



**SKATE AUSTRALIA
ARTISTIC COACHING ACCREDITATION
ADVANCED COACH**

Policy & Course Guidelines 2012

Skate Australia
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COVER PHOTO

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ARTISTIC ADVANCED COACH POLICY AND GUIDELINES



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SECTION 1: ACCREDITATION PROGRAM GENERAL INFORMATION AND ADMINISTRATION

1.1 DETAILS OF THE NSO

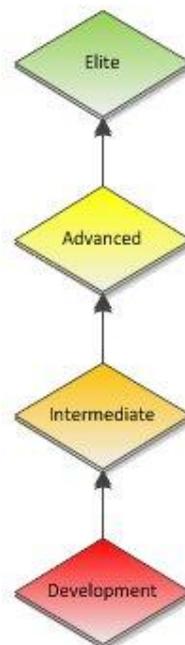
Skate Australia is a National Sporting Organisation, incorporated in the State of Queensland.

Coaches Education fits into the structure of the organisation as an integral part of the activities undertaken by the National Branches (i.e. Artistic, Speed, Roller Hockey, Roller Inline Hockey, Skateboarding, Roller Derby and Inline Skating).

The National Office through Accredited Course Coordinators is responsible for the coordination of all coaching courses. In turn Course Coordinators are appointed and charged with the responsibility for organising and conducting courses at State level.

1.2 NAME OF THE COURSE

Artistic Advanced Coach

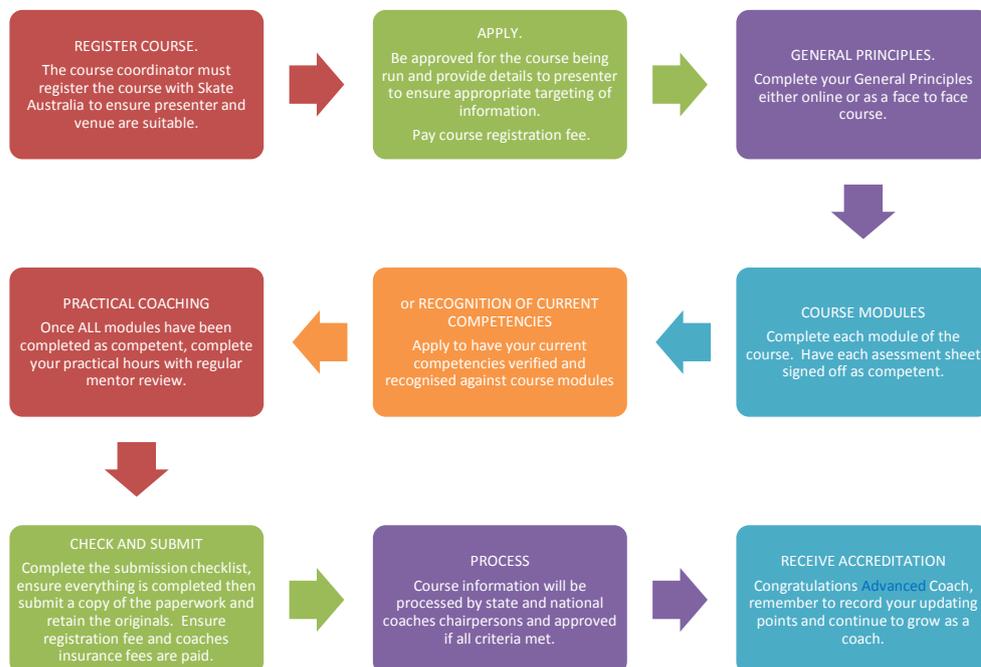


Skate Australia has a 4 tier Artistic accreditation structure that provides education, training and mentoring to coaches as they progress along the coaching pathway. This course is the third of these 4 levels and is targeted at the Advanced coach for state / national and International level.

Each course is split into 3 manuals, the first covers the course guidelines and policies. The second manual covers course assessment and new accreditation applications (including Recognition of Current Competency) and the third covers updating.

This manual details the processes and requirements along this path to accreditation. In conjunction with the Course Assessment manual it contains all the information required to complete an Advanced Artistic Coach course.

The basic process of becoming an accredited coach follows a number of simple steps.



Whilst the entire process can be done to suit the availability of venue, presenter and suitable pupils the entire process **MUST** be completed within 12 months of registration for the course.

1.3 INTEGRATED OR SEPARATE COACHING GENERAL PRINCIPLES COMPONENT

This course does not contain general principles modules.

All candidates are required to complete and pass a separate “Intermediate Coaching General Principles” of Coaching Course through the appropriate training providers. This can be done online or through an approved course provider such as SEAL <http://www.sealglobal.net/>. Proof of completion of the Intermediate Coaching General Principles course must be submitted with the application for this accreditation course.

1.4 ACCREDITATION PROGRAM FEES

Course fees should be kept to a minimum to allow maximum access to accreditation.

Fees may vary depending on local costs for course venues and presenters. However, course fees will include the costs of compulsory texts, Skate Australia accreditation fee and other course costs such as facility hire, Skate Australia Registration Fee, administration and equipment.

1.5 ENTRY PRE-REQUISITES

The following entry pre-requisites apply for entry into the Artistic Advanced Coach Training Program.

- Current member of Skate Australia Inc
- Minimum 2 Years as an Intermediate Coach.
- All participants must be a minimum of 16 years of age to enter the training program.

1.6 VENUE

The following is the minimum requirements for venues where training is to take place.

Theory Lecture / Meeting room with suitable seating and audio-visual equipment as close as possible to the activity area to ensure maximum learning time.

Practical Venue with appropriate equipment and space, to allow all participants to be catered for safely. Floor must be suitable for the skating / exercises to be performed.

1.7 INSURANCE

Skate Australia holds a comprehensive insurance policy through IEA Insurance Brokers. This policy covers public liability cover (\$20M) and Professional Liability Insurance (\$1M) Skate Australia Membership offers this to all its coaches.

All course participants must be registered members of their local State Association prior to accreditation being granted. They must be insured as coaches through Skate Australia or have suitable private insurance, to ensure adequate insurance cover.

This membership and insurance must be maintained annually, whilst the participant is still actively coaching.

1.8 COACH'S CODE OF BEHAVIOUR

All coaches are required to complete the Skate Australia code of ethics agreement form and abide by these guidelines. Failure to comply with the code of ethics may result in disciplinary action or de-accreditation.

Coaches must complete a new code of ethics for each time they update or complete a new accreditation level.

Refer to the Application and Updating manuals for the code of ethics form.

1.9 UPDATING POLICY

Each accreditation issued by the Skate Australia provides an expiry date of 4 years from the date of approval.

