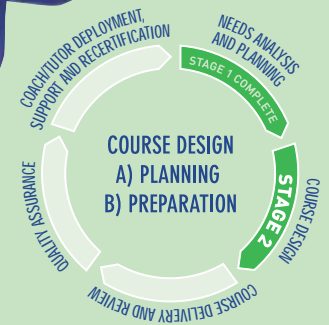


Implementation Workbook

COURSE DESIGN



COURSE DESIGN (PLANNING)

This stage relates to course design.

The first section deals with planning.

Note 1: These steps can be worked through by an NGB using a workshop format, which is outlined at the end of this stage of the workbook.

All templates are available electronically.

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

		Target date for completion:	Tick when completed:
2.1	Define action steps and timeframe for course development		2.1
2.2	Clarify the aims of one level of the coaching ladder		2.2
2.3	Identify what coaches need to be able to do at this level (outcomes)		2.3
2.4	Write a draft syllabus (with reference to player/athlete pathway)		2.4
2.5	Link outcomes to content and method of delivery in the form of a course outline		2.5
2.6	Identify how coaches will be assessed		2.6
2.7	Submit draft syllabus and reviewed progress with NCTC		2.7

SYLLABUS AND COURSE-OUTLINE DEVELOPMENT

2.1 DEFINE ACTION STEPS AND TIMEFRAME FOR COURSE DEVELOPMENT



REFER TO MANUAL 2.1

The following is a suggested method to achieve the planning of the course by working with the CE group in a syllabus and course-outline workshop. Below is an example of a workshop timetable.

Prior to workshop

- *clarify to the CE group their terms of reference*
- *set in place the logistics for the workshop*

Developing a Level - - - syllabus and course-outline workshop

Course design workshop for National Governing Bodies

Date: _____ Venue: _____

Outline steps

Day 1

- *arrive at the workshop*
- *provide overview of the workshop*
- *outline outcomes and structure for the workshop*
- *review work completed in relation to the player/athlete pathway*
- *define what a syllabus is and what should be included*
- *provide an overview of the level of coach relative to your sport*
- *outline the player/athlete capacities*
- *outline the coaching capacities needed at this level*
- *link the coaching capacities to the player/athlete capacities*
- *align the player/athlete pathway with the coaching ladder*
- *prioritise the capacities into high, medium and low priority*

Day 2

- *review the NCDP syllabus template*
- *develop specific outcome statements in relation to the coaching capacities*
- *link the NGB outcomes to the NCDP outcomes from the syllabus template*
- *progress the syllabus template for this level for your sport*
- *identify the session outcomes related to the main outcomes with a focus on session planning*
- *develop a draft course outline for a particular level*
- *identify the expected outputs and timeline*

Follow-up actions before Day 3

1. NGB to submit a completed draft syllabus for the level developed to NCTC
2. Progress the course outline

Day 3

- *provide a draft of the course outline*
- *identify a timeline for delivery*
- *develop a template for session plans*
- *provide samples of materials identified for inclusion*

Follow-up actions

3. To progress the syllabus to session-planning stages and to set up an initial pilot course

Key outputs

1. Draft syllabus at a coaching level linked to the player/athlete pathway
2. Develop a draft course-outline and timetable
3. Identify a timeline to course delivery, identification of materials to be developed, organise initial pilot course and review

Task 2.1a

Define action steps and timeframe for course development. (NCTC has indicated a timeframe for course development – see example below).



REFER TO MANUAL 2.1

To complete this section consider the following:

- the availability and skills of the CE group
- the funding and resources available
- personal commitment and availability of experts to participate
- a timeline to guide the proposed work in developing the NCDP, taking account of the season
- time for review and further development based on feedback
- the time allotted to the development of each stage
- refer to the time allotted to each stage and identify NGB timeline for completion of each stage

TIP

- Identify a possible date for the delivery of an initial pilot coach education course
- Work backwards, identifying possible dates for development of each step
- Include sufficient time for the review process (not to be underestimated)

Suggested timeframe – progress could take longer or shorter time depending on the time and resources available to the committee

	Step 2.1 - 2.3	Step 2.4 - 2.5	Step 2.6	Step 2.7
Introduction to Coaching	Month 1	Months 2 - 4	Month 5	Month 6
Level 1	Months 1 - 2	Months 3 - 6	Months 7 - 8	Month 9
Level 2	Months 1 - 3	Months 4 - 9	Months 10 - 11	Month 12
Level 3	Months 1 - 3	Months 4 - 10	Months 11 - 13	Month 14

Identify what a syllabus is and its purpose.

Task 2.1b

Ask the CE group for their definition.

Provide CE group with the following thoughts (a descriptive statement): _____

Identifies the *how*, *what*, *where* and *by whom* information of a coaching course.

Agree a statement.

A syllabus is . . .

2.2 CLARIFY THE AIMS OF ONE LEVEL OF THE COACHING LADDER



REFER TO MANUAL 2.2 AND NCDP SYLLABUS IN APPENDICES 4, 5 AND 6

To complete this step:

- review links between player/athlete pathway and coaching ladder
- focus on the specific level of the ladder
- provide a forum for discussion; identify and document the main ideas and thoughts of the group in relation to the coaching level, player/athlete capacities and coaching skills to be developed
- fill in the syllabus template heading by heading

TIP

- Keep the statements short
- Focus on the main aspects the sport wants to achieve
- Refer to the aim outlined in the NCDP syllabus for the different levels of the coaching ladder

Task 2.2a

Referring to the pathway stages developed and the coaching skills outlined so far, develop a statement that will describe what this coaching level will achieve in general terms.

Aim	
-----	--

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



REFER TO MANUAL 2.3

By the end of this task the CE group will have:

- identified the coaching capacities for this level of coach which are linked to the player/athlete pathway (check back to the player/athlete pathway that has been developed)
- created outcome statements
- written general outcomes under the seven NCDP headings

Task 2.3a

A

- brainstorm on what coaching capacities are required at the level being developed and place on 'post-its'
- ask what does a coach do before, during and after a session?
- what information and practical knowledge does the coach require?
- what skills does the coach need?
- write down as many ideas as possible – discussion on their inclusion or appropriateness can come later

B

- identify and classify the skills required by the coach under the headings Coaching, Technical, Tactical, Physical, Mental, Lifestyle, Personal with the assistance of this table from the 'post-its'

Skills						
Coaching						
Technical						
Tactical						
Physical						
Mental						
Lifestyle						
Personal						

Compare the capacities to those in the NCDP syllabus (see Appendices 4, 5 and 6).

Task 2.3b

Developing outcomes

An outcome-based training programme is one:

- that focuses on what coaches should be able to do (outcomes) rather than what they know
- in which each part of the course is linked to a specific outcome
- where coaches are assessed according to what they can do, not simply what they know

This approach has been adopted because it:

- offers flexibility and can be adapted to the diverse and unique needs of the coach
- is highly appropriate for a practical activity like coaching
- is a well accepted training format used internationally for coach education programmes

What is an outcome?

An outcome is an explanatory statement of what should be achieved by the end of the coaching course or session in observable terms.

Writing outcomes

- in writing outcomes always use an action word
- this process takes time and many drafts – but is worth the effort, as it will bring great clarity to the course.

To write an outcome:

Match the coaching-capacity list to the player/athlete-capacity list from player/athlete pathway already developed, to ensure all coaching capacities and player/athlete capacities have been catered for.

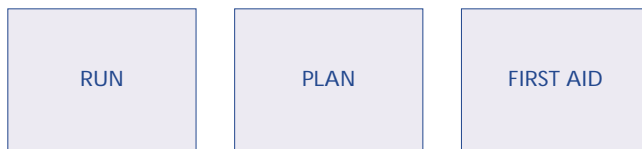
Example:

- select a number of capacities to start with from the series of post-its

Example:

A

of 'post-its'



Develop a statement using an action verb to describe what will be achieved during the course or session

Example:

Identify the coaching points of the running technique

Conduct a session using a session plan

Demonstrate first aid on an ankle injury

TIP

- The action word is linked to what you want the coach to be able to do
- It also guides the type of evaluation process the tutor may carry out during or immediately following the session
- Keep outcomes short, one per sentence
- Keep outcomes measurable and realistic

Avoid words like *recognise*, *appreciate*, *know* and *understand*, as they are difficult to measure.

SELECTION OF 'ACTION VERBS'

To assist in writing outcomes, each set of verbs is classified from lower order to higher order, with greater evaluative complexity in the higher-order verbs.

Simple		More Complex	
define	translate	interpret	communicate
repeat	arrange	apply	involve
rate	discuss	employ	assess
recall	describe	use	support
list	report	operate	help
name	review	calculate	assist
identify	summarise	analyse	co-operate
state	classify	test	protect
check	categorise	compare	teach
outline	explain	solve	adapt
contact	set up	predict	structure
divide	reinforce	design	maintain
draw up	challenge	reflect	share
select	prepare	implement	create
	correct	carry out	maximise
	promote	demonstrate	differentiate
	arouse	progress	
	discourage	simplify	
	motivate	break down	
	encourage	integrate	
	prioritise	safeguard	

Ground rules for generating outcomes/writing course outcomes and session outcomes and selection of action verbs

Ground rules for generating course outcomes

- *encourage contributions from everyone*
- *share, value and respect all contributions*
- *borrow and build on each other's ideas*
- *provide constructive suggestions*
- *each outcome can later be broken down into session outcomes*

Writing course outcomes and session outcomes

- *each outcome must describe the main coaching tasks (e.g. plan, organise, explain, demonstrate, adapt, progress)*
- *keep outcome statements short and succinct; do not overlap with other outcomes*
- *begin with a doing word (e.g. plan, design, analyse)*
- *follow with a noun (plan a session, design a practise, analyse a technique)*
- *omit qualifying adverbs or adjectives (do not qualify the session by referring to a 'good session' or the verb analyse by saying 'analyse carefully')*

Task 2.3c

To complete this section the CE group will identify how to write up an outcome-based statement for each of the coaching capacities identified in Task 2.3.2d in the manual.

Course outcomes

With reference to the capacities outlined in the relevant pathway phase, the coach will be able to:

Heading and outcome	
Coaching capacities	
Technical capacities	
Tactical capacities	
Physical capacities	
Mental capacities	
Lifestyle capacities	
Personal capacities	

Appendices 4, 5 and 6 provides an outline of the player/athlete and coaching capacities that will help to guide the writing of these outcome statements.

2.4 WRITE A DRAFT SYLLABUS (WITH REFERENCE TO PLAYER/ATHLETE PATHWAY)



REFER TO MANUAL 2.4

The following syllabus general headings are used in the NCDP and are outlined on the syllabus template (see Appendix 6). The CE group should look at and adapt the template to the needs of the sport. Please ensure the CE group clearly answers the questions on the template and adapts the wording to that used in the sport, in line with the NGBs player/athlete pathway.

The general headings are outlined – if NGB requires an extra heading it may be included.

Each statement should clearly focus on the needs of the sport and the coaching level.

Task 2.4a

Complete the description of the syllabus under the following headings:

General headings

Questions to ask:

Aim: Include the wording from task 2.2

Pathway phase: Identify the pathway phase associated with this level. Who will the coaches be coaching? You may highlight this with a description of the type of players involved at this level.

Entry requirements:

Duration/Format: How many hours will be required to deliver and assess the course? Include contact time, distance learning, practical coaching and assessment time. What type of format for course delivery will be used?

Methodology: Refer to NCDP syllabus template for a statement or methodology related to each level.

	Player/athlete capacities	Coaching capacities/knowledge
Technical		
Tactical		
Physical		
Mental		
Personal		

Assessment: What type of assessment, if any, is most suitable for this level course? Is the assessment suitable for coaches of different abilities?

Is the assessment appropriate to the outcomes identified?

Will the assessment be of value to the coaches?

Certification:

Ongoing support:

Other issues the NGB should consider and include in writing up a syllabus

Course costs	Does the NGB subsidise the cost of the course? If not, ensure all expenses – facilities, tutors, photocopying and printing costs – are included and can be supported by the course cost (a minimum number of participants may need to be identified).
Personal dress and materials	Do tutors/coaches require particular clothes or materials to participate in the course?
Tutors	Identify qualifications of tutors – see NCDP syllabus recommendations.
Facilities and equipment	What type of facilities and equipment will be required for the course?
Coaching materials	What coaching material will be used to support the coaches' learning?
Course description	Provide a general description of what will be achieved by the coaches following the course. This information may be written in outcome form.

Task 2.4b

Please complete each section of the template to suit your sport. Please make each statement sport-specific.

National Coaching Development Programme Draft Syllabus Template

NGB: _____

Level: _____

Introduction

This template provides a basis for drafting a syllabus at Introduction Level up to Level 2. Sport-specific additions and amendments should be made by NGBs, where appropriate.

Introduction to Coaching/Level 1/Level 2

Aim:	Pathway phase:
Entry requirements:	
Duration/format:	
Methodology:	

	Player/athlete capacities	Coaching capacities/Knowledge
Technical		
Tactical		
Physical		
Mental		
Personal		
Assessment:		Certification:
Ongoing support:		

When these statements are completed, Page 1 of the syllabus document is completed.

Congratulations!

Now, translate the player/athlete and coaching capacities with clear outcome statements which guide the course delivery (see task 2.3c and task 2.5).

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



REFER TO MANUAL 2.5

At this stage the groundwork and decision-making have been completed on the standard of coaching and the capacities the coach requires.

The NGB is now in a position to develop a course outline, which will describe how the course will be delivered and assessed and indicate how the coaches will be supported in achieving the course outcomes on a session-by-session basis.

In the syllabus a set of outcomes has been outlined – each of these statements may be separated into a number of more specific outcomes that will assist in achieving a clear description and delivery of the course. These more specific outcomes will identify what will be achieved during the course and in each individual session.

Once the outcomes are listed, the content to achieve the outcome should be identified. From the verb used in the outcome it will be possible to identify how it will be delivered and measured and what resources will be used. When this information is combined it is called a course outline.

As the course outcome statements have been completed, the other columns in the course outline can be completed in sequence.

Course outcomes	Session outcomes	Content	Methods of delivery	Resources used	Time/Venue

This series of tasks is very important and time and patience will be required to:

- A Review the course outcomes. These should be those documented in the syllabus (identify what the coach should be able to do by the end of the course).
- B Break down these course outcomes into session (more detailed) outcomes. Ensure each outcome includes a verb (action word) – this should also assist in the evaluation process of the outcome (identify what the coach needs to be able to do by the end of the session). Ensure the capacities are referred to when developing these outcomes.
- C Outline the type of content or the module that will be most suitable to assist in achieving the outcome.
- D Outline whether a class-based or field-based activity is more suitable to develop the outcomes/deliver the content.

- E Describe in as much detail as possible the method of delivery most suitable in achieving the outcome listed.
- F Detail the resources required to deliver the outcome (be as specific as possible).
- G Estimate the time required to deliver a session of the course.

Task 2.5a

A

Review and include the course outcomes, as documented in the syllabus.

Identify what the coach should be able to do by the end of the course. At this point you may consider sequencing the outcomes on the course. This sequencing is very appropriate to Introduction to Coaching and Level 1.

Course outcomes	Session outcomes	Content	Methods of delivery	Resources used	Time/Venue

Question:

What are the steps in achieving the coaching capacities?

B

Break down these outcomes into session (more detailed) outcomes. Ensure each outcome includes a verb (action word) – this should also assist in the evaluation process of the outcome. Identify what the coach needs to be able to do by the end of the session. Ensure the capacities are referred to when developing these outcomes:

- *select a verb to best describe how the capacity will be achieved*
- *can this capacity be achieved in a practical way?*

Course outcomes	Session outcomes	Content	Methods of delivery	Resources used	Time/Venue

Complete the following for all outcomes listed in the syllabus and transfer back into the course outline.

Course outcomes	Session outcomes
By the end of the course the coaches will be able to...	More detail – the coach will be able to...
e.g. Plan a session	e.g. Set a goal for a session. Identify suitable and progressive activities to achieve the goal.

C

Outline the content that will be most suitable in achieving the outcome. This can be completed on the course or if the coach reads the coaches' manual or does a distance-learning task.

Course outcomes	Session outcomes	Content	Methods of delivery	Resources used	Time/Venue

D

Describe the method of delivery most suitable in achieving the outcome listed (task-based, practical, etc.).

Course outcomes	Session outcomes	Content	Methods of delivery	Resources used	Time/Venue

E

Detail the resources required to deliver the outcome (refer to methodology).

Course outcomes	Session outcomes	Content	Methods of delivery	Resources used	Time/Venue

F

Estimate the time required to deliver the outcome or session.

G

Estimate the time required to complete the course outcomes and indicate whether a class-based or field-based activity would be more suitable to the needs of the course.

Course outcomes	Session outcomes	Content	Methods of delivery	Resources used	Time/Venue

Review the outcomes already developed against the syllabus template. Are all outcomes identified from the syllabus?

Please note that initially the course outline need not necessarily depict the sequence by which the outcomes are achieved. Different outcomes can be achieved in part at different times of the course. Outcomes need not require contact time at all and can be achieved before or following the course (e.g. first aid outcomes).

The final course outline should where possible, however, reflect the NGB-recommended format for the course and the sequence of the course sessions (see Appendix 8).

Task 2.5b

Develop a timetable



REFER TO MANUAL 2.5

At this point, it is possible to develop a draft timetable that may be adapted following the initial and full pilot courses. The course timetable may also have to be adjusted from time to time, depending on facility or tutor availability. It is important to note in general there are certain outcomes that must precede others and the NGB should ensure such precedence, as failure to do so could hamper the development of the course. The NGB recommendation for the format of the course and the timetable should be developed.

Prior to developing the timetable the following questions should be asked:

A How long will it take to implement a session?

Consider the following:

- *the outcomes per session*
- *the amount of information to be provided*
- *the length of time reserved for questioning*
- *the inclusion of practical tasks to be completed in the session. Please note that practical tasks are included in the class-based session as well as field-based sessions: i.e. group work, role play, etc*

B Is there a priority for sequencing information?

What needs to be developed?

- *at the early stage of the course*
- *at the middle stage*
- *at the later stage*

In determining the timetable, the sequencing of the sessions is very important.

Consider the following:

- *the overall number of hours involved – 1 day, 2 days, etc*
- *outline the main blocks of time*
- *start with class-based followed by field-based*
- *once there has been a break, either type session is acceptable*
- *can a class-based and field-based session be combined?*

- *use both types of sessions early in the course. Inclusion of a field-based session early will stimulate concentration of coaches, generally because coaches like being active*
- *interchange class-based and field-based sessions, particularly as field-based sessions can be physically and mentally draining*
- *the distance from class to field area*
- *the preparation of equipment for the session or if coaches have to change into special clothing*
- *organisation of groups. Is a rota of groups required?*
- *possible weather conditions*
- *in the introduction to coaching course try and model an actual coaching session: i.e. plan or organise warm-up, demonstrate skills, game, review session.*

TIP

Ensure class-based and field-based sessions are well distributed

- Generally speaking it is advisable to begin with a class-based session
- Bring in a practical element as soon as possible
- Identify how coaches will be assessed

Example:

Introduction to coaching course timetable

9.30 am	Welcome/registration
10.00 am	Introduction
10.30 am	Role of the coach
11.00 am	Technical skills
1.00 pm	Lunch
2.00 pm	Planning a session
2.45 pm	Practising coaching skills
4.45 pm	Evaluation