

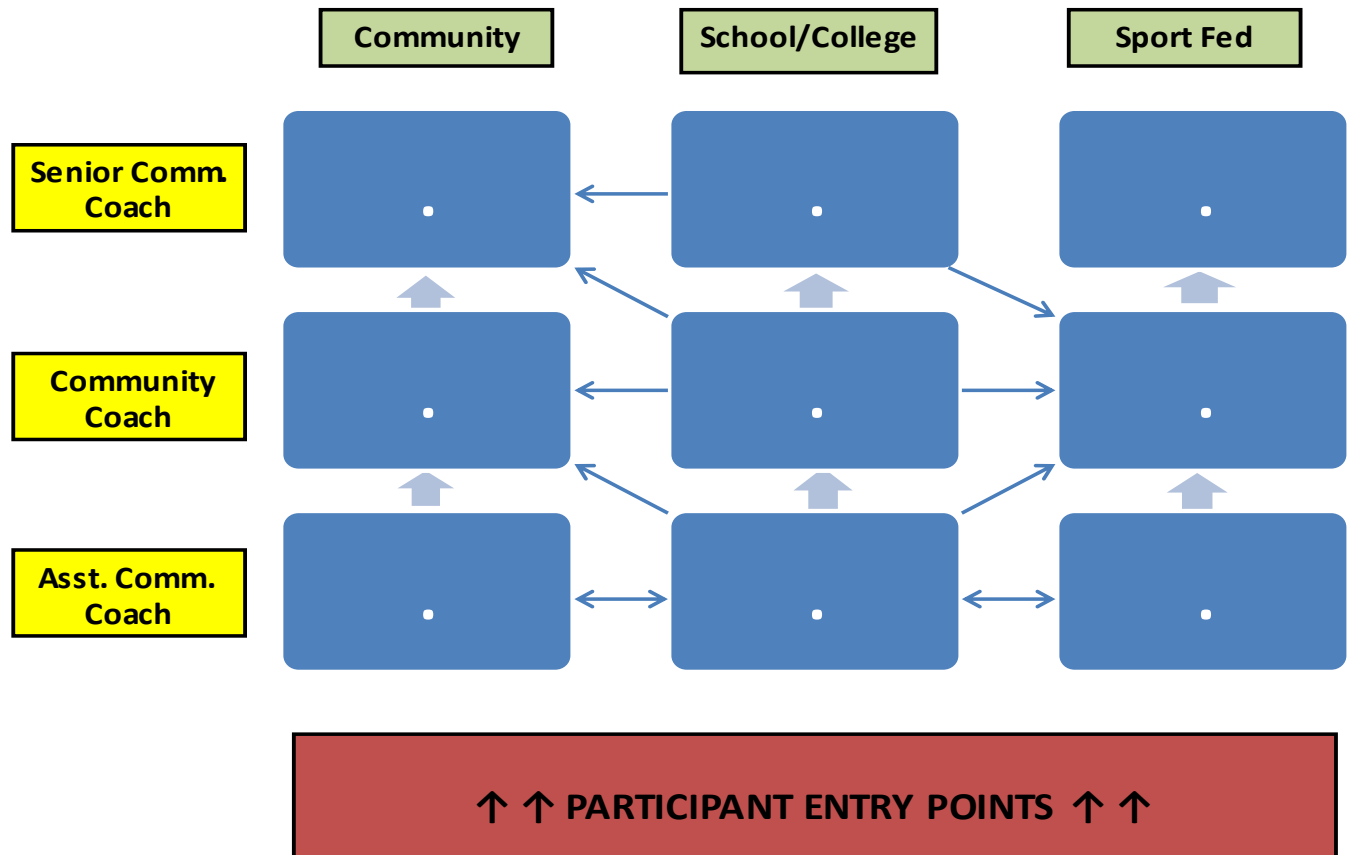
*The **SPORTS EDUCATION AND ACCREDITATION FRAMEWORK***

Development of the framework

The framework has been and is still being developed using the interactive participation and action research method. Interactive participation under Participatory Learning and Action Research approach involves people participating in joint analysis, identifying problems and solutions, and where local institutions take over local solutions. The cyclic nature of this method ensures that each step made will support and is a build-up to the next step. Therefore, following the recommendations of the survey, a collaborative consultative process involving the key sports stakeholders in Tanzania.

The stakeholders involved in this process include government Sports Department, National Sports Council, Regional Sports Council, National federations/Associations, National Olympic Committee, Non-Governmental Organisations and the education sector. These are the stakeholders who have given input towards the development of this framework. It is, therefore, a result of this mutual process and it reflects the contributions, interests and aspirations of the stakeholders in the country.

In this framework, a phrase which denotes any gender shall include other genders unless the context of the expression clearly indicates a contrary intention. Tanzania has an inclusive approach to sports programs; therefore, the content in this framework covers all forms of Tanzania's recognized sports including sports for people with disabilities and women sports.



The above can be mapped against the **'System'** component of the ICES Framework, demonstrating the link between the standards, quality assurance, and potential development pathway:

Coach Education:

Learning Activities – The community coach education programme contains varied participatory learning experiences and applications that cater to varied learning styles and approaches

Tutors/Trainers – have undergone facilitator training and have demonstrated the competence to deliver the curriculum's learning outcomes

Accreditation & Licensing – A system is in place for the accreditation, monitoring and licensing of trained community coaches. This includes clarity on access to on-going development and pathway progression

Community Coach Development:

Coach Development Plans – The organisation appraises each community coach, gives feedback on their performance and provides a personal development plan.

Mentoring and Support – The organisation provides each community coach with a personal mentor who can advise and provide support

Learning Opportunities – The organisation provides opportunities for ongoing learning outside of formal coach education

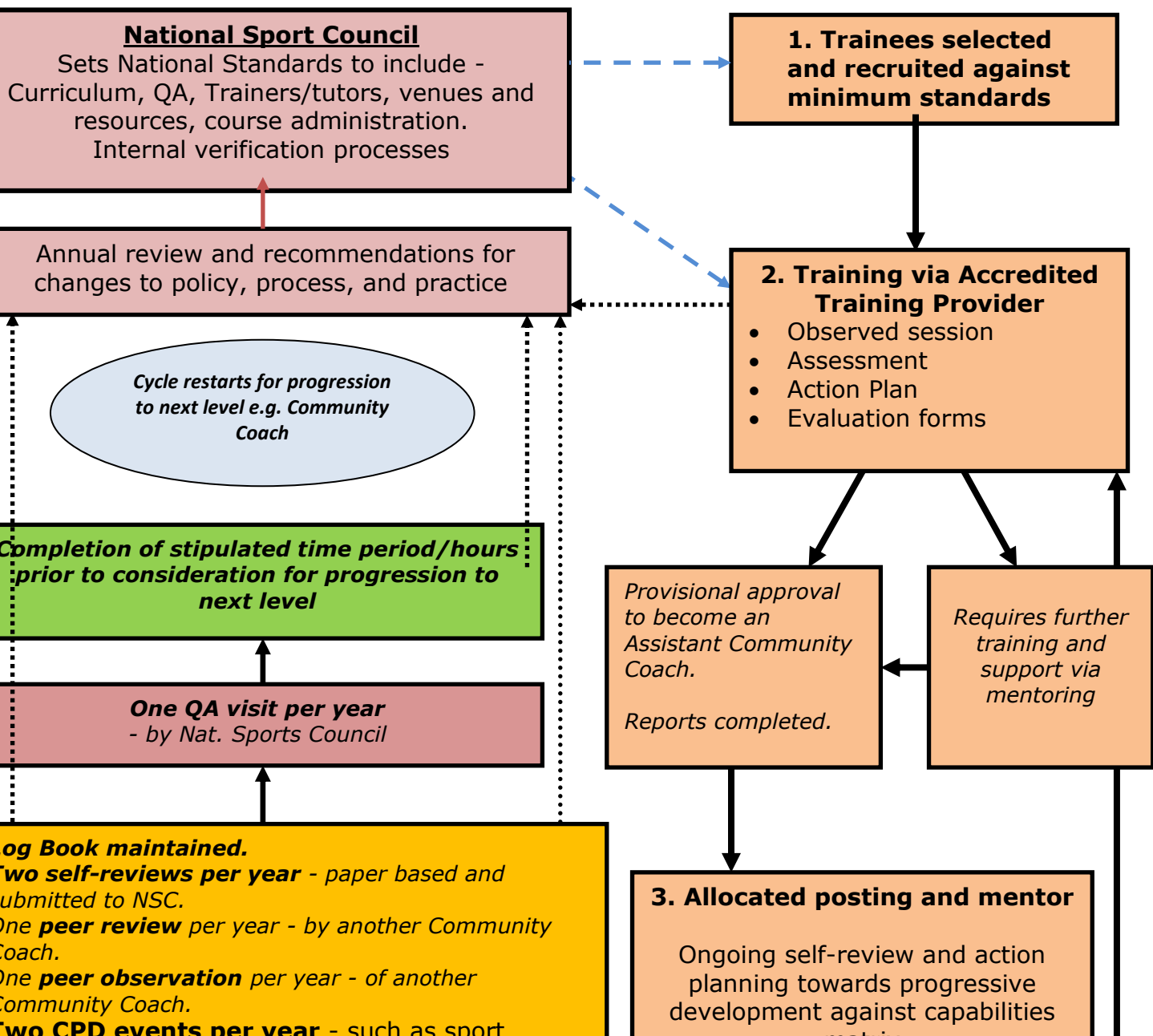
Communication and Database – The organisation has mechanisms in place to track and communicate with trained community coaches

Coaching Policy & Procedures:

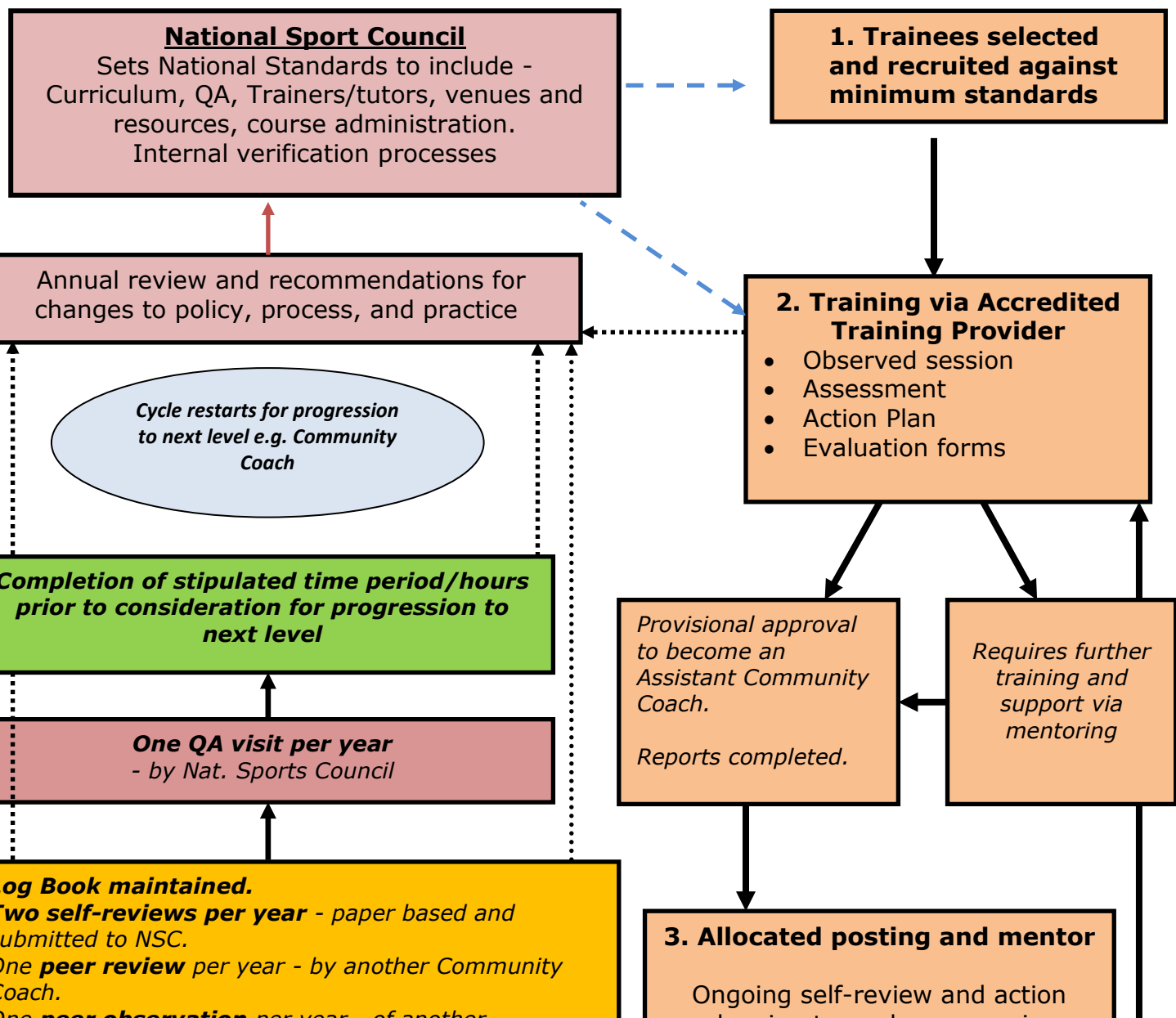
Community Coaching Strategy – There is a strategic plan for community coaching within the organisation with clear objectives, strategies and performance measures.

Monitoring and Evaluation – The organisation has processes in place to monitor and evaluate community coaches and coaching programmes

Accreditation Model – Assistant Community Coach

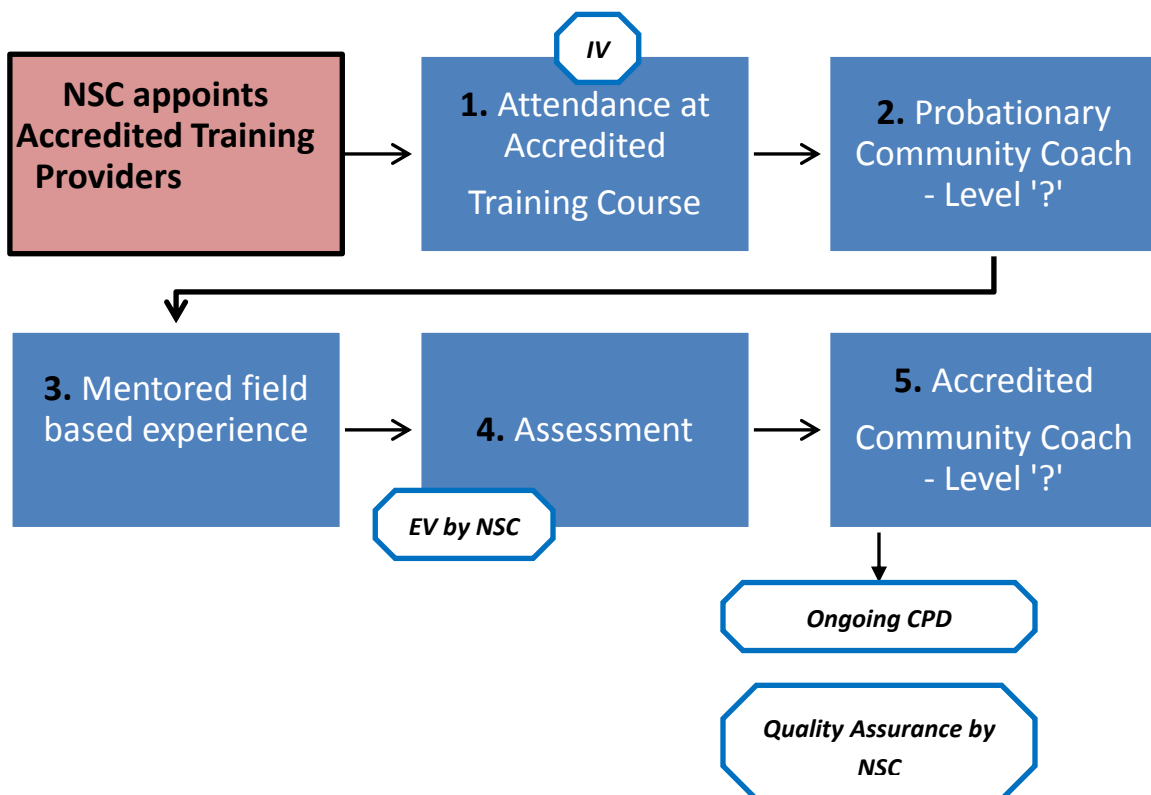


Accreditation Model – Assistant Community Coach



Quality Assurance Process

Programme/Accrediting Body – National Sports Council Tanzania



NSC appoints Accredited Training Providers

- *All programmes within the system must be of acceptable quality and meet minimum standards in terms of*
 - *Curriculum*
 - *Coch educators*
 - *Learning materials and resources*
 - *Training venues*
 - *Subject to External Verification by the National Sports Council*
- *The primary responsibility for quality lies with the providers themselves, including establishing and maintaining effective self-evaluation mechanisms*
- *The external accreditation process should aim to enhance and support providers and programmes*
- *The accreditation process is viewed and administered as a learning experience*
- *Underpins/aligns with national regulatory and quality assurance arrangements for education and training*

1. Attendance at accredited training course

- *Course delivered by accredited training provider in line with NSC standards, and subject to Internal Verification process*

2. Probationary '?' Level Community Coach

- *On course assessment, feedback, and action plan*
- *Self-review by Community Coaches*

3. Mentored Field Based Experience

- *Completion of stipulated time period/hours*
- *Log book and self-evaluations maintained*
- *Mentored by next level Community Coach*

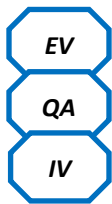
4. Field based assessment by the Accredited Training Provider

- *Certification provided*
- *Subject to External verification by NSC*

5. Accredited '?' Level Community level Coach

- *Completion of stipulated time period/hours prior to consideration for progression to next level*
- *Log book and self-evaluations maintained*
- *Ongoing CPD provided*
- *Subject to NSC Quality Assurance processes*

- One QA visit per year* - *by National Sports Council*
- Two self-reviews per year* - *paper based and submitted to NSC*
- One peer review per year* - *by another Community Coach*
- One peer observation per year* - *of another Community Coach*
- Two CPD events per year* - *such as sport specific or other training courses*



- *External Verification visits conducted by National sports Council*
- *Quality Assurance visits conducted by National Sports Council*
- *Internal Verification by Accredited Training Centre*

Additional Considerations

- *National competencies/capabilities for Coach Educators/Trainers and Community Coaches to be documented at each level*
- *Minimum assessment/accreditation requirements for Community Coaches*
- *National recommendations for minimum standards for venue and course administration*
- *Standard participant evaluation forms*
- *Standard self-review forms*
- *Standard observation/accreditation pro-forma against national competencies/capabilities*
- *Standard course report forms*
- *Desk top scrutiny of evaluation forms*
- *Extension of Quality Assurance matrix to cover sport specific deliverers within the programme*

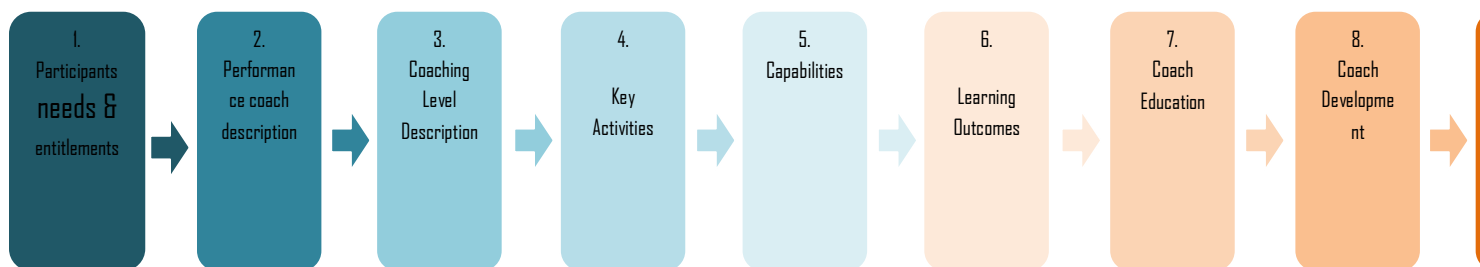
The Performance Coach Pathway

Objective of the Performance Pathway

The main purpose of the performance coach pathway is to provide common reference points for accreditation, recognition and support to coaches who work with talent identification, development and high performance athletes.

The Performance Coach Pathway

Using the Participatory Action Research approach, the build-up of the pathway begins with the identification of the needs and entitlements of the athlete, a description of the coach's role in meeting the athlete's needs, the pathway development of the coach reflected as 'levels', the activities undertaken by the coach, the required capabilities to successfully undertake these activities, standards in the coach education system required to support the development of these capabilities and a development of these capabilities and a underpinning quality assurance system.



1) The athletes Needs and Entitlements

This is a participant centred coaching pathway. In a participant centred approach the athlete's needs and entitlements are central in the whole coaching process, therefore, the coach's skills, knowledge, and attitudes should match the athletes' needs. There are numerous ways of classifying these needs and entitlements. In this pathway, they are classified as social, protective, personal and sporting needs

Participant Needs	Needs and Entitlements	Fulfilment
Social	<ul style="list-style-type: none"> to a family life to play, leisure and competition 	By creating a sporting environment where participants can be supported by their families; understand how to access and develop their own developing potential for lifelong
Protective	<ul style="list-style-type: none"> to protection from abuse and exploitation 	By creating safe environments for athletes

	<ul style="list-style-type: none"> • to be kept safe • to protect their health 	outcomes, they are developing their life skills
Personal	<ul style="list-style-type: none"> • to good health and sports science support • to an education • to holistic support 	By facilitating access to nutrition, exercise, health and safety, they develop life skills and enhance athletes' potential in performance sports
Sporting	<ul style="list-style-type: none"> • to develop their sporting talents. • to experience quality competitive sport • to play in a safe and competitive environment • to realise their talents to their full potential • to play in good facilities 	By providing quality sporting training and competition, they support and build their sporting talents, performance and achieve in performance sports. Provide best possible support

2) The Performance Coach

- a. The performance coach works with young people or adults who have been identified as possessing talent to develop their competitive abilities in sport and achieve success in the performance arena. This will include working with talent identification and development and working with high performance athletes. The Performance coach delivers well planned activities and sessions in line with the athletes biological, psychological and social capabilities to enable them develop their talent towards and/or achieve success in competitive sports in a safe, enjoyable and fulfilling environment.

3) Coaching Levels

- a. Four levels exist in the pathway for the performance coach. The role of the coach at each level and the context within which they work is explained in the following table:

Level 1 Assistant Coach	Level 2 Coach	Level 3 Senior Coach	Level 4 Expert Coach
Assist more qualified coaches, delivering parts of the coaching sessions and competition support; sometimes they may deliver sessions on their own.	Plan, implement and evaluate sports coaching sessions and programs supporting athletes' progression through the performance pathway and/or to achieve success in performance arenas, may train and mentor level 1 coach and assist level 3 coaches.	Design, implement, evaluate and revise short, medium and long term sports coaching training programs. Manage a high performance coaching program supporting athletes' progression through performance pathway and / or to achieve success in competition in performance arenas. May train and mentor level 1/2 coaches and assist level 4 coaches.	Design, implement and evaluate the process and outcome of coaching programmes supporting athlete's progression through the performance pathway and / or to achieve success in competition in performance arenas. Manage, direct or oversee a high performance coaching program. May train and mentor other coaches, manage projects, research, develop curriculum and training resources. Translate extensive

			knowledge and experience in performance coaching principles and theories.
--	--	--	---

4). Key Activities

a) The coach conducts the following activities:

a. Self and athlete evaluation to inform coaching practice

- The coach reflects on coaching approaches and their impact on athletes; manages groups of athletes; conducts team building and communicates with athletes and stakeholders effectively.

b. Provide Safe environments

- The coach creates an inclusive youth friendly environment which will protect participants from injury, health risks, discrimination

c. Support and protect athletes' holistic development

- The coach supports athletes overall holistic development with a focus on working alongside sport professional on physical-biological

d. Plans, evaluates and reviews training sessions

- The coach designs and prepares training programs and evaluates their implementation. He also supports athletes tactical understandings.

e. Supports athletes technical-tactical development

- The coach supports athletes' to improve sport specific techniques and tactics.

f. Prepare and support athletes for competitions

- The coach supports athletes' to prepare and perform in relevant competitions. The coach analyses and evaluates competitions development and /or performance with an emphasis on fair play.

knowledge and attitudes/values

Skills		Knowledge	Values
	Planning	Sport specific rules & regulations	Discipline
	Delivering	Sport specific Tactical & technical	
	Reviewing	Long Term Athlete Development	Patience
	Talent identification/development	Fitness and health	Tolerance

	Group management	Coaching Methodology & Pedagogy	Dedication
	Leadership	Athlete Development	Empathy
	Mentoring	Sports Psychology	Athlete centered approach
	Time management	Sport Physiology	Inclusion
	Performance analysis	Learning style	Goal setting
	Athlete Testing	Participant protection	Optimism
	Questioning and feedback	Cultural diversity	Fair play
	Communication	Competition Preparations	Passion for Sports
	Self reflection and awareness	Multi-media sport	Honesty/trustworthiness
	Observation	Lifestyle Management	Competitiveness
	Apply coaching techniques	First aid	Fair play
		Monitoring and evaluation	
		Nutrition	
		Sport science and sport medicine	
		Components	
		Anti-doping	
		Training periodisation	

5. Coach Capabilities

The capabilities required for each level of performance coach are set out for each of the six key activities.

a. To evaluate self and athletes to inform coaching practice, a coach would require the following capabilities:

	Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
i. Self-awareness	Define self-awareness and how this contributes to effective coaching in a high performance	Outline personal strengths and areas for improvement (self-awareness) in a high performance oriented program	Demonstrate self-awareness through self-evaluation, plan and review personal improvement in a high performance	Demonstrate high levels of self-awareness through self evaluation and support coaches in a high performance

	oriented program		oriented program	project to do the same.
ii. Communication and feedback	Outline communication and feedback methods to athletes and wider stakeholders.	Implement effective communication and feedback methods to athletes and other stakeholders	Plan and implement effective communication and feedback methods to athlete and stakeholders and oversee coaches implementation of the methods in a high performance program	Oversee the development and implementation of effective communication and feedback methods in a high performance program
iii. Athlete Differences	Display ability to understand athletes' differences and reflect on the impact various coaching approaches have on athletes.	Identify differences among individual athletes and reflect on the impact of the coaching approaches on these athletes. Modify approaches to suit athletes' differences.	Oversee coaches' identification of individual differences among athletes and coaches' self reflection on the impact of their coaching approaches in a high performance oriented program.	Manage and oversee coaches' implementation of coaching programs and self-reflection on the impact of their approaches on the high performance oriented athletes to suit the athletes learning styles.
iv. Group management and team building	Support group management and team building activities in a high performance program	Manage the athletes and implement team building activities with high performance athletes	Deliver group management and team building activities and support coaches in implementing group management and team building activities.	Develop group management and team building programs and oversee the implementation of these activities in a high performance project.
v. Facilitation	Demonstrate ability to facilitate coaching activities in a high performance oriented program	Facilitate coaching activities in a high performance oriented coaching program	Develop and facilitate coaching activities in a high performance oriented coaching program	Facilitation of coaching activities in a high performance oriented program

b. To provide safe environments, a coach would require the following capabilities:

Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
--	--	--	--

i. Safe environment	identify safety issues and demonstrate the ability to develop safe spaces for activity under supervision	ensure safe activity takes place	role model safe activity provision	monitor and facilitate the provision of safe activity across community programmes
ii. Participant protection	ensure participant protection in physical activity under supervision	identify and implement key strategies for participant protection in sport and development activities	develop and implement effective strategies to protect participants in sport and development activities	monitor and facilitate the participant protection across community programmes
iii. Empathy & sensitivity	highlight examples of empathy and sensitivity in activity leadership	demonstrate empathy & sensitivity in sport and development coaching	role model empathy & sensitivity in sport and development coaching	support other coaches to identify, develop and apply empathy & sensitivity in activity leadership and sport coaching
iv. Inclusive activity	identify barriers to inclusion and demonstrate an understanding of how to reduce them	take steps to ensure inclusive activity takes place	modify activity to remove barriers to inclusion	develop community members understanding of inclusive activity
v. Vulnerable & disengaged	identify vulnerable and disengaged participants and nominate ways to engage them in safe sport and development activity	engage, and provide safe sport and development activity, for vulnerable and disengaged participants	develop strategies to engage, include and provide a safe environment for vulnerable and disengaged participants across programmes	assist coaches and community members to develop strategies to engage, include and provide a safe environment for vulnerable and disengaged participants across programmes

c. Support and protect athletes' holistic development, a coach would require the following capabilities:

	Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
i. Social challenges	Outline strategies of supporting athletes with challenges that may affect their sports performance such as family,	Support athletes with social challenges and create an environment that does not encourage any	Develop and implement programs that support athletes with social challenges; mentor other coaches in	Manage talent development and high performance programs support athletes with their social challenges; lead and monitor

	gender, ethnicity etc.	forms of discrimination and oppression in sport.	implementing activities that prevent any forms of discrimination and oppression in sport	the implementation of activities that prevent any forms of discrimination in sport
ii. Participant Protection	Ensure athlete protection in sports activities under supervision	Identify and implement key strategies for athletes protection in sports activities	Develop and implement effective strategies to protect athletes in sport activities and support coaches in implementing them	Monitor and facilitate athlete protection across a talent development or high performance program
iii. Performance lifestyle	Identify factors outside of an athletes' sport that impact on their performance lifestyle	Support developing high performance athletes to manage factors outside of their sport that impact on their performance lifestyle	Design and implement programs that support athletes' performance lifestyles including engaging with relevant professional advice. Oversee the implementation of these programs	Manage the development and implementation of programs that support athletes' performance lifestyles across a high performance program.
iv. First aid and program safety	Identify key first aid responses and medical conditions to address injuries, accidents and emergency responses	Follow a first aid plan to respond to address athlete injuries , accidents and emergency responses	Develop and implement first aid plans to respond to address athlete injuries, accidents and emergency responses	Oversee the implementation of effective first aid plans and support members of a high performance program to follow the plans.
v. Long Term Athlete Development (LTAD)	Outline key stages of athlete's developments and the most appropriate activities during different stages.	Identify and deliver appropriate activities for individuals and groups at different stages of physical development	Analyse the stages of development and key needs of individual athletes and groups to deliver linked programs to meet the needs of athletes relative to their stage of development; support other coaches to deliver activities which are appropriate to athlete's development stage.	Develop and deliver programming that meet the needs of athletes' stage of development and manage the delivery of these activities across a development or high performance program. Support coaches in developing their capabilities to identify and meet the needs of different stages of athlete development
vi. Talent	Outline key stages and processes	Organize activities designed to	Deliver talent identification,	Design and develop bespoke talent

development	required in talent development (identification, selection, confirmation and development)	identify, select and confirm talented athletes for high performance competition	selection and confirmation programs designed to increase the numbers of athletes with the potential to progress through the performance pathway.	identification, selection, and confirmation programs, support coaches to deliver these and monitor their implementation.
vii. Conditioning and Physical Development	Support conditioning and physical development training activities	Deliver base physical development activities; support the delivery of conditioning and physical fitness programs alongside professionals in that field	Assess and analyse conditioning and physical development and how they influence athlete's performance. Oversee the delivery of conditioning and physical development to athletes.	Manage conditioning and physical development activities across a high performance program.
viii. Sport specific physical literacy	Outline physical activities that develop sport specific physical literacy.	Deliver physical activities that develop sport specific physical literacy	Assess and analyse sports specific activities and how they influence the development of sport specific physical literacy. Oversee the delivery of sport specific physical training	Manage the delivery training program that develop sport specific physical literacy, oversee the implementation of these activities across a high performance program and support the professionals charged with their delivery.
ix. Athlete testing	Support developing high performance athlete testing programs.	Conduct testing of developing high performance athletes and use the result to support training sessions.	Lead athlete testing in talent development or high performance program and use the results to inform program design.	Oversee the testing and development of high performance athletes' across a program; engage and manage sport science support underpinned by testing
x. Psychological development support	Demonstrate an understanding of how psychological factors can influence athlete performance	Support athletes to manage psychological factors that impact on performance. Support athletes in setting realistic and achievable	Develop and implement programs supporting athletes to manage psychological factors that impact on performance.	Provide expert support for coaches and program staff to develop programs that support athletes to manage psychological

		goals in sport.		factors that impact on performance.
--	--	-----------------	--	-------------------------------------

d. To plan, evaluates and review training sessions, a coach would require the following capabilities:

	Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
i. Plan and Implement Periodised Training Sessions	Define key stages required in planning training activities.	Plan and implement a series of periodised training activities appropriate for different targeted groups	Plan, implement and analyze periodised and sequenced training activities.	Develop planning procedures, oversee and manage other coaches in planning and implementing periodised and sequenced training activities.
ii. Training Activity Outcomes	Outlines techniques to assess and review training activity	Complete an evaluation and assessment process and plan future training activities accordingly	Modify future approaches based on reflection and evaluation of activities, sessions and the program's effectiveness in meeting participant needs	Develop and support appropriate evaluation and assessment methods and assist other coaches to develop this capability
iii. Athletes planning and review of training activity	Identify techniques to support developing high performance athlete's to review and evaluate their training activity	Support developing high performance athletes to plan and review their training activity	Provide support to other individual high performance coaches in supporting athletes to plan and review their training activity	Support and monitor high performance coaches' support of athletes planning and review of training activity.
iv. Review Training Sessions	Deliver reviews of training sessions in specific sports with support.	Conduct training sessions reviews for specific sports	Assess and analyse sports training sessions and support other coaches in	Develop and implement methods of reviewing training sessions, monitor their

			implementing the reviews	implementation and use across high performance programs
v. Performance analysis	Outline approaches to performance analysis that can support athlete's development and performance.	Analyse and evaluate performance including the use of multi-media tools to support athlete improvement	Utilize performance analysis to plan, develop and modify athlete support programs	Support and monitor the development and implementation of performance analysis in high performance coaching

e. To supports athletes technical-tactical development, a coach would require the following capabilities:

	Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
i. Sport Specific rules, regulations and development	Demonstrate and communicate key sports specific rules, regulations and ethics	Deliver activities to develop athletes understanding of basic rules, regulations and ethics of the sport	Plan, deliver and reflect on sequential activities aimed at developing athletes understanding of sports specific rules, regulations, ethics and cutting edge development.	Provide expertise and develop programs of teaching athletes rules, regulations, ethics and latest developments in of sport
ii. Support athlete technical development	Deliver training activities and progressions that support athlete technical development in a sport environment	Implement training activities and progressions that refine and advance and athletes skill and techniques	Develop sequential programs that refine and advance athletes skills and techniques	Oversee the development and implementation of sequential training programs that refine and advance athletes skills and techniques. Support coaches across performance programs to develop training activities and progressions that refine and advance athletes skill and technique
iii. Develop athletes tactical development	Outline training activities and progressions that refine and advance athletes tactical understanding	Implement training activities and progressions that refine and advance athletes tactical understanding	Develop sequential programs that refine and advance athletes skills and tactics	Oversee the development and implementation of sequential training programs that refine and advance

				athletes tactics. Support coaches across performance programs to develop training activities and progressions that refine and advance athletes tactics
iv. Assess and review skill, technical and tactical development	Outline how to assess and review athletes' skill, technical and tactical development	Assess and review developing high performance athletes' skill, technical and tactical development and use the result to support training session design	Develop and implement programs that assess and review developing high performance athletes' skill, technical and tactical development and support coaches in implementing the programs and use the results to support program design.	Lead the assessment and review of athletes' skill, technical and tactical development across high performance programs. Manage the continued use of this data to inform program design.

f. Prepare and support athletes for competition

	Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
i. Prepare athletes for competition	Outline key strategies to prepare athletes for performance oriented competition	Support athletes for performance oriented competitions	Plan and implement programs support athletes preparations for performance oriented competition	Design, develop and oversee programs aimed at preparing athletes for competitions and support coaches in implementing the programs across performance programs
ii. Support athletes during competitions	Outline key strategies required when supporting athletes during competitions	Support athletes during performance oriented competitions	Develop and implement strategies required in supporting athletes during performance oriented completions	Design, develop and oversee high level athlete support during performance oriented competitions across a high performance program
iii. Evaluate Competitions	Identify appropriate ways of evaluating	Evaluate competitions and	Evaluate competitions and	Develop programs and methods of

	competitions and giving feedback	give group and individual feedback to athletes; work with athletes to develop strategies to improve future performance.	work with athletes to develop strategies to improve future performance	evaluating at competitions, giving feedback to athletes and improving performance across a performance program
--	----------------------------------	---	--	--

6. Learning Outcomes

- a. The learning outcomes associated with the coach education curriculum set by training providers should address the development of the coach capabilities required for each key activity according to the level of the performance coach.
- b. The recognition of a coach education curriculum under the SCSA Zone VI SEAS is dependent on the training provider producing evidence that learning outcomes match to the required coach capabilities.

7. Education & Development System - Reference Points

Overview

System reference points refer to the interconnecting elements that support the recruitment, training, deployment, development and progression of coaches. This represents the infrastructure and capacity that enable an organisation to support coaches in developing the capability outlined in the coach capability reference points. In this sense coach capability reference points are 'what' an organisation or association/federation is aiming to develop in coaches. Systems reference points are 'how' an organisation or association/federation does this.

System reference points are categorised into three areas:

- a. Infrastructure, programming and policy
The structures and management processes in place to support the coach education and development functions of the organisation.
- b. Training Programming to support the training and education of coaches and coach developers to the point of accreditation and or qualification
- c. Deployment, development and retention

Support structures for coaches and coach developers in the field, post training. This includes support for on-going development, accreditation and licensing.

Indicators of System Development

These refer to policies, resources or other documentation that demonstrate system development. Identifying and sharing these indicators facilitates effective mapping, development planning and highlighting good practice.

A. Infrastructure, Policy & Programming

The structures and management processes in place to support the coach education and development functions of the organisation.

For each indicator nominate that either:

- a. There is resource and documentation related to this component that can be shared with the network

Agencies can then either

- a. Upload resource
- b. Record resource name and relevant sections

- b. There is no resource or documentation related to this component of the system

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
i. Governance and Management	<p>The organisation undertakes some coach education and development functions but does not have recognised ties with established structures with Tanzanian NSC framework or other organisations in the or country.</p> <p>Limited or no Governance or Management structures in place.</p>	<p>A recognised remit to support coach education and development.</p> <p>Evidence of some Governance and Management systems in place and a commitment to evolve this.</p> <p>Some links and ties being developed with International federations', SCSA Zone V or other</p>	<p>A recognised and clearly defined role in the education and training of coaches and coach developers.</p> <p>An established infrastructure with Governance and Management systems in place.</p> <p>There is appropriate legislation, policies and procedures in place to support the functional responsibilities of the</p>	<p>Evolved infrastructure with clear Governance and Management systems in place to support their coaching and coach education functions and responsibilities.</p> <p>Appropriate legislation, policies and procedures in place that reference International federations, SCSA Zone V, national, academic and industry/ government frameworks. This mirrors current best</p>

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
		<p>established structures/ organisations in the region or country.</p> <p>An unwritten but accepted mission in terms of the organisations responsibilities with regards to coach education.</p>	<p>organisation. Some reference to International federations, SCSA Zone V, national, academic and industry/ government frameworks.</p> <p>There are direct links with and support extended from International federations, SCSA Zone V and other established structures/ organisations in the region or country.</p> <p>There is an evolved mission statement that clearly outlines the functions and directions of the organisation with regards to coach education.</p>	<p>practice and supports the functional responsibilities of the organisation.</p> <p>Recognised status and or endorsement from International federations, SCSA Zone V and other established structures/ organisations in region or country.</p> <p>There is an accepted and clearly communicated mission that defines the organisations roles and responsibilities with respect to coach development.</p>
ii. Education & development strategy and planning	Primarily short term planning, mostly unwritten.	Some evidence of long term planning. Real planning though is reactive primarily short term constructed on a year-by-year basis.	<p>Strategic and implementation plans in place for a time defined period.</p> <p>Some evidence of monitoring and evaluation of the planning process in terms of progress and achievement.</p>	<p>Evolved long-term coach education plan that sets out strategic goals and is based on robust evidence and informed planning.</p> <p>There is a strategic plan for coaching within the organisation that has clear objectives, strategies and performance measures.</p> <p>Operational or implementation plans are constructed on a short term basis and then reviewed and adapted at regular intervals to reflect progress.</p>
iii. Policies and procedures <ul style="list-style-type: none"> a. Participant protection; b. Equity; c. Inclusion ; d. Health 	Informal working agreements and understood but unwritten codes of practice.	<p>Some policies and procedures in place though not all.</p> <p>Limited training and induction to raise awareness.</p>	<p>The majority of relevant policy documents in place. Some may mirror current best practice others may be subject to review.</p> <p>The organisation has some training/induction processes to raise</p>	<p>Established policies and procedures are used to support and protect staff, volunteers and participants effectively.</p> <p>All employees and employers are made aware of the various policies through staff</p>

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
and safety; e. Code of conduct; f. Employment/deployment terms and conditions			awareness.	training at induction and through regular updates
iv. Participant development pathway	There is a commitment to support and develop participants' progress but there is no clear thinking about the stages of development.	There is an acknowledged yet unwritten player pathway in place but there is a commitment to evolve and confirm this thinking.	There are elements of the player pathway in place supported by documentation. This pathway supports progression and development but not all levels are in place or supported by an infrastructure.	An evolved player pathway in place to support the progression and development of players and athletes through all the key stages. This pathway is clearly documented and has been built on robust research and evidence.
v. Practitioner development pathway	There is recognition that coaches and coach developers need opportunities for progression and development though there is no tangible evidence of a commitment towards this.	There is a limited coach and/or coach developer pathway in place. Other elements of the coach and coach developer pathway are either missing or just evolving.	There is a commitment in place to support the development of the coach and coach developer workforce. There is some real clarity in certain areas of this, which may be aligned to the participant development pathway. There is a commitment to develop the whole practitioner pathway.	Long-term coach and coach developer plan in place that supports their career development and progression. This pathway is clearly presented and communicated, with a fully developed rationale and demonstrated links to the player pathway and has defined entry and exit points for coaches.
vi. Financial resources and management	Some form of ad hoc financial support and in-kind support from support groups and government but no records kept of this.	Grant funding received. There are some fundraising activities to support its work including grant applications. There are budgets and accounts documented. There is some funding	In receipt of sufficient income from various sources (e.g. Gov, events, membership, fundraising). There are budget and balance sheets presented to account for spending activity. There is a discrete guaranteed budget to	In receipt of consistent and reliable funding from a number of areas (Government, Olympic, International, sponsorship and etc). An annual budget prepared that clearly defines how and where funding will be invested across the organisation. Spending is tracked throughout the period by regular management

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
		to support coach education though this is variable and inconsistent.	support coach education.	<p>account meetings. An annual review of accounts is published.</p> <p>Some element of self-sustainability with income generation through courses, resources and coaching. Some funding may be generated through the provision of support services that is accessible by membership.</p> <p>There is sufficient funding allocated to support the current and future coach education functions.</p>
vii. Workforce development and recruitment planning	<p>There is no evidence of workforce planning or development.</p> <p>Recruitment is ad hoc and reactive and on a needs-led basis.</p>	<p>There is some evidence of workforce development planning; typically this relates to approximations of how many coaches would need to be trained.</p> <p>Recruitment of coaches and coach developers for training is ad hoc and reactive. (e.g. if funding is available a course is conducted)</p>	<p>A workforce development planning exercise has been conducted to identify how many coach education courses are required to support local/ regional/ national need.</p> <p>There is a logical recruitment and selection plan in place to support recruitment of coaches and coach developers.</p>	<p>A workforce development planning exercise has been conducted to identify how many coach education courses are required to support local/ regional/ national need for current and future workforce and a systematic plan is in place to meet these needs.</p> <p>There is an evolved recruitment policy that mirrors current best practice.</p>
viii. Human resource	There is a limited coach workforce in place. Those that are available to the organisation may not necessarily be qualified or accredited and are primarily volunteers	The coach developer workforce is minimal and experience within the area is limited. There may be an over reliance on external organisations to support the delivery of training	A trained coach developer workforce in place to support the training and development of coaches across the various levels of the coach development pathway. The ability to support coaches at some levels	A justified and established coach developer workforce is in place (e.g, trainers, mentors and field support) to support the training and/or development of coaches across the various levels of the coach

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
	There is no designated coach developer role.	Coach developers are engaged on a needs-led basis.	<p>is more evolved than other (e.g. an ability to support Level 1 and 2 but unable to support Level 3). Professional development opportunities are available, often from external sources</p> <p>A basic profiling exercise has been completed and the organisation has some understanding of the breakdown of its workforce (volunteer or paid)</p> <p>Some key people within the workforce have contracted or recognised status (paid or volunteer), others do not and are engaged on a needs led basis.</p>	<p>development pathway.</p> <p>Clear guidance has been developed on the criteria required for these roles and they have contracted or recognised status within the organisation.</p> <p>A profiling exercise has been conducted and the organisation has a clear breakdown of the staff, board and key volunteers working within the organisation.</p>
ix. Workforce Training and Development	Training and development opportunities for the mainly volunteer workforce are minimal, ad hoc and informal.	Some training opportunities are provided for staff and volunteers, although these are limited and more often generic, rather than suited to key individuals and needs-led.	<p>There is a person or team with a recognised function to support other coach development workforce (paid or volunteer)</p> <p>There is a limited training budget to support this role and provide access to training and development opportunities for the workforce (paid or volunteer).</p> <p>Basic needs analyses are completed with all key staff and where possible tailored training opportunities are provided.</p>	<p>A dedicated training department/ individual responsible for supporting the initial and ongoing professional development of volunteer and paid staff.</p> <p>There is a dedicated training and development budget to support volunteer or paid staff.</p> <p>The training department/person has the capacity to conduct training needs analysis and then either provide or signpost to generic and or tailored training opportunities to support staff development.</p>
x. Research and expert support	There is some evidence of research influencing practice though this is largely anecdotal evidence or sharing practice	The organisation does value research but is reliant on the research donated, provided and generated by other organisations and does	An internal responsibility and remit for research with a responsible/person or team although this is not necessarily their	The organisation has its own research team/ individual with a responsibility for research.

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
	with other people/organisations .	not have a designated role relating to research.	<p>full-time designation.</p> <p>There is some funding to support research activity.</p> <p>There is a reliance on the support provided by external individuals or organisations to collaborate on the research.</p>	<p>There is a budget and organisational commitment to undertake agreed research functions either in partnership with other organisations (education institutions, internationally) or independently with the intention of furthering the organisation's work and the performance of its workforce and staying abreast of current/ cutting edge developments.</p> <p>Research outcomes demonstrably influence practice.</p>
xi. Use of databases, on-going communication.	There is some attempt to gather information though there is no recognised system to support the data gathering process.	<p>There is a data management system that can be used to:</p> <ul style="list-style-type: none"> • maintain individual contact records • activity and assessment records can be produced 	<p>A database that is updated regularly and:</p> <ul style="list-style-type: none"> • stores learner information • supports the production of an assessment report at the completion of development programmes • maintains records • can be used for ongoing communication 	<p>A fully electronic database or content management system managed by a member of staff.</p> <p>The system houses all of the contact details of coaches and coach developers and records their status, position, levels of current activity and or involvement with the organisations.</p> <p>The system can be used to support assessment and accreditation and can track candidates through from registration to completion; store evidence and assessment records and generate certificates of completion.</p> <p>The system is also used</p>

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
				flexibly to communicate with members via e-mail about news, training opportunities and events. Some evolved systems can be used to provide learning opportunities e.g. through password protected areas or through bulletin or chat facilities.
xii. Monitoring and evaluation system	There is a system in place that can register coaches and acknowledge completion. Typically this system would be maintained by hand but is not always consistent or reliable.	Processes in place to monitor and evaluate coaches and coaching programmes e.g. an end of course evaluation/ feedback form completed by learners that is used to review practice. Systems to support the dissemination of any key feedback across the organisation are not evolved and it is acknowledged that this happens informally.	A Monitoring and Evaluation system in place to register, track and certificate learners. This is linked to the organisations database and can collate and analyse feedback and evaluation, which can be used for review and development Feedback is systematically collected and used to adapt practice and approach. .	A robust system of Monitoring and Evaluation is in place that registers coaches, tracks progress throughout the learning and confirms completion or accreditation. This may be the organisation's content/ learner management system. The system is capable of collecting and analysing feedback from coaches and coach developers for the purposes of review and ongoing development of the organisations education programme. This includes baseline, in training and impact data (e.g. before, during and after development interventions)

B. Training

Programmes to support coaches and coach developers from training to the point of accreditation, qualification and/or licensing

For each indicator nominate that either:

- a. There is resource and documentation related to this component that can be shared with the network
 - i. Organisations can then either
 - a. Upload resource
 - b. Record resource name and relevant sections
- b. There is no resource or documentation related to this component of the system

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
i. Training programme (coaches and coach developers)	There is some coach education but no formal or recognised training programme in place.	<p>There is a training programme in place.</p> <p>Elements of it will mirror good practice in terms of learning programme design.</p> <p>Candidates may have access to a limited range of resources to support their learning.</p> <p>There will have been no or only informal orientation for facilitators though there may be some resources to guide their delivery of the programme.</p>	<p>There is an accepted training programme in place, which can lead to an accreditation.</p> <p>It mirrors some good practice in learning programme design and:</p> <ul style="list-style-type: none"> its mapped to accepted standards/ national or international benchmarks contains a limited induction process for learners has a taught programme focusing on theory and application of this through practice (i.e. classroom and practical based training) is supported by learning resources has integrated assessment opportunities. <p>Facilitators may not</p>	<p>A well established learning programme is in place that supports learning and development and where appropriate can lead to accredited qualification.</p> <p>This programme models best practice in learning programme design and:</p> <ul style="list-style-type: none"> is mapped to national standards or accepted national/ international benchmarks contains an induction programme which includes a period of observation/ shadowing recommended coaches and or coach developers has a taught element that focuses on

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
			have had an orientation to the course and as such the quality of the delivery of the programme may vary across the piece.	<p>theory and application of this through practice (i.e. classroom and practical based training) and delivered using a mix of strategies. Where possible, the taught element is delivered over time to allow for practical application and reflection between each module</p> <ul style="list-style-type: none"> • is supported by a range of high quality resources • has a period of support/ applied practice for learners in their own environment • has integrated formative and summative assessment opportunities <p>All facilitators will have had an orientation to the learning programme and there will be consistent high quality delivery across the courses.</p>
ii. Learning resources	A limited range of resources may be available to support the coach developer's delivery and the coach's learning.	<p>A range of hard copy resources that contain the necessary content but are text heavy with limited visual imagery.</p> <p>Resources produced for reference purposes only (passive). Some learning activity generated through worksheets and handouts.</p>	<p>Resources are developed to support the delivery and assessment of the course:</p> <ul style="list-style-type: none"> • induction/ pre-course • technical elements • <i>Coach studies/ science e.g. coaching process, skill acquisition, communication skills etc</i> • coach log book/ portfolio <p>Resources encourage</p>	<p>Learning resources are produced at the appropriate level and are designed to support the delivery and assessment of the programme.</p> <p>The resources are produced in a mix of formats (hard-copy, e-copy, DVD, web based) and should engage a variety of learning preferences. They should provide opportunities for the coach to engage in their own learning (tasks based activities); bring</p>

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
			<p>the coach to engage in their own learning tasks and reflection.</p> <p>Resources mirror some examples of best practice.</p>	<p>learning to life (applied practice scenarios) and provide opportunities for self reflection (reflection notes, personal development plans).</p> <p>All resources will be integrated into the learning programme and designed to complement on-course learning. Where appropriate and possible specific signposting will be made from the taught element to the resources that underpin and provide additional information on that specific piece of learning.</p>
iii. Coach developer resourcing and quality assurance	There is a limited network of coach developers deployed by the organisation. They have received some training, mainly informal; and their practice is unregulated and in the main unsupported.	<p>The organisation has some of its own coach developers (e.g., course facilitators, assessors etc) and there is a commitment to support them in their role. This support though is often reactive and ad hoc.</p> <p>Some of the key roles for developing the coach and coach developer workforce are assumed by external individuals and organisations.</p> <p>Responsibility for the quality assurance of any training is not fully in place.</p>	<p>The organisation has its own coach developers (e.g. course facilitators, assessors etc) and there is a commitment to support them in their role in the field. The ability to train coaches at some levels is more evolved than other (e.g. an ability to support Level 1 and 2 but unable to support Level 3).</p> <p>Some, but not all, coach developer roles have a recognised training and support programme; external individuals and organisations provide some of these roles and support functions.</p> <p>There is a quality assurance framework to support the initial training and accreditation of the coach developer workforce:</p> <ul style="list-style-type: none"> there are criteria for recruitment into key roles there is an 	<p>A justified and established coach developer workforce is in place (e.g. course facilitators, assessors etc) to support the training and development of coaches at the various levels of the pathway.</p> <p>A programme of training is in place to support the initial training, accreditation and ongoing professional development of the various roles within their coach developer workforce. These programmes mirror best practice in learning programme design.</p> <p>They have an evolved Quality Assurance framework in place that:</p> <ul style="list-style-type: none"> provides clear guidance on the criteria required to be involved in the delivery, assessment and internal verification of all types training

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
			<p>accepted training programme delivered by appropriately qualified and experienced individuals</p> <ul style="list-style-type: none"> for coach developers to gain accredited status there is a period of supported practice and assessment 	<ul style="list-style-type: none"> guides the administration of all training events monitors and evaluates all activity associated with delivery and assessment supports practice in the field through critical reflection and development planning.
iv. Physical infrastructure	<p>The organisation has access to:</p> <ul style="list-style-type: none"> donated basic equipment personal equipment use of committee members house phone & fax. simple public sport areas/sport club or venue 	<p>The organisation has access to:</p> <ul style="list-style-type: none"> space to conduct workshop sessions that is protected from the elements open space for practical activity minimal writing materials (butchers paper, blackboard) standardised equipment some office facilities, computer, printer, photocopier and internet 	<p>The organisation has access to established education or training facilities including:</p> <ul style="list-style-type: none"> indoor space (e.g. school building/community hall) to conduct workshops open space for practical activity writing materials (stationary, butchers paper, blackboard, whiteboard) standard sporting equipment relevant for the practical activity catering simple internet and web based communication tools (though not necessarily where training is conducted) own computer, printer, photocopier and internet 	<p>The organisation or delivery centres/ sites has access to the most appropriate physical resources required to support the delivery and assessment of the qualification, including:</p> <ul style="list-style-type: none"> space – classroom facilities including and a safe practical coaching environment. Where appropriate actual examples of the range of safe coaching environments that could be used to support the delivery and assessment are provided. time – facility time required for both practical and classroom delivery equipment – classroom (e.g., screen and, projector, TV/ DVD play facilities) and an state of the art practical equipment including adapted and modified equipment if working with children/ participants with special needs
v. Training activities	<p>Training is as hoc and reactive and the variety of training</p>	<p>There is a training programme, the focus of which is the taught</p>	<p>The training programme has the key features of an induction</p>	<p>The training programme contains a period of face-to-face training (taught</p>

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
	activities provided is often determined by the facilitator. Best practice cannot be guaranteed.	<p>programme. There may not be the other key features associated with best practice (e.g. varied learning experiences, coaching peers on-course etc).</p> <p>The taught element is usually supported by delivery guidance notes. There may be a heavy emphasis on classroom or theory as opposed to practical based learning.</p> <p>Follow-up support is sporadic and ad hoc.</p>	<p>programme, taught element, support practice and assessment.</p> <p>The taught element is made up of a mix of delivery strategies designed to cater for a range of learning preferences. There is an appropriate balance of classroom and practical activity.</p> <p>Learning is supported by a variety of resources</p> <p>Candidates are expected to undertake a period of applied practice out in the field; the support network may be evolving and therefore support cannot be guaranteed.</p>	<p>element). Ideally this training would have a time lag between each taught element to allow coaches to apply and reflect on their coaching practice.</p> <p>The on-course training is a mix of classroom and practical based training appropriate to the level at which the coach is training. This mix will change appropriately as he coach progresses from level 1 upwards.</p> <p>Candidates are expected to apply practice in the field that is appropriately supported.</p>
vi. Guided practice	There is no guided practice.	There is some opportunity to undertake guided practice within the taught course but guided practice away from the course is the responsibility of the coach to organise.	<p>There is clear guidance for each coach as to the number of sessions or coaching hours they are expected to provide evidence of having completed.</p> <p>Guided practice is evident throughout the course and can be provided by the course facilitator, peer coaches or support coaches in the field.</p>	<p>There is clear guidance for each coach as to the number of sessions or coaching hours they are expected to provide evidence of having completed.</p> <p>Guided practice is supported through a variety of mechanisms:</p> <ul style="list-style-type: none"> • course tutor to support on-course guided practice • mentors or head coaches, either assigned by the Organisation or coach recruited to support practice in the field • buddy coaches from the course • networks of coaches (action learning sets or communities of practice) which may be made up of whole groups or cohorts from the course conducted either

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
				remotely or face to face.
vii.Assessment	There is no documented assessment strategy There may well be an assessed element to the course but this will be inconsistent and determined by the course facilitator.	<p>There will be an assessed element to the course, which could be conducted by the course facilitator. This individual may not be assessor-trained but would have received some guidance (documented or otherwise) as to how to conduct the assessment.</p> <p>The assessment tools will be functional and will enable assessment decisions to be made and shared.</p> <p>Coaches will be made aware of the evidence and assessment requirements at the commencement of the course.</p>	<p>An assessment strategy has been developed which meets the requirements of the guidelines set by the accrediting organisation or stipulated in national/regional frameworks.</p> <p>Assessment tools have been developed that can be used to assess competence and knowledge and signpost to opportunities for action planning and further development.</p> <p>Assessors may have received some training and there will be some documented guidance to support the practice of assessment both on course and out in the field.</p> <p>There will be some guidance for coaches in terms of what evidence they have to generate and how/ when they will be assessed.</p>	<p>An assessment strategy has been developed that provides coaches with the opportunity to generate evidence towards competence.</p> <p>A number of assessment tools and methods have been developed to assess a coach's competence (practical observation, professional discussion, written evidence, housed within a coach log book) and knowledge (Multi-choice/ short answer exam to test knowledge and understanding). Some more advanced organisations will be exploring the potential of e-portfolios.</p> <p>Guidance for assessors/ coach developers on how to manage the assessment process and conduct elements of the assessment is documented. In the best cases assessors are trained and accredited in the practice of assessment and have been part of a standardisation exercise or training event.</p> <p>Guidance for coaches has been developed to enable them to see exactly what the assessment requirements of the qualification are and exactly what evidence they have to generate towards competence and accreditation.</p>

C. Deployment, Development & Retention

Support structures for coaches and coach developers in the field, post training. This includes support for on-going development, accreditation and licensing.

For each indicator nominate that either:

- a. There is resource and documentation related to this component that can be shared with the network
 - i. Organisations can then either
 - a. Upload resource
 - b. Record resource name and relevant sections
- b. There is no resource or documentation related to this component of the system

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
i. Deployment plan and procedures	Deployment is ad hoc and reactive strictly on a needs led basis.	<p>Some workforce planning has been done and training and development conducted.</p> <p>Following training courses there is only limited support for coach deployment usually the next steps after training are the responsibility of the coach or coach developers.</p>	<p>There is a co-ordinated training plan to deploy coaches post-training, which is based on a workforce planning exercise</p> <p>There are systems and mechanisms in place to support the deployment of coaches following training.</p> <p>Coach developers are deployed in support of coaches</p> <p>There is a system to track coaching activity levels although not all coaching activity is captured.</p>	<p>A completed a workforce development plan clearly identifies the number and level of coaching and coach education courses required to be delivered within defined areas and as such have real clarity on the coach and coach developer workforce required to service this need.</p> <p>There is a framework, system and dedicated support in place that recruits, facilitates training and deploys coaches and coach developers.</p> <p>Coach developers have a defined role within the organisation and support coaches in the field.</p> <p>There is a developed system to monitor and evaluate coach and coach developer activity levels.</p>
iii. Supported	Supported practice	The organisation has a	The organisation has a	Coaches are routinely

practice	is ad hoc and reactive. Where this does exist it is not monitored or regulated and is arranged by individuals.	<p>plan in place for supporting initial practice beyond the taught course.</p> <p>This plan may be in its infancy and any support beyond the taught course is the responsibility of the coach to organise.</p>	<p>commitment to provide coaches with access to supported practice.</p> <p>Coaches are supported during the training course and in the field.</p> <p>The coach developers supporting practice in the field are experienced coaches though may not be specifically trained in supporting, mentoring or developing others but there may be a commitment to provide those with access to this type of training.</p>	<p>supported throughout their initial training and beyond their coach accreditation by appropriately qualified coach developers (e.g. <i>mentors</i>).</p> <p>There is an evolved network in place to support the deployment and regulation of supported practice in the field.</p> <p>There is a formal system in place for collaboration between coach developers to assess and review coaches' needs. This informs future development planning.</p>
iv. Continuing Professional Development (CPD)	CPD is ad hoc and reactive and opportunities for further learning are often informal and coach generated.	Some opportunities to undertake CPD like refresher courses for coaches and coach developers. These are usually dependant on the availability of external funding.	There is an ongoing, partially funded programme of CPD opportunities offering a mix of training and development opportunities to key staff (coaches and coach developers). These encompass both formal and in-formal CPD.	<p>Based on a training needs analysis, there is a justified CPD programme that provides a comprehensive mix of well-informed formal and informal training and development opportunities.</p> <p>A training budget to support CPD.</p> <p>The mix of CPD opportunities is informed through a Training Needs Analysis conducted with all key staff.</p>
v. Recognition and reward plan and programme	Recognition and reward of coaches and coach developers is informal and not necessarily acknowledged or celebrated overtly.	There are some mechanisms to reward and celebrate success. The practice is informal and ad hoc although some examples of good practice in terms of presentation evenings and awards do exist.	<p>The organisation has developed mechanisms to reward and recognise achievement.</p> <p>There are some methods to celebrate success, which include</p>	There is a culture of celebrating success and recognising achievement. Methods to celebrate and reward success have been established e.g. coach presentation evenings, web sites, e-mail bulletins,

			<p>awards or presentation evenings, newsletters and other communications.</p> <p>There are internal and external mechanisms in place for recommending and nominating key people for further development.</p>	<p>newsletters.</p> <p>There are internal and external mechanisms in place for recommending and nominating key people for further development.</p> <p>There is a system in place to reinforce and share best practice; this is either through the web sites, e-mails, newsletters or at CPD/ training and networking events.</p>
vi. Certification, accreditation & licensing system	There is no accreditation or licensing in place but a desire to implement such an approach.	<p>A database of coaches and coach developers is in place and training and development certification is tracked.</p> <p>There is a commitment towards developing a licensing system for coaches.</p>	<p>An accreditation system in place for coaches and coach developers who have successfully completed training and supported practice programmes.</p> <p>Clear guidance as to the expectations of coaches and coach developers to gain their initial accreditation/licence and retain their accreditation/license is provided.</p> <p>The system may be functional but not sufficient to be used as regulating tool (e.g. coaches can still practice without a licence)</p>	<p>The organisation has an evolved system (content/ learner management system) to support initial accreditation and licensing and regulate coach/ coach developer practice.</p> <p>Clear guidance as to the expectations of coaches and coach developers to gain their initial accreditation/license and retain their accreditation/license are clearly communicated.</p>

8. Quality Assurance

- a. Organisations seeking recognition for the training and accreditation of performance coaches under the Tanzanian Sports Education and Accreditation System are expected to meet the minimum quality standards set in this framework under coaching levels, key activities, coach capabilities and education and development system reference points.
- b. An ethos of the Tanzanian Sports Education and Accreditation system is the ongoing improvement of quality standards in sport. The quality assurance process for the performance pathway reflects this by requiring organisations not just to submit evidence of current standards of delivery but also to set out actions for the continuous development and improvement of each component of the quality standards.
- c. The evidence required to demonstrate that an organisation has satisfactorily met the Tanzanian Sports Education and Accreditation system standard is set in the self-assessment package. Organisations submit an evidence portfolio for assessment by the NSC.
- d. This framework is generic in order to accommodate harmonisation with different frameworks from International Sports Federations. We will signpost the framework to relevant International Federations where appropriate.

9. Glossary

Phrase	Explanation
Accreditation	This means official approval, certification or endorsement by the authorised organisation.
Athletes holistic development	Meeting all athlete development needs which include: Long term athlete development (LTAD), athlete protection, athlete's social challenges, performance lifestyle, talent development, conditioning and physical development, sports specific literacy, psychological development, etc
Athletes needs and entitlements	Athletes' needs and entitlements refer to the basic supportive environment an athlete requires and deserves. These include: social needs – family life, play leisure, competition etc; protection – protection from abuse and exploitation; personal – good health, education, holistic support etc; sporting – develop their talent, experience quality play, play in a safe environment etc.
Athlete technical development	Developing athletes confidence, skills and other practical requirements in a specific sport to enhance performance
Athlete testing	Testing athletes' physical fitness and techniques to recommend appropriate training activities for them to improve performance
Coach	Coaching system involves interconnectivity of elements and is made up of

education system	various components which include: curriculum, learning outcomes, learning resources, learning activities, hours of coach education, hours of guided practice, coach education tutors/trainers and accreditation
Coach development	This includes coach on going development plans, peer or mentor support, learning opportunities, coach recognition and reward, communication and database. Can also encompass informal and non-formal learning opportunities.
Coach Capabilities	These are the activities each coach is expected to undertake at a given level. The activities and situations are varying and become more complex as the coach develops.
Coach Levels	These are levels which describe the role of a coach at a given developmental stage and context.
Coach Pathway	This is an outline of the coach's levels of development and progression in the coaching career.
Framework Approach	This is an approach which provides sports educators and systems builders with a fundamental structure of assumptions, concepts, standards and practices that support a way of implementing and delivering sports education and accreditation.
Key Activities	These are the main identified activities which the coach undertakes to perform their role. The capability to undertake these activities in varying and complex situations develops as the coach develops.
Mentoring	Support and encouragement a senior coach gives to a junior coach to manage their own learning, maximize their potential, develop their skills and improve their performance
Multi-media sport	This is the use of various media related skills such as video game analysis and planning to enhance the performance in sports.
Performance analysis	This involves evaluating athletes performance using various methods such as multimedia tools to support their development and improvement
Performance Coach	Performance coach works with youth or adults who have been identified as possessing talent to develop their competitive abilities in sport to achieve success in a performance arena.
Performance lifestyle	This is the management of performance athletes' lifestyles to protect their careers and performance levels. This is done by encouraging athletes to get proper legal advice for their contracts, have qualified financial advisers to help them invest their money, etc.
Quality Assurance	This insures that agencies offering coach education meets the minimum set standards
Regional Quality Assurance Authority	This is a body under SCSA Zone VI which insures that the minimum set standards for agencies offering coach education in the region are adhered to.
Stakeholders	These are the agencies that will utilize the reference points provided in the framework for standardized recognition of coach education and development qualifications. They include national, regional and international bodies.
Talent development	This involves the identification and selection of potentially talented athletes, confirming this talent, developing these athletes.

The Participation/Community Coach Pathway

Development of the framework

Objective of the Participation Pathway

The main purpose of the participation coach pathway is to provide common reference points for accreditation, recognition and support to coaches develop physical literacy and self esteem in participants and introduce them to quality sport leading to life long participation in sport and physical activity.

The Participation Coach Pathway

Using the participatory approach, the build-up of the pathway begins with the needs and entitlements of the athlete, the coach's description or role to meet the athlete's needs, the activities that the coach will facilitate to meet the athletes needs, the coach's capabilities to facilitate the activities, the coaching system and quality control as seen below.



4) The Participants Needs and Entitlements

This is a participant centred coaching pathway. In a participant centred approach the athlete's needs and entitlements are central in the whole coaching process. There are numerous ways of classifying these needs and entitlements. In this pathway, they are classified as social, protective, personal and sporting.

Participant	Needs and Entitlements	
Social	<ul style="list-style-type: none"> to a family life to play, leisure, rest 	By creating a s By creating an enviro Lif
Protective	<ul style="list-style-type: none"> protection from abuse protection from exploitation to be kept safe to protect their health 	By creating safe env their life skill
Personal	<ul style="list-style-type: none"> to good nutrition to good health 	By facilitating awa services and e
Sporting	<ul style="list-style-type: none"> to develop physical literacy to experience quality sport to lifelong participation to realise their talents 	By providing a qualit will build their physica

5) The Participation Coach

- The Participation Coach operates in local community settings using sport to develop the life skills of participants and for wider community development. He or she develops physical literacy in participants and introduces them to quality sport leading to lifelong participation in sport and physical activity. The Participation coach delivers well planned activities in a safe environment that are enjoyable and fulfilling and lead to the development of self esteem in individuals and communities.

6) Coaching Levels

- Four levels exist in the pathway for the participation coach. The role of the coach at each level and the context within which they work is explained in the following table:

Level 1	Level 2	Level 3	Level 4
Beginner Coach	Coach	Senior Coach	Expert Coach
Assist more qualified coaches, delivering aspects of coaching and life skills empowerment sessions, normally under direct supervision.	Plan, implement and evaluate sports coaching and life skills sessions, train and mentor level 1 coach and assist level 3 coaches.	Design, implement, evaluate and revise annual sports coaching and life skills training programs. Train and mentor level 1 and 2 coaches and assist level 4 coaches.	Design, implement and evaluate the process and outcome of community based coaching programmes. Train and mentor other coaches, manage projects, research, develop curriculum and training resources. Translate extensive knowledge and experience in participation coaching principles and theories.

- Key Activities**

There are six key activities undertaken by the Participation Coach

a. Provide Safe Environments

- The coach creates an inclusive youth friendly environment which will protect participants from injury, discrimination, harassment, or any other forms of abuse.

b. Develop Life Skills and Support Community Development

- The coach empowers participants to be in a position to make informed decisions and conduct activities that supports community development.

c. Develop Physical Literacy

- The coach developsthrough appropriate activities basic motor skill such as balancing, movement and coordination as part in general sports and life long involvement in physical activities.

d. Lead Quality Sport

- The coach will lead child friendly inclusive coaching methodologies that introduce play, small sided games, skills/rules to participants in a manner that encourages life long participation.

e. Plan and Evaluate Activity

- The coach designs and prepares for activity sessions and assess how successful the session was in terms of participants reflection on learning

f. Mobilise and Sustain Activity

- The coach will engage communities in the planning, implementing and critiquing of sustainable sports or programmes.

7) Skills, Knowledge and Values

Trained participation coaches should be able to demonstrate the following skills, knowledge and attitudes/values

	Skills	Knowledge	Values
1.	Planning	Sport specific rules & regulations	Passion for Sports
2.	delivering	Sport specific Tactical & technical	
3.	Reviewing	Life skills development	Honesty/trustworthiness
4.	Life skills	Fitness and health	Competitiveness
5.	Group management	Coaching Methodology & Pedagogy	Discipline
6.	Leadership	Athlete Development	Tolerance
7.	Mentoring	Local issues	Patience
8.	Time management	Learning style	Inclusion
9.	Fundamental Movement	Participant protection	Empathy
10.	Questioning and feedback	Cultural diversity	Optimism
11.	Communication	Competition Preparations	Dedication

12.	<i>Self reflection and awareness</i>	<i>First aid</i>	<i>Athlete cantered approached</i>
13.	<i>Observation</i>	<i>Nutrition</i>	<i>Goal setting</i>
14.	<i>Networking</i>	<i>Sport specific Tactical & technical Components</i>	
15.		<i>Training periodisation</i>	
16.		<i>Peer support</i>	
17.		<i>Anti doping</i>	
18.		<i>Facilities management</i>	
19.			
20.			

8) Coach Capabilities

The capabilities required for each level of participation coach are set out for each of the six standard activities.

a. To provide safe environments, a coach would require the following capabilities:

	Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
i. Safe environment	<i>identify safety issues and demonstrate the ability to develop safe spaces for activity under supervision</i>	<i>ensure safe activity takes place</i>	<i>role model safe activity provision</i>	<i>monitor and facilitate the provision of safe activity across community programmes</i>
ii. Participant protection	<i>ensure participant protection in physical activity under supervision</i>	<i>identify and implement key strategies for participant protection in sport and development activities</i>	<i>develop and implement effective strategies to protect participants in sport and development activities</i>	<i>monitor and facilitate the participant protection across community programmes</i>
iii. Empathy & sensitivity	<i>highlight examples of empathy and sensitivity in activity leadership</i>	<i>demonstrate empathy & sensitivity in sport and development coaching</i>	<i>role model empathy & sensitivity in sport and development coaching</i>	<i>support other coaches to identify, develop and apply empathy & sensitivity in activity leadership</i>

				<i>and sport coaching</i>
iv. Inclusive activity	<i>identify barriers to inclusion and demonstrate an understanding of how to reduce them</i>	<i>take steps to ensure inclusive activity takes place</i>	<i>modify activity to remove barriers to inclusion</i>	<i>develop community members understanding of inclusive activity</i>
v. Vulnerable & disengaged	<i>identify vulnerable and disengaged participants and nominate ways to engage them in safe sport and development activity</i>	<i>engage, and provide safe sport and development activity, for vulnerable and disengaged participants</i>	<i>develop strategies to engage, include and provide a safe environment for vulnerable and disengaged participants across programmes</i>	<i>assist coaches and community members to develop strategies to engage, include and provide a safe environment for vulnerable and disengaged participants across programmes</i>
vi. First aid	<i>identify key first aid responses</i>	<i>follow a first aid plan</i>	<i>develop a first aid plan</i>	<i>support coaches to implement effective first aid strategies</i>

b. To develop Life Skills and support communities, a coach should have the following capabilities:

	Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
i. Community development	outline different activities that could help support community development and deliver these activities under supervision	deliver activities that aim to facilitate community development	increase the knowledge and understanding of community members by delivering and modifying activities to facilitate specific community development needs	plan activities to facilitate specific community development needs and support coaches to deliver these
ii. Life skill development	outline different activities that could help support specific life skill development and deliver these activities under supervision	deliver activities that aim to facilitate life skill development	increase the knowledge and understanding of community members by delivering and modifying activities to help facilitate specific individual development needs	plan activities to facilitate specific life skill development and support coaches to develop their ability to deliver these
iii. Health benefits	outline the potential health benefits from different activities and deliver these under supervision	deliver activities that aim to facilitate health development	Increase the knowledge and understanding of community members by delivering and modifying activities to facilitate specific health needs within a targeted community.	plan activities to facilitate specific health benefits and support coaches to deliver these
iv. Local issues	outline political social and economical local issues that impact on meeting development outcomes	outline how local issues were accounted for in activity delivery	Identify local issues and modify approach and delivery to account for these. support community members to recognise this development	analyse local issues and support coaches to account for these in their approach and activity delivery
v. Leadership and teaching style	list different leadership styles and teaching methodologies and nominate approaches that best facilitates	select and apply personal leadership style(s) and teaching methodology and outline how this facilitates	modify leadership style and teaching methodology to best facilitate development outcome	role model and assists coaches to develop effective teaching methodology and leadership styles

	<i>developmental outcomes</i>	<i>developmental outcomes</i>		
vi. Goal Setting	<i>demonstrate an understanding of the goal setting process and work with participants to complete structured goal setting activities the importance of a goal setting process for participants</i>	<i>work with participants to complete structured goal setting activities and outline the importance of a goal setting process</i>	<i>support participants to set and evaluate appropriate developmental goals</i>	<i>provide expert support for participant and coach goal setting and evaluation</i>

c. To Develop Physical Literacy, a coach should have the following capabilities:

	Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
i. Awareness	<i>outline the components of physical literacy, health and fitness for defined participants</i>	<i>identify key physical literacy, health and fitness requirements for defined participants</i>	<i>advocate and demonstrate the importance of physical literacy, health and fitness</i>	<i>improve the wider community's understanding of the importance of physical literacy, health & fitness</i>
ii. Long Term Athletic Development (LTAD)	<i>outline key stages of young peoples' development and the most</i>	<i>identify and deliver appropriate physical development</i>	<i>analyse the stage of physical development and key physical</i>	<i>develop activity that meets the needs of participants stage</i>

	<i>appropriate physical activity during these periods</i>	<i>activities for individuals and groups at different stages of physical development</i>	<i>development needs of individuals and groups and deliver activities to meet these needs</i>	<i>of athletic development and support coaches to develop their capability to identify and meet the needs of different stages of development</i>
iii. Physical activity through play, indigenous games and multi-sport/multi-skills	<i>deliver play, indigenous games and multi-skills/multi sport activity in a supported environment and define the benefit to participants</i>	<i>deliver play, indigenous games and multi-skills/multi sport activity and define the benefit to participants</i>	<i>outline how play, indigenous games and multi-skills/multi sport activity contribute to long term physical literacy and fitness</i>	<i>develop play, indigenous games and multi-sport/multi skill activities and support coaches to deliver these effectively</i>
iv. Fundamental Movement Skills (FMS)	<i>deliver physical activity under supervision and identify the core movement skills being developed</i>	<i>deliver sequences of physical activity to develop identified fundamental movement skills</i>	<i>analyse the fundamental movement skills of individuals and groups and deliver activities that meet their developmental needs</i>	<i>develop activity that improves fundamental movement skills and support coaches to develop their understanding of fundamental movement skills and how to analyse participants' development</i>
v. Physical literacy and fitness evaluation	<i>identify appropriate ways to assess physical literacy and fitness and undertake this with support</i>	<i>assess physical literacy and fitness in an appropriate and fun manner</i>	<i>assess and analyse physical literacy and fitness and outline how this impacts on activity planning</i>	<i>develop fun and engaging ways to assess and analyse physical literacy and support coaches to utilise these to plan activity effectively</i>

d. To Lead Quality Sport, a coach should have the following capabilities:

	Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
i. Coaching strategies	<i>outline different coaching strategies that support quality sport development and deliver with</i>	<i>select and implement appropriate coaching strategies</i>	<i>role model the selection and implementation of appropriate coaching strategies and reflect on the</i>	<i>support coaches ability to identify, select and implement the most appropriate coaching strategies</i>

	<i>support</i>		<i>impact</i>	<i>and reflect on impact</i>
ii. Teaching Games for Understanding (TGfU)	<i>outline the key elements of tgfu, nominate examples and implement under supervision</i>	<i>deliver tgfu activities and conduct participant debriefs to solidify learning</i>	<i>modify tgfu activity and reflect on the impact on meeting participant development needs</i>	<i>plan and develop tgfu activity and develop coaches ability to implement and reflect on this coaching approach</i>
iii. Skill acquisition and decision making	<i>identify the skill and decision making requirements in identified sporting activity</i>	<i>deliver activities that develop identified skill and decision making requirements</i>	<i>analyse participants skill development and decision making capabilities and modify activity accordingly</i>	<i>Plan and develop activities to assist participants' skill development and decision making ability. support coaches ability to plan, deliver and reflect of this activity</i>
iv. Talent development and progression	<i>outline criteria that provides an opportunity for all participants to develop their talent</i>	<i>identify barriers and individual characteristics that impact on talent development and progression</i>	<i>plan and modify activity to facilitate talent development and support talent progression</i>	<i>develop and implement talent development and progression strategies and engage coaches in this process</i>
v. Sport specific	<i>demonstrate and communicate key sport specific rules and techniques</i>	<i>deliver activity to develop basic sport specific technical and tactical skill requirements appropriate for participants stage of development</i>	<i>plan, deliver and reflect sequential activity aimed at developing sport specific technical and tactical skill requirements appropriate for participants stage of development</i>	<i>provide expertise on, and support coaches to develop an understanding of, sport specific rules, technical and tactical skills</i>
vi. Competition	<i>outline the role competition plays in quality and developmental sport provision</i>	<i>identify appropriate competition opportunities to meet participant needs</i>	<i>source, develop and modify competition opportunities to best meet participants needs</i>	<i>plan appropriate competition schedules to facilitate long term development, progression and retention</i>
vii. Sport Programming	<i>identify the elements of a sport programme</i>	<i>outline the responsibilities of a coach during training and competition as well the appropriate ratio between the two</i>	<i>plan a sport season and demonstrate and ability to support participants in the different activities through the season</i>	<i>provide expertise in appropriate sport programming to meet participants needs and support sport programme development in the community</i>

e. To Plan and Evaluate Activity, a coach should have the following capabilities:

	Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
i. Activity outcomes	<i>outline techniques and approaches to evaluate activity outcomes and complete a supported evaluation & assessment process</i>	<i>complete an evaluation & assessment process and plan future activity accordingly</i>	<i>modify future approaches based on reflection and evaluation of activities, sessions and the programmes effectiveness in meeting participant needs</i>	<i>develop and support appropriate evaluation and assessment methods and assist other coaches to develop this capability</i>
ii. Monitoring	<i>undertake monitoring task and outline the importance of these processes</i>	<i>monitor participants over a sequence of sessions</i>	<i>monitor and evaluate programme participation</i>	<i>develop a monitoring and evaluation system for sport and development programmes</i>
iii. Participant self-evaluation	<i>provide a structure for participants' self-evaluation following activity</i>	<i>support the development of participant self-evaluation skills following activity</i>	<i>facilitate in depth athlete reflection and self evaluation and build this into future activity planning</i>	<i>assist coaches to facilitate athlete self-evaluation</i>
iv. Coach Self-evaluation	<i>complete supported evaluation & assessment focusing on continual self development</i>	<i>follow a self-evaluation & assessment process and prepare an improvement plan for self-development</i>	<i>conduct self-evaluation & assessment and identify personal development needs</i>	<i>develop and support appropriate self-evaluation and assessment methods and assist other coaches to undertake these</i>
v. Peer support and feedback	<i>participate in a structured mentoring programme working with a more experienced coach for support and guidance</i>	<i>identify and engage with peers and more experienced practitioners to support self development</i>	<i>engage in open and reflective discussion with both experienced and less experienced peers supporting their own and others development</i>	<i>develop structures for open and honest reflection and evaluation a between coaches</i>
vi. Development	<i>identify the steps in a development cycle (plan – do – review – re-plan) and implement with support</i>	<i>implement a programme development cycle</i>	<i>modify planning and delivery approach based on a process of on-going evaluation and review</i>	<i>mentor and support on-going programme and coach development</i>
vii. Self-awareness	<i>define self-awareness and how this contributes to</i>	<i>outline personal strengths and areas for improvement</i>	<i>demonstrate self awareness through self evaluation and</i>	<i>demonstrate high levels of self awareness through</i>

	<i>effective coaching and activity leadership</i>	<i>(self awareness)</i>	<i>review and plan personal improvement</i>	<i>self evaluation and review and support other coaches to develop in the same way</i>
--	---	-------------------------	---	--

f. To Mobilise and Sustain Activity, a coach should have the following capabilities:

	Level 1 Coach has the capability to	Level 2 Coach has the capability to	Level 3 Coach has the capability to	Level 4 Coach has the capability to
i. Community participation	<i>Identify key community sports stakeholders participation and involvement issues and initiate dialogue</i>	<i>Facilitate programs and activities that aim at engaging local people's participation and ownership in sport programs</i>	<i>Facilitate planning, intervention and monitoring and evaluation processes of community sports</i>	<i>Support other coaches to facilitate planning, intervention and monitoring and evaluation processes of community sports</i>
ii. building community sports structures	<i>Demonstrate ability to develop sustainable community sports structures and implement programs aimed at building community sports structures</i>	<i>Implement programs and activities that aim at building community sports structures</i>	<i>Plan, implement and evaluate programs and activities that build sustainable community sports structures</i>	<i>Design, and support coaches in implementing sustainable community sports structures</i>
iii. mentor sports leaders	<i>Identify challenges that affect community sports leadership and mentor community sports leaders</i>	<i>Mentor community sports leaders who would implement and support community sports programs</i>	<i>Plan, implement and evaluate community sports leadership and mentoring programs</i>	<i>Support coaches in planning and implementing community sports leaders and mentoring programs</i>
iv. event management	<i>Outline event management principles and engage people in event management and programs</i>	<i>Implement event and activities management programs and workshops in communities</i>	<i>Develop events and activity management programs in communities</i>	<i>Design, and support the development of activity and event management programs</i>
v. facilities management	<i>Identify challenges communities face in managing their facilities and support facilities management in the communities</i>	<i>Conduct facilities management workshops and sessions in communities</i>	<i>Develop and implement facilities management sessions in communities</i>	<i>Support coaches in developing, implementing and evaluating facilities management sessions in communities</i>

vi. volunteer support	Demonstrate ability to identify, recognise, support and retain community volunteers,	Identify recognise, retain and support the welfare of community volunteers	Design and implement programs that support community volunteers recognition and support	Manage and support community volunteer projects.
vii. resource mobilisation	Outline principles required in community resource mobilisation	Implement community resource mobilisation in sport	Design and implement community sports resource mobilisation programs.	Design, manage and implement multi-year community resource mobilisation programs.

8. Learning Outcomes

- c. *The learning outcomes associated with the coach education curriculum set by training providers should address the development of the coach capabilities required for each key activity and according to the level of the participation coach.*
- d. *The recognition of a coach education curriculum under the SCSA Zone VI SEAF is dependent on the training provider producing evidence that learning outcomes match to the required coach capabilities.*

9. Education & Development System - Reference Points

Overview

System reference points refer to the interconnecting elements that support the recruitment, training, deployment, development and progression of coaches. This represents the infrastructure and capacity that enable an organisation to support coaches in developing the capability outlined in the coach capability reference points. In this sense coach capability reference points are 'what' an organisation or association/federation is aiming to develop in coaches. Systems reference points are 'how' an organisation or association/federation does this.

System reference points are categorised into three areas:

d. Infrastructure, programming and policy

The structures and management processes in place to support the coach education and development functions of the organisation.

e. Training Programming to support the training and education of coaches and coach developers to the point of accreditation and or qualification

f. Deployment, development and retention

Support structures for coaches and coach developers in the field, post training. This includes support for on-going development, accreditation and licensing.

Indicators of System Development

These refer to policies, resources or other documentation that demonstrate system development. Identifying and sharing these indicators facilitates effective mapping, development planning and highlighting good practice.

D. Infrastructure, Policy & Programming

The structures and management processes in place to support the coach education and development functions of the organisation.

For each indicator nominate that either:

- c. There is resource and documentation related to this component that can be shared with the network
 - i. Agencies can then either
 - a. Upload resource
 - b. Record resource name and relevant sections
- d. There is no resource or documentation related to this component of the system

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
xiii. Governan	The organisation	A recognised remit to	A recognised and	Evolved infrastructure

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
ce and Management	<p>undertakes some coach education and development functions but does not have recognised ties with established structures with SCSA Zone VI framework or other organisations in the region or country.</p> <p>Limited or no Governance or Management structures in place.</p>	<p>support coach education and development.</p> <p>Evidence of some Governance and Management systems in place and a commitment to evolve this.</p> <p>Some links and ties being developed with International federations', SCSA Zone VI or other established structures/organisations in the region or country.</p> <p>An unwritten but accepted mission in terms of the organisations responsibilities with regards to coach education.</p>	<p>clearly defined role in the education and training of coaches and coach developers.</p> <p>An established infrastructure with Governance and Management systems in place.</p> <p>There is appropriate legislation, policies and procedures in place to support the functional responsibilities of the organisation. Some reference to International federations, SCSA Zone VI, national, academic and industry/government frameworks.</p> <p>There are direct links with and support extended from International federations, SCSA Zone VI and other established structures/organisations in the region or country.</p> <p>There is an evolved mission statement that clearly outlines the functions and directions of the organisation with regards to coach education.</p>	<p>with clear Governance and Management systems in place to support their coaching and coach education functions and responsibilities.</p> <p>Appropriate legislation, policies and procedures in place that reference International federations, SCSA Zone VI, national, academic and industry/government frameworks. This mirrors current best practice and supports the functional responsibilities of the organisation.</p> <p>Recognised status and or endorsement from International federations, SCSA Zone VI and other established structures/organisations in region or country.</p> <p>There is an accepted and clearly communicated mission that defines the organisations roles and responsibilities with respect to coach development.</p>
xiv. Education & development strategy and planning	Primarily short term planning, mostly unwritten.	Some evidence of long term planning. Real planning though is reactive primarily short term constructed on a year-by-year basis.	<p>Strategic and implementation plans in place for a time defined period.</p> <p>Some evidence of monitoring and evaluation of the planning process in terms of progress and achievement.</p>	<p>Evolved long-term coach education plan that sets out strategic goals and is based on robust evidence and informed planning.</p> <p>There is a strategic plan for coaching within the organisation that has clear objectives, strategies and performance measures.</p> <p>Operational or implementation plans are</p>

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
				constructed on a short term basis and then reviewed and adapted at regular intervals to reflect progress.
xv. Policies and procedures a. Participant protection; b. Equity; c. Inclusion; d. Health and safety; e. Code of conduct; f. Employment/deployment terms and conditions	Informal working agreements and understood but unwritten codes of practice.	Some policies and procedures in place though not all. Limited training and induction to raise awareness.	The majority of relevant policy documents in place. Some may mirror current best practice others may be subject to review. The organisation has some training/induction processes to raise awareness.	Established policies and procedures are used to support and protect staff, volunteers and participants effectively. All employees and employers are made aware of the various policies through staff training at induction and through regular updates
xvi. Participant development pathway	There is a commitment to support and develop participants' progress but there is no clear thinking about the stages of development.	There is an acknowledged yet unwritten player pathway in place but there is a commitment to evolve and confirm this thinking.	There are elements of the player pathway in place supported by documentation. This pathway supports progression and development but not all levels are in place or supported by an infrastructure.	An evolved player pathway in place to support the progression and development of players and athletes through all the key stages. This pathway is clearly documented and has been built on robust research and evidence.
xvii. Practitioner development pathway	There is recognition that coaches and coach developers need opportunities for progression and development though there is no tangible evidence of a commitment towards this.	There is a limited coach and/or coach developer pathway in place. Other elements of the coach and coach developer pathway are either missing or just evolving.	There is a commitment in place to support the development of the coach and coach developer workforce. There is some real clarity in certain areas of this, which may be aligned to the participant development pathway. There is a commitment to develop the whole practitioner pathway.	<i>Long-term coach and coach developer plan in place that supports their career development and progression. This pathway is clearly presented and communicated, with a fully developed rationale and demonstrated links to the player pathway and has defined entry and exit points for coaches.</i>

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
xviii. Financial resources and management	Some form of ad hoc financial support and in-kind support from support groups and government but no records kept of this.	<p><i>Grant funding received.</i></p> <p><i>There are some fundraising activities to support its work including grant applications.</i></p> <p><i>There are budgets and accounts documented.</i></p> <p><i>There is some funding to support coach education though this is variable and inconsistent.</i></p>	<p><i>In receipt of sufficient income from various sources (e.g. Gov, events, membership, fundraising).</i></p> <p><i>There are budget and balance sheets presented to account for spending activity.</i></p> <p><i>There is a discrete guaranteed budget to support coach education.</i></p>	<p><i>In receipt of consistent and reliable funding from a number of areas (Government, Olympic, International, sponsorship and etc).</i></p> <p><i>An annual budget prepared that clearly defines how and where funding will be invested across the organisation. Spending is tracked throughout the period by regular management account meetings. An annual review of accounts is published.</i></p> <p><i>Some element of self-sustainability with income generation through courses, resources and coaching. Some funding may be generated through the provision of support services that is accessible by membership.</i></p> <p><i>There is sufficient funding allocated to support the current and future coach education functions.</i></p>
xix. Workforce development and recruitment planning	<i>There is no evidence of workforce planning or development.</i>	There is some evidence of workforce development planning; typically this relates to approximations of how many coaches would need to be trained.	A workforce development planning exercise has been conducted to identify how many coach education courses are required to support local/ regional/ national	A workforce development planning exercise has been conducted to identify how many coach education courses are required to support local/ regional/ national need for current and future

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
	<i>Recruitment is ad hoc and reactive and on a needs-led basis.</i>	Recruitment of coaches and coach developers for training is ad hoc and reactive. (e.g. if funding is available a course is conducted)	need. There is a logical recruitment and selection plan in place to support recruitment of coaches and coach developers.	workforce and a systematic plan is in place to meet these needs. There is an evolved recruitment policy that mirrors current best practice.
xx. Human resource	There is a limited coach workforce in place. Those that are available to the organisation may not necessarily be qualified or accredited and are primarily volunteers There is no designated coach developer role.	The coach developer workforce is minimal and experience within the area is limited. There may be an over reliance on external organisations to support the delivery of training Coach developers are engaged on a needs-led basis.	A trained coach developer workforce in place to support the training and development of coaches across the various levels of the coach development pathway. The ability to support coaches at some levels is more evolved than other (e.g. an ability to support Level 1 and 2 but unable to support Level 3). Professional development opportunities are available, often from external sources A basic profiling exercise has been completed and the organisation has some understanding of the breakdown of its workforce (volunteer or paid) Some key people within the workforce have contracted or recognised status (paid or volunteer), others do not and are engaged on a needs led basis.	A justified and established coach developer workforce is in place (e.g, trainers, mentors and field support) to support the training and/or development of coaches across the various levels of the coach development pathway. Clear guidance has been developed on the criteria required for these roles and they have contracted or recognised status within the organisation. A profiling exercise has been conducted and the organisation has a clear breakdown of the staff, board and key volunteers working within the organisation.
xxi. Workforce Training and Development	Training and development opportunities for the mainly volunteer workforce are minimal, ad hoc and informal.	Some training opportunities are provided for staff and volunteers, although these are limited and more often generic, rather than suited to key individuals and needs-led.	There is a person or team with a recognised function to support other coach development workforce (paid or volunteer) There is a limited training budget to support this role and	A dedicated training department/ individual responsible for supporting the initial and ongoing professional development of volunteer and paid staff. There is a dedicated training and development

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
			<p>provide access to training and development opportunities for the workforce (paid or volunteer).</p> <p>Basic needs analyses are completed with all key staff and where possible tailored training opportunities are provided.</p>	<p>budget to support volunteer or paid staff.</p> <p>The training department/person has the capacity to conduct training needs analysis and then either provide or signpost to generic and or tailored training opportunities to support staff development.</p>
xxii. Research and expert support	There is some evidence of research influencing practice though this is largely anecdotal evidence or sharing practice with other people/organisations .	The organisation does value research but is reliant on the research donated, provided and generated by other organisations and does not have a designated role relating to research.	<p>An internal responsibility and remit for research with a responsible/person or team although this is not necessarily their full-time designation.</p> <p>There is some funding to support research activity.</p> <p>There is a reliance on the support provided by external individuals or organisations to collaborate on the research.</p>	<p>The organisation has its own research team/ individual with a responsibility for research.</p> <p>There is a budget and organisational commitment to undertake agreed research functions either in partnership with other organisations (education institutions, internationally) or independently with the intention of furthering the organisation's work and the performance of its workforce and staying abreast of current/ cutting edge developments.</p> <p>Research outcomes demonstrably influence practice.</p>
xxiii. Use of databases, on-going communication.	<i>There is some attempt to gather information though there is no recognised system to support the data gathering process.</i>	<p><i>There is a data management system that can be used to:</i></p> <ul style="list-style-type: none"> • maintain individual contact records • activity and assessment records can be produced 	<p><i>A database that is updated regularly and:</i></p> <ul style="list-style-type: none"> • stores learner information • supports the production of an assessment report at the completion of development programmes • maintains records • can be used for ongoing 	<p><i>A fully electronic database or content management system managed by a member of staff.</i></p> <p><i>The system houses all of the contact details of coaches and coach developers and records their status, position, levels of current activity</i></p>

Component	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
			communication	<p><i>and or involvement with the organisations.</i></p> <p><i>The system can be used to support assessment and accreditation and can track candidates through from registration to completion; store evidence and assessment records and generate certificates of completion.</i></p> <p>The system is also used flexibly to communicate with members via e-mail about news, training opportunities and events. Some evolved systems can be used to provide learning opportunities e.g. through password protected areas or through bulletin or chat facilities.</p>
xxiv. Monitoring and evaluation system	There is a system in place that can register coaches and acknowledge completion. Typically this system would be maintained by hand but is not always consistent or reliable.	<p>Processes in place to monitor and evaluate coaches and coaching programmes e.g. an end of course evaluation/ feedback form completed by learners that is used to review practice.</p> <p>Systems to support the dissemination of any key feedback across the organisation are not evolved and it is acknowledged that this happens informally.</p>	<p>A Monitoring and Evaluation system in place to register, track and certificate learners. This is linked to the organisations database and can collate and analyse feedback and evaluation, which can be used for review and development</p> <p>Feedback is systematically collected and used to adapt practice and approach.</p> <p>.</p>	<p>A robust system of Monitoring and Evaluation is in place that registers coaches, tracks progress throughout the learning and confirms completion or accreditation. This may be the organisation's content/ learner management system.</p> <p>The system is capable of collecting and analysing feedback from coaches and coach developers for the purposes of review and ongoing development of the organisations education programme.</p> <p>This includes baseline, in training and impact data (e.g. before, during and</p>

<i>Component</i>	To be developed (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
				after development interventions)

E. Training

Programmes to support coaches and coach developers from training to the point of accreditation, qualification and/or licensing

For each indicator nominate that either:

- c. There is resource and documentation related to this component that can be shared with the network
 - i. Organisations can then either
 - a. Upload resource
 - b. Record resource name and relevant sections
- d. There is no resource or documentation related to this component of the system

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
viii. Training programme (coaches and coach developers)	<i>There is some coach education but no formal or recognised training programme in place.</i>	<p>There is a training programme in place.</p> <p>Elements of it will mirror good practice in terms of learning programme design.</p> <p>Candidates may have access to a limited range of resources to support their learning.</p> <p>There will have been no or only informal orientation for facilitators though there may be some resources to guide their delivery of the programme.</p>	<p>There is an accepted training programme in place, which can lead to an accreditation.</p> <p>It mirrors some good practice in learning programme design and:</p> <ul style="list-style-type: none"> its mapped to accepted standards/ national or international benchmarks contains a limited induction process for learners has a taught programme focusing on theory and application of this through practice (i.e. classroom and practical based training) is supported by learning resources has integrated assessment opportunities. <p>Facilitators may not</p>	<p><i>A well established learning programme is in place that supports learning and development and where appropriate can lead to accredited qualification.</i></p> <p><i>This programme models best practice in learning programme design and:</i></p> <ul style="list-style-type: none"> <i>is mapped to national standards or accepted national/ international benchmarks</i> <i>contains an induction programme which includes a period of observation/ shadowing recommended coaches and or coach developers</i> <i>has a taught element that focuses on</i>

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
			have had an orientation to the course and as such the quality of the delivery of the programme may vary across the piece.	<p><i>theory and application of this through practice (i.e. classroom and practical based training) and delivered using a mix of strategies. Where possible, the taught element is delivered over time to allow for practical application and reflection between each module</i></p> <ul style="list-style-type: none"> <i>is supported by a range of high quality resources</i> <i>has a period of support/ applied practice for learners in their own environment</i> <i>has integrated formative and summative assessment opportunities</i> <p><i>All facilitators will have had an orientation to the learning programme and there will be consistent high quality delivery across the courses.</i></p>
ix. Learning resources	<i>A limited range of resources may be available to support the coach developer's delivery and the coach's learning.</i>	<p>A range of hard copy resources that contain the necessary content but are text heavy with limited visual imagery.</p> <p>Resources produced for reference purposes only (passive). Some learning activity generated through worksheets and handouts.</p>	<p><i>Resources are developed to support the delivery and assessment of the course:</i></p> <ul style="list-style-type: none"> <i>induction/ pre-course</i> <i>technical elements</i> <i>Coach studies/ science e.g. coaching process, skill acquisition, communication skills etc</i> <i>coach log book/ portfolio</i> <p><i>Resources encourage</i></p>	<p>Learning resources are produced at the appropriate level and are designed to support the delivery and assessment of the programme.</p> <p>The resources are produced in a mix of formats (hard-copy, e-copy, DVD, web based) and should engage a variety of learning preferences. They should provide opportunities for the coach to engage in their own learning (tasks based activities); bring</p>

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
			<p><i>the coach to engage in their own learning tasks and reflection.</i></p> <p><i>Resources mirror some examples of best practice.</i></p>	<p>learning to life (applied practice scenarios) and provide opportunities for self reflection (reflection notes, personal development plans).</p> <p>All resources will be integrated into the learning programme and designed to complement on-course learning. Where appropriate and possible specific signposting will be made from the taught element to the resources that underpin and provide additional information on that specific piece of learning.</p>
x. Coach developer resourcing and quality assurance	There is a limited network of coach developers deployed by the organisation. They have received some training, mainly informal; and their practice is unregulated and in the main unsupported.	<p>The organisation has some of its own coach developers (e.g., course facilitators, assessors etc) and there is a commitment to support them in their role. This support though is often reactive and ad hoc.</p> <p>Some of the key roles for developing the coach and coach developer workforce are assumed by external individuals and organisations.</p> <p>Responsibility for the quality assurance of any training is not fully in place.</p>	<p>The organisation has its own coach developers (e.g. course facilitators, assessors etc) and there is a commitment to support them in their role in the field. The ability to train coaches at some levels is more evolved than other (e.g. an ability to support Level 1 and 2 but unable to support Level 3).</p> <p>Some, but not all, coach developer roles have a recognised training and support programme; external individuals and organisations provide some of these roles and support functions.</p> <p>There is a quality assurance framework to support the initial training and accreditation of the coach developer workforce:</p> <ul style="list-style-type: none"> • there are criteria for recruitment into key roles • there is an 	<p>A justified and established coach developer workforce is in place (e.g. course facilitators, assessors etc) to support the training and development of coaches at the various levels of the pathway.</p> <p>A programme of training is in place to support the initial training, accreditation and ongoing professional development of the various roles within their coach developer workforce. These programmes mirror best practice in learning programme design.</p> <p>They have an evolved Quality Assurance framework in place that:</p> <ul style="list-style-type: none"> • provides clear guidance on the criteria required to be involved in the delivery, assessment and internal verification of all types training

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
			<p>accepted training programme delivered by appropriately qualified and experienced individuals</p> <ul style="list-style-type: none"> for coach developers to gain accredited status there is a period of supported practice and assessment 	<ul style="list-style-type: none"> guides the administration of all training events monitors and evaluates all activity associated with delivery and assessment supports practice in the field through critical reflection and development planning.
xi. Physical infrastructure	<p><i>The organisation has access to:</i></p> <ul style="list-style-type: none"> donated basic equipment personal equipment use of committee members house phone & fax. simple public sport areas/sport club or venue 	<p><i>The organisation has access to:</i></p> <ul style="list-style-type: none"> space to conduct workshop sessions that is protected from the elements open space for practical activity minimal writing materials (butchers paper, blackboard) standardised equipment some office facilities, computer, printer, photocopier and internet 	<p><i>The organisation has access to established education or training facilities including:</i></p> <ul style="list-style-type: none"> indoor space (e.g. school building/community hall) to conduct workshops open space for practical activity writing materials (stationary, butchers paper, blackboard, whiteboard) standard sporting equipment relevant for the practical activity catering simple internet and web based communication tools (though not necessarily where training is conducted) own computer, printer, photocopier and internet 	<p><i>The organisation or delivery centres/ sites has access to the most appropriate physical resources required to support the delivery and assessment of the qualification, including:</i></p> <ul style="list-style-type: none"> space – classroom facilities including and a safe practical coaching environment. Where appropriate actual examples of the range of safe coaching environments that could be used to support the delivery and assessment are provided. time – facility time required for both practical and classroom delivery equipment – classroom (e.g., screen and, projector, TV/ DVD play facilities) and an state of the art practical equipment including adapted and modified equipment if working with children/ participants with special needs
xii. Training activities	Training is as hoc and reactive and the	There is a training programme, the focus	The training programme has the key	<i>The training programme contains a period of face-</i>

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
	variety of training activities provided is often determined by the facilitator. Best practice cannot be guaranteed.	<p>of which is the taught programme. There may not be the other key features associated with best practice (e.g. varied learning experiences, coaching peers on-course etc).</p> <p>The taught element is usually supported by delivery guidance notes. There may be a heavy emphasis on classroom or theory as opposed to practical based learning.</p> <p>Follow-up support is sporadic and ad hoc.</p>	<p>features of an induction programme, taught element, support practice and assessment.</p> <p>The taught element is made up of a mix of delivery strategies designed to cater for a range of learning preferences. There is an appropriate balance of classroom and practical activity.</p> <p>Learning is supported by a variety of resources</p> <p>Candidates are expected to undertake a period of applied practice out in the field; the support network may be evolving and therefore support cannot be guaranteed.</p>	<p><i>to-face training (taught element). Ideally this training would have a time lag between each taught element to allow coaches to apply and reflect on their coaching practice.</i></p> <p><i>The on-course training is a mix of classroom and practical based training appropriate to the level at which the coach is training. This mix will change appropriately as he coach progresses from level 1 upwards.</i></p> <p>Candidates are expected to apply practice in the field that is appropriately supported.</p>
xiii. Guided practice	There is no guided practice.	There is some opportunity to undertake guided practice within the taught course but guided practice away from the course is the responsibility of the coach to organise.	<p>There is clear guidance for each coach as to the number of sessions or coaching hours they are expected to provide evidence of having completed.</p> <p>Guided practice is evident throughout the course and can be provided by the course facilitator, peer coaches or support coaches in the field.</p>	<p>There is clear guidance for each coach as to the number of sessions or coaching hours they are expected to provide evidence of having completed.</p> <p><i>Guided practice is supported through a variety of mechanisms:</i></p> <ul style="list-style-type: none"> <i>• course tutor to support on-course guided practice</i> <i>• mentors or head coaches, either assigned by the Organisation or coach recruited to support practice in the field</i> <i>• buddy coaches from the course</i> <i>• networks of coaches (action learning sets or communities of practice) which may be made up of whole groups or cohorts from the course</i>

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
				<i>conducted either remotely or face to face.</i>
xiv. Assessment	There is no documented assessment strategy. There may well be an assessed element to the course but this will be inconsistent and determined by the course facilitator.	<p>There will be an assessed element to the course, which could be conducted by the course facilitator. This individual may not be assessor-trained but would have received some guidance (documented or otherwise) as to how to conduct the assessment.</p> <p>The assessment tools will be functional and will enable assessment decisions to be made and shared.</p> <p>Coaches will be made aware of the evidence and assessment requirements at the commencement of the course.</p>	<p>An assessment strategy has been developed which meets the requirements of the guidelines set by the accrediting organisation or stipulated in national/regional frameworks.</p> <p>Assessment tools have been developed that can be used to assess competence and knowledge and signpost to opportunities for action planning and further development.</p> <p>Assessors may have received some training and there will be some documented guidance to support the practice of assessment both on course and out in the field.</p> <p>There will be some guidance for coaches in terms of what evidence they have to generate and how/ when they will be assessed.</p>	<p>An assessment strategy has been developed that provides coaches with the opportunity to generate evidence towards competence.</p> <p>A number of assessment tools and methods have been developed to assess a coach's competence (practical observation, professional discussion, written evidence, housed within a coach log book) and knowledge (Multi-choice/ short answer exam to test knowledge and understanding). Some more advanced organisations will be exploring the potential of e-portfolios.</p> <p>Guidance for assessors/ coach developers on how to manage the assessment process and conduct elements of the assessment is documented. In the best cases assessors are trained and accredited in the practice of assessment and have been part of a standardisation exercise or training event.</p> <p>Guidance for coaches has been developed to enable them to see exactly what the assessment requirements of the qualification are and exactly what evidence they have to generate towards competence and accreditation.</p>

F. Deployment, Development & Retention

Support structures for coaches and coach developers in the field, post training. This includes support for on-going development, accreditation and licensing.

For each indicator nominate that either:

- c. There is resource and documentation related to this component that can be shared with the network
 - i. Organisations can then either
 - a. Upload resource
 - b. Record resource name and relevant sections
- d. There is no resource or documentation related to this component of the system

Component	Not present (Red)	Developing (Amber)	Established (Green)	Good Practice (Gold)
ii. Deployment plan and procedures	Deployment is ad hoc and reactive strictly on a needs led basis.	<p>Some workforce planning has been done and training and development conducted.</p> <p>Following training courses there is only limited support for coach deployment usually the next steps after training are the responsibility of the coach or coach developers.</p>	<p><i>There is a co-ordinated training plan to deploy coaches post-training, which is based on a workforce planning exercise</i></p> <p><i>There are systems and mechanisms in place to support the deployment of coaches following training.</i></p> <p><i>Coach developers are deployed in support of coaches</i></p> <p><i>There is a system to track coaching activity levels although not all coaching activity is captured.</i></p>	<p>A completed a workforce development plan clearly identifies the number and level of coaching and coach education courses required to be delivered within defined areas and as such have real clarity on the coach and coach developer workforce required to service this need.</p> <p>There is a framework, system and dedicated support in place that recruits, facilitates training and deploys coaches and coach developers.</p> <p>Coach developers have a defined role within the organisation and support coaches in the field.</p> <p>There is a developed system to monitor and evaluate coach and coach developer activity levels.</p>
ix. Supported practice	<i>Supported practice</i>	<i>The organisation has a</i>	<i>The organisation has a</i>	<i>Coaches are routinely supported throughout</i>

	<i>is ad hoc and reactive. Where this does exist it is not monitored or regulated and is arranged by individuals.</i>	<i>plan in place for supporting initial practice beyond the taught course.</i> <i>This plan may be in its infancy and any support beyond the taught course is the responsibility of the coach to organise.</i>	<i>commitment to provide coaches with access to supported practice.</i> <i>Coaches are supported during the training course and in the field.</i> <i>The coach developers supporting practice in the field are experienced coaches though may not be specifically trained in supporting, mentoring or developing others but there may be a commitment to provide those with access to this type of training.</i>	<i>their initial training and beyond their coach accreditation by appropriately qualified coach developers (e.g. mentors).</i> <i>There is an evolved network in place to support the deployment and regulation of supported practice in the field.</i> <i>There is a formal system in place for collaboration between coach developers to assess and review coaches' needs. This informs future development planning.</i>
x. Continuing Professional Development (CPD)	CPD is ad hoc and reactive and opportunities for further learning are often informal and coach generated.	Some opportunities to undertake CPD like refresher courses for coaches and coach developers. These are usually dependant on the availability of external funding.	There is an ongoing, partially funded programme of CPD opportunities offering a mix of training and development opportunities to key staff (coaches and coach developers). These encompass both formal and in-formal CPD.	Based on a training needs analysis, there is a justified CPD programme that provides a comprehensive mix of well-informed formal and informal training and development opportunities. A training budget to support CPD. The mix of CPD opportunities is informed through a Training Needs Analysis conducted with all key staff.
xi. Recognition and reward plan and programme	Recognition and reward of coaches and coach developers is informal and not necessarily acknowledged or celebrated overtly.	There are some mechanisms to reward and celebrate success. The practice is informal and ad hoc although some examples of good practice in terms of presentation evenings and awards do exist.	<i>The organisation has developed mechanisms to reward and recognise achievement.</i> <i>There are some methods to celebrate success, which include</i>	<i>There is a culture of celebrating success and recognising achievement. Methods to celebrate and reward success have been established e.g. coach presentation evenings, web sites, e-mail bulletins,</i>

			<p><i>awards or presentation evenings, newsletters and other communications.</i></p> <p><i>There are internal and external mechanisms in place for recommending and nominating key people for further development.</i></p>	<p><i>newsletters.</i></p> <p><i>There are internal and external mechanisms in place for recommending and nominating key people for further development.</i></p> <p><i>There is a system in place to reinforce and share best practice; this is either through the web sites, e-mails, newsletters or at CPD/ training and networking events.</i></p>
xii. Certification, accreditation & licensing system	There is no accreditation or licensing in place but a desire to implement such an approach.	<p><i>A database of coaches and coach developers is in place and training and development certification is tracked.</i></p> <p><i>There is a commitment towards developing a licensing system for coaches.</i></p>	<p>An accreditation system in place for coaches and coach developers who have successfully completed training and supported practice programmes.</p> <p>Clear guidance as to the expectations of coaches and coach developers to gain their initial accreditation/licence and retain their accreditation/license is provided.</p> <p>The system may be functional but not sufficient to be used as regulating tool (e.g. coaches can still practice without a licence)</p>	<p>The organisation has an evolved system (content/ learner management system) to support initial accreditation and licensing and regulate coach/ coach developer practice.</p> <p>Clear guidance as to the expectations of coaches and coach developers to gain their initial accreditation/license and retain their accreditation/license are clearly communicated.</p>

- a. *Organisations seeking recognition for the training and accreditation of participation coaches under the SCSA Zone VI Sports Education and Accreditation System are expected to meet the minimum quality standards set in this framework under coaching levels, key activities, coach capabilities and education and development system reference points.*
- b. *An ethos of the SCSA Zone VI Sports Education and Accreditation Framework is the ongoing improvement of quality standards in sport. The quality assurance process for the participation pathway reflects this by requiring organisations not just to submit evidence of current standards of delivery but also to set out actions for the continuous development and improvement of each component of the quality standards.*
- c. *The evidence required to demonstrate that an organisation has satisfactorily met the SCSA Zone VI SEAS standard is set in the self-assessment package. Organisations submit an evidence portfolio their advisors/assessors for assessment.*
- d. *This framework is generic in order to accommodate harmonisation with different frameworks from International Sports Federations. We will signpost the framework to relevant International Federations where appropriate.*

10. Glossary

Phrase	Explanation
Accreditation	<i>This means official approval, certification or endorsement by the authorised organisation.</i>
Athletes holistic development	<i>Meeting all athlete development needs which include: Long term athlete development (LTAD), athlete protection, athlete's social challenges, performance lifestyle, talent development, conditioning and physical development, sports specific literacy, psychological development, etc</i>
Athletes needs and entitlements	<i>Athletes' needs and entitlements refer to the basic supportive environment an athlete requires and deserves. These include: social needs – family life, play leisure, competition etc; protection – protection from abuse and exploitation; personal – good health, education, holistic support etc; sporting – develop their talent, experience quality play, play in a safe environment etc.</i>
Athlete technical development	<i>Developing athletes confidence, skills and other practical requirements to enhance competency in specific sport</i>
Coach education system	<i>Coaching system involves interconnectivity of elements and is made up of various components which include: curriculum, learning outcomes, learning resources, learning activities, hours of coach education, hours of guided practice, coach education tutors/trainers and accreditation</i>
Coach development	<i>This includes coach on going development plans, peer or mentor support, learning opportunities, coach recognition and reward, communication and database. It also encompasses informal and non-formal learning opportunities.</i>
Community	<i>This is the development of sports in communities and the use of sport as a tool to</i>

<i>Sports Development</i>	<i>improve the lives of participants and people within the community.</i>
<i>Coach Capabilities</i>	<i>These are the activities each coach is expected to undertake at a given level. The activities and situations are varying and become more complex as the coach develops.</i>
<i>Coach Levels</i>	<i>These are levels which describe the role of a coach at a given developmental stage and context.</i>
<i>Coach Pathway</i>	<i>This is an outline of the coach's levels of development and progression in the coaching career.</i>
<i>Framework Approach</i>	<i>This is an approach which provides sports educators and systems builders with a fundamental structure of assumptions, concepts, standards and practices that support a way of implementing and delivering sports education and accreditation.</i>
<i>Key Activities</i>	<i>These are the main identified activities which the coach undertakes to perform their role. The capability to undertake these activities in varying and complex situations develops as the coach develops.</i>
<i>Life Skills</i>	<i>These are skills that community sports participants need to improve their living conditions and live a healthy lifestyle.</i>
<i>Mentoring</i>	<i>Support and encouragement one coach gives to another coach to manage their own learning, maximize their potential, develop their skills and improve their performance</i>
<i>Participation arena</i>	<i>Community sports environment which puts emphasis on participation rather than performance, takes place in a local community setting and often includes the use of sport to develop life skills of participants and for wider community development</i>
<i>Participation Coach</i>	<i>This is a Coach who operates in a participation arena.</i>
<i>Quality Assurance</i>	<i>This insures that agencies offering coach education meets the minimum set standards</i>
<i>Regional Quality Assurance Authority</i>	<i>This is a body under SCSA Zone VI which insures that the minimum set standards for agencies offering coach education in the region are adhered to.</i>
<i>Stakeholders</i>	<i>These are the agencies that will utilise the reference points provided in the framework for standardised recognition of coach education and development qualifications. They include national, regional and international bodies.</i>
<i>Talent development</i>	<i>This involves the identification and selection of potentially talented athletes, confirming this talent, developing these athletes.</i>

Introduction

Officiating Framework

This is a generic framework for all sports that can be translated into sport specific content. As officials are called by different names in different sports, it is important to note that the terms and examples used in this framework are not limiting the framework to the sports shown.

The framework can also be adapted to suit different appropriate needs such as children sport, women sport and sports for people with disabilities.

1. Athletes' Needs and entitlements

Participant	Needs/Entitlements	How this can be fulfilled
<i>Social</i>	<ul style="list-style-type: none"> . to a family life . to play, leisure 	<i>By creating a supportive environment</i> <i>By creating an environment that supports emotional needs</i>
<i>Protective</i>	<ul style="list-style-type: none"> . protection from abuse . Protection from exploitation . To be kept safe . To protect their health 	<i>By creating a safe environment for athletes and developing their life skills, confidence and self esteem</i>
<i>Personal</i>	<ul style="list-style-type: none"> . to good nutrition . to good health . to good education 	<i>By facilitating awareness to nutrition, exercise, health services and education and teaching life skills</i>
<i>Sporting</i>	<ul style="list-style-type: none"> . to develop physical literacy . to experience life skills . to play in a safe and competitive environment . to realise their talents 	<i>By providing quality sporting training and competition preparation which will support and build their sporting talents, personal development and ability to achieve in performance sport.</i>
<i>Access and equal opportunities</i>	. To have physical access to sport and physical activity regardless of gender, gender or perceived barriers	<i>Provide access to participants regardless of ability or gender. Modify activity to ensure it is inclusive and enables differently abled (including participants labeled disabled) to participate in quality and developmental</i>

	. Not to face discrimination or barriers or barriers especially if differently- able . To have any physical or social barriers to participation reduced and ideally removed enabling full participation	sport.
--	--	--------

2. Description of Officials

In this framework an official is seen as one who works with both performance and/or participation athletes and is charged with the responsibility of monitoring rules/laws to facilitate fair play and athlete protection during a sporting competition.

Each sport has various officials with different names and functions. This framework has divided the officials who are involved in handling sporting competition in various sports in the following categories:

Official	Function
Referee	<i>This is an umpire, judge, adjudicator, arbitrator, etc who is overall in charge of ensuring fair play according to the rules/laws during a sporting competition.</i>
Assistants	<i>This involves officials who assist the referee in various forms in enforcing the rules/laws and ensuring fair play during a sporting competition.</i>
Technical Official	<i>This involves various forms of officials who support the referees during a sporting competition. These could be timekeepers, scorers, recorders, statisticians etc</i>
Commissioners	<i>This is a person or persons in charge of a particular sporting competition. The commissioner is responsible for supervising the facilities, officials and the behaviour of spectators during a sporting competition.</i>

Example 1: Basketball

Official	Function
Referee - Referee	<i>This is a person who is in charge of the game on the court, and signs off the score sheet</i>

Assistants - Umpires	<i>There are two people who assist the referee to ensure fair play according to the rules on the court.</i>
Technical Official – Table Officials	<i>These officials include score keeper, time keeper and 24 seconds operator who support the referee with keeping the scores and time during a basketball match.</i>
Commissioners - Commissioners	<i>This is person/persons who are in charge of the overall basketball match. He/they are responsible for: inspecting the facilities before the game, officials during the game and behaviour of spectators during a game.</i>

Example 2: Tennis

Official	Function
Referee – Chair Umpires	<i>Ensure that the Rules are observed by the players and all on-court officials</i>
Assistants - Line Umpires	<i>Call all balls on his/her assigned line, call foot faults when assigned to a base, side or centre service line and give a prompt unsighted signal when not able to make a call.</i>
Technical Official – Chief Umpire	<i>He/she is in charge of all pre-tournament and on-site activities, with the assistance of the Chair Umpire</i>
Commissioner – Supervisor/Referee	<i>He/she acts as a final on-site authority for the interpretation of the applicable tournament rules and regulations. He/she approves the assignment of chair umpire and/or removes, rotate or replace any line umpire.</i>

3. Officiating Development pathway

A) Officiating Levels

Officials have been divided into four levels, these levels are not to replace sport specific levels or terms but provide a common reference standard point for standardised recognition across sport.

First Level	Second Level	Third Level	Fourth Level
<i>This level includes beginner officials who have undergone basic training, passed the first level and have a general understanding of the rules. These</i>	<i>This involves officials who have undergone formal training and passed the second level qualification. They are trained to handle</i>	<i>These are nationally recognised competitive officials who have undergone and passed higher training. They can</i>	<i>These are elite officials who have undergone the highest training and are recognised by international federations.</i>

<i>officiate in community and school sport. They may include volunteers such as teachers, former athletes, development workers who aspire to be trained officials. Often training at this level will be integrated with coach and or administrator training and the first level of official will hold multiple roles</i>	<i>sporting competition within their area. These can officiate amateur leagues, school sport finals going upwards (district & provincial) competition levels.</i>	<i>handle competitive national matches and events. Officials with a third level of qualification officiate competitive sports at provincial and other competitive club levels.</i>	<i>They can officiate at national and international levels.</i>
--	---	--	---

Examples 1: Basketball (Basketball has 3 main levels)

<i>First Level: National Referees</i>	<i>Second Level: Zonal Referees</i>	<i>Third Level: International</i>
<i>These could be in 2 levels as well depending on the numbers of referees in each country. They are responsible for officiating matches within each country and cannot officiate outside their countries.</i>	<i>These are referees who qualify to officiate basketball matches within a particular Zone, e.g. Zone VI and cannot officiate outside Zone VI</i>	<i>International referees are qualified referees who can officiate basketball matches anywhere in the world.</i>

Examples 2: Tennis

<i>National Level I</i>	<i>National Level II</i>	<i>International Level 1 Line umpires and chair umpires</i>	<i>International Level II, Bronze, Silver and Gold badge chair umpires and referees</i>
--------------------------------	---------------------------------	--	--

<i>Officiates as a beginner at national level</i>	<i>Officiates as a senior on national level</i>	<i>Beginner at international level</i>	<i>Senior at international level</i>
---	---	--	--------------------------------------

B) Umpire-official key activities

1.	<i>Protecting the health and safety of athletes and other participants during sporting competition.</i>
2.	<i>Appropriate interpretation and application of rules/laws during sporting competition based on the nature of the game and stage of development of the athletes.</i>
3	<i>Establish and maintain good cooperation and communication with the Technical Official and athletes</i>
4	<i>Facilitate and maintain fair play and positive conduct</i>
5	<i>Protect and where appropriate include young, differently abled and/or vulnerable athletes</i>

Capabilities

- a. To contribute to health, safety and protection of participants and others during sport activities, the Umpire-official should have the following capabilities:

	Level 1	Level 2	Level 3	Level 4
i. Protect health of athletes during sporting competition	<i>Demonstrate practical knowledge of protecting athletes</i>	<i>Officiate sporting competition for beginners and intermediate athletes demonstrating practical knowledge of protecting athletes health during sports activities</i>	<i>Officiating at a higher level competitive sports events</i>	<i>Expert knowledge of officiating and officiate at international and elite sports events. Provide expertise and develop programs aimed at improving the protection of athletes' health during sports activities.</i>
ii. Safety of athletes during sporting competition	<i>Demonstrate practical knowledge of maintaining a safe environment during sports events</i>	<i>Officiate sporting competition for beginners and demonstrating practical knowledge of maintaining a safe environment during sports activities</i>	<i>Facilitating and monitoring safety in more complex situations.</i>	<i>Provide safety at international and elite sports events and oversee the development and implementation of programs that ensure athletes' safety during sports activities.</i>
iii. Protection of athletes	<i>Ensure athlete</i>	<i>Officiate matches for</i>	<i>Protecting athletes and</i>	<i>Oversee the development and</i>

and others during sports activities.	protection during a game	beginners and ensure athletes' protection during sports activities.	others in more complex situations.	implementation of programs that ensures people's protection during sports activities.
---	--------------------------	---	------------------------------------	---

b. To show theoretical knowledge of the rules appropriate to level of athlete development

	Level 1	Level 2	Level 3	Level 4
i. Demonstrate an understanding of theoretical knowledge of the rules appropriate to their level	Demonstrate theoretical knowledge of the rules necessary to facilitate introductory competition	Demonstrate an understanding of theoretical knowledge of the rules of the game to maintain competition against fundamental laws and rules set out by the international federation.	Demonstrate an advanced understanding of the theoretical knowledge of the rules of the game	Demonstrate expert understanding of the knowledge of the rules of the game

c. To correctly interpret and apply the rules/laws in a sporting competitions; the official should have the following capabilities:

	Level 1	Level 2	Level 3	Level 4
i. Interpreting/application the laws/rules	Interpret the rules/regulations of the game and during a match/game	Officiate sporting competition for beginners and intermediate athletes demonstrating correct interpretation and application of rules/laws during sporting competitions.	Officiate competitive sporting competition and develop national programs that enhance the interpretation and application of rules/laws.	Develop and support programs that support the effective interpretation and application of rules/laws.
ii. Manage competition based on laws/rules	Manage competition during a sporting competitions	Manage competition from community to provincial level	Manage competitions at national level	Manage competitions at elite level

d. To establish and maintain good communication and cooperation with the athletes, coaches and Technical Official during sports activities; a official should have the following capabilities:

	Level 1	Level 2	Level 3	Level 4
i. Teamwork	Demonstrate basic practical	Demonstrate good relationships with co-officials and establish	Establish and maintain good working	Develop programs that enhance cooperation

during a sporting competition	knowledge of team work between officials and participants	relationships with athletes and their coaching staff.	relationships with athletes, their coaching staff and Technical Official during competitive sporting competition	between officials, athletes and Technical Official and manage people whilst officiating at an elite level.
ii. Communication skills	Display basic practical communication of judgment during a sporting competition	Display effective evaluation of the quality of play during competitions and communicate the judgment consistently	Evaluate the quality of competition, communicate the judgment to the athletes and coaching staff consistently and maintain good relationship with the media.	Communication of the judgment, conduct after the game.
iii. Preventive communication during sports activities	Demonstrate basic knowledge of maintaining the flow of the game.	Demonstrate basic practical knowledge of maintaining the flow, spirit and quality of sporting competition by communicating before infractions are made	Maintain the flow, spirit and quality of the sporting competition by communicating before infractions are made	Maintain the flow, spirit and quality of the sporting competition at elite level by communicating before infractions are made.

C) Quality Assurance

- a. Organisations seeking recognition for the training and accreditation of officials the SCSA Zone VI Sports Education and Accreditation System are encouraged to meet the minimum quality standards set in this framework under official levels, key activities, official's capabilities as well as education and development system reference points (see separate documentation).
- b. The evidence required to demonstrate that an organisation has met the SCSA SEAS standard is set in the self-assessment package. Organisations submit an evidence portfolio to nominate SEAS advisors/assessors for feedback and endorsement.
- c. An ethos of the SCSA Zone VI Sports Education and Accreditation system is the ongoing improvement of quality standards in sport. The quality assurance process for the officiating framework reflects this by encouraging organisations self-assure current standards of delivery but also to set out actions for the continuous development and improvement of each component of the quality standards.
- d. This framework is generic in order to accommodate harmonisation with different frameworks from International Sports Federations. We will signpost the framework to relevant International Federations where appropriate.

Glossary

Phrase	Explanation
Accreditation	<i>This means official approval, certification or endorsement by the authorised organisation.</i>
Assistants	<i>This involves officials who assist the referee in various forms in enforcing the rules/laws and ensuring fair play during a sporting competition.</i>
Commissioners	<i>This is a person or persons in charge of a particular sporting competition. The commissioner is responsible for supervising the facilities, officials and the behaviour of spectators during a sporting competition</i>
Framework	<i>This is an approach which provides sports educators and systems builders with a fundamental structure of assumptions, concepts, standards and practices that support a way of implementing and delivering sports education and accreditation.</i>
Official education system	<i>This involves interconnectivity of elements and is made up of various components which include: curriculum, learning outcomes, learning resources, learning activities, hours of officials education, hours of guided practice, official education tutors/trainers and accreditation</i>
Official development	<i>This includes official on going development plans, peer or mentor support, learning opportunities, official recognition and reward, communication and database. Can also encompass informal and non-formal learning opportunities.</i>
Officials Capabilities	<i>These are the activities each official is expected to undertake at a given level. The activities and situations are varying and become more complex as the coach develops.</i>
Officials Levels	<i>These are levels which describe the role of an official at a given developmental stage and context.</i>
Official Pathway	<i>This is an outline of the official's levels of development and progression in the officiating career.</i>
Key Activities	<i>These are the main identified activities which the officials undertake to perform their role. The capability to undertake these activities in varying and complex situations develop as the officials develops.</i>
Mentoring	<i>Support and encouragement a senior coach gives to a junior coach to manage their own learning, maximize their potential, develop their skills and improve their performance</i>
Multi-media sport	<i>This is the use of various media related skills such as video game analysis and planning to enhance the performance in sports.</i>
Performance analysis	<i>This involves evaluating athletes performance using various methods such as multimedia tools to support their development and improvement</i>
Performance lifestyle	<i>This is the management of performance athletes' lifestyles to protect their careers and performance levels. This is done by encouraging athletes to get proper legal advice for their contracts, have qualified financial advisers to help them invest their money, etc.</i>
Quality Assurance	<i>This insures that agencies offering coach education meets the minimum set standards</i>
Regional Quality Assurance Authority	<i>This is a body under SCSA Zone VI which insures that the minimum set standards for agencies offering coach education in the region are adhered to.</i>
Referee	<i>This is an umpire, judge, adjudicator, arbitrator, etc who is overall in charge of ensuring fair play according to the rules/laws during a sporting competition.</i>
Region	<i>This refers to 10 countries in Southern Africa and SCSA Zone VI</i>
Stakeholders	<i>These are the agencies that will utilize the reference points provided in the framework for standardized recognition of coach education and development qualifications. They include national, regional and international bodies.</i>
Self-Assessment	<i>This is an activity an organization conducts to access itself in how much it meets the SEAS minimum set standards</i>
Umpire	<i>This is a person who assist the referee or is in charge of insuring fair play during a sports event</i>