

ATHLETICS COACH ASSESSMENT GUIDANCE FOR CANDIDATES



UKA COACH FIND COACHING MATERIAL

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INTRODUCTION

This document has been produced to provide guidance on how to complete the assessment element of the Athletics Coach qualification. It is intended to be used as a tool to provide further detail on the requirements of assessment and to support you as you complete the written elements of the programme.

Written assessments should be submitted at least 6 weeks prior to the assessment date that you wish to register for. This will allow the assessors sufficient time to assess the work and reply to you with any comments. If written work is not received then your place on the practical assessment day will not be activated. The cost of the course includes the initial written and practical assessments; however any resubmissions will incur additional costs that must be borne by the coaches. Please ensure that the written work is fully completed in all areas prior to submitting the Coaching Diary, use the check list on page 2 to ensure you have completed all areas prior to submission. Submissions should be made electronically. Should you wish to submit this document on paper, please ensure TWO copies are supplied otherwise it will be returned to you unmarked. If submitting a hard copy please ensure that it is supplied completely unbound, i.e. loose paper fastened with a clip only, no folders or poly pockets please.

The purpose of this assessment is two-fold. Firstly we are expecting qualified Athletics Coaches to keep a record of what they Plan, Do and subsequently Review for both themselves and the athlete(s) they are working with. Secondly, it gives us the opportunity to assess your ability in doing the above (which is an integral element of being a qualified Coach) and to check your understanding of key topics important to coaching.

The competencies of being a qualified Coach are shown overleaf. You will need to demonstrate that each of these competencies is met. Like with a driving test, until you meet all these competencies, then a “provisional licence” is retained – in the athletics context, this would be your Coaching Assistant licence. Therefore there maybe some “retests” needed on your journey to becoming a qualified and licensed Athletics Coach.

This process is very robust – it is the only time we will have the opportunity of ensuring that you meet the standards required of being a licensed Coach.

The assessment criteria are the base line of what needs to be met – a minimum standard. When an assessor reads the Coaching Diary they are not simply checking to see if the tasks have been executed, but they are assessing accuracy, level of detail, correct technical information and appropriateness for the athletes with which you are working.

For example:

One assignment is for you to create a plan for a specified term for the athletes you tell us you are working with. Based on the information you give us, if the work you plan is inappropriate then the assessor will show this on their marking sheet.

We hope you find completing this diary beneficial to your development as a coach. Many of the templates used within this document can continue to be used throughout your coaching career. Please feel free to use them accordingly.

ATHLETICS COACH COMPETENCIES

COMPETENCIES to be met	Where assessed	Content
1 Deliver organised, safe and outcome focussed sessions in a variety of changing environments that enable athletes to experience a broad range of athletics activities	Coaching Diary Practical Assessment	<ul style="list-style-type: none"> • Late Specialisation • Appropriate activities across all movement areas included (Run, Jump AND Throw) • Health & Safety
2 Accurately observe and identify technical aspects of running, jumping and throwing	Coaching Diary Technical Knowledge Test Practical Assessment	<ul style="list-style-type: none"> • Technical models of starting, running, jumping and throwing delivered on course • Is able to identify matches and mismatches when asked by an assessor • Is able to differentiate between correct and incorrect technical statements
3 Plan, deliver, evaluate and document a series of outcome focussed sessions that improve the participant's physical and technical performance in an athlete-centred way for a term	Coaching Diary	<ul style="list-style-type: none"> • Accurately profile an athlete and group • Setting a goal – session and mesocycle/term • Mesocycle planning – relate to process of training and learning of basic movements and physical preparation • Shows series of linked sessions and microcycles for constructive development of the athletes • Coaching Interventions & learning strategies - Shaping, Chaining, WPW, Guided Discovery, • Feedback • Planning technical – run, jump and throw (maximum velocity running, running steady, running over obstacles, jumping for height, jumping for distance, push throw, pull throw) • Evaluates the plan and the athletes over a mesocycle
4 Identify and be capable of displaying all coaching process skills and selecting an appropriate style of coaching	Coaching Diary Practical Assessment	<ul style="list-style-type: none"> • How -2: <ol style="list-style-type: none"> a) Organisation b) Safety c) Instruction and Explanation d) Demonstration e) Observation and Analysis f) Decision Making and Interventions g) Feedback <p>Selecting when to tell, show and involve appropriately</p> <p>Use a variety of coaching process skills, selecting the most appropriate to the athletes' stage of development and the activity being coached. Use appropriate intervention strategies to help athletes skill progressions</p> <p>Can identify what skills to develop</p>
5 Accurately identify and evaluate own coaching performance	Coaching Diary Practical Assessment	<p>Accurately differentiates between own and athlete performance</p> <p>Honestly reflects on own performance</p>

SECTION 1: ABOUT YOU, THE COACH

To begin please include your personal, course and Support Coach details on the front cover of the Coaching Diary. You also need to indicate the date which your diary was submitted for assessment and your preferred practical assessment date.

The ability to reflect on your own coaching performance and behaviours is essential for all athletics coaches, the earlier this reflective process begins the better. Where possible self-reflection should be based on your personal coaching goal and what you would like to achieve in your coaching during the session. This may include providing appropriate demonstrations, limiting the amount of feedback provided to the athlete, etc. The choice of personal coaching goals is individual and action plans and reflections should focus on these and what you did as a coach rather than what the athletes did during the session.

The starting point in this process is to establish where you are right now. As a result of the 3 days of the course, you will have recorded some information in your Personal Development Plan in the back of your On Course Workbook and prioritised areas for development.

Coach Profile

In order to meet the assessment criteria the focus **MUST be on you as a coach**; there is space later in the diary to evaluate the athletes' progression. This section relates exclusively to your role and performance as a coach, **analysis of athletes and their capabilities is not required in this section.**

- For each of the coaching knowledge and coaching skills aspects identified indicate on a scale of 1 – 10 where you are presently. Indicating 1 as an area of weakness requiring improvement and 10 an area of strength. It is useful to complete this exercise as early on in the programme as possible
- Select the three lowest ranked coaching knowledge and coaching skills scores, and place them in the table
- Have a thorough look at the table and be confident that you have selected the most appropriate knowledge and skills for your development and that you have rated them correctly for where you feel that you are at this point in your coaching development.

