



Competition Orienteering Coach Accreditation

SYLLABUS AND COURSE HANDBOOK
VERSION 1, JANUARY 2022



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Copyright Statement

OA has designed the overall coaching framework, as well as the syllabus for each level of orienteering coaching accreditation. These documents are the intellectual property of OA Inc. and are subject to copyright.

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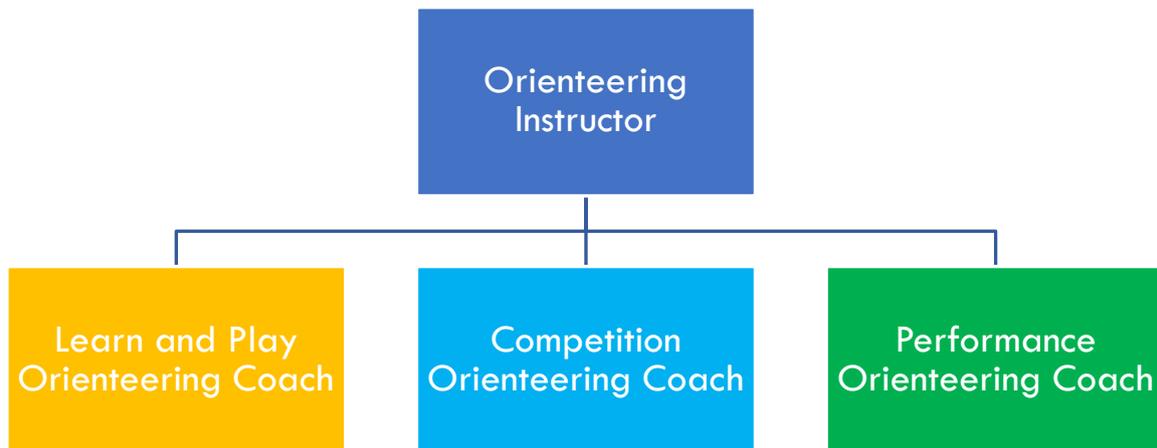
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Section 1: General Course Information

Orienteering Australia Accreditation Structure

Competition Orienteering Coach Accreditation is one of the three parallel accreditation programs in the Orienteering Australia (OA) coaching accreditation structure (see Figure 1). Details of this overall structure, as well as general information relevant to all orienteering coaching accreditation courses, can be found in the OA Coaching Framework.

Figure 1: Orienteering Coach Accreditation in Australia



Competition Orienteering Coach

This accreditation aims to provide coaches with the skills and knowledge required to support orienteering participants to develop their orienteering and achieve their personal best. These coaches will work with orienteers of different life stages and levels of competition who are completing moderate and hard navigation orienteering courses.

The intended outcome of accreditation of Competition Orienteering Coaches is to add depth to competitive orienteering events in Australia, strengthening the link from social participation to high performance.

Course Details and Administration

Course details specific to Competition Orienteering Coach Accreditation are outlined below. For general information relevant to all accreditation courses, refer to the OA Coaching Framework.

Candidate Requirements

Candidates seeking Competition Orienteering Coach Accreditation have requirements which they must meet before, during and after the accreditation program. These requirements are outlined in Table 1. The Community Coaching General Principles (CCGP) course can be accessed on the [Australian Sport Learning Centre](#).

For detailed information regarding these requirements refer to the OA Coaching Framework.

Table 1: Competition Orienteering Coach Accreditation Candidate Requirements

Timeframe	Requirement
Prerequisites (before)	Member of OA WWCC or equivalent Orienteering Instructor Proficient/experience with courses of “hard navigation” standard
Corequisites (during)	Signed Coaching COEA form CCGP course
Recommended but not compulsory	>16 years of age Current first aid and CPR certificate

Assessment

To gain accreditation as a Competition Orienteering Coach, candidates must complete the two assessment tasks outlined in [Section 4](#). These tasks assess a candidate’s performance against the six competency statements for Competition Orienteering Coach Accreditation. Tasks must be assessed by an accredited Competition Orienteering Coach, using the marking sheets found in [Appendix 1](#). Candidates will submit completed marking sheets to the course co-ordinator within 12 months for processing of their accreditation.

General information about assessment in orienteering coach accreditation can be found in the OA Coaching Framework.

Gaining Accreditation:

To gain Competition Orienteering Coach Accreditation candidates will need to:

1. Complete all course modules
2. Demonstrate competency against all competency statements by completing all [Assessment Tasks](#)
3. Provide a copy of their current WWCC (or State/Territory equivalent)
4. Provide evidence of completion of Orienteering Instructor accreditation
5. Provide evidence of completion of CCGP course
6. Sign the [Coaching Code of Ethics Agreement form](#)

All documentation will be submitted to the **National Manager of Coaching Development** for review, using the authorisation template in [Appendix 2](#). Following satisfactory review, the **National Manager of Coaching and Officiating Administration** will be notified to process accreditation. New coaches will be notified that their accreditation has been processed and will be added to the regularly updated list on the coaching page of the OA website.

Recognition of Prior Learning (RPL)

There will be no honorary accreditation and all candidates must satisfy the competencies to gain accreditation. However, some candidates may be able to satisfy all or most of the competencies required without completing the course.

The following modules of Competition Orienteering Coach Accreditation would have been completed in **Learn and Play Orienteering Coach** Accreditation course:

- Preparation, delivery, and evaluation of an orienteering session
- Risk Management for Orienteering Coaching

All modules included in Competition Orienteering Coach Accreditation would have been completed in **Performance Orienteering Coach** Accreditation. Performance Orienteering coaches can therefore apply for RPL. They must demonstrate competency in the competition domain. This could be achieved with/without completing the assessment tasks and will be at the discretion of the RPL assessor.

Furthermore, those who were accredited as a Level 2 or 3 Orienteering Coach prior to January 2022 (in previous coaching framework), can apply for RPL if they have evidence of coaching practice with Competition participants.

