National Coaching Certification Program

NCCP Policy and Implementation Standards

coach.ca

Coaching Association of Canada
Association canadienne des entraîneurs

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INTRODUCTION

This handbook documents the NCCP Policies and Implementation Standards. The current version of the handbook is available at www.coach.ca and will be updated as policies and standards are added or revised. The effective day of a policy is identified in the line under the policy title.

The handbook is for NCCP Partners to use as they participate in and contribute to the NCCP. Partners comprise the Provincial/Territorial governments and/or their Delivery Agencies, National Sport Organizations, Sport Canada, and the Coaching Association of Canada.

Policies

The policies contained in this handbook have either been derived from the original Minimum Standards developed by the National Coaching Certification Council prior to the change in CAC/NCCP governance in December 2005, or they document policies which have been developed after December 2005 through a collaborative decision-making process involving all NCCP Partners.

Policies are approved by the CAC Board of Directors, as are modifications to policies.

Implementation Standards

Implementation Standards document the responsibilities of NCCP Partners for implementation of a policy and the procedures that are to be followed in policy implementation. For policies that were in place prior to 2005, the Implementation Standards section of a policy documents existing practices. For policies developed since 2005 and into the future, Implementation Standards are the responsibility of the CAC, which carries development of these standards in consultation with NCCP Partners.

Implementation Standards are management practices and not formally approved and may change from time to time to improve implementation of a policy. Changes will also be made in consultation with NCCP Partners.

Policy Categories

There are six policy categories. The category and its objective are:

Program Development	Guide the initial and ongoing development of the streams and contexts of the NCCP and all associated Professional Development programs.
Coach Developers	Guide the identification, recruitment, selection, training, evaluation, and ongoing Professional Development of all NCCP Coach Developers.
Program Delivery	Ensure quality delivery to all coaches across Canada.

Program Sustainability	Guide the elements of the program that contribute to the long-term sustainability of the NCCP.
Quality Control and Impact Assessment	Guide the development of practices that maintain quality standards in any program element and assess the overall impact of the NCCP or any program element.
Database	Ensure the integrity of the NCCP Database – The Locker.

Structure: Policy and Implementation Standards

Policies have two sections: Principles and Policy Statement.

The Principles section identifies the values, beliefs, and assumptions on which a policy is based.

The Policy Statement articulates the behaviour or action that is required of the Partners as a result of the policy.

Implementation Standards have two sections: Authority and Procedures.

The Authority section identifies the responsibilities of NCCP Partners in implementation of the policy.

The Procedures section describes standard procedures which NCCP Partners are expected to follow in implementation of a policy or part of a policy.

PROGRAM DEVELOPMENT

1. Policy on Context Approval

Effective date: September 2003
Policy revised in January 2015

1.1. Principles

1.1.1.   Reinforce the competency-based curriculum approach that begins by identifying the needs of athletes and then determines what coaches must be able to do to meet these needs and effectively lead athletes.

1.1.2.   Ensure that coaches across all sports have comparable levels of competence once certified.

1.1.3.   Reinforce the program's role in upholding Physical Safety and Health of Athletes, Coaching Responsibly, Integrity in Relations with Others, Respect of Athletes, and Honouring Sport. (NCCP Code of Ethics, 2012)

1.1.4.   Ensure that program approval is granted through standardized and transparent due process.

1.1.5.   Provide flexibility to ensure all sports and P/Ts, regardless of size/population, are capable of implementing the program.

1.1.6.   Guarantee that the NCCP is available to coaches in both official languages and does not discriminate on the basis of gender, ability, culture, geography, religion, race, sexuality, etc.

1.2. Policy Statement

1.2.1.   Context approval will be based on a standardized process and granted by an objective review committee drawn from the NSO community, the CAC, and relevant external expertise.

1.3. Implementation Standards

1.3.1.   AUTHORITY

The **CAC** is responsible for:
- Designing the tools for the standardized review process in consultation with NCCP partners.
- Ensuring that the review process and criteria are published and publicly available.
- Selecting the review committee or having a designate select the review committee.
- Ensuring that the results of all reviews are provided to the NSO and are publicly available on request.
- Ensuring that the review is based on criteria organized under the following headings:

- System Cohesion
- Outcomes/Criteria
- LTAD Alignment
- Database Structure
- Resource and Reference Material
- Coach Training Curriculum
- Learning Facilitator Training
- Certification Process
- Coach Evaluator Training
- Program Delivery
- Communication
- Business Consideration
- Quality Control
- Impact Assessment

Context approval occurs in two stages.

<u>Stage 1: Conditional Approval</u>

- The CAC Coaching Consultant reviews the materials, pilot workshops, evaluations, and Learning Facilitator/Coach Evaluator training and advises the sport of their preparedness for context approval.
- The procedure described below must be followed for the approval of a context:
  - Meet with the CAC Coaching Consultant to plan for the completion of the proposal and the development of the context materials.
  - The NSO submits 4 copies of all context materials as identified in the NSO Context Approval Review Tool.
  - The CAC identifies and contacts potential review committee members and schedules a review process.
  - The CAC Coaching Consultant ensures the application packages are available to the Review Committee members.
  - The CAC Coaching Consultant to the sport completes the Review Tool with their comments and analysis of the sport's submission and forwards the document electronically to the Review Committee members and the CAC.
  - The CAC Representative on the Review Committee chairs all meetings/conference calls related to the review of the sport's submission.
  - The NSO presents the program to the Review Committee for Conditional Approval.
  - The Review Committee debriefs the review and decides whether or not to grant Conditional Approval. If Conditional Approval is not granted the Review Committee must provide specific direction to the NSO on the criteria that must be met in order to receive Conditional Approval.
  - Upon granting of Conditional Approval by the Review Committee, the CAC Representative ensures all recommendations are documented and provided to the NSO within 10 working days of the review.

- The NSO has six months from the date of Conditional Approval to complete all necessary modifications, to ensure that the program is available in both official languages, and to ensure national accessibility of the program through the training of a national network of Coach Evaluators and Learning Facilitators.
- The NSO must submit their final program package to the CAC via their CAC Coaching Consultant.
- The Final Approval package must highlight all required changes and contain:
    - Final copies of all program resources and materials in both official languages.
    - A list of all Learning Facilitators, Coach Evaluators, and Master Coach Developers by Province/Territory.
    - A letter from a relevant P/TSO approving the technical translation of the program materials and resources.
- The CAC reviews the final package. If Final Approval is not granted, the CAC will provide a detailed report to the NSO with specific requirements that must be met.
- The CAC grants Final Approval and provides a letter in both official languages to the NSO.

2. Policy on Coach Evaluation

Effective date: May 2003

2.1. Policy Statement

2.1.1.　Evaluation:

a) Is required in each relevant context, with the exception of Community Sport where evaluation is recommended but not required.

b) Processes must meet the requirements articulated in the context-specific NCCP Evaluation Toolkit, in particular the requirement for a formal debrief.

c) Of the Make Ethical Decisions outcome is required for all contexts.

d) Of all required outcomes must be completed in order for a coach to achieve core certification in a context.

e) Must be contextualized and involve, where required, participants/athletes reflective of the specific context. (May 2003)

2.1.2.　When an NSO chooses to implement core evaluation in a Community Sport context, the evaluation must include:

a) The completion of the Make Ethical Decisions evaluation;

b) The completion of an Emergency Action Plan (EAP);

c) At least one assignment designed to evaluate the coach's ability to modify a practice/lesson based upon the needs of specific participants.

2.1.3. Evaluation for core certification in the Competition – Introduction context requires evaluation in four (4) of seven (7) generic outcomes, of which Make Ethical Decisions and Support to Athletes in Training are compulsory.

2.1.4. Core certification in the Competition – Development context requires evaluation of all seven (7) generic outcomes.

2.1.5. Certification in the Competition – High Performance context (In Development)

2.1.6. Core certification in the Instruction – Beginners context requires evaluation of the following three outcomes:
   a) Make Ethical Decisions
   b) Support to Athletes in Training
   c) Analyze Performance

2.1.7. Core certification in the Instruction – Intermediate Performers context requires evaluation of the following four outcomes:
   a) Make Ethical Decisions
   b) Support to Athletes in Training
   c) Analyze Performance
   d) Plan a Practice/Lesson

2.1.8. Core certification in the Instruction – Advanced Performers context requires evaluation of the following five outcomes:
   a) Make Ethical Decisions
   b) Support to Athletes in Training
   c) Analyze Performance
   d) Plan a Practice/Lesson
   e) Manage a Program

2.2. Implementation Standards

2.2.1. AUTHORITY

For all contexts, the **CAC** is responsible for:
- Developing the evaluation of the Make Ethical Decisions outcome.
- Ensuring that the evaluation requirements for the Make Ethical Decisions outcome are publicly accessible in both official languages on the official CAC website.
- Developing the evaluation process framework and templates.
- Publishing the requirements in a context-specific NCCP Evaluation Toolkit.

For all contexts, **NSOs** are responsible for:
- Adapting the evaluation frameworks and templates in the NCCP Evaluation Toolkit.
- Ensuring all evaluation requirements are publicly accessible in both official languages on their official websites.
- Ensuring an appeals process is available to any coach who participates in the evaluation process

With respect to evaluation in:	*NSOs* are responsible for:
Community Sport stream	• Ensuring all sport-specific content aligns directly with their Long-Term Athlete Development (LTAD) model.
Competition and Instruction streams	• Using best efforts to ensure that the Coach Evaluator assigned to the coach is not the same individual responsible for the training of the coach in more than one (1) outcome.
Competition – Introduction context	• Selecting 2 or more of the remaining 5 generic outcomes required for core certification.
Competition – Development context	• Ensuring all coaches can access evaluation opportunities for all 7 of the generic outcomes.
Instruction – Beginners context	• Ensuring all coaches can access evaluation opportunities for the three (3) required generic outcomes.
Instruction – Intermediate Performers context	• Ensuring all coaches can access evaluation opportunities for the four (4) required generic outcomes.
Instruction – Advanced Performers context	• Ensuring all coaches can access evaluation opportunities for the five (5) required generic outcomes.

2.2.2. PROCEDURES

Procedures are as defined in the context-specific Evaluation Toolkit.

3. Policy on Coach Training

Effective date: May 2003

3.1. Policy Statement

3.1.1. Training must be available for all outcomes, criteria, and evidences identified in the context-specific Evaluation Toolkit, in which the coach must be evaluated.

3.2. Implementation Standards

3.2.1. AUTHORITY

The *CAC* is responsible for:
• Developing multi-sport modules and sport-specific module templates for all contexts.
• Guiding the NSO in the development of sport-specific coach training.

- Publishing instructional design requirements and recommendations in the NCCP Instructional Design Handbook.

NSOs are responsible for:
- Adapting the instructional design templates provided by the CAC.
- Ensuring all the intended outcomes, criteria, and evidences are appropriately trained when multi-sport modules are integrated into sport-specific training.
- Ensuring all training requirements are accessible to the public in both official languages on their official websites.

4. Policy on Maintenance of NCCP Coach Certification

Effective date: November 2002

4.1. Principles

4.1.1.   Maintenance of certification is essential to:

a) Ensuring coaches stay current with new coaching practices and knowledge.
b) Maintaining the integrity of the NCCP.
c) Consistency with the standards of other professions.
d) Reinforcing the values of lifelong learning and continuous improvement.

4.1.2.   Maintenance of certification must be fair, accessible, and realistic with respect to the time, effort, and cost required of coaches.

4.2. Policy Statement

4.2.1.   Certification within the NCCP shall be valid for a maximum period of 5 years.

4.2.2.   The concept of "life-span of NCCP certification" shall apply to coaches who:

a) Are already certified according to the standards of the Levels-NCCP.
b) Are certified according to the standards of the Levels-NCCP while it is still in effect.
c) Are certified according to the standards of an NCCP context's core certification and gradations.

4.2.3.   Maintenance of certification must be based on active coaching and Professional Development.

4.3. Implementation Standards

4.3.1.   AUTHORITY

The *CAC* is responsible for:
- Establishing the minimum requirements for maintenance of certification in each stream and context.
- Developing minimum requirements and guidelines for the definition of active coaching.

NSOs are responsible for:

- Defining the active coaching and Professional Development requirements for the maintenance of certification in each stream and context.
- Publicly communicating requirements for the maintenance of certification on their websites in both official languages.
- Notifying the CAC in writing of any modifications of the validation period for certification of each context the sport delivers.

Provincial/Territorial Delivery Agencies are responsible for:

- Publicly communicating the requirement for coaches to maintain certification according to their sport's requirements.

5. Policy on Renewal of Certification and Professional Development

Policy approved on June 10, 2010
Policy revised on November 11, 2012
Implementation date: January 1, 2013
Policy revised on September 22, 2014

5.1. Principles

5.1.1. Professional Development reinforces the values of continuous improvement and lifelong learning.

5.1.2. Professional Development encourages the sharing of learning among coaches.

5.1.3. Coaches participate in Professional Development activities to:
   a) Renew their active certification status.
   b) Enhance their knowledge and competencies in order to provide a high standard of sport coaching practice for their athletes.
   c) Stay current with developments in their coaching context or develop new areas of specialized practice.

5.1.4. Professional Development reflects the reality that coach learning is influenced by a mix of formal, non-formal, and informal learning experiences.

5.1.5. Professional Development provides coaches with some opportunity to choose the various learning experiences that will be of benefit to themselves and their athletes.

5.1.6. It must be possible to recognize and verify an experience for the purpose of recording Professional Development credit.

5.1.7. Reflection, formative evaluation, and summative evaluation will be considered as Professional Development.

5.1.8. Professional Development needs may vary depending on the context.

5.1.9. Professional Development requirements will:
   a) Reflect a minimum standard framework across all sports and contexts.
   b) Allow sports to exceed the minimum standards to meet their needs.
   c) Emphasize activities that provide consistent quality and context-relevant coaching development.
   d) Be accessible.

e) Not act as a disincentive to coaches who complete requirements in less than the maximum allowable time period.
f) Allow sports to reduce the maximum time for completing Professional Development to less than five years if it is warranted by the sport.

5.2. Policy Statement (Coaches)

5.2.1. Professional Development is required for coaches to renew "Certified" status in any context or gradation.
5.2.2. Professional Development requirements must be completed by the end of the period for which the certification is valid.
5.2.3. A National Sport Organization has the option to require coaches to complete Professional Development to renew "Trained" status.
5.2.4. Coaches are required to obtain a minimum number of Professional Development credits, dependent upon the context in which they are certified and the NSO-determined period within which they must renew their certification.

Context (includes any gradation)	Minimum Professional Development credits required if the period for renewal of certification is:				
	5 years	4 years	3 years	2 years	1 year
Community Sport Instruction – Beginners	10 points	8 points	6 points	4 points	2 points
Competition – Introduction Instruction – Intermediate Performers Instruction – Advanced Performers	20 points	16 points	12 points	8 points	4 points
Competition – Development	30 points	24 points	18 points	12 points	6 points

5.2.5. An NSO may require more than the minimum number of Professional Development credits in any or all contexts in which it assigns "Certified" or "Trained" status.
5.2.6. Professional Development credit is available in all of the following activity categories, within the limits described:

	Activity Category	Points	Limitations
Sport - Specific	Active coaching	1 point/year for every season coached OR 1 point/year for Learning Facilitator or Coach Evaluator activity	**To a maximum** number of points equal to the number of years of the certification renewal period, e.g. 3 points, if certification period is 3 years
	NCCP activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP activity	1 point/hour of activity up to 3 points maximum	No maximum or minimum
	Coach self-directed activity	3 points for the valid certification period	**Maximum** of 3 points for certification renewal period
	Re-evaluation in context	100% of the points required for PD credit in the context	No other PD is required if coach chooses reevaluation
Multi- sport	NCCP activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP activity	1 point/hour of activity up to 3 points maximum	To a maximum of 50% of required PD credit for the context in a certification renewal period

5.2.7.   The CAC will maintain a PD Registry that includes all events that are eligible for Professional Development credit including:
  a) Multi-sport and sport-specific core NCCP events.
  b) Multi-sport and sport-specific NCCP events specifically designed as PD.
  c) Sport-specific non-NCCP activities.
  d) Non-NCCP activities for all sports.

5.2.8.   NSOs or designates will validate and assign credit consistent with 10.2.6 of this policy, and submit to the PD Registry all sport-specific non-NCCP events.

5.2.9.   *An NCCP Partners committee comprising one NSO, one P/TCR, one NCI Director, one Coaches of Canada representative, and one representative of the CAC will validate, assign credit consistent with 5.2.6 of this policy, and submit to the PD Registry 'all sport' non-NCCP activities that are eligible for Professional Development credit.* (Under review)

5.2.10.   An NSO may designate a specific activity or activities as mandatory Professional Development in any context, but must also provide coaches in that context the opportunity to choose other activities to complete the remaining required Professional Development for the certification renewal period.

5.2.11.   A coach will have the full period of their valid certification to accumulate the total required Professional Development credits.

5.2.12.   Only those Professional Development credits entered in a coach's record on the NCCP Database will be used to determine whether the coach meets the context-specific requirements within the current certification period of valid certification.

5.2.13.   Any of the NSO, P/TSO, P/TCR or individual coach may enter a Professional Development record in the NCCP Database.

5.2.14. The NSO will determine whether to authorize designated organizations or individual coaches to enter PD credit on the NCCP Database for completed sport-specific non-NCCP events.

5.2.15. The coach will self-report PD credit for self-directed PD, active status, and 'all sport' non-NCCP activities.

5.2.16. The NSO or its designate can, at any time, audit and revoke any credits claimed by a coach through self-reported PD.

5.2.17. All non-NCCP activity related to renewal of certification and Professional Development data entered on the Database will be subject to a user-pay system.

5.2.18. Certified status will be renewed for those coaches who accumulate the required Professional Development points within the current certification renewal cycle. The date on which the certification is renewed, and the new cycle of maintenance of certification will be reflected in the transcript.

5.2.19. Failure to accumulate the required Professional Development points within the specified maintenance of certification cycle time will cause the coach's certification status to not-renew,   indicated with a date stamp indicating the date on which the certification lapsed.

5.2.20. A coach who does not complete the required Professional Development credits by the end date of the cycle of renewal of certification (will be required to complete their remaining professional development points to renew their certified status. Once completed, their status will return to "Certified".

5.2.21. An NSO must have their Professional Development policy approved as part of the Context Approval Process (CAP) for the context. NSOs with Final Context Approval will have one (1) year from the effective date of this policy to submit their Professional Development policy for approval.

5.2.22 Further to 5.2.3, the procedures outlined in 5.2.18 – 5.2.21 will be also be applied to National Sport Organization who have exercised the option to require coaches to complete Professional Development to renew "Trained" status.

5.3. Policy Statement (Coach Developers)

5.3.1. As with core training and development for coaches within the National Coaching Certification Program (NCCP), lifelong learning is integral to establishing a world leading workforce of Coach Developers. As such, all Coach Developers will be required to maintain their certification.

5.3.2. Professional Development credits will be applied to the maintenance of both coach and Coach Developer statuses simultaneously. Coach Developers will not be subject to additional requirements.

5.3.3. Coach Developer maintenance will be based on a 5-year cycle.

5.3.4. Coach Developers will be required to accumulate 20 PD points in the 5-year cycle to maintain their status.

5.3.5. The cycle will begin on January 1st of the year following certification.

5.3.6. This cycle and point total is the same for all Coach Developers in all contexts and streams.

5.3.7.   Accumulating these points will result in a < Certified – Renewed > status.

5.3.8.   Coach Developers who do not maintain their status within the 5-year cycle will need to be re-evaluated in order to renew their Certified status.

Role	Cycle Length	Required Points
Coach Developer for ALL contexts and streams	5 years	20 points

Glossary:

NCCP activity: any approved NCCP activity including:
- Coach training – sport-specific or multi-sport for core or any gradation
- Multi-sport Professional Development module
- Sport-specific Professional Development module
- Coach Evaluation
- Learning Facilitator, Coach Evaluator, or Master Coach Developer training

Non-NCCP activity: any non-formal or informal learning activity or self-directed activity that is recognized as Professional Development by a sport.

Formal learning: takes place within a structured education system that has standardized curricula and requires a coach to demonstrate a predetermined level of competency before achieving certification.

Non-formal learning is any organized educational activity outside of the NCCP that provides learning opportunities for coaches. Examples include coaching conferences, seminars, apprenticeship programs, workshops, and clinics.

Informal learning is the lifelong process of acquiring knowledge, skills, attitudes, and insights through daily experiences and exposure to coaching and sport. Informal learning happens in a wide variety of settings including, previous experience as an athlete, informal mentoring, day-to-day coaching experiences, and interaction with peer coaches and athletes.

Self-directed learning occurs when the coach reflects upon their technical, practical, and critical coaching issues and determines how to overcome practical coaching dilemmas. Self-directed learning makes use of a wide variety of materials, including coaching and sports science manuals, books, journal articles, videos, and Internet sources, etc., that were created for the purpose of enabling learning.

Season of coaching is the normal coaching period for a context in a sport. It could be a partial year or a full year.

6. Policy on NCCP Gradations

Policy approved on June 10, 2010
Implementation date: January 1, 2011

6.1. Principles

6.1.1. Reinforce the competency-based curriculum approach that begins by identifying the needs of athletes and then determines what coaches must be able to do to meet these needs and effectively lead athletes.

6.1.2. Reinforce the importance of coaches with specific expertise being available to participants at each stage of their athletic development.

6.1.3. Continue to ensure that program approval is granted through standardized and transparent due process.

6.1.4. Continue to allow sports to determine the optimal use of contexts and/or gradations to serve their coaching community.

6.1.5. Gradation shall recognize competency beyond the minimum standards, based on demonstrated expertise within a context.

6.1.6. Gradation encourages coaches to pursue lifelong development of coaching expertise relevant to their coaching context.

6.1.7. Gradation minimum evaluation requirements will be context-specific.

6.1.8. Coaches, in all sports and provinces/territories, are able to access gradation opportunities through pathways outlined in the CAP review.

6.2. Policy Statement

6.2.1. Advanced gradation requires increased scope **AND/OR** depth of evaluation as compared to the core context certification evaluation. Specific requirements are set on a context-by-context basis.

6.2.2. Master gradation requires increased scope **AND/OR** depth of evaluation, as compared to the Advanced gradation evaluation. Specific requirements are set on a context-by-context basis.

6.2.3. Competency at core Certified, Advanced, and/or Master may be evaluated through one evaluation process.

6.2.4. Core context certification must be completed in a context before awarding of sport-specific certification at Advanced or Master.

6.2.5. Master gradation requires a coach to demonstrate context -specific contribution to coaching education and coaching development within the sport.

6.2.6. Gradation context approval will be based on a standardized process and granted by an objective review committee drawn from the NSO community, the CAC, and relevant external expertise.

6.2.7. The Context Approval Process will use the same list of requirements, however, the CAC Coaching Consultant will identify those areas already covered in core Certification, and the sport may simply refer to these documents in the gradation submission.

Context-specific minimum evaluation requirements:

COMMUNITY SPORT STREAM

COMMUNITY SPORT STREAM – ADVANCED

Increased scope through evaluation in more outcomes and/or more criteria, as compared to the core context certification evaluation.

AND/OR

Increased depth through evaluation of more evidences within existing criteria AND/OR a common set of evidences demonstrated to a higher level of competency, as compared to the core context certification evaluation.

COMMUNITY SPORT STREAM – MASTER

Increased scope through evaluation in more outcomes and/or more criteria, as compared to the Advanced context certification evaluation.

AND/OR

Increased depth through evaluation of more evidences within existing criteria AND/OR a common set of evidences demonstrated to a higher level of competency, as compared to the Advanced context certification evaluation.

AND

Coach must demonstrate context -specific contribution to coaching education and coaching development within the sport.

INSTRUCTION STREAM

INSTRUCTION STREAM – ADVANCED

Increased scope through evaluation in more outcomes and/or more criteria, as compared to the core context certification evaluation.

AND/OR

Increased depth through evaluation of more evidences within existing criteria AND/OR a common set of evidences demonstrated to a higher level of competency, as compared to the core context certification evaluation.

INSTRUCTION STREAM – MASTER

Increased scope through evaluation in more outcomes and/or more criteria, as compared to the Advanced context certification evaluation.

AND/OR

Increased depth through evaluation of more evidences within existing criteria AND/OR a common set of evidences demonstrated to a higher level of competency, as compared to the Advanced context certification evaluation.

AND

Coach must demonstrate context -specific contribution to coaching education and coaching development within the sport.

COMPETITION STREAM

COMPETITION – INTRODUCTION CONTEXT

COMPETITION – INTRODUCTION – ADVANCED

Increased scope through evaluation of the minimum criteria in all seven outcomes.

AND   Increased depth through evaluation of more evidences within existing criteria AND/OR a common set of evidences demonstrated to a higher level of competency, as compared to the core context certification evaluation.

SPORT MAY ALSO

Increase scope of criteria for outcomes previously evaluated for core context certificatio

COMPETITION – INTRODUCTION – MASTER

Increased level of competency for the outcomes and criteria evaluated for Advanced certification.

<u>AND</u> Coach must demonstrate context -specific contribution to coaching education and coaching development within the sport.

<u>SPORT MAY ALSO</u>

Increase scope of criteria for outcomes previously evaluated for Advanced and/or core context certification.

COMPETITION – DEVELOPMENT CONTEXT

COMPETITION – DEVELOPMENT – ADVANCED

Must meet the minimum generic and sport- specific criteria and evidences that have been identified for Competition – Development – Advanced certification.

Training and evaluation may be pursued through the Advanced Coaching Diploma and/or a modified sport delivered model.

<u>SPORT MAY ALSO</u>

Adapt generic criteria to sport-specific criteria and evidences at or beyond the minimum standards.

COMPETITION – DEVELOPMENT – MASTER

Increased level of competency for the outcomes and criteria evaluated for Advanced certification.

<u>AND</u> Coach must demonstrate context -specific contribution to coaching education and coaching development within the sport.

<u>SPORT MAY ALSO</u>

Increase scope of criteria for outcomes previously evaluated for Advanced and/or core context certification.

	Scope	Depth
Community Sport	Increase the number of outcomes/criteria trained and evaluated to a minimum of 4 outcomes	Evaluation of a minimum of 4 outcomes to the standard one level above that as defined at core
Instruction – Beginners	Increase the number of outcomes/criteria trained and evaluated to a minimum of 3 outcomes	Evaluation of a minimum of 3 outcomes to the standard one level above that as defined at core
Instruction – Intermediate Performers	Increase the number of outcomes/criteria trained and evaluated to a minimum of 4 outcomes	Evaluation of a minimum of 4 outcomes to the standard one level above that as defined at core
Instruction – Advanced Performers	Increase the number of outcomes/criteria trained and evaluated to a minimum of 5 outcomes	Evaluation of a minimum of 5 outcomes to the standard one level above that as defined at core
Competition – Introduction	Increase the number of outcomes/criteria trained and evaluated to all 7 outcomes	Evaluation of a minimum of 4 outcomes to the standard one level above that as defined at core

6.3. Implementation Standards

6.3.1. AUTHORITY

The **CAC** is responsible for:
- Designing the tools for the standardized review process in consultation with NCCP partners.
- Ensuring that the CAP review process and criteria are published and publicly available.
- Selecting the CAP review committee or having a designate select the review committee.
- Ensuring that the results of an NSO CAP review is provided to that NSO, and is publicly available on request.
- Ensuring that the review is based on criteria organized in the Context Approval Review Tool.
- Developing the evaluation of the Make Ethical Decisions outcome.
- Ensuring that the evaluation requirements for the Make Ethical Decisions outcome are publicly accessible in both official languages on the official CAC website.
- Developing the evaluation process framework and templates.
- Publishing the requirements in a context-specific NCCP Evaluation Toolkit.
- Promoting the value of gradation to the sport community and general public.

NSOs are responsible for:
Within the context-specific requirements and minimum NCCP evaluation standards,

- Determining the specific outcomes, criteria, and evidences to be evaluated for gradation certification.
- Determining and designing the evaluation processes required for gradation certification.
- Determining the minimum requirements for Coach Evaluators, and training those Coach Evaluators to conduct the evaluation process.

- Designing the training events to support the evaluation standards required for gradation certification.
- Determining the minimum requirements for Learning Facilitators, and training those Learning Facilitators to provide the required training events.
- Implementation of all requirements found in the CAP review tool for gradation.
- Promoting the value of gradation to their sport community.

Provincial/Territorial Delivery Agencies are responsible for:
- Supporting sports in communicating the NCCP gradation process to coaches in their Province/Territory.
- Providing multi-sport training opportunities that support the gradation requirements of sports in their Province/Territory.
- Promoting the value of gradation to the sport community and general public.

6.3.2. PROCEDURES

The CAC Coaching Consultant will work with the NSO to prepare the sport to meet the NCCP minimum standards as reflected in the CAP review tool.

7. Policy on Written, Audio-Visual, Electronic, and Web-based Resources

Effective date (7.1.1): 1979
Effective date (7.1.2 – 7.1.4): 2005

7.1. Policy Statement

7.1.1. Materials for workshop/module delivery must be available in both official languages. (1979)

7.1.2. All materials produced for the NCCP must identify the program partners as follows:

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

7.1.3. The NCCP and CAC logos must be featured on the front cover of all resources and in the opening segment of all audio-visual, electronic, and web-based resources.

7.1.4. All NCCP materials must include References, Acknowledgement of Authors/Contributors, and official Copyright statements.

7.2. Implementation Standards

7.2.1. AUTHORITY

The *CAC* is responsible for:
- Providing all NCCP materials and templates in both official languages.
- Ensuring compliance of all program partners.

- Providing a standardized template for NCCP Partner acknowledgement.
- Providing standardized NCCP and CAC high resolution logos.
- Providing standardized manual and resource cover pages.
- Providing print-ready versions of all multi-sport module written materials.
- Providing a standardized template for Acknowledgement of Authors/Contributors.
- Ensuring all multi-sport material and templates appropriately reference source material.
- Protecting copyright of NCCP original material in multi-sport modules and templates.

NSOs are responsible for:
- Ensuring all sport-specific material is available in both official languages.
- Including the NCCP Partner acknowledgement statement in all sport-specific materials.
- Producing materials that meet all program identification and credit requirements.
- Protecting copyright of NCCP original material in sport-specific modules.
- Ensuring all sport-specific material and templates appropriately reference source material.
- Appropriately acknowledging authors and contributors.

Provincial/Territorial Delivery Agencies are responsible for:
- Including the NCCP Partner acknowledgement statement in all multi-sport materials.
- Reproducing materials that meet all program identification and credit requirements.

COACH DEVELOPERS

Policy approved on February 4, 2014
Effective date: January 1, 2015
Policy revised on April 1, 2016

8.1. Principles

8.1.1.   In the competency-based National Coaching Certification Program (NCCP), facilitating, training, teaching, assessing, mentoring, and evaluating require different skills and competencies than delivering content.

8.1.2.   Competency-based education is as applicable to the development of Coach Developers as it is to the development of coaches.

8.1.3.   The development of Coach Developers must reflect the NCCP's competency-based approach to coach education and training. This approach begins by identifying the needs of learners and then determining what Coach Developers must be able to do to meet these needs.

8.1.4.   Coach Developers in all sports and in all provinces/territories must have comparable minimum competence once certified.

8.1.5.   Certified Coach Developers must maintain currency and participate in professional development.

8.1.6.   Coach Developers must behave in a manner consistent with the *NCCP Coach Developer Code of Conduct* and demonstrate professionalism as a coach educator.

8.2. Policy Statement

8.2.1.   The identification and selection of Coach Developers is based on a standardized process that the governing organization defines and communicates.

   a) The governing organization is the NSO for sport-specific Coach Developers and the Provincial/Territorial Delivery Agency for multi-sport Coach Developers.

8.2.2.   To qualify for selection as a Coach Developer, an individual must have successfully completed the online evaluation of Make Ethical Decisions AND successfully demonstrated his or her competency by completing the relevant role-specific pathway. The Coach Developer roles and their pathways are as follows:

   a) Learning Facilitators (LFs):

      i.   Complete the NCCP Core Training for Learning Facilitators

      ii. Complete all required content-specific Training for Learning Facilitators

      iii. Complete a co-delivery with another Learning Facilitator or a Master Coach Developer and be assessed on that co-delivery

      iv. Undergo an evaluation of their LF competencies

  b) Coach Evaluators (CEs):

      i. Complete the NCCP Core Training for Coach Evaluators

      ii. Complete all required content-specific Training for Coach Evaluators

      iii. Complete a co-delivery with another Coach Evaluator or a Master Coach Developer and be assessed on that co-delivery

      iv. Undergo an evaluation of their Coach Evaluator competencies

  c) Master Coach Developers (MCDs):

      i. Complete the NCCP Core Training for Learning Facilitators, Core Training for Coach Evaluators, and Core Training for Master Coach Developers

      ii. Complete all required content-specific Training for Master Coach Developers

      iii. Complete a co-delivery with another Master Coach Developer and be assessed on that co-delivery

      iv. Undergo an evaluation of their Master Coach Developer competencies

8.2.3.   The governing organization may set prerequisites for the selection of Coach Developers that are additional to the minimum training and evaluation requirements identified in 8.2.2.

8.2.4.   NCCP Core Training for Coach Developers is required once per role.

8.2.5.   NCCP Evaluation for Coach Developers is required once per role.

8.2.6.   Once a Coach Developer has completed the pathway, they are required to complete the relevant content-specific training and co-delivery to have new modules or contexts added to their "Qualified to Deliver" in the Locker.

8.2.7.   Coach Developers must have achieved a minimum of Trained status to deliver any NCCP material alone.

8.2.8.   Coach Developers are required to complete professional development to maintain their Certified status. Refer to *Policy on renewal of Certification and Professional Development.*

Glossary

a) **Coach Developer (CD)**: The umbrella term for the roles in the NCCP that are directly responsible for the in-person development of coaches.

b) **Coach Evaluator (CE)**: One of the roles directly responsible for the development of coaches in the NCCP. Coach Evaluators use NCCP approved tools to evaluate coaches for certification.

c) **Learning Facilitator (LF)**: One of the roles directly responsible for the development of coaches in the NCCP. Learning Facilitators facilitate coach-education workshops and other learning opportunities in the NCCP.

d) **Master Coach Developer (MCD)**: One of the roles directly responsible for the development of coaches in the NCCP. Master Coach Developers provide leadership and quality assurance of NCCP workshops; design and deliver coach-education workshops and evaluations. They support, train, and evaluate Learning Facilitators and Coach Evaluators.

e) **Qualified to Deliver**: This is the list of modules that a Coach Developer has completed the required training process for and is able to deliver. The governing organization has the responsibility to select Coach Developers who are qualified to deliver NCCP content.

8.3. Implementation Standards

8.3.1. AUTHORITY

CAC is responsible for:
- Developing and documenting outcomes, criteria, and evidence for Coach Developers.
- Providing recommendations for identifying and selecting Coach Developers in each role.
- Developing NCCP Core Training for all Coach Developer roles.
- Developing templates for the training materials for all Coach Developer roles, as well as recommended supporting material.
- Developing guidelines for the co-facilitation and co-evaluation required for each Coach Developer role.
- Developing the evaluation guides and recommended supporting materials for Coach Developers in each role.
- Ensuring that all training and evaluation requirements for each Coach Developer role, as well as templates and recommended supporting materials, are available in both official languages.
- Providing the ability to track completion of training, co-delivery, evaluation, status, and qualified to deliver tracking of Coach Developers in the Locker.

NSOs are responsible for:
- Ensuring that all sport-specific Coach Developers are trained and evaluated to meet the outcomes, criteria, and evidence required for each Coach Developer role.
- Determining additional sport-specific prerequisites and procedures for identifying and selecting Coach Developers in each role.
- Ensuring that all training and evaluation requirements for each Coach Developer role are available in both official languages.

- Ensuring that an appeals process is available to any Coach Developer who participates in the evaluation process.
- Ensuring that all Coach Developers agree in writing to behave in a manner consistent with the *NCCP Coach Developer Code of Conduct.*
- Covering the travel costs, honoraria, and expenses of multi-sport Master Coach Developers who train sport-specific Learning Facilitators.
- Entering and maintaining accurate data tracking in the Locker for all sport-specific events, including completion of training, co-delivery, and evaluation.
- Updating and supporting Coach Developers on an ongoing basis. This may include but is not limited to professional development opportunities, audits, or additional evaluations.

Provincial/Territorial Delivery Agencies are responsible for:
- Ensuring that all multi-sport Coach Developers are trained and evaluated to meet the outcomes, criteria, and evidence required for each Coach Developer role.
- Determining additional multi-sport prerequisites and procedures for identifying and selecting Coach Developers in each role.
- Ensuring that all training and evaluation requirements for Coach Developer role are available in both official languages.
- Ensuring that an appeals process is available to any Coach Developer who participates in the evaluation process.
- Ensuring that all Coach Developers agree in writing to behave in a manner consistent with the *NCCP Coach Developer Code of Conduct.*
- Providing, as needed, multi-sport Master Coach Developers for the training or evaluation of sport-specific Coach Developers.
- Delivering NCCP Core Training for Coach Developers as needed.
- Entering and maintaining accurate data tracking in the Locker for all Core Training events.
- Entering and maintaining accurate data tracking in the Locker for all multi-sport events including completion of training, co-delivery, and evaluation.
- Updating and supporting Coach Developers on an ongoing basis. This may include but is not limited to professional development opportunities, audits, or additional evaluations.

PROGRAM DELIVERY

9. Policy on Recognition of Levels-NCCP Qualifications

Level 1 and Level 2 effective date: June 2008
Level 3 effective date: October 2012

9.1. Principles

9.1.1.   The importance of context-specific, competency-based coach education and maintenance of qualifications are reinforced by transferring Levels qualifications to the New NCCP.

9.1.2.   Transfer of qualifications will seek to transfer NCCP Levels qualifications to appropriate contexts.

9.1.3.   Transfer of qualifications will reflect the scope of sport-specific differences between Levels-NCCP and the competency-based programs of the New NCCP.

9.1.4.   Levels-NCCP qualifications are valued in the New NCCP and will remain part of coaches' transcripts.

9.1.5.   Make Ethical Decisions (MED) is a cornerstone of the NCCP.

9.1.6.   Ease of administration is secondary to sport-appropriate transfer of qualifications.

9.2. Policy Statement

Transfer of Qualifications Plan

9.2.1.   An NSO will include a Transfer of Qualifications Plan as part of Final Context Approval and will have a maximum window of one year after Final Context Approval to implement the Plan.

9.2.2.   NSOs that already have Final Context Approval will have 1 year from the effective date of this policy to submit a Transfer of Qualifications Plan.

9.2.3.   Transfer of NCCP Levels qualifications will be activated in the NCCP Database on the implementation date identified in the Final Context Approval, or upon CAC approval of the Transfer of Qualifications Plan if Final Context Approval has already been achieved.

9.2.4.   The Transfer of Qualifications Plan will ensure that all Level 1, Level 2, and Level 3 coaches whose qualifications are transferred to the New NCCP complete Make Ethical Decisions within five years of this policy taking effect.

9.2.5.   An NSO wishing to provide coaches with qualifications reflecting a gradation must have achieved Final Approval for that gradation before coaches can be transferred.

Make Ethical Decisions

9.2.6.   All coaches whose Levels-NCCP qualifications are transferred to the New NCCP must complete Make Ethical Decisions within five years of the transfer taking effect.

9.2.7.   Coaches who are granted "Trained" status must complete, as a minimum, training in MED. Coaches who fail to meet this requirement within the five years will be reassigned "Trained – *Not Renewed*" status with credit for all criteria except MED. Coaches will return to a "Trained" status when the MED training or online evaluation is complete.

9.2.8.   Coaches who are granted "Certified" status must complete the online evaluation of MED. Coaches who fail to meet this requirement within the five years will be reassigned "Certified – *Not Renewed*" status with credit for all criteria except MED. Coaches will return to a "Certified" status when the required MED online evaluation is complete.

9.2.9.   This will be tracked and managed separately from the Maintenance of Certification policy and professional development points leading to "renewed" status, as outlined in section 5.0.

Record of Levels-NCCP Coach Qualifications

9.2.10.   Qualifications achieved in the Levels -NCCP will remain on a coach's NCCP Database record in perpetuity with a unique identifier.

Recognition of Level 1 NCCP Coach Qualifications

9.2.11.   Coaches who have achieved Level 1 certification in the Levels-NCCP:

a)   Will be assigned, at minimum, the status of "Trained" in at least one of the following contexts of the new NCCP:
   i.   Community Sport – Initiation
   ii.   Community Sport – Ongoing Participation
   iii.   Instruction – Beginners
   iv.   Instruction – Beginners Advanced Gradation
   v.   Competition – Introduction.

b)   Can only be assigned "Trained" or "Certified" status in the New NCCP in the (eligible) contexts of:
   i.   Community Sport – Initiation
   ii.   Community Sport – Ongoing Participation
   iii.   Instruction – Beginners
   iv.   Instruction – Beginners Advanced Gradation
   v.   Competition – Introduction.

c)   May be assigned "In Training" status in other eligible contexts, in addition to the minimum status of "Trained" in at least one eligible context.

d)   May be recognized as "In Training", "Trained", or "Certified" in more than one of the eligible contexts of the New NCCP.

9.2.12. Coaches who are assigned "Certified" status in the New NCCP must maintain their certified status in accordance with the Policy on Maintenance of Certification and Policy on Professional Development.

9.2.13. Coaches who are assigned "In Training" or "Trained" status in the New NCCP are subject to the requirements of their NSO's approved Coach Pathway for certification.

9.2.14. Coaches who have achieved Level 1 Technical, or Level 1 Technical and Level 1 Practical qualifications in the Levels-NCCP:

a) Will be assigned the status of "In Training" in the New NCCP.

b) Can only be assigned the "In Training" status in the New NCCP in the contexts of:
   i. Community Sport – Initiation
   ii. Community Sport – Ongoing Participation
   iii. Instruction – Beginners
   iv. Instruction – Beginners Advanced Gradation
   v. Competition – Introduction.

c) May be recognized as "In Training" in more than one of the eligible contexts of the New NCCP.

d) Can only be given credit for sport-specific criteria tracked in the NCCP Database for the relevant context.

9.2.15. Coaches who have achieved Level 1 Technical and Level 1 Theory qualifications in the Levels-NCCP:

a) May be assigned the status of "Trained" in the New NCCP.

b) Can only be assigned the "Trained" status in the New NCCP in the contexts of:
   i. Community Sport – Initiation
   ii. Community Sport – Ongoing Participation
   iii. Instruction – Beginners
   iv. Instruction – Beginners Advanced Gradation
   v. Competition – Introduction

c) May be recognized as "In Training" or "Trained" in more than one of the eligible contexts of the New NCCP.

d) Can only be given credit for sport-specific criteria tracked in the NCCP Database for the relevant context.

Recognition of Level 2 NCCP Coach Qualifications

9.2.16. Coaches who have achieved Level 2 certification in the Levels-NCCP:

a) Will be credited with the equivalent status as coaches with Level 1 certification; and

b) Will be assigned, at minimum, the status of "Trained" in the New NCCP in at least one of the following contexts of the New NCCP:
   i. Community Sport – Ongoing Participation

ii. Instruction – Intermediate Performers

iii. Instruction – Intermediate Performers Advanced Gradation

iv. Competition – Introduction

v. Competition – Introduction Advanced Gradation.

c) Can only be assigned "Trained" or "Certified" status in the New NCCP in the (eligible) contexts of:

i. Community Sport – Ongoing Participation

ii. Instruction – Intermediate Performers

iii. Instruction – Intermediate Performers Advanced Gradation

iv. Competition – Introduction

v. Competition – Introduction Advanced Gradation.

d) May be assigned "In Training" status in other eligible contexts, in addition to the minimum status of "Trained" in at least one eligible context.

e) May be recognized as "Trained" or as "Certified" in more than one of the eligible contexts of the New NCCP.

9.2.17. Coaches who are assigned "Certified" status in the New NCCP must maintain their certified status in accordance with the Policy on Maintenance of Certification and Policy on Professional Development.

9.2.18. Coaches who are assigned "In Training" or "Trained" status in the New NCCP are subject to the requirements of their NSO's approved Coach Pathway for certification.

9.2.19. Coaches who have achieved Level 2 Technical; Level 2 Technical and Level 2 Practical; or coaches with Level 1 certification and Level 2 Theory:

a) Will be assigned the status of "In Training" in the New NCCP.

b) Can only be assigned the "In Training" status in the New NCCP in the contexts of:

i. Community Sport – Ongoing Participation

ii. Instruction – Intermediate Performers

iii. Instruction – Intermediate Performers Advanced Gradation

iv. Competition – Introduction

v. Competition – Introduction Advanced Gradation.

c) May be recognized as "In Training" in more than one of the eligible contexts of the New NCCP.

d) Can only be given credit for sport-specific training for a context.

9.2.20. Coaches who have achieved Level 2 Technical and Level 2 Theory:

a) May be assigned the status of "Trained" in the New NCCP.

b) Can only be assigned the "Trained" status in the New NCCP in the contexts of:

       i.   Community Sport – Ongoing Participation

       ii.   Instruction – Intermediate Performers

       iii. Instruction – Intermediate Performers Advanced Gradation

       iv. Competition – Introduction

       v.   Competition – Introduction Advanced Gradation.

c) May be recognized as "Trained" in more than one of the eligible contexts of the New NCCP.

d) Can only be given credit for sport-specific training for a context.

Recognition of Level 3 NCCP Coach Qualifications

9.2.21.   Coaches who have achieved Level 3 certification in Levels-NCCP:

a) Will be credited with the equivalent status as coaches with Level 1 and Level 2 certification; and

b) Will be assigned, at minimum, the status of "Trained" in the New NCCP in at least one of the following contexts of the New NCCP:
    i.   Instruction – Intermediate Performers
    ii.   Instruction – Intermediate Performers Advanced Gradation
    iii. Instruction – Advanced Performers
    iv. Instruction – Advanced Performers Advanced Gradation
    v.   Competition – Introduction
    vi. Competition – Introduction Advanced Gradation
    vii. Competition – Development.

c) Can only be assigned "Trained" or "Certified" status in the New NCCP in the (eligible) contexts of:
    i.   Instruction – Intermediate Performers
    ii.   Instruction – Intermediate Performers Advanced Gradation
    iii. Instruction – Advanced Performers
    iv. Instruction – Advanced Performers Advanced Gradation
    v.   Competition – Introduction
    vi. Competition – Introduction Advanced Gradation
    vii. Competition – Development.

d) May be assigned "In Training" status in other eligible contexts, in addition to the minimum status of "Trained" in at least one eligible context.

e) May be recognized as "Trained" or "Certified" in more than one of the eligible contexts of the New NCCP.

9.2.22.   Coaches who are assigned "Certified" status in the New NCCP must maintain their certified status in accordance with the Policy on Maintenance of Certification and Professional Development.

9.2.23. Coaches who are assigned "In Training" or "Trained" status in the New NCCP are subject to the requirements of their NSO's approved Coach Pathway for certification.

9.2.24. Coaches who have achieved Level 3 Technical; or Level 3 Technical and Level 3 Practical:

a) Will be assigned the status of "In Training" in the New NCCP.

b) Can only be assigned the "In Training" status in the New NCCP in the contexts of:
   i. Instruction – Intermediate Performers,
   ii. Instruction – Intermediate Performers Advanced Gradation
   iii. Instruction – Advanced Performers
   iv. Instruction – Advanced Performers Advanced Gradation
   v. Competition – Introduction
   vi. Competition – Introduction Advanced Gradation
   vii. Competition – Development.

c) May be recognized as "In Training" in more than one of the eligible contexts of the New NCCP.

d) Can only be given credit for sport-specific training for a context.

9.2.25. Coaches who have achieved Level 2 certification and Level 3 Theory; or Level 3 Technical and Level 3 Theory without Level 2 certification:

a) Will be assigned the status of "In Training" in the New NCCP in Competition – Introduction and Competition – Development contexts, and will be provided transfer credit for the following New NCCP multi-sport modules:
   i. Planning a Practice (Transfer credit)
   ii. Design a Basic Sport Program (Transfer credit)
   iii. Teaching and Learning (Transfer credit)
   iv. Nutrition (Transfer credit)
   v. Basic Mental Skills (Transfer credit)
   vi. Psychology of Performance (Transfer credit)

b) Can also be assigned the "In Training" status in the New NCCP in one or more of the contexts of:
   i. Instruction – Intermediate Performers
   ii. Instruction – Intermediate Performers Advanced Gradation
   iii. Instruction – Advanced Performers
   iv. Instruction – Advanced Performers Advanced Gradation
   v. Competition – Introduction Advanced Gradation

9.2.26. Coaches who have achieved Level 2 certification and Level 3 Technical and Level 3 Theory:

a) May be assigned the status of "Trained" in the New NCCP in Competition – Introduction and Competition – Development contexts, and will be provided transfer credit for the following New NCCP multi-sport modules:
   i. Planning a Practice (Transfer credit)
   ii. Design a Basic Sport Program (Transfer credit)
   iii. Teaching and Learning (Transfer credit)
   iv. Nutrition (Transfer credit)
   v. Basic Mental Skills (Transfer credit)
   vi. Psychology of Performance (Transfer credit)

b) Can also be assigned the "Trained" status in the New NCCP in one or more of the contexts of:
   i. Instruction – Intermediate Performers
   ii. Instruction – Intermediate Performers Advanced Gradation
   iii. Instruction – Advanced Performers
   iv. Instruction – Advanced Performers Advanced Gradation
   v. Competition – Introduction Advanced Gradation.

Transfer of Theory Qualifications

9.2.27. Coaches who have achieved only Level 1, or only Level 1 and Level 2 Theory qualifications in the Levels-NCCP receive no status in the New NCCP.

9.2.28. Coaches who have achieved Level 1, Level 2, and Level 3 Theory qualifications in the Levels-NCCP:

a) Will be provided transfer credit for the following New NCCP multi-sport modules:
   i. Planning a Practice (Transfer credit)
   ii. Design a Basic Sport Program (Transfer credit)
   iii. Teaching and Learning (Transfer credit)
   iv. Nutrition (Transfer credit)
   v. Basic Mental Skills (Transfer credit)
   vi. Psychology of Performance (Transfer credit)

Recognition of Levels 4 and 5 NCCP Coach Qualifications

9.2.29. Coaches who have achieved Level 4 certification in Levels-NCCP:

a) Will maintain their NCCP Level 4 status in the Locker, and will continue to be recognized as Level 4 NCCP coaches.

b) Have the option to seek additional statuses in the current Competition-Development Advanced Gradation, or High Performance Contexts, depending on what context(s) the National Sport Organization is delivering.

9.2.30. Coaches who have achieved Level 5 certification in Levels NCCP:

a) Will maintain their NCCP Level 5 status in the Locker, and will continue to be recognized as Level 5 NCCP coaches.

b) Will have the option to seek additional statuses in the current Competition-Development Advanced Gradation, or High Performance Contexts, depending on what context(s) the National Sport Organization is delivering.

9.2.31.   Maintenance of Certification Clause – to be further reviewed March – May 2018

9.3.   Implementation Standards

9.3.1.   AUTHORITY

The **CAC** will be responsible for:

- Creating and implementing a transfer process through which NSOs identify the transfer of Levels qualification to New NCCP qualification.
- Reviewing and approving the NSO's transfer plan and communication documents.
- Ensuring Levels qualifications are not removed or deleted from the NCCP Database.
- Informing and educating all partners on timelines for transferring coaches before NSO transfer plans are implemented within the NCCP Database.
- Ensuring NCCP Database technology facilitates the sport-specific transfer of qualifications process.
- Communicating and explaining the transfer of qualifications policy and process to non-Partner organizations.

NSOs will be responsible for:

- Completing the Transfer Plan worksheets and submitting them to the CAC for approval.
- Creating clear coach and partner communication documents reflecting transfer plans and coach requirements.
- Submitting coach and partner communication documents to the CAC for approval prior to distribution.
- Distributing coach and partner communication documents.

Provincial/Territorial Delivery Agencies will be responsible for:

- Assisting with coach communication on sport-specific transfer plans provided to them by the CAC.
- Notifying the CAC of significant coach concerns.

9.3.2.   PROCEDURES

- The CAC will make a Transfer Plan worksheet available to NSOs.
- The NSO will complete the Transfer Plan worksheet and submit to the CAC via their Coaching Consultant.

- The NSO will create communication documents for coaches and for partners (P/TSOs, clubs, etc.) that clearly describe the transfer of the qualifications and what requirements coaches with "In Training" status will need to complete in order to achieve "Trained" status, and the requirements for coaches to complete the Make Ethical Decisions requirement as per the policy within 5 years of the transfer.
- The CAC reviews and approves the Transfer Plan and communication documents and ensures adherence to policies.
- The CAC provides the communication documents to the Provincial/Territorial Delivery Agencies.
- The CAC notifies the NSO of the official date on which coaches qualifications will be transferred.
- Approved NSOs will launch communication documentation prior to the official date of transfer of the coach qualifications.
- The CAC implements the sport-specific transfer plan within the NCCP Database.

9.4. Summary of Recognition of Levels Qualifications

Coaches who have achieved status of:	Will be assigned:	Eligible Contexts
LEVEL 1		
Level 1 Certified	Will be assigned, at minimum, "Trained" status in at least one of the eligible contexts: In addition, may be assigned "In Training, "Trained" or "Certified" status in one or more of the contexts of:	Community Sport – Initiation
		Community Sport – Ongoing Participation
		Instruction – Beginners
		Instruction – Beginners Advanced Gradation
		Competition – Introduction
Level 1 Technical or Level 1 Technical + Level 1 Practical	Will be assigned "In Training" status in at least one of the eligible contexts:	Community Sport – Initiation
		Community Sport – Ongoing Participation
		Instruction – Beginners
		Instruction – Beginners Advanced Gradation
		Competition – Introduction

Coaches who have achieved status of:	Will be assigned:	Eligible Contexts
Level 1 Technical + Level 1 Theory	May be assigned "In Training" or "Trained" status in one or more of the eligible contexts of:	Community Sport – Initiation
		Community Sport – Ongoing Participation
		Instruction – Beginners
		Instruction – Beginners Advanced Gradation
		Competition – Introduction
LEVEL 2		
Level 2 Certified	Will be credited equivalent status as coaches with Level 1 Certification PLUS	
	Will be assigned, at minimum, "Trained" status in at least one of the eligible contexts: In addition, may be assigned "In Training", "Trained" or "Certified" status in one or more of the eligible contexts of:	Community Sport – Ongoing Participation
		Instruction – Intermediate Performers
		Instruction – Intermediate Performers Advanced Gradation
		Competition – Introduction
		Competition – Introduction Advanced Gradation

Coaches who have achieved status of:	Will be assigned:	Eligible Contexts
Level 2 Technical or Level 2 Technical + Level 2 Practical or Level 1 Certified + Level 2 Theory	Will be assigned "In Training" status in at least one of the eligible contexts of:	Community Sport – Ongoing Participation
		Instruction – Intermediate Performers
		Instruction – Intermediate Performers Advanced Gradation
		Competition – Introduction
		Competition – Introduction Advanced Gradation
Level 1 Certified + Level 2 Technical + Level 2 Theory	May be assigned "Trained" status in one or more of the eligible contexts:	Community Sport – Ongoing Participation
		Instruction – Intermediate Performers
		Instruction – Intermediate Performers Advanced Gradation
		Competition – Introduction
		Competition – Introduction Advanced Gradation

Coaches who have achieved status of:	Will be assigned:	Eligible Contexts
LEVEL 3		
Level 3 Certified	Will be credited equivalent status as coaches with Level 1 and Level 2 Certification PLUS	
	Will be assigned, at minimum, "Trained" status in at least one of the eligible contexts: In addition, may be assigned "In Training", "Trained" or "Certified" status in one or more of the contexts of:	Instruction – Intermediate Performers
		Instruction – Intermediate Performers Advanced Gradation
		Instruction – Advanced Performers
		Instruction – Advanced Performers Advanced Gradation
		Competition – Introduction
		Competition – Introduction Advanced Gradation
		Competition - Development
Level 3 Technical or Level 3 Technical + Level 3 Practical	Will be assigned "In Training" status in at least one of the eligible contexts:	Instruction – Intermediate Performers
		Instruction – Intermediate Performers Advanced Gradation
		Instruction – Advanced Performers
		Instruction – Advanced Performers Advanced Gradation
		Competition – Introduction
		Competition – Introduction Advanced Gradation
		Competition - Development

Coaches who have achieved status of:	Will be assigned:	Eligible Contexts
Level 2 Certified + Level 3 Theory or Level 3 Technical + Level 3 Theory without Level 2 Certified	Will be assigned "In Training" status in Competition – Introduction and Competition – Development contexts. PLUS transfer credit for the following NCCP multi-sport modules: Planning a Practice (Transfer credit) Design a Basic Sport Program (Transfer credit) Teaching and Learning (Transfer credit) Nutrition (Transfer credit) Basic Mental Skills (Transfer credit) Psychology of Performance (Transfer credit)	
	In addition, may be assigned "In Training" status in one or more of the eligible contexts:	Instruction – Intermediate Performers
		Instruction – Intermediate Performers Advanced Gradation
		Instruction – Advanced Performers
		Instruction – Advanced Performers Advanced Gradation
		Competition – Introduction Advanced Gradation

Coaches who have achieved status of:	Will be assigned:	Eligible Contexts
Level 2 Certified + Level 3 Technical + Level 3 Theory	Will be provided transfer credit for the following NCCP multi-sport modules: Planning a Practice (Transfer credit) Design a Basic Sport Program (Transfer credit) Teaching and Learning (Transfer credit) Nutrition (Transfer credit) Basic Mental Skills (Transfer credit) Psychology of Performance (Transfer credit)	
	May be assigned "Trained" status in one or more of the eligible contexts:	Instruction – Intermediate Performers
		Instruction – Intermediate Performers Advanced Gradation
		Instruction – Advanced Performers
		Instruction – Advanced Performers Advanced Gradation
		Competition – Introduction
		Competition – Introduction Advanced Gradation
		Competition - Development

Coaches who have achieved status of:	Will be assigned:	Eligible Contexts
Level 1 Theory + Level 2 Theory + Level 3 Theory	Will be provided transfer credit for the following NCCP multi-sport modules: Planning a Practice (Transfer credit) Design a Basic Sport Program (Transfer credit) Teaching and Learning (Transfer credit) Nutrition (Transfer credit) Basic Mental Skills (Transfer credit) Psychology of Performance (Transfer credit)	

LEVEL 4		
Level 4 Certified	Will maintain their NCCP Level 4 Status, will *not* be transferred to the current NCCP, and will continue to be recognized as Level 4 NCCP coaches.	
	Coaches may seek additional statuses in other contexts (Competition Development Advanced Gradation, High Performance), as designated by the NSO.	

LEVEL 5		
Level 5 Certified	Will maintain their NCCP Level 5 Status, will *not* be transferred to the current NCCP, and will continue to be recognized as Level 5 NCCP coaches.	
	Coaches may seek additional statuses in other contexts (Competition Development Advanced Gradation, High Performance), as designated and implemented by the NSO.	

Effective date: April 2008
Policy revised in March 2015

10.1. Principles

10.1.1.   The minimum age at which a coach may be designated as an NCCP coach should conform to the age at which it is generally held that an individual has attained the age of reason and can be expected to act within the standard of a reasonable and careful parent and provide a safe environment for participants.

10.1.2.   Coaching education for individuals less than 16 years of age provides some sports with the capacity to encourage athletes in their first coaching experience and retain athletes who would otherwise leave the sport, as well as provide essential coaching support in community-based club programs.

10.1.3.   Workshops developed for Community Sport – Initiation, Instruction – Beginners, and Competition – Introduction contexts are a potential complement or replacement for existing coach education programs already being offered by some national sport organizations to youth under 16.

10.1.4.   A positive first experience in coaching, regardless of age, will increase the likelihood of someone continuing to coach and, if training can contribute to a positive experience, then access to training should not be limited by age.

10.1.5.   The decision to set the minimum age for enrolling in an NCCP program at less than 16 is an NSO/Provincial/Territorial Delivery Agency-specific decision based on the nature, circumstances, and demands of their sport/province or territory.

10.1.6.   As the educational organization tracking the designations of 'In Training", 'Trained', and 'Certified', the CAC, in collaboration with its NCCP Partners, is responsible for education about the meaning and limitations of the designations, particularly as it relates to the engagement of coaches in volunteer or paid coaching positions.

10.1.7.   Due to the nature and conditions in which its sport is practiced, an NSO may determine the need to stipulate limitations beyond those defined by the CAC and its NCCP Partners for "In Training" and "Trained" coaches.

10.2. Policy Statement

10.2.1.   The minimum age for the designation for a coach as NCCP "Certified" is 16 years of age.

10.2.2.   Persons younger than 16 and older than 14 may enrol in and complete NCCP or NCCP qualifying education opportunities; where an NSO:

a) Plans to offer NCCP or NCCP qualifying development opportunities to persons younger than 16 years of age;

b) Agrees to provide these opportunities within the framework of the NCCP;

c) Agrees to maintain the records on the NCCP Database.

10.2.3. The Provincial/Territorial government or designated delivery agency may authorize enrolment in multi-sport modules.

10.2.4. Any person younger than 16 and older than 14 will be designated on the CAC Database with an underage status indicator.

10.3. Implementation Standards

10.3.1. AUTHORITY

The **CAC** is responsible for:

- Maintaining the records of persons younger than 16 and ensuring the roll-over to the appropriate status indicator upon their 16th birthday.
- Informing and educating all partners on the possible use and application of the underage status indicator.

NSOs are responsible for:

- Determining whether or not to allow 14- and 15-year-olds to access sport-specific NCCP events.
- Publicly communicating their position on the participation of 14- and 15-year-olds in sport-specific NCCP events on their websites.

Provincial/Territorial Delivery Agencies are responsible for:

- Determining whether or not to allow 14 and 15 year olds to access multi-sport NCCP events.
- Publicly displaying their position on the participation of individuals under the age of 16 in the multi-sport modules on their websites.
- Notifying the CAC of their position.

NATIONAL COACHING CERTIFICATION PROGRAM (NCCP) BRAND POLICY

Effective date: March 2019

This policy is applicable to these endorsed NCCP partners:
Government of Canada
Provincial/Territorial Coaching Representatives (PTCRs)
Provincial/Territorial Aboriginal Sport Bodies (PTASBs)
National Sport Organizations (NSOs)
Provincial/Territorial Sport Organizations (PTSOs)
Canadian Olympic and Paralympic Sport Institutes (COPSIs)
Coaches (see 11.3.1 Policy Statement)

11. Policy on NCCP Brand Use and Promotion

11.1 Principles

This section to identify the values, beliefs, and assumptions of which the policy is based:

11.1.1 All partners of the National Coaching Certification Program (NCCP) must adhere to the NCCP Brand Policy and the NCCP Brand Guidelines.

Adherence to the NCCP Policy and the NCCP Brand Guidelines is essential to:
- ensure a unified, consistent brand standard from all who use the brand mark
- deliver consistent communications
- build brand value and equity
- contribute to sustainability of the National Coaching Certification Program

11.1.2 Underscore the NCCP's core values and beliefs

The core values and beliefs of the NCCP are:
- physical safety and health of athletes
- coaching ethically and responsibly
- demonstrating integrity in relations with others
- respect of athletes, participants, officials, and self
- honouring sport

11.1.3 The NCCP brand promise

The National Coaching Certification Program provides coaches at all levels standardized, inclusive, and safe sport education across Canada. Delivered by NCCP Coach Developers, the NCCP curriculum ensures all coaches receive training based on current best practices in instructional design, ethical decision-making, and with content that is relevant, and which leads to the development of competent coaches. The NCCP delivers quality and developmentally-appropriate training and gives coaches the confidence to succeed.

As part of this mandate, the CAC, NSOs, PTSOs, PTCRs, PTASBs, COPSIs, and the Government of Canada, share in the development and stewardship of the NCCP, which is the program to deliver coach training and grant certification in Canada.

11.2 Policy Statement

This section to identify the behaviour or action that is required of the NCCP partners as a result of this policy:

11.2.1 Protect and build the NCCP brand

All NCCP partners are responsible for protecting and building the NCCP brand. By adhering to the NCCP Brand Guidelines document, all NCCP partners contribute to building a consistent, unified brand standard that builds recognition, value, and equity for the National Coaching Certification Program.

By adhering to the NCCP Brand Guidelines, all NCCP partners will ensure:

- All NCCP materials for workshop/module delivery must be available in both official languages (1979) ;
- The NCCP logo is featured on the front cover/main screen of all NCCP materials and resources (i.e. print, audio-visual, digital, electronic, and digital resources);
- All materials produced for the NCCP identify the program partners as follows: "The National Coaching Certification Program is a collaborative program of the Government of Canada, the provincial/territorial governments, the national/provincial/territorial sport organizations, and the Coaching Association of Canada";
- All NCCP materials must include References, Acknowledgement of Authors/Contributors, and official Copyright statements;
- The NCCP Program Description (see 11.3.2.1) is posted on the NCCP Partner's website;
- The NCCP Program Description (see 11.3.2.1) is included as boilerplate to any news release which refers to the NCCP or coach education.

11.3 Implementation Standards

11.3.1 Authority

This section to identify the responsibilities of NCCP Partners in implementation of the policy:

The Coaching Association of Canada (CAC) is responsible for establishing minimum brand standards for the National Coaching Certification Program (NCCP) for all NCCP partners to observe.

All NCCP partners share in following the NCCP Brand Guidelines and enforcing the NCCP brand standards.

The CAC is responsible for:

- Providing all NCCP materials and templates in both official languages;
- Providing NCCP Brand Guidelines Document in both official languages;
- Ensuring compliance of all NCCP program partners;

- Providing standardized NCCP and CAC high resolution logos;
- Providing standardized manual and resource cover pages, including template for NCCP Partner page acknowledgement, and Acknowledgement of Authors/Contributors;
- Providing print-ready versions of all multi-sport module written materials;
- Ensuring all multi-sport material and templates appropriately reference source material;
- Protecting copyright of NCCP original material in modules, materials, and templates.

NCCP Delivery Partners (NSOs, PTCRs, PTASBs, COPSIs) are responsible for:

- Ensuring all NCCP material is available in both official languages;
- Including the NCCP Partner page acknowledgement in all NCCP materials;
- Producing materials that meet all program identification and credit requirements;
- Protecting copyright of NCCP original material in modules, materials, and templates;
- Ensuring all NCCP material and templates appropriately reference source material;
- Appropriately acknowledging authors and contributors.

Authority to use, and to grant use, of NCCP logo:

All NCCP partners and/or endorsed affiliate member organizations (e.g., a PTSO/Club/Organization who adopts and recognizes the NCCP as a requirement for their coach education and development) are granted use of the NCCP logo and are required to include the NCCP description and the NCCP logo to their website (see 11.3.2).

All NCCP partners, as well as PTSO/Club/Organization affiliate member organizations, are required to use the NCCP logo in their promotion and marketing of the NCCP. They have authority to use the NCCP logo if they endorse and adhere to the NCCP in their coach development and are in good standing with their affiliated NCCP Partners (e.g. NSO, PTCR, PTASB).

A coach is granted use of the NCCP logo if they are an NCCP trained or certified coach. The coach needs approval granted from their affiliate member organization to use the NCCP logo.

11.3.1.1 Policy Enforcement

Failure to follow the NCCP Brand Guidelines may result in the following actions to be taken by the CAC or other NCCP partner organization:

- Organization contacted and advised of unauthorized use or incorrect use of brand mark;
- Organization asked to edit or remove the NCCP brand mark if not used correctly;
- Final Approval on NCCP materials may not be granted until all materials adhere to the NCCP Brand Guidelines;
- Financial support or payments may be withheld.

It is important for all NCCP partners to adhere consistently to brand standards, including the brand mission, core values, brand promise, brand personality, brand positioning and brand equity (see the NCCP Brand Guidelines document). It is from these elements that visual identity standards, when consistently communicated, build trust with target audiences.

All NCCP partners share in following the NCCP Brand Guidelines and enforcing the NCCP brand standards. Not appropriately using or enforcing the brand mark presents lack of visual consistency which could result in building negative perception of our brand from stakeholders and coaches.

Strong brand consistency by all NCCP partners reinforces the NCCP identity and drives positive sentiment and trust from coaches, stakeholders, and the public.

11.3.2 Procedures

This section describes standard procedures which NCCP Partners are expected to follow in implementation of the policy:

The **NCCP Brand Guidelines** is mandatory reading for partners. The NCCP Brand Guidelines contains specific information about:

The NCCP Brand Platform (intangible such as the NCCP personality)
The NCCP Visual Identity System (tangibles such as logos)
The NCCP Product Name Standards
The NCCP Writing Standards
The NCCP eLearning Standards
Usage of the NCCP Logo
Examples of Logo Usage by Communications Types
NCCP Style Templates for Workshop Materials

By adhering to the **NCCP Brand Guidelines**, all NCCP Partners will ensure:

- All NCCP materials for workshop/module delivery are available in both official languages (1979)
- The NCCP logo is featured on the front cover/main screen of all NCCP materials and resources (i.e. audio-visual, electronic, and digital resources).
- The NCCP colour palette, typefaces, photography, and graphic elements are used consistently in all products and communications that are specific to the NCCP;
- All materials produced for the NCCP identify the program partners as follows: "The National Coaching Certification Program is a collaborative program of the Government of Canada, the provincial/territorial governments, the national/provincial/territorial sport organizations, and the Coaching Association of Canada."
- Use the NCCP brand marks on NCCP materials; the NCCP Partner may co-brand the NCCP materials;
- Use the NCCP PowerPoint template when presentation's purpose is regarding NCCP coach education;
- Add the NCCP Program Description (see 11.3.2.1) to the NCCP Partner's website to acknowledge that the organization is an NCCP Partner;
- Add the NCCP Program Description (see 11.3.2.1) as boilerplate to each news release that refers to the NCCP or coach education;
- Adhere to the NCCP Style Template for Workshop Materials (see 11.3.2.2) naming conventions: the title of all training materials and workshops that are part of the NCCP must begin with NCCP (e.g. 'NCCP [*sport*/*context*] [*name*]: NCCP [Sport] Learn to Train', NCCP [Sport] Instruction Beginners, NCCP Make Ethical Decisions.

  Note: NCCP partners can revise titles of workshop and materials immediately, or can opt to update at the time of content revision. Any new NCCP content developed should follow the NCCP naming convention above.

11.3.2.1 The NCCP Program Description

Always include the NCCP Program Description (see paragraph of text) and select the appropriate PRIMARY logo (either English, French or Bilingual version).

The National Coaching Certification Program (NCCP)

The National Coaching Certification Program (NCCP) is a standardized coach education program available and accessible throughout Canada. Identified as a world leader in coach education, the NCCP ensures all coaches receive training based on best practices in instructional design, ethical decision-making, and with content that is relevant, current and which leads to the development of competent coaches. The NCCP gives coaches the confidence to succeed and is designed and delivered in partnership with the Government of Canada, 65 National Sport Organizations (NSOs), 13 Provincial/Territorial Coaching Representatives (PTCRs), and the Coaching Association of Canada™.

NOTE: As the Coaching Association of Canada (CAC) is mentioned in the NCCP's program description, the NCCP partner may also include a description of the CAC and the CAC's logo.

The Coaching Association of Canada

The Coaching Association of Canada (CAC) unites stakeholders and partners in its commitment to raising the skills and stature of coaches, and ultimately expanding their reach and influence. Through its programs, the CAC empowers coaches with knowledge and skills, promotes ethics, fosters positive attitudes, builds competence, and increases the credibility and recognition of coaches.

11.3.2.2 The NCCP Style Template for Workshop Materials

As part of the NCCP Conditional Approval and the NCCP Final Approval process for reviewing curriculum, the CAC verifies the usage of the NCCP logo and branding. The **NCCP Style Template for Workshop Materials** provides guidelines in both official languages for partners to ensure consistent design, layout, and pagination for the following materials:

- NCCP Coach Workbook
- NCCP Reference Materials
- NCCP Learning Facilitator Guide
- NCCP Home Study Guide
- NCCP PowerPoint
- NCCP eLearning Guidelines

QUALITY CONTROL AND IMPACT ASSESSMENT

Policies to be determined.

DATABASE

Policies to be determined.

GLOSSARY

Active Coaching	
APPLER Principle	(1) **A**dministratively feasible, (2) **P**rofessionally acceptable, (3) **P**ublicly credible, (4) **L**egally defensible, (5) **E**conomically affordable, and (6) **R**easonably accessible.
Assessment	A step of the learning process whereby the learner is informed of his or her performance or progress towards the achievement of a given outcome.
Attitude	A decided opinion or way of thinking that may influence a coach's behaviour.
Business Considerations	Issues and factors that should be considered to ensure appropriate implementation of a program is possible before, or at the very least while in development. Such factors would include: cost to coach, human resources required to implement, expertise available within the sport, distribution and numbers of coaches that will access the program, etc.
Certification	The recognition by the NCCP, following a successful evaluation, that context-specific coaching outcomes have been demonstrated to an acceptable standard.
Coach Development Model (CDM)	Design of the CDM follows the completion and validation of the PDM. The purpose of the CDM is to: Determine the types of coaches the sport needs given the information provided in the PDM; Articulate the structure of the NCCP based on the above, consistent with the general Streams and Contexts framework of the NCCP; Identify which environments/milieus have the same coaching needs, and therefore could/should be linked to a specific set of coach certification program; Determine the entry points, prerequisites, and possible movements of coaches within the structure; Identify the need for and types of gradations that could/should apply within a given coaching context of the NSO's coaching development structure, to recognize competence above and beyond minimum certification requirements.
Coach Workbook	The workbook provided to a coach during an NCCP training session that provides an opportunity for the coach to document their findings while engaged in the instructional design outlined in the workbook. Used to facilitate the training of NCCP Outcomes and Criteria.
Coaching stream	A distinction made within the NCCP that serves to differentiate the primary coaching focus. Three distinct coaching streams have been identified for certification purposes: (1) Community sport; (2) Competition; and (3) Instruction.
Coaching	The human interaction process whereby, through selected ethical practices, one person helps another to become better and to progress in a certain endeavour.

Community Sport Stream of Coaching	A stream of the NCCP in which the primary goals of the coach are to (1) instil the love of sport in a fun and safe environment; (2) promote participation and encourage participants regardless of ability level; (3) teach basic sport skills; (4) interact with participants in a recreational or low-level competition context. Two Community sport contexts have been identified for the NCCP: (1) Initiation to sport; and (2) Ongoing sport participation.
Competence Statement	A statement or description of the level of ability which must be demonstrated, in order to be judged competent for one particular task.
Competency	A competency is a system of declarative knowledge (i.e. the what), conditional knowledge (i.e. the when and the why), and procedural knowledge (i.e. the how) that is organized into operational structures and which, in a given set of situations, makes it possible to identify problems and to resolve them effectively. In other words, competency is the integration of knowledge, skills, and attitude that confers the ability to act, judge, or decide appropriately in a given context. The five competencies identified for the NCCP are Problem Solving, Interacting, Critical Thinking, Valuing, and Leading.
Competency Based Education and Training Program	Embarking upon a transition toward a competency-based approach to coach training and certification means that the NCCP is moving toward being a program based on coaching abilities. In contrast, the current NCCP places a significant emphasis on gaining information and knowledge. In other words, once the transition to a competency-based approach is complete, the NCCP will be a program that certifies coaches based on proven abilities to "DO" certain things deemed important to meet the needs of the participants they coach. These changes will result in significant improvements to the NCCP.
Competition	The activity of doing something with the goal of outperforming others or winning something.
Competition Stream of Coaching	A stream of the NCCP in which the primary goals of the coach are to intervene in a programs where performance is sought, provide support to athletes in areas such as technical, physical, tactical, and mental preparation, work towards improving athletes' competitive abilities, and work to develop athletes in the long term. Three Competition contexts have been identified for the NCCP: (1) Introduction to competition; (2) Developmental competition; and (3) High-performance competition.
Complex Coaching Situation	A coaching situation that has the following characteristics: (1) the performance factors are variable, sophisticated, and/or not well-defined; (2) the coach bears complete responsibility; (3) the consequence of error is significant; (4) the tasks at hand may have long-term implications or repercussions; (5) the coach may have to produce innovative and novel responses or solutions to the demands of the situation.

Conditional Approval	The validation and status a sport context program achieves upon successful review by an expert panel that identifies the achievement of current NCCP program standards. Conditional approval reflects that the majority of requirements have been met, but that the program is not yet entirely available in both official languages, and that some minor adjustments may still be required.
Context	The specific characteristics of sport programs and activities that determine the needs of participants. The context is determined by variables such as participants' age and proficiency level, the primary reasons for being involved in sport, the nature of the program they are involved in (duration of typical sessions, frequency of sessions/contact with the coach, duration of the program/season), and the environment in which the sport experience takes place (club, school, community league, high performance centre, etc.).
Context Approval Process (CAP)	The standardized review process for all sports new NCCP contexts. The process requires a review panel comprised of NCCP partners as per NCCP Minimum Standards to review all materials, conference on findings of their review, question the NSO developers of the materials and sport context, identify areas that do not meet NCCP Minimum Standards are require improvement as well as additional recommendations for program improvement, and ultimately decide if the context program has met enough of the standards and requirements to be conditionally approved.
Contractor	An individual hired by a sport to complete an aspect of NCCP development. The individual must be hired with a formal contract that addresses payment amounts based upon clearly identified deliverables AND address copyright and ownership of material.
Criteria (plural)/Criterion (singular)	The measurable and observable performance descriptor(s) that provide(s) evidence that an outcome has been achieved or demonstrated. Identifies what is to be evaluated within a given outcome and describes the desirable scope of coaching behaviours. Criteria are tracked in the NCCP Database within individual coach records.
Critical Thinking as a competency	The ability to reflect upon and/or monitor the outcomes of situations, experiences, decisions, and/or actions in which one or others are involved, and to assess their relevance and importance as a basis for future action.
Debrief	The process a Coach Evaluator will use to continue to gather necessary information to verify specific evidences that may not have been clearly demonstrated during the practice, and to provide feedback to the candidate about what went well and which areas need improvement. To this end, the debrief should help shape a more global appreciation of the coach's competencies based on the required outcomes and criterion.
Development Action Plan	A document which records the current development objectives of an individual, with timescales and means by which those objectives are intended to be achieved. This should be a 'living' document, which is regularly reviewed for relevance to current and future competence requirements.

Education	The endeavour, process, and means whereby a person can acquire the knowledge, skills, and attitude that support the achievement of selected outcomes.
Evaluation	The process whereby a judgment is made on the ability of the coach to achieve and demonstrate a series of outcomes, to the appropriate standard of performance.
Evaluation Toolkit	The NCCP context specific document developed to provide generic recommendations and standards for the development and implementation of sports coach evaluation processes.
Coach Evaluator	A person who has gone through formal training to become an accredited NCCP Coach Evaluator. A person who is responsible for evaluating coaches' abilities/competencies to determine if the coach meets standards for a particular context and/or gradation where applicable.
Evidence	Identifies discrete, observable coaching behaviours that need to be verified in order to successfully evaluate a given criterion, and may infer the extent to which NCCP core competencies have been achieved. Describes the depth to which a coach must demonstrate a coach certification standard.
Expense Claim	An NCCP form, submitted by the NSO to claim pre-approved funding for NCCP projects as applied for and approved according to the CAC Financial Support Policies.
Expert	Someone whose knowledge or skill is specialized and profound, especially as the result of much practical experience.
Feedback	Verbal or non-verbal communication that provides an individual with an observer's opinion of their performance.
Final Approval	The validation and status a sport context program achieves when all program standards have been met as identified in the Conditional Approval documents; and that the program is available for full implementation in both official languages across Canada.
Financial Support Policies	The CAC financial policies that outline allowed expenditures that NSOs can claim towards their NCCP budget.
Function (coaching)	A group of related actions that define a broad area of coaching. The five coaching functions identified for the NCCP are: Program design; Program management; Support to athletes in training; Support to athletes in competition; and Social support.
Gradation	An advanced phase of certification that reflects a higher degree of "competence" in required outcomes within a specific context, based upon successful completion of an evaluation conducted by a qualified Coach Evaluator using criteria and evidences that reflect a broader scope and depth of competency beyond the certification requirements.
Horizontal Development	The ability of a coach to improve their competence and develop professionally while remaining in the same coaching context.
Impact Assessment	A program evaluation concept that attempts to determine long-term contribution of a training program on the participants' behaviours.

Instruction Stream of Coaching	A stream of the NCCP in which the primary goals of the coach are to teach sport-specific skills to participants of various ability levels, and interact with them in a primarily non-competitive situation. Three Instruction contexts have been identified for the NCCP: (1) Instruction to beginners; (2) Instruction to intermediate performers; and (3) Instruction to advanced performers.
Integration	The inclusion of NCCP multi-sport modules and materials into the sport-specific modules. Integration may occur as a weave in which the multi-sport materials and sport-specific materials and instructional design are intertwined OR simply as the insertion of multi-sport modules into the overall workshop as specific modules with very little modification.
Interacting as a Competency	The ability to mediate effectively with individuals, groups, or teams in order to facilitate the achievement of a specific outcome. Interaction is a dynamic interpersonal process performed with a clear purpose whereby the coach establishes a rapport with others in order to effectively communicate, teach, lead, intervene, and/or manage.
Job Task Analysis	The NCCP developed process that analyses the skills, knowledge and attitudes required to work most effectively with athletes in a specific context. The NCCP Job Task Analysis requires a time spent and level of importance analysis of approximately 180 typical coaching tasks based upon results from the 1996 NCCP Model Coach Survey.
Knowledge	An understanding of the related theories and concepts one must have in order to accomplish the tasks.
Knowledge, Procedural	or **know-how** is the knowledge of how to perform some task. Know-how is different from other kinds of knowledge such as propositional knowledge in that it can be directly applied to a task. Procedural knowledge about solving problems differs from propositional knowledge about problem solving. For example, in some legal systems, this knowledge or *know-how* has been considered the intellectual property of a company, and can be transferred when that company is purchased. One limitation of procedural knowledge is its job-dependence; thus it tends to be less general than propositional knowledge. One advantage of procedural knowledge is that it can involve more senses, such as hands-on experience, practice at solving problems, understanding of the limitations of a specific solution, etc. Thus know-how can frequently eclipse theory. (http://en.wikipedia.org/wiki/Procedural_knowledge)

Knowledge, Conditional	Understanding the **when or why** of strategy use is conditional knowledge. This is arguably the most important of the three kinds of knowledge about strategy use, and the one that teachers and students struggle the most with. In our content areas, we can do such a wonderful job of teaching students a skill and how to demonstrate it, but we fall terribly short at helping them make decisions about when to employ the skill. A doctor may know what a lobotomy is and how it is performed, but (particularly if you are the patient!) don't you want him to know precisely when and when **not** to perform the procedure? (http://curry.edschool.virginia.edu/go/readquest/conditional.html)
Knowledge, Declarative	The first, or the **what**, is called declarative knowledge. All that's meant by declarative knowledge is knowing what the strategy is and what it is meant to do. Your declarative knowledge of a strategy begins with your awareness of it. For instance, power thinking is a strategy that organizes information into main ideas, subtopics, and details. It can be an alternative to traditional Roman numeral outlining and is effective for thinking about information on different levels. That's the essence of my declarative knowledge about power thinking. (http://curry.edschool.virginia.edu/go/readquest/conditional.html)
Leading as a Competency	The ability to influence change in a positive manner in individuals, groups, and/or organizations, using a values-based/ethical framework.
Learning Facilitator	A person who has successfully completed the required training and evaluation required to facilitate coach learning/training during NCCP workshops.
Learning Facilitator Guide	The document that details the instructional design process and learning activities that a Learning Facilitator is expected to facilitate.
Learning	The acquisition of knowledge, skills, and attitudes that lead to a permanent or enduring change in behaviour and performance.
Learning Styles	The different approaches to the acquisition of knowledge, defined by 4 disparate types of style.
Long term Athlete Development Model (LTAD)	The Canadian 7-stage model that reflects a gradual cycle of athletes/participants participation in sport using key parameters that articulate appropriate activities and sport involvement given an individual's stage of development. Each Canadian sport is required to develop a sport-specific model in addition to the generic Canadian Sport for Life model.
Mentor	A person who can guide you towards becoming a competent coach able to contribute to the sport, the coaching profession and the community.
Minimum Standard	A policy approved by partners of the NCCP as a minimum requirement for development or delivery of the NCCP.
National Coaching Certification number (NCCP#)	The number registered to a coach in the NCCP Database.
Novice	A beginner in some pursuit that demands skill and proficiency.

Operations	Describes the administrative requirements that are necessary to deliver the NCCP.
Operations Manual	A manual developed by NSOs that clearly articulates the operational steps and requirements for the implementation/delivery of the NCCP within that sport across the country.
Outcome	The performance that the coach is expected to demonstrate for certification purposes, given the functions and tasks deemed most relevant to his or her context.
Participant Development Model (PDM)	Completion of the PDM is the first major reflection a sport has to go through as part of the NCCP transition. The PDM allows the National Sport Organization to make a prospective needs analysis about the following aspects: The various groups of participants involved in their sport or in variations of their sport; The environments/milieus in which the sport is practiced and these participants found; The characteristics of the programs offered in these environments/milieus (duration, frequency of contacts, nature of contacts in terms of training/competitive opportunities, level of competition where appropriate); Given the above, the fundamental reasons why people are involved in such programs, from the following perspectives: fitness; skill; performance; social. The PDM has to be validated extensively throughout the sport, and endorsed by the Board of Directors or a similar decision-making body within the sport. The PDM provides the sport with the core information from which its coach development system should be developed.
Philosophy	General beliefs, concepts, and attitudes of an individual or group. The philosophy of the NCCP can be summarized in the following statements: (1) To provide a positive experience to all participants in sport programs; (2) To enable all participants to fulfill their potential in sport; and (3) To use sport as a vehicle to help all participants develop in a holistic manner.
Pilot	An experimental undertaking or test, esp. in advance of a larger one. (Oxford Canadian Dictionary 1998 Oxford University Press Canada)
Policy	A requirement, passed by the CAC Board, that all NCCP partners must implement.
Portfolio	Collection of work or other papers (in this case, evidence) which, taken as a whole, offers a picture of an individual's range of abilities. A successful portfolio provides evidence of a coach's readiness to engage in the observation component of the evaluation process for a given context.
Problem Solving Approach (PSA)	An instructional design technique that involves a cyclical approach of analyzing a situation to identify a problem or being presented with a problem, determining possible solutions, cross-referencing possible solutions with research and expertise, testing possible solutions, choosing a course of action, and implementing the decision to solve the problem, and then assessing the impact of the solution applied. Also known as a Problem Posing Approach.

Problem Solving as a Competency	The ability to bring about a positive outcome to a specific coaching challenge. It is a four-step process whereby the coach must (1) analyze the conditions that exist in a given coaching situation; (2) identify appropriate coaching responses or courses of action; (3) choose an effective response; and (4) turn decisions into action.
Professional Development	The systematic maintenance, improvement, and broadening of knowledge and skills, and the development of personal qualities necessary for the execution of professional duties throughout working life.
Quality Control	The measurement of implementation results against identified program quality standards.
Reference Material	Documents provided to coaches during training that provide expert information in a specific subject or theme.
Simple Coaching Situation	A coaching situation that has the following characteristics: (1) the desired outcome, tasks, and performance factors are well-defined; (2) the coach bears little responsibility; (3) the consequence of error is limited; (4) the tasks at hand focus on the short term; (5) the coach is expected to use generally accepted coaching practices and procedures.
Skill	The capability of producing consistent performance and behaviour which can be improved with training and/or practice.
Sportified	A modification that increases applicability and relevance to a specific sport or to an individual within a specific sport.
Standard (of certification)	The absolute level to which a given coaching outcome must be demonstrated. The standard is determined by the intrinsic demands of the outcome(s) identified, and the nature of the criteria used in the evaluation process.
Status Indicator	The designation provided to a coach on the NCCP Database that delineates coaches who: have participated in NCCP training or evaluation but are between the ages of 14 and 15 (NCCP Under 16); or have begun the training process (In Training); who have completed the training process (NCCP Trained); and/or who have completed the evaluation process (NCCP Certified).
Stream	A group of athletes with similar performance objectives and requirements within a continuum of ability levels, placed together.
System Cohesion	The condition of a sport's NCCP working together to form a united whole with the national standards and all Provincial and Territorial organizations.
Task (Coaching)	Discrete actions related to a coaching function (see this term).
Template	A document or framework that meets minimum standards and was developed by the CAC for use and "sportification" by sports to create economies of scale for all NCCP partners.
Tool	An instrument that can be used by sports to facilitate an aspect of coach training or evaluation.
Training	The process whereby general and specific skills and abilities are acquired and/or refined, in order to support the achievement of selected outcomes.

Training for Outcomes	Formal or experiential training intended to prepare a coach to meet specific NCCP outcomes, criteria and evidences required during the NCCP evaluation process in a given context.
Values	Deeply held beliefs.
Valuing as a Competency	The ability to coach in a way that is consistent with the principles of ethical practice defined within the NCCP (e.g. values, philosophy, code of ethics). It may be understood as a two-step process: (1) being aware of personal values, as well as values prevailing in Canadian Coaching; and (2) assessing the relative merits of potential solutions in the light of personal values, NCCP values, and the specific challenges or needs of the situation.