British Horseback Archery Association

Syllabus C

Syllabus C contains the main part of course material required for the BHAA advanced qualifications (both the Advanced Horseback Archer and Coach). These candidates must demonstrate detailed knowledge and advanced practical ability in horseback archery and the associated fields of riding and archery, insofar as they pertain to the skills required of a horseback archer. They have also demonstrated a good equestrian knowledge and an ability to critically assess safety.

The ***BHAA Advanced qualifications*** are a gold standard of expertise in horseback archery, where potential coaches or elite competitors can provide assurance of their skills.

Produced by the BHAA (O Curtis, S Harding, C Sawyer MRCVS & D Sawyer) in conjunction with EQL.
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BHAA Syllabus C contains 4 modules:

- Equine knowledge
- Riding
- Archery:
  Comprising 2 units: Archery theory & Archery practical
- Horseback archery knowledge

Candidates for Advanced Horseback Archer must study the majority of Syllabus C (though only point 1 of the practical archery unit) and in addition gain:

- Range safety officer (in Syllabus D)
  Comprising 2 units: Ground and Mounted RSO
- Referee training (in Syllabus E)
- HA1 - the HorseArcher 1 grade (in the IHAA grading system for practical horseback archery)

In addition to the entire contents of Syllabus C, **candidates for Advanced Coach** must study:

- Range safety officer (in Syllabus D)
  Comprising 2 units: Ground and Mounted RSO
- Assessment skills (available on request)
- Referee training (in Syllabus E)
- Coaching (Syllabus F, *which is in progress*), unless the candidate has an exemption from prior study of teaching or coaching – see APL below.

With regard to the Syllabus C riding module and archery practical unit – coaching candidates who cannot perform some aspects due to physical fitness or injury may instead describe in full how that move would be performed and taught.

Summary of required modules (and where to find them) for BHAA Advanced qualifications:

Syllabus	Module:	Component units:	Advanced Horseback Archer	Advanced Coach
C	Equine knowledge	(5 units)	✔	✔
	Riding		✔	✔
	Archery	Archery theory	✔	✔
		Archery practical	✔ (Point 1 only)	✔
	Horseback Archery	Knowledge	✔	✔
IHAA grade		Practical	HA1	
D	Ground Range safety officer - RSO(g)		✔	✔
	Mounted Range safety officer- RSO(m)		✔	✔
	Assessment skills			✔
E	Referee		✔	✔
F	Coaching			✔

NB: The assessments for the Advanced Horseback Archer and Advanced Coach qualifications may include content from Syllabus A and B too. Even if they hold the lower qualifications already, candidates should ensure that they have the required knowledge and skills, particularly regarding range discipline and etiquette.

Accreditation of prior learning

People in possession of the following qualifications (or higher) get an automatic pass on the following modules.

Equestrian knowledge	BHS stages 2 or 3 Pony Club C+ ABRS 8
Coaching	PGCE BHS PTT ABRS ITA Archery GB Instructor (or the older award of GNAS Leader) NFAS Coach Other sports coaching qualifications will be considered, please contact your examiner

EQUINE KNOWLEDGE

- ***For Advanced Horseback Archer***
- ***For Advanced Coach***

Unit 1
Safe and effective yard operation (Inc grooming, mucking out, field maintenance)

Unit purpose and aims
Learners should be able to safely and effectively perform a range of activities on the yard; handling horses, grooming and fitting bandages, rugs and travel boots. They should understand the basics of field maintenance, mucking out a stable and yard health and safety considerations.

Learner Outcomes The learner will	**Assessment Criteria** The learner can
1. Understand safe work practices	1.1 Operate safely around horses, with regard to: - appropriate personal dress and conduct, - yard setup - tidiness and cleanliness. Consider both the safety and welfare of horses and others as well as oneself.
	1.2 Lift in a manner to avoid back injuries and recognise potential hazardous situations
	1.3 Identify fire precautions
	1.4 Describe basic accident procedure for the workplace
2. Be able to handle a horse within the stable and yard	2.1 Approach and catch a horse safely in the stable. Put on a headcollar, ensuring correct fit
	2.2 Tie up the horse, using a quick release knot, noting the safety considerations of how and where it is tied up
3. Know how to maintain a horse in a safe grazing environment	3.1 Describe acceptable safe methods for turning out, handling and catching a horse at grass
	3.2 Describe what to check for in a field every day
	3.3 Describe a horse sick pasture and suggest ways to avoid or remedy this situation
4. Be able to lead a horse and hold it for treatment or inspection	4.1 Safely lead a horse and effectively in walk and trot
	4.2 Turn the horse safely and correctly when leading in hand
	4.3 Hold a horse for treatment or inspection
5. Be able to groom a horse	5.1 Groom a horse and identify items of grooming kit and know how they are used
	5.2 Pick out a horse's feet
6. Put on and take off a tail bandage	6.1 Put on and take off a tail bandage
7. Be able to prepare a horse for travelling	7.1 Select and fit equipment suitable for travelling a horse relevant for the distance travelled and weather conditions. Explain when and why you might choose not to put on boots, rugs or bandages on a horse.
	7.2 Fit travel boots and have knowledge of travel bandages.
8. Put on and take off a rug	8.1 Identify different types of rugs and the circumstances

	they would be used in
	8.2 Put on and take off a rug safely
	8.3 Identify correct fit and any damage/ faults existing on the rug. Identify potential problems in rugging up horses
9. Know about bedding and preparing a stable	9.1 Be able to muck out and prepare a stable
	9.2 Discuss different bedding options for horses and reasons for selecting them
	9.3 Describe appropriate storage of stable waste prior to disposal
10. Be able to tie up a haynet	10.1 Fill and tie up a haynet using a quick release knot. Be able to identify at least one positive and one negative reason for using a haynet

Unit 2
The Principles of Watering and Feeding Horses

Unit purpose and aims
Learners will know and understand the principles of providing food and water to horses

Learner Outcomes The learner will	**Assessment Criteria** The learner can
1. Have knowledge of the rules of feeding including watering	1.1 State the rules of feeding
	1.2 Explain the reasons behind the rules of feeding
2. Know how and when to feed and water horses	2.1 Recognise several types of hard feeds, (including unsoaked sugarbeet) and identify the difference between hay and haylage
	2.2 Explain the importance of cleanliness and the dangers of feeding poor quality foodstuffs

Unit 3
Fit, remove and maintain tack for exercise

Unit purpose and aims
Learners will be able to tack up and fit exercise boots. They will understand the importance of maintaining tack in clean condition and good repair. Learners will know how and why horses should be cooled off properly after work.

Learner Outcomes The learner will	**Assessment Criteria** The learner can
1. Be able to fit and remove tack for exercise	1.1 Prepare the horse in preparation for tacking up
	1.2 Fit suitable tack for exercise including: i) bridles ii) martingales

	iii) saddles iv) nosebands and bits v) breastplate
	1.3 Correctly fit a bitless bridle. Know the different types available and how they work
	1.4 Fit suitable boots for exercise
	1.5 Remove equipment after exercise and store tack safely and correctly
2. Be able to select, use and maintain tack. Know how to fit tack and remove for exercise	2.1 Identify parts of the saddle and bridle
	2.2 Identify a range of tack in common use and how to fit
	2.3 State the reasons for checking tack and equipment for: - comfort - safety - suitability for specified work Explain the consequences of using worn or dirty tack
	2.4 Clean, maintain and store tack in a safe and effective working condition
	2.5 Describe how to recognise ill-fitting tack and the appropriate action to take
	2.6 Describe the problems which may occur when tacking up or untacking
	2.7 Describe the procedure for untacking a horse safely and securely and the purpose of checking condition of horse after untacking
3. Know how to care for a horse after work	3.1 Describe a procedure for cooling a horse off after work
	3.2 Outline and explain the importance of the care of the horse after work This could include rubbing the horse's back down, brushing off the saddle patch, putting on a sweat rug, washing off and sweat scraping, then putting on a cooler so the horse doesn't get a chill. Be able to take into consideration the weather condition and apply knowledge sensibly.

Unit 4
The Principles of Horse Health and Anatomy

Unit purpose and aims
Learners will know basic anatomy and understand preventative healthcare and how to recognise injury or signs of ill health.

Learner Outcomes The learner will	**Assessment Criteria** The learner can
1. Be able to correctly identify the	1.1 Identify points of the horse

points, colours and markings of a horse	1.2 Describe the coat colour and markings using the correct terminology
2. Know the basics of equine anatomy	2.1 Identify the main bones & joints of the equine skeleton (be familiar with common names)
	2.2 Indicate the position of the main internal organs of a horse
	2.3 Give a basic description of equine dentition
3. Know the basic structure of the horse's digestive system	3.1 Describe the horses digestive system
	3.2 Describe the function of the horse's digestive system
	3.3 Describe why 'bulk' is important to the system
4. Know how to recognise a horse's health, welfare and condition	4.1 Identify what to look for at morning and evening inspections with regards to horse care and safety
	4.2 Recognise the signs of good health in a horse
	4.3 Give the horse's normal Temperature, Pulse and Respiration rate
	4.4 Describe signs of poor health in a horse
	4.5 Describe signs of unsoundness in a horse
	4.6 Describe signs of a horse having problems with its teeth
	4.7 Explain the importance for reporting when a horse is unwell
	4.8 Explain the reason for keeping records of heath.
5. Know how to recognise and treat minor wounds	5.1 Differentiate between types of minor wounds
	5.2 Describe how to treat minor wounds
	5.3 Give instances of when a vet may need to be called
6. Know the importance of Preventative healthcare	6.1 Describe the indications of worm infestation in the horse
	6.2 Describe how a worming programme is devised
	6.3 Name the vaccinations advised for horses and discuss the logic behind vaccination programmes

Unit 5
The Principles of Shoeing, Clipping and Trimming Horses

Unit purpose and aims
Learners will know and understand the procedures for clipping and shoeing horses.

Learner Outcomes The learner will	**Assessment Criteria** The learner can
1. Know the reasons for clipping and relevant welfare issues	1.1 Describe why and when horses may be clipped
	1.2 Describe welfare implications of clipping
	1.3 Differentiate between types of clip
2. Know the structure, function and potential problems of the	2.1 Describe the external parts of the horse's foot. Have some understanding of the internal anatomy of the

horse's foot	foot.
	2.2 Explain the functions and importance of the parts of the foot
	2.3 Describe the problems associated with long feet
	2.4 Describe the measures required to maintain a barefoot horse
	2.5 Describe the use of boots for barefoot horses
3. Know the procedure for shoeing, including the use of the farriers tools	3.1 Describe reasons for shoeing horses
	3.2 Describe the procedure for shoeing a horse
	3.3 Describe the well shod foot
	3.4 List farriers' tools and their uses
4. Know the procedure for removing a twisted shoe in an emergency	4.1 Explain how to remove a twisted shoe in an emergency

PROCEDURE FOR ASSESSMENT

All candidates will be assessed on their theoretical and practical knowledge of the entire equestrian knowledge module during 2 separate 1 hour long assessments – one practical-based session using horses as required, and the other classroom based; conducted by either a BHAA Advanced Assessor or a qualified riding instructor (eg ABRS ITA or above/BHS PTT or above). Groups will number no more than 4/6 candidates.

Should the assessor feel that knowledge and skills are sufficient in some units but not all, it is possible to award a pass in those modules only and reassess the modules that need further study at a later date.

RIDING

- ***For Advanced Horseback Archer***
- ***For Advanced Coach***

Module purpose and aims
The learner will be able to ride and work horses to a higher level than BHAA-2, showing a secure, supple, independent and balanced position. They will have a degree of 'feel' that recognises the level of the horse's way of going. They will build up a rapport and show respect for the horse being ridden. The learner will also be able to ride more complicated horseback archery tracks, and demonstrate a level of fitness and effectiveness for the level they are riding or competing at.

Learner Outcomes The learner will	**Assessment Criteria** The learner can
1. Be able work horses effectively in all gaits	1.1 Warm in the horse, assessing its suitability for horseback archery
	1.2 Walk, trot and canter whilst remaining in balance
2. Be able to Introduce a new horse to Mounted Archery. (This does not have to be practical; it can be discussed with the examiner. The key here is safety, and consideration for the horse, also the understanding that all horses are different, and react differently)	2.1 Introduce the horse to the equipment in an efficient but safe manner
	2.2 Desensitise the horse to the sounds of shooting
	2.3 With an assistant, begin moving the equipment on horseback ensuring the horse doesn't react to the more exaggerated movements
	2.4 Commence shooting, when it is deemed safe, and be able to explain why
3. Have knowledge of, and be able to ride school movements	3.1 Be able to ride figures of eight in walk, trot and canter in a balanced seat. Simple changes through trot is all that is needed at this level
	3.2 Understand the sequence of legs in canter, and in turn, the theory of canter leads. Be able to ride changes of lead in canter, via trot
	3.3 Ride a serpentine in walk, trot and canter (using simple changes) on a suitable schooled horse in preparation for more advanced archery tracks (e.g Polish)
4. Be able to demonstrate riding more advanced tracks	4.1 Demonstrate an arrow pickup in canter, whilst remaining in balance
	4.2 Demonstrate the Traditional Qabaq position in canter without shooting
	4.3 Ride a Polish track (or a simulated track, with changes of direction similar to a serpentine) in a balanced position, taking up the reins when necessary for turns

	4.4 Demonstrate and explain the position for extreme front shot, and extreme back shots, knowing potential safety considerations
	4.5 Be able to ride the extreme front and back shots in canter, whilst remaining in balance
	4.6 Demonstrate and explain safety considerations of the offside shot
5. Be able to ride horses sympathetically	5.1 Respect the horse, and be able to build a rapport while riding
	5.2 Ride and work in harmony with the horse
	5.3 Ride and work the horse within its capabilities
6. Cool the horse down after work	6.1 Show good etiquette at all times, using good warm up and cool down procedures
7. Have knowledge of the current riding hat safety standards	7.1 Show awareness of the current riding hat standards and their importance.

PROCEDURE FOR ASSESSMENT
Candidates will ride in a group of up to six candidates. The session will last approximately sixty minutes. They will ride with stirrups both in the school and on the track in the light seat. Canter work will be shown on both reins in the school. An instructor will be in the school to call out the exercises to be ridden.

This module must be taken at a specific assessment event.
It must be assessed by one or more people holding (individually or between them):
A riding instructor qualification (BHS PTT or above / ABRS ITA or above) and BHAA Advanced Assessor

Coaching candidates who cannot perform some aspects (eg arrow pickup or extreme shooting postures) due to physical fitness or injury may instead describe in full how that move would be performed and taught.

ARCHERY
Unit 1 – Archery Theory

- ***For Advanced Horseback Archer***
- ***For Advanced Coach***

Unit purpose and aims
Learners will have good basic knowledge of archery equipment; how it works and the importance of good maintenance and safety checks. Learners will understand the biomechanics of proper archery form, the importance of having a repeatable technique and can demonstrate this technique practically.

Learner Outcomes The learner will	**Assessment Criteria** The learner can
1. Know about various types of **bow**, how they are mechanically different and outline the parts of a bow and features that would preclude a bow from being used in horseback archery.	1.1 Demonstrate a basic knowledge of a variety of types of bow, including those not used in horseback archery (compound, Olympic recurve, flatbow, English longbow). It is not necessary that the applicant be able to shoot these bows, merely that they are able to recognise them and know a little about them. Understand that for horseback archery cutouts, shelves, rests, sights, stabilisers etc are not permitted.
Understand correct storage and treatment of bows and strings.	1.2 Explain the main kinds of bows that are used from horseback; including static and working recurves and the yumi. Recognise the difference between a static and working recurve and explain their relative pros and cons, together with their shooting characteristics and their use around the world. Recognise and describe the effect of straight, reflex and deflex limbs.
	1.3 String and unstring a bow using a stringer. String and unstring a bow using the step-through method, without twisting the limbs in doing so. Discuss the pros and cons of using a stringer or the step-through method.
	1.4 Check a bow for faults, cracks, twist etc. Check a bowstring for fraying etc and check serving and nock points.
	1.5 Explain how to set a nocking point on a new string, including how to set the correct height.
	1.6 Explain the additional factors that should be borne in mind when using, storing or caring for a bow made from natural materials. This should include the effects of heat and cold; humidity/moisture; limb twist; limb set ("following the string");

	warming the bow up and use of different string materials and types.
2. Understand the importance of correctly maintained and fletched arrows. Be able to carry out basic repairs to fletchings and to replace nocks, points and fletchings. Know the effects of variations in fletching type and size. Understand the concept of matching arrows to the bow and to each other, including spine, mass, fletching, points and nocks.	2.1 Explain the importance of maintaining arrows, including nocks, points and fletchings. Explain how to treat wet feathers, as well as ways of waterproofing feathers.
	2.2 Explain why feather fletchings are used in horseback archery and why they are less common in other forms of archery. Recognise and discuss the pros and cons of various fletchings, including: a. standard fletching shapes (shield and parabolic); b. 2- 3- and 4 fletch systems; c. Offset, helical and straight fletchings Discuss the pros and cons of wrapping/whipping/gluing the front and back of fletchings.
	2.3 Demonstrate the correct fletching of an arrow. Use of a jig is permitted, together with either glue or tape. It is not required that the ends are wrapped/glued/whipped, but this can be discussed.
	2.4 Explain the possible hazards of faulty nocks and points and how to check for them, as well as the correct procedure in the event of finding a fault. Explain the importance of having nocks that fit the string and demonstrate how to check for correct fit. Discuss the pros and cons of looser and tighter fitting nocks for horseback archery. Demonstrate replacing an insert style nock and point, including aligning the nock correctly with the feathers (and explaining the importance of this step). Explain how and why nocks might be splayed for use in horseback archery.
	2.5 Explain the concept of arrow spine and why it is important that arrows' spines be matched to each other and to the bow. Differentiate between static and dynamic spine and discuss the factors that may affect each, including arrow material/build; length; point mass and draw length. Explain the effects of under- and overspined arrows and the effect of shooting a group of arrows that are not spine-matched to each other.

	Discuss the effect of fletching on arrow spine. Demonstrate use of a spine table to find the rough spine of a given bow (for a given archer). Explain the steps taken to ensure that arrows are correctly spined to the bow. This should include discussion of bareshaft tuning and paper testing, including their usefulness for horseback archers.
3. Understand how a bow works, with reference to storing energy and the subsequent release of that energy. Understand the factors that contribute towards arrow speed and accuracy, as well as the effect of changing any of these factors.	3.1 Explain force-draw curves, including how to read them; how to measure for them and draw them; what information can be gleaned from them, with particular reference to concepts of "stack" and energy storage.
	3.2 Explain the meaning of "stack" and the desirability of high early draw weight, together with the effect of each on arrow speed and smoothness of draw.
	3.3 Explain the effect on arrow speed of limb mass; string mass; string material; arrow mass; incorrect spine; variations in fletching; draw length; draw weight and force-draw curve.

PROCEDURE FOR ASSESSMENT

Assessment conducted by a BHAA Advanced Assessor.

