

## Implementation Workbook

# COURSE DELIVERY AND REVIEW



# COURSE DELIVERY AND REVIEW

## THIS SECTION RELATES TO THE DELIVERY AND REVIEW OF A COACH EDUCATION COURSE AND THE ACTIONS REQUIRED

To assist the NGB in this, NCTC has developed several documents, including the course co-ordinator's pack and coach-certification procedures and review documents

For the NGB to ensure all pre-course details have been completed, please refer to the course co-ordinator's pack in Appendix 10. To ensure that the course has been approved for certification, please refer to the coach-certification procedures in Appendix 11 to check all the paper work has been completed, for example, that the approval form has been signed off.

To complete Stage 3 the NGB should:

- 3.1 Organise and run the initial pilot course
- 3.2 Collate and evaluate feedback from coaches, tutors and observers on all aspects of this course
- 3.3 Review and amend syllabus and course outline based on feedback
- 3.4 Plan to deliver full pilot course
- 3.5 Redraft tutor manual
- 3.6 Redraft coaches' manual
- 3.7 Label course materials to be part of NCDP
- 3.8 Finalise assessment methods
- 3.9 Deliver and evaluate a full pilot course

## 3.2 COLLATE AND EVALUATE FEEDBACK FROM COACHES, TUTORS AND OBSERVERS ON ALL ASPECTS OF THE COURSE

For the pilot course the course co-ordinators and tutors need to carry out a full review. The feedback form for the review of a course contains more detail and should contain a review of both the syllabus and course outline as well as the logistics and delivery of the course. To assist in the review, each observer should first consider the underlying principles used in the design and delivery of the coach education course. For example:

### Review of courses by the NGB

The following is a set of tasks to be undertaken by the reviewers:

Tasks to be completed prior to the course

**Task 1:** Identify if the CE group agrees with the principles and intends for them to underpin the coaching course being observed. If not, identify those principles that are being applied.

**Task 2:** Provide feedback in the report on the adherence of the coach education course and coaching practise to the principles being applied.

**Task 3:** NGB/NCTC to set up the course observation (include NGB observers, and the identification of areas to be observed – see Table 1). The NGB coaching committee and NCTC need to identify a framework for the observation (see example of a review form showing areas to be observed and documented - see Table 1).

**Task 4:** Collate documentation related to the planning and delivery of the NGB course. This will include: syllabus, course outline, course timetable, coach materials, tutor materials, course-promotion materials, assessment materials.

**Task 5:** Attend the NGB coach education course to observe what happens in relation to these areas. Set up a schedule for the observation to include: meeting and discussions with the course co-ordinator, tutors, NGB observers and coaches.

Tasks to be completed following the course

**Task 6:** A report to be generated with the input of the NGB/NCTC observers. Include also the evaluation of the course candidates, course tutors and course co-ordinator.

**Task 7:** Present the report to the NGB (perhaps at a meeting) and identify what actions are to be taken in relation to the recommendations of the report.

**Table 1:** This review form may be used for the initial pilot course and, if required, for full pilot course. It may also be used as a tool for monitoring at a later date. In the review form enclosed, the questions under each heading are suggestions for inclusion to prompt and provide a focus, thus providing a structure for each observer. It is important that all assessors use the same observation tools, to provide a uniform review.

To compile a complete picture of the course the following observations and evaluation need to be completed. To assist in the review, the CE group should receive copies of the evaluation forms of the coaches, tutor and course co-ordinator and the course-observation report of the NCTC/NGB observer.

TIP

To develop a review form ensure:

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

The following tables provide suggested templates for these review forms:

**Table 1 Overview of course observation form**

**Table 2 Session review form**

**Table 3 Coach evaluation form**

**Table 4 Tutor evaluation form**

**Table 5 Course co-ordinator's form**

Table 1: Overview of course observation

Details	Areas of observation	Key issues
<b>Course:</b>	<b>Syllabus and course outline</b> Were all the outcomes met? If not, what changes need to be made to the content, delivery method, timetable and so on? Did the course prepare the coaches to coach at the level for which the course is designed?	
<b>Date:</b>	<b>Sequencing</b> 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?	
<b>Duration of observation:</b>	<b>Content</b> Was the amount of information shared about right, too much, too little? The temptation is usually to deliver too much material and the pilot course reveals it will not fit in the time. Decisions then need to be made about reducing the amount of information shared face-to-face (perhaps extending the amount left for post-course study), 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?	
<b>Course tutors:</b>	<b>Theory/practise balance</b> How was the balance between theory and practise? While some 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 rather than what they know. Time must be given for this. Ask yourself the question: Could this information be acquired through pre-course material, a manual or after the course in a workshop format?	
<b>Number of coaches:</b>	<b>Adult-learning principles</b> How well were the coaches involved in their own learning? Did they have sufficient opportunity to learn from each other, 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?	
<b>NGB contact:</b>	<b>Audio-visual aids</b> How useful were audio-visual aids in facilitating learning? Are there some that should be omitted? Is there a need for any additional ones?	
<b>NGB observers:</b>	<b>Assessment</b> Was it possible to judge 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?	
<b>NCTC observer:</b>	<b>Tutor materials</b> Were they appropriate to the content and tasks being delivered? Was the design of tutor material consistent with the other materials used. What changes, if any, need to be made to the draft tutor materials?	
	<b>Coach materials</b> How useful were the course handouts? Will they provide the basis of a more comprehensive coaches' manual? Were there any obvious problems (for example, with content level, format, style) or omissions?	
	<b>Course administration</b> Rate the overall administration of the course. What areas of administration require alteration if any? Before, during, following the course?	
	<b>Summary</b> A summary is recommended, giving an overview with recommendations for change.	

