EQUESTRIAN AUSTRALIA



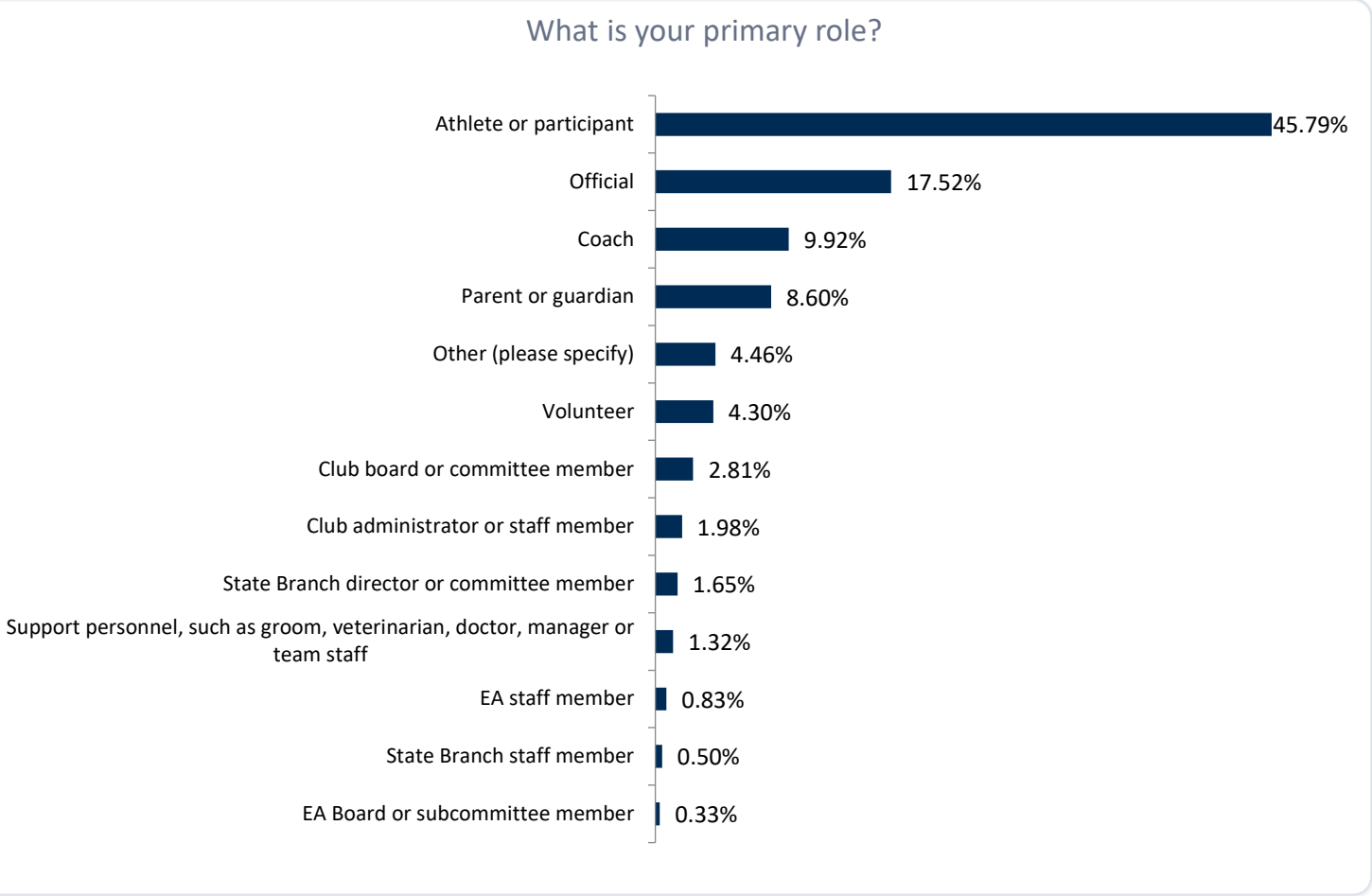
INTEGRITY AWARENESS AND EDUCATION SURVEY

Presented By:

NATIONAL INTEGRITY TEAM

Survey snapshot

A broad response base, with role-specific branches and common questions.



605

participated

What the response profile tells us

- Athletes or participants form the largest role group.
- Many respondents hold more than one role across the sport.
- The role branches vary substantially in size, so smaller cohorts should be interpreted cautiously.
- Role-specific design is essential. A single learning pathway will not fit all groups.

Whole-of-sport findings

The common questions show strong appetite for practical, role-relevant and accessible education.



ACCESS

Awareness and course navigation remain barriers. Respondents want one clear place to find role-specific learning and guidance.

DESIGN

Short online modules, written guides, role scenarios, videos and regular updates were all nominated as useful formats.

PROPORTIONALITY

Keep requirements concise, recognise equivalent learning, explain why training applies and integrate completion into existing processes.

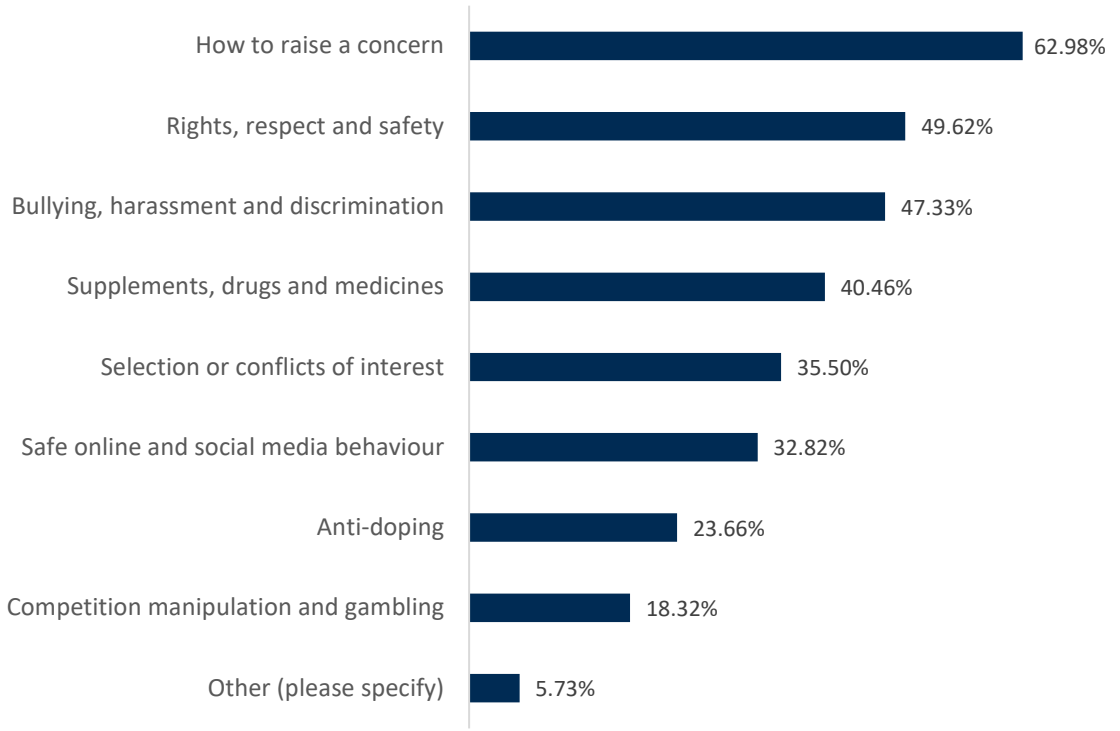
Cross-cutting message: education must be matched by visible, consistent follow-through on concerns.

Athletes and participants

Safety, reporting and practical relevance are the core education needs.

ATHLETES **n = 173** Primary role branch

Which athlete-focused topics would be most useful to you?



Priority topics

Rights, respect and safety; bullying, harassment and discrimination; safe online behaviour; raising a concern; anti-doping; drugs and medicines.

Preferred approach

Short, level-appropriate modules supported by videos, written guides and information included in event or squad briefings.

Implementation signal

The branch tested support for required education in national, international and high performance programs.

Athletes and participants: proposed response

Build confidence to recognise concerns, speak up safely and access role-relevant guidance.

KNOW

Rights, expected behaviour and the integrity topics relevant to participation.

ACT

How to raise a concern, seek support and choose the correct pathway.

APPLY

Anti-doping, medicines, online behaviour and practical scenarios by level.

Delivery: short, level-appropriate modules supported by event and squad touchpoints.

