

Coach's Capabilities Table for Reviews



Essential all must be met



Desirable at least 3 of 5 must be met

CAPABILITY	ACTION REQUIRED	COMPETENT	PROFICIENT	EXAMPLE QUESTIONS	EXAMPLE ACTION
Pre Session Checks					
Plan for a progressive session	No session plan or inadequate No 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	How does this session build on previous sessions? What would be your progression for the next session?	Create session plan for the next 6 weeks try to set at least one goal per session
Risk assessed	No group risk assessment Unware 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 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	Describe the risks you noticed and the actions you took. What would you do if.....?	Create a risk assessment for the next session and send to the reviewer in advance to check
Volunteers welcomed / briefed	No welcome or lacking structure and authenticity No or inadequate sharing of goals for riders and or volunteers Questions not welcomed and /or no check for understanding	Welcomed riders and volunteers Individual goals for the session explained to the riders and volunteers Invited questions 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 Structured questioning that required more than a yes/no answer, so level of understanding was known	Describe best practice when working with helpers What could you do to further engage and motivate your helpers?	Arrange to meet 10 minutes prior to session start to go through rider goals and team expectations
Equines and tack are fit for the job	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.	Describe what you need to consider when matching an equine to a rider. Explain the RDA group weight chart.	Do e-learning on equine knowledge and horse care & knowledge practical at Coach Certificate level Work with mentor and REA to gain experience Order weight chart from RDA online shop
Mounting & Dismounting					
Ensure Safe and effective mounting & dismounting	Mounting team inadequately trained and/or 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 trained and briefed Equines in correct position and lead 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.	Explain how you chose your mounting and dismounting strategy for each rider. Describe how you use your helpers during mounting/dismounting.	Attend Mounting and Dismounting practical for refresher Contact regional CPTRH or Physio and ask them for assistance
Knowledge & Rapport with Riders and Volunteers					
Involvement and progression for all	Doesn't encourage volunteers to work with riders; lack of team work No information shared	Good rapport with volunteers and riders Actively observing and involving volunteers and seeking feedback	Good interaction with volunteers and riders Volunteers and riders have an ongoing development plan.	Describe the factors that influence your positioning and focus during a session. What development opportunities have you planned for your volunteers?	Arrange a social event to get everyone together Arrange to meet for 10 minutes before the session to share information
Medical conditions and contra-indications	Has not seen the application form and is unaware of any possible contraindications/precautions Does not know where to go for help	Has seen application form, has understood the information and asked for help if required Has met the rider for assessment prior to riding and has some understanding of their difficulties Knows about contraindications/precautions and where to find them	Has thorough in depth knowledge of frequently seen medical conditions, contraindications and precautions Is able to access a rider and summarise the key points to form an effective plan to include mounting	Describe how you would assess a rider. Where can you find the contraindications/precautions? Who can you go to for help with medical conditions?	Attend Therapy/Medical practical module for refresher

		Has some knowledge of special tack and equipment and helpful school movements	/dismounting, special tack and equipment and use of the horse for progression Knows when riding is inadvisable and where to go to for help	When is riding not advised?	Refer to Common Disabilities Resource on RDA website Ask CPTRH and Regional Physio for help
Coaching Skills					
Listens / questions to engage & develop riders	Not yet able to use a range of questioning methods to encourage thinking Little or no 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 Well detailed feedback given with technical expertise to improve the rider	How would you phrase a question to encourage riders to think?	Attend Coaching practical modules as refresher Ensure you make time during or at the end of a session to communicate a question for each rider
Positive behaviour and language	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	How would you manage disruptive behaviour?	Provide at least one positive for each rider during and at the end of each session Have an achievable goal in mind for each rider and praise when this is fulfilled
Feedback provided to riders	No 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 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	Describe exactly how you would phrase your feedback to make it effective	Ask riders what they enjoyed the most Take feedback on board Ask volunteers for feedback Give each rider something positive to take away after each session
Technical Instruction					
Observed position and posture	Rider unbalanced & no improvements made to improve riding position.	Observations made and simple and clear solutions given to improve riding position within rider ability. Uses transitions, exercises and games to improve posture & 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, advanced riding skills, challenge balance & develop self-correction.	What do we look for in an 'ideal' position? Which areas of your rider's position where good? Which areas could be improved?	Attend Coaching practical module as refresher Research rider positions
Use of 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	During your exercises/session today what aids did your rider need to use to complete these tasks?	Look for BHS stage 1 and 2 training courses
Equine interaction	Unsure how to improve horses way of going	Shows understanding of horse movement and ability	Shows skilful insight into how to improve horse and way of going	Can you give a couple of points on one of the horse's way of going in your session today... How might this be improved?	Ask REA for advice Request able bodied riders to school equines between RDA sessions