



# **ATHLETICS CANADA**

# **NCCP OPERATIONS MANUAL**



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## **The Collection, Use, and Disclosure of Personal Information**

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at [www.coach.ca](http://www.coach.ca). By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact [coach@coach.ca](mailto:coach@coach.ca).

As an NCCP partner, Athletics Canada accesses the coaching information maintained by the Coaching Association of Canada for the purposes of communications with trained and certified coaches and tracking of coach training and certification activities consistent with the Coaching Association of Canada's and Athletics Canada's privacy policies. For additional questions regarding Athletics Canada's management of coaching information, please contact [coaching@athletics.ca](mailto:coaching@athletics.ca)

## Introduction





### Purpose of this Document

The National Coaching Certification Program (NCCP) launched in 1974 and delivered in partnership with the government of Canada, provincial/territorial governments, and national/provincial/territorial sport organizations, gives coaches the confidence to succeed.









The CAC works with over 65 different National Sport Organizations, including Athletics Canada, across Canada in the development of sport-specific NCCP training and evaluation programs. Currently, there are over 850 workshops available at every level of sport – from 3-hour online introductory workshops for beginner coaches, to weekend workshops for intermediate coaches, to intensive two-year training programs for advanced coaches.

This *Athletics Canada NCCP Operations Manual* contains guidelines and procedures for successful implementation of the NCCP within Athletics. It is not intended to replace the *NCCP Policies and Implementation Standards*, nor does it serve as development guidelines.







Athletics Canada is responsible for providing national leadership in the area of coach training and development;

-  Development of sport specific training;
-  Establishing evaluation requirements and process to grant certification;
-  Working with provincial/territorial branches to ensure consistent access to coach training and evaluation;
-  The delivery of coach training and development for National and International level coaches.

Athletics Canada meets its obligations through:

-  Facilitation dialogue between provincial/territorial branches;
  -  Development and renewal of NCCP curriculum through established an revision cycle;
  -  Delivery of Master Coach Developer;
  -  Organisation of national conferences and mentorship programs;
  -  Creation of eLearning opportunities;
  -  Support of coaches participating in National Coaching Institute advanced Coaching Diploma and World Athletics coaching programs;
  -  Development of minimum standards and requirements for coach training and certification;
  -  Offering reward and recognition programs.
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Provincial/Territorial branches are primarily responsible for ensuring access to NCCP training and evaluation for coaches within their province/territory. This is achieved by organizing activities and events within the province/territory or assisting coaches to travel to other provinces/territories to receive necessary training and opportunities to be evaluated. Some of the key responsibilities include:

-  The organization of regular NCCP workshops for coaches;
-  The ongoing training and development of learning facilitators and evaluators;
-  Conducting coach evaluations;
-  Organizing professional development opportunities
-  Developing minimum standards and requirements for coach training and certification;
-  Offering reward and recognition programs.

## **Version Control**

The following outlines the version history of this document, and identifies any notable changes.


<b>Version Number</b>	<b>Revision Date</b>	<b>Revisions</b>
1.1	2015/07/21	Original document publication.
1.2	2015/12/04	Section 3.6.2: Evaluation steps for the Evaluator
1.3	2017/05/24	Complete document update
1.4	2018/07/12	Revision of contexts, evaluation procedures
1.5	2018/10/01	Coach Developer section
1.6	2019/05/01	Edit for translation
1.7	2020/02/05	Revision of procedures

# 1 ATHLETICS CANADA AND NCCP

## 1.1 Mission, Vision, and Values

Athletics Canada's Mission, Vision and Values guides the operations of the organisation in all activities and are focused on bettering the sport of Athletics for participants of every age and in every stage of development.

As "Athletics in Canada" we recognize that:

-  Athletics is a foundational sport for all ages and abilities structured around the development of skills and competition associated with running, jumping, throwing and wheeling
-  Athletics in Canada includes sport participants, clubs, schools, event organizers, provincial/territorial branches, associations and other stakeholders associated with the delivery of athletics programming in Canada
-  As partners, we create opportunities for Canadians to participate competitively or recreationally in all disciplines of Athletics

For additional information visit: <http://athletics.ca/federation>

### 1.1.1 Mission





Our mission defines our reason for being and our core purpose as an organization.

***Through collective leadership: we drive growth in participation, enable improved performance, and provide a positive experience for all in Athletics and Para-athletics***

### 1.1.2 Vision

Our Vision 2020 is to ***provide world leading programs and services in Athletics and Para-Athletics.***

We will measure our success based on how we are recognized domestically and internationally for our commitment to providing

-  a positive experience through sport,
-  developing physical literacy,
-  systematically developing world class athletes who achieve podium success internationally
-  and for providing opportunities for participants to remain active and competitive for life.






Our performance as an organisation is guided by three strategic pillars of Participation, Performance and Positive Experience.

### 1.1.3 Values







Our organisational values inform the way in which we conduct our business and the manner in which we conduct our business

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## INTEGRITY

-  We conduct business with integrity, through ethical decision making, honesty and fairness
-  We create a fun, safe, and inclusive environment in an effort to provide a positive experience for all
-  We accept responsibility for actions and hold others accountable when they do act in accordance with core values
-  We recognize that the trust of members and partners is earned
-  We ensure programs reflect of the principles of Canadian Sport for Life and True Sport

## INNOVATION

-  We are committed to continuous improvement
-  We drive creativity and innovation as we work to continually improve
-  We are engaged with and responsive to the needs of members and actively seek new partnerships that advance the sport
-  We strive to support athletes with accessible training programs, coaching, support services and equipment they require to be on the leading edge of the sport
-  We are committed to provide coaches, officials, administrators and volunteers with the training and resources they need to be among the very best in the world
-  We believe what is learned through athletics helps individuals fully contribute to their communities and Canadian society.







## EXCELLENCE

-  We provide meaningful development pathways that enable individuals to achieve their own level of personal and sporting excellence
-  We recognize and celebrate excellence at every level of the sport
-  We embrace the journey as much as the outcome
-  We strive to provide a diverse range of events and opportunities to fit a variety of interests, goals and physical abilities.

### 1.2 Partners in Coach Education

The CAC, the provincial/territorial NCCP delivery agencies, the National Sport Organizations (NSOs), and the federal-provincial/territorial governments are individually and collectively responsible to:

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-  Ensure that the NCCP and other coaching and sport leader development programs contribute to a safe and ethical sport experience in all contexts of participation;
-  Ensure that the programs integrate into the Canadian Sport For Life framework and follow the principles of Long-Term Athlete Development (LTAD);
-  Ensure that coaching and sport leader development programs are available in both French and English;
-  Use best efforts to make the program accessible to all, including traditionally underrepresented and/or marginalized populations as referenced in the Canadian Sport Policy and the Federal-Provincial/Territorial Priorities for Collaborative Action;
-  Endorse the value of competent coaches and support, along with other stakeholders, higher standards of coaching competencies and working conditions/environments for coaches;
-  Actively participate in the resolution of any differences that put the integrity and continuity of the NCCP at risk.

### **1.2.1 Coaching Association of Canada (CAC)**

The Coaching Association of Canada unites stakeholders and partners in its commitment to raising the skills and stature of coaches, and ultimately expanding their reach and influence. Through its programs, the CAC empowers coaches with knowledge and skills, promotes ethics, fosters positive attitudes, builds competence, and increases the credibility and recognition of coaches.

### **1.2.2 Provincial/Territorial Coaching Representatives (PTCRs)**

The Provincial/Territorial Coaching Representatives provide leadership, development, and support in delivering the NCCP.

-  Alberta: Alberta Sport Connection
  -  British Columbia: ViaSport BC
  -  Manitoba: Coaching Manitoba
  -  New Brunswick: Coach NB
  -  Newfoundland and Labrador: Sport Newfoundland and Labrador
  -  Northwest Territories: Sport North Federation
  -  Nova Scotia: Department of Health and Wellness, Active Living Branch
  -  Nunavut: Sport and Recreation Division
  -  Ontario: Coaches Association of Ontario
  -  Prince Edward Island: Sport PEI
  -  Quebec: Sports Québec
  -  Saskatchewan: Coaches Association of Saskatchewan
  -  Yukon: Sport and Recreation, Department of Community Services, Government of Yukon
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### **1.2.3 National Sport Organization (NSO)**

 Athletics Canada

### **1.2.4 Provincial/Territorial Sport Organizations (P/TSOs)**

 Alberta: Athletics Alberta

 British Columbia: BC Athletics

 Manitoba: Athletics Manitoba


 New Brunswick: Athletics/Athlétisme NB


 Newfoundland and Labrador: Newfoundland and Labrador Athletics Association

 Northwest Territories: Athletics NWT

 Nova Scotia: Athletics Nova Scotia

 Ontario: Athletics Ontario

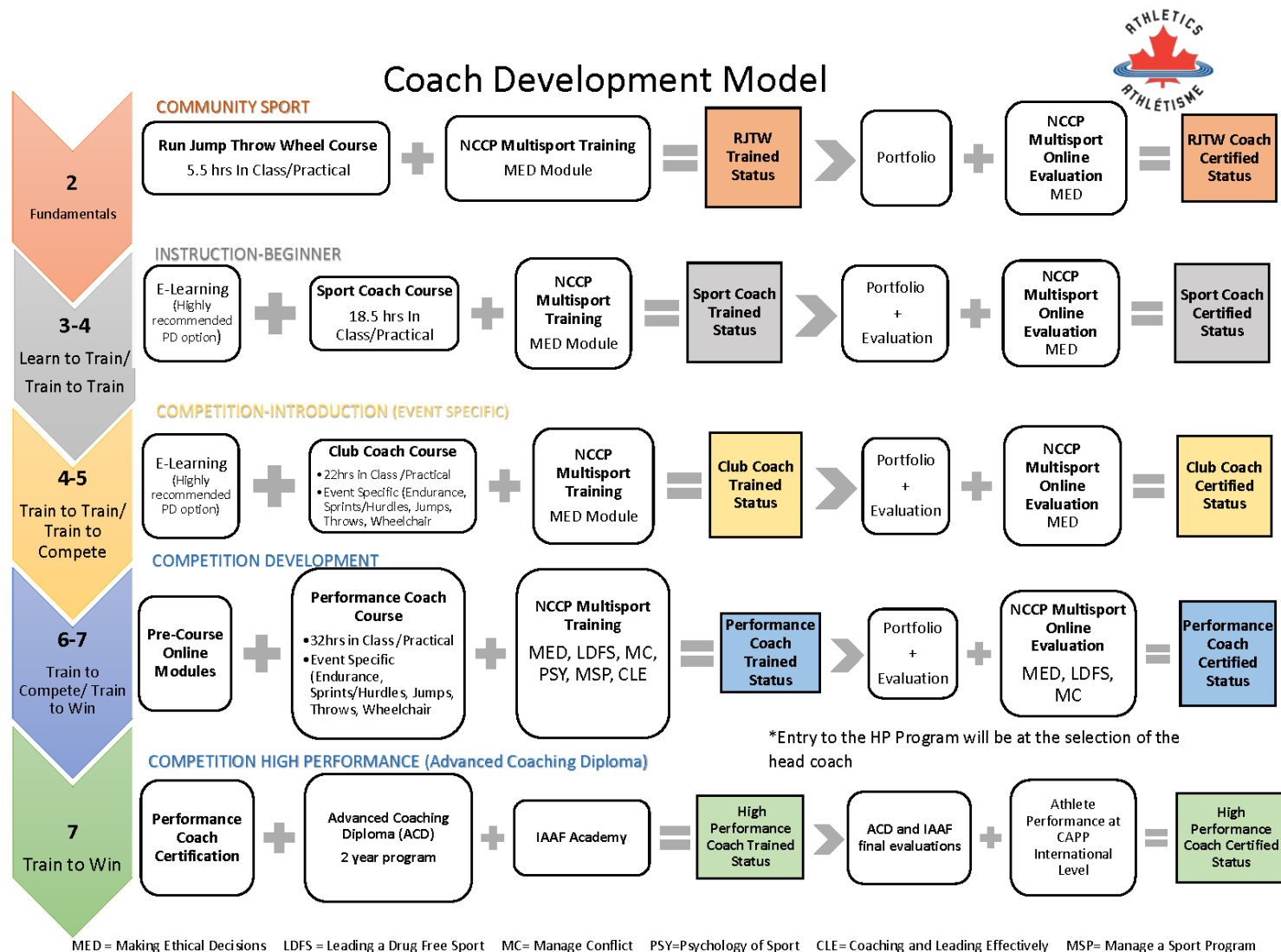
 Prince Edward Island: Athletics PEI

 Quebec: Fédération Québécoise d'Athlétisme

 Saskatchewan: Saskatchewan Athletics

 Yukon: Athletics Yukon

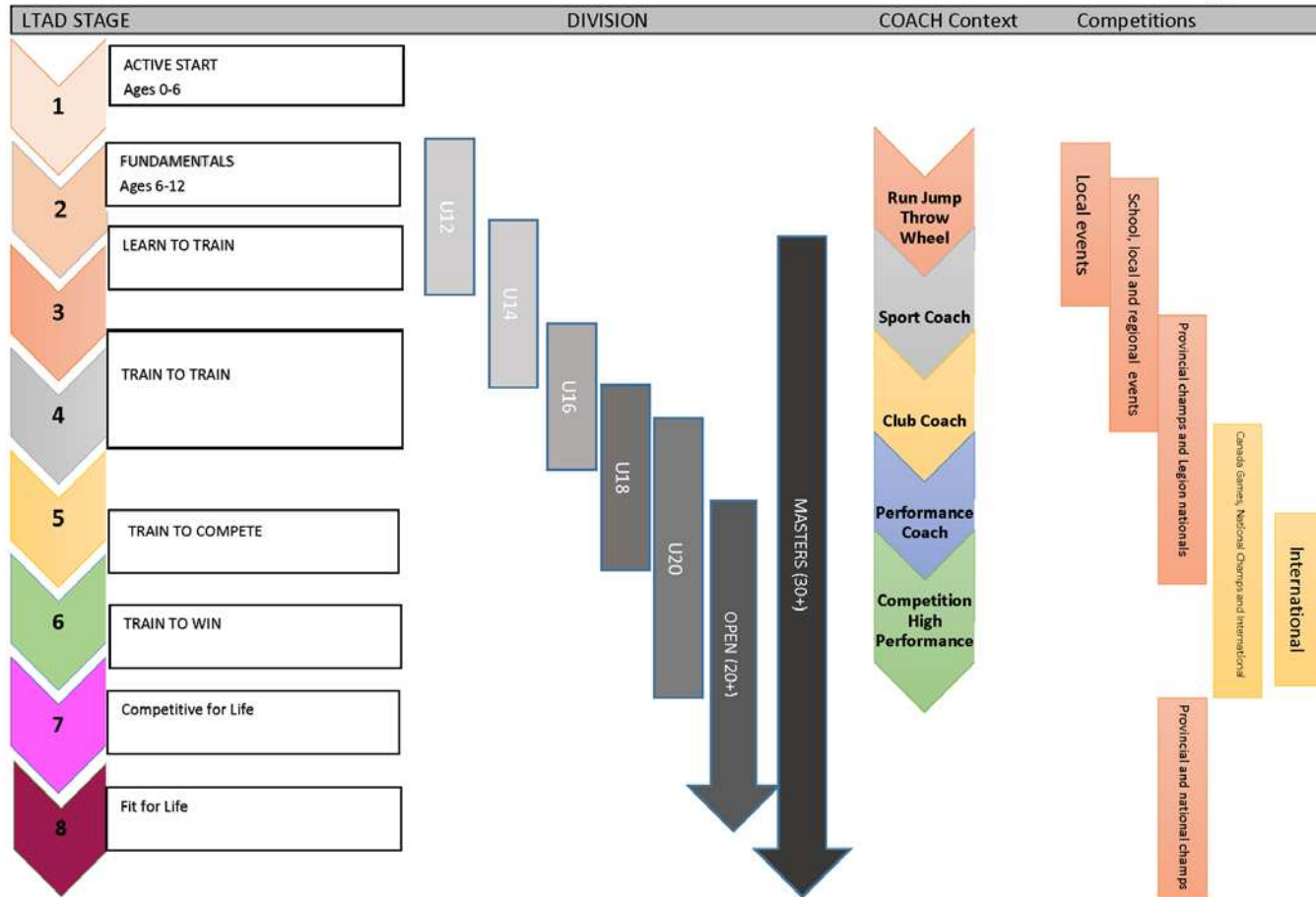
## 1.3 Coach Development Model (CDM)



