



NATIONAL COACHING ACCREDITATION SCHEME

ORIENTEERING COACHING SYLLABUS LEVEL 1



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ORIENTEERING AUSTRALIA
NCAS LEVEL 1 COACHING COURSE

Section 1:

GENERAL INFORMATION

1.1 NSO Details

Orienteering Australia Inc
P.O. Box 284 Mitchell BC 2911
(02) 6162 1200

1.2 Name of the Accreditation Program and Accreditation Structure

Orienteering Coach Level 1

See Attachments A-1 and A-2 for OA Coach Accreditation and Education Frameworks

1.3 ASC Beginning Coaching General Principles Course

To attain Level 1 certification, participants in this program must also complete the ASC Beginning Coaching General Principles course, attaining competency in:

- The Role of the Coach,
- Planning and Reviewing
- Risk Management
- The Coach in Action
- Athlete Development

See ausport.gov.au/participating/coaches/education/onlinecoach for information on the above course, including how to enrol

1.4 Program Fees

Payment of course fees is at the discretion of the course provider

SECTION 1 GENERAL INFORMATION - CONTINUED

1.5 Entry Pre-requisites

OA Bronze Standard – moderate navigation

1.6 Venue

Mapped bush area, and
Preferably an indoor facility

1.7 Insurance

OA has public liability and professional indemnity insurance in place to underwrite its operations – including approved education and accreditation activities – to a maximum of:

\$20M for public liability, and
\$2M for professional indemnity

1.8 Coaches' Code of Behaviour

The Coaches' Code of Ethics is at Attachment B
Coaches must sign one of the two OA forms at Attachment B-2 to be eligible for accreditation

1.9 Updating Policy

OA's coach updating/re-accreditation table is at Attachment C

1.10 Other Requirements for Accreditation

Accredited coaches must be members of OA Inc

Participants must be 16 years of age on the date that the course requirements are completed to be eligible for accreditation

Participants must complete all units of the course within a two-year period to be eligible for accreditation

Accredited coaches are encouraged to possess a current first aid qualification

1.11 Copyright Information

This course is the copyright of OA Inc

Section 2:

QUALITY ASSURANCE

2.1 Complaints Handling Procedure

Participants with grievances about the conduct of their training program, or seeking appeals on their assessment process, must submit them in writing to the course co-ordinator within 30 days of completion of the training program or on receiving notification of their assessment outcome. All grievances and appeals will be considered by OA's Director (High Performance) who will inform the candidate of the process he/she will use to consider the evidence and the outcome of their deliberations within 30 days of receiving the grievance/appeal. Further grievances and appeals will be referred to the Board of Orienteering Australia for consideration and decision.

2.2 Presenter, Assessor and Mentor Qualifications and Training

An accredited coach with at least Level 1 qualifications must be in charge of the course.

Presenters should have completed a course presenter, train the trainer or presentation skills course, or similar, and hold NCAS accreditation. Orienteering coaches of any level with special competitive experience may assist in the course presentation.

Presenters may be recognised specialists in the field in which they are presenting, with a minimum of two years' practical experience in orienteering.

Assessors should possess assessment skills such as are provided by an assessor accreditation course, and must possess the competencies that they are assessing. Generally speaking, an assessor should be a Level 2 or 3 coach.

The use of coach mentors is encouraged. Mentors should possess:

- Questioning and listening skills
- Feedback and communication skills
- Current technical skills and knowledge in the area that the coach needs to develop
- Ability to share with the coach knowledge and practical wisdom.

Course participants and potential mentors will be provided with the mentor guidelines at Attachment D.

OA encourages its State and Territory affiliated bodies to make use of State/Territory courses for presenters, assessors and mentors, such as a conducted regularly by Sport Education Centres.

SECTION 2 QUALITY ASSURANCE - CONTINUED

2.3 Design and Review Responsibility

The OA Director, High Performance is responsible for design and review of this course.

A design and review team will normally be formed to co-ordinate relevant curriculum design and review processes. However, where individuals with special expertise are appointed by OA Inc to do the curriculum design, the Director, High Performance will be responsible for reviewing the outcome before sending it to the ASC for final approval.

2.4 Accreditation Program Evaluation and Review

Participant evaluations will be carried out at each course using the survey document at Attachment E. The results will be conveyed to OA's Director, High Performance.

Presenter surveys will be administered at each coaching course, and the results submitted to the Director, High Performance. A sample survey document is at Attachment F.

Coach curricula will be submitted to the ASC for re-registration every four years.

2.5 Program Delivery Standards Endorsed by OA

OA's required standards for program delivery are at Attachment G

Section 3:

PROGRAM DELIVERY

3.1 Recognition of Prior Learning

OA's policy and procedures for recognition of prior learning are at Attachment H

In particular, the procedure for applying for RPL/RCC is at Attachment H-1;

The application form is at Attachment H-2;

The RPL/RCC Assessor's report is at Attachment H-3

3.2 Flexible Delivery

Having a relatively small population base, OA must support flexible delivery methods.

Delivery methods that have been used for coach education in the past include:

- Integrating coach education/accreditation programs with national/State squad training camps
- Utilising distance education for participants in remote localities
- Using on-line programs, especially for general principles coach education
- Encouraging/funding coaches' attendance at workshops/seminars/conferences conducted by bodies such as the ASC, Sports Medicine Australia, State Education Centres and the like
- Using face-to-face delivery methods (such as the tutorial method) where applicant numbers are small

3.3 Implementation Strategies

State/Territory Orienteering Associations will normally deliver this program.

The program will be implemented under the guidance of a Level 2 or 3 coach.

OA is satisfied that the current 3-level coach education structure still meets its needs at present.

Recommendations to change the structure of coach education are the responsibility of the OA Coaching Committee, which meets at least once per year.

4.1 Competency Statements

Competency at Level 1 means that the coach must be able to:

Plan and prepare

Plan and prepare a training session for a group.

Plan, prepare, adapt and evaluate a sequential program for an individual or a group for a 10-week season.

Organise human and physical resources for a training or competition event.

Conduct

Organise and conduct skill sessions for beginner and novice groups.

Monitor and review

Provide appropriate feedback on orienteering performance.

Evaluate

Evaluate achievement of the objectives of a training session or competition.

Evaluate effectiveness of a sequential program.

Identify an action plan to change ineffective coaching behaviours

Adapt

Adapt sessions and programs to meet objectives.

Change ineffective coaching behaviours

SECTION 4 PROGRAM DESCRIPTION - CONTINUED

4.2 Assessment

Assessment Tools

An Assessment Tool for each of the assessable program modules has been included at Attachment J. The same assessment tool will be used for modules 5.2, 5.3, 5.4, 5.5 and 5.6 as the same competencies are involved in each of those modules.

Each participant must participate in all of the modules 5.2, 5.3, 5.4, 5.5 and 5.6, but needs to be assessed in only two of them..

Flexibility. Assessors are encouraged to cater for participants in remote localities by scheduling group-centred assessments to coincide with training camps, or major national competitions in which large numbers of the orienteering community participate, or using video-conferencing facilities. Also, in such cases, some discussion-type activities will lend themselves to assessment by written report, or project report, or presentation of a diary/portfolio/video.

Special Needs. Participants with special needs (e.g. those who need a wheelchair) participate in a different form of orienteering called “trail orienteering” that does not require perambulation. Coaches and officials who conduct activities in trail orienteering require special training as the form of the event is quite different to foot orienteering (even though some of the map-reading skills are common). This curriculum requires all participants to be able to proceed on foot.

Competency-Learning Outcome/Assessment Matrix

The relationship between the competencies outlined in Section 4.1, the assessment tool outlined in Attachment J, and the activities of Section 6 are illustrated in the matrix at Attachment K.

4.3 Coaching Practice

OA Inc sees that coaching practice is essential to achieving competency. Ideally, that coaching practice should occur after the other aspects of this Level 1 course have been completed. However, the State Coaching Director may allow some practice coaching to count towards Level 1 competency in special circumstances e.g. a very experienced orienteer who has helped orienteering groups or individuals before seeking coach accreditation.

The conditions of Practice Coaching are outlined in Section 6.

Section 5:**PROGRAM OVERVIEW****5.0 COURSE OVERVIEW****LEVEL 1 ORIENTEERING COACH**

Each candidate must complete the assessment requirements of at least two of the following modules, and participate in the other three:

- Map/Terrain Skills
- Navigation Skills
- Compass Skills
- Control-taking Procedure
- Basic Competition Skills.

Each candidate must also complete the practical requirements outlined in Section 6.

UNIT	DELIVERY STRATEGY	NOMINAL DURATION
THE ORIENTEERING COACH	GROUP DISCUSSION, BRAINSTORM, AND CASE STUDIES	1.00 HR
MAP/TERRAIN SKILLS	PRESENTATION, DISCUSSION AND PRACTICAL	1.30 HR
NAVIGATIONAL SKILLS	PRESENTATION, DISCUSSION AND PRACTICAL	1.30 HR
COMPASS TECHNIQUES	PRESENTATION, DISCUSSION AND PRACTICAL	1.00 HR
CONTROL-TAKING PROCEDURE	PRESENTATION, DISCUSSION AND PRACTICAL	1.00 HR
BASIC COMPETITION SKILLS	PRESENTATION, DISCUSSION AND PRACTICAL	1.00 HR
	TOTAL =	7 HRS

SECTION 5 PROGRAM OVERVIEW – CONTINUED

LEVEL 1 ORIENTEERING COACH COURSE - 9 HRS TOTAL

SAMPLE PROGRAM

TIME	ACTIVITY
8.30 am	Introductions and Overview
9.00 am	Map/Terrain Skills, and Navigational Skills
10.00 am	Morning Tea
10.30 am	Practical Exercises
11.30 am	The Orienteering Coach
12.30 pm	Lunch
1.30 pm	Compass Techniques, and Control-taking Procedure
2.30 pm	Afternoon Tea
3.00 pm	Practical Exercises
4.00 pm	Basic Competition Skills
5.00 pm	Evaluation
5.30 pm	Finish

5.1 Module Outline <h1>THE ORIENTEERING COACH</h1>
[2] Nominal Duration 60 mins
[3] Module Purpose This module will provide coaches with an overview of the role of an orienteering coach, and the skills that orienteering coaches require to be effective.
[4] Pre-requisites nil
[5] Assessment Tasks Non-assessable
[6] Learning Outcomes At the completion of the module the coach will be able to: <ul style="list-style-type: none">• discuss what type of coaching role they believe they can play in orienteering• state what skills they need to develop to enact those roles• discuss particular challenges that the sport of orienteering will bring to coaching• discuss the support available to an orienteering coach, and pathways for further development

SECTION 5 PROGRAM OVERVIEW: MODULE 5.1 - CONTINUED

[7] Content

Course overview - outlining the content of the course.

Non-technical skills an orienteering coach will need to be effective:

- Roles orienteering coaches play
- The responsibilities of an orienteering coach
- Orienteering Coaches' Code of Ethics
- Coaching styles in orienteering
- Working with others e.g parents, partners, officials, other coaches
- A philosophy of coaching
- Risk management in orienteering
- Seeking help
 - a mentor
 - coaching courses
 - the internet
 - books, journals and publications
- Developing further expertise
 - training camps
 - Level 2 accreditation
 - linking with groups of developing orienteers
 - linking with managers of orienteering groups

[8] Delivery strategies

Guided discussion

Brainstorm

Case studies

[9] Resource Requirements

- Beginning Coaching (4th Edition) pages 1-26
- OA Code of Ethics
- OA Level 1 Manual
- Orienteering Training and Coaching: J.Thornley (BOF Publication), Part 5, pp 114 – 118
- On-line resources – see Section 5.2.10 below

SECTION 5 PROGRAM OVERVIEW – CONTINUED

5.2 Module Outline

MAP/TERRAIN SKILLS

[2] Nominal Duration

90 mins.

[3] Module Purpose

At the completion of this module the coach will be able to instruct beginner and novice orienteers in how to develop basic map reading and terrain skills.

[4] Pre-requisites

nil

[5] Assessment Tasks

Plan and implement a field exercise to teach map reading and terrain skills suitable for beginner and/or novice orienteers

[6] Learning Outcomes

The coach will be able to:

- develop a session plan for teaching beginner or novice orienteers how to read a map and/or terrain
- organise resources to implement the exercise
- brief the group on the aim of the exercise, the importance of the skill(s), how the exercise will be conducted, any limitations, and the safety considerations
- conduct the exercise, as allocated by the course co-ordinator
- provide constructive feedback to the group in a positive manner
- analyse strengths and weaknesses in own teaching

SECTION 5 PROGRAM OVERVIEW: MODULE 5.2 - CONTINUED

[7] Content

- The purpose of a map - title
- Interpreting a map - symbols
- Map colours
- Magnetic north
- Contours
- Interpreting contours
- Scale, distance awareness
- Terrain types, and their implications for navigation
- Practising with maps – indoor and outdoor exercises

[8] Delivery Strategies

Presentation, discussion, and practical

[9] Resource Requirements

A selection of the following references:

- OA Level 1 Manual
- The Complete Orienteering Manual, Peter Palmer, BOF, 1997
- Orienteering – The Skills of the Game, C. McNeill, Crowood Press, 1989
- Teaching Orienteering, McNeill, Ramsden, Renfrew, Harveys, 1987
- Orienteering Training and Coaching, J. Thornley, BOF, 1982
- Outward Bound Orienteering Handbook, M.Bagness, Wardlock, 1995
- Course Presenters' Manual, ASC

[10] Some On-line Resources

The following on-line sites all contain useful resources for orienteering coaching:

1. *British Orienteering Federation web-site:*

britishorienteering.org.uk/volunteer-support/coaching-support.php#resources

From that site also follow the links to several BOF clubs:

CLOCK – an introduction to the basic skills required on an orienteering course

HH – a series of five skill sheets for practising techniques

SARUM – useful hints and tips to improve your orienteering

SOLWAY – a detailed description of many orienteering techniques

SWOC – a description of many intermediate and advanced navigational techniques

WAOC – more descriptions of different techniques

WSX – a guide to some more interesting aspects of navigation

2. *Attackpoint – a site for performance and training tools for orienteering athletes – topics, training logs, events, discussions*

attackpoint.org

3. *Orienteering Australia web-site:*

orienteering.asn.au/coaching

follow the links in the Resources section

4. *Orienteering Queensland web-site:*

oq.asn.au

click on [coaching](#) in the main menu, then on [coaching resources](#) on the next page

5. *Orienteering ACT web-site:*

act.orienteering.asn.au/coaching

basic orienteering techniques and coaching tips

6. *Australian Sports Commission web-site:*

ausport.gov.au – the home page

ausport.gov.au/participating/coaches/education/onlinecoach – for information on the on-line Beginning Coaching General Principles course (including how to enrol)

SECTION 5 PROGRAM OVERVIEW - CONTINUED

5.3 Module Outline

NAVIGATIONAL SKILLS

[2] Nominal Duration

90 mins

[3] Module Purpose

At the completion of this module the coach will be able to instruct beginner and novice orienteers in how to navigate using an orienteering map.

