

The Qualification Hub

Qualification Specification

TQH Level 3 Diploma in Athletic Development for Gaelic Games





Table of contents

TQH Level 3 Diploma in Athletic Development for Gaelic Games	1
Table of contents	2
The Qualification Hub (TQH)	4
TQH Contact Details	4
Qualification Level	4
Qualification Size	4
TQH Qualification Regulation Information	5
TQH Level 3 Diploma in Athletic Development for Gaelic Games	5
Overview - TQH Level 3 Diploma in Athletic Development for Gaelic Games	6
Sector Subject Area	6
Qualifications Aim	6
Qualifications Objectives	6
Grading	7
Qualification Target Group	7
Progression	7
Delivery Languages	7
Centre Requirements for Delivering the Qualification	8
Requirements for Tutors	8
Requirements for Assessors	9
Requirements for an Internal Quality Assurer (IQA)	10
Quality Assurance of Centre Performance	11
External Verification	11
Standardisation	11
Administration	12
Learner Registration	12
Certification	12
Qualification Fees	13
Equality, Fairness and Inclusion	13



3

Structure and Content - TQH Level 3 Diploma in Athletic Development for Gaelic Games	14
Unit 1 - Understand Athletic Development across The Fundamentals Stage of the GAA Player Pathway (6-8 Years)	15
Unit 2 - Understand Athletic Development in The Learn to Train Stage of the GAA Player Pathway (10 – 12 Years)	19
Unit 3 - Understand Athletic Development in The Train to Train Stage of the GAA Player Pathway (14 – 16 Years)	24
Unit 4 - Understand Athletic Development in The Train to Compete Stage of the GAA Player Pathway (17 – 18 Years)	29



The Qualification Hub (TQH)

The Qualification Hub (TQH) is an Awarding Organisation based in Northern Ireland that is regulated by CCEA Regulation. TQH is responsible for creating and granting professional and technical (vocational) qualifications ranging from Entry Level 1 to Level 8.

TQH Contact Details

Old Gasworks Business Park

1st Floor Unit 1a Kilmorey Street

Newry

BT34 2DH

Email - lois@thequalificationhub.com

Qualification Level

The level of a qualification reflects the level of difficulty and complexity of the knowledge and skills it requires. The qualification levels range from Entry Level 1 to Level 8.

Qualification Size

In the context of qualifications, size refers to the estimated total amount of time required for studying and assessment. This size is measured in terms of Total Qualification Time (TQT), which includes Guided Learning Hours (GLH) - the portion of time spent in supervised or taught sessions, as opposed to studying independently.



TQH Qualification Regulation Information

TQH Level 3 Diploma in Athletic Development for Gaelic Games

Operational start date: 2023

Certification end date: (TBC)

The start and end dates of TQH qualification's operation signify the duration of its regulated lifecycle. The end date marks the final deadline for learners to enrol in the qualification. After this date, learners have a maximum of 2 years to finish the qualification and obtain their certificate.

All The Qualification Hub qualifications are published to the Register of Regulated Qualifications (<https://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation.



Overview - TQH Level 3 Diploma in Athletic Development for Gaelic Games

Sector Subject Area

8.1 - Sport, leisure and recreation

Qualifications Aim

This qualification is designed for learners aged 16 and over. It is designed to equip coaches working with players aged 6 to 18 within the Learn to Train Stage of the esteemed GAA Player Pathway. The Qualification covers the various aspects of athletic development, including essential movement skills, physical fitness, speed, agility, endurance, strength, and power.

Qualifications Objectives

The objectives are to provide learners with the knowledge and skills in the following areas;

- Understand the principles and components of athletic development for players aged 6 to 18 within the Learn to Train Stage of the GAA Player Pathway.
- Identify and apply appropriate training methods to enhance essential movement skills, physical fitness, speed, agility, endurance, strength, and power in young players.
- Describe the age-appropriate progression of training techniques and exercises to support long-term athletic development.
- Demonstrate knowledge of injury prevention strategies and recovery techniques specific to young athletes in the Learn to Train Stage.
- Apply the principles of individualisation and specialisation to develop tailored training programs for players within the target age range.

**Grading**

Grading for TQH Level 3 Diploma in Athletic Development for Gaelic Games is pass/fail.

