



Australian Government
Australian Sports Commission

JUDO FEDERATION OF AUSTRALIA



STATE LEVEL COACHING ACCREDITATION

DECEMBER, 2009

Section 1: Accreditation Program General Information and Administration

1.1 Details of the NSO

Judo Federation of Australia

Sports House
6A Figtree Dr,
Sydney Olympic Park
NSW 2127

Mailing address:

JFA Inc
PO Box 3664
Rhodes NSW 2138

1.2 Name of the Accreditation Program and Accreditation Framework Structure

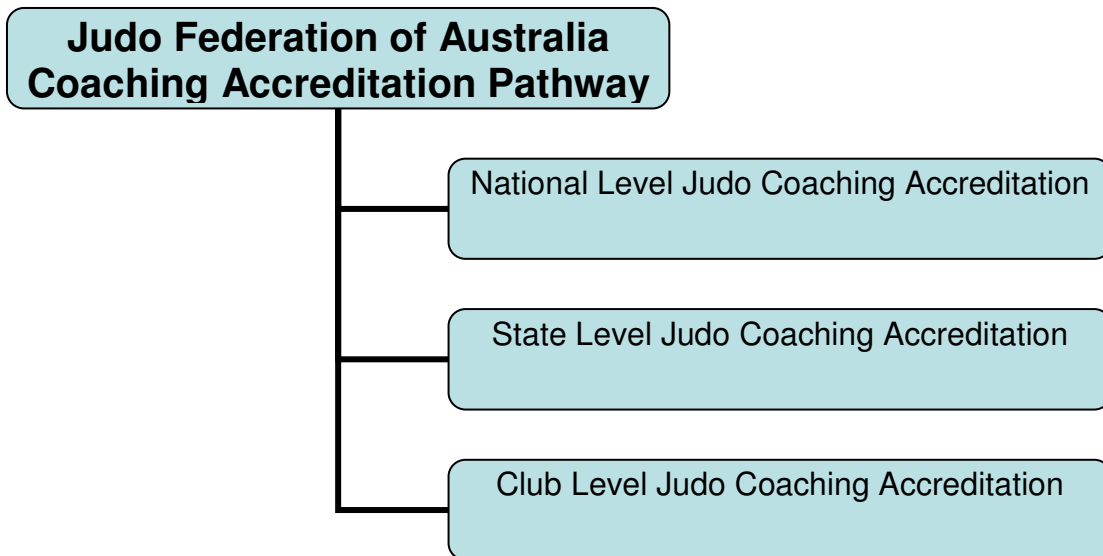
State Level Judo Coaching Accreditation

This document outlines the details of the proposed State Level Judo Coaching Accreditation.

In line with the National Coaching Accreditation Scheme (NCAS), the Judo Federation of Australia Inc (JFA) aims to offer education, accreditation and a nationally recognised qualification to people coaching beginner to elite athletes.

The introductory Club Level Judo Coaching Accreditation concentrates on the required basic skills and information that is essential to the Club coach. State Level Judo Coaching Accreditation builds upon these basic skills and introduces more advanced skills necessary for a State Coach. The National Level Judo Coaching Accreditation further extends and builds upon advanced skills and is intended for International Level competition.

This accreditation system allows for the education of coaches from Cub level through to National and International levels.



1.3 Integrated or Separate Coaching/Officiating General Principles Component

Separate Coaching General Principles Component

The 13 modules of ASC Intermediate Coaching General Principles Course are available through state or territory departments of sport and recreation.

1.4 Accreditation program fees

The State Level Accreditation Program fee will be reviewed by the National NCAS Co-ordinator for Judo and set at the discretion of each State/Territory Association. The fee is expected to range from **\$150 - \$200**.

All participants must pay the Accreditation Program fee before commencing the program. Program fees should be kept to a minimum to allow maximum access to accreditation. Fees may vary between State/Territory depending on local costs for venues and presenters. However, program fees will include the costs of compulsory texts and other program costs such as facility hire, administration and equipment.

A fee of **\$50** is required for applications for recognition for Prior Learning/Current competence. Refer to 3.1 Recognition of Prior Learning/Current Competence for further details.

1.5 Entry pre-requisites

Candidates must meet the following entry pre-requisites prior to commencing the sport-specific component of the State Level Judo Coaching Accreditation;

- Successfully complete the ASC Intermediate Coaching General Principles Course
- Current First-Aid qualification
- A minimum of 17 years of age on the date that the Accreditation Program requirements are completed to be eligible for Club Level Judo Coaching Accreditation.
- Attain the 1st Dan qualification (first level of the 10 black belt levels)
- After successfully gaining Club Level Judo Coaching Accreditation candidates must undertake a minimum of 6 months and 40 hours of practical coaching, with any level of athlete, in a competitive level Judo competition. Candidates should record hours completed in a logbook.
- A current State/Territory Child Protection Card or equivalent (i.e., Teacher Registration, including current Police Check)

1.6 Venue

The venue will be decided upon, after application from candidates, and as determined by the State Coaching Director. The venue for the competency based training should start at a state run NCAS program followed by ongoing coaching and training.

1.7 Insurance

All State Level Judo Coaching Accreditation participants are expected to become registered members of their local Club prior to commencing the sport-specific component, to ensure adequate insurance cover. This membership must be maintained annually, whilst the participant is still actively coaching.

The Judo Federation of Australia Inc covers all Coaches, trainee Coaches and Coaching Coordinators for both Public Liability and Professional Indemnity. This insurance is levied by the national body through the state bodies as part of the registration fees of the individual clubs.

1.8 Coach's/Official's Code of Behaviour

The Judo Federation of Australia Inc endorses the following Australian Sports Commission Code of Behaviour for Coaches and Officials;

CODE OF BEHAVIOUR

- Operate within the rules and spirit of your sport, promoting fair play over winning at any cost.
- Encourage and support opportunities for people to learn appropriate behaviours and skills.
- Support opportunities for participation in all aspects of the sport.
- Treat each person as an individual.
- Display control and courtesy to all involved with the sport.
- Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion.
- Respect the decisions of officials, coaches and administrators in the conduct of the sport.
- Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.
- Adopt appropriate and responsible behaviour in all interactions.
- Adopt responsible behaviour in relation to alcohol and other drugs.
- Act with integrity and objectivity, and accept responsibility for your decisions and actions.
- Ensure your decisions and actions contribute to a safe environment.
- Ensure your decisions and actions contribute to a harassment free environment.
- Do not tolerate harmful or abusive behaviours.
- Comply with all relevant state legislation covering Child Protection and the Equal opportunity and Human Rights Act provisions.

Coaches

- Place the safety and welfare of the athletes above all else.
- Help each person (athlete, official etc) reach their potential - respect the talent, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback.
- Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development.
- Be honest and do not allow your qualifications to be misrepresented.

Officials

- Place the safety and welfare of the athletes above all else.
- Be consistent and impartial when making decisions.
- Address unsporting behaviour and promote respect for all people.

