

Syllabus for the *Coaching Module* of the Advanced Coach Certificate



1.0 Introduction to the RDA Advanced Coaching Syllabus

The Coaching Module forms part of the RDA Advanced Coach Certificate. It is one module that makes up the overall qualification to become an Advanced Coach. The syllabus of the Advanced Coaching Certificate builds on the content of the RDA Coaching Syllabus and introduces new concepts and ideas that develop the skills and underpinning knowledge of the coach. The syllabus assumes that coaches will have an ability to evaluate and analyse the skills and knowledge learned through the Coach Certificate.

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Topic	Learning Outcome	Content	Examples of proficient ability
1.0 Pre-session Planning and Preparation			
1.1 Responsibilities of a RDA Advanced Coach	The coach is able to evaluate the role they hold within the RDA and contribution they are able to make to the development of the Centres and the broader infrastructure of the RDA such as Counties and Regions. Recognise and explain their responsibilities and lead as a role model in all coaching activity.	<ul style="list-style-type: none"> • Role model; personal and professional standards • Pro-active in identifying and accessing on-going professional development and training to remain current in coaching practice and RDA developments. 	Has a clear understanding of their role in the RDA both at Centres and more broadly in developing high standard practice in specialist areas. Good understanding of structures and processes of RDA, coaching and its centres.
1.2 Management of safety and risk.	The coach is able to develop structured, safety principles and practice for themselves and others. Is able to effectively monitor and review risk to maintain a safe environment for coaching in a range of environments; indoors, outdoors, arena, countryside, flatwork and jumping. Can complete risk assessments as well as develop a risk assessment of coaching activity.	<ul style="list-style-type: none"> • Management of risks/ reducing risks and helping others to manage risk (coaches, riders and volunteers). • Ensuring standard safety protocols and risk assessments are relevant, up-to date and being followed. • Managing and dealing with accidents and incidents in a thorough and effective manner. • Identifying minimum safety standards for clothing (hats, body protectors) and equipment used for coaching. 	The coach is confident in discussing risk management and able to effectively identify and manage risks, encouraging others within the environment to take responsibility to safety. They are able to develop risk management strategies and monitor and review safety within the environments they are coaching. They are able to comfortably manage risk while enabling participants to explore their potential without compromising safety.
1.3 Programme Planning	The coach is able to develop outline plans for termly/6 months or more to support participant's skills, social/emotional or therapeutic development.	<ul style="list-style-type: none"> • Set long/Medium term schemes of work with associated goals and the inclusion of specialist support. 	The coach is comfortable in developing and producing clear outline plans that are progressive and development. These may be for performance development or for therapy and show relevant goals through

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		<ul style="list-style-type: none"> Show progression and relevant challenge /therapy with realistic development goals 	<p>the programme and clear expected outcomes. They are recognised as forward plans and the coach is able to respond and evolve the plans according to progress made and goals met.</p>
1.4 Coaching Ethics and personal Values	<p>The coach has formed a clear coaching philosophy based on values and sound underpinning knowledge of coaching in an RDA setting. Is able to identify the approach they take which is underpinned by their philosophy. They are able to develop a code of conduct for coaches and participants</p>	<ul style="list-style-type: none"> Develop codes of conduct for coaching and for participants, phrased positively and that are about positive and ethical behaviour. Identification of personal values Formation of a coaching philosophy Consistent application of coaching philosophy to coaching practice. 	<p>Through discussion the coach is clear about their values that apply to their coaching and the behaviours that they aspire to that underpin these values. They are able to discuss these as a fundamental part of their coaching philosophy. They are able to produce, introduce and maintain codes of conduct for participants and coaches. These codes are appealing and phrased in positive terms with high standards of behaviour expressed.</p>
1.5 Personal Development Planning	<p>The coach is able to identify personal development for the short and medium term and has some insight to longer-term development plan.</p>	<ul style="list-style-type: none"> Personal reflective skills Types of reflection; <i>in action</i> and <i>on action</i> Reflective models; Gibbs, Kolb Getting other's perspective and identifying blind spots through 360 feedback, Johari Window Translate reflections and feedback to forward planning and personal action planning 	<p>The coach shows a considered reflective approach to planning for their development which is based on a correct review of current performance and personal goals. They will have undertaken personal development both within the RDA and outside of the organisation and be curious to learn more. CPD will be considered and selected to meet their personal goals and not driven by external expectations. They will actively seek feedback from external sources including; other coaches, participants, carers/ parents, volunteers etc.</p>

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2.0 Technical knowledge and skills			
2.1 Rider Position	Is able identify if the rider has an independent seat and is able to make appropriate short/medium and long term solutions to improve the rider's seat.	<ul style="list-style-type: none"> • Biomechanical balanced position • Developing a stronger seat position • Impact of dynamic movement on position of rider and adaptation to terrain and pace. • Developing an understanding of biomechanics of horse jumping and the influence on rider balance 	The coach demonstrates good observational skills around the rider and is able to take individual needs of each rider when seeking solutions for an independent seat. The coach is confident in using a range of methods to support the development of the rider in their seat and recognises the long term nature of creating an independent seat and is able to bench-mark short and medium term process goals to maintain motivation.
2.2 Scale(s) of training	Is able to evaluate the Scale of training through the observation of a horse while working.	<ul style="list-style-type: none"> • Progressive development of the scale • Recognition of the scale in established horses • Development of the scale in younger horses 	The coach is confident in evaluating each horse and their level of training using the scale of training. They have progressive developmental exercises for the horse which takes into account each equine and their specific needs and limitations.
2.3 Paces	Is able to coach the rider in all three paces and support the rider to improve the equine's way of going.	<ul style="list-style-type: none"> • Walk, trot and canter, show a difference within the pace • The scale(s) applied to paces • Transitions upwards and downwards • Use of pole work and jumping (RDA showjumping Level 3 standard) 	The coach shows confidence in working with the rider to improve the horses way of going. The improvement is achieved through working with the rider to better understand the paces and 'feel' the horse, rather than riding the horse through the rider.
2.4 Lateral Work	Is able coach the rider to produce lateral work and able to work the horse through lateral movements using ground work.	<ul style="list-style-type: none"> • Leg yield • Shoulder-in and shoulder fore • Forwardness, straightness, flexion and impulsion in the movements 	The coach shows confidence in working with the rider to improve the horses lateral work. The improvement is achieved through working with the rider to better understand lateral work and

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		<ul style="list-style-type: none"> • Aids and rider position in the movements 	'feel' the horse, rather than riding the horse through the rider.
3.0 Leadership and working with others			
3.1 Leading and supporting Coaches and Volunteers	The coach is able to lead coaches, volunteers and medical support to develop positive learning environments. Is inclusive and able to give a clear leadership vision in a coaching environment.	<ul style="list-style-type: none"> • Transformational vs Transactional leadership • Communication styles • Establishing and maintaining a Growth Learning Environment and dealing with fixed mind-set individuals 	An inspirational individual who is able to share a good vision and leads by example with high standards of professional behaviour. Aspires always to be a transformational leader and this is witnessed through the language used and interactions with those they work with. Clear and considered communication which creates a Growth Mindset learning environment.
3.2 Collaboration with physiotherapists and other appropriate medical/social support.	The coach is able to include physiotherapists and other care/support personnel to build appropriate coaching programmes.	<ul style="list-style-type: none"> • Holistic development of riders • Collaboration and team work 	Coach is comfortable and confident in working with other experts and support personnel to establish relevant and appropriate development programmes for riders.
4.0 Coaching Practice			
4.1 Participant profiling	The coach is able to establish a profile with the rider that covers; physical, mental, technical, tactical, lifestyle strengths and areas for development.	<ul style="list-style-type: none"> • Profiling • Coach: athlete relationships • Programme planning 	The coach is confident at completing a holistic profile with participants to help identify current ability and to build an appropriate long-term development or maintenance plan.
4.2 Long, medium and short-term goal setting and evaluation	The coach is able to establish short, medium and long-term goals for programmes and participants. Can use Outcome, Performance and Process goals and involve others where appropriate. The coach is	<ul style="list-style-type: none"> • Able to identify a Smart(ish) goal for the session and where appropriate individual goals for participants. • Ability to Involve participants/ carer/ volunteer in individual goals setting 	The coach is skilful in working with participants to develop a range of goal types (Outcome, performance and process) that are relevant to and agreed. The involvement of other support staff (physio, parent/carer) are involve and

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	able to evaluate and adjust goals to ensure sufficient challenge through the coaching programme /session.	<ul style="list-style-type: none"> Evaluating achievement and adjusting goals as the session/ programme progresses 	informed during the process. The goals are regularly referred to and evaluated during coaching programmes.
4.3 Creating an appropriate learning environment and apply learning strategies to enhance participant development.	The coach can establish and maintain a positive learning environment which is underpinned by learning theory.	<ul style="list-style-type: none"> Stages of learning Learning process Fixed and growth mindset Behaviour codes/expectations 'Pull' and 'Push' coaching strategies 	The coach shows an awareness of learning and is adept at applying theory to their practice to enhance and accelerate learning. They show a flexible approach that meets the needs and preferences of the participant.
4.4 Participant Empowerment	The coach is aware of different ways to empower participants and has the skills to empower and awareness of when to empower.	<ul style="list-style-type: none"> Participant led/coach led approaches Participant centred/coach centred approaches Self-determination 	The coach is participant centred at all times and is able to empower using a range of techniques, when appropriate to the participant. They are conscious of using different approaches and skilful at applying different empowerment techniques.
4.5 Create and maintain motivational climates	The coach is able to establish an appropriate motivational climate with participants and volunteers and underpins their practice with knowledge of motivation theory.	<ul style="list-style-type: none"> Intrinsic and extrinsic motivation Task and ego environments 	The coach is able to create a motivational environment and uses a mix of approaches that inspire and motivate a range of participants and volunteers.
4.6 Skill Acquisition	The coach has a basic understanding of skill acquisition and is able to establish development programmes on skill acquisition principles.	<ul style="list-style-type: none"> Decision training theory Skill acquisition basic principles 	The coach is able to build coaching sessions and longer term coaching programmes that are underpinned by simple skill acquisition principles.
4.7 Building and maintaining rapport	The coach is able to build rapport and maintain working relationships with a range of people including; participants, volunteers,	<ul style="list-style-type: none"> Coach and athlete relationship characteristics; (Jowett) Working with parents and carers in sport 	The coach is able to initiate and sustain good relationships with a range of people. They see the benefits and importance of building relationships to the coaching

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	parents/carers. Manages to maintain relationships in challenging situations.		environment including managing parents and carers in a sensitive and positive manner.
5.0 Review and reflection of Programmes and Personal Performance			
5.1 Review of sessions and longer term programmes	The coach is able to give an accurate review of the session, recognising the impact of session activity and evaluating effectiveness in relation to the session goals or programme aims.	<ul style="list-style-type: none"> • Use of reflective processes to review programmes; eg Kolb • Use of others to review sessions and programmes eg. 360 review processes 	The coach is able to reflect on sessions and is inclusive in this reflection through feedback of others involved. The review can be over a single session as well as a programme of coaching. The review will be balanced and identify effectiveness and strengths as well as areas for change.
5.2 Reflect on own coaching from an individual session and over a medium term period (6-12 months)	The coach is able to reflect on their own behaviours and recognise strengths and areas for change and is able to create and follow a personal development plan to continually develop.	<ul style="list-style-type: none"> • Use of reflective frameworks to review own coaching eg Gibbs Cycle • Personal action planning • Self-awareness and self knowledge • Use of Johari Window 	The coach shows self-awareness and an ability to reflect on their own behaviours and thoughts both short term (following a coaching session) as well as medium and long-term. This will include feedback from others and result in personal action.