

Plan - Define	Not Evident - 0	Developing - 1	Proficient - 2	Expertise - 3
Use of the 5Ws to breakdown and outline the problem/opportunity/scenario.	-The 5Ws have not been used. It isn't clear what the football problem/opportunity is.	-The 5W's have been used. -There is little detail and doesn't clearly outline the scenario. -There is no reference to the opposition.	-The 5W's have been used. -The detail provides a clear understanding of the scenario. -There is reference to the opposition.	-The 5W's have been used. -The detail provided shows a high level of analysis that is concisely outlined. -There is detailed reference to the opposition and how they influence the scenario.
Use of visual/s to outline problem/opportunity/scenario.	-There is no visual provided.	-A visual is provided. -The visual doesn't match the scenario outlined in the 5Ws. -The visual provided offers little insight into how or why the scenario occurred.	-A visual or movie is provided, possibly both. -The visual offers detail to strengthen the understanding of the scenario. - If video is used, it is does not show a clear trend however.	-A visual or movie is provided, possibly both. -Where video is provided, it clearly outlines a trend linked to the scenario outlined in the 5Ws. -The video or images are animated.
Session Objective.	-There is no session objective provided.	-An objective is provided but offers little link to the analysis provided. -The objective does not offer a well defined outcome.	-The session objective links to the analysis provided. -The outcome could be clearer and more concise.	-The session objective has a clear and concisely articulated outcome. -The session objective/outcome links perfectly with the 5W's, visuals provided and the detail in the coaches script.
Comments	In each comments section, the assessor should offer the following; Evidence why the mark was awarded How to improve (with suggestions and/or examples offered).			Points: 0/9

Plan - Design	Not Evident - 0	Developing - 1	Proficient - 2	Expertise - 3
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<p>The Passing Practice design.</p>	<ul style="list-style-type: none"> -No evidence that the practice links to the session objective and would allow for repetition of passing and first touch. -The practice will not prepare players well for the game. -Players will have no opportunity for decision making (PDE). 	<ul style="list-style-type: none"> -The practice will allow passing and first touch -Is not well linked to the specific actions that players will be required to make to achieve the session objective. -The practice will not prepare players well for the game. -Little evidence of PDE or relevance of its inclusion in the practice. 	<ul style="list-style-type: none"> -The practice will allow passing and first touch -Clear link to the session objective where key actions specific to the scenario come to life. -The practice will prepare players well, both physically and mentally. -Evidence of PDE with progressions provided. 	<ul style="list-style-type: none"> -The practice will allow passing and first touch -A high degree of thought and creativity to allow key actions linked to the session objective to emerge and start implicit learning -The practice will prepare players well, both physically and mentally. -Evidence of PDE with clear and logical progressions provided.
<p>The Positioning Game design.</p>	<ul style="list-style-type: none"> -The practice will not allow basic positioning principles, passing or first touch to be executed. -There is no link to the session objective. 	<ul style="list-style-type: none"> -Allows positioning to be improved/coached. -Key behaviours linked to the session objective will not come to life -Link in chain of learning is not clear. 	<ul style="list-style-type: none"> -Links well to the session objective and will allow for repetition of the main moment and scenario to come to life (with an emphasis on passing, first touch and positioning L-R-M-F). -Offers clear link in chain of learning. 	<ul style="list-style-type: none"> -A high degree of thought and/or creativity allowing key actions linked to the session objective to emerge to start implicit learning. -Offers a good opportunity to develop positioning (emphasising passing, first touch and positioning L-R-M-F). -Offers clear link in chain of learning.
<p>The Game Training design.</p>	<ul style="list-style-type: none"> -The practice will not allow the main moment and football problem /opportunity to come to life. -There is a major inconsistency with the 	<ul style="list-style-type: none"> -The main moment and football problem/ opportunity may come to life but not regularly or in a realistic fashion. 	<ul style="list-style-type: none"> -The practice will allow for repetition of the main moment and football problem/ opportunity to come to life in a realistic fashion. 	<ul style="list-style-type: none"> -A high degree of thought and/or creativity which allows the main moment and football problem/ opportunity to come to life with a high degree of realism.



	number of players used in this practice component compared to other components.	-Key players may be missing or not utilised effectively.	-Implicit learning could occur due to the design. -All players are utilised effectively in the practice.	-Implicit learning will occur due to smart design. -All players are utilised effectively in the practice
The Script (for Positioning Game and Game Training).	-There is no script provided or any indication of what will form part of the coach's interventions.	-Evidence that a script is provided indicating some element of planning has been attempted. -There is a shallow level of detail with no specific link to the session objective offering little insight into the coach's football knowledge. -Coaching points do not use effective language.	-Good evidence of detail in the script showing a clear breakdown of potential coaching interventions. -Player Tasks offer a clear outcome (why) -Cues use specific language like 'As/If/When' to highlight the moment that an action will occur.	-Evidence of a high degree of detail and excellent football knowledge. -Player Tasks offer a clear outcome (why) -Where Tasks / Challenges are provided, they are not explicit (and give all the answers away). -Cues use specific language like 'As/If/When' to highlight the moment that an action will occur.
The Training Game Design	-No link from previous practice components. -The game won't allow the coach to assess if player behaviour and learning has been affected.	-There are some inconsistencies that don't allow for a seamless link or easy transition from prior practice components into the training game.	-An effective transition into the final game allowing the coach to observe if player learning has occurred. -The constraints may allow learning to continue even in the absence of coach interventions.	-The progression into the final component is seamless, perfectly completing the chain of learning allowing the coach to observe if behaviour has changed. -The constraints may allow learning to continue even in the absence of coach interventions.
Comments				Points: 0/15

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* Video and sound quality is not assessable. If video and sound quality is not of the required standard it should not be accepted.

Prepare	Not Evident - 0	Developing - 1	Proficient - 2	Expertise - 3
<ul style="list-style-type: none"> -Safe training environment -Adequate preparation/planning -Contingency planning (if required) 	-There is no thought to how the environment is prepared or for the safety of those involved.	<ul style="list-style-type: none"> -The practice environment is prepared. -There are elements that could be improved to aid the quality of the session. 	-Clear evidence of planning and preparation ensuring the practice will take place without interruption and is safe.	<ul style="list-style-type: none"> -Clear evidence of a high level of detailed planning and preparation ensuring the practice takes place without interruption, will flow seamlessly and is safe -There are contingencies in place if/when any issues arise in the conduct stage.
Comments				Points: 0/3

* A session frame is mandatory for C Licence assessments only. Feedback will be provided even if provided for B/A Licences. The frame is not assessed.

Conduct - Foundation	Not Evident	Developing	Proficient	Expertise
Session Frame/Introduction.	<ul style="list-style-type: none"> -No frame is offered. -A frame/introduction is provided but offers no link to the session, is either far too long or too short and offers no visual that impacts on the quality of the session start. 	<ul style="list-style-type: none"> -The introduction reinforces the session focus with the use of words and possibly pictures -Too much detail about coaching points or practice rules are provided wasting time. - -No engagement or moving pictures are offered. 	<ul style="list-style-type: none"> -A strong introduction that reinforces the session focus with the use of clear words and a clear picture/s. -Minimal to no engagement with or from players. 	<ul style="list-style-type: none"> -An excellent introduction setting the scene for players that establishes context, generates buy in and engages possibly using effective Q and A. -Clear and concise words are matched with clear moving pictures (or video). -Tone and body language are adjusted.
Comments				No points allocated.

