



Irish Martial Arts Commission

Level 1 ITF Taekwon-Do Assistant Coach

This document sets out details for the Irish Martial Arts Commission Level 1 ITF Taekwon-Do Assistant Coach award including;

- *Role of the coach*
- *Pre – requisite Requirements*
- *Course Syllabus*
- *Outline Course programme*
- *Certification Criteria*

Version

Date Issued :-

2.0

02-09-21

Irish Martial Arts Commission

Greenside House
45-47 Cuffe Street
Dublin 2

Phone Number:-

0878259243

e-mail:-

adrian@shannontkd.com

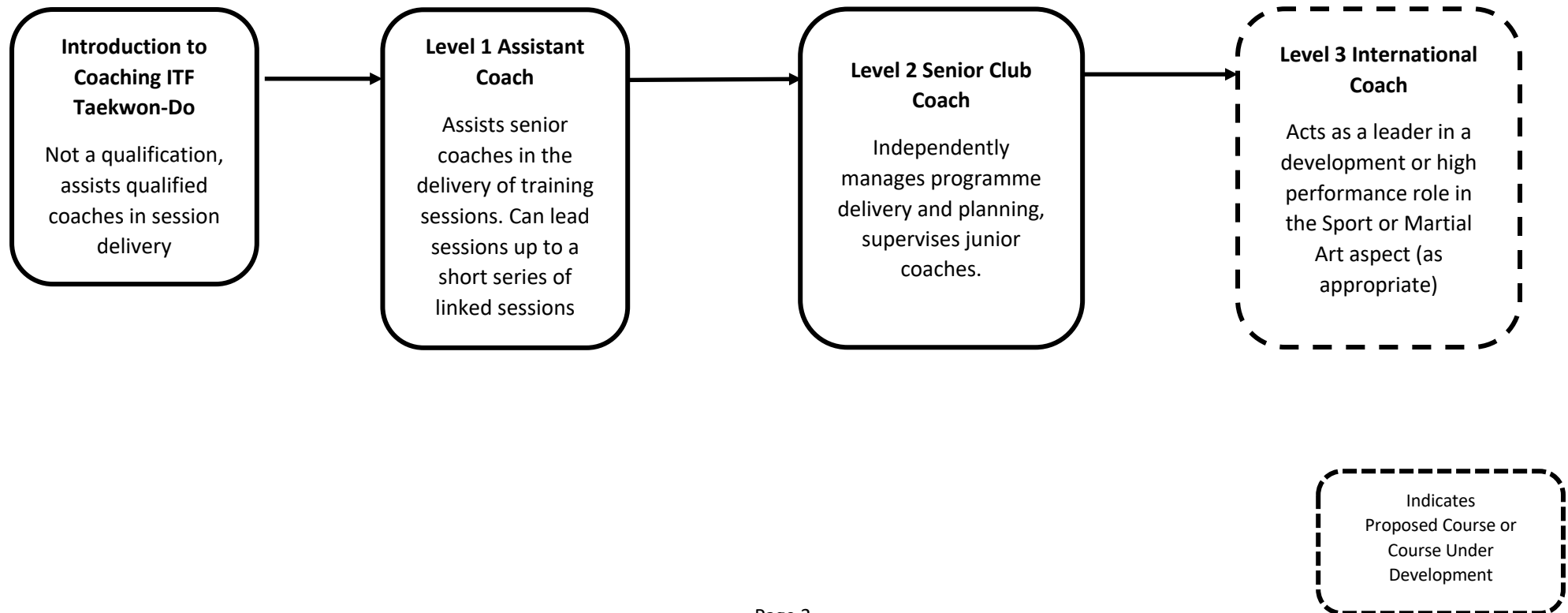
Website:-

www.imac.ie

 SPORT IRELAND COACHING	Coach Development Programme for Ireland
	Sports Coach Framework
	Level 1

Coach / Instructor Pathway

(2.0 - Insert a diagram of your NGB's coaching / instructor framework / ladder)



Role	
The aim of the course is to: • Enable coaches to introduce participants to ITF Taekwon-Do in a safe, progressive and enjoyable way • Equip participants with basic coaching skills which they can develop under the supervision of a senior coach • Identify key factors in working with young participants. <i>NB: The coach will not be qualified to lead classes independently</i>	
Qualification	
On completion, learners will receive an IMAC Level 1 Coaching Certificate	
Format of training programme	
• The programme consists of four days (6 hours per day not including breaks) of class and on the mat learning and practical sessions • The course will be delivered by IMAC Coach Developers from the Irish Taekwon-Do Association • Full attendance and participation is required for certification • A practical assessment (20 minutes duration), coaching Taekwon-Do students aged 9-13 years will be conducted on the final training day. • There will be minimum of 8 and maximum of 20 course participants. If there are more than 10 participants, 2 coach developers will be present.	
Entry requirements	Evidence
Course candidates will be aged 18 years or over Will hold a grade of 1st Dan or higher Must have completed Safeguarding 1 Introduction to Coaching ITF Taekwon-Do IMAC Garda Vetting Certificate Sports First Aid / Occupational First Aid	Passport, national identity card or similar ITF Dan Certificate Safeguarding 1 certificate Certificate of attendance Certificate or IMAC vetting number Current certificate
Methodology	
The course is run using a mixture of class based and practical sessions during which participants will be introduced to and then have the opportunity to develop and practice practical coaching skills. The learners will be challenged to think and act as coaches throughout lectures, group work, tasks, practical coaching activities, observation and peer review and through this gain confidence in their ability to fulfil the role.	
Facilities & equipment required	
Classroom – Projector, screen, flipchart and easel, permanent and whiteboard markers, whiteboards Sports hall – Tatami, posters, strike shields, flippers, swim noodles, agility kit, plyo boxes, viper cords	
Support documents, materials and resources	
<i>Document title</i>	<i>Document role</i>
Course Feedback Form	Allows the learner to anonymously share feedback which will help to improve the course after each iteration
Coaches Manual	Provides additional reading and learning resources which add greater depth to topics covered on the course Includes resources needed for some on course tasks Eg. Safety checklist, session planner, self evaluation, sample sessions Includes Logbook and self reflection journal for distance learning task
Who will run & assess this course	
ITA Coach Developers will deliver 100% of course content	

Assessment
There is a multi-part assessment of coaches on this programme. You will be required to complete: • Logbook including 4 Coaching Sessions (Completed in your club and peer reviewed) • Practical assessment (on course with children aged 9-13, pre-planned topics) • Full attendance during all presentations is mandatory
Appeals
Results of assessments can be appealed within 14 days to the ITA Coaching Officer, who will reply in not more than 28 days. The appeal should include the place and date of the assessment, name of the coach developer who completed the assessment and the basis for reviewing the result or route to completion given. The appeal will be reviewed by the ITA Coaching Officer and 2 Coach Developers who were not involved in the delivery or assessment of the course. As a result of the appeal the ITA Coaching Officer may: Uphold the original assessment, overturn the original assessment, organise a repeat assessment (which will be with a different Assessor to the original assessment)
Certification
On successful completion of all course requirements a CDPI Level 1 ITF Taekwon-Do Assistant Coach certificate will be issued with IMAC and Sport Ireland Coaching accreditation
Conditions on validity of certification & revalidation processes
The certificate is valid indefinitely. No revalidation is required
Recognition of prior learning.
• Course candidates may apply for recognition of prior learning for part of the programme, the entire programme or not at all. • Candidates may apply to the ITA executive for recognition of their prior learning • The candidate must evidence where they have gained the prior learning through formal, non formal or informal means and must address each of the learning outcomes • Please contact the ITA secretary for further information
Progression
ITA (in partnership with IMAC and Sport Ireland Coaching) offer Level 2 Senior Club Coach training and certification, for which a Level 1 Assistant Club Coach Certificate is a pre-requisite
Transferability
This certification is non transferable
Access & Inclusion
ITA will make every effort to facilitate learners with special or additional needs or whose circumstances make accessing our programmes more challenging. If you feel that you will require our assistance or special accommodation to attend or complete this programme, please contact the course coordinator who will work with you and with the Inclusion Committee to help meet your needs.

