Guidelines for using
CDPI
Standard Programme Template

The CDPI Standard Programme Template has been designed in order to help those developing programmes for inclusion on the Coaching Development Programme for Ireland to;

- Identify the information that should be considered and included in a coaching course / programme
- Set this information out in an organised and consistent manner
- Facilitate review of the programme for inclusion in the CDPI and where relevant, the National Framework of Qualifications (NFQ)
- Facilitate the transfer of qualifications within the CDPI between disciplines and sports.

Details on outcomes relevant to each framework & level within the CDPI are included in each of the CDPI syllabi. These are published separately and are available from Sport Ireland Coaching.

Remember that your sport has a Lead Officer in the Sport Ireland Coaching Services Team. Your Lead Officer will guide you through the process of developing new and reviewing existing awards. They have experience assisting NGBs in writing awards at all levels of the CDPI. We strongly recommend contacting your lead officer and talking to them before beginning your programme design.

Sport Ireland Coaching offers a series of workshops for Programme Developers / Writers. These are designed to help personnel from NGBs work through the process of developing and getting approval for new or revised coach and instructor development programmes. These workshops will be run annually thereafter. If you are reading this document you probably should consider attending one of these workshops – details are available from the Lead Officer assigned to your NGB.

These notes have been developed to support you as you complete the **"CDPI Standard Course Template"**as part of the development of your coach / instructor education programme. The template sets out what standard information we are looking for when you develop a programme and suggests how to lay it out.

We have also included;

- Some handy hints for use when working in the word document and for anyone not familiar with headers and tables.
- A list of "Action Verbs" for use when writing good outcomes.

What makes a good Coach / Instructor Education Programme?

Remember that first and foremost you need to design a programme that will develop the skills, knowledge and competencies that *your* coaches or instructors need to deliver safe effective sessions and programmes in *your* sport. The CDPI exists to support, inform and shape these programmes, but at the end of the day whatever you develop needs to be fit for purpose in *your* sport and in the environment that *your* coaches / instructors operate. That said…..

Learners engaged on a programme of coach education under the CDPI should:

- Wherever possible act in the role of the coach / instructor
- Be practically engaged in the act and process of coaching / instructing
- Be helped to relate the knowledge based material to the practical coaching / instructing activities
- Be able to draw upon and share personal experience

Programme writers and coach / instructor developers* should:

- Ensure ample opportunity for practice through micro coaching sessions (athletes or peers), tasks, role plays and scenarios
- Bias toward demonstrable and observable behaviours rather than recall of knowledge or theory
- Design the course around the best learning experiences, bearing in mind that people learn differently
- Allow sufficient time to deliver an appropriate, effective, measurable learning experience

The things that Sport Ireland Coaching will be looking for when we review the course materials & delivery are:

- The balance of knowledge based sessions to practical tasks	Try to keep as much of the learning as practical as possible
- The length of the day, rest periods etc.	There is a limit to how long people can keep learning so try and avoid long stretches without breaks and evening sessions.
- The number and duration of practical coaching opportunities per coach / instructor and their duration	All coaches / instructors should get the opportunity to run a number of coaching / instructing sessions that are realistic in terms of scenario and duration and which allow them practice and develop their coaching skills.
- Sufficient opportunities to provide / receive feedback, time allowed to facilitate this and systems to record feedback.	There should be time allowed to provide feedback to individual coaches / instructors and the whole group. Systems for recording this feedback by both C/IDs and coaches should exist.
- Coach / Instructor Developer to coach ratio	The ratio of C/IDs to coaches / instructors needs to be low enough to allow all coaches to lead, and receive feedback on, a sufficient number of coaching sessions.
- Appropriateness of assessment methods	Assessment methods used to determine if a Coach / Instructor has reached an appropriate standard need to be clearly described and reflect and measure the actual skills and knowledge that coaches & instructors need in order to practice safely & effectively. A strong emphasis on the requirement to demonstrate practical coaching / instructional skills is encouraged.
- Mechanisms for coach support	What structures do the NGB provide to support coaches / instructors and help them develop their practice when they leave the coach / instructor training programme. These might

	include "on the job" supervision / mentoring, communities of practice, newsletters, CPD opportunities etc.
• Use of real life settings & real environments	Try to keep courses as realistic as possible, using the environment and scenarios that coaches & instructors will be using as well as, if possible / practical, real participants.
• Inclusion of self - directed learning	In order to continue to develop, coaches need to take responsibility for their own learning. The use of self-directed learning opportunities within the coach education programme will develop and encourage this habit.
• Reflection on learning and practice	Self-reflection is a learned skill and should be Coaches / instructors who develop this skill will be able to use become good at this will be able to continue to learn from their practice.

*   Coach Developer / Instructor Developer is the term now being used to describe the personnel used to develop coaches & instructors. It replaces "Coach Tutor"

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Ref.	Section	Notes *(Text in italics denotes examples)*
1.1	NGB Logo	Insert your NGB's Logo here
1.2	National Governing Body	Enter the full name of your National Governing Body of Sport
1.3	Name of Award	Enter the title of this award as it will be commonly known / advertised *Club Tiddlywinks Coach Award*

1.4	This document sets out…..	State the aim of this document in simple, broad, terms.
		This document sets out details for the Irish Tiddlywinks Level 1 Coach training & certification programme including;
		   • *Role*
		   • *Pre – requisite Requirements*
		   • *Course Syllabus*
		   • *Outline Course programme*
		   • *Assessment Criteria & methodology*

1.5	Version number & issued date	Tracking the version of this document will help you, partners and independent reviewers to avoid confusion and ensure that you are working off the most up to date version of the document. *Version:- V1* *Date Issued :- 10th April 2017*
1.6	NGB Name & contact details	This section records the details of your National Governing Body. It may be appropriate to include the details of the particular person, position or role responsible for the development & implementation of this programme.
1.7	CDPI Framework & Level	This indicate which framework the qualification is on and at what Level e.g. *Sports Coach Framework* *Level 1* *or* *Adventure Sports Framework* *Basic Instructor*

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2.0	Coach / Instructor Pathway	The aim of this diagram is to show all of the coach and / or instructor awards that your NGB offers, or plans on offering, and how these awards relate to each other.
		As well as the title of each award it may be useful to include a very short description of what that coach / Instructor does.
		Club Tiddlywinks Coach *Introduces and develops players up to Learn to Play & Practice stage of pathway.*
		Note that your coach / instructor pathway should be developed in conjunction with the player / athlete / participant capacities identified in your sports version of the LISPA (Lifelong Involvement in Sport and Physical Activity) framework. If you are not sure what this means you should contact your Lead Officer in Sport Ireland Coaching.

3.1	Role	Once qualified, what will this coach / instructor be expected to do, and who will they be working with?
		The Club Tiddlywinks Coach plans and delivers coaching sessions for beginner and intermediate players.
		The Assistant Tiddlywinks Coach assists a Club Coach to deliver coaching sessions for beginner and intermediate players.
3.2	Qualification	At the end of the training & assessment the Coach / Instructor will receive….
		Irish Tiddlywinks Federation, Club Twiddlywinks Coach Award
3.3	Format of training programme	Use this section to outline how this programme is run by identifying and outlining each of the different parts or elements and including information like delivery methods, duration etc.
		• Broadly identify each part or element of the training programme (& assessment if separate). • How long is each part / element? • Who runs each part? • How is each part delivered - Contact training, log book, online, practical assessment etc. • What is the maximum and minimum number of participants allowed on this course or per Instructor / Coach Developer?
3.4	Entry requirements	What do participants need to have, be or be able to do prior to getting onto this course? Criteria might include, but not necessarily limited to;
		• Defined level of personal skills, knowledge, competencies and experience • Minimum age, • Previous coach qualifications,

