

Module Title:	Coach Education 1 - GAA
Language of Instruction:	English
Credits:	10
NFQ Level:	6
Module Delivered In	No Programmes
Teaching & Learning Strategies:	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.
Module Aim:	The aim of this module is to develop students' ability to coach each element of the GAA's total playing performance model to child Gaelic footballers and hurlers
Learning Outcomes	
<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 child 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 child 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 child 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	Explain the following four key features of the talent development environment: long term aims and methods, wide ranging coherent messages and support, appropriate development not early success, and individualised and ongoing development, and illustrate the key methods used to embed these features in an effective talent development process.
LO6	Use notational analysis to analyse the technical, tactical and physical performance aspects of GAA-specific sports performance.
Pre-requisite learning	
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

GAA coach education structure

- GAA Coach education structure, process and award system • Mandatory coaching standards for GAA club and inter-county teams • The coaching environment

Role of the coach

- Roles and responsibilities of a GAA coach with particular emphasis on the needs of child 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'

The GAA total playing performance model

- The GAA total playing performance model as it applies to child Gaelic footballers and hurlers

The skills of coaching

- 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 • Fundamental movement skills and their application to Gaelic football and hurling • The STEP method of varying coaching activities • Family of games • Communication in coaching

Coaching technical proficiency

- Coaching technical proficiency to GAA child Gaelic footballers and hurlers

Coaching tactical prowess

- Coaching tactical prowess to GAA child Gaelic footballers and hurlers

Coaching team play

- Coaching team play to GAA child Gaelic footballers and hurlers

Coaching physical literacy

- Coaching physical literacy to GAA child Gaelic footballers and hurlers

Coaching psychological focus

- Coaching psychological focus to GAA child Gaelic footballers and hurlers

Coaching participant feedback

- Using participant feedback to complement the development of the other elements of the GAA total playing performance model in child Gaelic footballers and hurlers

Planning in coaching

- The importance of planning in coaching • Designing individual session plans for coaching each element of the GAA's total playing performance model to child Gaelic footballers and hurlers

Evaluation in coaching

- 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 child Gaelic footballers and hurlers

Coaching environment (talent development)

- The four key features of the talent development environment • The key methods used to embed the four key features in an effective talent development process

Performance analysis

- Using notational analysis to analyse aspects of sports performance

Assessment Breakdown	%
Continuous Assessment	45.00%
Project	35.00%
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	45.00	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	35.00	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

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	1.00
Estimated Learner Hours	30 Weeks per Stage	1.67
Total Hours		110.00

