Coach Assessment Criteria for Group Coach and Coach Certificate

For Group Coach ALL essential skills and at least three desirable skills must be met to meet the required level.

For Coach level all essential and desirable skills must be met and at least any four skills must be seen at ‘proficient’ level.

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| **Skill** | | **Action Required** | **Competent** | **Proficient** | | |
| **Pre Session Checks** | | | | | | |
| Plan for a suitable and 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/discussed 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.  Unaware 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. | | |
| Riders and volunteers welcomed and briefed | | 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. | | |
| **Mounting and Dismounting** | | | | | | |
| 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 and contra indications | | Inadequate knowledge of rider’s 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. | | |
| Involvement and progression for all | | Doesn’t encourage volunteers to work with riders; lack of team work.  Inadequate information shared | Good rapport with volunteers.  Actively observing and involving volunteers, seeking feedback and encouraging interaction with riders. | Interaction with volunteers and riders is natural and flowing.  Volunteers have an ongoing development programme in place. | | |
| **Coaching Skills** | | | | | | |
| Sessions are learner centred | | 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 / questions to engage and develop riders | | 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 to volunteer input. | Reinforce positive behaviour.  Treats helpers, riders and equines with respect. | | | Skilfully rewards positive behaviours and deals with negative behaviour tactfully and swiftly focussing on next task.  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. | | 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. | |
| 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, thinking of different ways to achieve the best outcome for the rider describing aids or adaptations of aids to improve the equine’s movement.  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 equines’ way of going, showing or describing how to achieve a difference in paces and gate. | |