

ICDC ASSESSMENT SLIPS 3-5 – Lesson Plans/Coaching Practical

Practical Assessment Guidelines

The following three (3) assessment slips each include three (3) lessons made up of a lesson plan and the practical delivery. The lesson plan must be completed and assessed first, followed by a practical coaching lesson based on that lesson plan.

The reason the nine (9) lessons are split into three (3) assessment slips is to more easily allow the candidate to be assessed by multiple CE's, and to ensure a single CE does not assess all of the candidates coaching.

The three (3) lessons in each Assessment Slip 3 are ideally assessed by the same CE.

Assessment Slip 3 – 3 x Dressage Lessons (pages 24-35)

Assessment Slip 4 – 3 x Cones Lessons 1-3 (pages 36-47)

Assessment Slip 5 – 3 x Marathon Lessons 4-6 (pages 48-59)

A single CE can assess NO MORE than two (2) of these assessment slips. At least one of the assessment slips 3, 4 or 5 MUST be assessed by a different CE.

Supervision:

- The Lesson Plan activity may be discussed in advance with the Coach Educator. The lesson plans must then be prepared and presented to the Coach Educator to assess. The Coach Educator shall then discuss the Lesson Plans with the Candidate.
- After the Lesson Plans have been assessed by the Coach Educator, the candidate must demonstrate their ability in coaching lessons based on Lesson Plans under the supervision of a Coach Educator

Candidate information:

- The purpose of the lesson plan activity is to demonstrate sound teaching methods and an awareness of how skills are built upon and sequenced in a safe and appropriate manner.
- The coaching tasks are designed for the candidate to demonstrate their ability in coaching lessons at the beginner level.
- Prior to beginning any instructional assessment activities the Coach Educator must sign the candidate's lesson plan.

Assessment:

- Should the Lesson Plans be unsuitable for any reason, the Coach Educator will discuss this with the Candidate, who may amend the plans and re-present them to the Coach Educator for further assessment and discussion.
- Re-assessment of the practical coaching component may be performed directly after the initial assessment, or at a time negotiated with the Coach Educator

Arena Plans and Additional Notes:

<u>Coach Educator (CE) Declaration</u>		ICDC– Assessment Slip 3.1a	
<i>Candidate Name:</i>		<i>EA No.</i>	
Coach Educator I am satisfied that the candidate has demonstrated competence in developing this lesson 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:	

Assessment of Practical Coaching Skills – Coaching an Dressage Lesson Plan Number 1

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 - Athlete(s)/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 athlete(s) 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 athlete(s) - Was the lesson plan suitable for the athlete(s) ability - Did the coach adjust the lesson plan according to the athlete(s)s ability - Maintain athlete(s) 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 athlete(s) - 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:	Date:	Date:
	CE:	CE:	CE:

Coach Educator (CE) Declaration

ICDC– Assessment Slip 3.1b

Candidate Name:

EA No.

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:

Arena Plans and Additional Notes:

<u>Coach Educator (CE) Declaration</u>	ICDC– Activity Slip 3.2a
<i>Candidate Name:</i>	<i>EA No.</i>
Coach Educator I am satisfied that the candidate has demonstrated competence in developing this lesson 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:

Assessment of Practical Coaching Skills – Coaching an Dressage Lesson Plan Number 2

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>	<p>Introduction:</p> <ul style="list-style-type: none"> - Clear and concise - Purpose of the lesson established <p>Demonstration*:</p> <ul style="list-style-type: none"> - Accurate - Suitable <p>Warm-Up (& initial assessment):</p> <ul style="list-style-type: none"> - Suitable - Athlete(s)/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 athlete(s) are recognised in a training session - Communicate instructions clearly and accurately 			
	<p>Lesson Structure (Did the coach?)</p> <ul style="list-style-type: none"> - Outline the Lesson plan for the athlete(s) - Was the lesson plan suitable for the athlete(s) ability - Did the coach adjust the lesson plan according to the athlete(s) ability - Maintain athlete(s) 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 athlete(s) - Safe dismissal 			
	<p>Time Management</p> <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:	Date:	Date:
	CE:	CE:	CE:

Coach Educator (CE) Declaration

ICDC– Assessment Slip 3.2b

Candidate Name:

EA No.

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:

Arena Plans and Additional Notes:

<u>Coach Educator (CE) Declaration</u>		ICDC– Activity Slip 3.3a
<i>Candidate Name:</i>		<i>EA No.</i>
Coach Educator I am satisfied that the candidate has demonstrated competence in developing this lesson 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:

Assessment of Practical Coaching Skills – Coaching an Dressage Lesson Plan Number 3

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>	<p>Introduction:</p> <ul style="list-style-type: none"> - Clear and concise - Purpose of the lesson established <p>Demonstration*:</p> <ul style="list-style-type: none"> - Accurate - Suitable <p>Warm-Up (& initial assessment):</p> <ul style="list-style-type: none"> - Suitable - Athlete(s)/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 athlete(s) are recognised in a training session - Communicate instructions clearly and accurately 			
	<p>Lesson Structure (Did the coach?)</p> <ul style="list-style-type: none"> - Outline the Lesson plan for the athlete(s) - Was the lesson plan suitable for the athlete(s) ability - Did the coach adjust the lesson plan according to the athlete(s) ability - Maintain athlete(s) 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 athlete(s) - Safe dismissal 			
	<p>Time Management</p> <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:	Date:	Date:
	CE:	CE:	CE:

Coach Educator (CE) Declaration

ICDC– Assessment Slip 3.3b

Candidate Name:

EA No.

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:

Arena Plans and Additional Notes:

<u>Coach Educator (CE) Declaration</u>		ICDC– Activity Slip 4.1 a
<i>Candidate Name:</i>		<i>EA No.</i>
Coach Educator I am satisfied that the candidate has demonstrated competence in developing this lesson 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:

Assessment of Practical Coaching Skills – Coaching a Cones Lesson Plan Number 1

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>	<p>Introduction:</p> <ul style="list-style-type: none"> - Clear and concise - Purpose of the lesson established <p>Demonstration*:</p> <ul style="list-style-type: none"> - Accurate - Suitable <p>Warm-Up (& initial assessment):</p> <ul style="list-style-type: none"> - Suitable - Athlete(s)/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 athlete(s) are recognised in a training session - Communicate instructions clearly and accurately 			
	<p>Lesson Structure (Did the coach?)</p> <ul style="list-style-type: none"> - Outline the Lesson plan for the athlete(s) - Was the lesson plan suitable for the athlete(s) ability - Did the coach adjust the lesson plan according to the athlete(s) ability - Maintain athlete(s) 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 athlete(s) - Safe dismissal 			
	<p>Time Management</p> <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:	Date:	Date:
	CE:	CE:	CE:

Coach Educator (CE) Declaration

ICDC– Assessment Slip 4.1b

Candidate Name:

EA No.

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:

Arena Plans and Additional Notes:

<u>Coach Educator (CE) Declaration</u>		ICDC– Activity Slip 4.2a
<i>Candidate Name:</i>		<i>EA No.</i>
Coach Educator I am satisfied that the candidate has demonstrated competence in developing this lesson 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:

Assessment of Practical Coaching Skills – Coaching a Cones Lesson Plan Number 2

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>	<p>Introduction:</p> <ul style="list-style-type: none"> - Clear and concise - Purpose of the lesson established <p>Demonstration*:</p> <ul style="list-style-type: none"> - Accurate - Suitable <p>Warm-Up (& initial assessment):</p> <ul style="list-style-type: none"> - Suitable - Athlete(s)/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 athlete(s) are recognised in a training session - Communicate instructions clearly and accurately 			
	<p>Lesson Structure (Did the coach?)</p> <ul style="list-style-type: none"> - Outline the Lesson plan for the athlete(s) - Was the lesson plan suitable for the athlete(s) ability - Did the coach adjust the lesson plan according to the athlete(s) ability - Maintain athlete(s) 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 athlete(s) - Safe dismissal 			
	<p>Time Management</p> <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:	Date:	Date:
	CE:	CE:	CE:

Coach Educator (CE) Declaration

ICDC– Assessment Slip 4.2b

Candidate Name:

EA No.

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:

Arena Plans and Additional Notes:

<u>Coach Educator (CE) Declaration</u>		ICDC– Activity Slip 4.3a
<i>Candidate Name:</i>		<i>EA No.</i>
Coach Educator I am satisfied that the candidate has demonstrated competence in developing this lesson 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:

Assessment of Practical Coaching Skills – Coaching a Cones Lesson Plan Number 3

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>	<p>Introduction:</p> <ul style="list-style-type: none"> - Clear and concise - Purpose of the lesson established <p>Demonstration*:</p> <ul style="list-style-type: none"> - Accurate - Suitable <p>Warm-Up (& initial assessment):</p> <ul style="list-style-type: none"> - Suitable - Athlete(s)/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 athlete(s) are recognised in a training session - Communicate instructions clearly and accurately 			
	<p>Lesson Structure (Did the coach?)</p> <ul style="list-style-type: none"> - Outline the Lesson plan for the athlete(s) - Was the lesson plan suitable for the athlete(s) ability - Did the coach adjust the lesson plan according to the athlete(s) ability - Maintain athlete(s) 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 athlete(s) - Safe dismissal 			
	<p>Time Management</p> <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:	Date:	Date:
	CE:	CE:	CE:

Coach Educator (CE) Declaration

ICDC– Assessment Slip 4.3b

Candidate Name:

EA No.

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:

Arena Plans and Additional Notes:

<u>Coach Educator (CE) Declaration</u>		ICDC– Activity Slip 5.1a
<i>Candidate Name:</i>		<i>EA No.</i>
Coach Educator I am satisfied that the candidate has demonstrated competence in developing this lesson 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:

Assessment of Practical Coaching Skills – Coaching a Marathon Lesson Plan Number 1

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>	<p>Introduction:</p> <ul style="list-style-type: none"> - Clear and concise - Purpose of the lesson established <p>Demonstration*:</p> <ul style="list-style-type: none"> - Accurate - Suitable <p>Warm-Up (& initial assessment):</p> <ul style="list-style-type: none"> - Suitable - Athlete(s)/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 athlete(s) are recognised in a training session - Communicate instructions clearly and accurately 			
	<p>Lesson Structure (Did the coach?)</p> <ul style="list-style-type: none"> - Outline the Lesson plan for the athlete(s) - Was the lesson plan suitable for the athlete(s) ability - Did the coach adjust the lesson plan according to the athlete(s) ability - Maintain athlete(s) 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 athlete(s) - Safe dismissal 			
	<p>Time Management</p> <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	ICDC– Assessment Slip 5.1b
Candidate Name:	EA No.
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:

Arena Plans and Additional Notes:

<u>Coach Educator (CE) Declaration</u>		ICDC– Activity Slip 5.2a
<i>Candidate Name:</i>		<i>EA No.</i>
Coach Educator I am satisfied that the candidate has demonstrated competence in developing this lesson 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:

Assessment of Practical Coaching Skills – Coaching a Marathon Lesson Plan Number 2

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>	<p>Introduction:</p> <ul style="list-style-type: none"> - Clear and concise - Purpose of the lesson established 			
	<p>Demonstration*:</p> <ul style="list-style-type: none"> - Accurate - Suitable 			
	<p>Warm-Up (& initial assessment):</p> <ul style="list-style-type: none"> - Suitable - Athlete(s)/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 athlete(s) are recognised in a training session - Communicate instructions clearly and accurately 			
	<p>Lesson Structure (Did the coach?)</p> <ul style="list-style-type: none"> - Outline the Lesson plan for the athlete(s) - Was the lesson plan suitable for the athlete(s) ability - Did the coach adjust the lesson plan according to the athlete(s) ability - Maintain athlete(s) 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 athlete(s) - Safe dismissal 			
	<p>Time Management</p> <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:	Date:	Date:
	CE:	CE:	CE:

Coach Educator (CE) Declaration

ICDC– Assessment Slip 5.2b

Candidate Name:

EA No.

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:

Arena Plans and Additional Notes:

<u>Coach Educator (CE) Declaration</u>	ICDC– Activity Slip 5.3a
<i>Candidate Name:</i>	<i>EA No.</i>
Coach Educator I am satisfied that the candidate has demonstrated competence in developing this lesson 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:

Assessment of Practical Coaching Skills – Coaching a Marathon Lesson Plan Number 3

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>	<p>Introduction:</p> <ul style="list-style-type: none"> - Clear and concise - Purpose of the lesson established <p>Demonstration*:</p> <ul style="list-style-type: none"> - Accurate - Suitable <p>Warm-Up (& initial assessment):</p> <ul style="list-style-type: none"> - Suitable - Athlete(s)/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 athlete(s) are recognised in a training session - Communicate instructions clearly and accurately 			
	<p>Lesson Structure (Did the coach?)</p> <ul style="list-style-type: none"> - Outline the Lesson plan for the athlete(s) - Was the lesson plan suitable for the athlete(s) ability - Did the coach adjust the lesson plan according to the athlete(s) ability - Maintain athlete(s) 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 athlete(s) - Safe dismissal 			
	<p>Time Management</p> <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:	Date:	Date:
	CE:	CE:	CE:

Coach Educator (CE) Declaration

ICDC– Assessment Slip 5.3b

Candidate Name:

EA No.

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: