



Abuse-Free Sport Education Accreditation Program

GUIDELINES

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1) Introduction

On June 20, 2022, the Sport Dispute Resolution Centre of Canada (“Centre”) launched Abuse-Free Sport, Canada’s new independent safe sport program. Abuse-Free Sport aims to prevent and address maltreatment in sport, in part by providing publicly accessible training, resources, and research, to all levels of the Canadian sport system.

As part of this mandate, we have launched the Abuse-Free Sport Education Accreditation Program for existing and new safe sport education and training. The overall objective of the program is to promote, to the Canadian sport community, access to safe sport education and training that support the purpose and objectives of the Universal Code of Conduct to Prevent and Address Maltreatment in Sport (“UCCMS”). This will help improve the culture of sport in the country and also ensure there is a concerted approach through the establishment of national standards for quality accredited education programs disseminating consistent safe sport messaging.

2) Acknowledgements

The Centre wishes to thank all members of the Safe Sport Education Working Group (“Working Group”) who contributed to the development of the present guidelines. Collectively, they brought expert advice and recommendations which were essential to the design of this accreditation framework.

Members of the Working Group were:

- **Cynthia Appiah**, OLY (Bobsleigh) SDRCC Athlete Advisory Committee;
- **Isabelle Cayer**, Director, Sport Safety, Coaching Association of Canada;
- **Trevor LaForce**, Manager, Education & **Karri Dawson**, Executive Director, Values-Based Sport, Canadian Centre for Ethics in Sport;
- **Nathalie Muller**, Director, Client Relations, Respect Group;
- **Stephanie Talsma**, Director of Programs, Canadian Women & Sport; and
- **Erin Willson**, OLY (Artistic Swimming), President, AthletesCAN, SDRCC Athlete Advisory Committee.

3) Definition of Education or Training

Education or Training can be defined as a set or sequence of educational activities designed and organized to achieve pre-determined learning objectives or accomplish a specific set of educational tasks. This includes, but is not limited to, asynchronous learning such as online learning courses, or synchronous delivery such as in-person workshops, presentations, or webinars. The Abuse-Free Sport Education Accreditation Program will not accredit support material or written resources alone.

4) Standards for Accreditation

Any accredited safe sport Education or Training must, at a minimum, address one of the following content standards. Applications that address multiple standards will be viewed favorably:

- A. Definitions, descriptions and examples of prohibited behavior as outlined in the UCCMS;
- B. Signs and symptoms of the various types of maltreatment;
- C. Information regarding the duty to report for any concern within and outside of child protection;
- D. Scope of application of the UCCMS to Canadian sport; and
- E. Clearly defined roles and responsibilities for those with direct participant contact, including participants, and those with no direct participant contact.

Additionally, any Education or Training seeking accreditation should include and/or respect the following delivery standards:

- F. Clear, consistent content and language that is appropriate for the target audience;
- G. Specific training scenarios or examples relevant to appropriate target audiences;
- H. Relevant and adequate context (i.e., laws, languages, culture), where appropriate;
- I. Accessible to all learners, including those with temporary or permanent disabilities;
- J. *Available in either English or French, and ideally both¹;
- K. *Process to monitor, track and report on successful completion by participants;
- L. *Process for participants to provide anonymous feedback on a given training; and
- M. *Where facilitators are required, documentation is accessible on minimum qualifications for facilitators delivering in-person or virtual safe sport Education or Training.

Standards *J-M have been deemed mandatory and their inclusion is necessary for accreditation.

In recognition that people from equity deserving groups are particularly vulnerable to maltreatment, the Education Accreditation Selection Committee (“Selection Committee”) will pay particular attention to any Education and Training that aims to cultivate safer, braver, positive, and healthy sport environments for:

- Participants with disabilities;
- Participants who identify as 2SLGBTQIA+;
- Participants that are Black, Indigenous, and People of Colour;
- Participants who are newcomers to Canada; and
- Participants who lack access or face barriers to resources (e.g., funds, housing).

¹ Any Education or Training that is delivered in an Indigenous language is exempt from this standard.

5) Minimum Qualifications for Facilitators

For any in-person or synchronous virtual safe sport Education or Training (i.e., presentation, webinars, workshops, etc.) seeking accreditation, the applicant must supply documentation on minimum qualifications for all facilitators delivering safe sport Education or Training.

Facilitator Training and Qualification

The applicant is responsible for ensuring that facilitators are qualified, and capable of delivering messaging that is aligned with the national standards for safe sport education. To this end, applicants must include their plans for facilitator training (i.e., facilitator guides, education requirements, etc.) and facilitator qualification (i.e., criteria, rubrics, checklists, etc.).

The application must also document how feedback is gathered from the Education or Training participants on the quality of the content, facilitation and delivery (i.e., participant surveys or evaluations).

Additional Requirements for Adult Facilitators Delivering Education to Minors

For programs or trainings delivering Education or Training to minors², adult facilitator(s) MUST successfully complete a vulnerable sector check annually and the [Commit to Kids Online Training](#) or other equivalent training as may be designated by the Centre from time to time.

We acknowledge that the Commit to Kids Online Training makes reference to physical, psychological maltreatment towards minors, and that completing the training could cause potential distress. Any facilitators who would want to inquire about equivalent training options can contact education@crdsc-sdrcc.ca.

Applicants must:

- Document the completion of all vulnerable sector check reports, and should be ready to supply proof of completion for any facilitator upon request.
- Document the completion of the training for all facilitators, and should be ready to supply proof of completion for any facilitator upon request.
- Demonstrate that the training was completed before facilitators have contact with participants who are minors.
- Ensure that all facilitators delivering Education or Training to minors complete education annually. Once a facilitator has completed the full Commit to Kids Online training, they can take [Commit to Kids: Foundational Information for Safeguarding Children from Sexual Abuse](#) to fulfill their annual education requirement.
- Submit policies for one-on-one interactions. Child sexual abuse is often perpetrated in isolated, one-on-one situations. It is critical that organizations limit such interactions between minors and individuals delivering safe sport education.

Delivery of an Accredited Education or Training

When an in-person or synchronous virtual safe sport Education or Training receives accreditation, the Education or Training must only be delivered by facilitators who were trained using the outlined criteria. Failure to comply with this minimum qualification will subject the Education or Training to a review process led by the Selection Committee.

² Defined in the UCCMS as an individual who is under the age of 19 years old. It is at all times the responsibility of the adult Participant to know the age of a Minor.

6) Application Process

Applications for the Abuse-Free Sport Education Accreditation Program will be accepted on a rolling basis. The Selection Committee will review and accredit applications on a quarterly basis according to the following review cycle:

| Complete Applications Received by | Will be Evaluated by the Selection Committee by |
|-----------------------------------|---|
| March 1 | April 30 |
| May 1 | June 30 |
| August 1 | September 30 |
| December 1 | January 31 |

All applicants seeking accreditation for Education or Training must provide the following information to be eligible for consideration:

Applicant Information

- Organization or individual name of applicant(s);
- Content developer name(s);
- Primary contact information for application;
- Location of organization or individual(s);
- Organization or individual(s)'s mission statement;
- Description of how the Education or Training will benefit the Canadian sport community;
- Description of how the Education or Training aligns with the organization or individual(s)'s commitment to safe sport; and
- The names and contact information of representatives (up to three) having recently offered the training to its participants.

Education or Training Content Information

- Education or Training name;
- Identification of which Content Standard(s) are being addressed through the Education or Training;
- Description of the Education or Training program, including rationale, intended audience and delivery method;
- Clearly stated learning objectives and participant outcomes; and
- Values and principles underpinning and expressed in the Education or Training.

Education or Training Delivery Information

- Methods of learner assessment;
- Reading level to which the Education or Training was written;
- Duration (indicate if the Education or Training is to be completed over the course of x number of hours, days, weeks);
- Where facilitators are required, documentation of minimum qualifications for facilitators delivering in-person or virtual safe sport Education or Training;
- Language available for Education or Training;
- Plans to accommodate or support different learning needs;

- Dissemination plan;
- Plan to monitor, track and report on all Education or Training participants;
- Plan to receive anonymous feedback/comments on a given training from participants;
- Costs, if any, including group rebates; and
- Direct access to said Education or Training (i.e., attachment, source files, LMS access, recording, etc.).

7) Evaluation Criteria

All applications will be assessed using an evaluation rubric developed by the Working Group. The evaluation rubric can be found [here](#).

- The evaluation rubric will evaluate applications using a four-point scale. The four points measure the degree to which the Education or Training addresses a given standard for accreditation.
- The four points include: 4- Excellent; standards met/exceeds expectations, 3- Proficient; standard(s) consistently met, 2- Developing; standard(s) met sometimes/improvement needed, and 1- Beginning; standard(s) not met or seldom met.
- An average score will be generated by the Selection Committee using the Evaluation Process outlined in section 8.

8) Evaluation Process

The [Selection Committee](#) is composed of members who have (individually or collectively) the required experience and expertise to evaluate applications, and accredit safe sport Education and Training programs. To favor the broad relevance and applicability of the Abuse-Free Sport Education Accreditation Program, all efforts will be made to ensure the members of the Selection Committee will be representative of the diversity of Canadian sport.

- Every committee member will submit a complete evaluation report, for each application, using the evaluation rubric detailed in section 7.
- In the event of a conflict of interest³, committee members must recuse themselves from the evaluation and consensus building processes of the identified application.
- All scores will be collated, shared and discussed by the Selection Committee. Applications will then be deemed eligible for accreditation by consensus/majority vote.
- A baseline average score of 2 across all evaluation criteria is required, and a cumulative average score of 3.25 will be used as the benchmark for accreditation eligibility.
- Exceptions may be made upon the discretion of the Selection Committee.
- All applicants will be provided an evaluation report, including comments and feedback from the Selection Committee.
- All applications that are deemed ineligible for accreditation will be invited by the Selection Committee to submit a revised application, after serving a “wait-out” period of at least six months.

³ The following situations are considered conflicts of interest, but are not limited to: having a significant interest, financial or otherwise, in the evaluation or being potentially affected by it; having a family member who has a vested interest in the evaluation or is potentially affected by it; having publicly given an opinion concerning the education or training being evaluated.

- Where the Selection Committee identifies minor issues that are easily fixed by the applicant, a conditional accreditation may be granted. If the applicant can show they have made the adjustments to meet the threshold for accreditation, they may receive recognition of accreditation.

9) Abuse-Free Sport Education Accreditation Program Agreement

Once an Education or Training has been deemed eligible for accreditation, the primary contact listed on the application will be notified to sign an Abuse-Free Sport Education Accreditation Program Agreement (“Agreement”). When the Agreement is signed, the Education or Training will be deemed accredited.

As per the Agreement, the accredited Education or Training will be featured on abuse-free-sport.ca in the Abuse-Free Sport Education Library.

Thereafter, any content changes made to an accredited Education or Training must be communicated with the Centre. Additionally, to ensure all Education and Training is aligned with the most recent version of the UCCMS, the Centre will review accredited Education and Trainings on a biennial basis, or when changes to the UCCMS may impact the Education or Training’s compliance with the guidelines, including Standards for Accreditation.