

LONG-TERM COACH DEVELOPMENT

South African Model for
LONG-TERM COACH DEVELOPMENT





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FOREWORDS

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There is no gainsaying the pivotal role played by coaches in developing athletes of class. We have many coaches in South Africa and our task was to put together a document to guide the development of coaches over a sustained period. The team working on the document have completed their work and are tabling it for further input as we continue to refine it.

The greatest challenge in the South African Coaching sector remains the proper accreditation of coaches. Through the South African Qualification Authority (SAQA), we should be in a position to develop clear paths to take coaches from the A to Z in coaching development. There are however, numerous aspects that need to be considered in achieving our goal in Long-Term Coach Development. One of these is the entry point for a coach on this developmental path because some of the coaches have been involved in coaching for many years without necessarily getting qualifications along the way. Because of the uniqueness of the development journey of a coach, we have to take on board that they experience coaching differently all the time. What this document is putting on the table is that there should be a core structure for the formal qualification and recognition of coaches in South Africa. Such a structure will assist all coaches to move through the required levels of qualification within the National Qualification Framework.

What is envisaged is that with years of experience and zero qualifications coaches will be accommodated in a way that will allow them to coach to in a South African system. By the time we achieve a legislated framework for coaches to operate in, all our coaches must have been working towards fitting into such a framework. We do this acutely aware of the demands of athletes in the various stages of their development. It is no longer possible to expose our coaches to a profession that they are not sure about the demands being made of them. Granted, some of the coaches do coaching for the love of it, while others expect remuneration for what they do. Whether they are at a beginner phase of coaching or coaching at the professional level, it is important for them to know where the South African Coach Development process is going.

We invite you all to join us in making this document easy to be followed by all those who hold coaching dear to their hearts. As we prepare our athletes to take on the best competitors in the world, let us not neglect to create a viable development framework for our coaches. The coaches remain central to the entire development continuum of our athletes and as such must have the comfort that they are doing what the country requires. Let this document guide us to the pinnacle of sports development in this country with all the stakeholders working in tandem.

Our thanks go to the team responsible for putting the document together. It has been a long journey and unfortunately the journey has just begun. As we roll out the ideas contained in the document, we will come across fresh ideas that we will have to incorporate as we move along.

Gideon Sam

President of South African Sports Confederation and Olympic Committee

FOREWORDS



A nation can have all the talent in the world but without the means to discover, nurture and bring out its full potential this all counts for nothing.

So it is with great excitement that we at SASCOC embrace the South African model for Long-Term Coach Development (LTCD). This is a document that builds on its predecessor published in July 2012 and takes the coaching process still further. What is heartening to see is the degree of flexibility incorporated.

Although coaching is often described as an exact science, it is vitally important to realise that each coach experiences a unique learning and development journey whereby they learn through a variety of areas. This may be through their own experience as players and in their day-to-day lives, through their individual coaching experiences and also by means of both formal and non-formal learning programmes.

As mentioned earlier the coaching world is not a cut and dried matter and is made up of any number of dedicated individuals (and here we must include parents, community members, athletes themselves, and students). Some may fill full-time and paid professional roles, others may be part-time and others unpaid.

This document therefore sets out a core structure for the formal qualification and recognition of coaches in South Africa, incorporating all the relevant role players. In 2013 it's envisaged that the first phase of our National Federations (NF) will begin to align their current coaching programmes to the SA LTCD model and by the end of 2014 up to 30 Federations are expected to have completed this process.

The current document will also be used as a basis for still more ongoing research with amongst others, the International Council for Coaching Excellence (ICCE), Leeds Metropolitan University in England and higher education institutions in this country. This research will be based on the validation and application of the LTCD model against the recently published International Sport Coaching Framework.

These are exciting times for the world of coaching and it is most re-assuring to see that South African coaching is making such efforts to be at the forefront of sporting excellence.

Tubby Reddy

CEO of South African Sports Confederation and Olympic Committee



Our recent achievements in the international sporting environment, especially during the London 2012 Olympic and Paralympic Games amongst others, have reaffirmed the crucial role that coaches play in the ultimate performances of our athletes. I want to acknowledge and recognize the long, hard hours of toiling by all our coaches at the different levels of participation and performance. I am aware that many of our coaches are even volunteers and make the sacrifice for the love and passion they have for sport. Without a doubt, next to our athletes, coaches are the most valuable human resources in the sport system. Therefore, we must not only look after the welfare of our coaches, but also invest in developing their knowledge, skills and values so that we create a strong foundation for our participants.

The Long-Term Coach Development (LTCD) programme is one of the technical documents that support the South African Coaching Framework. The other is the Long-Term Participant Development (LTPD) programme. They are meant to complement each other. The idea of them being Long-Term relates to their sustainability, and this is very important if we want to achieve a lasting impact on the quality of coaching in South Africa. It also signifies the sustained partnerships and commitment that all stakeholders, from Government to SASCOC and the Federations have made to drive this agenda jointly in the future. We must keep our shoulders to the grind if we want this programme to succeed.

The LTCD programme presents the core structure for the formal qualification and recognition of coaches in South Africa and how these align with or be placed on the National Qualifications Framework (NQF). It is an inclusive strategy to ensure that the system caters for the recognition of our coaches, since it is through their formal recognition that they can receive their just rewards beyond just the satisfaction of the success of their athletes. It also assists to empower those coaches who may have been coaching for a long time but without any formal qualification. We need to bring everybody who is coaching into the stream. In this way we will also be making our contribution to job creation and poverty alleviation which is a national priority. I am particularly pleased that the LTCD caters for coaches across the spectrum, from pre-coaches to volunteer coaches through to professional coaches.

We have consciously decided that the focus for 2012 will be on school sport, as we believe that it forms the bedrock of sport development. Therefore it is crucial that we spend considerable resources in capacitating our educators and school and community sport coaches, because it is at this level that we have to work the hardest. This is an area that has suffered over the last decade. If we can get this sector strengthened and revitalized, we should have no problem in unearthing and developing the vast talent that our country is blessed with. I therefore would like to reconfirm my support for the South African Coaching Framework and LTCD programme.

Fikile Mbalula

Minister of Sports and Recreation of South Africa



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OVERVIEW

LONG-TERM COACH DEVELOPMENT

McCarthy Toyota



1. OVERVIEW

This document outlines the technical detail associated with the South African model for Long-Term Coach Development (LTCD). The document builds on the previously published model for Long-Term coach development (SASCOC, July, 2012). LTCD recognises that the learning and development journey of every coach is unique. Coaches learn through their experience as players and in life; through coaching experience and through formal and non-formal learning programmes (Coté, Ericsson and Duffy, in press). It has also been recognised that sport coaching is a 'blended professional area', where the coaching workforce consists of unpaid, part-time paid and full-time paid roles (SASCOC, 2012; Duffy, Hartley, Bales, Crespo, Dick, Vardhan, Nordmann & Curado, 2011). In addition, coaches play roles in different coaching domains, while there is a recognition of the importance of pre-coaching roles played by parents; adults in the community; students; athletes.

The current document proposes the core structure for the formal qualification and recognition of coaches in South Africa and how these will align with or be placed on the National Qualifications Framework (NQF), taking account of the need to recognise prior, informal and non-formal learning experiences among coaches. The core roles, course formats and awards (and the high level template

to guide the recognition of prior learning) were signed off at the Interim Coaching Standards Group and the South African Coaching Framework Implementation Group in October 2012. A formal announcement on South African LTCD will be made at the National Conference in November and implementation will commence thereafter. In 2013, the first phase of National Federations will begin to map and align their current coach education and development programmes to South African LTCD. These National Federations will be identified through the Willing-Ready-Able (WRA) process. All National Federations (NFs) wishing to develop a sport specific South African LTCD will be supported to do so, with a view to completion of the process with up to 30 Federations by the end of 2014. It is planned that the full initial RPL process will be completed by September 2015, with an ongoing RPL process in place thereafter in line with the policies of the South African Qualifications Authority (SAQA). It is envisaged that legislation underpinning the entire South African LTCD model will be enacted by 2016.

This document is available on the SASCOC web-site (www.sascoc.co.za) and will be subject to periodic review and refinement. These outcomes, along with the classification of coaching domains, primary functions and competences have been derived from the International Sport Coaching Framework (International Council for Coaching Excellence and Association of Summer Olympic International

¹ Formal learning occurs within the context of programmes that are structured and delivered in the context of educational and/or professional organisations and will usually lead to some form of assessment and/or certification. Within the context of SAQA policies, such learning leads to the 'awarding of a qualification or part qualification registered on the NQF' (SAQA, 2012, p7). Non-formal learning relates to learning 'which is embedded in planned activities not explicitly designated as learning towards a qualification or part qualification; it is often associated with learning that results in improved working workplace practice, but does not necessarily lead to the award of credits' (SAQA, 2012, p8). Informal learning relates to 'learning that results from daily activities related to paid or unpaid work, family or community life' (SAQA, 2012, p7).

OVERVIEW

Federations, 2012) and based on the needs of the South African Coaching system, as outlined in the South African Coaching Framework; South African Sport for Life and other related documents. Reference has also been made to the Zone VI Sport Education and Accreditation system and it is proposed that a more formal mapping process will occur. The standard occupations; domains and coaching roles of the Zone VI Framework; South African LTCD and the International Sport Coaching Framework are all comparable. Each of these frameworks has drawn to varying degrees from the European Framework for the Recognition of Coaching Competence and Qualifications (European Coaching Council, 2007); the UK Coaching Framework (sports coach UK, 2008) and the South African Coaching Framework (SASCOC, 2011).

It is proposed that the current document will provide the basis for further research with ICCE/ Leeds Metropolitan University, South African Higher Education institutions on the validation and application of the LTCD model against the core International Sport Coaching Framework. This research will contribute to pilot work being undertaken by ICCE in the quality assurance of coach education and coaching

systems internationally. SASCOC will formally seek the endorsement of ICCE and relevant International Federations (IFs) for South African LTCD, its operation and processes of certification.

Coaches and coach developers receiving certification within the context of South African LTCD will do so in the context of a national programme of recognition that will be aligned with NQF. Recognition for coaches will comprise of two main strands: 'NQF aligned' and 'on the NQF'. In the first instance, qualifying coaches and coach developers will receive a statement of coaching competence at the appropriate level that will be customised to their sport. In the second case, a statement of coaching competence will also issue, as well formal certification issued by CATHSSETA, higher education or other quality recognised quality assurance organisation at the appropriate level of NQF.

The overview of South African LTCD has been agreed in the format outlined in Figure 1 and shows the four coaching domains; coaching roles (from Coaching Assistant to Master) and status categories (Pre-coach; unpaid and paid).

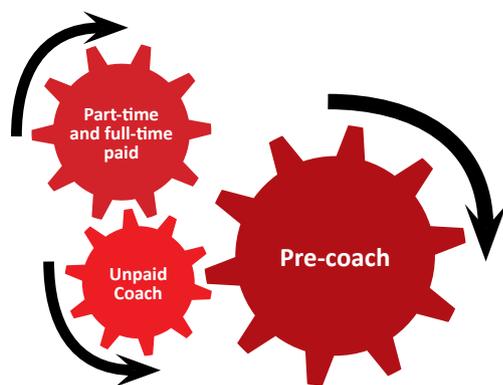
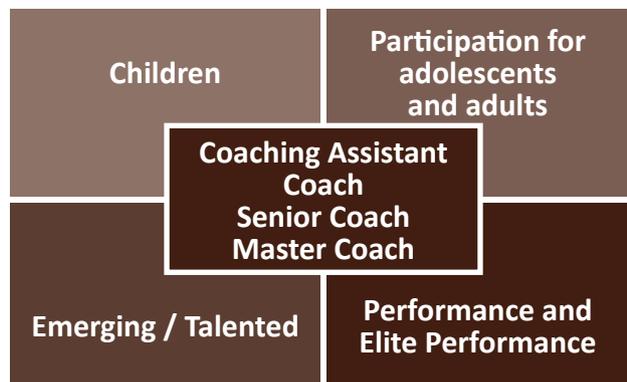


Figure 1: Overview of South African LTCD



CORE ROLES, COURSE FORMATS AND AWARDS

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2. CORE ROLES, COURSE FORMATS AND AWARDS (and the high level template to guide the recognition of prior learning)

Role Title (which applies to all four coaching domains)	Description	Minimum prior experience and learning
Pre-coach	Experiences and supports the organisation of sessions under the supervision of a coach.	-
Coaching Assistant	Assists in the delivery of sessions or where more senior coaches are not present will lead the delivery of sessions, preferably with guidance.	1 year experience within the sport in a pre-coaching role.
Coach	Delivers sessions over a season, often as part of a wider programme. <i>Step 1: Volunteer coaches</i> <i>Step 2: Coaches wishing to be paid or play more advanced coaching roles.</i>	1-2 years experience as a Coaching Assistant.
Senior Coach	Oversees and contributes to the delivery of programmes over seasons and in specific contexts. Involved in the management and development of other coaches.	2-4 years as a Coach.
Master Coach	Oversees and contributes to the delivery of programmes over seasons, in medium to large-scale contexts, underpinned by innovation and research. Designs and oversees structures and development programmes for coaches.	4 years or more as a Senior Coach.

Each of the roles may be applied to each of the four coaching domains, based on the needs and structure of the sport, as outlined in the table overleaf.

Recommended course format and duration	Award and alignment with NQF	Cumulative experience, credit and learning
Orientation course of a minimum of one day, followed by experience in the field supported by a qualified coach.	No formal award provided.	Variable and subject to RPL procedures (in the case of athletes with experience at a defined level).
A minimum of: 30 contact hours with 60 hours work integrated learning. Credit bearing interventions may carry a higher credit requirement.	SACF (SASCOC and NF) statement of competence at Coaching Assistant level. Option to pursue NQF Level 4. Aligned with NQF and to prepare for possible entry at NQF Level 5.	1 year. A minimum of: 30 contact hours. 60 hours work integrated learning. Credit bearing interventions may carry a higher credit requirement.
Step 1: A minimum of: 40 contact hours with 80 hours work integrated learning. Followed by: Step 2: A minimum of: 40 contact hours and 80 hours work integrated learning. Credit bearing interventions may carry a higher credit requirement.	SACF (SASCOC and NF) statement of competence at Coach level after Step 1. Step 1 aligned with NQF to prepare for entry at Level 5, if this route is chosen. Option to pursue NQF Level 4. NQF Level 5 after Step 2.	2-3 years. A minimum of: 70 or 110 contact hours. 140 or 220 hours work integrated learning. Credit bearing interventions may carry a higher credit requirement.
A minimum of: 180 contact hours and 360 hours work integrated learning. Credit bearing interventions may carry a higher credit requirement.	NQF Level 6-7.	4-7 years. A minimum of: 290 contact hours. 580 hours work integrated learning. Credit bearing interventions may carry a higher credit requirement.
A minimum of: 220 contact hours and 440 hours work integrated learning. Credit bearing interventions may carry a higher credit requirement.	NQF Level 7-8.	8-11 years. A minimum of: 510 contact hours. 1020 hours work integrated learning. Credit bearing interventions may carry a higher credit requirement.

CORE ROLES, COURSE FORMATS AND AWARDS

Role	Coaching Children	Coaching for Participation	Coach Emerging / Talented Athletes	Coach High Performance Athletes
Coaching Assistant	Coaches or assists in coaching in club and school contexts.	Coaches or assists in coaching in club and school contexts.	Assists in coaching emerging or talented athletes in club, school, academy, higher education, provincial youth squads contexts.	Assists in coaching high performance athletes in academy, higher education, provincial squads; provincial level club teams.
Coach	Club or school coach.	Club, school or community coach.	School, club, academy, higher education, provincial youth squad Coach Assistant coach at national level.	Academy, higher education, provincial squad coach; national level club teams Assistant coach at national level.
Senior Coach	Head club or school coach.	Head club, school or community coach.	Head Coach of school, club, academy high education, provincial talent squads.	Head coach at national level.
Master Coach	Programme coordinator at club or school.	Programme coordinator in club, school or community.	National Programme coordinator of Talent coaching and/or National Team Director.	National Programme coordinator of high performance coaching and/or National Team Director.

The core concept for this table draws on earlier work by the European Coaching Council (2007); sports coach UK (2008); England Hockey (2012); the International Council for Coaching Excellence/Association of Summer Olympic International Federations (ICCE/ASOIF, 2012) and the Morrisons Coaching for Performance Programme (Morrisons, 2011).

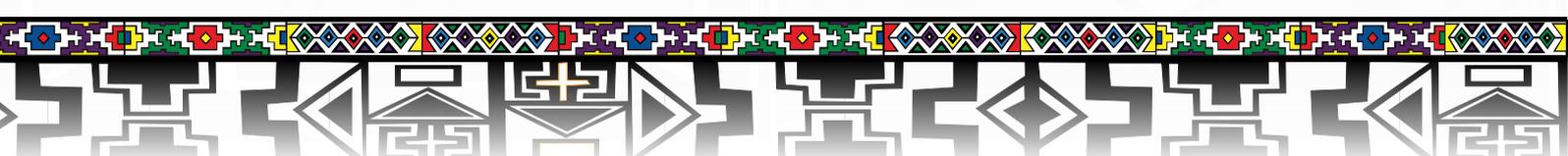
PRIMARY FUNCTIONS, COMPETENCES, KNOWLEDGE AND ASSESSMENT

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3. PRIMARY FUNCTIONS, COMPETENCES, KNOWLEDGE AND ASSESSMENT

The primary functions and associated competences and knowledge of the coach have been derived from the consultation process for the South African Coaching Framework and the International Sport Coaching Framework (Version 1.1). These statements act as reference points against which the programmes of National Federations may be benchmarked. In time, it is recommended that the awards of National Federations will align with the terminology described here. In turn, this terminology will evolve based on feedback and interaction from National Federations and the requirements associated with the National Qualifications Framework. Core and domain specific elements of the programme may be delivered by CATHSSETA and Interim Coaching Standards Group (ICSG) recognised service providers.

Delivery of programmes may occur in core, sport specific or domain specific contexts. In the tables below, the yellow shaded areas identify where the National Federation must deliver the relevant programme aspects. The green shaded areas identify areas where domain specific delivery is recommended. This delivery may be integrated into the programme of the National Federation or may be delivered as part of a domain specific programme across sports. National Federation documents, including coach education programmes and qualifications, as well as sport specific models of Long-Term Participant Development (LTPD) will

guide the sport specific adaptation of this document. Eventually, each National Federation will require a re-worked, sport specific version of LTCD. In the first instance, each sport will undertake a one-to-one mapping exercise with SASCOC to determine the current position and the approach to be taken to the recognition of prior learning (RPL).

This document will also be complemented by the production of South African Sport for Life (SASCOC, 2012), which will outline the core model of LTPD and the key capabilities associated with the development of participants at each stage of their development. Each of the coaching roles is outlined in the tables that follow and referenced against the primary functions (ICCE & ASOIF, 2012, p11-12):



PRIMARY FUNCTION	DESCRIPTION
Set the vision	The coach creates a vision and strategy based on the needs and stage of development of the athletes and the organisation and social context of the programme.
Shape the environment	The coach recruits and/or contracts to work with a group of athletes and takes responsibility for setting out plans for specified periods. The coach also seeks to maximise the environment in which the programme occurs through personnel, facilities, resources, working practices and the management of other coaches and support personnel.
Build relationships	The coach builds positive and effective relationships with athletes and others associated with the programme. This includes personnel at the club, school, federation and other levels. The coach is responsible for engaging in, contributing to and influencing the organisational context.
Conduct practices and structure competitions	The coach organises suitable and challenging practices and targets competition for the athletes. Such on-going experiences are required for continued development and improvement.
Read and react to the field	The coach observes and responds to events appropriately, including all on-and-off field matters. Effective decision making is essential to fulfilling this cross-cutting function.
Learn and reflect	The coach evaluates the programme as a whole as well as each practice and competition. Evaluation and reflection underpin a process of ongoing learning and professional development. The coach also supports efforts to educate and develop other coaches.

COACHING ASSISTANT

The Coaching Assistant conducts basic sessions, sometimes under supervision and preferably in the context of prescribed programmes from the host organisation (club, school etc) and operating within the guidelines established by the relevant National Federation. The Coaching Assistant encourages and supports the engagement of pre-coaches. The level of knowledge expected at this level is basic across core, sport specific and domain specific areas. The coach should demonstrate practical and cognitive competence to deliver basic coaching functions with guidance. The Coaching Assistant has the ability to carry out basic evaluations, leading to an understanding of the need for adjustments.

LONG-TERM COACH DEVELOPMENT

COACHING ASSISTANT

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY	
<p>Appreciate the big picture: Be aware of the community, district and sport specific context within which the coaching programme operates.</p>	<p>Describe community, district and sport specific programmes for participation and performance Describe the role of coaching in contributing to these programmes. Understand the social context and challenges of the programme and the participants.</p>
<p>Alignment and governance: Know the structures within which the coaching programme operates and adhere to rules, standards and operating procedures.</p>	<p>Describe the operational structure within which the coaching occurs. Describe the rules, standards, procedures and reporting mechanisms.</p>
<p>Conduct a needs analysis: Identify the main issues to be considered in identifying the needs of the athletes.</p>	<p>Describe the core stages and capabilities of Long-Term Player Development. Understand basic principles of participant motivation. Understand the difference between participants and the need for individualised responses.</p>
<p>Establish a vision: Help to develop and communicate the basic goals of the programme.</p>	<p>Help to set and communicate appropriate programme goals.</p>
<p>Devise a strategy: Help to develop a basic strategy to achieve the vision.</p>	<p>Help to prepare a strategy to achieve the programme goals.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY	
<p>As per core, with sport specific addition.</p> <p>Be aware of the sport specific coaching and participant development pathway and the operation of the South African Coaching Framework.</p>	<p>As per core, with reference to children; participation; talent development; high performance as appropriate.</p>
<p>Describe how community and district structures relate to the structures of the National Federation and to district and provincial structures. Demonstrate a basic knowledge of sport specific rules and regulations.</p>	<p>As per core, with reference to children; participation; talent development; high performance as appropriate.</p>
<p>Describe the core features of the sport. Describe the sport specific capabilities associated with the appropriate stages of Long-Term Player Development. Identify the capabilities and needs of the participants within the sport. Identify facility and equipment requirements.</p>	<p>Describe the domain specific capabilities associated with Long-Term Player Development (with reference to children; participation; talent development; high performance as appropriate). Understand Growth and Development.</p>
<p>As per core, with sport specific emphasis.</p>	<p>As per core, with domain specific emphasis.</p>
<p>As per core, with sport specific emphasis.</p>	<p>As per core, with domain specific emphasis.</p>

COACHING ASSISTANT *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT	
<p>Develop an action plan: Help to develop operational plans to implement the strategy.</p>	<p>Assist in the development of basic action plans.</p>
<p>Identify and recruit personnel: Establish participant list and any support personnel/pre-coaches for the programme.</p>	<p>Prepare a participant list and the criteria for involvement. Prepare a basic outline of roles for those who assist.</p>
<p>Organise the setting and personnel: Organise sessions effectively and safely and to promote learning and enjoyment.</p>	<p>Identify key safety issues in session delivery. Identify organisational issues for effective delivery to promote learning and enjoyment. Identify the need for appropriate individual and group management.</p>
<p>Safeguard and protect athletes: Ensure that athletes are protected and free from harm.</p>	<p>Ensure the safety of participants and make provision for first aid and emergencies. Treat athletes with integrity and respect. Appropriate personal conduct. Oversee appropriate behaviour from pre-coaches. Knowledge of reporting systems for inappropriate behaviour.</p>
<p>Develop progress markers: Identify basic measures of progress for sessions.</p>	<p>Develop basic markers to identify progress over sessions.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT	
As per core, with sport specific emphasis.	As per core, with domain specific emphasis.
As per core, with sport specific emphasis.	As per core, with domain specific emphasis.
As per core, with sport specific safety elements specifically addressed.	As per core, with domain specific emphasis.
As per core, with sport specific emphasis.	As per core, with domain specific emphasis and particular attention paid to the needs to children and disabled participants.
As per core, with sport specific emphasis.	As per core, with domain specific emphasis.

COACHING ASSISTANT *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 3: BUILD RELATIONSHIPS	
Lead and influence: Not at this level	-
Manage personnel positively: Not at this level	-
Nurture individual relationships: Build and maintain healthy connections with athletes and others	Understand the importance of positive relationships with athletes and others. Understand the importance of questioning; listening; empathy and sympathy.
Be an educator: Not at this level	-

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 4: CONDUCT PRACTICES AND STRUCTURE COMPETITIONS	
Guide practice: Set basic goals and develop appropriate practices to promote learning	Set basic goals to meet the needs of participants. Understand the basic processes of skill acquisition. Organise effective sessions with appropriate choice of practice; demonstration and instruction. Achieve an appropriate balance between directive and facilitative styles.
Structure competitive experiences: Participate in and manage suitable competition opportunities	Prepare for; participate in and review competition experiences.

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 3: BUILD RELATIONSHIPS	
As per core, with sport specific safety elements specifically addressed	As per core, with domain specific emphasis and a particular focus on the needs of children and disabled participants

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 4: CONDUCT PRACTICES AND STRUCTURE COMPETITIONS	
Practices for technique, tactics and decision making within the sport. Sport specific practices for defined capabilities (and specific to domains).	As per core and sport specific, applied to the domain.
Sport specific competition formats (and specific to domains).	As per core and sport specific, applied to domain. Particular focus on the needs of children and disabled participants.

COACHING ASSISTANT *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 5: READ AND REACT TO THE FIELD	
Observe, analyse and provide feedback: Observe the performance of participants and provide appropriate feedback to promote learning.	Understand the basic characteristics of effective observation, analysis and feedback.
Record and evaluate: Gather basic data to assist in monitoring progress.	Identify the key measures or indicators which will help to gauge progress.
Make decisions and adjustments: Respond to what you see on the field and adjust accordingly.	Understand the need to read the field and make decisions and adjustments.
Respond with sensitivity to wider events: Be aware of events within the team and organisation and respond accordingly.	Be sensitive to wider events that occur within the team and organisation.

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 6: LEARN AND REFLECT	
Evaluate the sessions (and programme): Evaluate your sessions against the initial goals.	Understand the process of evaluation and how to apply it to the practice of coaching from session to session and within the overall programme
Self reflect: Reflect on coaching philosophy; coaching practice and competition.	Identify personal coaching philosophy and style. Develop a structured approach to self reflection. Demonstrate self awareness.
Develop professionally: Take part in relevant professional development activities, including interaction with other coaches and in line with ethical standards.	Identify the importance of professional development. Scope and take part in viable professional development options.
Innovate: Not at this level	

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 5: READ AND REACT TO THE FIELD	
Sport specific cues for observation and feedback.	As per core and sport specific, with domain specific emphasis.
Sport specific measures or indicators of progress.	As per core and sport specific, with domain specific emphasis.
As per core, with sport specific emphasis.	As per core and sport specific, with domain specific emphasis.
As per core, with sport specific emphasis.	As per core and sport specific, with domain specific emphasis.

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 6: LEARN AND REFLECT	
Sport specific elements of evaluation.	Domain specific elements of evaluation.
Sport specific elements of self reflection.	Domain specific elements of self reflection.
Sport specific professional development opportunities.	Domain specific professional development opportunities.



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COACH

(this role may consist of 2 steps, based on the coaches desire to take on additional responsibility and/or receive payment for coaching)

At Step 1, the Coach plans, leads and evaluates sessions and blocks of sessions. The Coach will have the ability to work independently, but will often do so under supervision as part of a programme's staff. The Coach will support the involvement and development of pre-coaches and Coaching Assistants. The level of knowledge expected at this level extends beyond the basic for core, sport specific and domain specific areas.

The coach should demonstrate practical and cognitive competence to deliver basic coaching functions independently in open, yet structured environments. The Coach has the ability to carry out basic evaluations, leading to appropriate conclusions and simple adjustments.

Coach, at Step 2, deepens engagement, proficiency and insight in these areas and engages in further professional development.

LONG-TERM COACH DEVELOPMENT

COACH

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY	
<p>Appreciate the big picture: Take account of the main elements of the community, district and sport specific context when planning and delivering sessions.</p>	<p>Identify the main elements of community, district and sport specific programmes that are likely to impact on the coaching sessions. Describe how the planned sessions will contribute to these programmes. Describe the social context and challenges of the programme and the participants.</p>
<p>Alignment and governance: Operate effectively within the structures within which the coaching programme occurs.</p>	<p>Interact positively with the operational structure within which the coaching occurs. Adhere to the rules, standards, procedures and reporting mechanisms.</p>
<p>Conduct a needs analysis: Conduct a basic analysis of the needs of the athletes.</p>	<p>Identify the social and cultural context and challenges facing the athletes. Explain and apply the core stages and capabilities of Long-Term Player Development. Identify the motives and needs of the athletes in taking the sessions. Identify and respond to the individual requirements of the athletes. Be aware of the main strands of sport science and their potential contribution to coaching.</p>
<p>Establish a vision: Develop and communicate the basic goals of the programme.</p>	<p>Set and communicate appropriate programme goals.</p>
<p>Devise a strategy: Develop a basic strategy to achieve the goals of the programme.</p>	<p>Help to prepare a basic strategy to achieve the programme goals.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY	
<p>As per core, with sport specific addition.</p> <p>Explain the sport specific coaching and participant development pathway and the operation of the South African Coaching Framework.</p>	<p>As per core, with reference to children; participation; talent development; high performance as appropriate.</p>
<p>Describe how the coaching sessions will link to the structures of the National Federation and to district and provincial structures, as appropriate. Have a well developed knowledge of sport specific rules and regulations.</p>	<p>As per core, with reference to children; participation; talent development; high performance as appropriate.</p>
<p>Explain the core features of the sport.</p> <p>Explain the sport specific capabilities associated with the appropriate stages Long-Term Player Development.</p> <p>Respond to the capabilities and needs of the participants within the sport.</p> <p>Respond effectively to facility and equipment requirements.</p> <p>Describe the main strands of sport science as they relate to the demands of the sport.</p>	<p>Explain and respond to the domain specific capabilities associated with Long-Term Player Development (with reference to children; participation; talent development; high performance as appropriate).</p> <p>Explain key Growth and Development principles and their implications for the coaching sessions.</p>
<p>As per core, with sport specific emphasis.</p>	<p>As per core, with domain specific emphasis.</p>
<p>As per core, with sport specific emphasis.</p>	<p>As per core, with domain specific emphasis.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT	
<p>Develop an action plan: Develop a basic operational plan to implement the strategy.</p>	<p>Develop basic action plans.</p>
<p>Identify and recruit personnel: Induct and manage participants and support personnel/pre-coaches for the programme.</p>	<p>Welcome, induct and establish on-going expectations of participants. Agree basic outline of roles with those who assist.</p>
<p>Organise the setting and personnel: Organise the setting and personnel effectively and safely.</p>	<p>Address key safety issues in session delivery. Address organisational issues for effective delivery to promote learning and enjoyment. Demonstrate appropriate individual and group management.</p>
<p>Safeguard and protect athletes: Ensure that athletes are protected and free from harm, checking the background of all assistants and pre-coaches that operate within the programme.</p>	<p>Ensure the safety of participants and make provision for first aid and emergencies. Treat athletes with integrity and respect. Appropriate personal conduct. Background checks on all pre-coaches and assistants. Oversee appropriate behaviour from assistants Knowledge of reporting systems for inappropriate behaviour.</p>
<p>Develop progress markers: Identify basic measures of progress for sessions and the season.</p>	<p>Develop basic markers to identify progress over sessions and the season.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT	
As per core, with sport specific emphasis.	As per core, with domain specific emphasis.
As per core, with sport specific emphasis.	As per core, with domain specific emphasis.
As per core, with sport specific safety elements specifically addressed.	As per core, with domain specific emphasis
As per core, with sport specific emphasis.	As per core, with domain specific emphasis and particular attention paid to the needs to children and disabled participants.
As per core, with sport specific emphasis.	As per core, with domain specific emphasis.

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 3: BUILD RELATIONSHIPS	
<p>Lead and influence: Provide leadership for participants and assistants and engage with key personnel within the host organisation (club, school etc).</p>	<p>Model key behaviours in ways of working, dealing with people, integrity, respect. Engage effectively with key personnel within the organisational structure.</p>
<p>Manage personnel positively: Establish and manage good working relationships with assistants and pre-coaches.</p>	<p>Agree clear expectations and ways of working. Establish clear and consistent lines of communication. Resolve conflicts in a positive manner.</p>
<p>Nurture individual relationships: Build and maintain healthy connections with athletes, pre-coaches, coaching assistants and key personnel within the host organisation.</p>	<p>Demonstrate the importance of positive relationships with athletes and others. Demonstrate effective questioning; listening; empathy and sympathy. Demonstrate empathy, tolerance and connection with different cultural identities.</p>
<p>Be an educator: Provide guidance to pre coaches and assistants in core elements of coaching and parents, athletes and others.</p>	<p>Provide basic guidance and instruction to pre-coaches and assistants in the core elements of coaching.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 3: BUILD RELATIONSHIPS	
As per core, with sport specific emphasis.	As per core, with domain specific emphasis
As per core with sport specific emphasis.	As per core, with domain specific emphasis
As per core, with sport specific safety elements specifically addressed.	As per core, with domain specific emphasis and a particular focus on the needs of children and disabled participants
As per core, with sport specific emphasis on basic rules, game principles.	As per core, with domain specific emphasis on key principles and needs for a given domain

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 4: CONDUCT PRACTICES AND STRUCTURE COMPETITIONS	
<p>Guide practice: Set basic goals for sessions; develop, implement and coordinate appropriate practices to promote learning.</p>	<p>Set and coordinate basic goals for sessions to meet the needs of participants. Design practices to take account of the basic processes of skill acquisition. Organise, implement and oversee effective sessions with appropriate choice of practice; demonstration and instruction. Achieve an appropriate balance between directive and facilitative styles. Understand basic principles of planning and periodisation.</p>
<p>Structure competitive experiences: Select, participate in and manage suitable competition opportunities.</p>	<p>Select, prepare for; participate in and review competition experiences.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 4: CONDUCT PRACTICES AND STRUCTURE COMPETITIONS	
<p>Practices for technique, tactics and decision making within the sport.</p> <p>Sport specific practices for defined capabilities (and specific to domains).</p> <p>Physical fitness and development.</p>	<p>As per core and sport specific, applied to the domain.</p>
<p>Sport specific competition formats (and specific to domains).</p>	<p>As per core and sport specific, applied to domain.</p> <p>Particular focus on the needs of children and disabled participants.</p>

COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 5: READ AND REACT TO THE FIELD	
Observe, analyse and provide feedback: Observe and analyse the performance of participants and provide appropriate feedback to promote learning.	Demonstrate the basic characteristics of effective observation, analysis and feedback
Record and evaluate: Gather and manage basic data to assist in monitoring progress.	Identify and respond to the key measures or indicators which will help to gauge progress
Make decisions and adjustments: Respond to what you see on the field and adjust accordingly.	Demonstrate the need to read the field and make decisions and adjustments. Identify the key elements of effective decision making for coaches and an understanding of deliberative and intuitive decision making. Demonstrate the ability to make effective decisions under low-moderate levels of pressure.
Respond with sensitivity to wider events: Respond proactively to events within the team and organisation.	Be sensitive to and respond proactively to wider events that occur within the team and organisation.

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 5: READ AND REACT TO THE FIELD	
Sport specific key factors and cues for observation and feedback.	As per core and sport specific, with domain specific emphasis, responding to the need and stage of development of the participant.
Sport specific measures or indicators of progress.	As per core and sport specific, with domain specific emphasis.
As per core, with sport specific emphasis.	As per core and sport specific, with domain specific emphasis.
As per core, with sport specific emphasis.	As per core and sport specific, with domain specific emphasis.

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 6: LEARN AND REFLECT	
<p>Evaluate the sessions (and programme): Evaluate your sessions against the initial goals, demonstrating the ability to adjust accordingly.</p>	<p>Implement the process of evaluation and apply it to the practice of coaching from session to session and within the overall programme. Understand the need to learn from mistakes and develop an identity as a 'learner'.</p>
<p>Self reflect: Reflect on and articulate coaching philosophy; coaching practice and competition.</p>	<p>Identify the importance of an open, growth mindset. Identify personal coaching philosophy and style. Develop a structured approach to self reflection. Demonstrate self awareness and an affirmation of personal and cultural identity. Articulate and discuss personal philosophy with other coaches.</p>
<p>Develop professionally: Take part in relevant professional development activities, including interaction with other coaches and supported by best practice and ethical standards.</p>	<p>Identify the importance and personal relevance of professional development. Scope and take part in viable professional development options and promote the concept of professional development among pre-coaches and coaching assistants.</p>
<p>Innovate: Be creative and find solutions.</p>	<p>Address problems and issues in a positive and effective manner. Devise solutions and new ways of doing things at a basic level. Understand the basis and importance of creative thinking.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 6: LEARN AND REFLECT	
Sport specific elements of evaluation.	Domain specific elements of evaluation.
Sport specific elements of self reflection.	Domain specific elements of self reflection.
Sport specific professional development opportunities.	Domain specific professional development opportunities.
Sport specific application of innovation.	Domain specific application of innovation.



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SENIOR COACH

The Senior Coach plans, leads and evaluates coaching programmes over a season or a series of seasons. The Senior Coach will work independently, engaging positively with others. The Senior Coach will have responsibility for managing other staff that may include Coaches; Coaching Assistants and Pre-Coaches. The Senior Coach will also support and promote the development of these people. Advanced and integrated knowledge is expected at this level across core, sport specific and domain specific areas. The Senior Coach should demonstrate specialised practical and cognitive competence to deliver advanced coaching functions independently within a changing environment. The Senior Coach has the ability to carry out advanced evaluations of results, consider alternative courses of action leading to comprehensive and, at times, innovative changes and solutions.

LONG-TERM COACH DEVELOPMENT

SENIOR COACH

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY	
<p>Appreciate the big picture: Understand the district, provincial and national context within which the sport operates and the implications for coaching.</p>	<p>Identify the main elements of community, district, provincial and national programmes that are likely to impact on the coaching programme. Describe the how the programme will contribute to the host organization and the wider context. Respond to the social context and challenges of the programme, meeting the needs of the participants.</p>
<p>Alignment and governance: Operate to a high level of effectiveness within the structures within which the coaching programme occurs.</p>	<p>Interact positively with and support the further development of the operational structure within which the coaching occurs. Promote and adhere to the rules, standards, procedures and reporting mechanisms.</p>
<p>Conduct a needs analysis: Develop a clear picture of what the programme looks like, based on the needs of the athlete and the social and organisational context.</p>	<p>Identify and respond to the social and cultural context and challenges facing the athletes. Apply, adapt and refine the core stages and capabilities of Long-Term Player Development. Respond effectively to the motives and needs of the athletes in the programme. Identify and respond to the requirements of the athletes in a highly individualised way and integrated with the needs of the team and/or organization. Have a sound working knowledge of the main strands of sport science and their potential contribution to coaching. Apply an evidence based approach to needs analysis, drawing on relevant research, where appropriate.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY	
<p>As per core, with sport specific addition.</p> <p>Critique and enhance the sport specific coaching and participant development pathway and support the implementation of the South African Coaching Framework within the sport.</p>	<p>As per core, with reference to children; participation; talent development; high performance as appropriate</p>
<p>Describe how the coaching programme will link to the structures of the National Federation and to district and provincial structures, as appropriate. Have an advanced knowledge of sport specific rules and regulations.</p>	<p>As per core, with reference to children; participation; talent development; high performance as appropriate</p>
<p>Have a sound mastery of the core principles of the sport.</p> <p>Explain and apply the sport specific capabilities associated with the appropriate stages Long-Term Player Development.</p> <p>Respond to the capabilities and needs of the participants within the sport in a highly individualised way.</p> <p>Respond effectively to and manage facility and equipment requirements.</p> <p>Apply the main strands of sport science to the needs of athletes and teams within the sport.</p> <p>Be aware of sources to access sport specific and sport science related research.</p>	<p>Explain and respond to the domain specific capabilities associated with Long-Term Player Development (with reference to children; participation; talent development; high performance as appropriate).</p> <p>Explain key Growth and Development principles and their implications for the coaching sessions.</p>

SENIOR COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY <i>(continued)</i>	
<p>Establish a vision: Develop and communicate values and goals, the direction to be taken and ways of working.</p>	<p>Set and communicate appropriate programme goals working collaboratively with stakeholders. Establish a clear set of values and a vision for the programme.</p>
<p>Devise a strategy: Develop a sound strategy to realise the vision.</p>	<p>Develop the strategy to achieve the vision, maximising engagement and buy-in from key stakeholders.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT	
<p>Develop an action plan: Create sound and effective operational plans to implement the strategy.</p>	<p>Develop effective action plans for annual and multiannual programmes.</p>
<p>Identify and recruit personnel: Establish systems to recruit, induct and manage participants and support personnel/pre-coaches for the programme..</p>	<p>Establish systems to recruit, welcome, induct and retain participants and staff. Set out the structure and roles with those who assist.</p>
<p>Organise the setting and personnel: Oversee an efficient, safe and effective environment for maximising learning and improvement.</p>	<p>Manage key safety issues in programme delivery. Manage organisational issues for effective delivery to promote learning and enjoyment. Demonstrate highly proficient individual and group management.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY <i>(continued)</i>	
As per core, with sport specific emphasis	As per core, with domain specific emphasis
As per core, with sport specific emphasis	As per core, with domain specific emphasis

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT	
As per core, with sport specific emphasis.	As per core, with domain specific emphasis
As per core, with sport specific emphasis.	As per core, with domain specific emphasis
As per core, with sport specific safety elements specifically addressed. Establish roles, job descriptions and reward, incentive and accountability systems for unpaid; part-time paid and full-time paid coaches. Ensure that coaches have appropriate training and qualifications in line with the South African Coaching Framework and, where appropriate, the National Qualifications Framework.	As per core, with domain specific emphasis

SENIOR COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT <i>(continued)</i>	
Safeguard and protect athletes: Ensure that systems are in place to protect athletes from harm.	Establish procedures to ensure the safety of participants and make provision for first aid and emergencies. Establish an environment where athletes are treated with integrity and respect. Model appropriate personal conduct. Establish a system of background checks on all coaches and pre-coaches within the programme. Oversee appropriate behaviour from all coaches and pre-coaches within the programme. Knowledge of reporting systems for inappropriate behaviour.
Develop progress markers: Identify measures of progress for the programme over a season and a series of seasons.	Develop markers to identify and monitor progress over the season or a series of seasons.

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT <i>(continued)</i>	
As per core, with sport specific emphasis.	As per core, with domain specific emphasis and particular attention paid to the needs to children and disabled participants.
As per core, with sport specific emphasis.	As per core, with domain specific emphasis.

SENIOR COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 3: BUILD RELATIONSHIPS	
<p>Lead and influence: Provide leadership for the programme, integrated into the structure of the host organisation (National Federation; club, school; tertiary institution etc)</p>	<p>Model and create a positive environment in key behaviours in ways of working, dealing with people, integrity, respect. Engage effectively with and influence key personnel within the organisational structure.</p>
<p>Manage personnel positively: Establish and manage good working relationships with all coaches and personnel within the programme</p>	<p>Establish effective procedures and systems that promote clear expectations and ways of working. Establish systems and procedures for clear and consistent lines of communication. Anticipate, respond to resolve conflicts in a positive manner.</p>
<p>Nurture individual relationships: Build, maintain and create an environment for healthy connections with athletes, pre-coaches, coaching assistants and key personnel within the host organisation</p>	<p>Demonstrate and establish systems that promote positive relationships with athletes and others and that build teams. Demonstrate and support the implementation effective questioning; listening; empathy and sympathy among all those working in the programme. Demonstrate and promote empathy, tolerance and connection with different cultural identities.</p>
<p>Be an educator: Provide guidance and education to all coaches and staff within the programme , as well as athletes, parents and others</p>	<p>Provide guidance and instruction to pre-coaches; Coaching Assistants and Coaches in line with their roles and needs. Establish and/or contribute to programmes of continuous professional development for coaches.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 3: BUILD RELATIONSHIPS	
As per core, with sport specific emphasis.	As per core, with domain specific emphasis.
As per core with sport specific emphasis.	As per core, with domain specific emphasis.
As per core, with sport specific safety elements specifically addressed.	As per core, with domain specific emphasis and a particular focus on the needs of children and disabled participants.
As per core, with sport specific emphasis on more advanced principles of the sport and the application of sport science/research.	As per core, with domain specific emphasis on key principles and needs for a given domain.

SENIOR COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 4: CONDUCT PRACTICES AND STRUCTURE COMPETITIONS	
<p>Guide practice: Set goals for sessions over the season and a series of seasons. Develop, implement and coordinate appropriate practices to promote learning on a progressive and on-going basis.</p>	<p>Set and coordinate goals for sessions over the course of the season to meet the needs of participants. Design practices to take account of the advanced processes of skill acquisition. Organise, implement and oversee effective sessions over the duration of the season with appropriate choice of practice; demonstration and instruction. Achieve an appropriate balance within the programme between directive and facilitative styles. Apply the principles of planning and periodisation over the course of a season and series of seasons. Interact effectively with support personnel in sport science, education, administration as appropriate.</p>
<p>Structure competitive experiences: Select, participate in and manage suitable competition opportunities over the course of a season and series of seasons.</p>	<p>Select, prepare for; participate in and review competition experiences.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 4: CONDUCT PRACTICES AND STRUCTURE COMPETITIONS	
<p>Practices for technique, tactics and decision making within the sport.</p> <p>Sport specific practices for defined capabilities (and specific to domains).</p> <p>Physical fitness and development.</p> <p>Advanced preparation for the sport (physical, mental, technical, tactical).</p> <p>Understanding of the sport specific application of sport science.</p>	<p>As per core and sport specific, applied to the domain and ensuring that practice programmes are tailored to the needs of participants at each stage of their development.</p>
<p>Sport specific competition formats (and specific to domains).</p>	<p>As per core and sport specific, applied to domain. Particular focus on the needs of children and disabled participants.</p>

SENIOR COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 5: READ AND REACT TO THE FIELD	
<p>Observe, analyse and provide feedback: Establish and oversee systems to observe and analyse the performance of participants and provide appropriate feedback to promote learning.</p>	<p>Demonstrate a highly effective observation, analysis and feedback. Establish systems for observation, analysis and feedback utilising the coaches and staff in the programme and appropriate technology and helping athletes to become more self aware.</p>
<p>Record and evaluate: Establish data management systems to assist in monitoring progress.</p>	<p>Establish data management systems for the key measures or indicators which will help to gauge progress.</p>
<p>Make decisions and adjustments: Respond to what you see on the field, making effective decisions.</p>	<p>Demonstrate the ability to read the field and make decisions and adjustments. Demonstrate the ability to operate in deliberative and intuitive decision-making modes. Implement and promote within the programme the key elements of effective decision making for coaches. Demonstrate the ability to make quick, effective decisions under pressure. Develop an effective approach to the management of risk and measured risk taking.</p>
<p>Respond with sensitivity to wider events: Respond proactively to events within the team and organisation.</p>	<p>Demonstrate the ability to read the wider social and environmental context.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 5: READ AND REACT TO THE FIELD	
Sport specific key factors and cues for observation and feedback. Technology and performance analysis applied to the sport.	As per core and sport specific, with domain specific emphasis, responding to the need and stage of development of the participant.
Sport specific measures or indicators of progress.	As per core and sport specific, with domain specific emphasis.
As per core, with sport specific emphasis.	As per core and sport specific, with domain specific emphasis.
As per core, with sport specific emphasis.	As per core and sport specific, with domain specific emphasis.

SENIOR COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 6: LEARN AND REFLECT	
<p>Evaluate the sessions (and programme): Evaluate the programme against the initial goals, demonstrating the ability to adjust accordingly</p>	<p>Establish a systematic process of evaluation and embed this within the practice of coaching from session to session and within the overall programme. Demonstrate the ability to learn from mistakes.</p>
<p>Self reflect: Reflect on individual and programme performance</p>	<p>Demonstrate and promote the importance of an open, growth mindset. Demonstrate and promote a sound personal coaching philosophy and style. Develop a structured approach to self reflection. Demonstrate and promote self awareness, life balance and an affirmation of personal and cultural identity.</p>
<p>Develop professionally: Encourage, promote and organise relevant professional development activities, underpinned by strong ethical principles</p>	<p>Demonstrate and promote the importance and personal relevance of professional development. Scope and take part in advanced professional development options. Create an environment within which coaches share personal philosophy and operate within a positive community of practice.</p>
<p>Innovate: Be creative and find new solutions to further enhance the programme</p>	<p>Create an environment in which problems and issues are addressed in a positive and effective manner. Devise solutions and new ways of doing things across the programme. Demonstrate and promote the importance of creative thinking.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 6: LEARN AND REFLECT	
Sport specific elements of evaluation.	Domain specific elements of evaluation.
Sport specific elements of self reflection.	Domain specific elements of self reflection.
Sport specific professional development opportunities.	Domain specific professional development opportunities.
Sport specific application of innovation.	Domain specific application of innovation.



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MASTER COACH

The Master Coach operates to the highest ethical and professional standards. This coach plans, leads and evaluates coaching programmes over a season or a series of seasons, with input from experts and others. The Master Coach will work independently, and oversee the entire structure of the programme in the context of wider organisational goals and structures. The Master Coach will have a highly developed decision-making capability and will model and promote ethical and professional practice at all times. The Master Coach will have responsibility for managing other staff that may include Senior Coaches; Coaching Assistants; Pre-Coaches and other staff. The Master Coach will be open to new learning and professional development and will also support and promote the development of these coaches. Advanced and integrated knowledge is expected at this level across core, sport specific and domain specific areas, informed by best practice, sport science, research, educational theory and other areas. The Master Coach should demonstrate specialised practical and cognitive competence to manage and deliver advanced coaching functions independently within a changing environment. The Master Coach has the ability to carry out advanced evaluations of results, consider alternative courses of action leading to comprehensive and innovative changes and solutions. The Master Coach will also have a high degree of sensitivity to organisational and cultural contexts, providing leadership that recognises the importance of treating all participants, coaches and stakeholders equitably, respecting their identity, culture, need and stage of development. The Master Coach will be committed to transforming the way in which coaching in South Africa is delivered to all its citizens.

LONG-TERM COACH DEVELOPMENT

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY	
<p>Appreciate the big picture: Understand the district, provincial, national and international context within which the sport operates and the role that sport coaching plays in promoting transformation and excellence within an active and winning nation.</p>	<p>Identify the main elements of community, district, provincial, national and international programmes that impact on the coaching programme. Describe how the programme will contribute to the host organization, South African society and the implementation of the South African Coaching Framework. Respond to the social context and challenges of the programme and establish effective systems to meet the needs of the participants.</p>
<p>Alignment and governance: Operate to a high level of effectiveness within the structures within which the coaching programme occurs and with a full appreciation of the wider social and sporting contexts at national and international level.</p>	<p>Interact positively with and play a key role in leading the further development of the operational structure within which the coaching occurs. Promote, adhere to and further evolve the rules, standards, procedures and reporting mechanisms.</p>
<p>Conduct a needs analysis: Develop a clear picture of what the programme looks like, based on the needs of the athlete, research, the social and organisational context, national and international trends and developments.</p>	<p>Identify and respond to the social and cultural context and challenges facing the athletes and the wider programme. Apply, adapt, refine and further enhance the core stages and capabilities of Long-Term Player Development. Respond effectively to the motives and needs of the athletes in the programme. Identify and respond to the requirements of the athletes in a highly individualised way and integrated with the needs of the team and/or organization. Have a sound working knowledge of the main strands of sport science and their potential contribution to coaching. Apply an evidence based approach to needs analysis, drawing on appropriate research, where appropriate.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY	
<p>As per core, with sport specific addition.</p> <p>Critique and enhance the sport specific coaching and participant development pathway and support the implementation of the South African Coaching Framework within the sport, taking full account of national and international structures.</p>	<p>As per core and sport specific, with reference to children; participation; talent development; high performance as appropriate.</p>
<p>Describe how the coaching programme will link to the structures of the International Federation, National Federation and to district and provincial structures, as appropriate. Have an advanced, critical and positive knowledge of sport specific rules and regulations.</p>	<p>As per core and sport specific, with reference to children; participation; talent development; high performance as appropriate.</p>
<p>Have a sound mastery of the core and advanced principles of the sport. Explain, apply and further develop the sport specific capabilities associated with the appropriate stages Long-Term Player Development. Respond to the capabilities and needs of the participants within the sport in a highly individualised way. Respond effectively to and manage facility and equipment requirements. Apply the main strands of sport science to the needs of athletes and teams within the sport. Be aware of sources to access sport specific and sport science related research.</p>	<p>Explain, respond to and further evolve the domain specific capabilities associated with Long-Term Player Development (with reference to children; participation; talent development; high performance as appropriate). Explain, apply and evolve key Growth and Development principles and their implications for the coaching programme and the sport.</p>

MASTER COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY <i>(continued)</i>	
Establish a vision: Develop and communicate values and goals, the direction to be taken and ways of working within the programme, taking full account of organisational goals and culture	Set and communicate appropriate programme goals working collaboratively with stakeholders. Establish a clear set of values and a vision for the programme that promote transformation and excellence in performance and/or participation contexts.
Devise a strategy: Develop a sound strategy to realise the vision, taking full account of the organisational goals and culture within which the programme operates.	Develop the strategy to achieve the vision, maximising engagement and buy-in from key stakeholders.

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT	
Develop an action plan: Create sound and effective operational plans to implement the strategy that are aligned with wider organisational priorities.	Develop effective action plans for annual and multiannual programmes, including effective review and adjustment mechanisms.
Identify and recruit personnel: Establish systems to recruit, induct and manage participants and support personnel/pre-coaches for the programme that are fully integrated with the wider organisational context.	Establish systems to recruit, welcome, induct and retain participants and staff as part of the wider organizational structure Set out the structure and roles with those who assist as part of the wider organizational structure.

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 1: SET THE VISION AND STRATEGY <i>(continued)</i>	
As per core, with sport specific emphasis that is guided by LTPD in the sport; South African Sport for Life; the South African Coaching Framework and the overall delivery and competitive structure within the sport.	As per core and sport specific, with domain specific emphasis, taking full account of the needs of the participants at each stage of their development.
As per core, with sport specific emphasis and taking account of the strategies and latest thinking in the sport at district, provincial, national and international level.	As per core and sport specific, with domain specific emphasis, taking full account of the needs of the participants at each stage of the needs of participants at each stage of their development.

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT	
As per core, with sport specific emphasis.	As per core, with domain specific emphasis.
As per core, with sport specific emphasis. Coaching roles to be informed by this document and by sport specific recommendations.	As per core, with domain specific emphasis, ensuring that coach profiles are aligned with the needs of the participants at each stage of their development.

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT <i>(continued)</i>	
<p>Organise the setting and personnel: Oversee an efficient, safe and effective environment for maximising learning and improvement that takes account of wider the organizational and cultural context.</p>	<p>Establish systems to manage key safety issues in programme delivery. Establish systems to manage organisational issues for effective delivery to promote learning and improvement. Demonstrate highly proficient individual and group management and an ability to maximise the role and contribution of coaching in the wider organizational setting.</p>
<p>Safeguard and protect athletes: Ensure that systems are in place to protect athletes from harm and monitor the effectiveness of these systems.</p>	<p>Establish and model procedures to ensure the safety of participants and make provision for first aid and emergencies. Establish and lead an environment where athletes are treated with integrity and respect. Model appropriate personal conduct, ethical behaviour and professional standards. Establish and monitor a system of background checks on all coaches and pre-coaches within the programme. Oversee appropriate behaviour from all senior coaches; coaches and pre-coaches within the programme. Knowledge of reporting systems for inappropriate behaviour.</p>
<p>Develop progress markers: Identify measures of progress over a season and a series of seasons as part of the wider system of accountability within which the programme operates.</p>	<p>Develop markers to identify and monitor progress over the season or a series of seasons. Establish the position and recognition of these progress markers within the wider organizational context.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 2: SHAPE THE ENVIRONMENT <i>(continued)</i>	
<p>As per core, with sport specific adaptations to the setting and organization of personnel.</p> <p>Establish roles, job descriptions and reward, incentive and accountability systems for unpaid; part-time paid and full-time paid coaches. Ensure that coaches have appropriate training and qualifications in line with the South African Coaching Framework and, where appropriate, the National Qualifications Framework.</p>	<p>As per core, with domain specific emphasis.</p>
<p>As per core, with sport specific emphasis.</p> <p>Establish codes of conduct and good practice in line with sport specific, national and international norms.</p>	<p>As per core, with domain specific emphasis and particular attention paid to the needs to children and disabled participants.</p>
<p>As per core, with sport specific emphasis drawing on good practice from the sport at a national and international level.</p>	<p>As per core, with domain specific emphasis.</p>

MASTER COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 3: BUILD RELATIONSHIPS	
<p>Lead and influence: Provide leadership for the programme, integrated into the structure of the host organisation (National Federation; club, school; tertiary institution etc) and taking account of good practice at national and international levels.</p>	<p>Model and create a positive environment in key behaviours in ways of working, dealing with people, integrity, respect and the demonstration of ethical and professional standards. Engage effectively with and influence key personnel within the organisational structure and in wider national and international contexts as appropriate.</p>
<p>Manage personnel positively: Establish and manage good working relationships with all coaches and personnel within the programme and in the context of the wider organization.</p>	<p>Establish effective procedures and systems that promote clear expectations and ways of working and clear systems of accountability. Establish systems and procedures for clear and consistent lines of communication. Anticipate, respond to resolve conflicts in a positive manner. Establish appropriate grievance and appeals procedures as part of the wider organizational structure. Make provision for appropriate contractual arrangements and job descriptions.</p>
<p>Nurture individual relationships: Build, maintain and create an environment for healthy connections with athletes, pre-coaches, coaching assistants, coaches and senior coaches and key personnel within the host organisation.</p>	<p>Demonstrate and establish systems that promote positive relationships with athletes and others, including media, agents etc, where appropriate. Demonstrate and support the implementation effective questioning; listening; empathy and sympathy among all those working in the programme. Demonstrate and promote empathy, tolerance and connection with different cultural identities.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 3: BUILD RELATIONSHIPS	
As per core, with sport specific emphasis and a commitment to engaging in, supporting and influencing the structures of the sport at district, provincial, national, international level as appropriate.	As per core, with domain specific emphasis.
As per core with sport specific emphasis and see the recommendations on page 66 'organise the setting and personnel' in relation to coaching roles, responsibilities, incentives etc for unpaid; part-time paid and full-time paid.	As per core, with domain specific emphasis.
As per core, with sport specific safety elements specifically addressed.	As per core, with domain specific emphasis and a particular focus on the needs of children and disabled participants.

MASTER COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 3: BUILD RELATIONSHIPS <i>(continued)</i>	
Be an educator: Provide guidance and education to all coaches and staff within the programme and agree professional development expectations and opportunities.	Provide guidance and instruction to pre-coaches; Coaching Assistants; Coaches and Senior Coaches in line with their roles and needs. Establish and/or contribute to programmes of continuous professional development for coaches.

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 4: CONDUCT PRACTICES AND STRUCTURE COMPETITIONS	
Guide practice: Set goals for sessions over the season and a series of seasons in the context of the overall programme and organizational context. Develop, implement and coordinate appropriate systems and practice structures to promote learning on a progressive and on-going basis.	Integrate all aspects of the practice structure in line with the goals of the programme and maximising the role of coaches; sports science; medical and other personnel as appropriate. Oversee other staff in setting and coordinating goals for sessions over the course of the season to meet the needs of participants. Oversee the design of practices to take account of the advanced processes of skill acquisition. Oversee the organisation, implementation and evaluation of effective sessions over the duration of the season with appropriate choice of practice; demonstration and instruction. Oversee an appropriate balance within the programme between directive and facilitative styles. Oversee the application of the principles of planning and periodisation over the course of a season and series of seasons.

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 3: BUILD RELATIONSHIPS <i>(continued)</i>	
<p>As per core, with sport specific emphasis on more advanced principles of the sport and the application of sport science/research. Clear expectations on role, qualifications and on-going continuous professional development in line with national and international standards.</p>	<p>As per core, with domain specific emphasis on key principles and needs for a given domain. Encouragement of specialist coaching roles and professional development for each of the coaching domains.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 4: CONDUCT PRACTICES AND STRUCTURE COMPETITIONS	
<p>Practices for technique, tactics and decision making within the sport. Sport specific practices for defined capabilities (and specific to domains). Physical fitness and development. Advanced preparation for the sport (physical, mental, technical, tactical). Integration of sport science principles and personnel.</p>	<p>As per core and sport specific, applied to the domain and taking a leadership role in ensuring that practice programmes are tailored to the needs of participants at each stage of their development.</p>

MASTER COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 4: CONDUCT PRACTICES AND STRUCTURE COMPETITIONS <i>(continued)</i>	
Structure competitive experiences: Select, participate in and manage suitable competition opportunities over the course of a season and series of seasons, ensuring the relevance and appropriateness of competition selection.	Select, prepare for; participate in and review competition experiences. Establish systems for effective preparation; match day routines; observation; data capture and match de-briefs.

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 5: READ AND REACT TO THE FIELD	
Observe, analyse and provide feedback: Establish and oversee systems to observe and analyse the performance of participants and provide appropriate feedback to promote learning, ensuring that relevant outcomes and feedback are communicated effectively to wider audiences.	Demonstrate and model highly effective observation, analysis and feedback. Establish and monitor systems for observation, analysis and feedback utilising the coaches and staff in the programme and appropriate technology and the development of self awareness among the athletes.
Record and evaluate: Establish data management systems to assist in monitoring progress, including methods for communication.	Establish data management and related communication systems for the key measures or indicators which will help to gauge progress.

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 4: CONDUCT PRACTICES AND STRUCTURE COMPETITIONS <i>(continued)</i>	
Sport specific competition formats (and specific to domains).	As per core and sport specific, applied to domain. Particular focus on the needs of children and disabled participants.

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 5: READ AND REACT TO THE FIELD	
Sport specific key factors and cues for observation and feedback. Technology and performance analysis applied to the sport.	As per core and sport specific, with domain specific emphasis, responding to the need and stage of development of the participant.
Sport specific measures or indicators of progress.	As per core and sport specific, with domain specific emphasis.

MASTER COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 5: READ AND REACT TO THE FIELD <i>(continued)</i>	
Make decisions and adjustments: Respond to what you see on the field, making highly effective decisions and recognising the necessity to make and learn from mistakes.	Demonstrate the ability to read the field and make highly effective decisions and adjustments. Implement and promote within the programme the key elements of effective decision making for coaches. Demonstrate the ability to make quick, effective decisions under high levels of pressure. Develop an effective approach to the management of risk and measured risk taking.
Respond with sensitivity to wider events: Respond proactively to events within the team and organisation.	Demonstrate the ability to read the wider social and environmental context.

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 6: LEARN AND REFLECT	
Evaluate the sessions (and programme): Evaluate the programme against the initial goals, demonstrating the ability to adjust accordingly and to position the evaluation in the context of wider organizational priorities.	Establish a systematic process of evaluation and embed this within the practice of coaching from session to session and within the overall programme Demonstrate and model the ability to learn from mistakes and setbacks
Self reflect: Reflect on and model a reflective approach to individual and programme performance.	Demonstrate, model and promote the importance of an open, growth mindset. Demonstrate, model and promote a sound personal coaching philosophy and style. Develop and model a structured approach to self reflection Demonstrate, model and promote self awareness and an affirmation of personal and cultural identity.

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 5: READ AND REACT TO THE FIELD <i>(continued)</i>	
As per core, with sport specific emphasis.	As per core and sport specific, with domain specific emphasis.
As per core, with sport specific emphasis.	As per core and sport specific, with domain specific emphasis.

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 6: LEARN AND REFLECT	
Sport specific elements of evaluation.	Domain specific elements of evaluation.
Sport specific elements of self reflection.	Domain specific elements of self reflection.

MASTER COACH *(continued)*

KNOWLEDGE AND LEARNING OUTCOMES	
COMPETENCE	CORE
PRIMARY FUNCTION 6: LEARN AND REFLECT <i>(continued)</i>	
<p>Develop professionally: Encourage, promote, model and organise relevant professional development activities, underpinned by the highest ethical standards</p>	<p>Demonstrate, model and promote the importance and personal relevance of professional development. Scope and take part in advanced professional development options. Create an environment within which coaches share personal philosophy and operate within a positive community of practice.</p>
<p>Innovate: Be creative and create an environment that encourages new solutions to further enhance the programme.</p>	<p>Create an environment in which problems and issues are addressed in a positive and effective manner. Devise solutions and actively encourage new ways of doing things across the programme. Demonstrate, model and promote the importance of creative thinking.</p>

KNOWLEDGE AND LEARNING OUTCOMES	
SPORT SPECIFIC	DOMAIN SPECIFIC
PRIMARY FUNCTION 6: LEARN AND REFLECT <i>(continued)</i>	
Sport specific professional development opportunities and ethical standards.	Domain specific professional development opportunities.
Sport specific application of innovation.	Domain specific application of innovation.



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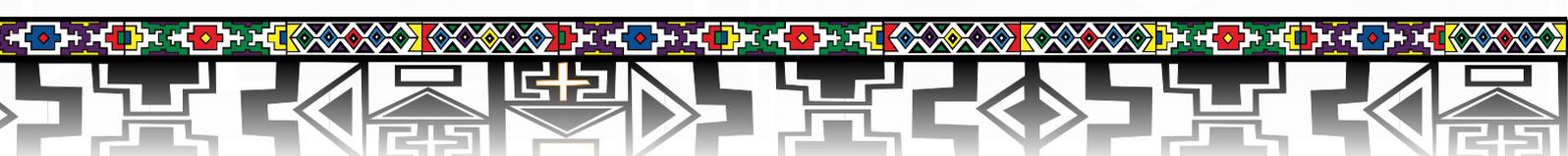
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DELIVERY

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4. DELIVERY

Course delivery will be an issue for National Federations and recognised service providers to determine. Suitably trained and qualified coach developers should deliver the programmes, or in some elements of the programme, oversee the delivery by others. Table 2 provides initial guidance on the number of contact hours that are

recommended for course contact in each of the 6 primary functions. Each of these contact hours will be supported by a significant quantity of work integrated learning, as outlined in Table 1. Work is on-going on the translation of this table into credits, in line with NQF requirements.

Level	Contact hours (credits to be added in discussion with CATHSSETA)	1 2 3 4 5 6					
		Pre-Coach	8	0.5	0.5	1	5
Coaching Assistant	30	8	3	1	16	1	1
Coach (Step 1)	40	10	3	1	20	4	2
Coach (Step 2)	40	10	3	1	20	4	2
Senior Coach	180	40	10	10	80	30	10
Master Coach	220	60	10	10	100	30	10



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ASSESSMENT

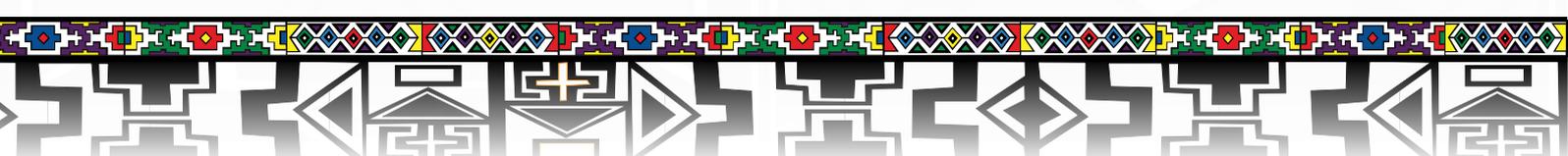
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5. ASSESSMENT

Assessments will be devised in each of the 6 functions and will relate to both course contact and work integrated learning. Assessments will recognise the need to validate and/or recognise formal, informal and non-formal learning as appropriate, using an appropriate range of

methodologies. These methodologies will include oral, practical and written assessments and will also include work logs; reflective logs; peer observation and other methods to ensure that key learning outcomes are validated.





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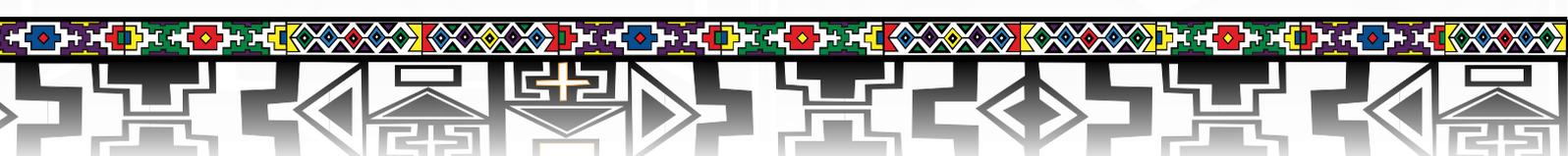
RECOGNITION OF PRIOR LEARNING

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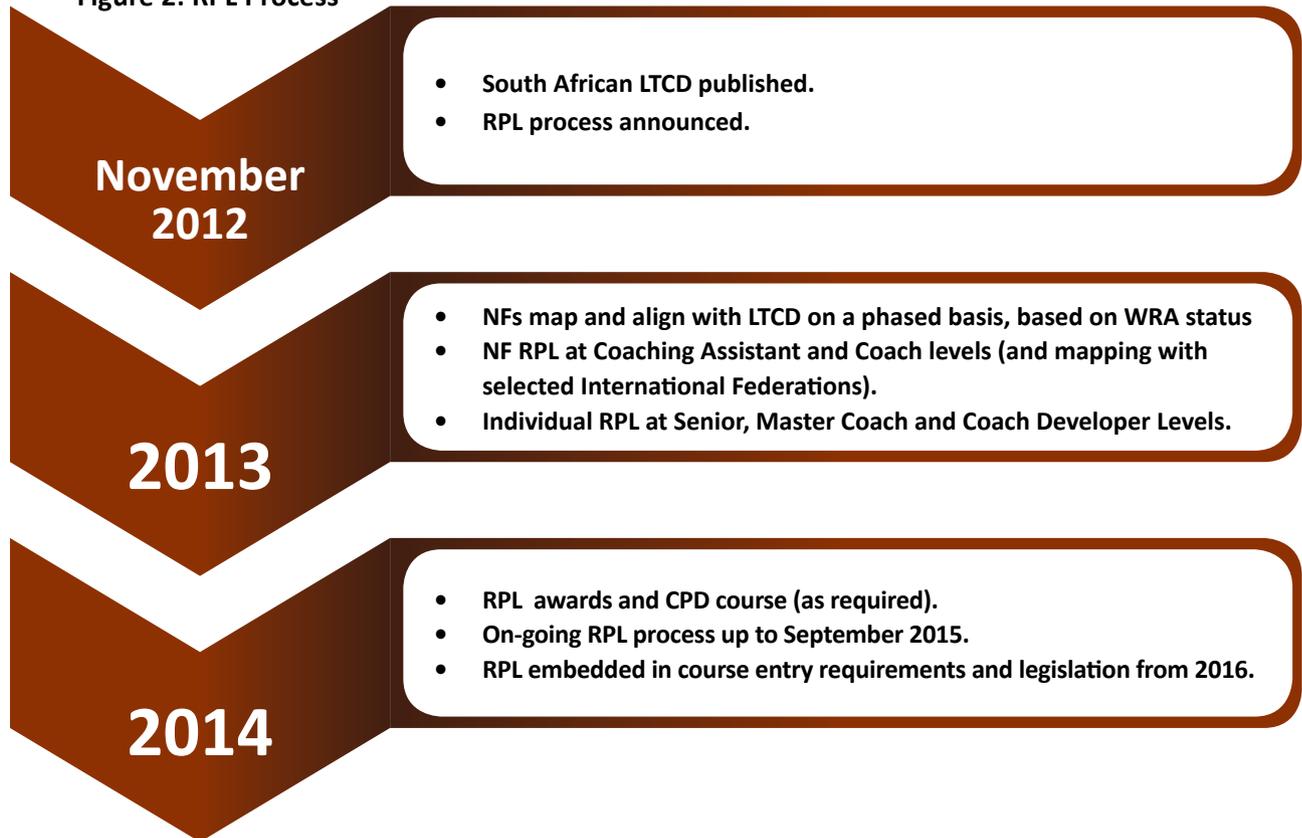


6. RECOGNITION OF PRIOR LEARNING

The recognition of prior learning will be a key feature of South African LTCD and will be conducted in line with the principles outlined by SAQA (SAQA, 2012). The RPL process will commence in early 2013 and will proceed on a National Federation basis (for Coaching Assistant and Coach levels) and on the basis of individual profiling (for Senior Coach and Master Coach

Levels). RPL will also be provided for Coach Developers and this will be done on a case-by-case basis with National Federations, using the Capacity Developer specification as a guide (this specification is outlined in separate document). The main steps in the process are outlined in Figure 2.

Figure 2: RPL Process

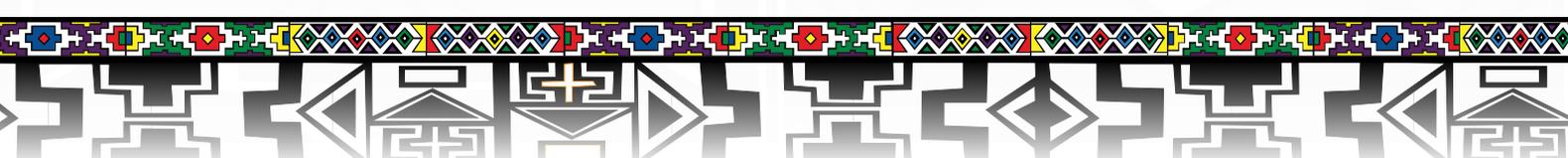




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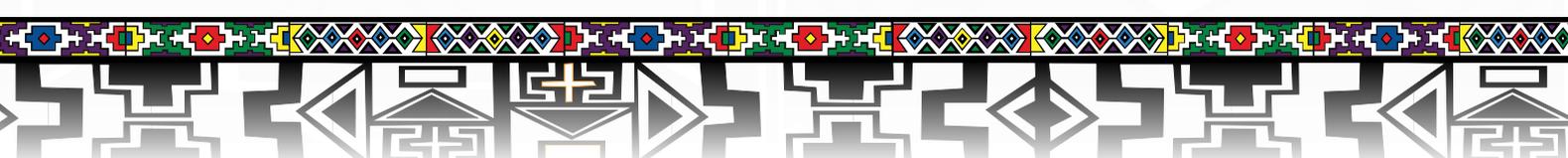
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ACKNOWLEDGEMENTS

LONG-TERM COACH DEVELOPMENT





ACKNOWLEDGEMENTS FOR LONG-TERM COACH DEVELOPMENT

The creation of the Long-Term Coach Development (LTCD) model has occurred through a process of widespread consultation with National Federations; Provincial Sports Councils; South African Sports Confederation and Olympic Committee (SASCOC); Sport and Recreation South Africa (SRSA); South African universities; South African Qualifications Authority (SAQA); Culture Arts Tourism Hospitality and Sport Sector Education and Training Authority (CATHSSETA); service providers and other stakeholders who have provided feedback on the draft LTCD document.

The development of the LTCD model was commissioned by SASCOC as a core reference document to support the implementation of the South African Coaching Framework.

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The former Coaches Commission of SASCOC established an Implementation Group who then established an Interim Coaching Standards group. Both these groups play a key role in implementing the South African Coaching Framework which has included the development of this core reference document- LTCD.

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IMPLEMENTATION GROUP:

Pat Duffy (Chair), Anton Ferreira, Hilton Adonis; Gugu Ntuli; Jannie Ferreira ; Rosa Du Randt; Suzanne Ferreira; Peter de Villiers; Jerry Segwaba; Ebrahim Boomgaard; Desiree Vardhan.

INTERIM COACHING STANDARDS GROUP:

Jannie Ferriera (Chair); Maureen Mashabane; Vanessa Verster; Hilton Adonis; Elizabeth Bressan; Garry Dolley; Di Pieterse; Mike Ntombela; Patrick Duffy; Desiree Vardhan.

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The SASCOC team has been at the core of the process and their dedication and professionalism has been pivotal. The entire team at SASCOC contributed, with

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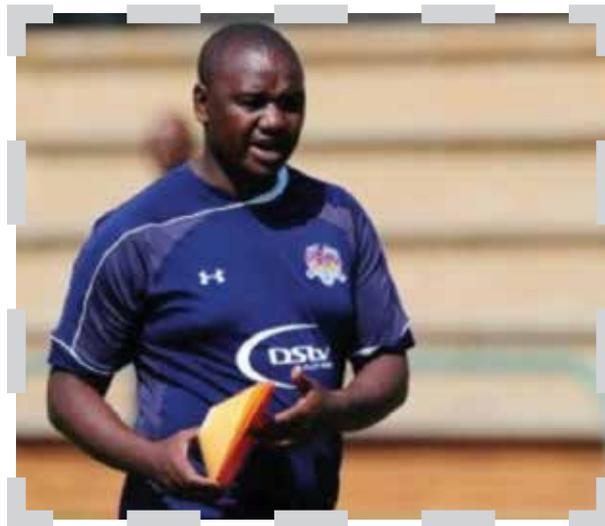
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The document is dedicated to the coaches, whose commitment and passion for sport inspired the creation of a core reference document to develop coaches in South Africa.

ACRONYMS

CATHSSETA:	Culture Arts Tourism Hospitality and Sport Sector Education and Training Authority
CHE:	Council for Higher Education
DOBE:	Department of Basic Education
LTCD:	Long-Term Coach Development
LTPD:	Long-Term Participant Development
NF:	National Federation
NQF:	National Qualifications Framework
QCTO:	Quality Council for Trades and Occupations
SAQA:	South African Qualifications Authority
SASCOC:	South African Sport Confederation and Olympic Committee
SRSA:	Sport and Recreation South Africa



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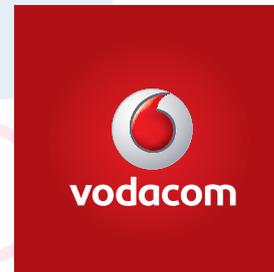
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