

COACH IN RUNNING FITNESS QUALIFICATION

INDUCTION PACK



UKACOACH
FIND COACHING MATERIAL

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WELCOME



I would like to both thank and welcome you in your decision to progress towards becoming qualified as a UKA Coach in Running Fitness. In the development of this award UKA has looked at the needs of off track athletics and provided a new programme to cater for road runners and fun runners of mixed ages and abilities. This is the first qualification that UKA has offered for this specific population. Off track athletics accounts for 70% of our sport, so it is vital for us to develop a programme that meet the needs of this wider spectrum of the athletics community. Events such as the London Marathon, the Great North Run and the large number of mass participation events held throughout the UK provide evidence as to the extent and passion for running in the UK. This new programme will hopefully inspire coaching assistants to go on and develop into specific running coaches to cater for this market.

Athletics needs enthusiastic, engaging and knowledgeable coaches equipped with the correct technical knowledge and skills to share this with athletes. The Coach in Running Fitness programme has been developed to ensure that coaches are equipped with the technical running knowledge and coaching skills to improve the abilities of their athletes.

Thank you for the contribution you are making towards the development of athletes and athletics in the UK. We all have a significant role to play in the advocacy and the legacy of athletics post 2012 and we appreciate you taking up the challenge to enhance the impact and success of our sport.

UKA Chief Executive - Niels de Vos



Welcome to the Coach in Running Fitness Programme. I would like to thank you for enrolling on this programme and wish you success in its completion. UKA and the Home Country Federations appreciate the time and effort you invest in improving yourself and ultimately the sport.

The Coach in Running Fitness Programme (CiRF) is a new addition to the UKA Coaching Qualifications. It is specifically targeted at meeting the needs of the off-track running community. UKA have developed this programme to meet the demands and needs of the off track running community, the programme covers road, hill and cross country elements and encompasses runners that are new to running, returning to running and developing their fitness and running performance. CiRF builds on the foundational concepts from the Leadership in Running Fitness course (LiRF) and is designed to create a generation of coaches that can understand and apply the key technical concepts of running that can help athletes progress.

Best of luck, we hope this course is one of many in your pursuit to gain further knowledge. We hope you find this a valuable and enjoyable experience.

UKA Strategic Head of Coaching and Development - Kevin Tyler

INTRODUCTION

Welcome to the Coach in Running Fitness (CiRF) qualification. We hope that you have had the opportunity to put into practice the skills you have learnt since starting on the Coaching Pathway and have begun to develop good support coach networks and mentors to assist you on your journey.

The Coach in Running Fitness programme is a 6 month development process to becoming qualified and licensed as a UKA Coach in Running Fitness. The taught part of the course is three days in duration, however this should be viewed as part of a longer developmental process to become licensed to coach without supervision.

The programme carries with it the expectation of candidates completing pre-course study, supported practice including the planning, delivery and evaluation of coaching sessions. The programme features an assessment element therefore there is additional work to complete to address the assessment requirements.

Please note that the expectation of merely attendance on the three days will not be sufficient to meet the assessment criteria of the CiRF programme. Candidates embarking on this course must do so in the knowledge that it will require an investment in their time to complete the work necessary for success at the assessment stage.

Throughout this programme you will be required to work with a Support Coach. This role is vital in your individual success on the programme. If your club is unable to provide you with a Support Coach contact your Regional / National Coach Education contact who will be able to signpost you to appropriate support coaches in your area.

This induction pack is an introduction to the UKA Coach in Running Fitness programme and should be read before attending the first weekend and prior to day 3. The pack provides information about the structure and content of the course, along with preparation activities to ensure all candidates are starting from the same knowledge base on day one of the programme. You are required to complete the assignments from this induction pack to prepare for the course. There is no spare time on the course for the tutors to cover material available as part of the pre-course element of the programme. Candidates will be at a disadvantage early on if they have not completed this work, consequently late applications onto the CiRF programme are ill advised. We would expect candidates to have completed the pre-course element in the two weeks leading up to the first day of the programme. It should take 10 – 15 hours to read and complete the relevant exercises within this pack. You are strongly advised to complete the assignments within this pack, to ensure that you are fully prepared and able to take part in the programme.

The course has been structured to assist you in applying core knowledge into your coaching. If you have previously attended the Coaching Assistant course, you are strongly advised to re-read your on course workbook notes, and revisit the manual available on uCoach.

<http://coaching.uka.org.uk/qualifications/coaching-assistant-award/>

When qualified your licence will insure you to coach unassisted, therefore UKA will adopt stringent assessment procedures to ensure that the standards necessary to achieve this qualification are met before it is awarded. This process will support you as a coach, the athletes with whom you are working and the integrity and standards of the UKA Coach in Running Fitness Qualification.

UKA COACH EDUCATION SCHEME

UKA recognises the vast contribution of volunteers and provides them with significant support and training to ensure their roles are both enjoyable and fulfilling. One of the key objectives is to create a thriving and well supported coaching capacity throughout all levels of the sport.

UKA is committed to developing a forward looking and comprehensive coach education and training scheme that will meet the needs of coaches at all levels and help coaches to become better coaches. The qualifications aim to provide athletes at all levels with suitably and appropriately qualified coaches that will enable them to attain their own goals and, for those with the talent and desire, to achieve their full athletic potential.

The coaching structure has been based on the needs of all athletes from novice to world class. The structure also reflects the multi disciplinary nature of athletics; providing coaching qualifications that lead to coaching specialism in all running, walking, jumping and throwing events. It mirrors the pathway athletes follow once they come into the sport in general and running specifically.

This can be seen on-line at uCoach (our dedicated website for coaches) with both the Athlete Development Pathway <http://coaching.uka.org.uk/document/uka-athlete-development-pathway/from-filter/> and Coach Development Pathways <http://coaching.uka.org.uk/qualifications/coach-education-and-pathway/>.

On successful attainment of the Coach in Running Fitness qualification, coaches will be able to help athletes develop their range of movement skills and techniques in running. Should the coach identify athletes wishing to take part in track events an Athletic Coach award will be required to coach athletics track events.

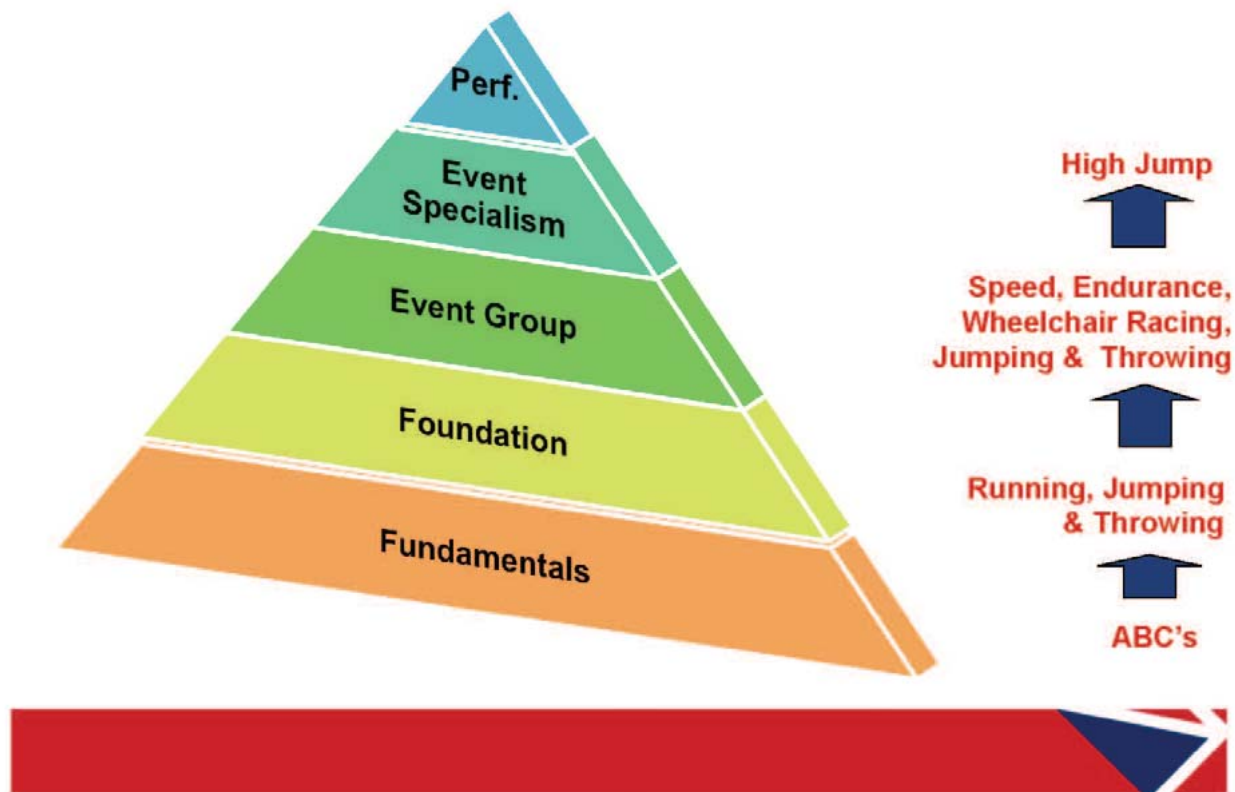


COACHING PATHWAY

The UKA Coach Licensing scheme qualifies you to coach in a specific area or audience. This can be seen on the Coaching Pathway where areas for specialism are:

- Children (between the ages of 8 and 12 years old)
- Foundation Stage Athletes (beginner / novice athletes coming into the sport)
- Event Group Stage Athletes (athletes who are competent at running, jumping and throwing and have chosen and are training for a group of events (Sprint/Hurdling, Jumps, Throws, Endurance, Combined Events, Wheelchair Racing)
- Event Specialism – athletes who have selected and are training for improved performance in one or two events only, i.e. 800m, steeplechase.