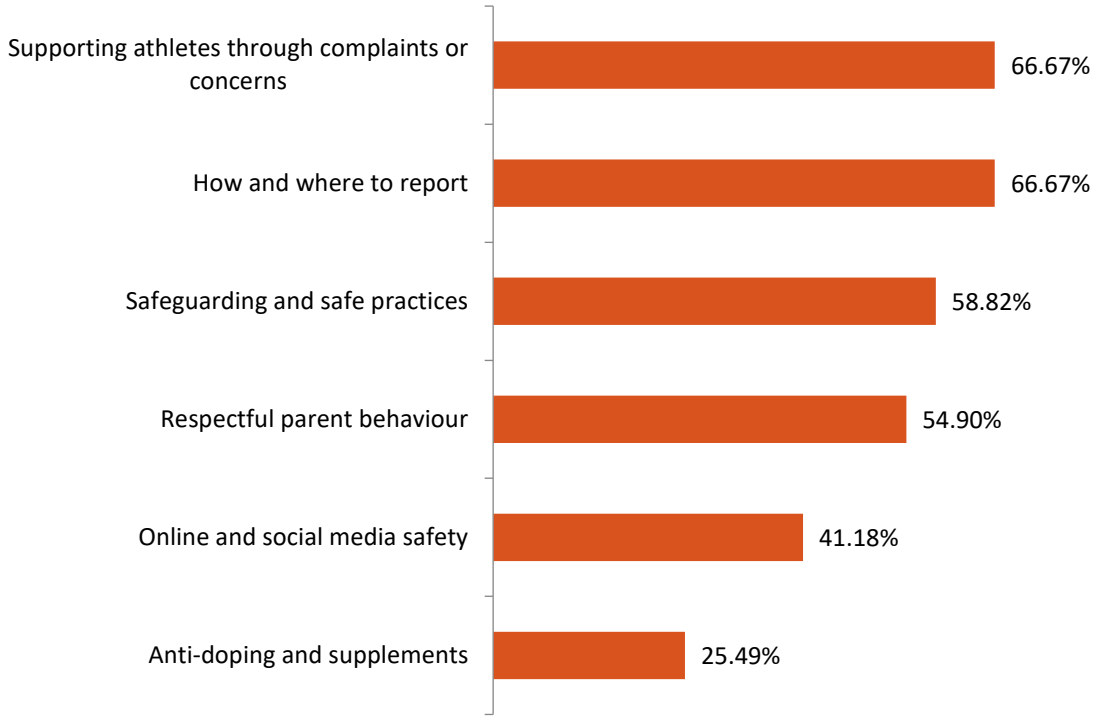
Parents and guardians

The parent branch centres on safeguarding knowledge and knowing where to seek help.

PARENTS

Small cohort: interpret directionally

Which parent-focused topics would be most useful?



Priority topics

Safeguarding and safe practices; how and where to report; respectful parent behaviour; online safety; anti-doping and supplements.

Knowledge focus

Build confidence to recognise behaviour that may require safeguarding advice or reporting, and make support pathways visible.

Role threshold

Safeguarding awareness is particularly relevant where parents hold formal team, support or pathway responsibilities.

Parents and guardians: proposed response

Give parents clear, practical information to protect and support young participants.

RECOGNISE

Plain-language examples of safeguarding concerns, expected adult behaviour and online risks.

RESPOND

What to do when a child shares a concern, including immediate safety and support considerations.

REPORT

Simple contacts and decision support showing where and how to seek advice or report.

Recommended delivery

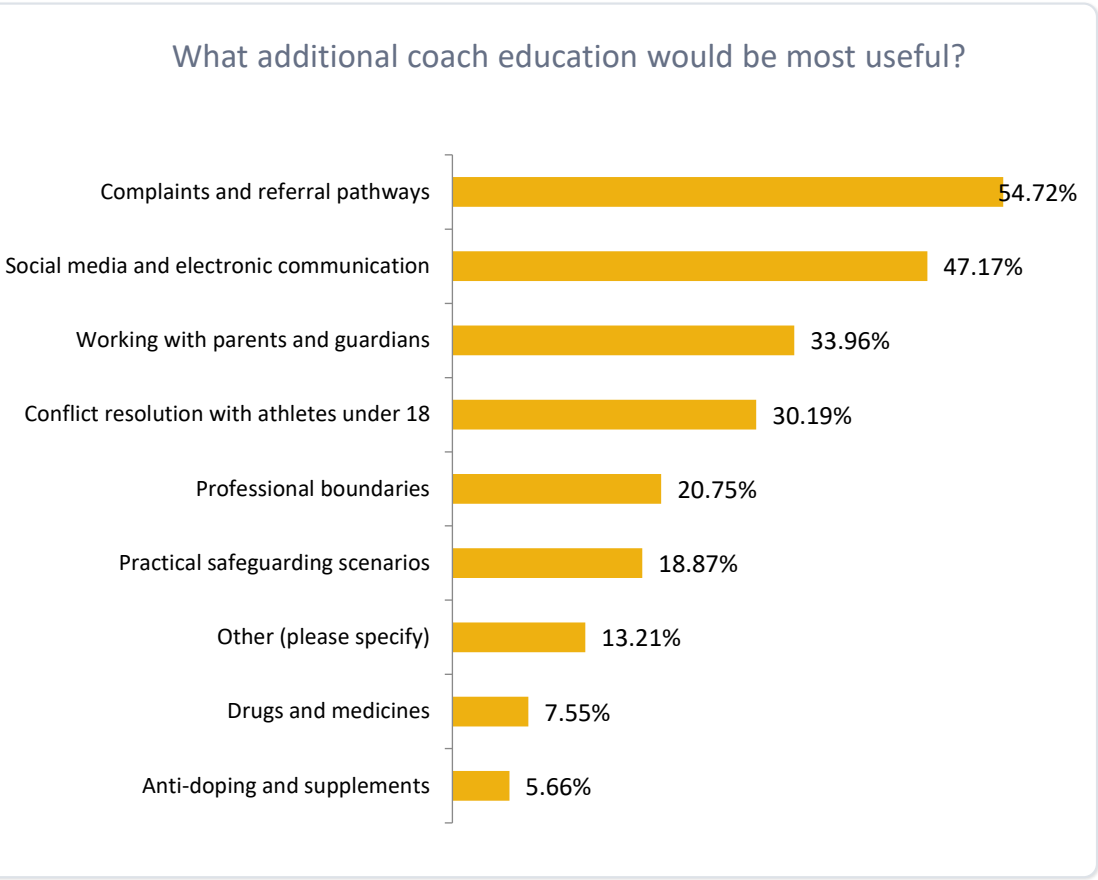
- A short parent awareness module
- A safeguarding and reporting guide
- Information embedded in team, pathway and event communications