[4] Pre-requisites

nil

[5] Assessment Tasks

Plan and implement a field exercise to teach navigational skills suitable for beginner and/or novice orienteers

[6] Learning Outcomes

The coach will be able to:

- develop a session plan for teaching beginner or novice orienteers how to navigate using an orienteering map
- organise resources to implement the exercise
- brief the group on the aim of the exercise, the importance of the skill(s), how the exercise will be conducted, any limitations, and the safety considerations
- conduct the exercise, as allocated by the course co-ordinator
- provide constructive feedback to the group in a positive manner
- analyse strengths and weaknesses in own teaching

[7] Content

- Orienting the Map
- Thumbing the Map
- Handrails
- Attack points
- Catching features
- Collecting features
- Aiming off
- Contouring

[8] Delivery Strategies

Presentation, discussion and practical

[9] Resource Requirements

A selection of the following references:

- OA Level 1 Manual
- The Complete Orienteering Manual, Peter Palmer, BOF, 1997
- Orienteering – The Skills of the Game, C. McNeill, Crowood Press, 1989
- Teaching Orienteering, McNeill, Ramsden, Renfrew, Harveys, 1987
- Orienteering Training and Coaching, J. Thornley, BOF, 1982
- Outward Bound Orienteering Handbook, M.Bagness, Wardlock, 1995
- Course Presenters' Manual, ASC

[10] On-line Resources

See Section 5.2.10 above

SECTION 5 PROGRAM OVERVIEW - CONTINUED

5.4 Module Outline	
COMPASS TECHNIQUES	
[2] Nominal Duration	
	60 mins
[3] Module Purpose	
	At the completion of this module the coach will be able to instruct beginner and novice orienteers in how and when to use a compass.
[4] Pre-requisites	
	nil
[5] Assessment Tasks	
	Plan and implement a field exercise to teach compass techniques suitable for beginner and/or novice orienteers
[6] Learning Outcomes	
	The coach will be able to: <ul style="list-style-type: none">• develop a session plan for teaching beginner or novice orienteers how and when to use a compass with an orienteering map• organise resources to implement the exercise• brief the group on the aim of the exercise, the importance of the skill(s), how the exercise will be conducted, any limitations, and the safety considerations• conduct the exercise, as allocated by the course co-ordinator• provide constructive feedback to the group in a positive manner• analyse strengths and weaknesses in own teaching

SECTION 5 PROGRAM OVERVIEW: MODULE 5.4 - CONTINUED

[7] Content

- When a compass is needed
- Types of compass
- Compasses for north and south hemispheres
- Holding the compass
- Thumbing the compass
- Setting a map with a compass
- Taking bearings: speed vs accuracy
- Practising with a compass

[8] Delivery Strategies

Presentation, discussion and practical

[9] Resource Requirements

A selection of the following references:

- OA Level 1 Manual
- The Complete Orienteering Manual, Peter Palmer, BOF, 1997
- Orienteering – The Skills of the Game, C. McNeill, Crowood Press, 1989
- Teaching Orienteering, McNeill, Ramsden, Renfrew, Harveys, 1987
- Orienteering Training and Coaching, J. Thornley, BOF, 1982
- Outward Bound Orienteering Handbook, M.Bagness, Wardlock, 1995
- Course Presenters' Manual, ASC

[10] On-line Resources

See Section 5.2.10 above

SECTION 5 PROGRAM OVERVIEW - CONTINUED

5.5 Module Outline

CONTROL-TAKING PROCEDURE

[2] Nominal Duration

60 mins

[3] Module Purpose

At the completion of this module the coach will be able to instruct beginner and novice orienteers in what methods of control-checking they may encounter in an orienteering event, and how to adopt an effective and efficient control-taking procedure.

[4] Pre-requisites

nil

[5] Assessment Tasks

Plan and implement a field exercise to teach control-taking procedure to beginner and/or novice orienteers

[6] Learning Outcomes

The coach will be able to:

- explain the types of controls and methods of control-checking that participants might encounter in an orienteering event
- develop a session plan for teaching beginner or novice orienteers effective and efficient control-taking procedure
- organise resources to implement the exercise
- brief the group on the aim of the exercise, the importance of the skill(s), how the exercise will be conducted, any limitations, and the safety considerations
- conduct the exercise, as allocated by the course co-ordinator
- provide constructive feedback to the group in a positive manner
- analyse strengths and weaknesses in own teaching

SECTION 5 PROGRAM OVERVIEW: MODULE 5.5 - CONTINUED

[7] Content

- Preparing a control card
- Control descriptions
- Holding a control card
- Identifying the right control
- Likely distractions in the control area e.g. other controls, other competitors
- Adopting a control-checking routine for entering and leaving a control
- All of the above, in an event using computerised systems such as SPORTident

[8] Delivery Strategies

Presentation, discussion and practical

[9] Resource Requirements

A selection of the following references:

- OA Level 1 Manual
- The Complete Orienteering Manual, Peter Palmer, BOF, 1997
- Orienteering – The Skills of the Game, C. McNeill, Crowood Press, 1989
- Teaching Orienteering, McNeill, Ramsden, Renfrew, Harveys, 1987
- Orienteering Training and Coaching, J. Thornley, BOF, 1982
- Outward Bound Orienteering Handbook, M.Bagness, Wardlock, 1995
- Course Presenters' Manual, ASC

[10] On-line Resources

See Section 5.2.10 above

SECTION 5 PROGRAM OVERVIEW - CONTINUED

5.6 Module Outline

BASIC COMPETITION SKILLS

[2] Nominal Duration

60 mins

[3] Module Purpose

At the completion of this module the coach will be able to instruct beginner and novice orienteers in the skills and techniques needed for a range of competitive situations.

[4] Pre-requisites

nil

[5] Assessment Tasks

Plan and implement a field exercise to teach basic competition skills to beginner and/or novice orienteers

[6] Learning Outcomes

The coach will be able to:

- develop a session plan for teaching beginner or novice orienteers basic competition skills
- organise resources to implement the exercise
- brief the group on the aim of the exercise, the importance of the skill(s), how the exercise will be conducted, any limitations, and the safety considerations
- conduct the exercise, as allocated by the course co-ordinator
- provide constructive feedback to the group in a positive manner
- analyse strengths and weaknesses in own teaching

SECTION 5 PROGRAM OVERVIEW: MODULE 5.6 - CONTINUED

[7] Content

- Preparing to start, and perhaps marking up maps
- Safety Bearings
- Route choice
- Keeping map contact
- Rules e.g. out of bounds, wrong control, missed control, always report to finish,
- Common errors, and how to avoid them
- Relocation
- The finish
- Analysing a performance
- Orienteering in different formats e.g mass starts, relays, score events, sprint events, street events, night events

[8] Delivery Strategies

Presentation, discussion and practical

[9] Resource Requirements

A selection of the following references:

- OA Level 1 Manual
- The Complete Orienteering Manual, Peter Palmer, BOF, 1997
- Orienteering – The Skills of the Game, C. McNeill, Crowood Press, 1989
- Teaching Orienteering, McNeill, Ramsden, Renfrew, Harveys, 1987
- Orienteering Training and Coaching, J. Thornley, BOF, 1982
- Outward Bound Orienteering Handbook, M.Bagness, Wardlock, 1995
- Course Presenters' Manual, ASC

[10] On-line Resources

See Section 5.2.10 above

6.1 Practical Coaching Experience

In order to satisfy the competencies of Section 4.1 each Level 1 candidate is to:

- Plan, implement, adapt and evaluate a sequential program for an individual or a group for a 10-week season.
- Prepare and conduct two training sessions for a group (during the course).
- Conduct a clinic for a small group of beginners or novices, and submit a brief written evaluation report.
- Organise human and physical resources for a training or competition event.

6.2 Coaching Practice Supervision and Mentoring

An experienced Level 1 or Level 2 Coach will be appointed to supervise each participant's coaching practice carried out under Section 6.1.

A mentor may be chosen to assist each candidate fulfil the coaching practice.

During Coaching Practice the generic coaching activity form at Attachment L can be used by a supervisor to make comments and suggestions.

Coaches are encouraged to keep a diary of their coaching activities at all times, but particularly during the Coaching Practice period. This diary should contain expressions of the coach's feelings about any activity. The ASC Coaches Record Kit is an ideal medium for recording coaching activity.

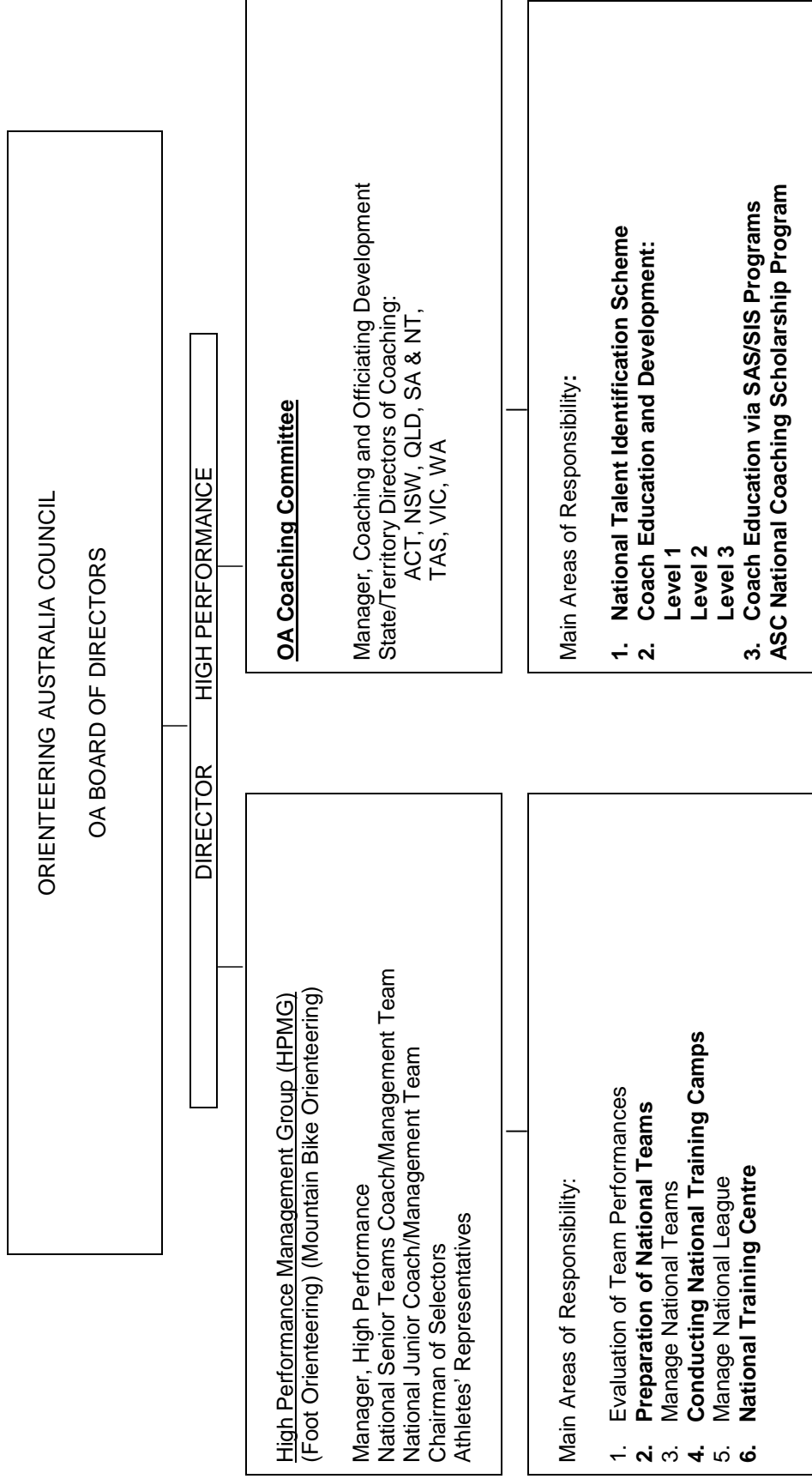
Coaches are also encouraged to video some coaching sessions so that they may be reviewed later, particularly with a mentor.

6.3 Supervisor and Mentor Credit

Supervisors and mentors will receive Updating Credit for the number of hours spent supervising the Level 1 coach. See the Points Updating Table at Attachment C.

ATTACHMENT A-1

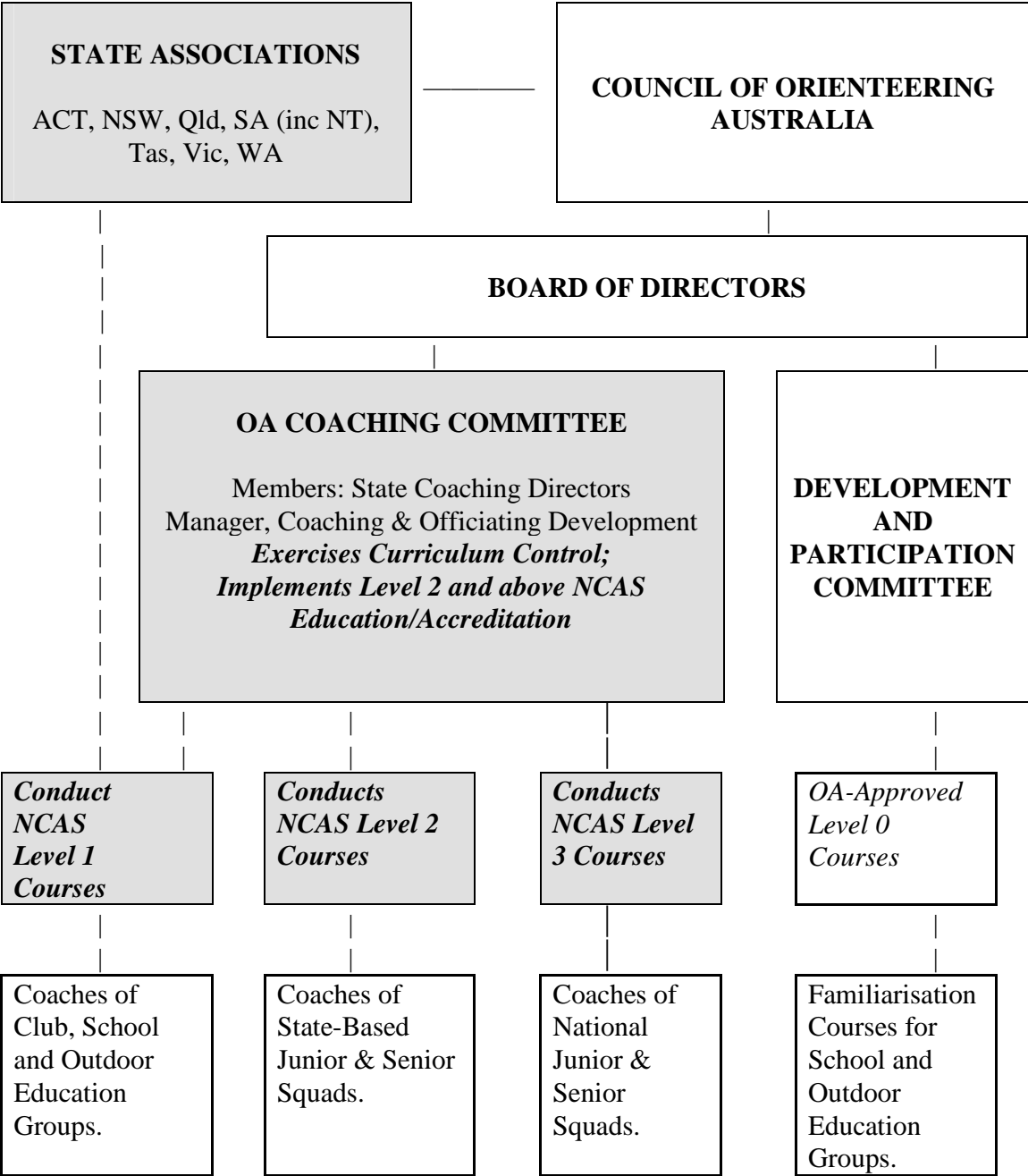
STRUCTURE OF ORIENTEERING COACHING



Coaching-related functions are in bold-face

ATTACHMENT A-2

COACH EDUCATION IN ORIENTEERING AUSTRALIA





Coaches' Code of Ethics

1. Respect the rights, dignity and worth of every human being	<ul style="list-style-type: none"> • Within the context of the activity, treat everyone equally regardless of sex, disability, ethnic origin or religion
2. Ensure the athlete's time spent with you is a positive experience	<ul style="list-style-type: none"> • All athletes are deserving of equal attention and opportunities
3. Treat each athlete as an individual	<ul style="list-style-type: none"> • Respect the talent, developmental stage and goals of each athlete • Help each athlete reach their full potential
4. Be fair, considerate and honest with athletes	
5. Be professional and accept responsibility for your actions	<ul style="list-style-type: none"> • Display high standards in your language, manner, punctuality, preparation and presentation • Display control, respect, dignity and professionalism to all involved with the sport - this includes opponents, coaches, officials, administrators, the media, parents and spectators • Encourage your athletes to demonstrate the same qualities
6. Make a commitment to providing a quality service to your athletes	<ul style="list-style-type: none"> • Maintain or improve your current NCAS accreditation • Seek continual improvement through performance appraisal and ongoing coach education • Provide a training program which is planned and sequential • Maintain appropriate records
7. Operate within the rules and spirit of your sport	<ul style="list-style-type: none"> • The guidelines of national and international bodies governing your sport should be followed. Please contact your sport for a copy of its rule book, constitution, by-laws, relevant policies, eg anti-doping policy, selection procedures, etc • Coaches should educate their athletes on drugs in sport issues in consultation with the Australian Sports Drug Agency (ASDA)
8. Any physical contact with athletes should be: <ul style="list-style-type: none"> • appropriate to the situation • necessary for the athlete's skill development* 	
9. Refrain from any form of personal abuse towards your athletes*	<ul style="list-style-type: none"> • This includes verbal, physical and emotional abuse • Be alert to any forms of abuse directed toward your athletes from other sources while they are in your care
10. Refrain from any form of harassment towards your athletes*	<ul style="list-style-type: none"> • This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability • You should not only refrain from initiating a relationship with an athlete, but should also discourage any attempt by an athlete to initiate a sexual relationship with you, explaining the ethical basis of your refusal
11. Provide a safe environment for training and competition	<ul style="list-style-type: none"> • Ensure equipment and facilities meet safety standards • Ensure equipment, rules, training and the environment are appropriate for the age and ability of the athletes
12. Show concern and caution toward sick and injured athletes	<ul style="list-style-type: none"> • Provide a modified training program where appropriate • Allow further participation in training and competition only when appropriate • Encourage athletes to seek medical advice when required • Maintain the same interest and support toward sick and injured athletes
13. Be a positive role model for your sport and athletes	

* Please refer to the Harassment-free Sport guidelines available from the Australian Sports Commission for more information on harassment issues

Coaches should...

- ◆ be treated with respect and openness
- ◆ have access to self-improvement opportunities
- ◆ be matched with a level of coaching appropriate to their level of competence



Coaches' Code of Ethics Agreement Form

for registration or re-registration in the National Coach Accreditation Scheme
(NCAS)

TO: Orienteering Australia Inc

I, _____ of _____
Full Name Address

Address cont.

am seeking registration / re-registration (please circle) for the following Australian Sports Commission (ASC) qualification:

Orienteering Coach, Level _____

I agree to the following terms:

1. I agree to abide by the NSO/training provider Code of Ethics overleaf.
2. I acknowledge that the NSO/training provider may take disciplinary action against me if I breach the code of ethics. (I understand that NSOs/training providers are required to implement a complaints-handling procedure in accordance with the principles of natural justice in the event of an allegation against me)
3. I acknowledge that disciplinary action against me may include de-registration from the National Coaching Accreditation Scheme.

Please refer to the *Harassment-free Sport Guidelines* available from the Australian Sports Commission or contact your NSO/training provider if you require more information on harassment issues.

Privacy Act. *Information on this form is entered onto the National Coaching Accreditation Scheme database of registered coaches maintained by the Australian Sports Commission (ASC) in conjunction with National Sporting Organisations. Database information is passed on to relevant State and National Sporting Organisations and State Sport Education Centres. Coaches will be sent relevant up-to-date information and may be contacted by the ASC. Your information will not be used or disclosed except in accordance with the provisions of the Privacy Act 1988.*

Signature (if under 18, parent / guardian signature) / /
Date



Coaches' Code of Ethics Agreement Form

for registration or re-registration in the National Coach Accreditation Scheme (NCAS)

To: Orienteering Australia Inc

I, individually am seeking registration for the following Australian Sports Commission (ASC) qualification:

Orienteering Coach, Level _____

I, individually agree to the following terms:

1. I, individually agree to abide by the NSO/training provider Code of Ethics overleaf.
2. I, individually acknowledge that the NSO/training provider may take disciplinary action against me if I breach the code of ethics. (I understand that NSOs/training providers are required to implement a complaints-handling procedure in accordance with the principles of natural justice in the event of an allegation against me)
3. I individually acknowledge that disciplinary action against me may include de-registration from the National Coaching Accreditation Scheme.

Name	Address	Signature (if under 18, parent / guardian signature)

Please refer to the *Harassment-free Sport Guidelines* available from the Australian Sports Commission or contact your NSO/training provider if you require more information on harassment issues.

