THE UK COACHING CERTIFICATE
SUPPORT GUIDE LEVELS 1-3
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The UK Coaching Certificate Support Guide has been developed in response to the demand from sports for a user-friendly product to provide direction and solutions surrounding the area of coach education and the UK Coaching Certificate (UKCC). The guide is aimed at those who are charged with supporting and developing high quality coach education opportunities.

It embraces the UKCC as a development framework, which includes the evolution, endorsement and continuous improvement of coach education opportunities. The structure provides an overview of the key areas for development as well as further details and options of how to implement them.

The areas of sport, coaching and education are all dynamic and complex and, as a result, this guide will evolve in light of best practice and ongoing learning. The guide embraces continuous improvement as an integral part of UKCC developments.

The content, structure and style of this guide provide support that is appropriate to a sport’s coach education programmes. To ensure The UK Coaching Certificate Support Guide is an invaluable resource to those committed to developing high quality coach education programmes, your feedback is essential.

Steve McQuaid
Head of Coach Education and Development
THE UKCC JOURNEY
1 THE UKCC JOURNEY

1.1 How it began

In the mid-1990s a review group representing the key sporting agencies led a consultation on the direction of coaching in the UK. This research led to The Development of Coaching in the UK document published in January 1999, which, in turn, resulted in the publication of the UK Vision for Coaching later that year.

The government supported the idea that, to create a sporting future for all, action on coaching was a priority. This stimulated the formation of the Coaching Task Force in June 2001. The recommendations from the Coaching Task Force were presented in 2002.

The overall conclusion was that the existing situation was characterised by inconsistent coach education and qualification programmes, leading to a lack of a recognisable professional framework and poor public recognition of the value of coaches. It also summarised that:

- there were not enough paid opportunities for coaches
- the system relied heavily on volunteers
- there was no proper career structure
- there was a lack of nationally recognised and/or transferable qualifications.

The key recommendations of the Coaching Task Force were:

- a nationally recognised coaching certificate
- 45 coach development officers
- 3000 community sports coaches
- research.

Further information about the Coaching Task Force can be found at:

From these, the UKCC was created to emphasise UK-wide engagement and the opportunities associated with developing nationally recognised qualifications.

From the recommendations, the then Department of Culture, Media and Sport (DCMS) allocated £28 million to coaching over a three-year investment.

For the implementation of the UKCC, sports were divided into three phases:

- **Phase One**
  - Athletics; Cricket; Rowing; Rugby Union; Swimming; Triathlon
- **Phase Two**
  - Badminton; Basketball; Canoeing; Cycling; Equestrian; Football; Golf; Gymnastics; Hockey; Judo; Netball; Rugby League; Squash; Table Tennis; Tennis
- **Phase Three**
  - Angling; Archery; Bowls; Karate; Mountaineering; Movement/Dance; Orienteering; Rounders; Sailing; Volleyball.

Phase One and Two sports received funding from this initial allocation and, although Phase Three sports did not receive direct funding, all phases were supported by a range of staff, including sports coach UK relationship managers.

The UKCC aims to improve sport through better quality of coaching across the UK. Increased sport participation positively impacts on other agendas (eg health, social cohesion). Developing the UKCC can ensure high quality coach education that will benefit the governing body of sport’s agenda and strategies. The endorsement process takes into account sport specificity and is flexible in how the qualification is delivered, incorporating the coaching skills within the context of the sport.

It is intended that coaches who develop using UKCC-endorsed programmes will become a part of a high quality coaching workforce that is key to the future of increasing participation and improved athlete performance.

1.2 The UKCC

Qualifications are developed by the governing bodies of sport with support from sports coach UK. At an appropriate time in their development they can be submitted to sports coach UK to progress through the UKCC endorsement process.

The principles of the UKCC are as follows:

- **Coach education programme development** – the development process is a tool for governing bodies of sport to evolve their coach education programmes against best practice principles, which include:
  - a coach- and participant-centred approach
  - being based on National Occupational Standards (NOS)
  - building on existing good practice
  - vertical and horizontal progression
  - developing a wider coach education pathway
  - the development of high quality resources
  - a better qualified, trained and supported workforce
  - support from government-funded organisations (eg sports coach UK).

- **Coach education programme endorsement** – the endorsement is a mark of the quality of a governing body’s coach education programme. Endorsement:
  - advances coach education programmes and practices with a view to helping coaches support the participants, performers and teams they are coaching
  - supports the development of coaching as a profession
  - supports the concept of continuous improvement and further develops good practice in existing programmes
  - provides quality assurance
  - offers minimum standards that lead to improved consistency.

