

THEORETICAL TRAINING PROPOSED LEARNING UNITS	COMPETENCES	KNOWLEDGE	SKILLS /ABILITIES
<p align="center">Concepts and principles</p>	<ul style="list-style-type: none"> • Identify aims and objectives of the programme • Ensure that aims are consistent with accepted good practice • Agree the aims of the coaching programme with those that are involved 	<ul style="list-style-type: none"> • Define football related concepts and analyze the features of football related terminology • Implement a coaching programme • Introduce and initiate planned activities • Explain the content features • Maintain an environment that will assist participant progression • Evaluate a coaching programme and continuously develop own practice 	<ul style="list-style-type: none"> • Interpret a technical text using a specialized language • Communicate efficiently with other activity partners, using always specialized terms in a flexible manner • Make sure that explanations and demonstrations are technically correct and appropriate to the participants' needs and goals • Check the participants' understanding of instructions and give them the opportunity to ask questions • Be able to write football related documents, using specialized language

<p>The organization and management of the training session</p>	<ul style="list-style-type: none"> Plan detailed sessions that are consistent with the aims and objectives 	<ul style="list-style-type: none"> Plan and implement a series of sessions that support the achievement of short term objectives and contribute to achieving the design aims of the overall programme The analysis must reflect the participant's level of development, performance and goals The aims must balance the needs of individual participants and the group as a whole Resources needed for each planned session Negotiate and agree the aims with the participants and others in a way that is fair and ethical and takes account of their needs 	<ul style="list-style-type: none"> Plan sessions that progressively link your activities to help participants achieve agreed aims Analyze and evaluate current performance and potential Plan realistic timings, sequences, intensity and duration for each session Share your analysis and evaluation with the participants and others Enable constructive feedback that meets the needs of the participants and take account of their feedback
<p>Elements of physiology</p>		<p style="text-align: center;">Anatomy and Physiology</p> <ul style="list-style-type: none"> Cardiovascular system – compositions and functions of blood, structure and function of cardiovascular system Respiratory system – structure and function, mechanics of breathing Cardio respiratory adaptations to training – endurance, metabolic adaptations, factors affecting the response to aerobic training Muscular-skeletal system – human skeleton, bones, articulations, body movement <p style="text-align: center;">Exercise Physiology</p> <ul style="list-style-type: none"> Components of fitness: strength; speed; flexibility; endurance, agility; power Principles of training: overload – frequency, intensity, duration; adaptation; progression; specificity; maintenance and peaking and volume 	<ul style="list-style-type: none"> Assess and evaluate components of fitness: strength, speed, flexibility, endurance Apply knowledge of fitness according to the demands of the game (full time / overtime)

		<ul style="list-style-type: none"> • Training methods: Endurance methods, interval; continuous. Strength and power methods; machine and free weights • Testing methods: field and lab testing methods • Performance assessment; screening players; principles of testing – validity, reliability; identify strengths/weaknesses, monitoring, evaluation, measuring and recording equipment 	
Health and Safety	<ul style="list-style-type: none"> • Identify health and safety hazards and risks • Deal with risk assessments of health and safety 	<p style="text-align: center;">Manage risk during coaching programme</p> <ul style="list-style-type: none"> • Participants and others must have the necessary information about health and safety requirements for the programme and relevant emergency procedures • Ensure all equipment and facilities meet health and safety requirements • Identify and assess new risks during the programme and take action to manage these in line with national guidelines • Monitor the work of others and identify and deal correctly with breaches in health and safety requirements 	<ul style="list-style-type: none"> • Participants and others must have the necessary information about health and safety based on guidelines by the instructor for the particular session • Responsibilities of the coach when managing the competitive environment • Appropriate warm up and cool down activities for a variety of football practice and match situations
Psycho-pedagogic bases of training	<ul style="list-style-type: none"> • Identify factors that impact the player's performance and progress 	<ul style="list-style-type: none"> • A plan for the player's current performance and potential • Work with players to evaluate their progress • Monitor and refine the programme as it develops, using contingency plans where appropriate • Factors effecting skill development including: environmental, physiological and psychological constraints • Influence of training and competition on the stages of development and the role of coaching techniques in player development 	<ul style="list-style-type: none"> • Adapt coaching and motivational style to the needs of the participants • Prompt participants to reflect on their own performance and methods of improving it • Educate terms and implications of developing self esteem, social affiliation, confidence, commitment, composure and concentration

<p style="text-align: center;">Methods and techniques used in football</p>	<ul style="list-style-type: none"> • Identify relevant sources of information and materials that can help you to plan activities • Research and identify activities that are consistent with your evaluation of performance factors, levels of development and the agreed aims • Decide the appropriate mix of delivery styles and coaching styles to suit the needs of the participants, task and environment 	<ul style="list-style-type: none"> • Improve physical ability, mental ability, skills and techniques, tactics, lifestyle, fun and enjoyment • Functional Practices – principles of attacking, principles in defending, attacking from crosses, shooting, play in the attacking third, shooting, goalkeeping, counter attacking, central attacking play • Demonstrations, type of demonstrations, use and purpose of demonstrations, which encourage learning • Instruction, type of instructions, use and purpose of instructions that encourage learning – How to structure instruction and how to choose from a range of instruction techniques • Which coaching opportunities are appropriate for group work activities 	<ul style="list-style-type: none"> • How to structure demonstrations and how to choose from a range of demonstration techniques • How to structure instructions and how to choose from a range of instruction techniques • How the principles and practice of stages of player development affect what and how the coach plans and coaches during the session/programme
<p style="text-align: center;">Monitoring and assessment of the training level in football</p>	<ul style="list-style-type: none"> • Identify appropriate types of initial assessment of player performance 	<ul style="list-style-type: none"> • The types of evaluation processes available including sport specific designed performance testing, use of questioning, observation, and physical resources including video and notational analysis • How and when to evaluate and the procedures/criteria to follow that will meet the individuals aims and goals and maintain consistency throughout the analysis • Systematic analysis of performance; individual player and team analysis; match analysis • How to encourage the player to use self-evaluation when appropriate 	<ul style="list-style-type: none"> • Evaluate and review progress with the participants at agreed points in the programme • Review and refine the programme