gain the participants views. There were significant differences between the two alternative sport groups and the traditional sport group. Key findings were suggested that alternative sports athletes may need to be coached differently due to their personality traits.	Considerations are given to the implications of coaching these athletes along with the recommendations that further studies should be considered in other alternative sports with an awareness of cultural, gender and ethical inclusion. Taking this methodology to the equestrian disciplines and the equestrian coaches would be a good development.	The transferability of the concepts that personality may influence the athlete and subsequently how they are coached is worthy of consideration. This has been integrated into the literature review as part of the decision-making discussion.

19	Validity and validation of safety-related quantitative risk analysis: A review (Goerlandt et al., 2017)	The review is based around quantitative risk analysis (QRA), which is used across a range of industries to improve safety processes. Both the theoretical, methodological and empirical contributions have been considered. The focus is on – the theoretic views on the validation of QRA, which features should be used and the effectiveness of different frameworks.	The paper reviews the QRA safety process to improve design, licensing, and operational processes. There are identified limitations, mainly the lack of any practical implication for decision-making.	Although this work is around a QRA process, the clearly identified limitations are also comparative to those experienced in the equestrian coaching industry. These have been discussed in the literature review around organisational risk models as a starting point for assessing the suitability of a model for use in the equestrian context.
20	Fault Tree Analysis – A History (Ericson, 1999)	This is a review paper, starting from the onset of the use of fault tree analysis (FTA) over 40 years ago. The paper discusses the use of FTA as a safety and reliability tool. It is based around a visual diagram highlighting relationships and fault paths. This can be	One of the initial uses of FTA was after the Three Mile Island nuclear power plant accident March 1979. Subsequent use for the Space shuttle Challenger accident January 1986. More recently it is being used by the Robotics industry.	In order to evaluate the use of suitable analytical or illustrative models, a range of models used across high-risk industries were reviewed.

		both qualitative and quantitative evaluation, allowing for the analysis of systems, and relationships between hardware, software, and human factors.	As a visually representative model it became modernised by the use of IT, however, other models have recently superseded its use/value.	This paper is part of the literature review on organisational risk models. Specifically, FTA.
21	The Bowtie diagram: a simple tool for analysis and planning in anesthesia (Culwick et al., 2020).	A review of analytical models (swiss cheese, fault tree) as a precursor to Bowtie in healthcare (anesthesia).	Industry introduction and development of the Bowtie as a planning method to be able to proactively identify and assess controls in a primary care 'never event' in healthcare. Recognition of the value of the Bowtie to provide currency in modelling and analysing risk within a top event.	The Bowtie enables aspects of prevention and recovery to be identified as a management method. In my research I consider that the Bowtie model can provide an illustrative picture (rather than an analytic tool) of roles and responsibilities via the specific identification of the risks within the workplace.

| 22 | Analyzing system safety and risks under uncertainty using a bow-tie diagram: An innovative approach (Ferdous et al., 2013) | This paper reiterates the structure of a Bowtie model, as a combined diagram of fault tree and an event tree as methods to mitigate accidents. Discussion is on areas of uncertainty and how this can be managed. It introduces knowledge transfer such as expert knowledge as ways to fill in the missing data, although this is suggested as undermining the credibility of formal risk analysis.

To demonstrate the ability to use Bowtie the BP Texas City accident is developed and analysed. | The paper is an extension of the use of a Bowtie, as a method to integrate additional analytical techniques. Work by Duijm (2009) is used as the bases for forming the Bowtie – structuring the relationships between the causes and consequences of an undesired event.

The paper goes into methods to address uncertainty and the mitigation of risk as an extension to the basic structure of the Bowtie such as fuzzy-based and evidence theory-based approaches and sensitivity analysis technique. | The Bowtie is a relatively new safety model for safety and risk assessment. Several papers focus on the illustrative properties rather than the ability to integrate additional analytical techniques and/or decision-making process.

Within my research I have chosen to use the Bowtie in its most straightforward format – as an illustrative model. This has been represented in the literature review – organisational models as well as forming a key element of the NGB executive report. |
| 23 | Bowtie Analysis as a prospective risk | Workshop delivered by Bowtie facilitator to 6 key personal in healthcare provision. | Healthcare management identifies the need to engage in | As with healthcare, the key findings in my research identified |

| | assessment technique in primary healthcare (McLeod & Bowie, 2018). | Initial 40-minute presentation including use of Bowtie in high hazard industries. | key personal to assess risk with an analysis tool.

Limitations identified to be able to support and resource the skills for personal to effectively conduct a Bowtie analysis in house. | that key hazards are known, and my recommendations are like those in this paper, that a more proactive approach should be considered by the NGBs as critical to improving the support to their coaches.

This has been represented in the NGB presentations and the Executive report. |