



# **NATIONAL COACHING ACCREDITATION SCHEME**

## **ORIENTEERING COACHING SYLLABUS LEVEL 3**



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**ORIENTEERING AUSTRALIA**  
**NCAS LEVEL 3 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 3  
See Attachments A-1 and A-2 for OA Coach Accreditation and Education Frameworks

**1.3 Integrated/Separate Course**

This is currently an integrated course. If the ASC Advanced Coaching General Principles course becomes available by the time this course is next due for re-accreditation, Orienteering Australia will re-consider this decision.

**1.4 Program Fees**

Payment of course fees is at the discretion of the course provider.  
Course fees might include compulsory texts, NCAS registration fee, the cost of maps and facility hire. Such fees might range from \$100 - \$150.  
Course fees would normally be paid by a participant's State Association.

## SECTION 1 GENERAL INFORMATION - CONTINUED

### 1.5 Entry Pre-requisites

A participant must be:

1. At least 21 years of age
2. Have current Level 2 coach accreditation
3. OA Gold Badge standard for navigation

**Physical Fitness.** Participants should have a personal fitness level that will enable them to physically complete the practical requirements of the course. Course presenters have the right to request proof of fitness from a medical practitioner. Participants who are unable to meet this requirement will undertake alternative activities during the practical components of the course.

### 1.6 Venue

Mapped bush area, and  
Indoor facilities equipped for supporting activities in sports science

### 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

To be eligible for accreditation, participants must be at least 24 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 five-year period

Accredited coaches are encouraged to possess a current first aid qualification

### 1.11 Copyright Information

This course is the copyright of OA Inc

## 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 3 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 eight 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 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.

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 (where such exists)
- 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**

Orienteering Australia will arrange the delivery of this program.

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

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 3 means that the coach must be able to:

### Plan and prepare

Prepare a two-yearly periodised plan to microcycle level - and the subsequent weekly training programs - for an orienteer who is preparing for international competition.

### Conduct

As the main coach, conduct a training camp of at least five days duration for orienteers who are preparing for international-level competition.

### Monitor and Review

Monitor and assess the development of an orienteer who is seeking to be internationally competitive.

### Evaluate

Evaluate how the above objectives are achieved in international competition.

### Adapt

Adapt, as a result of tests, feedback on results, and observation of performances in actual international competition the training plans for orienteers who are (or seeking to be) internationally competitive

## SECTION 4 PROGRAM DESCRIPTION - CONTINUED

### 4.2 Assessment

#### Assessment Tools

An Assessment Tool for each of the assessable program modules 5.1 to 5.5 has been included at Attachments J-1 to J-5. Module 5.6 is not assessable.

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 tools outlined in Attachments J-1 to J-5, 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 at Level 3.

Ideally, that coaching practice should occur after the other aspects of this Level 3 course have been completed. However, the Manager (Coaching and Officiating) may allow some relevant practical coaching to count towards competency in special circumstances e.g. a very experienced orienteer who has helped prepare Australian orienteering teams and/or individuals prepare for, and/or compete in, international competition

*The conditions of Practice Coaching are outlined in Section 6.*

**Section 5:****PROGRAM OVERVIEW****5.0 COURSE OVERVIEW****LEVEL 3 ORIENTEERING COACH**

Each candidate must complete all of the assessment tasks in all of the units in Section 5, viz:

Preparing an Orienteer for International Competition  
 Planning Technical Training for Different Terrains and Racing Formats  
 Team Building  
 Integrating Sports Science into Training Programs  
 Planning Training Camps and International Tours  
 Developments in International Orienteering and Their Implications.

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

<b>UNIT</b>	<b>DELIVERY STRATEGY</b>	<b>NOMINAL DURATION</b>
PREPARING AN ORIENTEER FOR INTERNATIONAL COMPETITION	SEMINARS, GROUP DISCUSSION AND CASE STUDIES	8.00 HRS
PLANNING TECHNICAL TRAINING FOR DIFFERENT TERRAINS AND RACING FORMATS	GROUP DISCUSSION, CASE STUDIES AND PRACTICAL	16.00 HRS
TEAM BUILDING	SEMINARS, GROUP DISCUSSION AND CASE STUDIES	8.00 HRS
INTEGRATING SPORTS SCIENCE INTO TRAINING PROGRAMS	SEMINARS, GROUP DISCUSSION AND PRACTICAL	16.00 HRS
PLANNING TRAINING CAMPS AND INTERNATIONAL TOURS	SEMINARS, CASE STUDIES, GROUP DISCUSSION AND PRACTICAL	8.00 HRS
DEVELOPMENTS IN INTERNATIONAL ORIENTEERING AND THEIR IMPLICATIONS	SELF-STUDY AND GROUP DISCUSSION	4.00 HRS
	<b>TOTAL =</b>	<b>60 HRS</b>

**SECTION 5 PROGRAM OVERVIEW – CONTINUED**

**LEVEL 3 ORIENTEERING COACH COURSE – 60 HRS**

**SAMPLE PROGRAM**

The following represents how a typical course would be conducted on a full-time, continuous basis over 60 hours (plus 100 hours of coaching practice as per Section 6). In fact, this method of presentation will be probably never be used because the costs of doing so would be prohibitive for the very small number of candidates at this level. “Theory” material might best be obtained by attendance at selected sessions at ASC and State coaching seminars. Candidates will mostly gain competency by participation/leadership at national training camps and international competitions.

<b>DAY</b>	<b>MORNING</b>	<b>AFTERNOON</b>
1	Arrivals/Introductions/Course Outline	Preparing an Orienteer for International Competition (1)
2	Planning Technical Training for Different Terrains and Racing Formats (1)	Integrating Sports Science into Training Programs (1)
3	Planning Technical Training for Different Terrains and Racing Formats – Practical	Preparing an Orienteer for International Competition (2)
4	Team Building (1)	Team Building (2)
5	Planning Technical Training for Different Terrains and Racing Formats – Practical	Integrating Sports Science into Training Programs (2)
6	Integrating Sports Science into Training Programs (3)	Integrating Sports Science into Training Programs (4)
7	Planning Technical Training for Different Terrains and Racing Formats – Practical	Planning Training Camps
8	Planning International Tours	Developments in International Orienteering and Their Implications
9	The Future/Course Evaluation/Departure	

5.1 Module Outline

# PREPARING AN ORIENTEER FOR INTERNATIONAL COMPETITION

**[2] Nominal Duration**

8 HOURS

**[3] Module Purpose**

This module will provide coaches with the holistic framework needed to prepare an orienteer for international-level competition.

**[4] Pre-requisites**

nil

**[5] Assessment Task**

Design a training plan for an elite orienteer of international standard

**[6] Learning Outcomes**

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

- Design a two-year training plan for an elite orienteer who represents (or is seeking to represent) Australia in international competition. The plan is to incorporate the orienteer's needs in such areas as physical and mental preparation, technical and tactical preparation, assessment, recovery, competition, biomechanics, strength and conditioning, flexibility, sports medicine, nutrition and athlete career education
- Plan methods for monitoring and adapting the plan
- Devise a program to implement the plan.

## SECTION 5 PROGRAM OVERVIEW: MODULE 5.1 - CONTINUED

### **[7] Content**

Periodisation and planning (revision)

Competition requirements

Physiological conditioning

    endurance

    speed, strength and power

    flexibility

    recovery

Technical preparation

Tactical preparation

Mental preparation

Biomechanics

Nutrition

Sports medicine

Athlete Career Education

Stage of maturation

Coach preparation and planning

Resources required

Resources available

### **[8] Delivery strategies**

Presentation and Discussion

Group Work

Case Study

Practical assignment

## SECTION 5 PROGRAM OVERVIEW: MODULE 5.1 - CONTINUED

### [9] Resource Requirements

A selection of the following references:

- The Complete Orienteering Manual, Peter Palmer, BOF, 1997
- Orienteering: A Mental Training Workbook, Underwood and Bird, Nonington Press, Canterbury, 1997
- Get Fit for Orienteering, S. Bird, Nonington Press, Canterbury, 1997
- Peak Performance, John Hawley and Louise Burke, Allen and Unwin, 1998
- Orienteering Pathways to Excellence, P. Palmer, Harveys, 1994
- Orienteering Technique From Start To Finish, Bertil Norman and Arne Yngstrom, IOF, 1991
- Orienteering – The Skills of the Game, C. McNeill, Crowood Press, 1989
- Sports Training Principles, Frank Dick, A&C Black, 1997
- Embracing Your Potential, Terry Orlick, Human Kinetics, 1998
- In Pursuit of Excellence, Terry Orlick, Human Kinetics, 1990
- Teaching Orienteering, Mc Neill, Ramsden, Renfrew, Harveys, 1987
- Orienteering Training and Coaching, J. Thornley, BOF, 1982
- Outward Bound Orienteering Handbook, M.Bagness, Wardlock, 1995
- Better Coaching, Australian Coaching Council, 1991
- On-line resources – see Section 5.2.10 below

## SECTION 5 PROGRAM OVERVIEW – CONTINUED

### 5.2 Module Outline

# PLANNING TECHNICAL TRAINING FOR DIFFERENT TERRAINS AND RACING FORMATS

#### [2] Nominal Duration

16.00 hours

#### [3] Module Purpose

At the completion of this module the coach will be able to instruct orienteers in how to develop effective and efficient map reading and terrain skills in typical international terrain-types, and how to put them into practice in the competition formats found at international level.

#### [4] Pre-requisites

nil

#### [5] Assessment Task

Implement training exercises to give practice for different terrain-types and experience in a variety of racing formats.

#### [6] Learning Outcomes

The coach will be able to:

- Discuss strategies for various types of terrain e.g. densely-vegetated, glacial (rocky, sandy), steep/hilly, continental
- Develop plans to solve challenges in specified terrain types
- Plan and lead training exercises to practise specific terrain skills
- Devise methods for observing orienteers in terrain and providing feedback on their technique
- Advise orienteers on how to determine optimum speed
- Devise methods to teach good terrain-running technique in a range of situations
- Develop methods to train map reading and compass skills at a high performance level
- Discuss racing strategies for different competition formats
- Devise training exercises to practise racing in different formats.

## SECTION 5 PROGRAM OVERVIEW: MODULE 5.2 - CONTINUED

### **[7] Content**

Types of Terrain  
Visibility  
Vegetation  
Strategies  
Technique  
Map-to-Ground  
Ground-to-Map  
Attack Points  
Following Lines  
Contours and Height  
Determining Optimum Speed  
Map Simplification to Increase Optimum Speed  
Running Adaptations for the Terrain  
Running Technique  
Racing Formats  
Racing Strategies

### **[8] Delivery Strategies**

Presentation and discussion  
Group work  
Fieldwork

### **[9] Resource Requirements**

A selection of the following references:

- The Complete Orienteering Manual, Peter Palmer, BOF, 1997
- Orienteering Technique From Start To Finish, Bertil Norman and Arne Yngstrom, IOF, 1991
- Orienteering – The Skills of the Game, C. McNeill, Crowood Press, 1989
- Teaching Orienteering, Mc Neill, Ramsden, Renfrew, Harveys, 1987
- Outward Bound Orienteering Handbook, M.Bagness, Wardlock, 1995

## SECTION 5 PROGRAM OVERVIEW: MODULE 5.2 – CONTINUED

### [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](http://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](http://attackpoint.org)

3. *Orienteering Australia web-site:*

[orienteering.asn.au/coaching](http://orienteering.asn.au/coaching)

follow the links in the Resources section

4. *Orienteering Queensland web-site:*

[oq.asn.au](http://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](http://act.orienteering.asn.au/coaching)

basic orienteering techniques and coaching tips

6. *Australian Sports Commission web-site:*

[ausport.gov.au](http://ausport.gov.au) – home page

## SECTION 5 PROGRAM OVERVIEW - CONTINUED

### 5.3 Module Outline

# TEAM BUILDING

#### [2] Nominal Duration

8.00 hours

#### [3] Module Purpose

This module will provide coaches with the opportunity to demonstrate practices that promote team cohesion i.e. the feeling of togetherness that satisfies individual needs, enhances loyalty to the team and coaching staff, and gains support amongst team-mates.

#### [4] Pre-requisites

nil

#### [5] Assessment Task

Plan and implement strategies that promote team cohesion amongst a group of elite orienteers.

#### [6] Learning Outcomes

The coach will be able to:

- Discuss with team members the characteristics of an effective team
- Discuss with team members ways to develop an effective team climate
- Promote within the group a culture where the various roles of each member are acknowledged and respected
- Discuss with the team ways whereby team cohesion - or the lack of it - affects performance
- Monitor and evaluate team climate

## **[7] Content**

How a Group Becomes a Team

- Forming, Storming and Norming
- Core, Supportive and Temporary Team Members

Traits of an Effective Team

- Appropriate Leadership, Suitable Membership, Commitment, Concern with Achieving, Effective Work Methods, Well-Organised Team Procedures, Critique without Rancour, Creative Strength, Positive Inter-Group Relations, Constructive Climate

Developing an Effective Team Climate

- Factors that Most Affect Team Climate
- Team Climate Check-Lists

Group Dynamics: Roles and Interactions of Team Members

- Everyone Has a Role, The Positive Leader, the Negative Leader, the Follower, the Isolate, the Scapegoat, the Clown

Team Cohesion

- What It Is, and What Factors Affect It
- Measuring Team Cohesion and Athlete Roles
- Cohesion, Athlete Satisfaction and Performance
- Ways of Improving Team Cohesion

Monitoring and evaluating team climate

## **[8] Delivery Strategies**

Presentation and Group Discussion

Case Studies

Practical Exercises

## SECTION 5 PROGRAM OVERVIEW: MODULE 5.3 - CONTINUED

### **[9] Resource Requirements**

The Following Text:

- Sport Psychology From Theory to Practice, Mark H. Ansel, Gorsuch Scarisbrick, 1990
- Evaluator's Handbook, Herman, Morris and Fitz-Gibbon, SAGE Publications, 1987

The Following are Useful References:

- SASI Psych Orienteering Program, Cathy Martin and Kay Haarsma, South Australian Sports Institute, 1991
- Orienteering Level Three Coaching Certification, Ted de St Croix, Canadian Orienteering Federation, 1990

OA's Evaluation Instruments to be administered after WOC, JWOC and similar events

### **[10] On-line Resources**

See Section 5.2.10 above

5.4 Module Outline

# INTEGRATING SPORTS SCIENCE INTO TRAINING PROGRAMS

**[2] Nominal Duration**

16.00 HOURS

**[3] Module Purpose**

This module will assist coaches to improve orienteers' sporting performances by the application of scientific training principles, the use of GPS monitoring, sound nutritional practices, and individual sport psychology programs.

**[4] Pre-requisites**

Module 5.1 Preparing an Orienteer for International Competition

**[5] Assessment Tasks**

Incorporate into an elite orienteer's program:

- the use of GPS to monitor performance
- modify the training program and/or adapt improved race strategies as a result of GPS monitoring
- nutritional strategies
- recovery strategies
- mental preparation.

## SECTION 5 PROGRAM OVERVIEW: MODULE 5.4 - CONTINUED

### [6] Learning Outcomes

The coach will be able to:

- Use GPS devices and associated software to monitor the performances of elite orienteers in competition and/or terrain loops
- Integrate musculo-skeletal screening into the conditioning program of an elite orienteer
- Incorporate medical screening into the program of an elite orienteer
- Outline the effectiveness of selected training aids and strategies
- Discuss the principles of fluid and fuel intake for competition and training
- Implement strategies for pre- and post-event nutrition
- Implement recovery strategies into an elite orienteer's program
- Discuss the facts and fallacies of selected ergogenic aids
- Integrate mental preparation into the program of an elite orienteer.

### [7] Content

GPS devices – hardware and software options available  
Methods of measuring aerobic and anaerobic capacities in the lab and in terrain  
Medical screening  
Musculo-skeletal screening  
Strength and conditioning programs  
Testing and screening: how often and when  
Training aids and strategies: HR monitoring, altitude training, heat acclimatisation  
vision training, water running  
Recovery programs  
The training diet  
Eating disorders  
Fluid and fuel intake for competition and training  
The tired orienteer  
Ergogenic aids  
Dimensions of mental preparation: achieving potential, growing in the “green zone”,  
embracing the “gold zone” for competition and training  
Implementing a mental preparation program for an elite orienteer

## SECTION 5 PROGRAM OVERVIEW: MODULE 5.4 - CONTINUED

### **[8] Delivery Strategies**

Presentation and group discussion

Case studies

Practical demonstrations

Field exercises

### **[9] Resource Requirements**

A selection of the following references:

- Peak Performance, John Hawley and Louise Burke, Allen and Unwin, 1998
- Test Methods Manual – Section 3 (Orienteering), Peter Le Rossignol & Dale Ann Gordon, National Sports Research Centre (Australian Sports Commission), 1991 (a section on orienteering is not included in later editions)
- Get Fit For Orienteering, S. Bird, Nonington Press, 1996
- Training for Speed, Agility and Quickness; Lee E. Brown, Vance A. Ferrigno and Juan Carlos Santana (Eds), Human Kinetics, 2000
- Embracing Your Potential, Terry Orlick, Human Kinetics, 1998
- The Complete Orienteering Manual, Peter Palmer, BOF, 1997
- Science and Medicine in Sport, Bloomfield, Fricker and Fitch (Eds), Blackwell Scientific Publications, 1992
- Sport Psychology Basic Training Program, Graham Winter and Cathy Martin, South Australian Sports Institute, 1988
- SASI Psych Orienteering Program, Cathy Martin and Kay Haarsma, SASI, 1991
- Competitive Fire, Michael Clarkson, Human Kinetics, 1999
- Sports Slump Busting, Alan S. Goldberg, Human Kinetics, 1997
- Running Within, Jerry Lynch and Warren Scott, Human Kinetics, 1999
- In Pursuit of Excellence, Terry Orlick, Human Kinetics, 1990
- Applied Sport Psychology, Jean Williams (Ed), Mayfield Publishing, 1986

### **[10] On-line Resources**

See Section 5.2.10 above

**5.5 Module Outline**

# **PLANNING TRAINING CAMPS AND INTERNATIONAL TOURS**

**[2] Nominal Duration**

8.00 HOURS

**[3] Module Purpose**

This module will enable team leaders to plan, implement and evaluate:

1. a national-level orienteering training camp, and
2. an international tour for a team of orienteers.

**[4] Pre-requisites**

Module 5.3 Team Building

**[5] Assessment Tasks**

Plan, implement and evaluate a national training camp

Plan, implement and evaluate a tour for an international team.

**[6] Learning Outcomes**

The coach will be able to:

- Plan, implement and evaluate a training camp for national and international-level orienteers.
- Plan, implement and evaluate a tour for a team of orienteers to an international event.

## **[7] Content**

### Training Camps

#### Purpose

Camp Plan: dates, times, map locations, accommodation, meals  
budget/costs per participant, transport, first aid, list of participants, injuries, weather  
conditions, other leaders, equipment (personal and team), laundry

Pre-Camp Preparation: Athletes, Leaders, OFA Requirements

Time Allocation, Rest and Recovery (Athletes, Leaders)

Scheduling, Hard Sessions Interspersed With Easy, Time of Day

Rosters

Meetings

Delegating Responsibility: Athletes, Leaders

Getting Feedback During Camp, End of Camp Evaluation

### International Tours

#### Aim

Location,

Duration,

Prior Visits, Experiences

Number and Type of Leaders

Number of Athletes

Experience of Individual Athletes

Gender Differences

Standard of Competition

Travel Arrangements, Luggage

Transport Arrangements at Venue

Proximity of Accommodation to Competition Venues

Local Support Staff

Security Issues: Staff/Athletes

Passports/Visas

Innoculations/Blood Tests Prior to Leaving

Accommodation and Rooming/Sleeping Arrangements

Food, Cultural Experiences, Meals, Special Diets, Pre- and Post-Event Fuels

Money, Funds, Budgets, Currency Exchange

Communications with Home: Official, Private

Distractions from Training and Competing

Communicating/Liaison with Other Teams, Athletes

Communication Arrangements Within the Team: Methods, Responsibility

Handling Media, Sponsors, Publicity

Presence of Family/Friends

Team Cohesion

Roles of the Coaches, Roles of Other Leaders

Tapering Strategies of Athletes, Personal Training Plans

Types of Technical Training to Provide, Frequency of Training, Locations

Importance of Detail and Detailed Planning

Giving Attention to All Athletes, Mentoring Arrangements

Handling Pressure: Athletes, Team Leaders; Counselling Arrangements

Team Selection: How, When, Who?

Ceremonies: Opening, Closing, Presentations, Flags, Anthems, Behaviour

Handling Athletes' Results: "Good" vs "Bad"

Importance of a Formal Closure, the Future for Athletes and Leaders

Formal Evaluations and Team Reports

## SECTION 5 PROGRAM OVERVIEW: MODULE 5.5 - CONTINUED

### **[8] Delivery Strategies**

Group discussion  
Practical and field work

### **[9] Resource Requirements**

A selection of the following references:

- Orienteering Club Manual, OFA, 1999 (Chapter 11 – Managing Team Travel, Kay Haarsma)
- The Complete Orienteering Manual, Peter Palmer, BOF, 1997
- Orienteering Level Three Coaching Certification, Ted de St Croix, Canadian Orienteering Federation, 1990 (Chapter 13)
- SASI Psych Orienteering Program, Cathy Martin and Kay Haarsma, SASI 1991 (P31 Travel Skills)
- ASC and State Academy/Institute of Sport Publications on Travel Skills

### **[10] On-line Resources**

See Section 5.2.10 above

**5.6 Module Outline**

# DEVELOPMENTS IN INTERNATIONAL ORIENTEERING AND THEIR IMPLICATIONS

**[2] Nominal Duration**

4.00 HOURS

**[3] Module Purpose**

This module will update coaches on the latest developments in international orienteering and how they are likely to affect competition formats, racing styles and training methods for Australian orienteers.

**[4] Pre-requisites**

nil

**[5] Assessment Task**

This module will **not be assessed**. The intention is to have the applicant involved in a discussion with a panel of experts on how developments in international orienteering will affect the coaching of Australian orienteers. This event might happen at a national training camp, for example.

**[6] Learning Outcomes**

The coach will be able to:

- Discuss how talent may be identified, trained and given competitive experience in all the recognised forms of foot orienteering i.e. long, medium, sprint, Micro and relay.
- Evaluate Australia's position in international orienteering.
- Discuss how globalisation will affect the sport of orienteering.
- Evaluate how coaching will be affected by these developments.

## SECTION 5 PROGRAM OVERVIEW: MODULE 5.6 - CONTINUED

### **[7] Content**

Australia's position and influence on international orienteering

Globalisation (regionalisation) and its likely effects:

- racing formats
- types of terrain
- opportunities for specialisation
- need for regional centres of excellence
- greater publicity and exposure to media
- more opportunities for sponsorship.

Contracts with European clubs – opportunities and challenges

The opportunities for regional co-operation at the elite level

The impact of the World Games.

How coaching methods and strategies will be affected by these developments.

### **[8] Delivery Strategies**

Group discussion

### **[9] Resource Requirements**

IOF Headlines (issued monthly by email)

IOF Working Party Reports

### **[10] On-line Resources**

See Section 5.2.10 above

**Section 6:**

# **COACHING PRACTICE**

## **6.1 Practical Coaching Experience**

Over a period of at least three years:

- Plan and implement a two-year sequential program for an orienteer who is preparing for international competition, and
- Plan and implement, with relevant assistance, a training camp of at least five days' duration, for a squad (or team) of orienteers preparing for international competition, and
- Be a team leader in an Australian junior or senior team at an international competition.

