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

The programs of this organization are funded in part by the Government of Canada.
# Table of Contents

Introduction .......................................................................................................................... 1

1 Badminton and NCCP ........................................................................................................ 2
   1.1 Mission, Vision, and Values ...................................................................................... 2
   1.2 Partners in Coach Education ................................................................................... 4
   1.3 Participant Development Model (PDM) ................................................................... 6
   1.4 Coach Development Model (CDM) ......................................................................... 7
   1.5 Long-Term Athlete Development ......................................................................... 11

2 The NCCP Model ............................................................................................................ 12
   2.1 Training vs. Certification ........................................................................................... 13
   2.2 Contexts .................................................................................................................... 14
   2.3 Workshops and Modules ........................................................................................... 16

3 Evaluation and Certification ............................................................................................ 27
   3.1 Objectives .................................................................................................................. 27
   3.2 Principles of Evaluation in the NCCP ...................................................................... 27
   3.3 Outcomes, Criteria, and Evidence ......................................................................... 27
   3.4 Evaluating Coaches in the NCCP .......................................................................... 30
   3.5 Certification Standard ............................................................................................ 30
   3.6 NCCP Database (the Locker) .................................................................................. 31
   3.7 Administration and Logistics of Evaluation ............................................................ 31
   3.8 Recognition of Coaching Competence ................................................................... 32

4 Coach Developers ........................................................................................................... 33
   4.1 Identification and Selection of Coach Developers .................................................... 34
   4.2 Learning Facilitator ................................................................................................. 35
   4.3 Advanced Learning Facilitator ................................................................................ 35
   4.4 Master Learning Facilitator ...................................................................................... 38
   4.5 Coach Evaluator ...................................................................................................... 41
   4.6 Advanced Evaluator ............................................................................................... 41
   4.7 Master Evaluator ................................................................................................. 45

5 Business Model .............................................................................................................. 48
   5.1 Communication ....................................................................................................... 48
   5.2 Responsibilities and Planning .................................................................................. 50
   5.3 Fee Structure, Payment, and Honorarium .............................................................. 52
   5.4 Maintenance of Certification and Professional Development ............................. 55
   5.5 Quality Control ....................................................................................................... 56
   5.6 Minimum Age Restrictions .................................................................................... 58

Version 1.1, 2015 © Coaching Association of Canada
6 Tools ........................................................................................................................................59
  6.1 NCCP Code of Ethics ........................................................................................................59
  6.2 NCCP Coach Developer Code of Conduct ......................................................................62
  6.3 Template for Coach Developer Self-Nomination Letter ..................................................64
  6.4 Template for Coach Developer Application Form ..........................................................66
  6.5 Template for Coach Developer Letter/Preliminary Worksheet .......................................67
  6.6 Template for Feedback Form .............................................................................................69

The Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.
Introduction

Purpose of this Document
The National Coaching Certification Program (NCCP), launched in 1974 and delivered in partnership with the government of Canada, provincial/territorial governments, and national/provincial/territorial sport organizations, gives coaches the confidence to succeed.

The CAC works with over 65 different National Sport Organizations, including Badminton Canada across Canada in the development of sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport – from 3-hour online introductory workshops for beginner coaches, to weekend workshops for intermediate coaches, to intensive two-year training programs for advanced coaches.

This Badminton Canada NCCP Operations Manual contains guidelines and procedures for successful implementation of the NCCP. It is not intended to replace the NCCP Policies and Implementation Standards, nor does it serve as development guidelines.

Version Control
The following outlines the version history of this document, and identifies any notable changes.

<table>
<thead>
<tr>
<th>Revision Date</th>
<th>Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/04/01</td>
<td>Original document publication.</td>
</tr>
</tbody>
</table>
1 BADMINTON AND NCCP

1.1 Mission, Vision, and Values

Vision

Build a sustainable and clearly understood world class high performance development system that will provide outstanding training and competition opportunities for Canadian badminton athletes. Provide National leadership for excellence and participation by organizing, regulating, monitoring and reviewing all levels of participation. Badminton Canada must be well aligned with our member organizations and sport partners as well as being accountable and performance-oriented. Develop male and female badminton athletes who are amongst the best in the world, athletes that consistently achieve top 16 BWF rankings and podium results at the World Championships and Olympic games. To win a medal at the Olympic Games.

Mission

To be an innovative and highly respected sports organization that is the leader in contributing to badminton becoming the most successful racquet sport in Canada and the world by enabling Canadian Athletes, Coaches and Officials of all ages, cultural background and skill level the opportunity to excel in badminton and in life.

Values

Badminton Canada recognizes the following principles to guide our decisions, policies and practices:

1. Enjoyment- Participation in all aspects of badminton (competition, volunteering, coaching, as a fan etc.) should be an enjoyable and life enhancing experience
2. Excellence- Striving to support all people to achieve their personal level of excellence and strive for professional excellence in all of its activities.
3. Trust- Acting in an open and honest manner that creates trust in all of our relationships.
4. Respect- Creating an environment that recognizes and encourages the views, roles and contributions of everyone.
5. Genuine Collaboration- Using the expertise, knowledge and input of all of our membership and partners to strengthen the programs, events and ideals that we stand for.
6. Transparency- Clearly outlining and reporting all of our activities and keeping an open and honest flow of communication to our membership.
7. Accountability- Creating policies and procedures that define how we conduct ourselves and work with our membership and communicating that information to everyone.
8. Inclusiveness/Equal Opportunities- Participation in our activities should encourage and be open to anyone who wants to get involved
1.2 Partners in Coach Education

The CAC, the provincial/territorial NCCP delivery agencies, the National Sport Organizations (NSOs), and the federal-provincial/territorial governments are individually and collectively responsible to:

- Ensure that the NCCP and other coaching and sport leader development programs contribute to a safe and ethical sport experience in all contexts of participation;
- Ensure that the programs integrate into the Canadian Sport For Life framework and follow the principles of Long-Term Athlete Development (LTAD);
- Ensure that coaching and sport leader development programs are available in both French and English;
- Use best efforts to make the program accessible to all, including traditionally underrepresented and/or marginalized populations as referenced in the Canadian Sport Policy and the Federal-Provincial/Territorial Priorities for Collaborative Action;
- Endorse the value of competent coaches and support, along with other stakeholders, higher standards of coaching competencies and working conditions/environments for coaches;
- Actively participate in the resolution of any differences that put the integrity and continuity of the NCCP at risk.

1.2.1 Coaching Association of Canada (CAC)

The Coaching Association of Canada 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.

1.2.2 Provincial/Territorial Coaching Representatives (PTCRs)

The Provincial/Territorial Coaching Representatives provide leadership, development, and support in delivering the NCCP.

- Alberta: Alberta Sport Connection
- British Columbia: ViaSport BC
- Manitoba: Coaching Manitoba
- New Brunswick: Coach NB
- Newfoundland and Labrador: Sport Newfoundland and Labrador
- Northwest Territories: Sport North Federation
- Nova Scotia: Department of Health and Wellness, Active Living Branch
- Nunavut: Sport and Recreation Division
- Ontario: Coaches Association of Ontario
- Prince Edward Island: Sport PEI
- Quebec: Sports Québec
- Saskatchewan: Coaches Association of Saskatchewan
Yukon: Sport and Recreation, Department of Community Services, Government of Yukon

1.2.3 National Sport Organization (NSO)

Badminton Canada

1.2.4 Provincial/Territorial Sport Organizations (P/TSOs)

- Badminton Alberta
- Badminton BC
- Badminton New Brunswick
- Badminton Québec
- Badminton Newfoundland and Labrador
- Manitoba Badminton Association
- Nova Scotia Badminton Association
- Northwest Territories Badminton Association
- Ontario Badminton Association
- Saskatchewan Badminton Association
- Badminton PEI

1.2.5
## 1.3 Participant Development Model (PDM)

### 1.3.1 The Participant Development Model (PDM)

<table>
<thead>
<tr>
<th>Community Sport Stream</th>
<th>Instructional Stream</th>
<th>Competitive Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legend</strong></td>
<td>Master Coach</td>
<td>&lt;5%</td>
</tr>
<tr>
<td>Denotes public drop-in</td>
<td>Mentors - International Senior/Junior Teams</td>
<td></td>
</tr>
<tr>
<td>play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denotes coaches at the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition Introduction &amp; Development and work in mostly public facilities</td>
<td>National Level Coach</td>
<td>&lt;5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicates coaches working in public and private clubs, regional training centres, Provincial or National teams</td>
<td>Provincial Level Coach</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>University or College Coach</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Seasonal Plan, more competition, National Championships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High School Teacher</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>6-week program, more competition and tactics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competitive Coach</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Intro to Long-term Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Centre Instructor</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Basic techniques, rules, doubles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary School Teacher</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Introduces rules and technique</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Instructor</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Introduces rules, safety, technique</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Junior High School Teacher</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Introduces competition basic tactics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recreation Centre Manager</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Facilitates play, introduces sport at grass-roots level</td>
<td></td>
</tr>
</tbody>
</table>
1.4 Coach Development Model (CDM)

1.4.1 The Coach Development Model (CDM)

**COACHING REQUIREMENTS IN CANADA**

**REGIONAL**
Each Province has their own on-court coaching requirements.

**NATIONAL**
To coach on court at Junior or Senior Elite Series events, coaches must be Competition - Introduction Regional Certified.
At National Championships, coaches must be Competition - Introduction Provincial Certified.
At the Canada Games, coaches must be Competition - Development Certified.

**INTERNATIONAL**
To coach internationally with National Team athletes, coaches must be Competition - Development Certified.
1.4.2 The Community Coach Pathway

COMMUNITY SPORT - INITIATION

[ TARGETS ATHLETES 6-10 ]

Best suited for coaches, parents, and guardians who may have limited basic badminton experience, and who wish to coach children’s badminton. They will be working with players with little to no badminton experience.

Pre-requisite: none

This course is run by your local Provincial or Territorial Badminton Association.

To take this course, please contact them for a schedule of events.

7.5 HOUR WORKSHOP = TRAINED
1.4.3 The Competition Coach Pathway

COMPETITION - INTRODUCTION

Best suited for coaches who will be working with youth players with varying levels of playing experience and will introduce players to competitive badminton.

[ TARGETS ATHLETES 8-16 ]

16 HOUR REGIONAL WORKSHOP
Pre-requisite: none

+ 16 HOUR PROVINCIAL WORKSHOP
Pre-requisite: Regional Certification

IN TRAINING
SOME MODULES COMPLETED

IN TRAINING
SOME MODULES COMPLETED

TRAINED
ALL MODULES COMPLETED
[ REGIONAL, 102 ]
+ PORTFOLIO EVALUATION
+ PRACTICE OBSERVATION

CERTIFIED

TRAINED
ALL MODULES COMPLETED
[ REG, 1-3 & PROV, 4-5 ]
+ PORTFOLIO EVALUATION
+ PRACTICE OBSERVATION

INTERMEDIATE / ADVANCED
1.4.4 The Instructor Pathway

SHUTTLE TIME SCHOOL PROGRAM

[ TARGETS ATHLETES 6-19 ]

Best suited for coaches, teachers, schools staff/volunteers who may have limited/basic badminton experience. They will be working with children and youth in an educational setting with a range of badminton skills.

Pre-requisite: none

COMING SOON!
NATIONWIDE SUMMER 2016
1.5 Long-Term Athlete Development

Badminton Canada Long Term Athlete Development model can be reviewed at http://badmintoncanada.visualclubweb.nl/file_download.aspx?id=627578&a=1
2 The NCCP Model

The NCCP Model

Community Sport – Initiation

The Community Sport – Initiation context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the "FUNdamentals" stage skills and abilities for participants.

Community Sport – Ongoing participation

The Community Sport – Ongoing participation context is typically for either youth participating in a recreational environment, or masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of the coach is to encourage participants to continue their involvement in the sport.

Competition

The Competition – Introduction context is designed for coaches of athletes moving from the FUNdamental to the Learn to Train and Train to Train stage of long-term athlete development.

The Competition – Development context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

The Competition – High performance context is typically reserved for coaches of athletes in the Train to Win stage of long-term athlete development. Although there is the possibility of some placing in a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this context require specific skills and abilities in order to meet the needs of their athletes.

Instruction

Instruction in the Instruction – Beginners context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there’s no formalized competition at this level — it’s strictly about skill development and there is a short time-frame of interaction between the instructor and the participant.

Instruction in the Instruction – Intermediate performers and Instruction – Advanced performers contexts are very specialized and are specifically there to assist athletes crossing over from competitive sport to gain enhanced skills, and in some cases, tactical development specific to their sport.

The five core competencies are made concrete through specific coaching outcomes

Valuing, Interacting, Leading, Problem-solving, Critical Thinking

There are five NCCP core competencies

Certification

The National Coaching Certification Program certifies coaches who have demonstrated their ability to apply critically important competencies to coaching situations relevant to the stage of athletes they coach. This means that coaches must not only know about coaching but also be able to demonstrate their ability to apply this knowledge in the coaching situation.

Coaches can be trained in any of the following eight coaching contexts, which are specific to the type of athlete they are working with, and can progress through to a “Master Coach” level in any context.
2.1 Training vs. Certification

The NCCP model distinguishes between training and certification. Coaches can participate in training opportunities to acquire or refine the skills and knowledge required for a particular coaching context (i.e. Competition – Introduction) as defined by the sport and be considered “trained”.

To become “certified” in a coaching context, coaches must be evaluated on their demonstrated ability to perform within that context in areas such as program design, practice planning, performance analysis, program management, ethical coaching, support to participants during training, and support to participants in competition.

Certified coaches enjoy the credibility of the sporting community and of the athletes they coach because they have been observed and evaluated “doing” what is required of them as a competent coach in their sport. They are recognized as meeting or exceeding the high standards embraced by more than 65 national sport organizations in Canada. Fostering confidence at all levels of sport, certification is a benefit shared by parents, athletes, sport organizations, and our communities.

NCCP coaches are described as follows:

- **In Training** – when they have completed some of the required training for a context;
- **Trained** – when they have completed all required training for a context;
- **Certified** – when they have completed all evaluation requirements for a context.

For more information please visit: [http://www.coach.ca/trained-vs-certified-s16468](http://www.coach.ca/trained-vs-certified-s16468).
2.2 Contexts

2.2.1 Community Sport

You may already coach at the community level or you’re thinking about coaching. Often, you’re a parent whose child is involved in sport, or a volunteer who works with participants of all ages that are new to a sport.

There are two levels of workshops for community sport coaches: Initiation (or introduction) and Ongoing participation.

- The Community Sport – Initiation context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the “FUNdamentals” stage skills and abilities for participants.

For more information please visit: [http://www.coach.ca/community-coaches-s15434](http://www.coach.ca/community-coaches-s15434).

2.2.2 Competition

Coaches in the Competition stream usually have previous coaching experience or are former athletes in the sport. They tend to work with athletes over the long term to improve performance, often in preparation for provincial, national, and international competitions.

There are three levels of workshops for competition coaches that reflect the stages of athlete development: Introduction, Development, and High performance.

- The Competition – Introduction context is designed for coaches of athletes moving from the FUNdamentals to the Learn to Train and Train to Train stages of long-term athlete development.

- The Competition – Development context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

- The Competition – High performance context is typically reserved coaches of athletes in the Train to Win stage of long-term athlete development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this stream require specific skills and abilities in order to meet the needs of their athletes.

For more information please visit: [http://www.coach.ca/competitive-coaches-s15435](http://www.coach.ca/competitive-coaches-s15435).

2.2.3 Instruction

Instructors in the Instruction stream must have sport-specific skills and training, whether at the beginner or advanced skill levels. Many are former participants in the sport.

The Instruction stream has three different levels of workshops: Beginners, Intermediate performers, and Advanced performers.
Instructors in the **Instruction – Beginners** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there’s no formalized competition at this level – it’s strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.

For more information please visit: [http://www.coach.ca/instructors-s15436](http://www.coach.ca/instructors-s15436).

For more information please visit: [http://www.coach.ca/where-do-i-fit--s15433](http://www.coach.ca/where-do-i-fit--s15433).
2.3 Workshops and Modules

2.3.1 Sport-specific Training

*Badminton Canada NCCP Community Sport - Initiation*

**Ages:** 6-10 – Designed for coaches who will be working with players with little to no badminton experience

**Target Audience:** Coaches, parents, guardians, who may have limited basic badminton experience and who wish to coach children’s badminton.

**Content Hours required:** 7.5 Hours

**Certification Status:** The full Badminton Canada NCCP Community Sport – Initiation workshop.

*Badminton Canada NCCP Shuttle Time (School Program)*

This program will be available in Fall 2016

**Ages:** 6-19 – Designed for coaches who will be working with children and youth in an educational setting with a range of badminton skills.

**Target Audience:** Teachers, schools staff/volunteers who may have limited basic badminton experience.

**Content Hours required:** 6 Hours

**Certification Status:** The full Badminton Canada NCCP Shuttle Time (School Program) workshop.

*Badminton Canada NCCP Competition Introduction (Regional/Provincial)*

**Ages:** 8-16

**Target Audience:** Coaches who will be working with youth players with varying levels of playing experience and will introduce players to competitive badminton.

**Content Hours required:** Regional 16 hrs, Provincial 32 hrs (regional + 16 additional hours)

**Certification Statuses:**

“In Training” Competition Introduction coaches have completed some but not all of the following modules:

- Regional Module 1 (4 hours) Plan a Practice (Multi-sport or Integrated)
- Module 2 (4 hours) Teaching and Learning and Make Ethical Decisions (Multi-sport or Integrated)
- Module 3 (8 hours) Technical/Tactical Basics (Badminton Specific)
Provincial
Module 4 (8 hours)  Design a Basic Sport Program and Basic Mental Skills (Multi-sport or Integrated)
Module 5 (8 hours)  Technical/Tactical Foundations Provincial Coach (Badminton Specific)

“Trained” Competition Introduction Coaches have completed all the following modules:

Regional
Module 1 (4 hours)  Plan a Practice (Multi-sport or Integrated)
Module 2 (4 hours)  Teaching and Learning and Make Ethical Decisions (Multi-sport or Integrated)
Module 3 (8 hours)  Technical/Tactical Basics (Badminton Specific)

Provincial
Module 4 (8 hours)  Design a Basic Sport Program and Basic Mental Skills (Multi-sport or Integrated)
Module 5 (8 hours)  Technical/Tactical Foundations Provincial Coach (Badminton Specific)

“Certified” Competition Introduction Coaches have completed the following:

Portfolio Evaluation
Practice Observation
Make Ethical Decisions (online evaluation)

**Badminton Canada NCCP Competition Development**

This program will be launched in Fall 2016
**Ages:** 16+
**Target Audience:** Coaches who will be working with players playing competitive badminton.
**Content Hours required:** TBD
**Certification Statuses:**

“In Training” Competition Development coaches have completed some but not all of the following modules that are offered through PTCR or provincial/territorial badminton associations:

PTCR modules
- Managing Conflict
- Leading Drug Free Sport
Psychology of Performance
Prevention & Recovery of Injury
Coaching & Leading Effectively
Developing Athletic Abilities
Performance Planning
Advanced Practice Planning
Manage a Sport Program

Provincial/territorial badminton associations
Analyze Performance

“Trained” Competition Development Coaches have completed all the following modules:
Managing Conflict
Leading Drug Free Sport
Psychology of Performance
Prevention & Recovery of Injury
Coaching & Leading Effectively
Developing Athletic Abilities
Performance Planning
Advanced Practice Planning
Manage a Sport Program
Analyze Performance

“Certified” Competition Development Coaches have completed the following:

All modules AND
Portfolio Evaluation
Practice Observation
Competition Observation

**Badminton Canada NCCP Level 4 and Level 5**

The Canadian Sport Institute delivers **NCCP level 4 and level 5** courses to coaches. There are two ways to achieve level 4.

The first one is the best in terms of real coaching education. The CSI offers a two year, part time Diploma in High Performance Coaching. The Diploma program includes the completion of the required theory courses for NCCP level 4 certification as well as other courses such as communication, philosophy and values, choice theory, power and ethics etc.
In the Diploma program, it is recognized that coaches do not lead “normal” lives. They travel with athletes and teams to competitions and training camps and are involved with any number of “events” that transpire to make committing to such a program difficult. The CSI recognizes and works with coaches in the program to find solutions to get them through the program. In fact, it is this combination of study and practical work that makes the program so valuable. The second route is to take NCCP level 4 tasks one by one and the tasks can be taken in two different ways.

The first way is attend individual courses at a local CSI. They can be selected from the Diploma program schedule and sometimes are offer them separately for groups when the demand is high enough.

The second way is to do them by video. The CSI has DVD video for most tasks with the exception of Leadership (#17) which must be done in person.

**General information about the NCCP Level 4 / 5.** There are 20 tasks that must be completed. When 12 of them have been completed, which must include tasks 12 and 9, coaches can be certified at Level 4. When they have completed all 20 tasks, they can be certified at Level 5.

Seven of the 20 tasks are sport specific and the requirements to complete them are set by Badminton Canada.

**Level 4 / 5 Tasks**

Completion of 12 tasks is required for Level 4 certification. This must include Task # 12 and Task # 9.

Completion of 20 tasks is required for Level 5 certification.

1. Energy Systems
2. Strength and Conditioning
3. Performance Factors *
4. Nutrition
5. Environmental Factors
6. Recovery and Regeneration
7. Psychological Preparation for Coaches
8. Psychological Preparation for Athletes
9. Sport Specific – Skill Training *
10. Biomechanics *
11. Sport Specific – Strategy and Tactics *
12. Planning and Periodization
13. Analyzing Performance Factors *
14. Practical Coaching – Training Camps *
15. Practical Coaching – Competitive Tour *
16. Athlete Long Term Development
17. Leadership
18. The Business of Coaching
19. Canadian Sport systems
20. National Team Program *
* Sport specific technical tasks.
Others are theory tasks and are taken through the NC.

2.3.2 Multi-sport Training

Many of these modules have been integrated by sports into their own sport-specific workshops while other sports require their coaches to take them separately through our network of Provincial and Territorial Coaching Representatives.

All of these multi-sport modules can help you reach higher as a coach, and can also be counted towards Maintenance of Certification.

For more information please visit http://www.coach.ca/multi-sport-training-s15501.

Professional Development (PD) Module

If you work with, or supervise youth of Aboriginal heritage, this workshop is an essential resource. If you wish to understand, relate to, and apply Aboriginal cultural perspectives that will allow you to motivate, inspire, and lead those youth towards a successful and meaningful lifestyle, this workshop was designed for you.

This interactive workshop is available to both Aboriginal and mainstream organizations who have Aboriginal youth in their sport, social, or employment programs. Aboriginal Sport Circle’s trained instructors will facilitate discussions which include role playing and group activities to engage all participants. This type of interactive setting has provided a fun, fulfilling, and positive learning experience for both participants and facilitators alike.

The workshop includes unique methods and perspectives not found in mainstream coaching certification programs. It is holistic in its approach and includes teachings of the Medicine Wheel, the four gifts, as well as the values within the four pillars and many other issues that are unique to Aboriginal culture.

The Aboriginal Coaching Modules were designed to provide culturally relevant courses for coaches and people working with Aboriginal youth and athletes.

Professional Development (PD) Module
An incredible addition to our NCCP workshop lineup, Empower + is an intense and thought provoking 4-hour workshop that will teach you how to enhance the well-being of the athletes in your care and be a positive role model in the world of sport.

In an interactive and dynamic learning environment, our expert facilitators will guide you through how to enhance athlete welfare by:

- Recognizing the potential for, and presence of maltreatment in sport;
- Learning when and how to intervene when you observe or suspect maltreatment.

You will bring your coaching to new heights by:

- Implementing the NCCP’s renowned six-step decision-making model;
- Mastering the art of the difficult conversation; and
- Creating a list of key positive athlete development strategies you can implement in your coaching right away.

This NCCP workshop will set you up for success in coaching and in life!

**FUNDAMENTAL MOVEMENT SKILLS (FMS)**

**PD**

The Fundamental Movement Skills of throwing, catching, jumping, striking, running, kicking, agility, and balance and coordination, form the basis for future sport skill development and for the life-long enjoyment of physical activity. Learn how to OBSERVE and IMPROVE the fundamental movement skills through the format listed below which is best suited to you and your line of work (also see the Professional Development page for FMS PD).

**Community Leader**

- Target: Recreation leaders, sport camp leaders, etc.
- Format: 8 hour workshop.

**High School Leadership**

- Target: High school students.
- Format: Composed of 9 lesson plans delivered by the Physical Education Teacher at your school.

The FMS module will give participants the skills to:

- analyze and identify the various stages of development for the fundamental movement skills;
- apply a six-step process to teaching the fundamental movement skills;
- create safe games where children can practise fundamental movement skills.
Comp Intro Regional Coach/ Instructional Beginner (Shuttle Time)

By successfully completing the Make Ethical Decisions workshop you will be fully equipped to handle virtually any ethical situation with confidence and surety.

MED is one of the NCCP’s cornerstone workshops, and leaves coaches with no doubt as to what to do when the going gets tough.

Upon completing the MED module you’ll be able to:

- analyze a challenging situation and determine if it has moral, legal or ethical implications;
- apply the NCCP Ethical Decision-Making Model to properly respond to each situation in a way that is consistent with the NCCP Code of Ethics.

Comp Intro Regional Coach

The Planning a Practice module will give you the skills to:

- organize a well-structured practice plan with safe, age-appropriate activities you’ve designed to match the proficiency level of participants;
- identify potential risk factors that could impact the sport and practice activities;
- create an emergency action plan;
- identify practice goals and design activities that offer the best training benefits for the athletic skills required in your sport.

PD

After taking the Nutrition module you will be able to:

- determine if foods and beverages consumed by your athletes before, during and after training are adequate;
- offer suggestions for more suitable food and beverage alternatives when necessary;
- gain a better understanding of the best way to promote healthy food choices that are consistent with basic sport nutrition principles to both athletes and their parents.

PD

A must-have for competitive coaches, this 4-hour dynamic and interactive introductory workshop will teach you how to prevent injuries and increase athlete performance through proven resistance training tools. Become a better coach by augmenting your plan with elements such as:

- Basic lifts
Comp Intro Regional Coach

Upon completing the Teaching and Learning module you will be able to:

- assess your own beliefs regarding effective teaching;
- analyze certain coaching situations to determine if they promote learning;
- create conditions that promote learning and self-esteem through:
  - appropriate consideration of the affective, cognitive and motor dimensions of learning;
  - the use of words and methods that relate to an athlete’s preferred learning style;
  - a sound organization;
  - active supervision; and
  - the use of well-formulated feedback offered at the right time and with the right frequency;
- use teaching assessment grids to gather objective information on teaching effectiveness, and use this data to develop an action plan to enhance your own effectiveness as a teacher and coach.

Comp Intro Provincial Coach

Design a Basic Sport Program will teach you to:

- create a sound outline for your sport program that includes competition and training events;
- compare your program to those outlined by the NCCP in terms of long-term athlete development;
- assess the athletic development opportunities your program offers, and identify ways to remedy any weaknesses;
- interpret the information in a sample program, identifying training priorities and objectives at certain periods;
- establish a link between your program’s training objectives and the content of practice sessions.

Provincial
The Basic Mental Skills module gives you the ability to:
- recognize signs indicating that an athlete may need to improve his/her goal setting, focus, and anxiety control skills; and develop tools to help the athlete to make improvements in these areas;
- run simple guided activities that help athletes improve basic mental skills.

**COACHING AND LEADING EFFECTIVELY**

Comp Dev

The Coaching and Leading Effectively module gives you the skills needed to:
- promote a positive image of sport, and model it to athletes and those supporting their performance;
- deliver clear messages and explanations when communicating with athletes and their supporters;
- identify opportunities to interact with all athletes and use feedback to improve and correct performance and behaviour.

**MANAGING CONFLICT**

Comp Dev

The Managing Conflict module will allow you to:
- identify common sources of conflict in sport;
- determine which individuals or groups are most likely to find themselves in situations involving conflict;
- learn important skills that will help you prevent and solve conflict resulting from misinformation, miscommunication or misunderstanding;
- develop skills that will empower you to listen and speak effectively in conflict situations while maintaining positive relationships with athletes, parents, officials and other coaches.

**LEADING DRUG-FREE SPORT**

Comp Dev

After taking Leading Drug-free Sport you will be able to:
- fully understand and explain the consequences of using banned substances in sport;
• educate athletes about drug-testing protocols at major competitions;
• encourage athletes to safeguard their sport values and take greater responsibility for their personal actions;
• apply the NCCP Ethical Decision-Making Model to your coaching as it relates to keeping your sport and athletes drug-free.

DEVELOPING ATHLETIC ABILITIES

Comp Dev

After completing the Developing Athletic Abilities module, you will:
• be able to implement general and sport-specific training protocols and methods to effectively develop or maintain the athletic abilities necessary for your sport;
• know how to apply training principles and variables to training methods that build fitness, endurance, strength, speed and sport-specific conditioning;
• be able to select and adapt testing and training protocols.

INCLUDES: 2 hour online pre-workshop session

PREVENTION AND RECOVERY

Comp Dev

After taking Prevention and Recovery you will have the knowledge needed to:
• identify common injuries in your sport and develop appropriate prevention and recovery strategies to keep your athletes injury-free during training and competition;
• offer valuable information and guidance on hydration, nutrition and sleep as they relate to injury prevention;
• choose skills and drills that help athletes perform appropriate warm-ups and cool-downs;
• develop functional evaluations for an athlete’s return to play;
• implement recovery and regeneration techniques to help an athlete maintain or return to optimal performance post injury.

PSYCHOLOGY OF PERFORMANCE

Comp Dev

Completing Psychology of Performance will allow you to:
• help athletes learn to manage distractions and use visualization techniques to prepare themselves technically and tactically for training and competition;
• learn how to work with athletes or teams to identify performance and process goals related to their ability to focus on performance;
learn debriefing skills that can be used to help athletes assess their performance in both training and competition.
3 EVALUATION AND CERTIFICATION

3.1 Objectives
Evaluation in the National Coaching Certification Program (NCCP) is the process used to determine whether coaches meet NCCP coaching standards for certification. This process applies to all coaching contexts in the NCCP. While evaluation for certification is not required in the Community Sport stream, sports in that stream may choose to certify coaches.

3.2 Principles of Evaluation in the NCCP

- Outcomes are the foundation of the NCCP approach to evaluating and certifying coaches.
- Evaluation in the NCCP reflects the ethical coaching practices promoted in the Canadian sport system.
- Evaluation in the NCCP reflects the diversity among sports in a given context.
- Evaluation recognizes and respects individual coaching styles.
- Evaluation in the NCCP is evidence-based.
- The evidence in NCCP evaluations consists of observable coaching behaviour that is used to determine whether a coach meets a given criterion.
- The evidence in NCCP evaluations may come from several sources.
- Evidence demonstrated during an evaluation may not reflect all of the elements or objectives identified in training activities.
- Coaches are fully advised of the evidence that will be used to determine whether they meet a given criterion. This helps them achieve certification.
- Coaches seeking certification are evaluated by NCCP-trained and NCCP-accredited Coach Evaluators.

Additional Points

- Evaluation requirements, procedures, and methods are (1) administratively feasible, (2) professionally acceptable, (3) publicly credible, (4) legally defensible, (5) economically affordable, and (6) reasonably accessible.
- Evaluation is preceded by NCCP training or relevant experience.
- NCCP training activities prepare coaches to meet certification standards.

3.3 Outcomes, Criteria, and Evidence
Evaluation in the NCCP is based on a systematic approach to determining whether coaches meet NCCP standards. This approach has three key components:

- Outcomes
- Criteria
Evidence

OUTCOMES: These are the overall tasks coaches must be able to perform

There are seven overall tasks that capture what coaches in the NCCP need to be able to do. These are called NCCP outcomes, and they are:

- Provide Support to Athletes in Training,
- Make Ethical Decisions
- Plan a Practice
- Analyze Performance
- Support the Competitive Experience
- Design a Sport Program
- Manage a Program

The outcomes that apply in a specific coaching situation depend on the coaching context. National Sport Organizations (NSOs) have the flexibility to add unique outcome(s) should the NCCP outcomes not fully capture coaching tasks in their sport. The quantity of outcomes being evaluated contributes to the NCCP minimum standard for evaluation.

CRITERIA: These are the components of an outcome that will be evaluated

Every outcome is associated with one or more criteria. Criteria depend on the coaching context. For example, in the Community Sport – Initiation context, the outcome Provide Support to Athletes in Training has one criterion, but in the Competition – Introduction context, it has three criteria.

Criteria may be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

EXAMPLE – Provide Support to Athletes in Training Criteria:
- Community Sport – Initiation context: Lead participants in appropriate activities
- Competition – Introduction context: Implement an appropriately structured and organized practice

EVIDENCE: This is what the Coach Evaluator must observe and measure to confirm that the candidate meets the NCCP standard for each criterion

All criteria are associated with one or more pieces of evidence. Evidence is what the coach actually does. It is observable and measurable.

The more evidence the Coach Evaluator must observe and measure, the more demanding the evaluation will be.

Evidence may be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

Together with the outcomes and criteria, the evidence is used to determine the NCCP minimum standard for evaluation.

EXAMPLE – Competition – Introduction Criterion and Evidence for the Provide Support to Athletes in Training Outcome
- Criterion: Implement an appropriately structured and organized practice
- Evidence: Deliver a practice that matches the goals identified in the practice plan; activities contribute to development of skills, tactics, or athletic abilities; equipment is available and ready to use
3.4 Evaluating Coaches in the NCCP

Evaluating coaches in the NCCP evaluation process involves:

- Portfolio evaluation
- Prebrief
- Formal observation
- Debrief
- Action planning
- Reporting/Administration

3.4.1 Portfolio Evaluation

- The portfolio evaluation enables the Coach Evaluator to determine the readiness of the coach candidate for the formal observation.
- The coach must register with the appropriate P/Tso and submit all required portfolio pieces in advance of a formal observation being scheduled.
- The Coach Evaluator must review the portfolio using the appropriate evaluation tool(s) and then communicate the feedback to the coach in a timely manner.
- Successful completion of the required portfolio pieces will determine readiness for the formal observation.
- Once it is established that the candidate is ready for the formal observation, the Coach Evaluator should notify the appropriate sport body to schedule the formal observation.
- When the formal observation is scheduled, the Coach Evaluator begins the prebrief process.

3.5 Certification Standard

Certification standard refers to the degree to which coaches meet a given criterion. An achievement scale is used to determine whether or not a coach meets or does not exceed the minimum standards.

Coaches seeking certification for a given context must be evaluated and must achieve at least NCCP Minimum Standard in all the relevant criteria required for that context in their evaluation.
3.6 NCCP Database (the Locker)

The NCCP Database tracks the outcomes and criteria with a (T) for the criteria that have been trained, and with an (E) for the criteria that have been evaluated. The Database does not track evidence.

3.7 Administration and Logistics of Evaluation

3.7.1 Payment and Honoraria of Evaluations

The following schedule outlines the recommended guidelines regarding the payment of Evaluators if one Evaluator is responsible for facilitating the evaluation process.

- Upon registering for the evaluation process the coach pays the fee to the appropriate sport governing body (P/TSO or NSO).
- The Evaluator receives two (2) payments from the appropriate sport governing body: one upon completing the marking of the portfolio evaluation; and the second upon submission of the evaluation documentation, action plan copy, and event entry in the NCCP Database (the Locker).
- If more than one Evaluator is involved in the evaluation process, then the NSO must identify appropriate payment schedules for specific contributions towards a coach candidate’s evaluation. This may involve specific requirements for the evaluation of certain NCCP outcomes.

3.7.2 Appeals and Audits of Evaluations

It is recommended that Master Evaluators complete an audit of coach evaluations on a regular schedule (e.g., every two years).

It is recommended that audits and appeals be submitted to the Provincial / Territorial Sport Organization for review by the appropriate Committee.

Documentation for an audit and appeal might include the following.

- The coach candidate portfolio with the Evaluator’s marking template.
- A video tape of the coach candidate’s practice session, or all templates used during the observation by the Evaluator.
- All documentation related to the formal evaluation(s), debriefing procedure and action plan.

Upon completing the review, a report should be provided outlining the critical factors in the evaluation process that can be improved or required by the coach candidate or Evaluator.

It is recommended that a $100 administrative fee be charged by the P/Tso related to any appeal. The P/Tso is permitted to charge additional fees directly related to reviewing the appeal.

If an appeal is unsuccessful, the coach may need to re-engage in the evaluation process or complete specific areas for improvement. If another formal observation is warranted then it must be completed with a different Evaluator and include the payment of designated fees. The Provincial / Territorial Sport Organization must provide the coach with an alternative Evaluator.

In cases where an alternate Evaluator is not available, the P/TSO should cover the costs of an alternate Evaluator to evaluate the coach. Costs may include travel, accommodation, and meals.
3.8 Recognition of Coaching Competence

The NCCP is a competency-based program based on coaching abilities, meaning the NCCP is a program that certifies coaches based on proven abilities to “DO” certain things deemed important to meet the needs of the participants they coach. The NCCP is competency based, and as a result certification is based upon what a coach is able to demonstrate, not the training they may or may not have undergone.

Coaches must go through the evaluation process for the context in which they are coaching. Evaluation must include the entire evaluation process for the context in which the coach is being certified (including online multi-sport evaluations). This ensures the coach is able to demonstrate the required competencies for the context, and removes the need for the NSO or other partners to “judge” the relevance or rigor of the many different international programs that exist.

Coaches do not receive credit for “training” modules that they do not complete, but will be able to achieve “certified” status upon a successful evaluation. This only applies in contexts where certified status is available to coaches. There is no such thing as “equivalency”.

This respects and recognizes current coaching competence, which includes Canadian coaches with significant coaching experience or related background, and foreign coaches with approved training and certification.

To pursue recognition of coaching competence through Provincial/Territorial Badminton Association
4 COACH DEVELOPERS

Who coaches the coaches? NCCP Coach Developers do!

According to the International Council for Coaching Excellence (ICCE), Coach Developers “are not simply experienced coaches or transmitters of coaching knowledge – they are trained to develop, support, and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants.” In short, Coach Developers need to be experts in learning, as well as experts in coaching.

NCCP Coach Developers include Master Learning Facilitators, Advanced Learning Facilitators, Learning Facilitators, Master Evaluators, Advanced Evaluators, and Coach Evaluators.

The typical pathway for someone who wants to be a Coach Developer involves the following steps:

- **Core Training**: Provides Coach Developers with the skills to perform their role.
- **Content-specific Training (sport or multi-sport)**: This includes micro-facilitation which gives Coach Developers an opportunity to practise delivery with their peers.
- **Co-delivery**: This is a chance for the new Coach Developer to practise with real coaches alongside an experienced Coach Developer.

Once a Coach Developer has all of the above training pieces they are considered “TRAINED”.

**Evaluation**: Evaluation confirms that the Coach Developer is capable of certain abilities which are deemed important in the training of coaches.

Once a Coach Developer has been evaluated they are considered: “CERTIFIED”.

For more information please visit: [http://www.coach.ca/coach-developer-training-s16933](http://www.coach.ca/coach-developer-training-s16933).
4.1 **Identification and Selection of Coach Developers**

There are two ways to become a Coach Developer candidate:

- Master Learning Facilitators (MLFs) or Master Evaluators (MEs), Provincial/Territorial Sport Organizations (P/TSOs), and National Sport Organizations (NSOs) can identify Coach Developer candidates.

- Individuals can nominate themselves.

Individuals who nominate themselves are sent the template for the Letter of Self-nomination and are asked to fill in this letter and submit it to their Provincial/Territorial Sport Organization (P/TSO), along with their resume and NCCP Certification Transcript, if applicable.
4.2 Learning Facilitator

Every NCCP workshop is led by a trained Learning Facilitator (LF) who has undergone a standardized training process. LFs are crucial to the development of skilled, knowledgeable coaches who are then able to develop safer, happier athletes/participants.

The goal of an LF is to effectively facilitate sessions that result in the development of coaches who are able to demonstrate their abilities and meet the standards established for certification. An LF should have the appropriate knowledge, skills, and attitudes to facilitate workshops using the competency-based approach. In addition, they serve as contributing members of the community and ambassadors for the NCCP.

4.2.1 How to Become a Learning Facilitator

All Learning Facilitators complete the following steps:

### Core Training

- Overview of the workshop and the NCCP
- Functions of a Learning Facilitator
- Elements of an effective learning activity
- Stages of group development
- Nature of the group

### Content-specific Training

- Guidelines/Modules:
  - Micro-facilitation of module content
  - Administration of the module
  - Lockout training
  - Review and sign NCCP Coach Developer Code of Conduct
  - Review LF evaluation standards and the evaluation process

### Co-delivery

- Process:
  - Prebrief
  - Facilitation
  - Debrief

### Evaluation

- Process:
  1. Prebrief
  2. Formal observation
  3. Debrief
  4. Action plan
  5. Final recommendation

For more information please visit: [http://www.coach.ca/learning-facilitator-p156718](http://www.coach.ca/learning-facilitator-p156718).

4.2.2 Selecting Learning Facilitators

The success of NCCP training rests to a large degree on the quality of the individuals selected as Learning Facilitators.

It is recommended that Learning Facilitators are:

- Trained or certified in the context they are delivering in;
- Good communicators: have the ability to speak clearly and communicate professionally;
- Good presenters: are comfortable presenting in front of a group, are well spoken, are able to keep presentations to time limits, and able to adapt to questions and changes;
- Good facilitators: are able to facilitate discussions, actively listen, evoke participation, and move discussions along when need be;
- Good organizers: are well prepared, organized, and professional;
- Also: approachable, ethical, responsible, and self-confident.
It is recommended that Learning Facilitators have the following sport-specific experience, background, and abilities:

**Community Sport**
Course Conductor in Levels NCCP OR Community Sport context Trained.

**Competition — Introduction**
- Course Conductor in Levels NCCP OR regional Coach Certified and Provincial Coach trained.

**Competition — Development**
- Course Conductor in Level 3 NCCP OR Competition – Development Certified.

**Shuttle Time**
- Course Conductor in Levels NCCP OR Instruction – Beginners Certified (in specific specialty)

### 4.2.3 Core Training
Core Training for Learning Facilitators is a mandatory component of training for Learning Facilitators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

### 4.2.4 Content-specific Training
Content-specific Training is a mandatory component of training for Learning Facilitators. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

Content-specific Training will also include:

**Community Sport - One Day LF Training**

**Competition — Introduction (integrated) - 3 days**

**Competition — Introduction (multi-sport) - 2 days**

**Competition — Development - 2 days**

**Shuttle Time – 1 day**
4.2.5 Co-delivery
All Learning Facilitators must co-facilitate a workshop with an experienced Coach Developer prior to facilitating a workshop on their own.

- Co-facilitation should occur within 2 months of Content-specific Training.
- Co-facilitation is part of training and therefore the person being trained will not be paid.
- A Learning Facilitator candidate may be required to co-facilitate a workshop a number of times before facilitating a workshop on their own.

4.2.6 Evaluation
All Learning Facilitators must be evaluated to become certified Learning Facilitators.

- Learning Facilitators should be evaluated one year
- Learning Facilitators will be evaluated either in person (ideal) or by video submission.
- Learning Facilitators will be evaluated against the CAC Learning Facilitator Outcomes, Criteria, and Evidence.
- All Learning Facilitators must complete the Make Ethical Decisions online evaluation.

4.2.7 Maintenance of Certification
All Learning Facilitators are required to attain 20 PD points over 5 years to maintain their certification.

4.2.8 Honorarium
P/Tso will determine the LF honorariums.

4.2.9 Appeals Process
It is recommended that a $50 administrative fee be charged by the P/Tso related to any appeal. The P/Tso is permitted to charge additional fees directly related to reviewing the appeal.

If an appeal is unsuccessful, the LF may need to re-engage in the evaluation process or complete specific areas for improvement. If another formal observation is warranted then it must be completed with a different Master Learning Facilitator and include the payment of designated fees. The Provincial / Territorial Sport Organization must provide the LF with an alternative Master Learning Facilitator.

In cases where an alternate MLF is not available, the P/TSO should cover the costs of an alternate MLF to evaluate the LF. Costs may include travel, accommodation, and meals.
4.3 Master Learning Facilitator

The role of the Master Learning Facilitator (MLF) is to train, to evaluate, to support, and to mentor Learning Facilitators (LFs). In addition, MLFs play a key role in promoting the NCCP. MLFs must possess adequate knowledge and expertise in facilitation to assist in training LFs and to lead workshops and professional development experiences for LFs.

It is expected that MLFs will have more responsibility in a supportive role with LFs during workshops and in LF development. MLFs should be willing and able to lend support to LFs, program administrators, and delivery host agencies.

4.3.1 How to Become a Master Learning Facilitator

All Master Learning Facilitators complete the following steps and have achieved Certified status as Learning Facilitators:

For more information please visit: [http://www.coach.ca/master-learning-facilitator-p156720](http://www.coach.ca/master-learning-facilitator-p156720).

4.3.2 Selecting Master Learning Facilitators

Each body responsible for the training of LFs selects its own MLFs. The criteria for the selection of MLFs vary from governing body to governing body. While the specifics may vary, MLFs usually:

- Have five years of experience as an LF;
- Are Certified as an LF to an advanced standard;
- Have successfully completed the Make Ethical Decisions online evaluation;
- Are trained or educated in an area related to coaching or coach education;
- Have experience in coaching or a specific sport.
The number and duties of MLFs vary greatly from one governing body to the next. Again, while the specifics may vary, the duties of an MLF usually include:

- Helping with selection of the LFs
- Training of the LFs
- Evaluation of the LFs
- Mentoring of the LFs

It is recommended that Master Learning Facilitators have the following sport-specific experience, background, and abilities:

- Have five years of experience as an LF.
- Have received positive evaluations as an LF.
- Are certified at least one gradation higher than the level for which they provide training.
- Have successfully completed the Make Ethical Decisions online evaluation.
- Are trained or educated in an area related to coaching or coach education.
- As a minimum prerequisite, Master Learning Facilitator candidates must have facilitated the module for which they seek Master Learning Facilitator status.

4.3.3 Core Training

Core Training for Master Learning Facilitators is a mandatory component of training for Master Learning Facilitators. It is highly recommended that Master Learning Facilitators also take Core Training for Learning Facilitators and Core Training for Coach Evaluators.

It is recommended that all Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.3.4 Content-specific Training

Content-specific Training is a mandatory component of training for Master Learning Facilitators. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the NCCP Coach Developer Code of Conduct during Content-specific Training.

Content-specific Training will also include:

- Content-specific Training is a 2 day training to prepare Master Learning Facilitators for the content they will deliver.

4.3.5 Co-delivery

All Master Learning Facilitators must co-facilitate LF training with an experienced Coach Developer prior to facilitating training on their own.

Co-facilitation should occur within 2 months of Content-specific Training.
Co-facilitation is part of training and therefore the person being trained will not be paid.

A Master Learning Facilitator candidate may be required to co-facilitate training a number of times before facilitating training on their own.

4.3.6 Evaluation

All Master Learning Facilitators must be evaluated to become certified Master Learning Facilitators.

- Master Learning Facilitators should be evaluated one year.
- Master Learning Facilitators will be evaluated by submitting a portfolio.
- All Master Learning Facilitators must complete the Make Ethical Decisions online evaluation.

4.3.7 Maintenance of Certification

All Master Learning Facilitators are required to attain 20 PD points over 5 years to maintain their certification.

4.3.8 Honorarium

- To be determined by the P/Tso

4.3.9 Appeals Process

It is recommended that a $50 administrative fee be charged by the P/Tso related to any appeal. The P/Tso is permitted to charge additional fees directly related to reviewing the appeal.

If an appeal is unsuccessful, the MLF may need to re-engage in the evaluation process or complete specific areas for improvement. If another formal observation is warranted then it must be completed with a different Master Learning Facilitator and include the payment of designated fees. The Provincial / Territorial Sport Organization must provide the MLF with an alternative Master Learning Facilitator.

In cases where an alternate MLF is not available, the P/TSO should cover the costs of an alternate MLF to evaluate the MLF. Costs may include travel, accommodation, and meals.
4.4 Coach Evaluator

A Coach Evaluator’s role is to contribute to the development of coaches after they have acquired their NCCP training. This includes assessment, evaluation, debriefing, and follow-up with coaches trying to achieve Certified status. Coach Evaluators are experts in the observation process and have in-depth knowledge of the outcomes, criteria, and evidence that comprise the evaluation tools that establish NCCP standards for coaches of a particular sport context.

Coach Evaluators act as ambassadors of the NCCP and as a resource to coaches seeking to augment and validate their coaching abilities.

4.4.1 How to Become a Coach Evaluator

All Coach Evaluators complete the following steps:

For more information please visit: http://www.coach.ca/coach-evaluator-p156721.

4.4.2 Selecting Coach Evaluators

The success of any evaluation program rests to a large degree on the quality of the individuals selected as Coach Evaluators. Clearly, it is critical that quality control be exerted when appointing someone as a Coach Evaluator, as not everyone possesses the experience, skills, or attitudes to be effective in this position.

It is recommended that Coach Evaluators have:

- a minimum of 3 years of coaching experience in the context in which evaluation takes place;
- successfully completed the NCCP Make Ethical Decisions training and/or evaluation requirements;
- credibility with their peers;
- high ethical standards and leadership skills;
- a desire to see the coach certification system as well as the sport grow;
- time and energy to commit to the evaluation process;
- proven guiding and facilitation skills;
- the ability to be critically reflective and ask questions; and
- the ability to listen actively to the candidate.

Although desirable, it is not critical that the Coach Evaluator have a higher position and significantly greater coaching experience than the candidate.

It is recommended that Coach Evaluators have the following sport-specific experience, background, and abilities:

- Attendance at Evaluator training session as conducted by a ME;
- Evaluators will be expected to be certified at the context stage in which they are being trained.
- Have a minimum of 5 years of coaching experience in the context where the evaluation takes place
- Successfully complete the NCCP Make Ethical Decisions training and evaluation requirements
- Be facilitators within the NCCP (multi-sport or badminton-specific)

### 4.4.3 Core Training

Core Training for Coach Evaluators is a mandatory component of training for Coach Evaluators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

### 4.4.4 Content-specific Training

Content-specific Training is a mandatory component of training for Coach Evaluators. Content-specific Training will include a micro-evaluation component, using sport-specific evaluation tools.

All Coach Developers must sign the NCCP Coach Developer Code of Conduct during Content-specific Training.

Content-specific Training will also include:

- Content-specific Training is a 1 to 2 day per context training to prepare Coach Evaluators for the tools they will use in evaluation.

### 4.4.5 Co-delivery

All Coach Evaluators must co-evaluate with an experienced Coach Developer prior to performing an evaluation on their own.

- Co-evaluation should occur within 2 months of Content-specific Training.
- Co-evaluation is part of training and therefore the person being trained will not be paid.
☐ A Coach Evaluator candidate may be required to perform co-evaluation a number of times before performing an evaluation on their own.

4.4.6 Evaluation

All Coach Evaluators must be evaluated to become a certified Coach Evaluator.

☐ Coach Evaluators should be evaluated 1 year.

☐ Coach Evaluators will be evaluated by submitting a portfolio.

☐ All Coach Evaluators must complete the Make Ethical Decisions online evaluation.

☐

4.4.7 Maintenance of Certification

All Coach Evaluators are required to attain 20 PD points over 5 years to maintain their certification.

☐

4.4.8 Honorarium

☐ P/Tso will determine the LF honorariums.

☐

4.4.9 Appeals Process

It is recommended that a $50 administrative fee be charged by the P/Tso related to any appeal. The P/Tso is permitted to charge additional fees directly related to reviewing the appeal.

If an appeal is unsuccessful, the CE may need to re-engage in the evaluation process or complete specific areas for improvement. If another formal observation is warranted then it must be completed with a different Master Learning Facilitator and include the payment of designated fees. The Provincial / Territorial Sport Organization must provide the CE with an alternative Master Learning Facilitator.

In cases where an alternate MLF is not available, the P/TSO should cover the costs of an alternate MLF to evaluate the CE. Costs may include travel, accommodation, and meals.

☐

4.4.10 Other

☐
4.5 Master Evaluator

The role of the Master Evaluator (ME) is to train, to evaluate, to support, and to mentor Evaluators. In addition, MEs play a key role in promoting the NCCP.

MEs must possess in-depth knowledge and expertise in evaluation, and of evaluation tools and standards to assist in training Evaluators. MEs are also responsible for the ongoing mentorship of Evaluators and may be involved in professional development activities and program creation.

It is expected that MEs will have more responsibility in a supportive role with Evaluators during evaluations and in Evaluator development. MEs should be willing and able to lend support to Evaluators, program administrators, and delivery host agencies.

4.5.1 How to Become a Master Evaluator

All Master Evaluators complete the following steps and have achieved Certified status as Coach Evaluators:

For more information please visit: http://www.coach.ca/master-evaluator-p156723.

4.5.2 Selecting Master Evaluators

Each body responsible for the training of Coach Evaluators selects its own MEs. The criteria for the selection of MEs vary from governing body to governing body. While the specifics may vary, MEs usually:

- Have five years of experience as a Coach Evaluator;
- Are Certified as a Coach Evaluator to an advanced standard;
- Have successfully completed the Make Ethical Decisions online evaluation;
- Are trained or educated in an area related to coaching or coach education;
Have experience in coaching or a specific sport.

The number and duties of MEs vary greatly from one governing body to the next. Again, while the specifics may vary, the duties of a ME usually include:

- Helping with selection of the Coach Evaluators
- Training of the Coach Evaluators
- Evaluation of the Coach Evaluators
- Mentoring of the Coach Evaluators

It is recommended that Master Evaluators have the following sport-specific experience, background, and abilities:

- Have five years of experience as a CE.
- Have received positive evaluations as a CE.
- Are certified at least one gradation higher than the level for which they provide training.
- Have successfully completed the Make Ethical Decisions online evaluation.
- Are trained or educated in an area related to coaching or coach education.

### 4.5.3 Core Training

Core Training for Master Evaluators is a mandatory component of training for Master Evaluators. It is highly recommended that Master Evaluators also take Core Training for Learning Facilitators and Core Training for Coach Evaluators.

It is recommended that all Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

### 4.5.4 Content-specific Training

Content-specific Training is a mandatory component of training for Master Evaluators. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

Content-specific Training will also include:

- Content-specific Training is a 1 or 2 days per context training to prepare Master Evaluators for the content they will deliver.

### 4.5.5 Co-delivery

All Master Evaluators must co-facilitate Coach Evaluator training with an experienced Coach Developer prior to facilitating training on their own.

- Co-facilitation should occur within 2 months of Content-specific Training.
- Co-facilitation is part of training and therefore the person being trained will not be paid.
A Master Evaluator candidate may be required to co-facilitate training a number of times before facilitating training on their own.

4.5.6 Evaluation

All Master Evaluators must be evaluated to become a certified Master Evaluator.

- Master Evaluators should be evaluated 1 year
- Master Evaluators will be evaluated by submitting a portfolio.
- All Master Evaluators must complete the Make Ethical Decisions online evaluation.

4.5.7 Maintenance of Certification

All Master Evaluators are required to attain 20 PD points over 5 years to maintain their certification.

4.5.8 Honorarium

- To Be determined by the P/Tso

4.5.9 Appeals Process

It is recommended that a $50 administrative fee be charged by the P/Tso related to any appeal. The P/Tso is permitted to charge additional fees directly related to reviewing the appeal.

If an appeal is unsuccessful, the ME may need to re-engage in the evaluation process or complete specific areas for improvement. If another formal observation is warranted then it must be completed with a different Master Learning Facilitator and include the payment of designated fees. The Provincial/Territorial Sport Organization must provide the ME with an alternative Master Learning Facilitator.

In cases where an alternate MLF is not available, the P/TSO should cover the costs of an alternate MLF to evaluate the ME. Costs may include travel, accommodation, and meals.

4.5.10 Other
5 BUSINESS MODEL

5.1 Communication

5.1.1 Inclusivity, Accessibility, and Official Languages

All components of the NCCP should be accessible to and inclusive of: any gender, visible minorities, the aboriginal community, and of persons with a disability. The language and content should be appropriate for the varied target groups. In addition, all materials for each context must be launched simultaneously in both official languages, following final approval.

5.1.2 Copyright

CAC and Badminton Canada hold co-copyright on all materials produced by the NSO with CAC financial support. The principles of this agreement are as follows:

- Badminton Canada and its provincial /territorial members must ensure to provide all copyright warnings for the user;
- Badminton Canada and its provincial /territorial members must include and use the approved NCCP recognition guidelines. The CAC will provide the Badminton Canada with the materials in electronic format (or camera-ready artwork) in both official languages, for incorporation into NSO final materials;
- World co-copyright is held jointly by Badminton Canada and the CAC with a corresponding credit line to the NSO;
- The Badminton Canada may distribute and sell non-integrated materials as it sees fit and will retain 100% of any income it receives from its own sale of materials. The sale of integrated materials will be governed by stipulations in the memorandum of agreement signed by the CAC and the NSO;
- The CAC may, at its discretion, use the materials in composite products related to coach education.

5.1.3 Identification and Credit

All NCCP materials produced require the following:

- Use of the coach.ca and NCCP logos on the title page or screen of all NCCP materials;
- Proper credit given to the Government of Canada;
- Clear acknowledgment of Badminton Canada and CAC co-copyright for materials developed with CAC financial support, and sole Badminton Canada copyright for materials developed without CAC financial support;
- Use of the phrase “Printed in Canada” on all printed materials;
- Materials from other sources be properly credited;
- Version number and production date.

The following statement must appear in the credits:

“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.”

The Collection, Use, and Disclosure of Personal Information
“The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.”

CAC permissions must be obtained for re-printed materials including content, photos, and illustrations.
5.2 Responsibilities and Planning

5.2.1 Badminton Canada

1. Development of new NCCP material
2. Revisions and updates to existing NCCP material
3. Policy/Procedure development/updates
4. Training of MLF/ME
5. Communications with P/Tso

5.2.2 Provincial/Territorial Sport Organizations (P/TSOs)

1. Deliver coach education workshops
2. Deliver coach evaluations
3. Train LF/LE
4. Provide updates to stakeholders

5.2.3 Badminton Clubs/Facilities

1. Request/host workshops

5.2.4 The Locker (the NCCP Database)

P/TSO Responsibilities

1. All data entry in locker,
2. Communicate to Badminton Canada when a new event has been entered into the locker.

Badminton Canada

1. approval of all events in the Locker
2. Invoice P/Tso per participant fee for courses offered.

5.2.5 Succession Planning

Badminton Canada will invest in the development of NCCP delivery handbook.

5.2.6 Recruitment, Retention, and Recognition

Badminton Canada will, in conjunction with the PSOs, identify potential resource personnel from the following additional sources:

- Coaches completing training in the new Contexts as developed by the Coaching Development Committee;
- Course Conductors under the old NCCP paradigm;
- Athletes encouraged to enter the coaching streams upon completion of their competitive careers with high performance teams sponsored by Badminton Canada and the PSOs;
- A response link on the training website encouraging coaches to participate in further training including the possibility of becoming a LF and the process involved in training as a LF;
Identification of potential candidates from the coaches chosen as guest coaches to provincial and National High Performance teams; and

Identification of potential *LFs* by the PSOs from the roster of active coaches who may participate as *LFs* in the MultiSport or other sports.

Identification of potential *Evaluators* by PSOs from the roster of active *LFs* and *MLFs* and from former course conductors and retired coaches who may wish to remove active.

Badminton Canada and the PSOs will encourage all participants to maintain a continuing interest in upgrading both their pedagogical and technical coaching skills by providing opportunities for their personnel through:

Encouraging attendance at coaching conferences sponsored by provincial badminton coaching associations, PSOs and Badminton Canada, including as attendees, presenters and coordinators. It is recommended that *Evaluators*, *MLFs* and *LFs* be granted free admission to the conferences as a condition of sanctioning of the conferences by either Badminton Canada or the PSO.

Encouraging attendance at Multi-Sport training sessions within the provinces; it is recommended that all *LFs* and *MLFs* attend and participate in Multi-Sport modules Part A and Part B as part of their training.

Developing a communication network to advise the roster of opportunities for training available both Nationally and Internationally.
### 5.3 Fee Structure, Payment, and Honorarium

#### 5.3.1 Workshop Registration Fees

**Integrated versus Multi-sport**

Integrated programs simply put is when the entire course offering (all modules) is provided by the Provincial/Territorial Association. However many Canadian Sport Institutes do offer the equivalent course or modules as part of their general education program.

<table>
<thead>
<tr>
<th>NCCP- Competition Introduction Integrated</th>
<th>Online Registration Fee</th>
<th>NSO</th>
<th>PSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Web Registration for online site</td>
<td>$20.00</td>
<td>$15.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>Modules - Evaluations Required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 1 Badminton Plan a Practice</td>
<td>$70.00</td>
<td>$10.00</td>
<td>$60.00</td>
</tr>
<tr>
<td>Module 2 Badminton Teaching and Learning and Make Ethical Decisions</td>
<td>$70.00</td>
<td>$10.00</td>
<td>$60.00</td>
</tr>
<tr>
<td>Module 3 Technical/Tactical Basics</td>
<td>$120.00</td>
<td>$20.00</td>
<td>$100.00</td>
</tr>
<tr>
<td>Online Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluator Observation</td>
<td>$100.00</td>
<td>$10.00</td>
<td>$90.00</td>
</tr>
<tr>
<td>Total Fees Full Compt. Intro Certification</td>
<td>$360.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 4 Design a Basic Sport Program and Basic Mental Skills</td>
<td>$100.00</td>
<td>$10.00</td>
<td>$90.00</td>
</tr>
<tr>
<td>Module 5 Technical/Tactical Foundations Provincial Coach</td>
<td>$135.00</td>
<td>$25.00</td>
<td>$110.00</td>
</tr>
<tr>
<td>Competition Introduction Integrated</td>
<td>$615.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NCCP- Competition Introduction Multi-sport**

In this pathway, potential coaches must complete the multisport modules offered through Canadian Sport Centers listed below in addition to badminton specific material:
1. Plan a Practice,
2. Teaching and Learning,
3. Make Ethical Decisions,
4. Design a Basic Sport Program,
5. Basic Mental Skills
### Online Registration Fee

<table>
<thead>
<tr>
<th>Online Registration Fee</th>
<th>NSO</th>
<th>PSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Web Registration for online site</td>
<td>$20.00</td>
<td>$15.00</td>
</tr>
</tbody>
</table>

### Modules - Evaluations Required

<table>
<thead>
<tr>
<th>Registration Fee</th>
<th>NSO</th>
<th>PSO</th>
</tr>
</thead>
</table>

### NCCP Operations Manual

<table>
<thead>
<tr>
<th>Competition-Introduction in Trained</th>
<th>Registration Fee</th>
<th>NSO</th>
<th>PSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3 Technical/Tactical Basics</td>
<td>$120.00</td>
<td>$20.00</td>
<td>$100.00</td>
</tr>
<tr>
<td>Online Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competition-Introduction-Certified</th>
<th>Registration Fee</th>
<th>NSO</th>
<th>PSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator Observation</td>
<td>$100.00</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Fees Full Compt. Intro Certification</th>
<th>NSO</th>
<th>PSO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competition Introduction Multi-sport</th>
<th>NSO</th>
<th>PSO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NCCP - Competition Development Multi-sport

In this pathway, potential coaches must complete the multisport modules offered through Canadian Sport Centers listed below in addition to badminton specific material:

1. Managing Conflict
2. Leading Drug Free Sport
3. Psychology of Performance
4. Prevention & Recovery of Injury
5. Coaching & Leading Effectively
6. Developing Athletic Abilities
7. Performance Planning
8. Advanced Practice Planning
9. Manage a Sport Program

<table>
<thead>
<tr>
<th>Competition Development Trained</th>
<th>Registration Fee</th>
<th>NSO</th>
<th>PSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze Performance</td>
<td>$250.00</td>
<td>$20.00</td>
<td>$230.00</td>
</tr>
<tr>
<td>Online Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competition-Introduction-Certified</th>
<th>Registration Fee</th>
<th>NSO</th>
<th>PSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator Observation in Training</td>
<td>$100.00</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Evaluator Observation in Competition</td>
<td>$100.00</td>
<td>$10.00</td>
<td></td>
</tr>
</tbody>
</table>

---

*Version 1.1, 2015 © Coaching Association of Canada and Badminton Canada Page 53*
### NCCP - Community Stream

<table>
<thead>
<tr>
<th>Modules- Evaluations Required</th>
<th>Registration Fee</th>
<th>NSO</th>
<th>PSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Sport - Initiation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiation</td>
<td>$100.00</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Total Fees Full Compt. Intro Certification</td>
<td>$100.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NCCP - Shuttle Time

<table>
<thead>
<tr>
<th>Modules- Evaluations Required</th>
<th>Registration Fee</th>
<th>NSO</th>
<th>PSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shuttle Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gold/Silver/Bronze</td>
<td>$125.00</td>
<td>$25.00</td>
<td></td>
</tr>
<tr>
<td>Evaluator Observation</td>
<td>$20.00</td>
<td></td>
<td>$20.00</td>
</tr>
<tr>
<td>Total Fees Full Compt. Intro Certification</td>
<td>$20.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5.3.2 Additional Delivery Charge

P/Tso can charge additional fees related to costs for travel, accommodation and meals.
5.4 Maintenance of Certification and Professional Development

Badminton Canada and the Coaching Association of Canada and their partners recognize the value of having certified NCCP coaches that are engaged in Professional Development programs which reinforce the values of lifelong learning and sharing amongst the coaching community.

In order for NCCP coaches to maintain their certified status, they will be required to obtain Professional Development (PD) points. PD points can be earned through a multitude of activities that coaches already participate in, including: national and provincial sport organization conferences and workshops, eLearning modules, NCCP workshops, coach mentorship programs, and active coaching. In most cases coaches are already earning their required PD points – Maintenance of Certification Status is simply the introduction of tracking these points and recognizing coaches for their efforts.

Maintenance of certification is essential to:

- Ensuring coaches stay current with new coaching practices and knowledge;
- Maintaining the integrity of the NCCP;
- Maintaining consistency with the standards of other professions;
- Reinforcing the values of lifelong learning and continuous improvement.

Certification within the NCCP shall be valid for a maximum period. The concept of “life-span of NCCP certification” shall apply to coaches who:

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

Maintenance of certification must be based on active coaching and professional development.
Minimum Professional Development credits required if the period for renewal of certification is:

<table>
<thead>
<tr>
<th>Context (includes any gradation)</th>
<th>5 years</th>
<th>4 years</th>
<th>3 years</th>
<th>2 years</th>
<th>1 year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Sport Instruction – Beginners</td>
<td>10 points</td>
<td>8 points</td>
<td>6 points</td>
<td>4 points</td>
<td>2 points</td>
</tr>
<tr>
<td>Competition – Introduction Instruction – Intermediate Performers Instruction – Advanced Performers</td>
<td>20 points</td>
<td>16 points</td>
<td>12 points</td>
<td>8 points</td>
<td>4 points</td>
</tr>
<tr>
<td>Competition – Development</td>
<td>30 points</td>
<td>24 points</td>
<td>18 points</td>
<td>12 points</td>
<td>6 points</td>
</tr>
</tbody>
</table>

Professional development opportunities and points allocated are as follows:

<table>
<thead>
<tr>
<th>Active Category</th>
<th>Points</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Coaching</td>
<td>1 point/year for every season coached OR 1 point/year for learning Facilitator or Evaluator activity</td>
<td>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</td>
</tr>
<tr>
<td>NCCP Activity</td>
<td>5 points/training module or evaluation event</td>
<td>No maximum or minimum</td>
</tr>
<tr>
<td>Non-NCCP Activity</td>
<td>1 point/hour of activity up to 3 hours maximum</td>
<td>No minimum or maximum</td>
</tr>
<tr>
<td>Coach self-directed activity</td>
<td>3 points for the valid certification period</td>
<td>Maximum of 3 points for certification renewal period</td>
</tr>
<tr>
<td>Re-evaluation in context</td>
<td>100% of the points required for PD credit in the context</td>
<td>No other PD is required if coach chooses re-evaluation</td>
</tr>
<tr>
<td>NCCP activity</td>
<td>5 points/training module or evaluation event</td>
<td>No maximum or minimum</td>
</tr>
<tr>
<td>Non-NCCP activity</td>
<td>1 point/ hour of activity up to 3 points maximum</td>
<td>To a maximum of 50% of the required PD credit for the context in a certification renewal period</td>
</tr>
</tbody>
</table>

For more information please visit: [http://www.coach.ca/maintenance-of-certification-s16745](http://www.coach.ca/maintenance-of-certification-s16745).

### 5.5 Quality Control

#### 5.5.1 Course Evaluation

After the delivery of each module, course, evaluation, the P/Tso delivering the event is responsible to collect feedback using the Feedback Form (found at the end of this document) from participants and communicate the feedback to Badminton Canada
5.5.2 Program Monitoring and Evaluation
Badminton Canada will collect feedback from P/Tso in order to monitor and evaluate the various NCCP programs.

5.5.3 Revision and Update Cycle
The Badminton Canada Coaching Committee will record all suggested revisions of the NCCP programs.

Badminton Canada will review the NCCP material on quad cycle starting in 2016/17. Context materials will be review according to the following years within the quad cycle.

Year 1 – Community Stream
Year 2 – Competition Introduction
Year 3 – Competition Development
Year 4 – Shuttle Time
5.6 Minimum Age Restrictions

Minimum age - Training

Badminton Canada has determined that the minimum age for individuals pursuing any NCCP training is 14 (years old)

Minimum age - Certification

Badminton Canada and the CAC has determined that the minimum age for individuals pursuing any NCCP certification is 16 (years old)
6 TOOLS

6.1 NCCP Code of Ethics
NCCP Code of Ethics

What is a Code of Ethics?

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group. These values are usually organized into a series of core principles that contain standards of behaviour expected of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

Why a Code of Ethics in Coaching?

Core coaching values have been formalized and expressed as a series of principles in the NCCP Code of Ethics. These principles can be thought of as a set of behavioural expectations regarding participation in sport, coaching athletes or teams, and administering sports.

The NCCP Code of Ethics can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes both “the good and right thing to do”. For example, the code of ethics helps coaches make balanced decisions about achieving personal or team goals and the means by which these goals are attained.

Values Underpinning the NCCP Code of Ethics

The NCCP Code of Ethics is a simplified version of the Code of Ethics of Coaches of Canada (formerly the Canadian Professional Coaches Association). However, both codes deal with the same fundamental values of safety, responsible coaching, engaging in relations with integrity, respecting athletes, and honouring sport. These values are expressed as 5 core ethical principles.

1. Physical safety and health of athletes
2. Coaching responsibly
3. Integrity in relations with others
4. Respect of athletes
5. Honouring sport

The following chart provides a description of each principle and outlines some implications for coaches.
# NCCP Code of Ethics

## Ethical Principles and Their Corresponding Behaviours/Expectations

<table>
<thead>
<tr>
<th>Principle</th>
<th>Standards of Behaviour Expected of Coaches</th>
</tr>
</thead>
</table>
| **Physical safety and health of athletes** | Ensure that training or competition site is safe at all times  
Be prepared to act quickly and appropriately in case of emergency  
Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level  
Strive to preserve the present and future health and well-being of athletes |
| **Coaching responsibly** | Make wise use of the authority of the position and make decisions in the interest of athletes  
Foster self-esteem among athletes  
Avoid deriving personal advantage for a situation or decision  
Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action  
Honour commitments, word given, and agreed objectives  
Maintain confidentiality and privacy of personal information and use it appropriately |
| **Integrity in relations with others** | Avoid situations that may affect objectivity or impartiality of coaching duties  
Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete  
Always ensure decisions are taken equitably |
| **Respect** | Ensure that everyone is treated equally, regardless of athletic potential, race, ancestry, place of origin, colour, ethnic origin, citizenship, language, creed, religion, sex, sexual orientation, age, marital status, family status or disability  
Preserve the dignity of each person in interacting with others  
Respect the principles, rules, and policies in force |
| **Honouring sport** | Strictly observe and ensure observance of all regulations  
Aim to compete fairly  
Maintain dignity in all circumstances and exercise self-control  
Respect officials and accept their decisions without questioning their integrity |
6.2 NCCP Coach Developer Code of Conduct

It is expected that every Coach Developer will read, understand, and sign this Code of Conduct.

Preamble

In my role as a Coach Developer in the National Coaching Certification Program (NCCP) for the __________________ (governing organization), I, __________________ (Name and NCCP#), expressly agree to conduct myself in a manner consistent with this Code of Conduct.

I understand that my failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my Coach Developer certification status.

Code of Conduct

I shall:

- Participate in all required training and evaluation components of the Coach Developer pathway.
- Support the common goals and objectives of __________________ (governing organization) as it services the membership at large.
- Avoid discrediting specific sponsors, suppliers, employers, or other partners.
- Support key personnel and systems of the NCCP and partner organizations (Coaching Association of Canada, Sport Canada, Provincial/Territorial Delivery Agencies, National Sport Organizations).
- Demonstrate ethical behaviour at all times and commit to the NCCP Code of Ethics.
- Attend all professional development required for my growth as a Coach Developer and continuously seek to improve my personal abilities and performance.
- Exhibit exemplary professional behaviour at workshops or evaluation sites.
- Approach technical and non-technical problems and issues in a professional and respectful manner, seeking solutions that support due process.
- Place the best interest of those taking part in the workshops/evaluation events ahead of my personal interests.
- Refrain from all forms of harassment: physical, emotional, mental, or sexual. For the purposes of this Code of Conduct, sexual harassment includes any of the following:
  - Using power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance.
  - Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching that are offensive and unwelcome or create an offensive, hostile, or intimidating environment and can reasonably be expected to be harmful to the recipient or teammates.
Responsibility

If there is disagreement or misalignment on issues, it is the responsibility of the Coach Developer to seek alignment with the objectives, goals, and directives of ________________________________ (governing organization).

Please be advised that the Board of Directors of ________________________________ (governing organization) will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

I hereby declare that I have read the above and understand and accept the terms and conditions outlined.

_________________________  ___________________________  _______________
Name (please print)    Signature             Date
6.3 Template for Coach Developer Self-Nomination Letter

Date __________________________________________
Location __________________________________________
Name __________________________________________
NCCP# __________________________________________

Dear ____________________________________________, (P/TSO, P/TCR)

Please be advised of my interest in becoming a Coach Developer, in the following role

- Learning Facilitator
- Advanced Learning Facilitator
- Master Learning Facilitator
- Coach Evaluator
- Advanced Evaluator
- Master Evaluator

for the following contexts and/or workshops

- 

With this letter, I have enclosed an application form that demonstrates my experience in and commitments to sport and particularly to ____________________________(sport name).

I am ready to begin the Coach Developer training and evaluation process in the hope of receiving my Coach Developer certification.

I would be pleased if you would forward my name as a Coach Developer candidate. Please contact me if you require further information or have any questions about my application.

_________________________________________   ___________________________________________
Signed                                      Dated

_________________________________________
Email address                                Primary phone number

Encl.: Résumé
Letter(s) of Support
6.4 Template for Coach Developer Application Form

Date.........................................................................................................................

Location...................................................................................................................

Name.........................................................................................................................

NCCP#.........................................................................................................................

Sport............................................................................................................................

Languages...................................................................................................................

Application Checklist:

☐ ___ Cover letter

☐ ___ Completed Coach Developer Application Form

☐ ___ Completed Letter/Preliminary Coach Developer Worksheet

☐ ___ Completed Make Ethical Decisions online evaluation – 90% or more

☐ ___ Résumé of your coaching experience, education and achievements

☐ ___ Names and phone numbers for 2 references

Declaration

I hereby certify that the information I have provided with this application is true and complete.

__________________________________________________________________________
Signed

__________________________________________________________________________
Dated

__________________________________________________________________________
Email address

__________________________________________________________________________
Primary phone number
6.5 Template for Coach Developer Letter/Preliminary Worksheet

Date ________________________________

Name ________________________________

NCCP# ________________________________

Dear Coach Developer Candidate,

We are delighted that you expressed an interest in becoming a Coach Developer. The purpose of the Coach Developer Preliminary Worksheet included in this letter is twofold:

1. To learn more about you
2. To give you an opportunity to learn more about the NCCP

Please submit the answers to the questions below with the rest of the documents when you submit your application package.

1. Describe what you perceive to be the role of a Coach Developer.

2. Describe the skills, abilities, and characteristics of an effective Coach Developer.

3. What experience do you have working in adult education?

4. What strengths do you bring to the position of Coach Developer?

5. What skills and abilities do you think you need to develop to become an effective Coach Developer?

6. In your own words, describe the structure of the NCCP.

7. What are the five core competencies outlined in the NCCP?

8. In your own words, what is the role of the Coach Developer in developing these competencies?

9. Define:
   - Outcome:
   - Criteria:
10. In your own words, outline the purpose of Coach Developer training.
6.6 Template for Feedback Form

It is important to get feedback from participants to help Badminton Canada to improve our NCCP programs and quality of our coaches. The course you have just completed has been designed to provide you with skills and knowledge to become a more effective coach. Your feedback on the content presented and the ability of the course host to deliver this course will assist us in ensuring that the level of coach education is maintained at the highest level. Please take a moment to complete this short evaluation. All commentary will be held confidential.

Coach Developer: ___________________________ Date: ___________________________
Workshop: ___________________________ Location: ___________________________

1 Did not meet expectations  
2 Below Expectations  
3 Met Expectations  
4 Above Expectations  
5 Exceeded Expectations

Technical

______ The registration process was simple and easy to complete  
______ The technology used was easy to follow and effective  
______ The price of the course was fair and reflected the quality of service provided

Additional Comments

Course Content and Materials

______ The course materials were easy to follow  
______ The course content reflected the course description and goals  
______ The course content provided the information necessary to be a better coach

Additional Comments
Coach Developer

_____ The facilitator was available for questions
_____ My workbook was marked in a timely manner
_____ The facilitator was knowledgeable on the course material
_____ The facilitator enabled me to reflect on ways that I might improve as a coach

Additional Comments

Overall Impression

_____ I enjoyed taking the course
_____ This course provided me with valuable tools and resources that I can use in my coaching endeavours
_____ I would recommend this course to other coaches

Please list 3 positive aspects related to any area of the course

Additional Comments

Is there anything you would recommend changing, adding or omitting from this course?

Additional Comments
Learn to listen, especially to the athletes—
they are excellent teachers.

Help each athlete develop all of their capacities:
physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

Brought to you by
the Coaching Association of Canada www.coach.ca
Visit coach.ca – Canada’s most dynamic coaching community. Check your certification, complete online evaluations, access sport nutrition tips, read coach stories and more!