Assessment Criteria for Coach Certificate

ALL essentials must be met to be at the required level. At least three desirable must be met to be at the required level

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| **Skill** | | **Action Required** | **At level required** | **Proficient** | | |
| **Pre Session Checks** | | | | | | |
| Check passport | | Not all modules completed and up to date  Inadequate plan shown | All required modules/certificates present | All required and further modules / certificates present | | |
| Suitable and sound plan for a progressive session | | Inadequate session plan  Inadequate goals or unsuitable for riders | A plan that is realistic and appropriate to individual needs – has included rider/representative in goal setting  Coach has own personal goals and is able to identify and discuss own strengths and development areas | Detailed structured plan with short and long terms goals planned for both riders and coach  Comprehensive adaptations planned to individual needs  Encourages goals that are clear, measurable, challenging but achievable | | |
| Risk Assessment | | Inadequate group risk assessment  Unware of potential hazards and insufficient action taken to mitigate them  Inadequate emergency procedure in place Inadequate visual check made prior to session | Written group risk assessment produced  Visual checks carried out and understood before the session started  Emergency procedures in place and explained  Correct number of volunteers in place | Highly aware of potential hazards and actions taken to overcome them  Regular visual checks made and appropriate actions taken to ensure safety of horse, riders and volunteers | | |
| Welcome and Briefing for Volunteers | | Inadequate welcome or lacking structure and sincerity  Inadequate sharing of goals for riders and or volunteers  Questions not welcomed and /or Inadequate check for understanding | riders and volunteers welcomed  Individual goals for the session explained to the riders and volunteers  Questions invited and checked understanding | Confident welcome to riders and volunteers  Goals shared in a way that was appropriate to the capability and motivation of each rider and volunteer  Open questioning that required more than a yes/no answer, so level of understanding was known | | |
| Selection of equines and tack | | No or inadequate checks made to equines  Tack unsafe, incorrectly fitted or unsuitable for rider/equine  Equines not suitable matched to rider and no knowledge of the RDA Group weight chart | Condition of equines checked to be suitable  Tack safe and fitted correctly; use of special equipment where needed  Suitably matched equines to riders including use of the RDA Group weight chart | Comprehensive and knowledgeable equine check  Attention to detail; excellent selection and fitting of tack  Attention to detail when matching equines and riders  Clear understanding of the RDA group weight chart and regularly updated | | |
| **Mounting and Dismounting** | | | | | | |
| Ensure safe and effective mounting and dismounting | | Mounting team inadequately briefed  Equines incorrectly positioned at mounting/dismounting  Inadequate supervision of the environment of all areas during mounting and dismounting  Incorrect method mounting or dismounting | Mounting team briefed  Equines in correct position and led correctly during mounting and dismounting  Supervision of the environment of all areas during mounting and dismounting.  Appropriate method of mounting and dismounting of riders | Well trained and briefed mounting team  Attention to detail regarding correct positions at mounting/dismounting  Highly conscious of all areas during mounting/dismounting and action taken when required  Careful and innovative choice of mounting/dismounting | | |
| **Knowledge & Rapport with Riders and Volunteers** | | | | | | |
| Preparation & Communication | | Unprepared for rider’s arrival, inadequate communication with volunteers prior to beginning of session | Ready when riders arrive confident, communicator through body language | Well prepared and waiting for riders,  Different methods of communications, flexible, understanding of disability | | |
| Medical Conditions | | Inadequate knowledge of riders medical conditions and any contradictions for riding | Application form /rider record seen and understood  Know where to go for advice and help  Know contraindications and precautions. | Able to relate to medical conditions to rider achievement and equines way of going.  Recognise the need for any special tack and identifies the most suitable | | |
| Volunteer involvement and progression | | Doesn’t encourage volunteers to work with riders; lack of team work  inadequate information shared | Good rapport with volunteers  Actively observing and involving volunteers and seeking feedback | Volunteers interact with riders and coaches  Volunteers have an ongoing development programme in place | | |
| **Coaching Skills** | | | | | | |
| Learner-centred coaching skills | | Environment was not beneficial to learning and meeting therapeutic or technical goals  Little knowledge of equipment and exercises that can be used  Demonstrations were not provided, unclear, inaccurate and/ or inappropriate to the rider  Unaware of impact on riders reaction and unable to handle a difficult situation effectively | Creates safe, positive, clear environment  Knowledge of equipment and exercises appropriate to progress rider  Uses clear demonstrations and appropriate questions to check understanding and assist progression  Empathises with riders reactions and is able to handle difficult situations effectively | | | Highly skilled at creating a positive environment  Uses a variety of equipment and exercises to meet the therapeutic and technical goals of each individual rider  Adapts demonstrations to suit each individual and uses a variety of questions to check understanding  Quickly able to diffuse a difficult situation |
| Listens and uses questions to engage and help riders to develop | | Not yet able to use a range of questioning methods to encourage thinking  Little feedback given to riders | Open questions to establish what riders take from the session  Provide positively framed feedback to each rider based on observations | | | A range of well-structured questioning methods used to engage riders and volunteers and encourage thinking detailed feedback given with technical expertise to improve the rider |
| Encourage and reward positive behaviour | | Focus is on the negative behaviour rather than reinforcing positive behaviour  Tends not to listen; does not respond to inputs | Reinforce positive behaviour  Treats helpers, riders and equines with respect | | | Skilfully rewards positive behaviours and ignores negative behaviour where possible.  Respectful to riders, helpers, parents, coaches and equines |
| **Technical Instruction** | | | | | | |
| Position & Posture | Inadequate improvements made to riding position | | Observations made and simple and clear solutions given to improve riding position within rider’s ability.  Uses transitions, exercises and games to improve posture and riding skills | | Thorough understanding of rider and equine biomechanics to how it affects balance and core conditioning  Demonstrates understanding of how physical & mental conditions affect posture. Innovative use of movements, exercises & games to improve posture, advance riding skills, challenge balance & develop self-correction | |
| Aids | Incorrect or inadequate knowledge of basic aids used to communicate with the horse | | Demonstrates an understanding of aids and techniques to achieve the rider goal; provides technically correct instructions | | Technically very knowledgeable. Skilled at developing the communication between horse and rider and planning progression to optimise rider performance | |
| Equine Interaction | Unsure as how to improve horses way of going | | Shows understanding of equine movement and ability | | Shows skilful insight into how to improve horse and way of going | |
| **Summarising Progress and Achievement** | | | | | | |
| Feedback | | Inadequate questions asked to encourage riders to feedback  Fails to summarise or tell riders what they have learnt in the session  Resistant to feedback | Asks riders what they have learnt; summarises progress and achievement with each rider  Ask riders what they enjoyed about the session the most and the least  Coach welcomes and accepts feedback | | | Asks a variety of questions that help riders to identify their own progress and achievement to include what they enjoyed most and least about the session  Asks riders and volunteers for feedback and acts upon it |
| CPD | | Has not taken part in training | Takes part in training | | | Actively participants in training and development |