



Australian Government
Australian Sports Commission

Intermediate Coaching General Principles Curriculum

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Structure of 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 accreditation to people coaching at all levels. NCAS courses utilise competency based training principles, and involve assessment of the coach to ensure they have met the required standards for each level.

Central to the NCAS are the coaching general principles programs developed by the Australian Sports Commission (ASC) which cover those elements common to all sports within the NCAS, for example; planning, communication and risk management.

The role of coaching general principles has changed in the new system. At **entry** level to the NCAS, National Sporting Organisations (NSOs) **must** meet the minimum competency standards outlined in the Beginning Coaching General Principles curriculum. This requirement is to ensure there is a minimum standard of competency set for coaches across the entire NCAS. Beyond the entry level, the coaching general principles become **optional** for inclusion in sport specific training programs for NSOs. The coaching general principles programs include:

- Beginning Coaching General Principles
- Intermediate Coaching General Principles
- Advanced Coaching General Principles (*currently under development – not yet available*)

Prior to 2003, the NCAS was structured with Levels 1, 2 & 3, and a High Performance Award. As a result of a review of the NCAS in 2002, National Sporting Organisations (NSOs) now have the flexibility to determine their own accreditation structures, including the number and names of accreditation levels. Sport specific NCAS training programs must meet the requirements as outlined in the *Guidelines for the Design and Registration of NCAS & NOAS Accreditation Programs*.

It should be noted that completion of a general principles program alone, does not provide an accreditation. Each NSO determines the requirements for their sport to gain an accreditation.

State and Territory Departments of Sport and Recreation (Coaching and Officiating Centres) are authorised by the ASC to deliver coaching and officiating general principles programs.

About the Intermediate Coaching General Principles

The Intermediate Coaching General Principles program replaces the previous Level 2 Coaching Principles course from 2008. The modules within the Intermediate Coaching General Principles program aim to assist in the training of coaches who have moved beyond the beginner level of coaching and want to improve their skills and knowledge to improve athlete performance. These coaches would typically be operating at club / regional level.

The Intermediate Coaching General Principles program consists of 13 modules that are optional for NSOs to incorporate into their accreditation programs. The program is designed to increase the skills of coaches moving up from entry level accreditation. It includes a simple introduction to sport science concepts and further information on coaching pedagogy.

The Intermediate Coaching General Principles curriculum document is designed to be used by:

- **National Sporting Organisations (NSOs)** designing intermediate level training for coaches; and
- **State / Territory Departments of Sport and Recreation (Coaching and Officiating Centres)** delivering the Intermediate Coaching General Principles.

National Sporting Organisations (NSOs)

The modules within the Intermediate Coaching General Principles program are optional for NSOs to include within their NCAS programs. NSOs can select from the Intermediate Coaching General Principles modules, and include those modules they feel are relevant to their sport specific training programs. NSOs may choose to deliver the general principles modules themselves within their sport specific NCAS program, or they may require coaches to complete the general principles modules separately through a State or Territory Department of Sport and Recreation.

When incorporating the modules into their training, NSOs may structure the modules in a different manner than that outlined in this document, and build them into their own sport specific modules. While the ASC provides a range of resources to support the Intermediate Coaching General Principles (including downloadable worksheets, and a hard copy manual), none of these are compulsory to use. NSOs may also use alternate assessment methods.

State / Territory Departments of Sport and Recreation (Coaching and Officiating Centres)

When delivering the Intermediate Coaching General Principles, state/territory coaching and officiating centres should ensure the modules are delivered and assessed as outlined in this document. There is scope for some flexibility in the delivery of the modules (for example, depending on the participants, the content and delivery strategies may be tailored and the time spent on each module may vary), however, the assessment tasks outlined in this document must be adhered to, in order to maintain national consistency.

Resources to support the program

The following resources can be used for delivering the Intermediate Coaching General Principles program, and will be available as of March 2008:

- Intermediate Coaching manual (available from ASC Publishing on Ph (02) 6214 1915 or by email to pubs@ausport.gov.au)
- Intermediate Coaching General Principles Worksheets (available to download from the ASC website at www.auport.gov.au/coachofficial)

Please note that there is no Presenter's Kit available for the Intermediate Coaching General Principles. Presenters should refer to this curriculum document for the outcomes and content for each module in the program. The relevant chapter from the *Intermediate Coaching* manual and worksheet will also provide some guidance as to the level of content to be covered by the presenter.

Other useful resources that may assist in delivery of the program include:

[Coaching Better and Video Self-analysis workbook and DVD](#)
[Coaching Athletes with Disabilities manual](#)
[Managing the Risks of Coaching DVD](#)
[A Winning Diet for Sport DVD](#)

Recognition of Prior Learning/Current Competence (RPL/RCC)

Participants undertaking modules of this training program are able to apply for RPL/RCC. RPL/RCC will be granted when all the stated competencies and related learning outcomes of the nominated modules 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.

Pre-requisites to this training program

Before undertaking modules of the Intermediate Coaching General Principles program, it is recommended that participants complete either the Beginning Coaching General Principles program or the first level of accreditation for their sport.

Presenter and Assessor requirements

Presenters of the Intermediate Coaching General Principles should possess:

- presentation skills
(for example, have successfully completed a course presenter training program, 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 (DEP) module
(see www.ausport.gov.au/dsu/dep.asp for further information or email dep@ausport.gov.au on Ph (02) 6214 1415)
- Play by the Rules training course
(see www.playbytherules.net.au for further information)

Assessors of the Intermediate Coaching General Principles should possess:

- generic assessment skills
(for example, 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.

Competency Statements

1. Display behaviours and standards expected of a coach, and self-evaluate to improve their coaching performance
2. Manage a coaching program by leading, and working effectively with others
3. Develop and review a coaching plan for a season
4. Manage the safety requirements of coaching
5. Demonstrate a range of coaching methods and communication techniques
6. Adapt their coaching program to include and cater for a range of individual needs
7. Assist athletes to develop and improve skills
8. Develop activities to improve an athlete's physical abilities
9. Recognise structures and movement of the body in order to analyse performance
10. Take into account growth and development considerations when coaching a range of athletes
11. Assist athletes to use nutritional strategies for sports performance
12. Use basic psychological training skills to assist athletes prepare for sports performance
13. Advise athletes regarding anti-doping issues

Overview of Intermediate Coaching General Principles Modules

Module	Approx. Duration
Coach Preparation	
1. The Essence of Coaching	2 hours
2. Program Management	1 hour
3. Planning	1.5 hours
4. Sports Safety	1.5 hours
5. Coaching Processes	3 hours
6. Inclusive Coaching	1 hour
Athlete Preparation	
7. Skill Acquisition	2 hours
8. Introduction to Physiology	2 hours
9. Basic Anatomy and Biomechanics	2 hours
10. Development and Maturation	1.5 hours
11. Nutrition for Sport	1 hour
12. Sports Psychology	1.5 hours
13. Anti-Doping in Sport	1 hour
Total	21 hours

Notes on duration of each module:

Times allocated to each module are based on face to face delivery of the modules, with a ratio of one presenter to 15 learners. Larger groups may require additional time allocated to each module to allow for effective learning. For participants completing the modules via home study, the duration may vary considerably. Additional time may need to be allocated for assessment as completion of assessment worksheets has **not** been factored into the nominal hours allocated to each module.

Coach Preparation

Module 1 – The Essence of Coaching

Competency:

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

- Display behaviours and standards expected of a coach, and self-evaluate to improve their coaching performance

Approximate duration

2 hours

Learning Outcomes	Content
Demonstrate self-reflection and evaluation skills	<ul style="list-style-type: none"> • The self-reflection process • Video self analysis • Evaluation processes
Develop and improve own coaching performance	<ul style="list-style-type: none"> • Undertaking technical and professional development activities • Observing and working with other coaches
Maintain professional standards expected of a coach	<ul style="list-style-type: none"> • Approaches to dealing with difficult situations and ethical dilemmas • The coach's role in implementing sports policies (eg Coach's Code of Behaviour, Member Protection policies)
Demonstrate a positive and inclusive coaching philosophy	<ul style="list-style-type: none"> • Coaching philosophy and coaching style to create a welcoming and supportive environment • Catering for the individual as well as the needs of the team/group • Inclusive coaching practices to ensure that individuals particular needs are catered for
Outline the coach's broader roles	<ul style="list-style-type: none"> • The role of the coach and sport in society • Working within a club structure

Delivery strategies

- Presentation
- Group activities / discussion
- Case studies / scenarios

Resources

- *Intermediate Coaching* manual and worksheets
- Kidman, L and Hanrahan, S (1997) *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.
- Martens, R (2004), *Successful Coaching*, (3rd edition) Champaign Illinois, Human Kinetics.
- Play by the Rules website – www.playbytherules.net.au

Module 2 – Program Management

Competencies:

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

- Manage a coaching program by leading, and working effectively with others

Approximate duration

1 hour

Learning Outcomes	Content
Work effectively with others	<ul style="list-style-type: none"> • Working with support personnel (eg first aid, managers, trainers) • Working with influencing personnel (eg officials, administrators, board/committee, media, parents) • Working with athletes • Selection processes (eg working with selection panels, coaches role in selection) • Conflict resolution • Negotiation
Display time management skills	<ul style="list-style-type: none"> • Assisting athletes with time management • Managing own time effectively
Lead and manage athletes during an event	<ul style="list-style-type: none"> • Providing leadership to others • Organising and managing a group of athletes during a competition (eg over 1 – 2 days) • Responsibilities when travelling with a team • Dealing with issues during a competition (eg team selections and amount of playing time, activities during 'down time', personality clashes)

Delivery strategies

- Presentation
- Group activities / discussion
- Case studies / scenarios
- Video

Resources

- *Intermediate Coaching* manual and worksheets
- Australian Coaching Council (1996) *Video Self Analysis: A Lens on Coaching* (book and video), Canberra, Australian Sports Commission
- Kidman, L and Hanrahan, S (1997) *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.
- Martens, R (2004), *Successful Coaching*, (3rd edition) Champaign Illinois, Human Kinetics.

Module 3 – Planning

Competencies:

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

- Develop and review a coaching plan for a season

Approximate duration

1.5 hours

<i>Learning Outcomes</i>	<i>Content</i>
Develop a coaching plan for a season	<ul style="list-style-type: none"> • Issues to consider when planning • Phases of season (preparation, competition, transition) • Season planning <ul style="list-style-type: none"> ○ Setting goals for the season ○ Preparing for particular competitions within the season ○ Season planning templates/formats ○ Programming training sessions ○ Barriers to participation and considerations for athletes with a disability (venue access, safety, travel, carers/guides)
Evaluate and adjust a season plan	<ul style="list-style-type: none"> • Ways of checking that the program is on track • Modifying and adjusting the season plan • Season review and evaluation processes

Delivery strategies

- Presentation
- Group activities / discussion
- Case studies / Scenarios

Resources

- *Intermediate Coaching* manual and worksheets
- Kidman, L and Hanrahan, S (1997) *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.
- Martens, R (2004), *Successful Coaching*, (3rd edition) Champaign Illinois, Human Kinetics.

Module 4 – Sports Safety

Competencies:

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

- Manage the safety requirements of coaching

Approximate duration

1.5 hours

<i>Learning Outcomes</i>	<i>Content</i>
Deal with an emergency situation	<ul style="list-style-type: none"> • Emergency action plans (eg injuries, as well as other broader emergency situations) • Risk management when travelling with teams
Provide support to an injured or ill athlete	<ul style="list-style-type: none"> • Coach responsibilities with injured or ill athletes • Working with trained medical professionals in dealing with an athlete injury • The coach's role in athlete rehabilitation from injury • Dealing with infectious diseases
Reduce the coach's risk of litigation	<ul style="list-style-type: none"> • Risk management principles for coaches • Types of insurance available to coaches

Delivery strategies

- Presentation
- Group activities / discussion
- Practical
- Case studies / scenarios

Resources

- *Intermediate Coaching* manual and worksheets
- de Castella, R and Clews, W (1996), *Smart Sport: The Ultimate Reference Manual for Sports People*, Australia, RWM Publishing.
- Kidman, L and Hanrahan, S (1997) *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.
- Martens, R (2004), *Successful Coaching*, (3rd edition) Champaign Illinois, Human Kinetics.
- Sports Medicine Australia website www.sma.org.au

Module 5 – Coaching Processes

Competencies:

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

- Demonstrate a range of coaching methods and communication techniques

Approximate duration

3 hours

Learning Outcomes	Content
Select appropriate coaching methods to develop the athlete(s)	<ul style="list-style-type: none"> • Teaching methods: <ul style="list-style-type: none"> ○ Direct instruction ○ Facilitation ○ Games based approach ○ Problem solving approach ○ Questioning • Assessing athlete needs and capabilities • Coaching methods to suit athlete learning styles • Developing athlete independence and self-responsibility
Observe, analyse and provide feedback to athletes	<ul style="list-style-type: none"> • Observation and feedback skills during practice <ul style="list-style-type: none"> ○ How and what to observe ○ Amount of practice ○ Timing of feedback
Communicate effectively with athletes and others	<ul style="list-style-type: none"> • Communication styles and techniques <ul style="list-style-type: none"> ○ Presenting information ○ Listening skills ○ Non-verbal communication • Communication with people with special needs (eg vision or hearing impaired, non-English speaking)

Delivery strategies

- Presentation
- Group activities / discussion
- Practical
- Case studies / scenarios

Resources

- *Intermediate Coaching* manual and worksheets
- Kidman, L and Hanrahan, S (1997) *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.
- Martens, R (2004), *Successful Coaching*, (3rd edition) Champaign Illinois, Human Kinetics.

Module 6 – Inclusive Coaching

Competencies:

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

- Adapt their coaching program to include and cater for a range of individual needs

Approximate duration

1 hour

Learning Outcomes	Content
Include people from a range of cultural and ethnic backgrounds in a coaching program	<ul style="list-style-type: none"> • What is inclusion and how to be inclusive • Barriers to inclusion • Targeted population groups for inclusion (eg indigenous, culturally & linguistically diverse, people with a disability)
Adapt a coaching program to cater for athletes with a disability	<ul style="list-style-type: none"> • Basic principles of classification • Adapting equipment and techniques to meet the needs of athlete/s with a disability

Delivery strategies

- Presentation
- Group activities / discussion
- Practical
- Case studies / scenarios

Resources

- *Intermediate Coaching* manual and worksheets
- Goodman, S (2005), *Coaching Athletes with Disabilities: An Australian Resource* (revised edition), Canberra, Australian Sports Commission.
- Kidman, L and Hanrahan, S (1997) *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.
- Martens, R (2004), *Successful Coaching*, (3rd edition) Champaign Illinois, Human Kinetics.

Athlete Preparation

Module 7 – Skill Acquisition

Competencies:

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

- Assist athletes to develop and improve skills

Approximate duration

2 hours

Learning Outcomes	Content
Identify skill acquisition processes	<ul style="list-style-type: none"> • Elements of skilled movement: <ul style="list-style-type: none"> ○ perception ○ anticipation ○ decision making • Training perception and decision making skills
Provide an environment that promotes skill learning and development	<ul style="list-style-type: none"> • Learning styles • Explicit and implicit approaches to learning • Teaching and learning sports skills <ul style="list-style-type: none"> ○ practice volume ○ variability & specificity ○ simplifying complex skills

Delivery strategies

- Presentation
- Group activities / discussion
- Practical
- Case studies / scenarios

Resources

- *Intermediate Coaching* manual and worksheets
- Kidman, L and Hanrahan, S (1997) *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.
- Martens, R (2004), *Successful Coaching*, (3rd edition) Champaign Illinois, Human Kinetics.

Module 8 – Introduction to Physiology

Competencies:

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

- Develop activities to improve an athlete's physical abilities.

Approximate duration

2 hours

Learning Outcomes	Content
Identify the energy systems used in sport	<ul style="list-style-type: none"> • Aerobic energy system • Anaerobic energy system • Monitoring physiological responses (eg heart rate, training zones, perceived exertion)
Describe the components of fitness for sport	<ul style="list-style-type: none"> • Components of fitness – speed, strength, power, endurance, flexibility
Outline types of training used to develop physical abilities	<ul style="list-style-type: none"> • Endurance training – distance training, fartlek, interval training • Strength training - own body weight exercises, weight training, circuit training • Flexibility training – dynamic, static and partner stretching • Speed training - sprints, accelerations, agility exercises, reaction exercises • Power training - weight training, circuit training, bounding exercises, uphill sprints
Outline the principles of training	Principles of training <ul style="list-style-type: none"> • Specificity • Progression • Individuality • Variety • Overload • Reversibility • Recovery

Delivery strategies

- Presentation
- Group activities / discussion
- Practical
- Case studies / scenarios

Resources

- *Intermediate Coaching* manual and worksheets
- de Castella, R and Clews, W (1996), *Smart Sport: The Ultimate Reference Manual for Sports People*, Australia, RWM Publishing.
- Martens, R (2004), *Successful Coaching*, (3rd edition) Champaign Illinois, Human Kinetics.

Module 9 – Basic Anatomy & Biomechanics

Competencies:

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

- Recognise structures and movement of the body in order to analyse performance

Approximate duration

2 hours

Learning Outcomes	Content
Describe the structures of the body	<ul style="list-style-type: none"> • Skeleton - major bones and joints • Basic anatomical terminology (directional and movement terms) • Muscles - major muscle groups and how they make the body move
Outline biomechanical principles	<ul style="list-style-type: none"> • Motion <ul style="list-style-type: none"> ○ Laws of motion ○ Body motion ○ Projectile motion • Force <ul style="list-style-type: none"> ○ Summation of forces • Momentum • Levers • Balance
Analyse athlete movement	<ul style="list-style-type: none"> • Methods of analysing movement (eg coach's eye, video) • Using analysis information to make changes

Delivery strategies

- Presentation
- Group activities / discussion
- Practical
- Case studies / scenarios

Resources

- *Intermediate Coaching* manual and worksheets
- Martens, R (2004), *Successful Coaching*, (3rd edition) Champaign Illinois, Human Kinetics.

Module 10 – Development & Maturation

Competencies:

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

- Take into account growth and development considerations when coaching a range of athletes

Approximate duration

1.5 hours

<i>Learning Outcomes</i>	<i>Content</i>
Cater for growth and development issues in young athletes	<ul style="list-style-type: none"> • Stages of growth and development • Long term growth considerations versus early specialisation • Impact of puberty (both physical and social), including differences between males and females • Overtraining / overuse in young athletes
Adjust training programs to suit female athletes	<ul style="list-style-type: none"> • Impact of the menstrual cycle • Female athlete triad (amenorrhea, disordered eating and osteoporosis) • Pregnancy • Menopause

Delivery strategies

- Presentation
- Group activities / discussion
- Case studies / scenarios

Resources

- *Intermediate Coaching* manual and worksheets
- Daly, J and Ey, W 1996, *Hormones and Female Athletic Performance*. South Australia, Optima Press.

Module 11 – Nutrition for Sport

Competencies:

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

- Assist athletes to use nutritional strategies for sports performance

Approximate duration

1 hour

<i>Learning Outcomes</i>	<i>Content</i>
Outline the components of a well-balanced diet for sport	<ul style="list-style-type: none"> • Nutritional demands of exercise • The roles of carbohydrates, protein and fats in the diet of athletes • Hydrations • Competition nutrition strategies (before, during and after competition) • Weight loss and weight gain
Assist athletes to access professional nutritional advice	<ul style="list-style-type: none"> • Referral services for athletes that need nutritional advice and support

Delivery strategies

- Presentation
- Group activities / discussion
- Case studies / scenarios
- Video

Resources

- *Intermediate Coaching* manual and worksheets
- Australian Sports Commission (2002) *A Winning Diet for Sport* video
- de Castella, R and Clews, W (1996), *Smart Sport: The Ultimate Reference Manual for Sports People*, Australia, RWM Publishing.
- Martens, R (2004), *Successful Coaching*, (3rd edition) Champaign Illinois, Human Kinetics.
- Sports Dietitians Australia website www.sportsdietitians.com.au

Module 12 – Sport Psychology

Competencies:

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

- Use basic psychological training skills to assist athletes prepare for sports performance.

Approximate duration

1.5 hours

<i>Learning Outcomes</i>	<i>Content</i>
Outline basic elements of mental preparation	<ul style="list-style-type: none"> • Goal setting • Arousal and anxiety control skills • Mental imagery • Motivational strategies
Assist athletes to deal with disappointment in sport	<ul style="list-style-type: none"> • Dealing with winning & losing • Creating a positive environment for team selections
Assist athletes to access professional sports psychology advice	<ul style="list-style-type: none"> • Referral services for athletes that need sports psychology advice and support

Delivery strategies

- Presentation
- Group activities / discussion
- Practical
- Case studies / scenarios

Resources

- *Intermediate Coaching* manual and worksheets
- de Castella, R and Clews, W (1996), *Smart Sport: The Ultimate Reference Manual for Sports People*, Australia, RWM Publishing.
- Kidman, L and Hanrahan, S (1997) *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.
- Martens, R (2004), *Successful Coaching*, (3rd edition) Champaign Illinois, Human Kinetics.

Module 13 – Anti-Doping in Sport

Competencies:

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

- Advise athletes regarding anti-doping issues.

Approximate duration

1 hour

<i>Learning Outcomes</i>	<i>Content</i>
Identify the coach's role in anti-doping	<ul style="list-style-type: none"> • Responsibilities of the coach regarding drug use in sport • Educating athletes regarding anti-doping
Outline anti-doping requirements for athletes	<ul style="list-style-type: none"> • Roles of the World Anti-Doping Agency (WADA) and the Australian Sports Anti Doping Authority (ASADA) • Anti-doping rules • Prohibited substances and methods in sports • Checking the status of medications • The role of drug testing in sport • Therapeutic use of prohibited substances • Prohibited substances in foods and supplements

Delivery strategies

- Presentation
- Group activities / discussion
- Case studies / scenarios

Resources

- *Intermediate Coaching* manual and worksheets
- *Anti-Doping Handbook* (ASADA)
- *ASADA Anti-Doping DVD*
- ASADA website – www.asada.gov.au

Assessment

Each of the modules within the Intermediate Coaching General Principles is assessed by completion of a short answer worksheet. The worksheets are aimed at assessing the candidate's comprehension of various underpinning knowledge aspects of the general principles modules. The worksheets can be used as both a learning and assessment tool.

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.

Worksheets can be downloaded from the ASC website at www.ausport.gov.au/supporting/coachofficial/generalprinciples/intermediate

Marking of worksheets

Deliverers of the Intermediate Coaching General Principles course (that is, NSOs or State/Territory Departments of Sport and Recreation) are responsible for marking of the worksheets. The ASC does not provide a marking service. However, the ASC can provide an answer guide to assessors marking the worksheets. Contact coaching@ausport.gov.au or (02) 6214 1551 to obtain a copy of the answer guide.

Flexibility in assessment.

Deliverers are encouraged to be flexible when assessing, and take into account particular needs (for example, learners in remote areas, or with literacy/numeracy issues). This includes:

- using oral instead of written presentation of worksheets where appropriate
- considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall.

Attachment A – 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. Display behaviours and standards expected of a coach, and self-evaluate to improve their coaching performance	
2. Manage a coaching program by leading, and working effectively with others	
3. Develop and review a coaching plan for a season	
4. Manage the safety requirements of coaching	
5. Demonstrate a range of coaching methods and communication techniques	
6. Assist athletes to develop and improve skills	
7. Adapt their coaching program to include and cater for a range of individual needs	
8. Develop activities to improve an athlete's physical abilities	
9. Recognise structures and movement of the body in order to analyse performance	
10. Take into account growth and development considerations when coaching a range of athletes	
11. Assist athletes to use nutritional strategies for sports performance	
12. Use basic psychological training skills to assist athletes prepare for sports performance	
13. Advise athletes regarding anti-doping issues	

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. Display behaviours and standards expected of a coach, and self-evaluate to improve their coaching performance	Yes <input type="radio"/> No <input type="radio"/>					
2. Manage a coaching program by leading, and working effectively with others	Yes <input type="radio"/> No <input type="radio"/>					
3. Develop and review a coaching plan for a season	Yes <input type="radio"/> No <input type="radio"/>					
4. Manage the safety requirements of coaching	Yes <input type="radio"/> No <input type="radio"/>					
5. Demonstrate a range of coaching methods and communication techniques	Yes <input type="radio"/> No <input type="radio"/>					
6. Assist athletes to develop and improve skills	Yes <input type="radio"/> No <input type="radio"/>					
7. Adapt their coaching program to include and cater for a range of individual needs	Yes <input type="radio"/> No <input type="radio"/>					
8. Develop activities to improve an athlete's physical abilities	Yes <input type="radio"/> No <input type="radio"/>					
9. Recognise structures and movement of the body in order to analyse performance	Yes <input type="radio"/> No <input type="radio"/>					
10. Take into account growth and development considerations when coaching a range of athletes	Yes <input type="radio"/> No <input type="radio"/>					
11. Assist athletes to use nutritional strategies for sports performance	Yes <input type="radio"/> No <input type="radio"/>					

12. Use basic psychological training skills to assist athletes prepare for sports performance	Yes <input type="radio"/> No <input type="radio"/>					
13. Advise athletes regarding anti-doping issues	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:.....