

Self-Evaluation Report for CDPI Programmes

September 2021

This report should be used to review programmes that would like to be recognised on the Coaching Development Programme for Ireland (CDPI). The purpose of the report is to:

- 1. Review the programme against each of the CDPI approval criteria*
- 2. Map the learning outcomes of the programme with the relevant CDPI level*

The report should be completed by the NGB Coaching Contact and the relevant Sport Ireland Coaching Lead Officer and any additional follow-up work completed before the programmes goes for external review.

The following documents must be in place before the self-evaluation is conducted:

- Completed CDPI Programme Descriptor Template
- Coach Developer Resources i.e. any resources/materials provided to Coach Developers to help deliver the programme
- Typical timetable for training and assessment
- Assessment strategy including methodology and criteria
- Any other relevant materials e.g. learner notes/handbook

Programme Details

Programme Name:	
Proposed CDPI Award and Level:	
Date of Review:	
NGB Contact:	
Sport Ireland Coaching Lead Officer:	

NGB Signature:		Sport Ireland Coaching Signature:	
Date:		Date:	

Section 1: Review of Programmes against CDPI Approval Criteria

Please use the table below to comment on how the programme meets each of the CDPI approval criteria. Guidelines for each criteria are included in italics in the table. When completing the table you can remove the guidelines and insert your response.

CDPI Approval Criteria	NGB Comment <i>(Sport Ireland Coaching Comments in Italics)</i>
1. The programme objectives and learning outcomes are expressed clearly and are consistent with the CDPI award sought	<i>Use this section to describe how the programme objectives and learning outcomes are consistent with the CDPI award level sought.</i>
2. There is satisfactory rationale for providing the programme and the views of stakeholders has been taken into account in the development of the programme	<i>Please describe why the programme was developed and how the views of stakeholders were taken into account</i>
3. There are arrangements for access to the programme (e.g. entry requirements are clearly identified) and transfer and progression from the programme	<i>Reference the relevant section in the Programme Descriptor which clearly identifies how learners can access the programme (i.e. what are the entry requirements) as well as the transfer and progression options (i.e. are there programmes learners can transfer to or from and programmes learners can progress to following completion of this programme). Please clearly outline the access, transfer and progression options for the programme</i>
4. There are suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme	<i>Does the NGB have a policy and procedures for dealing with applications for Recognition of Prior Learning (RPL)? Are there RPL criteria for this programme? How will the NGB deal with applications from learners for RPL?</i>
5. There is clear and appropriate information provided to learners about the programme	<i>Outline what information is provided to learners about the programme including information provided prior to registration on the programme and information provided to learners during the programme. How does the NGB provide this information to learners?</i>
6. The programme syllabus is comprehensively and systematically documented and well-structured towards the achievement by learners of the programme learning outcomes	<i>How is the programme documented? How are the learning outcomes integrated into the various aspects/modules of the programme? How does the structure of the programme help to ensure learners achieve the programme learning outcomes e.g. classroom elements, practical elements, logged coaching hours?</i>
7. There are sound teaching and learning strategies to support learners to achieve the programme learning outcomes	<i>Outline the teaching and learning strategies used on the programme e.g. face to face, individual and group tasks, practical sessions, reflection, independent learning, logged coaching hours, individual feedback etc. How</i>

	<i>are learners supported to achieve the learning outcomes and develop and apply the knowledge and skills needed in a planned and progressive way?</i>
8. There are sufficient qualified and capable Coach Developers and support staff available to implement the programme as planned	<i>How many Coach Developers are available to deliver the programme? What qualifications do they have? Are there other people/support staff who help to deliver the programme? What is their role? What support is given to Coach Developers and support staff to deliver the programme? How is the performance of the Coach Developers and support staff managed and reviewed?</i>
9. There is sufficient time provided for practical work for learners to apply the content and receive feedback on how they are progressing	<i>Identify what time is provided to learners for practical work and outline how this time is used to allow learners to apply the programme content and receive feedback on how they are progressing</i>
10. There are appropriate materials and guidelines provided to Coach Developers and support staff to deliver the award and achieve the learning outcomes	<i>Identify what materials and guidelines are provided to Coach Developers and support staff to deliver the programme and how they can be used to support Coach Developers and other programme staff</i>
11. The assessment process is sound and clearly documented and assessment criteria are identified for assessors	<i>Reference where the assessment is clearly documented. Where are the assessment criteria identified in the documentation? How are the Assessors supported to conduct the assessment? What information is provided to learners about the assessment? Outline any formative and summative assessments used on the programme and assessment instruments used. What paperwork needs to be completed for the assessment? How is the paperwork dealt with by the NGB? etc</i>
12. The human, financial and physical resources required for the programme are identified and arrangements identified to ensure they are in place before the programme is delivered	<i>Where are the human, financial and physical resources required for the programme identified? How does the NGB ensure they are in place before the programme is delivered?</i>
13. Other programme materials/resources are well-presented, appropriate, relevant to the programme and level of learner's ability	<i>Identify any other programme materials/resources used and how they help the delivery of the programme or how they help learners achieve the learning outcomes</i>

Section 2: Mapping of Learning Outcomes

Please use the tables below to map the learning outcomes of your award with the learning outcomes of the relevant CDPI award. Identify where each CDPI learning outcome is covered in your award by completing the last column in the table.

NOTE: A separate table is provided for each CDPI level. Please use the correct table, depending on which CDPI level you are mapping your award against.

Table No.	Title
1	CDPI Introduction to Coaching Learning Outcomes
2	CDPI Level 1 Coach Learning Outcomes
3	CDPI Level 2 Coach Learning Outcomes
4	CDPI Adventure Sport Basic Instructor Learning Outcomes
5	CDPI Adventure Sport Intermediate Instructor Learning Outcomes
6	CDPI Adventure Sport Advanced Instructor Learning Outcomes
7	CDPI Adventure Sport Specialist Instructor Learning Outcomes

Table 1: CDPI Introduction to Coaching Learning Outcomes

	CDPI Introduction to Coaching Learning Outcomes	Learning Outcome
1.0	Knowledge (of the sport & the player/athlete)	
1.1	Outline the LTPAD phases, specifically the FUNdamental phase	
1.2	List the player/athlete capacities within the FUNdamental phase	
1.3	Demonstrate an awareness of participant individuality within the sport	
2.0	Coaching Roles, Style, Values and Ethics	
2.1	List the roles and responsibilities of a coach up to and including Level One	
2.2	List the personal capacities of a coach at this Introductory level	
2.3	Display a working knowledge of the Code of Ethics and Child Protection policies	
2.4	Sign on to agree to comply with a Coaches Code of Conduct	
2.5	Include all participants into their coaching without discrimination	
3.0	Needs analysis and Planning	
3.1	Demonstrate a working knowledge of the safe inspection and use of sport specific equipment	
3.2	Demonstrate a working knowledge of basic, emergency first aid and emergency plan	
3.3	Comment on the aims and desired outcomes of any given session based on the needs of the players/athletes	
3.4	Assess whether participant numbers have the required amount of equipment, space and supervision	
3.5	Plan a session taking account of safety issues (equipment, clothing, environment and activities)	
4.0	Coaching practice/performance	
4.1	Deliver a basic session and/or warm up and cool down, taking account of safety issues	

4.2	Organize participants in such a way as to maximize the training effect of the session	
4.3	Demonstrate the knowledge and understanding of at least one key technical model in the sport	
4.4	Develop the coaching skills of observation, analysis and providing feedback (begin to develop a 'coaches eye' i.e. the ability to identify faults in a variety of situations/environments)	
5.0	Communication and Teamwork	
5.1	Communicate with clarity; positively and effectively, with participants, parents, coaches and others involved in the sport	
5.2	Discuss the different roles and contribution people undertake within a club structure	
6.0	Review, Evaluate and Self-reflect	
6.1	Evaluate a basic session in terms of safety, aims and objectives achieved and implications for the following session	
6.2	Self-reflect on personal coaching performance (e.g. planning, safety, organization, variety, communication)	
7.0	Relating to Technical Capacities	
7.1	Implement activities to develop the basic motor skills which underpin the sports specific skills e.g. running, jumping, throwing, KGBs, CPKs (list the basic motor skills that apply to your sport)	
7.2	Develop the following basic sports skills in participants: (list the basic sports skills included in the Fundamental phase of the sports specific LTPAD model)	
7.3	Outline the main coaching points in developing each of the skills	
7.4	Implement 1-2 activities to develop the above, in the right sequence	
8.0	Relating to Tactical Capacities	
8.1	Explain and apply simple rules and ethics of the sport	
8.2	Outline how a basic version of the sport should be played (e.g. mini-version, small sided game) including basic game and movement concepts	
8.3	List the tactical elements for the FUNdamental phase of the LTPAD model	

