



ISU Coach Education Framework

SPEED SKATING AND SHORT TRACK SPEED SKATING



ISU Coach Education Framework

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ISU Coach Education Framework

1. Introduction

The sustainable development of Speed Skating and Figure Skating is dependent on the number and quality of coaches within the sport. They provide the specialist expertise to improve and maintain the performance of Skaters and they also motivate, inspire and develop individuals. The high quality of coaching integrity, passion and expertise is vital. For this reason, the ISU has established a [Coach Education Framework](#).

The [ISU Coach Education Framework](#) has been developed for both the Figure Skating and the Speed Skating Branches to provide a standardized structure for the education of Coaches that can be used as a reference and guide by ISU Members establishing a Coach education program and thereby contribute to the recognition of coaching in Skating as a profession by creating a qualifications package that, being endorsed by the ISU, enhances its prestige and value.

The aims of the Framework include the following:

To ensure a measure of standardization of practice across ISU Members, thus producing a comparability of expectation across countries, with benefits for coach mobility;

1. To contribute to the recognition of coaching in Skating as a profession by creating a qualifications package;
2. To contribute in a meaningful way to the quality assurance, periodic upskilling and career development of the coaching workforce across the globe;
3. To enhance significantly the Skating coaching workforce by upskilling it in terms of the individual's technical and personal expertise, confidence and passion for the sport, capacity for self-improvement, employability, and engagement with the Skating coaching community.

The [ISU Coach Education Framework](#) has been influenced by the Long Term Athlete Development (LTAD) model of athlete development, which provides a useful scaffolding for the appropriate 'staged' progression of an athlete from initiation to full competition participation. However, understanding and accommodating the individual needs and ambitions of the Skater is the focus of the program. While technical and physiological knowledge is a prerequisite for Coaches in skating, there is also a constant inter-personal relationship dimension, which may impact on performance and retention. Through educating Coaches, the ambition is to develop Skaters who have a measure of self-determination, who are encouraged to think for themselves and to understand and contribute to their own development.

The Qualifications Pyramid

The multi-level Framework consists of 5 Levels (ISU Levels 1-5), which are aligned with the European Qualifications Framework (EQF) at Levels 2/3-5 (see next section for further detail on Equivalencies). Each Level is achieved following successful completion of the required elements of that Level and a demonstration of competence to practice at that Level.



ISU Levels 1-5: Speed Skating

Each award comprises a number of pre-course (online) Learning Units, with accompanying assignment(s), attendance at a face-to-face course(s), a period of logged experience, and completion of a portfolio, which will contain summative assignments and reflections on practice.

Use of eLearning is applicable for all levels and the [ISU eRink](#) is providing inspiration, courses and modules on several topics which can be used by the members to build up their own educational content within the framework.

The design of the [ISU Coach Education Framework](#) and the accompanying curriculum is based on a desire to develop Coaches who reflect continuously on the appropriateness of their practice; who are able to identify, address and monitor the needs of the Skaters in relation to content (what needs to be done) and context (age/stage, competition). There is a heavy emphasis on sound pedagogical/delivery practice, and the need to manage competition preparation (including program composition) and the competition itself, and in more advanced situations, to manage and lead coaching teams.

The training will be located within and under the flag of each ISU Member federation with a range of courses that meet the needs of candidate students. This manual contains a step-by-step description of this development within the domain of skating training. It is intended to serve as a guide to the implementation of national and local courses, providing a format and a framework, which may be adapted to make it applicable locally.

2. Equivalence of Qualification Levels

European Qualifications Framework

The **ISU Coach Education Framework** is a multi-level framework that has 5 levels (ISU Levels 1-5), that are aligned with the European Qualifications Framework (EQF) at Levels 2/3-5. Equivalences are established by the alignment of learning outcomes (what the coach can do) rather than the scale of the educational experience.

The EQF is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve transparency, comparability and portability of people's qualifications and makes it possible to compare qualifications from different countries and institutions.

The EQF covers all types and all levels of qualifications and the use of learning outcomes makes it clear what a person knows, understands and is able to do. The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level. Most importantly the EQF is closely linked to national qualifications frameworks, this way it can provide a comprehensive map of all types and levels of qualifications in Europe, which are increasingly accessible through qualification databases.

A fuller account of the EQF levels and level descriptors is provided below.

| | | | |
|---|---|---|---|
| Level 2 The learning outcomes relevant to Level 2 are | Basic factual knowledge of a field of work or study | Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools | Work or study under supervision with some autonomy |
| Level 3 The learning outcomes relevant to Level 3 are | Knowledge of facts, principles, processes and general concepts, in a field of work or study | A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information | Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems |
| Level 4 The learning outcomes relevant to Level 4 are | Factual and theoretical knowledge in broad contexts within a field of work or study | A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study | Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities |
| Level 5 ^[1] The learning outcomes relevant to Level 5 are | Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge | A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems | Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others |
| Level 6 ^[2] The learning outcomes relevant to Level 6 are | Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles | Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study | Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups |
| Level 7 ^[3] The learning outcomes relevant to Level 7 are | Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields | Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams |
| Level 8 ^[4] The learning outcomes relevant to Level 8 are | Knowledge at the most advanced frontier of a field of work or study and at the interface between fields | The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice | Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research |

Alignment of qualifications

The table below illustrates the alignment of the ISU Coach Education Framework with the EQF and other frameworks.

| ISU QF | ISU QF Title | European Sport Coaching Framework | EQF | Dutch QF | RQF England | UKCC |
|--------|--------------|-----------------------------------|-----|----------|-------------|---------|
| 1 | ISU Level 1 | | 2/3 | 2 | 1/2 | Level 1 |
| 2 | ISU Level 2 | Coaching Assistant | 3 | 3 | 2 | Level 2 |
| 3 | ISU Level 3 | Coach | 4 | 4 | 3 | Level 3 |
| 4 | ISU Level 4 | | 4 | 4 | 3 | 3 |
| 5 | ISU Level 5 | Senior Coach | 5 | 5 | 4/5 | |
| | | | 6 | | 6 | |
| | | Master Coach | 7 | | 7 | |
| | | | 8 | | 8 | |

3. Aims and Concept

The ISU Coach Education Framework aims to provide a standardized structure for the education of Coaches that can be used as a reference and guide by ISU Members establishing a coach education program. The Coach Education Framework embodies an international perspective because courses in different countries must be in line with each other in order to maintain the quality and continuity of the curriculum and related guidance at the same time as allowing customization of the curriculum and guidance, so that programs can be adapted for different international contexts. This manual includes not only detailed curriculum and assessment information for each of the Levels 2-5 but also information about the vision and fundamental concepts of the education, learning objectives, the roles of students and instructors, assessment and quality control, plus examples and templates for key areas to help ISU Member federations to be able to set up their own coach training courses and systems.

4. Training and education vision

Vision for the program

Naturally, the Coach Education Framework is based on sports education programs, nevertheless, there are some aspects that are key to this particular structure. A central aspect of the coach education is the "pivot function" that the coach fulfills between clubs, skaters and the program, which demands a high degree of personal effectiveness. The program aims to develop versatile trainers who make the most of their capacities, have an affinity with ice skaters and a good level of personal understanding.

In order to achieve this, the program is characterized by the following:

1. The coach education program has multiple objectives, in particular:
 - To contribute to the field-specific development of the student
 - To contribute to the personal effectiveness of the student
2. The substantive content of the program focuses on developing the personal effectiveness of the student by:

- Requiring the student, where possible, to work by asking questions during (online) course days which will enable them to: share knowledge, questions and skills; be able to apply knowledge in practice; and, to reflect on their learning process
 - Requiring the student to constantly establish relationships between their experience, knowledge, and skills
 - Assessing student progress by focusing on (personal) objectives (knowledge, understanding, skills and/or attitudes)
3. Relevant practical situations form the starting point for the substantive content and the teaching of the program
 4. The content of the curriculum and the assessment/examination processes are characterized by:
 - Increasing complexity
 - The requirement to gain knowledge, to gain useful insights, and then to apply the knowledge and insights

Program Concept - Competence-oriented education

The ISU Coach Education Framework is based on competence-oriented education. Competences are the integrated package of knowledge, skills, attitudes and personal qualities of an individual that lead to success in a particular context. The professional contexts of a coach can be diverse and the constant linking of the different components of the specific competences to real-life professional contexts is essential for the success of the student's study and commitment.

The vision for learning is to build on already developed competence and that the student's responsibility for their own learning process offers possibilities for customization and is therefore suited for part-time students. The program is based on collaborative, concrete, active, authentic, reflective, and self-directed learning and this approach relies on the student's self-direction, sense of responsibility and independence.

Program Objectives and Content

The objectives of the ISU Coach Education Framework are described in the form of competences and learning objectives and are divided between the four pillars of the program: practice, theory, internship/practical experience, and reflection. Professional development of the competences (which are based on pedagogy, didactic methodology, and subject-specific knowledge) within the four pillars of the program is central to the educational set-up.

In an education program learning objectives and content are closely related and each learning objective has both behavioral and content components. The content components essentially have three main aspects (all based on the objectives): knowledge, didactical skills and personal development.

The skills to be learned depend on the job profile of the coach. When we look at the coach job profile, we can ascertain that in practice their job can include various (sub)tasks. Their most important tasks are sport related:

1. Providing on-ice practice sessions. This includes talent scouting and supervising.
2. Supervision of sports health. This includes monitoring ice skaters with specific injuries and other aspects related to sports health and helping with potential individual problems. This task is focused on signaling and advising.

3. Policy-related activities. This includes advising their sports club and in the case that the coach works for a commercial establishment (e.g. an ice skating school), they will be expected to participate in developing the ice skating and activity program.
4. Organizational activities. The trainer may be asked to organize practices, competitions, or other recreational activities.
5. Public relations. This may include having contact with the media aimed at publicity or possible sponsorship. Attracting and welcoming new members or 'clients' also fall under this task.
6. Education. In addition to in-house training, this also entails advising and directing the voluntary framework of the sports club.

The coach must involve skaters in the learning process in order to make them more involved (consciously or unconsciously) in the chosen solutions. In practice this means coaching and guiding by asking questions, using didactics and using explicit and implicit learning (differentiating is a part of this). Using didactic working methods can increase the involvement of skaters in the learning process.

Efficiency, feasibility, and quality

Implementing an education program structure with well-formed objectives and well-taught courses offers the possibility to organize sports training more efficiently and to make cooperation between training bodies easier. It provides clarity for both students and national federations when it comes to the level and quality of sports training.

The ISU Coach Education Framework is designed to be efficient, feasible and of high quality and in order to implement it, it is crucial to set SMART objectives, to keep the program compact and to cover only what is required, appropriate and necessary. All instructors must stick to the objectives of the program and neither more nor fewer objectives should be set. This is to ensure that the program remains achievable in the time available and that the quality of the program is not affected.

The delivery of the program must be of high quality in order to achieve the expected benefits for both the students and the program. Quality must be established through:

1. The curriculum (high-quality practice, theory and reflection courses, if possible, evidence based)
2. Internships
3. Organization (quality of staff input)
4. Collaboration between students, teachers and management

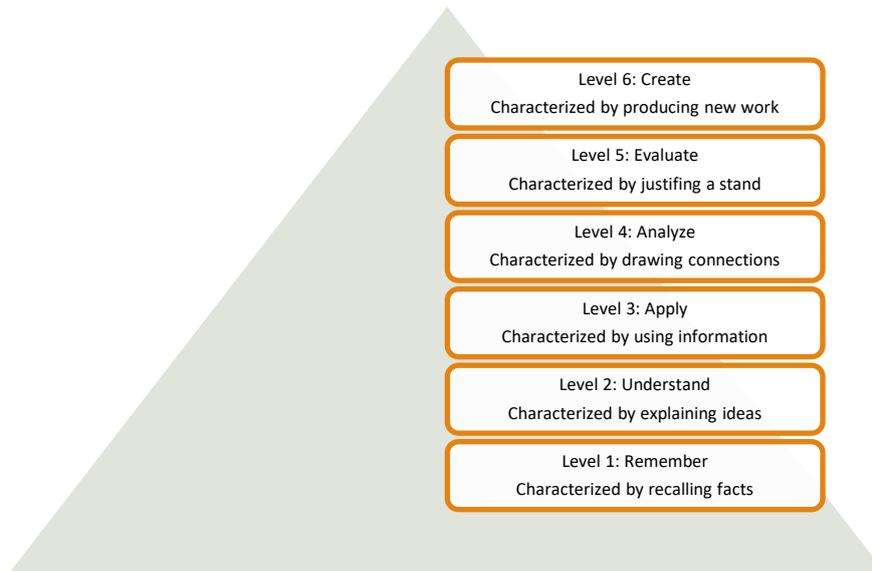
Creation of the education program

Educational subjects

The substantive topics have been established based on the core tasks and work processes of a skating coach. These topics form the basis of the educational content (see Annex 2) and any topic (for example, "periodization") may be approached differently in different educational set-ups and both theoretically and in practice on the ice rink. The actual materials for each subject shall mainly be developed by the instructors.

Goals

Goals have then been linked to the substantive topics (see Annex 2). At the end of the education process, the student must have achieved all of these goals. The goals are formulated using Bloom's taxonomy. Bloom's taxonomy is a set of 6 hierarchical models used to classify educational learning objectives in levels of complexity and specificity. The differences between "lower order thinking" and "higher order thinking" are shown in the diagram below.



Bloom's taxonomy

Six "levels" of skills are distinguished; remember, understand, apply, analyze, evaluate and create. All training levels contain less complex (1 to 3) and more complex processes (4 to 6). The number of complex processes increases in the level 4 and 5 courses.

LTAD – Long-Term Athlete Development¹

The ISU Coach Education Framework has also been influenced by the LTAD model of athlete development. The model is a useful metaphor for an appropriately 'staged' progression of an athlete from initiation to full competition participation as a young adult. It is not a coach development model but there are a number of useful and relevant principles and practices that have been incorporated into the coach education program structure and curriculum.

¹ Balyi, I., Way, R., & Higgs, C. (2013). *Long-Term Athlete Development*. Human Kinetics; Ford, P., de Ste Croix, M., Lloyd, R., Meyers, R., Moosavi, M., Oliver, J., Till, T., & Williams, C. (2011). The Long-Term Athlete Development model: Physiological evidence and application. *Journal of Sports Sciences*, 29(4), 389-402; Skate Canada (2010). *In Pursuit of Personal Excellence: Skate Canada's Guide to LTAD*. <https://skatecanada.ca/wp-content/uploads/2014/09/Skate-Canada-LTAD-Model-EN.pdf>

The LTAD model is applied to each sport in a sport-specific fashion. More importantly, it is assumed that the LTAD has already been adopted as an athlete/skater development model and practice so it is logical to also use the LTAD as a coach development vehicle. The LTAD is therefore envisaged as an over-arching principle or 'umbrella', within which a series of shorter term (but based on similar principles) 'cycles' takes place. For the coach education structure the first 6 stages are considered as the roadmap for elite sports.



5. Roles of Instructors and Students

Instructors

The instructors of an education program play an important role in delivering the program in line with the principles and methods explained in the preceding section and they are called upon to work according to the vision of the program. Educating a group of part-time students demands a lot from the instructors. They must have the skills to anticipate the starting level of the student, to provide customization, and to coach/guide 'part-timers'. The program must enable the instructors to do this and to be not so much someone who educates the coaches in a directive manner, but rather, who uses activating methods, asks questions, and enables the student to learn by practice. Their role will be that of a developer and a supporter of the learning process.

Students

Students should be considered as 'young professionals' and it is likely that there will be individuals with high potential amongst them. However, if these individuals are not pushed to achieve their potential, this talent will be lost. Students are quickly enthused but also quickly disappointed if there is a discrepancy between their expectations and the actual curriculum. In addition, part-timers form a group of students who have some work experience and therefore have the tendency to have a critical view of programs they participate in.

Since the program includes roles and activities that assume that students will act on their own initiative, there is a focus on personal effectiveness. Personal effectiveness is characterized by:

1. A coach who feels like a professional on the ice
2. A coach who is able to prepare, execute and evaluate practices
3. A coach who is able to reflect on their own and other people's behavior

4. A coach who is an expert in movement and sport science
5. A coach who is a team player (as part of a staff) motivator and communicator
6. A coach who is goal oriented and flexible
7. A coach who always works on his/her own professionalism
8. A coach who can build and maintain a network

Personal effectiveness concerns not only the education program and its objectives, but also the student's general attitude and obligations at work and in relation to the program. To encourage personal effectiveness as much as possible, the student will be enabled to put the things they have learned into practice and, in turn, they will reflect on their practical experiences (work or private) during the program. The student will learn to be productive with their acquired knowledge and skills, to be responsible, and to reflect on their own behavior. Educated coaches have an important position in a sports club or (ice) skating school, and they will therefore be encouraged and stimulated to be responsible for their own learning process and to be independent and motivated in the planning, execution and evaluation of their practices and other potential responsibilities. This contributes to an increased understanding of their own learning process and will enable the student to set personal objectives.

Together with those organizing the internship, the student will help set up the internship/practical experience in such a way that the student not only develops in terms of running practice sessions on the ice, but also in terms of working together with other professionals (and volunteers), for example, during competitions and events.

Student commitment

A student cannot become perfect in one go. This is a gradual and sometimes slow process, and the program guides the students through it. The student's commitment is very important in their development as a coach and this commitment can be divided into three parts:

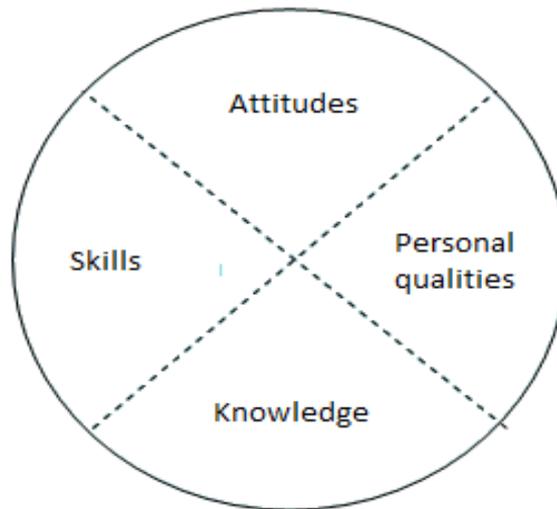
1. Self-involvement
2. Task involvement
3. Involvement with others

A student can gain experience of all three of these through different learning moments during the teaching of (ice) skating practice sessions and the program provides an optimal mix of teamwork and individual work. The degree of commitment will be assessed at the start of the program and students will be coached further to develop their commitment throughout the program.

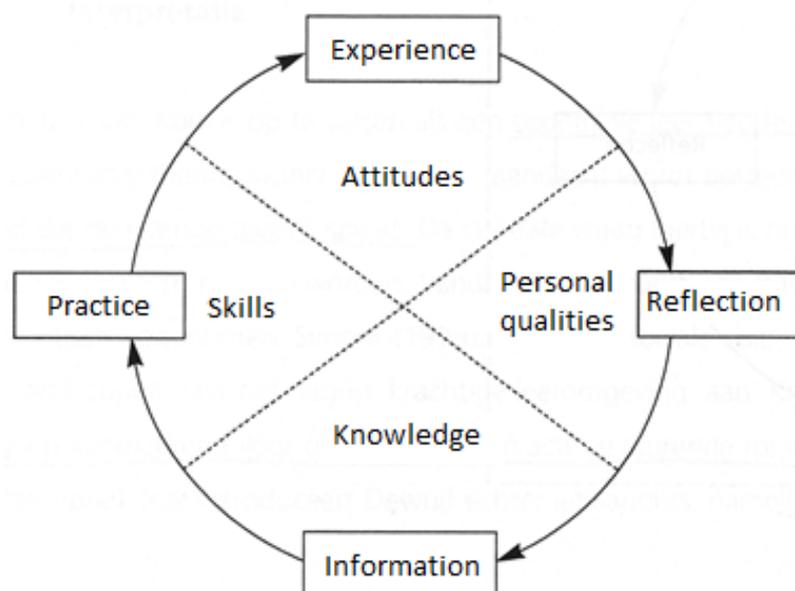
6. The Learning Process

Competence-oriented educating

Within the ISU Coach Education Framework the concept of competence is defined as the integrated whole of knowledge, skills, attitudes, and personal qualities of an individual that leads to success in a particular context. Knowledge (understanding) and skills are the most important factors, but attitude is also essential to an individual's competence.



The student is at the center of competence-oriented education. Instructors facilitate learning and therefore, the question is not whether the instructor has 'covered everything' but whether the student has made progress in their development. Reflection on practical experience leads to considered thinking about attitudes and qualities. In addition, reflection leads to a need for new knowledge and skills. Practical experience and reflection are therefore important parts of the learning process. The student must actually take action. In other words, there is only learning if the student goes through the entire cycle.



Learning process

The learning process is set up for the development of competences. There are three components of the learning process:

Practice

An important part of the program is the work placement (internship). The student takes part in practices and carries out assignments. The supervision of this component is done by an internship supervisor and is focused on content. The student is responsible for finding a suitable place for their internship and an internship supervisor. The practical assignments will be the primary tool for the education. There should be a good and realistic professional practice. The internship supervisor will help put the assignments into practice and give feedback with respect to the execution of the assignments. The internship supervisor is a content expert on the themes and competences. The student will discuss the dates and times of the internship with their internship supervisor. The frequency, duration and form may differ for each student. The internship supervisor must see the student at work, giving practice sessions on the ice, multiple (at least six) times. The internship supervisor will give feedback and advice to the student based on their observations. The products/assignments delivered by a student may also be used by the internship supervisor as input for these meetings.

Education: the student will follow joint meetings and/or e-learning. During these meetings, instructors will offer practical and/or theory lessons.

Reflection: the student reflects on his/her learning process (not on the content). The supervision is done by the instructor.

The learning process is further supported by the following:

Reflection interviews: this form of assessment is used at the end of a practical assessment. The student shall provide a written explanation on the given activity (are the goals met?) and process as a basis for discussion.

Portfolio: in the portfolio a student keeps track of their personal development and shows their competence through evidence. Evidence may include: pictures, video, audio, feedback, questionnaires, a profile sheet/appraisal form, etc. Competence development and a Personal Development Plan (PDP) are also included in the portfolio. The portfolio is maintained digitally by the student.

7. Assessment

Assessment methods

To be able to work as a trainer-coach, the student must meet the learning outcomes and achieve the required learning objectives for the respective Level. Assessments are made to check whether a student has mastered the required goals. Various test formats are possible. The forms of assessment used should match the goals and there is often a combination of different assessment formats.

A balanced mix of assessment formats should be used to establish the level of the student. The following assessment formats may be used:

- written exams;
- oral exam in the form of a practical exam;
- oral exam in the form of a presentation and criterion-oriented interview;
- oral exam in the form of an assessment during the internship/practical;
- module assignments (assignments are set to allow students to practice goals or to show they have already mastered them. These assignments may take place during

the lesson itself, during an internship/practical session or students may have to work alone to complete the assignment. The assignments are linked to the substantive topics)

- portfolio for each level (recording the result of the practical part of the training, demonstrating the mastery of the learning outcomes);
- progress interviews
- reflection interviews

Remark: online (eLearning) possibilities may also be used to assess the level of the student.

Examination Committee

It is recommended that an Examination Committee be established by the ISU Member implementing an education program. The Examination Committee is responsible for:

- Creating Assessment and Exam protocols to ensure that students are assessed correctly. The protocols should describe the control criteria that the examiner uses to assess the student.
- Determining whether a student meets all the requirements set by the Coach Education Assessment Regulations with regards to the knowledge, insight and skills required to obtain the diploma.

All of the tasks and powers of the Examination Committee are described in the Coach Education Assessment Regulations. These Regulations are available to all course participants and the personnel involved in the training.

Reliability of Assessment and Exams

Reliability of assessment and exams means obtaining the same result when an assessment or exam is taken repeatedly. It is of great importance to look at the reliability of the assessment or exam as well as the reliability of the examiner. The result of a written exam / module assignment / other assessment task is the result of three factors: the student, the exam/assignment/assessment task and the examiner. The reliability of assessments and exams is guaranteed by:

- developing assessments and exams based on the test plan
- using established test formats
- having well-prepared examiners

During a course, the different tasks of teaching, developing assessments and exams and assessing them may not be simultaneously performed by one person for a student/group of students. The separation of roles ensures the reliability of exams and their assessment. Examiners shall be carefully selected, instructed and trained in the assessment system of the education program and shall themselves be assessed on the basis of examples of exams assessed by them. Examiners are appointed by the Examination Committee and maintain their expertise by assessing assessments and exams on a regular basis. Coordination of exam assessment takes place periodically during calibration sessions, under the responsibility of the Examination Committee, in which the Core Team and examiners participate. The aim of these sessions is to guarantee the objectivity of assessments and exams.

Transparency of exams

The student must know in advance what is expected of them during the exam and what they will be assessed on. This means that the learning objectives and the method of testing are communicated to the student in advance by means of the Coach Education Assessment Regulations and the examination information in the online learning environment. In addition, prior to the exam, the student must be clearly informed of what is expected of them, what rules they must adhere to, how the points are distributed and what the pass mark is.

8. Quality of education

Guaranteeing Quality

The quality of the design and implementation of the education program must be guaranteed and the program should encourage study and ensure that:

- i) The content of the program offers students the opportunity to achieve the intended learning outcomes
- ii) Students are enabled to realize the learning outcomes in an appropriate manner
- iii) The training is periodically evaluated, partly on the basis of testable targets

i) The content of the program offers students the opportunity to achieve the intended learning outcomes

The learning outcomes of the program have been taken from the professional profile set out in the Description of key responsibilities for each Level. The starting competence level of the student is established, as is the target level for the end of the training.

The learning outcomes form the common thread in the program and provide direction for the content of the education. Where possible, the learning outcomes have been formulated as concrete goals. In this way, the development of the student in educational practice can be properly monitored and tested. As a result, the program can monitor whether the student is sufficiently broadly oriented and shows behavior that fits the established level. The context and complexity of teaching and assignments change as the student progress through the course and through the Levels.

ii) Manner in which the student is enabled to realize the learning outcomes

At the start of the training, the student receives the learning outcomes and the training program. The learning outcomes to be achieved are described in terms of mastery indicators and learning objectives. Control indicators describe which professionally relevant behavior the student should display. In this way it is transparent for the student which behavior they will have to show in order to be able to demonstrate that they have mastered the learning outcomes. In order to properly demonstrate this behavior, the student is provided with professional, didactic and pedagogical knowledge during the modules and exercises their skills through various assignments, during the internship/practical sessions and also outside them. Based on the mastery indicators, students in the program focus on the realization of the learning outcomes. Students demonstrate achievement of the various levels by compiling a (digital) portfolio. The portfolio consists of various components including portfolio assignments, collected evidence of the mastery of the elaborated levels of the learning outcomes, justifications for learning outcomes and recorded reflections on the coach profession.

iii) The training is periodically evaluated, partly on the basis of testable targets

The quality assurance system is aimed at providing high-quality training. The basic principle of the quality assurance system is the continuous improvement of education, testing and assessment on the basis of tightly arranged Plan-Do-Check-Act/Adapt (PDCA) cycles.

Quality Reviews

A national federation establishing a coach education program should conduct regular reviews of:

- consistency with the professional profile and training concept
- attractiveness and feasibility for prospective students
- relevance of program components for the professional field
- the quality of the assessment procedures

9. Learning routes through the coach education program

There are three proposed learning routes through the coach education program

- Route 1: a student partakes consecutively in different ISU Levels. Each completed ISU Level gives a direct approval to start the next one.
- Route 2: a student applies to enroll in a 'higher level program'. This requires the development of an admissions procedure to assess whether the candidate is suited to the proposed level of the program.
- There may need to be a 'bridging' program from the student's existing level (unless the student can demonstrate that they have previously acquired competences that make this unnecessary).
- Route 3: a student requests a Previous Acquired Competence (PAC) or Previously Acquired Qualification (PAQ) exemption based on previous education or work experience. They may be granted an exemption from course days and/or exams. In the case of work experience there will be an individual assessment to verify which exemptions may be made.

APPENDICES

APPENDIX 1

Educational Program Levels 1-5 – Levels, Modules and Key Features

ISU Coach Education Framework for Speed Skating & Short Track

| Level | Modules | Key features |
|--|--|---|
| ISU level 1 Introduction to coaching EQF: level 2 | iCoachKids Mooc 1 iCoachKids Mooc 2 iCoachKids Mooc 3 | In line with Figure Skating besides skating mechanics |
| ISU Ice Skating coach level 2 EQF: level 3 LTAD: Active Start & Fundamentals Target group: Coaches who wish to train skaters at beginner level and coaches who wish to work in skating schools. | Skating technique and Methodology Didactics and Teaching Fun and Motivating Conditions | Workload: 80 hours Theoretical: 50 hours Internship: 30 hours Completion: 4 Assignments in a portfolio, a practical exam and a defence |
| ISU Ice Skating coach level 3 EQF: level 4 LTAD: Fundamentals & Learning to Train Target group: Coaches who wish to train skaters at an advanced level on a professional (paid) or on a voluntary basis. | Skating technique and Methodology Didactics and Teaching Differentiation Conditions | Workload: 110 hours Theoretical: 70 hours Internship: 40 hours Completion: 6 Assignments in a portfolio, a practical exam and a defence |
| ISU Ice Skating coach level 4 EQF: level 4 LTAD: Train to Train & Train to Compete Target group: Coaches who wish to train competitive skaters in a professional environment. | Coaching Strength and Conditioning Scouting Skating technique Conditions | Workload: 180 hours Theoretical: 90 hours Internship: 90 hours Completion: 6 Assignments in a portfolio, a practical exam and a defence |
| Ice Skating coach level 5 EQF: level 5 LTAD: Train to Compete & Train to Win Target group: Coaches who wish to train elite skaters | Coaching Strength and Conditioning Vision and high-performance policy Skating technique Conditions | Workload: 240 hours Theoretical: 120 hours Internship: 120 hours Completion: 8 Assignments in a portfolio, a practical exam and a defence |

APPENDIX 2

ISU Ice Skating Coach level 2

EQF 3

Highest level of Bloom taxonomy: *Bloom 4 – analyze*

LTAD: Active Start + Fundamentals



**INTERNATIONAL
SKATING UNION**



ISU Ice Skating Coach level 2

Description of qualification

Work setting

The Level 2 Coach will most often be involved in training organized by skating associations, schools, specialist skating schools and commercial sports organizations. The Level 2 Coach may be required to work without direct supervision and may do so on a professional (paid) or volunteer basis.

The Level 2 Coach must ensure that training is organized in such a way as to facilitate ongoing improvement among skaters. Training must help those coming to skating for the first time to experience the sport and learn the necessary techniques. The Level 2 Coach must motivate, enthuse and instil the fundamentals of skating technique.

Professional role

The Level 2 Coach motivates learners to pursue ongoing technical improvement and guides them in doing so.

Tasks and responsibilities

The Level 2 Coach may work independently, according to training plans devised by others, or under the supervision of a qualified trainer-coach.

The Level 1 Coach is responsible for (certain aspects of) of skaters' training based on a pre-agreed plan or instructions. The Level 2 Coach may be answerable to a more senior trainer or manager.

Key features of qualification

Qualification framework EQF (European Qualifications Framework) Level 3, ISU QF (ISU Qualifications Framework) Level 2

Level Dutch Qualification Level 3 (Instructor)

Standard program duration Six months. The program includes a general component at NLQF / EQF Level 3, which is followed by specific instruction in training skaters at beginner's level.

Diploma A diploma is awarded to those who complete all program components.

Certificates The Level 2 Coach will hold the following certificates:
ISU QF 2.1: Training/teaching at beginner's level.

Key tasks The key task of the program and accompanying certificate is "training/teaching at beginner's level". The Level 2 Coach therefore:

2.1.1 Oversees skaters during lessons/training sessions

2.1.2 Prepares for lessons/training sessions

2.1.3 Explains exercises and provides feedback

Entry requirements and advancement

Entry requirements/target group

This program is intended for prospective coaches who wish to train skaters at beginner's level. Students who have successfully completed a comparable program elsewhere may be eligible to claim exemption from parts of the basic (general) program component.

Approach

The program is partly based on the LTAD model (Active Start & Fundamentals) and is designed to produce independent trainers/coaches. It covers various aspects, including teaching practice, pedagogy, methodology, principles of training, positive coaching, safety, equipment and the development of motor skills. These aspects form part of the programs leading to qualification as a Level 1 Coach and Level 2 Coach. At Level 1 there is a specific focus on motivating skaters at beginner's level and instilling the fundamentals of technique.

Advancement opportunities

Having completed Level 2, the coach may opt to progress to Level 3, 4 and/or 5, which are linked to the various groups with which the coach will work in practice.

ISU Ice Skating Coach level 2

Description of key responsibilities

This chapter sets out the relevant key responsibilities and work processes, together with the criteria to demonstrate mastery of these aspects. It also contains the results of these work processes and the possible forms of testing. It is important to include a certain amount of variety in the forms of testing during the program. The required results form the 'backbone' of the program.

Key responsibility 2.1 Teaching lessons

| Work processes for key responsibility 2.1 | Results of this work process ² | Criteria for mastery within this work process | FORMS OF TESTING | | | |
|--|---|--|------------------|-------------|-------------|----------------|
| | | | A | B | C | D ³ |
| | | | E X A M | P R A | A S T | R E F |
| 2.1.1 Coaches skaters during training programs/lessons | The lesson is <i>challenging, pushes the limits and ensures safety</i> | Motivates and encourages skaters | | V | V | |
| | Contact with skaters is <i>sporting</i> and mutually <i>respectful</i> | Adapts behaviour to skaters and approaches them in a positive way | | V | | |
| | The coaching is appropriate to the skaters; the instruction is <i>concise and visual</i> | Uses clear and comprehensible language when speaking to skaters | | V | | |
| | Social and physical safety is guaranteed; <i>standards and values</i> are discussed; discusses what counts as <i>desirable and unacceptable behaviour</i> | Holds skaters accountable for their behaviour as it relates to their sport | | | V | |
| | The trainer is alert to <i>unsafe situations</i> and provides <i>first aid</i> in the event of accidents | Monitors and ensures safety, and acts in an emergency (accident) | | V | V | |
| | The trainer is recognizable as the trainer; <i>Responds to students' questions</i> and verbal or non-verbal | Displays model behaviour in and around the sports venue | | V | V | |

² The key topics for teaching and testing are given in italics

³ Possible forms of testing A = Examination B = Practical oral/teaching C = Assignment D = Reflection

| | | | | | |
|---|--|---|---|---|-----|
| | reactions; <i>listens</i> , Gives students the opportunity to respond; Demonstrates corrections clearly and visibly | | | | |
| | Can keep information that may be considered confidential to himself/herself | Treats personal information as confidential | | | V V |
| | Acts <i>honestly, encouragingly and respectfully</i> , not based on <i>power</i> | Complies with the professional code | V | | V |
| | Advises the skaters about ice skates, clothing and safety | Provides information about relevant matters such as sportswear, footwear and equipment | V | | V |
| 2.1.2 Prepares lessons for training programs/lessons | Uses <i>methodological-didactical resources</i> that lead to clear improvement | Ensures that materials and resources are available | V | V | |
| | Gives <i>achievable examples</i> in the style of the students; <i>Demonstrates focus points</i> ; Notices whether the students are paying attention during the demonstration | Ensures that the training program is tailored to the skaters | V | V | |
| | <i>Goals</i> are described in SMART terms; The exercises are appropriate to the relevant goal; Each step described in the thought process follows logically from the previous step; Gives the group a <i>realistic starting situation</i> ; The <i>areas for improvement/corrections are functional</i> in terms of the goal of the exercise | Reads the responsible instructor/trainer's lesson preparation, and/or asks this person for instructions | V | V | |
| | Discusses and sets the <i>starting situation, goals, focus points and exercise material</i> in consultation with the responsible instructor/trainer | Consults the responsible instructor/trainer | | V | |
| | The trainer makes specific <i>preparation for the training program</i> , is | Follows through on commitments | | V | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | punctual, <i>communicates</i> intensively, displays <i>model behaviour</i> , makes commitments and follows through on these commitments | | | | | |
| | The trainer requests <i>360-degree feedback</i> | Requests help, feedback and confirmation | | | V | V |
| 2.1.3 Explains exercises and gives feedback on either the whole lesson or part of a lesson | The skaters understand the exercise; Demonstrates corrections visibly and clearly; Endorses corrections made by students; <i>Repeats the correction</i> if the student continues to make the same mistake (and is consistent); Refers to the correction again later in the lesson | Demonstrates exercises correctly, or uses a good example | V | V | | |
| | Can <i>come up with a new way to correct</i> the same problem | Gives skaters instructions | V | V | V | |
| | <i>Notices whether his/her explanation is being followed and has been understood</i> ; Gives students the opportunity to respond | Checks whether the skaters have fully understood the assignments | | V | | |
| | <i>Positions himself/herself well relative to the students</i> in terms of eye contact, and is clearly visible as regards the focus points in the skaters' movement | Chooses his/her position tailored to the exercise | | V | | |
| | Makes consistent use of the ' <i>say it, show it, do it</i> ' principle | Makes himself/herself understood | | V | | |
| | Can make good use of language/word choice and <i>tone of voice to connect with the target group</i> | Ensures that the explanation is tailored to the skaters | | V | | |
| | Explains both the <i>goal/focus points</i> and the exercise and organization | Adapts the explanation to the starting situation | | V | | |
| | The trainer <i>uses practice material flexibly</i> in varying circumstances such as wind, rain, cold, attention levels | Where necessary, adapts the exercise to the skaters and the circumstances | | V | | |

| | | | | | | |
|--|---|--|--|---|--|---|
| | Is alert to <i>the students' situational reactions</i> and acts accordingly | Ensures that the sporting activities are tailored to the skaters | | V | | |
| | Demonstrates an open mindset; <i>Examines the process objectively</i> while it is under way; Suggests an alternative to an approach that is already likely to be effective; Indicates which correction(s) was/were most effective | Reflects on his/her own actions | | V | | V |

ISU Ice Skating Coach level 2

Modules, Topics, and Educational Goals

| Modules | Topics | Educational Goals |
|-----------------------------------|-----------------------|---|
| Skating technique and Methodology | Skating Technique | <p>The student is able to summarize and explain the 'key principles' of the basic skating techniques. <i>(Bloom 2 – understand) (A)</i>⁴</p> <p>The student is able to judge a structured technique analysis and show which items needs to be paid attention to. <i>(Bloom 3 – apply) (C)</i></p> <p>The student, together with a colleague coach, sets priorities in a range of possible technical goals for the skaters. <i>(Bloom 4 – analyze) (D)</i></p> <p>The student is able to explain the 'technical standards' of starting skaters. <i>(Bloom 2 – understand) (A)</i></p> |
| | Methods | <p>The student is able to summarize the current methods and approach in skating training sessions <i>(Bloom 2 – understand) (A)</i></p> <p>The student is able to show a methodical structure in technical training sessions. <i>(Bloom 3 – apply) (B)</i></p> <p>The student is able to apply methodical-didactical aids in the learning process of the starting skater <i>(Bloom 3 – apply) (B)</i></p> |
| | Learning framework | <p>The student is able to explain the 'standard' learning methods for technique and physical development. <i>(Bloom 2 – understand) (A)</i></p> <p>The student is able to design specific and team goals from these learning methods. <i>(Bloom 6 – create) (C)</i></p> <p>The student is able to connect described goals to specific training. <i>(Bloom 3 – apply) (D)</i></p> |
| Didactics and Teaching | Didactical principles | <p>The student applies coach-driven and skater-driven didactical tasks considered necessary and possible in practice sessions. <i>(Bloom 3 – apply) (B)</i></p> <p>The student is able to instruct in a short and direct way (show & go) <i>(Bloom 3 – apply) (B)</i></p> <p>The student consults and evaluates with a fellow coach about initial situation, possible goals, exercise material and the desired learning process (model of Van Gelder) <i>(Bloom 4- analyze) (D)</i></p> |
| | Teaching | <p>The student in his/her behaviour shows 'fundamentals' of teaching: taking charge and responsibility, stimulating, giving attention, reacting to questions and showing confidence and trust. <i>(Bloom 3 – apply) (B)</i></p> <p>The student is able to formulate and visibly propagate the vision on skating training. <i>(Bloom 2 – understand) (B)</i></p> <p>The student is able to adjust training sessions based on (weather) circumstances and current load capacity of the skater (flexibility) <i>(Bloom 4 – analyze) (B)</i></p> |

⁴ Method of assessment: A) Exam/test during online course, B) Practical, C) Assignment in portfolio, D) Reflection in portfolio

| | | |
|--------------------|--------------------------|--|
| | Social Sciences | The student is applying knowledge from social Sciences when coaching or conducting a training session (biological and social psychology, pedagogy) and in particular the insights of being a coach/trainer in order to creating a meaningful and safe environment. <i>(Bloom 3 – apply) (A)</i> |
| | Feedback and feedforward | The student provides functional feedback (besides the 'ideal technique') that visibly helps improve the skating technique. <i>(Bloom 3- apply) (B)</i> The student is using various ways in providing feedback and feedforward, like spoken directions, examples, 'forced' situations and visualization. <i>(Bloom 3 – apply) (C)</i> The student is able to use the method of 360-degrees feedback in order to be able to evaluate his functioning and, from the outcome, formulate personal goals. <i>(Bloom 4/5 – analyze and evaluate) (C)</i> |
| Fun and Motivating | Motivation and drills | The student has knowledge of motivation theories and has the ability 'to translate' this towards the individual skater he/she is working with. <i>(Bloom 4 – analyze) (A)</i> The student is able to develop attractive drills by varying with "building blocks" such as organizational forms, didactic work forms, material, assignments and games/competitions. <i>(Bloom 6– create) (C)</i> |
| | Organizing activities | The student is able to organize open training sessions/clinics with the primary aim to stimulate skating, including providing information about the sport of skating (clinics, open house, etc.) <i>(Bloom 6 – create) (C)</i> |
| Conditions | General Theory | The student has knowledge about equipment and the direct safety aspects and is able to secure the safety in training sessions and provide advice to the skaters about the use of equipment. <i>(Bloom 3 – apply) (A)</i> The student acts in case of the need of Medical First Aid. <i>(Bloom 3 – apply) (A)</i> The student has (basic) knowledge of the human body in the area of physiology and anatomy in the situation of load and recovery. <i>(Bloom 2 – understand) (A)</i> |

ISU Ice Skating Coach level 2

Level 2 Modules:

- Skating Technique and Methodology 1
- Skating Technique and Methodology 2
- Skating Technique and Methodology 3

- Didactics and Teaching 1
- Didactics and Teaching 2
- Didactics and Teaching 3
- Didactics and Teaching 4

- Fun and Motivating 1
- Fun and Motivating 2

- Conditions

| Module: Skating technique and Methodology 1 | | |
|--|--|---|
| ISU Ice Skating Coach Level 2 | Possible methods of education Face-2- face/e- Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Skating Technique | | |
| Results of work process from description of qualification framework <i>Goals</i> are described in SMART terms; The exercises are appropriate to the relevant goal; Each step described in the thought process follows logically from the previous step; Gives the group a <i>realistic starting situation</i> ; The <i>areas for improvement/corrections are functional</i> in terms of the goal of the exercise Discusses and sets the <i>starting situation, goals, focus points and exercise material</i> in consultation with the responsible instructor/trainer The skaters understand the exercise; Demonstrates corrections visibly and clearly; Endorses corrections made by students; <i>Repeats the correction</i> if the student continues to make the same mistake (and is consistent); Refers to the correction again later in the lesson Makes consistent use of the <i>'say it, show it, do it'</i> principle Explains both the <i>goal/focus points</i> and the exercise and organization | Educational Goals The student is able to summarize and explain the 'key principles' of the basic skating techniques (<i>Bloom 2 – understand</i>) (A) The student is able to judge a structured technique analysis and show which items needs to be paid attention to. (<i>Bloom 3 – apply</i>) (C) The student, together with a colleague coach, sets priorities in a range of possible technical goals for the skaters. (<i>Bloom 4 – analyze</i>) (D) The student is able to explain the 'technical standards' of starting skaters. (<i>Bloom 2 – understand</i>) (A) | Highest level of Bloom taxonomy <i>Bloom 4 – analyze</i> |
| Explanation of examination of the Educational Goals A: Exam/test during online course C: Assignment in portfolio D: Reflection in portfolio | | |
| Criteria of assessment: Is able to give a summary of essential technical conditions of the start, the straight end and the curve; Can describe an average technique for the start, straight and curve and can name common errors; Applies the correct "order" of analysis and draws a logical conclusion; Is able to argue and articulate the importance of priorities to focus on. | | |
| Example of the assignment: Skating Technique <i>Introduction</i> An efficient skating technique prevents unnecessary energy loss. That is why it is worthwhile to check with all skaters whether there is advantage to be gained from a technical improvement. | | |

Learning objectives for the students from the "Skating Technique" session

The student is able to structurally assess a technical analysis made and to indicate which points must be focused/worked on;

The student sets, (preferably together with a colleague trainer) priorities in a series of possible technical goals for the skaters;

Required prior knowledge ao:

E-learning

Literature tbd

Assignment:

Based on a technical analysis (preferably made by a colleague trainer or colleague student), indicate the points for improvement for the skating technique of 3 skaters. Do this for:

Start

Straight

Curve;

Explain the choices made and the order of approach;

Discuss the argumentation with a colleague trainer or colleague student;

Indicate on the basis of which argumentation your choices differ;

Reflect on your own learning process by using the STARR method (describing Situation-Task-Action-Result-Reflection);

Make a report containing the above data.

Indication requirements in terms of content and design

Provides a report of a maximum of 3 pages A4 containing the above information;

Applies the correct "order" of analysis and draws a logical conclusion;

Is able to argue and articulate the importance of different priorities.

| Module: Skating technique and Methodology 2 | | |
|--|--|--|
| ISU Ice Skating Coach Level 2 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Methodology | | |
| <p>Results of work process from description of qualification framework</p> <p>Uses <i>methodological-didactical resources</i> that lead to clear improvement Gives <i>achievable examples</i> in the style of the students; <i>Demonstrates focus points</i>; Notices whether the students are paying attention during the demonstration Can <i>come up with a new way to correct</i> the same problem The trainer uses practice material flexibly in varying circumstances such as wind, rain, cold, attention levels</p> | <p>Educational Goals</p> <p>The student is able to summarize the current methods and approach in skating training sessions (<i>Bloom 2 – understand</i>) (A) The student is able to show a methodical structure in technical training sessions. (<i>Bloom 3 – apply</i>) (B) The student is able to apply methodical-didactical aids in the learning process of the starting skater (<i>Bloom 3 – apply</i>) (B)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 3 – apply</i></p> |
| <p>Explanation of examination of the Educational Goals A: Exam/test during online course B: Practical</p> | | |
| <p>Criteria of assessment:</p> <p>Can summarize and compare 2 different methods in skating training; The student shows a methodical structure in technical training (see practical criteria); methodical structure from easy to difficult methodical structure from single to composed/complex logical methodical structure in the training The student is able to use methodical-didactical tools in the learning process of the novice skater (see criteria practical); Uses tools, aids and resources effectively Uses tools and aids safely Prepares set up of tools and aids</p> | | |
| <p>Example of the assignment: Providing Training</p> <p>Provide 5 training sessions to a group of at least 4 skaters. These sessions are to be observed and provided with feedback by a qualified coach, on <i>parts 1 and 2</i> of the Practical Feedback Form ISU Ice Skating Coach Level 2. Include the Form with a signature on it as a proof. Consult with colleagues: After having provided the training, discuss the starting situation with the qualified trainer and consult him/her to see if the methodological structure matches the starting situation. Reporting of this is not mandatory. You can find the form as an appendix: Practical Feedback Form ISU Ice Skating Coach level 2</p> | | |

| Module: Skating technique and Methodology 3 | | |
|---|---|---|
| ISU Ice Skating Coach Level 2 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication |
| Topic: Learning framework | | |
| <p>Results of work process from description of qualification framework</p> <p>Uses <i>methodological-didactical resources</i> that lead to clear improvement <i>Goals</i> are described in SMART terms; The exercises are appropriate to the relevant goal; Each step described in the thought process follows logically from the previous step; Gives the group a <i>realistic starting situation</i>; The <i>areas for improvement/corrections are functional</i> in terms of the goal of the exercise Discusses and sets the <i>starting situation, goals, focus points and exercise material</i> in consultation with the responsible instructor/trainer Explains both the <i>goal/focus points</i> and the exercise and organization</p> | <p>Educational Goals</p> <p>The student is able to explain the 'standard' learning methods for technique and physical development. (<i>Bloom 2 – understand</i>) (A) The student is able to design specific and team goals from these learning methods. (<i>Bloom 6 – create</i>) (C) The student is able to connect described goals to specific training. (<i>Bloom 3 – apply</i>) (D)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 6 – create</i></p> |
| <p>Explanation of examination of the Educational Goals</p> <p>A: Exam/test during online course C: Assignment in portfolio D: reflection in portfolio</p> | | |
| <p>Criteria of assessment: Knows the standard order of teaching skating techniques and technical focus areas.</p> | | |

| Module: Didactics and Teaching 1 | | |
|---|---|---|
| ISU Ice Skating Coach Level 2 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Didactical principles | | |
| <p>Results of work process from description of qualification framework</p> <p>The coaching is appropriate to the skaters; the instruction is <i>concise and visual</i></p> <p>The trainer is recognizable as the trainer; <i>Responds to students' questions</i> and verbal or non-verbal reactions; <i>listens, Gives students the opportunity</i> to respond; <i>Demonstrates corrections clearly and visibly</i></p> <p><i>Positions himself/herself well relative to the students</i> in terms of eye contact, and is clearly visible as regards the focus points in the skaters' movement</p> <p>Can make good use of language/word choice and <i>tone of voice to connect with the target group</i></p> <p>Is alert to the students' situational reactions and acts accordingly</p> | <p>Educational Goals</p> <p>The student applies, coach-driven and skater-driven didactical tasks considered necessary and possible in practice sessions. (<i>Bloom 3 – apply</i>) (B)</p> <p>The student is able to instruct in a short and direct way (show & go) (<i>Bloom 3 – apply</i>) (B)</p> <p>The student consults and evaluates with a fellow coach about initial situation, possible goals, exercise material and the desired learning process (model of Van Gelder) (<i>Bloom 4- analyze</i>) (D)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 4- analyze</i></p> |
| Explanation of examination of the Educational Goals B: Practical D: Reflection in portfolio | | |
| Criteria of assessment: The student uses didactic teaching methods Chooses work forms that are appropriate for the training Can use trainer-driven and skater-driven work forms The student is able to give instructions Short and to the point Show & go Makes itself understood | | |
| Example of the assignment: Providing Training Provide 5 training sessions to a group of at least 4 skaters. These sessions are to be observed and provided with feedback by a qualified coach, on <i>parts 3 and 4</i> of the Practical Feedback Form ISU Ice Skating Coach Level 2. Include the form with a signature on it as a proof. You can find the form as an appendix: Practical Feedback Form ISU Ice Skating Coach level 2 | | |

| Module: Didactics and Teaching 2 | | |
|---|---|--|
| ISU Ice Skating Coach Level 2 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Teaching | | |
| <p>Results of work process from description of qualification framework</p> <p>The lesson is <i>challenging, pushes the limits and ensures safety</i></p> <p>The coaching is appropriate to the skaters; the instruction is <i>concise and visual</i></p> <p>Social and physical safety is guaranteed; <i>standards and values</i> are discussed; discusses what counts as <i>desirable and unacceptable behaviour</i></p> <p>The trainer is recognizable as the trainer; <i>Responds to students' questions</i> and verbal or non-verbal reactions; <i>listens, Gives students the opportunity to respond; Demonstrates corrections clearly and visibly</i></p> <p><i>Acts honestly, encouragingly and respectfully, not based on power</i></p> <p>The trainer makes specific <i>preparation for the training program</i>, is punctual, <i>communicates</i> intensively, displays <i>model behaviour</i>, makes commitments and follows through on these commitments</p> <p><i>Notices whether his/her explanation is being followed and has been understood; Gives students the opportunity to respond</i></p> <p><i>Positions himself/herself well relative to the students</i> in terms of eye contact, and is clearly visible as regards the focus points in the skaters' movement</p> <p>Makes consistent use of the <i>'say it, show it, do it'</i> principle</p> | <p>Educational Goals</p> <p>The student in his behaviour shows 'fundamentals' of teaching: taking charge and responsibility, stimulating, give attention, reacting to questions and showing confidence and trust. (<i>Bloom 3 – apply</i>) (B)</p> <p>The student is able to formulate and visibly propagate the vision on skating training. (<i>Bloom 2 – understand</i>) (B)</p> <p>The student is able to adjust training sessions based on (weather) circumstances and current load capacity of the skater (flexibility) (<i>Bloom 4 – analyze</i>) (B)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 4 – analyze</i></p> |

| | | |
|--|--|--|
| <p>Can make good use of language/word choice and <i>tone of voice to connect with the target group</i> The trainer <i>uses practice material flexibly</i> in varying circumstances such as wind, rain, cold, attention levels</p> | | |
| <p>Explanation of examination of the Educational Goals B: Practical</p> | | |
| <p>Criteria of assessment: The student shows the fundamentals of teaching: takes control; encourages the skaters and gives attention; responds to questions; expresses confidence; The student is able to adjust training sessions: takes into account various (such as weather) conditions; adjusts the training to the capacity of the skater(s); deals with unexpected events in an adequate way.</p> | | |
| <p>Example of the assignment: Providing Training</p> <p>Provide 5 training sessions to a group of at least 4 skaters. These sessions are to be observed and provided with feedback by a qualified coach, on <i>parts 5 and 6</i> of the Practical Feedback Form ISU Ice Skating Coach Level 2. Include the form with a signature on it as a proof. You can find the form as an appendix: Practical Feedback Form ISU Ice Skating Coach level 2</p> | | |

| Module: Didactics and Teaching 3 | | |
|--|---|--|
| ISU Ice Skating Coach Level 2 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Social Sciences | | |
| <p>Results of work process from description of qualification framework</p> <p>Contact with skaters is <i>sporting</i> and mutually <i>respectful</i></p> <p>Social and physical safety is guaranteed; <i>standards and values</i> are discussed; discusses what counts as <i>desirable and unacceptable behaviour</i></p> <p><i>Can keep information that may be considered confidential to himself/herself</i></p> <p><i>Acts honestly, encouragingly and respectfully, not based on power</i></p> <p>Can make good use of language/word choice and <i>tone of voice to connect with the target group</i></p> | <p>Educational Goals</p> <p>The student is applying knowledge from social Sciences when coaching or conducting a training session (biological and social psychology, pedagogy) and in particular the insights of being a coach/trainer in order to creating a meaningful and safe environment. (<i>Bloom 3 – apply</i>) (A)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 3 – apply</i></p> |
| Explanation of examination of the Educational Goals | | |
| A: Exam/test during online course | | |
| Criteria of assessment: | | |
| Visibly contributes to a safe sports climate through an exemplary function and a signed code of conduct. | | |

| Module: Didactics and Teaching 4 | | |
|--|--|--|
| ISU Ice Skating Coach Level 2 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication |
| Topic: Feedback and feedforward | | |
| Results of work process from description of qualification framework Contact with skaters is <i>sporting</i> and mutually <i>respectful</i> The trainer requests <i>360-degree feedback</i> Demonstrates an open mindset; <i>Examines the process objectively</i> while it is under way; Suggests an alternative to an approach that is already likely to be effective; Indicates which correction(s) was/were most effective | Educational Goals The student provides functional feedback (besides the 'ideal technique') that visibly help improve the skating technique. (<i>Bloom 3-apply</i>) (B) The student is using various ways in providing feedback and feedforward, like spoken directions, examples, 'forced' situations and visualization. (<i>Bloom 3 – apply</i>) (C) The student is able to use the method of 360-degrees feedback in order to be able to evaluate his functioning and to, From the outcome, formulate personal goals. (<i>Bloom 4/5 – analyze and evaluate</i>) (C) | Highest level of Bloom taxonomy <i>Bloom 5 – evaluate</i> |
| Explanation of examination of the Educational Goals B: Practical C: Assignment in portfolio | | |
| Criteria of assessment: The student gives functional instructions provided feedback is aimed at improving skating technique provided feedback is understandable for the skater provided feedback is appropriate to the level of the skater | | |
| Example of the assignment: Providing Training Provide 5 training sessions to a group of at least 4 skaters. These sessions are to be observed and provided with feedback by a qualified coach, on <i>part 7</i> of the Practical Feedback Form ISU Ice Skating Coach Level 2. Include the form with a signature on it as a proof. You can find the form as an appendix: Practical Feedback Form ISU Ice Skating Coach level 2 Example of the assignment: "Collaboration with colleagues and reflection on your own performance as a coach" <i>Introduction</i> Learning from and with each other is important in your personal development as a coach. Watching how the other person is doing and providing feedback, together with having the other person look at you and receiving feedback are vital parts of this learning process. In addition, defining your learning objectives and reflecting on your own actions is an important condition to support this development process. | | |

Learning objectives for the students of the "Teaching and Feedback and Feedforward"

The student consults and evaluates with a colleague coach or colleague student about the initial situation, the possible goals, the training tools/aids and the desired learning process (Bloom 4-analyze);

The student is able to evaluate his own performance by using the method of 360-degree feedback and is able to formulate personal goals.

Required prior knowledge and

E-learning

Literature tbd

Assignment:

Consult and evaluate 4 training sessions (covering a total period of 9 weeks) with a colleague trainer (preferred) or colleague student and - after each training session - set personal goals and associated actions for the 3 weeks in between each training session; Complete a 360-degree feedback form based on your own performance.

Indication of requirements in terms of content and design

The student provides a report (maximum 1A4 per training) of the personal learning process including learning objectives based on the above data;

The student is able to articulate the choices regarding goals, exercise tools/aids and the learning process based on a given initial situation;

The student formulates at least 3 specific personal goals and associated actions for improvement.

| Module: Fun and Motivating 1 | | |
|---|--|---|
| ISU Ice Skating Coach Level 2 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Motivation and drills | | |
| Results of work process from description of qualification framework The lesson is <i>challenging, pushes the limits</i> and <i>ensures safety</i> | Educational Goals The student has knowledge of motivation theories and has the ability 'to translate' this towards the individual skater he is working with. (<i>Bloom 4 – analyze</i>) (A) The student is able to develop attractive drills by varying with "building blocks" such as organizational forms, didactic work forms, material, assignments and games/competitions. (<i>Bloom 6– create</i>) (C) | Highest level of Bloom taxonomy <i>Bloom 6– create</i> |
| Explanation of examination of the Educational Goals A: Exam/test during online course C: Assignment in portfolio | | |
| Criteria of assessment: Can make a translation from theory about motivation and apply it towards an individual skater. | | |
| Example of the assignment: "Creating lessons" <i>Introduction</i> Lessons From an important basis for learning to skate within a fun and enjoyable context. To develop attractive lessons, there are various bricks that can be used. These bricks are the building blocks of the lesson. <i>Learning objectives for the students from the "Motivation and drills" session</i> The student is able to develop attractive exercise material by varying with "building blocks" such as organizational forms, didactical working forms, material, assignments and game/battle. <i>Required prior knowledge ao</i> E-learning Literature tbd <i>Assignment</i> Design 4 written lessons and incorporate the before mentioned "parts" of skating and work out 4 variations for each part: Work on starting, braking, sliding on 1 leg and skating the curve; Work with the skaters individually, in pairs or with the whole group together; Work out the assignments for a lesson on a trimmed piece of the 400m ice-rink, on the 30/60m ice-rink, the entire 400m ice-rink or on any other ice-surface (including nature ice) you are using in your daily practice; Think about how much time is available for which component in the lesson; Turn it into a game, e.g. start to win, when braking, who responds fastest to the "stop signal" and first stops completely, who can step best, slide the longest and so on. | | |

Indication of requirements in terms of content and design

Provide a report in which you record the 4 written lessons and in which you describe the building blocks you used.

Each lesson contains of at least:

parts of the start, straight and curve

several organizational designs;

game elements individually as a game or among the skaters themselves

| Module: Fun and Motivating 2 | | |
|---|---|---|
| ISU Ice Skating Coach Level 2 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Organizing activities | | |
| Results of work process from description of qualification framework The skaters understand the exercise; Demonstrates corrections visibly and clearly; Endorses corrections made by skaters; <i>Repeats the correction</i> if the skater continues to make the same mistake (and is consistent); Refers to the correction again later in the lesson | Educational Goals The student is able to organize open training sessions/clinics with the primary aim to stimulate skating, including providing information about the sport of skating (clinics, open house, etc.) | Highest level of Bloom taxonomy <i>Bloom 6- create</i> |
| Explanation of examination of the Educational Goals C: Assignment in portfolio | | |
| Criteria of assessment: Provides a scenario that meets the criteria of Form and content including evaluation. | | |
| Example of the assignment: "Creating lessons" | | |
| Assignment: 'Organizing an activity' | | |
| <i>Introduction</i> As a trainer-coach you contribute to strengthening the (club, skating school or federation) offer by organizing new and/or additional activities. You can think of activities aimed at recruiting new members and retaining existing members. | | |
| <i>Learning objectives for the students of the "Organizing activities" session</i> The student is able to organize and provide open training/clinics that have the primary goal of skating stimulation, including providing information about skating. | | |
| <i>Required prior knowledge and</i> E-learning Literature tbd | | |
| <i>Assignment</i> Organize an activity that aims to stimulate skating. | | |
| <i>Indication of requirements in terms of content and design</i> Provide a report containing a scenario that meets the criteria of design and content including evaluation: how the objective (s) of the activity relate to the club/school goals; description of the activity and the associated organization; a work plan including a step-by-step plan and timetable of the activities before and during the activity; a schedule or organogram of the organization; a division of tasks with a description of the tasks and performers and what role you had in this; with whom you collaborated and how this went; how attention has been paid to the publicity surrounding this activity. Evaluation containing strengths and weaknesses that have been discussed. | | |

| | | |
|--|---|--|
| Module: Conditions | | |
| ISU Ice Skating Coach Level 2 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: General Theory | | |
| <p>Results of work process from description of qualification framework</p> <p>The coach is alert to <i>unsafe situations</i> and provides <i>first aid</i> in the event of accidents <i>Advises</i> the skaters about ice skates, clothing and safety The coach <i>uses practice (material) flexibly</i> in varying circumstances such as wind, rain, cold, attention levels</p> | <p>Educational Goals</p> <p>The student has knowledge about equipment and the direct safety aspects and is able to secure the safety in training sessions and provide advice to the skaters about the use of equipment. (<i>Bloom 3 – apply</i>) (A)</p> <p>The student acts in case of the need of MFA. (<i>Bloom 3 – apply</i>) (A)</p> <p>The student has (basic) knowledge of the human body in the area of physiology and anatomy in the situation of load and recovery. (<i>Bloom 2 – understand</i>) (A)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 3 – apply</i></p> |
| Explanation of examination of the Educational Goals A: Exam/test during online course | | |
| <p>Criteria of assessment:</p> <p>Can interpret important aspects of material and safety; Can name common injuries and associated actions within the framework of Medical First Aid; Is able to make a link between skating movements and anatomical movements and physiological processes at load/intensity.</p> | | |

Feedback and criteria for practical assessment, ISU Ice Skating Coach level 2

Introduction

A 5-point scale is used. To provide a guideline for the degree of control, Table 1 shows how the score can be determined using this scale.

Table 1. 5-point scale

| | 1 | 2 | 3 | 4 | 5 |
|--|-------------------------------------|--|--|---|--|
| Performance level of the student coach | Far below standards | Below standards | Meets standards | Above standards | Far above standards |
| Typing | acts /communicate s below standards | acts /communicat es weak | acts /communicat es sufficient | acts /communicat es adequate | acts /communicat es excellent |
| | not adequate | not within the permissible of the quality requirements | as is expected from a starting coach at this level | better than is required from a starting coach at this level | far above the level required of a starting coach at this level |
| | is not sure of himself/herself | doubts a lot | is sure of himself/herself | is determined and decisive | is very convincing and self-assured |
| | is short on parts | action is hardly adequate | action is mostly adequate | performance is as expected and strong | action is far above the level that can be expected |
| | there is little or no result | the result is unsatisfactory | the result meets the minimum requirement | the result exceeds the minimum requirements | the result far exceeds the minimum requirements and is excellent |

The performance indicators are clustered in assessment aspects that are related to the learning objectives of the study program (linked to the competences). It is not intended that all performance indicators of an assessment component are assessed separately. All performance indicators together provide a picture of what the relevant assessment aspect is about. Each part must therefore be assessed as a whole (portrait approach).

Assessment criteria Practical Exam, ISU Ice Skating Coach Level 2

For at least 6 of the 7 assessment aspects, the score must be 3 or higher. The yellow-marked aspects always have to be achieved.

| | | | | | | |
|---|---|---|---|---|---|----------|
| 1. The student shows a methodical structure in technical training. - Structure from easy to difficult - Structure from single to composite - Logical structure in the training | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 2. The student is able to use methodical didactic tools in the learning process of the novice skater - Uses materials, tools/aids and resources effectively - Uses materials safely - Prepares tools/aids | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 3. The student uses didactical teaching methods - Chooses methods that are suitable for the training - Can apply coach-driven and skater-driven work forms | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 4. The student is able to provide instruction - Succinctly - Show & go - Makes himself understood | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 5. The student shows the fundamentals of teaching: - Takes control - Encourages and gives attention - Responds to questions - Expresses confidence | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 6. The student is able to adjust training sessions - Takes into account (weather) conditions - Adjusts the training to the capacity of the skater(s) - Copes adequately with unexpected events | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 7. The student provides functional instructions - Feedback is aimed at improving skating technique - Instructions are understandable for the skater(s) - Feedback is appropriate to the level of the skater(s) | 1 | 2 | 3 | 4 | 5 | Remarks: |

Date:

Name and signature assessor:

ISU Ice Skating Coach level 3

EQF: 4

Highest level of Bloom taxonomy: *Bloom 6 – create*
LTAD: Fundamentals + Learning to Train



ISU Ice Skating Coach Level 3

Description of qualification

Work setting

The Level 3 Coach is closely involved in grass-roots sport at an advanced (post-beginner's) level. The Level 3 Coach will work with skating associations, federations, specialist skating schools and commercial sports providers. The Level 3 Coach works independently and may be a volunteer or a paid professional. The main task of the Level 3 Coach is to provide appropriate training for advanced skaters. The key consideration will be the personal ambitions, abilities and limitations of the skaters themselves. Those skaters may be adults or children, but all will have achieved some level of proficiency. The emphasis is therefore on further development rather than basics. The challenge facing the Level 3 Coach is to help skaters achieve their short-term and medium-term objectives. He or she must apply a systematic approach based on the analysis, planning, implementation and evaluation cycle.

Professional role

The Level 3 Coach supports the further development of advanced skaters, based on their individual wishes, abilities and limitations.

Tasks and responsibilities

The Level 3 Coach works independently, both during training sessions and when conducting skills assessments.

Key features of qualification

Qualification framework

EQF (European Qualifications Framework) Level 4, ISU QF (ISU Qualifications Framework) Level 3

Level

Dutch Qualification Level 4 (Instructor)
Standard program duration Eight months. The program includes a general component at NLQF / EQF Level 4, followed by specific instruction in training advanced skaters.

Diploma

A diploma is awarded to those who complete all program components.

Certificates

Separate certificates are awarded in respect of certain program components, i.e.
ISU IQF 3.1 Organization and implementation of training
ISU IQF 3.5 Skills assessment

Key tasks

The program components (and accompanying certificates) are concerned with the following key tasks:
Key task 3.1. (Training)
3.1.1 Informs and involves skaters and parents/others
3.1.2 Oversees and supports skaters during training session
3.1.3 Prepares training sessions
3.1.4 Conducts and evaluates training programs.
Key task 3.5. (Progressive skills tests)

- 3.5.1 Prepares skaters to take the progressive skills assessments
- 3.5.2 Prepares assessment sessions
- 3.5.3 Assesses skills level of skaters.

Entry requirements and advancement

Entry requirements/target group

This program is intended for prospective coaches who wish to train skaters at advanced level, whether on a professional (paid) or volunteer basis. Students who have successfully completed a comparable program elsewhere may be eligible to claim exemption from certain parts of the basic (general) program component.

Approach

The program is largely based on the LTAD model (Fundamentals & Learning to Train) with a special emphasis on training advanced skaters, and is designed to produce independent trainers/coaches. It covers various aspects, including teaching practice, pedagogy, methodology, principles of training, positive coaching, safety, equipment and the development of motor skills. These aspects form part of the programs leading to qualification as a Level 1 Coach and Level 2 Coach. At Level 2 there is a specific focus on instilling the fundamentals and training skaters at advanced level.

Advancement

Having completed Level 3, the coach may opt to take the Level 2, 4 and/or 5 programs, which are linked to the various target groups with which the coach will work in practice.

ISU Ice Skating Coach level 3

Description of key responsibilities

This chapter sets out the relevant key responsibilities and work processes, together with the criteria to demonstrate mastery of these aspects. It also contains the results of these work processes and the possible forms of testing. It is important to include a certain amount of variety in the forms of testing during the program. The required results form the 'backbone' of the program.

Key responsibility 3.1 Teaching lessons

| Work processes for key responsibility 3.1 | Results of this work process ⁵ | Criteria for mastery within this work process | FORMS OF TESTING | | | |
|---|---|---|------------------|-------------|-------------|-----------------------------|
| | | | A | B | C | D |
| | | | E X A M | P R A | A S T | R E F ⁶ |
| 3.1.1 Informs and engages skaters' parents/others | <i>Goals and focus points</i> are established <i>in consultation</i> with the skaters | Informs skaters about and engages them with the course of their lessons; | V | V | V | |
| | Contact with skaters is <i>sporting and mutually respectful</i> | Encourages sporting, respectful behaviour | | V | V | |
| | <i>Advises</i> skaters about ice skates, clothing, hygiene and safety | Advises skaters about equipment, nutrition and hygiene | V | | V | |
| | The trainer makes specific <i>preparation for the training program</i> , is punctual, <i>communicates</i> intensively, displays <i>model behaviour</i> , makes commitments and follows through on these commitments | Makes commitments to skaters and parents/others, and follows through on these commitments | V | V | V | |
| | The trainer provides <i>general and specific warming up exercises</i> and is clearly alert to <i>safety, strain and physical tolerance</i> | Focuses on preventing injuries | V | V | V | |
| | Where necessary, the trainer uses <i>first aid</i> | Takes appropriate action in the event of an emergency/accident | V | V | V | |
| | Can keep <i>information</i> that may be considered | Treats personal information as confidential | | | V | V |

⁵ The key topics for teaching and testing are given in italics

⁶ Possible forms of testing A = Examination B = Practical oral/teaching C = Assignment D = Reflection

| | | | | | | |
|--|---|---|---|---|--|---|
| | <i>confidential</i> to himself/herself | | | | | |
| 3.2.2 Coaches skaters during training programs | The coaching is appropriate to the skaters. <i>Expectations</i> and <i>motivations</i> are discussed and translated into <i>achievable goals and focus points</i> | Takes skaters' personal expectations and motivations into account | V | V | | |
| | The training is <i>challenging, pushes the limits</i> and <i>ensures safety</i> ; each training program is motivated by ' <i>learning</i> ' | Motivates and encourages skaters | V | V | | |
| | Acts <i>honestly, encouragingly and respectfully</i> ; not based on <i>power</i> | Complies with the professional code | | V | | V |
| | The trainer is recognizable as the trainer; <i>Responds to students' questions</i> and verbal or non-verbal reactions; listens; <i>Gives students the opportunity</i> to respond; Demonstrates <i>corrections clearly and visibly</i> | Displays model behaviour in and around the sports venue | | V | | |

| | | | | | | |
|----------------------------------|---|--|---|---|---|--|
| 3.1.3 Prepares training programs | The lesson preparation is appropriate to the skaters' <i>general and specific starting situation</i> , the surroundings and the trainer | Analyses the starting situation with a focus on the skaters, the surroundings and the trainer's own qualities as an instructor | V | V | V | |
| | The schedule of themes and technical and physical goals is <i>methodically and logically structured</i> | Draws up a year-long program with sensible chronology | V | V | V | |
| | The established themes and technical and physical goals <i>are appropriate to the individual skaters' level</i> | Tailors the year-long program to the skaters' level | V | V | V | |
| | Goals are expressed as ' <i>behaviours and results that can be measured in concrete terms</i> ' | Formulates concrete goals; | V | V | V | |
| | The trainer describes and evaluates <i>the process goals and product goals</i> of his/her training programs | Describes methods and moments for evaluation and the results of these evaluations; | V | V | V | |

| | | | | | | |
|--|--|--|---|---|---|---|
| | | incorporates evaluations into lesson preparation; | | | | |
| | The trainer can <i>devise training sessions and practice material that are in line with the themes and goals</i> | Devises lessons that are in line with the year-long program; | V | V | V | |
| | The order used for lesson components and the lesson format is <i>methodologically logical</i> | Chooses a responsible lesson structure. | V | V | V | |
| 3.1.4 Implements and evaluates training programs | The lesson is safe, educational and intensive in all conditions, including weather conditions, and with all group sizes | Adapts the lesson content to the prevailing conditions | V | V | | |
| | The trainer gives feedback and examples in a variety of ways (hearing, seeing, feeling) | Demonstrates exercises correctly, or uses a good example | V | V | | |
| | Gives <i>feedback</i> to the group and the individual based on the implementation and the result (knowledge of performance and results) | Gives skaters feedback and instructions based on an analysis of the implementation | V | V | | |
| | The trainer gives <i>functional instructions</i> on the basis of the <i>technical analysis</i> of the 'cause and effect' | Teaches and improves skaters' technique | V | V | | |
| | Makes consistent use of the ' <i>say it, show it, do it</i> ' principle | Makes himself/herself understood | V | V | | |
| | Bases organization on <i>pace, gives concise explanations</i> | Organizes the lesson efficiently; | V | V | | |
| | <i>Checks</i> for understanding of the information/instruction by asking follow-up questions or <i>engaging</i> skaters | Keeps skaters' attention at all times | V | V | | |
| | <i>Demonstrates an open mindset</i> ; Examines the process objectively while it is under way; Suggests an alternative to an approach that is already likely to be effective; Indicates which correction(s) was/were most effective | Reflects on his/her own actions | | | | V |
| | The trainer <i>periodically requests feedback</i> from the skaters | Requests feedback | | | V | V |

| | | | | | | |
|--|---|-----------------------------------|--|--|---|---|
| | The trainer constantly voices learning needs and incorporates those needs into the lesson preparation as <i>personalized learning goals</i> | Voices his/her own learning needs | | | V | V |
|--|---|-----------------------------------|--|--|---|---|

Key responsibility 3.5 Skills testing

| Work processes for key responsibility 2.5 | | Criteria for mastery | A E X A M | B P R A | C A S T | D R E F |
|---|---|---|-----------------------|------------------|------------------|------------------|
| 3.5.1 Prepares skills-based tests | The situation is ready for the skills-based test. The forms of testing used are <i>appropriate to the skills to be tested</i> | Arranges the situation in such a way as to make assessment possible | V | V | v | |
| | Explains to the skater what the test will involve and the skills that will be assessed | Explains the test's requirements and what it will involve before the skater takes the test; | | V | V | |
| 3.5.2 Assesses skaters' skill level | The assessment is objective; the assessment is based on a <i>reference/standard</i> | Bases the assessment on the test criteria; | V | V | V | |
| | Meets with the skater to inform him/her of the result, and <i>the trainer and skater work together to translate this result into achievable new goals and focus points in technical and physical terms.</i> | Analyses the results of the test and uses them to take appropriate measures; Explains the test result to the skater; | V | V | V | |

ISU Ice Skating Coach level 3

Modules, Topics, and Educational Goals

| Modules | Topics | Educational Goals |
|-----------------------------------|-----------------------|---|
| Skating technique and Methodology | Skating Technique | <p>The student is able to summarize and explain the 'key principles' of the basic skating techniques. <i>(Bloom 2 – understand) (A)</i> ⁷</p> <p>The student is able to make a technical analysis in a structured way and to assess which "cause for which technical consequence" must be worked. <i>(Bloom 4 – analyze) (B)</i></p> <p>The student sets priorities in a series of possible goals for the skater. <i>(Bloom 5 – evaluate) (C)</i></p> <p>The student is able to explain the 'technical standards' of starting skaters. <i>(Bloom 2 – understand) (A)</i></p> <p>The student is able to, based on the technical focus, design and provide a training plan <i>(Bloom 6 – create) (C)</i></p> |
| | Methods | <p>The student is able to summarize the current methods and approach in skating training sessions <i>(Bloom 2 – understand) (A)</i></p> <p>The student is able to show a methodical structure in technical training sessions. <i>(Bloom 3 – apply) (B)</i></p> <p>The student is able to apply methodical-didactical aids in the learning process of the starting and more advanced skater <i>(Bloom 3 – apply) (B)</i></p> <p>The student is aware of methods of (present-day) motor learning (athletic development) and is able to apply those in training <i>(Bloom 3 – apply) (A)</i></p> |
| | Learning framework | <p>The student is able to explain the 'standard' learning methods for technique and physical development. <i>(Bloom 2 – understand) (A)</i></p> <p>The student is able to design specific and team goals from these learning methods. <i>(Bloom 6 – create) (C)</i></p> <p>The student is able to connect described goals to specific training. <i>(Bloom 3 – apply) (D)</i></p> |
| | Assessment | <p>The student is able to fill in a progress report based on a test protocol <i>(Bloom 3-apply) (C)</i></p> |
| Didactics and Teaching | Didactical principles | <p>The student applies, coach-driven and skater-driven didactical tasks considered necessary and possible in practice sessions. <i>(Bloom 3 – apply) (B)</i></p> <p>The student is able to instruct in a short and direct way (show & go) <i>(Bloom 3 – apply) (B)</i></p> <p>The student consults and evaluates with a fellow coach about initial situation, warming-up, possible goals, exercise material and the desired learning process <i>(Bloom 4- analyze) (D)</i></p> |

⁷ Method of assessment: A) Exam/test during online course, B) Practical, C) Assignment in portfolio, D) Reflection in portfolio

| | | |
|-----------------|-----------------------------------|---|
| | | <p>The student evaluates process and product goals of the training session in a structured way (<i>Bloom 5 – evaluate</i>) (D)</p> <p>The student processes goals in the technical and physical training areas in an annual plan (<i>Bloom 6- create</i>) (C)</p> |
| | Teaching | <p>The student in his behaviour shows ‘fundamentals’ of teaching: taking charge and responsibility, stimulating, give attention, reacting to questions and showing preferred behaviour and confidence and trust. (<i>Bloom 3 – apply</i>) (B)</p> <p>The student is able to formulate and visibly propagate the vision on skating training. (<i>Bloom 2 – understand</i>) (B)</p> <p>The student is aware of his own qualities, strengths and weaknesses in his role as a coach and formulates personal goals from this (<i>Bloom 4 – analyze</i>) (D)</p> <p>The student is able to adjust training sessions based on (weather) circumstances and current load capacity of the skater (flexibility) (<i>Bloom 4 – analyze</i>) (B)</p> |
| | Social Sciences | <p>The student is applying knowledge From Social Sciences when coaching or conducting a training session (biological and social psychology, pedagogy) and in particular the insights of being a coach/trainer in order to creating a meaningful and safe environment. (<i>Bloom 3 – apply</i>) (A)</p> |
| | Feedback and feedforward | <p>The student provides functional feedback (besides the ‘ideal technique’) that visibly help improve the skating technique. (<i>Bloom 3- apply</i>) (B)</p> <p>The student is using various ways in providing feedback and feedforward, like spoken directions, examples, ‘forced’ situations and visualization. (<i>Bloom 3 – apply</i>) (B)</p> <p>The student is able to use the method of 360- degrees feedback in order to be able to evaluate his functioning and to, From the outcome, formulate personal goals. (<i>Bloom 4/5 – analyze and evaluate</i>) (D)</p> |
| Differentiation | Differentiation and customization | <p>The student is able to:</p> <p>Individually:</p> <p>Determine the success experience within the set exercise goal;</p> <p>Determine for each skater if the current situation is too hard or too easy;</p> <p>Determine if better instruction and/or feedback is the solution (in case of too hard);</p> <p>Design a ‘step ahead’ or a ‘step back’ for current exercise goal;</p> <p>Have methodical tools/aid available and use those that help ‘visibly’ (<i>Bloom 4 – analyze</i>) (C)</p> <p><i>In order to facilitate pushing the limits in training based on strengths, weaknesses and qualities</i></p> |

| | | |
|------------|----------------|--|
| Conditions | General Theory | <p>The student has knowledge about equipment and the direct safety aspects and is able to secure the safety in training sessions and provide advice to the skaters about the use of equipment. <i>(Bloom 3 – apply) (A)</i></p> <p>The student acts in case of the need of MFA. <i>(Bloom 3 – apply) (A)</i></p> |
| | Human body | <p>The student has basic knowledge about topics from sports health science, such as muscular system, respiratory, nervous system, nutrition and digestion. <i>(Bloom 2 – understand) (A)</i></p> |

ISU Ice Skating Coach level 3

Level 3 Modules:

Skating Technique and Methodology 1
Skating Technique and Methodology 2
Skating Technique and Methodology 3
Skating Technique and Methodology 4

Didactics and Teaching 1
Didactics and Teaching 2
Didactics and Teaching 3
Didactics and Teaching 4

Differentiation

Conditions 1
Conditions 2

| Module: Skating technique and Methodology 1 | | |
|--|---|---|
| ISU Ice Skating Coach Level 3 | Possible methods of education Face -face/e- Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Skating Technique | | |
| <p>Results of work process from description of qualification framework</p> <p>The lesson preparation is appropriate to the skaters' <i>general and specific starting situation</i>, the surroundings and the coach</p> <p>The coach provides <i>functional instructions</i> on the basis of the <i>technical analysis</i> of the 'cause and effect'</p> <p><i>Demonstrates an open mindset</i>; Examines the process objectively while it is under way; Suggests an alternative to an approach that is already likely to be effective; Indicates which correction(s) was/were most effective</p> | <p>Educational Goals</p> <p>The student is able to summarize and explain the 'key principles' of the basic skating techniques. (<i>Bloom 2 – understand</i>) (A)</p> <p>The student is able to make a technical analysis in a structured way and to assess which "cause for which technical consequence" must be worked. (<i>Bloom 4 – analyze</i>) (B)</p> <p>The student sets priorities in a series of possible goals for the skater. (<i>Bloom 5 – evaluate</i>) (C)</p> <p>The student is able to explain the 'technical standards' of starting skaters. (<i>Bloom 2 – understand</i>) (A)</p> <p>The student is able to, based on the technical focus, design and provide a training plan (<i>Bloom 6 – create</i>) (C)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 6 – create</i></p> |
| <p>Explanation of examination of the Educational Goals</p> <p>A: Exam/test during online course</p> <p>C: Assignment in portfolio</p> <p>D: Reflection in portfolio</p> | | |
| <p>Criteria of assessment:</p> <p>Is able to give a summary of essential technical conditions of the start, the straight and the curve;</p> <p>Can describe an average technical execution of the start, straight end and curve and can name common errors;</p> <p>Applies the correct "order" of analysis and draws a logical conclusion;</p> <p>Is able to argue and articulate the importance of different priorities;</p> <p>The student can develop and provide training;</p> <p>training provided is appropriate to the technical theme;</p> <p>structure is from general to specific.</p> | | |

Example of the assignment: Technical Analysis

Introduction

An efficient skating technique prevents unnecessary energy loss. That is why it is worthwhile to check with all skaters whether there is advantage to be gained from a technical improvement.

Learning objectives for the students from the "Skating Technique" session

The student is able to structurally assess a technical analysis made and to indicate which points must be worked on.

The student sets, together with a colleague trainer (preferred) or a colleague student, priorities in a series of possible technical goals for the skaters.

Required prior knowledge

E-learning

Literature tbd

Assignment:

Based on a technical analysis (preferably made by a colleague trainer or colleague student), indicate the points for improvement for the skating technique of 3 skaters. Do this for:

Start

Straight

Curve;

Substantiate the choices made and the order of approach;

Discuss the argumentation with a colleague trainer or colleague student;

Indicate on the basis of which argumentation your choices differ;

Make a report containing the above data.

Indication requirements in terms of content and design

Applies the correct "order" of analysis and draws a logical conclusion;

Knows how to argue and articulate the importance of several priorities.

| Module: Skating technique and Methodology 2 | | |
|--|--|--|
| ISU Ice Skating Coach Level 3 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Methodology | | |
| <p>Results of work process from description of qualification framework</p> <p>The coach designs a specific <i>preparation for the training program</i>, is punctual, <i>communicates</i> intensively, displays <i>model behaviour</i>, makes commitments and follows through on these commitments</p> <p>The schedule of themes and technical and physical goals is <i>methodically and logically structured</i></p> <p>The order used for lesson components and the lesson Format is <i>methodologically logical</i></p> | <p>Educational Goals</p> <p>The student is able to summarize the current methods and approach in skating training sessions (<i>Bloom 2 – understand</i>) (A)</p> <p>The student is able to show a methodical structure in technical training sessions. (<i>Bloom 3 – apply</i>) (B)</p> <p>The student is able to apply methodical-didactical aids in the learning process of the starting and more advanced skater (<i>Bloom 3 – apply</i>) (B)</p> <p>The student is aware of methods of (present-day) motor learning (athletic development) and is able to apply those in training (<i>Bloom 3 – apply</i>) (A)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 3 – apply</i></p> |
| <p>Explanation of examination of the Educational Goals</p> <p>A: Exam/test during online course</p> <p>B: Practical</p> | | |
| <p>Criteria of assessment:</p> <p>Can summarize and compare 2 different methods in skating training;</p> <p>Show aspects of compelling learning situations, external focus and differential learning;</p> <p>The student shows a methodical structure in technical training:</p> <p>methodological structure from easy to difficult</p> <p>methodological structure from single to composite</p> <p>logical structure in the training</p> <p>The student is able to use methodological didactic tools:</p> <p>uses materials, tools, aids and resources effectively</p> <p>Uses tools and aids safely</p> <p>Prepares tools and aids</p> | | |

| Module: Skating technique and Methodology 3 | | |
|--|---|---|
| ISU Ice Skating Coach Level 3 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Learning Framework | | |
| <p>Results of work process from description of qualification framework</p> <p><i>Goals and focus points are established in consultation with the skaters</i></p> <p>The coach makes specific <i>preparation for the training program</i>, is punctual, <i>communicates</i> intensively, displays <i>model behaviour</i>, makes commitments and follows through on these commitments</p> <p>The coaching is appropriate to the skaters. <i>Expectations and motivations</i> are discussed and translated into <i>achievable goals and focus points</i></p> <p>The training is <i>challenging, pushes the limits</i> and <i>ensures safety</i>, each training program is motivated by <i>'learning'</i></p> <p>The coach can <i>devise training sessions and practice material that are in line with the themes and goals</i></p> <p>Makes consistent use of the <i>'say it, show it, do it'</i> principle</p> | <p>Educational Goals</p> <p>The student is able to explain the 'standard' learning methods for technique and physical development. <i>(Bloom 2 – understand)</i> (A)</p> <p>The student is able to design specific and team goals from these learning methods. <i>(Bloom 6 – create)</i> (C)</p> <p>The student is able to connect described goals to specific training. <i>(Bloom 3 – apply)</i> (D)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 6 – create</i></p> |
| <p>Explanation of examination of the Educational Goals</p> <p>A: Exam/test during online course</p> <p>C: Assignment in portfolio</p> <p>D: Reflection in portfolio</p> | | |
| <p>Criteria of assessment:</p> <p>Knows the standard order of teaching skating techniques and focus points.</p> | | |

| | | |
|--|---|---|
| Module: Skating technique and Methodology 4 | | |
| ISU Ice Skating Coach Level 3 | Possible methods of education Face-2-face/e-Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Assessment | | |
| Results of work process from description of qualification framework Goals are expressed as <i>'behaviours and results that can be measured in concrete terms'</i> The situation is ready for the skills-based test. The forms of testing used are <i>appropriate to the skills to be tested</i> Explains to the skater what the test will involve and the skills that will be assessed The assessment is objective; the assessment is based on a <i>reference/standard</i> | Educational Goals The student is able to fill in a progress report based on a test protocol. (C) | Highest level of Bloom taxonomy <i>Bloom 3-apply</i> |
| Explanation of examination of the Educational Goals C: Assignment in portfolio | | |
| Criteria of assessment: Is able to reliably collect, interpret and possibly explain quantitative and qualitative data. | | |
| Example of the assignment: "Assessing skating technique with the skating skills passport" <i>Introduction</i> It is important for people who are assessed in a skill test to know that this is done "reliably". Reliable means that two different assessors who look at the same test come to the same opinion independently of each other. It cannot be that the result depends on the chance assessor. <i>Learning objectives for the students from the "Assessment" session</i> The student is able to fill in a progress report based on a test protocol. <i>Required prior knowledge ao</i> E-learning Literature tbd <i>Assignment</i> Assess based on the skating skills passport whether an athlete meets the requirements of the test. <i>Indication requirements in terms of content and design</i> Provides a report (maximum 2 A4) of the above data and attach as an appendix 2 assessment forms (1 From yourself and 1 From a co-assessor) Is able to reliably collect, interpret and possibly explain quantitative and qualitative data | | |

| Module: Didactics and Teaching 1 | | |
|--|---|---|
| ISU Ice Skating Coach Level 3 | Possible methods of education Face-2 -ace/e- Learning/practical sessions | Hour indication To be determined based on entry level |
| Topic: Didactical principles | | |
| <p>Results of work process from description of qualification framework</p> <p><i>Goals and focus points are established in consultation with the skaters</i></p> <p>Contact with skaters is <i>sporting and mutually respectful</i></p> <p>The coaching is appropriate to the skaters. <i>Expectations and motivations are discussed and translated into achievable goals and focus points</i></p> <p>The coach constantly voices learning needs and incorporates those needs into the lesson preparation as <i>personalized learning goals</i></p> | <p>Educational Goals</p> <p>The student applies, coach-driven and skater-driven didactical tasks considered necessary and possible in practice sessions. (<i>Bloom 3 – apply</i>) (B)</p> <p>The student is able to instruct in a short and direct way (show & go) (<i>Bloom 3 – apply</i>) (B)</p> <p>The student consults and evaluates with a fellow coach about initial situation, warming-up, possible goals, exercise material and the desired learning process (model of Van Gelder) (<i>Bloom 4-analyze</i>) (D)</p> <p>The student evaluates process and product goals of the training session in a structured way (<i>Bloom 5 – evaluate</i>) (D)</p> <p>The student processes goals in the technical and physical training areas in an annual plan <i>Bloom 6-create</i> (C)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 6 – create</i></p> |
| <p>Explanation of examination of the Educational Goals</p> <p>B: Practical</p> <p>C: Assignment in portfolio</p> <p>D: Reflection in portfolio</p> | | |
| <p>Criteria of assessment:</p> <p>The student applies didactic teaching methods:</p> <p>Chooses work forms that are appropriate for the training;</p> <p>Can apply coach-driven and skater-driven work forms.</p> <p>The student is able to give instruction:</p> <p>short and to the point</p> <p>show & go</p> <p>makes itself understood</p> <p>Can articulate choices around goals, exercises and the learning process from a given initial situation</p> <p>Knows how to point out and explain which moments contributed positively and negatively to the achievement of the goals</p> <p>Is able to explain what, when, why work is being done on this and how this is given designed within the periodisation</p> | | |

Example of the assignment: "Collaborate with colleagues"

Introduction

Learning From and with each other is important in the development of you as a trainer. Looking at how the other person is doing and giving feedback on it and having the other look at you and receive feedback are vital parts of this learning process. In addition, defining your learning goals and reflecting on your own actions is an important condition to support this development process.

Learning objectives for the students from the "didactical principles" session

The student consults and evaluates with a colleague trainer about the initial situation, warming up, the possible goals, the exercises and the desired educational learning process.

The student evaluates in a structured manner on the process and product goals of the training given.

Required prior knowledge ao

E-learning

Literature tbd

Assignment

Consult and evaluate 5 training sessions with a colleague trainer and after each training set personal goals and corresponding actions for the intervening 3 weeks.

Make a report based on the above data

Indication of requirements in terms of content and design

Prepare a report (maximum 1A4 per training) of your learning process, including learning objectives, based on the above data. Discuss a different one for each workout Can articulate choices around goals, exercises and the learning process from a given initial situation.

Knows how to point out and explain which moments contributed positively and negatively to the achievement of the goals.

Example of the assignment: 'Periodization'

Introduction

A periodization can be seen as a route to a specific goal. First you determine the goal and then you plan how you want to get there. In the meantime, you use the planning to see if you are on track. An annual plan covers all trainable facets and is based on the principles of training theory and exercise physiology.

Learning objectives for the students from the "didactical principles" session

The student incorporates goals in the technical and physical training areas into an annual plan.

Required prior knowledge ao

E-learning

Literature tbd

Assignment

Make a well-founded and periodized annual plan (May to March). Choices in terms of methods and means to be used must be substantiated.

Formulate the objectives for the annual plan in consultation with the skaters.

Determine peak moments (competitions) and any other measurement moments.

If applicable: Describe and justify the chosen test methods in connection with the chosen objectives.

In accordance with the peak moments, determine the periods to be distinguished at macro, meso and micro level in the annual plan and describe the sub-goals in the sports, physiological and technical areas.

Justify the chosen periodization model.

Design two detailed micro cycles (1 preparation period and 1 competition period).

Describe and justify the chosen training methods (physiological) and training forms (jogging, cycling, inline skating, etc.) in connection with the chosen objectives.

Justify the choices made on the basis of theory and practical experience.

Make a report based on the data above.

Indication of requirements in terms of content and design

Is able to explain what, when, why certain training is planned and how this is designed within the periodization.

| Module: Didactics and Teaching 2 | | |
|--|---|---|
| ISU Ice Skating Coach Level 3 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Teaching | | |
| Results of work process from description of qualification framework <i>Goals and focus points are established in consultation with the skaters Contact with skaters is sporting and mutually respectful The trainer is recognizable as the trainer; Responds to students' questions and verbal or non-verbal reactions; listens; Gives students the opportunity to respond; Demonstrates corrections clearly and visibly The trainer makes specific preparation for the training program, is punctual, communicates intensively, displays model behaviour, makes commitments and follows through on these commitments</i> | Educational Goals The student in his behaviour shows 'fundamentals' of teaching: taking charge and responsibility, stimulating, give attention, reacting to questions and showing preferred behaviour and confidence and trust. (<i>Bloom 3 – apply</i>) (B) The student is able to formulate and visibly propagate the vision on skating training. (<i>Bloom 2 – understand</i>) (B) The student is aware of his own qualities, strengths and weaknesses in his role as a coach and formulates personal goals from this (<i>Bloom 4 – analyze</i>) (D) The student is able to adjust training sessions based on (weather) circumstances and current load capacity of the skater (flexibility) (<i>Bloom 4 – analyze</i>) (B) | Highest level of Bloom taxonomy <i>Bloom 4 – analyze</i> |
| Explanation of examination of the Educational Goals B: Practical D: Reflection in portfolio | | |
| Criteria of assessment: The student demonstrates "fundamentals" of teaching: Takes control Stimulates and gives attention Responds to questions Clarifies the desired behavior of the pupil Executes confidence The student is able to adjust training sessions Takes into account (weather) conditions Adjusts training to load capacity of the pupil Copes adequately with unexpected events Adjusts training if necessary, to achieve the goal of the training Is able to formulate a SWOT SMART Formulates at least 3 concrete personal goals and associated improvement actions | | |
| Example of the assignment: 'SWOT analysis' <i>Introduction</i> As a trainer-coach it is useful to have your own insight into what you are good at and what you are less good at. With a personal SWOT analysis you systematically look for your own strengths and weaknesses and see what your opportunities and threats are. The acronym SWOT stands for Strengths, Weaknesses, Opportunities and Threats. A | | |

SWOT analysis is a commonly used tool in the marketing world to investigate the strengths and weaknesses of a product and to estimate the opportunities and threats of the product on the market. With a personal SWOT analysis you actually do exactly the same, but then focused on you and your role as trainer / coach.

Learning objectives for the students from the 'Teaching' session

The student knows his own qualities, strengths and limitations as a trainer and formulates personal goals from there.

The student is able to evaluate his own performance by means of 360-degree feedback method and formulate personal goals from it.

Required prior knowledge

E-learning

Literature tbd

Assignment

Make a SWOT analysis and formulate 3 personal goals and associated actions based on the analysis.

Indication of requirements in terms of content and design

Is able to formulate a SWOT SMART

Only include in the SWOT analysis the particulars that are distinctive from the competition, or that determine your future prospects

Formulates at least 3 concrete personal goals and corresponding improvement action

| Module: Didactics and Teaching 3 | | |
|---|---|---|
| ISU Ice Skating Coach Level 3 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Social Sciences | | |
| Results of work process from description of qualification framework Contact with skaters is <i>sporting</i> and <i>mutually respectful</i> Can keep <i>information</i> that may be considered <i>confidential</i> to himself/herself Acts <i>honestly, encouragingly and respectfully</i> , not based on <i>power</i> Bases organization on <i>pace</i> , <i>gives concise explanations</i> | Educational Goals The student is applying knowledge From Social Sciences when coaching or conducting a training session (biological and social psychology, pedagogy) and in particular the insights of being a coach/trainer in order to creating a meaningful and safe environment. (A) | Highest level of Bloom taxonomy <i>Bloom 3 – apply</i> |
| Explanation of examination of the Educational Goals A: Exam/test during online course | | |
| Criteria of assessment: Visibly contributes to a safe sports climate by setting an example and a signed code of conduct | | |

| | | |
|---|---|---|
| Module: Differentiation | | |
| ISU Ice Skating Coach Level 3 | Possible methods of education Face 2 face/e-learning/practice Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Differentiation and customization | | |
| Results of work process from description of qualification framework The established themes and technical and physical goals <i>are appropriate to the individual skaters' level</i> The lesson is safe, educational and intensive in all conditions, including weather conditions, and with all group sizes Gives <i>feedback</i> to the group and the individual based on the implementation and the result (knowledge of performance and results) Meets with the skater to inform him/her of the result, and <i>the trainer and skater work together to translate this result into achievable new goals and focus points in technical and physical terms.</i> | Educational Goals The student is able to: Individually: Determine the success experience within the set exercise goal; Determine for each skater if the current situation is too hard or too easy; Determine if better instruction and/or feedback is the solution (in case of too hard); Design a 'step ahead' or a 'step back' for current exercise goal; Have methodical tools/aid available and use those that help 'visibly' <i>In order to facilitate pushing the limits in training based on strengths, weaknesses and qualities</i> | Highest level of Bloom taxonomy <i>Bloom 4 – analyze</i> |
| Explanation of examination of the Educational Goals C: Assignment in portfolio | | |
| Criteria of assessment: Is able to train pushing boundaries by the conscious use of 1 or more aspects (experience of success, differentiation, making it easier-more difficult, use of tools) | | |
| Example of the assignment: 'Training of pushing boundaries' <i>Introduction</i> "if you always do what you always did you will always get what you always got". This famous statement that is now claimed by various people is certainly applicable within the sport. To improve, it is important to push boundaries. Because your athletes are not identical, it is important that you can differentiate. As a result, the training connects to the individual, so that boundaries are shifted and is a learning moment for everyone. <i>Learning objectives for the students from the 'differentiation and customization' series:</i> The student is able to individually: determine the success perception of each skater, within the practice goal. determine for which skater(s) the current situation is too difficult and for which skater(s) it is too easy. determine whether better instruction and or feedback is the solution (for "too difficult"). think of a "step further" or "step back" for the current practice goal (exercise). have and use methodical tools that "visibly help". | | |

Required prior knowledge ao

E-learning

Literature tbd

Assignment

Fill in 4 lesson preparation forms and describe within the lesson how you can differentiate.

Indication of requirements in terms of content and design

Describe per lesson preparation form:

how a part can be made easier or more difficult.

various instruction and feedback to make "too difficult situations" easier.

using methodical tools

Is able to train breaking boundaries through the conscious use of 1 or more aspects (experience of success, differentiation, making it easier-more difficult, use of tools)

| | | |
|--|--|---|
| Module: Conditions 1 | | |
| ISU Ice Skating Coach Level 3 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: General Theory | | |
| Results of work process from description of qualification framework <i>Advises</i> skaters about ice skates, clothing, hygiene and safety Where necessary, the trainer uses <i>first aid</i> | Educational Goals The student has knowledge about equipment and the direct safety aspects and is able to secure the safety in training sessions and provide advice to the skaters about the use of equipment. (<i>Bloom 3 – apply</i>) (A) The student acts in case of the need of MFA. (<i>Bloom 3 – apply</i>) (A) | Highest level of Bloom taxonomy <i>Bloom 3 – apply</i> |
| Explanation of examination of the Educational Goals A: Exam/test during online course | | |
| Criteria of assessment: Can list important aspects of equipment and safety. Can name common injuries and associated actions in the context of Medical First Aid (MFA) | | |

| | | |
|---|--|--|
| Module: Conditions 2 | | |
| ISU Ice Skating Coach Level 3 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Human Body | | |
| Results of work process from description of qualification framework The trainer provides <i>general and specific warming up exercises</i> and is clearly alert to <i>safety, strain and physical tolerance</i> | Educational Goals The student has basic knowledge about topics from sports health science, such as muscular system, respiratory, nervous system, nutrition and digestion. | Highest level of Bloom taxonomy <i>Bloom 2 – understand</i> |
| Explanation of examination of the Educational Goals A: Exam/test during online course | | |
| Criteria of assessment: Can make a link between skating movements and intensity and these physiological processes | | |

Feedback and criteria for practical assessment, ISU Ice Skating Coach level 3

Introduction

A 5-point scale is used. To provide a guideline for the degree of control, Table 1 shows how the score can be determined using this scale.

Table 1. 5-point scale

| | 1 | 2 | 3 | 4 | 5 |
|--|-------------------------------------|--|--|---|--|
| Performance level of the student coach | Far below standards | Below standards | Meets standards | Above standards | Far above standards |
| Typing | acts /communicate s below standards | acts /communicat es weak | acts /communicat es sufficient | acts /communicat es adequate | acts /communicat es excellent |
| | not adequate | not within the permissible of the quality requirements | as is expected from a starting coach at this level | better than is required from a starting coach at this level | far above the level required of a starting coach at this level |
| | is not sure of himself/herself | doubts a lot | is sure of himself/herself | is determined and decisive | is very convincing and self-assured |
| | is short on parts | action is hardly adequate | action is mostly adequate | performance is as expected and strong | action is far above the level that can be expected |
| | there is little or no result | the result is unsatisfactory | the result meets the minimum requirement | the result exceeds the minimum requirements | the result far exceeds the minimum requirements and is excellent |

The performance indicators are clustered in assessment aspects that are related to the learning objectives of the study program (linked to the competences). It is not intended that all performance indicators of an assessment component are assessed separately. All performance indicators together provide a picture of what the relevant assessment aspect is about. Each part must therefore be assessed as a whole (portrait approach).

Assessment criteria Practical Exam, ISU Ice Skating Coach Level 3

For at least 8 of the 9 assessment aspects, the score must be 3 or higher. The yellow-marked aspects always have to be achieved.

| | | | | | | |
|---|---|---|---|---|---|----------|
| 1. The student can develop and provide training. training is appropriate to the technical theme structure is from general to specific | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 2. The student shows a methodical structure in technical training. Structure from easy to difficult Structure from single to composite Logical structure in training | 1 | | 3 | 4 | 5 | Remarks: |
| 3. The student is able to use methodical-didactic tools. Uses materials and resources effectively Uses materials safely Gets materials ready to use | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 4. The student uses teaching methods Chooses practical methods that are appropriate in the training Is able to use trainer-controlled and skater-controlled practical methods | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 5. The student is able to provide instructions Succinctly Show & go Makes himself/herself understood | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 6. The student shows the fundamentals of teaching Takes control Encourages and gives attention Responds to questions Clarifies the desired behaviour of the skater Expresses confidence | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 7. The student is able to adjust training sessions Takes into account (weather) conditions Adjusts the training to the capacity of the skater(s) Copes adequately with unexpected events Adjusts training is necessary to achieve the objective of the training | 1 | 2 | 3 | 4 | 5 | Remarks: |
| 8. The student provides functional instructions | 1 | 2 | 3 | 4 | 5 | |

| | | | | | |
|---|-----------------|---|---|---|---|
| <p>Feedback is aimed at improving skating technique Instructions are understandable for the skater(s) Feedback is appropriate to the level of the skater(s)</p> | <p>Remarks:</p> | | | | |
| <p>9. The student is able to differentiate Determines for which skater the current situation is too difficult/easy Can think of a 'step further' and 'step back' for an exercise Adjusts level of instruction and feedback to the individual</p> | 1 | 2 | 3 | 4 | 5 |
| | <p>Remarks:</p> | | | | |

Date:

Name and signature assessor:

ISU Ice Skating Coach level 4

EQF: 4

Highest level of Bloom taxonomy: *Bloom 6 – create*

LTAD: Train to Train + Train to Compete



**INTERNATIONAL
SKATING UNION**



ISU Ice Skating Coach Level 4

Description of qualification

Work setting

The Level 4 Coach works with selected and talented competitive skaters who have reached an advanced level. He or she is likely to work within a (high level) association, sports federation or similar organization. The Level 4 Coach may work with skaters in a group setting or on an individual basis. The challenge facing the Level 4 Coach is to devise and provide a 'bespoke' and individualized training regime. All activities must be aligned with the abilities of the skaters concerned. The overall aim is to maximize training and competition performance. The skaters with whom the Level 4 Coach works can be of any age, but all have reached a very high standard of proficiency. The emphasis therefore shifts from training and development to optimizing competition performance. The Level 4 Coach is concerned with medium and long-term objectives. He or she must apply a systematic approach based on the analysis, planning, implementation and evaluation (of training and competition performance) cycle.

Professional role

The Level 4 Coach is primarily concerned with skaters' long-term objectives.

Tasks and responsibilities

The Level 4 Coach provides training and coaches competitive skaters, doing so independently and without supervision.

Key features of qualification

Qualification framework

EQF (European Qualifications Framework) Level 4, ISU QF (ISU Qualifications Framework) Level 4

Level

Dutch Qualification Level 4 (Trainer/Coach)

Standard program duration

Sixteen months.

The program includes a general component at NLQF / EQF Level 4, followed by a specialist component concerned with training skaters at competition level.

Diploma

A diploma is awarded to those who complete all program components.

Certificates

Separate certificates are awarded in respect of certain program components:

ISU QF 4.1 Training
ISU QF 4.2 Competition coaching
ISU QF 4.6 Talent scouting

Work processes

The key tasks involved in each program component are as follows:

Key task 4.1

4.1.1 Mentors skaters (groups or individuals) (Training)

- 4.1.2 Produces plans for longer term
- 4.1.3 Plans and implements training sessions
- 4.1.4 Evaluates implementation of training sessions
- Key task 4.2
- 4.2.1 Coaches skaters taking part in competitive events (Competition coaching)
- 4.2.2 Prepares for competitions
- 4.2.3 Provides instructions
- 4.2.4 Evaluates competitions
- Key task 4.6
- 4.6.1 Formulates scouting objectives and criteria (Talent scouting)
- 4.6.2 Collects and interprets scouting data
- 4.6.3 Selects and mentors skaters

Entry requirements and advancement

Entry requirements / target group

This program is intended for prospective coaches wishing to train competitive skaters in a professional capacity. Students who have successfully completed a comparable program elsewhere may be eligible to claim exemption from certain parts of the basic (general) program component.

Approach

The program is based in part on the Competitive Skaters LTAD model (Training to Train & Training to Compete). It is intended to produce trainers/coaches who are able to work independently in the field. Aspects covered include competition training, strategy and tactics, regulations, diet, doping, principles of training, scheduling of training, technique and mental preparation. These aspects form part of the programs leading to qualification as a Level 4 Coach and Level 4 Coach. At Level 4 there is a specific focus on training skaters at competitive level.

Advancement

Having completed Level 4, the coach may opt to take the Level 2, 3 and/or 5 programs, which are linked to the various target groups with which the coach will work in practice.

ISU Ice Skating Coach level 4

Description of key responsibilities

This chapter sets out the relevant key responsibilities and work processes, together with the criteria to demonstrate mastery of these aspects. It also contains the results of these work processes and the possible forms of testing. It is important to include a certain amount of variety in the forms of testing during the program. The required results form the 'backbone' of the program.

Key responsibility 4.1 Teaching training sessions

| Work processes for key responsibility 4.1 | Results of this work process | Criteria for mastery within this work process | FORMS OF TESTING | | | |
|---|--|--|------------------|-------------|-------------|-------------|
| | | | A | B | C | D |
| | | | E X A M | P R A | A S T | R E F |
| 4.1.1 Coaches specific skaters or groups of skaters | Trains and develops selected, talented skaters using <i>'tailored' training programs</i> | Coaches selected, talented skaters as they develop in their sport and their sporting career | V | | V | |
| | Advises skaters on how to <i>improve their equipment at a detailed level</i> | Advises skaters about the selection and use of equipment in connection with improved performance | V | | V | |
| | The trainer has a clear vision of safety, strain and physical tolerance, specifically following the <i>'recurrence of an injury'</i> | Focuses on preventing and recovering from injuries | | V | | |
| | The training program is challenging, pushes the limits and ensures safety; each training program is motivated by <i>'development'</i> | Motivates and encourages skaters | V | V | | |
| | <i>Goals and focus points</i> are established <i>in consultation</i> with the skaters | Informs skaters about and engages them with the course of their training program | V | V | | |
| | <i>Standards and values</i> are discussed, and skaters and the trainer hold each other accountable for maintaining these standards | Safeguards values and sets standards | | | V | |

| | | | | | | |
|--|---|---|---|---|---|---|
| | The trainer can connect with the <i>experience of talented skaters</i> | Adapts his/her behaviour and use of language to the skaters' lived experience | | V | | |
| | Acts <i>honestly, encouragingly and respectfully</i> , not based on <i>power</i> | Complies with the professional code | | V | | |
| | The trainer is recognizable as the trainer; <i>Responds to students' questions</i> and verbal or non-verbal reactions; listens; <i>Gives students the opportunity</i> to respond; Demonstrates <i>corrections clearly and visibly</i> | Displays model behaviour in and around the sports venue | | V | | |
| | Can keep <i>information</i> that may be considered <i>confidential</i> to himself/herself | Treats personal information as confidential | | | | V |
| 4.1.2 Draws up long-term plans | Can compile a <i>multi-year plan</i> for talented skaters, based on <i>vision and with a clear structure</i> | Draws up a multi-year plan (macro) | V | | V | |
| | Can draw up a <i>period-based plan</i> on the basis of the year-long program | Draws up a year-long program containing different periods (meso) | V | | V | |
| | Can draw up <i>'tailored' training programs</i> for the team and the individual | Devises a series of training sessions that are in line with the year-long program (micro) | V | | V | |
| 4.1.3 Plans and carries out training sessions | The trainer includes <i>individually-tailored focus points</i> for the skaters in every training session in the period-based plan | Bases the preparation for training on analyses, underlying plans and evaluations | V | | V | |
| | Goals are expressed as <i>'behaviours and results that can be measured in concrete terms'</i> | Formulates concrete goals for the team and/or the individual skater | V | V | V | |
| | The trainer can <i>devise training sessions and practice material that are in line with the themes and goals</i> | Chooses forms of organization that contribute to the achievement of goals for the team and/or the individual skater | V | | V | |
| | Sets out a <i>specific starting situation / particular aspects</i> that are important for the training program | Takes into account all relevant circumstances that could influence the training program | V | | V | |

| | | | | | | |
|---|---|--|---|---|---|---|
| | Clearly follows the principles of <i>expertise in training</i> within the training program | Tailors intensiveness and structure to the individual skater(s) | V | V | | |
| | Is capable of demonstrating, or having a skater demonstrate, <i>instructions at a detailed level in an 'exaggerated' way</i> | Demonstrates exercises correctly, or uses a good example | | V | | |
| | Can make a <i>detailed cause-effect analysis</i> , on which feedback is based | Gives skaters feedback and instructions based on an analysis of all relevant factors | V | V | | |
| | Can identify <i>technical, physical and/or mental progress</i> | Improves skaters' performance | V | V | V | |
| 4.1.4 Evaluates the scheduling and implementation of training programs | Uses a <i>monitoring system</i> for the program and the skaters | Records and evaluates the implementation of the period-based year-long program | | | V | |
| | Uses a monitoring system for the program and the skaters; where necessary, makes adjustments to the program, training sessions and goals | Analyses the performance and development of the skater(s) and/or team Continuously evaluates the process and the (interim) results of the training program, and adjusts the program accordingly | | | V | V |
| | <i>Demonstrates an open mindset</i> ; Examines the process objectively while it is under way; Suggests an alternative to an approach that is already likely to be effective; Indicates which correction(s) was/were most effective | Reflects on his/her own actions | | | | V |
| | The trainer <i>periodically requests feedback</i> from the skaters | Requests feedback | | | V | V |
| | The trainer constantly voices learning needs and incorporates those needs into the lesson preparation as <i>personalized learning goals</i> | Voices his/her own learning needs | | V | V | |

| | | | | | | |
|--|---|--------------------------------------|--|--|---|--|
| | The trainer discusses the <i>literature, sources and experts</i> he/she has consulted | Consults knowledge resources/experts | | | V | |
|--|---|--------------------------------------|--|--|---|--|

Key responsibility 4.2 Coaching for competitions

| Work processes for key responsibility 4.2 | Results of this work process | Criteria for mastery within this work process | A E X A M | B P R A | C A S T | D R E F |
|--|--|--|-----------------------|------------------|------------------|------------------|
| 4.2.1 Coaches skaters for competitions | The trainer uses <i>coaching techniques and mental training</i> | Helps skaters learn how to perform under pressure | V | V | V | |
| | The trainer focuses on nutrition as it relates to performance | Advises skaters about nutrition as it relates to performance | V | | V | |
| | The trainer <i>understands the rules and procedures surrounding doping</i> | Informs skaters about doping procedures | V | | V | |
| | The trainer holds self-evaluation <i>coaching sessions</i> with skaters | Trains skaters to evaluate and assess themselves | V | V | V | |
| | The trainer holds regular coaching sessions with skaters, centred on their ambitions and motivations | Takes the skaters' personal ambitions and motivations into account | | | | |
| 4.2.2 Prepares for competitions | Formulates <i>goals for the competition</i> together with the team/skater(s) | Formulates goals for the competition together with the team/skater(s) | V | | V | |
| | <i>Analyses competitor(s)</i> | Analyses competitor(s) | | | V | |
| | Formulates a <i>competition analysis of his/her own team/skater(s)</i> | Formulates a competition analysis of his/her own team/skater(s) | | | V | |
| | Formulates an <i>analysis of influential factors</i> during a competition | Formulates an analysis of influential factors during a competition | | | V | |
| | Holds an <i>advance briefing</i> | Discusses the competition with the team/skater(s) beforehand | | | V | |
| 4.2.3 Focuses his/her coaching on the competition | Continually formulates <i>analyses during the competition</i> and uses these analyses to take appropriate measures | Continually formulates analyses during the competition and uses these analyses to take appropriate measures; | | V | V | |
| | <i>Coaches in a clearly positive way</i> | Positive coaching style; | V | V | V | |
| | Clearly displays model behaviour as regards the | Follows the rules that apply during the competition; | | V | | |

| | | | | | | |
|---------------------------------|--|--|--|--|---|---|
| | rules during the competition | | | | | |
| 4.2.4 Evaluates competitions | Makes an evaluation of the competition, including conclusions for the next competition | Systematically evaluates the competition with skater(s), and draws conclusions for future competitions | | | V | V |
| | The result is used as input for future competitions. | Systematically evaluates the competition with coaches, and draws conclusions for future competitions | | | V | V |

Key responsibility 4.6 Scouting

| Work processes for key responsibility 4.6 | Results of this work process | Criteria for mastery within this work process | A E X A M | B P R A | C A S T | D R E F |
|---|---|--|-----------------------|------------------|------------------|------------------|
| 4.6.1 Formulates scouting goals and criteria | <i>The goals and criteria for scouting</i> are formulated and communicated. | Formulates and communicates the goals for recognizing talent; | V | | V | |
| | <i>Develops and formulates the selection criteria</i> in qualitative and quantitative terms | Develops and formulates criteria for scouting and selecting skaters. | V | | V | |
| 4.6.2 Collects and interprets scouting data. | <i>Scouting data</i> is collected, interpreted and communicated. | Collects scouting data; | V | | V | |
| | <i>Organizes periodic moments for testing and selection</i> | Assesses skaters' development using defined criteria; | V | | V | |
| 4.6.3 Selects and coaches skaters | Consults an interdisciplinary team of experts about skaters' development | Discusses the skaters' talent development with the people concerned; | V | | V | |

ISU Ice Skating Coach Level 4

Modules, Topics, and Educational Goals

| Modules | Topics | Educational Goals |
|---------------------------|--------------------------------|--|
| Coaching | Tactics | <p>The student designs (together with the skater) an approach whereby the skater consciously trains on tactics (<i>Bloom 6 – create</i>) (C) ⁸</p> <p>The student forms his/her own idea about how to deal with strategy; start from 'own strength' or 'adapt to opponent' (<i>Bloom 5 – evaluate</i>) (C)</p> <p>The student recognizes the 'momentum' in a (training-)race as a 'moment of acceleration' and shows tactical/mental coaching tips (<i>Bloom 4 – apply</i>) (B)</p> |
| | Mentality | <p>The student has knowledge of specific, mental 'tools' for the group/team and the individual (<i>Bloom 2 – understand</i>) (A)</p> <p>The student is able to translate these 'tools' into specific mental goals and accents (<i>Bloom 3 – apply</i>) (A)</p> <p>The student is able to design mentally specific forms of competition and exercise on and off ice (<i>Bloom 6 – create</i>) (C)</p> |
| Strength and Conditioning | Training doctrine and recovery | <p>The student develops a multi-year plan and an annual plan, based on a periodization method, general and specific analysis of the skater(s) and elaborated and accounted for in technical, tactical, physical and mental goals (<i>Bloom 6- create</i>) (C)</p> <p>The student develops knowledge of travel times, training, nutrition and injuries within elite speedskating and/or shorttrack (<i>Bloom 2 – understand</i>) (C)</p> <p>The student recognizes and takes into account the principles of individual (lack of) resilience and periodization in relation to the occurrence and prevention of injuries (<i>Bloom 5 – evaluate</i>) (B)</p> <p>The student provides (prescribed) recovery training on and off ice (<i>Bloom 3 – apply</i>) (B)</p> |
| Scouting | Training vision | <p>The student has knowledge of the national and international training models and indicates where the differences and similarities are (<i>Bloom 3 – apply</i>) (C)</p> <p>The student is able to translate 'top sport ideas' into policy (<i>Bloom 6 – create</i>) (C)</p> <p>The student has knowledge of the policy cycle and applies it to his/her own top sport situation in which work is carried out (<i>Bloom 2 – understand</i>) (A)</p> <p>The student can analyze who the key persons in the top sports environment are in relation to policy (<i>Bloom 3 – analyze</i>) (D)</p> <p>The student is able to create and/or increase support for policy chosen (<i>Bloom 6 – create</i>) (C)</p> |

⁸ Method of assessment: A) Exam/test during online course, B) Practical, C) Assignment in portfolio, D) Reflection in portfolio

| | | |
|-------------------|------------------------------------|---|
| | Scouting | <p>The student has knowledge of criteria for top sport potential/talent (<i>Bloom 2 – understand</i>) (A)</p> <p>The student forms his/her own opinion on potential/talent development (<i>Bloom 6 – create</i>) (D)</p> <p>The student has knowledge of motivational theories to keep potential/talent motivated during the training. (<i>Bloom 2– understand</i>) (A)</p> <p>The student has an idea of the work of the scout (<i>Bloom 2 – understand</i>) (A)</p> <p>The student is able to organize selection days for potential/talent scouting and act as a scout during those days (<i>Bloom 3 – apply</i>) (C)</p> |
| | Monitoring | <p>The student is able to assess and describe the progress in technical implementation. (<i>Bloom 4/5 – analyze and evaluate</i>) (B)</p> <p>The student is able to assess and describe physical progress. (<i>Bloom 4/5 – analyze and evaluate</i>) (B)</p> <p>The student is able to assess and describe progress in the tactical area. (<i>Bloom 4/5 – analyze and evaluate</i>) (B)</p> <p>The student is able to assess and describe mental progress. (<i>Bloom 4/5 – analyze and evaluate</i>) (B)</p> |
| Skating Technique | Motor learning | <p>The student provides functional instructions (in addition to the 'ideal technique') to improve the skating technique. (<i>Bloom 3 - apply</i>) (B)</p> <p>The student applies various forms in the method of feedback and feed forward, such as the spoken instruction, examples, "compelling situations" and visualization. (<i>Bloom 3 – apply</i>) (B)</p> <p>The student is able to apply the principles of "blocked skill training" explicitly and implicitly in technique training. (<i>Bloom 3 – apply</i>) (B)</p> |
| | Biomechanics and Movement Analysis | <p>The student is able to summarize and explain the "key principles" of the technique. (<i>Bloom 3 – apply</i>) (A)</p> <p>The student is able to make a structured technique analysis and assess which 'cause for which technical effect' has to be focused on. (<i>Bloom 4 – analyze</i>) (B)</p> <p>The student sets priorities in a range of possible goals for the skater. (<i>Bloom 5 – evaluate</i>) (C)</p> |
| Conditions | General Theory | <p>The student becomes acquainted with various trends and innovations in the field of training, motor learning, nutrition and equipment. (<i>Bloom 2– understand</i>) (A)</p> <p>The student keeps track of developments, shows an inquiring attitude, presents insights. (<i>Bloom 5– evaluate</i>) (C)</p> |

ISU Ice Skating Coach Level 4

Level 4 Modules

Coaching 1
Coaching 2

Strength and Conditioning 1

Scouting 1
Scouting 2
Scouting 3

Skating Technique 1
Skating Technique 2

Conditions

| Module: Coaching 1 | | |
|---|---|---|
| ISU Ice Skating coach Level 4 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Tactics | | |
| <p>Results of work process from description of qualification framework</p> <p>Is capable of demonstrating, or having a skater demonstrate, <i>instructions at a detailed level in an 'exaggerated' way</i></p> <p>The trainer constantly voices learning needs and incorporates those needs into the lesson preparation as personalized learning goals</p> <p><i>Analyzes competitor(s)</i></p> <p>Continually formulates <i>analyses during the competition</i> and uses these analyses to take appropriate measures</p> <p>Formulates a <i>competition analysis of his/her own team/skater(s)</i></p> | <p>Educational Goals</p> <p>The student (together with the skater) designs an approach whereby the skater consciously trains on tactics (<i>Bloom 6 – create</i>) (C)</p> <p>The student forms his/her own idea about how to deal with strategy; starting from "own strength" or adapting opponent. (<i>Bloom 5 – evaluate</i>) (C)</p> <p>The student recognizes the "momentum" in a (training) race/competition as a "moment of acceleration" and shows tactical / mental coaching tips. (<i>Bloom 4 – apply</i>) (B)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 6 – create</i></p> |
| <p>Explanation of examination of the Educational Goals</p> <p>B: Practical</p> <p>C: Assignment in portfolio</p> | | |
| <p>Criteria of assessment:</p> <p>Can briefly and concisely explain and substantiate the tactical plan to the skater at different competition distances</p> <p>Can articulate and explain his/her own vision regarding strategy</p> <p>The student coaches during (training) competitions.</p> <p>recognizes the "momentum" in a match as a "moment of acceleration"</p> <p>coaches adequately on tactical aspects</p> <p>coaches adequately on mental aspects</p> | | |
| <p>Example of the assignment: 'Race plan and race evaluation team events'</p> <p><i>Introduction</i></p> <p>In preparation for a race/competition, you determine the approach (race plan, tactics, strategy) together with your team/skater(s) and supervisors. Important ingredients for this are your analysis of your own team/skaters(s), the opponents and/or environmental factors.</p> <p><i>Learning goals for the students from the "Tactics" session</i></p> <p>The student (together with the skater) designs an approach whereby the skater consciously trains on tactics and compares this with other top sport environments.</p> <p>The student forms his/her own idea about how to deal with a strategy/race plan; starting from "own strength" or adjusting to the opponent and compares that with other top sports environments.</p> <p><i>Required prior knowledge ao</i></p> <p>E-learning</p> | | |

Literature tbd

Assignment

Speedskating: For a Mass start, Team Pursuit or (mixed gender) Team Sprint race, draw a race plan that is partly based on the qualities of your team/skaters(s), the opponents and/or relevant circumstances.

Shorttrack: For a Relay or Mixed Gender Relay, draw a race plan that is partly based on the qualities of your team/skaters(s), the opponents and/or relevant circumstances.

Justify the choices you made and involve at least 1 other top sports environment.

Write an evaluation of the race and provide recommendations for the next race.

Indication of requirements in terms of content and design

Provides a substantiated and schematic plan (maximum 4 A4) that is understandable for both athlete and trainer. This is visually supported (drawings / photos / etcetera).

Is able to briefly and concisely explain and substantiate the tactical plan to the skater at different competition distances and compares that with at least 1 other top sport environment

Can articulate and explain his own vision regarding strategy and compares this with at least 1 other top sports environment.

| | | |
|--|--|--|
| Module: Coaching 2 | | |
| ISU Ice Skating coach Level 4 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Mentality | | |
| Results of work process from description of qualification framework The coach can <i>devise training sessions and practice material that are in line with the themes and goals</i> Can keep <i>information</i> that may be considered <i>confidential</i> to himself/herself Formulates <i>goals for the competition</i> together with the team/skater(s) | Educational Goals The student has knowledge of specific, mental "tools" for the group / team and the individual (<i>Bloom 2 – understand</i>) (A) The student is able to translate these "tools" into specific mental goals and accents (<i>Bloom 3 – apply</i>) (A) The student is able to design mentally specific forms of competition and exercise on and off the ice (<i>Bloom 6 – create</i>) (C) | Highest level of Bloom taxonomy <i>Bloom 6 – create</i> |
| Explanation of examination of the Educational Goals A: Exam/test during online course C: Assignment in portfolio | | |
| Criteria of assessment: Can show how to translate at least 3 basic mental skills into practice. Can link the correct tools to the right mental goals and accents. Provides an analysis and prioritization of the most important mental skills for an individual in the team and for the team as a whole. Provides a program for developing these mental skills. Provides 3 elaborated specific mental competition and exercise forms for an individual. Provides 3 elaborated specific mental competition and exercise forms for a team | | |
| Example of the assignment: 'Mental preparation' | | |
| <p><i>Introduction</i> When designing an annual plan, a lot of attention is paid to systematically influencing the physical performance-determining factors. However, the mental factor "performance behavior" can determine profit and loss for both individual and team events.</p> <p><i>Learning goals for the students from the "Mentality" session</i></p> <p>The student is able to design mentally specific competition and exercise forms on and off the ice</p> <p><i>Required prior knowledge ao</i> E-learning Literature tbd</p> <p><i>Assignment</i> Analyze and prioritize two key mental skills for an individual on the team and two mental skills for the team itself. Design a program for developing these mental skills in training and competitions.</p> | | |

Indication of requirements in terms of content and design

Provides an analysis and prioritization of the most important mental skills for an individual in the team and for the team as a whole.

Provides a program for developing these mental skills.

Provides 3 elaborated specific mental competition and exercise forms for an individual.

Provides 3 elaborated specific mental competition and exercise forms for a team.

| Module: Strength and Conditioning | | |
|---|--|---|
| ISU Ice Skating coach Level 4 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Training doctrine and recovery | | |
| <p>Results of work process from description of qualification framework</p> <p>The trainer has a clear vision of safety, strain and physical tolerance, specifically following the <i>'recurrence of an injury'</i></p> <p>Can compile a <i>multi-year plan</i> for talented skaters, based on <i>vision and with a clear structure</i></p> <p>Can elaborate a <i>period-based plan</i> on the basis of the year-long program</p> <p>Can elaborate <i>'tailored' training programs</i> for the team and the individual</p> <p>The trainer can <i>devise training sessions and practice material that are in line with the themes and goals</i></p> <p>Sets out a <i>specific starting situation containing particular aspects</i> that are important for the training program</p> <p>Clearly follows the principles of <i>expertise in training</i> within the training program</p> <p>The trainer holds regular coaching sessions with skaters, centred on their ambitions and motivations</p> <p>Formulates an <i>analysis of influential factors</i> during a competition</p> | <p>Educational Goals</p> <p>The student develops a multi-year plan and an annual plan, based on a periodization method, general and specific analysis of the skater (s) and elaborated and justified in technical, tactical, physical and mental goals. (<i>Bloom 6- create</i>) (C)</p> <p>The student develops knowledge of travel times, training, nutrition and injuries within top skating (<i>Bloom 2 – understand</i>) (C)</p> <p>The student recognizes and takes into account the principles of individual (lack of) resilience and periodization in relation to the occurrence and prevention of injuries. (<i>Bloom 5 – evaluate</i>) (B)</p> <p>The student provides (prescribed) recovery training on and off the ice. (<i>Bloom 3 – apply</i>) (B)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 6 – create</i></p> |
| Explanation of examination of the Educational Goals | | |
| B: Practical | | |
| C: Assignment in portfolio | | |
| <p>Criteria of assessment:</p> <p>Delivers a schematic multi-year plan and annual plan on paper or digitally with a clear overview and justification of the periodization method, the technical, tactical, physical and mental goals.</p> <p>Specifies where these points are incorporated in an annual plan.</p> <p>Knows how to argue and articulate the importance of different priorities.</p> <p>Can articulate and explain the vision on talent development.</p> <p>The student provides (prescribed) recovery training on and off the track.</p> <p>Intensity and size are consistent with the goal</p> <p>Training contributes to the skaters' active recovery</p> | | |

Provides a schematic multi-year plan and annual plan with a clear overview and justification of the periodization method, the technical, tactical, physical and mental goals.

Specifies where these points are incorporated in an annual plan.

Knows how to argue and articulate the importance of different priorities.

Can articulate and explain the vision on talent development.

Example of the assignment: 'Periodization'

Introduction

A periodization (multi-year plan / annual plan) can be seen as a route to a specific goal. A multi-year plan describes in outline where athletes want, can and must be over a period of several years. A multi-year plan forms the basis for (periodized) annual plans. First you determine the goal and then you plan how you want to get there. In the meantime, you use the planning to see if you are on track. A periodization covers all trainable facets and is based on the principles of training theory and exercise physiology.

Learning goals for the students from the "Strength and Conditioning" session

The student develops a multi-year plan and annual plan, based on a general and specific analysis of the skater (s) and detailed in technical, tactical, physical and mental goals.

The student develops knowledge of travel times, training, nutrition and injuries within top skating.

The student sets priorities in a range of possible goals for the skater.

The student forms his own opinion on how to develop talent.

Required prior knowledge and

E-learning

Literature tbd

Assignment

Elaborate a four-year plan for (a team of) athletes who perform at an international level. You describe the technical, mental and exercise physiological objectives that you would like to achieve per year and how you evaluate them.

Prepare a well-founded and periodized annual plan based on the multi-year plan.

Choices in terms of methods (periodization, exercise physiology and technique) and means to be used must be substantiated.

Indication of requirements in terms of content and design

Provides a schematic multi-year plan and annual plan containing a clear overview and justification of the periodization method, the technical, tactical, physical and mental goals.

Specifies where these points are incorporated in an annual plan.

Knows how to argue and articulate the importance of different priorities.

Can articulate and explain the vision on talent development.

| Module: Scouting 1 | | |
|--|--|---|
| ISU Ice Skating coach Level 4 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Training Vision | | |
| <p>Results of work process from description of qualification framework</p> <p>The trainer discusses the <i>literature, sources and experts</i> he/she has consulted Consults an interdisciplinary team of experts about skaters' development <i>Develops and formulates the selection criteria</i> in qualitative and quantitative terms <i>The goals and criteria for scouting</i> are formulated and communicated. Clearly displays model behaviour as regards the rules during the competition Makes an evaluation of the competition, including conclusions for the next competition The result is used as input for future competitions.</p> | <p>Educational Goals</p> <p>The student has knowledge of the national and international training models and indicates where the differences and similarities are. (<i>Bloom 3 – apply</i>) (C)</p> <p>De cursist is in staat 'topsport ideeën' in beleid te vertalen. (<i>Bloom 6 – create</i>) (C)</p> <p>The student has knowledge of the policy cycle and applies it to his/her own top sport situation in which work is carried out. (<i>Bloom 2 – understand</i>) (A)</p> <p>The student can analyze who the "key persons" in the top sports environment are in relation to policy (<i>Bloom 3 – analyze</i>) (D)</p> <p>The student is able to create and / or increase support for chosen policy. (<i>Bloom 6 – create</i>) (C)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 6 – create</i></p> |
| <p>Explanation of examination of the Educational Goals</p> <p>A: Exam/test during online course</p> <p>C: Assignment in portfolio</p> <p>D: Reflection in portfolio</p> | | |
| <p>Criteria of assessment:</p> <p>Describes how two points from the policy are incorporated in the practice</p> <p>Provides a practical example of how one of the top sport ideas has actually been translated into a policy.</p> <p>Can identify the names, relationships and influence of persons of interest such as volunteers, parents, other skaters, persons in the skating federation</p> <p>Can articulate in which way an attempt is made to create and/or increase support</p> <p>Makes a report of maximum 4-A4 based on the above data</p> <p>Provides a practical example of how one of the top sport ideas has actually been translated into a policy</p> | | |

Example of the assignment: 'Management and policy'

Introduction

The development from a child to a top skater takes place in the various sports environments and can be seen as an education. During this training, a joint long-term vision and policy is important for organizing the organizations and offering the optimal sports technical programs.

Learning goals for the students from the "Training Vision" session

The student is able to translate "top sport ideas" into policy.

The student can analyze who the "key persons" in the top sports environment are in relation to policy.

The student is able to create and / or increase support for chosen policy.

Required prior knowledge

E-learning

Literature tbd

Assignment

Analyze the optimal future situation (your vision) and the current situation in the status of the organization.

Formulate 5 objectives to arrive at the future organization.

Analyze and prioritize all involved persons and organizations and display this graphically.

Identify the most important action in relation to the "key figures" per objective (5) to achieve the objective.

Indication of requirements in terms of content and design

Provides a report of maximum 4-A4 based on the above data

Provides a practical example of how one of the top sport ideas has actually been translated into a policy

Can identify the names, relationships and influence of persons of interest such as volunteers, parents, other skaters, persons in the skating federation

Can articulate in which way an attempt is made to create and/or increase support

| | | |
|---|---|--|
| Module: Scouting 2 | | |
| ISU Ice Skating coach Level 4 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Scouting | | |
| Results of work process from description of qualification framework Trains and develops selected, potential/talented skaters using 'tailored' training programs The training program is challenging, pushes the limits and ensures safety; each training program is motivated by <i>'development'</i> Organizes <i>periodic moments for testing and selection</i> The goals and criteria for scouting are formulated and communicated. | Educational Goals The student has knowledge of criteria for top sport potential/ talent (<i>Bloom 2 – understand</i>) (A) The student forms his/her own opinion on how to develop potential/talent (<i>Bloom 6 – create</i>) (D) The student has knowledge of motivational theories to keep talent/potentials motivated during the training. (<i>Bloom 2– understand</i>) (A) The student has an idea of the work of the scout (<i>Bloom 2 – understand</i>) (A) The student is able to organize selection days for potential talent and act as a scout there (<i>Bloom 3 – apply</i>) (C) | Highest level of Bloom taxonomy <i>Bloom 6 – create</i> |
| Explanation of examination of the Educational Goals A: Exam/test during online course C: Assignment in portfolio D: Reflection in portfolio | | |
| Criteria of assessment: Indicates at least three criteria from your own vision that are most important for top sport talent/potential Knows how to argue and articulate the importance of motivational theories Can indicate which aspects a scout pays attention to during a scouting session Has knowledge of the national and international training models and indicates where the differences and similarities are in a presentation. Provides a scenario that meets the criteria of form and content, including evaluation How the objective (s) of the selection day relate to the goals of the association. Description of the organization A work plan including a step-by-step plan and timetable of the activities prior to and during the activity. A diagram of the organization A division of tasks with a description of the tasks and performers and what role you had in it. Who you worked with and how this went Evaluation including the good points and any points for improvement that have been discussed. | | |
| Example of the assignment: 'Multi-year training plan and scouting' | | |
| <i>Introduction</i> Before you start scouting internally and/or externally, it is important to know exactly how you can identify and recognize talents/potential (for example in the physical/mental or technical field) and want to follow them in their development. | | |

Guidance for this can be found in national and international training models. In addition, scouting must also be done reliably and efficiently. Reliable means that two scouts independently reach the same judgment on the basis of the observation and registration form. In other words: scouting with several people only makes sense if everyone observes, interprets and judges in the same way.

Learning goals for the students from the "Vision on training and Scouting" session

The student has knowledge of the national and international training models and indicates where the differences and similarities are.

The student is able to organize selection days for potential talent and act as a scout there.

Required prior knowledge and

E-learning

Literature tbd

Assignment

Give a presentation to fellow trainer/coaches indicating how the national training model (if any) relates to the international training model.

State the similarities and differences between the training models.

Indicate which three (3) criteria (one for physical, technical and mental) you want to scout. Use the talent profile for this.

Specify these criteria

Create a practice situation to determine the inter-rater reliability of the criteria

Discuss the results and adjust the criteria if necessary

Organize a selection day with fellow trainer/coaches to scout potential/talent

Indication of requirements in terms of content and design

Has knowledge of the national and international training models and indicates where the differences and similarities are in a presentation.

Provides a scenario that meets the criteria of form and content, including evaluation

How the objective (s) of the selection day relate to the goals of the association.

Description of the organization

A work plan including a step-by-step plan and timetable of the activities prior to and during the activity.

A diagram of the organization

A division of tasks with a description of the tasks and performers and what role you had in it.

Who you worked with and how this went

Evaluation including the good points and any points for improvement that have been discussed.

| | | |
|--|---|---|
| Module: Scouting 3 | | |
| ISU Ice Skating coach Level 4 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Monitoring | | |
| <p>Results of work process from description of qualification framework</p> <p>Goals are expressed as <i>'behaviours and results that can be measured in concrete terms'</i></p> <p>Can make a <i>detailed cause-effect analysis</i>, on which feedback is based</p> <p>Can identify <i>technical, physical and/or mental progress</i></p> <p>Uses a <i>monitoring system</i> for the program and the skaters</p> <p>Uses a monitoring system for the program and the skaters; where necessary, makes adjustments to the program, training sessions and goals</p> | <p>Educational Goals</p> <p>The student is able to assess and describe the progress in technical implementation. <i>(Bloom 4/5 – analyze and evaluate)</i> (B)</p> <p>The student is able to assess and describe physical progress. <i>(Bloom 4/5 – analyze and evaluate)</i> (B)</p> <p>The student is able to assess and describe progress in the tactical area. <i>(Bloom 4/5 – analyze and evaluate)</i> (B)</p> <p>The student is able to assess and describe progress in the mental area. <i>(Bloom 4/5 – analyze and evaluate)</i> (B)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 5 – evaluate</i></p> |
| Explanation of examination of the Educational Goals B: Practical | | |
| <p>Criteria of assessment:</p> <p>The student is able to make a technique analysis</p> <p>Analysis is structured.</p> <p>Draws the correct conclusion with regard to cause and effect.</p> <p>Chooses appropriate technical points of attention based on the analysis.</p> | | |
| <p>Example of the assignment: 'Providing Training'</p> <p>Provide 4 training sessions to a group of at least 4 skaters. Reflect on the training sessions whether the skaters have achieved the proposed goals and what choices you have made/would have made differently during the training to achieve the objectives. Every training must contain 1 of the Educational Goals.</p> | | |

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| Module: Skating Technique 1 | | |
| ISU Ice Skating coach Level 4 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Motor Learning | | |
| <p>Results of work process from description of qualification framework</p> <p>Advises skaters on how to <i>improve their equipment at a detailed level</i></p> <p>The training program is challenging, pushes the limits and ensures safety; each training program is motivated by 'development'</p> <p>The trainer can connect with the <i>experience of talented skaters</i></p> <p>Acts honestly, encouragingly and respectfully, not based on power</p> <p>The trainer includes <i>individually tailored focus points</i> for the skaters in every training session in the period-based plan</p> <p>Demonstrates an open mindset, Examines the process objectively while it is under way; Suggests an alternative to an approach that is already likely to be effective; Indicates which correction(s) was/were most effective</p> <p>The trainer uses <i>coaching techniques and mental training</i></p> | <p>Educational Goals</p> <p>The student provides functional instructions (in addition to the "ideal technique") to improve the skating technique. (<i>Bloom 3 - apply</i>) (B)</p> <p>The student applies various applications in the manner of feedback and feedforward, such as the spoken instruction, examples, "compelling situations" and visualization. (<i>Bloom 3 - apply</i>) (B)</p> <p>The student is able to apply the principles of "blocked skill training" explicitly and implicitly in technique training. (<i>Bloom 3 - apply</i>) (B)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 3 - apply</i></p> |
| Explanation of examination of the Educational Goals B: Practical | | |
| <p>Criteria of assessment:</p> <p>The student provides functional feedback:</p> <p>Instructions are aimed at improving the technique</p> <p>Instructions are understandable for the skater</p> <p>Cues are appropriate to the level of the skater</p> <p>The student provides feedback and feedforward</p> <p>Uses voice prompts, examples, "compelling situations" and visualization.</p> <p>Distinguishes between KR (knowledge of result) and KP (knowledge of performance)</p> <p>Applies "blocked skill training" in technique training.</p> <p>Applies both explicitly and implicitly BST (Balance Scale Task) in technique training.</p> <p>Adjusts training if necessary, to achieve the goal of the training.</p> <p>BST contributes to achieving the technical goal in the training.</p> | | |
| <p>Example of the assignment: 'Providing Training'</p> <p>Give 5 training sessions to a group of at least 4 athletes. These trainings are observed and provided with feedback, on parts 3, 4 and 5 of the Level 4 Feedback Form practical, by a qualified trainer. Include the form with a signature as evidence.</p> | | |

| Module: Skating Technique 2 | | |
|--|---|---|
| ISU Ice Skating coach Level 4 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Biomechanics and Movement Analysis | | |
| <p>Results of work process from description of qualification framework</p> <p>Advises skaters on how to <i>improve their equipment at a detailed level</i></p> <p>The trainer is recognizable as the trainer; Responds to students' questions and verbal or non-verbal reactions; listens; Gives students the opportunity to respond; Demonstrates corrections clearly and visibly</p> <p>The trainer includes <i>individually tailored focus points</i> for the skaters in every training session in the period-based plan</p> | <p>Educational Goals</p> <p>The student is able to summarize and explain the "key principles" of the technique. <i>(Bloom 3 – apply)</i> (A)</p> <p>The student is able to make a structured technique analysis and assess which 'cause for which technical effect' has to be worked on. <i>(Bloom 4 – analyze)</i> (B)</p> <p>The student sets priorities in a range of possible goals for the skater. <i>(Bloom 5 – evaluate)</i> (C)</p> | <p>Highest level of Bloom taxonomy</p> <p><i>Bloom 5 – evaluate</i></p> |
| <p>Explanation of examination of the Educational Goals</p> <p>A: Exam/test during online course</p> <p>B: Practical</p> <p>C: Assignment in portfolio</p> | | |
| <p>Criteria of assessment:</p> <p>Can list essential technical qualities from head to toe and describe cause and effect of certain movements.</p> <p>The student is able to make a technique analysis.</p> <p>Analysis is structured.</p> <p>Draws the correct conclusion with regard to cause and effect.</p> <p>Chooses appropriate technical points of attention based on the analysis.</p> | | |

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|---|--|--|
| Module: Conditions | | |
| ISU Ice Skating coach Level 4 | Possible methods of education Face 2 face/e- learning/practice | Hour indication To be determined based on entry level |
| Topic: General Theory | | |
| Results of work process from description of qualification framework <i>Goals and focus points</i> are established <i>in consultation</i> with the skaters Standards and values are discussed, and skaters and the trainer hold each other accountable for maintaining these standards The trainer discusses the literature, sources and experts he/she has consulted The trainer focuses on nutrition as it relates to performance The trainer <i>understands</i> <i>the rules and procedures</i> <i>surrounding doping</i> | Educational Goals The student is introduced to various trends and innovations in the field of training, motor learning, nutrition and equipment. <i>(Bloom 2- understand)</i> (A) The student keeps track of developments, shows an inquiring attitude, presents insights. <i>(Bloom 5- evaluate)</i> (C) | Highest level of Bloom taxonomy <i>Bloom 5- evaluate</i> |
| Explanation of examination of the Educational Goals A: Exam/test during online course C: Assignment in portfolio | | |
| Criteria of assessment: Provides three sources (books, internet, experts, interviews, etc.) from which knowledge is obtained and describe on which subject this source provides information. Presents own new insight on one of the following topics: Influence of altitude, Influence of traveling, Influence of being outside social environment (outside sports), Nutrition: basic, recovery, performance, Equipment: suits, bending, blades, sharpening. | | |
| Example of the assignment: 'Science Meets Practice' <i>Introduction</i> The sports world is changing rapidly as a result of scientific influences. The input from a sports scientist and/or data analyst is therefore the rule rather than the exception in many sports. In addition to these specific people, it is important that you as a trainer- coach are also aware of relevant information and can interpret and apply this to your skaters. Ultimately you want to share this information with the skaters or your fellow trainer-coaches. <i>Learning goals for the students from the "General Theory" session</i> The student keeps track of developments, shows an inquisitive attitude, presents insights. <i>Required prior knowledge a.o.</i> Information sources and search strategies Quality of knowledge source Basic knowledge of research (including significance, reliability) <i>Assignment</i> | | |

Present a 10-15-minute presentation on a new and relevant topic that is appropriate for skaters performing on the national level.

Indication of requirements in terms of content and design

The presentation must include one of the following topics:

Training methods

Altitude

Travelling

Influence of social environment

Nutrition (basic, recovery, performance)

Equipment (suits, bending, blades, sharpening)

etcetera

At least 2 sources must be used for the presentation.

Interpretation of the research data in relation to the own target group.

Advice for implementation for your own target group

Feedback and criteria for practical assessment, ISU Ice Skating Coach level 4

Introduction

A 5-point scale is used. To provide a guideline for the degree of control, Table 1 shows how the score can be determined using this scale.

Table 1. 5-point scale

| | 1 | 2 | 3 | 4 | 5 |
|--|-------------------------------------|--|--|---|--|
| Performance level of the student coach | Far below standards | Below standards | Meets standards | Above standards | Far above standards |
| Typing | acts /communicate s below standards | acts /communicat es weak | acts /communicat es sufficient | acts /communicat es adequate | acts /communicat es excellent |
| | not adequate | not within the permissible of the quality requirements | as is expected from a starting coach at this level | better than is required from a starting coach at this level | far above the level required of a starting coach at this level |
| | is not sure of himself/herself | doubts a lot | is sure of himself/herself | is determined and decisive | is very convincing and self-assured |
| | is short on parts | action is hardly adequate | action is mostly adequate | performance is as expected and strong | action is far above the level that can be expected |
| | there is little or no result | the result is unsatisfactory | the result meets the minimum requirement | the result exceeds the minimum requirements | the result far exceeds the minimum requirements and is excellent |

The performance indicators are clustered in assessment aspects that are related to the learning objectives of the study program (linked to the competences). It is not intended that all performance indicators of an assessment component are assessed separately. All performance indicators together provide a picture of what the relevant assessment aspect is about. Each part must therefore be assessed as a whole (portrait approach).

Assessment criteria Practical Exam, ISU Ice Skating Coach Level 4

For at least 5 of the 6 assessment aspects, the score must be 3 or higher. The yellow-marked aspects always have to be achieved.

| | | | | | | |
|---|---|---|---|---|---|----------|
| <p>1. The student coaches during (trainings) competitions. recognizes the "momentum" in a race as a "moment of acceleration" coaches adequately on tactical aspects coaches adequately on mental aspects</p> | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>2. The student provides (prescribed) recovery training on and off the ice. Intensity and size are consistent with the objective training contributes to the active recovery of the skater</p> | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>3. The student provides functional instructions Instructions are aimed at improving the technique Instructions are understandable for the skater Cues are appropriate to the level of the skater</p> | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>4. The student provides feedback and feedforward Uses voice prompts, examples, "compelling situations" and visualization Distinguishes between KR and KP</p> | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>5. Applies 'blocked skill training' in technique training Applies both explicitly and implicitly BST in technique training. Adjusts training if necessary, to achieve the goal of the training. BST contributes to achieving the technical goal in the training.</p> | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>6. The student is able to make a technique analysis Analysis is structured. Draws the correct conclusion with regard to cause and effect. Chooses appropriate technical points for attention based on the analysis.</p> | 1 | 2 | 3 | 4 | 5 | Remarks: |

Date:

Name and Signature of observer:

ISU Ice Skating Coach level 5

EQF: 5

Highest level of Bloom taxonomy: *Bloom 6 – create*

LTAD: Train to Compete + Train to Win



**INTERNATIONAL
SKATING UNION**



ISU Ice Skating Coach Level 5

Description of qualification

Work setting

The Level 5 Coach works with selected, talented skaters involved in competitive sport at the elite level. He or she may work within a training centre, with the national squad selected by a sports federation, or in a similar setting. The Level 5 Coach may also work with individual skaters. The challenge facing the Level 5 Coach is to devise and implement a 'bespoke' and individualized training regime. All activities must be aligned with the abilities of the skaters concerned. The overall aim is to maximize training and competition performance. The skaters with whom the Level 5 Coach works may be adults or young persons, but all have reached an exceptionally high level of proficiency. The emphasis therefore shifts from 'learning to perform' to 'learning to win' in the competition setting. The Level 5 Coach is expected to help skaters achieve their short-term and medium-term objectives. He or she will do so through a systematic approach based on the analysis, planning, implementation and evaluation (of training and competition performance) cycle.

Professional role

The Level 5 Coach is primarily concerned with long-term objectives and development.

Tasks and responsibilities

The Level 5 Coach provides coaching and training to elite-level skaters, working independently at all times.

Key features of qualification

Qualification framework

EQF (European Qualifications Framework) Level 5, ISU QF (ISU Qualifications Framework) Level 5

Level

Dutch Qualification Level 5 (trainer/coach)

Standard program duration 18 months.

The program comprises a general component at NLQF / EQF Level 5, followed by a specialist component concerned with training and coaching skaters at elite level.

Diploma

A diploma is awarded to those who complete all program components.

Certificates

Separate certificates are awarded in respect of certain program components:
ISU QF 5.1 Training
ISU QF 5.2 Competition coaching
ISU QF 5.5 Collaboration with coaching team and maintaining external relations
ISU QF 5.6 Talent scouting.

Key tasks

The key tasks involved in these program components are:

Key task 5.1

5.1.1 Mentors skaters (groups or individuals (Training)

5.1.2 Produces plans for longer term

5.1.3 Plans and implements training sessions

5.1.4 Evaluates implementation of training sessions

Key task 5.2

5.2.1 Coaches skaters taking part in competitive events
(Competition coaching)

5.2.2 Prepares for competitions

5.2.3 Provides instructions

5.2.4 Evaluates competitions

Key task 5.5

5.5.1 Collaborates with other coaching team members
(Collaboration)

5.5.2 Consults specialists
and communication)

5.5.3 Maintains contact with media and others

Key task 5.6

5.6.1 Formulates scouting objectives and criteria
(Talent scouting)

5.6.2 Collects and interprets scouting data

5.6.3 Selects and mentors skaters

Entry requirements and advancement

Entry requirements and target group

The program is intended for prospective coaches who wish to train skaters at the elite level. Students who have successfully completed a comparable program elsewhere may be eligible to claim exemption from certain parts of the basic (general) program component.

Approach

The program is based in part on the National/International Competitive Skaters LTAD model (Training to Compete & Training to Win) and is intended to produce trainers/coaches who are able to work independently. Aspects covered during the program include competition training, strategy/tactics, regulations, diet and nutrition, doping, principles of training, frequency of training sessions and rest periods, technique and mental preparation. These aspects form part of the programs leading to qualification as a Level 4 Coach and Level 5 Coach. At Level 5 there is a specific focus on training skaters at elite level.

Advancement

Having completed Level 5, the coach may opt to take the Level 2, 3 and/or 4 programs, which are linked to the various target groups with which the coach will work in practice.

ISU Ice Skate Coach level 5

Description of key responsibilities

This chapter sets out the relevant key responsibilities and work processes, together with the criteria to demonstrate mastery of these aspects. It also contains the results of these work processes and the possible forms of testing. It is important to include a certain amount of variety in the forms of testing during the program. The required results form the 'backbone' of the program.

Key responsibility 5.1 Teaching training sessions

| Work processes for key responsibility 5.1 | Results of this work process | Criteria for mastery within this work process | FORMS OF TESTING | | | |
|---|---|---|------------------|-------------|-------------|-------------|
| | | | A | B | C | D |
| | | | E X A M | P R A | A S T | R E F |
| 5.1.1 Coaches talented and professional skaters | Systematically evaluates the competition with coaches, and draws conclusions for future competitions | Coaches selected, talented professional skaters as they develop in their sport and their sporting career; Works towards a vision for training in international professional sports; Sets the sport's performance profile (physical, technical, tactical and mental characteristics) according to international benchmarks | V | | V | |
| | Advises skaters on how to <i>improve their equipment at a detailed level</i> | Advises skaters about the selection and use of equipment in connection with improved performance | V | | V | |
| | The trainer has a clear vision of safety, strain and physical tolerance, specifically following the <i>'recurrence of an injury'</i> | Focuses on preventing and recovering from injuries | | V | | |
| | The training program is challenging, pushes the limits and ensures safety; each training program is motivated by <i>'development'</i> | Motivates and encourages skaters | V | V | | |

| | | | | | | |
|-----------------------------------|--|---|---|---|---|---|
| | <i>Goals and focus points</i> are established <i>in consultation</i> with the skaters | Informs skaters about and engages them with the course of their training program; | V | V | | |
| | Standards and values are discussed, and skaters and the trainer hold each other accountable for maintaining these standards | Safeguards values and sets standards; | | | V | |
| | The trainer can connect with the <i>experience of talented skaters</i> | Adapts his/her behaviour and use of language to the skaters' lived experience; | | V | | |
| | Acts honestly, encouragingly and respectfully , not based on power | Complies with the professional code; | | V | | |
| | The trainer is recognizable as the trainer; Responds to students' questions and verbal or non-verbal reactions; listens; Gives skaters the opportunity to respond , Demonstrates the correction clearly and visibly , | Displays model behaviour in and around the sports venue; | | V | | |
| | Can keep information that may be considered confidential to himself/herself | Treats personal information as confidential. | | | | V |
| 5.1.2 Draws up long-term plans | Can compile a <i>multi-year plan</i> for talented skaters, based on <i>vision and with a clear structure</i> | Draws up a multi-year plan; (macro) Analyses professional skaters using a performance profile based on international standards; Adjusts goals and activity schedules following evaluation. | V | | V | |
| | Can draw up a <i>period-based plan</i> on the basis of the year-long program | Draws up a program for the year, containing different periods; (meso) Designs a program that enables skaters to work methodically towards both individual and team development; Coordinates all the technical elements of the program; Seeks out new avenues to enhance performance; | V | | V | |

| | | | | | | |
|---|---|--|---|---|---|--|
| | Can draw up <i>'tailored' training programs</i> for the team and the individual | Devises a series of training sessions that are in line with the year-long program. (micro) | V | | V | |
| 5.1.3 Plans and carries out training sessions | The trainer includes <i>individually-tailored focus points</i> for the skaters in every training session in the period-based plan | Bases the preparation for training on analyses, underlying plans and evaluations Directs the training process, and formulates and implements the daily training schedule | V | | V | |
| | Goals are expressed as <i>'behaviours and results that can be measured in concrete terms'</i> | Formulates concrete goals for the team and/or the individual skater; | V | V | V | |
| | The trainer can <i>devise training sessions that are in line with the themes and goals</i> | Selects forms of organization that contribute to achieving goals for the team and/or the individual skater; Designs the training situation in such a way as to promote optimum implementation | V | | V | |
| | Sets out a <i>specific starting situation / particular aspects</i> that are important for the training program | Takes into account all relevant circumstances that could influence the training program | V | | V | |
| | Clearly follows the principles of <i>expertise in training</i> within the training program | Tailors intensiveness and structure to the individual skater(s); | V | V | | |
| | Is capable of demonstrating, or having a skater demonstrate, <i>instructions at a detailed level in an 'exaggerated' way</i> | Demonstrates exercises correctly, or uses a good example; | | V | | |
| | Can make a <i>detailed cause-effect analysis</i> , on which feedback is based | Gives skaters feedback and instructions based on an analysis of all relevant factors | V | V | | |
| | Can identify <i>technical, physical and/or mental progress</i> | Improves skaters' performance; Inspires professional skaters to push their boundaries | V | V | V | |
| 5.1.4 Evaluates the scheduling and implementation of training programs | Uses a <i>monitoring system</i> for the program and the skaters | Records and evaluates the implementation of the period-based year-long program | | | V | |

| | | | | | |
|--|---|---|--|--|-----|
| | | | | | |
| | Uses a monitoring system for the program and the skaters; where necessary, makes adjustments to the program, training sessions and goals | Analyses the performance and development of the skater(s) and/or team Together with professional skaters and coaches, evaluates the implementation of the training program and performance in competitions | | | V V |
| | <i>Demonstrates an open mindset;</i> Examines the process objectively while it is under way; Suggests an alternative to an approach that is already likely to be effective; Indicates which correction(s) was/were most effective | Reflects on his/her own actions; | | | V |
| | The trainer <i>periodically requests feedback</i> from the skaters | Requests feedback; | | | V V |
| | The trainer discusses the <i>literature, sources and experts</i> he/she has consulted | Consults knowledge resources/experts. | | | V |

Key responsibility 5.2 Coaching for competitions

| Work processes for key responsibility 5.2 | Results of this work process | Criteria for mastery within this work process | A | B | C | D |
|--|--|--|---|---|---|---|
| 5.2.1 Coaches professional skaters for competitions | The trainer uses <i>coaching techniques and mental training</i> | Helps skaters learn how to perform under pressure; Works on the basis of a vision for coaching in international professional sports; | V | V | V | |
| | The trainer gives the skaters <i>advice about nutrition</i> | Advises skaters about nutrition as it relates to performance | V | | V | |
| | The trainer <i>understands the rules and procedures surrounding doping</i> | Informs skaters about doping procedures | V | | V | |
| | The trainer holds self-evaluation <i>coaching sessions</i> with skaters | Trains skaters to evaluate and assess themselves; Supports skaters to formulate their goals and actions; Supports skaters to implement the agreed actions; | V | V | V | |
| | Prepares skaters for contact with the media | Dealing with the media | | | | |
| | The trainer holds regular coaching sessions with skaters, centred on their ambitions and motivations | Takes the skaters' personal ambitions and motivations into account; Uses interview techniques as a tool for personal development Uses coaching as a tool for personal development Uses instruments as a tool to achieve a thorough analysis; Encourages the skaters to assess their personal situation objectively (without passing judgement) | | | | |
| 5.2.2 Prepares for competitions | Formulates <i>goals for the competition</i> together with the team/ skater(s) | Formulates goals for the competition together with the team/skater(s) | V | | V | |
| | <i>Analyses competitor(s)</i> | Analyses competitor(s) | | | V | |

| | | | | | | |
|---|--|---|---|---|---|---|
| | | Determines strategy in consultation with the skater/team Sets competition goals in consultation with the skater/team. | | | | |
| | Formulates a <i>competition analysis of his/her own team/skater(s)</i> | Formulates a competition analysis of his/her own team/skater(s) | | | V | |
| | Formulates an <i>analysis of influential factors</i> during a competition | Formulates an analysis of influential factors during a competition; | | | V | |
| | Holds an <i>advance briefing</i> | Discusses the competition with team/skater(s) beforehand. Leads the coaching team during the competition | | | V | |
| 5.2.3 Focuses his/her coaching on the competitions | Continually formulates <i>analyses during the competition</i> and uses these analyses to take appropriate measures | Continually formulates analyses during the competition and uses these analyses to take appropriate measures; Intervenes during the competition at the right time and in the right way; | | V | V | |
| | <i>Coaches in a clearly positive way</i> | Positive coaching style | V | V | V | |
| | Clearly displays model behaviour as regards the rules during the competition | Follows the rules that apply during the competition; Organizes the process and ensures that things go smoothly on the day of the competition; Complies with all relevant regulations; | | V | | |
| 5.2.4 Evaluates competitions | The competition is evaluated, including conclusions for the next competition | Systematically evaluates the competition with skaters, and draws conclusions for future competitions; Ensures that competition and evaluation data is recorded; Incorporates the conclusions of competition evaluations into training programs and coaching | | | V | V |

Key responsibility 5.3 Working with the coaching team and maintaining external contacts

| Work processes for key responsibility 4.3 | Results of this work process | Criteria for mastery within this work process | FORMS OF TESTING | | | |
|---|--|--|-----------------------|------------------|------------------|------------------|
| | | | A | B | C | D |
| 5.3.1 Works with the coaching team | <ul style="list-style-type: none"> The trainer collaborates within a team of specialists, displaying <i>integrity</i> and <i>reflection</i> in this collaboration | <ul style="list-style-type: none"> Safeguards values and sets standards | A E X A M | B P R A | C A S T | D R E F |
| | Within the coaching team, the trainer <i>identifies and coordinates</i> the skaters' specific needs that are necessary for further development. | <ul style="list-style-type: none"> Coordinates the best deployment of the coaching team for the skaters' individual development | | | | |
| | The trainer uses the four-eyes approach to the development of colleagues' skaters | Works with colleague-trainer-coaches | | | | |
| | The trainer collaborates <i>structurally and methodically</i> within a coaching team | Consults members of the coaching team | | | | |
| | The trainer makes structural and methodical <i>evaluations</i> within the coaching team | Together with the coaching team, the trainer evaluates the coaching the skaters receive | | | | |

Key responsibility 5.6 Scouting and coaching skaters

| Work processes for key responsibility 5.6 | Results of this work process | Criteria for mastery within this work process | A | B | C | D |
|--|---|--|---|---|---|---|
| 5.6.1 Formulates scouting goals and criteria | <i>The goals and criteria for scouting</i> are formulated and communicated. | Formulates and communicates the goals for recognizing talent; | V | | V | |
| | <i>Develops and formulates the selection criteria</i> in qualitative and quantitative terms | Develops and formulates criteria for scouting and selecting skaters. | V | | V | |
| 5.6.2 Collects and interprets scouting data. | <i>Scouting data</i> is collected, interpreted and communicated. | Collects scouting data; | V | | V | |
| | Organizes <i>periodic moments for testing and selection</i> | Assesses skaters' development using defined criteria; | V | | V | |
| 5.6.3 Selects and coaches skaters | Consults an interdisciplinary team of experts about skaters' development | Discusses the skaters' talent development with the people concerned; | V | | V | |

ISU Ice Skating Coach Level 5

Modules, Topics, and Educational Goals

| Modules | Topics | Educational Goals |
|---------------------------|--------------------------------|---|
| Coaching | Tactics | <ul style="list-style-type: none"> The student (together with the skater) designs an approach whereby the skater consciously trains on tactics and compares this with other top sport environments. <i>(Bloom 6 – create) (C)</i>⁹ The student forms his/her own idea about how to deal with strategy; starting from "own strength" or adjusting the opponent and compares that with other top sports environments <i>(Bloom 5 – evaluate) (C)</i> The student recognizes the "momentum" in a (training) match as a "moment of acceleration" and uses tactical/mental coaching tips. <i>(Bloom 4 – evaluate) (B)</i> The student has knowledge of and practices with various coaching methods (24/7 coaching) <i>(Bloom 3 – apply) (B)</i> The student knows PDCA cycle and can apply this in his role as trainer, coach, but also manager of the "top skating team". <i>(Bloom 3 – apply) (C)</i> The student can "actively listen" in his role as trainer, coach, but also manager of the "top skating team". <i>(Bloom 5- evaluate) (B)</i> The student can "by asking questions" to break things through, in his role as trainer, coach, but also manager of the "top skating team". <i>(Bloom 3 – apply) (B)</i> |
| | Mentality | <ul style="list-style-type: none"> The student has knowledge of specific, mental "tools" for the group / team and the individual <i>(Bloom 2 – understand) (A)</i> The student is able to translate these "tools" into specific mental goals and accents <i>(Bloom 3 – apply) (A)</i> The student is able to design mentally specific competition and exercise forms on and off the ice <i>(Bloom 6 – create) (C)</i> The student is able to draw up a personal development plan (PDP) with the accompanying concrete actions (PAP) for a period of 6 months. <i>(Bloom 6 – create) (C)</i> |
| Strength and Conditioning | Training doctrine and recovery | <ul style="list-style-type: none"> The student develops a multi-year plan and an annual plan, based on a periodization method, general and specific analysis of the skater(s) and elaborated and justified in technical, tactical, physical and mental goals <i>(Bloom 6- create) (C)</i> The student develops knowledge of travel times, training, nutrition and injuries within top skating <i>(Bloom 2 – understand) (A)</i> |

⁹ Method of assessment: A) Exam/test during online course, B) Practical, C) Assignment in portfolio, D) Reflection in portfolio

| | | |
|------------------------------------|------------------------------------|--|
| | | <ul style="list-style-type: none"> • The student recognizes and takes into account the principles of individual resilience and periodization in relation to the occurrence and prevention of injuries (<i>Bloom 5 – evaluate</i>) (B) • The student provides (prescribed and self-developed) recovery training on and off the ice (<i>Bloom 3 – apply</i>) (B) • The student can assess and describe physical, mental, technical and tactical progress and describe the relationship between them. (<i>Bloom 5 – evaluate</i>) (C) |
| Vision and high-performance policy | Technical management | <ul style="list-style-type: none"> • The student can critically consider the association's multi-year training plan compared to the training of his / her own and other sports organizations. (<i>Bloom 5 – evaluate</i>) (C) • The student is able to translate "top sport ideas" into policy. (<i>Bloom 6 – create</i>) (C) • The student takes a critical look at the policy cycle and applies it to his/her own and other top sports situations. (<i>Bloom 5 – evaluate</i>) (D) • The student can analyze who the "key persons" in the top sports environment are in relation to policy (<i>Bloom 3 – analyze</i>) (C) • The student is able to create and/or increase support for chosen policy. (<i>Bloom 6 – create</i>) (D) • The student acts as a "good manager" (governance), from his top sports organization and around the team / individual skater (<i>Bloom 3 – apply</i>) (D) • The student works in a structured way, starts the top sport year as a project. (<i>Bloom 4 – analyze</i>) (C) • The student is able to assess the risks within the work as a trainer/coach/manager and to reduce the risk of failure (<i>Bloom 5 – evaluate</i>) (D) |
| Skating Technique | Motor Learning | <ul style="list-style-type: none"> • The student provides functional instructions (in addition to the "ideal technique") to improve the skating technique. (<i>Bloom 3- apply</i>) (B) • The student applies various forms in the way of feedback and feed forward, such as the spoken instruction, examples, "compelling situations" and visualization. (<i>Bloom 3 – apply</i>) (B) • The student is able to apply the principles of "blocked skill training" explicitly and implicitly in technique training. (<i>Bloom 3 – apply</i>) (B) |
| | Biomechanics and Movement Analysis | <ul style="list-style-type: none"> • The student is able to summarize and explain the "key principles" of the technique (<i>Bloom 3 – apply</i>) (B) • The student is able to make a structured technique analysis and assess which 'cause for which technical effect' has to be worked on. (<i>Bloom 4– analyze</i>) (B) • The student sets priorities in a range of possible goals for the skater (<i>Bloom 5 – evaluate</i>) (C) |

| | | |
|------------|----------------|--|
| Conditions | General Theory | <ul style="list-style-type: none"> • The student shares knowledge of various trends and innovations in the field of training, motor learning, nutrition and doping (<i>Bloom 6- create</i>) (A) • The student keeps track of developments (also from adjacent sports) shows an inquiring attitude, presents insights. (<i>Bloom 5- evaluate</i>) (C) |
|------------|----------------|--|

ISU Ice Skating Coach Level 5

Level 5 Modules

- Coaching 1
- Coaching 2

- Strength and Conditioning 1

- Vision and High-Performance Policy

- Skating Technique 1
- Skating Technique 2

- Conditions

| | | |
|---|---|---|
| Module: Coaching 1 | | |
| ISU Ice Skating Coach Level 5 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Tactics | | |
| Results of work process from description of qualification framework <ul style="list-style-type: none"> The coach can connect with the <i>experience of talented skaters</i> Sets out a <i>specific starting situation/particular aspect</i> that are important for the training program Clearly follows the principles of <i>expertise in training</i> within the training program Is capable of demonstrating, or having a skater demonstrate, <i>instructions at a detailed level in an 'exaggerated' way</i> Can make a <i>detailed cause-effect analysis</i>, on which feedback is based The trainer holds self-evaluation <i>coaching sessions</i> with skaters <i>Analyzes competitor(s)</i> Formulates <i>goals for the competition</i> together with the team/skater(s) Formulates a <i>competition analysis of his/her own team/skater(s)</i> Formulates an <i>analysis of influential factors</i> during a competition | Educational Goals <ul style="list-style-type: none"> The student (together with the skater) designs an approach whereby the skater consciously trains on tactics and compares this with other top sport environments. (<i>Bloom 6 – create</i>) (C) The student forms his/her own idea about how to deal with strategy; starting from "own strength" or adjusting the opponent and compares that with other top sports environments (<i>Bloom 5 – evaluate</i>) (C) The student recognizes the "momentum" in a (training) match as a "moment of acceleration" and uses tactical/mental coaching tips. (<i>Bloom 4 – evaluate</i>) (B) The student has knowledge of and practices with various coaching methods (24/7 coaching) (<i>Bloom 3 – apply</i>) (B) The student knows PDCA cycle and can apply that in his role as trainer, coach, but also manager of the "top skating team". (<i>Bloom 3 – apply</i>) (C) The student can "actively listen" in his role as trainer, coach, but also manager of the "top skating team". (<i>Bloom 5- evaluate</i>) (B) The student can "by asking questions" to break things through, in his role as trainer, coach, but also manager of the "top skating team". (<i>Bloom3 – apply</i>) (B) | Highest level of Bloom taxonomy <i>Bloom 6 – create</i> |
| Explanation of examination of the Educational Goals C: Assignment in portfolio | | |
| Criteria of assessment: <ul style="list-style-type: none"> Can briefly and concisely explain and substantiate the tactical plan to the skater at different competition distances and compares this with at least 1 other top sport environment | | |

- Can articulate and explain his own vision regarding strategy and compares this with at least 1 other top sports environment
- The student coaches during (training) competitions
 - recognizes the "momentum" in a match as a "moment of acceleration"
 - coaches adequately on tactical aspects
 - coaches adequately on mental aspects
- Elaborates digitally or on paper 1 PCDA cycle from his/her role as trainer, coach or manager
- Knows the content of a PDP and PAP and fills this in step by step together with the skater

Example of the assignment: 'Race plan and race-evaluation team events'

Introduction

In preparation for a match, you determine the approach (match plan, tactics, strategy) together with your team/athlete (s) and supervisors. Important ingredients for this are your analysis of your own team / athlete (s), the opponents and / or environmental factors.

Learning goals for the students from the "Tactics" session

The student (together with the skater) designs an approach whereby the skater consciously trains on tactics and compares this with other top sport environments.

- The student forms his / her own idea about how to deal with a strategy / race plan; starting from "own strength" or adjusting the opponent and compares that with other top sports environments.

Required prior knowledge and

- E-learning
- Literature tbd

Assignment

- *Speedskating*: For a Mass start, Team Pursuit or (mixed gender) Team Sprint race, develop a plan that is partly based on the qualities of your team/skater(s), the opponents and/or relevant circumstances
- *Shorttrack*: For a Relay or Mixed Gender Relay, develop a plan that is partly based on the qualities of your team/skater(s), the opponents and/or relevant circumstances
- Justify the choices you made and involve at least 1 other top sports environment.
- Ask a qualified trainer if he/she is willing to observe you on parts 1, 2 and 3 of the Practical Feedback Form level 5. Include the Form with a signature as evidence.
- Write an evaluation of the race and provide recommendations for the next race.

Indication of requirements in terms of content and design

- Provides a substantiated and schematic plan (maximum 4 A4) that is understandable for both skater and coach. This is visually supported (drawings / photos / etcetera).
- Is able to briefly and concisely explain and substantiate the tactical plan to the skater at different competition distances and compares that with at least 1 other top sport environment
- Can articulate and explain his own vision regarding strategy and compares this with at least 1 other top sports environment

Example of the assignment: 'PDCA cycle'

Introduction

The PDCA cycle consists of the Plan-Do-Check-Act parts and is aimed at the process of continuous improvement. The cycle initiates that in order to achieve a higher quality, a

continuous cycle must be started. This cycle starts with the planning of actions (plan), then the execution of actions (do), then the checking of the results (check) and finally the adjustment of the execution (act).

Learning goals for the students from the "Tactics" session

- The student knows PDCA cycle and can apply this in his role as trainer, coach, but also manager of the "top skating team".
- The student is able to draw up a personal development plan (PDP) together with the skater with the associated concrete actions (PAP) for a period of 6 months.

Required prior knowledge ao

- E-learning
- Literature tbd

Assignment

- Design a two-year PDCA cycle as manager of the "top skating team".
- Describe 5 differences and 5 similarities of the PDCA cycle for a trainer/coach and for a manager.
- Develop a personal development and action plan for the coming season together with a skater

Indication of requirements in terms of content and design

- Works digitally or on paper 1 PDCA cycle from his role as trainer, coach or manager
- Knows the content of a PDP and PAP and fills this in step by step together with the skater

| | | |
|--|---|---|
| Module: Coaching 2 | | |
| ISU Ice Skating Coach Level 5 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Mentality | | |
| Results of work process from description of qualification framework <ul style="list-style-type: none"> The training program is challenging, pushes the limits and ensures safety; each training program is motivated by 'development' Goals and focus points are established in consultation with the skaters Standards and values are discussed, and skaters and the trainer hold each other accountable for maintaining these standards Acts honestly, encouragingly and respectfully, not based on power The trainer includes individually tailored focus points for the skaters in every training session in the period-based plan Can identify technical, physical and/or mental progress The trainer uses coaching techniques and mental training Holds an advance briefing The trainer holds regular coaching sessions with skaters, centred on their ambitions and motivations | Educational Goals <ul style="list-style-type: none"> The student has knowledge of specific, mental "tools" for the group/team and the individual (<i>Bloom 2 – understand</i>) (A) The student is able to translate these "tools" into specific mental goals and accents (<i>Bloom 3 – apply</i>) (A) The student is able to design mentally specific forms of competition and exercise on and off the ice (<i>Bloom 6 – create</i>) (C) The student is able to elaborate a personal development plan (PDP) with the accompanying concrete actions (PAP) for a period of 6 months. (<i>Bloom 6 – create</i>) (C) | Highest level of Bloom taxonomy <i>Bloom 6 – create</i> |
| Explanation of examination of the Educational Goals | | |
| A: Exam/test during online course | | |
| Criteria of assessment: | | |
| <ul style="list-style-type: none"> Can show how to translate at least 3 basic mental skills into practice. Can link the correct tools to the right mental goals and accents. | | |

| Module: Strength and Conditioning | | |
|--|---|---|
| ISU Ice Skating Coach Level 5 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Training theory and recovery | | |
| Results of work process from description of qualification framework <ul style="list-style-type: none"> The trainer has a clear vision of safety, strain and physical tolerance, specifically following the <i>'recurrence of an injury'</i> Can compile a <i>multi-year plan</i> for talented skaters, based on <i>vision and with a clear structure</i> Can elaborate a <i>period-based plan</i> on the basis of the year-long program Can elaborate <i>'tailored' training programs</i> for the team and the individual The trainer includes <i>individual -tailored focus points</i> for the skaters in every training session in the period-based plan Goals are expressed as <i>'behaviours and results that can be measured in concrete terms'</i> The trainer can <i>devise training sessions that are in line with the themes and goals</i> Can identify <i>technical, physical and/or mental progress</i> Sets out a <i>specific starting situation particular aspect</i> that are important for the training program Uses a monitoring system for the program and the skaters; where necessary, makes adjustments to the program, training sessions and goals | Educational Goals <ul style="list-style-type: none"> The student develops a multi-year plan and an annual plan, based on a periodization method, general and specific analysis of the skater (s) and elaborated and justified in technical, tactical, physical and mental goals. <i>Bloom 6- create</i> (C) The student develops knowledge of travel times, training, nutrition and injuries within top skating (<i>Bloom 2 – understand</i>) (A) The student recognizes and takes into account the principles of individual resilience and periodization in relation to the occurrence and prevention of injuries (<i>Bloom 5 – evaluate</i>) (B) The student provides (prescribed and self-developed) recovery training on and off the ice (<i>Bloom 3 – apply</i>) (B) The student can assess and describe physical, mental, technical and tactical progress and describe the relationship between them. (<i>Bloom 5 – evaluate</i>) (C) | Highest level of Bloom taxonomy <i>Bloom 6 – create</i> |
| Explanation of examination of the Educational Goals | | |
| C: Assignment in portfolio | | |
| Criteria of assessment: | | |

- Specifies where these points are incorporated in an annual plan.
- Provides a schematic multi-year plan and annual plan with a clear overview and justification of the technical, tactical, physical and mental goals and choice of a periodization method
- Understands the structure and timetable of a top sport year and analyzes which aspects are important for a structured (longer) annual plan
- Is able to point out and explain which moments positively and negatively contributed to the achievement of the goals and indicates how to measure this

Example of the assignment: 'Periodization'

Introduction

A periodization (multi-year plan/annual plan) can be seen as a route to a specific goal. A multi-year plan describes in outline where athletes want, can and must stand over a period of several years. A multi-year plan forms the basis for (periodized) annual plans. First you determine the goal and then you plan how you want to get there. In the meantime, you use the planning to see if you are on track. Periodization relates to all trainable facets and is based on the principles of training theory and exercise physiology.

Learning goals for the students from the "Strength and Conditioning" session

- The student develops a multi-year plan and an annual plan, based on a general and specific analysis of the skater(s) and elaborated in technical, tactical, physical and mental goals.
- The student works in a structured way, starts the top sport year as a project
-

Required prior knowledge ao

- E-learning
- Literature tbd

Assignment

- Elaborate a four-year plan for (a team of) athletes who perform at an international level. You describe the technical, mem and exercise physiological objectives that you would like to achieve per year.
- Prepare a well-founded and periodized annual plan based on the multi-year plan. Choices in terms of methods (periodization, exercise physiology and technique) and means to be used

Indication of requirements in terms of content and design

- Provides a schematic multi-year plan and annual plan with a clear overview and justification of the technical, tactical, physical and mental goals and choice of a periodization method
- Understands the structure and time division of a top sport year and analyses which aspects are important for a structured (longer) annual plan

Example of the assignment: 'Testing and measuring'

Introduction

You evaluate the planning you make in the meantime to determine whether the desired progress has been achieved. Of course, competitions are an important test case, but you can also collect and interpret information through tests and measurements. Based on the registered data, you are faster and better able to adjust your schedule.

Learning goals for the students from the "Strength and Conditioning" session

- The student can assess and describe physical, mental, technical and tactical progress and describe the relationship between them

Required prior knowledge ao

- E-learning
- Literature tbd

Assignment

- Choose 2 tests to measure the progress of the training methods. Use at least 1 physical test and 1 test for the other parts (mental, technical and tactical). Perform these tests and interpret the data. Indicate why the progress has been achieved or not and whether there is overlap between components.

Indication of requirements in terms of content and design

- Is able to point out and explain which moments positively and negatively contributed to the achievement of the goals and indicates how to measure this
- Proves application of the following concepts:
 - Reliability
 - Validity
 - Standards
 - Objectivity
 - Standardization
- Substantiate why the chosen test was chosen (in relation to other tests / protocols)

Example of the assignment: 'Provide Training'

Assignment

Give 2 recovery training sessions to a group of at least 4 skaters. These trainings are observed and provided with feedback, on part 4 of the Practical Feedback Form Level 5, by a qualified trainer. Include the form with a signature as a list of evidence.

| Module: Vision and High-Performance policy | | |
|---|---|---|
| ISU Ice Skating Coach Level 5 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Technical management | | |
| Results of work process from description of qualification framework <ul style="list-style-type: none"> Systematically evaluates the competition with coaches, and draws conclusions for future competitions Can compile a multi-year plan for talented skaters, based on vision and with a clear structure Clearly follows the principles of expertise in training within the training program The trainer discusses the literature, sources and experts he/she has consulted Formulates a competition analysis of his/her own team/skater(s) The competition is evaluated, including conclusions for the next competition The trainer collaborates within a team of specialists, displaying integrity and reflection in this collaboration Consults an interdisciplinary team of experts about skaters' development Within the coaching team, the trainer identifies and coordinates the skaters' specific needs that are necessary for further development. | Educational Goals <ul style="list-style-type: none"> The student can critically consider the association's multi-year training plan compared to the training of his / her own and other sports organizations. <i>(Bloom 5 – evaluate) (C)</i> The student is able to translate "top sport ideas" into policy. <i>(Bloom 6 – create) (C)</i> The student takes a critical look at the policy cycle and applies it to his/her own and other top sports situations <i>(Bloom 5 – evaluate) (D)</i> The student can analyze who the "key persons" in the top sports environment are in relation to policy <i>(Bloom 3 – analyze) (C)</i> The student is able to create and/or increase support for chosen policy. <i>(Bloom 6 – create) (D)</i> The student acts as a "good manager" (governance), from his top sports organization and around the team/individual skater <i>(Bloom 3 – apply) (D)</i> The student works in a structured way, starts the top sport year as a project. <i>(Bloom 4 – analyze) (C)</i> The student is able to assess the risks and reduce the risk of failure within the work as trainer/coach/manager <i>(Bloom 5 – evaluate) (D)</i> | Highest level of Bloom taxonomy <i>Bloom 6 – create</i> |
| Explanation of examination of the Educational Goals C: Assignment in portfolio | | |
| Criteria of assessment: <ul style="list-style-type: none"> Has knowledge of the national and international training models and indicates where the differences and similarities are. Can name 3 aspects of a "good manager" and make these clearly visible in the practice | | |

- Describes 3 risks, orders them according to urgency and describes how to deal with them
- Provides a practical example of how one of the top sport ideas has actually been translated into a policy
- Describes how two points from the policy are incorporated in the practice
- Can name the names, relationships and influences of the persons of importance such as volunteers, parents, other skaters, persons in the skating federation
- Can articulate in which way an attempt is made to create and/or increase support

Example of the assignment: 'Talent development in sports technical policy'

Introduction

As an international trainer/coach you have to deal with the recognition and especially the development of potential/talents. After all, these are the skaters that you may be guiding in a few years. It is therefore important that you are aware of the training models that are used within sports organizations and that you can consider them critically.

Learning goals for the students from the "Technical management" session

- The student can critically consider the association's multi-year training plan in comparison with the training of his / her own and other sports organizations.

Required prior knowledge ao

- E-learning
- Literature tbd

Assignment

- Describe whether and how a training model has been designed within the association (national or international).

Indication of requirements in terms of content and design

Has knowledge of national and international training models and indicates where the differences and similarities are.

Example of the assignment: 'Sportsmanship and Respect'

Introduction

The sports world is changing rapidly as a result of scientific influences. The presence of a sports scientist and/or data analyst is therefore the rule rather than the exception in many cases. In addition to these specific people, it is important that you as a trainer-coach are also aware of relevant information and can interpret and apply this to your skaters. Ultimately you want to share this information with the skaters or your fellow trainer-coaches.

Learning objectives for the students from the 'Technical management' session

- The student acts as a "good manager" (governance), from his top sports organization and around the team/individual skater.
- The student is able to assess the risks within the work as a trainer / coach / manager and to reduce the risk of failure

Required prior knowledge ao

- E-learning
- Literature tbd

Assignment

- Make agreements with the coaching team about their own exemplary behavior with regard to sportsmanship and respect and compliance with it.

- Analyze and prioritize the 5 biggest risks in terms of sportsmanship and respect.
- Design and substantiate an appropriate organizational structure (including tasks & responsibilities) within your organization.
- Design and substantiate an appropriate communication structure within your organization

Indication of requirements in terms of content and design

- Can name 3 aspects of a "good manager" and make these clearly visible in the practice
- Describes 3 risks, orders them according to urgency and describes how to deal with them

Example of the assignment: 'Management and policy'

Introduction

The development of potential/talent to top skater takes place in the various sports environments and can be seen as training. During this training, a joint long-term vision and policy is important for organizing the organizations and offering the optimal sports technical programs. Top skaters have to deal (in part) with other "key persons" and other interests, as a trainer/coach you have to deal with this directly or indirectly within your long-term vision.

Learning goals for the students from the "Training Vision" session

- The student is able to translate "top sport ideas" into policy.
- The student can analyze who the "key persons" in the top sports environment are in relation to policy.
- The student is able to create and/or increase support for chosen policy.

Required prior knowledge ao

- E-learning
- Literature tbd

Assignment

- Analyze the optimal future situation (your vision) and the current situation in the field of the organization.
- Formulate 10 objectives to arrive at the future organization.
- Analyze and prioritize all involved persons and organizations and display this graphically
- Create an action plan with goal, action, target group and deadline.

Indication of requirements in terms of content and design

- Make a (digital) report of maximum 4-A4 with the above data
- Gives a practical example of how one of the top sport ideas has actually been translated into a policy
- Can identify the names, relationships and influence of persons of interest such as volunteers, parents, other skaters, persons in the skating federation
- Can articulate how an attempt is made to create and/or increase support

| | | |
|---|---|---|
| Module: Skating Technique | | |
| ISU Ice Skating Coach Level 5 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Motor Learning | | |
| Results of work process from description of qualification framework <ul style="list-style-type: none"> • Advises skaters on how to <i>improve their equipment at a detailed level</i> • <i>Standards and values</i> are discussed, and skaters and the trainer hold each other accountable for maintaining these standards • The trainer is recognizable as the trainer; <i>Responds to students' questions</i> and verbal or non-verbal reactions; listens; <i>Gives skaters the opportunity to respond</i>, Demonstrates the <i>correction clearly and visibly</i>, • Can make a <i>detailed cause-effect analysis</i>, on which feedback is based • The trainer <i>periodically requests feedback</i> from the skaters • Continually formulates <i>analyses during the competition</i> and uses these analyses to take appropriate measures | Educational Goals <ul style="list-style-type: none"> • The student provides functional instructions (in addition to the "ideal technique") to improve the skating technique. <i>(Bloom 3- apply)</i> (B) • The student applies various forms in the fee back and feed forward method, such as the spoken instruction, examples, "compelling situations" and visualization. <i>(Bloom 3- apply)</i> (B) • The student is able to apply the principles of "blocked skill training" explicitly and implicitly in technique training. <i>(Bloom 3- apply)</i> (B) | Highest level of Bloom taxonomy <i>Bloom 3- apply</i> |
| Explanation of examination of the Educational Goals B: Practical | | |
| Criteria of assessment: <ul style="list-style-type: none"> • The student provides functional instructions <ul style="list-style-type: none"> ○ Instructions are aimed at improving the technique ○ Instructions are understandable to the skater ○ Cues are appropriate to the level of the skater • The student provides feedback and feedforward <ul style="list-style-type: none"> ○ Uses voice prompts, examples, "compelling situations" and visualization. ○ Distinguishes between KR and KP • The student applies 'blocked skill training' in technique training <ul style="list-style-type: none"> ○ Applies both explicitly and implicitly BST in technique training ○ Adjusts training if necessary, to achieve the goal of the training ○ BST contributes to achieving the technical goal in the training | | |

Example of the assignment: 'Provide Training'

Provide 10 training sessions to a group of at least 4 skaters. These trainings are observed and provided with feedback, on parts 5, 6 and 7 of the Practical Feedback Form Level 5, by a qualified trainer. Include the form with a signature as an evidence.

| | | |
|---|---|--|
| Module: Skating Technique | | |
| ISU Ice Skating Coach Level 5 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: Biomechanics and Movement Analysis | | |
| Results of work process from description of qualification framework <ul style="list-style-type: none"> • Uses a <i>monitoring system</i> for the program and the skaters • Uses a monitoring system for the program and the skaters; where necessary, makes adjustments to the program, training sessions and goals • The trainer holds regular coaching sessions with skaters, centred on their ambitions and motivations • Continually formulates <i>analyses during the competition</i> and uses these analyses to take appropriate measures • The competition is evaluated, including conclusions for the next competition • Organizes <i>periodic moments for testing and selection</i> • <i>Scouting data</i> is collected, interpreted and communicated. | Educational Goals <ul style="list-style-type: none"> • The student is able to summarize and explain the "key principles" of the technique (<i>Bloom 3 – apply</i>) (B) • The student is able to make a structured technique analysis and assess which 'cause for which technical effect' has to be worked on. (<i>Bloom 4– analyze</i>) (B) • The student sets priorities in a range of possible goals for the skater (<i>Bloom 5 – evaluate</i>) (C) | Highest level of Bloom taxonomy <i>Bloom 5- evaluate</i> |
| Explanation of examination of the Educational Goals B: Practical | | |
| Criteria of assessment: <ul style="list-style-type: none"> • The student is able to summarize and explain the "key principles" of the technique. <ul style="list-style-type: none"> ○ Establishes links between technology and biomechanical principles ○ Can explain technical principles clearly and comprehensibly • The student is able to make a technique analysis <ul style="list-style-type: none"> ○ Analysis is structured ○ Draws the correct conclusion with regard to cause and effect. ○ Chooses appropriate technical points of attention based on the analysis. | | |
| Example of the assignment: 'Provide Training' Provide 5 training sessions to a group of at least 4 skaters. These trainings are observed and provided with feedback, on parts 8 and 9 of the Practical Feedback Form Level 5, by a qualified trainer. Include the form with a signature as an evidence. | | |

| | | |
|--|---|--|
| Module: Conditions | | |
| ISU Ice Skating Coach Level 5 | Possible methods of education Face 2 face/e-learning/practice | Hour indication To be determined based on entry level |
| Topic: General Theory | | |
| Results of work process from description of qualification framework <ul style="list-style-type: none"> • Advises skaters on how to <i>improve their equipment at a detailed level</i> • The trainer has a clear vision of safety, strain and physical tolerance, specifically following the <i>'recurrence of an injury'</i> • The trainer discusses the <i>literature, sources and experts</i> he/she has consulted • The trainer gives the skaters <i>advice about nutrition</i> • Prepares skaters for contact with the media • The trainer <i>understands the rules and procedures surrounding doping</i> | Educational Goals <ul style="list-style-type: none"> • The student shares knowledge of various trends and innovations in the field of training, motor learning, nutrition and doping (<i>Bloom 6– create</i>) (A) • The student keeps track of developments (also from adjacent sports) shows an inquiring attitude, presents insights. (<i>Bloom 5– evaluate</i>) (C) | Highest level of Bloom taxonomy <i>Bloom 6– create</i> |
| Explanation of examination of the Educational Goals | | |
| A: Exam/test during online course | | |
| Criteria of assessment: | | |
| <ul style="list-style-type: none"> • Provide three sources (books, internet, experts, interviews, etc.) from which knowledge is obtained and describe on which subject this source provides information. • Presents personal new insight on one of the following topics; Influence of altitude, Influence of traveling, Influence of being outside social environment (outside sports), Nutrition: basic, recovery, performance, Equipment: suits, bending, blades, sharpening | | |
| Example of the assignment: 'Science meets practice' | | |
| <p><i>Introduction</i></p> <p>The sports world is changing rapidly due to scientific influences. The involvement of a sports scientist and/or data analyst is therefore the rule rather than the exception in many sports. In addition to these specific people, it is important that you as a trainer-coach are also aware of relevant information and can interpret and apply it to your skaters. Ultimately, you want to share this information with the skaters or your fellow trainer-coaches.</p> <p><i>Learning goals for the students from the 'General Theory' session</i></p> <ul style="list-style-type: none"> • The student keeps track of developments (also from adjacent sports) shows an inquiring attitude, presents insights. <p><i>Required prior knowledge a.o.</i></p> <ul style="list-style-type: none"> - Sources of information and search strategies | | |

- Quality of knowledge source
- Basic knowledge of research (including significance, reliability)

Assignment

- Give a 10-15-minute presentation on a new and relevant topic that is appropriate for athletes who perform internationally.
-

Indication of requirements in terms of content and design

- The presentation must contain one of the following topics:
 - o Training methods
 - o Altitude
 - o Travelling
 - o Influence of social environment
 - o Nutrition (basic, recovery, performance)
 - o Equipment (suits, bending, blades, sharpening)
 - o etcetera
- At least 4 sources must be used for the presentation
- Interpretation of the research data in relation to the own target group.
- Advice for implementation for your own target group.

Feedback and criteria for practical assessment, ISU Ice Skating Coach Level 5

Introduction

A 5-point scale is used. To provide a guideline for the degree of control, Table 1 shows how the score can be determined using this scale.

Table 1. 5-point scale

| | 1 | 2 | 3 | 4 | 5 |
|--|-------------------------------------|--|--|---|--|
| Performance level of the student coach | Far below standards | Below standards | Meets standards | Above standards | Far above standards |
| Typing | acts /communicate s below standards | acts /communicat es weak | acts /communicat es sufficient | acts /communicat es adequate | acts /communicat es excellent |
| | not adequate | not within the permissible of the quality requirements | as is expected from a starting coach at this level | better than is required from a starting coach at this level | far above the level required of a starting coach at this level |
| | is not sure of himself/herself | doubts a lot | is sure of himself/herself | is determined and decisive | is very convincing and self-assured |
| | is short on parts | action is hardly adequate | action is mostly adequate | performance is as expected and strong | action is far above the level that can be expected |
| | there is little or no result | the result is unsatisfactory | the result meets the minimum requirement | the result exceeds the minimum requirements | the result far exceeds the minimum requirements and is excellent |

The performance indicators are clustered in assessment aspects that are related to the learning objectives of the study program (linked to the competences). It is not intended that all performance indicators of an assessment component are assessed separately. All performance indicators together provide a picture of what the relevant assessment aspect is about. Each part must therefore be assessed as a whole (portrait approach).

Assessment criteria Practical Exam, ISU Ice Skating Coach Level 5

For at least 8 of the 9 assessment aspects, the score must be 3 or higher. The yellow-marked aspects always have to be achieved.

| | | | | | | |
|--|---|---|---|---|---|----------|
| <p>1. The student coaches during (training) competitions.</p> <ul style="list-style-type: none"> - Recognizes the 'momentum' in a race as a 'moment of acceleration' - Coaches adequately on tactical aspects - Coaches adequately on mental aspects | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>2. The student can listen actively</p> <ul style="list-style-type: none"> - Uses summarizing - Uses questioning - Uses communication skills to understand those involved | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>3. The student recognizes and takes into account the principles of individual load ability and periodization</p> <ul style="list-style-type: none"> - Can indicate the relationship between periodization and the occurrence and prevention of injuries. - Can elaborate an appropriate individual load/resilience analysis | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>4. The student provides (prescribed) recovery training on and off the ice.</p> <ul style="list-style-type: none"> - Intensity and size are consistent with the objective - training contributes to the skaters' active recovery | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>5. The student provides functional instructions</p> <ul style="list-style-type: none"> - Instructions are aimed at improving the technique - Instructions are understandable to the skater - Cues are appropriate to the level of the skater | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>6. The student provides feedback and feedforward</p> <ul style="list-style-type: none"> - Uses voice prompts, examples, "compelling situations" and visualization. - Distinguishes between KR and KP | 1 | 2 | 3 | 4 | 5 | Remarks: |

| | | | | | | |
|---|---|---|---|---|---|----------|
| <p>7. Applies "blocked skill training" in technique training</p> <ul style="list-style-type: none"> - Applies both explicit and implicit BST in technique training. - Adjusts training if necessary, to achieve the goal of the training - BST contributes to achieving the technical goal in the training | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>8. The student is able to summarize and explain the "key principles" of the technique.</p> <ul style="list-style-type: none"> - Establishes links between technology and biomechanical principles - Can explain technical principles clearly and comprehensibly | 1 | 2 | 3 | 4 | 5 | Remarks: |
| <p>9. The student is able to make a technique analysis</p> <ul style="list-style-type: none"> - Analysis is structured - Draws the correct conclusion regarding cause and effect - Chooses appropriate technical points for attention based on the analysis. | 1 | 2 | 3 | 4 | 5 | Remarks: |

Date:

Name and signature of observer:

APPENDIX 3

Example of Roadmap for implementation of a course within a federation

Below is an example of steps and phases for the implementation of the training. The ultimate goal is to reach the start of the training in phases and for this the steps below can be followed.

| <i>What? (sub-project)</i> | <i>When done?</i> | <i>Who?</i> | <i>Result?</i> |
|---|-------------------|------------------------|--|
| Preparation April - August with the aim of starting the development team | | | |
| A. Final project plan | May | | Plan of action to be offered to management |
| B. Discuss with management of the federation | June | | Go / no go towards management |
| C. Discuss with the supervisory board/board | June | | Go / no go for the coach education! |
| D. Project kick-off! | August | | Presentation of plan of action, clarifying expectations, division of tasks |
| Development and implementation August YEAR X - July YEAR Y with the aim of starting the coach education. | | | |
| 1) Formal embedding | Oct/Nov | | |
| 2) Financial substantiation | Nov/Dec | | |
| 3) Organizational structure | Dec/Jan | | |
| 4) Staffing | Jan/Feb | | |
| 5) Educational facilities | Feb/March | | |
| 6) Curriculum and assessment | March/April | | |
| 7) Internships/training schools | Sep/Feb | | |
| 8) Admission procedure | Sep/Oct | | |
| 9) Assessment regulations | June/July | | |
| 10) Recruitment campaign | Okt/March | | |
| 11) Internal quality | June/July | | |
| 12) Administration | May/June | | |
| Oct. Year X, all | | START EDUCATION | |

APPENDIX 4

Sample assessment of a candidate for the program

Questionnaire for an assessment of a practice session

Need: Quiet space (can also be organized online)/ paper or white board with magnets or markers (or online note board/flipboard to be used during meeting)

Design: choose from the questions below based on the level of the coach and training group

The total assessment consists of:

- | | |
|--|----------------------------|
| 1. Professional conversation | max. 20 min. |
| 2. Conduct a practice session | 45 min. (excl. warming-up) |
| 3. Reflection interview – accountability | max. 15 min. |
| 4. Judgment | |

Professional conversation:

Example questions for the professional conversation:

1. Indicate how your vision of skating relates to the characteristics of training and motor learning in particular.
2. Name 3 characteristics of build-up training and 3 characteristics of competitive training.
3. A. Indicate what you think the proposed training method entails.
B. Explain this principle in an exercise.
4. Set a technical and a mental goal for your skaters that adheres to the SMART principle.
5. Briefly state which principles you use when explaining an exercise to your group.
6. What is your method of mapping the initial situation of your skaters and what is the goal of this method?
7. A. Which 5 factors together make up the training situation? (training content/training methods/training activities of the skaters/organization/materials)
B. Set up an exercise form that shows these 5 factors.
8. How do you check the relationship between the load capacity of the skater(s) and the load of the training methods?
9. What is the difference between a product evaluation and a process evaluation?
10. What are the characteristics of your coaching behavior (didactic aspects)?

Conduct practice session

Vision of a good practice session

When assessing a practice session, the assessor should bear in mind that a skating coach has a pedagogic task, a sports-technical task, a coaching task, a policy task, a public relations task and a training task.

Coaches often discuss "training methods". There are very diverse differences of opinion, but they all concern the importance of knowledge, the connection between the study program and the professional field and the assessment. On the one hand, students should be able to develop during the training and afterwards, but performance must also be assessed according to objective standards. The list below can be used for the observation of a practice session during the assessment.

The assessor shall choose a maximum of 4 themes to assess the candidate conduct of a practice session. The criteria set below can be used for feedback for each theme.

1. **Lesson preparation form (applicable for all levels)**
 - Provides realistic expectations;
 - Described thinking steps follow each other logically;
 - Goals are described in a SMART way;
 - The exercises are suitable for the exercise goal;
 - The points for feedback/corrections are functional for the practice goal
2. **Information through conversations (applicable for all levels)**
 - Uses questioning techniques to find out relevant things about the skaters;
 - Forms (for themselves) a general image of the group;
 - Responds to the information they receive from the group or the individual
3. **Talent scouting/determining the initial situation (applicable for all levels)**
 - Observes the performance and the skaters;
 - Sees the value of the movement problems/issues and the chosen solutions;
 - Has an eye for key points for general instructions;
 - Asks questions to improve images while talent scouting;
4. **'Core A' (applicable for all levels)**
 - Explains the goal first and only then the exercise and organization;
 - Provides explanations within one minute;
 - Is visible behind their message;
 - Makes the skaters enthusiastic;
 - Doesn't use more words than necessary.
 - Uses methodical structure;
 - Monitors the success experience of the skaters;
 - Applies a "step back" or "step forward" in the methodical approach, for the purpose of experiencing success or new challenge;
 - Uses the methodical-didactic instruments that visibly help.
5. **Use of examples (applicable for levels 2 and 3)**
 - Performs the exercise as an example or has someone provide it;
 - Presents the specific movement, or has someone present it;
 - Demonstrates focus points;
 - Gives feasible examples in the style of the skaters;
 - Is able to provide an example in slow motion;
 - While providing the example, sees whether the skaters are paying attention;
 - Position in relation to the skaters with eye contact and clearly visible with regard to the focus points chosen, taking into consideration the safety of both the skaters and the instructor (coach) while providing the explanation/example
6. **Corrections/feedback and checks (applicable for levels 2 and 3)**
 - Provides functional corrections/feedback;
 - Corrections/feedback are understood by the skaters;
 - Demonstrates and highlights the correction;
 - Reinforces the correction applied by the skater;
 - Corrects again if the skater continues to perform incorrectly (and is consistent);
 - Later in the lesson, also refers to the correction given earlier;
 - Is able to come up with another correction for the same problem/issue;
 - Gives the skater the opportunity to feel and practice the correction;
 - Uses different ways of learning or correcting (language, example, proprioceptive and/or visualizing).
7. **Interaction (applicable for all levels)**
 - Responds to questions and (non-verbal) reactions from the skaters;
 - Sees whether their explanation is followed and understood;
 - Uses feedback questions to check "receipt" of the message;

- Gives skaters room to react;
- Appears positive during interaction;
- Enthusiasm;
- Listens;
- Handles unexpected processes/events flexibly;
- Adjusts their manner and language use to the perception of the skaters;
- Takes into account the individual expectations and motives of skaters;
- Responds adequately to emotional expressions of skaters;
- Discusses what is desirable and undesirable behavior;
- Acts appropriately in unsafe situations.

8. Exercises and intensity (applicable for all levels)

- Explains the goal and then the exercise form;
- Draws and / or demonstrates the situation and the exercise;
- Chooses a situation that focuses on what has been practiced;
- Provides sufficient experience of success;
- Ensures that all skaters experience the relevant situation at least 10 times;
- Consistently pays attention to the application of what has been practiced and provides feedback;
- Pays attention to the situational reactions of the skaters and comments on them;
- Checks whether the setup, group size, intensity are appropriate.

9. Closure (applicable for levels 2 and 3)

- Follows the experience of the skaters during the training/lesson and responds to it;
- Asks concrete evaluation questions to skaters;
- Summarizes the content of the training/lesson for the group;
- Provides a preview of the next lesson/training;
- Provides a positive attitude of the skaters on departure.

10. Vision for follow-up (applicable for levels 4 and 5)

- Mentions one or more next steps with regard to the training goal;
- Also looks in a broader context at possible development of the skaters.

11. Coaching (applicable for levels 4 and 5)

- Preferably limits coaching to one technical aspect;
- In addition to being a coach, is also always in the role of trainer;
- Always gives the skaters some space "to get into the training" first;
- Uses various ways of coaching.

12. Methodology and didactics (applicable for levels 2 and 3)

- Build up in resistances;
- Involves the skaters by making adjustments together;
- Alternate flow shapes, station shapes and general teaching methods;
- Exercise material is not a goal; it is a means;
- Invests in regulatory goals;
- Activates prior knowledge of skaters.

Reflection & Feedback discussion

The purpose of the interview is to question the student about those matters from the professional discussion and/or practical training session, about which there is doubt or which have not been sufficiently addressed.

Decision:

After the intake, the student will receive a GO/NO GO to register for a Level X training

The assessor notes the cases where the practical level and / or knowledge is "behind" and provides feedback to the candidate. This may lead to the conclusion that someone:

- Is immediately admitted to level X;
- Is admitted to level X, but must complete a "bridging program" before commencing. It is recommended that a bridging program never contains training at a lower level than X;
- Not admitted to level X, but a level lower than X.

APPENDIX 5

Exemptions

The competence-focused system offers the possibility of exemptions when previously acquired competences (PAC) are present. Generally speaking, the educated professional receives exemptions for specific exams when they have finished studies at the same level at another federation or educational institute. Examples are physiotherapy, teacher physical education, sports trainer, human movement science, or sports management.

A student may apply for a PAC exemption if they have previously completed a relevant educational course/studies. PAC exemptions will be based on a comparison of the assessment criteria of the respective studies/exams. If a student wants to apply to be admitted to a higher course based on previous education other than the coaches education of the federation, but that particular education lacks one or some assessment criteria, the federation can ask the student to otherwise provide proof of the mastery of the competence concerned. The burden of proof is on the student to show that they meet all criteria.

Based on the PAC an exemption may be granted for:

1. Partaking in course days
2. Carrying out assignments and/or
3. Completing exams

If a student believes they are eligible for a PAC exemption for partaking in course days, they must discuss the matter with their instructor.

If a student believes they are eligible for a PAC exemption for carrying out assignments as a part of an exam, they must discuss the matter with their instructor.

If a student believes they are eligible for a PAC exemption for completing an exam, a written request must be submitted to the Examination Committee. The application must be supported by arguments and supporting evidence/proof must be provided. The Examination Committee may decide to give an exemption for completing an exam.

Note: Although exemptions are possible, all students should be stimulated to participate as much as possible and carry out all assignments. The exams, corresponding assignments and course days are focused on (ice) skating, thereby differentiating the program from other, possibly similar, programs.

APPENDIX 6

Examples of Job profiles

Here you find examples of job profiles which are necessary for the education.

Job profile instructor

The instructor encourages the student to draw up an (individual) plan for a learning process based on the competences to be acquired/developed and the existing competences. The instructor coaches the implementation of the plan and thus the competence development of the student. The instructor encourages the student to reflect on their development as trainer-coach, teacher or official. The instructor works with individuals and small groups of students. The instructor may also be deployed as an **expert**. As an expert they will give workshops in specific topics. They are skilled and qualified in sport-specific or generic topics and are didactically able to give a workshop that contributes to the competence development of the students.

Core tasks

- Training (establish initial conditions, set goals/objectives, transfer knowledge, inspire, enthuse, create a safe educational climate, guidance towards perceptions of success, differentiate, activate prior knowledge, choose suitable working methods, encourage self-reflection)
- Supervise (develop/design an in-depth learning process with the student, find and register student's development, conduct performance/progress interviews)
- Assessments (follow protocol while assessing the student, during kick-off meeting, performance/progress interview and assessment interview)
- Contribute to own development (reflect on own performance, keep track of development, and share experience and developments with colleagues)
- Key role in program (keep in touch with those involved such as internship supervisors, federation, guest speakers and students)

Competences/profile

- At least license level ...
- (Recent) experience as trainer-coach in context (target group (ice) skaters) of the program and experience as an examiner for sports programs
- Has the necessary skills in (ice) skating
- Pedagogical and didactic education (Bachelor of Physical education)
- Flexible
- Knowledge of and experience with supervising students
- Passionate about (ice) skating
- Able to work independently
- Proficient written and verbal communication skills (English and native language)
- Works precisely and in a structured way
- Expert on an important topic in the program
- Teach and inspire

Job profile internship supervisor

The **internship/practical sessions supervisor** guides a student during their internship/practical sessions and has a lot of experience of their own as a coach. The internship supervisor has intensive contact with the student and gives feedback and advice. The internship supervisor and student work together on the learning and development process of the student, in which the student shows in practice what they are capable of and improves based on feedback.

Core tasks

- Observes, registers and interprets the actions of the student
- Has intensive contact with the student
- Guides and coaches the student in formulating personal goals and objectives
- Gives examples in practice and theory
- Monitors/oversees the internship
- Keeps in touch and reports back to the instructor
- Enthuses and inspires the student

Competences/profile

- At least license level ...
- Pedagogical and didactic education
- Coaching skills
- Experience with and qualified for guiding trainees
- Relevant experience as trainer-coach and experience with the context (target group and level)
- Flexible
- Proficient written and verbal communication skills (English and native language)
- Aware of exemplary role
- Field-specific knowledge
- Works precisely and structured
- Acquainted with the program
- Acquainted with the method of examining
- Helpful but also strict and confronting if necessary
- Strong observational quality
- Neutral, objective view
- Genuine interest
- Able to identify goals and objectives
- Offers structure
- Give trainings as demonstration
- Use methods of reflection

Job profile examiner

The **examiner** assesses the competences of a candidate based on their performance during an exam and gives feedback and an evaluation. This assessment shall be objective, valid, fair, and independent. The exam may consist of a portfolio, written test, or practical exam.

The examiner creates the conditions that ensure the candidate (student being examined) can achieve their best performance. The examiner performs the tasks independently and is responsible for the quality of the assessment and reporting of the assessment. Where appropriate (practical exams) there will be 2 examiners.

Core tasks

- Observes, registers, and interprets the actions of the student
- Assesses portfolios

- Assesses practical exams
- Introduces themselves and makes candidate feel at ease
- Conducts evaluative interviews
- Follows protocol and communicates assessments

Competences/profile

- At least license level ... and a broad educational background
- (Recent) experience as trainer-coach in context (target group (ice) skaters) of the program and experience as an examiner for sports programs
- Experience as an instructor and/or supervisor is preferable
- Objective, valid, fair, and independent
- Decisive
- Flexible
- Knowledge/experience regarding the difference between education and assessment
- Can work independently and cooperate to make an evaluation/assessment
- Proficient written and verbal communication skills (English and native language)
- Works precisely and in a structured way

APPENDIX 7

Internship Arrangements

General information - Internship

The coach education program is based on learning through practice and internships (or 'practical sessions' in the case of the student's own training group being used for this part of the coach education) are an important part of the program at each Level. In addition to partaking in course days, when the students are given diverse trainings under the supervision of their instructor, the student will therefore also do an internship at a certified (ice) skating school or sports club (hereafter 'organization'). During this internship attention is paid to different key tasks of a (ice) skating coach. Within the (ice) skating coach internship there is a distinction between conducting practice sessions (micro situation) and additional work responsibilities, such as contributing to an interdisciplinary meeting. The focus during the ISU internship will be on the micro situation: the preparation-performing-evaluating of the practice sessions.

For whom?

Everyone who partakes in the '(ice) skating coach level X' program must complete an internship. There will be no compensation for the internship.

When?

The period for the internship is determined based on the educational level. The internship must be completed within the specified period. The student determines the exact start date and does so in coordination with the organization. Preferably, the internship is done one day per week.

Where?

The most suitable place for the internship is determined in agreement with the instructor (and the education program coordinator of the ISU Member federation). It is preferable to do the internship close by as this saves travel time and potentially the student has had contact before with the organization in question. The program coordinator will discuss the possibilities for the internship with the organization. The student will then discuss the details with the organization concerning which days and at what time they will be there. In the case that it is not possible to do an internship, due to special circumstances, the student will discuss the matter with their instructor. They will look for alternatives to do an internship with an experienced trainer/coach.

What does the internship entail?

The number of hours of work for the internship is determined based on the educational level and the internship consists of different components. Conducting practice sessions is the most important part of the internship. The student will help and assist in conducting practice sessions, and parts of the practice session will be explained and demonstrated by the student. This will always be done under supervision of the internship supervisor. During the internship, the student will conduct a minimum of six complete practice sessions where the internship supervisor gives feedback on the preparation, the practice itself and the evaluation. The internship does not have to consist just of conducting practice sessions. A(n) (ice) skating trainer/coach certainly has more tasks than just conducting practice sessions, although that is their main task. Tasks that may be used as internship hours include:

1. Conducting practice sessions
2. Organizing activities
3. Directing/steering the voluntary framework
4. Visiting competitions
5. Interdisciplinary meetings

Tasks of internship supervisor

The internship supervisor is the contact person on behalf of the internship organization for both the student and the instructor. The internship supervisor is responsible for mentoring the student during the internship and eventually for signing the internship report and giving approval for finishing the internship. The internship supervisor gives feedback during periodic performance/process interviews and has a continuous view on what the student does. The student conducts practice sessions independently, but always with the internship supervisor present at the rink.

At the start of the internship, the internship supervisor will provide information about the periodization of the practices that the student will be involved in. The student will ask questions about the periodization to get a clear view of the goals that are set for the group of skaters and what the (macro/meso/micro) schedule looks like in relation to the goals.

The internship supervisor will help the student in developing at least the following competences relating to the core task of conducting practice sessions:

- General teaching behavior (to enthuse, to present, leading by example, etc.)
- Preparing practice sessions
- Developing a good technical foundation
- Suiting intensity for a practice
- Reflecting on skills of skaters
- Methodical/didactic skills
- Pedagogical skills
- Field-specific skills

The internship supervisor must have at least the same or a higher educational background as the student and will preferably have had some training as a 'practice session supervisor'.

Feedback on (six) practices

The student shall conduct practice sessions under the supervision of the internship supervisor. At the beginning of the internship this entails the student observing how the internship supervisor conducts practice sessions and slowly taking over parts of the practice sessions (e.g. the introduction, providing an example, giving feedback). In due course, the student will prepare and conduct at least six complete practice sessions. These practice sessions will be evaluated by the internship supervisor, who will complete an assessment protocol for each session. The six complete practice sessions will take place towards the end of the internship period.

The formal conclusion of the practice part of the program takes place at the location of the internship. The instructor retains the overview and remains responsible for the 'green light' procedure (determining whether all assessment documents for the final assessment of the practice part of the program have been provided and are complete).

Internship visit

The instructor will visit the internship organization and will monitor the process and results of the internship.

The following page shows the document that should be used for the internship report

Internship report (ice) skating/coach level X

Name:

Place of education:

Name internship supervisor:

Internship organization:

The student has completed the following activities during the internship:

A. Three assessment protocols for group practices completed by the internship supervisor are attached

B. Conducting practice sessions
To be completed by the student

| |
|---|
| Practice sessions spent on: |
| What did I do: |
| What went well, and what could be improved: |

To be completed by the internship supervisor

| |
|--|
| Experience with student (such as: being on time, honors agreements, content practice, communication with skaters): |
|--|

| |
|--|
| Final assessment – given by internship supervisor: Poor / fair / good / very good / excellent |
|--|

Start date internship:

End date internship:

Signature student:

Signature internship supervisor: