



Coaching Development Programme for Ireland

Adventure Sports Framework

**Adventure Sports Instructor Awards
Award Outlines and Programme Outcomes**

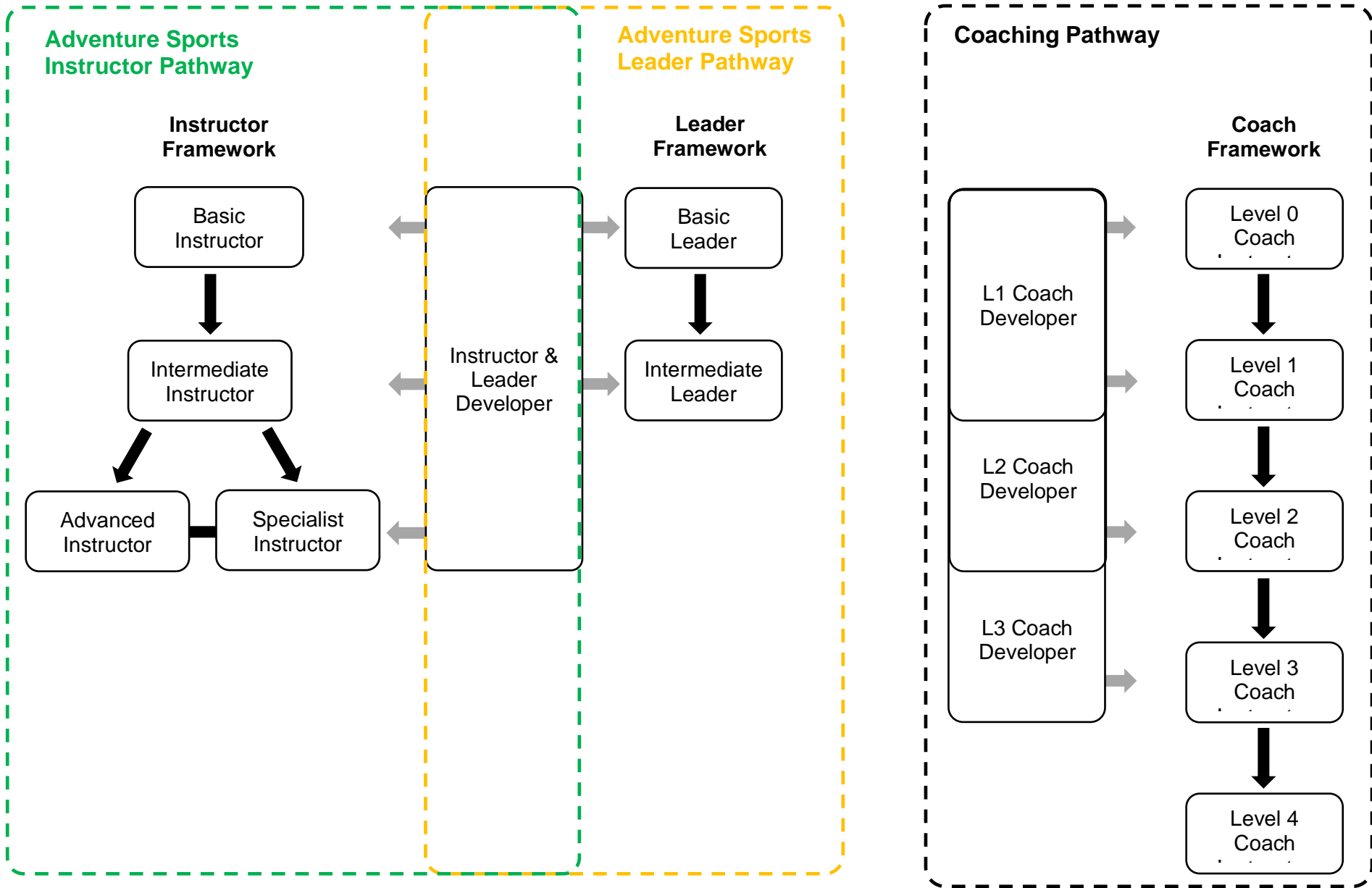
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Coaching Development Programme for Ireland



Award Outline

	Basic Instructor	Intermediate Instructor	Advanced Instructor	Specialist Instructor
Course Aim	The aim of this programme is to develop and certify the skills, knowledge and competencies needed to introduce novice participants to an adventure sport and allow them to begin to participate in a safe and responsible manner.	The aim of this programme is to develop and certify the skills, knowledge and competencies needed to work with intermediate participants in an adventure sport to further develop their skills and practice.	The aim of this programme is to develop and certify the skills, knowledge and competencies needed to work with participants in an adventure sport to develop Advanced skills ¹ and practice.	The aim of this programme is to develop and certify the skills, knowledge and competencies needed to work with participants in an adventure sport to develop specialist skills ² and practice.
Qualification	A CDPI Basic Instructor Certificate will be awarded to those who attend the full course and satisfactorily complete the course assessments. The certificate will be awarded by the NGB, with Sport Ireland Coaching accreditation.	A CDPI Intermediate Instructor Certificate will be awarded to those who attend the full course and satisfactorily complete the course assessments. The certificate will be awarded by the NGB, with Sport Ireland Coaching accreditation.	A CDPI Advanced Instructor Certificate will be awarded to those who attend the full course and satisfactorily complete the course assessments. The certificate will be awarded by the NGB, with Sport Ireland Coaching accreditation.	A CDPI Specialist Instructor Certificate will be awarded to those who attend the full course and satisfactorily complete the course assessments. The certificate will be awarded by the NGB, with Sport Ireland Coaching accreditation.
Course Formats	Typically, a minimum of 16 hours ³ contact training which may be delivered contiguously over 2 days / or as a number of separate days or elements. Pre and post course work and / or requirements may also be included, including teaching practice. The maximum and minimum numbers of instructors permitted on a course should be identified along with maximum ratio Instructors : Instructor Trainers	Typically, a minimum of 32 hours ³ contact training which may be delivered contiguously over 4 days / or as a number of separate weekends, days or elements. Pre and post course work and / or requirements would normally also be included, including logged teaching practice. The maximum and minimum numbers of instructors permitted on a course should be identified along with maximum ratio Instructors : Instructor Trainers	Typically, a minimum of 16 hours ³ contact training which may be delivered contiguously over 2 days / or as a number of separate days or elements. Pre and post course work and / or requirements would normally also be included, including logged teaching practice. The maximum and minimum numbers of instructors permitted on a course should be identified along with maximum ratio Instructors : Instructor Trainers	Typically, a minimum of 16 hours ³ contact training which may be delivered contiguously over 2 days / or as a number of separate days or elements. Pre and post course work and / or requirements would normally also be included, including logged teaching practice. The maximum and minimum numbers of instructors permitted on a course should be identified along with maximum ratio Instructors : Instructor Trainers
Entry Requirements	Instructors working autonomously should be over 18 years old. Instructors should sign up to the Code of Ethics & Conduct for their sport. Instructor working with children or Vulnerable adults should have passed Garda Vetting with their NGB Where it is not included in the contact training, instructors should have undertaken the appropriate "Safeguarding" training. Where it is not included in the contact training, Instructors may be asked to have completed training & certification in Emergency Care / First Aid NGBs may wish to require that Instructors; <ul style="list-style-type: none"> are members of the NGB or an affiliated club complete a declaration on health / fitness 	Instructors may be required to hold a (Basic) Instructors award. Instructors working autonomously should be over 18 years old. Instructors should sign up to the Code of Ethics & Conduct for their sport. Instructor working with children or Vulnerable adults should have passed Garda Vetting with their NGB Where it is not included in the contact training, instructors should have undertaken the appropriate "Safeguarding" training. Where it is not included in the contact training, Instructors may be asked to have completed training & certification in Emergency Care / First Aid NGBs may wish to require that Instructors; <ul style="list-style-type: none"> are members of the NGB or an affiliated club complete a declaration on health / fitness 	Instructors may be required to hold an (Intermediate / Specialist) Instructors award. Instructors working autonomously should be over 18 years old. Instructors should sign up to the Code of Ethics & Conduct for their sport. Instructor working with children or Vulnerable adults should have passed Garda Vetting with their NGB Where it is not included in the contact training, instructors should have undertaken the appropriate "Safeguarding" training. Where it is not included in the contact training, Instructors may be asked to have completed training & certification in Emergency Care / First Aid NGBs may wish to require that Instructors; <ul style="list-style-type: none"> are members of the NGB or an affiliated club complete a declaration on health / fitness 	Instructors may be required to hold an (Intermediate / Advanced) Instructors award. Instructors working autonomously should be over 18 years old. Instructors should sign up to the Code of Ethics & Conduct for their sport. Instructor working with children or Vulnerable adults should have passed Garda Vetting with their NGB Where it is not included in the contact training, instructors should have undertaken the appropriate "Safeguarding" training. Where it is not included in the contact training, Instructors may be asked to have completed training & certification in Emergency Care / First Aid NGBs may wish to require that Instructors; <ul style="list-style-type: none"> are members of the NGB or an affiliated club complete a declaration on health / fitness

Award Outline

	Basic Instructor	Intermediate Instructor	Advanced Instructor	Specialist Instructor
Methodology	<p>This course would typically be delivered using a mix of;</p> <ul style="list-style-type: none"> • Pre & post course distance learning tasks & activities • Class based and field based learning activities • Experience using practical instructing skills 	<p>This course would typically be delivered using a mix of;</p> <ul style="list-style-type: none"> • Pre & post course distance learning tasks & activities • Class based and field based learning activities • Experience using practical instructing skills. 	<p>This course would typically be delivered using a mix of;</p> <ul style="list-style-type: none"> • Pre & post course distance learning tasks & activities • Class based and field based learning activities • Experience using practical instructing skills 	<p>This course would typically be delivered using a mix of;</p> <ul style="list-style-type: none"> • Pre & post course distance learning tasks & activities • Class based and field based learning activities • Experience using practical instructing skills
Facilities and Equipment	<p>Facilities and equipment required to deliver the course should be identified by the NGB.</p> <p>These should be appropriate to the qualification and typical to that in / with which the Instructor will be working.</p>	<p>Facilities and equipment required to deliver the course should be identified by the NGB.</p> <p>These should be appropriate to the qualification and typical to that in / with which the Instructor will be working.</p>	<p>Facilities and equipment required to deliver the course should be identified by the NGB.</p> <p>These should be appropriate to the qualification and typical to that in / with which the Instructor will be working.</p>	<p>Facilities and equipment required to deliver the course should be identified by the NGB.</p> <p>These should be appropriate to the qualification and typical to that in / with which the Instructor will be working.</p>
Support documentation / materials	<p>What materials are to be provided, by whom and when should be clearly identified.</p> <p>Normally, the NGB will provide instructors with an Instructor manual, worksheets and a logbook.</p> <p>Materials for use by the Instructor Developer in setting up and running the course, as well as assessing and recording progress made by the instructors, should also be identified.</p> <p>Where guidelines on the setting up and conduct of Instructor courses exist, these should be mentioned.</p>	<p>What materials are to be provided, by whom and when should be clearly identified.</p> <p>Normally, the NGB will provide instructors with an Instructor manual, worksheets and a logbook.</p> <p>Materials for use by the Instructor Developer in setting up and running the course, as well as assessing and recording progress made by the instructors, should also be identified.</p> <p>Where guidelines on the setting up and conduct of Instructor courses exist, these should be mentioned.</p>	<p>What materials are to be provided, by whom and when should be clearly identified.</p> <p>Normally, the NGB will provide instructors with an Instructor manual, worksheets and a logbook.</p> <p>Materials for use by the Instructor Developer in setting up and running the course, as well as assessing and recording progress made by the instructors, should also be identified.</p> <p>Where guidelines on the setting up and conduct of Instructor courses exist, these should be mentioned.</p>	<p>What materials are to be provided, by whom and when should be clearly identified.</p> <p>Normally, the NGB will provide instructors with an Instructor manual, worksheets and a logbook.</p> <p>Materials for use by the Instructor Developer in setting up and running the course, as well as assessing and recording progress made by the instructors, should also be identified.</p> <p>Where guidelines on the setting up and conduct of Instructor courses exist, these should be mentioned.</p>
Who will run the training & assessment	<p>NGBs should clearly identify who may run and assess this, or specific elements of, this course.</p> <p>At least 75% of the course must be delivered by CDPI Instructor Developers.</p>	<p>NGBs should clearly identify who may run and assess this, or specific elements of, this course.</p> <p>At least 75% of the course must be delivered by CDPI Instructor Developers.</p>	<p>NGBs should clearly identify who may run and assess this, or specific elements of, this course.</p> <p>At least 75% of the course must be delivered by CDPI Instructor Developers.</p>	<p>NGBs should clearly identify who may run and assess this, or specific elements of, this course.</p> <p>At least 75% of the course must be delivered by CDPI Instructor Developers.</p>
Assessment	<p>NGBs should clearly described how the Instructors are to be assessed, what criteria will be used and what evidence of assessment will be gathered.</p> <p>Guideline criteria for this level includes;</p> <ul style="list-style-type: none"> • A written plan for a single instructional session • Observed delivery of (on course) instructional sessions • Demonstration of practical application of key course content 	<p>NGBs should clearly described how the Instructors are to be assessed, what criteria will be used and what evidence of assessment will be gathered.</p> <p>Guideline criteria for this level includes;</p> <ul style="list-style-type: none"> • A written plan for a number of instructional sessions • A course programme (a number of related skill development sessions) • Observed delivery of (on / off course) instructional sessions 	<p>NGBs should clearly described how the Instructors are to be assessed, what criteria will be used and what evidence of assessment will be gathered.</p> <p>Guideline criteria for this level includes;</p> <ul style="list-style-type: none"> • A written plan for a number of instructional sessions • A course programme (a number of related skill development sessions) • Observed delivery of (on / off course) instructional sessions 	<p>NGBs should clearly described how the Instructors are to be assessed, what criteria will be used and what evidence of assessment will be gathered.</p> <p>Guideline criteria for this level includes;</p> <ul style="list-style-type: none"> • A written plan for a number of instructional sessions • A course programme (a number of related skill development sessions) • Observed delivery of (on / off course) instructional sessions

Award Outline

	Basic Instructor	Intermediate Instructor	Advanced Instructor	Specialist Instructor
	<ul style="list-style-type: none"> Completion of logged teaching practice Skills assessment (assessment of instructors personal proficiency) 	<ul style="list-style-type: none"> Demonstration of practical application of key course content Completion of logged teaching practice Skills assessment (assessment of instructors personal proficiency) 	<ul style="list-style-type: none"> Demonstration of practical application of key course content Completion of logged teaching practice Skills assessment (assessment of instructors personal proficiency) 	<ul style="list-style-type: none"> Demonstration of practical application of key course content Completion of logged teaching practice Skills assessment (assessment of instructors personal proficiency)
Appeals	<p>The process by which Instructors may appeal the result of a course or assessment should be clearly identified.</p> <p>NGBs may choose to describe this process elsewhere and reference this here.</p>	<p>The process by which Instructors may appeal the result of a course or assessment should be clearly identified.</p> <p>NGBs may choose to describe this process elsewhere and reference this here.</p>	<p>The process by which Instructors may appeal the result of a course or assessment should be clearly identified.</p> <p>NGBs may choose to describe this process elsewhere and reference this here.</p>	<p>The process by which Instructors may appeal the result of a course or assessment should be clearly identified.</p> <p>NGBs may choose to describe this process elsewhere and reference this here.</p>
Certification	The NGB should describe who will certify the instructor and how.	The NGB should describe who will certify the instructor and how.	The NGB should describe who will certify the instructor and how.	The NGB should describe who will certify the instructor and how.
Validity & Revalidation	<p>A validity period and / or conditions should be set and described here including;</p> <ul style="list-style-type: none"> Identifying how long the qualification is valid for Identify any conditions to the certificate remaining current / valid eg current first aid, current membership of NGB etc. Describing what the Instructors need to do in order to revalidate their qualification (logged instruction, CPD workshops etc.) <p>This qualification should not remain valid for more than 5 years without some measurement of activity and ongoing professional development.</p> <p>The process for revalidating this qualification should be clearly described.</p>	<p>A validity period and / or conditions should be set and described here including;</p> <ul style="list-style-type: none"> Identifying how long the qualification is valid for Identify any conditions to the certificate remaining current / valid eg current first aid, current membership of NGB etc. Describing what the Instructors need to do in order to revalidate their qualification (CPD workshops, logged instruction etc.) <p>This qualification should not remain valid for more than 5 years without some measurement of activity and ongoing professional development.</p> <p>The process for revalidating this qualification should be clearly described.</p>	<p>A validity period and / or conditions should be set and described here including;</p> <ul style="list-style-type: none"> Identifying how long the qualification is valid for Identify any conditions to the certificate remaining current / valid eg current first aid, current membership of NGB etc. Describing what the Instructors need to do in order to revalidate their qualification (CPD workshops, logged instruction etc.) <p>This qualification should not remain valid for more than 5 years without some measurement of activity and ongoing professional development.</p> <p>The process for revalidating this qualification should be clearly described.</p>	<p>A validity period and / or conditions should be set and described here including;</p> <ul style="list-style-type: none"> Identifying how long the qualification is valid for Identify any conditions to the certificate remaining current / valid eg current first aid, current membership of NGB etc. Describing what the Instructors need to do in order to revalidate their qualification (CPD workshops, logged instruction etc.) <p>This qualification should not remain valid for more than 5 years without some measurement of activity and ongoing professional development.</p> <p>The process for revalidating this qualification should be clearly described.</p>
Recognition of prior learning	<p>If the NGB recognises prior learning (RPL) as a means of entering onto a course/programme or for providing exemption from part or all of the course/programme the process and criteria should be described. Including;</p> <ul style="list-style-type: none"> How Instructors may apply for RPL Typical parameters or criteria that are used by the NGB to recognise prior learning 	<p>If the NGB recognises prior learning (RPL) as a means of entering onto a course/programme or for providing exemption from part or all of the course/programme the process and criteria should be described. Including;</p> <ul style="list-style-type: none"> How Instructors may apply for RPL Typical parameters or criteria that are used by the NGB to recognise prior learning 	<p>If the NGB recognises prior learning (RPL) as a means of entering onto a course/programme or for providing exemption from part or all of the course/programme the process and criteria should be described. Including;</p> <ul style="list-style-type: none"> How Instructors may apply for RPL Typical parameters or criteria that are used by the NGB to recognise prior learning 	<p>If the NGB recognises prior learning (RPL) as a means of entering onto a course/programme or for providing exemption from part or all of the course/programme the process and criteria should be described. Including;</p> <ul style="list-style-type: none"> How Instructors may apply for RPL Typical parameters or criteria that are used by the NGB to recognise prior learning
Progression	Describe what routes exist for Instructors completing this qualification to progress within this sport or others.	Describe what routes exist for Instructors completing this qualification to progress within this sport or others.	Describe what routes exist for Instructors completing this qualification to progress within this sport or others.	Describe what routes exist for Instructors completing this qualification to progress within this sport or others.

Award Outline

	Basic Instructor	Intermediate Instructor	Advanced Instructor	Specialist Instructor
Transferability	Where they exist, describe any options to transfer this qualification for use in different sports, NGBs or other areas of education & training.	Where they exist, describe any options to transfer this qualification for use in different sports, NGBs or other areas of education & training.	Where they exist, describe any options to transfer this qualification for use in different sports, NGBs or other areas of education & training.	Where they exist, describe any options to transfer this qualification for use in different sports, NGBs or other areas of education & training.
Access & inclusion	Describe what arrangements exist to ensure that this course meets the requirements set out for access and inclusion described in the NGB's policy statement	Describe what arrangements exist to ensure that this course meets the requirements set out for access and inclusion described in the NGB's policy statement	Describe what arrangements exist to ensure that this course meets the requirements set out for access and inclusion described in the NGB's policy statement	Describe what arrangements exist to ensure that this course meets the requirements set out for access and inclusion described in the NGB's policy statement

Notes

1	An Advanced Instructor would be expected to work with participants to further develop the core skills an Instructor would normally be expected to deliver. e.g. A Level 3 Kayak Instructor (Intermediate) Instructor moving onto Level 4 Kayak Instructor (Advanced)
2	A Specialist Instructor delivers training in specialist or niche skills that are different to the core skills the instructor would normally be expected to deliver ,but which are not considered advanced skills. e.g. A Mountain Biking Instructor going on to deliver skills required to mountain bike at night
3	Due to the variety of sports covered by the framework and the variation in technical complexity of these sports – the duration of, or time needed to run an Instructor course is not a good indicator of the level the course. More complex, difficult sports may require longer Instructor development programmes than more accessible sports. Indicated time for the delivery of contact training should be adapted around the needs of the Instructors in that sport.

Programme Outcomes

	Basic Instructor	Intermediate Instructor	Advanced Instructor	Specialist Instructor
	Role			
	To introduce novice participants to an adventure sport and allow them to begin to participate in a safe and responsible manner.	To work with intermediate participants in an adventure sport to further develop their skills and practice.	To working with participants in an adventure sport to develop advanced skills and practice.	To working with participants in an adventure sport to develop specialist skills and practice.
1.	Knowledge of the activity and how to develop participant			
1.1	Describe how the sport is governed and how its training, coaching/instructing and accreditation scheme is structured	Describe how the sport is governed and how its training, coaching/instructing and accreditation scheme is structured	Describe how the sport is governed and how its training, coaching/instructing and accreditation scheme is structured	Describe how the sport is governed and how its training, coaching/instructing and accreditation scheme is structured
1.2	Demonstrate a comprehensive knowledge of technical skills for beginners	Demonstrate a comprehensive knowledge of the technical skills of the activity appropriate for up to intermediate participants	Demonstrate a comprehensive knowledge of the technical skills of the activity for up to advanced participants	Demonstrate a comprehensive knowledge of the technical skills of specialist areas in the activity
1.3	Identify how to develop these skills appropriate to the context and the participants	Identify how to develop these skills appropriate to the context and the participants	Identify how to develop these skills appropriate to the context and the participants	Identify how to develop these specialist skills appropriate to the context and the participants
1.4	Identify different learning styles	Interpret how different learning styles can affect skill acquisition and participants' overall outdoor experience	Analyse different learning styles and their effect on skill acquisition and participants' outdoor experience	Interpret how different learning styles can affect participants acquisition of the specialist skills and participants overall outdoor experience
2.	Personal Skills			
2.1	Demonstrate a prescribed level of personal proficiency	Demonstrate a prescribed level of personal proficiency	Demonstrate a prescribed level of personal proficiency	Demonstrate a prescribed level of personal proficiency
3.	Environment			
3.1	Demonstrate appropriate knowledge of all types of environments – features, characteristics, risks	Demonstrate appropriate knowledge of all types of environments – features, characteristics, risks	Demonstrate appropriate knowledge of all types of environments – features, characteristics, risks	Demonstrate appropriate knowledge of the specialist environment(s) – features, characteristics, risks
3.2	Discuss/Explain how to protect, respect and conserve the environment	Discuss/Explain how to protect, respect and conserve the environment	Discuss/Explain how to protect, respect and conserve the environment	Discuss/Explain how to protect, respect and conserve the environment
4.	Instruction style, values and ethics			
4.1	Outline instructors role (in the context of the activity, participants, peer instructors and the club/centre)	Outline instructors role (in the context of the activity, participants, peer instructors and the club/centre)	Outline instructors role (in the context of the activity, participants, peer instructors and the club/centre)	Outline instructors role (in the context of the activity, participants, peer instructors and the club/centre)
4.2	Agree to comply with the Code of Ethics and the Child Protection Policy	Agree to comply with the Code of Ethics and the Child Protection Policy	Agree to comply with the Code of Ethics and the Child Protection Policy	Agree to comply with the Code of Ethics and the Child Protection Policy
4.3	Agree to comply with the NGB Instructor Code of Conduct	Agree to comply with the NGB Instructor Code of Conduct	Agree to comply with the NGB Instructor Code of Conduct	Agree to comply with the NGB Instructor Code of Conduct
4.4	Discuss and identify how to include people with disabilities in the activity/sport	Discuss and identify how to include people with disabilities in the activity/sport	Discuss and identify how to include people with disabilities in the activity/sport	Discuss and identify how to include people with disabilities in the activity/sport

