



**Ice Hockey Australia**

**National Coaching  
Accreditation & Compliance  
Scheme**

**Level II Coach  
Accreditation & Compliance  
Framework**





# Ice Hockey Australia

(Trading name of the Australian Ice Hockey Federation)

ABN 77 106 538 293

23 DICKERSON WAY, REDWOOD PARK

SOUTH AUSTRALIA 5097

Tel : +61 8 8251 1734 Fax: +61 8 8251 5156

[iha@iha.org.au](mailto:iha@iha.org.au)

[www.iha.org.au](http://www.iha.org.au)

## From the office of the National Coaching Director

The Australian Sports Commission (ASC), through the ASC National Coaching Council, has employed a consultant on behalf of Ice Hockey Australia (IHA) to review IHA's Coach Levels I, II & III Syllabus for ASC Accreditation. The reviewed Levels have been endorsed by the IHA Board and are implemented as of 01 January 2009.

The work has been extensive, and on surface, the content may be overwhelming. However, the following is designed to assist with clarifying the process for the delivery of IHA's Coach Level II Course and the requirements in regards to ASC's Accreditation Compliance. The content can be changed at any time to suit state and IHA requirements.

### **Level II Process for 2009 season and beyond**

- Step 1: Level II courses will be organised and conducted on a "as needs" basis pending the minimum participant number requirements. Generally, this is expected to take place every 2<sup>nd</sup> or 4th year since the previous course.
- Step 2: The course will be conducted either during the month of January, February or March.
- Step 3: The course will be organised by IHA in a state and city that is conducive to the geographical location of the participants to reduce air fare costs.
- Step 4: The venue must be conducive to a conference or class room environment without distractions. Correct teaching aids and the current coaching manual must be used.
- Step 5: All participants must be actively coaching, hold IHA Level I Accreditation, or for Level II re-accreditation purposes, hold a current Level II Accreditation.
- Step 6: Prior to the commencement of the course, the participants are required to pay the applicable course and ASC registration fee, and sign IHA's Code of Behaviour & Ethics Form.
- Step 7: On the successful completion of the Level II exam, the participants will be recorded on ASC's Registration Form. The completed exams, ASC Form & applicable ASC registration fee of \$15 per registered participant and signed Code of Behaviour & Ethics Forms are to be submitted to the IHA National Coaching Director for processing.
- Step 8: On successful completion of the course and examinations, participants will receive IHA Certification (certificate & letter) showing the Level achieved and the expiry date.
- Step 9: Once accredited, the coach will hold their accreditation for a period of Four (4) years as explained in IHA's Updating Policy under Section 1.6 of this document, in particular if they have:

- Actively coached 50 hours;
- Attained 35 credit points (as listed in section 1.6);
- Completed a Level II Updating Seminar before the end of the four (4) year accreditation period; **or**
- Successfully completed Level III prior to the end of the fourth (4) year accreditation period.

Step 10: The ASC / IHA will supply newly accredited coaches with a logbook to record all update activities. Coaches are encouraged to take their logbooks to all possible updating activities to have them signed by their state course coordinator. On completion of the four (4) year accreditation period, the logbooks are to be submitted to IHA's National Coaching Director for processing.

Step 11: IHA Level I Coaches are urged to approach their peers and higher level accredited coaches (Level II & III) to be their mentor (ideally a Certified IHA Mentor). In addition to mentoring one another at state level, IHA also has a National Mentoring Coach who is available to assist from a national perspective. When called upon, IHA will assist with air travel to the requesting state. The state or territory is responsible for ground transport, accommodation and meals. Further details of IHA's Mentoring Program are outlined in Section 2.2 (page 12) of this document.

Step 12: The IHA Level I Coach Accreditation Program is designed to have participants attend a two (2) day face-to-face competency based workshop, which incorporates both theoretical and practical learning activities.

Although this is the case, it has also been designed to allow the facilitation of a "blended learning approach" for some practising coaches who may be able to satisfy all or most of the competencies required for Level I accreditation without having to formally attend the Accreditation Program whereby certain activities and tasks can be completed in the candidates own time. Candidates who require or would benefit from differing assessment approaches will be accommodated.

In making this decision, the IHA National Coaching Director and State Association Program Coordinator will decide if the preferred assessment method as identified by the candidate will provide the assessor with evidence that is sufficient, current, valid and authentic.



Elgin Luke  
IHA National Coaching Director

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## Section 1 – Accreditation Program General Information and Administration

### 1.1 Details of the NSO

**Name:** Ice Hockey Australia  
**Contact:** Elgin Luke  
**Postal Address:** 23 Dickerson Way, Redwood Park SA 5097  
**Email Address:** [iha@iha.org.au](mailto:iha@iha.org.au)  
**Telephone:** (08) 8251 1734  
**Facsimile:** (08) 8251 5156  
**ABN:** 77 106 538 293

#### Authorisation of the Organisation:

- National President (Don Rurak) – on behalf of the IHA Board
- National Coaching Director (Elgin Luke)

### 1.2 Name of the Accreditation Program and Accreditation Framework Structure

The **Level II Coach Accreditation Program** is the second coaching level within the Ice Hockey Australia (IHA) Coach Development Pathway, and is intended to provide relevant coaching skills and accreditation for development level Ice Hockey Coaches (see Figure 1, below).

**Figure 1: Outline of the IHA Coach / Participant Development Pathway**

Coach		Participant
<b>Learn to Play Coach</b> <i>(Non-Accredited Training)</i> Basic / community coach level of coaching, to assist people to facilitate safe introductory activities with children	↔	<b>Introductory Level</b> Children wishing to “come and try” the sport of Ice hockey in a modified, safe and fun learning environment.
<b>Level 1 (Club Coach)</b> Working at club level to develop player knowledge and skills and introduce them to competition	↔	<b>Participation Level</b> Club players looking to develop skills and knowledge and enjoy competition activities.
<b>Level II (Development Coach)</b> Working at regional level to raise the standard of players.	↔	<b>Development Level</b> Players who have developed sound skills and abilities and who aspire to higher levels of performance in competition.
<b>Level III (Performance Coach)</b> Coaches aspiring to state and national level coaching positions and working with high performance players.	↔	<b>Performance Level (State and National Teams)</b> Players achieving high levels of competitive success and are aspiring to achieve their potential at national and international level.

### 1.3 Integrated or Separate Coaching General Principles Content

The IHA *Level II Coach Accreditation Program* is an integrated program. In addition to sport specific units, the following units from the Australian Sports Commission's *Intermediate Coaching General Principles* training program have been integrated into this *Development Coach Accreditation Program*:

- ✓ Inclusive Coaching
- ✓ Skill Acquisition
- ✓ Introduction to Physiology
- ✓ Development and Maturation
- ✓ Planning

### 1.4 Venue

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

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

### 1.5 Coach's Code of Behaviour

IHA has adopted the ASC Coach's Code of Behaviour, that requires coaches to agree to and implement minimum standards of behaviour at all times (see below).

