



**ICOACH
KIDS**

THE EUROPEAN COACHING CHILDREN CURRICULUM

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Introduction – What is ICOACHKIDS?

Millions of children and young people take part in sport and physical activity across Europe every day. However, the majority of their coaches are either not qualified or hold lower level generic qualifications that do not prepare them specifically to work with this age-group.

ICOACHKIDS (ICK) is an international, collaborative, multi-agency project aiming to support the development of a Specialist Children and Youth Coaching Workforce across the EU to ensure all youth sport participants have a positive experience led by suitably trained coaches.

This ambitious project is the result of a successful bid by Leeds Beckett University and the International Council for Coaching Excellence to the 2016 call of Erasmus+ applications under Key Action 2 (Cooperation for Innovation and the Exchange of Good Practices – Strategic Partnerships for Vocational Education and Training). The project started in September 2016 and will be completed in August 2019.

What will ICOACHKIDS deliver?

ICK will use a learner-centred, community-based, collaborative approach to create innovative learning and development opportunities for those coaching children and young people. Here are some of the outputs of the project:

- An interactive online platform where coaches can share and learn from each other – January 2017
- FREE e-learning in the shape of three newly developed Massive Open Online Courses (MOOCs) – Summer 2018
- A repository of new and existing resources and materials from all over the world aimed at youth coaches and parents – January 2017
- Regular blogs and articles from expert international contributors – January 2017
- A European Coaching Children Curriculum – Autumn 2017
- A report on the nature of the Coaching Children Workforce across seven European Countries – Summer 2017
- A collection of case studies of good practice in the education and development of children and youth coaches – Autumn 2017

The ICOACHKIDS Team

ICK is led by Leeds Beckett University and brings together a consortium of eight organisations including the International Council for Coaching Excellence (ICCE), Sport Ireland, the Hungarian Coaching Association, Netherlands Olympic Committee (NOC*NSF), Universidad Europea in Spain, Lithuanian Sports University and the Royal Belgian Football Association.



What makes ICOACHKIDS unique?

ICK was designed with a number of unique features:

- *A not-for-profit venture:* ICK aims solely to improve the education and development of children and youth coaches across the EU. It is For Coaches By Coaches.
- *A community of children and youth coaches and coach developers:* led by a broad group of organisations and individuals with a proven track record, ICK aims to bring all stakeholders together to collaboratively solve a common problem they will not be able to individually.
- *Evidence-Based:* all ICK outputs will be based on existing research or new studies conducted by the project partners during the life of the project.
- *A good fit for Formal Education:* the MOOCs will be developed based on learning outcomes, units of learning and credits thus suitable to be adopted by Vocational Education and Training and Further and Higher Education Institutions globally across the European Union. This will facilitate transparency, mobility and employability of children's coaches.
- *Contribution to Key Professional Competences:* by using ICT and being English-based, paired with subtitles in 5 other languages (including Arabic), ICK will contribute to enhancing coaches' overall employability and quality of life.
- *Available and accessible to all in the EU and beyond:* thanks to the ICK online platform, English language-based content and subtitles in 4 languages (French, Dutch, Spanish, and Arabic), coaches will be able to access training in a flexible and inclusive way thus breaking many barriers to education.
- *Integration of Migrant Communities:* by being English-based and providing subtitles in multiple languages spoken by a large proportion of migrant communities like Spanish, French, and Arabic, ICK will facilitate the integration of migrants and the contribution they can make to their communities.
- *Sustainable:* being member and community driven, ICK will continue to grow beyond the life of the Erasmus+ funding. Its outputs will be able to support coaches, coach developers and organisations involved in coach education for years to come.



Credit: Birute Statkeviciene

ICOACHKIDS Project Events:

ICK will deliver three international promotional events:

- Autumn 2017 – 1st ICK Conference: Coaching Children Workforce in the EU – Hungary
- Summer/Autumn 2018 – 2nd ICK Conference: European Coaching Children Curriculum - United Kingdom
- Spring/Summer 2019 – ICK Closing Conference - Ireland



Credit: Heidi Thomas

The European Coaching Children Curriculum

Purpose and Rationale

The European Coaching Children Curriculum (ECCC) aims to provide guidance for those developing coach education opportunities for children and youth sport coaches. It highlights the key functional areas and tasks of the children and youth coach (CYC), the relevant competences required to fulfil the role, and signposts coach developers to the most up-to-date knowledge basis and underpinning theories.

In line with the general education trend in Europe, the ECCC adopts an output-based approach and is built around the notion of learning outcomes, units of learning and credits. This will facilitate the adoption and adaptation of the curriculum by Vocational Education and Training institutions (VETIs) and National Governing Bodies of sport (NGBs). It will also contribute to the potential use as translation device to support the transfer of credits between institutions and across sports and countries.

However, the ECCC is not a one size fits all. It presents only the basis for customisation to different needs, context and cultures. It is highly recommended that those organisation or individuals using the ECCC spend considerable time analysing their context and the needs of their athletes, participants and coaches before deciding how to use it.

The ECC also serves the purpose of providing the ICOACHKIDS (ICK) project group with a menu of content options for development of the three MOOCs (massive open online courses) that will be created during the second and third years of the project. These MOOCs, however, will not be able to cover everything that is included in the curriculum. Thus, the ICK team will analyse the ECCC, and based on their own experience and the results of the *Coaching Children Workforce Report* produced as part of ICK (Rankin-Wright et al., 2017), and further consultation with coaching organisations, coach developers and coaches, decide the syllabus for each of the MOOCs.

ECCC Foundations

The ECCC is built around the Primary Functions of the Coach as described in the European Sport Coaching Framework (ESCF; Lara-Bercial, et al., 2017; Figure 1 below) and the International Sport Coaching Framework (ICCE, ASOIF & LBU, 2013). Below is a description of the primary functions contextualised for CYCs.

- 1. Set the Vision and Strategy.** The coach, in partnership with the participants¹, creates a vision and a strategy based on their needs and stage of development and the organizational and social context of the programme. The coach develops a specific plan outlining the steps required to bring the strategy to life and realise the vision. The vision and strategy are also underpinned by the coach's personal values and beliefs about the role of sport for children and young people and about what constitutes 'good practice' (their coaching philosophy).

¹ In the context of the ECCC, the term 'participants' refers to children and young people. The ECCC focuses mainly on children up to 12 years of age, yet the advice contained within it could be adapted to cover young people up to 18 years of age.

2. **Shape the Environment.** The coach works with a group of participants and takes responsibility for the realisation of the common and individual objectives, and to achieve the programme and institution goals. In order to do so, the coach seeks to optimise the environment in which the programme occurs through the procurement and maximisation of personnel, facilities, resources, working practices and the management of other coaches and support personnel.
3. **Build Relationships.** The coach builds positive and effective relationships with athletes and others associated with the programme. This includes personnel at the club, school, federation and other levels. The coach is responsible for engaging in, contributing to and influencing the organisational context through the creation of respectful and effective working relationships with those he is accountable to (i.e. performance managers, board of directors, etc.)
4. **Conduct Practices and Prepare and Manage Competitions.** The coach organises suitable and challenging practices using effective pedagogy and methodology to promote learning and improvement. The coach prepares for targeted and appropriate competitions and also oversees and manages the athletes in these competitions. The coach creates additional and relevant internal and external competitive opportunities where appropriate to promote individual and team development.
5. **Read and React to the Field.** The coach observes and responds to events appropriately, including all on- and off-field matters. Effective decision making is essential to fulfil this function and is a cross cutting capability that should be developed in all coaches at each stage of their development.
6. **Reflect and Learn.** The coach evaluates the programme as a whole as well as each practice and competition seeking improvements. In addition, personal evaluation and reflection underpin a process of ongoing learning and professional development. An important element of this process is the coach's efforts to support the education and development of other coaches.



Credit: Birute Statkeviciene

Figure 1 below shows the primary functions of the coach in diagrammatic format. It is important to note that the primary functions highlight the greater role of the coach that goes beyond conducting practice and competition (the red tip of the triangle). This has traditionally been thought as the main job of the coach, yet more and more research across all participation contexts has shown that practice and competition are indeed just the tip of the coaching iceberg. Effective coaching, especially with children and young people, cannot take place until we have considered our own values and beliefs, the context in which we coach, created a suitable vision that considers their needs and wants, shaped the environment accordingly, and most importantly, built a set of positive and functional relationships with all involved in the process. Then, and only then, can we conduct practice and competition successfully.

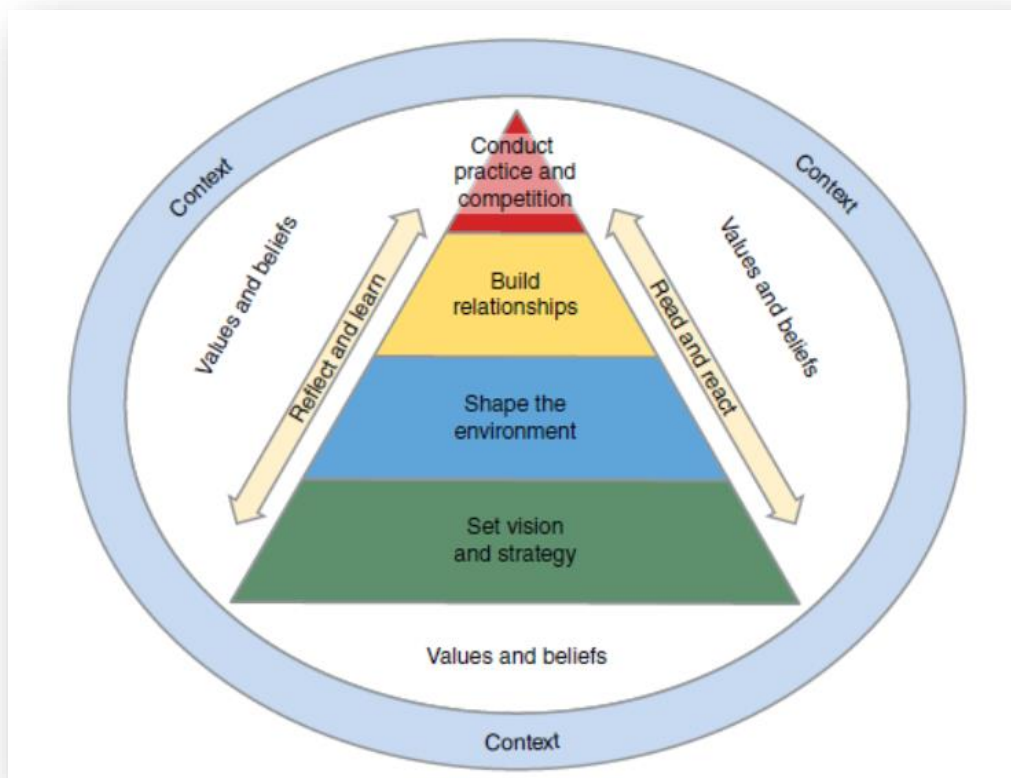


Figure 1. The primary functions of the coach (Reproduced from ESCF, Lara-Bercial et al., 2017, p.27.)

As stated in the ESCF,

These primary functions describe how coaches accomplish their aims in general terms. Substantial variation may exist depending on the nature of specific coaching roles and circumstances. Experienced coaches typically are more engaged in all of the functions than are early-stage coaches. However, all coaches should be aware of and strive to fulfil these primary functions regardless of experience.

The foundational role of a clear and robust set of values and beliefs, and a sound vision and strategy informed by the objectives of athletes, teams, and the organisational and institutional context, cannot be overemphasised. (pp. 26-27)

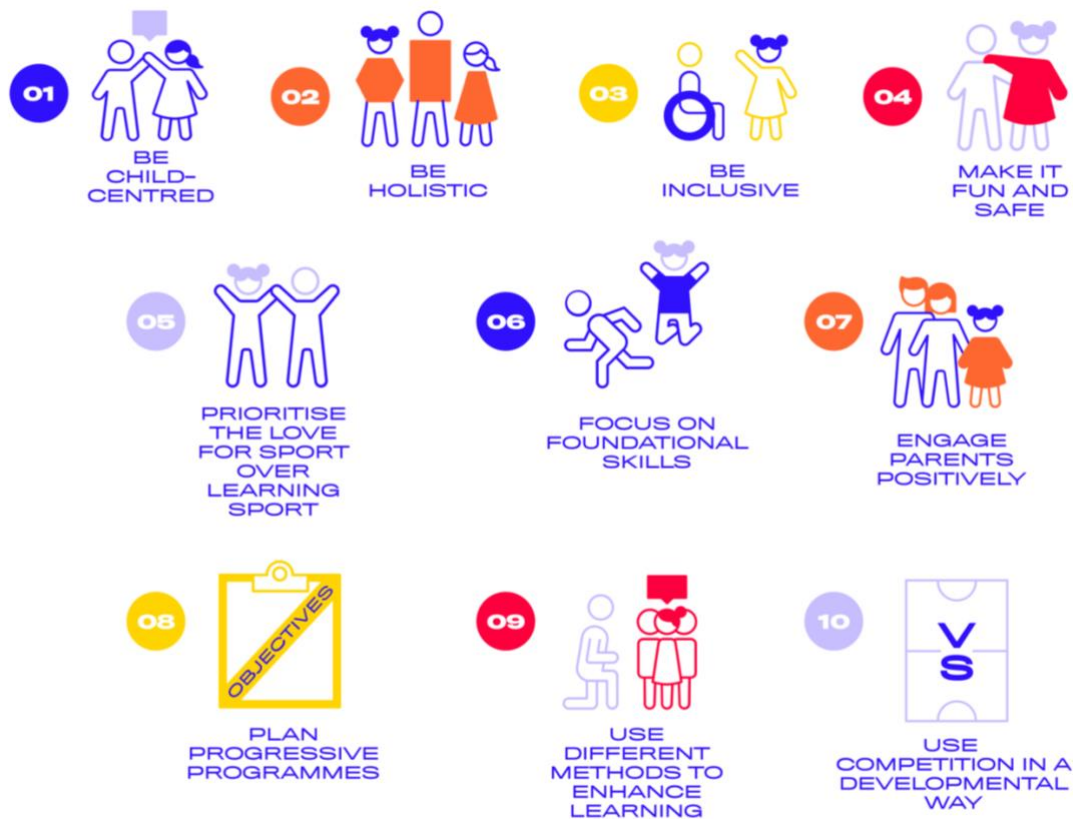
The ECCC also uses the coaching roles and levels of expertise proposed in the ESCF to guide coach developers in their adaptation of the curriculum to different roles and levels of expertise and qualification. Table 6.2. of the ESCF is reproduced below courtesy of Project CoachLearn².

