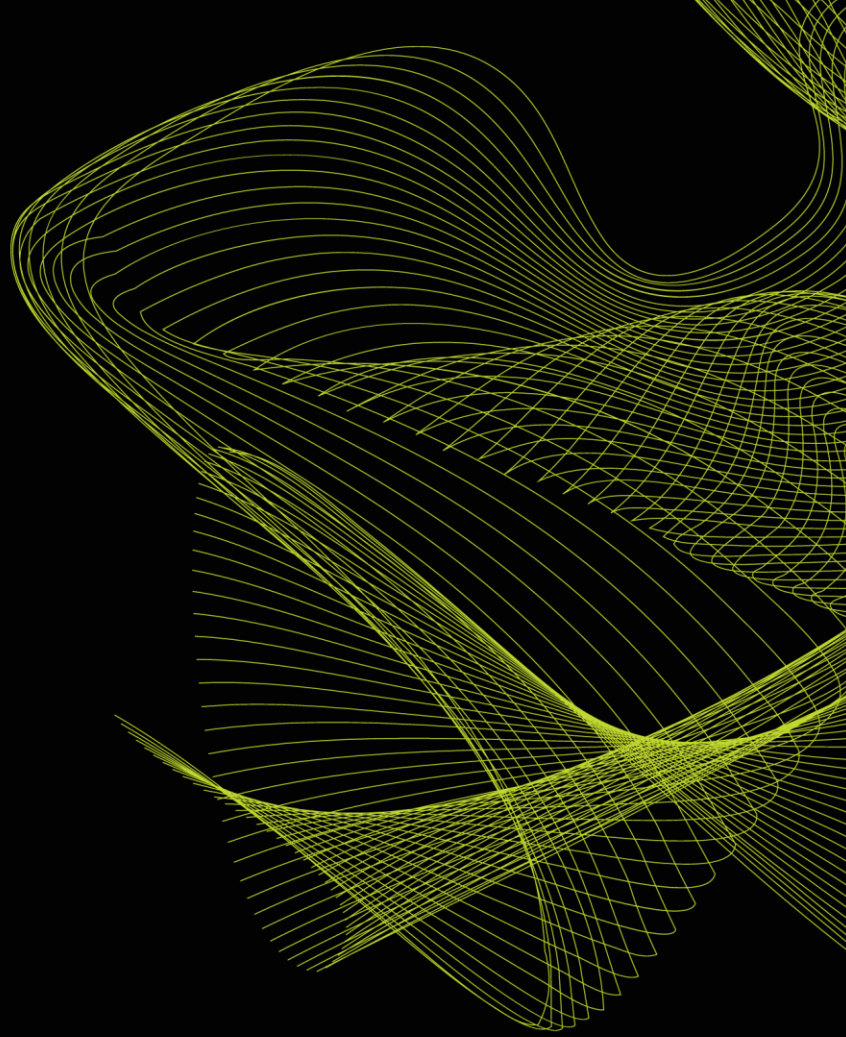




Coaching Policy

Cycle 5 - 2025-2028

The framework for coach education, qualification, and practice

The following documents and policies support this Coaching Policy and can be found on the Gymnastics Ireland website - [Gymnastics Ireland | About](#)

- Gymnastics Ireland Child Safeguarding Policies
- Gymnastics Ireland Garda Vetting Policy
- Gymnastics Ireland Membership Policy
- Gymnastics Ireland DEIB Policy
- Gymnastics Ireland Complaints and Disciplinary Policy
- Gymnastics Ireland Data Protection Policy
- Sport Ireland RPL and RPA Guidelines
- Stretching Policy

Companion Documents

This Policy is published alongside one companion document that should always be distributed together:

- Coaching Transfer Journeys – a coach-facing visual guide showing the practical modules required to transfer between disciplines and tiers. Each previous-cycle qualification is presented on its own page.

This companion document is derived from and operates in conjunction with this Policy. In the event of any inconsistency, this Policy prevails.

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1. Introduction

This Coaching Policy sets out the framework for coach education, qualification, and practice within Gymnastics Ireland. It applies to all Gymnastics Ireland members involved in the coaching of gymnastics, to partners and affiliates participating in specific programmes as defined in this document.

The Policy forms part of Gymnastics Ireland's Rules and Regulations and operates in full alignment with the requirements of World Gymnastics (FIG).

Gymnastics Ireland is committed to a coach education system that is accessible, evidence-based, and aligned with current best practice. The Policy incorporates modern learning delivery methods including blended and modular learning. It recognises coaches' existing knowledge and credentials through formal Recognition of Prior Learning (RPL) and Recognition of Prior Award (RPA) processes, so that experience gained inside or outside Gymnastics Ireland is appropriately assessed and credited toward our developmental pathways.

The Policy is designed in direct alignment with all Gymnastics Ireland's programmes, from participation to high performance, which are focused on the long-term development of healthy, capable, and fulfilled gymnasts. Coaches who understand the principles underpinning these programmes including athlete-centred development, biological age considerations, and the deliberate management of progression are better equipped to deliver high-quality coaching and to advocate for the welfare of the athletes in the system.

This Policy outlines clear standards, structured pathways, and consistent expectations for coaching practice at every level of the organisation.

2. Definitions

The following terms have the meanings given below wherever they appear in this Policy. (Definitions presented as a structured table.)

Term	Definition
Assessment	A practical or theoretical examination that forms part of a course.
Formative Assessment	A process of gathering and using information about a candidate's learning in real time to adapt coach development activities, provide feedback, and guide future progress.
Summative Assessment	Evaluation of a candidate's learning at the end of an instructional module (theory or practical) or at the end of an entire course.
Candidate	Any coach, teacher, gymnast, or other person whose application to a Gymnastics Ireland workshop, module, or course is accepted.
Fees	All fees owing to Gymnastics Ireland including, without limit, tuition, course material charges, examination, and registration fees.
Webinar / Workshop / Module / Course	The programmes of study undertaken by a candidate. See Section 3.2 for the current cycle's module structure.
Sponsor	A club, employer, or other body that pays for, or formally supports, a candidate's participation in a Gymnastics Ireland coaching course.
Learning Management System (LMS)	An online platform used to deliver, track, and manage educational content and assessments.

Term	Definition
eLearning Platform	Gymnastics Ireland's Learning Management System.
Formal Learning	Learning that is planned, structured, and leads to certification by Gymnastics Ireland and Sport Ireland under the Coaching Development Programme of Ireland (CDPI). Example: a coaching course.
Non-Formal Learning	Learning that is planned and structured, or flexible, and leads to certification by Gymnastics Ireland only. Example: a face-to-face workshop.
Informal Learning	Learning that is unplanned and spontaneous, gained through daily experience. Example: working with a mentor in a club setting.
Recognition of Prior Learning (RPL)	The formal recognition of a learner's prior learning from accredited programmes, non-formal learning, or learning acquired through experience.
Recognition of Prior Award (RPA)	The formal recognition of an award from another jurisdiction or organisation for the purposes of achieving Gymnastics Ireland coaching certification.
CDPI	Coaching Development Programme of Ireland, the national framework administered by Sport Ireland Coaching under which Gymnastics Ireland's formal qualifications are accredited.
Supervising Coach	A qualified coach providing direct or general supervision in a coaching environment.
General Supervision	A qualified coach is present in the working gymnastics environment and is responsible for the observation and safety of one or more coaches required under this Policy to work under supervision. The supervising coach is not required to always be physically beside any single coach.
Direct Supervision	A qualified coach is physically present beside and exclusively responsible for one specific coach or a coach completing their qualification for the full duration of a planned activity.
Independent Session Delivery (ISD)	An assessed credential confirming that a coach is competent to deliver and take responsibility for sessions within the Assistant Coach syllabus. ISD is not a qualification tier and does not extend a coach's scope of practice. The requirements and effect of ISD are set out in Section 3.5.
Mentoring	A structured, supportive relationship in which a more experienced coach (the mentor) guides another coach's development through their coaching journey, sharing knowledge, providing feedback, and encouraging reflective practice. Mentoring is developmental and is distinct from general and direct supervision, which it does not replace.
Modularised Learning	A qualification structure in which candidates combine specified modules to achieve one or more coaching qualifications.
Integrated Learning	A full course delivered as a single unit without modular options.

3. Coach Education Structure

3.1 Coach Education Programme Cycle 5 (2025 – 2028)

The Gymnastics Ireland coach education programme operates on a tiered award system and incorporates modular learning, online and blended delivery, and clear progression pathways. The programme is aligned with our national development plans (NDPs) and our international competition pathways.

Award Titles

The four CDPI-accredited award tiers used throughout this cycle are:

- Assistant Coach
- Club Coach
- Advanced Coach
- Master Coach

The Assistant, Club, and Advanced tiers are delivered through modularised learning. This allows candidates to combine practical modules across disciplines, supports transferability, and avoids unnecessary repeat learning. The Master Coach award is delivered as a fully integrated programme.

Note

Master Coach status: The Master Coach syllabus is in development for delivery during this cycle. Until the Master Coach programme is operational and rolled out, coaches holding the Advanced Coach award may be approved to coach at higher levels on a case-by-case basis (see Section 3.4). The intended go-live target for the Master Coach programme is 2027.

3.2 Modules and Qualifications

Every coaching qualification at Assistant, Club, and Advanced level is built from two components:

- Common Core (theory + safeguarding + foundation content), delivered once per tier.
- One or more discipline practical modules.

Candidates must complete the Common Core for the tier they are pursuing before attending any practical module at that tier.

Practical Modules (Assistant, Club, and Advanced tiers)

The following practical modules are available at each tier:

- Floor & Vault
- Women's Artistic (requires Floor & Vault as a prerequisite)
- Men's Artistic (requires Floor & Vault as a prerequisite)
- Acrobatics
- Trampoline
- Tumbling
- Rhythmic

Coaching Modules

The following optional modules extend the scope of practice of coaches in specific areas. These modules do not by themselves qualify a candidate to coach a discipline. They will form part of CPD (see section 3.16).

- GymABLE - Coaching Gymnasts with Disabilities
- Para Gymnastics
- High Performance (Gymnastics as a Career)
- Gymnastics for All (GFA) – safety, coach responsibilities, event preparation, choreography, music, group composition, equipment use, performance evaluation, festival regulations
- Pre School and Recreational Activities

Note

The module list is subject to expansion during this cycle. Additional modules will be announced through the Gymnastics Ireland education calendar <https://www.gymnasticsireland.com/coaches/courses> and on the eLearning platform <https://gymnasticsireland.learnupon.com/store>

3.3 Selecting Modules for Certification

Candidates have flexibility in selecting which practical modules to complete at each tier. The combinations below produce a formal certification at the Assistant, Club, or Advanced level (within the limits of the modules currently available at each tier). Add-on modules may be taken in addition at any time.

Qualifying Module Combinations

Combination	Qualification
Common Core + Floor & Vault	Floor & Vault Coach
Common Core + Acrobatics	Acrobatics Coach
Common Core + Trampoline	Trampoline Coach
Common Core + Tumbling	Tumbling Coach
Common Core + Rhythmic	Rhythmic Coach
Common Core + Floor & Vault + Women's Artistic	Women's Artistic Coach (also receives Floor & Vault Coach certificate)
Common Core + Floor & Vault + Men's Artistic	Men's Artistic Coach (also receives Floor & Vault Coach certificate)

These combinations apply at each tier – Assistant, Club, and Advanced. For example, Common Core (Assistant) + Floor & Vault (Assistant) produces a Floor & Vault Assistant Coach. Common Core (Club) + Floor & Vault (Club) + Women's Artistic (Club) produces a Women's Artistic Club Coach (with a Floor & Vault Club Coach certificate).

Adding Disciplines or Modules at a Later Stage

A coach who already holds a qualification at a given tier and wishes to add another discipline at the same tier needs only to complete the additional practical module(s). Examples:

- An Acrobatics Assistant Coach who later wishes to coach Trampoline completes the Trampoline Assistant module. No further Common Core attendance is required.
- A Rhythmic Coach who wishes to coach at a GymSTART competition completes the Floor & Vault module at their tier, obtaining the Floor & Vault Coach qualification in addition to their Rhythmic Coach qualification.
- A Tumbling coach adding Floor & Vault only needs to complete the vault portion of the Floor & Vault module, as floor work is already covered in their Tumbling training.
- A Rhythmic Coach wishing to be certified as a Men's Artistic Coach must complete both the Floor & Vault module and the Men's Artistic module at their tier.

3.4 Coach Qualification Criteria and Event Entry

This section sets out the level of competitive event a coach may work at for each discipline, based on their qualification tier. This Policy links to the Gymnastics Ireland Events Policy <https://www.gymnasticsireland.com/about/national-events-policies-procedures>, which sets out the entry requirements applicable to each event.

Note

Notes on Figure 1 below: (a) The Master Coach syllabus is in development. Until it is rolled out, coaches holding an Advanced Coach award may be approved by the Director of Performance & Technical, the Education Manager, and the National Coach to coach at higher levels. (b) 'Friendly international events' and selected international events are subject to additional approval by the Director of Performance & Technical and the Gymnastics Ireland Selection Policy.

Figure 1 – Coach Qualification and Event Entry

Discipline	Title	Pathway	Levels / Grade
Acrobatics	Assistant	JumpSTART; National Series	JumpSTART 1, 2 & 3; Foundation Grade 1 & 2; Pre Grade 1 & 2; NDP Grade 1, 2 & 3; Blocks Level 1 & 2
Acrobatics	Club	National Series	NDP Grade 4; Open Age; Aspire Women's, Men's, Mixed; Blocks Level 3 & 4; Pre-Youth (Boxes 1 & 2 per NDP)
Acrobatics	Advanced	National Series; Friendly international events (P&T Director approval)	NDP Grade 5; Pre-Youth (Box 3+); Blocks Level 5; IDP Youth (max difficulty: Balance 90, Dynamic 80)
Acrobatics	Master	National Series; WG Junior & Senior World Gymnastics events (P&T Director approval)	WG Junior & Senior (max difficulty: Balance 120, Dynamic 110, Combined 180)
Men's Artistic	Assistant	National Series	General Levels 1, 2, 3; Intermediate Level 1; High Performance Level 1

Discipline	Title	Pathway	Levels / Grade
Men's Artistic	Club	National Series	Intermediate Level 2; High Performance Level 2
Men's Artistic	Advanced	National Series	Intermediate Levels 3, 4, 5; High Performance Levels 3, 4, 5; National WG
Men's Artistic	Master	National Series; World Challenge Cups; European & World Championships; Olympic Games (P&T Director approval per Selection Policy)	Junior & Senior WG (all levels)
Women's Artistic	Assistant	National Series	General Levels 1, 2, 3; Plus Level 1
Women's Artistic	Club	National Series	GymSTART Girls (9, 10, Gold); General Levels 4-8; Plus Levels 2-3
Women's Artistic	Advanced	National Series; Friendly international events (P&T Director approval)	General Levels 8-10; Plus Levels 4-7; National WG
Women's Artistic	Master	National Series; WG Junior & Senior World Gymnastics events (P&T Director approval)	Junior & Senior WG (all levels)
Trampoline	Assistant	JumpSTART; National Series	JumpSTART 1-3; Intro Grade
Trampoline	Club	National Series	NSP 1-3
Trampoline	Advanced	National Series; Friendly international events (P&T Director approval)	NSP 4-5; WG up to 9.0 DD
Trampoline	Master	National Series; WG Junior & Senior World Gymnastics events (P&T Director approval)	WG 9.1 DD - 15.0 DD
Tumbling	Assistant	JumpSTART	JumpSTART Levels 1-2
Tumbling	Club	JumpSTART; National Series	JumpSTART Level 3; Intro Level 1; NSP Level 1
Tumbling	Advanced	National Series	NSP 2-4
Tumbling	Master	National Series; International events (not World Championships)	NSP 5; WG Performance

Discipline	Title	Pathway	Levels / Grade
Floor & Vault	Assistant	GymSTART Challenge; GymSTART Competition	Girls (Levels 1-4); Boys (Levels 1-4)
Floor & Vault	Club	GymSTART Challenge; GymSTART Competition	Girls (Levels 4-8); Boys (Levels 5-6)
Rhythmic	Assistant	JumpSTART	JumpSTART Grades 1-5
Rhythmic	Club	National Series	Foundation Levels 1-2 - Intro, Novice, Aspire, Pre-Junior, Junior, Senior
Rhythmic	Advanced	National Series; Friendly international events (P&T Director approval)	Intermediate Levels 3 & 4- Aspire, Pre-Junior, Junior & Senior
Rhythmic	Master	National Series; WG Junior & Senior World Gymnastics events (P&T Director approval)	Junior & Senior Level 5 (WG Junior & Senior)

Note

Acrobatics 'Blocks' levels and Women's Artistic 'Plus' levels referenced above are defined in the NDP / Technical Programme documents.

3.5 Supervision and Scope of Practice

Gymnastics is an activity with inherent risk. To protect coaches and gymnasts and to ensure safe and appropriate coaching practice, Gymnastics Ireland requires the following.

Meaning of supervision

General supervision and direct supervision have the meanings given in Section 2.

Supervision requirements

- Coaches holding a qualification below Club Coach must work under general supervision and may not operate independently of that supervision, unless they hold Independent Session Delivery.
- Coaches may only deliver coaching within the disciplines and levels for which they are qualified, as set out in Figure 1 (Section 3.4), and only skills within the syllabus of the qualification they hold.
- A coach who designs and directs a coaching programme must hold a qualification at or above the level required for that programme.
- At any Gymnastics Ireland competition or event, a coach on the competition floor must hold a current qualification at or above the level required by the Events Policy.
- A coach undertaking a Gymnastics Ireland qualification may coach within the syllabus of that qualification, under the direct supervision of their mentor coach, for the sole purpose of completing the logged practice required for the award. This does not otherwise extend their scope of practice.
- Supervision does not displace the coach-to-gymnast ratios set out in the Safeguarding Policy.
- Gymnastics Ireland will take reasonable steps to ensure that coaches operate within their knowledge, skills and competence, in line with current best practice.

Independent Session Delivery

Independent Session Delivery (ISD) is an assessed credential confirming that a coach is competent to deliver and take responsibility for sessions within the Assistant Coach syllabus.

A coach may be awarded ISD where they:

- are aged 18 years or over;
- hold an Assistant Coach qualification;
- have completed the Club Coach Common Core theory;
- hold current safeguarding training and Garda vetting; and
- have passed the ISD assessment, which applies the Club Coach assessment standard to the Assistant Coach practical syllabus, in the discipline(s) in which the coach is qualified.

ISD is not a qualification tier and does not appear in Figure 1. It does not extend the coach's scope of practice; the holder remains qualified to coach only within the Assistant Coach syllabus.

ISD is held for as long as the coach's qualification, safeguarding training and Garda vetting or AccessNI remain current, and may be withdrawn by the Education Manager.

Supervising Coaches

- A Supervising Coach provides general or direct supervision to coaches required under this Policy to work under supervision.
- Club, Advanced and Master Coaches may act as Supervising Coaches within the disciplines and levels covered by their qualifications.
- A coach holding ISD may act as a Supervising Coach, and may be the coach responsible for a session, within the Assistant Coach syllabus and in the discipline(s) in which ISD is held.
- A coach holding ISD may act as the Supervising Coach at a Gymnastics Ireland competition or event where the Events Policy designates the event as being delivered within the Assistant Coach syllabus, and only for gymnasts competing in the discipline(s) in which ISD is held.
- A coach holding ISD may not supervise, in any form, a coach delivering skills above the Assistant Coach syllabus.

Facility requirements

- A gymnastics facility must have a Supervising Coach responsible for its operation, holding at a minimum ISD.
- Where coaching above the Assistant Coach syllabus is delivered at a facility, a coach qualified at or above the highest level of skill delivered must be responsible for that activity.

Note

Regardless of qualification or transfer route, no coach under 18 years of age may act as a Supervising Coach.

Informal Learning Through Supervised Experience

Clubs may provide coaches with informal learning opportunities through experience and mentorship beyond the immediate scope of their qualification. A coach may gain experience of skills outside their current qualification only when under the direct supervision of a coach who holds the qualification appropriate to those skills. The definitions of general and direct supervision are set out in Section 2.

Coach Mentoring

Mentoring is central to coach development in Gymnastics Ireland. Clubs are required to support their coaches through mentoring; each club must ensure that coaches undertaking a Gymnastics Ireland coaching qualification, and newly qualified coaches, have access to a designated mentor, normally a more experienced

coach within the club. Where a club does not have a suitable mentor available, it should contact the education department, who will support an alternative arrangement.

Mentoring is a developmental relationship and does not replace or satisfy any supervision requirement under this Policy. The supervision requirements set out above apply independently of any mentoring arrangement.

Gymnastics Ireland will provide a Coach Mentoring CPD course (see Section 3.16). Completion of this course is recommended for coaches acting as mentors.

3.6 Programme-Specific Coaching Requirements

The following requirements apply to coaches delivering Gymnastics Ireland's club-based programmes. References to skill scope in this section are subject to the relevant programme syllabus and skill lists.

JumpSTART Programme

To deliver a JumpSTART programme in a club, coaches must either:

1. Hold an Assistant Coach qualification in the relevant JumpSTART discipline (Trampoline, Tumbling, Acrobatics, or Rhythmic as applicable) and work under the general supervision of a Club Coach (or above) in the same discipline; or
2. Hold a discipline-specific level 1 or GymSTART/General Level 2 qualification from pre-2026; or
3. Hold a GymSTART/General Level 2 qualification from pre-2026, which permits both delivery and supervision of JumpSTART classes.

Suggested competencies for delivering JumpSTART:

- Fundamental movement skills development
- Basic gymnastics shapes and positions
- Age-appropriate activity planning (ages 3-8)
- Safety in recreational gymnastics environments
- Fun-focused learning methodologies
- Sport-specific skills as per the coach's qualification level and in line with the relevant JumpSTART skill list/syllabus guidelines, outlined for the competition

GymSTART Programme

To deliver a GymSTART programme in a club, coaches must either:

1. Hold a Floor & Vault Assistant Coach qualification and work under the general supervision of a Floor & Vault, Women's Artistic, or Men's Artistic Club Coach; or
2. Hold a GymSTART Level 1 qualification from pre-2026 and work under the general supervision of a GymSTART Level 2 coach (or equivalent).

Suggested competencies for delivering GymSTART:

- Skill progression and the basics of sport-specific movement
- Intermediate technical knowledge
- Competition preparation for GymSTART events
- Athlete development planning
- Sport-specific skills as per the coach's qualification level and in line with the relevant GymSTART skills list/syllabus guidelines, outlined for the competition

National Series Programme

To deliver a National Series programme in a club, coaches must either:

1. Hold a discipline-specific Assistant Coach qualification and work under the general supervision of a Club, Advanced, or Master Coach in that discipline; or

2. Hold a discipline-specific Level 1 qualification from pre-2026 and work under the general supervision of a discipline-specific Level 2 coach (or equivalent).

Suggested competencies for delivering National Series programmes:

- Advanced technical expertise in the specific discipline
- Competition strategy and mental preparation
- High-level skill progression and correction
- Athlete pathway planning and specialisation
- National and international competition regulations
- Sport-specific skills as per the coach's qualification level and the NDP for the discipline

3.7 Membership Requirements

Gymnastics Ireland members may apply for any workshop, module, or course in the current Coach Education Programme.

Partner and affiliates may apply for specific workshops and add-on modules in the current Coach Education Programme. To participate in a formal coaching course leading to a CDPI-accredited award, a candidate must be a Gymnastics Ireland member.

To become a member, please see: <http://www.gymnasticsireland.com/about/getting-involved>

3.8 Candidate Eligibility, Consent, and Data Protection

This section sets out who is eligible to be a candidate on Gymnastics Ireland coaching courses, what consent is required for under-18 candidates, and how candidate data is processed. It operates alongside, and does not replace, the Gymnastics Ireland Data Protection Policy, Privacy Policy, and Safeguarding Policy, all available at gymnasticsireland.com.

3.8.1 Minimum Age Requirements

The following minimum ages apply for entry to each tier of the Gymnastics Ireland coach education programme. A candidate must have reached the stated age on or before the start date of the course.

Qualification Tier	Minimum Age
Assistant Coach	16 years
Club Coach	18 years
Advanced Coach	19 years
Master Coach	20 years

A candidate who turns 18 during the course of the Assistant Coach programme is treated, for the duration of that course, as the age at which they enrolled. Consent provided at enrolment remains valid for the full duration of the course. Consent is captured afresh at the point of enrolment on any subsequent course.

3.8.2 Consent for Under-18 Candidates

All candidates under the age of 18 are required to submit a written parental or guardian consent form before creating an account on the eLearning platform. The consent form is available at <https://forms.office.com/r/XTgPQ00Cni> and must be completed in full. Every Custom Field on the form must be answered, as incomplete submissions cannot be processed. The consent applies to:

- Enrolment on any course, module, workshop or webinar.
- Registration on the eLearning platform and the processing of associated personal data.

- Participation in practical assessment, including any photography or video taken solely for the purposes of assessment and quality assurance.
- Sharing of relevant safeguarding and accessibility information with the course coach developer and assessor.

The under-18 consent requirement applies in addition to, and not in substitution for, the statutory requirements of the General Data Protection Regulation and the Data Protection Act 2018, including Ireland's age of digital consent. Where a candidate is under the age of digital consent, parental or guardian consent is also required to satisfy that statutory threshold.

3.8.3 Data Protection

The collection, storage, and processing of candidate personal data is governed by the Gymnastics Ireland Data Protection Policy.

3.8.4 Retention of Course and Assessment Records

Course attendance records, logbooks, practical assessment notes, certification records, parental and guardian consent forms (where applicable), and related correspondence are retained by Gymnastics Ireland for a period of 7 years from the date of course completion. Records confirming the award of a qualification, comprising the coach's name, award, discipline and date of award, are retained for as long as the qualification remains valid. After this period, records are securely deleted or anonymised in accordance with the Gymnastics Ireland Data Protection Policy. Records relating to safeguarding concerns are retained separately in accordance with the Safeguarding Policy and may be retained for longer periods where required by law.

3.8.5 Safeguarding of Minor Candidates

The presence of a candidate under the age of 18 on a Gymnastics Ireland coaching course triggers the safeguarding obligations set out in the Gymnastics Ireland Safeguarding Policy, the Children First Act 2015, and the Gymnastics Ireland Child Safeguarding Statement.

Coach developers and assessors are notified of the presence of any minor candidate before the course begins. Practical course activities involving physical contact such as supporting and spotting demonstrations between candidate pairs are organised in line with the Safeguarding Policy. Where practical and appropriate, minor candidates are paired for physical-contact activities in a manner consistent with safeguarding good practice. The Gymnastics Ireland National Children's Officer & the SafeSport & Integrity Executive are available to candidates and to the course staff for any safeguarding queries or concerns which may arise during the course.

3.8.6 Safeguard Training and Garda Vetting/AccessNI

Any individual aged 16 or older whose role will have ongoing contact with our young members or vulnerable persons in the provision of our activities must successfully complete Safeguarding training & the Gymnastics Ireland recruitment procedures, including Garda-Vetting and AccessNI application process.

In line with the legislation, Gymnastics Ireland members under the age of 16 are exempt from Safeguard Training and Garda Vetting.

Full details, including renewal periods and supervising-coach responsibilities, are set out in the Safeguarding Guidance for Children & Young people in Gymnastics Ireland and the Gymnastics Ireland Vetting Policy & Procedures documents available, both available at [Gymnastics Ireland | Ethics, Welfare & Safeguarding](#)

3.9 Terms and Conditions

Booking terms and conditions for Gymnastics Ireland coaching courses are published separately and are available at <https://www.gymnasticsireland.com/coaches/courses>. By accepting a place on a course, candidates accept those terms and conditions in addition to this Policy.

3.10 Appeals and Complaints

If a candidate, on receipt of their assessment result, is not satisfied with the outcome, the following steps apply.

As part of every practical coaching assessment, the assessor completes an assessment feedback form appropriate to the tier of the qualification being assessed. The assessment criteria are made available to the candidate in advance, to allow adequate preparation and familiarisation with the requirements. Following the assessment, the candidate is encouraged to reflect on their performance; the assessor then provides feedback, communicates the assessment outcome, and facilitates a professional discussion identifying strengths, areas for development, and next steps in the candidate's coaching journey.

Step 1: A candidate who remains unclear about the reasons for the decision may request further clarification from the assessor. The assessor will respond with reference to the completed assessment feedback form; a copy of the form is provided to the candidate and to the Education Manager.

Step 2: If the candidate believes the assessor's decision is incorrect, they may request a review by the Education Manager within 14 days of receiving the assessment result. The candidate completes the appeal section of the assessment feedback form, clearly explaining why they consider the decision incorrect. The Education Manager will determine only whether the decision was correct based on the information received and considered by the assessor. The decision of the Education Manager is final.

3.11 Offences

Gymnastics Ireland is committed to the highest standards of honesty and integrity in the management of the Coach Education Programme. The organisation aims to promote accountability and a climate of openness, and to encourage the disclosure of any allegations of offenses. Candidates or any other individual must report allegations to the Gymnastics Ireland Education Manager.

Examples of offenses that may be committed by candidates or personnel include:

- Plagiarism – copying and presenting the whole or part of another person's work, with or without that person's permission, without appropriate acknowledgement of the source.
- Failing to comply with the assessor's or Gymnastics Ireland's instructions.
- Misusing assessment material.
- Impersonating another candidate, producing work for another candidate, or arranging for another person to take one's place in an assessment.
- Fabricating or altering results, evidence, documents, or certificates.
- Using unauthorised material in supervised assessment.
- Behaving in such a way as to undermine the integrity of an assessment.
- Failing to disclose the use of generative artificial intelligence (AI) tools in the preparation of submitted work. Any use of AI in the preparation of assignments, logbook entries, or other assessed materials must be transparently disclosed at the point of submission. Undisclosed AI use will be treated as plagiarism.

Candidates or personnel who commit offenses, or who fail to comply with the guidance on regulations for assessment, may have their results withheld. Withholding information or failing to promptly report any suspected case of offenses or non-compliance may result in sanctions under the Gymnastics Ireland Complaints and Discipline Rules and Procedures.

3.12 International Coaches, RPL, and RPA

Gymnastics Ireland recognises the value of prior learning and experience gained through formal, non-formal, and informal pathways. Together with Sport Ireland Coaching, Gymnastics Ireland operates a comprehensive Recognition of Prior Learning (RPL) and Recognition of Prior Award (RPA) policy, which is used to assess

international coaching qualifications and experiential learning against Gymnastics Ireland's coach education framework.

The full RPL and RPA policy is available at: <https://www.gymnasticsireland.com/coaches/courses>

Coaches Holding Qualifications from Other National Governing Bodies

Coaching qualifications obtained from other World Gymnastics affiliated National Federations are assessed on a case-by-case basis. While such qualifications may not be automatically recognised in full, prior coaching experience and learning are acknowledged through the RPL and RPA policy and may provide alternative entry points into the Gymnastics Ireland coach education programme.

All Other Prior Awards

All other prior awards, including those from non-World Gymnastics affiliated bodies, university programmes, and World Gymnastics courses, must be assessed through the RPA process set out in the RPL and RPA policy.

3.13 Qualification Transfer (Cycle 4 → Cycle 5)

Gymnastics Ireland supports the transferability of coaching awards from previous cycles. In earlier cycles, Gymnastics Ireland licensed coaching courses from British Gymnastics (BG), which operated on a Level 1-5 system. Sport Ireland Coaching and the CDPI now operate on a four-tier award system. As a result, coaches qualified in earlier cycles retain their qualifications but the award titles change as set out in the tables below.

Note

To plan a specific transfer pathway, see the Coaching Transfer Journeys companion document. It contains one page per previous-cycle qualification, showing the practical modules required for each target discipline. Section 3.13.2 sets out the governing transfer rules; Transfer Journeys names the specific modules for each pathway

3.13.1 Direct Mapping of Previous-Cycle Awards

Gymnastics Ireland Awards (Previous Cycles)

Previous Cycle Award	Cycle 5 Equivalent
Discipline-Specific Level 1	Discipline-Specific Assistant Coach
Discipline-Specific Level 2	Discipline-Specific Club Coach
Discipline-Specific Level 3	Discipline-Specific Advanced Coach
GymSTART Level 1	Floor & Vault Assistant Coach
GymSTART Level 2	Floor & Vault Club Coach + Women's Artistic Assistant Coach + Acrobatics Assistant Coach

British Gymnastics Awards (Pre-2026)

Previous Cycle Award (BG)	Cycle 5 Equivalent
Discipline-Specific Level 1	Discipline-Specific Assistant Coach

Previous Cycle Award (BG)	Cycle 5 Equivalent
Discipline-Specific Level 2	Discipline-Specific Club Coach
Discipline-Specific Level 3	Discipline-Specific Advanced Coach
Discipline-Specific Level 4 or 5	Discipline-Specific Master Coach (with conditions – see note below)
General Level 1	Floor & Vault Assistant Coach
General Level 2	Floor & Vault Club Coach + Women's Artistic Assistant Coach + Acrobatics Assistant Coach
General Level 3	See conditions in note below

Note

BG Level 4/5 conditions: Because the BG syllabus does not directly align with the current Gymnastics Ireland syllabus, BG Level 4 or 5 coaches are recognised up to the highest award currently available through Gymnastics Ireland. To coach skills from the BG Level 4/5 syllabus that fall outside the current Gymnastics Ireland Advanced syllabus, the coach must complete the High-Performance add-on modules when these are rolled out. BG General Level 3 coaches are recognised as Floor & Vault Club Coaches and are credited with the Advanced Floor & Vault module already completed; they need only attend one additional Advanced practical module to be certified at Advanced level.

British Gymnastics Awards Earned in 2026 and Beyond

From 2026 onwards, the British Gymnastics and Gymnastics Ireland syllabi no longer directly align. Awards from BG earned in this period will be assessed through the RPL or RPA process. Awards may not map directly to a Gymnastics Ireland qualification and may require completion of add-on workshops to enable coaching practice in this jurisdiction. Full details are in the RPL and RPA policy (Section 3.12).

3.13.2 General Transfer Rules

The following rules govern transfers between disciplines and tiers for coaches holding previous-cycle qualifications, and account for partial-module credit where syllabi overlap. Every specific transfer pathway is set out in the Coaching Transfer Journeys document, a coach-facing companion derived from these rules. Where the two conflict, this Policy prevails and Coaching Transfer Journeys is updated to match.

Rule 1 – Existing-Discipline Mapping

A previous-cycle qualification maps directly to its Cycle 5 equivalent in the same discipline (Level 1 → Assistant, Level 2 → Club, Level 3 → Advanced), as set out in Section 3.13.1. Automatic; no further modules required.

Rule 2 – Theory and Common Core

Transfer	Requirement
Level 1 → Assistant	Exempt, attendance optional.
Level 2 → Club	Must attend the Club-tier Common Core session; exempt from logbook and assignments (may complete if they wish).
Level 3 → Advanced	Exempt, attendance optional; must first complete the Club-tier transfer in the new discipline, then attend the Advanced practical module and pass its assessment.

Rule 3 – Floor & Vault Prerequisite

Women's Artistic and Men's Artistic require both Floor & Vault and the Women's Artistic- or Men's Artistic-specific module at the same tier. A coach transferring from a discipline without floor-and-vault apparatus work must complete the full Floor & Vault module.

Rule 4 – Vault-Only Partial Credit

Acrobatics and Tumbling coaches (floor work but not vault in their syllabus) may receive vault-only credit toward Floor & Vault when adding Women's Artistic or Men's Artistic, with the floor portion credited from their existing qualification:

Discipline	Assistant tier	Club tier
Tumbling	Vault-only credit	Vault-only credit
Acrobatics	Vault-only credit	Full Floor & Vault Club module

Rule 5 – Practical Assessment

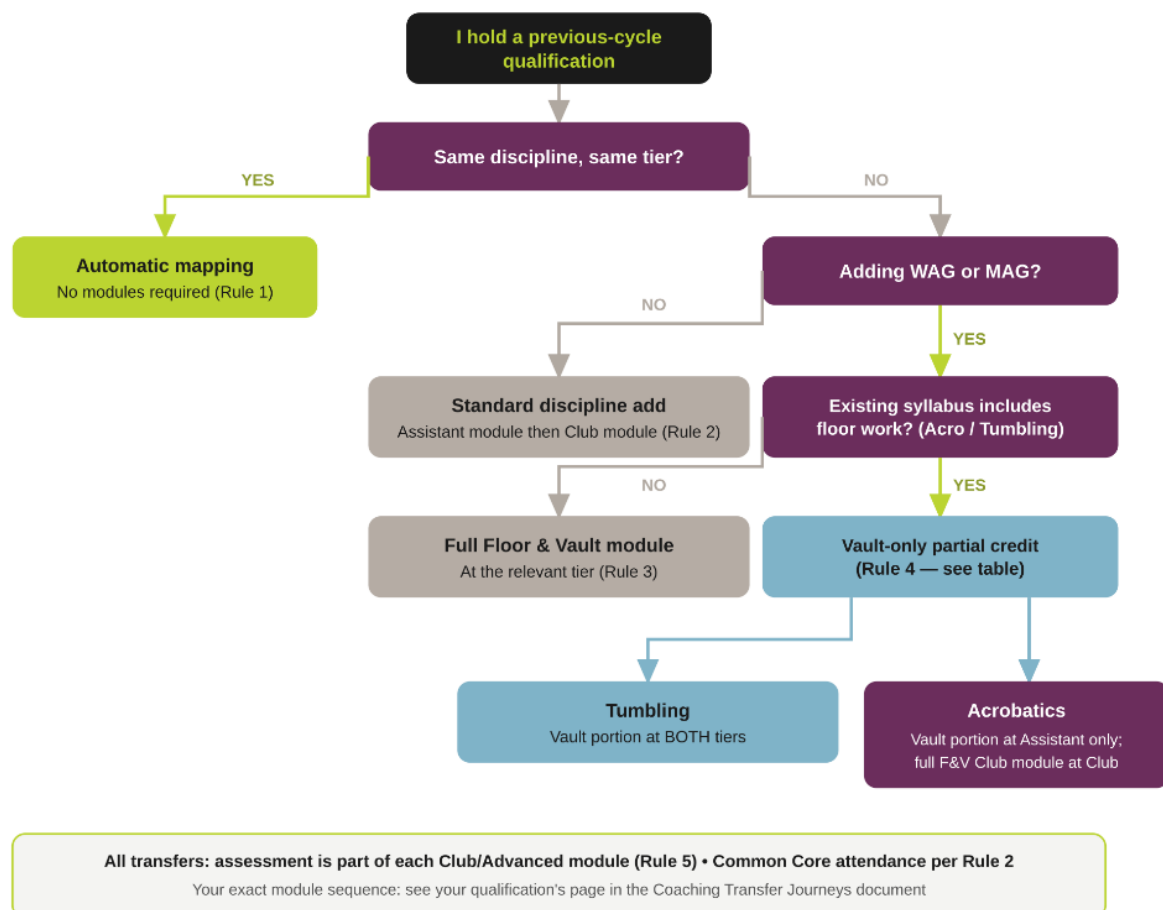
Assessment is part of each Club and Advanced-tier module (candidate must be marked competent); it is not a separate step. Assistant-tier modules are completed by attendance with no separate assessment.

Rule 6 – GymSTART Level 2 Progression

GymSTART Level 2 maps to Floor & Vault Club Coach, Women's Artistic Assistant Coach, and Acrobatics Assistant Coach (Section 3.13.1). No direct Advanced equivalent: to certify at Advanced, complete the Club-tier transfer in the chosen discipline under these rules, then the Advanced practical module and assessment.

Coaching Transfer Journeys

Every specific transfer pathway is set out in the Coaching Transfer Journeys document, available from the Education Manager and on the Gymnastics Ireland website. It is a controlled document under the Education Manager, derived from and operating in conjunction with this Policy.



3.14 Selection for World Gymnastics Coaching Courses

Any coach applying to attend an official World Gymnastics Coaching Course outside the Republic of Ireland must be nominated and approved by Gymnastics Ireland, subject to the Gymnastics Ireland Selection Policy (Part 1) for training and development opportunities.

Priority Selection Criteria

- Hold a minimum Advanced Coach qualification (Cycle 5).
- Currently coaching at National Series level or above.
- Currently working within the National Squad System.
- Demonstrated commitment to ongoing professional development.
- Be of strategic value to Gymnastics Ireland's developmental and high-performance plans.
- Commit to sharing learning with the wider Gymnastics Ireland coaching community (for example, through delivering a workshop or webinar on return).

3.15 Diversity, Equity, Inclusion, and Belonging (DEIB) in Coaching

Commitment to 'A Place for All'

Gymnastics Ireland is committed to fostering a culture of Diversity, Equity, Inclusion, and Belonging within the coaching community. Our vision is to create an environment where all participants, regardless of background, identity, ethnicity or disability, feel welcome, valued and supported. Please refer to our DEIB Policy Statement, A Place for All Community Charter & the DEIB Strategy 2024-2028, all of which are available [Gymnastics Ireland | Diversity, Equity, Inclusion & Belonging](#)

Strategic message: Recognise, celebrate, and value difference.

Strategic goal: To continue to be a diverse and inclusive organisation in which coaches, members, athletes, and volunteers feel welcomed, included, and able to excel as themselves across all coaching activities.

Guiding Principles

- Listening to diverse voices and incorporating lived experience in coach development.
- Continuous DEIB education for coaches.
- Making DEIB visible in coaching practice.
- Considering DEIB in all coaching programme development.
- Working together proactively with diverse coaching communities.
- Measuring effectiveness against DEIB objectives.

Implementation in Coaching Programmes

DEIB awareness training is provided to all coaches as part of the CPD programme. It covers:

- Understanding diverse needs in gymnastics.
- Inclusive coaching communication.
- Creating welcoming environments for all athletes.
- Recognising and addressing bias in coaching practice.

Inclusive Recruitment and Development

- Coaching course recruitment actively welcomes diverse candidates.
- RPL processes consider diverse educational and experiential backgrounds.
- Mentorship opportunities are available for coaches from underrepresented groups.

Coaching Practice Standards

Coaches are expected to:

- Create inclusive training environments in which all athletes feel valued.
- Use language and communication that respects diversity.
- Adapt coaching methods to meet diverse learning needs.
- Report and address any discriminatory behaviour.
- Participate in ongoing DEIB professional development.

Support and Accountability

For DEIB guidance, support, or to report concerns, contact the Gymnastics Ireland SafeSport and Integrity Executive. The full DEIB Policy Statement is available at gymnasticsireland.com.

3.16 Continuous Professional Development (CPD)

All qualified coaches are encouraged to engage in ongoing Continuous Professional Development. Gymnastics Ireland provides multiple CPD opportunities and will continue to develop new lifelong learning options throughout the 2025-2028 cycle.

In line with evolving best practice and regulatory requirements, the Education Manager and the Director of Performance & Technical reserve the right to introduce mandatory CPD modules and training workshops as required. These may include, but are not limited to:

- Induction training
- First aid certification
- Equipment-specific training
- Coach Mentoring
- Safeguarding updates

- New policies and procedures

Mandatory CPD will be communicated with reasonable notice. Where mandatory CPD is introduced, completion is required to maintain coaching status.

3.17 Learning Management System

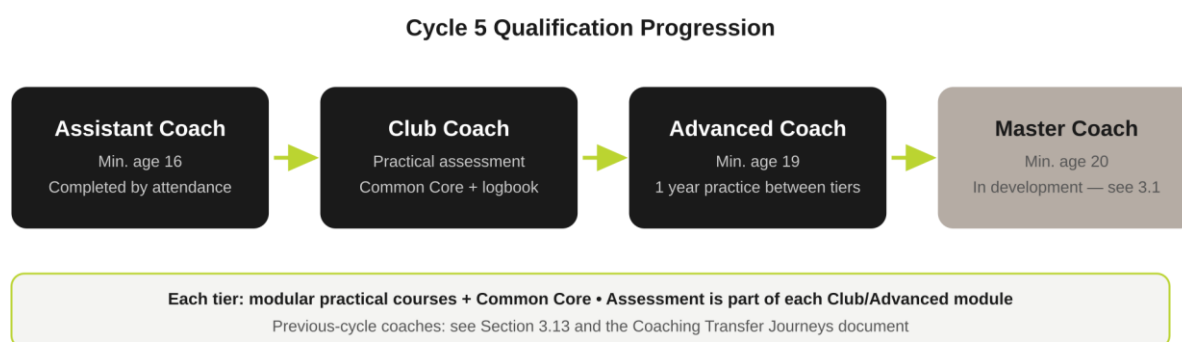
Gymnastics Ireland uses an eLearning platform as its Learning Management System (LMS). The platform is used to deliver online and blended learning content, record course completion, track CPD activity, and manage assessments. All candidates on a Gymnastics Ireland coaching course are required to register on the platform and to complete the relevant online elements of the course.

Learning Paths

The eLearning platform is also used to deliver Learning Paths, customised sequences of courses for each transfer pathway and progression route described in this Policy. Where a coach is moving between disciplines or progressing between tiers, the specific courses required are sequenced for them within the eLearning platform. Learning Paths are configured by the Education Manager against the authoritative pathways set out in Section 3.13 of this Policy. In the event of any inconsistency between the Learning Path's and this Policy, this Policy prevails and the Learning Path will be updated to match.

Support within eLearning is available through its own messaging system or for general questions in relation to the platform contact can be made through ask@gymnasticsireland.com

3.18 Qualification Progression Pathways



The recommended progression timelines below assume the coach is gaining the practical experience and mentorship typical of an active coaching role. Timeframes are guidance, not entitlement; progression to the next tier requires completion of the relevant module(s) and assessment(s).

Pathway	Typical Timeframe
Assistant Coach → Club Coach	12 - 24 months of active coaching, with mentoring and accumulated practical experience
Club Coach → Advanced Coach	12 - 24 months including completion of advanced modules and assessments
Advanced Coach → Master Coach	24 - 36 months including specialisation and performance coaching experience (subject to Master Coach programme rollout – see Section 3.1)

4. Appendices

The appendices provide supporting reference material for this Policy: detailed learning outcomes for each tier (Appendix A).

Appendix A – Programme Learning Outcomes

This appendix sets out the gymnast and coach capacities targeted at each tier of the Gymnastics Ireland coach education programme. Capacities at higher tiers are cumulative – an Advanced Coach is expected to demonstrate the outcomes of the Assistant and Club tiers in addition to the outcomes specific to Advanced.

A.1 Assistant Coach

Gymnast Capacities Developed by an Assistant Coach

Technical

- Develop fundamental movement skills and functional movement skills.
- Develop modified movement skills to be made sport-specific.
- Develop fundamental sport-specific skills.
- Know the safe use of equipment and apparatus.

Tactical

- Explain the different competitions and events hosted by the NGB.
- Explain the simple rules and deductions in the sport.

Physical

- Develop the components of physical fitness required for safe participation (strength, endurance, power, flexibility, cardiovascular endurance).
- Develop basic shoulder, elbow, knee, core, spinal, and ankle stability.
- Complete preparations and progressions to build up to learning a new skill.

Psychological / Mental / Emotional

- Develop a positive attitude towards sport.
- Build confidence in executing basic technical skills.
- Set basic individual goals.
- Receive positive reinforcement.

Lifestyle

- Practise basic correct nutrition and hydration as suggested by support services.
- Play multiple sports.

Personal

- Experience enjoyment and fun.
- Develop sportsmanship and fair play.
- Develop a positive attitude for sport.
- Develop social skills by working with others and in teams.
- Learn how to be part of a team.
- Respect coaches and other opinions and approaches.

Coaching Capacities – Assistant Coach Outcomes

Knowledge of Sport and Gymnast

- Describe the Long-Term Athlete Development (LTAD) framework.
- Outline the LTAD fundamental and learning-to-train phases
- List the gymnast capacities at these phases.
- Discuss with the Club Coach or mentor the gymnast's individual circumstances relating to growth, maturation, and development.
- Demonstrate awareness of participant individuality in sport.

Coaching Roles, Styles, Values, and Ethics

- Explain the role of an Assistant Coach in the context of a gymnastics class.
- List personal reasons and motivations for coaching.
- Mandatory Membership Agreement, policies, code of conducts and procedures
- Adopt an inclusive and non-discriminatory stance in coaching.

Needs Analysis and Planning

- Plan a single session with stated goals, taking account of time, facility, equipment, and participants.
- Inspect equipment to ensure it is fit for use.
- Ensure adequate space, equipment, and supervision for the planned session.
- Demonstrate working knowledge of accident and emergency reporting procedures (reporting to the Club Coach).
- Plan sessions accounting for safety issues – equipment, clothing, environment, and activities.

Coaching Practice and Performance

- Organise a group of participants to begin a coaching session.
- Deliver a 10-minute warm-up.
- Deliver a 10-15 minute session based on a sport-specific skill from the Assistant syllabus, including safe preparations, progressions, and supporting or spotting.
- Develop a coaching eye to identify errors and find effective solutions.
- Provide feedback using positive reinforcement, praising effort over performance.
- Demonstrate safe and appropriate supporting and handling of sport-specific skills on the syllabus.

Communication and Teamwork

- Work with other candidates to plan, deliver, and reflect on gymnastics sessions throughout the course.
- Observe peers and provide feedback using provided feedback sheets.
- Give clear, concise, and confident explanations of tasks and activities.
- Communicate effectively with participants, parents, coaches, and others in the sport.

Review, Evaluation, and Self-Reflection

- Observe other coaches with a willingness to learn and an inquisitive mindset.
- Provide a basic report on a completed session – were the aims and objectives met? – with implications for the next session.
- Reflect on personal performance (planning, organisation, safety, communication, variety).

Technical Capacities

- Use the LTAD framework to develop fundamental, functional, and sport-specific movement skills in the correct sequence.
- Communicate with the mentor about the direction of sport-specific skill development.
- Describe sport-specific skills using basic biomechanical principles.
- Develop the technical coaching eye.

Tactical Capacities

- Know competition types, dates, and the rules and regulations for competition.
- Demonstrate a working knowledge of NDP routines and skills and the GymSTART and JumpSTART pathways.
- Know the selection criteria for the National Squad and work towards target scores.

Physical Capacities

- Implement a programme that aims to improve the components of physical fitness.
- Implement a programme that develops stability of the shoulder, elbow, wrist, core, spine, knees, and ankles.

- Plan progression and sport-specific conditioning that physically prepares a gymnast for new skills.

Mental Capacities

- Promote fun and enjoyment in the sport.
- Provide positive reinforcement to gymnasts.
- Develop confidence in gymnasts when executing technical skills.
- Assist gymnasts in setting basic goals.

Lifestyle Capacities

- Identify the reasons young people take part in sport.
- Support gymnasts to take part in sport as part of a balanced lifestyle.
- Encourage gymnasts to participate in multiple sports.
- Promote and ensure safe play and practice among gymnasts.
- Communicate basic nutrition and hydration practice as provided by Sport Ireland Support Services.

Personal Capacities

- Support gymnasts to demonstrate commitment and respect for others, facilities, and equipment, and to work to agreed rules.
- Ensure gymnasts demonstrate fair play and sportsmanship.
- Instil a positive attitude to sport in gymnasts.
- Provide opportunities for gymnasts to develop teamwork skills.
- Assist gymnasts to develop social skills through interaction with others.

A.2 Club Coach

In addition to the outcomes of the Assistant tier, the Club Coach will develop the capacities below.

Gymnast Capacities Developed by a Club Coach

Technical

- Progressively refine, combine, and elaborate fundamental skills into more sport-specific skills.
- Further develop modified sport-specific skills.
- Maintain basic sport-specific skills.
- Progress skill development in line with LTAD and NDP routines.
- Practise and perform skills and routines.

Tactical

- Explain rules in more detail and recognise deductions based on performance.
- Discuss routine construction with the coach (discipline-specific).

Physical

- Continue to develop the components of physical fitness.
- Develop more complex preparations and progressions for more difficult sport-specific skills.
- Perform flexibility exercises in line with the demands of the skills being learned.
- Know how to warm up, stretch, and physically prepare for a session.
- Further develop shoulder, elbow, core, spine, and ankle stability (injury prevention).

Psychological / Mental / Emotional

- Develop a positive attitude – self-belief, desire, commitment.
- Develop confidence using a variety of skills in training and competition.
- Develop concentration through focusing activities – for example, basic self-talk and trigger words.
- Set basic short-term and phased goals.
- Learn relaxation skills through games and activities.
- Practise simple imagery using multiple senses.
- Continue to receive positive reinforcement.
- Understand the role of practice, warm-up, and cool-down routines.
- Learn to deal with winning and losing (including falling or dropping).

Lifestyle

- Practise basic correct nutrition and hydration as suggested by support services.
- Continue to play multiple sports.
- Begin to think about sport specialisation where appropriate.
- Accept parental or guardian advice and support.

Personal

- Continue to experience enjoyment and fun.
- Accept discipline and structure.
- Identify the relationship between effort and outcome.
- Experience the effects of hard work and commitment.
- Develop teamwork, interaction, and social skills.
- Demonstrate respect for officials and selection decisions.

Coaching Capacities – Club Coach Outcomes

Knowledge of Sport and Gymnast

- Describe the LTAD training-to-train phase and preparatory training.
- List the gymnast capacities at these phases.
- Explain technique and describe sport-specific movements using basic biomechanical principles.
- Explain skill acquisition and learning theory.
- Explain the sport-specific skills on the syllabus.
- Outline the stages of growth and development in relation to the physical, psychological, social, and emotional elements of training.
- Differentiate between the cognitive, associative, and autonomous stages of learning.
- Erect, dismantle, and monitor equipment safely.

Coaching Roles, Styles, Values, and Ethics

- List the roles and responsibilities of a Club Coach.
- Create a personal coaching philosophy and put it into practice.
- Apply the Code of Ethics, Child Protection policy, and Coaches Code of Conduct.
- Display an inclusive and non-discriminatory coaching stance.
- Use positive reinforcement with all participants.
- Describe different coaching styles, when to use them, and how they fit into skill acquisition and the stages of learning.

Needs Analysis and Planning

- Use a variety of risk assessment tools to conduct a risk assessment and equipment safety check prior to a session.
- Conduct a physical, technical, and tactical needs analysis on a gymnast or group of gymnasts and create a participant profile.
- Apply basic periodisation for a 4–6 month national competition build-up (non-WG).
- Plan a basic series of four to six progressive sessions with an overall aim.
- Maintain a coaching log and a reflective log.
- Administer emergency first aid and follow accident reporting procedures.

Coaching Practice and Performance

- Organise and lead a session, supported by Assistant Coaches where applicable.
- Use a coaching eye to identify errors and find effective solutions.
- Adapt practice and progressions to the needs of the individual.
- Use the stages of learning to inform effective feedback.
- Act as a coach in a competitive environment.

Communication and Teamwork

- Communicate effectively with all club personnel, including parents and the Designated Liaison Person (DLP) where appropriate.
- Work as a team member alongside other coaches; coach as an individual yet work towards a shared aim.
- Actively seek out Advanced (and above) coaches to enhance learning.
- Demonstrate best practice and act as a role model for Assistant Coaches.
- Express a difference of opinion without confrontation.

Review, Evaluation, and Self-Reflection

- Evaluate each section of a session independently and collectively.
- Assess whether session aims and outcomes were met.
- Report verbally and in writing on a session, with implications for the next.

- Review a competition build-up and create personal improvement goals.

Technical, Tactical, Physical, Mental, Lifestyle, and Personal Capacities

- Develop participants to be able to complete sport-specific skills up to the level specified in the discipline module.
- Apply technical knowledge to skill acquisition principles and the stages of learning.
- Explain the rules of competition and have a basic understanding of the Code of Points.
- Conduct warm-up and cool-down activities including sport-specific elements.
- Develop the components of physical fitness; design a flexibility programme appropriate to the skills being learned.
- Take steps towards tapering load, volume, and intensity throughout a competition cycle.
- Support gymnasts in goal setting, self-talk, visualisation, and imagery.
- Support gymnasts in winning, losing, and recovery from injury.
- Communicate diet, nutrition, hydration, sleep, and wellbeing information from Sport Ireland Support Services to gymnasts and parents.
- Encourage gymnasts to play other sports and explain the implications of sport specialisation where appropriate.
- Conduct structured sessions with clear boundaries; provide opportunities for gymnasts to develop teamwork and respect for officials.

A.3 Advanced Coach

In addition to the outcomes of the Assistant and Club tiers, the Advanced Coach will develop the capacities below.

Gymnast Capacities Developed by an Advanced Coach

Technical

- Complete skill development across all NDP routines.
- Further develop and consolidate sport-specific skills.
- Practise and compete skills and routines.

Tactical

- Use competition build-up plans.
- Begin to use self-analysis in training and competition.

Physical

- Continue to develop shoulder, elbow, core, spine, and ankle stability.
- Perform flexibility exercises in line with the demands of the skills being learned.
- Complete skill-specific conditioning aligned with the skills being learned.
- Develop aerobic capacity to meet the demands of training.
- Develop peak anaerobic power and anaerobic recovery.

Psychological / Mental / Emotional

- Understand and accept that self-worth is not linked to performance.
- Develop confidence in executing technical, tactical, physical, and mental skills.
- Practise focusing in the face of distraction and shifting focus (self-talk, thought stopping).
- Use structured SMARTER goal setting, including long- and short-term goals across a meso-cycle.
- Incorporate relaxation exercises into warm-up and cool-down.
- Use imagery for improving technique, mental focus, motivation, and self-confidence.
- Develop performance and pre-performance routines.
- Undertake independent mistake detection and correction.
- Learn to deal with winning, losing, setback, injury, and selection.

Lifestyle

- Follow agreed periodised training programmes.
- Track progress in a logbook or reflective journal for training and competition.
- Recognise the importance of rest and recovery.
- Where specialising, ensure other avenues for social interaction outside the gym.
- Live a balanced life, giving equal time to academic, social, and training commitments.

Personal

- Develop positive communication skills.
- Display discipline and personal responsibility.
- Display commitment to improving and achieving goals.
- Demonstrate respect for officials and selection decisions.

Coaching Capacities – Advanced Coach Outcomes

Knowledge of Sport and Gymnast

- Describe the LTAD training-to-train and training-to-compete phases.
- Explain technique and describe sport-specific movements using advanced biomechanical principles.
- Explain in detail the cognitive, associative, and autonomous stages of learning, and how instructions and feedback change across them.
- List the types of practice (block, serial, random) and how they fit into the stages of learning.
- Hold sufficient technical knowledge to support gymnasts through all NDP routines in a specific discipline.
- Discuss Peak Height Velocity (PHV), recognise the stages of maturation, and tailor programmes accordingly.

Coaching Roles, Styles, Values, and Ethics

- List the roles and responsibilities of an Advanced Coach.
- Apply the Code of Ethics, Child Protection policy, and Coaches Code of Conduct with regard to gymnast safety and the legal responsibilities of the coach.
- Apply a gymnast-centred philosophy, creating a positive environment at training and competition.
- Record a coaching philosophy across multiple situations and reflect on the changes over a one-year period.

Needs Analysis and Planning

- Describe the principles of training planning and periodisation.
- Identify injury-prevention measures, including avoidance of overuse injuries.
- Conduct a detailed physical, technical, psychological, and tactical (and choreographic, where applicable) needs analysis on a gymnast or group.
- Split a competition year into meso-cycles and micro-cycles and create effective week plans.
- Plan in detail for a full meso-cycle working towards a stated goal.
- Keep comprehensive records of participants, training sessions, and competition, including self-evaluations across a meso-cycle.

Coaching Practice and Performance

- Evidence the application of periodisation.
- Lead and organise sessions where one or more coaches are working collaboratively.
- Demonstrate sufficient technical knowledge of skills on the discipline-specific NDPs.
- Use video and other analysis tools to identify errors and find effective solutions.
- Coach at the highest national NDP level.

Communication and Teamwork

- Mentor less experienced and lower-qualified coaches.
- Work collaboratively with coaches from the same and other clubs for the benefit of the sport.
- Begin to communicate with sports scientists and medics regarding gymnast development and rehabilitation, with the Director of Performance & Technical's oversight where appropriate.
- Adapt communication based on the gymnast's stage of learning and cognitive ability.

Review, Evaluation, and Self-Reflection

- Plan separate formal evaluations of an annual plan, a meso-cycle, and a micro-cycle.
- Evaluate based on technical, tactical, physical, and psychological preparation factors.
- Evaluate goals versus realities of a year plan.

Technical Capacities

- Coach to the highest NDP level at national competitions and (where skills permit) work with World Gymnastics gymnasts at a national level.
- Describe the skills on the syllabus using advanced biomechanical principles.
- Support and spot the progressions and skills from the syllabus.
- Apply technical knowledge in line with skill acquisition principles, stages of learning, and PHV.

Tactical Capacities

- Explain the rules of competition with an advanced understanding of the Code of Points for routine construction.
- Develop periodised programmes with gymnasts.
- Analyse competitions and performance with gymnasts.

Physical Capacities

- Outline the cardio-respiratory, muscular, and skeletal systems and the three energy systems.
- Develop agility, balance, and co-ordination.
- Apply the principles of physical fitness to coaching sessions.
- Devise, conduct, and evaluate sport-specific sessions for strength, power, endurance, speed, and stability.
- Ensure physical readiness for return to training and competition after injury.
- Design and monitor a progressive programme that prepares a gymnast for a competition build-up across one meso-cycle.
- Monitor tapering of load, volume, and intensity to achieve peak performance.

Mental Capacities

- Assist gymnasts in setting, monitoring, adjusting, and achieving goals across a meso-cycle.
- Provide progressive opportunities for gymnasts to build sports confidence.
- Develop methods that encourage gymnasts to use self-talk, trigger words, visualisation, and imagery.
- Support gymnasts during stress, winning, losing, injury, and selection.
- Record and monitor gymnasts' reactions to stress, winning, losing, and injury to inform future planning.

Lifestyle Capacities

- Consider the implications of growth spurt and PHV on lifestyle.
- Explain to specialist gymnasts the importance of social interaction outside the gym.
- Encourage self-monitoring through training and performance diaries.
- Support gymnasts with time management across school, social, training, and rest.
- Promote rest and recovery in training and competition.
- Communicate nutrition, hydration, and sleep practices for before, during, and after training and competition.

Personal Capacities

- Apply methods to develop commitment and confidence, including sport as part of a balanced lifestyle.
- Encourage gymnasts to participate fairly and ethically.
- Assist gymnasts to develop positive communication skills.
- Provide opportunities for gymnasts to take responsibility for their own training and performance.
- Promote the importance of deliberate practice.

A.4 Master Coach

Note

The Master Coach syllabus is in development for delivery during this cycle. The outcomes set out below represent the intended capacities of the Master Coach award. The detailed syllabus, assessment structure, and rollout date will be published separately by the Education Manager and the Director of Performance & Technical.

In addition to the outcomes of the Assistant, Club, and Advanced tiers, the Master Coach will develop the capacities below.

Gymnast Capacities Developed by a Master Coach

Technical

- Develop sport-specific skills tailored to the gymnast based on the technical preparation factors identified in a needs analysis.
- Combine identified skills into routines using the Code of Points.
- Perform routines with technical mastery in club, competition, and trial environments.

Tactical

- Use competition build-up plans across a two-year cycle.
- Use self-evaluation in training and competition.
- Adapt on the spot in a competition environment when a routine issue arises (for example, avoiding simple repetition when a skill is accidentally completed).

Physical

- Maintain shoulder, elbow, core, spine, and ankle stability.
- Maintain baseline flexibility aligned with the demands of skills learned and being learned.
- Complete skill-specific conditioning aligned with the skills being learned.
- Maintain aerobic capacity to meet the demands of training and competition.
- Maintain peak anaerobic power and recovery throughout the macro-cycle.

Psychological / Mental / Emotional

- Demonstrate confidence in executing technical, tactical, physical, and mental skills.
- Set SMARTER goals independently.
- Use imagery routinely for technique, focus, motivation, and confidence.
- Master performance and pre-performance routines.
- Continue independent mistake detection and correction.
- Demonstrate mental fortitude in dealing with winning, losing, setback, injury, and selection.

Lifestyle and Personal

- Apply the same lifestyle and personal outcomes as the Advanced tier, recognising the gymnast will typically be older. Specific outcomes will be published in the Master Coach syllabus when released.

Coaching Capacities – Master Coach Outcomes

Knowledge of Sport and Gymnast

- Describe the LTAD training-to-compete and training-to-win phases and high-performance training phase.
- Explain technique using a mastered biomechanical and anatomical vocabulary.
- Experiment with feedback and apply in-depth knowledge of video analysis using NGB-suggested applications and software.

- Hold sufficient technical knowledge to support a gymnast through to potential international selection at Junior WG level.

Coaching Roles, Styles, Values, and Ethics

- List the roles, responsibilities, and capacities of a Master Coach.
- Record a coaching philosophy tailored to gymnast needs and reflect on changes over a two-year period.
- Apply the Code of Ethics, Child Protection policy, and Coaches Code of Conduct in high-performance environments.

Needs Analysis and Planning

- Conduct multiple needs analyses covering physical, technical, psychological, tactical, and (where applicable) choreographic preparation factors.
- Split a two-year competition or selection cycle into macro-cycles, meso-cycles, and micro-cycles.
- Plan in detail for a full macro-cycle, recording and monitoring throughout.
- Keep comprehensive records of participants, training sessions, competition, and self-evaluation across a macro-cycle.

Coaching Practice and Performance

- Apply in-depth periodisation across a two-year training period.
- Oversee, lead, and organise sessions where multiple coaches across club departments work collaboratively towards a shared goal.
- Demonstrate expert technical knowledge of skills on the practical syllabus.
- Demonstrate mastery of the coaching eye and expert use of video for error identification and correction.
- Oversee the performance and technique analysis of other coaches with their gymnasts as well as their own.
- Coach internationally at Junior WG level.

Communication and Teamwork

- Support and mentor Advanced Coaches in the same discipline (including from other clubs).
- Communicate effectively with all club personnel and, where appropriate, Gymnastics Ireland HP staff.
- Express opinions about technique, practice, club management, national coaching practice, and selection policies without confrontation.
- Use appropriate communication techniques in line with the gymnast's stage of learning.

Review, Evaluation, and Self-Reflection

- Plan separate formal evaluations of a two-year plan, a macro-cycle, and a meso-cycle.
- Evaluate based on preparation factors identified in needs analyses.
- Evaluate goals versus realities of a two-year plan.

Technical and Tactical Capacities

- Coach Junior WG gymnasts at national and international events to the skills listed on the practical syllabus.
- Explain in detail the coaching points and biomechanical principles of skills from the syllabus.
- Be a qualified Judge at this level.
- Apply knowledge of the Code of Points and competition rules to construct effective and achievable routines.
- Analyse competitions and performance in detail and plan for selection criteria.
- Develop advanced periodised programmes with gymnasts.

Physical Capacities

- Explain the cardio-respiratory, muscular, and skeletal systems and the three energy systems.
- Maintain baseline agility, balance, and co-ordination.
- Demonstrate sport-specific warm-up and cool-down activities for training and competition.
- Devise, conduct, and evaluate multiple sport-specific sessions for strength, power, endurance, speed, and stability.
- Ensure physical readiness for return to training and competition after injury.
- Design and monitor progressive programmes that physically prepare a gymnast for multiple competition build-ups across a macro-cycle.
- Monitor tapering of load, volume, and intensity for peak performance across multiple events in a macro-cycle.

Mental Capacities

- Give autonomy to gymnasts in setting, monitoring, adjusting, and achieving goals across a macro-cycle.
- Support gymnasts in high-stress environments, including selection, injury, and return from break periods.
- Continue to record and monitor reactions to stress, winning, losing, and injury to inform future planning.

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