



Australian International Shooting Limited
Competition Coach Program
2013 -2017



Australian Government
Australian Sports Commission

Version	Author	Purpose	Approved by	Date
1	AISL Coaching Committee	New Course	NS	18 th Sep 2009
2.	AISL Coaching Committee	Revised Course	Damien Marangon	30 th May 2013

Terminology used in this document

Acronyms

The following acronyms are used in this document:

Australian Clay Target Association	ACTA
Australian International Shooting Limited	AISL
Australian Sports Anti-Doping Authority	ASADA
Australian Sports Commission	ASC
Field & Game Federation of Australia	F&GFA
National Coaching Accreditation Scheme	NCAS
National Officiating Accreditation Scheme	NOAS
National Sporting Organisation	NSO
Pistol Australia	PA
Recognition of Prior Learning/Recognition of Current Competencies	RPL/RCC
Target Rifle Australia	TRA
National Rifle Association of Australia	NRAA
Chief Executive Officer	CEO

Section 1: General Information

1.1 Course Provider

Australian International Shooting Limited

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Authorisation of the Australian International Shooting Limited

A signed copy of this is available in pdf format from the AISL office

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AISL President

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CEO

1.2 Functions and structure of the organisation

The objects of the Australian International Shooting Limited include:

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

AI SL Coaching Committee

Voting Membership:-

- One Coach, nominated from each Member.
- AI SL National Head Coach or delegate

Non Voting Membership:-

- One ASC representative
- Other by invitation e.g. (specialist in a particular area)

1.3 The Coaching objectives of AI SL include:

- Training coaches for the target shooting sports.
- Providing encouragement and making it easier for newcomers and novices to come into, and to remain in the sport.
- Promoting firearms safety and basic techniques of shooting.
- Assisting athletes to improve their proficiency and thus add to their enjoyment of the sport.
- Training teams, individuals and coaches to improve performance levels in National and International competitions.

Athletes and coaches should be encouraged to aspire to compete and coach at the highest possible level, both national and international.

Coaches work at all levels including:

- Coach education
- Local club competitions
- State championships
- National championships
- International matches, the most notable being
 - Olympic Games
 - Commonwealth Games
 - World Championships
 - Oceania Shooting Championships
 - World Cups and Championships
 - Commonwealth Shooting Federation Championships

AI SL proposes to conduct an ongoing program to develop and extend coaching skills within the target shooting sports.

AI SL have implemented a new coach accreditation structure from 2008. The new coach accreditation levels are as follows:

- Club Coach
- Competition Coach
- Advanced Coach
- High Performance Coach

Some of the Coaching General Principles, Intermediate Level components are integrated into this program. The Competition Coach competencies fall under the following General Principle competency headings:

- Plan and prepare
- Conduct
- Monitor & Review
- Evaluate
- Adapt

1.4 Type of submission

This is a revised submission 2013 - 2017

1.5 Copyright information

Copyright exists, and is held by AISL on this course and its supporting documentation, unless otherwise stated.

1.6 Provider arrangements

Only Member affiliates of the Australian International Shooting Limited (AISL) are endorsed to deliver this course on behalf of, and in consultation with the Coaching Committee of AISL. No fees apply to this arrangement. Organisations that are not members of AISL can apply for endorsement to deliver the course for a fee that will be determined by AISL.

1.7 Insurance arrangements

Member's normal insurance will apply. Members are expected to have public liability insurance and professional indemnity to 5 million dollars for all presenters.

Section 2: Training Program Administration

2.1 Name of this training program

AISL Competition coach

The AISL Competition Coach Program is an accredited training program with the Australian Sports Commission (ASC) and part of the National Coaching Accreditation Scheme (NCAS). This program sets out the minimum requirements/standards that AISL expect of a Competition Coach.

Participants need to be an AISL Club Coach as a pre-requisite for undertaking this level of coaching accreditation.

To become an AISL Competition Coach, participants need to complete the AISL Competition Coach program and be assessed against the performance criteria.

2.2 Duration of this training program

The duration of the AISL Competition Coach training program is to be in the region of 16 hours, ie a full weekend, including the first Coach Assessment.

2.3 Course Target Group

Coaches who are working with athletes at State level of competition. They must be registered financial members of AISL and have been endorsed by the Member to attend this program.

2.4 Payment of training program fees

The cost of the course can range from no charge to \$50. Course fees shall include the ASC registration fee, compulsory text, and such facility hire & lecturer fees as appropriate to the venue.

No GST is payable on this course material. Any outside material used would incur GST.

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

Notification of withdrawal from course up to 15 days prior	Full refund
Notification of withdrawal from course 1-14 days prior	50% refund
Notification of withdrawal from course less than 1 day prior	No refund

2.5 Enrolment pre-requisites

Participants are required to have completed the Club Coach program as a pre-requisite for this training program, and have 12 months experience as an active Club Coach.

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

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

Pre-course reading/study may apply. If required the information will be sent to all participants, including notice of unit assessment topics and other recommended reading.

2.6 Presenter, Assessor and Mentor requirements

While it is acknowledged that presenters, assessors and mentors of the programs may be from varying backgrounds, the skills and knowledge of accredited coaches and other experienced people in the sport should be utilised. Presenters and Assessors are however required at a minimum to:-

- have completed a Presenter/Assessor/Mentor training course or similar; and,
- hold a coaching accreditation at the same level as the program being presented, and,
- be deemed by the Member to be a suitable presenter.

All presenters should continually improve their professional and teaching skills.

2.7 Resource/Resource Material (Websites)

Course Co-ordinators will be able to direct participants to references/resources listed below.

Information	
Australian Sports Commission	http://ausport.gov.au/
ASADA	http://www.asada.gov.au
ISSF	http://www.issf-sport.org/
AI SL	http://www.ausshooting.org
Play by the rules	http://www.playbytherules.net.au

2.8 Recognition of Prior Learning/Recognition of Current Competencies

No honorary or retrospective accreditation will automatically be granted, however applications in writing may be considered in certain circumstances. The AI SL Recognition of Prior Learning Policy and Procedure document is at Appendix 3 and Form 2. Applications and supporting documentation should be directed to the relevant officer of the AI SL Member for assessment.

2.9 Reaccreditation

In order to maintain a consistent approach to coaching and ensure that coaches remain actively involved, it is necessary for all coaches to reaccredit every four years. To reaccredit as a Competition Coach, coaches need to demonstrate their coaching skills using the “Competition Coach Reaccreditation Form”, see Appendix 2. This needs to be assessed by a Competition Coach who has completed assessor training, or an Advanced Coach.

2.10 Responsible and Ethical Relations

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

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

Training program providers 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 provider or training program.

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

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

Member protection and Code of Conduct

The AISL has a "Member Protection Policy", which includes a Code of Conduct for Coaches- see Appendix 1. This policy contains details in relation to harassment, discrimination, complaint and safe environment. The full policy complete with forms (including complaint forms) are available on application to AISL's office.

Coaches who are seeking accreditation must 'sign on' to the AISL Code of Conduct – please refer to Form 1 for a copy of the form which must be completed by all coaches who are seeking accreditation as a Competition coach.

Coaches are required to complete a Member Protection Declaration (see Form 1) during the coaching program.

2.11 Quality Control

A full report of the running of this program is to be supplied to AISL within one month of the completion of the course, and all participants are to be notified in writing of the results of such a course. The report is to be completed by the Course Co-ordinator.

AISL will maintain records of "Competition Coaches" and on an annual basis, send a report regarding coach numbers to the Australian Sports Commission broken down by gender, state/territory, and coaching level.

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

A general Course Evaluation form is to be completed by participants at the completion of the program. Data on numbers of participants completing the program, and the comments on the program content and delivery will be monitored and reviewed by the AISL Coaches Committee on a regular basis, with a view to improving the program.

2.12 Access and Equity

This course has no entry restrictions other than those covered in Section 2.5. The course shall be flexible with regards to catering for coach's needs in terms of delivery and assessment.

AISL acknowledges the important role the Coach plays in assisting athletes to develop their knowledge and skills in shooting. That role includes:

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

Being inclusive and balanced in their approach refers to ensuring that athletes are included in all activities regardless of their:

- gender,
- race,
- religion,
- ability and
- age.

2.13 Assessment

Assessment will consist of completion of the following:

1. Participants will be assessed (observed) in a practical coaching situation or simulated situation against the performance criteria on at least 2 occasions. Assessment #1
2. Documentation of programs (to be sighted and discussed with discipline Coaching Committee or representative of the Coaching Committee). Assessment #2.

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

Section 3: Competency Statements

Competition coach

- Act in an ethically responsible manner.
- Teach shooting skills and techniques of the individual discipline to a State level athlete/s in a manner that continues to extend and improve their performance; utilising a range of communication, teaching and behaviour management strategies.
- Plan and review coaching sessions for State level athletes.
- Assess and manage the risks of coaching at competition level
- Cater for the physical and social development of State level athletes.
- Devise, implement and evaluate appropriate training and competition programs for State level athletes.
- Review and modify as necessary, the existing physical and skill testing procedures, and devise and demonstrate to athletes, procedures applicable to current demands of the sport.
- Recognise the elements required to undertake a talent identification process for State level athletes and implement if required.
- Prepare a State level athlete for national level competition.
- Act as a role model in the promotion of the sport to State level athletes and to improve the general status of shooting to the wider community.
- Assess performances of State level athletes.
- Vary their approach to cater for individual difference – including gender, generation, development and maturation, training background, ability/disability, and cultural and religious background.

Section 4: Course Syllabus**Competition Coach Program**

Module 1– The Competition Coach	Content	Delivery	Assessment Criteria	Assessment Methods
Unit 1 – Role of the Coach <ul style="list-style-type: none"> ▪ To be fully conversant with the role and responsibilities of the coach at State level 	<ul style="list-style-type: none"> ▪ Establishing a positive learning and supportive environment ▪ Coaching styles ▪ Coach/athlete relationships ▪ Safety and risk assessment <ul style="list-style-type: none"> ➢ Firearms Safety ➢ Range/environment safety ➢ Injury Prevention ➢ Child safe policy and procedures 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Not assessed 	NA
Unit 2 – Communication <ul style="list-style-type: none"> ▪ To demonstrate effective communication skills with athletes, officials and others in the shooting community 	<ul style="list-style-type: none"> ▪ Effective communication ▪ Resolution strategies ▪ Handling negotiations 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Communicate effectively with: <ul style="list-style-type: none"> ○ Athletes ○ Club Coaches ○ State administrators ○ Officials 	<ul style="list-style-type: none"> ▪ Observation ▪ Coaches journal ▪ Feedback from athletes
Unit 3 - Talent identification <ul style="list-style-type: none"> ▪ To undertake a talent identification process for State level athletes 	<ul style="list-style-type: none"> ▪ Talent identification ▪ Process for identifying potential elite performers ▪ Testing for talented athletes 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Undertake the process of identifying talented State level athletes 	<ul style="list-style-type: none"> ▪ Observation ▪ Coaches journal ▪ Feedback from State Affiliate
Unit 4 – Support Club Level Coaches <ul style="list-style-type: none"> ▪ To provide support to club level coaches 	<ul style="list-style-type: none"> ▪ Support processes ▪ Mentoring 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Demonstrate support to club level coaches 	<ul style="list-style-type: none"> ▪ Observation ▪ Coaches journal ▪ Feedback from Club Coaches

Module 1 – The Competition Coach	Content	Delivery	Assessment Criteria	Assessment Methods
Unit 5 - Performance improvement <ul style="list-style-type: none"> ▪ To undertake activities to improve coaching performance 	<ul style="list-style-type: none"> ▪ Self reflection <ul style="list-style-type: none"> ○ Diary ○ Video ○ Peer discussion ▪ Mentor ▪ Evaluation 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Implement strategies to assist with improving performance as a coach 	<ul style="list-style-type: none"> ▪ Observation ▪ Coaches journal ▪ Peer Review ▪ State affiliate feedback
Unit 6 - Group Management <ul style="list-style-type: none"> ▪ To manage a group of athletes at State level. 	<ul style="list-style-type: none"> ▪ Planning/Coordinating for state teams and training camps ▪ “People skills of Group Management” <ul style="list-style-type: none"> ➢ Establishing group norms and expectations of behaviour ➢ Balancing group needs and individual needs • Implementation <ul style="list-style-type: none"> ○ Time management ○ Communication to Association ○ Action Plan ▪ Evaluating (with Club) <ul style="list-style-type: none"> ○ Evaluation & documentation process ▪ Use of mentoring ▪ Drugs – Policies; ASADA ▪ Selection pathways ▪ Coaching program/pathway – Discipline to High Performance Program 	<ul style="list-style-type: none"> ▪ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios 	<ul style="list-style-type: none"> ▪ Demonstrate sound group management skills for a State level group of athletes 	<ul style="list-style-type: none"> ▪ Observation ▪ Coaches journal ▪ Peer Review ▪ Feedback from State Affiliate

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

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

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

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

Section 5: Coaching Practice

5.1 Timing of Coaching Practice

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

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

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

5.2 Supervision of the Coaching practice

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

The Course Coordinator / Assessor may monitor the practical coaching session and the progress of the candidates which will include:

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

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

5.3 Supervisor credit

Supervisors shall receive recognition for the hours spent supervising a coach during the coaching practice period.

Appendix 1: Code of Conduct

(Reprinted from AISL Member protection document)

As a member of AISL, a Full Member, an Associate Member, a Club, or a person required to comply with AISL's member protection policy you must meet the following requirements in regard to your conduct during any activity held or sanctioned by AISL, a Full Member, an Associate Member or a Club and in any role you hold within those organisations.

- 1 Respect the rights, dignity and worth of others.
- 2 Be fair, considerate and honest in all dealing with others.
- 3 Be professional in, and accept responsibility for, your actions.
- 4 Make a commitment to providing quality service.
- 5 Be aware of, and maintain an uncompromising adherence to, AISL's standards, rules, regulations and policies.
- 6 Operate within the rules of the sport including national and international guidelines which govern AISL.
- 7 Do not use your involvement with AISL, a Full Member, an Associate Member or Club to promote your own beliefs, behaviors or practices where these are inconsistent with those of AISL
- 8 Demonstrate a high degree of individual responsibility especially when dealing with any person under 18 years of age, as your words and actions are an example.
- 9 Avoid unaccompanied and unobserved activities with any person under 18 years of age, wherever possible.
- 10 Refrain from any form of harassment of others
- 11 Refrain from any behavior that may bring AISL, a Full Member or a Club into disrepute.
- 12 Provide a safe environment for the conduct of the activity.
- 13 Show concern and caution towards others who may be sick or injured.
- 14 Be a positive role model.
- 15 Understand the repercussions if you breach, or are aware of any breaches of, this code of behavior

Appendix 2: Reaccreditation Policy

The currency of all levels of NCAS coaching accreditation is four years, and all coaches will need to indicate their intention to maintain that accreditation by completing the process outlined below.

Reaccrediting for Competition coaches

In order to reaccredit as a Competition coach, candidates will need to:

- Demonstrate their coaching skills using the “Competition Coach Reaccreditation Form”. This needs to be assessed by an Advanced Coach, or a Competition Coach who has completed Assessor Training. This form is available on the AISL Website http://www.ausshooting.org/2013_Documents/Coaching/Competition_Coach_Re-Accreditation_Form.pdf
- Sign the AISL Coaches Code of Conduct Agreement Form.

Once a coach has completed their reaccreditation requirements, they must submit their completed Competition Coach Reaccreditation Form to the appropriate person within their Member Association. After verification by the AISL Member, it will then be forwarded to AISL for the coach to be reaccredited.

Appendix 3: Recognition of Prior Learning Policy/Recognition of Current Competencies (RPL/RCC) and Procedure

If a person considers that they have already acquired the competencies of the specific NCAS training program, they may apply to have these skills recognised.

The RPL /RCC Assessment is carried out when the applicant provides evidence of the relevant competencies, completes the RPL/RCC application form and forwards this with any fees required by the organisation for processing.

How can prior learning/competencies be recognised?

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

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

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

- Coach Education
- Assessment
- It is also desirable that they are accredited at a higher level than the RPL/RCC applicant.

RPL/RCC procedure

RPL for Coaches across Shooting Disciplines

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

For this to occur, the candidate should;

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

A fee may be applied for this procedure.

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

Step 1 – complete the application form and send to course coordinator

Applicants will need to gather all relevant supporting documentation and complete the RPL/RCC application form. Forward this with supporting documentation, to the relevant officer of the AISL Member.

Step 2 – assessment

The application will be reviewed by an RPL/RCC assessment panel. The panel will compare the evidence provided by the applicant with the competencies required for the training program. A judgement will be made about whether the applicant wholly or partially meets the requirements. The panel should check that the evidence submitted conforms to the following RPL/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 – obtained within four years?).

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

Step 3 – notification

The applicant will be notified of the decision within two months of receiving the application.

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

Options include:

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

Successful applicants for RPL/RCC will receive the appropriate certification/accreditation, and where appropriate, will be placed on SAO.

Step 4 – appeal

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

In the case of an appeal, a new assessment panel will be established. The new assessment panel will review all material available and make a decision. The RPL /RCC review assessment panel will notify the applicant of the decision within two months of receiving the appeal. The decision of the RPL/RCC review assessment panel will be final.

Appendix 4: Process for accreditation of all AISL courses

Coaching all levels

1. Members of AISL conduct courses from appropriate AISL course documentation
2. All course participants need to complete the AISL "Course Accreditation Application form"; "Code of Conduct Agreement form"; and at the conclusion of the course, a "Course Evaluation Form" .
3. Competency assessment of participants by course instructor occurs as detailed in AISL course documentation. All participants are assessed and then advised of the outcome as being deemed competent or not yet competent.
4. At the conclusion of assessment, Course instructor should forward a report with all completed forms and collated data of successful and unsuccessful participants to the relevant officer of the AISL Member, who will send it on to AISL.
5. AISL will keep a database of all Coaches, and provide the Australian Sports Commission with an annual report of coach statistics based on gender, state/territory and level.
6. Formal advice of completion of the Competition Coach Course will be issued by AISL and the Member Body to the coach in the form of a Coach Card.
7. Coaches are required to update their accreditation every four years. Coaches wishing to reaccredit must send their "Reaccreditation Assessment Form" to the relevant officer of the AISL Member. The AISL member will verify that the updating requirements have been met and advise AISL in the same manner as point 4 above.

Form 1. Member Protection Declaration
(Reprinted from AISL Member protection document)

AISL has a duty of care to its members and to the general public who interact with its employees, volunteers, members and others involved with its activities. As part of this duty of care and as a requirement of AISL's Member Protection Policy, AISL must enquire into the background of those applying for, undertaking or remaining in any work (paid or voluntary) that involved direct and unsupervised contact with people under the age of 18 years.

I _____ name)

Of _____(address)

(Born) _____

Sincerely declare:

I do not have any criminal charge pending before the courts

I do not have any criminal convictions or findings of guilt for offences involving sexual activity, acts of indecency, child abuse or child pornography

I have not had any disciplinary proceedings brought against me by an employer, sporting organisation or similar body involving child abuse, sexual misconduct or harassment, acts of violence, intimidation or other forms of harassment.

To my knowledge there is no other matter that AISL may consider to constitute a risk to its members, employees, volunteers, athletes or reputation by engaging me.

I will notify AISL of the organisation(s) engaging me immediately upon becoming aware that any of the matters set out in clauses 1 to 4 above has changed for whatever reason.

Declared in the State/Territory of _____ on _____ (Date)

Signature _____

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

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

Name: _____

Signature: _____

Date: _____

Form 2 . RPL/RCC Application Form

Name			
Organisation			
Address			
Phone		Mobile	
Fax		Email	
Evidence (COMPULSORY)		<p style="text-align: center;">Summary of evidence provided</p> <p>Please supply evidence relating to each competency in the form of education and training, work related experiences and life experiences. Please attach copies of documents and /or references to the application form.</p>	
Competition coach:			
<ul style="list-style-type: none"> • Act in an ethically responsible manner. 			
<ul style="list-style-type: none"> • Teach shooting skills and techniques of the individual discipline to a State level athlete/s utilising a range of communication, teaching and behaviour management strategies. 			
<ul style="list-style-type: none"> • Plan and review coaching sessions for State level athletes. 			
<ul style="list-style-type: none"> • Assess and manage the risks of coaching at competition level 			
<ul style="list-style-type: none"> • Cater for the physical and social development of State level athletes. 			
<ul style="list-style-type: none"> • Devise, implement and evaluate appropriate training and competition programs for State level athletes. 			
<ul style="list-style-type: none"> • Review and modify as necessary, the existing physical and skill testing procedures, and devise and demonstrate to athletes, procedures applicable to current demands of the sport. 			
<ul style="list-style-type: none"> • Recognise the elements required to undertake a talent identification process for State level athletes and implement if required 			
<ul style="list-style-type: none"> • Assess performances of State level athletes. 			
<ul style="list-style-type: none"> • Prepare a State level athlete for national level competition. 			
<ul style="list-style-type: none"> • Act as a role model in the promotion of the sport to State level athletes and to improve the general status of shooting to the wider community. 			

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

.....
 Signature of applicant
 Date

Payment
 Applicants must pay an RPL/RCC administration fee. Amount payable: \$.....
 Cheque/money order enclosed payable to:

Form 3. Course Application for accreditation

	Discipline	Date completed	Location
AI SL Competition Coach			

Name	
Organisation	
Postal Address	

Phone		Mobile	
Fax		Email	
Gender		Date of Birth	

.....

I am a Member of (Please circle)

ACTA	F&G	PA	TRA	NRAA	
------	-----	----	-----	------	--

Club	
------	--

.....

Course to be attended

Shotgun	Field & Game	Pistol	Rifle (TRA)	Rifle (NRAA)	
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.....

Information on this form is entered onto the National Coaching Accreditation Scheme (NCAS) or National Officiating Accreditation Scheme (NOAS) database of registered coaches or officials maintained by the Australian Sports Commission (ASC) in conjunction with National Sporting Organisations. Database information is passed on to relevant State and National Sporting Organisations and State Coaching & Officiating Centres. Coaches or officials will be sent relevant up-to-date information and may be contacted by the ASC. Your information will not be used or disclosed except in accordance with the provisions of the Privacy Act 1988.

I agree to pay the course fees set for parts of this course

Signed.....Date.....

Form 4. Agreement form

	<h1>Coach's Code of Conduct Agreement Form</h1>	
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For registration or re-registration to the AISL and National Coaching Accreditation Scheme

to: Australian International Shooting Ltd

I, _____ of _____
Full Name Address

Address cont.

am seeking accreditation/re-accreditation (please circle) for the following Australian Sports Commission (ASC) qualification:

Level Shooting _____
Sport Discipline

I agree to the following terms:

1. I agree to abide by the AISL Coach Code of Conduct.
2. I acknowledge that AISL may take disciplinary action against me, if I breach the code of conduct. (I understand that AISL 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 National Coaching Accreditation Scheme.

Please refer to the *Harassment-free Sport Guidelines* available from the Australian Sports Commission or contact your NSO, if you require more information on harassment issues.

Signature (if under 18, parent / guardian signature) ____/____/____
Date

ASSESSMENT TASKS

Assessment 1. AISL Competition Coach Assessment - Observation

NAME _____

ADDRESS _____

SUBURB _____ POST CODE _____

CLUB _____ PHONE _____

Email _____

Coaches will need to satisfy the performance criteria listed below on at least 2 occasions. This will be assessed through observations at competition coaching sessions, practice sessions and/or competition day.

The person assessing the participant will need to initial and date when he/she is satisfied that the participant's performance has met the standard expected of a Competition coach. Where this is not the case the box will be left blank until that particular aspect is demonstrated to a satisfactory standard.

PRACTICAL ASSESSMENT

Performance criteria	Demonstrated	
<p>Communicate effectively with:</p> <p>Athletes</p> <ul style="list-style-type: none"> ◆ Provides encouragement to athletes ◆ Demonstrate effective listening and questioning skills ◆ Implement actions based on feedback from athletes and others ◆ Facilitate feedback from (and to) athletes regarding coaching performance ◆ Facilitate feedback to athletes, including actions to assist athlete improvement <p>Coaches</p> <ul style="list-style-type: none"> ◆ Seek feedback from peers regarding coaching performance ◆ Assist club level coaches with coaching/athlete related matters ◆ Discuss journal entries with coaching personnel ◆ Seek assistance from a mentor regarding coaching performance 		
<p>Demonstrate sound group management skills for a State level group of athletes:</p> <ul style="list-style-type: none"> ○ Monitor team/squad performances and provide adequate feedback during both competition and practice 		

Performance criteria	Demonstrated	
<ul style="list-style-type: none"> ▪ Conduct coaching/training sessions to teach shooting skills and techniques that improve the development of athletes at State level using a variety of presentation methods including: <ul style="list-style-type: none"> ○ Interactive ○ Facilitating discussion ○ Case studies ○ Role plays ○ Demonstration ○ Use of questioning 		
<ul style="list-style-type: none"> ▪ Conduct coaching sessions which assist athletes to improve their mental preparation and problem solving skills 		
<ul style="list-style-type: none"> ▪ Demonstrate the use of a range of coaching related technical resources with State level athletes, including: <ul style="list-style-type: none"> ○ Video equipment ○ Scatt systems ○ Internet for data collection, analysis and training logs ○ HR Monitors ○ Handouts 		
<p>Teach one or more of these elements</p> <ul style="list-style-type: none"> ◆ correct technical variations in shooting ◆ positional variations in shooting ◆ tactical skills associated with shooting ◆ testing of ammunition ◆ testing of other equipment (Firearm) 		
<p>Assesses</p> <ul style="list-style-type: none"> ▪ readiness of all equipment for State level competition ▪ performance of State level athletes 		
<p>Implement</p> <ul style="list-style-type: none"> ▪ targeted physical training programs for State level athlete/s ▪ a program with athlete/s that prepares them for national level competition. 		
<ul style="list-style-type: none"> ▪ Provide a safe, positive and challenging learning environment for athletes 		

POST - PRACTICAL ASSESSMENT

<ul style="list-style-type: none"> ▪ Conduct ongoing reviews of the coaching program/s (including with athletes) with the assessor / mentor 		
<ul style="list-style-type: none"> ▪ Report to Association on group/squad/athlete performances 		

Please note: Candidates must be rated as competent in all areas to successfully complete this assessment task of the program.

NCAS REGISTRATION FEE PAID

YES / NO

Course Coordinator _____ Date _____

‘Assessment 2. AISL Competition Coach Assessment– Documentation

Coaches will need to satisfy the performance criteria listed below to meet the requirements of a Competition level coach. The documents will need to be sighted and discussed with discipline Coaching Committee or a representative of the Coaching Committee.

<ul style="list-style-type: none"> ▪ Prepare and submit copy of a structured coaching/training program/s for State Level athletes leading into National Level competition to Coaching Committee. 	
<ul style="list-style-type: none"> ▪ The training program should include psychological and physical preparation 	
<ul style="list-style-type: none"> ▪ <i>Discuss program/s with Coaching Committee representative.</i> 	

RPL/RCC Assessor Report

Applicant's name:.....

Competency - Competition coach	Evidence Supplied	Validity	Sufficiency	Authenticity	Current	Comments
• Act in an ethically responsible manner	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
• Teach shooting skills and techniques of the individual discipline to a State level athlete/s utilising a range of communication, teaching and behaviour management strategies.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
• Plan and review coaching sessions for State level athletes.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
• Assess and manage the risks of coaching at competition level.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
• Cater for the physical and social development of State level athletes.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
• Devise, implement and evaluate appropriate training and competition programs for State level athletes.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
• Review and modify as necessary, the existing physical and skill testing procedures, and devise and demonstrate to athletes, procedures applicable to current demands of the sport.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	

Competency - Competition coach	Evidence Supplied	Validity	Sufficiency	Authenticity	Current	Comments
<ul style="list-style-type: none"> Assess performances of State level athletes. 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Recognise the elements required to undertake a talent identification process for State level athletes and implement if required 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Prepare a State level athlete for national level competition. 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
<ul style="list-style-type: none"> Act as a role model in the promotion of the sport to State level athletes and to improve the general status of shooting to the wider community. 	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	

All competencies met: (please tick)

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

Date of Assessment:	
Name of Assessor	
Position	
Contact number:	

Presenter/Session Evaluation

Please fill in and place in the appropriate box at the registration desk. Your constructive feedback is appreciated.

Session Title: _____

Presenters Name: _____

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

The most interesting module in the course _____

Why? _____

Comments:

Thank you