Conduct - Checklist	Not Evident - 0	Developing - 3	Proficient - 6	Expertise - 9
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<p>Checklist (Start-Organisation-Attitude-Ability-Understanding-Shape-Self)</p>	<p>-No evidence that the coach has attempted to work through the checklist. -May not have identified key issues that impacted the quality of the practice. -The practice did not start within 2 minutes.</p>	<p>-The checklist was observed but didn't adequately re-create the scenario outlined in the plan by managing the team/s shape. -There may be issues not addressed that impact the quality of the practice either at the start or throughout. -The practice did not start within 2 minutes.</p>	<p>-Good evidence that the checklist was observed. -The shape has been adjusted to ensure the scenario identified in the plan comes to life. -More detail could be offered or better communicated. -The coach continues to monitor the checklist during the session.</p>	<p>-Clear evidence the checklist has been observed. -A high level of detail and effort made to re-create the scenario outlined in the coach's analysis by managing the shape, offering clear detail about how the opposition specifically set up/play. -The coach continues to monitor the checklist during the session.</p>
<p>Comments</p>				<p>Points: 0/9</p>

<p>Conduct – Task/Observe/Intervene</p>	<p>Not Evident - 0</p>	<p>Developing - 4</p>	<p>Proficient - 6</p>	<p>Expertise - 8</p>
<p>Team Task/Collective Challenge</p>	<p>-No reference or evidence to a collective team challenge/task.</p>	<p>-A team task/challenge was referenced or delivered but not at an appropriate time, effectively communicated or done in a timely manner.</p>	<p>-A team task/challenge was delivered in the moment where the problem/opportunity takes place. -Communication is clear and concisely delivered.</p>	<p>-A team task was delivered in the moment where the scenario takes place. -The coach gets in and out quickly, maximising play. -Communication is clear and confidently delivered. -The team task/challenge is reinforced throughout.</p>
<p>Player Tasks/Player Challenges</p>	<p>-No player tasks/challenges are</p>	<p>-Evidence that player tasks/challenges were delivered.</p>	<p>-A number of tasks/challenges were delivered to players that</p>	<p>-A number of tasks/challenges were delivered at appropriate</p>



	<p>delivered or referenced.</p>	<p>-The tasks could have been more effectively communicated or completed at more appropriate times.</p>	<p>link clearly to the session objective. -Communication is clear and concise.</p>	<p>times and in varied ways (in the moment, in breaks in play or on the run) that clearly linked to the session objective. -Communication is clear and concise.</p>
<p>Cues/Coaching Points</p>	<p>-No cues are delivered in the moment. -There was little evidence that the coach could communicate their football knowledge effectively.</p>	<p>-Some cues/coaching points are delivered but are not completed in the moment, use specific football action language (as/if/when/before/after) or are based on good observation. -Some football knowledge is offered. -There was no evidence of a logical flow to coaching points offered maximising player learning/understanding.</p>	<p>-Cues are delivered in the moment, use clear words and often pictures that are clearly linked to the session objective. -Good football knowledge offered. -There was evidence of a logical flow to coaching points given to players. -Cues delivered use specific football action language (as/if/when). -Coaching on the run is used to good effect.</p>	<p>-Cues are delivered in the moment, use clear and concise words with moving pictures, are used when players/team need guidance and clearly work toward achieving the session objective. -Excellent football knowledge imparted. -There was a clear flow to coaching points delivered maximising understanding/learning. -Coaching on the run is used to excellent effect.</p>



<p>Observation (and Game Flow)</p>	<p>-Tasks/Cues delivered were pre-prepared and were not delivered based on observation. -There is no flow to the practice and no evidence that coaching interventions are based on good observation. -Player engagement and intensity are poor.</p>	<p>-Tasks/Cues delivered may not have been required or were not based on good observation. -There is some flow during the session but is hindered due either to too many interventions or continual/constant communication. -Player engagement and intensity are sufficient.</p>	<p>-Evidence that Tasks/Cues delivered were based on good observation although some interventions may not have been required. -There is good flow during the session that ensures interventions are based on good observation. -There is a strong level of player engagement and game like intensity.</p>	<p>-Evidence of excellent observation as Tasks/Cues were offered to groups or individual players that needed help or were required to help achieve the session outcome. -There is an enjoyable flow throughout the practice due to the coach's balance of interventions and game play, ensuring a high level of intensity, replicating match day.</p>
<p>Comments</p>				<p>Points: 0/32</p>

Conduct - Communication	Not Evident - 0	Developing - 4	Proficient - 6	Expertise - 8
<p>Words</p>	<p>-Words delivered to players are not effective, clear or concise. -No impact on player learning or understanding. -No use of varied approach to engage (like Q and A).</p>	<p>-Some evidence of the use of clear or concise words. -Delivery isn't adjusted regularly to cater to individuals, the group or certain situations throughout. -Q and A may be used but not to good effect.</p>	<p>-Good use of clear and concise words that uses effective language to reinforce key messages. -Delivery is adjusted but not consistently throughout. -Q and A is used at appropriate times to good effect.</p>	<p>-Excellent use of clear and concise words that uses effective language to reinforce messages. -Tone, tempo and volume of voice is adjusted to suit the context of messages delivered. -Q and A is used at appropriate times to excellent effect.</p>

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Pictures	-No use of pictures that support the words used to effectively communicate the coach's message. -No interventions are conducted in the moment.	-Some use of a ball and/or players, demonstrations or interventions in the moment to offer a picture to players.	-Good use of a moving ball and players, demonstrations or interventions in the moment for most interventions/coaching points.	-Excellent use of a moving ball and players, demonstrations or interventions in the moment that offers a clear picture for players (matching clear words).
Non-verbal Communication / Interaction / Behaviour	-Poor body language. -No evidence of an attempt to adjust or modify coaching approach to suit the players' needs.	-Some evidence of an attempt to adjust body language or coaching position to maximise interaction with individuals or the group. -The coach remains mostly static.	-Good body language, movement and positioning throughout the practice.	-Positive body language and movement throughout the practice, taking up strong positions to either engage or observe players. -The coach clearly adjusts to meet the needs of the group or individuals.
Comments				Points: 0/24

Evaluate	Not Evident - 0	Developing - 4	Proficient - 6	Expertise - 8
Self-Assessment	-No self-assessment completed.	-The review does not delve deeply into key areas that could have been improved or is not well detailed showing an understanding of the coach's ability to adequately self-reflect.	-A strong review that shows evidence of an ability to be self-critical and/or highlight positives. -Time stamps of moments in the practice video may be noted.	-Insightful, detailed and shows a strong understanding of where and how to improve in the future. -Time stamps of moments in the practice video are used to reinforce comments.
Comments				Points: 0/8



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<p>Final Comments:</p> <p>Only if competent (please include one of the following).</p> <p>A: The assessment submission is of a good standard and offers evidence to suggest you would be a suitable candidate to apply for involvement on a B/A Licence.</p> <p>B: The assessment submission meets the competency required at C/B Licence level. There are key elements outlined in the Action Plan (below) that you will need to address before considering application for involvement on a B/A Licence.</p>			
<p>Coaches Action Plan:</p> <p>-</p> <p>-</p> <p>-</p>			
<p>Points Breakdown/Total:</p> <p>Define: 0/9 Points</p> <p>Design: 0/15 Points</p> <p>Prepare: 0/3 Points</p> <p>Conduct - Checklist: 0/9 Points</p> <p>Conduct - Task/Observe/Intervene: 0/32 Points</p> <p>Conduct - Communication: 0/24 Points</p> <p>Evaluate: 0/8 Points</p> <p>Total: 0/100</p>			
Competent <input type="checkbox"/> <input checked="" type="checkbox"/>		Needs more practice <input type="checkbox"/> <input checked="" type="checkbox"/>	
Assessor		Signature	

*Snr C Licence Competency: 50 points

*B Licence Competency: 60 points