

Coach's Capabilities Table

To be used in conjunction with the Coach Development Form to carry out Coach Reviews



Essential all must be met **Desirable** at least 3 of 5 must be met for Group Coaches or ALL for Coaches, with at least 4 Capabilities at Proficient.

CAPABILITY	ACTION REQUIRED	COMPETENT	PROFICIENT	EXAMPLE QUESTIONS	EXAMPLE ACTION
Pre Session Checks					
Plan for a suitable and progressive session	No session plan or inadequate 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 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 assessment	Inadequate group risk assessment. Unaware of potential hazards and Inadequate action taken to mitigate them. Inadequate emergency procedure in place. Inadequate 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.
Riders and volunteers welcomed / briefed	Inadequate welcome or lacking structure and authenticity. 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.
Mounting & Dismounting					
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 methods used.	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 methods used.	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					
Preparation and Communication	Hasn't read rider notes, unsure of what their needs are and therefore hasn't prepared volunteers on best way to assist.	Familiar with rider details, knows who they usually ride, how they usually progress through the session and what style of coaching suits them. Adapts volunteer input accordingly.	Knows the needs of each rider and has comprehensively relayed information to the relevant volunteers in order to give the rider the best experience possible Involves carers/parents in discussion about their journey.	Tell me about your riders and how you used the session to involve them in making decisions/ or improve their position?	Work with a physio and/ or spend time talking to parents/carers about the riders needs and goals.
Medical conditions	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 some knowledge of special tack and equipment and helpful school movements.	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 /dismounting, special tack and equipment and use of the horse for progression. Knows when riding is inadvisable and where to go to for help.	Describe how you would assess a rider. Where can you find the contraindications/precautions? Who can you go to for help with medical conditions? When is riding not advised?	Attend Therapy/Medical practical module for refresher. Refer to Common Disabilities Resource on RDA website. Ask CPTRH and Regional Physio for help.
Involvement and progression for all	Doesn't encourage volunteers to work with riders. Lack of teamwork Inadequate 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.
Coaching Skills					
Sessions are learner centred	Doesn't consider the rider's needs, Fails to notice any kind of progression. Fails to summarise or tell riders what they have learnt in the session Resistant to feedback.	Checks in with rider to make sure they understand what is asked. Involves rider in decision making during a session. Ask riders what they enjoyed about the session the most and least. Coach welcomes and accepts feedback.	Actively communicates with rider to acknowledge their own goals. Adapts their session to meet the needs of the riders on the day. Asks riders and volunteers for feedback and acts upon it.	How did you ensure your riders enjoyed their session? How could you involve your riders in the session?	Coach alongside others in the group or find another group to visit and observe sessions. Practice involving riders more in a session. Give each rider something positive to take away after each session

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.
Encourage and reward positive behaviour	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.
Technical Instruction					
Position and posture	Rider unbalanced & Inadequate improvements made to improve riding position. Doesn't check if the rider remains comfy throughout the session.	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's suitability to the equine and 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 riders' position were 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.