Athlete Development Pathway



As the qualifications become more specialised, the development from club athlete to elite athlete becomes more apparent. By specialising in a specific area/audience coaches will focus on the analysis of skill and technique and how it is developed **appropriate** to the athletes they are working with.

The qualifications have been designed to equip the Coach with skills and knowledge that will enable them to deliver athletics activities that are **appropriate to the stage of development of the athletes**. These principles are integrated throughout the courses.

In addition to the formal coach education structure there are a number of Continual Professional Development (CPD) opportunities coaches may undertake to further their coaching in any specific direction that is of interest to them. Training opportunities are concerned with assisting coaches to develop specified competences rather than simply providing knowledge. They are intended to be open, accessible, inclusive and flexible.

THE COACH IN RUNNING FITNESS

The Coach in Running Fitness should be an advocate of running: planning, delivering and reviewing sessions to develop technical running skills and the physical capabilities of the athletes they are working with.

The role and responsibilities of a CiRF are extended above the responsibilities of a leadership or Coaching Assistant roles. If you refer to the Coaching Assistant Induction Pack, you can refresh your memory of the general roles and responsibilities of a Coaching Assistant. However as a CiRF these are extended to:

- Identifying, planning for and continually evaluating the development needs of the athletes
- Supervising Coaching Assistants or Leaders in Running Fitness in the delivery of sessions or parts of sessions
- Managing the safety and welfare of all those under your supervision
- Educating athletes on all aspects of competition

We also need a clear picture of our coaching practice and how it affects athletes. The majority of what we do is based around the learning of new movement or reinforcing existing correct technique. Therefore another of our responsibilities is to ensure we must understand:

- Athletes and how they develop as individuals
- Application of anatomy and physiology – explored through coordination, balance, strength, flexibility, endurance, energy systems
- Technique
- Tactics and rules and how they apply to the athletes in our charge

In planning the CiRF will construct training programmes to develop a solid foundation of both skills and fitness as a basis for future training and performance. Training sessions should be available in an enjoyable, engaging, inclusive and developmental environment that encompasses activities that are appropriate to the athletes stage of development.

Ideally the CiRF will be operating in a team environment with Leaders in Running Fitness or Coaching Assistants and other coaches in the planning and delivery of these programmes. UKA and the Home Country Athletics Associations promote a culture of coaching co-operation and collaboration by providing further opportunities for formal learning and coach development. The CiRF programme is a formal step towards becoming licensed as a Coach, however this is only the first step of your coach development journey.

As the assessment process is designed to check if you know about the area you are coaching and also the process you follow to coach it, you need to be able to analyse your own performance. At the end of this document is a Self - Assessment template where you can score yourself on both of these areas.

On course we help you identify what you do and do not know. This should then help the coach in establishing an action plan to develop these needs. Furthermore, the course allows extended practice at observing and analysing movement. It is all very well seeing the movement but then determining the most appropriate action and implementing it takes practice.

The assessment process looks at how well you have analysed your performance, what you have done about it and how you have gone through the learning process.

Successful completion of the CiRF programme will enable you to coach off track endurance. The programme itself spans a minimum period of 6-8 months. The time it takes an individual coach to complete the entire learning programme (incorporating off-course supported practice and assessment) may vary in length of up to 2 years. The role of the CiRF is to **plan, implement, analyse and revise coaching programmes that enable athletes to develop physically and mentally**. As re-assessments are not included in the original course fee, if you do not feel entirely ready for your assessment day then please spend more time developing your knowledge and skills prior to applying for a place on the practical assessment day.

PROGRAMME INFORMATION

The proposed delivery of the UKA Coach in Running Fitness programme is as follows:

Course Programme	Time Frame
Induction Pack and Home Study	10-15 hours
Course Weekend – Days 1 and 2	2 days over one weekend
Supported Practice Period and Home Study 1	4-6 weeks
Course Day 3	1 day
Supported Practice Period and Home Study 2	16 weeks after day 3

You are expected to attend all four days of the programme, be fully involved and willing to engage in micro coaching sessions. Coaches should ensure that they complete the induction pack, engage in two periods of supported practice and complete the assessment requirements of the programme. This programme is about your learning and development as a coach and the application to your coaching knowledge and skills. You will be encouraged to analyse your own coaching and identify areas for improvement, this should be reflected in your written work.

Assessment Structure	Time Frame
Coaching Diary Assessment	40-50 hours
Practical Assessment Day 4 Technical Knowledge Test Observed Practical Assessment	1 day (Comprising of: 45 minutes 1 Hour

The assessment for this programme is made up of several elements, the first of which is the submission of your written work - the Coaching Diary. This written piece of work demonstrates your coach development and competence level. The diary should be a detailed account of your coach development using the athletes that you are working with to complete the information. The diary **MUST** be submitted 6 weeks prior to your preferred practical assessment day. This will ensure sufficient time for it to be marked by an assessor and for any additional work to be submitted. The diary must be successfully completed in order to progress to the practical assessment day.

We would strongly recommend not rushing to book a place on the first available assessment day if you have been unable to complete the coaching required during the supported practice periods or the work in your Coaching Diary is incomplete. Incomplete diaries will be returned and your place on the assessment date will be delayed. Incomplete diaries will need reassessing at an additional cost to the coach.

A guide to assist you in completing the Coaching Diary is available. Coach In Running Fitness Assessment Guidance for Candidates will provide you with tips, advice and samples to help you complete this work. When the written work has been successfully completed you are eligible to attend the practical assessment day (day 4 of the programme).

Pre- Course Home Study

It is vital that you arrive for each day of the course sufficiently prepared. The days delivery is fully packed with knowledge and activities and the tutors will be unable to backfill any preparation work that has not been completed.

Prior to each course day, there will be an element of home study in preparation. All course resources can be accessed through uCoach. Prior to the day you should ensure that you have read the pre-course information and completed any preparation activities required. You will need to complete and bring a copy of any preparation tasks with you to the course days. Please note there is no requirement to print the entire induction pack, only the pages relevant to the tasks required.

PROGRAMME REQUIREMENTS

Coaches undertaking the qualification should be aware that to fulfil the assessment criteria they must have access and be working with athletes to develop their skills across endurance and movement skills. These athletes will need to be profiled throughout the written work.

Coaches should be working with the athletes on a regular basis to maintain consistency in the assignments particularly in relation to planning. The role of the CiRF is linked to short to medium term planning around the athletes' skill and physical developmental needs.

By attending the programme in its entirety and by accessing the resources on uCoach, you will be in the best possible position to be sufficiently prepared for your assessment



SUPPORTED PRACTICE

You are required to practice and implement the new coaching knowledge and skills acquired during the programme through two periods of supported practice. This has been structured to:

- Provide you with an opportunity to put into practice the application of the knowledge and skills
- Work specifically on areas identified in your action plan (personal coaching goals)
- Provide a record of coaching (Diary); this will form part of your final assessment (session plans)
- Engage in self-reflection of your long-term coach development and for it to become regular practice (session evaluations) and to share your reflective experiences with your support coach
- Observe and learn from other coaches – support coaches as well as more experienced coaches.

You are advised to observe and work with as many coaches as practical, so it may help you to consider in advance who you might ask. These coaches are asked to:

- Allow you to observe their coaching
- Co-coach or allow you to lead components of their sessions
- Observe sessions you have planned and provide feedback (in relation to your personal coaching goals).



ASSESSMENT REQUIREMENTS

Not only must your Coaching Diary be completed in full, it must meet certain criteria. This information is covered in much more detail in the CiRF Assessment Guidance for Candidates document.

Please ensure you refer to this document, prior to completing your Coaching Diary. It is designed to help you prepare your work in sufficient depth to meet the assessment standards on your first submission.

You will need to be able to show that you can correctly:

- Establish the needs of the athlete
- Identify the key technical features of running
- Plan, deliver and evaluate a short term plan of 8 weeks, that develops appropriately the needs of the athlete
- Establish your coach development needs – about what you know, how you apply it and show that you can develop it effectively
- Answer a series of questions relating to health and safety, developing the athlete and nutrition

Guidance for candidates with particular assessment needs

Coaches with reading or writing difficulties are eligible to be assessed orally or be entitled to assistance. Coaches with a physical impairment will be permitted to utilise an assistant during the assessment. Any requests for particular assessment needs must be made by the coach when registering for the programme. Coaches are entitled to support to meet their needs and all requests considered justifiable will be granted. Details of particular assessment needs must be included on the application form.

Coaches with UKA Qualifications at Level 1 or above

It is essential that coaches holding a current UKA Level 1 complete additional reading before embarking on the UKA CiRF qualification. There are areas of underpinning knowledge not covered on the UKA Level 1 programme, which require assessment under the new format; consequently there are additional areas of knowledge which they may not have had access to. This bridging mechanism will provide underpinning information and activities on these areas to support coaches in their preparation for the commencement of the CiRF qualification.

As part of the induction process for the CiRF programme, current UKA Level 1 and 2 coaches will need to read all areas on the uCoach website **covering the COACHING ASSISTANT course material and this Induction Pack.**

In particular you should review:

- CiRF Induction Pack
- Technical model of running (pages 31 – 33)*
- On Track 4 Cards – these replace “the bugs” (pages 48 – 52 and 65 – 72)*
- Balance and Coordination (page 29)*

The above information marked * can be found in the Coaching Assistant manual.