#### IHA Accredited Coaches will:

- *Operate within the rules and spirit of Ice Hockey, promoting fair play over winning at any cost.*
- *Encourage and support opportunities for people to learn appropriate ice hockey behaviours and skills.*
- *Support opportunities for participation in all aspects of Ice Hockey.*
- *Treat each person as an individual.*
- *Display control and courtesy to all involved with Ice Hockey.*
- *Respect the rights and worth of every person, regardless of their gender, ability, cultural background or religion.*
- *Respect the decisions of officials, other coaches and administrators in the conduct of Ice Hockey.*
- *Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with players, coaches, officials or other Ice Hockey volunteers 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 all decisions and actions contribute to a safe environment.*
- *Ensure all decisions and actions contribute to a harassment free Ice Hockey environment.*
- *Not tolerate harmful or abusive behaviours.*
- *Place the safety and welfare of the players above all else.*

- *Help each person (player, coach, official) reach their potential - respect the talent, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback.*
- *Ensure 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 qualifications to be misrepresented.*





## 1.6 Updating Policy

The IHA has adopted the ASC Coach Update Policy (see below).

### ***What is updating?***

*Updating is a policy that requires IHA coaches to complete a variety of education activities over the 4 year accreditation period. Updating aims to ensure quality coaching and officiating by ensuring all Level II coaches maintain the currency of their coaching knowledge and skills.*

### ***Why do IHA Coaches need to update?***

- *Updating ensures that IHA coaches stay abreast of any rule changes.*
- *Updating keeps IHA coaches in contact with the most up-to-date techniques and coaching methods.*
- *Updating can play an important role in ensuring that the Ice Hockey coaching environment is safe for all participants, as well as reducing the likelihood of coaches becoming involved in legal actions.*
- *Updating ensures that IHA and the ASC have an up-to-date register of active Level II coaches.*

### ***How does updating work?***

*When a coach receives their IHA accreditation, after completing an accreditation program, the 'update clock' starts. The coach will be advised of the expiry date of the accreditation by letter and the expiry date noted on their IHA Coaching Certificate.*

*Coaches complete updating activities throughout the **4 year accreditation period**. The 4 year accreditation period starts when all accreditation requirements have been met, for example: Where a Level II coach is registered on 15 Dec 2008, their accreditation period expires on 14 Dec 2012. If a coach completes the required updating activities (see below), their accreditation period will be extended for another 4 years.*

*Coaches will be periodically assessed during the 4 year updating period through the completion of Assessment Tasks as presented to them by the IHA Coaching Director or nominated IHA assessor.*

### ***How are update activities recorded?***

*The ASC / IHA will supply newly accredited coaches with a logbook to record all update activities. Coaches are encouraged to take their logbooks to all possible updating activities to have them signed by the course coordinator.*

*Coaches must ensure that they sign the IHA Coach's Code of Behaviour Agreement Form and the 'Direct Updating' form and return them to IHA **with the relevant updating fee**.*

### ***What happens if IHA accredited coaches don't update?***

*Coaches who do not complete the updating requirements will be removed from the IHA and ASC NCAS Active Coach Register. To re-enter the list, the coach will be required to attend and complete the next available course, or apply for Recognition of Current Competency (RCC). Special leave considerations (such as maternity leave, leave related to employment, etc.) are available and should be discussed with IHA's National Coaching Director.*

## Updating: Who does what?

### The role of IHA is to:

- Develop sport specific updating policies
- Promote updating as a valuable, non-threatening program
- Provide sport specific updating opportunities for coaches, or liaise with appropriate agencies to deliver updating courses to coaches
- Monitor logbooks submitted by individual coaches
- Revise and review updating policies every 2 years
- Educate coaches about the process

### The role of the coach is to:

- Be familiar with updating requirements
- Maintain coaching records
- Attend relevant updating seminars
- Seek re-accreditation
- Notify IHA if contact details change
- Know who to contact for information relating to their updating requirements

## IHA Level II Coach Updating Requirements

In order to retain Level II accreditation, accredited Level II coaches must have:

- Actively coached 50 hours, attained 35 credit points and completed a Level II Updating Seminar before the end of the 4 year accreditation period; **or**
- Successfully completed Level III prior to the end of the 4 year accreditation period.

## Credit Points Scale for Accreditation Updating

<b>(A) Attend Courses:</b>		
• State workshop, seminar, visiting master coach (per half day session)		2 pts
• AIS approved courses in Canberra or AIS branches workshops, Elite, etc (per 1 day course)		4 pts
• Complete first aid course		8 pts
• Complete ASMF course		8 pts
• Complete massage course		8 pts
• 20 hours coaching in one season (1 point for each 4 hours – max 5 points in one season)		5 pts
<b>(B) Lecture at:</b>		
• ASC beginner / intermediate coach level (per lecture)		3 pts
• IHA Level 1 or 2 course (per lecture)		3 pts
• State workshop / seminar (per half day presenting)		5 pts
• Level II course		20 pts
• International course		25 pts
<b>(C) Prepare Paper:</b>		
That is published in an approved magazine or Coaches' resource manual		10 pts
<b>(D) Team Coach:</b>		
Head Coach	National Senior Team (World Championships)	15 pts
Assistant Coach	National Senior Team (World Championships)	10 pts
Head Coach	National Junior Team (World Championships)	15 pts
Assistant Coach	National Junior Team (World Championships)	10 pts
Head Coach	National Youth Team (World Championships)	15 pts
Assistant Coach	National Youth Team (World Championships)	10 pts

Head Coach	State Representative Team	10 pts
Assistant Coach	State Representative Team	8 pts
Head Coach	AIHL National League	5 pts
Assistant Coach	AIHL National League	2 pts
AIHL Head Coach	Club Team (1 Season)	8 pts
Assistant Coach	Club Team (1 Season)	2 pts
<b>(E) Skills and Development:</b>		
Coach	Local Camp	2 pts
Coach	State Camp	4 pts
Coach	National Camp	6 pts

### Updating Seminar Options

<b>Modules</b>	<b>Minutes</b>	<b>Delivery</b>
ASC, IIHF & IHA Structure & Development Programs	15	Classroom
Role of the Coach	30	Classroom
Bench Management	30	Classroom
Teaching Techniques	30	Classroom
Practice Organisation	45	Classroom
Communication Principles	30	Classroom
Right Start Skating Video	15	Classroom
Safety, Child Protection & Legal Obligations	45	Classroom
Puck Control Skills Video	30	Classroom
Checking Skills Video	30	Classroom
Dealing with Parents	30	Classroom
Rules & Regulations	30	On-ice
Goaltender - Practical	30	On-ice
Skating Skills - Practical	30	On-ice
Puck Control Skills - Practical	30	On-ice
Checking Skills - Practical	30	On-ice
<b>Total Hours</b>	<b>8.0</b>	

## Section 2 – Quality Assurance

### 2.1 Complaints Handling Procedure

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

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

#### The Complaints Handling Process

1. Written grievance provided to IHA within 30 days of the completion of the program, or on receiving notification of their assessment outcome.
2. IHA will assess the written grievance based on all evidence presented. Note: if a hearing is required, involving all parties, this will be arranged to facilitate IHA collecting additional evidence.
3. IHA will notify the candidate (coach) and those against which the grievance is made, of the result of the hearing within seven (7) days.
4. Either party can appeal the hearing decision in writing to IHA within 14 days of receiving the result of the hearing, in which case, the IHA Disciplinary Tribunal will collect additional / new evidence and make a decision. Note: if an appeals hearing is required, involving all parties, this will be arranged to facilitate IHA collecting additional / new evidence.
5. The decision of the IHA Disciplinary Tribunal is final and candidates will be notified in writing within seven (7) days of the appeal being received by IHA.

