



Korfball Australia

Coaching

Accreditation

Framework

This framework sets out the competencies required by players, assessors and administrators involved in coaching qualifications activities in Australia. Related to these are the coaching practices and quality control guidelines. This framework provides the basis on which coaching courses are designed and run and participants assessed in courses and in their on-going accreditation.

For further information contact NationalTechnicalCoordinator@korfball.org.au

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PART 1 GENERAL INFORMATION

1.1. Licensing Arrangements

State/Territory Organisations of Korfball Australia are endorsed to deliver the Level 0, 1 and 2 courses provided they can meet the criteria for Assessors. Each State and Territory affiliate will be required to sign an agreement outlining the terms and conditions of course delivery. No fees apply for Level 0 but a fee is required for all other levels dependent on delivery as noted in 1.4 below.

Korfball Australia and the International Korfball Federation are responsible for the delivery of Level 4.

1.2. Course Details

Course Level	Duration	Target Members
0	Variable according to specific group but a minimum of 5 hours.	Introduction to korfball groups such as teachers: Youth Course as in Korfball Youth Leadership Award Minimum age 16
1	10 hours (course and assignment work) + practical	Experienced players of at least 2 years and. Teachers
2	20 hours (course work and assignments) +practical	Experiences Level 1 coaches at least 2 years.
3	30 hours (course work and assignments) + practical	Experienced Level 2 coaches of at least 1 year and/or engaged in elite squad development
4 (IKF 4)	50 + hours	High performance national level coaches

Note; Recognition of Prior Learning (RPL) may reduce the requirements for any of the courses. See 2.5 below.

1.3 Coaching Principles

Coaching principles are outlined in the workbooks for each level and a more detailed understanding developed in the assignments.

1.4. Payment of Course Fees

Fees may vary depending on local costs (e.g. facility hire, presenter fees, equipment loan and local administration costs). These are collected by the local course organisers. In addition a Korfball Australia Accreditation Fee applies for all courses, except Level 0. The KA fee is determined on an annual basis.

Where a participant completes accreditation over more than 1 course and provided within the time frame for completion of that course they will only be required to pay one course fee.

1.5. Facilitator/Assessor Qualifications

Course	Minimum Qualifications for Facilitator/Assessor of each Level
Level 0	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 1 accreditation. • Preferably at least 2 years korfball playing or teaching experience. • Preferably have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 1	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 2 accreditation. • Have at least 2 years korfball coaching experience at a level equivalent to State League B grade. • Have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 2	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 3 accreditation. • Have at least 2 years korfball coaching experience at a level equivalent to State League A grade and/or elite squad assistant coach experience. • Have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 3	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 3 accreditation for 2 years. • Have at least 2 years korfball coaching experience at a level equivalent to State League A grade and/or elite squad coaching. • Have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 4	This will be conducted by an IKF appointed Presenter.

Course Facilitator/Assessors

These are qualified coaches of at least one level above the course level. Generally they will also be the course Assessors who are coaches who have undertaken the Korfball Presenters and Assessor Course.,

Course Facilitator/Assessor shall:

- Undergo a 3 yearly review of performance by a designated Korfball Australia Reviewer and to pass the review satisfactorily in order to have endorsement continued.
- Have access to a range of resources (technical and educational) as may be deemed necessary by way of the National Technical Coordinator or resources available on the Korfball Australia website.
- be supervised by an appropriately qualified presenter during period of training.

Korfball Australia shall have the right to:

- Approve course presenters not covered by the above criteria after evaluation of such person's relevant experience and knowledge of the sport through the RPL process and having regard to the prevailing circumstances of the course.
- Set up a Course Review Panel of suitably qualified people and to nominate a member of the panel to conduct random checks to assess the quality of delivery of the course being conducted.

All course Facilitator/Assessor will be selected at the discretion of the State/Territory Coaching Director and approved by the National Technical Coordinator to ensure quality control of Presenters and Assessors. Course coordinator reports and participant evaluations will be reviewed to ensure quality control of Presenters.

1.6. Facilitator/Assessor Training

Each State/Territory Member Organisation of Korfball Australia will be provided with presenter and assessor training as required. State and Territories will then be responsible for the continued education of their presenters and assessors using the Korfball Australia Facilitator/Assessor course. Participants of these courses will then become accredited, placed on the National database and receive certification.

Presenters/Assessors will also be encouraged to attend a generic Presenter & Assessor Training Course available through State/Territory government sports departments.

1.7. Minimum requirements for conducting courses

No limits when conducted on an individual progression basis but adequate players and equipment when necessary for practical components

a korfball court with sufficient space to conduct the practical components of the course.

1.8. Insurance

The *Korfball Australia Risk Protection Program* provides Public Liability (\$10,000,000) and Professional Indemnity (\$10,000,000) insurance. Any State/Territory Member Organisation that is not part of the National Risk Protection Program will be required to provide the same level of Public Liability and Professional Indemnity insurance.

All course participants must be registered members of their local State/Territory Korfball Association prior to accreditation being granted, to ensure adequate insurance cover. This membership must be maintained annually, whilst the participant is still actively coaching.

Courses in schools may be conducted within the institutions insurance schemes.

Part 2: POLICIES

2.1 Refund of Fees

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

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

2.2 Coach's Code of Behaviour

Korfball Australia is committed to treating all people with respect, dignity and fairness. This value, along with the basic right of all korfball members to participate in an environment that is enjoyable, safe and healthy, has resulted in the development and implementation of the Korfball Australia Member Protection Policy.

The Member Protection Policy applies to Member Organisations, Affiliates and Members (including players, coaches, referees, employees, volunteers and support personnel). Any breach of the policy including the Code of Behaviour may result in disciplinary action, including de-registration from the Korfball National Accreditation Scheme.

The Member Protection Policy and related support documents can be accessed via the Korfball Australia website.

2.3 Dispute Resolution

All complaints must be submitted in writing to the National Technical Coordinator. Appeals regarding the outcome of an application or assessment must be received within 14 days of receiving notification of the application or assessment.

Complaints will be considered by a Dispute Resolution Panel consisting of three members, appointed by Korfball Australia as required. Their role will be to consider the dispute and make a decision and notify those involved within 30 days of receipt of the complaint.

If the dispute is related to the outcome of an assessment task, the participant may be permitted to be re-assessed in the units they were unsuccessful in.

An independent assessor must undertake this re-assessment, at a time suitable to both parties. This process must be completed in time for the participant to continue with the next level of accreditation activities.

No further appeals will be considered

2.4 Enrolment Pre-requisites Age of Entry into the Course

Course Level	Minimum entry age
0	15 years
1	17 years
2	20 years
3	21 years
4	*

* The International Korfball Federation will make decisions with regarding this course which may vary according to international venue and nature of country's participants.

2.5 Recognition of Prior Learning (RPL)

(a) What is RPL?

RPL is based on the awareness that people learn and develop competencies in many different ways throughout their lifetime – through work experience and life experience as well as through education and training. RPL takes into account a person's skills and experiences, no matter where these were learnt. RPL is valuing your developed knowledge and skills towards gaining credit in a training program of study such as towards your next level of Korfball Coach.

(b) RPL Principles

The process of RPL must be quality controlled and delivered by personnel with experience in coach education. These personnel are responsible for ensuring that:

- Procedures are fair and equitable
- Measures are valid and reliable

(c) How can learning be recognised?

Each training program contains a set of learning outcomes and associated performance criteria that must be achieved before a participant will be deemed competent. In broad terms, the process of RPL involves matching what participants already know and can currently do with the learning outcomes of the module/unit.

In this way, RPL enables participants to focus on developing skills and knowledge in new areas, rather than re-learning what they already know and can do.

(d) Who can apply?

A person can apply for RPL if they think their prior learning and experience mean they can provide evidence to show that they are already competent in the learning outcomes of the relevant training program.

(e) How do you show evidence of competencies gained via prior learning?

There are many ways that a person can show evidence of their current competencies. RPL can only be granted on current evidence, that is, work that has been completed within the last three years and competencies that they are currently able to demonstrate. Following are a few examples of the ways evidence can be provided. The person will need to include a variety of these in their application form.

(f) Education and Training

- Formal, accredited and informal training
- Copies of certificates, qualifications achieved from other training programs, school or tertiary results.
- Statements outlining training programs and/or study that they have undertaken and the learning outcomes/competencies achieved from these.

(g) Coaching Related Experience

- Resume of coaching experience and positions held, which may include reports from people within the sport.
- Copies of any statements, references or articles about the coach's employment or community involvement.
- Relevant coaching samples, e.g., copies of training programs, videos of coaching tools, which the coach has developed and implemented.
- Reports on opportunities undertaken, which could include evaluations from training programs conducted.

(h) Life Experience

- Overview of sport and recreation involvement.
- Relevant work or other experiences.
- Evidence of home/self-directed study which may include a list of recent readings, synopsis of seminars attended and reports of research or analysis undertaken.

The above are only examples. The person should provide all the documentation that they can which clearly shows evidence of the competencies they hold. They may also be required to demonstrate their expertise by written or practical demonstration.

(i) RPL Assessment

RPL needs to be assessed by an independent a person or group with knowledge of the standards required for the course or activity being applied for. Korfball Australia has therefore set up the following:

- The National Technical Coordinator will act as the RPL assessor for all Korfball Australia courses.
- The RPL assessment can only be carried out when the applicant provides evidence of the relevant competencies that they believe they hold. This is achieved through completing the RPL application form and forwarding this with the required fees to the National Technical Coordinator or designated receiver.
- The following process outlines the steps for a person applying for RPL:

Step 1 – Request

Applicants who consider applying for RPL will contact the National Technical Coordinator who will provide a brief explanation about the RPL process and advice to the applicant. An RPL application form will then be forwarded to the applicant.

Step 2 –Application

- Applicants will utilise the information contained within the RPL application form to conduct a self-assessment against the training program learning outcomes.
- Applicants will need to consider if and how they have achieved each learning outcome and if they can satisfy the performance criteria by submitting valid, sufficient, authentic and current evidence.
- Applicants will need to gather all relevant supporting documentation and complete the RPL application form with honest, clear, complete and concise information.
- The completed application form with supporting documentation will then be forwarded the National Technical Coordinator

Step 3 – Assessment

- The National Technical Coordinator will check that the evidence submitted conforms to the following RPL principles:

Validity (is the evidence relevant?)

Sufficiency (is there enough evidence?)

Authenticity (is the evidence a true reflection of the candidate?)

Currency (is the evidence recent; was a qualification obtained within the last three years? Can the person demonstrate the required competencies now?)

- In the event of partial completion of the learning outcomes, the National Technical Coordinator will outline which performance criteria still need to be achieved, and preferably what evidence is still required.

- Options Include:

Supply further supporting documentation.

Complete certain assessment activities.

Complete parts of a training program.

Work with a mentor to obtain the required competencies.

- The National Technical Coordinator will complete and return assessors' report with recommendations.

- The National Technical Coordinator will keep records of all RPL applications for four years.

Step 4 – Notification

- The National Technical Coordinator will notify the applicant of the decision within two months of receiving the application.

- Successful applicants for RPL will receive confirmation documentation.

An Appeal against an RPL decision

- The applicant has the right to appeal the National Technical Coordinator's decision, if they believe the decision is unfair, unjust or the information has been misinterpreted the evidence.

- In the case of an appeal, an assessment panel will be established that will consist of the following personnel:

National Technical Coordinator (or original RPL assessor)

An independent qualified assessor.

- This assessment panel will review all material available and make an appropriate response response/recommendation.
- The decision of the RPL review assessment panel will be final.
- The participant may also be required to demonstrate their expertise in a particular area by written or practical demonstration. No credit will be given unless competence in that area can be demonstrated.
- All remaining units will be required to be successfully completed before accreditation can be granted

See Appendix for appropriate forms.

2.6 Fast Tracking Candidates

Korfball Australia supports the opportunity to “fast track” components of Korfball National Coach Accreditation by members of national/elite squads by recognising their knowledge and skills in the practical aspects of korfball and aspects covered in their national/elite squads programs. This will be negotiated between the national/elite squad coaches and the National Technical Coordinator on similar lines to RPL procedure.

2.7 Records

Korfball Australia and all State/Territory Member Organisations are required to keep a professional development list of the coach’s name, address, phone number, email address, level of accreditation and expiry date. These records will be provided to the ASC to be kept on their database for accreditation and professional development purposes.

