

UK ACTION PLAN FOR COACHING

CONSULTATION DRAFT

June 2006

Comments invited by 28 July 2006 to ukapc@sportscoachuk.org

CONTENTS

Executive summary

- 1 The Need for a UK Action Plan for Coaching**

- 2 Vision and Values**

- 3 The 3-7-11 Framework**

- 4 Key Actions**

- 5 Structures, Roles and Relationships**

- 6 Funding and Resources**

- 7 Measuring Progress and Results**

- 8 Appendix 1: The Consultation Process**

- 9 Appendix 2: 3-7-11 Actions**

Executive Summary

Arising from discussions with its key funding partners and the Home Country Sports Councils, sports coach UK was charged with the task of developing a **UK Action Plan for Coaching** across the UK. The Action Plan has the following objectives:

- *clearly map the key goals; structures, resources and outcomes for a **UK Action Plan for Coaching** over three main phases: 2006-2008 (3 years); 2009-2012 (7 years); 2013-2016 (11 years). The 3-7-11 phases should run concurrently and should be driven by clear targets*
- *identify and agree the optimal working arrangements among key partners in coaching within the UK and in each of the home nations, recognising the central role of Governing Bodies of Sport*
- *identify and agree the specific roles to be played by sports coach UK as the government-designated support/technical agency for coaching*
- *identify and agree the processes and procedures required in order for sports coach UK to provide relevant, cutting edge services, products and systems which support the coaching process at all levels*

The need for such a plan arises from the increasing significance of coaching in the UK to the sporting and wider government agendas. Sport has a high national profile and it is now recognised at government level throughout the UK that sport and physical activity contribute significantly to the health, social inclusion and identity of the nation.

Preparation for 2012 also demands that the immediate coaching requirements for the Olympic and Paralympic Games are addressed. Coaching will play a significant role in contributing to a lasting and UK-wide legacy from 2012 and potentially from 2014 if the Glasgow Commonwealth Games bid is successful. This document sets out how such a legacy will be maximised on a partnership basis throughout the UK.

Within this context, a clear definition of vision, outcomes, goals, structures and resources for the UK Coaching System is essential. The **UK Action Plan for Coaching** has been developed following an extensive consultation process between January and June 2006.

The first draft of the action plan was formally endorsed at the UK Coaching Summit, held in Grantham on 26 and 27 April 2006¹. This second draft of The Plan has been developed on the basis of the mandate of the Coaching Summit and sets out the vision for the UK Coaching system as:

A cohesive, ethical and valued coaching system where:

Children, players and athletes are supported by appropriately skilled coaches at all stages of their development in sport

And which is number one in the world by 2016, bench-marked against international best practice

¹ The Coaching Summit attended by Governing Bodies of Sport and representatives from key stakeholders adopted the following declaration: *'This summit supports the completion and confirmation of the **UK Action Plan for Coaching**, prior to submission for approval by Ministers and thereafter for implementation'*

The **UK Action Plan for Coaching** will deliver the following key outcomes for sport in the UK:

- enhance the quality and quantity of coaching
- increase the number of qualified coaches leading to;
- sustained and increased participation in sport
- improved performances in sport, underpinned by;
- the establishment of coaching as a profession

The Plan sets out three main phases of development over a 3-7-11 year timescale:

Building the Foundations (2006-2008 - 3 years)
Delivering the Goals (2006-2012 - 7 years)
Transforming the system (2010-2016 -11 years)

The 3-7-11 phases will run concurrently and be driven by clear targets.

Five Key Actions have been identified that will make a difference and help achieve the outcomes by 2016.

A The UK Coaching model

Action 1: The UK Coaching model

Action 2: Participant pathways

Action 3: Coach pathways

Action 4: Coaching strategies

B Front line coaching

Action 5: Increase in coaches coaching

Action 6: Coaching in education

C Support for coaches

Action 7: Coaching support and system delivery

Action 8: High performance coaching

Action 9: Profile and recognition of coaching

D Licensing, registration and specialist qualifications

Action 10: Licensing and Registration

Action 11: Specialist qualifications and CPD

E Research and development

Action 12: Research and development

The four key resource 'pillars' required to underpin the UK Coaching System include:

- 1 the deployment and employment of coaches
- 2 the capacity of Governing Bodies of Sport to design, deliver and quality assure coaching and coach education systems on a local, regional, national and UK-wide basis
- 3 the education and continuous professional development (CPD) of coaches
- 4 the capacity and alignment of the complementary support agencies

The **UK Action Plan for Coaching** will deliver a UK framework for the development of

Coaching, recognising the central role of Governing Bodies of Sport, the Home Country Sports Councils and UK Sport in determining their coaching needs. The key features of the framework include the establishment of policy, management and implementation systems to further develop and enhance player and coach pathways in the UK. Enhanced and streamlined arrangements for coach education, qualifications and endorsement will form an essential feature of this framework.

The creation of a robust licensing and registration system for coaches is a central component in the further development of coaching as a profession, as set out in the *UK Vision for Coaching* (1999). This system will need to take account of the volunteer, part-time and paid nature of coaching, at once maximising a sense of inclusion and a commitment to quality coaching at all stages of the player pathway.

Governing Bodies of Sport are recognised as playing the lead role in sport-specific coaching for their sport. In this context, it is proposed that sports coach UK will be the lead agency for the development of the coaching system, working closely in supporting Governing Bodies of Sport and other agencies. The business plans and operating structures of sports coach UK and Coachwise will be reviewed to fully support the implementation of **The UK Action Plan for Coaching**.

A system of evaluation, reflected in a Coaching Scorecard will be established across the UK, guided by a clear set of key performance indicators.

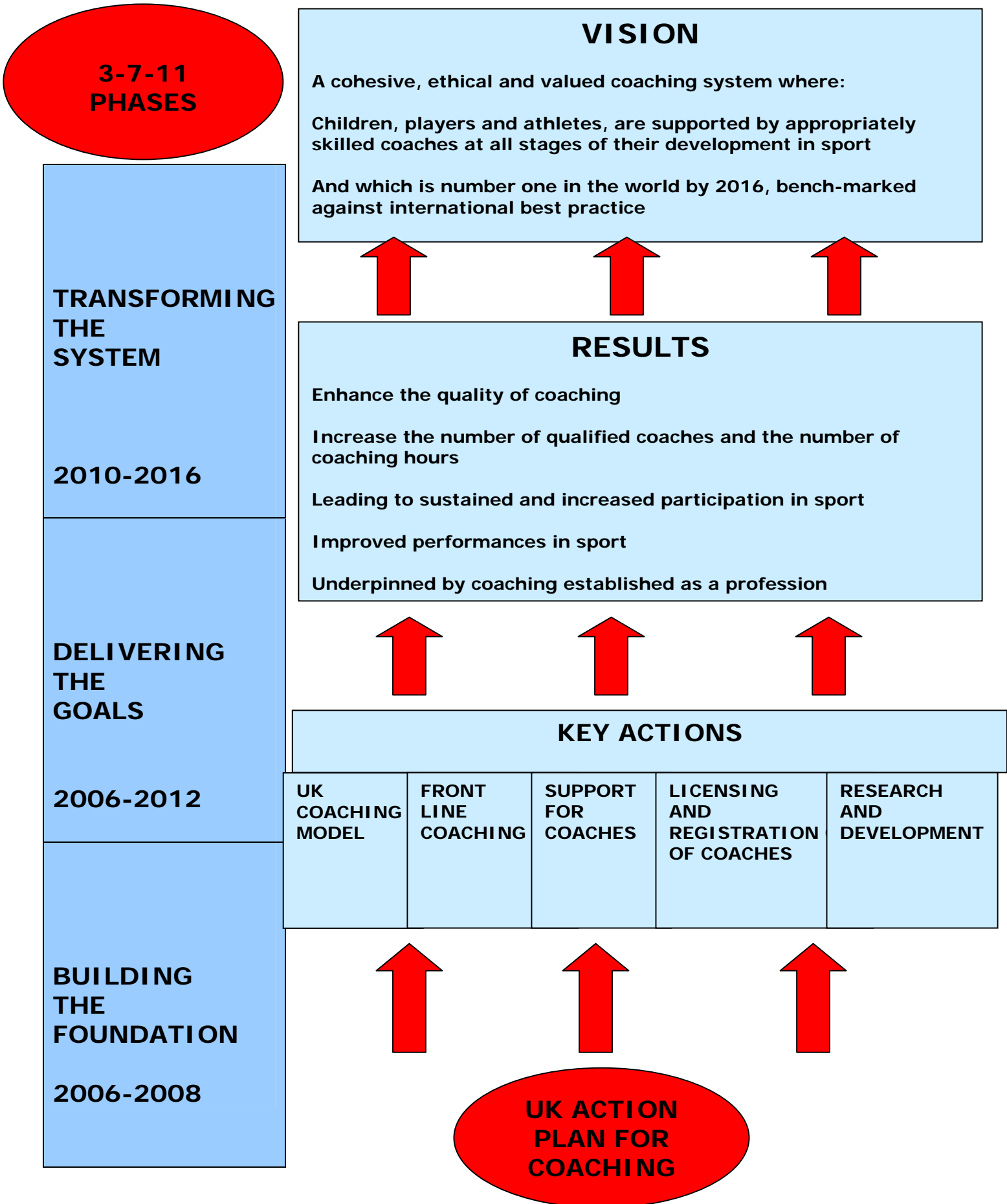
The Plan will promote a holistic view of the child, athlete and player, where the coach is concerned with the development of technical, tactical, mental, physical, personal and lifestyle skills. From the outset, a strong emphasis will be placed on enjoyment, whether this be, for example, the *fun* of playful activity (normally but not exclusively associated with children) or the deeper satisfaction of improvement through long term commitment.

