



Orienteering Australia Coaching Framework

A GUIDE FOR FOOT ORIENTEERING COACHING
EDUCATION, DEVELOPMENT AND SUPPORT IN
AUSTRALIA

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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Background

Quality coaching is a cornerstone for participation, athlete development and retention, high performance, and community engagement with orienteering in Australia. Having a robust system for coaching is paramount to Orienteering Australia achieving its Strategic Plan:

1. **GREAT OPPORTUNITIES:** Nurture opportunities to promote participation in orienteering, and for every orienteer to grow and contribute to our community, whether as a recreational participant, competitor, volunteer, coach, or administrator.
2. **GREAT PERFORMANCES:** Achieve results on the international stage with a high-performance program connected to our community via a commitment to juniors and development squads at state and national levels, as well as providing opportunities for every orienteer to grow their enjoyment of the sport, regardless of their age or ability.

The quality of orienteering coaching in Australia is determined by the education, development opportunities and support coaches receive. An evidence based coaching framework will facilitate OA to recruit, train, support and retain exceptional coaches.

The OA Coaching Framework was developed using the following key resources and documents:

- OA Strategic Plan (draft, commencing 2022)
- Australian orienteering participant and coaching data from the last 10 years
- Internal OA coaching and participation documents
- Australian Sports Commission (ASC) resources for developing coaching training:
 - Coaching and Officiating Framework Toolkit (found online [here](#))
 - Training program toolkit (found online [here](#))

Why do we need a coaching framework?

A clear and concise coaching framework will allow Orienteering Australia to:

- Draw from its strategic plans to support participation and high performance.
- Strategically allocate resources for coaching education, development, and support.
- Deliver coaching accreditation programs which meet the needs of participants, coaches, management staff and administrators.
- Provide coaches with a clear map of development opportunities and progression.
- Strive for international success, championing athletes and coaches of all ages to inspire future talent in our sport.

Overarching Principles of the Framework

Participants before courses: The framework meets the needs of all those who engage with our sport, considering both participants and coaches personal constraints and capabilities.

Encourages orienteering coaches and instructors to provide **a safe, fair and healthy environment** for participants at all levels of orienteering.

Encourage all levels of coaching involvement: Participation in coaching should be flexible, providing multiple points of entry and cross-over, as well as options that are an end in

themselves and not necessarily part of a pathway. Orienteering achievement should not be a prerequisite for coaching participation.

A workforce which mirrors participants: Understanding the number, distribution and characteristics of participants is key to informing how OA plan the training of orienteering coaches in Australia.

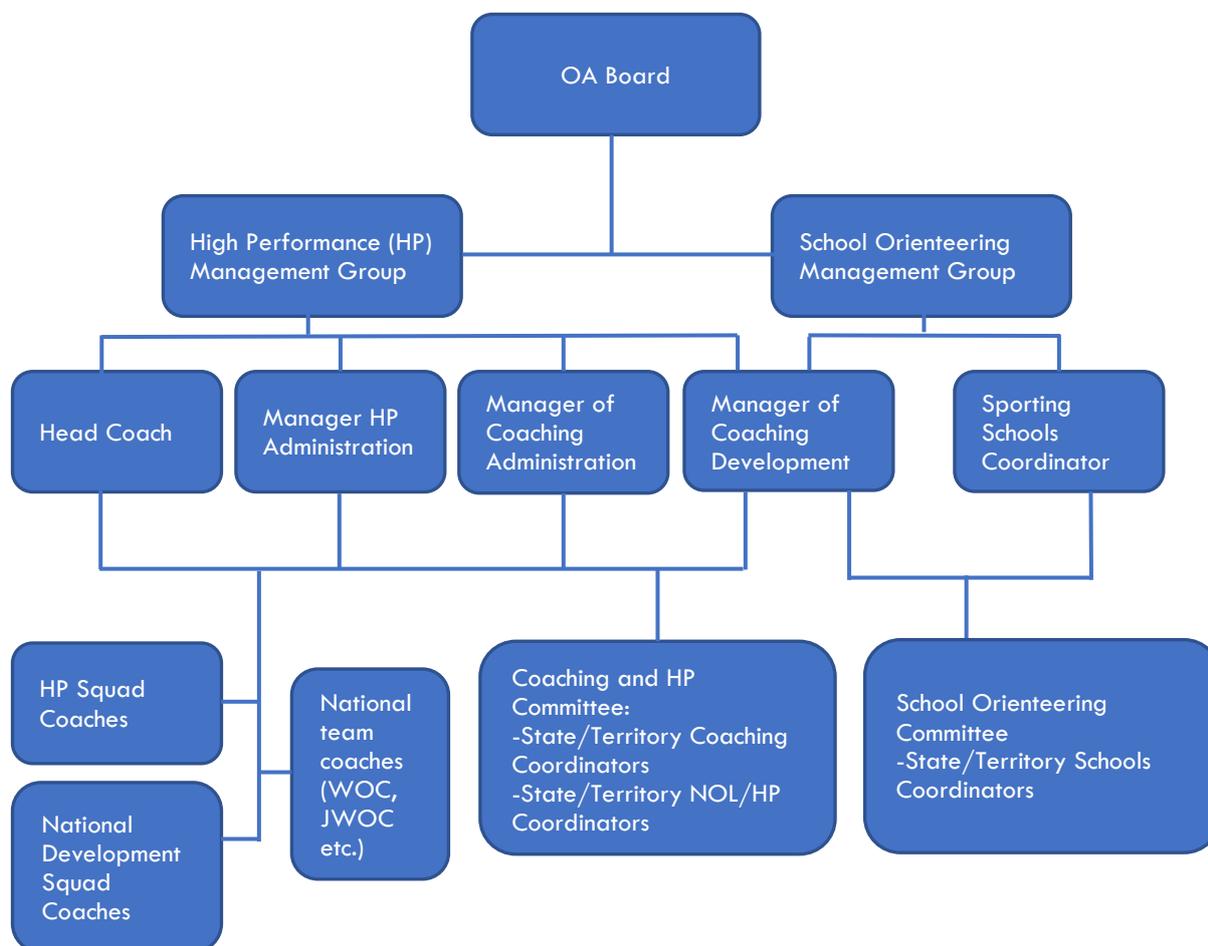
Equal opportunity: OA strives to foster a welcoming and accessible culture, allowing all individuals to participate in our sport in whichever way they wish. All participants should be able to access high quality coaching and have opportunities to be involved in our sport through becoming an orienteering coach if they choose to.

Strive for excellence: Coaches of all levels should be provided with opportunities for professional development and continuous improvement. Furthermore, OA strives for excellence in coaching, through ongoing quality assurance activities.

Structure of Coaching Administration

Coaching is closely linked to grassroots participation, all the way through to high performance. The structure of coaching administration for Orienteering Australia therefore includes both components, as demonstrated in [Figure 1](#).

Figure 1: Structure of Coaching Administration



Structure of Accreditation Delivery

Under the guidance of the OA board, the **Manager of Coaching Development** and **Manager of Coaching Accreditation** are responsible for:

- Curriculum control for all accreditation courses
- Delivery of Performance Orienteering Coach Accreditation
- Delivery of Competition Orienteering Coach Accreditation

Under the guidance of their State/Territory orienteering organisation, **State/Territory coaching coordinators** are responsible for:

- Delivery of Learn and Play Orienteering Coach Accreditation
- Delivery of Orienteering Instructor Accreditation

Orienteering Coach Education, Development and Support in Australia

Education, development, and support of orienteering coaches in Australia is not provided through only one domain, rather it incorporates several different opportunities and initiatives to facilitate quality coaching practice. Each orienteering coach is a “performer” in their own way and should be encouraged and supported to develop their knowledge and skills through various formal, non-formal and informal opportunities.

Figure 2: Elements of Orienteering Coach Education, Development and Support



Accreditation

OA recognises the importance of providing a platform for delivery of essential and fundamental coaching skills to ensure basic quality assurance and safety of orienteering participants (Rynne, 2017). Formal education is particularly important for novice coaches, with research indicating that coaching education can have an immediate effect on coaching efficacy (Malete & Feltz, 2000).

The [OA coaching accreditation scheme](#) is designed to be succinct, delivering essential skills and knowledge which can then be further developed after formal accreditation. The accreditation scheme promotes recognition of specific coaching expertise, allowing participants of all experience levels to engage with appropriately skilled coaches.

Mentorship

Formal accreditation programs can lack context, meaning, and individualisation to a specific coach's needs (Mallett et al., 2009). For this reason, OA incorporates [mentorship](#) into its coaching accreditation scheme.

Mentorship also exists and should be encouraged outside of the accreditation scheme, supporting a collaborative orienteering coaching community in Australia.

Practical Experience and Observation

Informal learning or experiential learning is universally accepted as being the most important factor in developing coaching practice (Mallett et al., 2009; Mallett & Dickens, 2011; Nelson et al., 2006; Rynne, 2017). Experiential learning of orienteering coaching practice falls under two broad categories:

Observation of coaching practice: Opportunities to observe positive coaching activities should be supported and encouraged throughout a coach's development.

Practical experience: Orienteering coaches are likely to learn the most when they apply coaching skills and knowledge to actual practice. Coaching opportunities should be provided and encouraged by all levels of coaching administration. They are integral to not only development of coaching practice, but also the success of accreditation, mentorship, and ongoing development programs.

Ongoing Development

Coaches should be encouraged and supported to seek further knowledge and skills to support their coaching development. Specific knowledge and skills can be gained through both formal (e.g. short courses or learning modules) and non-formal (e.g. seminars, conferences or workshops) opportunities. These opportunities can positively contribute to the understanding and development of coaching practice, especially if integrated appropriately with coaching experiences (Mallett & Dickens, 2011).

OA has curated a selection of [formal education options](#) relevant to orienteering coaching, utilising both Sport Australia's sector wide education offerings and OA sport specific modules.

Self-reflection

Self-reflection is a cornerstone to successful application and improvement of coaching knowledge and skills. Encouragement and facilitation of self-reflection is incorporated into OA's coaching accreditation programs and then reinforced through practical experience, observation and mentorship.

Orienteering Coaching Accreditation in Australia

Coaching courses to meet participants needs

It is desirable for coaches to possess the skills and knowledge applicable to the participants they work with. For this reason, and in line with the overarching principles of the coaching framework, orienteering coach education in Australia is designed around the drivers, motivations, and opportunities of the participants who our coaches work with.

OA has defined four experience domains which align with the OA Participant Pathway. These experience domains are outlined in [Table 1](#).

Table 1: Orienteering Experience Domains

Experience Domain	OA PFF phase	Description
Learn	F1 (Explore) and F2 (Learn)	<i>Multiple entry points, participation drivers, ages and abilities:</i> Coaches require confidence and competence to support beginner orienteers learn the basics, facilitating participation in the play or compete experience domains.
Play	F2 (Active for Life)	<i>Social sport linking into participation pathway:</i> Coaches provide opportunities to develop basic orienteering skills, supporting participation in social activities and modified formats of orienteering (e.g. Park and street orienteering).
Compete	F3 (Competition for Life)	<i>Players and athletes of different life stages and levels of competition</i> Coaches possess the knowledge and skills to develop participants in competition with the key objective of doing their personal best.
Perform	T1-4, E1-2, M and Performance for Life	<i>Athletes competing nationally and internationally</i> Coaches possess the knowledge and skills to support athletes of all ages in the Orienteering Australia talent pathway and/or high-performance competitions, with the ambition to create champions of the sport at all ages.

Structure of accreditation courses

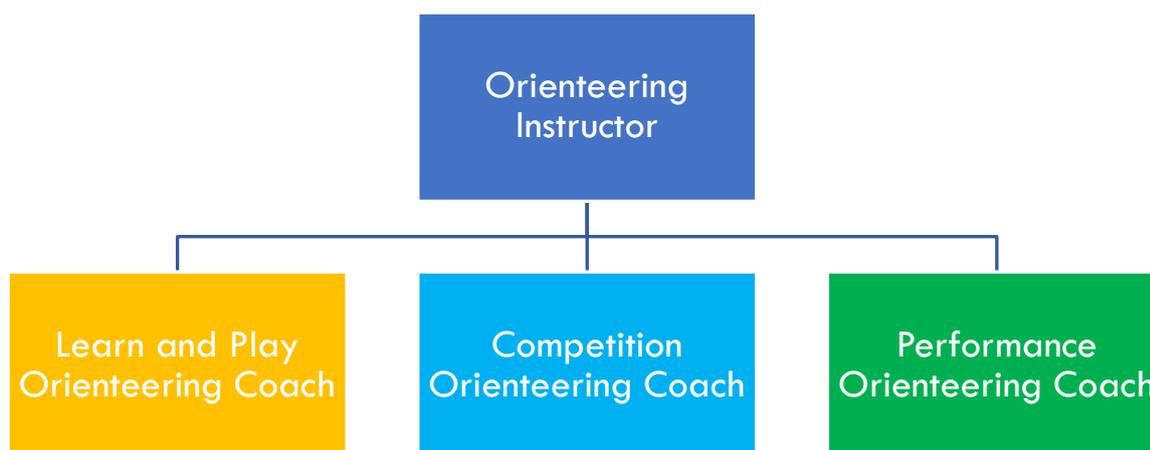
From these experience domains, three streams of coaching have been developed. The experience domains of Learn and Play have been combined into one stream as, while they do have unique differences, they both relate to participants in the early phases of the OA Participant Pathway.

Recognising orienteering coaches may wish to work with participants from a specific experience domain and not necessarily want to progress their coaching by working with “higher level” participants, accreditation for each stream of coaching is **parallel**. An orienteering coach may wish to practice within one stream or become accredited at multiple streams of orienteering coaching.

Due to the complexity of orienteering as a physical, technical and mental sport, there is a unique need to train orienteers and members of the community on how to instruct/educate orienteering participants on the skills involved, without necessarily being a coach. The first step and pre-requisite to other courses in the OA coaching pathway is therefore, “Orienteering Instructor”.

The structure of accreditation courses, including “Orienteering Instructor” preceding the 3 parallel courses, is outlined in Figure 3.

Figure 3: Orienteering Coach Accreditation in Australia



Overview of Accreditation Content

The content of each orienteering coaching accreditation course, including competency statements and performance standards, can be found in the corresponding syllabus document. Some competencies/modules are common across courses. Coaches seeking accreditation for multiple courses can apply for [Recognition of Prior Learning](#) for these competencies.

An overview of the aims and broad content of each course is outlined below.

Orienteering Instructor

The Orienteering Instructor accreditation course aims to provide “instructors” with the skills and knowledge required to deliver basic instruction of orienteering navigation, from beginners all the way through to high performing participants. Orienteering instruction can be delivered formally (i.e. when teaching orienteering in schools) or informally (providing feedback following an orienteering event). Orienteering instructors will often support orienteering coaches with their coaching activities.

Orienteering Instructor has been designed to meet the needs of both:

1. School teachers wanting to deliver orienteering in primary or secondary schools.
2. Community members, which could be current orienteers, wanting to deliver orienteering coaching/skill instruction in community or school settings.

An outline of the Orienteering Instructor Accreditation Course can be found in [Table 2](#).

Table 2: Orienteering Instructor

Knowledge/skill domain	Competency statements	Modules
Technical	Select and implement basic sequential orienteering exercises within a teaching program	Introduction to Orienteering
Physical		
Delivery	Identify resources, equipment and technology that can be used in the instruction of orienteering skills	Delivery of Orienteering Instruction

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.

The modules included in Learn and Play Orienteering Coach are shown in [Table 3](#).

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 at different life stages and levels of competition who are completing moderate and hard navigation orienteering.

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.

The modules included in Competition Orienteering Coach are shown in [Table 3](#).

Performance Orienteering Coach

This accreditation aims to provide coaches with the skills and knowledge required to support orienteering participants striving for the highest level of performance in the sport. Coaches will be capable of delivering coaching activities with the goal of improving or maintaining high performance of participants within the elite Australian orienteering environment, including those representing Australia at international events.

The intended outcome of accreditation of Performance Orienteering Coaches is to create more champions in our sport at the international level, inspiring new talent and improving the profile of orienteering in Australia.

The modules included in Performance Orienteering Coach are shown in [Table 3](#).

Table 3: Course modules for each accreditation course

Knowledge /Skill Domain	Course Module	Learn and Play	Competition	Performance
Technical	Beginner technical skills	✓	X	X
	Intermediate technical orienteering skills	X	✓	✓
	Advanced technical orienteering skills	X	✓	✓
	Analysis of technical orienteering performance	X	✓	✓
Physical	Healthy physical activity and exercise across the lifespan	✓	X	X
	Physical training to improve running performance	X	✓	✓
	Strength & conditioning for orienteers*	X	✓	✓
	Physical conditioning programs for orienteers	X	✓	✓
	High performance competition planning and preparation	X	X	✓
Mental	Psychological and tactical techniques for orienteering*	X	✓	✓
	Goal setting, reflection, and analysis	X	✓	✓
Sports Medicine	Basic sports medicine	X	✓	✓
	Performance nutrition and hydration	X	X	✓
	Recovery and injury/illness management	X	X	✓
Delivery	Preparation, delivery, and evaluation of an orienteering session	✓	✓	✓
	Sequential sessions for Learn and Play participants	✓	X	X
	Risk Management for Orienteering Coaching	✓	✓	✓

*Additional performance standards for Performance Orienteering Coach

Provision of Accreditation Programs

Insurance

OA is the national sporting organisation responsible for provision of orienteering coach education in Australia. It has public liability and professional indemnity insurance that covers orienteering activities, including workshops, coaching sessions and orienteering events. Accredited coaches are specifically covered under the policy.

Program Fees

Payment of course fees is at the discretion of the course provider for all levels of accreditation. Course coordinators must safeguard any participant fees collected by them. Refunds should be handled fairly.

Complaints Handling Procedure

Participants with grievances about the conduct of their accreditation course or their accreditation assessment should follow the processes for complaints, conflict resolution or appeals outlined in OA's [Operational Manual](#).

Training of Coaches

The training of Orienteering Instructors and Learn and Play Orienteering Coaches is the responsibility of State/Territory orienteering organisations. Accreditation should be endorsed by the State/Territory director or coordinator of coaching.

Competition and Performance Orienteering Coach training is delivered by OA. Accreditation must be endorsed by the Manager for Coaching Development.

Appropriate personnel need to be engaged to deliver accreditation courses:

- The coordinator of any course should hold current accreditation in that course.
- Suitably skilled presenters and assessors are necessary.
- Mentors are **compulsory** for Performance Orienteering Coach and strongly recommended for all other courses.

OA and its State/Territory affiliated bodies should make use of Sport Australia's online resources to [train presenters, assessors, and mentors](#).

Presenters

Presenters must be either:

1. Accredited in the coaching accreditation course being delivered
2. Orienteers with specific experience (+/- coaching accreditation), or
3. Recognised specialists in the field which they are presenting, e.g. sports nutrition (+/- practical experience in orienteering)

Assessors

Assessors must be accredited in the program they are assessing, as they must possess the competencies that they are assessing. Assessors should possess assessment skills, which could be gained through experience and/or an assessor accreditation or education course.

Mentors

Mentors should possess questioning and listening skills, feedback and communication skills, technical orienteering skills and knowledge in areas covered by the education program, and the ability to share knowledge and practical wisdom. They do not necessarily need to hold accreditation themselves.

When mentorship is used, feedback from mentors can be used to assess a candidate against the course competencies. Course participants and mentors should be provided with OA's mentor guidelines (see [Appendix 1.1](#)).

Standards of Delivery:

Course Information

Accurate, relevant, and up-to-date information should be provided to participants prior to commencing an accreditation course. This should include:

- Course prerequisites and corequisites
- Total fees/costs to participants
- Copy of the refund policy (if applicable)
- Details of the certification to be issued on completion of the accreditation course
- Competencies to be achieved
- Assessment procedures
- Grievance/appeal procedures
- Recognition of prior learning arrangements
- Reaccreditation

Delivery Methods

The delivery of coach training programs in Australia is strongly influenced by the principle of providing “equal opportunity” to all participants in our sport. Where possible, the specific and individualised needs of participants of the coaching education should be put first when considering delivery methods.

There is flexibility to deliver different models, including but not limited to:

1. Self-directed theory online prior to in person delivery of all discussion/practical components.
2. Self-directed theory online prior to a mixture of videoconference and in person delivery of discussion/practical components.
3. Theory components in “classroom” setting delivered alongside discussion/practical components (100% in-person content delivery).

Courses delivered 100% online **must** be approved by OA's Manager of Coaching Development.

Competition and Performance Orienteering Coach:

All modules included in Competition Orienteering Coach accreditation are also included in Performance Orienteering Coach. Therefore, at times it may be appropriate to deliver these courses together. However, where there are large participant numbers, OA recommends that courses are delivered separately.

Strategies to Promote Equal Access and Inclusion

The following strategies may be considered to ensure equal access to coaching education:

- Integrate coach education/accreditation programs with national/state squad training camps or national events (e.g. Easter 3 day or Australian Championships).
- Utilise online education where appropriate (i.e. self-directed theory components).
- Utilise distance education for participants in remote locations, using technology to integrate them into coaching programs.
- Use of face-to-face delivery methods (e.g. tutorial groups) where candidate numbers are small and/or co-located.
- Flexible assessment with multiple options for applicants to show their competency, with creative solutions for those in unique circumstances.
- Videoconferencing/recording and/or the use of local mentors to provide instruction and feedback to those candidates who cannot attend in-person components of a course.

Candidate requirements:

Coaches seeking accreditation at all levels have certain requirements which they must meet before, during and after each respective coaching course. [Table 4a](#) and [Table 4b](#) outline these requirements, while specific details for certain requirements are outlined here:

Candidate age:

There is no minimum age to undertake coaching accreditation, however it is **strongly recommended** candidates of all courses are >16 years of age and for performance orienteering coach are >18 years of age.

Working With Children Check (WWCC):

All states/territories in Australia require individuals who are working or volunteering with children to undergo screening **prior to commencing** these activities. The process followed by each State/Territory differs, with details for each provided [here](#). Completing a WWCC, or its equivalent, is a prerequisite to all levels of orienteering coaching accreditation in Australia, except for registered teachers completing Orienteering Instructor.

Community Coaching General Principles (CCGP) course:

Designed by the Sport Australia, the CCGP course is a free introductory course. It contains four modules, covering the role and responsibilities expected of a coach, planning and safety,

working with parents, communication, group management and inclusive coaching practices. It takes approximately four hours to complete, with assessment included at the end of each module. The CCGP course is recommended for Orienteering Instructor, providing an individual with knowledge of fundamental coaching principles. The CCGP course is a corequisite for individuals seeking Learn and Play, Competition or Performance Orienteering Coach accreditation, and must be completed if not completed when completing Orienteering Instructor. Individuals can enrol in and complete the course online [here](#).

Sport Integrity Australia requirements:

Some Sport Integrity Australia (SIA) online courses may need to be completed as part of orienteering coach accreditation. Further details will be provided when OA signs onto the National Integrity Framework (expected March 2022). SIA courses can be accessed [here](#).

Some coaches of children under 18 might need to go through an interview and reference check process before they are appointed to their coaching position.

First aid and CPR certification:

Whilst a current first aid and CPR certificate is **strongly recommended** for all levels of coach accreditation; it is not a compulsory requirement. Various first aid courses are available, some of which can be done online. Formal orienteering coaching positions in Australia may require a coach to hold a current first aid and CPR certificate.

Coaching Code of Ethics:

All coaches should follow the [Coaches' Code of Ethics](#) developed by Sport Australia and adopted by OA. Orienteering coaches of all levels must sign the [Coaching Code of Ethics Agreement \(COEA\) Form](#) prior to being accredited.

Table 4a: Requirements for Orienteering Instructor Accreditation

Accreditation Course	Orienteering Instructor (Teacher)	Orienteering Instructor (Community)
Pre-requisites	Teacher registration	Member of OA WWCC or State/Territory equivalent
Corequisites	NA	Signed Coaching COEA form
Recommended	Current first aid and CPR certificate CCGP	Current first aid and CPR certificate CCGP

Table 4b: Requirements for 3 Parallel Orienteering Accreditation Courses

Accreditation Course	Learn and Play Orienteering Coach	Competition Orienteering Coach	Performance Orienteering Coach
Pre-requisites	Member of OA WWCC or equivalent Orienteering Instructor Proficient/experience with courses of at least	Member of OA WWCC or equivalent Orienteering Instructor	Member of OA WWCC or equivalent Orienteering Instructor

	“moderate navigation” standard	Proficient/experience with courses of “hard navigation” standard	Proficient/experience with courses of “hard navigation” standard
Corequisites	Signed Coaching COEA form CCGP	Signed Coaching COEA form CCGP	Signed Coaching COEA form CCGP
Recommended	>16 years of age Current first aid and CPR certificate	>16 years of age Current first aid and CPR certificate	>18 years of age Current first aid and CPR certificate

Assessment:

Whilst the focus of orienteering coaching education in Australia is on learning and skill development, assessment is essential to ensure prospective candidates are adequately prepared for coaching activities at their respective level of accreditation.

Competency Statements and Performance Standards:

Competency statements broadly describe what coaches at each level of accreditation should be able to do to support the needs of the orienteering participants they are working with. Each competency statement has several associated performance standards, measurable statements candidates should demonstrate to give evidence of their competency. **Performance standards** are used by assessors to measure a candidate’s performance against each competency statement.

Individual syllabus documents provide descriptions of both competency statements and performance standards.

Assessment Tasks:

Assessment tasks are designed to allow assessors and learners to measure coaching practice against performance standards. They aim to assess what coaches need to do **after** they have completed the education program.

Several performance standards, related to several competency statements, may be measured in one assessment task. For all levels of accreditation, integrated assessment tasks have been designed to minimise the number of assessments completed. A template for describing these assessment tasks can be found in [Appendix 2](#). Assessment tasks for each level of accreditation can be found in individual syllabi documents.

Types of Evidence:

There are three types of evidence used by assessors of orienteering coaching accreditation programs:

- **Direct evidence** is where an assessor can observe a coach’s performance in a real-life setting (e.g. working directly with a participant). This is the best type of evidence and where possible it should be utilised for assessment tasks.

- *Indirect evidence* is gathered through simulation (e.g. scenario practiced with other coaches) and is used when gathering direct evidence is not feasible (i.e. in relation to safety, cost or time).
- *Supplementary evidence* is where a candidate's competence is inferred without demonstration in a real or simulated environment (e.g. feedback from mentors). It is the least reliable type of evidence and should only be used when necessary.

Flexible Assessment:

To support flexible delivery models, suitable modifications to assessment tasks have been suggested in each individual syllabus document. These are a guide only, and course coordinators are encouraged to consider creative solutions to facilitating assessment on a case-by-case basis. Some examples include:

- Schedule group assessments to coincide with training camps or major national competitions.
- Utilise video-conferencing or similar technology
- Where appropriate utilise written reports and reflective cycles, presentations, diaries, portfolios of evidence, feedback from mentors or video recording of coaching performance.

Assessment Marking:

An assessment marking template, found in [Appendix 3](#), will be used for each assessment task in each coaching accreditation program. Assessment of whether a candidate is rated as “competent” or “not-competent” will be decided by assessment of the candidate against performance standards outlined for each assessment task.

Processing Accreditation:

A candidate must submit all the following to the coordinator of their accreditation program before their accreditation can be processed:

1. Completed assessment marking sheets for all assessment tasks
2. Evidence of completion of relevant pre and corequisites
3. Signed Coaching COEA form
4. Copy of a valid WWC (or equivalent)
5. Contact details including orienteering club

Once ratified, the course coordinator will notify the Manager of Coaching Accreditation who will process the candidate's accreditation with Orienteering Australia. A template for authorising accreditation for each course can be found in each respective syllabus document.

Recognition of Prior Learning (RPL)

There will be no honorary accreditation. All candidates must satisfy the competencies for each level of accreditation. Some candidates may be able to satisfy all or most of the competencies required for their respective level of accreditation, without completing some or all assessment tasks.

All applicants for RPL must apply to the coordinator of the course they are attending. The application will be assessed by either the course coordinator or a member of course personnel that holds accreditation for the course being delivered. Where required, the application will be escalated to the appropriate party for the respective accreditation program:

Orienteering Instructor and Learn and Play Orienteering Coach: State Coaching Coordinator/Director

Competition and Performance Orienteering Coach: National Manager of Coaching Development

Documentation of prior study, learning and/or experience

Candidates may apply for 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. Where other training courses have been completed, applicants must supply letters, transcripts, certificates and/or descriptions of completed courses. On a case-by-case basis, the candidate may be required to demonstrate their expertise through written or practical demonstration.

Procedure for RPL application:

Step 1: Complete application and send to course coordinator

Applicants will need to gather all relevant supporting documentation and complete the RPL application form (template in [Appendix 4](#)). They will then forward this with supporting documentation, and the relevant fee (if applicable), to the course coordinator.

Step 2: Assessment

The application will be reviewed by an appropriate assessor, with the evidence provided by the applicant assessed against the competencies required for the accreditation program. A judgement will be made about whether the applicant wholly or partially meets the requirements. The individual completing this assessment will check that the evidence submitted conforms to the following RPL principles:

- Validity (is the evidence relevant?)
- Sufficiency (is there enough evidence?)
- Authenticity (is the evidence a true reflection of the candidate?)
- Currency (is the evidence recent – obtained within the past four years?).

As part of this step the assessor will complete an Assessor Report, found in [Appendix 5](#).

Step 3: Notification:

The applicant will receive the assessor's report and recommendations within 60 days of receiving the application. In the event of partial completion of the competencies, the applicant will be notified which competencies still need to be achieved, and preferably, what evidence is still required.

Recommendations or options provided to the applicant may include:

- Supply further supporting documentation
- Complete certain assessment tasks

- Complete parts of the accreditation program
- Work with a mentor to obtain the required competencies

If applicants for RPL have been successful in meeting all competencies of their desired level of accreditation, they will then follow the process outlined in [Processing Accreditation](#).

Step 4: Appeal

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. In this case, the applicant should follow the [Complaints Handling Procedure](#) outlined above.

Re-accreditation:

To retain accreditation, orienteering coaches of all levels must demonstrate that they are using the experience and knowledge they have gained for coaching practice. 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. The table used for re-accreditation can be found in [Appendix 6](#).

A coaching diary is available in the form of an excel sheet for coaches to easily record their coaching practice. Points will automatically be calculated. This diary can be downloaded from the OA website.

Coaches must also maintain a valid WWCC to maintain their accreditation. OA monitors WWCC expiry and if a coach's WWCC is not renewed then their accreditation will be paused until renewal is completed. A coach cannot practice under a valid accreditation during this time.

Re-accreditation process:

For all levels of accreditation, 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. For Learn and Play Orienteering Coach accreditation, the completed table should be submitted to the **State/Territory Coaching Coordinator**, while for Competition and Performance Orienteering Coach accreditation the completed table should be submitted to the **National Manager of Coaching Development**.

Once approved, these position holders will submit paperwork to the **National Manager of Coaching and Officiating Accreditation** to process the reaccreditation.

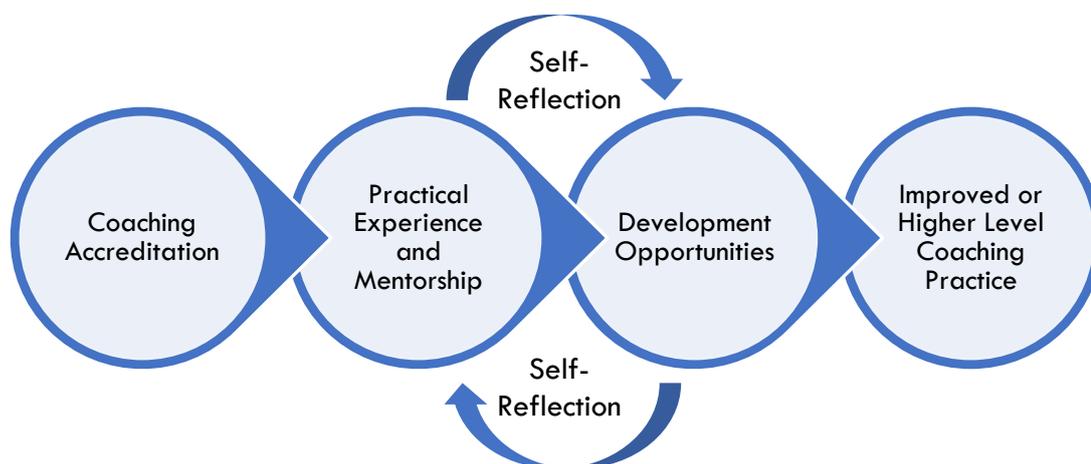
Coach Development After Accreditation

Ongoing development opportunities after accreditation should be made available to coaches of all levels. As previously mentioned, a coach's level of accreditation is not a reflection of their experience or ability, rather the level of coaching practice they are working/volunteering at. For example, a Learn and Play coach may never move on to become a Competition or Performance coach, but this does not mean that they are not interested in learning new skills to develop their coaching expertise.

All orienteering coaches should be encouraged to engage in the other domains of coaching education, development and support utilised by Orienteering Australia:

- Gaining [practical experience and observation](#) relevant to their accreditation
- [Mentorship](#)
- [Self-reflection](#)
- Ongoing Knowledge Development

Figure 4: Professional Development of an Orienteering Coach



Ongoing Knowledge Development

Coaches will have access to the self-directed components of modules in all OA coaching accreditation courses. They can choose to complete modules they have not completed during their accreditation course. OA is developing a catalogue of formal education modules for coaches to continue to develop their skills and knowledge following accreditation. These are anticipated to be released in late 2022 or 2023, with additional modules added in the future in response to feedback and the changing climate of our sport.

There is also a catalogue of sector wide learning modules offered by Sport Australia, Sport Integrity Australia and Play by the Rules that coaches can access:

- [Australian Sport learning centre](#)
- [Sport Integrity Australia E-learning](#) (including Play by the Rules courses)

Quality Assurance

How will we evaluate our progress?

Coaching accreditation, re-accreditation and participation data should be collected and evaluated on a yearly basis. A coaching register can be found on the OA website's [coaching page](#) and is updated regularly. Accredited coaches should be sent a survey every year or two to gather data on their participation, ongoing coaching needs and plans for coaching in the future. Survey results should be analysed by the OA coaching team.

Where possible, a coaching survey of the entire orienteering community should be administered, to capture the opinions, ideas and plans of prospective coaches. This, along with survey data from current coaches, could be used to report on coaching activities in the annual OA report, whilst also informing future coaching projects and initiatives.

[Participant](#) and [personnel](#) questionnaires will be used to evaluate coaching accreditation programs. These questions are likely to be administered in the form of an online survey and collated to inform changes to the curriculum and overarching coaching framework.

Who is responsible?

Quality assurance is everyone's business. However, coaching administrators will be responsible for leading the evaluation process. [Figure 1](#) details the individuals/groups responsible for coaching administration at each level in Australia.

For Orienteering Instructor and Learn and Play Orienteering Coach accreditation, **State/Territory Coaching Coordinators** are responsible for quality assurance activities.

For Competition and Performance Orienteering Coach accreditation, the **Manager of Coaching/Officiating Administration** and the **Manager of Coaching Development** are responsible. In addition, the results of quality assurance activities undertaken by State/Territory bodies will be reported to OA through these personnel.

The **OA Director of Coaching** holds overarching responsibility for quality assurance of the overall framework of orienteering coaching education, development and support in Australia.

Framework Review Process

The entire OA Coaching Framework, including syllabi documents for each accreditation program, will be reviewed **every 5 years**. The **OA Director of Coaching** has overarching responsibility of this process. A design and review team may be formed to coordinate relevant curriculum design and review processes. However, where individuals with special expertise are appointed by OA to do the curriculum design, the Director of Coaching will be responsible for reviewing the outcome.

References

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Appendices

Appendix 1.1: Mentoring Coaches in Orienteering

Background

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

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

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

Benefits to the coach:

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

Benefits to the mentor

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

Benefits for orienteering in Australia

- Mentoring can ease the difficulty and costs involved in conducting lengthy residential training courses.
- It taps into the expertise of experienced coaches – past and present - in orienteering.
- It re-energises experienced coaches who take on mentoring roles.

- Coaches who have been mentored often become mentors and better “people managers”.
- It encourages coaches to progress to the next level of accreditation through the motivation and assistance they receive from a mentor.

Types of Mentoring Relationships

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

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

The Mentoring Process

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

Identifying needs – by identifying the needs of the coach and the mentor at the beginning of the relationship, it will be clear what both parties hope to achieve from it and the experience can be better tailored to meet the needs of both parties.

Goal setting – after identifying both parties’ needs it should be possible to set some specific goals for the relationship – for both the coach and the mentor. An example of a goal for a coach being mentored might be *“to improve the quality of feedback provided to individual athletes at training”*, whereas a mentor might have a goal *“to spend 10 minutes reflecting on my own coaching after each training session, so that I am better able to explain the rationale for my actions to the coach I am mentoring”*.

Establishing an agreement – the agreement does not need to be a formal written one (although this might be appropriate), but the coach and mentor should at least discuss and agree upon some ground rules for the relationship (e.g. how often they will meet and where, whether it’s ok to phone one another at home, what time period they want the relationship to run for and when they want to review the relationship etc). A Mentor Agreement Template can be found in [Appendix 1.2](#).

Observation – observation of the coach in action should focus on the needs and goals that they have already identified. It might be helpful for the coach and the mentor to develop a simple observation checklist to ensure that the mentor focuses their attention on the coach’s areas of need.

Analysis and feedback – this should be a shared process, with the coach being given the opportunity to analyse their own performance, as well as the mentor providing their analysis. This will encourage the development of reflective coaches, who have the ability to analyse their own performance and improvements. Questioning can be an extremely valuable tool for mentors at this step in the process. By asking supportive, but challenging, questions of the coach, the mentor will empower them to make their own analyses and subsequent improvements to their performance.

Action planning – once the mentor has observed and analysed the performance of the coach, together they can explore ways of improving the coach's performance. Ideally the mentor should write down the strategies to be used for improvement and re-visit them after further practice to ensure that the strategies have been effective.

Review – the mentoring relationship is likely to change and grow as it progresses. Many relationships are not always smooth sailing however, and the effectiveness of the relationship should be reviewed at regular intervals. If the relationship is no longer meeting the needs of the coach or the mentor, then it may be time to end the relationship or find a new mentor.

When Can Mentoring Occur?

Some opportunities for mentoring include:

At training. A mentor can be invited to observe some of the coach's sessions, or they may even take a part of a session to give the coach an opportunity to see them in action.

At competitions. A mentor can be invited to observe at competitions; however, the mentor needs to consider the effect that any mentoring will have on the performance of the athletes. Perhaps scheduling some time with a mentor after competition to review the coach's performance is the best compromise.

Video analysis. It may be difficult to have a mentor attend a practice session or competition, particularly in rural areas. A good alternative is to video the coach in action and send it to the mentor for comment. It is also important to provide the mentor with some background and the goals and plan for the session, as they will not be aware of the context in which the video is taken. The video process should ideally be a catalyst for discussion of the coach's performance, not become the focus of the exercise itself.

Analysis of a video of an athlete performing. This can be a good way to obtain some mentoring on the technical aspects of the sport, but it can also be an opportunity to discuss communication skills. Mentors can encourage coaches to role-play how they might talk to the athlete about their performance or change their technique.

Planning of sessions/seasons. Having a mentor comment on plans can help to identify any shortcomings and enable coaches to build better plans for the future.

Interacting with sports scientists and support staff. Developing coaches often have little opportunity to work with sports scientists. Learning from a mentor how to best use these personnel can be a valuable experience.

Appendix 1.2: Mentoring Agreement Template



Coaching Mentor Agreement Template

Date of Initial Meeting:		
Name	Mentee:	Mentor:
What is the purpose of creating this mentoring relationship?		
Why do you want to be involved in this relationship?		
Are there specific skills or knowledge you are hoping to build by being involved in this relationship?		
How long do you expect the mentoring relationship to last?		
What will be the time limit on your meetings and how frequent will these be?		
Where is a suitable place to meet? Please consider the confidentiality of your discussions.		
Are there any identified "off limits" topics for this relationship?		
Schedule of Meetings:		
Signature of Mentee:	Signature of Mentor:	

Appendix 2: Assessment Task Description Template

<p>Purpose and description</p>	<p>e.g. Demonstrate ability to plan, prepare for, deliver, and evaluate an orienteering technical training activity for a group of beginner level participants.</p>
<p>Competencies assessed</p>	<p>One assessment task can assess multiple competency statements.</p>
<p>Performance standards considered</p>	<p>The performance standards which can be considered during the assessment task to determine if competency has been reached.</p>
<p>Method of assessment</p>	<p>e.g. observation of performance in a real or simulated coaching environment, interview, discussion, online assessment task, written/word processed report or task</p>
<p>Conditions of assessment</p>	<p>e.g. equipment or resources allowed/required, timeframes of assessment, attempts allowed</p>
<p>Flexible delivery guidelines</p>	<p>Any specific guidelines on flexible completion of assessment tasks (at the discretion of the course coordinator)</p>

Appendix 3: Assessment Marking Template

Assessment:

Name of candidate:

Organisation/club:

Phone number:

Assessor(s) name:

Performance Standards	Demonstrated	Not demonstrated	Not applicable	Comment

Result:

Competency Statements	Competent	Not yet competent	Comments

Action:

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

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

Appendix 4: 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.

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 5: RPL Assessor Report

Applicant's name:

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

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

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

Appendix 6: Coach Re-accreditation Points Table

Minimum coaching practice points required (over five years).	Instructor	Learn and Play	Competition	Performance
	25	100	100	100
A. Coaching (at least 50% of points)				
1. Provide coaching to individual or group at orienteering session (per hour or part thereof)	1.0	1.0	1.0	1.0
2. Coach individual for one season		10.0	10.0	10.0
3. Coordinate squad for one year (club, state, national)		15.0	15.0	15.0
4. Coach at orienteering training camp (per day)		5.0	5.0	5.0
5. Team leader/coach for travelling team (domestic/international competition)			15.0/25.0	15.0/25.0
B. Other Related Activities (up to 50% of points)				
6. Attend orienteering development activity (per hour)	1.0	1.0	1.0	1.0
7. Coordinate Orienteering Accreditation Program				
i. Instructor	5.0	5.0	5.0	5.0
ii. Learn and Play		10.0		
iii. Competition			20.0	
iv. Performance				25.0
8. Present or assess orienteering coach accreditation (per hour)	1.0	1.0	1.0	1.0
9. Present an education/development session (per hour)	1.0	1.0	1.0	1.0
10. Mentor a coaching candidate	2.0	10.0	10.0	10.0
11. Member of coaching committee (per year)	5.0	5.0	5.0	5.0
12. Publish coaching article/news story	2.0	2.0	2.0	2.0
Other activities with (prior) approval of the National Manager of Coaching Development (including informal Learning)	To be negotiated			

Appendix 7: Participant Evaluation Questionnaire

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

1. To what extent did this course meet your expectations?

Not at All 1 2 3 4 5 Completely

2. Was the balance between practical and theoretical material adequate?

Not at All 1 2 3 4 5 Completely

3. Were the sessions well organised?

Not at All 1 2 3 4 5 Completely

What improvements are needed?

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

5. Was the course too long? Yes / No

6. Was the delivery method suitable for the needs of the course?

Not at All 1 2 3 4 5 Completely

7. Comment on the general abilities of the lecturers/presenters by circling the appropriate number:

	Poor	Fair	Average	Good	Excellent
Knowledge of subject	1	2	3	4	5
Teaching skills	1	2	3	4	5
Planning/preparation	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Time for questions	1	2	3	4	5

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

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

Not at All 1 2 3 4 5 Completely

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

Not at All 1 2 3 4 5 Completely

11. Was the training program useful and relevant to your intended level of practice?

Not at All 1 2 3 4 5 Completely

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

Not at All 1 2 3 4 5 Completely

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

14. Were any modules inappropriate/irrelevant and why?

15. General Comments

If you would consent to being contacted about your responses, please leave your:

Name:

Contact:

Appendix 8: Personnel Evaluation Questionnaire

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

1. Were you a presenter, assessor, mentor, or course coordinator?

2. To what extent did your involvement with this course meet your expectations?

Not at All 1 2 3 4 5 Completely

3. Was the balance of the theory/practical material adequate?

Not at All 1 2 3 4 5 Completely

4. Were you able to complete your role to your satisfaction?

Not at All 1 2 3 4 5 Completely

What improvements would you make?

5. Comment on the program format (e.g. sections to eliminate, time allocation, timetabling)

6. Was the time provided to complete your role adequate? Yes / No

If not, please comment:

7. Was the delivery method suitable for the needs of the course?

Not at All 1 2 3 4 5 Completely

Any suggestions?

8. Are there any topics that you think need to be added, removed, or updated?

9. Were the pre-course reading/tasks helpful (Leave blank if not applicable)

Not at All 1 2 3 4 5 Completely

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

11. General Comments

If you would consent to being contacted about your responses, please leave your:

Name:

Contact: