

National Coaching Development Programme

IMPLEMENTATION MANUAL




NATIONAL
COACHING & TRAINING
CENTRE
IONAD NAISIUNTA OILIUNA AGUS TRAEVALA

THE
IRISH SPORTS
COUNCIL

AN CHOMHAIRLE SPÓIRT

GLOSSARY OF TERMS

ABCs: ABCs of athleticism, agility, balance and speed

Adult learning principles: Methods of learning which are based on the learning needs of adults

Aims: A general description of what will be achieved

Assessment: A formal process to determine the extent of learning

Assimilation: Incorporation into a group

Capacities: Domains of activity in which the coach or player/athlete displays levels of competence based on the inter-play between ability, opportunity and learning

Case study: A life example used to illustrate a point

Class-based: Based in a classroom

Coaching plan: A plan devised by the national governing body to develop coaching and to put in place a coach education programme which meets the needs of the sport

Course outcomes: What will be achieved by the end of the course, described in observable terms

Course outline: A detailed description of what will occur on the course

Criterion (Pl. Criteria): The standards or guiding principles associated with making a decision or judgement

Deployment: The assignment of personnel to different roles

Distance learning: Facilitated learning without attendance at a course

Evaluation: A process of review which makes judgements on progress based on all the available information

Field-based: Based in a practical setting

Integrated delivery: Where a variety of topics are planned, delivered and evaluated as part of the one learning experience

National Coaching Development Programme (NCDP): A National Programme, established in 1993, to develop standards of coaching and coach education in Ireland. It consists of a partnership between NCTC and 52 NGBs and operates within the context of the policies of the Irish Sports Council. For all-island sports, the NCDP is recognised by the Sports Council for Northern Ireland as the framework for coach education.

Objectives: A statement of what one wishes to achieve

Outcome-based learning: Learning described in terms of outcomes, either on a session or course basis

Philosophy: A way of thinking. A belief that guides one to solve problems where there is no right or wrong answer

Pilot course: A preliminary or trial course

Player/athlete-centred approach: Putting the needs of the player/athlete at the centre of decision-making and learning

Quality assurance: Guarantee of quality, mark of quality service

Rationale: The underlying principle or way of reasoning to justify a method of doing something

Role-play: To act the role of another person

Session outcomes: What will be achieved by the end of the session, described in observable terms

Simulated coaching: Coaching under artificial conditions

Strategy: A planned approach with a view to achieving specific objectives

Syllabus: A detailed description of the aims, objectives, content, method and assessment of a course of study

Template: A general or generic structure that can be applied to specific situations or needs

Tutor-coaching ladder: The tutoring levels through which a tutor may progress



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INTRODUCTION

COACHES PLAY A VITAL ROLE IN IRISH SPORT. AT ALL STAGES OF THE PLAYER/ATHLETE PATHWAY, GOOD COACHING IS AN ESSENTIAL COMPONENT WHICH CONTRIBUTES TO GREATER AND MORE FULFILLING PARTICIPATION.

In the modern world of sport, the need for such coaches to be well equipped and educated has become more and more apparent. This manual and workbook are designed to assist National Governing Bodies (NGBs) in the recruitment, education and deployment of coaches within their sport. Putting in place sustainable structures for the development of coaching in a sport is important and pain-staking work. This manual will help NGBs through this work.

Following a consultation process, the National Coaching and Training Centre (NCTC) launched the National Coaching Development Programme (NCDP) first cycle in 1993, in partnership with 52 participating NGBs. The Programme, which now runs in the context of the Irish Sports Council's policies, put in place a four-level coach education ladder, which has provided training and certification for over 18,000 coaches to date. The second cycle of the Programme was launched in 1999, following a process of review and evaluation with participating NGBs. The mission statement of the second cycle, which will run until the end of 2004, was defined as **"Good coaching makes a difference"** (see Figure 1). The following objectives were set:

- *developing sustainable NGB coaching and coach education systems with the right balance between volunteer and professional inputs*
- *promoting safety, fun and challenge through coaching with the following targets:*
 - *A coach for every participant*
 - *A qualification for every coach*
 - *A Level 3 or 4 coach for every high performer*
 - *A pathway for progression for each participant and performer*
- *educating coaches at each level of the coaching ladder, targeted to work with young people, at club level and with high performers*
- *consolidating the work and systems of the first cycle of the Programme*

Figure 1: National Coaching Development Programme Second Cycle: Mission and Objectives



Significant progress has been made towards the achievement of the goals in many sports. This Implementation Pack will further consolidate the progress to date and will provide a working tool for NGBs as they put in place sustainable coaching and coach education systems within their sports. The pack, which consists of a manual, workbook and supporting appendices, will help NGBs to:

- identify the coaching and coach education needs within the sport
- identify player/athlete pathways for the sport
- plan, prepare for, deliver and review coach education courses within the NCDP
- implement the requirements for quality assurance and certification
- identify and respond to issues relating to coach and tutor deployment
- put in place systems for the ongoing professional development and recertification of coaches

The staff of the National Coaching and Training Centre will be available to assist NGBs in working through the various stages of implementation.

A five-stage process has been devised to take NGBs through the implementation of the NCDP. This process is illustrated in Figure 2 and the stages are:

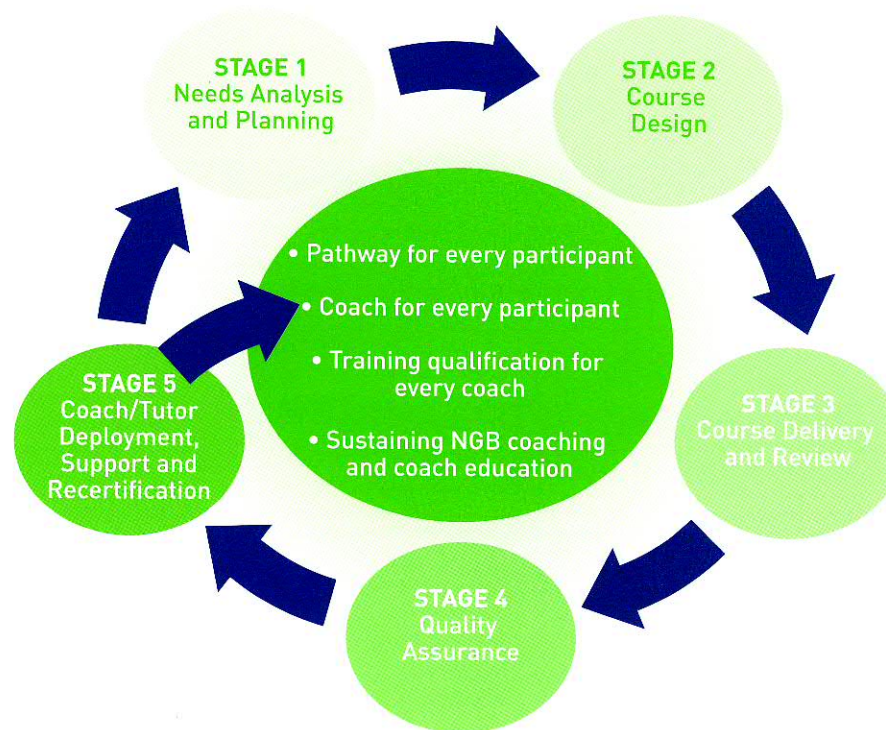
- 1. Needs analysis and planning**
- 2. Course design**
- 3. Course delivery and review**
- 4. Quality assurance**
- 5. Coach/tutor deployment, support and recertification**

It is a model that has worked well in practise, but every NGB is different and occasionally you may find that an alternative route is needed. The end result should be the same: the design and development of a coach education course that:

- meets the unique needs of the NGB and its coaches
- is in line with the principles on which all NCTC programmes are based (i.e. player/athlete-centred, outcome-based, theory and practise integrated into a practically oriented course, founded on adult learning principles)
- fully meets the quality-assurance mechanisms of the NCDP
- is guided by a technical-liaison process (technical planning and review meetings between NCTC and the NGB)
- is subject to external review and to review by the NCTC with the agreement of the NGB

The Implementation Pack will form the basis of implementation of the NCDP for the remainder of the second cycle of the NCDP and into the third cycle (due to commence in 2005). The Implementation Guidelines will be subject to ongoing review and improvement, based on the feedback from NGBs and the evolving nature of the NCDP.

Figure 2: Stages in the implementation of the NCDP



The detail of each of these stages is given in Table 1. Each stage is broken down into a series of manageable steps, with an outcome identified in each case. The stages and steps are organised sequentially so that the NGB can work through the process of implementation in a systematic way.

Table 1: Stages to Design, Develop and Implement the National Coaching Development Programme

Stage 1:	Stage 2 (A):	Stage 2 (B):	Stage 3:	Stage 4:	Stage 5:
Needs Analysis and Planning	Course Design (Planning)	Course Design (Preparation)	Course Delivery and Review	Quality Assurance	Coach/tutor deployment, support and recertification
1.1 Establish technical-liaison process with NCTC	2.1 Define action steps and time frame for course development	2.8 Identify and train tutors for a pilot course	3.1 Organise and run the initial pilot course	4.1 Apply the NCDP and NGB quality assurance procedures to the running of the courses including the appointment of personnel to operate it	5.1 Market and launch the coach education course
1.2 Nominate NGB coach education officer (CO)	2.2 Clarify the aims of one level of the coaching ladder	2.9 Design a format for each session of the course	3.2 Collate and evaluate feedback from coaches, tutors and observers on all aspects of this course	4.2 Test the course materials (syllabus, course outline, delivery materials) and delivery arrangements for the course (tutoring, administration and quality assurance)	5.2 Monitor tutor and coach recruitment and deployment, in line with NGB coaching plan objectives
1.3 Establish a coach education group consisting of coaches/tutors and other key NGB personnel	2.3 Identify what coaches need to be able to do at this level (outcomes)	2.10 Prepare materials for tutors	3.3 Review and amend syllabus and course outline based on feedback	4.3 Agree with NCTC the period for which the course will be valid and how it will be monitored.	5.3 Consider the support and recertification of coaches and tutors
1.4 Outline player/athlete pathway and align coaching ladder	2.4 Write draft syllabus (with reference to player/athlete pathway)	2.11 Identify how the coaching skills will be practised and evaluated	3.4 Plan to deliver full pilot course	4.4 Be ready to proceed to the next level on the coaching ladder	5.4 Monitor the impact of coaching initiatives on quality participation and performance
1.5 Map existing coach deployment and support	2.5 Link outcomes to content and method of delivery in the form of a course outline	2.12 Review and refine assessment methods	3.5 Redraft tutor manual		
1.6 Develop NGB coaching plan	2.6 Identify how coaches will be assessed	2.13 Prepare materials for coaches' manual	3.6 Redraft coaches' manual		
1.7 Identify funding and resources required	2.7 Submit draft syllabus and review progress with NCTC	2.14 Design and develop course co-ordinators' pack	3.7 Label course materials to be part of the NCDP		
1.8 Develop an annual work programme			3.8 Finalise assessment methods		
1.9 Agree NGB coach education framework with NCTC			3.9 Deliver and evaluate full pilot course		

Sequence of Tasks to be Completed

Role of NCTC and NGB

The ultimate aim of the Implementation Pack is to provide a tool to NGBs so that sustainable and effective coaching and coach education systems can be put in place for the sport.

The manual will act as an important reference point for NGBs and NCTC. The roles and responsibilities of the NCTC and NGBs are outlined in Figure 3.

NCTC looks forward to working with NGBs in the further implementation of the NCDP through the Implementation Pack and through a continued process of partnership and dialogue.

Guidance on the use of the Implementation Pack

The Implementation Pack consists of the following:

- MANUAL:** Outlines the stages and steps to implement the NCDP within the sport
- WORKBOOK:** Provides specific tasks for each of the steps along the way
- APPENDIX:** Provides support/reference materials

The Implementation Pack is designed to assist the NGB, its coach education group and its coach education officer to put in place an effective and sustainable system for coach and coach education within the sport. The manual outlines each step of the process and where appropriate:

- *Indicates where action needs to be taken by the use of this graphic*



REFER TO WORKBOOK 1.3

- *Provides background information on the NCDP*
- *Offers tips for action/implementation shown by this graphic*

TIP To develop a review form ensure:

- All aspects are linked to the syllabus and course outline
- All aspects of the course are identified for review
- The review is documented in the same format by all observers

- *Provides a tutor pack to help you facilitate a group workshop*

**Figure 3: Key Work Areas in the NCDP Second Cycle
Good Coaching Makes a Difference**

Ethics in Sport The values which permeate Irish sport - fair play, child protection and drug-free sport.		
National Governing Bodies	NCDP - Good Coaching Makes a Difference	National Coaching and Training Centre
Strategic development of coaching	Consolidation and impact	Supporting NGBs
Defining player/athlete pathways	Safety, fun, challenge	Overseeing national coaching standards at all levels
Coaching and coach education structures	Coach for every participant	Management and implementation of NCDP
Tutor role and support	Level 3 or 4 coach for every high performer	Materials to support NGBs, tutors and coaches
Coaches education, recruitment and deployment	A pathway for each participant	Quality assurance and ongoing review
Consolidation of levels 1 and 2		International best practise in coach education
Development of levels 3 and 4		
Materials to educate coaches		
International best practise in the sport		
Common Areas: The status of coaches and coaching Promotion of coaching, Position of coaching in formal education, Support for volunteer coaches, Professionalisation of coaching (targeted).		

NEEDS ANALYSIS AND PLANNING

A KEY ELEMENT OF THE NCDP IS THE DEVELOPMENT OF A COACHING AND COACH EDUCATION STRUCTURE THAT MEETS THE NEEDS OF THE NGB, ITS COACHES, PLAYERS AND ATHLETES.

A key objective for all NGBs should be the recruitment, deployment, education and support of coaches in line with the desired pathways and strategic objectives of the organisation. Coach education courses should be put in place on a sustainable basis to support this objective and such courses should become an integral part of the overall strategic plan for the sport. This involves a commitment on the part of the NGB to put in place a coach education system. This system should be focused on developing the coaching skills, which in turn will help players/athletes develop the capacities needed at each stage of their development.

Needs analysis and planning provide the foundation for effective coaching and coach education systems. There are a number of important steps in the needs analysis and planning stage. The detail of each of these steps is given in the sections that follow and in figure 4.



Figure 4: The stages involved in Needs Analysis and Planning

To complete Stage 1 the NGB should:



1.1 ESTABLISH TECHNICAL-LIAISON PROCESS WITH NCTC

The implementation of the NCDP in a sport is overseen by the NGB and NCTC through a technical-liaison process. This process, comprising representatives from both bodies, guides all work between an NGB and NCTC. Three forms of technical liaison exist:

1. Technical-liaison groups, which consist of formal one-to-one meetings between the NGB and the NCTC
2. Technical-liaison seminars, which involve a number of NGBs and NCTC in group sessions
3. Ongoing liaison between NGB and NCTC personnel in the context of an agreed work programme

The purpose of this technical-liaison process is to ensure that:

- *the NGB is ready to enter the NGB/NCTC partnership*
- *coaching plans and coach education courses are developed in line with the needs of the sport*
- *coaching plans and coach education courses comply with the standards outlined in the NCDP*
- *there is a forum in which coaching development and coach education issues can be aired, monitored and progressed*

It is a requirement of the programme that all key decisions relating to the development of coaching and coach education systems are agreed through the technical-liaison process by the NGB and the NCTC.

At this stage, the names of the NGB representatives within the technical-liaison process should be identified. There should be a strong overlap between these representatives and the coach education group for the sport (see step 1.3).