Privacy Act. *Information on this form is entered onto the National Coaching Accreditation Scheme database of registered coaches maintained by the Australian Sports Commission (ASC) in conjunction with National Sporting Organisations. Database information is passed on to relevant State and National Sporting Organisations and State Sport Education Centres. Coaches will be sent relevant up-to-date information and may be contacted by the ASC. Your information will not be used or disclosed except in accordance with the provisions of the Privacy Act 1988.*

ATTACHMENT C

COACH RE-ACCREDITATION POINTS UPDATING TABLE

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<i>Minimum hours of coaching required (over four years)</i>	<i>24 hrs</i>	<i>48 hrs</i>	<i>100 hrs</i>
<i>One hour = one point</i>	<i>Points Awarded</i>	<i>Points Awarded</i>	<i>Points Awarded</i>
A. - Coaching (50% of points)			
1. Individual - 1 season of 10 events	4.0	8.0	16.0
2. Club or small group (per hour)	0.5	1.0	2.0
3. School group (per hour)	0.5	1.0	2.0
4. Team/Squad/School Training Camp (per day)	3.0	6.0	12.0
B. - Other Related Activities (50% of points)			
1. Attend accredited course at next level	6.0	12.0	25.0
2. Conduct coaching course:			
• Level 0	5.0	5.0	5.0
• Level 1	10.0	10.0	10.0
• Level 2		20.0	20.0
• Level 3			40.0
3. Attend coaching seminar or coach discussion group	2.0	2.0	2.0
4. Coach administration:			
• State Level	6.0	12.0	24.0
• National Level		12.0	24.0
5. Presentations:			
• Present a session at a coaching course/seminar	3.0	6.0	9.0
• Talk/lecture to a squad or club	2.0	4.0	6.0

Continued next page

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
	<i>Points Awarded</i>	<i>Points Awarded</i>	<i>Points Awarded</i>
6. Publish:			
• a coaching curriculum (prepare/revise)	6.0	12.0	25.0
• a coaching manual (prepare/revise)	6.0	12.0	25.0
• article in Australian Orienteer	3.0	6.0	9.0
• article in State/Territory newsletter	2.0	4.0	6.0
• club newsletter	1.0	2.0	3.0
7. Conduct in-service education in orienteering (per session)	2.0	2.0	2.0
8. Organise workshops/seminars with ASC Coaching and Officiating, or similar organisation	2.0	6.0	10.0
9. Attend relevant courses in first aid, sports trainer, fitness leader, massage or other sports-related topics (points for each subject/module passed)	5.0	5.0	5.0
10. Work with a Master Coach		10.0	20.0
11. Represent Australia as an athlete in an international competition (such as WOC or JWOC) in which there is a team coach.	2.0	3.0	3.0
12. Be a team leader in an Australian team in an approved international competition (such as WOC or JWOC)		20.0	40.0
13. Act as mentor or supervisor for another coach	10.0	15.0	20.0
14. Other activities with prior approval of the Manager, Coaching and Officiating			

Mentoring Coaches In Orienteering

Background

Mentoring is a highly effective way for new coaches to learn the 'art' of their role, and apply theory that they may have learnt in a classroom or through independent study. Mentors can bring life to a theoretical concept, demonstrate practical coaching skills, be a sounding board for problems, help the coach to identify some weaknesses or just be a source of motivation and a reminder that the coach is doing a great job. Mentoring relationships can be formally structured, with mentors assigned to coaches, or they can grow out of a chance encounter with a like-minded coach and remain very informal. They can be equally useful for a new coach just starting out in orienteering, as for an elite coach with many years of experience. It doesn't matter what form a mentoring relationship takes, as long as both the coach and the mentor see value in the relationship, and it helps them to develop and become better at their job.

Orienteering Australia encourages coaches to spend some structured time with a mentor, as part of the process of becoming qualified. However, OA recognises that no two mentoring relationships are the same. They all take on a life of their own, and develop to suit the needs and the strengths of the individuals involved.

Mentoring should be about helping another person, regardless of their stage of development, to change their coaching practice - for the better. The way in which this occurs may be different from person to person.

There are many benefits of mentoring for coaches.

Benefits to the coach

- Mentoring can increase confidence and motivation.
- It can provide constructive feedback on performance.
- It helps coaches to translate theory into practice.
- It provides opportunities to 'network' and enhance career prospects.
- It promotes lifelong learning through relationships.
- It can minimise the difficulties of attending training courses.

Benefits to the mentor

- Mentoring provides renewed enthusiasm and commitment to the mentor's own work.
- It creates opportunities for mentors to share their knowledge and skills.
- It recognises the expertise of mentors.

- It provides new opportunities for mentors to learn.

Benefits for orienteering in Australia

- Mentoring can ease the difficulty and costs involved in conducting lengthy residential training courses.
- It taps into the expertise of experienced coaches – past and present - in orienteering.
- It re-energises experienced coaches who take on mentoring roles.
- Coaches who have been mentored often become mentors and better “people managers”.
- It encourages coaches to progress to the next level of accreditation through the motivation and assistance they receive from a mentor.

Types of Mentoring Relationships

Mentoring for coaches’ development can serve a variety of purposes. It can be used:

- as a key learning experience for coaches to gain their accreditation (either in conjunction with courses or instead of them)
- as a means of supervising coaching practice associated with accreditation
- as a means of professional development for coaches at any level of accreditation (eg. an updating activity)
- as a means to ‘fast track’ coaches with potential through their accreditation.

The Mentoring Process

Whatever the purpose of the mentoring relationship, effective relationships involve the following processes:

- 1. Identifying needs** – by identifying the needs of the coach and the mentor at the beginning of the relationship, it will be clear what both parties hope to get from it and the experience can be better tailored to meet the needs of both parties.
- 2. Goal setting** – after identifying both parties’ needs it should be possible to set some specific goals for the relationship – for both the coach and the mentor. An example of a goal for a coach being mentored might be *“to improve the quality of feedback provided to individual athletes at training”*, whereas a mentor might have a goal *“to spend 10 minutes reflecting on my own coaching after each training session, so that I am better able to explain the rationale for my actions to the coach I am mentoring”*.
- 3. Establishing an agreement** – the agreement does not need to be a formal written one (although this might be appropriate), but the coach and mentor should at least discuss and agree upon some ground rules for the

relationship, eg. how often they will meet and where, whether its OK to phone one another at home, what time period they want the relationship to run for and when they want to review the relationship etc.

4. **Observation** – observation of the coach in action should focus on the needs and goals that they have already identified. It might be helpful for the coach and the mentor to develop a simple observation checklist to ensure that the mentor focuses their attention on the coach's areas of need.
5. **Analysis and feedback** – this should be a shared process, with the coach being given the opportunity to analyse their own performance, as well as the mentor providing their analysis. This will encourage the development of reflective coaches, who have the ability to analyse their own performance and improvements. Questioning can be an extremely valuable tool for mentors at this step in the process. By asking supportive, but challenging, questions of the coach, the mentor will empower them to make their own analyses and subsequent improvements to their performance.
6. **Action planning** – once the mentor has observed and analysed the performance of the coach, together they can explore ways of improving the coach's performance. Ideally the mentor should write down the strategies to be used for improvement and re-visit them after further practice to ensure that the strategies have been effective.
7. **Review** – the mentoring relationship is likely to change and grow as it progresses. Many relationship are not always smooth sailing however, and the effectiveness of the relationship should be reviewed at regular intervals. If the relationship is no longer meeting the needs of the coach or the mentor then it may be time to end the relationship or find a new mentor.

