



WELSH ATHLETICS
ATHLETAU CYMRU

REGIONAL DEVELOPMENT ACTIVITY: COACH COMPETENCY FRAMEWORK

UNITE: CREATING A COMMUNITY WHERE EVERYONE IS VALUED AND SUPPORTED WITHIN OUR SPORT:

"WE WILL INVEST IN INCLUSIVE ATHLETE AND COACH DEVELOPMENT STRUCTURES"

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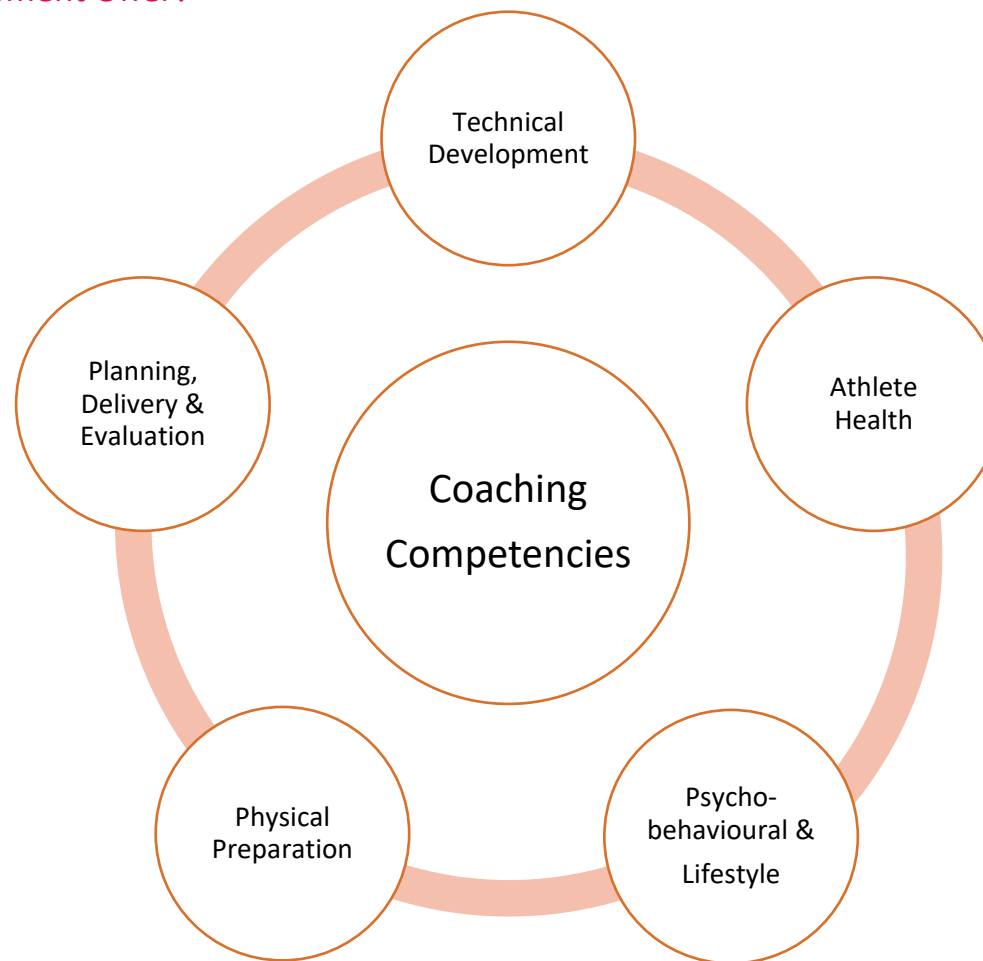
What is the Regional Development Activity Coach Development Offer?

To support the long term progression of developing para and non para athletes in our Sport, Welsh Athletics believes it is not only essential to address the technical and physical development of our young athletes, but also support them to thrive during a time where physical maturation, psychological and social pressures can result in them making the decision to leave the sport.

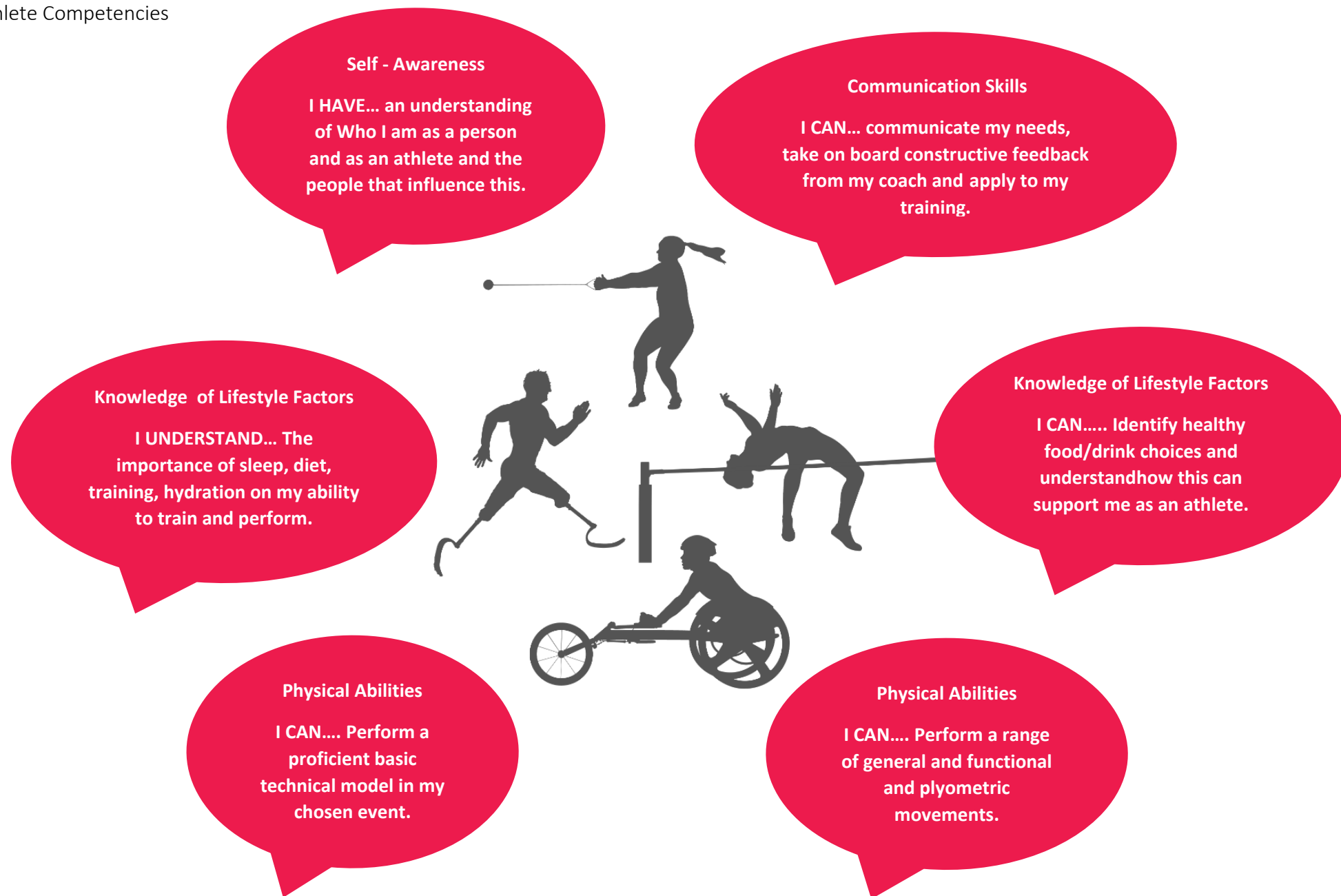
For this reason, we have created a framework of coach competencies we believe are key to the development, success and retention of young people within our daily training environments. These competencies are embedded in 5 key areas; Technical Development, Physical Preparation, Planning and Delivery, Psycho-behavioural/ Lifestyle and Athlete Health.

The Regional Development Days will take place 3 times per year; Sep, Nov, March. The complete face to face coach development offer will sit across two years of regional development activity. These modular days will provide coaches with an opportunity to acquire, develop, apply, and embed the knowledge and skills aligned to creating positive and effective training environments across Wales, and helping to instil positive training behaviours in our athletes.

Coaches will be able to access an [online resources library](#) to help reinforce the knowledge and competencies underpinning these development days.



Athlete Competencies



Technical Coach Competencies

1. Speed

1.1. To be able to deliver an effective RAMP warm up with integrated appropriate physical preparation
1.2. To have knowledge of basic Sprint drills, A/B walk/skip
1.3. To have a basic knowledge of the technical model of running of acceleration and max velocity sprinting and how to optimise
1.4. To have of basic knowledge the drive, transition, max velocity (full flight running) and deceleration phases in sprinting
1.5. To have basic knowledge of how to progress starting/set positions in preparation for proficient block starts
1.6. To have basic knowledge of plyometrics and how integrate, jumping, hopping and fluent controlled bounding drills (single and double footed) as of the speed/power development in a programme
1.7. To have a basic knowledge of the technical model of hurdling; take off, flight, landing
1.8. To be able basic know to develop an athlete's hurdling rhythm, stride length and pattern
1.9. To have a clear understanding of the 4 x100m and 4 x400 rules
1.10. To be able to develop an athlete to change the baton with unsighted exchange, at progressively higher speeds (both hands) using the 'push pass' technique
1.11. Consider impairment and a person-centred approach

2. Jumps

2.1.	To be able to deliver an effective RAMP warm up with integrated appropriate physical preparation
2.2.	To have knowledge of basic Sprint drills, A/B walk/skip
2.3.	To have a basic knowledge of the technical model of running of acceleration and max velocity sprinting and how to optimise
2.4.	To have knowledge of plyometrics and how integrate, jumping, hopping and fluent controlled bounding drills (single and double footed) in a programme
2.5.	To have knowledge of how to mark out a basic run up, achieve optimal speed of a controlled approach, and accuracy of take-off for jumps
2.6.	To have knowledge of the technical model of the horizontal and vertical jumps; approach, takeoff, flight, landing (inc carry, plant, swing, extension, bar clearance – PV)
2.7.	To be able to progress athletes from basic technical model;
2.7.1.	HJ –Fosbury
2.7.2.	Long Jump – Sail and Hang technique
2.7.3.	Triple Jump – Sail and Hang technique
2.7.4.	Pole Vault – Vaulting onto a mat
2.8.	To understand the key performance parameters of the jumps; speed of approach, conversion of horizontal to vertical forces whilst minimising energy wastage
2.9	Consider impairment and a person-centred approach

3. Throws

3.1. To be able to deliver an effective RAMP warm up with integrated appropriate physical preparation
3.2. To be able to demonstrate correct grip on throwing implements and correctly explain the safety elements and rules relating the different throws
3.3. To understand the basic set up and technical model underpinning the standing and seated throws; Push, pull, sling and heave knowledge of power position, weight transfer and triple extension
3.4. To have knowledge of basic Sprint drills, A/B walk/skip
3.5. To have a basic knowledge of the technical model of running of acceleration and max velocity sprinting and how to optimise this as part of speed/power development components of a programme
3.6. To be able to advance fundamental agility, balance and coordination drills to include pivoting and rotational work to support the technical requirements of the shot, discus and hammer
3.7. To be able to progress athletes from standing and seated throws;
3.8. Shot - Rotation and glide technique
3.9. Javelin - 3/5 stride rhythm using walking/ running cross over and approach/withdrawal drill
3.10. Discus – progressions into rotational full throw
3.11. Hammer – preparatory swing and the progression of heel toe turns into controlled release
3.12. To understand the key performance parameters of the throws; speed of release, angle of release, hip/shoulder separation (sling and pull throws)
3.13 Consider impairment and a person-centred approach

4. Endurance

4.1. To be able to deliver an effective RAMP warm up with integrated Physical Prep
4.2. To have knowledge of basic Sprint drills, A/B walk/skip
4.3. To have knowledge of plyometrics and how to integrate, jumping, hopping and fluent controlled bounding drills (single and double footed) in a programme
4.4. To understand the basis of training zones 1-6 and to be able to set session parameters to control intensity of athlete effort e.g. Perceived effort, RPE
4.5. To have a basic knowledge of the technical model of running from easy pace running to max velocity sprinting and how to optimise this
4.6. To be able to set up and run a basic hurdle session including wickets, hurdle drills and run overs
4.7. To understand the importance of race tactics (pace change, positioning, splits)
4.8. To understand the endurance competition programme in Wales and in the UK and how planning appropriate competition can support long term athlete development
4.9. Consider impairment and a person-centred approach

Physical Preparation

1. To be able to assess for good movement and potential restrictions to altered and inefficient movement
2. To be able to deliver a session working on functional movement e.g. push/pull, brace, hinge etc.
3. To be able to deliver a basic skill session including balance/coordination, plyometrics and drills

Athlete Health

1. To understand the importance of the menstrual cycle on athlete health and performance
2. To understand the effects of puberty on the Physical, mental and lifestyle characteristics of a young athletes
3. To be able to monitor young athletes for signs of poor health and over-reaching

Equality, Diversity & Inclusion

1. Awareness of the Equality Act, the nine protected characteristics and the cultural calendar
2. To be able to consider impairment and adapt activities so that they are person centred

Psycho behavioural/Lifestyle

1. To understand goal setting and types of goals e.g. process, outcome, performance
2. To understand the importance of self-awareness and self-reflection in athletes and ways to develop this
3. To have an appreciation of the life stresses of a young athlete and ways that as a coach you can support them. This includes management of pressure situations e.g. exams, competition
4. To have an appreciation of the challenges of retaining athletes in sport and junior to senior transition
5. To understand the basic principles of good nutrition for health and performance (inc. REDs)
6. To understand the importance of a positive nutrition culture in the daily training environment and how to facilitate this

Planning, Delivery & Evaluation

1. To be able to design a training session; incorporating RAMP warm-up and integrated physical prep
2. To be able to plan 6-8 week mesocycles phases of training as part of an annual plan
3. To be able to be able to profile an athlete and use intermittent testing to inform/evaluate programming
4. To be able to practically apply learning styles with athletes e.g. guided discovery
5. To be able to effectively give feedback to a young athlete on training and performance
6. To be able to understand the importance of and evaluate the training diary of an athlete
7. To be able to understand the opportunities available for para athletes and to integrate athletes within existing environments to provide meaningful experiences

Overview of 2-year Regional Development Activity

RDP 1

Technical	Physical Preparation	Lifestyle
<p>Endurance Introduction to aerobic intervals – off track</p> <p>Throws Power Standing throws – the importance of and how to execute</p> <p>Jumps Warm ups and run ups – all jumps</p> <p>Speed Acceleration Development</p>	<p>ABCs in Action</p> <p>Revisiting the ABCs and exploring ways to implement them in training sessions</p>	<p>What it takes to develop – Playing the long game</p>

RDP 2

Technical	Physical Preparation	Lifestyle
<p>Endurance Speed and Power Development – Exploring basic speed mechanics</p> <p>Throws Shot – Full Glide and the progression from power stand throw to full glide Discus – Progression from the power stand throw to the South African discus throw</p> <p>Jumps Take offs – all jumps</p> <p>Speed Maximum Velocity</p>	<p>Fundamental movements Squat, Hinge and Lunge</p> <p>Exploring the Fundamental movements through warm ups and circuits</p>	<p>Healthy Eating and Fuelling the Young Athlete</p> <p>Exploring nutrition in action</p>

RDP 3

Technical	Physical Preparation	Lifestyle
<p>Endurance An introduction to race tactics and long-term anaerobic development</p> <p>Throws Javelin – Progression from the release into short approach for the javelin Hammer – Introduction of heel toe turns into the release</p> <p>Jumps Flight Plans</p> <p>Speed Developing speed endurance</p>	<p>Fundamental movements Push, Pull and Brace</p> <p>Exploring the Fundamental movements through warm ups and circuits</p>	<p>Coping skills/stress management in life and athletics including making race day timelines</p>

RDP 4

Technical	Physical Preparation	Lifestyle
<p>Endurance An Introduction to Aerobic Intervals – on Track</p> <p>Throws Shot put – progression from the power stand throw into Rotational shot put</p> <p>Discus – Progression into to full discus throws</p> <p>Jumps Triple and High Jump – exploring progressions</p> <p>Speed Full Dribble Series – correct application and how to implement</p>	<p>Fundamental movements Squat, lunge, hinge, push, pull, rotate.</p> <p>Exploring fundamental movements through warm-ups and circuits</p>	<p>Goal setting – an introduction</p>

RDP 5

Technical	Physical Preparation	Lifestyle
<p>Endurance An introduction to hurdling</p> <p>Throws Hammer Principles of the 3 heel toe turn throw and drills and training methods to assist</p> <p>Javelin – Principles of the short approach into a longer approach. (drills and training methods)</p> <p>Jumps Competition Preparation for Jumps</p> <p>Speed Acceleration, Max Velocity & Power Development</p>	<p>Fundamental Movements Bracing and Postural control</p> <p>Exploring fundamental movements through warm-ups and circuits</p>	<p>Recovery – what is it, why is it important and what impacts on it</p>

RDP 6

Technical	Physical Preparation	Lifestyle
<p>Endurance Developing Speed and Power – Exploring power development through hills</p> <p>Throws Drills to develop shot (glide and rotational) and discus (full throw)</p> <p>Jumps Competition Experience – mock competition to develop competition day skills</p> <p>Speed Race Preparation: event specific race preparation sessions</p>	<p>Fundamental movements – Exploring plyometrics through ABCs and Fundamental movements</p>	<p>Communicating with those around you – including dealing with feedback and use of training diaries.</p>

Appendix 1. - Running drills

3. A Regional Development Programme Athlete should be able to perform the following running technical drills with the described form. These drills should be carried out over **approximately 10 metres**. Impairment and adapted activities should be considered so that they are person centred.

Running Drill	Coach eye/Good Technique
A-Walk B-Walk	Good balance and control throughout Ankle Dorsiflexed (toes up) Opposite arm and leg moving at same time (counterbalance) Knee actively extended (B-walk) Foot lands under body (centre of mass).
Dribbles Ankle, Shin and knee height	Good balance and control throughout Tall posture A stiff (active) and neutral ankle and foot on contact (toes up).
A-skips B-Skips	Good balance and rhythm throughout Tall posture A stiff (active) ankle and foot on contact (toes up) Knee actively extended (B-skip) Foot quickly placed back under body (snappy action)
Straight leg drill	Good balance and rhythm throughout Knee to remain straight at all times A stiff (active) ankle and foot on contact (toes up) Able to build drill and run off (increase range of movement at hip)

Appendix 2. Fundamental movement skills

A Regional development level athlete should be able to carry out the following fundamental movements with described form. The athlete should be able to consistently repeat good movement for **at least 15 repetitions**. Impairment and adapted activities should be considered so that they are person centred.

Fundamental Movement	Optimal Technique/Coach eye
Squat	Heels remain flat on floor Knees in line with toes Hips below knees Back remains flat Shoulders in line with mid foot
Lunge	Front heel remains flat on floor Knees in line with toes Knee, hip and shoulder in line Back remains flat Front knee does not travel over the front toe
Hinge – double and single leg	Feet stay flat on the floor Hips back to behind heels Shoulders in front of toes Single leg – able to maintain good balance with foot flat on floor
Push – Press up	Hips level – no pelvic tilt (right/left or forwards/backwards) Back flat – hips, back and shoulders in line Able to lower to 90-degree shoulder to elbow
Plank - Brace	Back flat – hips, back and shoulders in line Hips level – no pelvic tilt (right/left or forwards/backwards)

Appendix 3: Basic Plyometrics

A Regional development level athlete should be able to carry out the following plyometric activities with described form and **at least 5 times**. Impairment and adapted activities should be considered so that they are person centred.

Plyometric movement	Good technique/Coach eye
Single Leg Balance	Able to hold for > 2 min with distraction e.g. throw catch ball, turning body Minimal dropping in of the knees.
Two footed take off and land	Start in ¼ squat position Land with flat foot with weight distributed evenly through feet (slightly more towards heel than toe) Absorbs landing well with active bent knees/hips
One footed take off and land (hop and stick)	Knee slightly bent before take-off Lands with a flat foot with weight distributed evenly through the foot Absorbs landing well with active bent knee/hip Minimal instability on landing
Repeated 2 footed-jumps forward - Pogos	Able to maintain a dorsiflexed (stiff ankle) Quick ground contact Good balance
Repeated 2 footed-jumps lateral - Pogos	Able to maintain a dorsiflexed (stiff ankle) Quick ground contact Good balance
Repeated single legs hops - forward	Able to maintain a dorsiflexed (stiff ankle) Quick ground contact Good balance
Repeated single legs hops – lateral	Able to maintain a dorsiflexed (stiff ankle) Quick ground contact Good balance