



**Australian International Shooting Limited**  
**Club Coach Program**



**Australian Government**  

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**Australian Sports Commission**

Version	Author	Purpose	Approved by	Date
1	AISL Coaching Committee	<i>New Course</i>	<i>N Sullivan</i>	17 December 2008

## Terminology used in this document

### Acronyms

The following acronyms are used throughout this document:

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

## **Section 1: General Information**

### **1.1 Course Provider**

#### **Australian International Shooting Limited**

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Authorisation of the Australian International Shooting Limited



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AISL President



.....  
CEO

### **1.2 Functions and structure of the organisation**

The objects of the Australian International Shooting Limited include:

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

## **AISL Coaching Committee**

### Voting Membership:-

- One Coach, nominated from each Member.
- AISL National Head Coach or delegate
- Other by invitation e.g. (specialist in a particular area)

### Non Voting Membership:-

- One AISL Board representative
- One ASC representative

## **1.3 The Coaching objectives of AISL include:**

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

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

Coaches work at all levels including

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

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

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

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

A transition strategy for existing current coaches into the new AISL coaching structure will operate as follows:

- Level 1 coaches – will be automatically converted to “Club Coaches - discipline”.
- Level 2 coaches – will be automatically converted to “Competition Coaches - discipline”
- Level 3 coaches - will be automatically converted to “Advanced Coaches - discipline”

The Coaching General Principles (Beginning Coaching Level) components are integrated into this program. The AISL Club Coach competencies fall under the following General Principle competency statements:

- Explain the roles and ethical responsibilities of the coach.
- Develop strategies to work with parents, officials and sports administrators.
- Plan and review coaching sessions for beginner level athletes.
- Assess and manage the risks of coaching.
- Safely conduct training sessions, ensuring fun and maximum participation through games and activities.
- Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics.
- Cater for the physical and social development of athletes.

#### **1.4 Type of submission**

This is a new submission 2008-2011

#### **1.5 Copyright information**

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

#### **1.6 Provider arrangements**

Only Member affiliates of the Australian International Shooting Limited are endorsed to deliver this course on behalf of, and in consultation with the Coaching Committee of AISL. No fees apply to this arrangement.

#### **1.7 Insurance arrangements**

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

## **Section 2: Training Program Administration**

### **2.1 Name of this training program**

#### **AISL Club Coach**

The AISL Club Coach Program is an accredited training program with the Australian Sports Commission (ASC) and part of the National Coaching Accreditation Scheme (NCAS).

To become an AISL Club Coach, Participants need to complete the AISL Club Coach program and will be assessed against the identified competencies using the assessment tasks identified, but within the discipline specific environment.

Participants need to be an AISL Club Coach as a pre-requisite for the next coaching accreditation level.

### **2.2 Nominal duration of this training program**

Expected duration for the AISL Club Coach program is 8 - 9 hours. Variations may occur in the sports specific sections of the program.

### **2.3 Course Target Group**

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

### **2.4 Payment of training program fees**

Course fees shall include the ASC registration fee, compulsory text, and such facility hire & lecturer fees as appropriate to the venue.

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

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

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

### **2.5 Enrolment pre-requisites**

Participants are not required to have completed any other courses as a pre-requisite for this training program. They should however, have a minimum of 12 months practical experience in the handling of the relevant firearm/s.

Participants must be registered and financial members of the appropriate Member Association affiliated to AISL.

Minimum age of 18 years generally applies to accreditation.

Dispensation for coaching accreditation of those younger than 18 is available with written authorisation from the Member Executive.

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

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

## 2.6 Presenter, Assessor and Mentor requirements

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

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

All presenters should continually improve their professional and teaching skills.

AISL will endeavour to provide opportunities through the use of recognised high performance coaches and instructors.

## 2.7 Reference Materials

**READING LIST** - Due to uncertainty of availability over time, the following lists are recommended lists only. Course Co-ordinators will be able to direct participants to other available references.

