



Shooting Federation of Canada:

NCCP Operations Manual

March 2019





National
Coaching
Certification
Program

PARTNERS IN COACH EDUCATION

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



Coaching Association of Canada
Association canadienne des entraîneurs



The programs of this organization are funded in part by the Government of Canada.



Table of Contents

Introduction	1
1 Shooting Federation of Canada and NCCP	2
1.1 Mission, Vision, and Values.....	2
1.2 Partners in Coach Education.....	3
1.3 Participant Development Model (PDM).....	5
1.4 Coach Development Model (CDM).....	6
1.5 Long-Term Athlete Development.....	10
2 The NCCP Model	11
2.1 Training vs. Certification.....	12
2.2 Contexts.....	13
2.3 Workshops and Modules.....	15
3 Evaluation and Certification	20
3.1 Objectives.....	20
3.2 Principles of Evaluation in the NCCP.....	20
3.3 Outcomes, Criteria, and Evidence.....	20
3.4 Evaluating Coaches in the NCCP.....	22
3.5 Certification Standard.....	22
3.6 NCCP Database (the Locker).....	23
3.7 Administration and Logistics of Evaluation.....	23
3.8 Recognition of Coaching Competence.....	24
4 Coach Developers	25
4.1 Identification and Selection of Coach Developers.....	26
4.2 Coach Developer.....	27
4.2.3 Responsibilities of the Coach Developer	29
4.3 Coach Evaluator.....	32
4.4 Master Coach Developer.....	34
5 Business Model	37
5.1 Communication.....	37
5.2 Responsibilities and Planning.....	38
5.3 Fee Structure, Payment, and Honorarium.....	40
5.4 Recommendations and Legislation.....	42
5.5 Maintenance of Certification and Professional Development.....	43
5.6 Quality Control.....	45
5.7 Minimum Age Restrictions.....	45
6 Tools	46

6.1	NCCP Code of Ethics	46
6.2	NCCP Coach Developer Code of Conduct	48
6.3	Template for Coach Developer Self-Nomination Letter	50
6.4	Template for Coach Developer Application Form	51
6.5	Template for Coach Developer Letter/Preliminary Worksheet	52
6.6	Coach Training Feedback Form	53
6.7	Coach Feedback Form (EVALUATION)	55

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. 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.

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 the Shooting Federation of 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.

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

Version Control

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

Revision Date	Revisions
2015/04/01	Original document publication.
2016/02/26	PDM, Business Model Section
2019/03/11	Business Model, general upgrade

INTRODUCTION

The SFC has a rich history and, like all sport governing bodies, we have transformed our focus over the years. As an organization, we are made up of volunteers, staff and members. It is our intent to strive to improve; our engagement with our members; support for our athletes, coaches and officials; and be an enjoyable and valuable organization to belong to. We will continuously clarify our responsibilities and endeavor to communicate clearly with our stakeholders and members so that they may find value in being a member of the SFC.

1 SHOOTING FEDERATION OF CANADA AND NCCP

1.1 Mission, Vision, and Values

The Shooting Federation of Canada (SFC) is the national sport governing body for target shooting sports that encourages growth of the sports and produces and supports high performance athletes.

SFC values being:

ACCOUNTABLE to our members and stakeholders

Performing our roles with **INTEGRITY**

A **DEPENDABLE** provider and a **LOYAL** supporter of our athletes and members

MOTIVATIONAL for our volunteers

A Provider of **EQUITABLE OPPORTUNITY** for success

GOAL DRIVEN in our business

We partner and support many organizations across Canada and work synergistically with them to multiply all efforts to develop the tools and skills of target shooters, coaches and officials across the country. We also have other like minded sports that we do not directly represent but are a part of target shooting disciplines. We will work in harmony with these like minded organizations to contribute to a healthy base of target shooting athletes that may choose to enter the Olympic and major games target shooting athlete pool. All target shooting sports provide opportunity for the “Sport for Life” component for our athletes, officials and coaches. We also lead the development of the High Performance Program to support the personal development of a excellence in our target shooting sports which in turn stimulates visibility, inspiration and growth of the target shooting community.

As articulated in our guidance statement, we plan to achieve two ultimate outcomes: 1) Growth of the target shooting sports in Canada and 2) Support and produce high performance athletes. Through our executive’s planning we have identified that these outcomes can be achieved if we accomplish the following:

1. Improve administrative efficiencies
2. Improve funding level and increase sources of funding
3. Increase information about the SFC and target shooting sports
4. Complete and implement Long Term Athlete Development plan
5. Increase the number of qualified coaches through training
6. Recruit and retain National coaches for each discipline
7. Increase the number of qualified officials
8. Improve performance of a high performance and junior development athletes
9. Increase training and competition facilities availability
10. Increase quality of competitions
11. Increase participation in target shooting sports
12. Increase skill level of target shooters
13. Produce clear transparent National and Development Team criteria

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:

- 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: SportsQuébec
- Saskatchewan: Coaches Association of Saskatchewan

- Yukon: Sport and Recreation, Department of Community Services, Government of Yukon

1.2.3 National Sport Organization (NSO)

- Shooting Federation of Canada

1.2.4 Provincial/Territorial Sport Organizations (P/TSOs)

- Alberta Federation of Shooting Sports
-

- BC Target Sports Association
-

- Fédération québécoise de tir

- Iqaluit Shooting Association
-

- Manitoba Provincial Handgun Association
-

- Manitoba Provincial Rifle Association
-

- Manitoba Trap Shooting Association
-

- Manitoba Skeet Shooting Association
-

- Newfoundland and Labrador Shooting Association
-

- Northwest Territories Federation of Shooting Sports
-

- Ontario Council of Shooters

- Prince Edward Island Rifle Association
-

- Saskatchewan Target Shooting Association
-

- Shooting Federation of Nova Scotia

- Target Shooting – ParaSport Prince Edward Island
-

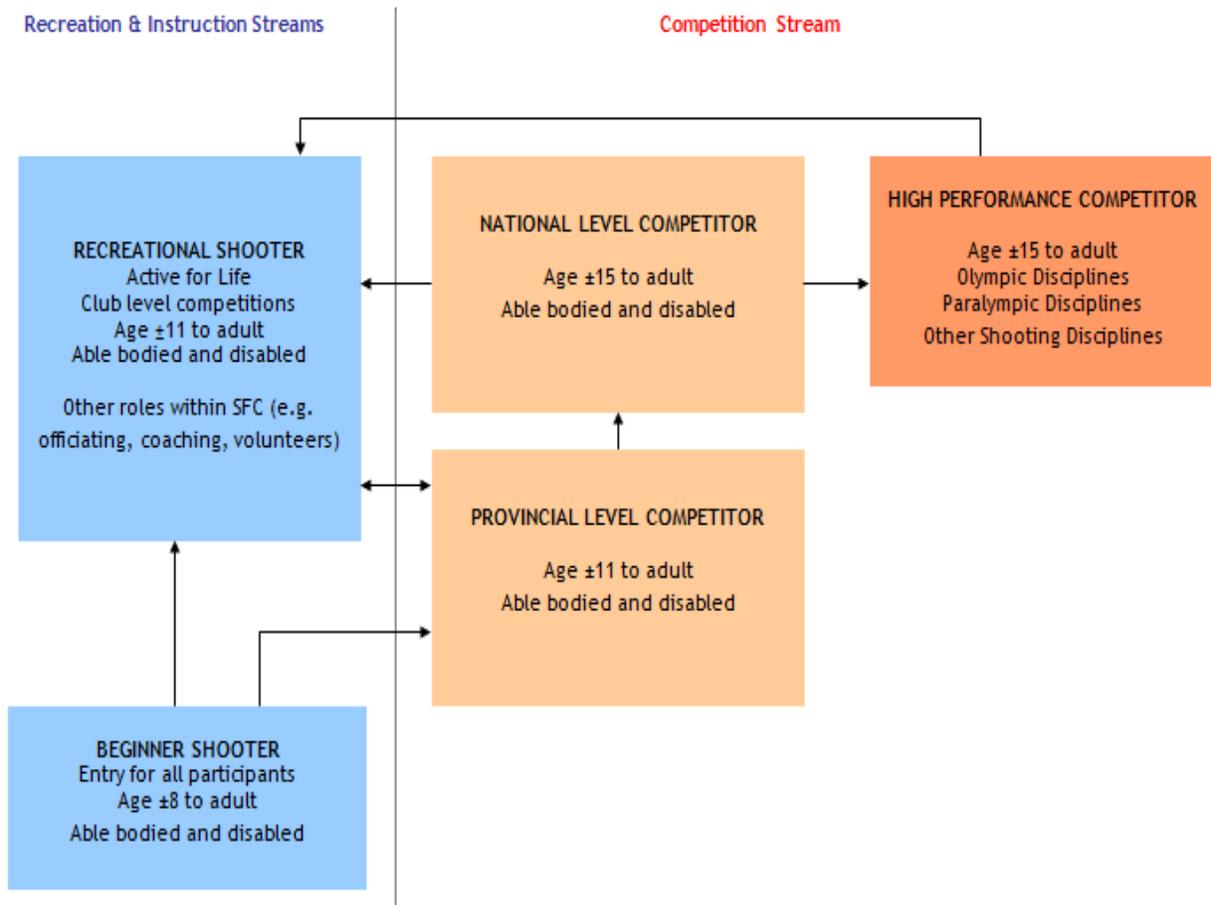
- The Royal New Brunswick Rifle Association
-

- Yukon Shooting Federation
-

1.3 Participant Development Model (PDM)

1.3.1 The Participant Development Model (PDM)

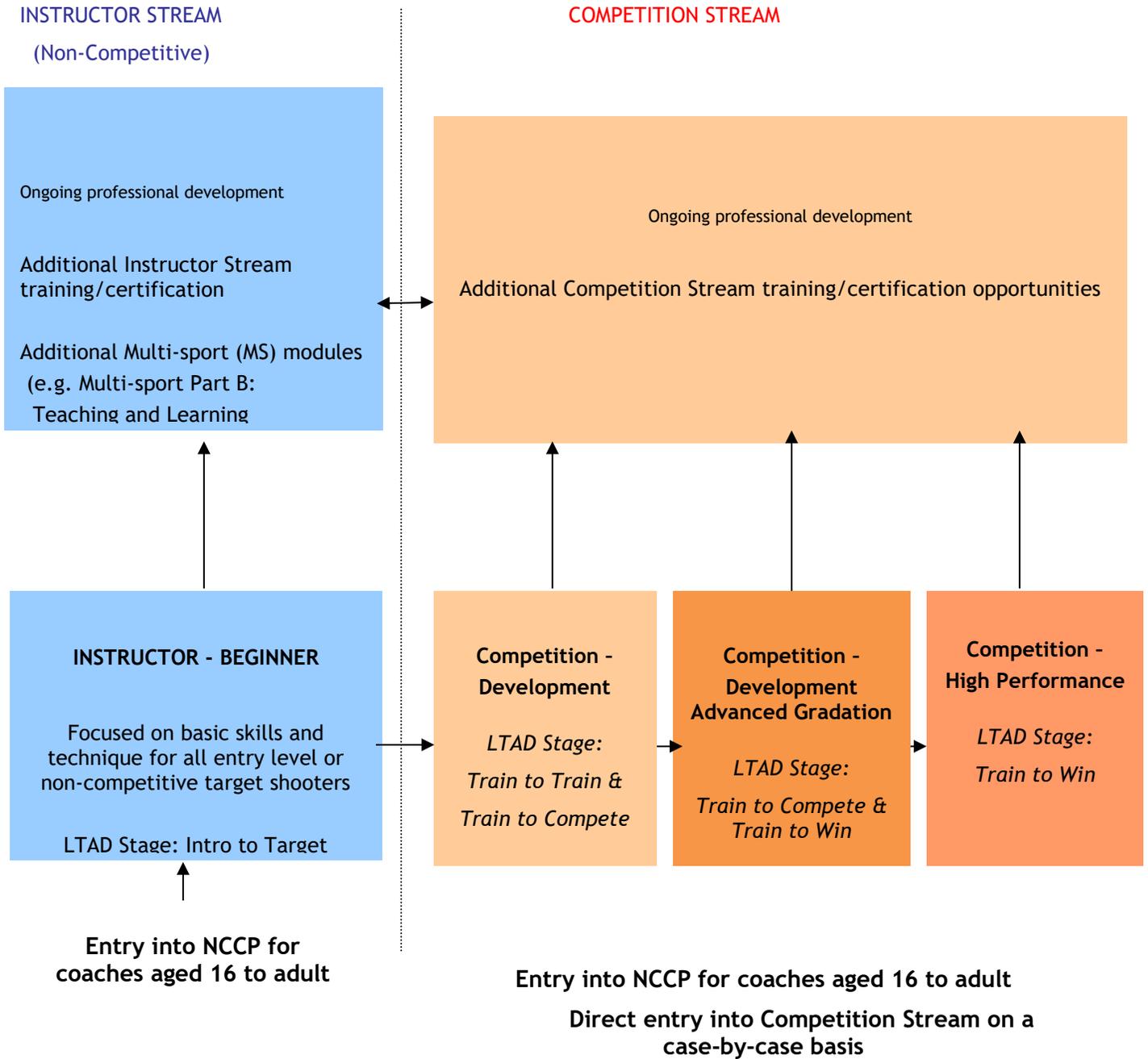
SHOOTING FEDERATION OF CANADA: PARTICIPANT DEVELOPMENT MODEL



1.4 Coach Development Model (CDM)

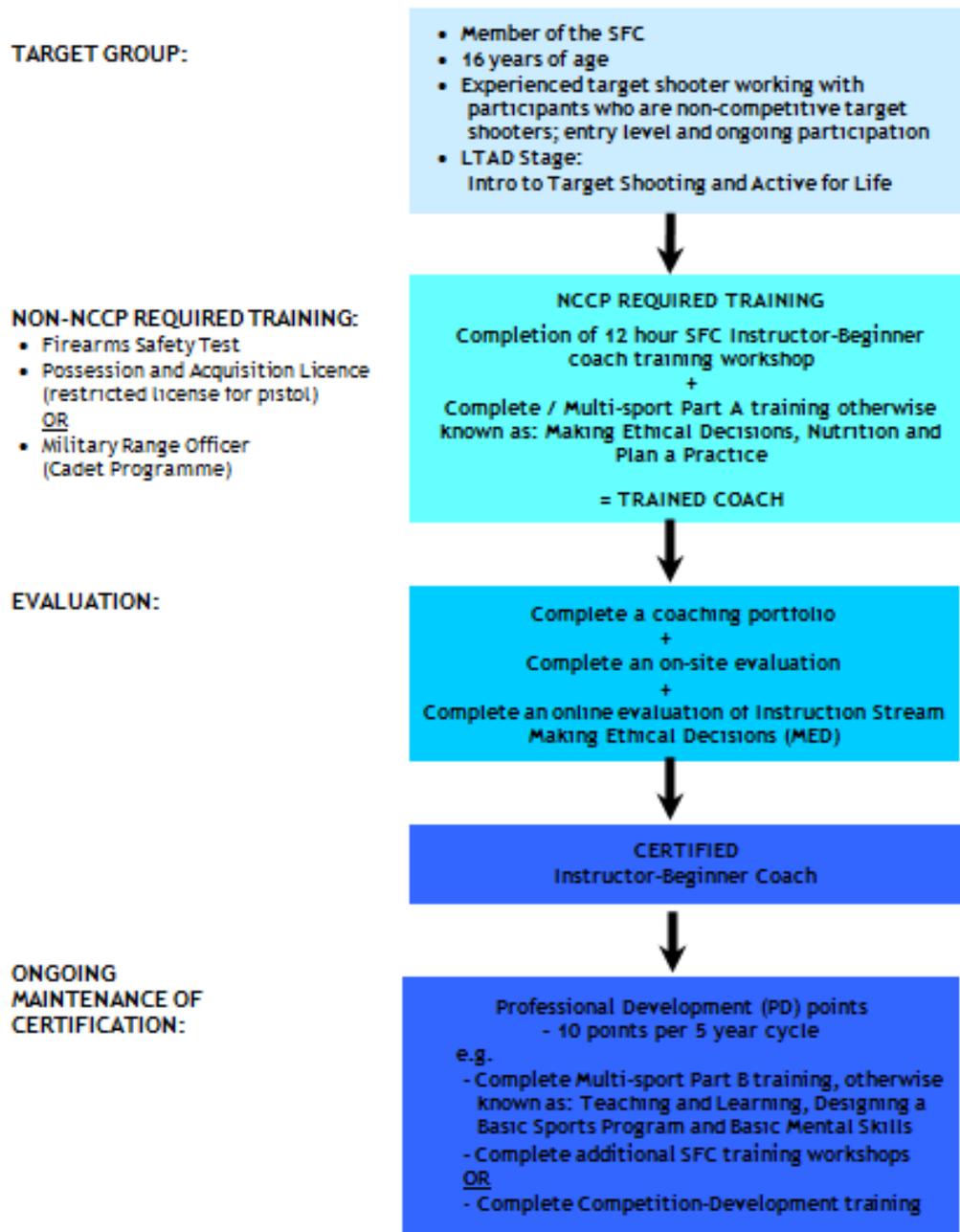
1.4.1 Coach Development Model

SHOOTING FEDERATION OF CANADA: COACH DEVELOPMENT MODEL



1.4.1 The Instructor - Beginner Pathway

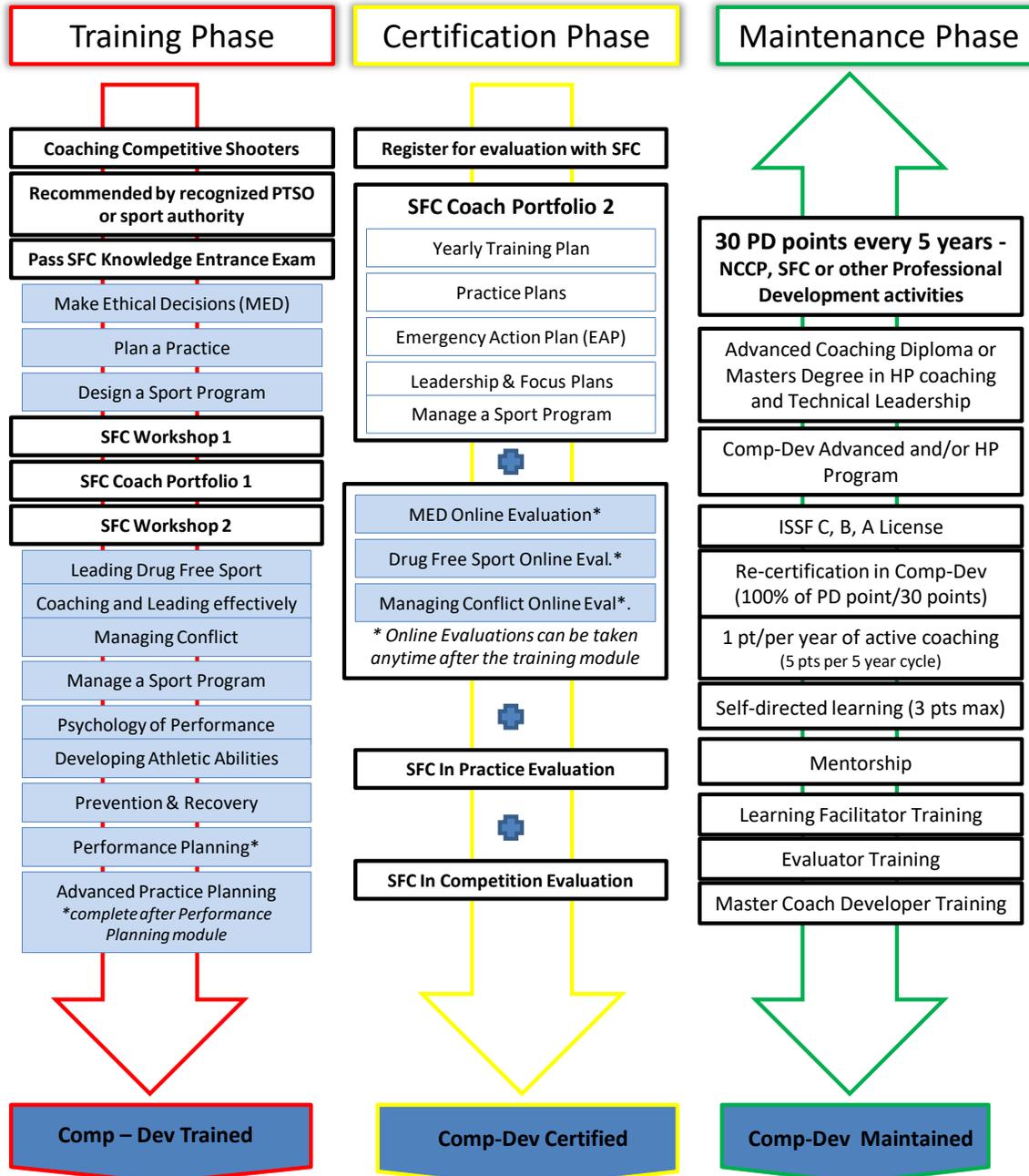
**COACH TRAINING AND CERTIFICATION PATHWAY FOR SHOOTING SPORTS:
INSTRUCTOR-BEGINNER CONTEXT**



1.4.2 The Competition – Development Coach Pathway

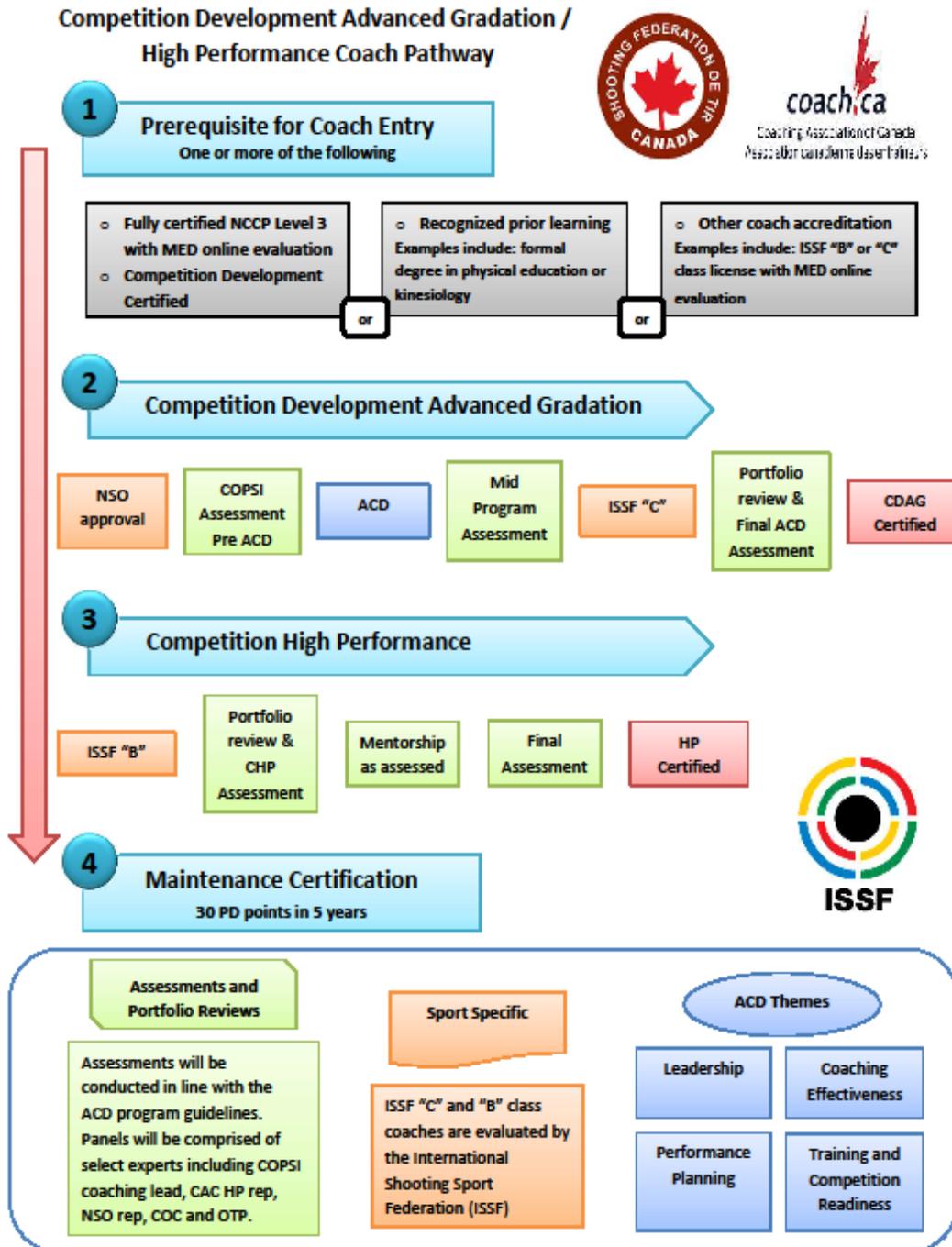


SFC Competition Development Coach Pathway



All blue boxes = Multisport Modules (MSM) accessed through P/TC <http://www.coach.ca/-p140497> at any time during the training phase. Online evaluations are accessed through <https://thelocker.coach.ca/>

1.4.3 Competition Development Advanced Gradation and High Performance Pathway



1.5 Long-Term Athlete Development

<http://sfc-ftc.ca/en/shortcuts/ltad.html>



2 THE NCCP MODEL



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



*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 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.

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

2.2 Contexts

2.2.1 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.
- ❑ 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.

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

2.2.2 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.
- ❑ 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 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 stream require specific skills and abilities in order to meet the needs of their athletes.

SFC has developed a Competition – Development Coaching Program.

For more information please visit: <http://www.coach.ca/competitive-coaches-s15435>.



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.
- ❑ 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.

SFC has developed an Instructor – Beginner Coaching 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>.

2.3 Workshops and Modules

2.3.1 Sport-specific Training

The CAC works with over 65 different National Sport Organizations, including Shooting Federation of 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 please visit <http://www.coach.ca/sport-specific-training-s16547>.

2.3.2 Multi-sport Training

SFC recommends that coaches take the following multi-sport modules for the Instruction – Beginner and Competition – Development programs, as per the pathways for coach training.

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

MAKE ETHICAL DECISIONS (MED)



Upon completing the MED module you'll be able to: (3.5 hours)

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.

- 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.

PLANNING A PRACTICE



The Planning a Practice module will give you the skills to: (5 hours)

- 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.

NUTRITION

After taking the Nutrition module you will be able to: (1.5 hours)

- 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.

TEACHING AND LEARNING

Upon completing the Teaching and Learning module you will be able to: (5.25 hours)

- 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.

DESIGN A BASIC SPORT PROGRAM

Design a Basic Sport Program will teach you to: (4.5 hours)

- 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.

BASIC MENTAL SKILLS

The Basic Mental Skills module gives you the ability to: (3.5 hours)

- 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: (8.75 hours)

- 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.

MANAGING CONFLICT

The Managing Conflict module will allow you to: (4.5 hours)

- 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.

LEADING DRUG-FREE SPORT

After taking Leading Drug-free Sport you will be able to: (3.5 hours)

- 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.

DEVELOPING ATHLETIC ABILITIES

After completing the Developing Athletic Abilities module, you will: (10.75 hours)

- 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

PREVENTION AND RECOVERY

After taking Prevention and Recovery you will have the knowledge needed to: (7.25 hours)

- 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: (7 hours)

- 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.

MANAGE A SPORT PROGRAM

Manage a sport program (4 hours)

- 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
- Report on athlete progress throughout program

PERFORMANCE PLANNING

Performance planning

(10 hours)

- 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
- Evaluate the ability of your athletes/team to perform up to their potential in competition

ADVANCED PRACTICE PLANNING

Advanced practice planning

(4.5 hours)

- 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 micro-cycles and phases they're part of
- 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 micro-cycle
- Develop a plan for training technical and tactical abilities over a micro-cycle
- Develop a plan for a micro-cycle that helps athletes taper before a competition

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. While evaluation for certification is not required in the Community Sport stream, sports in that stream may choose to certify coaches.

3.2 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.

3.3 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*

3.4 Evaluating Coaches in the NCCP

Evaluating coaches in the NCCP evaluation process involves:

- Portfolio evaluation
- Prebrief
- Formal observation
- Debrief
- Action planning
- Reporting/Administration



3.4.1 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 the appropriate sport body and submit all required portfolio pieces in advance of a formal observation being scheduled.
- 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.
- Once it is established that the candidate is ready for the formal observation, the Coach Evaluator should notify the appropriate sport body to schedule the formal observation.
- When the formal observation is scheduled, the Coach Evaluator begins the prebrief process.

3.5 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:

- 5 Expert
- 4 Advanced
- 3 NCCP Minimum Standard – includes the evidence that describes the minimum standard for what a coach does
- 2 Near Standard
- 1 Well Below Standard

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.

3.6 NCCP Database (the Locker)

The NCCP Database tracks the outcomes and criteria with a (T) for the criteria that have been trained, and with an (E) for the criteria that have been evaluated. The Database does *not* track evidence.

3.7 Administration and Logistics of Evaluation

There are some administrative aspects that sports should consider when designing evaluation protocols. The following are examples of some of the administrative aspects that sports may consider implementing.

3.7.1 Payment and Honoraria of Evaluations

The following schedule outlines the recommended 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 the appropriate sport governing body (P/TSO or NSO).
- The Evaluator receives two (2) payments from the appropriate sport governing body: one upon completing the marking of the portfolio evaluation; and the second upon submission of the evaluation documentation, action plan copy, and event entry in the NCCP Database (the Locker).
- If more than one Evaluator is involved in the evaluation process, then the NSO must identify appropriate payment schedules for specific contributions towards a coach candidate's evaluation. This may involve specific requirements for the evaluation of certain NCCP outcomes.

3.7.2 Appeals and Audits of Evaluations

Sports should consider recommending a process for evaluation appeals and audits for Evaluators. Coaches must be able to appeal an unsuccessful evaluation.

It is recommended that Master Evaluators complete an audit of coach evaluations on a regular schedule (e.g., every two years).

It is recommended that audits and appeals be submitted to the National Sport Organization for review by a technical committee.

Documentation for an audit and appeal might include the following.

- The coach candidate portfolio with the Evaluator's marking template.
- A video tape of the coach candidate's practice session, or all templates used during the observation by the Evaluator.
- All documentation related to the formal evaluation(s), debriefing procedure and action plan.

Upon completing the review, a report should be provided outlining the critical factors in the evaluation process that can be improved or required by the coach candidate or Evaluator.

It is recommended that a cost be associated in order to launch an appeal process.

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. The National Sport Organization must provide the coach with an alternative Evaluator.

In cases where an alternate Evaluator is not available, the NSO should cover the costs of an alternate Evaluator to evaluate the coach. Costs may include travel, accommodation, and meals.

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 the NSO 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 Shooting Federation of Canada:

- Request to SFC
- Send resume with education, experience and background
- Review by the SFC Coach Advisory Committee
- Other information as required.

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.

Shooting Federation of Canada only uses Master Coach Developers, Coach Developers and Coach Evaluators.

The typical pathway for someone who wants to be a Coach Developer involves the following steps:



Training: Coach Developer candidates must complete rigorous training, and this training is now being made consistent across Canada. The following training is required by all Coach Developers:

- 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.
- 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”.

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

There are two ways to become a Coach Developer candidate:

- Master Coach Developers (MCDs), Coach Developers (CD's) and Coach Evaluators (CEs). All Provincial/Territorial Sport Organizations (P/TSOs), and National Sport Organizations (NSOs) can identify Coach Developer candidates.
- Individuals can nominate themselves.

When establishing a pool of candidates, partners should try to balance the regional training requirements for their sport with the need to have appropriate representation of all regions in Canada. Many candidates are coaches who are already involved in the NCCP or individuals with backgrounds in physical education, kinesiology, or similar areas of study. The competencies of the Coach Developers are clearly indicated in the Evaluation Tools.

Individuals who nominate themselves are sent the template for the Letter of Self-nomination and are asked to fill in this letter and submit it to their Provincial/Territorial Sport Organization (P/TSO) or Provincial/Territorial Coaching Representative (P/TCR), along with their resume and NCCP Certification Transcript, if applicable.

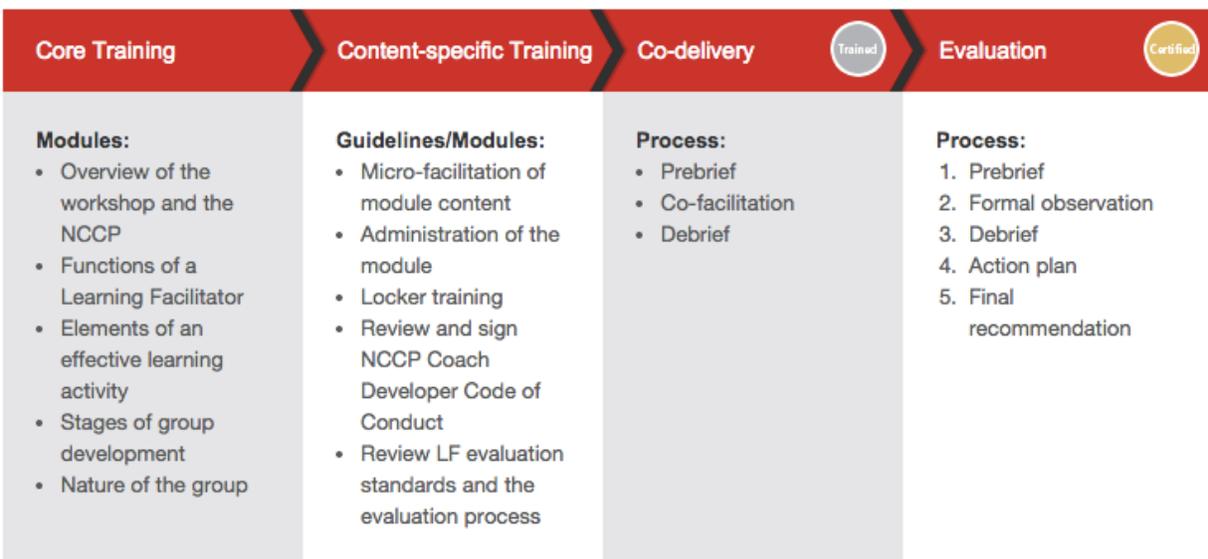
4.2 Coach Developer

Every NCCP workshop is led by a trained Coach Developer (CD) who has undergone a standardized training process. CD's are crucial to the development of skilled, knowledgeable coaches who are then able to develop safer, happier athletes/participants.

The goal of an CD 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 CD 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 Coach Developer

All Coach Developers complete the following steps:



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

4.2.2 Selecting Coach Developers

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

It is recommended that Coach Developers are:

- Trained or certified in the context they are delivering in;
- 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.

It is recommended that Coach Developers have the following sport-specific experience, background, and abilities:

- Recognised as a national or provincial leader in coaching education
- Excellent facilitation skills
- Sound, advanced technical knowledge of the discipline's firearm(s)
- Strong advocate of the new NCCP
- Positive attitude and ability to work constructively with others
- Previous teaching/facilitating experience
- Post secondary education in health sciences, kinesiology, physical education or related discipline
- Instruction – Beginner or Level 2 certified coach with minimum 5 years coaching experience in a specific shooting discipline (pistol, rifle, shotgun)
- Completion of Multi-Sport Make Ethical Decisions, Plan a Practice and Nutrition and MED on-line evaluation

4.2.3 Responsibilities of the Coach Developer

1. Planning, Preparation and Follow-up

- communicates with host organisation to establish parameters of workshop
- communicates with host organisation and SFC to ensure all candidates are SFC members
- arrives at workshop venue prepared with necessary materials and equipment
- inspects workshop venue, including range, to ensure equipment is appropriate, in place and functioning correctly
- completes and distributes administrative material at the completion of the workshop

2. Leading and Communicating

- draws clear links between each learning activity and the desired coaching outcome
- presents situations clearly and guides participants through the problem solving process
 - allows participants to solve the problems presented in the workshop
 - identifies key issues in a given situation and structures the environment to permit a process of guided discovery
 - allows instructors to attempt to solve a problem before exposing them to a referenced solution
 - checks for understanding of the presented material
- manages group discussions by:
 - ensuring all participants are working on task
 - reminding participants to use their present coaching situation as a point of reference
 - ensuring that all participants have the opportunity to discuss and exchange ideas
 - structuring the time and environment to ensure that there are little or no periods of inactivity
 - limits interventions to answering questions, clarifying a task, referencing material or providing instruction
 - generating enthusiasm in the assigned activities
 - working collaboratively with participants to generate ideas
- intervenes in group discussions only in the following situations:
 - the discussion is off topic
 - the discussion is being led by one person
 - the conclusions being reached are incorrect (contrary to the reference material)
 - the group is at an impasse
 - the group is ready for the next task
- attempts to learn the names of all participants, and addresses each participant by his/her name
- listens actively and effectively
- articulates ideas clearly and concisely
- draws on the prior experience of the group

3. Valuing and Modelling

- Understands and clearly articulates the NCCP Code of Ethics
- Understands and clearly articulates the philosophy of the NCCP
- Uses non-discriminatory, non-sexist and inclusive language
- Shares attention among all participants in the workshop
- Develops a working relationship with participants and demonstrates an awareness of the leadership role of a CD
- Promotes the value and quality of NCCP certification
- Promotes personal and professional development for instructors
- Willing to accept constructive criticism
- Willing to provide feedback toward the ongoing development of the workshop materials
- Assesses others fairly and accurately
- Seeks to continue improving CD skills, and pursues ongoing development opportunities
- Behaves in a professional manner throughout the workshop
- Dresses appropriately for facilitating a workshop

4. Programme and Subject Matter Expertise

- Understands and can clearly articulate the structure of the NCCP and the SFC NCCP Coach Development model
- Understands and can clearly articulate the coaching outcomes for which the workshop was designed
- Is able to assess where participants fit within the SFC coaching model, and to give advice on further coaching development
- Can apply the content of the reference material in a practical sense
- Can relate the safety issues in Shooting
- Can relate the athletic abilities to the requirements of Shooting
- Understands the growth and development guidelines as they relate to Shooting, using SFC's LTAD model phases for this context
- Understands the stages of skill development in Shooting in the I-B Context

5. Technology

- Is familiar with and can use technologies, overhead projector, computer-projected image technologies and computer/internet system if appropriate

4.2.3 Core Training

Core Training for Coach Developers is a mandatory component of training for Coach Developers. 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.

4.2.4 Content-specific Training

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

Content-specific Training will also include:

- Content-specific Training is a 3-4 day training to prepare Coach Developers for the content they will deliver.
- Micro-facilitation of program content

4.2.5 Co-delivery

All Coach Developers must co-facilitate a workshop with an experienced Coach Developer prior to facilitating a workshop on their own.

- Co-facilitation should occur within 6 months of Content-specific Training.
- 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 Coach Developers.

- Coach Developers should be evaluated within two years.
- Coach Developers will be evaluated *either in person (ideal) or by video submission*.
- Coach Developers will be evaluated against the CAC Learning Facilitator Outcomes, Criteria, and Evidence.
- All Coach Developers must complete the Make Ethical Decisions online evaluation.
-

4.2.7 Maintenance of Certification

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

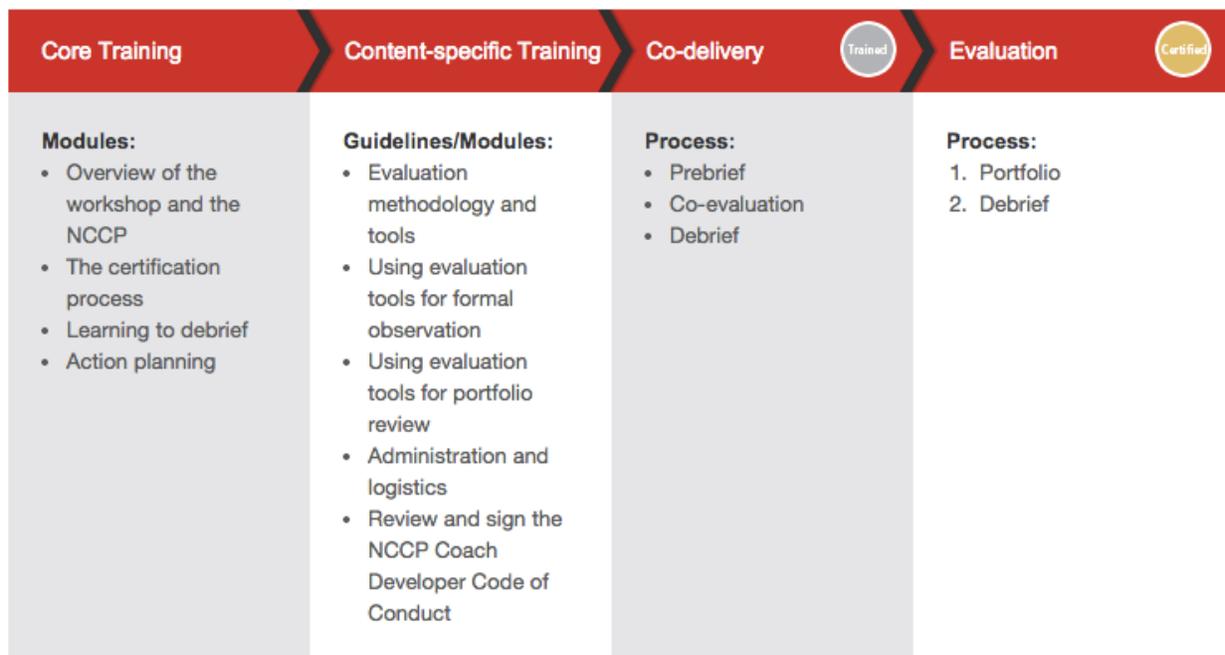
4.3 Coach Evaluator

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.

4.3.1 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>.

4.3.2 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.

It is recommended that Coach Evaluators 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.

It is recommended that Coach Evaluators have the following sport-specific experience, background, and abilities:

4.3.3 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.

4.3.4 Content-specific Training

Content-specific Training is a mandatory component of training for Coach Evaluators. Content-specific Training will include a micro-evaluation component, using sport-specific evaluation tools.

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

Content-specific Training will also include:

- Content-specific Training is a *<insert number>* day training to prepare Coach Evaluators for the tools they will use in evaluation.

4.3.5 Co-delivery

All Coach Evaluators must co-evaluate with an experienced Coach Developer prior to performing an evaluation on their own.

- Co-evaluation should occur within *<x weeks>* of Content-specific Training.
- 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.

4.3.6 Evaluation

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

- Coach Evaluators should be evaluated *<insert time frame>*.
- Coach Evaluators will be evaluated by submitting a portfolio.
- All Coach Evaluators must complete the Make Ethical Decisions online evaluation.

4.3.7 Maintenance of Certification

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

4.4 Master Coach Developer

The role of the Master Coach Developer (MCD) is to train, to evaluate, to support, and to mentor Coach Developers (CDs), Coach Evaluators (CEs), and other MCDs. In addition, MCDs play a key role in promoting the NCCP.

Master Coach Developers must possess adequate knowledge and expertise in facilitation to assist in training Coach Developers and to lead workshops and professional development experiences for Coach Developers.

It is expected that Master Coach Developers will have more responsibility in a supportive role with Coach Developers during workshops, evaluations, and in Coach Developer development. MCDs should be willing and able to lend support to Coach Developers, program administrators, and delivery host agencies.

4.4.1 How to Become a Master Coach Developer

All Master Coach Developers complete the following steps:



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

4.4.2 Selecting Master Coach Developers

Each body responsible for the training and selection of its own Master Coach Developers. The criteria for the selection of MCDs vary from governing body to governing body. While the specifics may vary, MCDs usually:

- Have five years of experience as a Coach Developer and/or Coach Evaluator;
- Are Certified as a Coach Developer and/or Coach Evaluator;
- 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 MCDs vary greatly from one governing body to the next. Again, while the specifics may vary, the duties of an MCD usually include:

- Helping with selection of the Coach Developers, Coach Evaluators, and other Master Coach Developers
- Training of the Coach Developers, Coach Evaluators, and other Master Coach Developers
- Evaluation of the Coach Developers, Coach Evaluators, and other Master Coach Developers
- Mentoring of the Coach Developers, Coach Evaluators, and other Master Coach Developers

It is recommended that Master Coach Developers have the following sport-specific experience, background, and abilities:

-

4.4.3 Core Training

Core Training for Coach Developers, Core Training for Coach Evaluators, and Core Training for Master Coach Developers are mandatory components of training for Master Coach Developers.

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.

4.4.4 Content-specific Training

Content-specific Training is a mandatory component of training for Master Coach Developers. Content-specific Training will include a micro-facilitation and/or a micro-evaluation component of the content that will be delivered.

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

Content-specific Training will also include:

- Content-specific Training is a two day training to prepare Master Coach Developers for the content they will deliver.
-

4.4.5 Co-delivery

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

- Co-facilitation should occur within six weeks of Content-specific Training.
- Co-facilitation is part of training and therefore the person being trained will not be paid.
- A Master Coach Developer candidate may be required to co-facilitate training a number of times before facilitating training on their own.

4.4.6 Evaluation

All Master Coach Developers must be evaluated to become a certified Master Coach Developer.

- Master Coach Developers should be evaluated within 1 year of training.
- Master Coach Developers will be evaluated by submitting a portfolio.
- All Master Coach Developers must complete the Make Ethical Decisions online evaluation.

4.4.7 Maintenance of Certification

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

5 BUSINESS MODEL

5.1 Communication

5.1.1 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.

5.1.2 Copyright

The CAC must hold co-copyright with the respective NSO on all materials produced by the NSO with CAC financial support. The principles of this agreement are as follows:

- The NSO must ensure to provide all copyright warnings for the user;
- The NSO must include and use the approved NCCP recognition guidelines. The CAC will provide the NSO with the materials in electronic format (or camera-ready artwork) in both official languages, for incorporation into NSO final materials;
- World co-copyright is held jointly by the respective NSO and the CAC with a corresponding credit line to the NSO;
- The NSO 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 the NSO;
- The CAC may, at its discretion, use the materials in composite products related to coach education.

5.1.3 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 the NSO and CAC co-copyright for materials developed with CAC financial support, and sole NSO 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.”

Please contact your Coaching Consultant to access a template that includes these statements.

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. 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.”

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

5.2 Responsibilities and Planning

5.2.1 National Sport Organization (NSO)

- Develop and update the SFC coach programs and materials
- Provide information to P/TSOs regarding the coaching programs
- Train and monitor MCDs and CDs, Master Evaluators/Evaluators
- Work with the Coaching Association of Canada (CAC)
- Host webinars/calls to update Coach Developers annually
- Recruit sponsors for program

5.2.2 Provincial/Territorial Sport Organizations (P/TSOs)

- Identify future MCD and CD candidates
- Promote the coaching programs within their jurisdiction
- Work with their provincial/territorial coaching association to access grants and promote the programs
- Coordinate and administer the coaching programs in their jurisdiction
- Schedule coaching workshops/evaluations in consultation with MCDs/CDs, MEs/Es
- Collect fees for the coaching programs and pay for its expenses
- Print materials for the workshop in consultation with MCDs/CDs
- Order coaching material 2 weeks prior to workshop
- Work with stakeholders, including local clubs and schools, to offer workshops

5.2.3 Local Sport Organizations (LSOs)

- Identify local coaches and potential coaches
- Organize clinics based on interest
- Promote clinics

5.2.4 MCDs/CDs

- Operate coaching workshops. Minimum of 1 workshop/2 years with a preference to run 3+/year
- Complete an event in the Locker (NCCP database) for every workshop and submit the information to SFC within 1 month by email or recording the training in The Locker
- Report back to SFC based on feedback from workshops
- Take at least one 4-hour course related to coaching every 3 years
- Attend SFC MCD/CD conference calls
- MCD-only, supervise CDs

5.2.5 The Locker (the NCCP Database)

- SFC has access to report trainings in the Locker. Coach Developers are required to submit their events for every workshop to SFC within 1 month. Training and evaluation events will be recorded in The Locker by SFC.

5.2.6 Succession Planning

The SFC will be examining the process that will determine who has jurisdiction for the selection and recruitment of MCDs/CDs and Master Evaluators/Evaluators.

Currently, SFC has the following trained MCD's and M/Es to deliver the Instructor-Beginner Program and Competition – Development program. Additional CDs/Es will be trained provincially as needed.

Name	Discipline	Prov	Program	Coach Developer Type
Mario Dimitrov	Pistol	NL	I-B/C-D	MCD & M/E
Lisa Borgerson	Pistol	SK	I-B/C-D	MCD & M/E
Rick Ward	Pistol/AWAD	ON	I-B/C-D	MCD & M/E
Chantel Spicer	Pistol/Rifle	BC	I-B/C-D	MCD & M/E
Pat Landals	Rifle	BC	I-B/C-D	MCD & M/E
Carrie Johnston	Rifle	BC	I-B/C-D	MCD & M/E
Darryl Craig	Rifle	BC	I-B/C-D	MCD & M/E
Dave Woolridge	Rifle	NL	I-B/C-D	MCD & M/E
Richard Lanning	Rifle	ON	I-B/C-D	MCD & M/E
Philippe Praprotnik	Rifle	YK	C-D	MCD & M/E
Gale Stewart	Rifle	QC	I-B/C/D	MCD & M/E
Susan Eymann	Rifle	AB	I-B/C/D	MCD & M/E
Ray Fisher	Rifle/Pistol	NS	I-B/C-D	MCD & M/E
Adam Neish	Rifle	MB	I-B/C-D	MCD & M/E

Sandra Honour	Shotgun	AB	I-B/C-D	MCD & M/E
Susan Natrass	Shotgun	AB	I-B/C-D	MCD & M/E
Don Kwasnycia	Shotgun	ON	I-B/C-D	MCD & M/E
Florin Marinache	Shotgun	ON	I-B/C-D	MCD & M/E
David Moscrop	Shotgun	MB	C-D	MCD & M/E

I-B = Instruction – Beginner, C-D = Competition – Development

5.2.7 Recruitment and Retention

Shooting Federation of Canada is working at developing ongoing reward programs for coaches that complete training and obtain full certification. Currently coaches receive badges upon completion of coach training and are eligible to apply for coach development grants through the SFC.

5.3 Fee Structure, Payment, and Honorarium

5.3.1 Workshop Registration Fees

Instruction – Beginner Workshop	\$100.00, Payable to the SFC
Instruction – Beginner Evaluation	\$75.00, Payable to SFC
Re-evaluation of Instruction-Beginner	\$ 75.00 fee, Payable to SFC
Shooting Comp-Dev Workshop #1	\$ 150.00, payable to SFC
Shooting Comp-Dev Workshop #2	\$ 150.00, payable to SFC
Make Ethical Decisions online evaluation Managing Conflict online evaluation Leading Drug-free Sport online evaluation	<ul style="list-style-type: none"> • Currently \$85 charge for each online evaluation only if the coach has not completed the training • Free if training module has been completed
Portfolio Evaluation Comp-Dev In-Practice Evaluation Comp-Dev In-Competition Evaluation Comp- Dev	<ul style="list-style-type: none"> • \$ 50.00 payable to SFC for Portfolio • \$75.00 payable to SFC for each of the in practice and in competition evaluation even if submitted by video.
Re-evaluation of Comp-Dev sections	<ul style="list-style-type: none"> • \$50.00/\$75.00 as above. Payable to SFC

*** SFC will pay Evaluator honorarium out of evaluation fee collected and the coach being evaluated is responsible for Evaluator expenses incurred as a result of travel.**

Advanced Coaching Diploma Full program, assessment included

Activity	Cost
non-refundable application	\$75
Complete ACD	\$4000
sport fees	See present ISSF fee schedule

À la carte

Activity	Cost
ACD theme, assessment included	\$1250
ACD modules, assessment included	\$400

Challenging ACD Modules

All fees for modules are outlined in the ACD Operations Manual. Coaches may choose to engage challenge of module on an intermittent basis for a fee of \$300.00 per module. Accessing the ACD may be part of the coach's PD plan and therefore, may pay full program fee (\$4000.00) in installments

Challenge process, special occasions only

Activity	Cost
COPSIN fees for panel assessment (ACD lead plus 2 content specialists)	\$2000
sport fees	can vary

5.3.2 Coach Developer Honorarium

Instruction – Beginner LF/CD Fees: \$250 a day plus travel paid by the host organization

Instruction – Beginner MCD Fees: \$350 per day plus travel paid by the host organization

Instruction – Beginner Evaluator Fees: SFC will pay the evaluator \$50 honorarium. Coach being evaluated is responsible for travel and other expenses

Instruction – Beginner Master Evaluator Fees: \$350 per day plus travel paid by the host organization

Competition – Development LF/CD Fees: \$250 a day plus travel paid by the host organization

Competition – Development MCD Fees: \$350 per day plus travel paid by the host organization

Competition – Development Evaluator Fees: SFC will pay the evaluator \$50 honorarium. Coach being evaluated is responsible for travel and other expenses

Competition – Development Master Evaluator Fees: \$350 per day plus travel paid by the host organization

Advanced Coaching Diploma and ISSF course instructor fees to be determined by host organizers.

5.4 Recommendations and Legislation

5.4.1 Recommendations

Coaching Context	Certification Level
National Team (International)	Competition-Development Advanced Gradation/Competition High Performance
Olympic / Paralympic & Pan American Games	Competition-Development Advanced Gradation/Competition High Performance
Continental Shooting Championships (CAT)	Competition-Development Advanced Gradation/Competition High Performance
Commonwealth Games	Competition-Development Advanced Gradation/Competition High Performance
Development Team	Competition-Development Advanced Gradation
Junior National Team	Competition-Development Advanced Gradation
Youth Olympic Games	Competition-Development Advanced Gradation
Commonwealth Youth Games	Competition-Development Advanced Gradation
Canada Games	Competition-Development
National Championships	Competition-Development
Provincial Games/Championships	Competition-Development
Club Coach	Instruction-Beginner

5.4.2 NSO Legislated NCCP Certification Requirements

Shooting Federation of Canada National Championships Policy

In order to assure that Provincial/Territorial Coaching Staff are obtaining proper training to provide to athletes, and in alignment with Sport Canada expectations, the Shooting Federation of Canada is establishing the following requirements for coaches who wish to participate in the National Championships and other nationally sanctioned events:

- For the 2022 National Championships -
75% of Provincial/ Territorial Coaching Staff have achieved a minimum of Competition Development “In Training” status in The Locker. Remaining coaching staff must be Instruction Beginner Certified in the respective discipline.
- To satisfy this requirement, a coach must complete a minimum of one shooting discipline specific workshop.
- For the 2023 National Championships -
75% of Provincial/Territorial Coaching Staff have achieved a minimum of Competition

Development “Trained” status in The Locker. Remaining coaching staff must be Instruction Beginner Certified in the respective discipline.

- To satisfy this requirement, a coach must complete 6 out of 9 Competition Development multisport courses and a minimum of one shooting discipline specific workshop.
- For the 2024 National Championships - 75% of Provincial/Territorial Coaching Staff have achieved Competition Development “Certified” status in The Locker. The remaining coaching staff must be Instruction Beginner Certified in the respective discipline.
- To satisfy this requirement, a coach must complete both shooting discipline specific workshops with portfolio, 9 out of 9 multisport modules (with online evaluations passed) and ‘in-practice’ and ‘in-competition’ evaluations.

5.5 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.

	Minimum Professional Development credits required if the period for renewal of certification is:				
Context (includes any gradation)	5 years	4 years	3 years	2 years	1 year
Community Sport Instruction – Beginners	10 points	8 points	6 points	4 points	2 points
Competition – Development	30 points	24 points	18 points	12 points	6 points
Competition – Development Advanced Gradation	30 points	24 points	18 points	12 points	6 points
Competition – High Performance	30 points	24 points	18 points	12 points	6 points

An NSO may require more than the minimum number of Professional Development credits in any or all contexts in which it assigns “Certified” status. SFC coaching summits, conferences, Sport Leadership Conference, ISSF conferences and licenses, etc. All count towards professional development.

Professional development opportunities and points allocated are as follows:

	Active Category	Points	Limitations
Sport Specific	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
	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
Multi-sport	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

For more information please visit: <http://www.coach.ca/maintenance-of-certification-s16745>.

5.6 Quality Control

5.6.1 Course Evaluation

All coaches completing coach training and evaluation will complete a feedback form. All LFs/CD's and Evaluators will also provide feedback to Shooting Federation of Canada following training and evaluation events. Shooting Federation of Canada will follow up after each workshop delivered, with the LF's/CD's to get new ideas on delivery or activities. Information / feedback collected by the MCD's and CE's will be collated by the committee.

5.6.2 Program Monitoring and Evaluation

The program and its impact will be assessed on a yearly basis with a major review every two years. Feedback from coaches, MCDs, LFs/CD's, evaluators, and P/TSOs will be taken into account in reviewing the program along with statistics from evaluation forms. This will include a review of the evaluation process.

Coach Developers will be evaluated every two years using the CAC MCD and M/Coach Evaluator tools and processes.

5.6.3 Revision and Update Cycle

Materials will be updated in the first 2 years of the program launch based on the feedback from participants, facilitators and evaluators. A major review of the materials will take place every 5 years. Therefore, initial quality review will be conducted in 2018 (for C-D) and every 5 years thereafter.

Instruction - Beginner	Revised 2015	Next revision: 2020
Competition -Development	Development 2016 Implementation 2017 Edits 2018	Next revision: 2023

5.7 Minimum Age Restrictions

SFC NCCP training is available to anyone of the age of 16 and older.

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
Physical safety and health of athletes	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
Coaching responsibly	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
	Maintain confidentiality and privacy of personal information and use it appropriately
Integrity in relations with others	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
	Always ensure decisions are taken equitably
Respect	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
	Respect the principles, rules, and policies in force
Honouring sport	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 the _____ (governing organization), 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 _____ (governing organization) 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, National Sport Organizations).
- 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 _____ (governing organization).

Please be advised that the Board of Directors of _____ (governing organization) 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.

Name (please print)

Signature

Date

6.3 Template for Coach Developer Self-Nomination Letter

Date _____

Location _____

Name _____

NCCP# _____

Dear _____, (P/TSO, P/TCR)

Please be advised of my interest in becoming a Coach Developer, in the following role

- Learning Facilitator
- Master Learning Facilitator
- Coach Evaluator
- Master Evaluator

for the following contexts and/or workshops

-

With this letter, I have enclosed an application form that demonstrates my experience in and commitments to sport and particularly to _____ (sport name).

I am ready to begin the Coach Developer training and evaluation process in the hope of receiving my Coach Developer certification.

I would be pleased if you would forward my name as a Coach Developer candidate. Please contact me if you require further information or have any questions about my application.

Signed

Dated

Email address

Primary phone number

Encl.: Résumé
Letter(s) of Support

6.4 Template for 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

6.5 Template for 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:

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

6.6 Coach Training Feedback Form



It is important to get feedback from participants to help Shooting Federation of 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.

Coach Developer: _____ Date: _____

Workshop: _____ Location: _____

- 1 Did not meet expectations
- 2 Below Expectations
- 3 Met Expectations
- 4 Above Expectations
- 5 Exceeded Expectations

Technical

_____ The registration process was simple and easy to complete

_____ The technology used was easy to follow and effective

_____ The price of the course was fair and reflected the quality of service provided

Additional Comments

Course Content and Materials

_____ The course materials were easy to follow

_____ The course content reflected the course description and goals

_____ The course content provided the information necessary to be a better coach

Additional Comments

Coach Developer

- The facilitator was available for questions
- My workbook was marked in a timely manner
- The facilitator was knowledgeable on the course material
- The facilitator enabled me to reflect on ways that I might improve as a coach

Additional Comments

Overall Impression

- I enjoyed taking the course
- This course provided me with valuable tools and resources that I can use in my coaching endeavours
- I would recommend this course to other coaches

Please list 3 positive aspects related to any area of the course

Is there anything you would recommend changing, adding or omitting from this course?

Additional Comments

6.7 Coach Feedback Form (EVALUATION)



Date: _____ Location: _____

It is important to get feedback from participants to help Shooting Federation of Canada to improve the evaluation process.

Evaluator 1: _____ Evaluator 2 (if applicable): _____

Competition – Development Evaluation Process

1. Overall Impression

1 ----- 2 ----- 3 ----- 4 ----- 5
 poor good excellent **If below 4 please explain**

2. Evaluation Location:

1 ----- 2 ----- 3 ----- 4 ----- 5
 poor good excellent **If below 4 please explain**

3. Time permitted to demonstrate your teaching skills?

1 ----- 2 ----- 3 ----- 4 ----- 5
 poor good excellent **If below 4 please explain**

4. Professional attitude of the evaluators?

1 ----- 2 ----- 3 ----- 4 ----- 5
poor good excellent

If below 4 please explain

5. Effective explanations and directions during the evaluation?

1 ----- 2 ----- 3 ----- 4 ----- 5
poor good excellent

If below 4 please explain

6. Would you encourage others to participate in the certification process?

YES NO

If NO please elaborate

Other Helpful Comments:

THANK YOU!!

How to be a better coach



© Scott Grant, CAC

Learn to listen, especially to the athletes –
they are excellent teachers.

Help each athlete develop all of their capacities:
physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

Brought to you by
the Coaching Association of Canada www.coach.ca





coach.ca
REACH HIGHER

National Coaching Certification Program

Visit **coach.ca** – Canada’s most dynamic coaching community. Check your certification, complete online evaluations, access sport nutrition tips, read coach stories and more!