



**FOOTBALL
FEDERATION
AUSTRALIA**

Practical Assessment Guide

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Practical Assessment Process

Previously, and in most countries around the world, practical assessments were completed live on course. You were expected to process all of the information from the course and then re-produce it during an assessment ‘on course’, often with your peers as players. This process had a number of issues:

- The players (or fellow coaches) used in the assessment were not your team, so whatever you planned and delivered would not be a relevant football problem (or may not even be a problem).
- As it was not your team, you did not know the names, positions, strengths and weaknesses of the players you were working with.
- You were assessed in a false situation based on knowledge and competencies that you may still have been working towards mastering

As such, the decision was made to move to video assessments “post-course” for all advanced courses. This removes all of the issues above, as you are assessed in your own environment, with your own players, when you feel ready. (For all courses being completed after June 2016, **Candidates must complete an initial assessment within 6 months of completing the course**, and they must complete the assessment process within two years of the year of the course. See Assessment deadlines below). It also helps with your learning and development as you have the opportunity to reflect on your video prior to submitting it.

Assessment Deadlines

Candidates have unlimited practical assessment opportunities in which to meet the competency level within a two year period. However, as noted above, candidates must submit an initial assessment within 6 months of completing the course. The following table outlines the process for the next 4 years: -

Year course attended	Deadline to complete assessment
2013 & Prior	Expired
2014	01/12/2016
2015	01/12/2017
2016	01/12/2018

Determining your Session Topic

Your assessment should be a true reflection of your application of the Coach Expertise Model and the link between the **MATCH** and **TRAINING**. Therefore we no longer set hypothetical assessment topics but expect you as a coach to determine your own '**football problem**'. Coaches who have completed the Youth C License should complete a session that relates to the age group of your team. If you coach 9 to 13 year olds, then you should complete a Skill Acquisition (SAP) session for your assessment. If you coach 9-17 year olds, then you should complete a Game Training (GT) session for your assessment. If you have done both the Senior and Youth C Licenses, then you should complete a GT session for your senior assessment and a SAP session for your Youth assessment, regardless of the age group you are coaching.

Therefore, using the relevant FFA Self – Assessment Session Plan you must follow the following process:

(The Self Assessment Session Planners can be found here

<http://www.footballaustralia.com.au/getinvolved/coaching/resources>)

1. For a Game Training or Performance Phase session:

Based on analysis of your team in a recent game or your analysis of an opponent for an upcoming game **DEFINE THE FOOTBALL PROBLEM** that you will try and address in this session.

If you are not currently coaching a team, you must attach yourself to a team (Talented U-15 players or older), watch that team play at least once and identify a football problem you believe needs solving.

The key skill the coach needs here is the ability to **ANALYSE!**

Use the 5W approach:

WHAT: What is going wrong?

WHERE: Exactly where on the field is it happening?

WHO: Are the key players involved? (both teams)

WHEN: Think here about the 4 Main Moments (BP, BP-BPO, BPO, BPO-BP), and have a clear picture of what you're looking at (Who has the ball? How does the ball get to the focus area? Is the opposition doing something that causes the problem?)

WHY: What are the reasons behind the issue?

Example:

WHAT: We lose possession around the edge of opponents' box and therefore do not create enough scoring opportunities.

WHERE: 15-20m outside the box, width of the box, final 3rd

WHO: Our 7, 9, 10 and 11, supported by 6 & 8, the opponents back 7 (GK, 2, 3, 4, 5, 6 & 8)

WHEN: When we have controlled possession into the middle of the attacking third, and our 6 and 8 have passed the ball to 9. It happens when the opposition drop off into a

deep defensive block.

WHY: 7, 10 and 11 do not understand how and when to support the 9 properly

Using the relevant 5W's section in the **FFA SELF-ASSESSMENT SESSION PLAN** summarize your Football Problem and illustrate what the picture looks like when the problem occurs.

For a Skill Acquisition Phase session:

Identify the Core Skill and Specific Aspect designated in your annual plan

Core Skill: One of the four core skills designated in the annual plan e.g Running with the ball

Specific Aspect: A specific core skill focus (e.g. 'running with the ball in order to...') outlined in the annual plan or related to your analysis of the core skill in a recent Match

2. From your 5W's summary or Core Skill/Specific Aspect clearly set out your **Session Objective** in the relevant section of your session plan:

In this session I aim to improve...

3. Once you have determined the Session Objective, you must prepare a Full Training Session Plan, designed to achieve the Session Objective (and solve the problem, at least partially).

For the Game Training & Performance Phases, your session plan must include these components: Warm-Up (Passing Practices), Positioning Game, Game Training, Training Game

For the Skill Acquisition Phase, your session plan must include these components: Skill Introduction, Skill Training, Skill Game

For B License and above, your session plan must include a minimum of two lines (e.g. defense and midfield) **AND** a minimum of 14 players unless the football problem dictates less players. If there are less than 14 players then the session should still include two lines.

Your main theme should run through the whole session. Be sure to illustrate each component as requested in the session plan. The plan also needs to detail how each component will be organised with a brief explanation of any progressions. In the "Positioning Game and Game Training" or "Skill Training" component(s) you need to provide the SCRIPT; a clear **Team Task or Exercise Task**, the associated **Player Tasks or Actions** and **Coaches Cues** for the players, which assist in the achievement of the outcome (session objective).

Remember that: (for Game Training & Performance Phase sessions)

TEAM TASK: Sets a task for the team to achieve.

PLAYER TASKS: Make clear what the players actually have to DO to help the TEAM achieve the TEAM task.

COACHES CUES: Provides hints to help the players make the appropriate decisions in trying to do what you have asked them. Use words like **IF, WHEN and AS** to improve the decision making process.

There is only one Team Task per session but there may be numerous Player Tasks and Coaches Cues

For a Skill Acquisition Session:

EXERCISE TASK: As there is not a 'team' focus, and the exercise will be centred on individuals and small groups, the coach makes clear to everyone what the object of the exercise is.

PLAYER TASKS/ACTIONS: These are the chosen as the key things the players must learn to do to develop proficiency in the specific aspect of the core skill.

COACHES CUES: Essentially the same as in Game Training. (Provides hints to help the players make the appropriate decisions in trying to do what you have asked them). However, the Skill Coach must develop the art of devising a range of smart catchy cues for the young players to hook onto. This is also useful for dealing with situations where the player does not respond to one or more of the cues you have tried. Have plenty of variations up your sleeve.

STEP UP, STEP DOWN: The Skill Coach plans in anticipation of a situation where most of the players either find the Skill Training exercise too hard (step down) or too easy (step up). They are prepared to modify aspects of the exercise, but does not set up a completely different exercise.

Once you completed your session plan, you should conduct your session. The Game Training/Skill Training component of your session plan should be videoed and will be no less than 20 minutes and no more than 25 minutes in duration. You are welcome to conduct the whole session with your team of course, but you only need to submit 20-25 minutes of the Game Training/Skill Training component. (See the section below on guidelines to video your session).

The video must be of a good standard, where both sound and vision are of the highest quality. A minimum of one third of the (length of the) pitch must be visible. For GK courses, the both ball and Goalkeeper must be in view. You must be aware that if the video is not at the required standard the assessment will not be carried out, and you will be required to undertake the filming again. (See the guidelines below on how to video your session)

For **ALL** courses being completed after June 2016, candidates have 6 months to submit their initial assessment attempt. If they are deemed not competent, candidates then have a further 18 months to gain competency, and pass the course. If the candidate fails to submit an assessment within 6 months, or gain competency within 2 years, they will be deemed to have failed the course. If so, in order to gain the Advanced Licence at this level they would need to attend a whole new course from the beginning.

Once you have conducted and filmed the session, you should undertake a self-analysis, using the questions on the session planner as a guide.

Summary of the Process:

To complete the video assessment you should:

- Undertake your match analysis & identify your Football Problem
- Plan a full session utilising the Game Training or Skill Acquisition components using the relevant FFA Self Assessment Session Planner and review it using the questions provided
- Film the Game Training or Skill Training component of the Session
- Review your Game Training or Skill Training using your FFA Self Assessment Session Planner
- If satisfied with the quality of the session submit the video with your completed FFA Self-Assessment Session Plan as set out below (submitting your practical assessment)

Assessment Feedback

Video assessment feedback:

- Candidates will receive detailed written feedback within 4 weeks of submitting their Video assessment and FFA self-assessment planner
- The feedback may include details of elements that need improving. These will be time-lined against the video footage to support learning (**see FFA Assessment Form on page 12**)
- Candidates will, of course, be able to discuss their assessment decision with their assessor to clarify any areas that are deemed to not have met competency.

Submitting your Practical Assessment

1. You do not need to apply for assessment
2. Follow the process set out in the relevant section of this document below to upload your video.
3. For all **B & A License, Central C License, and Advanced GK courses**, email your session plan (which contains the link to your video) to technical@footballaustralia.com.au to inform the FFA that you are submitting a video for assessment.
For all **Regional C License courses**, email your session plan (which contains the link to your video) to your Course Administrator or Instructor
4. You will receive feedback within 3 weeks

Assessment Costs

There is no cost for video assessment.

Assessment Decision Appeal

If a candidate is unhappy with their assessment decision they may appeal to the FFA National Coach Development Manager as outlined in the course documentation.

Guidelines to video your session

When recording your practical assessment it is important that your video captures the action clearly so the assessor can make a sound judgment on your coaching competency. When recording the video consider the following:

Securing a suitable vantage point where you are able to capture the action to include at least 2 lines of play and the ball. To achieve this, an elevated position set back from the touchline is best.

If you are unable to gain an elevated position, review your video and ask yourself: -

- Is the picture clear?
- Does it capture at least 2 lines of play and the ball?
- Is it steady and in focus?
- For GK courses, can I see the ball and GK at all times?

Needless to say these quality pictures also need quality words. Adding audio to your video is essential. This can be done in a number of ways: -

- Using a remote microphone linked to your video camera. These can be hired but can be expensive.
- Borrowing the telecommand system from your Member Federation (FFA have supplied each MF with a telecommand system). You may be required to place a deposit and arrange to pick up the system but it is a simple way to add audio to your video. Ask your member federation TD regarding this option.
- Synchronize your video with audio captured on an external recording device (iPhone etc.) and add this to your video - see guide below.

If once you have reviewed your video you feel it is at the required standard then submit it as directed. If upon receipt the assessor deems the video is of such a poor quality that it is not suitable for assessment then you will be required to resubmit it. This will not constitute a fail.

Syncing your Video and Audio

You can use a smart phone to record audio of your session. You can either hold the phone, or connect headphones that include a microphone, and put your phone in your pocket. (Most phones come with a set of headphones that include a microphone).

(Please note that these instructions are correct for the latest versions of the relevant software as at Dec, 2013)

Mac Instructions:

1. Import your video and audio files into iMovie
 - a. If your video format cannot be imported then convert it:
 - i. Download Handbrake from <http://handbrake.fr/downloads.php>
 - b. Start iMovie
 - c. Click on “Import “
 - d. Find and double click on your video file
 - e. Repeat for your audio file
2. Add your audio file to your video
 - a. Click on create and choose movie
 - b. Click “no theme”, and then click create
 - c. Save your project
 - d. Drag your video file from the library pane to the bottom pane
 - e. Right click on the video timeline and choose Detach Audio
 - f. Click on the new audio timeline and then press delete on your keyboard
 - g. Find your audio file in the library pane and right click on it. Choose “select entire clip”
 - h. Drag your audio file from the library pane to your timeline and drop it. You can move it slightly to sync the audio with the video if you need to.
3. Export your movie
 - a. Click on share and choose File (You can also choose YouTube if you already have an account)
 - b. Change the size setting to the lowest setting so the filesize is small, then click on next
 - c. Choose where to save your file and click on save

PC Instructions:

1. Add your video to Windows Movie Maker
 - a. If your video format cannot be imported then convert it:
 - i. Download Handbrake from <http://handbrake.fr/downloads.php>
 - b. Start MovieMaker (Download it from here if it is not already installed <http://windows.microsoft.com/en-au/windows-live/movie-maker#t1=overview>)
 - c. Click on “Add Videos and Photos”
 - d. Find and add video file
2. Mute the audio of your video clip
 - a. Choose the edit tab at the top
 - b. Click on video volume and slide it to the left to mute the sound
3. Add your sound file to your video
 - a. On the Home tab Click on “Add Music”
 - b. Find and add your audio file
 - c. If you need to adjust the audio to sync to the video, just drag the audio timeline to the correct place
4. Export your movie
 - a. On the home tab, Click on “Save Movie” from the Share group. (You can also choose YouTube if you already have a Microsoft and youtube account)
 - b. Choose where to save your file and click on save

Process for Submitting Your Video Assessment

Please follow the steps below to upload your video to YouTube, and submit your Session Plan to FFA.

1. If you already have a YouTube account, please skip to step 2.

Create a YouTube account by clicking the link below. You must use a valid email address as you will need to verify your account.

https://accounts.google.com/SignUpWithoutGmail?service=youtube&continue=http%3A%2F%2Fwww.youtube.com%2Fsignin%3Faction_handle_signin%3Dtrue%26feature%3Dsign_in_button%26hl%3Den_US%26next%3D%252F%26nomobiletemp%3D1&hl=en_US

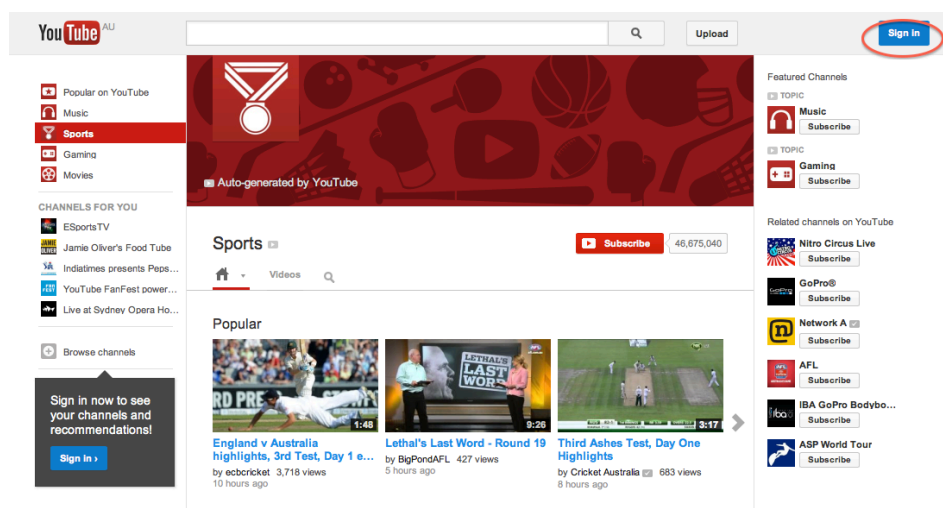
2. Once you have created an account you will need to ensure that your video file is compatible with YouTube before uploading it. Make sure that you're using one of the following formats:

- .MOV
- .MPEG4
- .AVI
- .WMV
- .MPEGPS
- .FLV
- 3GPP
- WebM

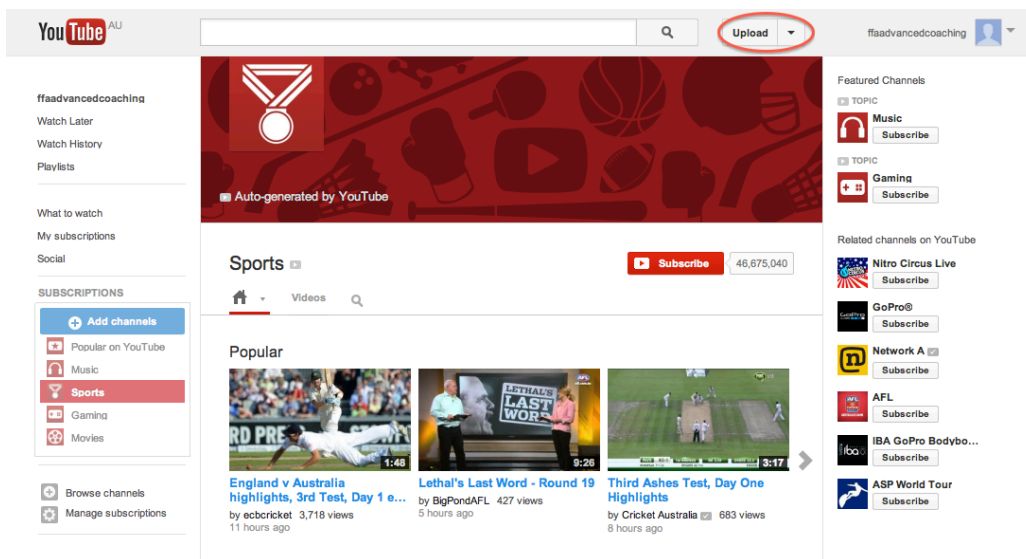
If your video is in another format, follow the troubleshooting guide here:

<https://support.google.com/youtube/troubleshooter/2888402?hl=en#ts=2888341>

3. Once you have a valid video file, login to your YouTube account at <http://www.youtube.com> by clicking the sign in button in the top right hand corner. On the following page, enter the email address and password you used to register your account, and click the "sign in" button.

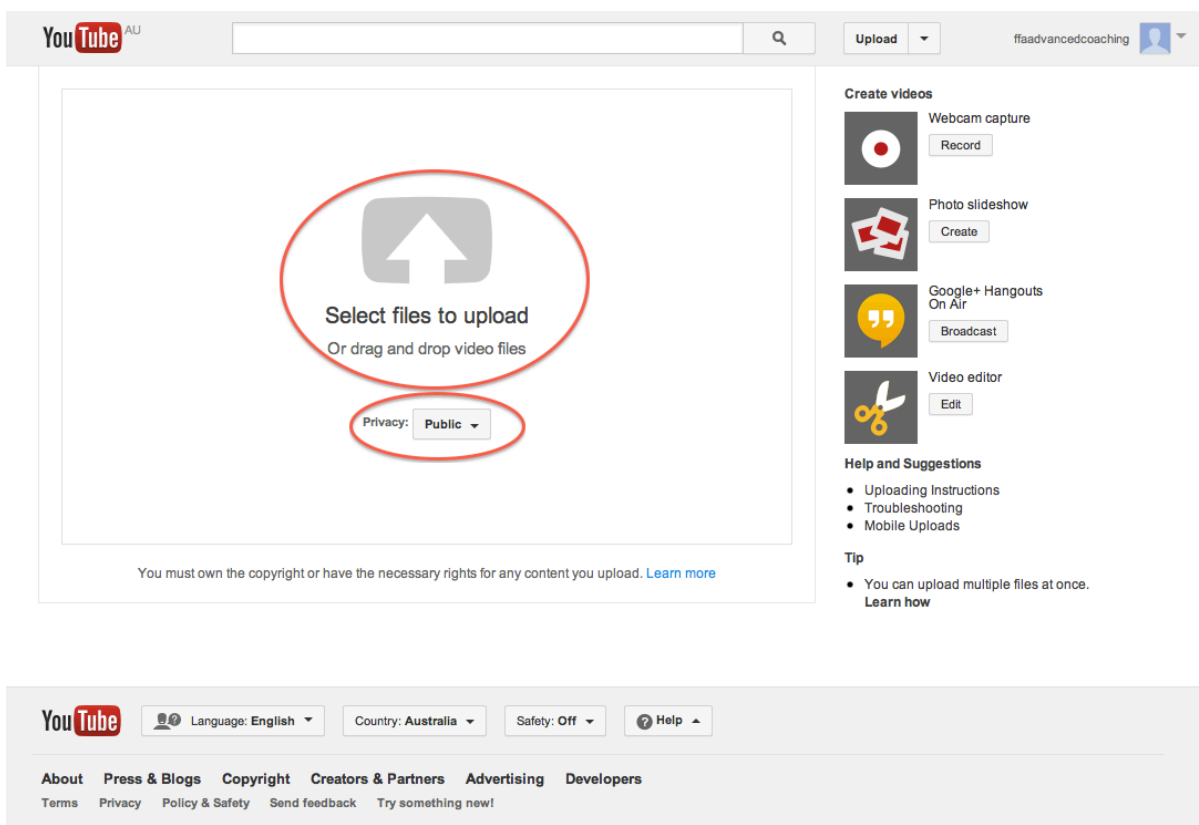


4. Once you are signed in, click the Upload button at the top of the page



5. On the next page, change the Privacy setting to “Unlisted”.

Then click on “Select files to Upload” and choose the video on your computer to upload. Your file will now upload. This may take some time.



6. Once your video has finished processing, you may be prompted to verify your account. You may also see a "Rejected (length of video too long)" error in your [Video Manager](#). (In this case, click the **Verify account** button next to the long video).

Once you've verified your account, click **Activate this video** in your Video Manager to publish it. Activated videos are automatically set as private videos, so make sure to change the privacy settings for your video back to "Unlisted".

If you are having troubles, see this link:

<https://support.google.com/youtube/answer/71673?hl=en>

7. Open your video and copy the link in the address bar of your browser.

Paste this link into your FFA Video Assessment Session Planner.



8. Save your FFA Video Assessment Session Planner as "Full Name – Course – Year of Course – Date (you did your assessment) – Assessment Number"

e.g. John Smith_B Licence_2012_12032013_2

9. For all B, A & Central C License courses, email your FFA Video Assessment Session Planner to technical@footballaustralia.com.au

For all Regional C License courses, email your FFA Video Assessment Session Planner to your course Administrator or Instructor

FFA Assessment Form

Introduction

This purpose of this section is to explain the FFA Assessment form and how FFA Assessors will use it to assess your practical session. Using the FFA Assessment Form, your assessor will provide detailed constructive feedback based on the competencies/areas outlined below.

Detailed feedback will be provided regardless of the quality of the session. We can all learn, and feedback is crucial to the learning process.

PLAN
This section of the form provides feedback on your session plan. It will be assessed first. The areas below are the key areas.
Define
<p>Have the 5 W's have been used to define the Football Problem clearly? Does the coach provide enough detail to outline why the problem is happening? For example, we would expect to see some reference to what the opposition are doing, as this may be causing the problem.</p> <p>Does the Session Objective:</p> <ul style="list-style-type: none"> • Establish a clear expectation of what is trying to be achieved in this session • provide a relevant and realistic solution to the football problem
Design
<p>The session uses the Game Training components to achieve the Session Objective</p> <p>There is a clear link between each of the GT components</p> <p>Would the Passing Practice:</p> <ul style="list-style-type: none"> • Allow the players plenty of opportunities to develop passing and first touch • Start the learning process by allowing the players to practice passing and first touch related to the session objective • Place the players in their positions relative to the session objective • Fulfill the principles of a Warm Up by: <ul style="list-style-type: none"> ○ Providing a steady increase in the heart rate of the players ○ Preparing the players for the activity by taking them through a range of dynamic movement ○ Reaching the desired intensity in preparation for the exercise ○ Including Dynamic Flexibility <p>Would the Positioning Game:</p> <ul style="list-style-type: none"> • Provide the players opportunities to develop passing and first touch against realistic opposition? • Give the players an opportunity to repeatedly position themselves against game-related resistances linked to the Session Objective?

- Provide a clear link between the Passing Practice and Game Training working towards the Session Objective?

The Positioning Game script:

- The Team Task is linked to the Objective and outlines WHAT to do, and WHY
For example “Can we get a player across the line in space (WHAT), to overload the opposition and play forward quickly (WHY)”.
- The Player Tasks are linked to the Team Task
- Coaches Cues are evident for each player task

The Game Training design & script

- Focuses on solving the football problem
- Presents the opportunity to develop the Session Objective
- Is designed so that the relevant players were involved
- The Goals for both teams were appropriate to the Session Objective and recreating the key moment/s
- Would establish the realism required to address the problem and Session Objective (as illustrated in the animations on the session plan)
- The Team Task is linked to the Session Objective
- The Key Player Tasks are listed. They are linked to the Team Task, and outline what each player needs to do to help the team achieve the Team Task
- Coaches Cues are listed for each Player Task. The Coaches Cues should provide the detail about how players should perform their player tasks, when they should do it, and “what to do if”.
- The detail of Player Tasks and Coach Cues is appropriate for the level of license

The Training Game:

- Would maintain the focus on the problem and Session Objective
- Has the relevant players involved and positioned appropriately
- Sets goals for both teams which were appropriate and maintains the focus on the Session Objective
- Would allow the players to demonstrated their understanding and ability to perform the Team Task effectively as coached in the Game Training
- Would allow the coach to accurately assess the success of the training session and the likely transfer to match performance

PREPARE

This section is for comments about the initial organization/set up of the session before the coach starts his session – does it match the session plan? Are the balls at the start point? Does the setup allow for the players to be organized quickly and efficiently, and for the practice to flow?

CONDUCT

The main feedback on your session will be summarised here. It will be a summary of the feedback provided in the timeline (if your assessment has been conducted via video – B, A License)

Frame

The framing is only required to be assessed at C License level. If a coach has completed the framing at B or A License level, then you will receive feedback on it, but it is not actually required to be submitted at those levels.

The framing should include the past (what happened in the last game, or our progress as a team), the current (what will be worked on in the session in broad detail – not fine detail), and the future (how it will help the players/team in future games).

The framing should include visual elements as well as verbal (e.g. use of video or a tactics board). And ideally the framing should include player interaction to get buy-in/understanding of why we are working on this topic. If the coach can guide the players through the framing with questioning then that is an excellent way to involve the players.

They key observation is to check to see if all players were engaged, or was it the same few answering questions.

Checklist (Start, Organisation, Attitude, Ability, Understanding, Shape, Self)

You may receive feedback on the following areas :

- The STARTing point of the practice was relevant to the Session Objective and the Moment identified by the 5W process, allowing the ball to reach the problem area quickly.
- The Coach also got the players organized and STARTED the practice quickly without going into large amounts of detail before the practice.
- The coach checked the ORGANISATION of the session was correct – set up, area size etc. It is a positive if the coach adjusts something at this stage as it clearly identifies they have worked through their checklist, and fixed a problem prior to starting coaching/teaching.
- The ATTITUDE of the players was managed appropriately. Did the players act like it was a live game? Did this need addressing?
- The session was adapted to meet the ABILITY of the players. Hopefully this is not an issue in any sessions. But potentially it could be where a coach is not working with their team.
- The players’ UNDERSTANDING of the organization and rules was checked, and/or reinforced
- The SHAPE of both teams was established to ensure realism and a clear link to the Session Objective and Football Problem
- The Coach managed the ‘SELF’ aspect before moving on to the Teaching Process element.

They checked they were not in the same colours as the players. Their coaching position is appropriate to let them observe all players, but also get in and out of the practice quickly when they need to intervene. They observe from different view points to get different perspectives.

Teaching Process (Intervention, Evidence of Observation)

The Team Task was:

- Clearly set, once the checklist had been completed
- Set when the football problem occurred in the practice
- Led the Players towards attempting the required Player Tasks
- Observed prior to moving on to further feedback (this is a key one. If we have asked the players to do something, we must allow them time to try it a few times before we start to provide feedback/coach)

Players Tasks were:

- Given to the key players
- Given at the appropriate times (see below for guidelines)
- Observed, with appropriate feedback/cues given if required
- Used effectively to improve the players ability to undertake the Team Task
- Observed prior to moving on to further feedback

Coach's Cues were:

- Used to support players in undertaking their tasks
- Only provided when required, i.e. the player is struggling with their task, and the coach provides the right cue to help the player. The coach does not just stop the practice to set a range of cues regardless of what is happening in the practice
- Observed prior to moving on to further feedback

Play was stopped at appropriate times (see below guidelines)

- Feedback was given using pictures and words effectively
- Freeze replay was used appropriately
- Feedback during natural breaks was used appropriately
- Coaching on the run was used appropriately
- The interventions were well-timed and effective
- The coach allowed the players time to

Guidelines:

- The problem that the coach intervened to fix is not a one off, i.e. it has happened 2 or 3 times. (We want to allow players the chance to learn from mistakes, so we do not want to jump in every time we see an error)
- If the information (task/cue) is key to the session, and is **not** easily understood (i.e. a picture/demonstration would assist understanding), the coach should use the freeze/replay method.
- If the information (task/cue) is key to the session, and is easily understood, the coach should provide the information "on the run". This is often useful to reinforce/remind a key task/cue made with a freeze/replay.
- If the information (task/cue) is not key to the session, and it is simple, easily understood information, it can be provided on the run, or in a break in play. These methods do not

<p>provide a picture to assist player understanding, so it is vital that the task/cue being provided is easily understood. Tasks/cues provided in a break in play should be general and not related to a specific instance from the practice. Feedback specific to an instance of the practice should be provided in a timely manner, so the situation is fresh in the memory of the player. (This implies the use of the freeze/replay, or on the run methods)</p> <p>The coach allowed the players suitable time and opportunities to try and do what they had been asked after each intervention</p>
<p>Communication (Words and Pictures)</p>
<p>This section is to provide feedback on how well the coach provided pictures and words together.</p> <p>When the coach used the freeze-replay method, or provided a demonstration, did the coach have the ball in the picture, and recreate the pictures accurately? Did the ball and players move when the coach was providing a demonstration, or was it a still picture with the coach just talking?</p> <p>Was the language used appropriate to the players, was it clear, simple, football language that players could easily understand?</p>
<p>Comments</p>
<p>This section is to provide a final summary, any final comments, and to identify the areas the coach should work on moving forward.</p>
<p>Action</p>
<p>This section is to provide a clear action plan for the coach. Regardless of the outcome of the assessment, a clear action plan for development will be provided.</p>