### 2.2 Presenter, Assessor and Mentor Qualifications and Training

#### Presenter Requirements:

*Level II Coach Accreditation Program* Presenters must have a minimum of current NCAS – Level II accreditation (Level III preferred), and have a minimum of 3 years coaching experience.

All *Level II Coach Accreditation Program* Presenters must have successfully completed a course presenter training program; and will ideally hold the 4 Presenter units listed below (or equivalent) from within the TAA40104 Certificate IV in Training and Assessment.

- TAADEL301A *Provide Training Through Instruction and Demonstration of Work Skills*
- TAADEL401A *Plan and Organise Group-Based Delivery*
- TAADEL403A *Facilitate Individual Learning*
- TAADEL404A *Facilitate Work-Based Learning*

If IHA doesn't have a suitable Presenter with the aforementioned requirements for a particular unit, they may utilise the skills of a recognised specialist in the particular field. This specialist should have a minimum of 5 years practical experience in this field and be under the direct supervision of an IHA Course Coordinator / Presenter who does possess the aforementioned Presenter requirements.

## **Assessor Requirements:**

As a minimum, Level II Coaching Assessors must have IHA Level II Accreditation (Level III preferred).

IHA has developed an Assessor Training Program to provide assessors with the skills necessary to conduct competency based assessments. The IHA Coaching Director will accompany the assessor candidate to a course(s) to mentor and assist them in their role.

In addition, IHA Coaching Accreditation Program Assessors are urged to undertake an ASC Assessor Training Course to further develop their assessment skills. Alternatively, State or Territory Sport Education Centres and/or Registered Training Organisations offer assessor training courses on a regular basis, and IHA will assist candidates to locate a provider.

**Note** - ideally IHA Coaching Accreditation Program Assessors will hold the 3 Assessor units listed below (or equivalent) from within the TAA40104 Certificate IV in Training and Assessment.

- TAAASS401A *Plan and Organise Assessment*
- TAAASS402A *Assess Competence*
- TAAASS403A *Develop Assessment Tools*

## **Mentor Requirements:**

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

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

IHA Level II Coaches are urged to approach their peers and higher level accredited coaches to be their mentor (ideally a Certified IHA Mentor). This working relationship will not only provide support to one another, but will also provide the opportunity to ensure the playing systems used by IHA remain consistent at all levels.

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

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

### **2.3 Design and Review Responsibility**

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

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

- ✓ *National Coaching Director (Chairperson)*
- ✓ *National Coaching Council*
- ✓ *National Coach Mentor(s)*
- ✓ *National Teams Coaches*
- ✓ *IHA Coaching Director*

The IHA Board has signed off on the design and structure of this IHA Level II Coach Accreditation Program prior to it being submitted to the ASC for NCAS approval.

## **2.4 Accreditation Program Evaluation and Review Processes**

The IHA Coaching Council (and relevant stakeholders) will formally review the Training Program every 2 years, as part of an ongoing continual improvement process.

The IHA Level II Coach Accreditation Syllabus Framework will be re-submitted to the ASC for accreditation under the NCAS every four (4) years as required. The following additional procedures will be put in place to ensure quality control of the Training Program:

- ✓ *Ongoing presenter / assessor / mentor training will be provided on a needs basis.*
- ✓ *Evaluation of presenters and assessors by Training Program participants using Training Program evaluation forms (refer **Appendix A**).*
- ✓ *Evaluation of presenters, assessors and mentors by the Training Program Co-ordinator and / or IHA Coaching Director.*
- ✓ *Data regarding the number of participants attending and successfully completing the Training Program.*
- ✓ *The number of accredited Level II coaches maintaining currency / accreditation after their initial four (4) year accreditation period.*
- ✓ *Data on numbers of participants completing the Level II course and progressing to Level III.*
- ✓ *A Needs Analysis Form (refer **Appendix B**) is circulated to candidates prior to the training program being conducted and is used in conjunction with other tools to review and evaluate the training program's course content, outcomes and assessment.*

## Section 3 – Accreditation Program Delivery

### 3.1 Recognition of Current Competence

The will be **no honorary accreditation**.

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

Candidates may apply for exemption from all or some units within the Level II Coach Accreditation Program. Such candidates will be required to apply for formal RCC in writing to the IHA Coaching Council.

The necessary information and RCC application package will be sent to the candidate, who is required to complete and return the information, along with the RCC application fee of \$100.00. The application will be assessed and candidates will be informed that:

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

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

***Refer to the IHA RCC Application and Assessment Forms in Appendix C.***

### 3.2 Flexible Delivery

The IHA Level II Coach Accreditation Program is designed to have participants attend a 2-day face-to-face competency based workshop, which incorporates both theoretical and practical learning activities.

Although this is the case, it has also been designed to allow the facilitation of a “blended learning approach”, whereby certain activities and tasks will be completed post-course in the candidates own time, under the supervision of an accredited coach / mentor.

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

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

Examples of flexible assessment options may include:

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

**Note – Based on the principles of competency-based training and assessment, the duration of this accreditation program will vary depending on the learning needs and styles of the participants – e.g. if a candidate can demonstrate the required competencies (learning outcomes) in a shorter period of time than what is outlined in the syllabus, the presenter may use the assessment tool to document their competence in all areas and may finish the session earlier than planned.**

**It should also be noted that regardless of the delivery method utilised, the competencies / learning outcomes remain the same, and all candidates must demonstrate competency in all areas of the program.**

### 3.3 Implementation Strategy

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

- ✓ All presenters / assessors / mentors to be trained, as per aforementioned requirements.
- ✓ A Recognition of Current Competency (RCC) process available to all candidates (**refer Appendix C**).
- ✓ Self-paced, individually tailored learning will be offered to increase access to, and relevance of, the education.
- ✓ The use of contemporary training support materials.
- ✓ Participant feedback / evaluation forms will be used (**refer Appendix A**).
- ✓ Formal Level II Coach Accreditation Program Syllabus Framework and Resource Review every 2 – 4 years



## Section 4 – Accreditation Program Description

### 4.1 Competency Statements

IHA Level II Accredited Coaches will be able to:

- Manage an Ice Hockey Coaching Program by leading and working effectively with others
- Demonstrate an understanding of Ice Hockey specific rules communiqué
- Assist Ice Hockey players to develop specific individual and team skills, tactics and principles required for effective competition performance
- Develop and implement specific and relevant activities to improve Ice Hockey players' physical abilities relevant to the sport and their individual needs
- Take into consideration growth and development considerations when coaching groups of development level Ice Hockey players
- Plan and review an inclusive and integrated season plan appropriate for a group of development level Ice Hockey players

### 4.2 Assessment

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

## ASSESSMENT TASKS – UNIT 1

<b>Unit 1</b>	<b>Ice Hockey Program Management</b>
<b>Assessment Tasks</b>	Complete Tasks 1 – 4 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate's understanding of the program management skills and how these can be implemented and reviewed.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Plan and conduct an effective coach and parents meeting to provide information and seek cooperation</li> <li>2. Develop a mutually respectful relationship with referees</li> <li>3. Develop a harmonious relationship with assistant coaches, managers, trainers and other relevant program stakeholders</li> <li>4. Display time management skills</li> <li>5. Lead and manage Ice Hockey players during an event</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level II Coaching Manual and the Australian Sports Commission's Intermediate Coaching Manual. Candidates may work individually, or in small groups.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. (a) Parent / coach meetings should enhance the relationship you develop with your players' parents. You are to plan, conduct and review a meeting with the parents / guardians of your players. Note – if you are currently coaching adults, outline how you would conduct a meeting with parents of a junior representative team.

