



## Syllabus for *Coaching Module* leading to the RDA Vaulting Coach Certificate



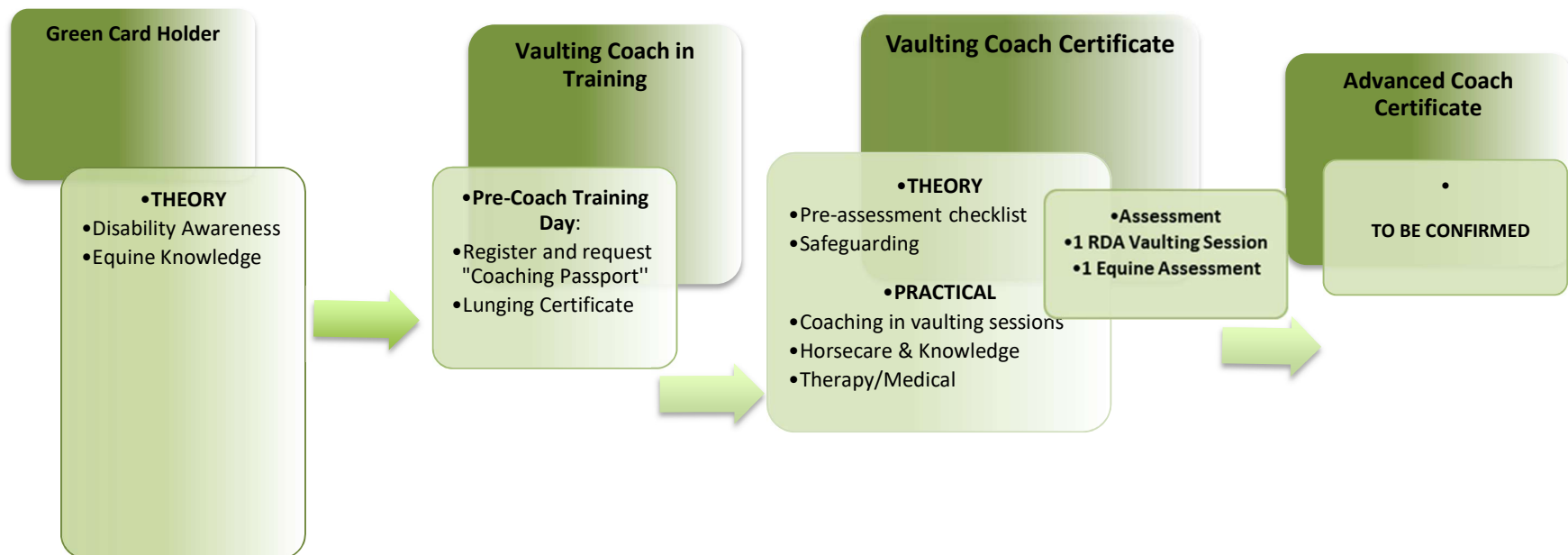


## 1. Introduction to the RDA Vaulting Coaching Syllabus

This Coaching Module forms part of the RDA Vaulting Coach Certificate. It is one module that makes up the overall qualification to become a certified vaulting coach. The syllabus has been developed by the RDA and is relevant for coaches who aspire to become a coach responsible for delivering RDA Vaulting coaching sessions independently.

## 2. Overview of the programme

This coaching module is one of three practical modules and two theory modules that make up the RDA Coach Certificate Qualification





## Syllabus for the *Coaching Module* of Vaulting Coach Certificate

Topic	Learning Outcome	Content	Examples of proficient ability
<b>1.0 Pre-session planning and checks</b>			
1.1 Describe the role and responsibilities of a RDA Coach	The coach is able to <b>describe</b> their role within the RDA coaching environment and group. <b>Recognise</b> and <b>explain</b> their responsibilities to; themselves, RDA UK, trustees, participants, volunteers and carers. <b>Understand</b> the requirements for insurance.	<ul style="list-style-type: none"> <li>• How to complete group records</li> <li>• Familiarisation with RDA code of conduct for officials and volunteers</li> <li>• Describe the breadth of the role of RDA Coach within a group</li> <li>• Importance of on-going continual professional development and training to remain current about coaching and RDA; identify relevant sources of information.</li> </ul>	Understands the operational responsibilities of coaches within the group. Knows where to find and how to use relevant forms, records, codes of practice. Recognises the limits and breadth of their role. Is proactive in seeking professional development opportunities to support on-going development.
1.2 Risk assessment	The coach is able to <b>use</b> relevant risk assessment forms to <b>record</b> management of risk. This includes: Arena/ areas of coaching activity Volunteers Participants Equines and their tack Self	<ul style="list-style-type: none"> <li>• Familiarity with group risk assessment for the activity being coached.</li> <li>• Ability to update and record risks for individual coaching sessions</li> <li>• How to keep volunteers, participants, equines and self-safe.</li> </ul>	<p>Familiar with group risk assessment and efficient at updating risk records for individual coaching sessions.</p> <p>Is aware of how to keep everyone involved in sessions safe using risk management.</p>
1.3 Safety checks and management of safety	The coach is able to <b>prepare</b> and <b>maintain</b> a safe environment. <b>Recognise</b> risks and <b>manage</b> these, including <b>explanation</b> of emergency procedures.	<ul style="list-style-type: none"> <li>• Pre-activity checks of the following:               <ul style="list-style-type: none"> <li>○ Mounting area</li> <li>○ Arena Setup</li> <li>○ External Environment</li> <li>○ Equipment</li> <li>○ Volunteers</li> <li>○ Horse, Barrel and tack</li> <li>○ Participant clothing and hats</li> </ul> </li> </ul>	<p>Is confident and consistent in completing pre-activity checks of all necessary areas. Complete checks efficiently, clear about emergency procedures and able to explain these to others in a simple and straightforward manner.</p> <p>Alert to managing risk.</p>



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		<ul style="list-style-type: none"> <li>• Familiarity with emergency procedures and role in following these</li> <li>• Explanation of emergency procedures with volunteers and participants in an appropriate way</li> <li>• Completion of Accident/Incident Reports</li> </ul>	Efficient at completing risk assessment for individual sessions.
1.4 Briefing and welcome for volunteers	The coach is able to <b>welcome</b> and <b>establish</b> a 'team' environment for volunteers and give a clear <b>briefing</b> for the coaching session.	<ul style="list-style-type: none"> <li>• Identify key information to be shared with volunteers; rider information, session plan, safety information, expectations of volunteers</li> <li>• Establish an inclusive environment by encouraging volunteers to speak, ask questions and get involved with the session. Set a positive environment through use of positive language.</li> </ul>	Friendly and inclusive when welcoming volunteers, shares necessary information around participants and learners and clarifies expectations. Involves by asking questions and working with their knowledge. Is positive and upbeat; volunteers enjoy working with the coach.
1.5 Session plan	The coach is able to <b>write</b> relevant and flexible session plans appropriate to the needs of those involved in the Coach' The coach is able to <b>write</b> a series (3-4) of linked session plans for a group or individual that they have experience of working with. Can set personal goal/s for achieving in the session related to personal behaviour.	<ul style="list-style-type: none"> <li>• Set individual session plans</li> <li>• Set four linked session plans for a group or individual that show progression and relevant challenge/therapy with realistic development.</li> <li>• Set relevant personal development goals.</li> </ul>	Can produce a session plan that includes all necessary information and activity that is relevant. The session plan is clear enough for others to follow. The coach is able to develop four progressive plans with realistic development of skill, therapy or other benefit. Is clear about personal development goals that are specific and achievable in a session or across a series of sessions.
1.6 Participant checks	The coach is able to <b>complete</b> checks for participants clothing, and medical	<ul style="list-style-type: none"> <li>• Recognise correct clothing, footwear, hats, gloves appropriate to the activity</li> </ul>	Coach is thorough at checking participant's readiness to take part and shows awareness of the needs of



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	requirements to ensure the safety of the participant.	and participant in accordance with RDA/Centre guidelines <ul style="list-style-type: none"> <li>• How to check medical records and identify range of ability</li> <li>• How to check mood on the day of participants and if relevant liaison with carers/physiotherapist</li> </ul>	individual participants. Is confident at knowing how to check range of ability. Confers with parents or carers where appropriate to gauge mood coming into the session and confident in liaising with physiotherapists where applicable.
<b>2.0 Mounting and use of specialist equipment</b>			
2.1 Mounting and warm up equipment	The coach is able to <b>use</b> the appropriate method to safely and efficiently help the participant to mount.  The coach is able to safely use warm up equipment (trampet, crash mats and small equipment) and demonstrate the benefit to participants.	<ul style="list-style-type: none"> <li>• Coaches are able to safely use and recognise different mounting techniques and understand the advantages and disadvantages of these and their relevance to different needs and abilities</li> <li>• Coach works with participants to develop warm up exercises to bring out the best of them within a session making sure to consider the different needs and abilities of the participants.</li> </ul>	Mounting is managed safely and dignified. Attention is given to both participant and horse. Efficient organisation of the individuals involved with mounting.  The warm up equipment is used correctly so participants are ready to vault onto a horse.
<b>3.0 Delivery</b>			
3.1 Welcome	The coach is able to <b>welcome</b> the participant/s to the session and <b>establish</b> a positive environment for learning and well-being.	<ul style="list-style-type: none"> <li>• Importance of welcoming individual participants, using names, showing interest, listening to needs and keeping language and actions positive and calm.</li> </ul>	Friendly and inclusive when welcoming participants as they arrive. When mounted the coach involves participants in discussion and is positive and upbeat.
3.2 Goal setting and re-setting	The coach is able to <b>set goals</b> for the coaching session and <b>involve</b> the participant/carer where appropriate. The coach is able to <b>evaluate</b> and <b>adjust</b> goals to ensure sufficient	<ul style="list-style-type: none"> <li>• Able to identify a Smart goal for the session and where appropriate individual goals for participants.</li> <li>• Ability to Involve participants/ carer/ volunteer in individual goals setting</li> </ul>	Shares the session goal with the participant/s and encourages individual goals at the outset. Remembers and monitors the goals through the session.