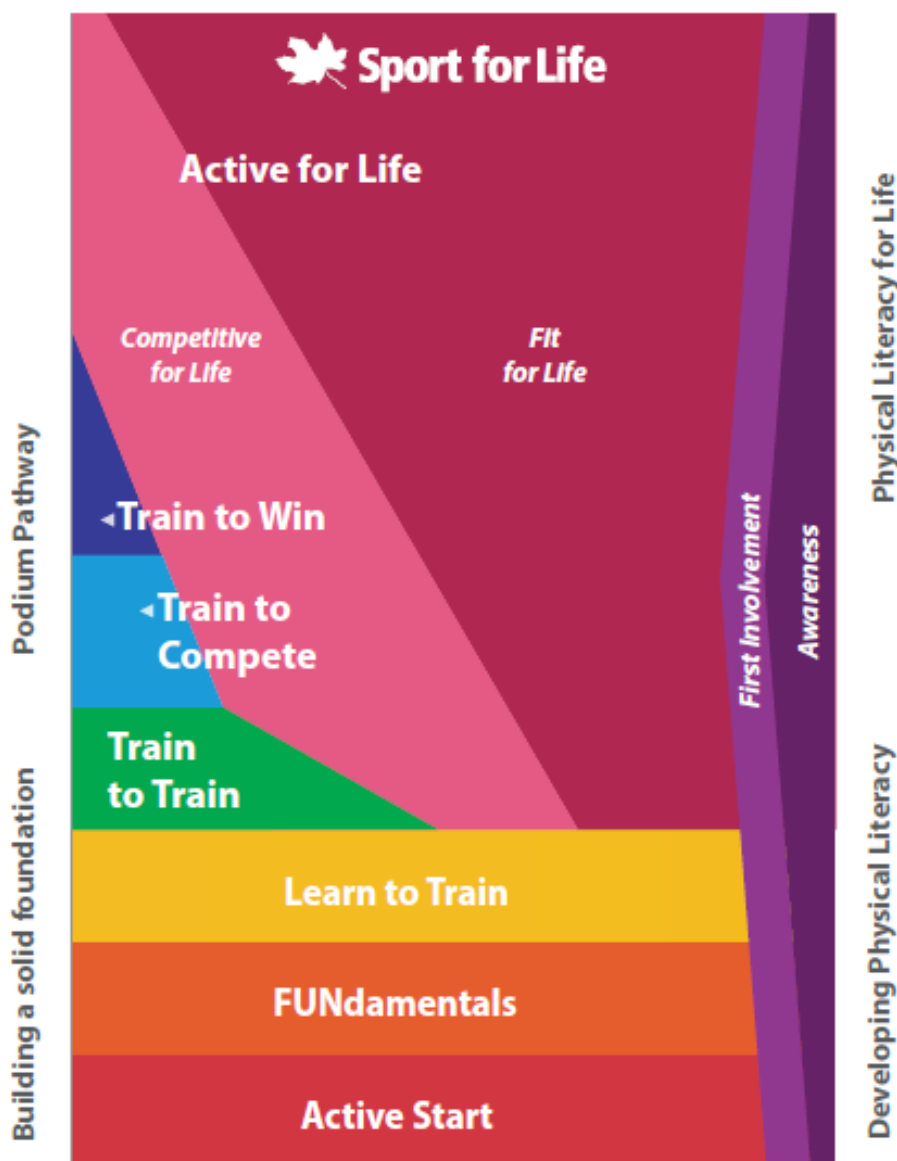
# 1.4 Participant Development Model



## Participant Development Model



## 1.5 Long-Term Athlete Development



Athletics Canada's Long Term Athlete Development provides a framework for developmentally appropriate training and competition for participants and athletes of every age and stage of development. The model is based on the Canadian Sport for Life framework which has been adopted by all National Sport Organizations in Canada.

Athletics Canada's Coaching Programs and NCCP Certifications are aligned with the stages of development.

For more information and additional resources visit:

[www.athletics.ca/programs/coaching/resources](http://www.athletics.ca/programs/coaching/resources)

## 2 THE NCCP MODEL



**National Coaching Certification Program**  
 The Goal: Coaches who can demonstrate their competence



The five core competencies are made concrete through specific coaching outcomes



There are five NCCP core competencies

\*Certification is valid for no longer than 5 years and professional development is required to maintain certification.

### COACH CERTIFICATION

The National Coaching Certification Program certifies coaches who have demonstrated their ability to apply critically important competencies to coaching situations relevant to the stage of athletes they coach. This means that coaches must not only know about coaching but be able to demonstrate their ability to apply this knowledge in the coaching situation.

Coaches can be trained in any of the following eight coaching contexts, which are specific to the type of athlete they are working with, and can progress through to a "Master Coach" level in any context.

#### COMMUNITY SPORT

The **Community Sport – Initiation** context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the "FUNDamentals" stage skills and abilities for participants.

The **Community Sport – Ongoing participation** context is typically for either youth participating in a recreational environment, or masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of the coach is to encourage participants to continue their involvement in the sport.

#### COMPETITION

The **Competition – Introduction** context is designed for coaches of athletes moving from the FUNDamentals to the Learn to Train and Train to Train stages of long-term athlete development.

The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

The **Competition – High performance** context is typically reserved for coaches of athletes in the Train to Win stage of long-term athlete development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this context require specific skills and abilities in order to meet the needs of their athletes.

#### INSTRUCTION

Instructors in the **Instruction – Beginners** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there's no formalized competition at this level — it's strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.

Instructors in the **Instruction – Intermediate performers** and **Instruction – Advanced performers** contexts are very specialized and are specifically there to assist athletes crossing over from competitive sport to gain enhanced skills, and in some cases, tactical development specific to their sport.

## 2.1 Training vs. Certification

The NCCP model distinguishes between training and certification. Coaches can participate in training opportunities to acquire or refine the skills and knowledge required for a particular coaching context (i.e. Competition – Introduction) as defined by the sport and be considered “trained”.

To become “certified” in a coaching context, coaches must be evaluated on their demonstrated ability to perform within that context in areas such as program design, practice planning, performance analysis, program management, ethical coaching, support to participants during training, and support to participants in competition.

Certified coaches enjoy the credibility of the sporting community and of the athletes they coach because they have been observed and evaluated “doing” what is required of them as a competent coach in their sport. They are recognized as meeting or exceeding the high standards embraced by more than 65 national sport organizations in Canada. Fostering confidence at all levels of sport, certification is a benefit shared by parents, athletes, sport organizations, and our communities.

NCCP coaches are described as follows:

- ❑ **In Training** – when they have completed some of the required training for a context;
- ❑ **Trained** – when they have completed all required training for a context;
- ❑ **Certified** – when they have completed all evaluation requirements for a context.

**Note:** A coach may earn certified status without achieving the In Training or Trained Status by proceeding directly to evaluation and completing all certification requirements.

For more information please visit: <http://www.coach.ca/trained-vs-certified-s16468>.

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## 2.2 Contexts



### 2.2.1 Competition

Coaches in the Competition stream usually have previous coaching experience or are former athletes in the sport. They tend to work with athletes over the long term to improve performance, often in preparation for provincial, national, and international competitions.

There are three levels of workshops for competition coaches that reflect the stages of athlete development: Introduction, Development, and High performance.

- ❑ The **Competition – Introduction** context is designed for coaches of athletes moving from the FUNdamentals to the Learn to Train and Train to Train stages of long-term athlete development.

**In Athletics**, a collection of coach training opportunities are offered to assist coaches in preparing for the Club Coach Certification. The Club Coach Certification includes a foundational certification and a series of event group specializations. Coach training workshops and certification criteria primarily address the needs of coaches of athletes in the Learn to Train and Train to Train stages of development, as well as providing foundational knowledge for working with Train to Compete and Active for Life athletes.

- ❑ The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

**In Athletics**, a collection of coach training opportunities are offered to assist coaches in preparing for the Performance Coach Certification, which is completed in the event group specialization of the coach's choosing. A simplified certification process is available for coaches seeking to add additional event groups to their qualifications.

For more information please visit:

Coaching Associations of Canada: <http://www.coach.ca/competitive-coaches-s15435>.

Athletics Canada: <http://www.athletics.ca/programs/coaching>



## COMMUNITY SPORT COACH

### 2.2.2 Community Sport

You may already coach at the community level or you're thinking about coaching. Often, you're a parent whose child is involved in sport, or a volunteer who works with participants of all ages that are new to a sport.

There are two levels of workshops for community sport coaches: Initiation (or introduction) and Ongoing participation.

- ❑ The **Community Sport – Initiation** context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the “FUNdamentals” stage skills and abilities for participants.
- ❑ **In Athletics**, training and certification in the **Community Sport - Initiation** context is provided through the Run Jump Throw Wheel Program

For more information please visit: <http://www.coach.ca/community-coaches-s15434>.



## INSTRUCTION

### 2.2.3 Instruction

Instructors in the Instruction stream must have sport-specific skills and training, whether at the beginner or advanced skill levels. Many are former participants in the sport.

The Instruction stream has three different levels of workshops: Beginners, Intermediate performers, and Advanced performers.

- ❑ Instructors in the **Instruction – Beginners** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there's no formalized competition at this level – it's strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.

**In Athletics**, training and certification in the Instruction-Beginners context is provided through the Sport Coach Fundamentals of Athletics Program.

For more information please visit: <http://www.coach.ca/instructors-s15436>.

For more information please visit: <http://www.coach.ca/where-do-i-fit--s15433>.

Athletics Canada: <http://www.athletics.ca/programs/coaching>

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### 2.2.4 Athletics Canada’s NCCP Programs and CAC Contexts

Athletics Canada currently offers the following certifications within the contexts defined by the Coaching Association of Canada. All coach training and evaluation modules are inclusive of coaching para-athletics.

<b>Community Sport - Initiation</b>	<b>Instruction Beginner</b>	<b>Competition-Introduction</b>	<b>Competition-Development</b>	<b>Competition – High Performance</b>
<i>Run-Jump-Throw-Wheel</i>	<i>Sport coach</i>	<i>Club Coach</i> <ul style="list-style-type: none"> <li>• Sprint/Hurdles</li> <li>• Jumps</li> <li>• Throws</li> <li>• Endurance</li> <li>• Wheelchair</li> </ul>	<i>Performance Coach</i> <ul style="list-style-type: none"> <li>• Sprint/Hurdles</li> <li>• Jumps</li> <li>• Throws</li> <li>• Endurance</li> <li>• Wheelchair</li> <li>• Combined Events</li> </ul>	Advanced Coaching Diploma (Offered by COPSI Network)  World Athletics Coaching (Offered in partnership with World Athletics)

## 2.3 Workshops and Modules

### 2.3.1 Sport-specific Training

The CAC works with over 65 different National Sport Organizations, including Athletics Canada, across Canada in the development of sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport – from 3-hour online introductory workshops for beginner coaches, to weekend workshops for intermediate coaches, to intensive two-year training programs for advanced coaches.

For more information on programs offered in Athletics by Athletics Canada and its provincial/territorial branches please visit: <http://athletics.ca/programs/coaching/>

For more information on programs offered in other sports please visit:

<http://www.coach.ca/sport-specific-training-s16547>.



### Run, Jump, Throw, Wheel: Community Sport - Initiation

Run Jump Throw Wheel is targeted at coaches who's coaching season ranges from 1 day fun days to day camp programs to once a week programs offered over a few months. This program is targeted at coaches/instructors who have little or no sport experience. The focus of this program is the introduction of fundamental movement skills in a fun and non-competitive environment.



INSTRUCTION

## Sport Coach, Context: Instruction-Beginner

**The Sport Coach Workshops** are targeted at coaches who are introducing athletes to Athletics and Athletics competitions (regional and provincial). Planning a practice is a key skill that is introduced in these workshops and coaches are exposed to all event groups through their training.

At Sport Coach, coaches are introduced to the events usually contested in the Junior High environment. At this time there is no para specific course being offered at the Sport Coach level, however coaches currently working with an athlete with a disability in this age/ability range are to attend the Sport Coach workshop as the coaching and technical concepts carry over regardless of whether the coach works within the Olympic or Paralympic context.

