



## **Ice Hockey Australia**

# **National Coaching Accreditation & Compliance Scheme**

## **Level III Coach Accreditation & Compliance Framework**



**Australian Government**  
**Australian Sports Commission**





# Ice Hockey Australia

(Trading name of the Australian Ice Hockey Federation)

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## From the office of the National Coaching Director

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

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

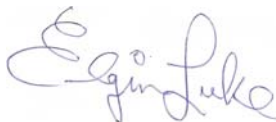
### **Level III Process for 2009 season and beyond**

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

- Step 9: Once accredited, the coach will hold their accreditation for a period of Four (4) years as explained in IHA's Updating Policy under Section 1.6 of this document, in particular if they have:
- Actively coached 100 hours;
  - Attained 50 credit points (as listed in section 1.6);
  - Completed a Level II Updating Seminar before the end of the four (4) year accreditation period; **or**
  - Successfully completed Level III prior to the end of the fourth (4) year accreditation period.
- Step 10: The ASC / IHA will supply newly accredited coaches with a logbook to record all update activities. Coaches are encouraged to take their logbooks to all possible updating activities to have them signed by their state course coordinator. On completion of the four (4) year accreditation period, the logbooks are to be submitted to IHA's National Coaching Director for processing.
- Step 11: IHA Level III Coaches are urged to approach their peers and/or a Certified IHA Mentor for mentoring and evaluating their performance. When called upon, IHA will assist with air travel to the requesting state. The state or territory is responsible for ground transport, accommodation and meals. Further details of IHA's Mentoring Program are outlined in Section 2.2 (page 12) of this document.
- Step 12: The IHA Level III Coach Accreditation Program is designed to have participants attend a Five (5) 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 III accreditation without having to formally attend the Accreditation Program whereby certain activities and tasks can be completed in the candidates own time. Candidates who require or would benefit from differing assessment approaches will be accommodated.

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



Elgin Luke  
IHA National Coaching Director

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## Section 1 – Accreditation Program General Information and Administration

### 1.1 Details of the NSO

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#### Authorisation of the Organisation:

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




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

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

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

Coach	Participant
<b>Learn to Play Coach</b> <i>(Non-Accredited Training)</i> Basic / community coach level of coaching, to assist people to facilitate safe introductory activities with children	<b>Introductory Level</b> Children wishing to “come and try” the sport of Ice hockey in a modified, safe and fun learning environment.
<b>Level 1 (Club Coach)</b> Working at club level to develop player knowledge and skills and introduce them to competition	<b>Participation Level</b> Club players looking to develop skills and knowledge and enjoy competition activities.
<b>Level 2 (Development Coach)</b> Working at regional level to raise the standard of players.	<b>Development Level</b> Players who have developed sound skills and abilities and who aspire to higher levels of performance in competition.
<b>Level III (Performance Coach)</b> Coaches aspiring to state and national level coaching positions and working with high performance players.	<b>Performance Level (State and National Teams)</b> Players achieving high levels of competitive success and are aspiring to achieve their potential at national and international level.

### 1.3 Integrated or Separate Coaching General Principles Content

The IHA *Level III Coach Accreditation Program* is a stand-alone program, as there is no Level III (or equivalent) Coaching General Principles framework provided by the ASC.

### 1.4 Venue

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

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

### 1.5 Coach's Code of Behaviour

IHA has adopted the ASC Coach's Code of Behaviour & Ethics, 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 & Ethics Individual Agreement Form

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

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

\_\_\_\_\_  
Address continued

am seeking accreditation / re-accreditation (please circle) for the following Australian Sports Commission (ASC) qualification:

\_\_\_\_\_  
Level / Qualification

***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)

## 1.6 Updating Policy

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

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

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

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

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

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

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

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

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

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

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

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

## Updating: Who does what?

### The role of IHA is to:

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

### The role of the coach is to:

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

## IHA Level III Coach Updating Requirements

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

- Actively coached 100 hours with performance level players (i.e. representative players), attained 50 credit points and completed an Updating Seminar before the end of the 4 year accreditation period.

## Credit Points Scale for Accreditation Updating

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

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

### Updating Seminar Options

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

## Section 2 – Quality Assurance

### 2.1 Complaints Handling Procedure

Candidates with grievances about the conduct of their Level III 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 III Coach Accreditation Program* Presenters must have a minimum of current NCAS – Level III accreditation, and have a minimum of 5 years coaching experience.

All *Level III 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 III Coaching Assessors must have IHA Level III 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 III 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 III Coaches are urged to approach their peers and / or specialists to be their mentor/s (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 III 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 III 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 4 years, as part of an ongoing continual improvement process.

The IHA Level III 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 III coaches maintaining currency / accreditation after their initial 2 year accreditation period.*
- ✓ *The number of accredited Level III coaches working as coach mentors.*
- ✓ *A Needs Analysis Form (refer **Appendix B**) is circulated to candidates prior to the training program being conducted and is used in conjunction with other tools to review and evaluate the training program's course content, outcomes and assessment.*

## Section 3 – Accreditation Program Delivery

### 3.1 Recognition of Current Competence

The will be **no honorary accreditation**.

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

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

The necessary information and RCC application package will be sent to the candidate, who is required to complete and return the information, along with the RCC application fee of \$200.00. The application will be assessed and candidates will be informed that:

1. *They have successfully met all competencies within the Level III 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 III 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 III Coach Accreditation Program competencies and will be required to attend all components of the Program.*

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

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

### 3.2 Flexible Delivery

The IHA Level III Coach Accreditation Program is designed to have participants attend a 5 day face-to-face competency based workshop / camp, which incorporates both theoretical and practical learning activities.

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

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

As this Training Program is based on competency-based training and assessment principles, and is designed to meet the individual needs of Level III 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

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

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

### 3.3 Implementation Strategy

To ensure the consistency and quality of Level III 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 III Coach Accreditation Program Syllabus Framework and Resource Review every 4 years

## Section 4 – Accreditation Program Description

### 4.1 Competency Statements

IHA Level III Accredited Coaches will be able to:

#### *Plan and Prepare:*

- Collect and analyse current information (possibly from other sports) to:
  - assist in the development of their own performance level Ice Hockey players
  - prepare for the opposition
  - consider environmental factors
- Plan and prepare a long term, integrated plan for the development of performance level Ice Hockey players
- Develop individualised long term plans that link to the team plan
- Coordinate other specialist expertise involved in the delivery of the long term plan
- Manage time effectively to ensure own health and well being and avoid burn-out

#### *Conduct:*

- Implement the performance level coaching program effectively
- Develop technical and tactical skills of the performance level Ice Hockey players in an innovative manner that enables the player / team to learn most effectively
- Negotiate and interact effectively with the different personality styles and needs within the squad / team
- Facilitate a learning environment for other coaches
- Provide leadership and direction to own and linked developmental programs
- Provide guidance to athletes regarding pathways within the sport

#### *Monitor / Review:*

- Utilise technology to undertake in-depth analysis of the performance level Ice Hockey player / team performance
- Performance level Ice Hockey players fitness, health & well being
- Environmental factors influencing the performance level Ice Hockey team / players' performance

#### *Evaluate:*

- Evaluate achievement of the goals of the long term plan (both long and short term goals)
- Analyse results of athlete tests conducted by specialists (or themselves)

#### *Adapt:*

- Implement appropriate modifications to the coaching program
- Continually address ineffective coaching behaviours

### 4.2 Assessment

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

## ASSESSMENT TASKS – UNIT 1

<b>Unit 1</b>	<b>Managing a High Performance Ice Hockey Coaching Program</b>
<b>Assessment Tasks</b>	Complete Tasks 1 – 5 (outlined below).
<b>Purpose of Assessment</b>	<p>To assess the candidate's ability to identify the human and physical resource needs of their program and to effectively manage the resources available.</p> <p>The unit also develops skills required for the candidate to effectively manage their stress levels, their time and their career development, as well as the stress levels of their players.</p>
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Conduct a needs analysis of their coaching program to determine its human and physical resource requirements</li> <li>2. Identify the roles and responsibilities of support staff within their program</li> <li>3. Determine how relevant human and physical resource requirements may be realistically attained</li> <li>4. Identify common causes of coach stress</li> <li>5. Plan and implement personal stress reduction strategies</li> <li>6. Outline the importance of having a career goal / plan</li> <li>7. Recognise signs of stress in players and determine the appropriate level of arousal</li> <li>8. Identify optimal levels of arousal in players</li> <li>9. Develop ways to increase or decrease arousal level when an athlete is not in control of stress during a game</li> <li>10. Assist players to re-channel particularly negative stress, e.g. "choking"</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level III Coaching Manual and an Ice Hockey team to coach.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. In relation to your coaching program, you are to conduct a **Human and Physical Resource Audit** and a **Needs Analysis**. The **Resource Audit** will allow you to identify the human and physical resources currently in place in your program, and the **Needs Analysis** will assist you to document additional human / physical resources that would assist your program. Obviously the additional resources would need to be achievable within your program's budgetary constraints.

2. You are required to provide constructive feedback to support staff within your program. To do this, you will need to undertake and document a Performance Appraisal of at least one support staff member (e.g. assistant coach, manager, masseuse, nutritionist, strength and conditioning coach, psychologist, administrator, etc) within your program.

The performance appraisal needs to assess the performance of the person, in line with their “position description”. If these support staff do not have a documented position description, you will need to develop this (please provide evidence of this document).

3. How do you deal with potentially stressful situations? List five potentially stressful situations in your current coaching role and outline how you deal with these (are these methods effective or ineffective?)

Stressful Situation	Coping strategy	Effective / Ineffective?
1.		
2.		
3.		
4.		
5.		

4. **Psychological Profiling** - Use the profiling table below to psychologically profile the performance of at least 1 of the high performance players you are currently coaching.

Psychological Skill Category	Rating (0 – 10)
▪ Dealing with errors	
▪ Creating their optimal performance state	
▪ Maintaining their optimal performance state	
▪ Confidence	
▪ Motivation	
▪ Concentration	
▪ Goal setting	
▪ Team outlook	
▪ Performing under pressure	
▪ Dealing with form slumps	
▪ Work ethic	

5. **Player Optimal Performance State** - The objective of this exercise, is for your players to realise that how they think about an event usually starts a chain reaction that leads to various levels of arousal and therefore various levels and types of anxiety.

If your players can learn what works for them and replicate these strategies, they are far more likely to feel in control, which will go a long way to managing their anxiety levels effectively.

Please work with at least 1 high performance player (who you are currently coaching) and ask them to briefly answer the following questions:

- **Identify -**
  - A competition situation when you performed poorly.

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- How did you feel in the lead-up to the game / tournament?

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- What were thinking about in the lead-up to the game / tournament?

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- What did you do in the lead-up to the game / tournament?

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▪ **Identify -**

- The competition situation when you performed the best you have ever performed.

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- How did you feel in the lead-up to the competition?

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- What were thinking about in the lead-up to the competition?

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- What did you do in the lead-up to the competition?

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# Unit 1 – Assessment Tool



*(IHA Assessor to Complete)*



## 1. Managing a High Performance Ice Hockey Program

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

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

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Conduct a needs analysis of their coaching program to determine its human and physical resource requirements		
Identify the roles and responsibilities of support staff within their program		
Determine how relevant human and physical resource requirements may be realistically attained		
Identify common causes of coach stress		
Plan and implement personal stress reduction strategies		
Outline the importance of having a career goal / plan		
Recognise signs of stress in players and determine the appropriate level of arousal		
Identify optimal levels of arousal in players		



## ASSESSMENT TASK – UNIT 2

<b>Unit 2</b>	<b>Injury Prevention and Management</b>
<b>Assessment Tasks</b>	Complete Tasks 1 – 3 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate's understanding of specific strategies to enhance the physical preparation of development level Ice Hockey players.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Recognise injuries and their degree of gravity</li> <li>2. Initiate treatment priorities and immediate care</li> <li>3. Administer immediate first-aid care</li> <li>4. Determine, with professional guidance, when and how players should resume training and competition</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level III Coaching Manual and an Ice Hockey team to coach.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. You are to list 3 strategies that you are currently using to try to prevent or minimise the injuries suffered by your athletes. Please discuss how well these strategies are working.

Injury Prevention / Minimisation Strategy	The Strategy's Effectiveness
1.	
2.	
3.	

2. In the space provided below, you are to outline how you have effectively treated a player's injury from 0 – 72 hours. Please be specific.

Injury description and cause:

Treatment strategies:

3. **When a player you are currently coaching suffers from an injury (that will keep them out of competition for at least 2 weeks), you are to develop a specific injury rehabilitation program for them. Please provide specific information in each of the sections listed below. If you have access to sports medicine personnel who work with your players, you can work with them in completing this task.**

(a) How will you get the player to regain normal range of motion in the injured area?

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**(b) How will you get the athlete to regain their normal muscle strength (and size, if needed)?**

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**(c) How will you get the player to regain their normal muscle and cardiovascular endurance fitness?**

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**(d) How will you get the player to regain their normal speed and agility?**

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**(e) How you make sure the player is psychologically ready to compete again?**

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# Unit 2 – Assessment Tool



*(IHA Assessor to Complete)*



## 2. Injury Prevention and Management

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

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

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Recognise injuries and their degree of gravity		
Initiate treatment priorities and immediate care		
Administer immediate first-aid care		
Determine, with professional guidance, when and how players should resume training and competition		

**Additional comments / recommendations:**

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

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

## ASSESSMENT TASK – UNIT 3

<b>Unit 3</b>	<b>Coach Mentoring</b>
<b>Assessment Tasks</b>	Complete Tasks 1 – 2 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate's ability to develop the basis of a coach mentor program to be used in their club, district, region, or state.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"><li>1. Understand the key components of a successful coach mentor program</li><li>2. Develop a Coach Mentor Program Action Plan</li></ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level III Coaching Manual. Candidates may work individually, or in small groups.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. In Task 2, you will develop a Coach Mentor Program Action Plan for your Club, District, Region or State. Prior to doing this, consider and respond to the following questions:

- (a) What benefits could come from you developing a coach mentor program for your club, district / region or state?

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- (b) Who will the Program target and why?

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**(c) What specific objectives / purpose will the Program have?**

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**(d) What resources do you have that you could use in the Program (human, physical, financial)?**

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**(e) Will any resources need to be developed? If so, what are these?**

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**(f) What will be the expenses associated with implementing the program, and how will these be met?**

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**(g) Are there coach mentoring systems already in place that you could build on? If so, what are these?**

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**(h) What roles will the mentors play?**

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**(i) What skills will your mentors need and how will you select them?**

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**(j) How will your mentor training occur?**

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**(k) How will you provide recognition / rewards to your mentors?**

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**(l) Will your mentors be assessed and registered as assessors?**

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**(m) How will you evaluate the program to measure its success?**

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2. Having considered the questions in Task 1, develop a basic Action Plan, which will outline how you will go about developing the Coach Mentor Program. Please use the template provided below.

Task (What)?	Strategy (How)?	Who?	Resources?	Timeline
1				
2				
3				
4				
5				
6				
7				
8				
9				

# Unit 3 – Assessment Tool



*(IHA Assessor to Complete)*



## 3. Coach Mentoring

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

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

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Understand the key components of a successful coach mentor program		
Develop a Coach Mentor Program Action Plan		

**Additional comments / recommendations:**

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

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

## ASSESSMENT TASK - UNIT 4

<b>Unit 4</b>	<b>Nutrition for Performance</b>
<b>Assessment Tasks</b>	Complete Tasks 1 – 3 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate's ability to provide simple and accurate nutritional advice to players and parents.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Identify the essential nutrients in a balanced diet</li> <li>2. Provide players and parents with guidelines for wise daily and pre-game eating</li> <li>3. Identify the need for adequate fluid replacement for players during practices and games</li> <li>4. Advise players regarding how to adapt their eating habits to special situations, such as tournaments</li> <li>5. Dispel the myths that surround the topic of nutrition and sport</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level III Coaching Manual and an Ice Hockey team to coach.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. **3 Day Diet Diary - Sometimes coaches think their players are eating well, when in fact they are not. A good way to see how well they are eating is to have them keep a food and drink intake diary for 3 consecutive days. In this diary, the athlete needs to include ALL food and drink they consume over the 3-day period (i.e. breakfast, lunch, dinner and snacks). They also need to include the size of the serving (as accurately as possible).**

**Have at least 1 of your players keep a 3-day food diary, using the template provided on the following pages.**

**Diet Diary - Day 1**

<b>Meal</b>	<b>Food Description</b>	<b>Quantity (as accurately as possible)</b>
<b>Breakfast</b>		
<b>Morning Tea</b>		
<b>Lunch</b>		
<b>Afternoon Tea</b>		
<b>Dinner</b>		
<b>Other (e.g. nutritional supplements, mediations, alcohol, etc)</b>		

**Diet Diary - Day 2**

<b>Meal</b>	<b>Food Description</b>	<b>Quantity (as accurately as possible)</b>
<b>Breakfast</b>		
<b>Morning Tea</b>		
<b>Lunch</b>		
<b>Afternoon Tea</b>		
<b>Dinner</b>		
<b>Other (e.g. nutritional supplements, mediations, alcohol, etc)</b>		

**Diet Diary - Day 3**

<b>Meal</b>	<b>Food Description</b>	<b>Quantity (as accurately as possible)</b>
<b>Breakfast</b>		
<b>Morning Tea</b>		
<b>Lunch</b>		
<b>Afternoon Tea</b>		
<b>Dinner</b>		
<b>Other (e.g. nutritional supplements, mediations, alcohol, etc)</b>		



# Module 4 – Assessment Tool



*(IHA Assessor to Complete)*



## 4. Nutrition for Performance

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

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

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Identify the essential nutrients in a balanced diet		
Provide players and parents with guidelines for wise daily and pre-game eating		
Identify the need for adequate fluid replacement for players during practices and games		
Advise players regarding how to adapt their eating habits to special situations, such as tournaments		
Dispel the myths that surround the topic of nutrition and sport		

**Additional comments / recommendations:**

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

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

## ASSESSMENT TASK – UNIT 5

<b>Unit 5</b>	<b>Coaching for “Team” Performance</b>
<b>Assessment Tasks</b>	Complete Tasks 1 – 4 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate’s awareness of strategies to use to more effectively coach groups of high performance players in a team / large squad environment.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Understand the components for building a cohesive and effective team</li> <li>2. Understand the appeal to both extrinsic and intrinsic aspects of motivation</li> <li>3. Use goal-setting and communication as key tools for motivating teams / squads effectively</li> <li>4. Outline how individual athlete roles will be identified and how this information will be disseminated</li> <li>5. Design coaching activities to develop individual athletes’ skills whilst also meeting the needs of the group</li> <li>6. Develop a leadership group within the training group to provide athlete ownership and responsibility</li> <li>7. Understand the importance for athlete / group involvement in the development of program objectives and performance goals</li> <li>8. Understand the importance of a positive group culture</li> <li>9. Identify the key elements of a positive group culture</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level III Coaching Manual and an Ice Hockey team to coach.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. You are to work with a team / squad who you are currently coaching to assist / guide the team to develop their own performance goals. The team is to develop the following:
  - Short-term outcome goals
  - Short-term process goals
  - Long-term outcome goals
  - Long-term process goals

Please provide evidence of the player’s goals in the table provided below.

## Team Performance Goals

<b>Short-Term Outcome Goals (1-3 months)</b>	<b>Short-Term Process Goals (1-3 months)</b>
<b>Long-Term Outcome Goals (3-12 months)</b>	<b>Long-Term Process Goals (3-12 months)</b>

2. Design a simple training session for your team / squad that allows the development of *team unity*, *team skills* AND *individual skills*. (Please use the session plan template over the page to complete this task).

**Session Plan Template**

<b>Coach Name:</b>	<b>Session Aim:</b>
<b>Date:</b>	<b>Place:</b>
<b>Length of Session (Time):</b>	<b>Level of Team Performance:</b>
<b>Equipment Needed / Available:</b>	
<b>Warm-up</b>	
<b>Activity 1</b>	
<b>Activity 2</b>	
<b>Activity 3</b>	
<b>Cool-down</b>	

3. Deliver the training session with a team you are currently coaching.

4. Use the following table to discuss how effective the session was in developing:

- Team unity
- Team skills
- Individual skills

Also discuss how you could improve the session for next time.

<b>How effective was the session in the following areas?</b>	<b>How could you improve the session for next time?</b>
<b>Developing Team Unity:</b>	
<b>Developing Team Skills:</b>	
<b>Developing Individual Skills:</b>	

# Unit 5 – Assessment Tool



*(IHA Assessor to Complete)*



## 5. Coaching for “Team” Performance

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

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

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Understand the components for building a cohesive and effective team		
Understand the appeal to both extrinsic and intrinsic aspects of motivation		
Use goal-setting and communication as key tools for motivating teams / squads effectively		
Outline how individual athlete roles will be identified and how this information will be disseminated		
Design coaching activities to develop individual athletes' skills whilst also meeting the needs of the group.		
Develop a leadership group within the training group to provide athlete ownership and responsibility		
Understand the importance for athlete / group involvement in the development of program objectives and performance goals		
Understand the importance of a positive group culture		
Identify the key elements of a positive group culture		

**Additional comments / recommendations:**

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

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

## ASSESSMENT TASK – UNIT 6

<b>Unit 6</b>	<b>Bench Management and Game Day Preparation</b>
<b>Assessment Tasks</b>	Complete Tasks 1 – 2 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate's ability to plan for, implement and review effective player bench management during games and general game day organisation.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Organise and manage the team players' bench during games</li> <li>2. Effectively organise / coordinate all game day activities for the team</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level III Coaching Manual and an Ice Hockey team to coach.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. Design a plan to ensure that the Player's Bench is well managed during an upcoming game. Implement your Bench Management Plan during a game you are coaching and then review its effectiveness after the game.

Bench Management Issues	Your Strategies	How Effective Were Your Strategies?	What Improvements Could You Make?
Layout			
Staff Roles			
Line Changes			
Player Focus			
Coach's Feedback			

2. Using the following template, come up with a plan to ensure that game day activities are well managed during an upcoming game your team is participating in. On game day, implement the game day strategies you have develop and then review their effectiveness after the game.

Game Day Activities	Your Strategies	How Effective Were Your Strategies?	What Improvements Could You Make?
Pre-Game:	Mental		
	Physical		
During the game			
Post game			

# Unit 6 – Assessment Tool



*(IHA Assessor to Complete)*



## 6. Bench Management and Game Day Preparation

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

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

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Organise and manage the team players' bench during games		
Effectively organise / coordinate all game day activities for the team		

**Additional comments / recommendations:**

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

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

## ASSESSMENT TASK – UNIT 7

<b>Unit 7</b>	<b>Practical Biomechanics for Skill Analysis and Development</b>
<b>Assessment Tasks</b>	Complete Task 1 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate's ability to understand relevant basic theories of biomechanics / skill analysis, skills and how to adapt these theories to their coaching environment.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Identify common and critical movement patterns relevant to Ice Hockey performance</li> <li>2. Understand key principles of mechanical efficiency and how they relate to Ice Hockey technique and performance</li> <li>3. Diagnose offensive and defensive skill inefficiencies and design, implement and review relevant correctional activities</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level III Coaching Manual and an Ice Hockey team to coach.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. You are to analyse a performance level player (whom you are currently coaching) performing both an individual **offensive** skill AND an individual **defensive** skill. In doing so you need to:
  - Outline the method(s) of observation / analysis used
  - Identify a technical and/or physical weakness
  - Develop an adaptation / improvement training activity designed to address the identified weakness. Information provided is to include:
    - *The objective of the training activity*
    - *An explanation of the training activity*
    - *Key teaching / coaching points for the training activity*
  - Implement the training activity with the player
  - Review the effectiveness of the training activity and how you could improve it based on your observations

**Please use the 2 separate templates found on the following pages.**

**Template 1 – Individual offensive skill**

**Player's Name:**

**Level of Performance (Competition Proficiency):**

**Skill being analysed:**

<b>Method(s) of Observation / Analysis</b>	
<b>Technical / Physical Weakness</b>	
<b>Adaptation / Improvement Training Activity:</b>	
<i>The objective of the training activity</i>	
<i>An explanation of the training activity</i>	
<i>Key teaching / coaching points for the training activity</i>	
<b>Review the Effectiveness of the Training Activity:</b>	
<i>What were the performance outcomes (technical / physical)?</i>	
<i>How could the activity be improved?</i>	

**Template 2 – Individual defensive skill**

**Player's Name:**

**Level of Performance (Competition Proficiency):**

**Skill being analysed:**

<b>Method(s) of Observation / Analysis</b>	
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<b>Technical / Physical Weakness</b>	
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**Adaptation / Improvement Training Activity:**

<i>The objective of the training activity</i>	
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<i>An explanation of the training activity</i>	
--	--

<i>Key teaching / coaching points for the training activity</i>	
---	--

**Review the Effectiveness of the Training Activity:**

<i>What were the performance outcomes (technical / physical)?</i>	
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<i>How could the activity be improved?</i>	
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# Unit 7 – Assessment Tool



*(IHA Assessor to Complete)*



## 7. Practical Biomechanics for Skill Analysis and Development

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

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

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Identify common and critical movement patterns relevant to Ice Hockey performance		
Understand key principles of mechanical efficiency and how they relate to Ice Hockey technique and performance		
Diagnose offensive and defensive skill inefficiencies and design, implement and review relevant correctional activities		

**Additional comments / recommendations:**

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

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







# Unit 8 – Assessment Tool



*(IHA Assessor to Complete)*



## 8. Statistics for Coaches

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

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

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Select statistics applicable to their coaching situation		
Apply statistics in a given situation		
Interpret data compiled		
Appreciate the benefits and dangers associated with the application of statistics		
Compile data in chart form		

**Additional comments / recommendations:**

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

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

## ASSESSMENT TASK – UNIT 9

<b>Unit 9</b>	<b>High Performance Team Planning</b>
<b>Assessment Tasks</b>	Complete Task 1 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate's ability to select players, conduct and evaluate relevant physiological and skill based testing protocols, and their ability to use the information from testing to develop specific season, monthly and weekly training plans.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Develop a prioritised checklist of variables to be used when evaluating and selecting players</li> <li>2. Select and implement / coordinate the use of relevant player testing protocols</li> <li>3. Design the content for try-out sessions</li> <li>4. Use the results of selection criteria to select a performance / high performance level Ice Hockey team</li> <li>5. Implement a team physiological and skill testing program</li> <li>6. Use the results of a team physiological and skill testing program to design seasonal, macrocycle (1 month) and microcycle (1 week) training programs for a performance / high performance level Ice Hockey team that you are coaching.</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level III Coaching Manual and a performance / high performance level Ice Hockey team to coach.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. (a) You are to select the players for a performance / high performance level team that you are coaching. What does it take for the team and the individuals within it to be successful? (There will be different requirements for different positions).  
Your task is to develop a prioritised checklist of selection criteria to be used when evaluating and selecting players for the team.
  - (b) Use the player selection checklist to select the team.
  - (c) What physiological and skill based tests will you implement to determine the current physical and skill capacities of the players in the team? Provide specific details, including information regarding:
    - How you will conduct the tests
    - What resources are required for each of the tests
    - How you plan to interpret the results (i.e. what do they mean?)
  - (d) Using the tests you have identified / developed, you are required to conduct these tests with the players selected in the team and record the results.
  - (e) Evaluate the test results in a brief report and include a summary of each of the players tested.
  - (f) Based on the results from the testing program, you are to develop the following training plans for the team:
    - (i) Season plan
    - (ii) Monthly plan (macrocycle)
    - (iii) Weekly plan (microcycle)

**Please use the planning templates on the following pages.**

**(i) Season Plan**

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

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

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

- (ii) Based on the seasonal plan you have already developed; use the monthly planning template over the page to develop a skeletal (broad) monthly coaching plan for your team / players.

In addition to the skeletal plan, please provide the following information:

- Training Phase – What training phase is your team in during the month you are planning for?

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- How have you involved the players in the development of this monthly training plan?

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- Is there any other information that you feel is relevant to the development of the monthly plan (e.g. recent injuries, illness, etc)?

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## Monthly Coaching Plan

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

**(iii) Weekly Coaching Plan**

Based on the seasonal plan you have already developed; use the weekly planning template below to develop a skeletal (broad) week coaching plan for your team / players.

<b>Capacity</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>Skill / Tactical Development</b>							
<b>Speed Development</b>							
<b>Strength Development</b>							
<b>Power Development</b>							
<b>Agility Development</b>							
<b>Endurance Development</b>							
<b>Flexibility Development</b>							
<b>Psychological Skills</b>							
<b>Recovery Activities</b>							
<b>Competition</b>							

# Unit 9 – Assessment Tool



*(IHA Assessor to Complete)*



## 9. High Performance Team Planning

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

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

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Develop a prioritised checklist of variables to be used when evaluating and selecting players		
Select and implement / coordinate the use of relevant player testing protocols		
Design the content for try-out sessions		
Use the results of selection criteria to select a performance / high performance level Ice Hockey team		
Implement a team physiological and skill testing program		
Use the results of a team physiological and skill testing program to design seasonal, macrocycle (1 month) and microcycle (1 week) training programs for a performance / high performance level Ice Hockey team you are coaching		

**Additional comments / recommendations:**

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

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

## ASSESSMENT TASK – UNIT 10

<b>Unit 10</b>	<b>Rules and Their Interpretation</b>
<b>Assessment Tasks</b>	Complete Tasks 1 – 2 (outlined below).
<b>Purpose of Assessment</b>	To assess the candidate’s ability to understand relevant game rules and their interpretations, and how to use their understanding in their coaching environment.
<b>Learning Outcomes</b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Understand what constitutes the following rules, various interpretations of the rules and what their penalties are: <ul style="list-style-type: none"> <li>- <i>Minor, major and match penalties</i></li> <li>- <i>Offside rules</i></li> <li>- <i>Icing the puck rules</i></li> <li>- <i>Checking from behind rule</i></li> <li>- <i>Interference</i></li> </ul> </li> <li>2. Outline how they will use knowledge of rules and their interpretations can be used in their training to benefit their players</li> </ol>
<b>Conditions of Assessment</b>	Candidates will have access to the IIHF Coach Development Program Level III Coaching Manual and a performance / high performance level Ice Hockey team to coach.
<b>Evidence Required</b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

### Tasks

1. You are to watch a sequence of high performance Ice Hockey game footage and identify the rules which have been breached, and what the penalties should be.

Rule Breached	Appropriate Penalty

2. Outline how you currently use knowledge of rules, and their interpretations in your training, to benefit your players. Also discuss how you could improve the way you do this in training. Please be specific.

Your Current Strategies	Improvement Strategies

# Unit 10 – Assessment Tool



*(IHA Assessor to Complete)*



## 10. Rules and Their Interpretation

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

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

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Understand what constitutes the following rules, various interpretations of the rules and what their penalties are: <ul style="list-style-type: none"> <li>- <i>Minor, major and match penalties</i></li> <li>- <i>Offside rules</i></li> <li>- <i>Icing the puck rules</i></li> <li>- <i>Checking from behind rule</i></li> <li>- <i>Interference</i></li> </ul>		
Outline how they will use knowledge of rules and their interpretations can be used in their training to benefit their players		

**Additional comments / recommendations:**

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

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

## PRACTICAL ASSESSMENT TASK – UNIT 11

Unit 11	The Level III Ice Hockey Coach in Action
<b><u>Assessment Tasks</u></b>	Complete Tasks 1 – 2 (outlined below).
<b><u>Purpose of Assessment</u></b>	To ensure that all candidates practically demonstrate key competencies in a real performance / high performance coaching environment and that networks with accredited Ice Hockey coaches are formed or enhanced.
<b><u>Learning Outcomes</u></b> <i>(Coaches will be able to):</i>	<ol style="list-style-type: none"> <li>1. Teach the concepts of positional play and challenging the shooter</li> <li>2. Recognise the goaltender's responsibilities in offensive and defensive team play</li> <li>3. Identify the key points of reference for a goaltender</li> <li>4. Use both of their goaltenders in a positive manner</li> <li>5. Evaluate their goaltenders and recommend specific improvement strategies</li> <li>6. Select and teach the appropriate offensive tactics to counter any defensive situation in 3 zones</li> <li>7. Teach players the appropriate offensive tactics in the 3 zones relative to the game situation</li> <li>8. Select and teach the appropriate defensive tactics to counter any offensive situations</li> <li>9. Teach players the appropriate defensive tactics in the 3 zones relative to the game situation</li> <li>10. Teach offensive team tactics and principles</li> <li>11. Build team play systems both offensively and defensively by applying the proper principles and tactics</li> <li>12. Coordinate team play systems in all 3 zones of the ice both offensively and defensively</li> <li>13. Understand the basic defensive tactics and principles governing team tactics</li> <li>14. Develop an effective power play system for 5 v 4, 5 v 3 and 4 v 3 advantage situations</li> <li>15. Develop an effective penalty killing system for 4 v 5, 3 v 5 and 3 v 4 disadvantage situations</li> <li>16. Understand face-off tactics and select appropriate alignments</li> <li>17.</li> </ol>
<b><u>Conditions of Assessment</u></b>	<p>Candidates will have access to the IIHF Coach Development Program Level III Coaching. In course, candidates may work individually, and / or in small groups.</p> <p>Candidates will also have access to a suitable Ice Hockey coaching environment, performance / high performance level players, suitable equipment to allow them to undertake the tasks and an accredited Level III Hockey coach to supervise their post course coaching and provide them with feedback.</p>
<b><u>Evidence Required</u></b>	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

## **Tasks**

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

### **Goaltending Skills**

#### **a. Positional Play**

- Required skating skills
- Physical skills
- Position
- Timing

#### **b. Challenging the Shooter**

- Where to challenge
- When to challenge
- Points of reference
- Playing the post

#### **c. Role of the Goaltender**

- One-on-one situations & in team play
- Special situations

#### **d. Coaching Goaltenders**

- Rotation & Equality
- When to change during a game
- Use of the alternate goaltender on the bench during games

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

#### **a. Individual Offensive Tactics and Principles**

##### Offensive Zone

- Playing in the scoring area
- Behind the net and on the boards
- Blue line play

##### Neutral Zone

- Screening
- Stretching
- Moving to the space
- Using the mid-lane
- The half zone rule
- Defence regroup

##### Defensive Zone

- Escapes
- Puck around the boards
- Defence behind the net
- Stretching, screening, moving to the space

## **b. Individual Defensive Tactics and Principles**

### Defending one-on-one

- Positioning
- Closing the gap
- Body contact

### Defending an opponent in the defending corner

- Positioning
- Closing the gap by pressure
- Body contact

### Defending along the boards

- Pinning

### Back checking

- Positioning
- Head-on-a-Swivel
- Holding the lane
- Chasing the opponent

### Offensive Zone

- Pressure checking
- Contain checking

### Neutral Zone

- Inside out forechecking
- Back checking
- Head-on-a-Swivel
- Defence

### Defensive Zone

- In front of the net
- Blocking shots
- Along the boards

## **c. Defensive Team Principles, Tactics and Systems**

### The progressive steps in teaching tactics

- Defending 2-on-2
- Defending 2-on-1
- Defending 1-on-2
- Man-to-man coverage
- Defending against a second wave
- Riding your check
- Defensive your check
- Defensive zone tactics

#### **d. Offensive Team Principles, Tactics and Systems**

##### Offensive team play systems

- Pressure
- Puck control
- Support
- Transition

##### Defensive team play systems

- Pressure
- Stall and/or Contain
- Support
- Transition

#### **e. Special Situations**

##### Power Plays

- Defensive zone breakouts
- Neutral zone options
- Offensive zone

##### Penalty Killing

- Offensive zone forechecking
- Neutral zone options
- Defensive zone options

##### Face-offs

- Key points
- Alignments
- Offensive zone face-offs
- Defensive zone face-offs
- Extra attacker

- 2. Using the following session plan template, you are to conduct and review 2 separate tactical / skill development sessions with your performance / high performance level Ice Hockey players.**

**You are to have the 2 sessions video taped and you are to review both sessions and develop improvement strategies. You are also required to have 1 of the sessions reviewed by an IHA Level III Coach Mentor.**

***Note: You are required to provide the video evidence to IHA when you send your completed Level III task evidence to them.***

Within the 2 sessions (i.e. not within each session), you must incorporate:

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

***You will need to liaise with your course coordinator to be allocated a Level III Coach Mentor, who will assess your one of these coaching sessions (on site or via video footage) and provide you with some feedback.***

**Note:**

- **Please review your performances using the bottom section of the practice session plan templates.**
- **Please have the Level III Coach Mentor provide you with some feedback regarding your performance in the session they assessed. Their feedback can be inserted into the template provided. The Mentor should also provide their contact details on this template and sign and date the session plan.**

### **Session Template #1:**

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

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

**Purpose -**

**Key Skill Instruction Points –**

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

**Purpose -**

**Key Skill Instruction Points –**

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

**Purpose -**

**Key Skill Instruction Points –**

**Cool Down Activities and Session Summary Points**

**Self Review / Evaluation**

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

## **Session Template #2:**

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

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

**Purpose -**

**Key Skill Instruction Points –**

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

**Purpose -**

**Key Skill Instruction Points –**

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

**Purpose -**

**Key Skill Instruction Points –**

**Cool Down Activities and Session Summary Points**

**Self Review / Evaluation**

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

**Level III Coach Mentor – Feedback Template:**

**Level III Coach Mentor Name:**

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

**Email address:**

**Signature:**

**Date:**

**Mentor Feedback**

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

## Unit 10 – Assessment Tool



*(IHA Assessor to Complete)*





### 11. The Level III Ice Hockey Coach In Action

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

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

Learning Outcomes (Coaches will be able to):	Assessor Comments	 = Competent  = Not Yet Competent
Teach the concepts of positional play and challenging the shooter		
Recognise the goaltender's responsibilities in offensive and defensive team play		
Identify the key points of reference for a goaltender		
Use both of their goaltenders in a positive manner		
Evaluate their goaltenders and recommend specific improvement strategies		
Select and teach the appropriate offensive tactics to counter any defensive situation in 3 zones		
Teach players the appropriate offensive tactics in the 3 zones relative to the game situation		
Select and teach the appropriate defensive tactics to counter any offensive situations		

Learning Outcomes (Coaches will be able to):	Assessor Comments	
Teach players the appropriate defensive tactics in the 3 zones relative to the game situation		 = Competent  = Not Yet Competent
Teach offensive team tactics and principles		
Build team play systems both offensively and defensively by applying the proper principles and tactics		
Coordinate team play systems in all 3 zones of the ice both offensively and defensively		
Understand the basic defensive tactics and principles governing team tactics		
Develop an effective power play system for 5 v 4, 5 v 3 and 4 v 3 advantage situations		
Develop an effective penalty killing system for 4 v 5, 3 v 5 and 3 v 4 disadvantage situations		
Understand face-off tactics and select appropriate alignments		

**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
<p>Coordinate other specialist expertise involved in the delivery of the long term plan</p> <p>Manage time effectively to ensure own health and well being and avoid burn-out</p>	<p>✓ Unit 1, Tasks 1 – 5</p>	<p><b>1. Managing a High Performance Ice Hockey Coaching Program</b></p>	<ol style="list-style-type: none"> <li>1. Conduct a needs analysis of their coaching program to determine its human and physical resource requirements</li> <li>2. Identify the roles and responsibilities of support staff within their program</li> <li>3. Determine how relevant human and physical resource requirements may be realistically attained</li> <li>4. Identify common causes of coach stress</li> <li>5. Plan and implement personal stress reduction strategies</li> <li>6. Outline the importance of having a career goal / plan</li> <li>7. Recognise signs of stress in players and determine the appropriate level of arousal</li> <li>8. Identify optimal levels of arousal in players</li> <li>9. Develop ways to increase or decrease arousal level when an athlete is not in control of stress during a game</li> <li>10. Assist players to re-channel particularly negative stress, e.g. "choking"</li> </ol>	<ul style="list-style-type: none"> <li>▪ Program needs analysis</li> <li>▪ Support staff roles and responsibilities</li> <li>▪ Coach stress and stress management strategies</li> <li>▪ Coach career planning</li> <li>▪ Player optimal performance levels</li> </ul>	<p>3 hrs</p>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Implement appropriate modifications to the coaching program</p> <p>Continually address ineffective coaching behaviours</p> <p>Monitor performance level Ice Hockey player's fitness, health &amp; well being</p>	<p>✓ Unit 2, Tasks 1 – 3</p>	<p><b>2. Injury Prevention and Management</b></p>	<ol style="list-style-type: none"> <li>1. Recognise injuries and their degree of gravity</li> <li>2. Initiate treatment priorities and immediate care</li> <li>3. Administer immediate first-aid care</li> <li>4. Determine, with professional guidance, when and how players should resume training and competition</li> </ol>	<ul style="list-style-type: none"> <li>▪ Common Ice Hockey injuries</li> <li>▪ Basic first aid skills for coaches.</li> <li>▪ Practical injury reduction strategies for coaches.</li> <li>▪ Reintroducing athletes back into training and competition</li> </ul>	<p>2 hrs</p>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Coordinate other specialist expertise involved in the delivery of the long term plan</p> <p>Facilitate a learning environment for other coaches</p> <p>Provide leadership and direction to own and linked developmental programs</p>	<p>✓ Unit 3, Tasks 1 – 2</p>	<p>3. Coach Mentoring</p>	<ol style="list-style-type: none"> <li>1. Understand the key components of a successful coach mentor program</li> <li>2. Develop a Coach Mentor Program Action Plan</li> </ol>	<ul style="list-style-type: none"> <li>▪ Coach mentoring skills</li> <li>▪ Mentor and mentee responsibilities</li> <li>▪ Objectives of coach mentor programs</li> <li>▪ Developing a coach mentor program</li> </ul>	<p>3 hrs</p>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Monitor performance level Ice Hockey player's fitness, health &amp; well being</p> <p>Monitor environmental factors influencing the performance level Ice Hockey team / players' performance</p> <p>Analyse results of athlete tests conducted by specialists (or themselves)</p>	<p>✓ Unit 4, Tasks 1 – 3</p>	<p><b>4. Nutrition for Performance</b></p>	<ol style="list-style-type: none"> <li>1. Identify the essential nutrients in a balanced diet</li> <li>2. Provide players and parents with guidelines for wise daily and pre-game eating</li> <li>3. Identify the need for adequate fluid replacement for players during practices and games</li> <li>4. Advise players regarding how to adapt their eating habits to special situations, such as tournaments</li> <li>5. Dispel the myths that surround the topic of nutrition and sport</li> </ol>	<ul style="list-style-type: none"> <li>▪ Practical nutritional information:               <ol style="list-style-type: none"> <li>a. Nutritional guidelines for athletes</li> <li>b. Hydration guidelines for athletes</li> <li>c. Pre – training / game nutrition</li> <li>d. Post training / game nutrition</li> </ol> </li> </ul>	<p>2 hrs</p>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Negotiate and interact effectively with the different personality styles and needs within the squad / team</p> <p>Monitor environmental factors influencing the performance level Ice Hockey team / players' performance</p> <p>Implement appropriate modifications to the coaching program</p> <p>Continually address ineffective coaching behaviours</p>	<p>✓ Unit 5, Tasks 1 – 4</p>	<p><b>5. Coaching for Team Performance</b></p>	<ol style="list-style-type: none"> <li>1. Understand the components for building a cohesive and effective team</li> <li>2. Understand the appeal to both extrinsic and intrinsic aspects of motivation</li> <li>3. Use goal-setting and communication as key tools for motivating teams / squads effectively</li> <li>4. Outline how individual athlete roles will be identified and how this information will be disseminated</li> <li>5. Design coaching activities to develop individual athletes' skills whilst also meeting the needs of the group</li> <li>6. Develop a leadership group within the training group to provide athlete ownership and responsibility</li> <li>7. Understand the importance for athlete / group involvement in the development of program objectives and performance goals</li> <li>8. Understand the importance of a positive group culture</li> <li>9. Identify the key elements of a positive group culture</li> </ol>	<ul style="list-style-type: none"> <li>▪ Player and team goals</li> <li>▪ Player and team roles</li> <li>▪ Leadership skills and roles</li> <li>▪ Developing a positive team culture</li> <li>▪ Player involvement in tea, processes</li> <li>▪ Individual and team development activities</li> </ul>	<p>2 hrs</p>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Collect and analyse current information (possibly from other sports) to:</p> <ul style="list-style-type: none"> <li>-assist in the development of their own performance level Ice Hockey players</li> <li>-prepare for the opposition</li> <li>-consider environmental factors</li> </ul> <p>Implement the performance level coaching program effectively</p>	<p>✓ <b>Unit 6, Tasks 1 – 2</b></p>	<p><b>6. Bench Management and Game Day Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Organise and manage the team players' bench during games</li> <li>2. Effectively organise / coordinate all game day activities for the team</li> </ol>	<ul style="list-style-type: none"> <li>▪ Organising and managing the team player's bench               <ul style="list-style-type: none"> <li>- Layout</li> <li>- Staff roles</li> <li>- Line changes</li> <li>- Player focus</li> <li>- Coaches feedback</li> </ul> </li> <li>▪ Game Day Organisation               <ul style="list-style-type: none"> <li>- Pre-Game</li> <li>- Mental</li> <li>- Physical</li> <li>- During the game</li> <li>- Post-Game routine</li> <li>- Evaluation</li> </ul> </li> </ul>	<p>1.5 hrs</p>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Coordinate other specialist expertise involved in the delivery of the long term plan</p> <p>Develop technical and tactical skills of the performance level Ice Hockey players in an innovative manner that enables the player / team to learn most effectively</p> <p>Utilise technology to undertake in-depth analysis of the performance level Ice Hockey player / team performance</p>	<p>✓ <b>Unit 7, Task 1</b></p>	<p><b>7. Practical Biomechanics for Skill Analysis and Development</b></p>	<ol style="list-style-type: none"> <li>1. Identify common and critical movement patterns relevant to Ice Hockey performance</li> <li>2. Understand key principles of mechanical efficiency and how they relate to Ice Hockey technique and performance</li> <li>3. Diagnose offensive and defensive skill inefficiencies and design, implement and review relevant correctional activities</li> </ol>	<ul style="list-style-type: none"> <li>▪ Analysis of Movement Patterns</li> <li>▪ Forces</li> <li>▪ Levers</li> <li>▪ Balance</li> <li>▪ Momentum</li> <li>▪ Technological Aides</li> <li>- Skill analysis processes</li> <li>- Correctional strategies</li> </ul>	<p>2 hrs</p>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Collect and analyse current information (possibly from other sports) to:</p> <ul style="list-style-type: none"> <li>-assist in the development of their own performance level Ice Hockey players</li> <li>-prepare for the opposition</li> <li>-consider environmental factors</li> </ul> <p>Coordinate other specialist expertise involved in the delivery of the long term plan</p> <p>Utilise technology to undertake in-depth analysis of the performance level Ice Hockey player / team performance</p>	<p>✓ <b>Unit 8, Task 1</b></p>	<p><b>8. Statistics for Coaches</b></p>	<ol style="list-style-type: none"> <li>1. Select statistics applicable to their coaching situation</li> <li>2. Apply statistics in a given situation</li> <li>3. Interpret data compiled</li> <li>4. Appreciate the benefits and dangers associated with the application of statistics</li> <li>5. Compile data in chart form</li> </ol>	<ul style="list-style-type: none"> <li>▪ Selection and Compilation of Statistics</li> <li>- Guidelines</li> <li>- Consistency</li> <li>- Setting definitions and terms</li> <li>- Recruitment and guidance</li> <li>- Types of statistics</li> <li>▪ Interpretation and Utilisation</li> <li>- Comparing statistics</li> <li>- Combining statistics</li> <li>- Motivation</li> <li>▪ Benefits and Dangers</li> <li>- Not the whole story</li> <li>- Negative motivation</li> <li>- Inconsistency</li> <li>- Inhibits optimum performance and creativity</li> <li>▪ Compiling Data</li> <li>- Types of charts</li> <li>- Chart designs</li> </ul>	<p>1.5 hrs</p>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Analyse results of athlete tests conducted by specialists (or themselves)</p> <p>Plan and prepare a long term, integrated plan for the development of performance level Ice Hockey players</p> <p>Develop individualised long term plans that link to the team plan</p> <p>Evaluate achievement of the goals of the long term plan (both long and short term goals)</p>	<p>✓ <b>Unit 9, Task 1</b></p>	<p><b>9. High Performance Team Planning</b></p>	<ol style="list-style-type: none"> <li>1. Develop a prioritised checklist of variables to be used when evaluating and selecting players</li> <li>2. Select and implement / coordinate the use of relevant player testing protocols</li> <li>3. Design the content for try-out sessions</li> <li>4. Use the results of selection criteria to select a performance / high performance level Ice Hockey team</li> <li>5. Implement a team physiological and skill testing program</li> <li>6. Use the results of a team physiological and skill testing program to design seasonal, macrocycle (1 month) and microcycle (1 week) training programs for a performance / high performance level Ice Hockey team you are coaching</li> </ol>	<ul style="list-style-type: none"> <li>▪ Develop a prioritised checklist of player selection criteria               <ul style="list-style-type: none"> <li>- <i>Individual position qualities – goaltenders, defence forwards</i></li> <li>- <i>General qualities</i></li> <li>- <i>Skill techniques</i></li> </ul> </li> <li>▪ Selection of different player evaluation methods</li> <li>▪ Designing the content for try-out sessions</li> <li>▪ Assigning Responsibilities for player evaluations               <ul style="list-style-type: none"> <li>- <i>On-ice assistants</i></li> <li>- <i>Impartial observers</i></li> <li>- <i>Coaching staff</i></li> </ul> </li> <li>▪ Talent Identification program design</li> <li>▪ Testing protocols</li> <li>▪ Designing and preparing the master seasonal plan               <ul style="list-style-type: none"> <li>- <i>Identifying long and short term goals</i></li> <li>- <i>Dividing the season into training phases</i></li> <li>- <i>Identifying training priorities</i></li> <li>- <i>Allocating time, space and equipment</i></li> <li>- <i>Checklists for pre, in and post season planning</i></li> <li>- <i>The Concept of periodisation</i></li> <li>- <i>Physical development</i></li> <li>- <i>Mental development</i></li> <li>- <i>Technical development</i></li> <li>- <i>Tactical development</i></li> <li>- <i>Analysis of the season plan</i></li> </ul> </li> </ul>	<p>4 hrs</p>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Collect and analyse current information (possibly from other sports) to:</p> <ul style="list-style-type: none"> <li>-assist in the development of their own performance level Ice Hockey players</li> <li>-prepare for the opposition</li> <li>-consider environmental factors</li> </ul>	<p>✓ <b>Unit 10, Tasks 1 - 2</b></p>	<p><b>10. Rules and Their Interpretation</b></p>	<ol style="list-style-type: none"> <li>1. Understand what constitutes the following rules, various interpretations of the rules and what their penalties are: <ul style="list-style-type: none"> <li>- <i>Minor, major and match penalties</i></li> <li>- <i>Offside rules</i></li> <li>- <i>Icing the puck rules</i></li> <li>- <i>Checking from behind rule</i></li> <li>- <i>Interference</i></li> </ul> </li> <li>2. Outline how they will use knowledge of rules and their interpretations can be used in their training to benefit their players</li> </ol>	<ul style="list-style-type: none"> <li>▪ Minor, Major and Match Penalties <ul style="list-style-type: none"> <li>- <i>What constitutes a minor, major and match penalties</i></li> <li>- <i>Discretionary calls</i></li> </ul> </li> <li>▪ Offside rules <ul style="list-style-type: none"> <li>- <i>Basic offside rule</i></li> <li>- <i>Clearing the zone</i></li> </ul> </li> <li>▪ Icing the puck Rule <ul style="list-style-type: none"> <li>- <i>Basic Icing The puck Rule</i></li> <li>- <i>Through the Goal Crease Rule</i></li> </ul> </li> <li>▪ Checking from Behind Rule <ul style="list-style-type: none"> <li>- <i>Boarding rule</i></li> <li>- <i>Coach's Code of Conduct</i></li> </ul> </li> <li>▪ Interference Rule <ul style="list-style-type: none"> <li>- <i>New IIHF Rules</i></li> </ul> </li> <li>▪ Rule Communiqués <ul style="list-style-type: none"> <li>- <i>IIHF Championship Program, AIHL Rules Emphasis &amp; Bulletins</i></li> <li>- <i>Quality of the Game</i></li> <li>- <i>Hooking, holding and Interference</i></li> <li>- <i>Unnecessary contact after the whistle</i></li> <li>- <i>Icing the puck</i></li> <li>- <i>Safety of players</i></li> <li>- <i>Stick work</i></li> <li>- <i>Kneeing and elbowing</i></li> <li>- <i>Equipment</i></li> <li>- <i>Puck out of bounds</i></li> </ul> </li> </ul>	<p>3 hrs</p>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> </ul>

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

Competencies	Assessment Tasks	Unit Name	Learning Outcomes	Content	Nominal Duration	Delivery Strategy
<p>Implement the performance level coaching program effectively</p> <p>Develop technical and tactical skills of the performance level Ice Hockey players in an innovative manner that enables the player / team to learn most effectively</p> <p>Negotiate and interact effectively with the different personality styles and needs within the squad / team</p> <p>Implement appropriate modifications to the coaching program</p> <p>Continually address ineffective coaching behaviours</p>	<p>✓ Unit 11, Tasks 1 – 2</p>	<p><b>11. The Level III Ice Hockey Coach in Action</b></p>	<ol style="list-style-type: none"> <li>1. Teach the concepts of positional play and challenging the shooter</li> <li>2. Recognise the goaltender’s responsibilities in offensive and defensive team play</li> <li>3. Identify the key points of reference for a goaltender</li> <li>4. Use both of their goaltenders in a positive manner</li> <li>5. Evaluate their goaltenders and recommend specific improvement strategies</li> <li>6. Select and teach the appropriate offensive tactics to counter any defensive situation in 3 zones</li> <li>7. Teach players the appropriate offensive tactics in the 3 zones relative to the game situation</li> <li>8. Select and teach the appropriate defensive tactics to counter any offensive situations</li> <li>9. Teach players the appropriate defensive tactics in the 3 zones relative to the game situation</li> <li>10. Teach offensive team tactics and principles</li> <li>11. Build team play systems both offensively and defensively by applying the proper principles and tactics</li> <li>12. Coordinate team play systems in all 3 zones of the ice both offensively and defensively</li> <li>13. Understand the basic defensive tactics and principles governing team tactics</li> <li>14. Develop an effective power play system for 5 v 4, 5 v 3 and 4 v 3 advantage situations</li> <li>15. Develop an effective penalty killing system for 4 v 5, 3 v 5 and 3 v 4 disadvantage situations</li> <li>16. Understand face-off tactics and select appropriate alignments</li> </ol>	<ul style="list-style-type: none"> <li>▪ Advanced goal tending skills, tactics and principles</li> <li>▪ Advanced individual offensive skills, tactics and principles</li> <li>▪ Advanced offensive team skills, tactics and principles</li> <li>▪ Advanced individual defensive skills, tactics and principles</li> <li>▪ Advanced defensive team skills, tactics and principles</li> <li>▪ Special situation skills, tactics and principles (e.g. Penalty Killing &amp; Power Plays)</li> </ul>	<p>11 hrs</p>	<p><b><u>In-Course</u></b></p> <ul style="list-style-type: none"> <li>- Presentation</li> <li>- Group discussion</li> <li>- Activities</li> <li>- <b>Practical (on-ice) activities</b></li> </ul> <p><b><u>Post Course</u></b></p> <ul style="list-style-type: none"> <li>- <b>On the job and supervised Ice Hockey Coaching</b></li> </ul>
<p>TOTAL NOMINAL DURATION = 35 HOURS (PLUS ASSESSMENTS)</p>						

## Accreditation Program Checklist

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

## APPENDIX A IHA Accreditation Program Evaluation Form

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

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

Not at All	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------
  
2. Was the balance between practical and theoretical material adequate?  

Not at All	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------
  
3. Were the sessions well organised?  

Not at All	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

What improvements are needed? .....

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

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

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

Not at All	1	2	3	4	5	Completely
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7. Were the accommodation and meals adequate?

Not at All	1	2	3	4	5	Completely
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8. Comment on the general abilities of the lecturers and presenters by circling the appropriate number.

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

9. Are there any other further topics that you would wish to gain competencies in?

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10. Was the pre-course correspondence sufficient?

Not at All      1            2            3            4            5            Completely

If no, why? .....

.....  
.....  
.....  
.....

