

Football Australia Advanced Coach Education Practical Assessment Form

Plan - Define	Not Evident - 0	Developing - 1	Proficient - 2	Expertise - 3
1. Core Skill 2. Specific Aspect 3. Session Objective	-There is no reference to a core skill or there is reference to multiple core skills (instead of one). -There is no reference to a specific aspect -There is no session objective provided.	-A core skill is provided. -There is no specific aspect provided. -The session objective provided doesn't offer a clear link to the core skill and specific aspect.	-The core skill and specific aspect is provided. -There is a clear link to the session objective.	-The core skill and specific aspect are clearly and concisely articulated. -There is a clear link to the session objective. -There may be reference to where the session fits in the coaches yearly plan (Cycle/Week/Session).
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: 0/3

Plan - Design	Not Evident - 0	Developing - 2	Proficient - 4	Expertise - 6
The Skill Introduction design.	-No evidence that the practice links to the session objective and would allow for repetition of core skill and specific aspect. -The practice will not adequately prepare the players (physically/	-The practice will allow the core skill to be executed but offer little variation or options to players for added PDE. -The practice doesn't allow the specific action connected to the core skill come to life.	-The practice will allow the core skill and specific aspect come to life with suitable repetition and little wait time for players. -The practice will prepare the players well, both physically and psychologically.	-A high degree of thought and creativity to allow the core skill and specific aspect to come to life which could start implicit learning. -Multiple options and variety for players is offered, increasing PDE.

Football Australia Advanced Coach Education Practical Assessment Form

	<p>mentally) for the match. -Players will have no opportunity for decision making (PDE). -There is no competition element.</p>	<p>-The practice will adequately prepare the players physically and/ or psychologically. -There is no competition element. -There are no 'added extras' if it's suitable that they be included.</p>	<p>-Good evidence that PDE will be included offering variety and options to players. -An element of competition is included. -There are no 'added extras' if it's suitable that they be included.</p>	<p>-The practice will prepare the players well, both physically / psychologically where players have little to no wait time. -An element of competition is included. - If suitable to be included, 'added extras' are planned and link to the core skill.</p>
<p>The Skill Training design.</p>	<p>-The practice is not linked to a game like scenario. -The practice has no link to the core skill and specific aspect. -No progressions are listed -There are inconsistencies between the number of players used in the practice. -No progressions are provided.</p>	<p>-The practice is a realistic game like scenario / situation. -There will be little repetition of the core skill and specific aspect. -The actions players executed in the Skill Training are not consistent with those in the SI (impacting on the chain of learning). -If progressions are provided there are either too few or they do not link well to the sessions focus.</p>	<p>-The core skill and specific aspect will be able to be executed repeatedly in a game like situation. -The actions players executed in the Skill Training are consistent with those executed in the SI (offering a clear chain of learning). -A number of step up or step down progressions are prepared if the coach requires them.</p>	<p>-A high degree of thought and/or creativity allowing key actions linked to the session objective emerge to start implicit learning. -The practice allows a high degree of PDE that may be externally paced, random/distributed and incorporate anticipation. -The actions players executed in the Skill Training are consistent with those executed in the SI (offering a clear chain of learning). -A number of smart step up or step down progressions are prepared if the coach requires them.</p>

Football Australia Advanced Coach Education Practical Assessment Form

<p>The Skill Game design.</p>	<ul style="list-style-type: none"> -The component is not game like and allow an opportunity to observe changes in player behaviour. -There are inconsistencies between the number of players used in the practice. 	<ul style="list-style-type: none"> -A game is planned but offers no link to the core skill or specific aspect allowing a good opportunity to observe changes in player behaviour / intent. -The flow into the Skill Game from the Skill Training may be disrupted due to major design changes that could have been better planned. 	<ul style="list-style-type: none"> -The constraints of a 'normal game' have been adjusted to offer an opportunity to observe if behaviour change linked to the core skill and specific aspect has occurred however there are some constraints that may impact realism. -The flow into the Skill Game is smooth requiring little change from the Skill Training practice area. 	<ul style="list-style-type: none"> -A clear consideration to what constraints of the game need to be adjusted ensuring there is a close link to a 'normal game' however offer an opportunity to observe the core skill and specific aspect come to life and if behaviour change has occurred. -The flow into the Skill Game is seamless and requires little change from the Skill Training.
<p>The Script (for the Skill Training).</p>	<ul style="list-style-type: none"> -There is no script provided or any indication of what will form part of the coach's interventions. 	<ul style="list-style-type: none"> -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 core skill or specific aspect offering little insight into the coaches football knowledge and what actions will be coached during the session. 	<ul style="list-style-type: none"> -Good evidence of detail in the script showing a clear breakdown of possible interventions the coach could make in the practice. -There is a clear link to the core skill and specific aspect. -Cues use specific language like 'As/If/When' to highlight the moment 	<ul style="list-style-type: none"> -Evidence of a high degree of detail and excellent knowledge of skill acquisition player actions. -There is a clear link to the core skill and specific aspect. -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

Football Australia Advanced Coach Education Practical Assessment Form

		-Cues don't correspond well and/or in enough detail to player tasks provided.	that a specific player action will occur. -Cues correspond to player tasks	that a specific player action will occur. -Cues correspond perfectly to player tasks and to a high level of detail.
Comments				Points: 0/24

* 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
-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.	-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 flow and is safe for players and staff/club personnel.	-Clear evidence of a high level of detailed planning and preparation ensuring the session flows seamlessly between practice components and is safe for all. -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.

Conduct - Foundation	Not Evident	Developing	Proficient	Expertise
Session Frame/Introduction.	-No frame is offered to set the tone for the session and learning outcomes to be achieved.	-The introduction reinforces the session focus using one of the following; Words/ Visuals/Demonstration. -Too much detail is provided covering	-A strong introduction that reinforces the session focus using words, visuals or a demonstration ensuring your message is clear.	-An excellent introduction setting the scene for players that establishes context, generates buy in and engages using Q + A. -Clear, concise words are matched with moving

Football Australia Advanced Coach Education Practical Assessment Form

		<p>coaching points or practice rules that waste valuable playing time.</p> <p>-Players are not engaged or seem motivated to undertake the practice.</p>	<p>-The coach may use key phrases or words to 'switch on' players or link to pro players or games offering added motivation.</p> <p>-Q and A may be used.</p>	<p>pictures (possibly video) or via a demonstration.</p> <p>-Tone and body language are adjusted appropriately</p> <p>-The coach may use key phrases or words to 'switch on' players or link to pro players or games offering added motivation.</p>
Comments				No Points Allocated.

Conduct - Checklist	Not Evident - 0	Developing - 3	Proficient - 6	Expertise - 9
<p>Checklist (Start-Organisation-Attitude-Ability-Understanding-Shape-Self)</p>	<p>-No evidence that the coach has attempted to work through the checklist.</p> <p>-May not have identified key issues that impacted the quality of the practice.</p> <p>-The practice did not start within 2 minutes.</p>	<p>-The checklist was observed but didn't adequately allow the core skill and specific aspect to come to life repeatedly and under game like resistance.</p> <p>-If adjustments were made to the practice, they did not link well to the session focus.</p> <p>-There may be issues not addressed that impacted the quality of the practice.</p> <p>-No shape was managed.</p>	<p>-Good evidence that the checklist was observed.</p> <p>-If adjustments to the practice were made, they ensured the core skill and specific aspect came to life repeatedly and in a realistic way.</p> <p>-The coach continued to monitor the checklist or adjust the practice during the session ensuring the challenge for players was appropriate.</p> <p>-The shape was managed naturally due</p>	<p>-Clear evidence the checklist has been observed at the start and throughout the session.</p> <p>-If adjustments to the practice were made, they were well thought out and seamlessly maintained or improved the amount of repetition for the core skill and specific aspect.</p> <p>-The shape was managed to ensure that the players without the ball offered appropriate resistance defensively, mimicking the intensity of the match.</p>

Football Australia Advanced Coach Education Practical Assessment Form

		-The practice did not start within 2 minutes.	to the design and start/re-start of the practice.	
Comments				Points: 0/9

Conduct –Task/Observe/Intervene	Not Evident - 0	Developing - 4	Proficient - 6	Expertise - 8
Exercise Task/Collective Challenge	-No reference or evidence to an exercise task/collective challenge.	-An exercise task/challenge was referenced or delivered but not at an appropriate time, effectively communicated or done in a timely manner.	-An exercise task/challenge was delivered in the moment where the specific aspect/action is/has taken place. -Communication is clear -Key words suitable to the age of the players are used to 'trigger' the learning process linked to the task.	-An exercise task /challenge was delivered in the moment where the specific aspect/action is/has taken place. -Communication is clear, confidently delivered and uses key words suitable to the age of the players to 'trigger' the learning process linked to the task. -The task/challenge is reinforced throughout.
Player Tasks/Player Challenges	-No player tasks/challenges are delivered or referenced.	-Evidence that player tasks/challenges were delivered. -The tasks could have been more effectively communicated or completed at more appropriate times.	-A number of tasks/challenges were delivered to individuals or groups of players at good moments and in varied ways that linked clearly to the objective. -Communication is clear and concise.	-A number of tasks/challenges were delivered at appropriate times and in varied ways (in the moment, in breaks in play or on the run) that clearly linked to the objective. -Communication is clear and concise.

Football Australia Advanced Coach Education Practical Assessment Form

<p>Cues/Actions/Coaching Points</p>	<ul style="list-style-type: none"> -No cues are delivered in the moment. -There was little evidence that the coach could communicate their football knowledge effectively. 	<ul style="list-style-type: none"> -Some cues/coaching points are delivered but are not completed in the moment, use 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. 	<ul style="list-style-type: none"> -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 may have been a logical flow to coaching points given to players. -Coaching on the run is used to good effect. 	<ul style="list-style-type: none"> -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 given to players maximising understanding /learning. -Coaching on the run is used to excellent effect.
<p>Observation (and Game Flow)</p>	<ul style="list-style-type: none"> -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 is poor. 	<ul style="list-style-type: none"> -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 is sufficient. 	<ul style="list-style-type: none"> -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 an adequate opportunity for the coach to observe. -There is a strong level of player engagement and game like intensity. 	<ul style="list-style-type: none"> -Evidence that Tasks/Cues were offered to groups or individual players that needed help or were required to help achieve the session outcome, showing excellent observation. -There is an enjoyable flow throughout the practice that offers a balance between observation and interventions, ensuring a

Football Australia Advanced Coach Education Practical Assessment Form

				high level of player engagement/intensity that replicates match day.
Comments				Points: 0/32

Conduct - Communication	Not Evident - 0	Developing - 4	Proficient - 6	Expertise - 8
Words	<ul style="list-style-type: none"> -Words delivered to players are not effective, clear or concise. -There may be little impact on player learning or understanding. -No use of varied approach to engage (like Q and A). 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Good use of clear and concise words that uses effective language to reinforce key messages. -Delivery is adjusted at certain points throughout. -Q and A is used at appropriate times to good effect. 	<ul style="list-style-type: none"> -Excellent use of clear and concise words that uses descriptive language appropriate to the age of players to reinforce key 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.
Pictures	<ul style="list-style-type: none"> -No use of pictures that support the words. -No interventions are conducted in the moment. 	<ul style="list-style-type: none"> -Some use of a ball and/or players, demonstrations or interventions in the moment to offer a picture to players. 	<ul style="list-style-type: none"> -Good use of a moving ball and players, demonstrations or interventions in the moment for most interventions/coaching points. 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -Poor body language. -No evidence of an attempt to adjust or 	<ul style="list-style-type: none"> -Some evidence of an attempt to adjust body language or coaching 	<ul style="list-style-type: none"> -Good body language, movement and positioning throughout 	<ul style="list-style-type: none"> -Positive body language and movement throughout the practice,

Football Australia Advanced Coach Education Practical Assessment Form

	<p>modify coaching approach to suit the players needs. -Coaching behaviour is not appropriate for the age/stage of the players.</p>	<p>position to maximise interaction with individuals or the group. -The coach remains mostly static. -Coaching behaviour is appropriate for the age/stage of the players.</p>	<p>the practice maximising interaction with the group and individuals. -Coaching behaviour ensures the training environment is positive, challenging and enjoyable.</p>	<p>taking up strong positions to either engage or observe players. -The coach clearly adjusts to meet the needs of the group or individuals. -The session has a 'buzz' and is enjoyed by all.</p>
Comments				Points: 0/24

Evaluate	Not Evident - 0	Developing - 2	Proficient - 4	Expertise - 5
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 coaches 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: 0/5

Final Comments:

Only if competent (please include one of the following).

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 Licence, (be mindful however, that this course focuses on Senior football).



Football Australia Advanced Coach Education Practical Assessment Form

B: The assessment submission meets the competency required at C Yth Licence 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 Licence however.

Coaches Action Plan:

-
-
-

Points Breakdown/Total:

Define: 0/3 Points

Design: 0/24 Points

Prepare: 0/3 Points

Conduct - Checklist: 0/9 Points

Conduct - Task/Observe/Intervene: 0/32 Points

Conduct - Communication: 0/24 Points

Evaluate: 0/5 Points

Total: 0/100

Competent

Needs more practice

Assessor

Signature

*Yth C Licence Competency 60 points.