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	challenge through the coaching session.	<ul style="list-style-type: none"> <li>Evaluating achievement and adjusting goals as the session progresses</li> </ul>	
3.4 Participant centred coaching	The coach is able to <b>focus</b> the activities of the session and their <b>attention</b> on the needs and goals of the participant/s throughout coaching.	<ul style="list-style-type: none"> <li>Works with participants as individuals with focus on their holistic development e.g. use of RDA Tracker or Endeavour Promise Sheet.</li> </ul>	Knows the participants well and their capabilities; is able to work beyond general skill development or therapeutic development to support the holistic development of the participant using a range of activities. Responds to individual needs during a session effectively.
3.5 Managing behaviour	The coach is able to <b>agree</b> behavioural expectations with participants, <b>maintain</b> a positive environment to encourage good behaviour and <b>deal</b> with unwanted behaviours.	<ul style="list-style-type: none"> <li>Acts as a role model on behaviour</li> <li>Recognises how to introduce behavioural expectations in a positive way</li> <li>Strategies for encouraging and rewarding positive behaviour</li> </ul>	Reinforces positive behaviour and treats everyone involved in the session with respect. Has developed some methods for encouraging positive behaviour and effective at dealing with unwanted behaviour in a positive way, or knows who to refer to if needed.
3.6 Explanations and demonstrations	The coach is able to <b>give</b> clear explanations using appropriate terms and relevant to the age and learning ability of the participant. The coach is able to <b>use</b> demonstrations to support learning and give participants clear information.	<ul style="list-style-type: none"> <li>Can gain attention before giving explanations or demonstrations</li> <li>Ensures everyone can see or hear</li> <li>Keeps to one or two key points</li> <li>Gives the demonstration more than once</li> <li>Checks for understanding before progressing</li> <li>Relevant to the abilities of the participant/s</li> </ul>	Efficient use of explanation and demonstration that is tailored to the needs of the participant. Effective at checking understanding before progressing the session.
3.7 Observe and generate feedback	The coach is able to <b>observe</b> participant and horse combination from different places during a session.	<ul style="list-style-type: none"> <li>Demonstrates observation techniques and pauses to analyse the relevance/importance of observations before generating feedback.</li> </ul>	Gives time to observe before generating feedback, takes in whole picture and is able to focus on areas that are most important.



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	The coach is able to <b>generate</b> appropriate feedback for individual participants and volunteers.	<ul style="list-style-type: none"> <li>Helps participants develop self-awareness through feedback.</li> <li>Feeding back both improvements and areas for development.</li> </ul>	Is able to involve participants in generating feedback by asking effective questions. Provides positive feedback.
3.8 Communication methods	<p>The coach is able to <b>use</b> their voice and <b>vary</b> their tone, pace and volume to keep participants engaged and interested.</p> <p><b>Use</b> language at the right level and appropriate to participants.</p> <p><b>Maintain</b> body language that is open and congruent to spoken messages.</p> <p><b>Listen</b> to participants and volunteers without interrupting or anticipating.</p> <p><b>Physical Prompt</b> appropriate use when required.</p>	<ul style="list-style-type: none"> <li>Practice varying tone, altering volume of voice to be heard (although not shouting), changing pace to maintain attention</li> <li>Examples of language appropriate to age and learning ability of participants</li> <li>Examples of open and closed body language</li> <li>Development of awareness of coach's own body language</li> <li>How to show good listening techniques</li> <li>Appropriate physical prompts demonstrated.</li> </ul>	<p>Coach speaks so that everyone is able to hear and understand what is being said. Good use of voice to gain attention, give praise, calm horses and engage the participant.</p> <p>The language is appropriate and easy to understand.</p> <p>Positive body language is used to support message being spoken.</p> <p>Shows good listening skills so that they continue to build rapport and can respond to participants and volunteers.</p>
3.9 Time management, pace and sequencing	The coach is able to <b>manage</b> the time so that all aspects of the session are covered.	<ul style="list-style-type: none"> <li>Structure of a 'typical' coaching session and approximate timings for each element</li> <li>Techniques for managing time</li> </ul>	Keeps to time, and is well paced. Can be flexible within the session according to circumstances and progress made.
3.10 Coaching styles	The coach is aware of and able to <b>use</b> different coaching styles for different participants.	<ul style="list-style-type: none"> <li>Demonstrate and discuss different coaching styles.</li> <li>What makes each style effective and what situations are appropriate for each style.</li> <li>Recognise the difference between teaching, coaching and mentoring.</li> </ul>	Shows the use of different styles of coaching through the session according to the activity, needs of the participants and coaching objective.