Coaches

Coaches want practical scenarios, clear pathways and learning embedded in accreditation.

COACHES

Accredited or active coaching branch



What coaches asked for

Practical safeguarding scenarios, conflict resolution, professional boundaries, complaints and referral pathways, anti-doping, medicines and social media.

Confidence framework

The survey tested boundaries, under-18 communication, responding to disclosures, reporting, conflict, online behaviour and anti-doping responsibilities.

Delivery signal

The branch tested accreditation linkage, refresh frequency and likely completion when content is concise, relevant and recognised.

Coaches: proposed response

Embed practical integrity capability into the coaching pathway.

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ON ENTRY

Core safeguarding, boundaries, reporting and member protection.

IN PRACTICE

Scenarios on disclosures, conflict, parents, medicines and social media.

AT RENEWAL

Concise refresh when policy, role risk or accreditation requirements justify it.

Design principle: recognise prior learning and keep every requirement directly relevant to coaching responsibilities.

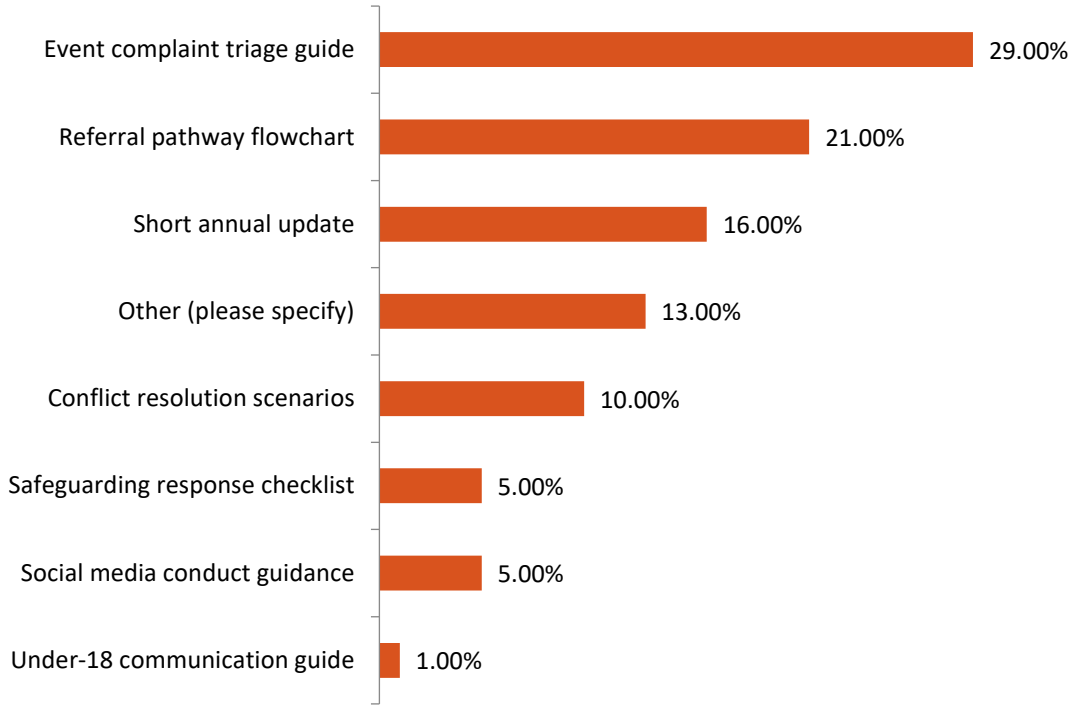
Officials

Officials emphasise event-ready tools, neutral decision-making and confidence to refer concerns.

OFFICIALS

Largest professional role branch

What additional coach education would be most useful?



Practical resources

Event complaint triage, safeguarding response checklist, conflict scenarios, under-18 communication, referral flowchart, social media guidance and annual updates.

Capability focus

Difficult conversations, de-escalation, complaint response, safeguarding recognition, referral, neutrality and appropriate boundaries.

Accreditation signal

The branch tested required education before accreditation or renewal, refresh frequency and completion by due date.

Officials: proposed response

Provide event-ready tools and build confidence to act neutrally, de-escalate and refer.

EVENT TOOLKIT

- Complaint triage guide
- Safeguarding response checklist
- Referral pathway flowchart
- Under-18 communication guide
- Social media conduct guidance

CAPABILITY PATHWAY

- Difficult conversations
- Conflict de-escalation
- Neutral decision-making
- Responding to concerns
- Knowing when to refer

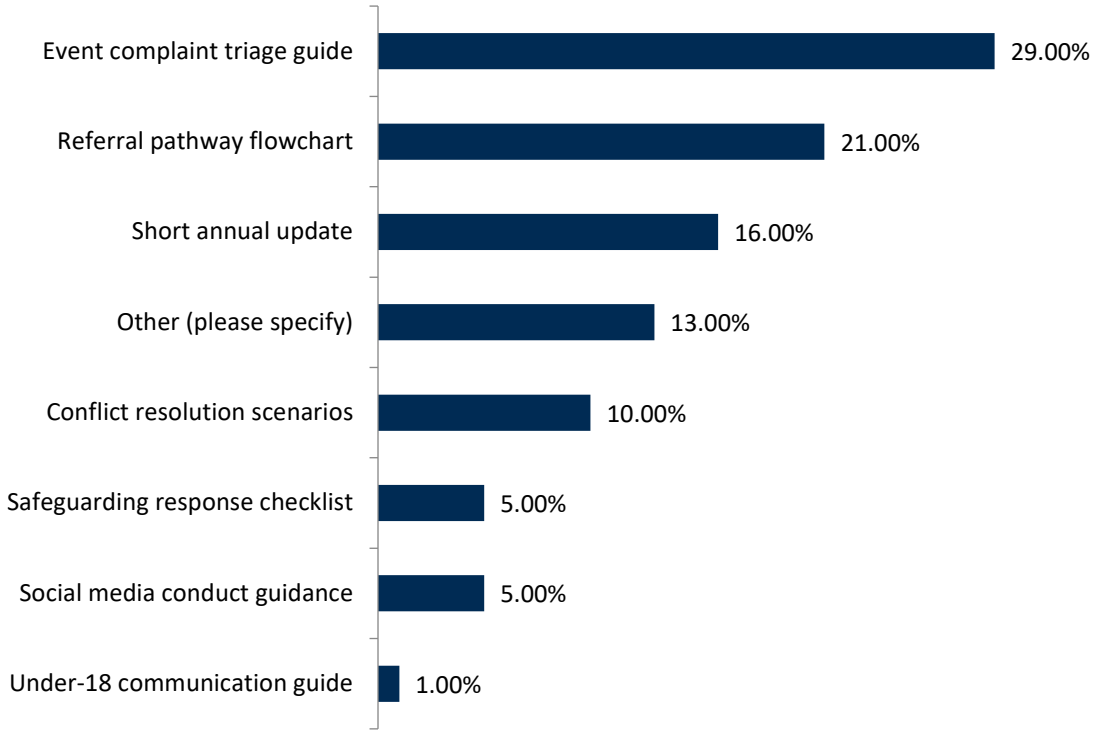
Volunteers

Volunteers need short, practical guidance, with safeguarding and reporting made easy to access.

VOLUNTEERS

Small cohort: interpret directionally

Which short resources would be most useful?



Priority resources

Safeguarding basics; how and where to report; expected behaviour; event scenarios; respectful communication and social media guidance.

Induction approach

Use one short role-specific module supported by a checklist, visible contacts and event-ready guidance.

Safeguarding threshold

Education should be matched to direct contact with athletes under 18 and the responsibilities of the volunteer role.

Volunteers: proposed response

Make the minimum standard clear without creating an unnecessary compliance burden.

1

INDUCT

A concise induction module covering conduct, safeguarding and reporting.

