



**AUSTRALIAN ICE RACING**



# **AIR COACHING DEVELOPMENT PROGRAM**

**Version 1**

**Effective from 23<sup>rd</sup> July 2014**

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**Amendment Certificate**

<b>Version</b>	<b>Date Issued</b>	<b>Amendment Details</b>	<b>Adopted or Amended By</b>
1	23 <sup>th</sup> Jul 2014	First Release	AIR Inc. Board

## Short Track Speed Skating Coaching Accreditation Pathway

The Level 1 Short Track Speed Skating Coaching Program is accredited through the Australian Sports Commission and is the first step in the Australian Ice Racing Inc. (AIR) coaching pathway.



The Level 1 Short Track Speed Skating Coaching Accreditation concentrates on the required basic skills and information that is essential to the Club coach.

Level 2 builds upon these basic skills and introduces more advanced skills in the detection and correction of errors in a skater's technique along with many of the other skills that are required of a more senior coach at State and National Levels.

Level 3 further extends and builds upon advanced skating skills. This program is intended for International Level competition.

In undertaking the Level 1 Short Track Speed Skating Coaching Accreditation Program you are entering the first of the three tiered accreditation levels that allows for the education of coaches from club level through to National, International and Olympic levels.

### Coaching Seminars

It is anticipated that a level 1 or level 2 coaching course will be held each year in conjunction with the AIR development camps. A Level 2 coaching course will be held from Oct 6 to 10, 2014 in conjunction with the Elite Development Camp in Melbourne. A level 1 coaching course will be planned in conjunction with the next AIR Open Development Camp (date and venue to be confirmed).

# How to become an AIR Level 1 Short Track Speed Skating Accredited Coach

## Entry Pre-requisites:

### STEP 1: Successful completion of the ASC Community Coaching General Principles Course

The Course contains a few modules, covering a range of general coaching topics including the roles and responsibilities of the coach, planning, safety, working with parents, communication, group management and inclusive coaching practices when working with people with a disability or special population groups.

The ASC Beginning Coaching General Principles is a free online course that takes approximately a few hours to complete, and includes assessment. Coaches have six months to complete the course after they register. The course can be accessed 24 hours a day, 7 days a week in a location with internet access.

Information for online coaching course can be found in the following link:

<http://www.ausport.gov.au/participating/coaches/education/onlinecoach>

Participants can register on the E-learning portal via the following link:

<https://learning.ausport.gov.au/auth/login?ReturnUrl=%2f>

Once you have registered, the Community Coaching General Principles course will appear under your my Learning tab.

### STEP 2: Undertake a minimum of 5 hours observation or coaching practice prior to commencing the Level 1 sport-specific component.

The five hours may include observation (in person or through video) or assisting an accredited coach of ice racing skaters at any level. All hours must be recorded and signed by a current Short Track Speed Skating Accredited coach.

For example:

<i>Date of Activity:</i>	<i>Venue:</i>	<i>Hours</i>	<i>Type of activity undertaken (i.e., assisting, observation, video)</i>	<i>Name of Accredited Coach (include accreditation number)</i>	<i>Signature of Accredited Coach</i>

Coaches are requested to include a copy of their certificate as part of their application. All candidates must provide a signed AIR Coaches Code of Conduct Agreement (refer to Appendix 1) and have a current State/Territory Child Protection card. Please note that

candidates must be a minimum of 16 years of age on the date that the Accreditation Program requirements are completed to be eligible for Level 1 Short Track Speed Skating Coaching Accreditation. However, the above pre-requisites can be completed prior to turning 16 years.

## **Level 1 Short Track Speed Skating Coaching Accreditation Program**

### **Attendance of Level 1 Short Track Speed Skating Coaching Course**

The Level 1 Short Track Speed Skating Coaching Course contains five modules linking to competency standards, learning outcomes and assessment tasks.

Module 1: Equipment (1 hour)

Module 2: Basic Principles (5 hours)

Module 3: Games (2 hours)

Module 4: Lesson Planning (2 hours)

Module 5: Rules in Action (1 hour)

The following competencies will be achieved through the sport-specific component of the Level 1 Short Track Speed Skating Coaching Accreditation Program:

- Safely and effectively sharpen short track speed skates (*Module 1 – Equipment*)
- Safely teach the basic skills of skating when instructing beginner skaters (*Module 2 – Basic Principles*)
- Identify skill faults and correct technique for the basic skills of Short Track Speed Skating (*Module 2 – Basic Principles*)
- Maximise opportunities for successful participation through the use of games and activities (*Module 3 – Games*)
- Apply game concepts to further skill acquisition (*Module 3 – Games*)
- Plan and review a coaching session appropriate for beginner skaters (*Module 4 – Lesson Planning*)
- Demonstrate an understanding of the rules of Short Track Speed Skating in relation to beginner skaters (*Module 5 – Rules in Action*)

In line with the Australian Sports Commission (ASC) guidelines and competency based education and training, assessment is carried out to determine if candidates have met the requirements of the accreditation program. Significant emphasis is placed on learning strategies that lead to coaches developing competencies. This approach to education requires the training program to develop competent coaches through a program of education and training to develop the competencies that are identified for that level of accreditation. Less emphasis is placed on pass/fail grading. A candidate who is assessed as “not yet competent” will be guided to attend to those learning outcomes where additional work is required to meet the competency standard.

The sport-specific theory and practical components of the Level 1 Short Track Speed Skating Coaching Accreditation Program will include a range of assessment tasks and flexible assessment practices to provide for participants with special needs. The assessment tasks have been developed in line with ASC guidelines regarding principles

of assessment, validity, reliability, flexibility and fairness. Assessment tasks will include a combination of input during group discussion, practical coaching tasks, worksheets and lesson planning.

If the candidate is assessed as not-yet-competent for any of the competencies, the Presenter/Assessor needs to indicate on the Assessment Form an outline of the ACTION PLAN discussed with the candidate. The action plan statement should identify further training, development or assessment needs to assist the candidate to reach the competency standard.

### Post Course Coaching Practice

After the successful completion of all modules of the sport-specific component of the Level 1 Short Track Speed Skating Coaching Accreditation the candidate is required to complete five (5) hours of additional practical coaching. Half of these practical coaching hours can be self monitored through the use of a coaching logbook. The other half of the practical coaching hours must be signed off in the logbook by an authorised coach within the sport (eg National or State Coaching Co-ordinator).

For example:

<i>Date of Activity:</i>	<i>Venue:</i>	<i>Hours</i>	<i>Type of practical activity undertaken (i.e., coaching age group, type of competition etc)</i>	<i>Name of Accredited Coach (include accreditation number)</i>	<i>Signature of Accredited Coach</i>

## How to apply for the AIR Level 1 Short Track Speed Skating Accreditation

Forward to AIR Inc. evidence of successfully completing the following:

Option 1	Option 2	Option 3
ASC online Community Coaching General Principles certificate	VicSport Ice Sport Instructor Course (certificate)	Apply for Recognition for Prior Learning
Completed 5 hours observation or coaching practice (signed log book hours)	Recognition for Prior Learning will also be given for Module 3: Games of the Level 1 Short Track Speed Skating Accreditation Program (RPL will be granted automatically)	Refer to Recognition for Prior Learning/Current Competence Guidelines
Completed AIR Level 1 Coaching Course		Completed PRL/RCC Application Form (refer to Appendix 5)
Must be a current registered AIR member		
Completed AIR NCAS Registration Form (refer to Appendix 4)		
Signed AIR Inc Coaches Code of Conduct Agreement Form		
Current State/Territory Child Protection card/Certificate		

The following forms and information can be downloaded from the AIR website:

- AIR Inc. Coaching Development Program
- AIR Inc. Code of Ethics (including the AIR Inc. Coaches Code of Conduct Agreement Form) (Appendix 1)
- National Coaching Accreditation System – Accreditation Updating Policy (Appendix 2)
- National Coaching Accreditation System – Accreditation Updating Activity Sheet (Appendix 3)
- National Coaching Accreditation System registration form (Appendix 4)
- Recognition for Prior Learning/Current Competence application form (Appendix 5)

# Recognition of Prior Learning/Current Competence (RPL/RCC)

## Recognition of Prior Learning

The responsibility for the delivery of the sport-specific component of the Level 1 Short Track Speed Skating Coaching Accreditation will lie with the AIR Director of Development. The Director of Development will be responsible for the implementation of the course within Australia and all results will ultimately be determined by the Director of Development in consultation with the National Sports Federation, AIR Inc.

Applications for the recognition of prior learning (RPL) will be required to be made in writing to the AIR Inc. by the person concerned with all supporting documentation (with certified translations if necessary).

Supporting documentation may include the following items:

- Copies of Certificates, qualifications achieved from other courses, school or tertiary results
- Statements outlining courses and/or study undertaken and the learning outcome/competencies achieved
- A resume of coaching experience
- Reports from qualified individuals with AIR Inc.
- Relevant work samples, eg. Training programs, video of the applicant's coaching sessions
- Evidence of home/self directed study which may include a list of recent readings synopsis of seminars attended, reports of own research/analysis undertaken

An RPL/RCC assessment panel will be appointed by the AIR Board and will assess the application. The panel will comprise of people who are experienced in the areas of coach education and assessment.

It is also desirable but not compulsory that they are accredited at a higher level than the RPL/RCC applicant and have achieved the qualification of Certificate IV in Training and Assessment.

## RPL/RCC procedures

The following sequential process has been established as the procedure to be followed when a person wishes to obtain credit of prior learning or current competencies through RPL/RCC.

### **Step 1 – complete application**

Applicants will need to gather all relevant supporting documentation and complete the RPL/RCC application form. Refer to Appendix 2.

### **Step 2 – assessment**

The application will be reviewed by the RPL/RCC assessment panel. A member of the assessment panel will be elected as the assessor by the panel. The assessor will compare the evidence provided by the applicant with the competencies required

for the training program. A judgment will be made about whether the applicant wholly or partially meets the requirements. The assessor should check that the evidence submitted conforms to the following RPL/RCC principles:

- Validity (is the evidence relevant?)
- Sufficiency (is there enough evidence?)
- Authenticity (is the evidence a true reflection of the candidate?)
- Currency (is the evidence recent – obtained within four years?)

The RPL/RCC assessment panel review and approve the assessors' reports before communicating the recommendations to the applicant. Refer to Appendix 3.

### **Step 3 – notification**

The applicant will be notified of the decision within two months of receiving the application. In the event of partial completion of the competencies, the panel will outline which competencies still need to be achieved, and preferably what evidence is still required.

Options include:

- Supply further supporting documentation
- Complete certain assessment activities
- Complete parts of a training program
- Work with a mentor to obtain the required competencies
- Successful applicants for RPL/RCC will receive the appropriate certification/accreditation, and where appropriate, will be placed on the NCAS database

### **Step 4 – appeal**

The applicant has the right to appeal the RPL/RCC assessment panel's decision, if they believe the decision is unfair, unjust or if the panel has misinterpreted the evidence. In the case of an appeal, it will be referred to the AIR Board. The AIR Board will review all material available and make a decision. The AIR Board will notify the applicant of the decision within two months of receiving the appeal. The decision of the AIR Board will be final.

## **Registration with National Coaching Accreditation Scheme**

AIR Inc. endorses and utilises The Australian Sports Commission's (ASC) Sports Accreditation Online system to maintain our coaching accreditation database. It is a database of coaches accredited through the National Coaching Accreditation Scheme (NCAS). [Click here](#) to find out more information about NCAS.

Level 1 Candidates are required to register or re-register to the National Coaching Accreditation Scheme (NCAS). A copy of the Registration or Re-Registration Form is available on the AIR website.

## **Enquiries and Support**

Please direct any enquiries and application forms to:

Margaret Blunden (General Secretary) [generalsecretary@australianiceracing.org](mailto:generalsecretary@australianiceracing.org)

For any coaching support, please direct your queries to:

Scott Weekes (Director of Development)

[director\\_development@australianiceracing.org](mailto:director_development@australianiceracing.org)

## Appendix 1 – AIR Coaches Code of Ethics



### Australian Ice Racing Coaches Code of Ethics

<b>Coaches Code of Conduct</b>	
<b>1.</b> Respect the rights, dignity and worth of every athlete	<ul style="list-style-type: none"> <li>• Within the context of the activity, treat everyone equally regardless of their gender, ability, cultural background or religion</li> </ul>
<b>2.</b> Encourage and support opportunities for athletes to learn appropriate behaviours and skills in all aspects of the sport	<ul style="list-style-type: none"> <li>• All athletes are deserving of equal attention and opportunities</li> </ul>
<b>3.</b> Treat each athlete as an individual	<ul style="list-style-type: none"> <li>• Respect the talent, developmental stage and goals of each athlete</li> <li>• Help each athlete reach their full potential</li> </ul>
<b>4.</b> Be fair, considerate and honest with athletes	
<b>5.</b> Act with integrity and objectivity and accept responsibility for your decisions and actions, and adopt appropriate behavior in all interactions	<ul style="list-style-type: none"> <li>• Display high standards in your language, manner, punctuality, preparation and presentation</li> <li>• Display control, respect, dignity and professionalism to all involved within the sport - this includes opponents, coaches, officials, administrators, the media, parents and spectators</li> <li>• Encourage your athletes to demonstrate the same qualities</li> </ul>
<b>6.</b> Make a commitment to provide a quality service to your athletes	<ul style="list-style-type: none"> <li>• Maintain or improve your current NCAS accreditation</li> <li>• Seek continual improvement through performance appraisal and ongoing coach education</li> <li>• Provide a training program which is planned and sequential</li> <li>• Maintain appropriate records</li> </ul>
<b>7.</b> Operate within the rules and spirit of your sport: <ul style="list-style-type: none"> <li>• promoting fair play over winning at any cost</li> <li>• adopt responsible behaviour in relation to alcohol and other drugs</li> </ul>	<ul style="list-style-type: none"> <li>• The guidelines of national and international bodies governing your sport should be followed. Please contact your sport for a copy of its rule book, constitution, by-laws, relevant policies, eg anti-doping policy, selection procedures, etc.</li> <li>• Coaches should educate their athletes on drugs in sport issues in consultation with the Australian Sports Anti-Doping Authority (ASADA)</li> </ul>
<b>8.</b> Any physical contact with athletes should be: <ul style="list-style-type: none"> <li>• appropriate to the situation</li> <li>• necessary for the athlete's skill development*</li> </ul>	<ul style="list-style-type: none"> <li>• Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years old</li> </ul>
<b>9.</b> Refrain from any form of personal abuse towards your athletes*	<ul style="list-style-type: none"> <li>• This includes verbal, physical and emotional abuse</li> <li>• Be alert to any forms of abuse directed toward your athletes from other sources while they are in your care</li> </ul>
<b>10.</b> Ensure your decisions and actions contribute to a harassment free environment*	<ul style="list-style-type: none"> <li>• This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability</li> <li>• You should not only refrain from initiating a relationship with an athlete, but should also discourage any attempt by an athlete to initiate a sexual relationship with you, explaining the ethical basis of your refusal</li> </ul>
<b>11.</b> Ensure your decisions and actions contribute to a safe environment for training and competition	<ul style="list-style-type: none"> <li>• Ensure equipment and facilities meet safety standards</li> <li>• Ensure equipment, rules, training and the environment are appropriate for the age and ability of the athletes</li> <li>• Place the safety and welfare of the athletes above all else</li> </ul>
<b>12.</b> Ensure consideration are given to sick and injured athletes	<ul style="list-style-type: none"> <li>• Provide a modified training program where appropriate</li> <li>• Allow further participation in training and competition only when appropriate</li> <li>• Encourage athletes to seek medical advice when required</li> <li>• Maintain the same interest and support toward sick and injured athletes</li> </ul>
<b>13.</b> Be a positive role model for your sport and athletes	

\* Please refer to the Harassment-free Sport guidelines available from the Australian Sports Commission for more information on harassment issues

**Coaches should:**

- ◆ Be treated with respect and openness.
- ◆ Have access to self-improvement opportunities.
- ◆ Be matched with a level of coaching appropriate to their level of competence.

**General Code of Behaviour:**

As a member of the Australian Ice Racing Incorporated (AIR Inc.) or a person required to comply with this Policy, you must meet the following requirements in regard to your conduct during any activity held or sanctioned by AIR Inc.:

1. Respect the rights, dignity and worth of others.
2. Be fair, considerate and honest in all dealing with others.
3. Be professional in, and accept responsibility for your actions.(take out comma)
4. Make a commitment to providing quality service.
5. Be aware of, and maintain an uncompromising adherence to the AIR Inc.'s standards, rules, regulations and policies.
6. Operate within the rules of the sport including national and international guidelines, which govern the AIR Inc.
7. Do not use your involvement with the AIR Inc. to promote your own beliefs, behaviours or practices where these are inconsistent with those of the AIR Inc.
8. Demonstrate a high degree of individual responsibility especially when dealing with persons under 18 years of age, as your words and actions are an example.
9. Avoid unaccompanied and unobserved activities with persons under 18 years of age, wherever possible.
10. Refrain from any form of harassment of others.
11. Refrain from any behaviour that may bring the AIR Inc. into disrepute.
12. Provide a safe environment for the conduct of the activity.
13. Show concern and caution towards others who may be sick or injured.
14. Be a positive role model.
15. Understand the repercussions if you breach, or are aware of any breaches of, this Code of Conduct. (refer to the AIR Constitution, Members Protection Policy and Disciplinary Code)

**PLEASE SIGN THE AGREEMENT FORM TO INDICATE THAT YOU AGREE  
TO ABIDE BY THE AIR Inc. COACHES CODE OF CONDUCT**



# AIR Inc. Coaches Code of Conduct

## Agreement Form

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

I, \_\_\_\_\_ of \_\_\_\_\_  
Full Name Address

\_\_\_\_\_  
Address cont.

am seeking registration / re-registration (please circle) for the following National Coaching Accreditation Scheme qualification:

ICE RACING

\_\_\_\_\_  
Level Sport Discipline (if applicable)

### ***I agree to the following terms:***

1. I agree to abide by the AIR Inc's Coach's Code of Conduct.
2. I acknowledge that the AIR Inc. is responsible for accreditation of coaches in **SHORT TRACK SPEED SKATING AND SPEED SKATING (Long Track)** and may take disciplinary action against me, if I breach the Code of Conduct and Behaviour (I understand that AIR Inc. is required to implement a complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation against me).
3. I acknowledge that disciplinary action against me may include de-registration from the AIR Inc. and the National Coaching Accreditation Scheme.

If you require more information on harassment issues, please contact AIR Inc. or refer to the *Harassment-free Sport Guidelines* available from the Australian Sports Commission.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
(if under 18, parent / guardian signature)  
Date

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

## Appendix 2 – NCAS Accreditation Updating Policy



### Update Requirements

#### Level I

- Complete another Level I Course or
- Achieve Level II Accreditation or
- Attain 25 credit points over a 4-year period with a minimum of 5 points per year.

#### Level II

- Complete another Level II Course or
- Achieve Level III Accreditation or
- Attain 50 credit points over a 4-year period with a minimum of 10 points per year.

#### Level III

- Attain 100 credit points over a 4-year period with a minimum of 15 points per year.

### Credit Point Scale for Accreditation Updating

#### A. Attend Course

- |  |                  |
|--|------------------|
| • State workshops/camp or seminar (per half day) | 2 points         |
| • Complete a massage course                      | 8 points         |
| • Complete SMA Sports Trainers Course            | 8 points         |
| • Complete Senior First Aid course               | 8 points         |
| • Complete Officials/Referees course             | 4 points         |
| • ISU/AIR course                                 | 20 points        |
| • Attend accreditation to the same level         | Full requirement |

#### B. Lecture at...

- |  |           |
|--|-----------|
| • Level I course (per lecture)                   | 3 points  |
| • State workshops/camp or seminar (per half day) | 2 points  |
| • National Level II course                       | 20 points |
| • ISU/AIR course                                 | 20 points |

#### C. Produce athlete (i.e. coach for at least the preceding 12 months)

- |   |           |
|---|-----------|
| • State squad/team                      | 3 points  |
| • National Development Squad            | 6 points  |
| • National Senior squad                 | 8 points  |
| • Australian Junior Team Representative | 12 points |
| • Australian Senior Team Representative | 12 points |
| • OWI squad                             | 12 points |
| • Top 16 World Ranking                  | 12 points |
| • Olympic /World medalist               | 12 points |

Note: each athlete can only be scored in one category each year

#### D. Other

- Work with a designated Master Coach\*\* 5 points
- Australian Sports Commission organised event 5 points
- State Team Coach 5 points
- Other National Team Coach 12 points
- Representative National Team Coach at Olympics or World Championships 20 points
- Coach for a minimum of 20 hours per year 2 points
- Coach at a State run Skating School for a minimum of 8 weeks 2 points

Note: only two representations can be scored in each year.

