

COACH IN RUNNING FITNESS 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 Coach In Running Fitness qualification. It is intended to be used firstly, as a tool to provide further detail of the assessment requirements; secondly, 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. Please note that only when your written work is received will your place on the practical assessment day 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 you, the coach. Please ensure that the written work is fully completed in all areas prior to submitting the Coaching Diary, use the checklist on page 4 of the coaching diary to ensure you have completed all areas before submission. Submissions should be made electronically. However, 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. If you are sending a hard copy you must ensure that you send TWO copies of the entire document via Recorded Delivery, Special Delivery or other secure method.

The purpose of this assessment is two-fold. Firstly, we are expecting qualified Coaches In Running Fitness 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 In Running Fitness) and to check your understanding of key topics important to coaching.

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

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 In Running Fitness.

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 whom you are working.

For example:

One assignment is for you to create a plan for a specified period of time 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 In Running Fitness. Many of the templates used within this document can continue to be used throughout your coaching career. Please feel free to use them accordingly.

COACH IN RUNNING FITNESS COMPETENCIES

COMPETENCIES to be met	Where assessed	Content
1 Deliver organised, safe, inclusive 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 areas for Off Track Running (running for speed, endurance, uphill, downhill and over obstacles) • Health & Safety
2 Accurately observe and identify technical aspects of running	Coaching Diary Knowledge Test Practical Assessment	<ul style="list-style-type: none"> • Technical models of running delivered on course (running for speed, endurance, uphill, downhill and over obstacles) • Identify matches and mismatches when asked by an assessor • 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 specified period of time	Coaching Diary	<ul style="list-style-type: none"> • Accurately profile an athlete and group • Identify matches setting a goal – session and mesocycle • Differentiate between 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 development for off track running, (running for speed, endurance, uphill, downhill and over obstacles) • 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</p> <p>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 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. **The analysis of athletes and their capabilities is not required in this section.**

- For each of the knowledge and 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 course programme as possible
- Select the four lowest ranked coaching knowledge and coaching skills scores, and place them in table one
- 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 8 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, identify the key technical points for an athlete to ensure effective arm drive

Coaching Skills Goal:

In the next month ensure that during sessions I observe each athlete from at least two angles focusing on position of arms when driven back

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, e.g strength endurance for runners.

It is absolutely vital that as coaches we are engaged with and working with others to support our development. 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 In Running Fitness 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 affect 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 8 items from the coaching knowledge and skills list we are only asking you to concentrate on two key areas 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 each review you should record any new personal coaching goals to work towards by the next review date. If the review of the goals has indicated that a change or adjustment of the goal is required for any reason, make the change. 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.

We have built in specific review periods linked to key markers on the Coach In Running Fitness programme.

- Review 1 should be completed after day 2 and before day 3 of the course; you will have had two days of knowledge and a period of several weeks at least to put what you have learnt into practice before evaluating your progress towards your personal coaching goals
- Review 2 should be completed 8 weeks after day 3 of the course; you will have completed all the taught elements of the programme by this point and engaged in two practice periods to work towards your goals. At this time you should be very near to reaching your set goals

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 In Running Fitness 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 training age, their stage of development, presence of fundamental movement skills, frequency of training and other activity, as well as an assessment of their current capabilities is essential for effective planning. In order to meet the assessment criteria for the planning assignments the assessor will look back at these profiles to ensure that the sessions planned are appropriate for the athletes that you are working with. Therefore they need to be clearly linked.

Profiling has been split into two sections. We are firstly 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 for one athlete profile. This is more 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 the 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, and what you are changing within the sessions that you deliver to address the very differing needs of each stage.

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 +
- With physical, sensory or learning disabilities
- Returning to the sport after a number of years break
- Lacking in fundamental movement skills
- Well developed fundamental movement skills through regular training in other sports

It is important to assess the profile of the group to ensure that as a Coach In Running Fitness 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. 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 Profile

Once we have an overall picture of your training group we expect you to provide more in-depth detail for one athlete in the 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 require only one completed for the purposes of assessment it would be beneficial for you to complete two during the course in case there are any problems with the profiled athlete along the way which may affect your assessment preparation. It would be best practice for coaches to complete this level of analysis for all the training group members. 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.