PRE COURSE HOME STUDY

1. Background Reading

The following should be read prior to attending day 1 of the course:

Athlete Development Pathway

<http://coaching.uka.org.uk/document/uka-athlete-development-pathway/from-filter/>

Coach Development Pathway

<http://coaching.uka.org.uk/qualifications/coach-education-and-pathway/>

Review the Coaching Assistant Manual or the Leader in Running Fitness resource Pack

<http://coaching.uka.org.uk/qualifications/coaching-assistant-award/coaching-assistant-post-course-supporting-information/>

Read the Session Plan template

<http://coaching.uka.org.uk/qualifications/coaching-assistant-award/coaching-assistant-award-pre-course-material/>

2. Preparation Activity

About Me	Read and complete
Athlete Development	Read
How Learning Takes Place	Read
Technical Knowledge – What-2 Coach	Read
Starting	Read
Accelerating	Read
Running including up/down hill and over obstacles	Read

The Coaching Process

Planning training	Read
Coaching Process Skills Review – How-2 Coach	Read

Self Assessment

Coaching Knowledge and Skills Self- Assessment	Complete
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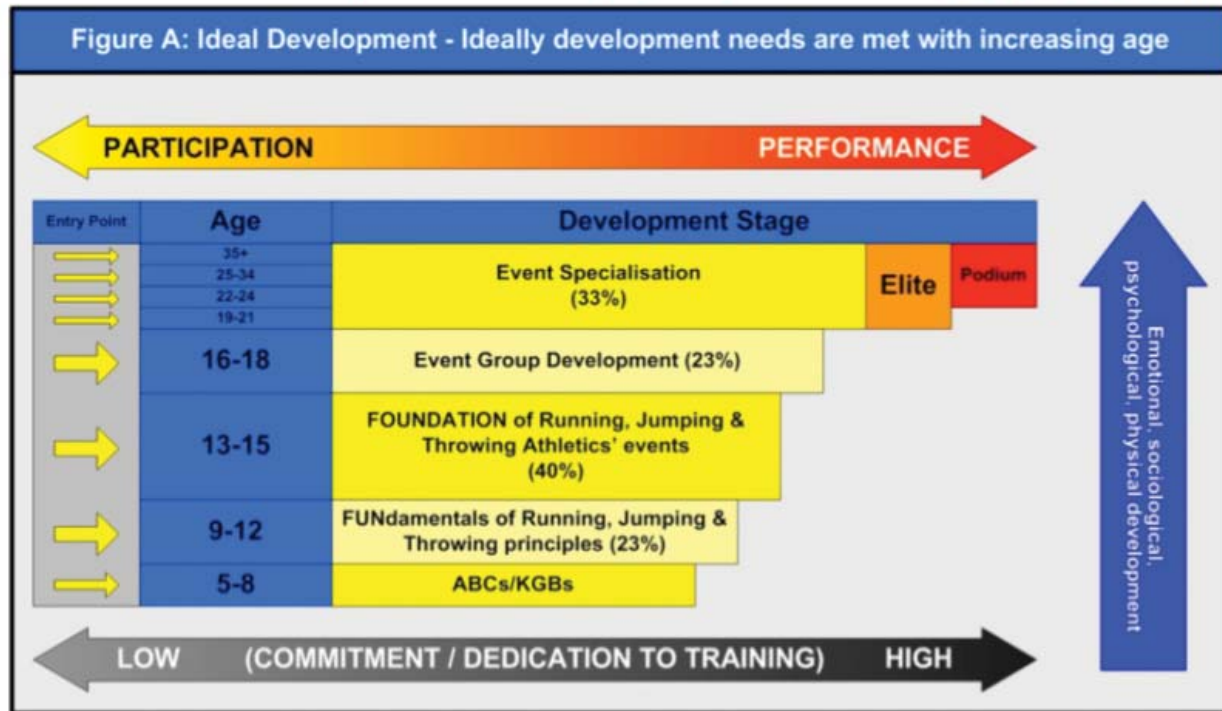
3. Share

There are a number of pre course tasks to be completed prior to attending the course. Please prepare and take with you to day 1 and 2 of the course. The tasks will include a short questionnaire about yourself, a self assessment of your coaching knowledge and skills, 3 short session plans and a brief profile of a runner you are working with. Templates for the tasks can be found on pages 30-37. During the course there will be an opportunity to discuss and deliver the prepared tasks.

ATHLETE DEVELOPMENT

UKA has a clearly defined athlete development model, which can be read in its entirety on uCoach. Here we present a summary of the key stages and the features relevant to the CiRF programme.

UKA Athlete Development Pathway (V1.2)



*These diagrams are for illustration purposes only. They can only be fully interpreted after reading the accompanying notes and audio presentations.



Please note that although the model maybe interpreted as chronologically based, as a CiRF you should consider the new and returning adult runner, identifying at what stage of development they are across the range of skills. During the programme you will be given the opportunity to identify their needs as a developing runner rather than their chronological age, linking to the Athlete Development Pathway. During the programme we will be focussing on what the athletes look like in the first 3 stages of development, regardless of their chronological age.

ATHLETE DEVELOPMENT

Fundamentals

Although presumed by some to only be relevant to children the Fundamentals stage is equally applicable to adults. Although the pathway indicates a chronological age of 6 - 9 years, adult runners may also be in this stage of development depending on their fundamental movement skills background. Adults involved in running enter the sport from a broad range of backgrounds. Some may have participated in different sports, some are new to running or returning from injury. Some adult runners may not have these fundamental skills. It is important to develop basic movement and coordination skills that provide the foundation for sporting involvement and achievement later in the developing athlete. Anyone who does not possess the basic movement, balance and co-ordination skills will benefit from being introduced to them. It is important to realise that this stage is not exclusively for young children.

This crucial stage of development for fundamental movement skills and motor skills development is often termed "physical literacy". Athletes in this stage should have the broadest possible movement experience and cover activities focusing on agility, balance, coordination and speed. For children in this stage we would introduce kicking, striking, running, jumping and throwing. Speed, power and endurance should all be developed using fun games and strength using own body weight exercises. At this stage, competition should be simply for fun for all ages; ideally based on a range of activities and experiences that can take place throughout the year.

As coaches we should be developing these Fundamental skills through a multi-sport approach to training. Participation in a wide range of sports should be encouraged and these fundamental movement skills should be well practised before sports specific skills are introduced for any age group.

Foundation

In this phase the athlete is learning how to train and should be introduced to dynamic warm-ups, cool-downs, stretching, hydration, nutrition, sleep, rest, developing basic mental skills (e.g. goal-setting, commitment, imagery, focusing, distraction control and self-awareness). The emphasis should be on developing a training ethic and quality of practise not on competition. Competition should be limited but an enjoyable part of the training process. The emphasis should be on frequency and volume rather than intensity, with lots of varied repetition work to develop skill. In this stage high intensity speed work (short duration) and strength work through bodyweight and gymnastics exercises should form the basis of training. Varied strength work with medicine and Swiss ball work is appropriate.



ATHLETE DEVELOPMENT

Event Group Development

At this stage the appropriate balance between training volume, intensity and competition must be maintained if the athlete is to achieve their optimum potential whatever their starting point and level of ability. Many athletes plateau during their running careers due to an over emphasis on competition instead of on training in this period.

Athletes will be specialising in running events and should be encouraged to retain a broad focus. Technically, the focus is on refining skills and introducing tactics. Mentally continue working on commitment, independent goal setting, perception of pressure and realistic performance evaluation. During this stage, the focus is still very much on training and competition goals should be more about process than outcome.

Groups that have been based on chronological age need to be split into individual programmes, or groups based on where athletes are in terms of their technical, tactical and physical development. This allows athletes of similar abilities to train together.

Questions you as the coach will need to consider are:

- The grouping of new athletes, identifying mixed ability groups and individual needs, athletes returning from injury, young athletes
- The athletes will begin to develop different training capabilities at different times
- Training programmes need to be individualised, which will be challenging for the coach to manage but is very important

Coaches should reinforce the athletes' confidence in their skill abilities, and use many skill and co-ordination drills to improve co-ordination. Children in this stage should have now gone through physical changes, therefore they can now sustain demanding, longer duration speed-endurance and high-intensity repetition training. Aerobic conditioning should include continuous, fartlek and interval training.

Between the ages of 11-15 (girls) and 12-16 (boys) athletes undergo major physical changes that affect skill and psychological development. In general young people have completed these changes by the ages of 15 – 16. This is the age they are now ready to move into Event Group Development (EGD). Having confidence in their ability to carry out basic skills is crucial in their performance development and whether they choose to participate in athletics or not. The start of this stage coincides with the growth spurt; this provides coaches with a key reference point. As the athletes' growth accelerates in adolescence the limbs typically grow before the trunk. This may mean that the athletes' co-ordination will suffer. Care needs to be taken to avoid excessive weight bearing aerobic work that can result in conditions such as Osgood Schlatters' disease.

Psycho-behavioural (mental skills training)

Psycho-behavioural skills training is an important and sometimes overlooked factor in an athlete's development. Even from an early age skills such as confidence and imagery can have a positive effect on an athlete's development. Coaches can observe strong mental characteristics in athletes at quite a young age which may indicate future sporting success, perseverance, resilience and commitment. As with any training it takes time to develop, starting to build these foundations at an earlier age will help later on in the athlete's career.

Many people believe that athletes either do or do not possess the necessary mental attributes to be successful. However, in the same way that you can train the body to perform better, you can train the mind. Qualities like concentration and self-confidence are often deemed to be essential to successful performance. Both can be enhanced by learning specific techniques e.g. through imagery or use of routines. Goal setting is a powerful technique for building commitment.

It is important to realise that mental skills training should not be seen as a remedial activity for athletes who have particular weaknesses but a skill that can and should be developed in all athletes.

ATHLETE DEVELOPMENT

Lifestyle and Support

It is important to remember that for most, running is a hobby and fits around a large variety of other lifestyle factors such as, other sports, family and friends, religious practices, social life, school and education. At whatever level the athlete is training or performing at it is important to keep in context of the whole lifestyle balance for the athlete and the coach. Coaches should educate athletes regarding hydration and nutrition as well as stressing the importance of adequate rest, recovery and getting enough sleep. Knowledge of their involvement in other sports and physical activities is also essential to ensure they are not overloading themselves by participating and competing in too many sports without sufficient rest. During times of external stress such as house moves, family break ups, bereavement, going to university and exams, athletes should be able to ease off training. When illness or injury occurs time off or decreased training should be encouraged.

While running is important, it is important for athletes to retain some balance in their lives. Training must be fitted in and around other commitments. Balancing all these different requirements is difficult; coaches need to be aware of all the competing pressures and may need to be willing to help athletes cope. Get to know your athletes well enough to be able to help them to realise that life outside sport is important.

Help your athlete to:

- Accept work or retirement
- Spend time on hobbies and other sports
- Find sufficient time for rest and recovery
- Accept that school education and qualifications are important; very few performers are lucky enough to become a full time athlete
- Appreciate the support they gain from their families
- Retain friends from outside athletics

To do this, you may need to:

- Build good relationships with each athlete
- Reduce their training time and load when there are other important pressures in their lives (e.g. workload, relationships)
- Have sufficient rest and keep their lives in balance
- In the case of young athletes liaise with parents and teachers to ensure that athletes do not over commit themselves



ATHLETE DEVELOPMENT

Injuries

Injuries can and will occur in sport but both the frequency and severity of injuries can be significantly reduced through good coaching practice. Accordingly all coaches have a responsibility to take every possible precaution to prevent injuries from occurring and to take appropriate action if an injury occurs. Best practice would advocate listening to the athletes concerns regarding niggles and pains and record incidences of injury and athlete complaints. Ongoing issues should be referred to an appropriate specialist for further investigation.

Injuries occur for two main reasons:

- Sudden-onset injury; injuries resulting from unexpected incidents, for example, a trip, a fall, a collision, or other sudden movement that excessively loads the body and results in a breakdown. The possibility of such events may be reduced through effective organisation and conditioning.
- Gradual-onset injury; injuries that occur as a result of repeated overload without adequate recovery. Such injuries typically occur as a result of poorly constructed training plans, inadequate communication between coach and athlete, poor movement biomechanics, and/or inadequate conditioning practice. The incidence of such injuries can be greatly reduced through enhancing coach-athlete communication and athlete feedback, through ensuring adequate rest and recovery strategies, as well as appropriate movement skill and muscular conditioning.

*It should be noted that the majority of the injuries experienced by adult novices and young athletes and those returning to running are 'overuse' in nature.

These injuries are common in athletics and tend to result from:

- Poor technique (e.g. Ache in neck and shoulders in running, shin soreness in walking)
- Unsuitable equipment (e.g. Inappropriate running shoes)
- Inappropriate training programmes (e.g. Lifting weights that are too heavy or working on power before athletes have developed a good strength base)
- Overtraining (Consistent long term imbalances between stress and recovery). Overtraining decreases performance and increases the risk of illness and injury
- Undetected physical imbalances or fitness limitations
- Inappropriate training loads i.e. too much too soon imposed on young athletes, adult beginners and those returning to running. Particular care needs to be taken with young athletes where the body is still growing. Bones, muscles and joints are not fully developed until athletes are around twenty years old. In addition, body tissues tend to grow at different rates and young people are particularly vulnerable during growth spurts occurring in adolescence. Training loads should be carefully monitored and controlled during growth spurts

For further information see the article on bone development and training implications on uCoach
<http://coaching.uka.org.uk/audio/bone-development-and-training-implications/from-filter/>.



BEHAVIOUR MANAGEMENT: MANAGING THE ATHLETES

Whilst the examples below were originally targeted at managing younger age groups it could be relevant when working with adults. Have a good look at the athlete/runner and ask yourself are they:

- **Bored** - Are the activities too easy, unchallenging, repetitive or not suitable for their stage of development?
- **Unmotivated** - Towards what they are doing in this group. Does the athlete want to be there, are they interested in athletics, are they only enthusiastic about one specific event or distance, are they in the right group for their interests and to meet their needs, are they tired, do they have other things going on outside athletics that are on their mind?
- **Experiencing lack of success** - Is there an imbalance between winning and losing, is there sufficient focus on developing skill, are the activities set at too high a skill level for the athlete, does the group organisation not reflect differences in skill levels, are they comparing themselves and their performances with more talented athletes at this stage?
- **Having problems outside the sport** - Are there issues at home, work and or school, has there been a house or school move, death in the family, significant life event?
- **Attention seeking** - Is the athlete seeking attention from coaches, someone else, peers, approval, do they seem like they have something to prove to the group?
- **Anxious or worried** - Are they actually frightened by success or failure in the activity? Sometimes success can raise expectations of others and for themselves. Failure can create a sense of anxiety and damage their feelings of self esteem. Achieving a goal can create a sense loss leaving the athlete unmotivated until a new SMART goal is identified.

Factors that influence performance

Depending upon the stage of the athlete's development, the emphasis and types of activity will be different. UKA have developed a model that identifies each of the core factors for each of the different stages of athlete development. This could be chronological, developmental or training age related.

Fundamental Movement Skills

The presence of movement skills is the basic building block of all physical activity, as an adult participating in running at a later stage in life or taking up running for the first time as a young athlete it is essential to attain fundamental movement skills as a basis for the running action.

The Fundamentals of Movement are the ABCs (Agility, Balance, Coordination and Speed) of movement.



FUNDAMENTAL MOVEMENT SKILLS

Agility

Agility - increasing the speed / complexity of movement so as to eventually perform these automatically OR “the combination of both balance and coordination at speed.”

Consider how you can use Fundamentals to help develop running actions with your athletes.

Balance

Balance – to be stable and correctly aligned allowing performance of effective movement. Balance looks at the athlete’s Base of Support (what part of the body is in contact with the ground creating a support base), Centre of Mass and postural control.

Key factors affecting the ability to balance are the Base of Support and the Centre of Mass . The size of the base of support, the correct position of the base – e.g. foot pointing forwards if you wish to move forwards and the direction of movement will all affect your balance and ultimately running functionality. Balance should be developed to ensure your base of support allows for movement in a desired direction and with control.

The relationship of the Centre of Mass and the Base of Support is important. Keeping the Centre of Mass within the Base of Support will help the athlete maintain stability. If the Centre of Mass moves outside the Base of Support the athlete will lose stability. This is not always a bad thing as the athlete may wish to move in a given direction and in order for them to do this they will first need to lose stability in this direction and regain stability again in the new direction, i.e. at the start of a race.

Postural Stability and Control

- Encourage athletes to keep a neutral spine by thinking about a balloon fixed to their head, pulling them tall.
- Encourage athletes to keep a neutral hips position by thinking about a bucket filled with water. Tilting the hips forward or backwards will spill the water and create bad posture. Try to keep all the water in the bucket.

Remember: You first need to be stable and correctly aligned before you can perform any movement effectively.

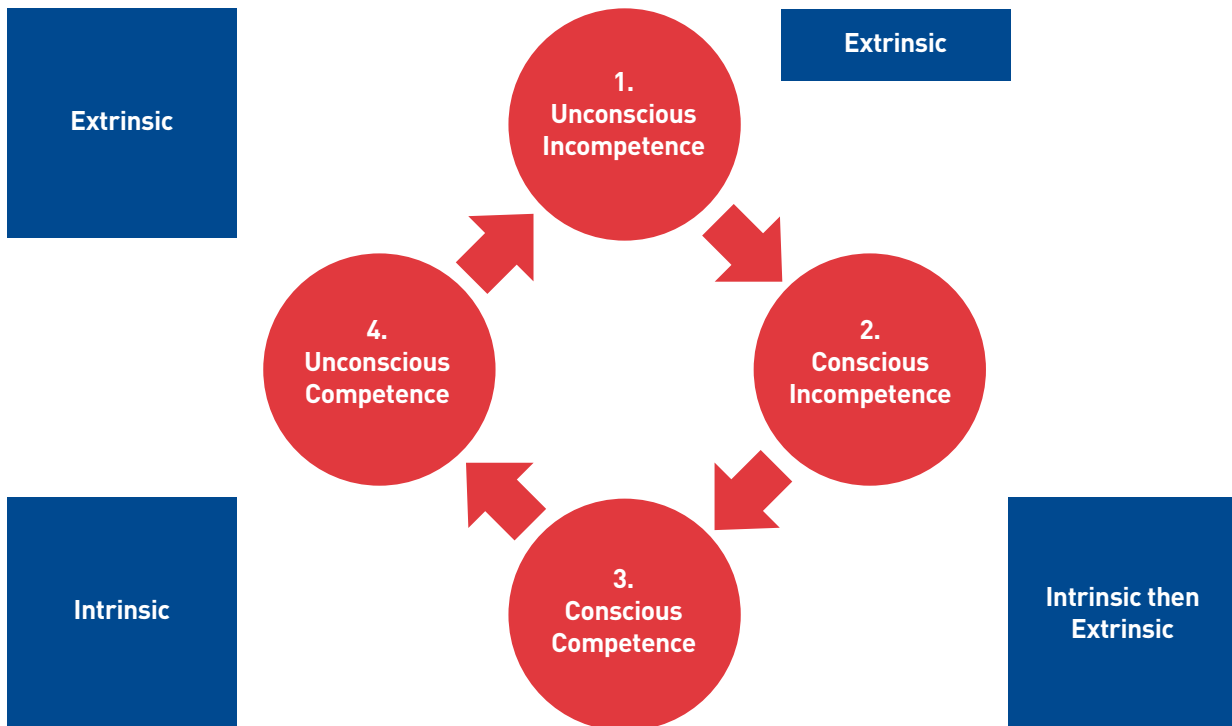
Coordination

Coordination looks at how the athlete can increase the size of force they apply in a given movement and the time they apply the force over using coordinated sequential movements of the body (better known as the kinetic chain). Coordination also explores the complexity of the skill.

