



National Coaching Accreditation Scheme (NCAS)

Beginning Coaching General Principles Curriculum

Contents:

Changes to the National Coaching Accreditation Scheme.....	2
How to use this document.....	2
Competency Statements.....	4
Overview of General Principles Modules	4
Module 1 - Role of the Coach	6
Module 2 - Planning and Reviewing.....	7
Module 3 - Risk Management	8
Module 4 – The Coach in Action	9
Module 5 – Athlete Development	11
Assessment Overview.....	12
Assessment Checklists	15
Attachment A – Recognition of Prior Learning / Current Competence (RPL/RCC)	
Guide for Coaching Principles.....	18

Changes to the National Coaching Accreditation Scheme

The National Coaching Accreditation Scheme (NCAS) was established in 1978 as a progressive coach education program. The NCAS aims to offer education and a nationally recognised qualification to people coaching at all levels. NCAS courses utilise competency based training principles, and involve assessment of the coach to ensure that they have met the required standards for each level.

Prior to 2003, the NCAS comprised courses at Levels 1, 2 & 3, as well as a High Performance Award. As a result of a review of the NCAS in 2002, one of the major changes introduced was that National Sporting Organisations (NSOs) now have the flexibility to determine their own accreditation structures, including number and type of accreditation levels. Sport specific NCAS training programs must meet the requirements stipulated in the *Guidelines for the Design and Registration of NCAS & NOAS Training Programs* document.

The role of general coaching principles has changed in this new system. While the ASC still provides general principles modules, they are now optional for NSOs to include within their NCAS programs. The only stipulation is that for the entry level of accreditation, NSOs **must** meet the minimum competency standards outlined in the Beginning Coaching General Principles. This requirement is to ensure that there is a minimum standard of competency set for coaches across the entire NCAS.

While the ASC has a number of agencies that deliver the general principles modules, it should be noted that completion of the general principles component alone does not provide an accreditation. Completion of all requirements as stipulated by the NSO is needed to gain accreditation.

How to use this document

The Beginning Coaching General Principles Curriculum document is designed to be used by:

- **National Sporting Organisations** designing entry level training for coaches; and
- **State Coaching and Officiating Centres** and **Agencies** delivering the Beginning Coaching General Principles.

National Sporting Organisations (NSOs)

It is an ASC requirement that NSOs incorporate the competencies listed on the next page of this document within their first level of coach accreditation. This requirement is to ensure that there is a minimum standard of competency set for coaches across the NCAS. Please note that NSOs may set a higher standard of competency for their entry level coaches than is outlined in this document. NSOs may wish to refer to the ASC's 'Intermediate' and 'Advanced' selection of general principles modules (which are optional) to include in their training programs if they wish to set a higher standard of competency.

When incorporating the competencies into their training, NSOs may structure the modules in a different manner than is outlined in this document, and build them into their own sport specific modules. NSOs may also use different assessment methods than those outlined in this document. The only requirement is that the competencies are included and are assessed suitably. A range of assessment tools are provided on pages 12 - 45. These can be used and modified by each NSO.

State Coaching and Officiating Centres and Agencies

When delivering the Beginning Coaching General Principles, State Coaching and Officiating Centres and agencies should ensure that the competencies listed on the next page of this document are covered, and assessed using the assessment tasks outlined on page 12. There is scope for flexibility in the delivery of the modules (eg. depending on the group the training is being delivered to, modules may be modified and the time spent on each module may vary). However, the assessment tasks for general principles deliverers outlined in this document should be adhered to in order to maintain national consistency.

Resources to support the delivery of the Beginning Coaching General Principles

The following resources can be used by those delivering the Beginning Coaching General Principles:

- Beginning Coaching manual (aimed at course participants)
- Beginning Coaching Presenters Kit (aimed at course deliverers)

These resources are available through the ASC bookshop on Ph (02) 6214 1915 or by email to pubs@ausport.gov.au

It should be noted that the Beginning Coaching workbook is no longer produced, as the worksheets are now available on the ASC website, and can be downloaded by course deliverers or participants.

Competency Statements

At the completion of this training program, the coach will be able to:

1. Explain the roles and ethical responsibilities of the coach.
2. Develop strategies to work with parents, officials and sports administrators.
3. Plan and review coaching sessions for beginner level athletes.
4. Assess and manage the risks of coaching.
5. Safely conduct a training session, ensuring fun and maximum participation through games and activities.
6. Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics.
7. Cater for the physical and social development of athletes.

Overview of General Principles Modules

Modules:	Approx. Duration
1. Role of the Coach	1.5 hours
2. Planning and Reviewing	1 hour
3. Risk management	1.5 hours
4. The Coach in Action	3 hours
5. Athlete Development	<u>1 hour</u>
	Total 8 hours

Notes on duration of each module:

Times allocated to each module within this training program are based on a ratio of one presenter to 15 learners. Larger groups may require additional time to be allocated to each module to allow for effective learning.

Completion of assessment tasks has not been factored into the hours allocated to each module. Additional time may need to be allocated for assessment. (Note: see page 12 for further detail on assessment).

Notes on delivery of each module:

Suggested delivery strategies are outlined within each module of this curriculum document. Further information and ideas for delivery are contained within the ASC's "Beginning Coaching Presenters Kit". These delivery strategies are not compulsory, and presenters have the flexibility to modify the delivery of the modules to suit the particular group.

Presenter and Assessor Requirements

Presenters of the Beginning Coaching General Principles should possess:

- presentation skills (eg have successfully completed a course presenter, workplace trainer or presentation skills course, or similar); AND
- a current NCAS accreditation, OR
- be a recognised specialist in the module topic in which they are presenting with a minimum of two years practical experience in the sporting field.

For professional development purposes, presenters may also wish to undertake a Disability Education Program module. For further information www.ausport.gov.au/dsu/dep.asp or email dep@ausport.gov.au on Ph 02 6214 1415

Assessors should have:

- generic assessment skills (eg. have completed a workplace assessor or other sport specific assessor training course); AND
- hold a current NCAS accreditation, OR
- be a recognised specialist in the module topic in which they are assessing with a minimum of two years practical experience in the sporting field.

Note: Presenters may also perform the role of assessor where they have appropriate qualifications.

Recognition of Prior Learning/Current Competence

Participants undertaking this training program are able to apply for Recognition of Prior Learning/Current Competence (RPL/RCC). RPL/RCC will be granted when all the stated competencies and related learning outcomes of this training program have been met. The ASC's RPL/RCC Information Kit (see Attachment A) should be used to guide applicants through the various steps involved in the RPL/RCC process.

It should be noted that people who have successfully completed the Active After-School Communities "Community Coach Training Program" will be granted automatic recognition of having completed the Beginning Coaching General principles. This recognition will be noted on the AASC Community Coach certificate.

Pre-requisites to this Training Program

There are no pre-requisites to this training program.

Module 1 - Role of the Coach

Competencies:

At the completion of this module, the coach will be able to:

- Explain the roles and ethical responsibilities of the coach.
- Develop strategies to work with parents, officials and sports administrators.

Approximate duration

1.5 hours

Learning Outcomes	Content
1. Outline the coach's ethical responsibilities	<ol style="list-style-type: none">1. Your sport's code of ethics for coaches and the relevant components of the member protection policy in your sport2. The requirements of your sport's Junior Sport Policy3. The requirements of your sport's Disability Action Plan (where applicable)4. Being inclusive and balanced in your approach5. Treating athletes with integrity, respect and empathy6. Drugs in sport issues including:<ul style="list-style-type: none">• The coach as a role model regarding social drug use• Ethical and health issues regarding the use of drugs in sport
2. Identify the roles and information needs of the coach	<ol style="list-style-type: none">1. Roles of the coach for competition and participation2. Range of coaching styles for different situations and individuals (eg. authoritarian, easy going, intense)3. Where to find assistance to develop your coaching skills4. Sourcing information on coaching in your sport5. Who to contact to maintain your coaching accreditation or seek additional accreditation
3. Work cooperatively with parents, officials and sports administrators	<ol style="list-style-type: none">1. Working positively with parents (including expectations of parents)2. Working with officials (including the issue of abuse and how coaches can have a positive influence)3. Roles and relationships with sports administrators

Delivery strategies

Presentation

Discussion

Ethical Scenarios

Completion of 'Play by the Rules' online training course for coaches (optional)

Resource requirements

Beginning Coaching manual and presenter's kit

Play by the Rules website – www.playbytherules.net.au

Module 2 - Planning and Reviewing

Competencies:

At the completion of this module, the coach will be able to:

- Plan and review coaching sessions for beginner level athletes.

Approximate duration

1 hour

Learning Outcomes	Content
1. Plan coaching sessions for beginners	<ol style="list-style-type: none">1. Parts of a training session2. Information gathering to identify athletes needs3. Setting goals and objectives for the session4. Sourcing and selecting a variety of activities appropriate for training sessions5. Making the session plan inclusive of all athletes (eg. children, female athletes, athletes with a disability, masters athletes)6. Progressing activities within a session7. Linking sessions together to develop or progress skills
2. Review the coaching session	<ol style="list-style-type: none">1. Techniques to review coaching performance, including self-reflection, and seeking feedback from athletes and others regarding the effectiveness of the coaching session2. Making modifications to the next coaching session based on a review of previous sessions

Delivery strategies

Presentation

Video - *Coaching Better: Becoming a more effective coach*

Group activities

Discussion

Resource requirements

Beginning Coaching manual and presenter's kit

Coaching Better: Becoming a more effective coach video and workbook

Module 3 - Risk Management

Competencies:

At the completion of this module, the coach will be able to:

- Assess and manage the risks of coaching.

Approximate duration

1.5 hours

Learning Outcomes	Content
1. Outline the legal responsibilities of the coach	<ol style="list-style-type: none"> 1. The coach's duty of care to athletes 2. Planning all activities, and ensuring they are suitable for the particular group of athletes 3. Providing a safe environment, including use of approved safety equipment 4. Evaluating athletes for injury and incapacity 5. Ensuring young athletes are not mismatched. 6. Keeping accurate records, including emergency contact details, medical conditions and injury/accident reports 7. Supervision of athletes and guidelines for behaviour 8. Providing athletes with proper instruction and warning them of the risks of the sport
2. Apply risk management principles	<ol style="list-style-type: none"> 1. The risk management planning process (risk identification, strategy development, implementation, and review) 2. Assessing risks related to program, environment and personnel. 3. Implementing good coaching practices to reduce risk 4. Minimising the risk of injuries (eg. warm up, protective equipment, hydration) 5. Specific safety needs of individuals (eg. juniors, athletes with a disability) 6. Awareness of legislation that may impact on the coach (eg. state child protection legislation) 7. Emergency action plans 8. Coach safety and protection (eg. insurance)
3. Implement minor incident management procedures	<ol style="list-style-type: none"> 1. Injury management procedures for a minor injury: <ul style="list-style-type: none"> • STOP • RICER • No HARM 2. Common health issues that affect athletes eg. asthma 3. Immediate incident management until the arrival of a health care professional 4. Limitations to the role that the coach is able to play in injury management if they are not trained in first aid

Delivery strategies

Presentation

Video - *Managing the Risks of Coaching*

Group activities

Discussion

Case studies / Scenarios

Resource requirements

Beginning Coaching manual and presenter's kit

Managing the Risks of Coaching video

Module 4 – The Coach in Action

Competencies:

At the completion of this module, the coach will be able to:

- Safely conduct a training session, ensuring fun and maximum participation through games and activities.
- Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics.

Approximate duration

3 hours

Learning Outcomes	Content
1. Demonstrate effective group organisation	<ol style="list-style-type: none"> 1. Allocating sufficient space and resources for the activity for all athletes 2. Training formations and group organisation strategies including: <ul style="list-style-type: none"> • Structuring activities to maximise participation, and provide athletes with equal opportunities • Strategies to include a range of ability levels (eg. grouping by ability or mixing ability levels)
2. Manage group behaviour	<ol style="list-style-type: none"> 1. Teaching appropriate behaviour for individuals and groups 2. Developing a discipline policy that includes athlete input (where appropriate) 3. Promoting cooperation and good relationships 4. Common causes of misbehaviour 5. Strategies for dealing with extreme behaviour
3. Conduct a coaching session to teach basic skills and tactics	<ol style="list-style-type: none"> 1. Stages of learning (early, intermediate & final stages) 2. Styles of learning (visual, auditory, kinaesthetic/tactile) 3. Selecting basic techniques, skills and tactics for beginner athletes to learn 4. Breaking down techniques and skills into parts, and providing key coaching/safety points 5. Allowing adequate time for practice, and observing athletes' performance 6. Progressing the activity in a sequential manner 7. Ensuring that the session is fun and provides variety
4. Demonstrate effective communication strategies	<ol style="list-style-type: none"> 1. Conveying instructions clearly to athletes, and providing a demonstration 2. Checking the athletes' understanding of the instructions and giving them the opportunity to ask questions 3. Providing encouragement and feedback to each athlete 4. Non-verbal communication techniques (eg. eye contact, non-verbal cues) 5. Active listening techniques 6. Communication techniques for a range of groups (eg. parents, athletes with a disability, ethnic groups)
5. Use a game sense approach to develop skills and tactics	<ol style="list-style-type: none"> 1. Benefits of using games to assist players to understand game concepts and develop long term learning 2. Structuring a game sense session 3. Using a game sense approach to teach skills 4. Creating games to teach specific tactics and strategies 5. Modifying games for a particular athlete or group

Delivery strategies

Presentation

Video – *Game Sense: Developing Thinking Players*

Practical Group activities

Discussion

Case studies / Scenarios

Resource requirements

Beginning Coaching manual and presenter's kit

Game Sense: Developing Thinking Players video and workbook

Game Sense Cards

Module 5 – Athlete Development

Competencies:

At the completion of this module, the coach will be able to:

- Cater for the physical and social development of athletes.

Approximate duration

1 hour

<i>Learning Outcomes</i>	<i>Content</i>
1. Identify physical growth and development considerations	<ol style="list-style-type: none">1. Stages of growth and development (childhood, adolescence, and the aging process)2. Hydration and nutritional needs of children playing sport3. The importance of emphasising skills before fitness in beginners4. Extremes that may occur in fitness levels between individuals (eg. those who have never exercised)
2. Outline social development considerations	<ol style="list-style-type: none">1. Reasons why children play sport2. Social considerations for athlete's participation in sport3. The role of competition in children's sport4. Accommodating the varying motivations of athletes for participating in sport

Delivery strategies

Presentation

Discussion

Practical

Resource requirements

Beginning Coaching manual and presenter's kit

Game Sense Cards

Assessment Overview

Overview of how each competency / module is assessed.

Competency	Module	Assessment Tasks		
		Worksheet	Session plan	Practical coaching task
1. Explain the roles and ethical responsibilities of the coach.	1. Role of the Coach	✓		
2. Develop strategies to work with parents, officials and sports administrators.		✓		
3. Plan and review coaching sessions for beginner level athletes	2. Planning and Reviewing		✓	✓
4. Assess and manage the risks of coaching.	3. Risk Management	✓	✓	✓
5. Safely conduct a training session, ensuring fun and maximum participation through games and activities	4. The Coach in Action	✓		✓
6. Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics		✓		✓
7. Cater for the physical and social development of athletes	5. Athlete Development	✓		

Overview of the assessment tasks, including how and when assessment will occur, conditions of assessment and evidence required.

1. Short answer worksheets: The worksheets are aimed at assessing the candidate's comprehension of various underpinning knowledge aspects of the general principles modules. There are worksheets for Modules 1, 3, 4 and 5. The worksheets can be used as both a learning and assessment tool. An answer guide is available to assessors marking the worksheets. All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect. Candidates are permitted to access all course materials, and may consult with others when completing the worksheets. Candidates may re-submit the worksheets as many times as necessary to meet the requirements of this assessment task.

2. Session plan

This assessment task is aimed at assessing the candidate's ability to develop a plan for a coaching session. The session plan is used as both a learning and assessment tool, for Modules 2, 3 and 5. An assessment checklist is provided for assessors marking the session plan. The session plan must be completed to the standard outlined in the assessment checklist to successfully complete this aspect. Candidates are permitted to access all course materials, and may consult with others

when completing the session plan. Candidates may re-submit the session plan as many times as necessary to meet the requirements of this assessment task.

3. Practical coaching task: This assessment task is aimed at assessing the candidate’s practical ability to coach effectively. The coaching task is used as both a learning and assessment tool, for Modules 1-5.

This assessment task will be conducted in a different manner by general principles deliverers than when delivered by NSOs as part of a sport specific training program. Two options are provided below for practical assessment. Option A is to be used by general principles deliverers and Option B is for use by NSOs.

Option A – General Principles Providers	Option B – NSOs
<p>A practical demonstration of coaching skills is required, through a micro-teaching activity. The candidate will choose a particular skill to be taught to a group of peers. The coaching task should be of at least five minutes duration. An assessment checklist is provided on which assessors should check the skills/competencies that the coach must demonstrate. The candidate must be rated as competent on all aspects of the assessment checklist to successfully complete this aspect. Candidates may re-take the practical assessment as many times as necessary to achieve competency.</p>	<p>A practical demonstration of sport specific coaching skills is required, by teaching a specific skill to a group of athletes. Course coordinators may determine which skill will be taught. The coaching task should be of at least 15 minutes duration. Any level of athlete may be involved, and course participants should preferably not be used as the athletes. An assessment checklist is provided on which assessors should check the skills/competencies that the coach must demonstrate. The candidate must be rated as competent on all aspects of the assessment checklist to pass. Candidates may re-take the practical assessment as many times as necessary to achieve competency.</p>

Details of flexible assessment practices that will be provided for coaches with special needs, disabilities or who are from rural/remote areas.

The ASC and general principles deliverers are committed to providing flexibility in the assessment methods used. This includes:

- using oral instead of written presentation of assessment tasks 1 and 2 where appropriate
- using video of the practical coaching task (assessment task 3) where necessary (eg. for a coach in a remote area)
- considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall.

Copies of assessment tools:

1. Worksheets and answer guide.

The Beginning Coaching Worksheets can be downloaded from the ASC website at www.ausport.gov.au/coachofficial. An answer guide is also available on request from the ASC to authorised deliverers of the general principles – email coaching@ausport.gov.au for a copy.

2. Session Plan

A session planner sheet can be downloaded from the ASC website at www.ausport.gov.au/coachofficial. An assessment checklist that can be used to mark session plans is provided on the following page.

3. Practical Coaching Task

Two assessment checklists are provided on the following pages. Option A is to be used by general principles deliverers, while Option B is intended for use by NSOs.

Assessment Checklists

Checklist for Session Plan

This checklist is to be used when marking session plans submitted by coaches for assessment task 2.

Name of Coach: _____

Performance Criteria	Comments	Competent	Not yet competent
Identify suitable goals for the training session			
Safety considerations are identified			
Use appropriate warm up and cool down activities			
Use appropriate activities for skill development			
Use appropriate activities to develop fitness requirements			
Use appropriate activities to develop the game/tactical requirements			
Sequence activities appropriately, including timing of activities			
Ensure that the session plan is inclusive of all athletes (eg. children, athletes with a disability)			
Seek feedback from athletes and others and use self reflection techniques to evaluate the coaching session			

ASSESSMENT DECISION: **COMPETENT** **NOT YET COMPETENT**

COMMENTS:

ASSESSOR SIGNATURE:

DATE:

Checklist for Practical Coaching Activity

Option A (for general principles deliverers)

A practical demonstration of coaching skills is required, by teaching a skill to a group of peers. The candidate may choose the skill to be taught. The coaching activity should be of least five minutes duration.

Name of Coach: _____

Checklist	Comment	Competent	Not yet competent
Was the available space and equipment set up for the activity?			
Was the activity started quickly (eg. within one minute?)			
Were instructions and demonstrations clear?			
Were the key components of the skill explained?			
Did the coach consider safety aspects?			
Were the players active throughout the session?			
Were the sessions supervised in a positive and enthusiastic manner?			
Did the activity produce the desired response?			

ASSESSMENT DECISION: **COMPETENT** **NOT YET COMPETENT**

COMMENTS:

ASSESSOR SIGNATURE:

DATE:

Option B (for NSOs)

A practical demonstration of coaching skills is required, by teaching a particular skill to a group of athletes. The coaching task should be of least 15 minutes duration. Any level of athlete may be involved, and course participants should preferably not be used as the athletes.

Name of Coach: _____

Performance Criteria	Comment	Competent	Not yet competent
Organisation			
Define training area boundaries and communicate these to the athletes			
Allocate sufficient space and resources for the activity and/or game			
Brief the athletes on safety practices, procedures and appropriate behaviour			
Ensure the session is fun and provides variety			
Group Management			
Utilise a range of training formations / group organisation strategies to maximise participation and interaction			
Be able to include a range of ability levels, using strategies such as grouping by ability or mixing ability levels where appropriate			
Promote cooperation and good relationships			
Treat athletes with integrity, respect and empathy			
Teaching			
Convey instructions to the athletes clearly, and provide a demonstration			
Break down complex skills and techniques into parts and communicate the key components of the skill			
Use a game sense approach to assist players to develop tactical thinking			
Provide corrections to improve skill execution on an individual and group basis			
Progress the activity to the next step or level in a sequential manner			
Provide adequate time for practice, and observe athletes' performance			
Communication			
Check the athletes' understanding of the instructions and give them the opportunity to ask questions			
Provide encouragement and/or feedback individually, and to the group			
Use non-verbal communication techniques effectively (eg. maintain eye contact)			
Utilise active listening techniques			

ASSESSMENT DECISION: **COMPETENT**

NOT YET COMPETENT

COMMENTS:

ASSESSOR SIGNATURE:

DATE:

Attachment A – Recognition of Prior Learning / Current Competence (RPL/RCC) Guide for Coaching Principles

Introduction

Participants undertaking general principles courses can apply for Recognition of Prior Learning or Current Competence (RPL/RCC). You can apply for RPL/RCC if you think your prior learning and experience mean you already have the competencies of the particular training course.

How can prior learning be recognised?

There are many ways that you can show evidence of the competencies you hold. RPL/RCC can only be granted on current evidence, that is, work that has been completed within the last four years. Some examples of evidence that can be provided to demonstrate your competencies include:

- Copies of certificates, qualifications achieved from other courses, school or tertiary results
- Statements outlining courses and/or study that you have undertaken and the learning outcomes/competencies achieved from these.
- Resume of experience
- Reports from people within your sport
- Relevant work samples eg. training programs, videos of your coaching.
- Evidence of home/self directed study which may include a list of recent readings, synopsis of seminars attended, reports of own research/analysis undertaken.

Who can conduct the RPL/RCC assessment?

Training Program	RPL/RCC Responsibility
Coaching General Principles	<ul style="list-style-type: none">• ASC recognised coaching principles agencies• National or State Sporting Organisation's
Sport Specific NCAS courses	<ul style="list-style-type: none">• National or State sporting organisations

RPL/RCC procedure

Step 1 – complete application and send to course coordinator

1. Applicants will need to gather all relevant supporting documentation and complete the RPL/RCC application form. Forward this with supporting documentation, and the relevant fee, to the relevant body (as outlined in the table above).

Step 2 – assessment

The application will be reviewed by an RPL/RCC assessment panel. The panel will compare the evidence provided by the applicant with the competencies required for the training program. A judgement will be made about whether the applicant wholly or partially meets the requirements.

In the event of partial completion of the competencies, the panel will outline which ones still need to be achieved, and preferably what evidence is still required.

Step 3 – notification

The applicant will be notified of the decision within two months of receiving the application. In the event of partial completion of the course competencies, the panel will outline which competencies still need to be achieved, and preferably how.

Options include :

- Complete further training
- Work with a senior coach/official
- Complete prescribed home study options

Successful applicants for RPL/RCC will receive the appropriate certification, and where appropriate, will be placed on an ASC database.

Step 4 – appeal

The applicant has the right to appeal the RPL/RCC assessment panel's decision, if they believe the decision is unfair, unjust or if the panel has misinterpreted the evidence.

In the case of an appeal, a new assessment panel will be established. The new assessment panel will review all material available and make a decision. The RPL/RCC review assessment panel will notify the applicant of the decision within two months of receiving the appeal.

RPL/RCC Application Form

SECTION 1 – Personal details

Name:.....

Organisation:.....

Position:

Address:.....

.....Postcode.....

Phone:.....Fax:.....

Mobile:.....

Email:.....

SECTION 2 – Evidence

Competencies	Summary of evidence provided Please attach copies of supporting documentation.
1. Explain the roles and ethical responsibilities of the coach.	
2. Develop strategies to work with parents, officials and sports administrators.	
3. Plan and review coaching sessions for beginner level athletes	
4. Assess and manage the risks of coaching.	
5. Safely conduct a training session, ensuring fun and maximum participation through games and activities	
6. Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics	
7. Cater for the physical and social development of athletes	

I declare that the evidence I have provided is a true and accurate record of my work and life experiences:

Signature of applicant

Date

RPL/RCC Assessor Report

Applicant's name:.....

Competencies	Evidence Supplied	Validity (is it relevant ?)	Sufficiency (is there enough evidence?)	Authenticity (does it belong to the candidate)	Current (within the last four years?)	Comments
1. Explain the roles and ethical responsibilities of the coach.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
2. Develop strategies to work with parents, officials and sports administrators.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
3. Plan and review coaching sessions for beginner level athletes	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
4. Assess and manage the risks of coaching.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
5. Safely conduct a training session, ensuring fun and maximum participation through games and activities	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
6. Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
7. Cater for the physical and social development of athletes	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	

All performance criteria met: (please tick) YES NO (please advise the applicant additional evidence they are still required to supply)

Date of Assessment:..... Name of Assessor:.....

Position:..... Contact number:.....