**Programme Descriptor Template**

**Coaching Development Programme for Ireland**

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| (Insert your NGB’s logo here) | | | |
| **(Insert the name of your National Governing Body)** | | | |
| **(Insert the full Name of this Award)** | | | |
| **Document Version** | | **Date Issued:** | |
| (1.5 Version number) | | (Date this version issued) | |
| (version update) | | (Date this version issued) | |
| (version update) | | (Date this version issued) | |
| (Insert the Name & correspondence address for your NGB) | | | |
| Phone Number: | (Insert the contact phone number for your NGB) | | |
| E-mail: | (Insert the contact email address for your NGB) | | |
| Website: | (Insert the web address for your NGB) | | |
|  | | | |
|  | | | **Coach Development Programme for Ireland** |
| **(Sports Coach Framework / Adventure Sports Framework)** |
| **Level (0,1,2,3, Basic AS Instructor, Intermediate AS Instructor, Advanced AS Instructor, Specialist AS Instructor)** |

This section sets out the broad context for the programme, the environment in which it is being delivered and how it fits into your organisations Coach Education Pathway.

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| 1.1 | **Coaching Role**  Describe the role this coach / instructor will be fulfilling.  *Are they a Coaching Assistant, Club Coach, Senior Coach etc? What level of supervision expected to be required for, and / or provided by, the coach in this role.* | | | | | | | | |
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| 1.2 | **Sport**  Describe the type and / or level of sport that this coach might be expected to coach / instruct  *Sports discipline(s), Sporting level etc.* | | | | | | | | |
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| 1.3 | **Profile of intended player, athlete, participant**  Describe the profile(s) of players, athletes or participants that these coaches will typically be working with.  *Discipline, sporting level, age, gender, ability etc* | | | | | | | | |
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| 1.4 | **Coaching Environment**  Describe the environment(s) that the coach will be expected to work in.  *Club, Commercial Centre, National Squad, International Squad etc.*  *In sports / activities with more dynamic environments, describe the type of environment & associated level of risk* | | | | | | | | |
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| 1.5 | **Links to other coaching awards offered by your organisation**  Describe how this programme links with or relates to other coaching awards that your organisation currently offers or is planning to develop in the future.  *You can describe this below or use a diagram of your coaching pathway & include at the end of the document.* | | | | | | | | |
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| 1.6 | **Rationale & alignment with NGB Goals:**  Explain why your sport needs this programme and how / where it aligns with your organisation’s stated strategies and goals | | | | | | | | |
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| 1.7 | **Partnerships**  Please identify any other organisations you are planning on working with in the development, delivery or accreditation of this programme | | | | | | | | |
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| 1.8 | **Programme entry requirements**  Describe any criteria candidates entering this programme must meet.  *These might include previous coaching qualifications, experience in the sport, minimum age, proposals / recommendations from their club, memberships, vetting, safeguarding, first aid etc. Add additional rows if needed.*  *You should also identify what evidence you will require participant to provide, and who is responsible for gathering and recording this information. (Add additional rows, as needed)* | | | | | | | | |
|  |  | **Entry Requirement** | | | **Required evidence** | | | **Recorded by** | |
|  | e.g. | *Sport Ireland approved Safeguarding course* | | | *Sport Ireland Safeguarding Certificate* | | | *Course Director* | |
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| 1.9 | **Selection Procedure**  Describe the procedure for identifying and selecting candidates for this programme | | | | | | | | |
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| 1.10 | **Who will lead, deliver and assess this programme?**  Identify the qualifications required by the people who will deliver and assess the programme and the number of these you have available. | | | | | | | | |
|  | *Role on programme* | | *Qualifications required* | | | *Learner:Trainer Ratio* | *Number of people currently qualified* | | *Number of people in training* |
|  | Deliver | |  | | |  |  | |  |
|  | Assess | |  | | |  |  | |  |
| 1.11 | **Facilities & equipment required**  Identify what facilities & equipment are required to deliver this programme?  *These should include sporting facilities and equipment as well as well as classroom facilities and equipment.* | | | | | | | | |
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| 1.12 | **Support documents, materials and resources\***  List all the documents, materials and resources that will be used to support the planning and delivery of the programme.  *These might include Coaches Manuals, Coach Developer Manuals, Relevant Policies & Procedures.* | | | | | | | | |
|  | *Document Title\** | | | *Role / purpose of Document* | | | | | |
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|  | \* Copies of these must be provided with the application to have the programme validated on the CDPI. | | | | | | | | |

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| **2.1 Programme Learning Outcomes** | |
| In broad terms, what do you expect participants to be able to do by the end of this programme?  *For example - Plan and deliver a coaching session to a group of novice participants etc. Remember that the CDPI Programme Syllabus will guide you in identifying appropriate Programme Learning Outcomes in line with the intended role of the coach and the coaching domains to be included in the award.* | |
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| **3.1** | **Programme Modules**  List each of the programme modules on the programme and give a brief synopsis of each module | |
|  | **Module Title** | **Module Synopsis** |
| 1 |  |  |
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|  | *Add additional rows if needed* |  |

*Copy and paste the table below for each module on the programme*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **(Module Title)** | | | |
| **Module Aim:** | | | |
|  | | | |
| **Module Learning Outcomes (MLO)** | | | |
| On successful completion of the programme the Coach / Instructor will be able to: | | | Related Programme Learning Outcome |
| 1.1 |  | |  |
| 1.2 |  | |  |
| 1.3 |  | |  |
| 1.4 |  | |  |
| 1.5 |  | |  |
| **Module Teaching and Learning Methodologies**  Provide a summary of the teaching and learning methodologies to be used e.g. direct contact, one-to-one sessions, group sessions, practical sessions, independent learning, self-reflection, on-the-job training, e-learning | | | |
|  | | | |
| **Module Assessment Strategy** – See also Section 4 “Assessment Strategy” | | | |
| MLO # | | Identify which Assessment Task / Activity this MLO is assessed in. (NOTE: An assessment task can assess more than one module learning outcome) | |
| *e,g, 1.1, 1.2, 1.3* | | *Practical coaching demonstration/session* | |
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| **Information provided to learners about this Module**  *Provide details of information or resources used to support the delivery of this module e.g. PowerPoint slides, workbooks/worksheets, notes, handbooks, document templates, videos.* | | | |
|  | | | |
| 1. **(Module Title)** | | | |
| **Module Aim:** | | | |
|  | | | |
| **Module Learning Outcomes** | | | |
| On successful completion of the programme the Coach / Instructor will be able to: | | | Related Programme Learning Outcome |
| 2.1 |  | |  |
| 2.2 |  | |  |
| 2.3 |  | |  |
| 2.4 |  | |  |
| 2.5 |  | |  |
| **Module Teaching and Learning Methodologies**  Provide a summary of the teaching and learning methodologies to be used e.g. direct contact, one-to-one sessions, group sessions, practical sessions, independent learning, self-reflection, on-the-job training, e-learning | | | |
|  | | | |
| **Module Assessment Strategy**– See also Section 4 “Assessment Strategy” | | | |
| MLO # | | Identify which Assessment Task / Activity this MLO is assessed in | |
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| **Information provided to learners about this Module**  *Provide details of information or resources used to support the delivery of this module e.g. PowerPoint slides, workbooks/worksheets, notes, handbooks, document templates, videos.* | | | |
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*Remember to copy and paste the table, as required, for each module.*

**4.1 Overall Assessment Summary**

Describe what assessment activities are included in this programme. The activities identified below are just examples – you do not need to use these assessment activities.

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| --- | --- | --- |
| **Assessment Activity Task** | **Total marks available** | **Weighting within Programme** |
| *Example* |  |  |
| 1. *Session Plan(s)* | *10* | *10%* |
| 1. *Practical Coaching Session* | *60* | *60%* |
| 1. *Logbook and Reflective Journal* | *30* | *30%* |
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For each assessment task/activity identified in Section 4.1, complete the table below describing how the assessment task will demonstrate participants have achieved each of the minimum intended learning outcomes.

Complete a separate table for each assessment task / activity.

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| **Assessment Activity / Task**  Assessment activities could include planning coaching sessions, delivering coaching sessions, reflective journals, coaching logbook, assignments | |
|  | |
| **List which MLOs are assessed in this activity / task** | |
| MLO # | MLO |
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| **Description of this assessment activity / task** | |
|  | |
| **Weighting of this assessment as part of the overall programme**  Identify how much the assessment activity/task is as part of the overall programme e.g. 20%, 50% | |
|  | |
| **What resources are available to support this assessment**  Assessment briefs, document templates, scoring sheets, checklists, question papers etc. Copies of these should be included when submitting the programme for approval | |
|  | |
| **Evidence Generated**  Describe what evidence / records will be generated to show that the assessment has been completed and to what standard. | |
|  | |
| **What criteria is used for marking this assessment**  For each assessment task/activity above, identify what criteria will be used by the Assessor(s). This information can be provided here or as a separate document. Please also provide any supporting documentation e.g. assessment briefs given to learners, assessor forms, sample assessment materials. | |
|  | |

*Remember to complete a separate table for each assessment task / activity.*

Provide an indicative timetable for the programme. Add additional days as required. A guide to identify what to include under each heading is provided at the end of this section. Note: If a session is to be delivered online/virtually, please identify this under ‘Delivery Method’ and state whether it is synchronous delivery (i.e. live online delivery) or asynchronous (i.e. not delivered in real time e.g. recorded online sessions).

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| --- | --- | --- | --- | --- | --- | --- |
| **Day 1** |  |  |  |  |  |  |
| *Time*  *Start*  *Finish* | *Time allowed*  *(minutes)* | *Session title* | *Session Content* | *MLO* | *Delivery method* | *Record / Evidence* |
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| **Day 2** |  |  |  |  |  |  |
| *Time*  *Start*  *Finish* | *Time allowed*  *(minutes)* | *Session title* | *Session Content* | *MLO* | *Delivery method* | *Record / Evidence* |
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| ***Heading*** | **Information to include.** |
| *Time - Start Finish* | What time should the session run from and to  This helps show that the sessions will fit into the overall time allowed for the programme and will help the Coach Developers when delivering the programme |
| *Time - Allowed (minutes)* | How much time should typically be allowed for this session |
| *Session title* | What do you call this session? Remember to include all breaks |
| *Session Content* | What is being covered during this session? |
| *MLO* | Which Module Learning Outcomes are covered in this session? |
| *Delivery method* | Describe teaching and learning methodologies to be used e.g. direct contact, one-to-one sessions, group sessions, practical sessions, independent learning, self-reflection, on-the-job training, online (synchronous/live or asynchronous/not in real time). |
| *Record / Evidence* | What record or evidence of the learning will participants have at the end of this session. These may be completed worksheets, notes etc.  This ensures that the candidates will have something to refer to when they get an opportunity to put the skills and knowledge into practice with their own players, athletes or participants. |

In this section you describe what structures and supports you have in place to ensure that the programme is delivered effectively and consistently.

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| 6.1 | **Programme Management Team**  Identify the key roles responsible for overseeing the management of the programme and who will be fulfilling these roles. These are the people responsible for managing the consistent and effective delivery of the Programme. This would often be a small team led or co-ordinated by the NGB’s Coaching Development Officer. Please refer to your Sport Ireland Coaching CEDO for more details on what to include in this section. | | |
|  | Programme Lead Officer |  | |
|  | Programme Administration |  | |
|  | Other Programme Team Members |  | |
|  | … |  | |
|  | … |  | |
| 6.2 | **Review of Programme**  Identify when and how the programme will be reviewed and describe any mechanisms that will be used to keep the programme updated. | | |
|  |  | | |
| 6.3 | **Certification**  What type of certification will learners receive on completion of the programme and who will it be issued by?  Note:- All learners who complete a CDPI accredited programme will receive a certificate issued by Sport Ireland Coaching. If learners will also receive another type of certification, please identify it here. | | |
|  |  | | |
| 6.4 | **Conditions on validity of qualification**  Describe how long the qualification is valid for and what needs to be done to revalidate it. Provide the details here or identify where this information may be found? Identify any conditions that must be met in order for the qualification to be current/valid (e.g. NGB membership, current Garda Vetting, current First Aid certificate). | | |
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| 6.5 | **Recognition of Prior Learning**  Describe how learners may get recognition of prior learning to enable entry to this programme or exemption from part of or all of the programme. Provide the details here or identify where to find information on the NGB’s RPL policy & procedures. | | |
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| 6.6 | **Appeals**  Describe the process for appealing the result of a programme/assessment or identify where to find information on the appeals process | | |
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| 6.7 | **Transfer and Progression**  Identify some possible transfer and progression destinations for learners.  Transfer destinations are any programmes of a similar level a learner could transfer into.  Progression destinations are any programmes of a higher level a learner could progress to, following successful completion of the programme.  Note that these may exist within, or outside of, your organisation’s Coach / Instructor pathway. | | |
|  | Programme Title | | Provider |
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