

# NATIONAL COACHING DEVELOPMENT PROGRAMME SYLLABUS TEMPLATE

## LEVEL TWO

### Introduction

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

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## Overview

<b>Course Aim</b>	<p>The aim of the course is to provide coaches with:</p> <ul style="list-style-type: none"> <li>• The ability to deliver coaching sessions in the ‘Training to Train’ phase of the LTPAD model</li> <li>• Expertise to aid and guide participants up to and including underage national level competition/high standard of regional adult club competition</li> <li>• Knowledge and experience for them to decide where their abilities best place them in the LTPAD model and whether to pursue the ‘development’ or ‘performance’ route in relation to the players/athletes they coach</li> <li>• The ability to develop player/athlete capacities in the Training to Train phase of the LTPAD model</li> </ul>
<b>Pathway Phase</b>	<p>Training to Train Phase – Participants, with whom the coaches will work should be young people who have a good fundamental and sports specific base and who are ready to learn how to train for an intensive level of competition, with the emphasis on learning rather than on results. The Level Two coach should be able to individualize programmes by measuring the player/athletes capacities and addressing any weaknesses in these areas. This phase addresses the critical and sensitive periods of physical and skill development. The emphasis is placed on 75:25 training to competition ratio. This will prepare the participants to decide on their future involvement in sport, be it at recreation level, as a club performer or in performance sport.</p> <p>The Level 2 coach may also work with adults who aim to perform up to the highest standard of regional club competition.</p> <p>Ideally, course candidates will be grouped into those working with adolescents and those working with adults, with appropriate adaptations being made to the course content for each of these groups. Where demands exist courses may be run for both groups separately.</p>
<b>Entry Requirements</b>	<p>19 years of age or older. Hold a Level 1 certificate. Be active in coaching for at least 1 year after completion of the Level 1 course. Candidates will be asked to sign on to abide by the Code of Ethics/Conduct in a sport</p>
<b>Course Duration</b>	<p>Recommended 40-60 hours, with a minimum contact time of 30 hour and 20-25 logged hours and assessment time</p>
<b>Course Formats</b>	<p>The formats below (based on minimum contact time) are recommended on the basis that coaches can practice coaching and do other tasks to consolidate their learning between course contact times.</p> <ol style="list-style-type: none"> <li>3 sessions (10 hours/1.5 days each).</li> <li>4 x 1 day inputs (7-8 hours each).</li> <li>8-10 sessions (3-4 hours long).</li> <li>Another combination to equate with course contact time.</li> </ol>
<b>Course Cost</b>	<p>To be completed by the NGB.</p>
<b>Personal Dress and Materials</b>	<p>Indicate what candidates should wear (including footwear and personal equipment) and writing materials/other resources they should bring to the course.</p>

## Overview

<b>Methodology</b>	The methodology employed at this level should ensure that coaches would have mastered the broad range of skills, which will enable them to cope with club sport and to support young players/athletes in their development. The coach will have the ability to respond to changing circumstances and will have a well-developed philosophy of coaching. Coaching skills will be further developed during the course through suitably structured practical activities, distance learning and tasks. Self-reflection and peer feedback will be used on the course.
<b>Tutors</b>	At least 75% of the course will be delivered by NCDP Tutors. Coaching, sports science and other experts may contribute to the course, as designated support tutors, working under the guidance of NCDP trained tutors.
<b>Facilities and Equipment</b>	Facilities and equipment required to deliver the course need to be identified. This section should be completed by the NGB.
<b>Coaching Materials</b>	A coach's manual, worksheet materials and a logbook (10-30 hours) will be provided.
<b>Assessment</b>	<p>Written plan for a series of sessions (up to a season in some sports) - to include the development of technical, tactical, physical, mental, lifestyle and personal capacities. Observed practical on the course against set criteria (with emphasis on observation, analysis, provision of feedback and progression).</p> <p>Observed practical in the club / school context against set criteria (with emphasis on organisation, observation and provision of feedback).</p> <p>Written assessment on key course content, including continuous assessment/distance learning tasks (in special circumstances, an oral assessment may be set to meet this requirement).</p> <p>Logbook to be marked against set criteria and submitted prior to certification (10-30 hours coaching).</p>
<b>Certification</b>	A NCDP Level 2 certificate will be awarded to those who attend the course and satisfactorily complete the course assessments. The certificate will be awarded by the NGB, with NCTC accreditation.
<b>Evaluation</b>	Course candidates and tutors will complete an evaluation of the course.
<b>CPD and on-going support</b>	This is the second level of real coaching ability in the NCDP. Coaches are recommended to keep up-dated on good coaching practice. Re-accreditation will be required on a 4 yearly basis (process to be defined).