Archery
Unit 2 – Archery Practical

- ***Advanced hba requires point 1 (varieties of shot) only***
- ***Advanced Coach requires all of unit***

Unit purpose and aims

Candidates will have an ability to demonstrate a wide variety of different shooting methods used in horseback archery. This will include standard variations on the thumb- and Mediterranean draws as well as more difficult shots such as qabaq and offside. Candidates will be required to demonstrate use of a variety of quivers as well as different ways of holding arrows in the hand. It is intended that successful candidates will have sufficient knowledge to pass on these assorted methods to others, even if they themselves do not use most of them in practice.

Learner Outcomes The learner will	**Assessment Criteria** The learner can
1. Varieties of shot	1.1 Demonstrate and explain the techniques used to execute the following shots: a. Extreme forwards and backwards shots (demonstrating a proper degree of twist in the lower body to keep a consistent drawing position with the arms and shoulders); b. Offside shot (particular attention should be paid to ensuring that the bow is lifted well over where the horse's neck would be); c. Traditional qabaq shot (the drawing elbow should be below where the withers would be); d. Modern qabaq shot (i.e. twisting the body but not bending forwards); e. Traditional jarmaki shot ("behind the head"); f. Non-jarmaki downwards shot.
	1.2 Explain the main competition styles in which the shots described in 3.1 might be required.
2. Varieties of draw	2.1 Demonstrate, and explain the main features of, a thumb draw and a Mediterranean draw.
3. Methods of holding arrows	3.1 Demonstrate and explain, using the thumb draw and the Mediterranean draw, how to draw an arrow from a quiver and nock it to the string in a safe manner using the following quiver types: a. Thigh/hip quiver on drawing side (thumb draw only); b. Hip quiver on bow side; c. Back quiver.
	3.2 Demonstrate and explain how to hold arrows in the hand while shooting and how to reload from the hand using the following methods: a. 4 arrows in the bow hand, points up, thumb draw; b. 4 arrows in the bow hand, points down, thumb draw; c. 4 arrows in the drawing hand (Ottoman style), thumb draw;

	d. *X* arrows in the bow hand, points down, Mediterranean draw.
	2.3 Explain how it is possible to hold more arrows using each of the above methods.

CANDIDATE GUIDANCE Reference to arrows being in the quiver refers to a quiver that is legal under IHAA rules (i.e. attached to the back, hip, thigh, lower leg or waist).

PROCEDURE FOR ASSESSMENT

Practical assessment conducted by a BHAA Advanced Assessor.

These tests will be assessed in order in a single session (short breaks may be allowed at the assessor's discretion). The candidate should carry out the various shots while seated on a wooden horse or suitable equivalent (e.g. bale of hay), so that they are in approximately the position they would be in when riding.

#1: The candidate should demonstrate that they are able to execute each of these shots to a high level of proficiency.
Those *coaching* and *practical horseback archer* candidates who cannot perform some aspects (eg arrow pickup or extreme shooting postures) due to physical fitness or injury may instead describe in full how that move would be performed and/or taught.
Coaching candidates must demonstrate sufficient knowledge and understanding of the techniques to allow them to teach those techniques to already competent horseback archers (BHAA Intermediate horseback archer standard).

#2: The candidate should demonstrate a high level of proficiency in whichever style of draw they usually use. Their competence in the other style of draw should be sufficient to allow them to demonstrate that technique to somebody interested in learning it. It is not necessary to be able to teach it in depth or to be able to execute a shot with a high degree of ability.

#3: The candidate's competence in each style of holding arrows should be sufficient to allow them to demonstrate that technique to somebody interested in learning it. It is not necessary to be able to teach it in depth or to be able to execute a shot with a high degree of ability. Candidates should, however, be able to demonstrate a high level of proficiency in whatever method they usually use, which may be a quiver, holding in the hand or both.

