



# MNA National Sail Training Programme Recognized Training Accreditation Pre-Audit Self-Assessment



## **MNA RECOGNISED TRAINING ACCREDITATION**

### **Introduction**

The purpose of this document is to provide a self-assessment tool for an MNA that is preparing to submit an application to the ISAF for accreditation of its National [dinghy / Keelboat, Multihull, Windsurf, Kite, Yacht] Training Programme (NTP). The structure and guidance are consistent with the format used and the criteria that are evaluated by the ISAF Nominated Expert who will conduct the accreditation audit.

Whilst it is important to encourage and maintain the highest possible standards of performance within training programmes, it is also recognised that each MNA will have evolved from its own unique environment. Consequently, there may be some aspects of the overall accreditation process that will require judgement rather than inflexible compliance. If there is any uncertainty, then the matter should be discussed with the ISAF Training and Development Manager who will advise the best course of action. Such action may include the appointment of a Nominated Expert to provide consultative support.

### **Accreditation Procedure**

The accreditation programme is a progressive and continuous process. After the first successful audit, NTPs that meet the standards will only require further confirmatory accreditation visits, which will be at intervals of no more than three years.

Initial accreditation of a NTP will require an audit visit to both the national MNA headquarters and visits to a sample of active training venues. The ISAF NTP Audit Record Form, included in this document, should be used by the relevant MNA as a guide or self-assessment tool prior to the accreditation visit. This will assist the MNA in both submitting their request for an accreditation audit to the ISAF Training and Development Department and their preparation for the actual audit.

The ISAF NTP Audit Record Form is used by the ISAF Nominated Expert to record observations made during the accreditation audit and becomes the basis from which the Audit Report is compiled. A record of the standards observed during each audit provides a comparative standard for subsequent visits. It also provides a clear measure by which to highlight any areas that require further development.

NTPs that are found, during the initial audit, to not meet the required standards but wish to proceed to achieve accreditation will be offered a mentoring and support programme, which could include the support of an ISAF Nominated Expert. The specific level of support will be decided on a case by case basis. The relevant MNA may be required to pay for the cost of this service.

A change of National Training Manager (or the person ultimately responsible for the overall management of the programme) would require a follow up visit within 6 months of the change for continuing accreditation.

Reports of all accreditation audit visits will be written by the Appointed ISAF Nominated Expert. The Audit Report will include findings, actions taken and recommendations to enhance the NTP. Audit Reports will be circulated between the ISAF Training and Development Manager, the ISAF Vice-President responsible for Training and Development and the MNA, before being published on the ISAF website.

### **Accreditation Audit**

**IT IS THE ENTIRE AND ABSOLUTE RESPONSIBILITY OF THE INDIVIDUAL MNA TO ENSURE THAT THEY FULLY COMPLY WITH ALL RELEVANT APPLICABLE NATIONAL LAWS AND REGULATIONS.**

The audit is not intended to be a complete 'inspection' of everything but it must be sufficiently rigorous for an appropriate decision to be made. The ISAF Nominated Expert will exercise their own discretion and rely on their personal experience when deciding on how much time to devote to specific areas of interest.



**(i) Protocol**

To maintain the impartiality of the accreditation procedure, if, as a result of an audit, an ISAF Nominated Expert undertakes paid consultancy work within an MNA they may not undertake the next immediate audit of that NTP. This is especially important in cases where an MNA fails to achieve the required level for accreditation. It is desirable that different Nominated Experts are used whenever possible for subsequent visits. This both maintains a rigorous procedure and allows different Nominated Experts to observe and focus on a wider perspective which supports both the development of the process and the sharing of good practice.

**(ii) Duration**

It is envisaged that an initial audit would normally require a minimum of 3 full days in the host country. Following visits may take less time, depending upon the size of the LTSP. Travel time may be an additional factor, particularly where some training centre locations are at some distance from the MNA headquarters. The ISAF Training and Development Department will determine the duration of the Audit visit based upon the content of the application for accreditation.

The first day will normally be spent at the MNA headquarters during which an overview of the NTP will be gained. During the remainder of the Audit, visits will be made to as many training venues as possible. Although the those training venues will be selected prior to the audit visit, the ISAF Nominated Expert may change the selection, after visiting the national training headquarters, in order to confirm the rigour with which national standards are applied. For those MNAs that have either a small number or a single training venue, the ISAF Training and Development Department will modify the audit plan on a case by case basis.

Each visit to a training venue will normally be for half a day. The audit period will be extended if there are issues that require further investigation or discussion. A half day should be set aside for a review of the audit with the MNA at the end of the visit. The fee structure for ISAF Accreditation is shown in Appendix 2.

**(iii) Scope**

The visit to the MNA headquarters will review the organisational structure, the management of the programme and the methods used to deliver and develop the national training programme. The visits to training venues will focus on programme delivery attainment of outcomes and the level of communication with the NTP management. It is not essential that training is seen in progress during the visits to Training Venues but it is encouraged.

The ISAF Nominated Expert will approach the audit with an understanding of, and empathy for, the culture of the country, local customs and the resources available. None of these will adversely affect the ability of an MNA to achieve full ISAF accreditation of their NTP.

**Accreditation Criteria**

The overarching criteria will be those that demonstrate sustainability, safety and 'fit for purpose' -

- Sustainability - is there an established, recognised and accountable organisational structure that supports the NTP
- Safety - does the programme meet adequate safety standards, both on and off the water, that safeguard all participants and comply with National legislation and relevant regulations?
- Fit for purpose - is there an adequate system for monitoring performance and developing the NTP?



The ISAF Nominated Expert conducting the audit will take into consideration the history of sailing in the country and the evolution of the NTP together with the impact of cultural and geographical factors. Although it is unlikely that the specific environment in which the MNA has developed its NTP will prevent ISAF accreditation, by exploring that environment it may be possible for the Nominated Expert to both provide advice with regard to overcoming particular problems and share a wider best practice with other MNAs.

The Nominated Expert will exercise judgement, based on personal experience, applied to the evidence presented when deciding upon the integrity of the NTP in the context of the criteria. If in doubt, then they may consult with the ISAF Training and Development Manager and other Nominated Experts in order to arrive at a fair and impartial decision.

### **MNA / NTP Organisation and Management**

In order for the NTP to be sustainable, it is considered important that the MNA should be well constituted and have very clear terms of reference. Links with government departments and relevant industrial organisations will usually add rigour to the organisation. Similarly, commonality and communication with the governing bodies of other sports should demonstrate a consistency of approach to the delivery of a NTP in the local environment.

- How long has the MNA been in existence?

For those that are relatively newly formed, it will be necessary to ensure that there is a development plan that is not simply the product of a single injection of funding or the whim of an individual or small group without whom the NTP would collapse.

- Is there a nominated NTP Manager?

It is expected that there will be a nominated NTP Manager who has responsibility for the overall delivery and development of the training programme.

- How long has the present NTP Manager or 'lead person' been in post?

Actual length of 'service' is not critical but may indicate the stability of the MNA. There is a balance between the vibrancy of a new person in post and the potential stagnation of a person who has been there for several years.

- How long had the predecessor been in post?

The response, coupled with the response to supplementary questions may indicate the 'political' nature of the NTP management.

- What is the process for selection of the NTP Manager?

Responses to this question will help to indicate the scope of the role and the degree to which proactive involvement of the NTP higher level management can be achieved

- Is there a job description or similar terms of reference for the NTP Manager?

There should be a document that defines the role of the NTP manager and the scope of their influence on the programme.

- To whom does the 'Lead Person' report?  
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Although there should be an obvious line to the MNA, there may be other influences upon the Lead Person's ability and freedom to manage the NTP. Some of these could include national sports organisations and the educational 'establishment'.



- How many people report to the 'Lead Person' and what are their roles and responsibilities?

The response will provide good insight into both the organisational structure and the overall size of the NTP. This will help to indicate the viability of the NTP.

- Who decides on the structure and composition of the MNA?

The response will indicate the rigour of the 'governance' of the MNA.

- How are the MNA and NTP funded?

Apart from direct financial support from the NOC, other sources of income from government and corporate sponsors can spread the 'risk' of funding shortfalls. The NTP may also be partially, or even fully, self-supporting through course fees and other income generating activities.

- What National legislation either influences or conflicts with the application of MNA or NTP guidelines?

It is important to identify any constraints within which the NTP is required to operate. These may be supportive by way of national standards required for teaching or working with young people or restrictive with regard to the operation of boats, especially powered coach boats where engine sizes may be limited or special qualifications or licencing required.

### **Safety Arrangements and Regulatory Compliance**

- What national legislation exists to provide public protection and how does the MNA ensure that the NTP complies with this?

As each country will have different approaches to public protection, which may include racial, gender and religious factors, it is important to determine the impact that this could have upon the ability for the NTP to be inclusive and to ensure that the MNA has considered its legal responsibilities.

- What measures are in place for the prevention of and dealing with an event that would be considered to be in breach of public protection standards including the safeguarding of young people?

Whilst personal safety is a natural priority, there are wider considerations including emotional safety, the reputation of the sport and the risk to the MNA of litigation.

- Does the NTP include training for coaches and advice to Training Venues regarding working practices that contribute to a safe and supportive physical and emotional learning environment?

Provision of a physically and emotionally safe and supportive learning environment is considered to be a fundamental requirement for a successful training programme. Whilst this is often naturally occurring, it is also feasible that enthusiasm and focus on the intended outcomes can have an adverse effect. This should be highlighted during Coach training and any Training Venue accreditation.

- How does the MNA monitor individual Training Venues to ensure compliance and support them in the event of a problem?

It is anticipated that most MNAs should be able to share a situation where a problem has arisen. The subsequent discussion should demonstrate a willingness to share, and learn from, experience in order to promote an open safety culture. This can be explored further during visits to training venues, which should further demonstrate a high level of safety awareness.



- Are there any statutory regulations or licensing schemes specifically related to the operation of water-based craft?

If there are either craft or personal licencing schemes, does the MNA have effective communication with the regulatory body or bodies in order to ensure compliance and fitness for purpose. If there is any shortfall, how does the MNA address this?

- Does the MNA apply appropriate controls and provide training for participants in the NTP that may include approval of suitable craft for both sail training and safety cover?

The choice of equipment may be influenced by a wide range of factors. Provided they stand scrutiny, they should not prevent a NTP from being accredited, especially if appropriate training for both Coaches and participants is in place.

- What is the national expectation with regard to the provision of First Aid and subsequent medical treatment and how does delivery of the NTP conform?

Areas of interest are First Aid training of Coaches and access to professional health care services.

### **Content and Effectiveness of the NTP**

- How does a potential new sailor learn about the programme?

If the NTP is to be successful, it is likely to have a good 'marketing' strategy. Subsequent discussion should inform the Nominated expert about the national attitudes towards sport and recreation. If sailing is viewed as 'elitist' then the sustainability of the NTP is possibly questionable.

- What does the Programme present in terms of progression and motivation?

A successful NTP will provide a well structured approach to the challenge of learning to sail, for both adults and young people. There will be a mixture of progression with recognition of achievement that combine to motivate new participants in such a way that they continue with the sport, both in the training environment and in their recreation.

Specific areas of interest will include -

Are there progressive youth and adult 'proficiency' schemes that encourage retention in the sport?

Are awards or some form of recognition of achievement given at each level?

Is there a national log book or 'passport' system for recording achievement that allows 'accreditation of prior learning' to be recognised between different training centres?

- How does the MNA measure the level of participation and retention in the sport?
- Is there an established and widely known pathway from recreational (Participation related) through to competitive (Performance related) sailing?

### **Delivery of the NTP**

- Describe the process of coach selection, training and development.

For the NTP to be successful it should be delivered by coaches who all work to a common standard that is appropriate to the holistic environment. The MNA is expected to have its own system for 'qualifying' coaches, which may include the recognition of other national coaching schemes as an indicator of competence endorsed by a national 'conversion' course or mapping exercise.



It should be possible to describe the various levels including entry and progression criteria. Content of Coach training should include safeguarding the well-being of students, in particular physical and emotional safety, in order to create a safe and supportive learning environment.

- Are there any additional, non-sailing, specific skills or qualifications required to become a sailing coach? These may include national coaching scheme or teaching qualifications.

Other areas of interest include -

Are coaching qualifications 'transportable' nationally?

Are coaching records maintained centrally?

Is there a system for updating coaches on changes to the schemes or current good practice?

Is there a process of coach re-validation?

Is there a process for withdrawing qualifications? If so, is there an appeals process?

Is there a National Coaching Scheme and if so does sailing match this?

Are coaches required to have any National accreditations or 'approvals'?

### **Establishment of training centres and maintaining performance standards.**

It is assumed that the consistent delivery of a high quality NTP will be through a number of training venues which will all be required to work to a common minimum standard. It is also recognised that each MNA will present a unique set of circumstances that will influence the way in which it has evolved and the direction in which it will progress in the future. The ISAF Nominated Expert will expect to observe a system for accreditation of training venues by the MNA, the continued monitoring of standards, a method for updating by way of sharing evolving good practice and a method by which under performance can be addressed.

Specific areas of interest include –

The process for accrediting training venues; In particular, how does the MNA ensure that training venues adequately address a requirement to be able to sustain the safe delivery of high quality programmes that follow the NTP and produce capable and motivated sailors?

Is there any national legislation with which training venues are required to comply? If so, what and how is compliance achieved and subsequently maintained?

How are NTP standards maintained by training venues during delivery?

How does the MNA ensure that training venues maintain the NTP standards?

What support is given to training venues in the maintenance of delivery standards, sharing of evolving good practice and future programme development, as prescribed by the MNA?

What is the process for correcting underperformance?

What is the process for withdrawing recognition?

Is there an appeal process? If so, what?

An important area of interest will be the standards achieved by those being trained. The ISAF Nominated Expert will ideally wish to observe practical training taking place in order to determine -

That the levels of competence at each stage of the NTP syllabus are realistic, progressive and being achieved.

The national syllabus and the training system produce capable, confident, safe sailors.

The training experience is enjoyable and motivational.

Evidence will be gained by the observation of practical training on the water, short interviews with some of those in training and a review of any available training and performance records. An effective NTP will provide a positive response to the question - ***“Does the programme adequately achieve competent levels that are fit for purpose and promote the wellbeing of all involved”?***



### **Communication**

The method and level of communication will vary depending upon the size of the NTP and the resources available to both the MNA and the 'audience'. However, good communication is widely recognised as a contributory factor in the development of an effective NTP and the promotion of the sport.

The ISAF Nominated Expert will review and discuss –

- The presence, use and content of an MNA website and other social media.
- The methods by which Training Venues and Coaches involved in the NTP are informed regarding best practice, developments and lessons learned.