## Player / Athlete Capacities

The capacities that the Level 2 Coach will be developing in their players / athletes should include.....

FUNDamental and Learning to Play and Practice capacities plus:

<b>Technical</b>
<ul style="list-style-type: none"><li>• Further develop and consolidate sport specific skills</li><li>• Individualise skills training to address strengths and weaknesses</li></ul>
<b>Tactical</b>
<ul style="list-style-type: none"><li>• Practise basic and intermediate team/individual tactics</li><li>• Use competition plans</li><li>• Begin self analysis in training and competition</li></ul>
<b>Physical</b>
<ul style="list-style-type: none"><li>• Emphasise general and balanced physical conditioning</li><li>• Prioritise aerobic training after onset of Peak Height Velocity (PHV)</li><li>• Prioritise strength training in females after PHV and with the onset of menarche</li><li>• Prioritise strength training in males 12-18 months after PHV</li><li>• Undertake flexibility training</li><li>• Continue to develop shoulder, elbow, core, spine and ankle stability</li><li>• Carry out frequent musculoskeletal evaluations during PHV</li></ul>
<b>Mental</b>
<ul style="list-style-type: none"><li>• Understand and accept that self-worth is not linked to performance</li><li>• Confidence: Develop confidence in executing technical, tactical, physical and mental skills</li><li>• Concentration: Practise focusing in the face of distraction and shifting focus (self-talk, thought stopping)</li><li>• Goal-setting: Introduce structured goal-setting</li><li>• Relaxation: Understand the importance of breathing for control and relaxation</li><li>• Relaxation: Incorporate relaxation exercises into warm-up and cooldown</li><li>• Imagery: Use imagery for practising and improving technique and tactics and for general motivation and improving self-confidence</li><li>• Develop performance and pre-performance routines</li><li>• Undertake independent mistake detection and correction</li><li>• Learn to deal with winning, losing, set back and rejection</li></ul>
<b>Lifestyle</b>
<ul style="list-style-type: none"><li>• Follow planned and periodised training programmes</li><li>• Begin to use personal monitoring (training and performance logbook/diary)</li><li>• Develop an understanding of the importance of rest and recovery</li><li>• Learn how to manage time</li><li>• Implement correct nutrition/hydration practices before, during and after practice and competition</li></ul>
<b>Personal</b>
<ul style="list-style-type: none"><li>• Develop interpersonal skills and learn to work in a team environment</li><li>• Develop positive communication skills</li><li>• Display discipline and personal responsibility</li><li>• Be aware of Peak Height Velocity and windows of trainability</li><li>• Develop social skills through interaction with others</li><li>• Display commitment to improve/achieve goals</li><li>• Develop an understanding of the concept of deliberate practice</li></ul>