Information	
Australian Sports Commission	<a href="http://ausport.gov.au/">://ausport.gov.au/</a>
ASADA	<a href="http://www.asada.gov.au">http://www.asada.gov.au</a>
ISSF	<a href="http://www.issf-shooting.org/">://www.issf-shooting.org/</a>
AISL	<a href="http://www.ausshooting.org">://www.ausshooting.org</a>
Play by the rules	<a href="http://www.playbytherules.net.au">://www.playbytherules.net.au</a>

Ref	Generic component	
G 1	ASADA	Pure performance in sport/Doping control guide
G 2	State Sports Institutes/Academies	REFERENCES include library and personnel for consultation
G 3	ASC	Beginning Coaching Manual and Presenters kit
G 4	As endorsed by all States and Territories	Minimum National Standards for firearms safety training in Australia
G 5	ASC	Disability Sport/Junior Sport/Women and Sport/Indigenous Sport
G 6	Play by the rules	Website

Ref	Member Specific	
R1	ACTA	Introduction to Clay Target Shooting
R3	F&GF	Introduction to Sporting Clays
R4	F&GF	Introduction to Compak
R5	PA	Coaching Manual /Kit
R6	TRA Coaching Council	An Introduction To Smallbore Rifle Shooting (Part 1 & 2)
R7	Members	Discipline specific rule books
R8	Members	Discipline specific training manuals
R9	Members	Members Range Standing Orders

## **2.8 Recognition of Prior Learning/Recognition of Current Competencies**

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

## **2.9 Updating**

In order to update as a Club coach, coaches need show evidence that they have been actively coaching on an ongoing basis over the 4 years of their accreditation and that payment of the prescribed re-accreditation fee has been submitted, see appendix 2.

This needs to be signed off by the club/s or State Association via the member federation Secretary/office..

## **2.10 Responsible and Ethical Relations**

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

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

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

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

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

## **Member protection and Code of Conduct**

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

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

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

## 2.11 Quality Control

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

AISL will forward records of “Club Coaches” to ASC for inclusion in the NCAS database.

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

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

## 2.12 Access and Equity

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

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

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

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

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

Applying a CHANGE IT approach can ensure that all athlete's are catered for. Often aspects of an activity need to be changed in order to cater for the varying levels of athletes' abilities therefore a coach must **CHANGE IT!**

- **C**oaching style – e.g. Visual demonstrations, verbal instruction
- **H**ow you score or win – e.g.
- **A**rea – e.g. Larger target area; shorter distance etc.
- **N**umber – e.g. Vary the number shots
- **G**ame rules – e.g. Scoring method;
- **E**quipment – e.g..
  
- **I**nclusion – e.g. Ask participants how best to modify the activity to engage them
- **T**ime – e.g. Shorter or longer time, must shoot number of shots in set time to increase intensity (may not be relevant)

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

## **2.13 Assessment**

Assessment will consist of completion of the following:

1. Participants will be assessed (observed) in a practical coaching situation or simulated situation (within the discipline that they will be accredited) against the performance criteria on at least 2 occasions. Assessment #1
2. A written worksheet is to be undertaken during the program. Assessment #2.
3. Participants will be expected to complete a Diary during the program and discuss entries/comments with a coach/mentor. Assessment #3

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

## **Section 3: Competency Statements**

### **Club Coach**

The club coach will be able to demonstrate the following competencies in the discipline that they are seeking accreditation;

- Teach shooters to shoot in a safe manner
- Instruct shooters regarding appropriate conduct on the range
- Teach range standing orders and club rules
- Teach the basic shooting techniques of the individual discipline to a beginner
- Explain the roles and ethical responsibilities of the coach.
- Develop strategies to work with parents, officials and sports administrators.
- Plan and review coaching sessions for beginner level athletes
- Assess and manage the risks of coaching.
- Safely conduct training sessions relevant to the specific discipline, ensuring fun and maximum participation through games and activities.
- Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics.
- Cater for the physical and social development of athletes.

## Section 4: Course Syllabus

### Club Coach Program

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

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

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

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

<b>Module 3</b> <b>The Coach in Action</b>	<b>Content</b>	<b>Delivery</b>	<b>Nominal Duration</b>	<b>Assessment Criteria</b>	<b>Assessment Methods</b>
<b>Unit 2</b> <b>Shooting Technique</b> <ul style="list-style-type: none"> <li>▪ Teach correct basic technical shooting skills &amp; techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Position / stance</li> <li>▪ Holding the firearm</li> <li>▪ Eyesight and sighting</li> <li>▪ Trigger and follow-through</li> <li>▪ Changes available within the firearm</li> <li>▪ Relevant clothing requirements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Face to face               <ul style="list-style-type: none"> <li>○ Presentation</li> <li>○ Demonstration</li> <li>○ Case studies</li> <li>○ Discussion</li> <li>○ Practical work</li> <li>○ Group work</li> </ul> </li> </ul>	1.5 hours	<ul style="list-style-type: none"> <li>▪ Teach correct basic technical skills &amp; techniques</li> <li>▪ Assess suitability of equipment for athletes</li> <li>▪ Facilitate effective feedback to athletes</li> </ul>	Observation Diary (discussions with coach)
<b>Unit 3</b> <b>Developing the Athlete</b> <ul style="list-style-type: none"> <li>▪ Provide the athlete with information and a range of basic physical activities to assist with their development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Competition pathways</li> <li>▪ The use of physical activity and stretching to enhance shooting performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Face to face               <ul style="list-style-type: none"> <li>○ Presentation</li> <li>○ Demonstration</li> <li>○ Case studies</li> <li>○ Discussion</li> <li>○ Practical work</li> <li>○ Group work</li> </ul> </li> </ul>	30 minutes	<ul style="list-style-type: none"> <li>• Demonstrate the use of basic physical conditioning activities, stretching and physical preparation, in a training session (in the warming up, main and cool down parts of the training session).</li> </ul>	Observation Diary (discussions with coach) Worksheet

<p><b>Unit 4</b> <b>Assessing athletes</b></p> <ul style="list-style-type: none"> <li>▪ Undertake a basic assessment of a club level athlete</li> <li>▪ Provide feedback to athletes and recommend actions to take for improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment <ul style="list-style-type: none"> <li>○ Rules</li> <li>○ Principles</li> </ul> </li> <li>▪ Basic shooting technique <ul style="list-style-type: none"> <li>○ Position/stance</li> <li>○ Shooting the firearm</li> <li>○ Safe practices handling</li> <li>○ Areas to improve</li> </ul> </li> <li>▪ Equipment suitability <ul style="list-style-type: none"> <li>○ Fit</li> <li>○ Set up</li> <li>○ Accuracy</li> </ul> </li> <li>▪ Performance <ul style="list-style-type: none"> <li>○ Consistency</li> <li>○ Preparation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Face to face <ul style="list-style-type: none"> <li>○ Presentation</li> <li>○ Demonstration</li> <li>○ Case studies</li> <li>○ Discussion</li> <li>○ Practical work</li> <li>○ Group work</li> </ul> </li> </ul>	1 hour	<ul style="list-style-type: none"> <li>▪ Outline key elements of assessment</li> <li>▪ Assess suitability of equipment for athletes</li> <li>▪ Identify correct fundamental elements of shooting technique and be able to recommend improvements to aid development</li> <li>▪ Assess performance of athletes</li> <li>▪ Facilitate feedback to athletes</li> </ul>	<p>Observation</p> <p>Worksheet</p> <p>Diary (discussions with coach)</p>
<p><b>Module 4</b> <b>Review coaching sessions</b></p>	<p><b>Content</b></p>	<p><b>Delivery</b></p>		<p><b>Assessment Criteria</b></p>	<p><b>Assessment Methods</b></p>
<ul style="list-style-type: none"> <li>▪ Undertake a review / evaluation of coaching sessions</li> <li>▪ Modify future sessions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Purpose of review</li> <li>▪ Review procedures <ul style="list-style-type: none"> <li>How &amp; what to review</li> </ul> </li> <li>▪ Review outcomes <ul style="list-style-type: none"> <li>Future directions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Face to face <ul style="list-style-type: none"> <li>○ Presentation</li> <li>○ Demonstration</li> <li>○ Case studies</li> <li>○ Discussion</li> <li>○ Practical work</li> <li>○ Group work</li> </ul> </li> </ul>	30 minutes	<ul style="list-style-type: none"> <li>▪ Receive, discuss and respond to feedback on coaching performance from athletes and others</li> <li>▪ Modify coaching sessions based on feedback from athletes</li> <li>▪ Modify future sessions based on feedback from athletes and others</li> </ul>	<p>Observation</p> <p>Diary (discussion with coach and athletes)</p> <p>Feedback from athletes</p> <p>Worksheet</p>

## **Section 5: Coaching Practice**

### **5.1 Timing of Coaching Practice**

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

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

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

### **5.2 Supervision of the Coaching practice**

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

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

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

### **5.3 Supervisor credit**

Supervisors shall receive updating credit points for the hours spent supervising a coach during the coaching practice period.

## **Appendix 1: Code of Conduct**

**(Reprinted from AISL Member protection document)**

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

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

## **Appendix 2: Update Policy**

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

### **Updating for Club Coaches**

In order to update as a Club coach, candidates will need to show evidence that they have been actively coaching on an ongoing basis over the 4 years of their accreditation and made payment of the prescribed fee as determined by AISL.

Confirmation from the club/s or State Association will suffice.

All coaches will be required to sign the AISL Coaches Code of Ethics Agreement form when completing an approved course, or applying for re-accreditation.

The practical coaching requirement may be documented in an ASC Log Book, or submitted by written statement when applying for re-accreditation.

Once a coach has completed their updating requirements, they must submit their coaching log book to the relevant officer of the AISL Member with the appropriate fee. After verification by the AISL Member, it will then be forwarded to AISL for the coach to be re-accredited on the ASC coaching database.

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

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

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

### **How can prior learning/competencies be recognised?**

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

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

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

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

### **RPL/RCC procedure**

#### **RPL for Coaches across Shooting Disciplines**

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

For this to occur the candidate should;

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

A fee may be applied for this procedure.

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

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

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

**Step 2 – assessment**

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

- validity (is the evidence relevant?)
- sufficiency (is there enough evidence?)
- authenticity (is the evidence a true reflection of the candidate?)
- currency (is the evidence recent – obtained within four years?).

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

**Step 3 – notification**

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

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

Options include:

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

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

**Step 4 – appeal**

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

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

## **Appendix 4: Process for accreditation of all AISL courses**

### **Coaching all levels**

1. Members of AISL conduct courses from appropriate AISL course documentation
2. All course participants need to fill out AISL "Course Accreditation Application form"; "Code of Conduct Agreement form"; and a "Course Evaluation Form" .
3. Competency assessment of participants by course instructor occurs as detailed in AISL course documentation. All participants are assessed and then advised of the outcome as being deemed competent or not yet competent.
4. At the conclusion of assessment, Course instructor to forward a report with all completed forms and collated data of successful and unsuccessful participants to the relevant officer of the AISL Member.
5. Confirmation of successful completion of any required post course practical component is received by the relevant officer of the AISL Member.
  - (a) For entry into the ASC database (Club Coach and all higher levels) all forms for participants who complete the program are collated by the relevant officer of the AISL Member and sent with payment of the fee (set by AISL) to AISL. All payments are to be made payable to AISL.
6. A formal advice of completion will be issued
  - (a) The Australian Sports Commission will issue formal acknowledgement of Accreditation for all courses.
7. Coaches are required to update their accreditation every four years.
  - (a) The Australian Sports Commission provides each accredited coach with web based access to an updating log book, and will send an updating reminder notice to all accredited coaches 6 months prior to the expiration of their accreditation.

Coaches wishing to update must send their updating information to the relevant officer of the AISL Member. The AISL member will verify that the updating requirements have been met and advise AISL in the same manner as point 5 above.

## Form 1. Member Protection Declaration

(Reprinted from AISL Member protection document)

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

I \_\_\_\_\_ name)

Of \_\_\_\_\_ (address)

(Born) \_\_\_\_\_

Sincerely declare:

I do not have any criminal charge pending before the courts

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

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

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

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

Declared in the State/Territory of \_\_\_\_\_ on \_\_\_\_\_ (Date)

Signature \_\_\_\_\_

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

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

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Form 2. RPL/RCC Application Form

Name	
Organisation	
Address	

Phone		Mobile	
Fax		Email	

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

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

.....  
Signature of applicant Date

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

### Form 3. Course Application for accreditation

	Discipline	Date completed	Location
<b>AISL Club Coach</b>			

Name	
Organisation	
Postal Address	

Phone		Mobile	
Fax		Email	
Gender		Date of Birth	

.....

I am a Member of (Please circle)

ACTA	F&GFA	PA	TRA	NRAA	
------	-------	----	-----	------	--

Club	
------	--

.....

Course to be attended

Shotgun (ACTA)	Shotgun (F&GFA)	Pistol	Rifle (TRA)	Rifle (NRAA)	
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.....

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

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

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

**Form 4. Agreement form**

	<h2>Coach's Code of Conduct Agreement Form</h2>	
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For registration or re-registration to the AISL and National Coaching Accreditation Scheme

TO: Australian International Shooting Ltd

I, \_\_\_\_\_ of \_\_\_\_\_  
Full Name Address

\_\_\_\_\_  
Address cont.

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

\_\_\_\_\_ Shooting \_\_\_\_\_  
Level Sport Discipline

***I agree to the following terms:***

1. I agree to abide by the AISL Coach Code of Conduct.
2. I acknowledge that AISL may take disciplinary action against me, if I breach the code of conduct. (I understand that AISL is required to implement a complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation against me)
3. I acknowledge that disciplinary action against me, may include de-registration from the National Coaching Accreditation Scheme.

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

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

## Assessment 1. AISL Club Coach Assessment - Observation

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

SUBURB \_\_\_\_\_ POST CODE \_\_\_\_\_

CLUB \_\_\_\_\_ Phone \_\_\_\_\_

Email \_\_\_\_\_

Coaches will need to satisfy the performance criteria listed below on at least 2 occasions in the discipline that they are seeking accreditation. This will be assessed through observations at club coaching sessions, practice sessions and/or competition day.

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

### Module 1: The Coach

<b>Unit 2: Communication</b>		
<b>Learning outcome:</b> Demonstrate effective communication with others.		
<b>Performance criteria</b>	<b>Demonstrated</b>	
▪ Communicate effectively with athletes		
▪ Communicate effectively with club personnel/parents/guests		
▪ Give praise and encouragement to athletes		
▪ Demonstrate effective listening and questioning skills		
<b>Unit 3: Firearms &amp; Safety</b>		
<b>Learning outcome:</b> Apply safe practices in the coaching of athletes.		
<b>Performance criteria</b>	<b>Demonstrated</b>	
▪ Demonstrate safe firearms practices		
▪ Demonstrate correct range procedures and commands		

### Module 2: Prepare to Coach

<b>Unit 1: Planning to Coach.</b>		
<b>Learning outcome:</b> Prepare coaching sessions for club level athletes.		
<b>Performance criteria</b>	<b>Demonstrated</b>	
▪ Prepare basic coaching session for a nominated club athlete		

