

CAYMAN ISLANDS NATIONAL COACHING ACADEMY
Building Champions On and Off the Pitch
ASSESSMENT POLICY & PRACTICAL RUBRIC
Standalone Policy · 2026 Edition
Fair, transparent assessment of coaching competence

Document title	Assessment Policy & Practical Assessment Rubric
Owner	Academy Director, Cayman Islands National Coaching Academy
Applies to	All learners and assessors on CINCA programmes
Edition	2026
Review cycle	Annual, or earlier if required
Related documents	Course Completion Policy; Certificate of Attendance; Curriculum; Session Planner; Learner Complaints Procedure

Our commitment

The Academy assesses coaching competence through applied, practical demonstration judged against clear, published criteria. Assessment is fair, consistent, and transparent, and every learner knows in advance what good coaching looks like.

ASSESSMENT POLICY

1. Purpose

The Cayman Islands National Coaching Academy (CINCA) assesses whether learners can apply what they have learned. This document sets out how learning will be assessed in the Coaches Educational Workshop, the criteria used, and how outcomes are decided so that assessment is fair, consistent, and clearly evidenced for the CPD Standards Office.

2. Scope

This policy applies to all learners and assessors in Academy programmes. It covers both formative assessment (during the course) and the summative practical assessment used to confirm completion.

3. Assessment Methods

Type	Method	Purpose
Formative	End-of-module knowledge checks; Q&A; instructor observation	Check understanding and guide learning during the course.
Summative	Practical coaching demonstration (plan and deliver a session)	Confirm the learner can apply the methodology required to complete the workshop.
Self-assessment	Reflection on personal learning goals	Help learners judge their own progress and next steps.

4. The Practical Assessment

For the summative assessment, each learner plans and delivers a short coaching activity to a group, using the Coaching Activity Session Planner. An instructor observes the delivery and assesses it against the rubric below. The assessment reflects real coaching practice rather than a written test, which is the appropriate method for a coaching programme.

PRACTICAL ASSESSMENT RUBRIC

Each learner is assessed against six criteria. The assessor judges each criterion and records an overall outcome.

Criteria	What the assessor looks for	Weight
1 · Session planning & organisation	A clear, age-appropriate plan with objectives, structure, and suitable use of space, time, and equipment.	20%
2 · Coaching methodology & content	Correct, modern coaching content aligned to the LTPD model and the four pillars (technical, tactical, physical, psychological).	20%
3 · Communication & demonstration	Clear instructions, effective demonstration, good questioning, and constructive feedback to players.	15%
4 · Engagement & group management	Keeps players active, motivated, included, and on-task; manages behaviour calmly and fairly.	15%
5 · Safety & safeguarding	Manages risk, models safe practice, and upholds safeguarding and the Code of Conduct.	15%
6 · Reflection & adaptability	Adjusts the session as needed and reflects honestly on what worked and what to improve.	15%

5. Outcome Bands

Outcome	Standard
Pass with Distinction	Strong, consistent performance across all criteria; coaching is confident and player-centred.
Pass	Meets the standard of all criteria: a competent, safe, and effective coaching demonstration.
Refer (re-assessment)	Falls short on one or more criteria: the learner is given feedback and a fair opportunity to be re-assessed.
Not yet competent	Does not meet the standard or raises a safety/safeguarding concern; further development and re-assessment required.

A learner must achieve at least a pass and meet the 80% attendance threshold to complete the course and receive the Certificate of Attendance (27.5 CPD hours).

6. Assessors and Consistency

Assessment is carried out by the Academy's qualified instructors (FIFA / CONCACAF-credentialed). Where more than one assessor is involved, they apply the same rubric and confer on borderline outcomes to ensure consistency and fairness.

7. Feedback to Learners

Every learner receives clear, constructive feedback against the rubric, what they did well, and how to improve, so the assessment supports their development, not only certification.

8. Reasonable Adjustments

Reasonable adjustments are made so that disabled learners and those with additional needs can be assessed fairly, consistent with the Equal Treatment and Disability Discrimination policies, without lowering the coaching standard.

9. Records, Re-assessment, and Appeals

Assessment records and outcomes are kept securely under the Data Protection & Confidentiality Policy and are available to the CPD Standards Office on request. A learner who is referred is offered a fair reassessment. A learner who believes an outcome is unfair may use the Learner Complaints Procedure.

10. Review

This policy and rubric are reviewed at least annually by the Academy Director, or sooner where guidance or experience indicates that change is needed.

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Related framework	CINCA Policy Manual 2026