

# COACHING ASSISTANT AWARD

INDUCTION PACK



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## WELCOME



On behalf of UKA I should like to welcome you to coaching and to thank you for showing the sort of commitment that will help develop the athletes of the future. Athletics depends so much upon the amazing contribution that is made by volunteers such as you. Not only the time that you spend working with athletes of all ages but the willingness to give up precious spare time to attend coach education courses at weekends. Sport needs people like you who are willing to work at becoming the best coach you can be. Not only will this lead to successful athletes, it will make a positive contribution to the world that we live in. I hope that one day you will be able to watch athletes that you have perhaps introduced to the sport performing successfully on an international stage.

The Coaching Assistant Award is a new course that has been developed to ensure that as a coach you get the best possible introduction to coaching in the sport. It will provide you with knowledge to understand the basic needs of the sport and will introduce you to some of the key skills that you will need to successfully work with athletes of different ages and abilities. This is the initial stepping stone towards your athletics coaching career, additional education courses are available in more specialist areas of the sport as you develop as a coach.

UKA recognises that this course provides a foundation and that only by putting into practice what you learn can you improve your skills as a coach. It is important that you view this course as the first step. Whichever route you choose as you begin your involvement as a coach, I wish you well. The sport needs more coaches who are dedicated to working with aspiring athletes of all ages and abilities.

### **UK Athletics Chief Executive - Niels de Vos**



Welcome to the UKA Coach Development Program. By enrolling in the Coaching Assistant Award you have taken the first step towards a path filled with rewards and challenges.

UKA and our Home Country partners believe coaching is vital to the health and successful growth of our sport and because of this we have invested heavily in a multitude of programs to help coaches develop. In conjunction with our formal coach education programs, we offer professional development across all event areas, and support these programs through our world class coaching website: uCoach

(<http://coaching.uka.org.uk>).

I would like to take this opportunity to welcome you to the coaching family. I hope your coaching experience is memorable.

### **UKA Strategic Head of Coaching and Development - Kevin Tyler**

## INTRODUCTION

Congratulations in booking onto the Coaching Assistant Award you have taken the first step on the coaching ladder. We hope you will find it useful in starting you off on your coaching pathway and hopefully in preparation for you progressing towards a Coach qualification.

This document tells you what you need to do prior to attending the course. It is important that you read through and undertake the tasks indicated. By doing so, we will be able to utilise your experiences and observations over the two day course. There are a number of tasks we expect you to complete prior to attending the course, in total these tasks should take you between 2 and 4 hours to complete.

The UKA Coaching Assistant award has been devised to provide an introduction to coaching in athletics. The course covers basic principles of running, jumping and throwing as the cornerstone of all athletics events. It will also focus on the introduction and development of fundamental movement skills to support athletics activities. A solid foundation and knowledge of athletics is required by the Coaching Assistant therefore this is the point of entry to the coach education system for all aspiring coaches. An understanding of the principles of movement related to running, jumping and throwing are essential as these form the foundation and basis for training in all athletics events. As athletes grow and develop and new training methods are introduced the foundations of athletics will be required. For example, when strength training, the movement principles of throws should be maintained whilst doing medicine ball work, while endurance runners will need coordination, balance and strength in order to perform plyometric activity. Therefore fundamental skills and the movement principles of jumps should be utilised.

When you have completed the course and received your Coaching Assistant license you will be assisting in the delivery of athletics coaching sessions under the supervision of a qualified UKA Coach. The changes in the coach education system mean that as a Coaching Assistant you may be working with a group of athletes without the physical presence of the Coach next to you, they may be operating at another part of the track, however they must be at the venue. Consequently the Coaching Assistant should be skilled in organising groups, ensuring safety, setting up and running stage appropriate athletics activities, and beginning to observe and analyse athletic movement.

On successful completion of the course you will receive a Coaching Assistant license which is valid for three years. The license is linked to the Criminal Records Bureau or Disclosure check and the Vetting and Barring Process, in order to renew your license you should ensure that your CRB is renewed every three years.

"Coaching is one of the most rewarding pastimes and professions. Primarily, coaching is about helping individuals to be better sports people. However, the way in which coaching works means that coaches can and do affect many areas of the athlete's existence in a positive way. Coaching therefore carries with it an enormous responsibility, which should not be taken lightly. Acquiring coaching knowledge and keeping it up to date is the best way of taking that responsibility seriously - Get input and remain plugged in."

**Aston Moore - UKA National Event Coach for Triple Jump**





## UKA COACH EDUCATION SCHEME

The Coaching Assistant award is one of two entry points into the UKA Coach Education system. Those interested in becoming involved in athletics can enter through either a Leadership award (Athletics or Running Fitness) or the Coaching Assistant award. For those who elect to begin their development with the Leadership award the Coaching Assistant award is the next step. Both awards are attendance only programmes.

It is strongly recommended that a minimum of 6 months is spent operating as a Coaching Assistant before undertaking one of the coaching qualifications (Children, Athletics, Coach in Running Fitness). The Coaching Assistant award has been devised as part of a two-step process to becoming a Coach and is a pre-requisite of that progression. The Coach qualifications will build on the information and knowledge acquired in the Coaching Assistant award and become more specific to the environment that you will be coaching in. Hopefully at some point in the future you will decide to progress to the Coach qualification, this could be in one of three streams – Children’s Coach, Athletics Coach or participation Coach in Running Fitness.

The Coach programmes require three days of attendance on the course followed by an assessment. The assessment will involve both written and practical work, and aspiring coaches will be expected to address all the assessment requirements of the programme to be awarded a Coach license.

Once qualified as a Coach there is the opportunity to further specialize in event group, e.g. jumps, and event specialism’s e.g. high jump. These courses will be supported by informal coach development opportunities run through the Home Country Athletics Federations.

For further information on the UKA Coach Education scheme follow this link  
<http://coaching.uka.org.uk/document/qa-on-the-new-coaching-qualifications-structure>

"My coach Lloyd has been invaluable in helping me achieve World Championship and Olympic success and we have become a great team over the last few years. Not only does Lloyd always plan my training and competition meticulously but he has also taught me to work hard and believe in myself. Without good coaching I may never have been inspired to fulfil my dreams and keep focused through the ups and downs of my career."

**Christine Ohuruogu - Beijing Olympic Women’s 400m Champion**



## ROLE OF A COACHING ASSISTANT

The Coaching Assistant role is to support a Coach in the delivery of athletics sessions. Coaching Assistants may be supporting Children's Coaches, Athletics Coaches or Event Group Development Coaches therefore their range of knowledge and experience of athletics movements, principles and events will need to be wide ranging. UKA are advocating a multi event approach to athletics development. Coaching Assistants will need to be familiar with run, jump and throw activities and events to effectively support sessions.

The number of differing roles a Coaching Assistant may take on during a session include:

- Role model - to set high standards
- Deliver units of a session from task cards or a session plan under direct supervision of a coach
- Assist a qualified coach
- Instructor – developing good technique
- Teacher – teaching new skills
- Motivator – encouraging athletes to have fun
- Guardian – looking after the welfare of athletes
- Friend – being someone they can talk to

It is important to emphasize here that your role is one of support. You are not responsible for devising the session, however, you may negotiate with your Supervising Coach over which units of the planned session you will deliver. Alternatively, you may deliver athletics activities from a task card or session plan. It would be a good idea over time to ensure you have experience of delivering every unit of an athletics session.

Other than athletes you may also have responsibilities working with parents, schools and/or team managers.



## OPERATING AS A COACHING ASSISTANT

Prior to a session Coaching Assistants should discuss with the Supervising Coach the session plan to be delivered and any task card activities that they are expected to lead. The Coaching Assistant should have some time to become familiar with the contents of the session plan and have the opportunity to discuss any queries or concerns with the Supervising Coach prior to the session. The Coaching Assistant should also identify a personal coaching goal to concentrate on during the delivery of the session (this process can be viewed on the 'Role of the Coach' video footage on the uCoach website: <http://coaching.uka.org.uk>). The Supervising Coach and Coaching Assistant should agree on any units of the session that the Coaching Assistant will deliver, either on their own or in conjunction with the Supervising Coach.

- **Coaching Assistants work under the supervision of a licensed coach. If Javelin, Hammer, Discus or Pole Vault are being learnt (other than with soft/adapted equipment) then DIRECT SUPERVISION is required. This means that the Supervising Coach MUST be present at the same part of the track so they can see and hear what is going on. For other activities a licensed Coaching Assistant should still be working under supervision from a Supervising Coach. However they may be at a different part of the track from you.**

During the session the Coaching Assistant may be responsible for small groups of up to 12 athletes and could be delivering any part of the session. Consequently they should be able to work from a session plan and be familiar with the activities within the plan. They will have to organise and safely manage a small group of athletes for all or part of the session.

After the session the Coaching Assistant should assist the Supervising Coach in clearing the area and most importantly discuss their own performance in the session by evaluating their personal coaching goal. This review will inform future development goals in other sessions.

