



SPORT EDUCATION FRAMEWORK

2018



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2	1/6/2017	Entire review and update of Touch Football Australia (TFA) Sport Development Framework Section 3: Sport Education Guidelines	Marianne Maguire – GM Sport Operations	
3	7/11/2018	Update regarding requirements for Talent and Elite coach courses.	Brad Mitchell – Participation Manager	

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TFA SPORT EDUCATION FRAMEWORK

The Sport Education Framework Is a resource for all Touch Football staff, members, athletes, referees, coaches and volunteers.

The items within this Framework apply equally to all personnel Involved in Touch Football to ensure currency and consistency Is achieved in all areas of the sport.

"Our journey to 2020 will consolidate Touch Football's position as one of Australia's leading community sports.

Our collective approach to the growth and improvement of the product that our participants enjoy will see the sport touch the lives of more than 1 000 000 Australians annually.

This approach also see Touch Football evolve, not only through the ways we deliver the game itself, but in the manner in which we embrace these changes and engage with the current and future membership.

Our value proposition must be strong and able to be clearly articulated in order to grow in the current market.

*A strong emphasis on our consumers, members, participants, staff and volunteers will see the enhancement of our most valued resource – human capital. An engaged and connected Touch Football community is central to our success.
- TFA Strategic Plan 2016-2020*

Our Key Initiatives

- Leveraging our community of human capital – both professional and volunteer structures working collaboratively to achieve strategic objectives.
- Enabling workforce expansion with common approach, systems, strategies and information.
- Expanded volunteer development, education and training provided.
- Reward and recognise our people.
- National administration policy, procedures and systems that are effective. Delivered in smaller more accessible methods to inform members efficiently.
- Sport Education systems and development opportunities to improve the quality of and increase accredited referees and coaches to provide quality services.

1.1 Overview

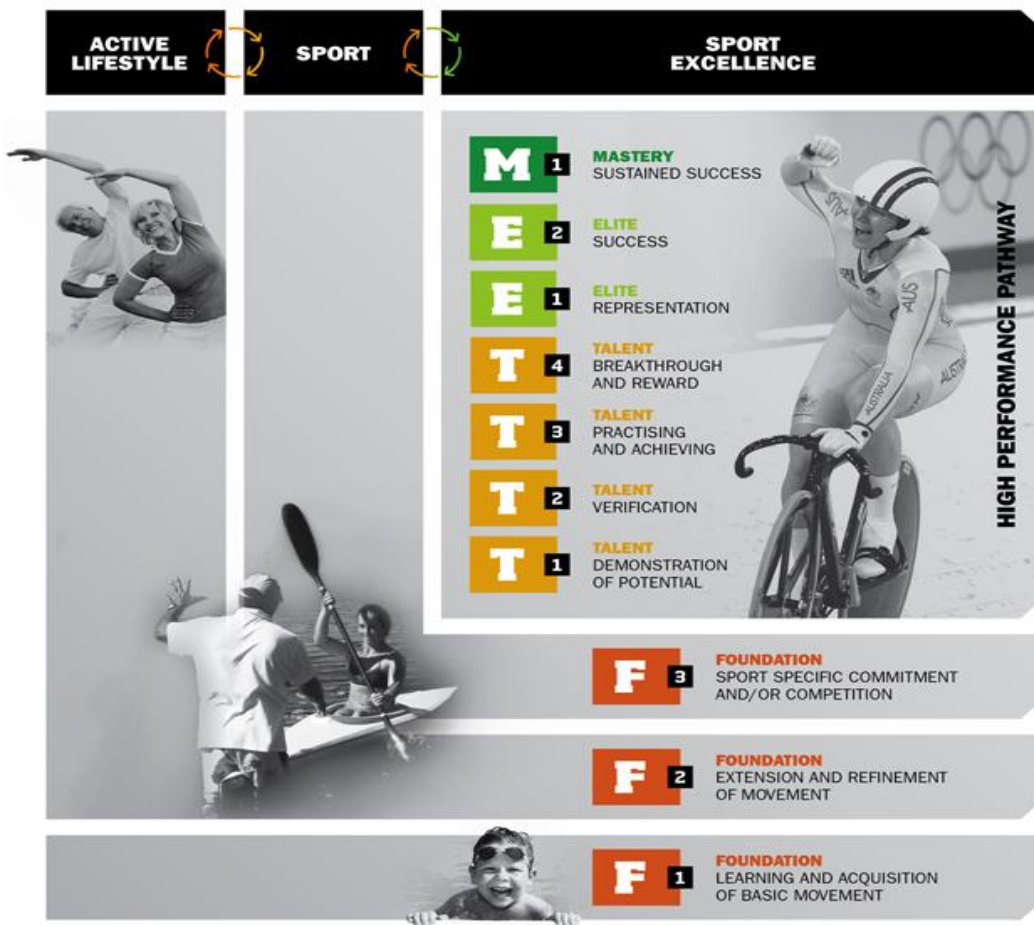
https://www.ausport.gov.au/ais/athlete_pathways_and_development/pathways

We all participate in sport for many different reasons. Some are interested in maintaining an active and healthy lifestyle, others love the thrill of competing with their friends and a rare few set their sights on winning medals for their country. Whatever the motivation, we mostly choose our own pathways, although sometimes the pathway chooses us.

The Australian Institute of Sport (AIS) has developed a new framework to capture these different pathways and address the current shortfalls in applied research and practice specific to athlete development. It is called FTEM.

1.2 What is FTEM?

FTEM (representing Foundation, Talent, Elite and Mastery) is a user-friendly framework of sporting development that is representative of the ‘whole of sport’ pathway continuum. It integrates three key outcomes of sport participation: active lifestyle, sport participation and sport excellence.



1.3 How can FTEM be applied?

The FTEM framework can be used as a practical planning and review tool for a broad range of sporting stakeholders including parents, teachers, clubs, coaches, sports science and sports medicine personnel and national and state sporting organisations.

This enhanced understanding of sporting pathways will help us to improve the experiences of more people, at more levels of the pathway, more often.

1.4 Key features

- Representative of the ‘3 worlds’: active lifestyle, sport participation and sport excellence
- Holistic and multidisciplinary sports model
- Fully integrated
- Recognises that individuals can be simultaneously participating in multiple sports at multiple levels of the pathway
- Features variable entry and exit points within the developmental pathway
- Non-prescriptive, allowing broad user flexibility and adaptability
- Devoid of fixed age boundaries
- Incorporates those with the potential to be elite, which has previously been identified as an insufficiently considered component of high performance modelling
- Reinforces the need for the right support at the right time and with the right athletes

1.5 FTEM and Touch Football

In an overview the table below applies the FTEM model to the various pathway levels of Touch Football. Coaches, Referees and Education and Training personnel play a very important role in the development and experience encountered by athletes and officials, whether that is the progression of the pathway from Foundation to Talent and beyond, or retention at an affiliate competition for a lifetime of enjoying our great sport.

TFA has incorporated this framework to be the pillars of all our educational courses, resources and information for all participants involved in our Touch Football.

LEVEL	AGE & TOURNAMENT PATHWAY			ACCREDITATION LEVEL			
	JUNIORS/ INTRODUCTION 5 - 12 YEARS	YOUTH/ DEVELOPMENT 13 - 20 YEARS	ADULT 21 + YEARS	COACH	REFEREE	REFEREE COACH	EDUCATION & TRAINING*
MASTERY SUSTAINED SUCCESS		YOUTH TRANS- TASMAN	WORLD CUP	MASTERY	LEVEL 6	MASTERY	DESIGNER/ DEVELOPER*
			TRANS TASMAN				
			ELITE 8				
			STATE OF ORIGIN				
ELITE REPRESENTATION AND SUCCESS		NATIONAL TOUCH LEAGUE	NATIONAL TOUCH LEAGUE	ELITE	LEVEL 5	ELITE	ASSESSOR*
		NATIONAL YOUTH CHAMPIONSHIPS	STATE TOURNAMENTS		LEVEL 4		
TALENT PRACTICE AND ACHIEVEMENT	SCHOOL SPORT NATIONALS 12'S	SCHOOL SPORT NATIONALS 15'S	REGIONAL TOURNAMENTS	TALENT	LEVEL 3	TALENT	FACILITATOR *
	STATE/REGIONAL TOURNAMENTS	STATE/REGIONAL TOURNAMENTS			LEVEL 2		
FOUNDATION PARTICIPATION/ SOCIAL	AFFILIATE AND SCHOOL GALA DAYS	JUNIOR AFFILIATE COMPETITIONS	AFFILIATE COMPETITIONS	FOUNDATION	LEVEL 1	FOUNDATION	ASSISTANT FACILITATOR *
	JUNIOR AFFILIATE COMPETITIONS						
	AUSTOUCH PROGRAM	SCHOOL COMPETITIONS					
	SCHOOL CLINICS	SCHOOL COMPETITIONS					



Course Delivery

2.1 Accredited Facilitators

All TFA courses are to be delivered by TFA endorsed Course Facilitators. The coordination of Foundation and Talent Level courses will be administered via the State Offices, and registered with TFA as per TFA Course Registration processes. Elite and Mastery Courses and Education Delivery courses (Facilitator and Assessor) will be administered only by TFA.

2.2 Venue

The following are the desired minimum requirements for venues where training takes place.

Activity Area

- A Touch Football field or grassed area with sufficient space to conduct the practical components of the course.
- One (1) ball between two (2) players, cones and markers.

Classroom

- A classroom space is required as close as possible to the activity area to ensure maximum learning time.
- data projector and screen with speakers.
- Whiteboard and marker pens.

2.3 Insurance

The TFA National Insurance Scheme provides Public Liability (\$20,000,000) and Professional Indemnity (\$20,000,000) insurance. All course participants must be registered members of their local affiliate for accreditation being granted, to ensure adequate insurance cover.

2.4 Course Fees

Fees paid by participants may be refunded in the following circumstances and timeframes:

Notification of withdrawal in writing up to 30 days prior to commencement of the course	Full refund
Notification of withdrawal in writing up to 14 days prior to commencement of the course	50% refund
Notification of withdrawal in writing less than 14 days prior to commencement of the course	No refund

2.5 Number of Participants

Course	Course Facilitator: Participant Ratio
Foundation (Coach, Referee Coach & Referee L1)	1:10
Talent (Coach, Referee Coach & Referee L2 & 3)	1:10
Elite (Coach & Referee Coach)	1:10
Facilitator & Assessor	1:10

2.6 Physical Screening Check

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All participants are attending at their own risk. Should individuals require accessibility support, please communicate any requirements to the course coordinator. E.g. hearing or vision impaired, physical conditions etc.

2.7 Attendance Requirements

Participants must be assessed as competent in order to be eligible for accreditation. While the course is offered at a time that considers the needs of the participants, some individuals may need to attend two (2) or more courses to complete each of the course units. In this case, individuals will only pay the fee for one (1) course. If the individual undertakes part of the course in one location and is then required to complete the remaining units in a different location at a different time, a letter from the initial affiliate/locality and course Facilitator must be forwarded to the secondary to approve the process.

Assessment may also be completed via the provision of video evidence if required, if it is unable to be obtained in the course environment.

2.7 Dispute Resolution

All complaints must be submitted in writing to the Sport Resources Manager. Appeals regarding the outcome of an application or assessment must be received within 14 days of receiving notification of the application or assessment. Complaints will be considered by a Dispute Resolution Panel consisting of three (3) members, appointed by TFA as required. The dispute will be considered and notification provided within 30 days of receipt of the complaint. If the dispute is related to the outcome of an assessment task, the participant may be permitted to be re-assessed according to the units that they were deemed No Yet Competent. An independent assessor must undertake this re-assessment, at a time suitable to both parties. This process must be completed within six (6) months of the appeal being lodged by the participant. No further appeals will be considered.

2.9 Monitoring Training Program Control

a) The following procedures will be put in place to ensure the quality control of course deliveries:

- Ongoing Facilitator and assessor training
- Evaluation of Facilitators by course participants using a course evaluation via survey monkey.
- Random visits managed by TFA and/or State organisation to courses to evaluate delivery of courses and Facilitators
- Course Evaluation and Review Process

b) In addition to the evaluation provided via online survey, the following methods will be used to assess and review the course:

- Brief informal discussions with the course Facilitators will follow the course. These discussions will focus on the organisation of the course and the need for changes to the delivery methods.
- Data on numbers of participants completing this course, and progressing to the next level will be analysed on a regular basis.
- All courses will undergo a thorough review every four (4) years, and input sought from State/Territory Facilitators and Appointed Volunteers. Appropriate amendments will be made and the course will be submitted to the ASC for renewed registration.

TFA Course Review Group

a) TFA Course Review Group will consist of the following representatives:

- TFA Education and Policy Manager
- Appointed Sport Education Advisor

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- Up to two (2) Appointed High Performance Coaches with one (1) of the following: – Coach / referee education experience – Sport science experience – National/International coaching experience.
- b) The Review Group will be established every four (4) years to review TFA Education Courses.
- c) Additional experts may be consulted as part of the review process.
- d) All review recommendations to be submitted to TFA for final approval.

2.10 Access and Equity

To promote access and equity, all TFA Courses will:

- Have no entry restrictions other than an age limit and previous relevant course prerequisites.
- Be flexible in assessment tasks to allow those with special needs to undertake alternative forms of assessment.

2.11 Records

TFA and all State bodies are required to keep an updated list of the participant's name, address, phone number, email address, level of accreditation and expiry date. These records will be provided to the ASC to be kept on their database for accreditation and updating purposes.

2.12 Plagiarism in TFA Sport Education

Plagiarism is the act of “presenting the work or property of another person as one's own, without appropriate acknowledgement of the other persons' work”. This is highly applicable to the sport of Touch Football and is a vital part in maintaining the integrity, professionalism and development of the sport as a whole. TFA takes the act of plagiarism very seriously and are aware of the negative impacts that it may have upon the growth of athletes, administrators and officials as individuals.

TFA as a national sporting organisation has the following values in place: Leadership, Integrity, Professionalism, Diversity and Excellence. It is expected that these values are to be adhered too by all involved in the sport of Touch Football. The act of plagiarism does not display professionalism or acting with integrity or leadership, therefore does not comply with such values. It does however clearly indicate intellectual dishonesty and a lack of accountability, both of which are not a part of the Touch Football Australia culture and ethos.

Touch Football Australia currently enforces the following Plagiarism protocol:

First Offence

- Unknowingly conducting the act of plagiarism in an educational, theoretical or practical setting.
- Meeting with appropriate education advisor to discuss the incident and perform an information session about the concept of plagiarism.
- The situation, individual and other appropriate information will be noted and documented and provided to Sport Resources Manager.
- First formal warning issued.

Second Offence

- Knowingly repeating the act of plagiarism for his/her benefit.
- Consciously and unethically plagiarizing after TFA education and a formal first offence warning.
- The repeated offence will be discussed with appropriate TFA staff members and consequences may include (and not be limited too) immediate suspension of involvement within an educational program, training or competition or employment setting.
- Immediate disbandment of his/her role within the TFA community - as a referee, coach, manager, supervisor, administrator etc (if none of these they will not be permitted to represent TFA in any of these roles for 24 months).

Touch Football Australia encourages personal accountability and acting in an honest manner. If you see anyone acting suspiciously or conducting the act of plagiarism, please contact TFA

sportresources@touchfootball.com.au

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2.13 Course Administration Timelines

For Facilitators planning is vital for the successful delivery of the TFA Courses. The following document is provided as the recommended timeline to allow that planning and preparation to occur.

* Must provide this preparation time

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Foundation Referee Coach Course

8 weeks to delivery	5 weeks to delivery	4 weeks to delivery	2 weeks to delivery	Delivery Date
Course Coordinator contact TFA to seek Course Number	Facilitators allocated session topics*	Trainees commence ASC Pre-Course on line training*	Trainees provide evidence of ASC Pre-Course on line training	
Facilitators identified to TFA	Facilitators down load session packages from TFA Web Page*	Printing Manuals and delivery		
Open TFA Online Course Registration				

Talent Referee Coach Course

8 weeks to delivery	5 weeks to delivery	4 weeks to delivery	2 weeks to delivery	Delivery Date
Course Coordinator contact TFA to seek Course Number	Facilitators allocated session topics*	Trainees advised of the video Clip for Foundation and Talent Referee Assessment Pre-Course Study*#	Trainees provide evidence of ASC Pre-Course on line training	
Facilitators identified to TFA	Facilitators down load session packages from TFA Web Page*	Printing Manuals and delivery		
Open TFA Online Course Registration	Video Clip for Foundation and Talent Referee Assessment Pre-Course Study finalized*			

The Trainees return to the TFA Webpage www.touchfootball.com.au to access the video clips to allow them to conduct the assessments of the:

- a. three (3) Foundation (L1) to Talent (L2) referees; and
- b. three (3) Talent (L2) to Talent (L3) referees.

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Elite Referee Coach Course (Yet to be developed)

8 weeks to delivery	6 weeks to delivery	5 weeks to delivery	4 weeks to delivery	2 weeks to delivery	Delivery Date
Course Coordinator contact TFA to seek Course Number	Trainees advised of the video Clip for Talent and Elite Assessment Pre-Course Study*	Facilitators allocated session topics*	Course Materials supplied	Trainees provide evidence of ASC Pre-course on line training	
Facilitators identified to TFA	Trainees Provided with Intermediate Coaching General Principles Worksheets	Facilitators down load session packages from TFA Web Page*			
Open TFA Online Course Registration		<i>TBC = Video Clip for Talent and Elite Assessment Pre-Course Study finalized*</i>			

Mastery Referee Coach Course (Yet to be developed)

Foundation Athlete Coach Course

8 weeks to delivery	5 weeks to delivery	4 weeks to delivery	2 weeks to delivery	Delivery Date
Course Coordinator contact TFA/State to seek Course Number	Facilitators allocated session topics*	Trainees commence ASC Pre-Course on line training*	Trainees provide evidence of ASC Pre-Course on line training	
Facilitators identified to TFA	Facilitators down load session packages from TFA Web Page*	Printing Manuals and delivery		
Open TFA Online Course Registration				

Talent Coach Course

8 weeks to delivery	5 weeks to delivery	4 weeks to delivery	

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Course Coordinator contact TFA to seek Course Number	Facilitators allocated session topics*	Course Materials supplied	Delivery Date
Facilitators identified to TFA	Facilitators down load session packages from TFA Web Page*		
Open TFA Online Course Registration			

Elite Coach Course

12 – 8 weeks to delivery	6 weeks to delivery	5 weeks to delivery	4 weeks to delivery	2 weeks to delivery	Delivery Date
Date confirmed and promoted by TFA	Trainees Provided with Intermediate Coaching General Principles Worksheets	Facilitators allocated session topics*	Trainees advised of practical task required for course.	Follow up of topic allocation.	
Facilitators identified		Facilitators down load session packages from TFA Web Page*	Printing Manuals and delivery		
Open TFA Online Course Registration			DISC Profile sent for completion		

Mastery Coach Course – (Yet to be developed)**Facilitator Course**

10 weeks to delivery	8 weeks to delivery	6 weeks to delivery	5 weeks to delivery	4 weeks to delivery	Delivery Date
Course Coordinator contact TFA to seek Course Number	Facilitators allocated session topics*	Registrations close	Trainees notified of topics*#	Trainees commence their session rehearsals*	

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Facilitators identified to TFA	Facilitators down load session packages from TFA Web Page*	Topics for Trainees (Indoor/Outdoor) finalized**	Trainees down load session packages from TFA Web Page*		
Open TFA Online Course Registration					

Note: Once registration closes the Course Coordinator must allocate Trainee indoor/outdoor session topics and then Trainees return to the TFA Web Page to access their session plans and supporting delivery aids to allow rehearsals.

Assessor Course

8 weeks to delivery	5 weeks to delivery	4 weeks to delivery	2 weeks to delivery	Delivery Date
Course Coordinator contact TFA to seek Course Number	Registrations close	Printing Manuals and delivery		
Facilitators identified to TFA	Facilitators allocated session topics*			
Open TFA Online Course Registration				

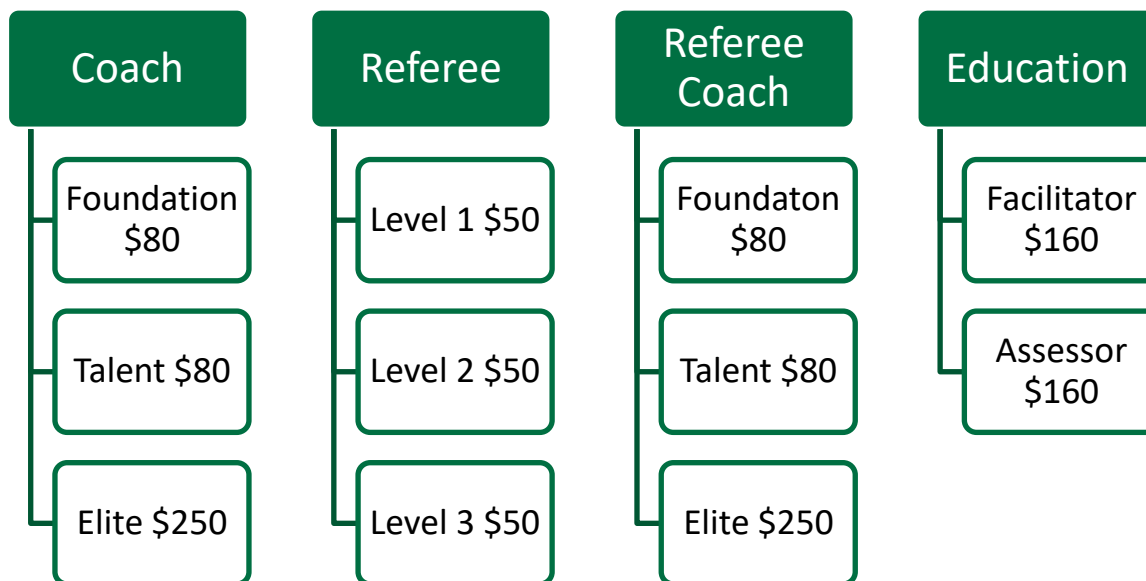
2.14 Course Facilitator Remuneration

For every TFA accreditation course the Facilitator must have appropriate TFA accreditation.

TFA recommends that our Course Facilitator volunteers are compensated appropriately are remunerated at the rates below for courses conducted by a single Facilitator. This will assist expenses for the course including travel, preparation time, phone calls and time presenting the course.

For the situations of multi-course Facilitator's, it is recommended that this remuneration is shared, as it is assumed the workload is shared.

Please note this does not include any full-time employed Staff members performing this role as part of their employment duties.



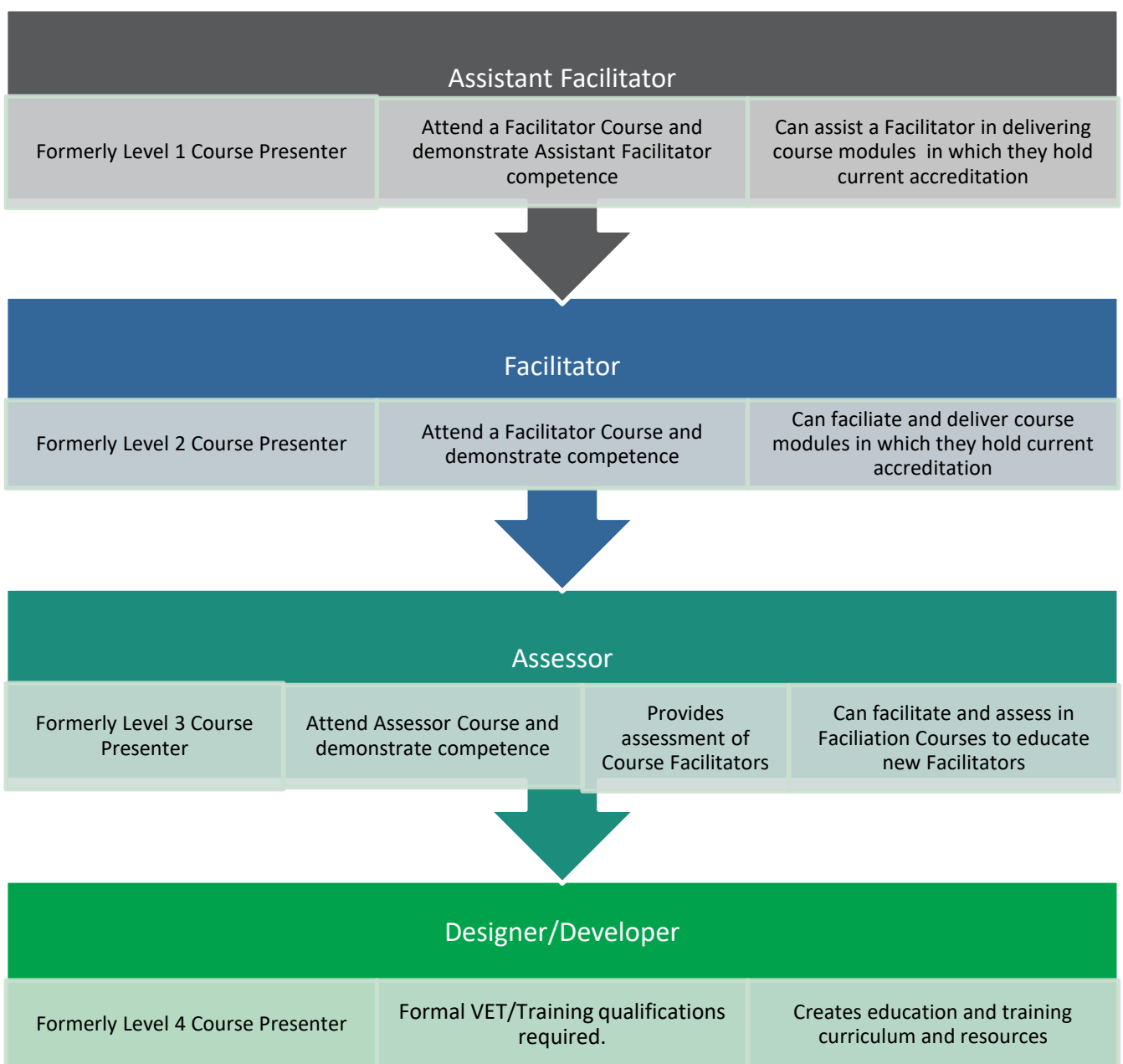
Non-local Presenters

- In the situation where no accredited Facilitator is in the location, in addition to the above guidelines it is also recommended that the hosting body cover the costs of hosting the facilitator
 - For example this may be the State body or Region, covering expenses of flights, meals, and accommodation.
 - This position should be agreed upon for each circumstance between the Course Coordinator and the Affiliate, Region, State or National office as appropriate.

3.1 Introduction

TFA has four (4) levels within the Training and Education environment. Three (3) levels are specific course delivery accreditation, whilst a fourth level focuses on creating training curriculum and resources. To achieve in this pathway, TFA conduct a Facilitator course for which participants can receive either an Assistant Facilitator or Facilitator accreditation. From here, individuals can progress to the Assessor Course and be deemed competent to upskill and assess to qualify, further Facilitators in the pathway. The Designer/Developer qualification is obtained through formal VET education providers and is for those who are interested in assisting in developing future training and education programs for Touch Football.

The diagram below outlines the pathway.



Course Presenter (pre 2017) Accreditation to Course Facilitator Recognition.

The diagram below reflects the “currency” of previous qualified *TFA Course Presenters* and what they are required to do to either be recognised as current and continue to deliver courses, or what they need to do to progress through the Facilitator and Assessor Education pathways.

I was a:

Level 1 Presenter

- Previously could assist in course delivery.
- If updated on the new FTEM course updates can still assist in delivery
- To progress in the new framework must be complete new Facilitator Course.

Level 2 Presenter

- Previously could deliver courses they held accreditation in
- If updated on the new FTEM courses they can continue to deliver courses.
- To progress in the new framework must attend and observe in full new Facilitator Course then complete the new Assessor Course.

Level 3 Presenter

- Previously could deliver courses they held accreditation in
- Previously could deliver the Presenter Course
- If updated on the new FTEM courses they can continue to deliver courses Level 1-3 Referee courses or Foundation & Talent Coach Courses.
- Must attend and observe new Facilitator course, and then must complete the Assessor Course to be involved in Facilitator and Assessor Training.

Level 4 Presenter

- Previously could deliver courses they held accreditation in
- Previously could deliver the Presenter Course
- Previously could assist in the designing of new course materials
- If updated on the new FTEM courses they can continue to deliver courses Level 1-3 Referee courses or Foundation & Talent Coach Courses.
- Must attend and observe new Facilitator course, and then must complete the Assessor Course to be involved in Facilitator and Assessor Training.
- To assist in design and developing educational materials additional skills required.

3.2 Assistant Facilitator Level

The first level is Assistant Facilitator. This is our base level qualification and usually awarded to those people who are first time Facilitators.

Duration	This course takes one (1) day to complete
Pre Course Requirements	<p>Level 2 Referee Accreditation or Foundation Coach Accreditation</p> <p>Pre Reading learning units – approx. three (3) hours</p> <p>Content:</p> <ul style="list-style-type: none"> • TFA Training and Education System and Career Path • Training Aids – selection and use • How to use the Laptop and Data Projector • Communication Techniques • Questioning Techniques
Age of Entry	16 years.
Course Outcomes	<p>Assistant Facilitator Level achieved by all in attendance</p> <p>Delivery method:</p> <ul style="list-style-type: none"> • Combination of Distance Education and Face to Face learning <p>Content:</p> <ul style="list-style-type: none"> • Understand learner styles • Understand delivery styles – Lecturer or Presenter, Facilitator, Teacher/Trainer • Understand the role of the course Facilitator • Deliver pre-prepared sessions of training/education • Understand course administration procedures <p>Provide the Assistant Facilitator with the skills to:</p> <ul style="list-style-type: none"> • deliver pre-prepared sessions to learners with a degree of confidence, under or with supervision provided by a Facilitator at Affiliate or Regional Levels <p>The aim at this level is to provide a course Facilitator with the skills and ability to deliver Foundation Level pre-prepared course materials, with the assistance of the State Office and deliver sessions under/with supervision</p>
Assistant Facilitator Level Competency Requirements	<ul style="list-style-type: none"> • Completed Pre-reading modules • Attended a Facilitator Level Course • Deemed ‘competent’ in delivering a pre-prepared session of training in both of the following environments: <ol style="list-style-type: none"> a. a 10 minute – indoors/theory session

	b. a 10 minute – outdoors/practical session
Assessment Tool	TFA Facilitator Assessment Tool
Assessor	A State appointed Assessor makes upgrade assessments for Assistant Facilitators
Qualification Authorisation	Can present sessions under supervision and with assistance on Foundation Level Course(s) within their technical arm
Assistant Facilitator gains On the Job Experience	By presenting at Foundation Level Courses under supervision
Assistant Facilitator Professional Development ¹	By presenting sessions at courses. Assistant Facilitators must identify opportunities to present sessions, under supervision, at any Technical Arm Foundation Level Course. Minimum of: <ul style="list-style-type: none"> • Indoor (theory) x two (2) • Outdoor (practical/skills based) x two (2)

1. Assistant Facilitators must complete the Foundation Level Professional Development training requirements before returning to the Facilitators Course for assessment for Facilitator level.

3.3 Facilitator Level

It is possible to achieve a Facilitator Level from the Facilitator Course. If, when you present your session, you are assessed as achieving the requirements (descriptors of Facilitator Level) thus competent, you may be awarded Facilitator Level for that session/presentation.

Achievement of or upgrade requirements to Facilitator Level

Duration	<p>Achievement:</p> <p>Attained when attending the initial Facilitators Course or</p> <p>Upgrade:</p> <p>Assistant Facilitators – Through attending a subsequent Facilitators Course for further assessment (minimum of three (3) hours of involvement at this course)</p>
Pre Course Requirements	<p>As for Assistant Facilitator Level;</p> <p>Level 2 Referee Accreditation or Foundation Coach Accreditation</p> <p>Pre Reading learning units – approx. three (3) hours</p> <p>Content:</p> <ul style="list-style-type: none"> • TFA Training and Education System and Career Path • Training Aids – selection and use • How to use the Laptop and Data Projector • Communication Techniques <p>Questioning Techniques</p> <p>Note:</p> <p>If an Assistant Facilitator is returning for assessment/upgrade assessment, this can only be completed once further professional development has been undertaken.</p>
Age of Entry	16 years.
Course Outcomes	<p>Facilitator Level achieved</p> <p>Delivery method:</p> <p>Combination of Distance Education and Face to Face</p> <p>Content:</p> <ul style="list-style-type: none"> • Understand learner styles • Understand delivery styles – Lecturer or Presenter, Facilitator, Teacher/Trainer • Understand the role of the Facilitator • Deliver pre-prepared sessions of training/education

	<ul style="list-style-type: none"> • Understand course administration procedures <p>Provide skills to allow this level Facilitator to:</p> <ul style="list-style-type: none"> • Confidently deliver pre-prepared Foundation Level sessions to learners without supervision at Affiliate or Regional Levels • Coordinate a Foundation Level Course <p>The aim at this level is to provide a confident Course Facilitator with the confidence, skills and ability to deliver Foundation and Talent Level pre-prepared course materials, coordinate affiliate/regional area courses, with the assistance of the State Office, and deliver sessions without supervision</p>
<p>Facilitator Level Competency Requirements:</p> <p>Note: If an Assistant Facilitator is returning for an upgrade assessment it can only be completed once further professional development has been undertaken</p>	<ul style="list-style-type: none"> • Completed Facilitator Level: <ul style="list-style-type: none"> • Pre-reading training units • Attended full Facilitator Course • Deemed 'Competent' in delivering a pre-prepared session of training in both of the following environments: <ol style="list-style-type: none"> a. a 10 minute – indoors/theory session b. a 10 minute – outdoors/practical session <p>Note:</p> <p>If previous Facilitator experience is evident/recognised and competency is demonstrated while attending the Facilitator Course, the candidate may be awarded Facilitator qualifications, depending on the outcome of assessment activities.</p> <p>Note:</p> <p>If an Assistant Facilitator is returning to the Facilitator Course for assessment to Facilitator Level then he/she must be deemed 'Competent' in delivering pre-prepared training sessions, of longer duration and of more complexity, in both the following environments:</p> <ol style="list-style-type: none"> a. Indoors/theory session – as allocated by the Course Coordinator b. Outdoors/practical session – as allocated by the Course Coordinator
Assessment Tool	TFA Facilitator Assessment Tool
Assessor	A State Appointed Assessor makes upgrade assessments for Facilitator Level
Qualification Authorisation	<p>Can coordinate² and present at Foundation Level Courses.</p> <p>Note:</p>

² Coordinate in this document means to organise and administer.

	<p>All Facilitators are to be mentored during their initial course deliveries. The respective State Education and Training Advisor is then to determine if the Facilitator is capable of unsupervised course delivery for the Talent Level Courses. This assessment is to be conducted using the Facilitator Assessment Tool.</p> <p>If deemed ‘capable’ then State and National records are to be noted as such.</p> <p>If deemed ‘not capable’ then State and National records are to be noted as such, then the Facilitator is not to deliver unsupervised Talent Level Courses until deemed capable.</p> <p>The ‘Knowledge’ area on the Assessment Tool will be the discriminator/decision point.</p> <p>A rating of ‘A’ will enable unsupervised deliveries; a ‘B’ will mean supervision is required.</p> <p>Can deliver sessions at the Facilitator Course under supervision</p> <p>Can coordinate courses and supervise Assistant Facilitators</p>
Facilitators gain On the Job Experience	By presenting at Foundation and Talent Level Courses
Facilitator Professional Development	<p>If the qualification is attained through attendance at the initial Facilitator Course, then the Facilitator commences the Facilitator Level Professional Development training requirements before being considered for Assessor Level.</p> <p>Professional development is gained by presenting sessions</p> <p>Facilitators must identify the opportunity to present sessions from the Foundation/Talent Level Courses at any Foundation or Talent Level Course.</p> <p>Minimum of:</p> <ul style="list-style-type: none"> • Indoor (theory) x six (6) • Outdoor (practical/skills based) x six (6) <p>Be deemed ‘Competent’ in all sessions by an Assessor before being considered to commence the Assessor Level training and assessment</p>
<p>A Facilitator should not have access to course material above the qualification level held in their particular technical arm (i.e. if the Facilitator is a Foundation Level Badged Referee then they should not have access to the Talent Level Badge material until after they have qualified at that level or have retired).</p>	

See Appendix 1. Facilitator Competency Assessment Form

Refer to the Assessment Tool. On the left (Assistant Facilitator) and right (Facilitator) you can see the nine (9) criteria against which the candidate will be assessed:

- Preparation

- Safety
- Training Aids
- Explanations and Demonstrations
- Practice Stages
- Sequence and Content
- Question Technique
- Test of Objectives
- Learning Environment

Each criterion then has several descriptors to assist the assessor in determining what you must be able to demonstrate for that particular criteria

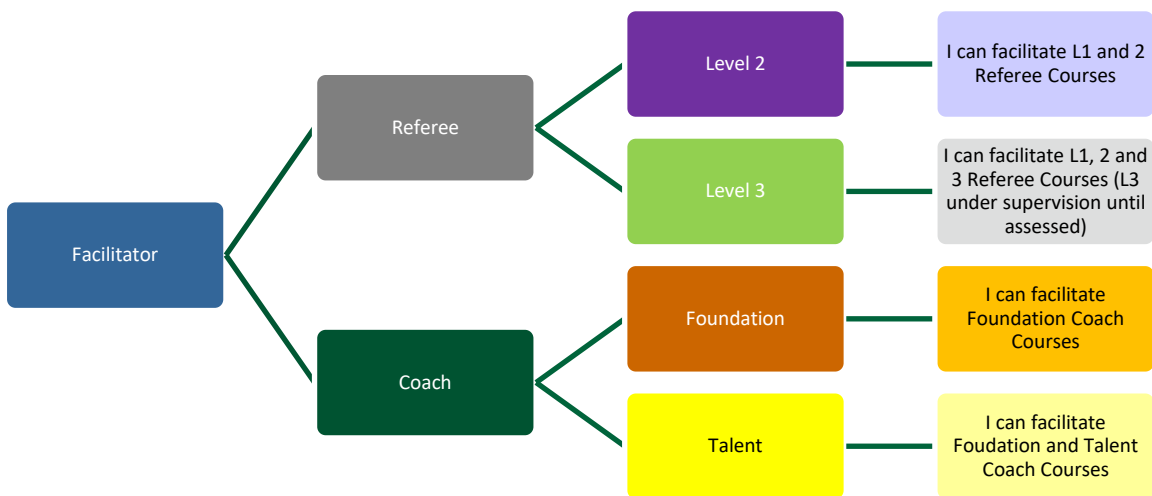
Evidence sighted – what evidence the Facilitator provided to meet the criteria (in most cases this is what the Assessor has viewed the Facilitator presenting in their session. It also could be other evidence i.e. by school teachers when they are seeking Recognition of Prior Learning (RPL) in relation to presenting sessions.

The evidence section allows room for the Assessor to make comments on what they actually observed the candidate do or not do. This ultimately allows the Assessor to determine if the candidate met the descriptor and achieved the criterion or not. It is these comments that support or justify the final decision of ‘Competent’ or ‘Not Yet Competent’. Should an Assessor decide the candidate is ‘Not Yet Competent’ then they must have sufficient evidence to support their decision. A ‘Not Yet Competent’ decision will require the candidate to undergo further training and future reassessment.

Once all the outcomes for the nine criterion (on both sides of the Assessment Tool) have been decided on, the Assessor totals up the results. If there is a majority of ‘yes’ ratings in the column, then the candidate is considered as ‘Competent’ for that level.

The Assessment Tool is utilised for any of the sessions presented by a candidate on the Facilitator Course, be it indoors (theory/information session), or during the outdoor (field/practical) sessions.

If a candidate is attempting the Assessor Level, then the Assessor Assessment Tool is utilised as there are more descriptors per criteria to be met.

I am accredited:

Note: for an Assistant Facilitator the same process applies, however they can assist at the relevant courses with the supervision/support of a Facilitator.

Referee Facilitators will be authorised to facilitate L1 and L2 Referee Courses unsupervised, however, until assessed and deemed competent, they cannot deliver L3 Referee Courses unsupervised, due to the complexity of the course content.

Deliver Training Evidence Document

Competency Requirements Trainee Name: _____

Criteria	Descriptors	Y/N	Evidence	Y/N	Descriptors	Criteria
ASSISTANT FACILITATOR						FACILITATOR
Preparation	Demonstrated some session rehearsal	Y / N		Y / N	Demonstrated good session rehearsal and preparation	Preparation
Safety	WHS considerations, applicable to the learning environment being used, (effective use of the training space, sufficient and appropriate lighting, ventilation, seating, hazards eliminated or identified)	Y / N		Y / N	WHS considerations, applicable to the learning environment being used, (effective use of the training space, sufficient and appropriate lighting, ventilation, seating, hazards eliminated or identified)	Safety
Training Aids	Suitable, clear, correct, enhanced session delivery, aided trainee learning, used effectively	Y / N		Y / N	Suitable, clear, correct, enhanced session delivery, aided trainee learning, used effectively	Training Aids
Explanations/ Demonstrations	Clear, concise, audible and correct explanations, emphasizes essential points. Visible, slow and exaggerated demonstrations as required	Y / N		Y / N	Clear, concise, audible and correct explanations, emphasizes essential points Visible, slow and exaggerated demonstrations as required	Explanations/ Demonstrations
Practice Stages	Sufficient practice conducted, when required during the session, to confirm trainee understanding and re-enforce learning. Faults identified and corrected	Y / N		Y / N	Sufficient practice conducted, when required during the session, to confirm trainee understanding and re-enforce learning. Faults identified and corrected	Practice Stages
Sequence & Content	Followed the session plan provided	Y / N		Y / N	Followed the session plan provided	Sequence & Content

Question Technique	<p>Attempted to follow the correct sequence.</p> <p>Attempted to obtain distribution around the class</p>	Y / N		Y / N	<p>Correct sequence in most cases.</p> <p>Relevant type / technique used: confirmatory / direct question</p> <p>Demonstrated some ability to distribute questions around the class and get whole class involvement</p>	Question Technique
Test of Objectives	Conducted a test to check subject assimilation	Y / N		Y / N	Conducted a test to check subject assimilation	Test of Objectives
Learning Environment	Used appropriate language (verbal and non-verbal)	Y / N		Y / N	<p>Was enthusiastic and was able to motivate the group</p> <p>Used appropriate language (verbal and non-verbal)</p>	Learning Environment
Result: ASSISTANT FACILITATOR	<p>Outcome (Majority ratings = C)</p> <p>(The trainee is not graded at this stage. As the trainee completes each stage of the assessment, the assessor is to indicate a “Yes” or “No” on this form).</p>	C / NYC	<p>Yes = majority of the time achieved the criteria: may be some minor errors or faults, which did not detract from the session.</p> <p>No = major errors/faults or problems that inhibited learning: failed to motivate or promote the desire to learn. Extensive comments, with example, need to be provided to justify a “No” or a “Not yet competent”.</p>			Result: FACILITATOR

Guide to Critique

1. Ask the Facilitator:
 - a. How would you rate the trainees' level of learning and the knowledge assimilation in your session and what are the key indicators that led you to this rating?

 - b. Did you notice any problems with your session? If so what?

 - c. If you presented this session again how what would you do it differently?

2. Confirm/comment briefly on Trainee's comments.
(I agree/disagree)

3. * Your performance was detracted by: (and suggest methods of improvement)
 1.
 2.
 3.
4. # Your performance was enhanced by:
 1.
 2.
 3.
5. Do you have any questions of me (Allow trainee to comment)?

6. In summary your assessment was detracted by (* above), and enhanced by (#above), and overall you are deemed:

Competent/Not Yet Competent

Assistant/Facilitator Assessment Tool

Date / Time:	
Assessment Location:	
Trainee Facilitator Name:	
Qualified Assessor Name:	
Qualified Assessor Signature:	
Session Topic	
Assessment environment (circle as appropriate):	<u>Indoor</u> (information /theory) <u>Outdoor</u> (practical session)
Once deemed Competent, indicate the level achieved: (circle as appropriate)	Assistant Facilitator / Facilitator

Timings

1. The time taken for the IAW Course Training Program or Instructions to Trainees.
2. In the event that the Facilitator (Trainee) is still conducting the session 2 mins over the allocated time, the qualified Assessor is to stop the session.

Record of Experience

The following practical experience is required before progressing to the next level of qualification.

Practical Experience

Assistant Facilitators, Facilitators and Assessors must gain practical experience at each level prior to attempting to complete the next level qualification. This experience is in the form of face to face teaching and professional development on formal TFA courses.

It should be expected that Assistant Facilitators, Facilitators and Assessors would complete several different sessions at each level before being considered for upgrade thus allowing for the necessary experience to be gained (taught sessions on at least three courses).

The Facilitators Course is very intense and can be highly stressful, so new Facilitators should take as many opportunities to practice the skills being covered, to the point that they become very comfortable whilst delivering.

Facilitator Supervision

All Assessors/Facilitators are required to maintain a 'Record of Experience' form signed by the endorsed State Education and Training Advisor.

How will supervision occur?

Regionally assigned supervising Assessors will meet with their respective Assistant Facilitators/Facilitators after the course. At this meeting the Assessor/Facilitator and their local or immediate supervisor will formulate a satisfactory arrangement to enable them to fulfil the course facilitation practical requirements.

Record of Experience Form

This form enclosed is to be completed and produced when requested by the respective Regional or State Coach/Referee Directors or Advisors. It must be sighted on application for attendance at a future course, when seeking a level upgrade. Copies of all evidence records are to be forwarded to TFA for inclusion on the master database.

Overview

The Athlete Development Framework 2017 (v2) was a tool created to assist coaches in ensuring that they apply each skill to their athletes at the appropriate level. Athletes should achieve competency in each of the topics before progressing through the levels. It is important to continue to reinforce the skills and incorporate correct coaching points at each level. More information on each skill can be found in the corresponding Coaching Course. Further detailed Skill Development Checklists can be found in the Talent Identification and Selection Framework on the TFA Website.

Category	Foundation	Talent	Elite	Mastery
Movement	Running – sprinting Running – backwards Running – with the ball Agility – side stepping Agility – side to side shuffling Agility – swerving	Running - sprinting technique Agility - Stepping a defender Agility – forwards Agility – backwards Agility – sideways	Running – appropriate attacking lines Running – backwards at speed Agility - Stepping off both feet	<p><i>At the Mastery level athletes execution of all skills is required at a much higher efficiency and in a more complex environment The key components include:</i></p> <p>Skill selection and application Vision Interpreting/manipulating the environment Determining & exploiting available options (decision making)</p>
Ball	Ball grip Passing – stationary Passing – on the run Catching Half pass (introduce)	Spiral pass Passing left and right Half pass Draw and pass Dummy Wrap pass Switch pass Long pass	Running pass both sides Long pass both sides Long pass from ground Cut out pass Switch pass variations Wrap pass variations Dummy pass variations	
Rollball	Static rollball Dynamic rollball (introduce)	Dynamic rollball Rollball positioning (side of defender) Dump-split	Dynamic rollball Elite Strike-dump (line attack)	
Rucking	Half role First receiver role	First Receiver positioning Rucking at pace Wrapping from half	Rucking strategies <i>Direct, expansive</i> Rucking tactics <i>Sub set/exiting, transition tempo</i>	
Attack	Running into space Effecting the touch in attack Supporting ball carrier Progressing ball toward scoreline Scoring a Touchdown The Tap	Slide dive – introduce base skill Switch Wrap Scoop Decision making - 2 on 1 Attacking space	ATTACKING SKILLS Slide dive – elite execution Switch variations Wrap variations Decision making 3 v 2, 4 v 3 Attacking lines <i>Hook, direct, in, bounce</i> ATTACKING STRATEGIES	

			Expansive vs direct Defender conditioning & sequencing Statics second phase score-zone tactics	
Defence	Returning onside Effecting the touch in defence Foundation 'team' defence	Ruck defence general Wrap defence Switch defence Defensive space awareness Body positioning in touch Compressed/ basic shutdown defence	<i>DEFENSIVE SKILLS</i> Control/contesting the ruck ("red touch") Body position(non-contest) Post touch actions Pre touch positioning <i>DEFENSIVE STRATEGIES</i> Line defence policy (shutdown vs man on) General defensive tactics – 1,3,5 Line defence tactics (" <i>l</i> " defence, hold, tread, no bite)	
Game Concepts & Strategies	Communication Basic understanding of rules Basic positional understanding	Non verbal communication Application of rule knowledge Effective substitution Positional differences	Substitution rotations Elite rule interpretations/variations Position specific roles Elite drop off strategies Playing with five on field	
Athletic Performance	Warm up /Cool down— education and introduction Stretching	Warm up – movement specific Mental preparation – basic Nutrition for performance Recovery – stretching & hydration	Recovery – Ice baths, injury management ASADA Anti-Doping Education Strength & conditioning Introduce Athlete Profiling	Psychology Apply Athlete behaviour profiling Leadership Improve performance through life balance Strength and conditioning

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SECTION

05 REFEREE ACCREDITATION

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6.1. Introduction

Coaches play a vital role in Touch Football, fostering the development of our athletes both on and off the field.

Becoming an accredited coach is an important step in ensuring that you are providing a quality service to the participants you are working with.

TFA has a four-tier accreditation system.

6.2. Foundation Coach

Duration	7 hours
Pre Course Requirements	Australian Sports Commission Community Coaching General Principles course
Age of Entry	14 years
Course Outcomes	<p>1.1 identify the various components, and when to apply them, of:</p> <ol style="list-style-type: none"> 1. Teaching Games for Understanding 2. CHANGE IT 3. Touch Football Athlete Development Framework <p>2.1 After completing this Session, participants will be able to identify the correct descriptions and coaching points of the following movement, ball, roll ball and rucking skills:</p> <ol style="list-style-type: none"> 1. Running – forwards, backwards & ball 2. Agility – side step, swerve, shuffle 3. Ball Grip 4. Passing – Stationary 5. Passing – On the run 6. Catching 7. Acting Half Pass 8. Static Roll ball 9. Dynamic Roll ball (introduce) 10. Half position 11. Half role 12. First receiver role 13. Rucking <p>3.1 identify the correct descriptions and coaching points of the following skills:</p> <p>Attack:</p> <ol style="list-style-type: none"> 1. Running into space 2. Effecting the touch in attack 3. Scoring a touchdown

	<p>4. The tap</p> <p>5. Supporting ball carrier</p> <p>6. Progressing ball toward Scoreline</p> <p>Defence:</p> <p>1. Returning onside</p> <p>2. Effecting the touch in defence</p> <p>3. Line Defence</p> <p>4.1 identify the correct descriptions and coaching points of the following game concepts and strategies:</p> <p>1. Communication</p> <p>2. Basic Understanding of the rules</p> <p>3. Basic positional awareness</p> <p>5.1 correctly plan a season and skill session, incorporating teaching games for understanding, change it and skill development frameworks.</p> <p>6.1 correctly demonstrate implementing a session plan, including teaching games for understanding, change it and athlete development framework areas.</p>
Competency Requirements	The satisfactory completion of activities in the workbook and group participation. Practical Competency achieved on the Assessment Tool.
Assessment Tool	Foundation Coach Practical Checklist.
Assessor	TFA Coach Facilitator.
Qualification Authorisation	Coach Foundation level athletes.
Professional Development	<p>Practical Coaching experience.</p> <p>Observe experienced coach.</p> <p>Seek a mentor to assist/observe and provide feedback</p> <p>Attend Coaching Workshops</p> <p>Complete Talent Accreditation</p>
Completion Time	Within 12 months of commencement.
Updating Requirements	<i>To be revised for 2017 to include:</i>

Accreditation remains active for 4 years from the date of issue. To reaccredit TFA Foundation Coaches must

- 1. Complete online Talent Accreditation Update module*
- 2. Must be a registered Coach practicing at the Foundation level for minimum of one season/year in the four-year accreditation period.*

If Accreditation isn't maintained, Membership will remain in-active until the time that Accreditation update is completed.

Foundation Coach Practical Checklist						
Participant Name:			Course No:			
Coaching Area	Competency Statement	Not Observed	Below standard	Working towards competence	Competent	Highly Competent
General (ASC General Principles applicator)						
Role of Coach	Facilitates demonstration coordination of group as appropriate					
Safe Environment	Has observed the environment and made safety modifications if required.					
Coaching Processes						
Skill Area:						
Key Coaching Points	Demonstrated and correctly identified					
Teaching Games for Understanding	Use of this approach in teaching of skill					
CHANGE IT	CHANGE it Model used to modify game – List adaption made below –					
Communication & Feedback	Communication with athletes including feedback provided to correct techniques, or reinforce correct technique as required.					
General Comments						
Assessor Name:					Competent / Not yet competent	

Signed:	Date
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6.3. Talent Coach

Duration	8 hours
Pre Course Requirements	Accredited Foundation Coach (minimum 6 months)
Age of Entry	15 years
Course Outcomes	<p>1.1 Identify the various components, and when to apply them, of:</p> <ol style="list-style-type: none"> 1. Teaching Games for Understanding. 2. CHANGE IT. 3. Touch Football Athlete Development Framework. <p>2.1 Utilise best practice selection methods to identify talent, manage athletes and select teams at the Talent level to ensure the process is managed appropriately.</p> <p>3.1 Structure and incorporate warm up, mental preparation, nutrition and recovery practices for training and competition.</p> <p>4.1 Demonstrate their ability to create logistical plans while incorporating on and off field Talent level representative competition requirements.</p> <p>5.1 Understand the elements required to influence positive team building.</p> <p>6.1 Identify the correct descriptions and coaching points of the following movement skills:</p> <ol style="list-style-type: none"> 1. Running – sprinting 2. Agility – forwards/backwards/sideways, stepping a defender. <p>7.1 Identify the correct descriptions and coaching points of the following ball skills</p> <ol style="list-style-type: none"> 1. Spiral/Long pass. 2. Passing – left and right. 3. Half Pass. 4. Dummy Pass. 5. Draw and Pass <p>8.1 Identify the correct descriptions and coaching points of the following Rollball and rucking skills:</p> <ol style="list-style-type: none"> 1. Dynamic Rollball. 2. Rollball positioning. 3. Dump-split. 4. First receiver positioning. 5. Rucking at pace. 6. Wrapping from half. <p>9.1 Identify the correct descriptions and coaching points of the following skills: Attack:</p>

	<ol style="list-style-type: none"> 1. Scoring a touchdown – slide dive. 2. Switch. 3. Wrap. 4. Scoop. 5. Decision making 2 on 1. 6. Attacking space. <p>10.1 Identify the correct descriptions and coaching points of the following skills</p> <p>Defence skills:</p> <ol style="list-style-type: none"> 1. Ruck defence (body position in touch). 2. Wrap defence. 3. Switch defence. 4. Defensive space awareness. 5. Compressed/basic shutdown defence. <p>11.1 Identify the correct descriptions and coaching points of the following game concepts and strategies:</p> <ol style="list-style-type: none"> 1. Non-verbal communication. 2. Application of rule knowledge. 3. Effective substitution. 4. Positional differences. <p>12.1 Understand the elements of analysis in developing a game plan.</p>
Competency Requirements	<p>The satisfactory completion of activities in the workbook and group participation.</p> <p>Practical Competency achieved on the Assessment Tool.</p>
Assessment Tool	Talent Coach Practical Checklist.
Assessor	TFA Talent Coach Facilitator.
Qualification Authorisation	Coach Talent level athletes.
Professional Development	<p>Practical Coaching experience.</p> <p>Observe experienced coach.</p> <p>Seek a mentor to assist/observe and provide feedback</p> <p>Attend Coaching Workshops</p> <p>Complete Elite Accreditation</p>
Completion Time	Within 12 months of commencement.
Updating Requirements	<i>To be revised for 2017 to include</i>

Accreditation remains active for 4 years from the date of issue. To reaccredit TFA Talent Coaches must

- 3. Complete online Talent Accreditation Update module*
- 4. Must be a registered Coach practicing at the Foundation or Talent level for minimum of one season/year in the four-year accreditation period.*

If Accreditation isn't maintained, Membership will remain in-active until the time that Accreditation update is completed.

Talent Coach Practical Checklist – In Course					
Participant Name:			Course No:		
Coaching Competency Statement	Not Observed	Below standard	Working towards competence	Competent	Highly Competent
Preparation					
Demonstrates planning to the required depth					
Coaching Practice					
Provides an effective demonstration					
Coaching steps are logically / sequentially organized					
Coaching points are correctly identified: Movement Skills					
Coaching points are correctly identified: Ball Skills					
Coaching points are correctly identified: Attack Skills					
Coaching points are correctly identified: Defence Skills					
Identifies errors and or makes corrections					
Varies the methodology of delivery					
Caters for Individual needs / differences					
Group Management					
Demonstrates effective organizational skills					
Is able to engage participants effectively					
Communication					
Provides clear concise instructions					
Checks for understanding					
Provides adequate and accurate feedback					
Reinforces correct techniques or behaviours					
Demonstrates effective listening skills					
Demonstrates effective questioning techniques					
Displays enthusiasm and energy					
General					
Content delivered is appropriate & accurate					
Understand the elements of analysis in developing a game plan					
Comments					
Assessor Name:			Competent / Not yet competent		

Signature:

Date:

6.4. Elite Coach

Duration	16 hours
Pre Course Requirements	Accredited Talent Coach (Minimum 12 months) ASC Intermediate General Principles Course (details provided at time of Elite Course Registration)
Age of Entry	16 years
Course Outcomes	<p>1.1 Understand different “DISC Behavioural Styles”</p> <p>1.2 Recognise their own strengths and areas to improve in their DISC style</p> <p>1.3 Demonstrate skills of communicating more effectively with others</p> <p>2.1 Understand what is ‘team dynamics’</p> <p>2.2 Understand common team conflicts and how to identify and resolve</p> <p>2.3 Create Team Roles to suit behavioural strengths.</p> <p>3.1 Understand the coaching points for teaching</p> <ol style="list-style-type: none"> 1. Movement skills – agility 2. Ball Skills – wrap pass, flop pass, ‘out’ ball 3. Rollball & Rucking – strike dump, Rollball left and right hand. <p>4.1 Understand the coaching points for teaching attacking skills and strategies including:</p> <ol style="list-style-type: none"> 1. Diving 2. Out ball 3. Working of the ball 4. Phase play 5. Rucking <p>5.1 Understand the coaching points for teaching defence skills and strategies including:</p> <ol style="list-style-type: none"> 1. Pre touch position and post touch action 2. Transition defence 3. Line defence policies 4. Line defence tactics <p>6. Understand current research and trends relating to physiology and elite touch</p> <p>6.2 Identify the relevant fitness components and priorities</p> <p>6.3 Apply understanding to construct a training program.</p> <p>7.1. Understand “intervention” and how to best intervene for a positive outcome.</p> <p>7.2 Identify various methods and tools for game analysis</p> <p>7.3. Evaluate game information/measurements in relation to a game plan.</p>

	<p>8.1 Utilise information and data obtained to construct and modify an elite game plan.</p> <p>9.1 Understand the Elite Skill requirements</p> <p>9.2. Understand the importance of competency assessment, and the step involved to complete assessment</p> <p>9.3. Understand the Elite Selection forum, and the criteria of team roles and requirements in athlete selection decisions</p> <p>10.11. Understand the role of a mentor, and the importance of mentoring.</p> <p>10.2. Review the mentoring process, and understand the application for a formal mentor relationship.</p> <p>11.1. Understand the Integrity of Sport components in a Touch Football environment (<i>Anti-Doping and Match Fixing, Athlete Wellbeing</i>)</p> <p>11.2. Understand the importance and role of support staff including Assistant coaches, Managers and Medical Staff.</p> <p>11.3. Understand TFA Coach Appointments and Application processes.</p> <p>12.1 Discuss different concepts and theories with regard to the 5 areas above.</p> <ol style="list-style-type: none"> 1. Substitution rotations 2. Elite rule interpretations/variations 3. Position specific roles 4. Elite drop off strategies 5. Playing with five on field
Competency Requirements	<p>The satisfactory completion of activities in the workbook, practical presentation and group participation.</p> <p>Practical Competency achieved on the Assessment Tool.</p>
Assessment Tool	Elite Coach Assessment Form.
Assessor	TFA Elite Coach Assessor
Qualification Authorisation	Coach Elite level athletes.
Professional Development	<p>Practical Coaching experience.</p> <p>Observe experienced coach.</p> <p>Seek a mentor to assist/observe and provide feedback</p> <p>Mentor developing coaches.</p> <p>Attend Coaching Workshops</p> <p>Complete Elite Accreditation</p>
Completion Time	Within 12 months of commencement.

Updating Requirements	<p><i>To be revised for 2017 to include</i></p> <p><i>Accreditation remains active for 4 years from the date of issue. To reaccredit TFA Elite Coaches must</i></p> <ol style="list-style-type: none"><i>1. Complete online Elite Accreditation Update module</i><i>2. Must be a registered Coach practicing at the Elite level for minimum of one season/year in the four-year accreditation period.</i><i>3. If Elite Active Status isn't maintained, activity is reinstated at the Talent level until accreditation update is complete.</i>
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Elite Coach Practical Checklist – In Course					
Participant Name:			Course No:		
Coaching Competency Statement	Not Observed	Below standard	Working towards competence	Competent	Highly Competent
Preparation					
Demonstrates planning to the required depth					
Coaching Practice					
Provides an effective demonstration					
Coaching steps are logically/sequentially organized					
Coaching points are correctly identified					
Identifies errors and or makes corrections					
Varies the methodology of delivery					
Caters for Individual needs/differences					
Group Management					
Demonstrates effective organizational skills					
Is able to engage participants effectively					
Communication					
Provides clear concise instructions					
Checks for understanding					
Provides adequate and accurate feedback					
Reinforces correct techniques or behaviours					
Demonstrates effective listening skills					
Demonstrates effective questioning techniques					
Displays enthusiasm and energy					
General					
Content delivered is appropriate & accurate					
Displays evidence of innovation					
Manages session time effectively					
Comments					

Assessor Name:	Competent/Not yet competent
Signature:	Date:

COACHING ASSESSMENT FORM – ELITE

For use in-game for practical coaching assessment. Game Standard must be considered appropriate to observer criteria listed below, eg Open NTL or NYC, and State events as considered appropriate by TFA Assessor.

Coach's Name:	Assessor:
Coach's Position & Team:	Event:

Assessor Instructions – Place NYC (Not Yet Competent) or C (Competent) in each criteria box below. Where a criteria is not observed, or can't be assessed, place an 'X' in the box.

PREPARATION	C/NYC
Utilises support staff and outside expertise appropriately.	
Evidence of attention to detail.	
LEADERSHIP/PROFESSIONAL	
Adapts own behaviour to cater for Individual differences.	
Treats all players and staff equally and respectfully.	
Displays self-control and composure under pressure.	
Displays energy and enthusiasm in coaching.	
Displays characteristics of an effective role model (professionalism & attitude)	
TECHNICAL	
Correctly analyses individual skill in order to improve players skill execution.	
Provides the correct technical information when giving feedback at all times.	
Demonstrates a high degree of technical knowledge across all elements when coaching and communicating.	
Ensures key coaching opportunities of a technical nature are not lost during games	

COMMUNICATION	C/NYC
Provides clear direction to players and staff.	
Listens to and responds to player and staff input.	
Does not over coach or provide too many instructions.	
Provides coaching information to the team during games which is relevant and necessary.	
TACTICAL	
Employs appropriate strategies when formulating a game plan.	
Applies understanding of own players strengths and weaknesses in establishing their roles and responsibilities.	
Makes tactical decisions in the game (including intervention strategies) and engages players to adopt.	
Tactics used are up to date and appropriate for the level.	
Demonstrates an understanding of opposition tactics.	
Demonstrates awareness to identify and assume control at the critical moment/s during game.	

COMMENTS / SUMMARY

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ASSESSMENT

Signature:	Competent	Date:
	Not Yet Competent	

ASSESSMENT

Signature:	Competent	Date:
	Not Yet Competent	

6.5 Mastery Coach *To be determined.*

Duration	
Pre Course Requirements	
Age of Entry	
Course Outcomes	
Competency Requirements	
Assessment Tool	
Assessor	
Qualification Authorisation	
Professional Development	
Completion Time	
Updating Requirements	

7.1. Introduction

Referee Coaches play a vital role in Touch Football, fostering the development of our referees both on and off the field.

Becoming an accredited referee coach is an important step in ensuring that you are providing a quality service to the participants you are working with.

TFA has a four-tier accreditation system.

LEVEL	ACCREDITATION SYSTEM	
	REFEREE	REFEREE COACH
MASTERY SUSTAINED SUCCESS	MASTERY (LEVEL 6)	MASTERY
ELITE REPRESENTATION AND SUCCESS	LEVEL 5	ELITE
	LEVEL 4	
TALENT PRACTICE AND ACHIEVEMENT	LEVEL 3	TALENT
	LEVEL 2	
FOUNDATION PARTICIPATION/ SOCIAL	LEVEL 1	FOUNDATION

7.2. Foundation Referee Coach

Duration	8.5 hours
Pre Course Requirements	Australian Sports Commission Community Coaching General Principles Talent (Level 2) Touch Football Referee
Age of Entry	14
Course Outcomes	<p>1.0 Apply the following aspects of coaching to Touch Football referees:</p> <ol style="list-style-type: none"> 1. FTEM – Athlete Development Pathway 2. Basic Coaching Processes – meeting individual needs, problem solving and questioning, giving instructions and feedback 3. Coaching Styles <p>2.0 Coach techniques for referee positioning in a range of game situations.</p> <p>2.1 Understand important aspects of Game Awareness they must advise referees of while coaching such as:</p> <ol style="list-style-type: none"> 1. Attacking strategies 2. Dynamic Rollball positioning 3. Player positions <p>3.0 Understand important aspects prior to coaching including:</p> <ol style="list-style-type: none"> 1. Game aspects 2. Process for practical coaching <p>4.0 Understand what assessment is and apply the use of assessment tools for referees.</p> <p>5.0 Understand and apply the referee coaching processes:</p> <ol style="list-style-type: none"> 1. Use the PRO method and other general tips to assess then coach referees. 2. Follow correct procedures to fulfil their role as a Referee Coach. 3. Position themselves effectively while assessing or coaching referees. <p>6.0 Understand when is the best time to provide feedback?</p> <p>6.1 Understand what environments are best to have feedback discussions?</p> <p>6.2 Understand tools to assist the feedback process</p> <p>7.0 Participants will be able to work effectively in a competition or tournament as a Referee Coach.</p> <p>8.0 Participants will understand Referee Coach pathways and determine own goals as a Referee Coach.</p>
Competency Requirements	The satisfactory completion of activities in the workbook and group participation. Foundation Level Referee Coach – Experience Record
Assessment Tool	Provide two completed Foundation Level Referee Coach – Experience Records on Foundation Referees over six (6) months

Assessor	TFA Talent Referee Coach.
Qualification Authorisation	Coach Foundation level referees.
Professional Development	<p>Practical Coaching experience for six (6) months.</p> <p>Observe experienced coach.</p> <p>Seek a mentor to assist/observe and provide feedback</p> <p>Attend Referee Coaching Workshops</p> <p>Complete Talent Referee Coach Accreditation</p>
Completion Time	Within 12 months of commencement.
Updating Requirements	<p><i>To be revised for 2017 to include;</i></p> <p><i>Accreditation remains active for 4 years from the date of issue. To reaccredit TFA Foundation Referee Coaches must</i></p> <ol style="list-style-type: none"> <i>1. Complete online Foundation Referee Coach Accreditation Update module</i> <i>2. Must be a registered Coach practicing at the Foundation level for minimum of one season/year in the four-year accreditation period.</i> <p><i>If Accreditation isn't maintained, Membership will remain in-active until the time that Accreditation update is completed.</i></p>

Foundation Level Referee Coach – Experience Record

I, (Referee Coach name) of (association) submit this record as evidence to support my ongoing coaching development of grass roots referees (Foundation Level) conducted between the period and

I have coached the following referee:

Referee Name (1)		Foundation Badge Level
Date of Coaching	Summary of issues/points discussed	Summary of feedback provided

07 REFEREE COACH ACCREDITATION

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I, (Referee 1 above), confirm that (Referee Coach name) has coached me on the dates listed above and I have found his/her coaching to be:

	Rating – Helpful/Unhelpful	Reason for the Rating
1		
2		
3		

Signature of Referee:

Date:

Signature of Referee Coach:

Date:

7.3. Talent Referee Coach

Duration	8 Hours
Pre Course Requirements	Foundation Referee Coach (minimum 6 months) Provide two completed Foundation Level Referee Coach – Experience Records on Foundation Referees
Age of Entry	15
Course Outcomes	<p>1.0 Discussed their assessments on a Foundation (Level 1) and Talent (Level 2) referee performance and identified the subjectivity of assessment and different points of view.</p> <p>2.0 Reviewed conflict management from the view point of the referee coach</p> <p>3.0 Understand the importance of identifying the underlying problem thus allowing an appropriate remedy to be developed</p> <p>4.0 Have a better understanding of the game and how to coach to it</p> <p>5.0 Understand the effect field position has on the game and therefore referee control/positioning and how to coach referees to better manage the 5m.</p> <p>6.0 Understand the importance of teamwork</p> <p>7.0 Develop a set of Finals Appointments for use at Affiliate/Regional Level and participate on an Affiliate/Regional Panel</p> <p>8.0 Understand how to participate on an Affiliate/Regional Referees Panel.</p> <p>9.0 Understand Referee Coach pathways and determine own goals as a Referee Coach.</p>
Competency Requirements	<p>The satisfactory completion of activities in the workbook and group participation.</p> <p>Practical Competency achieved on the Assessment Tool.</p> <p>The pre-requisites to attend the Talent Referee Coach Course are:</p> <ol style="list-style-type: none"> 1. Completed the ASC General Coaching Principles Course 2. Completed the Foundation Referee Coach Course 3. Held the Foundation Referee Coach qualification for a period of six (6) months 4. Completed practical coaching at grass roots level working with at least two (2) Foundation Level referees 5. Submitted the experience record to State for data base record update
Assessment Tool	<p>Talent Level Referee Coach– Experience Record</p> <p>Provide Four (4) completed Talent Level Referee Coach– Experience Records on Talent (Level 2) and or/Talent (Level 3) Referees over six (6) months</p>

Assessor	TFA Elite Referee Coach
Qualification Authorisation	Coach Talent level referees (badge 2 and 3) Undertake assessment of Referees to award level 2 and 3 badges under State arrangements.
Professional Development	Practical Coaching experience. Observe experienced coach. Seek a mentor to assist/observe and provide feedback Attend Referee Coaching Workshops Attend Regional and state representative events. Complete Elite Referee Coach Accreditation
Completion Time	Within 12 months of commencement.
Updating Requirements	<i>To be revised for 2017 to include Accreditation remains active for 4 years from the date of issue. To reaccredit TFA Talent Referee Coaches must</i> <ol style="list-style-type: none"> <i>1. Complete online Talent Referee Coach Accreditation Update module</i> <i>2. Must be a registered Coach practicing at the Foundation or Talent level for minimum of one season/year in the four-year accreditation period.</i> <i>If Accreditation isn't maintained, Membership will remain in-active until the time that Accreditation update is completed.</i>

Talent Level Referee Coach - Experience Record

I, (Referee Coach name) of (association) submit this record as evidence to support my ongoing coaching development of grass roots referees (Talent Level (Level 2 and Level 3) conducted between the period and

I have coached the following referee:

Referee Name (1)		Talent Badge Level 2 / 3
Date of Coaching	Summary of issues/points discussed	Summary of feedback provided

07 REFEREE COACH ACCREDITATION

I, (Referee 1 above), confirm that
 (Referee Coach name) has coached me on the
 dates listed above and I have found his/her coaching to be:

	Rating - Helpful/Unhelpful	Reason for the Rating
1		
2		
3		

Signature of Referee: Date:

Signature of Referee Coach: Date:

Signature of State Education and Training Advisor:

Date:

Printed Name of State Education and Training Advisor:

7.4. Elite Referee Coach *To be determined.*

Duration	8 –16 hours (TBC)
Pre Course Requirements	Talent Referee Coach (minimum 12 months) Provide two completed feedback coaching forms on Talent Referees Australian Sports Commission Intermediate Coaching General Principles (details provided at time of registration).
Age of Entry	16
Course Outcomes	<ol style="list-style-type: none"> 1. Assess and discuss a Level 3 and Level 4 referee performance when seeking upgrade to Level 4 and Level 5. To identify the subjectivity of assessment and different points of view. 2. Understand off-field referee positioning on the Scoreline allowing improved coaching and terminology for referees 3. Understand how pressure and fatigue impact on decision making and how it can impact on performances 4. Understanding of the roles and dynamics within the referee team and how to work within these to enhance performance of the team. 5. Design a coaching plan to improve performance 6. Understand the importance of forming an emotional bond with referees. 7. Improved understanding of game awareness and not rely on checklists to coach. 8. Understand the elite referee upgrade process and for use at State and National Level.
Competency Requirements	<p>Practical Competency achieved on the Assessment Tool.</p> <ol style="list-style-type: none"> 1. Australian Sports Commission Intermediate Coaching General Principles 2. Completed practical coaching at Elite level working with at least two (2) Talent Level referees 3. Submitted the experience record to State for data base record update 4. Achieve Elite Level 1 5. Achieve Elite Level 2
Assessment Tool	<p>Elite Referee Coach Experience Record</p> <p>Elite 1: Practical coaching at State level working with at least three (3) Elite (Level 4) Level referees over a minimum period of at least a 12 month period</p> <p>Elite 2: Practical coaching at National level working with at least three (3) Elite (Level 5) Level referees over a minimum period of at least 12-month period</p>

	Elite Referee Coaching Final Assessment Form
Assessor	TFA Elite Referee Coach
Qualification Authorisation	Coach Elite level referees (badge 4 and 5) Undertake assessment of Referees to award level 4 badges under State arrangements and recommend to the Referee Coaching level 5 badges.
Professional Development	Practical Coaching experience. Observe experienced coach. Seek a mentor to assist/observe and provide feedback Mentor other developing coaches Attend Referee Coaching Workshops Attend State and National representative events. Complete Mastery Referee Coach Accreditation
Completion Time	Within 12 months of commencement.
Updating Requirements	<i>To be revised for 2017 to include</i> <i>Accreditation remains active for 4 years from the date of issue. To reaccredit TFA Elite Referee Coaches must</i> <i>1. Complete online Elite Referee Coach Accreditation Update module</i> <i>2. Must be a registered Coach practicing at the Elite level for minimum of one season/year in the four-year accreditation period.</i> <i>If Elite Active Status isn't maintained, activity is reinstated at the Talent level until accreditation update is complete.</i>

Elite Level Referee Coach – Experience Record

I, (Referee Coach name) of (association) submit this record as evidence to support my ongoing coaching development of State and National referees (Elite Level (Level 4 and Level 5) conducted between the period and

I have coached the following referee:

Referee Name (1)		Elite Badge Level 4 / 5
Date of Coaching	Summary of issues/points discussed	Summary of feedback provided

07 REFEREE COACH ACCREDITATION

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I, (Referee 1 above), confirm that
 (Referee Coach name) has coached me on the dates
 listed above and I have found his/her coaching to be:

	Rating – Helpful/Unhelpful	Reason for the Rating
1		
2		
3		

Signature of Referee: Date:

Signature of Referee Coach:..... Date:

Signature of State Education and Training Advisor:

Date:

Printed Name of State Education and Training Advisor:

Elite 1 Referee Coach – Final decision

After practical experience gained, final assessment process:

- Conduct Level 4 upgrade assessment at State level
- Assessed by TFA Approved Elite 2/Master Referee Coach
- Submitted the records to TFA for data base record update

As the Elite and Master Referee Coach qualifications are a Nationally issued qualification, the Assessor for the Elite 1 and Elite 2 Referee Coaches is to be certified and approved by TFA. States are to submit the nominations to TFA for approval.

Elite 2 Referee Coach – Experience

Elite 2 Referee Coach is or has worked at a State Panel level and is now also working with or on the National Panel and is involved in the coaching and development of Level 5 Badged referees.

Provide evidence of:

- **National Touch League** – involvement on Upgrade Panel
- Practical coaching at National level working with at least three (3) Elite (Level 5) Level referees over a minimum period of at least a 12-month period
- Submitted the experience record to TFA for data base record update

Elite 2 Referee Coach – Final decision

After practical experience gained, final assessment process:

- Completed Elite 1 requirements
- Conduct Level 5 upgrade assessment at NTL level
- Assessed by TFA Approved Elite 2/Master Referee Coach
- Submitted the experience record to TFA for data base record update

As the Elite and Master Referee Coach qualifications are a Nationally issued qualification, the Assessor for the Elite 1 and Elite 2 Referee Coaches is to be certified and approved by TFA. States are to submit the nominations to TFA for approval.

ELITE REFEREE COACHING FINAL ASSESSMENT FORM

(For use in long term assessment where multiple viewing of an Elite level coach is possible. e.g. Elite 8, State, National Coaches etc.)

Referee Coach's Name:	Referee Coach Assessor:
Date:	

Assessor Instructions – Place a number (0 – 2) in each criteria box below. (note – 0 – needs attention, 1 – standard level, 2 – high level) Where a criterion is not observed, or can't be assessed, place an 'X' in the box. Assessment rating is based on the Overall rating score achieved.

PREPARATION	
Evidence of effective preparation for role (Coaching for L4)	
Evidence of effective preparation for role (Coaching for L5)	
Evidence of effective preparation for role (Upgrade Assessments L4)	
Evidence of effective preparation for role (Upgrade Assessments L5)	

COMMUNICATION	
Listens to and responds to referee(s) input	
Does not provide too many instructions (over coaching)	
Forms a connection, interacts, cooperates and facilitates effective communication with referee(s)	
Provides clear direction to referee(s)	

LEADERSHIP	
Treats referee(s) equally and respectfully	
Displays self-control and composure under pressure when coaching and able to calm referee(s) if required.	
Displays energy and enthusiasm in coaching	
Displays characteristics of an effective role model (professionalism and attitude)	

TACTICAL – GAME AWARENESS	
Demonstrates an understanding of game strategies	
Able to provide referee(s) with appropriate solutions to specific situations	
Demonstrates an innovative approach to coaching (Looks for new or own ideas)	
Able to interact and learn from other referee coaches	

TECHNICAL	
Correctly analyses individual skill to improve referee(s) skill execution	
Provides the correct technical information when giving feedback	
Demonstrates a high degree of technical knowledge across all elements when coaching	

TACTICAL – UPGRADE ASSESSMENTS	
Elite 1 RC (must be deemed competent before attempting Elite 2): Capable of conducting an upgrade Assessment L4 for Open level referees	
Elite 1 RC (must be deemed competent before attempting Elite 2): Capable of conducting an upgrade Assessment L4 for Senior level referees	
Elite 2 RC: Capable of conducting an upgrade Assessment L5 for Open level referees	

Compilation Guide for Assessors:

PREPARATION	
Evidence of effective preparation for role (Coaching for L4)	<p>The candidate under assessment can:</p> <ol style="list-style-type: none"> 1. Display a working knowledge of the contents of the Assessment Tool 2. Explain how to rate a criterion to determine competency
Evidence of effective preparation for role (Coaching for L5)	
Evidence of effective preparation for role (Upgrade Assessments L4)	
Evidence of effective preparation for role (Upgrade Assessments L5)	

LEADERSHIP	
Treats referee(s) equally and respectfully	<p>The candidate under assessment can:</p> <ol style="list-style-type: none"> 1. Remain composed when communicating with referees under assessment especially if the referee is upset, irritated or agitated 2. Displays professionalism – on time, prepared, polite 3. Displays a positive attitude, uses positive language, willingness to assist
Displays self-control and composure under pressure when coaching and able to calm referee(s) if required.	
Displays energy and enthusiasm in coaching	
Displays characteristics of an effective role model (professionalism and attitude)	

TECHNICAL	
Correctly analyses individual skill to improve referee(s) skill execution	<p>The candidate under assessment can:</p> <ol style="list-style-type: none"> 1. Identify (major) referee skills improvement areas 2. Provides appropriate solutions for referee skills improvements 3. Provide alternative solutions when required 4. Use PRO methodology to provide a clear, concise and appropriate feedback to enhance game outcomes
Provides the correct technical information when giving feedback	
Demonstrates a high degree of technical knowledge across all elements when coaching	
Provides an accurate and effective technical summary or main points at half time and/or at full time	

COMMUNICATION	
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07 REFEREE COACH ACCREDITATION

Listens to and responds to referee(s) input	<p>The candidate under assessment can:</p> <ol style="list-style-type: none"> 1. Apply active listening skills to ensure effective communications 2. Provides appropriate solutions for referee skills improvements 3. Establish a working relationship with the referee 4. Use PRO methodology to provide a clear, concise and appropriate feedback to enhance game outcomes
Does not provide too many instructions (over coaching)	
Forms a connection, interacts, cooperates and facilitates effective communication with referee(s)	
Provides clear direction to referee(s)	

TACTICAL – GAME AWARENESS	
Demonstrates an understanding of game strategies	<p>The candidate under assessment can:</p> <ol style="list-style-type: none"> 1. Identify the game strategies being used in the game and these impacts on referee performances 2. Provides appropriate solutions for the game strategies to enhance referee performances 3. Provide alternative solutions when required 4. Seek assistance from other referee coaches to enhance skills/knowledge
Able to provide referee(s) with appropriate solutions to specific situations/identified weaknesses	
Demonstrates an innovative approach to coaching (Looks for new or own ideas)	
Able to interact and learn from other referee coaches	

TACTICAL – UPGRADE ASSESSMENTS	
<p>Elite 1 RC: Capable of conducting an upgrade Assessment L4 for Open level referees</p>	<p>The candidate under assessment can:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to compile the practical assessment (CBA) tools appropriate to the level of competency and age division being attempted/assessed.
<p>Elite 1 RC: Capable of conducting an upgrade Assessment L4 for Senior level referees</p>	
<p>Elite 2 RC: Capable of conducting an upgrade Assessment L5 for Open level referees</p>	
<p>Elite 2 RC: Capable of conducting an upgrade Assessment L5 for Senior level referees</p>	

7.5. Mastery Referee Coach *To be determined.*

Duration	
Pre Course Requirements	
Age of Entry	
Course Outcomes	
Competency Requirements	
Assessment Tool	
Assessor	
Qualification Authorisation	
Professional Development	
Completion Time	
Updating Requirements	

8.1 What is Mentoring?

Mentoring is nothing new – particularly in sport. We have all turned to an experienced friend or colleague for advice, especially when we are learning something new or are facing a new challenge. Most sports people and many coaches and officials would freely admit that they have sought the advice of an experienced player, coach or official at some point in their career. What is new however is the concept of using a mentor in a more structured way to help guide you through a challenging learning process.

Mentoring is a highly effective way for new coaches and officials to learn the ‘art’ of their role, and apply theory that they may have learnt in a classroom or through independent study. Mentors can bring life to a theoretical concept, demonstrate practical coaching and officiating skills, be a sounding board for problems, help the coach/official to identify some weaknesses or just be a source of motivation and a reminder that the coach/official is doing a great job!

Mentoring relationships can be formally structured, with mentors assigned to coaches or officials, or they can grow out of a chance encounter with a like-minded coach/official and remain very informal. They can be equally useful for a new coach/official just starting out in their sport, as for an elite coach/official with many years of experience. It doesn't matter what form a mentoring relationship takes, as long as both the coach/official and the mentor see value in the relationship and it helps them to develop and become better at their job.

8.2 Why Mentor?

There are many benefits to mentoring for coaches and officials.

Benefits to the coach/official

- Mentoring can increase confidence and motivation.
- It can provide constructive feedback on performance.
- It helps coaches/officials to translate theory into practice.
- It provides opportunities to ‘network’ and enhance career prospects.
- It promotes lifelong learning through relationships.
- It can minimise the difficulties of attending training courses.

Benefits to the mentor

- Mentoring provides renewed enthusiasm and commitment to the mentor's own work.
- It creates opportunities for mentors to share their knowledge and skills.
- It recognises the expertise of mentors.
- It provides new opportunities for mentors to learn.

8.3 Types of Mentoring Relationships

Mentoring for coaches' /officials' development can serve a variety of purposes. It can be used:

- as a key learning experience for coaches/officials to gain their accreditation (either in conjunction with courses or instead of them);

- as a means of supervising coaching or officiating practice associated with accreditation;
- as a means of professional development for coaches at any level of accreditation (e.g. an updating activity); or
- as a means to ‘fast track’ coaches or officials with potential through their accreditation.

8.4 The Mentoring Process

Whatever the purpose of the mentoring relationship, effective relationships involve the following processes:

Step	Task	Information
1.	Identifying needs	By identifying the needs of the coach/official and the mentor at the beginning of the relationship, it will be clear what both parties hope to get from it and the experience can be better tailored to meet the needs of both parties.
2.	Goal setting	After identifying both parties’ needs it should be possible to set some specific goals for the relationship – for both the coach/official and the mentor. An example of a goal for a coach being mentored might be “ <i>to improve the quality of feedback provided to individual athletes at training</i> ”, whereas a mentor might have a goal “ <i>to spend 10 minutes reflecting on my own coaching after each training session, so that I am better able to explain the rationale for my actions to the coach I am mentoring</i> ”.
3.	Establishing an agreement	The agreement does not need to be a formal written one (although this might be appropriate), but the coach/official and mentor should at least discuss and agree upon some ground rules for the relationship, e.g. how often they will meet and where, whether it’s ok to phone one another at home, what time period they want the relationship to run for and when they want to review the relationship etc.
4.	Observation	Observation of the coach/official in action should focus on the needs and goals that they have already identified. It might be helpful for the coach/official and the mentor to develop a simple observation checklist to ensure that the mentor focuses their attention on the coach’s/official’s areas of need.
5.	Analysis and feedback	This should be a shared process, with the coach/official being given the opportunity to analyse their own performance, as well as the mentor providing their analysis. This will encourage the development of reflective coaches/officials, who have the ability to analyse the own performance and improvements. Questioning can be an extremely valuable tool for mentors at

		this step of the process. By asking supportive, but challenging, questions of the coach/official, the mentor will empower them to make their own analyses and subsequent improvements to their performance.
6.	Action planning	Once the mentor has observed and analysed the performance of the coach/official, together they can explore ways of improving the coach's/official's performance. Ideally the mentor should write down the strategies to be used for improvement and re-visit them after further practice to ensure that the strategies have been effective.
7.	Review	The mentoring relationship is likely to change and grow as it progresses. Many relationships are not always smooth sailing however, and the effectiveness of the relationship should be reviewed at regular intervals. If the relationship is no longer meeting the needs of the coach/official or the mentor, then it may be time to end the relationship or find a new mentor.

8.5 When can mentoring occur?

Some opportunities for mentoring include:

- **At training.** A mentor can be invited to observe some of the coach/official's sessions, or they may even take a part of a session to give the coach/official an opportunity to see them in action.
- **At competitions.** A mentor can be invited to observe at competitions; however, the mentor needs to consider the effect that any mentoring will have on the performance of the athletes. Perhaps scheduling some time with a mentor after competition to review the coach's/official's performance is the best compromise.
- **Video analysis.** It may be difficult to have a mentor attend a practice session or competition, particularly for coaches in rural areas. A good alternative is to video tape the coach/official in action and send the tape to the mentor for comment. It is also important to provide the mentor with some background and the goals and plan for the session, as they will not be aware of the context in which the video is taken. The video process should ideally be a catalyst for discussion of the coach's/official's performance, not become the focus of the exercise in itself.
- **Analysis of a video of an athlete performing.** This can be a good way to obtain some mentoring on the technical aspects of the sport, but it can also be an opportunity to discuss communication skills. Mentors can encourage coaches/officials to role-play how they might talk to the athlete about their performance or change their technique.
- **Planning of sessions/seasons.** Having a mentor comment on plans can help to identify any shortcomings and enable coaches to build better plans for the future.
- **Interacting with sports scientists and support staff.** Developing coaches often have little opportunity to work with sports scientists. Learning from a mentor how to best use these personnel can be a valuable experience.

All above information is provided by the Australian Sports Commission 2006

8.6 Mentoring Agreement

We _____ (Mentee) and

_____ (Mentor)

agree to enter into a mentoring relationship and comply with the following conditions.

Commencement date: _____ Expiry date: _____

Mentee's current position: _____

Strengths	Areas for Improvement

Mentee's goals:

Goal	How do I get there?	How long to achieve goal?

Outcomes for the mentor (what do you want to achieve from this relationship; how will you know you have achieved the required outcomes)

Observation dates and times (when, where and how often observations will take place)

Feedback opportunities (how and when you will communicate with each other)

Relationship rules

We agree to commit to establishing a mutually beneficial mentoring relationship for the duration of this agreement. We agree to an assurance of confidentiality and a no-fault termination of this relationship if necessary. This agreement may be reviewed at the request of either party.

Signature of mentee: _____ Date: _____

Signature of mentor: _____ Date: _____

Example: Mentoring Agreement

We **_Referee Talent (L2) Female_**(Mentee) and **_Senior Female Referee_**(Mentor) agree to enter into a mentoring relationship and comply with the following conditions.

Commencement date: _Aug 2016_ Expiry date: _Feb 2017_

Mentee's current position: _Affiliate Referee_

Strengths	Areas for Improvement
Willingness to learn Desire to be challenged Signals with appropriate verbal communication	5m control – setting in general play 5m management – when the attacking strategy is to drive

Mentee's goals:

Goal	How do I get there?	How long to achieve goal?
Achieve Talent (L3) badge at State champs March 2017	Seek mentor – preference a senior female Participate in affiliate games 2 nights/week Separate fitness program using crossfit program Attend Junior champs in Nov 2016 to gain game experience and additional panel coaching – link the feedback back to mentor Seek video footage of three games at Junior champs for review with mentor in Jan 2017	6 months

Outcomes for the mentor (what do you want to achieve from this relationship; how will you know you have achieved the required outcomes)

What do you want to achieve from this relationship – guidance and assistance to achieve a better standard of refereeing and change my weaknesses into strengths so the games controlled have the right outcome and all are enjoyable

How will you know you have achieved the required outcomes – 5m control will be more consistent, game outcomes will be better (less penalties, feel more in control of game), enjoy the games more, possible upgrade

Observation dates and times (when, where and how often observations will take place)

Observation by mentor 1 night/wk with two games (Thu PM at ABC park 6pm and 8pm), games are where possible WO, W20, M35, M40

Junior Champs (Nov) – feedback sheets discussions with mentor

Video session (Jan 2017) based on footage gained at Junior champs

Feedback opportunities (how and when you will communicate with each other)

Weekly at games

As time permits post games at Junior champs

Video review session in Jan 17

How: Verbal communications face to face where possible, written email, facebook, snapchat, skype chat

Relationship rules

Open and honest communication. It is critical that you maintain confidentiality.

The mentee decides upon the amount of help and guidance needed.

The mentee to take the initiative to ask for help or advice and to tackle more challenging assignments. Prepare the goals and objectives you have for your referee career. Be prepared to ask for specific guidance and advice on your goals, plans and strategic ideas

Address the performance and not the person

Accept responsibility for own development and performance standards. Take the initiative to ask for feedback

Always act with courtesy and respect towards your mentor. Always be considerate and respect your mentor's time as you do your own.

Return phone calls promptly and be on time with commitments or meetings. If your mentor offers a specific time frame of availability, respect their wishes by following through.

Demonstrate that you have followed advice or commitments for action at every opportunity, even if you have modified your plan. Pointing out that you used your mentor's help and sharing outcomes is important

We agree to commit to establishing a mutually beneficial mentoring relationship for the duration of this agreement. We agree to an assurance of confidentiality and a no-fault termination of this relationship if necessary. This agreement may be reviewed at the request of either party.

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Signature of mentee: _____ Date: _____

Signature of mentor: _____ Date: _____

9.1 Overview

Touch Football Australia (TFA) acknowledges the skills and knowledge obtained through the following avenues:

- formal training conducted by industry or educational institutions in Australia or overseas;
- work experience (informal training); or
- life experience

If you do have some experience or qualifications, perhaps these can count towards your qualification and you may be able to skip the training phase of some modules. The main focus is on the learning outcome not on how, where and when learning occurred. Some people applying to do this course may already be competent in one or more of the learning outcomes and should be given Recognition of Prior Learning (RPL) upon application.

TFA may apply RCC/RPL to the Training and Education qualifications providing there is evidence to support – Training delivery, knowledge and experience.

Please note if applying for RCC/RPL for Education delivery qualification candidates should also demonstrate a solid understanding of all TFA course/subject materials

Recognition of Current Competency

Recognition of Current Competency (RCC) is a practical assessment and is NOT just a ‘tick and flick’ exercise. It is a relaxed and friendly learning experience in itself. We find that most RCC candidates have some difficulties in performing tasks to the required standard, or are perhaps lacking in some aspects of underpinning knowledge. Our assessing staff is more than willing to discuss concepts and methods with you – to help you perform all the required tasks satisfactorily.

Very occasionally however, candidates fail their RCC assessment, but this is usually the result of poor preparation for assessment by the candidate.

RPL is considered a subset of RCC, as currency is of primary importance.

The process of RPL – Initial application and registration

Candidates when applying for RPL should apply/register with their respective State Training and Education Advisor for RPL well in advance of the actual course date. To do this, fill in the Application for Recognition of Prior Learning.

Self-assessment

A list of the skills and assessment criteria for each of the modules that you are seeking recognition in is attached to this policy. You can decide for yourself whether or not you meet these criteria.

After this period of self-assessment, you should take reasonable steps to prepare yourself for ‘formal assessment’.

Assessment by RPL requires you to submit evidence of your experience, training and qualifications that you have gained. Valid evidence can be in the form of course reports, logbooks and declarations by past employers or clubs that you have worked for and any other legitimate verification that you can produce.

This verification could come from the Australian Quality Framework (AQF) which comprises thirteen national qualifications issued in:

1. the secondary schools sector;
2. the vocational education and training sector (TAFE and registered private providers); and
3. the higher education sector (mainly universities).

AQF Qualification by Educational Sector

School Sector Accreditation	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation
Senior Secondary Certificate of Education	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Master's Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree, Advanced Diploma Diploma

Some modules can be assessed entirely by evidence alone. But most skill-based modules require performance of tasks in the presence of an assessor. Sometimes, video evidence is a satisfactory way to demonstrate practical skills, particularly if you are some distance from our State offices.

RPL candidates have three (3) months from receipt of assessment criteria to completion of the self-assessment phase.

Modules that you decide NOT to RPL can be done by completion of the appropriate course session.

Formal Assessment

Once we have received your self-assessment and RPL evidence, we will commence your assessment process.

Modes of assessment

Skill modules usually always require practical assessment of your skills. After you have submitted your application for RPL, you will be given detailed information of the performance criteria for the modules that you are seeking assessment in.

Due to a high practical content, modules marked ** on the table below, will only be assessed by practical demonstration of your skills. This is normally conducted by personal attendance with an assessor. Where personal attendance is NOT possible, it is acceptable that you provide video of yourself completing the performance tasks required for assessment.

If you are applying for RCC/RPL assessment by evidence only, it is your responsibility to ensure that you provide adequate supporting evidence to prove your ability against the performance criteria. In some cases, practical assessment may need to be conducted if you cannot provide adequate evidence to support your application – this will be at your cost. Should you fail to pass RCC/RPL assessment, you will need to either, reapply after gaining the required skills, or book into a course or module.

Evidence for assessment can be course certificates, log book entry's, validated work experience, validated volunteer experience, military training and experience, letters from employers, co-workers, video – in fact anything that can validly substantiate your ability to meet the performance criteria.

A STEP THROUGH OF THE PROCESS:

The recognition process is a formal process comprised of two main phases:

Phase 1 – Request.

The candidate is to submit a written request for recognition, which includes their portfolio evidence, which supports their application to their respective State Training and Education Advisor.

Appendix 9.1 Recognition of Prior Learning Application – provides a framework for the provision of evidence against units of competency and/or learning outcomes.

Phase 2 – Assessment.

On receipt of the completed application from the candidate, the respective State Training and Education Advisor is to convene a recognition panel to evaluate the application. The panel should where possible, consist of a minimum a two (2) Assessors (subject matter expert(s)) in the competencies being assessed. The steps in this phase are outlined as follows:

- Step one.** The recognition panel will be convened to make an assessment decision.
- Step two.** The recognition panel will make a judgement on the application and record the assessment results in accordance with record keeping and confidentiality requirements.
- Step three.** The recognition panel will provide feedback to the candidate regarding the application. The panel may determine that the candidate is:
 - (a) competent for all units;
 - (b) competent for some of the competency standards, however, request additional evidence for others;
 - (c) NYC and request additional evidence or recommend assessment; or
 - (d) NYC and deny the application entirely and recommend you undertake formal training through completion of a course or training program.

Where the competencies being sought are not awarded, the decision is to be explained to the candidate. Further discussion on opportunities for overcoming any gaps in competency, as revealed by the assessment, will be discussed with the candidate. The candidate is to be advised of available reassessment opportunities and/or review appeal mechanisms if they disagree with the assessment decision.

- Step four.** Feedback on the positive and negative features experienced in the assessment and any suggestions for improving any aspect of the assessment process will be sought and reported to those responsible for the assessment procedure. If the candidate disputes the assessment decision, this will also be recorded and promptly reported. Recommendations that the assessment panels are most likely to make are outlined as follows:
 - (a) If the panel determines that further assessment may be warranted, an Assessor may be directed to conduct a performance assessment. These assessments are to be conducted using the established assessment criteria from the course package.
 - (b) Where competency is recognised and where efficiencies may reasonably be expected, the candidate may receive exemption, or advanced standing in a formal training program.

- (c) Where the member is assessed as NYC, recognition will be denied and formal training will be required.

Step five. Recognition panel recommendations are to be sent to the relevant respective State Training and Education for approval.

Appealing against recognition decisions

Candidates may appeal against the decisions of the recognition panel to the National Training and Education Advisor in accordance with the procedures outlined for appeals against assessment decisions as outlined in this policy.

In the event that the National Training and Education Advisor denies the recognition application, the candidate may not apply for recognition for the same competencies/learning outcomes for a period of at least one year.

APPEALS AGAINST ASSESSMENT DECISIONS

A candidate can request a review of an assessment decision directly to the original assessor or recognition panel. If a candidate disagrees with the decision of the recognition panel, they should discuss the reasons for their decision with the recognition panel. Candidates must formally request through the National Training and Education Advisor that a review of an assessment decision be conducted and a second assessment with a new assessor or recognition panel, if the National Training and Education Advisor believes that there is justification to do so.

This request must be raised in writing within seven working days of being advised of the assessment decision.

Costs of RCC/RPL

The cost of an RCC/RPL application/assessment is \$50.00. This is payable to TFA and incorporated into the RPL registration process. Payment must be lodged before the application will be actioned. Registration can be found on the TFA website www.touchfootball.com.au

Appendix 9.1 Recognition of Prior Learning Application

I,(Full Name), hereby apply for Recognition of Prior Learning (RPL) as a

TFA (Accreditation level/discipline).

I have attached as evidence (please build an evidence portfolio) to support this application, certified true copies of my previous training. For example:

1. Senior Secondary Certificate of Education,
2. Certificate IV Training and Education (TAE10),
3. Diploma or Advance Diploma in Training, or
4. Degree or higher qualifications in Training or Teaching.

I state that to the best of my knowledge this Recognition Application contains evidence that represents my claim for recognition and not that of another person. I make this statement in full knowledge of and understanding that, should it be found to be false, I may be subject to a rejection of my application.

I understand that I may have to complete a practical assessment on a topic to be advised (relevant to the Accreditation) to support this evidence or understand that that I can submit video evidence for this and that the work presented is my own.

Applicant Signature Date
.....

Applicant Phone Applicant Email
.....

Office Use only:	
Date application received:	
Date assessment criteria dispatched	
Date due return: (Three months from receipt of assessment criteria to completion of the self-assessment phase).	
Date application returned:	
Received by:	
Application reviewed by:	
Assessment confirmed by:	

9.1 Facilitator Application Form

SELF-ASSESSMENT FOR FACILITATOR COURSE MODULES RCC/RPL

The following information outlines the assessment criteria for the Training and Education Facilitator. A portfolio of evidence that verifies and demonstrates an application for **current competency must support this evidence checklist**. Video elements submitted must clearly identify the candidate by name and visual identification, the date, location and type of event being delivered. Ensure the participants are advised of your recording the event and explain why it is occurring. Please respect their requests if they don't wish to be shown visually in the recording.

Name:

YOUR SELF-ASSESSMENT

Element of Competency	Skill Description	I am -		Evidence Supplied (Mark each attachment with a number for ease of identification)
		Competent	Not competent	
A	DEMONSTRATE - COMMUNICATION TECHNIQUES**			**These elements should be clearly demonstrated in the video of your sessions.
1	Demonstrate active listening skills			
2	Demonstrate appropriate questioning techniques to engage the learner			
3	Display appropriate non-verbal body language to encourage open communication			
4	Demonstrate the ability to overcome the barriers to communication			
B	COURSE ADMINISTRATION PROCEDURES			These elements can be supported with evidence (3 rd Party Report) by an employer, supervisor or actual evidence of courses you have planned, prepared, delivered and wrapped up.
1	Provide evidence of planning and preparation for a session of Training. May be candidate supplying a			

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	dot point list of actions required if actual evidence is unavailable.			
2	Provide evidence of post Training administration requirements being met. May be candidate supplying a dot point list of actions required if actual evidence is unavailable.			
C	TRAINING AIDS AND PROJECTION EQUIPMENT**			**These elements should be clearly demonstrated in the video of your sessions.
1	Demonstrate use of Training Aids (How to use a Laptop and Data Projector (Powerpoint) to enhance presentations)			
2	Demonstrate use of Training Aids to enhance practical presentations (outdoor)			
D	DELIVER A THEORY (INDOOR) SESSION**			**This section must be supported by a video of the Candidate delivering the session. Please ensure you warn the session participants of the recording of the session. Once video is complete submit as your evidence. Ensure the criteria listed in this section has been clearly addressed/demonstrated.
1	Demonstrate the delivery of an indoor session (theory) of a minimum of 10 minutes' duration. Demonstrate: <ol style="list-style-type: none"> 1. A logical delivery format. 2. Clear, concise and fluid communication of information. 3. Confident use of training aids that enhances the presentation of information. 4. Use question techniques to enhance learning. 5. Demonstrate the maximum involvement of participants. 			
E	DELIVERY A SKILLS (THEORY) SESSION**			**This section must be supported by a video of the Candidate delivering the session. Please ensure you warn the session participants of the recording of the

				session. Once video is complete submit as your evidence. Ensure the criteria listed in this section has been clearly addressed/demonstrated.
1	<p>Demonstrate the delivery of an outdoor session (practical/skills) of a minimum of 10 minutes' duration. Demonstrate:</p> <ol style="list-style-type: none"> 1. A logical delivery format. 2. Clear, concise and fluid communication of information. 3. Confident use of training aids that enhances the presentation of information. 4. Use question techniques to enhance learning. 5. Demonstrate the maximum involvement of participants. 			
F	CURRENT MATERIAL KNOWLEDGE			**This element must be formally supported by the State or appropriate Person. Letter must identify which courses you intend Facilitating and qualifying people on.
1	Supply an official letter from the State or appropriate Person indicating you have been updated on the 2013 – 2014 Foundation (L1) and Talent (L2 and L3) Referee badge course contents (date of update required).			
2	<p>Supply an official letter from the State or appropriate Person indicating you have delivered the 2014 Talent (L3) Badge course (dates).</p> <p>Evidence here is required to indicate that you presented the material to an appropriate standard and have been certified as competent to deliver the Talent (L3) Referee badge course unsupervised.</p>			
3	Supply an official letter from the State or appropriate Person indicating you have been updated on the 2014 Facilitator course (dates).			

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4	Supply an official letter from the State or appropriate Person indicating you have been involved in the delivery of the Facilitator course (dates).			
5	Supply an official letter from the State or appropriate Person indicating you have been updated on the 2016 Assessor course (dates).			
6	Supply an official letter from the State or appropriate Person indicating you have been involved in the delivery of the Assessor course (dates).			
7	Supply the ASC certificate showing you have successfully completed the ASC General Officiating Course online component. (Referee Arm)			
8	Supply the ASC certificate showing you have successfully completed the ASC General Coaching Course online component. (Referee Arm)			
9	Supply the ASC certificate showing you have successfully completed the ASC General Coaching Course online component. (Athlete Arm)			
10	Supply an official letter from the State or appropriate Person indicating you have been involved in the delivery of the Foundation Athlete Coach course (dates).			
11	Supply an official letter from the State or appropriate Person indicating you have been involved in the delivery of the Talent Athlete Coach course (dates).			
12	Supply an official letter from the State or appropriate Person indicating you have been involved in the delivery of the Elite Athlete Coach course (dates).			
13	Supply an official letter from the State or appropriate Person indicating you have been involved in the			

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	delivery of the Mastery Athlete Coach course (dates).			
14	Supply an official letter from the State or appropriate Person indicating you have been involved in the delivery of the Foundation Referee Coach course (dates).			
15	Supply an official letter from the State or appropriate Person indicating you have been involved in the delivery of the Talent Referee Coach course (dates).			
16	Supply an official letter from the State or appropriate Person indicating you have been involved in the delivery of the Elite Referee Coach course (dates).			
17	Supply an official letter from the State or appropriate Person indicating you have been involved in the delivery of the Master Referee Coach course (dates).			
18	<p>Education and Training Designer and Developer. Supply evidence of holding all of the qualifications:</p> <ul style="list-style-type: none"> • The CERT IV TAE10 2015 or 2016 • The Diploma of Vocational Education and Training • The Diploma of Training Design and Development 			

Note: Various attachments may be used as evidence against more than one element of competency.

9.2 Recognition Panel Report Template

When completed, the following table documents the Recognition Panel responses to the evidence supplied by the applicant. It is to form the basis for recommendation of competency, partial competency, request for assessment or additional evidence or not yet competent.

Evidence			Assessment use only			
Element of Competency	Candidate's evidence which supports current competency	Enclosure #	Evidence Accepted Y/N	Assessment Panel's Comments	Date	Assessor's Signature
	<i>(Specific details which further supports evidence that describes how the candidate has achieved the standards of performance described in the element, over what period of time and number of occasions)</i>					
A1						
A2						
A3						
A4						
B1						
B2						
C1						
C2						
D1						
E1						

Evidence			Assessment use only			
Element of Competency	Candidate's evidence which supports current competency	Enclosure #	Evidence Accepted Y/N	Assessment Panel's Comments	Date	Assessor's Signature
	<i>(Specific details which further supports evidence that describes how the candidate has achieved the standards of performance described in the element, over what period of time and number of occasions)</i>					
F1						
F2						
F3						
F4						
F5						
F6						
F7						
F8						
F9						
F10						
F11						
F12						
F13						
F14						

Evidence			Assessment use only			
Element of Competency	Candidate's evidence which supports current competency	Enclosure #	Evidence Accepted Y/N	Assessment Panel's Comments	Date	Assessor's Signature
	<i>(Specific details which further supports evidence that describes how the candidate has achieved the standards of performance described in the element, over what period of time and number of occasions)</i>					
F15						
F16						
F17						
F18						

*TFA Certification (*delete as necessary)*

ELEMENT	SATISFACTORY/ NOT YET SATISFACTORY	ELEMENT	SATISFACTORY/ NOT YET SATISFACTORY
USE A LAPTOP & DATA PROJECTOR AND TRAINING AIDS		PRESENT AN INDOOR/THEORY OR INFORMATION SESSION	
QUESTIONING TECHNIQUE		PRESENT AN OUTDOOR/SKILLS/PRACTICAL SESSION	
COMMUNICATION TECHNIQUES		COURSE ADMINISTRATION PROCEDURES	
DEMONSTRATED CURRENCY IN KNOWLEDGE OF COURSE MATERIALS			

I, (Full Name), being an authorised TFA Training and Education Assessor have sighted the evidence provided by the candidate and have determined that:

1. RCC/RPL evidence supports the candidate being awarded an Assistant Facilitator qualification.*
2. RCC/RPL evidence supports the candidate being awarded a Facilitator qualification.*
3. The candidate needs to attend the following sessions or demonstrate the knowledge or skills in order to meet course requirements:

.....
.....

..... (TFA Panel Chairman Signature) (Date)

I have read this report and understand the decision. I accept the decision*/I do not accept the decision and will make an appeal*(**delete as necessary*).

..... (Applicant's Signature) (Date)

SECTION

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9.3 TFA Education and Training Qualification Conversion

Over the period 2013 to 2018 TFA has and will continue to update, redesign and in some cases develop new Courses in the Referee and Athlete environments. TFA has had for many years conducted Courses in the areas of Referee Coaching (RC) and Course Presenter and it is prudent to conduct a review of and where possible utilize the RPL/RCC process to move our volunteers across from the old system to the new.

To assist the transition process, the following detail is provided:

Old Course	New Course	Transition requirements for Old qualification to new	Notes of Clarification	Under new qualifications can:
Referee Coach L1	Foundation RC	<ul style="list-style-type: none"> Evidence of completing the ASC Coaching General Principles on line Course Evidence of completing Foundation RC Course* 	<p>*This means attending the Course as a participant.</p> <p>*Or attending as an observer to observe the entire Course to understand the Course content and have a letter of completion/endorsement from an appropriate person from the State.</p>	<p>Coach referees to:</p> <ul style="list-style-type: none"> Foundation (L1) Level
Referee Coach L2	Talent RC	<ul style="list-style-type: none"> Evidence of completing the ASC Coaching General Principles on line Course Evidence of completing Foundation RC Course Evidence of completing Talent RC Course* 	<p>*This means attending the Course as a participant.</p> <p>No dispensation will be granted due to the complexity of the material.</p>	<p>Coach referees to and qualify under State arrangements:</p> <ul style="list-style-type: none"> Foundation (L1) Level Talent (L2) Level Talent (L3) Level
Referee Coach L3	Elite RC	<ul style="list-style-type: none"> Evidence of completing the ASC Coaching General Principles on line Course Evidence of completing Foundation RC Course Evidence of completing Talent RC Course Evidence of completing Elite RC Course* 	<p>*This means attending the Course as a participant.</p> <p>No dispensation will be granted due to the complexity of the material.</p>	<p>Coach referees to and qualify under State arrangements:</p> <ul style="list-style-type: none"> Foundation (L1) Level Talent (L2) Level Talent (L3) Level Elite (L4) Level <p>Coach referees to and qualify under National arrangements:</p> <ul style="list-style-type: none"> Elite (L5) Level

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Old Course	New Course	Transition requirements for Old qualification to new	Notes of Clarification	Under new qualifications can:
Referee Coach L4	Mastery RC	<ul style="list-style-type: none"> • Evidence of completing the ASC Coaching General Principles on line Course • Evidence of completing Foundation RC Course • Evidence of completing Talent RC Course • Evidence of completing Elite RC Course • Evidence of completing Mastery RC Course* 	<p>*This means attending the Course as a participant.</p> <p>No dispensation will be granted due to the complexity of the material.</p> <p>This level is by selection only.</p>	<p>Coach referees to and qualify under State arrangements:</p> <ul style="list-style-type: none"> • Foundation (L1) Level • Talent (L2) Level • Talent (L3) Level • Elite (L4) Level <p>Coach referees to and qualify under National arrangements:</p> <ul style="list-style-type: none"> • Elite (L5) Level • Mastery (L6) Level • Elite 8 • SOO • Trans-Tasman • World Cup
Level 1 Coach	Foundation Coach	<ul style="list-style-type: none"> • Automatic qualification 		Coach Foundation level athletes.
Level 2 Coach	Talent coach	<ul style="list-style-type: none"> • Automatic qualification 		Coach Talent level athletes.
Level 2 or 3 Coach	Elite Coach	<ul style="list-style-type: none"> • Evidence of completing DISC profile and module* • Evidence of understanding of new topics relating to skill framework* • Complete Practical assessment and deemed competent. 	*Items offered in Bridging course.	Coach Elite Level athletes.
Course Presenter L1	Assistant Facilitator	<ul style="list-style-type: none"> • Evidence of completing the ASC General Officiating on line Course • Evidence of completing the Foundation (L1) Referee Badge Course* 	<p>*This means attending the Course as a participant.</p> <p>*Or attending as an observer to observe the entire Course to understand the Course content and have a letter of completion/endorsement</p>	<p>Assist with the delivery of:</p> <ul style="list-style-type: none"> • Foundation (L1) and Talent (L2) Referee Badge Course modules under supervision

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Old Course	New Course	Transition requirements for Old qualification to new	Notes of Clarification	Under new qualifications can:
		<ul style="list-style-type: none"> • Evidence of completing the Talent (L2) Referee Badge Course* • Evidence of completing Facilitator Course** 	<p>from an appropriate person from the State.</p> <p>**Those holding the old CP L1 qualification are required to attend the full Facilitator Course to gain the education and knowledge to allow them to assist in the delivery of the new suite of Courses. No RPL/RCC will be provided.</p>	
Course Presenter L2	Facilitator	<ul style="list-style-type: none"> • Evidence of completing the ASC General Officiating on line Course • Evidence of completing the Foundation (L1) Referee Badge Course* • Evidence of completing the Talent (L2) Referee Badge Course* • Evidence of completing the Talent (L3) Referee Badge Course* • Evidence of completing Facilitator Course** 	<p>*This means attending the Course as a participant.</p> <p>*Or attending as an observer to observe the entire Course to understand the Course content and have a letter of completion/endorsement from an appropriate person from the State.</p> <p>**RPL/RCC may be applied for</p> <p>#Must deliver the Talent (L3) Referee Badge Course under supervision until deemed competent with the content and delivery by an Assessor before being authorized to deliver the Talent (L3) Referee Badge Course unsupervised.</p>	<p>Deliver without supervision the theory component for:</p> <ul style="list-style-type: none"> • Foundation (L1) Referee Badge Courses • Talent (L2) Referee Badge Courses • #Talent (L3) Referee Badge Courses
<p>Note:</p> <p>Before a Facilitator is authorized to deliver the following Courses unsupervised, the mandatory requirements must be met:</p> <ul style="list-style-type: none"> • Foundation Referee Coach Course • Talent Referee Coach Course • Elite Referee Coach Course • Mastery Referee Coach Course • Talent Coach Course • Facilitator Course • Assessor Course 			<p>Mandatory requirements:</p> <p>Supply evidence from the appropriate person in the State that the Facilitator has assisted with the delivery of the respective Course and/or has observed the entire Course delivery to understand the content, gain the knowledge and understand the delivery requirements.</p> <p>Evidence supplied is to deem competence of the Facilitator with the ability to maintain the required standards of content understanding and delivery methodology.</p>	

09 RECOGNITION OF CURRENT COMPETENCY/ PRIOR LEARNING

Old Course	New Course	Transition requirements for Old qualification to new	Notes of Clarification	Under new qualifications can:
Course Presenter L3	Assessor	<ul style="list-style-type: none"> • Evidence of completing the ASC General Officiating on line Course • Evidence of completing the Foundation (L1) Referee Badge Course* • Evidence of completing the Talent (L2) Referee Badge Course* • Evidence of completing the Talent (L3) Referee Badge Course* • Evidence of completing Facilitator Course • Evidence of completing Assessor Course** 	<p>*This means attending the Course as a participant.</p> <p>*Or attending as an observer to observe the entire Course to understand the Course content and have a letter of completion/endorsement from an appropriate person from the State.</p> <p>**RPL/RCC may be applied for</p>	<p>Assess others to be:</p> <ul style="list-style-type: none"> • Assistant Facilitators • Facilitators • Assessors
Course Presenter L4	Education and Training Designer and Developer	<p>Evidence of holding all of the qualifications:</p> <ul style="list-style-type: none"> • The CERT IV TAE10 2015 or 2016 • The Diploma of Vocational Education and Training • The Diploma of Training Design and Development 	<p>Evidence of these qualifications is the only method to achieve this qualification</p>	<p>Can:</p> <ul style="list-style-type: none"> • Deliver all Referee Badge Courses • Deliver all Referee Coach Courses • Deliver Facilitator Course • Deliver Assessor Course • Assess others in the Education and Training environment • Design and develop Training and Assessment

10.1 Definitions

Education is the development of the abilities of the mind (learning to know).

Training refers to the processes whereby members acquire new knowledge, understanding and skills within their particular field of expertise – practical education (learning to do) or practice usually under supervision. The knowledge and skills should be those required for the functions and activities of their chosen discipline and should be relevant to TFA and ASC objectives.

Development refers to the acquisition of behavioral skills including communication, inter-personal relations, and conflict resolution.

All the above processes can be either formal or informal.

Formal Training involves structured training, which has clear goals, objectives and outcomes for the participant. Formal training includes all TFA accreditation courses.

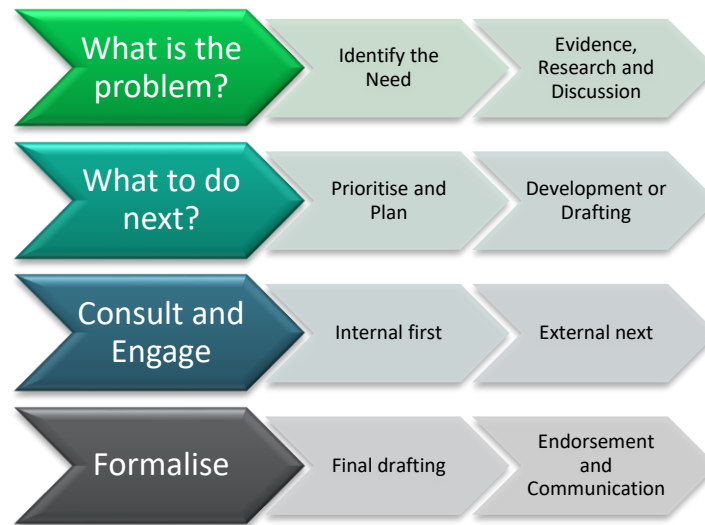
Informal Training is less planned. There are a large number of informal training methods. Many of the methods are so common they are often not viewed as training methods at all. These can include mentoring from more experienced individuals in the discipline, discussions, workshops, use of internet and electronic media to gather information, books and journals.

10.2 Sport Resources

TFA operates a national Sport Resources portfolio, with the focus on education, training and support resources for athletes, coaches, referees and associated support staff. The portfolio is responsible for the delivery of outcomes and contributes to the TFA strategic objective ‘*to provide quality experiences*’. TFA employs a national Sport Resources Manager who ensures this portfolio delivers on the priority areas of the Participation and High Performance Plan.

The structure of the Sport Resources portfolio provides state and regional locations with the necessary requirements to educate, recruit and retain volunteers in the various sport specialist areas. It functions to ensure a recognised and insured system of accreditation is effectively managed, while continuing to provide innovative resources to promote sport development across the wider community.

To function effectively, the portfolio requires a mix of internal staff collaboration, specialist services (for example the Australian Sports Commission, or Curriculum Specialists) and volunteers with specific skill sets and expertise, depending on the project or resources to be developed. The workforce involved in the delivery of services are both paid operational staff and the majority of locations also provide a link to/with volunteers who support the delivery of the education, training or resources to local associations or schools.



Due to the nature of Sport Resources, TFA appoints relevant volunteers to support the review, development and progression of an overall Sport Education Framework. These volunteers require a level of currency and connection to the sport in an appropriate discipline. They will be known as Sport Resources Advisors (SRA).

At a **minimum, one Coaching and one Refereeing position** will have an ongoing appointment throughout a cycle.

Personnel in these volunteer roles undertake specific duties throughout their appointment. They also review and discuss:

- Sport Resources related educational information, processes and strategies in order to produce Participation and High Performance outcomes and targets;
- Operational advice on issues surrounding adherence, conduct, performance and administrative/policy requirements linked to the Sport Education Guidelines; and
- Social, ethical and environmental impact of Sport Education related activities on the athletes and the broader growth and development of the Touch Football community.

The responsibility for development of training and development programs and resources lies with the TFA Sport Operations Unit and the national volunteer panels and in particular the appointed Education Advisors.

Courses, course materials or training resources, generated by TFA should follow a process to ensure that they are developed, validated and issued for use in the most efficient manner possible.

Sports Operations Unit responsibilities

- Ensure Sport Education Framework reflects the goals and directions of TFA.
- Ensure equality in education training and development.
- Ensure allocation of sufficient funds to support resources.
- Promotion of training materials

- Review of training materials.

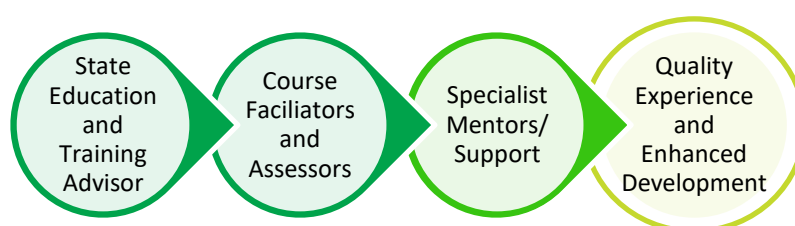
Education Advisor responsibilities

- Identify appropriate training objectives required for the resource.
- Provide direction and outline for Project Manager and Authors as required.
- Support Project Manager and Author when required in development of resource.
- Evaluate materials to ensure it meets requirements and identified objectives.

OPERATIONAL SPORT DELIVERY

Within a State context there are limited paid staff to support all sport delivery requirements, therefore there is a need to recruit and engage a large volunteer workforce to support the delivery of services that help develop the sport in a local context. This is both at local affiliates and within the broader State requirements to link with schools and stakeholders. State based service delivery largely links with the Sport Resources portfolio at a national level.

The structure of the Sport Resources portfolio functions to provide state/regional locations with the necessary requirements to educate, recruit and retain volunteers in the various sport specialist areas. It also functions to ensure a recognised and insured system of accreditation is effectively managed, while innovating the resources available to promote sport development to the wider community. Depending on the location and its requirements, the following roles are likely to be required to support delivery:



Provided in the following table are a range of the identified roles or requirements to support operational delivery:

ROLES WITHIN SPORT DELIVERY PROGRAMS	ROLE SPECIFIC RESPONSIBILITIES AND DUTIES	ESTIMATED COMMITMENT	POTENTIAL KNOWLEDGE OR SKILLS REQUIRED
State Education and Training Advisors/s	<ul style="list-style-type: none"> • Coordinate with Course Facilitators the seasonal planning and delivery for Sport Education accredited courses. • Ensure quality control of Course Facilitators and Delivery within state location. • Provide Advice and Recommendations to National Advisor as required. 	<p>Required attendance at identified meetings and courses.</p> <p>Remote correspondence with identified key personnel</p>	<ul style="list-style-type: none"> • Accreditation linked to Sport Education Guidelines • Member Protection Information Officer • Anti-Doping and Match Fixing requirements • Child Protection Checks as required

Referee Course Facilitator and Assessor/s	<ul style="list-style-type: none"> Support the seasonal planning and delivery for Sport Education accredited courses. Support the recruitment of attendees through planned education and training opportunities. 	Required attendance at identified meetings and courses.	<ul style="list-style-type: none"> Accreditation linked to Sport Education Guidelines Member Protection Information Officer Anti-Doping and Match Fixing requirements Child Protection Checks as required
Player Coach Course Facilitator and Assessor/s	<ul style="list-style-type: none"> Ensure Sport Education guidelines and course pre-requisites are communicated and adhered to. Deliver identified courses and support the planning and professional development of other facilitators. 		
Referee Coach Course Facilitator and Assessor/s	<ul style="list-style-type: none"> Identify and support the coordination of integrity-based issues. Ensure post course requirements and reporting systems are provided, functional and effective. 		

10.3 Education and Training Advisors

National Education and Training Advisor – Job Description

The National Education and Training Advisor is a volunteer who reports to the Touch Football Australia (TFA) Sports Resources Manager.

At a **minimum, one Coaching and one Refereeing position** will have an ongoing appointment throughout a cycle.

The appointment will be for two (2) years.

A. Primary Job Purpose

The primary responsibility is to provide *Advice, Recommendations, Guidance, Leadership, to achieve outcomes and accountability* with regard to the Sports Operations Unit and the TFA Strategic Plan 2016–2020.

TFA has a core strategic pillar of **Human Capital – Our People**

Our Key Initiatives

- Leveraging our community of human capital – both professional and volunteer structures working collaboratively to achieve strategic objectives.
- Enabling workforce expansion with common approach, systems, strategies and information.
- Expanded volunteer development, education and training provided.
- Reward and recognise our people.
- National administration policy, procedures and systems that are effective. Delivered in smaller more accessible methods to inform members efficiently.
- Core values are demonstrated with inclusiveness and diversity by embracing community engagement and our collective voice for social impact and Community Partnerships.

- Sport Education systems and development opportunities to improve the quality of and increase accredited referees and coaches to provide quality services.

B. Strategic Outcomes and Metrics

The following items in this area link directly to our education and training advisor roles

3. Increased accredited volunteers through Refereeing and Coaching courses reaching 14,000 new by 2020.
4. Best Practice sport specific education in line with industry standards to ensure the highest quality experience for participants.
5. Course satisfaction level 75% or above.

Duties include:

1. Design and develop education and training materials in consultation with subject matter experts.
2. Lead review panels for education and training materials as required.
3. Delivery of education and training courses as required/requested.
4. Mentoring of Education and Training staff and volunteers, including Facilitators and Assessors at all levels.
5. Be chairperson of the TFA Recognition of Current Competency/Recognition of Prior Learning Panel.
6. Oversee all State Recognition of Current Competency/Recognition of Prior Learning Panels to ensure moderation of assessment standards/consistency of outcomes across the sport.
7. Liaise with and assist State Education and Training Advisors with education and training advice and support as requested.
7. Provide TFA with advice on education and training innovation/ideas to enhance the development and delivery of learning and information in the sport.
8. Be the TFA Advisor responsible for training standards and quality control of education and training delivery within the sport.
9. Oversee State Training and Education Advisors to ensure moderation of assessment standards/consistency of outcomes across the sport.

Qualifications:

1. Hold Mastery level qualification in the Education and Training discipline within the TFA FTEM framework.

State Education and Training Advisors

TFA require the assistance of suitably trained Education and Training advisors in various locations. To ensure the ongoing delivery and quality control of education and training in state geographical locations TFA will engage with trained Assessors (from Referee and Coaching disciplines) to assist across a range of items as required.

This may include the following:

1. Assist the National Education and Training Advisor when requested with the development of education and training materials.
2. Participate in review panels for education and training materials as required.
3. Delivery of education and training courses within your state locality
4. Mentor Facilitators and Assessors.
5. Support if required for Current Competency/Recognition of Prior Learning Panel.
6. Be responsible for training standards and quality control of education and training delivery
7. Plan, schedule and coordinate with appropriate personnel the delivery of a range of courses including the Facilitator and Referee/Coach courses per annum to ensure the growth of Touch Football at Foundation and Talent levels.

10.4 Course Development Process:

Step	Task	Requirements
1	Need identified	Training needs analysis or workplace shortfall identifies course or training is required. Written submission outlining needs sent to TFA Technical Manager for review. ASC consulted with regard to 'best practice' and advice on the training item.
2	Author for project identified	The Author may be a member of staff, volunteer or contractor. This need will be assessed based on the project. If a contractor is sourced for the role, applications should be put out to tender and a criteria developed for the role. (See Author Outline)
3	Project manager identified	The Project Manager may be a member of Staff, volunteer or contractor. This need will be assessed based on the project. If a contractor is sourced for the role, applications should be put out to tender and a criteria developed for the role. (See Project Manager Outline).
4	Draft material developed	This will be: <ol style="list-style-type: none"> 1. session plans, 2. supporting training aids (videos etc), and 3. manuals or work books.
5	Draft material distributed for comment	An opportunity for limited comment should be conducted for all materials and these should be clearly noted as DRAFT and not for distribution or use. Material distributed to key stakeholders – including State bodies and relevant technical volunteer panels and given a 14 day period to initially respond. Draft comment completion date set and advised.
6	Review of comments	After comment run is complete a review of all comments and suggestions are made and where necessary the materials are amended / adjusted.
7	Release for trial	Materials are used on a trial basis and comments and suggestions noted. Trial / comment run completion date set and advised. Trial to occur in minimum of two state locations for course materials.
8	Trial closure	Comments and suggestions are reviewed and materials amended or adjusted.

9	Version release	<p>First version released for use. Version control register entered and materials clearly marked (footer) with document name, version number, page of pages and release date.</p> <ul style="list-style-type: none"> • Correct as at: Date • Version 1.0
10	Workplace validation	<p>As materials are used validation is required on a regular basis and comments or suggestions should be welcomed. All comments should be collated and if required minor amendments made and new versions issued.</p> <p>Minor amendments noted as (footer):</p> <ul style="list-style-type: none"> • Correct as at: Date • Version 1.1, 1.2, 1.3 etc
11	Major review	<p>A major review of materials should be undertaken after designated periods of time (may be for courses two years after release of version). At this review, all materials are checked for accuracy and applicability to the current workplace. A comment run may not be required (Step 5).</p> <p>A new version is developed and released (Step 9).</p> <ul style="list-style-type: none"> • Correct as at: Date • Version 2.0, 3.0, 4.0 etc <p>Key stakeholders, including state bodies and relevant technical volunteer panels are engaged six months prior to release date to commence review process.</p> <p>ASC also engaged six months prior with regard to ASC principles and best practice guidelines.</p>
12	Archiving	<p>Once a new version is released (Step 9) all previous versions and their minor amendments (Step 8) should be archived and held in both hard and soft form. This includes draft copies which allows for the historical development to be followed and an understanding why the materials vary developed to current form.</p> <p>The version control register archive date is entered beside all entries for that version to reflect closure.</p>
13	Work Books and Manual development for printing	<ul style="list-style-type: none"> • Soft copy of workbook or manual is developed by Author. • First Draft copy (soft) sent to TFA by author. • TFA send soft copy to contracted publishing company. • Publishing company set out workbook or manual and supply two hard copy to TFA (both returned to author).

		<ul style="list-style-type: none"> • Author and relevant Advisory Panel reviews first edition for layout, accuracy and workability. • Author keeps one copy of edited material for a reference source, second copy sent to TFA and then to publishing company. • Publishing company amends workbook or manual in accordance with author's amendments and then supplies two hard copy to TFA (both returned to author). • Author and relevant Advisory Panel reviews second edition for layout, accuracy and workability. • This process may require subsequent steps until final product is ready for printing. Each time author retains an amended copy for a reference source. • Final copy of the material is sent to TFA, then to the publisher. • Author ensures the soft copy reflects the printed version. All hard copy versions with amendments retained. • Materials produced in quantities as directed by TFA. • The final hard copy of the material is sent to the author to allow future development and amendment tracking and should be held with all the developmental editions / versions. • The final hard copy of the material is held by TFA for archive purposes.
14	Copyright	Copyright for all TFA materials remains with TFA at all times.
15	Royalties and Payments	For circumstances where a contractor is appointed to conduct Author, Project Manager or any form of production, a royalty fee or fee for service may be negotiated if considered relevant for the required project.

10.5 TFA Material Generation Process

Materials generated by TFA should follow a process to ensure that they are developed, validated and issued for use in the most efficient manner possible. This guide should be followed when developing a new course, course materials or documents.

Step	Task	Requirements
1	Need identified	Training needs analysis or workplace shortfall identifies material required Written submission outlining needs sent to TFA Technical Manager for review.
2	Author for project identified	The Author may be a member of staff, volunteer or contractor. This need will be assessed based on the project. If a contractor is sourced for the role, applications should be put out to tender and a criteria developed for the role. (See Author Outline)

3	Project manager identified	The Project Manager may be a member of Staff, volunteer or contractor. This need will be assessed based on the project. If a contractor is sourced for the role, applications should be put out to tender and a criteria developed for the role. (See Project Manager Outline)
4	Draft material developed	This could be: <ol style="list-style-type: none"> 1. a document; 2. a discussion or position paper; 3. a policy; or 4. a course to provide skills and knowledge (session plans with supporting training aids, manuals or work books).
5	Draft material distributed for comment	An opportunity for limited comment if considered appropriate for all materials and these should be clearly noted as DRAFT and not for distribution or use. Material distributed to key stakeholders – including state bodies and relevant technical volunteer panels and given a 14 day period to initially respond. Draft comment completion date set and advised.
6	Review of comments	After the comment run is complete a review of all comments and suggestions is conducted and where necessary the materials are amended / adjusted
7	Release for trial	Materials are used on a trial basis and comments and suggestions noted. Trial / comment run completion date set and advised.
8	Trial closure	Comments and suggestions are reviewed and materials amended or adjusted.
9	Version release	First version released for use. Version control register entered and materials clearly marked (footer) with document name, version number, page of pages and release date. <ul style="list-style-type: none"> • Correct as at: Date • Version 1.0
10	Workplace validation	As materials are used validation is required on a regular basis and comments or suggestions should be welcomed. All comments should be collated and if required minor amendments made and new versions issued. Minor amendments noted as (footer): <ul style="list-style-type: none"> • Correct as at: Date • Version 1.1, 1.2, 1.3 etc

11	Major review	<p>A major review of materials should be undertaken after designated periods of time (may be for courses two years after release of version). At this review, all materials are checked for accuracy and applicability to the current workplace. A comment run may not be required (Step 5).</p> <p>A new version is developed and released (Step 9).</p> <ul style="list-style-type: none"> • Correct as at: Date • Version 2.0, 3.0, 4.0 etc <p>Key stakeholders, including state bodies and relevant technical volunteer panels are engaged six months prior to release date to commence review process.</p> <p>ASC also engaged six months prior with regard to ASC principles and best practice guidelines.</p>
12	Archiving	<p>Once a new version is released (step 9) all previous versions and their minor amendments (step10) should be archived and held in both hard and soft form. This includes draft copies which allows for the historical development to be followed and an understanding why the materials vary developed to current form.</p> <p>The version control register archive date is entered beside all entries for that version to reflect closure.</p>
14	Copyright	Copyright for all TFA materials remains with TFA at all times.
15	Royalties and Payments	For circumstances where a contractor is appointed to conduct Author, Project Manager or any form of production, a royalty fee or fee for service may be negotiated if considered relevant for the required project.

10.6 TFA Materials Version Control Register

A version control register page should be maintained for each recurring document, manual, workbook or electronic aid (DVD). This will allow accountability and visibility of all the organisations materials and demonstrate the organisations commitment to continual improvement.

Material Title:

Material Type: DVD, Manual, Workbook, Tournament Document or Form etc

Material Developed by (Author):

Workplace for Use: Coaching, Referee, Selector, Office, Tournaments etc

Version Number	Release date	Amendments made (brief notes)	Authorised by	Archive date
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10.7 TFA Author of Resources Outline

Responsibilities of the ‘Author’ may involve, but not be limited to:

- Creation of the resource – written material for workbooks, design and layout for visual projects (e.g. DVD) production, including associated text and graphics
- Script for visual resource narration or on screen comments
- Producing written booklets to accompany visual resource outlining resource, including for example explanation of content, including associated text and graphics.
- Editing and amending resource following feedback from Stakeholders

10.8 TFA Production Manager of Resources Outline

Responsibilities of the ‘Production Manager’ may involve, but not be limited to:

- Project manage the creation of identified project
- Key liaison for production company on behalf of TFA
- Contact and arrange talent if required (e.g. for filming)
- Liaise with all talent in the lead up to filming to ensure they are aware of logistics (e.g. timing, rehearsals, clothing requirements etc)
- Book venues for filming and catering
- Organise equipment and clothing
- Organise and collect release forms for all talent
- Attend all filming sessions – likely to be held ‘out of hours’ and on weekends
- Marshall and coordinate talent during filming sessions
- Source individual to conduct narration.