## Coaching Capacities / Knowledge – Level 2 Coach

<p><b>Knowledge (of the sport &amp; the player/athlete)</b></p> <ul style="list-style-type: none"> <li>• LTPAD phases; specifically Training to Train (T2T) phase and associated capacities (transition from Learning to Train (L2T) and Training to Compete (T2C) phases)</li> <li>• Player/athlete capacities within the Training to Train phase</li> <li>• Sound understanding of core sport specific skills and concepts</li> <li>• Further development of secondary skills and concepts</li> <li>• Further understanding of learning and skill acquisition theories</li> <li>• Understanding of both ‘development’ and ‘performance’ coaching routes</li> </ul>
<p><b>Coaching Roles, Style, Values and Ethics</b></p> <ul style="list-style-type: none"> <li>• The different roles and responsibilities of a Level Two coach</li> <li>• Athlete/player centred approach to coaching</li> <li>• Working knowledge of the Code of Ethics, Child Protection policy and Coaches Code of Conduct</li> <li>• Evidence of all- inclusive/non-discriminatory coaching practices</li> <li>• Positive encouragement, motivation and reinforcement of participants</li> </ul>
<p><b>Needs analysis and Planning</b></p> <ul style="list-style-type: none"> <li>• Plan sessions with multiple skill or conceptual elements for one or more coaches working together</li> <li>• Plan for a series of sessions (up to a single periodized year for an athlete/player or team in association with others)</li> <li>• Differentiate between different types of training and analyse where and when they should be used</li> <li>• Assess individual player/athlete requirements for a training programme and adapt as appropriate</li> <li>• Continue to assess the risks involved in both training and competition; accommodate/adapt as appropriate to ensure the safe delivery of sessions and prevention of injury</li> <li>• Record and respond to accidents, illness and injury</li> <li>• Keep comprehensive records on sessions and competitions, the participants in them and any individual needs/issues</li> </ul>
<p><b>Coaching practice/performance</b></p> <ul style="list-style-type: none"> <li>• Knowledge and basic application of periodization</li> <li>• Lead and organize sessions where one or more coaches are working collaboratively</li> <li>• Demonstrate a working knowledge of a number of inter-related technical models associated with the sport</li> <li>• Further development of ‘the coaches eye’; to identify and correct faults</li> <li>• Basic use of video for the purpose of fault identification and correction</li> <li>• Notational analysis to assess performance (where appropriate)</li> <li>• Analysis of performance/technique in both training and competition situations</li> <li>• Ability to act as a coach at regional level (competitions)</li> </ul>
<p><b>Communication and Teamwork</b></p> <ul style="list-style-type: none"> <li>• Ability to communicate effectively with all members of the club/community including the media (if appropriate)</li> <li>• Supervise and provide support for Level One coaches working in the same physical environment</li> <li>• Work collaboratively with other coaches from the same and other clubs for the benefit of the players/athletes and the sport</li> <li>• Start the process of communicating with sports scientists and medics in relation to the development &amp; rehabilitation (if necessary) of players/athletes</li> <li>• Observe and interact with more experienced coaches to enhance both learning and understanding</li> <li>• Accurately describe an observed practice</li> <li>• Put an action into words so that participants can execute it, without demonstration</li> <li>• Adapt terminology for individual comprehension</li> </ul>
<p><b>Review, Evaluate and Self-reflect</b></p> <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of phases of training and competition (periodized year)</li> <li>• Evaluate sessions and all inputs (e.g. coaching, science, medical), stating implications for successive sessions/phases and/or seasons as appropriate</li> <li>• Self-reflect on coaching involvement</li> </ul>

## Course Outcomes

*In addition to the outcomes at Level 1, the Level 2 Coach will be able to:*

<b>1. Coaching Capacities</b>
<ol style="list-style-type: none"><li>1. Demonstrate knowledge (of the sport and the player/athlete)</li><li>2. Describe the NGB player/athlete pathway</li><li>3. List the main capacities to be developed at the Training to Train (T2T) phase in the Long –Term Player/Athlete Development (LTPAD) model</li><li>4. Demonstrate a sound understanding of sport specific, core skills and concepts</li><li>5. Develop an understanding of secondary skills and concepts associated with the sport</li><li>6. Describe in detail the processes in which people (specifically, but not exclusively, children) learn and acquire new skills</li><li>7. Describe the nature of coaching in both the ‘development’ and ‘performance’ pathways in sport.</li><li>8. Describe the implications of growth and development (in relation to physical, psychological and social elements) for coaching</li></ol>
<b>2. Coaching Roles, Style, Values and Ethics</b>
<ol style="list-style-type: none"><li>1. Provide a list of roles and responsibilities up to and including the Level Three coach.</li><li>2. Apply all aspects of the Code of Ethics and Good Practice, Child Protection policy and the Coaches Code of Conduct with due regard to the safety of players/athletes and the legal responsibilities of the coach</li><li>3. Apply an athlete-centred philosophy, creating a positive environment at training and competition in the club context</li><li>4. Support the involvement of all player/athletes, irrespective of gender, age, (dis)ability, race, religion or social background</li><li>5. Positively encourage and motivate all participants to reach their potential</li></ol>
<b>3. Needs analysis and Planning</b>
<ol style="list-style-type: none"><li>1. Describe the principles of planning training/periodization</li><li>2. Identify injury prevention measures, including avoidance of overuse injuries in the sport</li><li>3. Plan for single and multiple sessions, single and multi-dimensional sessions and for sessions involving one or more coaches</li><li>4. Differentiate between different forms and phases of training. Plan a series of sessions as part of a single periodized year/season</li><li>5. Plan for an individual and for a team (be it an individual or team sport)</li><li>6. Measure and assess the differences between players/athletes and their differing training and competition needs (including peak height velocity)</li><li>7. Demonstrate an awareness of the Sports Science Support Network and how it may enhance the player/athletes progression</li><li>8. Assess risks (physical and otherwise) in both training and competition situations and accommodate/adapt as appropriate to ensure the safe delivery of sessions/injury prevention</li><li>9. Administer basic first aid, undertake accident reporting and appropriate follow up procedures</li><li>10. Keep comprehensive records (manual or electronic) of participants, training sessions and competition including evaluation</li></ol>
<b>4. Coaching Practice / Performance</b>
<ol style="list-style-type: none"><li>1. Lead and organize sessions involving one or more coaches working collaboratively</li><li>2. Demonstrate a working knowledge of a number of core sport specific, technical models and how they correlate with each other to produce a ‘better performance’</li><li>3. Interact with more experienced coaches for the benefit of the players/athletes</li><li>4. Further develop ‘the coaches eye’ to improve fault identification and correction</li><li>5. Demonstrate, observe, analyse and provide feedback on skills/tactics at the Train-to-Train stage of the NGB pathway</li><li>6. Undertake objective analysis of performances, by applying a system of notational analysis/basic video analysis, so as to provide feedback ( as appropriate) and for selection purposes</li><li>7. Serve as a coach in competition (as appropriate)</li></ol>

## Course Outcomes

*In addition to the outcomes at Level 1, the Level 2 Coach will be able to:*

<b>5. Communication and Teamwork</b>
<ol style="list-style-type: none"><li>1. Positively encourage less experienced coaches, showing a willingness to assist them when appropriate to do so.</li><li>2. Communicate positively with players/athletes, parents, assistant coaches and other partners in the sporting process, including the media</li><li>3. Work collaboratively with coaches from the same and other clubs (where appropriate) for the benefit of the sport/individual players/athletes</li><li>4. Accurately describe an observed practice for the purposes of clarity</li><li>5. Adapt terminology for individual player/athlete comprehension</li><li>6. Deal with/resolve conflict (between athletes/players/coaches/managers etc.)</li></ol>
<b>7. Review, Evaluate and Self-reflect</b>
<ol style="list-style-type: none"><li>1. Develop a personal coaching plan – coaching as part of a balanced lifestyle, including coaching career plans</li><li>2. Evaluate the effectiveness of sessions, phases of training, competitions and full seasons at each stage giving implications for the following session/phase/competition or season</li><li>3. Self reflect on coaching involvement, progression made and aspirations for the future</li></ol>
<b>8. Technical Capacities</b>
<ol style="list-style-type: none"><li>1. Outline the technical capacities for players/athletes at the Training to Train phase of the NGB pathway</li><li>2. Develop the following technical skills in participants: (List the skills from the Training to Train phase of the LTPAD model)</li><li>3. Outline the main coaching points in developing each of the skills</li><li>4. Implement activities to develop the above, in the correct sequence (include sample activities)</li></ol>
<b>9. Tactical Capacities</b>
<ol style="list-style-type: none"><li>1. Outline the tactical capacities for players/athletes at the Training to Train stage of the NGB pathway</li><li>2. Outline how the full version of the sport should be played (e.g. adult version at senior club level)</li><li>3. Outline the following tactical elements: (List the tactical capacities from the Training to Train phase of the LTPAD model)</li><li>4. Implement activities to develop the above in the correct sequence</li><li>5. Take account of the competitive structure in the NGB and use appropriate competition for players/athletes at the Training to Train stage of the NGB pathway</li><li>6. Develop competition plans with players/athletes</li><li>7. Analyse competitions with players/athletes</li></ol>
<b>10. Physical Capacities</b>
<ol style="list-style-type: none"><li>1. Outline the physical capacities for players/athletes at the Training to Train stage of the NGB pathway</li><li>2. Outline at a basic level the workings of the cardio-respiratory, muscular and skeletal systems and the 3 energy systems</li><li>3. Further develop agility, balance, co-ordination (at a more advanced level)</li><li>4. Demonstrate sports specific warm-up and cool-down activities for training and competition</li><li>5. Apply the principles of physical fitness to coaching sessions</li><li>6. Define the components of physical fitness as they relate to the sport - Endurance, Strength, Speed and Flexibility</li><li>7. Devise, conduct and evaluate a circuit with a sports specific muscular endurance/strength emphasis</li><li>8. Devise, conduct and evaluate a sports specific power session</li><li>9. Devise, conduct and evaluate a sports specific interval training session with an emphasis on endurance</li><li>10. Devise, conduct and evaluate a sports specific speed session</li><li>11. Devise, conduct and evaluate a sports specific flexibility session</li><li>12. Devise, conduct and evaluate a sports specific session on shoulder, elbow, core, spine and ankle stability</li><li>13. Ensure physical readiness for return from injury to training and competition</li><li>14. Use frequent musculoskeletal evaluations during Peak Height Velocity to individualise player/athlete support</li><li>15. Apply Peak Height Velocity and windows of trainability to players/athletes physical fitness development</li></ol>