The Supervising Coach may have a number of Coaching Assistants and / or Athletics Leaders helping them in the delivery of the sessions. Ratios of 1:12 should not be exceeded for best practice; however in the delivery of certain aspects particularly where skill development is concerned lower ratios are preferred to assist in skill learning and retention.

As a Coaching Assistant you are in a prime position to promote the sport, to take an interest in all of the participants and to encourage them to stay in the sport as they strive to achieve their own goals. Consider your coaching behaviour do you:

- **...welcome everyone to the group?** make sure that they are respected? You must not discriminate on grounds of gender, marital status, race, ethnic origin, religion, age, class, social background or political belief.
- **...show that you respect everyone in the group as an individual?** that you encourage them to make their own decisions as well as taking some responsibility for their own development?
- **...ensure that safety, enjoyment and sportsmanship** are placed before winning and success in sessions and competitions?
- **place sufficient emphasis on skill development and achievement** rather than performance targets?

## COURSE INFORMATION

The course is a 2 day programme (9am – 5pm) run over a weekend. It is a mixture of practical and theory sessions so you should come prepared to undertake some practical activity and wear appropriate clothing for light activity.

You will need to bring a pen with you. An on course workbook will be provided at the course for you to record your learning. This is your own personal reference document and is not submitted.

The first day of the course focuses on fundamental movement skills, running and jumping activities using task cards to deliver athletics sessions. The second day of the course covers throwing and endurance based activities and begins to look at and use sessions plans to deliver athletics activities. At the end of the second day there will be an opportunity for you to practise coaching in pairs which will be observed and feedback provided by the course tutors and peers to assist you in your coaching development. You will be assigned a specific activity to deliver from a task card or session plan, therefore your familiarity with the layout of these prior to the course will assist in your readiness to deliver this section. A selection of task cards and session plans should be viewed as part of the pre-course home study.

Please arrive promptly for the start of the course; the course will start at the scheduled time. There is a lot of material to get through on both days, please assist the tutors with good timekeeping to ensure that the scheduled breaks can be accommodated during the course.

## COACHING ASSISTANT PRE-COURSE HOME STUDY

As you work through this induction process keep in mind that this is the beginning of your learning as a Coach that will continue way beyond the end of the weekend course.

Prior to the first day of the course you should read and complete the following exercises in preparation for the course.

Task	Topic	Instructions
1	About you	Complete, print and take with you to day one of the course
2	Athlete Development Pathway	Read & complete questions, print and take with you to the course
3	Coach Development Pathway	Read and note down any questions you might want to ask on course
4	Role of the Coach	Watch the video online. The document here prompts you about what you have seen. Complete the answers, print and take with you to day one of the course
5	Observing your Supervising Coach	Print the letter and hand to your Supervising Coach. Print the observation form and complete it by watching your Supervising Coach
6	Course Resources	Read all prior to attending day one of the course: <ul style="list-style-type: none"> <li>• Task Cards</li> <li>• Session Plan</li> <li>• What 2 On Track 4 Cards</li> <li>• How 2 On Track 4 Cards</li> </ul>





## TASK 1

### ABOUT YOU

#### SET...

##### I WANT

i.e. I would like to learn how to deliver a warm up which meets the needs of the athletes

##### I DON'T WANT

i.e. Too much practical exercise

##### I LEARN BEST WHEN

i.e. By doing, reading, watching, involving



#### GO..!

##### HOW WILL I USE MY NEW SKILLS AND KNOWLEDGE?

What do you intend to do with the award? How will you use what you have learnt?



## TASK 2

### ATHLETE DEVELOPMENT MODEL

This document summarises the key features of the main article on uCoach ([www.uka.org.uk/coaching](http://www.uka.org.uk/coaching)). For more detailed information please read the full article at <http://coaching.uka.org.uk/document/uka-athlete-development-model-document/> and listen to the accompanying podcast at <http://coaching.uka.org.uk/audio/adm-podcast/>

The Athlete Development Model (ADM) addresses some of the fundamental questions UKA is regularly asked surrounding the suitability of certain training activities for young developing athletes. Where ages are presented in the model, they refer to 'developmental' rather than 'chronological' age. Developmental age refers to the physical, mental, cognitive and emotional maturity of the athlete as opposed to chronological age, which is the number of years since birth.

The training and competition requirements of developing athletes are dictated by their developmental needs. The athlete development pathway includes the following stages:

#### **Fundamentals**

Until about twelve, all children should ideally be engaged in multiple sports with little specific focus on one over the other. This coincides with the period of rapid skill acquisition for both boys and girls, where the broadest range of sports possible will allow the young athletes to quickly pick up all of the fundamental movement patterns required for training in the future.

#### **Foundation**

From the ages of around 12 – 16 young athletes should be exposed to a range of Athletics events across as many event groups (running, jumping, throwing) as possible. At this stage in their development it is very difficult to predict what event or even event group the athletes may be best suited to when they are fully mature. Furthermore, as a fully mature athlete, regardless of the event, their training will to some degree involve a variety of running jumping and throwing activities and so a background in a range of events will provide a solid foundation for the future.

#### **Event Group Development**

Around the ages of 15 – 16 athletes will probably begin to focus on a specific event group (sprints, endurance, jumps, throws, multi events or wheelchair racing) as they begin to realise where their potential and interests lie. At this point the athlete should focus on a range of events within the event group so as to develop a good all round event group specific conditioning and coordination base.

#### **Specialisation**

Once the athlete is reaching full maturity they will probably begin specialising in a single or perhaps two closely related events (i.e. shot and discus, long jump and triple jump, short sprints and sprint hurdles, 1500m and steeplechase, multi events, 800m and 1500m wheelchair racing). If they have gone through a suitable progression from multi-sports to multi-events to event group, then they will have acquired a strong foundation in athletic conditioning, as well as run, jump and throw specific skills, from which they can now draw upon for improved performance in their chosen event(s).



# TASK 2

## ATHLETE DEVELOPMENT MODEL

### Performance

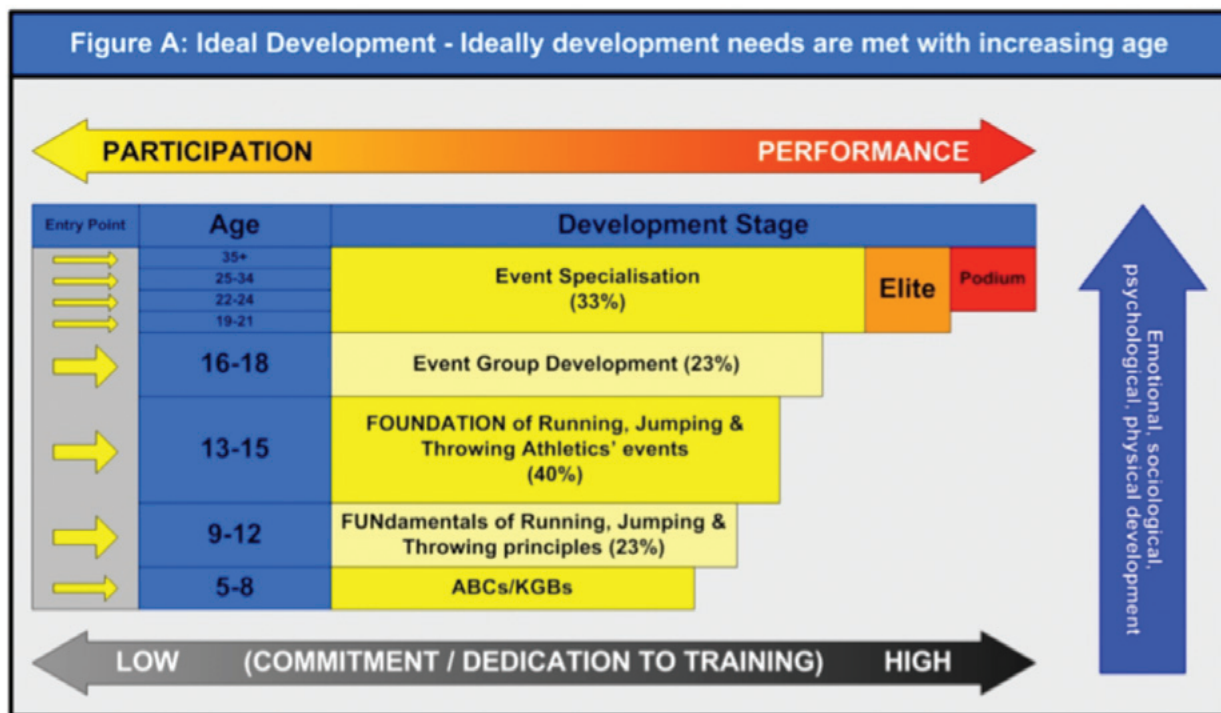
Assuming an athlete has the potential to achieve a podium finish at the Olympics, Paralympics or World Championships they should move through a performance spectrum that begins with club competition pre-puberty and progresses to international representation in their mid to late teens. As the athlete becomes fully mature they will begin to achieve a top eight finish at Commonwealth Games, European Championships and finally World, Olympic and Paralympic Games. Statistics show that most athletes who attain a podium finish at the highest level of competition are over the age of 22.

Athletics is a late specialisation sport and even if an athlete is capable of qualifying for an Olympics at age 15 with the long-term future of the athlete in mind they should focus on national level competition ahead of major international senior championships.

Those entering the sport late may have to revisit some of the skills required to train. However they will have probably been doing other sports where they may have developed many of these abilities (for example cricket for throwing, basketball for throwing and jumping, team sports for running, cycling or swimming for endurance).

Note that for the Coaching Assistant Award only activities relevant to the first three stages of the athlete pathway (fundamentals, foundation, and event group development) are included in the course.

### UKA Athlete Development Pathway (V1.2)



\*These diagrams are for illustration purposes only. They can only be fully interpreted after reading the accompanying notes and audio presentations.



## IMPLICATIONS FOR TRAINING AND COMPETITION AT DIFFERENT STAGES OF PHYSICAL DEVELOPMENT

- High intensity short duration activities can be undertaken by athletes regardless of age
- All athletes should undergo appropriate loading during adolescence and early adulthood to promote healthy bone, tendon and muscle growth
- The frequency of training will increase as the athlete develops. However an increase in the frequency of Athletics specific training should only occur if performance is stagnating and there is a good reason for thinking more training sessions would give greater results
- Coaches should be aware of athletes' physical activity levels away from the Athletics track. If an athlete is playing football several times a week this may take care of their aerobic training for example
- Athletes should use equipment and distances that are suitable to their stage of development.

All our energy for exercise and physical activity comes from the use of one or a combination of energy systems:

**Alactic** – short duration high intensity start up energy

**Lactate** – uses the fuel stores in the body, without the presence of oxygen, and produces lactic acid

**Aerobic** – energy using oxygen and fuel stored in the body to perform sustained exercise

## PRE-PUBERTY

- All children should be engaged in at least 12 hours of physical activity per week. Some of this time may be spent training for Athletics while the rest should be comprised of other physical activity including training for other sports. For young athletes, training should be seasonal with a variety of sports being played throughout the year
- Athletes should develop a broad range of movement patterns taken from a variety of sports, which should include running, jumping and throwing
- Athletes should develop a wide range of Athletics specific movement patterns, i.e. hurdling, high jump, throwing a javelin or tennis ball, or pushing a shot or beanbag
- Pre-puberty is an ideal time for athletes to learn skills because they have low bodyweight and short limbs, which are relatively easy to control
- A key difference between developing and fully mature athletes is that the aerobic system of young athletes switches on more quickly, and produces a higher percentage of the overall energy required for movement, regardless of duration or intensity of the activity. Furthermore, before puberty the lactate system provides a lower percentage of the overall energy required for movement. This means that children require less rest than adults to recover between bouts of exercise. In a practical environment this is useful because children have shorter attention spans than adults and are more likely to become bored during rest breaks
- Prior to puberty strength training has little impact on muscular size. Instead neural factors are responsible for the majority of strength increases in children prior to puberty
- Pre puberty the majority of conditioning needs can be met through technical work across multiple events and other sports
- Supplementary conditioning work including the use of strength training is appropriate provided that it is undertaken in a supervised manner, in a controlled environment, by an experienced coach.

## PUBERTY

- As body weight increases during puberty the potential for rapid skill development decreases. However, athletes will need to relearn skills within the athlete adult body shape and so training for skill development should continue
- As an athlete enters puberty the muscle size increases allowing an athlete to generate more force. As tendons and bone develop at a different rate to muscles there is an increased risk of tendon and bone injury during this period
- Growing athletes should be exposed to appropriate repeated and progressive tendon loads, through running, jumping and strength training activities. This will help strengthen these areas and protect against injury in the future
- Athletes need to maintain an appropriate level of mobility during the periods of rapid growth that occur during puberty but some range of motion will naturally be lost
- During puberty both muscles cross sectional area, as well as improvements in neural recruitment (how the muscles are coordinated by the brain), can both contribute to strength increases
- In addition to rapid increases in strength, the lactate system also matures during puberty enabling athletes to undertake sustained high intensity activity. However, this is also a time during which athletes will need to relearn skills within their adult body. Therefore, any need to develop the lactic system through running based activity should be balanced with the requirement for developing good running technique
- The focus on dedicated training of the aerobic energy system should rise gradually throughout puberty until the athletes are fully mature.

## POST-PUBERTY

- Once the rate of growth declines post-puberty athletes will need to relearn both general and athletic specific movement patterns within the athlete adult body shape and so training for skill development should continue. This is most important for girls as their shape change can be more dramatic
- As the athlete develops the ratio of generalised to specialised training will shift in favour of specialised work to support the physical and technical requirements around an event. This corresponds to the move to event specialisation
- After puberty strength development continues primarily from improvements in neural recruitment
- After puberty specialised training of the aerobic energy system including high volume running strategies can begin to be implemented in a progressive manner.

## ADULTHOOD

- When athletes are fully mature dedicated specialised training of the lactate system can be implemented without compromising the other body systems
- So long as a well structured development programme covering all the key aspects of skill development and physical conditioning have been implemented the athlete should now be ready to utilise all means of training.



## IMPLICATIONS FOR TRAINING AND COMPETITION AT DIFFERENT STAGES OF PHYSICAL DEVELOPMENT

Consider the developmental age of some of the athletes that you will be working with:

- Decide on their developmental age; remember to incorporate physical, mental, cognitive and emotional maturity in estimating their developmental age
- Categorise them into their relevant stage of the athlete development pathway
- What should be the key training and or competition focus in this stage of development?
- What currently is normal practice for training and competition for these athletes?

It would be useful to consider some of the following questions in helping you answer this:

- Are they already specialising?
- At what age?
- Is training focused on the lactate system yet?
- Has conditioning training been introduced?



Athlete	Dev. Age	Stage of Dev.	Recommended training and/or competition focus	Actual training and/or competition focus

## IMPLICATIONS FOR TRAINING AND COMPETITION AT DIFFERENT STAGES OF PHYSICAL DEVELOPMENT

What are the implications for the training and competition development of the athletes that you will be working with?



Can you identify any training or competition in other sports which will impact and / or complement their athletics training?



Make a note of any questions you have relating to the athlete development pathway that will impact on training and competition practices at your club.



## TASK 3

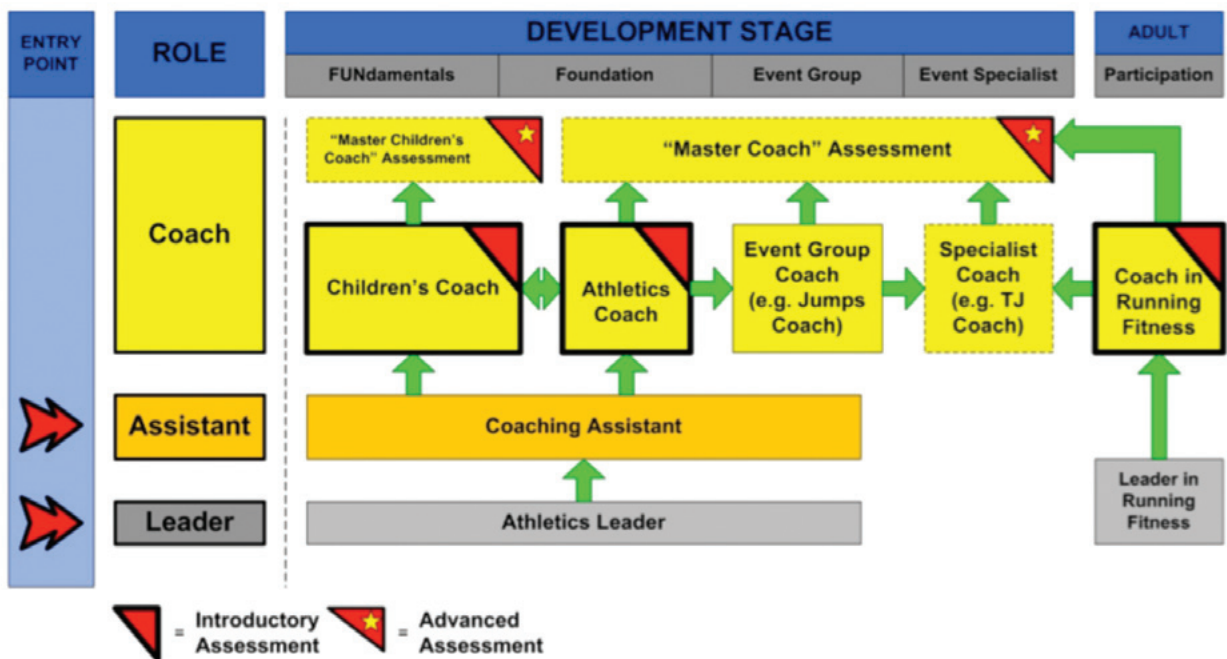
### COACH DEVELOPMENT PATHWAY

Coaches play a vital role in the success of athletics in the UK. As the National Governing Body for Athletics we recognise this role, consequently our coaching pathway has been devised to put the needs of the coach first. Our aim is to provide the most current, relevant and essential training and qualifications so you can be the best coach possible.

The coaching pathway allows coaches at every stage to access Continuous Professional Development through workshops, conferences, mentoring and collaborative coaching to allow coaches to continue their development beyond their qualification or award status. In the new UKA Coach Education system there is no hierarchy of coaching, all coaches are regarded as equal. Coaches are encouraged to follow their own learning goals and personal development plans in areas of interest to them updating and enhancing technical knowledge and developing their coaching process skills.

For those interested in commencing their development as a Coach there are two options, Leadership awards or the Coaching Assistant award. Those electing to begin with a Leadership award can continue onto the Coaching Assistant award when desired. Those electing to begin with a Coaching Assistant award are recommended to operate at this level for a minimum period of 6 months before progressing to one of the available coaching streams.

#### UKA Coach Development Pathway (V1.3)





## COACH DEVELOPMENT PATHWAY

The Coaching Assistant award and Coach qualifications should be viewed as a two step process to coaching. Much of the information provided on the Coaching Assistant course will be built on at Coach level. In selecting your next step for coaching consider the options available and the environment and the typical athletes that you will be working with. For example if you will be working with predominantly 9 – 12 year old athletes the Children’s Coach would be the best course for you. If you are going to be working with more event group development stage athletes the Athletics Coach would be best. If you will be working with adult social and recreational runners then the Coach in Running Fitness would be best. Carefully consider the environment you will be working in before making your selection.

All the Coach qualifications will take place over a 3 day period followed by a separate assessment day. Please note that at Coach level the course contains both a written and practical assessment element. You will be required to record and perform to certain standards to be awarded the Coach qualification; however there will be additional opportunities for reassessment.

Once qualified and operating as a Coach you may continue with your professional development in any way that you desire. UKA will also provide courses for event group development (speed, endurance, jumps, throws, multi events and wheelchair racing) and event specialism (sprints, pole vault, steeplechase, etc). Coaches wishing to develop in event areas or specialism’s should attend these courses which are more technical in nature and do not contain an assessment element.

For further information on the coach development pathway follow this link  
<http://coaching.uka.org.uk/audio/the-new-uka-qualifications-structure-podcast>

Record any questions you have relating to the coach pathway and qualifications system, print and take it with you to the course.



## TASK 4

### ROLE OF THE COACH

Go to the videos section on <http://coaching.uka.org.uk/> to see the "Role of the Coach" footage (running time 22 minutes). Watch the Coaching Assistant (Michael) and his Supervising Coach (Jeremy) prepare for, deliver and review the coaching session. The footage is split into three chapters: before the session, the session and after the session or you can choose to play all.

Make a note of all the things that you see the coach doing before, during and after the session, print and bring this completed sheet with you to day one of the course, as it will be discussed during the first day.

#### ROLE OF COACH

**BEFORE THE SESSION** i.e. Checking for safety issues



**DURING THE SESSION** i.e. Giving a demonstration



**AFTER THE SESSION** i.e. Collecting equipment



**TASK 5****OBSERVING YOUR SUPERVISING COACH**

Prior to commencing the course you should observe a coach delivering coaching sessions to athletes in the Fundamentals – Event Group Development stages of development. If possible try to observe two different coaches working at different stages of development. Use the forms to comment on various aspects of the coaching, the session and the athletes that you observe.

Before you begin please show the Supervising Coach the letter (Appendix A) and share with them the Role of the Coach footage so they have the opportunity to observe the requirements of the Supervising Coach role in practice.

<b>Coach's name (optional):</b>	<b>Coaches Reference Number:</b>	<b>Session delivered:</b>
<b>Venue:</b>	<b>Date:</b>	<b>Athletes (number/gender):</b>
<b>Aspect</b>	<b>Your observations</b>	
Athletes age, stage and experience		
Coaching style/s adopted (e.g. tell, show, involve).		
How to coach skills used (e.g. instruct, demonstrate, observe/analyse, provide feedback)		
What to coach skills taught (e.g. sprint, run, jump, throw, fun activities)		
Organisation skills (people, equipment, facility)		
Level of involvement and fun experienced by the athletes		
Attention to safety before and during the activity/session		
Ability to relate to the athletes and manage behaviours		
Introduction/warm-up, conclusion/cool-down and clear up		
What have I learnt?		
How will I apply this learning in my coaching?		

## OBSERVING YOUR SUPERVISING COACH



<b>Coach's name (optional):</b>	<b>Coaches Reference Number:</b>	<b>Session delivered:</b>
<b>Venue:</b>	<b>Date:</b>	<b>Athletes (number/gender):</b>
<b>Aspect</b>	<b>Your observations</b>	
Athletes age, stage and experience		
Coaching style/s adopted (e.g. tell, show, involve).		
How to coach skills used (e.g. instruct, demonstrate, observe/analyse, provide feedback)		
What to coach skills taught (e.g. sprint, run, jump, throw, fun activities)		
Organisation skills (people, equipment, facility)		
Level of involvement and fun experienced by the athletes		
Attention to safety before and during the activity/session		
Ability to relate to the athletes and manage behaviours		
Introduction/warm-up, conclusion/cool-down and clear up		
What have I learnt?		
How will I apply this learning in my coaching?		

## TASK 6

### COURSE RESOURCES

In order to familiarise you into the resources used on the course, please take the time to read the following:

#### 1. Task Cards

View a selection of task cards i.e. Domes and Dishes, Shark Tag and Speeding Up. These and other task cards can also be viewed on the Athletics Leaders section of the uCoach website. Pay particular attention to the heading and content of each box. You will be using other cards like this throughout the course – we would ask that you familiarise yourself with its layout.

#### 2. Session Plan

A session plan is a document that provides you with sufficient information to enable you to run the session. It should include information on setting up activities safely; focusing the athletes' attention on what they should be doing, as well as how much activity and rest to give them. You will become familiar with the suggested layout and delivery of session plans during the course. When you leave the weekend you should be familiar with their layout and content so you can identify what you need to do and any additional questions you may need to ask your Supervising Coach when provided with a session plan to ensure you can deliver it effectively.

#### 3. What-2 On Track 4 Cards

These are visual models of the basic technical principles for the event areas. These will be used extensively on the course to help you direct the athletes to the important technical points for these event areas. As these points reflect What the athletes do – they are called “What-2” coach.

#### 4. How-2 On Track 4 Cards

These are visual models to help you focus on a single aspect of what you do as a Coaching Assistant, i.e. provide a demonstration; they are called “How-2” coach. A variety of these cards are used on the course to help you go through the process of coaching. Please familiarise yourself with at least one of these cards prior to the course.

Visit <http://coaching.uka.org.uk> to download and read these resources





## APPENDIX A

### PLEASE PRINT THIS LETTER AND PASS TO YOUR SUPERVISING COACH

Dear Coach

As you are aware from your own development as a coach, the support of others at all stages of development is of vital importance. Recognising this importance, UKA has built into the coach education process the requirement for coaches to work with 'Supervising Coaches', to practice and gain experience of coaching, within a safe and positive learning environment.

At Coaching Assistant level, Supervising Coaches should be operating in the Fundamentals, Foundation or Event Group Development stages of athlete development. Before commencing the course the prospective Coaching Assistants are asked to observe at least two coaching sessions from different coaches and record what they observe.

The prospective Coaching Assistant who has approached you for support has enrolled on the UKA Coaching Assistant Award. Once they have completed the weekend course they will be able to support you by running sessions or parts of sessions from task cards or session plans that you provide them.

The prospective Coaching Assistant has been provided with access to the uCoach website to access their pre-course home study material, including the 'Role of the Coach' video footage. This footage demonstrates the relationship of the Supervising Coach and Coaching Assistant in action. It would be useful for you to watch the footage prior to commencing your Supervising Coach role. The course encourages them to focus on their own coaching development. Therefore they should share with you their needs, the key coaching skills they wish to focus on, and how you may support them.

#### How you can help the coach:

##### Prior to session – the planning process

- Agree the role that the Coaching Assistant will play (observation/lead units) and confirm group size, composition, facilities and equipment
- Agree units of the session or specific task card activities that the Coaching Assistant will coach (if appropriate) highlighting both the session goals and the Coaching Assistant's personal goals. Identify any areas which the Coaching Assistant is specifically seeking your feedback.
- Agree your role as the Supervising Coach during and after the session, using an observation sheet if appropriate

##### After the session - the review process

Discuss the Coaching Assistant's contribution and your observations as the Supervising Coach, using the format of:

- Ask the Coaching Assistant what went well in achieving their goals and why
- Ask the Coaching Assistant what did not go so well in achieving their goals and why
- You offer any objective information to assist the Coaching Assistant's reflection and analysis, working again from what went well to areas that perhaps went less well
- Ask the Coaching Assistant what they have learnt
- Ask the Coaching Assistant what s/he will now go away and work on
- Assist the Coaching Assistant in creating an action plan to target the necessary changes

On behalf of the Coaching Assistant you are supporting and UKA, thank you for taking the time to assist in the development of coaches for athletics.

Yours sincerely,

**Melanie Curds**

Coaching Qualifications and Training Manager

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