Your coach profile should form the cornerstone of your own personal coaching development and from this you can develop your personal coaching goals.



Action Plan

Now you have completed your coaching profile use the knowledge and skills priorities identified to analyse them considering the key areas of importance for your development. What do you feel are the main areas that you need to improve upon? Reflect back on any feedback you may have received from coaches you work with, mentors, tutors on the course, etc. Imagine where you would like to be in a year's time and how you are going to get there. The action plan is designed to prompt thinking in set areas to assist in your selected development areas.

Although you have identified 6 areas for your development, for the purposes of assessment you need to identify 1 area of coaching knowledge and 1 area of coaching skill to focus upon in the first action plan. When you have identified this area we are asking you to detail why you have selected this area first.

The next step is to turn each area into a SMART goal (SPECIFIC, MEASURABLE, AGREED, REALISTIC and TIME PHASED). For example:

Coaching Knowledge Goal:

By the end of September 2010, to establish what the key technical points are that the athlete should be doing at take off, in both long jump and high jump.

Coaching Skills Goal:

To establish where the most appropriate positions are to watch the technical aspects of take off for both long jump and high jump, by the end of October 2010.

Coaching Skills Goal:

In the next month ensure that during sessions I observe each athlete at take off from at least two angles focusing on foot position at take off.

The selected goals should relate to the mesocycle that is the focus of the assessment (see section on planning). When you have established your primary goals for the period you should consider how you will go about achieving them. Will this be through observation of other coaches? If so, you will need to detail who you are observing, what specifically you are looking for and how this will help you in achieving your goal. Or it may be through reading specific articles on the goal and trying to implement some of these new ideas in training practise, i.e. skill development in young athletes.

It is absolutely vital that as coaches we are engaged with and working with others to support our developments. The action plan asks you to indicate who specifically you can work with to achieve these goals. If you don't know then you need to find out. Simply writing 'work with other coaches' is not a sufficient level of detail. You may already be linked to a coach development programme or have a mentor, or there could be informal networks set up in your area to support this. As a coach you need to establish who these people are, where they are and how they can help you. It is not sufficient or appropriate to wait for them to come to you, as active learning coaches you are expected to be proactive in your own development. What was the last article you read on uCoach? What did you do with that information? How did it impact on your coaching? These are the types of things that you need to challenge yourself on.

To achieve your SMART goal you will have set a time limit. What is going to effect and impact on your ability to reach this goal in the time period suggested? Is it a particularly busy time at work? Do you have other higher priority commitments which will affect the amount of time you can dedicate to the achievement of this goal? Are there other family commitments which will affect the time you can devote to this? Are you engaged in further study or events where you will be unavailable for a length of time during this period? This information will help you to establish whether or not your goals are in fact realistic during this period.

If you are able to identify the likely challenges that you may face in achieving your goals then you can move some way in planning to combat them. By identifying the potential road blocks and considering solutions to these issues (it may be additional support required, using other coaches to help you or modifying time frames) it will help to ensure that the goals you have set are realistic and can be achieved. It is disappointing to set goals and not reach them, this is something that we would encourage athletes to do so it is important as coaches to be strong in this process as long term we will be supporting athletes in this process.

Review of Action Plan

Your personal coaching development is a continuous process, what is required for assessment is a snapshot of your development over a relatively short period of time (6 months). This process should continue throughout the life of your coaching enabling you to keep abreast of changes in the sport, learn new things and enhance your coaching to ensure improved retention, satisfaction and performance of the athletes you are working with.

In this section you should detail the progress you have made towards the achievement of your personal coaching goals. Although you have identified up to 6 items from the coaching knowledge and skills list we are only asking you to concentrate on one knowledge and one skill for the first action plan. That is not to say that you will not work on developing the others, however the assessed element needs a consistent focus.

As part of the goal setting process the evaluation of goals is essential. If you have achieved the goals set by your review date, record any new personal coaching goals. If your review indicates that you have not achieved your goal then amend the goal and detail it accordingly, and when you will look at it again. Remember to include any new SMART goals in this section.

When asked about the progress towards the achievement of your personal coaching goal, coaches are expected to reference any specific websites, books, etc that they have used to support them in developing this area. Support Coaches should be named and details of how they have supported should be included.

You can continue to focus on these areas at the practical assessment. If you are working with a Support Coach or a Mentor they would be useful in helping you to complete the reviews. Remember the formal coach education courses are just the beginning of your journey as a coach and you should continue to focus on your remaining areas for development as you progress throughout your coaching career.

SECTION 2: ABOUT THE ATHLETES

Accurate profiling of the athletes you are working with is vital, a fully complete and detailed picture of their ages of development (chronological, biological, development and training), stage of development, presence of fundamental movement skills, frequency of training and other activity, as well as an assessment of the athletes current capabilities is fundamental to effective planning. In order to meet the assessment criteria for the planning assignments the assessor will look back to these profiles to ensure that the sessions and cycle content planned are appropriate for the athletes that you are working with, so they should be linked.

Profiling has been split into two sections. We are asking you to complete one training group profile, this is very broad where you outline how you are coaching with a variety of abilities within the group. The second section is an individual athlete profile. This is very detailed and the assessor will look at the process you have followed to establish this information and your decision making.

Training Group Profile

The plans that you produce as part of this Coaching Diary should be developed for and be appropriate to the stage of athlete development you are working with. In order for the assessor to successfully evaluate this, we need to have an overview of the type and range of athletes with whom you are working. The template on this page has space to enter details about how many athletes are in which stages of development, how many sessions a week they are training and what you are changing within the sessions that you deliver, to address each stages' very differing needs.

Consider the range of athletes that you are working with and ensure that those you include in the group profile are a representative sample of the group illustrating the diverse needs and abilities of the group members.