Application Process

Candidates may apply for recognition of prior learning (RPL) for all, or parts of the course. They will be required to document their prior learning and experience, submitting it on the application form found in [Appendix 3](#). RPL can be submitted to:

1. The course coordinator of a Competition Orienteering Coach Accreditation course
2. OA Manager of Coaching Development

The application will be assessed by either the course coordinator or an appropriately qualified member of course personnel using the reporting form in [Appendix 4](#). On a case-by-case basis, the candidate may be required to demonstrate their expertise through written or practical demonstration. The applicant has the right to appeal the RPL decision if they believe the decision is unfair, unjust or if the assessor has misinterpreted the evidence.

Further information about the RPL process can be found in the OA Coaching Framework.

Re-accreditation

Competition Orienteering Coach Accreditation is valid for **five years**, during which time coaches must acquire a certain number of 'points' to qualify for re-accreditation. Points can be awarded for several coaching and coaching related activities, which are outlined in the OA Coaching Framework. An electronic coaching diary which calculates points for re-accreditation can be found on the coaching page of the OA website.

Competition Orienteering Coaches will receive an email from 90 days prior to accreditation expiry. It is then the individual coach's responsibility to gather and submit evidence of their coaching practice to the **Manager of Coaching Development**.

Further information about reaccreditation can be found in the OA Coaching Framework.

Section 2: Competition Orienteering Coach Accreditation Program Overview

Competency statements

To achieve accreditation, Competition Orienteering Coach candidates must demonstrate the following competencies:

1. Select, plan, implement and evaluate coaching activities to facilitate technical skill development of competitive orienteering participants
2. Select, plan, implement and evaluate appropriate physical conditioning programs for competitive orienteering participants
3. Support an individual or group of competitive orienteering participants to develop psychological and tactical skills to improve their orienteering performance
4. Support physical, technical, and psychological training and performance of competitive orienteering participants with basic sports medicine principles
5. Demonstrate inclusive orienteering coaching practices, modifying a coaching activity where required for participants of diverse backgrounds, abilities, and gender
6. Apply principles of risk management to the organisation and delivery of orienteering coaching activities

Performance standards

Performance standards outline “how” a Competition Orienteering Coach candidate demonstrates these competencies, indicating the knowledge and skills required. They are used to assess a candidate’s performance with each competency. One performance standard may be relevant to multiple competency statements. Performance standards are outlined in each course module.

Learning Modules

The Competition Orienteering Coach Accreditation program is organised into 11 learning modules which provide candidates with the knowledge, skills, and opportunity to demonstrate their competency. Suggested delivery methods and the indicative duration for each module is outlined below.

Learning Module	Suggested delivery	Indicative duration
Risk Management for Orienteering Coaching	Presentation and case studies	1.0 hours
Preparation, delivery, and evaluation of an orienteering session	Presentation, case studies and practical	1.5 hours
Intermediate technical orienteering skills	Presentation and practical	1.0 hours
Advanced technical orienteering skills	Presentation and practical	1.0 hours
Analysis of technical orienteering performance	Presentation and practical	1.0 hours
Physical training to improve running performance	Presentation and case studies	1.5 hours

Strength & conditioning for orienteers	Presentation and case studies +/- practical	1.0 hours
Physical conditioning programs for orienteers	Presentation and case studies	2.0 hours
Psychological and tactical techniques for orienteering	Presentation and case studies +/- practical	1.5 hours
Goal setting, reflection, and analysis	Presentation and case studies	1.0 hours
Basic sports medicine	Presentation and case studies	1.5 hours
Total (indicative) duration		14.0 hours

General Orienteering Coaching Resources

Resources and further readings are outlined for each of the modules of Competition Orienteering Coach Accreditation. General orienteering coaching resources are outlined here.

Aths Coach, Athletics Australia. <https://www.aths.coach/>

Coaching Resources, British Orienteering Federation.
https://www.britishorienteering.org.uk/coach_resources

Coaching Resources, Orienteering Australia. <https://orienteering.asn.au/index.php/coaching-resources/>

Cool Awesome and Educational, Goran Andersson (Sweden).
https://issuu.com/byorienteering/docs/cool_book_ages6-15_english_web_final

Course setting and mapping resources:

- Purple pen: <http://purplepen.golde.org/>
- Condes: <https://condes.net/>
- Open orienteering mapper: <https://www.openorienteering.org/>
- OCAD: <https://www.ocad.com/en/>
- Open Street Map: <https://www.openstreetmap.org>

Orienteering Australia YouTube Channel. <https://www.youtube.com/user/OrienteeringAUS>

Orienteering New Zealand Coaching Framework. <https://www.orienteering.org.nz/coaching-framework/>

Technical Skills Progression and Lesson Plans, Orienteering Canada.
<http://www.orienteering.ca/resources/long-term-athlete-development/>

Section 3: Course Modules

Risk Management for Orienteering Coaching

Relevant Competency Statements

1. Apply principles of risk management to the organisation and delivery of orienteering coaching activities

Performance Standards

- Describe and apply guidelines for working with children and/or vulnerable individuals as a coach
- Discuss safety and risk management strategies relevant to an orienteering training session
- Compare and contrast the specific potential risks for an urban or forest orienteering training session
- Understand the process of incident reporting, as relevant to your State/Territory federation
- Develop a risk management plan for a specific orienteering training activity, including considerations for dealing with an emergency
- Outline the types of insurance relevant to coaches
- Understand state/national requirement for personal insurance when practicing as an orienteering coach

Delivery Materials

Risk management for an orienteering training session presentation and case studies

Risk management planning tool

Resources and Further Readings

Child Protection and Safeguarding online course, Play by the Rules. Accessed at <https://elearning.sportintegrity.gov.au/login/index.php>

Child Protection in Sport, Clearing House for Sport. <https://www.clearinghouseforsport.gov.au/kb/child-protection-in-sport>

Orienteering Australia Member Protection Policy, 2015. <https://orienteering.asn.au/wp-content/uploads/2015/11/3.5.1-Updated-OA-Member-Protection-Policy-Dec-2015.pdf>

State/Territory orienteering organisations risk management policy and resources.