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. If you are working with adults then the stage of development may not initially appear to be as significant. It is! Asking adults who lack fundamental movement skills, who may not have basic agility and coordination, to undertake a training programme could easily lead to injury, loss of interest and drop out.

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/s training may impact on your planned sessions. You may not be aware that the athlete has already played football that day or driven 100 miles because of work commitments before attending the session; this will impact upon 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. Is this the first coaching group they have ever attended or have they previously been or are currently involved with other groups, different clubs or different events?

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 content of your programmes will be affected by the presence or absence of fundamental movement skills in the groups. Comments on their competence or deficiency in terms of Agility, Balance and Coordination needs to be backed up by reference to some evaluation or monitoring. Simply stating good or average is not sufficient for the purposes of the assessment.

You will need to carry out the same process for the technical areas that are the focus of the course (running for speed, starting and acceleration, running over obstacles, running for endurance, uphill and downhill techniques). On the template you are asked to identify the technical matches and mismatches 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 movements as these are essential for training in later stages of development. There are two sources of information that will help you with this:

- The templates that were part of the on course workbook
- The Athletics 365 matrix

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 their level of strength. Equally, what do you mean by strength when you are making this assessment? You will need to follow the same process for endurance, speed and flexibility.

SECTION 3: PLANNING - MESOCYCLE

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 focused, 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 have been developed to the appropriate level. 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, Achievable, Realistic and Time Bound) 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
- Drill: have the foot in the correct position – dorsiflexed - when walking with high knees

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	
Steady running	x2 per week
Drills	x2 per week
Fitness (Circuits)	x1 per week

Monitoring and Evaluation

In order for us to evaluate the success of the programme we have included a monitoring and evaluating template that should be completed as you progress through the 8 week mesocycle. The goal for the mesocycle should be placed in the 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 athletes in the relevant sections.

With the hindsight of planning and implementing an 8 week mesocycle, what have you learnt about the athlete's 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 the course that the real detail comes at microcycle, session and unit level. The microcycle templates begin to dig down into the detail required for planning at the next level of detail 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 profile has been included here in order to build up a picture of all activity. You need to show EIGHT consecutive microcycles of training

The information we are asking for is:

- a) Week number from 1 to 8
- b) The duration of that UNIT in minutes
- c) The energy system that will be the focus of the session

If I were planning week 2 with the goals below as my mesocycle targets:

- d) Balance at the start
- e) Judging pace over 10mins constant running
- f) Introducing a specific drill

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 of the course) for the movements.

NOTE: Part completed examples of all of the templates can be found within the appendices of these guidance notes

Session Planning

To successfully complete the assessed elements of the course 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 session plans on the UKA standard template and should be written in your own words.

You are required to submit 8 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 Leaders in Running Fitness that you may be working with.

The 8 plans should be progressive i.e. development of a particular skill, fitness component, energy system, etc over the whole of the mesocycle. The sessions should relate to your athletes' needs, age, ability and stage of development. Use these planning templates to detail your sessions, remember these must be fully completed for assessment or they will be returned.

Some key things to note as you prepare your session plans:

- We have asked you to provide a separate warm up and cool down session. This is because this area can be repetitive in the plans and then detail is left out. So in this section we need to see the detail for each activity you ask the athletes to do in both warm up and cool down units. Simply saying 'hamstring stretch' or high knees drill is not enough. What is the drill or stretch designed to develop? How long will they do it for? How many times? Include coaching points for each exercise or stretch.
- There will be variations to the warm up and cool down units within the plans that you include. Add these changes to the separate session plans. You should also add any progressions that you use. Over 8 weeks we would expect to see some variety and some progression. Simply saying 'see warm up and cool down sheet' is not enough! For example, if the session has moved from a track setting to a hill, how will the warm up differ? It is possible that athletes will run to a hill as part of that warm up? What will you ask them to do before they set off, on the run to the venue and once they have arrived? The same principle will apply to the cool down. If they are to run back to the meeting point what will you ask them to do on the way back and when they arrive?
- It would be good to see variations in sessions. Eight plans of steady runs will be not be acceptable at this level! Indoor activity, hills, fell runs, circuits and so on should be considered. Fun activities as a variation or even a full session of drills and stretching work would be acceptable – such units can be very demanding!