2

EQUIP

A one-page checklist with event contacts and escalation pathways.

3

REINFORCE

Short reminders at role allocation, event briefing and annual renewal.

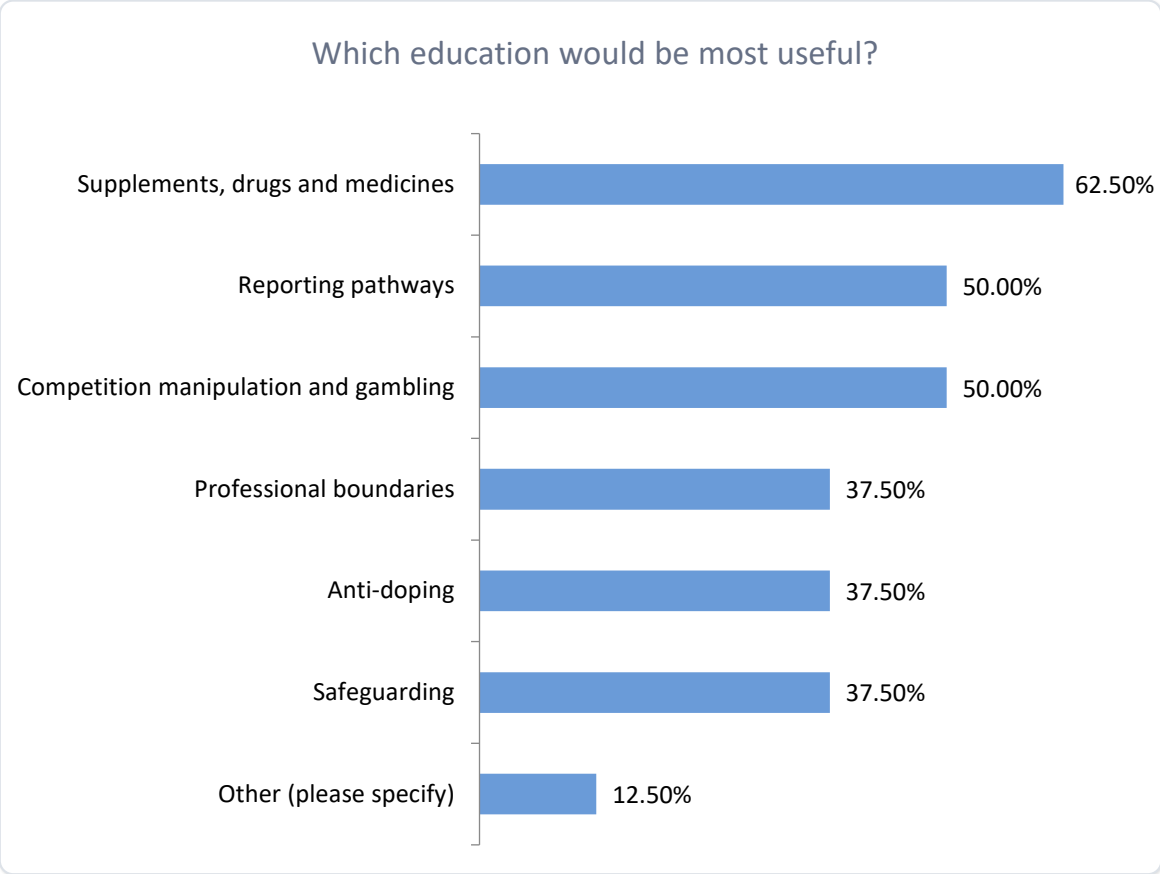
Recommended outcome: volunteers know the expected standard, the immediate action to take and where to seek help.

Support personnel

Specialist roles need targeted guidance on safeguarding, boundaries, medicines and anti-doping.

SUPPORT PERSONNEL

Very small cohort: interpret cautiously



Priority education

Safeguarding; reporting pathways; anti-doping; supplements, drugs and medicines; professional boundaries; competition manipulation.

Risk-based design

Match content to the specialist role and whether the person supports athletes at levels where testing may occur.

Implementation threshold

Prioritise national, international and high performance environments, while keeping guidance accessible to all support roles.

Support personnel: proposed response

Create a specialist pathway that recognises professional expertise while addressing equestrian-specific risks.

FOUNDATION

- Safeguarding recognition
- Professional boundaries
- Reporting and referral
- Expected conduct

SPECIALIST

- Anti-doping responsibilities
- Supplements and medicines
- Testing environment risks
- Role-specific scenarios

RECOGNITION

- Recognise equivalent learning
- Avoid duplicate requirements
- Provide current updates
- Record completion where required

Recommended outcome: concise, specialist and proportionate learning linked to the actual risk and responsibility of the role.

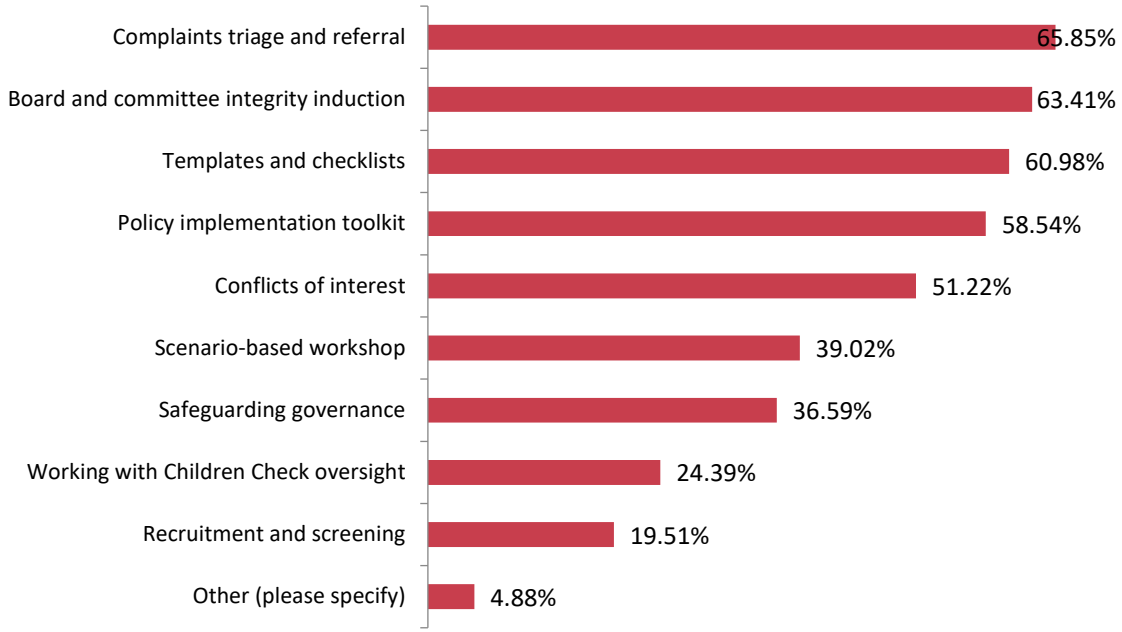
Club, state and national governance roles

Governance respondents want tools that translate obligations into repeatable organisational practice.

GOVERNANCE

Club, State Branch and EA administration or governance branch

Which education or support would be most useful?



Priority support

Board and committee induction, complaint triage, safeguarding governance, recruitment and screening, Working with Children Check oversight, conflicts and policy implementation.

Operational tools

Templates, checklists, clear referral pathways and scenario-based workshops were included as practical support options.

Appointment and refresh

The branch tested education on appointment for people with governance, complaint-handling or safeguarding responsibilities, plus periodic refresh.

Governance roles: proposed response

Translate integrity obligations into repeatable club, State Branch and national practice.

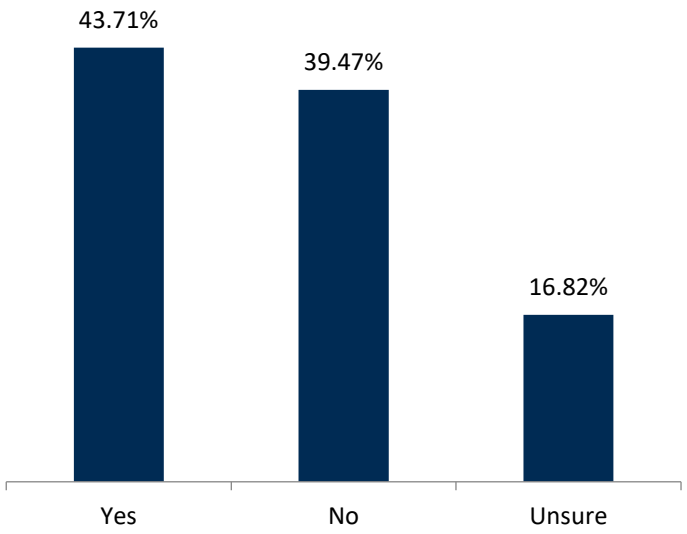
INDUCT	Board and committee responsibilities, conflicts and safeguarding governance.
OPERATE	Complaint triage, recruitment, screening and Working with Children Check oversight.
EQUIP	Templates, checklists, referral pathways and policy implementation tools.
REFRESH	Reconfirm learning when responsibilities or policies materially change.

Recommended outcome: governance education connected directly to appointment, delegated responsibility and practical organisational controls.

Awareness and reporting baseline

The early survey questions identify where navigation and pathway clarity need attention.

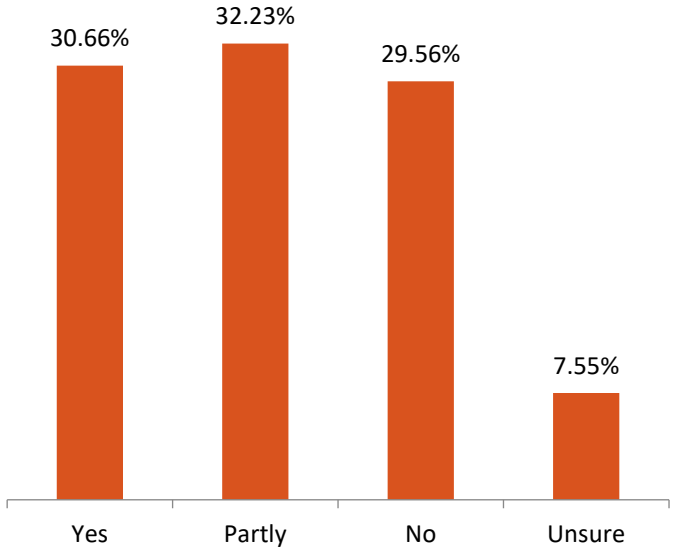
Do you know where to find integrity education relevant to your role?



FIND EDUCATION

Make role-relevant learning easy to locate from one clear entry point.

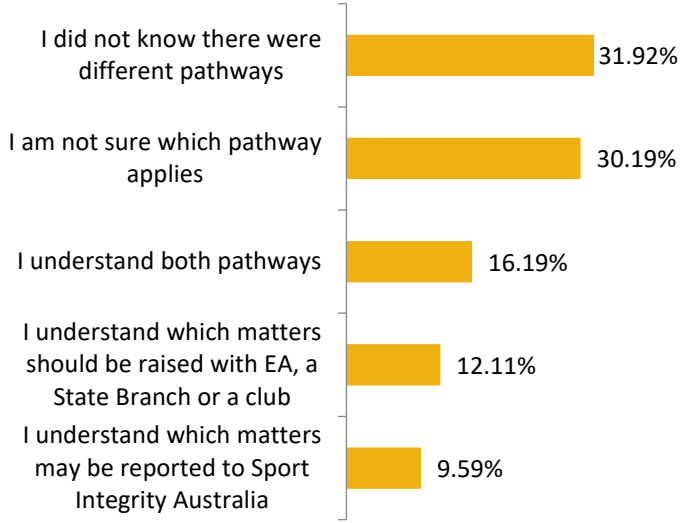
Do you know where to report an integrity concern or complaint?



REPORT A CONCERN

Show clear contacts and distinguish advice, complaints and integrity reporting pathways.

Do you know where to report an integrity concern or complaint?



CHOOSE THE PATHWAY

Use plain-language decision support so members can identify which pathway applies.

What effective education should look like

Respondents favour accessible formats and proportionate requirements.



FORMAT

Lead with short online modules, supported by written guides, scenarios, videos, webinars and practical toolkits.

LENGTH

Keep individual learning units concise and allow the topic and role risk to determine depth.

RECOGNITION

Recognise equivalent recent learning and avoid unnecessary duplication across roles or accreditation systems.

Design test: relevant to the role, easy to access, practical to apply and proportionate to responsibility.

Education alone will not build trust

The qualitative feedback repeatedly links education with visible leadership, consistent handling and transparent follow-through.

1

LEAD

Model the expected standards at every level of the sport.

2

CLARIFY

Make advice, reporting and complaint pathways simple and visible.

3

SUPPORT

Protect and communicate with people who raise concerns in good faith.

4

FOLLOW THROUGH

Demonstrate timely, fair and consistent responses when concerns are raised.

Implementation principle: pair education with credible systems, clear communication and visible accountability.

Category comparison

A common foundation can be retained, but each role needs a different practical emphasis.

CATEGORY	CORE OUTCOME	ROLE-SPECIFIC EMPHASIS
Athletes	Speak up safely	Rights, bullying, reporting, anti-doping
Parents	Protect and support	Safeguarding, reporting, online safety
Coaches	Set safe boundaries	Scenarios, conflict, referrals, medicines
Officials	Act and refer	Event triage, neutrality, de-escalation
Volunteers	Know the basics	Safeguarding, contacts, conduct
Support personnel	Manage specialist risk	Safeguarding, anti-doping, medicines
Governance	Build the system	Triage, screening, conflicts, toolkits