<b>Unit 2:</b>	<b>Utilising Resources</b>
<b>Learning outcome:</b>	Maximise use of resources specifically related to the coaching of shooting.
<b>Performance criteria</b>	Demonstrated
<ul style="list-style-type: none"> <li>▪ Arrange resources for coaching/training sessions with athletes</li> </ul>	

### **Module 3: The Coach in Action**

<b>Unit 1:</b>	<b>Coaching athletes</b>
<b>Learning outcome:</b>	Conduct inclusive structured coaching sessions to club athletes using a variety of presentation methods.
<b>Performance criteria</b>	Demonstrated
<ul style="list-style-type: none"> <li>▪ Provide a safe and positive learning environment for a range of athletes (eg person with a disability)</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Conduct coaching/training sessions to teach basic skills for athletes at a club level using a variety of presentation methods including: <ul style="list-style-type: none"> <li>○ Interactive</li> <li>○ Demonstration</li> <li>○ Use of questioning</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▪ Delivery of a training session for a nominated athlete at a club level</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Demonstrate use of resources in coaching athletes, including <ul style="list-style-type: none"> <li>○ DVD/ Videos</li> <li>○ Handouts</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▪ Demonstrate effective communication strategies</li> </ul>	
<b>Unit 2:</b>	<b>Shooting Technique</b>
<b>Learning outcome:</b>	Teach correct basic technical shooting skills & techniques.
<b>Performance criteria</b>	Demonstrated
<ul style="list-style-type: none"> <li>▪ Teach correct basic technical skills &amp; techniques</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Assess suitability of equipment for athletes</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Facilitate effective feedback to athletes</li> </ul>	
<b>Unit 3:</b>	<b>Developing the Athletes</b>
<b>Learning outcome:</b>	Provide the athletes with information and a range of basic physical activities to assist with their development.
<b>Performance criteria</b>	Demonstrated
<ul style="list-style-type: none"> <li>▪ Include physical conditioning activities, stretching and physical preparation, in a training session (in the warming up, main and cool down parts of the training session) for a club level shooter.</li> </ul>	

<b>Unit 4: Assessing Athletes</b>		
<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>1. Undertake an assessment of club level athletes.</li> <li>2. Provide feedback to athletes and recommend actions for improvement.</li> </ol>	
<b>Performance criteria</b>	<b>Demonstrated</b>	
▪ Assess suitability of equipment for athletes		
▪ Assess performance of athletes		
▪ Identify correct fundamental elements of shooting technique and be able to recommend improvements to aid development		
▪ Facilitate feedback to athletes		

#### **Module 4                      Review Coaching**

<b>Unit : 1                      Review Coaching Sessions</b>		
<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>1. Undertake a review/evaluation of coaching sessions.</li> <li>2. Modify future coaching sessions based on feedback.</li> </ol>	
<b>Performance criteria</b>	<b>Demonstrated</b>	
▪ Receive, discuss and respond to feedback on coaching performance from athletes and others		
▪ Modify sessions based on feedback from athletes and others		
▪ Modify future sessions based on feedback from athletes and others		

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

Course Coordinator \_\_\_\_\_ Date \_\_\_\_\_

## **Assessment 2. AISL Club Coach Assessment– Worksheet**

Coaches will need to complete the following questions in writing or if appropriate, verbally during the Club Coach program.

### **Module 1 – The Role of the Coach**

1. Briefly outline the role of the coach at club level.

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2. Note four of the desired attributes of the successful Club Level Coach

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3. Rules & Firearms Safety Quiz                      Completed:                      YES/NO

### **Module 2 – Prepare to Coach**

1. Prepare a single training session for a nominated club shooter.

Completed    YES/NO

**Module 3 – The Coach in Action**

1. Outline the key elements of the assessment process.

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2. Deliver the prepared training session for a nominated club shooter.

Completed YES/NO

**Module 4 – Review Coaching Sessions**

1a. Outline the process for reviewing/evaluating club coaching sessions.  
Use the AISL Club Coach Diary as a reference.

