**Suggested Delivery and Training for the Coach Certificate Syllabus**

The Coach Certificate programme has been developed to ensure consistent standards of coaching across RDA Centres. To ensure that coaches benefit from the programme an effective and structured delivery of the qualification syllabus is recommended. The programme may be applied flexibly, in accordance with coaches’ needs and circumstances, as there are natural overlaps between topics.

It should be noted that the syllabus has been structured to follow the flow of a coaching session.

The following guidance is for Senior coaches who will be supporting and training coaches towards the final assessment for the Coach Certificate. The suggested delivery is only a guide and Senior Coaches are encouraged to be flexible and responsive to learners’ needs – if necessary, repeating sessions that learners have not fully grasped or introducing additional sessions to ensure competence and understanding. The guidance will suggest that coaches are introduced to the practical delivery topics using the ‘IDEA’ principle:

* INTRODUCE the topic e.g. Managing behaviour
* DEMONSTRATE or model the activity either through a live coaching session or video
* EXPERIMENT with delivering the activity themselves through a micro coaching opportunity
* ASSESS the effectiveness of the delivery through discussion and generation of feedback, again this may use video for a powerful learning experience.

This process gives an opportunity to try a small element of coaching and receive feedback – it may need to be repeated numerous times for the coach to become confident, effective and grow their skills in an area. The coach can build on each coaching topic through their development and practices a combination of these topics in each coaching session, receiving feedback.

Activities should be adapted as necessary, responding to the requirements of your coaches and/or environment. It is recognised that training may a involve a less formal, one to one training within a Centre and at other times involve several coaches in a more formal learning environment.

It is important the coaches receive feedback through their development and coach developers should use models of feedback that are positive and encouraging.

This document should be used in conjunction with the Coach Certificate Syllabus so that a full picture of the coach certificate *coaching* requirements are covered and understood.

**Recommended support resources:** ‘Coaching Skills For Riding Teachers’, Islay Auty,,  Kenilworth Press **ISBN:** 9781905693085

UK Coaching blogs and on-line resources: <http://www.ukcoaching.org/blog>

| Topic | Learning Outcomes | Delivery Guidance | |
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| 1.0 Pre-session planning and checks | | | |
| * 1. Describe the role and responsibilities of a RDA Coach   2. Risk assessment | The coach is able to **describe** their role within the RDA coaching environment and group. **Recognise** and **explain** their responsibilities to; themselves, RDA UK, trustees, participants, volunteers and carers.  **Understand** the requirements for insurance.  The coach is able to **use** relevant risk assessment forms to **record** management of risk. This includes:  Arena/ areas of coaching activity  Volunteers  Participants  Equines and their tack  Self | * As part of the induction to coaching in the RDA a discussion to share roles and responsibilities of coaches, sharing;   + the code of conduct for officials,   + relevant group policies, emergency procedure, Accident/incident reports   + Relevant Group records   + Risk assessment   identifying how these are used and integrated into practice   * Using case studies/scenarios could be a useful way to stimulate discussion and check for understanding * Ask coaches to complete a fictitious accident report based on a case study | |
| * 1. Safety checks and management of safety | The coach is able to **prepare** and **maintain** a safe environment. **Recognise** risks and **manage** these, including **explanation** of emergency procedures. | * Practical activity asking coaches to review specific areas of the coaching environment to identify risks and hazards (discussed as part of induction process). * Compare coaches identification with experienced coach’s review. * Model explanation of emergency procedures and ask coaches to give an explanation of the emergency procedure to a participant/group. Provide feedback. | |
| * 1. Briefing and welcome for volunteers   4.4 De-brief with volunteers | The coach is able to **welcome** and **establish** a ‘team’ environment for volunteers and give a clear **briefing** for the coaching session.  The coach is able to **generate feedback** with volunteers and **receive feedback** from volunteers. | * Model exemplar ‘briefing’ and ‘de-briefing’ to volunteers (video could be useful). Review what was good about these and how they could be improved. Ask coaches to have a go at giving a briefing and de-briefing. Provide feedback. Pull out key elements of being positive, inclusive, encouraging two-way involvement. | |
| * 1. Session planning   4.1 Review the session content and enjoyment | The coach is able to **write** relevant and flexible session plans appropriate to the needs of those involved in the Coach’  The coach is able to **write** a series (3-4) of linked session plans for a group or individual that they have experience of working with.  The coach is able to give an accurate **recall** of the session, **recognising** the impact of session activity and **evaluating** effectiveness in relation to the session goals. | * Set individual session plans * Set four linked session plans for a group or individual that show progression and relevant challenge/therapy with realistic development. * Share exemplar plans for sessions and progress to showing linked sessions; explain how these work and the details within the session plan. * Ask coaches to generate session plans, try them out and then discuss, identifying strengths and areas for improvement. * Build-up to linked sessions; review and feedback * After delivery of plans help coaches to reflect on the effectiveness of the plan and link the impact on the participants and others, reflect against the session goals. | |
| * 1. Participant checks | The coach is able to **complete** checks for participants clothing, and medical requirements to ensure the safety of the participant. | * Recognise correct clothing, footwear, hats, gloves appropriate to the activity and participant in accordance with RDA/Centre guidelines * How to check medical records and identify range of ability * How to check mood on the day of participants and if relevant liaison with carers/physiotherapist * Begin with a checklist to support coaches with their checks for participants clothing/kit and medical requirements. * Mentor coaches through this process by observing and or joint checks. Feedback accordingly. | |
| 2.0 Mounting and use of specialist equipment | | | |
| 2.1 Mounting | The coach is able to **use** the appropriate method to safely and efficiently help the participant to mount. Including **the use** of;  A block  A hoist  A ramp and platform  A Hydraulic platform  A pit | * Practical observation and co-delivery experiences of mounting and dismounting a range of participants and methods. Provide feedback. * Discussion around advantages and disadvantages of different equipment and ways to mount and dismount. | |
| 3.0 Delivery | | | |
| 3.1 Welcome | The coach is able to **welcome** the participant/s to the session and **establish** a positive environment for learning and well-being. | | For the following topics under the ‘Delivery’ heading (3.1- 3.17) these should be conducted using the ‘IDEA” principle (see page 1). |
| 3.2 Goal setting and re-setting | The coach is able to **set goals** for the coaching session and **involve** the participant/carer where appropriate. The coach is able to **evaluate** and **adjust** goals to ensure sufficient challenge through the coaching session. | |
| 3.4 Participant centred coaching | The coach is able to **focus** the activities of the session and their **attention** on the needs and goals of the participant/s throughout coaching. | |
| 3.5 Managing behaviour | The coach is able to **agree** behavioural expectations with participants, **maintain** a positive environment to encourage good behaviour and **deal** with unwanted behaviours. | |
| 3.6 Explanations and demonstrations | The coach is able to **give** clear explanations using appropriate terms and relevant to the age and learning ability of the participant.  The coach is able to **use** demonstrations to support learning and give participants clear information. | |
| 3.7 Observe and generate feedback | The coach is able to **observe** participant and horse combination from different places during a session.  The coach is able to **generate** appropriate feedback for individual participants and volunteers. | |
| 3.8 Communication methods | The coach is able to **use** their voice and **vary** their tone, pace and volume to keep participants engaged and interested.  **Use** language at the right level and appropriate to participants.  **Maintain** body language that is open and congruent to spoken messages.  **Listen** to participants and volunteers without interrupting or anticipating. | |
| 3.9 Time management, pace and sequencing | The coach is able to **manage** the time so that all aspects of the session are covered. | |
| 3.10 Coaching styles | The coach is aware of and able to **use** different coaching styles for different participants. | |
| 3.11 Working with volunteers through the session | The coach is able to **maintain** involvement and engagement of volunteers throughout the session. | |
| 3.12 Maintaining safety | The coach is able to **assess** risk during a session and react as needed. | |
| 3.13 Building and maintaining rapport | The coach is able to **continue** to build rapport in a coaching session through using names, eye contact (where appropriate), focus on individuals and being participant centred, show interest in the whole person. | |
| 3.14 Group Management | The coach is able to **manage** groups ensuring everyone is fully involved and the group is well organised so attention is fairly spread. | |
| 3.17 Summary | The coach is able to **conclude** the session by **summarising** the key content covered and progress/achievements for participants. | |
| 4.0 Review and reflection | | | |
| 4.2 Reflect on own coaching | The coach is able to **reflect** on their own behaviours and recognise the impact of these behaviours on the participants, volunteers and learning environment. | | * Following the practical delivery of a coaching topic the coach should be encouraged to review how ***they*** performed. This is usually hard for most coaches starting to reflect, they will more likely focus on the participants and their behaviours rather than how they did themselves. Begin by asking where were you effective/what were your strengths in that coaching? Only this may need further prompting. Always start by drawing information from the coach as this is a skill, like any other that takes time to develop. |
| 4.3 Feedback to participants, parents and carers as relevant | The coach is able to **provide feedback** to participants, parents and carers on participant’s achievement and progress. | | * Use the IDEA principle to develop this topic. |