Programme Syllabus

(4.0 - Programme Syllabus)

1 Role of the Coach

The Instructor / Coach will be able to

Secondary outcomes

1.1	Role of the Coach	1.1.1	Compare and contrast the roles and responsibilities of a Level 1 Coach with those of Introductory and Level 2 Coaches	1.1.1.1	Outline the expectations an assistant coach might have in their relationship with a senior coach.
				1.1.1.2	Identify and list personal qualities, skills and knowledge that will enhance the coaching process at this level
1.2	Coaching Philosophy	1.2.1	Identify your own coaching philosophy	1.2.1.1	List the areas of legislation and best practice that form the framework for our coaching philosophies
				1.2.1.2	Explain how ethical decision making relates to coaching philosophy
				1.2.1.3	Debate a range of topics around coach philosophy
1.3	Safety	1.3.1	Ensure the working environment and associated equipment is suitable for the safe delivery of the session	1.3.1.1	Assess risks associated with a planned session
		1.3.2	Discuss the procedures that should be in place in event of fire or medical emergency	1.3.1.2	Keep basic records of participants and sessions
				1.3.2.1	Complete an incident report form
1.4	Coaching and Learning Styles	1.4.1	Discuss the creation of a motivational learning environment and it's effect on learning	1.4.1.1	Explore a variety of teaching/coaching styles and discuss practical implications for coaching
				1.4.1.2	Explore the various learning styles and discuss practical implications for coaching

2 Developing the athlete

The Instructor / Coach will be able to

Secondary outcomes

2.1	Long term athlete development	2.1.1	Outline the Long-Term Athlete Development (LTAD) model for ITF Taekwon-Do, specifically the FUNdamental and Learning to Play and Practice Phases	2.1.1.1	List the athlete capacities at the Learning to Play and Practice stage
2.2	Principles of physical fitness	2.2.1	Explain the principles of physical fitness	2.2.1.1	State the outcomes of physical fitness training
		2.2.2	Design a programme according to the principles of physical fitness to improve a component of fitness	2.2.1.2	List and define the components of physical fitness
2.3	Physical Literacy	2.3.1	Develop agility and the beginnings of balance and coordinated movement	2.3.1.1	Develop kinesthesia and proprioception
				2.3.1.2	Prioritise the development of static and dynamic balance through Taekwon-Do activities and related exercises

Programme Syllabus

		2.3.2 Develop linear, lateral and multi directional speed 2.3.3 Conduct basic own body weight and resistance strength training activities	2.3.3.1 Implement exercise programs to improve functional strength and flexibility in the hip area (iliopsoas, gluteus maximus, gluteus medius, tensor fascia lata, adductor magnus etc) 2.3.3.2 Develop shoulder, elbow, core, spine, knee and ankle stability in young athletes
2.4	Warm up and cool down	2.4.1 Conduct Taekwon-Do specific warm up activities suited to 6-8 / 9-12 year olds 2.4.2 Outline the rationale behind a cool down	2.4.1.1 Outline the rationale behind a warm up 2.4.1.2 List the phases and components of a warm up 2.4.2.1 List the phases and components of a cool down
2.5	Developing flexibility	2.5.1 Critically analyse the flexibility requirements of Taekwon-Do movements 2.5.2 Implement a mobilization strategy to correct an observed mobility fault	2.5.1.1 Define flexibility as it relates to Taekwon-Do training 2.5.1.2 Compare and contrast different models of flexibility training
2.6	Mental fitness	2.6.1 List the components of mental fitness 2.6.2 Outline 5 steps to mental fitness 2.6.3 Identify arousal states and employ control methods	2.6.1.1 Enable athletes to develop commitment 2.6.1.2 Develop strategies to increase athlete confidence 2.6.1.3 Help athletes to concentrate on the right things and maintain their concentration

3 Coaching in practice

The Instructor / Coach will be able to

Secondary outcomes

3.1	Observation, analysis and feedback	3.1.1 Outline the principles of observation, analysis and feedback	3.1.1.1 Employ observation and analysis for fault identification 3.1.1.2 Utilise verbal, visual and tactile cues to enhance feedback
3.2	Coaching Taekwon-Do Fundamentals	3.2.1 Integrate the IDEAL method of coaching skills through coaching practice 3.2.2 Implement chaining and whole/part/whole methods to coaching of fundamental movements 3.2.3 Demonstrate knowledge and understanding of the 9 principles of Fundamental Techniques	3.2.1.1 Apply principles of observation, analysis and feedback in a practical setting 3.2.2.2 Try out blocked and varied practice 3.2.3.1 Apply the 9 principles of fundamental movements in ITF Taekwon-Do in the analysis and correction of intermediate movements

Programme Syllabus

3.3	Skill development for sparring	3.3.1 Apply massed and distributed practice principles to the coaching of sparring skills	3.3.1.1 Plan for progression and regression 3.3.1.2 Adjust the level of difficulty to suit the needs of the participant
3.4	Coaching our game	3.4.1 Outline how ITF sparring should be played at this level	3.4.1.1 Outline the principles of constraints led/game focus coaching 3.4.1.2 Implement a sparring exercise using a constraints led/games focus approach

4 Personal development

The Instructor / Coach will be able to

Secondary outcomes

4.1	Session planning	4.1.1 Plan a session which incorporates 2 - 3 different elements in addition to warm up and cool down and which is appropriate to the age and grade of the participants 4.1.2 Plan for a series of 3 progressive sessions 4.1.3 Interpret and modify an existing session plan	4.1.3.1 Utilise a system of feedback delivery to debrief another coach based on their coaching of a planned session
4.2	Reflective practice and logbook	4.2.1 Implement a plan, do, review process over a series of 4 progressive sessions 4.2.2 Journal training plans and begin to implement reflective practice	

Sample Course Programme

(5.0 – Sample Course programme)

Day 1						
<i>Time Start Finish</i>	<i>Time allowed (minutes)</i>	<i>Session</i>	<i>Primary Objectives</i> <i>By the end of this session participants will;</i>	<i>Secondary Objectives</i> <i>By the end of this session participants will also:</i>	<i>Delivery method</i>	<i>Record / Evidence</i>
10:00-10:30	30	Introduction	Locate emergency exit points and assembly areas Become acquainted with course participants Note the criteria for certification at Level 1 Review course timetable and tasks		Lecture, group discussion	Whiteboard
10:30-11:15	45	Role of the Coach	1.1.1 Compare and contrast the roles and responsibilities of a Level 1 Coach with those of Introductory and Level 2 Coaches	1.1.1.2 Outline the expectations an assistant coach might have in their relationship with a senior coach.	Lecture, group discussion, group tasks and presentations	Whiteboards, coaches manuals
				1.1.1.2 Identify and list personal qualities, skills and knowledge that will enhance the coaching process at this level		
11:30-12:30	60	Warm up and cool down	2.4.1 Conduct Taekwon-Do specific warm up activities suited to 6-8 / 9-12 year olds	2.4.1.1 Outline the rationale behind a warm up	Poster presentation, group tasks, coaching micro sessions, peer review, self reflection and Coach Developer debrief	CD observation sheets
				2.4.1.2 List the phases and components of a warm up		
			2.4.2 Outline the rationale behind a cool down	2.4.2.1 List the phases and components of a cool down		
12:30-13:15	45	Coaching Philosophy	1.2.1 Identify your own coaching philosophy	1.2.1.1 List the areas of legislation and best practice that form the framework for our coaching philosophies	Facilitated debate	CD Notes
				1.2.1.2 Explain how ethical decision making relates to coaching philosophy		

