

Coach:

AUSTRALIAN EIGHT BALL FEDERATION INCORPORATED



LEVEL 1 COACH National Coaching Accreditation Training Program

Version: 23 July 2013



Australian Government
Australian Sports Commission



Contents

	Page
Cover	1
Contents	2
Contents continued	3
Appendices	5
Introduction	4
Acronyms	5
Section 1: Accreditation Program General Information and Administration	
1.1 Details of the NSO	6
1.2 Name of the Accreditation Program	7
1.3 Separate coaching General Principles	8
1.4 Accreditation Program fees	8
1.5 Entry pre-requisites	8
1.6 Venue	9
1.7 Insurance	9
1.8 Coach's Code of Behaviour	9
1.9 Updating Policy	10
1.10 Other NSO Requirements for Accreditation	12
1.11 Copyright Information	12
Section 2: Quality Assurance	
2.1 Complaints Handling Procedures	13
2.2 Presenter, Assessor and Mentor Qualifications and Training	14
2.3 Design and Review Responsibility	16
2.4 Accreditation Program Evaluation and Review	16
2.5 Standards Required of Accreditation Program Deliverers	17
Section 3 Accreditation Program Delivery	
3.1 Recognition of Prior Learning/Current Competence	18
3.2 Flexible Delivery	19
3.3 Implementation Strategy	20

Contents continued

	Page
Section 4: Training Program Syllabus	
4.1 Training Program Overview	21
4.1.1 Sample Schedule	22
4.2 Assessment	23
Module 1 Introduction to the AEBF Coach Development Pathway	24
Module 2 Role of the Eight Ball Coach	26
Module 3 Risk Management	29
Module 4 Coach Communication and Group Management	32
Module 5 AEBF Eight Ball Rules	35
Module 6 General Eight Ball Equipment	37
Module 7 Planning and Reviewing Effective Practice Sessions	40
Module 8 Level I Eight Ball Coach in Action	45
4.3 Coaching Practice	48
4.4 Accreditation Program Overview	49
Module 1 Introduction to the AEBF Coach Development Pathway	50
Module 2 Role of the Eight Ball Coach	51
Module 3 Risk Management	52
Module 4 Coach Communication and Group Management	54
Module 5 AEBF Eight Ball Rules	56
Module 6 General Eight Ball Equipment	57
Module 7 Planning and Reviewing Effective Practice Sessions	58
Module 8 Level I Eight Ball Coach in Action	59
4.5 Accreditation Program Checklist	61

Appendices

1.2 AEBF Coaching Structure
1.8 AEBF Coach's Code of Behaviour
2.2 ASC Mentoring Guidelines
2.4 AEBF Accreditation Training Program Evaluation Form
3.1 AEBF RPL/RCC Application and Assessments Forms
4.3 AEBF Coaching Activity Sheet
 10.0 ASC Resources
10.1 AEBF Resources

Introduction

The Australian Eight Ball Federation has created a National Coaching Committee which currently consists of eight (8) State/Territory Coaching Directors and the National Coaching Director to administer the scheme on advice from the State/Territory Coaching Committees and the Australian Eight Ball Federation Executive Committee.

The objectives of the National Coaching Committee are to further the interests of Eight Ball and all their forms by:-

- Making it easier for the beginner or novice to come into, and remain in the sport.
- Helping any Eight Ball player to improve his or her proficiency and in doing so, improve his or her enjoyment of the sport.
- Taking part in the training of teams and individuals to improve participation in National and International competition.

Under the Scheme. Any pupil who is able to play all the necessary shots with confidence and accuracy will be assured of reaching a good standard of play. How good, will depend on the individual's character, ball sense, intelligence and most of all, determination to succeed.

The coach should at all times strive to achieve perfection in his or her art, by adapting the natural talent of the individual, to achieve perfection in the art of playing Eight Ball.

The Australian Eight Ball Federation believes that coaching is the essential ingredient towards providing the guidance necessary to build the sound technique and strong character required by a player to win a National and World championship and become an Australian Sporting Ambassador of whom we can all be proud.

Accordingly the Australian Eight Ball Federation's National Coaching Accreditation Scheme provides co-ordinated training courses for coaches at three levels:-

- LEVEL I Club Level
- LEVEL II State Level
- LEVEL III National Level

The Scheme is designed to serve those who accept the challenge of effective instruction and to assist the improvement in standardisation of the art of coaching Eight Ball in Australia.

Greg Dingle

National Coaching Director

Acronyms

The following acronyms are used throughout this document:

AEBF	Australian Eight Ball Federation
ACC	Australian Coaching Council (a former department of the ASC)
AIS	Australian Institute of Sport
ASC	Australian Sports Commission
ASADA	Australian Sports and Drug Agency
CAD	Coaching Athletes with Disabilities
CBT	Competency Based Training
CEO	Chief Executive Officer
NCAS	National Coaching Accreditation Scheme
NOAS	National Officiating Accreditation Scheme
NCC	National Coaching Committee (of the Australian Eight Ball Federation)
NSO	National Sporting Organisation
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
SCC	State Coaching Committee
WEPF	World Eight Ball Pool Federation

Coach:

Section 1: Accreditation Program General Information and Administration

1.1 Details of the NSO

Name: Australian Eight Ball Federation

Contact: Mr Andrew Saltmarsh (Secretary)

Postal Address:
PO Box 275
Prospect
Tasmania 7250

Telephone:

Facsimile: 03 6343 4417

E-mail: secretary@aebf.com.au

Website: www.aebf.com.au

ABN: 42 994 699 567

Authorisation of the Organisation:

National President

Joe Fanto

National Secretary

Andrew Saltmarsh

National Coaching Director

Greg Dingle

1.2 Name of the Accreditation Program and Accreditation Framework Structure

The **Level I Coach Accreditation Training Program** is the first coaching level within the (AEBF) Coach Development Pathway, and is intended to provide relevant coaching skills and accreditation for club level Eight Ball Coaches.

Outline of the AEBF Coach / Participant Development Pathway

Coach		Participant
Level I (Club Coach) Working at club level to develop the players knowledge and skills and introduce them to competition	↔	Participation Level Club players looking to develop skills and knowledge and enjoy competition activities.
Level II (State Coach) Working at regional and state level to raise the standard of players.	↔	Development Level Players who have developed sound skills and abilities and who aspire to higher levels of performance in competition.
Level III (National Coach) Coaches aspiring to national and international level coaching positions and working with high performance players.	↔	Performance Level Players achieving high levels of competitive success and are aspiring to achieve their potential at national and international level

Also see Appendix 1.2 (AEBF Coaching Structure)

1.3 Separate Coaching General Principles Component

The ASC's Beginner Coaching Principles course will be delivered separately via the ASC's website and various State/Territory Training Centres. The Eight Ball specific competencies will be assessed taking into account the application of generic competencies to specific Eight Ball coaching situations.

1.4 Accreditation program fees

All candidates must pay the specified Training Program fees before commencing. These fees will generally range between \$110 - \$220. Any fees will include the cost of:

- a) ASC registration (if not already paid);
- b) required Training Program resource materials;
- c) facility hire, equipment, presentation resource materials, catering costs and any other associated requirements.

The costs applicable to applications for Recognition of Prior Learning/ Current Competency will generally be charged by an Assessor at \$50/hour or via mutual negotiation.

1.5 Entry pre-requisites

Prior to commencement of the Eight Ball specific component of the Training Program, Level I candidates must have satisfactorily completed the following requirements:

- a) ASC's Beginner Coaching General Principles Course or equivalent;
- b) Financial member of an Eight Ball association affiliated through their State/Territory Association with the Australian Eight Ball Federation Inc.
- c) Other pre-requisites may, from time to time, be prescribed by the National Coaching Committee (NCC).

Applications from prospective candidates for participation in a Level I Training Program, or its course, modules or units will be considered by an NCC approved Assessor who will take into account the following:

- a) the eligibility status of the applicant as specified above with pre-requisites;
- b) other sports coaching or training qualifications;
- c) the extent of course funding;
- d) the capacity of the course, module or unit to cater in terms of numbers.

Age of entry into the program:

Candidates must be at least 18 years of age in order to be accredited as a Level I Coach. Candidates can commence training at 16 years of age but must be 18 years of age or over at the completion of the course.

1.6 Venue

The following are the minimum venue requirements for the delivery of the Level I Coach Accreditation Program:

- ✓ Activity area – An Eight Ball venue which can accommodate the number of participants and the hours needed for the facilitation of the practical training components of the program
- ✓ Classroom – A classroom or conference room that is as close as possible to the activity area to ensure maximum learning time
- ✓ DVD player and monitor
- ✓ White board, marker and pens

1.7 Insurance

Coach's insurance cover is recommended. Adequate public liability and professional indemnity insurance cover can be obtained via one of two avenues:

- a) joining the AEBF National Coaching Committee for an annual fee;
- b) taking out coach's insurance via own private arrangements.

A recommended minimum level of insurance cover for coaches to take out is \$10 million for public liability and \$1 million for professional indemnity.

1.8 Coach's Code of Behaviour

Coaches must sign one of the two AEBF Coach's Code of Behaviour forms to be eligible for accreditation.

Appendix 1.8 (individual form) or Appendix 1.8 (group form)

1.9 Updating Policy

In order to update, coaches must, in a four year period:

- complete the next level of qualification
or
- re-do the current level of qualification
or
- complete the following recommended number of hours of updating activities:
 - Level I – 20 hours
 - Level II – 40 hours
 - Level III – 80 hours

Note: The maximum period during which coaches are able to undertake the necessary updating activities to achieve NCAS reaccreditation is four years.

Updating Activities

Practical Coaching

- Fifty per cent of the required updating hours for each level should be completed through practical coaching.
- Half of these practical coaching hours can be self-monitored through the use of a coaching logbook. The other half of the practical coaching hours must be signed off in the logbook by an authorised coach within the sport (State/Territory or regional coaching director or a coach with a higher level of qualification).
- Practical coaching can be undertaken with any level of athlete or team and may occur on a regular basis (weekly, fortnightly) or in specific situations such as camps, clinics.

The remainder of the updating hours can be completed by any combination of the following activities:

Coach Education

- Presentation/attendance at a coaching course
- Become a mentor for another coach
- Supervise coaching practice hours for another coach
- Write and/or publish an article related to an aspect of coaching

Self Education

- Sport specific coaching seminar
- General coaching seminar (eg. conducted through a State/Territory coaching centre, State/Territory institute/academy)
- Strength and conditioning course (ASC approved)
- Disability Education Program modules
- Sports Medicine Australia Sports Trainers course
- Recognised First Aid course
- Sports massage course
- Sports related tertiary education eg. Sports Coaching, Human Movement, Phys Ed

Coach:

- Sports Administration course
- Leadership/communication training programs (or related topics)
- Attend a 'related' NCAS course eg. a triathlon coach attends a Level I Swimming course
- Observe a coaching session of a senior coach
- Become a member of the sport's Coaches Association
Note: Hours claimed must be equivalent to activities related to this association eg. attending a meeting.
- Other negotiated activities may be included in this category.

Conditions

1. There is no maximum or minimum number of hours that can be claimed for any of the above.
2. Activities must be verified in the coaching logbook by an authorised person eg. convenor of the course/workshop, State/Territory or regional coaching director.
3. The number of hours claimed must be equal to the number of hours spent on that activity.
4. Updating activities cannot all be completed in the space of one year. They should ideally be spread over the four year period. However, they must be undertaken in at least a two year period (this can be negotiated in special circumstances).

Re-entry

If a coach does not update their accreditation within the specified four year period, the sport may:

- require the coach to re-do the entire training program
or
- require the coach to undertake a specified number of activities from the above lists.

Coach:

1.10 Other NSO Requirements for Accreditation

There are no other requirements for Level I accreditation although The Australian Eight Ball Federation has certain requirements for national coaching appointments as follows:

- a) A police check is required for every state/territory national coaching appointment
- b) A first aid qualification is required for every national coaching appointment for travelling with national teams overseas for major tournaments, either with juniors or seniors.

1.11 Copyright Information

This document and its supporting manuals are copyright. No part may be used or reproduced in any manner whatsoever without the prior written authorisation of the Australian Eight Ball Federation Inc.

Section 2: Quality Assurance

2.1 Complaints Handling Procedure

Candidates with grievances about the conduct of their Level I accreditation program, or those seeking appeals on their assessment process, and the issue(s) cannot be amicably resolved in any other way (e.g. via discussion with the course presenter, assessor, or the AEBF) must submit them in writing to the course coordinator within 30 days of the completion of the program, or on receiving notification of their assessment outcome.

All grievances and appeals will be considered by the National Coaching Committee, who will inform the candidate of the process they use to consider the grievance and the outcome of the deliberations within 30 days of receiving the grievance or appeal.

The Complaints Handling Process

- 1.** Written grievance provided to AEBF within 30 days of the completion of the program, or on receiving notification of their assessment outcome.
- 2.** AEBF will assess the written grievance based on all evidence presented.
Note: if a hearing is required, involving all parties, this will be arranged to facilitate AEBF collecting additional evidence.
- 3.** AEBF will notify the candidate (coach) and those against which the grievance is made, of the result of the hearing within 30 days.
- 4.** Either party can appeal the hearing decision in writing to AEBF within 30 days of receiving the result of the hearing, in which case, the AEBF Disciplinary Tribunal will collect additional / new evidence and make a decision.
Note: if an appeals hearing is required, involving all parties, this will be arranged to facilitate AEBF collecting additional / new evidence.
- 5.** The decision of the AEBF Disciplinary Tribunal is final and candidates will be notified in writing within 30 days of the appeal being received by AEBF.

2.2 Presenter, Assessor and Mentor Qualifications and Training

Presenter Qualifications:

Presenters of Training Program Modules at Level I must have...

- a) current Level I or higher coaching accreditation;
- b) national accreditation as a Presenter;
- c) appropriate tertiary or equivalent qualifications in a relevant field of expertise or as approved by the Training Program Co-ordinator or NCC.

Note: The NCC may approve persons as Presenters on the basis of qualifications other than those listed above. This will normally be the case when persons with particular expertise are invited to present individual modules or units in their areas of expertise.

Presenter Update Training:

Presenters are encouraged to undertake regular updating activities as part of the requirements for maintaining accreditation. The Australian Eight Ball Federation will endeavour to provide assistance in this regard by conducting regular annual Workshops.

Assessor Qualifications:

Assessors of Training Program Modules at Level I must have...

- a) current Level I or higher coaching accreditation;
- b) national accreditation as a Assessor;
- c) appropriate tertiary or equivalent qualifications in a relevant field of expertise or as approved by the Training Program Co-ordinator or NCC.

Note: The NCC may approve persons as Assessors on the basis of qualifications other than those listed above. This will normally be the case when persons with particular expertise are invited to present individual modules or units in their areas of expertise.

Assessor Update Training:

Assessors are encouraged to undertake regular updating activities as part of the requirements for maintaining accreditation. The Australian Eight Ball Federation will endeavour to provide assistance in this regard by conducting regular annual Workshops.

Assessor training should:

- cater for improving the technical knowledge and skills of assessors
- provide them with appropriate skills to conduct effective and 'user friendly' assessments of candidates.

The ASC strongly recommends that assessors undertake an assessor training course (generic or sports specific) to develop their assessment skills. State/Territory Coaching and Officiating Centres offer assessor training courses on a regular basis.

Coach:

Mentors Qualifications:

Mentors of Training Program Modules at Level I must have...

- a) questioning and listening skills;
- b) feedback and communication skills;
- c) current technical skills and knowledge in the area/s the coach needs to be developed;
- d) the ability to share knowledge and practical wisdom.

Mentor Update Training:

AEBF firmly believes mentoring is highly effective in the development of AEBF accredited coaches. Mentoring not only provides an effective means of assessing one another's learning application and performance, but also serves as a self-assessment for the mentor.

All Certified AEBF Level I Coach Mentors will be required to undertake the ASC Mentor Training Program (when this is completed), prior to acting as an official AEBF coach mentor. AEBF will liaise with the ASC Coaching Unit regarding the development of this program and the delivery of it to targeted AEBF mentors.

AEBF Level I Coaches are urged to approach their peers and / or specialists to be their mentor/s (ideally a Certified AEBF Mentor). This working relationship will not only provide support to one another, but will also provide the opportunity to ensure the playing systems used by AEBF remain consistent at all levels.

In addition to mentoring one another at state level, AEBF also has a National Mentoring Coach who is available to assist from a national perspective. When called upon, AEBF will assist with air travel to the requesting state. The state or territory is responsible for ground transport, accommodation and meals.

A full report, complete with recommendations will be provided by the National Coaching Mentor to the AEBF National and State Coaching Directors.

Also see Appendix 2.2 (Mentoring Guidelines)

Coach:

2.3 Design and Review Responsibility

The AEBF Coaching Director will oversee the review and further development of the Level I Coach Accreditation Program. This will not be done in isolation and will proactively involve identified key persons from state affiliates.

The following position holders will form AEBF's Training Program Design Committee:

- National Coaching Director
- National Coaching Committee
- State / Territory Coaching Directors
- A person with expertise in education including curriculum design, competency based training and (ideally) Eight Ball.

The AEBF Executive Committee has signed off on the design and structure of this AEBF Level I Coach Accreditation Program prior to it being submitted to the ASC for NCAS approval.

2.4. Accreditation Program Evaluation and Review Processes

The AEBF National Coaching Committee will formally review the Training Program every 4 years, as part of an ongoing continual improvement process.

The AEBF Level I Coach Accreditation Training Program will be re-submitted to the ASC for accreditation under the NCAS every 4 years as required.

The following additional procedures will be put in place to ensure quality control of the Training Program:

- Ongoing presenter / assessor / mentor training will be provided on a needs basis.
- Evaluation of presenters and assessors by Training Program participants using Training Program evaluation questionnaire (refer Appendix 2.4)
- Data regarding the number of participants attending and successfully completing the Training Program.
- The number of accredited Level I coaches maintaining currency / accreditation after their initial 4 year accreditation period.

Appendix 2.4 (AEBF Accreditation Training Program Evaluation Form)

Coach:

2.5 Standards Required of Accreditation Program Deliverers

Under development.

Section 3: Accreditation Program Delivery

3.1 Recognition of Prior Learning/Current Competence

There will be no honorary accreditation.

All AEBF Level I Coaches must satisfy the competencies of accreditation. However, some practicing coaches may be able to satisfy all or most of the competencies required for Level I accreditation without having to formally attend the Accreditation Program.

Candidates may apply for exemption from all or some modules within the Level I Coach Accreditation Program. Such candidates will be required to apply for formal RCC in writing to the AEBF National Coaching Committee.

The necessary information and RCC application package will be sent to the candidate, who is required to complete and return the information, along with the RCC application fee of \$55. The application will be assessed and candidates will be informed that:

- They have successfully met all competencies within the Level I Coach Accreditation Program and will therefore be granted RCC and accreditation; or
- They have only been successful in gaining competency in certain units within the Level I Coach Accreditation Program and that they will need to liaise with their State Association and / or AEBF in relation to their achievement of the remainder of the competencies; or
- That they have achieved none of the Level I Coach Accreditation Program competencies and will be required to attend all components of the Program.

In providing sufficient evidence for RCC, it is likely that the candidate will be required to demonstrate his/her expertise in a particular area by practical demonstration. This will be assessed by assessor trained AEBF personnel. This will be treated on an individual basis and ALL RCC applications will be assessed by a Trained Assessor.

Refer to the AEBF RCC Application and Assessments Forms in Appendix 3.1

Appendix 3.1 (AEBF RPL/RCC Application and Assessments Forms)

3.2 Flexible Delivery

The AEBF Level I Coach Accreditation Program is designed to have participants attend a one day face-to-face competency based workshop, which incorporates both theoretical and practical learning activities. Although this is the case, it has also been designed to allow the facilitation of a “flexible learning approach”, whereby certain activities and tasks will be completed post-course in the candidates own time, under the supervision of an accredited coach / mentor.

The provision of flexible learning approaches will be provided to individual learners on an individual needs basis, via discussions between the candidate and the program coordinator (as well as National Coaching / State/Territory Directors, if required).

As this Training Program is based on competency-based training and assessment principles, and is designed to meet the individual needs of Level I Eight Ball Coaches, the issue of flexible assessment and training methodologies is well addressed. As part of this process, candidates who require, or would benefit from differing assessment approaches will be accommodated. In making this decision, the Program Coordinator will decide if the preferred assessment method identified by the candidate will provide the assessor with evidence that is sufficient, current, valid and authentic.

Examples of flexible assessment options may include:

- Online learning
- Oral instead of written assessment
- Video instead of face-to-face evidence
- Integrated assessment (assess multiple competencies and units in one task)
- Self-paced activities
- Ongoing mentoring and support
- Multiple assessment attempts if required
- On the job assessment in an Eight Ball coaching environment

3.3 Implementation Strategy

To ensure the consistency and quality of Level I Coach Accreditation Program delivery throughout Australia, the following strategies will be implemented:

- All presenters / assessors / mentors to be trained, as per aforementioned requirements.
- A Recognition of Current Competency (RCC) process available to all candidates (refer Appendix 3.1).
- Self-paced, individually tailored learning will be offered to increase access to, and relevance of, the education.
- The use of contemporary training support materials.
- Participant feedback / evaluation forms will be used (refer Appendix 2.4).
- Formal Level I Coach National Coaching Accreditation Training Program review every 4 years

Appendix 2.4 (AEBF Accreditation Training Program Evaluation Form)

Appendix 3.1 (AEBF RPL/RCC Application and Assessments Forms)

4: Training Program Syllabus

4.1 Training Program Overview

Nominal Duration	Module Name	Module Delivery
30 mins	1. Introduction to the AEBF Coach Development Pathway	Presentation and Discussion (Face to Face / Self Paced)
1 Hour	2. Role of the Eight Ball Coach	Presentation and Discussion (Face to Face / Self Paced)
1 Hour	3. Risk Management	Presentation and Discussion (Face to Face / Self Paced) Scenarios
1 Hour	4. Coach Communication and Group Management	Presentation and Discussion (Face to Face / Self Paced) Demonstration
30 mins	5. AEBF Eight Ball Rules	Presentation and Discussion (Face to Face / Self Paced)
1 Hour	6. General Eight Ball Equipment	Presentation and Discussion (Face to Face / Self Paced) Demonstration
1 Hour	7. Planning and Reviewing Effective Practice Sessions	Presentation and Discussion (Face to Face / Self Paced)
2 Hours	8. Level I Eight Ball Coach in Action	Practical (Face to Face / Self Paced)

Total Nominal Duration = 8 Hours

4: Training Program Syllabus

4.1.1 Sample Schedule

Time	Description
8.30am	Registration
8:40am	Welcome, Introduction to Course
9.10am	Role of the Eight Ball Coach
10.40am	Morning Tea
10.50am	Risk Management
11:50am	Coach Communication and Group Management
12:40am	Lunch
1:10pm	AEBF Eight Ball Rules
1.40pm	General Eight Ball Equipment
2.40pm	Afternoon Tea
2.50pm	Planning and Reviewing Effective Practice Sessions
3.50pm	Level I Eight Ball Coach in Action
5.50pm	Evaluation
6.00pm	CLOSE

Coach:

4.2 ASSESSMENT

All assessment tasks and tools are outlined on the following pages.

Coach:

MODULE 1 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 1	Introduction to the AEBF Coach Development Pathway
Assessment Tasks	Complete Tasks 1 – 3 (outlined below).
Delivery / Duration	Presentation and Discussion / Approx 30 mins
Purpose of Assessment	To assess the candidate's understanding of the AEBF Coach Development Pathway and how they can be supported in their coaching progression.
Learning Outcomes (Coaches will be able to):	1. Identify the organisational structure of AEBF 2. Identify partnerships between State/Territory and AEBF coaching development programs 3. Outline the AEBF competition classifications 4. Discuss the basic components of the AEBF coach development frameworks
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching, AEBF History of Eight Ball in Australia and the ASC's Beginning Coaching (Fourth Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. Based on the organisational structure of AEBF, where would you go to access coaching assistance?

.....

.....

.....

.....

.....

2. Identify partnerships between State/Territory and AEBF coaching development programs? (identifying coaching contacts within your club > region > state etc)

.....

.....

.....

.....

.....

3. Outline the AEBF Classification Level of Competition and the objectives of each classification.

.....

.....

.....

.....

.....

Coach:

MODULE 1 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 1

Introduction to the AEBF Coach Development Pathway

ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent ✗ Not Yet
1. Identify the organisational structure of AEBF		
2. Identify partnerships between State/Territory and AEBF coaching development programs		
3. Outline the AEBF competition classifications		
4. Discuss the basic components of the AEBF coach development frameworks		

Additional comments / recommendations:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Assessor Signature: _____

Date: ____/____/____

MODULE 2 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 2	Role of the Eight Ball Coach
Assessment Tasks	Complete Tasks 1 – 8 (outlined below).
Delivery / Duration	Presentation and Discussion / Approx 1 hour
Purpose of Assessment	To assess the candidate's understanding of the role of the Level I Eight Ball Coach and their ability to develop strategies to better fulfill this role.
Learning Outcomes (Coaches will be able to):	1. Outline the coach's ethical responsibilities 2. Identify the roles and information needs of the coach 3. Work cooperatively with parents, officials and sports administrators
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching, AEBF Member Protection Policy and the ASC's Beginning Coaching (Fourth Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. The coach plays a wide variety of roles – Which do you see as the most important of these roles? Explain why.

.....

.....

.....

.....

.....

.....

2. Which type of coach are you?

.....

.....

.....

.....

.....

3. Is it important for a coach to be able to change their style of coaching? Justify your response.

.....

.....

.....

.....

.....

Coach:

4. Outline your coaching philosophy. Include information on your goals as a coach, what importance you place on winning, how players should be treated, how officials should be treated, how the opposition should be treated, and where you stand on fair play issues.

.....

.....

.....

.....

.....

5. If you were having problems with a parent who was over emphasising winning and putting a lot of pressure on their child to perform, what strategies would you use to deal with them?

.....

.....

.....

.....

.....

6. How would you deal with a situation where one of the players you were coaching was verbally abusive towards a referee?

.....

.....

.....

.....

.....

7. What strategies could you put in place as a coach to ensure that the welfare of the players you coach is protected?

.....

.....

.....

.....

.....

8. You are coaching the club junior eight ball team at a local competition. Your assistant coach has turned up to the game hung over from a big night out, and smells strongly of alcohol. What would you do?

.....

.....

.....

.....

.....

.....

.....

.....

Coach:

MODULE 2 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 2

The Role of the Eight Ball Coach

ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent ✗ Not Yet
Outline the coach's ethical responsibilities		
Identify the roles and information needs of the coach		
Work cooperatively with parents, officials and sports administrators		

Additional comments / recommendations:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Assessor Signature: _____

Date: ____/____/____

Coach:

MODULE 3 - ASSESSMENT TASKS

CANDIDATE NAME:

MODULE 3	Risk Management
Assessment Tasks	Complete Tasks 1 – 2 (outlined below).
Delivery / Duration	Presentation and Discussion / Approx 1 hour
Purpose of Assessment	To assess the candidate's understanding of the risk management process as it relates to coaching Eight Ball
Learning Outcomes (Coaches will be able to):	<ol style="list-style-type: none"> 1. Outline the legal responsibilities of the Eight Ball Coach 2. Identify common risks associated with Eight Ball participation for beginners 3. Develop relevant risk reduction strategies to eliminate or minimise the impact of common risks 4. Identify and understand basic incident management procedures
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching and the ASC's Beginning Coaching (Fourth Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. An Eight Ball related injury is rare, though, as with any repetitive sport, there is a risk of repetitive compound injury - the hips, back, elbows, shoulders and, particularly, neck are most vulnerable. How would you assist a person who has their hand stuck in a table when they have reached in to grab a ball out of the ball return on a coin operated table?

[illegible]

Coach:

2. Using the Risk Reduction Activity Table identify three possible risks associated with an Eight Ball training and / or competition area, and then develop a strategy to eliminate or reduce each risk.

Potential Risk	Risk Reduction Strategy
1.	
2.	
3.	

Coach:

MODULE 3 - ASSESSMENT TOOL

CANDIDATE NAME:

MODULE 3

Rick Management

ASSESSOR NAME:

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent ✗ Not Yet
Outline the legal responsibilities of the Eight Ball Coach		
Identify common risks associated with Eight Ball participation for beginners		
Develop relevant risk reduction strategies to eliminate or minimise the impact of common risks		
Identify and understand basic incident management procedures		

Additional comments / recommendations:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Assessor Signature: _____

Date: ____/____/____

Coach:

MODULE 4 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 4	Coach Communication and Group Management
Assessment Tasks	Complete Tasks 1 - 5 (outlined below).
Delivery / Duration	Presentation, Discussion and Demonstration / Approx 1 hour
Purpose of Assessment	To assess the coach's ability to effectively use simple communication techniques to effectively instruct / work with students and to effectively organise and manage group activities.
Learning Outcomes (Coaches will be able to):	1. Identify effective group management strategies to be used by the level I coach during practice 2. Identify effective reserve management strategies to be used by level I coaches 3. Demonstrate effective group management techniques in a practical Eight Ball Coaching setting
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching and the ASC's Beginning Coaching (Fourth Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. How would you gain the attention of the players to begin a training session?

.....

.....

.....

.....

.....

.....

2. You are explaining a new activity to the group. Charlie Chatterbox has been talking throughout your explanation, and is now distracting some of the other players with silly comments. What steps would you take to get Charlie's attention and stop his disruptive behaviour?

.....

.....

.....

.....

.....

.....

.....

.....

Coach:

3. What is the purpose of providing players with feedback during a match?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4. Based on your response to Task 3, outline how you would provide feedback to a junior player, who, during a match, continues to make poor decisions.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5. Discuss the key considerations for coaches when managing the player who is the reserve during a match.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Coach:

MODULE 4 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 4

Coach Communication and Group Management

ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent ✗ Not Yet
Identify effective group management strategies to be used by the level I coach during practice		
Identify effective reserve management strategies to be used by level I coaches		
Demonstrate effective group management techniques in a practical Eight Ball Coaching setting		

Additional comments / recommendations:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Assessor Signature: _____

Date: ____/____/____

Coach:

MODULE 5 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 5	AEBF Eight Ball Rules
Assessment Tasks	Complete Task 1 (outlined below).
Delivery / Duration	Presentation and Discussion / Approx 30 mins
Purpose of Assessment	To assess the candidate's understanding of the basic rules required by the level I Eight Ball Coach
Learning Outcomes (Coaches will be able to):	Understand what constitutes the following rules and what their penalties are: <ul style="list-style-type: none">- Foul Break- Standard Foul- Foul Snooker- Total Snooker- Time Foul
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching, World Eight-Ball Pool Playing Rules and relevant video footage of rule breaches occurring in games.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. You are to watch a sequence of Eight Ball game footage and identify the rules which have been breached, and what their penalty should be.

Rule Breached	Appropriate Penalty

Coach:

MODULE 5- ASSESSMENT TOOL

CANDIDATE NAME:

MODULE 5

AEBF Eight Ball Rules

ASSESSOR NAME:

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	<div>✓ Competent</div> <div>✗ Not Yet</div>
Understand what constitutes the following rules and what their penalties are: <ul style="list-style-type: none"> - Foul Break - Standard Foul - Foul Snooker - Total Snooker - Time Foul 		

Additional comments / recommendations:

This image shows a full page of a document template designed for handwritten notes or essays. It features approximately 28 evenly spaced horizontal lines across the entire width of the page. The lines are thin and light gray, providing a guide for writing without being distracting. There are no margins, headers, footers, or other markings present on the page.

Assessor Signature: _____

Date: ____/____/____

Coach:

MODULE 6 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 6

General Eight Ball Equipment

Assessment Tasks	Complete Tasks 1-7 (outlined below).
Delivery / Duration	Presentation, Discussion and Demonstration / Approx 1 hour
Purpose of Assessment	To assess the candidate's knowledge of equipment required for every day Eight Ball coaching. Identify and utilise the appropriate equipment that are required for safe and effective participation in Eight Ball.
Learning Outcomes (Coaches will be able to):	Review your knowledge of Eight Ball Equipment: <ul style="list-style-type: none">- Table Construction- Table Maintenance- Cloth/Felt Characteristics- Bridges/Rests- Balls- Cue- Other
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching and various eight ball equipment brochures.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. Explain the basic construction of an Eight Ball Table?

.....

.....

.....

.....

.....

2. Explain the maintenance requirements of an Eight Ball Table?

.....

.....

.....

.....

.....

Coach:

3. What is the preferred Cloth for playing Eight Ball (characteristics, etc)?

.....

.....

.....

.....

.....

4. What are the types of Bridges/Rests?

.....

.....

.....

.....

.....

5. What are the preferred Balls for playing Eight Ball ?

.....

.....

.....

.....

.....

6. What basic components of an Eight Ball cue?

.....

.....

.....

.....

.....

7. List some other Eight Ball equipment?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Coach:

MODULE 6 - ASSESSMENT TOOL

CANDIDATE NAME:

MODULE 6

General Eight Ball Equipment

ASSESSOR NAME:

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	<div>✓ Competent</div> <div>✗ Not Yet</div>
Review your knowledge of Eight Ball Equipment: - Table Construction - Table Maintenance - Cloth/Felt Characteristics - Bridges/Rests - Balls - Cue - Other		

Additional comments / recommendations:

[illegible]

Assessor Signature: _____

Date:____/____/____

MODULE 7 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 7	Planning and Reviewing Effective Practice Sessions
Assessment Tasks	Complete Tasks 1-5 (outlined below).
Delivery / Duration	Presentation and Discussion / Approx 1 hour
Purpose of Assessment	To ensure coaches understand the core elements of a practice session and can plan for a session's implementation. <i>Note: candidates will use this session plan to coach a group of Eight Ball players post-course as part of MODULE 8 – The Level I Eight Ball Coach in Action.</i>
Learning Outcomes (Coaches will be able to):	1. Demonstrate the elements of an effective instructional session. 2. Develop an instructional session plan for beginner / introductory level students. 3. Discuss methods coaches can use to effectively review their performance in practice sessions and games
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching and the ASC's Beginning Coaching (Fourth Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. Identify the elements of a session plan.

.....

.....

.....

.....

.....

.....

.....

.....

2. Identify the evaluation elements of a session plan.

.....

.....

.....

.....

.....

.....

.....

.....

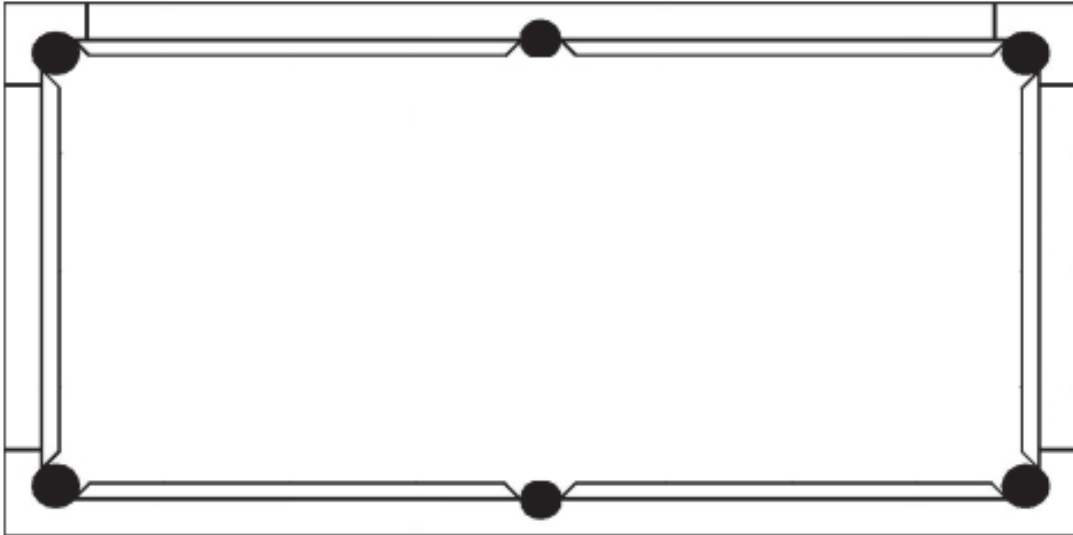
Coach:

3. Using the following session plan template, design a 60 minute skill based session plan for introductory level players.

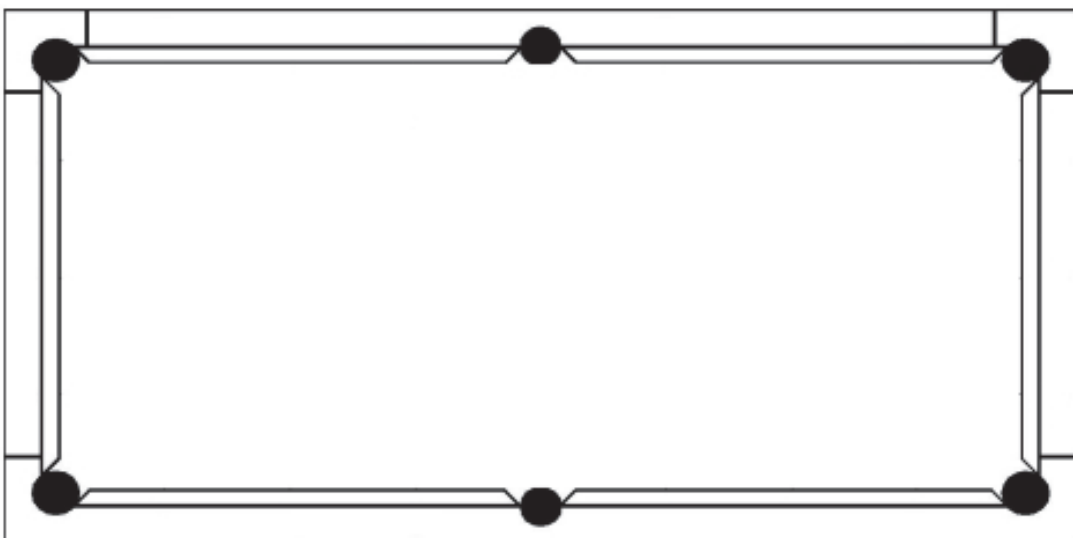
Coach Name: Date: Length of Session (time): Number of Players:	Session Aim: Venue: Level of Players:
Equipment:	
Start-Up Activity (Warm Up)	
Skill Development Activity / Routine 1 (also draw diagram) Purpose - Design - Key Skill Instruction Points -	
Skill Development Activity / Routine 2 (also draw diagram) Purpose - Design - Key Skill Instruction Points -	
Finish-Up Activity (Cool Down)	

Coach:

3 (a). Skill Development Activity / Routine 1 (diagram)



3 (b). Skill Development Activity / Routine 2 (diagram)



43

[illegible]

This section is to be completed as part of the assessment task for Module 8 – The Level I Eight Ball Coach in Action.

[illegible]

Coach:

MODULE 7 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 7

Planning and Reviewing Effective Practice Sessions

ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent ✗ Not Yet
Demonstrate the elements of an effective instructional session.		
Develop an instructional session plan for beginner / introductory level students.		
Skill Development Activity / Routine 1		
Skill Development Activity / Routine 2		
Discuss methods coaches can use to effectively review their performance in practice sessions and games		

Additional comments / recommendations:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Assessor Signature: _____

Date: ____/____/____

MODULE 8 - ASSESSMENT TASKS**CANDIDATE NAME:** _____

MODULE 8	The Level I Eight Ball Coach in Action
Assessment Tasks	Complete Tasks 1 – 2 (outlined below).
Delivery / Duration	Practical / Approx 2 hours
Purpose of Assessment	To ensure that all candidates practically demonstrate key competencies in a real coaching environment and that networks with accredited Eight Ball Coaches are formed or enhanced.
Learning Outcomes (Coaches will be able to):	<ol style="list-style-type: none"> Describe and teach the key elements cueing correctly <ul style="list-style-type: none"> Objects of the game Stance Bridge Sighting Aiming The Grip The Cue Arm The Stroke Spins Style Relate Eight Ball Cueing skills to checking skills Describe and teach the key elements of checking skills Conduct a full coaching session designed to develop basic Eight Ball skills and tactics (the session is to incorporate games-based activities designed to improve specific Eight Ball skills and tactics) Review the effectiveness of a session and develop improvement strategies
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching and the ASC's Beginning Coaching (Fourth Edition) Manual, along with a suitable Eight Ball Coaching environment, introductory level players, suitable equipment to allow them to undertake the task and an accredited Eight Ball Coach to supervise their coaching and provide them with feedback.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Coach:

Tasks

1. You are to practically demonstrate the coaching of the following skills, with a small group (e.g. in-course with you classmates as the players).

- | | |
|-----------------------|---------------|
| • Objects of the game | • The Grip |
| • Stance | • The Cue Arm |
| • Bridge | • The Stroke |
| • Sighting | • Spins |
| • Aiming | • Style |

Checking Skills

.....

.....

.....

.....

.....

2. Using the session plan that you developed in Module 7, you are to conduct and review a 60 minute skill development session with introductory level Eight Ball players, under the supervision of an accredited Eight Ball Coach.

You will need to liaise with your course organiser to be allocated an accredited coach who will assess your coaching (on site or via video footage) and provide you with some feedback.

Note:

- Please review your performance using the bottom section of the practice session plan that you developed in Module 7.
- Please have the accredited coach provide you with some feedback regarding your performance. This feedback can be inserted in the space directly below.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Coach:

MODULE 8 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 8

The Level I Eight Ball Coach in Action

ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent ✗ Not Yet
1. Describe and teach the key elements cueing correctly <ul style="list-style-type: none">• Objects of the game• Stance• Bridge• Sighting• Aiming• The Grip• The cue arm• The stroke• Follow through• Style		
2. Relate Eight Ball Cueing skills to checking skills		
3. Describe and teach the key elements of checking skills		
4. Conduct a full coaching session designed to develop basic Eight Ball skills and tactics (the session is to incorporate games-based activities designed to improve specific Eight Ball skills and tactics)		
5. Review the effectiveness of a session and develop improvement strategies		

Additional comments / recommendations:

.....

.....

.....

.....

.....

.....

.....

Assessor Signature: _____

Date: ____/____/____

4.3 COACHING PRACTICE

4.3.1 Timing of Coaching Practice

To achieve a Level I qualification 20 hours of practical coaching is required to be completed during and/or immediately after the training program. Candidates are required to submit their Practical Coaching Activity Sheet (See Appendix 4.3) to the National Coaching Committee within six (6) months of completing the course.

4.3.2 Supervision or Mentoring of the Coaching Practice

An accredited Level I Eight Ball coach is required to supervise a minimum of 10 hours of practical coaching experience. The remaining 10 hours may be undertaken unsupervised.

It is the intent that the coaching practice is spent involved in the training process of athletes, as opposed to general members of the public. The athletes can be any age, sex, sport and level of competition.

Involvement in the training process is described as any or all of the following: observation, supervision, program design, and assessment.

4.3.3 Supervisor/Mentor Credit

Supervising coaches will receive updating credit for the number of hours spent on supervising the Level I Coach.

Appendix 4.3 (AEBF Coaching Activity Sheet)

Coach:

4.4 ACCREDITATION PROGRAM OVERVIEW

Matrix for Coaching Accreditation Program Design Competencies outlined on the following pages.

Coach:

Competencies	Assessment Tasks	Module Name	Learning Outcomes	Content	Duration	Delivery Strategy	Resource Requirements	Practice Requirements
Identify and understand the levels within the AEBF Coach Development Pathway	Module 1 Tasks 1 – 3	Introduction to the AEBF Coach Development Pathway	<ol style="list-style-type: none"> 1. Identify the organisational structure of AEBF 2. Identify partnerships between State/Territory and AEBF coaching development programs 3. Outline the AEBF competition classifications 4. Discuss the basic components of the AEBF coach development frameworks 	<p>AEBF Organisational Structure</p> <p>Partnerships between AEBF and State/Territory coach development programs</p> <p>AEBF competition classifications</p> <p>ASC, AEBF coach development frameworks</p>	30 Mins	<p>Presentation</p> <p>Group discussion</p> <p>Activities</p>	<p>AEBF Introduction to Eight Ball Coaching Manual</p> <p>ASC's Beginning Coaching (Fourth Edition) Manual</p> <p>AEBF State and Territory contact list</p> <p>AEBF History of Eight Ball</p>	

Coach:

Competencies	Assessment Tasks	Module Name	Learning Outcomes	Content	Duration	Delivery Strategy	Resource Requirements	Practice Requirements
Explain the roles and ethical responsibilities of the Level I Eight Ball coach Develop strategies to work with parents, officials and club / competition administrators	Module 2 Tasks 1 – 8	Role of the Eight Ball Coach	<ol style="list-style-type: none"> 1. Outline the coach's ethical responsibilities 2. Identify the roles and information needs of the coach 3. Work cooperatively with parents, officials and sports administrators 	<p>AEBF Code of Behaviour / AEBF Member Protection Policy</p> <p>Coaching styles</p> <p>Where to find assistance to develop your coaching</p> <p>Working positively with parents (including expectations of parents)</p> <p>Working with officials (including the issue of abuse and how coaches can have a positive influence)</p> <p>Roles and relationships with sports administrators</p>	1 hour	<p>Presentation</p> <p>Group discussion</p> <p>Activities</p>	<p>AEBF Introduction to Eight Ball Coaching Manual</p> <p>ASC's Beginning Coaching (Fourth Edition) Manual</p> <p>AEBF Code of Behaviour</p> <p>AEBF Member Protection Policy</p>	

Coach:

Competencies	Assessment Tasks	Module Name	Learning Outcomes	Content	Duration	Delivery Strategy	Resource Requirements	Practice Requirements
Access and manage the risks of coaching in Eight Ball training and competition environments	Module 3 Tasks 1 – 2	Risk Management	1. Outline the legal responsibilities of the Eight Ball Coach 2. Identify common risks associated with Eight Ball participation for beginners	The coach's duty of care to participants Providing a safe environment, including use of approved safety equipment	1 hour	Presentation Group discussion Activities	AEBF Introduction to Eight Ball Coaching Manual ASC's Beginning Coaching (Fourth Edition) Manual	
Safely conduct an Eight Ball training session, ensuring fun and maximum participation through games and activities			3. Develop relevant risk reduction strategies to eliminate or minimise the impact of common risks 4. Identify and understand basic incident management procedures	Evaluating players for injury and incapacity Ensuring young players are not mismatched. Keeping accurate records				
	Continued...			Participant supervision				

Coach:

	Continued... Module 3 Tasks 1 – 2	Risk Management		<p>The risk management planning process:</p> <ul style="list-style-type: none">- Identification- Assessment- Reduction / treatment strategies <p>Emergency action plans</p> <p>Coach safety and protection (insurance)</p> <p>Injury management procedures for a minor injury:</p> <ul style="list-style-type: none">- STOP- No HARM		Presentation Group discussion Activities	<p>St John First Aid Fact Sheet 'DRSABCD' Action Plan</p> <p>St John First Aid Fact Sheet 'Fractures'</p>	
--	--	-----------------	--	---	--	--	---	--

Coach:

Competencies	Assessment Tasks	Module Name	Learning Outcomes	Content	Duration	Delivery Strategy	Resource Requirements	Practice Requirements
Implement strategies to ensure the effective management of players prior to, during and after a game	Module 4 Tasks 1 – 3	Coach Communication and Group Management	<p>1. Identify effective group management strategies to be used by the level I coach during practice</p> <p>2. Identify effective reserve management strategies to be used by level I coaches</p> <p>3. Demonstrate effective group management techniques in a practical Eight Ball Coaching setting</p>	<p>Allocating sufficient space and resources for the activity</p> <p>Training formations and group organisation strategies</p> <p>Teaching appropriate behaviour for individuals and groups</p> <p>Developing a discipline policy that includes player input</p> <p>Promoting cooperation and good relationships</p> <p>Common causes of misbehaviour</p> <p>Strategies for dealing with extreme behaviour</p>	1 hour	Presentation Group discussion Activities	<p>AEBF Introduction to Eight Ball Coaching Manual</p> <p>ASC's Beginning Coaching (Fourth Edition) Manual</p>	
	Continued...							

Coach:

	Continued... Module 4 Tasks 1 - 3	Coach Communication and Group Management		Staff roles before, during and after games (delegation, utilization, communication) Player focus (seating or standing during games, player's role, feedback) Coach feedback during and after games (location)		Presentation Group discussion Activities	AEBF Introduction to Eight Ball Coaching Manual ASC's Beginning Coaching (Fourth Edition) Manual	
--	--	---	--	--	--	---	--	--

Coach:

Competencies	Assessment Tasks	Module Name	Learning Outcomes	Content	Duration	Delivery Strategy	Resource Requirements	Practice Requirements
Understand the AEBF Eight Ball Rules required to plan and implement relevant match based skill development activities	Module 5 Task 1	AEBF Eight Ball Rules	Understand what constitutes the following rules and what their penalties are: - Foul Break - Standard Foul - Foul Snooker - Total Snooker - Time Foul	Foul Break Rule Standard Fouls, incoming player awarded two visits Foul Snooker rule options available to incoming player Total Snooker rule options available to incoming player Time Foul rule options available to incoming player	30 mins	Presentation Group discussion Activities Match footage	AEBF Introduction to Eight Ball Coaching Manual ASC's Beginning Coaching (Fourth Edition) Manual AEBF Eight Ball Rules DVD Monitor for displaying videos	

Coach:

Competencies	Assessment Tasks	Module Name	Learning Outcomes	Content	Duration	Delivery Strategy	Resource Requirements	Practice Requirements
Understand the construction and maintenance of General Eight Ball Equipment	Module 6 Tasks 1-7	General Eight Ball Equipment	Review your knowledge of Eight Ball Equipment: <ul style="list-style-type: none"> - Table Construction - Table Maintenance - Cloth/Felt Characteristics - Bridges/Rests - Balls - Cue - Other 	Explain and/or demonstrate the different characterises of an Eight Ball table Explain and/or demonstrate the correct methods of maintenance of general eight ball equipment	1 hour	Presentation Group discussion Activities	AEBF Introduction to Eight Ball Coaching Manual ASC's Beginning Coaching (Fourth Edition) Manual Suitable Eight Ball equipment	

Coach:

Competencies	Assessment Tasks	Module Name	Learning Outcomes	Content	Duration	Delivery Strategy	Resource Requirements	Practice Requirements
Plan and review coaching sessions for beginner level Eight Ball players Cater for the varying physical and social development levels of club level Eight Ball players	Module 7 Tasks 1-5	Planning and Reviewing Effective Practice Sessions	<ol style="list-style-type: none"> 1. Demonstrate the elements of an effective instructional session. 2. Develop an instructional session plan for beginner / introductory level students. 3. Discuss methods coaches can use to effectively review their performance in practice sessions and games 	<p>Stages of growth and development (childhood, adolescence, and the aging process)</p> <p>The importance of emphasising skills before fitness in beginner players</p> <p>Reasons why children play sport</p> <p>The role of competition in children's sport</p> <p>Varying motivations of players for participating in Eight Ball</p> <p>Elements of a practice session</p> <p>Setting goals and objectives</p>	1 hour	Presentation Group discussion Activities	<p>AEBF Introduction to Eight Ball Coaching Manual</p> <p>ASC's Beginning Coaching (Fourth Edition) Manual</p>	

Coach:

Competencies	Assessment Tasks	Module Name	Learning Outcomes	Content	Duration	Delivery Strategy	Resource Requirements	Practice Requirements
Safely conduct an Eight Ball training session, ensuring fun and maximum participation through matches and activities	Module 8 Tasks 1-2	The Level I Eight Ball Coach in Action	1. Describe and teach the key elements cueing correctly <ul style="list-style-type: none"> • Objects of the game • Stance • Bridge • Sighting • Aiming • The Grip • The Cue Arm • The Stroke • Spins • Style 2. Relate Eight Ball Cueing skills to checking skills	Eight Ball Skills (Stance, Bridge, Sighting, Aiming, The Grip, The Cue Arm, The Stroke, Spins, Style Cueing Skills Checking Skills check and correct Conduct a training session with routines and match play	2 hours	In-Course Presentation Group discussion Activities Practical (on-table) activities Post Course On the job Eight Ball Coaching	AEBF Introduction to Eight Ball Coaching Manual ASC's Beginning Coaching (Fourth Edition) Manual Suitable Eight Ball Equipment Suitable Eight Ball Venue	Supervised post training program coaching sessions
	Continued...		3. Describe and teach the key elements of checking skills					

Coach:

	Continued... Module 8 Tasks 1-2					<div>4. Conduct a full coaching session designed to develop basic Eight Ball skills and tactics (the session is to incorporate games-based activities designed to improve specific Eight Ball skills and tactics)</div> <div>5. Review the effectiveness of a session and develop improvement strategies</div>					
--	--	--	--	--	--	--	--	--	--	--	--

Coach:

4.5 Accreditation Program Component		Included (✓)
Section 1		
1.1 Details of the NSO		✓
1.2 Name of the accreditation program – include level/discipline		✓
1.3 Integrated/separate Coaching Principles		✓
1.4 Accreditation program fees		✓
1.5 Entry pre-requisites		✓
1.6 Venue		✓
1.7 Insurance		✓
1.8 Coach's/Official's Code of Behaviour		✓
1.9 Updating Policy		✓
1.10 Other NSO Requirements for Accreditation		✓
1.11 Copyright Information		✓
Section 2		
2.1 Complaints Handling Procedure		✓
2.2 Presenter, Assessor, Mentor Qualifications and Training		✓
2.3 Design and Review Responsibility		✓
2.4 Accreditation program evaluation and review processes		✓
2.5 Standards Required of Accreditation Program Deliverers		✓
Section 3		
3.1 Recognition of Prior Learning/Current Competence		✓
3.2 Flexible delivery		✓
3.3 Implementation strategy		✓
Section 4		
4.1 Competency statements		✓
4.2 Assessment		✓
4.3 Coaching/Officiating Practice		✓
4.4 Accreditation Program Overview		✓

AUSTRALIAN EIGHT BALL FEDERATION EXECUTIVE COMMITTEE (AEBF)



NATIONAL COACHING DIRECTOR

STATE/TERRITORY COACHING DIRECTOR

CLUB/INDIVIDUAL COACHES

ACT EIGHT BALL ASSOCIATION
PO Box 3039
Weston,
ACT 2611
pres@acteba.com.au
www.acteba.com.au

THE EIGHT BALL ASSOCIATION OF SA INC
12 Raymond Rd
Para Hill
SA 5096
sa8ball@iprimus.com.au
www.sa8ball.info

NSW 8 BALL FEDERATION INCORPORATION
PO Box 838
Tweed Heads
NSW 2485
coaching@nsw8ball.com.au
www.nsw8ball.com.au

TASMANIAN EIGHT BALL ASSOCIATION INC
PO Box 275
Prospect,
TAS 7250
coaching@eightballtasmania.com.au
www.eightballtasmania.com.au

NORTHERN TERRITORY EIGHTBALL
ASSOCIATION INCORPORATED
PO Box 2258
Darwin
NT 0801
kenkernich@bigpond.com.au
www.eightballnt.asn.au

POOL VICTORIA INCORPORATED
PO Box 8579
Carrum Downs
VIC 3201
admin@poolvictoria.org.au
www.poolvictoria.org.au

QUEENSLAND EIGHTBALL FEDERATION INC.
PO Box 353
Coolangatta
QLD 4225
coaching@qpool.com.au
www.qpool.com.au

WEST AUSTRALIAN EIGHT BALL FEDERATION
PO Box 3064
Bassendean
WA 6942
terry.green@bigpond.com
www.poolwest.com.au

AEBF Coach's Code of Behaviour Individual Agreement Form

for accreditation or re-accreditation to the
National Coach Accreditation Scheme (NCAS)



TO: AUSTRALIAN EIGHT BALL FEDERATION

National Sporting Organisation (NSO)

I, _____

of _____

am seeking accreditation/re-accreditation (please strikeout) for the following Australian Sports Commission (ASC) qualification:

_____	<u>EIGHT BALL</u>
Level	Sport

I agree to the following terms:

1. I agree to abide by the NSO Code of Behaviour overleaf.
2. I acknowledge that the NSO may take disciplinary action against me if I breach the Code of Behaviour. I understand that NSOs are required to implement a complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation against me.
3. I acknowledge that disciplinary action against me may include de-accreditation from the National Coaching Accreditation Scheme.

Please refer to the *Harassment-free Sport Guidelines* available from the Australian Sports Commission or contact your NSO, if you require more information on harassment issues.

_____	_____	____/____/____
Signature	(if under 18, parent / guardian signature)	Date

Information on this form is entered onto the National Coach Accreditation Scheme (NCAS) database of registered coaches maintained by the Australian Sports Commission (ASC) in conjunction with National Sporting Organisations. Database information is passed on to relevant State/Territory and National Sporting Organisations and State/Territory Sport Education Centres. Coaches will be sent relevant up-to-date information and may be contacted by the ASC. Your information will not be used or disclosed except in accordance with the provisions of the Privacy Act 1988.

CODE OF BEHAVIOUR**General**

- Operate within the rules and spirit of your sport, promoting fair play over winning at any cost.
- Encourage and support opportunities for people to learn appropriate behaviours and skills.
- Support opportunities for participation in all aspects of the sport.
- Treat each person as an individual.
- Display control and courtesy to all involved with the sport.
- Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion.
- Respect the decisions of officials, coaches and administrators in the conduct of the sport.
- Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.
- Adopt appropriate and responsible behaviour in all interactions.
- Adopt responsible behaviour in relation to alcohol and other drugs.
- Act with integrity and objectivity, and accept responsibility for your decisions and actions.
- Ensure your decisions and actions contribute to a safe environment.
- Ensure your decisions and actions contribute to a harassment free environment.
- Do not tolerate harmful or abusive behaviours.

Coaches

- Place the safety and welfare of the athletes above all else.
- Help each person (athlete, official etc) reach their potential - respect the talent, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback.
- Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development.
- Be honest and do not allow your qualifications to be misrepresented.

_____/_____/_____
 Signature (if under 18, parent / guardian signature) Date

Information on this form is entered onto the National Coach Accreditation Scheme (NCAS) database of registered coaches maintained by the Australian Sports Commission (ASC) in conjunction with National Sporting Organisations. Database information is passed on to relevant State/Territory and National Sporting Organisations and State/Territory Sport Education Centres. Coaches will be sent relevant up-to-date information and may be contacted by the ASC. Your information will not be used or disclosed except in accordance with the provisions of the Privacy Act 1988.

AEBF Coach's Code of Behaviour Group Agreement Form

for accreditation or re-accreditation to the
National Coach Accreditation Scheme (NCAS)



TO: AUSTRALIAN EIGHT BALL FEDERATION

National Sporting Organisation (NSO)

I, individually, am seeking accreditation/re-accreditation (please strikeout) for the following Australian Sports Commission (ASC) qualification:

_____	<u>EIGHT BALL</u>
Level	Sport

I, individually, agree to the following terms:

1. I, individually, agree to abide by the NSO Code of Behaviour overleaf.
2. I, individually, acknowledge that the NSO may take disciplinary action against me if I breach the Code of Behaviour. I understand that NSOs are required to implement a complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation against me.
3. I, individually, acknowledge that disciplinary action against me may include de-accreditation from the National Coaching Accreditation Scheme.

Please refer to the *Harassment-free Sport Guidelines* available from the Australian Sports Commission or contact your NSO, if you require more information on harassment issues.

Name	Address	Signature (if under 18, parent / guardian signature)

Information on this form is entered onto the National Coach Accreditation Scheme (NCAS) database of registered coaches maintained by the Australian Sports Commission (ASC) in conjunction with National Sporting Organisations. Database information is passed on to relevant State/Territory and National Sporting Organisations and State/Territory Sport Education Centres. Coaches will be sent relevant up-to-date information and may be contacted by the ASC. Your information will not be used or disclosed except in accordance with the provisions of the Privacy Act 1988.

CODE OF BEHAVIOUR

General

- Operate within the rules and spirit of your sport, promoting fair play over winning at any cost.
- Encourage and support opportunities for people to learn appropriate behaviours and skills.
- Support opportunities for participation in all aspects of the sport.
- Treat each person as an individual.
- Display control and courtesy to all involved with the sport.
- Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion.
- Respect the decisions of officials, coaches and administrators in the conduct of the sport.
- Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.
- Adopt appropriate and responsible behaviour in all interactions.
- Adopt responsible behaviour in relation to alcohol and other drugs.
- Act with integrity and objectivity, and accept responsibility for your decisions and actions.
- Ensure your decisions and actions contribute to a safe environment.
- Ensure your decisions and actions contribute to a harassment free environment.
- Do not tolerate harmful or abusive behaviours.

Coaches

- Place the safety and welfare of the athletes above all else.
- Help each person (athlete, official etc) reach their potential - respect the talent, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback.
- Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development.
- Be honest and do not allow your qualifications to be misrepresented.

 Signature (if under 18, parent / guardian signature)

____/____/____
 Date

Information on this form is entered onto the National Coach Accreditation Scheme (NCAS) database of registered coaches maintained by the Australian Sports Commission (ASC) in conjunction with National Sporting Organisations. Database information is passed on to relevant State/Territory and National Sporting Organisations and State/Territory Sport Education Centres. Coaches will be sent relevant up-to-date information and may be contacted by the ASC. Your information will not be used or disclosed except in accordance with the provisions of the Privacy Act 1988.

ASC Mentoring Guidelines

Background

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.

Many sporting organisations have implemented a formal process for coaches/officials to work with a mentor. Some sports even demand that a coach/official spend some structured time with a mentor, as part of the process of becoming qualified. Even in such cases though, no two mentoring relationships are the same. They all take on a life of their own and develop to suit the needs and the strengths of the individuals involved.

Mentoring should be about helping another person, regardless of their stage of development, to change their coaching/officiating practice - for the better. The way in which this occurs may be different from sport to sport and person to person.

There are many benefits of 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.

Benefits to the organisation

- Mentoring can ease the difficulty and costs involved in conducting lengthy residential training courses.
- It taps into the expertise of experienced coaches/officials in your sport.
- It re-energises experienced coaches/officials who take on mentoring roles.
- Coaches/officials who have been mentored often become mentors and better people managers.
- It encourages coaches/officials to progress to the next level of accreditation through the motivation and assistance they receive from a mentor.

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 (eg. an updating activity)
- as a means to 'fast track' coaches or officials with potential through their accreditation.

The Mentoring Process

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

- 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 *"to improve the quality of feedback provided to individual athletes at training"*, whereas a mentor might have a goal *"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"*.
- 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, eg. 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 their own performance and improvements. Questioning can be an extremely valuable tool for mentors at this step in 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 practise 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.

When can mentoring occur?

Some opportunities for mentoring include:

- **At training.** A mentor can be invited to observe some of the coach's/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 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.

Coach:

Appendix 2.4 AEBF Accreditation Program Evaluation Form

Please answer questions by circling a response and by offering comments if you wish.

1. To what extent did this course meet your expectations?

Not at All 1 2 3 4 5 Completely

2. Was the balance between practical and theoretical material adequate?

Not at All 1 2 3 4 5 Completely

3. Were the sessions well organised?

Not at All 1 2 3 4 5 Completely

What improvements are needed?

.....

4. Comment on the program format. (eg. sections to eliminate, time allocation, time table)

.....

5. Was the course too long?

Yes / No (please circle)

6. Was the venue suitable for the needs of the course?

Not at All 1 2 3 4 5 Completely

7. Were the accommodation and meals adequate?

Not at All 1 2 3 4 5 Completely

8. Comment on the general abilities of the Presentations/presenters by circling the appropriate number:

Poor	Fair	Average	Good	Excellent	
Knowledge of subject	1	2	3	4	5
Teaching skills	1	2	3	4	5
Planning/preparation	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Time for questions	1	2	3	4	5

9. Are there any further topics that you would like to gain competencies in?

.....

.....

10. Was the pre-course correspondence sufficient?

Not at All 1 2 3 4 5 Completely

If no, Why?

.....

.....

11. In preparation for the course, were the reading/tasks helpful?

Not at All 1 2 3 4 5 Completely

12. Was the supervision of and feedback on coaching/officiating practice adequate?

Not at All 1 2 3 4 5 Completely

13. As a club or school coach/official was the training program useful and relevant?

Not at All 1 2 3 4 5 Completely

14. Do you understand all the procedures involved to gain your qualification?

Not at All 1 2 3 4 5 Completely

15. What aspect of the course was most helpful and why? (can include specific Units/Modules here)

.....

.....

.....

.....

16. Were any modules inappropriate/irrelevant and why?

.....

.....

.....

.....

.....

.....

17. General Comments

.....

.....

.....

.....

.....

.....

AEBF RPL/RCC Application Form

SECTION 1 – Personal details

Name:.....

Organisation:.....

Position:.....

Address:.....

Postcode:

Phone:.....Fax:.....

Mobile:Email:.....

SECTION 2 – Evidence (COMPULSORY)

Competency **Summary of evidence provided**

Please supply evidence relating to each competency in the form of education and training, work related experiences and life experiences. Please attach copies of documents and /or references to the application form.

Module 1	
Module 2	
Module 3	
Module 4	
Module 5	
Module 6	
Module 7	
Module 8	

I declare that the evidence I have provided is a true and accurate record of my work and life experiences:

.....

Signature of applicant

.....

Date

Payment

Applicants must pay an RPL/RCC administration fee.

Amount payable: \$ 55.00

Cheque/money order enclosed payable to: Australian Eight Ball Federation

RPL/RCC Assessor Report **Applicant's Name:.....**

Competency	Evidence Supplied	Validity (is the evidence relevant to the performance criteria?)	Sufficiency (is there enough evidence?)	Authenticity (is the evidence a true reflection of the candidate?)	Current (is the evidence recent? obtained within the last four years?)	Comments
Module 1	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Module 2	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Module 3	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Module 4	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Module 5	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Module 6	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Module 7	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Module 8	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

All competencies/learning outcomes met: (please tick)

☐ YES ☐ NO (please provide advice to the applicant of what evidence they are still required to supply)

Name of Assessor:.....

Date of assessment:.....

Position:.....

Contact number:.....

Assessor's comments	Recommendations

AEBF COACH ACTIVITY SHEET

(For practical, accreditation and re-accreditation)

Name:	Level:
Address:	D.O.B.
Suburb:	Phone:
State/Territory :	Mobile:
P/Code:	Email:

[illegible]

Signature: _____ Coaching Director Signature: _____

Date: ____/____/____ Date: ____/____/____

THIS FORM IS TO BE SENT TO AEBF NATIONAL COACHING DIRECTOR FOR PROCESSING

Appendix 10: ASC Resources

ONLINE RESOURCES:

ASC learning portal:

- Access to the ASC's online training programs including the Beginning Coaching General Principles: <https://learning.ausport.gov.au>

Coach official educators:

www.ausport.gov.au/supporting/coachofficial

- Policy guidelines – (eg/ Updating, Codes of Behaviour and Recognition of Prior Learning/Current Competence)
- Coaching General Principles - curriculums, worksheets and presenter's guides & slides
- Officiating General Principles - curriculums, worksheets and presenter's guides & slides
- Assessor Training - curriculum, presenter's guides & slides
- Mentor Training - program and presenter's slides
- Presenter Training

Beginning Coaching General Principles:

- Beginning Coaching General Principles - Curriculum (PDF 87 KB)
- Beginning Coaching General Principles - Worksheets (PDF 45KB)
- Beginning Coaching General Principles - Presenter's Guide (PDF 220KB)
- Beginning Coaching General Principles - Powerpoint Slides (PPT 969 KB)

Level 2 Coaching General Principles

- Level 2 Coaching General Principles - Curriculum (PDF 206 KB)

Introductory Level Officiating General Principles

- Introductory Level Officiating General Principles - Curriculum (PDF 69 KB)
- Introductory Level Officiating General Principles - Worksheets (PDF 29KB)
- Introductory Level Officiating General Principles - Presenter's Guide (PDF 184 KB)
- Introductory Level Officiating General Principles - Powerpoint Slides (PPT 783 KB)

Advanced Level Officiating General Principles

- Advanced Level Officiating General Principles - Curriculum (PDF 67 KB)
- Advanced Level Officiating General Principles - Worksheets (PDF 24KB)
- Advanced Level Officiating General Principles - Presenter's Guide (PDF 163 KB)
- Advanced Level Officiating General Principles - Powerpoint Slides (PPT 712 KB)

Assessor Training

- Assessor Training - Curriculum (PDF 126 KB)
- Assessor Training - Presenter's Guide (PDF 189 KB)
- Assessor Training - Powerpoint Slides (PPT 882 KB)

Mentor Training

- Guidelines for Building a Mentoring System for Coaches or Officials (PDF 50 KB)
- Mentor Training - Presenter's Program (PDF 81 KB)
- Mentor Training - Powerpoint Slides (PPT 445 KB)

Tools and Tips Web Pages

The tools and tips web pages for beginner coaches and officials can be accessed at:
<http://www.ausport.gov.au/participating/coaches/tools>.

The pages contain 'survival pack' information for new coaches and officials, including information on managing children, working with parents, dealing with spectators and managing conflict. There is information for clubs on ways to recruit and retain coaches and officials.

On line Publications

- Sports Coach magazine (to be available on line from 2008 and will incorporate Coaching Australia and Officiating Australia Newsletters)

PUBLICATIONS

Publications produced and managed by the coaching and officiating MODULE and available through the AIS Shop <http://shop.ausport.gov.au> include:

Books

- Beginning coaching (fourth edition)
- Intermediate Coaching
- Better coaching: advanced coach's manual (second edition)
- Better coaching level 2 workbook
- Introductory level officiating general principles manual
- Advanced level officiating general principles manual
- Coaching athletes with disabilities
- Assessor Training participant manual
- Presenter/Facilitator Training manual
- Coaching Athletes with Disabilities

Audio visual resources

- Assessor training presenter DVD
- Game Sense DVD
- 20m shuttle run test
- Managing the risks of coaching; protecting you and your athletes DVD
- A winning diet for sport DVD
- Coaching Better and Video Self Analysis DVD

State/Territory Coaching and Officiating Centres

The coaching and officiating MODULE works in conjunction with State/Territory coaching and officiating centres. For more information on each state and territory contact details visit: http://www.ausport.gov.au/supporting/coachofficial/info/state_contacts

AEBF Coaching Resources

Reference	Module	1	2	3	4	5	6	7	8
ASC's Beginning Coaching (Fourth Edition) Manual		✓	✓	✓	✓	✓	✓	✓	✓
AEBF Introduction to Eight Ball Coaching Manual		✓	✓	✓	✓	✓	✓	✓	✓
AEBF History of Eight Ball in Australia		✓							
AEBF Code of Behaviour			✓						
AEBF Member Protection Policy			✓						
St John First Aid Fact Sheets				✓					
World Eight Ball Pool Playing Rules						✓			
Video footage of rule breeches						✓			

Publications produced and managed by the National Coaching Committee are available online at www.coaching.aebf.com.au (registration is required).

Policy's produced and managed by the Australian Eight Ball Federation Executive Committee are available online at www.aebf.com.au/policy

Publications produced and managed by St John are available online at www.stjohn.org.au