Programme Outcomes

	Basic Instructor	Intermediate Instructor	Advanced Instructor	Specialist Instructor
5.	Instruction skills			
5.1	Plan and implement a basic session for beginners appropriate to their needs and the context in a quality and safe learning environment	Plan and implement a series/programme of progressive sessions for intermediate participants appropriate to their needs and the context in a quality and safe learning environment	Plan and implement a series/programme of progressive sessions for advanced participants appropriate to their needs and the context/environment	Plan and implement a series/programme of progressive sessions in the specialist area appropriate to the needs of participants and the context/environment
5.2	Instruct a range of skills appropriate for beginners and the environment/context using effective teaching methods	Instruct a range of skills appropriate for intermediate participants and the environment/context using effective teaching methods	Instruct a range of skills appropriate for advanced participants in appropriate types of environments/context using effective teaching methods	Instruct a range of skills in the specialist area appropriate for participants and the environment/context using effective teaching methods
5.3		Employ a variety of activities as part of the session to ensure an effective outdoor experience	Deliver sessions with a variety of activities appropriate for advanced participants and different kinds of challenging environments	Employ a variety of activities as part of the session to ensure an effective outdoor experience in the specialist area
5.4	Apply basic progressions within a skill/concept	Apply progressions within a skill/concept	Apply progressions within a skill/concept	Apply progressions within a skill/concept
5.5	Organise appropriate resources / equipment for the planned session	Organise appropriate resources / equipment for the planned sessions	Organise appropriate resources / equipment for the planned sessions	Organise resources / equipment for the planned session
5.6			Lead and organise sessions where one or more instructors are working collaboratively	
5.7	Outline how to care for and maintain the equipment	Outline how to care for and maintain the equipment	Outline how to care for and maintain the equipment	Outline how to care for and maintain the equipment
5.8	Observe and analyse participants practising the skill/activity and provide appropriate feedback to participants	Observe and analyse participants practising the skill/activity and provide appropriate feedback	Observe, monitor and accurately analyse participants' performance and provide appropriate feedback	Observe and analyse participants' practising the skill/activity and provide appropriate feedback
5.9	Demonstrate effective and safe group management	Demonstrate effective and safe group management to optimise participants' experience	Demonstrate effective and safe group managements to optimise participants' experience	Demonstrate effective and safe group management to optimise participants' experience
5.10	Adapt to changing circumstances (e.g. environment, participants) during the delivery of the session/activity	Adapt to changing circumstances (e.g. environment, participants) during the delivery of the session/activity	Adapt to changing circumstances (e.g. environment, participants) during the delivery of the session/activity	Adapt to changing circumstances (e.g. environment, participants) during the delivery of the session/activity
5.11	Prepare participants for proficiency skills assessment	Prepare participants for proficiency skills assessment	Prepare participants for proficiency skills assessment	Prepare participants for proficiency skills assessment

Programme Outcomes

	Basic Instructor	Intermediate Instructor	Advanced Instructor	Specialist Instructor
6.	Safety			
6.1	Conduct basic risk analysis of environment, activities, participants, clothing and equipment etc	Conduct a risk analysis of environment, activities, participants, clothing and equipment	Conduct a thorough and detailed risk analysis of environment, activities, participants, clothing and equipment	Conduct a risk analysis of environment, activities, participants, clothing and equipment
6.2	Manage and minimise risk continuously during the activity	Manage and minimise risk continuously during the activity	Manage and minimise risk continuously during the activity and in all kinds of environments	Manage and minimise risk continuously during the activity
6.3	Identify and practise safety procedures and techniques	Identify and practise safety procedures and techniques in the delivery of the activity	Identify and practise safety procedures and techniques in the delivery of the activity	Identify and practise safety procedures and techniques in the delivery of the activity
6.4	Implement appropriate first aid and emergency procedures.	Implement appropriate First Aid and emergency procedures	Implement appropriate First Aid and emergency procedures	Implement appropriate First Aid and emergency procedures
7.	Communication			
7.1	Apply effective communication methods appropriate to the context, participants, peer instructors and any other relevant personnel	Apply effective communication methods appropriate to the context, participants, peer instructors and any other relevant personnel	Apply effective communication methods appropriate to the context, participants, peer instructors and any other relevant personnel	Apply effective communication methods appropriate to the specialist area, context, participants, peer instructors and any other relevant personnel
7.2		Observe and interact with Advanced Instructors and above to enhance both learning and understanding	Observe and interact with other Advanced Instructors to enhance both learning and understanding	Observe and interact with other Specialist Instructors to enhance both learning and understanding
7.3			Supervise and provide support for Basic and Intermediate instructors	Supervise and provide support for other instructors
7.4			Work collaboratively with other instructors for the benefit of the participants and the sport/activity	
7.5			Play an active role in the development of the activity through a club/centre, on an individual basis or through involvement with the NGB	
8	Review, self-reflect & evaluate			
8.1	Evaluate and reflect on a session in terms of personal instructing performance and progress of participants, identifying implications for successive sessions	Evaluate and reflect on the effectiveness of a series of sessions in terms of personal instructing performance and progress of participants, identifying implications for successive sessions	Evaluate and reflect on the effectiveness of a series of sessions in terms of personal instructing performance and progress of participants, identifying implications for successive sessions	Evaluate and reflect on the effectiveness of a series of sessions in terms of personal instructing performance and progress of participants, identifying implications for successive sessions