



Ice Hockey Australia National Coaching Accreditation & Compliance Scheme

Level I Coach Accreditation & Compliance Framework

2012 - 2016



Ice Hockey Australia

(Trading name of the Australian Ice Hockey Federation)

ABN 77 106 538 293

23 DICKERSON WAY, REDWOOD PARK
SOUTH AUSTRALIA 5097

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 commence the 01 January 2009.

The work has been extensive, and on surface, the content may be overwhelming. However, the following should clarify the process for the delivery of IHA's Coach Level I 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 I Process for 2009 season and beyond

- Step 1: It is highly recommended coaching courses, a minimum one (1) per season, should be conducted during the off-season (October – March) in preparation for the new forth coming season for maximum attendance (minimum 10 per course), and to avoid conflict with coaching duties during the season. If two or more courses are planned, they should be spread out to provide expanded opportunity for attendance. The IHA National Coaching Director and IHA Office are to be informed of dates, time and location at least 30 days prior to the course taking place to allow for the printing and receipt of manuals.
- Step 2: It is highly recommended member state associations have two or more course facilitators. All facilitators must be registered (names & contact details) with IHA's National Coaching Director for certification. Periodically, the IHA National Coaching Director will attend courses to assist with the training and evaluation of facilitators at IHA's expense. It is also recommended modules are presented by Level III coaches, including "specialist" speakers or presenters from the state association's Sport & Recreation Agencies.
- Step 3: 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 4: All participants must be 17 years of age or older and be an IHA registered member (IHA registrations expiry on February 28th each year). Coaches should not be appointed to a team until they have attended and completed the course.
- Step 5: The IHA Coach Level I course modules are to be presented as stated in IIHF's Coach Level I Coaching and Instruction Manual. It is imperative the modules listed as per Clause 1.3 (page 6) of this document are presented in addition to the sport specific modules. Any applicable fees, IHA, state or club, are to be paid in full prior to taking the course.
- Step 6: On the successful completion of the Level I exam, the participants are required to sign IHA's 'Code of Behaviour & Agreement' and 'Coaching Accreditation Online System Privacy Agreement' forms and have their names recorded on the ASC Registration Form. The completed exams, ASC Form and signed 'Code of Behaviour & Agreement' and 'Coaching Accreditation Online System Privacy Agreement' forms are to be submitted to the IHA National Coaching Director for processing.

- Step 7: On successful completion of the course and examinations, participants will receive IHA Certification (certificate & letter) showing the Level achieved and the expiry date.
- Step 8: Once accredited, the coach will hold their accreditation for a period of two (2) years as explained in IHA's Updating Policy under Section 1.6 (page 9) of this document, in particular if they have:
- Actively coached 30 hours;
 - Attained 20 credit points (as listed in section 1.6);
 - Completed a Level I Updating Seminar before the end of the 2 year accreditation period; **or**
 - Successfully completed Level 2 prior to the end of the 2 year accreditation period.
- Step 9: IHA will supply newly accredited coaches with the IHA Coaching Activity Sheet to record all coaching and updating activities. Before the completion of the two (2) year accreditation period, the activity sheets must be submitted to the respective State Coaching Director. State Coaching Directors will verify and approve before sending to IHA's National Coaching Director for processing and a possible further two (2) year accreditation extension. IHA recommends that all coaches submit their activity sheets each year to ensure that all records of coaching activity are kept up to date.
- Step 10: 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 11: 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 Coaching Director 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. This may include a coach who:

- a) May not have been able to attend a Coach level I Course for personal reasons (these are seen as minimal and under rare circumstances.); **or**
- b) Wishes to be recognised under Recognition of Current Competence (RCC) as per Section 3.1 of this document; **or**
- c) Is well experienced and does not see the need to attend an Updating Seminar.

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: IHA Office
Postal Address: 23 Dickerson Way, Redwood Park SA 5097
Email Address: iha@iha.org.au
Telephone: (08) 8251 1734
Facsimile: (08) 8251 5156
ABN: 77 106 538 293

Authorisation of the Organisation:

- National President – on behalf of the IHA Board
- National Coaching Director

1.2 Name of the Accreditation Program and Accreditation Framework Structure

The **Level I Coach Accreditation & Compliance Program** is the introductory coaching level within the Ice Hockey Australia (IHA) Coach Development Pathway, and is intended to provide relevant coaching skills and accreditation for Community Club Level Ice Hockey Coaches.

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

Coach		Participant
Learn to Play Coach (Non-Accredited Training) <i>Basic / community coach level of coaching, to assist people to facilitate safe introductory activities with children</i>	↔	Introductory Level <i>Children wishing to “come and try” the sport of Ice hockey in a modified, safe and fun learning environment.</i>
Level I (Club Coach) Working at club level to develop player knowledge and skills and introduce them to competition	↔	Participation Level Club players looking to develop skills and knowledge and enjoy competition activities.
Level 2 (Development Coach) Working at regional level to raise the standard of players.	↔	Development Level Players who have developed sound skills and abilities and who aspire to higher levels of performance in competition.
Level 3 (Performance Coach) Coaches aspiring to state and national level coaching positions and working with high performance players.	↔	Performance Level (State and National Teams) Players achieving high levels of competitive success and are aspiring to achieve their potential at national and international level.

Integrated or Separate Coaching General Principles Content

In addition to sport specific units, the following units from the *Level I Coaching General Principles* training program have been integrated into this *Level I Coach Accreditation Program*:

- ✓ Role of the Coach
- ✓ Planning
- ✓ Teaching Sports Skills / Games
- ✓ Coaching Communication
- ✓ Physical Conditioning
- ✓ Sport Safety

1.3 Venue

The following are the minimum venue requirements for the delivery of the Level I 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 of sufficient size conducive to a seminar/course environment and 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**

1.4 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.*

Coach's Code of Behaviour & Agreement Form

For accreditation or re-accreditation to the National Coach Accreditation Scheme (NCAS)

I, _____ of _____
[Printed Full Name] [Address]

[Address continued]

am seeking accreditation / re-accreditation for the following Ice Hockey Australia Coaching Accreditation Level I / II / III (please circle one).

I agree to the following terms:

I agree to abide by the IHA Code of Behaviour.

I acknowledge that IHA may take disciplinary action against me if I breach the Code of Behaviour. I understand that NSOs are required to implement a complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation against me.

I acknowledge that disciplinary action against me may include de-accreditation from the National Coaching Accreditation Scheme.

Please refer to the *Harassment-free Sport Guidelines* available from the Australian Sports Commission or contact IHA, if you require more information on harassment issues.

(Printed name) (Signature) _____ / ____ / ____
(Date)

If under 18, parent / guardian signature:

(Printed name) (Signature) _____ / ____ / ____
(Date)

1.5 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 two (2) year accreditation period. Updating aims to ensure quality coaching and officiating by ensuring all Level I 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 I 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 two (2) year accreditation period. The two (2) year accreditation period starts when all accreditation requirements have been met, for example: Where a coach is registered on 15 May 2011, their accreditation period expires on 14 May 2013.

How are update activities recorded?

The ASC / IHA will supply newly accredited coaches with an IHA Coaching Activity Sheet to record all coaching and updating activities.

Coaches must ensure that they sign the IHA 'Code of Behaviour & Agreement' and 'Coaching Accreditation Online System Privacy Agreement' forms 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

1.6 IHA Level I Coach Updating Requirements

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

- Actively coached 30 hours, attained 20 credit points and completed a Level I Updating Seminar before the end of the 2 year accreditation period; **or**
- Successfully completed Level 2 prior to the end of the 2 year accreditation period.

Credit Points Scale for Accreditation Updating

(A) Attend Courses:		
• Complete first aid course		8 pts
• Complete Sports Medicine Australia sports trainers course		8 pts
• Complete strength and conditioning course		8 pts
• AIS approved courses in Canberra or AIS branches workshops (per 1 day course)		4 pts
• Complete massage course		3 pts
• State workshop, seminar and clinics (per half day session)		2 pts
(B) Lecture at:		
• International course (per lecture)		20 pts
• Level 2 or 3 course (per lecture)		10 pts
• State workshop / seminar (per half day presenting)		5 pts
• ASC / beginner coach level (per lecture)		3 pts
• Level I course (per lecture)		3 pts
(C) Prepare Paper:		
• That is published in an approved magazine or Coaches' resource manual		10 pts
(D) Team Coach:		
Head Coach	National Senior Team (World Championships)	15 pts
Assistant Coach	National Senior Team (World Championships)	10 pts
Head Coach	National Women's Team (World Championships)	15 pts
Assistant Coach	National Women's 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	National League Team (e.g. AIHL, AWIHL)	15 pts
Assistant Coach	National League Team (e.g. AIHL, AWIHL)	10 pts
Head Coach	State Representative Team	10 pts
Assistant Coach	State Representative Team	8 pts
Head Coach	Club Team	8 pts
Assistant Coach	Club Team	6 pts
Coach	Weekly skills clinics (1 hr/week, 4 pts per 10 weeks)	4 pts
Coach	Off-ice sessions (1 hr/week, 3 pts per 10 weeks)	3 pts
(E) Skills and Development:		
Coach	National Development Camp (minimum six days)	8 pts
Coach	State Camp (minimum three full days)	6 pts
Coach	Local Camp (minimum two full days)	4 pts

Name:	D.O.B.	Level:
Address:	Suburb:	
State:	P/Code:	T:
M:	E:	

[illegible]

Date: _____ **Date:** _____

THIS FORM IS TO BE SENT TO IHA'S NATIONAL COACHING DIRECTOR & OFFICE FOR PROCESSING

Updating Seminar Options

The following outline is an example of how to structure an updating seminar. All updating seminars should contain both theory and practical components.

Modules	Minutes	Delivery
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
Total Hours	8.0	

The content of all updating seminars should be specifically targeted to the needs of the participants. It is important that updating seminars contain current coaching ideas that will further the participants' development. Any changes to IIHF Playing Rules or IHA by-laws should always be included in the updating seminar.

When it is not practical to facilitate a full one-day course, the State Coaching Directors may organise a series of workshops, seminars or clinics that coaches can attend to accumulate the theory component of the updating seminar. When it is not practical to organise on-ice sessions, State Coaching Directors may attend actual practices or games to evaluate and assess participants while they are coaching.

All initiatives relating to the use of flexible options for updating seminars must be put to the IHA National Coaching Director prior to organising the seminar.

Section 2 – Quality Assurance

2.1 Complaints Handling Procedure

Candidates with grievances about the conduct of their Level I 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 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 7 days of the appeal being received by IHA.

2.2 Presenter, Assessor and Mentor Qualifications and Training

Presenter Requirements:

Level I Coach Accreditation Program Presenters must have a minimum of current NCAS – Level I accreditation (Level 2 preferred), and have a minimum of 3 years coaching experience.

All *Level I 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 I Coaching Assessors must have IHA Level I Accreditation.

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 I 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 I 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 I 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 I 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 I Coach Accreditation Syllabus Framework will be re-submitted to the ASC for accreditation under the NCAS every 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 I coaches maintaining currency / accreditation after their initial 2 year accreditation period.
- ✓ Data on numbers of participants completing the Level I course and progressing to Level 2.
- ✓ 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 and course content.

Section 3 – Accreditation Program Delivery

3.1 Recognition of Current Competence (RCC)

There will be **no honorary accreditation**.

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

Candidates may apply for exemption from all or some sections of the Level I Coach Accreditation Program. Such people 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 \$75.00. The application will be assessed and candidates will be informed that:

1. *They have successfully met all competencies within the Level I 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 I 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 I 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 may 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 I 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 can 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 this Training Program is based on competency-based training and assessment principles, and is designed to meet the individual needs of Level I Ice Hockey 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*

It should be noted that regardless of the delivery method utilised, the competencies 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 I 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 I Coach Accreditation Program Syllabus Framework and Resource Review every 2 – 4 years

Section 4 – Accreditation Program Description

4.1 Competency Statements

IHA Level I Accredited Coaches will be able to:

- ✓ *Identify and understand the levels within the IHA Coach Development Pathway*
- ✓ *Understand the basic Ice Hockey rules required to plan and implement relevant games-based skill development activities*
- ✓ *Explain the roles and ethical responsibilities of the Level I Ice Hockey coach*
- ✓ *Develop strategies to work with parents, officials and club / competition administrators*
- ✓ *Implement strategies to ensure the effective management of players prior to and during a game*
- ✓ *Plan and review coaching sessions for beginner level Ice Hockey players*
- ✓ *Assess and manage the risks of coaching in Ice Hockey training and competition environments*
- ✓ *Safely conduct a skills based Ice Hockey training session, ensuring fun and maximum participation through modified games*
- ✓ *Utilise a range of communication, teaching and behaviour management strategies to help beginner Ice Hockey players learn basic skills and tactics*
- ✓ *Cater for the varying physical and social development levels of club level Ice Hockey players*

4.2 Assessment

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

ASSESSMENT TASKS – UNIT 1

Unit 1	Introduction to the IHA Coach Development Pathway
Assessment Tasks	Complete Tasks 1 – 3 (outlined below).
Purpose of Assessment	To assess the candidate's understanding of the IHA Coach Development Pathway and how they can be supported in their coaching progression.
Learning Outcomes (Coaches will be able to):	<ol style="list-style-type: none"> 1. Identify the organisational structure of IHA 2. Discuss partnerships between IHA and IIHF coach development programs 3. Discuss the basic components of the ASC, IIHF and IHA coach development frameworks 4. Outline the IIHF and IHA competition classifications
Conditions of Assessment	Candidates will have access to the IIHF Level I Instructor's Manual and the ASC's Beginning Coaching (Third Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. Based on the organisational structure of IHA, where would you go to access coaching assistance?

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2. Discuss the basic components of the ASC, IIHF and IHA Coach Development Frameworks and how they support each other.

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3. Outline the IIHF and IHA Classification Level of Competition and the objectives of each classification.

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(IHA Assessor to Complete)



1.

Assessor Name: _____

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Identify the organisational structure of IHA		
Discuss partnerships between IHA and IIHF coach development programs		
Discuss the basic components of the ASC, IIHF and IHA coach development frameworks		
Outline the IIHF and IHA competition classifications		

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Date: _____

ASSESSMENT TASK – UNIT 2

Unit 2	Role of the Ice Hockey Coach
Assessment Tasks	Complete Tasks 1 – 8 (outlined below).
Purpose of Assessment	To assess the candidate's understanding of the role of the Level I Ice Hockey Coach and their ability to develop strategies to better fulfill this role.
Learning Outcomes (Coaches will be able to):	<ol style="list-style-type: none"> 1. Outline the coach's ethical responsibilities 2. Identify the roles and information needs of the coach 3. Work cooperatively with parents, officials and sports administrators
Conditions of Assessment	Candidates will have access to the IIHF Level I Instructor's Manual and the ASC's Beginning Coaching (Third Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. The coach plays a wide variety of roles – Which do you see as the most important of these roles? Explain why.

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2. Which type of coach are you?

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3. Is it important for a coach to be able to change their style of coaching? Justify your response.

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4. Outline your coaching philosophy. Include information on your goals as a coach, what importance you place on winning, how players should be treated, how officials should be treated, how the opposition should be treated, and where you stand on fair play issues.

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5. If you were having problems with a parent who was over-emphasising winning and putting a lot of pressure on their child to perform, what strategies would you use to deal with them?

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6. How would you deal with a situation where one of the players you were coaching was verbally abusive towards a referee?

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7. What strategies could you put in place as a coach to ensure that the welfare of the players you coach is protected?

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8. You are coaching an under 14 ice hockey team at a regional competition. Your assistant coach has turned up to the game hung over from a big night out, and smells strongly of alcohol. What would you do?

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(IHA Assessor to Complete)



Assessor Name: _____

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Outline the coach's ethical responsibilities		
Identify the roles and information needs of the coach		
Work cooperatively with parents, officials and sports administrators		

Additional comments / recommendations:

Additional Comments/Recommendations:

Date: _____

ASSESSMENT TASK – UNIT 3

Unit 3	Teaching Skills and Games
<u>Assessment Tasks</u>	Complete Task 1 (outlined below).
<u>Purpose of Assessment</u>	To assess the candidate's understanding of the role of the Level I Ice Hockey Coach and their ability to develop strategies to better fulfill this role.
<u>Learning Outcomes</u> (Coaches will be able to):	<ol style="list-style-type: none"> 1. Understand the stages of skill learning and how this relates to coaching skills 2. Demonstrate an appropriate skill development activity 3. Provide positive and constructive feedback 4. Discuss appropriate communication styles for different players and situations 5. Demonstrate effective group management techniques in a practical ice hockey coaching setting 6. Use a Game Sense approach to teach basic skills and tactics
<u>Conditions of Assessment</u>	Candidates will have access to the IIHF Level I Instructor's Manual and the ASC's Beginning Coaching (Third Edition) Manual.
<u>Evidence Required</u>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. **Develop a 10 minute game-based activity that will develop basic Ice Hockey skills and/or tactics. Use the following six steps to assist you.**

Step 1: Which stage of skill development are the players in (generally speaking)?

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Step 2: Select the skill and/or tactical aspect/s you wish to develop.

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Step 3: What will be the main problem / challenge for the players to solve?

For example – keeping possession of the puck for a certain period of time; positioning of players in the final stage of the game; keeping their opponents away from the goal; etc.

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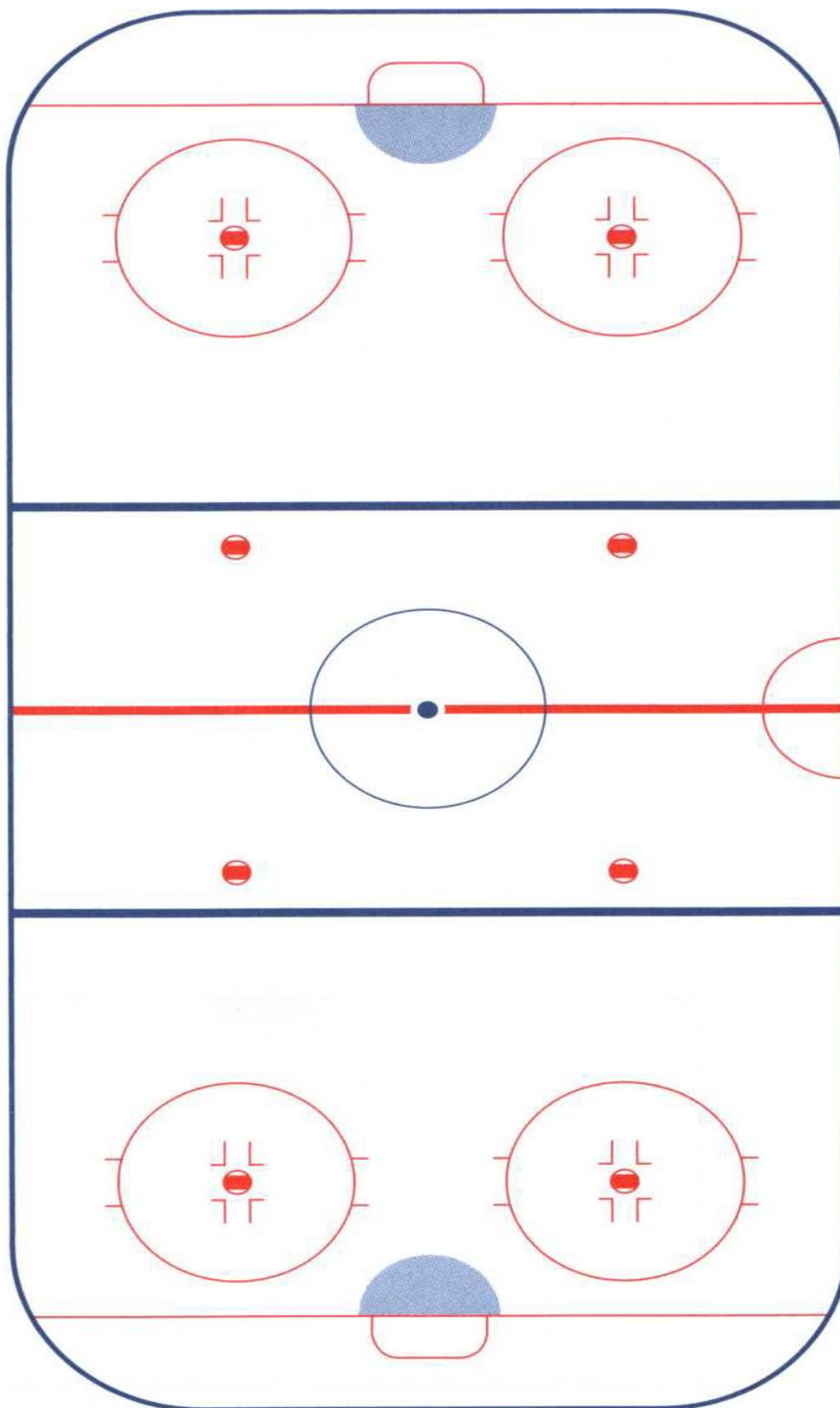
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Step 4: Design a simple game that will develop the above aspects.

Draw a diagram of the game in the space below.



For example:

- How do you score goals or gain points?
- How does the game start and re-start after scoring?
- How do the players move?
- What are the boundaries?
- Are there any safety rules needed?
- How long does the game go for?
- What equipment is allowed to be used?

[illegible]

For example:

- *Where is the best spot to hit the puck?*
- *What is the best way to defend this situation?*
- *Is it better to pass or skate with the puck in this situation?*

- *Time: "When will you...?"*
- *Space: "Where is...?"*
- *Risk: "Which option...?"*

[illegible]

This may involve changing the rules listed in Step 5, or adding additional problems / challenges. Some changes you could make to the game could include:

- *Positioning of goals (and number of goals per team)*
- *Equipment to be used*
- *Number of passes or shots allowed*
- *Number of players in attack and defence*
- *Scoring system — including penalty or bonus points for particular plays*
- *Time allowed*
- *Specific roles for players (for example, goalkeeper)*

[illegible][illegible]

Unit 3 – Assessment Tool



(IHA Assessor to Complete)



3. Teaching Skills and Games

Candidate Name: _____

Assessor Name: _____

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Understand the stages of skill learning and how this relates to coaching skills		
Demonstrate an appropriate skill development activity		
Provide positive and constructive feedback		
Discuss appropriate communication styles for different players and situations		
Demonstrate effective group management techniques in a practical ice hockey coaching setting		
Use a Game Sense approach to teach basic skills and tactics		

Additional comments / recommendations:

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Assessor Signature: _____

Date: _____

ASSESSMENT TASK - UNIT 4

Unit 4	Risk Management
Assessment Tasks	Complete Tasks 1 - 2 (outlined below).
Purpose of Assessment	To assess the candidate's understanding of the risk management process as it relates to coaching Ice Hockey.
Learning Outcomes (Coaches will be able to):	<ol style="list-style-type: none"> 1. Outline the legal responsibilities of the Ice Hockey coach 2. Identify common risks associated with Ice Hockey participation for beginners 3. Develop relevant risk reduction strategies to eliminate or minimise the impact of common risks 4. Identify and understand basic incident management procedures
Conditions of Assessment	Candidates will have access to the IIHF Level I Instructor's Manual and the ASC's Beginning Coaching (Third Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. Using the Risk Reduction Activity Table (below and over the page), identify three possible risks associated with an ice based Ice Hockey training and / or competition area, and then develop a strategy to eliminate or reduce each risk.

Risk Reduction Activity Table

Potential Risk	Risk Reduction Strategy
1.	



2. Outline how to effectively treat a player's soft tissue injury from 0-72 hours.

[illegible]

(IHA Assessor to Complete)



Assessor Name: _____

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Outline the legal responsibilities of the Ice Hockey coach		
Identify common risks associated with Ice Hockey participation for beginners		
Develop relevant risk reduction strategies to eliminate or minimise the impact of common risks		
Identify and understand basic incident management procedures		

Additional comments / recommendations:

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Date:

ASSESSMENT TASK – UNIT 5

Unit 5	Ice Hockey Rules for the Level I Coach
Assessment Tasks	Complete Task 1 (outlined below).
Purpose of Assessment	To assess the candidate's understanding of the basic rules required by the level I Ice Hockey Coach
Learning Outcomes (Coaches will be able to):	1. Understand what constitutes the following rules and what their penalties are: <ul style="list-style-type: none"> - <i>Minor, major and match penalties</i> - <i>Offside rules</i> - <i>Icing the puck rules</i> - <i>Checking from behind rule</i> - <i>Interference rules</i>
Conditions of Assessment	Candidates will have access to the IIHF Level I Instructor's Manual and relevant video footage of rule breeches occurring in games.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

- You are to watch a sequence of Ice Hockey game footage and identify the rules which have been breached, and what their penalty should be.**



Rule Breached	Appropriate Penalty

(IHA Assessor to Complete)



Ice Hockey Rules for the Level I Coach

Assessor Name: _____

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
<p>Understand what constitutes the following rules and what their penalties are:</p> <ul style="list-style-type: none"> - <i>Minor, major and match penalties</i> - <i>Offside rules</i> - <i>Icing the puck rules</i> - <i>Checking from behind rule</i> - <i>Interference rules</i> 		

Additional comments / recommendations:

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Date:

ASSESSMENT TASK – UNIT 6

<u>Unit 6</u>	Game Management
<u>Assessment Tasks</u>	Complete Tasks 1 – 7 (outlined below).
<u>Purpose of Assessment</u>	To assess the candidate's understanding of the basic game management required by the level I Ice Hockey Coach
<u>Learning Outcomes</u> (Coaches will be able to):	<ol style="list-style-type: none"> 1. Identify effective group management strategies to be used by the level I coach during practice 2. Identify effective bench management strategies to be used by level I coaches
<u>Conditions of Assessment</u>	Candidates will have access to the IIHF Level I Instructor's Manual.
<u>Evidence Required</u>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

- 1. How would you gain the attention of the players to begin a training session?**

[illegible]

2. You have a group of 11 players. You have planned an activity that requires three groups of 4 players. What can you do to ensure that the activity can still run effectively?

[illegible]

3. You are explaining a new activity to the group. Charlie Chatterbox has been talking throughout your explanation, and is now distracting some of the other players with silly comments. What steps would you take to get Charlie's attention and stop his disruptive behaviour?

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4. Discuss the key considerations for coaches when managing the player bench during a game.

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5. Design a practice session activity that you could use that is designed to have players practice suitable bench behaviours / roles. Briefly describe this activity in the space below.

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[illegible]

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(IHA Assessor to Complete)



Assessor Name: _____

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Identify effective group management strategies to be used by the level I coach during practice		
Identify effective bench management strategies to be used by level I coaches		

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Assessor Signature: _____ **Date:** _____

ASSESSMENT TASK – UNIT 7

<u>Unit 7</u>	Planning and Reviewing Effective Practice Sessions
<u>Assessment Tasks</u>	Complete Tasks 1 – 6 (outlined below).
<u>Purpose of Assessment</u>	<p>To ensure coaches understand the core elements of a practice session and can plan for a session's implementation.</p> <p><i>Note: candidates will use this session plan to coach a group of Ice Hockey players post-course as part of Unit 8 – The Level I Ice Hockey Coach in Action.</i></p>
<u>Learning Outcomes</u> (Coaches will be able to):	<ol style="list-style-type: none"> 1. Identify physical growth and development factors to consider when planning practice sessions 2. Outline social development considerations to consider when planning practice sessions 3. Identify the elements of an effective practice session 4. Develop a practice session plan for beginner players 5. Discuss methods coaches can use to effectively review their performance in practice sessions and games
<u>Conditions of Assessment</u>	Candidates will have access to the IIHF Level I Instructor's Manual and the ASC's Beginning Coaching (Third Edition) Manual.
<u>Evidence Required</u>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

- 1. List some of the reasons why children play Ice Hockey.**

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- 2. You are coaching a child who is an early developer and is physically very mature. List some considerations for working with this child.**

[illegible]

3. You are coaching a group of teenagers who are becoming more interested in socialising than playing Ice Hockey. What strategies could you use to keep them involved in your sport?

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4. How much emphasis do you think should be placed on competition in children's sport?

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5. How would you deal with the inclusion of a player whose fitness level was extremely poor?

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Coach Name:	Session Aim:
Date:	Venue:
Length of Session (time):	Level of Players:
Number of Players:	
Equipment:	
Start-Up Activity (Warm Up)	
Skill Development Activity / Game 1	
Purpose -	
Design -	
Key Skill Instruction Points –	
Skill Development Activity / Game 2	
Purpose -	
Design -	
Key Skill Instruction Points –	

Finish-Up Activity (Cool Down) and Session Summary Points

Review / Evaluation What worked well? What would you do differently next time?



This section is to be completed as part of the assessment task for Unit 8 – The Level I Ice Hockey Coach in Action.

(IHA Assessor to Complete)



Planning and Reviewing Effective Practice Sessions

Assessor Name: _____

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Identify physical growth and development factors to consider when planning practice sessions		
Outline social development considerations to consider when planning practice sessions		
Identify the elements of an effective practice session		
Develop a practice session plan for beginner players		
Discuss methods coaches can use to effectively review their performance in practice sessions and games		

Additional comments / recommendations:

[illegible]

Date: _____

PRACTICAL ASSESSMENT TASK – UNIT 8

Unit 8	The Level I Ice Hockey Coach in Action
<u>Assessment Tasks</u>	Complete Tasks 1 – 2 (outlined below).
<u>Purpose of Assessment</u>	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.
<u>Learning Outcomes</u> (Coaches will be able to):	<ol style="list-style-type: none"> 1. Describe and teach the key elements of forward and backward skating (<i>basic stance, skate edges, starts and stops, striding, turning, pivots</i>) 2. Select the proper stick lie for players 3. Describe and teach the key elements of puck handling (<i>dribbling, deking, shooting, passing, pass receiving</i>) 4. Relate skating skills to checking skills 5. Describe and teach the key elements of checking skills 6. Conduct a full coaching session designed to develop basic Ice Hockey skills and tactics (<i>the session is to incorporate games-based activities designed to improve specific Ice Hockey skills and tactics</i>) 7. Review the effectiveness of a session and develop improvement strategies
<u>Conditions of Assessment</u>	Candidates will have access to the IIHF Level I Instructor's Manual and the ASC's Beginning Coaching (Third Edition) Manual, along with a suitable Ice Hockey coaching environment, introductory level players, suitable equipment to allow them to undertake the task and an accredited Ice Hockey coach to supervise their coaching and provide them with feedback.
<u>Evidence Required</u>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. You are to practically demonstrate the coaching of the following skills, with a small group (e.g. in-course with you classmates as the players).

Forward and Back Skating Skills

- *basic stance*
- *skate edges*
- *starts and stops*
- *striding*
- *turning*
- *pivots*

Puck Handling

- *dribbling*
- *deking*
- *shooting*
- *passing*
- *pass receiving*

Checking Skills

2. Using the session plan that you developed in Unit 7, you are to conduct and review a 60 minute skill development session with introductory level Ice Hockey players, under the supervision of an accredited Ice Hockey coach.

You will need to liaise with your course organiser 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 that you developed in Unit 7.
- Please have the accredited coach provide you with some feedback regarding your performance. This feedback can be inserted in the space directly below.

Unit 8 – Assessment Tool



(IHA Assessor to Complete)



8. The Level I Ice Hockey Coach In Action

Candidate Name: _____

Assessor Name: _____

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Describe and teach the key elements of forward and backward skating (basic stance, skate edges, starts and stops, striding, turning, pivots)		
Select the proper stick lie for players		
Describe and teach the key elements of puck handling (dribbling, deking, shooting, passing, pass receiving)		
Relate skating skills to checking skills		
Describe and teach the key elements of checking skills		
Conduct a full coaching session designed to develop basic Ice Hockey skills and tactics <i>(the session is to incorporate games-based activities designed to improve specific Ice Hockey skills and tactics)</i>		
Review the effectiveness of a session and develop improvement strategies		

Additional comments / recommendations:

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Assessor Signature: _____

Date: _____

4.3 Accreditation Program Overview

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
Identify and understand the levels within the IHA Coach Development Pathway	✓ Unit 1, Tasks 1 – 8	1. Introduction to the IHA Coach Development Pathway	<ol style="list-style-type: none"> 1. Identify the organisational structure of IHA 2. Discuss partnerships between IHA and IIHF coach development programs 3. Discuss the basic components of the ASC, IIHF and IHA coach development frameworks 4. Outline the IIHF and IHA competition classifications 	<p>IHA and IIHF Organisational Structure</p> <p>Partnerships between IHA and IIHF coach development programs</p> <p>ASC, IHA, IIHF coach development frameworks</p> <p>IHA and IIHF competition classifications</p>	30 mins	<ul style="list-style-type: none"> - Presentation - Group discussion - Activities
Explain the roles and ethical responsibilities of the LI Ice Hockey coach. Develop strategies to work with parents, officials and club / competition administrators	✓ Unit 2, Tasks 1 – 3	2. The Role of the Ice Hockey Coach	<ol style="list-style-type: none"> 1. Outline the coach's ethical responsibilities 2. Identify the roles and information needs of the coach 3. Work cooperatively with parents, officials and sports administrators 	<p>IHA Code of Behaviour</p> <p>IHA Member and Child Protection Policy</p> <p>Inclusive coaching</p> <p>Coaching styles</p> <p>Leadership styles</p> <p>Sourcing coaching information</p>	90 mins	<ul style="list-style-type: none"> - Presentation - Group discussion - Activities

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
As above	As above	2. The Role of the Ice Hockey Coach (Continued)	As above	<p>Where to find assistance to develop your coaching</p> <p>Working positively with parents (including expectations of parents)</p> <p>Working with officials (including the issue of abuse and how coaches can have a positive influence)</p> <p>Roles and relationships with sports administrators</p>	As above	<ul style="list-style-type: none"> - Presentation - Group discussion - Activities

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Safely conduct a skills based Ice Hockey training session, ensuring fun and maximum participation through modified games</p> <p>Utilise a range of communication, teaching and behaviour management strategies to help beginner Ice Hockey players learn basic skills and tactics</p>	<ul style="list-style-type: none"> ✓ Unit 3, Task 1 ✓ Unit 3, Task 2 	3. Teaching Skills and Games	<ol style="list-style-type: none"> 1. Understand the stages of skill learning and how this relates to coaching skills 2. Demonstrate an appropriate skill development activity 3. Provide positive and constructive feedback 4. Discuss appropriate communication styles for different players and situations 5. Demonstrate effective group management techniques in a practical ice hockey coaching setting 6. Use a Game Sense approach to teach basic skills and tactics 	<p>Feedback</p> <p>Stages of skill learning</p> <p>/ Learning Styles</p> <p>Verbal and Non-Verbal Communication</p> <p>Organising Group Activities</p> <p>Benefits of using games</p> <p>Structuring a game sense session</p>	180 mins	<ul style="list-style-type: none"> - Presentation - Group discussion - Activities - Practical (on-ice) activities

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
		3. Teaching Skills and Games (continued)		<p>Using a game sense approach to teach skills</p> <p>Creating games to teach specific tactics and strategies</p> <p>Modifying games for a particular player or group</p>		

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Assess and manage the risks of coaching in Ice Hockey training and competition environments</p> <p>Safely conduct an Ice Hockey training session, ensuring fun and maximum participation through games and activities</p>	✓ Unit 4, Tasks 1 – 2	4. Risk Management	<ol style="list-style-type: none"> 1. Outline the legal responsibilities of the Ice Hockey coach 2. Identify common risks associated with Ice Hockey participation for beginners 3. Develop relevant risk reduction strategies to eliminate or minimise the impact of common risks 4. Identify and understand basic incident management procedures 	<p>The coach's duty of care to participants</p> <p>Providing a safe environment, including use of approved safety equipment</p> <p>Evaluating players for injury and incapacity</p> <p>Ensuring young players are not mismatched.</p> <p>Keeping accurate records</p> <p>Participant supervision</p> <p>The risk management planning process:</p> <ul style="list-style-type: none"> - <i>Identification</i> - <i>Assessment</i> 	90 mins	<ul style="list-style-type: none"> - Presentation - Group discussion - Activities - Practical (on-ice) activities

