



2007 NCAS
Accredited Level 1 & 2
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SECTION 1-- Accreditation Program General information and Administration

Details of the NSO:

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Name of Accreditation Program:

Level one and Level two Biathlon Coach Accreditation program.

Nationally the sport of Biathlon (cross country skiing combined with target rifle shooting) has not had any formally accredited coaching program. The National Federation has achieved NCAS approval of its courses following the courses being mirrored off the Biathlon Canada's National Coaching Program which is structured in five levels to cater for coaching of junior/novice/experienced athletes through to National athletes at the highest level.

The thrust of the courses are on the Long Term Athlete Development Model (LTADM) which has proved successful in Countries such as Canada, Norway and Sweden.

The Australian Biathlon Association (ABA) is a member of the International Biathlon Union (IBU) who is the governing body of the sport internationally. Through the IBU and Biathlon Canada the ABA secured the services of Paul Dorotich to facilitate delivery of the courses. Paul is an Internationally recognized Level 4 Biathlon Coach having worked with the Canadian National Team since 1996. Through a partnership arrangement with Biathlon Canada the ABA purchased the **Level one** and **Level two** Coaching course syllabus for delivery within Australia under a newly accredited Australian Course. The ABA has a further option to purchase the syllabus of **Levels 3-5** based on a future demands within the sport itself.

Content of Level's 1 & 2 are outlined below

Module	Level One	Description of content (2 days)	Duration (min)
1	Course introduction	Introduction, course materials, NCAS, expectations	50
2	N/A	For use in Officials course only	
3	The sport of biathlon	Demands of the sport, biathlon vs. Skiing and shooting	40
4	The Athlete Development Model (ADM)	Introduction to the ADM and the FUNdamentals/Train to train PHASES	45
5	Instructional technique	Methodology of teaching, formations for demonstrations.	45
6	Error detection and correction	Protocol for error detection and correction, methods of intervention	45
7	Ski equipment maintenance	Ski selection criteria, basic waxing skills, practice VIDEO (35m)	60
8	Biathlon training methods	Modes and methods of training, designing a work out or practice	90
9	Introduction to the biathlon rifle	Rules and regulations, safety, parts of the rifle, basic rifle fit	30
10	Prone and standing shooting positions	Prone and standing shooting positions	60
11	Principles of marksmanship	Theory on natural alignment, breathing, aim and sight picture, trigger control, follow through	30
12	Conducting a shooting practice	Range set-up, safety, sight corrections, zero techniques	45
13	Shooting practical	Application of shooting positions and theory	75
14	Ski technique overview	In class demonstration of various techniques using video material	30
15	Ski technique - practical	Application of various ski techniques (dry or on snow)	90
16	Course wrap up	Explain take home exam, course evaluations, review practical 1 report card	40

Module	Level Two	Description of content (2 days)	Duration (min)
1	Introduction	Welcome, registers, timetable. Practical assignments are to be assigned prior to arrival.	30
2	Athlete development model	Review the ADM and in depth review of the Train to compete PHASE	60
3	Shooting training	Shooting development model (coaching manual)	60
4	Seasonal program design	Review the components of the seasonal program design	60
5	Mental training program	Biathlon specific mental skills exercises	60
6	Technical video analysis	Methodology of intervention for technical analysis using video.	90
7	Mental shooting program	Introduce the 6-step program as per the technical Coaching Manual	60
8	Waxing	Further knowledge of level 1, practical waxing applications/structure	90
9	How to properly zero athletes	Proper zero of athletes for training and competition	45
10	Analysis of shooting	Analysis of shooting results from athletes for sight and technical correction as per the technical Coaching Manual	45
11	Teaching shooting	Candidates demonstrate their ability to teach shooting skills	120
12	Teaching skiing	Candidates demonstrate their ability to teach shooting skiing	120
13	Race support	Emphasis on split timing for training data and race tactics for shooting	60
14	Course wrap up	Explain take home exam, course evaluations, review practical 1 report card	45

Note: The skiing component of the sport of Biathlon is being maintained by Skiing Australia who already has a managed framework of Skiing Cross Country Coach Courses. This will thereby give opportunity for people with already established coaching skills from Skiing to cross over to Biathlon and vice versa for those with Biathlon Coaching skills to cross over to XC

Integrated or separate coaching General Principles:

The ABA will integrate the Coaching General Principles into this accreditation program. The inaugural Coaching course run within Australia will see all participants undertake the On-Line course provided by the ASC cover these aspects. There will be further adaptations to coaching principles within the framework of the Biathlon Canada Course.

Future Courses in Australia will adopt the principles located at the following HyperLink.

<http://www.ausport.gov.au/coachofficial/education/coachingprinciples/coachingprinciples.asp>

Accreditation Program Fees:

Accreditation program fees are to be set at \$ 500.00 (*includes level one and two*)

These fees are to cover

- Course materials, (material will include Technical manuals level 1 & 2, IBU rule book, Ski Technique DVD, Waxing video and a shooting book, Certificates)
- Presenter's fees, NCAS accreditation fees were applicable.
- A deposit of 50% is payable 6 weeks prior to any course with the balance due at the course commencement.
- Full refunds will only apply to cancellations received in writing 30 days prior to the course commencement.
- Refunds of 50% will apply to cancellations received in writing 14 days prior to the course commencement.
- No refunds for cancellation of less than 14 days prior to the course commencement.

Fees will not cover accommodation or meals required throughout the duration of any course run.

Entry Pre requisites:

In order to undertake the level one or level two Australian Biathlon Coaching course accreditation, there are minimal entry competencies required.

- Participants will be required to undertake the Australian Sports Commissions On-Line Beginning Coaching General principles as part of their entry level.
<https://learning.ausport.gov.au/>
- The courses are open to all participants of or over the age of 16.
- In order to achieve a Level 2 or higher qualification is mandatory that participants complete the various level(s) below such higher course. Consideration will be given to Recognition of Prior Learning, (*see Section 3 for further details*).

Venue:

The venue to run a course from should be sufficiently equipped with conference facilities including computer access points where possible, telephones, separate eating/refreshment areas, overhead projector and whiteboard equipment, chairs and tables for writing and workshop practices. An open area (indoor or outdoor) for demonstration of any practical component of the course.

Insurance:

The ABA has a \$10 Million General Public Liability and Professional Indemnity for Officers /Administrators. This policy is underwritten by Calliden Ltd and managed through the Victorian Snow Sports Association Inc. It is to be maintained annually in accordance with all funding guidelines of various state government departments and as part of the National Federations risk management practices.

Coach's Code of Behaviour:

In addition to the Australian /Victorian Biathlon Association's General Code of Behaviour located within the ABA Member Protection Policy and found at www.biathlon.asn.au , coaches must meet the additional Coaches Code of Behaviour requirements in regard to your conduct during any activity held or sanctioned by the Australian /Victorian Biathlon Association, a member association or an affiliated club and in your role as a coach appointed by the Australian /Victorian Biathlon Association, a member association or an affiliated club:

In order to further gain accreditation with the NCAS coaches are required to sign a Code of Behaviour agreement form.

The Coaches Code of Behaviour (Individual) is located in **Appendix 1**

The Agreement Behaviour form (Individual) is located in **Appendix 2**.

The Agreement Behaviour form (Group) is located in **Appendix 3**

Other NSO requirements for accreditation:

Further requirement of coaches to Act in an official capacity as an NCAS participant will be required to undergo a check through the Working with Children Check Unit.

- This unit is part of the Department of Justice and can be found at www.justice.vic.gov.au
- Legislative requirements will require all NCAS accredited Biathlon coaches to be registered in the fourth phase of the D.O.J introductions from the 1 July 2009 until 30 June 2010.
- All coaches are required to maintain Level I or higher, first aid qualifications.
- All coaches are required to maintain current membership of the National Sporting Organisation of Biathlon for Insurances purposes.

Updating Policy:

In order to update, Australian Biathlon coaches must, in a four year period:

- complete the next level of qualification
or
- re-do the current level of qualification
or
- complete the following recommended number of hours of updating activities:

Level 1 – 40 hours

Level 2 – 80 hours

Level 3– 120 hours.

Coaches who supervise or mentor a candidate are eligible to receive acknowledgement of time and claim it as part of their updating activities.

Note: The maximum period during which coaches are able to undertake the necessary updating activities to achieve NCAS reaccreditation is four years. The above periods can be achieved either within Australia or combined with Overseas trips as part of a National Team makeup.

Updating Activities

Practical Coaching

- Fifty per cent of the required updating hours for each level should be completed through practical coaching.
- Half of these practical coaching hours can be self-monitored through the use of a coaching logbook. The other half of the practical coaching hours must be signed off in the logbook by an authorised coach within the sport (state or regional coaching director or a coach with a higher level of qualification).
- Practical coaching can be undertaken with any level of athlete or team and may occur on a regular basis (weekly, fortnightly) or in specific situations such as camps, clinics.
- The remainder of the updating hours can be completed by any combination of the following activities:

Coach Education

- Lecture/attendance at a coaching course
- Become a mentor for another coach
- Supervise coaching practice hours (NCAS training program requirement) for another coach
- Write and/or publish an article related to an aspect of coaching

Self Education

The following is an example but not limited list of Self education topics Biathlon Coaches may pursue.

- Sport specific coaching seminar
- General coaching seminar (eg. conducted through a state coaching centre, state institute/academy)
- Strength and conditioning course (ASCA approved)
- Disability Education Program modules
- Sports Medicine Australia Sports Trainers course
- Recognised First Aid course
- Sports massage course
- Sports related tertiary education eg. Sports Coaching, Human Movement, Phys Ed

Conditions

1. There is no maximum or minimum number of hours that can be claimed for any of the above.
2. Activities must be verified in the coaching/officiating logbook by an authorised person eg. convenor of the course/workshop, state or regional coaching/officiating director.
3. The number of hours claimed must be equal to the number of hours spent on that activity.
4. Updating activities cannot all be completed in the space of one year. They should ideally be spread over the four year period. However, they must be undertaken in at least a two year period (this can be negotiated in special circumstances).

Re-entry

If a coach does not update their accreditation within the specified four year period, the sport may:

- require the coach to re-do the entire training program
- or**
- require the coach to undertake a specified number of activities from the above lists.

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SECTION 2—Quality Assurance

Complaints Handling Procedure

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

All grievances and appeals will be considered by the state technical panel that will inform the candidate of the process they use to consider the grievance and the outcome of the deliberations within 30 days of receiving the grievance/appeal.

Further grievances and appeals will be referred to the national technical panel (with all relevant information) for consideration and decision.

Presenter, Assessor and Mentor Qualifications and Training

Presenter, assessor, mentor qualifications:

Course presenters must have a minimum Australian/Victorian Biathlon Association Inc (ABA) qualification of Level 1 or higher or overseas equivalent. Presenters must also have attended a course presenter, train the trainer or presentation skills course.

Course assistants must also have a Level 1 ABA qualification accreditation or overseas equivalent.

Course Assessors should hold accreditation at least at the level equivalent to the accreditation program being assessed

Mentors should possess:

- Questioning and listening skills
- Feedback and communication skills
- Current technical skills and knowledge in the areas the coach needs to be developed
- The ability to share knowledge and practical wisdom

A mentor should hold accreditation at least at the level equivalent to the coach being mentored

Presenter, assessor, mentor training:

Presenters will be required to improve their professional and teaching qualifications. Each presenter should undertake an AVBA or overseas equivalent Course Presenters course. (***Initial course in Oct 2007 to be undertaken utilising Biathlon Canada's model***) AVBA may conduct future courses annually depending on demand.

Presenters/Assessors should also be working towards registration as a Level 3 or higher accreditation and be undertaking regular updating activities as part of keeping their accreditation current. AVBA will assist the presenters to undertake training to upgrade their qualifications.

ABA has adopted an assessor training program modeled off the Biathlon Canada Course Conductor modules to provide assessors with the skills necessary to conduct competency based assessments. It is recommended that all assessors should undergo this training program or a similar program (eg. a workplace assessors course). All assessors will be provided with a copy of the "ABA Notes on Assessment" to assist them in their role.

Mentor training programs can be accessed through a generic program listed under the ASC website, <http://www.ausport.gov.au> 'Making Mentors' resource material.

The continued use of Biathlon Canada Course Conductor Modules will be monitored to ensure a standard delivery package and quality control. Were funding permits, recognized and qualified external coaches may be presenters on a course

Monitoring Accreditation Program quality.

Design and review committee

The current design committee is made up of Internationally recognized Level 4 Biathlon Coach from Biathlon Canada-Mr Paul Dorotich

The remainder of the committee consist of:

- Mr Paul Connor, National Coaching Co-ordinator, CEO Biathlon Australia, Coach to National team for past 4 years including 2006 OWG.
- Mr Bob Cranage, Qualified T.D, Level 3 Cross Country Skiing Coach, Previous Level 2 Biathlon Coach
- Mr Bob Schouten-holder of Cert 4 in Workplace training/assessment
- Mr Greg Anderson, President of Australian Biathlon.

The review committee will consist of representation from:

- Accredited or RPL coaches with practical experience in the sport
- Persons with curriculum design expertise/experience
- Presenters of the accreditation program

Accreditation program evaluation and review process

Evaluation of the course accreditation program can be obtained by use of an evaluation questionnaire found at **Appendix 5**

A needs analysis sheet may be used in conjunction with other tools to review and evaluate the training program. This sheet should be sent to candidates prior to any training program. See **Appendix 6**.

Following the Initial application approval, the Accreditation program is to be reviewed on a periodical basis prior to submitting to the ASC every 4 years for any further renewed registration.

In order to facilitate a scheduled revision, the following timelines are to be considered.

- **October 2007** (Approx) Initial Accreditation Program approved. First Coaching course undertaken at Dinner Plain.
- **March 2008**- request feedback reports from coaches that accompanied Junior and Senior teams at International events. Establish network of Coaches from Overseas for information sharing purposes.
- **May 2008** Use feedback to amend coaching direction prior to domestic season of 2008
- **June-September 2008** Monitor development of athletes and seek feedback from training camps/tailored training programs. Implement changes were required to optimize performance of athletes
- **October 2008** Host coaching course/coaching conference as required
- **December-March 2009** monitor coaching trends overseas at international meets
- **May-September 2009** Review and implement changes to coaching trends as required
- **September 2009–February 2010** Review syllabus and amend delivery strategies of course as required to ensure up to date techniques are addressed
- **March-April 2010** Review performance of National team at OWG Vancouver.
- **May-October 2010** Implement changes resulting from Performance review and feedback from Coaching committee.
- **November 2010** Host coaching course/coaching conference as required
- **February 2011** Commence overall review of Accreditation program for the past 4 years. Amend/Alter as required.
- **August 2011** Resubmit Accreditation program to ASC for renewed registration process.

Standards Required of Accreditation Program Deliverers

The Australian/Victorian Biathlon Association Inc adopts the following standards of requirement of Accreditation Program Deliverers.

Educational Standards

Training program deliverers will maintain high professional standards in the marketing and delivery of education and training services, which protect the interests and welfare of the participant.

Training program deliverers will maintain a learning environment that is conducive to the success of participants. They will have the capacity to deliver the nominated training program(s), provide adequate facilities and use appropriate methods and standards.

Marketing

Training program deliverers will market their training programs with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other delivery organisation or training program.

Trainee Information

Accurate, relevant and up-to-date information should be provided to participants prior to commencing the training program. This should include:

- admissions procedures and criteria
- copy of the refund policy
- total fees/costs to participants
- details of the certification to be issued on full or partial completion of the training program
- competencies to be achieved by trainees
- assessment procedures
- grievance/appeal procedures
- RPL/RCC arrangements.

Recruitment

Recruitment of training program participants will be conducted at all times in an ethical and responsible manner, and be consistent with the requirements of the curriculum.

Training program deliverers should ensure that selection decisions for entry into training programs comply with equal opportunity legislation. These decisions should be made by appropriately qualified staff and be based on the applicants' qualifications and likelihood of achieving the stated competency standards.

Refunds

Training program deliverers must safeguard fees paid by trainees. Proponents must have a refund policy, which is fair and equitable.

Sanctions

The ASC may withdraw NCAS training program registration from proponents who breach this code of practice.

Equal Employment Opportunities (EEO) Principles and Practices

Training program deliverers must be aware of EEO principles and practices as they apply to education and training. They should observe the following points:

- Characters (and their names) used in case studies, exercises and examples must be free from stereotypes and unlikely to cause offence.
- Material and presenters must discourage and prevent polarisation of participants.
- The training program content, process and/or activities must include all trainees and avoid giving an advantage to any one individual or group over another.
- Verbal and non-verbal language must be non-discriminatory.
- Humour must be non-discriminatory.
- Training program materials such as session plans, videos, handouts, graphics and cartoons must be non-discriminatory and unlikely to offend.

SECTION 3—Accreditation Program Delivery

Recognition of Prior Learning/ Current competence

If a person considers that they have already acquired the competencies of the specific NCAS Biathlon training program, they may apply to have these skills recognised.

The RPL/RCC Assessment is carried out when the applicant provides evidence of the relevant competencies, completes the RPL/RCC application form and forwards this with any fees required by the organisation for processing.

How can prior learning be recognised?

There are many ways that you can show evidence of the competencies you hold. RPL/RCC can only be granted on current evidence, that is, work that has been completed within the last four years. Some examples of evidence that can be provided to demonstrate your competencies include:

- Copies of certificates, qualifications achieved from other courses, school or tertiary results
- Statements outlining courses and/or study that you have undertaken and the learning outcomes/competencies achieved from these.
- Resume of experience
- Reports from people within your sport
- Relevant work samples eg. training programs, videos of your coaching.
- Evidence of home/self directed study which may include a list of recent readings, synopsis of seminars attended, reports of own research/analysis undertaken.

An RPL/RCC assessment panel will assess the application. The panel should comprise people who are experienced in the areas of:

- Coach Education
- Assessment
- It is also desirable that they are accredited at a higher level than the RPL/RCC applicant.

RPL/RCC procedure

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

Step 1 – complete application (Appendix 3) and send to course coordinator

Applicants will need to gather all relevant supporting documentation and complete the RPL/RCC application form. Forward this with supporting documentation, and the relevant fee, to the Course Coordinator, or National Coaching Coordinator.

Step 2 – assessment

The application will be reviewed by an RPL/RCC assessment panel. The panel will compare the evidence provided by the applicant with the competencies required for the training program. A judgement will be made about whether the applicant wholly or partially meets the requirements. The panel should check that the evidence submitted conforms to the following RPL/RCC principles:

- validity (is the evidence relevant?)
- sufficiency (is there enough evidence?)
- authenticity (is the evidence a true reflection of the candidate?)
- currency (is the evidence recent – obtained within four years?).

The RPL/RCC assessment panel will complete and return the assessors' reports with recommendations for the applicant. (**Appendix 4**)

Step 3 – notification

The applicant will be notified of the decision within two months of receiving the application.

In the event of partial completion of the competencies, the panel will outline which competencies still need to be achieved, and preferably what evidence is still required.

Options include:

- supply further supporting documentation
- complete certain assessment activities
- complete parts of a training program
- work with a mentor to obtain the required competencies.

Successful applicants for RPL/RCC will receive the appropriate certification/accreditation, and where appropriate, will be placed on the NCAS database.

Step 4 – appeal

The applicant has the right to appeal the RPL/RCC assessment panel's decision, if they believe the decision is unfair, unjust or if the panel has misinterpreted the evidence.

In the case of an appeal, a new assessment panel will be established. The new assessment panel will review all material available and make a decision. The RPL/RCC review assessment panel will notify the applicant of the decision within two months of receiving the appeal. The decision of the RPL/RCC review assessment panel will be final.

Flexible Delivery

Delivery of the integrated ABA training programs will be through face-to-face seminars and via a Distance Education (DE) program for participants in remote locations. A range of resources have been developed to assist with flexible delivery (including a CD-Rom and workbook) which can be made available on request to any participant.

Further integration of the accreditation program may be through the coaches,

- Day to day coaching
- Camps,
- Training sessions

- Competitions

Some training programs will be offered over a weekend, while others will be offered in modules over a period 6 weeks. A limited number of regional facilitators are available to support the DE program.

Participants are required to undertake the Beginning Coaching General Principles course through online education at <https://learning.ausport.gov.au> or other means, prior to the delivery of the ABA training program. Recognition however, will only be given to general principles qualifications gained through another organisation within the last four years.

The ABA is committed to ensuring that its Coaches/Trainers keep improving their own skill sets and to this length plan on establishing a network system with Internationally recognized coaches in Europe and North America to swap ideas and information on latest training systems/models. It is further expected that ABA coaches may travel overseas to participate in coaching clinics or similar when available.

Implementation Strategy

Representatives from *Australian/Victorian Biathlon Association Inc (ABA)* will travel to each state and territory, where training programs are presented, to train presenters, assessors and mentors involved with the new Australian Biathlon training program. This will occur once in each state and territory in the first year of the four year registration cycle of the training program. Quality monitoring procedures will identify further training needs during the following three years and state/territory or national training sessions will be conducted accordingly.

ABA has developed a standardised Presenter's Kit with presenter notes, worksheets, overhead transparencies and CDs to assist with the rollout of current training programs.

ABA will provide assistance to states/territories with the process of RPL. States/territories should contact the National Education Manager for advice on requests for RPL.

ABA will target certain states/territories in the first instance and implement a flexible delivery approach. ABA flexible delivery approach will be rolled out to all state/territories over a four year period.

ABA will provide assistance to every state/territory to ensure that at least one Level 1 course is delivered in each state/territory. ABA will discuss individually with certain states/territories higher targets for the delivery of Level 1 courses

SECTION 4—Accreditation Program Description

Competency Statements

The following competency statements are to be used as a foundation of the various levels of Biathlon Coaching . It is not intended to represent an exhaustive list for the sport itself.

Competency Statements are designed to establish Skills and Knowledge throughout the sport at an agreed standard and show what a Coach **can do**. (See **Matrix Appendix 10** for further Competency listing of Biathlon)

At each level, the competencies of the preceding level are assumed (i.e. an Advanced level coach also has Beginning coaching competencies).

Beginning Coaching Competencies (Level 1)

- Explain the roles and behavioural responsibilities of the coach.
- Develop strategies to work with parents, officials and sports administrators.
- Plan and review coaching sessions for beginner level athletes.
- Assess and manage the risks of coaching.
- Safely conduct a training session, ensuring fun and maximum participation through games and activities.
- Ensure safety of self and others and manage emergency situations
- Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics.
- Observe and assess athletes' development.
- Provide appropriate feedback on performance.
- Adjust activities to suit individual needs.
- Cater for the physical and social development of athletes.
- Evaluate objectives of training session/competition
- Identify and implement the appropriate modifications to a program

Intermediate Coaching Competencies (Level 2)

- Display behaviours and standards expected of a coach, and self-evaluate and improve their coaching performance
- Manage a coaching program by leading, and working effectively with others
- Develop and review a coaching plan for a season.
- Manage the safety requirements of coaching
- Demonstrate a range of coaching methods and communication techniques
- Assist athletes to develop and improve skills
- Adapt their coaching program to cater for individual needs
- Develop activities to improve an athlete's physical abilities.
- Evaluate structures and movement of the body in order to improve performance
- Take into account growth and development considerations when coaching a range of athletes
- Assist athletes to use nutritional strategies for sports performance.
- Use basic psychological training skills to assist athletes prepare for sports performance.
- Advise athletes regarding anti-doping issues.

Advanced Coaching Competencies (Level 3-5)

Plan and prepare:

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

Conduct:

- Implement the coaching program effectively

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

Monitor/Review:

- Utilise technology to undertake in-depth analysis of the
 - ❖ athlete's performance.
 - ❖ athlete's health
 - ❖ well being,
 - ❖ athlete's fitness
 - ❖ environmental factors influencing the athlete's performance
- Conduct briefing and de-briefing sessions with athlete/team

Evaluate:

- Evaluate achievement of the goals of the long term plan (both long and short term goals)
- Analyse results of athlete tests conducted by specialists
- Evaluate the coaching program against current national and international best practice

Adapt:

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

Assessments

Assessments through the Accreditation program may consist of the following methods.

Exam – Written The exam is aimed at assessing underpinning knowledge regarding roles of the coach and safety issues. A short written exam, comprising 20 questions (Level one) & 10 questions (level two) (**Appendix 12 & 13**), is given to candidates at the completion of the face-to-face training program. A 95% pass mark is required. Candidates are permitted to access course materials during the exam. Candidates may re-take the exam as many times as necessary to achieve the pass mark

Short answer worksheets: The worksheets are aimed at assessing candidates comprehension of various procedural aspects associated with coaching. Worksheets, each with two short answer questions are distributed as both a learning and assessment tool, during particular units of the course. The worksheets are to be completed during the course (although there is flexibility when time constraints prevent this). All questions must be answered satisfactorily to pass this aspect. Candidates are permitted to access all course materials, and may consult with others when completing the worksheets. Candidates may re-submit the worksheets as many times as necessary to meet the requirements of this assessment task.

Practical: This assessment task is aimed at assessing the candidates' practical ability to coach effectively. This assessment task is completed post-course. A practical demonstration of coaching skills is required on a Biathlon event. Any level of athlete may be involved in the event. An assessment checklist is used to outline the skills/competencies that the coach must demonstrate. The

candidate must be rated as competent on all aspects of the assessment checklist to pass. Candidates may re-take the practical assessment as many times as necessary to achieve competency.

Event report: The aim of this assessment task is for coaches/athletes to demonstrate that they can complete a post-event report for use in future activities. This assessment task is completed post-course. Candidates are permitted to consult with advisors/mentors to complete the match report. Candidates may re-submit the event report as many times as necessary to achieve competence.

Assessment tools:

Assessment tools may consist of:

- 1) Exam paper
- 2) Worksheets
- 3) The assessment checklist used for the practical components.

The ABA is committed to provide flexibility in the assessment methods used. This includes:

- using oral and/or written exams and worksheets where appropriate.
- using video of the practical coaching/officiating event for assessment purposes where necessary (eg. for a coach/official in a remote area)
- considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall.
- An event report as attached at **Appendix 8**

The evidence required to be assessed as competent is indicated on each of these Assessment criteria tools.

Assessment task: Example

Organise and conduct a practical/theoretical coaching session of 60 minutes duration with a group of athletes in line with the performance criteria.

Purpose of assessment:

This assessment task will enable the coach to demonstrate competency in the areas as set out in the performance criteria in the checklist below.

Assessment conditions:

The candidate will:

- have access to an appropriate sporting venue to undertake the
- assessment task (provided by the regional association)
- be permitted to re-present for assessment as many times as is
- necessary in order to achieve competency.

Evidence required:

The candidate is required to demonstrate all of the performance criteria as set out in the checklist of **Appendix 9**

The candidate must demonstrate the performance criteria consistently throughout the session (i.e. more than once during the session).

Assessment arrangements:

- The assessment activity will take place at a venue and time mutually agreeable to both candidate and assessor(s) alike.
- A list of Assessment criteria used to determine competency/non competency are located at **Appendix 9 (retained by Candidate and presented when claiming competency is the various Performance outcomes)**

Accreditation Program Overview.

Matrix for Coaching Accreditation Program

See **Appendix 10** for full matrix of Biathlon Coaching Accreditation program.

Coaching Practice

Coaches seeking accreditation will be required to undertake certain hours of Practical coaching in 'the field' in order to be deemed competent to receive accreditation.

Practical opportunities for coaches to complete their accreditation process will consist of:

- On snow and Dry land training camps held four times per year (ie each quarter)
- Coaching at various military or civilian small bore shooting ranges within Australia.
- Coaching at Domestic Biathlon events/races held throughout the winter period.
- Coaching at International Biathlon events in the Northern Hemisphere.
- Attending at International clinics hosted by the IBU.
- Coaching undertaken on an accreditation program using fellow candidates to coach.

For **level one** accreditation the coach is to undertake one domestic season in Australia consisting of a least 14 days of practical coaching, these days do not have to be consecutive. A day will be considered as 4 hrs involvement in coaching. This can be achieved at training or race venues
For International purposes, a trip of no less than 2 weeks duration with minimum 10 days on snow coaching. This can be achieved at training or race venues.

For **level two** accreditation the coach is to undertake two domestic seasons here consisting of a least 14 days of practical coaching, these days do not have to be consecutive. A day will be considered as 4 hrs involvement in coaching. This can be achieved at training or race venues
For International purposes, a trip of no less than 3 weeks duration with minimum 15 days on snow coaching. This can be achieved at training or race venues.

For domestic coaching it is desirable that coaching is done under auspice of a mentor program. See **Appendix 11** information on Mentoring.

Timing of Coaching Practice

Coaching practice will be considered as coaching undertaken during and post any Coaching Course accreditation program. This will enable prospective coaches to apply what they have learned during any accreditation program.

Further coaching practice can be achieved either Supervised (mentoring program) or unsupervised and details maintained in a coaching diary.

A Coaching Diary should address the following points:

- Date, time & place undertaken.
- Weather conditions
- Objectives of session.
- Details of person (s)/groups coached.
- Supervised or unsupervised.
- Name of mentor if applicable.
- Time spent coaching.
- Aspects covered in session.
- Questions asked of athlete.
- Feedback received from Athlete.
- Self evaluation of session.
- Difficulties encountered during session.
- Other points to come from session.

Supervision or Mentoring of the Coaching Practice

- Coaching practice will occur at physical locations or Biathlon events or Small bore ranges in Dryland capacity or on Snow Capacity as listed earlier in **Coaching Practice**.
- 25% of coaching hours logged must be supervised or mentored.
- Persons supervising or mentoring candidates must hold a level equal to or higher than the level the candidate is seeking to be approved at.

Supervision/Mentor Credit for Supervising Coaching Practice

Supervisors or mentors participating in the accreditation program are eligible to receive credit towards maintaining their own accreditation.

Required Hours to maintain accreditation over a four year period:

Level 1 – 40 hours

Level 2 – 80 hours

For all hours that an accredited coach supervises or mentors a candidate, they shall receive 50% of that time to count towards their own updating activities required to maintain self accreditation.

List of Appendixes

Appendix 1- Coaches Code of Behaviour

Appendix 2 -Coaches Code of Behaviour agreement form (individual)

Appendix 3- Coaches Code of Behaviour agreement form (Group)

Appendix 4- RPL/RCC Application form

Appendix 5- RPL/RCC Assessors report

Appendix 6-Evaluation Questionnaire

Appendix 7- Needs Analysis Sheet

Appendix 8- Event Report

Appendix 9- Assessment

Appendix 10- Matrix for Coach Accreditation Program

Appendix 11- Mentoring

Appendix 12- Level One take home exam.

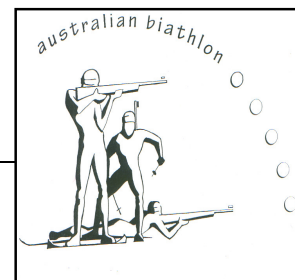
Appendix 13- Level Two take home exam.

Australian/Victorian Biathlon Association Inc

Coach's Code of Behaviour

1. Do not tolerate acts of aggression.
2. Provide feedback to players and other participants in a manner sensitive to their needs. Avoid overly negative feedback.
3. Recognise players' rights to consult with other coaches and advisers. Cooperate fully with other specialists (for example, sports scientists, doctors and physiotherapists).
4. Treat all players fairly within the context of their sporting activities, regardless of gender, race, and place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socio-economic status and other conditions.
5. Encourage and facilitate players' independence and responsibility for their own behaviour, performance, decisions and actions.
6. Involve the players in decisions that affect them.
7. Encourage players to respect one another and to expect respect for their worth as individuals regardless of their level of play.
8. Ensure that the tasks and/or training set are suitable for age, experience, ability, and physical and psychological conditions of the players.
9. Ensure any physical contact with players is appropriate to the situation and necessary for the player's skill development.
10. Be acutely aware of the power that you as a coach develop with your players in the coaching relationship and avoid any sexual intimacy with players that could develop as a result.
11. Avoid situations with your players that could be construed as compromising.
12. Actively discourage the use of performance enhancing drugs, and the use of alcohol, tobacco and illegal substances.
13. Do not exploit any coaching relationship to further personal, political or business interests at the expense of the best interest of your players.
14. Accept and respect the role of officials in ensuring that competitions are conducted fairly and according to established rules.
15. Know and abide by rules, regulations and standards, and encourage players to do likewise. Accept both the letter and the spirit of the rules.
16. Be honest and ensure that qualifications are not misrepresented

Coach's Code of Behaviour Individual Agreement Form



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

TO: Australian Biathlon Association

I, _____ of _____
Full Name Address

Address cont.

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

Level Sport Discipline (if applicable)

I agree to the following terms:

1. I agree to abide by the NSO Code of Behaviour overleaf.
2. I acknowledge that the NSO may take disciplinary action against me if I breach the code of behaviour. I understand that NSOs are required to implement a complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation against me.
3. I acknowledge that disciplinary action against me may include de-accreditation from the National Coaching Accreditation Scheme.

Please refer to the *Harassment-free Sport Guidelines* available from the Australian Sports Commission or contact your NSO, if you require more information on harassment issues.

Signature (if under 18, parent / guardian signature) ____/____/____
Date

**The NSO Coach's Code of Behaviour must appear on the other side of the
Coach's Code of Behaviour Agreement Form.**

(Note: Continue to insert extra spaces for additional competencies/learning outcomes and assessment criteria)

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

.....
Signature of applicant

.....
Date

Payment

Applicants must pay an RPL administration fee.
Amount payable: \$50.00
Cheque/EFT payable to: Australian Biathlon Association
Bendigo Bank
A/c Name: Australian/Victorian Biathlon Assoc
A/c Number: 1211 14466
BSB: 633 108

RPL/RCC Assessor Report

Applicant's name:.....

Competency of either L1 or L2 <i>(insert competency/ learning outcome details)</i> Level 1 = L1 Level 2 =L2	Evidence Supplied	Validity <i>(is the evidence relevant to the performance criteria?)</i>	Sufficiency <i>(is there enough evidence?)</i>	Authenticity <i>(is the evidence a true reflection of the candidate?)</i>	Current <i>(is the evidence recent? obtained within the last four years?)</i>	Comments
<i>Long term planning for athlete development L1 & L2</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Demonstrated teaching of shooting discipline, position, L1</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Maintenance of rifle and skis L1</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Planning & Supervising a training session.L1 & L2</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Coaching at International Race level. (IBU events) L2</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Full range set –up procedure including safety briefing L1</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Principles of shooting (trigger control ,follow through, breathing techniques and mental skills , natural point of aim. L1</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Practical demonstration of shooting drills with skis on (entry/exit from range) L1 & L2</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

<i>Design program of strength training for Biathlon Specific activities L1 & L2</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Correct zeroing of athletes at Training/competition venues L1 & L2</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Presentation at a Biathlon training camp within past 2 years L1.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

(Note: Add extra spaces for additional competencies/learning outcomes)

All performance criteria met: (please tick)

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

Date of Assessment:.....

Name of Assessor:.....

Assessor's comments	Recommendations

Evaluation Questionnaire

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

1. To what extent did this course meet your expectations?
 Not at All 1 2 3 4 5 Completely

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

3. Were the sessions well organised?
 Not at All 1 2 3 4 5 Completely
 What improvements are needed?

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

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

6. Was the venue suitable for the needs of the course?
 Not at All 1 2 3 4 5 Completely

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

8. Comment on the general abilities of the lecturers/presenters by circling the appropriate number:

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

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

10. Was the pre-course correspondence sufficient?
 Not at All 1 2 3 4 5 Completely
 If no, why?

11. In preparation for the course, were the reading/tasks helpful?
Not at All 1 2 3 4 5 Completely
12. Was the supervision of and feedback on coaching/officiating practice adequate?
Not at All 1 2 3 4 5 Completely
13. As a club or school coach/official was the training program useful and relevant?
Not at All 1 2 3 4 5 Completely
14. Do you understand all the procedures involved to gain your qualification?
Not at All 1 2 3 4 5 Completely
15. What aspect of the course was most helpful and why?
16. General Comments

Needs Analysis Sheet

(Sent to candidates pre-course)

Name: _____

Age: _____

Address: _____

Telephone: _____ (h) _____ (w)

Email: _____

Answer on the back of the page if space is insufficient.

1. Briefly describe your coaching/officiating experience:

2. Have you undertaken training programs in other sports? If so, what did you like or dislike about them?

3. What would need to happen for this training program to be a successful experience for you?

4. What would make this training program a bad experience for you?

5. How do you like to learn (lectures, small group work, role play, video, etc)?

6. What three areas would you hope to cover extensively in this training program?

7. What three things would you make sure were included in the first six hours of the training program?

8. What other aspects of coaching/officiating are you interested in dealing with?

Event Report

Event REPORT											
To:											
Fax No.											
EVENT/COMPETITION DETAILS											
Title:											
Type of event							Freestyle or Classic		Male or Female		
Date:					Day:						
Place:											
Distance:					Loop distance: km						
Altitude:		Max.....m			Min. m		Max climb m		Total climb m		
Number of countries:					Number of entries:				No. of finishers		
Special rules:.....											
CONDITIONS											
Weather:			Sky:				Visibility:				
			Precipitation:				Relative humidity:				
Wind:			Strength:				Direction:				
			Pattern:								
Temperature - Air:			Max.		Min.		Comments:				
Snow:			Max.		Min.		Last fall:				
Snow type:											
Wax comments:											
Course:			Tracks:								
			Terrain:								
			Loops:								
Comments on competition:											
RESULTS											
Place	Surname	Init.	Country	Ski time	Penalties					Total time	%
					P	S	P	S	Total		
1											
2											

Appendix 9 Assessment

(To be retained by Candidate and presented when seeking competency)

Name of Candidate _____

Organisation: Australian/Victorian Biathlon Association Inc

Phone No: _____

Assessor(s) name: _____

Performance Criteria/Learning Outcomes. Level one	Comments	Demonstrates Competency	Not yet Competent
<i>Oral presentation (10minutes approx) on Demands of the sport, biathlon vs. Skiing</i>			
<i>Written knowledge (1/2 page A4) of the Athlete Development Model highlighting the FUNdamentals/Train to train PHASES</i>			
<i>Display flexibility of teaching methods to suit the level of athletes.</i>			
<i>Develop and implement a session plan appropriate to a group using combined skill sets during the session.</i>			
<i>Demonstrate Ski selection and Ski equipment maintenance (basic waxing skills),</i>			
<i>Methods of training. Customise a session plan appropriate to a group being coached</i>			
<i>Oral presentation on the Biathlon Rifle, safety, parts of the rifle, basic rifle fit, safety, rules and regulations</i>			
<i>Shooting in Prone and Standing positions. Demonstrate ability to correct an athlete in both positions.</i>			
<i>Marksmanship. show theoretical and practical knowledge on natural alignment, breathing, aim and sight picture, trigger control, follow through</i>			
<i>Conduct a Shooting practice session enforcing Range set-up, safety, sight corrections, zero techniques</i>			
<i>Quickly organise a group and move efficiently between the various activities and shooting positions.</i>			
<i>Ski techniques (dry or on snow) Demonstrate various techniques followed by group participation on those techniques demonstrated.</i>			
<i>Completion of take home exam level one</i>			

Performance Criteria/Learning Outcomes Level two	Comments	Demonstrates Competency	Not yet Competent
<i>Prepare/present draft ADM for subject athlete</i>			
<i>Present shooting development plan for short and long term phases. Provide mid phase report for long term plan</i>			
<i>Prepare a program for off-season training for subject athlete.</i>			
<i>Demonstrate awareness of mental skill exercises. Provide and receive feedback reports from subject athlete on the value of such exercises.</i>			
<i>Take and use Video analysis of athlete in competition and training phase. Compare to ideal model</i>			
<i>Provide written list of mental skills sets offered to subject athlete.</i>			
<i>Prepare subject athletes skis for Race day, covering ski selection, ski testing and wax selection.</i>			
<i>Demonstrate ability to analyse shooting performance, shot placements following any adjustments. Provide results post race or during training session.</i>			
<i>Present to a small group of intermediate biathletes a variety of shooting drills that can be used on/off snow</i>			
<i>Show practical demonstration during training session of Shooting combinations</i>			
<i>Analysis of post race performances and forecasted future race plan, race day benchmarks to aim for.</i>			
<i>Coaching at international Race Level (IBU events) in the past 4yrs.</i>			
<i>Completion of take home exam level two</i>			

Result

- Candidate has achieved competency.
- Candidate is not yet competent

Reasons for decision:

Assessor signature(s):

Candidate signature

Date:

Date:

Comments/feedback on assessment process (i.e. Comment on any problems,

recommendations for modification to assessment procedures)

Matrix for Coaching Accreditation Program Design

Competencies Level 1 = L1 Level 2 =L2	Assessment tasks			Module name Module number	Learning outcomes	Content	Duration	Delivery strategy	Resource requirement	Practical requirements
	Task 1 Session plan	Task 2 worksheet	Task 3 Practical coaching							
<i>Techniques for instruction of courses</i>	Y	Y	Y	Instructional techniques Module 5 L1	<ul style="list-style-type: none"> Methodology of teaching/styles, Formations for demonstrations Addressing the audience Correct use of language Designing a practice Providing Feedback 	<ul style="list-style-type: none"> Planning and demonstrating Selecting a skill Command teaching Task Teaching Guided discovery Reciprocal teaching Small Group teaching Individual study 	45min	Presentation Discussion	Av Equipment Overheads or Power Point Slides Teaching Manuals	Accredited Coach or suitable experienced coach proficient in skill sets to be covered
<i>Long term planning for athlete development</i> L1 & L2	Y	Y	Y	Athlete Development Model Volume 1 & 2 Module 4 L1 Module 2 L2	<ul style="list-style-type: none"> Athletic abilities should be encouraged at all ages. Athletic abilities should be trained when a particular capability is most sensitive Training schemes to be linked to physiological age and development (eg puberty) Monitoring training 	<ul style="list-style-type: none"> Human Development stages & key trends. Growth development in sport. Biathlon skills and development stages 	2 ½ hours	Presentation Discussion Analysis of model LTAD plan	AV equipment Volume 1 & 2 Biathlon Canada Long term athlete development model Power point presentation of the LTAD model	Accredited Coach with firm understanding of the Models
<i>Maintenance of rifle and skis</i> L1 & L2		Y	Y	Introduction to Biathlon Rifle, Module 9 L1 Ski equipment maintenance Module 7 L1 Waxing Module 8 L2	<ul style="list-style-type: none"> Rifle & Ammunition descriptions Principles of Rifle care & cleaning. Why we wax skis to store or travel with. 	<ul style="list-style-type: none"> Rifle models and parts Types of ammunition Rifle care and cleaning Ski Waxing for storage 	1 ½ hrs	Worksheet Presentation Discussion	Rifles Rifle Cleaning equipment Waxing bench and waxing accessories	Wax technician Ventilated room or outdoor area.

<i>Planning & Supervising a training session.</i> L1 & L2	Y		Y	Seasonal Program design Module 4 L2	<ul style="list-style-type: none"> Principles of training Energy systems Training methods Muscular conditioning Training evaluation Goal setting Training types, phases, cycles, loads Integrated training 	<ul style="list-style-type: none"> Physical training Theory Program design Planning practices Monitoring training 	3hrs	Worksheet Presentation Discussion	AV equipment Coaching manuals Reference books Whiteboard and accessories	Accredited coach/presenter
<i>Full range set –up / use procedure including safety briefing</i> L1	Y		Y	Conducting a shooting practice Module 12 L1	<ul style="list-style-type: none"> Range set up Sight corrections Zero techniques Safety considerations Sun/wind effects. 	<ul style="list-style-type: none"> Range Support Equipment needs Effective use of the range Environmental factors 	30min	Presentation Discussion Field exercises	Wind flags Safety Flags/signs Shooting mats Sighting scopes Tripods	Shooting range
<i>Demonstrated teaching of shooting discipline, position, Prone and standing</i> L1 & L2	Y		Y	Prone and standing shooting positions Module 10 L1 Shooting Practical Module 13 L1 Teaching Shooting Module 11 L2	<ul style="list-style-type: none"> General teaching theory. Error detection methods. Error correction methods Prone Position Standing position Fitting the rifle 	<ul style="list-style-type: none"> Principles of instruction Teaching styles Observation techniques Providing feedback 	1hour	Presentation Discussion Field exercises	Av Equipment Rifle Paper targets Sighting scopes Whiteboard and accessories	Shooting range Coaches Subject athletes or other coach candidates
<i>Principles of shooting (trigger control follow through, breathing techniques and mental skills , natural point of aim. L1</i>	Y	Y	Y	Principles of Marksmanship Module 11 L1	<ul style="list-style-type: none"> Natural alignment Sight picture Breath control Trigger control Follow through Aiming process Biathlon shooting principles 	<ul style="list-style-type: none"> Principles of shooting Aiming Off 	1hour	Presentation Discussion Field exercises	Av Equipment Rifle/ammunition Paper targets Sighting scopes Whiteboard and accessories	Shooting range Coaches Subject athletes or other coach candidates
<i>Practical demonstration of ski shooting drills (entry/exit from range) Dry land and/or on Snow. L1 & L2</i>	Y		Y	Shooting Practical Module 13 Teaching skiing Module 12 L2	<ul style="list-style-type: none"> Range approach routine In Range routine, ski placement/stocks placement Range exit routine 	<ul style="list-style-type: none"> Range Procedure Set Up drills 	45 min	Presentation Discussion Feedback	Rifle/ammunition Paper targets Sighting scopes Whiteboard and accessories	Shooting range Coaches Subject athletes or other coach candidates

<i>Design of strength training for Biathlon Specific activities.</i> L1 & L2	Y		Y	Biathlon Training methods Module 8 L1 Shooting training Module 3 L2	<ul style="list-style-type: none"> Overloading principles Super compensation Recovery states Training frequency Training phases Training maintenance Overtraining signs/symptoms Fartlek, Time trials 	<ul style="list-style-type: none"> Principles of training Energy systems Aerobic conditioning Anaerobic Conditioning Common methods of all energy systems 	2 ½ hrs	Presentation Discussion Practical application	Coaching manuals Reference materials Coaching log books	Accredited coaches Test subject athletes'
<i>Correct zeroing of athletes at Training/competition venues</i> L1 & L2		Y	Y	Error detection and correction Module 6 L1 How to properly zero athletes. Module 9, L2 Analysis of shooting Module 10 L2 Race support Module 13 L2	<ul style="list-style-type: none"> Grouping results Positive feedback Efficient zeroing Sight corrections Common sighting Errors Self corrections by athlete 	<ul style="list-style-type: none"> Zeroing Sight adjustments Factors effecting groupings 	1hr	In field exercises Discussion	Paper targets. Sighting boards and markers. Sighting Scope and tripod.	Shooting range. Sighting frames.
<i>Sound understanding of the Sport of Biathlon</i> L1	Y			The Sport of Biathlon Module 3 L1	<ul style="list-style-type: none"> The demands of the sport and comparison of differences to Skiing or shooting individually 		30 Min	Discussion and brainstorming exercise.	Whiteboard, markers	Open class room and areas for group working
<i>Mental training skills and exercises</i> L2	Y	Y	Y	Mental Training Module 5 L2	<ul style="list-style-type: none"> Biathlon Specific mental skill exercises 	Self awareness, Goal setting, Arousal, Zone of Optimal performance, Imagery, Attention control, Coping strategies	1hr	Presentation Discussion	AV equipment Coaching manuals Reference books	Accredited Coach with firm understanding of the Modules
<i>Mental Shooting</i> L2	Y	Y	Y	Mental shooting Program Module 7 L2	Introduction of the 6 step program of mental training, Technical, Physical and Mental process's linking the six steps	<ul style="list-style-type: none"> Pre range approach Range entry Position acquisition Target acquisition and 	1hr	Presentation Discussion	AV equipment Coaching manuals Reference books	Accredited Coach with firm understanding of the Modules

						shot release • Shot analysis Range Exit				
<i>Technical Analysis using Video L1 & L2</i>			Y	Technical Video analysis Module 6 L2 Ski technique overview Module 14 & 15 L1	Actual style Vs Ideal. Methods of intervention for technical analysis.	Filming techniques Appropriate terrain Competition speed filming Filming while athlete fatigued Providing feedback Equipment maintenance	90 min	Discussion Review and analysis of techniques	AV equipment Coaching manuals Reference books Video camera	Suitable open area to view from all angles. Projector screen or similar to view footage taken.

Mentoring

Background

Mentoring is a highly effective way for new coaches and officials to learn the 'art' of their role, and apply theory that they may have learnt in a classroom or through independent study. Mentors can bring life to a theoretical concept, demonstrate practical coaching and officiating skills, be a sounding board for problems, help the coach to identify some weaknesses or just be a source of motivation and a reminder that the coach is doing a great job. Mentoring relationships can be formally structured, with mentors assigned to coaches or officials, or they can grow out of a chance encounter with a like-minded coach/official and remain very informal. They can be equally useful for a new coach just starting out in their sport, as for an elite coach with many years of experience. It doesn't matter what form a mentoring relationship takes, as long as both the coach and the mentor see value in the relationship and it helps them to develop and become better at their job.

Many sporting organisations have implemented a formal process for coaches/officials to work with a mentor. Some sports even demand that a coach/official spend some structured time with a mentor, as part of the process of becoming qualified. Even in such cases though, no two mentoring relationships are the same. They all take on a life of their own and develop to suit the needs and the strengths of the individuals involved.

Mentoring should be about helping another person, regardless of their stage of development, to change their coaching practice - for the better. The way in which this occurs may be different from sport to sport and person to person.

There are many benefits of mentoring for coaches.

Benefits to the coach

- Mentoring can increase confidence and motivation.
- It can provide constructive feedback on performance.
- It helps coaches to translate theory into practice.
- It provides opportunities to 'network' and enhance career prospects.
- It promotes lifelong learning through relationships.
- It can minimise the difficulties of attending training courses.

Benefits to the mentor

- Mentoring provides renewed enthusiasm and commitment to the mentor's own work.
- It creates opportunities for mentors to share their knowledge and skills.
- It recognises the expertise of mentors.
- It provides new opportunities for mentors to learn.

Benefits to the organisation

- Mentoring can ease the difficulty and costs involved in conducting lengthy residential training courses.
- It taps into the expertise of experienced coaches in your sport.
- It re-energises experienced coaches who take on mentoring roles.

- Coaches who have been mentored often become mentors and better people managers.
- It encourages coaches to progress to the next level of accreditation through the motivation and assistance they receive from a mentor.

Types of mentoring relationships

Mentoring for coaches'/officials' development can serve a variety of purposes. It can be used:

- as a key learning experience for coaches/officials to gain their accreditation (either in conjunction with courses or instead of them)
- as a means of supervising coaching or officiating practice associated with accreditation
- as a means of professional development for coaches at any level of accreditation (eg. an updating activity)
- as a means to 'fast track' coaches or officials with potential through their accreditation.

The Mentoring Process

Whatever the purpose of the mentoring relationship, effective relationships involve the following processes:

1. **Identifying needs** – by identifying the needs of the coach and the mentor at the beginning of the relationship, it will be clear what both parties hope to get from it and the experience can be better tailored to meet the needs of both parties.
2. **Goal setting** – after identifying both parties' needs it should be possible to set some specific goals for the relationship – for both the coach/official and the mentor. An example of a goal for a coach being mentored might be “to improve the quality of feedback provided to individual athletes at training”, whereas a mentor might have a goal “to spend 10 minutes reflecting on my own coaching after each training session, so that I am better able to explain the rationale for my actions to the coach I am mentoring”.
3. **Establishing an agreement** – the agreement does not need to be a formal written one (although this might be appropriate), but the coach/official and mentor should at least discuss and agree upon some ground rules for the relationship, eg. how often they will meet and where, whether its OK to phone one another at home, what time period they want the relationship to run for and when they want to review the relationship etc.
4. **Observation** – observation of the coach/official in action should focus on the needs and goals that they have already identified. It might be helpful for the coach/official and the mentor to develop a simple observation checklist to ensure that the mentor focuses their attention on the coach's/official's areas of need.
5. **Analysis and feedback** – this should be a shared process, with the coach/official being given the opportunity to analyse their own performance, as well as the mentor providing their analysis. This will encourage the development of reflective coaches/officials, who have the ability to analyse their own performance and improvements. Questioning can be an extremely valuable tool for mentors at this step in the process. By asking supportive, but challenging, questions of the coach/official, the mentor will empower them to make their own analyses and subsequent improvements to their performance.

6. **Action planning** – once the mentor has observed and analysed the performance of the coach/official, together they can explore ways of improving the coach's performance. Ideally the mentor should write down the strategies to be used for improvement and re-visit them after further practise to ensure that the strategies have been effective.
7. **Review** – the mentoring relationship is likely to change and grow as it progresses. Many relationships are not always smooth sailing however, and the effectiveness of the relationship should be reviewed at regular intervals. If the relationship is no longer meeting the needs of the coach/official or the mentor then it may be time to end the relationship or find a new mentor.

When can mentoring occur?

Some opportunities for mentoring include:

- **At training.** A mentor can be invited to observe some of the coach's/official's sessions, or they may even take a part of a session to give the coach/official an opportunity to see them in action.
- **At competitions.** A mentor can be invited to observe at competitions, however the mentor needs to consider the effect that any mentoring will have on the performance of the athletes. Perhaps scheduling some time with a mentor after competition to review the coach's/official's performance is the best compromise.
- **Video analysis.** It may be difficult to have a mentor attend a practice session or competition, particularly in rural areas. A good alternative is to video tape the coach/official in action and send the tape to the mentor for comment. It is also important to provide the mentor with some background and the goals and plan for the session, as they will not be aware of the context in which the video is taken. The video process should ideally be a catalyst for discussion of the coach's/official's performance, not become the focus of the exercise in itself.
- **Analysis of a video of an athlete performing.** This can be a good way to obtain some mentoring on the technical aspects of the sport, but it can also be an opportunity to discuss communication skills. Mentors can encourage coaches/officials to role-play how they might talk to the athlete about their performance or change their technique.
- **Planning of sessions/seasons.** Having a mentor comment on plans can help to identify any shortcomings and enable coaches to build better plans for the future.
- **Interacting with sports scientists and support staff.** Developing coaches often have little opportunity to work with sports scientists. Learning from a mentor how to best use these personnel can be a valuable experience.

Australian Biathlon Association
NCAS LEVEL 1 TECHNICAL COURSE EXAM

Name: _____

Date _____

1. Give two differences between biathlon and cross-country skiing

2. Name two factors that differ between biathlon and competition shooting

3. Three points to remember when giving feedback

4. When prescribing training what two main parameters must be considered

_____ & _____

5. List four of the eight fundamental principles of training

6. Name the three energy systems placing them in order of importance as they pertain to biathlon training and performance

1. _____

2. _____

3. _____

7. Draw an example of what is referred to as an angular error in the sight picture (the relationship between the sights and the target).

8. List five items that a coach should have with them on the range during a shooting training session

9. Given a correction of (right 3-down 2) on an anschutz sight, the athlete would turn :

- a) the top screw counter clockwise and side screw clockwise
- b) the top screw clockwise and side screw clockwise
- c) the top screw counter clockwise and side screw counter clockwise
- d) the top screw clockwise and side screw counter clockwise

10. List the five parts of a practice

11. Write the number of the activity next to the description that best fits it

- | | |
|---|----------------------|
| ___ poling with every skate | 1. Follow through |
| ___ watching the bullet hit the target | 2. Aim |
| ___ close eyes, relax, open eyes | 3. Offset |
| ___ concentric circles | 4. Single/one skate |
| ___ pole with one arm higher than other | 5. Natural alignment |

12. A good and solid shooting position is based on a

- a) muscle supported structure
- b) skeletal supported structure
- c) well balanced athlete
- d) a strong athlete

13. An athlete should begin their range procedure at approx:

- a) 300m from the range
- b) 1km from the range
- c) as soon as they enter the range
- d) 100m from the range
- e) anywhere on the course

14. Circle the format that describes the shooting in a sprint race

- a) S,S,P,P
- b) P,S.P,S
- c) P,P-S,S
- d) P,S

15. What events may athletes do penalty loops

- a) relay – indiv – pursuit
- b) sprint – indiv – relay
- c) pursuit – sprint – indiv
- d) pursuit – sprint – relay
- e) relay only

16. List five topics that should be discussed at team meetings prior to a race

17. In which lanes are competitors required to fire on during a relay race

- a) open range
- b) numbers corresponding to their bibs
- c) first half of the range
- d) second half of the range

18. If an athlete decides to change lanes on the range due to a target mechanical problem they must (describe the athletes immediate actions)

19. When and where may a coach give an athlete corrections that apply to their shooting during a race

- a) anywhere any time
- b) on the range only
- c) before entering and after exiting the range
- d) on the trails only

20. What is the penalty for:

- a) missing a penalty loop
- b) skiing the course loops in the wrong order
- c) failure to shoot all five in a shooting boot
- d) changing both poles in a biathlon race
- e) changing both skis in a biathlon race

Australian Biathlon Association NCAS Level 2 Technical Examination

Name: _____ Date _____

(If necessary use back of page)

1. Name two occasions when a coach should conduct test battery on his/her athletes.

2. Provide an example of how a test result can influence a training programme:

3. A seasonal training programme includes 4 phases: General preparatory, Specific preparatory, competitive and transition or post season. Describe the typical variations that should be part of each phase for both intensity and volume in cardio-vascular training.

General Preparatory: _____

Specific preparatory: _____

Competitive: _____

Transition: _____

4. Name three race support functions expected from a coach in each situation

a) Prior to competition _____

b) During competition _____

c) After competition _____

5. Give a biathlon specific example of when an athlete can use the following mental skill:

Relaxation _____

Attention control _____

Emotional control _____

Visualisation _____

Cue words _____

6. Define and provide an example of "Coping Strategy"

7. List 5 factors which can affect the zero and explain how

_____ how? _____

_____ how? _____

_____ how? _____

_____ how? _____

_____ how? _____

8. Define each of the 6 steps of the "Biathlon Mental Plan for Shooting"

a) Pre-Range Preparation _____

b) Range Entry Procedure _____

c) Position Acquisition _____

d) Target Acquisition and Shot Release _____

e) Shot analysis _____

f) Range Exit _____

9. Provide a definition of the skill requirement for a club level athlete for each of the following shooting criteria (in accordance with the shooting development model)

a) Prone Position _____

b) Sight corrections _____

c) Set up time and Range time _____

d) Muscle adaptation _____

e) Aiming off _____

f) Group analysis _____

10. Indicate the global parameters a coach should follow when prescribing training in the following key elements of training at various points of athletic development

	Stamina	Strength	Speed
Train to Train			
Train to Compete			
Train to WIN			