By correctly coordinating the body and its parts an athlete can increase the amount of force applied. An example of this is to attempt walking bringing the same arm and leg forward together followed by the other arm and leg. Walk a few steps before stopping. Then concentrate on using the opposite arm and leg forward. What was different? On the first exercise did you find your body moving from side to side? Did the movement feel coordinated? Try to consider in what order your body moves to run (or apply a force to an object). Relate the walking scenario to the running action as to how important being coordinated is for the correct running action, rear leg drive with front leg recovery, front leg plant combined with arm action. Coordination is a skill that can be improved by effective coaching and training.

HOW LEARNING TAKES PLACE

Whitmore's Learning Cycle in 1996, clearly shows how someone develops and remembers skill.



An athlete doesn't know they cannot do something (unconscious incompetence) until they've had a go. Once they have established they cannot do the movement they become aware (conscious) that they cannot execute the movement perfectly – mistakes will be large and the overall movement will look quite ponderous as they have to think about things very hard. An example could be an athlete requested to skip, whilst carrying out a dynamic warm up; finding moving the same arm and leg together the athlete becomes conscious of the fact their movement skills are uncoordinated therefore at the conscious incompetence stage.

Through correct and focussed practice they become better at doing the activity but still need to think about it (conscious competence). The movement looks smoother with few and smaller errors.

When they get to a point where it's remembered automatically by the body and they can do the movement without thinking about it – they become unconsciously competent at that movement.

Over time, the athlete will not be aware that they have started to do something within that movement. The athlete goes back into Stage 1. So although an athlete may have learnt the movement correctly, if the memory trace is not strong enough, or incorrect practice starts to occur, a coach will need to adapt their style of coaching to steer them through the cycles once again.

You may recall that we tend to operate with three styles of coaching - each having their importance depending on the situation we are finding ourselves in.

Telling - this is very coach centred but tends to prove very useful with large groups and when athletes are just starting out - stage 1 of diagram. We are quite directive in our approach as coaches and tend to dictate what is going on.

Showing - allowing the athletes to see the movement we are looking for should help paint the picture for them. Therefore setting up and executing a demonstration correctly is very important.

Once the athlete knows what they should be doing and can picture it, a more useful and powerful style of coaching should be used.

HOW LEARNING TAKES PLACE (CONT...)

Involving the athlete in what they are doing, helping them work through what they are / are not doing is tremendously useful. If allowed to run its course, the athlete will be able to remedy what they are doing based on what they hear, see and feel.

To do this the coach tends to follow a feedback process. Traditionally this would involve using the Tell style of coaching - sometimes called a "feedback sandwich". This can prove ineffective. On course we briefly explore the potential of feedback purely as one type of intervention. Further information on interventions can be found on pages 58-72 of the Coaching Assistant Manual.

The stage of learning is dependent upon the activity they are doing. So an experienced runner being introduced to a new drill may never have attempted this activity before. It is likely that they would be back to unconscious incompetence stage. How we operate as a coach can either help or hinder this process, which is where our coaching skills come in. Choosing to use the right style of coaching to maximise the speed and efficiency of this process takes time, practice and learning from mistakes.

The type of feedback most appropriate at these stages is shown in the blue boxes in the diagram.

At stage one, we should be telling/showing athletes more to help gain an understanding. But once they are aware of what to do (stage 2) we should start by engaging the athlete in developing **INTRINSIC FEEDBACK** that they are doing and also supplying information that they are not aware of (**EXTRINSIC FEEDBACK**).

INTRINSIC FEEDBACK is always available to the athlete. It is based around what they "hear", "see" and "feel" potentially without anyone else being there.

EXTRINSIC FEEDBACK is not always available to the athlete. It comes from an external source e.g. coach, crowd, other athletes, TV/Video.

A good coach will utilise all the feedback that is available to help the athlete learn from what they do.

Intrinsic Examples

Sound: A runner listens to the sound of their feet hitting the ground to determine their running action.

Feel: A runner feels the onset of blood lactate accumulation .

Sight: A runner seeing their reflection in shop window indicating their running posture.

Extrinsic Examples

A coach telling the runner their foot plant is heavy or is hitting the ground too hard.

The runner looking at a video of themselves running and seeing their running style.

The crowd cheering when the runner completes the race.

A good coach will help the athlete generate **INTRINSIC** feedback by asking questions of the athlete. This question could be based around sight, sound or feel. The coach would listen to the response to determine what action (if any) is required. When we look at learning new skills, coaches should always analyse what they are doing to assist this.

By setting up the right environment, using the right activity, letting the athletes learn, not overloading them with information, all leads to accelerated learning. It would be useful to consider at this point what you currently do to assist learning to take place, and what you might do to hinder it.

HOW LEARNING TAKES PLACE (CONT...)

Here are some guidelines on questioning and listening which good coaches in running fitness should follow.

QUESTIONING

- Ask questions that raise awareness and promote responsibility:
 - use WHAT questions first
 - follow this with WHERE, WHEN, HOW MUCH questions
- Focus on and follow the athlete's interest
- Try rating scale (using their anchor words or images) to avoid athlete becoming judgmental
- Really listen – with eyes as well as ears; listen to intent as well as content.

To hear the words that the athlete understands (their anchors) you have to listen very carefully to what they are saying and the way in which they are saying it.

LISTENING

- Listen with your eyes as well as your ears
- Don't interrupt or finish their sentence for them
- Listen with all your attention – don't be tempted to think about your next comment or plan while the athlete is speaking
- Don't assume you know what the athlete is going to say.

By coaching in the correct way, we can help the athlete learn movements faster. Once the general movement has been achieved, we can put more attention to detail into it, refine the movement. Once the movement is as needed, we can put them under a little pressure to see if it stands up to competition practice.

Under pressure, the athlete is likely to revert back to whatever is the strongest subconscious memory. Therefore we have to structure training that enables it to be encoded into their Long Term Memory. Correct repetition is the key and plenty of it. In fact, to become really good at any physical skill can take as long as 10 years. This is called the 10,000 hours principle. By doing the right sort of practice correctly and systematically 3 hours a day, every day, for 10 years, should enable someone to reach their potential.

TECHNICAL KNOWLEDGE - WHAT 2 COACH

The technical elements of the CiRF programme are linked to the Athletics 365 matrix. The matrix illustrates a progressive development through nine stages of a range of events. On this programme we are only concerned with physical preparation and running elements of the matrix. The level of technical content on the course is aligned to the Foundation stage of this matrix.

To meet the requirements of the CiRF programme coaches will need a level of knowledge and technical understanding across the following areas:

Starting and Accelerating

- Standing Starts

Running

- Running for Endurance
- Maximum Velocity Running
- Running Uphill
- Running Downhill



You may have been introduced to the two basic technical models for speed and endurance on previous athletics courses.

As a CiRF you will be expected to know the key mechanical principles of running and the coaching points to tell the athletes. How you deliver these coaching points will be dictated by the athletes you are working with.

For example: a person needing to learn how to run fast could be at any age from young athlete to mature adult. A 25 year old or older is probably not going to want to join in with a group of children and therefore the training approach you use, could be different. So if dealing with a child you may get them to learn the movement through a game, whereas if they are a young teenager, then a team competition might be more appropriate.

Referring back to the technical templates, when an athlete is capable of doing everything listed, they are in a good position to establish what might be their optimal event / discipline. This will be based on how they have physically developed as much as anything else. Moving forwards, all events that they may do will be bolted on to an already technically competent model.

These technical points are our end points. They are what we should be seeing the athletes do. How we get the athletes to execute these technical points should be done through a structured, systematic program of activities.

TECHNICAL KNOWLEDGE - WHAT 2 COACH

STARTING

STANDING START

The standing start is one of the first things a beginner will learn. However, many athletes (even at international level) lose time by executing this movement incorrectly. Sometimes this position is called a "Ready Active Position".

1. Staggered feet about shoulder width apart with favoured foot in front
2. Front leg flexed to lower the centre of mass and balance to be on front foot
3. Upper body leans into start position
4. Arms are coordinated with the legs (opposite arm to front foot is forward)
5. On command, athlete responds quickly by driving down and back of the front leg, extending fully (triple extension) and using the opposite arm to swing through.
6. No bending at the waist should be seen (H position)



RUNNING FOR ENDURANCE

There are some subtle differences between maximum velocity running and running for endurance.

Full flight running - steady

1. Run tall with relaxed shoulders, high hips, good posture and balance
2. Use a relaxed arm action to dictate pace
3. Run with knee up, toe up action
4. Foot lands naturally and strikes with a 'down and back' motion
5. Athlete will be able to run without tension for several minutes
6. Athlete will be able to judge their own pace over a variety of distances



MAXIMAL VELOCITY RUNNING

Here we are looking at getting from A to B as fast as possible. The mechanical principles that we are look at are:

Stride Length and Stride Frequency

Stride Length: Using posture to maximise use of lower limbs without causing a braking effect (over striding)

Stride Frequency: Rapidly creating shorter levers so additional strides can be taken. Using existing fast levers (arms) to dictate leg speed and minimise rotation.