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
As above	As above	4. Risk Management (Continued)	As above	<ul style="list-style-type: none"> - <i>Reduction / treatment strategies</i> <p>Emergency action plans</p> <p>Coach safety and protection (insurance)</p> <p>Injury management procedures for a minor injury:</p> <ul style="list-style-type: none"> - STOP - PRICER - No HARM 	90 mins	<ul style="list-style-type: none"> - Presentation - Group discussion - Activities - Practical (on-ice) activities

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
Understand the basic Ice Hockey rules required to plan and implement relevant games-based skill development activities	✓ Unit 5, Task 1	5. Ice Hockey Rules for the Level I Coach	1. Understand what constitutes the following rules and what their penalties are: <ol style="list-style-type: none"> <i>Minor, major and match penalties</i> <i>Offside rules</i> <i>Icing the puck rules</i> <i>Checking from behind rule</i> <i>Interference rules</i> 	Minor, major and match penalties Discretionary calls Basic offside rule Clearing the zone Basic icing the puck rule Through the goal crease rule Boarding rule IIHF interference rule	60 mins	<ul style="list-style-type: none"> - Presentation - Group discussion - Game footage activities - Practical (on-ice) activities

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
Implement strategies to ensure the effective management of players prior to, during and after a game	✓ Unit 6, Tasks 1 - 7	6. Game Management	<ol style="list-style-type: none"> 1. Identify effective group management strategies to be used by the level I coach during practice 2. Identify effective bench management strategies to be used by level I coaches 	<p>Allocating sufficient space and resources for the activity</p> <p>Training formations and group organisation strategies</p> <p>Teaching appropriate behaviour for individuals and groups</p> <p>Developing a discipline policy that includes player input</p> <p>Promoting cooperation and good relationships</p> <p>Common causes of misbehaviour</p> <p>Strategies for dealing with extreme behaviour</p>	60 mins	<ul style="list-style-type: none"> - Presentation - Group discussion - Activities

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
As above	As above	6. Game Management (Continued)	As above	<p>Bench layout during games (<i>seating arrangements, line changes, door locations, litter, water bottles, spare sticks</i>)</p> <p>Staff roles before, during and after games (<i>delegation, utilization, communication</i>)</p> <p>Player focus (<i>seating or standing during games, player's role on the bench, feedback</i>)</p> <p>Coach feedback during and after games (location)</p>	60 mins	As above

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Cater for the varying physical and social development levels of club level Ice Hockey players</p> <p>Plan and review coaching sessions for beginner level Ice Hockey players</p>	<p>✓ Unit 7, Tasks 1 - 6</p>	<p>7. Planning and Reviewing Effective Practice Sessions</p>	<ol style="list-style-type: none"> 1. Identify physical growth and development factors to consider when planning practice sessions 2. Outline social development considerations to consider when planning practice sessions 3. Identify the elements of an effective practice session. 4. Develop a practice session plan for beginner players 5. Discuss methods coaches can use to effectively review their performance in practice sessions and games 	<p>Stages of growth and development (childhood, adolescence, and the aging process)</p> <p>Hydration and nutritional needs of children playing Ice Hockey</p> <p>The importance of emphasising skills before fitness in beginner players</p> <p>Reasons why children play sport</p> <p>The role of competition in children's sport</p> <p>Varying motivations of players for participating in Ice Hockey</p> <p>Why plan?</p> <p>Elements of a practice session</p> <p>Setting goals and objectives for the session</p>	<p>90 mins</p>	<ul style="list-style-type: none"> - Presentation - Group discussion - Activities

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
As above	As above	7. Planning and Reviewing Effective Practice Sessions (Continued)	As above	<p>Sourcing and selecting a variety of activities appropriate for training sessions</p> <p>Making the session plan inclusive of all participants</p> <p>Progressing activities within a session</p> <p>Linking sessions together to develop or progress skills</p> <p>Coach self-analysis (video, diary, mentor)</p>	90 mins	<ul style="list-style-type: none"> - Presentation - Group discussion - Activities

Note – This Unit includes both in-course and post-course training. The purpose of this unit is to allow Level I IHA Coaching Candidates to practice demonstrate 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) in 2 separate coaching sessions.

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
Safely conduct an Ice Hockey training session, ensuring fun and maximum participation through games and activities	✓ Unit 8, Tasks 1 - 2	8. The Level I Ice Hockey Coach in Action	<ol style="list-style-type: none"> 1. Describe and teach the key elements of forward and backward skating (<i>basic stance, skate edges, starts and stops, striding, turning, pivots</i>) 2. Select the proper stick lie for players 3. Describe and teach the key elements of puck handling (<i>dribbling, deking, shooting, passing, pass receiving</i>) 4. Relate skating skills to checking skills 5. Describe and teach the key elements of checking skills 6. Conduct a full coaching session designed to develop basic Ice Hockey skills and tactics (<i>the session is to incorporate games-based activities designed to improve specific Ice Hockey skills and tactics</i>) 7. Review the effectiveness of a session and develop improvement strategies 	<p>Skating Skills (<i>basic stance, skating edges, forward skating, backward skating</i>)</p> <p>Puck Control Skills (<i>The stick, dribbling, dekes, shooting, pass receiving</i>)</p> <p>Checking Skills (<i>Skating skills and their relationship to checking, checking without making contact, Protection body checking</i>)</p>	240 mins	<p><u>In-Course</u></p> <ul style="list-style-type: none"> - Presentation - Group discussion - Activities - Practical (on-ice) activities <p><u>Post Course</u></p> <ul style="list-style-type: none"> - On the job Ice Hockey Coaching
TOTAL NOMINAL DURATION = 14 HOURS (PLUS 2 HOURS POST COURSE PRACTICAL COACHING)						

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

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?

.....

.....

.....

.....

.....

.....

.....

.....