Registration or Re-registration to the National Coach Accreditation Scheme (NCAS)

I, _____ of _____
Full Name Address

Address cont.

am seeking registration / re-registration (please circle) for the following National Coaching Accreditation Scheme qualification:

Level Sport Discipline (if applicable)

I agree to the following terms:

1. I agree to abide by the **JUDO FEDERATION OF AUSTRALIA** Inc Coach's Code of Behaviour.
2. I acknowledge that **JUDO FEDERATION OF AUSTRALIA Inc.** is responsible for accreditation of coaches in **JUDO** and may take disciplinary action against me, if I breach the Code of Behaviour. (I understand that **JUDO FEDERATION OF AUSTRALIA** Inc. is required to implement a complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation against me).
3. I acknowledge that disciplinary action against me may include de-registration from the **JUDO FEDERATION OF AUSTRALIA** Inc. and the National Coaching Accreditation Scheme.

If you require more information on harassment issues, please contact **JUDO FEDERATION OF AUSTRALIA** Inc. or refer to the *Harassment-free Sport Guidelines* available from the Australian Sports Commission.

Signature

(if under 18, parent / guardian signature)

____/____/____
Date

1.9 Updating Policy

Accreditation Updating for Judo

To retain Coaching Accreditation status coaches must;

Club Level 60 hours/points	<ul style="list-style-type: none">• <i>Complete another Club Level Judo Coaching Accreditation within four years</i>• <i>Achieve State Level Judo Coaching Accreditation within 4 years; or</i>• <i>Achieve 40 hours of practical coaching over a 4-year period with a minimum of 10 hours per year</i>
State Level 100 hours/points	<ul style="list-style-type: none">• <i>Complete another State Level Judo Coaching Accreditation within 4 years; or</i>• <i>Achieve National Level Judo Coaching Accreditation within 4 years; or</i>• <i>Achieve 60 hours of practical coaching over a 4-year period with a minimum of 10 hours per year</i>
National Level 120 hours/points	<ul style="list-style-type: none">• <i>Complete another National Level Judo Coaching Accreditation within 4 years; or</i>• <i>Achieve 80 hours of practical coaching over a 4-year period with a minimum of 10 hours per year</i>

Practical Updating Activities

- Fifty per cent of the required updating hours for each accreditation level should be completed through practical coaching
- Half of the practical coaching hours can be self monitored through the use of a coaching logbook. The other half of the practical coaching hours must be signed off in the logbook by an authorised coach within the sport (eg National or State Coaching Co-Ordinator)
- Practical coaching can be undertaken with any level of athlete or team and may occur on a regular basis or in specific situations such as camps or clinics
- The updating requirements for the practical coaching component have been spread over the four year period to ensure the accredited coach regularly engages in practical coaching experiences. Exemption for the minimum 10 hour per year requirement may be granted at the discretion of the National NCAS Co-ordinator. The total number of practical coaching hours to be completed will not be reduced.

The remainder of the updating activities can be completed by any combination of coach education and self-education. Accreditation activities undertaken must be verified in the coaching logbook. No more than 25% of the updating hours/points can be gained through any one activity.

Coach Education

- Lecture/attendance at a coaching course
- Mentoring for another coach
- Supervision of coaching hours for another coach
- Write and/or publish an article related to an aspect of coaching

Self Education

- Sport specific coaching seminar
- General coaching seminar
- Approved strength and conditioning course
- Disability Education Program module
- Sports Medicine Australia Sports Trainers course
- Recognised First Aid course
- Sports massage course
- Sports related tertiary education
- Sports Administration course
- Leadership/communication training programme
- Attend related NCAS course in another sport
- Observe a coaching session of a senior coach

Other activities may be recognised at the discretion of the Judo Federation of Australia Inc. Requests for inclusion should be made in writing to the National NCAS Co-ordinator.

1.10 Other NSO Requirements for Accreditation

Refer to 1.5 Entry Pre-Requisites regarding Judo Federation of Australia Inc. requirements for State Level Coaching Accreditation.

The Judo Federation of Australia Inc has a competency based Grading system that accredits Judo players and coaches with different levels of technical expertise in the sport. A minimum grade of 1st Dan (first level of the 10 black belt levels) is required as a pre-requisite for Accreditation.

1.11 Degrading of Levels Criteria

If a national level Coach has not actually coached a national team within the past 4 years then their accreditation automatically reverts to a state level coach. Then if a state level coach has not actually coached a state level team for 4 years they automatically revert back to a club level coach.

1.11 Copyright Information

Judo Victoria Inc. (JVI) claims copyright on all original material in its course presentations and literature.

Section 2: Quality Assurance

2.1 Complaints Handling Procedure

Accreditation Disputes and Complaints

Judo Federation of Australia Inc. will deal with grievances and appeals from candidates who are dissatisfied with the accreditation or assessment that they have received.

All complaints will be handled based on the principles of procedural fairness (natural justice), that is:

- confidentiality will be maintained;
- both the person making the complaint (complainant) and the person the complaint is against (respondent) will be given full details of what is being said against them and have the opportunity to respond (give their side of the story);
- irrelevant matters will not be taken into account;
- decisions will be unbiased and fair; and
- any penalties imposed will be fair and reasonable.

Judo supports ASC recommendations that a grievance or appeal committee is the recommended way to ensure impartiality in dealing with complaints. This committee will comprise a number of people with relevant expertise, including the course convenor. The following information clearly documents the process for lodging, hearing, appealing and resolving complaints. Complaints should be referred to the NSO to deal with in the first instance.

1. COMPLAINTS TRIBUNAL

The Tribunal shall, in conformity with any rules of procedure that may be prescribed in these By-laws, be responsible for investigating all matters provided for in clause 13 of the constitution and 14.1 of these By-laws and hearing and adjudicating upon all appeals against the decisions of the management committee of a member organisation or officials thereof.

The Tribunal shall act according to equity and good conscience without regard to technicalities or legal forms and is not bound by the rules of evidence but may inform itself on any matter as it sees fit.

1.1. Matters which may be referred for determination by the Complaints Tribunal.

- 1.1.1. An allegation (not being vexatious, trifling, frivolous or a member protection matter) by a complainant that a member organisation, an officer of the Federation, an affiliate, individual member, life member or any other person has:
- a) Breached, failed, refused or neglected to comply with a provision of the Constitution, the By-laws or any resolution or determination of the Board or entity exercising delegated authority;
 - b) Acted in a manner unbecoming a member organisation or prejudicial to the objects and interests of the Federation and/or Judo; or
 - c) Brought the Federation or Judo into disrepute.

- 1.1.2. Any appeal from an individual member of a member organisation or other party who or which has received a penalty or an adverse finding in disciplinary proceedings of a member organisation, if that party has first exhausted all avenues of appeal available under the Constitution of the member organisation.
- 1.1.3. Any matter relating to drugs in sport, which involves a member organisation or an individual member of a member organisation which or who has or is suspected of having contravened the relevant law relating to drugs in sport.
- 1.1.4. Any such party will be subject to, and submits unreservedly to the jurisdiction, procedures, penalties and appeal mechanisms of the Federation set out in these By-laws and the Constitution.

1.2. Referral to the Complaints Tribunal

- 1.2.1. The Board, or if appropriate the Secretary, shall commence or cause to be commenced any proceedings against a member organisation, officer of the Federation or other persons by referring the alleged breach or misconduct to the Complaints Tribunal.
- 1.2.2. Any such referral to the Complaints Tribunal shall be in writing and accompanied by any documentary or other evidence that is available to the referring party. The referral shall be clear and unambiguous, particularising precisely the matter to be determined.
- 1.2.3. No person who is an interested party shall participate in the determination of the proceedings in any way.
- 1.2.4. On receipt of a referral, the Chair of the Complaints Tribunal shall, in consultation with the remaining members of the Tribunal, determine an appropriate date, time and place for a hearing by the Complaints Tribunal. The hearing shall be called not less than fourteen (14) clear days from the receipt of referral, unless the matter is deemed to require urgent attention, in which case a variation of the time frame set out in this By-law may be agreed upon by the parties to the proceedings having regard to the availability of key witnesses and the timing of relevant competitions, amongst other things.
- 1.2.5. The Chair of the Complaints Tribunal shall notify all parties to the matter of the date, time and place of the hearing, and in addition shall advise that each party to the proceedings has the right:
 - a) to make written submissions not less than five (5) clear days prior to the date of the hearing; and
 - b) to appear at the hearing and or be represented by a person who is not legally qualified (as determined in the Complaints Tribunal's discretion).
- 1.2.6. The Complaints Tribunal may invite a legally qualified person to be present at the hearing to render advice or assistance concerning any legal issue raised in the hearing, provided that such person shall not participate in any deliberations or vote of the Complaints Tribunal in relation to its findings.

- 1.2.7. Subject to the Act, the Constitution and these By-laws, the Complaints Tribunal shall conduct the hearing as it sees fit.
- 1.2.8. The parties shall be advised of the hearing procedure determined by the Complaints Tribunal at or before the commencement of the proceedings.
- 1.2.9. The Complaints Tribunal shall be entitled to call such evidence as it thinks fit and all persons shall be compelled to provide such evidence, as they are able.
- 1.2.10. If the Complaints Tribunal, having taken into account the written and verbal submissions and other evidence of the parties, considers the allegations sustained, the Complaints Tribunal may impose such penalty as it considers appropriate in accordance with By-law 14.3.
- 1.2.11. If a decision cannot be given immediately after the proceedings, the relevant party or parties must be advised of the time and place at which the decision will be given. The decision, any penalty, the reason for the decision and notice of the member organisation's, officer's or person's appeal rights shall be given in writing and signed by the Chair of the Tribunal.
- 1.2.12. On exhaustion of all disciplinary procedures available (if any) to the member organisation, officer of the Federation or other persons whether by elapse of time or otherwise, notice of any penalty, suspension disqualification or expulsion imposed shall be given by the Secretary of the Federation to all member organisations and shall be mutually recognised by all member organisations immediately upon receipt of such notice.
- 1.2.13. Likewise reinstatement shall be recognised by all member organisations immediately upon receipt of notice to this effect by each member organisation.

1.3. Penalties

- 1.3.1. Penalties which may be imposed include:
 - a) a reprimand;
 - b) suspension of such activities, on such terms and for such period as is seen fit;
 - c) exclusion from a particular activity, event or events;
 - d) fines, imposed in such manner and such amount as is seen fit;
 - e) expulsion (subject to Clause 13.1 of the Constitution);
 - f) such combination of any of the above penalties as is seen fit; or
 - g) any other penalty considered appropriate in the circumstances.
- 1.3.2. During the proceedings (including any appeal), the defendant may continue to participate in Judo, on such terms as the Board thinks fit, unless it decides (in its discretion) that such continued participation is inappropriate having regard to the matter at hand.

1.4. Effect of penalty

- 1.4.1. Where a member organisation is suspended under this By-law its membership of, and representation rights and privileges in, the Federation shall be forfeited during the period of such suspension.
- 1.4.2. Where a member organisation is expelled under these By-laws and the Constitution its membership of, and representation rights and privileges in, the Federation shall be forfeited immediately and membership shall cease.

1.5. Appeals

- 1.5.1. There are two avenues of appeal from a decision of the Complaints Tribunal. An appeal may be made to either the National Sports Dispute Centre (NSDC) or the Court of Arbitration for Sport (CAS).

1.6. Matters referred to the NSDC or the CAS

- 1.6.1. The Complaints Tribunal and/or the Board may direct that any dispute, complaint, allegation, appeal or other matter be heard and determined by the National Sports Dispute Centre (NSDC) or the Court of Arbitration for Sport (CAS). Such decision shall be binding on all the parties.
- 1.6.2. A complaint or appeal (not being vexatious, trifling, frivolous or a member protection matter) in relation to any sporting matter, or any matter that may be dealt with by the Complaints Tribunal, may be referred directly to either the NSDC or the CAS by a complainant or appellant.
- 1.6.3. A complaint or appeal may only be made to the NSDC or CAS, not both and further appeal rights from one to the other are not available.
- 1.6.4. Any complaint or appeal to the NSDC or the CAS shall be conducted in accordance with the procedures of the respective body. Decisions made by either the NSDC or the CAS shall be final and conclusive and not subject to review or require ratification.
- 1.6.5. Where a defendant proposes to exercise his or her or their right to appeal to the NSDC or the CAS he, she or they shall notify the Secretary of the Federation in writing within twenty one (21) days of the determination of the Complaints Tribunal and specifying the grounds of appeal, by a member organisation or other person who has received a penalty or is the subject of an adverse finding by the Complaints Tribunal.

2.2 Presenter, Assessor and Mentor Qualifications and Training

Accreditation Program Presenters, Assessors and Mentors must have at least one of the following qualifications;

- Successfully completed a Course Presenter, Train the Trainer, Presentation Skills Course or equivalent Assessor Training Course
- Have undergone an RPL/RCC process to ascertain their competence in presenting/assessing
- Be a recognised specialist in the field in which they are presenting with a minimum of two years practical experience in the field
- Hold a current NCAS/NOAS qualification at the level they are presenting/assessing
- National/State Coaching Coordinator or Director

Presenters/Assessors will be appointed by the State NCAS Accreditation Subcommittee.

Program Presenter training will be carried out at a National Level by the Chairperson of NCAS with assistance from the ASC. Such training will be undertaken once yearly or more often as directed by Judo Federation of Australia Inc. The course will outline the aims and learning outcomes required by the sport-specific component of the State Level Judo Coaching Accreditation and the responsibilities of the Course Presenter prior to, during and after the presentation of the sport-specific component.

Following the running of the sport-specific component of the State Level Judo Coaching Accreditation, the feedback sheets will be reviewed by the Presenter and by the State Judo NCAS Chairperson. Feedback will be used to assist in updating and improving the accreditation program and to provide opportunities for improvement for Course Presenters. Feedback sheets will be kept for the period of the accreditation. The State Judo NCAS Chairperson will act on any review and recommendations from the program participants.

2.3 Design and Review Responsibility

The design and review responsibility shall lie with the Judo Federation of Australia Inc NCAS Accreditation Subcommittee.

2.4. Accreditation Program Evaluation and Review Processes

In addition to a Participant Evaluation Form (as per NCAS/NOAS Design and Registration Guidelines, Appendix 4: Sample Evaluation Questionnaire) the following methods will be used to assess and review the accreditation program:

- Brief informal discussions with the presenters will follow the program. These discussions will focus on the organisation of the program and the need for changes to the delivery methods.
- Data on numbers of participants completing this accreditation program, and progressing through to National Level Judo Coaching Accreditation be analysed on a regular basis.

- The accreditation program will undergo a thorough review every four years, and input sought from State/Territory NCAS Chairpersons and JFA Inc. Appropriate amendments will be made and the accreditation program will be submitted to the ASC for renewed registration.

2.5 Standards Required of Accreditation Program Deliverers

Judo Federation of Australia endorses the Australian Sports Commission Standards Required of Training Program Deliverers Policy

Educational Standards

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

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

Marketing

Training program deliverers will market their training programs with integrity, accuracy and professionalism according to Judo Federation of Australia guidelines and will avoid vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other delivery organisation or training program. Any participant who has done a similar course and requires some RPL/RCC will be directed to the National Judo NCAS Chairperson for proper assessment.

Trainee Information

Accurate, relevant and up-to-date information should be provided to participants prior to commencing the training program. This should include:

- Admissions procedures and criteria
- Copy of the refund policy
- Total fees/costs to participants
- Details of the certification to be issued on full or partial completion of the training program
- Competencies to be achieved by trainees
- Assessment procedures
- RPL/RCC arrangements

Recruitment

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

Training program deliverers should ensure that selection decisions for entry into training programs comply with equal opportunity legislation. These decisions should be made by the

appropriately qualified staff and be based on the applicants' qualifications and likelihood of achieving the stated competency standards.

Refunds

To ensure a refund policy, which is fair and equitable Judo Federation of Australia Inc. will refund program fees according to the following schedule;

Notification of withdrawal in writing up to 30 days prior to the commencement of the Accreditation Program	Full refund
Notification of withdrawal in writing up to 14 days prior to the commencement of the Accreditation Program	50% refund
Notification of withdrawal in writing less than 14 days prior to the commencement of the Accreditation Program	No refund

Sanctions

The ASC may withdraw NCAS and NOAS training program registration from Judo Federation of Australia Inc. if this code of practice is breached.

Equal Employment Opportunities (EEO) Principles and Practices

Training Program deliverers must be aware of EEO principles and practices as they apply to education and training. They should observe the following points:

- Characters (and their names) used in presentations, case studies, exercises and examples must be free from stereotypes and unlikely to cause offence.
- Material and presenters must discourage and prevent polarization of participants.
- The training program content, process and/or activities must include all trainees and avoid giving an advantage to any one individual or group over another.
- Verbal and non-verbal language must be non-discriminatory
- Humour must be non-discriminatory
- Training program materials such as session plans, videos, handouts, graphics and cartoons must be non-discriminatory and unlikely to offend.
- All information must be used and presented according to **Judo Federation of Australia Inc.** Guidelines to ensure that all policies are upheld and a National Coaching program exists without prejudice.

Section 3: Accreditation Program Delivery

3.1 Recognition of Prior Learning/Current Competence

Recognition of Prior Learning/Current Competence

The responsibility for the delivery of the sport-specific component of the State Level Judo Coaching Accreditation will lie with the respective National Judo NCAS Chairperson. The National Judo NCAS Chairperson will be responsible for the implementation of the program within Australia and all results will ultimately be determined by the National Judo NCAS Chairperson in consultation with the sports controlling body (JFA Inc.).

Applications for the recognition of prior learning (RPL) will be required to be made in writing to the JFA Inc. by the person concerned with photocopies of all supporting documentation (with certified translations if necessary). The JFA Inc. has a documented guide for RPL applicants which outlines the process involved and provides an application form and information kit for applicants.

How can prior learning be recognised?

RPL/RCC can only be granted on current evidence of the competencies completed within the last 4 years. Supporting documentation and evidence that can be provided to demonstrate competencies include:

- Copies of Certificates, qualifications achieved from other courses, school or tertiary results
- Statements outlining courses and/or study undertaken and the learning outcomes/competencies achieved;
- A resume of coaching experience;
- Reports from people with JFA Inc
- Relevant work samples; eg. Training programs, video of the applicant's coaching sessions
- Evidence of home/self directed study which may include a list of recent readings, synopsis of seminars attended, reports of own research/analysis undertaken

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

- Coach Education
- Assessment
- It is also desirable but not compulsory that they are accredited at a higher level than the RPL/RCC applicant.

RPL/RCC procedure

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

Step 1 – complete application and send to course coordinator

Applicants will need to gather all relevant supporting documentation and complete the RPL/RCC application form. Forward this with supporting documentation, and the relevant fee, to the National NCAS Chairperson.

Step 2 – assessment

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

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

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

Step 3 – notification

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

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

Options include:

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

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

Step 4 – appeal

The applicant has the right to appeal the RPL/RCC assessment panel's decision, if they believe the decision is unfair, unjust or if the panel has misinterpreted the evidence. In the case of an appeal, a new assessment panel will be established. The new assessment panel will review all material available and make a decision. The RPL/RCC review assessment panel will notify the applicant of the decision within two months of receiving the appeal. The decision of the RPL/RCC review assessment panel will be final.

Judo Federation of Australia Inc.

RPL/RCC Application Form

SECTION 1 – Personal details

Name: _____

Organisation: _____ Position: _____

Address: _____

Postcode: _____

Phone: _____ Fax: _____

Mobile: _____ Email: _____

SECTION 2 – Evidence (COMPULSORY)

Competency	Summary of evidence provided
List the competency or learning outcome for which recognition is being sought	Please supply evidence relating to each competency in the form of education and training, work related experiences and life experiences. Please attach copies of documents and /or references to the application form.

Note: Continue to insert extra spaces for additional competencies/learning outcomes and assessment criteria

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

Signature of applicant: _____

Date: _____

Payment

Applicants must pay an RPL/RCC administration fee or \$50.00. Please enclose your Cheque/money order made payable to Judo Federation of Australia Inc, or contact the National office to pay by credit card.

RPL/RCC Assessor Report

Applicant's name: _____

<i>Insert competency learning outcome details</i>				
Competency:				
Evidence Supplied	Validity	Sufficiency	Authenticity	Current
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
Comments:				

Competency:				
Evidence Supplied	Validity	Sufficiency	Authenticity	Current
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
Comments:				

Competency:				
Evidence Supplied	Validity	Sufficiency	Authenticity	Current
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
Comments:				

<<Note: Continue to insert extra spaces for additional competencies/learning outcomes>>

Validity: Is the evidence relevant to the performance criteria?

Sufficiency: Is there enough evidence?

Authenticity: Is the evidence a true reflection of the candidate?

Current: Is the evidence recent (obtained within the last four years?)

All competencies/learning outcomes met: (please tick)

YES

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

Date of Assessment _____

Name of Assessor _____

Position: _____

Contact number _____

Assessor's comments	Recommendations

3.2 Flexible Delivery

The Judo Federation of Australia Inc. recognises that no single approach to the delivery or assessment is universally appropriate for all candidates. Access, training and assessment must not discriminate against people on the grounds of age, gender, disability, coaching status, social status, educational background, location, ethnic status, non-English speaking background or low literacy skills where literacy is not critical to the competency require.

Training programmes and assessments should, in as much as possible, be carried out in practical settings (either in real world coaching or through role plays and simulations) under the guidance of a more experienced coach. Exams and written assessments should be kept to a minimum. Practical observations should be guided by clear assessment criteria of which the candidate is aware.

The Accreditation Program will be delivered through a variety of strategies to enhance flexible delivery. Delivery options include;

- Candidates are encouraged to complete all modules of the sport-specific practical component within 24 months of enrolling in the Accreditation Program. If the candidate has not completed the module/s within this timeframe they are requested to contact their State/Territory NCAS Chairperson to register their continue intention to complete the sport-specific component and request an extension. An additional 12 month extension (or beyond) should be provided to the candidate to assist in providing a flexible timeline to complete the program requirements.
- The sport-specific component can be delivered across two days (offering all or a selection of modules). Options for delivery may include weekends (full weekend or single day split across two or more weekends), evening or weekday formats.
- It is expected that candidates will be able to complete modules individually (although completion of some modules are a pre-requisite for further modules). As a result candidates can spread the sport-specific component over a flexible timeframe.
- Within the guidelines outlined above, the candidate may select a suitable date and venue from the options provided for the sport-specific component within each State/Territory.

The Accreditation Program may be completed through a combination of these and other delivery methods to demonstrate consideration of the varying needs of the participant. These delivery strategies cater for participants from remote locations and distance education programs.

3.3 Implementation Strategy

Consistent implementation and delivery of the accreditation program across Australia and within each State and Territory will be achieved by;

- Accreditation Program Presenters/Assessors being trained in each State and Territory on how to deliver the program (refer to detailed information provided in 2.2 Presenter, Assessor and Mentor Qualifications and Training)
- Refer to supporting information provided in 2.4 Accreditation Program Evaluation on Participant Evaluation Forms, presenter de-briefing, data collection on participant numbers and progression through the accreditation pathway and the ongoing systematic accreditation program review.
- Refer to detailed supporting information in 2.5 Standards Required of Accredited Program Deliverers on education standards, marketing, trainee information, recruitment, refunds, sanctions and EEO Principles and Practices.

Section 4: Accreditation Program Description

4.1 Competency Statements

The following competencies will be achieved through the ASC Intermediate Coaching General Principles;

- Display behaviours and standards expected of a coach, and self-evaluate to improve their coaching performance
- Manage a coaching program by leading, and working effectively with others
- Develop and review a coaching plan for a season
- Manage the safety requirements of coaching
- Demonstrate a range of coaching methods and communication techniques
- Adapt their coaching program to include and cater for a range of individual needs
- Assist athletes to develop and improve skills
- Develop activities to improve an athlete's physical abilities
- Recognise structures and movement of the body in order to analyse performance
- Take into account growth and development considerations when coaching a range of athletes
- Assist athletes to use nutritional strategies for sports performance
- Use basic psychological training skills to assist athletes prepare for sports performance
- Advise athletes regarding anti-doping issues

The following competencies will be achieved through the sport-specific component of the State Level Judo Accreditation Program

Individual Planning (module 1)

- Identify individual athlete planning needs to assist in managing the daily training environment for a state level athlete.
- Demonstrate strategic planning for short, medium and long term goal setting
- Assess athlete needs and capabilities to prepare an individualised athlete plan

Session Planning (module 2)

- Plan and review a coaching session appropriate for a State Level athlete
- Organise and conduct a session appropriate to the developmental needs of a State Level athlete

Yearly Planning (module 3)

- Collect data and analyse performance of an athlete on a sessional, monthly and yearly basis
- Monitor athlete development using sports science concepts
- Apply sports science concepts to periodised yearly planning

Advanced Skills in Action (module 4)

- Analyse performance and communicate appropriate technical adjustments
- Safely teach the advanced skills and techniques of Judo when instructing State Level athletes
- Identify skill faults and correct technique for the advanced skills of Judo

Competition Concepts (module 5)

- Demonstrate an understanding of the competition rules and evolving competition trends in Judo
- Identify the coaching implications of changes in competition rules and procedures, and emerging trends in Judo.

Team Coaching Dynamics (module 6)

- Demonstrate a range of coaching methods and communication techniques when dealing with State Level athletes in a team coaching environment
- Adapt a coaching program to include and cater for a range of individual needs within a team coaching environment

4.2 Assessment

In line with the ASC guidelines and competency based education and training, assessment is carried out to determine if the participants (coaches) have met the requirements of the accreditation program. Significant emphasis is placed on learning strategies that lead to coaches developing competencies. This approach to education requires the training program to develop competent coaches through a program of education and training to develop the competencies that are identified for that level of accreditation. Less emphasis is placed on pass/fail grading. A candidate who “fails” will be guided to attend to those learning outcomes where additional work is required to meet the competency standard.

The sport-specific theory and practical components of the State Level Judo Coaching Accreditation Program will include a range of assessment tasks and flexible assessment practices to provide for participants with special needs. The assessment tasks have been developed in line with ASC guidelines regarding principles of assessment, validity, reliability, flexibility and fairness.