HORSEBACK ARCHERY
Horseback Archery Theory

- ***For Advanced Horseback Archer***
- ***For Advanced Coach***

Unit purpose and aims
Learners can set up and run a standard training session or competition involving the Korean, Hungarian, Aussie, and Mamluk disciplines, or the Arena30 walk course. With reference they could set up or compete in the Polish, Qabaq, Modified Turkish events; they will also be aware of open field courses (though it is not necessary to set one up). Learners understand the IHAA grading system and postal matches and can enable club members to participate in both.
Learners have studied the ancient history of horseback archery and the development of the modern sport and can discuss these with knowledge and enthusiasm.

Learner Outcomes The learner will	**Assessment Criteria** The learner can
1. Know the IHAA Korean discipline rules (without reference to the rules)	1.1 Set up any of the IHAA Korean tracks (including K235(GP))
	1.2 Brief others on the rules
	1.3 Time and score a Korean event understand the variations for: • competition / HA grading • student grading
2. Know the IHAA Hungarian and Aussie discipline rules, the BHAA Mamluk90 and the Arean30 rules (without reference to the rules)	2.1. Set up: • IHAA Hungarian (with / without zones & Kassai 99m) • Aussie 2-3 • BHAA Mamluk90 track • Arena30 walk course
	2.2 Brief others on the rules
	2.3 Time and score a Hungarian, Aussie or Mamluk event. Score an Arena30 course.
3. Understand (with reference to the rules), the: • IHAA Polish • Qabaq • Simplified Turkish	3.1 Refer to the IHAA course database and discuss these courses
	3.2 Advise of any specialist skills or other considerations required to compete safely and competitively in these disciplines.
4. Be aware of some of the open field courses used around the world	4.1 Refer to the IHAA course database and discuss these courses, how they're set up and the specific riding and archery skills they require
	4.2 Advise of the particular health and safety considerations of open field courses
5. Understand the grading system	5.1 Explain the IHAA grading system
	5.2 Complete scoresheets and advise others on the requirements for any particular grade
6. Understand the IHAA postal matches	6.1 Set up and run, with assistance, an IHAA postal match
	6.2 Complete and return scoresheets
7. Demonstrate an interest in the ancient history of horseback archery and the	7.1 Discuss: • the history of horseback archery through the world, • the significant battles involving horseback archers,

development of the modern sport	• historic evidence of horseback archery in the British Isles.
	7.2 Discuss the resurgence of horseback archery as a modern martial art / sport in Hungary and Korea, and its subsequent spread. Know of the continuous study of Yabusame in Japan during the last 800 years.
	7.3 Name the main organizations and individuals involved in modern horseback archery
	7.4 Discuss the main horseback archery competitions that are held

CANDIDATE GUIDANCE – skills and knowledge

#1-6 Rules, Grading and Postal Matches
Candidates should study the relevant sections of the BHAA manual or view the information available on the IHAA website - www.horsebackarchery.info

#7.1 Ancient history of horseback archery
Candidates should familiarise themselves with the content of the historic sections in the BHAA manual

#7.2-7.4 **Recent history of horseback archery**
It is suggested that a candidate could discourse on:

- The major organizations within horseback archery worldwide, including WHAF, IHAA and the Kassai school and its derivatives.
- The main competition types used by each organization, and differences in style.
  eg. WHAF do not recognize the Hungarian event as it is not recorded historically, the Kassai school practices almost exclusively Hungarian (now with a rotating target)
  eg. a preference for faster horses within WHAF and slower horses in the Kassai-based systems
  eg. The Kassai School's emphasis on shooting from the hand
- The openness or otherwise of each major organization.
- The major events worldwide, including WHAC, EOCHA, Al Faris, the European Grand Prix Series, and theKassai World Cup
  ie. a basic description of the competition format, location (and whether fixed or changing from year-to-year), disciplines / events included
- The IHAA postal matches
- The main figures within world horseback archery.
  ie. applicants should recognize the names and involvement of individuals such as Kassai Lajos, Grand Master Kim Young-sup and Abdul Majid (Christian Schrade).

PROCEDURE FOR ASSESSMENT
Discussion and practical assessment conducted by a BHAA Advanced Assessor