Role title	Level of expertise ⁶	Expected coach outputs		Typical qualification*
		Degree of responsibility	Operational time span	
Coaching Assistant	Novice	<p>Low</p> <p>Support the delivery of programmes assisting in sessions and competitions led by a Coach or higher</p> <p>Must be supervised and guided</p>	May be able to plan and deliver single sessions or parts of sessions	Pre-entry (level 0; instructor) or level 1
Coach	Advanced Beginner	<p>Medium</p> <p>Can independently plan and lead sessions and competitions</p> <p>Supports the development of pre-coaches and coaching assistants</p>	Can plan, deliver and review coaching sessions over a season	Level 2
Advanced/ Senior Coach	Competent to Proficient	<p>High</p> <p>Can independently lead sessions and competitions and entire small-scale programmes (or parts of larger programmes)</p> <p>Manages or supports the development of other coaches and support staff</p>	Can plan, deliver and review coaching sessions over multiannual seasons or cycles	Level 3
Master/ Head Coach	Proficient to Expert	<p>Very high</p> <p>Can independently lead sessions and competitions and entire medium- and large-scale programmes</p> <p>Manages or supports the development of other coaches and support staff</p>	Can plan, deliver and review coaching sessions over multiannual seasons or cycles	Levels 4-5 (top national coaching certificate)

*Alignment based on prior experience of the ESCF writing team. It may vary between countries and sports.

² CoachLearn is an Erasmus+ co-funded project co-ordinated by Leeds Beckett University (UK) which seeks to enhance sport coaches' learning, mobility and employment through the development of a European Sport Coaching Framework to act as a recognised reference point across the EU for the development of coach education programmes and coaching systems. CoachLearn brings together a consortium of six organisations including Leeds Beckett University, the International Council for Coaching Excellence, Netherlands Olympic Committee (NOC*NSF), the Hungarian Coaching Association, Trainerakademie in Germany and HAAGA-HELIA University in Finland

Finally, the ECC is also guided by the findings of the ICOACHKIDS Coaching Children Literature Review (Fix et al., 2017; available from www.ICOACHKIDS.org). These findings were crystallised into 'The ICOACHKIDS Pledge' shown below.



ECCC Format

The ECCC outlines the functional tasks required to fulfil the generic role of a CYCs and signposts the associated knowledge basis required. A draft consultation document was shared with the wider European coaching children community and presented at the 1st ICOACHKIDS Conference held in Budapest in November 2017. This gave all stakeholders a chance to offer their feedback and suggestions and thus ensured that the ECCC represents an accurate description of the professional profile of the children's coach in their different roles.

After this consultation period, this final version of the ECCC was developed. It includes the relevant knowledge, skills and competences required to fulfil the professional profile at the various levels as understood in the European Qualifications Framework for Lifelong Learning (European Commission, 2008). It also offers guidance in relation to how this curriculum can be organised into learning outcomes, learning units, and the potential delivery formats to maximise student learning and development.

The European Coaching Children Curriculum

The ECCC presents first the professional profile of the CYC using a modified version of table 6.3 contained in the European Sport Coaching Framework (Lara-Bercial et al., 2017, p. 54-58).

The Professional Profile of the Children and Youth Coach

Primary Functions of the Children and Youth Coach ³	Task-Related Competences ⁴ <i>The Children and Youth Coach is able to:</i>	Novice	Advanced Beginner	Competent	Proficient
		Coaching Assistant	Coach	Advanced/Senior Coach	Master/Head Coach
		Level 1	Level 2	Level 3	Level 4-5
Set Vision & Strategy	<ul style="list-style-type: none"> Understand the big picture and align practice with local, regional and national policy and objectives 				
	<ul style="list-style-type: none"> Develop a suitable vision for the program relevant to the athletes in it and also to institutional priorities 				
	<ul style="list-style-type: none"> Set up a relevant strategy that supports the fulfilment of the vision 				
	<ul style="list-style-type: none"> Make effective and informed decisions relating to the planning, implementation, monitoring and evaluation of mid- to long-term programmes of practice and competition based on institutional and participant⁵ needs 				
Shape the Environment	<ul style="list-style-type: none"> Effectively identify and recruit participants and staff 				
	<ul style="list-style-type: none"> Identify, reflect on and challenge prevailing beliefs, values and assumptions within the coaching environment to establish a suitable culture 				
	<ul style="list-style-type: none"> Identify and source the relevant resources (human and material) 				

³ The capacity to engage in meeting these primary functions requires a synoptic application of knowledge, skills and professional competences. The contribution of each being dependent of the specific context and demands.

⁴ A grey box denotes no expected responsibility and expertise. The red scale denotes progressively greater levels of expected responsibility and expertise in a particular functional task (lighter shade=lower to darker shade=higher)

⁵ Participant is used to refer to all children and young people taking part in sport at whatever level this may be.

	<p>required to fulfil programme and participant needs;</p> <ul style="list-style-type: none"> Employ all reasonable measures to keep participants and staff safe from harm 				
Build Positive Relationships	<ul style="list-style-type: none"> Lead and influence the attitudes, behaviours and understanding of key stakeholders (i.e. parents, managers etc.) through the meaningful presentation of ideas 				
	<ul style="list-style-type: none"> Establish and maintain an ethical, effective, inclusive and empathetic relationship with participants, staff and other stakeholders 				
	<ul style="list-style-type: none"> Appreciate physical, mental and cultural diversity in participants and adapt practice accordingly 				
	<ul style="list-style-type: none"> Adhere to established codes of conduct and legal requirements in coaching 				
	<ul style="list-style-type: none"> Educate participant/athletes, staff and other stakeholders to enhance their contribution to their own objectives, the program's and their overall wellbeing 				
Conduct Practices and Prepare and Manage Competitions	<ul style="list-style-type: none"> Conduct comprehensive needs analyses for individual participants and/or teams in order to design and deliver tailored coaching programmes, taking into account participant needs and capabilities in the context of wider programmes, curricula, policies and targets 				
	<ul style="list-style-type: none"> Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short, medium and long-term learning needs of participants 				

