



Name: Fred Bloggs		Date: 01.09.17	Venue: Sheffield
Competence/criteria		Pass	Observations
Section 1 – Session Plan			Session for Event Group Development (100 - 400m) 16 years old athletes. Goal is changing pace over 200m and focussing upon arms drive backward.....will focus upon warm up element. Coaching goals are to perform a silent demo. Originally planned for 16 athletes.
a) Clear session / outcome goals for both athletes and coach?	P		
b) Outcome was appropriate for athletes at the stage of development stated?	P	OPA 2 - Will focus upon open questions to check for understanding and open questions to pull feedback.	
Section 2 – Health & Safety			Stated that as a result of new group change of pace might not be so noticeable. Will alter session by reducing the speed of reps, changing to jog, stride into sprint. Checked with other users to see if could use lane one and two. Checked area to see if clear from obstacle or slippery areas. Used cones to define space. Reduced the distance to run and the number of reps. Checked athletes were fit and free from injury and checked trainers and clothing in the first few seconds. Shared that would adapt the session depending upon the activity need. Asked if everything was OK after each repetition and change of activity to re-check for H and S.
a) Coach checked and set up the environment and equipment so as to prevent injury to all parties	P		
b) Coach checked athletes attire and checked for injury, illness and medical conditions.	P		
c) Coach rechecked H&S throughout the session	P		
d) Coach modified session based on changing environmental needs	P	OPA 2 - checked that everyone was OK and free from injury. Marked safe space out.	
Section 3 – Session Delivery			Shared the aim of the session in the first 30 seconds and defined the space to be used. Demonstrated arm swing skip silently, twice, positioning athletes so could see the activity. First activity was of low intensity, and progressed, incorporating 4 different dynamic stretches. Instructions were simple and staged, with more complicated activities being added after each skill learnt. All athletes were involved in the activities, with injured athletes being told to focus upon the side that was not injured. Athletes that were struggling with skill were allowed to keep practicing on previous activity. Asked "which part of feet landed on" to check for understanding following demo. Changed athletes positions so they could reinforce their observations. Provided alternative activities throughout to cater for different abilities.
a) Was the aim of the session shared with the athletes?	P		
b) Warm up – was it progressive and appropriate to both the stage of development of the athletes and the session that followed?	P		
c) Instruction/Explanation and Demonstration – were these clear and accurate?	P		
d) Was involvement of the athletes maximised?	P		
e) Were the observations and analyses linked to the technical model and accurate?	P		
f) Feedback – was it interactive, simple and positive?	P		
g) Developing skill – was it progressive, technically correct and evolved so that the activity provided variety and challenge?	P		
h) Did the coach show equity and cater for all abilities?	P	Observed athletes performing the activities and changed position to see side on view as well as frontal view, focussing on the arm drive. OPA 2 - instructions were clear with the athletes being active within the first few minutes. Asked "what do you think would make you run quicker?". Asked "thinking about the second one, what did you think was different to go faster"? Asked open question to pull feedback. Went on to ask "Thinking about your best one, what did you do with your arms?"...followed this by asking "And how could you improve?".	
Section 4 – Session Conclusion			At the end of the session asked if the activities felt OK. Went on to ask "tell me what the focus was?". Although, this was asked to the group, did follow up with "And what did you learn?", focused on different coaches. Informed what the next session would be focussed upon. No Cool Down conducted.
a) Cool down – gradually reduces intensity	P		
b) Session concluded to reinforce learning	P	OPA 2 – Discussed what a Cool Down would be. Stated that it would be a jog around track really gentle. Suited to the athlete, to lower heart rate. This is followed by static stretches for 10 seconds focussing upon the muscles used in the session.	
Section 5 - Coaching approach & Review			Used open and inclusive terms which didn't discriminate. Kept eye contact with athletes and listened to answers. Allowed athletes to progress the skills when they were ready. Catered for all the athletes needs by adapting the session for those with injuries. OPA 2 - reflected upon delivery, identifying the areas of strength and areas for development. Engaged in feedback from tutor readily, and action planned
a) Coach demonstrated an athlete-centred approach	P		
b) Set and maintained high standards	P		



c) Reflected on the session and identified areas of development for athletes	P	over the lunch period. Asked for clarity as necessary
d) Reflected on the session and identified areas of development for self	P	

Notes from Review

Inconsistent checking for understanding with activities later in delivery not being checked and no feedback given.

For OPA2 -

Check for understanding using open questions

Pulling feedback using open questions

DECISION:

PASS (met all competencies)

Knowledge Test: Passed

ACTION PLAN

- What 2 Goal – Over the next 6 months will develop understanding of throws. Will shadow the throws coach focusing upon observing med ball exercises to help with sprinting.
- How 2 Coach – Over the next 2 months will concentrate more on asking open questions to check for understanding and pull feedback. Will ask other coaches to observe the number and quality of questions being asked.
- Attend the Movement Skills and Physical Prep workshop series organised by England Athletics that is taking place between October 17 and March 2018 - <https://www.ulearnathletics.com/cpdEvent/index>

Additional Assessment Process Comments:

This box is available to write any additional commentary regarding the assessment process, when required. For example, another Assessor completed the final review – the reason why should be stated here. The 2nd Assessor's name should also be stated.

If the assessment process has gone to plan, then this box can be left blank.

Print Assessor Name **A N Other** Assessor Signature **A N Other** Date **1/9/17**

Planning Discussion:

Name: Fred Bloggs	Date: 01/09/17	Venue: Sheffield
Competence/criteria	Pass	Observations / Evidence
Criteria 1 - Goals		Presented a completed athlete profile. Included other sports, how long training etc. Used SMARTER to help goal setting, identifying goals for RJT and Phys Prep. Included technical activities within the warm up and used match/mis match activity to help identify areas of need. For areas where coaches lacked knowledge (Throws) used 365.
a) Athlete goals relate to profiled areas for development	P	
b) 8 week plan focuses on the goals set?	P	
Section 2 – Planning for development		Had focus of Running and sprinting across the 8 weeks, although did use jumps and throws for physical prep (matched profile). Integrated fitness and ABC within Warm Up and end of session units. Used shaping as a tool to help reinforce previously introduced skills (week 3 – 6). Plan was for lead up to competition. At the beginning the pace was lower and at the end was higher. Sets reduced throughout the 8 weeks, to increase the quality. Showed that too much over training led to injuries. Reflected that most high intense activities require full recovery. Walk back recovery would be used only when not going flat out.
a) Integrated training evident within the plan (run, jump, throw, abcs, fitness)	P	
b) Skill development and progression planned for throughout (SI, SD, SR) (Q)	P	
c) Training principles considered within the planning (Q)	P	
d) The plan is appropriate to the stage of development of the athletes	P	
Section 3 – Mesocycle review		Met the goals of cycle. Used visual method of determining matches/mismatches and gathered athlete feedback. Used time trials to measure against interim targets. Also had competitions integrated to give indication of where were in cycle. Will work on triple extension in the next MESOCYCLE. Will use plyometrics to help develop triple extension....increase the frequency of the plyometric. Added focus of throws using med ball...although this will need CPD
a) Were the mesocycle goals achieved?	P	
b) How was this monitored/measured? (Q) <i>(Knowledge of monitoring)</i>	P	
c) What are the next steps in planning for the athlete / group of athletes? (Q) <i>(Knowledge of Skill development and progression)</i>	P	
Section 4 – Medium term planning		Showed understanding of training units. Reps and sets and recoveries. All stated with tapering as competition came closer. Realised the importance of other elements (exams GCSE and A levels) affecting performance and planned less intense weeks around exam periods. Showed an understanding of how planning for an athlete in the Foundation stages of the pathway would include all running, jumping and throwing events with more emphasis on developing correct movement
a) Understanding of medium term planning (Q)	P	
b) Understanding of ADP in relation to MT planning. (Q)	P	
Section 5 – Coach planning reflections		Stated that learnt the need to be flexible around plan. Athletes have injuries which means that athlete can't complete a session which means have to re-build. Understood why completed activities build on from each other through the process of progressive over load
a) Reflected on the mesocycle plan and identified areas of development for athletes	P	
b) Reflected on the mesocycle plan and identified areas of development for self	P	

Action Plan:

- SEE OPA Action Plan - regarding knowledge of Med Ball exercises to help sprinters and England Athletics CPD workshops
- Over the next 3 mesocycles will develop understanding and implement tapered microcycles to help athlete's preparation for competition. Will develop draft micro and mesocycles and share with more experienced coach, for feedback.

Print Assessor Name: A N Other

PASS

Assessor signature and date: A N Other 01/09/17