

Syllabus with coaching-level descriptors (to be adapted to sport-specific requirements)

Level 1

**Aim:** To provide coaches with the ability to introduce participants to sport in a safe, enjoyable and progressive way. In some sports, the Level 1 Coach will act in the capacity of assistant coach only

The need to develop an all-round ability on which to base future involvement is recognised

Coaches will develop specific coaching capacities in six areas and be able to provide specific assistance to players/athletes in six capacities areas (see opposite)

**Pathway Phase:** Fundamental/Learning to Train – Participants, with whom the coach will work, will be young people who are beginning their involvement in sport or who have chosen to play a given sport. The Level 1 Coach may also work with adults who seek to improve their ability

**Entry requirements:** Course candidates will be 18 years or over. Candidates will be asked to abide by the Code of Ethics/Conduct in a sport and the Code of Ethics and Good Practise for Children’s Sport in Ireland

**Duration/format:** Recommended 25-40 hours, with a minimum contact time of 20 hours, 5-15 logged hours and assessment time. The formats below are recommended on the basis that coaches can practise coaching or do other distance-learning tasks between course-contact times

- a. 2-3 sessions – (10 hours each/1.0 - 1.5 days each, not on the same weekend)
- b. 3-4 x 1-day inputs (6-7 hours/day)
- c. 5-6 sessions (4-5 hours each)
- d. Another combination to equate with course-contact time

**Methodology:** During class-based, field-based and distance-learning activities coaches will be involved in experiencing practical coaching skills (plan, devise, organise, demonstrate, analyse, provide feedback, evaluate) as a basis for developing capacities in participants. Discussion, activity, provision of core principles and frameworks will underpin the development of coaching capacities and the independence and adaptability of each coach.

**Assessment:**

- a. Written plan for a session
- b. Observed practical on the course
- c. Written/oral assessment on key course content
- d. Logbook (5-15 hours) to be completed before the course concludes

**Certification:** A NCDP Level 1 Certificate will be awarded (based on full course attendance/completion of course assessments). The certificate will be awarded by the NGB and NCTC

**Continuous Professional Development (CPD) and ongoing support:** This is the first full level of coaching in the NCDP. Coaches are recommended to keep updated on good coaching practise. It is envisaged that reaccreditation will be required on a four yearly basis (process to be defined for NCDP in 2004)

Player/athlete capacities

Fundamental capacities, plus:

**Technical**

- Strong emphasis on skill development
- Fundamental skills progressively refined, combined and elaborated upon to more sports-specific skills
- Practise skills

**Tactical**

- Modified and small-sided games
- Key game principles

**Physical**

- Continue to develop agility, balance, co-ordination, speed
- Continue to develop speed, power and endurance through fun games
- Medicine ball, Swiss ball and own-body exercises for strength as well as hopping-bounding exercises
- Basic flexibility exercises
- Warm-up and stretching

**Mental**

- Introduction to mental preparation
- Understanding of the role of practise
- Perseverance
- Confidence
- Concentration
- Achieve success and receive positive reinforcement

**Lifestyle**

- Involvement in multi-sports
- Inclusion of sport in lifestyle
- Participation in complementary sports

**Personal**

- Understand the changes puberty will bring
- Accept discipline and structure
- Understand the relationship between effort and outcome
- Teamwork/interaction skills

Coaching capacities/knowledge

**Knowledge of the sport and of the player/athlete**

1. Growth and development, FUNdamental and Learning to Train capacities
2. Key points of the player/athlete capacities (listed opposite)
3. Learning and capacity development

**Coaching style, values and ethics**

4. Personal strengths, areas to improve
5. Code of Ethics
6. Include all participants
7. People with disabilities in sport

**Needs analysis and planning**

8. Compare skill level of individuals to key points of capacities
9. Plan a session as part of a series
10. Basic records
11. Safety

**Coaching at practise/performance**

12. Ability to organise, demonstrate, observe, analyse, provide feedback, adapt/progress
13. Coaching at events

**Coaching style, values and ethics**

14. Communicate with players/athletes, parents, club personnel

**Review, evaluate and self-reflect**

15. Evaluate the effectiveness of a session
16. Evaluate the coach’s input

Note: The NCDP coaching ladder is in a process of further development based on the thinking behind the proposed model of the LTPAD in Ireland. This outline is a representation of what is envisaged at the end of this process of review. NCTC will advise NGBs of further developments.