

NATIONAL COACHING DEVELOPMENT PROGRAMME FOR IRELAND SYLLABUS TEMPLATE

INTRODUCTION TO COACHING

Introduction

This template provides a basis for drafting a syllabus at Introduction to Coaching level. Sport specific additions and amendments should be made by an NGB where appropriate (as the fundamental skills (listed in the player/athlete capacities) will not be covered in any great detail. Each NGB should carefully select which ones are most appropriate to them and concentrate on those).

In the National Coaching Development Programme (NCDP), each NGB (alongside the NCTC) needs to ensure that the Introductory Level coach is not assigned tasks which require more than a very basic understanding of the sport and the coaches role within it.

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Overview

Course Aim	<p>The aim of the course is to:</p> <ul style="list-style-type: none"> • Stimulate an interest in coaching • Provide basic coaching skills • Promote awareness of the coaching process • Identify key factors in working with young participants. • Coaches will develop specific coaching capacities in 6 areas and be able to provide specific assistance to children/players/athletes in 6 capacities areas (see below) • Coaches will qualify at Assistant Coach level only.
Pathway Phase	FUNdamental – Participants, with whom the coaches will work, will be in the main young people who are beginning their involvement in sport, but may also include beginner adults.
Entry Requirements	<p>Course candidates will be 16 or over.</p> <p>Candidates will be asked to sign on to abide by the Code of Ethics/Conduct in a sport.</p>
Course Duration	6-10 hours (excluding breaks). A longer time period can be used by a sport based on sport-specific needs.
Course Formats	<p>While a 1-day course is feasible, it is recommended to use a format which splits the time, on the basis that coaches can practice coaching or do other distance learning tasks between course contact times</p> <ol style="list-style-type: none"> a) 1 day (6 hours) b) 2 sessions (3 hours long) c) 3 sessions (2-4 hours long)
Course Cost	To be completed by the NGB.
Personal Dress and Materials	Indicate what candidates should wear (including footwear and personal equipment) and writing materials/other resources they should bring to the course.
Methodology	Class based and field based presentations, during which coaches will be involved in experiencing practical coaching skills (plan, organise, observe, demonstrate, analyse, provide feedback, evaluate), in a preliminary way, so as to contribute to the sporting process as an assistant coach.
Tutors	At least 75% of the course will be delivered by NCDP Tutors.
Facilities and Equipment	Facilities and equipment required to deliver the course to be completed by the NGB.
Coaching Materials	A coach's manual, worksheet material and a trial logbook (3-5 sessions) will be provided.
Assessment	No formal assessment will take place at this level HOWEVER, assessment may be introduced based on sport-specific needs
Certification	A NCDP certificate of attendance will be awarded to those who attend the full course. The certificate will be awarded by the NGB, with NCTC accreditation.
Evaluation	Course candidates and tutors will complete an evaluation of the course.
On-going Support	Further practical coaching experience and involvement in a Level 1 course are recommended for assistant coaches to further develop their coaching capacities.

Player / Athlete Capacities

The capacities that the Introductory Coach will be developing in their players / athletes should include.....

Technical
<ul style="list-style-type: none">• Develop basic motor skills: proper running, jumping and throwing technique• Develop modified sports skills (to be made more sports specific)• Develop CPKs (catching, passing, kicking, striking with a body part)• Develop KGBs (kinaesthetic sense, gliding, buoyancy, striking with an implement)• Know the basics of equipment• Use appropriate footwear and clothing
Tactical
<ul style="list-style-type: none">• Apply simple rules and ethics of sport• Develop basic game and movement concepts which can be linked to a basic version of the sport
Physical
<ul style="list-style-type: none">• Undertake general overall development and mobility• Develop agility, balance, coordination, speed (ABCs)• Develop speed through FUN games• Develop power through FUN games• Develop endurance through FUN games• Develop linear, lateral and multi-directional speed• Perform basic resistance exercises using medicine balls, Swiss balls and own-body weight• Develop basic shoulder, elbow, core, spine and ankle stability
Mental
<ul style="list-style-type: none">• Develop a positive attitude to sport• Confidence: Develop confidence in executing basic technical and tactical skills• Goal-setting: Set very simple individualised goals (maybe identified as targets or challenges)• Receive positive re-enforcement
Lifestyle
<ul style="list-style-type: none">• Play multiple sports• Learn safety• Practise at home to develop independence• Practise basic correct nutrition and hydration practices e.g. follow the food pyramid
Personal
<ul style="list-style-type: none">• Experience enjoyment/fun• Demonstrate fair play and sportsmanship• Develop a positive attitude• Develop teamwork/interaction skills• Develop social skills through interaction with others

Coaching Capacities / Knowledge

The Introductory Coach should be able to

Knowledge (of the sport & player/athlete)
<ul style="list-style-type: none">• Outline the LTPAD phases, specifically the FUNdamental phase• List the player/athlete capacities within the FUNdamental phase• Awareness of player/athlete individualities linked to growth and development
Coaching Roles, Style, Values and Ethics
<ul style="list-style-type: none">• List the different roles & responsibilities of an Introductory Level coach• Discuss coaching philosophy (what do I want to achieve in this role and how am I going to do it?)• Agree to comply with the Code of Ethics (for children in sport) and the Child Protection Policy• Agree to comply with a sport specific Coaches Code of Conduct• Adopt a non-discriminatory and all-inclusive coaching stance
Needs analysis and Planning
<ul style="list-style-type: none">• Plan a basic session in accordance with the time available, facilities, equipment, participants and overall aim of the session• Assess risks associated with planned basic practices• Inspect equipment for defects prior to and after use• Ensure there is enough equipment, space and supervision for the planned session• Basic knowledge of emergency first aid and accident reporting
Coaching practice/performance
<ul style="list-style-type: none">• Organise a group of participants in order to begin a coaching session• Plan for variety of and variation in practice relative to basic skills & concepts• Apply basic progressions within a skill/concept.• Develop a 'coaches eye' – looking for things that need correcting
Communication and teamwork
<ul style="list-style-type: none">• Demonstrate clarity of expression• Demonstrate confidence without arrogance• Ability to work alongside others for the benefit of the participants• Outline the roles and responsibilities of all those involved in the club structure
Review, Evaluate and Self-reflect
<ul style="list-style-type: none">• Observe other coaches with a willingness to learn and with an inquisitive mind• Able to provide a basic report on a completed session (were the aims and objectives met?) stating implications for the following one• Able to reflect on personal performance (e.g. planning, organization, safety, communication, variety)

Course Outcomes

The coach will have taken the first step towards being able to:

1. Coaching Capacities
<ol style="list-style-type: none">1. Knowledge (of the sport & player/athlete)2. Outline the Long-Term Player/Athlete Development (LTPAD) model in the sport3. List the player/athlete capacities at the FUNdamental stage of the sports specific LTPAD model4. Demonstrate an awareness of participant individuality within the sport
2. Coaching Roles, Style, Values and Ethics
<ol style="list-style-type: none">1. List the roles and basic responsibilities of a coach up to and including Level One2. List the personal capacities of a coach at this (introductory) level3. Display a working knowledge of the Code of Ethics and Child Protection policies4. Sign on to agree to comply with a Coaches Code of Conduct5. Include all participants into their coaching without discrimination
3. Needs analysis and Planning
<ol style="list-style-type: none">1. Demonstrate a working knowledge of the safe inspection and use of sport specific equipment2. Demonstrate a working knowledge of basic, emergency first aid and emergency plan3. Comment on the aims and desired outcomes of any given session based on the needs of the players/athletes4. Assess whether participant numbers have the required amount of equipment, space and supervision5. Plan a session taking account of safety issues (equipment, clothing, environment and activities)
4. Coaching practice/performance
<ol style="list-style-type: none">1. Deliver a basic session and/or warm up and cool down, taking account of safety issues2. Organize participants in such a way as to maximize the training effect of the session3. Demonstrate the knowledge and understanding of at least one key technical model in the sport4. Develop the coaching skills of observation, analysis and providing feedback (begin to develop a 'coaches eye' i.e. the ability to identify faults in a variety of situations/environments)
5. Communication and teamwork
<ol style="list-style-type: none">1. Communicate with clarity; positively and effectively, with participants, parents, coaches and others involved in the sport2. Discuss the different roles and contribution people undertake within a club structure
6. Review, Evaluate and Self-reflect
<ol style="list-style-type: none">1. Evaluate a basic session in terms of safety, aims and objectives achieved and implications for the following session2. Self-reflect on personal coaching performance (e.g. planning, safety, organization, variety, communication)
7. Relating to Technical Capacities
<ol style="list-style-type: none">1. Implement activities to develop the basic motor skills which underpin the sports specific skills e.g. running, jumping, throwing, KGBs, CPKs (list the basic motor skills that apply to your sport)2. Develop the following basic sports skills in participants: (list the basic sports skills included in the Fundamental phase of the sports specific LTPAD model)3. Outline the main coaching points in developing each of the skills4. Implement 1-2 activities to develop the above, in the right sequence

Course Outcomes

The coach will have taken the first step towards being able to:

8. Relating to Tactical Capacities
<ol style="list-style-type: none">1. Explain and apply simple rules and ethics of the sport2. Outline how a basic version of the sport should be played (e.g. mini-version, small sided game) including basic game and movement concepts3. List the tactical elements for the FUNdamental phase of the LTPAD model4. Implement 1-2 activities to develop the above
9. Relating to Physical Capacities
<ol style="list-style-type: none">1. Implement FUN games and activities to develop agility, balance, co-ordination and speed (ABCs)2. Implement FUN games and activities to develop speed (linear, lateral and multi-directional), power and endurance.3. Implement activities to develop strength using medicine balls, Swiss balls and own-body weight4. Demonstrate basic warm-up and cool-down activities
10. Relating to Mental Capacities
<ol style="list-style-type: none">1. Promote fun and enjoyment in the sport2. Provide positive reinforcement to players/athletes3. Develop confidence in players/athletes in executing technical and tactical skills4. Assist players/athletes in setting basic goals
11. Relating to Lifestyle Capacities
<ol style="list-style-type: none">1. Identify the reasons why young people take part in sport2. Support players/athletes to take part in sport as part of a balanced lifestyle3. Encourage players/athletes to play multiple sports4. Promote and ensure safe play and practices among players/athletes5. Encourage players/athletes to practise at home6. Identify and communicate basic correct nutrition and hydration practices
12. Relating to Personal Capacities
<ol style="list-style-type: none">1. Support all players/athletes to demonstrate commitment, show respect (for others, facilities, equipment), work to agreed rules2. Ensure players/athletes demonstrate fair play and sportsmanship3. Instil a positive attitude to sport in players/athletes4. Provide opportunities for players/athletes to develop teamwork skills5. Assist players/athletes to develop social skills by allowing interaction with others