Meeting Agenda Item	Brief Explanation	Time / Duration

**(b) Review the effectiveness of the meeting:**

- Did you achieve the objective of the meeting?
- 

- Did the meeting run to time?
-

- What are the actions to come from the meeting?

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- How could you improve how you prepared, or conducted the meeting?

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**2. Working effectively with support staff and other stakeholders will enhance your effectiveness as a coach. Discuss how you could improve the relationships you have with stakeholders within your program.**

<b>Program Stakeholder</b>	<b>Your Strategy</b>
<b>Referees</b>	
<b>Selectors</b>	
<b>Administrators</b>	
<b>Assistant Coaches</b>	
<b>Managers</b>	
<b>Trainers / Sports Medicine Personnel</b>	

3. You have just been appointed as Head Coach of a junior representative team, which has already been selected. One of your initial tasks is to recruit your support personnel. Outline the qualities you would look for when selecting these personnel.

Support Personnel	Qualities
Referees	
Assistant Coach	
Manager	
Trainer / Sports Medicine Officer	

4. As a Level II Ice Hockey Coach, you are often required to organise for your team to travel to compete in tournaments / competitions (e.g. inter-regional / interstate travel). Outline the key tasks that need to be completed when you are preparing to travel away with the team, as well as those tasks required whilst you are away with them. Please be specific.

Key Task	Who will do it?	When does it need to be done?

# Unit 1 – Assessment Tool



*(IHA Assessor to Complete)*



## 1. Ice Hockey Program Management

**Candidate Name:** \_\_\_\_\_

**Assessor Name:** \_\_\_\_\_

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Plan and conduct an effective coach and parents meeting to provide information and seek cooperation		
Develop a mutually respectful relationship with referees		
Develop a harmonious relationship with assistant coaches, managers, trainers and other relevant program stakeholders		
Display time management skills		
Lead and manage Ice Hockey players during an event		

**Additional comments / recommendations:**

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**Assessor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## ASSESSMENT TASK – UNIT 2

<b>Unit 2</b>	<b>Physical Preparation for Ice Hockey</b>
<b>Assessment Tasks</b>	Complete Tasks 1 – 6 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate's understanding of specific strategies to enhance the physical preparation of development level Ice Hockey players.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Describe the structures of the body and their role in Ice Hockey performance</li> <li>2. Discuss the role of the 3 energy systems utilised by Ice Hockey players</li> <li>3. Develop the sport specific physical abilities of Ice Hockey players using both on ice and off ice activities</li> <li>4. Discuss the principles of training and how these relate to the physical preparation of Ice Hockey players</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level II Coaching Manual and the Australian Sports Commission's Intermediate Coaching Manual. Candidates may work individually, or in small groups.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. Identify the three (3) core body systems and discuss their roles in Ice Hockey performance.

Body System	Role in Ice Hockey Performance

2. The development of all three major energy systems is critical to player performance. Coaches must be able to select appropriate training methods to develop each system, as required.

Identify the 3 human energy systems which provide energy to the working muscles and explain why they are important for player performance.

Energy System	Importance for Player Performance

3. For the following components of fitness, identify appropriate on ice and off ice training activities to develop each factor.

Components of Fitness	On Ice Activity	Off Ice Activity
Speed (including agility)		
Strength		
Power		
Endurance		
Flexibility		

4. Alex is a 14 year old player hoping to make the state team this year. Using the RUFIT system, outline some important training considerations for him.

<b>Recovery</b>	
<b>Unique</b>	
<b>Frequency</b>	
<b>Intensity</b>	
<b>Time</b>	

5. Match the following “player feedback comments” to a principle of training (i.e. specificity, individuality, reversibility, overload, variety, recovery or progression). You may choose to identify more than one training principle for each example.

- I find that if I don't keep doing some long duration skating, my endurance ability seems to decrease.
- 

- Last year I struggled to squat 50 kgs and now I can double that.
- 

- I love training hard, but I need to have Friday off before competition on the weekend. This makes me feel heaps stronger and faster in the game.
- 

- I can't believe it! Mitchell and I do the same training every session, but he is always fitter than I am.
- 

- I am pretty sore! The coach has increased the on ice sprint work we do this week.
- 

- Training on the ice is great, but I love it when the coach has us do some training in the pool, at the beach or in the gym.
-

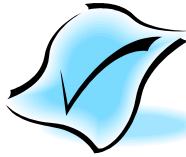


6. One of the biggest challenges for Ice Hockey coaches is how to optimise the training of individuals in the team training environment. Outline some strategies you could use to ensure that each of your players are getting the optimal training to meet their individual needs, whilst still allowing you to train the team as a unit.

Strategy # 1	
Strategy # 2	
Strategy # 3	
Strategy # 4	
Strategy # 5	

## Unit 2 – Assessment Tool



*(IHA Assessor to Complete)*



### 2. Physical Preparation for Ice Hockey

Candidate Name: \_\_\_\_\_

Assessor Name: \_\_\_\_\_

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Describe the structures of the body and their role in Ice Hockey performance		
Discuss the role of the 3 energy systems utilised by Ice Hockey players		
Develop the sport specific physical abilities of Ice Hockey players using both on ice and off ice activities		
Discuss the principles of training and how these relate to the physical preparation of Ice Hockey players		

**Additional comments / recommendations:**

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Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## ASSESSMENT TASK – UNIT 3

<b>Unit 3</b>	<b>Development and Maturation</b>
<b>Assessment Tasks</b>	Complete Tasks 1 - 7 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate's understanding of the stages of development / maturation that player's progress through, and how this impacts on their program.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Describe and understand the 4 main areas of development and maturation</li> <li>2. Understand the differences in rates of development between players</li> <li>3. Understand the key characteristics of the growth and development stages</li> <li>4. Develop activities to meet players' needs during the varying developmental stages</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level II Coaching Manual and the Australian Sports Commission's Intermediate Coaching Manual. Candidates may work individually, or in small groups.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. For the teams / players you are currently coaching, use the following table to outline which stage of development they are in (generally speaking) and the types of physical, social, emotional and cognitive characteristics they are showing.

Team / Players	Stage of Development	Characteristics
		<b>Physical:</b>  <b>Social:</b>  <b>Emotional:</b>  <b>Cognitive:</b>

Team / Players	Stage of Development	Characteristics
		<p><b>Physical:</b></p> <p><b>Social:</b></p> <p><b>Emotional:</b></p> <p><b>Cognitive:</b></p>
		<p><b>Physical:</b></p> <p><b>Social:</b></p> <p><b>Emotional:</b></p> <p><b>Cognitive:</b></p>

2. Based on the outcomes of Task 1, use the following table to broadly outline the types of activities that you are currently using with your players in each developmental stage and discuss the effectiveness of these activities.

Team / Players	Stage of Development	Current Coaching Activities	Effectiveness
			Score between 1 and 5 (1 = very ineffective and 5 = extremely effective)
			Score between 1 and 5 (1 = very ineffective and 5 = extremely effective)
			Score between 1 and 5 (1 = very ineffective and 5 = extremely effective)

**3. Based on your knowledge of player development and maturation factors, identify 3 things that you could do to improve your coaching.**

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**4. Do you currently coach, or have you ever coached, any female Ice Hockey players?**

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**5. If you have, are / were you required to change your training activities and/or approach to better meet their needs?**

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**6. If yes, how did you do this? Give specific examples.**

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## Unit 3 – Assessment Tool



*(IHA Assessor to Complete)*



### 3. Development and Maturation

Candidate Name: \_\_\_\_\_

Assessor Name: \_\_\_\_\_

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Describe and understand the 4 main areas of development and maturation		
Understand the differences in rates of development between players		
Understand the key characteristics of the growth and development stages		
Develop activities to meet players' needs during the varying developmental stages		

**Additional comments / recommendations:**

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Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_





2. (a) With your team / players in mind (and the equipment available to you), select 2 methods of analysing skill; and outline how you could use these strategies within your training program.

Skill Analysis Method	Use in Your Program

- (b) Choose 1 of the skill analysis methods outlined above and use this in a training session with your team / player(s). After using the method to analyse the team / player's skill(s), identify what needs to be improved and the coaching strategies you will use to achieve the improvement(s).

Skill Analysis Method	What Needs to be Improved?	Coaching Strategies

3. Using the table below, develop / outline the pre-observation stage for the Slap Shot.

<b>Skill name</b>	Slap Shot
<b>Purpose of Skill</b>	
<b>Phase</b>	<b>Key Elements</b>
<b>Preliminary Movement</b>	
<b>2<sup>nd</sup> Stage</b>	
<b>The Critical Instant</b>	
<b>Follow Through</b>	

# Module 4 – Assessment Tool



*(IHA Assessor to Complete)*



## 4. Skill Analysis

**Candidate Name:** \_\_\_\_\_

**Assessor Name:** \_\_\_\_\_

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Identify skill acquisition processes		
Analyse players' Ice Hockey specific movements / skills		
Communicate corrections in performance that violate the principles of movement		

**Additional comments / recommendations:**

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**Assessor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## ASSESSMENT TASK – UNIT 5

<b>Unit 5</b>	<b>Planning for Performance</b>
<b>Assessment Tasks</b>	Complete Tasks 1 - 2 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate's ability to design, implement and review development / competitive level Ice Hockey seasonal plans.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Develop a master plan for the season using the principles of seasonal planning</li> <li>2. Evaluate and adjust the season plan</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level II Coaching Manual and the Australian Sports Commission's Intermediate Coaching Manual. Candidates may work individually, or in small groups.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. You are required to design a season training program to suit the needs of the players you are currently coaching (if at all possible, this should relate to development / competitive level players).

The plan will outline the skeletal requirements of the year, in relation to key training foci. You will need to complete the following questions / activities before you undertake the major planning task.

(a) What is the general player development level (physical and skill) of your team?

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(b) What is the general level of competition experience and success of your team?

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(c) What are your major outcome goals for the season / period of training?

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(d) What is the duration of your season?

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(e) What are the major strengths and weaknesses of your player(s)?

Major Strengths	Major Weaknesses
■	■
■	■
■	■
■	■
■	■

(f) Briefly list the broad requirements of competitive level Ice Hockey that your player(s) needs to develop in the following areas: physical (components of fitness), psychological, skill and tactical.

<b>Physical</b>	
<b>Psychological</b>	
<b>Skills</b>	
<b>Tactical</b>	

- (g) List some broad categories of training methods (e.g. water based-training, weight training, flexibility training, meditation, specific skill activities, etc) that you could use to develop each of the aforementioned requirements in your player(s).

Requirement	Training Methods
Physical	
Psychological	
Skills	
Tactical	

- (h) How many tournaments do you wish your player(s) to peak for in the training season and when do these fall (which month)?

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- (i) How will you measure the effectiveness of your season plan?

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(j) Use the following table to broadly outline the focal / developmental areas for your player(s) for the duration of your season. Place a “tick” for the focal areas of your player’s training program (each week for the duration of the season).

Training Focus	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16	Wk 17	Wk 18	Wk 19	Wk 20	Wk 21	Wk 22	Wk 23	Wk 24	Wk 25	Wk 26	
Competition / Tournament																											
Testing																											
Speed / agility																											
Strength																											
Power																											
Endurance																											
Flexibility																											
Psych skills																											
Tactics																											
Recovery																											
Technical skills																											





Training Focus	Wk 27	Wk 28	Wk 29	Wk 30	Wk 31	Wk 32	Wk 33	Wk 34	Wk 35	Wk 36	Wk 37	Wk 38	Wk 39	Wk 40	Wk 41	Wk 42	Wk 43	Wk 44	Wk 45	Wk 46	Wk 47	Wk 48	Wk 49	Wk 50	Wk 51	Wk 52	
Competition / Tournament																											
Testing																											
Speed / agility																											
Strength																											
Power																											
Endurance																											
Flexibility																											
Psych skills																											
Tactics																											
Recovery																											
Technical skills																											



### Monthly Coaching Plan

<b>Capacity</b>	<b>Week 1 Training Activities</b>	<b>Week 2 Training Activities</b>	<b>Week 3 Training Activities</b>	<b>Week 4 Training Activities</b>
<b>Skill / Tactical Development</b>				
<b>Speed / Agility Development</b>				
<b>Strength Development</b>				
<b>Power Development</b>				
<b>Endurance Development</b>				
<b>Flexibility Development</b>				
<b>Psychological Skills</b>				
<b>Recovery Activities</b>				
<b>Competition</b>				

# Unit 5 – Assessment Tool



*(IHA Assessor to Complete)*



## 5. Planning for Performance

Candidate Name: \_\_\_\_\_

Assessor Name: \_\_\_\_\_

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Develop a master plan for the season using the principles of seasonal planning		
Evaluate and adjust the season plan		

Additional comments / recommendations:

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Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## ASSESSMENT TASK – UNIT 6

<b>Unit 6</b>	<b>Rule Communiqué</b>
<b>Assessment Tasks</b>	<b>Complete Task 1 (outlined below).</b>
<b>Purpose of Assessment</b>	To assess whether a candidate is able to relate their knowledge of IIHF Championship Program and AIHL Rules Emphasis to the coaching of their teams / players.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	1. Use an awareness of the rule communiqués for world championships and AIHL games in their coaching programs
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level II Coaching Manual and the Australian Sports Commission's Intermediate Coaching Manual. Candidates may work individually, or in small groups.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

**IHA to insert relevant assessment task here. MSC does not have the materials available, nor the technical knowledge to develop these assessment tasks.**



## PRACTICAL ASSESSMENT TASK – UNIT 7

Unit 7	The Level II Ice Hockey Coach in Action
<b>Assessment Tasks</b>	Complete Tasks 1 – 2 (outlined below).
<b>Purpose of Assessment</b>	To ensure that all candidates practically demonstrate key competencies in a real coaching environment, and that networks with accredited Ice Hockey coaches are formed or enhanced.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Teach each of the elements of basic goaltending stance</li> <li>2. Teach the necessary skating skills for effective goaltending</li> <li>3. Teach goaltenders how to play the angles (positioning)</li> <li>4. Teach puck stopping skills for goal tenders</li> <li>5. Teach puck handling techniques and stick skills for goal tenders</li> <li>6. Teach off-balance and co-ordination drills to goal tenders</li> <li>7. Teach individual offensive and defensive skills, tactics and principles in preparation for competition</li> <li>8. Teach team offensive and defensive skills, tactics and principles in preparation for competition</li> </ol>
<b>Conditions of Assessment</b>	<p>Candidates will have access to the IIHF Coach Development Program Level II Coaching Manual and the Australian Sports Commission's Intermediate Coaching Manual. Candidates may work individually, or in small groups.</p> <p>Candidates will also have access to a suitable Ice Hockey coaching environment, development / competitive level players, suitable equipment to allow them to undertake the tasks and an accredited Level II or 3 Ice Hockey coach to supervise their post course coaching and provide them with feedback.</p>
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

## **Tasks**

1. You are to practice and practically demonstrate the coaching of a selection of the following skills, tactics and principles (as selected by your course coordinator), with a small group (i.e. this task will be completed in-course with you classmates as the players).

### **Goaltending Skills**

- a) **Basic Stance**
  - Elements required for balance and agility
- b) **Skating Skills**
  - Lateral movement
  - Forward and backward movement
  - Up and down movement
- c) **Positioning**
  - Centre Line Theory
  - Horizontal Angle Theory
  - Vertical Angle Theory
  - Short Side Theory
- d) **Puck Stopping Skills**
  - Low Shots
  - Mid Height Shots
  - High Shots
- e) **Puck Handling and Stick Skills**
  - Stick Selection
  - Backhand
  - Forehand
  - Stopping the puck behind the net
  - Poke Checking
- f) **Off-balance and Co-ordination**
  - Perception and attention
  - Dexterity

### **Individual and Team Offensive and Defensive Tactics**

- a) **Individual Offensive Tactics and Principles**
  - Attacking one-on-one
  - Shaking a defender one-on-one
- b) **Four offensive principles governing offensive play**
  - Pressure
  - Puck control
  - Support
  - Transition



**c) Defensive Tactics and Principles**

- Defending one-on-one
- Defending an opponent in the defensive corner
- Defending along the boards
- Back checking
- Pressure
- Stall and/or Contain
- Support
- Transition

**d) Team Offensive Tactics and Principles**

- Pressure
- puck control
- support
- transition
- Two-on-one attacks
- Open ice tactics
- Mid-lane support
- Quiet zones
- Attacking tactics

**2. Using the session plan template provided, conduct and review a tactical / skill development session with your development / competitive level Ice Hockey players, under the supervision of an accredited Level II or 3 Ice Hockey coach.**

**The session must incorporate at least:**

- 1 goal tending skill
- 1 individual offensive tactic / principle
- 1 team offensive tactic / principle
- 1 individual defensive tactic / principle
- 1 team offensive tactic / principle

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

**Note:**

- **Please review your performance using the bottom section of the practice session plan template.**
- **Please have the accredited Level II or III coach provide you with some feedback regarding your performance. Their feedback can be inserted into the template provided. The Level II or III coach should also provide their contact details on this feedback template and sign and date the session plan.**

**Session Plan Template:**

<b>Coach Name:</b>	<b>Broad Session Aim:</b>
<b>Date:</b>	<b>Venue:</b>
<b>Length of Session (time):</b>	<b>Level of Players:</b>
<b>Number of Players:</b>	
<b>Equipment Requirements:</b>	
<b>Warm Up Activities / Games</b>	
<b>Activity # 1 - Skill / Tactic / Principles being developed (please list below):</b>	
<b>Purpose -</b>	
<b>Key Skill Instruction Points –</b>	

**Activity # 2 - Skill / Tactic / Principles being developed (please list below):**

**Purpose -**

**Key Skill Instruction Points –**

**Activity # 3 - Skill / Tactic / Principles being developed (please list below):**

**Purpose -**

**Key Skill Instruction Points –**

**Activity # 4 - Skill / Tactic / Principles being developed (please list below):**

**Purpose -**

**Key Skill Instruction Points –**

**Cool Down Activities and Session Summary Points**

**Self Review / Evaluation**

(What worked well? What would you do differently next time?)

**Accredited Coach Feedback Template:**

**Accredited Coach / Assessor Name:**

**Phone number (most easily contactable):**

**Email address:**

**Signature:**

**Date:**

**Accredited Coach / Assessor Feedback**

(Please provide specific feedback and improvement suggestions to the Level II Coaching candidate, based on their delivery of the session that you have observed on the above date).

## Unit 7 – Assessment Tool



*(IHA Assessor to Complete)*



### 7. The Level II Ice Hockey Coach In Action

Candidate Name: \_\_\_\_\_

Assessor Name: \_\_\_\_\_

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Teach each of the elements of basic goaltending stance		
Teach the necessary skating skills for effective goaltending		
Teach goaltenders how to play the angles (positioning)		
Teach puck stopping skills for goal tenders		
Teach puck handling techniques and stick skills for goal tenders		
Teach off-balance and co-ordination drills to goaltenders		
Teach individual offensive and defensive skills, tactics and principles in preparation for competition		
Teach team offensive and defensive skills, tactics and principles in preparation for competition		



### 4.3 Accreditation Program Overview

Competency Statements	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
Manage an Ice Hockey Coaching Program by leading and working effectively with others	✓ Unit 1, Tasks 1 – 4	1. Ice Hockey Program Management	<ol style="list-style-type: none"> <li>1. Plan and conduct an effective coach and parents meeting to provide information and seek cooperation</li> <li>2. Develop a mutually respectful relationship with referees</li> <li>3. Develop a harmonious relationship with assistant coaches, managers, trainers and other relevant program stakeholders</li> <li>4. Display time management skills</li> <li>5. Lead and manage Ice Hockey players during an event</li> </ol>	Parent / Coach meetings  Communicating with referees  Communicating with support staff  Time management skills for coaches  Preparing for competitions / tournament travel and performance	1 hr	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>
Develop and implement specific and relevant activities to improve Ice Hockey player's physical abilities relevant to the sport and their individual needs	✓ Unit 2, Tasks 1 – 6	2. Physical Preparation for Ice Hockey	<ol style="list-style-type: none"> <li>1. Describe the structures of the body and their role in Ice Hockey performance</li> <li>2. Discuss the role of the 3 energy systems utilised by Ice Hockey players</li> <li>3. Develop the sport specific physical abilities of Ice Hockey players using both on ice and off ice activities.</li> <li>4. Discuss the principles of training and how these relate to the physical preparation of Ice Hockey players</li> </ol>	Skeletal, muscular , cardio vascular , nervous systems  Aerobic and anaerobic energy systems  Monitoring physiological responses  Methods of training for endurance, strength, speed /agility and flexibility  Principles of training	3 hrs	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>



Competency Statements	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
Take into consideration growth and development considerations when coaching groups of development level Ice Hockey players	✓ Unit 3, Tasks 1 – 7	3. Development and Maturation	<ol style="list-style-type: none"> <li>1. Describe and understand the 4 main areas of development and maturation</li> <li>2. Understand the differences in rates of development between players</li> <li>3. Understand the key characteristics of the growth and development stages</li> <li>4. Develop activities to meet players' needs during the varying developmental stages</li> </ol>	<p>Stages of growth and development and player needs in each stage</p> <p>Long term growth considerations verses early specialisation</p> <p>Impact of puberty (both social and physical)</p> <p>Specific considerations when coaching female players</p>	1.5 hrs	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> <li>- Video footage activities</li> </ul>
Assist Ice Hockey players to develop specific individual and team skills, tactics and principles required for effective competition performance	✓ Unit 4, Tasks 1 – 3	4. Skill Analysis	<ol style="list-style-type: none"> <li>1. Identify skill acquisition processes</li> <li>2. Analyse players' Ice Hockey specific movements / skills</li> <li>3. Communicate corrections in performance that violate the principles of movement.</li> </ol>	<p>Methods of analysing movement</p> <p>Communicating corrections in performance based on analysis</p> <p>Adjusting preliminary movements to ensure all joints are used that should be used</p> <p>Breaking down movement into parts to teach proper sequence and training</p>	2 hrs	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> <li>- Video footage activities</li> <li>- <b>Practical (on ice) activities</b></li> </ul>

Competency Statements	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
Plan and review an inclusive and integrated season plan appropriate for a group of development level Ice Hockey players	✓ Unit 5, Tasks 1 – 2	5. Planning for Performance	<ol style="list-style-type: none"> <li>1. Develop a master plan for the season using the principles of seasonal planning</li> <li>2. Evaluate and adjust the season plan</li> </ol>	<p>Issues to consider when planning</p> <p>Phases of Ice Hockey seasons</p> <p>Season planning</p> <ul style="list-style-type: none"> <li>- Setting goals</li> <li>- Preparing for specific competitions</li> <li>- Season planning templates and formats</li> <li>- Programming weekly and monthly training cycles</li> <li>- Ways of checking the program is on track</li> <li>- Modifying the season plan based on review and evaluation</li> </ul>	2 hrs	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> </ul>

Competency Statements	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
Demonstrate an understanding of Ice Hockey specific rules communiqué used in IIHF and AIHF events	✓ <b>Unit 6, Task 1 (to be developed by IHA)</b>	<b>6. Rule Communiqué</b>	1. Use an awareness of the rule communiqués for world championships and AIHL games in their coaching programs.	IIHF Championship Program and AIHL Rules Emphasis <ul style="list-style-type: none"> <li>- Quality of the Game</li> <li>- Hooking, holding and interference</li> <li>- Unnecessary contact after the whistle</li> <li>- Icing the puck</li> <li>- Safety of players</li> <li>- Stick work</li> <li>- Kneeing and elbowing</li> <li>- Equipment</li> <li>- Puck out of bounds</li> </ul>	1 hr	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>

**Note – This unit includes both in-course and post-course training and assessment. The purpose of this unit is to allow Level II IHA Coaching candidates to practice demonstrating various practical competencies under the supervision of their presenter (in-course), and then further develop these skills in a real (“on the job”), practical Ice Hockey coaching environment (post-course).**

Competency Statements	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Assist Ice Hockey players to develop specific individual and team skills, tactics and principles required for effective competition performance.</p> <p>Develop and implement specific and relevant activities to improve Ice Hockey player’s physical abilities relevant to the sport and their individual needs</p> <p>Take into consideration growth and development considerations when coaching groups of development level Ice Hockey players</p> <p>Manage an Ice Hockey Coaching Program by leading and working effectively with others</p>	<p>✓ <b>Unit 7, Task 1</b></p>	<p><b>7. The Level II Ice Hockey Coach in Action</b></p>	<ol style="list-style-type: none"> <li>1. Teach / develop each of the elements of basic goaltending stance</li> <li>2. Teach / develop the necessary skating skills for effective goaltending</li> <li>3. Teach / develop goaltenders how to play the angles (positioning)</li> <li>4. Teach / develop puck stopping skills for goal tenders</li> <li>5. Teach / develop puck handling techniques and stick skills for goal tenders</li> <li>6. Teach / develop off-balance and co-ordination drills to goaltenders</li> <li>7. Teach individual offensive and defensive skills, tactics and principles in preparation for competition</li> <li>8. Teach team offensive and defensive skills, tactics and principles in preparation for competition</li> </ol>	<p>Development level goaltending skills and tactics</p> <p>Development level individual offensive tactics and principles</p> <p>Development level team offensive tactics and principles</p> <p>Development level individual defensive tactics and principles</p> <p>Development level team defensive tactics and principles</p>	<p>4.5 hrs</p>	<p><b><u>In-Course</u></b></p> <ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> <li>- <b><i>Practical (on ice) activities</i></b></li> </ul> <p><b><u>Post-Course</u></b></p> <ul style="list-style-type: none"> <li>- <b><i>On the job and supervised Ice Hockey Coaching</i></b></li> </ul>
<p>TOTAL NOMINAL DURATION = 14 HOURS (PLUS ASSESSMENTS)</p>						

## Accreditation Program Checklist

Accreditation Program Component	Included (✓)
<b>Section 1</b>	
Details of the NSO	✓
<b>Name of the accreditation program – include level/discipline</b>	✓
<b>Integrated/separate Coaching Principles</b>	✓
Accreditation program fees	
Entry pre-requisites	
Venue	✓
Insurance	
<b>Coach's/Official's Code of Behaviour</b>	✓
<b>Updating Policy</b>	✓
Other NSO Requirements for Accreditation	
Copyright Information	
<b>Section 2</b>	
<b>Complaints Handling Procedure</b>	✓
<b>Presenter, Assessor, Mentor Qualifications and Training</b>	✓
<b>Design and Review Responsibility</b>	✓
<b>Accreditation program evaluation and review processes</b>	✓
Standards Required of Accreditation Program Deliverers	
<b>Section 3</b>	
<b>Recognition of Prior Learning/Current Competence</b>	✓
<b>Flexible delivery</b>	✓
<b>Implementation strategy</b>	✓
<b>Section 4</b>	
<b>Competency statements</b>	✓
<b>Assessment</b>	✓
Coaching/Officiating Practice	
<b>Accreditation Program Overview</b>	✓

## APPENDIX A IHA Accreditation Program Evaluation Form

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

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

Not at All    1            2            3            4            5            Completely

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

Not at All    1            2            3            4            5            Completely

3. Were the sessions well organised?

Not at All    1            2            3            4            5            Completely

What improvements are needed? .....

