

## **Level 2: Development Coach Award Syllabus**

**The Development Coach Award** is for independent autonomous coaches who will prepare for, and deliver a structured progression in 'Climber Centred Coaching' over a series of coaching sessions. The skills of the Foundation Coach will be developed to a more sophisticated level, to match their delivery to the needs of developing climbers within a group. Often working with Foundation Coaches, the Development Coach will take a mentoring role, and lead in the review process to promote reflective coaching practice.

Candidates must be able to demonstrate competence in the following areas:

### **1 COACHING**

#### **1.1 Coaching behaviours**

- a. Identify the different ways people learn new skills and concepts and demonstrate appropriate coaching
- b. Identify the roles and responsibilities of a Foundation Coach and Development Coach
- c. Demonstrate flexibility in coaching by responding to changing circumstances

#### **1.2 Planning**

- a. Assess the abilities and objectives of the participating group
- b. Plan a session and series of sessions that have suitable goals, progression and evaluation
- c. Be aware of and comply with current legislation regarding children and vulnerable persons
- d. Refer participants who cannot be supported to appropriate person/agency

#### **1.3 Preparing and concluding**

- a. Brief individuals and the group appropriately
- b. Issue appropriate rock climbing equipment and check correct fitting and use
- c. Store equipment appropriately after each session

#### **1.4 Managing**

- a. Demonstrate an ability to work with other coaches and assistants
- b. Show an awareness of group management strategies and techniques
- c. Demonstrate an understanding of how to avoid common problems
- d. Be aware of how a climber's personal life may affect participation and performance
- e. Understand and be able to facilitate experiential learning
- f. Understand possible implications of sport/competition on self confidence

## **1.5 Sporting Values**

- a. Help develop a positive attitude towards climbing and lifelong participation
- b. Develop basic teamwork between individuals
- c. Develop communication between climber, coach and peers
- d. Develop a sporting approach to competition e.g. fair play, humility
- e. Develop the climber's awareness of the climbing environment and the ethics of the sport
- f. Encourage participation in a variety of climbing activities as well as other sports

## **1.6 Movement Skills**

- a. Explain, demonstrate and evaluate the key climbing movement principles
- b. Identify and apply appropriate games and tasks to develop the FUNdamentals of climbing movement
- c. Observe and analyse students' climbing movements and provide appropriate coaching

## **1.7 Physiology**

- a. Structure sessions to include appropriate warm-up
- b. Gauge students' physical fitness and strength and set tasks appropriate to these
- c. Understand fatigue and how this affects students' performance and ability to learn.
- d. Identify physical factors which cause students to fail on certain routes
- e. Have a basic understanding of the body's energy-producing systems
- f. Have a basic understanding of the cardiovascular and respiratory systems
- g. Have a basic understanding of bone, muscle, tendon and ligament structures
- h. Understand the dangers of overtraining for different age groups

## **1.8 Psychology**

- a. Demonstrate knowledge of the stages of skill acquisition
- b. Identify and adopt the preferred/most effective learning style for each individual.
- c. Motivate and help to maintain students' motivation.
- d. Help students to reduce the negative effects of stress
- e. Help students to set appropriate long and short term goals.
- f. Give appropriate and well-timed feedback

## **1.9 Tactical**

- a. Set tasks to develop students' route-reading skills
- b. Explain the difference between on-sighting and other tactics, including red-pointing, and help students to develop their skills and judgement in choice of style

- c. Explain various grading systems and how these might affect tactics- e.g. graded for on-sight vs. red-point; difference between indoor and outdoor grading; bouldering grades.
- d. Set appropriate goals to enhance a climber's motivation

### **1.10 Motor Learning**

- a. Understand stages of motor learning
- b. Identify an appropriate time and method to introduce specific techniques
- c. Understand the link between feedback and motor learning

## **2 LONG TERM PARTICIPANT DEVELOPMENT**

- a. Create a fun learning environment for young people
- b. Demonstrate awareness of the benefits of exposure to multiple sports for young climbers.
- c. Select climbs of appropriate difficulty and style for young climbers at various stages of physical maturity
- d. Encourage appropriate competition between young climbers
- e. Recognize growth spurts and understand the effects these may have on performance and injury risk
- f. Understand the factors that lead to long-term participation

## **3 REFLECTIVE PRACTICE**

### **3.1 Giving Feedback**

- a. Show understanding of the role of feedback for participants by
  - i. Demonstrating an awareness of when to give appropriate feedback
  - ii. Providing appropriate feedback for participants and other coaches/assistants

### **3.2 Evaluating**

- a. Understand the reasons for evaluating a session
- b. Evaluate the success of a session by:
  - i. Assessing the appropriateness of the session aims and objectives, and the activities used to achieve these aims/objectives
  - ii. Contributing effectively to a session review with the coaching team, including self-evaluation

## **4 TECHNICAL COMPETENCE**

### **4.1 Personal climbing**

- a. Demonstrate ability to lead climb at grade French grade 6a or above
- b. Demonstrate ability to climb boulder problems at V3 or above