Session Evaluations

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 action plan, what was the main coaching skill you were trying to improve? Establish a clear goal relating to it and place 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. For example in the session plan under personal goal:

- By the end of this session I will have.....given a demonstration that uses two key points and is completed in silence before I ask questions to check for understanding

At the end of each session it is good practice to review what has happened with your Support Coach. This does not need to take too long and could happen later in the evening. It may be useful for you to refer to the review section of the Role of the Coach video on the Coaching Assistant section on uCoach to see how these reviews operate in practice. www.uka.org.uk/coaching

Once you have had the opportunity to reflect on your own performance as a Coach In Running Fitness and hopefully to discuss it with the Support Coach, complete the evaluation form. 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 In Running Fitness** rather than an account of how the athletes did within the session.

In the review section, the above personal coaching goal should be rewritten using the identical words. When reviewing, it may include the following:

- **What evidence do you have that you achieved your goals?**
All but three of the athletes were able to do the stretch after the demonstration.
- **What did you do that may have caused this?**
I did the demonstration from three directions so that all could see and I did it silently.
- **What else went well with the session?**
All of the group had their feet in the recommended position.
- **What was it that you did to enable this?**
When I checked for understanding I asked specifically where their feet needed to be.
- **What went less well?**
On the second stretch they held their hands on the wrong leg.
- **What did you do that may have caused this?**
I did not realise that this was an important key point for the stretch.

At this stage you may also have had feedback from your supporting coach or from the athletes to reinforce or challenge your own ideas about your coaching. This then leads into 'What I learnt/want to improve in my coaching' and may give you a goal for another session later on. It is also important to add an action plan here and identify any support that you will need and who will provide it. For example:

- **What I learnt/want to improve in my coaching?**
I need to understand each of the stretches in more detail to ensure that I can identify the key points for teaching them.
- **Action plan to improve my coaching:**
Identify two key points for the introduction of a new stretch.
- **What support do I need?**
Check with the books I have and then practice the stretch in front of an experienced coach.
- **Who will provide this support?**
Support Coach and one member of the group who is a physiotherapist.
- **How will I measure my improvement/success?**
All of the group can do the stretch with the correct position based upon the key points that I have given them.

SECTION 4: HEALTH AND SAFETY ASSIGNMENT

In the Coach in Running Fitness 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.

View the PowerPoint slides and complete the questionnaire. Questions 1-3 are focused around minimizing risk. Each question refers to a specific activity and you are asked to complete sections within each.

Questions 4 and 5 –are about reporting incidents and what action you would take.

Question 6 refers to the completion of an Accident Report Form, this can be completed on the template here also.

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 confirming that your diary has been produced by you.

Then either email your diary or print out two copies and send to the the contact details 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 only be accepted on/invited to attend a practical assessment day when your Coaching Diary has met the required standards.

HOME COUNTRY COACH EDUCATION CONTACT:

England Athletics (North)

Education Coordinator
Eastlands (Formally Sportcity),
Gate 13 Rowsley Street,
Manchester,
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England Athletics (Midland & South West)

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England Athletics (South)

Education Coordinator
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Scottish Athletics

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Welsh Athletics

Coaching Development Manager
Cardiff International Sports Stadium
Leckwith Road
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CF11 8AZ
E: coacheducation@welshathletics.org

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 In Running Fitness

It is structured in the following way:

- a) Technical Knowledge Test - 45mins
- b) One to one Briefing - 5min
- 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 - 45 Minutes

This is a multiple choice questionnaire containing 40 questions. There are questions across all technical matters that have been covered on course (from Leadership In Running Fitness and Coach In Running Fitness courses).

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

A coach can help to reduce the likelihood of an injury by:

- a) Getting the group to all run at the same pace
- b) Increasing the training load each week
- c) Increase the training load using a structured plan based upon training principles

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 each section.

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

The content should include:

- a) Warm Up (5-10mins)
- b) Technical 1 (Drills or technical work - obstacles, uphill, downhill running) - 20mins
- c) Technical 2 (Run) - 20mins
- d) Cool Down (5mins)

This session plan MUST:

1. Be documented on a Session Plan
2. Have an Athlete Session Goal
3. Have a Coach Session Goal
4. An energy system emphasis
5. Include technical points you plan to work on
6. 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 or plan 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 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 the time available. For example, if technical knowledge is lacking 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 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 above, 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 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 and Home Study Assignments
- b) Technical Knowledge Test
- c) Practical Assessment

A Coach In Running Fitness must meet competencies in all three to be signed off as a Coach In Running Fitness.

If a Coach does not meet the competencies of all three areas then reassessment will be required.

The initial fee 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 it 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 from the templates for running used on the course 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 course 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
Running for Speed	8	Demonstration	3
Running for Endurance	8	Observation	2
Uphill and Downhill Running	8	Analysis	8
Agility	6	Coaching Intervention	8
Strength & Conditioning	4	Feedback	8
Energy Systems	3	Listening	8
Nutrition	6	Questioning	8
Athlete Development Model	6	Evaluation of Self and Session	8
Coaching Disabled Runners		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
Energy Systems	3	Observation	2

ACTION PLAN

<p>From Table One 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 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 of coaching knowledge?</p> <p>As a CIRF I should lead this on behalf of all other Leaders in Running Fitness</p>	<p>Why have you chosen this area of coaching skill?</p> <p>I talk too much</p>
<p>Write ONE smart goal for the area of coaching knowledge and for the coaching skill:</p> <p>Coaching Knowledge: By the end of December, I will have a planned a cool down for off track running activities</p> <p>Coaching Skill: 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 an endurance 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>Are there any barriers that you can think of that may make it difficult for you to achieve these goals? (Time, a holiday, work, etc.)</p> <p>Making sure that the coach has the time to speak to me and advise on the cool down content</p>	
<p>How may you overcome these barriers?</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 fully 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>What-2: I have certainly developed my knowledge of what needs to be included in a cool down yet on occasions I get asked about certain parts of the body I cannot come up with a convincing answer</p> <p>How-2: I talk less! especially when showing a stretch. Checking for understanding is OK although I still ask if everyone understands and then remember to ask a more specific question about a key point when reminded</p>		
How have you worked towards achieving your personal coaching goal?	The colleague I approached to help on the knowledge side was very welcoming and enabled it easily. I also did a bit of reading up on uCoach to give me additional info		
What support have you received towards it? From whom? How often?	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. I asked one of the runners to tell me if I talked too much		
In light of current developments do you need to modify or change your personal coaching goal? If so, state any changes or new goals?	I think I would like to retain the coaching goal as it is, but to increase my rating scores. In particular to check for understanding having explained the stretch. I need to understand each stretch better and what it does		
When will you review your progress towards the achievement of your personal coaching goals next?	I'll leave it another 4 weeks before I assess again, but will ask if both the support colleagues are available at that time		

ABOUT THE ATHLETE

Number of Athletes	Stage of Development	Examples of how you have modified and adapted one of your sessions to ensure the athletes needs are met
3	FUNDAMENTALS	This has been really challenging. There are two new athletes in the group, one very much a beginner at everything who has never done any running, the other has played football for years.
12	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.
2	EVENT GROUP DEVELOPMENT	As for the Event Group Development athletes, these 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 do the drills work in the warm up, the fundamentals athlete walks them through, but the others build up to running them. They run against each other over short distances as a competition.

Number of athletes with physical, sensory or learning disability	Details of disability and specific needs



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

Name (optional)		Gender		Age	34
Training Age	1 Year				
Explain your reasons:	Although she has been involved in sport for several years when younger she has only been swimming and walking with occasional jogs in recent years with children and family. She thinks she can do more because of what she used to do!				
Stage of Development	Foundation				
Explain your decision:	In running terms I think she is foundation. She can jog for a good 15 minutes but her technique needs looking at. Especially her arm movement which is a bit across the body.				
Any other useful information about this athlete? (Could include work/study/family etc.)	Has two children and put on some weight – her words. Works part time. Husband is very supportive and wants her to keep involved.				
Is the athlete disabled? Any further disability specific information to be aware of?	No				
How long have they been involved in running?	As above, about a year in terms of getting back to doing some running. She played hockey to county level at school but gave up in her twenties.				
How much time do they have available in the week to train?	She says three times a week is OK.				
Have they taken part in any other sports? (Include activity, how recently, how often, any injuries etc.)	See above for hockey and other activities. No injuries she is aware of although she mentioned a sore calf after a couple of weeks.				