Sample Course Programme

				1.2.1.3	Debate a range of topics around coach philosophy			
14:00-14:30	30	Principles of Physical Fitness	2.2.1	Explain the principles of physical fitness	2.2.1.1	State the outcomes of physical fitness training	Lecture, group discussion, group tasks and presentations	Case study worksheets
					2.2.1.2	List and define the components of physical fitness		
			2.2.2	Design a programme according to the principles of physical fitness to improve a component of fitness				
14:30-15:15	45	Safety	1.3.1	Ensure the working environment and associated equipment is suitable for the safe delivery of the session	1.3.1.1	Assess risks associated with a planned session	Lecture, group discussion, group tasks	Incident report forms
					1.3.1.2	Keep basic records of participants and sessions		
			1.3.2	Discuss the procedures that should be in place in event of fire or medical emergency	1.3.2.1	Complete an incident report form		
15:15-15:45	30	Coaching and Learning Styles	1.4.1	Discuss the creation of a motivational learning environment and its effect on learning	1.4.1.1	Explore a variety of teaching/coaching styles and discuss practical implications for coaching	Lecture, practical coaching scenario	CD record sheet
					1.4.1.2	Explore the various learning styles and discuss practical implications for coaching		
16:00-17:00	60	Physical Literacy	2.3.1	Develop agility and the beginnings of balance and coordinated movement	2.3.1.1	Develop kinesthesia and proprioception	Practical coaching scenarios	CD Record Sheet
					2.3.1.2	Prioritise the development of static and dynamic balance through Taekwon-Do activities and related exercises		
			2.3.2	Develop linear, lateral and multi directional speed				
			2.3.3	Conduct basic own body weight and resistance strength training activities	2.3.3.1	Implement exercise programs to improve functional strength and flexibility in the hip area (iliopsoas, gluteus maximus,		

Sample Course Programme

				gluteus medius, tensor facia lata, adductor magnus etc)		
			2.3.3.2	Develop shoulder, elbow, core, spine, knee and ankle stability in young athletes		

Day 2						
<i>Time Start Finish</i>	<i>Time allowed (minutes)</i>	<i>Session</i>	<i>Primary Objectives</i> <i>By the end of this session participants will;</i>	<i>Secondary Objectives</i> <i>By the end of this session participants will also:</i>	<i>Delivery method</i>	<i>Record / Evidence</i>
10:00-11:30	90	Skill development for Sparring 1	3.3.1 Apply massed and distributed practice principles to the coaching of sparring skills		Lecture, practical coaching micro sessions and peer review	CD observation sheets
11:45-13:30	105	Observation, Analysis and Feedback	3.1.1 Outline the principles of observation, analysis and feedback	3.1.1.1 Employ observation and analysis for fault identification	Group discussion, coaching micro-sessions	CD observation sheets
				3.1.1.2 Utilise verbal, visual and tactile cues to enhance feedback		
14:15-15:45	90	Coaching Technical Fundamentals	3.2.1 Integrate the IDEAL method of coaching skills through coaching practice	3.2.1.1 Apply principles of observation, analysis and feedback in a practical setting	Planning and delivery of coaching micro sessions based on assigned task sheets	CD observation sheets
			3.2.2 Implement chaining and whole/part/whole methods to coaching of fundamental movements	3.2.2.2 Try out blocked and varied practice		
16:00-17:00	60	Planning, conducting and reviewing practices	4.1.1 Plan a session which incorporates 2 - 3 different elements in addition to warm up and cool down and which is appropriate to the age and grade of the participants	4.1.3.1 Utilise a system of feedback delivery to debrief another coach based on their coaching of a planned session	Lecture, group discussion, individual tasks	Coach session plans
			4.1.2 Plan for a series of 3 progressive sessions			
			4.1.3 Interpret and modify an existing session plan			

Sample Course Programme

Day 3						
<i>Time Start Finish</i>	<i>Time allowed (minutes)</i>	<i>Session</i>	<i>Primary Objectives</i> <i>By the end of this session participants will;</i>	<i>Secondary Objectives</i> <i>By the end of this session participants will also:</i>	<i>Delivery method</i>	<i>Record / Evidence</i>
10:00-10:45	30	Long Term Athlete Development	2.1.1 Outline the Long-Term Athlete Development (LTAD) model for ITF Taekwon-Do, specifically the FUNdamental and Learning to Play and Practice Phases	2.1.1.1 List the athlete capacities at the Learning to Play and Practice stage	Lecture, group discussion, individual tasks	CD observation sheets
10:30-11:30	60	Flexibility and mobility	2.5.1 Critically analyse the flexibility requirements of Taekwon-Do movements	2.5.1.1 Define flexibility as it relates to Taekwon-Do training	Group discussion, coaching micro-sessions	CD observation sheets
			2.5.2 Implement a mobilization strategy to correct an observed mobility fault	2.5.1.2 Compare and contrast different models of flexibility training		
11:45-13:15	90	Skill development for Sparring 2	3.3.1 Apply massed and distributed practice principles to the coaching of sparring skills	3.3.1.1 Plan for progression and regression	Planning and delivery of coaching micro sessions based on assigned task sheets	CD observation sheets
				3.3.1.2 Adjust the level of difficulty to suit the needs of the participant		
13:45-15:45	120	Coaching our game	3.4.1 Outline how ITF sparring should be played at this level	3.4.1.1 Outline the principles of constraints led/game focus coaching 3.4.1.2 Implement a sparring exercise using a constraints led/games focus approach	Lecture, group discussion, individual tasks and delivery of coaching micro sessions based on assigned task sheets	Coach session plans, CD Observations
16:00-17:00	60	Mental Fitness	2.6.1 List the components of mental fitness	2.6.1.1 Enable athletes to develop commitment	Lecture, group discussion, individual tasks	CD observation sheets

Sample Course Programme

				2.6.1.2 Develop strategies to increase athlete confidence 2.6.1.3 Help athletes to concentrate on the right things and maintain their concentration		
			2.6.2	Outline 5 steps to mental fitness		
			2.6.3	Identify arousal states and employ control methods		

Day 4						
<i>Time Start Finish</i>	<i>Time allowed (minutes)</i>	<i>Session</i>	<i>Primary Objectives</i> <i>By the end of this session participants will;</i>	<i>Secondary Objectives</i> <i>By the end of this session participants will also:</i>	<i>Delivery method</i>	<i>Record / Evidence</i>
10:00-11:30	90	Coaching Technical Fundamentals	3.2.3 Demonstrate knowledge and understanding of the 9 principles of Fundamental Techniques	3.2.1.1 Apply principles of observation, analysis and feedback in a practical setting	Planning and delivery of coaching micro sessions based on assigned task sheets	CD observation sheets
11:45-13:45	120	Coaching our game	3.4.1 Outline how ITF sparring should be played at this level	3.4.1.1 Outline the principles of constraints led/game focus coaching 3.4.1.2 Implement a sparring exercise using a constraints led/games focus approach	Lecture, group discussion, individual tasks and delivery of coaching micro sessions based on assigned task sheets	Coach session plans, CD Observations
13:45-16:15	150	Practical Coaching Assessment	Demonstrate coaching competencies as outlined in the assessment protocol	Participate in and contribute to a tutor led debrief	Delivery of 20 minute Coaching session	CD assessment sheet

Sample Course Programme

16:30-16:45	15	Review	4.4.1 Reflect on what has been learned over the duration of the course 4.4.2 Outline areas for improvement for the tutors and course coordinator		Complete course review form	Course review forms
-------------	----	--------	--	--	-----------------------------	---------------------

Appendix 1

Assessment Criteria & Methodology

Objective

To determine competence in the delivery of single and linked planned sessions to a group of Taekwon-Do Students aged 6-12 years from yellow to blue belt in a safe and progressive manner.