1. Run tall with relaxed shoulders, high hips, good posture and balance
2. Use a fast relaxed arm action (pockets to sockets) emphasising the drive backwards
3. Free leg cycles up and under buttock until knee is parallel to the ground, toe up action
4. Foot lands on forefoot and strikes, 'down and back' motion



TECHNICAL KNOWLEDGE - WHAT 2 COACH

RUNNING UPHILL

Running uphill promotes strength endurance and helps improve stride frequency and length in developing power and muscle elasticity, it will also assist in developing co-ordination, encouraging the proper use of arm action during the driving phase and feet in the support phase.

1. Positive backward drive of arms
2. Terrain guides optimal efficiency and pacing
3. Hips high
4. Foot lands naturally on the forefoot
5. Triple extension of the driving leg



RUNNING DOWNHILL

When running downhill it is important the athlete's technique should be adjusted to account for the pull of gravity downwards. The body should be upright or leaning slightly forward. If the athlete loses control of their foot position under the body, the stride length will be dramatically increased and lack of controlled downhill running will occur. Developing athlete control and balance will ensure stabilisation when running downhill.

1. Controlled
2. Arms active and used for balance
3. Upright or leaning slightly forward
4. Hips high
5. Active foot adding force where required
6. Active recovery of rear leg



COOLING DOWN

A cool down is carried out at the end of each session, gradually decreasing the body systems back to their pre-exercise levels. During this period it is not only the body systems that have attention, the coach can use this time to attain feedback on the session, the athletes progress and efforts, providing information regarding the next session.

The cool down consists of low level activity of a decreased intensity such as jogging or walking and stretching. It is important to include gentle stretching activities for up to 15 seconds each exercise during the cool down

FLEXIBILITY

During this section the stretches can become more developmental and will generally be held for longer (20 – 30 seconds). Stretching for flexibility may also be included in the main body of the session where flexibility is the session outcome. During this period it is not only the body systems that have attention, the coach can use this time to attain feedback on the session, the athletes progress and efforts, the achievements of the session goals and provide information regarding the next session.

Examples 1. Front of thigh - quadriceps stretch. 2. Back of lower leg - calf - soleus stretch



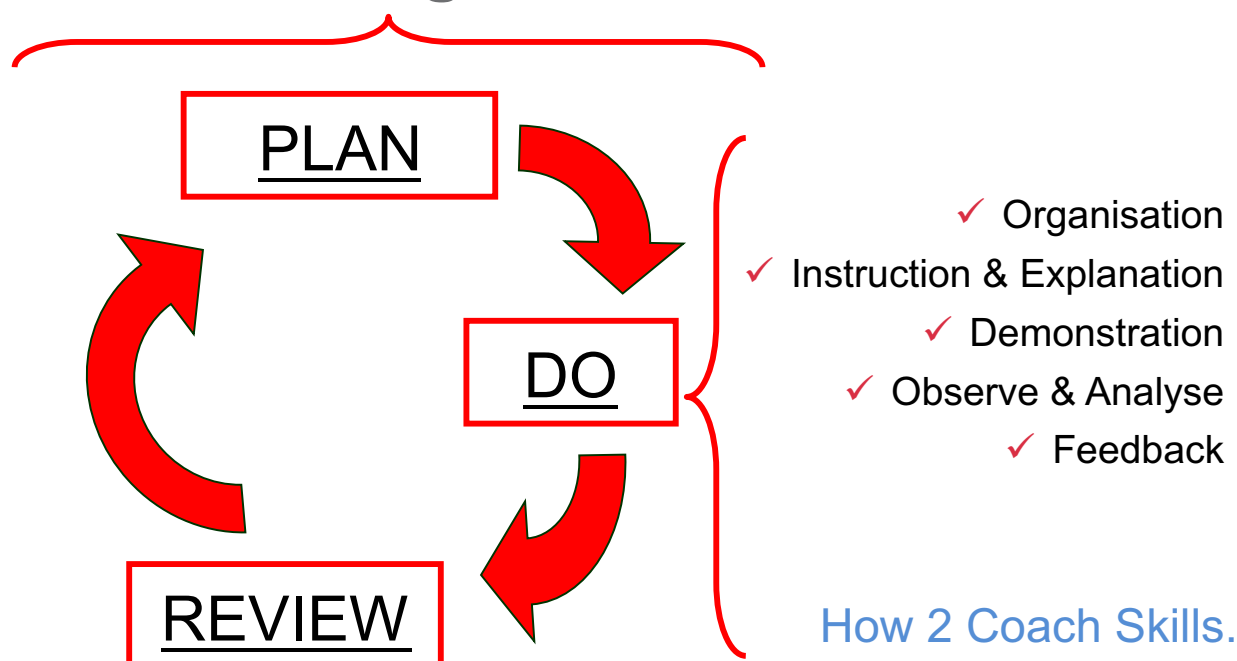
THE COACHING PROCESS

COACHING SKILLS

The skills of a coach primarily are based around the coaching process cycle of Plan, Do, Review.

With any skill, if you practice it correctly it will get better and become habit. Continually practice it incorrectly and it will still become a habit, just not a good one! On the Coaching Assistant course (and on the previous UKA Level 1 and 2 courses) we focussed heavily on some of these skills. The tutors on the course will not have time to fully recap on these coaching skills. You should ensure you review these skills prior to the course.

The Coaching Process



PLAN

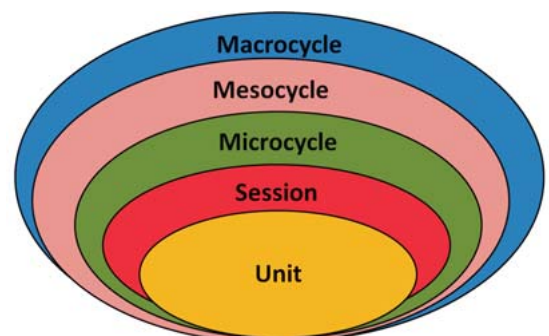
Planning linked sessions

As a CiRF you will be expected to plan not only sessions but a mesocycle of training to develop technical skills and fitness in the athletes. For the assessment part of the programme you will be required to plan both sessions, microcycles and a mesocycle. You will be in a better position to plan at this level once you have completed all the taught elements of the course.

On the course we will introduce you to some terminology that is used throughout sport. However sometimes they use this language differently. Athletics in this country tries to use the same language that the World Governing body uses.

COMPLETED SESSION PLAN			
COACHING SESSION PLAN			
Date: 1/11/2010		Stage of Athlete Development: Foundation	
Duration:		Age group of athletes: 18-64	
Venue: St John's School, using fields.		Size of group: 12	
Energy System: This session will focus on... The aerobic energy system.		Session Goals for the Athletes (WHAT-2): The athletes will run for 15mins non stop.	
Equipment: Cone markers (30), whistle, stop watch, 6 mats.		Personal Coaching Goals (HOW-2): By the end of this 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 (5mins)	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 (15mins)	Introduce running drills: High knee running for 10-15 metres High knee walks for 10-15 metres Duck walk, penguin walk to emphasize value of feet positions Run high knees with tall posture.	Dorsiflexed foot position. Tall posture.	
Main Session Unit B (15mins)	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 10mins.	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 back, lower leg front and back, arms and shoulders. 3x3 reps holding for 10secs each.	Thigh back chest staying tall. Thigh Front - knee under hip. Identify that cooling down is happening! Plus any technical issues for future activity.	

Macrocycle	The time available for preparation up to a major goal or competition
Mesocycle	A period of time used to focus training on some specific goals
Microcycle	A series of sessions linked together - usually the weeks training plan - Sunday to Saturday
Session	A series of structured activities aimed at the microcycle goal(s)
Unit	An activity done in a short period of time with a specific aim

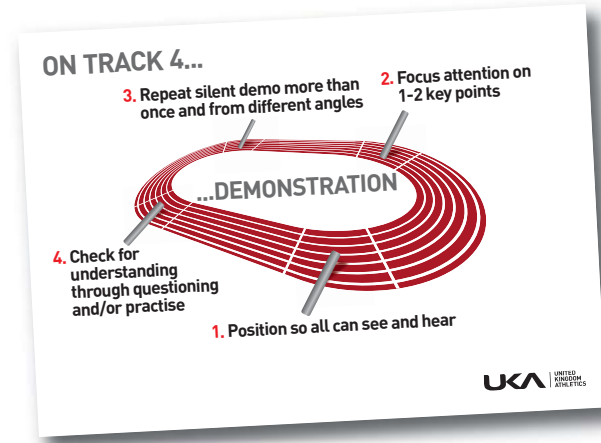
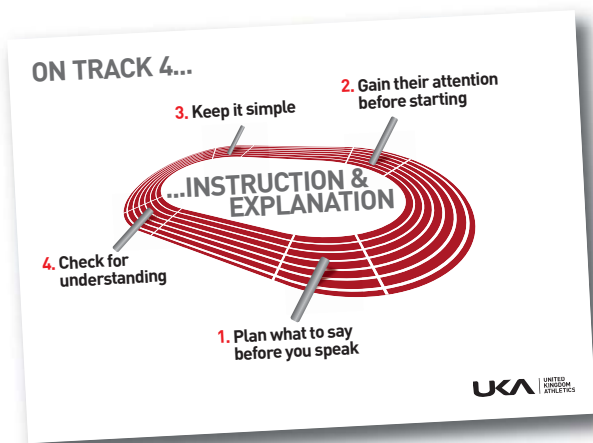
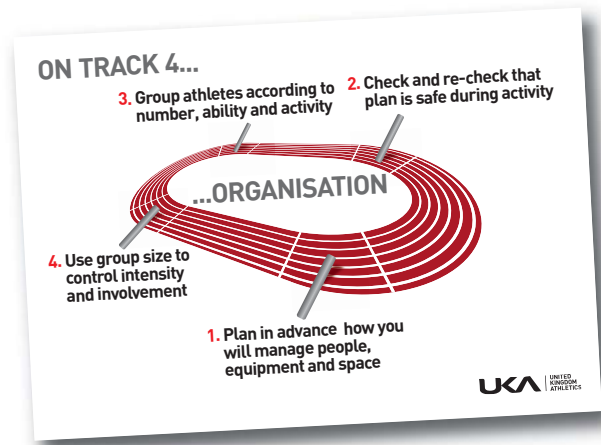
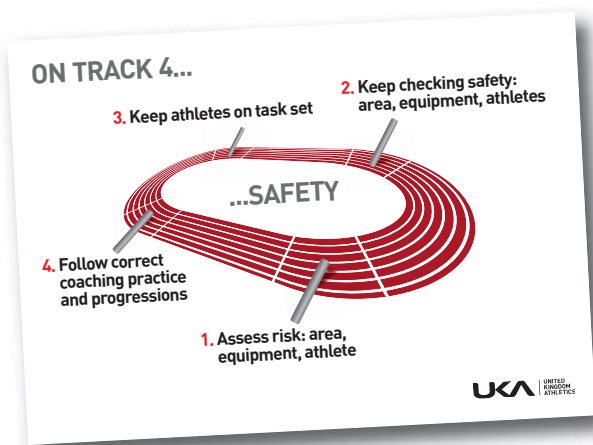