ASSESSMENT OF ATHLETE'S CAPABILITIES

It is important that you take some time to have a good look at the athlete that you are/will be working with. Compare what you see with the technical models for running (speed/endurance, uphill, downhill) then make as full an analysis as possible.

You may find it helpful to use the matrix from Athletics 365 to help you with this. However, it is important at this stage that you 'say what you see' rather than reach any judgements.

In this section you have been asked to consider their fundamental movement skills. How can you do this? There are three areas that the table asks you to consider and some examples have been included. So what can you do? Use examples of activities that we did on the course. These included:

- Balancing on one leg
- Running with stops and knees high
- Balloons and posture
- Basic drills such as Carioca and Hopscotch
- Use Athletics 365 material. This has many activities related to all three areas. They may look as if they are for younger children but used with any ages do tell us a great deal about all 3 areas
- Some simple games that involve agility and change of direction. Used for warm up they cover other things as well!

What did all of these tell you about balance, agility and coordination

Basic Assessment		
Area	Fundamental Matches	Fundamental Mismatches
Agility	Did get on toes when trying to move quickly	Playing tag found turning hard
Balance	Could run with high knees	When stopped, lost balance
Coordination	Could rub head and tummy - just	Hopscotch!! Just about managed one leg

In the next section you are asked to consider their general fitness. **Again 365 could help alongside your observations of what they can do:**

Fitness Assessment		
Area	Fitness Matches	Fitness Mismatches
Endurance / Stamina	Managed the warm up well	Struggled to keep going for more than 10 mins at chatter pace
Flexibility	Used sit and reach and her hands were just below the knees	Said her shins hurt a bit after the second session
Strength	Tried plank and she could get her body in line for about 5 secs	When we did stop and hold knee up she dipped her hips. Maybe core a bit weak?
Speed		When speeding up her knees do not get any higher than when steady running

What have you observed about the following using the technical templates from the course?

Running Assessment		
Area	Technical Matches	Technical Mismatches
	Did get her toe up at the start of a faster run	Arms go across the body and she stays on midfoot
	Lands on midfoot	Arms go across her chest
	Does lift her knees a bit more for part of the hill run	Hips are low
	Used arms for balance out to the side	Leant back a long way with feet landing long way in front acting as brake
	Managed to get equal pacing over some sticks placed at equal distance apart	Found mini hurdles a challenge and jumped them rather than ran over them

Summarise the areas that you will need to think about:

Fitness Assessment		
Area of Focus	Key Deficiency	Training Approach
Agility / Balance / Coordination	Has not done a lot recently so before finalising any assessment need to do more	May look at ladders and drills to develop all three
Fitness Issues	Keeping going for more than 10 mins	Need to develop a steady increase in activity using games as well as running
Technical Issues	Use of arms – too much across body making whole upper body twist	Drills important including ladders and basic walking running technique
Issues related to individual analysis	Core stability to improve posture and will help overall	Would be good to get in a gym and plan activities for home

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

The Mesocycle has some key sections that need to be completed carefully and accurately. This will be the template that you use to develop your microcycles, session plans and separate units over the coming weeks. It will also form the basis of the monitoring and evaluation that needs to be completed.

How to complete:

- The Mesocycle should identify the training needs of ONE of your profiled athletes for a period of eight weeks
- Start and finish dates: must be clear and accurate to cover the 8 weeks
- Main Technical Skill Goal: This needs to be SMART and reflect the needs of the athlete. So it may start with: 'After 8 weeks...
- Main Fitness Goal: needs to be SMART as well: 'After 8 weeks the athlete will be able to run for 20 mins continuously at 'chatter speed'. So week 3 may say 'X2 agility'
- Fundamentals: How many sessions related to agility/balance/coordination in each week? You may not need to include one in each week or you may have more than one in a specific week.
- Fitness: How many fitness related activities will you have in each week? It may say week 4 'X1 gym session' and 'X2 runs'
- Running: How many of these will you have in each week? It may say in week 2 'X1 drills session'. It may be the only one that you do in the 8 weeks or you may do one per week. You may have a drills unit as part of your warm up or as a main unit.
- Training Load: How hard a week will it be for the athlete? Are there other activities that you will need to consider before putting either High Medium or Low (H/M/L) in each column?

PLANNING THE MESOCYCLE

Mesocycle – 8 week plan for athletes in the group including testing and monitoring protocol.

Note that this may be for the larger group that you identified earlier or for only the athlete(s) that you profiled.

Starting Date:	24/07/2011	Finishing Date:	17/09/2011								
Goals	Main Technical Skills Goals:	Improve arm technique Keep toes up			Main Fitness Goal:	Increase in running speed over 10K					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8			
FUNDAMENTALS: (agility, balance, coordination)	Assess technique x 1	Drills x 1	Drills x 1	Drills x 1	Drills x 1	Drills x 1	Drills x 1	Reassess technique x 1			
	Circuits x 1	Flexibility x 1	Circuits x 1 Flexibility x 1	Flexibility x 1	Circuits x 1 Flexibility x 1	Flexibility x 1	Circuits x 1 Flexibility x 1	Flexibility x 1			
	Intervals x 1 30min run x 1	Intervals x 1 30min run x 1	Tempo x 1 30min run x 2	Fartlek x 1 30min run x 1	Intervals x 1 30min run x 1	Tempo x 1 30min run x 2	Fartlek x 1 30min run x 1	Intervals x 1 RACE			
TRAINING LOAD: High /Medium/Low	L	M	H	L	M	H	L	H			

MONITORING AND EVALUATING THE MESOCYCLE - OVERVIEW

This is an important section to complete based upon the delivery of the 8 week mesocycle.

GOALS (from previous page)	Main Technical Skills Goals for the Athletes:	After 8 weeks the athlete will complete the high walk drill with parallel thighs and dorsiflexed foot	Main Fitness Goals for the Athletes:	After 8 weeks the athlete will be able to run for 20 mins continuously at 'chatter speed'
What skills did the group develop and what improvements did you notice?	Feet are dorsiflexed on the walk but struggle to keep them there when doing the drill running. Knees are higher but not yet parallel		How was this monitored and evaluated?	Drills done x4 and watched for the key points. Final session not a test but watched carefully and asked Support Coach for comments
Fitness development progress:	Lots of the activity was endurance based and noticed that they could do much more at the end of 8 weeks		How was this monitored and evaluated?	In week 8 did a timed run. success! 20 mins achieved
Consider how you structured their learning, how much interference might have occurred and whether sufficient time was given to help them learn.	Wanted to get a mixture of activity and that worked in terms of fitness. Maybe need to do the drills more often because I sometimes had to remind them of what the key points were.			
What key learning about YOUR planning can you take forwards to the next Mesocycle? How will you go about implementing it?	<p>Their endurance improved when we did lots of activity that to them was not running! They had fun so need to keep this going and add variety.</p> <p>In terms of skill maybe forgot that little and often is better than little and intense. Sometimes spent too long on the drills and it was a bit slow for some.</p>			

MONITORING AND EVALUATING THE MESOCYCLE - OVERVIEW

This is an important section to complete based upon the delivery of the 8 week mesocycle.

	What changes need to be made for the next mesocycle to help the athletes' progress further? What will you work on and how?	How does this differ from the previous mesocycle?
FUNDA- MENTALS: (agility, balance, coordination)	Games type activities as a warm up	Didn't do much as they wanted to run! Need to bring in more to develop balance as can strengthen joints
RUNNING & FITNESS: (Endurance, speed, circuits, hills etc.)	Would like to introduce core work to improve posture	Didn't do anything specific so need to make sure it becomes a focus even in the drills
RUNNING TECHNIQUE/ SKILLS: (Skills, drills, etc.)	Good progress but can increase time on runs gradually	No increase in number of runs just time
Other	Give them ideas to work on at home	Maybe a personal plan for some

MICROCYCLE

The microcycle is the essential weekly planner. This needs to be based upon the mesocycle with one completed for each of the eight weeks. Some key points to include:

- **Details of sessions:** This must be clear for each day and another coach should be able to read it and identify what the day would consist of. It could say rest, 20mins easy (chatter) run, drills, gym session for core work and so on. Remember that the full detail will come in the session plan.
- **Other sports training:** What is it about? Why are they training that day? Is it about endurance, agility, core and so on. Be clear.
- **Training emphasis:** refers to the specific components of fitness that are being developed at this time for example, strength, power, endurance, etc.
- **The energy system:** Look at the three energy systems and simply say which one – or more – the activity will emphasise.
- **Loading:** Copy and paste one of the columns to each day to show the loading. Think about the whole week in relation to the mesocycle as well. Is it a hard week in the meso? If so, what makes it hard; is it the quantity, the quality, a race?

PLANNING THE MICROCYCLE

Week One							
Days	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
DETAILS OF SESSIONS		Slow Run	Technical Assessment		Circuits		Interval Runs
OTHER SPORTS TRAINING	Swimming - recreational						
TRAINING EMPHASIS		Endurance	Running Technique		Strength Endurance Physical Conditioning		Threshold and developing race pace
ENERGY SYSTEM		Aerobic	Aerobic		Aerobic		Lactate
LOADING	<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>
	REST	LOW	MEDIUM	HIGH			

PLANNING WARM UP AND COOL DOWNS

You have been asked to include detailed warm up and cool down units at this stage. Please note that it is important that you show any variations in the separate session plans. We would expect to see changes over 8 weeks for example, if you have a session indoors, if you move from road to parkland or fells or the weather is poor.

The basic information is clear but some suggestions have been included below; you will need to add more and include specific warm up activities and stretches in the cool down units.

Details of Venue:		Any Safety Issues:	
Equipment to be used:		Age Group:	Stage of Development:
Purpose of the warm up (session it will be preparing athletes for):	This warm up is to prepare athletes for a group run on the roads. The group will be split into sections for the run but all do the same warm up.		
Warm Up	Activity	Coaching Points	Purpose of each activity
	Easy jog for 5mins	Keep speed low. Run to side of group and watch carefully for hidden injuries	Raise pulse
	10 mins using the following whilst walking and jogging: Arm swings (across body, alternates) Skips, short steps, high knees Side twists, touch ground	Keep group together and let them walk when needed Watch carefully to see range of movement	Dynamic movement
Content of Cool Down	Activity	Coaching Points	Purpose of each activity
	Calf stretch: hold for 15 secs X3	Feet facing forward Front knee bent Rear knee bent Check with them to see where stretch felt	Work both calf and front of shin

COMPLETED SESSION PLAN

An individual session plan will reflect the needs of a group of athletes but must include those of your profiled athlete.

COACHING SESSION PLAN			
DATE: 1/11/2010		STAGE OF ATHLETE DEVELOPMENT:	
DURATION:		Foundation	
VENUE:		AGE GROUP OF ATHLETES: 10-14	
The Hall, St John's School		SIZE OF GROUP: 12	
ENERGY SYSTEM:		SESSION GOALS FOR THE ATHLETES (WHAT-2):	
This session will focus on... the aerobic energy system		By the end of the session the athletes will be able to... run for 15mins non stop at chatter speed	
EQUIPMENT:		PERSONAL COACHING GOALS (HOW-2):	
Cone markers – whistle, stop watch, 6 lines, 6 mats		By the end of the session I will have... given a demonstration and will give 1-2 points only relating to each movement and check for understanding.	
PRACTICAL SESSION			
SESSION COMPONENT	UNIT DETAIL	COACHING POINTS	ORGANISATION/ SAFETY KEY POINTS
WARM UP (5 Minutes)	Shark Tag or similar game to have fun and raise pulse See general warm up as well	Observation of runners to check movement skills	2 islands, 1 shark 20m, 5m area Ensure recovery between each activity 30 cones
MAIN SESSION UNIT A (15 Minutes)	Introduce running drills High knee running for 10-15 metres High knee walks for 10-15 metres Duck walk, penguin walk to emphasise value of feet positions Run high knees with tall posture	Dorsiflexed foot position Tall posture	
MAIN SESSION UNIT B (15 Minutes)	Parlaauf Devise oval with cones that will meet needs of group Divide into twos of similar ability or experience Some will manage the whole session continuously others may need a short break after 10 mins	Non competitive Some may need to walk across others jog Watch posture – use key words to reinforce points from drills Even paced	
COOL DOWN (5 Minutes)	Make sure that they have done a gradual reduction in intensity with a light jog or walk Static stretching – Thighs front and reverse, lower leg front and reverse, arms and shoulders 3x3 reps holding for 10secs each (See cool down sheet for more detail)	Thigh back chest staying tall Thigh front – knee under hip Identify that cooling down is happening! Plus any technical issues for future activity	

SESSION PLAN EVALUATION

It cannot be said too often – This is a review of YOU the coach, not the athletes. When you look at what went well and less well it may be what the athletes did but we want to know what it is that caused success or failure. A clear demonstration or failure to check for understanding with questions about the key point – ‘Tell me one key point’ NOT ‘Everyone understand?’ for example.

Personal Coaching Goals (HOW-2): By the end of the session I will have... given a demonstration and will give 1-2 points only relating to each movement and check for understanding.	
What evidence do you have that you achieved your goals? In the demonstration I did give a maximum of two key points and did check for understanding.	
What did you do that may have caused this? I planned and had the two key points written down on a card to remind me.	
What else went well with the session? I noticed that the runners were busy and kept involved throughout the drills session.	
What was it that you did to enable this? I was organised and had practised what I was going to say and do.	
What went less well? On the first couple of demos they missed the key points and did not get it right.	
What did you do that may have caused this? I asked if they understood! The Support Coach reminded me and after a couple of goes I used a more specific question.	
Energy system: The evidence I observed that tells me which energy system was the main focus was... most of the group were able to chat at the end of the run but one was out of breath.	
Information and feedback from the Support Coach: She watched the start and nudged me about checking for understanding. Very helpful. Other feedback was about rushing the activities and giving them more time to have a go and maybe even letting them try without too much from me.	
What I learnt/want to improve in my coaching: Demos OK but still need to work on checking for understanding and keeping quiet! Activity fine but maybe worry less about completing it than doing it right.	
Action Plan to improve my coaching: Practise the questions more – write them down? Focus more on the runners doing things well.	
What support do I need? Support Coach has been great so keep using her but ask her to focus on a specific aspect such as the questioning.	Who will provide this support? Support Coach can but her time is limited. I need to involve one of the runners and brief them fully.
How will I measure my improvement/success? Could agree a rating scale? Also need to watch runners and see if they get the key points without repetition of the demo.	

DECLARATION OF OWN WORK

It is expected that any work submitted by you, the candidate, for assessment purposes has been undertaken and completed by you alone. The use of information and ideas copied from other sources such as books and the internet must be acknowledged using a reference to the source material. (e.g. uCoach article by A.N.Other Jan 2011).

Failure to acknowledge sources or passing work off as your own is in breach of the Coaches Code of Conduct.

WHAT TO DO NOW

Firstly, check that you have completed each of the tasks and assignments (use the checklist on page 4 of the Coaching Diary).

Secondly sign and date the declaration that states that this is your own work. If the declaration is not signed, the diary will be returned NOT assessed.

Finally, you should now submit your diary to your Home Country Coach Education Coordinator / Manager for the area in which you took the course. Contact details can be found in the back of the Coaching Diary.

REMEMBER, IF YOU ARE SENDING A HARD COPY THEN YOU MUST ENSURE THAT YOU SEND TWO COPIES OF THE ENTIRE DOCUMENT VIA RECORDED DELIVERY, SPECIAL DELIVERY OR BY ANOTHER SECURE METHOD.

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