**LTAD Stage:** Train to train

**Prepare coaches to coach:** Athletics in an introductory competitive environment

### Foundations of Coaching Athletics (Modules 1-4)

**At the end of this session, the coach will:**

- *Be aware of why they coach*
- *Understand what youth expect to gain from participating in sport*
- *Understand what parents expect of coaches*
- *Develop a basic coaching philosophy*
- Understand the considerations that need to be taken to ensure a safe practice
- Understand the elements of an EAP and be able to apply them
- Create an EAP for current training environment
- Understand how practice, organization, and demonstration contribute to learning
- Understand why observation is important and how to do it
- Be aware of different types of feedback and when to use them
- Understand the parts of a practice
- Understand how to sequence practice elements
- Be able to plan a practice
- Be able to plan a week

**Workshop Approximate length:** 4 hours 45 minutes

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## **Long Term Athlete Development (LTAD)**

### **At the end of this session, the coach will:**

- Understand what LTAD is and how it affects training
- Be familiar with the 5 S's: Speed, Strength, Stamina, Suppleness and Skill
- Understand when the windows of trainability occur
- Understand what PHV is
- Explain the "Curves of Human Growth Chart"

**Workshop Approximate length:** 1 hour 15 minutes

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## **Strength and Movement**

### **At the end of this session, the coach will:**

- Understand what bones, muscles, tendons, ligaments and cartilage are
- Recognize basic body movements (flexion, extension, etc.) and be able to apply these movements to an event
- Be introduced to body weight circuits, medicine ball workouts and basic plyometrics
- Understand how to include strength training in the workouts for athletes at this stage

**Workshop Approximate length:** 1 hour 30 minutes

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## **Technical Elements**

### **At the end of this session, the coach will:**

- Be introduced the technical elements of foundational events in Athletics
- Understand how strength and energy systems are incorporated into the training for each event group
- Be introduced to the basic rules for each event

**Workshop Approximate length:** 11 hours

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COMPETITION COACH

## Club Coach, Context: Competition-Introduction

**The Club Coach Workshops** are for coaches who work with athletes who have a foundation in Athletics or come from a multisport environment. The focus of this course is to prepare the coach to develop an athlete's skills in one event group area. Seasonal planning is a key skill that is introduced in this course.

In Club Coach, coaches select an event group to specialize in and are introduced to all facets of that event group. Coaches are able to complete as many event group specializations as they like.

Coaches wanting to specialize in either wheelchair racing or para-throws are first required to attend a Club Coach workshop in either the throws, sprints or endurance event groups. Upon completion, they may then attend the one and a half day wheelchair specialization workshop.

**Athletes ages:** 14-15 years and up

**LTAD Stage:** Train to train, train to compete

**Prepare coaches to coach:** A specific event group in a club environment or coaches who are coaching in a school environment and wish to gain more knowledge in a specific event group.

### Foundations of Coaching Athletics (Modules 1-4)

**At the end of this session, the coach will:**

- *Be aware of why they coach*
- *Understand what youth expect to gain from participating in sport*
- *Understand what parents expect of coaches*
- *Develop a basic coaching philosophy*
- *Understand the considerations that need to be taken to ensure a safe practice*
- *Understand the elements of an EAP and be able to apply them*
- *Create an EAP for current training environment*
- *Understand how practice, organization, and demonstration contribute to learning*
- *Understand why observation is important and how to do it*
- *Be aware of different types of feedback and when to use them*
- *Understand the parts of a practice*
- *Understand how to sequence practice elements*
- *Be able to plan a practice*
- *Be able to plan a week*

**Workshop Approximate length:** 4 hours 45 minutes

## **Long Term Athlete Development (LTAD)**

### **At the end of this session, the coach will:**

- Understand what LTAD is and how it affects training
- Be familiar with the 5 S's: Speed, Strength, Stamina, Suppleness and Skill
- Understand when the windows of trainability occur
- Understand what PHV is
- Explain the "Curves of Human Growth Chart"

**Workshop Approximate length:** 1 hour 15 minutes

---

## **Program Planning and Design**

### **At the end of this session, the coach will:**

- Understand goal setting
- Understand basic periodization principles
- Have created an outline of a seasonal plan for their training group

**Workshop Approximate length:** 3h plus 2h after the strength and technical sessions

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## **Strength**

### **At the end of this session, the coach will:**

- Understand Basic Strength Building Concepts
- Be Aware Of Safe Lifting Practices
- Be Familiar With Dumbell and Olympic Lifting Exercises
- Be Familiar with loading and planning elements related to strength programming

**Workshop Approximate length:** 2 hours

---

## **Technical Elements**

### **At the end of this session, the coach will:**

- Be introduced to the technical elements of specific events in Athletics
- Understand how strength and energy systems are incorporated into the training for each event group
- Be introduced to the rules for each event

**Workshop Approximate length:** 9 hours

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## COMPETITION COACH

### Performance Coach, Context: Competition-Development

The **Performance Coach** certification is for coaches who are coaching athletes who are competing at the national level in the junior or senior categories and aspiring to international competition. The training for this course is event group focused. The main focus of this course is annual planning and periodization.

**Athlete ages:** Girls 16 years and up, Boys 17 years and up








**LTAD Stage:** Train to compete, train to win.

The following training modules are offered by Athletics Canada to assist coaches in preparing for evaluation. They are also highly recommended as professional development for Certified Club Coaches.





Coaches who wish to be trained in the Performance Coach context will need to complete an approximately 5h online training block, divided into modules focused on Physiology, Biomechanics, Nutrition, Planning, Strength, Injury Prevention and Recovery & Screening. They will also undertake approximately 2h of pre-course work doing an event audit and event modelling exercise.

The bulk of the 4 day in-class course will be divided between Technical sessions in event groups (12h) and Planning sessions, generally and in event groups (6h). There is also a review of the specific event model (6h) and a practical strength session (3h).

As a result of this workshop coaches will be able to:

-  Perform a thorough analysis of the demands of the event group;
-  Outline a program structure based on training and competition opportunities;
-  Identify appropriate measures for promoting athlete development within program;
-  Integrate yearly training priorities into program;
-  Optimize and sequence training priorities and objectives on a weekly basis to optimize adaptations;
-  Evaluate the ability of athletes to perform to their potential;
-  Report on athlete progress through the program.

This workshop is event group specific and is offered for the following event groups:

-  Sprint/Hurdles
-  Jumps
-  Throws
-  Endurance
-  Wheelchair

A series of multi-sport modules are also recommended for coaches seeking certification (see next section for details):

- Making Ethical Decisions (required for training, online evaluation required for certification)
- Leading Drug Free Sport (required for training, online evaluation required for certification)
- Managing Conflict (required for training, online evaluation required for certification)
- Psychology of Performance (required for training)
- Coaching and Leading Effectively (required for training)

### 2.3.2 Multi-sport Training

Many of these modules have been integrated by sports into their own sport-specific workshops while other sports require their coaches to take them separately through our network of Provincial and Territorial Coaching Representatives.

All of these multi-sport modules can help you reach higher as a coach, and can also be counted towards Maintenance of Certification.

For more information please visit <http://www.coach.ca/multi-sport-training-s15501>.

#### ABORIGINAL COACHING MODULES



If you work with, or supervise youth of Aboriginal heritage, this workshop is an essential resource. If you wish to understand, relate to, and apply Aboriginal cultural perspectives that will allow you to motivate, inspire, and lead those youth towards a successful and meaningful lifestyle, this workshop was designed for you.

This interactive workshop is available to both Aboriginal and mainstream organizations who have Aboriginal youth in their sport, social, or employment programs. Aboriginal Sport Circle's trained instructors will facilitate discussions which include role playing and group activities to engage all participants. This type of interactive setting has provided a fun, fulfilling, and positive learning experience for both participants and facilitators alike.

The workshop includes unique methods and perspectives not found in mainstream coaching certification programs. It is holistic in its approach and includes teachings of the Medicine Wheel, the four gifts, as well as the values within the four pillars and many other issues that are unique to Aboriginal culture.

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The Aboriginal Coaching Modules were designed to provide culturally relevant courses for coaches and people working with Aboriginal youth and athletes.

### ADVANCED PRACTICE PLANNING



For individual training sessions to effectively contribute to the overall objectives of an annual training plan, a coach must understand the outcome of each training session and how their cumulative effects will contribute to athletic development.

The Advanced Practice Planning module examines the impact of daily training sequencing, and the manipulations that can affect training outcomes.

This 5-hour module is a great follow-up to the Planning a Practice module. It is recommended that the Performance Planning module be taken before Advanced Practice Planning.

After completing the Advanced Practice Planning module, you will be able to:

- identify the factors that affect practice planning;
- ensure that practice plans are consistent with the microcycles and phases of which they are part;
- sequence exercises in a practice so that their order is consistent with the research on sequencing;
- develop a plan for training athletic abilities over a microcycle;
- develop a plan for training technical and tactical abilities over a microcycle; and
- develop a plan for a microcycle that helps athletes taper before a competition.

### BASIC MENTAL SKILLS



The Basic Mental Skills module gives you the ability to:

- recognize signs indicating that an athlete may need to improve his/her goal setting, focus, and anxiety control skills; and develop tools to help the athlete to make improvements in these areas;
- run simple guided activities that help athletes improve basic mental skills.

### COACHING AND LEADING EFFECTIVELY



The Coaching and Leading Effectively module gives you the skills needed to:

- promote a positive image of sport, and model it to athletes and those supporting their performance;
- deliver clear messages and explanations when communicating with athletes and their supporters;
- identify opportunities to interact with all athletes and use feedback to improve and correct performance and behaviour.

## COACHING IN SECONDARY SCHOOLS

This 3-hour workshop is designed to assist in the development of core competencies that will increase your effectiveness as a coach of school sport and help you have a meaningful impact on student-athletes. More specifically, you will be able to:

- apply and integrate Canadian Sport for Life into school sport programming;
- apply an ethical decision-making process to school sport scenarios;
- apply a school sport philosophy and the NCCP Code of Ethics to your school sport program;
- integrate safety standards into school sport coaching;
- manage school sport policies and procedures; and
- apply the roles and responsibilities of a school sport coach.

These workshops are delivered by the School Sport Organizations in the following provinces only:

- BC School Sports <http://www.bcschoolsports.ca/coaching>
- Ontario Federation of School Athletic Associations (OFSAA)  
<http://www.ofsaa.on.ca/programs/coaching-ontario-schools-cios>
- School Sports Newfoundland Labrador <http://www.schoolsportsnl.ca/high-school/>

## DESIGN A BASIC SPORT PROGRAM

Design a Basic Sport Program will teach you to:

- create a sound outline for your sport program that includes competition and training events;
- compare your program to those outlined by the NCCP in terms of long-term athlete development;
- assess the athletic development opportunities your program offers, and identify ways to remedy any weaknesses;
- interpret the information in a sample program, identifying training priorities and objectives at certain periods;
- establish a link between your program's training objectives and the content of practice sessions.

## DEVELOPING ATHLETIC ABILITIES

After completing the Developing Athletic Abilities module, you will:

- be able to implement general and sport-specific training protocols and methods to effectively develop or maintain the athletic abilities necessary for your sport;
  - know how to apply training principles and variables to training methods that build fitness, endurance, strength, speed and sport-specific conditioning;
-

- be able to select and adapt testing and training protocols.

INCLUDES: 2 hour online pre-workshop session

### EMPOWER +



An incredible addition to our NCCP workshop lineup, Empower + is an intense and thought provoking 4-hour workshop that will teach you how to enhance the well-being of the athletes in your care and be a positive role model in the world of sport.

In an interactive and dynamic learning environment, our expert facilitators will guide you through how to enhance athlete welfare by:

- recognizing the potential for, and presence of maltreatment in sport;
- learning when and how to intervene when you observe or suspect maltreatment.

You will bring your coaching to new heights by:

- implementing the NCCP's renowned six-step decision-making model;
- mastering the art of the difficult conversation; and
- creating a list of key positive athlete development strategies you can implement in your coaching right away.

This NCCP workshop will set you up for success in coaching and in life!

### FUNDAMENTAL MOVEMENT SKILLS (FMS)



The Fundamental Movement Skills of throwing, catching, jumping, striking, running, kicking, agility, and balance and coordination, form the basis for future sport skill development and for the life-long enjoyment of physical activity.

The FMS module will give participants the skills to:

- analyze and identify the various stages of development for the fundamental movement skills;
- apply a six-step process to teaching the fundamental movement skills;
- create safe games where children can practise fundamental movement skills.

Learn how to OBSERVE and IMPROVE the fundamental movement skills through the format listed below which is best suited to you and your line of work.

#### Community Leader

- Target: Recreation leaders, sport camp leaders, etc.
- Format: 8 hour workshop.

#### High School Leadership

- Target: High school students.
- Format: Composed of 9 lesson plans delivered by the Physical Education Teacher at your school.

## LEADING DRUG-FREE SPORT



After taking Leading Drug-free Sport you will be able to:

- fully understand and explain the consequences of using banned substances in sport;
- educate athletes about drug-testing protocols at major competitions;
- encourage athletes to safeguard their sport values and take greater responsibility for their personal actions;
- apply the NCCP Ethical Decision-Making Model to your coaching as it relates to keeping your sport and athletes drug-free.

## MAKE ETHICAL DECISIONS (MED)



By successfully completing the Make Ethical Decisions workshop you will be fully equipped to handle virtually any ethical situation with confidence and surety.

MED is one of the NCCP's cornerstone workshops, and leaves coaches with no doubt as to what to do when the going gets tough.

Upon completing the MED module you'll be able to:

- analyze a challenging situation and determine if it has moral, legal or ethical implications;
- apply the NCCP Ethical Decision-Making Model to properly respond to each situation in a way that is consistent with the NCCP Code of Ethics.

## MAKING HEAD WAY



After completing the Making Head Way in Sport module, you will understand:

- what to do to prevent concussions;
- how to recognize the signs and symptoms of a concussion;
- what to do when you suspect an athlete has a concussion; and
- how to ensure athletes return to play safely.

## MANAGE A SPORT PROGRAM



As coaches begin to take on more responsibility, they are expected to plan and execute tasks that go beyond the delivery of daily training and the management of the daily training environment.

The Manage a Sport Program module provides coaches with the opportunity to plan and interact with program budgeting, setting staff and team expectations, arranging team travel, building athlete agreements, and reporting on athlete/team progress.

This 4-hour module is perfect for any club head coach, provincial team coach, aspiring team manager, or technical administrator.

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After completing the Manage a Sport Program module, you will be able to:

- manage administrative aspects of the program and oversee logistics;
- manage staff's roles and responsibilities;
- manage camp and tournament finances and travel; and
- report on athlete progress throughout program.

### MANAGING CONFLICT



The Managing Conflict module will allow you to:

- identify common sources of conflict in sport;
- determine which individuals or groups are most likely to find themselves in situations involving conflict;
- learn important skills that will help you prevent and solve conflict resulting from misinformation, miscommunication or misunderstanding;
- develop skills that will empower you to listen and speak effectively in conflict situations while maintaining positive relationships with athletes, parents, officials and other coaches.

### MENTORSHIP



The 7-hour Mentorship module is designed to prepare individuals to step into their role as a mentor with clarity of purpose, and confidence in their actions. The training reaffirms and strengthens their abilities and skills as a mentor, while expanding upon the mentor's knowledge of the mentoring process. Completing the training will provide the mentor with standards and protocols for the implementation of mentoring within their coaching community.

By the end of the training, the mentor will:

- understand the concept of mentoring;
- understand the process of cognitive coaching;
- acquire and perform the communication skills required to be an effective mentor; and
- utilize the 3 steps of the mentoring process.

Training will include small group tasks, discussions, and debriefs. The emphasis will be on practicing the communication skills required of a mentor.

### NUTRITION



After taking the Nutrition module you will be able to:

- determine if foods and beverages consumed by your athletes before, during and after training are adequate;
- offer suggestions for more suitable food and beverage alternatives when necessary;

- gain a better understanding of the best way to promote healthy food choices that are consistent with basic sport nutrition principles to both athletes and their parents.

## PERFORMANCE PLANNING



In order to achieve peak performance, an athlete's training program needs to be periodized according to the demands of their sport, as well as their individual development needs. The Performance Planning module allows coaches to reflect on the structure of a yearly plan, and appropriately sequence training and development priorities so as to achieve peak performance.

This 12.5-hour module is a perfect next-step after the Design a Basic Sport Program module. It is recommended that the Performance Planning module be taken before the Advanced Practice Planning module.

After completing the Performance Planning module, you will be able to:

- perform a thorough analysis of the demands of your athletes' sport at the elite (high-performance) level;
- outline a program structure based on training and competition opportunities;
- identify appropriate measures for promoting athlete development within your own program;
- integrate yearly training priorities into your own program;
- organize and sequence training priorities and objectives on a weekly basis to optimize adaptations; and
- evaluate the ability of your athletes/team to perform up to their potential in competition.

INCLUDES: approximately 2-hour pre-workshop session

## PLANNING A PRACTICE



The Planning a Practice module will give you the skills to:

- organize a well-structured practice plan with safe, age-appropriate activities you've designed to match the proficiency level of participants;
- identify potential risk factors that could impact the sport and practice activities;
- create an emergency action plan;
- identify practice goals and design activities that offer the best training benefits for the athletic skills required in your sport.

## PREVENTION AND RECOVERY



After taking Prevention and Recovery you will have the knowledge needed to:

- identify common injuries in your sport and develop appropriate prevention and recovery strategies to keep your athletes injury-free during training and competition;
-

- offer valuable information and guidance on hydration, nutrition and sleep as they relate to injury prevention;
- choose skills and drills that help athletes perform appropriate warm-ups and cool-downs;
- develop functional evaluations for an athlete's return to play;
- implement recovery and regeneration techniques to help an athlete maintain or return to optimal performance post injury.

## PSYCHOLOGY OF PERFORMANCE



Completing Psychology of Performance will allow you to:

- help athletes learn to manage distractions and use visualization techniques to prepare themselves technically and tactically for training and competition;
- learn how to work with athletes or teams to identify performance and process goals related to their ability to focus on performance;
- learn debriefing skills that can be used to help athletes assess their performance in both training and competition.

## RESISTANCE TRAINING



A must-have for competitive coaches, this 4-hour dynamic and interactive introductory workshop will teach you how to prevent injuries and increase athlete performance through proven resistance training tools. After finishing this module, you will be able to use resistance exercises that are appropriate to your athletes' stage(s) of development to develop strength. In particular, you will be able to:

- identify appropriate resistance training exercises and sequences of exercises for developing strength; and
- help athletes correctly perform resistance training exercises and monitor their training programs.

## TEACHING AND LEARNING



Upon completing the Teaching and Learning module you will be able to:

- assess your own beliefs regarding effective teaching;
- analyze certain coaching situations to determine if they promote learning;
- create conditions that promote learning and self-esteem through:
  - appropriate consideration of the affective, cognitive and motor dimensions of learning;
  - the use of words and methods that relate to an athlete's preferred learning style;
  - a sound organization;
  - active supervision; and

- the use of well-formulated feedback offered at the right time and with the right frequency;
  - use teaching assessment grids to gather objective information on teaching effectiveness, and use this data to develop an action plan to enhance your own effectiveness as a teacher and coach.
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## 3 EVALUATION AND CERTIFICATION

### 3.1 Objectives

Evaluation in the National Coaching Certification Program (NCCP) is the process used to determine whether coaches meet NCCP coaching standards for certification. This process applies to all coaching contexts in the NCCP.

Principles of Evaluation in the NCCP

- Outcomes are the foundation of the NCCP approach to evaluating and certifying coaches.
- Evaluation in the NCCP reflects the ethical coaching practices promoted in the Canadian sport system.
- Evaluation in the NCCP reflects the diversity among sports in a given context.
- Evaluation recognizes and respects individual coaching styles.
- Evaluation in the NCCP is evidence-based.
- The evidence in NCCP evaluations consists of observable coaching behaviour that is used to determine whether a coach meets a given criterion.
- The evidence in NCCP evaluations may come from several sources.
- Evidence demonstrated during an evaluation may not reflect all of the elements or objectives identified in training activities.
- Coaches are fully advised of the evidence that will be used to determine whether they meet a given criterion. This helps them achieve certification.
- Coaches seeking certification are evaluated by NCCP-trained and NCCP-accredited Coach Evaluators.

#### **Additional Points**

- Evaluation requirements, procedures, and methods are (1) administratively feasible, (2) professionally acceptable, (3) publicly credible, (4) legally defensible, (5) economically affordable, and (6) reasonably accessible.
- Evaluation is preceded by NCCP training or relevant experience.
- NCCP training activities prepare coaches to meet certification standards.

### 3.2 Outcomes, Criteria, and Evidence

Evaluation in the NCCP is based on a systematic approach to determining whether coaches meet NCCP standards. This approach has three key components:

- Outcomes
- Criteria
- Evidence

**OUTCOMES: These are the overall tasks coaches must be able to perform**

There are seven overall tasks that capture what coaches in the NCCP need to be able to do. These are called *NCCP outcomes*, and they are:

- Provide Support to Athletes in Training,
- Make Ethical Decisions
- Plan a Practice
- Analyze Performance
- Support the Competitive Experience
- Design a Sport Program
- Manage a Program

The outcomes that apply in a specific coaching situation depend on the coaching context. National Sport Organizations (NSOs) have the flexibility to add unique outcome(s) should the NCCP outcomes not fully capture coaching tasks in their sport. The quantity of outcomes being evaluated contributes to the NCCP minimum standard for evaluation.

**CRITERIA: These are the components of an outcome that will be evaluated**

Every outcome is associated with one or more criteria.

Criteria depend on the coaching context. For example, in the Community Sport – Initiation context, the outcome Provide Support to Athletes in Training has one criterion, but in the Competition – Introduction context, it has three criteria.

Criteria *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

*EXAMPLE – Provide Support to Athletes in Training Criteria:*

- *Community Sport – Initiation context: Lead participants in appropriate activities*
- *Competition – Introduction context: Implement an appropriately structured and organized practice*

**EVIDENCE: This is what the Coach Evaluator must observe and measure to confirm that the candidate meets the NCCP standard for each criterion**

All criteria are associated with one or more pieces of evidence. Evidence is what the coach actually does. It is *observable and measurable*.

The more evidence the Coach Evaluator must observe and measure, the more demanding the evaluation will be.

Evidence *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

Together with the outcomes and criteria, the evidence is used to determine the NCCP minimum standard for evaluation.

*EXAMPLE – Competition – Introduction Criterion and Evidence for the Provide Support to Athletes in Training Outcome*

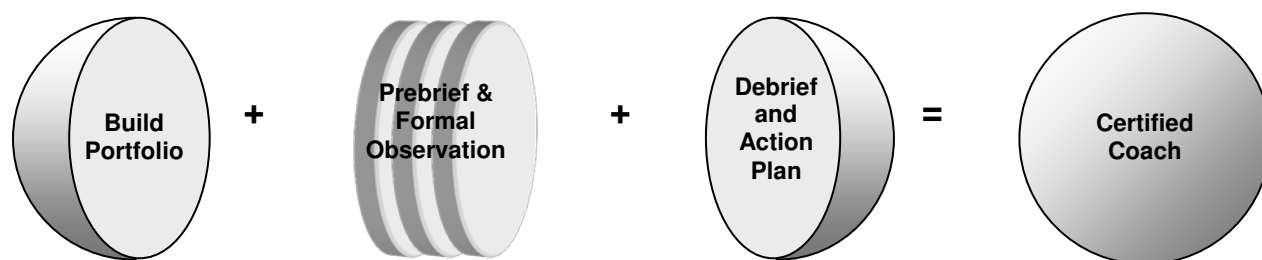
- *Criterion: Implement an appropriately structured and organized practice*
- *Evidence: Deliver a practice that matches the goals identified in the practice plan; activities contribute to development of skills, tactics, or athletic abilities; equipment is available and ready to use*

### 3.3 Evaluating Coaches in the NCCP

Evaluating coaches in the NCCP evaluation process involves:

- 🏆 Portfolio evaluation
- 🏆 Formal observation: In-Practice\*
- 🏆 Formal observation: In-Competition (In-person, when required)\*
- 🏆 Action planning
- 🏆 Reporting/Administration

\* Each formal observation includes a pre-brief between the coach candidate and evaluator to review evaluation requirements and set expectations, as well as a debrief of the observation.



#### 3.3.1 Portfolio Evaluation

- 🏆 The portfolio evaluation enables the Coach Evaluator to determine the readiness of the coach candidate for the formal observation.
- 🏆 The coach must register with on the Athletics Canada Coaching Portal ([athletics.ca/coach](http://athletics.ca/coach)) and submit all required portfolio pieces in advance of a formal observation being scheduled. (see detailed instructions below)
- 🏆 The Coach Evaluator must review the portfolio using the appropriate evaluation tool(s) and then communicate the feedback to the coach in a timely manner.
- 🏆 Successful completion of the required portfolio pieces will determine readiness for the formal observation.
- 🏆 It is permitted to complete the observation before the portfolio if this will lead to a more efficient process, however, it is highly recommended coaches submit the portfolio first.
- 🏆 Once it is established that the candidate is ready for the formal observation, the Coach Evaluator schedules the formal observation by setting the date on the Athletics Canada Coaching Portal.
- 🏆 When the formal observation is scheduled, the Coach Evaluator begins the prebrief process.

### 3.4 Certification Standard

*Certification standard* refers to the degree to which coaches meet a given criterion. An achievement scale is used to determine whether or not a coach meets or exceeds the minimum standards. For example, a five-point achievement scale might be:

- 4 Exceeds Standard
- 3 NCCP Minimum Standard – includes the evidence that describes the minimum standard for what a coach does
- 2 Needs Improvement
- 1 Not Sufficient

While the achievement scale may differ, *all* must include the NCCP Minimum Standard.

Coaches seeking certification for a given context must be evaluated and must achieve at least NCCP Minimum Standard in all the relevant criteria required for that context in their evaluation.

### 3.5 NCCP Database (*The Locker*)

*The Locker* is the official record when confirming a coach's training and certification status.

The maintenance of accurate coaching records is critical in ensuring the credibility of the NCCP Program. All coach education records are to be tracked and maintained within the Coaching Association of Canada's Database.

It is the responsibility of each Provincial/Territorial Branch to ensure that coaching activities are recorded in *The Locker*. All submissions are reviewed and approved by both an Athletics Canada and a Coaching Association of Canada administrator.

It is the responsibility of coaches to ensure that their personal and contact information is accurate and up to date and to regularly review to ensure all NCCP and Athletics Canada recognized training and certification activities are recorded.

Coach evaluations are automatically uploaded to *The Locker* via the Athletics Canada Coaching Portal upon Athletics Canada approval. No evaluations should be entered directly into *The Locker*.

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## 3.6 Administration and Logistics of Evaluation

### 3.6.1 How to request evaluation

## Evaluation: a step-by-step guide

Once coaches have acquired the necessary knowledge and experience within their respective context:

- Taken the a RJTW, Sport, Club or Performance Coach course
- Taken the corresponding multi-sport courses and evaluations
- Gained experience in their respective context

They are now ready to 'request an evaluation' which is the final step in order to earn the designation of 'certified' coach.

\*\*\* A coach may choose to go 'directly to evaluation' for both the Club and Performance Coach context. If a coach is not successful, they will be required to complete the course before requesting another evaluation.

In order to complete this process, please reference the following guidelines:

#### Step 1: Find your Athletics Canada (AC) number

Make sure you that are registered with Athletics Canada through your provincial branch and know your Athletics Canada (AC) number.

<https://www.trackie.com/members/lookup.php>

#### Step 2: Find your coach certification (NCCP) number

You will also need to be registered with the Coaching Association of Canada and know you coach certification (NCCP) number.

<https://thelocker.coach.ca/account/login>

#### Step 3: Sign up for a portal account

Once you have both your AC and CC numbers, you are ready to create your free account in the Athletics Canada – Coaching Portal. Click on the following link <https://athletics.ca/coach/> to return to the portal and register for your account. Upon saving your information, you are free to explore the site.

#### Step 4: Selecting and registering for an evaluation

To select the context in which you want to be evaluated and pay for your evaluation, click on 'Status' in the selection of tabs at the top of the page. This will take you to a list of evaluation options.

Click on the + beside the name of the context. The box will expand to show the two or three stages of your evaluation process.

In the first box you will see your price for the evaluation or in the case that you do not have all the prerequisites, it will also show you the price to go directly to evaluation.

At this time click on **register** and you will have the option of paying the fee. Upon receiving payment, an evaluator will be assigned.

Fees: RJTW \$45, Sport Coach \$210, Club Coach \$295, Performance Coach \$500.

\*\* The 'direct to evaluation' option is meant to help those with a certification from another country or someone with equivalent experience fulfill the NCCP criteria. If a request for 'direct to evaluation' is declined, evaluation fees will be refunded minus a \$50.00 administration fee.

\*\*\* If the 'direct to evaluation' option is granted and a coach is not successful at the portfolio stage, they will be required to complete the course for the context before attempting another evaluation. The evaluation will remain "active" and the coach will not have to pay again for the evaluation. If the coach is not successful at the observation stage, the coach may be required to pay an additional amount for the evaluator's time, at the discretion of Athletics Canada or the provincial branch.

### **Step 5: Portfolio**

Complete and upload all required documents for the portfolio and submit them to your evaluator. The submit button will only appear when once you have completed all the documents.

The evaluator can see your documents every step of the way in case you require a little assistance. You can always send your evaluator an e-mail by clicking the little envelope by your name on the main status page.

