



TAEKWONDO CANADA

NCCP Operations Manual

All Contexts



National
Coaching
Certification
Program



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PARTNERS IN COACH EDUCATION

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INTRODUCTION

Taekwondo Canada recognizes that coaching is an integral part of the sports system in Canada. Through education and the promotion of Long-Term Athlete Development (LTAD) principles, coaches and leaders in Taekwondo will enable positive change to enhance participation and excellence in Taekwondo. Taekwondo Canada's vision, mandate and goals for coaching are identified below.

1.1 Vision

1.1.1 The recognized world leaders in Taekwondo Coaching Education

1.2 Mandate

1.2.1 To ensure a world-class program for developing coaches, instructors and participants to their maximum potential and delivering quality coach education that exceeds NCCP minimum standards.

1.3 Goals

1.3.1 Obtain Conditional and Final Approval of Performance Coach context

1.3.2 Obtain Conditional and Final Approval of Instructor context

1.3.3 Certify 25% of newly trained Assistant Instructors and Dojang Coaches on an annual basis.

1.3.4 Train 250 coaches per year at the Assistant Instructor Context.

1.3.5 Train 150 coaches per year at the Dojang Coach Context.

1.3.6 Win Sheila Robertson Award at Sport Leadership by 2016 [achieved 2011].

NCCP OVERVIEW

2.1 Taekwondo Canada NCCP Operations and Development

2.1.1 Taekwondo Canada oversees and guides the implementation of the NCCP through dedicated staff, contractors and context specific working groups. Effort is made to ensure regional representation on working groups; however, content expertise is the key selection criterion.

2.1.2 Taekwondo Canada staff will:

2.1.2.1 Facilitate development and implementation of NCCP in all applicable coaching contexts.

2.1.2.2 Coordinate and administer the delivery of NCCP contexts throughout Canada.

2.1.2.3 Monitor and enable quality in delivery of NCCP.

2.1.2.4 Grant and maintain certification.

2.2 Participant Development Model (PDM) ([Appendix B](#))

2.2.1 There are two streams in Taekwondo, recreational and performance. These streams are aligned to the stages of Long Term Athlete Development such that:

2.2.1.1 The recreational stream includes the stages; Active Start; Fundamentals; Learn to Train (Physical Literacy Stages); and Active for Life.

2.2.1.2 The performance stream includes the stages; Train to Train; Train to Compete; Learn to Win; and Train to Win (High Performance Pathway). This pathway includes athletes who compete in both Kyorugi (sparring) and Poomsae (forms).

2.3 Coach Development Model (CDM) ([Appendix C](#))

2.3.1 Based on Taekwondo Canada's PDM, the coach development model has five coaching contexts within the generic NCCP structure.

2.3.1.1 Assistant Instructor (AI) = Instruction Beginners ([Appendix E](#))

2.3.1.2 Instructor (Instr) = Instruction Intermediate ([Appendix G](#))

2.3.1.3 Dojang Coach (DC) = Competition Introduction ([Appendix F](#))

2.3.1.4 Performance Coach (PC) = Competition Development ([Appendix H](#))

2.3.1.5 Olympic Coach (OC) = Competition High Performance (Future Context)

2.3.2 Assistant Instructor and Dojang Coach are foundational coaching contexts and are recommended for minimum training and certification for all Taekwondo Coaches.

2.3.3 Coaches should refer to the Taekwondo Canada National Coaching Standards, NCCP Coach Certification & Maintenance Standards Policy found on the Taekwondo Canada website for requirements on minimum coaching standards and standards outlining standards for maintenance of certification ([Appendix I](#)).

2.3.4 Registration with CAC professional coaching is required of Taekwondo Canada coaches at National Championships.

2.4 NCCP Qualification (Status)

2.4.1 Coaches and instructors will achieve qualifications (Status) in the Locker depending on the context in which Training and/or Evaluation has occurred. These statuses are:

2.4.1.1 **Trained Status:** Coach has completed all of the training requirements in the designated context.

2.4.1.2 **Certified Status:** Coach has successfully completed all of the evaluation requirements in the designated context.

2.4.1.3 Gradations within a context are not currently planned.

2.4.2 Code of Conduct (Appendix N) must be signed/acknowledged upon first engagement in any Taekwondo Canada NCCP event to be accredited.

2.5 Coach Pathway for Training and Certification

2.5.1 The pathway for coaches achieving NCCP qualifications can be sought through Training or Certification.

2.5.2 Before engaging in the Certification pathway, it is desirable that a coach has first completed minimum NCCP Training (Workshops) or has recognized prior Learning experience as defined in section 2.7.2.

2.5.3 Coach Pathways for each NCCP context are provided in Appendix E, F, G, H.

2.5.3.1 Trained Status will be conferred on a Coach or Instructor who complete all required workshops and or modules in a designated context pathway.

2.5.3.2 Certified Status will be conferred on a coach or instructor who successfully completes an evaluation in a designated context pathway

2.5.4 In order to maintain efficiency in the delivery of coach education, the Training pathway may be:

2.5.4.1 Applicable to more than one context.

2.5.4.2 Required as a pre-requisite for engaging in certification or training in other contexts.

2.5.4.3 Delivered both in taekwondo specific environment and available through generic or NCCP Multi-Sport delivery via provincial/territorial coaching coordinators.

2.5.5 Coaches or instructors entering NCCP training must be able to demonstrate taekwondo skills to a sufficient standard.

2.5.6 Minimum belt levels are designated in the Taekwondo Canada Development Model in [Appendix C](#).

2.5.7 Evaluation for Certification must involve an evaluation of criteria (Portfolio/Module, Formal Observation, Debrief) within the designated coaching context.

2.5.8 Successful evaluation in one context does not confer accreditation in another context.

2.6 Maintenance of Certification

2.6.1 Upon achieving a Certified status in any context, the certification will be valid for a period of 5 years. During this 5 year period coaches must engage in the following activities in order to maintain their certification:

2.6.1.1 Remain active as a coach or instructor with participants in the designated context.

2.6.1.2 Engage in relevant professional development verified by Taekwondo Canada and/or the Coaching Association of Canada (CAC)

2.6.1.3 Accumulate minimum number of Professional Development points within designated context as defined by Taekwondo Canada **National Coaching Standards, NCCP Coach Certification and Maintenance Standards** and CAC – NCCP Policy and Implementation Standards. TC policy may be found on the website, see [Appendix I](#).

2.6.2 Coaches who do not maintain certification will be deemed in-active and must re-engage and complete the evaluation requirements in the designated context again.

2.7 Challenging for Certification

2.7.1 Coaches can challenge the evaluation in any context they want to achieve certification. Challenging means not going through the training and going directly to the evaluation process. Challenging for Certification will require:

2.7.1.1 An Application to Taekwondo Canada clearly identifying relevant *Prior Learning Experience* (see below).

2.7.1.2 Successful completion of all the evaluation requirements in the designated context:

- Make Ethical Decisions (MED) Online Evaluation ([The Locker](#)) in the designated context
- First Aid / CPR-C
- Referee course / seminar
- Making Head Way Online Evaluation ([The Locker](#)) or satisfactory completion of other concussion workshop that refers to the current international consensus statement on concussion

2.7.2 **Relevant Prior Learning Experience requires:**

2.7.2.1 Minimum 5 years full time Taekwondo coaching experience (Teaching, Coaching, Competing).

2.7.2.2 Minimum 2nd Dan.

2.7.2.3 Demonstration of relevant prior formal education and/or experience (provide certificates, documentation etc.).

2.7.3 **To Challenge** – Submit Application for NCCP Evaluation form (see Appendix M).

LEGISLATION

3.1 As part of the development of coach education, Taekwondo Canada will recommend requirements for instructors and coaches whose athletes and/or participants compete in recreational or competitive tournaments. This legislation or policy will be phased in as coaching contexts are developed.

3.2 Minimum legislation is recommended to ensure appropriate risk management for both athlete and coaches. Taekwondo Canada is committed to ensuring a safe and positive environment for all participants in taekwondo and therefore, where appropriate, has identified minimum legislation for coaches.

3.3 National legislative standards are outlines in the **National Coaching Standards, NCCP Coach Certification & Maintenance Standards**. TC policy may be found on the website see [Appendix I](#):

3.3.1 Which identifies and recommends minimum coach standards for participation at nationally sanctioned events, as well as regional and international events.

3.3.2 Taekwondo Canada Member Organizations should develop strategies and policies to ensure reasonable adherence to Taekwondo Canada minimum legislative standards, to support their coaches in meeting the minimum standards in a timely manner.

NCCP COACH DEVELOPERS

4.1 NCCP Coach Developers include Learning Facilitators (LFs), Coach Evaluators (CEs), and Master Coach Developers (MCDs)

4.2 The Coaching Association of Canada updated the coach developer policy in January 2015 and provides the foundation for Taekwondo Canada's coach developers

4.3 To qualify for the selection as a Coach Developer, an individual must have successfully completed:

4.3.1 The online evaluation of Make Ethical Decisions

AND

4.3.2 Successfully demonstrated his or her competency by completing the relevant role- specific pathway defined by the diagram below



4.4 Core Training: Provides Coach Developers with the skills to perform their role. For a calendar of upcoming training opportunities, please click [here](#).

4.5 Content – specific Training (sport or multi-sport): This includes microfacilitation and/or microevaluation which give Coach Developers as opportunity to practice delivery with their peers.

4.6 Co-delivery: This is a chance for the new Coach Developer to practice with real coaches alongside an experienced Coach Developer. [Once a Coach Developer has all of the above training pieces they are considered “TRAINED”]

4.7 Evaluation: Evaluation confirms that the Coach Developer is capable of certain abilities which are deemed important in the training of coaches. [Once a Coach Developer has been evaluated they are considered: “CERTIFIED”]

TAEKWONDO LEARNING FACILITATORS

The role of a learning facilitator is to facilitate learning and to provide support to instructors/coaches in training through workshops or webinars. The Learning Facilitator must be able to:

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

The process to *become a learning facilitator* requires the following steps.

- Step 1: Selection
- Step 2: Training (Core Training and Taekwondo Specific Training)
- Step 3: Co-facilitation
- Step 4: Evaluation for Certification
- Step 5: Delivery and Maintaining Certification

5.1 Learning Facilitator (LF) Selection

5.1.1 Learning facilitators may be nominated by Taekwondo Canada Member Organization(s), or individuals may make formal application to Taekwondo Canada (see [Appendix J](#)).

5.1.2 Applicants must also submit a signed Code of Conduct (see [Appendix N](#)).

5.1.3 Learning Facilitator *may* include the following qualifications:

5.1.3.1 Experience and demonstrated qualifications in Taekwondo Canada NCCP Programs

5.1.3.2 Minimum 5 years actively instructing or coaching

5.1.3.3 Currently active in Taekwondo and certified as a coach/ instructor in the context

5.1.3.4 Higher Dan an asset

5.1.3.5 Experience in adult education

5.1.3.6 Ability to communicate in English and/or French

5.1.4 Future identification of LF's will be considered to maintain capacity and quality of delivery within region

5.1.5 Learning facilitators will be selected based on qualifications outlined above and requisites outlined in [Appendix D](#): LF and Evaluator Development Model.

5.1.6 Individuals who show interest and possess attributes of a quality Learning Facilitator, and appropriate content knowledge may also be considered.

5.2 Learning Facilitator (LF) Training [See LF guide page 4 for summary of training]

5.2.1 Learning Facilitators (LFs) training requires:

5.2.1.1 Completing NCCP Core Learning Facilitator Training

- Module 1: Overview of Taekwondo Canada NCCP
- Module 2: The Functions of a Learning Facilitator
- Module 3: The Elements of an Effective Learning Activity
- Module 4: Stages of Group Development
- Module 5: Nature of the Group

5.2.1.2 Completing Taekwondo Specific NCCP training in designated context (see [Appendix Q](#))

- Module 1: Taekwondo pathway, LTAD and Administration
- Module 2: Preparation for Facilitation
- Module 3: Micro Teaching Task
- Module 4: Debrief

5.2.1.3 Signing Code of Conduct (see [Appendix N](#))

5.3 Learning Facilitator (LF) Co-Facilitation

- 5.3.1 LFs should co-facilitate **two (2)** workshops / modules with another LF in a designated context
- 5.3.2 To be considered a co-facilitator, each LF must facilitate a minimum of 40% of the workshop in a designated context. See Co-facilitation guidelines.
- 5.3.3 Upon completing co-facilitation the LF will be deemed TRAINED status
- 5.3.4 Upon completing *training and co-facilitation* guidelines, the LF may engage in an independent delivery of a workshop.

5.4 Learning Facilitator (LF) Evaluation

- 5.4.1 Upon completing independent facilitation and when the LF believes that they are ready to be evaluated, he/she will request an evaluation from Taekwondo Canada via email to the Taekwondo Canada NCCP staff coordinator.
- 5.4.2 Trained LF's should be evaluated for certification after facilitating six (6) workshops regardless of whether co-facilitated or independently facilitated.
- 5.4.3 The process for evaluating Learning Facilitators can be found on the [CAC website](#) and involves:
 - 5.4.3.1 Pre-briefing with a Master Coach Developer to review the evaluation process
 - 5.4.3.2 Formal Observation of a facilitated workshop either live or taped by a Master Coach Developer. Formal Observation form can be downloaded [here](#).
 - 5.4.3.3 Debriefing with a Master Coach Developer to review the formal observation
 - 5.4.3.4 Creating an Action Plan with MCD for further development
 - 5.4.3.5 Submission of final recommendation by MCD to Taekwondo Canada designating certification
- 5.4.4 The evaluation process helps LF's achieve certification by acknowledging the skills they have acquired and, if necessary, identifying the components that need improvement before certification is granted.
- 5.4.5 Based on recommendation of the LF evaluator (MCD), Taekwondo Canada reviews evaluation and grants certification.
- 5.4.6 If a Taekwondo Canada Master Coach Developer (MCD), is not available a Provincial/Territorial Multi-sport MCD may be used to evaluate Taekwondo LF's for certification.
- 5.4.7 For the foundational contexts (AI and DC) successful evaluation will result in certification in both contexts regardless of the context in which the evaluation took place. Certification is conditional on completing the **minimum training requirements/modules** as outlined ([Appendix D](#)).

5.5 Delivery and Maintaining Certification

5.5.1 Certified LF's will continue delivering workshops and may choose to co-facilitate workshops or mentor other trained LF's in achieving certification

5.5.2 Upon achieving a Certified status in any context, the LF's certification will be valid for a period of 5 years. During this 5 year period, LF's must engage in the following activities in order to maintain their certification:

5.5.2.1 Must facilitate at least 2 workshops in any Taekwondo Canada coaching context

5.5.2.2 Attend at least two Learning Facilitator updates

5.5.3 LF's who do not maintain certification must co-facilitate at least one workshop and attend update training in order to re-certify.

5.5.4 All Coach Developers must adhere to CAC (Coaching Association of Canada) NCCP Policy and Implementation Standards)

COACH EVALUATORS

The role of a Coach Evaluator is to determine an instructor or coach's ability to demonstrate the achievement of coaching outcomes within a designated context.

The evaluator must be able to:

- Manage administrative and logistical aspects of the evaluation
- Use appropriate observation methods to determine achievement of criterion
- Correctly interpret the verification of evidences to identify evaluation of criterion
- Facilitate coach debrief to verify evidences, provide feedback and create an action plan

The process to become an evaluator requires the following steps.

- Step 1: Selection
- Step 2: Training and
- Step 3: Co-evaluation
- Step 4: Evaluation for Certification
- Step 5: Delivery and Maintaining Certification

6.1 Evaluator Selection

6.1.1 Evaluators may be nominated by Taekwondo Canada Member Organization(s), or individuals may make formal application to Taekwondo Canada (see [Appendix J](#)).

6.1.2 Applicants must also submit a signed Code of Conduct (see [Appendix N](#)).

6.1.3 The intake of evaluators for a context will be identified by Taekwondo Canada.

6.1.4 Evaluator qualifications may include:

- Experience and demonstrated qualifications in Taekwondo Canada NCCP programmes
- Minimum 5 years actively instructing or coaching
- Higher Dan an asset
- Currently active in Taekwondo and certified as a coach / instructor in the context
- Experience in adult education
- Ability to communicate in English and/or French

6.1.5 Future identification of evaluators will be considered to maintain capacity and quality of delivery within Canadian regions.

6.1.6 Evaluators will be selected based on qualifications outlined above and requisites outlined in [Appendix D](#): LF and Evaluator Development Model.

6.1.7 Individuals who show interest and possess attributes of a quality Evaluator, and appropriate content knowledge may also be considered

6.2 Evaluator Training and Co-evaluation

6.2.1 Evaluators will achieve **trained** status in a designated context upon:

6.2.1.1 Completing NCCP Core Evaluator training workshop

- Module 1: Overview of the workshop and the NCCP
- Module 2: The certification process
- Module 3: Learning to debrief
- Module 4: Action planning

6.2.1.2 Completing Taekwondo Specific NCCP evaluator training (see [Appendix R](#))

- Module 1: Taekwondo pathway, LTAD and Administration

- Module 2: Evaluation methodology and tools
- Module 3: Using evaluation tools to determine standards
- Module 4: Debrief

6.2.1.3 Engaging in at least one co-evaluation of a coach

6.2.1.4 Signing Code of Conduct (see [Appendix N](#))

6.2.2 Taekwondo specific Evaluator training and updates will

6.2.2.1 be conducted on a national delivery and involve utilization of evaluation tool to assess and align the standard required for successful certification

6.2.2.2 occur a minimum of every two years

6.2.3 While it is not necessary, it is highly recommended that all coaching observations are videotaped to provide a record of the coach's practice or competition event. Videotapes can also be used by the evaluator to review a coach's performance in the observation.

6.3 Coach Evaluator (CE) Co-Evaluation

6.3.1 CE's should co-evaluate **two (2)** coaches with another CE in a designated context

6.3.2 To be considered a co-evaluation, each CE must engage the coach in pre-brief, portfolio evaluation, direct observation and Debrief. See co-evaluation guidelines

6.3.3 Upon completing co-evaluation the CE will be deemed TRAINED status

6.3.4 Upon completing *training and co-facilitation* guidelines, the CE may engage in an independent delivery coach evaluation.

6.4 Coach Evaluator Certification

6.4.1 Upon completing at least 3 independent evaluations and when the Evaluator believes that they are ready to be evaluated, he/she can request an evaluation from Taekwondo Canada via email to the Taekwondo Canada NCCP staff coordinator

6.4.2 The process for evaluating evaluators can be found on the [CAC website](#) and involves:

6.4.2.1 Pre-briefing with a Master Coach Developer to review the evaluation process

6.4.2.2 Completing a portfolio of that includes at least 3 assessment forms from evaluated coach and a self-assessment. Forms can be downloaded [here](#)

6.4.2.3 Debriefing with a Master Coach Developer using the [Coach Evaluator Evaluation Tool](#)

6.4.2.4 Submission of final recommendation by MCD to Taekwondo Canada designating certification.

6.4.3 The evaluation process helps Evaluator's achieve certification by acknowledging the skills they have acquired and, if necessary, identifying the components that need improvement before certification is granted

6.4.4 To ensure quality control, Taekwondo Canada may at any time conduct an audit of an Evaluator on the evaluation process and procedures which may include:

6.4.4.1 Assessment of coach portfolio or observation who was evaluated based on minimum standards outlined in Appendix O (may be done online).

6.4.4.2 Direct observation of the evaluation of a coach in a live setting (Direct Coach Observation).

6.4.4.3 A debrief and summary of strengths and areas for improvement shared with the evaluator.

6.4.5 If a Taekwondo Canada Master Coach Developer (MCD), is not available a Provincial/Territorial Multi-sport MCD may be used to evaluate Taekwondo LF's for certification.

6.4.6 Taekwondo Canada grants evaluator *Certification* based upon the recommendation of the ME and completion of all necessary requisites.

6.5 Delivery and Maintaining Evaluator Certification

6.5.1 Upon achieving *Certified* status in any context, the Evaluator's certification will be valid for a period of 5 years. During this 5 year period evaluator must engage in the following activities in order to maintain their certification:

6.5.1.1 Must conduct a minimum of 2 evaluations for certification

6.5.1.2 Must attend 2 LF/Evaluator Update workshops

6.5.2 Evaluators who do not maintain certification must participate in update training and re-engage in an evaluation.

6.5.3 All Coach Developers must adhere to CAC (Coaching Association of Canada) [NCCP Policy and Implementation Standards](#)

MASTER COACH DEVELOPER DESIGNATION

The sport and culture of Taekwondo has a tradition of hierarchy where individuals with more experience and/or competency in Taekwondo are granted greater status. Taekwondo Master and Grandmaster status is designated by the World Taekwondo Federation and permits these individuals to grant Dans based on WTF guidelines. However, Dan rank and Master/Grandmaster status is very different from NCCP Master status.

7.1 NCCP MCD Selection

7.1.1 The National Coaching Certification Program (NCCP) recognizes its own Master status with the process for becoming a Master Coach Developer outlined here

7.1.2 NCCP Master Coach Developers in Taekwondo will be able to:

7.1.2.1 Train and evaluate LFs

7.1.2.2 Train and evaluate Evaluators

7.1.3 NCCP Master Coach Developer Qualifications and Requisites should include:

7.1.3.1 Certified Evaluator and Learning Facilitator

7.1.3.2 Minimum 5 years actively instructing and coaching

7.1.3.3 Minimum 2nd Dan and currently active

7.1.3.4 Demonstrated contribution to Taekwondo Canada development (i.e. working committees, executives etc.) an asset

7.2 Master Coach Developer Pathway

7.2.1 Upon meeting and completing necessary requisites and qualifications individuals may apply to Taekwondo Canada to engage in the Master Coach Developer process which includes:

7.2.1.1 Attending necessary core training modules (Learning Facilitator Core training, Evaluator Core Training and Master Coach Developer Core training) accessed through provincial territorial coaching representatives

7.2.1.2 Co-facilitating or facilitating Taekwondo Specific Learning Facilitator and Evaluator training

7.2.1.3 Co-facilitating two taekwondo specific coach/instructor workshops with two different learning facilitators as the lead facilitator

7.2.1.4 Co-evaluating with another coach evaluator to certify a coach

7.2.1.5 Completing a Master Coach Developer Evaluation consisting of a portfolio of assessments and a debrief by a Master Coach Developer

7.3 Master Coach Developer Evaluation

7.3.1 An evaluation may be conducted by a Taekwondo specific MCD, or if unavailable a Multi-sport MCD designated by the Provincial Territorial Coaching Representative.

7.3.2 The qualified MCD will be confirmed by Taekwondo Canada and evaluate the candidate MCD

7.3.3 A pre-brief will be facilitated by the assigned MCD to identify the MCD evaluation process and to outline portfolio and evaluation guidelines

7.3.4 The portfolio must include:

7.3.4.1 Co-delivery feedback form completed by at least one Learning Facilitator who the MCD candidate has co-facilitated in a lead role

7.3.4.2 Evaluated Coach Developer Feedback form completed by at least one CD mentored by the MCD candidate

7.3.4.3 Mentored Coach Developer Feedback form completed by at least one CD mentored by the MCD candidate

7.3.4.4 MCD self-assessment form completed by the MCD candidate

7.3.4.5 Different CD completing each form (3 in total)

7.3.5 A debrief will be facilitated by the assigned MCD to review portfolio assessment and to complete the Master Coach Developer Evaluation Form, plus an action plan for further professional development

7.3.6 The assigned MCD will make a recommendation to Taekwondo Canada in writing outlining the process, supporting evidence (evaluation tool) and result, confirming candidate as a Master Coach Developer

7.3.7 Taekwondo Canada grants MCD *Certification* based upon the recommendation of the assigned MCD and completion of all necessary requisites.

7.4 Maintaining MCD status

7.4.1 Individuals achieving Master Coach Developer status will have their status reviewed by Taekwondo Canada every five (5) years.

7.4.2 Renewal of status will be based on:

7.4.2.1 Completing relevant professional development including training in core learning facilitator training, core evaluator training and core Master Learning Facilitator Training and;

7.4.2.2 Engaging in ongoing delivery of Taekwondo NCCP

7.4.3 All Coach Developers must adhere to CAC (Coaching Association of Canada) [NCCP Policy and Implementation Standards](#)

7.4.4 MCD who do not maintain certification must participate in update training (Core CD Training workshops) and re-engage in an MCD evaluation.

CERTIFICATION APPEALS

8.1 Appeal Procedure for Coaches and Instructors

8.1.1 Any individual can appeal an unsuccessful evaluation. The intention of Taekwondo Canada's evaluation process is to provide sufficient checks and balances throughout a candidate's certification process to help facilitate completion of the evaluation requirements. Normally, the coach/instructor will be required to re-submit any items that are below standard.

8.1.2 Valid reasons for denying certification may include:

8.1.2.1 Any behavior which is inconsistent with that outlined in the NCCP Code of Conduct (see [Appendix N](#)), CAC and/or Taekwondo Canada Code of Ethics/Conduct.

8.1.2.2 Observed behaviour that clearly puts athletes at risk both physically, mentally or emotionally beyond normal practice within the sport context

8.1.2.3 Inability to demonstrate criteria and appropriate evidences required within a designated coaching context.

8.1.3 Appeals should be submitted to Taekwondo Canada, within 10 days of the event warranting an appeal.

8.1.4 The Appeal must include;

8.1.4.1 A written statement indicating grounds for an appeal outlining the context, evaluator, and dates of the event forming the appeal

8.1.4.2 The coach candidate portfolio with the Evaluator's marking template. 8.1.4.3 All templates and tools used during the observation by the evaluator 8.1.4.4 All documentation related to the debriefing procedure and action plan. 8.1.4.5 An administration fee of \$150 payable to Taekwondo Canada.

8.1.5 Taekwondo Canada staff, and or panel consisting of a certified Coach Developer, staff and certified coach, will determine the validity of the appeal by reviewing materials and the nature of the appeal. A brief report should outline key evidence used in the appeal and how it was used to determine the success or failure of the appeal.

8.1.6 While it is not necessary, it is highly recommended that all coaching observations are video taped to provide a record of the coach's practice or competition event. Videotapes can also be used by the evaluator to review a coach's performance in the observation.

8.1.7 If the appeal is successful, the Coach will receive their certification in the specified coaching context

8.1.8 If an appeal is unsuccessful the coach will need to re-engage in the certification process, with a different evaluator and pay the designated fees.

8.1.9 Taekwondo Canada is responsible for ensuring that a different evaluator is available for the subsequent evaluation.

8.2 Appeal Procedure for Coach Developers

8.2.1 Appeals must be submitted to Taekwondo Canada, who will assign a review committee to investigate the appeal.

8.2.2 Appeals should be submitted to Taekwondo Canada, within 10 days of the event warranting an appeal.

8.2.3 The Appeal must include;

8.2.3.1 A written statement indicating grounds for an appeal outlining the context, evaluator, and dates of the event forming the appeal

8.2.3.2 All documentation used in the evaluation process including portfolio assessments, self-assessments, and evaluation tools.

8.2.3.3 Previous workshop assessments and or past evaluation reports.

8.2.3.4 An administration fee of \$500 payable to Taekwondo Canada.

8.2.4 Taekwondo Canada will assemble a review panel of a minimum 3 individuals, consisting of where possible, Taekwondo Canada's NCCP staff officer, the Coaching Association of Canada Consultant, and a trained LF or Evaluator at the context in which the evaluation occurred.

8.2.5 The panel will determine the validity of the appeal by ensuring reviewing materials and the nature of the appeal. A brief report should outline key evidence used in the appeal and how it was used to determine the success or failure of the appeal.

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

8.2.7 If an appeal is unsuccessful the coach developer will need to satisfy requirements outlined by the review committee which may include;

8.2.7.1 Required additional training.

8.2.7.2 Re-evaluation by another Master Coach Facilitation

8.2.7.3 Suspension of facilitation or evaluation activities.

NCCP ADMINISTRATION

9.1 Coordinating NCCP Delivery

9.1.1 All NCCP activities must be sanctioned by Taekwondo Canada.

9.1.2 A host agency or the LF must complete a Workshop Application in [Appendix K](#).

9.1.3 Requests to deliver workshops or schedule evaluations must be received by Taekwondo Canada **no later than 3 weeks** prior to a designated workshop or evaluation (see [Appendix K](#): Workshop Application and/or [Appendix M](#): Application for Evaluation).

9.1.4 Taekwondo Canada verifies the qualification of the LF or Evaluator and sends confirmation (electronically) to the Learning Facilitator or Evaluator and coach or instructor.

9.1.5 Evaluators are not to initiate the Coach Evaluation process prior to the assignment of an Evaluator to a coach by the Taekwondo Canada NCCP staff or designate.

9.1.6 Materials and documentation for training workshops will be available in hardcopy from Taekwondo Canada, to ensure quality control of materials.

9.1.7 Evaluation portfolios will be made available to coaches/instructors via the Taekwondo Canada website or by emailing the Taekwondo Canada NCCP staff or designate.

9.1.8 Evaluation of multiple candidates will be allowed in accordance with this Operational Guide and should be organized only in consultation with the Taekwondo Canada NCCP staff or designate, in a manner consistent with that identified in the evaluator handbook.

9.2 Reporting

9.2.1 Upon completing an NCCP activity, all required documentation must be submitted to Taekwondo Canada to obtain credit.

9.2.2 It is the coach's obligation to verify his/her own transcript. This can be found on the Locker on the Coaching Association of Canada (CAC) website.

9.2.3 The LF must submit NCCP workshop (course) attendance list (CAL) within 5 days of the event. LF may keep coach profile forms ([Appendix P](#)) to verify all participants who engaged the workshop.

9.2.4 Evaluators must provide a summary of the coach / instructor evaluation within 5 days of the evaluation debrief

9.2.5 Coach Evaluators may be asked to provide additional evidence of the evaluation as outlined in section 6.3.4.

9.2.6 Upon completion of any NCCP activity coach information will be added to or updated in the NCCP Locker found on the Coaches Association of Canada (CAC) website.

9.3 Financial

9.3.1 Financial guidelines for delivery of Taekwondo NCCP are identified in Table 1.

9.3.2 Taekwondo Canada will endeavour to make all NCCP programming affordable while ensuring the logistics and operations are not delivered at a loss. Taekwondo NCCP is based on a cost recovery model based on workshop / module fees

9.3.3 The Taekwondo Canada NCCP staff or designate, in consultation with the CEO or

designate, may make adjustments to logistics, operations and fee structures to ensure NCCP Programming (workshop, webinar, evaluation) is delivered effectively, with fiscal responsibility and as is needed across the country.

9.3.4 If a given NCCP Program component is required, and its delivery would result in a financial loss, the applicant (host or coach) will be responsible for some or all of the expenses incurred for the delivery of workshops or evaluations (i.e. LF/Evaluator fees, hotel, airfare, km, meals).

Table 1: Minimum requirements for Taekwondo workshops and evaluations

	<i>Assistant Instructor</i>	<i>Dojang Coach</i>	<i>Performance Coach</i>	<i>Olympic Coach & Advanced Instructor</i>
Workshop Fee	\$200.00 plus taxes & admin	\$200.00 plus taxes & admin	\$750.00 – [\$450 Webinar Training + \$300 Camp Training – Includes Module 7 evaluation] plus taxes & admin ** Fees will be adjusted upward if required to deliver at break-even point	TBD
Evaluation Fee	\$175 plus taxes & admin (Workshop Attended)	\$175 plus taxes & admin (Workshop Attended)	\$450 Total - \$50 / Module Evaluated (1-5 modules) + \$100 module 6 + \$100 Final Debrief	TBD
Evaluation Challenge Fee	\$385 plus taxes & admin	\$385 plus taxes & admin	\$1200 plus taxes & admin	
LF Honoraria	\$400.00 - Trained LF \$200.00 - Trained LF for co-facilitation \$500.00 - Certified LF \$250.00 - Certified LF for co-facilitation	\$400.00 - Trained LF \$200.00 - Trained LF for co-facilitation \$500.00 - Certified LF \$250.00 - Certified LF for co-facilitation	Fee is per 2 hour webinar as required: \$100 Camp & Competition: \$400.00 - Trained LF \$200.00 - Trained LF for co-facilitation \$500.00 - Certified LF \$250.00 - Certified LF for co-facilitation	TBD
Evaluator Honoraria	\$150.00	\$150.00	\$300 / assigned coach through certification	TBD
Materials (From TKD Canada)	➤ AI DVD ➤ Workbook ➤ LTAD- TKD4Life Manual	➤ DC DVD ➤ Workbook ➤ LTAD- TKD4Life Manual	➤ PC Webinar Power points (ppt) ➤ PC Portfolio Modules (pdf) ➤ LTAD- TKD4Life Manual	
Maximum # of Participants -	20*	20*	15*	TBD
Minimum # of Participants	8*	8*	10*	TBD
Travel expenses	Host/ Coach responsible for all expenses incurred for delivery of workshops/evaluations (i.e. LF/Evaluator fees, hotel, airfare, km, meals) Travel beyond 50km will be paid at - \$.40 per km			
Appeal Fee	\$150.00 plus taxes & admin	\$150.00 plus taxes & admin	\$150.00 plus taxes & admin	TBD

*Exceptions may be made on a case by case basis (i.e. remote areas)

9.4. NCCP workshops – Training (see [Appendix L](#))

9.4.1 All NCCP workshop fees will be managed through Taekwondo Canada. All fees must be made payable to Taekwondo Canada for workshops and evaluations.

9.4.2 Taekwondo Canada will:

9.4.2.1 Pay honoraria for Learning Facilitators and Evaluators.

9.4.2.2 Manage administration of NCCP.

9.4.2.3 Administer duplication and distribution of materials.

9.4.2.4 Provide ongoing development of NCCP.

9.4.3 The host agency is responsible for

9.4.3.1 providing administrative support for the workshop

9.4.3.2 providing and paying all expenses such as facility rental, audio/visual rental.

9.4.3.3 Providing where appropriate, flip chart paper, masking tape, markers, laptop, projector, screen (or blank white wall) and tables and chairs for all participants.

9.4.3.4 Paying Learning Facilitator travel expenses (km, air, hotel)

9.4.4 Upon recovery of costs for workshop delivery including payment of Learning Facilitator, materials, etc. Taekwondo Canada will pay the host \$250.00. Host must submit Expense Claim form found on Taekwondo Canada website

9.4.5 Taekwondo Canada will pay LF honoraria directly to the Learning Facilitator(s) upon receipt of all documentation. LF must claim the honoraria by submitting the Expense Claim form found on Taekwondo Canada website

9.4.6 Honoraria should be paid within two weeks of receiving required documentation

9.5 NCCP Evaluation for Certification

9.5.1 For Evaluation and certification instructors/coaches must:

9.5.1.1 Submit the *Application for NCCP Evaluation* form ([Appendix M](#))

9.5.1.2 Submit Portfolio (Taekwondo Canada website) - Submissions are preferred via electronic method (email, drop box)

9.5.1.3 Submit supporting documents required for evaluation and certification

9.5.1.4 Pay for evaluation for certification online through the Taekwondo Canada Website

9.5.1.5 Submit payment receipt along with Application for NCCP Evaluation

9.5.2 Upon receipt of the application and designated fees, Taekwondo Canada will assign an evaluator (Evaluations should not begin before Taekwondo Canada receives all required documentation, assigns an evaluator and approves the evaluation)

9.5.3 Instructors/coaches must download appropriate evaluation guidelines (portfolio) from the Taekwondo Canada Website or through training program (PC webinars)

9.5.4 The instructor/coach must contact the evaluator, and satisfy the completion of the portfolio prior to engaging in a Formal Observation or next step in the evaluation process (Performance Coach)

9.5.5 The evaluator must submit to Taekwondo Canada a suitable report designating the result of the evaluation using the Evaluation Summary in the Evaluator Handbook

9.5.6 In order to provide greater efficiency in evaluation of coaches, Taekwondo Canada will allow evaluators in introductory contexts (AI and DC) to evaluate multiple coaches provided that:

9.5.6.1 In the AI evaluation, no more than 5 coaches/evaluator can be evaluated within one day provided that all coaches have the opportunity to be evaluated with context specific participants in a dojang setting

9.5.6.2 In the DC evaluation, no more than 5 coaches/evaluator can be evaluated within one day provided that all coaches have the opportunity to be evaluated with context specific participants in a competitive setting

9.5.6.3 All evaluations must include a detailed debrief with each candidate

9.5.7 Upon receipt of all required evaluation documentation and the evaluator's expense claim, Taekwondo Canada will pay Evaluator honoraria

9.5.8 Honoraria should be paid within two weeks of receiving required documentation

9.6 NCCP Development

9.6.1. Taekwondo Canada will develop coach education programs in the contexts identified by their PDM (Participant Development Model) and CDM (Coach Development Model)

9.6.2 Coach education programs will be reviewed every two years

9.6.3 In the future Taekwondo may wish to integrate Multi-sport training modules into existing coach education. Integrating would require:

9.6.3.1 Updating of LF guides and workbooks to include multi-sport materials 9.6.3.2 Retraining of LFs by a Provincial Multi-sport MLF

9.7 Succession Planning

9.7.1 Taekwondo Canada will review the number of LF's and CE's in all contexts from time to time, identify and recruit suitable candidates in both official languages from as many region as feasible.



9.7.2 Candidates will be expected to have been certified in at least one context higher or the highest context available to be considered.

APPENDIX A: Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

Core themes: Fundamental concepts that must be included in coach education, training, and certification programs in order to be part of the NCCP. The six core themes identified are Safety; Planning & Organizing; Teaching & Learning; Values & Ethics; Working with People/Collaborative Practices; Age-Group Related Notions of Physical & Mental Development.

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

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

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

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

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

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

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

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

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

Host Agency: The person or organization who delivers an NCCP training or evaluation event. The host agency could be an individual, club, dojang, municipal department or post secondary institution.

Integration: The inclusion of NCCP multi-sport modules and materials into the sport-specific modules. Integration may occur as a weave in which the multi-sport materials and sport-specific materials and instructional design are intertwined OR simply as the insertion of multi-sport modules into the overall workshop as specific modules with very little modification.

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

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

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

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

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

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

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

NCCP Registration Form: The form on which workshop/activity data and coach data is entered and then submitted either electronically or in hard copy to the NCCP Database.

Novice: A beginner in some pursuit that demands skill and proficiency.

Operations: Describes the administrative requirements that are necessary to deliver the National Coaching Certification Program

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

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

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

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

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

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

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

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

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

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

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

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

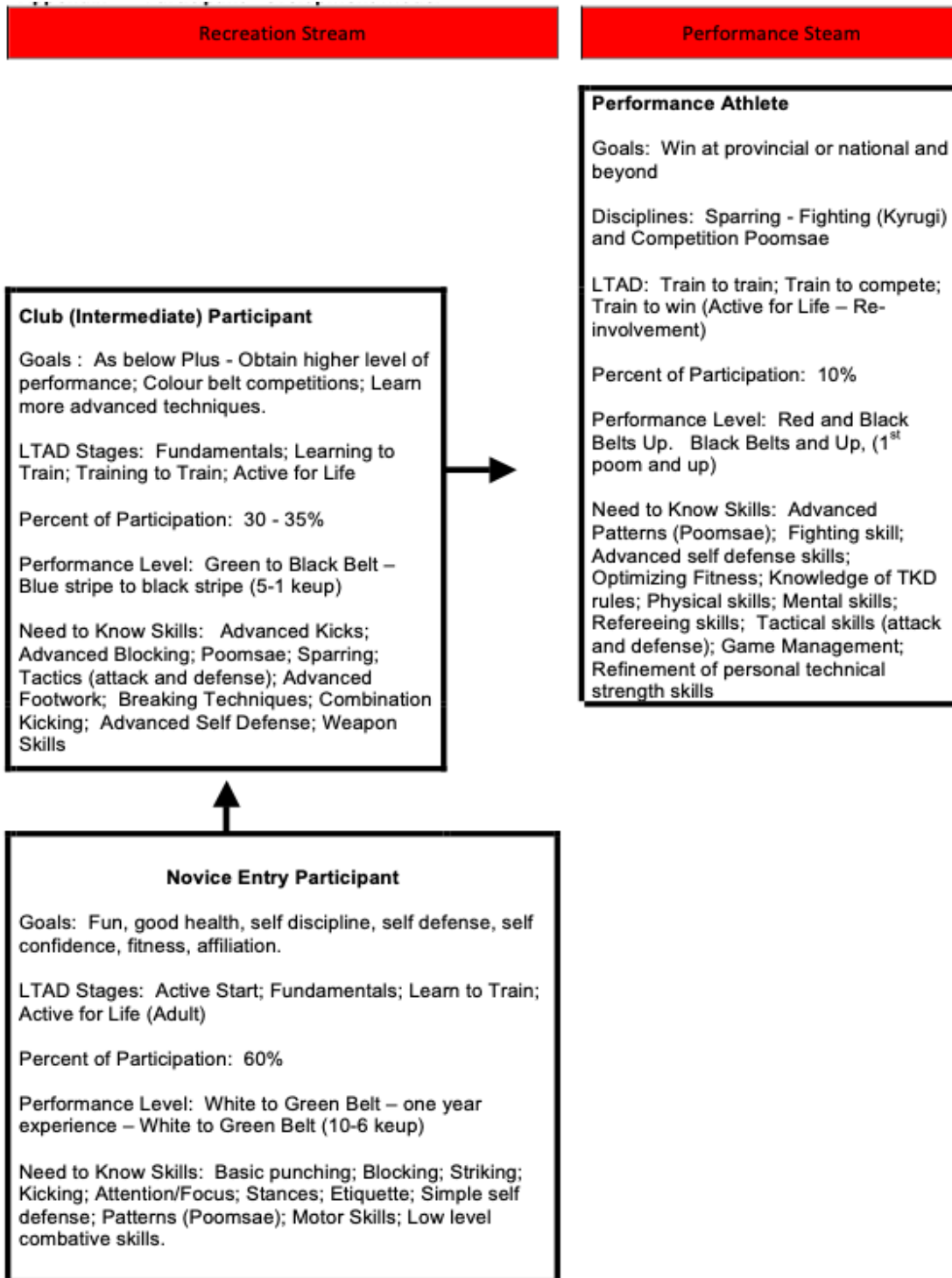
Stream: A group of athletes with similar performance objectives and requirements within a continuum of ability levels, placed together.

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

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

Values: Deeply held beliefs.

APPENDIX B: Participant Development Model





APPENDIX C: Taekwondo Development Model

Streams	Foundation		Instructional Stream	Performance Stream	
NCCP Context	Inst-Beg	Comp-Intro	Inst-Intermediate	Comp-Dev	Comp-HP
Taekwondo Name	Assistant Instructor	Dojang Coach	Instructor	Performance Coach	Olympic Coach
Entry Belt Level	Red Belt (Keup 2)	Black Belt	Black Belt	2 nd Dan	TBD
Exit Belt Level	Red Belt (Keup 2)	2 nd Dan	3 rd Dan	3 rd Dan	TBD
Minimum Age	16	18	18	21	TBD
NCCP Outcomes (required)	<ul style="list-style-type: none"> Make Ethical Decisions Provide Support to Athletes in Training Design a Sport Program Analyze Performance Plan a Practice 	<ul style="list-style-type: none"> Make Ethical Decisions Analyze Performance Manage a Program Design a sports program Support the Competitive Experience 	<ul style="list-style-type: none"> Make Ethical Decisions Provide Support to Athletes in Training Analyze Performance Manage a Program Plan a practice Design a sports program Support the Competitive Experience 	<ul style="list-style-type: none"> Make Ethical Decisions Provide Support to Athletes in Training Analyze Performance Manage a Program Plan a practice Design a sports program Support the Competitive Experience 	
Content – Need to know areas	Attention/Focus; Stances; basic Etiquette; Simple self defense; Basic Poomsae; Fundamental movement skills Motor Skills; Low level combative skills. Disabled athlete teaching skills	Inst-Beg plus: Basic sparring skills, Basic Taekwondo rules, mental skills, weight management; nutrition; Attack/counterattack sequences; analysis and corrective strategies;	AI plus: Intermediate / Advanced level poomsae; self defense; breaking, introduction to weapons; basic demonstrations; martial arts philosophy; dojang management; meditation and advanced breathing techniques; philosophy of martial arts	Previous plus: Sparring skill; Optimizing Fitness; Knowledge of TKD rules; Physical skills; Mental skills; Refereeing skills; Tactical skills (attack and defense); Game Management; Refinement of personal technical strength skills; annual planning; integration of third party experts; Scouting analysis	
Participant Belt level	White to Green Belt	Green to Black and Up depending on Dan	Keup 5 – 2 nd poom/dan	Black and Up	Black and Up
Training Module (possible)	Multi Sport Modules <ul style="list-style-type: none"> Make Ethical Decisions Plan a Practice Nutrition Taekwondo Assistant Instructor Workshop	Multi Sport Modules <ul style="list-style-type: none"> Teaching and Learning Design a Sport Program Mental Preparation Plus: Assistant Instructor Workshop Plus Taekwondo DC workshop	Foundation Modules Plus Comp-Dev Managing Conflict Coaching and Leading Effectively Managing a Sport Program Taekwondo Instructor Workshop	Sport Specific Workshop(s) All Comp-Dev Multi Sport Modules: Managing Conflict, Coaching and Leading Effectively; Developing athletic abilities; Leading Drug Free Sport; Prevention and Recovery; Psychology of Performance; Performance Planning; Advanced Practice Planning Taekwondo Performance Coaching Training	COPSIN Delivery – Advanced Coaching Diploma Sport Specific Mentorship
Evaluation for Certification	Build Portfolio; MED Online Evaluation; Formal Observation of Lesson; Debrief Plus Emergency First-Aid	MED Online Evaluation Build Portfolio Observation at a competitive event Debrief Referees Seminar CPR and Standard First-Aid NCCP Making Head Way	MED Online Evaluation Build Portfolio Observation in a Dojang Dojang Excellence – Silver CPR and Standard First Aid Poomsae Seminar Debrief	Module 1: Entry Portfolio Module 2: Taekwondo Fitness Challenge Module 3: Video Analysis Module 4: Yearly Training Plan Module 5: Competition Preparation Module 6: Competition Observation & Debrief Module 7: Practice Observation Final Debrief	To be determined






APPENDIX D: Learning Facilitator and Evaluator Development Model

Streams	Foundation		Instructional Stream	Performance Stream	
NCCP Context	Inst-Beg	Comp-Intro	Inst-Intermediate	Comp-Dev	Comp-HP
Taekwondo Name	Assistant Instructor	Dojang Coach	Instructor	Performance Coach	Olympic Coach
Minimum Belt	Black Belt	Black Belt	3 rd Dan	2 nd Dan	TBD
LF Criteria and Selection	<ul style="list-style-type: none">Implement an appropriately structured and organized workshopFacilitate the achievement of outcomes or learning objectivesDisplay appropriate communication and leadership to enhance coach learningManage administrative aspects of the workshop and the NCCP		Selection: <ul style="list-style-type: none">Experience with Taekwondo Canada NCCP programmesMinimum 5 years actively instructingAbility to communicate in English and/or FrenchCurrently active in Taekwondo and higher Dan an assetExperience in adult education		
Evaluator Criteria	<ul style="list-style-type: none">Manage administrative and logistical aspects of the evaluationUse appropriate observation methods to determine achievement of criterion.Correctly interpret the verification of evidences to identify evaluation of criterionFacilitate coach debrief to verify evidences, provide feedback and create an action plan				
LF and Evaluator Pre-requisites	Certified Assistant Instructor Plus NCCP Multi-sport modules	Certified Dojang Coach Plus NCCP Multi Sport Modules	Certified Instructor Plus Comp-Dev – Coaching and Leading effectively Comp-Dev – Managing Conflict	Performance Coach Certified Plus All Comp-Dev modules	Recommend completion of NCCP Advanced Coaching Diploma
LF Minimum Training Modules	NCCP Core Facilitator Training Module 1: Overview of Taekwondo Canada NCCP Module 2: The Functions of a Learning Facilitator Module 3: The Elements of an Effective Learning Activity Module 4: Stages of Group Development Module 5: Nature of the Group Taekwondo Canada Learning Facilitator Training Module 1: Taekwondo pathway, LTAD and Administration Module 2: Preparation for Facilitation Module 3: Micro Teaching Task Module 4: Debrief		NCCP Core Evaluator Training Module 1: Overview of the workshop and the NCCP Module 2: The certification process Module 3: Learning to debrief Module 4: Action planning Taekwondo Canada Evaluator Training Module 1: Taekwondo pathway, LTAD and Administration Module 2: Evaluation methodology and tools Module 3: Using evaluation tools for to determine standards Module 4: Debrief		

APPENDIX E: Assistant Instructor Coach Pathway








TRAINING PATHWAY	CERTIFICATION PATHWAY
 Assistant Instructor Workshop (1 Day)	Portfolio – Required Evidence: <ul style="list-style-type: none"> • One Lesson plan for a given skill practice • Standard or Emergency First-aid Certificate • A complete Emergency Action Plan. • Application of the Make Ethical Decision Making process to a Taekwondo specific scenario. • Evidence of completing the Make Ethical Decision online evaluation • One participant basic skill assessment (referent model) • Three instructor assessment forms that are completed by a senior coach, parent and athlete.
+	
 Multi-Sport Modules(2 Days) Making Ethical Decisions Planning a Practice Nutrition	
	+
	Formal Observation <ul style="list-style-type: none"> • Teaching lesson to novice participants
	+
	Debrief <ul style="list-style-type: none"> • Provide feedback and clarify evaluation requirements • Action plan for further development

APPENDIX F: Dojang Coach Pathway

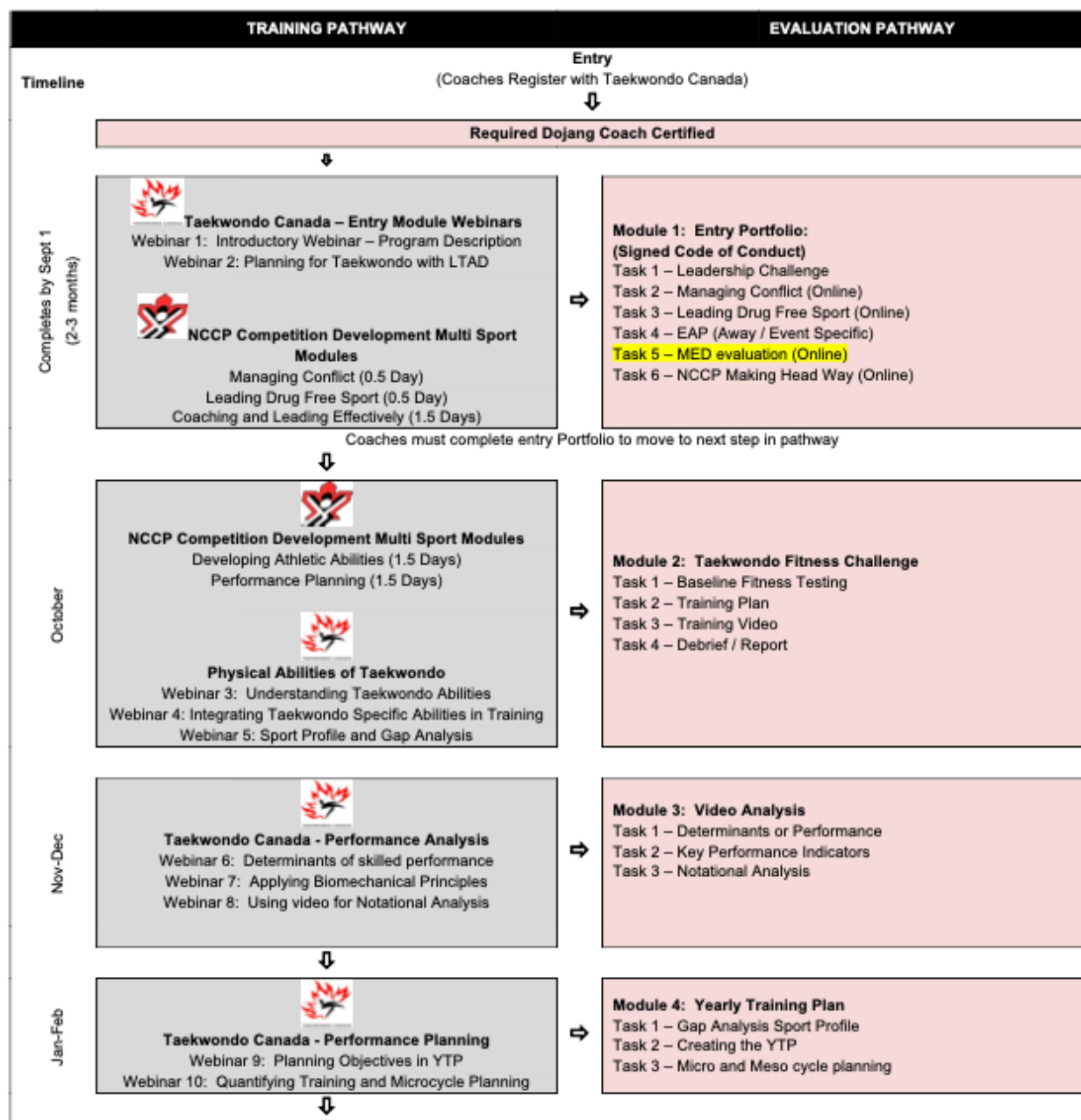
TRAINING PATHWAY	CERTIFICATION PATHWAY
 Assistant Instructor Workshop (1 Day)	 Assistant Instructor Certification
+	+
 Multi-Sport Modules (2 Days) Making Ethical Decisions Planning a Practice Nutrition	Portfolio – Required Evidence: <ul style="list-style-type: none"> NCCP Making Head Way Training Module (NEW) MED online Evaluation Certificate of completion Provincial Referee Seminar Certificate A competitive plan Standard First-aid Certificate CPR Certificate Report cards or other strategies for monitoring athlete performance Online task for analyzing performance Referent model for a sport skill Yearly training plan for an athlete Application of the Make Ethical Decision Making process to a Taekwondo Competition specific scenario.
+	
 Dojang Coach Workshop (1 Day)	
+	
 Multi-Sport Modules (2 Days) Design a Sport Program Basic Mental Skills Teaching and Learning	Formal Observation <ul style="list-style-type: none"> Before a competition (warm-up and competition readiness) During a competition (fight or series of fights) After a competition (after fight or between fights).
	+
	Debrief <ul style="list-style-type: none"> Provide feedback and clarify evaluation requirements Action plan for further development

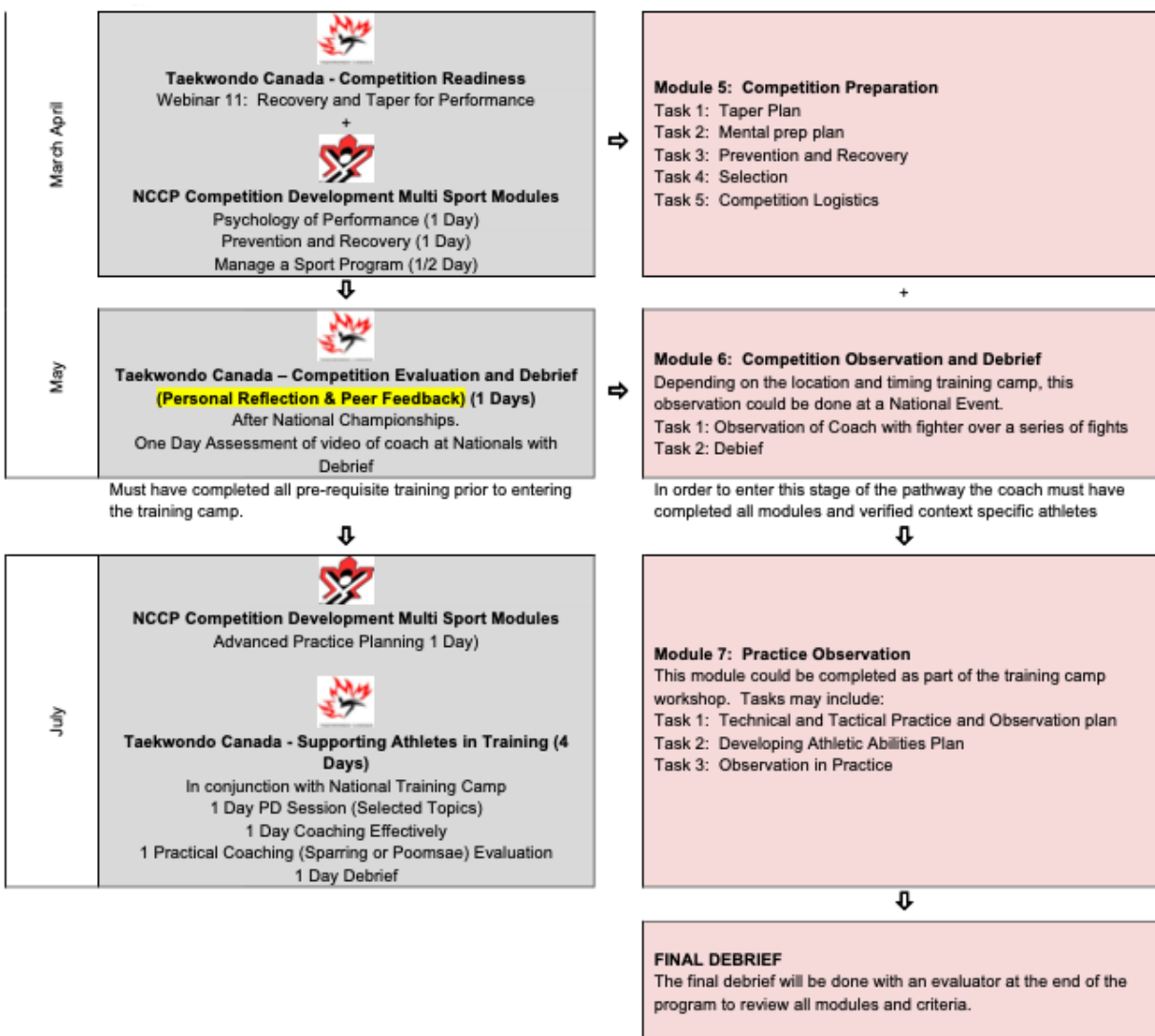
APPENDIX G: Instructor Pathway

NOTE: The instructor context is under development and will be uploaded further as its development progresses.

TRAINING PATHWAY	CERTIFICATION PATHWAY	NOTE: Instructors can enter Certification Pathway without AI Certification as the Instructor evaluation includes and is above the standard for AI
 Assistant Instructor Workshop (1 Day)	Portfolio – Required Evidence: <ul style="list-style-type: none">• MED Online Evaluation• Standard First-aid Certificate• CPR Certificate• Poomsae Seminar Certificate• Dojang Excellence<ul style="list-style-type: none">○ Program / Curriculum Design○ Program Administration○ Program Safety• Master Lesson Plan Task• Referent Model Task• Skill Analysis Task• Skill Progression Task• MED TKD Task	
+		
 Multi-Sport Modules (2 Days) Making Ethical Decisions Planning a Practice Nutrition		
+		
 Dojang Instructor Workshop (1 Day)		
+		
 Multi-Sport Modules (2 Days) Design a Sport Program Basic Mental Skills Teaching and Learning		
+	+	
 Instructor Workshop (2 Days TBD)	Formal Observation <ul style="list-style-type: none">• Leading a class• Mock Belt Test• Dojang Excellence	
+		
 Comp-Dev Multi-Sport Module (0.5 Day) Managing Conflict		
+	+	
 Comp-Dev Multi-Sport Module (1.5 Days) Coaching and Leading Effectively	Debrief	

APPENDIX H: Performance Coach Pathway





APPENDIX I: Taekwondo Canada National Coaching Standards, NCCP Coach Certification & Maintenance Standards Policy

To coach at International or National events all coaches must be Assistant Instructor (AI) and Dojang Coach (DC) NCCP Certified as well as be registered with the Coaches of Canada.

All those engaging in NCCP programming, coach and club, must be registered with Taekwondo Canada.

Assistant Instructor and Dojang Coach Workshops (found on the events calendar) will provide the training needed to be familiar and comfortable with the material, the workshops will also assist the coach in completing the AI or DC Portfolio, as well as understand what to expect during the Formal Evaluation.

Below is an outline of each requirement.

PATU Intercontinental Coach Certification Course

AI Certification:

- The AI Portfolio completed (see Resources on TC Website)
- The AI Formal Evaluation (live or video, video must be audible)
- The MED online Competition Introduction (on the locker website under e learning)
- Emergency First Aid (or higher). *If you plan on completing DC Certification it is recommended to complete your Standard First Aid (or higher) **and** CPR level C certification (this is usually a two day course).*
- Send the application for evaluations (see Forms and Applications on TC Website).

DC Certification:

- The DC portfolio completed (see Resources on TC Website). DC portfolio video task **HERE**.
- The DC Formal Evaluation (live or video, video must be audible)
- CPR-C (usually a two day course)
- A referee seminar
- Send the application for evaluations (see Forms and Applications on TC Website).

Payment for Evaluation

Make your payment for AI and DC Evaluation here:

<https://www.cognitoforms.com/TaekwondoCanada1/APPLICATIONFORNCCPEVALUATION>

Challenge

The NCCP is a competency-based program based on coaching abilities, meaning the NCCP is a program that certifies coaches based on proven abilities to “DO” certain things deemed important to meet the needs of the participants they coach.

The NCCP is competency based, and as a result *certification* is based upon what a coach is able to demonstrate, not the *training* they may or may not have undergone.

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

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

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

To pursue recognition of coaching competence through a challenge means that a coach would not necessarily do the workshop *training* but would complete all the requirements for *certification* as is outlined above and go directly to the *Formal Evaluation*.

To *challenge* for certification a coach must:

- Submit the **application for evaluation**, outlining previous education or training (NCCP or otherwise), previous coaching related experience (Taekwondo and/or other), as well as Dan level.
- Make the payment for Evaluation.
- The coach will then be validated for evaluation or asked to complete the *training* prior to be granted evaluation.

CAC Professional Coaching Department

Coaches will also need to register with the Professional Coaching Department of the Coaching Association of Canada.

For **information** click here: <https://www.coach.ca/professional-coaching-s16900>

To register, click on the “Professional Coaching” tab on your Locker profile.

Taekwondo coaches receive a \$40 discount – for the code or any questions on registration please contact Taekwondo Canada.

You will need to complete a Criminal Records check (CRC) and have contact information for two references. You can apply for your CRC at: http://www.sterlingtalentsolutions.ca/cac_ace



The above requirements are in accordance with Taekwondo Canada Policies, specifically the **Taekwondo Canada National Coaching Standards, NCCP Coach Certification & Maintenance Standards Policy**.

See Taekwondo Canada online under Policies

- <http://www.taekwondo-canada.com/page/policies>

APPENDIX J: Learning Facilitator/Evaluator (LF/LE) Application Form

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

Address _____ Gender _____
 Adresse _____ Sexe _____

City _____ Province _____
 Ville _____

Postal Code _____ Telephone _____
 Code Postal _____ Téléphone _____

E-Mail _____
 Adresse électronique _____

Languages spoken _____ Citizenship Status _____
 Langues parlées _____ Citoyenneté _____

NCCP# _____
 No de PNCE _____

Education/Études

Post-Secondary Education/Études postsecondaires

<i>Institution/Établissement:</i>	
<i>Period of study/Période d'études:</i>	
<i>Task or Level/Tâche ou Niveau:</i>	
<i>From/Du To/Au:</i>	
<i>Credit Received/Crédit obtenu:</i>	

Advanced Coach Education/Formation avancée en entraînement

<i>From/Du To/Au</i>	<i>Name/Nom</i>	<i>Task or Level/Tâche ou Niveau</i>	<i>Year/Année</i>

Application Checklist :

- ____ Cover letter
- ____ Completed Application Form
- ____ Transcript of NCCP Certification Status
- ____ Make Ethical Decisions Online Evaluation
- ____ Résumé of your coaching experience and achievements (with names and phone numbers for 2 references)

Declaration

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

Signature of
 Applicant _____
 Date _____

APPENDIX K: Workshop Hosting Application

TAEKWONDO CANADA WORKSHOP/SEMINAR APPROVAL FORM

*** The hosting organization must be a Taekwondo Canada Member in Good Standing.***

Please forward your application to Taekwondo Canada at least four (4) weeks prior to the start of the course/workshop.

<input type="checkbox"/> Club <input type="checkbox"/> PSO	NAME	PHONE
ADDRESS		EMAIL
CONTACT	PHONE	EMAIL

VENUE NAME:	ADDRESS:	
CONTACT:	PHONE:	EMAIL:

REQUESTED FACILITATOR	CC#
REQUESTED CO-FACILITATOR	CC#

Requested Workshop / Seminar:

- ☐ Poomsae Seminar
☐ Referee Seminar

- ☐ Assistant-Instructor workshop
☐ Dojang Coach workshop
☐ Learning Facilitator workshop

PREFERRED DATE(S):

ALTERNATE DATE(S):

The workshop host must provide the venue, audio/video equipment, flip charts, markers, photocopying (as required), desks and seating **and is responsible for reimbursing travel expenses (if any)** for the Learning Facilitator/Instructor.

Taekwondo Canada will provide workshop materials, reference information and the Learning Facilitator(s)/Instructors.

No less than 4 weeks before start of Approved Workshop	→	This Application must be received by Taekwondo Canada
No less than 3 weeks before start of Workshop	→	Online Registration Opens
3 days before start of Workshop	→	Online Registration Closes
Before start of Workshop	→	List of Participants send to Facilitators
10 Days after the Workshop from Facilitators	→	Coach profiles received by Taekwondo Canada
30 Days after receipt of paperwork	→	Payment sent to the Learning Facilitators

APPENDIX L: Process for Hosting a NCCP Workshop

1. Decide which workshop(s), what dates and where you will host it/them.
2. Complete the Workshop Hosting Application and send it to Taekwondo Canada.
3. Taekwondo Canada will confirm availability of the Learning Facilitator(s) (LFs) and then will:
4. Schedule the workshop in the Locker (Coaching Association of Canada (CAC) NCCP database);
5. Create a registration link for the workshop;
6. Post the workshop on the website; and
7. Monitor registration. (Note: The workshop minimum is eight (8) coaches/instructors; the maximum is 20. In exceptional circumstances and with advance notice, Taekwondo Canada will waive the minimum or maximum attendance requirement.)
8. Three days before the event, online registration closes.
9. Taekwondo Canada will prepare a course list and forward it to the LF (cc the host), who will print it and bring it with him/her to the workshop.
10. Taekwondo Canada will prepare and ship workshop materials to the host in advance of the workshop.
11. The LF will sign the packing slip to confirm shipment contents and return the packing slip to Taekwondo Canada (via Canada Post or scan it and send electronically).
12. The host is responsible for providing administrative support for the workshop and cover travel expenses (if any) for the LF. You will need to have flip chart paper, masking tape, markers, laptop, projector and screen (or blank white wall). Also, provide tables and chairs for all participants.
13. At the start of the workshop, the LF will take attendance and have participants confirm the information on the course list. Additionally, the LF will collect last-minute registration fees and add the applicable coach's information to the course list. Note: All requested information on the course list must be complete or the event will be rejected by the CAC (and nobody gets the workshop on their transcript).
14. Upon completion of the workshop, the LF (and co-LF if there is one) will:
15. Distribute the course certificates to participants;
16. Send the updated course list to Taekwondo Canada;
17. Send any late registration fees to Taekwondo Canada by cheque using Express Post;
18. Send signed Code of Conduct sheets to Taekwondo Canada;
19. Account for all materials shipped from Taekwondo Canada; and
20. Return any unused materials back to Taekwondo Canada.
21. Upon receipt of the course list from the LF, Taekwondo Canada will update the Locker and send the event for final approval to CAC.

APPENDIX M: Application for NCCP Evaluation

*Please submit 3 weeks in advance of desired evaluation date

Name:	Date of Birth:	CC#:
Address	City	Province
Phone #:	Email:	Postal Code

Demographic: Armed Forces <input type="radio"/> RCMP <input type="radio"/> Aboriginal <input type="radio"/> Para/AWAD <input type="radio"/>

Evaluation Requested:	Assistant Instructor <input type="radio"/>	Dojang Coach <input type="radio"/>
Method:	On-site <input type="radio"/>	Video <input type="radio"/>
Requested Date:	Alternate Date:	
Address:		

To apply for Evaluation you must also send the following documents:			
Assistant-Instructor	Check List	Dojang Coach	Check List
AI Portfolio - Completed		DC Portfolio - Completed	
Emergency First Aid Certificate		Standard First Aid and CPR C Certificate	
NCCP Transcript		Referee Course Certificate	
		NCCP Transcript	
		MED Online Comp- Int. (The Locker)	
		Making Head Way online (The Locker)	
Payment Receipt		Payment Receipt	
By signing, I certify that I am a Taekwondo Canada member in good standing.			
_____ Signature		_____ Date	

<p>Challenge for Certification - NCCP Context</p> <p>Coaches can <i>challenge</i> the training and go directly to evaluation in any context they want to achieve certification. Coaches - along with this application, send a CV/Resume clearly identifying relevant prior learning experience including the below requirements:</p> <ol style="list-style-type: none"> 1. 10 Years of Taekwondo experience – Taekwondo (Teaching, Coaching, Competing) 2. Minimum 2nd Dan (Provide copy of Kukkiwon) 3. Demonstration of prior relevant formal education and/or experience (provide certificates, documentation etc.)

Please forward completed application and attachments to Taekwondo Canada (Jimena Gravelle < admin@taekwondo-canada.com >).

APPENDIX N: Code of Conduct

It is expected that every NCCP accredited coach, instructor, learning facilitator and evaluator will read, understand, and sign the following Code of Conduct:

Preamble

In my role as Instructor, Coach, Learning Facilitator or Evaluator LF/Evaluator having engaged in National Coaching Certification Program (NCCP) for Taekwondo Canada,

I, _____ expressly agree to conduct myself in a manner consistent with this Code of Conduct. My failure to abide by this Code of Conduct can result in sanctions being imposed, including the removal of designated qualifications or suspension.

Code of Conduct

I shall:

Training

1. Successfully participate in all NCCP training and evaluation components and be granted appropriate accreditation for NCCP events that I engage. (i.e. Coach Pathway).

Goals and Key Personnel Support

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

CAC Code of Ethics

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

Behaviour

7. Exhibit exemplary professional behaviour at when performing duties with coaches, parents, athletes and participants in taekwondo.
8. Approach problems and issues (technical and non-technical) in a professional and respectful manner seeking solutions that support due process.
9. Place the best interest of the coaches, athletes, parents and participant that I interact in accordance to LTAD recommendations and ahead of my personal interests.

Harassment

10. Refrain from all forms of harassment: Physical, emotional, mental, or sexual.

11. For the purposes of this Code of Conduct, sexual harassment includes either or both of the following:

11.1 The use of power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance;

11.2 Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching, that:

11.3 Are offensive and unwelcome,

11.4 Create an offensive, hostile, or intimidating environment and can be reasonably expected to be harmful to the recipient or teammates.

Responsibility

If there is disagreement or misalignment on issues, it is the responsibility an NCCP accredited Instructor, Coach, Learning Facilitator or Evaluator to seek alignment with the objectives, goals and directives of Taekwondo Canada.

Please be advised that the Taekwondo Canada board will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

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

Name (Please print)

Signature

Date

APPENDIX P: NCCP Profile Form

	<h3>NCCP Profile Form</h3> <p>THE COLLECTION, USE, AND DISCLOSURE OF PERSONAL INFORMATION The Coaching Association of Canada (CAC) in cooperation with its National Coaching Certification Program (NCCP) partners collect, use and disclose only such information from individuals as is required for the purpose of providing services or information to them, managing NCCP coach education records, conducting research, and such other purposes as described in CAC's Privacy Policy.</p> <p>CAC does not sell, trade, barter, or exchange for consideration any Personal Information obtained. CAC's collection, use, and disclosure of personal information shall be done in accordance with its Privacy Policy, a copy of which is available at www.coach.ca.</p>	
	<p>PLEASE PRINT IN BLOCK LETTERS</p>	
	<p>Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> CC #: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p style="text-align: center;"><small>(COACHING CARD)</small></p>	
	<p>SURNAME <input type="text"/></p>	
	<p>FIRST NAME <input type="text"/> INITIAL <input type="text"/></p>	
	<p>PERMANENT MAILING ADDRESS <input type="text"/></p>	
	<p>CITY <input type="text"/> PROVINCE/TERRITORY <input type="text"/></p>	
	<p>POSTAL CODE <input type="text"/> REGION ZONE <input type="text"/></p>	
	<p>TELEPHONE # <input type="text"/></p>	
	<p>E-MAIL <input type="text"/></p>	
	<p>Birth Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Sex: Male <input type="checkbox"/> Female <input type="checkbox"/></p>	
	<p>Language: English <input type="checkbox"/> French <input type="checkbox"/></p>	
	<p>Education: Secondary <input type="checkbox"/> College/CEGEP <input type="checkbox"/> University <input type="checkbox"/></p>	
	<p>I am a member of the Canadian Forces <input type="checkbox"/> I am an RCMP employee <input type="checkbox"/> I am of Aboriginal Descent <input type="checkbox"/> I coach an athlete with a disability <input type="checkbox"/></p>	
	<p>The programs of this organization are funded in part by Sport Canada.</p> <p><input type="checkbox"/> Canadian Heritage <input type="checkbox"/> Patrimoine canadien Sport Canada</p>	
	<p>The NCCP is a collaborative program of the Government of Canada, the provincial/territorial governments, the national/provincial/territorial sport organizations, and the Coaching Association of Canada.</p> <p> </p>	

APPENDIX Q: Taekwondo Specific LF Training Outline

There are 4 modules in the Taekwondo Specific LF Training which include:

Module 1: Taekwondo pathway, LTAD and Administration

Module 2: Preparation for Facilitation

Module 3: Micro Teaching Task

Module 4: Debrief

Typically LF training will be one day in duration however times may vary depending on the number of LFs being trained. Due to the small number of LFs who may be in need of training, the modules could also be delivered in conjunction to a scheduled workshop. The outline below provides a typical breakdown of how the modules could be delivered.

Module 1: Taekwondo pathway, LTAD and Administration (55 min)			
<i>Note: The outline below is recommended in a formal LF training, however, in a mentoring / training of a single LF the process should be used as a pre-briefing to subsequent modules.</i>			
Topic area	Type	Notes	Time
Understanding NCCP Pathway	Learning Activity	In Pairs, have LFs make a brief explanation to another LF to outline how a coach could become trained and certified in a given context [Reference LF guide]	10 min
Debrief	Sharing	Debrief explanation to discuss assumptions and help to clarify NCCP pathway for a given context. [Reference LF Powerpoints]	5 min
Understanding Linkages to LTAD	Learning Activity	In pairs, have LFs identify the stage of LTAD that the coach pathway is aligned by describing the different characteristics of athletes within the stage [Reference LF guide]	10 min
Debrief	Sharing or Information	MLF models Taekwondo Canada Explanation of LTAD and NCCP alignment as identified in module powerpoint. Facilitate a discussion on how this information should be delivered in the workshop.	10 min
NCCP Administration	Learning Activity	Using the operations manual have LFs identify the process used to host a workshop. Have LFs create a checklist of items that would need to be accomplished from planning to completion of the workshop	10 min
Debrief	Sharing	Have pairs of LFs share checklists and have others add to checklist	5 min
Module Wrap up	Facilitation	Ask if there are any questions related to the delivery the workshop, NCCP or LTAD	5 min
Module 2: Preparation for Facilitation (35 min)			
Topic area	Type	Notes	Time
Assign Tasks	Learning Activity	LF should be assigned a piece of the workshop to facilitate in a micro-facilitation to other LFs if this is done in a formal LF training. Alternatively an individual LF could be assigned a module to be micro-facilitated in an actual workshop under the guidance of the MLF	30 min
Task Preparation	Facilitation	MLF should check with LFs to see how they will facilitate their micro session and ensure that they have access to all necessary resources (eg. Familiarity with technology).	During Learning Activity
Module Wrap-up	Information	MLF identifies timelines for LFs for Micro facilitation and when he or she may intervene in delivery.	5 min
Module 3: Micro Teaching Task (bulk of the workshop)			
Topic area	Type	Notes	Time
Micro Teaching	Facilitation	LFs delivery micro facilitation to other LFs or if individual LF within a workshop setting. Timing of this section will depend on the length of each Micro Facilitation. Ideally each facilitation should be about 20 minutes in duration.	Depends on number of LFs and Task
Module 4: Debrief			
Topic area	Type	Notes	Time
Debrief	Facilitation	MLF facilitates feedback with other LFs by asking each what they liked about the Micro-Facilitation and any areas for improvement. In facilitating the discussion, the MLF must ensure that the feedback is constructive, positive and provide direction on areas for improvement. Debrief could be done after each micro-facilitation or after all LFs have a turn to facilitate.	Depends on number of LFs and Task

APPENDIX R: Taekwondo Specific Evaluator Training Outline

There are 4 modules in the Taekwondo Specific Evaluator Training which include:

- Module 1: Taekwondo pathway, LTAD and Administration
- Module 2: Evaluation methodology and tools
- Module 3: Using evaluation tools for to determine standards
- Module 4: Debrief

Typically Evaluator training will be one day in duration however times may vary depending on the number of Evaluators being trained. Due to the small number of Evaluators who may be in need of training, the modules could also be mentored on an individual basis.

Module 1: Taekwondo pathway, LTAD and Administration			
Topic area	Type	Notes	Time
Understanding NCCP Pathway	Learning Activity	In Pairs, have Evaluators make a brief explanation to another Evaluator to outline how a coach could become trained and certified in a given context [Reference Evaluator Handbook]	10 min
Debrief	Sharing	Debrief explanation to discuss assumptions and help to clarify NCCP pathway for a given context. [Reference Evaluator Handbook]	5 min
Understanding Linkages to LTAD	Learning Activity	In pairs, have Evaluators identify the stage of LTAD that the coach pathway is aligned by describing the different characteristics of athletes within the stage [Reference Evaluator Handbook]	10 min
Debrief	Sharing or Information	MCD should identify that the evaluation must be context specific. It is important that Evaluators understand the stages of LTAD to ensure that the coach has suitable athletes.	10 min
NCCP Administration	Learning Activity	Using the operations manual have Evaluators identify the process used to challenge and or complete the evaluation for certification. Have Evaluators create a checklist of items that would need to be done in the certification process.	10 min
Debrief	Sharing	Have pairs of Evaluators share checklists and have others add to checklist	5 min
Module Wrap up	Facilitation	Ask if there are any questions related to the delivery the evaluation, NCCP or LTAD	5 min
Module 2: Evaluation methodology and tools			
Topic area	Type	Notes	Time
Methodology	Learning Activity	Evaluators use Handbook to identify the types of areas in which a coach would need to be evaluated. The Evaluator task is to communicate to the coach the items necessary for their portfolio and observation.	10 min
Debrief	Sharing	MCD works with evaluators to familiarize how to use the evaluator handbook. Some discussion could be facilitated related to different methods that could be used for the evaluation given remote access or multiple evaluations.	10 min
Module 3: Using evaluation tools for to determine standards			
Topic area	Type	Notes	Time
Portfolio Evaluation	Learning Activity	MCD provides Evaluators with portfolio items that are to be evaluated. In an ideal situation, the quality of portfolio samples should be above or below the standard. MCD assigns different portfolio items (above or below standard) to evaluators to be assessed. MCD clarifies questions during the activity and has evaluators refer to the evaluation matrix to help inform standard of achievement.	30 min
Debrief	Sharing	MCD has evaluators share their scoring of the portfolio item. If two distinct items are used then there may be a difference in scores. MCD facilitate evaluator to justify whether the item meets standard or would be a potential failure. In this debrief it is important that the evaluator has a clear understanding of the required standard. MCD should also discuss what can be done by the evaluator to work with the coach to identify areas for improvement, resubmit portfolio item, or move forward in the evaluation.	20 minutes
Observation	Learning Activity	Ideally in this situation the MCD would have evaluator watch video of coach in a given context and use evaluation tool to assess the coach. This activity is critical in exploring how to use the tools in a live or video observation	20 minutes
Debrief	Sharing	MCD has evaluators share perceptions of observation and whether the coach met expectations. Evaluators justify why expectation were met or not. In this situation, there may be evidence that is not observed and may need to be verified in the coach debrief. It is important for MCD to outline non-negotiable behaviors that would result in a failure or when the evaluator would need to	20 minutes

		intervene in the session.	
Module 4: Debrief			
Topic area	Type	Notes	Time
Debrief	Facilitation	MCD facilitates evaluator in debrief process. The debrief with the coach can assist the evaluator to identify further evidences that may not have been observed in the evaluation process and identify some scenarios that the coach could respond. The MCD must identify the use of the action plan template and facilitate a discussion on how to handle coaches who clearly do not meet minimum expectations.	30 – 50 min