8.4	Implement 1-2 activities to develop the above	
9.0	Relating to Physical Capacities	
9.1	Implement FUN games and activities to develop agility, balance, co-ordination and speed (ABCs)	
9.2	Implement FUN games and activities to develop speed (linear, lateral and multi-directional), power and endurance	
9.3	Implement activities to develop strength using medicine balls, Swiss balls and own-body weigh	
9.4	Demonstrate basic warm-up and cool-down activities	
10.0	Relating to Mental Capacities	
10.1	Promote fun and enjoyment in the sport	
10.2	Provide positive reinforcement to players/athletes	
10.3	Develop confidence in players/athletes in executing technical and tactical skills	
10.4	Assist players/athletes in setting basic goals	
11.0	Relating to Lifestyle Capacities	
11.1	Identify the reasons why young people take part in sport	
11.2	Support players/athletes to take part in sport as part of a balanced lifestyle	
11.3	Encourage players/athletes to play multiple sports	
11.4	Promote and ensure safe play and practices among players/athletes	
11.5	Encourage players/athletes to practise at home	
11.6	Identify and communicate basic correct nutrition and hydration practices	
12.0	Relating to Personal Capacities	
12.1	Support all players/athletes to demonstrate commitment, show respect (for others, facilities, equipment), work to agreed rules	

12.2	Ensure players/athletes demonstrate fair play and sportsmanship	
12.3	Instil a positive attitude to sport in players/athletes	
12.4	Provide opportunities for players/athletes to develop teamwork skills	
12.5	Assist players/athletes to develop social skills by allowing interaction with others	

Table 2: CDPI Level 1 Learning Outcomes

	CDPI Level 1 Learning Outcomes	Learning Outcome
1.0	Knowledge (of the sport & the player/athlete)	
1.1	Describe the FUNdamental and Learning to Play & Practice phases in the Long-Term Player/Athlete Development model	
1.2	List the player/athlete capacities at both the FUNdamental and Learning to Play & Practice phases	
1.3	Outline the key points of the capacities of the sport at these phases	
1.4	Show an understanding of the different ways in which people learn new skills and concepts. Begin to conceptualize how this affects the sport	
1.5	Discuss the implications of growth and development (physical, psychological and social) on the need to individualize coaching programmes	
2.0	Coaching Roles, Style, Values and Ethics	
2.1	List the roles and responsibilities of a coach up to and including Level Two	
2.2	List the personal capacities of a Level One coach	
2.3	Outline how the Code of Ethics, Child Protection policy and the Coaches Code of Conduct are/can be implemented in different situations	
2.4	Display evidence of an all inclusive/non-discriminatory coaching stance/approach	
2.5	Provide positive reinforcement to all participants	
2.6	Identify personal qualities which contribute to the coaching process	
3.0	Needs analysis and Planning	
3.1	Plan for sessions with two or three different elements in them (in addition to warm up and cool down)	
3.2	Consider the resources/facilities/equipment available at any one time, so as to not exceed these when planning	
3.3	Undertake risk assessment for sessions involving several different elements	
3.4	Establish and maintain a safe working environment for the sessions	

3.5	Demonstrate injury prevention measures	
3.6	Administer emergency first aid and accident reporting procedures	
3.7	Plan a basic series of four to six progressive sessions in accordance with an overall aim, listing organization, content and delivery method.	
3.8	Keep a coaching log (basic records of participants attendance and progress within sessions in an easy to read format)	
4.0	Coaching practice/performance	
4.1	Organise and lead a session in terms of the participants and possible (Introductory Level coach) coaching assistance	
4.2	Further develop 'the coaches' eye, working towards fault identification and correction	
4.3	Adapt practices and progressions so as to meet the needs of participants	
4.4	Undertake basic analysis of performance and provide associated feedback to the participant	
4.5	Experience the role of the coach in a competitive environment (offer coaching assistance in this role)	
5.0	Communication and Teamwork	
5.1	Communicate effectively with all club/community members	
5.2	Work as a team member alongside other coaches; coaching as an individual yet working towards to the same aim	
5.3	Actively seek out Level two (and above coaches) to enhance learning and understanding about the sport and the coaching of it	
5.4	Ability to express an opinion on a skill/practice/participant using clear and concise descriptive language	
5.5	Ability to express a difference of opinion without confrontation	
6.0	Review, Evaluate and Self-reflect	
6.1	Evaluate each section of a session independently and collectively	
6.2	Assess whether session aims were met	
6.3	Evaluate the coaches input to the session (positive and negative)	

6.4	Verbally report on and then document a session with implication for the next (and successive) sessions	
7.0	Relating to Technical Capacities	
7.1	Progressively refine, combine and elaborate basic motor skills to more sport specific skills	
7.2	Develop the following sports skills in participants: (list the basic skills from the Learning to Play & Practice phase of the LTPAD model)	
7.3	Outline the coaching points in developing each of the skills	
7.4	Implement activities to develop the above, in the right sequence (include sample activities)	
7.5	Enhance players/athletes' learning experience by breaking down, repeating and re-enforcing skills	
7.6	Provide opportunities for players/athletes to practise skills	
8.0	Relating to Tactical Capacities	
8.1	Develop the following basic tactical elements: (list the basic tactics from the Learning to Play & Practice phase of the LTPAD model)	
8.2	Implement activities to develop the above, in the right sequence (include sample activities)	
8.3	Provide participants with the opportunity to play a basic/modified version of the sport	
9.0	Relating to Physical Capacities	
9.1	Conduct warm-up and cool-down activities (including sports specific activities)	
9.2	Develop ABCs of movement – agility, balance, co-ordination and speed, which underpin sports specific skills	
9.3	Conduct fun games to develop speed, power and endurance	
9.4	Implement activities to develop strength using medicine balls, Swiss balls, own-body exercises and basic plyometrics	
9.5	Perform basic flexibility exercises	
9.6	Develop shoulder, elbow, core, spine and ankle stability	
10.0	Relating to Mental Capacities	

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

12.5	Provide opportunities for players/athletes to interact with each other	
12.6	Encourage players/athletes to respect officials and their decisions	

Table 3: CDPI Level 2 Learning Outcomes

	CDPI Level 1 Learning Outcomes	Learning Outcome
1.0	Knowledge (of the sport & the player/athlete)	
1.1	Demonstrate knowledge (of the sport and the player/athlete)	
1.2	Describe the NGB player/athlete pathway	
1.3	List the main capacities to be developed at the Training to Train (T2T) phase in the Long –Term Player/Athlete Development (LTPAD) model	
1.4	Demonstrate a sound understanding of sport specific, core skills and concepts	
1.5	Develop an understanding of secondary skills and concepts associated with the sport	
1.6	Describe in detail the processes in which people (specifically, but not exclusively, children) learn and acquire new skills	
1.7	Describe the nature of coaching in both the ‘development’ and ‘performance’ pathways in sport.	
1.8	Describe the implications of growth and development (in relation to physical, psychological and social elements) for coaching	
2.0	Coaching Roles, Style, Values and Ethics	
2.1	Provide a list of roles and responsibilities up to and including the Level Three coach.	
2.2	Apply all aspects of the Code of Ethics and Good Practice, Child Protection policy and the Coaches Code of Conduct with due regard to the safety of players/athletes and the legal responsibilities of the coach	
2.3	Apply an athlete-centred philosophy, creating a positive environment at training and competition in the club context	
2.4	Support the involvement of all player/athletes, irrespective of gender, age, (dis)ability, race, religion or social background	
2.5	Positively encourage and motivate all participants to reach their potential	
3.0	Needs analysis and Planning	
3.1	Describe the principles of planning training/periodization	

3.2	Identify injury prevention measures, including avoidance of overuse injuries in the sport	
3.3	Plan for single and multiple sessions, single and multi-dimensional sessions and for sessions involving one or more coaches	
3.4	Differentiate between different forms and phases of training. Plan a series of sessions as part of a single periodized year/season	
3.5	Plan for an individual and for a team (be it an individual or team sport)	
3.6	Measure and assess the differences between players/athletes and their differing training and competition needs (including peak height velocity)	
3.7	Demonstrate an awareness of the Sports Science Support Network and how it may enhance the player/athletes progression	
3.8	Assess risks (physical and otherwise) in both training and competition situations and accommodate/adapt as appropriate to ensure the safe delivery of sessions/injury prevention	
3.9	Administer basic first aid, undertake accident reporting and appropriate follow up procedures	
3.10	Keep comprehensive records (manual or electronic) of participants, training sessions and competition including evaluation	
4.0	Coaching practice/performance	
4.1	Lead and organize sessions involving one or more coaches working collaboratively	
4.2	Demonstrate a working knowledge of a number of core sport specific, technical models and how they correlate with each other to produce a 'better performance'	
4.3	Interact with more experienced coaches for the benefit of the players/athletes	
4.4	Further develop 'the coaches eye' to improve fault identification and correction	
4.5	Demonstrate, observe, analyse and provide feedback on skills/tactics at the Train-to-Train stage of the NGB pathway	
4.6	Undertake objective analysis of performances, by applying a system of notational analysis/basic video analysis, so as to provide feedback (as appropriate) and for selection purposes	
4.7	Serve as a coach in competition (as appropriate)	
5.0	Communication and Teamwork	

5.1	Positively encourage less experienced coaches, showing a willingness to assist them when appropriate to do so.	
5.2	Communicate positively with players/athletes, parents, assistant coaches and other partners in the sporting process, including the media	
5.3	Work collaboratively with coaches from the same and other clubs (where appropriate) for the benefit of the sport/individual players/athletes	
5.4	Accurately describe an observed practice for the purposes of clarity	
5.5	Adapt terminology for individual player/athlete comprehension	
5.6	Deal with/resolve conflict (between athletes/players/coaches/managers etc.)	
6.0	Review, Evaluate and Self-reflect	
6.1	Develop a personal coaching plan – coaching as part of a balanced lifestyle, including coaching career plans	
6.2	Evaluate the effectiveness of sessions, phases of training, competitions and full seasons at each stage giving implications for the following session/phase/competition or season	
6.3	Self reflect on coaching involvement, progression made and aspirations for the future	
7.0	Relating to Technical Capacities	
7.1	Outline the technical capacities for players/athletes at the Training to Train phase of the NGB pathway	
7.2	Develop the following technical skills in participants: (List the skills from the Training to Train phase of the LTPAD model)	
7.3	Outline the main coaching points in developing each of the skills	
7.4	Implement activities to develop the above, in the correct sequence (include sample activities)	
8.0	Relating to Tactical Capacities	
8.1	Outline the tactical capacities for players/athletes at the Training to Train stage of the NGB pathway 2. 3. 4 5. 6. 7.	
8.2	Outline how the full version of the sport should be played (e.g. adult version at senior club level)	
8.3	Outline the following tactical elements: (List the tactical capacities from the Training to Train phase of the LTPAD model)	
8.4	Implement activities to develop the above in the correct sequence	

8.5	Take account of the competitive structure in the NGB and use appropriate competition for players/athletes at the Training to Train stage of the NGB pathway	
8.6	Develop competition plans with players/athletes	
8.7	Analyse competitions with players/athletes	
9.0	Relating to Physical Capacities	
9.1	Outline the physical capacities for players/athletes at the Training to Train stage of the NGB pathway	
9.2	Outline at a basic level the workings of the cardio-respiratory, muscular and skeletal systems and the 3 energy systems	
9.3	Further develop agility, balance, co-ordination (at a more advanced level)	
9.4	Demonstrate sports specific warm-up and cool-down activities for training and competition	
9.5	Apply the principles of physical fitness to coaching sessions	
9.6	Define the components of physical fitness as they relate to the sport - Endurance, Strength, Speed and Flexibility	
9.7	Devise, conduct and evaluate a circuit with a sports specific muscular endurance/strength emphasis	
9.8	Devise, conduct and evaluate a sports specific power session	
9.9	Devise, conduct and evaluate a sports specific interval training session with an emphasis on endurance	
9.10	Devise, conduct and evaluate a sports specific speed session	
9.11	Devise, conduct and evaluate a sports specific flexibility session	
9.12	Devise, conduct and evaluate a sports specific session on shoulder, elbow, core, spine and ankle stability	
9.13	Ensure physical readiness for return from injury to training and competition	
9.14	Use frequent musculoskeletal evaluations during Peak Height Velocity to individualise player/athlete support	
9.15	Apply Peak Height Velocity and windows of trainability to players/athletes physical fitness development	
10.0	Relating to Mental Capacities	
10.1	Outline the mental capacities for players/athletes at the Training to Train stage of the NGB pathway	

10.2	Outline the concepts behind motivation and arousal for performance	
10.3	Assist individuals in setting, monitoring, adjusting and achieving goals (technical, tactical, physical, mental, lifestyle and personal) for a season – process and outcome goals	
10.4	Assist a squad in setting, monitoring, adjusting and achieving goals (technical, tactical, physical, mental, lifestyle and personal) for a season – process and outcome goals	
10.5	Apply methods to develop concentration/focus and confidence/belief e.g. self-talk, thought stopping, trigger words, positive imagery	
10.6	Assist players/athletes to use imagery for skill development, tactics and for general motivation and self-confidence	
10.7	Develop performance and pre-performance routines with players/athletes	
10.8	Discuss the importance of breathing for control and relaxation	
10.9	Incorporate relaxation exercises into warm-up and cooldown	
10.10	Provide individuals with opportunities to practise independent mistake detection and correction	
10.11	Equip individuals with the skills to deal with winning, losing, setback and rejection	
11.0	Relating to Lifestyle Capacities	
11.1	Outline the lifestyle capacities for players/athletes at the Training to Train stage of the NGB pathway	
11.2	Outline the implications of sports participation on player/athlete lifestyle	
11.3	Consider the implications of growth spurt and PHV on lifestyle	
11.4	Develop pre- and post-training and competition routines, to include rest and use of alcohol	
11.5	Support players/athletes relating to their future involvement in sport	
11.6	Identify and communicate correct nutrition/hydration practices for before, during and after training and competition	
11.7	Encourage individuals to practice self-monitoring through the use of training/performance diaries	
11.8	Support individuals on how to manage their time effectively	
11.9	Promote the importance of adequate rest and recovery from training and competition	

12.0	Relating to Personal Capacities	
12.1	Outline the personal capacities for players/athletes at the Training to Train stage of the NGB pathway	
12.2	Apply methods to develop commitment and confidence as a person, including sport as part of a balanced lifestyle	
12.3	Require players/athletes to show respect for team-mates, opponents, officials and the public	
12.4	Encourage players/athletes to participate in sport in a fair and ethical way	
12.5	Assist players/athletes develop positive communication skills	
12.6	Provide opportunities for players/athletes to take responsibility for their own training and performance	
12.7	Promote the importance of deliberate practice	

Table 4: Adventure Sport Basic Instructor Learning Outcomes

	Basic Instructor Learning Outcomes	Learning Outcome
1.0	Knowledge of the activity and how to develop participant	
1.1	Describe how the sport is governed and how its training, coaching/instructing and accreditation scheme is structured	
1.2	Demonstrate a comprehensive knowledge of technical skills for beginners	
1.3	Identify how to develop these skills appropriate to the context and the participants	
1.4	Identify different learning styles	
2.0	Personal Skills	
2.1	Demonstrate a prescribed level of personal proficiency	
3.0	Environment	
3.1	Demonstrate appropriate knowledge of all types of environments – features, characteristics, risks	
3.2	Discuss/Explain how to protect, respect and conserve the environment	
4.0	Instruction style, values and ethics	
4.1	Outline instructors role (in the context of the activity, participants, peer instructors and the club/centre)	
4.2	Agree to comply with the Code of Ethics and the Child Protection Policy	
4.3	Agree to comply with the NGB Instructor Code of Conduct	
4.4	Discuss and identify how to include people with disabilities in the activity/sport	
5.0	Instruction skills	
5.1	Plan and implement a basic session for beginners appropriate to their needs and the context in a quality and safe learning environment	
5.2	Instruct a range of skills appropriate for beginners and the environment/context using effective teaching methods	
5.3	Apply basic progressions within a skill/concept	
5.4	Organise appropriate resources / equipment for the planned session	
5.5	Outline how to care for and maintain the equipment	
5.6	Observe and analyse participants practising the skill/activity and provide appropriate feedback to participants	

5.7	Demonstrate effective and safe group management	
5.8	Adapt to changing circumstances (e.g. environment, participants) during the delivery of the session/activity	
5.9	Prepare participants for proficiency skills assessment	
6.0	Safety	
6.1	Conduct basic risk analysis of environment, activities, participants, clothing and equipment etc	
6.2	Manage and minimise risk continuously during the activity	
6.3	Identify and practise safety procedures and techniques	
6.4	Implement appropriate first aid and emergency procedures.	
7.0	Communication	
7.1	Apply effective communication methods appropriate to the context, participants, peer instructors and any other relevant personnel	
8.0	Review, self-reflect & evaluate	
8.1	Evaluate and reflect on a session in terms of personal instructing performance and progress of participants, identifying implications for successive sessions	

Table 5: Adventure Sport Intermediate Instructor Learning Outcomes

	Intermediate Instructor Learning Outcomes	Learning Outcome
1.0	Knowledge of the activity and how to develop participant	
1.1	Describe how the sport is governed and how its training, coaching/instructing and accreditation scheme is structured	
1.2	Demonstrate a comprehensive knowledge of the technical skills of the activity appropriate for up to intermediate participants	
1.3	Identify how to develop these skills appropriate to the context and the participants	
1.4	Interpret how different learning styles can affect skill acquisition and participants' overall outdoor experience	
2.0	Personal Skills	
2.1	Demonstrate a prescribed level of personal proficiency	
3.0	Environment	
3.1	Demonstrate appropriate knowledge of all types of environments – features, characteristics, risks	
3.2	Discuss/Explain how to protect, respect and conserve the environment	
4.0	Instruction style, values and ethics	
4.1	Outline instructors role (in the context of the activity, participants, peer instructors and the club/centre)	
4.2	Agree to comply with the Code of Ethics and the Child Protection Policy	
4.3	Agree to comply with the NGB Instructor Code of Conduct	
4.4	Discuss and identify how to include people with disabilities in the activity/sport	
5.0	Instruction skills	
5.1	Plan and implement a series/programme of progressive sessions for intermediate participants appropriate to their needs and the context in a quality and safe learning environment	
5.2	Instruct a range of skills appropriate for intermediate participants and the environment/context using effective teaching methods	
5.3	Employ a variety of activities as part of the session to ensure an effective outdoor experience	
5.4	Apply progressions within a skill/concept	
5.5	Organise appropriate resources / equipment for the planned sessions	
5.6	Outline how to care for and maintain the equipment	

5.7	Observe and analyse participants practising the skill/activity and provide appropriate feedback	
5.8	Demonstrate effective and safe group management to optimise participants' experience	
5.9	Adapt to changing circumstances (e.g. environment, participants) during the delivery of the session/activity	
5.10	Prepare participants for proficiency skills assessment	
6.0	Safety	
6.1	Conduct a risk analysis of environment, activities, participants, clothing and equipment	
6.2	Manage and minimise risk continuously during the activity	
6.3	Identify and practice safety procedures and techniques in the delivery of the activity	
6.4	Implement appropriate First Aid and emergency procedures	
7.0	Communication	
7.1	Apply effective communication methods appropriate to the context, participants, peer instructors and any other relevant personnel	
7.2	Observe and interact with Advanced Instructors and above to enhance both learning and understanding	
8.0	Review, self-reflect & evaluate	
8.1	Evaluate and reflect on the effectiveness of a series of sessions in terms of personal instructing performance and progress of participants, identifying implications for successive sessions	

Table 6: Adventure Sport Advanced Instructor Learning Outcomes

	Advanced Instructor Learning Outcomes	Learning Outcome
1.0	Knowledge of the Activity and How to Develop Participants	
1.1	Describe how the sport is governed and how its training, coaching/instructing and accreditation scheme is structured	
1.2	Demonstrate a comprehensive knowledge of the technical skills of the activity for up to advanced participants	
1.3	Identify how to develop these skills appropriate to the context and the participants	
1.4	Analyse different learning styles and their effect on skill acquisition and participants' outdoor experience	
2.0	Personal Skills	
2.1	Demonstrate a prescribed level of personal proficiency	
3.0	Environment	
3.1	Demonstrate appropriate knowledge of all types of environments – features, characteristics, risks	
3.2	Discuss/Explain how to protect, respect and conserve the environment	
4.0	Instruction style, values and ethics	
4.1	Outline instructors role (in the context of the activity, participants, peer instructors and the club/centre)	
4.2	Agree to comply with the Code of Ethics and the Child Protection Policy	
4.3	Agree to comply with the NGB Instructor Code of Conduct	
4.4	Discuss and identify how to include people with disabilities in the activity/sport	
5.0	Instruction skills	
5.1	Plan and implement a series/programme of progressive sessions for advanced participants appropriate to their needs and the context/environment	
5.2	Instruct a range of skills appropriate for advanced participants in appropriate types of environments/contexts using effective teaching methods	
5.3	Deliver sessions with a variety of activities appropriate for advanced participants and different kinds of challenging environments	
5.4	Apply progressions within a skill/concept	
5.5	Organise appropriate resources / equipment for the planned sessions	

5.6	Lead and organise sessions where one or more instructors are working collaboratively	
5.7	Outline how to care for and maintain the equipment	
5.8	Observe, monitor and accurately analyse participants' performance and provide appropriate feedback	
5.9	Demonstrate effective and safe group managements to optimise participants' experience	
5.10	Adapt to changing circumstances (e.g. environment, participants) during the delivery of the session/activity	
5.11	Prepare participants for proficiency skills assessment	
6.0	Safety	
6.1	Conduct a thorough and detailed risk analysis of environment, activities, participants, clothing and equipment	
6.2	Manage and minimise risk continuously during the activity and in all kinds of environments	
6.3	Identify and practise safety procedures and techniques in the delivery of the activity	
6.4	Implement appropriate First Aid and emergency procedures	
7.0	Communication	
7.1	Apply effective communication methods appropriate to the context, participants, peer instructors and any other relevant personnel	
7.2	Observe and interact with other Advanced Instructors to enhance both learning and understanding	
7.3	Supervise and provide support for Basic and Intermediate instructors	
7.4	Work collaboratively with other instructors for the benefit of the participants and the sport/activity	
7.5	Play an active role in the development of the activity through a club/centre, on an individual basis or through involvement with the NGB	
8.0	Review, self-reflect & evaluate	
8.1	Evaluate and reflect on the effectiveness of a series of sessions in terms of personal instructing performance and progress of participants, identifying implications for successive sessions	

Table 7: Adventure Sport Specialist Instructor Learning Outcomes

	Specialist Instructor Learning Outcomes	Learning Outcome
1.0	Knowledge of the Activity and How to Develop Participants	
1.1	Describe how the sport is governed and how its training, coaching/instructing and accreditation scheme is structured	
1.2	Demonstrate a comprehensive knowledge of the technical skills of specialist areas in the activity	
1.3	Identify how to develop these specialist skills appropriate to the context and the participants	
1.4	Interpret how different learning styles can affect participants acquisition of the specialist skills and participants overall outdoor experience	
2.0	Personal Skills	
2.1	Demonstrate a prescribed level of personal proficiency	
3.0	Environment	
3.1	Demonstrate appropriate knowledge of the specialist environment(s) – features, characteristics, risks	
3.2	Discuss/Explain how to protect, respect and conserve the environment	
4.0	Instruction style, values and ethics	
4.1	Outline instructors role (in the context of the activity, participants, peer instructors and the club/centre)	
4.2	Agree to comply with the Code of Ethics and the Child Protection Policy	
4.3	Agree to comply with the NGB Instructor Code of Conduct	
4.4	Discuss and identify how to include people with disabilities in the activity/sport	
5.0	Instruction skills	
5.1	Plan and implement a series/programme of progressive sessions in the specialist area appropriate to the needs of participants and the context/environment	
5.2	Instruct a range of skills in the specialist area appropriate for participants and the environment/context using effective teaching methods	

5.3	Employ a variety of activities as part of the session to ensure an effective outdoor experience in the specialist area	
5.4	Apply progressions within a skill/concept	
5.5	Organise resources / equipment for the planned session	
5.6	Outline how to care for and maintain the equipment	
5.7	Observe and analyse participants' practising the skill/activity and provide appropriate feedback	
5.8	Demonstrate effective and safe group management to optimise participants' experience	
5.9	Adapt to changing circumstances (e.g. environment, participants) during the delivery of the session/activity	
5.10	Prepare participants for proficiency skills assessment	
6.0	Safety	
6.1	Conduct a risk analysis of environment, activities, participants, clothing and equipment	
6.2	Manage and minimise risk continuously during the activity	
6.3	Identify and practise safety procedures and techniques in the delivery of the activity	
6.4	Implement appropriate First Aid and emergency procedures	
7.0	Communication	
7.1	Apply effective communication methods appropriate to the specialist area, context, participants, peer instructors and any other relevant personnel	
7.2	Observe and interact with other Specialist Instructors to enhance both learning and understanding	
7.3	Supervise and provide support for other instructors	
8.0	Review, self-reflect & evaluate	
8.1	Evaluate and reflect on the effectiveness of a series of sessions in terms of personal instructing performance and progress of participants, identifying implications for successive sessions	