Method

- Full attendance at all sessions is required
- Active participation and engagement with Coach Developers and peers is expected
- Workbook tasks must be completed and viewed by the Coach Developers
- A coaching logbook journaling a series of 4 sessions with reflective questionnaires will be completed
- A practical coaching assessment using age and ability appropriate students will be conducted with self assessment and coach developer assessment

Criteria for Certification as an IMAC Level 1 (ITF Taekwon-Do Assistant) Coach

In order to qualify as (name of award) the participant must....	This competency is covered under the following programme outcomes..	These are measured / assessed by....	From which the following records / evidence is produced....
Attend all sessions	1.1.1, 1.1.1.1, 1.1.1.2, 1.3.2, 1.3.2.1, 1.4.1, 1.4.1.1, 2.1.1.1, 2.2.2, 2.3.1, 2.3.1.1, 2.3.1.2, 2.4.2, 2.4.1.1, 2.4.1.2, 2.4.2.1, 2.5.2, 3.1.1, 3.2.2.2, 3.4.1, 3.4.1.1, 4.1.3.1,	Sign in Sheet	Attendance records
Show ability to study independently and complete work in a timely fashion	1.2.1, 1.2.1.1, 1.2.1.2, 1.2.1.3, 2.1.1, 2.2.1, 2.2.1.1, 2.2.1.2, 2.5.1, 2.5.1.1, 2.5.1.2, 2.6.1, 2.6.2,	Coach Developer review of Google Classroom exercises	Google Classroom Gradebook
Plan deliver and reflect on a series of four linked coaching sessions	1.3.1.2, 1.4.1.2, 2.3.3.1, 2.3.3.2, 2.3.3, 2.3.2, 2.4.1, 2.6.3, 2.6.1.1, 2.6.1.2, 2.6.1.3, 3.3.1.1, 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2,	Coaching portfolio of work	Coaches Logbook
Plan and deliver a coaching session to a group of students aged 6-12 years, grade yellow belt to blue belt.	1.3.1, 1.3.1.1, 3.1.1.1, 3.1.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.1.1, 3.2.3.1, 3.3.1, 3.3.1.2, 3.4.1.2,	On course practical coaching assessment	Practical Coaching Assessment scoresheet

Appendix 1

Assessment Criteria & Methodology

Self reflect on a session and identify strengths and areas for improvement		On course practical coaching assessment	Practical Coaching Assessment Self Reflection worksheet
--	--	---	---

Checklists

Coach Developer Observation Checklist

Appendix 2

Course pre – requisites

Minimum of 18 years old	
Objective	This is the minimum age as specified by Sport Ireland Coaching
Method	Determined during application process
Assessment / Evidence	National identification may be required on Coach Developers request.

1 st Dan – Black Belt	
Objective	All learners must themselves be competent in the taught material from the technical syllabus
Method	Must be a Black Belt or higher
Assessment / Evidence	ITF Black Belt ID Card or Certificate

Safeguarding 1	
Objective	Learners must be competent in practices and procedures relevant to the safe and ethical coaching of young people and vulnerable adults
Method	Certificate supplied during application process
Assessment / Evidence	Safeguarding 1 Certificate

First Aid	
Objective	Learners must be trained to deliver basic first aid (including CPR) in a sport setting
Method	Certificate supplied during application process
Assessment / Evidence	Basic / Sport / Occupational first aid certificate

Garda Vetting	
Objective	Due diligence is observed by the awarding NGB ensuring learners are considered safe to work in the setting.
Method	IMAC Garda Vetting completed by learners
Assessment / Evidence	IMAC vetting number / certificate

Introduction to Coaching ITF Taekwon-Do	
Objective	Fundamental knowledge, principles and practices must be held prior to engagement on this learning programme
Method	Learner completes the Introduction to Coaching ITF Taekwon-Do award
Assessment / Evidence	Introduction to Coaching Certificate

Appendix 3 Pre- Requisites requirements for participation.

Skills based coaching sessions

	Session title	Session allocated to.... (Name of Coach / Instructor)
1	Warm up	
2	Cool down	
3	Physical Literacy	
4	Flexibility	
5	Observation, analysis and feedback	
6	Coaching Taekwon-Do Fundamentals	
7	Skill Development for Sparring	
8	CLA / Representative Design	
9	Live Coaching Session	

Knowledge based coaching sessions

	Session title	Session allocated to.... (Name of Coach / Instructor)
1	Coaching Philosophy	
2	Coaching Styles	
3	Mental Fitness	
4	Planning training sessions	