2.8 Time frame for completion

Participants must complete all assessment tasks related to the course within the time limits outlined below, otherwise no accreditation will be granted.

Course Completion Time

Level	Time from commencement date
0	6 months
1	12 months
2	18 months
3	18 months
4	2 years

If participants do not complete the tasks within the required time frame and wish to attain accreditation, the entire course will have to be completed again. This will result in additional course fees to be paid by the participant. An appeal against this can be made through the Disputes Resolution Panel as in 2.3 above.

2.9 Professional development

It is for the purpose of maintaining and improving standards. In korfbal it means maintaining our knowledge and skills, recognising changes in our sport and making appropriate adaptations in our coaching activities.

Course Accreditation Requirements

Level	Professional development
0	No prescribed professional development required but encouraged to go onto achieve Level 1
1	<ul style="list-style-type: none"> • Complete another Level 1 Coaching Course within three years or • Complete the Level 2 Coaching Course within three years Or • Achieve 20 hours of professional development activity over a three-year period.
2	<ul style="list-style-type: none"> • Complete another Level 2 Coaching Course within three years or • Complete the Level 3 Coaching Course within three years or • Achieve 40 hours of professional development activity over a three-year period.
3	<ul style="list-style-type: none"> • Complete another Level 2 Coaching Course within three years or • Complete the Level 3 Coaching Course within three years or • Achieve 80 hours of professional development activity over a three-year period.
4	This will be prescribed by IKF in consultation with KA

(a) Accreditation Activities

- 50% of the required professional development hours for each level should be completed through practical coaching.
- Practical coaching can be undertaken with any level of player or team or official and may occur on a regular basis (weekly, fortnightly) or in specific situations such as camps, clinics.
- Special consideration may be granted by the Coaching Director within each State/Territory and/or National Technical Coordinator for coaches who are not

coaching a team, but who are involved heavily within coach education, in order for them to fulfil professional development requirements. In these cases a detailed letter outlining their current involvement within coach education should be submitted to the relevant State/Territory Member Organisation.

(b) Re-accreditation

- Applications for re-accreditation should be made to the Coaching Director within each State/Territory and/or National Technical Coordinator prior to the accreditation expiry date.
- Applications for re-accreditation must be accompanied by a completed log-book and professional development payment.
- Applications for re-accreditation will be accepted for up to 12 months following the expiry date the accreditation.
- Once an accreditation has expired for a period greater than 12 months, re-accreditation cannot occur via the professional development system.

For a detailed explanation of professional development see the Korfball Australia Professional development Criteria – Appendix 1

PART 3: LEVEL 0 COMPETENCY STATEMENTS AND ASSESSMENT

A competency is a set of actions that someone must be capable of carrying out in order to perform adequately in some aspect of a job, in our case coaching at a particular level or to a particular standard.

3.1 Level 0 Course Competency Statements

At the conclusion of Level 0 a coach should be able to:

- Identify the roles and responsibilities of the coach
- Understand the coaching implications of the Korfball Australia Codes of Behaviour
- Understand the social development considerations for why children play sport
- Identify and implement good coaching practices to reduce risk
- Implement minor incident-management procedures
- Be aware of medical history of participants and injury reporting
- Understand the role of an Introduction to Korfball and within the Korfball Youth Leader Award (if with youth students) and its place in the player development pathway

- Understand the benefits of using a game sense approach to teach game concepts and develop long term learning
- Understand the importance of effective group management skills to maximise opportunities for successful participation
- Identify the elements of a training session
- Understand the planning and review process
- Utilise effective communication techniques to develop player understanding of the basic skills of korfball
- Understand how to safely teach the basic skills of korfball
- Understand the coaching implications of the basic rules of korfball
- Have knowledge of the Rules of Korfball and how these can be integrated into an introductory or short course.

3.2 Assessment

All participants are required to actively participate in workshop and discussion groups, complete worksheets and undertake practical tasks/demonstrations as per the course outline.

(a) Worksheets

All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect of the course.

- Participants are permitted to access all course materials and may consult with others when completing the worksheets

(b) Session Plan

The participants must be able to develop a simple session plan outlining activities for each part of a training session and considering safety requirements.

- Participants are permitted to access all course materials and may consult with others when completing the session plan
- Participants may submit the session plan as many times as necessary to meet the requirements of the assessment task

(c) Practical Coaching Task

The practical coaching tasks are aimed at assessing the participant's practical coaching ability. The coaching task requires a practical demonstration of a korfball specific coaching skill to a group of players. The coaching task is used as both a learning and assessment tool.

- The coaching task for the Level 0 Course should be 5-10 minutes duration and is developed as part of Unit 5 Program Planning. The coaching task may be presented individually or in a small coaching group.

- The practical coaching task must be observed by an Assessor who will use the *Practical Assessment Form* to check the skills/competencies that the coach must demonstrate. To successfully attain the Level 0 Course Accreditation the participant must be rated competent on all aspects of the performance criteria outlined in the form.
- Participants may submit the session plan and present the practical coaching task as many times as necessary to meet the requirements of the assessment task.

(d) Assessment Arrangements

The assessment activity will take place as part of the Level 0 Course. All equipment will be provided as part of the course. Participants may be required to provide players for the assessment task.

The assessment will take into account any likely variation in the ability and experience of Level 0 participants.

Flexibility is needed in the means of assessing competency at this introductory level.

PART 4: LEVEL 1 COMPETENCY STATEMENTS AND ASSESSMENT

4.1 Level 1 Course Competency Statements

At the conclusion of Level 1 a coach should be able to:

- Identify the roles and responsibilities of the coach
- Understand the coaching implications of the Korfball Australia Codes of Behaviour /Policy statements
- Understand the social development considerations for why children and other age groups play sport and ensure equity in gender relationships
- Understand the implications for coaches of players at different stages of development.
- Identify and implement good coaching practices to reduce risk
- Implement minor incident-management procedures
- Keep accurate records regarding medical history and injury reporting
- Understand the benefits of using a 'game sense' approach to teach game concepts and develop long term learning
- Understand the importance of and demonstrate effective group management skills to maximise opportunities for successful participation by both genders
- Identify and demonstrate the elements of a training session
- Understand the planning and review process and demonstrate this.