For example you may have athletes:

- Relatively new to the group
- Been in the group for 2 years +
- Returning to the sport after a number of years break
- Lacking in fundamental movement skills
- Well developed fundamental movement skills through specific and regular gymnastic training

It is important to assess the profile of the group to ensure that as a coach you are able to cater for the variety of their needs and provide sessions that provide both enjoyment and progression for all athletes.

Athletes do not need to be specifically named. You are asked to identify development stages of each. Look back through the reference material on the athlete development model and pathway to guide you in how to complete this information. The presence (or not) of fundamental movement skills in athletics is pivotal to future success in the sport. All athletes should be screened and monitored for the presence of these skills (regardless of chronological age) using the Athletics 365 skills development matrix for agility, balance and coordination. If these fundamental skills are not present at the required level these should also be included in the planning of the mesocycle and microcycles.

Individual Athlete Profiles

Once we have an overall picture of your training group we expect you to provide more in-depth detail for one athlete in your group. The athlete profile has been designed to highlight the key features that coaches should ascertain about the athletes to assist in the planning process. Although we only require one completed for the purposes of assessment it would be best practice for coaches to complete this level of analysis for the entire training group. Some of the information for these individual athletes programmes can be initially taken from the group profile information, after that point a further level of depth is required. The athlete's personal information regarding height and levels of physical maturation is only relevant in younger (still growing) athletes, if you are working with older athletes in the foundation stage of development please leave these points blank.

Other Sport Training - All physical activity the athlete undertakes will have a dramatic effect on the athletes' ability to train fully and recover. The recovery period is important as it is during this time that adaptation occurs and fitness improves. A good knowledge of the athletes' weekly physical activity patterns is essential to the planning and programming aspect to ensure athletes are getting sufficient rest and are not too overloaded with a high volume of training activity across a number of sports which can lead to injury, illness and burnout. Good coaches should be trying to establish answers to the questions (if they do not already know the answers).

The training background section should detail all the relevant training and physical activity the athlete is involved in now and has previously done. It would be useful to sit down with the athlete (and parents/ guardians if applicable) to ascertain some of this background information. This will enable you to assess current patterns of activity and raise your awareness of how other sport training may impact on your planned sessions. You may not be aware that the athlete has already had a PE lesson that day or had football training before attending your session, which will impact on the type of work that you can effectively do in the session. Asking the right questions will better equip you to prepare and plan. Establishing the length of time they have been involved in athletics or related training is important in classifying their training age and stage of development. Are you the first athletics coaching group they have ever been trained in or have they previously been or are currently involved with other groups, different clubs or different events?

The content of your programmes will be affected by the presence or absence of fundamental movement skills in the group. Use the information contained in the Athletics 365 matrix (Physical Conditioning sheet) to assess where you feel their current level of skills lie for agility, balance and coordination. For each section, i.e. static balance – strong stable core and postural control, identify and indicate which stage (1- 6) of the matrix the athlete currently exhibits for that skill. Comments on their level of fundamental skills should be backed up by reference to some evaluation or monitoring, simply stating good or average is not sufficient for the purposes of the assessment.

Further information about the Age and Stage of the athlete is then asked. This is an opportunity for you to show that you understand how to establish each of these ages. Once you have fully profiled that athlete around their technical strengths and weaknesses, this will help you decide what Stage of Development they are in.

Having evaluated the fundamental movement skills you will need to carry out the same process for the 7 technical event areas that are the focus of the course (maximum velocity running, starting and acceleration, running over obstacles, running for endurance, jumping for distance, jumping for height, push throw and pull throws). Use the Athletics 365 matrix to identify which stage (1 – 6) the athlete is in for each of these areas. On the template you are asked to identify the technical strengths and weaknesses in the athlete to build up a solid picture of the work required. Athletes may have a predisposition towards a certain number or type of events but it is important that they develop the foundations of all running, jumping and throwing movements as these are essential for athletics training in later stages of development.

Finally the components of fitness need to be assessed in line with the above. Strength for example; merely saying "strong for age" will not suffice. What methods of evaluation have you used or observations have you made to determine that the movements to train strength are good or very good for this athlete. You will need to follow the same process for flexibility.

SECTION 3: PLANNING

The programme is aimed at taking athletes from the Foundation stage of development to the beginning of the Event Group Development stage where they may choose to work on a selected group of events. This process may take one, two or three years of focussed, organised training. By systematically planning and evaluating the athletes and their training, progress will be quicker. Mesocycles give us this structure.

In order to prepare them for the Event Group Development stage we must ensure that all the skills for running, jumping and throwing have been developed to the appropriate level (stage 6 of the Athletics 365 matrix). In the mesocycle template provided you need to outline an 8 week plan that helps the athlete you have profiled move closer to the Event Group Development stage and address any deficiencies they might have regarding fundamental movement skills.

STEP 1

The first step is for you to decide what the SMART (Specific, Measurable, Agreed, Realistic and Time Phased) goals are for the group for this period. As the foundation stage of development is focussed around building the foundation of the athletics events, then the objectives might be focussed around these too.

For example – assuming the profiled athlete cannot do any of these things: By the end of 8 weeks the athletes should be capable of:

- Starting: doing a standing start from a balanced ready active coordinated position
- Running: running tall with good posture
- Jumping: jumping staying tall in the air during flight
- Throwing: starting the throw in a bent knee position and getting really tall before they throw

As you can see from our example, the focus from our objectives is on posture. Please come up with your own SMART objectives. This should be included at the top of the mesocycle template along with the start and finish dates for the 8 week period.

STEP 2

We have defined an 8 week period for you to plan over and provided you with a template to use. For assessment purposes please outline what you would plan to do over these 8 weeks.

On the template you will need to outline the number of units per week for each area and their focus. The focus should be driven by the objectives from the previous step.

An example of the amount of detail required at this level is:

Week 1	
Starts	x1 per week
Accelerating	x1 per week
Maximum Velocity Running	x1 per week
Jumping for Distance	x1 per week
Push Throwing	x2 per week
Fitness	x2 per week

In order for us to evaluate the success of the programme we have included a monitoring tracking sheet that should be completed as you progress through the 8 week mesocycle. The goal for the mesocycle should be placed in this top box. In the other boxes you should highlight how the sessions have focused on and progressed specific skills and aspects of fitness over the time frame. You should answer in relation to the group and your individually profiled athlete in the relevant sections.

With the hindsight of planning and implementing an 8 week mesocycle, what have you learnt about the athletes progress and your ability to plan. When answering, focus on what you will need to change/develop/improve regarding the session content to continually help the athletes develop. Please also include examples of how the individual profiled athlete has developed as part of the group.

Microcycle Planning

You should recall from Day 3 of the course, the real detail comes at microcycle and session level. The microcycle templates begin to dig down into the detail required for planning at the next level and from it we should see a weekly overview of the planned athletics training. If you have stipulated that certain athletics elements will be delivered as 8 units a week, how are they distributed? Do any double or triple up on set days? What is the rest period between days? The details of the sessions required here will start to document the content of the actual session and will form the framework for the more detailed session plans to come.

You should check this against your mesocycle plan to ensure that the number of sessions per week you stated for each are included here.

Training for other sports and other physical activity can have an impact on rest, recovery, adaptation and injury. Ensure the detail from the athlete profiles has been included here in order to build up a picture of all activity. You need to show FOUR consecutive microcycles of training.

The information we are asking for is:

- a) Week Number (i.e. 1 - 4, 2 - 6)
- b) The days of that week that the athletes will undertake the Technical Units listed in the blue column
- c) The duration of that UNIT in minutes
- d) The method of teaching you are using to develop that aspect (e.g. Shaping etc.)

An example of a Microcycle is contained in the Appendices (p25).

We are expecting to see progressive development over the period of time, whilst ensuring that time is given to allow athletes to move along the learning cycle (from day 2) for the movements.

Session Planning

To successfully complete the assessed elements of the programme coaching practice is essential. Referring back to your microcycle plans, select one session from each microcycle and document it on the session plan template at an increased level of depth. Coaches should submit lessons plans on the UKA standard template and sessions should be written in your own words.

You are only required to submit 4 session plans as part of the assessment process however for best practice in coaching you should be completing session plans for every session you deliver. These should be shared with any other Coaches, Coaching Assistants or Athletics Leaders that you may be working with.

For your assessment you are required to plan 4 progressive sessions, i.e. development of a particular skill, fitness component, energy system, etc. The sessions should relate to your athletes' needs, age, ability and stage of development. An example session plan can be found on page 26. Use the planning templates to detail your sessions, remember these must be fully completed for assessment or they will be returned.

Session Self Evaluation

The key here from the coaching process (Plan – Do – Review cycle) is the review element of **your own coaching**. A good coach will have a coaching goal for each session. Please make sure you detail what aspect of your coaching you are developing. Go back to your Personal Action Plan. What was the main Coaching Skill you were trying to improve? Establish a clear goal relating to it and put that as the Coaching Goal on the Session Plan. Then, no matter what you do, first, assess whether or not you have met this goal and why. Only then explore what else you did that was really good or not and how it impacted on the athletes performance / behaviour.

After each session plan there is space allocated to record your personal evaluations on your session. Take time after the session to reflect on your performance and review this with your Support Coach. It may be useful for you to refer to the review section of the Role of the Coach video on the Coaching Assistant section of uCoach to see how these reviews operate in practice. Visit <http://coaching.uka.org.uk/video/role-of-the-coaching-assistant/from-filter/>

Once you have had the opportunity to reflect on your own performance as a coach and hopefully to discuss it with the Support Coach, complete the evaluation form. For further information on session evaluation templates please refer to the guidance attached to the day 3 pre-course information for a sample of how to complete this. It is important to complete these session evaluations as soon as possible after the session while the detail is fresh in your mind. The focus in this section is on **your personal development as a coach** and not an account of how the athletes did within the session.

SECTION 4: HOME STUDY ASSIGNMENTS

In the Athletics Coach section on uCoach under the resources tab you will find the Health and Safety PowerPoint. This resource should be read and the information used to assist you in completing the questions as part of your Coaching Diary. Visit <http://coaching.uka.org.uk/qualifications/coaching-awards/athletics-coach-award/aca-resources/>

Assignment Health & Safety

View the PowerPoint slides and then complete the questionnaire. Questions 1-3 are focused around minimizing risk. Choose one event from EACH of the Groups listed and answer the questions accordingly.

Moving on to Question 4 and 5 – this is about reporting incidents and what action you would take.



SECTION 5: WHAT TO DO NOW

YOU SHOULD NOW CHECK TO ENSURE ALL ASSIGNMENTS HAVE BEEN COMPLETED.

When your written work is fully completed sign the “Declaration of own work” form confirming that your diary has been produced by you.

Then either email your diary to your Home Country Education contact or print two copies and send to them. Contact details can be found below.

If posting please send two copies via special or recorded delivery.

DO NOT PLACE SHEETS OF PAPER IN INDIVIDUAL POLYPOCKETS, FOLDERS OR STAPLE, LEAVE SHEETS LOOSE!

You will receive a confirmation of the receipt of your work by email (Please remember to include your email address with your submission). If you have not received confirmation of the receipt of your work within a week please contact your Home Country Coach Education contact (details below). Remember to add your submission date to the front cover of the document before sending.

It is important that you keep a copy of your work.

You will not be accepted/invited to attend a practical assessment day until your Coaching Diary has met the required standards.

HOME COUNTRY COACH EDUCATION CONTACT:

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SECTION 6: PREPARING FOR THE PRACTICAL ASSESSMENT DAY

The reasons for the practical assessment are:

1. For you to show UKA that you can coach to the standards set
2. For you to apply your technical and coaching knowledge in a practical context
3. To help you become a better coach

It is structured in the following way:

- a) Technical Knowledge Test – 45mins
- b) One to one briefing – 5mins
- c) Practical Assessment Part 1 – 25mins
- d) Review 1 with the assessor – 5mins
- e) Practical Assessment Part 2 – 10mins
- f) One to one review with the assessor including decision – 15mins

Technical Knowledge Test

This is a multiple choice questionnaire comprised of 10 sections with 4 questions per section, a total of 40 questions. There are questions across all technical matters that have been covered on course (from both Coaching Assistant and Athletics Coach programmes).

Each question has 3 possible answers provided and you will need to identify the correct one.

Example 1

Which one of these statements is true?

- a) A simple skill is one that the coach states is easy or simple
- b) A simple skill is one that the athlete finds easy to do having had a couple of attempts
- c) A simple skill is one that the athlete finds difficult

Example 2

During a crouch start – in the set position the hips should be:

- a) Beneath the level of the shoulders
- b) Level with the shoulders
- c) Above the level of the shoulders

To pass this technical knowledge test, you will need to attain a mark of 30 out of a possible 40 marks, the pass mark for this test is 75%. You will also need to get at least one question correct in every section.

Anyone arriving late for the test will not be granted additional time to complete the test, they will only have the remaining time to answer as much as they can.

Practical Assessment

In preparation for your practical, you should plan a 1 hour training session for 4-6 athletes in the Foundation stage of development. Your plan should include a warm up, three main session units covering run, jump and throw activities and a cool down. On your assessment day the assessor may ask to only see two of these areas. This decision will be based on the depth of technical information provided in your Coaching Diary submitted.

The contents should include:

- a) Warm Up (5-10mins)
- b) Technical 1 (Run or jump or throw) – 20mins
- c) Technical 2 (Run or jump or throw) – 20mins
- d) Technical 3 (Run or jump or throw) – 20mins
- e) Cool Down (5mins)

Please note although you will only be expected to deliver two of these planned technical sections, all units should be prepared. The Assessor on the day will decide which units they wish to view.

This session plan MUST:

- a) Be documented on a Session Plan
- b) Have an Athlete Session Goal
- c) Have a Coach Session Goal
- d) Include technical points you plan to work on
- e) Include Safety, Organisational and Equipment considerations

Your fellow coaches will be acting as the athletes for the assessment. It is highly likely that there will be a broad range of levels and abilities. You may need to adapt your plans to what you see the athletes do - just like any normal session.

You will be asked to set up your activity and will be given about 10mins to do so.

Arriving for the practical assessment day without a session plan is unacceptable and will result in the assessor refusing to assess the practical element. Candidates will be expected to attend a further assessment day at an additional cost.

One to one briefing

Your practical assessment starts as soon as your one to one briefing commences. During this discussion with the assessor, they will ask about the session goal, the content and how you are planning to deliver it. They will ask you about safety and how you are planning to manage it. This discussion will take approximately 5 minutes.

Practical Assessment – Part 1

Using your peers, you will deliver the part of the session selected by your assessor.

You should:

- 1) Build rapport and check athletes physical state
- 2) Explain the session goal and its content
- 3) Organise the group, set up a demonstration and deliver your part of the session
- 4) Make interventions and give feedback when appropriate

During this time the assessor will be observing your actions and those of the athletes. They will be checking to see how athlete centered the delivery is and whether or not the athletes are engaged or the coach is doing more of the talking. On occasions the assessor may come and stand with you. They may ask what you are looking for and also what you are seeing.

On occasions they may offer a suggestion to you about where you are standing or how you are giving feedback. This is not to trip you up, but to help you in what you are doing. The assessors will be attempting to take notes about what they see you do and hear you say. This will help them give you personal feedback about your coaching.

After about 25 minutes you will be stopped by the assessor – this will be the end of the first practical.

REVIEW 1 with the assessor

The purpose of this one to one discussion with the assessor is for them to tell you the aspects where you have met the requirements and those where further assessment is required. Potentially it will give you the opportunity of addressing those aspects that need a little work – ready for the 2nd practical assessment.

In some instances it may not be possible to address every aspect in time. For example, if technical knowledge is lacking in jumps, then it would mean that the coach may need to develop this area of their coaching away from the assessment. Their second practical assessment would still go ahead as it would give them the opportunity to show what they are capable of in other areas.

PRACTICAL ASSESSMENT – Part 2

This will only last about 10-15 minutes and will be a continuation of your first practical. The assessor will be focusing on the key areas identified during the first review as these are the areas to be addressed by the coach. The assessor will call a stop at the appropriate time.

REVIEW 2 with the assessor

The purpose of this one to one is to help the assessor reach their decision.

The assessor will start by asking about the positive side of the session – what went well from the coaches point of view. They would carry on along this line and ask the coach to identify where perhaps the session may not have gone to plan or what they might do differently next time.

The assessor will move onto the areas where the coach has not yet met the standards or where an area needs some development. They will ask questions of the coach, to check their understanding. The coach should give this information succinctly. Here is an example of how a conversation might go:

Example

The coach has undertaken their practical, but the assessor noted that the coach set up a high knees demonstration but failed to tell the athletes about keeping their toes up to their shins – i.e. what to look for.

Assessor: “Going back to the beginning of your session, talk me through how you showed the athletes what they were going to do”

Coach: “I put the athletes where they could see, silently did the high knee drill three times and checked that they understood”.

Assessor: “Do you recall what the athletes said?”

Coach: “Yes – they said that they understood”.

Assessor: “What was it they understood – try to recall their words?”

Coach: “I think they said – yep, that’s cool.”

Assessor: “If we had asked the athletes what “cool” meant, what technical point would they have come back with?”

Coach: “Well it should be that the knees come to hip height and their toes should be pulled up to their shins”.

Assessor: “That’s right they should. At what point would they get this information?”

Coach: “At the beginning of the demonstration.”

Assessor: “....and what did you tell them at the beginning of the demonstration?”

Coach pauses for thought and then the penny drops! “I didn’t say to anything about what to look at, it was simply – this is the action I want you to do!”

Assessor: “What’s the benefit of really focusing their attention on one part of the movement?”

Coach: “They’ll only look at the part of the body that’s important. Otherwise some might look at legs, some at arms and so on.”

Assessor: “So next time you arrange a demonstration, what would differ about what you did today?”

Coach: “I would ask them to look at how high the knees come up and to describe the foot position in the air. Then once I had done the demonstration, I would ask them what they actually saw.”

Assessor: “An excellent way of ensuring a demonstration is done properly.”

Using the example, the Coach would be assessed as a “Pass” – even though during the practical, they had not structured it correctly. During the review, they reflected and identified how it would be done. Had they not identified the steps for a good demonstration then the assessor would have had to make a different decision.

Depending on how many topics need to be discussed, the assessor is there to “pull” coaches through and not to trip up or fail coaches. With this said, there is only 15 minutes discussion time. On completion of the review, the assessor will make their decision as to whether the coach has met the requirements set by UKA.

Where the standards are met, the results of their Technical Knowledge Test and Coaching Diary are handed over.

The one to one is concluded with any action points arising from the conversation. At this point, the assessor should be able to give a complete picture of the work that is required to;

- a) become a better coach, or
- b) meet the standards set.

There will be some coaches who meet the requirements quickly and there will be others that will take longer.

Regardless of the decision, both would need to get involved as athletes being fair to the other following coaches.

REASSESSMENTS

Competencies are assessed by the following components:

- a) Coaching Diary
- b) Technical Knowledge Test
- c) Practical Assessment

A coach must meet competencies in all three to be signed off as an Athletics Coach. If a Coach does not meet the competencies of all three areas then reassessment will be required.

The initial fee paid covers the programme and the first assessment, any subsequent re-assessments will incur additional costs levied by the Home Country Athletics Association. The coach is only re-assessed on the aspects that need addressing and not the entire assessment process again. This may mean resubmitting the Coaching Diary, for others it may be undertaking another Practical Assessment or re-sitting the Technical Knowledge Test.

To avoid the additional expense of re-assessment we strongly advise you to ensure all written work is fully completed and submitted on time (please ask for help and clarification if you are unsure). This Assessment Guidance document has been devised to help you with this process and there are sample templates available to support you in its completion. Please utilise this support document to ensure your submission has the best opportunity of meeting the assessment criteria without incurring additional costs.

You should come to the practical assessment day prepared for both the technical test and the practical assessment. You should revise the technical information and key points for the 7 events covered on the programme and the How-2 On-Track 4 cards as these should be implemented in your coaching. You should have a copy of your session plan to work from and another copy for your assessor to view. Please ensure you are sufficiently prepared for your assessment day. **Arriving for the practical assessment day without a session plan is unacceptable and will result in the assessor refusing to assess the practical element.**

Assessment days will occur several times per year, please liaise with your Home Country Education contact to ascertain dates and availability. We would encourage you not to rush the process and book on the assessment day that is appropriate for you and your development in terms of time and experience. Remember the Coaching Diary needs to be submitted at least 6 weeks prior to the practical assessment day that you wish to register for. Applicants where diaries are received out of this time frame will be held until the next available assessment date.

UKA maintains high standards in granting coaching licenses. As a qualified and licensed UKA coach you will be in a position of great responsibility in the development of athletes to reach their potential and ensuring a safe, fun and inclusive environment, devising sessions and plans that meet the athletes needs are and suitable for their stage of development. UKA needs to ensure that a minimum standard is achieved in the awarding of this qualification and the assessors will uphold these standards through the assessment process.

In the event of appeals regarding assessment decisions, please contact the relevant Home Country Coach Education contact in the first instance within 10 working days of being informed of the assessment decision.

UKA wish you well in your assessment and urge you to look back to your programme information to support you in the completion of all the assessment elements of the programme.

APPENDICIES – PART COMPLETED TEMPLATES ABOUT THE COACH

COACHING KNOWLEDGE	RATING (1 – 10)	COACHING SKILLS	RATING (1 – 10)
Warm Ups	2	Planning	8
Cool Down	1	Organisation	1
Balance & Coordination	3	Safety	1
Starts & Accelerating	8	Instruction & Explanation	1
Maximum Velocity Running	8	Demonstration	3
Running for Endurance	8	Observation	2
Running over Obstacles	8	Analysis	8
Jumping for Distance (Long Jump)	8	Coaching Intervention	8
Jumping for Height (High Jump)	8	Feedback	8
Throwing – Pushing (Shot Put)	8	Listening	8
Throwing – Pulling (Javelin)	8	Questioning	8
		Evaluation of Self and Session	8
		Setting up practice to enable skill learning and development	8

TABLE ONE

COACHING KNOWLEDGE	RATING	COACHING SKILLS	RATING
Cool Down	1	Organisation	1
Warm Ups	2	Safety	1
Balance & Coordination	3	Instruction & Explanation	1

ACTION PLAN

<p>From Table One above identify one area of coaching knowledge that you want to develop throughout the mesocycle:</p> <p>Cool Down</p> <p>WHAT WAS THE RATING SCORE? 1</p>	<p>From Table One above identify one coaching skill that you want to develop throughout the mesocycle:</p> <p>Instruction & Explanation</p> <p>WHAT WAS THE RATING SCORE? 1</p>
<p>Why have you chosen this area:</p> <p>As an AC I should lead this on behalf of all other Leaders and Coaching Assistants</p>	<p>Why have you chosen this area:</p> <p>Whether coaching groups of athletes or working with Leaders and Coaching Assistants I need to be very clear in what I tell them to do</p>
<p>Write ONE smart goal for the mesocycle that address each of the AREAS YOU IDENTIFIED:</p> <p>By the end of December, I want to raise my awareness of the content of the cool down in particular for jumping activities and to ensure I restrict the amount of information I give during the stretches to one or two key points</p>	
<p>Identify the ways in which you will move towards this goal – i.e. reading, attending a course, observation, working with support coaches or mentors etc.:</p> <p>Cool down – working with the jumps coach, detail the stretches and technical points they include. To use this information on my cool down unit, listing down the stretches with their technical point and selecting only two to focus on.</p>	
<p>Who will you work with to help achieve this goal? How will they do that?</p> <p>I will ask a colleague to observe and count how many technical points I give for each stretch so they can help me reflect afterwards. At the same time they can test my knowledge to see if I have remembered those points.</p>	
<p>Are there any barriers that you can think of that may get in your way? Time, a holiday, work.</p> <p>I will need to organize for someone to be available at the end of each session.</p>	
<p>How may you overcome these barriers to assist you in achieving your goals?</p> <p>If I plan far enough in advance and arrange it with the person this should get through the problem.</p>	

COMPLETED ACTION PLAN - REVIEW

Review 1 Date:			
Coaching knowledge What was your Rating/Score?	1	Coaching skill What was your Rating/Score?	1
What is it now?	4	What is it now?	6
<p>Have you full achieved your goal? Please state clearly:</p> <p>What-2: what you know now that you didn't know before.</p> <p>How-2: how that coaching skill now differs from what you were doing before.</p>	<p>I now know that we need to systematically stretch the muscles that have been used throughout the session. Doing it in an orderly way helps the athlete learn the movements and an order to do them in.</p> <p>I now plan what I want to say to people prior to the session starting. As a result I use fewer words when briefing my colleagues and can get the athletes active sooner too.</p>		
How have you worked towards achieving your personal coaching goal?	<p>The colleague (John Daly) I approached to help on the knowledge side was very welcoming. He asked me what stretches I would do and in what order. He then suggested additional ones and where they would fit in the order. He also asked me to try focussing on how much information people actually needed to do the activities I was setting. This helped me reflect on what I told people opposed to what they needed.</p>		
What support have your received towards it? From whom? How often?	<p>Both the Technical Advisor and Coaching Assistant helped each week. I think this was down to me being organized and planning it ahead of time.</p>		
In light of current developments do you need to modify or change your personal coaching goal? If so, state any changes or new goals?	<p>I think I would like to retain the coaching goal as it is, but to increase my rating scores.</p>		
When will you review your progress towards the achievement of your personal coaching goals next?	<p>I'll leave it another 4 weeks before I assess again, but will ask if both the support colleagues are available at that time.</p>		

ABOUT THE ATHLETE

Number of Athletes	Stage of Development	Training sessions per week
1	FUNDAMENTAL	2
1	FOUNDATION	2
1	EVENT GROUP DEVELOPMENT	4

Stage of Development	Examples of how you have modified and adapted one of your sessions to ensure the athletes needs are met
FUNDAMENTAL	This has been really challenging. There are two new athletes in the group, one very much a beginner at everything and the other has moved from another club.
FOUNDATION	The Fundamentals based athlete is doing the same activities as the Foundation athletes, but we tend to focus on simplifying the movement to help the coordination side. They seem to enjoy joining in with the rest of the group.
EVENT GROUP DEVELOPMENT	As for the Event Group Development athletes, these we do similar activities but as they are more able to do the movements, we put them under a bit of pressure. For instance when we practice running over obstacles, the fundamentals athlete, only has to sprint over cone markers, but the others have hurdles at the competition height and space. They run against each other over short distances as a competition.

PART COMPLETED ATHLETE PROFILE - THIS IS A PART COMPLETED ATHLETE PROFILE.

PERSONAL DETAILS					
Name (optional)	A Thlete	Gender	M	Standing Height (if under 20)	
Employment Status <small>(at School OR at University OR Working OR Other – please specify)</small>	School	Hours per week doing this	30	Is he/she taking Exams in the current year?	No
Training days per week	2	Training hours per week	3		
Maturation Level (EARLY or AVERAGE or LATE)		Your reasons for this	Chronologically he is 12 years old, he has no facial hair and his voice is not starting to break.		

TRAINING BACKGROUND

Type of training and length of time, including other Physical activity currently being undertaken and when

Other Physical Activities	Where (School teams, external sports clubs, etc.)	When	DURATION Training/practice time
<p>He also plays football for a local club on Saturdays. They run once a week for an hour on Tuesdays. This follows a Karate club at school which lasts an hour. On Thursdays he goes to school football club which lasts about 40minutes.</p> <p>At school he also has a swimming lesson on a Thursday morning for 30minutes at a local pool.</p>			

Fundamental Movement Skills	What is your assessment of their fundamental skills and what has led you to this conclusion? (THE 365 SKILL DEVELOPMENT MATRIX MAY HELP YOU ANSWER THIS QUESTION)
Agility - please write down how you have assessed their agility and what you saw them do	Using pivoting I was able to see the athlete rotate forwards and backwards on either foot with no loss in speed or accuracy of movement
Balance - please detail what activity(s) you used to assess their balance and what you saw	Using standing on one leg and then jumping onto the other leg, I was able to see the athlete land balanced on their left foot, but arms moved all over the place when landing on their right foot.
Coordination - again detail an activity that you used to assess their coordination, what did you see happen and what were your conclusions	Running arms hopscotch: the athlete was able to execute this movement forwards and backwards, accurately and at speed. They are very coordinated, balanced and agile.

AGES & STAGES

Chronological Age	12	He is currently 12 years old.
Biological Age	12	He hasn't shown any signs of early or late physical development
Developmental Age	13	Socially he mixes with some of the older athletes in the group and speaks with them as an equal. He is very focused and is quite mature about his approach to sport. He works very hard but never breaks down if it's too hard.
Training Age	2	He has always had good PE at school and his football coach I know. They play in all positions including goal keeper, they all have had to learn how to catch and throw the ball. At the athletics club, his attendance has been consistent for the last 24 months apart from holidays.
Stage of Development	Foundation	He has the majority of the fundamental movement skills which will be addressed. He's a long way off "black" on all areas.

Running Assessment		
Area / Event	Technical Matches	Technical Mismatches
Sprint Start (drive & acceleration)	On your marks – hand spacing, foot placement, neutral spine and head. Set – hips just above shoulders Drive – pushes hard off front foot.	Set – balance goes forwards and head drops Drive – doesn't extend front leg full and rear leg comes too far forwards.

YOU WILL ALSO NEED TO SHOW THE OTHER MATCHES AND MISMATCHES FOR THE OTHER EVENT MOVEMENTS.

PLANNING

Included in this section are part completed templates. These are for guidance on HOW to complete them and the **content should not be copied**. The goals and content should relate back to the athlete profile and the emphasis should be aiming to address these needs.

MESOCYCLE

Starting Date:	December 1st 2010				Finishing Date:	February 28th 2011		
Technical Skills Goals	Running Goal:	Set position to keep centre of mass central to base.						
	Jumping Goal:	Staying tall in the air.						
	Throwing Goal:	To rotate the right leg before the arm is used.						
	Fitness Goal:	To be able to run for 20 mins without stopping.						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Starts	X2	X2	X2	X2	X1	X1	X1	X1
Accelerating								
Maximum Velocity Running								
Running over Obstacles			X1		X1		X1	
Running for Endurance	X2	X2	X1	X2	X2	X2	X2	X2
Jump for Distance	X2		X2		X2		X2	
Jump for Height		X1		X1		X1		X1
Pull Throw		X1			X1		X1	
Push Throw	X1		X1	X2		X2		X2
Fitness	See Endurance							
Fundamental Movement Skills	X1		X1	X1	X1	X1	X1	X1

MICROCYCLE

Technical Focus (Area / Event)	Week 3
Starting / Accelerating	Monday – 20mins Part practice – Set position Wednesday – 15mins Whole practice – crouch starts through to set position
Maximum Velocity Running	
Running over Obstacles	
Running for Endurance	Monday – 15mins Wednesday 20mins Game based guided discovery – Bean Bag Relay
Jumping for Distance	Monday – 20mins Shaping – Standing Long Jump - Jump the Ravine
Jumping for Height	
Push Throw	Monday – 20minutes Game based guided discovery with medium/heavy medicine balls
Pull Throw	Wednesday – 20minutes Shaping push throw with light medicine balls
Strength Development	
Flexibility	
Other Physical Activities	Tuesday – Karate Football practice Thursday – Swim club, Football Club Saturday – Football Match

COMPLETED SESSION PLAN

COACHING SESSION PLAN			
Date: 1/11/2010 Duration:		Stage of Athlete Development: Foundation	
Venue: The Hall, St John's School		Age group of athletes: 10-14	
		Size of group: 12	
Equipment: Cone markers – whistle, stop watch, 6 lines, 6 mats			
Session Goals for the Athletes (WHAT-2): Starts – obtain a balanced set position Jumps – stay tall in the air during flight Run for 15mins non stop		Personal Coaching Goals (HOW-2): Give 1-2 points only relating to each movement and check for understanding.	
COACHING SESSION PLAN			
Session Component	Unit Detail	Coaching Points	Organisation/ Safety Key points
Warm Up (5mins)	Shark Tag	Driving down and back on each running step	2 islands, 1 shark 20m,5m area
Main Session Unit A (15mins)	Sprint Starts Each athlete to practice getting into Set position Method – Guided discovery – they need to work out whether or not the height of the hips affects the set position balance. 6 sets of 2 reps swapping over after each set	Hips above shoulders Equal balance across base of support.	6 groups of 2 athletes Ensure recovery between each set
Main Session Unit B (15mins)	Jumps High hips hang In their pairings, to practice staying tall in the air. Shaping – standing two footed jumps only 12 sets of 1 rep swapping over after each	Arms high above head, chest upright, hips high	X6 mats and cones
Main Session Unit C (15mins)	Non stop cone taking 15 mins constant pace running Teams of 3 steal each others cones.	Steady pace that the athletes can do for 15minutes without stopping.	Stagger the start of the time to allow faster ones to go off first. Four stacks of cones at either end of track. Four teams of three – ability spread equally throughout faster ones to go off first.
Cool-Down (5 Minutes)	Static stretching – Thighs front and reverse, lower leg front and reverse, arms and shoulders. 3x3 reps holding for 10secs each	Thigh back chest staying tall Thigh front – knee under hip	

Coaching points relate to Session Goals

COACHING SESSION: SELF EVALUATION

<p>Personal Coaching Goals (HOW-2): By the end of the session I will have... Given 1-2 points only relating to each movement and checked for understanding.</p>	
<p>Did you achieve this goal? Yes</p>	
<p>What did you do that may have caused this? I restricted myself to the coaching points on my session plan and then asked the groups to repeat what I had said. I think I used the words “where should the hips be and what should I do with my chest?”</p>	
<p>What else went well with the session? The starts went really well. Most of the athletes started better when their hips were above shoulder height.</p>	
<p>What was it that you did to enable this? I think it was because they had the opportunity to try different positions that they chose. As I let them practice and work out for themselves the effect of really low hips or really high hips, they discovered better positions. So this was down to my planning and setting up of a guided discovery session.</p>	
<p>What didn't go so well? Running.</p>	
<p>Why? Not everyone was able to run for 15 minutes without stopping. Either I organised the groups badly, or how I set it up made it too competitive and the unfitter ones went off too fast.</p>	
<p>Information and feedback from Support Coach They reinforced what I thought about the amount of information I gave – this was helpful. (This was a parent of one of the athletes). On the organization front they offered an alternative set up that may avoid the competitive element on the running.</p>	
<p>What I learnt/want to improve in my coaching I learnt that by ensuring there was a session goal, this then focused me on what I needed to do. I was able to limit the amount of information I gave at the start and throughout (including when giving feedback).</p>	
<p>Action Plan to improve my coaching I will ensure in the next 3 sessions that I have this same focus. I will review what I do in two weeks time to see if it is becoming more automatic.</p>	
<p>What support do I need? Having the parent listen to the amount of information I give was really useful. I'll line this up again for the sessions I'm planning</p>	<p>Who will provide this support? The parent for amount of information.</p>
<p>How will I measure my improvement/success? If the athletes are able to state back clearly what they have been told, I will know they have had an appropriate amount of information from me. Also the parent should be able to reinforce this at the end.</p>	

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