## Course Outcomes

*In addition to the outcomes at Level 1, the Level 2 Coach will be able to:*

<b>11. Mental Capacities</b>
<ol style="list-style-type: none"><li>1. Outline the mental capacities for players/athletes at the Training to Train stage of the NGB pathway</li><li>2. Outline the concepts behind motivation and arousal for performance</li><li>3. Assist individuals in setting, monitoring, adjusting and achieving goals (technical, tactical, physical , mental, lifestyle and personal) for a season – process and outcome goals</li><li>4. Assist a squad in setting, monitoring, adjusting and achieving goals (technical, tactical, physical, mental, lifestyle and personal) for a season – process and outcome goals</li><li>5. Apply methods to develop concentration/focus and confidence/belief e.g. self-talk, thought stopping, trigger words, positive imagery</li><li>6. Assist players/athletes to use imagery for skill development, tactics and for general motivation and self-confidence</li><li>7. Develop performance and pre-performance routines with players/athletes</li><li>8. Discuss the importance of breathing for control and relaxation</li><li>9. Incorporate relaxation exercises into warm-up and cooldown</li><li>10. Provide individuals with opportunities to practise independent mistake detection and correction</li><li>11. Equip individuals with the skills to deal with winning, losing, setback and rejection</li></ol>
<b>12. Lifestyle Capacities</b>
<ol style="list-style-type: none"><li>1. Outline the lifestyle capacities for players/athletes at the Training to Train stage of the NGB pathway</li><li>2. Outline the implications of sports participation on player/athlete lifestyle</li><li>3. Consider the implications of growth spurt and PHV on lifestyle</li><li>4. Develop pre- and post-training and competition routines, to include rest and use of alcohol</li><li>5. Support players/athletes relating to their future involvement in sport</li><li>6. Identify and communicate correct nutrition/hydration practices for before, during and after training and competition</li><li>7. Encourage individuals to practice self-monitoring through the use of training/performance diaries</li><li>8. Support individuals on how to manage their time effectively</li><li>9. Promote the importance of adequate rest and recovery from training and competition</li></ol>
<b>13. Personal Capacities</b>
<ol style="list-style-type: none"><li>1. Outline the personal capacities for players/athletes at the Training to Train stage of the NGB pathway</li><li>2. Apply methods to develop commitment and confidence as a person, including sport as part of a balanced lifestyle</li><li>3. Require players/athletes to show respect for team-mates, opponents, officials and the public</li><li>4. Encourage players/athletes to participate in sport in a fair and ethical way</li><li>5. Assist players/athletes develop positive communication skills</li><li>6. Provide opportunities for players/athletes to take responsibility for their own training and performance</li><li>7. Promote the importance of deliberate practice</li></ol>