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3.11 Working with volunteers through the session	The coach is able to <b>maintain</b> involvement and engagement of volunteers throughout the session.	<ul style="list-style-type: none"> <li>• How to maintain motivation of volunteers</li> <li>• Finding out preferences of volunteers</li> <li>• Strategies for involving volunteers through sessions</li> </ul>	Engages volunteers through the session and keeps them motivated by providing appropriate levels of responsibility. Works to meet the preferences of individual volunteers without compromising the session outcomes.
3.12 Maintaining safety	The coach is able to <b>assess</b> risk during a session and react as needed.	<ul style="list-style-type: none"> <li>• Common and typical risks to be aware of during a coaching session</li> <li>• Action to take in managing risks through a session.</li> </ul>	Shows awareness of safety by managing risks along the way, is pro-active in preventing risk by being alert.
3.13 Building and maintaining rapport	The coach is able to <b>continue</b> 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.	<ul style="list-style-type: none"> <li>• Techniques to build rapport and remain authentic</li> <li>• Methods to maintain rapport</li> </ul>	Establishes and maintains a good rapport with participants, takes time to get to know participants, their motives and their abilities. Knows and uses everyone's name and participants enjoy being in the session.
3.14 Group Management	The coach is able to <b>manage</b> groups ensuring everyone is fully involved and the group is well organised so attention is fairly spread.	<ul style="list-style-type: none"> <li>• Organisation of participants, horses, and volunteers.</li> <li>• Managing a group of participants simultaneously</li> </ul>	Well organised use of space, volunteers and participants with each activity in the session. Gives participants equal attention and involves everyone throughout the session.
3.15 Summary	The coach is able to <b>conclude</b> the session by <b>summarising</b> the key content covered and progress/achievements for participants.	<ul style="list-style-type: none"> <li>• Different approaches to involve participants and volunteers.</li> </ul>	Can give a summary of progress that involves the participants in reviewing their own performances and either confirms or adds to the review.





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3.16 Vaulting Knowledge	The coach is able <b>demonstrate</b> and <b>understand</b> technical elements of vaulting.	<ul style="list-style-type: none"> <li>Understanding and able to coach pre-novice compulsories</li> <li>Demonstrates pairs and / or team moves</li> <li>Can create an individual freestyle in walk</li> </ul>	Able to clearly demonstrate elements of technical knowledge for individuals and pairs/ team
<b>4.0 Review and reflection</b>			
4.1 Review the session content and enjoyment	The coach is able to give an accurate <b>recall</b> of the session, <b>recognising</b> the impact of session activity and <b>evaluating</b> effectiveness in relation to the session goals.	<ul style="list-style-type: none"> <li>Review the use of activities/exercises and involvement of others in relation to session goals and participant's goals.</li> </ul>	Able to review the session in relation to the goal. Recognises those elements of the session that contributed to the goal/s and those that did not contribute. Can evaluate the progress of individuals in terms of their holistic development.
4.2 Reflect on own coaching	The coach is able to <b>reflect</b> on their own behaviours and recognise the impact of these behaviours on the participants, volunteers and learning environment.	<ul style="list-style-type: none"> <li>Review personal behaviours in relation to personal goals</li> <li>Development of self-awareness to encourage clear re-call of personal behaviours and their impact on others.</li> </ul>	Able to reflect on own personal goals related to coaching behaviours. Balanced review; can identify areas of performance that were positive and areas for further development.
4.3 Feedback to participants, parents and carers as relevant	The coach is able to <b>provide feedback</b> to participants, parents and carers on participant's achievement and progress.	<ul style="list-style-type: none"> <li>Providing effective feedback using positive language</li> </ul>	Engages all and updates them regularly with a summary report on progress.
4.4 De-brief with volunteers	The coach is able to <b>generate feedback</b> with volunteers and <b>receive feedback</b> from volunteers	<ul style="list-style-type: none"> <li>Techniques to involve volunteers in reviewing a session</li> <li>Generating feedback with volunteers on their involvement</li> <li>Managing feedback from volunteers</li> </ul>	Involves the volunteers in reviewing the session content and progress of participants.