THE COACHING PROCESS

Units make up sessions, which make up microcycles which contribute to the mesocycle goals. This allows the coach to ensure that training is focussed around the needs of the athlete and is a way of minimising interference and distraction.

DO

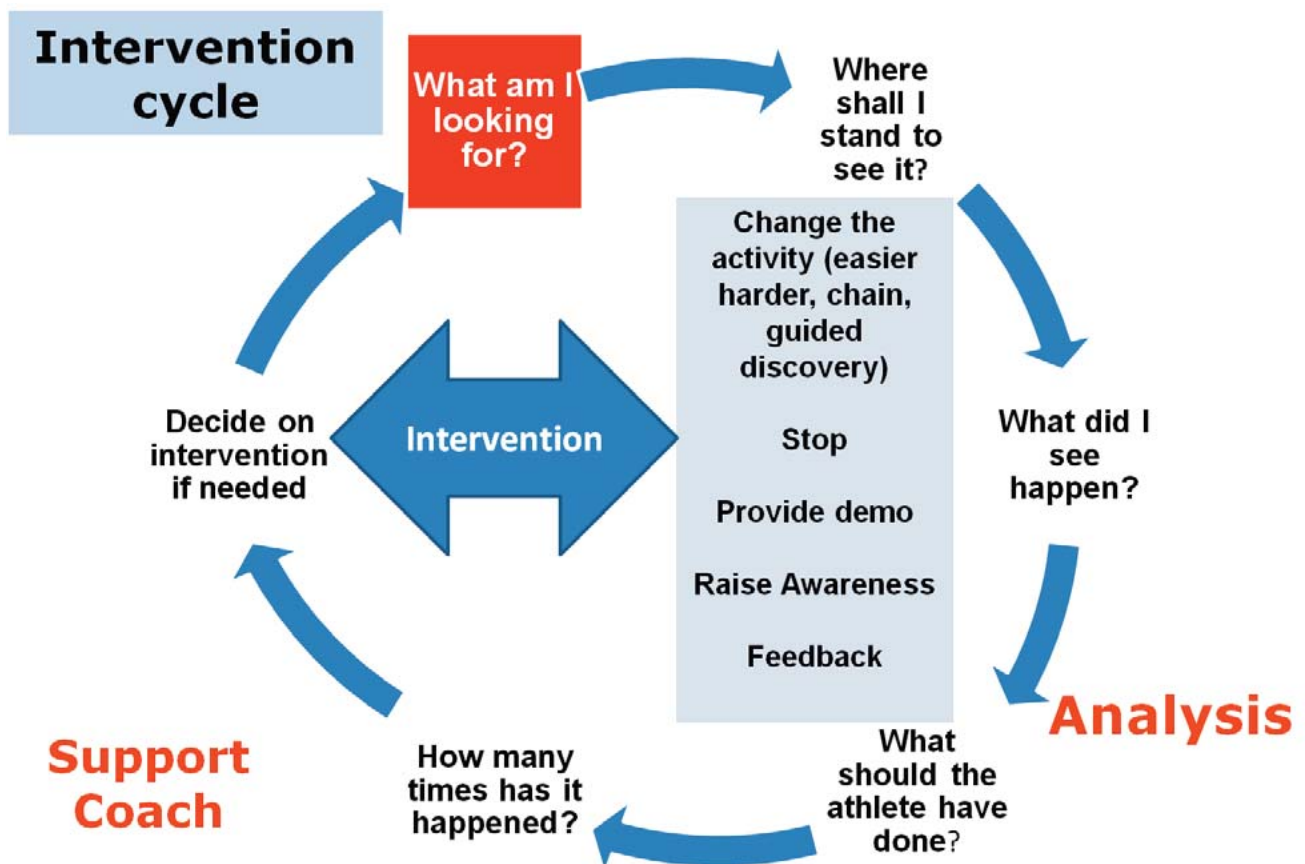
In addition to the technical knowledge the ability to communicate and deliver this information are fundamental skills in the coaches tool kit. Part of the assessment criteria is based around your coaching process skills, you will be introduced to further skills on this programme, however you should be familiar with the principles of safety, organisation, instruction and explanation and demonstration prior to embarking on this programme.



INTERVENTION

It is important for coaches to make decisions when observing and analysing as to when and how to intervene and give feedback. Jumping straight in with feedback once an athlete had performed an activity is not always the best course of action. A movement observed only once may not always be the athlete's usual pattern of movement. Several observations may be necessary before making a judgement and providing feedback. With the majority of athletics movements happening at such high speeds several observations focusing on either the same or different elements of the movement may be appropriate to build up the big picture prior to intervention.

The use and timing of appropriate interventions will be explored in further depth throughout the course.



Coaches should practice developing their coaching process skills throughout the duration of the CiRF programme, in particular during the periods of supported practice. Working with your Support Coach to improve these elements of coaching are also required, as these will be assessed in your final practical.

REVIEW

Reviewing and evaluating yourself and others to enable you to identify development areas and assist in evaluating the effectiveness of training and development of coach and athlete is vital. This applies both to the athletes and you. We've included a self assessment task as part of the programme between Day 2 and Day 3. To start you off, you should initially assess yourself using the Self Assessment template at the end of this pack.

PREPARATION ACTIVITY

This section includes a number of tasks that require completing before attending day one of the CiRF award. These tasks will be covered as the course progresses, you're initial input to the tasks will be useful to coach development.

ABOUT ME



1. What activity have you engaged in to continue your learning since completing your last coaching qualification/award?

2. Who have you worked with to support you in your coaching, what was their role, i.e. support coaches, mentors, or technical advisors?

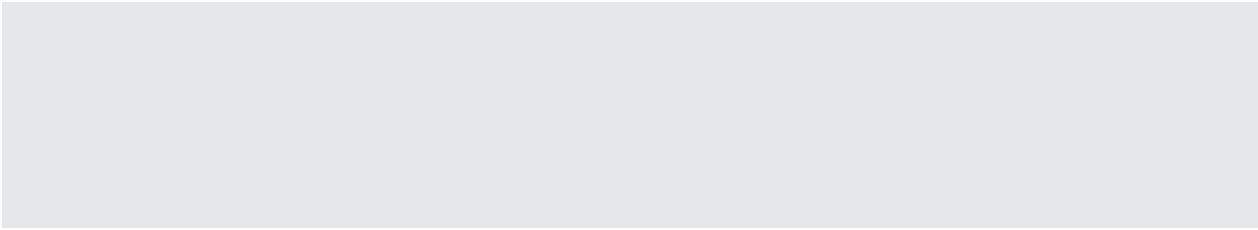
3. Why do you want a CIRF qualification?

4. What are your personal coaching goals and aspirations?

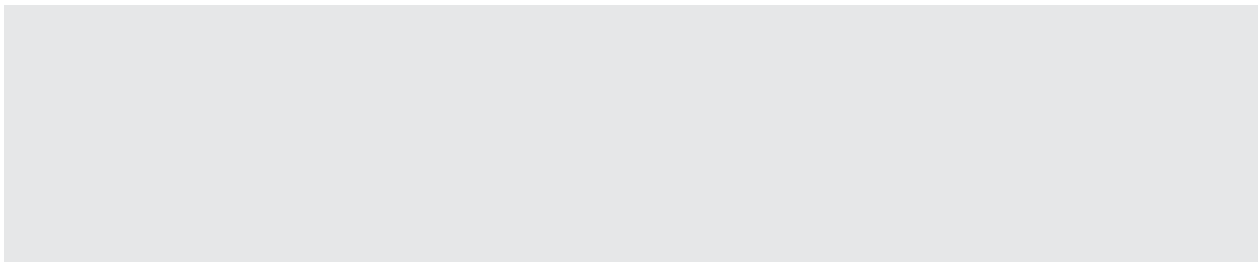
5. What areas of personal development would you like to focus on during the CiRF qualification?

ABOUT ME (CONT...)