Qualification Target Group

The Diploma in Athletic Development for Gaelic Games welcomes learners with no specific entry requirements, although a demonstrated capability to study at level 3 is recommended. As the course involves physical exertion and active participation, a certain level of physical fitness is necessary. Furthermore, communication skills play a role in discussions, presentations, reading, and writing components of the course, so learners should possess basic communication skills pitched at least at a level 2 proficiency.

Progression

This qualification provides a pathway for further progression into related Level 3 or Level 4 qualifications, including;

- TQH Level 3 Certificate in Personal Training
- Level 3 Diploma in Exercise Referral
- TQH Level 3 Award in Supporting Antenatal and Postnatal Clients through Fitness and Well-being
- Level 4 Certificate in Exercise for the Management of Low Back Pain
- Level 4 Certificate in Exercise and Nutritional Interventions for Obesity and Diabetes.

Delivery Languages

TQH Level 3 Diploma in Athletic Development for Gaelic Games is available in English only at this time.



Centre Requirements for Delivering the Qualification

Prior to commencing delivery, both new and existing TQH recognised centres must apply for and be granted approval to deliver the qualification. Centres are required to have the following roles in place as a minimum:

- Centre contact
- Tutor
- Assessor
- Internal Quality Assurer (IQA)

(To obtain further information regarding the approved centre prerequisites, kindly refer to TQH Centre Approval Process for detailed guidance)

Requirements for Tutors

Tutors should hold, or be working towards, a teaching qualification. The following examples are acceptable, although TQH will consider other teaching qualifications on request:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS).
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS).
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS).
- Certificate of Education.
- PGCE.
- Award in Education and Training.
- Certificate in Education and Training.
- Bachelor of Education (BEd)

The tutor will need to demonstrate they have the appropriate knowledge, understanding, and competence for TQH qualification they wish to teach.



Tutors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the tutor's role. This ensures tutors keep pace with the current trends and standards of others working in their industry.

Requirements for Assessors

Assessors should hold, or be working towards, a recognised assessing qualification. The following examples are acceptable, although TQH will consider other assessor qualifications on request:

- D32/33 qualification.
- A1 qualification.
- Level 3 Award in Understanding the Principles and Practices of Assessment or equivalent.
- Level 3 Award in Assessing Vocationally Related Achievement or equivalent.
- Level 3 Award in Assessing Competence in the Work Environment or equivalent.
- Level 3 Certificate in Assessing Vocational Achievement or equivalent.

If assessors wish to assess work-based competency qualifications, then they must hold, or be working towards, one of the following qualifications:

- D32/D33 qualification.
- A1 qualification.
- Level 3 Award in Assessing Competence in the Work Environment or equivalent.
- Level 3 Certificate in Assessing Vocational Achievement or equivalent.

Assessors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12



months prior to applying for the Assessor role. This ensures staff keep up with the current trends and standards of others working in their industry.

Trainee assessors must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.

Requirements for an Internal Quality Assurer (IQA)

IQA's should hold, or be working towards, a recognised Internal Quality Assurance qualification. The following examples are acceptable, although TQH will consider other IQA qualifications on request:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

Internal Quality Assurers must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the IQA role. This ensures staff keep pace with the current trends and standards of others working in their industry.

Trainee IQA's must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.

Important Notes



11

- It is not best practice for the IQA to provide the QA for aspects of course delivery that s/he has tutored
- It is not permitted for the IQA to provide the internal quality assurance of his/her own assessment.

Quality Assurance of Centre Performance

External Quality Assurance

The EQA will typically visit the Centre twice a year, with one visit being announced and the other unannounced.

The role of the External Quality Assurer is to collaborate with the Centre to review its systems and procedures, interview assessors for consistency, support and work with the IQAs, and interview learners both remotely and in person, sampling assessments both incognito and openly with the Centre. The EQA will also examine internal quality assurance decisions and records, and verify that full qualification or individual unit certifications are correct.

The Centre is responsible for providing the EQA with access to its premises, staff, learners, data, records, meetings, and documents as required. The Centre uses TQH Platform and all learner data is available online 24/7.

The EQA will validate evidence on TQH system on a weekly basis to provide feedback and certification.

Standardisation

It is a method that assures all staff members, such as teachers, trainers, assessors, and quality assurance personnel, interpret and adhere to the programme's requirements or qualifications in the same manner.



If requested, centres offering units of a TQH qualification must attend and provide assessment materials and learner evidence for standardisation events.

Administration

Learner Registration

- A. Use its best endeavours to verify that the identity and information provided by the Learners upon registration is accurate and complete as per Identification Policy;
- B. Register Learners promptly upon enrolment with the Centre. The centre must register learners on TQH platform 14 days after enrolling learners at centre level;
- C. Only register Learners for qualifications whom it reasonably expects to complete a qualification;
- D. Only register Learners for qualifications the centre is approved to deliver;
- E. Take all reasonable steps to ensure that learners are fully informed about the requirements of their selected qualifications as set out in the relevant qualification specifications and guides published by TQH.
- F. Provide appropriate induction and support to learners, in accordance with TQH Policies and Procedures.
- G. Have in place arrangements to allow for recognition of prior learning, where this is appropriate for a qualification, and in accordance with the relevant TQH Policies and Procedures;

(To obtain further information regarding registration, kindly refer to Registration of Learners)

Certification

The primary responsibility for initiating certificate claims lies with the Centres. A Centre cannot make a claim for certification unless it is confident that the student has completed all necessary assessments and has reached the required level of proficiency for the qualification. Only after completing all internal



quality assurance procedures can a Centre make this determination. Certificates will be issued within 20 working days.

Qualification Fees

TQH publishes all up to date qualification fees in its Fees and Invoicing Policy.

Equality, Fairness and Inclusion

In developing the specifications for these qualifications, TQH has taken into account the demands of equality legislation. If you need more information or guidance on how to access fair assessments or want to know more about TQH's Reasonable Adjustments and Special Considerations policies.

TQH Centre handbook contains additional information on the headings mentioned. Please refer to it for further details.



Structure and Content - TQH Level 3 Diploma in Athletic Development for Gaelic Games

Accreditation Number	610/3193/8
Guided learning hours	370
Total qualification time	410

Unit	Level	GLH	Credits	Portfolio	Practical observation
Understand Athletic Development across The Fundamentals Stage of the GAA Player Pathway (6-8 Years)	3	90	9	✓	✓
Understand Athletic Development in The Learn to Train Stage of the GAA Player Pathway (10 – 12 Years)	3	90	9	✓	✓
Understand Athletic Development in The Train to Train Stage of the GAA Player Pathway (14 – 16 Years)	3	100	10	✓	✓
Understand Athletic Development in The Train to Compete Stage of the GAA Player Pathway (17 – 18 Years)	3	90	9	✓	✓
• Learners must complete the four mandatory units. • Successful completion of all components results in a pass grade.					



Unit 1 - Understand Athletic Development across The Fundamentals Stage of the GAA Player Pathway (6-8 Years)

- | |
|---|
| <ol style="list-style-type: none">1.1. Summarise functional movements in the Player Pathway for children aged 6-8 years.1.2. Summarise the key components of Physical Literacy1.3. Outline the key movements involved in Physical Literacy1.4. Summarise the significance of the Fundamentals Stage in the GAA Player Pathway for children aged 6-8 years.1.5. Describe the impact of functional movements on different aspects of physical health, include<ul style="list-style-type: none">• strength• flexibility• balance1.6. Explain how functional movements contribute to the development of physical literacy in young GAA players.1.7. Describe methods coaches can use to make the learning of functional movements enjoyable and engaging for children in the Fundamentals Stage.1.8. Explain how the development of functional movements during the Fundamentals Stage establishes a foundation for more advanced skills and techniques in later stages of the GAA Player Pathway. |
| <ol style="list-style-type: none">2.1 Outline the key objectives when incorporating functional movements into a Physical Literacy session for children in the Fundamentals Stage.2.2 Outline the process of incorporating functional movements into a Physical Literacy session for children in the Fundamentals Stage of the GAA Player Pathway.2.3 Outline the progression of functional movements from basic to advanced levels for participants. |
| <ol style="list-style-type: none">3.1 Describe the key elements of creating a positive environment within the Fundamentals Stage of the GAA Player Pathway for children aged 6-8 years.3.2 Describe how coaches establish clear and positive communication channels with young GAA players in the Fundamentals Stage.3.3 Describe how coaches can promote a growth mindset and resilience among young GAA players in the Fundamentals Stage.3.4 Describe strategies coaches can use to create a sense of inclusivity and belonging for all participants in the Fundamentals Stage. |



- 3.5 Describe how coaches effectively manage conflicts or disagreements among young GAA players in a positive and constructive manner.
- 3.6 List measures that coaches take to ensure fair play and equal opportunities for all participants in the Fundamentals Stage.
- 3.7 Describe how coaches provide constructive feedback and support the development of self-confidence in young GAA players in the Fundamentals Stage.
- 3.8 Describes strategies coaches can implement to foster teamwork, collaboration, and positive relationships among young GAA players in the Fundamentals Stage.
- 3.9 Explain how a supportive environment enhances positivity in young GAA players.
- 3.10 Describe strategies coaches can employ to manage and reduce performance-related pressure among young GAA players in the Fundamentals Stage.
- 3.11 Describe methods coaches can employ to involve parents or guardians in creating a positive environment for young GAA players in the Fundamentals Stage.
- 3.12 What resources or training opportunities are available to coaches to enhance their ability to create a positive environment within the Fundamentals Stage of the GAA Player Pathway.

- 4.1 Explain what environmental safety considerations are important before commencing a physical literacy training session.
- 4.2 Illustrate the safety implications when delivering a training intervention.
- 4.3 Explain how you would modify functional movement exercises for young players based on their age and skill level.
- 4.4 Identify the potential risks of coaching functional movement exercises to young players and describe how to mitigate those risks.
- 4.5 Describe how you would monitor and assess young players' movements during functional movement exercises to ensure their safety.
- 4.6 Explain the concept of movement efficiency and its relevance to functional movement assessments for players at the fundamentals stage.
- 4.7 Explain the concept of neuromuscular control in relation to functional movement assessments.
- 4.8 Describe the role of balance and stability in functional movement assessments for players at the fundamentals stage

- 5.1 Develop a safe session to include:
 - a. warm up
 - b. main session.
 - c. cool down.
- 5.2 Use warm-up activities that are gradual and progressive
- 5.3 Adapt for player needs (skill and fitness)
- 5.4 Describe how to monitor effective integration of all programme exercises/physical activities and sessions



5.5 Provide alternatives to the programmed exercises/physical activities if players cannot take part as planned

5.6 Describe how monitor clients' progress using appropriate methods

6.1 Summarise the purpose of;

- a. warm up
- b. main session.
- c. cool down.

6.2 Summarise the activities that should be incorporated in;

- a. warm up
- b. main session.
- c. cool down.

6.3 Demonstrate how to deliver a session for an under 6/8 team to include;

- a. warm up
- b. main session.
- c. cool down.

7.1 movements

7.2 Demonstrate body weight exercises to players at the fundamentals stage.

7.3 Discuss the rationale behind each exercise selection and the potential benefits for performance.

7.4 Explain how running technique can improve player speed development at the fundamentals stage.

7.5 Discuss how functional movements can be assessed and their importance for injury prevention.

8.1 Explain the importance of measuring player development during the fundamentals stage.

8.2 Outline the criteria or benchmarks used to assess player progress in fundamental movements.

8.3 List the fundamental skills that players should be able to execute proficiently at this stage.

8.4 Describe how player development in fundamental movements contributes to overall athletic development.

8.5 Outline the methods or tools used to measure player development in fundamental movements.

8.6 Describe the potential challenges or limitations in measuring player development at this stage.

8.7 Explain how tracking player development in fundamental movements helps guide coaching and training strategies.



18

- 8.8 Analyse player development in the fundamental stage
8.9 Explain the role of feedback and correction in improving fundamental movement skills.

Portfolio of evidence
Practical observation



Unit 2 - Understand Athletic Development in The Learn to Train Stage of the GAA Player Pathway (10 – 12 Years)

1. Understand the Learn to Train Stage of The GAA Player Pathway.	1.1 Describe the importance of the FITT Principles in relation to the Learn to Train stage. 1.2 Describe the context of player development, how does manipulating the frequency of training sessions impact skill acquisition and performance improvement? 1.3 Explain the concept of volume and intensity when planning an athletic development intervention. 1.4 Explain how proper athletic conditioning can assist in injury prevention. 1.5 Outline the components of physical fitness. 1.6 Outline the components skill related fitness. 1.7 Outline the components health-related fitness. 1.8 Outline ACSM guidelines for youth strength training. 1.9 Describe the principles and variables of fitness (RATIOS) - ● Reversibility ● Adaptability ● Time of recovery ● Individuality ● Overload that is Progressive ● Specificity
2. Understand functional movement to players at the Learn to Train Stage.	2.1. Describe what safety considerations are important when delivering a training intervention 2.2. Explain what environmental safety considerations are important before commencing a resistance training session 2.3. List movement-based activities suitable for 10-12-year-old players at the Learn to Train stage. 2.4. Explain the benefits of agility ladder drills for improving footwork, coordination, and quickness in 10-12-year-olds. 2.5. Outline a progressive series of balance exercises suitable for 10-12-year-olds, starting from basic static holds and advancing to dynamic movements.



	2.6. List the age-appropriate advantages of incorporating jumping jacks and high knees in movement-based training for 10-12-year-olds. 2.7. Explain the significance of body awareness and spatial orientation in obstacle course challenges for 10-12-year-olds. 2.8. Outline a sample circuit training routine designed specifically for 10-12-year-olds, incorporating a variety of movement-based exercises. 2.9. Describe the key principles of proper running technique, including posture, arm movement, and foot strike, for 10-12-year-olds. 2.10. Explain the importance of including fun and interactive group games, such as tag or relay races, in movement-based activities for 10-12-year-olds to enhance their overall physical fitness and social interaction skills.
3. Understand appropriate training sessions for the Learn to Train Stage in the GAA Player Pathway.	3.1 Understand the importance of flexibility in athletic development 3.2 List the range of concepts that fall under the umbrella of flexibility 3.3 Explain the importance of incorporating mobility exercises, such as arm circles and leg swings, into warm-up routines for 10-12-year-olds to enhance joint flexibility and range of motion 3.4 Explain the role of dynamic stretches in warming up the muscles and improving muscle elasticity for 10-12-year-olds. 3.5 Describe the benefits of including cardio activities, such as jogging or jumping jacks, in warm-up routines to elevate heart rate and increase blood flow for 10-12-year-olds. 3.6 Outline a series of coordination drills that can be included in warm-up routines to enhance motor skills and body control for 10-12-year-olds. 3.7 Explain the importance of gradually increasing the intensity and complexity of warm-up exercises for 10-12-year-olds to prepare their bodies for the training session progressively. 3.8 Explain the benefits of incorporating balance and stability exercises in warm-up routines to improve proprioception and reduce the risk of injury for 10-12-year-olds. 3.9 Explain the significance of including sport-specific drills, such as passing or dribbling exercises, in warm-up routines to mentally and physically prepare 10-12-year-olds for their specific activity or sport.



	3.10 Describe the importance of creating a fun and engaging warm-up environment for 10-12-year-olds, incorporating games or challenges that promote teamwork and enjoyment while still addressing the necessary physical warm-up components. 3.11 Explain the benefits of a gradual warm-up. 3.12 Explain the benefits of a gradual cool down
4. Develop an appropriate session for Learn to train Stage.	4.1 Develop a session to include functional movements in the warm-up routines to promote proper movement patterns for 10-12-year-olds. 4.2 Develop a safe session to include: ○ warm up ○ main session ○ cool down 4.3 Summarise the activities that should be incorporated in: ○ warm up ○ main session ○ cool down 4.4 Use warm up activities that are gradual and progressive 4.5 Adapt for player needs (skill and fitness) 4.6 Describe how to monitor effective integration of all programme exercises/physical activities and sessions 4.7 Provide alternatives to the programmed exercises/physical activities if players cannot take part as planned 4.8 Describe how monitor players' progress using appropriate methods
5. Be able to deliver an appropriate session.	5.1 Deliver a session to include: ○ warm up ○ main session ○ cool down 5.2 Summarise the activities that should be incorporated in: ○ warm up ○ main session ○ cool down 5.3 Demonstrate how to deliver a session for the team to include: ○ warm up ○ main session ○ cool down



	5.4 Use warm up activities that are gradual and progressive 5.5 Adapt for player needs (skill and fitness) 5.6 Describe how to monitor effective integration of all programme exercises/physical activities and sessions 5.7 Provide alternatives to the programmed exercises/physical activities if players cannot take part as planned 5.8 Describe how to monitor clients' progress using appropriate methods
6. Apply resistance training to daily coaching sessions.	6.1 Define functional strength as a component of physical fitness 6.2 Demonstrate appropriate resistance exercises for the Learn to Train Stage 6.3 Describe the importance of incorporating resistance training in the athletic development of players at the Learn to Train stage. 6.4 Outline the key principles of resistance training and how they can be applied in daily coaching sessions for players aged 10-12. 6.5 List specific resistance exercises that are suitable for players at the Learn to Train stage and explain their benefits. 6.6 Explain how to properly progress and modify resistance training exercises to meet the individual needs and abilities of players. 6.7 Outline a sample resistance training programme for players at the Learn to Train stage, including the frequency, duration, and intensity of sessions. 6.8 Describe how resistance training can improve specific athletic attributes such as strength, power, and muscular endurance in young GAA players. 6.9 Explain the importance of proper warm-up and cool-down routines when incorporating resistance training into daily coaching sessions. 6.10 Outline strategies for monitoring and evaluating the progress and development of players in their resistance training program. 6.11 Describe how to create a positive and engaging environment during resistance training sessions to enhance player motivation and enjoyment.
7. Analyse athletic development through the Learn to Train Stage.	7.1 Analyse the physical changes and growth patterns that occur in players aged 10-12 and how they impact athletic development. 7.2 Outline the importance of developing fundamental movement skills and coordination during the Learn to Train stage.



	7.3 Analyse the role of speed and agility training in enhancing athletic performance for players at this stage. 7.4 Describe the importance of developing aerobic and anaerobic fitness in young players and how it can be assessed. 7.5 Analyse the role of flexibility and mobility training in preventing injuries and enhancing performance in the Learn to Train stage. 7.6 Outline the importance of developing sport-specific skills and techniques during this stage of athletic development. 7.7 Analyse the psychological and cognitive development of players at the Learn to Train stage and how it impacts their performance. 7.8 Describe the importance of nutrition and hydration in supporting athletic development and performance during this stage. 7.9 Analyse the role of rest and recovery in maximising athletic development and preventing overtraining in young players. 7.10 Be able to complete and interpret a fitness assessment 7.11 Explain the role of feedback and correction in improving players' abilities.
8. Understand how to reflect on the session.	8.1 Evaluate the results of working with players and their feedback. 8.2 Assess the extent to which the assessment met the players' needs. 8.3 Determine strategies for enhancing personal practice. 8.4 Describe the significance of reflective practice and its benefits.
Assessment method	Portfolio of evidence Practical observation



Unit 3 - Understand Athletic Development in The Train to Train Stage of the GAA Player Pathway (14 – 16 Years)

1. Understand the Train to Train Stage of The GAA Player Pathway.	1.1 Describe the importance of the FITT Principles in relation to the Train to Train stage. 1.2 Explain how the FITT principle can be applied to increase the intensity of training sessions. 1.3 Describe the context of player development, how does manipulating the frequency of training sessions impact skill acquisition and performance improvement? 1.4 Explain the concept of volume and intensity when planning an athletic development intervention. 1.5 Explain how proper athletic conditioning can assist in injury prevention. 1.6 Outline the components of physical fitness. 1.7 Outline the components skill related fitness. 1.8 Outline the components health-related fitness. 1.9 Outline ACSM guidelines for youth strength training. 1.10 Describe the principles and variables of fitness (RATIOS) - ● Reversibility ● Adaptability ● Time of recovery ● Individuality ● Overload that is Progressive ● Specificity
2. Understand to safely coach resistance exercises to young players.	2.1 Plan how to minimise any risks relevant to the programme 2.2 Describe safety considerations are important when delivering a resistance training session 2.3 Explain the importance of proper form and technique during resistance exercises for young players. 2.4 Describe how you would modify resistance exercises to ensure they are safe and appropriate for young players at different age groups. 2.5 List three potential risks or injuries that can occur if resistance exercises are not coached properly.



	2.6 Outline methods to create a positive and supportive training environment for young players during resistance exercises. 2.7 Explain what environmental safety implications are important before commencing a resistance training session
3. Demonstrate knowledge of the warm-up, mobilisation and recovery strategies when promoting athletic development.	3.1 Describe how to plan a training session exercise to meet the needs of players with different objectives 3.2 Outline the key objectives and benefits of incorporating a comprehensive warm-up routine before athletic activities. 3.3 List and describe specific dynamic exercises that can be included in a warm-up routine to prepare athletes for optimal performance. 3.4 Describe how a well-designed warm-up routine contributes to injury prevention and enhances athletic performance during training or competition. 3.5 Explain what warm-up routines might be useful in preparation for athletic development sessions. 3.6 Describe the importance of incorporating mobilisation exercises in an athlete's training programme. 3.7 Outline specific mobilisation exercises or techniques that can help improve joint range of motion and enhance flexibility for athletes. 3.8 Explain how proper mobilisation contributes to injury prevention, movement efficiency, and overall athletic performance. 3.9 Outline the benefits of implementing effective recovery strategies after athletic activities. 3.10 Describe specific recovery strategies that athletes can utilise to enhance their recovery process and optimise their athletic development. 3.11 Describe what recovery strategies might be useful during the season.
4. Be able to develop a progressive resistance programme for athletes at the Train to Train Stage.	4.1 Describe the key movements of functional strength training 4.2 Outline appropriate resistance exercises for the Train to Train Stage 4.3 Describe key considerations in designing a progressive resistance programme for athletes at the Train to Train stage. 4.4 Explain the necessary modifications to make resistance exercises safe and suitable for young players in different age groups within the Train to Train Stage of the GAA Player Pathway (14-16 years).



	4.5 Explain how you would motivate and engage young players during resistance training sessions while maintaining a focus on safety.
5. Develop an appropriate session for the Train to Train Stage.	5.1 Develop a session to include functional movements in the warm-up routines to promote proper movement patterns 5.2 Develop a safe session to include: a. warm-up b. main session. c. cool down. 5.3 Summarise the activities that should be incorporated a. warm up b. main session. c. cool down. 5.4 Use warm up activities that are gradual and progressive 5.5 Adapt for player needs (skill and fitness) 5.6 Describe how to monitor effective integration of all programme exercises/physical activities and sessions 5.7 Provide alternatives to the programmed exercises/physical activities if players cannot take part as planned 5.8 Describe how monitor clients' progress using appropriate methods
6. Be able to deliver an appropriate session.	6.1 Deliver a session to include: a. warm up. b. main session. c. cool down. 6.2 Summarise the activities that should be incorporated a. warm up b. main session. c. cool down. 6.3 Demonstrate how to deliver a session for the team to include a. warm up b. main session. c. cool down. 6.4 Use warm up activities that are gradual and progressive 6.5 Adapt for player needs (skill and fitness) 6.6 Describe how to monitor effective integration of all programme exercises/physical activities and sessions 6.7 Provide alternatives to the programmed exercises/physical activities if players cannot take part as planned



	6.8 Describe how monitor players' progress using appropriate methods
7. Be able to implement a progressive resistance programme to athletes at the Train to Train Stage.	7.1 Implement the key movements of functional strength training into a resistance programme. 7.2 Implement appropriate resistance exercises for the Train to Train Stage 7.3 Implement key considerations in designing a progressive resistance programme for athletes at the Train to Train stage. 7.4 Demonstrate how you would modify resistance exercises to ensure they are safe and appropriate for young players at different age groups. 7.5 Show how you would motivate and engage young players during resistance training sessions while maintaining a focus on safety.
8. Be able to collect and use player information to plan a fitness assessment programme.	8.1 Explain the process of informed consent 8.2 Use appropriate methods to collect information to conduct an assessment 8.3 Check the information is accurate and up-to-date 8.4 Identify player needs and potential and any possible risks from participation in an assessment programme 8.5 Maintain player confidentiality
9. Be able to assess player development through the Train to Train Stage.	9.1 Use appropriate methods to collect information to conduct an assessment 9.2 Identify player needs and potential and any possible risks from participation in an assessment programme 9.3 Maintain player confidentiality 9.4 Outline the benefits of appropriate fitness testing 9.5 Identify player needs and potential risks from participation in an assessment programme 9.6 Be able to complete a fitness assessment to include: - Aerobic fitness - Muscular strength - Muscular endurance - Flexibility - Balance



10. Be able to interpret player development through the Train to Train Stage.	10.1 Review collected data and provide feedback to the player. 10.2 Encourage player questions and feedback 10.3 Collect feedback from players relating to interpretation of data
11. Understand how to monitor and interpret player data from various applications and digital technology.	11.1 Explain how information technology (IT) applications support, enhance, and manage the analysis of collected assessment data. 11.2 Describe the process of collecting player data using various current information technology (IT) applications. 11.3 Identify different methods of monitoring player data utilising a variety of current information technology (IT) applications. 11.4 Explain how to interpret player data gathered from a range of current information technology (IT) applications.
12. Understand how to reflect on the session.	12.1 Evaluate the results of working with players and their feedback. 12.2 Assess the extent to which the assessment met the players' needs. 12.3 Determine strategies for enhancing personal practice. 12.4 Describe the significance of reflective practice and its benefits.
Assessment method	Portfolio of evidence Practical observation



Unit 4 - Understand Athletic Development in The Train to Compete Stage of the GAA Player Pathway (17 – 18 Years)

1. Understand the Train to Compete Stage of The GAA Player Pathway.	1.1 Explain the RAMP warm up and demonstrate how it can be implemented into a session 1.2 Explain the concept of volume and intensity when planning an athletic development intervention in this stage 1.3 Demonstrate how proper physical conditioning may assist injury prevention 1.4 Explain how the RAMP warm-up can enhance athletic performance and reduce the risk of injury. 1.5 Outline the importance of progressive overload in the Train to Compete Stage and how it can be implemented in training programmes. 1.6 Explain the role of strength training in improving athletic performance during the Train to Compete Stage. 1.7 Outline strategies for balancing skill development and physical conditioning in training sessions. 1.8 Discuss the significance of recovery and rest days in the athletic development of players at this stage.
2. Understand how to safely coach resistance exercises to players in the Train to Compete Stage.	2.1 Describe what safety implications need to be considered before commencing a resistance training session. 2.2 Explain what environmental safety considerations are important before commencing a resistance training session.
3. Understand how to demonstrate appropriate exercises for the Train to Compete Stage.	3.1 Define functional strength as a component of physical fitness. 3.2 List the sub categories of strength training.



4. Understand how to develop resistance training in the Train to Compete Stage.	4.1 Understand the importance of proper resistance training in athletic development. 4.2 List the range of terms related to resistance training. 4.3 Demonstrate how to apply an effective resistance-based session
5. Be able to apply resistance training to daily coaching sessions.	5.1 Outline the benefits of appropriate resistance training 5.2 Be able to progress pitch-based resistance training
6. Develop an appropriate session for the The Train to Compete Phase.	6.1 Develop a session to include functional movements in the warm-up routines to promote proper movement patterns Develop a safe session to include: ● warm-up ● main session ● cool down 6.2 Summarise the activities that should be incorporated ● warm-up ● main session ● cool down 6.3 Summarise the activities that should be incorporated ● warm-up ● main session ● cool down 6.4 Use warm up activities that are gradual and progressive 6.5 Adapt for player needs (skill and fitness) 6.6 Describe how to monitor effective integration of all programme exercises/physical activities and sessions 6.7 Provide alternatives to the programmed exercises/physical activities if players cannot take part as planned 6.8 Describe how monitor clients' progress using appropriate methods
7. Be able to deliver an appropriate session.	7.1 Deliver a session to include: a. warm up. b. main session. c. cool down. 7.2 Summarise the activities that should be incorporated a. warm up b. main session.



	c. cool down. 7.3 Demonstrate how to deliver a session for the team to include a. warm up b. main session. c. cool down. 7.4 Use warm up activities that are gradual and progressive 7.5 Adapt for player needs (skill and fitness) 7.6 Describe how to monitor effective integration of all programme exercises/physical activities and sessions 7.7 Provide alternatives to the programmed exercises/physical activities if players cannot take part as planned 7.8 Describe how monitor players' progress using appropriate methods
8. Understand how to reflect on the session.	8.1 Evaluate the results of working with players and their feedback. 8.2 Assess the extent to which the assessment met the players' needs. 8.3 Determine strategies for enhancing personal practice. 8.4 Describe the significance of reflective practice and its benefits.
Assessment method	Portfolio of evidence Practical observation