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OR

1 b. Undertake a review (verbal / written) of the coaching session(s) with a peer / supervisor.  
Identify elements that were effective and areas that you would like to improve.

# Assessment 4. Rules and Firearms Safety Quiz

(To be developed by each discipline)

## Example

### *Pistol Coach - Safety Test*

NAME: .....

CLUB: ..... DATE: .....

1. How should pistols be carried on a range?

.....

2. When should eye/ear protection be used?

.....

3. What is the first thing you should do when picking up a pistol or having one handed to you?

.....

4. When may a shooter place a pistol on the bench at the firing line before preparation time is announced?

.....

5. May a shooter load a pistol during preparation time?

.....

6. May a shooter place a loaded pistol on the shooting bench?

.....

7. When may a shooter load a magazine or insert rounds in a cylinder?

.....

8. May anyone take a loaded pistol from the firing line?

.....

9. May anyone take a loaded magazine from the firing line?

.....

10. What should you do on the command "STOP"?

.....

11. How do you clear a jammed bullet from a pistol or a revolver?

.....

Where must you stand while doing so?

.....

Where the pistol should be pointed while doing so?

.....

Where hands should be kept while clearing the jam?

.....

12. What should a shooter do before handling a pistol to someone?

.....

13. Should anyone be allowed forward of the line while shooters are handling pistols?

.....

14. May shooter load his cleared magazine before putting it into your shooting box to go to the next range/home?

.....

15. Although a shooter may be using one magazine, he may have more magazines for the pistol. Should the Range Officer check All magazines before declaring the pistol "Clear to remove"?

### RPL/RCC Assessor Report

Applicant's name:.....

Discipline .....

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

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

**All competencies met:** (please tick)

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

Date of Assessment:	
Name of Assessor	
Position	
Contact number:	

## Presenter/Session Evaluation

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

**Session Title:** \_\_\_\_\_

**Presenters Name:** \_\_\_\_\_

<i>Please circle:</i>	Great	Good	Fair	Poor
The value of the session content	1	2	3	4
The presenter's communication techniques	1	2	3	4
The presenter's knowledge of the topic	1	2	3	4
The use of audio & /or visual equipment	1	2	3	4

Comments:

Thank you

**Assessment 3, AISL Club Coach Assessment– Diary**

**AISL**



**Club Coach Diary**

**2008**

## 1. Introduction

Welcome to the AISL Club Coach Program. This program is part of the National Coaching Accreditation Scheme (NCAS).

An important element of the program is the Coaches Diary. The Diary provides the opportunity for you to record a few notes about your coaching related events and other events to assist you to learn from those experiences.

There are two sections in the Diary - Coaching Practice and Other Events. It is expected that you will meet with your coach/mentor after you have recorded each three entries (a page) and have a brief chat to him/her about your experiences.

**Section 1.** You are asked to record some coaching related experiences while undertaking the program. That may include your coaching/training sessions, how you related to the athletes, communication with other personnel, successful training sessions and/or exercises etc. In particular, what the situation was and how you responded to it and more importantly what you learnt from the experience for next time. This may include areas where changes in your approach are required.

**Section 2** is for other (non coaching practice) events. That could include an observation you made of a more experienced coach, a local competition you attended, an article you read about a coaching situation, or anything else that is coaching related.

The Coaches Diary provides the opportunity:

- for the coach to experience a situation, reflect upon that experience, consider what has been learnt and what approach might be taken in the future.
- to observe or read about an event, reflect upon that and consider what approach would be appropriate to take in a similar situation (learning from others experience).

Comments should be short, possibly in dot point form, to serve as a reminder of the experience when discussing with your coach/mentor.

As the diary is also an assessment tool, when writing in the diary, it is essential that you relate your experiences to one or more of your module units. Further explanation and examples of this process will be given, by the presenter within the course.