	<ul style="list-style-type: none"> Conduct a functional analysis of multi skill⁶ activity or of their chosen sport(s) and identify the implications for coaching practice. 				
	<ul style="list-style-type: none"> Identify the core elements of multi skills or of their chosen sport(s) at the key stages of participant development. 				
	<ul style="list-style-type: none"> Devise, interpret and apply an appropriate curriculum for a multi skill environment or in their chosen sport(s) in line with participant needs and the agreed industry standard 				
	<ul style="list-style-type: none"> Deliver a series of coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes for participants and coaching behaviours 				
	<ul style="list-style-type: none"> Can conduct and work to risk assessments in order to deliver safe and ethical coaching practice. 				
	<ul style="list-style-type: none"> Identify, create and manage suitable competitive opportunities to contribute to participant on-going development 				
	<ul style="list-style-type: none"> Develop appropriate competition strategies to maximise chances of learning and success 				
	<ul style="list-style-type: none"> Maintain a professional attitude towards coaching practice, participants and all stakeholders at all times 				
Read and React to the Field	<ul style="list-style-type: none"> Conduct an insightful analysis of coaching practice to make informed judgement relating to the efficacy of the learning environment established 				
	<ul style="list-style-type: none"> Conduct an insightful analysis of participant/team performance to make informed decisions regarding 'on the spot' adjustments to enhance it 				

⁶ Multi skill activity refers to sport sessions aimed at the development of overall psychomotor skills, typically in children, sometimes referred to as Fundamental Movement Skills. These types of activity can be done as part of a sport specific session (i.e. multi skills with a theme of tennis) or as outright multi skills sessions

	<ul style="list-style-type: none"> • Conduct an insightful analysis of the programme to make informed judgement relating to the efficacy of the environment established 				
	<ul style="list-style-type: none"> • Make good in-action and post-action decisions to increase the chances of reaching objectives 				
Reflect and Learn	<ul style="list-style-type: none"> • Identify and reflect on assumptions and practices as a coach and student, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching. 				
	<ul style="list-style-type: none"> • Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process 				
	<ul style="list-style-type: none"> • Take an objective and critical approach to problem identification and solution, using evidence-based approaches and appropriate research methodologies 				
	<ul style="list-style-type: none"> • Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience 				

Table 1 – The professional profile of the children and youth coach (adapted from table 6.2, ESCF, Lara-Bercial et al., 2017)

The ECCC Units of Learning

To facilitate the adoption and application of the ECCC, the ICOACHKIDS expert group have developed a set of five learning units which cover the whole professional profile of the CYC. In line with mainstream education principles in Europe, these units are structured using learning outcomes, credits and competences. However, the units should be seen as a flexible reference point which will always require contextual adaptation. Those developing qualifications or learning opportunities for CYC should use the knowledge of their context to customise the learning units to fit their needs, resources and objectives.

ECCC Glossary

For the purpose of the ECCC the following definitions are adopted:

Learning Outcomes	Learning outcomes are verifiable statements of what learners who have obtained a particular qualification, or completed a programme or its components, are expected to know, understand and be able to do. As such they emphasise the link between teaching, learning and assessment.
Unit of Learning	Units of learning are coherent sets of learning outcomes that can be assessed and validated with a number of associated credits.
Credit	One credit typically corresponds to 25 to 30 hours of student workload. Therefore, units of learning and qualifications are measured by the number of credits required to achieve the learning outcomes of all the units of learning related to that qualification.
Hours of Learning	Hours of learning refer to the time students spend engaged in learning activities. Hours of learning can be divided in to guided (led by a teacher) non-guided or self-study (led by the student in their own time) and the practicum (hours spend within a practical setting: i.e., coaching)
Task-related Competence	A task-related competence describes practical elements of learning outcomes or what the student should be able to do to demonstrate that the learning outcome has been acquired.

What Each Unit of Learning Contains

Each unit of learning includes:

- Title of the unit of learning
- Aim of the unit of learning
- Credit value of the unit of learning for the different coaching roles
- Learning outcomes
- Task-related competences/assessment criteria graded by level of expertise, coaching role and EQF level.



Credit: Sport Ireland Coaching

Unit of Learning 1: Setting the Vision and Strategy

Unit Aim: This unit assesses the ability of the coach to, in partnership with athletes and teams, create a vision and a strategy based on the needs and stage of development of the athletes and the organizational and social context of the programme.

Unit Credit Value:

- **Coaching Assistant:** 1 (25/30 hours of learning or HOL)
- **Coach:** 2 (50-60 HOL)
- **Advanced/Senior Coach:** 4 (100-120 HOL)
- **Master/Head Coach:** 4 (100-120 HOL)

Learning Outcomes <i>On completion of this unit of learning, the learner will:</i>	Task-Related Competences/Assessment Criteria ⁷ <i>After completing this unit of learning, the learner is able to:</i>	Novice	Advanced Beginner	Competent	Proficient
		Coaching Assistant	Coach	Advanced/Senior Coach	Master/Head Coach
		EQF L2-3	EQF L4	EQF L4-6	EQF L7-8
1. Understand the relevance of articulating their personal philosophy of coaching and know how to explore it and reflect upon it.	1.1. Explain the relevance of understanding and articulating one's personal philosophy to coaching youth sport 1.2. Articulate and critically reflect on their current values and beliefs around youth sport coaching				
2. Understand the wider context in which the activity takes place and align practice with local, regional and national policy and objectives	2.1. Explain the wider context in which the sport programme sits in 2.2. Articulate to what extent the programme is aligned with local, regional and national sport policies 2.3. Articulate to what extent the programme is aligned with the national and international federation policies				

⁷ A grey box denotes no expected responsibility and expertise. The red scale denotes progressively greater levels of expected responsibility and expertise in a particular functional task (lighter shade=lower to darker shade=higher)

	2.4. Describe the various stakeholders within the programme and their roles and responsibilities				
3. Develop a suitable vision for the program relevant to the participants and in line with institutional priorities	3.1. Create a clear vision and mission for the programme containing clear statements of intent and objectives 3.2. Explain how the vision matches the needs, wants and stage of development of the participants 3.3. Explain how the vision fits in with institutional policies and priorities				
4. Set up a relevant strategy that supports the fulfilment of the vision	4.1. Identify and follow key principles and steps of strategy development 4.2. Create a suitable strategy that supports the fulfilment of the vision 4.3. Explain how the different elements of the strategy contribute to specific objectives as well as the overall goals of the vision				
5. Make effective and informed decisions relating to the planning, implementation, monitoring and evaluation of mid- to long-term programmes of practice and competition based on institutional and participant ⁸ needs	5.1. Create a mid- to long-term plan of practice and competition to guarantee the implementation of the strategy and the fulfilment of the vision 5.2. Explain how the various components of the plan contribute to specific objectives of the strategy as well as the overall goals of the vision 5.3. Explain how the different stages of the plan relate to each other and contribute to the specific objectives of the strategy as well as the overall goals of the vision 5.4. Explain how the plan considers the common as well as the individual needs of the participants 5.5. Explain how the plan considers the institutional needs and policies 5.6. Identify and set short-, mid-, and long-term goals to allow for effective implementation and monitoring of the plan				

⁸ Participant is used to refer to all children and young people taking part in sport at whatever level this may be.

Unit of Learning 2: Shaping the Environment

Unit Aim: This unit assesses the ability of the coach to optimise the environment in which the programme occurs through the procurement and maximisation of personnel, facilities, resources, working practices and the management of other coaches and support personnel.

Unit Credit Value:

- **Coaching Assistant:** 1 (25/30 hours of learning or HOL)
- **Coach:** 2 (50-60 HOL)
- **Advanced/Senior Coach:** 4 (100-120 HOL)
- **Master/Head Coach:** 4 (100-120 HOL)

Learning Outcomes <i>On completion of this unit of learning, the learner will:</i>	Task-Related Competences/Assessment Criteria ⁹ <i>After completing this unit of learning, the learner is able to:</i>	Novice	Advanced Beginner	Competent	Proficient
		Coaching Assistant	Coach	Advanced/Senior Coach	Master/Head Coach
		EQF L2-3	EQF L4	EQF L4-6	EQF L7-8
1. Understand how to effectively identify and recruit participants	1.1. Create a participant identification and recruitment plan (PIRP) 1.2. Explain how the key elements of the PIRP that will ensure that potential participants are identified and recruited 1.3. Create appropriate promotional materials and communication channels to ensure recruitment is successful 1.4. Describe how the PIRP accounts for ethical and safeguarding issues related to children and young people 1.5. Explain, in the case of talent identification and development programmes, the principles of human development underpinning the PIRP				

⁹ A grey box denotes no expected responsibility and expertise. The red scale denotes progressively greater levels of expected responsibility and expertise in a particular functional task (lighter shade=lower to darker shade=higher)

2. Know how to identify, reflect on and challenge prevailing beliefs, values and assumptions within the coaching environment to establish a suitable culture	<p>2.1. Explain what is meant by 'culture' in the context of a sports programme</p> <p>2.2. Identify different types of culture and their typical constituents, characteristics and implications</p> <p>2.3. Identify prevailing beliefs, values and assumptions within the programme (the culture)</p> <p>2.4. Reflect on the prevailing beliefs, values and assumptions within the programme in light of existing knowledge, personal beliefs and values and institutional policies</p> <p>2.5. Determine what type of culture has been created within the programme</p> <p>2.6. Challenge, where appropriate and necessary, the existing culture of the programme to establish a renewed suitable one</p>				
3. Understand how to identify and source the relevant resources (human and material) required to fulfil programme and participant needs	<p>3.1. Identify relevant human and material resources required to fulfil the programme and participant needs</p> <p>3.2. Take necessary steps to ethically source relevant human and material resources</p> <p>3.3. Justify the choice of material resources using appropriate current knowledge</p>				
4. Know how to keep participants and staff safe from harm	<p>4.1. Describe existing safeguarding and protection policies (SPP) at local, regional and/or national level</p> <p>4.2. Develop a SPP for own club/setting</p> <p>4.3. Effectively communicate the SPP to relevant stakeholders</p> <p>4.4. Observe and enforce the SPP in own club/setting</p>				

	<p>4.5. Describe existing and relevant health risk assessment policies (HRAP) at local, regional and/or national level</p> <p>4.6. Develop a HRAP for own club/setting</p> <p>4.7. Effectively communicate the HRAP to relevant stakeholders</p> <p>4.8. Observe and enforce the SPP in own club/setting</p>				
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Credit: Sport Ireland Coaching

Unit of Learning 3: Building Positive Relationships

Unit Aim: This unit assesses the ability of the coach to build positive and effective relationships with athletes and others associated with the programme.

This includes participants, athletes, other coaches, personnel at the club, school, federation and any other relevant stakeholders.

Unit Credit Value:

- **Coaching Assistant:** 1 (25/30 hours of learning or HOL)
- **Coach:** 2 (50-60 HOL)
- **Advanced/Senior Coach:** 4 (100-120 HOL)
- **Master/Head Coach:** 4 (100-120 HOL)

Learning Outcomes <i>On completion of this unit of learning, the learner will:</i>	Task-Related Competences/Assessment Criteria ¹⁰ <i>After completing this unit of learning, the learner is able to:</i>	Novice	Advanced Beginner	Competent	Proficient
		Coaching Assistant	Coach	Advanced/Senior Coach	Master/Head Coach
		EQF L2-3	EQF L4	EQF L4-6	EQF L7-8
1. Know how to establish and maintain an ethical, effective, inclusive and empathetic relationship with participants, staff and other stakeholders	1.1. Outline the importance of establishing and maintaining ethical, effective, inclusive and empathetic relationships in a coaching context 1.2. Describe the factors that facilitate or hinder the establishment and maintenance of ethical, effective, inclusive and empathetic relationships in a coaching context 1.3. Establish and maintain ethical, effective, inclusive and empathetic relationships with participants, staff and other stakeholders				

¹⁰ A grey box denotes no expected responsibility and expertise. The red scale denotes progressively greater levels of expected responsibility and expertise in a particular functional task (lighter shade=lower to darker shade=higher)

	<p>1.4. Critically reflect on the nature and effectiveness of the various relationships present in own coaching environment</p> <p>1.5. Develop a plan for the development, maintenance or enhancement of relevant relationships in own coaching environment</p>				
<p>2. Understand how to appreciate physical, mental and cultural diversity in participants and adapt practice accordingly</p>	<p>2.1. Describe what is meant by participant diversity from a physical, mental and cultural perspective</p> <p>2.2. Explain the implications of participant diversity from a programming and delivery perspective</p> <p>2.3. Describe effective strategies to guarantee that session, programmes and competitions are respectful of and adaptable to participant diversity</p> <p>2.4. Develop sessions, programmes and competitions that consider participant diversity and ensure it is respected and catered for</p> <p>2.5. Critically reflect on own current practice in relation to participant diversity and proposed steps to minimise the risk of exclusion or unfair treatment of participants</p>				
<p>3. Understand how to lead and influence the attitudes, behaviours and understanding of key stakeholders (i.e. parents, managers etc.) through the meaningful presentation of ideas</p>	<p>3.1. Explain the role of the coach as a central figure within a programme from a leadership and influence perspective</p> <p>3.2. Explain in which areas of the programme the coach has a leadership role to play and why</p> <p>3.3. Describe a variety of leadership and influence models and approaches</p> <p>3.4. Critically evaluate the validity and relevance of the various leadership and influence models and approaches to sport coaching</p> <p>3.5. Critically reflect on one's preferred leadership style and how well it matches the needs of participants and other stakeholders in the programme</p> <p>3.6. Explain the role of appropriate communication in the leadership process</p>				