\*\* As designated by AIR

Other activities may be recognised, at the discretion of the AIR Inc. Requests for inclusion should be made in writing to the AIR Director of Development:

[director\\_development@australianiceracing.org](mailto:director_development@australianiceracing.org)



## Appendix 4 – AIR National Coaching Accreditation Scheme (NCAS) Registration Form

### PERSONAL DETAILS

Full Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_ Mobile number: \_\_\_\_\_

NCAS Registration Number: \_\_\_\_\_ (if known)

First time registration

Re-accreditation

Signature of applicant: \_\_\_\_\_ Date: \_\_\_\_\_

### Coaching courses attended

Level 1 coaching course

Venue/State: \_\_\_\_\_ Date: \_\_\_\_\_

Level 2 coaching course

Venue/State: \_\_\_\_\_ Date: \_\_\_\_\_

Other coaching course

Details of other coaching course: \_\_\_\_\_

\_\_\_\_\_

Venue/State: \_\_\_\_\_ Date: \_\_\_\_\_

## APPLICATION OPTIONS

Please tick the appropriate application option and include evidence of successfully completing the following:

Option 1 <input type="checkbox"/>	Option 2 <input type="checkbox"/>	Option 3 <input type="checkbox"/>
ASC online Community Coaching General Principles certificate	VicSport Ice Sport Instructor Course (certificate)	Apply for Recognition for Prior Learning
Completed 5 hours observation or coaching practice (signed log book hours)	Recognition for Prior Learning will also be given for Module 3: Games of the Level 1 Short Track Speed Skating Accreditation Program (RPL will be granted automatically)	Refer to Recognition for Prior Learning/Current Competence Guidelines
Completed AIR Level 1 Coaching Course		Completed PRL/RCC Application Form
Must be a current registered AIR member		
Completed AIR NCAS Registration Form		
Signed AIR Inc. Coaches Code of Conduct Agreement Form		
Current State/Territory Child Protection card/Certificate		

Send completed application form to: AIR, [General Secretary](#)

## Appendix 5 – Recognised Prior Learning (RPL)/Recognised Current Competence (RCC) Application Form

### SECTION 1 – Personal details

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

Address: \_\_\_\_\_

Mobile: \_\_\_\_\_ Email: \_\_\_\_\_

Organisation: \_\_\_\_\_ Position: \_\_\_\_\_

### SECTION 2 – Evidence (COMPULSORY)

<b>Competency</b> List the competency or learning outcome for which recognition is being sought	<b>Summary of evidence provided</b> Please supply evidence relating to each competency in the form of education and training, work related experiences and life experiences. Please attach copies of documents and /or references to the application form.

### SECTION 3 – Applicant declaration

I declare that the evidence I have provided is a true and accurate record of my work and life experiences:

Signature of applicant: \_\_\_\_\_ Date: \_\_\_\_\_

Send completed application form to: AIR, [General Secretary](#)

## Appendix 6 – Recognised Prior Learning (RPL)/Recognised Current Competence (RCC) Assessment Report

Applicant's name: \_\_\_\_\_

<b>Competency</b> <i>Insert competency learning outcome details</i>	<b>Evidence Supplied</b>	<b>Validity</b> <i>(is the evidence relevant to the performance criteria?)</i>	<b>Sufficiency</b> <i>(is there enough evidence?)</i>	<b>Authenticity</b> <i>(is the evidence a true reflection of the candidate?)</i>	<b>Current</b> <i>(Is the evidence recent? obtained within the last four years?)</i>	<b>Comments</b>
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

*<<Note: Continue to insert extra spaces for additional competencies/learning outcomes>>*

**All competencies/learning outcomes met:** (please circle)

YES

NO (please provide advice to the applicant of what evidence they are still required to supply)

Name of Assessor: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

Position: \_\_\_\_\_ Contact number \_\_\_\_\_

<b>Assessor's comments</b>	<b>Recommendations</b>