



Australian Government
Australian Sports Commission

**ACTIVE AFTER-SCHOOL COMMUNITIES
COMMUNITY COACH TRAINING PROGRAM**

Curriculum Document

**Active After-school
Communities**

Helping kids and communities get active

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Introduction

The Australian Sports Commission, on behalf of the Australian Government, has developed the Active After-school Communities (AASC) program. This program aims to enhance the physical activity levels of Australian primary school-aged children through a nationally coordinated after-school program, which provides opportunities for inclusive participation in quality, safe and fun structured physical activity. Local communities have been identified as significant stakeholders in this program which aims to stimulate local community involvement in structured physical activity to increase participation levels.

The AASC program relies on the involvement of local communities in delivering structured physical activity programs to primary school-aged children in the local primary school and/or child care benefit-approved out of school hours care service (OSHCS).

Active After-school Communities Community Coach Training Program

The AASC Community Coach Training Program has been designed to train coaches to deliver structured physical activity programs to primary school-aged children as part of the AASC program. In particular, it is designed to help AASC community coaches understand the basics of:

- what motivates and engages children in physical activity (what children like and need)
- how to develop well-structured physical activity sessions through:
 - good planning
 - efficient organisation
 - effective communication and coaching techniques that:
 - establish positive relationships
 - maximise the involvement and enjoyment of all children
 - provide optimal development opportunities for children and families.

Any coach wishing to deliver physical activities to primary school-aged children in the AASC program is required to meet the competencies and standards outlined in this curriculum document. The document has been prepared to assist in the training of local community coaches to ensure a consistent national approach to the delivery of the AASC program.

A separate *AASC Community Coach Training Program Presenter's Manual* is also available and presenter training will be provided to ensure that the AASC Community Coach Training Program is delivered consistently across Australia.

Section 1

Training program general information and administration

1.1 Name of the program

AASC Community Coach Training Program

1.2 National coordinator

Organisation name	Australian Sports Commission
Contact	Ms Wenda Donaldson, National Project Manager, Active After-school Communities
Postal address	PO Box 176, BELCONNEN ACT 2616
Street address	Leverrier Crescent, BRUCE ACT 2617
Email address	wenda.donaldson@ausport.gov.au
Telephone	(02) 6214 1409
Facsimile	(02) 6214 1224
Web site	www.ausport.gov.au

1.3 Training program fees

The AASC Community Coach Training Program is essentially a free program to all participants when it is delivered by a staff member of the Australian Sports Commission. There may, however, be a nominal fee charged to offset costs associated with the delivery (for example, catering, venue hire or resource production). Potential coaches in the community will be supported to complete the AASC community coach qualification requirements and the Australian Sports Commission's quality assurance requirements through the AASC program.

1.4 Presenter qualifications

Presenters must have:

- attended a course presenter, train-the-trainer or presentation skills course (ideally the AASC Community Coach Training Program presenter's course)
 - have, as a minimum, an AASC community coach qualification
- or
- be a recognised specialist in the field in which they are presenting, with a minimum of two years practical experience.

Course assistants must also have, as a minimum, an AASC community coach qualification.

1.5 Presenter training

All presenters will be required to improve their professional and teaching qualifications. Each presenter should undertake an AASC Community Coach Training Program presenter's course. The Australian Sports Commission and its state affiliates will conduct these courses annually.

Presenters should also undertake regular updating activities to improve their professional and teaching qualifications. The Australian Sports Commission and AASC state/territory and senior/regional coordinators will assist presenters to undertake training to upgrade their qualifications.

1.6 Assessor qualifications

Assessors of AASC Community Coach Training Program candidates must have, as a minimum, an AASC community coach qualification. Assessors must also have attended an assessor training program equivalent to the Certificate IV in Assessment and Workplace Training (ideally the AASC Community Coach Training Program assessors course).

1.7 Assessor training

The Australian Sports Commission has developed an AASC Community Coach Assessor Training Program to provide assessors with the skills necessary to conduct competency-based assessments of AASC community coach candidates. It is recommended that all assessors should undergo this or a similar training program (for example, Certificate IV in Assessment and Workplace Training).

1.8 Entry prerequisites

Participants are not required to have completed any other training programs as a prerequisite for the AASC Community Coach Training Program and no practical experience is necessary.

1.9 Entry numbers

For quality assurance purposes, both in terms of ensuring quality learning experiences and accurate assessment, it is recommended that courses are limited to a maximum of 20 participants, with the preferred number being approximately 15.

1.10 Venue

The following are the minimum requirements for venues where training takes place:

Activity area

- A physical activity area with sufficient space to conduct the practical components of the training program
- Physical activity equipment

Classroom

- A classroom space with tables and chairs is required as close as possible to the activity area to ensure maximum learning time
- VCR and monitor
- Whiteboard marker, butcher's paper and pens
- Overhead or data projector and screen

The activity area is the key venue requirement for this course. Time in the classroom will be kept to a minimum.

1.11 Insurance

The Australian Sports Commission holds a comprehensive insurance policy with Comsure. This policy covers public liability (\$10 million) and professional indemnity (\$1 million) for all AASC program employees. Private providers engaged to deliver AASC Community Coach Training Programs or parts thereof to AASC community coach candidates will be required to provide their own professional indemnity and public liability insurance cover and to show evidence of this insurance coverage to their local AASC state manager.

Section 2 Policies

2.1 Code of practice for training program deliverers

The AASC program endorses the Australian Sports Commission's code of practice for training program deliverers (see Appendix 7).

2.2 Active After-school Communities Community Coach's Code of Ethics

The AASC Community Coach's Code of Ethics is based on the Australian Sports Commission's Coach's Code of Ethics. All AASC community coaches are required to sign onto and put into practice the AASC Community Coach's Code of Ethics agreement. This code outlines disciplinary action that will be applied if coaches are found to have breached the code. For more information, see the AASC Community Coach's Code of Ethics at Appendix 1.1, and AASC Community Coach's Code of Ethics individual agreement form at Appendix 1.2.

2.3 Complaints handling procedure

Candidates with grievances about the conduct of their training program or seeking appeals on their assessment process must submit them in writing to the AASC state or territory coordinator within 30 days of the completion of the training program or of receiving notification of their assessment outcome.

All grievances and appeals will be considered by the AASC state training and assessment panel, which will inform the candidate of the process they use to consider the grievance and the outcome of the deliberations within 30 days of receiving the grievance/appeal.

Further grievances and appeals will be referred to the AASC national training and assessment panel (with all relevant information) for consideration and decision.

2.4 Age of entry into the program

To be eligible for registration, candidates must be 16 years of age on completion of all the AASC Community Coach Training Program requirements. Younger candidates may be considered if they can demonstrate their suitability to successfully fulfil the role of an AASC community coach.

2.5 Recognition of current competencies

There will be no honorary qualifications or registration. All coaches must be able to satisfy all of the competencies for AASC community coach recognition. However, it is recognised that some AASC community coach candidates will have relevant experience such as:

- formal training conducted by industry or educational institutions in Australia or overseas
- work and/or life experience.

Some candidates may therefore be able to satisfy all or some of the competencies required for the AASC Community Coach Training Program without having to attend a formal course. Participants may apply for exemption from all or parts of the program and should contact their local AASC regional coordinator for further information. Such people will be required to submit evidence of their current competencies to their local AASC regional coordinator. This will then be passed on to the state training and assessment panel for consideration. Recognition of current competencies assessment will be conducted using the AASC recognition of current competencies assessment form at Appendix 2. The candidate may be required to demonstrate their expertise in a particular area by written or practical demonstration.

On satisfactory submission of evidence, recognition of current competencies for Community Coach Training Program modules will be automatically awarded to applicants as follows:

QUALIFICATIONS COMPLETED	MODULES FOR WHICH RECOGNITION OF CURRENT COMPETENCIES WILL BE AWARDED
Teaching qualifications	2, 3, 4
Physical education qualifications (or are in their 4th year)	2, 3, 4
NCAS Level 1 or above	2, 3, 4
Coaching General Principles Level 1 or above	2, 3, 4
Childcare qualifications Certificate III or above	2, 3, 4

Recognition of current competencies for other Community Coach Training Program modules may be considered on satisfactory submission of evidence.

2.6 Updating

To retain their AASC community coach status, coaches must complete a one-day refresher training program every two years. This program will be a condensed version and will focus on skill enhancement and progression.

Section 3

Competency statements and assessment

3.1 Competency statements

AASC community coaches will be able to:

Plan and prepare

- Plan and prepare structured physical activity sessions that are appropriate to the likes and needs of primary school-aged children and which are inclusive of all children
- Organise the human and physical resources necessary to conduct the physical activity sessions

Conduct

- Conduct structured physical activity sessions appropriate to the likes and needs of primary school-aged children and which are inclusive of all children
- Communicate effectively and establish positive relationships with the children, their parents and others involved in the program
- Effectively manage the physical activity sessions to maximise participation time
- Facilitate learning of the skills required to perform the physical activities

Monitor/review

- Observe and assess the children's performance
- Provide appropriate feedback
- Adjust activities to suit the needs of individual children
- Ensure the safety of self and others throughout and manage emergency situations

Evaluate

- Evaluate sessions and own coaching behaviours and modify as appropriate

3.2 Assessment

The AASC Community Coach Training Program requires all candidates to complete all written and practical components of this course as prescribed in the assessment summary on page 6

A summary of the intended learning outcomes and assessment methods for each module is also provided on page 6. The assessment tools that will be employed during the AASC Community Coach Training Program to assess the competency of community coach candidates are at Appendix 3.

Active After-school Communities Community Coach Training Program assessment summary

MODULE NAME	LEARNING OUTCOMES At the completion of this Module the coach will be able to:	ASSESSMENT METHOD
1 Active After-school Communities program overview	<ul style="list-style-type: none"> • Outline the objectives and structure of the AASC program • Describe the role of the AASC community coach • Outline the AASC community coach's ethical responsibilities • Demonstrate a comprehensive understanding of the Playing for Life philosophical approach to program delivery • Identify the key elements that engage and motivate primary school-aged children to participate in physical activity, and barriers to participation • Identify measures of children's satisfaction 	No assessment for this module, however activities may be completed if required
2 Communication and behaviour management	<ul style="list-style-type: none"> • Demonstrate an understanding of the key stages of development for primary school-aged children and their implications for coaches • Demonstrate effective communication strategies for working with primary school-aged children • Develop supportive relationships with primary school-aged children • Manage individual behaviours of primary school-aged children • Demonstrate effective group organisation • Outline strategies to provide effective communication to other stakeholders (for example, parents, supervisors or teachers) 	Participation in role plays involving communicating with, and managing the behaviour of, small groups
3 Safe environments	<ul style="list-style-type: none"> • Outline the legal responsibilities of an AASC community coach • Identify and implement procedures for minimising risks associated with the delivery of the program 	<ul style="list-style-type: none"> • Completion of the Community Coach Training Program Module 3 Assessment Tasks • Practical — demonstration of risk assessment and management strategies incorporated in the Module 3 practical assessment
4 Nutrition and wellbeing	<ul style="list-style-type: none"> • Identify the components of a well-balanced diet for primary school-aged children involved in regular, structured physical activity • Identify the benefits of regular physical activity for the development of primary school-aged children 	Practical — discuss the information and demonstrate practical ways of applying it with a small group of participants

MODULE NAME	LEARNING OUTCOMES At the completion of this Module the coach will be able to:	ASSESSMENT METHOD
<p>5 Planning, preparing, delivering and reviewing Playing for Life activity sessions</p>	<ul style="list-style-type: none"> • Discuss the benefits and barriers related to the Playing for Life approach and consider strategies to overcome the barriers • Identify the importance of planning • Construct a Playing for Life session plan that engages, and is inclusive of, all children • Develop contingency plans that accommodate potential unplanned influences • Prepare for, and conduct, a Playing for Life activity session • Review and adapt the organisation of activities and coaching methods to meet the requirements of all children • Adapt sessions to meet children's needs over a term 	<p>5.1 Participate in a group discussion about the benefits and barriers of Playing for Life, and strategies for overcoming the barriers, then complete the Assessment Task 5.1 worksheet</p> <p>5.2 Practical: plan, prepare for, deliver and review a Playing for Life activity session, adapting as necessary to optimise involvement and meet the requirements of all participants, and implementing or outlining contingency plans that may be used to accommodate unplanned influences. The session plan template and performance checklist are to be used for this assessment task. You may like to base your session plan on one or more of the Playing for Life activity cards provided at Appendix 5.2</p> <p>5.3 Discuss as a group and then individually outline strategies that coaches can employ to ensure that their sessions remain motivating and engaging to children over a term using the Assessment Task 5.3 work sheet</p>

Section 4 Training program syllabus

4.1 Active After-school Communities Community Coach Training Program overview

CORE MODULES	APPROXIMATE DURATION	MODULE DELIVERY
1 Active After-school Communities program overview	1.0 hour	In-training program
2 Communication and behaviour management	2.0 hours	In-training program
3 Safe environments	1.25 hour	In-training program
4 Nutrition and wellbeing	0.75 hours	In-training program
5 Planning, preparing, delivering and reviewing Playing for Life activity sessions	6.0 hours	In-training program
Total duration	11.0 hours	

4.2 Module outlines

An outline for each module in the AASC Community Coach Training Program is provided on the following pages.

Module 1

Active After-school Communities program overview

This module will provide the AASC community coach with an overview of the AASC program, their role and responsibilities within the program, and the philosophy of the Playing for Life approach. This module will also provide information about the factors that engage and motivate primary school-aged children to participate in structured physical activity programs, and barriers to participation.

Approximate duration

1 hour

Learning outcomes

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

ELEMENT	PERFORMANCE CRITERIA
Outline the objectives and structure of the AASC program	<ul style="list-style-type: none"> Outline the benefits of involvement in structured physical activity for children Overview the AASC program objectives, structure, development and implementation strategies
Describe the role of the AASC community coach	<ul style="list-style-type: none"> Identify the key roles and responsibilities of the AASC community coach Identify community networks that can assist AASC community coaches in carrying out their role Define the benefits of the AASC delivery strategy (community involvement in decision making and delivery) to local community development

ELEMENT	PERFORMANCE CRITERIA
Outline the AASC community coach's ethical responsibilities	<ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of the ASC Community Coach's Code of Ethics, including: <ul style="list-style-type: none"> – provision of a safe environment — physical and psychological (supportive and discrimination, abuse and harassment-free; police checks) – inclusive practices (children with disabilities and/or from culturally and linguistically diverse backgrounds, etc.) – professional, quality service – coaches as role models (positive coaching behaviours, acceptable language) – positive experience for all children
Demonstrate a comprehensive understanding of the Playing for Life philosophical approach to program delivery	<ul style="list-style-type: none"> • Identify the key elements that engage and motivate primary school-aged children to participate in physical activity, and barriers to participation • Define the Playing for Life principles and approach to engaging primary school-aged children
Identify relevant performance indicators (measures) of children's satisfaction	<ul style="list-style-type: none"> • Develop and implement methods to measure children's satisfaction • Demonstrate an ability to use evaluation data for continuous improvement in coaching practices

Community Coach Training Program Module 1

CONTENT

MODULE TIME: 1 HOUR

- 1.1 Benefits of structured physical activity for children
 - 1.2 What is the Active After-school Communities program?
 - 1.2.1 Aims and objectives of the Active After-school Communities program
 - 1.2.2 Emphasis of the Active After-school Communities program
 - 1.2.3 Structure, implementation and delivery strategies
 - 1.2.4 Benefits of community networks
 - 1.3 What is the Active After-school Communities Community Coach Training Program?
 - 1.3.1 Purpose of the Community Coach Training Program
 - 1.3.2 Emphasis of the Community Coach Training Program
 - 1.3.3 Course content and assessment
 - 1.3.4 What happens after successful completion of the course?
 - 1.4 Key roles and responsibilities of the Active After-school Communities community coach
 - 1.5 Roles and responsibilities of the school/out of school hours care service
 - 1.6 What do children enjoy about structured physical activity?
 - 1.7 What is Playing for Life and how does it fit into the Active After-school Communities program?
 - 1.7.1 The focus of Playing for Life
 - 1.7.2 The coach's role
 - 1.7.3 Why use the Playing for Life approach?
 - 1.7.4 How does the Playing for Life approach fit into Active After-school Communities?
 - 1.8 How to tell if children are enjoying the program
 - 1.8.1 Measures of children's satisfaction
- Appendix 1.1 Active After-school Communities Community Coach's Code of Ethics

Delivery strategies

Group brainstorm

Brief presentation

Group activities: small group and whole group

Video clip: Playing for Life (to be developed)

Discussion

Resource requirements

Active After-school Communities Community Coach Training Program Presenter's Manual, Module 1

Active After-school Communities Community Coach Training Program Coach's Workbook, Module 1

Active After-school Communities Community Coach Training Program PowerPoint slides, Module 1

Playing for Life resource kit

Active After-school Communities Frequently Asked Questions document

Application forms for Probationary Registration as an Active After-school Communities Program Deliverer (Sole Operator, Organisations)

Active After-school Communities School/OSHCS Role and Responsibilities document

Active After-school Communities Grievance Policy and form

Play by the Rules web site www.playbytherules.net.au

Module 2

Communication and behaviour management

This module will provide the AASC community coach with strategies for communicating effectively with and managing groups of primary school-aged children. Effective communication with other AASC program stakeholders will also be considered.

Approximate duration

2 hours

Learning outcomes

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

ELEMENT	PERFORMANCE CRITERIA
Demonstrate an understanding of the key stages of development and their implications for coaches	<ul style="list-style-type: none"> Identify key stages of development for primary school-aged children Identify the implications of the developmental needs of primary school-aged children for coaches
Demonstrate effective communication strategies for working with primary school-aged children	<ul style="list-style-type: none"> Convey instructions to the participants clearly, and provide a Playing for Life demonstration Check the participants' understanding of the instructions and give them the opportunity to ask questions Provide encouragement and/or feedback to each participant to encourage learning Use non-verbal communication techniques effectively (for example, maintain eye contact, provide non-verbal cues) Utilise questioning techniques to assist participants to understand game-based concepts Utilise active listening techniques Use a range of fun communication techniques to suit diverse groups Provide group with feedback
Manage individual behaviours of primary school-aged children	<ul style="list-style-type: none"> Outline common causes of misbehaviour List strategies to correct and teach appropriate behaviour for individuals and groups of children Develop strategies for dealing with behavioural problems Implement appropriate referral procedures for extreme discipline problems

ELEMENT	PERFORMANCE CRITERIA
Demonstrate effective group organisation	<ul style="list-style-type: none"> Define playing area boundaries and clearly communicate these to the children Allocate sufficient space and resources for the activity and/or game for all children Brief children on safety practices, procedures and appropriate behaviour Utilise a range of play activities/formations/group organisation strategies to maximise communication with the group Be able to include a range of ability levels, using strategies such as grouping by ability or mixing ability levels where appropriate Maximise participation and interaction, while adjusting or refining skills discretely on an individualised basis Maintain group control to ensure the safety and enjoyment of the individual and group Follow the session plan, ensuring safety elements such as start up and finish up activities are completed
Develop supportive relationships with primary school-aged children	<ul style="list-style-type: none"> Promote cooperation and good relationships Adjust interpersonal styles and methods to suit the social and cultural environment
Outline strategies to provide effective communication across all stakeholders	<ul style="list-style-type: none"> Identify the key stakeholders involved with the AASC program Develop communication processes for establishing and maintaining positive working relationships with all stakeholders

Community Coach Training Program Module 2

CONTENT

MODULE TIME: 2 HOURS

- 2.1 Key stages of development and their implications for coaches
 - 2.1.1 What a coach needs to know about children
 - 2.2 What do we mean by effective communication?
 - 2.3 Communication skills for community coaches
 - 2.3.1 Verbal communication: the spoken word
 - 2.3.2 Non-verbal communication: the unspoken word
 - 2.3.3 Active listening
 - 2.4 Make it fun: communication techniques to suit diverse groups
 - 2.5 Barriers to effective communication
 - 2.6 Inclusive communication
 - 2.7 Managing group and individual child behaviour
 - 2.7.1 Why do children misbehave?
 - 2.7.2 Strategies for preventing behavioural problems
 - 2.7.3 Strategies for dealing with inappropriate behaviour
 - 2.7.4 Dealing with extreme behavioural problems
 - 2.8 Effective group organisation: key components
 - 2.9 Building relationships with Active After-school Communities program stakeholders
 - 2.9.1 Developing effective and supportive relationships with parents
 - 2.9.2 Other useful resources for building relationships
 - 2.10 Dealing with conflict: the Active After-school Communities grievance process
 - Appendix 2.1 What you need to know about children
 - Appendix 2.2 Extension exercise: self or peer evaluation of communication strengths and weaknesses
 - Appendix 2.3 Including children and young people
- Assessment task**
- 2.1 Participate in role plays involving communicating with, and managing the behaviour of, small groups

Delivery strategies

Brief presentation

Practical small group/group activities — role plays/scenarios

Group brainstorm

Discussion

Resource requirements

Active After-school Communities Community Coach Training Program Presenter's Manual, Module 2

Active After-school Communities Community Coach Training Program Coach's Workbook, Module 2

Active After-school Communities Community Coach Training Program PowerPoint slides, Module 2

Playing for Life resource kit

The Partnerships Analysis Tool: For Partners in Health Promotion — one copy per participant (can be found on VicHealth's web site www.vichealth.vic.gov.au/)

Module 3**Safe environments**

This module will provide the AASC community coach with the tools to identify and implement strategies that minimise the risk of injury and to manage injuries or emergency situations if they arise.

Approximate duration

1.25 hours

Learning outcomes

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

ELEMENT	PERFORMANCE CRITERIA
Outline the legal responsibilities of an AASC community coach	<ul style="list-style-type: none"> • Define the duty of care requirements of the primary school/OSHCS and the community coach • Identify the different legal responsibilities of a contractor (paid) versus a volunteer community coach
Identify and implement procedures for minimising risks associated with delivery of the program	<ul style="list-style-type: none"> • Identify potential risks within the environment • Outline strategies to minimise risks associated with the program • Identify appropriate safety, injury management and emergency procedures • Describe appropriate reporting procedures

Community Coach Training Program Module 3

CONTENT

MODULE TIME: 75 MINUTES

- 3.1 Legal responsibilities of Active After-school Communities community coaches and schools/out of school hours care services
 - 3.1.1 What is duty of care?
 - 3.1.2 Duty of care (legal) responsibilities of the coach
 - 3.1.3 Duty of care responsibilities: contractor (paid) versus volunteer coaches
 - 3.1.4 Duty of care requirements of the school/out of school hours care service
 - 3.1.5 What happens if duty of care is breached?
 - 3.1.6 Summary
- 3.2 Insurance requirements of Active After-school Communities community coaches
 - 3.2.1 Volunteer coaches
 - 3.2.2 Contractor (paid) coaches
- 3.3 Child protection: what you should know
 - 3.3.1 What is child abuse?
 - 3.3.2 What is child protection?
 - 3.3.3 Good teaching practices
- 3.4 Teaching children how to be a 'good sport'
- 3.5 Minimising risk: safety and injury-prevention practices
 - 3.5.1 Safety and injury-prevention practices
- 3.6 Basic injury-management practices
- 3.7 Emergency procedures
- 3.8 Reporting procedures
- 3.9 Checklist for program deliverers
- Appendix 3.1 Sample emergency procedures
- Appendix 3.2 Sample reporting procedures
- Appendix 3.3 Active After-school Communities checklist for program deliverers
- Assessment task**
 - 1.1 Completion of the Module 3 work sheet
 - 3.2 Practical: demonstration of risk assessment and management strategies (incorporated in Assessment Task 5.2)

Delivery strategies

Brief presentation

Video: *Managing the Risks of Coaching*

Group activities

Discussion/scenarios/case studies

Demonstration

Resource requirements

Active After-school Communities Community Coach Training Program Presenter's Manual, Module 3

Active After-school Communities Community Coach Training Program Coach's Workbook, Module 3

Active After-school Communities Community Coach Training Program PowerPoint slides, Module 3

Active After-school Communities Schools/OSHCSs Roles and Responsibilities document

Playing for Life resource kit

Video: *Managing the Risks of Coaching*

Module 4

Nutrition and wellbeing

This module will enable the AASC community coach to provide basic information to primary school-aged children on nutrition and wellbeing.

Approximate duration

0.75 hours

Learning outcomes

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

ELEMENT	PERFORMANCE CRITERIA
Identify the components of a well-balanced diet for primary school-aged children involved in regular, structured physical activity	<ul style="list-style-type: none"> Outline basic nutritional and fluid intake guidelines for children involved in structured physical activity List the foods you would encourage children to eat Explain religious and cultural food requirements that may affect the energy levels of some children
Identify the benefits of regular physical activity in the development of primary school-aged children	<ul style="list-style-type: none"> Outline the benefits of regular physical activity to primary school-aged children Discuss opportunities that exist for primary school-aged children to engage in structured physical activity/sport in the local community and identify links to appropriate groups

Community Coach Training Program Module 4

CONTENT

MODULE TIME: 45 MINUTES

- 4.1 Healthy body, healthy mind: the importance of a healthy lifestyle for primary school-aged children
- 4.2 Healthy eating: basic guidelines
- 4.3 What should children be drinking during exercise?
- 4.4 Communicating the healthy eating message
 - 4.4.1 The coach as a role model in healthy eating and an active lifestyle
- 4.5 Opportunities for structured physical activity and sport within the local community
- Appendix 4.1 Tips for parents: healthy Australian children
- Appendix 4.2 Taming fussy eaters: ten ways to keep your sanity
- Appendix 4.3 Hey 'cool kid' where's your drink bottle?
- Appendix 4.4 Sports and energy drinks for children: sorting fact from fiction

Assessment task

- 4.1 Practical: discuss the healthy nutrition and fluid intake information contained in this workbook and demonstrate practical ways of applying it in a small group.

Delivery strategies

Brief presentation
 Small group activity/presentations
 Question and answer/discussion

Resource requirements

Active After-school Communities Community Coach Training Program Presenter's Manual, Module 4
Active After-school Communities Community Coach Training Program Coach's Workbook, Module 4

Active After-school Communities Community Coach Training Program PowerPoint slides, Module 4

Healthy School Communities pamphlets, Australian Government Department of Health and Ageing

Eat Smart, Play Smart: a manual for out of school hours care, Heart Foundation, Sydney 2004

Multicultural Sport and Recreation Project — Centre for Multicultural Youth Issues, www.cmyi.net.au/programs/sport.html

Australian Sports Commission 2000, *Cross-cultural Awareness Training Package: understanding and tolerance*, ASC, Canberra, www.ausport.gov.au/isp/cca.asp

www.sportsdietitians.com.au, Sports Dietitians Australia

www.healthyactive.gov.au/initiatives/tips.pdf

www.foodwatch.com.au

Information about local community physical activity pathways: Active After-school Communities programs and beyond

Module 5

Planning, preparing, delivering and reviewing Playing for Life activity sessions

This module will enable the AASC community coach to effectively plan, prepare, deliver and review structured physical activity sessions that are based on the Playing for Life philosophy.

Approximate duration

6 hours

Learning outcomes

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

ELEMENT	PERFORMANCE CRITERIA
Discuss the benefits and barriers related to the Playing for Life approach and consider strategies for overcoming the barriers	<ul style="list-style-type: none"> • Outline the benefits of the Playing for Life approach <ul style="list-style-type: none"> – walk and talk environment – ownership – adaptation — catering for all levels of ability – game/activity is the teacher • Outline the barriers to the Playing for Life approach <ul style="list-style-type: none"> – organised versus chaos – drills versus games – motivation versus repetition – exposure versus self-esteem – parent perception/expectation • Discuss strategies that could be put in place to address the barriers
Identify the importance of planning	<ul style="list-style-type: none"> • Outline why the AASC community coach needs to plan
Construct a session plan that engages and is inclusive of all children	<ul style="list-style-type: none"> • Outline the key elements of a session • Plan session goals/objectives • Identify your target audience and plan appropriate activities which will facilitate and enhance the learning process of all children • Determine a suitable progression of activities, taking into account individual needs • Prepare instructions and questions • Ensure that the session plan is inclusive of all children • Develop contingency plans that accommodate potential unplanned influences

ELEMENT	PERFORMANCE CRITERIA
Prepare for a session	<ul style="list-style-type: none"> • Identify equipment required for the session • Ensure a safe environment • Outline how to maximise time spent in active participation
Organise activities, based on the Playing for Life philosophy, that optimise the involvement of primary school-aged children	<ul style="list-style-type: none"> • Review the fundamental principles and philosophy of the Playing for Life approach to physical activities • Identify fundamental games/activities that will engage all children • Apply Playing for Life teaching methods appropriate to the level of the children • Implement a variety of games/activities to motivate children and develop long-term learning • Provide adequate time for sessions, and observe children's performance • Use questioning techniques to improve skills • Progress activities to the next step or level in a sequential manner • Ensure that the session is fun, safe and provides variety
Review and adapt the organisation of activities and coaching methods to meet the requirements of all children	<ul style="list-style-type: none"> • Review some of the activities and consider: <ul style="list-style-type: none"> – How can you make them easier? – How can you make them harder? – Do they include everyone? – If not, how can you modify the activity to include everyone? – Does the activity maximise participation? – If not, how can you modify the activity to ensure maximum participation? • Describe the TREE and CHANGE IT approaches to modifying activities to meet the requirements (ability levels, other) of all children • Outline the general guidelines which should be considered when adapting and modifying an activity, that is: <ul style="list-style-type: none"> – the essential elements of any activity (for example, Teaching style, Rules, Environments, Equipment or CHANGE IT) may be modified – change only the part of the activity that needs to be changed and only when it needs to be changed – modifications need not be permanent — some can be phased out over time – if introducing difference into an activity do so slowly, one at a time and take time to reflect on the modifications used – keep the integrity of the activity intact – try to include all children as much as possible in the activity, question individuals when appropriate and challenge them to come up with solutions • Reinforce the TREE and CHANGE IT approaches using some case studies/ scenarios/practical group activities
Review the session	<ul style="list-style-type: none"> • Use self-reflection techniques to review own delivery • Make modifications to the next session based on a review of previous sessions
Adapt sessions to meet children's needs	<ul style="list-style-type: none"> • Outline the importance of new and progressive skill development • Identify strategies to maintain children's motivation and engagement over the long term • Consider the key stages of development of primary school-aged children and the implications of these for structured physical activity within session planning

Community Coach Training Program Module 5

CONTENT

MODULE TIME: 6 HOURS

- 5.1 The Playing for Life approach: a quick refresher
- 5.2 Benefits and barriers of the Playing for Life approach and strategies for overcoming the barriers (Assessment Task 5.1)
- 5.3 A successful session: what does it take?
 - 5.3.1 Four key steps: plan, prepare, deliver and review
 - 5.3.2 Plan the session
 - 5.3.3 Prepare for the session
 - 5.3.4 Deliver the session
 - 5.3.5 Review the session
- 5.4 Practical assessment (Assessment Task 5.2)
- 5.5 Adapting sessions to meet children's requirements (Assessment Task 5.3)
- Appendix 5.1 Playing for Life session planner
- Appendix 5.2 Sample Playing for Life activity cards
- Appendix 5.3 Performance checklist: Playing for Life

Assessment tasks

- 5.1 Participate in a group discussion about the benefits and barriers of Playing for Life, and strategies for overcoming the barriers, then complete the Assessment Task 5.1 work sheet.
- 5.2 Practical: plan, prepare for, deliver and review a Playing for Life activity session, adapting as necessary to optimise involvement and meet the requirements of all participants, and implementing or outlining contingency plans that may be used to accommodate unplanned influences. The session plan template and performance checklist provided at Assessment Task 5.2 are to be used for this assessment task. You may like to base your session plan on one or more of the Playing for Life activity cards provided at Appendix 5.2.
- 5.3 Discuss as a group and then individually outline strategies that coaches can employ to ensure that their sessions remain motivating and engaging to children over a term using the Assessment Task 5.3 work sheet.

Delivery strategies

Practical group activities

Discussion

Group brainstorm

Scenarios

Resource requirements

Active After-school Communities Community Coach Training Program Presenter's Manual, Module 5

Active After-school Communities Community Coach Training Program Coach's Workbook, Module 5

Active After-school Communities Community Coach Training Program PowerPoint slides, Module 5

Playing for Life resource kit (including activity cards and booklet)

Relevant equipment (bats, balls, markers, etc.)

Coaching Better: becoming a more effective coach or Coach in Action: how to be a top coach videos

4.3 Flexible delivery

The AASC program supports a flexible approach to the delivery of the Community Coach Training Program.

The Community Coach Training Program may be delivered through face-to-face courses or via external learning (Modules 2, 3 and 4 only).

The face-to-face courses may be delivered on a module by module format as reflected in the curriculum, or learning outcomes from several modules may be combined within practical demonstrations and group work experiences. Some courses will be offered over a weekend, while others will be offered during work hours or after hours.

It is hoped that these flexible delivery options will meet the needs of course deliverers and participants. The AASC program recommends the utilisation of varying delivery strategies including, in particular, a focus on practical involvement by participants both in and outside of the classroom environment.

A range of resources has been developed to assist with flexible delivery. A full list of the resources available to assist in the delivery of the AASC Community Coach Training Program is provided at Appendix 4.

4.4 Implementation strategy

In the first instance (27–28 January 2005), AASC state managers and other key AASC Community Coach Training Program deliverers (ASC Coaching and Officiating unit employees, National Junior Sport Program employees and state coach education personnel) were brought to the ASC in Canberra to participate in the inaugural, two-day AASC Community Coach Presenter training course.

AASC state managers and other key AASC Community Coach Training Program deliverers (ASC Coaching and Officiating unit employees, National Junior Sport Program employees and state coach education personnel) then delivered the AASC Community Coach Presenter training course to the AASC regional coordinators in their state (February 2005). The two-day AASC Community Coach Assessor Training course was run in conjunction with the AASC Community Coach Presenter training course, as a four-day program. All potential deliverers of the AASC Community Coach Training Program who did not already hold a Certificate IV in Workplace Training and Assessment (or its equivalent) were required to complete the AASC Community Coach Assessor training course.

AASC Community Coach Training Programs will be conducted in each state on an 'as needs' basis approximately four times per year.

Quality monitoring procedures will identify further training needs during subsequent years and state/territory or national training sessions will be conducted accordingly.

A standardised *Community Coach Training Program Presenter's Manual* with presenter notes, worksheets, PowerPoint slides/overhead transparencies and CDs/videos has been developed to assist with the rollout of the current training program.

The AASC national office will provide assistance to states/territories with the process of recognition of current competencies. States/territories should contact the AASC National Program Manager for advice on requests for recognition of current competencies.

The AASC national office will provide assistance to every state/territory to ensure that at least one Community Coach Training Program is delivered in each state/territory per quarter. The AASC national office will discuss individually with certain states/territories higher targets for the delivery of Community Coach Training Programs.

Section 5 Quality control

5.1 Registration requirements and probationary period

Prior to being able to deliver programs in the schools/OSHCSs, coaches must register with the Australian Sports Commission. In order to register as a coach with the AASC program, coaches must demonstrate that they have:

- completed a satisfactory police check and signed a prohibited employment declaration form
- current professional indemnity and public liability insurance (if not, they may be endorsed as a volunteer deliverer and may only receive an honorarium for their services)
- successfully completed (or demonstrated the required competencies for) the AASC community coach qualification.

During the registration process, coaches will also nominate to be registered as having a:

- multi-skill focus¹

and/or

- sport-specific focus delivered using Playing for Life principles.²

Once registered with the Australian Sports Commission and working in a school/OSHCS program, coaches will have a three-month probationary period. During this time, they will be required to complete a practical assessment. Where deliverers have nominated specific sports for delivery, they will be required to complete a practical assessment for each sport nominated.

On successfully completing this assessment task/s, deliverers will be provided with full registration. Maintenance of the full registration status will be subject to satisfactory evaluation processes, which are completed by the regional coordinator each term.

5.2 Monitoring training program quality

The following procedures will be put in place to ensure quality control of courses:

- ongoing presenter and assessor training as outlined in Sections 1.6 and 1.8
- evaluation of presenters by course participants using course evaluation forms (see Appendix 5)
- random visits by AASC national office staff to state and territory-based courses (and state and territory-based employees to regional-based courses) to evaluate delivery of courses and presenters.

5.3 Training program evaluation and review processes

In addition to the course evaluation questionnaire contained in Appendix 5, the following methods will be used to assess and review the AASC Community Coach Training Program:

- AASC state, territory and senior regional coordinators will have brief informal discussions with Community Coach Training Program presenters following each course. These discussions will focus on the organisation of the course and the need for changes to the delivery methods.
- Data on numbers of participants completing the Community Coach Training Program will be analysed on a regular basis.
- The course will undergo a thorough review at the end of the first 12 months and then every four years, with input sought from AASC state and territory and regional coordinators. Appropriate amendments will be made.

1 Coaches registered as having a multi-skill focus will focus on the provision of multi-skill development games and movement activities based on the four key types of sports identified in Playing for Life — net/court, invasion, target and striking.

2 Sport-specific focus coaches must demonstrate a minimum of 12 months experience coaching the nominated sport at a primary school-aged level.

5.4 Design and review committee

The following position holders will form the AASC Community Coach Training Program design and review committee:

- AASC National Project Manager (chairperson)
- an AASC state manager (who provides courses)
- an education expert (with experience in competency-based curriculum design and the AASC Community Coach Training Program)
- an Australian Sports Commission Coaching and Officiating unit representative
- a sport representative (where appropriate).

Appendix 1.1

Active After-school Communities Community Coach's Code of Ethics

1 Respect the rights, dignity and worth of every human being	Within the context of the activity, treat everyone equally regardless of sex, ability, ethnic origin or religion
2 Ensure the child's time spent with you is a positive experience	All children are deserving of equal attention and opportunities
3 Treat each child as an individual	Respect the talent, developmental stage and goals of each child Help each child reach their full potential
4 Be fair, considerate and honest with children	
5 Be professional and accept responsibility for your actions	Display high standards in your language, manner, punctuality, preparation and presentation Display control, respect, dignity and professionalism to all involved with the AASC program — this includes children, other coaches, supervisors, administrators and parents Encourage the children under your care to demonstrate the same qualities
6 Make a commitment to providing a quality service to the children under your care	Maintain or improve your current coaching accreditation/skills/knowledge Seek continual improvement through performance appraisal and ongoing coach education Provide a structured physical activity program that is planned and sequential Maintain appropriate records
7 Operate within the rules and spirit of your sport	The guidelines of national and international bodies governing your sport should be followed. Please contact your sport for a copy of its rule book, constitution, by-laws, relevant policies (for example, anti-doping policy, selection procedures, etc.) Coaches should educate their athletes on drugs-in-sport issues in consultation with the Australian Sports Anti-doping Authority
8 Any physical contact with children should be:	
<ul style="list-style-type: none"> • appropriate to the situation • necessary for the child's skill development* 	
9 Refrain from any form of personal abuse towards the children under your care*	This includes verbal, physical and emotional abuse Be alert to any forms of abuse directed towards the children under your care from other sources while they are in your care
10 Refrain from any form of harassment towards the children under your care*	This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability
11 Provide a safe environment for structured physical activity	Ensure equipment and facilities meet safety standards Ensure equipment, facilities, rules, activities and the environment are appropriate for the age and ability of the children

12 Show concern and caution towards sick and injured children

Provide modified structured physical activities where appropriate

Allow further participation in structured physical activities only when appropriate

Encourage children/parents/guardians to seek medical advice when required

Maintain the same interest and support towards sick and injured children

13 Be a positive role model for the AASC program and children

14 Adhere to the Australian Sports Commission's Anti-doping Policy**

Be knowledgeable of, and comply with, all applicable anti-doping policies and rules

Use your influence to foster positive anti-doping attitudes

Support the initiatives of the Australian Sports Commission and other applicable organisations to stop doping in sport

Cooperate with the Australian Sports Commission and other applicable organisations in relation to the conduct of any investigation or hearing into an alleged Anti-doping Policy breach

Understand the process for reporting, investigating and determining breaches as set out in the Australian Sports Commission Anti-doping Policy

Give due and proper consideration as to whether you also have a responsibility to act under the Australian Sports Commission's Code of Conduct

Act in a discreet and confidential manner in discharging your obligations

* Please refer to the Harassment-free Sport guidelines available from the Australian Sports Commission for more information on harassment issues.

** Please refer to the Australian Sports Commission's Anti-doping Policy for more information on how the policy applies to you and your obligations. The policy can be downloaded from the Australian Sports Commission's web site at www.ausport.gov.au/publications/ascantidope04.asp.

Coaches should:

- be treated with respect and openness
- have access to self-improvement opportunities
- undertake a level of coaching appropriate to their level of competence.

Appendix 1.2

Active After-school Communities Community Coach's Code of Ethics individual agreement form

For registration or re-registration to the AASC community coach program

To: Australian Sports Commission AASC program

I, _____
(Full name)

(Address)

am seeking registration/re-registration (please circle) for the AASC community coach program.

I agree to the following terms:

- 1 I agree to abide by the AASC Community Coach's Code of Ethics overleaf.
- 2 I acknowledge that the Australian Sports Commission's AASC program may take disciplinary action against me if I breach the code of ethics. I understand that the Australian Sports Commission's AASC program is required to implement a complaints-handling procedure in accordance with the principles of natural justice, in the event of an allegation against me.
- 3 I acknowledge that disciplinary action against me may include de-registration from the AASC community coach program.

Please refer to the Harassment-free Sport guidelines available from the Australian Sports Commission or contact your local AASC program regional coordinator if you require more information on harassment issues.

Signature (if under 18, parent/guardian signature)

_____/_____/_____
Date

Appendix 2

Policy and procedure for recognition of current competencies

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Australian Government
Australian Sports Commission

Active After-school Communities

Information for application for Recognition of Current Competencies (RCC)

Introduction

Participants undertaking the Active After-school Communities (AASC) Community Coach Training Program are able to apply for Recognition of Current Competencies (RCC). RCC will be granted when all the stated learning outcomes and performance criteria of the AASC Community Coach Training Program have been met.

What is RCC?

RCC is based on the awareness that people learn and develop competencies in many different ways throughout their lifetime — through work and life experience, as well as through education and training. RCC takes into account a person's skills and experiences, no matter where these were learned, to enable people to gain credit in a course of study.

RCC principles

The process of RCC must be quality controlled and delivered by personnel with experience in sport or physical activity, as appropriate, and in coach education. These personnel are responsible for ensuring that:

- procedures are fair and equitable
- measures are valid and reliable.

How can current competencies be recognised?

Each training program contains a set of learning outcomes and associated performance criteria that must be achieved before a participant will be deemed competent. In broad terms, the process of RCC involves what participants already know and currently do with the learning outcomes of the module.

In this way, RCC enables participants to focus on developing knowledge and skills in new areas, rather than re-learning what they already know and can do.

Who can apply?

A person can apply for RCC if they think their prior learning and experience means they can provide evidence to show that they are already competent in the learning outcomes of the AASC Community Coach Training Program.

The benefits of RCC

- Speeds up the process of becoming a qualified AASC Community Coach.
- Conforms to the requirements for equity in adult education programs.
- Avoids the problems of participants having to unnecessarily repeat learning experiences.
- Encourages the development of various assessment procedures.
- Measures the candidates' current competence in comparison to the stated standards of competence required.
- The RCC process can clarify what relevant skills the participant does and does not possess, so that the learning program can be tailored accordingly.

How do you show evidence of current competencies?

There are many ways that a person can show evidence of their current competencies. RCC can only be granted on current evidence — that is, work that has been completed within the last four years and competencies that they are currently able to demonstrate. Following are a few examples of the ways evidence can be provided. The participant will need to include a variety of these in their application form.

Education and training

- Formal, accredited and informal training.
- Copies of certificates, qualifications achieved from other courses, school or tertiary results.
- Statements outlining courses and/or study undertaken and the learning outcomes/competencies achieved from these.

Coaching-related experience

- Resumé of sport involvement and positions held, which may include reports from people within the sport.
- Copies of any statements, references or articles about the coach's employment or community involvement.
- Relevant coaching samples (for example, copies of training programs or videos of coaching tools which the coach has developed and implemented).
- Reports on opportunities undertaken, which could include evaluations from courses conducted.

Life experiences

- Overview of sport and recreation involvement.
- Relevant work or other experiences.
- Evidence of home/self-directed study, which may include a list of recent readings, synopsis of seminars attended, reports of own research/analysis undertaken.

Please remember, the above are only examples. The person should provide all documentation available that clearly shows evidence of their current competencies. The person may also be required to demonstrate their expertise by a written or practical demonstration.

Recognition of current competencies procedure

If a person considers that they have already acquired the learning outcomes of the AASC Community Coach Training Program, they may formally apply to have these competencies recognised.

An RCC assessment panel will assess the application. The panel comprises people who are experienced in the areas of:

- coach education
- adult education
- negotiation skills
- quality standards
- assessment methods.

The RCC assessment can only be carried out when the applicant provides evidence of the relevant competencies that they believe they hold. This is achieved through completing and forwarding the RCC application form to their local AASC Regional Coordinator.

The following sequential process has been established as the procedure to be followed when a person wishes to obtain recognition of current competencies.

Step 1 — Request

- Applicants who wish to apply for RCC should contact their local AASC Regional Coordinator, who will provide a brief explanation about the RCC process and advice to the applicant.
- An RCC application form will then be forwarded to the applicant.

Step 2 — Complete application form

- Applicants will use the information contained in the RCC application form to conduct a self-assessment against the training program learning outcomes.
- Applicants will need to consider if and how they have achieved each learning outcome and if they can satisfy the performance criteria by submitting valid, sufficient, authentic and current evidence.
- Applicants will need to gather all relevant supporting documentation and complete the RCC application form with honest, clear, complete and concise information.
- The completed application form, with supporting documentation, should then be forwarded to their local AASC Regional Coordinator, who will arrange for the application to be assessed by the state RCC assessment panel.

Step 3 — Assessment

On receiving the application, it will be reviewed to determine the completeness and relevance of the documentation.

The RCC assessment panel will:

- confirm to the applicant the acceptance of the application
- advise the applicant of the date for assessment by the panel
- advise the applicant of deficiencies that must be rectified or addressed before the application can proceed.

The RCC assessment panel will assess the evidence provided by the applicant against the performance criteria. A judgment will be made about whether the applicant wholly or partially meets the requirements.

The panel will check that the evidence submitted conforms to the following RCC principles:

- validity (is the evidence relevant?)
- sufficiency (is there enough evidence?)
- authenticity (is the evidence a true reflection of the candidate?)
- currency (is the evidence recent — was a qualification obtained within the last four years, and can the person demonstrate the required competency/ies now?).

In the event of partial completion of the learning outcomes, the panel will outline which performance criteria still need to be achieved, and preferably what evidence is still required.

Options include:

- supplying further supporting documentation
- completing certain assessment activities
- completing parts of a training program
- working with a mentor to obtain the required competencies.

The RCC assessment panel will complete and return the assessors' reports with recommendations for the applicant. The relevant person will collate the recommendations from the panel and submit a report and decision to the applicant.

The panel may need to meet to discuss issues with the applicant during the assessment process. The meeting could take the form of a teleconference.

The AASC State Coordinator will keep records of all RCC applications for seven years.

Step 4 — Notification

The relevant person will notify the applicant of the decision within two months of receiving the application.

Successful applicants for RCC will receive confirmation documentation.

Step 5 — Appeal

The applicant has the right to appeal the RCC assessment panel's decision if they believe the decision is unfair, unjust or the panel has misinterpreted the evidence.

In the case of an appeal, a new assessment panel will be established that will consist of the following personnel:

- one of the original RCC assessment panel
- an independent qualified assessor.

The new panel will review all material available and make a decision to either grant or deny recognition, and will notify the applicant of the decision within two months of receiving the appeal.

The decision of the RCC review assessment panel will be final.

Automatic Credit Arrangements

Upon submission of satisfactory evidence, RCC for Community Coach Training Programs (CCTP) Modules will automatically be awarded to applicants as follows:

Qualifications completed	CCTP Modules for which RCC will be awarded
Teaching qualifications	2, 3, 4
Physical Education qualifications (or are in their 4th year)	2, 3, 4
NCAS level 1 or above	2, 3, 4
Coaching General Principles Level 1 or above	2, 3, 4
Childcare qualifications Certificate III or above	2, 3, 4

RCC for other CCTP Modules may be considered upon submission of satisfactory evidence.



Australian Government
Australian Sports Commission

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Active After-school Communities Application for RCC

Active After-school Communities (AASC) - Community Coach Training Program

Section 1 — Personal details

Name

Telephone number

Mobile phone number

Credit for the following modules to the Community Coach Training Program (CCTP) may be provided to applicants who submit satisfactory evidence of completion of the respective qualifications.

Qualifications completed	CCTP Modules for which RCC will be awarded
Teaching qualifications	2, 3, 4
Physical Education qualifications (or are in their 4th year)	2, 3, 4
NCAS level 1 or above	2, 3, 4
Coaching General Principles Level 1 or above	2, 3, 4
Childcare qualifications Certificate III or above	2, 3, 4

Have you completed any of the above qualifications?

No Go to Section 2

Yes Please indicate which qualification(s)

Qualified teacher

PE trained

NCAS Level 1, 2, or 3 coach

Completed General Principles

Childcare qualifications

Please attach evidence of completion.

Do you wish to apply for additional Recognition of Current Competence for other CCTP modules?

No Sign the declaration below and submit this form to your Regional Coordinator.

Yes Go to Section 2

Declaration

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

Signature

Date

Office use only

Assessor name

Assessor role

Assessor signature

Assessment date

Module applied for	Type of assessment requested (Credit or RCC)	Satisfactory documentation attached	Approved/ Not approved	Further action required

Module 3 — Safe environments

- Outline the legal responsibilities of an AASC Community Coach
- Identify and implement procedures for minimising risks associated with delivery of the program

Module 4 — Nutrition and wellbeing

- Identify the components of a well-balanced diet for primary school-aged children involved in regular physical activity
- Identify the benefits of regular physical activity in the development of primary school-aged children

Module 5 — Planning, preparing, delivering and reviewing 'Playing for Life' activity sessions

- Discuss the benefits and barriers related to the 'Playing for Life' approach and consider strategies to overcome the barriers
- Identify the importance of planning
- Construct a 'Playing for Life' session plan that engages and is inclusive of all children
- Develop contingency plans that accommodate potential unplanned influences
- Prepare for and conduct a 'Playing for Life' activity session
- Review and adapt the organisation of activities and coaching methods to meet the requirements of all children
- Adapt sessions to meet children's needs over a term

Declaration

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

Signature

Date

/ /

Active After-school Communities (AASC) - Community Coach Training Program
Recognition of current competencies — Assessors report

Applicant's name

Learning outcomes/Assessment criteria	Evidence supplied		Validity Is the evidence relevant to the performance criteria?		Sufficiency Is there enough evidence?		Authenticity Is the evidence a true reflection of the candidate?		Current Is the evidence recent (obtained within the last 4 yrs)		Comments
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

All performance criteria met

Yes No Please provide advice to the applicant of what evidence they are still required to supply

Date of assessment / /
 Position

Name of assessor
 Contact number

Assessor's comments

Recommendations

Appendix 3 Community Coach Training Program assessment tasks and tools

Assessment task summary sheet

Participation in discussions/contribution to group activities/demonstrated understanding of main concepts/satisfactory completion of all activities

(Modules 2, 4 and 5)

Assessment task summary sheet: participation in discussions/contribution to group activities/demonstrated understanding of main concepts/satisfactory completion of all activities

Active After-school Communities Community Coach Training Program in-training program assessment summary: modules 1-5									
Name		Tel. no.		Venue Training program no		Date			
Assessment mode	Participates in group discussions	Contributes to group activities	Completes activities satisfactorily	Can articulate main concepts	Completes written work book task	Demonstrates by practical session delivery	Can review/adapt practical activities as required		
Module 1									
Module 2									
Module 3					Tasks 3.1-3.8				
Module 4									
Module 5									
Comments									
Assessor signature							Candidate signature		

Module 1

There are no assessment tasks for this module.

Module 2

Assessment task

- 2.1 Participate in role plays involving communicating with, and managing the behaviour of, small groups

No worksheet is required for Assessment Task 2.1. The training program coordinator will record your assessment for this task.

Module 3

Assessment tasks

- 3.1 Completion of the Module 3 work sheet
- 3.2 Practical: demonstration of risk assessment and management strategies (incorporated in Assessment Task 5.2)

Assessment Task 3.1 (work sheet)

Candidate: _____

Contact telephone number (business hours) _____

Contact telephone number (after hours) _____

Community Coach Training Program Coordinator _____

The completion of this work sheet forms part of your assessment for your AASC community coach accreditation. Please complete all activities on the following pages and submit to your training program coordinator by the required deadline.

1 WHAT IS DUTY OF CARE AS IT RELATES TO COACHING? EXPLAIN BELOW.

2 WHAT IS NEGLIGENCE AS IT RELATES TO COACHING? EXPLAIN BELOW.

3A WHAT ARE YOUR LEGAL RESPONSIBILITIES (DUTY OF CARE REQUIREMENTS) AS AN AASC COMMUNITY COACH? WRITE THEM DOWN BELOW.

3B WHAT ACTIONS WILL YOU TAKE TO ENSURE THAT YOU MEET THESE RESPONSIBILITIES?

- ---

- ---

- ---

- ---

- ---

- ---

- ---

-

-

-

4 ARE THERE ANY DIFFERENCES BETWEEN THE LEGAL RESPONSIBILITIES (DUTY OF CARE) REQUIREMENTS OR INSURANCE REQUIREMENTS OF A CONTRACTOR (PAID) AND A VOLUNTEER AASC COMMUNITY COACH? EXPLAIN BELOW.

5 WHAT ARE THE LEGAL RESPONSIBILITIES (DUTY OF CARE) REQUIREMENTS OF THE SCHOOLS/OSHCSs INVOLVED IN THE AASC PROGRAM?

6A WHAT IS CHILD ABUSE?

6B WHEN SHOULD YOU REPORT IT?

6C TO WHOM SHOULD YOU REPORT IT?

7 WHAT ARE THREE KEY MESSAGES THAT YOU SHOULD CONVEY TO CHILDREN IF YOU ARE TEACHING THEM HOW TO BE A 'GOOD SPORT'?

- ---

- ---

- ---

8 COMPLETE THE FOLLOWING RISK-MANAGEMENT PLAN BY LISTING:

- the potential hazards in your coaching environment
- what might go wrong in relation to these hazards
- strategies you can implement to minimise the risk of injury occurring
- who is responsible for implementing the strategies (this might be people other than you and might be more than one person)
- when do the strategies need to be implemented?

Do not forget to consider the particular circumstances of your coaching environment.

Risk-management planner				
POTENTIAL HAZARDS	WHAT MIGHT GO WRONG?	STRATEGIES TO MINIMISE RISK	WHOSE RESPONSIBILITY	TIMELINE?
Pre-activity <ul style="list-style-type: none"> • Equipment 				
<ul style="list-style-type: none"> • Facilities 				
<ul style="list-style-type: none"> • Change rooms 				

Risk-management planner					
POTENTIAL HAZARDS	WHAT MIGHT GO WRONG?	STRATEGIES TO MINIMISE RISK	WHOSE RESPONSIBILITY	TIMELINE?	
During activity <ul style="list-style-type: none"> Environment (playing area, relevant no-playing areas such as change rooms) 					
<ul style="list-style-type: none"> Physical condition of children 					

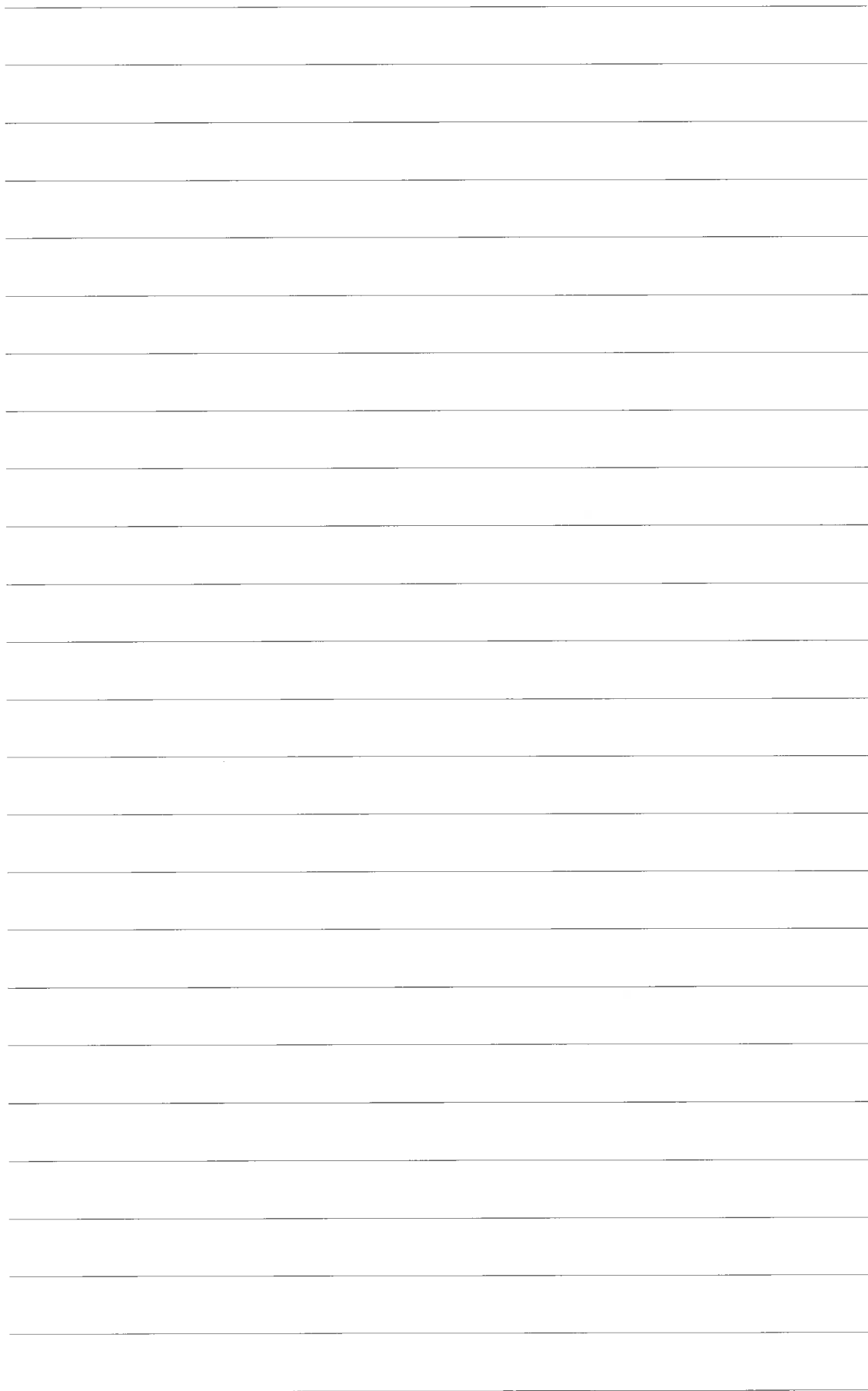
Risk-management planner					
POTENTIAL HAZARDS	WHAT MIGHT GO WRONG?	STRATEGIES TO MINIMISE RISK	WHOSE RESPONSIBILITY	TIMELINE?	
Post-activity <ul style="list-style-type: none"> • Waiting for transport home 					
<ul style="list-style-type: none"> • Weather 					

9 IF A CHILD HAS AN ACCIDENT DURING YOUR SESSION AND BADLY INJURES THEMSELVES, WHAT SHOULD YOU DO?

10 HOW DO YOU FIND OUT THE EMERGENCY PROCEDURES AND REPORTING PROCEDURES FOR THE AASC PROGRAM YOU ARE WORKING WITH?

11 WHAT ARE THE EMERGENCY PROCEDURES FOR YOUR SCHOOL/OSHCs (IF APPLICABLE)? WRITE THEM DOWN BELOW OR ATTACH A COPY. (IF YOU ARE NOT ALREADY LINKED TO A SCHOOL/OSHCs, REVIEW THE SAMPLE EMERGENCY PROCEDURES PROVIDED AT APPENDIX 3.1 SO THAT YOU ARE AWARE OF SOME TYPICAL PROCEDURES.)

12 WHAT ARE THE REPORTING PROCEDURES FOR YOUR SCHOOL/OSHCS (IF APPLICABLE)? WRITE THEM DOWN BELOW OR ATTACH A COPY. (IF YOU ARE NOT ALREADY LINKED TO A SCHOOL/OSHCS, REVIEW THE SAMPLE REPORTING PROCEDURES PROVIDED AT APPENDIX 3.2 SO THAT YOU ARE AWARE OF SOME TYPICAL PROCEDURES.)

A series of 25 horizontal lines for writing, spaced evenly down the page.

Module 4

Assessment task

- 4.1 Practical: discuss the healthy nutrition and fluid intake information contained in this workbook and demonstrate practical ways of applying it in a small group.

No work sheet is required for Assessment Task 4.1. The training program coordinator will record your assessment for this task.

Module 5

Assessment tasks

- 5.1 Participate in a group discussion about the benefits and barriers of Playing for Life, and strategies for overcoming the barriers, then complete the Assessment Task 5.1 worksheet
- 5.2 Practical: plan, prepare for, deliver and review a Playing for Life activity session, adapting as necessary to optimise involvement and meet the requirements of all participants, and implementing or outlining contingency plans that may be used to accommodate unplanned influences. The session plan template and performance checklist are to be used for this assessment task. You may like to base your session plan on one or more of the Playing for Life activity cards provided at Appendix 5.2.
- 5.3 Discuss as a group and then individually outline strategies that coaches can employ to ensure that their sessions remain motivating and engaging to children over a term using the Assessment Task 5.3 work sheet.

Assessment Task 5.1 (work sheet)

Benefits and barriers of the Playing for Life approach and strategies for overcoming the barriers

As a group, discuss the benefits and barriers related to the Playing for Life approach.

A WHAT ARE THE BENEFITS OF THE PLAYING FOR LIFE APPROACH?

B WHAT ARE THE BARRIERS OF THE PLAYING FOR LIFE APPROACH?

**C WHAT STRATEGIES WOULD YOU PUT IN PLACE TO ADDRESS THE BARRIERS?**

Assessment Task 5.2

Practical: plan, prepare for, deliver and review a Playing for Life activity session, adapting as necessary to optimise involvement and meet the requirements of all participants, and implementing or outlining contingency plans that may be used to accommodate unplanned influences. The session plan template and performance checklist are to be used for this assessment task. You may like to base your session plan on one or more of the Playing for Life activity cards provided at Appendix 5.2.

Active After-school Communities
deliverer appraisal



Active After-school Communities Deliverer appraisal

1 Deliverer details

Name

School/Club/OSHCs/Other organisation
(where applicable)

Deliverer Signature

Date

Deliverer Name

2 Appraisal details

Venue

Regional Coordinator

Appraisal date

Multi skill focus

Sport specific focus

Please name sport(s)

Both

Outcome

Deliverer is competent

Deliverer needs to provide further evidence

Detail further evidence required

Appraiser Signature

Date

Appraiser name

Appraiser role

3 Organisation

The deliverer consistently demonstrates

- Effective choice and use of available equipment
- Punctuality and on time commencement
- Evidence of planning and organisational strategies (e.g. formulation of lesson plans)

comments and examples

4 Communication

The deliverer consistently demonstrates

- Use of appropriate instructions (clear and concise)
- Effective use of non verbal (e.g. eye contact, expressions) communication with participants
- Language that is ethical, positive and engages the participants in the activity
- Questions that encourage learning and ownership of activity
- Use of demonstrations, role models and positive feedback throughout the session

comments and examples

5 Delivery

The deliverer consistently demonstrates

- Short transition time between activities
- Sessions that reflect a 'playing for life' approach (i.e. they are fun, inclusive, safe with high levels of activity)
- Activities that replicate elements of a game: rules, objectives and opposition (only where applicable)
- Modifications of activities as the session progresses and to engage all children of all abilities (e.g. CHANGE IT)

comments and examples

6 Safety

The deliverer consistently demonstrates

- A safe and secure environment for all participants
- Supervision of children in an ethical, positive and enthusiastic manner

comments and examples

7 Session review

What worked well?

What needs to be developed?

How will development occur?

- Undertake further training
- Mentor support
- Complete another appraisal

Deliverer self-assessment

What worked well?

What needs to be developed?

In-course appraisal form

This appraisal form is provided for information only so that candidates are clear about what they need to do in order to be deemed competent. Your training program coordinator will complete it during your appraisal in Assessment Task 5.2.



Active After-school Communities Deliverer appraisal

1 Deliverer details

Name

School/Club/OSHCS/Other organisation
(where applicable)

Deliverer Signature

Date

Deliverer Name

2 Appraisal details

Venue

Regional Coordinator

Appraisal date

Multi skill focus

Sport specific focus

Please name sport(s)

Both

Outcome

Deliverer is competent

Deliverer needs to provide further evidence

Detail further evidence required

Appraiser Signature

Date

Appraiser name

Appraiser role

3 Organisation

The deliverer consistently demonstrates

- Effective choice and use of available equipment
- Punctuality and on time commencement
- Evidence of planning and organisational strategies (e.g. formulation of lesson plans)

comments and examples

4 Communication

The deliverer consistently demonstrates

- Use of appropriate instructions (clear and concise)
- Effective use of non verbal (e.g. eye contact, expressions) communication with participants
- Language that is ethical, positive and engages the participants in the activity
- Questions that encourage learning and ownership of activity
- Use of demonstrations, role models and positive feedback throughout the session

comments and examples

5 Delivery

The deliverer consistently demonstrates

- Short transition time between activities
- Sessions that reflect a 'playing for life' approach (i.e. they are fun, inclusive, safe with high levels of activity)
- Activities that replicate elements of a game: rules, objectives and opposition (only where applicable)
- Modifications of activities as the session progresses and to engage all children of all abilities (e.g. CHANGE IT)

comments and examples

6 Safety

The deliverer consistently demonstrates

- A safe and secure environment for all participants
- Supervision of children in an ethical, positive and enthusiastic manner

comments and examples

7 Session review

What worked well?

What needs to be developed?

How will development occur?

- Undertake further training
- Mentor support
- Complete another appraisal

Deliverer self-assessment

What worked well?

What needs to be developed?

Post-course appraisal form

This appraisal form is provided for information only so that candidates are clear about what they need to do in order to be deemed competent during the post-course appraisal. This task must be successfully completed before you can receive full registration as an AASC program deliverer. It must also be successfully completed each term in order to maintain your full registration. Your training program coordinator will complete it during your appraisal.



Australian Government
Australian Sports Commission

Active After-school Communities Appraisal for full registration

Task: Plan, prepare, conduct and review a physical activity session of at least 35 — 45 minutes duration based on Playing for Life principles with a group of primary school-aged children.

Conditions: The deliverer will need to coordinate access to appropriate equipment and facilities.

Evidence Required: The deliverer is required to demonstrate competency as outlined in the checklist over the page.

1 Deliverer details

Name

School/Club/OSHCS/Other organisation
(where applicable)

The terms and conditions relevant to this application are set out in Appendix A. By signing this application form in the space provided below and submitting it to the Australian Sports Commission, I acknowledge that I have read and accepted the terms and conditions.

Deliverer Signature

Date

 / /

Deliverer Name

2 Appraisal details

Venue

Regional Coordinator

Appraisal date

 / /

Multi skill focus

Sport specific focus

Both

Please name sport(s)

Outcome

Deliverer is competent and awarded full registration

Deliverer needs to provide further evidence

Detail further evidence required

Appraiser Signature

Date

 / /

Appraiser name

Appraiser role

Appendix A Terms and conditions

1. The Australian Sports Commission (ASC) may accept or reject an Application for Registration in its absolute discretion.

Applicants will be required to participate in ongoing assessments of their delivery to ensure quality is maintained. Applicants will be required to achieve a satisfactory result at each assessment to maintain the full registration status.

 - a. Where an unsatisfactory result is obtained, feedback will be provided directly to the applicant.
 - b. Applicants will be re-assessed, at an agreed time, by a Senior Assessor against the feedback provided. Should a satisfactory outcome be obtained on this occasion, no action will be taken.
 - c. Should an unsatisfactory outcome be achieved again the Senior Assessor will identify with the applicant what action(s) will be undertaken. These will be documented. They may include:
 - i. undertaking further training,
 - ii. participating in mentor support,
 - iii. completing another assessment within a set time frame
 - iv. suspension of registration.
3. Full registration is provided solely for the activities nominated on this application form and is not transferable to other activities.
4. Full registration will be valid for 24 months from the date of approval of the application.
5. Upon receiving full registration applicants are eligible to only deliver the activities nominated on page 1 of this form within the Active After-school Communities (AASC) program.
6. Should an applicant have their registration suspended, it will be for a period of 6 months. The Senior Assessor is to document what actions are required to be taken to obtain re-instatement. The applicant will have 6 months to complete the agreed strategies to the satisfaction of the Senior Assessor. Upon the 6 months lapsing, the applicant's registration will be cancelled.
7. Applicants agree to abide by the AASC Community Coach Code of Ethics. The AASC Community Coach Code of Ethics is available on the ASC web site.
8. Applicants will be required to submit to the ASC for approval all publicity materials, sponsorship messages and/or participant handouts intended for distribution to children, parents and/or schools/OSHCS whilst representing the AASC program.
9. Where applicants breach any of the terms and conditions detailed above the ASC may, at its absolute discretion, suspend or terminate registration. In such a case, applicants will not be able to deliver activities within the AASC program.
10. The ASC collects personal information in the course of administering the AASC and this application process. In order to administer the AASC, the ASC may disclose your name, telephone number, address and details of the activities that you are registered to deliver to schools/OSHCS who are seeking to engage a person to deliver activities.
11. Applicants agree to participate in the AASC research and evaluation program upon request. This may include the ASC passing the information you provide to the ASC to independent researchers. These independent researchers may contact you in the future to invite you to participate in the research. Participants will generally be selected at random to participate in this evaluation.

Appendix 4 Community Coach Training Program resources

In addition to this curriculum document, the following resources are available from the Australian Sports Commission and AASC state managers for use in the AASC Community Coach Training Program:

- *Community Coach Training Program Curriculum Document*
- *Community Coach Training Program Coach's Workbook*
- *Community Coach Assessor Training Program Assessor Manual*
- *Community Coach Assessor Training Program Assessment Tasks*
- *Active After-school Communities School/Out of School Hours Care Service Roles and Responsibilities*
- *Active After-school Communities Frequently Asked Questions*
- *Active After-school Communities Community Coach Training Program External Learning Guide*
- *Active After-school Communities Indigenous Community Coach Training Program Presenter's Kit*
- *Active After-school Communities Indigenous Community Coach Training Program Participant Handouts*
- *Playing for Life resource kit*

Appendix 5

Community Coach Training Program

course evaluation form

Please take some time to complete this short evaluation form. Be as frank as possible. This helps us to continually improve and refine the AASC Community Coach Training Program. You need not give your name.

Name of module: _____

Name of presenter: _____

Date: _____ Venue: _____

ORGANISATION

- **How would you rate the way in which the module was organised?**

Please give rating from 1 (lowest) to 5 (highest)

Venue:*	1	2	3	4	5
Format of module	1	2	3	4	5

* (if applicable, that is, not workplace)

PRESENTER/S

- **How did you rate the presenter/s? Please give rating from 1 (lowest) to 5 (highest)**

Content	1	2	3	4	5
Presentation	1	2	3	4	5

PRESENTATION

- **Did the presenter/s appear to have a good understanding of the material?**

Please give rating from 1 (lowest) to 5 (highest)

1 2 3 4 5

- **How much opportunity did the presenter give participants to share ideas and experiences?**

Please give rating from 1 (lowest) to 5 (highest)

1 2 3 4 5

COURSE FORMAT

- **Were there any areas not covered which you would like to have included?**

Yes/No Please explain

- **Did the module meet your expectations? How might the delivery be improved?**

Yes/No Please explain

- **What were the most positive aspects of the module? Please explain**

USING THE INFORMATION

- **Did the module challenge you to adapt your thinking towards providing structured physical activities for primary school-aged children?**

Yes/No Please explain

- **Do you feel the course will help you/helped you develop a structured physical activity program to suit the likes and needs of all primary school-aged children?**

Yes/No Please explain

Please give this to the workshop coordinator.

Thank you

Appendix 6

Needs analysis questionnaire

(to be sent to candidates before they attend the course)

Name: _____ Age: _____ (optional)

Address: _____

Telephone: _____ (bh) _____ (ah)

Email: _____

Answer on the back of the page if space is insufficient.

1 BRIEFLY DESCRIBE YOUR COACHING EXPERIENCE.

2 HAVE YOU UNDERTAKEN COACH-TRAINING PROGRAMS IN SPECIFIC SPORTS? IF SO, WHICH ONES AND WHAT DID YOU LIKE OR DISLIKE ABOUT THEM?

3 WHAT WOULD NEED TO HAPPEN FOR THIS TRAINING PROGRAM TO BE A SUCCESSFUL EXPERIENCE FOR YOU?

4 WHAT WOULD MAKE THIS TRAINING PROGRAM A BAD EXPERIENCE FOR YOU?

5 HOW DO YOU LIKE TO LEARN (LECTURES, SMALL GROUP WORK, ROLE PLAY, VIDEO, ETC.)?

6 WHAT THREE AREAS WOULD YOU HOPE TO COVER EXTENSIVELY IN THIS TRAINING PROGRAM?

7 WHAT OTHER ASPECTS OF COACHING ARE YOU INTERESTED IN DEALING WITH?

Appendix 7

Code of practice for training program deliverers

Educational standards

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

Marketing

Training program deliverers will market their training programs with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other delivery organisation or training program.

Trainee information

Accurate, relevant and up-to-date information should be provided to participants prior to commencing the training program. This should include:

- admissions procedures and criteria
- copy of the refund policy
- total fees/costs to participants
- details of the certification to be issued on full or partial completion of the training program
- competencies to be achieved by trainees
- assessment procedures
- grievance/appeal procedures
- recognition of current competencies arrangements.

Recruitment

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

Training program deliverers 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.

Sanctions

The Australian Sports Commission may withdraw Community Coach Training Program registration from proponents who breach this code of practice.

Equal employment opportunities principles and practices

Training program deliverers must be aware of equal employment opportunities principles and practices as they apply to education and training. They should observe the following points:

- Characters (and their names) used in case studies, exercises and examples must be free from stereotypes and unlikely to cause offence.
- Material and presenters must discourage and prevent polarisation of participants.
- The training program content, process and/or activities must include all trainees and avoid giving an advantage to any one individual or group over another.
- Verbal and non-verbal language must be non-discriminatory.
- Humour must be non-discriminatory.
- Training program materials such as session plans, videos, handouts, graphics and cartoons must be non-discriminatory and inoffensive.