

<b>Module Title:</b>	Coach Education 2 - GAA
<b>Language of Instruction:</b>	English
<b>Credits:</b>	10
<b>NFQ Level:</b>	6
<b>Module Delivered In</b>	No Programmes
<b>Teaching &amp; Learning Strategies:</b>	The learning outcomes detailed below will be achieved through the following teaching methodologies: Lectures – communication of knowledge and ideas from the lecturer to the students; Demonstrations – coaching demonstrations by lecturer; Peer teaching – practice at coaching by students with structured feedback from their peers; Problem solving exercises – students will work alone or as part of a team to address various coaching and performance analysis challenges; Class discussion/debate - students will be encouraged to actively participate in the class sessions which will develop their analytical and communication skills; E-Learning – the module will be supported by material from the GAA's learning and development portal; Self-directed independent learning will be emphasised and encouraged – reading by students, searching the web, looking for advice or help from others, attending lectures and workshops on coaching and related topics, seeking opportunities to practice coaching in settings outside the IT.
<b>Module Aim:</b>	The aim of this module is to develop students' ability to coach each element of the GAA's total playing performance model to youth and adult Gaelic footballers and hurlers
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Use the six HOW TO COACH skills to coach each element of the GAA's total playing performance model: technical proficiency, tactical prowess, team play, physical fitness, psychological focus and participant feedback, to youth and adult Gaelic footballers and hurlers.
LO2	Evaluate their performance, and the performance of others, as coaches of each element of the GAA's total playing performance model, as the model applies to youth and adult Gaelic footballers and hurlers.
LO3	Design session plans appropriate for use in coaching each element of the GAA's total playing performance model, as the model applies to youth and adult Gaelic footballers and hurlers.
LO4	Plan and coach GAA-related activities in ways that are at all times consistent with the guidelines in: OUR GAMES – OUR CODE, THE JOINT CODE OF BEST PRACTICE IN YOUTH SPORT.
LO5	Summarise the key features of following four aspects of coach development: how coaches learn, emotional intelligence, mentoring as a tool, and learning through communities of practice.
LO6	Design key performance indicators for use in analysing tactical aspects of GAA-specific sports performance, and collect and analyse data about these indicators over a series of games.
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b> <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b> <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b> <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

## Module Content & Assessment

Indicative Content
<b>GAA coach education structure</b> • GAA Coach education structure, process and award system • Mandatory coaching standards for GAA club and inter-county teams • The coaching environment
<b>Role of the coach</b> • Roles and responsibilities of a GAA coach with particular emphasis on the needs of youth and adult Gaelic footballers and hurlers • Carrying out GAA-related activities consistent with the guidelines in: 'Our Games – Our Code, the Joint Code of Best Practice in Youth Sport'
<b>The GAA total playing performance model</b> • The GAA total playing performance model as it applies to youth and adult Gaelic footballers and hurlers
<b>The skills of coaching</b> • The I.D.E.A. method of coaching a skill • The six 'how to coach skills' • The skills of Gaelic football and hurling • Correcting errors in the execution of Gaelic football and hurling skills, with reference to players' head, hands and feet • The STEP method of varying coaching activities • Communication in coaching
<b>Coaching technical proficiency</b> • Coaching technical proficiency to GAA youth and adult Gaelic footballers and hurlers
<b>Coaching tactical prowess</b> • Coaching tactical prowess to GAA youth and adult Gaelic footballers and hurlers
<b>Coaching team play</b> • Coaching team play to GAA youth and adult Gaelic footballers and hurlers
<b>Coaching physical fitness</b> • Coaching physical fitness to GAA youth and adult Gaelic footballers and hurlers
<b>Coaching psychological focus</b> • Coaching psychological focus to GAA youth and adult Gaelic footballers and hurlers
<b>Coaching participant feedback</b> • Using participant feedback to complement the development of the other elements of the GAA total playing performance model in youth and adult Gaelic footballers and hurlers
<b>Planning in coaching</b> • The importance of planning in coaching • Designing session plans for coaching each element of the GAA's total playing performance model to youth and adult Gaelic footballers and hurlers
<b>Evaluation in coaching</b> • The importance of evaluation in coaching • Evaluating the effectiveness of the coaching of each element of the GAA's total playing performance model, as the model applies to youth and adult Gaelic footballers and hurlers
<b>Coaching environment (coach development)</b> • Four aspects of coach development: how coaches learn, emotional intelligence, mentoring as a tool, and learning through communities of practice.
<b>Performance analysis</b> • Computerised sports performance analysis • Key performance indicators • Collecting sports performance analysis data

Assessment Breakdown	%
Continuous Assessment	40.00%
Project	40.00%
Practical	20.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Reflective Journal	Assessment of log book containing plans for practical coaching sessions undertaken, and also with reflections on, and evaluations of, own and other coaches' plans and practical sessions	1,2,3,4	40.00	n/a

Project				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	Assessment of written project on coaching environment and performance analysis topics	5,6	40.00	Sem 1 End

Practical				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Practical/Skills Evaluation	Assessment of planning and practical coaching abilities	1,3,4	20.00	Sem 1 End

No End of Module Formal Examination

**SETU Carlow Campus reserves the right to alter the nature and timings of assessment**

**Module Workload**

<b>Workload: Full Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	30 Weeks per Stage	1.00
Practicals	30 Weeks per Stage	1.00
Estimated Learner Hours	30 Weeks per Stage	4.67
Total Hours		200.00

