



Learn and Play 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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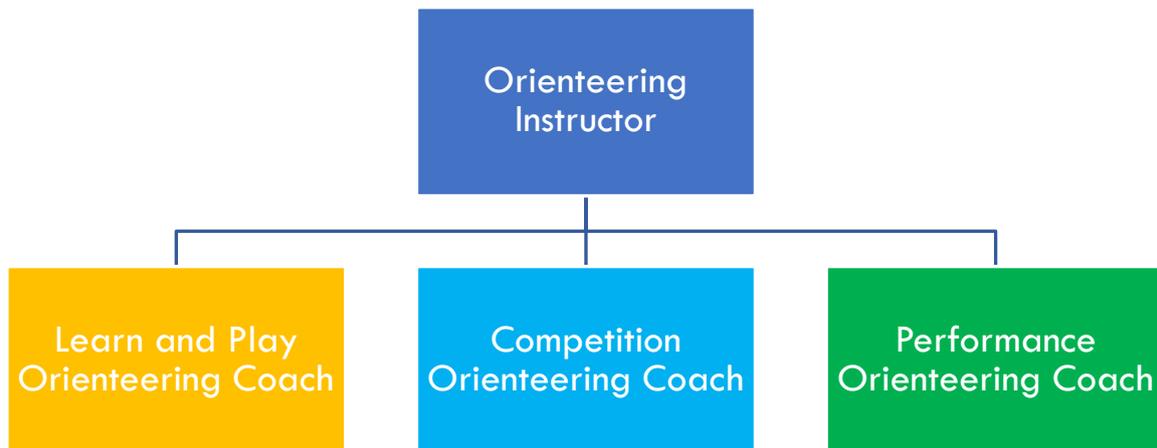
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Section 1: General Course Information

Orienteering Australia Accreditation Structure

Learn and Play 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



Learn and Play Orienteering Coach

This accreditation aims to provide coaches with the skills and knowledge required to support beginner orienteering participants learn orienteering and develop basic skills. Coaches will be capable of delivering coaching activities which assist participants to positively engage with orienteering, developing confidence to be able to complete very easy, easy and moderate navigation orienteering.

The intended outcome of accreditation of Learn and Play Orienteering Coaches is to improve the experience of newcomers to orienteering, equipping them with the skills to enjoy their orienteering participation.

Course Details and Administration

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

Candidate Requirements

Candidates seeking Learn and Play 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: Learn and Play Orienteering Coach Accreditation Candidate Requirements

Timeframe	Requirement
Prerequisites (before)	Member of OA WWCC or equivalent Orienteering Instructor Proficient/experience with courses of at least “moderate 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 Learn and Play Orienteering Coach, candidates must complete the two assessment tasks outlined in [Section 4](#). These tasks assess a candidate’s performance against the four competency statements for Learn and Play Orienteering Coach Accreditation. Tasks must be assessed by an accredited Learn and Play Orienteering Coach, using the marking sheets found in [Appendix 1](#). Candidates will submit completed marking sheets to the course co-ordinator within 6 months for processing of their accreditation.

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

Gaining Accreditation:

To gain Learn and Play 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 the Community Coaching General Principles course
6. Sign the [Coaching Code of Ethics Agreement form](#)

All documentation will be submitted to the **State/Territory Coaching Coordinator/Director** for review and authorisation using the 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 in Learn and Play Orienteering Coach Accreditation would have been completed in either **Competition** or **Performance Orienteering Coach** Accreditation:

- Preparation, delivery, and evaluation of an orienteering session

➤ Risk Management for Orienteering Coaching

Furthermore, those who were accredited as a Level 1, 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 Learn and Play 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 Learn and Play Orienteering Coach Accreditation course
2. The State/Territory coaching coordinator (if no courses currently running)

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

Learn and Play 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.

Learn and Play Orienteering Coaches will receive an email 90 days prior to accreditation expiry. It is then the individual coach's responsibility to gather and submit evidence of their coaching practice to their **State/Territory Coaching Coordinator**.

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

Section 2: Learn and Play Orienteering Coach Accreditation Program Overview

Competency statements

To achieve accreditation, Learn and Play Orienteering Coach candidates must demonstrate the following competencies:

1. Select, plan, prepare, deliver, and evaluate activities to facilitate development of orienteering with Learn and Play 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

Performance standards

Performance standards outline “how” a Learn and Play Orienteering Coach candidate demonstrates these competencies. 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 the relevant learning modules.

Learning Modules

The Learn and Play Orienteering Coach Accreditation program is organised into 6 learning modules which provide candidates with the knowledge, skills, and opportunities to demonstrate their competency. Suggested delivery methods and the indicative duration for each module is outlined below.

Learning Module	Suggested delivery	Indicative duration
Beginner technical skills	Presentation and practical	1.5 hours
Healthy physical activity and exercise across the lifespan	Presentation and case studies	1.0 hours
Preparation, delivery, and evaluation of an orienteering session	Presentation, case studies and practical	2.0 hours
Sequential sessions for Learn and Play participants	Presentation and case studies	1.5 hours
Risk Management for Orienteering Coaching	Presentation and case studies	1.5 hours
	Total (indicative) duration	7.5 hours

General Orienteering Coaching Resources

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

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

Beginner technical skills

Relevant Competency Statements

1. Select, plan, prepare, deliver, and evaluate activities to facilitate development of orienteering with Learn and Play participants
2. Demonstrate inclusive orienteering coaching practices, modifying a coaching activity where required for participants of diverse backgrounds, abilities, and gender

Performance Standards

- Familiarise the foundation level participant with equipment required for orienteering (i.e. map, control flag, timing devices, compass)
- Familiarise the foundation level participant with the rules of orienteering (e.g. visiting controls in order, OOB, reporting to finish regardless of whether course is finished, fair play)
- Describe a basic hierarchy of orienteering technical skill development
- Deliver coaching activities to address a variety of beginner orienteering technical skills:
 - Features of an orienteering map (i.e. colours, magnetic north, contours, course symbols, map symbols, legend)
 - Relating map features to the terrain (and vice versa)
 - Understanding the scale of an orienteering map
 - Orientating the map to magnetic north using map features and/or compass
 - Taking simple compass bearings with different types of compasses
 - Making a plan
 - Identifying and using handrails, combining them together to get from point to point
 - Cutting corners between handrails
 - Using simple attackpoints
 - Practice of map holding and folding, including reading the map on the move
- Prepare a course for an orienteering coaching activity using course setting software

Delivery Materials

Beginner technical skills presentation

Course setting software (e.g. purple pen)

Resources and Further Readings

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

Cool Awesome and Educational, Goran Andersson (Sweden).

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

Introducing orienteering E-learning course, British Orienteering.

<https://www.britishorienteering.org.uk/elearningcourses>

Orienteering in Primary Schools Program Delivery Guide, Orienteering Australia. Accessed

<https://orienteering.asn.au/index.php/program-delivery-guide/>

Orienteering in Secondary Schools Program Delivery Guide, Orienteering Australia. Accessed <https://orienteering.asn.au/index.php/program-delivery-guide/>

Orienteering New Zealand Coaching Framework: For Participants – White (very easy) and Yellow (easy) tabs. <https://www.orienteering.org.nz/coaching-framework/>

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

School orienteering resources, British Schools Orienteering Association. <http://www.bsoa.org/Teach/GetStart>

Healthy physical activity and exercise across the lifespan

Relevant Competency Statements

1. Select, plan, prepare, deliver, and evaluate activities to facilitate development of orienteering with Learn and Play participants
2. Demonstrate inclusive orienteering coaching practices, modifying a coaching activity where required for participants of diverse backgrounds, abilities, and gender

Performance Standards

- Describe the Australian Government guidelines on physical activity and sedentary behaviour for all adults
- Understand the relationship between physical literacy and lifelong mental and physical health
- Understand a participant's motivations for orienteering participation
- Undertake basic assessment of a participant's physical fitness to compare to national guidelines and suggest appropriate progressions
- Understand the importance of strength and conditioning for all adults
- Understand the effects of early sport specialisation in junior participants
- Demonstrate the ability to educate and empower foundation level participants in achieving the national physical activity guidelines

Delivery Materials

Healthy physical activity and exercise across the lifespan presentation

Resources and Further Readings

Australia's Physical Activity and Sedentary Behaviour Guidelines and the Australian 24-Hour Movement Guidelines. <https://www1.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines>

Mature Age Sport and Physical Activity, Clearing House for Sport. <https://www.clearinghouseforsport.gov.au/kb/mature-aged-sport-and-physical-activity>

Physical literacy, Sport Australia. https://www.sportaus.gov.au/physical_literacy

Physical activity, Clearing House for Sport. <https://www.clearinghouseforsport.gov.au/kb/physical-activity>

Sport Specialisation in Young Athletes Position Statement, Sport Australia. https://www.ais.gov.au/position_statements#sport_specialisation_in_young_athletes

Youth participation, Sport Australia. https://www.sportaus.gov.au/youth_participation

Preparation, delivery, and evaluation of an orienteering session

Relevant Competency Statements

1. Select, plan, prepare, deliver, and evaluate activities to facilitate development of orienteering with Learn and Play participants
2. 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.

Sequential sessions for Learn and Play participants

Relevant Competency Statements

1. Select, plan, prepare, deliver, and evaluate activities to facilitate development of orienteering with Learn and Play 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

Performance Standards

- Set appropriate goals for a sequential training program, taking into consideration participant motivations and drivers
- Determine the skills and qualities which will be targeted during a sequential training program for Learn and Play participants
- Program appropriate sessions to meet the needs of participants and goals of the program
- Describe the types of feedback (e.g. external vs. internal, direct vs. indirect)
- Understand concept of positive reinforcement and effective provision of feedback to participants
- Demonstrate evaluation of sequential coaching sessions, both during the program and following its completion

Delivery Materials

Sequential sessions for Learn and Play participants presentation

Course setting software (e.g. Purple Pen)

Orienteering training session planning tool

Resources and Further Readings

Engaging parents in Sport, Clearing House for Sport.

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

Feedback, Australian Institute for Teaching and School Leadership.

<https://www.aitsl.edu.au/teach/improve-practice/feedback>

Orienteering New Zealand Coaching Framework: For Participants. Very Easy (white) and Easy (yellow).

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

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

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

Principles of Feedback, Federation University. <https://federation.edu.au/staff/learning-and-teaching/teaching-practice/feedback/principles-of-feedback>

David J. Nicol & Debra Macfarlane-Dick (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, *Studies in Higher Education*, 31:2, 199-218. <http://dx.doi.org/10.1080/03075070600572090>

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

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. Accessed at <https://orienteering.asn.au/index.php/operation-manual/>

State/Territory orienteering organisations risk management policy and resources

Section 4: Assessment tasks

The Learn and Play 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, these assessment tasks could be completed as part of in person delivery of learning modules.

Both assessment tasks must be completed within 6 months of commencing accreditation process. Assessment marking sheets for these two assessments can be found in [Appendix 1](#).

1. Use a session planning tool to plan, prepare, and evaluate an orienteering coaching activity

<p>Purpose and description</p>	<p>Demonstrate ability to plan, prepare for, and evaluate an orienteering coaching activity using a session planning tool</p>
<p>Competencies assessed</p>	<ol style="list-style-type: none"> 1. Select, plan, prepare, deliver, and evaluate activities to facilitate development of orienteering with Learn and Play 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"> ➤ Match the goals of an orienteering training session to the age, physical and emotional development needs of participants ➤ Deliver coaching activities to address a variety of beginner orienteering technical skills ➤ Describe the Australian Government guidelines on physical activity and sedentary behaviour for all adults ➤ Prepare a course for an orienteering coaching activity using course setting software ➤ Prepare for an orienteering training session including equipment and personnel required, objective, session content and delivery ➤ Develop a risk management plan for a specific orienteering training activity, including considerations for dealing with an emergency ➤ 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 ➤ Balance the needs of an individual and a group, making an activity inclusive without isolating individuals

Method of assessment	Written/word processed report
Conditions of assessment	<ul style="list-style-type: none"> ➤ Completed within 6 months of commencing Learn and Play Orienteering Coach accreditation program ➤ Completed for an orienteering coaching activity delivered by candidate ➤ Allowed to use session planning tool template
Flexible assessment guidelines	It is recommended that this assessment is completed for an actual coaching activity delivered by the candidate. However, if deemed necessary by the course coordinator, a candidate can demonstrate their competency by completing the session planning template for a theoretical coaching activity

2. Deliver effective orienteering coaching activities

Purpose and description	<p>Deliver effective orienteering coaching activities for a range of Learn and Play orienteers.</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>
Competencies assessed	<ol style="list-style-type: none"> 1. Select, plan, prepare, deliver, and evaluate activities to facilitate development of orienteering with Learn and Play 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
Performance standards considered	<ul style="list-style-type: none"> ➤ Familiarise the foundation level participant with equipment required for orienteering (i.e. map, control flag, timing devices, compass)

	<ul style="list-style-type: none"> ➤ Familiarise the foundation level participant with the rules of orienteering (e.g. visiting controls in order, OOB, reporting to finish regardless of whether course is finished, fair play) ➤ Deliver coaching activities to address a variety of beginner orienteering technical skills ➤ Prepare a course for an orienteering coaching activity using course setting software ➤ Demonstrate ability to educate and empower foundation level participants in achieving the national physical activity guidelines ➤ Outline different delivery methods for orienteering training sessions ➤ Demonstrate effective group management to ensure high percentage of time on task, safety, and positive learning environment ➤ 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 training activity
<p>Method of assessment</p>	<p>Observation of performance in a real or simulated environment</p>
<p>Conditions of assessment</p>	<ul style="list-style-type: none"> ➤ Orienteering coaching activity to be delivered by the candidate ➤ Can be supported by other orienteering coaches to deliver activity but candidate must lead ➤ 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 ➤ Completed within 6 months of commencing Learn and Play Orienteering Coach accreditation program

Flexible assessment guidelines

Orienteering coaching activities should be observed by an appropriate assessor. However, if this assessor cannot attend, 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.

Appendix 1: Assessment Marking Sheets

Assessment: Use a session planning tool to plan, prepare, and evaluate an orienteering coaching activity

Name of candidate:

Organisation/club:

Phone number:

Assessor(s) name:

Performance Standards	Demonstrated	Not demonstrated	Not applicable	Comment
Match the goals of an orienteering training session to the age, physical and emotional development needs of participants				
Deliver coaching activities to address a variety of beginner orienteering technical skills				
Describe the Australian Government guidelines on physical activity and sedentary behaviour for all adults				
Prepare a course for an orienteering coaching activity using course setting software				
Prepare for an orienteering training session including equipment and personnel required, objective, session content and delivery				
Develop a risk management plan for a specific orienteering training activity, including considerations for dealing with an emergency				
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				
Balance the needs of an individual and a group, making an activity inclusive without isolating individuals				
Match the goals of an orienteering training session to the age, physical and emotional development needs of participants				

Result:

Competency Statements	Competent	Not yet competent	Comments
Select, plan, prepare, deliver, and evaluate activities to facilitate development of orienteering with Learn and Play 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: Deliver effective orienteering coaching activities

Name of candidate:

Organisation/club:

Phone number:

Assessor(s) name:

Performance Standards	Demonstrated	Not demonstrated	Not applicable	Comment
Familiarise the foundation level participant with equipment required for orienteering (i.e. map, control flag, timing devices, compass)				
Familiarise the foundation level participant with the rules of orienteering (e.g. visiting controls in order, OOB, reporting to finish regardless of whether course is finished, fair play)				
Deliver coaching activities to address a variety of beginner orienteering technical skills				
Prepare a course for an orienteering coaching activity using course setting software				
Demonstrate ability to educate and empower foundation level participants in achieving the national physical activity guidelines				
Outline different delivery methods for orienteering training sessions				
Demonstrate effective group management to ensure high percentage of time on task, safety, and positive learning environment				
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 training activity				

Result:

Competency Statements	Competent	Not yet competent	Comments
Select, plan, prepare, deliver, and evaluate activities to facilitate development of orienteering with Learn and Play 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:

Appendix 2: Authorisation Template

Orienteering Australia Learn and Play Orienteering Coach Accreditation Authorisation

(as per Syllabus 2022)

Candidate Details	
Name	
Club	
DOB	
Address	
Email	
Mobile	

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

Date	
------	--

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, prepare, deliver, and evaluate activities to facilitate development of orienteering with Learn and Play 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	

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, prepare, deliver, and evaluate activities to facilitate development of orienteering with Learn and Play participants	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