

Example of a course outline

Definition of syllabus headings

Syllabus headings	Definition
Syllabus outcomes	A statement of what the coach will be able to do as a result of completing the coach education course. These outcomes may also be the session outcomes for parts of the course.
Session outcomes	A statement of what the coach will be able to do as a result of completing the coach education session. At times on a course the syllabus outcomes can also be session outcomes.
Content	A listing of the content that will be covered during the coach education session. That is, the specific content from the areas of coaching, technical, tactical, physical, mental, lifestyle and personal capacities.
Method of delivery	The means by which the outcomes will be achieved and the content taken on board by the coaches. The NCDP advocates the use of adult-learning principles, and the maximum involvement of coaches in their own learning. As coaching is a practical activity, coaches should practise coaching on the course and get feedback on their progress.
Resources	The resources that will be used during the coach education sessions on the course.
Time/Venue	The time on the course for the coaches to achieve the outcomes. Venue, if the course will be class-based or field-based.

Introduction to coaching

Syllabus outcomes	Session outcomes	Content	Methods of delivery	Resources	Time/Venue
By the end of the course the coaches will be able to:	By the end of the session the coaches will be able to (complete as appropriate):	Technical, tactical, coaching, etc. - content to achieve the outcome	Group work, tasks, role play, lecture, etc	Sport specific, general	
<ul style="list-style-type: none"> <li>List the course aims</li> <li>Identify what they want to get from the course</li> <li>Indicate they were in a positive learning environment</li> </ul>		<ul style="list-style-type: none"> <li>Welcome to coaches</li> <li>Aims of the course</li> <li>Coaches' goals for the course</li> </ul>	<ul style="list-style-type: none"> <li>Welcome, aims</li> <li>In twos identify what they want to get from the course</li> </ul>	<ul style="list-style-type: none"> <li>Flipchart</li> <li>OHT: course aims/timetable</li> </ul>	30 minutes
<ul style="list-style-type: none"> <li>Describe the role of the introductory coach in the sport</li> <li>Outline the long-term Player/Athlete Development (LTPAD) model in the sport</li> <li>List the player/athlete capacities at the fundamental phase</li> <li>Identify the broad stages of growth and development</li> <li>Indicate that each individual is different</li> <li>List the personal capacities of a coach that would assist the coaching process</li> <li>Identify the reasons why young people take part in sport</li> <li>Promote fun and enjoyment in the sport</li> <li>Identify how people learn</li> <li>Support players/athletes in learning the capacities</li> <li>Communicate with players/athletes and parents</li> </ul>	<ul style="list-style-type: none"> <li>List the capacity areas: Technical, Tactical, Physical, Mental, Personal, Lifestyle</li> <li>Outline the main physical, psycho-social milestones</li> <li>Identify personal strengths and areas to improve</li> <li>Use and note verbal and non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>Role of the introductory coach</li> <li>Sports-specific LTPAD model</li> <li>Fundamental capacities</li> <li>Stages of growth and development</li> <li>Individual differences</li> <li>Personal capacities of the coach</li> <li>Why people take part in sport</li> <li>How people learn</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>In groups identify the role of the introductory coach</li> <li>Presentation on LTPAD model, fundamental capacities</li> <li>Presentation on stages of growth and development – concept of individual differences</li> <li>In groups, identify personal qualities of the coach that would support the coaching process</li> <li>In groups, identify why people take part in sport</li> <li>In groups, identify how people learn</li> <li>In groups identify best ways to communicate with players/athletes and parents</li> </ul>	<ul style="list-style-type: none"> <li>OHTs</li> <li>Flipchart and pens</li> <li>Worksheets</li> </ul>	120 minutes

Introduction to coaching (continued)

Syllabus outcomes	Session outcomes	Content	Methods of delivery	Resources	Time/Venue
By the end of the course the coaches will be able to:	By the end of the session the coaches will be able to (complete as appropriate):	Technical, tactical, coaching, etc. - content to achieve the outcome	Group work, tasks, role play, lecture, etc	Sport specific, general	
<ul style="list-style-type: none"> <li>Plan a basic session, taking account of safety, based on physical capacities at the fundamental stage</li> <li>Apply the coaching skills: organise and demonstrate</li> <li>Be informed of the coaching skill of adapt skills/drills, observe, analyse and provide feedback</li> <li>Implement activities for general development and agility, balance, co-ordination, speed (ABCs)</li> <li>Implement activities to development movement and basic motor skills which underpin sports-specific skills</li> <li>Demonstrate basic warm-up and cool-down activities</li> <li>Implement 1-2 activities to develop the above</li> </ul>	<ul style="list-style-type: none"> <li>Break a session down into parts: aim, warm-up, skills work, fun games, evaluation</li> <li>Set a coaching area, control a group, get them practising</li> </ul>	<ul style="list-style-type: none"> <li>Basic session plan</li> <li>Safety</li> <li>Fundamental physical capacities (list)</li> <li>Coaching skills: organise, demonstrate</li> <li>Activities to develop the capacities</li> <li>Warm-up/cool-down</li> <li>Activities for warm-up/cool-down</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on basic session plan, parts of a session, break it down into parts</li> <li>In groups (focusing on physical capacities), plan a basic session</li> <li>In groups identify coaching skills</li> <li>Demonstration by tutor of the parts of a basic session - coaches observe and note parts and coaching skills</li> <li>In groups, coach basic physical skills (1 coach, 1 observer, others participants - change around)</li> <li>In groups, identify components of a warm-up/cool-down</li> <li>Warm-up/cool-down activities</li> </ul>	<ul style="list-style-type: none"> <li>OHTs</li> <li>Flipchart and pens</li> <li>Worksheets for planning and observation</li> <li>Sports-specific facility</li> <li>Sports-specific equipment</li> </ul>	180 minutes

Introduction to coaching (continued)

Syllabus outcomes	Session outcomes	Content	Methods of delivery	Resources	Time
By the end of the course the coaches will be able to:	By the end of the session the coaches will be able to (complete as appropriate):	Technical, tactical, coaching, etc. - content to achieve the outcome	Group work, tasks, role play, lecture, etc	Sport specific, general	
<ul style="list-style-type: none"> <li>Develop the following basic skills in participants: (list the basic skills at the FUNdamental/learning to train phase)</li> <li>Outline the main coaching points in developing each of the skills</li> <li>Implement one or two activities to develop the above, in the right sequence</li> <li>Outline how a basic version of the sport should be played (e.g. mini-version, small sided game)</li> <li>Implement one or two activities to develop these</li> </ul>	<ul style="list-style-type: none"> <li>Condition the game to suit the players/athlete</li> </ul>	<ul style="list-style-type: none"> <li>Fundamental technical capacities (list)</li> <li>Activities to develop the capacities</li> <li>Basic version of the sport</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on technical skills/basic games</li> <li>Coaches plan a basic session to develop technical skills and apply to a game</li> <li>In groups, coach basic FUNdamental skills (1 coach, 1 observer, others participants - change around)</li> <li>Feedback to be provided on planning, organisation, demonstration and safety</li> </ul>	<ul style="list-style-type: none"> <li>OHTs</li> <li>Flipchart and pens</li> <li>Worksheets for planning and observation</li> <li>Sports-specific facility</li> <li>Sports-specific equipment</li> </ul>	120 minutes
<ul style="list-style-type: none"> <li>Evaluate a basic session</li> <li>Comply with the Code of Ethics</li> <li>Include all participants in their coaching</li> <li>Integrate people with disabilities into their coaching</li> <li>Support all players/athletes to demonstrate commitment, show respect (for others, facilities, equipment), work to agreed rules</li> <li>Support players/athletes to take part in sport as part of a balanced lifestyle</li> <li>Support all players/athletes to develop an 'activity habit'</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate fun and safety</li> <li>Outline the code's purpose, its five elements, main responsibilities, role of children's officer, difference between reporting and investigating</li> <li>Example of good practise</li> <li>Identify types of disability</li> <li>Examine reactions to the issue of disability</li> <li>Focus on the person's ability</li> <li>Identify further contacts</li> </ul>	<ul style="list-style-type: none"> <li>Session evaluation</li> <li>Code of Ethics</li> <li>Including all participants</li> <li>Integration of people with disabilities</li> <li>Development of personal capacities - rules and behaviour</li> <li>Sport in healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>In groups evaluate the practical coaching delivered - safety, fun</li> <li>Presentation on the Code, its elements, role of children's officers, reporting, examples of good practise</li> <li>In groups, coaches identify their responsibilities and how this will be displayed in practical coaching</li> <li>In groups, examine their reactions to issues of disability</li> <li>In groups, coaches list personal capacities they would like players/athletes to display and how they would encourage these</li> </ul>	<ul style="list-style-type: none"> <li>OHTs</li> <li>Flipchart and pens</li> <li>Worksheets for Code, reaction to issue of disability, developing personal capacities</li> </ul>	120 minutes

Introduction to coaching (continued)

Syllabus outcomes	Session outcomes	Content	Methods of delivery	Resources	Time
By the end of the course the coaches will be able to:	By the end of the session the coaches will be able to (complete as appropriate):	Technical, tactical, coaching, etc. - content to achieve the outcome	Group work, tasks, role play, lecture, etc	Sport specific, general	
<ul style="list-style-type: none"> <li>Review the outcomes of the course against their goals</li> <li>Identify the role of the introductory coach</li> <li>Indicate where to seek support for their coaching</li> <li>Complete a course evaluation</li> </ul>		<ul style="list-style-type: none"> <li>Outcomes for the course</li> <li>Personal goals of the coaches</li> <li>Contacts to support their coaching</li> <li>Course evaluation form</li> </ul>	<ul style="list-style-type: none"> <li>In groups, revisit personal goals</li> <li>Whole group discuss role of introductory coach and if they feel prepared</li> <li>As individuals complete a course-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>OHTs</li> <li>Flipchart and pens</li> <li>Course-evaluation form</li> </ul>	<b>30 minutes</b>

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.