



**SKATE AUSTRALIA
ARTISTIC COACHING ACCREDITATION
INTERMEDIATE COACH**

Workbook & Assessment 2012

Skate Australia
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COVER PHOTO
Coach: Bianca Burow
Skater:

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SECTION 1: Assessment Check List

This manual contains all the paperwork necessary to be assessed and submit an Artistic Intermediate Coach accreditation application. In order to submit a new Artistic Intermediate accreditation or reregistration of a lapsed accreditation, **ALL** elements in this checklist **MUST** be completed prior to submitting the paperwork.

Applicant coaches are responsible for maintaining their own copy of ALL paperwork. To ensure the applicant coach has the ability to re submit, originals should NOT be submitted.

Beginning coaching general principles completed. Can be done online at ASC website (www.ausport.gov.au). Copy of certificate must be submitted.

Practical Modules completed or RCC obtained
Every practical module must either be signed off as completed or a RCC obtained for the module.

Workbook completed and signed
Workbook questions must all be answered and signed by examiner

Practical Hours completed and signed
Copy of signed practical hours must be submitted. Must be signed by examiner or delegate.

Code of Ethics Signed
Copy of signed code of ethics must be submitted. Must be dated at time of submission.

Skate Australia Membership Fee Paid and current
Applicant must be a current registered member of Skate Australia.

Skate Australia Accreditation Registration Fee Paid
Registration fee of \$25.00 must be paid for course to be registered.

Coaches Insurance Fee Paid
Insurance Fee of \$30.00 must be paid or proof of current insurance provided.

Application completed
All accreditation details must be recorded on the application and it must be signed.



SECTION 2: Intermediate Artistic Coach Application

Name:- _____ - Surname: _____ Birth Date: _____

Address:- _____ State: _____

Suburb: _____ P/Code: _____

Email: _____ SA ID No: _____

Active Member Non Active Member

DISCIPLINE: Intermediate Artistic Coach

<input type="checkbox"/> NEW ACCREDITATION	<input type="checkbox"/> ADDITIONAL ACCREDITATION
<input type="checkbox"/> General Principles Certificate (<i>Attached</i>)	
<input type="checkbox"/> Assessment sheets for accreditation	
<input type="checkbox"/> Written Exam	
<input type="checkbox"/> Practical Hours	
<input type="checkbox"/> Signed Code of Ethics (<i>Attached</i>)	
<input type="checkbox"/> Signed Final Review (<i>Attached</i>)	
<input type="checkbox"/> Course Registration Fee (\$25.00)	Date paid to SA ____/____/____
<input type="checkbox"/> Coaches Indemnity Insurance (\$30)	Date paid to SA ____/____/____

Examiner: _____ State: _____

Examiner's Qualification _____ Accreditation Expiry ____/____/____

Presenters Course YES / NO

Approved by State Chair of Coaching

Name _____

Signed _____

Date: ____/____/____

Approved by National Chair of Coaching

Name _____

Signed _____

Date: ____/____/____

Competency Achieved

Expiry Date: ____/____/____

Entered onto Database by National Accreditation Officer Date: ____/____/____



SECTION 3: Workbook

This is an open book assessment, all course resources are available during examination.

All questions MUST be completed and answered correctly in order to pass this workbook. Any incorrect answers should be reviewed with examiner and then re answered by participant.

Participant may make as many attempts as required to pass the workbook.

NAME: _____

DATE: _____

1. What proficiency test level is required to compete in Juvenile Solo Dance at nationals.

2. What are the restrictions on Primary freeskating at nationals

3. Name three different penalties that can occur at nationals.

4. Name the three different types of footwork

5. What is the pass mark for a bronze medal proficiency test

6. Name 3 minor parts of a skate

7. Name 3 major parts of a skate

8. Name 3 dangers associated with jumping and how to protect against them.

9. Name 3 dangers associated with spinning and how to protect against them.

10. Match the wheel hardness to the floor.

HARDNESS

- 47
- 49
- 57
- 53

FLOOR

- REGULAR
- SLIPPERY
- EXTRA SLIPPERY
- FAIRLY SLIPPERY

11. What are the safety precautions to be considered when using plyometrics?

12. What are the restrictions on PNF stretching within a training schedule and why?

13. How can you continue to develop/increase the difficulty within strength training?

14. What are the primary principles of recovery?

ASSESSOR ONLY (A mark of 100% is required for a pass of this test)

MARK: _____ / 14

PERCENT: _____ PASS / FAIL

EXAMINER: _____

SECTION 4: Recognition of Prior Learning

INTERMEDIATE ARTISTIC COACH – RPL APPLICATION FORM					
SECTION 1 – Personal Details					
Name:				Date of Birth:	
Address:				State	
Address:				Postcode:	
Phone:		Mobile:		SA ID No:	
Email:					
SECTION 2 – Evidence (Compulsory)					
Module / Unit Name	Learning Outcomes			Summary of evidence provided	
Unit 2 Lesson Planning	<ul style="list-style-type: none"> Understand proficiency test requirements for grades. Understand how to develop skater for competition and proficiency tests. 				
Unit 3 Rules / Regulations	<ul style="list-style-type: none"> Understand requirements for different grades at nationals. Understand penalties and restrictions as they apply to different grades. 				
Unit 4 Equipment Theory	<ul style="list-style-type: none"> Understand safety gear for skating and when it should be used. Understand the skate and wheels and how they affect skating performance. 				
Unit 5 Specific Skills - Footwork	<ul style="list-style-type: none"> Understand the different types of footwork. Understand how to create a footwork sequence. 				
Unit 6 Specific Skills - Three Turns	<ul style="list-style-type: none"> Understand how to teach OF IF OB and IB three turns. Identify skill faults and correct technique for three turns. 				

Module / Unit Name	Learning Outcomes	Summary of evidence provided
Unit 7 Specific Skills - Mapes / Salchow	<ul style="list-style-type: none"> • Understand how to teach the specific skills related to Mapes and Salchow. • Understand hazards in teaching jumps in skating. 	
Unit 8 Specific Skills – One Foot Spins	<ul style="list-style-type: none"> • Understand how to teach the specific skills related to OF and IF Upright spins. • Identify skill faults and correct technique for the one foot spins. 	
Unit 9 Specific Skills – Working with Groups	<ul style="list-style-type: none"> • Understand how to teach the specific skills related to groups. • Identify skill faults and correct technique for the groups. • Understand the hazards in group performances. 	
Unit 10 Specific Skills – Fitness	<ul style="list-style-type: none"> • Understand how to select and teach exercises related to Strength and Conditioning training in artistic roller skating including the areas of strength, power, agility, endurance and flexibility. • Understand how fitness relates to performance in artistic roller skating. • Understand the safety precautions required when implementing Strength and Conditioning related programs. 	
Unit 11 Specific Skills Elective – Singles 1	<ul style="list-style-type: none"> • Understand how to teach the specific skills related to Spins in artistic roller skating. • Identify skill faults and correct technique for the specific skills related to Spins in artistic roller skating. 	
Unit 12 Specific Skills Elective – Singles 2	<ul style="list-style-type: none"> • Understand how to teach the specific skills related to Jumps in artistic roller skating. • Identify skill faults and correct technique for the specific skills related to Jumps in artistic roller skating. 	
Unit 13 Specific Skills Elective – Figures 1	<ul style="list-style-type: none"> • Understand how to teach the specific skills related to Figures 1, 1a, 1b, 2, 2a, 2b, 5a, and 5b in artistic roller skating. • Identify skill faults and correct technique for the specific skills related to Figures 1, 1a, 1b, 2, 2a, 2b, 5a, and 5b in artistic roller skating. 	
Unit 14 Specific Skills Elective – Figures 2	<ul style="list-style-type: none"> • Understand how to teach the specific skills related to Figures 3, 7, 9a, 9b, 14 and 15 in artistic roller skating. • Identify skill faults and correct technique for the specific skills related to Figures 3, 7, 9a, 9b, 14 and 15 in artistic roller skating. 	

Module / Unit Name	Learning Outcomes	Summary of evidence provided
Unit 15 Specific Skills Elective – Dance 1	<ul style="list-style-type: none"> Understand how to teach the specific skills related to Solo Dance tests 1,2 and 3 in artistic roller skating. Identify skill faults and correct technique for the specific skills related to Solo Dance tests 1,2 and 3 in artistic roller skating. 	
Unit 16 Specific Skills Elective – Dance 2	<ul style="list-style-type: none"> Understand how to teach the specific skills related to Solo Dance tests 4 and 5 in artistic roller skating. Identify skill faults and correct technique for the specific skills related to Solo Dance tests 4 and 5 in artistic roller skating. 	
SECTION 3 – Declaration (Compulsory)		
I declare that the evidence I have provided is a true and accurate record of my educational, work and life experiences;		
Signature of Applicant		Date
PAYMENT Applicants must pay an RPL Administration fee.		
Amount Payable:	\$	
(Fee will be determined on a case by case basis. As a guide the cost will be approximately \$50.00 per hour required to assess the application. Candidate will be provided with an estimate upon submission.)		

INTERMEDIATE ARTISTIC COACH – RPL ASSESSOR FORM				Applicants Name:		
Learning Outcomes / Assessment Criteria	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the Candidate?)	Current (Is the evidence recent? Obtained within the last 4 years)	Comments
Unit 2 LESSON PLANNING <ul style="list-style-type: none"> Understand the need to plan development for skater growth. Understand how proficiency tests relate to the grades. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Unit 3 Rules / Regulations <ul style="list-style-type: none"> Understand where rules for events are located. Understand where grade requirements are located. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Unit 4 Equipment Theory <ul style="list-style-type: none"> Understand safety gear for skating and when it should be used. Understand the skate and wheels and how they affect skating performance. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Unit 5 Specific Skills - Footwork <ul style="list-style-type: none"> Understand different footwork types. Able to teach footwork sequence to music. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

INTERMEDIATE ARTISTIC COACH – RPL ASSESSOR FORM				Applicants Name:		
Learning Outcomes / Assessment Criteria	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the Candidate?)	Current (Is the evidence recent? Obtained within the last 4 years)	Comments
Unit 6 Specific Skills – Three turns <ul style="list-style-type: none"> Understand how to teach the specific skills related to three turns in artistic roller skating. Identify skill faults and correct technique for the three turns in artistic roller skating. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Unit 7 Specific Skills – Mapes and Salchow <ul style="list-style-type: none"> Understand how to teach the specific skills related to Mapes and Salchow. Identify skill faults and correct technique for Mapes and Salchow. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Unit 8 Specific Skills – One foot spins <ul style="list-style-type: none"> Understand how to teach the specific skills related to one foot turns in artistic roller skating. Identify skill faults and correct technique for the one foot Spins in artistic roller skating. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

INTERMEDIATE ARTISTIC COACH – RPL ASSESSOR FORM				Applicants Name:		
Learning Outcomes / Assessment Criteria	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the Candidate?)	Current (Is the evidence recent? Obtained within the last 4 years)	Comments
Unit 9 Specific Skills – Groups <ul style="list-style-type: none"> Understand how to teach the specific skills related to groups in artistic roller skating. Identify skill faults and correct technique for the groups in artistic roller skating. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Unit 10 Specific Skills – Fitness <ul style="list-style-type: none"> Understand how to teach the specific skills related to Fitness in artistic roller skating. Understand how fitness relates to performance in artistic roller skating. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Unit 11 Specific Skills Elective – Singles 1 (Spins) <ul style="list-style-type: none"> Understand how to teach the specific skills related to spins in artistic roller skating. Identify skill faults and correct technique for the spins in artistic roller skating. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

INTERMEDIATE ARTISTIC COACH – RPL ASSESSOR FORM				Applicants Name:		
Learning Outcomes / Assessment Criteria	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the Candidate?)	Current (Is the evidence recent? Obtained within the last 4 years)	Comments
Unit 12 Specific Skills Elective – Singles 2 (Jumps) <ul style="list-style-type: none"> Understand how to teach the specific skills related to jumps in artistic roller skating. Identify skill faults and correct technique for the jumps in artistic roller skating. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Unit 13 Specific Skills Elective – Figures 1 (Bronze 1, 2, 3) <ul style="list-style-type: none"> Understand how to teach the specific skills related to Figures in artistic roller skating. Identify skill faults and correct technique for the Figures in artistic roller skating. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Unit 14 Specific Skills Elective – Figures 2 (Bronze 4, 5 and Forward Loops) <ul style="list-style-type: none"> Understand how to teach the specific skills related to Figures in artistic roller skating. Identify skill faults and correct technique for the Figures in artistic roller skating. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

INTERMEDIATE ARTISTIC COACH – RPL ASSESSOR FORM				Applicants Name:		
Learning Outcomes / Assessment Criteria	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the Candidate?)	Current (Is the evidence recent? Obtained within the last 4 years)	Comments
Unit 15 Specific Skills Elective – Dance 1 (Solo 1, 2, 3) <ul style="list-style-type: none"> Understand how to teach the specific skills related to Dance in artistic roller skating. Identify skill faults and correct technique for the Dance in artistic roller skating. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Unit 16 Specific Skills Elective – Dance 2 (Solo 4, 5) <ul style="list-style-type: none"> Understand how to teach the specific skills related to Dance in artistic roller skating. Identify skill faults and correct technique for the Dance in artistic roller skating. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



INTERMEDIATE ARTISTIC COACH WORKBOOK AND ASSESSMENT



INTERMEDIATE ARTISTIC COACH – RPL ASSESSOR FORM		Applicants Name:	
All performance Criteria Met: (Please tick one) <input type="checkbox"/> Yes <input type="checkbox"/> No (Please provide advice to the applicant of any evidence they still need to supply)			
Date of Assessment:		Name of Assessor:	
Position		Contact Number:	
Assessors Comments	Assessors Recommendations		

SECTION 5: Practical Assessment

SKATE AUSTRALIA INTERMEDIATE ARTISTIC COACHING COURSE PRACTICAL ASSESSMENT – SPECIFIC SKILLS - FOOTWORK

STUDENT COACH: _____
Given name Surname

SUPERVISING COACH: _____
Given name Surname

SUPERVISORS QUALIFICATIONS: _____

VENUE: _____

DATE ASSESSED: ____ / ____ / ____

Please indicate on a scale of 1 - 10 how well these competencies have been demonstrated.

1. Ability to organise a group of skaters into a training session.
2. Ability to provide a safe working environment.
3. Ability to teach correct technique for each item.
4. Ability to correct faults.
5. Ability to communicate with skaters.
6. Ability to recognise physical limitations of skaters.

In my opinion _____ has / has not completed the required practical coaching in a satisfactory manner.

Office use Only:

Approved by : _____

DATED: ____ / ____ / ____

Appendix A: Coaches Code of Ethics

1.	Respect the rights, dignity and worth of every human being.	<ul style="list-style-type: none"> ▪ Within the context of the activity, treat everyone equally regardless of sex, disability, ethnic origin or religion.
2.	Ensure the athlete's time spent with you is a positive experience.	<ul style="list-style-type: none"> ▪ All athletes are deserving of equal attention and opportunities.
3.	Treat each athlete as an individual.	<ul style="list-style-type: none"> ▪ Respect the talent, developmental stage and goals of each individual athlete. ▪ Help each athlete reach their full potential.
4.	Be fair, considerate and honest with athletes.	
5.	Be professional and accept responsibility for your actions.	<ul style="list-style-type: none"> ▪ Language, manner, punctuality, preparation and presentation should display high standards. ▪ Display control, respect, dignity and professionalism to all involved with the sport – this includes opponents, coaches, officials, administrators, the media, parents and spectators. ▪ Encourage your athletes to demonstrate the same qualities.
6.	Make a commitment to providing a quality service to your athletes.	<ul style="list-style-type: none"> ▪ Maintain or improve your current NCAS accreditation. ▪ Seek continual improvement through performance appraisal and ongoing coach education. ▪ Provide a training program which is planned and sequential. ▪ Maintain appropriate records.
7.	Operate within the rules and spirit of your sport.	<ul style="list-style-type: none"> ▪ The guidelines of Skate Australia Inc. and the Federation Internationale de Roller Skating should be followed. Please contact your State or National Coaches Committee Chairman for a copy of its rule book and relevant policies, e.g SA Anti-doping Policy, Selection Procedures, SA Anti-Harassment Policy. ▪ Coaches should educate their athletes on drugs in sport issues in consultation with SA's Sports Medicine Commission or the Australian Sports Anti-Doping Agency (ASADA).
8.	Any physical contact with athletes should be: <ul style="list-style-type: none"> ▪ Appropriate to the situation. ▪ Necessary for the athlete's skill development * 	
9.	Refrain from any form of personal abuse towards your athletes. *	<ul style="list-style-type: none"> ▪ This includes verbal, physical and emotional abuse. ▪ Be alert to any forms of abuse directed towards your athletes from other sources whilst they are in your care.
10.	Refrain from any form of harassment towards your athletes *	<ul style="list-style-type: none"> ▪ This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability ▪ You should not only refrain from initiating a relationship with an athlete, but should also discourage any attempt by an athlete to initiate a sexual relationship with you, explaining the ethical basis of your refusal.
11.	Provide a safe environment for training and competition.	<ul style="list-style-type: none"> ▪ Ensure equipment and facilities meet safety standards. ▪ Equipment, rules, training and the environment need to be appropriate for the age and ability of the athletes.
12.	Show concern and caution towards sick and injured athletes.	<ul style="list-style-type: none"> ▪ Provide a modified training program where appropriate. ▪ Allow further participation in training and competition only when appropriate. ▪ Encourage athletes to seek medical advice when required. ▪ Maintain the same interest and support towards sick and injured athletes
13.	Be a positive role model for your sport and athletes.	