During the delivery of a coach education course the tutors and NGB observers need to be able to review all sessions delivered and the input provided to the individual coaches. Table 2 is an example of a session-review form, to further assist in a structured review of each session. This information, collated and combined with the tutor, coach and course co-ordinator evaluation forms (see Tables 3,4,5) will assist in compiling the overall review of the course.

The NCDP is based on a practical approach to learning. The course provides opportunities for coaches to learn in an outcome based, integrated, practical orientated course founded on adult learning principles. It may be useful for the tutor to ensure that all coaches have participated especially in practical coaching by using a chart with the names of the coaches listed and a tick box beside each name.

Table 2: Session review

Details	Please fill in the boxes with your observations	
Course level:	Outcome(s): What the coaches need to be able to do (compare to session plan)	Could question time have been used more effectively?
Observer:		
Session review title:	Check outcomes against syllabus and course-outline outcomes	Did the coaches have sufficient opportunity to learn from each other and to practise tasks?
Length of session:		
Tutor(s):	What tasks were given to the coaches to achieve these outcomes? Were the coaches involved in coaching activities during the tasks?	Did all the coaches have sufficient opportunity to practise key coaching skills within the session?
Date:	Were the outcomes for the individual session specific enough, were the outcomes achieved, was the most effective method used? Was time used effectively?	What could be improved: suggestions
	What was good about the session?	List other outcomes that were achieved
	Was the content provided during the session just right, too much or too little?	Overall impression of the session and suggestions

Following the delivery of each course participants should provide a summary or evaluation of the course. This course evaluation should be a short document, providing the opportunity to assess what was positive and what might be done more effectively.

TIP

To develop an evaluation form it is necessary to ensure that the layout is:

- focused
- provides for anonymity and confidentiality
- has space for the answers
- user friendly with regard to design
- short, maximum 2 pages, has no more than 8-10 short questions
- based on a variety of questions - more open questions than closed questions

**Table 3: Course evaluation (to be completed by each coach at the end of the course)**

Please take a moment to let us know your views. The responses are anonymous and will be used for course development.



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<p>Did the course meet your expectations? Please give brief details</p> <div style="text-align: right; border: 1px solid black; padding: 2px;">Mark 1 – 10</div>	<p>Were the tutors, materials and facilities satisfactory?</p>
<p>What was the most valuable aspect of the course?</p>	<p>Taking all things into account, how would you rate your improvement in performance as a coach during the course?</p> <div style="text-align: right; border: 1px solid black; padding: 2px;">Mark 1 – 10</div>
<p>What was the least valuable aspect?</p>	<p>Make any additional comments in this space</p>
<p>Do you feel this coaching course has prepared you well enough to assist or deliver a coaching session?</p> <div style="text-align: right; border: 1px solid black; padding: 2px;">Mark 1 – 10</div>	

Thank You

Table 4: Tutor evaluation (to be completed by the lead tutor or guest tutors on sessions delivered)


<p>NGB LOGO</p>  <p>NATIONAL COACHING &amp; TRAINING CENTRE IONAD NÁISIÚNTA OILIÚNA AGUS TRAENÁLA</p>	<b>Details</b>	<b>Brief description of:</b>		
	<p><b>Course level:</b> _____</p> <p><b>Date:</b> _____</p> <p><b>Tutor name:</b> _____</p> <p><b>Course venue:</b> _____</p> <p><b>Course co-ordinator:</b> _____</p> <p><b>Number of participants:</b> _____</p>	Facilities	Organisation prior to the course	Organisation at the course
<p>Please return immediately following the course to:</p>	<b>General evaluation of the course. As a tutor.....</b>			
	What went well?	What you would do differently?	How well did the course prepare the coaches for the tasks they will have to carry out as coaches?	
<b>Other course details</b>				
Weather: _____		Number coaching at present: _____		
Clarity of method and content: _____		Age level of coaches: _____		
Enjoyment: _____		How many are likely to move to the next level?: _____		
Standard of coaches: _____				
Signature: _____		Date: _____		

Table 5: Course co-ordinators' course evaluation form



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Details	Pre-course	
<p><b>Course level:</b> _____</p> <p><b>Date:</b> _____</p> <p><b>Course co-ordinator:</b> _____</p> <p><b>Course venue:</b> _____</p> <p><b>Lead tutor:</b> _____</p> <p><b>Number of participants:</b> _____</p>	<p>Course promotion</p> <div style="border: 1px solid #ccc; height: 60px;"></div>	<p>Course location</p> <div style="border: 1px solid #ccc; height: 60px;"></div>
	Course budget	
	Course administration	
	On course	
	<p>What went well?</p> <div style="border: 1px solid #ccc; height: 60px;"></div>	<p>Did the course prepare coaches effectively for the tasks they will be asked to complete as coaches?</p> <div style="border: 1px solid #ccc; height: 60px;"></div>
		<p>What could be improved?</p> <div style="border: 1px solid #ccc; height: 60px;"></div>
	Post-course administration	
	<p>What went well?</p> <div style="border: 1px solid #ccc; height: 60px;"></div>	<p>What needs to be improved?</p> <div style="border: 1px solid #ccc; height: 60px;"></div>
	TIPS	
	<p>Have you any suggestions or tips for others who organise coach education courses?</p> <div style="border: 1px solid #ccc; height: 60px;"></div>	

**Thank you for completing and posting to the NGB Coaching Education Officer.**

When all forms have been completed and the information has been compiled, a set of recommendations can be provided to the CE group. Based on this information, the CE group can make appropriate changes that will enhance the coach education course. As education is an ongoing process, changes may have to be made from time to time.

**Course accreditation**

Each course reviewed and agreed with NCTC will receive a NCDP accreditation certificate, which will indicate the number of years the course will be approved to run in the NCDP. A review procedure will be flagged six months prior to the end of the accreditation period.