**Equine Assessment Criteria for Group Coach and Coach Certificate**

All skill criteria are essential and must be met for a Group Coach to meet the required level.

Four of these skills must be at proficient level for a Coach to meet the required level.

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| **Skill** | **Action Required** | **Competent** | **Proficient** |
| **General Assessment of Equine** | | | |
| Equine Checked for wellbeing and temperament | Insufficient knowledge and identification of signs of good health and temperament. | Equine checked for wellbeing and healthy condition identifying suitability of temperament. | Clear understanding and demonstration of what to look for in a healthy equine in detail. Can confidently discuss signs of good and bad temperament. |
| Equine checked for obvious signs of lameness | Equine not adequately checked over for obvious signs of injury or lameness. Coach cannot describe how to trot an equine up or what to look for. | Equine checked for any obvious signs of injury and lameness and can effectively describe how to trot the equine up for someone to do it while they observe. | Equine thoroughly checked over including feeling for leg injuries or common ailments (they can go on to describe). Can clearly explain what they are looking for when trotting an equine up to check for lameness. |
| **Correctly fitted tack** | | | |
| Checking of tack | Has insufficient awareness of tack and equipment condition. | Tack is checked for condition and suitability for rider. | Tack thoroughly checked for condition and can talk through different types of tack to suit different riders / equines. |
| Tacking Up and fit | Incorrect fitting of tack and equipment. | Capable of checking fit of tack including the bit, or instructing someone to do it for them, ensuring tack and equipment meet the needs of the equine and the rider. The coach has clear knowledge of the RDA tack guidelines. | Clearly explains what is looked for when fitting tack and knows different types of bits and when/how they could be used. |
| Knowledge of Special Equipment | Limited knowledge of what special equipment is available and how it is fitted. | Knows how to fit special equipment to tack and which special equipment is available. | Clear understanding of different types of special equipment, when it is used and how it supports the rider. |
| **Handling the Equine** | | | |
| Leading the equine | Ineffective leading the equine and is not always in control of the equine. | Can confidently lead the equine out of the stable area or instruct someone how to do it for them, into the arena, to be used and with a rider on. | Capable of leading the equine efficiently and can train others to lead effectively. |
| Warming up the equine | Ineffective warm up of equines demonstrated. | Understands and demonstrates the importance of warming the equine up before a session starts. | Has a clear plan of warming the equine up before a session starts and communicates this to the volunteers. |
| Handling of Equine at mounting and dismounting | Consideration not taken with the equine when using different mounting and dismounting methods. | Confident in discussing options for assisting in the training of equines and methods used for different mounting and dismounting techniques. Knows when the equine might be showing signs of stress. | A clear and well-structured discussion is held where the coach can demonstrate how they would begin to train an equine in their own group or elsewhere and talk through how they would use volunteers to assist them. |
| Observation of equine in a session | Insufficient precautions taken for safety and wellbeing in the arena situation. e.g. in a group session, the horses have not been well spaced and little consideration has been given to direction of the session and floorplan. | Horses are well spaced because the coach is directing the session efficiently and thought has gone into the floorplan and flow of the session so that the horses have variation in pace, direction, and safe space. | As competent, also: The coach demonstrates confidence in their session plan by communicating with their volunteers, and commending riders when it has gone well, amending the session swiftly when needed, looking out for and relaying information about signs of distress in the equine to volunteers so they are also aware of other equines in the session. |
| **Introducing a new equine into a RDA Session** | | | |
| Explain how to Introduce equines to new equipment/ environment | Insufficient precautions taken when introducing new horses /equipment or environment. | Ability to explain how to introduce equines to new equipment/environment with some indication of a timeline. | Could discuss a clear and well-structured plan for introducing a range of equines to new and different equipment including how to introduce them to different environments. Would also talk about monitoring and logging the stages of the training plan. |
| Explain how to introduce an equine into RDA sessions | Insufficient or unsafe methods described to introduce a new equine into RDA sessions. | Can explain how to introduce a new equine into RDA sessions carefully and safely. | Can clearly describe how they would train a variety of equines ready for them to be used within different RDA sessions, including some detail on workload, fitness, variation and how to introduce side-walkers. |