- Utilise effective communication techniques to develop player understanding of the basic skills of korfball
- Understand how to safely teach the basic skills of korfball
- Identify skill faults and correct technique for the basic skills of korfball and be able to teach these
- Understand and be able to teach basic tactics of attack and defence and the roles of players
- Have knowledge of the Rules of Korfball and Signals and coaching implications.
- Apply the steps of skill progression within a practical environment/activity
- Utilise an appropriate self-reflection method to evaluate and improve the quality of coaching management, teaching and communication
- Understand coach education pathways and professional development requirements and opportunities

4.2 Assessment

All participants are required to actively participate in workshop and discussion groups, complete worksheets and undertake practical tasks/demonstrations as per the course outline.

(a) Worksheets

Worksheets/workbooks provide a documented summary of theoretical knowledge and are aimed at assessing the participant's underpinning knowledge of the general principles units. An answer guide is available to presenters/assessors. All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect of the course.

- Participants are permitted to access all course materials and may consult with others when completing the worksheets

(b) Session Plan

The development of a session plan is aimed at assessing the participant's ability to plan for a coaching session. The session plan is used as both a learning and assessment tool. An assessment checklist is available to presenters/assessors.

- Participants are permitted to access all course materials and may consult with others when completing the session plan
- Participants may submit the session plan as many times as necessary to meet the requirements of the assessment task

(c) Practical Coaching Task

The practical coaching tasks are aimed at assessing the participant's practical coaching ability. The coaching task requires a practical demonstration of a korfball

specific coaching skill to a group of athletes. The coaching task is used as both a learning and assessment tool.

- The coaching task for the Level 1 Course should be 20 – 30 minutes duration and is developed as part of Unit 5 Program Planning.
- The Practical Assessment Form is provided on which assessors should check the skills/competencies that the coach must demonstrate. To successfully attain the Level 1 Course Accreditation the participant must be rated competent on all aspects of the performance criteria outlined in the Assessment Form.
- Any level of player may be involved in the practical coaching task. Through necessity this may include course participants as players.
- Participants may submit the session plan and present the practical coaching task as many times as necessary to meet the requirements of the assessment task.

(d) Assessment Arrangements

The assessment activity will take place as part of the Level 1 Course. All equipment will be provided as part of the course. Participants may be required to provide players for the assessment task.

PART 5: LEVEL 2 COMPETENCY STATEMENTS AND ASSESSMENT

5.1 Level 2 Course Competency Statements

At the conclusion of Level 2 a coach should be able to:

- Recognise and use a range of evaluating and improving coaching performance procedures
- Understand the range of program management requirements
- Understand the extended planning process and be able to outline a season plan for a particular group.
- Understand the extent of sports safety including management of aspects
- Understand the coaching process with a focus on player interaction, equity and its place in meeting demands of special korfbal programs

- Demonstrate the use of action theory in korfball skills development with appropriate feedback
- Analyse player performance and provide appropriate technical corrections
- Apply the tactics and strategies of korfball in a competitive situation
- Apply the rules of Korfball in skill sessions and game strategy planning
- Analyse match play styles and tactics
- Demonstrate the appropriate role of the coach in match play situations
- Plan and prepare training sessions that complement the yearly/season plan
- Assess and monitor the development and well-being of the players
- Implement policies associated with risk management within Korfball
- Adapt coaching practices, program and activities to cater for the individual needs of a player or group including ensuring gender equity
- Be aware of the latest Interpretations and/or changes in the Rules of Korfball in skill sessions and game strategy planning
- Understand the role of the mentor coach and establish practical strategies to enhance individual coaching.

5.2 Assessment

All participants are required to actively participate in workshop and discussion groups, complete worksheets and undertake practical tasks/demonstrations as per the course outline.

(a) Worksheets

Worksheets provide a documented summary of theoretical knowledge and are aimed at assessing the participant's underpinning knowledge of the general principles units. An answer guide is available to presenters/assessors. All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect of the course.

- Participants are permitted to access all course materials and may consult with others when completing the worksheets
- Participants may submit the session plan as many times as necessary to meet the requirements of the assessment task.

(b) Session Plan

The development of a session plan is aimed at assessing the participant's ability to plan for a coaching session. The session plan is used as both a learning and assessment tool. An assessment checklist is available to presenters/assessors.

- Participants are permitted to access all course materials and may consult with others when completing the session plan

- Participants may submit the session plan as many times as necessary to meet the requirements of the assessment task

(c) Practical Coaching Task

The practical coaching tasks are aimed at assessing the participant's practical coaching ability. The coaching task requires a practical demonstration of a korfball specific coaching skill to a group of players. The coaching task is used as both a learning and assessment tool.

- The coaching task should be 30 – 40 minutes duration. Any level of player may be involved, and course participants should preferably not be used as the players, however can be used when necessary.
- An assessment checklist is provided on which assessors should check the skills/competencies that the coach must demonstrate. The participant must be rated as competent on all aspects of the assessment checklist to pass.
- Candidates may re-take the practical assessment as many times as necessary to achieve competency.

(d) Assessment Arrangements

The assessment activity will take place as part of the Level 2 Coaching Course. All equipment will be provided as part of the course. Participants may be required to provide players for the assessment task.

PART 6: LEVEL 3 COMPETENCY STATEMENTS AND ASSESSMENT

6.1 Level 3 Course Competency Statements

At the conclusion of Level 3 a coach should be able to:

- Apply working knowledge of scientific theory (from basic physiology, anatomy and biomechanics) and principles of training and its application to Korfball at advanced and elite level
- Be aware of the importance of sport psychology in the development of korfball players and in competitive situations.
- Be competent in analysing and teaching the more advanced skills of korfball with the Action Theory approach and for special game situations
- Identify and implement the advanced tactics and strategies of Korfball in a competitive situation
- Plan, prepare and evaluate an integrated period plan for an advanced group
- Safely program and monitor conditioning training for Korfball groups

- Be aware of the latest Interpretations and/or changes in the rules of Korfball in skill sessions and game strategy planning
- Have knowledge of development and maturation issues especially of youth and adults and how programs can be modified for these players.
- Support the requirements to meet gender equity in coaching.
- Be aware of the anti-doping rules and controls especially as they relate to Korfball
- Have knowledge of the importance of nutrition and the implementation of appropriate diets for korfball players at advanced or elite level.
- Appropriately self-reflect on your coaching behaviours and develop an action plan focusing on any changes

6.2 Assessment

All participants are required to actively participate in workshop and discussion groups, complete assignments and undertake practical tasks/demonstrations as per the course outline.

(a) Assignments

The Level 3 Coaching Course requires participants to complete the following assignments:

1. A *Game Analysis Coaching Assignment* will assess the participant's ability to analyse and plan to play an opposition team. This assignment should be completed during the session.
2. *Two Coaching Session Videos*, one on attacking skills and one on defending skills, will assess the participant's group management, teaching and communication skills. Participants have 3 months to submit this assignment.
3. A *Periodised Plan* will assess the participant's ability to do contingency planning in response to changing circumstances.
4. The *Recovery Workbook* will assist coaches in understanding and implementing recovery methods as part of their coaching.

After receiving the workbook participants have 3 months to submit their assignment, extensions can be negotiated on an individual basis. The assignments are used as both a learning and assessment tool.

Extensions can be negotiated on an individual basis.

(b) Practical Coaching Task

The final practical evaluation occurs after the satisfactory completion of the four assignments. The coach should demonstrate competency in the areas of group management, teaching and communication skills.

- The coaching task for the Level 3 Coaching Course requires assessment in a team training environment on a 50 minute structured training session. Warm-up is performed but not included in the 50 minute session.
- The location of the assessment will be organised in consultation with the Member Organisation. The Member Organisation will appoint two assessors to the panel.
- Players must be 16 years of age or over, a minimum of 10 players are required.
- The practical coaching task must be observed by an Assessor who will use the *Practical Assessment Form* to check the skills/competencies that the coach must demonstrate. To successfully attain the Level 0 Course Accreditation the participant must be rated competent on all aspects of the performance criteria outlined in the form.

Modifications may be made to the Assignments and workshops etc requirements for assistant coaches of elite KA squads where the Level 3 is taken as part of their development as elite coaches.

(c) Assessor Protocol

- Two (2) assessors are required for an Advanced Coach Accreditation assessment.
- Both assessors must be independent of the candidate (ie: may not be the candidates mentor or coach at the same club)
- Both assessors must agree that the candidate meets all competencies for the accreditation to be awarded.
- All key competencies listed on the assessment sheet must be met to be deemed competent.

(d) Assessment Arrangements

The assessment activity will take place after all components of the course have been completed, including the assignments. The location of the assessment will be organised in consultation with the Member Organisation. The Member Organisation will appoint two assessors to the panel. Participants may be required to provide players, venue and equipment for the assessment task

PART 7: LEVEL 4 COMPETENCY STATEMENTS AND ASSESSMENT

This level course is conducted by the International Korfball Federation and is the IKF Level 4 High Performance Coach Diploma Course. Details of this are available from IKF.

PART 8: COACHING PRACTICES

9.1 Mentoring/Supervision of Coaching Practice

(a) It is recommended that prospective coaches seek the assistance of a mentor coach in improving their coaching skills prior to/post the relevant accreditation course.

9.2 Mentoring/Supervisor Credit

(a) Mentors will receive continuing accreditation towards their professional development requirements.

(b) Mentoring will contribute six (6) points in any one year towards professional development requirements.

PART 9: QUALITY CONTROL

10.1 Monitoring Course Consistency and Quality

(a) The following procedures will be put in place to ensure quality control of courses:

- Ongoing presenter and assessor training as outlined in 1.5.
- Evaluation of presenters by course participants using course evaluation forms (Appendix 4).
- Moderation by Korfball Australia to State/Territory based courses to evaluate delivery of courses and presenters.
- Course Evaluation and Review Process

(b) In addition to the evaluation proforma contained in Appendix 4 the following methods will be used to assess and review the course:

- Brief informal discussions with the course presenters, participants and other interested groups such as clubs to focus on the organisation of the course and the need for changes to the delivery methods.
- Data on numbers of participants completing this course, and progressing to the next level will be analysed on a regular basis.
- The course will undergo a thorough review every four years, and input sought from State/Territory Coaching Directors and Korfball Australia Coach Development Advisory Group members. Appropriate amendments will be made and the course will be submitted to the ASC for renewed registration.

10.2 Korfball Australia Coaching Course Review Group

(a) Korfball Australia Course Review Group will consist of the following representatives:

- National Technical Coordinator Korfball Australia (Chairperson).
- Up to 3 High Performance Coaches with one of the following;
 - Coach education experience
 - Sport science experience
 - National/International coaching experience.
- An independent coach from another sport

(b) The Review Group will be established every four years to review Korfball Australia's Coaching Courses.

(c) Additional experts may be consulted as part of the review process.

(d) All review recommendations to be submitted to the Korfball Australia for final approval.

APPENDIX 1 CRITERIA TO MAINTAIN ACCREDITATION

KA COACH LEVEL 0 PROFESSIONAL DEVELOPMENT CRITERIA

Korfball Australia Coaching Accreditation is valid for three (3) years. The period starts when a Korfball Australia certificate of accreditation is issued.

Points to be completed: 20 (Minimum practical component: 10 hours) 1 point = 1 hour

Choose from these activities (only Practical coaching is compulsory)	Time Commitment Maximum Points that can be claimed for each activity
Practical coaching (minimum 10 hours)	15
Attend an accredited First Aid Course (within last 3 years)	5
State/Regional association approved coaching workshop	3
State/Regional association approved referee workshop	3
Observed State/National Squad training sessions	2
Attained KA Level 1 Coaching Accreditation	Can meet total points
Coach related course / workshop / seminar conducted by recognised body (eg, State Department Sport & Recreation)	3
Physical Observation of an IKF International Event	2

KA COACH LEVEL 1 PROFESSIONAL DEVELOPMENT CRITERIA

Korfball Australia Coaching Accreditation is valid for three (3) years. The period starts when a Korfball Australia certificate of accreditation is issued.

Points to be completed: 40 (Minimum practical component: 20 hours) 1 point = 1 hour

Choose from these activities (only Practical coaching is compulsory)	Time Commitment Maximum Points that can be claimed for each activity
Practical coaching (minimum 20 hours)	30
Attend an accredited First Aid Course (within last 3 years)	10
State/Regional association approved coaching workshop	5
State/Regional association approved referee workshop	5
Observed State/National Squad training sessions	2
Attained KA Level 2 Coaching Accreditation	Can meet total points
Coach related course / workshop / seminar conducted by recognised body (eg, State Department Sport & Recreation)	5
Physical Observation of an IKF International Event	5

KA COACH LEVEL 2 PROFESSIONAL DEVELOPMENT CRITERIA

Korfball Australia Coaching Accreditation is valid for three (3) years. The period starts when a Korfball Australia certificate of accreditation is issued.

Points to be completed: 60 (Minimum practical component: 30 hours) 1 point = 1 hour

Choose from these activities (only Practical coaching is compulsory)	Time Commitment Maximum Points that can be claimed for each activity
Practical coaching (minimum 30 hours)	40
Attend an accredited First Aid Course (within last 3 years)	10
State/Regional association approved coaching workshop	5
State/Regional association approved referee workshop	5
Observed State/National Squad training sessions	4
Attained KA Level 3 Coaching Accreditation	Can meet total points
Attain Korfball Australia Facilitator/Assessor Accreditation	10
Coach related course / workshop / seminar conducted by recognised body (eg, State Department Sport & Recreation)	5
Physical Observation of an IKF International Event	2


KA COACH LEVEL 3 PROFESSIONAL DEVELOPMENT CRITERIA

Korfball Australia Coaching Accreditation is valid for three (3) years. The period starts when a Korfball Australia certificate of accreditation is issued.

Points to be completed: 80 (Minimum practical component: 40 hours) 1 point = 1 hour

Choose from these activities (only Practical coaching is compulsory)	Time Commitment Maximum Points that can be claimed for each activity
Practical coaching (minimum 40 hours)	50
Attend an accredited First Aid Course (advance level)	10
State/Regional association approved coaching workshop	5
State/Regional association approved referee workshop	5
Observed and/or involved State/National Squad training sessions	10
Acceptance onto IKF International Diploma course Accreditation	Can meet total points
Attain Korfball Australia Facilitator/Assessor Accreditation	10
Coach related course / workshop / seminar conducted by recognised body (eg, State Department Sport & Recreation)	10

Appendix 2 PRACTICAL ASSESSMENT FORMS

 Korfball Australia Coaching Accreditation Framework COACH LEVEL 1 Practical Assessment Form Part 1			
A practical demonstration of coaching skills is required, by teaching a skill to a group of players. The coaching task should be of least 15 minutes duration. Any level of player may be involved, and course participants should preferably not be used as the players.			
Name of Coach		Skill(s):	
Performance Criteria	Comment	Competent	Not competent yet
Group Management			
• Demonstrate awareness of safety in terms of equipment, use of space and player movement.			
• demonstrate effective group management skills to maximise opportunities for successful participation			
• Elements of a training session (e.g. warm-up, introduction, skill practise etc) are used			
Teaching			
• Purpose of the activity is stated and players questioned for understanding of the required task			
• Identify and demonstrate the elements of a training session			
• Demonstrate safe teaching of the basic skills of korfball			
• Demonstrate skills relevant to basic tactics of attack and defence and the roles of players			
• Show the benefits of using a game sense approach in teaching the skills and tactics			
• Show the steps of skill progression within a practical environment/activity			
• Identify skill faults and correct technique for the basic skills of korfball and be able to demonstrate these			
• Recognise the 'coachable moment' and use it appropriately when the skill is correctly or incorrectly performed.			
Communication			
• Feedback is correct and specific to players' performance (positive and corrective).			
• Provide a variety of feedback styles: using visual, tactile and verbal feedback.			
Review /Evaluation			
• Seek feedback from players and others and use self-reflection techniques to evaluate the practical coaching session and suggestions for follow-up activity			

ASSESSMENT DECISION: COMPETENT NOT YET COMPETENT

ASSESSOR COMMENTS:

ASSESSOR:

DATE



Korfball Australia Coaching Accreditation Framework

COACH LEVEL 1 Practical Assessment Form Part 2

A practical demonstration of coaching skills is required, by preparing and coaching a team for a game. The team can be at any level as long as there is a competitive element to it.

Name of Coach

Skill(s):

Performance Criteria	Comment	Competent	Not competent yet
Group Management			
• Demonstrate awareness of safety in terms of player health and fitness for a game.			
• Deals with administrative requirements			
Coaching pre game			
• Team is made aware of korfball skills and tactics they need to focus on for the particular game			
• An appropriate positive approach is utilised			
Coaching during game			
• Communication is analytical in a positive manner			
• Individual communication is done as privately as possible where correction is required			
Coaching at half-time			
• This is analytical of first half performance with indications for improvement in second half.			
• positive communication to motivate players for second half			
• Opportunity for individual comments from players is made and responded to appropriately.			
• Feedback is correct and specific to players' performance (positive and corrective).			
At the end of Game			
• Have some positive reflections on the game as well as some suggestions for improvement through later training.			
• Seek feedback from players and respond to this			

ASSESSMENT DECISION: COMPETENT NOT YET COMPETENT

ASSESSOR COMMENTS:

ASSESSOR:

DATE



Korfball Australia Coaching Accreditation Framework

COACH LEVEL 2 Practical Assessment Form Part 1

The coaching task is used as both a learning and assessment tool. The coaching task should be 30 – 40 minutes duration. The focus will be on recognising the action theory components of play so the activity should embrace skills development particularly in division groups. Any level of player may be involved, and course participants should preferably not be used as the players, however they can be used when necessary.

Name of Coach

Activity:

Performance Criteria	Comment	Competent	Not competent yet
Group Management			
<ul style="list-style-type: none"> Demonstrate awareness of safety in terms of equipment, use of space and player movement. 			
<ul style="list-style-type: none"> demonstrate effective group management skills to maximise opportunities for successful participation 			
<ul style="list-style-type: none"> 			
Teaching			
<ul style="list-style-type: none"> Purpose of the activity is stated and players questioned for understanding of the required task 			
<ul style="list-style-type: none"> Action theory elements are considered and communicated appropriately for skills and tactics to be used in the activity 			
<ul style="list-style-type: none"> Show analysis of individual and group (division) players' performance in the session making appropriate corrections using action theory elements in this. 			
<ul style="list-style-type: none"> Show an awareness of the well-being of individuals and/or groups in preparation for and during the session 			
Communication			
<ul style="list-style-type: none"> Feedback is correct and specific to players' performance (positive and corrective). 			
<ul style="list-style-type: none"> Provide a variety of feedback styles: using visual, tactile and verbal feedback. 			
Review /Evaluation			
<ul style="list-style-type: none"> Seek feedback from players and others and use self-reflection techniques to evaluate the practical coaching session and suggestions for follow-up activity 			
<ul style="list-style-type: none"> Engage with the Assessor in an evaluation of the session and indicating what you might do next with the group keeping in mind any particular aspects of Action Theory. 			