REFER TO WORKBOOK 1.1

1.2 NOMINATE NGB COACH EDUCATION OFFICER (CE OFFICER)

An NGB should identify an appropriate individual with the time and skills to lead the work in the NCDP. This individual should be strongly involved in coaching and/or coach education within the sport. For coach education, it is recommended that a coach education officer (CE Officer) be appointed. In some NGBs this may be a professional appointment. The role of the CE Officer will include some or all of the following tasks:

- *co-ordinate the coach education structure within the NGB*
- *assist in the implementation of the NCDP*
- *ensure that the NCDP implementation guidelines are applied to the sport, under the guidance of the coach education group*
- *guide and support the sport/coaching experts of the NGB in tutoring and resource-development roles*
- *keep people on tasks*
- *co-ordinate the process to the agreed schedule*
- *challenge assumptions, encourage debate and reflection that will lead to a coach education structure that will develop better coaches*
- *facilitate workshops, write reports and record decisions made*
- *provide the necessary paperwork for workshops, working groups and reviews*
- *liaise with NCTC staff through the technical-liaison process*

It is important that in addition to the time and commitment, the CE Officer has:

- *a good technical knowledge of the sport*
- *reasonable coaching experience*
- *good facilitation skills*
- *sound planning skills, and a reputation for delivering to time*
- *experience of delivering coach education courses (has preferably completed the NCDP Tutor Development Course)*

 REFER TO WORKBOOK 1.2

1.3 ESTABLISH A COACH EDUCATION (CE) GROUP OF COACHES/TUTORS AND OTHER KEY PERSONNEL

The coach education (CE) group is a working group comprising NGB coaches, tutors, an administrator from the executive of the NGB and the CE Officer. The functions of the group should be to:

- *co-ordinate the coach education structure within the sport*
- *oversee the implementation of the coach education elements of the NCDP within the sport, including quality assurance and certification*
- *assist in the full implementation of the NCDP within the sport, in the context of the NGB strategic objectives and structures*
- *liaise with NCTC through the technical-liaison process*
- *provide reports to the NGB's coaching, technical and executive committees on a regular basis*
- *ensure there is a meaningful alignment between the NGB coaching ladder and NGB player/athlete pathway*
- *ensure that the content and delivery of coach education courses are subject to regular review and are responsive to changes within the sport and in line with international best practise*

The CE group should have close links to the NGB coaching committee/executive and to the technical-liaison process with NCTC. It is essential that the group is representative of the interests within the NGB that have a stake in coach education. This should include coaches who are involved in the development of players/athletes at the different stages of the pathway from underage to international level.

 REFER TO WORKBOOK 1.3

1.4 OUTLINE PLAYER/ATHLETE PATHWAY AND ALIGN COACHING LADDER

It is recommended that, before embarking on the process of course development, the NGB should describe the pathway(s) through which players/athletes move in their sport.

The pathway should be developed in consultation with the executive and coaching committees for the sport. The pathway should set out a vision that is not only realistic but also consistent with the strategic objectives of the sport. The pathway should outline a clear Long-Term Player/Athlete Development model for the sport.

By outlining the player/athlete pathway, the NGB can identify the coaching levels most closely linked to each stage (see Figure 5).

The key player/athlete capacities needed at each stage of the pathway should be described (i.e. what the player/athletes should be able to do). The generic NCTC model for Long-Term Player/Athlete Development is provided in Appendices 1 and 2 to help guide NGBs as they develop their own, sport-specific pathways.

A series of tasks is provided in the Workbook that will assist NGBs in developing:

- an outline Long-Term Player/Athlete Development model for their sport
- specific statements on player/athlete capacities at each stage of the pathway
- pathway/coaching-ladder link

By grouping the capacities under the headings Technical, Tactical, Physical, Mental, Personal and Lifestyle, the NGB can be clear on the specific capacities players and athletes need to develop.

After defining the pathway, it is possible to identify (for each coaching level) the types of players/athletes and their “capacity” objectives that the coaches would be working with – the coaching-ladder link. Once the target market for the coaching level has been clarified, it is easier to determine precisely what the coach needs to be able to do in order to be effective in coaching players/athletes at each level.

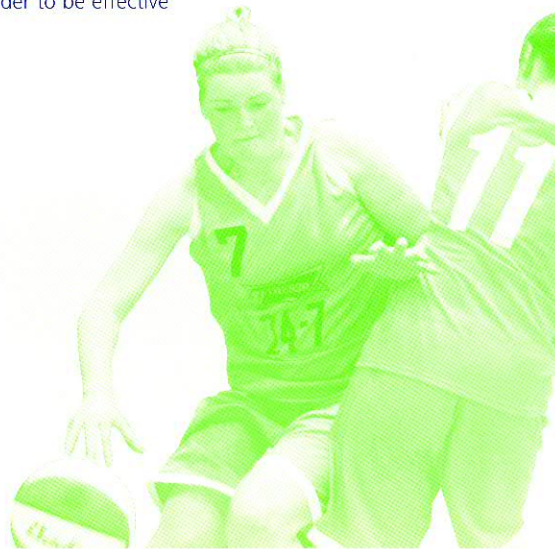
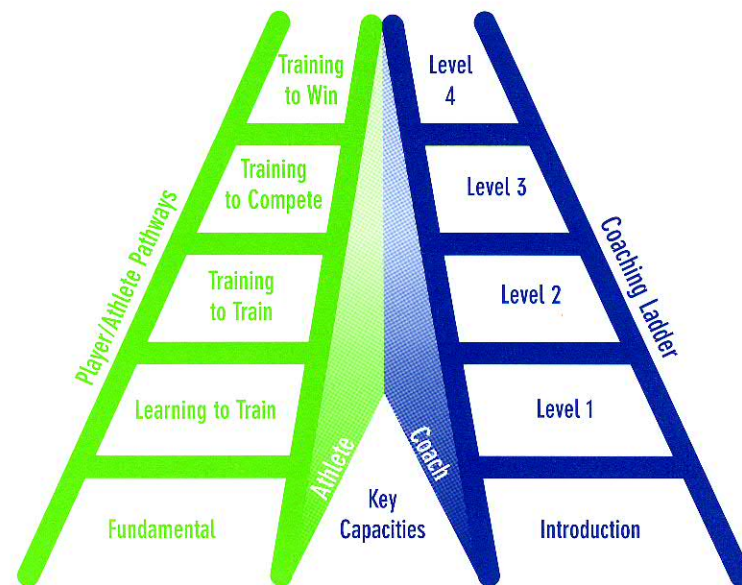


Figure 5: Aligning the player/athlete pathway and the coaching ladder



REFER TO WORKBOOK 1.4

Table 2 represents an overview of the pathway stages with the main technical/tactical emphasis and key coaching skills at each stage.

Table 2

Pathway Stage	Main Emphasis	Key Coaching Skills
FUNDamental	Introducing Basic Movement Skills	Organising Single Sessions
Learning to Train	Introducing Sport-Specific Skills	Single Sessions, Feedback and Progression
Training to Train	Building the Engine Developing Sport-Specific Skills	Series of Sessions, Physical Conditioning, Practise Structure
Training to Compete	Optimising the Engine Sport-Specific Skills in Competition	Season/Series of Seasons Performance Analysis and Debrief
Training to Win	Fine-tuning the Engine	Playing Systems, Peaking Career Management/Advice
Retirement/Retainment	Re-direction	Career Management/Advice

1.5 MAP EXISTING COACH DEPLOYMENT AND SUPPORT

The next step is to identify the existing structure and demographics within the sport to determine the direction of coach education for the sport. This should include a mapping exercise that clearly shows where players/athletes and coaches are located around the country. The number of coaches and their training and qualifications status should be assessed at this stage.

The mapping exercise should assist the NGB to identify:

- *where players/athletes are located*
- *where coaches are located*
- *where affiliated clubs, schools and colleges are located*
- *gaps that significantly affect the player/athlete pathway*
- *gaps in coach deployment*
- *training and development needs for coaches*
- *tutor numbers and deployment*
- *NGB coach education structure and the coaching levels available*

An analysis of this information will:

1. Identify where the NGB should put its resources in relation to educating and deploying coaches and developing its coach education system.
2. Outline NGB structures and personnel, identifying who will play what role in the implementation of the NCDP.



REFER TO WORKBOOK 1.5

1.6 DEVELOP NGB COACHING PLAN

An NGB coaching plan is essential to ensure that the work taking place in the implementation of the NCDP is put on a sustainable footing and is based on the needs of each sport. The NGB's strategic plan may address its coaching policies and the long-term plans for the development of coaching in the sport. However, a coaching plan will need to be in place for the NGB to map out the specific actions and targets, to maximise the benefits from the implementation of the NCDP. It is recommended that a clear process for consultation and decision-making is set out, to ensure that there is maximum ownership and buy-in to the plan.

Phase 1

Headings to be used in the coaching plan

This provides a shape to the overall coaching plan. NGBs should consider each of the headings for inclusion in coaching plans and make amendments as appropriate.



REFER TO WORKBOOK 1.6.1

Phase 2

Collate relevant data on the sport

This ensures that the coaching plan is based on the needs of the sport. The NGB will collate relevant information from:

- the NGB strategic plan
- the player/athlete pathway and the aligned coaching ladder [step 1.4]
- the current provision of the sport [step 1.5]



REFER TO WORKBOOK 1.6.2

Phase 3

Analysis of the issues to be addressed

This takes the information collated in Phase 2 and identifies all the issues to be addressed by the NGB. It is important that these issues are identified now, as it forms a basis for the setting of broad objectives and the sequencing of these.



REFER TO WORKBOOK 1.6.3

Phase 4

Setting of broad objectives and specific targets

Based on the issues to be addressed, the NGB can now set broad objectives, which will in turn lead to specific targets. These objectives can be linked to the education and deployment of coaches and tutors and the development of the elements of the NGB coach education scheme.



REFER TO WORKBOOK 1.6.4

The completion of a coaching plan within a sport may take considerable time, particularly if there is to be comprehensive consultation, which leads to the development of an agreed action plan. This action plan should be endorsed by the Executive Committee of the NGB and contribute significantly to the strategic goals of the organisation. Ongoing work in coaching and coach education should continue while the plan is being developed. Such work will ultimately be guided by the principles and actions outlined in the agreed NGB coaching plan.

1.7 IDENTIFY FUNDING AND RESOURCES REQUIRED

The NGB will need to consider carefully how it will resource and fund the development and implementation of the NGB coaching plan. The input of volunteer and paid personnel from the NGB is critical to the implementation of the plan. A realistic analysis of the personnel and time required to implement the programme should be undertaken by the NGB. Clear task and job specifications should be outlined for those taking on roles within the system and an active recruitment policy should be pursued. Grant aid may be available from the Irish Sports Council (and Sports Council Northern Ireland for all-island NGBs) to assist in implementing the coaching plan. The NGB may also be able to source funding available from other sources.



REFER TO WORKBOOK 1.7

1.8 DEVELOP AN ANNUAL WORK PROGRAMME

An annual work programme should emerge from the NGB coaching plan. NCTC will provide technical support to assist in the work outlined in the annual coaching plan. Such support will be provided on the basis of an agreed, clear and realistic work programme with the NGB, which is adequately resourced with personnel and funding.



REFER TO WORKBOOK 1.8

1.9 AGREE NGB COACH EDUCATION FRAMEWORK WITH NCTC

Each participating NGB within the NCDP is asked to formally sign on to the programme. NGBs will be asked to agree an outline NCDP framework, which will include:

- *an outline of the player/athlete pathway for the sport*
- *an outline of the coaching levels (goals, duration, link to pathway, assessment)*
- *tutor-training specification and tutor support*
- *quality-assurance systems*
- *assimilation procedure for coaches and athletes*
- *roles and responsibilities of NGB – NCTC*

The framework should be developed to meet the needs of the NGB and should be agreed within the technical-liaison process.



REFER TO WORKBOOK 1.9

Checklist for Stage 1

Once the NGB has progressed through Steps 1.1-1.9 by reading the text and completing the workbook tasks, the Needs Analysis and Planning Stage is complete. Please review the following checklist to ensure each step is complete (tick box).

- | | |
|--|--------------------------|
| 1.1 ESTABLISHED TECHNICAL-LIAISON PROCESS WITH NCTC | <input type="checkbox"/> |
| 1.2 NOMINATED NGB COACH EDUCATION OFFICER | <input type="checkbox"/> |
| 1.3 ESTABLISHED A COACH EDUCATION (CE) GROUP OF COACHES/TUTORS AND OTHER PERSONNEL | <input type="checkbox"/> |
| 1.4 OUTLINED NGB PLAYER/ATHLETE PATHWAY AND ALIGNED COACHING LADDER | <input type="checkbox"/> |
| 1.5 MAPPED EXISTING COACH DEPLOYMENT AND SUPPORT | <input type="checkbox"/> |
| 1.6 DEVELOPED NGB COACHING PLAN | <input type="checkbox"/> |
| 1.7 IDENTIFIED FUNDING AND RESOURCES REQUIRED | <input type="checkbox"/> |
| 1.8 DEVELOPED ANNUAL WORK PROGRAMME | <input type="checkbox"/> |
| 1.9 AGREED NGB COACH EDUCATION FRAMEWORK WITH NCTC | <input type="checkbox"/> |

COURSE DESIGN (PLANNING)

IN THIS STAGE, THE STEPS TO BE TAKEN IN COURSE DEVELOPMENT WILL BE OUTLINED. COURSE DESIGN HAS BEEN BROKEN DOWN INTO TWO MAIN PARTS: **A) PLANNING** DEALS WITH THE WRITING OF A COURSE SYLLABUS, COURSE OUTLINE AND MODES OF ASSESSMENT. **B) PREPARATION** DEALS WITH THE COMPILATION OF MATERIALS AND RESOURCES FOR USE ON THE COURSE.

Guidance on this stage is provided on how to put in place the best delivery format for a coach education course within the overall NCDP framework. The CE group will consider the aims of the course and the development of the capacities needed by the coaches in their work with players/athletes.

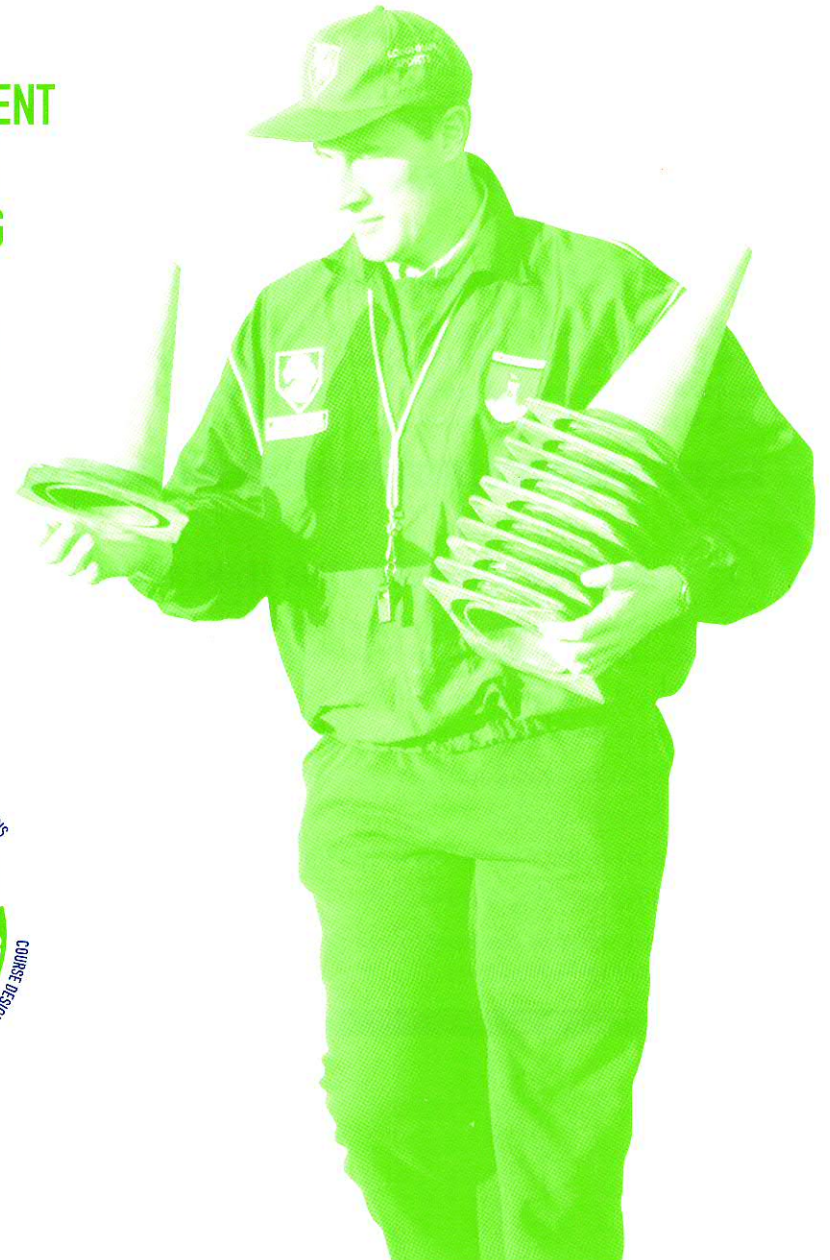
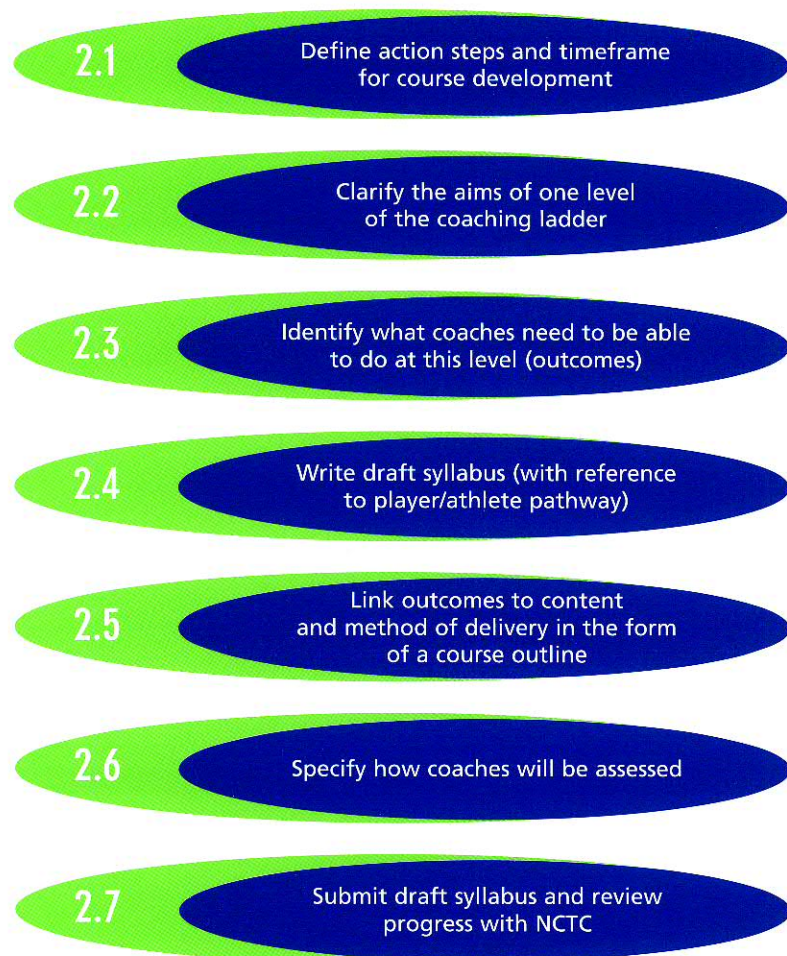


Figure 6: Steps in Course Design – Planning

To complete Stage 2(A) - Planning the NGB should:



NCDP PRINCIPLES OF COURSE DESIGN

The NCDP advocates a number of principles, which the NGB should consider in the design and delivery of a course. These principles include:

1. **Integrated delivery** – all aspects of a course should be designed in a sport-specific way
2. **Player/athlete-centred approach** – courses should focus strongly on the needs of the player/athlete (technical, tactical, physical, mental, lifestyle and personal skills relevant to the stage of development of the player/athlete)
3. **Best practise** – courses should be based on best practise at each stage of the pathway, incorporating up-to-date material on coaching, the sport and sports science
4. **Outcome based** – courses should be focused on what the coach is able to do
5. **Adult-learning principles** – course delivery should facilitate learners to learn at their own pace, set out a quality learning environment and relate the new learning to the previous experience and knowledge of the participant coaches
6. **Sustainable coach education** – courses should form a part of the development of a durable coach education system for the sport; i.e. the courses need to be designed in such a way that they can be delivered on a repeated basis by a variety of personnel and in a variety of locations

2.0.1 Adult-learning principles (ALPs)

The following identifies the principles related to how adults learn best. Positive learning occurs when adults:

- *are actively involved in their own learning*
- *feel their experience, knowledge and skills are respected and used as a building block*
- *can learn at their own pace and in their preferred way, where assessment is part of learning and they can demonstrate their ability as and when they feel ready*
- *are interested, motivated and enjoying themselves*
- *see the relevance of what they are doing and how they can use it in their own activities*
- *achieve some success, see improvements and are rewarded for their effort*
- *are challenged with new ideas and experience but know mistakes are welcome as an essential part of learning*
- *are encouraged to reflect on and evaluate their own learning*

2.1 DEFINE ACTION STEPS AND TIMEFRAME FOR COURSE DESIGN

The process of designing, developing, piloting and reviewing a coach education course takes time and resources. NCTC has identified that, with focused work and appropriate support, this can occur in a specified timeframe (see Workbook 2.1). The NGB needs to map out and plan each step in getting a course up and running, to identify resource implications (personal and financial) and to monitor the progress of the work. By planning out the steps and how they apply to the sport, the NGB executive and CE group become more aware of and committed to what is required for the process and how long it should take. It is important at this stage to identify who will undertake the detailed planning which is central to the course design process.



REFER TO WORKBOOK 2.1

2.2 CLARIFY THE AIMS OF ONE LEVEL OF THE COACHING LADDER

The first task is to review the player/athlete pathway for the sport and the aligned coaching levels to determine where the proposed coaching course sits in “the big picture”. Based on the NCTC model of long-term player/athlete development, main pathway stages have been outlined:

FUNdamental

Learning to train

Training to train

Training to compete

Training to win

Retirement/retainment

At this point, it is useful to refer to the sport-specific pathway phase(s) at which coaches taking the course will be deployed. The sport-specific pathway will have been developed at Step 1.4. This will help to focus on the capacities the NGB wishes coaches to be able to develop in players/athletes as a result of taking the course.

For example, if it has been agreed that level 1 coaches will work primarily with children under the age of 14, the course aims will need to reflect this emphasis.

In this example, the overall aim of the course may be written as follows:

“ to provide coaches with the ability to coach children up to age 14 ”

The overall emphasis for coaches working at this stage of the pathway will be to understand the stages of development of children up to age 14 and how to develop the relevant aspects of the six main capacity areas. These capacities are based on the generic NCTC model of Long-Term Player/Athlete Development, which is outlined in Appendix 1 and include:

Technical

Tactical

Physical

Mental

Personal

Lifestyle

The coach should also be able to plan, organise and evaluate a series of effective sessions, in line with the provisions of the Code of Ethics and Good Practise for Children’s Sport.

At this stage, the NGB should also consult and compare the NCDP Syllabus to ensure alignment with the format and requirements of the different levels within the Programme (see Appendices 4, 5 and 6 for the NCDP Syllabus).



REFER TO WORKBOOK 2.2

2.3 IDENTIFY WHAT COACHES NEED TO BE ABLE TO DO AT THIS LEVEL

2.3.1 Outcome statements

In this step the NGB will identify the key capacities that coaches should develop by the end of the course. This is the core of outcome-based training and constitutes a very important part of the development of a coach education course. By the end of this step, the NGB should be able to:

- clearly identify the sport-specific capacities that the coach will be able to develop (e.g. the coach will be able to assist the player/athlete in developing a technique)
- compare the capacity selection to the NCDP Syllabus at the specified level
- identify, using outcome-based statements, the coaching capacities to be developed. An outcome-based statement is a statement describing what is to be achieved (e.g. the coach will be able to plan, conduct and evaluate a basic coaching session - see Table 2 on page 9). The NCDP Syllabus provides examples of outcome statements that should be adapted to NGB needs

Some time may need to be invested in helping the CE group to understand what is meant by an outcome-based training programme and to identify how outcomes are written. Based on feedback from NGBs, the NCDP Syllabus includes certain outcomes that will be considered mandatory at each level. These should be reflected in the syllabus outcomes.

The NGB is strongly urged not to cut corners developing this stage.



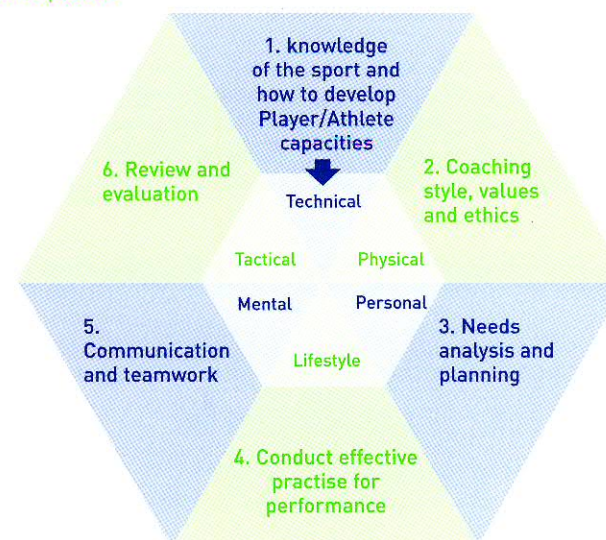
REFER TO WORKBOOK 2.3

2.3.2 Breakdown of outcome statements

A. Initially the CE group should focus on the specific player/athlete capacities which are to be developed by the coach.

B. The coaching capacities to be included at each level should be identified next. Specific coaching capacities should be specified (e.g. planning a session, setting up a demonstration, providing feedback). The goal should be to provide a course that adequately equips the coach with the practical capacities needed to develop the player/athlete at the relevant stage of the pathway. Figure 7 outlines a classification of coaching capacities and their interaction with player/athlete capacities.

Figure 7: Classification of coaching capacities and their interaction with player/athlete capacities



The NCDP Syllabus provides a more detailed template from which these capacities can be identified (see Appendices 4, 5 and 6).

C. Write outcome statements. The key capacities from the Technical, Tactical, Physical, Mental, Personal, Lifestyle and Coaching areas having been identified, they should be written up in the form of outcome statements for the proposed course.

D. Use action verbs. Phrase each capacity with an "action verb" to form an appropriate outcome. For example:

Technical capacity (from pathway): "The athlete will be able to perform the following five skills in a modified game situation" translates to the following outcome statement: "The coach will provide opportunities for players/athletes to perform the following five skills in modified game situations, providing appropriate demonstration and feedback".

This step can be challenging and time consuming, but is achievable and will lay a solid foundation for the course. One of the temptations is to demand too much at a given coaching level. Another challenge is to balance sport-specific elements with coaching skills. Remember that the outcomes should identify coaching capacities which are clearly defined.



REFER TO WORKBOOK 2.3

2.4 WRITE THE DRAFT SYLLABUS WITH REFERENCE TO PLAYER/ATHLETE PATHWAY

A number of other general headings need to be developed and added to the outcomes to complete the development of a draft syllabus. The completion of these headings will make for a complete package which will guide the operation of the course. These include aim; duration; format; entry requirements; statements on methodology; assessment and certification. The NCDP draft syllabus can be used to assist in this process.



REFER TO WORKBOOK 2.4

2.5 LINK OUTCOMES TO CONTENT AND METHOD OF DELIVERY IN THE FORM OF A COURSE OUTLINE

Outcome-based training has considerable impact on practical decisions for the coach education course. It will impact on the amount of content, type of delivery methods, duration of courses, time of individual sessions, resources, layout and contents of coach education manual, references, assessment, facilities, venue and ratio of tutors to coaches.

At this point, the group should link the outcomes to the content to be covered and the method of delivery to be used on the course. Firstly, the outcomes should be sequenced and grouped to maximise the effective delivery of a course. Table 3 is an outline of how this might be done.

Table 3: Sequencing Outcomes

Section of the Course	Outcome / Capacities
Early	Coaching (Planning) Key technical, tactical, physical, mental capacities
Middle	Coaching (Delivery) Application of technical, tactical, physical, mental capacities
Late	Coaching (Review) Background knowledge on technical, tactical, mental, physical, personal and lifestyle capacities

Outcomes may be delivered in a variety of ways: through face-to-face workshop (practical or classroom setting), through distance learning (workbook) or through practical coaching (logbook). Such variety is essential to enliven the course and to cater for different learning styles. Consider carefully the resources and time needed during delivery to ensure the coach will learn to perform each task to the standard required.

2.5.1 Course outline - format

Each outcome should now be broken down in greater detail. This will ultimately produce a more logical course and one that will enable the coach to demonstrate the coaching capacities to the required standard. A five-column layout is recommended showing:

- *outcomes to be achieved*
- *associated essential content*
- *proposed delivery method*
- *supplementary resources required for delivery*
- *time required for delivery*



REFER TO WORKBOOK 2.5

In addition, a check should be undertaken to ensure the planned outcomes are all accounted for and that coaching skills and relevant player/athlete capacities have been the focus.

Now review the order of the sessions on the course.

The grouping of outcomes and the sequence of delivery for each individual session need to be reviewed. How can the course outline be turned into sessions to be delivered?

- *consider what outcomes should be delivered at the start of the course and the priority coaching concepts that will later be put into practise*
- *consider also the balance between class-based and field-based sessions to maximise learning*
- *consider if the course is to be split over a number of contact sessions, how the contact time is used and what the coach could focus on between contacts. For effective learning, it is recommended that the course occur in short blocks, with applied coaching practise in between each block*

Following this review of the course outline, a course timetable including time, major headings and breaks should be developed.



2.6 SPECIFY HOW COACHES WILL BE ASSESSED

Consider an assessment format to assess what the coach knows and what the coach can do. It is essential that assessments deal with the capacities which are central to the role of the coach at this level. In the example given earlier (of the level 1 coaching courses for coaches who will coach players up to the age of 14), the following assessments might apply:

- *practical assessment to observe the coach's ability to organise and coach a session with appropriate technical and tactical emphasis*
- *session planner(s) and an overview of a series of sessions*
- *written or practical tasks to check the coach's knowledge of key technical, tactical, physical and mental capacities*
- *oral assessment on coach's knowledge and approach, on personal coaching philosophy and on personal/lifestyle capacities*

The NCDP Syllabus provides recommendations on assessment methods at the different levels of the coaching ladder.

Further work on designing assessments is outlined in Step 2.12.

2.7 SUBMIT DRAFT SYLLABUS AND REVIEW PROGRESS WITH NCTC

At this stage the syllabus and course outline need to be agreed with NCTC. The NGB should submit the syllabus, course outline and timetable. NCTC will review and provide feedback, which may be communicated in a written format and/or at a meeting with the NGB course-development team. A second, and possibly a third, draft may be required before agreement to move to the course-delivery stage is achieved. While this work takes time, it is essential in developing a coach education course that meets the needs of the sport and can be subjected to ongoing review and improvement.

Checklist for Stage 2A: Course Design (Planning)

Please review the following checklist to ensure each step is completed (tick box).

- | | |
|--|--------------------------|
| 2.1 DEFINED ACTION STEPS AND TIMEFRAME FOR THE COURSE DEVELOPMENT | <input type="checkbox"/> |
| 2.2 CLARIFIED THE AIMS OF ONE LEVEL OF THE COACHING LADDER | <input type="checkbox"/> |
| 2.3 IDENTIFIED WHAT COACHES NEED TO BE ABLE TO DO AT THIS LEVEL | <input type="checkbox"/> |
| 2.4 WROTE SYLLABUS STATEMENT (WITH REFERENCE TO PLAYER/ATHLETE PATHWAY) | <input type="checkbox"/> |
| 2.5 LINKED OUTCOMES TO CONTENT AND METHOD OF DELIVERY IN THE FORM OF A COURSE OUTLINE | <input type="checkbox"/> |
| 2.6 SPECIFIED HOW COACHES WILL BE ASSESSED | <input type="checkbox"/> |
| 2.7 SUBMITTED DRAFT SYLLABUS AND REVIEWED PROGRESS WITH NCTC | <input type="checkbox"/> |

COURSE DESIGN (PREPARATION)

IN THIS STAGE THE STEPS TO PREPARE A PILOT COURSE WILL BE OUTLINED. THIS WILL INVOLVE THE NGB TAKING THE COURSE OUTLINE AND TURNING IT INTO A PRACTICAL COURSE WITH TUTORS, MATERIALS, COURSE CO-ORDINATOR, ETC. ESSENTIALLY, THIS STAGE INVOLVES TAKING THE COURSE TO THE POINT OF BEING READY TO RUN.

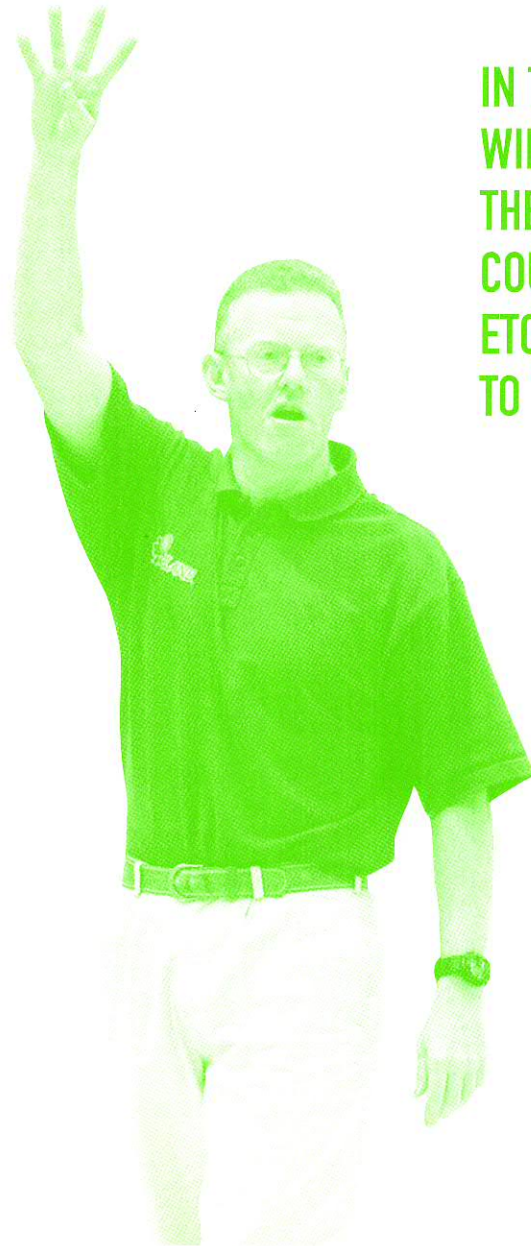
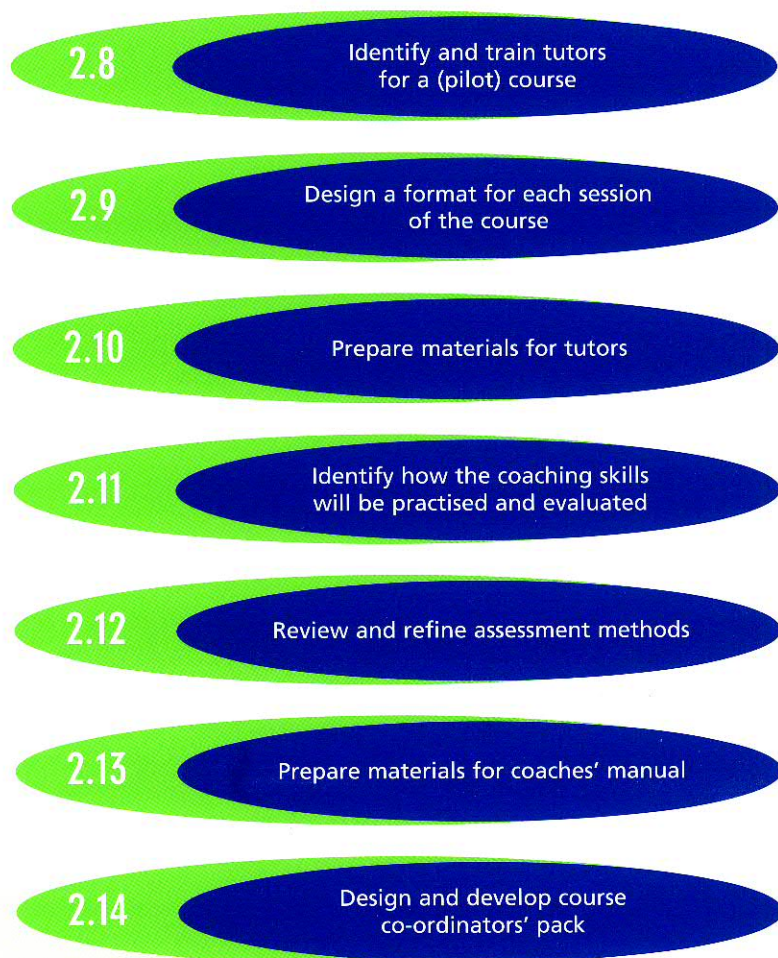


Figure 8: Steps in Course Design – Preparation

To complete Stage 2(B) - Preparation the NGB should:



2.8 IDENTIFY AND TRAIN TUTORS FOR PILOT COURSE

In the NCDP, tutors are required to undergo training to prepare them to deliver coach education courses – this involves input from NCTC and the NGB. In the NGB coach education framework (see Step 1.9), the NGB is committed to the identification, recruitment and education of tutors.

If the NGB has NCDP-qualified tutors, the tutoring skills, qualities and experience required should be specified to deliver a course at the level being developed. Suitable tutors should then be selected to deliver the pilot course.

If the NGB has not yet trained tutors, then the following steps are recommended:

1. Identify the coaching level to which tutors are required and the number of such tutors needed
2. Outline a specification of the capacities required by tutors, with emphasis on sport-specific capacities, tutoring capacities and the ability to integrate basic sports-science principles into course delivery
3. Invite applications from prospective tutors (a nomination form is available from NCTC)
4. Review applications from tutors to ascertain that they reach the required standard in terms of sport-specific coaching, capacity to tutor and ability to integrate basic sports-science principles into course delivery. (Tutors should be at least a coaching level above the level at which tutoring occurs, and should have a minimum level 2 coaching qualification.)
5. Submit the nomination form of tutors deemed eligible to NCTC for consideration for the NCDP tutor development course. NCTC will consider all tutor nominations against specified criteria. If tutors are accepted onto the NCDP tutor course, a designated fee will be charged to the NGB, which must be paid in advance
6. Once tutors are accepted onto an NCDP tutor course, the NGB must provide an undertaking that opportunities to tutor on a pilot or full course will be provided so that the tutor can complete the requirements of the course
7. NGBs must ensure that the relevant sport-specific tutor training and support is provided to trainee tutors before the end of the NCDP tutor course. This sport-specific tutor training should deal with the specific content to be delivered on the relevant coach education course(s)

It would be helpful if the tutors who deliver the pilot course were members of the CE group and familiar with the course syllabus and course outline. Where this is not the case, tutors will need a clear brief of their role on the pilot course.



REFER TO WORKBOOK 2.8

2.9 DESIGN A FORMAT FOR EACH SESSION OF THE COURSE

The course outline will give an indication of the format for each session on the course. To prepare for delivery of the course, these sessions need to be fleshed out in more detail. A standard format for each session would benefit course preparation. Elements to include: session aim, time, session outcomes, session content, delivery method, introduction, session tasks and sequence, resources, evaluation of outcomes, evaluation of session.



REFER TO WORKBOOK 2.9

2.10 PREPARE MATERIAL FOR TUTORS

It is recommended that current materials in use by the NGB and its tutors or others available through international contacts or centralised resources should be included or adapted for the pilot course. The tutor's role may include the preparation of these materials. Materials should be selected on the basis of their effectiveness in helping the coaches achieve the outcomes of the course. The tutor materials may include overhead transparencies, tasks or worksheets, Powerpoint presentations, audio-visual aids, handouts, diagrams and practical equipment linked to the sport.

A standard format for the development of tutor materials is recommended, especially if they are being developed by more than one person.

All tutor materials should clearly display the logos of the NGB and NCTC and contain the words 'part of the National Coaching Development Programme'. A sample branding format and protocol are outlined in Step 2.13.4 and examples are provided in Appendix 9.



REFER TO WORKBOOK 2.10

2.11 IDENTIFY HOW THE COACHING SKILLS WILL BE PRACTISED AND EVALUATED

Coaching is practical by nature; therefore coaching skills should be practised during the course. By availing of such opportunities, each coach will have the chance to develop confidence and to receive feedback on his or her coaching skills. It also provides the tutors the opportunity to evaluate whether the coaches are displaying the coaching capacities identified in the syllabus outcomes.

Take care to ensure that sufficient time and opportunity are presented for coaches to practise their coaching skills and receive feedback on them.

Note: this needs to be reflected in the timetable.



REFER TO THE WORKBOOK TO ASSIST YOU TO COMPLETE THIS TASK (AND TO SECTION 2.15 IN THIS MANUAL FOR AN OUTLINE OF THE FORMS OF ASSESSMENT THAT CAN BE USED)

2.12 REVIEW AND REFINE THE ASSESSMENT METHODS

While each session of the course will be evaluated by the tutors to see if the outcomes are achieved, the formal assessment methods outlined in the syllabus should now be reviewed and refined. These are the methods by which the tutors will decide if the coaches have achieved the standard of coaching practise identified in the syllabus.

2.12.1 Assessments

There are a number of ways in which coaches can be assessed. Traditional methods (e.g. exams, short-answer questions) have tended to assess content or technical knowledge rather than coaching skills and the ability of the coach to carry out a task to a predetermined standard.

To illustrate, regardless of how much gardeners might know about gardening (e.g. plants, trees, grass, fertilisers), they would not be deemed competent unless they were able to execute gardening tasks (e.g. weeding, planting, pruning). As coaching is mainly a practical activity, we should be able to assess their ability to coach (to carry out coaching tasks) and the essential underpinning knowledge to that coaching. Assessment methods should be chosen on the basis of their effectiveness to measure and match the progress of coaches against the key outcomes on the course. Coaches need to be proficient in the planning, implementation and evaluation phases of practise and competition. This should be reflected in the assessment and methodologies included on the course.

2.12.2 Principles of outcome-based assessment

The key principles of assessment are outlined as follows:

1. The coach is the most important person in the assessment process
2. Assessment should provide an extension to the learning opportunities provided on the course
3. The criteria used to assess capacities must be clear to the assessor and shared with the coach and should be written down in advance of the assessment being conducted
4. Whenever possible, test the coaching skills of coaches by engaging them in the execution of a coaching task. Identify key elements of planning, organisation, explanation or description, observation, analysis, providing feedback, session evaluation and self-evaluation that the coach must undertake
5. There are three criteria for determining practical coaching capacities:

A) What must the coach be able to do?

B) To what standard?

C) Under what conditions?

6. Traditional methods (e.g. exams, short-answer questions) tend to assess content or technical knowledge rather than practical capacities
7. Consider the need to ensure the assessment situation approximates, as closely as possible, to the real coaching situation in practical terms (consider resources, time and cost)
8. Maximise the learning opportunity that the assessment offers by providing the coach with constructive feedback.

2.12.3 Types of assessment

Different coaching tasks are better assessed in different ways. For example, some coaching tasks:

- *involve visible physical actions or movements (e.g. conduct a fitness test, demonstrate a particular type of pass, support a gymnast in a tumbling belt, provide first aid)*
- *require application of information (e.g. plan a coaching session, analyse a video clip, provide feedback, determine competition schedule)*
- *are concerned primarily with the communication of values or emotions (e.g. negotiate code of conduct, provide support to player/athlete, discipline player/athlete, communicate with parents)*

Each type may require different methods of assessment. Some may be more concerned with process (e.g. identifying the problem in the technique and offering a solution) than outcome (e.g. whether or not the player/athlete has improved).

For some, a practical test may be imperative; for others, a written test may suffice. When designing assessments, it is important where possible to engage the coach in the execution of the task (e.g. show how to give resuscitation) rather than simply analysing or explaining the task verbally or on paper (e.g. describe how to give resuscitation). It may also be possible to design assessment opportunities that can assess more than one task (e.g. the ability to plan a coaching session may be combined with tasks involved in the delivery and evaluation of that session).

However, the ideal must be tempered by practicalities such as resources, time and cost. The most realistic situation to assess a coach's ability to **organise a coaching session for 10-year-old novice players/athletes** would be at the coach's own training venue working with the children he or she coaches regularly. An alternative, but less realistic and more artificial, situation would be to require the coach to organise a group playing the roles of 10-year-old novice players/athletes during a coach education course. Such role-plays and simulations may be necessary, given the time and resources available. Table 4 provides some guidance on selecting the type of assessment:

2.12.4 Designing assessments

Refer to the specific modes of assessment in the sports-specific syllabus (look back at the assessment formats developed in Step 2.6). To refine these:

- *consider and make any appropriate adjustments based on developments in the writing of the course outline and in the planning and preparation of the course. Write in the tasks under the appropriate syllabus heading*
- *identify where tasks with the same assessment format might be assessed on the same occasion (e.g. multiple-choice questionnaire for technical knowledge on tasks related to fitness, training theory, rules and injury prevention; observation of specified coaching-process skills alongside communication skills and technical information related to coaching points)*
- *limit formal assessments to the outcomes deemed most essential for this level*

2.12.5 Observation of practical coaching skills

Ideally these tasks should be assessed in the real-life coaching situation with the players/athletes the coach operates with regularly. However, this may not be feasible – especially for the lower levels of the coaching ladder, where there are more likely to be a number of coaches who do not yet have players/athletes to coach. Simulated practical coaching situations may therefore have to be devised – perhaps during course time or on an alternative day. Peer-group coaches or groups of children brought in for this purpose may be options.

Try to make the assessment situation as realistic and friendly as possible and ensure a checklist is developed for each task that clearly identifies the criteria to be met for the coaching skill to be assessed. This should be made available to coach as well as tutor/assessor. Note the format of the criteria and ensure they are realistic for the level of coach and the player/athlete.

For each task (or series of tasks) to be assessed via observation (real life or simulated), identify the required criteria. When conducting the assessment on a course, consider the logistics of running the assessment: e.g. confirm the location, when the assessment will take place and the number to be coached during a specified time.



REFER TO WORKBOOK 2.12

The number and type of assessments should be linked to the main outcomes for the course.



REFER TO WORKBOOK 2.11

Table 4: Designing Assessments

Type	Example Task	Sample Situation	Requirements
Observation of real-life coaching	Tasks related to the planning, implementation and review of coaching sessions	During period of mentored practise, between course contacts or following the course	Observation checklist showing criteria for each capacity
Observation of simulated coaching	Tasks related to planning, implementation and review of coaching session	During the course	Observation checklist showing criteria for each capacity
Structured diary/logbook	Tasks related to session and programme planning, development and evaluation; where longer-term developments are required	During period of mentored practise, between course contacts or following the course	Development of a logbook with criteria for coach capacities
Written exams	Tasks based on essential underpinning knowledge	During a course Continuous and/or final	Exam questions and marking schemes
Multiple-choice questions	Tasks (e.g. safety equipment) requiring technical knowledge on which coaching decisions must be made	During course (no access to resources), at home with access to resources	Design of multiple-choice questionnaire and marking template
Short-answer questions	Tasks concerned more with process than outcome, test essential underpinning knowledge	During course (no access to resources), at home with access to resources	Design of questions and marking template
Assignments	Tasks requiring application, time to complete and/or completion in the context of coach's own group of players/athletes	After the course or between-course contacts	Clear instructions and structured response sheets to reduce ambiguity and increase marking objectivity
Case study	Tasks involving ethical judgements, interpersonal and attitudinal skills, where time is required for final outcome to be achieved, where task must be carried out with own coaching group/club	During period of mentored practise, between course contacts, following the course	Task sheets with guidance on criteria for coach capacities
Role-play exercise	Tasks involving ethical judgements, interpersonal and attitudinal skills	During course where observations can be made, discussion elicited, feedback provided	Task sheet with clear guidance for each player, criteria for coach capacities
Continuous-assessment tasks	Tasks related to any aspect of the coaching capacities being developed on the course	During a course where specified written tasks and practical activities have been identified as contributing to assessment of coaches	Task sheet with clear guidance, criteria for coaching capacities

2.12.6 Structured diary/logbook

This can be an excellent learning and assessment tool to demonstrate progress over a period of time. It is especially useful for tasks that need to be assessed with the players/athletes with whom the coach operates regularly. Tasks related to planning, goal setting, coaching-process skills (teaching, management/organisation and communication skills) and evaluation (especially self-evaluation, reflection and analysis) are particularly amenable to the diary/logbook format. The coach may be required to maintain this diary and submit it at specified times or make it available when a tutor/assessor visits the coach. It will help the coach to assess his/her own progress in coaching if the criteria are clearly stated against each task.

Following submission of the logbook, it may be necessary to question the coach to establish authenticity and to probe for further explanation to establish his/her abilities. These questioning and facilitation skills are developed on the NCDP tutor course. In its simplest form, a logbook provides a clear structure for session planning and a format for session evaluation. Careful thought should be given to the design of the logbook, challenging the coaches to be clear and focused in their planning and review of sessions. An example of a format for session planning and evaluation is provided in Workbook Step 2.9 and Step 3.2.

- *If a structured diary or logbook is included in the assessments, now is the time to design your pages. An example of the contents page of a logbook is included in Appendix 8.*

2.12.7 Written tests

These assessment tools (multiple-choice, short-answer questions, exams) are best used to test underpinning knowledge and technical content. It is important to ensure the information to be tested is need-to-know in order for the capacity of the coach to be assessed on a specific coaching task. For example, to demonstrate their ability on the coaching task to design a strength training programme, you might decide that a basic knowledge of training theory (e.g. the laws of specificity, overload, recovery, intensity, duration and frequency) is essential. This knowledge might best be tested by either a multiple-choice or short-answer test. It is important to note that each type of written test has different strengths and weaknesses and may be less suitable to the lower-level coaching awards. The relative merits of each are shown in the Table 5.

Table 5: Relative merits of different forms of written tests

Format	Strengths	Weaknesses
Multiple-choice, true/false, fill-in-the-blank questions	<ul style="list-style-type: none"> • Objective – can be designed so answer is correct or incorrect • Quick to administer – can be completed during a course • Quick to mark – a template can be used to accelerate marking • Good where answers are definitive (e.g. rules, physiological information) 	<ul style="list-style-type: none"> • Coaches can succeed by guessing although this can be reduced either by deducting marks for incorrect answers or by having the possibility of more than one correct response • Disadvantages those with poorer language skills • Favours those with good memory and test technique if administered as unseen test
Short-answer test	<ul style="list-style-type: none"> • More demanding than multiple choice • More specific and focused than an essay • Guessing is eliminated as right answers are not provided • Flexible – can be used with or without access to books/time limit • Good when knowledge of a process is required or there is need to explain procedures or decisions 	<ul style="list-style-type: none"> • More time-consuming to mark as more text to read • More difficult to mark objectively • More time-consuming to administer and complete • Disadvantages those with poorer language and writing skills • Favours those with good memory and test technique if administered as unseen test • Marking requires subjective judgment
Exams	<ul style="list-style-type: none"> • Tests more complex analytical, problem-solving, reasoning and decision-making skills 	<ul style="list-style-type: none"> • Disadvantages those with poorer language and writing skills • Favours those with good memory and test technique if administered as unseen test • Time consuming, potentially threatening and not particularly good for outcome-based training approaches unless more complex cognitive tasks are required • Marking requires subjective judgment and takes time

- *If written knowledge tests are included in the assessments, you need to determine which format would be most appropriate and then design the tests*
- *An alternative method of assessing the same knowledge needs to be considered for those candidates with literacy issues: e.g. oral assessment*

2.12.8 Assignments

Various types of assignments can be used. Three are described here:

- *reported practical assignments: usually a short written report based on a specific practical experience – the coach might describe what happened, analyse why it happened, assess how effective his/her behaviour was, and identify what changes, if any, to make*
- *case studies: tend to be a longer-term study, recorded over time with some form of summary similar to the reported practical assignment*
- *role-plays: coaches are given a particular scenario and asked to act it out. Observers analyse how the coach coped with the situation and discuss strengths and possible improvements*

To help you determine the type of assignment to use, the strengths and weaknesses of three broad types of assignments are shown in Table 6:

Table 6: Relative merits of assignments, case studies and role play

Format	Strengths	Weaknesses	Example
Reported practical assignments	<ul style="list-style-type: none"> • Assessment in real-life context • Excellent for coaching tasks involving interpersonal skills, ethical and attitudinal issues 	<ul style="list-style-type: none"> • Can be difficult to authenticate • Requires good writing skills for report • Time consuming • Time delay before assessment can be completed • Time to assess written report 	<p>Developing a player's code of conduct</p> <p>Provide information on:</p> <ul style="list-style-type: none"> • how and when to develop it • the criteria for player's capacities • how and when it should be presented
Case studies	<ul style="list-style-type: none"> • Assessment in real-life context • Excellent for coaching tasks interpersonal skills, ethical and attitudinal issues 	<ul style="list-style-type: none"> • Can be difficult to authenticate • Requires good writing skills for report • Time consuming • Time delay before assessment can be completed • Time to assess written report 	<p>Read the following coaching scenario, identify the steps you would take and explain why you have taken each step</p> <p>Provide:</p> <ul style="list-style-type: none"> • a written scenario • the capacity to be assessed and criteria • information on how and when it should be presented
Role play	<ul style="list-style-type: none"> • Can be conducted during workshops • Assessment can be immediate • Good for attitudinal issues and where discussion can prompt deeper reflection, can be scripted in advance 	<ul style="list-style-type: none"> • Can be threatening • Requires acting skills • Objectivity weaker – success partly dependent on effectiveness of other players • Player can readily fake required attitude 	<p>You are asked to role-play the following scenario involving a child disclosing that he/she has been abused. Discuss the difficulties you encounter</p> <p>Provide:</p> <ul style="list-style-type: none"> • specific instructions for each player/observer

- *If assignments have been included in the assessments, determine which format would be most appropriate.*

2.12.9 Continuous assessment

During the delivery of the coaching course the tutor may assess the coaches on a continual basis. This may occur by observation only on the lower-level courses. It may also occur by providing evidence through a series of individual or group tasks. These tasks may be verbal, written or practical.



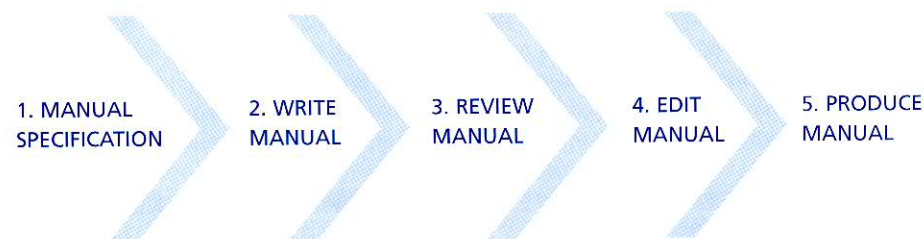
REFER TO WORKBOOK 2.9

2.13 PREPARE MATERIALS FOR COACHES' MANUAL

For the pilot course, materials should be prepared for the coaches. These should be linked to the materials being prepared for the tutors and for the assessments. A common format is recommended for the coaches' material, which may include worksheets, support information related to contact sessions, support information for coaches to read but not covered in contact sessions, course-description materials and assessment materials. The materials may be disseminated during sessions on the course and a loose-leaf format is recommended. The materials will be reviewed and further developed as part of the review of the pilot course.

2.13.1 Writing and editing of the coaches' manual

The process of writing and producing a manual is shown in simple form in the following flow diagram.



Finding someone to write the coaches' manual is rarely easy for it demands both skills and time. It may be a task designated to the tutors who are developing particular sessions on the course. The amount of time required is dependent on the detail needed. This will depend on:

- *the number and quality of handouts produced for the initial pilot*
- *whether or not there is material to be shared through the manual that is not taught on the course*
- *whether the NCTC sample resources or some other production can be adapted to meet the needs*

2.13.2 Commission author(s)

If one person is being asked, ideally he/she should have:

- *good writing skills (concise and clear)*
- *experience of writing resources (saves time and knows what he/she is undertaking)*
- *sound and up-to-date knowledge of the content area*
- *experience of coaching so he/she can write it in an applied way that will be relevant to the coach (see resources panel)*
- *an eye for detail and design*

Guidelines for writing resources

In the development of written resources, the NGB needs to ensure resources comply with the following:

- *They are gender equitable. There is a tendency to refer to coaches as males (using words such as he, his). This is no longer acceptable, even in those sports that are predominately single-sexed (e.g. rugby, camogie). Where possible use the plural (coaches should..., coaches can...), which entails words such as "they" and "their". If illustrations, cartoons or photos are used, always ensure there are at least as many females as males depicted*
- *They reflect the population in terms of ethnicity, race and religion*
- *Coaches with disabilities should be encouraged to take the coaching courses you are developing. Ensure also that resources reflect the belief that whenever possible players/athletes with disabilities are coached alongside other players/athletes. Ensure where possible that illustrations and photographs sometimes depict players/athletes with disabilities and include a range of disabilities – not just those using wheelchairs*
- *They are not overly academic, thereby either excluding or presenting unnecessary barriers to those with fewer academic opportunities. This is particularly important in designing assessments, for those with less-developed writing skills (including those with dyslexia). Coaching is a practical activity and writing skills may not therefore be essential. Consider allowing coaches to submit material verbally or on audiotape*

Commission and brief author(s) to write to the agreed specification, agreed timeline and, if appropriate, agreed writing fee.

2.13.3 Editing and review

The CE group will also need to consider how and when the material will be reviewed, edited and produced. The pilot course(s) provides a great opportunity to test out the manual so it is recommended you postpone final editing and production until after the completion of the course.

Some initial editing may be required and the amount of editing to be done will depend on:

- *the clarity of the brief and specification given to the authors*
- *the experience of the authors in writing resource material*
- *whether more than one author has been used – if so, careful editing may be required to achieve consistency of style and content*
- *how the manual is to be used; more editing time is needed if there is much cross-referencing or if an index is needed to facilitate using the manual as a reference book*
- *the format of a printed manual and its predicted shelf life (if it is to be used in word-processed format for the first phase, perhaps 1-2 years, before going to print; if it is to be printed straight away and needs to stand the test of time for several years)*
- *commission editing as necessary*
it may be prudent to review the coaches' pack with appropriate personnel (e.g. those with experience of delivering coach education courses, sport-specific and sport-science experience) before the full pilot course so that the necessary amendments can be made before it is tested with the coaches. When sending out drafts for review, remember to give the recipients a clear deadline for comments and stick to this
- *review resource and complete revisions*

2.13.4 Design and branding

Ensure materials are designed and laid out to the highest standard possible, with the resources available. Also, ensure NGB and NCTC branding is incorporated into all materials in line with the protocol outlined in Step 2.10 and in Appendix 9.

- *Have the draft manual copied ready for the rollout of course(s)*

2.14

2.14 DESIGN AND DEVELOP A COURSE CO-ORDINATOR'S PACK

Following the pilot courses, the course will be delivered in various locations and organised by different co-ordinators. It is strongly recommended that the NGB develop a course co-ordinator's pack to facilitate the continued running of high-quality courses.

Stage 3 relates to the organisation of the pilot course with recommended actions to take place:

A) before the course

B) during the course

C) after the course

The advice provided can form the basis for the development of a co-ordinator's pack (a sample of such a pack, which can be adapted to the needs of a sport, is provided in Appendix 10).

Checklist for Stage 2B: Course Design (Preparation)

Please review the following checklist to ensure each step is completed (tick box).

- 2.8 IDENTIFIED AND TRAINED TUTORS FOR PILOT COURSE**
- 2.9 DESIGNED A FORMAT FOR EACH SESSION OF THE COURSE**
- 2.10 PREPARED MATERIALS FOR TUTORS**
- 2.11 IDENTIFIED HOW THE COACHING SKILLS
WILL BE PRACTISED AND EVALUATED**
- 2.12 REVIEWED AND REFINED THE ASSESSMENT METHODS**
- 2.13 PREPARED MATERIALS FOR COACHES' MANUAL**
- 2.14 DESIGNED AND DEVELOPED A COURSE
CO-ORDINATOR'S PACK**

COURSE DELIVERY AND REVIEW



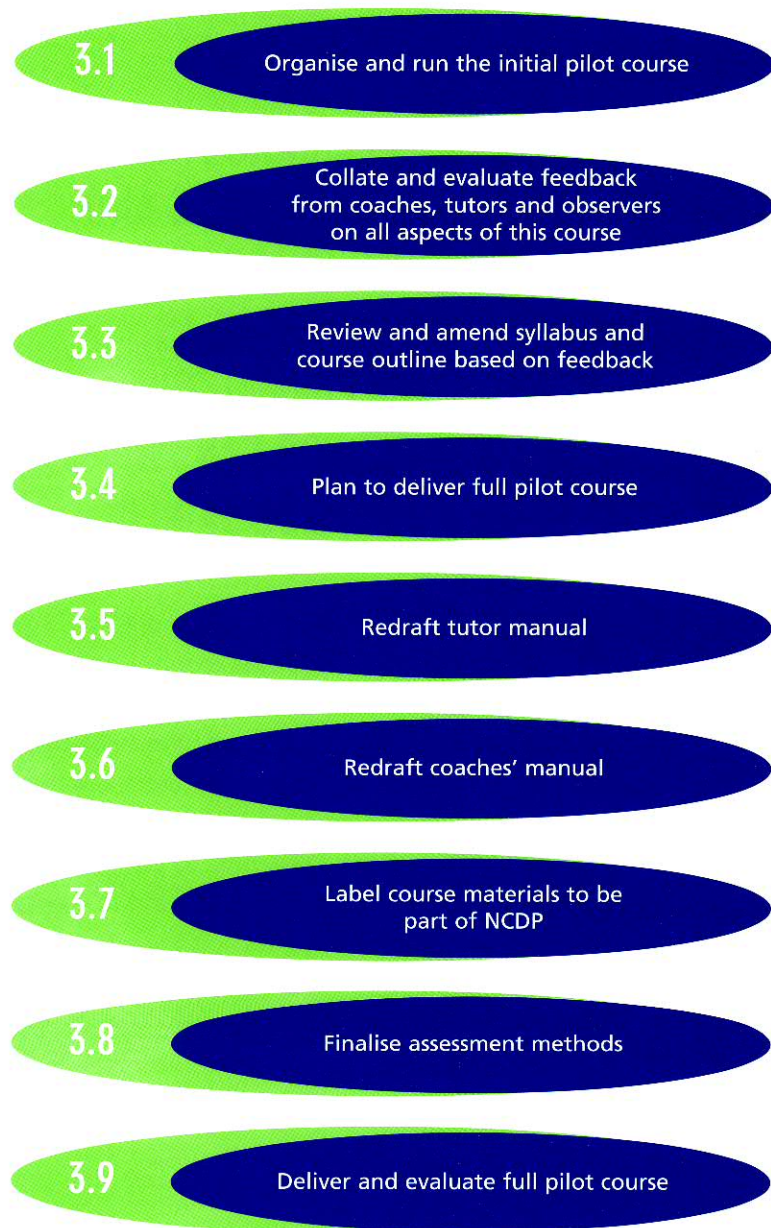
THIS STAGE INVOLVES DELIVERING AND LEARNING FROM THE INITIAL PILOT AND MOVING ON TO THE PLANNING AND DELIVERY OF A POSSIBLE FULL PROPOSED COACH EDUCATION COURSE. IT IS WORTH TRYING TO RUN THE COURSE AS CLOSELY AS POSSIBLE TO THE PROPOSED FORMAT. THE MORE INFORMATION/DOCUMENTATION THE NGB CAN PUT IN PLACE TO TEST, THE MORE FEEDBACK CAN BE GAINED.



This stage is an important delivery and review phase in the development of the course. Consequently, the role of the CE Officer will involve leadership and administration. Close attention will have to be paid to organisational details, to briefing tutors, collating feedback and getting agreement on the final format for the full pilot course. Allow time to plan and prepare each pilot course, to collate feedback and to conduct an overall review of the courses. It is important to amend the course documents and materials in preparation for the full pilot course. The steps involved in stage 3 are outlined in Figure 9.

Figure 9: Course Delivery and Review

To complete Stage 3 the NGB should:



3.1 ORGANISE AND RUN THE INITIAL PILOT COURSE

The initial pilot course provides the opportunity to try out all the work prepared to date in the context of a controlled coach education course. A course co-ordinator should be appointed to oversee the setting up and running of the courses. The pilot course may be co-ordinated by the CE Officer. The way the course is organised is a matter for the NGB. Guidelines are provided here in three main phases:

A) before the course

B) during the course

C) after the course

A) Before the course

Apply the NCDP Quality Assurance (QA) (Step 4.1) procedures before running a course. These procedures stipulate that an official course-approval and course-completion form needs to be completed for every course that runs within the NCDP (for further details of the QA procedures, please see the Coach Certification Procedures, which are outlined in Stage 4 and are provided in Appendix 11). Notify NCTC in good time (minimum four weeks), so that such an observer can be appointed. It is a requirement that the pilot course be seen by an NCTC-nominated observer. The role of the observer is to provide feedback to the NGB on the development of the course.

Planning for the course is best done by drawing up a timeline. Start from the day of the course, work back and plot all the things that need to be done, when and by whom. Make a checklist, which can be marked off as each item is completed. As the start of the course draws closer, last-minute checks of details are listed and revised. Ensure the following tasks are carried out before the pilot:

- *identify the most suitable time(s) for running the course, taking into account the format in which you propose to run the full course (e.g. over a weekend, or over a series of sessions)*
- *liaise with tutors of the pilot course to confirm their:*
 - 1) *availability (date, time, place, fee - if applicable, accommodation, meals, travel), responsibilities (designing the finer detail of sessions, preparing supporting resources – such as over-head transparencies (OHTs), task sheets – and developing comprehensive handouts for coaches in the agreed format), venue, and equipment needs*
 - 2) *requirements for printing/photocopying and dates by which resources should be submitted to CE Officer*
- *book classroom and practical facility as required. A warm, comfortable location is recommended. As much as possible of the course should be delivered in a practical way, particularly at the lower coaching levels. A great deal of valuable time can be lost moving from one location to another so consider setting up a classroom-type corner at or near the practical area*

- *submit a course-approval form to NCTC a minimum of three weeks before the course commences to allow time for the appointment of external observers*
- *once facilities are booked, identify and source the equipment needs – teaching aids (e.g. flip charts, OHTs, video camera and playback facilities, Powerpoint, projector facilities, as well as sport-specific equipment)*
- *recruit or invite the agreed number of coaches. Keeping the overall numbers manageable but not too dissimilar to the proposed numbers for the full course. Invite potential tutors and members of the CE group to attend and observe, but ensure that this does not unbalance the group (have at least as many coaches with the experience levels you would expect from prospective applicants in the future). All these participants need information before the start date regarding:*
 - *costs (travel, tuition, resources, meals, accommodation) – normally the initial pilot course would be subsidised and offered at some significant reduction from the anticipated course cost.*
 - *venue – directions, map*
 - *programme – timetable, start and finish times, recommended clothing*
 - *any required reading before the course*
 - *explanation about course certification*

NOTE: It will not be possible to issue certification for this initial pilot course straightaway. Depending on the success of the course in reaching NCDP requirements, coaches may be asked to undertake additional contact time or tasks. If additional requirements are needed, certification will follow their successful completion. Course participants should be made aware of this stipulation.

- *maintain regular contact with the tutors delivering the pilot course, to ensure their preparation is progressing to the schedule, and provide support as necessary*
- *collate and print/copy all support materials for coaches and tutors*
- *design and produce feedback forms for coaches and tutors, according to the format agreed by the CE group (see Workbook 3.1 Table 4). It is worth spending some time considering precisely the type of information required from each group of participants and designing the evaluation forms accordingly. Consider categorising the questions into areas such as administration, content, delivery, assessment, facility/environment, but ensure there is at least one open question to elicit feedback on areas that may have been overlooked. Consider when to seek the feedback (e.g. immediately after the initial pilot course; after the period of coaching practise, when they have read the manual; or after they have completed all the assessments). The CE group may choose to adopt a face-to-face debrief session with the attending tutors so that the comments can be developed still further into specific changes required on the course*
- *make contact with the NCTC observer to arrange for the course timetable and syllabus to be passed on to him/her and to outline the main purpose and focus of the course*

B) During the course

A number of administrative issues need to be addressed the night before or early on the first day, well before the first coaches are likely to arrive. Once again, develop a checklist to ensure nothing is forgotten and tasks are done in the most appropriate order. Many of the at-the-course issues relate to:

- *people's welfare and comfort: such as health and safety checks and awareness, signposting and welcoming to set the right environment*
- *maximising learning opportunities: liaise with the lead tutor to agree facility and equipment layout, the dissemination of resources, refreshment breaks and any alterations in facilities or equipment*
- *closing the course: any information to be disseminated; feedback sheets to be completed and collected; facility and equipment to be collected, checked and returned*
- *ensure everything is checked and in place well before the start time of the course: e.g. facility checked, tutors briefed as to any last-minute needs or changes, equipment checked and in place, signposting up, welcome organised (with refreshments as appropriate), registration set up, resources ready*
- *during the initial pilot course, it would also be advantageous to monitor timing against the timetable to see where changes need to be made*
- *ensure refreshments are ready before the group stops for breaks and check with tutors that all tasks relating to the facility, equipment or resource are done*
- *agree with tutors who will disseminate and collect the evaluation forms at the end of the course. The course administrator rather than the tutor may be the better person to do this. Confidentiality should be ensured so the coaches feel they are able to make comments freely*
- *provide NCTC observer with a full set of materials being used during the course*

C) After the course

There are a number of important tasks to fulfil after the course and it is all too easy to allow delays to creep in here. It is important to wrap up courses as soon as possible and this is particularly important with the initial pilot course as no further progress can be made on course development until many of the follow-up issues have been addressed. These include:

- *ensure all coaches have received all materials and are clear on the next step in completing the requirements of the course and of the certification process*
- *leave premises tidy and return all equipment*
- *send letters/e-mails of thanks to those who have contributed to the course (tutors running the course, tutors attending and providing feedback, coaches willing to help shape the course, facility/equipment providers)*

- following the course, participate in a debriefing session with the NCTC observer. This session will be followed up by a written report from the NCTC observer, which should be taken into account in the overall review of the initial pilot course
- analyse, collate and disseminate the feedback to those involved in the course-design process. This must be done very thoroughly and quickly to maintain progress on course development
- update the course administrator's pack based on the experiences at the course
- convene and minute any face-to-face feedback sessions (e.g. with tutors)
- encourage interaction between tutors to discuss details of how the course could be improved.

In order to progress certification, the CE Officer should submit an NCDP course-completion form as part of the coach certification process, following agreement with NCTC that the course has reached the required standard. Coaches successfully completing the course will be added to the NGB and NCTC databases, following sign-off by both parties. The NGB should draft a course co-ordination pack based on this and the experience of running the initial pilot course.



REFER TO DRAFT COURSE CO-ORDINATOR'S PACK AND COURSE-CERTIFICATION PROCEDURES IN APPENDIX 10 AND 11 TO ASSIST YOU IN THIS STEP



3.2 COLLATE AND EVALUATE FEEDBACK FROM COACHES, TUTORS AND OBSERVERS

Feedback on the key outcomes for the course including the syllabus, timetable, outline, delivery, content, material for tutors and coaches and assessment should be carefully collated following the pilot course. It is vital that each area is reviewed very carefully and recommendations are made by the CE Officer and CE group. The most likely areas for amendment will be delivery and content. The NGB will most likely have to address the following questions (these might also provide the structure for any face-to-face debriefing sessions):

A) Syllabus and course-outline outcomes: Were all the outcomes met? If not, what changes need to be made to the timetable, delivery method, amount of content and so on? There are two bottom-line questions here. Will this course equip coaches with the essential skills to be of real benefit to the players/athletes they will coach? Is there a clear link on the course with the player/athlete and player/athlete capacities identified previously?

B) Sequencing: Did the course unfold logically, with each session leading seamlessly to the next? Would there be any benefit in altering the sequencing of the course – to improve coherence, facilitate learning or save time?

C) Content: Was the amount and level of content about right, too much or too little? The temptation is usually to try to deliver too much material and the initial pilot course reveals it will not fit into the time available. Decisions then need to be made about reducing the amount of information shared face-to-face (and perhaps extending the amount left for study between contact sessions and post-course), omitting some outcomes, extending the length of the course or adjusting the delivery style. What did the coaches feel about the pace and intensity of the course? What changes need to be made?

D) Coaching practise: How was the balance between theory and practise? While underpinning knowledge may be important, coaching is essentially a practical activity and the course is outcome-based, with coaches being assessed against what they can do, as well as what they know. They need time to put new ideas into practise and gain feedback on how they are progressing. Ask the questions:

- *Could time on the course be used more effectively?*
- *Could this information be acquired through study of the manual after the course (or between one contact period and another)?*

E) Effective learning: How well were the coaches involved in their own learning? Did the coaches have sufficient opportunity to learn from each other and to practise tasks? Were they able to judge their own progress in developing the skills involved in carrying out each coaching task/outcome? Were they given the opportunity and encouraged to do this? How well were tasks set up, managed and concluded? Were the key learning points drawn out, clarified and reviewed?

F) Audio-visual aids: How useful were audio and visual aids in facilitating learning? Are there some that should be omitted? Is there a need for any additional aids?

G) Assessments: How effective were the assessment tasks? Were they appropriate in assessing the ability of the coach to carry out the task to the standard set? What further work is required? Further help on this is provided in Stage 2B – Preparation.

H) Tutor materials: What changes/additions need to be made to the draft tutor materials? Further work on this is described in Step 5.1.

I) Coach materials: How useful were the course handouts? Will they provide the basis of a more comprehensive coaches' manual? Were there any obvious problems (e.g. with content level, format, style) or omissions? Further work on this is described in Step 5.2.

A draft evaluation form is provided in Step 3.2 in the Workbook Table 4.



REFER TO WORKBOOK 3.2, WHICH OUTLINES THE TASKS TO BE UNDERTAKEN IN SETTING UP AND VIEWING A COURSE

Feedback from all sources (questionnaires and face-to-face review sessions) needs to be collated into a format in which it can most readily be understood and used for subsequent revisions. Although the initial work may be carried out by the CE Officers, it is important that the CE group is involved in fully reviewing the feedback from the course and deciding on the changes required. This process will be enhanced by addressing the following areas in a systematic way:

- *course outcomes and syllabus*
- *course structure, timetable and outline*
- *course administration (including facilities, equipment)*
- *course delivery*
- *course content*
- *tutor pack and resources*
- *assessment*
- *coaches' support resources*

3.3 REVIEW AND AMEND SYLLABUS AND COURSE OUTLINE BASED ON FEEDBACK

After feedback from different sources has been reviewed, the syllabus, course outline, and timetable should be amended accordingly. This will take some time, depending on the nature and content of the feedback received. However, time invested here is well spent and essential as it will help to lay a firm foundation for the future delivery of the course by:

- *providing the best possible guide to future course tutors*
- *providing for a standard delivery for coach education courses*
- *giving some degree of quality assurance through clarifying course outcomes, course structure, content level and delivery style*

Following the initial pilot review, the NGB should seek full syllabus and course-outline approval from NCTC (see 4.3.1).

3.4 PLAN TO DELIVER A FULL COURSE OR FULL PILOT COURSE

Plans should now be set in train to deliver either the full course or a full pilot course, based on the recommendation of the NCTC (see Step 4.3.1). If a full pilot course is required the course should aim to recruit coaches at the appropriate level, with the full course charge levied at this stage. The steps followed in preparing for the initial pilot should be repeated, taking on board any points of learning from the review of that course. Concentrated work on the development of tutor and coach manuals should begin in good time so that they are ready for use on the full pilot course.



REFER TO APPENDIX 14 COURSE CO-ORDINATOR'S PACK

3.5 REDRAFT TUTOR MANUAL

Resource development can prove to be a step where a lot of time is needed. Resource development can be a highly specialised and time-consuming job, so people find it hard to get round to doing it. The NGB should consider giving someone a clear brief to do this or to identify what financial resources it has to pay someone to undertake this task, to ensure it is delivered in an agreed time and to a defined specification.

In Step 2, the rudimentary tutor manual was drawn up and was then put to the test on the initial pilot course. Now is the time to review the feedback received and flesh it out so it will set a consistently high standard in terms of supporting resources (e.g. OHTs, task sheets).

- *the CE group will need to analyse the course feedback to determine the recommended changes and developments to the tutor manual. If some experienced tutors were unable to attend the pilot, it may be prudent to review this pack with them. When sending out drafts for review, ensure the reviewed course outline is included and remember to give the recipients a clear deadline for comments and stick to this*
- *the CE group will need to determine who is to make the amendments and additions – obvious choices would be those who delivered the pilot. If more than one tutor is working on different sections of the manual, someone will need to be nominated to edit the whole pack into a consistent format with appropriate cross-referencing*
- *the likely amendments and additions may include:*
 - *clearly identifying the key outcomes for the course*
 - *more prescriptive content identification (remember only need-to-know information)*
 - *more information on the proposed method of delivery. Refer to the reviewed course outline, NCTC sample resources and other resources collated from international sources*
 - *developing the supplementary resources such as task cards, OHTs, video clips, handouts*
- *in progressing the tutor's resources it may be helpful to use a commercial software package for these such as Microsoft Powerpoint (also, follow the NCTC advice on designing OHTs by referring to the NCTC sample resource and tutor-training resources)*

NOTE 1: Be careful the course does not become predictable and boring because:

- a similar pattern of delivery is adopted in every session (e.g. introduction, mini-lecture, small group task, feedback).
- the same type of audio-visual aid is used repeatedly (e.g. 'death by overhead', constant use of the flip chart). Remember to appeal to different learning styles, be creative and make learning fun.

NOTE 2: It is important that the tutor manual be as fully developed as possible before the coaches' manual is finally tested.

NOTE 3: The tutor manual should be laid out in the following sections:

Coaching capacities

Technical capacities

Tactical capacities

Physical capacities

Mental capacities

Personal capacities

Lifestyle capacities

These sections should be laid out in the sequence that they will be dealt with on the course. The course outline should be placed at the front of the manual, with appropriate cross-reference to the sections and pages of the manual.

Note: In developing materials for both tutors and coaches, the NGB should draw on international best practise and may wish to seek the input of the International Federation as a credible international sport-specific expert.

3.6 REDRAFT COACHES' MANUAL

For the initial pilot course in 2.10, the tutors were required to produce course handouts for the coaches and these may form the core of the coaches' manual. However, before simply collating and reproducing these, the NGB will need to consider a few questions:

- *what feedback was received on the handouts presented at the course (from coaches and tutors). Make a note of these to add to the manual specification*
- *material could be included as a resource that was not delivered in the face-to-face workshop. Remember to include these topic areas when the manual specification is written*
- *identify what is the fundamental purpose of the coaches' manual and what is the best format for it to be written and presented*

Answering the questions in the following panel may help.

Q: IS THE MANUAL INTENDED AS A WORKBOOK DURING THE COURSE AND AN AIDE MÉMOIRE FOLLOWING IT?

If so, it may be appropriate to provide the information in note format, perhaps together with modified copies of the overhead transparencies/Powerpoint presentations. It should also be produced in sections and in the order in which it will be delivered at the course. It should be designed to avoid excessive note-taking and allow for additional notes to be added to reinforce learning during and after the course.

Q: IS THE MANUAL INTENDED TO ACT AS A REFERENCE BOOK AFTER THE COURSE?

If it is to be used as a reference following the course, it should be sectioned to serve as a quick reference guide and produced in a durable format, using sections: technical, tactical, mental, physical, personal and lifestyle. An overview of the player/athlete pathway, with the relevant stages highlighted, should be included in each coaching manual. There should also be a section dealing with coaching capacities.

Q: WILL THE MANUAL BE USED EXCLUSIVELY BY COACHES ATTENDING THE COURSE OR WILL IT BE SOLD AS A STAND-ALONE REFERENCE AS WELL?

This will affect the style and the possibility of making reference to the course. If it is stand-alone, it will need to be very comprehensive but also very readable to ensure all coaches who read it can benefit, irrespective of whether or not they have attended the course.

Q: IS THE MANUAL INTENDED TO PROVIDE AND APPLY NEW OR ADDITIONAL INFORMATION?

If this is the case, it may need to be developed (or certain sections) in a distance-learning format, in which each new part is linked to a specific course outcome and guidance is given to the coach about how to gain and demonstrate the appropriate capacity. You would need to refer back to the task-breakdown analysis in Step 2.9 and use this to build up the resource in a similar way to the way the tutor manual was developed against each outcome.

Q: WILL ANY ASSESSMENT OPPORTUNITIES BE INCLUDED?

If you also wish to include some opportunities for assessment (or self-assessment) this will influence the format and style you choose, especially if the assessment is to be submitted to the NGB.

- *consider the style and format for the coaches' resource. Remember that different topic areas and their associated outcome tasks may need more or less detail and step-by-step style depending on whether or not the material:*
 - *has already been delivered in the workshop and the material therefore is an aide mémoire or for future reference*
 - *will be delivered in a subsequent workshop and this constitutes the coaches' first exposure to the information*
 - *will be delivered only through the written word via the resource*
 - *will be assessed because it underpins an important coaching task*
 - *will be assessed because it constitutes useful additional or nice-to-know information for those coaches seeking further knowledge or skills*

Refer back to the task breakdown in Stage 2, Step 2.9, which shows which outcome tasks will be delivered only through the resource and which are delivered face-to-face. For any tasks that are delivered only through the resource, it will first be necessary to carry out a task breakdown similar to that outlined in step 2.9.

- *the sequencing of the material will also need to be considered and may be influenced by the following:*
 - *the seven headings outlined by NCTC may be a method by which the NGB would divide the material into sections: coaching, technical, tactical, physical, mental, lifestyle and personal*
 - *the logical development of knowledge and skills – some material may be better dealt with before other material*
 - *the division of material into sections such as:*
 - *core content, content in distance-learning format,*
 - *material that constitutes an aide mémoire, reference material,*
 - *material to be assessed, material for interest or subsequent use*
- *to continue with the development of the manual specification (how, when and by whom it will be developed), it may help to photocopy the task breakdown onto pages of different colours. Arrange according to the outcome tasks so they can be moved around into different sections of the proposed pack. Attaching the paper to a wall if working with a larger group or on a large table if the group is smaller can achieve this. There should be a clear cross-reference system between the syllabus for the course, the course outline, the tutor's manual and the coaches' manual*
- *the CE group should now be able to draw up a specification for the coaches' manual, providing as much detail as possible. Certain parts of it may be covered by the NCTC sample resource (or an existing resource) with or without adaptation. Ensure copyright agreements are not being broken if using or adapting resources from other sports or organisations*



NATIONAL COACHING & TRAINING CENTRE

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3.7 NGB/NCTC DESIGN AND BRANDING FOR TUTOR/COACH MANUAL

The format in branding the tutor and coaches' manual and all forms of communication (print, electronic, etc) used by the NGB must include the following elements, in addition to NGB branding:

1) NCTC Logo

There are a number of design features that form the basis of the NCTC logo.

These are:

A) The logo:

- *NCTC arrow man*

Three colours of the logo

- *Blue: Pantone: 280*
- *Yellow: Pantone: 103 and 136*
- *Burgundy: Pantone: 222*

Typeface

- *National Coaching and Training Centre is "Adobe Garamond" (not available in word)*

The size, if adjusted should not affect the shape of the logo.

The NCTC logo must appear on the front cover of:

- *Syllabus*
- *Course outline*
- *Promotional material*
- *Coaches' manual*
- *Tutor manual*
- *All graduation material*
- *NGB/NCDP coaching plans*

The NCTC logo must appear on all overheads, slides, handouts and Powerpoint presentations relating to the NCDP.

NCTC logo – dimensions for A4, ideally placed in the centre lower part of the page or top left, to be included on each document. Examples of branded course documents and materials can be found in the workbook.

2) Clear reference to the National Coaching Development Programme must be on the front cover and where appropriate on and in the following NGB/NCDP publications. Include branding in the following documents by using statements and logos that comply with the NCDP recommendation:

- *Syllabus*
- *Course outline*
- *Promotional material*
- *Coaches' manual*
- *Tutor manual*
- *All graduation material*
- *NGB/NCDP coaching plans*

Statement

The following statement should appear on all key documents:

'Part of the National Coaching Development Programme'

Logo

Detailed branding template examples are found in Appendix 9.

Examples of labelling of course documents and materials are provided in the Workbook 3.2.

NGBs may be requested to submit material for review by NCTC and all materials may be subject to periodic reviews as part of course monitoring to ensure that information included in materials is both up-to-date and accurate.

3.8 FINALISE ASSESSMENT METHODS

Revisit the feedback on the assessment methods. Draw on the advice provided in Step 2.12 to revise and finalise the assessment methods used on the course.

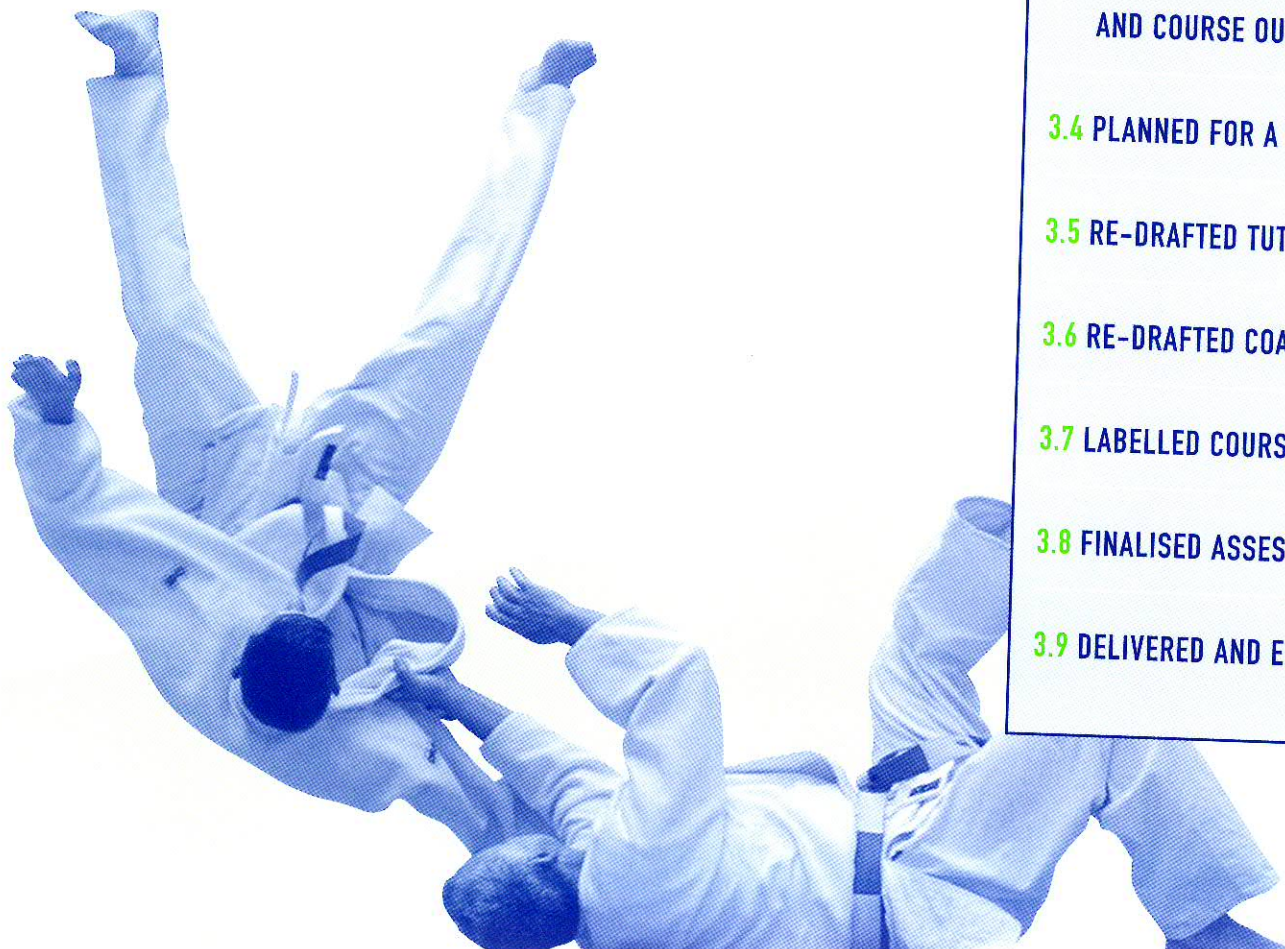
3.9 DELIVER AND EVALUATE FULL PILOT COURSE

Follow the NGB course co-ordinator's pack in the delivery of the full pilot course. In some cases, approval may be provided by NCTC to proceed to full course delivery. Repeat Steps 3.2-3.3 and 3.5-3.8 for the full pilot course. Following this, seek NCTC approval for the roll-out of the accredited course. Use it in the context of the NGB coaching plan to educate and deploy coaches at the coaching level.

Checklist for Stage 3: Course Delivery and Review

Please review the following checklist to ensure each step is completed (tick box).

- 3.1 ORGANISED AND RAN THE INITIAL PILOT COURSE
- 3.2 COLLATED AND EVALUATED FEEDBACK FROM COACHES/TUTORS AND OBSERVERS ON ALL ASPECTS OF THE COURSE
- 3.3 REVIEWED AND AMENDED THE SYLLABUS AND COURSE OUTLINE BASED ON FEEDBACK
- 3.4 PLANNED FOR A FULL PILOT
- 3.5 RE-DRAFTED TUTOR MATERIALS
- 3.6 RE-DRAFTED COACHES' MATERIALS
- 3.7 LABELLED COURSE MATERIALS TO BE PART OF THE NCDP
- 3.8 FINALISED ASSESSMENT METHODS
- 3.9 DELIVERED AND EVALUATED A FULL PILOT COURSE



QUALITY ASSURANCE

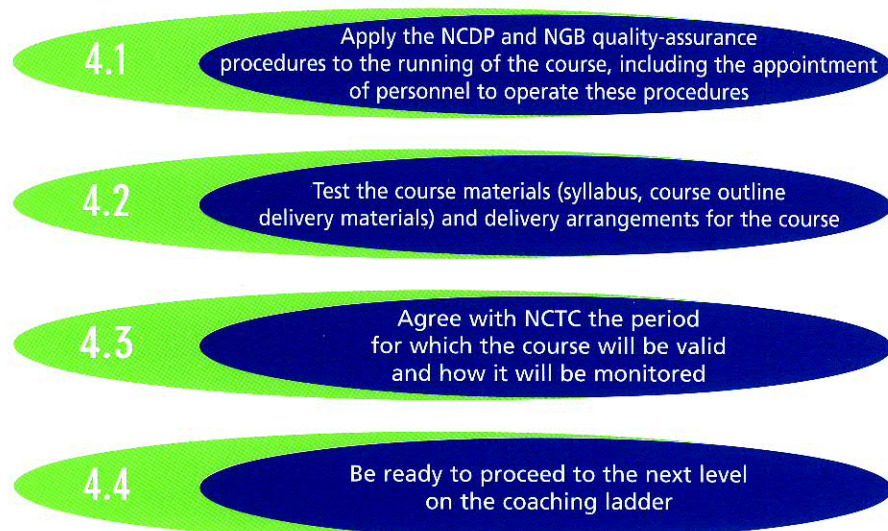
THE NCTC AIMS TO SUPPORT EACH PARTICIPATING NGB TO PUT IN PLACE A WORLD-CLASS COACH EDUCATION AND DEPLOYMENT SYSTEM THROUGH THE IMPLEMENTATION OF THE NCDP WITHIN THE SPORT.

In order to achieve this goal there is the need to ensure quality on each stage of the process. This section outlines the major steps involved in applying the NCDP and quality-assurance procedures.



Figure 6: The steps in quality assurance

To complete Stage 4 the NGB will:



4.1 APPLY THE NCDP QUALITY-ASSURANCE PROCEDURES TO THE RUNNING OF COURSES, INCLUDING THE APPOINTMENT OF PERSONNEL TO OPERATE THESE PROCEDURES

The coach certification procedures included in Appendix 11 contains examples and instructions associated with the completion of all quality-assurance procedures outlined in the following text.

4.1.1 Identify personnel to oversee the NGB/NCDP quality-assurance procedures.

The CE Officer should be the person appointed to oversee the quality assurance procedures. The CE Officer will also fulfil the role of the NGB/NCTC coaching contact. The CE Officer will oversee the implementation of the full NGB/NCDP quality-assurance mechanism, which will apply to the pilot courses and all subsequent courses. The officer must be in a position to speak with authority on all arrangements for coach education courses (including administration, course content, tutor assessment and course evaluation). Administrative personnel may be assigned in a support role. Such personnel, however, will not be deemed qualified to sign off on courses or on the status of the coaches for certification purposes.

4.1.2 Apply for approval for courses

The NGB coaching contact will complete and post an NCDP course-approval form to NCTC a minimum of three weeks prior to the delivery of each course (the approval form contains details of the level, course co-ordinator, date and hours of course, venue, tutors, designated support tutors, and course code - see Appendix 11). Advance approval of courses ensures they can be subject to course monitoring (if deemed necessary by either the NGB or NCTC). NCTC will also include advance-notified courses on its website and relevant promotional material. To apply for approval, the following criteria must have been met:

- *an NCDP course must be designed and ready for delivery*
- *there must be tutor(s) trained by NCTC and the NGB*
- *a course co-ordinator must be deployed to set up the course*
- *the NCDP quality-assurance procedures booklet must be provided to the course co-ordinator*
- *the coaching contact must submit a signed course-approval form to NCTC in paper or electronic form. A copy of the course-approval form, when coded and signed by NCTC, will be returned to the course co-ordinator indicating course approval, or raising appropriate queries concerning the course*

4.1.3 Complete and submit a course-completion form to NCTC for pilot courses

Following the completion of course requirements by the coaches, the NCDP course-completion form should be returned to NCTC (see Appendix 11) with the details of the participants of the course. The completion form contains details of the course and details concerning each participant: such as name, address, gender, status of coach, and a comment box to outline route of completion for unsuccessful candidates deemed to require additional work prior to certification.

4.1.4 Set up coach-certification meeting with NCTC and design NCDP certificate

The approval forms and completion forms are filed and presented at the coach-certification meeting, which is arranged at an agreed time and venue. At the coach-certification meeting the course is signed off and the coaches with all tasks completed are accredited. The meetings can also raise any points from course observations or review samples of course assessments. The NGB contact must be in a position at such meetings to answer any queries relating to the conduct and evaluation of the course.

Where candidates require additional work, the reasons for such recommendations must be clearly stated. NCTC may require additional evidence relating to such candidates and may also request to see materials, course timetables, etc, relating to the course. From January 1 2004, co-ordinating tutors will be expected to complete a short report on the course and a review of the course evaluations completed by the coaches (see Workbook 3.2). This report and review must be available for all coach-certification meetings and will be a prerequisite to certification of coaches on all such courses.

Following the initial coach-certification (CC) meeting, the framework for a NCDP certificate is agreed and prepared for printing (the development of an NCDP certificate is approximately four weeks). There is a standard format for the production of certificates (Appendix 11). All certificate designs must be signed off by both NCTC and the NGB.

4.1.5 Presentation of certificates to NGB and registering of coaches on NCTC database

Following the agreement of the status of coaches, the NCTC will provide the NGB with signed certificates. On receipt of the certificates, the NGB coaching contact will complete the remaining detail, including NGB signatory and names of coaches. The certificates should then be presented to the relevant coaches. The coaches' details are then entered onto the NGB and NCTC databases for coach registration. NGBs are encouraged to develop efficient database systems for recording details of qualified coaches.

4.1.6 Implementation of ongoing NGB and NCDP quality-assurance procedures

For each coach education course delivered, the above quality-assurance system is followed. It is not necessary to have a NGB/NCTC meeting following each course. Generally, meetings will be set up twice a year or more frequently depending on the number of courses delivered. Coaches should be made aware of the projected time delay to the issuing of certificates following the completion of the course.

4.1.7 Coaching Standards Council

Within the third cycle of the NCDP (from 2005), it is envisaged that a Coaching Standards Council will be set up to oversee standards within the NCDP and to ratify the certification of coaches on a quarterly basis. Certification of coaches will follow such ratification. The Council will meet on preset dates annually.

4.2 TEST THE COURSE MATERIALS (SYLLABUS, COURSE OUTLINE, DELIVERY MATERIALS) AND DELIVERY ARRANGEMENTS FOR THE COURSE

4.2.1 Ensure courses are delivered as per syllabus and outline

The coaching contact (normally the CE Officer) and CE group will ensure the pilot courses and all following courses are delivered to an agreed syllabus and course outline. It is recommended that all aspects of pilot courses be monitored by the CE Officer and/or members of the CE group, as well as the NCTC-nominated observer. For full courses, a mechanism should be established for periodic monitoring to ensure standards and delivery methods are being applied.

The co-ordinating tutor for each course should submit a brief report on the course, including an overview of the course evaluations completed by course participants. From January 1 2004, the completion of such reports will be a requirement of the course-completion process and a prerequisite to certification for coaches attending the course.

Feedback from the first coach-certification meeting (Step 4.1.4) should also contribute to the review.

4.3 AGREE WITH NCTC THE PERIOD FOR WHICH THE COURSE WILL BE VALID AND HOW IT WILL BE MONITORED

4.3.1 Review progress to date and apply for syllabus approval

Following the initial pilot review, the NGB should seek full syllabus and course-outline approval from NCTC. One of two responses is likely from NCTC: a) the course is approved, b) a further pilot (full pilot) is recommended. The NGB should plan to allow time to amend the content of the course, the course co-ordinator’s pack, the tutor manual and the coaches’ manual. Some further tutor training may also be required. Each NGB will be presented with an approval certificate for the syllabus and course outline from NCTC indicating the number of years for which approval has been granted. At the end of this period, the NGB may apply for continued approval, subject to course modification and to review by NCTC.

4.3.2 Monitoring and feedback procedures

The NGB and NCTC should consult on the monitoring and feedback procedures for coach education courses. Intermittent course monitoring by NCDP facilitators should be scheduled. It is also recommended that the NGB put in place internal monitoring procedures for coach education courses. Dates for monitoring should be identified at the time of the approval of the course or initiated at the coach-certification meetings. This work should be identified in the annual work programme. Observation tools for monitoring are provided in the Workbook 3.2. Evaluation sheets from tutors, course co-ordinators and coaches should be examined fully following a course. The CE Officer, in assisting the ongoing review of courses and the development of the next level, should carefully use the information gathered.

4.4 BE READY TO PROCEED TO THE NEXT LEVEL ON THE COACHING LADDER

4.4.1 Assess timescale to develop next level of coaching ladder

Once the coach education course is completed, the development of the next level should be contemplated. It is recommended that at least one year of delivery of the developed level should pass prior to beginning the development of the next level, to allow observation of the impact of the course in the sport. This will also allow time to reflect on the key outcomes delivered by the course and how they relate to the player/athlete pathway and coaching ladder within the sport. However, preparation for the development could begin immediately - for example, application for funding, reorganising of the coaching committee, identification of outside experts who could assist with modules associated with a higher-level course could all be progressed. Course observations and evaluations from the preceding level should be used to identify the key coaching skills and content required for the next level of the coaching ladder. Revisit stage one to draft a timeline for this work.

Checklist for Stage 4: Quality Assurance

Please review the following checklist to ensure each step is completed (tick box).

- 4.1 APPLIED THE NCDP AND NGB QUALITY-ASSURANCE PROCEDURES TO THE RUNNING OF THE COURSES, INCLUDING THE APPOINTMENT OF PERSONNEL TO OPERATE THESE PROCEDURES**
- 4.2 TESTED THE COURSE MATERIALS (SYLLABUS, COURSE OUTLINE, DELIVERY MATERIALS) AND DELIVERY ARRANGEMENTS FOR THE COURSE**
- 4.3 AGREED WITH NCTC THE PERIOD FOR WHICH THE COURSE WILL BE VALID AND HOW THE COURSE WILL BE MONITORED**
- 4.4 PREPARED TO PROCEED TO THE NEXT LEVEL ON THE COACHING LADDER**

COACH/TUTOR DEPLOYMENT, SUPPORT AND RECERTIFICATION

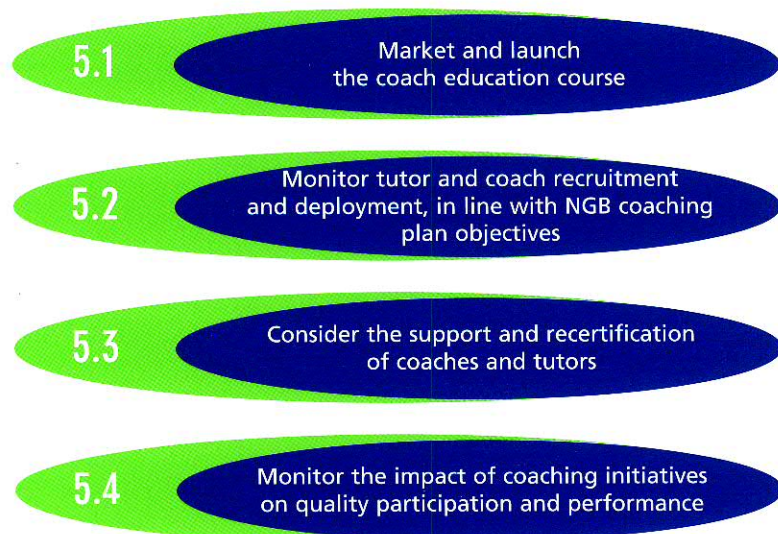
AT THIS POINT THE NGB HAS DEVELOPED AT LEAST ONE QUALITY-ASSURED COURSE AT AN NCDP COACHING LEVEL.

The NGB can begin educating coaches to work with participants in the sport at the approved level. Stage 5 aims to ensure that this work takes place in the context of the NGB coaching plan, which was developed as part of Stage 1. Having developed a course, it is important to identify where and with whom in the sport the coaches will work. It is also important for the sport to consider how these coaches, and those who educate them, can be supported in their work. Finally, if the aim of developing a coaching and coach education system is to improve the quality of participation and performance in the sport, this impact should be monitored and fed back into the NGB coaching plan and the education of the next generation of coaches.



Figure 7: Steps to market and launch courses and ongoing tutor and coach deployment

To complete Stage 5 the NGB should:



5.1 MARKET AND LAUNCH THE NEW COACH EDUCATION COURSE

Course marketing

The NGB will need to determine the course-marketing strategy to:

- *promote the new course as part of the NGB coach education scheme as identified in the NGB coaching plan and within the context of the NCDP*
- *recruit coaches to specific courses*
- *invite existing suitably experienced coaches to apply for assimilation. In 2003, a National Assimilation Scheme for experienced coaches was initiated. Full details of the operation of the scheme are available from NCTC*

A variety of mechanisms and media are available including:

- *development and dissemination (by mail-shot) of a coaching course brochure, pamphlet or flyer*
- *promotion through the Internet*
- *promotion through national and local media (newspapers, radio)*
- *promotion through NGB literature (e.g. newsletter, correspondence to clubs and schools)*
- *promotion through the NCTC website*

If the NGB already has some form of coaching database, then the marketing of the new course can be directly mailed to appropriate coaches. A schedule of when and where the course is planned to run can also be of benefit.

It is strongly recommended that the marketing and delivery of coaching courses is proactively driven by the NGB and is responsive to local demands. Where possible, coach education courses should be delivered at local level, encouraging the coming together of coaches from a region and from clusters of schools and clubs. The targeting of such courses should be closely linked to the mapping exercises completed in Stage 1 and to the coaching plan for the sport. Clubs, communities or schools should be encouraged to be proactive in recruiting the required minimum number of coaches to run a viable course.

Local resources should be employed and in particular links should be made with Local Sports Partnerships (where they exist) to identify needs and to make arrangements for the running of the course.

5.1.2 Course launch

Some NGBs may wish to organise some form of launch for the new coaching course in order to gain publicity for sponsors and NGB coaches via the national and local media. The launch may occur in association with a sporting event. Local courses should be publicised through the local media and on the NGB websites.

Design of course brochure and application form. Label all materials as part of the NCDP.

To advertise the coach education programme within an NGB, it is recommended a coach education brochure be designed to include details of:

The NGB coaching structure

The NGB player/athlete pathway and coaching-ladder links

The NCDP

NGB coach education contacts

Course application

The development of an official application form is useful in maintaining records for the course co-ordinator and assists in the course completion following the course. The branding of material should be carried out as outlined in Stage 3.7 and Appendix 9.

5.2 MONITOR TUTOR AND COACH RECRUITMENT AND DEPLOYMENT, IN LINE WITH NGB COACHING PLAN OBJECTIVES

The NGB coaching plan will have mapped out existing coach deployment and support provided in the sport. The NGB player/athlete pathway will also have identified what capacities participants at each phase need to develop and the type of coaching and support they need.

Based on the analysis of this information the NGB can be proactive in identifying where it will recruit coaches and tutors from and identifying the criteria for such recruitment.

5.3 CONSIDER THE SUPPORT AND RECERTIFICATION OF COACHES AND TUTORS

Once trained, the NGB needs to make provision for the support of the coaches and tutors in their work. This should be seen as an investment in the development of the sport. It is important for the NGB to ensure that:

- *ongoing courses, workshops and professional development opportunities are provided for coaches*
- *all tutors are provided with the opportunity to tutor*
- *tutors within the NGB observe each other and provide constructive feedback on presentation skills*
- *all tutors are provided with and encouraged to attend in-service courses to upskill*
- *all tutors are competent and up to date in the delivery of the material for which they are responsible*
- *tutors are encouraged to attend in-service courses to upskill tutors in a variety of areas.*
- *databases identify active tutors and coaches*

From 2005, it is envisaged that coaches and tutors will be expected to seek recertification every three or five years. Recertification will occur on the basis of Continuing Professional Development Credits, which will be offered by NCTC and the NGB, by agreement.

5.4 MONITOR THE IMPACT OF COACHING INITIATIVES ON QUALITY PARTICIPATION AND PERFORMANCE

The impact of coach education and coach deployment on the development of the sport can be monitored by:

- (a) the demand for coach education courses and the numbers attending courses. It is recommended that ongoing spatial mapping of certificated coaches be carried out and compared to the objectives set out in the coaching plan.
- (b) the effects of coaching on the quantity and quality of participation at local, regional and national level. Close attention should be paid to the standards displayed by players/athletes. Good coaching should make a telling difference to these standards in line with the agreed technical, tactical, mental, physical, personal and lifestyle capacities within the sport. Performance indicators for the work in the NGB coaching and coach education scheme should be identified. As well as tracking the effects of coaching on player/athlete capacities, the NGB should monitor its progress towards the following key objectives:

- *a coach for every participant*
- *a qualification for every coach*
- *a Level 3 and Level 4 coach for every high performer*
- *a pathway for progression for each participant and performer*

Checklist for Stage 5: Coach Deployment, Support and Recertification

Please review the following checklist to ensure each step is completed (tick box).

5.1 MARKETED AND LAUNCHED THE NEW COACH EDUCATION COURSE

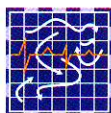
5.2 MONITORED TUTOR AND COACH RECRUITMENT AND DEPLOYMENT IN LINE WITH NGB COACHING PLAN OBJECTIVES

5.3 CONSIDERED THE SUPPORT AND RECERTIFICATION OF COACHES AND TUTORS

5.4 MONITORED THE IMPACT OF COACHING INITIATIVES ON QUALITY PARTICIPATION AND PERFORMANCE

THE IMPLEMENTATION PACK FOR THE NATIONAL COACHING DEVELOPMENT PROGRAMME (NCDP), INCLUDING THIS MANUAL, THE NCDP WORKBOOK AND THE NCDP APPENDICES, IS AVAILABLE TO DOWNLOAD ON:

www.nctc.ul.ie



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