	<p>3.7. Describe relevant communication theories that can be applied to coaching</p> <p>3.8. Critically reflect on one's stance in relation to individual and group communications within a sport programme</p> <p>3.9. Critically reflect on one's communication skills and develop a plan to enhance them</p>				
<p>4. Understand the need to adhere to establish codes of conduct and legal requirements in coaching</p>	<p>4.1. Identify relevant codes of conduct and legal requirement that impact on one's coaching practice at local, regional and/or national level</p> <p>4.2. Explain the relevance of adhering to these codes and requirements and the implications of not doing so</p> <p>4.3. Conduct an audit at personal and organisational level to ensure that all relevant codes and legal requirements are being adhered to and observed</p> <p>4.4. Critically reflect on the existence of any gaps or loopholes in the codes of conduct or legal requirements to coach</p>				
<p>5. Know how to educate participant/athletes, staff and other stakeholders to enhance their contribution to their own objectives, the program's and their overall wellbeing</p>	<p>5.1. Explain the role of the coach as a source of knowledge and motivation for athletes/participant and other stakeholders to enhance their contribution to their own objectives, the program's and their overall wellbeing</p> <p>5.2. Identify key barriers that may prevent participant/athletes, staff and other stakeholders from enhancing their contribution to their own objectives, the program's and their overall wellbeing</p> <p>5.3. Describe key models of learning that can contribute to enhancing athlete, participants and stakeholders' contribution to their own objectives, the program's and their overall wellbeing</p> <p>5.4. Critically reflect on one's current beliefs and approach to the education of participants, athletes and stakeholders</p> <p>5.5. Develop a plan of activities to support athletes/participant and other stakeholders increase their capacity to enhance</p>				

	<p>their contribution to their own objectives, the program's and their overall wellbeing</p> <p>5.6. Create a set of measurement/assessment tools to evaluate participant, athlete and stakeholders' capacity to enhance their contribution to their own objectives, the program's and their overall wellbeing</p>				
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Credit: Heidi Thomas

Unit of Learning 4: Plan and Conduct Practices and Prepare and Manage Competitions

Unit Aim: This unit assesses the ability of the coach to organise suitable and challenging practices using effective pedagogy and methodology to promote learning and improvement, to prepare participants and athletes, where appropriate, for targeted and appropriate competitions, and to oversee and manage them in these competitions.

Unit Credit Value:

- **Coaching Assistant:** 1 (25/30 hours of learning or HOL)
- **Coach:** 3 (75-90 HOL)
- **Advanced/Senior Coach:** 4 (100-120 HOL)
- **Master/Head Coach:** 6 (150-180 HOL)

Learning Outcomes <i>On completion of this unit of learning, the learner will:</i>	Task-Related Competences/Assessment Criteria ¹¹ <i>After completing this unit of learning, the learner is able to:</i>	Novice	Advanced Beginner	Competent	Proficient
		Coaching Assistant	Coach	Advanced/Senior Coach	Master/Head Coach
		EQF L2-3	EQF L4	EQF L4-6	EQF L7-8
1. Know how to conduct comprehensive needs analyses for individual participants and/or teams in order to design and deliver tailored coaching programmes, taking into account participant needs and capabilities in the	1.1. Explain the relevance of conducting comprehensive needs analysis for participants and teams 1.2. Identify key principles of human development which may inform a process of needs analysis for participants and athletes				

¹¹ A grey box denotes no expected responsibility and expertise. The red scale denotes progressively greater levels of expected responsibility and expertise in a particular functional task (lighter shade=lower to darker shade=higher)

<p>context of wider programmes, curricula, policies and targets</p>	<p>1.3. Identify key principles of participant and athlete development which may inform a process of needs analysis</p> <p>1.4. Identify key principles of team development in a particular sport which may inform a comprehensive needs analysis process</p> <p>1.5. Explain the process and methodology of conducting a comprehensive needs analysis</p> <p>1.6. Describe how the wider context, existing curricula, policies and targets may impact on the development of a participant, athlete or team development plan</p> <p>1.7. Conduct a comprehensive needs analyses for individual participants and/or teams in order to design and deliver tailored coaching programmes, taking into account participant needs and capabilities in the context of wider programmes, curricula, policies and targets</p> <p>1.8. Critically reflect on one's ability to conduct a comprehensive needs analysis for individual participant, athletes or teams</p>				
<p>2. Understand how to select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short, medium and long-term learning needs of participants</p>	<p>2.1. Explain the importance of a sound choice of pedagogy, practice and communication methods to facilitate the short, medium and long-term learning needs of participants</p> <p>2.2. Describe a variety of pedagogical models and methods and their implications for learning and coaching practice</p> <p>2.3. Describe a variety of practice methodologies and their implications for learning and coaching practice</p> <p>2.4. Describe a variety of communication models and methods and their implication for learning and coaching practice</p> <p>2.5. Justify the choice of pedagogical, practice and communication methods to facilitate learning according to participant, athlete and team stage of development</p>				

	<p>2.6. Apply a justified choice of pedagogical, practice and communication methods to facilitate learning according to participant, athlete and team stage of development</p> <p>2.7. Critically reflect on one's choice of pedagogical, practice and communication methods to facilitate learning</p>				
<p>3. Understand how to conduct a functional analysis of multi skill¹² activity or of their chosen sport(s) and identify the implications for coaching practice.</p>	<p>3.1. Explain the relevance of conducting a functional analysis of multi skill activity or of their chosen sport(s).</p> <p>3.2. Describe the principles and theories that underpin a sound functional analysis of multi skill activity or of a given sport</p> <p>3.3. Outline the implications of conducting a functional analysis for coaching practice</p> <p>3.4. Conduct a functional analysis of multi skill activity or of their chosen sport(s) that identifies their core elements</p> <p>3.5. Critically reflect on their ability to conduct a functional analysis of multi skill activity or of their chosen sport(s)</p>				
<p>4. Understand the core elements of multi skills or of their chosen sport(s) at the key stages of participant development</p>	<p>4.1. Explain the relevance for coaching of identifying the core elements of multi skill activity or a given sport at key stages of participant development</p> <p>4.2. Identify principles and theories that underpin a sound developmental stage-based functional analysis of multi skill activity or of a given sport</p> <p>4.3. Outline the implications of conducting a developmental stage-based functional analysis for coaching practice.</p> <p>4.4. Conduct a developmental stage-based functional analysis of multi skill activity or of their chosen sport(s) that identifies their core elements</p> <p>4.5. Critically reflect on their ability to conduct a developmental stage-based functional analysis of multi skill activity or of their chosen sport(s)</p>				

¹² Multi skill activity refers to sport sessions aimed at the development of overall psychomotor skills, typically in children, sometimes referred to as Fundamental Movement Skills. These types of activity can be done as part of a sport specific session (i.e. multi skills with a theme of tennis) or as outright multi skills sessions

<p>5. Know how to devise, interpret and apply an appropriate curriculum for a multi skill environment or in their chosen sport(s) in line with participant needs and the agreed industry standard</p>	<p>5.1. Explain what is meant by a curriculum in an educational setting and relate it to its meaning within a coaching setting</p> <p>5.2. Use relevant educational theories to describe the value of developing a coaching curriculum</p> <p>5.3. Identify and critically reflect upon examples of existing curricula of multi skill activity or in their chosen sport (s)</p> <p>5.4. Develop a suitable coaching curriculum for multi skill activity or in their chosen sport (s) and justify the choice of format, core elements and relevant progressions</p> <p>5.5. Explain how the curriculum applies to different stages of participant, athlete and team development</p> <p>5.6. Critically reflect on their ability to devise, interpret and apply an appropriate curriculum</p>				
<p>6. Know how to deliver a series of coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes for participants and coaching behaviours</p>	<p>6.1. Explain key pedagogical and methodological principles which may inform the delivery of quality coaching sessions</p> <p>6.2. Demonstrate the application of key pedagogical and methodological principles during the delivery of quality coaching sessions</p> <p>6.3. Critically reflect on the application of key pedagogical and methodological principles during the delivery of quality coaching sessions</p> <p>6.4. Develop a series of linked sessions and explain how they are linked in the context of a medium and/or long term planned programme</p> <p>6.5. Critically reflect on their ability to develop and effectively deliver series of linked sessions and explain how they are linked in the context of a medium and/or long term planned programme</p>				
<p>7. Understand how to identify, create and manage suitable competitive</p>	<p>7.1. Explain the role of suitable competition in the development of participants, athletes and teams</p>				

<p>opportunities to contribute to participant on-going development</p>	<p>7.2. Describe a variety of age and stage-appropriate competitive formats that can be used to contribute to participant on-going development</p> <p>7.3. Identify and critically reflect upon existing examples of suitable and unsuitable competitive opportunities</p> <p>7.4. Select and enter a suitable competition to target the developmental needs of a specific group of participants or athletes</p> <p>7.5. Create, promote and manage a suitable competition to target the developmental needs of a specific group of participants or athletes</p>				
<p>8. Know how to develop appropriate competition strategies to maximise participant, athlete and/or team's chances of learning and success</p>	<p>8.1. Explain what is meant by a competition strategy</p> <p>8.2. Outline the key principles of development and implementation of a competition strategy to maximise chances of learning and success</p> <p>8.3. Identify key areas of concern when developing a competition strategy for their chosen sport (s)</p> <p>8.4. Critically reflect on the suitability of different competitions strategies for different ages and stages of development</p> <p>8.5. Describe how to implement a competition strategy in the days, weeks or months prior to the competition</p> <p>8.6. Critically reflect on their ability to develop appropriate competition strategies to maximise learning and success</p>				
<p>9. Know how to maintain a professional attitude towards coaching practice, participants and all stakeholders at all times</p>	<p>9.1. Identify the key principles which may inform a professional attitude towards coaching practice</p> <p>9.2. Demonstrate the application of the key principles of professional practice in coaching</p> <p>9.3. Critically reflect on their ability to consistently maintain a professional attitude towards coaching practice</p>				

Unit of Learning 5: Making Decisions, Reflecting and Learning

Unit Aim: This unit assesses the ability of the coach to make decisions within a dynamic environment, reflecting on the outcomes of these decisions and using this information as the basis for further professional, interpersonal and intrapersonal development.

Unit Credit Value:

- **Coaching Assistant:** 1 (25/30 hours of learning or HOL)
- **Coach:** 2 (50-60 HOL)
- **Advanced/Senior Coach:** 4 (100-120 HOL)
- **Master/Head Coach:** 6 (150-180 HOL)

Learning Outcomes <i>On completion of this unit of learning, the learner will:</i>	Task-Related Competences/Assessment Criteria ¹³ <i>After completing this unit of learning, the learner is able to:</i>	Novice	Advanced Beginner	Competent	Proficient
		Coaching Assistant	Coach	Advanced/Senior Coach	Master/Head Coach
		EQF L2-3	EQF L4	EQF L4-6	EQF L7-8
1. Understand how to conduct an informed analysis of own performance and of the performance of participants, athletes and teams towards ensuring continuous progress and improvement.	1.1. Explain the importance of personal reflection and performance analysis in promoting continuous improvement and the realisation of potential for coach, athlete, participants and teams. 1.2. Describe the theoretical principles that underpin the benefits of reflection and analysis. 1.3. Describe and follow the key steps of the reflection and analysis process 1.4. Use a variety of human and material resources to facilitate and enhance personal reflection				

¹³ A grey box denotes no expected responsibility and expertise. The red scale denotes progressively greater levels of expected responsibility and expertise in a particular functional task (lighter shade=lower to darker shade=higher)

	<p>1.5. Demonstrate a willingness to consistently apply the principle of continuous improvement to own coaching</p> <p>1.6. Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process</p>				
<p>2. Understand how to make good in-action and post-action decisions to increase the chances of reaching short, mid and long term objectives</p>	<p>2.1. Explain a variety of decision-making models</p> <p>2.2. Identify and describe different types of decision-making processes in relation to different elements and phases of the coaching process</p> <p>2.3. Identify key factors influencing in-action decision-making and how to manage them appropriately</p> <p>2.4. Use a variety of human and material resources and processes to facilitate in-action decision-making</p> <p>2.5. Identify key factors influencing post-action decision-making and how to manage them appropriately</p> <p>2.6. Use a variety of human and material resources and processes to facilitate post-action decision-making</p> <p>2.7. Take an objective and critical approach to problem identification and solution, using evidence-based approaches and appropriate research methodologies</p>				
<p>3. Know how to conduct an insightful analysis of coaching practice to make informed judgements relating to the efficacy of the learning environment established</p>	<p>3.1. Explain the importance of conducting an insightful analysis of coaching practice to make informed judgements relating to the efficacy of the learning environment established</p> <p>3.2. Describe a variety of performance analysis models</p> <p>3.3. Select the performance analysis model(s) best suited for the type and level of analysis needed</p> <p>3.4. Conduct an insightful analysis of coaching practice</p> <p>3.5. Evaluate current performance in relation to the desired and required standards</p> <p>3.6. Create a performance development plan based on the findings of the analysis of coaching practice</p>				

<p>4. Know how to conduct an insightful analysis of participant/team performance to make informed decisions regarding 'on the spot' adjustments to enhance it</p>	<p>4.1. Explain the importance of conducting an insightful analysis of participant/team performance to make informed decisions regarding 'on the spot' adjustments to enhance it.</p> <p>4.2. Describe a variety of performance analysis models</p> <p>4.3. Select the performance analysis model(s) best suited for the type and level of analysis needed</p> <p>4.4. Conduct an insightful analysis of participant/team performance</p> <p>4.5. Evaluate current performance in relation to the desired and required standards</p> <p>4.6. Perform 'on the spot' adjustments to enhance performance</p>				
<p>5. Know how to conduct an insightful analysis of the programme to make informed judgements relating to the efficacy of the environment established</p>	<p>5.1. Explain the importance of conducting an insightful analysis of programme outcomes to make informed decisions relating to the efficacy of the environment established.</p> <p>5.2. Describe a variety of performance analysis models</p> <p>5.3. Select the performance analysis model(s) best suited for the type and level of analysis needed</p> <p>5.4. Conduct an insightful analysis of programme outcomes</p> <p>5.5. Evaluate current programme outcomes in relation to the desired and required standards</p> <p>5.6. Perform programme adjustments to enhance performance</p>				

Units of Learning Summary Table

Unit of Learning	Credit Value	Novice/ Coaching Assistant/ EQF L2-3	Advanced Beginner/ Coach/ EQF L4	Competent Advanced/Senior Coach EQF L5-6	Proficient Master/Head Coach EQF L7-8
Unit 1 – Setting the Vision and Strategy	Credit Value	1	2	4	4
	Learning Hours: - GLH ¹⁴ - SSLH ¹⁵ - Practicum	25/30 10/12.5 10/12.5 5	50/60 20/25 20/25 10	100-120 40-50 40-50 20	100-120 40-50 40-50 20
Unit 2 – Shaping the Environment	Credit Value	1	2	4	4
	Learning Hours: - GLH - SSLH - Practicum	25/30 10/12.5 10/12.5 5	50/60 20/25 20/25 10	100-120 40-50 40-50 20	100-120 40-50 40-50 20
Unit 3 – Building Positive Relationships	Credit Value	1	2	4	4
	Learning Hours: - GLH - SSLH - Practicum	25/30 10/12.5 10/12.5 5	50/60 20/25 20/25 10	100-120 40-50 40-50 20	100-120 40-50 40-50 20
Unit 4 – Plan and Conduct Practice and Prepare and Manage Competitions	Credit Value	1	3	4	6
	Learning Hours: - GLH - SSLH - Practicum	25/30 10/12.5 10/12.5 5	75-90 30/37.5 30/37.5 15	100-120 40-50 40-50 20	150-180 60-75 60-75 30
Unit 5 – Making Decisions, Reflecting and Learning ¹⁶	Credit Value	1	2	4	6
	Learning Hours: - GLH - SSLH - Practicum	25/30 10/12.5 10/12.5 5	50/60 20/25 20/25 10	100-120 40-50 40-50 20	150-180 60-75 60-75 30
Totals		5 Credits 125/150 Hours	11 Credits 275/330 Hours	20 Credits 500/600 Hours	24 Credits 600/720 Hours

¹⁴ GLH = Guided Learning Hours

¹⁵ SSLH = Self Study Learning Hours

¹⁶ Where possible, unit 5 should be integrated within the others and not imparted as a discrete unit.

Knowledge Basis and Sample Theories

Table 2 below is based on table 4 contained in the ICCE’s International Standards for Bachelor Degrees in Sport Coaching (Lara-Bercial et al., 2016). It identifies the core knowledge basis required of the CYC and proposes a number of sample theories

There is a strong level of linearity linking Competences to Knowledge and Skill domains. However, there is also an obvious interrelationship between all of these boxes.	Core Knowledge Domains (Côté & Gilbert, 2009; ISCF, 2013)	Sub Domains	Broad Theoretical Areas	Exemplar Areas of Study/Theories
	Professional Knowledge	Understanding of the Process and Practice of Coaching	Planning Theories Reviewing/Reflecting Theories	Constructive Alignment Integrative/Synoptic Thinking Critical Thinking Reflective Practice Periodisation
Doing Theories			Naturalistic Decision Making Reflection in Action	
Theories of Coaching			Coaching as Decision Making Coaching as Orchestration Coaching Effectiveness	
Theories of Competition			Competition for Learning Competition for Inclusion Competition for Comparison (performance)	
Understanding of Context		Theories of Policy	Policy development, implementation and evaluation (i.e. Impact of sport on physical and mental health)	
		Theories of Politics	Micro and Macro Politics Social Theories	
		Theories of Strategy	Market/Product Analysis Theories Strategy Development Theories	
		Sport Administration	Budgeting Project Planning Human Resources Company Relations	
Understanding the Sport and Sport Curriculum		Theories of Technique	Biomechanics Motor Control Skill Acquisition	
		Theories of Tactics and Strategy	Cognitive Psychology Decision Making Philosophy of the Goal of Sport Notational Analysis	
		Theories Psychological Demands	Performance Psychology Sport Psychology	

			Theories of Physiological Demands	Performance Physiology Strength and Conditioning Motion Analysis Sports Nutrition Sport Injuries
			Theories of Movement Demands	Motor Control Motor Development Functional Movement
		Understanding of the Participant	Biological Theories	Anatomy Developmental Physiology Exercise Physiology
			Psychological Theories	Emotional Intelligence Developmental Psychology Cognitive Psychology Social Psychology Sport Psychology Performance Psychology Motivational Theories
			Sociological theories	Cultural Psychology Social Psychology Group Dynamics Group Theory Socialisation Theory
		Participant Development & Talent Development Integrative Models	Bio-Psycho-Social Models of development	
	Intrapersonal Knowledge	Understanding of Self	Theories of Self-Regulation Theories of Values and Beliefs Theories of Personal Development Theories of Coaching Research and Knowledge Generation	Developmental Psychology Reflective Practice Metacognition Epistemology Mental Skills Self-Regulation Research Methods Sociological and/or Psychological Interpretations of Coaching Positive Youth Development
	Interpersonal Knowledge	Understanding Human Relationships & Pedagogy	Learning Theories	Cognitive Learning theory Social Learning Theory Sociological learning theory Experiential Learning Theory Self-Directed Learning Theory Transformative Learning Theory
			Skills Acquisition/Motor Learning Theories	Ecological/Constraints Theory Information Processing Theory
			Leadership Theories	Transformational Leadership

				Relational Leadership Servant Leadership Persuasion Power
			Communication Theories	Communication Models and Strategies Non-violent Communication Conflict Resolution Models
			Theories of Culture	Sociological, Historical & Psychological Theories of Inclusion and Exclusion, Power etc Culture Management Cultural Competence
			Theories of Ethics	Virtue Ethics Utilitarian Ethics Deontological Ethics Care Ethics Theories of Moral Development & Morality

Table 2 – ECCC Knowledge Basis and Exemplar Theoretical Foundations (adapted from ICDS, Lara-Bercial et al., 2016)

Closing Thoughts

The ECCC is designed to facilitate the development of suitable formal and informal learning opportunities for CYCs in the European Union. It aims to provide a common yet flexible reference point for all those seeking to develop a highly trained specialist youth sport coaching workforce in their countries and sports. Every context is different though, and therefore caution must be used when adopting and adapting this curriculum to ensure the needs of coaches and athletes on the ground are met appropriately.

We wish you all the best in your efforts to support coaches working in grassroots sport.

If you have any questions about the ECCC, please do not hesitate to contact us at contact@ICOACHKIDS.org

The ICOACHKIDS Team



Credit: Leeds Beckett University

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