

Overview

NATIONAL COACHING DEVELOPMENT PROGRAMME SYLLABUS TEMPLATE

LEVEL ONE

Introduction

This template provides a basis for drafting a syllabus at Level One. Sport specific additions and amendments should be made by NGBs, where appropriate.

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Overview

Course Aim	<p>The aim of the course is to:</p> <ul style="list-style-type: none"> • Prepare coaches to develop an all-round ability of participants on which to base future involvement is recognised • Provide coaches with the ability to introduce participants to sport in a safe, enjoyable and progressive way • Develop specific coaching capacities in 6 areas and be able to provide specific assistance to players/athletes in 6 capacities areas (see below) <p>Note: In some sports, the Level 1 Coach will act in the capacity of assistant coach only.</p>
Pathway Phase	<p>Fundamental/Learn to Play and Practice – Participants, with whom the coach will work, will be young people who are beginning their involvement in sport or who have chosen to play a given sport. The Level 1 Coach may also work with adults who seek to improve their ability.</p> <p>Note: The design and delivery of Level 1 courses should recognise that coaches of children and adults will need some similar and some different inputs.</p>
Entry requirements	<p>Course candidates will be 18 years 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	<p>Recommended 20-40 hours, with a minimum contact time of 20 hours and 5-15 logged hours and assessment time.</p>
Course format	<p>The formats below are recommended on the basis that coaches can practice coaching and do other distance learning tasks between course contact times.</p> <p>2 sessions – (10 hours/2 days, not on the same weekend).</p> <p>3 x 1 day inputs (6-7 hours/day).</p> <p>5-7 sessions (3-4 hours long each).</p> <p>Another combination to equate with course contact time.</p>
Methodolog	<p>During class based, field based and distance learning activities coaches will be involved in experiencing practical coaching skills (plan, devise, organise, demonstrate, analyse, provide feedback, evaluate) as a basis for developing skills in participants. Discussion, activity, provision of core principles and frameworks will underpin the development of coaching capacities and the independence and the adaptability of each coach.</p>
Course materials	<p>A coach's manual, worksheet material and a logbook will be provided</p>
Tutors	<p>At least 75% of the course will be delivered by NCDP Tutors.</p>
Assessment	<p>Typically might include:</p> <ul style="list-style-type: none"> • Written plan for a single coaching session, or a series of sessions • Observed practical on the course against set criteria (with emphasis on organisation, demonstration and observation). • Written/oral assessment on key course content. • Logbook to be marked against set criteria to be submitted prior to certification (5-15 hours coaching).
Certification	<p>A CDPI Level 1 Certificate will be awarded to those who attend the full course and satisfactorily complete the course assessments. The certificate will be awarded by the NGB, with Sport Ireland Coach accreditation.</p>

Player / Athlete Capacities

The capacities that the Level 1 Coach will be developing in their players / athletes should include.....

FUNdamental and Learning to Play and Practice capacities plus:

Technical
<ul style="list-style-type: none">• Progress skill development• Progressively refine, combine and elaborate fundamental skills to more sport specific skills• Practise skills
Tactical
<ul style="list-style-type: none">• Play modified and small-sided games• Implement key game principles
Physical
<ul style="list-style-type: none">• Continue to develop agility, balance, coordination and speed• Continue to develop speed, power and endurance through fun games• Develop strength using medicine balls, Swiss balls and own body exercises as well as progressive hopping-bounding exercises• Perform basic flexibility exercises• Know how to warm-up and stretch• Develop shoulder, elbow, core, spine and ankle stability
Mental
<ul style="list-style-type: none">• Develop a positive attitude (self-belief, desire, commitment)• Confidence: Develop confidence in using a variety of skills in a given situation• Concentration: Develop concentration skills through focusing activities e.g. use BASIC self-talk/trigger words to focus attention• Goal-setting: Continue to set basic short-term goals• Relaxation: Learn skills to relax through games and activities• Imagery: Practise simple imagery using many of the senses (sight, sound, touch, smell)• Continue to receive positive reinforcement• Understand the role of practice, warm-up and cooldown routines• Learn to deal with winning and losing
Lifestyle
<ul style="list-style-type: none">• Continue to play multiple sports• Accept parental/guardian support
Personal
<ul style="list-style-type: none">• Understand changes puberty will bring• Accept discipline and structure• Understand the relationship between effort and outcome• Develop teamwork/interaction skills• Develop social skills through interaction with others• Demonstrate respect for officials and decisions

Coaching Capacities

Knowledge (of the sport & player/athlete)
<ul style="list-style-type: none">• Outline the LTPAD phases; specifically , FUNdamental and Learning to Play & Practice (L2PP)• List the player/athlete capacities within the FUNdamental & Learning to Play & Practice phases• Basic understanding of sport specific skills and concepts• Basic understanding of skill acquisition & learning theory• Outline the stages in growth and development in relation to the physical, psychological and social elements of training
Coaching Roles, Style, Values and Ethics
<ul style="list-style-type: none">• List the different roles & responsibilities of a Level One coach• Personal coaching philosophy put into practice• Code of Ethics, Child Protection & Coaches Code of Conduct put into practice• Non-discriminatory and all-inclusive coaching stance put into practice• Positive reinforcement of participants• Identification of personal qualities which enhance the coaching process
Needs analysis and Planning
<ul style="list-style-type: none">• Plan a session which incorporates two or three different elements in addition to warm up and cool down• Plan for a basic series of four to six progressive sessions• Assess risks associated with the planned, multi-dimensional session• Take account of the needs of the individual player/athlete• Ensure available resources/equipment meet the demand of the planned session• Ensure the working environment and associated equipment is suitable for the safe delivery of the session• Keep basic records of participants and sessions• Basic knowledge of injury prevention methods• Basic knowledge of emergency first aid and accident reporting/procedure
Coaching practice / performance
<ul style="list-style-type: none">• Ability to organise and lead a basic session (with introductory coaches as assistants)• Further develop 'the coaches eye', putting observations into words.• Basic adaptation of practice and progressions according to the needs of the participants• Provide basic analysis/feedback to participants• Provide coaching assistance in a competitive environment/event
Communication & Teamwork
<ul style="list-style-type: none">• Ability to communicate effectively with all members of the club/community• Ability to work with one or more coaches in the club environment, all with the same, agreed objective• Observe and interact with level two (and above) coaches to enhance both learning and understanding.• Ability to convey an opinion about an observed practice• Ability to express a difference of opinion without confrontation
Review, Evaluate and Self-reflect
<ul style="list-style-type: none">• Evaluate the effectiveness of a session/if aims were met• Evaluate the coach's input to the session• Accurately report on and document a session with implications for successive sessions

Course Outcomes

In addition to the outcomes at Introduction to Coaching the Level 1 Coach will be able to:

1.0	Knowledge (of the sport & the player/athlete)
1.1	Describe the FUNdamental and Learning to Play & Practice phases in the Long-Term Player/Athlete Development model
1.2	List the player/athlete capacities at both the FUNdamental and Learning to Play & Practice phases
1.3	Outline the key points of the capacities of the sport at these phases
1.4	Show an understanding of the different ways in which people learn new skills and concepts. Begin to conceptualize how this affects the sport
1.5	Discuss the implications of growth and development (physical, psychological and social) on the need to individualize coaching programmes
2.0	Coaching Roles, Style, Values and Ethics
2.1	List the roles and responsibilities of a coach up to and including Level Two
2.2	List the personal capacities of a Level One coach
2.3	Outline how the Code of Ethics, Child Protection policy and the Coaches Code of Conduct are/can be implemented in different situations
2.4	Display evidence of an all inclusive/non-discriminatory coaching stance/approach
2.5	Provide positive reinforcement to all participants
2.6	Identify personal qualities which contribute to the coaching process
3.0	Needs analysis and Planning
3.1	Plan for sessions with two or three different elements in them (in addition to warm up and cool down)
3.2	Consider the resources/facilities/equipment available at any one time, so as to not exceed these when planning
3.3	Undertake risk assessment for sessions involving several different elements
3.4	Establish and maintain a safe working environment for the sessions
3.5	Demonstrate injury prevention measures
3.6	Administer emergency first aid and accident reporting procedures
3.7	Plan a basic series of four to six progressive sessions in accordance with an overall aim, listing organization, content and delivery method.
3.8	Keep a coaching log (basic records of participants attendance and progress within sessions in an easy to read format)
4.0	Coaching practice/performance
4.1	Organise and lead a session in terms of the participants and possible (Introductory Level coach) coaching assistance
4.2	Further develop 'the coaches' eye, working towards fault identification and correction
4.3	Adapt practices and progressions so as to meet the needs of participants
4.4	Undertake basic analysis of performance and provide associated feedback to the participant
4.5	Experience the role of the coach in a competitive environment (offer coaching assistance in this role)
5.0	Communication and Teamwork
5.1	Communicate effectively with all club/community members

Course Outcomes

In addition to the outcomes at Introduction to Coaching the Level 1 Coach will be able to:

5.2	Work as a team member alongside other coaches; coaching as an individual yet working towards to the same aim
5.3	Actively seek out Level two (and above coaches) to enhance learning and understanding about the sport and the coaching of it
5.4	Ability to express an opinion on a skill/practice/participant using clear and concise descriptive language
5.5	Ability to express a difference of opinion without confrontation
6.0	Review, Evaluate and Self-reflect
6.1	Evaluate each section of a session independently and collectively
6.2	Assess whether session aims were met
6.3	Evaluate the coaches input to the session (positive and negative)
6.4	Verbally report on and then document a session with implication for the next (and successive) sessions
7.0	Relating to Technical Capacities
7.1	Progressively refine, combine and elaborate basic motor skills to more sport specific skills
7.2	Develop the following sports skills in participants: (list the basic skills from the Learning to Play & Practice phase of the LTPAD model)
7.3	Outline the coaching points in developing each of the skills
7.4	Implement activities to develop the above, in the right sequence (include sample activities)
7.5	Enhance players/athletes' learning experience by breaking down, repeating and re-enforcing skills
7.6	Provide opportunities for players/athletes to practise skills
8.0	Relating to Tactical Capacities
8.1	Develop the following basic tactical elements: (list the basic tactics from the Learning to Play & Practice phase of the LTPAD model)
8.2	Implement activities to develop the above, in the right sequence (include sample activities)
8.3	Provide participants with the opportunity to play a basic/modified version of the sport
9.0	Relating to Physical Capacities
9.1	Conduct warm-up and cool-down activities (including sports specific activities)
9.2	Develop ABCs of movement – agility, balance, co-ordination and speed, which underpin sports specific skills
9.3	Conduct fun games to develop speed, power and endurance
9.4	Implement activities to develop strength using medicine balls, Swiss balls, own-body exercises and basic plyometrics
9.5	Perform basic flexibility exercises
9.6	Develop shoulder, elbow, core, spine and ankle stability
10.0	Relating to Mental Capacities
10.1	Support participants in setting goals
10.2	Encourage and acknowledge individual progress
10.3	Provide positive reinforcement

Course Outcomes

In addition to the outcomes at Introduction to Coaching the Level 1 Coach will be able to:

10.4	Provide opportunities to use a variety of skills in a given situation to develop players' confidence in their own ability.
10.5	Teach players/athletes how to use self-talk and trigger words to maintain concentration and focus
10.6	Use fun games and activities to teach players/athletes relaxation skills
10.7	Demonstrate and encourage players/athletes to use simple imagery using many of the senses
10.8	Support players/athletes in dealing with winning and losing
11.0	Relating to Lifestyle Capacities
11.1	Identify the reasons why young people take part in sport
11.2	Support participants to take part in sport as a healthy habit as part of a balanced lifestyle.
11.3	Encourage participants to play multiple sports and complementary sports
11.4	Encourage parental/guardian support
11.5	Promote good practice habits among players/athletes
11.6	Identify and endorse good nutrition and hydration practices
11.7	Assist players/athletes gain access to facilities
12.0	Relating to Personal Capacities
12.1	Demonstrate an understanding of the effects of puberty on player/athlete capacities
12.2	Conduct structured and well-planned sessions with clear boundaries and rules
12.3	Demonstrate an understanding of the relationship between effort and outcome and communicate this to players/athletes
12.4	Provide opportunities for players/athletes to develop teamwork skills
12.5	Provide opportunities for players/athletes to interact with each other
12.6	Encourage players/athletes to respect officials and their decisions