



SHOOTING AUSTRALIA

COACHING COURSE FRAMEWORK:

Club & Competition

Revised 2021



Version 3 2021

Version	Author	Purpose	Approved by	Date
1	AISL Coaching Committee	New Course	N. Sullivan	18 Sep 2009
2	AISL Coaching Committee	Revised Course	D. Marangon	30 May 2013
3	SA Coaching Reference Group	Revised/Updated Framework and combined Course Syllabus	L.van Kempen	July 2021
4	SA Coaching Reference Group	Endorsed	SACRG / NSO	Dec 2021

Terminology used in this document

The following acronyms are used in this document:

Shooting Australia	SA
Sport Australia	SportAUS
Sport Integrity Australia	SIA
National Sporting Organisation	NSO
Chief Executive Officer	CEO
Recognition of Prior Learning / Recognition of Current Competencies	RPL/RCC
Australian Clay Target Association	ACTA
Pistol Australia	PA
Target Rifle Australia	TRA
National Rifle Association of Australia	NRAA

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Section 1: General Information

1.1 Course Provider

Shooting Australia

Contact: CEO

Address: 28 Greenhill Rd, Wayville SA 5034

Email: office@shootingaustralia.org

Website: www.shootingaustralia.org

Authorisation of Shooting Australia

.....
SA President

.....
SA CEO

1.2 Objects of the organisation

The objects of Shooting Australia include:

- The co-ordination, development and promotion of pistol, rifle and shotgun shooting within Australia and its States and Territories.
- To promote and conduct International, National, Interstate and other target shooting competitions in Australia.
- To encourage proficiency in target shooting.
- To educate all people, particularly the young, in safe handling and responsible use of firearms.
- To provide advice, information, recommendations and representations to the Ministers of State, any Government or Statutory Bodies, Authorities or Boards bearing on or affecting target shooting activities generally throughout Australia and its States and Territories

1.3 The Coaching objectives of Shooting Australia include:

- Facilitate and support implementation of practices that will enhance accessibility to coach education and development
- Partner with disciplines to provide quality coach education programs
- Provide a quality assurance framework through annual review of coach education materials and processes
- Endorse accreditation of coaches where all requirements have been met and provide appropriate recognition of endorsement
- Maintain accurate records of all accredited coaches
- Facilitate opportunities to share best practice between the disciplines
- Facilitate the delivery of Coach Development Workshops in collaboration with Member Organisations

1.4 Copyright information

Copyright exists and is held by Shooting Australia on all accreditation level (Club Coach and Competition Coach) syllabus documents, and its supporting documentation, unless otherwise stated. Member Associations of Shooting Australia may choose to compile participant manuals to support the object of the relevant syllabus

1.5 Provider arrangements

Only Member Associations of Shooting Australia are endorsed to deliver these courses on behalf of, and in consultation with the Shooting Australia Coaching Reference Group. Organisations that are not members of Shooting Australia can apply for endorsement to deliver the course for a fee that will be determined by Shooting Australia

Section 2: Training Program Framework

2.1 Pathway

Becoming a Shooting Australia / NSO endorsed Coach is the first step to developing the skills and confidence required to assist athletes to be their best. All of the courses are engaging and educational and are designed to give a practical understanding of coaching shooting at all levels of the sport. Coaching is recognised in the Framework as one of the most important drivers in supporting the development of athletes throughout the Pathway, from entry level participation through to elite international representation

The Coaching Framework includes the following courses and levels of coach accreditation

- Discipline Club Instructor (currently Small Bore Rifle, Pistol only)
- SA Club Coach
- SA Competition Coach

The SA Club Coach and Competition Coach levels are conducted by, and all accredited through the members of Shooting Australia. Details pertaining to these courses are outlined in this document

Shooting Australia Endorsed Coaching Courses:

Discipline Club Instructor

Ideally members in all the clubs of Australia would be trained as Club Instructors - this is a locally conducted practical workshop to provide the basics of being able to assist a visitor or new member to the club, with the catchphrase "get them safe, get them shooting!"

SA Endorsed Club & Competition Coach

Shooting Australia Endorsed Coaching courses will detail the education and the accreditation pathway that an aspiring coach needs to undertake to reach the required level to coach shooting in Australia. The courses will provide direction, knowledge, and skills to teach people how to improve their shooting. The SA Endorsed Club and Competition Coach course is a two day workshop of theory and practical modules. (An online learning component to be developed within both courses will be provided)

2.2 Recommended Payment of training program fees

Club course fee = \$50.00 incl GST

Competition course fee = \$60.00 incl GST

(To be payable to the Member Organisation before commencing the course)

Course fees shall include any registration fee, compulsory text, and facility hire fees as appropriate to the venue

Training program providers must safeguard fees paid by trainees. Providers must follow the SA refund policy, which is as follows:

Notification of withdrawal from course up to 14 days prior	Full refund
Notification of withdrawal from course 1-14 days prior	50% refund
Notification of withdrawal from course less than 1 day prior	No refund

2.3 Coaching Course Educator/Presenter and Mentor Requirements

Qualified Coaching Course Educators/Presenters will lead the delivery of the Club and/or Competition coaching courses

While it is acknowledged that presenters and mentors may be from varying backgrounds, the skills and knowledge of experienced accredited coaches and other experienced people in the sport should be utilised in an assisting capacity -:

To deliver an Instructor, Club or Competition Coach education course, an Educator/Presenter would need to show evidence of achievement – **one confirmed qualification from each set.**

SET 1	SET 2
Current Competition Coach Accreditation or higher, depending on the course level being delivered	Teacher's Certificate / Education Degree
ISSF Coach Accreditation C, B, or A	Successful completion of recognised Presenter/Assessor Training
NOTE: Experienced Club coaches with a confirmed qualification from Set 2, may apply to their SSO to be endorsed to conduct Club Instructor courses	Certificate IV in Training/Assessment
	Diploma of Sport or equivalent
	Recognition of competency and experience via successful written application to the NSO
All Educators to be endorsed by their State AND confirmed by the National body before being recommended to Shooting Australia.	

To gain experience, all newer Educator/Presenters are encouraged to work in a team situation with more experienced Educator/Presenters, in the conduct of courses.

All SA Coaching Course Educators should continually improve their professional and teaching skills. Shooting Australia to provide the tools and promote opportunities to attend workshops/seminars to continually improve presenting/assessing skills

2.4 Process for Accreditation of all SA Coaches

1. Coaching Course Educators approved by NSO/SA to conduct courses from endorsed SA course documentation

2. All course participants seeking accreditation need to complete the necessary SA forms, including
 - Coaches Code of Conduct Agreement (Form 1)
 - Member Protection Declaration (Form 2)
 - Coaching Course Application for Accreditation Form (Form 3)
 - Coaching Course Session Evaluation Form (Form 4)
3. All participants are assessed and then advised of the outcome of being deemed competent or not yet competent by an endorsed NSO/SA Coaching Course Educator
4. At the conclusion of assessment, Coaching Course Educator should forward a report with all completed forms and collated data of successful and unsuccessful participants to the relevant officer of the SA Member Organisation, who will send it on to Shooting Australia
5. SA will keep a national database of all NSO/SA Endorsed Accredited Coaches
6. Formal advice of successful completion of the Club and Competition courses will be issued by the relevant officer of the SA Member Organisation to the coach
7. Coaches are required to update their accreditation every four years. Coaches wishing to reaccredit must send their completed “Reaccreditation Assessment Form” to the relevant officer of the SA Member Organisation who will verify the updating requirements have been met and advise Shooting Australia

2.5 Recognition of Prior Learning

Shooting Australia offers the opportunity for coaches to provide evidence of their current level of prior learning for SA’s consideration to align the coaches to the appropriate level of the SA Coaching Accreditation System. RPL is the assessment process that measures and evaluates the coach’s formal and/or informal learning experiences. Recognition of Prior Learning (RPL) is a process whereby someone who thinks they already have sufficient theoretical and practical skills in all, or part of a course, accreditation or competency can apply for recognition of this and gain “credits” towards completing a course, accreditation or proving competency

Coaches are encouraged to attend one of endorsed SA Coaching courses however, it is possible to have some prior learning recognised in order to bypass certain elements of SA coaching courses

RPL applicants must provide detailed written evidence and proof of achievement relevant to the Coach Course learning outcomes from SA. No honorary or retrospective accreditation will automatically be granted. If a person considers that they have already acquired the competencies of the specific training program, they may apply to have these skills recognised. The RPL Assessment is carried out when the applicant provides evidence of the relevant competencies, completes the RPL application form and forwards this with any fees

RPL Assessment Fee

In order to have an RPL application assessed, the applicant must pay a non-refundable assessment fee of \$50.00 (incl GST).

How can prior learning be recognised?

There are many ways that evidence of competence can be demonstrated. RPL can only be granted on current evidence, that is, work that has been completed within the last four years. Some examples of evidence that can be provided to demonstrate competencies include:

- Copies of certificates, qualifications achieved from other courses
- Statements outlining courses and/or study that have been undertaken and the learning outcomes/competencies achieved from these
- Resume of experience
- Reports from people within the sport
- Relevant work samples eg. training programs, videos of coaching practice
- Evidence of home/self directed study which may include a list of recent readings, synopsis of seminars attended, and/or reports of personal research/analysis undertaken.

An **RPL SACRG Assessment Panel** will assess the application. The panel should comprise people who are experienced in the areas of:

- Coach Education
- Assessment
- It is also desirable that they are accredited at a higher level than the RPL Applicant

RPL procedure Coaches across Shooting Disciplines

Coaches that have completed an accreditation within a given discipline of shooting may seek to be also accredited in another discipline of shooting

For this to occur, the candidate should;

- 1 Show that their accreditation is current;
- 2 Be assessed (by the assessor in the new discipline) to be competent in the new discipline by completing Assessment Task 1 in the context of the new discipline

Assessment Task 1: Participants will be assessed, via observation, in a practical coaching situation or simulated situation (within the discipline that they will be accredited) against the performance criteria

The following sequential process has been established as the procedure to be followed when a person wishes to obtain credit of prior learning or current competencies through RPL

Step 1 – complete the application form and send it to the Coaching Course Educator

Applicants will need to gather all relevant supporting documentation and complete the RPL application form. Forward this with supporting documentation, to Shooting Australia staff member representing SA Coaching Reference Group

Step 2 – assessment

The application will be reviewed by an RPL assessment panel. The panel will compare the evidence provided by the applicant with the competencies required for the training program. A judgement will be made about whether the applicant wholly or partially meets the requirements. The panel should 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 four years?).

The RPL assessment panel will complete and return the assessors' reports with recommendations for the applicant.

Step 3 – notification

SA will contact all applicants and verify the evidence provided (e.g. checking with SACRG). All applicants will receive the RPL outcome via email

In the event of partial completion of the competencies, the **RPL Assessment Panel** will outline which competencies still need to be achieved, and preferably what evidence is still required

Options include:

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

Successful applicants for RPL will receive the appropriate certification / accreditation

Step 4 – appeal

The applicant has the right to appeal the RPL assessment panel's decision, if they believe the decision is unfair, unjust or if the panel has misinterpreted the evidence. In the case of an appeal, a new assessment panel will be established

2.6 Reaccreditation Policy

Coaching accreditation is valid for four years, and all coaches will need to indicate their intention to maintain that accreditation by completing the process outlined below. To maintain a consistent approach to coaching and ensure that coaches maintain a minimum standard in their coaching skills, it is necessary for all coaches to reaccredit every four years

Process for Reaccrediting (provide evidence)

1. Coaching Assessment - Using the Shooting Australia Coach Re-Accreditation Assessment form, the coaching skills are observed and assessed by an approved SA Coaching Presenter/Assessor (A list of the endorsed SA Coach Assessors who can conduct assessments is available from the State or National Coaching Director)
2. Have participated in one SSO or NSO coach development workshop annually
3. Financial Member – coaches must be a financial member of their Association
4. Hold a current Working with Children Check or its equivalent (relative to your State or Territory legislation)
5. Agree and signed the SA Coaches Code of Conduct Agreement (Form 1)
6. Highly recommended – Complete the online modules Play by the Rules – Complaint Handling / Harassment and Discrimination training / Inclusive Coaching / Child Protection and Safeguarding (Four online training modules)
(https://elearning.sportintegrity.gov.au/blocks/androgogic_catalogue/index.php?c1=Courses)
7. Highly recommended – complete online basic First Aid modules
<https://www.firstaidforfree.com/>

Coaches whose accreditation lapsed more than 2 years ago, or whose name doesn't appear on the national database, will be required to attend an upcoming club / competition course

Additional Reaccreditation for Competition Coaches only

1. Current Sport Integrity Australia anti-doping certificate update
(<https://elearning.sportintegrity.gov.au/login/index.php>)

Assessors to send the completed Assessment forms to the National Coaching Director (or the appropriate person in the Member Organisation). Once endorsed by the NSO, the names and details will then be forwarded to the SA office, where it will be updated on the Coaching Database

2.7 Reference Materials

Information	
SA	https://shootingaustralia.org/
ISSF	http://www.issf-sports.org/
WSPS	www.paralympic.org/shooting
Play by the rules	http://www.playbytherules.net.au
Sport Integrity Australia	Pure performance in sport/Doping control guide https://www.sportintegrity.gov.au/
First Aid Pro (National Courses)	HLTAID003 - Provide first aid https://www.firstaidpro.com.au/

Ref	Member Specific	
R1	ACTA – Coaching	https://www.claytarget.com.au/ https://www.claytarget.com.au/coachs-documents.html
R3	NRAA - Coaching	https://nraa.com.au/ https://nraa.com.au/officiating-coaching/
R4	PA - Coaching	https://pistol.org.au/ https://pistol.org.au/ncc/
R5	SCA - Coaching	https://sportingclaysaustralia.com.au/ https://sportingclaysaustralia.com.au/about-us/coaching/
R6	TRA – Coaching Corner	https://tra.org.au/ https://tra.org.au/participation/coaching-corner/ https://tra.org.au/tra-coach-education/
R7	Members	Discipline specific rule books
R8	Members	Discipline specific training manuals
R9	Members	Members Range Standing Orders

2.8 Professional and Ethical Standards

Training program providers will maintain high professional standards in the marketing and delivery of education and training services, which protect the interests and welfare of the participant

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

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

Training program providers should ensure that selection decisions for entry into training programs comply with equal opportunity legislation. These decisions should be made by appropriately qualified staff and be based on the applicants' qualifications and likelihood of achieving the stated competency standards

2.9 Member Protection and Code of Conduct

SA has a “Member Protection Policy”, which contains details in relation to harassment, discrimination, complaints and child safe environments. The full policy, complete with forms (including complaint forms) is available on the SA website under “policies”.

Coaches are required to complete a Member Protection Declaration (see Form 2) and provide this completed to your Course Educator/Facilitator before the completion of the coaching course

The Member Protection Policy includes a General Code of Conduct and a specific Code of Conduct for Coaches (Form 1). Coaches who are seeking accreditation must sign the SA Coaches Code of Conduct Agreement Form

2.10 Quality Control

The Coaching Course Educator must provide a report within one month of the completion of the coaching course to SA and the National Coaching Director (or the appropriate person in the Member Organisation) of the running of the course outlining attendees contact details and a summary of how the course has been run. All participants are to be notified in writing of the results of the coaching course attended by the National Coaching Director (or the appropriate person in the Member Organisation). This list is also to be provided to SA

Any individual’s personal details will only be disclosed by necessity and in accordance with the primary purpose for which the information was collected

A Coaching Course Evaluation form is to be completed by participants at the completion of the course (Form 4). Data on numbers of participants completing the coaching course, and the comments on the course content and delivery will be monitored and reviewed by the SA Coaches Reference Group on a regular basis, with a view to improving the course

2.11 Access and Equity

The courses have no entry restrictions other than those specified under “Enrolment Pre-requisites” (refer to section 3.1 SA Club Coach and 3.5 SA Competition Coach) in each of the course descriptions. The courses shall be flexible with regards to catering to the participant coach’s needs in terms of delivery and assessment SA acknowledges the important role the Coach plays in assisting athletes to develop their knowledge and skills in shooting

That role includes:

- being inclusive and balanced in their approach; and
- treating athletes with integrity, respect and empathy

Being inclusive and balanced in their approach refers to coaches ensuring that athletes are included in all activities regardless of their gender, race, religion, ability and age

Coaches acting with integrity and treating participants with respect and empathy refers to ensuring that athletes are treated as the Coach would like to be treated

2.12 Complaints Handling Procedure

In the case of a 'not yet competent' or "unfulfilled" assessment being given, the applicant has the right to appeal the assessment decision, if they believe the decision is unfair, unjust or if the Coaching Course Educator has misinterpreted the information presented to them

All appeals shall be directed to Shooting Australia Coaching Reference Group via Shooting Australia. In the case of an appeal, an assessment panel will be established by Shooting Australia. The assessment panel will review all material available, and if required, convene a meeting with the applicant, and make a decision. The review assessment panel will notify the applicant of the decision within two months of receiving the appeal. The decision of the review assessment panel will be final

2.13 Coaching Course Evaluation and Review

SA Coaches Reference Group, Member Organisations Coaching Directors will be able to provide feedback or recommendations to Shooting Australia on the delivery of the coaching course / coaching course content

Responsibility for the design and review of the Shooting Australia Coach course remains with Shooting Australia. A review undertaken every four years

SECTION 3 – COACH COURSE PROGRAMS

3.1 SA CLUB COACH

The SA Club Coach Program is an accredited training program with Shooting Australia. To become a SA/NSO endorsed Club Coach, participants need to complete the SA Club Coach program and be assessed against the identified competencies using the assessment tasks identified, but within the discipline specific environment

Duration of the Club Coach Program

Expected duration for the SA Club Coach program is 8 - 9 hours plus a practical component. Variations may occur in the sports specific sections of the program

Course Target Group

Coaches who are working at the beginner entry level in Members Clubs. They must be registered financial members of Members of SA and have been endorsed by their Club to attend this program

Enrolment pre-requisites

Participants are not required to have completed any other courses as a pre-requisite for this training program, although if the Member Association has an Instructor Course, this would be a useful introduction to coaching to be completed prior. Participants must have a minimum of 12 months (or at the disciplines determination) practical experience in the handling of the relevant firearm/s

Timing of Coaching Practice

It is expected that a Club Coach will undertake a minimum of 6 hours documented coaching practice during which time the Coach will need to meet the practical assessment requirements to be accredited as a Club Coach

Should the coach consider that he/she has already completed a minimum 6 hours of coaching practice he/she will need to confer with the course co-ordinator to ensure that the candidate meets the assessment requirements to be accredited as a Club Coach within that discipline

Supervision of the Coaching practice

An assigned Competition Coach or an experienced Club Coach with Presenter/Assessor training should supervise the practical coaching experience for the coach undertaking accreditation. Supervision will involve at least 6 hours contact with the coach, either:

- Observing them and discussing their coaching performance
- Co-coaching with them
- Setting tasks for the coach to undertake at their own sessions and report back on
- Assisting the coach to analyse a video tape of their coaching

Assigned Mentors should meet with their coach during the coaching practice segment to discuss progress and provide general support. The coach and Mentor should formulate a satisfactory arrangement to enable them to fulfil the coaching practice requirements

Assessment for the Club Coach level

Assessment will consist of completion of the following:

1. Participants will be assessed via observation, in a practical coaching situation or simulated situation (within the discipline that they will be accredited) against the performance criteria. Assessment #1
2. Written / oral workbook tasks are to be undertaken during the program as directed by the Course Educator/Presenter. Assessment #2.
3. A Rules/Safety Quiz may be undertaken during the program.

Coaches who are assessed as 'not yet competent' on any of the above assessment tasks will have the opportunity to re-submit at a time to be negotiated with the course educator

3.2 CLUB COACH COMPETENCY STATEMENTS

Competency	Performance Measure
<p>SAFETY</p> <p>Teach athletes to shoot in a safe manner</p>	<ul style="list-style-type: none"> • Demonstrate safe firearms practices • Demonstrate correct range procedures and commands • Instruct athletes on firearm safety • Assess and manage risks of coaching • Act in accordance with the Coach Code of Conduct.
<p>COMMUNICATION</p> <p>Demonstrate effective communication skills</p>	<ul style="list-style-type: none"> • Demonstrate effective communication, listening and questioning skills. • Demonstrate inclusive strategies (gender, disability, age, skill level) • Demonstrate communication skills that involve parents, officials, and sports administrators. • Introduce athletes to the Athlete Pathway and provide appropriate support information.
<p>PLANNING</p> <p>Prepare and deliver coaching sessions for club athletes using a variety of presentation methods</p>	<ul style="list-style-type: none"> • Prepare and deliver a training session to teach or confirm skills for athletes at the club level, demonstrating a variety of skills including <ul style="list-style-type: none"> • Interactive approach • Effective demonstration • Effective questioning • Include physical conditioning activities, stretching and physical preparation, in a training session (warm up and cool down), for a club level athlete. • Cater for the social and physical development of the athlete.
<p>SKILL DEVELOPMENT</p> <p>Teach basic technical shooting skills</p>	<ul style="list-style-type: none"> • Teach correct and current technical shooting skills and techniques. • Teach correct and current technical shooting skills and techniques. • Provide activities that are fun, inclusive and engaging for athletes.
<p>ASSESSING ATHLETES</p>	<ul style="list-style-type: none"> • Demonstrate an assessment of equipment for athletes including equipment that requires potential modification.

Undertake an assessment of a club level athlete and provide feedback	<ul style="list-style-type: none">• Demonstrate athlete performance assessment and the use of appropriate feedback to athletes.• Identify correct fundamental elements of shooting technique and be able to recommend improvements to aid development.
REVIEW Undertake a review of coaching sessions and modify future sessions based on feedback	<ul style="list-style-type: none">• Receive, discuss and respond to feedback on coaching performance from athletes and mentor coaches.• Verbally explain how to modify a session based on feedback from an athlete or mentor coach.

SA Club Coach Workbook

NOTE: CLUB COACH WORKBOOK IS AVAILABLE AS A SEPARATE DOCUMENT.

3.3 Club Coach Program

Module 1 The Coach	Content	Delivery	Notional Duration	Assessment Criteria	Assessment Methods
Unit 1 Role of the Coach <ul style="list-style-type: none"> ▪ Outline the role of the coach 	<ul style="list-style-type: none"> ▪ Duty of Care <ul style="list-style-type: none"> ○ Providing a safe environment ○ Assessing risks ○ Minimising the risk of injury ▪ Working with others ▪ Coach’s Code of behaviour ▪ Inclusive coaching <ul style="list-style-type: none"> ○ Gender ○ Age ○ Athlete with a Disability ○ Skill level ▪ Legislation that may impact on the coach ▪ Coaching styles <ul style="list-style-type: none"> ○ Dominating ○ Casual & Easy going ○ Balanced & effective 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Ethical Scenarios <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> ▪ Completion of ‘Play by the Rules’ online training course 	45 minutes	<ul style="list-style-type: none"> ▪ Outline/discuss the role of the coach 	Worksheet Directed group discussion

Module 1 The Coach	Content	Delivery	Notional Duration	Assessment Criteria	Assessment Methods
Unit 2 Communication <ul style="list-style-type: none"> ▪ Communicate effectively 	<ul style="list-style-type: none"> ▪ Communication Types <ul style="list-style-type: none"> ○ Verbal ○ Non verbal ▪ Listening & Questioning 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Discussion ○ Presentation ○ Example scenarios ○ Group work 	45 minutes	<ul style="list-style-type: none"> ▪ Communicate effectively with others: <ul style="list-style-type: none"> ○ Athletes ○ Other Coaches ○ Club personnel ○ Parents/guests ▪ Utilising listening and questioning skills within the coaching environment 	Observation Workbook Tasks
Unit 3 Firearms & Safety <ul style="list-style-type: none"> • Apply safe practices in the coaching of athletes 	<ul style="list-style-type: none"> ▪ Firearm safety <ul style="list-style-type: none"> ○ State firearm safety regulations ○ Club requirements ○ Club Standing Orders ○ Safety code ○ Procedures and range commands ▪ Etiquette of shooting Range <ul style="list-style-type: none"> ○ Competition ▪ Basic competition rules ▪ Emergency action plans 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Demonstration ○ Practical work ○ Group work ○ Discussion 	1 hour	<ul style="list-style-type: none"> ▪ Demonstrate safe firearms practices ▪ Demonstrate correct range procedures and commands 	Observation Discussion Workbook Tasks Rules and Firearms Safety Quiz

Module 2 Prepare to Coach	Content	Delivery	Notional Duration	Assessment Criteria	Assessment Methods
Unit 1 Planning <ul style="list-style-type: none"> • Planning for coaching sessions 	<ul style="list-style-type: none"> ▪ Positive environment for athletes ▪ Cater for individual differences & requirements/ needs <ul style="list-style-type: none"> ○ Personalities ○ Skill level ○ Gender ○ Age ○ Athlete with a Disability ○ Safety ▪ Coaching session outline <ul style="list-style-type: none"> ○ Selecting training activities ▪ Resources for session <ul style="list-style-type: none"> ○ Equipment ○ Ammunition 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Discussion ○ Presentation ○ Example scenarios ○ Group work ○ Group discussion ○ Case studies– working through sample training session outlines 	45 minutes	<ul style="list-style-type: none"> ▪ Prepare single training session for nominated athletes at a club level (ie age, gender and/or skill level) 	Observation Discussion Role Play Workbook Tasks
Unit 2 Utilising Resources <ul style="list-style-type: none"> ▪ Maximise use of resources specifically related to the coaching of shooting. 	<ul style="list-style-type: none"> ▪ Developing coaching skills & sourcing information on coaching shooting ▪ Support & assistance <ul style="list-style-type: none"> ○ Who & where ○ Internet access ○ Discipline publications 	<ul style="list-style-type: none"> ▪ On line (referred to various websites) ▪ Face to face 	30 minutes	<ul style="list-style-type: none"> ▪ Arrange resources for coaching/training sessions with athletes 	Discussion Role Play Workbook Tasks

Module 3 The Coach in Action	Content	Delivery	Nominal Duration	Assessment Criteria	Assessment Methods
Unit 1 Coaching athletes <ul style="list-style-type: none"> ▪ Conduct inclusive structured coaching sessions to club athletes using a variety of presentation methods 	<ul style="list-style-type: none"> ▪ Stages of learning <ul style="list-style-type: none"> ○ Breaking techniques and skills into parts ○ Allowing adequate time for practice ○ Automatic skill development ▪ Styles of learning <ul style="list-style-type: none"> ○ Visual ○ Aural ○ Kinaesthetic ▪ Stages of development of the athlete ▪ Coaching practices to reduce risk ▪ Presentation methods <ul style="list-style-type: none"> ○ Interactive ○ Demonstration ○ Use of questions ○ Use feedback from athlete/s ▪ Breaking down techniques and skills into parts ▪ Allowing adequate time for practice ▪ Progressing the activity 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Demonstration ○ Case studies ○ Discussion 	1.5 hours	<ul style="list-style-type: none"> ▪ Provide a safe and positive learning environment for a range of athletes (eg person with a disability) ▪ Conduct coaching/training sessions to teach basic skills for athletes at a club level using a variety of presentation methods including: <ul style="list-style-type: none"> ○ Interactive ○ Demonstration ○ Use of questioning ▪ Demonstrate effective communication strategies ▪ Deliver the prepared single training session for nominated athletes at a club level (ie age, gender and/or skill level) ▪ Demonstrate use of coaching sessions <ul style="list-style-type: none"> ○ DVD/ Videos ○ Handouts 	Discussion Role Play Workbook Tasks

Module 3 The Coach in Action	Content	Delivery	Nominal Duration	Assessment Criteria	Assessment Methods
Unit 2 Shooting Technique <ul style="list-style-type: none"> ▪ Teach correct basic technical shooting skills & techniques 	<ul style="list-style-type: none"> ▪ Position / stance ▪ Positions/alterations for athletes with a disability ▪ Holding the firearm ▪ Eyesight and sighting ▪ Trigger and follow-through ▪ Changes available within the firearm ▪ Relevant clothing requirements 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Demonstration ○ Case studies ○ Discussion ○ Practical work ○ Group work 	1.5 hours	<ul style="list-style-type: none"> ▪ Teach correct basic technical skills & techniques ▪ Assess suitability of equipment for athletes ▪ Facilitate effective feedback to athletes 	Discussion Role Play Workbook Tasks
Unit 3 Developing the Physical Athlete <ul style="list-style-type: none"> ▪ A range of basic physical activities to assist with development. 	<ul style="list-style-type: none"> ▪ Competition pathways ▪ The use of physical activity and stretching to enhance shooting performance 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Demonstration ○ Case studies ○ Discussion ○ Practical work ○ Group work 	30 minutes	<ul style="list-style-type: none"> • Demonstrate the use of basic physical conditioning activities, stretching and physical preparation, in a training session (in the warming up, main and cool down parts of the training session). 	Discussion Role Play Workbook Tasks
Unit 4 Assessing athletes <ul style="list-style-type: none"> ▪ Undertake a basic assessment of a club level athlete ▪ Provide feedback to athletes and recommend actions to take for improvement 	<ul style="list-style-type: none"> ▪ Assessment <ul style="list-style-type: none"> ○ Rules & Principles ▪ Basic shooting technique <ul style="list-style-type: none"> ○ Position/stance ○ Athletes with a disability ○ Shooting the firearm ○ Safe practices handling ○ Areas to improve ▪ Equipment suitability <ul style="list-style-type: none"> ○ Fit / Set up / Accuracy 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Demonstration ○ Case studies ○ Discussion ○ Practical work ○ Group work 	1 hour	<ul style="list-style-type: none"> ▪ Outline key elements of assessment ▪ Assess suitability of equipment for athletes ▪ Identify correct fundamental elements of shooting technique and be able to recommend 	Discussion Role Play Workbook Tasks

	<ul style="list-style-type: none"> ○ Equipment needs for athletes with a disability <p>Athletes with a disability</p> <ul style="list-style-type: none"> ○ Consider the rules, and the variations in position and equipment. <ul style="list-style-type: none"> ▪ Performance <ul style="list-style-type: none"> ○ Consistency ○ Preparation 			<p>improvements to aid development</p> <ul style="list-style-type: none"> ▪ Assess performance of athletes ▪ Facilitate feedback to athletes 	
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Module 4 Review coaching sessions	Content	Delivery		Assessment Criteria	Assessment Methods
<ul style="list-style-type: none"> ▪ Review / evaluation of coaching sessions ▪ Modify future sessions 	<ul style="list-style-type: none"> ▪ Purpose of review ▪ Review procedures How & what to review ▪ Review outcomes Future directions 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Demonstration ○ Case studies ○ Discussion ○ Practical work ○ Group work 	30 minutes	<ul style="list-style-type: none"> ▪ Receive, discuss and respond to feedback on coaching performance from athletes and others ▪ Modify coaching sessions based on feedback from athletes ▪ Modify future sessions based on feedback from athletes and others 	<p>Feedback from athletes</p> <p>Discussion</p> <p>Role Play</p> <p>Workbook Tasks</p>

3.4 SA COMPETITION COACH

The SA/NSO Competition Coach Program is an accredited training program through Shooting Australia

Duration of this training program

The duration of the SA Competition Coach training program is to be approximately 16 hours, ie a full weekend, including the first Coach Assessment plus the practical component

Course Target Group

Coaches who have completed the Club Coach course, and wish to progress along the Coaching Pathway. These active coaches are wanting to further their knowledge of coaching

Enrolment pre-requisites

Participants need to be a SA/NSO endorsed Club Coach as a pre-requisite for undertaking this level of coaching accreditation and have a minimum of 12 months experience (or at the discipline's determination) as an active Club Coach. To become a SA Competition Coach, participants need to complete the modules of the SA/NSO Competition Coach program and be assessed against the performance criteria

Participants must be registered and financial members of the appropriate Member Association affiliated to SA, and be a minimum of 18 years old

There are no specific physical requirements for completion of this program; however participants should have a personal fitness level that will enable them to physically complete the practical requirements of the course

Timing of Coaching Practice

It is expected that a Competition coach will undertake a minimum of 15 hours documented coaching practice during which time the Coach will need to meet the practical assessment requirements to be accredited as a Competition coach

It is acknowledged that applicants may have possibly worked already in coaching situations under the guidance of a trained coach

Should the coach consider that he/she has already completed a minimum 15 hours of coaching practice he/she will need to confer with the course co-ordinator to ensure that the candidate meets the assessment requirements to be accredited as a Competition coach

Supervision of the Coaching practice

The course coordinator will organise a practical coaching session as an extension to the delivery of the Competition Coach training course. The practical coaching session will allow the candidates to be assessed by a qualified Assessor delivering the concepts learned in the course to athletes at the appropriate level

The Coaching Course Educator or Assessor may monitor the practical coaching session and the progress of the candidates which will include:

- Observing them and discussing their coaching performance
- Co-coaching with them
- Setting tasks for the coach to undertake at their own sessions and report back on
- Assisting the coach to analyse a video tape of their coaching (if required)

Candidates will be assessed as competent when they meet the requirements outlined in the Assessment Task 1 – Competition Coach Assessment – Observation. Where a candidate is assessed as not yet competent, the Coaching Course Educator will assist the candidate to engage a mentor or supervisor to assist with their development. The Coaching Course Educator candidate and mentor should formulate a satisfactory arrangement to enable them to fulfil the coaching practice requirements.

Assessment

Assessment will consist of completion of the following:

1. Participants will be assessed (observed) in a practical coaching situation or simulated situation against the performance criteria. Assessment #1
2. Complete the Workbook tasks as directed by the Course Educator/Presenter
3. Prepare and submit copy of a structured coaching/training program/s for State Level athletes leading into National Level competition to Coaching Course Educator. The training program should include psychological and physical preparation. Assessment#2.

Coaches who are assessed as 'not yet competent' on any of the above assessment tasks will have the opportunity to re-submit at a time to be negotiated with the course coordinator

3.5 COMPETENCY STATEMENTS AND PERFORMANCE MEASURES

Competency	Performance Measures
<p>SAFETY</p> <p>Maintain a safe environment for athletes and coaches</p>	<ul style="list-style-type: none"> • demonstrate safe firearms practices • demonstrate correct range procedures and commands • act in accordance with the Coach code of Conduct • assess and manage the risks of coaching at a State level
<p>COMMUNICATION</p> <p>Communicate effectively with a range of people at club and State level</p>	<ul style="list-style-type: none"> • provide encouragement to athletes • demonstrate effective listening and questioning skills • ensure that athletes are aware of the Athlete Pathway and provide support in navigating their way through this pathway
<p>MENTORING</p> <p>Provide mentoring opportunities, support and education to club coaches and club instructors</p>	<ul style="list-style-type: none"> • assist club level coaches with coaching / athlete related matters • participate in conducting coach education programs • assist club coaches working towards re-accreditation • seek feedback from peers regarding coaching performance
<p>PLANNING</p> <p>Devise, implement and evaluate appropriate training and competition programs for State level and Talent level athletes as noted in the SA Athlete Pathway document.</p>	<ul style="list-style-type: none"> • create an individual training plan for specific athletes that prepares them for National level competition • be able to plan for small group activities, such as a training camp / day • notify athletes of relevant competitions and dates/locations • vary the approach, to cater for individual difference - including gender, generation, development, maturation, training background, ability/disability and cultural and religious background
<p>SKILL DEVELOPMENT</p> <p>Continue development of the shooting skills and techniques for athletes moving from the Foundation levels into the Talent levels as noted in the SA Athlete Pathway document.</p>	<ul style="list-style-type: none"> • conduct shooting/training sessions to teach shooting skills and techniques at State level using a variety of presentation methods including: <ul style="list-style-type: none"> ○ interactive ○ facilitating discussion ○ case studies ○ role plays ○ demonstration

	<ul style="list-style-type: none"> ○ use of questioning ● conduct coaching sessions which assist athletes to improve their mental preparation and problem solving skills ● demonstrate the use of a range of coaching related technical resources with State level athletes, including: <ul style="list-style-type: none"> ○ video and camera ○ Scatt or other electronic trainers ○ Internet for data collection, analysis and training logs ○ heart rate monitors ○ handouts ● teach: <ul style="list-style-type: none"> ○ correct technical variations in shooting ○ positional variations in shooting ○ physical aspects of shooting ○ tactical skills associated with shooting ○ advanced ammunition testing ○ advanced testing of firearms ● provide a safe, positive and challenging learning environment for athletes
<p>ASSESSING ATHLETES</p> <p>Undertake an assessment of State and Talent level athletes as noted in the SA Athlete Pathway document, and provide effective feedback</p>	<ul style="list-style-type: none"> ● assess the readiness of all equipment for State level competition ● assess performance of State / Talent level Pathway athletes including <ul style="list-style-type: none"> ○ technical skill ○ tactical approach to competition ○ score standard ● facilitate feedback to athletes including actions to assist improvement
<p>REVIEW</p> <p>Be open to improving coach practice through a variety of means</p>	<ul style="list-style-type: none"> ● receive, discuss and respond to feedback on coaching performance from athletes, peers and mentors ● modify sessions (if required) based on feedback from athletes and others

SA COMPETITION COACH WORKBOOK

NOTE: THE COMPETITION COACH WORKBOOK IS AVAILABLE AS A SEPARATE DOCUMENT

3.6 COMPETITION COACH PROGRAM

Module 1– The Competition Coach	Content	Delivery	Assessment Criteria	Assessment Methods
Unit 1 – Role of the Coach <ul style="list-style-type: none"> ▪ To be fully conversant with the role of the coach at State and national level 	<ul style="list-style-type: none"> ▪ Establishing a positive learning and supportive environment ▪ Coaching styles ▪ Coach responsibilities to the State Level athlete ▪ Coach/athlete relationships 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Not assessed 	<ul style="list-style-type: none"> ▪ NA
Unit 2 – Communication <ul style="list-style-type: none"> ▪ To demonstrate effective communication skills with athletes and others in the shooting community 	<ul style="list-style-type: none"> ▪ Effective communication ▪ Resolution strategies ▪ Handling negotiations 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Communicate effectively with: <ul style="list-style-type: none"> ○ Athletes ○ Club Coaches ○ State administrators 	<ul style="list-style-type: none"> ▪ Observation ▪ Workbook Tasks ▪ Feedback from athletes
Unit 3 - Talent identification <ul style="list-style-type: none"> ▪ To understand the place of talent identification and development in the context of the SA Pathway document ▪ To undertake a talent identification process for State level athletes 	<ul style="list-style-type: none"> ▪ SA Athlete Pathway ▪ Talent identification ▪ Process for identifying potential elite performers ▪ Testing for talented athletes 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Undertake the process of identifying talented State level athletes 	<ul style="list-style-type: none"> ▪ Observation ▪ Workbook Tasks ▪ Feedback from State Affiliate
Unit 4 – Support Club Level Coaches <ul style="list-style-type: none"> ▪ To provide support to club level coaches 	<ul style="list-style-type: none"> ▪ Support processes ▪ Mentoring 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Demonstrate support to club level coaches 	<ul style="list-style-type: none"> ▪ Observation ▪ Workbook Tasks ▪ Feedback from Club Coaches

<p>Unit 5 - Performance improvement</p> <ul style="list-style-type: none"> ▪ To undertake activities to improve coaching performance 	<ul style="list-style-type: none"> ▪ Self- reflection <ul style="list-style-type: none"> ○ Diary / notebook ○ Video ○ Peer discussion ▪ Mentor ▪ Evaluation 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Implement strategies to assist with improving performance as a coach 	<ul style="list-style-type: none"> ▪ Observation ▪ Coaches Journal ▪ Peer Review ▪ Workbook Tasks ▪ State affiliate feedback
<p>Unit 6 - Group Management</p> <ul style="list-style-type: none"> ▪ To manage a group of athletes at State level. 	<ul style="list-style-type: none"> ▪ Planning/Coordinating <ul style="list-style-type: none"> ○ Teams and squads ○ Periodisation ○ Goal setting ○ Training ○ Tapering for peak performance ○ External resources ▪ Implementation <ul style="list-style-type: none"> ○ Time management ○ Communication to Association ○ Action Plan ▪ Evaluating (with Club) <ul style="list-style-type: none"> ○ Evaluation & documentation process ▪ Use of mentoring ▪ Drugs – Policies; Sport Integrity ▪ Selection pathways ▪ Coaching program/pathway –Discipline to High Performance Program 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios • Sport Integrity eLearning courses 	<ul style="list-style-type: none"> ▪ Demonstrate sound group management skills for a State level group of athletes 	<ul style="list-style-type: none"> ▪ Observation ▪ Coaches journal ▪ Peer Review ▪ Evidence of completion of Sport Integrity eLearning courses ▪ eLearning hub topics: <ul style="list-style-type: none"> - anti-doping - match fixing - substance of abuse - ethical decision making ▪ Workbook Tasks

Module 2 - Plan for Coaching	Content	Delivery	Assessment Criteria	Assessment Methods
Unit 1 - Training/Coaching Program <ul style="list-style-type: none"> ▪ To develop a structured annual training/coaching program for State level athletes 	<ul style="list-style-type: none"> ▪ Structured training/coaching program <ul style="list-style-type: none"> ○ Annual plan ○ Level targeted appropriately ○ Teams/Squad ○ Individual ○ Review process 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Prepare a structured coaching/training program for State Level athletes 	<ul style="list-style-type: none"> ▪ Documentation of Training/coaching program ▪ Workbook Tasks
Module 3 – The Competition Coach in Action	Content	Delivery	Assessment Criteria	Assessment Methods
Unit 1 - Coaching State Level Athletes <ul style="list-style-type: none"> ▪ Conduct inclusive structured coaching sessions to State level athletes using a variety of presentation methods 	<ul style="list-style-type: none"> ▪ Learning environment <ul style="list-style-type: none"> ○ Engaging the learner ▪ Coaching session outline <ul style="list-style-type: none"> ○ Setting goals and objectives ○ Linking sessions together to progress skills ▪ Presentation methods <ul style="list-style-type: none"> ○ Interactive ○ Facilitating discussion ○ Demonstration ○ Case studies ○ Role plays ○ Providing feedback ▪ Coaching Resources <ul style="list-style-type: none"> ○ Appropriate coaching aids to assist demonstration ○ Creating relevant “hand-outs” for distribution as appropriate 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Provide a safe, positive and challenging learning environment for athletes ▪ Demonstrate effective coaching strategies ▪ Demonstrate the use of a range of resources in coaching sessions 	<ul style="list-style-type: none"> ▪ Observation ▪ Workbook Tasks ▪ Feedback from athletes

Module 3 – The Competition Coach in Action	Content	Delivery	Assessment Criteria	Assessment Methods
<p>Unit 2 – Advanced Skills & techniques</p> <ul style="list-style-type: none"> ▪ Teach advanced level shooting skills and techniques for State level athletes 	<ul style="list-style-type: none"> ▪ Consideration of technical and positional variations ▪ Consideration of technical and positional variation for athletes with a disability. ▪ Physical aspects of shooting ▪ Tactical skills ▪ Discipline technical rules 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Conduct coaching sessions to teach advanced skills, techniques and tactics 	<ul style="list-style-type: none"> ▪ Observation ▪ Workbook Tasks ▪ Feedback from athletes
<p>Unit 3 – Advanced Equipment testing</p> <ul style="list-style-type: none"> ▪ Teach advanced equipment testing & readiness 	<ul style="list-style-type: none"> ▪ Ammunition ▪ Firearm ▪ Other required equipment (eg jacket, trousers/boots etc) 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Conduct coaching sessions to teach advanced equipment testing & readiness 	<ul style="list-style-type: none"> ▪ Observation ▪ Workbook Tasks ▪ Feedback from athletes
<p>Unit 4 – Mental Preparation</p> <ul style="list-style-type: none"> ▪ Teach mental preparation & coping strategies for State level athletes ▪ Develop problem solving skills in State level athletes 	<ul style="list-style-type: none"> ▪ Mental influences on performance <ul style="list-style-type: none"> ○ Concentration ○ Motivation ○ Visualisation ○ Goal setting ○ Breathing/relaxation techniques ○ Competition Nerves 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios ▪ Specialist guest speaker 	<ul style="list-style-type: none"> ▪ Conduct coaching sessions to teach mental preparation & coping strategies for State level athletes 	<ul style="list-style-type: none"> ▪ Observation ▪ Workbook Tasks ▪ Feedback from athletes

Module 3 – The Competition Coach in Action	Content	Delivery	Assessment Criteria	Assessment Methods
Unit 5 - Utilisation of available resources <ul style="list-style-type: none"> ▪ To access and use a range of technical resources to assist with coaching State Level athletes 	<ul style="list-style-type: none"> ▪ Video equipment to analyse athlete performance ▪ Electronic training Systems <ul style="list-style-type: none"> ○ Scatt systems/Rika ○ Analysis ▪ Use of Internet ▪ Sports Science <ul style="list-style-type: none"> ○ Heart Rate Monitors ▪ Statistical analysis <ul style="list-style-type: none"> ○ Use of internet for data collection, analysis and training logs 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Demonstrate the use of a range of coaching related technical resources 	<ul style="list-style-type: none"> ▪ Observation ▪ Workbook Tasks ▪ Feedback from athletes
Module 4 – Review Coaching	Content	Delivery	Assessment Criteria	Assessment Methods
Unit 1 – Review of Coaching Program <ul style="list-style-type: none"> ▪ To undertake periodic reviews of the coaching program/s to determine suitability for athletes 	<ul style="list-style-type: none"> ▪ Review process ▪ Follow up 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Demonstrate review/s of coaching program ▪ Implement actions as a result of review 	<ul style="list-style-type: none"> ▪ Observation ▪ Workbook Tasks
Module 5 – Manage Athlete Performances	Content	Delivery	Assessment Criteria	Assessment Methods
Unit 1 – Assess Athletes Performances <ul style="list-style-type: none"> ▪ To assess performances of State level athletes and identify actions for improvement 	<ul style="list-style-type: none"> ▪ Performance criteria ▪ Observation ▪ Provide feedback 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Demonstrate assessment of athletes performance ▪ Conduct feedback session with an athlete/s 	<ul style="list-style-type: none"> ▪ Observation ▪ Workbook Tasks ▪ Peer review

Module 5 – Manage Athlete Performances	Content	Delivery	Assessment Criteria	Assessment Methods
<p>Unit 2 – Physical/Fitness Training Programs</p> <ul style="list-style-type: none"> ▪ To develop and implement physical training programs for State level athletes ▪ To provide advice to State level athletes on their physical program 	<ul style="list-style-type: none"> ▪ Physical training & recovery ▪ Physical training requirements <ul style="list-style-type: none"> ○ Gender ○ Age ○ People with disabilities ○ Limitations ▪ Bio mechanics ▪ Lifestyle requirements <ul style="list-style-type: none"> ○ Diet ○ Sleep ○ Hydration ○ Travel 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Prepare targeted physical training programs for state level athlete/s ▪ Monitoring of athlete/s training program 	<ul style="list-style-type: none"> ▪ Observation ▪ Documented programs ▪ Workbook Tasks ▪ Feedback from athletes
<p>Unit 3 – Preparing the Athlete for the Next Level of Competition</p> <ul style="list-style-type: none"> ▪ To prepare a State level athlete for national level competition ▪ Understand the relevant technical rules to national/international level 	<ul style="list-style-type: none"> ▪ Expectations of athlete ▪ The competition environment ▪ Rules and their relevance ▪ Ongoing training for Coaches 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Develop and implement a program to prepare an athlete for national level competition 	<ul style="list-style-type: none"> ▪ Documented program ▪ Observation ▪ Workbook Tasks

APPENDIX 1: COACHES CODE OF CONDUCT

Shooting Australia expects high standards of behaviour from all people involved in the sport. It is vital that the integrity of the sport is maintained in accordance with Shooting Australia's core values of integrity and fairness

All Coaches, Officials and Volunteers engaged by Shooting Australia must comply and meet the following requirements in regard to your conduct during any event or activity held or endorsed by Shooting Australia, and in any role you hold within Shooting Australia

FAIRNESS

- Operate within the rules and spirit of the sport, promoting fair play at all times while encouraging participation and enjoyment in all aspects of the sport
- Be fair, considerate and honest in all dealing with others while being courteous, impartial, respectful and open to discussion and interaction
- Help each athlete reach their potential. Set challenges for each athlete which are both achievable and motivating and use appropriate training methods that in the long term will benefit the athletes to learn appropriate behaviours and skills
- Ensure every person has equal opportunity to participate regardless of age, ability or experience and that the tasks/training set are suitable for age, experience, ability and physical and psychological level of the athletes

RESPECT

- Be a positive role model by displaying control, tolerance and courtesy to all involved with the sport
- Value the rights, dignity and worth of every person regardless of their gender, ability, cultural background or religion
- Do not use your involvement with Shooting Australia, a Full Member, Associate Member or a Club to promote your own beliefs, behaviours or practices where these are inconsistent with those of Shooting Australia
- Condemn unsporting behaviour and promote respect for, and by all participants
- Respect the decisions of Coaches, Officials and Administrators in the conduct of the sport
- Determine, in consultation with athletes and others, what information is confidential and respect that confidentiality
- Encourage and facilitate athletes' independence and responsibility for their own behaviour, performance, decisions and actions. Involve the athletes in decisions that affect them

RESPONSIBILITY

- Encourage inclusivity and access to all areas of coaching and officiating and ensure all interaction with vulnerable persons is appropriate and empathic
- Any physical contacts with a person should be appropriate to the situation and necessary for the person's skill development

- Ensure interaction with persons under the age of 18 years is appropriate and that unaccompanied and unobserved one on one activities (when in a supervisory capacity or where a power imbalance will exist) are avoided wherever practical
- Call out and refer to club authorities all acts of unethical behaviour, whether from players, officials, parents, or spectators
- Provide feedback to athletes in a caring sensitive manner to their needs
- Recognise athletes' rights to consult with other coaches and advisers. Cooperate fully with other specialists (e.g. sports scientists, doctors, physiotherapists etc.)
- Be aware of, and understand your responsibilities in relation to Sport Integrity, Australia's anti-wagering and anti-doping regulations (as adopted by Shooting Australia), and how it applies to officials, athletes and event administrators
- Understand your responsibility if you breach, or are aware of any breaches of this Code of Conduct
- Never engage in inappropriate conduct including the use of offensive language, drinking or smoking, whilst in an official capacity
- Ensure coaching qualifications are current and accredited by Shooting Australia

SAFETY

- Ensure your actions contribute to a safe environment for all participants, officials, spectators and yourself
- Ensure your actions contribute to a harassment free environment
- Do not tolerate violence or abusive behaviours
- Know and abide by Shooting Australia rules, regulations and standards, and encourage athletes to do likewise



Form 1 – COACH CODE OF CONDUCT

Coaches Code of Conduct Agreement

I (name)
of
..... (address)
..... (club name)

I am seeking Accreditation / Re-accreditation (*please circle*) for the following Shooting Australia Coaching Accreditation qualification:

Coach Level Discipline
Coach Accreditation No

I agree to abide by the following:

Shooting Australia’s Coach Code of Conduct and Member Protection Regulations

I acknowledge that Shooting Australia may take disciplinary action against me if I breach the Shooting Australia Code of Conduct. I understand that Shooting Australia is required to implement the Shooting Australia Member Protection Policy (MPP) complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation against me

I acknowledge that disciplinary action against me, may include de-registration from the Coaching Accreditation Scheme

Please refer to the *Harassment-free Sport Guidelines* available from Shooting Australia, if you require more information on harassment issues.

Signature Date

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



Form 2 - MEMBER PROTECTION DECLARATION **(Reprinted from SA Member Protection Policy)**

SA has a duty of care to all those associated with the sport at the national level and to the individuals and organisations to whom our Member Protection By-Law applies. As a requirement of our Member Protection Policy, SA must enquire into the background of those who undertake any work, coaching or regular unsupervised contact with people under the age of 18 years

I (name)

of

..... (address)

..... (club name)

Date of Birth/...../.....

Sincerely declare:

1. I do not have any criminal charge pending before the courts
2. I do not have any criminal convictions or findings of guilt for, or related to, violence, child abuse, serious sexual offences or offences related to children
3. I have not had any disciplinary proceedings brought against me by an employer, sporting organisation or similar body involving child abuse, sexual misconduct or harassment, acts of violence, intimidation or other forms of harassment
4. To my knowledge there is no other matter that Shooting Australia may consider to constitute a risk to its members, employees, volunteers, or reputation by engaging me
5. I am not currently serving a sanction for an anti-doping rule violation under a Sport Australia Integrity approved anti-doping policy applicable to me
6. I will not participate in, facilitate or encourage any practice prohibited by the World Anti-Doping Agency Code or any other Sport Integrity approved anti-doping policy applicable to me
7. To my knowledge there is no other matter that the SA may consider to constitute a risk to its members, employees, volunteers, athletes or reputation by engaging me
8. I will notify the CEO of the organisation(s) engaging me immediately upon becoming aware that any of the matters set out in clauses 1 to 6 above has changed



Declared in the State/Territory of (name)

on/...../.....(date) Signature

OR

I (name)

of

..... (address)

..... (club name)

Date of Birth/...../.....

Sincerely declare

That, I have the following to disclose (please provide details of the offence for which you are unable to make the above declaration, including the nature of the offence, when it was conducted any disciplinary action or penalty imposed as a result of the offence)

Name

Signature Date

Parent/Guardian Consent (in respect of a person under the age of 18 years)

I have read and understood the declaration provided by my child. I confirm and warrant that the contents of the declaration provided by my child are true and correct in every particular

Name

Signature

Date



Form 3 – COACHING COURSE APPLICATION FOR ACCREDITATION

Name _____

Club Name _____

Postal Address _____

Email _____

Phone / Mobile _____ Gender _____

Date of Birth _____

Accreditation Level (fill in the appropriate level below)	Discipline	Date completed	Location
SA Club Coach			
SA Competition Coach			

I'm a Member of (*Please circle*)

ACTA	TRA	PA	NRAA	SCA
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.....

Information on this form is entered onto the database held by Shooting Australia. I agree to pay the course fees set for parts of this course

Signature

Date



Form 4 – COACHING COURSE SESSION EVALUATION

Please complete the session evaluation before you leave the coaching course. Your constructive feedback is appreciated and will help to provide a valuable coaching experience

Session Title

Coaching Course Educator Name

<i>Please circle:</i>	Great	Good	Fair	Poor
The relevance/value of the session content	1	2	3	4
The Coaching Course Educator communication techniques	1	2	3	4
The Coaching Course Educators knowledge of the topic	1	2	3	4
The use of additional equipment to enhance the session	1	2	3	4
Overall evaluation of the Course	1	2	3	4

The most interesting module in the course _____

Why? _____

The least interesting module in the course _____

Why? _____

Further Comments? _____

Thank you

Form 5 - SHOOTING AUSTRALIA CLUB COACH ACCREDITATION / RE-ACCREDITATION ASSESSMENT FORM

Name _____

Address _____

Email _____

Phone / Mobile _____ Accreditation # _____

Club Name _____

Competency	Performance Measure	Demonstrated	
SAFETY Teach athletes to shoot in a safe manner	<ul style="list-style-type: none"> Demonstrate safe firearms practices 		
	<ul style="list-style-type: none"> Demonstrate correct range procedures and commands 		
	<ul style="list-style-type: none"> Instruct athletes on firearm safety 		
	<ul style="list-style-type: none"> Assess and manage risks of coaching 		
	<ul style="list-style-type: none"> Act in accordance with the Coach Code of Conduct 		
COMMUNICATION Demonstrate effective communication skills	<ul style="list-style-type: none"> Demonstrate effective communication, listening and questioning skills. 		
	<ul style="list-style-type: none"> Demonstrate inclusive strategies (gender, disability, age, skill level) 		
	<ul style="list-style-type: none"> Demonstrate communication skills that involve parents, officials, and sports administrators 		
	<ul style="list-style-type: none"> Introduce athletes to the Athlete Pathway and provide appropriate support information 		
PLANNING	<ul style="list-style-type: none"> Prepare and deliver a training session to teach or confirm skills for athletes at the club level, demonstrating a variety of skills including 		

Prepare and deliver coaching sessions for club athletes using a variety of presentation methods	<ul style="list-style-type: none"> • Interactive approach • Effective demonstration • Effective questioning 		
	<ul style="list-style-type: none"> • Include physical conditioning activities, stretching and physical preparation, in a training session (warm up and cool down), for a club level athlete 		
	<ul style="list-style-type: none"> • Cater for the social and physical development of the athlete 		
SKILL DEVELOPMENT Teach basic technical shooting skills	<ul style="list-style-type: none"> • Teach correct and current technical shooting skills and techniques 		
	<ul style="list-style-type: none"> • Teach correct and current technical shooting skills and techniques 		
	<ul style="list-style-type: none"> • Provide activities that are fun, inclusive and engaging for athletes 		
ASSESSING ATHLETES Undertake an assessment of a club level athlete and provide feedback	<ul style="list-style-type: none"> • Demonstrate an assessment of equipment for athletes including equipment that requires potential modification 		
	<ul style="list-style-type: none"> • Demonstrate athlete performance assessment and the use of appropriate feedback to athletes 		
	<ul style="list-style-type: none"> • Identify correct fundamental elements of shooting technique and be able to recommend improvements to aid development 		
REVIEW Undertake a review of coaching sessions and modify future sessions based on feedback	<ul style="list-style-type: none"> • Receive, discuss and respond to feedback on coaching performance from athletes and mentor coaches 		
	<ul style="list-style-type: none"> • Verbally explain how to modify a session based on feedback from an athlete or mentor coach 		

Form 6 - SHOOTING AUSTRALIA COMPETITION COACH ACCREDITATION / RE-ACCREDITATION ASSESSMENT FORM

Name _____

Address _____

Email _____

Phone / Mobile _____ Accreditation # _____

Club Name _____

In order to be accredited (or re-accredited) as a Competition Coach, you will need to undertake the following three assessments.

Assessment #1 - Participants will be assessed, via observation, in a practical coaching situation or simulated situation (within the discipline that they will be accredited) against the noted performance criteria

Assessment #2

Prepare and submit copy of a structured coaching/training program/s for State Level athletes leading into National Level competition

Assessment #3

Show evidence of successful completion of-;

- Sport Integrity Anti Doping E-learning levels
- A general First Aid course

Competency	Performance Measures	Demonstrated	
SAFETY Maintain a safe environment for athletes and coaches	• demonstrate safe firearms practices		
	• demonstrate correct range procedures and commands		
	• act in accordance with the Coach Code of Conduct		
	• assess and manage the risks of coaching at a State level		
COMMUNICATION	• provide encouragement to athletes		
	• demonstrate effective listening and questioning skills		

Communicate effectively with a range of people at club and State level	<ul style="list-style-type: none"> ensure that athletes are aware of the Athlete Pathway and provide support in navigating their way through this 		
MENTORING Provide mentoring opportunities, support and education to club coaches and club instructors	<ul style="list-style-type: none"> assist club level coaches with coaching / athlete related matters 		
	<ul style="list-style-type: none"> participate in conducting coach education programs 		
	<ul style="list-style-type: none"> assess Club Coaches for re-accreditation 		
	<ul style="list-style-type: none"> seek feedback from peers regarding coaching performance 		
PLANNING Devise, implement and evaluate appropriate training and competition programs for State level and Talent level Pathway athletes	<ul style="list-style-type: none"> create an individual training plan for specific athletes that prepares them for National level competition 		
	<ul style="list-style-type: none"> be able to plan for small group activities, such as a training camp / day 		
	<ul style="list-style-type: none"> notify athletes of relevant competitions and dates/locations 		
	<ul style="list-style-type: none"> vary the approach, to cater for individual difference - including gender, generation, development, maturation, training background, ability/disability and cultural and religious background 		
SKILL DEVELOPMENT Continue development of the shooting skills and techniques for athletes moving from the Foundation levels into the Talent levels.	<ul style="list-style-type: none"> conduct shooting/training sessions to teach shooting skills and techniques at State level using a variety of presentation methods including: <ul style="list-style-type: none"> interactive facilitating discussion case studies role plays demonstration use of questioning 		
	<ul style="list-style-type: none"> conduct coaching sessions which assist athletes to improve their mental preparation and problem-solving skills 		
	<ul style="list-style-type: none"> demonstrate the use of a range of coaching related technical resources with State level athletes, including: <ul style="list-style-type: none"> video and camera Scatt or other electronic trainers Internet for data collection, analysis and training logs heart rate monitors 		

	<ul style="list-style-type: none"> ○ handouts 		
	<ul style="list-style-type: none"> • teach: <ul style="list-style-type: none"> ○ correct technical variations in shooting ○ positional variations in shooting ○ physical aspects of shooting ○ tactical skills associated with shooting ○ advanced ammunition testing 		
	<ul style="list-style-type: none"> • provide a safe, positive and challenging learning environment for athletes 		
ASSESSING ATHLETES Undertake an assessment of State and Talent level athletes in the Pathway, and provide effective feedback	<ul style="list-style-type: none"> • assess the readiness of all equipment for State level competition 		
	<ul style="list-style-type: none"> • assess performance of State / Talent level Pathway athletes including <ul style="list-style-type: none"> ○ technical skill ○ tactical approach to competition ○ score standard 		
	<ul style="list-style-type: none"> • facilitate feedback to athletes including actions to assist improvement 		
REVIEW Be open to improving coach practice through a variety of means	<ul style="list-style-type: none"> • receive, discuss and respond to feedback on coaching performance from athletes, peers and mentors 		
	<ul style="list-style-type: none"> • modify sessions (if required) based on feedback from athletes and others 		

 Signed by Assessor

 Signed by Coach

Name _____

Name _____

Date _____

Date _____

Form 7 - RPL Application Form – CLUB COACH

Name _____

Address _____

Email _____ Phone / Mobile _____

Accreditation # _____ Club Name _____

Evidence (COMPULSORY) as related to each discipline;	<i>Summary of evidence provided:</i> 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.
Club Coach:	
• Teach shooters to shoot in a safe manner without direct supervision	
• Instruct shooters regarding appropriate conduct on the range	
• Teach range standing orders and club rules	
• Teach the basic shooting techniques of the individual discipline to a beginner in a manner that complies with member protection, and takes into account the individual differences of shooters	
• Explain the roles and ethical responsibilities of the coach	
• Develop strategies to work with parents, officials and sports administrators	
• Plan and review coaching sessions for beginner level athletes	
• Assess and manage the risks of coaching	
• Safely conduct a training session, ensuring fun and maximum participation through games and activities	
• Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics	
• Cater for the physical and social development of athletes	

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

Signature_____
Date



Form 8 - RPL ASSESSOR REPORT – CLUB COACH

Applicant's name _____ Discipline _____

Competency	Evidence Supplied	Validity	Sufficiency	Authenticity	Current	Comments
Club Coach						
Teach shooters to shoot in a safe manner without direct supervision	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Instruct shooters regarding appropriate conduct on the range	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Teach range standing orders and club rules	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Teach the basic shooting techniques of the individual discipline to a beginner in a manner that complies with member protection, and takes into account the individual differences of shooters	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Explain the roles and ethical responsibilities of the coach	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Develop strategies to work with parents, officials and sports administrators	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Plan and review coaching sessions for beginner level athletes	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Assess and manage the risks of coaching	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	

Safely conduct a training session, ensuring fun and maximum participation through games and activities	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Cater for the physical and social development of athletes	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	

All competencies met: (please tick)

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

Date of Assessment:	
Name of Assessor	
Discipline	
Contact number	

Form 9 - RPL APPLICATION FORM – COMPETITION COACH

Name _____

Address _____

Email _____

Phone / Mobile _____ Accreditation # _____

Club Name _____

Evidence (COMPULSORY)	<p style="text-align: center;"><i>Summary of evidence provided</i></p> 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
Competition coach:	
<ul style="list-style-type: none"> • Act in an ethically responsible manner 	
<ul style="list-style-type: none"> • Teach the advanced shooting skills and techniques of the individual discipline to a State level athlete/s utilising a range of communication, teaching and behaviour management strategies 	
<ul style="list-style-type: none"> • Plan and review coaching sessions for State level athletes 	
<ul style="list-style-type: none"> • Assess and manage the risks of coaching at competition level 	
<ul style="list-style-type: none"> • Cater for the physical and social development of State level athletes 	
<ul style="list-style-type: none"> • Devise, implement and evaluate appropriate training and competition programs for State level athletes 	
<ul style="list-style-type: none"> • Review and modify as necessary, the existing physical and skill testing procedures, and devise and demonstrate to athletes, procedures applicable to current demands of the sport 	
<ul style="list-style-type: none"> • Recognise the elements required to undertake a talent identification process for State level athletes and implement if required 	

<ul style="list-style-type: none">• Assess performances of State level athletes	
<ul style="list-style-type: none">• Prepare a State level athlete for national level competition	
<ul style="list-style-type: none">• Act as a role model in the promotion of the sport to State level athletes and to improve the general status of shooting to the wider community	
<ul style="list-style-type: none">• Successful Completion of<ul style="list-style-type: none">- Sport Integrity Anti Doping E-learning levels- A First Aid course	

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

Signature

Date

Form 10 - RPL ASSESSOR REPORT – COMPETITION COACH

Applicant's name _____ Discipline _____

Competency - Competition coach	Evidence Supplied	Validity	Sufficiency	Authenticity	Current	Comments
<ul style="list-style-type: none"> Act in an ethically responsible manner 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Teach shooting skills and techniques of the individual discipline to a State level athlete/s utilising a range of communication, teaching and behaviour management strategies 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Plan and review coaching sessions for State level athletes 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Assess and manage the risks of coaching at competition level 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Cater for the physical and social development of State level athletes 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Devise, implement and evaluate appropriate training and competition programs for State level athletes 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	

Competency - Competition coach	Evidence Supplied	Validity	Sufficiency	Authenticity	Current	Comments
<ul style="list-style-type: none"> Review and modify as necessary, the existing physical and skill testing procedures, and devise and demonstrate to athletes, procedures applicable to current demands of the sport 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Assess performances of State level athletes 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Recognise the elements required to undertake a talent identification process for State level athletes and implement if required 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Prepare a State level athlete for national level competition 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Act as a role model in the promotion of the sport to State level athletes and to improve the general status of shooting to the wider community 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Successful Completion of <ul style="list-style-type: none"> - Sport Integrity Anti Doping E-learning levels - A First Aid course 						



All competencies met: (please tick)

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

Date of Assessment:	
Name of Assessor	
Discipline	
Contact number:	

END OF DOCUMENT