Fair play, self-awareness, responsibility, safe coaching practice and a commitment to personal excellence at all levels of coaching are central to the Action Plan.

This second draft of **The UK Action Plan for Coaching**, is being made available for comment by all key partners on 19 June, with a deadline for comment by 28 July, 2006. The final version of the document will be considered by the sports coach UK Technical Advisory Group on 17 August. With the approval of the sports coach UK Board and the funding partners, The Action Plan will then be completed. It is proposed to hold a confirmation event in the Autumn of 2006, where all partners to **The UK Action Plan for Coaching** will be asked to formally sign-up to its implementation. The document will also be submitted for approval to Ministers and will form the basis for spending projections in coaching over a 3-7-11 year period. Detailed targets and resources will be identified by November 2006 in a document entitled *UK Action Plan for Coaching – targets and resources*.

A summary of the main elements of The Action Plan is outlined in figure 1.

Figure 1 – The UK Action Plan for Coaching



The UK Action Plan for Coaching

1 The need for a UK Action Plan for Coaching

Coaching is a powerful catalyst for positive change within the United Kingdom. Sports coaches help children, players and athletes to follow their dreams, have fun and fulfil their potential. Coaching enhances health and well being, promotes fair play and builds social cohesion. Throughout the four nations of the UK, coaching plays a potent role in developing leadership and teamwork, transforming organisations and changing individual behaviour, and improving the quality of life.

There are approximately 1.2 million people involved in sports coaching in the UK.² These coaches play a vital role in developing and increasing participation in sport, as well as in the attainment of international success. Almost one million of these coaches are unpaid, representing a major contribution to the wider volunteering agenda. The 2012 Olympic and Paralympic Games and the potential Commonwealth Games in 2014 present exciting challenges for sport in the UK. Coaching will play a significant role in contributing to a lasting and UK-wide legacy from 2012 and 2014. This document sets out the way in which such a legacy can be maximised on a partnership basis throughout the UK.

The UK coaching system has advanced steadily in recent years through the work of Governing Bodies of Sport and the four Home Country Sports Councils; UK Sport; the UK Vision for Coaching; the UK Coaching Certificate and other initiatives³, highlighting a significant commitment at Government level throughout the UK. The UK Vision for Coaching (1999) established the target of coaching as a profession by 2012. The **UK Action Plan for Coaching** sets out the steps needed to achieve this objective and to further develop the UK Coaching System in line with international best practice.

It is imperative to build on the progress made to date and to ensure that the UK Coaching Systems provides quality coaches at the right time and the right place to meet the participation, performance and high performance challenges that lie ahead. Arising from discussion with its key funding partners and the Home Country Sports Councils, sports coach UK was charged with the task of developing an agreed framework that would achieve the following objectives:

- *clearly map the key goals; structures, resources and outcomes for a **UK Action Plan for Coaching** over three main phases: 2006-2008 (3 years); 2009-2012 (7 years); 2010-2016 (11 years). The 3-7-11 phases should run concurrently and should be driven by clear targets*
- *identify and agree the optimal working arrangements among key partners in coaching within the UK and in each of the home nations, recognising the central role of governing bodies*
- *identify and agree the specific roles to be played by sports coach UK as the government-designated support/technical agency for coaching*

² MORI (2004) Sports Coaching in the UK, sports coach UK, Leeds.

³ The sport strategy statements of the Home Countries have placed a strong emphasis on the role of Coaching. For example, in England, the Coaching Task Force Report (2002) has signalled a step-change in the support and development of coaching in support of the objectives set out in Game Plan (2001). In Scotland, a new direction has been signalled through the Coaching Scotland initiative, which is set in the context of the overall Sport 21 policy document. In Wales, the Welsh Assembly funded Coaching Plan for Wales is contributing to the recruitment, training, qualification and retention of coaches as part of the overall strategy for the Sports Council for Wales, Climbing Higher. In Northern Ireland, the Sports Council for Northern Ireland has stated that 'the **UK Action Plan for Coaching** is complimentary to our business plan and very much reflects our business plan priorities, particularly in regard to the development of a quality coaching workforce.'

- *identify and agree the processes and procedures required in order for sports coach UK to provide relevant, cutting edge services, products and systems which support the coaching process at all levels*

The document is set in the context of the policies of UK Sport and of the Sports Councils of the four home countries. The **UK Action Plan for Coaching** will provide the direction for the coaching system in the UK over the next 11 years, acting as a framework within which Home Countries and Governing Bodies of Sport will further enhance their coaching systems.

The **UK Action Plan for Coaching** will also strengthen the role that coaching can play in the context of physical education and school sport in the UK. It will articulate the relationship between coaches and coaching and the Physical Education curriculum, out of school hours learning and school sport. It will enable the key agencies involved in supporting and delivering the Home Countries PE and School Sport programmes to develop a strategic approach to coaching in this context. It will also enable agencies involved in PE, School Sport and coaching to collaborate effectively on areas that support and compliment each other such as continuing professional development, welfare and child protection.

The Plan is not a new initiative, but rather a further enhancement of the coaching agenda, building on the work to date. The further development of the coaching system within the UK will ensure that sport is well positioned to contribute to a number of key government objectives relating to⁴ quality of life; health; education; social inclusion; safeguarding children; respect; volunteering; preparation for the Olympic, Paralympic and Commonwealth Games and the promotion of positive social behaviour. In essence, The **UK Action Plan for Coaching** seeks to accelerate and complete the on-going development work occurring on coaching, in terms of building a world class coaching system throughout the four home nations within the UK.

The Plan will provide an overall direction for coaching in the UK against measurable targets. It will also provide a framework against which Governing Bodies of Sport and the nations and regions in the UK can plan, implement and review their own strategies. Ultimately, The **UK Action Plan for Coaching** will provide the basis for placing the UK Coaching System in a world-leading position.

⁴ Specific policy statements from each of the four home nations to be added at the next stage

⁵ The participant pathway refers to the stages of involvement and development in sport throughout the life-cycle

The Plan will deliver the following results for sport in the UK:

- **Enhance the quality and quantity of coaching, measurable at all levels of the participant pathway**
–measured by improved outcomes for participants and observable coaching behaviours appropriate to each pathway phase; increase in the availability of coaching hours at all stages of the participant pathway.
- **Increase the number of quality coaches and available coaching hours; all coaches to be appropriately qualified by 2016**
-increase and sustain the supply of appropriately qualified coaches to meet the demand for coaching from children, athletes, players and coach managers; increase the number of coaching hours available.
- **Leading to sustained and increased participation in sport**
-measured by recruitment, participation and retention rates within target groups and sports for coaching and on a regional, home country and UK-wide basis
- **Improved performances**
-measured by internationally bench-marked performances within the target groups and sports for coaching and on a regional; home country and UK-wide basis; more UK coaches capable of coaching and delivering results at the highest level
- **Underpinned by: A cohesive and World-leading Coaching System**
-bench-marked against international best practice using the World Class Coaching System Maturity Matrix and other measures. Fifteen of the participating sports to be within the top 6 in the world, with 8 in the top 3 for their respective sports
- **Coaching established as a profession, recognising volunteer, part-time and full-time roles**
-underpinned by and measured against a clear model of Long-term Coach Development and taking account of the elements as set out in the Vision for Coaching: professional and ethical values and inclusive practice; agreed national standards as a bench-mark at all levels; a regulated and licensed structure; recognition, value and appropriate funding and reward; a culture and structure of innovation, constant renewal and continuous professional development

The **UK Action Plan for Coaching** recognises the central role of the coach. The following provides a list of key principles and benefits underlying quality coaching to children, their parents, adult participants and communities:

- **welcome children and adults into sport**
- **make sport fun**
- **build fundamental skills in participants**
- **improve sport specific skills**
- **develop fair play, ethical practice, discipline and respect**
- **enhance physical fitness and positive lifestyle**
- **guide children, players and athletes through the steps to improved performance**
- **place a high value on the development of the whole person**
- **keep children, players and athletes safe in sport**

It must be recognised that whilst coaching can be, and usually is, highly beneficial, inappropriate coaching can be, at best ineffective, and at worst negative. Central to The Plan will be improvement of the quality of coaching.

The roles played by coaches are increasing in their depth and diversity. There is a need to clearly map out the existing and future shape of the coaching workforce to meet sporting and wider policy objectives. There is also a need to identify these roles as they relate to the pathways followed by children, players and athletes in community, talent development and high performance contexts. The relationship between coaching roles and other key roles in sports leadership, physical education, exercise and fitness needs to be clearly spelt out in the context of the emergence of a physical activity profession.

An immediate focus will be to address the issue of coaching primary aged children by bringing together appropriate agencies to determine content and delivery mechanisms as well as specialist qualifications.

2 Vision and Values

The overall vision of the Plan is the creation of:

A cohesive , ethical and valued coaching system where:

Children, players and athletes are supported by skilled coaches, at all stages of their development

And which is number one in the world by 2016, bench-marked against international best practice

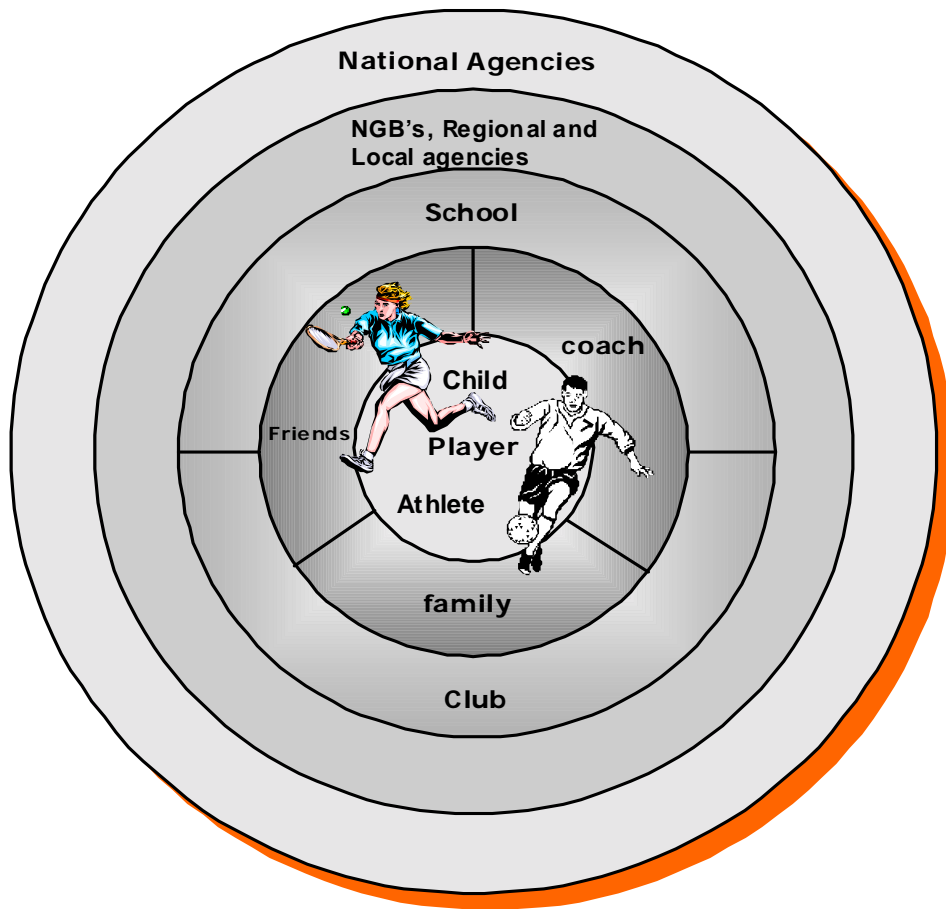
The **UK Action Plan for Coaching** will promote a holistic view of the child, athlete and player, where the coach is concerned with the development of technical, tactical/decision-making, mental, physical, personal and lifestyle skills. From the outset, a strong emphasis will be placed on enjoyment, whether this be, for example, the *fun* of playful activity (normally but not exclusively associated with children) or the deeper satisfaction of improvement through long term commitment.

Fair Play, self-awareness, responsibility and a commitment to personal excellence at all levels of coaching are central to the Action Plan.

The Plan is guided by the following values:

- a) great sport needs great coaches to work at each stage of the development of children, players and athletes
- b) the needs of children, players and athletes are central to great coaching
- c) sport experiences are built most strongly from personal motivation; family; coach; peer and club and school support. Local, regional, national agencies can most effectively support this process by developing programmes in line with the needs and environment of children, players and athletes at the different stages of their development (see Figure 2)
- d) parents have a key role in encouraging and supporting their childrens' involvement in sport
- e) coaches are central to increasing and sustaining participation in sport; achieving success; enhancing the health and quality of life of individuals, communities and the nation
- f) governing bodies are the lead agencies in the design, delivery and quality assurance of sport specific player pathways and coaching systems
- g) participant development in sport is best served by the early development of physical literacy among children and the sampling of an appropriate range of sports up to the early teenage years
- h) sport and coaching must be guided by professional and ethical values and all practices must be inclusive and positive
- i) sports agencies in the UK have the capability to provide the leading coaching system in the world, based on strong, sustained commitment and partnership throughout the home nations
- j) each of the four home nations has unique policies, structures and modes of delivery that will enhance the overall richness and strength of the UK coaching system
- k) the Coach Education workforce (Educators/Tutors, Assessors, Verifiers and Mentors) acts as an important support system in the development of quality coaches, enabling the maximisation of potential and equipping coaches to be the best they can.

Figure 2 – the context for sport involvement⁵



3 The 3-7-11 Framework

Three main phases have been identified for the purposes of The Action Plan, each of which will run concurrently (Building the foundation; delivering the goals; transforming the system). These phases are outlined in Table 1. While 2012 has been identified as a focal point, The **UK Action Plan for Coaching** will build a coaching system for all sports, Olympic, Paralympic, Commonwealth and other sports. The sporting and coaching culture of the UK will be maximised to build a lasting legacy well beyond 2012.

⁵ Adapted from Carlson (1988) 'The Socialisation of Elite Tennis Players in Sweden: An Analysis of the Players' Background and Development, *Sociology of Sport Journal*, 5, 241-256.

Table 1

3-7-11 Phases

Building the Foundation (2006-2008)	Delivering the Goals (2006-2012)	Transforming the System (2010-2016)
<p>Mandate, goals, resources and monitoring agreed</p> <p>Goals for 2012 coaching programmes set and implemented</p> <p>UK Coaching model, with UKCC as a key component, established and implemented</p> <p>Cohesive structures for coordination and delivery established</p> <p>Models of best practice by sport, region and home nation in place</p> <p>Targeted outcomes achieved, within 5 Key Actions</p>	<p>Mandate, goals, resources and monitoring extended</p> <p>Coaching programmes for 2012 completed. Goals for 2014 and 2016 set</p> <p>Coaching as a profession established</p> <p>Models of good practice extended</p> <p>Targeted outcomes achieved</p>	<p>Mandate, goals, resources and monitoring reviewed and consolidated</p> <p>Coaching programmes for 2014 and 2016 implemented</p> <p>Skilled and qualified coaches at every pathway stage</p> <p>World-leading coaching system in place</p>

4 Key Actions

The **UK Action Plan for Coaching** provides an overall framework to guide the development of coaching throughout the UK.

Key Actions have been identified for adaptation into country, region and sport specific contexts

- the UK coaching model
- front line coaching
- support for coaches
- licensing, registration and specialist qualifications
- research and development

The following table sets out the twelve high level actions agreed with partners during the consultation process.

A. The UK Coaching Model

Action 1: The UK Coaching model - Set out and implement The UK Coaching model (see figure 3)

Action 2: Participant pathways - Set out and implement a clear and inclusive model of participant development to underpin coaching practice

Action 3: Coach pathways - Set out and implement a clear and inclusive model of coach development

Action 4: Coaching strategies - Set out and implement sport specific coaching strategies across national, regional and local levels

B. Front line coaching

Action 5: Increase in coaches coaching - Recruit and retain coaches with the skills to coach at each phase of the player pathway

Action 6: Coaching in education - Maximise the role of coaching in the Education sector

C. Support for coaches

Action 7: Coaching support system and delivery - Establish effective delivery, support and education for coaches, tutors, assessors, verifiers and others

Action 8: High performance coaching - Establish a co-ordinated system for the identification, training and support of high performance coaches

Action 9: Profile and recognition of coaching – Conduct a sustained campaign to maximise the profile and recognition of coaching

D. Licensing, registration and specialist qualifications

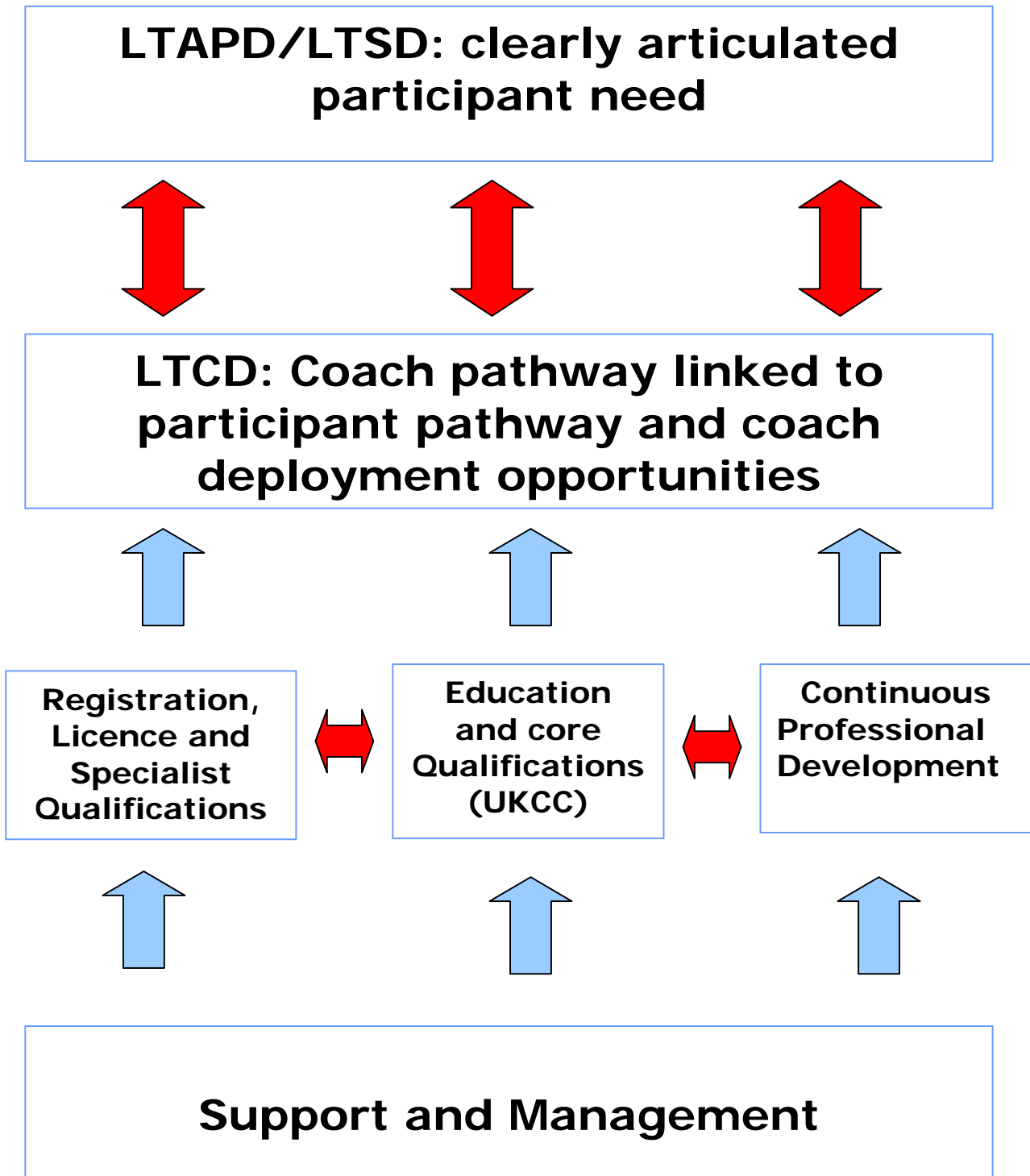
Action 10: Licensing and Registration - Set out and implement the steps needed to establish coaching as a valued profession, recognising volunteer, part-time and full-time roles, implement the licensing of paid coaches by 2008, lead voluntary coaches by 2010; and the registration of volunteer coaches; tutors, assessors and verifiers by 2010;

Action 11: Specialist qualifications and CPD - Develop specialist qualifications in coaching, linked to pathway phase/target group and commencing with the coaching of primary age children as a first step.

E. Research and development

Action 12: Research and development - Implement an on-going research and development programme into athlete and coach pathways and coaching interventions.

Figure 3 – The UK Coaching Model (draft)



Notes:	LTAPD:	Long-term athlete/player development
	LTSD:	Long-term sportsperson development
	LTCD:	Long-term coach development
	UKCC:	UK Coaching Certificate

5 Structures, Roles and Relationships

The management and delivery of the UK Coaching System will undergo a number of significant changes, with an emphasis on player and coach centred decision-making; cohesive working arrangements and clear targets and monitoring systems. Re-worked coaching strategies will be aligned with the one-stop and strategic plans for each sport. It is proposed that funding streams at UK level and in the Home Countries will take full account of the directions outlined in The **UK Action Plan for Coaching**. The outline organisational structure is presented in Figure 4.

The following initiatives are proposed:

a. Guiding principles

- **Pathways:** Player and coach pathways as outlined in Governing Body of Sport plans should be at the centre of decision-making
- **Time:** Time on task for coaches; coach managers and coaching administrators to be maximised, with unnecessary bureaucracy and duplication eradicated
- **Alignment:** Full alignment will be promoted between Home Country Coaching Strategies (including regional strategies), Governing Body of Sport strategic plans/one-stop plans and The **UK Action Plan for Coaching**

b. Policy

- **Policy Group:** It is proposed that an inter-agency UK Coaching Policy Group be established to coordinate coaching policy
- **Home Countries:** The Sports Councils in England, Northern Ireland, Scotland and Wales will play the lead role in coordinating coaching for their respective nations, maximising synergy with sport specific coaching agendas and the wider coaching system in the UK. The fusion of Home Country and Governing Body of Sport agendas is a critical element of the success of **The UK Action Plan for Coaching**. Each of the Sports Councils will be represented in the UK Coaching Policy Group.

c. Strategy

- **Revised business plans and structures:** The operating structures and business plans of the sports coach UK Group (sports coach UK and Coachwise) will be revised in line with the directions of The **UK Action Plan for Coaching**. All participating agencies will also undertake to align their business and coaching plans with The **UK Action Plan for Coaching**, in line with their needs and priorities
- **Sport specific leadership:** Governing Bodies of Sport will take a strong lead in the design, delivery and review of their sport specific coaching programmes, maximising appropriate links with the wider athlete and coach development systems. Sport specific plans will be challenged to demonstrate local, regional, home nation and UK dimensions.
- **System leadership:** sports coach UK will take a strong lead in the coordination and development of all aspects the UK Coaching System
- **Management:** It is proposed to extend the sports coach UK management structure to link closely with the lead coaching personnel from Governing Bodies

of Sport; the four Home Country Sports Councils; UK Sport; the Youth Sport Trust and Skills Active. The relationship between sports coach UK and the Governing Bodies of Sport will be further enhanced based on sport specific coaching plans, new forms of partnership and service agreements.

d. Service delivery

- **Governing Body of Sport structures:** Governing Body of Sport structures will be enhanced to underpin the sustainable design, delivery and review of their coaching systems and to maximise appropriate links with the wider athlete and coach development systems. These structures should include central coaching and coach education staff; coach educator, mentor, assessor and verifier networks; regional coaching structure and staff; coaching workforce plans that are clearly linked to the participant pathway for the sport.
- **Coaching hubs or centres⁶:** It is proposed that, where appropriate, coaching hubs be established in Home Countries and regions to consolidate the existing coaching infrastructure, maximise links with Higher Education and Further Education and to provide regionalised support for coaches in CPD, employment and deployment. These hubs will seek to create supportive environments and networks for coaches. The engagement of coaches' associations will be sought as part of the development of this concept and as part of a proposed feasibility study on licensing and registration.
- **Central services:** Central services should be maximised in the areas of research and development; UK Coaching Certificate; publications, resources and services for coaches, tutors, assessors and verifiers; coaching standards; certification and qualifications; registration and licensing; employment, deployment and working conditions of coaches; quality marking of FE/HE and coach employment agencies and delivery partners; legal and liability issues; international relations and other relevant areas.
- **Publications and services:** World-leading publications and services to be developed for coaching, through a revised business model that will involve stronger levels of cooperation between the sports coach UK and Coachwise Ltd, Governing Bodies of Sport and other key agencies. This will include a dedicated research and development programme, taking into account the need for a balance between generic and sport-specific resources and the potential of broadening the market for high quality publications on an international basis.
- **Coaching children multi-agency group:** A multi agency group will be established as a matter of urgency to determine content, delivery mechanisms and specialist qualifications for the coaching of primary-age children.
- **Leadership enhancement programme:** A leadership enhancement programme will be put in place for all key personnel involved in the change process associated with The **UK Action Plan for Coaching**. This programme will address the rationale and operation of The Plan, as well as the core coaching philosophies and methodologies required for its development over the 3-7-11 period.

e. Quality Management and Enhancement

⁶ Terminology under review at the request of funding partners and Sports Councils

- **Technical Advisory Group:** A Technical Advisory Group will be formally established by sports coach UK to guide a UK-wide research and development strategy and to advise on the further development of the UK Coaching System
- **Coaching Standards Group:** A Coaching Standards Group will be established to oversee and streamline arrangements for endorsement, coaching standards, licensing and qualifications including: the rationalisation of the Awarding Body landscape for Coaching. The group will link with Skills Active⁷ and the qualifications frameworks of each of the four home nations.
- **Licensing Infrastructure:** A licensing infrastructure will be established to underpin the development of coaching as a profession. This infrastructure will fully engage, support and integrate with the needs and systems of Governing Bodies of Sport and each of the Home Countries. A feasibility study and project plan will be initiated to identify the best way to move forward on licensing and registration across the UK, taking into account the different circumstances in each of the Home Countries.
- **Data Management and Information Systems:** The capture and retrieval of data relating to coaching is a central building block to a world-class system⁸. Significant enhancement and integration of existing systems will be required, underpinned by on-going research and development; common terminology and effective co-ordination.
- **Coaching Scorecard Team:** A Coaching Scorecard Team will be established by sports coach UK to review, on an on-going basis the progress of the Governing Bodies of Sport, nations and regions against a clear set of dimensions on the Coaching Scorecard. This monitoring and evaluation function will be fully aligned with the systems of UK Sport and the Home Country Sports Councils.
- **Coaching Summit:** The UK Coaching Summit concept will be continued, where the progress of The **UK Action Plan for Coaching** will be monitored and best practice disseminated. The Summit will take place on an annual or bi-annual basis as required and will bring together all key agencies involved in the implementation of The **UK Action Plan for Coaching**. It is envisaged that the Coaching Summit venue will rotate among the Home Countries. A schedule of national and regional events for coaches will also be developed.

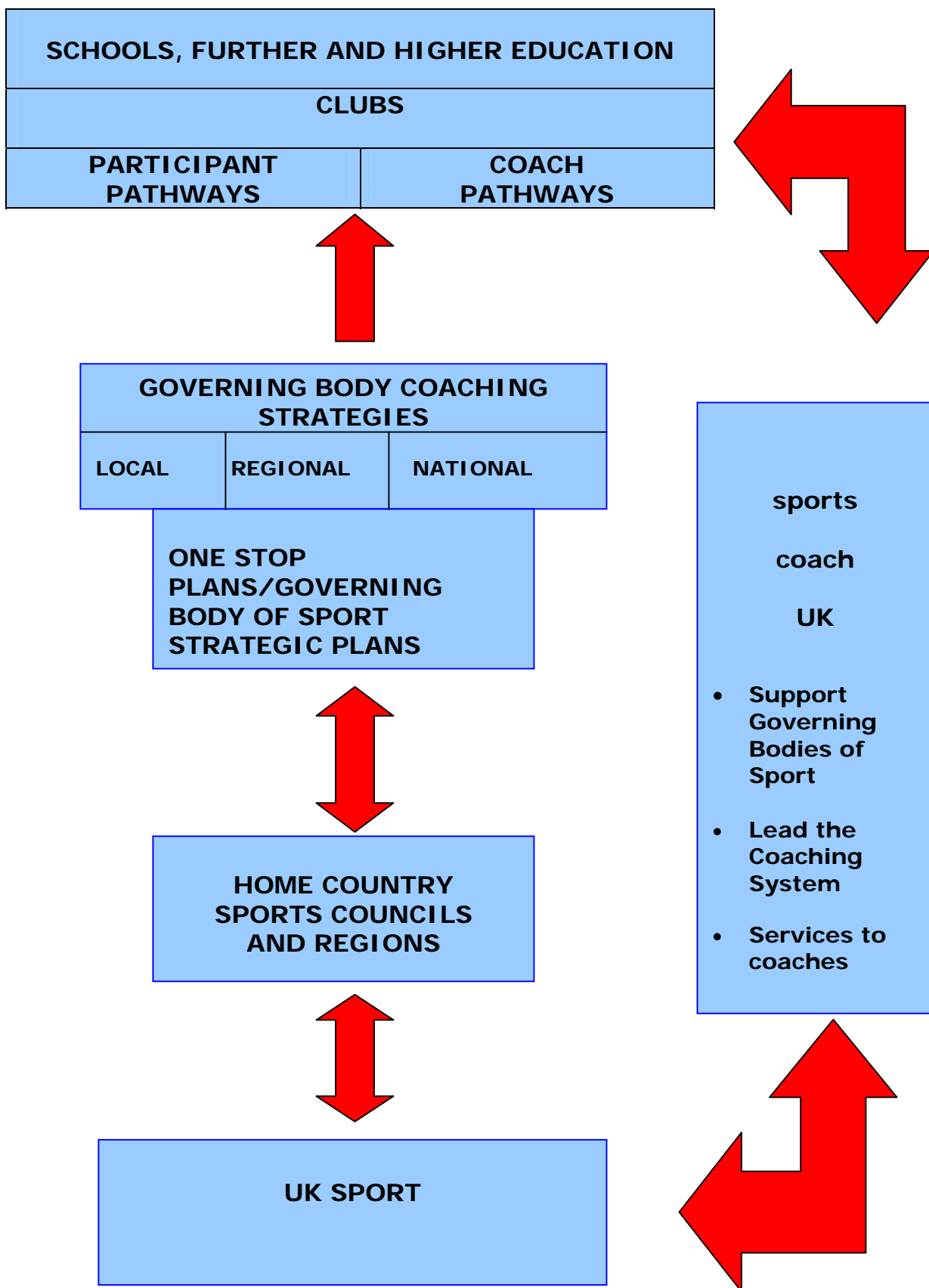
f. Communications

- A dedicated, long-term communications strategy will be developed around The **UK Action Plan for Coaching**. This strategy will be co-ordinated by sports coach UK and will call on input and support from all key agencies associated with The Plan.

⁷ The working relationship between sports coach UK and Skills Active has been the subject of discussion during the course of the consultation process. Skills Active has undertaken to formally support The **UK Action Plan for Coaching** and to engage Governing Bodies of Sport and other agencies in an ongoing process of workforce development planning. Skills Active will work with sports coach UK to develop a strategy for sustainable employment in coaching, including creating links with employers to promote and support growth and best practice in the employment of coaches and maintaining an up to date and fit for purpose framework of National Occupational Standards for the sector. sports coach UK will coordinate the input from coaching into this process, Skills Active will support the implementation of the UKCC by externally verifying the endorsement process, promoting the qualifications to the accreditation bodies and by promoting the qualifications to the funding agencies. Skills Active will work with sports coach UK to explore the feasibility of licensing and registration systems to support the professionalisation of coaching. sports coach UK will support Skills Active in its advisory role to Government and to establish sport and coaching as a priority for investment in skills development. Skills Active and sports coach UK will work together to explore with sport the concept of a coaching academy to support the development of coaching as a profession and to promote best practice.

⁸ As identified in the Sports Coaching in the UK Final Report (MORI, 2004)

• Figure 4 – Outline Organisational Structure



7 Funding and resource pillars

A robust assessment of the resources required to underpin The **UK Action Plan for Coaching** will be made around the following pillars:

- 1 the deployment and employment of coaches
- 2 the capacity of Governing Bodies of Sport to design, deliver and quality assure coaching and coach education systems on a local, regional, national and UK-wide basis. The capacity issues will be assessed for all Governing Bodies of Sport committing to the further development of their coaching systems in the context of The **UK Action Plan for Coaching**.⁹
- 3 the education and continuous professional development (CPD) of coaches
- 4 the capacity and alignment of the complementary support agencies

A full audit of the current position in each of these areas will be initiated and will form the basis for a separate document *UK Action Plan for Coaching – targets and resources*. Further discussions are required with UK Sport and each of the four Sports Councils to determine the optimal resource framework for The **UK Action Plan for Coaching**.

8 Measuring Progress and Results

The progress of the Plan will be measured against a number of key performance indicators, as outlined in Table 2.

Table 2
Performance Areas

1 Access to Quality Coaching: Number of quality Coaching hours delivered to children, players and athletes at each stage of the participant pathway. Quality of coaching against agreed criteria at each level.
2 Quantity of Coaches: Number of appropriately qualified coaches to meet the needs of the player pathway; measured by qualification level, appropriate CPD, volunteer, part-time and full-time roles.
3 Coaching Systems: Cohesive UK and Home Country coaching systems in each Governing Body of Sport.
4 Improved Performances: Performances of UK and Home Country athletes and teams; number of coaches from each of the home countries coaching high performance and talent development athletes and teams
5 Cohesive and World Leading Coaching System: all agencies working effectively with clear roles; 15 sports in the top 6 in the world and 8 in the top 3 for their respective sports; all systems bench-marked against world-best practice
6 Coaching as a Profession: Registration and licensing in place; clear and progressive career structure; professional and ethical code fully implements; national standards underpinning education, licensing, registration and qualifications, public and political recognition of coaching; internationally bench-marked; culture of continuous renewal

Note: The development and refinement of key performance measures will be identified in future drafts of the Action Plan.

A Coaching Scorecard system will be designed to assist in the evaluation of progress and results in each case and to encourage quality coaching at all stages of the participant pathway. The emphasis will be on the encouragement of self-appraisal and reflection in the first instance. A strong coaching and developmental philosophy will drive the evaluations system.

⁹ This will include Phase 1, 2 and 3 sports in the UKCC and other sports signing up to The **UK Action Plan for Coaching**.

A Coaching Scorecard Team will be established by sports coach UK to work with Governing Bodies of Sport and Home Country Sports Councils on a systematic basis to assess progress on the coaching agenda. The performance of nations, regions and Governing Bodies of Sport on the Coaching agenda will be a matter of public record and will inform the on-going allocation of resources within The **UK Action Plan for Coaching**.

APPENDIX 1 –CONSULTATION PROCESS (NB: A separate document on the consultation process is in preparation)

The consultation process included the following stages:

- Consultation with funding agencies (Oct/Nov 2005) and Mar 29 2006
- Boards of sports coach UK and Coachwise (Dec 2005)
- Coaching Steering Board (Jan 2006)
- Children, parents and coaches (Jan-March 2006)/web
- Governing Body consultation (Jan-April 2006) – 32 sports
 - Angling
 - Athletics
 - Archery
 - Badminton
 - Basketball
 - Bowls
 - Canoeing
 - Cricket
 - Cycling
 - Equestrian
 - Exercise Movement and Dance
 - Football
 - Golf
 - Gymnastics
 - Hockey
 - Judo
 - Karate
 - Mountaineering
 - Netball
 - Orienteering
 - Rounders
 - Rowing
 - Rugby League
 - Rugby Union
 - Sailing
 - Snow Sport England
 - Squash
 - Swimming
 - Triathlon
 - Tennis
 - Table Tennis
 - Volleyball
- Sports Councils Scotland and Wales (Dec 2005 –April 2006)
- Regional Sports Boards (Jan-April 2006)
- British Olympic Association; British Paralympic Association (Dec 2005 – Feb 2006)
- Higher Education Forums (February-March 2006)
- Internal reviews and melting pot events

- **Technical Advisory Group (3 meetings)**

APPENDIX 2 – 3-7-11 INDICATIVE ACTIONS¹¹

A The UK Coaching Model

Action 1: UK Coaching model

Set out and implement the UK Coaching model		
Including LTA/PD; LTCD; UKCC; CPD; Licensing; Support and Management systems		
Signalling the further development and evolution of the UKCC		
Signalling the mechanisms by which previous qualifications can be converted to UKCC		
Identifying the position of the sector skills agreement; sector qualification strategy; national standards; awarding bodies		
3 years	7 years	11 years
UK Coaching model mapped out (2006)	UK Coaching model reviewed (2008, 2012)	UK Coaching model reviewed (2016)
UKCC timescales in place (2006)	UK CPD model reviewed annually	UKCC reviewed (2016)
Diversified coaching pathways piloted (2007)	UKCC reviewed (2008, 2012)	
UKCPD mapped out (2006) and implemented (2007)	Full alignment with European framework (2008)	
Licensing and registration feasibility complete (2006) – see Action 5	Licensing infrastructure reviewed (2009, 2013)	
NGB capacity modelling and audit complete (2006)		
Licensing and registration infrastructure in place (2007)		
Governing Body of Sport support and management systems in place stage 1 (2007) and stage 2 (2008)		

¹¹ Work is on-going on the detail and sequencing of these action plans and they will be the subject of further discussion with partners.

Action 2: Participant pathways

Set out and implement a clear and inclusive model of participant development to underpin coaching practice

Underpinned by a technical reference document, reviewed bi-annually

That outlines the technical, tactical, physical, mental, personal and lifestyle skills/capacities to be developed at each stage

That outlines the key social, emotional and environmental contexts at each stage

That emphasises positive youth development through sport

That identifies the appropriate play, practice and competition ratios and formats at each stage

That identifies the implications for coaching practice at each stage

Subject to on-going research and development

3 years	7 years	11 years
<p>Overall framework for long-term sportsperson development in place (2006)</p> <p>Clarify roles and responsibilities on LTSD and LTAD (2006)</p> <p>Technical pathway document completed, including implications for coaching practice (2007)</p> <p>On-going research programme initiated (see action 12)</p>	<p>Technical pathway document review (2009, 2011)</p>	<p>Technical pathway document review (2013, 2015)</p>

Action 3: Coach pathways

Set out and implement a clear and inclusive model of coach development

Which services the needs of all coaches; volunteer, part-time and full-time as they progress through the stages

To maximise their contribution to participant pathways, including children, players and athletes with a disability

Underpinned by a technical reference document, reviewed bi-annually

Subject to on-going research and development

And setting out clear terminology for use across the sports industry and in language that is understood by children, players, athletes, coaches and parents

3 years	7 years	11 years
Overall framework for long-term coach development mapped out, including underpinning principles (2006) ¹²	Coaching pathway review (2009, 2011)	Coaching pathway review (2013,2015)
Technical reference document completed (2007)		
On-going research programme (see Action 12)		

¹² These principles may include flexibility of coach pathway; vertical and horizontal opportunities; recognition of previous experience; equitable provision; ownership of learning by coaches; access in all regions and nations; relevance to coaching environment; training needs analysis (tools and mechanisms for needs analysis to be identified)

Action 4: Coaching strategies

Set out and implement sport specific coaching strategies at national, regional and local level

Linked to sport specific models of LTAD and one stop plans, Governing Body of Sport strategic plans

Underpinned by strong Governing Body of Sport coaching systems and capacity

Maximising integration with local, regional and national goals and structures

Identifying and supporting the skill sets of key Governing Body of Sport personnel

3 years	7 years	11 years
<p>Audit of current position using the World Class Coaching System matrix¹³</p> <p>Coaching strategies confirmed, including participant and coaching targets over 3-7-11 period, phase 1 and 2¹⁴</p> <p>Coaching plans embedded within one stop and Governing Body of Sport strategic plans</p> <p>Capacity issues identified and addressed</p> <p>UK and Home Country coordination in place (sport specific and at Management/Policy level)</p> <p>Four sports in the top 5 coaching systems in the world</p>	<p>Ten sports in the top 5 coaching systems in the world</p>	<p>Fifteen sports in the top 5 coaching systems in the world</p>

¹³ The application of the World Class Coaching System matrix will be reviewed in light of the overall framework and priorities of the **UK Action Plan for Coaching**

¹⁴ The rationale and criteria for phasing remain to be developed

B Front Line Coaching

Action 5: Increase in coaches coaching

Recruit and retain coaches with the skills to coach at each phase of the player pathway		
Underpinned by an audit; role descriptions; employment and deployment systems		
Building clear and viable pathways for coaches		
Recognising, rewarding and valuing coaches at each stage		
3 years	7 years	11 years
<p>Audit current position on coaching workforce (2006)</p> <p>Identify model of coaching hours required against each phase of the pathway, complementing school-based provision</p> <p>Identify targets by sport, nation, region and by pathway stage (2006)</p> <p>Establish tracking mechanism and technology for active; qualified; supported coaches</p> <p>Recruitment, Employment and deployment systems in place</p> <p>Targeted recruitment and deployment of coaches with an emphasis on 2012 coaches and 2014</p> <p>Targeted media campaign – phase 1 (2006/7)</p>	<p>Annual report of coaching numbers</p> <p>Targeted media campaign – phase 2 (2009/10)</p>	<p>Coaches in place at all stages of the player pathway</p>

Action 6: Coaching in Education

Maximise the role of coaching in the Education sector		
Through primary schools, secondary schools, HE, FE and schools networks		
Including the employment and deployment of coaches		
3 years	7 years	11 years
<p>Audit of current position in primary; secondary and FE/HE completed (2006)</p> <p>Targets for coaching in the primary sector identified (2006) and CPD, specialist and licensing proposals in place (before September 2008)</p> <p>Licensing scheme for schools coaches commences (2008)</p> <p>HE Action Plan signed off and liaison mechanism in place (2006)¹⁵</p> <p>Advisory service for FE and HE institutions in the planning of their courses in place (2006)</p> <p>Kite-marking system for HE Coaching courses in place (2007) and implemented (2008)</p>	<p>Full framework for coaching in education in place</p> <p>Review of coaching in education (2010)</p>	<p>Full implementation of coaching in education infrastructures</p> <p>Review of coaching in education (2014)</p>

¹⁵ The proposals for the possible roles of the HE Sector within the context of the **UK Action Plan for Coaching** are included on the next page

Possible roles of the HE sector within the context of the UK Action Plan for Coaching

- 1 **Courses in coaching:** It is proposed that there will be a mechanism for 'kite marking' courses in coaching in the HE Sector. An emphasis will be placed on sport specific coaching in the first instance, including the establishment of close working relationships with the relevant Governing Bodies of Sport. The 'kite marking' mechanism will be developed by sports coach UK in conjunction with Home Country Sports Councils and in the context of a Coaching Standards Group and will be linked to the licensing of coaches (see 4 below).
- 2 **Planning, delivering, reviewing UKCC Levels 4/5:** HE institutions with the appropriate expertise will be encouraged to make links with relevant Governing Bodies of Sport in the planning, delivery and review of level 4/5 courses. These courses may be integrated in the sport specific coaching courses outlined at 1 above, or they may occur as stand alone courses by agreement with the relevant Governing Bodies of Sport and the proposed Coaching Standards Group.
- 3 **Regional Coaching hubs:** The establishment of coaching hubs is being considered in the context of The **UK Action Plan for Coaching**, as appropriate to each Home Country. The involvement in these hubs of HE institutions with a strong pedigree and commitment to coaching is proposed. The location of the hubs at HE institutions is a possibility, particularly where the institution runs kite marked coaching courses and has a strong record in athlete development and the employment of coaches. It is proposed to identify 'minimum operating standards' to ensure commonality of provision in the designated Coaching Hubs. The concept requires further discussion, taking into account the different circumstances in each of the Home Country Sports Councils.
- 4 **Professionalisation:** It is proposed that the HE sector will act as a partner in moving towards professionalising coaching, providing appropriate CPD and the legacy of an integrated coaching infrastructure.
- 5 **Research and development:** It is proposed that The **UK Action Plan for Coaching** will be underpinned by a strong research and development agenda on athlete and coach expertise, as well as athlete and coach development pathways. The HE sector is seen as having a key role in fulfilling this agenda, linking to the sports coach UK research group.
- 6 **Collaborative ethos:** It is proposed that a strong collaborative ethos will be fostered between HE institutions in the context of The **UK Action Plan for Coaching**.
- 7 **Audit:** An audit of current provision (e.g. research and subject matter capacity of HEI's, range of courses, expertise etc) should be undertaken. This audit should include an identification of the markets for courses in coaching and should be linked to the European AEHESIS project.
- 8 **Specialist qualifications:** Further discussion to occur with relevant agencies to identify a mechanism to ensure that coaches are appropriately qualified to work with children in schools and to provide teachers with relevant CPD at the different Key Stages of the curriculum.

C. Support for coaches

Action 7: Coaching support systems and delivery

Establish effective services, delivery, support and education networks for coaches

Underpinned by web-based support; learning resources; direct delivery; CPD opportunities; media campaigns; registration and licensing; coaching bursaries; Forums and networks

With sustainable access to core UKCC and UKCPD programmes

3 years	7 years	11 years
<p>Map current services and supports to coaches at different levels and in each home nation (2006)</p> <p>Review current provision and delivery mechanism for coaching workshops (2006)</p> <p>Revised workshop and CPD framework in place (2007)</p> <p>Develop a resource strategy for coaches (2006)</p> <p>Complete work on e-coach and related systems (2006)</p> <p>IS Development Plan to maximise web-based and other supports to coaches (2007)</p>	<p>Comprehensive services in place for coaches working at all phases of the pathway</p>	<p>World leading services and publications available to coaches working at all levels of the pathway</p>

Action 8: High performance coaching

Establish a co-ordinated system for the identification, training, support of high performance coaches to include:

1. World Class Coach Programme
2. Regional High Performance Coach programme
3. Community/Talent Development Coach Programme
4. Former athlete programme, as part of 1-3 above

Identify, deploy and support coaches for 2012

3 years	7 years	11 years
<p>Objectives and structure of programmes 1-4 identified with key partner agencies (2006)</p> <p>Audit and target setting of coaches for 2012 (2006)</p> <p>World Class Coach Programme annual cycles 2006, 2007, 2008 for 30 coaches</p> <p>Support programme for remaining 2012 coaches identified (2006) and implemented (2007, 2008)</p> <p>Regional High Performance Programme piloted (2006) and implemented (2007)</p> <p>Community/talent development coach programme needs identified (2006); piloted and implemented (2007)</p> <p>Coaching scholarship/internship and apprentice schemes scoped (2006); piloted (2007) and implemented (2008)</p> <p>Coaching hubs and networks established (2007/8)</p> <p>UK Sport and sports coach UK liaison system in place (2006)</p>	<p>World Class Coach Programme annual cycles 2009-2012 for 30 coaches</p> <p>Support programme for remaining 2012 coaches implemented (2009-2012)</p> <p>Regional High Performance Programme (2009-2012) implemented</p> <p>Coaching scholarship/internship and apprentice schemes (2009-2012)</p> <p>Review of High Performance Coach Programmes (2008, 2012)</p>	<p>World Class Coach Programme annual cycles 2012-2016 for 30 coaches</p> <p>Support programme for high performance coaches</p> <p>Regional High Performance Programme (2009-2012) implemented</p> <p>Coaching scholarship/internship and apprentice schemes (2013-2016)</p> <p>Review of High Performance Coach Programmes (2014, 2016)</p>

Action 9: Profile and recognition of coaching

Conduct a sustained, long-term campaign to raise the profile and recognition of coaching		
Establish coaching scholarship and support system		
3 years	7 years	11 years
Communications strategy developed (2006)	Phase 2 of media campaign (2009/10)	Post 2012 media plan implemented (2013 -2016)
Possible corporate and media partners scoped (2006)	Coaching fully integrated into 2012 coverage	Coaching fully integrated into 2104 coverage
Phase 1 of media campaign (2007)	Post 2012 media plan in place (2011)	
Parameters of coaching scholarship scheme in place (2007) and implemented (2008)		
UK Coaching Awards structures mapped out (2006)		
UK-wide Coaching Awards structure in place (2007)		

D. Licensing, registration and specialist qualifications

Action 10: Licensing and registration

Set out and implement the steps necessary for progressing coaching in the UK towards recognition as a profession

Recognising agreed quality standards

Reflecting the needs of coaches in working within their voluntary, part-time and full time roles

Underpinned by a licensing system for paid coaches (2008) and a registration system for volunteer coaches (2010)

Branded and profiled against the 2012 and 2014 legacy agendas

Classifying and quality assuring CPD systems

3 Years	7 Years	11 years
<p>Feasibility study and project plan on licensing and registration(2006)¹⁶</p> <p>Consultation on and publication of proposed professional framework by January 1 2007</p> <p>Audit of the current position of Governing Bodies of Sport (2006) –and inclusion in coaching</p> <p>Establishment of systems, services and licensing agency (2007)</p> <p>Coaching standards group in place and links to coaches' associations established (2007)</p> <p>Media campaign on the role and significance of coaching –phase 1 2007 (see action 8)</p> <p>Licensing system for paid coaches in place (2008)</p>	<p>Media campaign on the role and significance of coaching –phase 2 2009/10</p> <p>Registration system for volunteer coaches in place (2010) and licensing systems for lead volunteer coaches (2012)</p> <p>Licensing system for tutors, assessors, verifiers (2012)</p> <p>Licence review (2012)</p>	<p>Registration Review (2014)</p> <p>Establishment of Coaching Professional Body (2014)</p>

¹⁶ The feasibility study and project plan to establish the steps needed to place coaching on a professional footing and what this would mean for volunteers; part-time coaches. Standards; licensing and registration systems specified, taking into account the LTCD and UKCPD as outlined in the UK Coaching Model. Role descriptors and salary levels. Mapping of the role against other related areas (eg leaders; physical education teachers; exercise and fitness professionals). A detailed timeline for implementation outlined.

Action 11: Specialist qualifications and CPD

Develop specialists qualifications in coaching, linked to pathway phase/target group		
<p>Within a national template for CPD</p> <p>Commencing with the coaching of children; coaching disabled people; coaching for the social agenda (eg health and social inclusion)</p>		
3 years	7 years	11 years
<p>UK Coaching Model mapped (2006)</p> <p>UK CPD programme mapped out (2006) and implemented (2007)</p> <p>Inter-agency groups established to determine specialist qualification needs/CPD in coaching children; coaching disabled people; coaching for the social agenda with an emphasis on young adolescents/adults (2006)</p> <p>Position on the development of specialist community and school sport coaches established (2006)¹⁷</p> <p>First phase of specialist qualifications implemented (2008)</p>	<p>Full range of specialist qualifications available, linked to CPD framework</p>	<p>Review of specialist qualification framework</p>

¹⁷ It is proposed to establish a multi-agency group to examine this issue

E. Research and development

Action 12: Research and Development

Implement an on-going research and development programme into athlete and coach pathways; coaching interventions; programmes and resources

With strong links to Governing Bodies of Sport, the HE sector and other relevant agencies

3 years	7 years	11 years
<p>Research strategy agreed (2006)</p> <p>Athlete development principles and models (2007)</p> <p>Athlete tracking study (2008)</p> <p>Coach development principles/coaching expertise (2006-7)</p> <p>Coach tracking study (2006-8)</p> <p>Coaching workforce measures in place (2007)</p> <p>Coaching workforce audits bi-annually (2006; 2008)</p> <p>Impact of coaching interventions 2007 and bi-annually)</p> <p>Research and development strategy for new resources and programmes agreed (2006)</p> <p>Mechanism for engaging Governing Bodies of Sport in the Research and Development agenda agreed (2006)</p> <p>Communications/dissemination strategy for research in place (2007)</p>	<p>Research Programme reviewed</p> <p>Best practice model of athlete development (2010)</p> <p>Athlete tracking study (2008-2012)</p> <p>Best practice model of coach learning and development (2010)</p> <p>Link between athlete and coach development explored through focused studies (2008-2012)</p> <p>Coaching workforce audit (2010; 2012)</p>	<p>Research Programme reviewed</p>