Assessment Criteria for Advanced Coach Certificate

All skill criteria are essential and must be met to be at the required level.

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| **Skill** | **Action Required** | **Proficient** |
| **Pre Session Checks** | | |
| Check Passport | Inadequate, not all modules completed and up to date. | All required Modules / certificates present. Along with additional evidence of learning. |
| Riding Ability | Has ridden or is riding below the level that is required OR inadequate evidence to demonstrate equivalent level demonstrated through coaching. | The coach clearly has the ability to ride or has ridden in past at British Eventing Novice Level or British Dressage Elementary Level or can evidence equivalent level through coaching. |
| Risk Assessment | Inadequate group risk assessment.  Unaware of potential hazards and no action taken to mitigate them.  No emergency procedure in place.  No visual check made prior to session. | Written group risk assessment.  Visual checks carried out and understood before the session started.  Emergency procedure in place and explained. Correct number of volunteers in place and briefed.  The coach is confident in discussing risk management and able to effectively identify and manage risks, encouraging others within the environment to take responsibility to safety. They are able to develop risk management strategies and monitor and review safety within the environments they are coaching. They are able to comfortably manage risk while enabling participants to **explore** their potential without compromising safety. |
| Programme Planning | Has a series of individual session plans that are inadequate and not specific to groups/individuals and show inadequate, linked progression or development of the participant. | The coach is able to develop outline plans for termly/6 months or more to support participant’s skills, social/emotional or therapeutic development. Plans show relevant goals through the programme and clear expected outcomes. They are recognised as forward plans and the coach is able to respond and evolve the plans according to progress made and goals met. |
| Personal Values and Coaching Ethics | Inadequate explanation of personal values and how they translate into coaching practice. Inadequate codes of conduct evident for participants/volunteers or other coaches. | The coach has formed a clear coaching philosophy based on values and sound underpinning knowledge of coaching in an RDA setting. Is able to identify the approach they take which is underpinned by their philosophy.  They are able to develop a code of conduct for coaches and participants. These codes are appealing and phrased in positive terms with high standards of behaviour expressed. |
| Leading and supporting others | Inadequate leadership skills evident and little confidence in working with others to deliver the session. | The coach is able to lead coaches, volunteers and professional support to develop positive learning environments. The coach is an inspirational individual who is able to share a good vision and leads by example with high standards of professional behaviour. Uses clear and considered communication which creates a Growth Mind-set learning environment. Is inclusive and able to give a clear leadership vision in a coaching environment. Some input is achieved from other experts although this is not done in a systematic way. |
| **Equines** | | |
| Assess an equine | Has inadequate ability to assess an equine and recognise what the needs are to introduce a series of exercises to help improve the equine. | Can clearly assess an equine and recognise its needs and introduce a series of exercises to improve the equine and rider taking into consideration age, fitness, ability and condition.  Has the ability to recognise a stressed equine and know how to deal with the situation |
| Selecting equines | Inadequate ability to match equine and rider together.  Inadequate understanding of the RDA policy on equine / rider combinations. | Has the ability to carry out an assessment and choose the most appropriate equine to suit the rider.  Has a clear understanding of the RDA policy on equine / rider combinations and is confident to remove or replace the equine if needed and is able to conduct sensitive conversations. |
| **Coaching Skills** | | |
| Long, medium and short-term goal setting and evaluation | Inadequate work with participants to develop longer term-goals. Goals are unclear and not relevant to the participant. | The coach is able to establish short, medium and long-term goals for programmes and participants. The coach is skilful in working with participants to develop a range of goal types (outcome, performance and process) that are relevant to and agreed. The coach is able to evaluate and adjust goals to ensure sufficient challenge through the coaching programme /session. The goals are regularly referred to and evaluated during coaching programmes. |
| Individual needs are met | Inadequate ability within a group session to meet the needs of the individuals. | Has the ability within a group session to meet the individual needs of each rider. Sessions are developed to meet individual needs. The coach is participant centred at all times. |
| Create an appropriate learning environment and apply learning strategies. | Learning takes place by chance than design. The learning environment does not maximise or accelerate learning. | The coach can establish and maintain a positive learning environment which is underpinned by learning theory. Learning is enhanced and accelerated because of the coaching programme structure. A flexible approach is shown to meet the needs and preferences of the participant. |
| Participant Empowerment | The coach is unaware of techniques to empower the participant and volunteers or only uses one method. Inadequate understanding of the importance or value of participant empowerment. | The coach is aware of different ways to empower participants and has the skills to empower as well as an awareness of *when* to empower. They are skilful in empowering participants and others involved in the programme. |
| Coaching Style | Has inadequate understanding of coaching styles and can’t easily analyse own coaching practise. | Has a clear ability to analyse own coaching performance and to adapt coaching style according to participant needs and the situation. |
| **Knowledge and Rapport with Rider and Volunteers** | | |
| Language and Communication | Uses an inadequate range of communication methods with rider, volunteers, parents, careers and owners of riding schools.  Isn’t happy dealing with difficult situations and conversations. | Uses a wide range of different communication methods in working with participants, volunteers, parents, carers and owners of riding schools.  Can clearly handle difficult situations and conversations calmly and effectively reaching correct outcomes. |
| Create and maintain motivational climates | The coach is unable to create and sustain a climate of motivation for participants and volunteers. | The coach is able to establish an appropriate motivational climate with participants and volunteers and underpins their practice with knowledge of motivation theory. |
| Volunteer Involvement | No training plan in mind to help train volunteers to be efficient and help the riders to progress. | Has a detailed training plan to train volunteers to be efficient and help participants to progress as much as possible. |
| **Technical Instruction** | | |
| Position and posture | Has very little understanding of what an independent seat should look like. | Can clearly identify if the rider has an independent seat and can provide adequate solutions to help improve the seat. |
| Scales of Training | Has no understanding of the scales of training. | Understands and can describe the scales of training and demonstrates the use of the scales through coaching practice. |
| Paces | Struggles to coach the rider in all three paces and has made little attempt to improve the equines way of going. | Has the ability to coach the rider at all three paces and has different exercises to improve equines way of going. |
| Lateral Work | Has a limited knowledge on simple lateral work exercises and struggles to coach how to carry the exercises out. | Can coach simple, lateral work either through ground work or ridden (leg yield/ shoulder fore). Discussion confirms an understanding of the value and purpose of lateral work. |
| **Summarising Progress and Achievement** | | |
| Feedback | Guides the rider too much on how the coach feels the session went.  Inadequate exercises suggested to be continued outside of the session. | The coach is able to invite the rider to self-reflect on performance and helps the rider to identify work to be continued outside of the riding session. |
| Review of sessions and longer term programmes | Inadequate or superficial review of sessions or programmes. Little learning or development arising from the review process. | The coach is able to give an accurate review of the session, recognising the impact of session activity and evaluating effectiveness in relation to the session goals or programme aims. The views of others are considered as part of this review process. The review can be over a single session as well as a programme of coaching. The review will be balanced and identify effectiveness and strengths as well as areas for change |
| Reflect on own coaching from an individual session and over a medium term period (6-12 months) | Inadequate self-awareness or ability to reflect on own performance, only the session or programme. Unable to evidence a personalised development plan. | The coach shows self-awareness and is able to reflect on their own behaviours, both short term (following a coaching session) as well as medium and long-term. They recognise strengths and areas for change and are able to create and follow a personal development plan to continually develop. |