

Assessment of Practical Coaching Skills – Coaching an Individual Lesson

CANDIDATE COACH NAME:		VENUE:		
COACH EDUCATORS NAME:		DATE:		
Overall Result: Competent / Not Yet Competent				
Overview	Name of Skill	X / ✓	C/NYC	COMMENTS & WHY
SECTION 1) SAFETY	<ul style="list-style-type: none"> - Gear check - Identification of special needs - Emergency Stop procedure established - Safe equipment and environment 			
SECTION 2) INTRODUCTION, DEMONSTRATION & WARM-UP <small>* Demonstration and Warm-Up can be done in any order</small>	Introduction: <ul style="list-style-type: none"> - Clear and concise - Purpose of the lesson established 			
	Demonstration*: <ul style="list-style-type: none"> - Accurate - Suitable 			
	Warm-Up (& initial assessment): <ul style="list-style-type: none"> - Suitable - Rider/Horse assessment - Relevance to lesson - Clear & concise explanation about how to use the relevant aids 			
SECTION 3) LESSON CONTENT & GENERAL COACHING SKILLS	<ul style="list-style-type: none"> - Perceptive and attentive to the needs of the individual - Use a variety of techniques (strategies) to teach skills - Ensure all riders are recognised in a training session - Communicate instructions clearly and accurately 			
	Lesson Structure (Did the coach?) <ul style="list-style-type: none"> - Outline the Lesson plan for the riders - Was the lesson plan suitable for the riders ability - Did the coach adjust the lesson plan according to the riders ability - Maintain rider focus throughout lesson - Observe, notes and corrects errors in individual(s) technique and skills - Shows sequential progression of lessons skills and demonstrates an ability to break skills down to enhance the understanding of riders - Safe dismissal 			
	Time Management <ul style="list-style-type: none"> - Demonstrate effective time management to ensure completion of training session 			

SECTION 4) FEEDBACK SKILLS	<ul style="list-style-type: none"> - Feedback contains information about the performance that is easy to understand - Feedback contains keys words and phrases to promote change in performance/learning - Feedback given to both individuals and the entire group - <i>Feedback is conveyed in a positive manner to encourage change and/or reward performance</i> - Feedback is correct and given as soon as possible after task completion - Provide a variety of feedback styles: visual, verbal, tactile, questioning, discussion 			
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Coach Educator Feedback:

What were the positive aspects/strengths of the lesson?

What aspect/s does the candidate need to continue working on to improve/demonstrate in future (please complete this section regardless of whether the candidate was found C / NYC)

Candidate's Self- Evaluation:

Where do you believe you went well? What could you improve? How will you do this?

Not Yet Competent	Date: CE:	Date: CE:	Date: CE:
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Coach Educator (CE) Declaration

IC– Assessment Slip 5.1

Candidate Name:

Coach Educator

I am satisfied that the candidate has demonstrated competence in teaching groups in a safe and well-sequenced manner. I am a currently registered EA Coach Educator.

Name:

NCAS Level:

E-mail address:

Phone Number:

Assessment Location:

Signature:

Date: