

The Coaching Association of Canada has compiled a series of Frequently Asked Questions and their responses. The FAQs have been divided into a number of categories including: evaluation, minimum standards, delivery, and resource development.

## Category: General

### Is the name of the program CBET or NCCP?

The program is called the NCCP or National Coaching Certification Program. The name of the program will not change. CBET or competency-based education and training is the methodology that is being implemented in the design of the improved NCCP.

### How will a competency-based approach make the NCCP better?

Some of the key program improvements include:

1. A greater emphasis on coach abilities; certification based on a proven ability to “DO” versus simply to “KNOW”.
2. A structure for the program that is able to accommodate differences between sports, types of coaches, and environments in which coaches work.
3. Coach training and certification based on the needs of participants and as experiential as possible.
4. Coach training that introduces ethical coaching and safety for every type of coach, from community coaching to high performance.
5. Recognition for prior learning and abilities; opportunity is available for coaches to proceed directly to an evaluation if appropriate. The true beneficiaries of the changes to the NCCP will ultimately be the participants, when their coaches are trained and certified based on the things they need to be able to do to best support those they coach.

### Why should a program that is the envy of so many other countries change?

As a result of a thorough evaluation of the NCCP in 1995–96, incorporating feedback from many stakeholders including expert coaches from across Canada, some recommendations were made to improve the existing program. Coaches requested that there be recognition in our system for prior learning and abilities. They also wanted certification to be valid proof that a coach is competent, or able to meet the needs of their participants. Coaches also requested a program that is less knowledge-based and more know-how-based.

### Is a competency-based approach the right one to improve the NCCP?

Many leading professional colleges whose mandate is to equip the learner with abilities (e.g. doctors, nurses, law enforcement officers) use a competency-based approach. This approach is not new to education – on the contrary, the NCCP is adopting the best practices of others who help people develop skills and provide certification. The results of the evaluation project revealed the need to move toward a program that more directly develops coaching skills. The path chosen is therefore consistent with what coaches and all NCCP partners indicated they wanted as well as with current trends in education.

### **Has the NCCP been developing competent coaches to date?**

Some sports, through their Practical component of certification, evaluated the abilities of their coaches. However, this was not the case for most sports. The Practical component of the current model (Levels 1–3) was arguably the weakest of all the components. This is not to say that all coaches who are certified in the current model are incompetent. It is true, however, that in many cases, the NCCP has not evaluated whether a coach is competent or not. In other words, in the current program there is no way of validating whether a coach can do what is required of him/her in his/her coaching context.

### **Who governs the NCCP?**

The NCCP is governed by a partnership consisting of Sport Canada, provincial/territorial government representatives, national sport federation representatives, and the Coaching Association of Canada. This collective is known as the National Coaching Certification Council (NCCC), and meets twice a year (November and May) to make policy and operational decisions for the NCCP. A smaller group with members from each of the partner groups meets more frequently for the purpose of making recommendations to the NCCC for decision. This group is called the Planning and Evaluation Committee (PEC). An evaluation of the NCCP was initiated by the partners in 1995–96, the results of which led to a decision of the NCCC (May 1997) to initiate a shift of the NCCP toward a competency-based model for coach education, training, and certification. A new committee was established in May 1997 to guide the transition of the program, and was named the Competency Committee. Each partner group is also represented on the Competency Committee. It is this committee that has had the greatest impact on the transition to date, by establishing the process that sports will follow, and by developing the framework and tools to guide sports toward a competency-based approach.

### **What are the competencies? Who will develop and evaluate them?**

The core competencies have already been identified. They are: Problem-solving, Interaction, Leadership, Valuing, and Critical Thinking. The core competencies are deemed as being so key to effective coaching that they will be integrated throughout the training and evaluation process as opposed to stand-alone topics. For example, learning activities that coaches will participate in during training will be specifically designed to incorporate the competencies. For example: they could be asked to solve problems using an effective problem-solving cycle; they could be asked to critically reflect on their work and the work of peers and others that they observe; they could be asked to continuously interact with their peers and others to present, question, debate, and effectively listen; they could be placed in situations where they must effectively and appropriately lead an individual or group; and could be placed in situations where they must clearly identify appropriate values as a coach and how those should influence most coaching decisions. The core competencies will similarly influence the design and format of the evaluation process and coaches will be required to demonstrate these competencies to varying degrees according to the context they work in and the priorities established in the job task analysis for the context.

### **Does NCCP Theory still exist?**

As of April 1 2004, Levels 1 and 2 Theory are no longer being delivered. Competition – Introduction Part A and Part B workshops are now being delivered across Canada in place of Levels 1 and 2 Theory. Level 3 Theory is still being offered in all provinces and territories.

### **Where can I get information on a sport's progress in the transition?**

Contact your sport for further information or check the latest NSF transition statistics in Inside Coaching at [http://www.coach.ca/e/inside\\_coaching/index.htm](http://www.coach.ca/e/inside_coaching/index.htm).

### **What is CBET?**

CBET stands for "Competency-based Education and Training". Embarking upon a transition toward a competency-based approach to coach training and certification means that the NCCP is moving toward being a program based on coaching abilities. In contrast, the current NCCP places a significant emphasis on gaining information and knowledge. In other words, once the transition to a competency-based approach is complete, the NCCP will be a program that certifies coaches based on proven abilities to "DO" certain things deemed important to meet the needs of the participants they coach. These changes will result in significant improvements to the NCCP.

For more FAQs go to the Resources section of the CAC website ([www.coach.ca](http://www.coach.ca)), under NCCP for Coaches, NCCP for Partners or NCCP for LFs and Evaluators.