		- First aid, - Safeguarding certification - Completion of Garda vetting If these requirements are too complex / long to include here then consider including them separately as set out in Appendix 2
3.5	Evidence	How do you want Learners to prove that they have met the entry requirements? Examples might include - Membership card - Copy of certificate submitted to Instructor developer. - Submit Logbook to Coaching Officer
3.6	Methodology	How is the course run? *The course is run using a mixture of class based and practical sessions during which participants will be introduced to and then have the opportunity to develop and practice practical coaching / instructing skills. Participants will be encouraged through a process of discovery, to identify and develop models for the delivery of skill based and knowledge based sessions and apply these to a variety of scenarios.*
3.7	Facilities & equipment required	Identify what facilities & equipment are required in order to run the course, or reference where this information is detailed.
3.8	Support Documentation / Materials	What support materials are available /required to support the delivery of this programme. These might be the NGBs own publications, resources & materials and / or those available from other sources and might include textbooks, manuals, presentations etc. Remember to include information setting up courses, administration, appeals etc. where these support the delivery of this course but are separate from the information normally provided to Learners.
3.9	Who will run the training course and the assessment?	What people / qualifications are required to deliver what elements of the course? Note the minimum requirements for delivery by CDPI qualified Coach/Instructor Developers and Assessors as set out in the relevant CDPI framework.
3.10	Assessment	You need to provide a clear process to identify when a candidate has completed all elements of the training to a sufficient standard including if, how and when the coaches / instructors are assessed? This should be outlined in this section. Where assessment is required, a more detailed description of the assessment process, including guidelines for assessors and tracking documentation should be included in Appendix 1.

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3.11	Appeals	Your NGB should have a clear process for making an appeal, including timeframes for submission & responses. The procedures described for the consideration of appeals should be independent of the people running the course.
		Use this space to describe the process for appealing the result of a course / assessment or to describe where to find more information on the appeals process.
3.12	Certification	Describe what certification the candidate will receive and who will it be issued by?
		Upon successful completion of the programme, and submission of appropriate information to the NGB by the Instructor / Coach Developer running the course, the participant will receive;
		• *TWI Club Tiddlywinks Coach Certificate (CDPI Level 1)*
3.13	Conditions on validity of certification & revalidation processes	It is good practice to have a validity period for coach / instructor certification during / after which they have to undertake prescribed tasks or activities designed to ensure that they remain competent and current.
		Use this section to
		• Identify how long the certificate is valid for? • Identify any conditions to the certificate remaining current / valid (current first aid, current membership of NGB etc.) • Describe what the coaches / instructors need to do in order to revalidate their qualification (CPD workshops, logged coaching practice etc.)
3.14	Recognition of Prior Learning	Use this section to describe how Learners may get recognition of prior learning to enable entry to the programme or exemption from part or all of the programme.
		This may include links to other qualifications in your own or other NGBs and / or a process by which other relevant qualifications & experience may be considered.
3.15	Progression	What, if any, routes exist for the coach / instructor to progress their coach education & qualifications
		Progression might identify routes to further education or training and should also reference mentorship, informal and non-formal learning experiences.
3.16	Transferability	Where they exist, use this section to describe any arrangements that exist for recognition of this qualification;
		• into other fields within your NGB, • into other NGBs in this sport • in other sports? • into other areas of education and training
		Where can Learners find out (more) about these arrangements?

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| 3.17 | Access & Inclusion | Your organisation should have a stated policy with respect to access and inclusion for this training & certification programme |
| | | Use this space to describe any arrangements or processes in place to facilitate access to this programme for people with additional needs or identify where people can get more information on this. |

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4.0	Programme Syllabus	Use this section to identify the outcomes that need to be achieved during the programme.
		Note that this is a *programme* syllabus not a *course* syllabus as not all of the outcomes will be achieved or measured during contact training. Some may be measured as learners join the programme (pre-requisite requirements) or may be fulfilled through separate external training / certification (First Aid etc.)
		To help you write "SMART" outcomes, we have included a list of Action Verbs at the back of this document. Try and use these when framing competency statements and avoid using the "RAKU" verbs (Recognise, Appreciate, Know & Understand)
		In brackets, reference the outcomes from the appropriate CDPI Syllabi, this will help you ensure that your Syllabi will fit the relevant level in the CDPI and will help SI Coaching staff and Programme Review Panel when assessing the programme.

Example on next page…..

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Example (extracted from Irish Underwater Council's Snorkel Instructor development programme)

1   Knowledge of sport and participation programmes

The Instructor will be able to …….   *Secondary outcomes*

		The Instructor will be able to …….	Secondary outcomes
1.1	Role of National Governing Body	Identify the role of the IUC in the development of the sport and delivery of a national quality assured training programmes. (1.1)	
		Identify the role of Sport Ireland Coaching and the Adventure Sports Framework in the delivery of instructor / coach Training programmes. (1.1)	
1.2	Role of IUC Snorkelling Centres	Identify the role of the IUC Snorkelling Centres in the delivery of a national quality assured training programme and where to get information on standards. (1.1)	
1.3	Knowledge of IUC Snorkelling programmes	Identify outcomes for each of the courses within the IUC snorkelling programme. (1.1)	Using the snorkelling logbook & Instructor handbook instructors should be able to describe what participants should have done / be able to do by the end of each of the courses in the IUC snorkelling programme.
1.4	Role of Sport Ireland Coaching	Identify the role of Sport Ireland Coaching and the Adventure Sports Framework in the delivery of instructor / coach Training programmes. (1.1)	

2   Instructional Skills

The Instructor will be able to …….

2.1	Delivering skills based sessions	Demonstrate that they can introduce and develop a new skill to a group of participants. (1.3)	Take a skill and break it into its component parts (teaching points) / Introduce and coach a new skill to participants using a skill development model
2.2	Delivering knowledge based sessions	Demonstrate that they can introduce and develop an area of knowledge to a group of participants. (1.3)	Take an area of knowledge deliver it to participants in a manner that will develop understanding and familiarity with it.
	Course programming	Identify the most appropriate order in which to deliver skills and knowledge for sessions in all IUC snorkelling courses. (5.4)	Identify appropriate most order to deliver skills / Identify appropriate timeframe for delivery and practice of skills.

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5	Sample Course programme	Use this section to provide a sample programme indicating;
		• Sessions that might be included & outcomes / objectives covered *(Session, Primary & secondary outcomes)*. • The order in which session might be best delivered. • Indicative time frame *(Time allowed)*. • Possible delivery methods and tasks that might be used *(Delivery Method)*. • How the learning outcome will be assessed and the evidence / record that will be produced *(Record)*. • Suggested / required methods of recording learning *(Record)*.

Example – Extracted from the Irish Underwater Councils Snorkel Instructor Development programme

Day	1 /4					
Time Start Finish	**Time allowed** (minutes)	**Session**	**Primary Objectives** *By the end of this session participants will;*	**Secondary Objectives** *By the end of this session participants will also:*	**Delivery method**	**Record**
0900 1000	10	Introductions	Have been Introduced to ID's running course Have been introduced to each other Have been introduced to venue & facilities		Class based, ID led group work	Instructor Workbook Pages 4-5
	20	Expectations, contracts & housekeeping	Have identified their expectations from the course Be aware of what is required to successfully complete training course	Have agreed on contribution required by them Agree on contribution expected of IDs Agree rules & rosters for week as required. Hand out, complete and collect course report forms	Class based, ID led group work	Signed "contracts" posted Rules & rosters posted Completed course report forms Complete prerequisites check list
	30	Role & qualities of the Instructor	Have described what the snorkelling Instructor does Be able to describe those qualities a good instructor should have / demonstrate		Class based, ID led group work	Instructor Workbook Page 12
1000 1100	60	Creating the learning experience	Be able to describe how people learn – hearing, seeing, doing and relate this to the introduction and development of skills and knowledge associated with snorkelling. Be able to describe the barriers to learning and how to remove these.		Class based, ID led group work	Instructor Workbook Pages 13 - 15
1100 1230	90	Skills Development Model Onshore	Be able to identify the key components to a skill (teaching points).	Have identified and recorded the key components for:	Onshore in small groups (3s)	Instructor Workbook Page 17

