RDA

Registration Form for Coach in Training

To be filled out by Regional or County Coach at the Pre-Coach Training Day and then sent to RDA National Office to be registered onto salesforce.

RDA Group Name:	
Coach in Training: Mr/Mrs/Miss/Ms	
Address:	
Postcode:	
Telephone Number:	
Mobile:	
Email:	
External Qualifications:	

DATE of Pre-Coaching Training Day:	
Signature of Regional/County Coach:	
Name of Regional/County Coach:	

Please sign here to say that you <u>have seen</u> their Green Card and volunteer module certificates	
GREEN CARD	
DISABILITY AWARENESS	
EQUINE KNOWLEDGE	
MOUNTING/DISMOUNTING	
PREPARING AND ASSISTING RDA SESSIONS	

Identify your own learning style

Read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

SECTION ONE:

1. _____I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. _____I remember something better if I write it down.
3. _____I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. _____When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. _____If I am taking a test, I can "see" the textbook page and where the answer is located.
6. _____It helps me to look at the person while listening; it keeps me focused.
7. _____Using flashcards helps me to retain material for tests.
8. _____It's hard for me to understand what a person is saying when there are people talking or music playing.
9. _____It's hard for me to understand a joke when someone tells me.
10. _____It is better for me to get work done in a quiet place.

***Total*_____**

SECTION TWO:

1. _____ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. _____ It helps to use my finger as a pointer when reading to keep my place.
3. _____ Papers with very small print, blotchy dittos or poor copies are tough on me.
4. _____ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. _____ I remember things that I hear, rather than things that I see or read.
6. _____ Writing is tiring. I press down too hard with my pen or pencil.
7. _____ My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. _____ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. _____ It's hard for me to read other people's handwriting.
10. _____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

***Total*_____**

Continue with Section Three on the reverse side

Equestrian Code of Conduct for Coaches

As a coach, it is your role to ensure that individuals in equestrianism have positive experiences and so are more likely to continue in their chosen equestrian activity and achieve their potential.

This code is built on the principles of integrity, honesty, fair play and respect. These principles are integral, not optional, and apply to all levels of ability and commitment. Our sport is unique in that it involves an animal and these principles and duty of care not only apply to the human participant but also the horse[1]. In all our endeavours we must ensure the highest standards of animal welfare.

This document should be read in conjunction with UK Coaching's Code of Practice for Sports Coaches that sets out the rights, relationships and responsibilities that to which all sports coaches should adhere.

Rules

1. Adhere to the rules, regulations and spirit of the sport and disciplines during competition and training including the BEF Rule Book and RDA policies and procedures on:
    a. Safeguarding Children and Young People and Adults Policies
    b. Equal Opportunities and Equality Policy
    c. BEF Anti-Doping and Controlled Medication Rules (BEFAR) and Anti-Doping Rules for Human Athletes
    d. The Welfare of the Horse
2. Ensure you are appropriately qualified through a recognised qualification and you confine your delivery to areas where your training and competence are recognised by RDA.
3. Only provide advice in the areas you are qualified to do so and know when to signpost others to equine and human medical professionals.
4. Keep your qualifications, skills and knowledge current by meeting your Member Body's requirements for Continuing Professional Development. You should also ensure you have up to date, current first aid and safeguarding training including the appropriate disclosure checks.
5. Adhere to the highest standards of health and safety and ensure you have adequate insurance cover, as provided by RDA.
6. Ensure you observe and respect the confidentiality of all those that you coach.
7. Recognise that participants under 18 cannot have alcohol whilst under your supervision or attending your event. Participants should not take medication or drugs whilst under your supervision other than those prescribed by a medical professional. In this case it is preferable if they are first discussed with the coach prior to the coaching session if it could impact on their welfare whilst training.
8. Meet the requirements of The General Data Protection Regulation in collecting, storing securely, using and if necessary sharing any personal information.

Standards expected

1. Treat everyone involved with the sport with the same courtesy and respect as you would expect yourself including judges, staff, officials and volunteers, other riders and teams, other coaches, instructors, teachers and trainers, spectators and parents/carers. Encourage others to do the same in all situations including online and on social media.
2. Treat everyone equally regardless of age, gender, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion and belief and sexual orientation.
3. Be aware that your behaviour in your role is subject is scrutiny by others at all times. Ensure that your words and behaviour are not subject to misinterpretation by participants, parents/carers or

[1] Horse refers to both horse and pony

Roles and Responsibilities.

Coach In Training:

- **As a coach in training, make sure you always have a supervising coach certificate holder there with you during sessions.**
- **Work with your mentor coach to :-**

1. **Work on building good relationships with your participants and volunteers**
   - Aim to improve collaboration between participants and volunteers
   - Build your communication skills to provide a positive and enriching experience for all involved.
   - Begin to set participants goals and create action plans on how to achieve them.
   - Use self-evaluation and feedback to build your skills as a coach; always making sure you are forward thinking.
   - Take the time to learn about the participant needs and make adjustments to your sessions as necessary.

2. **Focus on learning development**
   - Use the resources available to build your knowledge and skill set of both coaching and disability awareness.
   - Work with your mentoring coach to gain experience and expand ideas.
   - Ensure that all documents and evidence of learning are kept in your coaching passport.
   - Use session plans to coach in a structured and progressive way.
   - Complete all training modules necessary before being assessed to gain your coach certificate.

3. **Further your management of sessions**
   - Take time to carry out risk assessments and build your knowledge of them.
   - Ensure there is always a first aider present during your sessions.

4. **Take equine welfare into account during your sessions**
   - Be observant of equines gait and know how to spot a lame equine.
   - Ensure that equines are warmed up correctly before each session.
   - Check all tack of equines before session to make sure the fit is correct and the correct tack and aids are being used.
   - Be vigilant on equine/participant suitability in regards to weight limits and equine behaviour.

Advanced Coach:

- **As an advanced coach, you should lead by example in your group and support others on their coaching journey.**
- **Strive to be a role model in all aspects of RDA coaching.**
- **Keep up to date knowledge of best practise methods and aim to uphold the highest standard of coaching within the RDA in order to :-**

1. **Uphold strong positive relationships with all involved at the group.**
   - Build rapport and maintain strong working relationships with coaches and volunteers.
   - Create a positive and enriching learning environment for participants that encourages progression.
   - Include physiotherapists to build appropriate and structured coaching programmes for your participants.
   - Give a clear leadership vision in a coaching environment.

2. **Continue to uphold a strong level of professional development.**
   - Be proactive in seeking out areas for CPD using a variety of sources.
   - Ensure that knowledge and expertise is kept current and in line with the high standards that the RDA sets.
   - Translate feedback and reflections into forward planning and creating actionable personal goals.
   - Take time to recognise and remedy blind spots in your coaching skill set to evolve with the needs of your group.

3. **Demonstrate leadership in the management of sessions within your group**
   - Develop structured safety principles and practise for themselves and others at the group.
   - Continuously monitor and review risk to maintain a safe environment for both coaches, participants and volunteers across a range of environments.
   - Be responsible for identifying and monitoring minimum safety standards of all equipment used for the session and keep a current knowledge of any changes to standards across the industry.

4. **Maintain a high level of technical knowledge and skills to provide a high standard of coaching.**
   - Identify how a participant's position may affect the biomechanical balance of the equine and offer solutions to improve this where needed.
   - Recognise scale of movement in equines and have knowledge of how to improve this in younger equines.
   - Be confident in coaching participants through all three paces and offer support to improve the equines way of going.
   - Confidently coaching participants through lateral work and show an ability of working the horse through lateral movements using groundwork.

5. **Show advanced knowledge of equine welfare and be responsible for upholding an exemplary level of equine safety.**
   - Show clear understanding of suitably matching an equine to a participant and be confident to intervene should a poor match be made.
   - Understand what a safe working environment should look like and actively identify hazards and act immediately to minimize risk to the equine.
   - Have sound knowledge of equine workload and ensure that no equine becomes physically or mentally exhausted or stressed.
   - Confidently administer a level of equine first aid and be aware of when a veterinarian needs to be contacted.
   - Have the ability to fit a range of tack and specialist equipment safely, ensuring that correct tack is being used across the disciplines.

COACHING SESSION PLAN

Date: Date of session	**Participant(s):** Number of rides within the session	**Equine(s):** Number of horses	**Equipment/resources:** Equipment need for the session. E.g. cones, bending poles, bean bags

Session Goal/s: Explain in here what the aim of the session is; e.g. riders to ride independently, learn the basics for the rising trot, learn how to hold the reins correctly, know how to change the rein.

Time	**Task/exercise**	**Coaching points/focus/styles**
Time allowed for a warm up	**Warm Up:** • Use bullet points to explain how you would warm your riders up including different exercises you would carry out • The warm up needs to support the main content of the lesson	• Explain what you would be looking for from the riders during the warm up • Think about what health and safety check you would carry out during the warm up
Time allowed for the main content of the session	**Main content:** • Describe what you have planned for the main content of the session • Include different games and activities you hope to achieve during the session • What will you be looking for your riders to achieve	• Describe what coaching style(s) you hope to use during the session • Describe how progression may be shown
Time allowed for cool down	**Cool-down:** • Using bullet points explain how you would cool your riders down • This is also a really good opportunity to gain feedback from the riders and evaluate the session.	• Explain what you would be looking for from the riders during the cool down

Evaluation of session and action for next session:

- Using bullet points evaluate how you feel the session went as the Coach; what you liked about the session, if you were to run the session again what would change.
- Ask for feedback from riders, volunteers and parents/carers.
- When asking the riders; find out what they liked about the session, what they would like to do different and mostly importantly make sure they enjoyed the session.
- Complete an action plan on the areas as a coach you can improve upon for the next session and also an action plan for the rider and write this is on the rider record form.

RDA SESSIONS RISK ASSESSMENT (RA)

Name of RDA Group: _____

Name of Group Organiser / Coach Completing RA: _____

All RDA Sessions must be risk assessed before taking place.

We have started off the risk assessment for you by including a sample entry for a common hazard to illustrate what is expected. Continue by identifying the hazards that are the real priorities in your session and complete the table to suit. The hazards listed below are not exhaustive so take time to consider if your session has other aspects that need to be risk assessed. If the session happens regularly the same risk assessment can be used BUT must be reviewed each time to ensure it remains relevant.

Firstly confirm that there is a relevant Venue Risk Assessment in place and hazards have been addressed: **Y / N**
(If no, it may be that you will have to consider if the session can continue until a suitable Venue Risk Assessment is in place or hazard addressed)

Now consider what topics to consider for your session, aside of what is on the venue RA:

Car Parking	Y / N	Volunteers/ Staff in Session	Y / N	Parent / Carer Involvement	Y / N
Waiting	Y / N	Equipment (preparation and use)	Y / N	Clothing (volunteer/participant)	Y / N
Mounting	Y / N	Tack (preparation and use)	Y / N	Non-Equine Animals at Venue	Y / N
Dismounting	Y / N	Mobile Phones	Y / N	Hazardous Materials	Y / N
Weather Conditions	Y / N	Falls and Other Injuries	Y / N	Contagious Diseases	Y / N
Hoists	Y / N	Lone Working	Y / N	Emergency Procedures	Y / N
Arena Used	Y / N	Horse Fitness	Y / N	Other (Please detail below)	Y / N
Off-site Tracks and Fields	Y / N	Rider:Horse Combinations	Y / N		Y / N

If you have circled anything Y, there needs to be consideration of the hazards, the risks and any action to be taken detailed below.

Signature: _____ Date: _____

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
Example Mounting	*Participants, volunteers, horses, may be injured if the horse is not suitably trained to the mounting block*	*Held training sessions with the horses and volunteer leaders who are involved in mounting.*	*Have more volunteers attend the mounting / dismounting module so they can provide support*	*Group Coach*	*30/11//2018*	*Date*

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done

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Waiting	Y / N	Equipment (preparation and use)	Y / N	Clothing (volunteer/participant)	Y / N
Mounting	Y / N	Tack (preparation and use)	Y / N	Non-Equine Animals at Venue	Y / N
Dismounting	Y / N	Mobile Phones	Y / N	Hazardous Materials	Y / N
Weather Conditions	Y / N	Falls and Other Injuries	Y / N	Contagious Diseases	Y / N
Hoists	Y / N	Lone Working	Y / N	Emergency Procedures	Y / N
Arena Used	Y / N	Horse Fitness	Y / N	Other (Please detail below)	Y / N
Off-site Tracks and Fields	Y / N	Rider:Horse Combinations	Y / N		Y / N

If you have circled anything Y, there needs to be consideration of the hazards, the risks and any action to be taken detailed below.

Signature: _____ Date: _____

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done

RDA VENUE RISK ASSESSMENT

Name of RDA Group: _____

Venue Address: _____

All RDA Groups must conduct a Risk Assessment for their venue. This should be reviewed annually, or when circumstances change e.g. moving venue or new facilities built.

We have started off the risk assessment for you by including a sample entry for a common hazard to illustrate what is expected. Continue by identifying the hazards that are the real priorities in your case and complete the table to suit. The hazards listed are not exhaustive so take time to consider if your venue has other aspects that need to be risk assessed.

Firstly consider what hazards exist at your venue:

Site Entrance	Y / N	Surface (condition and levelness)	Y / N	Equipment Storage	Y / N
Gates	Y / N	Fields / Track	Y / N	Tack Storage	Y / N
Car Parking	Y / N	Classrooms	Y / N	Waiting Area	Y / N
Stables	Y / N	Mounting Facilities	Y / N	Viewing Area	Y / N
Horses	Y / N	Hoists / Hydraulic Platforms	Y / N	Mechanical Horse	Y / N
Indoor Arena	Y / N	Toilets	Y / N	Emergency Procedures	Y / N
Outdoor Arena	Y / N	Kitchen	Y / N	Other	

If you have circled anything Y, there needs to be consideration of the hazards, the risks and any action to be taken detailed below.

Name of person completing Venue Risk Assessment: _____ Signature: _____

Signed, on behalf of the Group Trustees/Directors: _____

Date: _____

REVIEW DATE:

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done

PERSONAL DEVELOPMENT PLAN

Coach Name:		Group:	
Personal Development Goal	Action	Success Criteria	What Support will I need
i.e. To have a better understanding of equine Knowledge	Complete Horse Care & Knowledge Module Complete BHS Grooms stage 1 & 2 Volunteer at a yard to gain some practical experience	Certificates from my BHS grooms Stages Written feedback from the yard manager where I will volunteer	Help in contacting the BHS to find out more information How can I complete the Horse Care & Knowledge Module