.....

.....

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.....

4. Comment on the program format. (E.g. sections to eliminate, time allocation, timetabling):

5. Was the course too long?    Yes    No    (please circle one)

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

Not at All    1            2            3            4            5            Completely

7. Were the accommodation and meals adequate?

Not at All    1            2            3            4            5            Completely

8. Comment on the general abilities of the lecturers and presenters by circling the appropriate number.

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



## APPENDIX B IHA Candidate Needs Analysis Form

Name: ..... Age: .....

Address: .....

Telephone: .....(M) .....(H)

Email: .....

Answer on the back of the page if space is insufficient.

1. Briefly describe your coaching experience: .....  
.....  
.....  
.....
2. Have you undertaken training programs in another sport? If so, what did you like or dislike about them? .....  
.....  
.....  
.....
3. What would need to happen for this training program to be a successful experience for you? .....  
.....  
.....  
.....
4. What would make this training program a bad experience for you? .....  
.....  
.....  
.....
5. How do you like to learn? (Lectures, small work groups, role play, video, etc.) .....  
.....  
.....  
.....
6. What three areas would you hope to cover extensively in this program? .....  
.....  
.....  
.....
7. What three things would you make sure were included in the first six hours of the training program? .....  
.....  
.....  
.....
8. What other aspects of coaching/officiating are you interested in dealing with? .....  
.....  
.....  
.....




**APPENDIX C IHA Level II Coach Accreditation Program RCC Tools**

**IHA LEVEL II COACH ACCREDITATION PROGRAM  
RCC APPLICATION**

**Units Claimed**

I intend to apply for RCC for the following units within the **IHA Level II Coach Accreditation Program** (please tick):

<b>Unit</b>	<b>RCC Claimed </b>
<b>Unit 1:</b> Ice Hockey Program Management	
<b>Unit 2:</b> Physical Preparation for Ice Hockey	
<b>Unit 3:</b> Development and Maturation	
<b>Unit 4:</b> Skill Analysis	
<b>Unit 5:</b> Planning for Performance	
<b>Unit 6:</b> Rule Communiqué	
<b>Unit 7:</b> The Level II Ice Hockey Coach in Action	

## IHA LEVEL II COACH RCC APPLICATION FORM

**Please complete forms for every unit that you have outlined you are applying for RCC for.**

<b>Unit 1 – Ice Hockey Program Management</b>	
<b>Learning Outcomes</b>	<b>Summary of Evidence</b>
<p><b>Upon successful completion of this unit, the coach will be able to:</b></p>	<p><b><i>Follow the procedure below for all learning outcomes.</i></b></p> <p><i>Place a number in this column, that relates to the piece(s) of evidence relevant to this learning outcome.</i></p> <p><i>For example, if you have gathered evidence, which includes a Level II NCAS qualification in another sport and videos of your coaching, you may have labelled them items 1 and 3. In this instance, write 1 and 3 in this column to allow the assessors to check this evidence against each learning outcome. In addition, you are also required to provide a portfolio of evidence demonstrating your competence (e.g. a coaching video, certificates, session plans, etc).</i></p>
<p><b>1.</b> Plan and conduct an effective coach and parents meeting to provide information and seek cooperation</p>	
<p><b>2.</b> Develop a mutually respectful relationship with referees</p>	
<p><b>3.</b> Develop a harmonious relationship with assistant coaches, managers, trainers and other relevant program stakeholders</p>	
<p><b>4.</b> Display time management skills</p>	
<p><b>5.</b> Lead and manage Ice Hockey players during an event</p>	

**RCC for this Unit is:**

Approved       Not Approved

**Assessor Comments / Recommendations:**

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**Assessor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_











**Unit 7 – The Level II Ice Hockey Coach in Action**

Learning Outcomes	Summary of Evidence
1. Teach / develop each of the elements of basic goaltending stance	
2. Teach / develop the necessary skating skills for effective goaltending	
3. Teach / develop goaltenders how to play the angles (positioning)	
4. Teach / develop puck stopping skills for goal tenders	
5. Teach / develop puck handling techniques and stick skills for goal tenders	
6. Teach / develop off-balance and co-ordination drills to goaltenders	
7. Teach individual offensive and defensive skills, tactics and principles in preparation for competition	
8. Teach team offensive and defensive skills, tactics and principles in preparation for competition	

**RCC for this Unit is:**

Approved  Not Approved

**Assessor Comments / Recommendations:**

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**Assessor Signature:** \_\_\_\_\_



**Date:** \_\_\_\_\_



## IHA ASSESSOR – RCC REPORT

**Name of candidate:** \_\_\_\_\_

The result of this *Application for RCC* for the IHA Level II Coach Accreditation Program in the following units is as follows:

Module	RCC Claimed 	RCC Granted 
<b>Unit 1:</b> Ice Hockey Program Development		
<b>Unit 2:</b> Physical Preparation for Ice Hockey		
<b>Unit 3:</b> Development and Maturation		
<b>Unit 4:</b> Skill Analysis		
<b>Unit 5:</b> Planning for Performance		
<b>Unit 6:</b> Rule Communiqué		
<b>Unit 7:</b> The Level II Ice Hockey Coach in Action		

**Overall Recommendation:**

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**Assessor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**SAMPLE LETTER TO RCC APPLICANT**

<<Date>>

<<Name>>  
<<Address>>  
<<Address>>

Dear <<name>>

Thank you for your inquiry with regards to Recognition of Current Competency (RCC) for the IHA Level II Coach Accreditation Program. Please find enclosed the Application form for RCC.

You will first need to conduct a self-assessment against the learning outcomes within each unit of the training program, to check whether you can provide evidence to show that you are already competent in these units.

If you wish to proceed with the application, please forward the Application Form along with all the necessary documentation of evidence directly to IHA Inc. An administration fee of \$100.00 applies to all Level II RCC applications.

Successful RCC applicants will receive a NCAS IHA Level II Certificate and will be placed on the IHA coaching database.

Please contact IHA on <<insert contact details>> if you require further information about the RCC application process.

Yours sincerely

<<Name>>  
<<Position>>



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## **NOTIFICATION OF RECEIPT OF RCC APPLICATION**

<<Date>>

<<Name>>  
<<Address>>  
<<Address>>

Dear <<name>>

This is to advise that your application for RCC for the IHA Level II Coach Accreditation Program been received and is currently under consideration.

The RCC process usually takes up to 4 weeks to complete. If a meeting or teleconference is required, you will be contacted

Yours sincerely

<<Name>>  
<<Position>>



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## **NOTIFICATION OF RESULT OF RCC APPLICATION**

<<Date>>

<<Name>>  
<<Address>>  
<<Address>>

Dear <<name>>

IHA wishes to advise you that your application for Recognition of Current Competency in the IHA Level II Coach Accreditation Program has been <<successful / unsuccessful / partly successful>>.

A copy of the RCC Assessment Panel's report is enclosed.

Yours sincerely

<<Name>>  
<<Position>>