When Can Mentoring Occur?

Some opportunities for mentoring include:

- **At training.** A mentor can be invited to observe some of the coach's sessions, or they may even take a part of a session to give the coach an opportunity to see them in action.
- **At competitions.** A mentor can be invited to observe at competitions, however the mentor needs to consider the effect that any mentoring will have on the performance of the athletes. Perhaps scheduling some time with a mentor after competition to review the coach's performance is the best compromise.
- **Video analysis.** It may be difficult to have a mentor attend a practice session or competition, particularly in rural areas. A good alternative is to video-tape the coach in action, and send the tape to the mentor for comment. It is also important to provide the mentor with some background and the goals and plan for the session, as they will not be aware of the context in which the video is taken. The video process should ideally be a catalyst for discussion of the coach's performance, not become the focus of the exercise in itself.

- **Analysis of a video of an athlete performing.** This can be a good way to obtain some mentoring on the technical aspects of the sport, but it can also be an opportunity to discuss communication skills. Mentors can encourage coaches to role-play how they might talk to the athlete about their performance or change their technique.
- **Planning of sessions/seasons.** Having a mentor comment on plans can help to identify any shortcomings and enable coaches to build better plans for the future.
- **Interacting with sports scientists and support staff.** Developing coaches often have little opportunity to work with sports scientists. Learning from a mentor how to best use these personnel can be a valuable experience.

Participant Evaluation Questionnaire

Please answer questions by circling a response, and by offering comments if you wish.

1. To what extent did this course meet your expectations?
Not at All 1 2 3 4 5 Completely
If "not at all", why?

2. Was the balance between practical and theoretical material adequate?
Not at All 1 2 3 4 5 Completely
If "not at all", why?

3. Were the sessions well organised?
Not at All 1 2 3 4 5 Completely
What improvements are needed?

4. Comment on the program format. (eg. sections to eliminate, time allocation, timetabling)

5. Was the course too long?
Yes / No (please circle)

6. Was the venue suitable for the needs of the course?
Not at All 1 2 3 4 5 Completely
If "not at all", why?

7. Comment on the general abilities of the lecturers/presenters by circling the appropriate number: Poor Fair Average Good Excellent

Knowledge of subject	1	2	3	4	5
Teaching skills	1	2	3	4	5
Planning/preparation	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Time for questions	1	2	3	4	5

8. Are there any further topics that you would like to gain competencies in?

9. Was the pre-course correspondence sufficient? (if there was none, tick "not at all")

Not at All 1 2 3 4 5 Completely

If "not at all", why?

10. Was the supervision of and feedback on coaching practice adequate?

Not at All 1 2 3 4 5 Completely

11. As a club or school coach, was the training program useful and relevant?

Not at All 1 2 3 4 5 Completely

12. Do you understand all the procedures involved to gain your qualification?

Not at All 1 2 3 4 5 Completely

13. What aspect of the course was most useful and why?

14. Were any modules inappropriate/irrelevant and why?

15. General Comments

Presenter Evaluation Questionnaire

Please answer questions by circling a response, and by offering comments if you wish.

1. To what extent did your segment of this course meet your expectations?
Not at All 1 2 3 4 5 Completely

2. Was the balance of the theory/practical material that you provided adequate?
Not at All 1 2 3 4 5 Completely

3. Were you able to organise your sessions to your satisfaction?
Not at All 1 2 3 4 5 Completely

What improvements would you make?

4. Comment on the program format. (eg. sections to eliminate, time allocation, timetabling)

5. Was the time provided for your segment(s) adequate?
Yes / No (please circle)

If not, please comment:

6. Was the venue suitable for the needs of the course?
Not at All 1 2 3 4 5 Completely

Any suggestions?

7. Are there any topics that you think need to be added?

8. If applicable, were the pre-course reading/tasks helpful?

Not at All 1 2 3 4 5 Completely

Not applicable

9. What aspect of the course was the most useful and why

10. Were any modules inappropriate/irrelevant and why?

11. General Comments

OA's Required Standards for Program Delivery

Educational Standards

Training program deliverers will maintain high professional standards in the delivery of education and training services, which protect the interests and welfare of participants.

Training program deliverers will maintain a learning environment that is conducive to the success of participants. They will have the capacity to deliver the nominated training program, provide adequate facilities and use appropriate methods and standards.

Participant Information

Accurate, relevant and up-to-date information should be provided to participants prior to commencing a program. This should include:

- admissions procedures and criteria
- copy of the refund policy (if participant fees applicable)
- total fees/costs to participants
- details of the certification to be issued on full or partial completion of the training program
- competencies to be achieved
- assessment procedures
- grievance/appeal procedures
- RPL arrangements.

Recruitment

Recruitment of training program participants will be conducted at all times in an ethical and responsible manner, and be consistent with the requirements of the curriculum.

Program deliverers should ensure that selection decisions for entry into programs conducted on behalf of OA comply with equal opportunity legislation. These decisions should be made by appropriately qualified staff and be based on the applicants' qualifications and likelihood of achieving the stated competency standards.

Refunds

Program deliverers must safeguard any participant fees collected by them. Proponents must have a refund policy that is fair and equitable.

Sanctions

The ASC may withdraw NCAS training program registration from any proponent who breaches this code of practice.

Equal Employment Opportunities (EEO) Principles and Practices

Program deliverers must be aware of EEO principles and practices as they apply to education and training. They should observe the following points:

- Characters (and their names) used in case studies, exercises and examples must be free from stereotypes and unlikely to cause offence.
- Material and presenters must discourage and prevent polarisation of participants.
- Program content, process and/or activities must include all trainees and avoid giving an advantage to any one individual or group over another.
- Verbal and non-verbal language must be non-discriminatory.
- Humour must be non-discriminatory.
- Training materials such as session plans, videos, handouts, graphics and cartoons must be non-discriminatory and unlikely to offend.

ATTACHMENT H

RECOGNITION OF PRIOR LEARNING (RPL) LEVEL 1 COACHING

There will be no honorary accreditation. All coaches must satisfy the competencies of each particular level of accreditation. However, some practising coaches may be able to satisfy all or most of the competencies required for Level 1 accreditation without having to attend a formal course.

All applicants for RPL must submit their applications through the coordinator of the course they are attending. These will then be passed on to the State Coaching Co-ordinator for consideration.

The procedures to be followed are at Attachment H-1.

Documentation of prior study, learning and/or experience -

Candidates may apply for RPL from all or parts of the course. Such people will be required to document their prior learning and experience, and submit it on the form at Attachment H-2 to the course coordinator. The candidate may be required to demonstrate their expertise in a particular area by written or practical demonstration.

Credits for coaching principles -

In each case, applicants must supply the course coordinator with such letters, transcripts, certificates and descriptions of courses as necessary to satisfy the various requirements of accreditation.

Procedure for Application for RPL/Current Competence for Coach Level 1

Step 1 – complete application and send to course coordinator

Applicants will need to gather all relevant supporting documentation and complete the RPL/RCC application form attached. Forward this with supporting documentation, and the relevant fee (if applicable), to the Course Coordinator.

Step 2 – assessment

The application will be reviewed by the relevant State Coaching Co-ordinator. He/she 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. The State Coaching Co-ordinator will check that the evidence submitted conforms to the following RPL/RCC principles:

- validity (is the evidence relevant?)
- sufficiency (is there enough evidence?)
- authenticity (is the evidence a true reflection of the candidate?)
- currency (is the evidence recent – obtained within four years?).

The State Coaching Co-ordinator will complete and return the assessors' reports with recommendations for the applicant.

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 competencies, the applicant will be notified of which competencies still need to be achieved, and preferably what evidence is still required.

Options include:

- supply further supporting documentation
- complete certain assessment activities
- complete parts of a training program
- work with a mentor to obtain the required competencies.

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

Step 4 – appeal

The applicant has the right to appeal the RPL/RCC decision, if they believe the decision is unfair, unjust or if the State Coaching Co-ordinator has misinterpreted the evidence.

In the case of an appeal, OA's Director, High Performance will establish an assessment panel. This 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. The decision of the RPL/RCC review assessment panel will be final.

RPL/RCC Application Form

SECTION 1 – Personal details

Name:
.....

Address:
.....
.....

Phone:

Mobile:

Email:
.....

SECTION 2 – Evidence

Competency

Summary of evidence provided

Please supply evidence relating to each competency in the form of education and training, work related experiences and life experiences. Please attach copies of documents and /or references to the application form.

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

.....
Signature of applicant Date

ATTACHMENT H-3

RPL/RCC Assessor Report

Applicant's name:.....

Competency <i>Insert competency learning outcome details</i>	Evidence Supplied	Validity <i>(is the evidence relevant to the performance criteria?)</i>	Sufficiency <i>(is there enough evidence?)</i>	Authenticity <i>(is the evidence a true reflection of the candidate?)</i>	Current <i>(is the evidence recent? obtained within the last four years?)</i>	Comments
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

<<Note: Continue to insert extra spaces for additional competencies/learning outcomes>>

All competencies/learning outcomes met: (please tick)

YES

NO (please provide advice to the applicant of what evidence they are still required to supply)

Date of Assessment:.....

Name of Assessor:.....

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

Assessor's comments	Recommendations

Assessment Tool – Modules 5.2, 5.3, 5.4, 5.5, 5.6

Assessment task: Plan and implement a field exercise to teach (insert)skills for orienteering.

Purpose of assessment: This assessment task will enable the coach to demonstrate competency in teaching map/terrain skills, navigational skills, compass techniques, control-taking procedure and basic competition skills.

Assessment conditions: The candidate will:

- have access to suitable mapped terrain, permission for the use of such having been obtained for the period the assessment will be conducted (obtained by the course co-ordinator).
- have access to an an adequate supply of orienteering maps for the area.
- be permitted to re-do an exercise of similar complexity for assessment as many times as is necessary in order to achieve competency.

Evidence required: The candidate is required to demonstrate all of the performance criteria as set out in the checklist below.

Assessment arrangements: The assessment activity may take place at any time, but preferably during the course when there are groups of participants/athletes available.

Name of candidate:

Organisation/club:

Phone No.:

Assessor(s) name: _____

Performance Criteria/Learning Outcomes	Comments	Demonstrates competency	Not yet competent
<ul style="list-style-type: none"> develop a session plan for teaching beginner or novice orienteers 			
<ul style="list-style-type: none"> organise and allocate resources to implement the exercise 			
<ul style="list-style-type: none"> brief the group on the aim of the exercise, the importance of the exercise, how the exercise will be conducted, any limitations, and the safety considerations 			
<ul style="list-style-type: none"> conduct the exercise, as allocated by the course co-ordinator 			
<ul style="list-style-type: none"> provide constructive feedback to the group in a positive manner 			
<ul style="list-style-type: none"> analyse strengths and weaknesses in own teaching 			

Result:

- Candidate has achieved competency
- Candidate is not yet competent

Reasons for decision:

Assessor signature(s):	Candidate signature
Date:	Date:

Comments/feedback on assessment process (i.e. Comment on any problems, recommendations for modification to assessment procedures)

ATTACHMENT K

COMPETENCY-LEARNING OUTCOME/ASSESSMENT MATRIX - LEVEL 1 COACH

Category	Competency	Module(s)/Learning Outcome/Assessment
1. Plan and Prepare	Plan and prepare a training session for a group	5.2 Develop a session plan for teaching beginner or novice orienteers how to read a map and/or terrain 5.3 Develop a session plan for teaching beginner or novice orienteers how to navigate using an orienteering map 5.4 Develop a session plan for teaching beginner or novice orienteers how and when to use a compass with an orienteering map 5.5 Develop a session plan for teaching beginner or novice orienteers effective and efficient control-taking procedure 5.6 Develop a session plan for teaching beginner or novice orienteers basic competition skills 6.1 Prepare and conduct two training sessions for a group (during the course)
	Plan and prepare a sequential program for an individual or a group for a 10-week season	5.2-5.6 Develop a session plan for teaching beginner or novice orienteers how to read a map, interpret terrain, navigate, use a compass, take a control, and compete at a novice level 6.1 Plan, implement, adapt and evaluate a sequential program for an individual or a group for a 10-week season
	Organise and evaluate the human and physical resources for a training or competition/event	5.2-5.6 Organise resources to implement the exercise 6.1 Organise and evaluate the human and physical resources for a training or competition event

2. Conduct	Organise and conduct skill sessions for beginner and novice groups	<p>5.2-5.6 Brief the group on the aim of the exercise, the importance of the exercise, how the exercise will be conducted, any limitations, and the safety considerations</p> <p>5.2-5.6; 6.1 Prepare and conduct two training sessions on the course, as allocated by the course co-ordinator</p> <p>6.1 Conduct a clinic for a small group of beginners or novices, and submit a brief written evaluation report</p>
3. Monitor and Review	Provide appropriate feedback on orienteering performance	<p>5.2-5.6 Provide constructive feedback to the group in a positive manner</p> <p>6.1 Plan, implement, adapt and evaluate a sequential program for an individual or a group for a 10-week season</p> <p>6.1 Conduct a clinic for a small group of beginners or novices, and submit a brief written evaluation report</p>
4. Evaluate	Evaluate achievement of the objectives of a training session or competition	<p>6.1 Plan, implement, adapt and evaluate a sequential program for an individual or a group for a 10-week season</p> <p>6.1 Conduct a clinic for a small group of beginners or novices, and submit a brief written evaluation report</p>
	Evaluate effectiveness of a sequential program	<p>5.2-5.6 Provide constructive feedback to the group in a positive manner</p> <p>6.1 Plan, implement, adapt and evaluate a sequential program for an individual or a group for a 10-week season</p>
	Identify an action plan to change ineffective coaching behaviours	<p>5.2-5.6 Analyse strengths and weaknesses in own teaching</p> <p>6.2 Coaching Practice Supervision and Mentoring</p>
5. Adapt	Adapt sessions and programs to meet objectives	<p>6.1 Plan, implement, adapt and evaluate a sequential program for an individual or a group for a 10-week season</p>
	Change ineffective coaching behaviours	<p>5.2-5.6 Analyse strengths and weaknesses in own teaching</p> <p>6.2 Coaching Practice Supervision and Mentoring</p>

ASSESSMENT TASK FORM

ATTACHMENT L

**PLAN AND CONDUCT
AN ACTIVITY FOR AN
INDIVIDUAL OR GROUP**

ACTIVITY

AIM

PREPARATION

PRACTICAL

EQUIPMENT

FURTHER ACTIVITIES

ADDITIONAL NOTES