In order to update registration coaches must in a 4 year period:

- Complete the next level of qualification, or
- Re-do the current level of qualification, or
- Complete the 40 points (Hours) of updating activities.

From the time the coach is accredited until this expiry date they must record any activities for which they may claim updating points. These points are split into practical points and education points.

At the end of the updating period (just prior to expiry of the current accreditation) the coach must provide a completed ACCREDITATION UPDATE APPLICATION & Check List for the level at which they are accredited.

Refer to the Advanced Coach Updating manual for Updating points table and Updating checklist.

SECTION 2: QUALITY ASSURANCE

2.1 COMPLAINTS HANDLING PROCEDURE

Candidates with grievances about the conduct of their training program or seeking appeals on their assessment process must submit them in writing to the course coordinator within 30 days of the completion of the training program or on receiving notification of their assessment outcome.

All grievances and appeals will be considered by the Course Design Sub-Committee who will inform the candidate of the process they used to consider their grievance and the outcome of their deliberations within 30 days of receiving the grievance / appeal.

2.2 PRESENTER / ASSESSOR QUALIFICATIONS

All prospective presenters must apply, and be approved, for presenting on all Skate Australia courses. Presenters for Artistic Advanced Coaching course must have the following minimum qualifications:

- *Successfully completed a Skate Australia Presenter Course or Successfully completed a Train the Trainer or Presentation Skills Course.*
- *Hold a current NCAS Accreditation as an Artistic Coach at Advanced Level or higher.*
- *Have at least 8 years of experience coaching at Advanced Level or have achieved Elite level.*
- *Current membership in Skate Australia.*

Course presenters shall:

- Undergo a four (4) yearly review of performance by a designated Skate Australia reviewer and pass the review satisfactorily in order to have endorsement continued.
- Have access to a range of resources (technical and educational) as may be deemed necessary.
- Any assistant or trainee presenters must be supervised by an appropriately qualified presenter.

Skate Australia shall have the right to:

- Approve course presenters not covered by the above criteria after evaluation of such person's relevant experience and knowledge of the sport and having regard to the prevailing circumstances.
- Nominate a member of the course review panel to conduct random checks to assess the quality of delivery of the course being conducted.

All course Presenters/Assessors will be selected at the discretion of the State Coaching Chairperson or respective State Coaching Committee and approved by the National Coach Development Chairperson to ensure quality control of Presenters and Assessors.

Course coordinator reports and participant evaluations will be reviewed to ensure quality control of presenters.

2.3 PRESENTER / ASSESSOR TRAINING

Presenter / Assessor training is provided by Skate Australia or can be obtained through an approved Course.

All presenters are required to have completed presenter training as well as provide details of their updating activities within the skating year in which they are seeking accreditation as a presenter.

2.4 MENTOR QUALIFICATIONS

All prospective mentors must apply, and be approved, for mentoring on all Skate Australia courses. Mentors for Artistic Advanced Coaches must have:

- *Successfully completed a Skate Australia Mentor Course, successfully completed an approved Mentor Course or provided evidence of current competency as a mentor.*
- *Hold a current NCAS Accreditation as an Artistic Coach at Advanced Level or higher.*
- *Have at least 8 years of experience coaching at Advanced Level or have achieved Elite level.*
- *Current membership in Skate Australia.*

Mentors shall:

- Undergo a four (4) yearly review of performance by a designated Skate Australia reviewer and pass the review satisfactorily in order to have endorsement continued.
- Have access to a range of resources (technical and educational) as may be deemed necessary.
- Any assistant or trainee mentors must be supervised by an appropriately qualified mentor.

Skate Australia shall have the right to:

- Approve mentors not covered by the above criteria after evaluation of such person's relevant experience and knowledge of the sport and having regard to the prevailing circumstances.
- Nominate a member of the course review panel to conduct random checks to assess the quality of mentoring being conducted.

All mentors will be selected at the discretion of the State Coaching Chairperson or respective State Coaching Committee and approved by the National Coach Development Chairperson to ensure quality control of Mentors.

Course coordinator reports and participant evaluations will be reviewed to ensure quality control of mentors.

2.5 MENTOR TRAINING

Mentor training is provided by Skate Australia or can be obtained through an approved Course.

All mentors are required to have completed mentor training as well as provide details of their updating activities within the skating year in which they are seeking accreditation as a mentor.

2.6 DESIGN AND REVIEW RESPONSIBILITY

The following people will form Skate Australia's Course Design and Sub-committee.

| | |
|-----------------------------------|---------------|
| National Executive Officer | Mat Helmers |
| National Participation Manager | Aaron Sprigg |
| AACC Chairperson | Barry Andrews |
| All Members of the AACC committee | |

2.7. ACCREDITATION PROGRAM EVALUATION AND REVIEW PROCESSES

In addition to the Course Evaluation Questionnaire provided in the Workbook and Assessment Manual, the following methods will be used to assess and review the courses:

- Informal discussions will be held between Skate Australia and course presenters following courses throughout Australia. These discussions will allow presenters to present their honest opinions on how the course organisation, administration and content can be improved.
- Data on course participation numbers, and progressing to the next level will be analysed on a regular basis.
- The course will undergo a thorough review every four years, and input sought from State AACC Chairpersons, Artistic High Performance Coach and Skate Australia Course Design Group members. Appropriate amendments will be made and the course will be submitted to the ASC for renewed registration.

SECTION 3: ACCREDITATION PROGRAM DELIVERY

3.1 RECOGNITION OF PRIOR LEARNING/CURRENT COMPETENCE

There will be no honorary accreditation. All coaches must satisfy the competencies of each particular level of accreditation.

However, candidates may apply for exemptions from all or sections of each course. This application will be required to be made on the appropriate application form, available from the National Office and supported by relevant documentation. These applications will be considered by the Course Design Review Sub-Committee.

The Skate Australia Course Exemption Policy is contained in the Workbook and Assessment manual for this course.

- a) What is RPL?
RPL is based on the awareness that people learn and develop competencies in many different ways throughout their lifetime – through work experience and life experience as well as through education and training. RPL takes into account a person's skills and experiences, no matter where these were learnt, to enable people to gain credit in a training program.
- b) RPL Principles
The process of RPL must be quality controlled and delivered by personnel with experience in coach education. These personnel are responsible for ensuring that:
 - Procedures are fair and equitable
 - Measures are valid and reliable
- c) How can learning be recognised?
Each training program contains a set of learning outcomes and associated performance criteria that must be achieved before a participant will be deemed competent. In broad terms, the process of RPL involves matching what participants already know and can currently do with the learning outcomes of the module/unit. In this way, RPL enables participants to focus on developing skills and knowledge in new areas, rather than re-learning what they already know and can do.
- d) Who can apply?
A person can apply for RPL if they think their prior learning and experience mean they can provide evidence to show that they are already competent in the learning outcomes of the relevant training program.

- e) Benefits of RPL
- Speeds up the process of becoming a qualified Artistic Skating coach.
 - Conforms to the requirements for equity in adult education programs.
 - Avoids the problem of participants having to unnecessarily repeat learning experiences.
 - Encourages the development of various assessment procedures.
 - Assesses the candidate's current competence in comparison to the stated standards of competence required.
 - The RPL process can clarify what relevant skills the participant does and does not possess – so that the learning program can be tailored accordingly.
- f) How do you show evidence of competencies gained via prior learning?
There are many ways that a person can show evidence of their current competencies. RPL can only be granted on current evidence, that is, work that has been completed within the last four years and competencies that they are currently able to demonstrate. Following are a few examples of the ways evidence can be provided. The person will need to include a variety of these in their application form.
- g) Education and Training
- Formal, accredited and informal training
 - Copies of certificates, qualifications achieved from other training programs, school or tertiary results.
 - Statements outlining training programs and or study that they have undertaken and the learning outcomes/competencies achieved from these.
- h) Coaching Related Experience
- Resume of coaching experience and positions held, which may include reports from people within the sport.
 - Copies of any statements, references or articles about the coach's employment or community involvement.
 - Relevant coaching samples, e.g., copies of training programs, videos of coaching tools, which the coach has developed and implemented.
 - Reports on opportunities undertaken, which could include evaluations from training programs conducted.
- i) Life Experience
- Overview of sport and recreation involvement.
 - Relevant work or other experiences.
 - Evidence of home/self-directed study which may include a list of recent readings, synopsis of seminars attended, reports of research or analysis undertaken.

The above are only examples. The person should provide all the documentation that they can which clearly shows evidence of the competencies they hold. They may also be required to demonstrate their expertise by written or practical demonstration.

j) RPL Assessment

- The State AACC Chairperson and National AACC Chairperson will act as the RPL assessor for all Skate Australia Artistic NCAS courses.
- The RPL assessment can only be carried out when the applicant provides evidence of the relevant competencies that they believe they hold. This is achieved through completing the RPL application form and forwarding this with the required fees to the State AACC Chairperson.
- The following sequential process has been established as the procedure to be followed when a person wishes to obtain credit for prior learning or current competencies.

Step 1 – Request

Applicants who consider applying for RPL will contact the State AACC Chairperson who will provide a brief explanation about the RPL process and advice to the applicant. A Workbook and Assessment manual will then be forwarded to the applicant.

Step 2 –Application

- Applicants will utilise the information contained within the RPL application form to conduct a self-assessment against the training program learning outcomes.
- Applicants will need to consider if and how they have achieved each learning outcome and if they can satisfy the performance criteria by submitting valid, sufficient, authentic and current evidence.
- Applicants will need to gather all relevant supporting documentation and complete the RPL application form with honest, clear, complete and concise information.
- The completed application form with supporting documentation will then be forwarded the State AACC Chairperson.

Step 3 – Assessment

- On receipt of an application, the State AACC Chairperson will review the application to determine the completeness and relevance of the documentation. The State AACC Chairperson may consult with the National AACC Chairperson as part of this review.
- The State AACC Chairperson will advise the applicant of any deficiencies that must be rectified or addressed before the application can proceed.
- A judgment must be made about whether the applicant wholly or partially meets the requirements.
- The State and National AACC Chairpersons will check that the evidence submitted conforms to the following RPL principles:
 - Validity (is the evidence relevant?)
 - Sufficiency (is there enough evidence?)
 - Authenticity (is the evidence a true reflection of the candidate?)
 - Currency (is the evidence recent; was a qualification obtained within the last four years? Can the person demonstrate the required competencies now?)
- In the event of partial completion of the learning outcomes, the National AACC Chairperson will outline which performance criteria still need to be achieved, and preferably what evidence is still required.
- Options Include:
 - Supply further supporting documentation.
 - Complete certain assessment activities.
 - Complete parts of a training program.
 - Work with a mentor to obtain the required competencies.
- The State AACC Chairperson will complete and return assessors' report with recommendations.
- The State AACC Chairperson may need to meet to discuss issues with the applicant during the assessment process. The meeting could take the form of a teleconference.
- The National AACC Chairperson will keep records of all RPL applications for seven years.

Step 4 – Notification

- The National AACC Chairperson will notify the applicant of the decision within two months of receiving the application.
- Successful applicants for RPL will receive confirmation documentation.

Step 5 – Appeal

- The applicant has the right to appeal the National Coach Development Manager’s decision, if they believe the decision is unfair, unjust or the information has been misinterpreted the evidence.
- In the case of an appeal, an assessment panel will be established that will consist of the following personnel:
 - National AACC Chairperson (original RPL assessor)
 - An independent qualified assessor.
- This assessment panel will review all material available and make a decision to either:
 - Grant recognition; or
 - Deny recognition.
- The RPL review assessment panel will notify the applicant of the decision within two months of receiving the appeal.
- The decision of the RPL review assessment panel will be final.

3.2 Flexible Delivery

Skate Australia is committed to providing flexibility in assessment methods used when necessary. This includes:

- *Using oral instead of written workbook where appropriate*
- *Using video of practical coaching for assessment purposes*

Considering any request from candidates for flexibility within the framework of ensuring fairness for others, and integrity of the assessment process overall.

Additionally the course is designed to be modular to allow for available venue time and participants ability to attend.

Intermediate coaching general principles may be done online or at an approved course.

All practical units can be completed in the one day or they may be spread out over a longer period with one or more units being completed at a time. Individual units must be completed in the one session.

3.3 Implementation Strategy

The Artistic Advanced Coach accreditation course is implemented as a number of practical and theoretical units. Each of these units is designed to target specific areas of the coaches development with the total combining to ensure the coach is exposed to as wide a variety of experiences as possible within the timeframe of the course.

By separation into units coaches are able to repeat one or more modules without the necessity to redo the entire course. This ensures areas of weakness are able to be identified and the coach assisted with any problem areas.

3.4 Number of Participants

The Artistic Advanced Coach accreditation course can have a ratio of Course Presenter to Participants of between 1 and 10. That is no more than 10 participants per presenter for a single course.

3.5 Physical Screening Check

All participants must have a personal fitness level that will enable them to perform their normal coaching duties and where required demonstrate skills at a slow pace. Demonstrations are not compulsory and they are performed at the individual participant's discretion.

All participants must sign a pre course letter providing information to the presenter regarding any disability which may impede participation in some practical elements.

3.6 Attendance Requirements

Participants must be assessed as competent in order to be eligible for accreditation. While the course is offered at a time that considers the needs of the participants some coaches may need to attend two or more courses to complete each of the course units. In this case coaches will only pay the registration fee for one course.

If the coach undertakes part of the course in one State and is required to complete the remaining units in a different State, they will only be required to pay one course registration fee. A letter from the initial State AACC must be forwarded to the secondary State AACC for confirmation.

3.7 Completion

Participants must complete all assessment tasks to the course within a 12 month period from commencement date otherwise NO accreditation will be granted. If participants do not complete the tasks within the required time frame, the entire course will have to be completed again.

This will result in additional course fees to be paid by the participant.

3.8 Supervision or Mentoring of Coaching Practice

Q. What is required?

A. To attain the Artistic Advanced Coach accreditation you are required to, in addition to other course requirements, complete a minimum of 30 hours practical coaching. At least half of this must be supervised.

Q. When does this need to be completed by?

A. You are required to submit the completed Practical Coaching Recording Form to Skate Australia **within twelve (12) months** of the commencement of the course.

Q. How do I do this?

A. The area of practical coaching is the area that usually causes the most questions. It is the intent that the 30 hours is spent involved in the training of athletes. The athletes can be of any age, sex or level of competition. Involvement in the training process is described as any of all of the following “observation or supervision, program design and assessment”.

Q. Who so I do this with?

A. It is the intent that it is undertaken by a person who holds a current Advanced (with at least 8 years experience), or Elite Artistic Coach Accreditation. However practical coaching for coaches in rural and regional areas can be negotiated through Skate Australia.

Q. What is a mentor coach?

A. The aim of supervised coaching is to gain the benefits associated with having a “mentor” coach, someone to guide you through the attainment of practical skills and to provide you support and assistance with any coaching queries you may have.

3.9 Supervision or Mentoring Credit

Supervising coaches will receive education updating credit for the number of hours spent on supervising the Artistic Advanced Coach.

SECTION 4: ACCREDITATION PROGRAM DESCRIPTION

4.1 COMPETENCY STATEMENTS

Competency statements are broad descriptions of the expectations of coaches who should eventually obtain their Advanced Level accreditation. These are the statements that have formed the basis for designing this Competency Based Training document for prospective Advanced Level coach candidates.

In other words a *competency statement* defines what an Advanced Level Coach must be able to 'DO' in order for them to achieve all or part of the Advanced Level accreditation. Ideally any Advanced Level courses conducted will ensure that coaches achieve the required standards described in the **competency statements** below.

An important philosophical principle in this endeavour is that no candidate identified and/or approved as being capable of achieving all the Advanced Level competencies will be failed. Rather, it will be a matter of time in which competencies are assessed and achieved on the first or any subsequent occasion. To this end, it will be imperative that on-going support, direction, guidance and advice be given to each individual participant to enable them to achieve the required competencies.

The competency statements in this section state in general terms what is expected of the Advanced Level coach. In Section 5 these competencies are translated into learning outcomes for the education and training that are intended to develop the competencies. The "learning outcomes" in Section 5 attempt to show the context clearly.

Preparation and Planning:

- ✓ Prepare, plan and organise a training session for Advanced skaters.
- ✓ Organise human and physical resources appropriate to the needs of training and competition for Advanced level skaters.

Conduct:

- ✓ Facilitate learning of the fundamental skills incorporated in Artistic Skating.
- ✓ Conduct training sessions appropriate for all Advanced level skaters.
- ✓ Communicate effectively with the players and others involved in the sport

Monitor and Review:

- ✓ Observe and assess the skaters performance and provide feedback.
- ✓ Ensure safety of self and others and manage emergency situations.
- ✓ Ensure a safe training environment is provided.

Evaluate:

- ✓ Evaluate achievement of the training session and the effectiveness of coaching behaviours.

Adapt:

- ✓ Identify and implement the appropriate modifications in future sessions/competitions.

4.2 ASSESSMENT

All participants are required to actively participate in workshop and discussion groups, complete worksheets and undertake practical tasks as per the course outline.

a) Short answer worksheet:

The worksheet is aimed at assessing the candidate's comprehension of various underpinning knowledge aspects of the theory modules. There are two theory worksheets for the Advanced Coach course, one skating specific and one fitness specific. Answer guides are available to assessors marking the worksheets. All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect.

Candidates are permitted to access all course materials, and may consult with others when completing the worksheets. Candidates may re-submit the worksheets as many times as necessary to meet the requirements of this assessment task.

b) Practical:

This assessment is aimed at assessing the candidate's practical ability to effectively and safely coach Advanced Level skating skills. The coaching task is both a learning and assessment tool. This assessment task is completed in course.

- The coaching task should be of at least 15 minutes duration.
- Any suitable level of athlete may be involved, and course participants should ideally not be used as athletes, however can be used when necessary.
- An assessment checklist is provided in the Workbook and Assessment Manual. This details the skills / competencies the coach must demonstrate. The candidate must be rated as competent on all aspects of the assessment checklist to pass.
- Candidates may re-take the practical assessment as many times as necessary to achieve competency.

c) Assessment Arrangements:

The assessment activity will take place as part of an Advanced Coaching Course. Venue and paperwork will be provided as part of the course. Participants may be required to provide skaters for the assessment task.

5.0 TRAINING PROGRAM SYLLABUS

5.1 TRAINING PROGRAM SYLLABUS

| Unit | Nominal Duration | Unit Delivery | Assessment |
|--|------------------|---|----------------------|
| GENERAL PRINCIPLES MUST BE COMPLETED IN ADDITION TO PRACTICAL | | | |
| COMPULSORY UNITS – MUST COMPLETE ALL | | | |
| Unit 1 | 30 min | Introduction | Nil |
| Unit 2 | 60 min | Lesson Planning for the season | Written Plan |
| Unit 3 | 30 min | Rules / Regulations | Exam |
| Unit 4 | 60 min | Specific Skills – Advanced Footwork | Practical Evaluation |
| Unit 5 | 60 min | Specific Skills – Lifts | Practical Evaluation |
| Unit 6 | 60 mins | Specific Skills – Routine Design | Practical Evaluation |
| Unit 7 | 60 mins | Specific Skills – Working with Groups | Practical Evaluation |
| Unit 8 | 60 mins | Specific Skills – Fitness | Practical and Exam |
| ELECTIVE UNITS – MUST COMPLETE ANY 4 | | | |
| Unit 9 | 120 mins | Specific Skills Elective – Singles 1 | Practical Evaluation |
| Unit 10 | 120 mins | Specific Skills Elective – Singles 2 | Practical Evaluation |
| Unit 11 | 120 mins | Specific Skills Elective – Singles 3 | Practical Evaluation |
| Unit 12 | 120 mins | Specific Skills Elective – Singles 4 | Practical Evaluation |
| Unit 13 | 120 mins | Specific Skills Elective – Figures 1 | Practical Evaluation |
| Unit 14 | 120 mins | Specific Skills Elective – Figures 2 | Practical Evaluation |
| Unit 15 | 120 mins | Specific Skills Elective – Figures 3 | Practical Evaluation |
| Unit 16 | 120 mins | Specific Skills Elective – Figures 4 | Practical Evaluation |
| Unit 17 | 120 mins | Specific Skills Elective – Dance 1 | Practical Evaluation |
| Unit 18 | 120 mins | Specific Skills Elective – Dance 2 | Practical Evaluation |
| Unit 19 | 120 mins | Specific Skills Elective – Dance 3 | Practical Evaluation |
| Unit 20 | 120 mins | Specific Skills Elective – Dance 4 | Practical Evaluation |
| EXAMINATION AND EVALUATION – MUST COMPLETE | | | |
| Unit 21 | 30 mins | Examination | Marking |
| Unit 22 | 30 mins | Evaluation | Nil |
| Sub Total | 13.50 hrs | | |
| Practical Coaching Hours | 30 hours | Practical hours must include at least 50% of time with mentor / supervisor. All hours must be signed off by supervisor or delegate. | Supervision |
| Total | 43.5hrs | | |

5.2 UNIT OUTLINES

UNIT 1 INTRODUCTION TO THE COURSE

Aim:

- This unit will provide the coach with the knowledge and understanding of the role of accreditation in ensuring the standards of coaching.
- It will also provide the coach with an understanding of the role of Skate Australia and the Australian Sports Commission in maintaining the quality of coaching through accreditation and upgrading schemes.

Duration: 30 minutes.

1.1 Learning Outcomes:

On successful completion of this unit the coach will be able to:

- Locate the various facilities and amenities during the course.
- Name the course presenters.
- Understand the assessment requirements of this course level.
- Describe the objectives of Skate Australia's coach accreditation schemes.
 - Understand the relationship between coach accreditation and standards of coaching
 - Describe SA's Coach Updating Policy
 - Understand the relationship between coach accreditation and standards of coaching

1.2 Learning Experiences:

- Lecturer will introduce themselves and the names of any other lecturers and what units they will be presenting.
- Outline the logistics, duration of course, timetable, amenities and facilities for the duration of the course.
- Describe the general competency aims of this course.
- Outline the structure of Skate Australia's coach education courses.
- Outline Skate Australia's Coach Updating Policy.
- Outline assessment requirements of the course

1.3 Assessment:

Nil.

1.4 References:

OHP Slides and/or Power Point
Skate Australia's Artistic Advanced Coach course syllabus
Skate Australia's Updating Policy

UNIT 2 PLANNING A SEASON

Aim:

- This unit will provide the coach with the knowledge and understanding of the requirements to properly plan a skaters season, including both on skate and off skate development.

Duration:

60 minutes.

2.1 Learning Outcomes

On successful completion of this unit the coach will be able to:

- Understand the need to plan both on and off skate for skater.
- Understand how to schedule the skaters development over the season.
- Understand how to include preparation for future development into a skaters schedule.
- Understand how to use the competition calendar to plan the skaters development.

2.2 Learning Experiences

Discussion of planning the year including:

- Competition Calendar.
- New skills / items required by the skater.
- Proficiency tests required for future progression.
- Routine / Item required dates.
- Fitness level required.

Development of a plan for typical skating year by the coach.

2.3 Assessment

Coach will write an annual plan for a skater in Cadet, Intermediate or Junior International grade. Listing target goals for the year and specific timelines for achieving these goals.

2.4 References

AAC Rule Book
Skating Calendar
Australian Championship requirements
Specific Discipline manuals Figures, Freeskate and Dance.

UNIT 3 RULES AND REGULATIONS

Aim:

- This unit will provide the coach with the knowledge of the location of rules and regulations as they apply to artistic skating.

Duration:

60 Minutes.

3.1 Learning Outcomes

On successful completion of this unit the coach will understand:

- Where to obtain regulations for national championships.
- Where to obtain discipline specific rules.
- Where to obtain rules and regulations for proficiency tests.
- Where to obtain rules and regulations for International competitions.
- Penalties and restrictions which apply to different events.

3.2 Learning Experiences

- Group discussion and overheads.
- Discussion of the different rule books, National requirements, CIPA Rule book, CAOC rule book, AAC rule book.
- Discussion of web sites for obtaining information, CIPA, Skate Australia and AACC.
- Discussions of penalties and restrictions which apply to different events.

3.3 Assessment

Exam unit 21.

3.4 References

The content for this unit is based on:

AAC Rule Book.
CAOC Rule Book
Figures Manual.
Freeskate Manual.
Dance Manuals 1, 2 and 3.
CIPA Rule book.
National championship requirements.

UNIT 4 **SPECIFIC SKILLS – ADVANCED FOOTWORK**

Aim:

- This unit will provide the coach with the opportunity to demonstrate and teach correct technique for advanced footwork to a prescribed pattern.

Duration:

60 Minutes.

4.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- Circular and Serpentine footwork patterns.
- Advanced Footwork.
- Development and teaching of a footwork sequence to a pattern.

4.2 Learning Experiences

Discussion of skate fundamentals covering:

- Circular footwork.
 - Serpentine footwork.
 - Types of footwork
 - Types of 1 foot turns.
-
- With a skater not normally coached by the coach.
 - Coach will design a sequence of advanced footwork for a circular footwork sequence and teach this to the skater. Will be done to music chosen by the assessor.
 - Group discussion and feedback on the sequence.
 - Coach will design a sequence of advanced footwork for a serpentine sequence and teach this to a different skater. Will be done to music chosen by the assessor.
 - Group discussion and feedback on the sequence.
 - Care to be taken to ensure the demonstration is broken down into simple terms, and that skater understands what is explained of them and that footwork is targeted at the level of the skater.

4.3 Assessment

Practical assessed by supervisor.

4.4 References

The content for this unit is based on:

Figure Manual, Dance Manual, Freeskate Manual and Skating Dictionary.
30 second music sequence chose by the assessor.

UNIT 5 **SPECIFIC SKILLS - LIFTS**

Aim:

- This unit will provide the coach with the opportunity to understand correct lifting technique as it applies to the basic lifts of roller skating. With less couples now in the sport it is even more important that coaches understand the basic lifts and how they can be safely done.

Duration:

60 Minutes.

5.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- Lifting to protect the lifters back.
- Safety requirements for lifting, spotter, harness.
- Simple carried lift.
- Spiral Lift.
- Passover Axel.
- Airplane.

5.2 Learning Experiences

- All lifts will be done OFF skates, no lifting to be done on skates.
- Prior to attempting any lift discussion regards the dangers, correct hold, correct positioning and need for spotter / assistant to limit danger.
- Using a skater who is confident and of light enough weight to be safe for the lifter to lift with ease.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the safety of both lifter and lifted.
- Simple carried lift, lift from waist for a count of 3.
- Simple spiral lift, lift from spiral position around waist for a count of 3.
- Simple Passover axel.
- Airplane lift only if participants physically safe to attempt.

5.3 Assessment

Practical assessed by supervisor.

5.4 References

The content for this unit is based on:

The Skate Australia Pairs skating manual.

UNIT 6 SPECIFIC SKILLS – ROUTINE DESIGN

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the design of a typical creative routine, Freeskate, Free dance or Creative Solo Dance.

Duration:

30 Minutes.

6.1 Learning Outcomes

On successful completion of this unit the coach will understand.

- Correct selection of music.
- Correct use of the floor.
- Placement of elements within the routine.
- Correct selection of elements to suit skater ability.

6.2 Learning Experiences

- Group discussion of the requirements for a good routine, encompassing music choice, skater abilities, item placement, need for strong skating between key items and the need for highlights.
- Coaches will then be asked to design a pattern for one of Creative Solo Dance, Solo Freedance or Short program for freeskating. Assessor will decide which coach is to design the layout for.
- Group discussion of the generated patterns with feedback on good points and poor points for each routine and any areas of improvement.

6.3 Assessment

Pattern generated by coach and involvement in group discussion.

6.4 References

The content for this unit is based on:

The Skate Australia Dance skating manuals 1, 2 and 3.
The Skate Australia Freeskate manual.

UNIT 7 SPECIFIC SKILLS – WORKING WITH GROUPS

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for working with groups for show skate or precision type events.

Duration:

60 Minutes.

7.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- A one minute choreographed sequence with a group of 4 to 8 skaters.
- Music selection to suit the skaters.
- Transition and motion of groups.
- Safety when working in groups.

7.2 Learning Experiences

- With a group of 4 to 8 skaters of suitable ability.
- Coach provides a 60 second piece of music suitable for a small show group or mini precision.
- Coach choreographs and teaches the 60 second routine to the music, a minimum of 3 key elements required a maximum of 5 elements. This may be taught apart from the session and demonstrated at the session.
- Coach then allows skaters to demonstrate the routine, group discusses and provides feedback on the routine.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what required of them.

7.3 Assessment

Practical assessed by supervisor.

7.4 References

The content for this unit is based on:

The Skate Australia Precision skating manual.
Skate Australia Skater Achievement Program.

UNIT 8 **SPECIFIC SKILLS – FITNESS**

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for a variety of fitness exercises and methods of grading these exercises to suit different disciplines, ages, and/or ability levels.

Duration:

60 minutes.

8.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- Advanced understanding of exercises for developing strength graded appropriately to the individual athlete.
- Advanced understanding of exercises for developing power graded appropriately to the individual athlete.
- Advanced understanding of exercises for developing agility graded appropriately to the individual athlete.
- Advanced understanding of exercises for developing endurance graded appropriately to the individual athlete.
- Advanced understanding of exercises for developing flexibility graded appropriately to the individual athlete.
- Ability to identify and correct technique in completing Strength and Conditioning related exercises.
- Safety associated with Strength and Conditioning related exercises.

8.2 Learning Experiences

- With a 2-3 skaters.
- Coach will teach a selection of exercises (2-3) for each component area with correct technique and adapted to the discipline/age/ability of the skater.
- Coach then allows skaters to attempt the exercise and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.
- Care to be taken to ensure the skaters have appropriate safety equipment where necessary.
- Care to be taken that the selection of exercises, resistance/loading (as relevant), equipment and sets/reps are adapted to each skaters level of fitness, health and age.
 - Care to be taken that if weights/loading is used, that appropriate precautions or restrictions are considered.

8.3 Assessment

Practical assessed by supervisor. Written exam in workbook.

8.4 References

The content for this unit is based on Skate Australia Artistic fitness manual.

UNIT 9 SPECIFIC SKILLS ELECTIVE – SINGLES 1 (CAMEL SPINS)

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Camel spins involved with freeskating at an Advanced Level.

Duration:

120 Minutes.

9.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- An Inside Forward Camel spin.
- An Outside Forward Camel spin.
- An Inside Back Camel spin.
- An Outside Back Camel spin.
- A Camel change Camel spin.
- A Camel Sit Combination spin.
- Correct posture over the skate for spinning.
- Identifying cheated spins and how to correct.
- Safety associated with spinning, particularly broken ankle Camels to skaters of younger age.

9.2 Learning Experiences

- With a single skater.
- Coach will teach each of the spins.
- Coach then allows skaters to attempt the spin and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

9.3 Assessment

Practical assessed by supervisor.

9.4 References

The content for this unit is based on:

The Skate Australia Free skating manual.
The Skate Australia Artistic Skating Dictionary

UNIT 10 SPECIFIC SKILLS ELECTIVE – SINGLES 2 (SIT SPINS)

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Sit spins involved with freeskating at an Advanced Level.

Duration:

120 Minutes.

10.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- An Outside Forward Sit spin.
- An Outside Back Sit spin.
- An Inside Forward Sit spin.
- A Sit Combination spin.
- A Sit Change Sit spin.
- A Sit Jump Sit spin.
- Correct posture over the skate for spinning.
- Identifying cheated spins and how to correct.
- Safety associated with spinning.

10.2 Learning Experiences

- With a single skater.
- Coach will teach each of the spins.
- Coach then allows skaters to attempt the spin and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

10.3 Assessment

Practical assessed by supervisor.

10.4 References

The content for this unit is based on:

The Skate Australia Free skating manual.
The Skate Australia Artistic Skating Dictionary

UNIT 11 SPECIFIC SKILLS ELECTIVE – SINGLES 3 (TOE JUMPS)

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Toe Jumps involved with freeskating at an Advanced Level.

Duration:

120 Minutes.

11.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- A Lutz Jump.
- A Flip Jump.
- A Toe Walley Jump.
- A Double Mapes Jump.
- A Double Flip Jump.
- A Double Lutz.
- Correct posture over the skate for jumping.
- Correct wrap technique for jumping.
- Identifying cheated jumps and how to correct.
- Safety associated with jumping.

11.2 Learning Experiences

- With a single skater.
- Coach will teach each of the jumps.
- Coach then allows skaters to attempt the jump and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

11.3 Assessment

Practical assessed by supervisor.

11.4 References

The content for this unit is based on:

The Skate Australia Free skating manual.
The Skate Australia Artistic Skating Dictionary

UNIT 12 SPECIFIC SKILLS ELECTIVE – SINGLES 4 (EDGE JUMPS)

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Edge Jumps involved with freeskating at an Advanced Level.

Duration:

120 Minutes.

12.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- A Loop Jump.
- A Walley Jump.
- A Axel Jump.
- A College or Boeckle Jump.
- A Double Loop Jump.
- A Combination Jump with at least one double Jump.
- Correct posture over the skate for jumping.
- Correct wrap technique for jumping.
- Identifying cheated jumps and how to correct.
- Safety associated with jumping.

12.2 Learning Experiences

- With a single skater.
- Coach will teach each of the jumps.
- Coach then allows skaters to attempt the jump and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

12.3 Assessment

Practical assessed by supervisor.

12.4 References

The content for this unit is based on:

The Skate Australia Free skating manual.
The Skate Australia Artistic Skating Dictionary

UNIT 13 SPECIFIC SKILLS ELECTIVE – FIGURES 1 (THREE TURNS)

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Three Turn figures involved with figure skating at an Advanced Level.

Duration:

120 Minutes.

13.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- Figure 10.
- Figure 11.
- Figure 12.
- Figures 26a and 26b.
- Figures 27a and 27b.
- Figures 28a and 28b.
- Correct posture over the skate for figures.
- Correct placement of three turns.
- Identifying cheated three turns and how to correct.
- Safety associated with three turns.

13.2 Learning Experiences

- With a single skater.
- Coach will teach each of the figures.
- Coach then allows skaters to attempt the figure and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

13.3 Assessment

Practical assessed by supervisor.

13.4 References

The content for this unit is based on:

The Skate Australia Figure skating manual.
The Skate Australia Artistic Skating Dictionary

UNIT 14 SPECIFIC SKILLS ELECTIVE – FIGURES 2 (BRACKETS / COUNTERS)

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Bracket and Counter turn figures involved with figure skating at an Advanced Level.

Duration:

120 Minutes.

14.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- Figures 18a and 18b.
- Figures 19a and 19b.
- Figures 22a and 22b.
- Figures 23a and 23b.
- Correct posture over the skate for figures.
- Correct placement of turns.
- Identifying cheated turns and how to correct.
- Safety associated with bracket and counter turns.

14.2 Learning Experiences

- With a single skater.
- Coach will teach each of the figures.
- Coach then allows skaters to attempt the figure and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

14.3 Assessment

Practical assessed by supervisor.

14.4 References

The content for this unit is based on:

The Skate Australia Figure skating manual.
The Skate Australia Artistic Skating Dictionary

UNIT 15 SPECIFIC SKILLS ELECTIVE – FIGURES 3 (ROCKERS / OTHER)

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Rocker and back serpentine figures involved with figure skating at an Advanced Level.

Duration:

120 Minutes.

15.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- Figures 20a and 20b.
- Figures 21a and 21b.
- Figures 4a and 4b.
- Figures 6a and 6b.
- Correct posture over the skate for figures.
- Correct placement of turns.
- Identifying cheated turns and how to correct.
- Safety associated with rocker turns.

15.2 Learning Experiences

- With a single skater.
- Coach will teach each of the figures.
- Coach then allows skaters to attempt the figure and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

15.3 Assessment

Practical assessed by supervisor.

15.4 References

The content for this unit is based on:

The Skate Australia Figure skating manual.
The Skate Australia Artistic Skating Dictionary

UNIT 16 SPECIFIC SKILLS ELECTIVE – FIGURES 4 (LOOPS)

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Loop figures involved with figure skating at an Advanced Level.

Duration:

120 Minutes.

16.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- Figures 30a and 30b.
- Figure 16.
- Figure 17.
- Correct posture over the skate for loop figures.
- Safety associated with loop figures.

16.2 Learning Experiences

- With a single skater.
- Coach will teach each of the figures.
- Coach then allows skaters to attempt the figure and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

16.3 Assessment

Practical assessed by supervisor.

16.4 References

The content for this unit is based on:

The Skate Australia Figure skating manual.
The Skate Australia Artistic Skating Dictionary

UNIT 17 SPECIFIC SKILLS ELECTIVE – DANCE 1

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Fiesta Tango, Marylee foxtrot and Werner Tango involved with dance skating at an Advanced Level.

Duration:

120 Minutes.

17.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- Fiesta Tango (Solo and Couples).
- Marylee Foxtrot (Solo).
- Werner Tango (Solo and Couples).
- Correct posture over the skate for dance skating.
- Correct patterning for each of the dances.
- Safety associated with dance skating.

17.2 Learning Experiences

- With 2 skaters.
- Coach will teach each of the dances as solo and where specified will show couples holds and position changes if any.
- Coach then allows skaters to attempt the dance and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

17.3 Assessment

Practical assessed by supervisor.

17.4 References

The content for this unit is based on:

The Skate Australia Dance skating manuals 1, 2 and 3.
The Skate Australia Artistic Skating Dictionary

UNIT 18 SPECIFIC SKILLS ELECTIVE – DANCE 2

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Cha Cha, Spring Blues and California Swing involved with dance skating at an Advanced Level.

Duration:

120 Minutes.

18.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- Cha Cha (Solo and Couples).
- Spring Blues (Solo and Couples).
- California Swing (Solo and Couples).
- Correct posture over the skate for dance skating.
- Correct patterning for each of the dances.
- Safety associated with dance skating.

18.2 Learning Experiences

- With 2 skaters.
- Coach will teach each of the dances as solo and will show couples holds and position changes if any.
- Coach then allows skaters to attempt the dance and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

18.3 Assessment

Practical assessed by supervisor.

18.4 References

The content for this unit is based on:

The Skate Australia Dance skating manuals 1, 2 and 3.
The Skate Australia Artistic Skating Dictionary

UNIT 19 SPECIFIC SKILLS ELECTIVE – DANCE 3

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Tudor Waltz, Adams Polka and Association Waltz involved with dance skating at an Advanced Level.

Duration:

120 Minutes.

19.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- Tudor Waltz (Solo and Couples).
- Adams Polka (Solo and Couples).
- Association Waltz (Solo and Couples).
- Correct posture over the skate for dance skating.
- Correct patterning for each of the dances.
- Safety associated with dance skating.

19.2 Learning Experiences

- With 2 skaters.
- Coach will teach each of the dances as solo and will show couples holds and position changes if any.
- Coach then allows skaters to attempt the dance and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

19.3 Assessment

Practical assessed by supervisor.

19.4 References

The content for this unit is based on:

The Skate Australia Dance skating manuals 1, 2 and 3.
The Skate Australia Artistic Skating Dictionary

UNIT 20 SPECIFIC SKILLS ELECTIVE – DANCE 4

Aim:

- This unit will provide the coach with the opportunity to demonstrate correct technique for the Rotation Foxtrot and Princeton Polka involved with dance skating at an Advanced Level.

Duration:

120 Minutes.

20.1 Learning Outcomes

On successful completion of this unit the coach will understand and have demonstrated how to teach:

- Rotation Foxtrot (Solo and Couples).
- Princeton Polka (Solo and Couples).
- Correct posture over the skate for dance skating.
- Correct patterning for each of the dances.
- Safety associated with dance skating.

20.2 Learning Experiences

- With 2 skaters.
- Coach will teach each of the dances as solo and will show couples holds and position changes if any for the Rotation Foxtrot.
- Coach will teach the skaters the couples version of Princeton polka in full and have them skate this dance either partnered by the coach or partnering each other.
- Coach then allows skaters to attempt the dance and offers correction or encouragement where required.
- Care to be taken to ensure the demonstration is broken down into simple terms, and that skaters understand what is explained to them.
- Care to be taken to ensure the skaters are warned of any dangers and safe practice methods are taught.

20.3 Assessment

Practical assessed by supervisor.

20.4 References

The content for this unit is based on:

The Skate Australia Dance skating manuals 1, 2 and 3.
The Skate Australia Artistic Skating Dictionary

UNIT 21 QUESTIONNAIRE

Aim:

- This unit will assess the coaches knowledge of theoretical information covered in the Advanced Artistic coaching course.

Duration:

30 minutes.

21.1 Learning Outcomes

On successful completion of this unit the coach will have been assessed on theory aspects of the Advanced Artistic coaching course.

21.2 Learning Experiences

- Written exam 50% multiple choice, 50% written.

21.3 Assessment

All answers MUST be correct to pass.

Coach is allowed as many attempts as required to pass the exam.

Any reference manuals from the course may be used during the assessment.

21.4 References

Nil

UNIT 22 EVALUATION

Aim:

- To finalise accreditation details, advise coach of any areas where they could do more work and complete registration of completed course.

Duration:

30 minutes.

22.1 Learning Outcomes

On successful completion of this unit the coach will have all assessment papers completed and if these have been successfully passed, they can be added to other necessary paperwork for submission to RSA for accreditation.

22.2 Learning Experiences

- Discussion with presenter, completion of final details on report forms.

22.3 Assessment

Passing in all sections of course.

22.4 References

Nil



SECTION 5: Application to Coordinate Accreditation Course

APPLICATION TO COORDINATE AN ARTISTIC ADVANCED COACH COURSE

Name: _____

Membership No: _____

Contact : (PH) _____ (A/H) _____

Email: _____

Course to be held at _____

From ____/____/____ until ____/____/____

PRESENTER QUALIFICATIONS:

Approved by State Chair of Coaching

Name _____

Signed _____

Date: ____/____/____

Approved by National Chair of Coaching

Name _____

Signed _____

Date: ____/____/____

Office use only:

Date Received : ____/____/____

Membership Expiry Date: ____/____/____

Approved/Rejected : _____

Date Notified : ____/____/____

SECTION 6: Presenters Application

APPLICATION FOR ARTISTIC ADVANCED COURSE PRESENTER

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

Address:- _____ **State:** _____

Suburb: _____ **P/Code:** _____

Email: _____ **SA ID No:** _____

Active Member **Non Active Member**

Approval required for the following Units:

| UNIT | DESCRIPTION | REQUESTED | APPROVED |
|---------|----------------------------------|-----------|----------|
| Unit 1 | Course Introduction | | |
| Unit 2 | Equipment Theory | | |
| Unit 3 | General Skills | | |
| Unit 4 | Specific Skills - Edges | | |
| Unit 5 | Specific Skills - Stroking | | |
| Unit 6 | Specific Skills - Turns | | |
| Unit 7 | Specific Skills – Hops and Jumps | | |
| Unit 8 | Specific Skills - Spins | | |
| Unit 9 | Examination | | |
| Unit 10 | Evaluation | | |



ARTISTIC ADVANCED COACH POLICY AND GUIDELINES



Grounds for Application (please attach supporting documentation including a copy of Professional Indemnity Insurance Policy) :

| | | | |
|------------------------------|----------------|--------------------------------|----------------|
| <i>Office use only:</i> | | | |
| <i>Date Received :</i> | ____/____/____ | <i>Membership Expiry Date:</i> | ____/____/____ |
| <i>Accreditation Level :</i> | _____ | <i>Expiry Date :</i> | ____/____/____ |
| <i>Insurance To:</i> | ____/____/____ | <i>Approved/Rejected :</i> | _____ |
| <i>Date Notified :</i> | ____/____/____ | | |



SECTION 8: Pre Participation Questionnaire

The following information is aimed at enhancing the quality and safety of your learning experience during the course and streamlining our administration. Please read carefully through this document, and respond where appropriate.

Name: _____

I am participating in a Artistic Advanced Coaching Course from

____/____/____ to ____/____/____ at

_____(Venue)

The course is being run by : _____

Registration fee of \$25.00 paid on ____/____/____

Physical Activity During Course

During this course there may be practical sessions, during which some physical activities may be performed. It is important to let us know prior to commencement of the course that unless otherwise stated, all activity, physical participation in the skill development exercises is optional.

Additionally, if you do decide to participate it is quite okay to terminate your physical involvement at any time. Whilst it may be best to explain to the lecturer your situation, you will not be disadvantaged by not actively participating in any of the exercises.

To help us provide you with the safest activities and exercise levels, we ask that you please complete the section below and hand it to the course coordinator prior to the commencement of the course eg on the morning prior to the start or mail it back prior to the course date.

- ◆ I understand that there may be physical activities during the course, and that my participation is optional. I also understand the importance of bringing to your attention the following injuries, injury potential, or medical condition that may affect my ability to safely participate in physical exercise. I have listed all these below:



Briefly describe your coaching experience

Have you taken other similar training courses in other sports or industries? If so, please list them and tell us what you did or didn't enjoy about these courses.

What age groups and levels of ability of athletes are you currently exposed to?

How are you hoping to use the information and skills you develop during this course?

Signed: _____ Date: _____