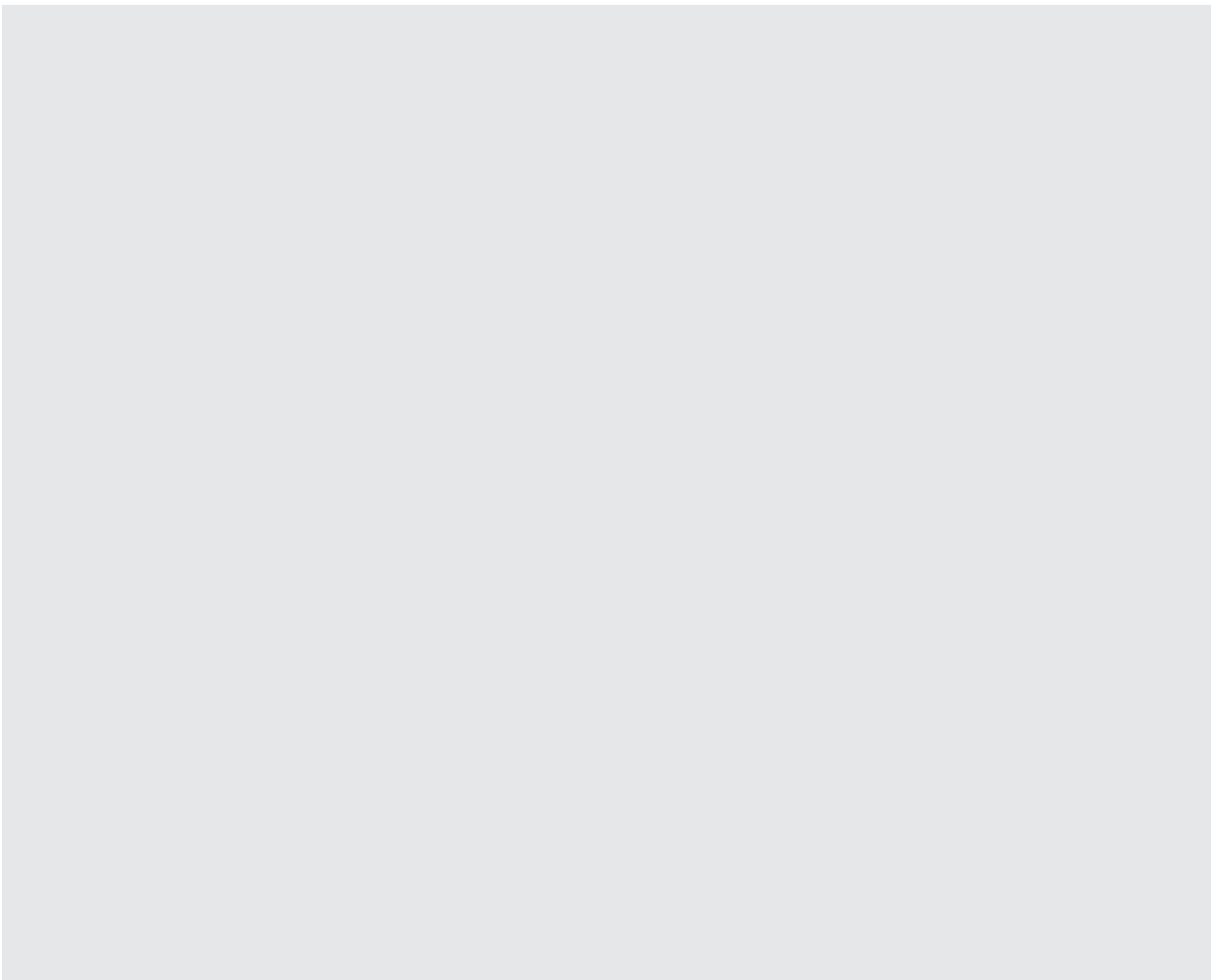
6. How would you like your coaching to develop in the next 2 years?



7. Do you require any assistance in locating support coaches, mentors etc as you complete this qualification?



Make a note of any questions or concerns you may have about the UKA CiRF programme or its requirements – bring them to the course.



If these questions have not been answered prior to the course, be sure to raise them with the tutor (s) during the course.

COACHING KNOWLEDGE AND SKILLS - SELF-ASSESSMENT

As part of the Coaching Diary you are asked to identify areas for development. Use the grid below to begin assessing your current knowledge and skills prior to embarking on the CiRF programme. Rate each for yourself on a scale of 1-5 (1 is an area of weakness requiring improvement, 5 is an area of strength). Use the technical knowledge section and the On Track 4 cards in this induction pack to assist you in this process.

COACHING KNOWLEDGE	RATING (1 – 10)	COACHING SKILLS	RATING (1 – 10)
Warm Ups		Planning	
Cool Down		Organisation	
Balance & Coordination		Safety	
Standing Starts		Instruction & Explanation	
Maximum Velocity Running		Demonstration	
Running for Endurance		Observation	
Running Uphill		Analysis	
Running Downhill		Coaching Intervention	
How learning takes place		Feedback	
		Listening	
		Questioning	
		Evaluation of Self and Session	
		Setting up practice to enable skill learning and development	

PREPARATION FOR COACHING ACTIVITY

As mentioned earlier, here are four session templates to be completed in preparation for day 1 and 2 of the programme. On one template for each point please detail the following:

1. Prepare and document a 10 minute warm up session for athletes in the Foundation stage of development
2. Prepare and document a 10 minute coordination and mobility unit for athletes in the Foundation stage of development (they will have warmed up)
3. Prepare and document a 10 minute activity for athletes in the foundation stage of running
4. Prepare and document the profile of a runner, using the athlete profile; this will be one of the athletes who have agreed to work with you for the duration of the programme.

PREPARATION FOR COACHING ACTIVITY TEMPLATE

SESSION PLANNING

Complete the **BLUE** sections only

10 minute warm up session plan (Foundation stage)

Coaching Session Plan UNIT PLANNING DOCUMENT	
Date:	Stage of Athlete Development:
Time:	
Venue:	
Age Group of Athletes:	Size of Group:
Equipment:	
Session Goals for the Athletes (WHAT-2):	Personal Coaching Goals (HOW-2):

Practical Session			
Session Component	Session Detail	Coaching Points	Organisation/ Safety key points
Warm up (10 mins)			

PREPARATION FOR COACHING ACTIVITY TEMPLATE

SESSION PLANNING

Complete the **BLUE** sections only

10 minute Co-ordination and mobility session (Foundation stage)

Coaching Session Plan UNIT PLANNING DOCUMENT	
Date:	Stage of Athlete Development:
Time:	
Venue:	
Age Group of Athletes:	Size of Group:
Equipment:	
Session Goals for the Athletes (WHAT-2):	Personal Coaching Goals (HOW-2):

Practical Session			
Session Component	Session Detail	Coaching Points	Organisation/ Safety key points
Warm up (5 mins)			
Main Session (10 mins)			
Cool Down (5 mins)			

PREPARATION FOR COACHING ACTIVITY TEMPLATE

SESSION PLANNING

Complete the **BLUE** sections only

10 minute activity session for athletes (Foundation stage)

Coaching Session Plan UNIT PLANNING DOCUMENT	
Date:	Stage of Athlete Development:
Time:	
Venue:	
Age Group of Athletes:	Size of Group:
Equipment:	
Session Goals for the Athletes (WHAT-2):	Personal Coaching Goals (HOW-2):

Practical Session			
Session Component	Session Detail	Coaching Points	Organisation/ Safety key points
Warm up (5 mins)			
Main Session (10 mins)			
Cool Down (5 mins)			

ATHLETE PROFILE

In preparation for the course you will need to prepare a profile of an athlete you either are currently helping to coach or for an athlete that you know within the running group you regularly attend.
(All sections must be completed)

Gender: Date of Birth:

Chronological Age:

Work/ Retired/School/College/University (cross out any that do not apply)

Athletics/Running Background:

How long have they been involved with running?

What have they already achieved? (Events/races/representation)

Have they taken part in any other sports? If yes, do you know how recently – this year, within 5 years, before that?

Physical information:

Standing height:

Weight:

Are they fully developed physically from your observation and understanding? Yes/No (delete one)

Now give reasons for your answer:

1.
2.
3.

Movement skills: Is there anything you have observed from the athletes movement skills? List them below:

1. Agility

2. Balance

3. Coordination

LINKS

The following websites provide useful information on athletics activities, books and other resources to support you in your role as a CiRF.

uCoach

uCoach is a specific UKA coaching website that will have a designated CiRF section and include information on session plans, video footage of run and other supporting resources.

UKA <http://www.uka.org.uk/>
uCoach <http://coaching.uka.org.uk/>

Home Country Associations

England Athletics <http://www.englandathletics.org/>
Athletics Northern Ireland <http://www.niathletics.org/>
Scottish Athletics <http://www.scottishathletics.org.uk/>
Welsh Athletics <http://www.welshathletics.org/>
Jog Scotland <http://jogscotland.org.uk/>
Run England <http://www.runengland.org/>

sportscoachUK <http://www.sportscoachuk.org/>

GOOD LUCK

Now you have completed the induction process you are ready for day 1 of the programme. Full completion of this process will have ensured that you are as prepared as possible for the programme delivery and can contribute effectively on course. Please ensure that you take copies of any tasks required with you to the course, you need only print the relevant pages out and not the entire pack.

The programme has been designed to be accessible; all course resources will be available to the Coach in Running Fitness section of the uCoach site. On the course you will receive an on course workbook which is your personal record of learning throughout the programme. It is important to ensure that you bring this to each day of the programme and a pen of course!

UKA wishes you well in this journey towards becoming a qualified and licensed Coach in Running Fitness. If you have any queries before the day, please contact your Home Country Association.



UKACOACH

BUILDING A BETTER COACHING ENVIRONMENT

UCOACH IS THE NEW UKA COACHING WEBSITE THAT CONNECTS YOU TO THE LATEST COACHING RESOURCES INCLUDING:



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Audio interviews with coaches from around the world



Calendar of coaching events domestically and abroad



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