Module, duration and competencies	Assessment Tasks
<p>Individual Planning (module 1) 3 hours in-program + assessment tasks</p> <ul style="list-style-type: none"> Identify individual athlete planning needs to assist in managing the daily training environment for a state level athlete. Strategic planning for short, medium and long term goal setting Assess athlete needs and capabilities to prepare an individualised athlete plan 	<p><u>Worksheets:</u></p> <p>Diary</p> <ul style="list-style-type: none"> Submit sample 4 week Athlete Diary detailing self-monitoring techniques, training workload, training time, fatigue, training quality and attitude, health measures, goal setting (steps, support network, date to be completed, date achieved) Submit sample 4 week Coach feedback and evaluation provided to guide, support and evaluate performance Refer to Module 6 for Module 6 requirements Skills Identification Matrix Complete Skills Identification Matrix for one Judo athlete using table in Appendix 2: Intermediate Coaching General Principles Manual
<p>Session Planning (module 2) 2 hours in-program + assessment tasks</p> <ul style="list-style-type: none"> Plan and review a coaching session appropriate for a State Level athlete Organise and conduct a session appropriate to the developmental needs of a State Level athlete 	<p><u>Session Plan:</u></p> <p>Develop 10 sequential sessions plans detailing session objectives, warm-up/cool down, skill development, session evaluation (and recommendations for future sessions)</p> <p><u>Practical Presentation:</u></p> <p>1.5hour practical session presentation (x2)</p> <p><i>Refer to Practical Assessment Form for performance criteria and assessment guidelines</i></p>
<p>Yearly Planning (module 3) 3 hours in-program + assessment tasks</p> <ul style="list-style-type: none"> Collect data and analyse performance of an athlete on a sessional, monthly and yearly basis Monitor athlete development using sports science concepts Apply sports science concepts to periodised yearly planning 	<p><u>Worksheet:</u></p> <p>Periodised Yearly Plan</p> <ul style="list-style-type: none"> Develop a Judo-specific periodised plan using the Intermediate Coaching General Principles Worksheet (Worksheet 3 – Planning)
<p>Advanced Skills in Action (module 4) 15 hours + assessment tasks</p> <ul style="list-style-type: none"> Analyse performance and communicate appropriate technical 	<p><u>Practical Presentation:</u></p> <p>Demonstration of advanced skill concepts (x4)</p> <p><i>Refer to Practical Assessment Form for performance criteria and assessment guidelines</i></p>

<p>adjustments</p> <ul style="list-style-type: none"> • Safely teach the advanced skills and techniques of Judo when instructing State Level athletes • Identify skill faults and correct technique for the advanced skills of Judo 	
<p>Competition Concepts (module 5)</p> <p>2 hours + assessment task</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the competition rules and evolving competition trends in Judo • Identify the coaching implications of changes in competition rules and procedures, and emerging trends in Judo. 	<p><u>Written Presentation</u>; using the following guidelines</p> <p>a) Detail a competition rule</p> <ul style="list-style-type: none"> - clearly state rule and relevance within a competition environment - detail the key aspect/s of the competition rule and the implications to the practical coaching environment - develop a series of skill based drills (targeted within or across a series of training session) to incorporate this concept. The coach may utilize skill components are ready planned within the sequential lesson plans (developed as part of module 2) <p>b) outline the application of the rule as part of a strategy or tactic applied be applied within a competition environment</p> <p>or, as per the guidelines above, identify and develop a series of skill based drills based around a clearly identified emerging Judo concept</p> <p>For example; changes to leg gabbing rules 2009, changes in the rules prohibiting direct attacks below the belt 2010, IJF push to return to more traditional upright Judo and away from wrestling stances and techniques</p> <p>c) Presentation of the competition rule or emerging Judo trend may include coaching workshop or seminar, state-based coaching website or through DVD/video presentation</p>

<p>Team Coaching Dynamics (module 6)</p> <p>3 hours + assessment tasks</p> <ul style="list-style-type: none"> • Demonstrate a range of coaching methods and communication techniques when dealing with State Level athletes in a team coaching environment • Adapt a coaching program to include and cater for a range of individual needs within a team coaching environment 	<p><u>Written report</u></p> <p>Coaching self-reflection of effective communication</p> <p>Demonstrated ability to identify, monitor and analyse an aspect of coaching communication</p> <ol style="list-style-type: none"> Identify an aspect of communication through DVD/video analysis, athlete feedback in a verbal or written form, mentor observation <ul style="list-style-type: none"> - The self-reflection is intended to monitor the practical application of the communication concepts outlined in Module 6 After identifying the aspect of communication the coach should outline the process/steps, timeline, and methods of follow up evaluation The focus of the investigation is on the coaches ability to gather information and willingness to reflect upon individual coaching behaviours; the process of self-reflection. The actual behavioural change may be a long term process and outside the scope of the current investigation <p>Coaches are encouraged to reflect upon their communication in a team environment. This may include a coaching setting within or outside of Judo, work environment or another applicable group coaching environment</p> <p><u>Diary</u></p> <ul style="list-style-type: none"> • Refer to Module 2 for guidelines relating to the sample 4 week Athlete Diary and Coach feedback and evaluation • As part of the requirements for Module 6 the coach should include observations and documentation of how they adapted or modified the coaching environment to include and/or cater for individual differences • Documentation should be relevant to the information gathering as part of Module 2; however, coaches may develop further scenarios to support the strategies developed
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Assessment Guidelines

Assessment in a competency-based environment involves the collecting of evidence and making judgments about whether competency has been achieved. Competency is judged on established criteria, which are set out in the competency standards, learning outcomes and assessment criteria. The Presenter/Assessor needs to provide opportunities for the candidates to learn new skills as well as demonstrate their competence. An effective Presenter/Assessor should provide numerous practical opportunities (such as small coaching sessions, role plays or scenarios) for participants to practice and have the opportunity to display competence. Achieving competence is not time based and assessment can occur at any time during the program.

Worksheets

Worksheets, in the form of diary entries, skills identification matrix, written investigations and periodised yearly plan, aim to enhance learning and can be used both as a learning and assessment tool.

As a learning tool worksheets provide participants with the opportunity to document their understanding of the information presented. Participant worksheet responses are intended to be supplemented by the information provided in the resource manual/materials used during the accreditation program.

As an assessment tool worksheets provide a documented summary of theoretical knowledge and are aimed at assessing the participants underpinning knowledge and comprehension of the module content

Worksheet Assessment Criteria (all relevant modules)

- Participants are permitted to access all program materials and may consult with others when completing the worksheets
- Participants may re-submit the worksheet, as necessary, to meet the requirements of the assessment task
- Flexible delivery assessment practices will be provided if the participant is unable to complete the task requirements in a written form (for example; information may be given to the presenter/assessor verbally)

Session Plan

Module 2

Assessment Task

Develop 10 sequential sessions plans detailing session objectives, warm-up/cool down, skill development, session evaluation (and recommendations for future sessions)

Lesson Plans Assessment Criteria

- Participants are permitted to access all program materials and may consult with others when completing the lesson plan
- Participants may re-submit the lesson plan, as necessary, to meet the requirements of the assessment task

Practical Tasks

Module 2

Assessment Task

Provide a demonstration of a training session for Judo appropriate for State Level athletes, incorporating the performance criteria relating to the areas of planning, group organisation, teaching, communication and review.

The candidate is required to complete two (2) practical assessment tasks.

Practical Tasks Assessment Criteria

- Refer to outline of Practical Assessment Form (a separate copy of the form is used in the assessment of each practical assessment task)
- The practical assessment tasks can be presented as part of an assessment day or each assessment task presented in separate assessment sessions
- Any level of athlete may be involved in the practical coaching task although the training session presented must be appropriate to State Level Athletes
- Program participants are required to document a series of 10 sequential lesson plans prior to undertaking the practical assessment tasks.
- For each skill a Practical Assessment Form is provided on which Presenters/Assessors should check the performance criteria that the participant must demonstrate to be assessed as competent.
- Participants must be rated as competent on all aspects of the performance criteria outlined in the Practical Assessment Form
- The duration of the practical assessment tasks should be between 1.5-2 hours
- Participants may represent the practical task, as necessary, to meet the requirements of the assessment task. This may include participants attending a subsequent accreditation program to represent the practical coaching task/s or developing supplementary training sessions. Flexible delivery assessment practices will allow the participant to video practical assessment tasks if required. Consideration will also be given to assessment tasks completed as part of Presenter Presentations at JFA Inc. approved workshops and conferences

MODULE 2: SESSION PLANNING

PRACTICAL ASSESSMENT FORM: SESSION PLAN 1 2

Name of Candidate: _____

Date: _____ Venue: _____

Performance Criteria	Competent	Not yet competent / Reason:
Planning		
Develop a session plan appropriate to the individual needs of the athlete being coached		
Group Organisation		
Implement good practices to reduce risk and provide safe coaching in a practical coaching environment		
Ensure group organisation maximises successful participation		
Teaching		
Convey instructions and technical information to the participant clearly		
Provide a demonstration to highlight the main coaching points (as required)		
Implement a series of skill development activities and/or drills appropriate to the level of the athlete/s		
Customise teaching methods to cater for individual differences and abilities		
Communication		
Implement positive and appropriate communication strategies in one on one, and/or group situations		
Provide specific, constructive feedback to an individual athlete/s		
Use appropriate verbal and non-verbal techniques to engage the participant (i.e., use of voice, expression, eye contact)		
Review		
Analyse strengths and weaknesses of own teaching methods		
Engage in self-reflection techniques and seek feedback to evaluate the coaching session		

Module 4

Assessment Task

Provide a demonstration of a selected Judo skill appropriate for State Level athletes, incorporating the performance criteria relating to the areas of group organisation, teaching, communication and review.

The candidate is required to complete four (4) practical assessment tasks

Practical Task Assessment Criteria

- Refer to outline of Practical Assessment Form (a separate copy of the form is used in the assessment of each practical assessment task)
- The practical assessment tasks can be presented as part of an assessment day or each assessment task presented in separate assessment sessions
- Any level of athlete may be involved in the practical coaching task although the skill to be presented will be appropriate to State Level Athletes
- Program participants are required to complete a minimum of 15 hours observation or participation in skill-based practical sessions prior to undertaking the practical assessment tasks. Evidence of hours completed will be provided through a coaching log book. Skill-based practical sessions may include video/DVD, in-program practical presentations, workshop, conference or State Level coaching sessions. Consideration will also be given for observation and/or participation in coaching workshops or sessions from other sports.
- Program participants are encouraged to consult with their mentor or other appropriate senior coach to be guided to which practical skills they need to develop or extend their knowledge. As a result it is not a requirement that candidates view a practical workshop for each skill to be assessed on the Practical Assessment Tasks if they feel that they have met the competencies for a particular skill/s.
- For each skill a Practical Assessment Form is provided on which Presenters/Assessors should check the performance criteria that the participant must demonstrate to be assessed as competent.
- Participants must be rated as competent on all aspects of the performance criteria outlined in the Practical Assessment Form
- The duration of the practical assessment tasks should be between 1.5-2 hours
- Participants may represent the practical task, as necessary, to meet the requirements of the assessment task. This may include participants attending a subsequent accreditation program to represent the practical coaching task/s or attending supplementary skill workshops. Flexible delivery assessment practices will allow the participant to video practical assessment tasks if required. Consideration will also be given to assessment tasks completed as part of Presenter Presentations at JFA Inc. approved workshops and conferences.

MODULE 4: ADVANCED SKILLS IN ACTION

PRACTICAL ASSESMENT FORM: SKILL 1 2 3 4

Name of Candidate: _____

Skill to be presented: _____

Date: _____ Venue: _____

Performance Criteria	Competent	Not yet competent / Reason:
Group Organisation		
Implement good practices to reduce risk and provide safe coaching in a practical coaching environment		
Ensure group organisation maximises successful participation		
Teaching		
Convey instructions and technical information to the participant clearly		
Correctly identify and reinforce the key coaching points required to perform the skill		
Provide a demonstration to highlight the main coaching points (as required)		
Link a series of appropriate drills and/or activities to enable the athlete to perform an overall skill task		
Customise teaching methods to cater for individual differences and abilities		
Communication		
Implement positive and appropriate communication strategies in one on one situations		
Provide specific, constructive feedback to individual athletes, or group situations		
Use appropriate verbal and non-verbal techniques to engage the participant (i.e., use of voice, expression, eye contact)		
Review		
Analyse strengths and weaknesses of own teaching methods		
Engage in self-reflection techniques and seek feedback to evaluate the coaching session		

4.3 Post-Course Coaching/Officiating Practice

Not applicable to the State Level Judo Coaching Accreditation.

4.4 Accreditation Program Overview

MODULE 1: INDIVIDUAL PLANNING

DURATION: 3 HOURS + assessment tasks

Competencies	Assessment Tasks			Learning Outcomes	Content	Delivery Strategy	Resource Requirements
	Task 1 Session Plan	Task 2 Worksheet	Task 3 Practical coaching				
<p>Identify individual athlete planning needs to assist in managing the daily training environment for a state level athlete.</p> <p>Strategic planning for short, medium and long term goal setting</p> <p>Assess athlete needs and capabilities to prepare an individualised athlete plan</p>		<p>✓</p> <p>✓</p> <p>✓</p>		<ol style="list-style-type: none"> 1. Establish and prioritise individual athlete planning needs 2. Define strategies for short, medium and long term goal setting 3. Understanding the physical, tactical, technical and psychological demands on an athlete 4. Assess athlete needs and capabilities 	<ul style="list-style-type: none"> • Creating a daily training environment • Athlete goal setting; SMART – specific, measurable, achievable, realistic, and time-bound • Performance factors; training and competition - coach and athlete guidelines • Developing personal learning goals • Skills Identification matrix; technical, tactical, physical, mental, other • Nutritional guidelines for training and competition • Athlete communication; diary, self-monitoring, weekly/monthly planning 	<ul style="list-style-type: none"> • Presenter Presentation • Discussion • Group activities 	<ul style="list-style-type: none"> • Intermediate Coaching General Principles Manual (ICGPM) • ICGPM Appendix 2: Skills Identification Matrix • Sample Athlete Diary, Coach feedback guidelines

MODULE 2: SESSION PLANNING
DURATION: 2 HOURS + assessment tasks

Competencies	Assessment Tasks			Learning Outcomes	Content	Delivery Strategy	Resource Requirements
	Task 1 Session Plan	Task 2 Worksheet	Task 3 Practical coaching				
<p>Plan and review a coaching session appropriate for a State Level athlete</p> <p>Organise and conduct a session appropriate to the developmental needs of a State Level athlete</p>	✓		✓	<ol style="list-style-type: none"> 1. Structure a training session appropriate to the capabilities and requirements of State Level athletes 2. Identify athlete needs to establish session goals and structure 3. Develop a training plan to maximise successful participation and develop technique 4. Utilise feedback and self-reflection methods to review a session 	<ul style="list-style-type: none"> • Components of a training session • Session goals and objectives • Individualizing and selecting activities for training sessions • Progression of activities within the session • Methods of reviewing a coaching session 	<ul style="list-style-type: none"> • Presentation • Discussion • Group activities • Analysis of model session plans 	<ul style="list-style-type: none"> • Intermediate Coaching General Principles Manual • AV equipment

MODULE 3: YEARLY PLANNING
DURATION: 3HOURS + assessment tasks

Competencies	Assessment Tasks			Learning Outcomes	Content	Delivery Strategy	Resource Requirements
	Task 1 Session Plan	Task 2 Worksheet	Task 3 Practical coaching				
<p>Collect data and analyse performance of an athlete on a sessional, monthly and yearly basis</p> <p>Monitor athlete development using sports science concepts</p> <p>Apply sports science concepts to periodised yearly planning</p>		<p>✓</p> <p>✓</p> <p>✓</p>		<p>1. Apply sports science concepts to schedule and plan for each of the three training phases</p> <p>2. Develop a periodised annual training plan specific to the requirements of a State Level athlete</p>	<p>Sports Science</p> <ul style="list-style-type: none"> • Fitness and injury management; physical conditioning, recovery • Nutritional guidelines; nutritional recovery, maintaining fluid intake • Performance factors • Role of sport psychologist <p>Team dynamics and Judo training cycles (yearly plan and periodisation)</p> <ul style="list-style-type: none"> • Selecting activities for training sessions • Progression of activities within the session • Individualising the activities 	<ul style="list-style-type: none"> • Presentation • Discussion • Group activities • Analysis of model session plans • Worksheet; Judo Periodised Plan (<i>utilizing candidates own completed Module 3 ICGP worksheet</i>) 	<ul style="list-style-type: none"> • Intermediate Coaching General Principles Manual • Intermediate Coaching General Principles (Worksheet 3 – Planning) candidates own completed worksheet

MODULE 4: ADVANCED SKILLS IN ACTION
DURATION: 15 HOURS + assessment tasks

Competencies	Assessment Tasks			Learning Outcomes	Content	Delivery Strategy	Resource Requirements
	Task 1 Session Plan	Task 2 Worksheet	Task 3 Practical coaching				
<p>Analyse performance and communicate appropriate technical adjustments</p> <p>Safely teach the advanced skills and techniques of Judo when instructing State Level athletes</p> <p>Identify skill faults and correct technique for the advanced skills of Judo</p>			<p>✓</p> <p>✓</p> <p>✓</p>	<ol style="list-style-type: none"> 1. Apply the appropriate corrective drills and techniques for advanced game mechanics 2. Apply appropriate fault detection and correction of advanced Judo techniques 3. Identify key coaching points relevant to drills appropriate for State Level athletes 4. Utilise feedback and self-reflective techniques to review coaching performance 	<p>Fault detection and correction, technique and teaching guidelines to cover the key skill development areas appropriate to a State Level athlete</p> <p>Skills development</p> <ul style="list-style-type: none"> • Progression of activities between and within sessions • Individualising activities • Strategies for effective communication • Methods of reviewing a coaching session 	<ul style="list-style-type: none"> • Presenter Presentation (in-program or through other JFA endorsed delivery methods such as seminars, conferences, workshops) • Discussion • Group activities (peer/partner teaching) • Participant practical presentations 	<ul style="list-style-type: none"> • Intermediate Coaching General Principles Manual • Practical Assessment Tasks 1-5 (Practical Assessment Form)

MODULE 5: COMPETITION CONCPETS

DURATION: 2 HOURS + assessment tasks

Competencies	Assessment Tasks			Learning Outcomes	Content	Delivery Strategy	Resource Requirements
	Task 1 Session Plan	Task 2 Worksheet	Task 3 Practical coaching				
<p>Demonstrate an understanding of the competition rules and evolving competition trends in Judo</p> <p>Identify the coaching implications of changes in competition rules and procedures, and emerging trends in Judo.</p>		<p>✓</p> <p>✓</p>		<p>1. Identify the correct application of different strategies for Judo in competition</p> <p>2. Identify the coaching implications of the various Judo rules and/or emerging trends</p> <p>3. Instruct State Level athletes on competition concepts to maximise successful participation</p>	<p>Review of competition rules and/or emerging technical trends in Judo.</p> <p>Practical coaching implications of the following rules;</p> <ul style="list-style-type: none"> • Change in the leg grabbing rules 2009 • Changes in the rules prohibiting direct attacks below the belt 2010 • IJF push to return to more traditional upright judo, and away from wrestling stances and techniques. 	<ul style="list-style-type: none"> • Presenter Presentation • Discussion • Group activities (peer/partner teaching) 	<ul style="list-style-type: none"> • Intermediate Coaching General Principles Manual

MODULE 6: TEAM COACHING DYNAMICS

DURATION: 3 HOURS + assessment tasks

Competencies	Assessment Tasks			Learning Outcomes	Content	Delivery Strategy	Resource Requirements
	Task 1 Session Plan	Task 2 Worksheet	Task 3 Practical coaching				
<p>Demonstrate a range of coaching methods and communication techniques when dealing with State Level athletes in a team coaching environment</p> <p>Adapt a coaching program to include and cater for a range of individual needs within a team coaching environment</p>		✓		<p>1. Understanding Athlete/Coach responsibilities during training, competition and when travelling</p> <p>2. Demonstrate an understanding of team dynamics and training cycles</p> <p>3. Engage in coach self-reflection of effective communication</p> <p>4. Meeting individual needs in a group training context</p>	<p>Athlete development and maturation; dealing with adolescents</p> <p>Dealing with difficult situations and ethical dilemmas</p> <p>Individual versus group needs and inclusive coaching practices</p> <p>Leading and managing athletes during competition</p> <p>Dealing with behavioural issues during a competition</p> <p>Organising and managing athletes during competition</p> <p>Athlete/Coach responsibilities when travelling in a group</p> <p>Self-reflection process; individual coaching behaviours (identifying, analysis, modification and review)</p>	<ul style="list-style-type: none"> • Presenter Presentation • Discussion • Group activities (peer/partner teaching) • Participant practical presentations 	<ul style="list-style-type: none"> • Intermediate Coaching General Principles Manual • Sample Athlete Diary, Coach feedback guidelines