Preparation, delivery, and evaluation of an orienteering session

Relevant Competency Statements

1. Select, plan, implement and evaluate coaching activities to facilitate technical skill development of competitive orienteering participants
2. Select, plan, implement and evaluate appropriate physical conditioning programs for competitive orienteering participants
3. Demonstrate inclusive orienteering coaching practices, modifying a coaching activity where required for participants of diverse backgrounds, abilities, and gender
4. Apply principles of risk management to the organisation and delivery of orienteering coaching activities

Performance Standards

- Match the goals of an orienteering training session to the age, physical and emotional development needs of participants
- Be aware of principles of skill acquisition relevant to an orienteering training session (e.g. whole and part practice, learning styles)
- Outline different delivery methods for orienteering training sessions (e.g. groups, activity combinations, sequences, transitions, support for participants)
- Demonstrate effective group management to ensure high percentage of time on task, safety, and positive learning environment
- Be aware of the basics of negotiation and conflict resolution, including identification and management of inappropriate behaviour during an orienteering competition or training activity
- Outline strategies for gender equality in orienteering
- Describe potential cultural barriers to orienteering participation and potential ways in which these could be negated/managed
- Identify and discuss potential modifications for participants with different abilities (e.g. hearing impairment or neurodiverse)
- Use session planning tool to prepare for an orienteering training session including equipment and personnel required, objective, session content and delivery
- Identify and execute an action plan to modify, update or change coaching behaviours/activities
- Utilise feedback and self-reflection to evaluate an orienteering coaching activity

Delivery Materials

Preparation, delivery, and evaluation of an orienteering session presentation

Orienteering training session planning tool

Mapped area for practical

Resources and Further Readings

Creating an LGBTI+ Inclusive Club online course, Play by the Rules.

<https://www.playbytherules.net.au/online-courses/creating-an-lgbti-inclusive-club>

Conduct and Behaviour: Tips for Coaches, Play by the Rules.

<https://www.playbytherules.net.au/conduct-and-behaviour/tips-for-coaches>

Engaging parents in Sport, Clearing House for Sport.

<https://www.clearinghouseforsport.gov.au/kb/engaging-parents-in-sport>

Gibbs Reflective Cycle, University of Edinburgh. <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

Harassment and Discrimination online course, Play by the Rules.

<https://elearning.sportintegrity.gov.au/login/index.php>

Persons with Disability and Sport, Clearing House for Sport.

<https://www.clearinghouseforsport.gov.au/kb/persons-with-disability-and-sport>

Reflectors' Toolkit, University of Edinburgh. <https://www.ed.ac.uk/reflection/reflectors-toolkit>

Research Synopsis on Safe, Fair and Inclusive Sport, Dr Paul Oliver, Play by the Rules.

<https://www.playbytherules.net.au/resources/ebooks>

Special Olympics Australia Learning Platform: <https://www.specialolympics.com.au/soa-learn>

The training session, Sport Australia:

https://www.sportaus.gov.au/coaches_and_officials/coaches/the_training_session

Women in Sport, Clearing House for Sport. <https://www.clearinghouseforsport.gov.au/kb/women-in-sport>

Grant, A., Franklin, J., & Langford, P. (2002). The self-reflection and insight scale: A new measure of private self-consciousness. *Social Behavior and Personality*, 30(8), 821-836.

Kabat-Zinn (2003). Mindfulness-Based Interventions in Context: Past, Present and Future. *Clinical Psychology*, 10(2), 144-156. DOI: 10.1093/clipsy/bpg016

Mallett, C., & Lara-Bercial, S. (2016). Serial winning coaches: people, vision, and environment. <https://www.researchgate.net>. DOI: 10.1016/B978-0-12-803634-1.00014-5

Stein und Grant (2014). Disentangling the relationship among self-reflection, insight, and subjective well-being: The role of dysfunctional attitudes and core self-evaluations. *The Journal of Psychology*, 148(5), 505-522.

Trudel, P., Gilbert, W., & Rodrigue, F. (2016). The Journey from Competent to Innovator: Using Appreciative Inquiry to Enhance High Performance Coaching. *AI Practitioner*, 18(2), 40-46.

Intermediate Technical Orienteering Skills

Relevant Competency Statements

1. Select, plan, implement and evaluate coaching activities to facilitate technical skill development of competitive orienteering participants

Performance Standards

- Describe a basic hierarchy of orienteering technical skill development
- Understand and deliver training session/s to address a variety of intermediate orienteering technical skills:
 - Practice of map holding and folding (+/- compass)
 - Feature recognition and visualisation, including terrain runnability
 - Contour interpretation and use for navigation, including contouring and height adjustment
 - Intermediate compass skills (e.g. precision vs. rough compass, using thumb compass)
 - Intermediate handrails and planning (e.g. use of “stepping-stones”, simplification)
 - Using map features for direction
 - Aiming off
 - Catching features
 - Relocation
 - Route choice
 - Start learning international control symbols
 - Develop orienteering process/mental systems (e.g. control taking procedure, “safe” start to race, traffic lighting)
 - Finding a speed that allows map contact
- Be aware of advanced features of course setting software to set a variety of orienteering training sessions

Delivery Materials

Intermediate technical orienteering skills presentation

Resources and Further Readings

Book: Discovering Orienteering: Skills, Techniques, and Activities. [Orienteering USA](#), Ferguson & Turbyfill (2013)

Book: Orienteering Skills, Techniques, Training, Carol McNeill (2013).

Cool Awesome and Educational, Goran Andersson (Sweden).

https://issuu.com/byorienteering/docs/cool_book_ages6-15_english_web_final

IOF control symbols: <https://www.maprunner.co.uk/iof-control-descriptions/>

Orienteering New Zealand Coaching Framework: For Participants – Orange (moderate) tab.

<https://www.orienteering.org.nz/coaching-framework/>

Orienteering technical training exercises, O-training.net: <http://o-training.net/w/>

Orienteering technical skills progression and lesson plan bank, Orienteering Canada:

<http://www.orienteering.ca/resources/long-term-athlete-development/>

Advanced Technical Orienteering Skills

Relevant Competency Statements

1. Select, plan, implement and evaluate coaching activities to facilitate technical skill development of competitive orienteering participants

Performance Standards

- Describe a basic hierarchy of orienteering technical skill development
- Deliver training session/s to address a variety of advanced orienteering technical skills:
 - Advanced contour interpretation and use for navigation, including hillside orienteering
 - Precise map orientation, direction and distance judgement
 - Advanced handrails, feature recognition, stepping-stones and visualisation
 - Orienteering in vague or low visibility terrain
 - Ongoing practice of fine-motor map skills (e.g. thumbing the map, map folding and refolding)
 - Use of magnifier for fine map reading
 - Advanced route choice and planning ahead
 - Concept of “certainty” and its relation to automatic speed of running
- Understanding of how map contact can be varied in different terrains or at different times in a leg or race.
- Discuss how technical skills can be applied to different competition types and/or terrains
- Design training activities to practice technical skills at high intensity or under competitive conditions
- Foster individual development of “personal style”
- Be aware of advanced features of course setting software to set a variety of orienteering training sessions

Delivery Materials

Advanced technical orienteering skills presentation

Resources and Further Readings

Book: Discovering Orienteering: Skills, Techniques, and Activities. [Orienteering USA](#), Ferguson & Turbyfill (2013)

Book: Orienteering Skills, Techniques, Training, Carol McNeill (2013).

IOF control symbols: <https://www.maprunner.co.uk/iof-control-descriptions/>

Orienteering New Zealand Coaching Framework: For Participants - Red (advanced) tab. <https://www.orienteering.org.nz/coaching-framework/>

Orienteering technical training exercises, O-training.net: <http://o-training.net/w/>

Orienteering technical skills progression and lesson plan bank, Orienteering Canada: <http://www.orienteering.ca/resources/long-term-athlete-development/>

Analysis of Technical Orienteering Performance

Relevant Competency Statements

1. Select, plan, implement and evaluate coaching activities to facilitate technical skill development of competitive orienteering participants
2. Support an individual or group of competitive orienteering participants to develop psychological and tactical skills to improve their orienteering performance

Performance Standards

- Discuss the athlete's role in performance analysis (e.g. beginners require more input from coaches, elite athletes could benefit from facilitating reflection)
- Be aware of the methods of recording orienteering performance with technological aids (GPS units, GPS watches)
- Be aware of the platforms/software on which orienteering GPS files can be analysed and demonstrate basic understanding of their use
- Use split times to supplement analysis of orienteering performance
- Brainstorm and discuss advanced methods for analysis of orienteering performance (e.g. video recording)

Delivery Materials

Analysis of Technical Orienteering Performance presentation

Analysis Software (e.g. Quick route, Winsplits etc.)

Resources and Further Readings

List of Software for Orienteering, IOF. <https://orienteering.sport/iof/it/list-of-software-for-orienteering/>

Orienteering Analysis, Kris Jones.

<https://www.britishorienteering.org.uk/images/uploaded/downloads/2Analysis%20Plan%20Direct%20Picture%20Further%20Notes%20by%20Kris%20Jones.pdf>

Race Analysis, Better Orienteering. <https://betterorienteering.org/analyze-my-errors/>

Software for orienteering analysis:

- Quickroute: <http://www.matstroeng.se/quickroute/en/>
- WinSplits: <http://obasen.orienteering.se/winsplits/online/en/default.asp?ct=true>
- 2D-ReRun: <http://news.worldofdo.com/2015/02/26/introducing-the-2drerun-courseplanning-module/>
- 3D-ReRun: <http://3drerun.worldofdo.com/>

Physical training to improve running performance

Relevant Competency Statements

1. Select, plan, implement and evaluate appropriate physical conditioning programs for competitive orienteering participants

Performance Standards

- Demonstrate an understanding of the basics of energy production and energy systems
- Describe the FITT (frequency, intensity, time, and type) concept and apply to a running session for orienteering
- Compare and contrast the levels of training intensity in terms of energy systems targeted, training design (e.g. interval/recovery ratio) and monitoring
- Understand how to monitor intensity of a physical training session
- Observe, understand, and coach the fundamental skill of running
- Discuss methods to train orienteering specific running technique (e.g. running down stairs)
- Plan and implement an appropriate warm up and cool down
- Tailor physical training to an individual's growth and development, having awareness of windows of trainability and the risk of early sport specialisation.

Delivery Materials

Physical training to improve running performance presentation and case studies

Resources and Further Readings

Book: Daniels' Running Formula 3rd edition, Jack Daniels (2013). <https://runsmartproject.com/>

Book: Endurance Training: Science and Practice, Íñigo Mujika (2012). <http://www.inigomujika.com/en/>

Physiological and biomechanical aspects of orienteering: U Creagh , T Reilly. Review, Sports Med. 1997 Dec;24(6):409-18. doi: 10.2165/00007256-199724060-00005

Website: Peak Performance, <https://www.peakendurancesport.com/>

Website: Runners World, <https://www.runnersworld.com/>

Strength and Conditioning for orienteers

Relevant Competency Statements

1. Select, plan, implement and evaluate appropriate physical conditioning programs for competitive orienteering participants

Performance Standards

- Describe the four core components of strength and conditioning for endurance running, including importance of running drills
- Understand the importance of strength and conditioning for all adults
- Describe considerations for strength and conditioning with children and adolescents
- Discuss specific strength and conditioning considerations for orienteers

Delivery Materials

Strength and Conditioning for orienteers presentation and case studies

Resources and Further Readings

Book: Strength and Conditioning for Endurance Running, Richard Blagrove (2015).

Book: You can run pain free, Brad Beer (2015). <https://www.pogophysio.com.au/running-book/>

Could a specific exercise programme prevent injury in elite orienteers? A randomised controlled trial: Bodil Halvarsson, Philip von Rosen. Phys Ther Sport. 2019 Nov;40:177-183. doi: 10.1016/j.ptsp.2019.09.010. Epub 2019 Sep 24.

Physiological and biomechanical aspects of orienteering: U Creagh , T Reilly. Review, Sports Med. 1997 Dec;24(6):409-18. doi: 10.2165/00007256-199724060-00005

Website: Peak Performance, <https://www.peakendurancesport.com/>

Website: Runners World, <https://www.runnersworld.com/>

Physical conditioning programs for orienteers

Relevant Competency Statements

1. Select, plan, implement and evaluate appropriate physical conditioning programs for competitive orienteering participants
2. Support physical, technical, and psychological training and performance of competitive orienteering participants with basic sports medicine principles

Performance Standards

- Discuss methods of assessing a participants' needs and/or capabilities
- Describe the phases of a season/year-long training program and the goals of each
- Demonstrate understanding of training principles (e.g. progressive overload, reversibility, variability)
- Understand and utilise microcycles, mesocycles and macrocycles in the design of a physical conditioning program
- Incorporate recovery into physical training programs
- List methods of improving physical conditioning that can be used in addition, as a substitute or alongside running training
- Be aware of how strength and conditioning programs align with running training in a physical training program
- Discuss and demonstrate methods/templates for:
 - presenting or displaying a training program
 - recording training (either coach or participant)
 - monitoring a participant's health, motivation, and improvement during a training program
- Modify training in response to injury or illness
- Modify training programs appropriately for participants of different ages, genders, and abilities
- Be aware that hormonal changes may affect participation in training and competition
- Be aware of risk of overuse injuries in children, adolescents and adults, and the signs/symptoms of overtraining

Delivery Materials

Physical conditioning programs for orienteers presentation and case studies

Orienteering physical conditioning program template

Resources and Further Readings

Book: Daniels' Running Formula 3rd edition, Jack Daniels (2013). <https://runsmartproject.com/>

Book: Endurance Training: Science and Practice, Iñigo Mujika (2012). <http://www.inigomujika.com/en/>

Book: The Female Athlete, Handbook of sports medicine and science, Margo L. Mountjoy (2014). <https://onlinelibrary.wiley.com/doi/book/10.1002/9781118862254>

Book: You can run pain free, Brad Beer (2015). <https://www.pogophysio.com.au/running-book/>

Book: 80/20 Running, Matt Fitzgerald (2015). <https://www.8020endurance.com/>

Online training logbooks:

- Strava: <https://www.strava.com/>
- Garmin connect: <https://connect.garmin.com/>
- Attackpoint: <https://attackpoint.org/>

Nurturing a child's sporting development, Sport Australia.

https://www.sportaus.gov.au/athlete_development/top_10_tips_for_parents

Safety Guidelines for Children and Young People in Sport and Recreation, Sports Medicine Australia (2017). <https://sma.org.au/sma-site-content/uploads/2017/08/childrensafetyguidelines-fulldoc.pdf>

Sport Specialisation in Young Athletes Position Statement, Sport Australia.

https://www.ais.gov.au/position_statements#sport_specialisation_in_young_athletes

Bergeron MF, Mountjoy M, Armstrong N, et al. International Olympic Committee consensus statement on youth athletic development. *British Journal of Sports Medicine* 2015;49:843-851.

<https://bjsm.bmj.com/content/49/13/843>

Bourdon, P., et al 2017. Monitoring Athlete Training Loads: Consensus Statement. *International Journal of Sports Physiology and Performance*, 12, pp. S2-161-S2-170. <http://journals.humankinetics.com/doi/abs/10.1123/IJSPP.2017-0208>

Espen Tønnessen, Ida S Svendsen, Bent R Rønnestad, Jonny Hisdal, Thomas A Haugen, Stephen Seiler. The annual training periodization of 8 world champions in orienteering. *Int J Sports Physiol Perform.* 2015 Jan;10(1):29-38. doi: <https://doi.org/10.1123/ijssp.2014-0005>

Gabbet TJ. 2016. The training-injury prevention paradox: should athletes be training smarter and harder, *Br J Sports Med*; 50:273-280. <https://pubmed.ncbi.nlm.nih.gov/26758673/>

Maupin, D., Schram, B., Canetti, E., & Orr, R. (2020). The Relationship Between Acute: Chronic Workload Ratios and Injury Risk in Sports: A Systematic Review. *Open access journal of sports medicine*, 11, 51–75. <https://doi.org/10.2147/OAJSM.S231405>

Seiler, Stephen. (2010). What is Best Practice for Training Intensity and Duration Distribution in Endurance Athletes? *International journal of sports physiology and performance.* DOI: [10.1123/ijssp.5.3.276](https://doi.org/10.1123/ijssp.5.3.276)

Soligard, T., et al 2016. How much is too much? (Part 1) International Olympic Committee consensus statement on load in sport and risk of injury. *British Journal of Sports Medicine*, 50(17), pp.1030-1041. <http://bjsm.bmj.com/content/50/17/1030>

Psychological and tactical techniques for orienteering

Relevant Competency Statements

1. Support an individual or group of competitive orienteering participants to develop psychological and tactical skills to improve their orienteering performance

Performance Standards

- Identify and discuss common distractions during an orienteering competition
- Understand and facilitate development of mental systems/routines to aid with concentration
- Describe mental strategies/techniques that can be utilised before, during and after an orienteering competition
 - optimal excitation
 - mental imagery/visualisation
 - relaxation techniques
 - trigger words/refocusing
 - meditation and mindfulness
- Describe the flow state and understand its effect on performance
- Identify and discuss an orienteering coach's role in supporting a participant before, during and after competition
- Be aware of technological aids to support mental preparation techniques
- Design a training session to develop a competition mental/tactical technique

Delivery Materials

Psychological and tactical techniques for orienteering presentation and case studies

Orienteering specific psychological training tools (e.g. running wild)

Resources and Further Readings

Running Wild, World of O. <http://3drerun.worldofo.com/2d/runningwild.php>

Sport psychology short courses, Sport Australia. <https://learning.ausport.gov.au/>

- Competition routines
- Concentration
- Motivation
- Getting in the zone
- Imagery
- High performance mental skills

The Science, Headspace. <https://www.headspace.com/science>

The Flow State, Headspace. <https://www.headspace.com/articles/flow-state>

Lindsay, Riki & Spittle, Michael & Larkin, Paul. (2019). The effect of mental imagery on skill performance in sport: A systematic review. *Journal of Science and Medicine in Sport*. 22. S92. <https://doi.org/10.1016/j.jsams.2019.08.111>

Goal Setting, Reflection and Analysis

Relevant Competency Statements

1. Support an individual or group of competitive orienteering participants to develop psychological and tactical skills to improve their orienteering performance

Performance Standards

- Support a participant with guided or self-reflection, using a SWOT analysis where appropriate
- Facilitate goal setting using the SMART goal principles, utilising both short and long-term goals
- Provide positive reinforcement and effective feedback
- Apply motivational strategies to support an orienteering participant
- Facilitate orienteering error detection, analysis and correction
- Describe methods of reflection/analysis of specific orienteering skills
- Include an athlete in evaluation of physical, technical, tactical, and psychological performance in an orienteering competition or season.
- Create a training or competition action plan to improve observed weaknesses and to highlight strengths
- Assist and support a competitive orienteer manage stressors outside of orienteering, including conflicting priorities of education/work, social and family commitments and their sport
- List the key stages in a hero's journey and how these might apply to an orienteer's performance or personal development
- Understand your hero's journey as a coach and understand how this can influence both your own and your athletes' development

Delivery Materials

Goal Setting, Reflection and Analysis presentation and case studies

Performance analysis tools (e.g. Winsplits)

Resources and Further Readings

Coaching Model: The Hero's Journey, A. Prieur. <https://coachcampus.com/coach-portfolios/coaching-models/anne-prieur-the-heros-journey/>

Motivation short course, Sport Australia. <https://learning.ausport.gov.au/>

Orienteering Analysis, Kris Jones.

<https://www.britishorienteering.org.uk/images/uploaded/downloads/2Analysis%20Plan%20Direct%20Picture%20Further%20Notes%20by%20Kris%20Jones.pdf>

Race Analysis, Better Orienteering. <https://betterorienteering.org/analyze-my-errors/>

Basic sports medicine

Relevant Competency Statements

1. Support physical, technical, and psychological training and performance of competitive orienteering participants with basic sports medicine principles

Performance Standards

- Describe basic nutrition, hydration and sleep recommendations, signs/symptoms of not meeting recommendations and effect on orienteering participation
- Be aware of common dietary requirements and choices
- Outline strategies to promote mental health and wellbeing, monitor for signs and symptoms of mental health disorders in orienteers and strategies to access early intervention/supports
- Provide basic advice to competitive orienteers on pre, during and post event/training nutrition recommendations
- List common orienteering injuries and basic injury management
- Describe the behavioural, physical, and psychological warning signs of disordered eating
- Be aware of the orienteering coach's role in the management of disordered eating
- Describe where an individual can go for more information on disordered eating in sport
- List and describe the role of potential support personnel of an orienteer
- Identify and discuss how an orienteering coach can effectively communicate and work collaboratively with support personnel

Delivery Materials

Basic Sports Medicine presentation and case studies

Resources and Further Readings

Book: The Female Athlete, Handbook of sports medicine and science, Margo L. Mountjoy (2014).

<https://onlinelibrary.wiley.com/doi/book/10.1002/9781118862254>

Book: You can run pain free, Brad Beer (2015). <https://www.pogophysio.com.au/running-book/>

Disordered Eating in Sport, Australian Institute of Sport: <https://www.ais.gov.au/disordereating>

Disordered Eating in Orienteering Policy, Orienteering Australia (in press)

Relative Energy Deficiency in Sport (RED-S), Clearing House for Sport.

<https://www.clearinghouseforsport.gov.au/kb/reds>

Sleep Health Foundation Resources and Factsheets: <https://www.sleephealthfoundation.org.au/factsheets.html>

Sports Dietitians Australia Coaches Toolkit: <https://www.sportsdietitians.com.au/section/coaches-toolkit/>

Sport Integrity Australia courses for anti-doping: <https://elearning.sportintegrity.gov.au/>

Sports Nutrition, Clearing House for Sport. <https://www.clearinghouseforsport.gov.au/kb/sports-nutrition>

Supporting Mental Wellness, Play by the Rules.

<https://www.playbytherules.net.au/resources/articles/supporting-mental-wellness>

World Anti-doping Agency: <https://www.wada-ama.org/>

Bird, Stephen P. Sleep, Recovery, and Athletic Performance: A Brief Review and Recommendations. *Strength and Conditioning Journal*: October 2013 - Volume 35 - Issue 5 - p 43-47 doi: 10.1519/SSC.0b013e3182a62e2f

Reardon CL, Hainline B, Aron CM, et al. Mental health in elite athletes: International Olympic Committee consensus statement (2019). *British Journal of Sports Medicine* 2019;**53**:667-699.

<https://bjsm.bmj.com/content/53/11/667>

Walsh NP, Halson SL, Sargent C, et al. Sleep and the athlete: narrative review and 2021 expert consensus recommendations. *British Journal of Sports Medicine* Published Online First: 03 November 2020. doi: 10.1136/bjsports-2020-102025

Section 4: Assessment tasks

The Competition Orienteering Coach accreditation program has two assessment tasks. These assessment tasks are designed to be completed after completion of the learning modules. However, if time and personnel requirements allow, the first assessment task could be completed as part of the face-to-face delivery of learning modules. The second assessment task should be completed **after** completion of all modules.

Both assessment tasks must be completed within one year of delivery of Competition Orienteering Coach learning modules. Assessment marking sheets for these two assessments can be found in [Appendix 1](#).

1. Deliver and evaluate an effective orienteering coaching activity

<p>Purpose and description</p>	<p>Deliver orienteering coaching activities for an individual or group of competitive orienteer/s.</p> <p>A minimum of 3 activities must be delivered, allowing a candidate to evaluate their practice, execute appropriate improvements and deliver activities in a variety of contexts (i.e., location, participants).</p> <p>A session plan and evaluation of at least one activity must be completed and submitted.</p>
<p>Competencies assessed</p>	<ol style="list-style-type: none"> 1. Select, plan, implement and evaluate coaching activities to facilitate technical skill development of competitive orienteering participants 2. Demonstrate inclusive orienteering coaching practices, modifying a coaching activity where required for participants of diverse backgrounds, abilities, and gender 3. Apply principles of risk management to the organisation and delivery of orienteering coaching activities
<p>Performance standards considered</p>	<ul style="list-style-type: none"> ➤ Deliver training session/s to address a variety of intermediate and/or advanced orienteering technical skills ➤ Match the goals of an orienteering training session to the age, physical and emotional development needs of participants ➤ Demonstrate effective group management to ensure high percentage of time on task, safety, and positive learning environment ➤ Utilise feedback and self-reflection to evaluate an orienteering coaching activity ➤ Identify and execute an action plan to modify, update or change coaching behaviours/activities

	<ul style="list-style-type: none"> ➤ Understand concept of positive reinforcement and effective provision of feedback to participants ➤ Understand process of incident reporting, as relevant to your State/Territory federation ➤ Outline strategies for gender equality in orienteering ➤ Describe potential cultural barriers to orienteering participation and potential ways in which these could be negated/managed. ➤ Identify and discuss potential modifications for participants with different abilities (e.g. hearing impairment or neurodiverse) ➤ Be aware of the basics of negotiation and conflict resolution, including identification and management of inappropriate behaviour during an orienteering competition or coaching activity
Method of assessment	<p>Observation of performance in a real or simulated environment Written/word processed session planning tool for one activity +/- Written/word processed report of coaching activity/s</p>
Conditions of assessment	<ul style="list-style-type: none"> ➤ Completed within 1 year of attending Competition Orienteering Coach accreditation program ➤ Orienteering coaching activities to be delivered by the candidate ➤ Can be supported by other orienteering coaches but must be led by candidate ➤ A minimum of 3 orienteering activities should be delivered by the candidate ➤ At least one activity should be observed by an assessor ➤ Other coaching activities could be assessed through a brief written/oral report ➤ Allowed to use session planning tool template for session plan and evaluation of at least one activity
Flexible assessment guidelines	<p>The orienteering coaching activity should be observed by an appropriate assessor. However, if this assessor cannot attend the session a recording of the session could be made for the assessor to watch. Alternatively, a mentor could provide feedback to the assessor on the candidate's behalf.</p>

2. Design and implement a season long training program

<p>Purpose and description</p>	<p>Demonstrate ability to design, implement, monitor and modify a season long training program for an individual or group of competitive orienteers</p>
<p>Competencies assessed</p>	<ol style="list-style-type: none"> 1. Select, plan, implement and evaluate appropriate physical conditioning programs for competitive orienteering participants 2. Support physical, technical, and psychological training and performance of competitive orienteering participants with basic sports medicine principles 3. Support an individual or group of competitive orienteering participants to develop psychological and tactical skills to improve their orienteering performance 4. Select, plan, implement and evaluate coaching activities to facilitate technical skill development of competitive orienteering participants
<p>Performance standards considered</p>	<ul style="list-style-type: none"> ➤ Discuss methods of assessing a participants' needs and/or capabilities ➤ List the key stages in a hero's journey and how these might apply to an orienteer's performance or personal development ➤ Facilitate goal setting using the SMART goal principles ➤ Formulate a 5-year plan incorporating both short and long-term goals ➤ Tailor physical training to an individual's growth and development, having awareness of windows of trainability and the risk of early sport specialisation. ➤ Discuss specific strength and conditioning considerations for orienteers ➤ Demonstrate understanding of training principles (e.g. progressive overload, reversibility, variability) ➤ Understand and utilise microcycles, mesocycles and macrocycles in the design of a physical conditioning program ➤ Incorporate recovery into physical training programs ➤ Discuss and demonstrate methods/templates for: <ul style="list-style-type: none"> ○ presenting or displaying a training program ○ recording training (either coach or participant) ○ monitoring a participant's health, motivation, and improvement during a training program

	<ul style="list-style-type: none"> ➤ Describe basic nutrition, hydration and sleep recommendations, signs/symptoms of not meeting recommendations and effect on orienteering participation ➤ Be aware of the orienteering coach's role in the management of disordered eating ➤ Outline strategies to promote mental health and wellbeing, monitor for signs and symptoms of mental health disorders in orienteers and strategies to access early intervention/supports ➤ Identify and discuss how an orienteering coach can effectively communicate and work collaboratively with support personnel ➤ Modify training in response to injury or illness ➤ Modify training programs appropriately for participants of different ages, genders, and abilities ➤ Include an athlete in evaluation of physical, technical, tactical, and psychological performance in an orienteering competition or season.
<p>Method of assessment</p>	<p>Written/word processed training program</p> <p>Written/word processed report on outcome of training program including monitoring strategies and modifications that were made</p>
<p>Conditions of assessment</p>	<ul style="list-style-type: none"> ➤ Completed within 1 year of attending Competition Orienteering Coach accreditation program ➤ Minimum 3-month program ➤ Should incorporate technical, physical, and psychological training activities as appropriate to the target participant/s ➤ Can be supported by other orienteering coaches but must be led by candidate ➤ Allowed to use training program template
<p>Flexible assessment guidelines</p>	<p>Whilst it is highly recommended that candidates complete this assessment task for a real individual or group of orienteers, if deemed necessary by the course coordinator, a candidate could submit a written/word processed training program and an accompanying document detailing monitoring strategies and/or potential modifications for a scenario provided by the course coordinator.</p>

Appendix 1: Assessment Marking Sheets

Assessment: Deliver and evaluate an effective orienteering coaching activity

Name of candidate:

Organisation/club:

Phone number:

Assessor(s) name:

Performance Standards	Demonstrated	Not demonstrated	Not applicable	Comment
Deliver training session/s to address a variety of intermediate and/or advanced orienteering technical skills				
Match the goals of an orienteering training session to the age, physical and emotional development needs of participants				
Demonstrate effective group management to ensure high percentage of time on task, safety, and positive learning environment				
Utilise feedback and self-reflection to evaluate an orienteering coaching activity				
Identify and execute an action plan to modify, update or change coaching behaviours/activities				
Understand concept of positive reinforcement and effective provision of feedback to participants				
Understand process of incident reporting, as relevant to your State/Territory federation				
Outline strategies for gender equality in orienteering				

Describe potential cultural barriers to orienteering participation and potential ways in which these could be negated/managed.				
Identify and discuss potential modifications for participants with different abilities (e.g. hearing impairment or neurodiverse)				
Be aware of the basics of negotiation and conflict resolution, including identification and management of inappropriate behaviour during an orienteering competition or coaching activity				

Result:

Competency Statements	Competent	Not yet competent	Comments
Select, plan, implement and evaluate coaching activities to facilitate technical skill development of competitive orienteering participants			
Demonstrate inclusive orienteering coaching practices, modifying a coaching activity where required for participants of diverse backgrounds, abilities, and gender			
Apply principles of risk management to the organisation and delivery of orienteering coaching activities			

Action:

- Candidate has achieved competency
- Candidate is not yet competent – repeat assessment task

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

Assessment: Design and implement a season long training program

Name of candidate:

Organisation/club:

Phone number:

Assessor(s) name:

Performance Standards	Demonstrated	Not demonstrated	Not applicable	Comment
Discuss methods of assessing a participants' needs and/or capabilities				
List the key stages in a hero's journey and how these might apply to an orienteer's performance or personal development				
Facilitate goal setting using the SMART goal principles				
Formulate a 5-year plan incorporating both short and long-term goals				
Tailor physical training to an individual's growth and development, having awareness of windows of trainability and the risk of early sport specialisation.				
Discuss specific strength and conditioning considerations for orienteers				
Demonstrate understanding of training principles (e.g. progressive overload, reversibility, variability)				
Understand and utilise microcycles, mesocycles and macrocycles in the design of a physical conditioning program				
Incorporate recovery into physical training programs				
Discuss and demonstrate methods/templates for: -presenting or displaying a training program				

-recording training (either coach or participant) -monitoring a participant's health, motivation, and improvement during a training program				
Describe basic nutrition, hydration and sleep recommendations, signs/symptoms of not meeting recommendations and effect on orienteering participation				
Be aware of the orienteering coach's role in the management of disordered eating				
Outline strategies to promote mental health and wellbeing, monitor for signs and symptoms of mental health disorders in orienteers and strategies to access early intervention/supports				
Identify and discuss how an orienteering coach can effectively communicate and work collaboratively with support personnel				
Modify training in response to injury or illness				
Modify training programs appropriately for participants of different ages, genders, and abilities				
Include an athlete in evaluation of physical, technical, tactical, and psychological performance in an orienteering competition or season.				

Result:

Competency Statements	Competent	Not yet competent	Comments
Select, plan, implement and evaluate appropriate physical conditioning programs for competitive orienteering participants			
Support physical, technical, and psychological training and performance of competitive orienteering participants with basic sports medicine principles			

Support an individual or group of competitive orienteering participants to develop psychological and tactical skills to improve their orienteering performance			
Select, plan, implement and evaluate coaching activities to facilitate technical skill development of competitive orienteering participants			

Action:

- Candidate has achieved competency
- Candidate is not yet competent – repeat assessment task

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

Appendix 2: Authorisation Template

Orienteering Australia Competition Orienteering Coach Accreditation Authorisation

(as per Syllabus 2022)

Candidate Details	
Name	
Club	
DOB	
Address	
Email	
Mobile	

Requirement	Status/Details
Proficient/experience with courses of “hard navigation” standard	
Member of OA	
Completed Orienteering Instructor Accreditation	
Completed Community Coaching General Principles course	
Working With Children Clearance (N ^o and expiry)	
Code of Ethics acceptance	
Completed Competition Orienteering Coach Accreditation Course with satisfactory completion of assessment tasks	
Recommended: -First aid and CPR	

Date	
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Accreditation Nominator	
Position	

Appendix 3: RPL Application Form

SECTION 1 – Personal details

Name:

Address:

Phone:

Mobile:

Email:

SECTION 2 – Evidence

Competency

Insert competency learning outcome details

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.

Select, plan, implement and evaluate coaching activities to facilitate technical skill development of competitive orienteering participants	
Select, plan, implement and evaluate appropriate physical conditioning programs for competitive orienteering participants	
Support an individual or group of competitive orienteering participants to develop psychological and tactical skills to improve their orienteering performance	
Support physical, technical, and psychological training and performance of competitive orienteering participants with basic sports medicine principles	
Demonstrate inclusive orienteering coaching practices, modifying a coaching activity where required for participants of diverse backgrounds, abilities, and gender	

Apply principles of risk management to the organisation and delivery of orienteering coaching activities	
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I declare that the evidence I have provided is a true and accurate record of my work and life experiences:

Signature of applicant:

Date:

Appendix 4: RPL Assessor Report

Applicant's name:

Competency	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
Select, plan, implement and evaluate coaching activities to facilitate technical skill development of competitive orienteering participants	Yes No	Yes No	Yes No	Yes No	Yes No	
Select, plan, implement and evaluate appropriate physical conditioning programs for competitive orienteering participants	Yes No	Yes No	Yes No	Yes No	Yes No	
Support an individual or group of competitive orienteering participants to develop psychological and tactical skills to improve their orienteering performance	Yes No	Yes No	Yes No	Yes No	Yes No	
Support physical, technical, and psychological training and performance of competitive orienteering participants with basic sports medicine principles	Yes No	Yes No	Yes No	Yes No	Yes No	

Demonstrate inclusive orienteering coaching practices, modifying a coaching activity where required for participants of diverse backgrounds, abilities, and gender	Yes No	Yes No	Yes No	Yes No	Yes No	
Apply principles of risk management to the organisation and delivery of orienteering coaching activities	Yes No	Yes No	Yes No	Yes No	Yes No	

All competencies/learning outcomes met (please circle):

YES

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

Date of Assessment:

Name of Assessor:

Position:

Assessor's comments	Recommendations