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| Module Title: | Player Development 1 - GAA |
| Language of Instruction: | English |
| Credits: | 10 |
| NFQ Level: | 6 |
| Module Delivered In | No Programmes |
| Teaching & Learning Strategies: | <ul style="list-style-type: none"> • Practical – Students will take part in lecture (Coach) lead practical sport specific practical sessions on the pitch and in the gym • Lectures - communication of knowledge and ideas from the lecturer to the student. • Self-Directed Independent Learning – The emphasis on independent learning will allow the student(s) to gain an appreciation of the many facets to be considered by the GAA athlete. |
| Module Aim: | The aim of this module is to provide students with the knowledge and generic skills to enhance the 3T's (Technical, Tactical & Team Play) and the 2P's (Psychological and Performance Analysis) elements of their game as well as an introduction to self-management skills to meet the demands of the Train to Compete stage of Player Development |

| Learning Outcomes | |
|--|---|
| On successful completion of this module the learner should be able to: | |
| LO1 | Demonstrate awareness of and be able to perform the technical proficiency of the Train to compete stage of the GAA's Long Term Player Development model |
| LO2 | Recognise their understanding and practice of Tactical Prowess at the Train to Compete stage |
| LO3 | Implement and utilise the team play and tactical ploys associated with the Train to Compete stage |
| LO4 | Discuss their comprehension of and ability to capitalise on the psychological focus tools as outlined in the Train to Compete stage |
| LO5 | Differentiate the playing facts appropriate to the Train to Compete stage and utilise this information to develop performance |
| LO6 | Appreciate and embrace the fair play, lifestyle and personal development element of the Train to Compete stage |
| LO7 | Demonstrate an understanding of the basic principles of Sports Nutrition for optimal performance |
| LO8 | Develop and improve sport specific fitness components through pitch and gym based activities. (Aerobic, Anaerobic, Speed, Agility, Balance, Co-ordination, Strength) • Undergo fitness testing and receive results and feedback on key individual improvement goals in relation to results. • Introduction to gym based strength and conditioning programme |

| Pre-requisite learning |
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| Module Recommendations <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i> |
| No recommendations listed |
| Incompatible Modules <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i> |
| No incompatible modules listed |
| Co-requisite Modules |
| No Co-requisite modules listed |
| Requirements <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

Technical Proficiency

• Performing the skills of Hurling/Football to an autonomous level in an open environment o Non-pressurised to pressurised o Adaptation of skill performance in response to the environment • Continue to inform development of skills through awareness of individual strengths and weaknesses (including personal style) • Performing skills at a consistent level and under control

Tactical Prowess

• Performing and altering decision making based on situational factors o Environmental conditions and opponents • Utilise event and position specific tactical preparation

Team Play & Tactical Plays

• Have a comprehensive knowledge of, as well as the ability to fully utilise, the principles of attack/defence • Developing team play skills in open competitive environment • Altering team play/style based on opponents and environmental factors as practiced in a training environment

Playing Facts

• Monitoring and evaluating an opponents decision making, style of play and technical ability and utilise this information to alter ones own decision making process • Develop ing greater awareness of self performance based on internal and external feedback (including structured testing) • Utilising team and opposition playing facts to inform development and performance

Psychological Focus

• Utilising self talk to create/maintain and enhance focus and thought control - Dealing with distractions and negative thoughts • Long term performance and outcome goals to inform development • Individual performance routines and pre-competition preparation that is complimentary to team preparations • Imagery techniques to prepare for competition, different situations/problems and performance strategies • Arousal management techniques to optimise anxiety and relaxation • Further development of personal responsibility through involvement in the decision making and planning process (commitment)

Fair Play, Lifestyle & Personal Development

• An appreciation of, and responsibility for, ones own actions and their consequences • An awareness ones rights and responsibilities as a player • Apply the rules of the game to maximise performance within a spirit of fair play • Awareness of and utilisation of ancillary supports to enhance individual development • Training and performance diary/log to monitor and inform development • Develop a individually appropriate fuelling routine around training and competition • Utilisation of injury prevention strategies while having knowledge of injury management protocol • Plan career, sport options • Continued personal development • Integration of sport, career and life goals • Economic and independence issues addressed • Responsibility to prepare fully for training and competition

Sports Nutrition

Healthy balanced diet. Energy requirements of athletes. Food pyramid/plate. Basic nutrients. Assessment of diet. Timing of ingestions, Hydration.

| Assessment Breakdown | % |
|-----------------------|--------|
| Continuous Assessment | 50.00% |
| Practical | 50.00% |

Continuous Assessment

| Assessment Type | Assessment Description | Outcome addressed | % of total | Assessment Date |
|-----------------|---|-------------------|------------|-----------------|
| Other | Participation in practical sessions | 1,2,3,4,5,6,8 | 10.00 | n/a |
| Project | Sports Nutrition essay; 1500 words | 7 | 15.00 | n/a |
| Project | Completion of Player Development project including written submissions totalling a minimum of 1,500 words | 1,2,3,4,5,6,7,8 | 25.00 | n/a |

No Project

Practical

| Assessment Type | Assessment Description | Outcome addressed | % of total | Assessment Date |
|-----------------------------|---|-------------------|------------|-----------------|
| Practical/Skills Evaluation | Practical assessment technical 12.5% tactical 12.5%, physical 12.5% psychological/lifestyle 12.5% | 1,2,3,4,5,6 | 50.00 | 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

| Workload: Full Time | | |
|----------------------------|--------------------|--|
| <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 | 5.00 |
| Estimated Learner Hours | 30 Weeks per Stage | 2.67 |
| Total Hours | | 260.00 |