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				Have identified the key components to a skill.	A shore based skill – doesn't have to be snorkelling related.	"Teach" someone a task like tying shoe lace, stand up from lying, putting on a mask & snorkel	
					Be able to describe role and components of EDICT model for skill development.	Class based Introduce skills development model	Instructor Workbook Page 18
1230 1300	30	Sharing skills & knowledge *Planning* For delivery of Sharing Skills & knowledge sessions	Be able to demonstrate how to run sessions for novice snorkelers.		Be able to identify what skills are covered in "Snorkel Skills" Have identified what order to cover skills – progression Have broken skills into components & planned delivery.	On shore ID led group work	Instructor workbook Page 32 List of skills to use includes in: Course Syllabus Page 17
1300 1400		Lunch			Move to the pool		
1400 1600	60	Sharing skills & knowledge ***Swimming Pool*** *Delivery* of skills from Snorkel Skills Course	Be able to demonstrate how to run sessions for novice snorkelers.		Have delivered sessions from "Snorkel Skills"	In the pool Participant led sessions.	Assessment Log Completed by ID
	30	Sharing skills & knowledge *Review* delivery of Sharing Skills & knowledge sessions			Have reviewed sessions & recorded methods & PIGS	On shore ID led discussion	Session Record sheets (Instructor Workbook Page 55) completed by Learner
	30	Move back to Classroom					
1600 1630	30	Session Planning	Be able to describe why session planners are used. Be able to identify the considerations to be made when planning a teaching session. Have developed a template to be used when planning a teaching session.			On shore ID led group work	Instructor Workbook Page 26
1630 1700	30	Briefing & de-briefing sessions	Be able to describe the objective of briefings and debriefings to a snorkelling session. Be able to identify the key components of a briefing and debriefing Have developed a template for use when planning and delivering briefings and debriefings (D.I.C.E).			On shore ID led group work	Instructor Workbook Page 28 & 29
1700 1730	30	Review today	Have reviewed sessions run over the day and recalled learning.			On shore ID led group work	Instructor Workbook – Page 8

Notes for using CDPI Standard Course Template

		Outline tomorrow	Looked forward to tomorrow and know what to expect and prepare for.			

Day	**2 /4**					
Time	*Time allowed* *(minutes)*	*Session*	*Primary Objectives* *By the end of this session participants will;*	*Secondary Objectives* *By the end of this session participants will also:*	*Delivery method*	*Record*
0900 0930	30	Tide & weather	Have described what implications forecast tide and weather conditions will have on the day's snorkelling activities.	Be able to obtain weather forecast & tidal data and apply to snorkelling area / activities,	On shore Participant presentation Trainer led discussion	Instructor Workbook Page 49
0930 1030	60	Guidelines on delivering knowledge based sessions.	Be able to identify the range of tools available when running knowledge sessions and evaluate these for suitability. Be able to describe a model for delivering knowledge session. Be able to identify which knowledge based sessions they are expected to deliver during the course and the scope of those sessions.	Be able to identify what knowledge based session they will be expected to run, what is expected during those session and when they are likely to be run.	Trainer led group work On shore	Instructor Workbook Page 23 – 24 Page 44
1030 1115	45	Break	Prep for knowledge based session			
1115 1300	90	Sharing skills & knowledge *Delivery of* ***Knowledge based*** sessions from Snorkel Skills and Advanced Snorkel Skills Courses	Be able to demonstrate how to run knowledge sessions for novice and advanced snorkelers.	Be able to identify what skills are covered in "Advanced Snorkel Skills". Have identified what order to cover skills – progression Have broken skills into components & planned delivery. Have delivered onshore sessions from "Snorkel Skills and "Advanced Snorkel Skills" Have reviewed sessions & recorded methods & PIGS Have recorded participants progress on Skills Tracker sheets	Onshore (2 groups) Participant led 8 x 15min sessions Debriefs	Session plans completed prior to delivery – copy for all. Session Record sheets completed post-delivery – completed by all Assessment Log completed by ID.
1300 1400		Lunch Move to pool				
1400 1600	120	Sharing Skills ***Swimming Pool***	Be able to demonstrate how to run sessions for novice snorkelers.	Be able to identify what skills are covered in "Snorkel Skills".	In the pool Participant led	Session plans completed prior to delivery – copy for all.