11. In preparation for the course, were the reading/tasks helpful?

Not at All      1            2            3            4            5            Completely

10. Was the supervision of and feedback on coaching practice adequate?

Not at All      1            2            3            4            5            Completely

11. As a club or school coach, was the training program useful and relevant?

Not at All      1            2            3            4            5            Completely

12. Do you understand all the procedure for you to gain your qualification?

Not at All      1            2            3            4            5            Completely

13. What aspect of the course was most helpful and why? .....

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14. General comments: .....

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## 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? .....  
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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? .....  
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.....
5. How do you like to learn? (Lectures, small work groups, role play, video, etc.) .....  
.....  
.....  
.....
6. What three areas would you hope to cover extensively in this program? .....  
.....  
.....  
.....
7. What three things would you make sure were included in the first six hours of the training program? .....  
.....  
.....  
.....
8. What other aspects of coaching/officiating are you interested in dealing with? .....  
.....  
.....  
.....

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

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

**Units Claimed**

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

Unit	RCC Claimed 
Unit 1: Managing a High Performance Ice Hockey Program	
<b><u>Unit 2:</u></b> Injury Prevention and Management	
<b><u>Unit 3:</u></b> Coach Mentoring	
<b><u>Unit 4:</u></b> Nutrition for Performance	
<b><u>Unit 5:</u></b> Coaching for “Team” Performance	
<b><u>Unit 6:</u></b> Bench Management and Game Day Preparation	
<b><u>Unit 7:</u></b> Practical Biomechanics for Skill Analysis and Development	
<b><u>Unit 8:</u></b> Statistics for Coaches	
<b><u>Unit 9:</u></b> High Performance Team Planning	
<b><u>Unit 10:</u></b> Rules and Their Interpretation	
<b><u>Unit 11:</u></b> The Level III Ice Hockey Coach in Action	

## IHA LEVEL III COACH RCC APPLICATION FORM

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

Unit 1 – Managing a High Performance Ice Hockey Coaching Program	
Learning Outcomes	Summary of Evidence
<b>Upon successful completion of this unit, the coach will be able to:</b>	<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 III NCAS qualification in another sport and videos of your coaching, you may have labelled them items 1 and 3. In this instance, write 1 and 3 in this column to allow the assessors to check this evidence against each learning outcome. In addition, you are also required to provide a portfolio of evidence demonstrating your competence (e.g. a coaching video, certificates, session plans, etc).</i></p>
1. Conduct a needs analysis of their coaching program to determine its human and physical resource requirements	
2. Identify the roles and responsibilities of support staff within their program	
3. Determine how relevant human and physical resource requirements may be realistically attained	
4. Identify common causes of coach stress	
5. Plan and implement personal stress reduction strategies	
6. Outline the importance of having a career goal / plan	
7. Recognise signs of stress in players and determine the appropriate level of arousal	
8. Identify optimal levels of arousal in players	
9. Develop ways to increase or decrease arousal level when an athlete is not in control of stress during a game	
10. Assist players to re-channel particularly negative stress, e.g. "choking"	

**RCC for this Unit is:**

Approved       Not Approved

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

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





Unit 4 – Nutrition for Performance	
Learning Outcomes	Summary of Evidence
1. Identify the essential nutrients in a balanced diet	
2. Provide players and parents with guidelines for wise daily and pre-game eating	
3. Identify the need for adequate fluid replacement for players during practices and games	
4. Advise players regarding how to adapt their eating habits to special situations, such as tournaments	
5. Dispel the myths that surround the topic of nutrition and sport	

**RCC for this Unit is:**

Approved  Not Approved

**Assessor Comments / Recommendations:**

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

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

Unit 5 – Coaching for “Team” Performance	
Learning Outcomes	Summary of Evidence
1. Understand the components for building a cohesive and effective team	
2. Understand the appeal to both extrinsic and intrinsic aspects of motivation	
3. Use goal-setting and communication as key tools for motivating teams / squads effectively	
4. Outlined how individual athlete roles will be identified and how this information disseminated	
5. Design coaching activities to develop individual athlete skills whilst also meeting the needs of the group	
6. Develop a leadership group within the training group to provide athlete ownership and responsibility	
7. Understand the importance for athlete / group involvement in the development of program objectives and performance goals	
8. Understand the importance of a positive group culture	
9. Identify the key elements of a positive group culture	

**RCC for this Unit is:**

Approved  Not Approved

**Assessor Comments / Recommendations:**

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

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



Unit 7 – Practical Biomechanics for Skill Analysis and Development	
Learning Outcomes	Summary of Evidence
1. Identify common and critical movement patterns relevant to Ice Hockey performance	
2. Understand key principles of mechanical efficiency and how they relate to Ice Hockey technique and performance	
3. Diagnose offensive and defensive skill inefficiencies and design, implement and review relevant correctional activities	

**RCC for this Unit is:**

Approved  Not Approved

**Assessor Comments / Recommendations:**

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

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

Unit 8 – Statistics for Coaches	
Learning Outcomes	Summary of Evidence
1. Select statistics applicable to their coaching situation	
2. Apply statistics in a given situation	
3. Interpret data compiled	
4. Appreciate the benefits and dangers associated with the application of statistics	
5. Compile data in chart form	

**RCC for this Unit is:**

Approved  Not Approved

**Assessor Comments / Recommendations:**

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

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

Unit 9 – High Performance Team Planning	
Learning Outcomes	Summary of Evidence
1. Develop a prioritised checklist of variables to be used when evaluating and selecting players	
2. Select and implement / coordinate the use of relevant player testing protocols	
3. Design the content for try-out sessions	
4. Use the results of selection criteria to select a performance / high performance level Ice Hockey team	
5. Implement a team physiological and skill testing program	
6. Use the results of a team physiological and skill testing program to design seasonal, macrocycle (1 month) and microcycle (1 week) training programs for a performance / high performance level Ice Hockey team you are coaching	

**RCC for this Unit is:**

Approved  Not Approved

**Assessor Comments / Recommendations:**

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

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



### Unit 11 – The Level III Ice Hockey Coach in Action



Learning Outcomes	Summary of Evidence
1. Teach the concepts of positional play and challenging the shooter	
2. Recognise the goaltender's responsibilities in offensive and defensive team play	
3. Identify the key points of reference for a goaltender	
4. Use both of their goaltenders in a positive manner	
5. Evaluate their goaltenders and recommend specific improvement strategies	
6. Select and teach the appropriate offensive tactics to counter any defensive situation in 3 zones	
7. Teach players the appropriate offensive tactics in the 3 zones relative to the game situation	
8. Select and teach the appropriate defensive tactics to counter any offensive situations	
9. Teach players the appropriate defensive tactics in the 3 zones relative to the game situation	
10. Teach offensive team tactics and principles	
11. Build team play systems both offensively and defensively by applying the proper principles and tactics	
12. Coordinate team play systems in all 3 zones of the ice both offensively and defensively	
13. Understand the basic defensive tactics and principles governing team tactics	
14. Develop an effective power play system for 5 v 4, 5 v 3 and 4 v 3 advantage situations	
15. Develop an effective penalty killing system for 4 v 5, 3 v 5, 3 v 4 disadvantage situations	
16. Understand face-off tactics and select appropriate alignments	



## IHA ASSESSOR – RCC REPORT

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

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

Module	RCC Claimed 	RCC Granted 
<b>Unit 1:</b> Managing a High Performance Ice Hockey Program		
<b>Unit 2:</b> Injury Prevention and Management		
<b>Unit 3:</b> Coach Mentoring		
<b>Unit 4:</b> Nutrition for Performance		
<b>Unit 5:</b> Coaching for “Team” Performance		
<b>Unit 6:</b> Bench Management and Game Day Preparation		
<b>Unit 7:</b> Practical Biomechanics for Skill Analysis and Development		
<b>Unit 8:</b> Statistics for Coaches		
<b>Unit 9:</b> High Performance Team Planning		
<b>Unit 10:</b> Rules and Their Interpretation		
<b>Unit 11:</b> The Level III Ice Hockey Coach in Action		

**Overall Recommendation:**

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

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

## SAMPLE LETTER TO RCC APPLICANT

<<Date>>

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

Dear <<name>>

Thank you for your inquiry with regards to Recognition of Current Competency (RCC) for the IHA Level III 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 \$200.00 applies to all Level III RCC applications.

Successful RCC applicants will receive a NCAS IHA Level III 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 III 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 III Coach Accreditation Program has been <<successful / unsuccessful / partly successful>>.

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

Yours sincerely

<<Name>>  
<<Position>>