### **Step 6: Practice Observation**

After receiving approval for your Portfolio, the evaluator will assign a date for your Practice Observation. When it is difficult for the evaluator and coach to meet up, the coach can submit a video of the practice. The camera should film the practice uninterrupted and should be far enough away as to not disturb the practice. A coach will wear a wireless mic that provide the sound. This video is a great tool and should be used in the debrief to provide feedback. All debrief notes will be documented on the portal by the evaluator and then a date for the Competition observation will be set.

### **Step 7: In-Competition Observations**

The final step of the evaluation is the in-competition observation (Performance Coach only). This should include a prebrief, in-competition observation and debrief after which the evaluator will "credit towards certification" or "recommend another evaluation". In either case, an action plan should be developed and given to the coach, providing feedback for future growth.

\*\*\* Steps 5, 6 and 7 can be completed in any order if completing them in the recommended order will result in undue delays.

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## Step 8: Final approval for certification

After the evaluator credits the coach with certification, the PSO or NSO overseeing the context will approve the evaluation and the event will be uploaded to The Locker to be added to the coach's portfolio.

Coaches must also complete Multi-Sport Module online evaluations depending on the context:

- [Making Ethical Decisions Online Evaluation](#) (all contexts)
- [Leading Drug-Free Sport Online Evaluation](#) (for Performance Coach only)
- [Managing Conflict Online Evaluation](#) (for Performance Coach only)

For any questions of feedback, please send an e-mail to [coaching@athletics.ca](mailto:coaching@athletics.ca).

### 3.6.2 Evaluations steps for the Evaluator

**Step 1:** The evaluator will review all documents submitted within the portfolio and debrief with the coach. The portfolio may be reviewed all at once or section by section in so long as the evaluator does not exceed the maximum allotted evaluation time. The process is intended to be formative in nature providing the coach an opportunity to grow and develop through the process.

The In-Practice evaluation is a required portion of the evaluation. When it is difficult for the evaluator and coach to meet, the coach can submit a video of the practice. Prior to filming the practice, the coach should complete a pre-brief with the evaluator to prepare for their practice and will debrief the practice with the evaluator following the event.

Following the debrief, the evaluator will complete the Coaching Action Plan form and provide the coach a copy.

**Step 2:** For all evaluations, once the portfolio requirements and in-practice video have been completed, the evaluator must complete the evaluation in the Athletics Canada Coaching Portal. The portfolio and observations can be completed in any order if completing them in the recommended order will result in undue delays. Note that this evaluation includes the Action Plan that was given to the coach and is available for Athletics Canada and branch coaching leads to view in the Coaching Portal. Upon completion of the evaluation on-line, the event will be recorded in the CAC Locker within 2-3 business days.

**Step 3: Only for Performance Coach,** the coach being evaluated will also have to complete the In-Competition observation. Once the In-Competition evaluation has been completed, the evaluator will complete the on-line evaluation in the Coaching Portal, similar to the In-Practice evaluation.

### 3.6.3 Payment and Honoraria of Evaluations

The following schedule outlines the guidelines regarding the payment of Evaluators if one Evaluator is responsible for facilitating the evaluation process.

- Upon registering for the evaluation process the coach pays the fee to either to Athletics Canada or to their Provincial/Territorial Branch.

- The Evaluator receives one payment from the appropriate sport governing body (body to who the evaluation fee was charged): upon submission of the evaluation documentation, action plan copy, and event entry in the Athletics Canada Coaching Portal.
- Fees for evaluation match evaluator remuneration. Provincial Branches can offer discount codes to make them cheaper. The costs are based the average amount of time an evaluation takes at the recommended Coach Developer rate of \$40/hr. Below is what evaluators receive:
  - RJTW = \$40
  - Sport Coach = \$200 (\$120 for portfolio, \$80 for practice observation)
  - Club Coach = \$280 (\$200 for portfolio, \$80 for practice observation)
  - Performance Coach = \$480.00 (\$320 for portfolio, \$80 for practice observation, \$80 for competition observation)

### **3.6.4 Appeals of Evaluations**

Coaches have the right to appeal an unsuccessful evaluation. In order to appeal, the candidate coach must contact Athletics Canada in writing, keeping in mind that Evaluation is a process. If a coach is not successful in any part of the evaluation, they can follow the steps in the Action Plan and be evaluated again before appealing.

Appeals of certifications are to be submitted to Athletics Canada via [coaching@athletics.ca](mailto:coaching@athletics.ca) by email no more than 30 days following the decision and must include the following documentation:

- Reason for the appeal
- All documentation related to the formal evaluation(s), debriefing procedure and action plan.
- Evaluation must have been fully documented in the Coaching Portal ([www.athletics.ca/coach](http://www.athletics.ca/coach))

In order to launch an appeal process, the coach candidate must pay \$500 plus the evaluation fee and cover any associated travel expenses for the re-evaluation.




If successful, the coach candidate will receive a reimbursement for the total amount of the re-evaluation fee. The re-evaluation will be assigned to two Master Evaluators who will review all documentation and practice video and render a decision.

If the decision of the Master Evaluators is unanimous, their determination shall stand. If their decision is split, the initial decision will be upheld.

If an appeal is unsuccessful, the coach may need to re-engage in the evaluation process or complete specific areas for improvement. If another formal observation is warranted then it must be completed with a different Evaluator and include the payment of designated fees. Athletics Canada will provide the coach with an alternative Evaluator.

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### 3.7 Designated Competitions for In-Competition Evaluation

-  In-competition evaluations may only take place at designated competitions as determined by Athletics Canada and/or Provincial/Territorial Branches.
-  These competitions will always include but are not limited to National Championships, Provincial Championships, USports Championships, University Conference Championships and any competition designated as “elite.”
-  Coach and Evaluator will confirm with Athletics Canada and their Provincial/Territorial Branch to ensure the competition selected for evaluation is appropriate.







### 3.8 Recognition of Coaching Competence

The NCCP is a competency-based program based on coaching abilities, meaning the NCCP is a program that certifies coaches based on proven abilities to “DO” certain things deemed important to meet the needs of the participants they coach. The NCCP is competency based, and as a result certification is based upon what a coach is able to demonstrate, not the training they may or may not have undergone.

Coaches must go through the evaluation process for the context in which they are coaching. Evaluation must include the entire evaluation process for the context in which the coach is being certified (including online multi-sport evaluations). This ensures the coach is able to demonstrate the required competencies for the context, and removes the need for Athletics Canada or other partners to “judge” the relevance or rigor of the many different international programs that exist.

Coaches do not receive credit for “training” modules that they do not complete, but will be able to achieve “certified” status upon a successful evaluation. This only applies in contexts where certified status is available to coaches. There is no such thing as “equivalency”.

This respects and recognizes current coaching competence, which includes Canadian coaches with significant coaching experience or related background, and foreign coaches with approved training and certification.

-  To pursue recognition of coaching competence through Athletics Canada: The coach candidate must contact Athletics Canada by email to request an evaluation.
-  See Appendix 2 for a guideline for common international transfers.
-  Once the evaluation fee is paid, Athletics Canada will pair the coach candidate with an evaluator.
-  Once the coach candidate has uploaded all the required documents to the portfolio, the coach candidate will be asked to complete all of the required Multi-Sport Online evaluations.
-  This evaluator will review the portfolio with the coach candidate. In the event major changes need to be made to the coach portfolio, the evaluator may recommend the coach to take additional coaching courses in order to complete the portfolio successfully.
-  The evaluation procedure follows the same as in 3.3 above.

### 3.9 Evaluation Fees

Fees for evaluation match evaluator remuneration **plus transaction fees**. Provincial Branches can offer discount codes to make them cheaper. The costs are based the average amount of time an evaluation takes at the recommended Coach Developer rate of \$40/hr. **Below is what coaches pay.**

- RJTW = \$45
- Sport Coach = \$210
- Club Coach = \$295
- Performance Coach = \$500.00

The fees include the review of the portfolio and in-practice observation and in-competition (where applicable) evaluation by the evaluator.

### 3.10 Coach Education – Four year NCCP material update cycle

Athletics Canada has committed to a four year cycle to update all coaching education materials in an effort to stay current in the ever evolving world of athletics. While minor changes will occur, each coaching context will stay current for a minimum of four years. This period will afford coaches sufficient time to complete their context. Transition periods, along with specific processes, will be implemented in order not to strand any coach in a context.

- **2020** Professional Development Modules
  - Competition Management for Canada Games Coaches
  - Meet and Practice Helper (NCCP Coach Initiation+Officials Training)
  - Road Running in Sport Coach
- **2021** Performance Coach review
- **2022** Sport and Club Coach review
- **2023** RJTW review
- **2024** HP Coach review

With each update, there will be a professional development session for our Learning Facilitators and Evaluators. These PD sessions will be implemented prior to the new curriculum being adapted in order to ensure accurate delivery of the updated materials.

All course materials, evaluation templates and marking rubrics will be on the Coaching Portal available for all to review.

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## 4 COACH DEVELOPERS

Who coaches the coaches? NCCP Coach Developers do!






According to the International Council for Coaching Excellence (ICCE), Coach Developers “are not simply experienced coaches or transmitters of coaching knowledge – they are trained to develop, support, and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants.” In short, Coach Developers need to be experts in learning, as well as experts in coaching.

NCCP Coach Developers include Master Learning Facilitators, Advanced Learning Facilitators, Learning Facilitators, Master Evaluators, Advanced Evaluators, and Coach Evaluators.

**THE TYPICAL PATHWAY FOR SOMEONE WHO WANTS TO BE A COACH DEVELOPER INVOLVES THE FOLLOWING STEPS:**



**Training:** To qualify for selection as a Coach Developer, an individual must have successfully completed the online evaluation of Make Ethical Decisions AND successfully demonstrated his or her competency by completing the relevant role-specific pathway. The following training is required by all Coach Developers in all sports:

-  **Core Training:** Provides Coach Developers with the skills to perform their role.
-  **Content-specific Training (sport or multi-sport):** This includes micro-facilitation which gives Coach Developers an opportunity to practise delivery with their peers.
  - In Athletics,** new Coach Developers will be required to complete a self-guided e-learning as well as review of course materials prior to proceeding to co-delivery. Some provincial/territorial branches may choose to deliver the web conference material by way of a classroom based workshop.
-  **Co-delivery:** This is a chance for the new Coach Developer to practise with real coaches alongside an experienced Coach Developer.
-  Once a Coach Developer has all of the above training pieces they are considered “TRAINED”.
-  **Coach Developers** may deliver and evaluate in Athletics after the first three elements (**MED, Core Training** and **Content-specific Training**) have been completed.

**Evaluation:** Evaluation confirms that the Coach Developer is capable of certain abilities which are deemed important in the training of coaches.

Once a Coach Developer has been evaluated they are considered: “CERTIFIED”. For more information please visit: <http://www.coach.ca/coach-developer-training-s16933>.

## 4.1 Identification and Selection of Coach Developers

Athletics Canada in collaboration with Provincial/Territorial Branch partners shall select coach developers by way of a formal recruitment process based on their respective needs to be able to deliver coach training and evaluation.

Individuals who are interested in becoming coach developers are encouraged to indicate their interest to Athletics Canada through the Manager, Coach Services and/or to the designated provincial/territorial branch coaching coordinator.

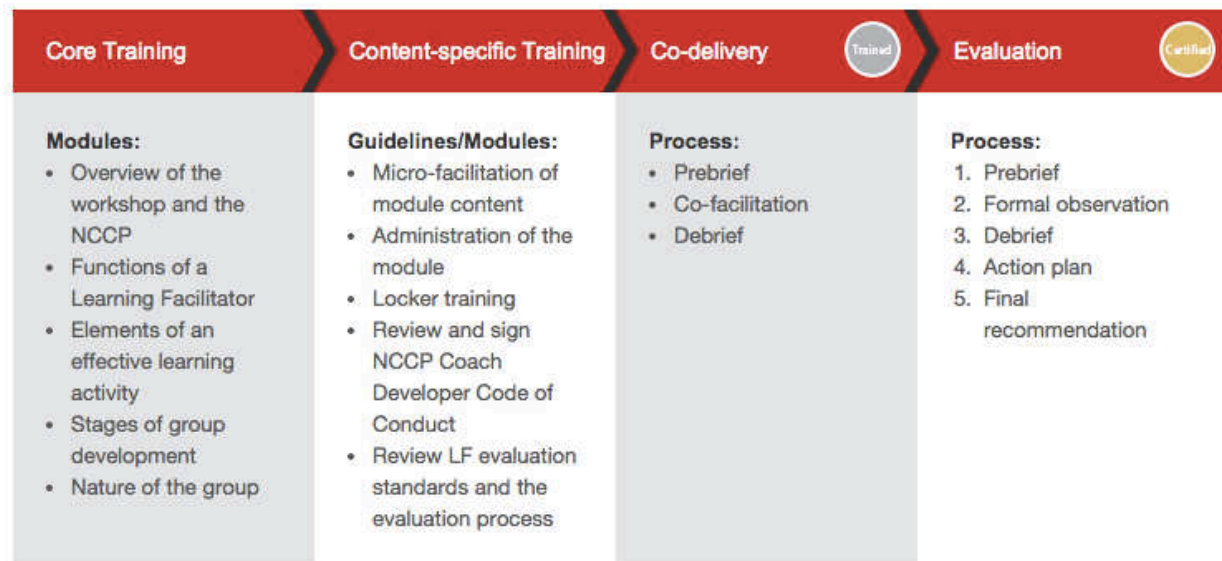
## 4.2 Learning Facilitator

Every NCCP workshop is led by a trained Learning Facilitator (LF) who has undergone a standardized training process. LFs are crucial to the development of skilled, knowledgeable coaches who are then able to develop safer, happier athletes/participants.

The goal of an LF is to effectively facilitate sessions that result in the development of coaches who are able to demonstrate their abilities and meet the standards established for certification. An LF should have the appropriate knowledge, skills, and attitudes to facilitate workshops using the competency-based approach. In addition, they serve as contributing members of the community and ambassadors for the NCCP.

### 4.2.1 How to Become a Learning Facilitator

All Learning Facilitators complete the following steps:



For more information please visit: <http://www.coach.ca/learning-facilitator-p156718>.

## 4.2.2 Selecting Learning Facilitators

The success of NCCP training rests to a large degree on the quality of the individuals selected as Learning Facilitators.

Learning Facilitators shall have the following qualities and qualifications:

- 🇨🇦 Certified in the context in which they are delivering;
- 🇨🇦 Good communicators: have the ability to speak clearly and communicate professionally;
- 🇨🇦 Good presenters: are comfortable presenting in front of a group, are well spoken, are able to keep presentations to time limits, and able to adapt to questions and changes;
- 🇨🇦 Good facilitators: are able to facilitate discussions, actively listen, evoke participation, and move discussions along when need be;
- 🇨🇦 Good organizers: are well prepared, organized, and professional;
- 🇨🇦 Also: approachable, ethical, responsible, and self-confident.

## 4.2.3 Core Training

Core Training for Learning Facilitators is a mandatory component of training for Learning Facilitators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

All Legacy Learning Facilitators that had the “Trained” status prior to January 1, 2014, may or may not have completed core training. Once the transition is completed, all Legacy Learning Facilitators and Evaluators who have not done so will be required to complete the Core Training, in order to maintain their active status.

## 4.2.4 Content-specific Training

Content-specific Training is a mandatory component of training for Learning Facilitators. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

Content-specific Training is to be delivered by a recognized Master Facilitators of Athletics Canada by way of web conference or as part of provincial/territorial, regional or national training sessions.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training. This requirement can be completed through the Coach Developer e-learning module.

Content-specific Training will include:

- 🇨🇦 An eLearning module reviewing the roles and responsibilities, expectations and code of conduct of Athletics Canada Coach Developers.
- 🇨🇦 A context specific web-conference or in-person session facilitated by an MLF reviewing the course materials for the modules for which the LF is being trained.

- 🇨🇦 Micro-facilitation should be part of this session, where LF candidates are able to practice portions of the material.
- 🇨🇦 There will be an update webinar after each review cycle (see section 3.10). This webinar will also be considered as Professional Development (PD) for Coach Developers.

#### **4.2.5 Co-delivery**

All Learning Facilitators must co-facilitate a workshop with an experienced Coach Developer prior to becoming trained.

- 🇨🇦 Co-facilitation is part of training and therefore the person being trained will not be paid.
- 🇨🇦 A Learning Facilitator candidate may be required to co-facilitate a workshop a number of times before facilitating a workshop on their own.

#### **4.2.6 Evaluation**

All Learning Facilitators must be evaluated to become certified Learning Facilitators.

- 🇨🇦 Learning Facilitators will be evaluated in person.
- 🇨🇦 Learning Facilitators will be evaluated against the CAC Learning Facilitator Outcomes, Criteria, and Evidence.
- 🇨🇦 Legacy Learning Facilitators can request to be evaluated during their co-delivery.
- 🇨🇦 All Learning Facilitators must complete the Make Ethical Decisions online evaluation in the context they are facilitating

#### **4.2.7 Maintenance of Certification**

All Learning Facilitators are required to obtain 20 PD points over 5 years to maintain their certification. They will also have to attend any webinar updates.

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## 4.3 Master Learning Facilitator

The role of the Master Learning Facilitator (MLF) is to train, to evaluate, to support, and to mentor Learning Facilitators (LFs). In addition, MLFs play a key role in promoting the NCCP.

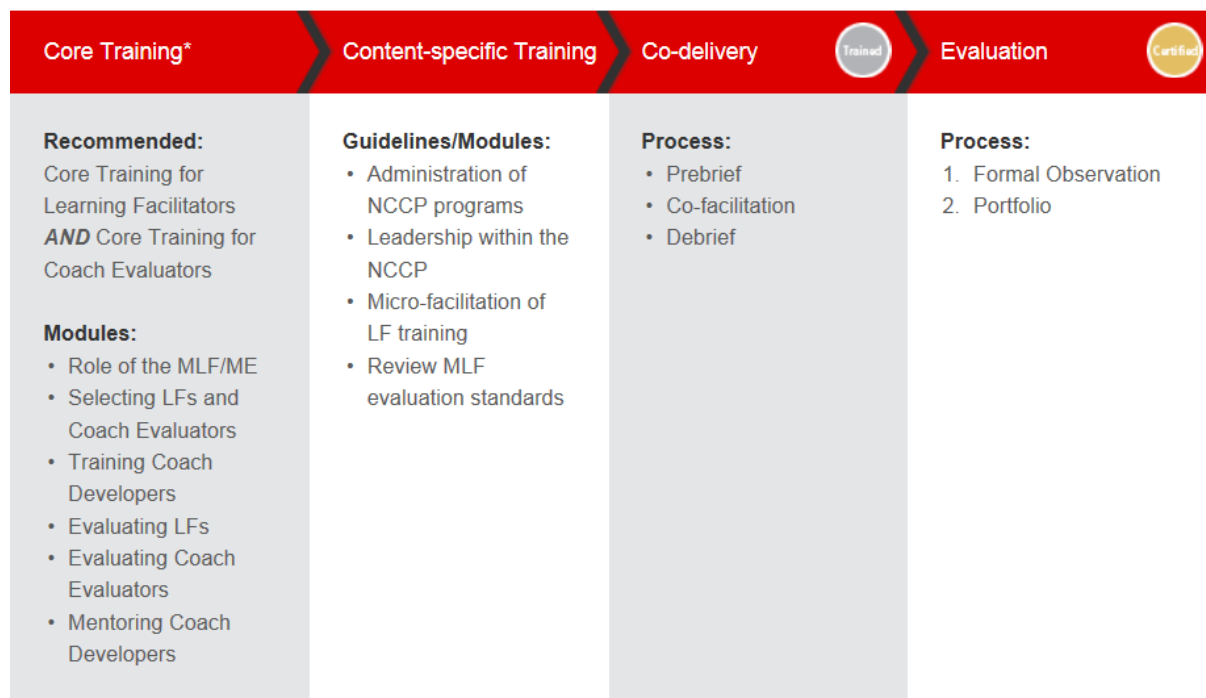
MLFs must possess adequate knowledge and expertise in facilitation to assist in training LFs and to lead workshops and professional development experiences for LFs.

It is expected that MLFs will have more responsibility in a supportive role with LFs during workshops and in LF development. MLFs should be willing and able to lend support to LFs, program administrators, and delivery host agencies.

In the interest of efficiency and cost-effectiveness, Athletics Canada and the Provincial/Territorial Branches will recommend 1-2 Master Coach Developers per region, as needed to build and maintain the workforce of LFs and CEs to fill both roles of MLF and ME.

### 4.3.1 How to Become a Master Learning Facilitator

All Master Learning Facilitators complete the following steps and have achieved Certified status as Learning Facilitators:



For more information please visit: <http://www.coach.ca/master-learning-facilitator-p156720>.

### 4.3.2 Selecting Master Learning Facilitators

Athletics Canada and Provincial/Territorial Branches shall jointly appoint MLFs to deliver training in their regions:

MLFs usually have the following background:

- 🇨🇦 Have five years of experience as an LF;
- 🇨🇦 Are Certified as an LF to an advanced standard;
- 🇨🇦 Have successfully completed the Make Ethical Decisions online evaluation;
- 🇨🇦 Are trained or educated in an area related to coaching or coach education;
- 🇨🇦 Have experience in coaching

The duties of an MLF usually include:

- 🇨🇦 Helping with selection of the LFs
- 🇨🇦 Training of the LFs
- 🇨🇦 Evaluation of the LFs
- 🇨🇦 Mentoring of the LFs

Master Learning Facilitators have the following athletics-specific experience, background, and abilities:

- 🇨🇦 High level of credibility in the Athletics community;
- 🇨🇦 Advanced knowledge and training in at least one event group;
- 🇨🇦 Broad based knowledge spanning full continuum of athlete development

### **4.3.3 Core Training**

Core Training for Master Learning Facilitators is a mandatory component of training for Master Learning Facilitators. It is highly recommended that Master Learning Facilitators also take Core Training for Learning Facilitators and Core Training for Coach Evaluators.

It is recommended that all Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

### **4.3.4 Co-delivery**

All Master Learning Facilitators must co-facilitate LF training with an experienced Coach Developer prior to facilitating training on their own.

- 🇨🇦 Co-facilitation is part of training and therefore the person being trained will not be paid.
- 🇨🇦 A Master Learning Facilitator candidate may be required to co-facilitate training a number of times before facilitating training on their own.

### **4.3.5 Evaluation**

All Master Learning Facilitators must be evaluated to become certified Master Learning Facilitators.

- 🇨🇦 Master Learning Facilitators will be evaluated by submitting a portfolio.
  - 🇨🇦 All Master Learning Facilitators must complete the Make Ethical Decisions online evaluation.
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### 4.3.6 Maintenance of Certification

All Master Learning Facilitators are required to attain 20 PD points over 5 years to maintain their certification.

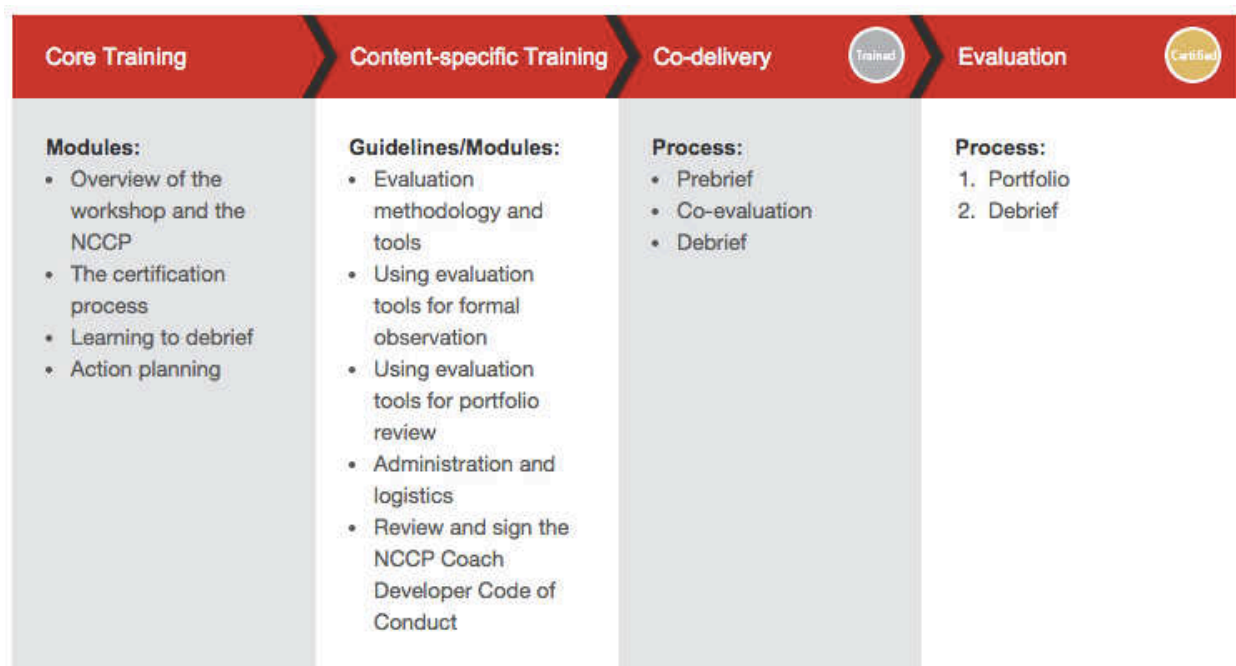
## 4.4 Coach Evaluator

A Coach Evaluator’s role is to contribute to the development of coaches after they have acquired their NCCP training. This includes assessment, evaluation, debriefing, and follow-up with coaches trying to achieve Certified status. Coach Evaluators are experts in the observation process and have in-depth knowledge of the outcomes, criteria, and evidence that comprise the evaluation tools that establish NCCP standards for coaches of a particular sport context.

Coach Evaluators act as ambassadors of the NCCP and as a resource to coaches seeking to augment and validate their coaching abilities.

### 4.4.1 How to Become a Coach Evaluator

All Coach Evaluators complete the following steps:



For more information please visit: <http://www.coach.ca/coach-evaluator-p156721>.

### 4.4.2 Selecting Coach Evaluators

The success of any evaluation program rests to a large degree on the quality of the individuals selected as Coach Evaluators. Clearly, it is critical that quality control be exerted when appointing someone as a Coach Evaluator, as not everyone possesses the experience, skills, or attitudes to be effective in this position.

Coach Evaluators should have:

- 🇨🇦 been certified as a coach and have a minimum of 3 years of coaching experience in the context in which evaluation takes place;
- 🇨🇦 successfully completed the NCCP Make Ethical Decisions training and/or evaluation requirements;
- 🇨🇦 credibility with their peers;
- 🇨🇦 high ethical standards and leadership skills;
- 🇨🇦 a desire to see the coach certification system as well as the sport grow;
- 🇨🇦 time and energy to commit to the evaluation process;
- 🇨🇦 proven guiding and facilitation skills;
- 🇨🇦 the ability to be critically reflective and ask questions; and
- 🇨🇦 the ability to listen actively to the candidate.

Although desirable, it is not critical that the Coach Evaluator have a higher position and significantly greater coaching experience than the candidate. Athletics Canada and the Provincial/Territorial Branches will work together to determine who the Evaluators will be for each geographical area and context.

#### **4.4.3 Core Training**

Core Training for Coach Evaluators is a mandatory component of training for Coach Evaluators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

#### **4.4.4 Content-specific Training**

Content-specific Training is a mandatory component of training for Coach Evaluators.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

Content specific training will include



- 🇨🇦 An eLearning module reviewing the roles and responsibilities, expectations and code of conduct of Athletics Canada Coach Developers (same as LF)
- 🇨🇦 A context specific web-conference facilitated by a Master Coach Developer reviewing the course materials for the modules for which the Evaluator is being trained.
- 🇨🇦 A micro-evaluation component, using sport-specific evaluation tools on the Athletics Canada Coaching Portal.

There will be an update webinar after each review cycle (see section 3.10). This webinar will also be considered as Professional Development (PD) for Coach Developers.

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#### **4.4.5 Co-evaluation**

All Coach Evaluators must co-evaluate with an experienced coach evaluator prior to becoming trained.

-  Co-evaluation is part of training and therefore the person being trained will not be paid.
-  A Coach Evaluator candidate may be required to perform co-evaluation a number of times before performing an evaluation on their own.


#### **4.4.6 Evaluation**

All Coach Evaluators must be evaluated to become a Certified Master Evaluator.

-  Coach Evaluators will be evaluated by leading an evaluation which is co-evaluated with a certified Coach Evaluator;
-  All Coach Evaluators must complete the Make Ethical Decisions online evaluation.

#### **4.4.7 Maintenance of Certification**

All Coach Evaluators are required to attain 20 PD points over 5 years to maintain their certification.

-  They will also have to attend any webinar updates.

## 4.5 Master Evaluator

The role of the Master Evaluator (ME) is to train, to evaluate, to support, and to mentor Evaluators. In addition, MEs play a key role in promoting the NCCP.

