

C5PBA Coaching

NCCCP Operations

Manual - All Contexts

Revised 2024





PARTNERS IN COACH EDUCATION

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.



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1. The Canadian 5 Pin Bowlers' Association and the NCCP

1.1 C5PBA has developed coach training programs under the National Coach Certification Program (NCCP) and has developed a plan for Long Term Development (LTD). These two initiatives are integrated to provide a world-class program for developing coaches, instructors and participants to their maximum potential.

1.2 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 the C5PBA, 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.

1.3 The NCCP is a program that helps coaches and instructors develop abilities in certain coaching contexts that are defined by the people who participate in 5-pin bowling in Canada.

1.4 C5PBA - NCCP operations committee

1.4.1 The C5PBA - NCCP operations committee shall oversee and guide the implementation of the NCCP. During the initial development of NCCP and LTD the C5PBA Technical committee will act as the NCCP operations committee. (The structure of committees must align C5PBA current operational structure)

1.4.2 The NCCP operations committee is comprised of:

- 1.4.2.1 C5PBA President
- 1.4.2.2 C5PBA 2nd Vice President
- 1.4.2.3 C5PBA Executive Director
- 1.4.2.4 Committee members at large

1.4.3 All geographic regions identified below are best represented by the committee:

- 1.4.3.1 Maritime Provinces
- 1.4.3.2 Quebec
- 1.4.3.3 Ontario
- 1.4.3.4 Prairies (Saskatchewan / Alberta / Manitoba) or Northern Territories
- 1.4.3.5 British Columbia or Northern Territories

1.4.4 The NCCP operations committees mandate is to:

- 1.4.4.1 Facilitate development of NCCP in all coaching contexts
- 1.4.4.2 Facilitate the implementation of NCCP context throughout Canada
- 1.4.4.3 Monitor and enable quality in delivery of NCCP
- 1.4.4.4 Grant and maintain certification

2. Participant and Coach Development Models

2.1 Participant Development Model

- 2.1.1 In 5-pin bowling there are clearly 2 streams in which participants engage in the Sport, Community sport and Competitive Coach
- 2.1.2 The Community stream introduces the basics of 5-pin bowling in a fun, safe and self-esteemed environment
- 2.1.3 The Competitive stream is for athletes in the Competition stream pathway with an aim to at a higher level

2.2 Coach Development Model

- 2.2.1 Based on C5PBA's CDM, coach education was developed in two coaching contexts. (Appendix F)
- 2.2.2 Community Sport Initiation
- 2.2.3 Coach – Competition -Introduction
- 2.2.4 In 5-pin bowling a coach must be Trained in the Community Coach context or successfully complete the Comp Intro Preparedness Assessment before being eligible for the Competitive Coach context training.

2.3 Coach Accreditation Status

- 2.3.1 Coaches will achieve accreditation status depending on their engagement in the coach education program. These statuses are:
 - 2.3.1.1 Trained Status: Coach has completed all of the training requirements in the designated context.
 - 2.3.1.2 Community Sport Initiation only has 'Trained Status'
 - 2.3.1.3 Certified Status: Coach has successfully completed all of the training and evaluation requirements in the designated context.

2.4 Coach Training

- 2.4.1 Coaches must engage in the appropriate training activities or workshops in a designated context.
- 2.4.2 In order to maintain efficiency in the delivery of coach education, training workshops may be:
 - 2.4.2.1 Required as a pre-requisite for engaging in certification or training in other contexts.
- 2.4.3 Coaches entering training must be able to demonstrate bowling skills to a sufficient standard upon entering training

2.5 Coach Evaluation

- 2.5.1 Coach certification must involve an evaluation of coaching outcomes within the designated coaching context
- 2.5.2 Coaches or instructors must be able to demonstrate bowling skills to a sufficient standard upon completing certification.

2.6 Maintenance of certification

- 2.6.1 Upon achieving a Certified status in any context, the coach certification will be valid for a period of 5 years. During this 5-year period coaches must engage in the following activities in order to maintain their certification:
 - 2.6.1.1 Remain active as a coach with participants in the designated context
 - 2.6.1.2 Engage in relevant professional development that may become a requirement of the NCCP and can be verified by C5PBA
- 2.6.2 Coaches who do not maintain certification will be deemed in-active and must complete the evaluation requirements in the designated context.

2.7 Challenging Certification

- 2.7.1 Coaches can challenge the evaluation in the context that they want to achieve certification. Challenging the evaluation will require:
 - 2.7.1.1 An application to a C5PBA qualified Master Evaluator clearly identifying relevant prior learning experience.
 - 2.7.1.2 Completion of the NCCP Make Ethical Decisions Online Evaluation in the designated context
 - 2.7.1.3 Successful completion of the evaluation requirements in the designated context

3. Legislation

- 3.1 As part of the development of coach education C5PBA must recommend requirements for coaches whose athletes and / or participants compete in competitive tournaments.
- 3.2 Legislative recommendations are outlined in Table 3.2A which proposes minimum coach / instructor requirements for 5-pin bowling. Table 3.2-A identifies the year in which these requirements took effect for the types of competitions and their respective age groups.
 - 3.2.1 All coaches who participate with their athletes in a particular age group at competitions identified must possess the appropriate accreditation.
 - 3.2.2 All Community Coaches must wait three months from the time they are trained in the Community Coach context before they apply for the Competitive Coach context.
 - 3.2.3 A trained Competitive Coach must wait three months before applying for evaluation.

**Table 3.2A
NCCP Transition (5-pin bowling)
Critical Dates and Certification Requirements**

Context	Community Sport – Initiation (CSI) (Children & Youth)	Competitive Coach	Old Level 1 Plus MED module	Old Level 2 Plus On-line MED & Evaluation
Participant Group	- YBC Bowlers - New bowlers	- Zone / Provincial / National bowlers	- YBC bowlers - New bowlers - Grass roots bowlers	Zone/Provincial/National bowlers
Level of Competition	Local/regional competition	- Provincial competition - National competition	-Local /regional competition -Grass roots events	- Provincial competition - National competition
August 2007	C5PBA adopted 2 coaching streams for 5-pin bowling. Community Coach and the Competitive Coach			
Dec 31, 2013			Dec. 31, 2013 MED module must be completed to transfer from old to new.	Dec. 31, 2015 MED module must be completed to transfer from old to new.

- Within the above chart, the national coach certification requirements and equivalencies between the old and the new NCCP are noted.
- Provincial/territorial associations determine what coach certification requirements and equivalencies are in place for provincial competitions.

4. Learning Facilitators

4.1 The role of a Learning Facilitator is to provide support to coaches in training workshops. The Learning Facilitator must be able to:

- 4.1.1 Implement an appropriately structured and organized workshop
- 4.1.2 Facilitate the achievement of outcomes or learning objectives
- 4.1.3 Display appropriate communication and leadership to enhance coach learning
- 4.1.4 Manage administrative aspects of the workshop and the NCCP

4.2 The process to become a Learning Facilitator requires the following steps.

- 4.2.1 Step 1: Selection
- 4.2.2 Step 2: Core Training
- 4.2.3 Step 3: Sport Specific training
- 4.2.4 Step 4: Co-facilitation
- 4.2.5 Step 5: Formal Evaluation

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4.3 LF Selection

4.3.1 The initial intake of Learning Facilitators was made available to all provinces as well as the zones within the provinces.

4.3.2 Learning Facilitator qualifications:

4.3.2.1 Must be trained as a Community Coach for the Community Coach stream and be certified as a Competition Introduction coach for 5-pin bowling for the Competitive Coach stream

4.3.2.2 Minimum 5 years actively instructing youth bowlers in the Community Coach Program and 10 years in the Competitive Coach context

4.3.2.3 Currently active in 5-pin bowling

4.3.2.4 To qualify as a LF they must pass the NCCP Make Ethical Decisions online evaluation

4.3.2.5 LF's MUST attend all modules to become certified

4.3.3 Future identification of Learning Facilitators will be considered to maintain capacity and quality of delivery within Canada

4.3.4 Learning Facilitators can be nominated by Provincial Associations or can make formal application to C5PBA

4.3.5 Learning Facilitators will be selected based on qualification outlined in 4.1 and completion of requisites outlined in the Table 4.3A.

4.4 Learning Facilitator Training

4.4.1 Learning Facilitators must complete minimum training requirements as outlined in Table 4.4A:

Table 4.4A: Learning Facilitator Training Modules

Community Coach	Competitive Coach
<p>NCCP Core Training</p> <ul style="list-style-type: none"> • Overview of the workshop • Functions of a Learning Facilitator • Elements of Effective Learning • Stages of group development • Nature of the group <p>Sport Specific training: Module 1: Introduction Module 2: Setting the Scene Module 3: Planning a practice Module 4: Analyze Performance Module 5: Facility & Equipment safety Module 6: Practice coaching Module 7: Making ethical decisions</p>	<p>NCCP Core Training</p> <ul style="list-style-type: none"> • Overview of the workshop • Functions of a Learning Facilitator • Elements of Effective Learning • Stages of group development • Nature of the group <p>Sport Specific training: Module 1: Setting the scene Module 2: Making ethical decisions Module 3: LTD & CS4L Module 4: Analyze performance Module 5: Plan a Practice Module 6: Support the bowler in training Module 7: Support the competitive experience</p>
<p>These modules are based on the Coaching Association of Canada's Learning Facilitator Training Workshop</p>	

4.4.2 LFs will achieve certified LF status in a designated context upon:

4.4.2.1 Completing designated modules

4.4.2.2 Fulfilling necessary requisites outlined in 3.3.4.

4.4.2.3 Signing Learning Facilitator Code of Conduct (Appendix C)

4.4.3 Learning Facilitator training and updates

4.4.3.1 Workshops may be conducted by C5PBA Master Coach Developers on a virtual platform if required.

4.4.3.2 Workshops will be conducted on a provincial delivery basis

4.4.3.3 Will occur as province sees fit.

4.5 LF Evaluation for Certification

4.5.1 The evaluation process helps LFs achieve certification by acknowledging the skills they have acquired and, if necessary, identifying the components that need improvement before certification will be granted.

4.5.2 C5PBA will coordinate the date of the workshop with the LF, and the MCD.

4.5.3 Evaluation will require the LF to demonstrate his or her skills and knowledge against the minimum standards outlined in Appendix D.

4.5.4 After the evaluation, the MCD will debrief the LF and make a recommendation on the evaluation to the C5PBA.

4.5.5 Based on recommendation of the MCD the C5PBA reviews evaluation and grants certification. An NCCP registration will be sent to the Coaching Association of Canada.

4.6 Delivery and Maintaining Certification

4.6.1 LFs who have not facilitated a workshop for a 5-year period, must re-engage by co-delivering a workshop with an active LF.

5. Evaluators

5.1 The role of an Evaluator is to determine an instructor or coach's ability to demonstrate the achievement of coaching outcomes within a designated context. The evaluator must be able to:

5.1.1 Manage administrative and logistical aspects of the evaluation

5.1.2 Use appropriate observation methods to determine achievement of criterion.

5.1.3 Correctly interpret the verification of evidence to identify evaluation of criterion

5.1.4 Facilitate coach debrief to verify evidence, provide feedback and create an action plan

5.2 The process to become a learning evaluator requires the following steps.

5.2.1 Step 1: Selection

5.2.2 Step 2: Training

5.2.3 Step 3: Evaluation for Certification

5.2.4 Step 6: Delivery and Maintaining Certification

5.3 Evaluator Selection

5.3.1 The initial intake of evaluators was identified by C5PBA - NCCP operations committee based on the following qualifications:

5.3.2 Evaluator qualifications:

5.3.2.1 Prior Experience in NCCP or coach education

5.3.2.2 Minimum 10 years actively coaching 5-pin bowling

5.3.2.3 Minimum Competitive Coach Certified

5.3.2.4 Experience in adult education

5.3.3 Future identification of evaluators will be considered to maintain capacity and quality of delivery within region

5.3.4 Evaluators can be nominated by Provincial Organization or can make formal application to C5PBA

5.4 Evaluator Training

5.4.1 Evaluators must complete evaluator training workshop based on requirements outlined in the Coaching Association of Canada evaluation toolkit for a designated context

5.4.2 Evaluators will achieve trained CE status in a designated context upon:

5.4.2.1 Completing Core training for Evaluators

5.4.2.2 Completing Sport Specific training workshop

5.4.2.3 Fulfilling necessary requisites outlined in 3.3.4.

5.4.2.4 Signing NCCP Developer Code of Conduct (Appendix D)

5.4.3 Evaluator training and updates

5.4.3.1 Workshops will be conducted on a national delivery basis

5.5 Evaluation for Certification

5.5.1 Only Trained Evaluators as outlined in 4.4.2 can evaluate a coach

5.5.2 Must do one co-evaluation and debrief with a certified Evaluator

5.5.3 Trained Evaluators can facilitate a minimum of 2 and a maximum of four evaluations in a designated context as a trained Evaluator.

5.5.4 Trained evaluators must submit all documentation for each evaluation to the C5PBA - NCCP Operations committee to be reviewed for accuracy and completeness.

5.5.5 Trained evaluators will achieve certified status upon engaging in an audit of the evaluation process. Evaluation will require the Evaluator to demonstrate his or her skills and knowledge against the minimum standards outlined in Appendix D. The evaluation process must include a:

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- 5.5.5.1 review of all documents required within the evaluation handbook
- 5.5.5.2 submission of the instructor/coach portfolio of the coach who was evaluated
- 5.5.5.3 Video and or observation of coach candidate and Evaluator conducting the debriefing.

5.6 Delivery and Maintaining Certification

- 5.6.1 Certified Evaluators can grant certified status to coaches within a designated context.
- 5.6.2 Upon achieving a “Certified” status in any context, the Evaluator’s certification will be valid for a period of 5 years. During this 5-year period evaluator must engage in the following activities in order to maintain their certification:
 - 5.6.2.1 Must facilitate a minimum of 2 evaluations for certification
 - 5.6.2.2 Must engage in appropriate Professional Development activities
- 5.6.3 Evaluators who do not maintain certification will be deemed in-active and must re-engage in an evaluation.
 - 5.6.3.1 Submit a letter to the C5PBA requesting re-certification
 - 5.6.3.2 Must evaluate a coach with a certified Evaluator and the evaluation must include the following:
 - Review and evaluate both practice plans
 - Review and evaluate Emergency Action Plan
 - Ensure completion of on-line MED
 - Complete the formal evaluation
 - Complete the debriefing

6. Certification Appeals

6.1 Any individual can appeal an unsuccessful evaluation. The intention of C5PBA evaluation process is to provide sufficient checks and balances throughout a candidate's certification process to help facilitate completion of the evaluation requirements. Only in extra-ordinary circumstances should an individual be denied certification. Valid reasons for denying certification may include:

- 6.1.1 Any behavior which is inconsistent with that outlined in the NCCP code of ethics
- 6.1.2 Any violation of C5PBA code of conduct
- 6.1.3 Inability to reasonably demonstrate criteria and evidence required within a designated coaching context.

6.2 Appeal Procedure for Coaches

- 6.2.1 Appeals must be submitted to C5PBA - NCCP committee which will assign a review committee to investigate the appeal.
- 6.2.2 A review panel will consist of 1 member of C5PBA - NCCP operations committee, an accredited evaluator, and a trained/certified coach at the context in which the evaluation occurred.
- 6.2.3 The Appeal must include:
 - 6.2.3.1 The coach candidate portfolio with the Evaluator's marking template.
 - 6.2.3.2 All templates used during the observation by the evaluator and or a video tape of the instructor candidate's practice session, and
 - 6.2.3.3 All documentation related to the debriefing procedure and action plan.
- 6.2.4 While it is not necessary, it is highly recommended that observations are video taped to provide a record of the coach's practice or competition event.
- 6.2.5 Upon completing the review, the review panel will provide a report outlining critical factors in the certification process that can be improved or required by the coach candidate and determine if the appeal is valid.
- 6.2.6 If the appeal is successful, the Coach will receive their certification in the specified coaching context.
- 6.2.7 The cost of an appeal is \$100.00 for the coach candidate payable to C5PBA.
- 6.2.8 If an appeal is unsuccessful the coach will need to re-engage in the certification process, with a different evaluator and pay the designated fee for the evaluation.
- 6.2.9 C5PBA -NCCP Operations committee is responsible for ensuring that a different evaluator is available for the subsequent evaluation.

6.3 Appeal Procedure for LFs and Evaluators

- 6.3.1 Appeals must be submitted to C5PBA Operations committee. The Operations committee will assign a review committee to investigate the appeal.
- 6.3.2 A review panel consisting of 1 member of C5PBA - NCCP Operations committee and a trained LF or Evaluator at the context in which the evaluation occurred.

6.3.3 The Appeal must include:

- 6.3.3.1 A report by both the Evaluator outlining areas of deficiency
- 6.3.3.2 A letter from the appeal candidate outlining the reason for appeal
- 6.3.3.3 All documentation used in the evaluation process.
- 6.3.3.4 Previous workshop assessments and or past evaluation reports

6.3.4 Upon completing the review, the review panel will provide a report outlining critical factors in the certification process that can be improved or required by the candidate and determine if the appeal is valid.

6.3.5 If the appeal is successful, the LF or Evaluator will receive their certification in the specified coaching context.

6.3.6 The cost of an appeal is \$250.00 for the LF or Evaluator payable to C5PBA.

6.3.7 If an appeal is unsuccessful the LF or Evaluator will need to satisfy requirements outlined by the review committee which may include:

- 6.3.7.1 Required additional training
- 6.3.7.2 Re-evaluation by the review committee
- 6.3.7.3 Suspension of facilitation or evaluation activities

7. Master Designation

7.1 The National Coaching Certification Program recognizes its own master status. NCCP Master Coach Developers in 5-pin bowling will be able to:

- 7.1.1 Train and evaluate LFs
- 7.1.2 Train and evaluate Evaluators

7.2 During the initial development of the program, Provincial / Territorial Multi-sport Master Developers will be used to evaluate LFs for certification.

7.3 NCCP Master Selection

7.3.1 NCCP Master qualifications and requisites:

- 7.3.1.1 Certified Evaluator of Learning Facilitator in designated context
- 7.3.1.2 Demonstrated contribution to 5-pin bowling development (i.e. working committees, executives etc.)
- 7.3.1.3 Minimum 10 years actively instructing and coaching
- 7.3.1.4 Must pass the on-line MED for that context
- 7.3.1.5 Must be fully accredited in that context

7.3.2 Process for selection and accreditation

- 7.3.2.1 Upon completing necessary requisites and qualifications individuals may apply to C5PBA - NCCP Master status.
- 7.3.2.2 Applications must be supported by a letter of reference outlining the candidates experience and competency in developing instructors / coaches or coach education.

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7.3.2.3 The NCCP - C5PBA will grant NCCP master status based on:

- Ability to demonstrate qualifications and requisites
- Capacity to deliver and implement NCCP in regions

7.4 Maintaining status

7.4.1 Individuals achieving master status will have their status reviewed by C5PBA Operations committee every five (5) years. Renewal of status will be based on:

7.4.1.1 Completing relevant professional development

And

7.4.1.2 Engaging in ongoing delivery of C5PBA - NCCP courses.

8. NCCP Administration

8.1 Coordinating NCCP delivery

8.1.1 All NCCP activities must be sanctioned by C5PBA.

8.1.2 Requests to deliver workshops or evaluations must be received by PSO/TSO's and or C5PBA (MBAO in areas where the Master Bowlers deliver the courses).

8.1.3 C5PBA verifies the qualification of the LF or Evaluator and sends confirmation (electronically) to Learning Facilitator or Evaluator.

8.1.4 Information for course delivery will be available for download from the C5PBA website (www.c5pba.ca). Workbooks and portfolios can be made available to workshop participants and instructor/coach candidates prior to designate NCCP activity.

8.2 Reporting

8.2.1 Upon completing NCCP activity all required documentation must be submitted to C5PBA.

8.2.2 NCCP registration must be completed in the CAC Locker.

8.2.3 The C5PBA will be notified when a clinic has been registered and will review the information and approve it for registration in the Locker or reject it and it will be returned to the individual who completed the registration for correction.

8.2.4 Upon approval of the Locker registrations, the Coaching Association of Canada will add the information to track participant accreditation in NCCP.

8.3 Financial

8.3.1 Financial support policies for delivery of 5-pin bowling in Canada NCCP are identified in Table 8.3.1A

Table 8.3.1A: Minimum requirements for workshops and evaluations

	Community Coach	Competitive Coach / Evaluation
LF Honoraria	Trained LF (\$100.00 Co- facilitator \$ 50.00 if required	Trained LF / MCD \$300.00 Co-facilitator \$100.00 if required
Travel	Maximum \$600	Maximum \$600
Evaluator Honoraria	No evaluation	\$40.00 per evaluation (paid by C5PBA)
Travel expenses		Up to \$200
Maximum Evaluation Fee		\$50.00 included in Comp Coach clinic registration
Appeal Fee		\$50.00

NOTE: Co-facilitator is only when a person is being trained as a LF and is used to cover that cost only.

8.4 NCCP workshops

- 8.4.1 Are the responsibility of the Provincial 5 Pin Association or the Master Bowlers Association in provinces where Master Bowlers deliver the program
- 8.4.2 All course material will be made available to the PSO/TSO or MBA through google docs.
- 8.4.3 Course fees will be collected by the LF and sent to the provincial association. All invoices for the course must be submitted to the local association for payment

8.5 NCCP Evaluation for Certification

- 8.5.1 The evaluator facilitates the instructor / coach in the completion of the portfolio and notifies C5PBA of the candidate's readiness to engage in a formal observation having satisfied the requirements outlined in the portfolio.
- 8.5.2 Cost of evaluation is included in the cost of registration
- 8.5.3 Upon receipt of all required evaluation documentation and NCCP registration form, C5PBA will pay the Evaluator honoraria.
- 8.5.4 Honoraria must be paid within four weeks of receiving required documentation

8.6 NCCP Development

- 8.6.1 C5PBA will develop coach education programs in the contexts identified by their PDM and CDM
- 8.6.2 Coach education programs will be reviewed every two years

Appendix A Glossary of Terms

Assessment: A step of the learning process whereby the learner is informed of his or her performance or progress towards the achievement of a given outcome.

Certification: The recognition by the NCCP, following a successful evaluation, that context-specific coaching outcomes have been demonstrated to an acceptable standard.

NCCP number (NCCP#): The number registered to a coach in the NCCP Database, formerly Coach Certification number (cc#).

Coach Development Model (CDM): Design of the CDM follows the completion and validation of the PDM. The purpose of the CDM is to: Determine the types of coaches the sport needs given the information provided in the PDM; Articulate the structure of the NCCP based on the above, consistent with the general Streams and Contexts framework of the NCCP; Identify which environments/milieus have the same coaching needs, and therefore could/should be linked to a specific set of coach certification program; Determine the entry points, prerequisites, and possible movements of coaches within the structure; Identify the need for and types of gradations that could/should apply within a given coaching context of the NSO's coaching development structure, to recognize competence above and beyond minimum certification requirements.

Coach Workbook: The workbook provided to a coach during an NCCP training session that gives the coach an opportunity to document their findings while engaged in the instructional design outlined in the workbook. It is used to facilitate the training of outcomes and criteria.

Coaching: The human interaction process whereby, through selected ethical practices, one person helps another to become better and to progress in a certain endeavour.

Competency: The integration of knowledge, skills, and attitude that confers the ability to act, judge, or decide appropriately in a given context. The five competencies identified for the NCCP are Critical Thinking, Interaction, Leadership, Problem Solving, and Valuing.

Competition: The activity of doing something with the goal of outperforming others or winning something.

Conditional Approval: The Validation of a sport context program by an expert panel that identifies the achievement of current NCCP program standards. Conditional approval reflects that the majority of requirements have been met, but that the program is not yet entirely available in both official languages, and that some minor adjustments may still be required.

Context: The specific characteristics of sport programs and activities that determine the needs of participants. The context is determined by variables such as participants' age and proficiency level, the primary reasons for being involved in sport, the nature of the program they are involved in (duration of typical sessions, frequency of sessions/contact with the coach, duration of the program/season), and the environment in which the sport experience takes place (club, school, community league, high performance centre, etc.).

Criteria (plural) / Criterion (Singular): Identifies what is evaluated within a given outcome and describes desirable <the scope of> coaching characteristics or behaviours. Criteria are used as triggers in the NCCP database to track the progress of coaches towards a given status.

Debrief: The process an Evaluator will use to continue to gather necessary information to verify specific evidence that may not have been clearly demonstrated during the practice, and to provide feedback to the candidate about what went well and what areas need improvement. To this end, the debrief should help to shape a more global appreciation of the coach's competencies based on the required outcomes and criterion.

Education: The endeavor, process, and means whereby a person can acquire the knowledge, skills, and attitude that support the achievement of selected outcomes.

Evaluation: The process whereby a judgment is made on the ability of the coach to achieve and demonstrate a series of outcomes, to the appropriate standard of performance.

Evaluator: A person who has gone through formal training to determine a coach's ability to achieve a given coaching standard.

Evidence: Identifies discrete, observable coaching behaviours that need to be verified in order to successfully evaluate a given criterion and may infer the extent to which core competencies have been achieved.

Expert: Someone whose knowledge or skill is specialized and profound, especially as the result of much practical experience.

Feedback: Verbal or non-verbal communication that provides an individual with an observer's opinion of their performance.

Final Approval: The validation of a sport context program that indicates when all program standards have been achieved based on requirements outlined in the Conditional Approval documents; and that the program is available for full implementation in both official languages across Canada.

Knowledge: An understanding of the related theories and concepts one must have in order to accomplish the tasks.

Learning Facilitator Guide: The document that details the instructional design process and learning activities that a Learning Facilitator is expected to facilitate.

Learning Facilitator: A person who has gone through formal training that enables an ability to provide support to coaches in training workshops.

Learning: The acquisition of knowledge, skills, and attitudes that lead to a permanent or enduring change in behaviour and performance.

Long term Development Model (LTD): The Canadian 7-stage model that reflects a gradual cycle of athletes/participants participation in sport using key parameters that articulate appropriate activities and sport involvement given an individual's stage of development. Each Canadian sport is required to develop a sport-specific model in addition to the generic Canadian Sport for Life model.

Mentor: A person who can guide you towards becoming a competent coach able to contribute to the sport, the coaching profession and the community.

Minimum Standard: A policy approved by partners of the NCCP as a minimum requirement for development or delivery of the NCCP.

NCCP Registration Form: The form on which workshop/activity data and coach data is entered and then submitted either electronically or in hard copy to the NCCP Database.
Operations: Describes the administrative requirements that are necessary to deliver the National Coaching Certification Program

Outcome: The performance that the coach is expected to demonstrate for certification purposes, given the functions and tasks deemed most relevant to his or her context.

Participant Development Model (PDM): Completion of the PDM is the first major reflection a sport has to go through as part of the NCCP transition. The PDM allows the National Sport Organization to make a prospective needs analysis about the following aspects: The various groups of participants involved in their sport or in variations of their sport; The environments/milieus in which the sport is practiced and these participants found; The characteristics of the programs offered in these environments/milieus (duration, frequency of contacts, nature of contacts in terms of training/competitive opportunities, level of competition where appropriate); Given the above, the fundamental reasons why people are involved in such programs, from the following perspectives: fitness; skill; performance; social. The PDM has to be validated extensively throughout the sport and endorsed by the Board of Directors or a similar decision-making body within the sport. The PDM provides the sport with the core information from which its coach development system should be developed.

Philosophy: General beliefs, concepts, and attitudes of an individual or group. The philosophy of the NCCP can be summarized in the following statements: (1) To provide a positive experience to all participants in sport programs; (2) To enable all participants to fulfill their potential in sport; and (3) To use sport as a vehicle to help all participants develop in a holistic manner.

Portfolio: Collection of work or other papers (in this case, evidence) which, taken as a whole, offers a picture of an individual's range of abilities. A portfolio provides evidence of a coach's readiness to engage in formal evaluation.

Problem Solving Approach (PSA): An instructional design technique that involves a cyclical approach of analyzing a situation to identify a problem or being presented with a problem, determining possible solutions, cross-referencing possible solutions with research and expertise, testing possible solutions, choosing a course of action, and implementing the decision to solve the problem, and then assessing the impact of the solution applied. Also known as a Problem Posing Approach.

Professional Development: The systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for the execution of professional duties throughout working life.

Quality Control: The measurement of implementation results against identified program quality standards.

Reference Material: Documents provided to coaches during training that provide expert information in a specific subject or theme.

Skill: The capability of producing consistent performance or behaviour which can be improved with training or practice.

Sport-ified: A modification that increases applicability and relevance to a specific sport or to an individual within a specific sport.

Standard (of certification): The absolute level to which a given coaching outcome must be demonstrated. The standard is determined by the intrinsic demands of the outcome(s) identified, and the nature of the criteria used in the evaluation process.

Status: A designation that indicates a coach's engagement in particular outcomes and may be used to apply legislative requirements for coaching within a given sport.

Stream: A group of athletes with similar performance objectives and requirements within a continuum of ability levels, placed together.

Training: The process whereby general and specific skills and abilities are acquired and/or refined, in order to support the achievement of selected outcomes.

Training for Outcomes: Formal or experiential training intended to prepare a coach to meet specific NCCP outcomes, criteria and evidence required during the NCCP evaluation process in a given context.

Values: Deeply held beliefs.



**Appendix B
LF Application Form**

Name _____
Nom _____

Date of Birth _____
Date de naissance D/J M Y/A

Address _____
Adresse _____

Gender _____
Sexe _____

City _____
Ville _____

Province _____

Postal Code _____
Code Postal _____

Telephone _____
Téléphone _____

E-Mail _____
Adresse électronique _____

Languages spoken: _____
Langues parlées: _____

NCCP #: _____

**Application Checklist
candidature**

Liste de vérification de la

<input type="checkbox"/> Cover letter <input type="checkbox"/> Completed Application Form <input type="checkbox"/> Transcript of NCCP Certification Status <input type="checkbox"/> NCCP Make Ethical Decisions Online Evaluation completed <input type="checkbox"/> Résumé of your coaching experience and achievements (with names and phone numbers for 2 references)	<input type="checkbox"/> Lettre de motivation <input type="checkbox"/> Formulaire de candidature complété <input type="checkbox"/> Transcription du statut de certification du PNCE <input type="checkbox"/> Réussite de l'Évaluation en ligne sur la Prise de décisions éthiques du PNCE <input type="checkbox"/> Curriculum vitae de votre expérience d'entraîneur et de vos réalisations (avec le nom et le numéro de téléphone de deux personnes de référence)
--	--

Declaration / Déclaration

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

Je certifie par la présente que les informations que j'ai fournies avec cette candidature sont vraies et complètes.

Signature of Applicant
Signature de l'applicant

**Appendix C
Workshop Budget**

5-Pin Bowling

National Coaching Certification Program - Workshop Budget

*Please submit this budget to C5PBA for workshop approval
Forms should be submitted a minimum of 4 weeks prior to the workshop*

Workshop Date _____

Workshop Location _____

Number of Participants _____

Workshop Fee _____

Expenses	Cost	Adjusted
Learning Facilitator honoraria	_____	
Facility Fees	_____	
Audio / Visual Equipment	_____	
Photocopy / Materials	_____	
Travel / Accommodation	_____	
Total		

Office use only:

Date Received:

Date Approved:

Signed: _____

Appendix D

LF/Evaluator Code of Conduct

It is expected that every LF/Evaluator will read, understand, and sign the following Code of Conduct:

Preamble

In my role as an LF/Evaluator or both in workshops or evaluation events of the National Coaching Certification Program (NCCP) for the _____ (NSO, P/TCC), I, _____ expressly agree to conduct myself in a manner consistent with this Code of Conduct. My failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my LF/Evaluator Certification Status.

Code of Conduct

I shall:

Training

1. Successfully participate in all LF and/or Evaluation training and evaluation components and be granted a LF/ Evaluator certification. (i.e. LF Pathway).

Goals and Key Personnel Support

2. Align with the common goals and objectives of the _____ (proper organization; i.e. NSO, P/TSO) as they service the membership at large.
3. Avoid discrediting specific sponsors, suppliers, employers, and/or other partners.
4. Support key personnel and systems of the NCCP and partner organizations (CAC, Sport Canada, Provincial/Territorial Governments, NSOs).

NCCP Code of Ethics

5. Demonstrate ethical behaviour at all times and commit to the NCCP Code of Ethics.
6. Professional Development
7. Attend all required professional development and continuously seek to improve personal abilities and performance on a regular basis.

Workshop Behaviour

8. Exhibit exemplary professional behaviour at workshops and/or evaluation sites.
9. Approach problems and issues (technical and non-technical) in a professional and respectful manner seeking solutions that support due process.
10. Place the best interest of the coaches taking part in the workshops/evaluation events ahead of my personal interests.

Harassment

11. Refrain from all forms of harassment: Physical, emotional, mental, or sexual.
12. For the purposes of this Code of Conduct, sexual harassment includes either or both of the following:
 - 12.4. The use of 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;

- 12.5. Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching, that:
 - 12.5.1. Are offensive and unwelcome,
 - 12.5.2. Create an offensive, hostile, or intimidating environment and can be reasonably expected to be harmful to the recipient or teammates.

Responsibility

If there is disagreement or misalignment on issues, it is the responsibility of the LF/Evaluator to seek alignment with the objectives, goals and directives of the _____ (proper organization's name).

Please be advised that the _____ (organization's name) board will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

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

Name (Please print)

Signature

Date

Appendix E Overview of Outcomes and Criteria for Learning Facilitators

The following table proposes four criteria, two of which will be mandatory for Training in CSp-init and Comp-int. In the Community Sport context evaluation of LFs may be optional (To be decided). In the Competition-Introduction context all criteria will be required for both training and evaluation. Sports are encouraged to add optional criteria to their training. The LF training modules for each criterion is also listed. Micro-facilitation of a piece of the workshop is required for assessment as learning in all contexts, however, only the criteria that are required for each context will be used in the assessment process.

NCCP Outcomes	Criteria	LF Training Module
Provide Support to Coaches in Training Workshops	Manage administrative aspects of the workshop and NCCP	Facilitation and the NCCP – Module 1 + Micro Facilitation Module
	Implement an appropriately structured and organized workshop	Functions of a Learning Facilitator – Module 2
	Facilitate the achievement of outcomes or learning objectives	Elements of an effective learning activity – Module 3
	Display appropriate communication and leadership to enhance coach learning	Micro Facilitation Module

Overview of Outcomes and Criteria for Evaluators

NCCP Outcomes	Criteria	Training Module
Evaluate Coaches for Certification	Manage administrative and logistical aspects of the evaluation	Sport-specific evaluator training
	Use appropriate observation methods to determine achievement of criterion.	Sport-specific evaluator training
	Correctly interpret the verification of evidence to identify evaluation of criterion	Sport-specific evaluator training
	Facilitate coach debrief to verify evidence, provide feedback and create an action plan	Sport-specific evaluator training

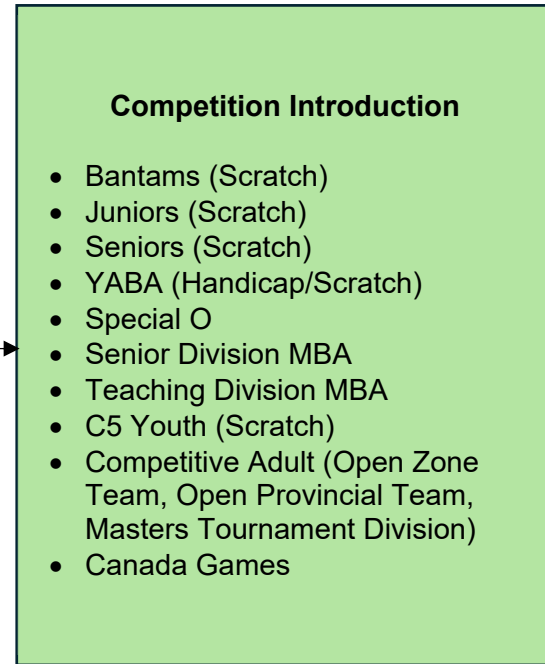
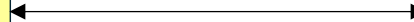
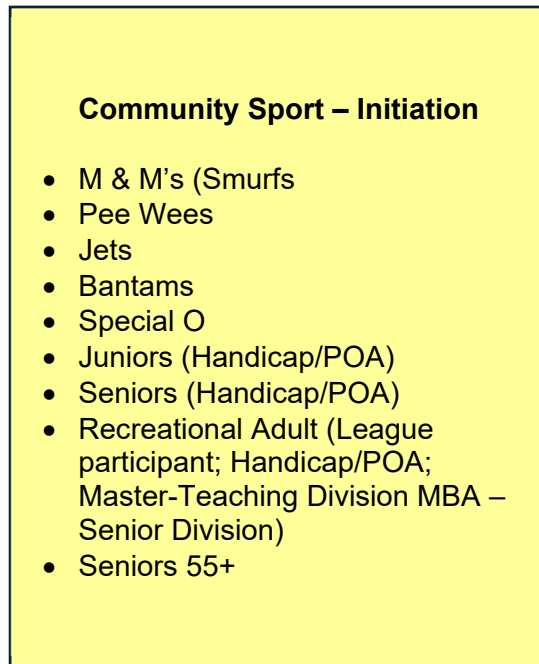
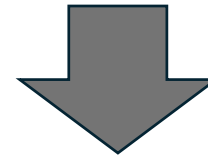
Outcome: Provide Support to Coaches in Training Workshops			
Criterion	Evidence	Critical evidence for emphasis	Required in NSF training (T) or evaluation (E)
Implements an appropriately structured and organized workshop	Greets each coach as they arrive		T E
	Arrive at least 30 minutes prior to the scheduled start of the workshop		T E
	Ensure that all materials are ready and available to use		T E
	Sets up facility to enhance interaction among coaches		T E
	Applies critical path to facilitate coaches in an identifying and solving problems		T E
	Provides breaks to reduce fatigue and stimulate learning		T E
	Ensure that coaches stay on task to achieve outcome or learning objective		T E
	Manage participants to ensure inclusion and interaction		T E
	Assess coach's experience to facilitate optimal interaction to benefit learning		T E
	Create and modify groups to enhance interaction and experiences of coaches		T E
	Select learning activities that enable coaches to solve problems or find solutions		T E
	Demonstrate ability to use equipment (AV or Other) maximize engagement time		T E
	Promotes a positive image of Canadian sport and models NCCP values and philosophy.		T E
	Demonstrates and models NCCP Code of Ethics, Code of Conduct, Fair Play Principles and NCCP values and philosophy		T E
Facilitate the achievement of outcomes or learning objectives	Clearly identify the outcome and or learning objectives to coaches.		T E
	Facilitate coaches to draw on prior experience to identify key issues related to the task or outcome.		T E
	Use experience from other coaches, reference materials or resources to provide links between current coaching paradigm and desired coaching outcome.		T E
	Facilitate coaches to identify areas for change or enhancement of coaching methods		T E
	Asks questions to check for understanding or to clarify learning expectations.		
	Use questions to enable critical reflection		T E
	Demonstrates thorough knowledge of module contents to assist coaches to critically reflect on current coaching practice.		T E
	Use debriefs to summarize learning outcomes or highlight key teaching points.		T E
	Facilitate coaches to solve problems or find solutions relative to current practice		T E
Facilitate coaches to critically reflect on current coaching practice		T E	

Outcome: Provide Support to Coaches in Training Workshops			
Criterion	Evidence	Critical evidence for emphasis	Required in NSF training (T) or evaluation (E)
Display appropriate communication and leadership to enhance coach learning	Enable positive interaction among coaches		T E
	Manage group discussions to allow coaches appropriate opportunity to express ideas and thoughts		T E
	Apply learning activities that are appropriate to the stage of group development		T E
	Sequence learning activities appropriately to enhance achievement of learning outcome or objective.		T E
	Use of voice is loud enough for all coaches to hear		T E
	Give clear explanations and provide opportunities for coaches to ask questions		T E
	Selects position in relation to group to gain attention of all coaches		T E
	Uses language that is respectful and promotes inclusion		T E
	Provides opportunities to interact with all coaches based on individual needs		T E
	Provide opportunities for coaches to take a leadership role when interacting in group		T E
	Enable coaches to self manage their group activities		T E
	Adapt delivery to maximize different learning styles		T E
	Monitor coach interactions and learning activities to ensure that coaches are on task.		
	Facilitate an appropriate debrief to share learning outcomes or objectives.		T E
Ensure that coaches promote NCCP philosophy and values when interacting with other coaches		T E	
Manage administrative aspects of the workshop and NCCP	Ensures that facilities are available and appropriate for workshop activities		T E
	Facilitate the coordination of enrolment in workshop		T E
	Communicate changes or modifications to coaches prior to workshop		T E
	Articulate NCCP structure and organization		T E
	Answer questions regarding NCCP and provide appropriate sources for more information		T E
	Ensures that coaches accurately complete profile forms		T E
	Correctly complete NCCP course registration form and submit to appropriate organizing body		T E

Outcome: Evaluate Coaches for Certification			
Criterion	Evidence	Critical evidence for emphasis	Required in NSF training (T) or evaluation (E)
Manage administrative and logistical aspects of the evaluation	Coordinates the exchange of the portfolio from the coach / instructor		T E
	Evaluates portfolio items and identifies areas that are deficient		T E
	Provides feedback to coach / instructor based on portfolio		T E
	Ensures that the coach / instructor has evaluation standard prior to the observation		T E
	Schedules observation session with the coach / instructor (either live or through video)		T E
	Clarifies expectations for the observed session (i.e. Skills taught, practice length, etc.		T E
	Observes the coach / instructor and completes forms that gather evidence of achievement		T E
	Facilitates a debriefing after the observation using debriefing guidelines		T E
	Submits a recommendation and action plan to the coach and to the P/TSO or NSO		T E
	Provides coach with sufficient feedback on progress at each stage of the certification process.		T E
	Correctly complete NCCP course registration form and submit to appropriate organizing body		T E
Use appropriate observation methods to determine achievement of criterion.	Interviews the coach prior to the observation to understand the context, purpose and expectations of the practice / lesson or other event that is to be observed.		T E
	Clarifies expectations for the evaluation with the coach / instructor prior to the observation		T E
	Ensures that the athletes / participants are aware of Evaluator role during the observation		T E
	Uses appropriate tools to gather information during the observation that will assist in determining the achievement of the criterion		T E
	Focuses attention on the coach rather than the observation tool.		T E
	Takes notes or uses other notation to document critical elements in the observation		T E
	Observes from a position where coach / instructor can be seen and heard where appropriate.		T E
	Intervenes in the observation if athlete or participants are clearly at risk by coach / instructor's action.		T E
Models behaviour that is consistent with the NCCP code of ethics during the observation		T E	
	Verifies the extent to which specific evidence were observed during the evaluation based on sport specific matrix		T E

Outcome: Evaluate Coaches for Certification			
Criterion	Evidence	Critical evidence for emphasis	Required in NSF training (T) or evaluation (E)
Correctly interpret the verification of evidence to identify evaluation of criterion	Uses objective data obtained during the evaluation to assist in verifying evidence of achievement.		T E
	Interprets correctly the quality of evidence that was observed.		T E
	Clearly identifies the tolerance of evidence that are necessary to achieve the criterion		T E
	Identifies evidence that may need to be clarified or checked during the debrief session		T E
	Engages the coach in a debrief to verify evidence that may not have been clearly observed during the evaluation		T E
	Analyzes whether the coach / instructor meets expectations based on the overall intent of the criterion being evaluated		T E
	Identifies specific elements within the evaluation that could be improved or enhance		T E
Facilitate coach debrief to verify evidence, provide feedback and create an action plan	Schedules a debrief / interview to discuss evaluation		T E
	Asks questions to facilitate the coach / instructor to identify feelings, thoughts, and perceptions of the evaluation		T E
	Uses questions to enable to coach / instructor to critically reflect on evaluation standard.		T E
	Uses tools and or objective data to facilitate coach to critically reflect on evaluation standard.		T E
	Provide feedback that is positive and identifies strengths observed during the evaluation.		T E
	Provide feedback that identifies areas for improvement and how improvements can be made.		T E
	Facilitates coach in creating an action plan that continues profession development in sport		T E
	Uses active listening by maintaining appropriate body language, eye contact and verbal prompts.		T E
	Ensures that debrief focuses on achievement of sport-specific standard, and not personal criticism, or personal bias.		T E
	Models professional qualities that are consistent with the NCCP code of ethics during the observation		T E
	Facilitates coach to recognize areas for improvement and enables the coach to select an optimal option for ongoing development.		T E
	Documents a summary of the evaluation process that clearly identifies areas for improvement and actions for ongoing development.		T E

Appendix F
5 Pin Bowling Participant Development Model



Appendix G
5 Pin Bowling Coach Development Model

Community Sport Instructor

**Learn to Bowl Coach
Trained**

This instructor is involved in teaching the basic fundamental skills to children from a bank of pre-designed activities.

Coaching professional development program used by coaches at the Learn to Bowl stage.

Competition – Intro

**Competition-Intro Coach
Trained**

This coach is involved in the competition-based development program.

Coaching program targeted to coaches in the competitive level at provincial/national level.

This coach is working with elite high-performance athletes.

**Competition Intro Coach
Certified**

Certification granted upon successful evaluation.

**Competition – Intro Coach
Professional Development**

Learning experiences designed to further the education, experience and development of the Competition Intro Coach