We hope you gain from your learning experiences in coaching and continue to enjoy your coaching.

***AISL Coaching Committee***

**2008**

**Section 1. Club Coach Diary - Coaching Practice**

Date	Related Modules / units	Event - What happened?	Response - What did you do?	Reflection - What was learnt and what would you do next time?
<p><b>M1/U2:</b> COMMUNICATION.      <b>M1/U3:</b> FIREARMS &amp; SAFETY.      <b>M2/U1:</b> PLANNING.      <b>M2/U2:</b> RESOURCES.      <b>M3/U1:</b> COACHING ATHLETES.      <b>M3/U2:</b> SHOOTING TECHNIQUES.      <b>M3/U3:</b> DEVELOPING THE ATHLETE.      <b>M3/U4:</b> ASSESSING ATHLETES.      <b>M4/U1:</b> REVIEW</p>				

Discussed with:

Date:

**Section 1. Club Coach Diary - Coaching Practice**

Date	Related Modules / units	Event - What happened?	Response - What did you do?	Reflection - What was learnt and what would you do next time?
<b>M1/U2: COMMUNICATION. M1/U3: FIREARMS &amp; SAFETY. M2/U1: PLANNING. M2/U2: RESOURCES. M3/U1: COACHING ATHLETES. M3/U2: SHOOTING TECHNIQUES. M3/U3: DEVELOPING THE ATHLETE. M3/U4: ASSESSING ATHLETES. M4/U1: REVIEW</b>				

Discussed with:

Date:

**Section 1. Club Coach Diary - Coaching Practice**

Date	Related Modules / units	Event - What happened?	Response - What did you do?	Reflection - What was learnt and what would you do next time?
<b>M1/U2: COMMUNICATION. M1/U3: FIREARMS &amp; SAFETY. M2/U1: PLANNING. M2/U2: RESOURCES. M3/U1: COACHING ATHLETES. M3/U2: SHOOTING TECHNIQUES. M3/U3: DEVELOPING THE ATHLETE. M3/U4: ASSESSING ATHLETES. M4/U1: REVIEW</b>				

Discussed with:

Date:

**Section 1. Club Coach Diary - Coaching Practice**

Date	Related Modules / units	Event - What happened?	Response - What did you do?	Reflection - What was learnt and what would you do next time?
<b>M1/U2: COMMUNICATION. M1/U3: FIREARMS &amp; SAFETY. M2/U1: PLANNING. M2/U2: RESOURCES. M3/U1: COACHING ATHLETES. M3/U2: SHOOTING TECHNIQUES. M3/U3: DEVELOPING THE ATHLETE. M3/U4: ASSESSING ATHLETES. M4/U1: REVIEW</b>				

Discussed with:

Date:

**Section 2. Club Coach Diary - Other Events**

Date	Related Modules / units	Event - What happened?	Response - What did you do?	Reflection - What was learnt and what would you do next time?
<b>M1/U2: COMMUNICATION. M1/U3: FIREARMS &amp; SAFETY. M2/U1: PLANNING. M2/U2: RESOURCES. M3/U1: COACHING ATHLETES. M3/U2: SHOOTING TECHNIQUES. M3/U3: DEVELOPING THE ATHLETE. M3/U4: ASSESSING ATHLETES. M4/U1: REVIEW</b>				

Discussed with:

Date:

**Section 2. Club Coach Diary - Other Events**

Date	Related Modules / units	Event - What happened?	Response - What did you do?	Reflection - What was learnt and what would you do next time?
<b>M1/U2: COMMUNICATION. M1/U3: FIREARMS &amp; SAFETY. M2/U1: PLANNING. M2/U2: RESOURCES. M3/U1: COACHING ATHLETES. M3/U2: SHOOTING TECHNIQUES. M3/U3: DEVELOPING THE ATHLETE. M3/U4: ASSESSING ATHLETES. M4/U1: REVIEW</b>				

Discussed with:

Date: