

4: Training Program Syllabus

4.1 Training Program Overview

Nominal Duration	Module Name	Module Delivery
30 mins	1. Introduction to the AEBF Coach Development Pathway	Presentation and Discussion (Face to Face / Self Paced)
1 Hour	2. Role of the Eight Ball Coach	Presentation and Discussion (Face to Face / Self Paced)
1 Hour	3. Risk Management	Presentation and Discussion (Face to Face / Self Paced) Scenarios
1 Hour	4. Coach Communication and Group Management	Presentation and Discussion (Face to Face / Self Paced) Demonstration
30 mins	5. AEBF Eight Ball Rules	Presentation and Discussion (Face to Face / Self Paced)
1 Hour	6. General Eight Ball Equipment	Presentation and Discussion (Face to Face / Self Paced) Demonstration
1 Hour	7. Planning and Reviewing Effective Practice Sessions	Presentation and Discussion (Face to Face / Self Paced)
2 Hours	8. Level I Eight Ball Coach in Action	Practical (Face to Face / Self Paced)

Total Nominal Duration = 8 Hours

4: Training Program Syllabus

4.1.1 Sample Schedule

Time	Description
8.30am	Registration
8:40am	Welcome, Introduction to Course
9.10am	Role of the Eight Ball Coach
10.40am	Morning Tea
10.50am	Risk Management
11:50am	Coach Communication and Group Management
12:40am	Lunch
1:10pm	AEBF Eight Ball Rules
1.40pm	General Eight Ball Equipment
2.40pm	Afternoon Tea
2.50pm	Planning and Reviewing Effective Practice Sessions
3.50pm	Level I Eight Ball Coach in Action
5.50pm	Evaluation
6.00pm	CLOSE

4.2 ASSESSMENT

All assessment tasks and tools are outlined on the following pages.

MODULE 1 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 1	Introduction to the AEBF Coach Development Pathway
Assessment Tasks	Complete Tasks 1 – 3 (outlined below).
Delivery / Duration	Presentation and Discussion / Approx 30 mins
Purpose of Assessment	To assess the candidate's understanding of the AEBF Coach Development Pathway and how they can be supported in their coaching progression.
Learning Outcomes (Coaches will be able to):	<ol style="list-style-type: none">1. Identify the organisational structure of AEBF2. Identify partnerships between State/Territory and AEBF coaching development programs3. Outline the AEBF competition classifications4. Discuss the basic components of the AEBF coach development frameworks
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching, AEBF History of Eight Ball in Australia and the ASC's Beginning Coaching (Fourth Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

MODULE 1 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 1

Introduction to the AEBF Coach Development Pathway

ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent × Not Yet
1. Identify the organisational structure of AEBF		
2. Identify partnerships between State/Territory and AEBF coaching development programs		
3. Outline the AEBF competition classifications		
4. Discuss the basic components of the AEBF coach development frameworks		

Additional comments / recommendations:

Assessor Signature: _____ Date: ____/____/____

MODULE 2 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 2	Role of the Eight Ball Coach
Assessment Tasks	Complete Tasks 1 – 8 (outlined below).
Delivery / Duration	Presentation and Discussion / Approx 1 hour
Purpose of Assessment	To assess the candidate's understanding of the role of the Level I Eight Ball Coach and their ability to develop strategies to better fulfill this role.
Learning Outcomes (Coaches will be able to):	<ol style="list-style-type: none">1. Outline the coach's ethical responsibilities2. Identify the roles and information needs of the coach3. Work cooperatively with parents, officials and sports administrators
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching, AEBF Member Protection Policy and the ASC's Beginning Coaching (Fourth Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. The coach plays a wide variety of roles – Which do you see as the most important of these roles? Explain why.

2. Which type of coach are you?

3. Is it important for a coach to be able to change their style of coaching? Justify your response.

4. Outline your coaching philosophy. Include information on your goals as a coach, what importance you place on winning, how players should be treated, how officials should be treated, how the opposition should be treated, and where you stand on fair play issues.

5. If you were having problems with a parent who was over emphasising winning and putting a lot of pressure on their child to perform, what strategies would you use to deal with them?

6. How would you deal with a situation where one of the players you were coaching was verbally abusive towards a referee?

7. What strategies could you put in place as a coach to ensure that the welfare of the players you coach is protected?

8. You are coaching the club junior eight ball team at a local competition. Your assistant coach has turned up to the game hung over from a big night out, and smells strongly of alcohol. What would you do?

MODULE 2 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 2

The Role of the Eight Ball Coach

ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent × Not Yet
Outline the coach's ethical responsibilities		
Identify the roles and information needs of the coach		
Work cooperatively with parents, officials and sports administrators		

Additional comments / recommendations:

Assessor Signature: _____ Date: ____/____/____

MODULE 3 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 3	Risk Management
Assessment Tasks	Complete Tasks 1 – 2 (outlined below).
Delivery / Duration	Presentation and Discussion / Approx 1 hour
Purpose of Assessment	To assess the candidate's understanding of the risk management process as it relates to coaching Eight Ball
Learning Outcomes (Coaches will be able to):	<ol style="list-style-type: none">1. Outline the legal responsibilities of the Eight Ball Coach2. Identify common risks associated with Eight Ball participation for beginners3. Develop relevant risk reduction strategies to eliminate or minimise the impact of common risks4. Identify and understand basic incident management procedures
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching and the ASC's Beginning Coaching (Fourth Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. An Eight Ball related injury is rare, though, as with any repetitive sport, there is a risk of repetitive compound injury - the hips, back, elbows, shoulders and, particularly, neck are most vulnerable. How would you assist a person who has their hand stuck in a table when they have reached in to grab a ball out of the ball return on a coin operated table?

2. Using the Risk Reduction Activity Table identify three possible risks associated with an Eight Ball training and / or competition area, and then develop a strategy to eliminate or reduce each risk.

Potential Risk	Risk Reduction Strategy
1.	

2.

3.

MODULE 3 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 3

Rick Management

ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent × Not Yet
Outline the legal responsibilities of the Eight Ball Coach		
Identify common risks associated with Eight Ball participation for beginners		
Develop relevant risk reduction strategies to eliminate or minimise the impact of common risks		
Identify and understand basic incident management procedures		

Additional comments / recommendations:

Assessor Signature: _____ Date: ____/____/____

MODULE 4 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 4	Coach Communication and Group Management
Assessment Tasks	Complete Tasks 1 - 5 (outlined below).
Delivery / Duration	Presentation, Discussion and Demonstration / Approx 1 hour
Purpose of Assessment	To assess the coach's ability to effectively use simple communication techniques to effectively instruct / work with students and to effectively organise and manage group activities.
Learning Outcomes (Coaches will be able to):	<ol style="list-style-type: none">1. Identify effective group management strategies to be used by the level I coach during practice2. Identify effective reserve management strategies to be used by level I coaches3. Demonstrate effective group management techniques in a practical Eight Ball Coaching setting
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching and the ASC's Beginning Coaching (Fourth Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. How would you gain the attention of the players to begin a training session?

2. You are explaining a new activity to the group. Charlie Chatterbox has been talking throughout your explanation, and is now distracting some of the other players with silly comments. What steps would you take to get Charlie's attention and stop his disruptive behaviour?

3. What is the purpose of providing players with feedback during a match?

4. Based on your response to Task 3, outline how you would provide feedback to a junior player, who, during a match, continues to make poor decisions.

5. Discuss the key considerations for coaches when managing the player who is the reserve during a match.

MODULE 4 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 4

Coach Communication and Group Management

ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent × Not Yet
Identify effective group management strategies to be used by the level I coach during practice		
Identify effective reserve management strategies to be used by level I coaches		
Demonstrate effective group management techniques in a practical Eight Ball Coaching setting		

Additional comments / recommendations:

Assessor Signature: _____ Date: ____/____/____

MODULE 5 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 5	AEBF Eight Ball Rules
Assessment Tasks	Complete Task 1 (outlined below).
Delivery / Duration	Presentation and Discussion / Approx 30 mins
Purpose of Assessment	To assess the candidate's understanding of the basic rules required by the level I Eight Ball Coach
Learning Outcomes (Coaches will be able to):	Understand what constitutes the following rules and what their penalties are: <ul style="list-style-type: none">- Foul Break- Standard Foul- Foul Snooker- Total Snooker- Time Foul
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching, World Eight-Ball Pool Playing Rules and relevant video footage of rule breaches occurring in games.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. You are to watch a sequence of Eight Ball game footage and identify the rules which have been breached, and what their penalty should be.

Rule Breached	Appropriate Penalty

MODULE 5- ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 5

AEBF Eight Ball Rules

ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent × Not Yet
Understand what constitutes the following rules and what their penalties are: - Foul Break - Standard Foul - Foul Snooker - Total Snooker - Time Foul		

Additional comments / recommendations:

Assessor Signature: _____ Date: ____/____/____

MODULE 6 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 6	General Eight Ball Equipment
Assessment Tasks	Complete Tasks 1-7 (outlined below).
Delivery / Duration	Presentation, Discussion and Demonstration / Approx 1 hour
Purpose of Assessment	To assess the candidate's understanding of the basic rules required by the level I Eight Ball Coach
Learning Outcomes (Coaches will be able to):	Review your knowledge of Eight Ball Equipment: <ul style="list-style-type: none">- Table Construction- Table Maintenance- Cloth/Felt Characteristics- Bridges/Rests- Balls- Cue- Other
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching and the World Eight-Ball Pool Playing Rules.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

- 1. Explain the basic construction of an Eight Ball Table?**
- 2. Explain the maintenance requirements of an Eight Ball Table?**
- 3. What is the preferred Cloth for playing Eight Ball (characteristics, etc)?**

4. What are the types of Bridges/Rests?

5. What are the preferred Balls for playing Eight Ball ?

6. What basic components of an Eight Ball cue?

7. List some other Eight Ball equipment?

MODULE 6 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 6 General Eight Ball Equipment

ASSESSOR NAME: _____ (AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent × Not Yet
Review your knowledge of Eight Ball Equipment: - Table Construction - Table Maintenance - Cloth/Felt Characteristics - Bridges/Rests - Balls - Cue - Other		

Additional comments / recommendations:

3. What is the preferred Cloth for playing Eight Ball (characteristics, etc)?

Assessor Signature: _____ **Date:** ____/____/____

MODULE 7 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 7	Planning and Reviewing Effective Practice Sessions
Assessment Tasks	Complete Tasks 1-5 (outlined below).
Delivery / Duration	Presentation and Discussion / Approx 1 hour
Purpose of Assessment	<p>To ensure coaches understand the core elements of a practice session and can plan for a session's implementation.</p> <p><i>Note: candidates will use this session plan to coach a group of Eight Ball players post-course as part of MODULE 8 – The Level 1 Eight Ball Coach in Action.</i></p>
Learning Outcomes (Coaches will be able to):	<ol style="list-style-type: none">1. Demonstrate the elements of an effective instructional session.2. Develop an instructional session plan for beginner / introductory level students.3. Discuss methods coaches can use to effectively review their performance in practice sessions and games
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching and the ASC's Beginning Coaching (Fourth Edition) Manual.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. Identify the elements of a session plan.

2. Identify the evaluation elements of a session plan.

3. Using the following session plan template, design a 60 minute skill based session plan for introductory level players.

Coach Name: Date: Length of Session (time): Number of Players:	Session Aim: Venue: Level of Players:
Equipment:	
Start-Up Activity (Warm Up)	

Skill Development Activity / Routine 1 (also draw diagram)

Purpose –

Design –

Key Skill Instruction Points –

Skill Development Activity / Routine 2 (also draw diagram)

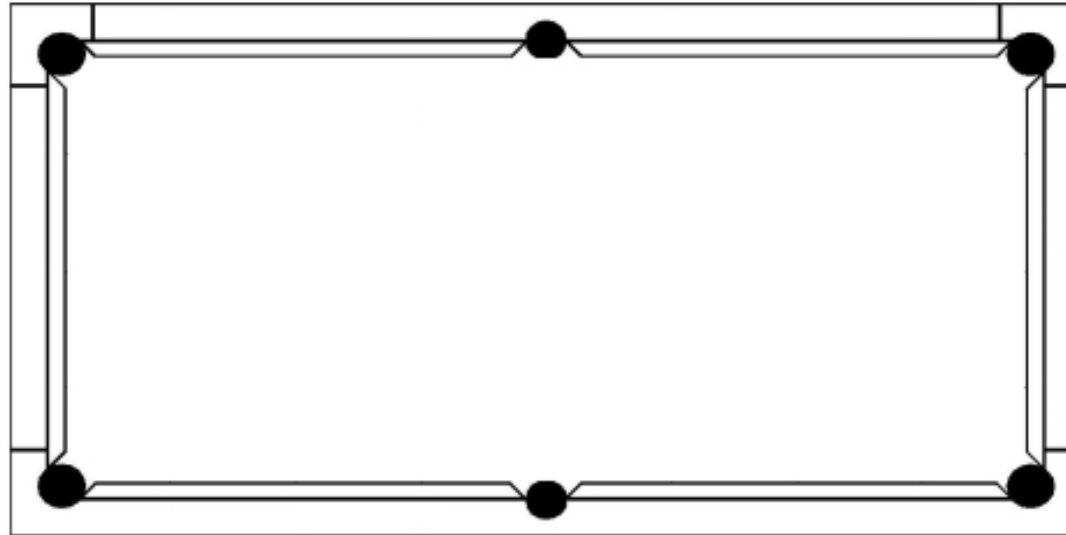
Purpose –

Design –

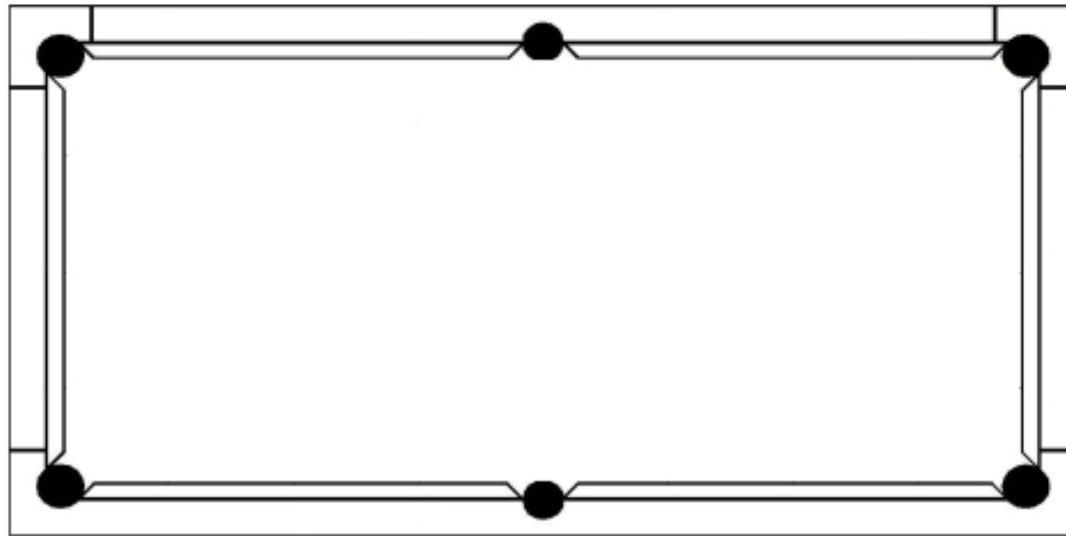
Key Skill Instruction Points –

Finish-Up Activity (Cool Down)

3 (a). Skill Development Activity / Routine 1 (diagram)



3 (b). Skill Development Activity / Routine 2 (diagram)



4. Finish-Up Activity (Cool Down) and Session Summary Points

5. Review / Evaluation What worked well? What would you do differently next time?

This section is to be completed as part of the assessment task for Module 8 – The Level I Eight Ball Coach in Action.

MODULE 7 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 7

Planning and Reviewing Effective Practice Sessions

ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent × Not Yet
Demonstrate the elements of an effective instructional session.		
Develop an instructional session plan for beginner / introductory level students.		
Skill Development Activity / Routine 1		
Skill Development Activity / Routine 2		
Discuss methods coaches can use to effectively review their performance in practice sessions and games		

Additional comments / recommendations:

Assessor Signature: _____ Date: ____/____/____

MODULE 8 - ASSESSMENT TASKS

CANDIDATE NAME: _____

MODULE 8	The Level I Eight Ball Coach in Action
Assessment Tasks	Complete Tasks 1 – 2 (outlined below).
Delivery / Duration	Practical / Approx 2 hours
Purpose of Assessment	To ensure that all candidates practically demonstrate key competencies in a real coaching environment and that networks with accredited Eight Ball Coaches are formed or enhanced.
Learning Outcomes (Coaches will be able to):	<ol style="list-style-type: none"> 1. Describe and teach the key elements cueing correctly <ul style="list-style-type: none"> • Objects of the game • Stance • Bridge • Sighting • Aiming • The Grip • The Cue Arm • The Stroke • Spins • Style 2. Relate Eight Ball Cueing skills to checking skills 3. Describe and teach the key elements of checking skills 4. Conduct a full coaching session designed to develop basic Eight Ball skills and tactics (the session is to incorporate games-based activities designed to improve specific Eight Ball skills and tactics) 5. Review the effectiveness of a session and develop improvement strategies
Conditions of Assessment	Candidates will have access to the AEBF Introduction to Eight Ball Coaching and the ASC's Beginning Coaching (Fourth Edition) Manual, along with a suitable Eight Ball Coaching environment, introductory level players, suitable equipment to allow them to undertake the task and an accredited Eight Ball Coach to supervise their coaching and provide them with feedback.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Tasks

1. You are to practically demonstrate the coaching of the following skills, with a small group (e.g. in-course with you classmates as the players).

- Objects of the game
- Stance
- Bridge
- Sighting
- Aiming
- The Grip
- The Cue Arm
- The Stroke
- Spins
- Style

Checking Skills

2. Using the session plan that you developed in Module 7, you are to conduct and review a 60 minute skill development session with introductory level Eight Ball players, under the supervision of an accredited Eight Ball Coach.

You will need to liaise with your course organiser to be allocated an accredited coach who will assess your coaching (on site or via video footage) and provide you with some feedback.

Note:

- Please review your performance using the bottom section of the practice session plan that you developed in Module 7.
- Please have the accredited coach provide you with some feedback regarding your performance. This feedback can be inserted in the space directly below.

MODULE 8 - ASSESSMENT TOOL

CANDIDATE NAME: _____

MODULE 8	The Level I Eight Ball Coach in Action
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ASSESSOR NAME: _____

(AEBF Assessor to Complete)

Learning Outcomes (Coaches will be able to):	Assessor Comments	✓ Competent × Not Yet
1. Describe and teach the key elements cueing correctly <ul style="list-style-type: none"> • Objects of the game • Stance • Bridge • Sighting • Aiming • The Grip • The cue arm • The stroke • Follow through • Style 		
2. Relate Eight Ball Cueing skills to checking skills		
3. Describe and teach the key elements of checking skills		
4. Conduct a full coaching session designed to develop basic Eight Ball skills and tactics (the session is to incorporate games-based activities designed to improve specific Eight Ball skills and tactics)		
5. Review the effectiveness of a session and develop improvement strategies		

Additional comments / recommendations:

Assessor Signature: _____ **Date:** ____/____/____

4.3 COACHING PRACTICE

4.3.1 Timing of Coaching Practice

To achieve a Level I qualification 20 hours of practical coaching is required to be completed during and/or immediately after the training program. Candidates are required to submit their Practical Coaching Activity Sheet (See Appendix 4.3) to the National Coaching Committee within six (6) months of completing the course.

4.3.2 Supervision or Mentoring of the Coaching Practice

An accredited Level I Eight Ball coach is required to supervise a minimum of 10 hours of practical coaching experience. The remaining 10 hours may be undertaken unsupervised.

It is the intent that the coaching practice is spent involved in the training process of athletes, as opposed to general members of the public. The athletes can be any age, sex, sport and level of competition.

Involvement in the training process is described as any or all of the following: observation, supervision, program design, and assessment.

4.3.3 Supervisor/Mentor Credit

Supervising coaches will receive updating credit for the number of hours spent on supervising the Level I Coach.

Appendix 4.3 (AEBF Coaching Activity Sheet)