

Title	Describe the role of the Riding for the Disabled (RDA) coach, rider learning styles, and RDA teaching techniques		
Level	3	Credits	2

Purpose	People credited with this unit standard are able to describe: the role of the RDA coach, and criteria and documentation required for rider acceptance into an RDA programme; and learning styles and teaching techniques for RDA riders and sessions.
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Classification	Equine > Equitation
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Available grade	Achieved
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Explanatory notes

- 1 References
NZRDA Resource Manual - Policies, Procedures and Standards for Groups 2009, and *NZRDA Health and Safety Manual 2009* (including Code of Safe Practice), available from New Zealand Riding for the Disabled Association, by email admin@rda.org.nz or from PO Box 58-110, Whitby, Porirua, 5425, telephone 04 234 6090/1, facsimile 04 234 6094.
- 2 Legislation relevant to this unit standard includes but is not limited to the – Health and Safety in Employment Act 1992, Health and Disability Commissioner Act 1994, and their subsequent amendments; and the Code of Health and Disability Services Consumers' Rights.
- 3 All actions must be in accordance with the *Code of Recommendations and Minimum Standards for the Welfare of Horses* available at <http://www.biosecurity.govt.nz/animal-welfare/codes/horses/index.htm>.

Outcomes and evidence requirements

Outcome 1

Describe the role of the RDA coach, and criteria and documentation required for rider acceptance into an RDA programme.

Evidence requirements

- 1.1 The role of the RDA coach is described in terms of *NZRDA Resource Manual - Policies, Procedures and Standards for Groups 2009*.

- 1.2 The criteria for accepting a rider into an RDA programme are described in terms of the *NZRDA Resource Manual - Policies, Procedures and Standards for Groups 2009*, and *NZRDA Health and Safety Manual 2009*.

Range includes but is not limited to – experience and skills of the coach, availability of volunteers and helpers, rider contraindications and precautions for riding, minimum standards for group to operate; availability of suitable horses – height, weight carrying capacity, training, fitness, soundness.

- 1.3 Forms and information required by NZRDA for the rider to commence riding are identified and completed in accordance with the *NZRDA Resource Manual - Policies, Procedures and Standards for Groups 2009*, and *NZRDA Health and Safety Manual 2009*.

Outcome 2

Describe learning styles and teaching techniques for RDA riders and sessions.

Evidence requirements

- 2.1 Learning styles are described in terms of their characteristics, and application to teaching RDA riders.

Range visual, auditory, kinaesthetic.

- 2.2 Physical skills are described in terms of their use in RDA sessions.

Range include but are not limited to – fine, gross, open, closed, simple, complex.

- 2.3 Methods of teaching a skill are described in terms of their application to RDA sessions.

Range task analysis, whole-part-whole, chaining, backward chaining, modelling, prompting, cueing, repetition, pictures.

- 2.4 Levels of assistance are described in terms of their applications for helping an RDA rider's progress.

Range hand over hand, tactile prompt, fading, gestured prompt, verbal independence, posture, pictorial.

- 2.5 Skill development using progression from stability to mobility is described in relation to its use with RDA riders.

Range horse gait and movement, support given physically to riders from sidewalkers, graduation of exercises, school figures, independence on the horse; riding surface – level, uneven, undulating.

Planned review date	31 December 2015
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	17 September 2010	N/A

Accreditation and Moderation Action Plan (AMAP) reference	0018
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This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Consent requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the Primary Industry Training Organisation standards@primaryito.ac.nz if you wish to suggest changes to the content of this unit standard.