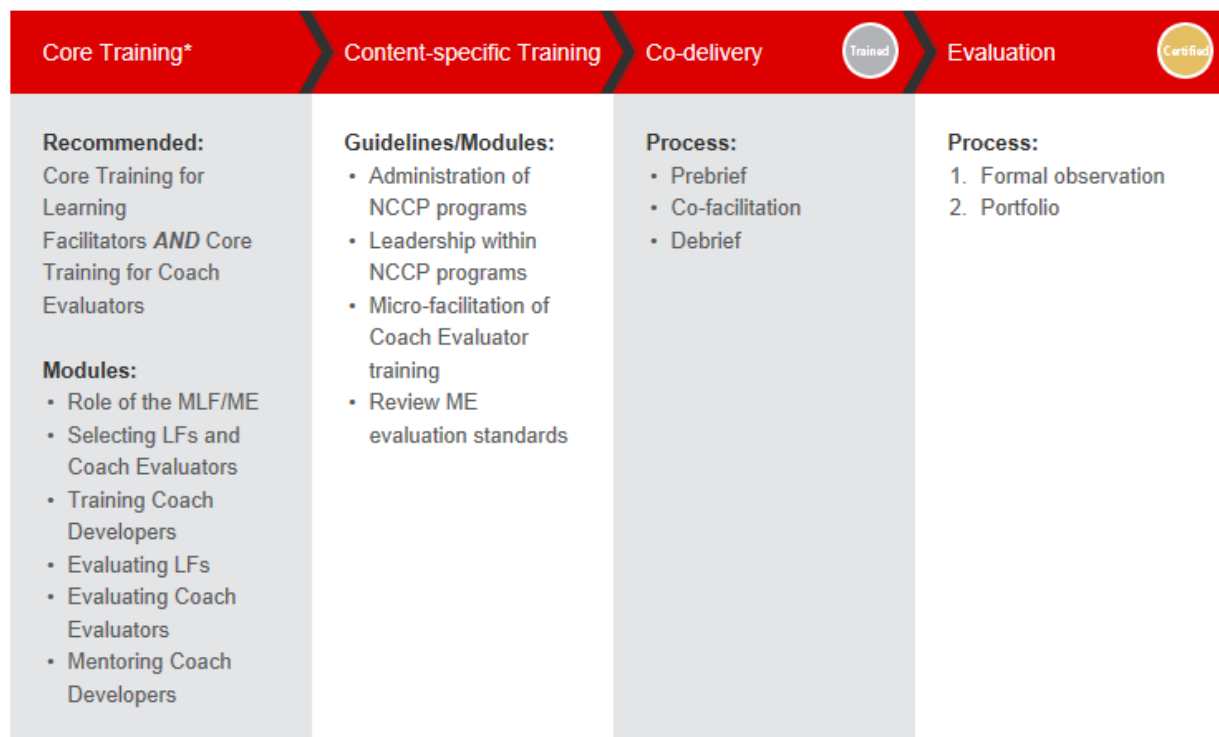
MEs must possess in-depth knowledge and expertise in evaluation, and of evaluation tools and standards to assist in training Evaluators. MEs are also responsible for the ongoing mentorship of Evaluators and may be involved in professional development activities and program creation.

It is expected that MEs will have more responsibility in a supportive role with Evaluators during evaluations and in Evaluator development. MEs should be willing and able to lend support to Evaluators, program administrators, and delivery host agencies.

In the interest of efficiency and cost-effectiveness, Athletics Canada and the Provincial/Territorial Branches will recommend 1-2 Master Coach Developers per region, as needed to build and maintain the workforce of LFs and CEs to fill both roles of MLF and ME.

### 4.5.1 How to Become a Master Evaluator

All Master Evaluators complete the following steps and have achieved Certified status as Coach Evaluators:








For more information please visit: <http://www.coach.ca/master-evaluator-p156723>.





### 4.5.2 Selecting Master Evaluators

Athletics Canada and Provincial/Territorial Branches shall jointly appoint MLFs to deliver training in their regions:




MEs usually:

-  Have five years of experience as a Coach Evaluator;
-  Are Certified as a Coach Evaluator to an advanced standard;
-  Have successfully completed the Make Ethical Decisions online evaluation;
-  Are trained or educated in an area related to coaching or coach education;
-  Have experience in coaching or a specific sport.

The number and duties of MEs vary greatly from one governing body to the next. Again, while the specifics may vary, the duties of a ME usually include:

-  Helping with selection of the Coach Evaluators
-  Training of the Coach Evaluators
-  Evaluation of the Coach Evaluators
-  Mentoring of the Coach Evaluators

Master Evaluators will have the following athletics-specific experience, background, and abilities:

-  High level of credibility in the Athletics community;
-  Advanced knowledge and training in at least one event group;
-  Broad based knowledge spanning full continuum of athlete development

### **4.5.3 Core Training**

Core Training for Master Evaluators is a mandatory component of training for Master Evaluators. It is highly recommended that Master Evaluators also take Core Training for Learning Facilitators and Core Training for Coach Evaluators.

It is recommended that all Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

### **4.5.4 Content-specific Training**

Content-specific Training is a mandatory component of training for Master Evaluators. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

### **4.5.5 Co-delivery**

All Master Evaluators must co-facilitate Coach Evaluator training with an experienced Coach Developer prior to facilitating training on their own.

- Co-facilitation is part of training and therefore the person being trained will not be paid.

- ❑ A Master Evaluator candidate may be required to co-facilitate training a number of times before facilitating training on their own.

#### **4.5.6 Evaluation**

All Master Evaluators must be evaluated to become a certified Master Evaluator.

- ❑ Master Evaluators will be evaluated by submitting a portfolio.
- ❑ All Master Evaluators must complete the Make Ethical Decisions online evaluation.

#### **4.5.7 Maintenance of Certification**

All Master Evaluators are required to attain 20 PD points over 5 years to maintain their certification.

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## 5 ADMINISTRATION

### 5.1 Printing of Athletics Canada NCCP Materials

All printing of Athletics Canada NCCP Materials should be coordinated by Athletics Canada or a Provincial/Territorial Branch. **The NCCP materials should be distributed as much as possible as digital (PDF) files. Print copies should only be made upon specific request.**

Up to date versions of all the documents can be downloaded at the Athletics Canada Coaching Portal: [https://athletics.ca/coach/fac\\_docs.php](https://athletics.ca/coach/fac_docs.php)





It is the Provincial/Territorial Branch responsibility to provide coaches with the updated versions of all course material. It is the responsibility of Athletics Canada to ensure the updated versions of all course materials are available in the Coaching Portal.

### 5.2 Maintenance of Certification and Professional Development




The Coaching Association of Canada and its partners recognize the value of having certified NCCP coaches that are engaged in Professional Development programs which reinforce the values of lifelong learning and sharing amongst the coaching community.

In order for NCCP coaches to maintain their certified status, they will be required to obtain Professional Development (PD) points. PD points can be earned through a multitude of activities that coaches already participate in, including: national and provincial sport organization conferences and workshops, eLearning modules, NCCP workshops, coach mentorship programs, and active coaching. In most cases coaches are already earning their required PD points – Maintenance of Certification Status is simply the introduction of tracking these points and recognizing coaches for their efforts.

Maintenance of certification is essential to:

-  Ensuring coaches stay current with new coaching practices and knowledge;
-  Maintaining the integrity of the NCCP;
-  Maintaining consistency with the standards of other professions;
-  Reinforcing the values of lifelong learning and continuous improvement.

Certification within the NCCP shall be valid for a maximum period. The concept of “life-span of NCCP certification” shall apply to coaches who:

-  Are already certified according to the standards of the Levels-NCCP.
-  Are certified according to the standards of the Levels-NCCP while it is still in effect.
-  Are certified according to the standards of an NCCP context’s core certification and gradations.

Maintenance of certification must be based on active coaching and professional development.

Coaches who do not acquire sufficient points within the set timeframe will see their un-renewed statuses shown in red. To regain certified status, coaches must be re-evaluated.

### 5.2.1 Points Required for Certification Renewal

<b>Athletics Canada NCCP Certification</b>	<b>Minimum Professional Development credits required if the period for renewal of certification is:</b>
<b>Context (includes any gradation)</b>	<b>5 years</b>
Community Sport: - Run, Jump Throw, Wheel Instruction – Beginners - Sport Coach	10 points
Competition – Introduction - Club Coach	20 points
Competition – Development - Performance Coach	30 points
Competition – High Performance High Performance Coach	30 points

**For non-NCCP Partner delivered PD activities, points are distributed as follow:**

1 hour = 1 PD Point

2 hours = 2 PD Points

3+ hours = 3 PD Points

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### Splitting PD Activities

Upon submission, an NCCP Partner cannot split a PD module or a PD event that takes place over several days (e.g. conference day 1, conference day 2). The maximum points that can be assigned to such an activity is 3.

Professional development opportunities and points allocated are as follows:

	<b>Active Category</b>	<b>Points</b>	<b>Limitations</b>
<b>Sport Specific</b>	Active Coaching	1 point/year for every season coached OR 1 point/year for learning Facilitator or Evaluator activity	To a maximum number of points equal to the number of years of the certification renewal period, e.g. 3 points, if certification period is 3 years
	NCCP Activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP Activity	1 point/hour of activity up to 3 hours maximum	No minimum or maximum
	Coach self-directed activity	3 points for the valid certification period	Maximum of 3 points for certification renewal period
	Certification evaluations	1 point – Community context 2 points – Comp Introduction 3 points – Comp Development	To a maximum of 50% of the required PD credit for the context in a certification renewal period
	Re-evaluation in context	100% of the points required for PD credit in the context	No other PD is required if coach chooses re-evaluation
<b>Multi-sport</b>	NCCP activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP activity	1 point/ hour of activity up to 3 points maximum	To a maximum of 50% of the required PD credit for the context in a certification renewal period

## **5.3 Tracking of Non-NCCP Professional Development Points**

Athletics Canada and provincial/territorial branches are responsible for providing professional development for coaches to allow them to earn points through events which they organize and or choose to recognize taking place within their province/territory.

### **5.3.1 Guidelines for Recognition of Athletics Canada Non-NCCP Professional Development Activities**

Athletics Canada and member branches are collectively responsible for the integrity of the Professional Development System along with other NCCP Partners and as such the following guidelines are intended to ensure a consistent and fair process for determining which events are eligible for Non-NCCP Professional Development points.

1. Athletics-specific Non-NCCP professional development may be submitted by any provincial/territorial branch of Athletics Canada or Athletics Canada. Activities which are local, provincial or regional in nature are to be reviewed and submitted by provincial/territorial branch organizing the event. Events which are regional and or national in scope, as well as events which take place out of Canada are to be submitted by Athletics Canada.
  2. The organization who submits the event is responsible for collecting coach information and inputting the event into the Locker.
  3. Branches are encouraged to recognize professional development activities delivered by 3<sup>rd</sup> parties but are under no obligation to do so.
  4. A broad definition of professional development should be used in determining eligible events while ensuring that the activities are of direct relevance to coaching athletics.
  5. Request for recognition of 3<sup>rd</sup> party delivered activity should be made at least 30 days prior to the event taking place and the deliverer is informed that they are responsible for the collection of NCCP# of all participants in order for points to be allocated. Failure to submit an activity at least 30 days prior may result in the event being rejected.
  6. Attendee lists for events are to be submitted to the NCCP partner within 30 days of the conclusion of the event, failure to submit attendee list with valid NCCP# of attendees within 30 days may result in the event being rejected.
  7. Events lasting more than 3 hours, with multiple sessions are to be treated as a single event earning 3 professional development points. When NCCP modules are delivered as part a same event, additional PD points may be earned for NCCP activities
-

### 5.3.2 Steps for Registering Professional Development Activities

In order for coaches to receive formal recognition for a professional development activity organized by a Branch or Athletics Canada the event must be registered and approved by the CAC and coach participation recorded in *The Locker*.

#### **Step 1: Register Professional Development Activity with CAC**

To register a professional development event, input the event information by completing the multi-page online form at: <https://www.coach.ca/partner-area-p140485>

When completing this form you will need to indicate the number of points the event is eligible for (1 per hour to maximum of 3 points) and also provide a brief description of the event.

You will also need to indicate if the event is recurring or not – recurring events will make the event permanently visible in the Locker saving you from adding a new activity each time. Examples of this could include a Twilight Coach Education Series; Monthly Coach Webinars; Annual Coaching Conference; while a one-time professional development opportunity might be a presentation from an international coach while visiting the country.

**Note:** Events are reviewed on the 15<sup>th</sup> of each month by the CAC and only added to *The Locker* after review.

#### **Step 2: Create an Event in the Locker**

Select the learning activity from the list of professional development activities in *The Locker* and input the event details. Remember to select the module.

#### **Step 3: Input Attendees**

Once the event is created, input all attendees and submit to the CAC for approval.

**Note:** For administrative ease it is strongly recommended that branches require coaches to provide their NCCP# when registering for professional development event for the earning of credits so as to minimize time required to find coach records within *The Locker* when inputting participants.

## 5.4 Athletics Canada Recognized 3<sup>rd</sup> Party Professional Development Requests

Third party organizations organizing events of regional or national scope may request to have their professional development activity recognized by Athletics Canada.

1. Requests should be made at least 30 days prior to the event taking place. Failure to submit an activity at least 30 days prior may result in the event being rejected by way of online application form.
2. Requests should include Date, Location, Name and Description of activity and the target audience. [3<sup>rd</sup> Party Professional Development Requests Form](#)
3. Applications will be reviewed within 10 business days.
4. Attendee lists for events are to be submitted to Athletics Canada within 30 days of the conclusion of the event, failure to submit attendee list with valid NCCP# of attendees within 30 days may result in the event being rejected.
5. Only attendees with an NCCP# will be recognized

## 5.5 Communication


### 5.5.1 Inclusivity, Accessibility, and Official Languages

All components of the NCCP should be accessible to and inclusive of: any gender, visible minorities, the aboriginal community, and of persons with a disability. The language and content should be appropriate for the varied target groups. In addition, all materials for each context must be launched simultaneously in both official languages, following final approval.

### 5.5.2 Copyright







The CAC holds co-copyright with Athletics Canada on all materials produced by Athletics Canada with CAC financial support. The principles of this agreement are as follows:

-  Athletics Canada must ensure to provide all copyright warnings for the user;
  -  Athletics Canada must include and use the approved NCCP recognition guidelines. The CAC will provide Athletics Canada with the materials in electronic format (or camera-ready artwork) in both official languages, for incorporation into Athletics Canada final materials;
  -  World co-copyright is held jointly by Athletics Canada and the CAC with a corresponding credit line to Athletics Canada
  -  Athletics Canada may distribute and sell non-integrated materials as it sees fit and will retain 100% of any income it receives from its own sale of materials. The sale of integrated materials will be governed by stipulations in the memorandum of agreement signed by the CAC and Athletics Canada;
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-  The CAC may, at its discretion, use the materials in composite products related to coach education.

### **5.5.3 Identification and Credit**

All NCCP materials produced require the following:

-  Use of the coach.ca and NCCP logos on the title page or screen of all NCCP materials;
-  Proper credit given to the Government of Canada;
-  Clear acknowledgment of Athletics Canada and CAC co-copyright for materials developed with CAC financial support, and sole Athletics Canada copyright for materials developed without CAC financial support;
-  Use of the phrase “Printed in Canada” on all printed materials;
-  Materials from other sources be properly credited;
-  Version number and production date.

The following statement must appear in the credits:

*“The National Coaching Certification Program is a collaborative program of the Government of Canada, the provincial/territorial governments, the national/provincial/territorial sport organizations, and the Coaching Association of Canada.”*

The following statement must appear in the Coach Resources (workbooks):

#### **The Collection, Use, and Disclosure of Personal Information**

*“The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at [www.coach.ca](http://www.coach.ca). By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact [coach@coach.ca](mailto:coach@coach.ca).”*

CAC permissions must be obtained for re-printed materials including content, photos, and illustrations.

## **5.6 Fee Structure, Payment, and Honorarium**

### **5.6.1 Workshop Registration Fees**

The delivery of the NCCP operates on a cost recovery basis. Athletics Canada receives funding through Sport Canada and the Coaching Association of Canada to cover the costs of developing training and evaluation resources, providing administrative infrastructure necessary to track training activities and support the development and maintenance of a team of Master Learning Facilitators and Evaluators responsible for the training of facilitators and evaluators across Canada.

The delivery of the program is the responsibility of each provincial/territorial branch and is funded through coach registration fees and provincial/territorial funding. Each provincial/territorial branch is free to set their own fees for coach training and evaluation.

Given the variability in course costs and the funding available for the implementation of coaching education course across the country, Athletics Canada recommends course fees be at the discretion of the branches, notwithstanding that Coach Developers are paid a standard hourly rate (\$40/hr) across the country.

Evaluators are paid as follows:

RJTW \$40 (\$5 admin to branch)

Sport Coach Portfolio: \$120 (\$5 admin to branch)

Sport Coach Practice Observation: \$80 (\$5 admin to branch)

Club Coach Portfolio: \$180 (\$10 admin to branch)

Club Coach Practice Observation: \$100 (\$5 admin to branch)

Performance Coach Portfolio: \$240 (\$10 admin to AC)

Performance Coach Practice Observation: \$120 (\$5 admin to AC)

Performance Coach Competition Observation: \$120 (\$5 admin to AC)

### **5.6.2 Administrative Recommendations for NCCP Fees**






1. Reinforce the value of being a member of your branch by offering a preferred rate to members.
  2. Branches are strongly encouraged to encourage to subsidize the cost of evaluation recovering some or all of the costs of evaluation as part of the fees charged for training.
  3. Discourage coaches from going direct to evaluation unless they are truly ready to meet all requirements by charging more for coaches to go direct to evaluation, than evaluation or training alone.
  4. Encourage coaches to complete requirements of certification in a timely manner following training by restricting preferred pricing for certification to 1 year. For example, the cost of evaluation is included in registration fees for coaches who complete certification within one year of training.
-

## **5.7 Quality Control**

See Revision cycle set out in section 3.10

## **5.8 Minimum Age Restrictions**

As of July 12 2018:

-  Coaches may access training events at 14 years of age;
-  Coaches may not become “certified” until 16 years of age (no exceptions);
-  Everyone under 16 getting “Trained” or “In Training” status will also have an additional U16 designation on their transcript (no exceptions);
-  All eligible statuses of a U16 coach are automatically revised on their 16th birthday;
-  Athletics Canada and Provincial/Territorial Branches will be responsible for managing the access to events.

## 6 TOOLS

### 6.1 NCCP Code of Ethics



#### NCCP Code of Ethics



#### **What is a Code of Ethics?**

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group. These values are usually organized into a series of core principles that contain standards of behaviour expected of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

#### **Why a Code of Ethics in Coaching?**

Core coaching values have been formalized and expressed as a series of principles in the *NCCP Code of Ethics*. These principles can be thought of as a set of behavioural expectations regarding participation in sport, coaching athletes or teams, and administering sports.

The *NCCP Code of Ethics* can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes both "the good and right thing to do". For example, the code of ethics helps coaches make balanced decisions about achieving personal or team goals and the means by which these goals are attained.

#### **Values Underpinning the *NCCP Code of Ethics***

The *NCCP Code of Ethics* is a simplified version of the *Code of Ethics of Coaches of Canada* (formerly the Canadian Professional Coaches Association). However, both codes deal with the same fundamental values of safety, responsible coaching, engaging in relations with integrity, respecting athletes, and honouring sport. These values are expressed as 5 core ethical principles.

1. Physical safety and health of athletes
2. Coaching responsibly
3. Integrity in relations with others
4. Respect of athletes
5. Honouring sport

The following chart provides a description of each principle and outlines some implications for coaches.



## NCCP Code of Ethics



### Ethical Principles and Their Corresponding Behaviours/Expectations

Principle	Standards of Behaviour Expected of Coaches
<b>Physical safety and health of athletes</b>	Ensure that training or competition site is safe at all times
	Be prepared to act quickly and appropriately in case of emergency
	Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level
	Strive to preserve the present and future health and well-being of athletes
<b>Coaching responsibly</b>	Make wise use of the authority of the position and make decisions in the interest of athletes
	Foster self-esteem among athletes
	Avoid deriving personal advantage for a situation or decision
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
	Honour commitments, word given, and agreed objectives
<b>Integrity in relations with others</b>	Maintain confidentiality and privacy of personal information and use it appropriately
	Avoid situations that may affect objectivity or impartiality of coaching duties
	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
<b>Respect</b>	Always ensure decisions are taken equitably
	Ensure that everyone is treated equally, regardless of athletic potential, race, ancestry, place of origin, colour, ethnic origin, citizenship, language, creed, religion, sex, sexual orientation, age, marital status, family status or disability
	Preserve the dignity of each person in interacting with others
<b>Honouring sport</b>	Respect the principles, rules, and policies in force
	Strictly observe and ensure observance of all regulations
	Aim to compete fairly
	Maintain dignity in all circumstances and exercise self-control
	Respect officials and accept their decisions without questioning their integrity

## 6.2 NCCP Coach Developer Code of Conduct

It is expected that every Coach Developer will read, understand, and sign this Code of Conduct.











### **Preamble**

In my role as a Coach Developer in the National Coaching Certification Program (NCCP) for Athletics Canada and the \_\_\_\_\_ (Provincial/Territorial Branch), I, \_\_\_\_\_ (Name and NCCP#), expressly agree to conduct myself in a manner consistent with this Code of Conduct.

I understand that my failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my Coach Developer certification status.

### **Code of Conduct**

I shall:

-  Participate in all required training and evaluation components of the Coach Developer pathway.
  -  Support the common goals and objectives of Athletics Canada as it services the membership at large.
  -  Avoid discrediting specific sponsors, suppliers, employers, or other partners.
  -  Support key personnel and systems of the NCCP and partner organizations (Coaching Association of Canada, Sport Canada, Provincial/Territorial Delivery Agencies, Athletics Canada).
  -  Demonstrate ethical behaviour at all times and commit to the *NCCP Code of Ethics*.
  -  Attend all professional development required for my growth as a Coach Developer and continuously seek to improve my personal abilities and performance.
  -  Exhibit exemplary professional behaviour at workshops or evaluation sites.
  -  Approach technical and non-technical problems and issues in a professional and respectful manner, seeking solutions that support due process.
  -  Place the best interest of those taking part in the workshops/evaluation events ahead of my personal interests.
  -  Refrain from all forms of harassment: physical, emotional, mental, or sexual. For the purposes of this Code of Conduct, sexual harassment includes any of the following:
    - Using power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or
-

implicit threats of reprisals for non-compliance or promises of reward for compliance.

- Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching that are offensive and unwelcome or create an offensive, hostile, or intimidating environment and can reasonably be expected to be harmful to the recipient or teammates.

***Responsibility***

If there is disagreement or misalignment on issues, it is the responsibility of the Coach Developer to seek alignment with the objectives, goals, and directives of Athletics Canada.

Please be advised that the Board of Directors of Athletics Canada will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

I hereby declare that I have read the above and understand and accept the terms and conditions outlined.

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Name (please print)

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Signature

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Date

## 6.3 Sample Coach Developer Application Form

Date \_\_\_\_\_

Location \_\_\_\_\_

Name \_\_\_\_\_

NCCP# \_\_\_\_\_

Sport \_\_\_\_\_

Languages \_\_\_\_\_

### Application Checklist:

- \_\_\_ Cover letter
- \_\_\_ Completed Coach Developer Application Form
- \_\_\_ Completed Letter/Preliminary Coach Developer Worksheet
- \_\_\_ Completed Make Ethical Decisions online evaluation – 90% or more
- \_\_\_ Résumé of your coaching experience, education and achievements
- \_\_\_ Names and phone numbers for 2 references

### Declaration

I hereby certify that the information I have provided with this application is true and complete.

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Email address

\_\_\_\_\_  
Primary phone number

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## **6.4 Sample Coach Developer Letter/Preliminary Worksheet**

Date \_\_\_\_\_

Name \_\_\_\_\_

NCCP# \_\_\_\_\_

Dear Coach Developer Candidate,

We are delighted that you expressed an interest in becoming a Coach Developer. The purpose of the Coach Developer Preliminary Worksheet included in this letter is twofold:

1. To learn more about you
2. To give you an opportunity to learn more about the NCCP

Please submit the answers to the questions below with the rest of the documents when you submit your application package.

1. Describe what you perceive to be the role of a Coach Developer.
2. Describe the skills, abilities, and characteristics of an effective Coach Developer.
3. What experience do you have working in adult education?
4. What strengths do you bring to the position of Coach Developer?
5. What skills and abilities do you think you need to develop to become an effective Coach Developer?
6. In your own words, describe the structure of the NCCP.
7. What are the five core competencies outlined in the NCCP?
8. In your own words, what is the role of the Coach Developer in developing these competencies?
9. Define:
  - Outcome:
  - Criteria:
  - Evidence:

10. In your own words, outline the purpose of Coach Developer training.

## **6.5 Template for Feedback Form**

It is important to get feedback from participants to help Athletics Canada to improve our NCCP programs and quality of our coaches. The course you have just completed has been designed to provide you with skills and knowledge to become a more effective coach. Your feedback on the content presented and the ability of the course host to deliver this course will assist us in ensuring that the level of coach education is maintained at the highest level. Please take a moment to complete this short evaluation. All commentary will be held confidential.

Please use the following link:

<https://www.surveymonkey.com/r/BDFK2R6>

## 7 APPENDIX I

### 7.1 Transfer of Qualifications from NCCP Levels

Coaches who completed training and/or were certified within NCCP levels will have some or all of their training recognized within the new context based certification system. While coaches trained and certified as part of the NCCP Levels program will automatically be recognized with the context based certification system, they will need to complete specific professional development and evaluation requirements in their first cycle of certification renewal to demonstrate competency in areas not addressed in the NCCP levels programs. Coaches will have until December 31<sup>st</sup> 2019 to complete these requirements, in addition to acquiring required renewal of certification points. Required professional development will count towards point required for renewal of certification.

Please note, coaches who only completed Theory training are addressed by the Coaching Association of Canada's Transfer of Qualifications plans and are not addressed in this document

Levels Certification	Transferred Status	2019 Required MSM to Maintain Status
<b>Level 1</b>		
Level 1 Certified	Sport Coach Certified	MED Evaluation: Competition-Introduction
Level 1 Theory	None	N/A
Level 1 Technical	Sport Coach – In-training	None
Level 1 Technical and Practical	Sport Coach – In-training	MED Training required for Trained Status
Level 1 Theory and Technical	Sport Coach – In-training	MED Training required for Trained Status
<b>Level 2 – All transfer of qualifications are event group specific</b>		
Level 2 Certified	Club Coach Certified	MED Evaluation: Competition-Introduction
Level 2 Theory	None	N/A
Level 2 Technical	Club Coach In-training	
Level 2 Technical and Practical	Club Coach In-training	MED Training required for Trained Status
Level 2 Theory and Technical	Club Coach In-training	MED Training required for Trained Status
<b>Level 3 – All transfer of qualifications are event group specific</b>		
Level 3 Certified	Performance Coach Certified	MED Evaluation: Competition-Development Leading Drug Free Sport Evaluation Managing Conflict Evaluation
Level 3 Theory	N/A	
Level 3 Technical	Performance Coach In-Training	N/A

<b>Levels Certification</b>	<b>Transferred Status</b>	<b>2019 Required MSM to Maintain Status</b>
Level 3 Technical and Practical	Performance Coach In-Training	Complete the following modules for Trained status: MED; Leading Drug Free Sport; Psychology of Performance; Managing Conflict; Coaching & Leading Effectively
Level 3 Theory and Technical	Performance Coach In-Training	Complete the following modules for Trained status: MED; Leading Drug Free Sport; Managing Conflict; Coaching & Leading Effectively

## 8 APPENDIX 2

### 8.1 IAAF and USATF Equivalencies

CECS before 2009			CECS 2009-2015		CECS 2016 onwards		USATF	AC/NCCP	
Qualification before 2009	Eligibility before 2009	Actively coaching?	Qualification 2009-2015	Eligibility 2009-2015	Qualification 2016	Eligibility 2016	Qualification	Equivalent	Next step
Level II	For Level III	Yes	Level IV	For Academy	Level III	For Academy	Level 2	Performance Coach trained	Evaluation and multisport modules for certification
Level II	None	Yes	Level III	For Level IV	Level II	For Level III For CC Youth Academy	Level 1	Club Coach Trained	Evaluation and multisport modules for certification
Level I	For Level II	Yes	Level III	For Level IV	Level II	NONE		Club Coach trained	Evaluation and multisport modules for certification
Level I	None	Yes	Level II	For Level III	Level I	For Level II		Sport Coach trained	Evaluation and multisport modules for certification
Level I	None	No	Level II	None	Level I	None		Sport Coach trained	Evaluation and multisport modules for certification
New Entry			Level II	For Level III	Level I	For Level II		By context	Training and certification
New Entry			Level I	Level II	Level I	None		By context	Training and certification