## **6.2 Coaching Practice Supervision and Mentoring**

An experienced Level 3 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.

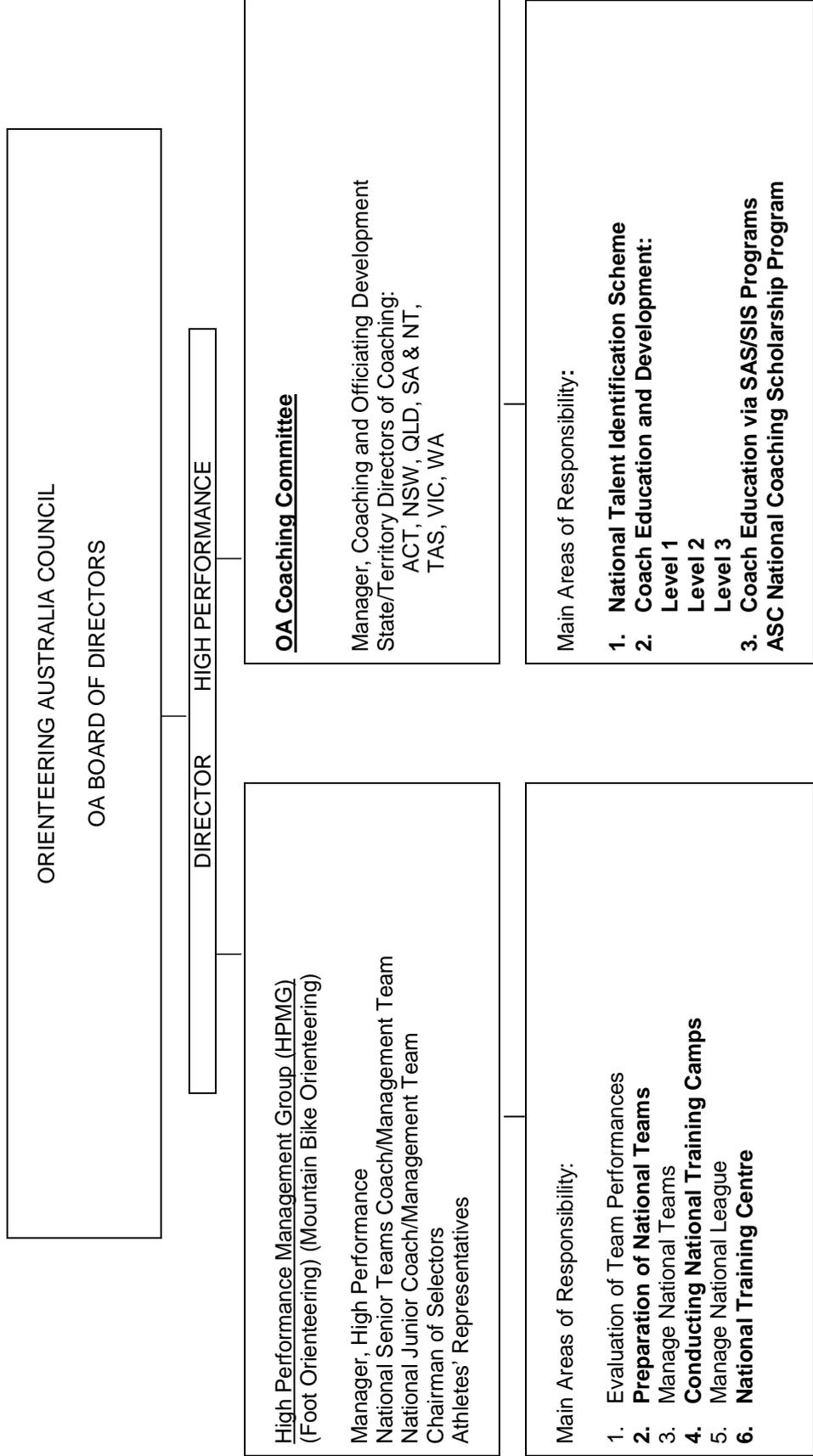
Coaches are also encouraged to video some coaching sessions so that they may be reviewed later, particularly with a mentor.

## **6.3 Mentor Credit**

Supervisors and mentors will receive Updating Credit for the number of hours spent helping the Level 3 coach . See the Points Updating Table at Attachment C.

# ATTACHMENT A-1

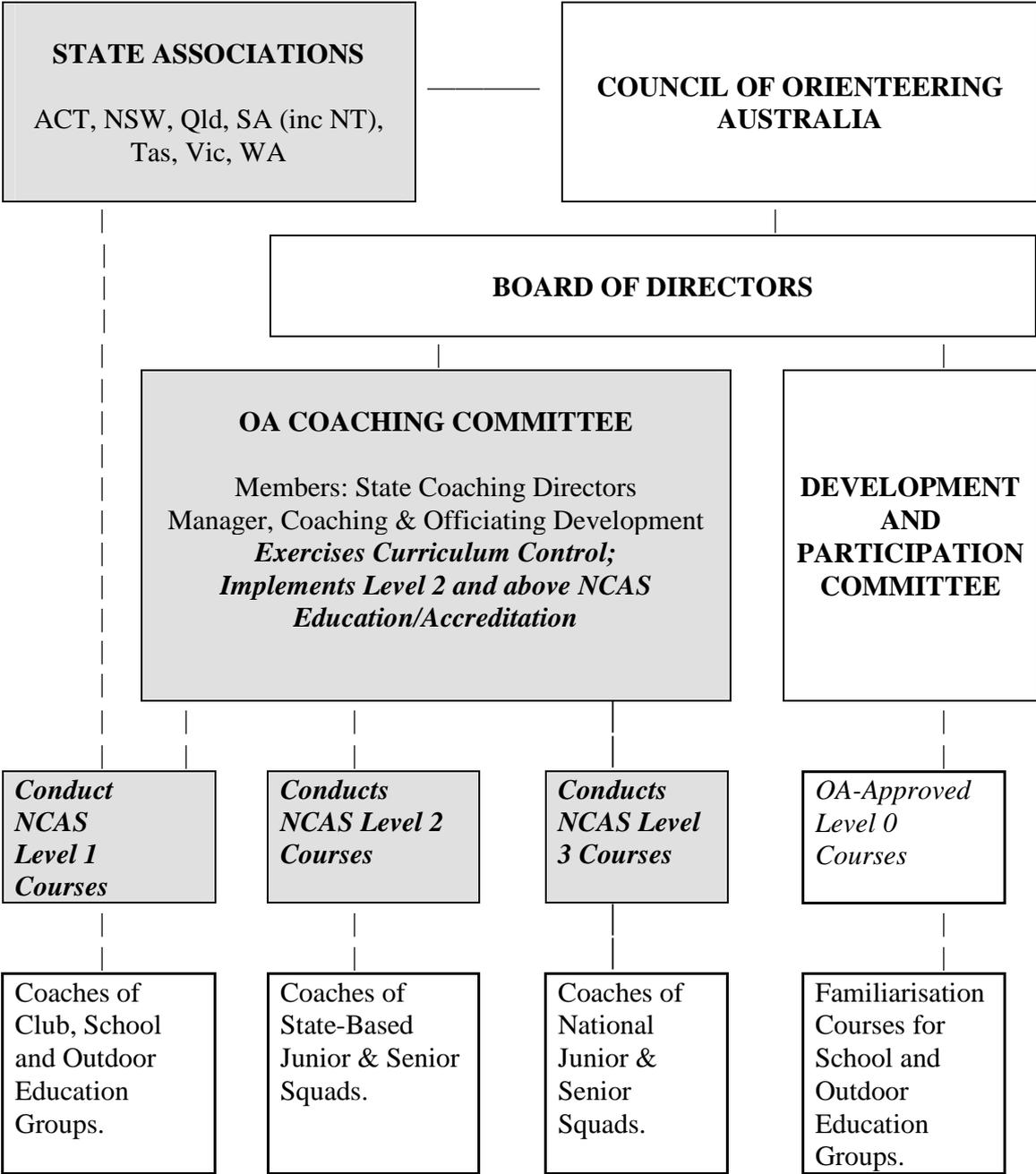
## STRUCTURE OF ORIENTEERING COACHING



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"> <li>• Within the context of the activity, treat everyone equally regardless of sex, disability, ethnic origin or religion</li> </ul>
2. Ensure the athlete's time spent with you is a positive experience	<ul style="list-style-type: none"> <li>• All athletes are deserving of equal attention and opportunities</li> </ul>
3. Treat each athlete as an individual	<ul style="list-style-type: none"> <li>• Respect the talent, developmental stage and goals of each athlete</li> <li>• Help each athlete reach their full potential</li> </ul>
4. Be fair, considerate and honest with athletes	
5. Be professional and accept responsibility for your actions	<ul style="list-style-type: none"> <li>• Display high standards in your language, manner, punctuality, preparation and presentation</li> <li>• Display control, respect, dignity and professionalism to all involved with the sport - this includes opponents, coaches, officials, administrators, the media, parents and spectators</li> <li>• Encourage your athletes to demonstrate the same qualities</li> </ul>
6. Make a commitment to providing a quality service to your athletes	<ul style="list-style-type: none"> <li>• Maintain or improve your current NCAS accreditation</li> <li>• Seek continual improvement through performance appraisal and ongoing coach education</li> <li>• Provide a training program which is planned and sequential</li> <li>• Maintain appropriate records</li> </ul>
7. Operate within the rules and spirit of your sport	<ul style="list-style-type: none"> <li>• 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</li> <li>• Coaches should educate their athletes on drugs in sport issues in consultation with the Australian Sports Drug Agency (ASDA)</li> </ul>
8. Any physical contact with athletes should be: <ul style="list-style-type: none"> <li>• appropriate to the situation</li> <li>• necessary for the athlete's skill development*</li> </ul>	
9. Refrain from any form of personal abuse towards your athletes*	<ul style="list-style-type: none"> <li>• This includes verbal, physical and emotional abuse</li> <li>• Be alert to any forms of abuse directed toward your athletes from other sources while they are in your care</li> </ul>
10. Refrain from any form of harassment towards your athletes*	<ul style="list-style-type: none"> <li>• This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability</li> <li>• 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</li> </ul>
11. Provide a safe environment for training and competition	<ul style="list-style-type: none"> <li>• Ensure equipment and facilities meet safety standards</li> <li>• Ensure equipment, rules, training and the environment are appropriate for the age and ability of the athletes</li> </ul>
12. Show concern and caution toward sick and injured athletes	<ul style="list-style-type: none"> <li>• Provide a modified training program where appropriate</li> <li>• Allow further participation in training and competition only when appropriate</li> <li>• Encourage athletes to seek medical advice when required</li> <li>• Maintain the same interest and support toward sick and injured athletes</li> </ul>
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>
<b>A. - Coaching (50% of points)</b>			
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>B. - Other Related Activities (50% of points)</b>			
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**

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### **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 program 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 presented sessions well organised?  
Not at All      1                  2                  3                  4                  5                  Completely  
What improvements are needed?
  
4. Please comment on the program approach.
  
  
  
  
  
  
  
  
  
  
5. Were venues/events suitable for your needs?  
Not at All      1                  2                  3                  4                  5                  Completely  
If "not at all", why?

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

7. 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?

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

Not at All            1            2            3            4            5            Completely

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

Not at All            1            2            3            4            5            Completely

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

11. Were any modules inappropriate/irrelevant and why?

12. 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.

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**

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### **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 3 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 3 accreditation by virtue of relevant tertiary training and/or experience as a team leader of an Australian team in recent international competition.

All applicants for RPL must submit their applications through the coordinator of the course they are attending. These will then be passed to OA's Manager (Coaching and Officiating) 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 3

---

#### **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 OA's Manager (Coaching and Officiating). 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 Manager (Coaching and Officiating) 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 Manager (Coaching and Officiating) 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 Manager (Coaching and Officiating) 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:.....

<b>Competency</b> <i>Insert competency learning outcome details</i>	<b>Evidence Supplied</b>	<b>Validity</b> <i>(is the evidence relevant to the performance criteria?)</i>	<b>Sufficiency</b> <i>(is there enough evidence?)</i>	<b>Authenticity</b> <i>(is the evidence a true reflection of the candidate?)</i>	<b>Current</b> <i>(is the evidence recent? obtained within the last four years?)</i>	<b>Comments</b>
	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:.....

<b>Assessor's comments</b>	<b>Recommendations</b>

**Assessment Tool – Module 5.1**

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**Assessment task:** Design a training plan for an elite orienteer of international standard.

**Purpose of assessment:** This assessment task will enable the coach to demonstrate that he/she can incorporate into a training plan the needs of a high performance orienteer to prepare physically, mentally, technically and tactically, as well as to recover, eat appropriately, and feel comfortable about themselves.

**Assessment conditions:** The candidate will be permitted to re-do the exercise 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 before Module 5.5.

**Name of candidate:** \_\_\_\_\_

**Organisation/club:** \_\_\_\_\_

**Phone No.:** \_\_\_\_\_

**Assessor(s) name:** \_\_\_\_\_

<b>Performance Criteria/Learning Outcomes</b>	<b>Comments</b>	<b>Demonstrates competency</b>	<b>Not yet competent</b>
<ul style="list-style-type: none"> <li>• Design a two-year periodised training plan to microcycle level for a high performance orienteer, showing relevant training and competition cycles, and addressing the orienteer's physical, mental, technical and lifestyle needs</li> </ul>			
<ul style="list-style-type: none"> <li>• Outline how progress is monitored and modifications made</li> </ul>			
<ul style="list-style-type: none"> <li>• Outline how the program is implemented</li> </ul>			
<ul style="list-style-type: none"> <li>• Describe what resources are needed</li> </ul>			
<ul style="list-style-type: none"> <li>• Outline how the orienteer is involved in the process</li> </ul>			

**Result:**

- Candidate has achieved competency
- Candidate is not yet competent

**Reasons for decision:**

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<b>Assessor signature(s):</b>	<b>Candidate signature</b>
<b>Date:</b>	<b>Date:</b>

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

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**Assessment Tool – Module 5.2**

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**Assessment task:** Implement training exercises to give practice for different types of terrain, and experience in a variety of racing formats.

**Purpose of assessment:** This assessment task will enable the coach to demonstrate that he/she can instruct orienteers in how to develop effective and efficient map reading and terrain-running skills in typical international terrain-types, and how to put them into practice in the competition formats found at international level.

**Assessment conditions:** The candidate will be permitted to re-do the exercise 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.

**Name of candidate:** \_\_\_\_\_

**Organisation/club:** \_\_\_\_\_

**Phone No.:** \_\_\_\_\_

**Assessor(s) name:** \_\_\_\_\_

<b>Performance Criteria/Learning Outcomes</b>	<b>Comments</b>	<b>Demonstrates competency</b>	<b>Not yet competent</b>
<ul style="list-style-type: none"> <li>Plan and lead training exercises to practise specific terrain skills for various types of terrain e.g densely-vegetated, glacial (rocky, sandy), steep/hilly, continental</li> </ul>			
<ul style="list-style-type: none"> <li>Devise methods for observing/monitoring orienteers in terrain, and providing feedback on their technique</li> </ul>			
<ul style="list-style-type: none"> <li>Develop methods to train map reading and compass skills at high performance level</li> </ul>			
<ul style="list-style-type: none"> <li>Devise training exercises to practise racing in different formats</li> </ul>			
<ul style="list-style-type: none"> <li>Practise racing strategies for different competition formats</li> </ul>			

**Result:**

- Candidate has achieved competency
- Candidate is not yet competent

**Reasons for decision:**

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<b>Assessor signature(s):</b>	<b>Candidate signature</b>
<b>Date:</b>	<b>Date:</b>

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

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**Assessment Tool – Module 5.3**

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**Assessment task:** Plan and implement strategies that promote team cohesion amongst a group of elite orienteers.

**Purpose of assessment:** This assessment task will enable the coach to demonstrate competency in promoting team cohesion amongst a group of elite orienteers.

**Assessment conditions:** The candidate will:

- be given the opportunity to work with a team of elite orienteers preparing for an international event
- 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.

**Name of candidate:**

\_\_\_\_\_

**Organisation/club:**

\_\_\_\_\_

**Phone No.:**

\_\_\_\_\_

**Assessor(s) name:** \_\_\_\_\_

<b>Performance Criteria/Learning Outcomes</b>	<b>Comments</b>	<b>Demonstrates competency</b>	<b>Not yet competent</b>
<ul style="list-style-type: none"> <li>• Discuss with team members the characteristics of an effective team</li> </ul>			
<ul style="list-style-type: none"> <li>• Discuss with team members ways to develop an effective team climate</li> </ul>			
<ul style="list-style-type: none"> <li>• Promote within the group a culture where the various roles of each member are acknowledged and respected</li> </ul>			
<ul style="list-style-type: none"> <li>• Discuss with the team ways whereby team cohesion – or the lack of it – affects performance</li> </ul>			
<ul style="list-style-type: none"> <li>• Monitor and evaluate team climate</li> </ul>			

**Result:**

- Candidate has achieved competency
- Candidate is not yet competent

**Reasons for decision:**

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<b>Assessor signature(s):</b>	<b>Candidate signature</b>
<b>Date:</b>	<b>Date:</b>

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

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**Assessment Tool – Module 5.4**

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**Assessment task:** Incorporate into an elite orienteer's program:

- using GPS to monitor performance
- nutritional strategies
- recovery strategies
- mental preparation

**Purpose of assessment:** This assessment task will enable the coach to demonstrate competency in using aspects of sport science (including psychology) to improve an orienteer's performances.

**Assessment conditions:** The candidate will:

- be given the opportunity to work with a squad of orienteers preparing for a major event
- be given access to GPS equipment that monitors an orienteer's performance in training and/or competition
- 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:** This assessment activity is best performed after assessment of Module 5.1, but may take place at any time if that is not possible.

**Name of candidate:**

\_\_\_\_\_

**Organisation/club:**

\_\_\_\_\_

**Phone No.:**

\_\_\_\_\_

**Assessor(s) name:** \_\_\_\_\_

<b>Performance Criteria/Learning Outcomes</b>	<b>Comments</b>	<b>Demonstrates competency</b>	<b>Not yet competent</b>
<ul style="list-style-type: none"> <li>• Use a GPS device and associated software to monitor the performance of orienteers in training and/or competition</li> </ul>			
<ul style="list-style-type: none"> <li>• Modify the training program and/or adapt improved race strategies of orienteers as a result of GPS monitoring</li> </ul>			
<ul style="list-style-type: none"> <li>• Implement strategies for pre- and post-event nutrition with a squad of orienteers</li> </ul>			
<ul style="list-style-type: none"> <li>• Implement recovery strategies into the program of a squad of orienteers</li> </ul>			
<ul style="list-style-type: none"> <li>• Integrate mental preparation into the program of an elite orienteer or the program of a squad of orienteers</li> </ul>			

**Result:**

- Candidate has achieved competency
- Candidate is not yet competent

**Reasons for decision:**

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<b>Assessor signature(s):</b>	<b>Candidate signature</b>
<b>Date:</b>	<b>Date:</b>

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

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## **Assessment Tool – Module 5.5**

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- Assessment tasks:** Plan, implement and evaluate:
- A national-level orienteering training camp
  - An international tour for a team of orienteers

**Purpose of assessment:** This assessment task will enable the coach to demonstrate competency in planning a national-level training camp and an international tour for a team of orienteers.

- Assessment conditions:** The candidate will:
- be given the opportunity to work with a squad of orienteers preparing for a major event
  - be given the opportunity to plan, implement and evaluate an international tour for a team of orienteers
  - 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:** This assessment activity is best performed in conjunction with assessment of Module 5.3, but may take place at any time if that is not possible.

**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"> <li>Plan, implement and evaluate a national-level orienteering training camp</li> </ul>			
<ul style="list-style-type: none"> <li>Plan, implement and evaluate an international tour for a team of orienteers</li> </ul>			

**Result:**

- Candidate has achieved competency
- Candidate is not yet competent

**Reasons for decision:**

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<b>Assessor signature(s):</b>	<b>Candidate signature</b>
<b>Date:</b>	<b>Date:</b>

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

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**ATTACHMENT K**

**COMPETENCY-LEARNING OUTCOME/ASSESSMENT MATRIX - LEVEL 3 COACH**

<b>Category</b>	<b>Competency</b>	<b>Module(s)/Learning Outcome/Assessment</b>
1. Plan and Prepare	Prepare a two-yearly periodised plan to microcycle level – and the subsequent weekly training programs – for an orienteer who is preparing for international competition	<p>5.1 Design a two-year periodised training plan to microcycle level for a high performance orienteer, showing relevant training and competition cycles, and addressing the orienteer's physical, mental, technical and lifestyle needs</p> <p>5.1 Outline how the orienteer is involved in the process</p> <p>5.2 Plan training exercises to practise specific terrain skills for various types of terrain e.g densely-vegetated, glacial (rocky, sandy), steep/hilly, continental</p> <p>5.2 Develop methods to train map reading and compass skills at high performance level</p> <p>5.2 Devise training exercises to practise racing in different formats</p> <p>5.3 Discuss with team members the characteristics of an effective team</p> <p>5.3 Discuss with team members ways to develop an effective team climate</p> <p>5.3 Discuss with the team ways whereby team cohesion – or the lack of it – affects performance</p> <p>5.5 Plan, implement and evaluate a national-level orienteering training camp</p> <p>5.5 Plan, implement and evaluate an international tour for a team of orienteers</p>

2. Conduct	As the main coach, conduct a training camp of at least five days duration for orienteers who are preparing for international-level competition	<p>5.1 Outline how the program is implemented</p> <p>5.1 Describe what resources are needed</p> <p>5.2 Lead training exercises to practise specific terrain skills for various types of terrain e.g densely-vegetated, glacial (rocky, sandy), steep/hilly, continental</p> <p>5.2 Practise racing strategies for different competition formats</p> <p>5.3 Discuss with team members the characteristics of an effective team</p> <p>5.3 Discuss with team members ways to develop an effective team climate</p> <p>5.3 Promote within the group a culture where the various roles of each member are acknowledged and respected</p> <p>5.3 Discuss with the team ways whereby team cohesion – or the lack of it – affects performance</p> <p>5.4 Implement strategies for pre- and post-event nutrition with a squad of orienteers</p> <p>5.4 Implement recovery strategies into the program of a squad of orienteers</p> <p>5.4 Integrate mental preparation into the program of an elite orienteer or the program of a squad of orienteers</p> <p>5.5 Plan, implement and evaluate a national-level orienteering training camp</p> <p>5.5 Plan, implement and evaluate an international tour for a team of orienteers</p>
3. Monitor and Review	Monitor and assess the development of an orienteer who is seeking to be internationally competitive	<p>5.1 Outline how progress is monitored and modifications made</p> <p>5.2 Devise methods for observing/monitoring orienteers in terrain, and providing feedback on their technique</p> <p>5.4 Use a GPS device and associated software to monitor the performance of orienteers in training and/or competition</p>

4. Evaluate	Evaluate how the above objectives are achieved in international competition	<p>5.1 Outline how the orienteer is involved in the process</p> <p>5.3 Monitor and evaluate team climate</p> <p>5.4 Use a GPS device and associated software to monitor the performance of orienteers in training and/or competition</p> <p>5.5 Plan, implement and evaluate a national-level orienteering training camp</p> <p>5.5 Plan, implement and evaluate an international tour for a team of orienteers</p>
5. Adapt	Adapt, as a result of tests, feedback on results, and observation of performances in actual international competition the training plans for orienteers who are (or seeking to be) internationally competitive	<p>5.1 Outline how progress is monitored and modifications made</p> <p>5.4 Modify the training program and/or adapt improved race strategies of orienteers as a result of GPS monitoring</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**