



COMPETITION COACH COURSE COMPETENCY PROGRAM

Updated 2023



3.5 COMPETITION COACH COMPETENCY STATEMENTS

| Competency | Performance Measures |
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| <p>SAFETY</p> <p>Maintain a safe environment for athletes and coaches</p> | <ul style="list-style-type: none"> • demonstrate safe firearms practices • demonstrate correct range procedures and commands • act in accordance with the Coach code of Conduct • assess and manage the risks of coaching at a State level |
| <p>COMMUNICATION</p> <p>Communicate effectively with a range of people at club and State level</p> | <ul style="list-style-type: none"> • demonstrate encouragement to athletes • demonstrate effective listening and questioning skills • ensure that athletes are aware of the Athlete Pathway and provide support in navigating their way through this pathway |
| <p>MENTORING</p> <p>Provide mentoring opportunities, support and education to club coaches and club instructors</p> | <ul style="list-style-type: none"> • assist club level coaches with coaching / athlete related matters • participate in conducting coach education programs • assist club coaches working towards reaccreditation • seek feedback from peers regarding coaching performance |
| <p>PLANNING</p> <p>Devise, implement and evaluate appropriate training and competition programs for State level and Talent level athletes as noted in the SA Athlete Pathway document.</p> | <ul style="list-style-type: none"> • create an individual training plan for specific athletes that prepares them for National level competition • be able to plan for small group activities, such as a training camp / day • notify athletes of relevant competitions and dates/locations • vary the approach, to cater for individual difference - including gender, generation, development, maturation, training background, ability/disability and cultural and religious background |

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| <p>SKILL DEVELOPMENT</p> <p>Continue development of the shooting skills and techniques for athletes moving from the Foundation levels into the Talent levels as noted in the SA Athlete Pathway document.</p> | <ul style="list-style-type: none"> • conduct shooting/training sessions to teach shooting skills and techniques at State level using a variety of presentation methods including: <ul style="list-style-type: none"> ○ interactive ○ facilitating discussion ○ case studies ○ role plays |
| | <ul style="list-style-type: none"> ○ demonstration ○ use of questioning • conduct coaching sessions which assist athletes to improve their mental preparation and problem solving skills • demonstrate the use of a range of coaching related technical resources with State level athletes, including: <ul style="list-style-type: none"> ○ video and camera ○ Scatt or other electronic trainers ○ Internet for data collection, analysis and training logs ○ heart rate monitors ○ handouts • teach: <ul style="list-style-type: none"> ○ correct technical variations in shooting ○ positional variations in shooting ○ physical aspects of shooting ○ tactical skills associated with shooting ○ advanced ammunition testing ○ advanced testing of firearms • provide a safe, positive and challenging learning environment for athletes |
| <p>ASSESSING ATHLETES</p> <p>Undertake an assessment of State and Talent level athletes as noted in the SA Athlete Pathway document, and provide effective feedback</p> | <ul style="list-style-type: none"> • assess the readiness of all equipment for State level competition • assess performance of State / Talent level Pathway athletes including ○ technical skill ○ tactical approach to competition ○ score standard • facilitate feedback to athletes including actions to assist improvement |
| <p>REVIEW</p> <p>Be open to improving coach practice through a variety of means</p> | <ul style="list-style-type: none"> • receive, discuss and respond to feedback on coaching performance from athletes, peers and mentors • modify sessions (if required) based on feedback from athletes and others |

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| <p>ASSESSING ATHLETES</p> <p>Undertake an assessment of a club level athlete and provide feedback</p> | <ul style="list-style-type: none"> • Demonstrate an assessment of equipment for athletes including equipment that requires potential modification. • Demonstrate athlete performance assessment and the use of appropriate feedback to athletes. • Identify correct fundamental elements of shooting technique and be able to recommend improvements to aid development. |
| <p>REVIEW</p> <p>Undertake a review of coaching sessions and modify future sessions based on feedback</p> | <ul style="list-style-type: none"> • Receive, discuss and respond to feedback on coaching performance from athletes and mentor coaches. • Verbally explain how to modify a session based on feedback from an athlete or mentor coach. |



3.6 COMPETITION COACH PROGRAM

| Module 1– The Competition Coach | Content | Delivery | Assessment Criteria | Assessment Methods |
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| Unit 1 – Role of the Coach <input type="checkbox"/> To be fully conversant with the role of the coach at State and national level | <input type="checkbox"/> Establishing a positive learning and supportive environment <input type="checkbox"/> Coaching styles <input type="checkbox"/> Coach responsibilities to the State Level athlete <input type="checkbox"/> Coach/athlete relationships | <input type="checkbox"/> Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <input type="checkbox"/> Not assessed | Workbook Tasks |
| Unit 2 – Communication <input type="checkbox"/> To demonstrate effective communication skills with athletes and others in the shooting community | <input type="checkbox"/> Effective communication <input type="checkbox"/> Resolution strategies <input type="checkbox"/> Handling negotiations | <input type="checkbox"/> Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <input type="checkbox"/> Communicate effectively with: <ul style="list-style-type: none"> ○ Athletes ○ Club ○ Coaches ○ State administrators | <input type="checkbox"/> Observation <input type="checkbox"/> Workbook Tasks <input type="checkbox"/> Feedback from athletes |



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| <p>Unit 3 - Talent identification</p> <ul style="list-style-type: none"> □ To understand the place of talent identification and development in the context of the SA Pathway document □ To undertake a talent identification process for State level athletes | <ul style="list-style-type: none"> □ SA Athlete Pathway □ Talent identification □ Process for identifying potential elite performers □ Testing for talented athletes | <ul style="list-style-type: none"> □ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <ul style="list-style-type: none"> □ Undertake the process of identifying talented State level athletes | <ul style="list-style-type: none"> □ Observation □ Workbook Tasks □ Feedback from State Affiliate |
| <p>Unit 4 – Support Club Level Coaches</p> <ul style="list-style-type: none"> □ To provide support to club level coaches | <ul style="list-style-type: none"> □ Support processes □ Mentoring | <ul style="list-style-type: none"> □ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <ul style="list-style-type: none"> □ Demonstrate support to club level coaches | <ul style="list-style-type: none"> □ Observation □ Workbook Tasks □ Feedback from Club Coaches |

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| <p>Unit 5 - Performance improvement</p> <ul style="list-style-type: none"> □ To undertake activities to improve coaching performance | <ul style="list-style-type: none"> □ Self- reflection <ul style="list-style-type: none"> ○ Diary / notebook ○ Video ○ Peer discussion □ Mentor Evaluation | <ul style="list-style-type: none"> □ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <ul style="list-style-type: none"> □ Implement strategies to assist with improving performance as a coach | <ul style="list-style-type: none"> □ Observation □ Coaches Journal □ Peer Review □ Workbook Tasks □ State affiliate feedback |
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| <p>Unit 6 - Group Management</p> <ul style="list-style-type: none"> □ To manage a group of athletes at State level. | <ul style="list-style-type: none"> □ Planning/Coordinating <ul style="list-style-type: none"> ○ Teams and squads ○ Periodisation ○ Goal setting ○ Training <ul style="list-style-type: none"> ○ Tapering for peak performance ○ External resources □ Implementation <ul style="list-style-type: none"> ○ Time management ○ Communication to Association ○ Action Plan Evaluating (with Club) <ul style="list-style-type: none"> ○ Evaluation & documentation process □ Use of mentoring □ Drugs – Policies; Sport Integrity □ Selection pathways □ Coaching program/pathway –Discipline to High Performance Program | <ul style="list-style-type: none"> □ Face to face <ul style="list-style-type: none"> ○ Present ation ○ Discussion • Scenarios Sport Integrity eLearning courses | <ul style="list-style-type: none"> □ Demonstrate sound group management skills for a State level group of athletes | <ul style="list-style-type: none"> □ Observation □ Coaches journal □ Peer Review □ Evidence of completion of Sport Integrity eLearning courses □ eLearning hub topics: <ul style="list-style-type: none"> - anti-doping - match fixing - substance of abuse - ethical decision making □ Workbook Tasks |
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| Module 2 - Plan for Coaching | Content | Delivery | Assessment Criteria | Assessment Methods |
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| <p>Unit 1 - Training/Coaching Program</p> <ul style="list-style-type: none"> □ To develop a structured annual training/coaching program for State level athletes | <ul style="list-style-type: none"> □ Structured training/coaching program <ul style="list-style-type: none"> ○ Annual plan ○ Level targeted appropriately ○ Teams/Squad ○ Individual ○ Review process | <ul style="list-style-type: none"> □ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <ul style="list-style-type: none"> □ Prepare a structured coaching/training program for State Level athletes | <ul style="list-style-type: none"> □ Documentation of Training/coaching program □ Workbook Tasks |
| <p>Module 3 – The Competition Coach in Action</p> | <p>Content</p> | <p>Delivery</p> | <p>Assessment Criteria</p> | <p>Assessment Methods</p> |
| <p>Unit 1 - Coaching State Level Athletes</p> <ul style="list-style-type: none"> □ Conduct inclusive structured coaching sessions to State level athletes using a variety of presentation methods | <ul style="list-style-type: none"> □ Learning environment <ul style="list-style-type: none"> ○ Engaging the learner □ Coaching session outline <ul style="list-style-type: none"> ○ Setting goals and objectives ○ Linking sessions together to progress skills □ Presentation methods <ul style="list-style-type: none"> ○ Interactive <ul style="list-style-type: none"> ○ Facilitating discussion ○ Demonstration ○ Case studies ○ Role plays ○ Providing feedback □ Coaching Resources <ul style="list-style-type: none"> ○ Appropriate coaching aids to assist demonstration ○ Creating relevant “hand-outs” for distribution as appropriate | <ul style="list-style-type: none"> □ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <ul style="list-style-type: none"> □ Provide a safe, positive and challenging learning environment for athletes □ Demonstrate effective coaching strategies □ Demonstrate the use of a range of resources in coaching sessions | <ul style="list-style-type: none"> □ Observation □ Workbook Tasks □ Feedback from athletes |





| Module 3 – The Competition Coach in Action | Content | Delivery | Assessment Criteria | Assessment Methods |
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| Unit 2 – Advanced Skills & techniques □ Teach advanced level shooting skills and techniques for State level athletes | □ Consideration of technical and positional variations □ Consideration of technical and positional variation for athletes with a disability. □ Physical aspects of shooting □ Tactical skills □ Discipline technical rules | □ Face to face ○ Presentation ○ Discussion ○ Scenarios | □ Conduct coaching sessions to teach advanced skills, techniques and tactics | □ Observation □ Workbook Tasks □ Feedback from athletes |
| Unit 3 – Advanced Equipment testing □ Teach advanced equipment testing & readiness | □ Ammunition □ Firearm □ Other required equipment (eg jacket, trousers/boots etc) | □ Face to face ○ Presentation ○ Discussion ○ Scenarios | □ Conduct coaching sessions to teach advanced equipment testing & readiness | □ Observation □ Workbook Tasks □ Feedback from athletes |
| Unit 4 – Mental Preparation □ Teach mental preparation & coping strategies for State level athletes □ Develop problem solving skills in State level athletes | □ Mental influences on performance ○ Concentration ○ Motivation ○ Visualisation ○ Goal setting ○ Breathing/relaxation techniques ○ Competition Nerves | □ Face to face ○ Presentation ○ Discussion ○ Scenarios □ Specialist guest speaker | □ Conduct coaching sessions to teach mental preparation & coping strategies for State level athletes | □ Observation □ Workbook Tasks □ Feedback from athletes |

| Module 3 – The Competition Coach in Action | Content | Delivery | Assessment Criteria | Assessment Methods |
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| <p>Unit 5 - Utilisation of available resources</p> <ul style="list-style-type: none"> □ To access and use a range of technical resources to assist with coaching State Level athletes | <ul style="list-style-type: none"> □ Video equipment to analyse athlete performance □ Electronic training Systems <ul style="list-style-type: none"> ○ Scatt systems/Rika ○ Analysis □ Use of Internet □ Sports Science <ul style="list-style-type: none"> ○ Heart Rate Monitors □ Statistical analysis <ul style="list-style-type: none"> ○ Use of internet for data collection, analysis and training logs | <ul style="list-style-type: none"> □ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <ul style="list-style-type: none"> □ Demonstrate the use of a range of coaching related technical resources | <ul style="list-style-type: none"> □ Observation □ Workbook Tasks □ Feedback from athletes |
| Module 4 – Review Coaching | | | | |
| Unit 1 – Review of Coaching Program | Content | Delivery | Assessment Criteria | Assessment Methods |
| <p>Unit 1 – Review of Coaching Program</p> <ul style="list-style-type: none"> □ To undertake periodic reviews of the coaching program/s to determine suitability for athletes | <ul style="list-style-type: none"> □ Review process □ Follow up | <ul style="list-style-type: none"> □ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <ul style="list-style-type: none"> □ Demonstrate review/s of coaching program □ Implement actions as a result of review | <ul style="list-style-type: none"> □ Observation □ Workbook Tasks |
| Module 5 – Manage Athlete Performances | | | | |
| Unit 1 – Assess Athletes Performances | Content | Delivery | Assessment Criteria | Assessment Methods |
| <p>Unit 1 – Assess Athletes Performances</p> <ul style="list-style-type: none"> □ To assess performances of State level athletes and identify actions for improvement | <ul style="list-style-type: none"> □ Performance criteria □ Observation □ Provide feedback | <ul style="list-style-type: none"> □ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <ul style="list-style-type: none"> □ Demonstrate assessment of athletes performance □ Conduct feedback session with an athlete/s | <ul style="list-style-type: none"> □ Observation □ Workbook Tasks □ Peer review |
| Module 5 – Manage Athlete Performances | | | | |
| Module 5 – Manage Athlete Performances | Content | Delivery | Assessment Criteria | Assessment Methods |



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| <p>Unit 2 – Physical/Fitness Training Programs</p> <ul style="list-style-type: none"> □ To develop and implement physical training programs for State level athletes □ To provide advice to State level athletes on their physical program | <ul style="list-style-type: none"> □ Physical training & recovery □ Physical training requirements <ul style="list-style-type: none"> ○ Gender ○ Age ○ People with disabilities ○ Limitations □ Bio mechanics □ Lifestyle requirements <ul style="list-style-type: none"> ○ Diet ○ Sleep ○ Hydration ○ Travel | <ul style="list-style-type: none"> □ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <ul style="list-style-type: none"> □ Prepare targeted physical training programs for state level athlete/s □ Monitoring of athlete/s training program | <ul style="list-style-type: none"> □ Observation □ Documented programs □ Workbook Tasks □ Feedback from athletes |
| <p>Unit 3 – Preparing the Athlete for the Next Level of Competition</p> <ul style="list-style-type: none"> □ To prepare a State level athlete for national level competition □ Understand the relevant technical rules to national/international level | <ul style="list-style-type: none"> □ Expectations of athlete □ The competition environment □ Rules and their relevance □ Ongoing training for Coaches | <ul style="list-style-type: none"> □ Face to face <ul style="list-style-type: none"> ○ Presentation ○ Discussion ○ Scenarios | <ul style="list-style-type: none"> □ Develop and implement a program to prepare an athlete for national level competition | <ul style="list-style-type: none"> □ Documented program □ Observation □ Workbook Tasks |

COMPETITION COACH COURSE – SAMPLE PROGRAM

| | | MODULES | PRESENTER |
|----------------------------|-----------------|-------------------------------------------------------------------------------------|------------------|
| M1 – Unit 3 | | Talent Identification | ONLINE |
| M1 – Unit 4 | | Support Club Level Coaches | ONLINE |
| M1 – Unit 5 | | Performance Improvement | ONLINE |
| M1 – Unit 6 | | Group Management | ONLINE |
| M2 – Unit 1 | | Training / Coaching Programs | ONLINE |
| M3 – Unit 1 | | Coaching State Level Athletes | ONLINE |
| M3 – Unit 1.1 | | Athletes with Disabilities | ONLINE |
| M3 – Unit 5 | | Utilisation of Resources | ONLINE |
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| DAY 1 | 8.30 – 8.45am | Introduction & paperwork | |
| M1 – Unit 1 | 8.45 – 9.15am | Role of the Coach - PRACTICAL | |
| M1 – Unit 2 | 9.15 – 9.45am | Communication - PRACTICAL | |
| M1 – Unit 3 M1 – Unit 4 | 9.45 – 10.15am | Discussion: practical elements of Talent Identification and supporting Club coaches | |
| M1 – Unit 6 | 10.15 – 10.40am | Group Management - PRACTICAL | |
| | Coffee break | | |
| M2 – Unit 1 | 11.00 – 11.30pm | Training Plans - PRACTICAL | |
| M3 – UNIT 1 | 11.30 – 12.15pm | Coaching Athletes - PRACTICAL | |
| | Lunch | | |
| | 1.00 – 2.15pm | SCATT interpretation work | |
| M3 – Unit 2 M3 – Unit 3 | 2.00 – 3.45pm | Shooting Techniques & Practical Coaching Equipment Testing | |
| | Coffee break | | |
| M4 – UNIT 1 | 4.00 – 4.30pm | Reviewing Coaching Programs / Sessions | |
| | 4.30pm | Coffee & Summary / Accreditation Procedures | |
| DAY 2 | | | |
| M3 – Unit 4 | 8.45 – 10.15am | Mental Preparation | |
| M3 – Unit 5 | 10.15 – 10.40am | Utilisation of Resources - PRACTICAL | |
| | Coffee break | | |

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| M4 – Unit 1 M5 – Unit 1 | 11.00 – 12.15pm | Reviewing Coaching Programs and Managing Athlete Performances | |
| | Lunch | | |
| M3 – Unit 2 M3 – Unit 3 | 1.00 – 3.30pm | Shooting Techniques & Practical Coaching Assessing Athletes | |
| | 3.30 – 4pm | Coffee & Summary / Accreditation Process | |