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		Using skills from Snorkel Skills Course		Have identified what order to cover skills – progression Have broken skills into components & planned delivery. Have delivered sessions from "Snorkel Skills" in a pool Have reviewed sessions & recorded methods & PIGS Have recorded participants progress on Skills Tracker sheets	4 x 20min sessions	Session Record sheets completed post-delivery – completed by all Assessment Log completed by ID
1600 1630		Move to Classroom				
1630 1650	20	Role of IUC, Snorkel training schemes & Training Centres	Be able to describe the role of the IUC in the development of the sport and delivery of a national quality assured training programmes Be able to describe the role of IUC Snorkelling Centres in the delivery of a national quality assured training programme and where to get information on standards. Be able to identify outcomes for each of the courses within the IUC Snorkelling Programme.		Trainer lead – Class room – PP presentation Record:- Section in IUC Course Notes	Instructor Workbook Page 46 -47
1650 1700	10	Role of Sport Ireland Ireland & Adventure Sports Framework	Be able to describe the role of Sport Ireland and Adventure Sports Framework in the delivery of Instructor & Coach training programmes.		Trainer lead – Class room – IUC PP presentation Record:- Section in IUC Course Notes	Instructor Workbook Page 49
1700 1730	30	Review today	Have reviewed sessions run over the day and recalled learning.		Onshore Trainer led discussion	Instructor workbook – P 8 - 9 Instructor workbook – P 56
		Outline next weekend	Looked forward to next training day and be able to describe what to expect and prepare for.	Be able to describe what sessions they will be delivering over the next 2 days of the course. Be able to describe when & where next session are running & what equipment will be needed.	On shore Trainer led discussion	Instructor workbook –

Notes for using CDPI Standard Course Template

Appendix 1   **Assessment Criteria & Methodology**
You need to have processes in place to ensure that;   • You can clearly identify what coaches / Instructors need to do to pass the course   • Accurate records of their achievement / progress are maintained and available for review.   Use this section to describe how you do this.

Objective

Identify what you are seeking to do when assessing coaches / instructors

Method

Describe

- how the assessment is to be undertaken.
- who is going to assess the candidates.
- What the possible outcomes are (pass, fail, defer etc.) and when they are to be used.

Criteria for Certification as a (name of award)

In order to qualify as (name of award) the participant must….	This competency is covered under the following programme outcomes..	These are measured / assessed by….	From which the following records / evidence is produced….

Checklists

Do you have checklist for use during the assessment process? If so, include them as well as a description on when, who and how they are to be used.

Notes for using CDPI Standard Course Template

Example - Extracted from the Irish Underwater Council Snorkel Instructor Development programme

Objective

During the Instructor development process Instructors need to be evaluated in order to determine if they are:

- running safe and effective instructor training sessions.
- likely to be able to run an effective snorkel training course that complies with IUC requirements
- Eligible for qualification as an IUC Snorkel Instructor

and to provide trainee Snorkelers with;

- feedback on their performance
- suggested improvement goals

Method

The assessment will be run continuously during an approved IUC Snorkel Instructor Training Course.

The observation must include at least three sessions run by the Instructor including;

- a shore based teaching session
- a water based session (Pool)
- a water based teaching session (open water)

The observation / assessment will be conducted by the Instructor Developer running the course. This person will be qualified CDPI Adventure Sport Instructor Developer (Snorkelling).

There are 4 possible results from an Instructor training course.

Pass	Candidate has satisfactorily completed all training and pre-requisite requirements and should have an Instructor certificate issued by the IUC and Sport Ireland Coaching.
Defer	When the candidate has not completed the training satisfactorily but where the Instructor Developer feels that they may be able to rectify this by completing defined work or tasks subsequent to the training course.
Fail	The candidate has not completed the training satisfactorily and cannot rectify this by work or tasks completed subsequent to the training course.
DNC	The candidate Did Not Complete the Instructor training course.

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Criteria for Certification as an IUC Snorkel Instructor

In order to qualify as an IUC Snorkel Instructor the participant must….	Covered under the following programme outcomes..	These are measured / assessed by….	From which the following records / evidence is produced….
Provide evidence that they have completed the Snorkel Instructor Pre- entry Assessment	2.1	Instructor Pre-entry Assessment run by Snorkel Instructor Developer	Certificate of completion held in Learners portfolio Tracked on "Participant Tracker & Certification Request Form"
Hold a current First Aid Certificate	2.2	Learner shows certificate & provides copy to Instructor Developer	Tracked on "Participant Tracker & Certification Request Form" Copy held in Learners portfolio
Demonstrate that they can safely and effectively plan and deliver:			
• a knowledge based teaching session	5.2, 5.5, 5.5, 5.8, 5.10, 6.1, 6.2, 7.1, 7.2	Lead Instructor Developer using Snorkel Instructor Assessment Log for Knowledge based sessions	Tracked on "Participant Tracker & Certification Request Form" Assessment Log held in Learners portfolio
• a teaching session based in a pool	5.1, 5.4, 5.6, 5.7, 5.8, 5.10, 6.1, 6.2, 7.1, 7.2	Lead Instructor Developer using Snorkel Instructor Assessment Log for pool sessions	Tracked on "Participant Tracker & Certification Request Form" Assessment Log held in Learners portfolio
• a teaching session based in open water	3.1.2, 3.2.2, 5.1, 5.4, 5.6, 5.7, 5.8, 5.10, 6.1, 6.2, 7.1, 7.2	Lead Instructor Developer using Snorkel Instructor Assessment Log for open water sessions	Tracked on "Participant Tracker & Certification Request Form" Assessment Log held in Learners portfolio
Have attended a Snorkel Instructor Training course and have completed the IUC Snorkel Instructor Workbook	1.1, 1.2, 1.3, 1.4, 3.1.1, 3.2.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.3, 5.9, 6.3, 7.1, 8.2, 8.3.	Lead Instructor developer	Completed Instructor Workbook
Have passed Garda Vetting with IUC (Except where participants have declared, using the appropriate IUC form, that they will not be working with children)…..		Completing Garda Vetting through IUC Office	Tracked on "Participant Tracker & Certification Request Form"

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Appendix 2
Course pre-requisites

Where there are a number of skill, knowledge and competencies that the coach / instructor is required to have prior to entering onto the programme it is worth describing these in some detail here.

(Skill / Knowledge / Experience)	
Objective	Why is this skill, knowledge or experience required prior to this Instructor / Coaching course?
Method	How are these to be acquired and measured? How long is this going to take?
Assessment / Evidence	What are the specific skills, knowledge or experience to be measured and what evidence is to be gathered?