ASSESSMENT DECISION:

COMPETENT

NOT YET COMPETENT

ASSESSOR COMMENTS:

ASSESSOR:

DATE



Korfball Australia Coaching Accreditation Framework

COACH LEVEL 2 Practical Assessment Form Part 2

A practical demonstration of coaching skills is required, by preparing and coaching a team for a game. The team should be of a competitive level in a competitive situation, e.g. league game.

Name of Coach

Team:

League:

Performance Criteria	Comment	Competent	Not competent yet
Group Management			
• Demonstrate awareness of safety in terms of player health and fitness for a game.			
• Deals with administrative requirements			
Coaching pre game			
• Team is made aware of korfball skills and tactics they need to focus on for the particular game relevant to the scope of Action Theory			
• An appropriate positive approach is utilised			
Coaching during game			
• Communication is analytical in a positive manner			
• Individual communication is done as privately as possible where correction is required			
Coaching at half-time			
• This is analytical of first half performance with indications for improvement in second half in the scope of Action Theory .			
• positive communication to motivate players for second half			
• Opportunity for individual comments from players is made and responded to appropriately.			
• Feedback is correct and specific to players' performance (positive and corrective) especially from division and team perspectives.			
At the end of Game			
• Have some positive reflections on the game as well as some suggestions for improvement through later training.			
• Seek feedback from players and respond to this			
• Engage with the Assessor in an evaluation of the coaching of the game.			

ASSESSMENT DECISION: COMPETENT NOT YET COMPETENT

ASSESSOR COMMENTS:

ASSESSOR:

DATE



Korfball Australia Coaching Accreditation Framework

COACH LEVEL 3 Coaching Task Practical Assessment Form

The coaching task is used as both a learning and assessment tool. It requires assessment in a team training environment on a 50 minute structured training session. Warm-up is performed but not included in the 50 minute session. The Member Organisation will appoint two assessors to the panel. Players must be 16 years of age or over, a minimum of 10 players are required.

Name of Coach

Venue/Group:

Performance Criteria	Comment	Competent	Not competent yet
Group Management			
• Demonstrate awareness of safety in terms of equipment, use of space and player movement.			
• demonstrate effective group management skills to maximise opportunities for successful participation			
•			
Teaching			
• Purpose of the activity is stated and players questioned for understanding of the required task			
• Action theory elements are considered and communicated appropriately for skills and tactics to be used in the activity			
• Show analysis of individual and group (division) players' performance in the session making appropriate corrections using action theory/sports science elements in this.			
• Show an awareness of the well-being of individuals and/or groups in preparation for and during the session			
Communication			
• Feedback is correct and specific to players' performance (positive and corrective).			
• Feedback provided shows some recognition of psychological and other sports science factors.			
Review /Evaluation			
• Seek feedback from players and others and use self-reflection techniques to evaluate the practical coaching session and suggestions for follow-up activity			
• Engage with the Assessor in an evaluation of the session and indicating what you might do next with the group keeping in mind any particular aspects of Action Theory and sports science factors.			

ASSESSMENT DECISION: COMPETENT NOT YET COMPETENT


ASSESSOR COMMENTS:

ASSESSORS: 1.

2.

DATE

APPENDIX 3 PARTICIPANT EVALUATION FORMS

 Korfball Australia Level 1 Coach Course Participants EVALUATION FORM			
Course Date;		Association/venue;	
Please rate by a tick in the right hand columns.			
Content	Very usefull	usefull	Not very usefull
A1 Role of the Coach			
A2 Planning and Reviewing			
A3 Risk management			
A4 The Coach in Action			
A5 Player Development			
B Rules and Signals			
C Basic Playing Concepts and Skills			
D Youth Development			
E Practical Training			
Resources	Very usefull	usefull	Not very usefull
KA Coach Level 1 Manual			
KA Basic Principles Workbook			
Presenter	Above average	average	Below average
Well prepared and organised for the course.			
Engaged the participants' interest and took into account individual needs.			
Facilitated group discussion and use questioning techniques.			
Manage practical activities to allow for maximum participation and ensure safety.			
Provided clear demonstrations and explanation of practical activities.			
Used a range of presentation methods to deliver training			
Provided specific feedback regarding coaching techniques and assessment task.			
General Feedback			



Korfball Australia Level 2 Coach Course Participants EVALUATION FORM

Course Date;

Association/venue;

Please rate by a tick in the right hand columns.

Content	Very usefull	usefull	Not very usefull
Module 1 The Essence of coaching			
Module 2 Program Management			
Module 3 Planning			
Module 4 Sports Safety			
Module 5 Coaching Process			
Module 6 Korfball Coaching Theory			
Module 7 Coaching Korfball			
Advanced skills development through Action Theory			
Resources	Very usefull	usefull	Not very usefull
KA Coach Level 2 Manual			
KA Intermediate Principles Workbook			
Other resources e.g.			
Presenter	Above average	average	Below average
Well prepared and organised for the course.			
Engaged the participants' interest and took into account individual needs.			
Facilitated group discussion and use questioning techniques.			
Manage practical activities to allow for maximum participation and ensure safety.			
Provided clear demonstrations and explanation of practical activities.			
Used a range of presentation methods to deliver training			
Provided specific feedback regarding coaching techniques and assessment task.			
General Feedback			



Korfball Australia Level 3 Coach Course Participants EVALUATION FORM

Course Date; Association/venue;

Please rate by a tick in the right hand columns.

Content	Very usefull	usefull	Not very usefull
Module 1A Aims and fundamentals			
Module 8 Physiology of Korfball			
Module 9 Basic anatomy and biomechanics			
Module 10 Development and maturation			
Module 11 Nutrition and sport			
Module 12 Psychology in Korfball			
Module 13 Anti-doping in sport			
Advanced skills development through Action Theory			
Resources	Very usefull	usefull	Not very usefull
KA Coach Level 3 Manual			
KA Advanced Principles Workbook			
Other resources e.g.			
Presenter	Above average	average	Below average
Well prepared and organised for the course.			
Engaged the participants' interest and took into account individual needs.			
Facilitated group discussion and use questioning techniques.			
Manage practical activities to allow for maximum participation and ensure safety.			
Provided clear demonstrations and explanation of practical activities.			
Used a range of presentation methods to deliver training			
Provided specific feedback regarding coaching techniques and assessment task.			
General Feedback			

APPENDIX 4

POLICIES AND GENERAL CODE OF BEHAVIOUR

Australian Sports Commission Code of behaviour

This code of behaviour is intended to be the minimum standard for anyone involved in sport.

- 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 Athletes

Players

- give your best at all times
- participate for your own enjoyment and benefit

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

Officials

- place the safety and welfare of the athletes above all else
- be consistent and impartial when making decisions
- address unsporting behaviour and promote respect for all people

Administrators

- act honestly, in good faith and in the best interests of the sport as a whole
- ensure that any information acquired or advantage gained from the position is not used improperly
- conduct your responsibilities with due care, competence and diligence
- do not allow prejudice, conflict of interest or bias to affect your objectivity

Parents

- encourage children to participate and have fun
- focus on the child's effort and performance rather than winning or losing
- never ridicule or yell at a child for making a mistake or losing a competition

Spectators

- respect the performances and efforts of all people
- reject the use of violence in any form, whether it is by spectators, coaches, officials or athletes



KORFBALL AUSTRALIA

POLICY FOR COACHES

Korfball Australia (KA) recognises the valuable contribution of coaches in the development of players and in maintaining and improving the level of korfball activities.

KA will support the development of coaches through setting standards, supporting the preparation to meet these and maintaining them when they are met nationally or through regional associations where appropriate.

As a coach appointed by Korfball Australia (KA) or a member organisation you are expected to meet the following requirements in regard to your conduct at all times. (*italic number at the end of each point lets you know which item in the KA General Policy it relates to*)

1. Comply and encourage compliance with KA standards, Constitution, By-Laws (including but not limited to the Anti-Doping and Member Protection By Laws) and policies. (1)
2. Encourage in your players and adhere to the rule and spirit of the sport of korfball as described in
 - the *IKF Code of Conduct*

- national and international guidelines, regulations and rules that govern KA and the game of korfball and the particular competition in which you are participating.(2)
3. Make a commitment to providing high quality coaching to players and the game of korfball , where appropriate to your service, by
 - Maintaining and/or improving your current level of coach accreditation
 - Seeking continual improvement in your coaching through performance appraisal and education
 - Providing appropriate programs relevant to your coaching duties
 - Maintaining relevant records for your activities and for your 3 year cycle of renewal. (3)
 4. Be fair, considerate and honest
 - with everyone including players, officials and team/group members
 - Ensure you contribute to a positive experience for all involved in korfball with you by being courteous, respectful and having proper regard for their rights and obligations
 - do not denigrating and/or intimidating players, officials, spectators or event organisers. (4)
 5. Refrain from any form of abuse, harassment or discrimination, or any conduct that might be reasonably regarded as any of these. Be alert to any conduct which may be reasonably regarded as any of the above especially if you are in a duty of care situation.(5)

The following points are specific to your coaching duties with players

6. Treat all players with respect at all times.
 - Be honest and consistent with them
 - Honour all promises and commitments, both verbal and written. (4)
7. Promote a climate of mutual support among your players
 - Encourage players to respect one another and to expect respect for their worth as individuals regardless of their level of play or gender.(4)
8. Encourage and facilitate players' independence and responsibility for their own
 - Behaviour
 - Performance
 - Decisions
 - Actions. (4)
9. Involve the players in decisions that affect them relevant to
 - their own development as players
 - team/group decisions (4)
10. Determine, in consultation with players, what information is confidential and respect that confidentiality.(4)
11. Provide feedback to players in a caring sensitive manner to their needs. Avoid overly negative feedback.
12. Refrain from any form of personal abuse towards your players.
 - Including verbal, physical and emotional abuse
 - Be alert to any forms of abuse directed towards your players from other sources while they are in your care. (5)
13. Refrain from any form of harassment towards your players and be alert to any conduct which might be reasonably regarded as such especially if in a duty of care situation. (5)

14. Be acutely aware of the power that you as a coach develop with your players in the coaching relationship especially with under age players and note particularly to
 - Ensure that any physical contact is appropriate for the korfball situation
 - Refrain from any conduct that could be considered a breach of criminal law (8)
15. Avoid situations with your players that could be construed as compromising.(7)
16. At all times use appropriate training methods which will benefit the players and avoid those which could be harmful
 - Be especially aware of the physical and social development of different age groups and the implications for coaching specific age groups
 - Be aware of the different learning styles and their pros and cons relevant to the needs of your players
 - In preparation for coaching consider
 - Most effective group organisation
 - Management of group behaviour
 - Requirement for teaching skills and tactics
 - Your communication strategies
 - The 'game sense' approach
 - Ensure that the task, training, equipment and facilities are safe and suitable for the age, experience, ability and physical and psychological conditions of the players.(10)
 - Be aware of risk management procedures related to safety and health
 - Be aware of and prepared to manage injuries (14)
 - Show concern and caution towards sick, injured or disabled players. (13)
17. Be responsible in your consumption of alcoholic products at korfball activities
 - Be aware that in a duty of care situation you are responsible to ensure under the legal age do not consume alcoholic products.(9)
18. Be aware of the ethical and health issues regarding the use of drugs in sport
 - Do not condone the use of non-prescriptive drugs
 - Do not condone the use of performance enhancing drugs (10)
19. Respect the customs of other cultural groups
 - Especially where issues that may arise when coaching or playing
 - When visiting foreign countries or playing against teams from other cultures (11)
20. Be aware of your important position in the korfball community and do not engage in any activity that could bring you, your squad, or any korfball organisation into disrepute. (12)
21. Support the activities that lead towards gender equality and equity in coaching (16)