***PLEASE REFER TO THE Harassment-Free Sport Guidelines available from Skate Australia or the Australian Sports Commission for more information on harassment issues.**

Coaches should.....

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

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

TO: Skate Australia

I, _____ of _____
Full name Address

Address Cont/d Post Code _____

Am seeking registration/re-registration (please tick appropriate) for the following Australian Sports Commission (ASC) qualification(s).

Intermediate Artistic Roller Skating

I agree to the following terms:

1. I agree to abide by Skate Australia's Code of Ethics
2. I acknowledge that Skate Australia may take disciplinary action against me, if I breach the code of ethics. (I understand that Skate Australia is required to implement a complaints handling procedure in accordance with the principles of natural justice in the event of an allegation against me.
3. I acknowledge that disciplinary action against me may include de-registration from the National Coaching Accreditation Scheme.

Please refer to the *Harassment-free Sport Guidelines* available from the Australian Sports Commission or Skate Australia's Member Protection Policy, if you require more information on harassment issues.

Signature If under 18 parent/guardian signature

Date



Australian Government

Australian Sports Commission

(A copy of code of ethics must be printed on back of this agreement)

Appendix B: Participant Evaluation Form

NAME OF COURSE: Intermediate Artistic Coach

Please answer questions by circling a response, and 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? What improvements are needed?

Not at all 1 2 3 4 5 Completely

4 Comment on the program format? (eg Sessions to eliminate, time allocation, time tabling etc)

Not at all 1 2 3 4 5 Completely

5 Was the course too long / short?

Not at all 1 2 3 4 5 Completely

6 Was the venue suitable to the needs of the course?
Not at all 1 2 3 4 5 Completely

7 Comment on the general abilities of the lecturers / presenter by circling the appropriate number?

	Poor	Fair	Average	Good	Excellent
Knowledge of Subject	1	2	3	4	5
Teaching skills	1	2	3	4	5
Planning / Preparation	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Time for questions	1	2	3	4	5

Help for specific lecturers / presenters:

8 Are there any further topics you would like to gain competencies in?

9 Was the pre course correspondence sufficient? If NO why?
Not at all 1 2 3 4 5 Completely



10 Was the supervision and feedback of coaching practice adequate?

Not at all 1 2 3 4 5 Completely

11 Was the course useful and relevant?

Not at all 1 2 3 4 5 Completely

12 Do you understand all the procedures involved to complete your accreditation?

Not at all 1 2 3 4 5 Completely

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

Thank you for completing this questionnaire.



APPENDIX C: Practical Hours Recording Form

My Details are as follows:

Name: _____

Address: _____

_____ Post Code: _____

E-mail Address: _____

Supervisor Details are as follows:

Name: _____

Address: _____

_____ Post Code: _____

E-mail Address _____

Phone No: (b) _____ (h) _____ (m) _____

ACC No: _____ Level: _____

SUPERVISED PRACTICAL COACHING EXPERIENCE (Minimum 15 hours)

DATE	Activity	Hours	Signed (supervisor)