Example - Extracted from the Irish Underwater Council Snorkel Instructor Development programme

Part 2	Swim Test	
Objective	The swim test shows that the Snorkel Instructor Candidate is a strong enough swimmer to be able to lead, manage and care for groups of snorkelers in open water.	
Method	This assessment may be undertaken in either a swimming pool or in open water. Wetsuits may be used in open water but not when swimming in pools.	
Assessment	Snorkel 1000m in under 20 minutes (full snorkel equipment)	
	In water that is 2 - 3 m deep, recover both fins from the bottom and, while on the surface, put them on.	
Part 3	**Skills Assessment**	
Objective	The snorkelling skills assessment shows that the candidates can demonstrate the key skills they will be required to deliver as Snorkel Instructors.	
Method	This assessment may be undertaken in either a swimming pool or in open water. The candidate needs to supply and use the appropriate personal snorkelling equipment.	
Assessment	Getting in and out of the water	Enter the water safely while wearing all snorkelling equipment using one or more of the following techniques • "Silent entry" – From sitting on edge of pool • Step entry – From standing on edge of water
		Safely get out of the water.
	Diving	To surface dive, swim along for a distance of not less than 5 meters underwater and then surface
	Towing	Demonstrate how to approach a distressed, conscious casualty Tow another snorkeler for 50 meters while; • The casualty provides no assistance • Keeping the casualties face & mouth above the water at all times

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Appendix 3
Sessions for delivery by coaches or instructors during this programme
In order to make courses more consistent, it may be useful to include a list of coaching sessions that Coach / Instructor Developers would ask the coaches or instructors to deliver during the course. These sessions should reflect those that the coaches / instructors on this course are likely to deliver when working with players / participants.   - Skills based coaching sessions –these are "practical" or "field based" skills   - Knowledge based coaching sessions – these are sessions that have a largely theoretical content

Example - Extracted from the Irish Underwater Council Snorkel Instructor Development programme

Skills based coaching sessions

	Session title	Session allocated to…. (Name of Coach / Instructor)
1	Clearing mask & snorkel on the surface of the water	
2	Getting into & out of the water (Pool)	
3	Getting into & out of the water (Open water)	
4	Surface dive & surfacing	

Knowledge based coaching sessions

	Session title	Session allocated to…. (Name of Coach / Instructor)
1	Route planning & in water navigation techniques	
2	Shallow Water Blackout – what it is, how to prevent it and how to treat it.	
3	The effects of pressure on a snorkeler	
4	The effects of cold and how to tell & what to do if someone is cold	

Notes for using CDPI Standard Course Template

Handy Hints for working in this Word Document

In the document anything in brackets should be replaced by your own text – (NGB Name) ➔ Irish Tiddlywinks

There is information included in the "Header" at the top of each page. If you want to edit these either;

Hover the cursor over the header text and double click or In top toolbar > Insert > Header > Edit Header

When

Notes for using CDPI Standard Course Template

Print this and the next page off and put them somewhere you can see them when writing your programme

SPORT IRELAND COACHING

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SMART Outcomes

S Specific
Does your outcome…….
Clearly & accurately describe want you want to achieve?

M Measurable
Does your outcome…….
Use clear definitions & appropriate "action verbs" to allow other people to measure if it has been achieved?

A Attainable
Is the outcome……
Achievable within the context of this programme or session

R Relevant
Does your outcome…….
Assist in the achievement of the overall task / objective

T Time - Bound
Does your outcome…….
Have a clear timeframe for achievement and fit within the timeframe allowed / available

Action Verbs - for use when writing syllabus & session outcomes

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
The successful learner will be able to ……					
recognize or recall learned information	*restate or interpret information in their own words.*	*use or apply the learned information*	*examine the learned information critically*	*create new models using the learned information.*	*assess or judge the value of learned information.*
list state name tell recall label record define relate recall repeat select underline arrange describe memorize recognize reproduce	explain translate identify restate discuss tell reference describe express classify locate review critique interpret report summarize compare illustrate estimate reiterate	apply use practice demonstrate complete sketch solve construct conduct dramatize perform respond role-play execute employ	analyse distinguish differentiate appraise calculate experiment inspect categorize catalogue quantify measure relate test critique diagnose extrapolate theorize debate	develop plan build create design organize revise formulate propose establish integrate modify compose collect construct prepare devise manage	review justify assess defend report on investigate appraise argue rate score select measure choose conclude compare evaluate interpret support
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation

⬅ Lower level thinking skills ➡   ⬅ Higher level thinking skills ➡