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	Fair	Average
Knowledge of the subject	1	2	3
Teaching skills	1	2	3
Planning and preparation	1	2	3
Enthusiasm	1	2	3
Time for questions	1	2	3

-
- p/56

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 I Coach Accreditation Program RCC Tools

LEVEL I COACH ACCREDITATION PROGRAM RCC APPLICATION

Units Claimed

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

Unit	RCC Claimed 
<u>Unit 1:</u> Introduction to the IHA Coach Development Pathway	
<u>Unit 2:</u> The Role of the Ice Hockey Coach	
<u>Unit 3:</u> Teaching Skills and Games	
<u>Unit 4:</u> Risk Management	
<u>Unit 5:</u> Ice Hockey Rules for Level I Coaches	
<u>Unit 6:</u> Game Management	
<u>Unit 7:</u> Planning and Reviewing Effective Practice Sessions	
<u>Unit 8:</u> The Level I Ice Hockey Coach in Action	

(Please complete the form for **all units** that you have outlined you are applying for RCC for).

Unit 1 – Introduction to the IHA Coach Development Pathway	
Learning Outcomes	Summary of Evidence
Upon successful completion of this unit, the coach will be able to:	<p>Follow the procedure below for all learning outcomes.</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 1 NCAS qualification in another sport and a video of you coaching, you may have labeled 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>
1. Identify the organisational structure of IHA	
2. Discuss partnerships between IHA and IIHF coach development programs	
3. Discuss the basic components of the ASC, IIHF and IHA coach development frameworks	
4. Outline the IIHF and IHA competition classifications	

Not Approved

[illegible]

Date: _____

Unit 2 – The Role of the Ice Hockey Coach	
Learning Outcomes	Summary of Evidence
Upon successful completion of this unit, the coach will be able to:	<p><i>Follow the procedure below for all learning outcomes.</i></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 I NCAS qualification in another sport and a video of you coaching, you may have labeled 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>
1. Outline the coach's ethical responsibilities	
2. Identify the roles and information needs of the coach	
3. Work cooperatively with parents, officials and sports administrators	

Not Approved

[illegible]

Date: _____

Unit 3 – Teaching Skills and Games	
Learning Outcomes	Summary of Evidence
Upon successful completion of this unit, the coach will be able to:	<p><i>Follow the procedure below for all learning outcomes.</i></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 1 NCAS qualification in another sport and a video of you coaching, you may have labeled 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>
1. Understand the stages of skill learning and how this relates to coaching skills	
2. Demonstrate an appropriate skill development activity	
3. Provide positive and constructive feedback	
4. Discuss appropriate communication styles for different players and situations	
5. Demonstrate effective group management techniques in a practical ice hockey coaching setting	
6. Use a Game Sense approach to teach basic skills and tactics	

Not Approved

[illegible]

Date: _____

Unit 4 – Risk Management	
Learning Outcomes	Summary of Evidence
Upon successful completion of this unit, the coach will be able to:	<p><i>Follow the procedure below for all learning outcomes.</i></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 I NCAS qualification in another sport and a video of you coaching, you may have labeled 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>
1. Outline the legal responsibilities of the Ice Hockey coach	
2. Identify common risks associated with Ice Hockey participation for beginners	
3. Develop relevant risk reduction strategies to eliminate or minimise the impact of common risks	
4. Identify and understand basic incident management procedures	

Not Approved

[illegible]

Date: _____

Summary of Evidence

Follow the procedure below for all learning outcomes.

For example, if you have gathered evidence, which includes a level 1 NCAS qualification in another sport and a video of you coaching, you may have labeled 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).

- 100

Not Approved

[illegible]

Date: _____

Summary of Evidence

Follow the procedure below for all learning outcomes.

Place a number in this column, that relates to the piece(s) of evidence relevant to this learning outcome.

For example, if you have gathered evidence, which includes a level 1 NCAS qualification in another sport and a video of you coaching, you may have labeled 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).

2. Identify effective bench management strategies to be used by level I coaches

Not Approved

Assessor Comments / Recommendations:

Date: _____

Summary of Evidence

Follow the procedure below for all learning outcomes.

For example, if you have gathered evidence, which includes a level 1 NCAS qualification in another sport and a video of you coaching, you may have labeled 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).

1. Identify physical growth and development factors to consider when planning practice sessions
2. Outline social development considerations to consider when planning practice sessions
3. Identify the elements of an effective practice session.
4. Develop a practice session plan for beginner players
5. Discuss methods coaches can use to effectively review their performance in practice sessions and games

Not Approved

[illegible]



Date: _____

Unit 8 – The Level I Ice Hockey Coach in Action	
Learning Outcomes	Summary of Evidence
Upon successful completion of this unit, the coach will be able to:	<p><i>Follow the procedure below for all learning outcomes.</i></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 I NCAS qualification in another sport and a video of you coaching, you may have labeled 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>
1. Describe and teach the key elements of forward and backward skating (<i>basic stance, skate edges, starts and stops, striding, turning, pivots</i>)	
Select the proper stick lie for players	
2. Describe and teach the key elements of puck handling (<i>dribbling, deking, shooting, passing, pass receiving</i>)	
3. Relate skating skills to checking skills	
Describe and teach the key elements of checking skills	
4. Conduct a full coaching session designed to develop basic Ice Hockey skills and tactics (the session is to incorporate games-based activities designed to improve specific Ice Hockey skills and tactics)	
Review the effectiveness of a session and develop improvement strategies	

Not Approved

Date: _____

Name of candidate:

Module	RCC Claimed 	RCC Granted 
<u>Unit 1:</u> Introduction to the IHA Coach Development Pathway		
<u>Unit 2:</u> The Role of the Ice Hockey Coach		
<u>Unit 3:</u> Teaching Skills and Games		
<u>Unit 4:</u> Risk Management		
<u>Unit 5:</u> Ice Hockey Rules for Level I Coaches		
<u>Unit 6:</u> Game Management		
<u>Unit 7:</u> Planning and Reviewing Effective Practice Sessions		
<u>Unit 8:</u> The Level I Ice Hockey Coach in Action		

[illegible]

SAMPLE Letter to a 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 I 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 \$75.00 applies to all Level I RCC applications.

Successful RCC applicants will receive a NCAS IHA Level I 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>>

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 I 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>>

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 I Coach Accreditation Program has been <<successful / unsuccessful / partly successful>>.

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

Yours sincerely

<<Name>>

<<Position>>