The remainder of this document, along with the inserts and CD-ROM, provides the information to further develop your UKCC qualification and your workforce.
• **Coach education programme continuous improvement** – the ongoing monitoring and evaluation processes being used to inform continuous development and improvement, which can be integrated across all levels of the UKCC. The process underpinning continuous improvement should:
  – be flexible and aim to be simple, realistic, achievable and capable of linking into existing ways of working
  – place the experience of the learner at the centre of all activity
  – gather evidence on the whole learning experience
  – provide a picture of trends and check progress against these trends
  – consider areas including research activity, strategic research questions, internal processes and the delivery of the programme
  – collect data from learners, tutors, assessors, verifiers and recognised centres.

### 1.3 The levels of the coaching certificate

When the UKCC was initially developed, five levels of coaching were outlined. After consultation, the five levels were reduced to four to align with European qualifications. The interpretation was that the proposed Level 4 would now integrate the Level 4 and 5 benchmark statements. It was also proposed that there were opportunities for sports to develop their own Level 5, or complement Level 4 with continuing/continuous/continual professional development (CPD) opportunities tailored to the needs and demands of the sport’s own high-level coaches.

These role descriptors are:

- **Level 4** – design, implement and evaluate the process and outcome of long-term/specialist coaching programmes
- **Level 3** – plan, implement, analyse and revise annual coaching programmes
- **Level 2** – prepare for, deliver and review coaching sessions
- **Level 1** – assist more qualified coaches, delivering aspects of coaching sessions, normally under direct supervision.

Governing bodies of sport have the flexibility to develop coach education programmes that meet their needs and, therefore, not all levels may be developed if they are deemed inappropriate for the sport’s coaching structure.

### 1.4 The UK Coaching Framework

The UK Coaching Framework was developed to build upon the work of the Coaching Task Force, Home Country Sports Councils and governing body plans. The UK Coaching Framework was launched in 2008 at the third UK Coaching Summit. The vision behind The Framework is to:

- create a cohesive, ethical, inclusive and valued coaching system where skilled coaches support children, players and athletes at all stages of their development in sport
- become a world leader by 2016
- enhance the quality of coaching at all stages
- provide active, skilled and qualified coaches to meet demand.

This will lead to:

- sustained and increased participation
- improved performances in sport underpinned by clear career structures for coaches.

This structured approach has been broken down into three phases:

- **A 3–7–11 Year Action Plan:**
  - Building the Foundations: three years (2006–2009)
  - Delivering the Goals: seven years (2006–2013)

The UK Coaching Framework is now seen very much as a working tool to support governing bodies, local Coach System Support Networks and other partners to facilitate the evolution of coach and coaching development systems.

Further information can be found within *The UK Coaching Framework: A 3–7–11 Year Action Plan* document. Please email coaching@sportscoachuk.org for a copy or visit www.sportscoachuk.org/index.php?PageID=2&sc=5&uid=

### 1.5 Future development and recent updates

The UKCC is based on the very simple concepts of planning based on need, delivery based on available resources, and review of activities. This review informed the planning phase.

- Further developments in sports’ coaching qualifications are taking place as qualifications change in England and Wales, from the National Qualifications Framework (NQF) to the new Qualifications and Credit Framework (QCF). SkillsActive, the Sector Skills Council for the wider sport, leisure and recreation industry, is leading the implementation of the QCF within sport. In turn, sports coach UK is working with sports to ensure that their needs have been identified, and will influence the future direction of education within sport.

  - The new unit-based structure for coaching qualifications may open up new opportunities for coaches in terms of their personal development. Governing bodies, sports coach UK and awarding organisations are looking at the potential for creating pathways within the coach education system that will allow coaches to be recognised as specialists in specific areas, such as talented children, coaching disabled athletes and coaching for high performance. Coaches may be able to add to an existing qualification by undertaking CPD units to gain the extra credits needed to achieve a diploma within their chosen specialism, and can link to their governing body’s participant and coach development pathways.
**1.6 The sport’s perspective**

**Gordon Lord, England and Wales Cricket Board (ECB)**

The development of UKCC qualifications provided a catalyst for a review and radical overhaul of key elements of cricket’s national coaching award scheme. The single most significant adjustment has been the balancing of our traditional technically based ‘what to coach’ content with the UKCC’s emphasis on ‘how to coach’ skills.

This approach has already positively affected the way in which cricket is taught and coached across the UK. This point is shared by a number of our coaches with existing ECB qualifications who have commented on the value of continuing their professional development through the new UKCC courses.

A second and similarly important benefit has been the regular communication with and cooperation of other sports involved and also the opportunity to strengthen relations with other home country governing bodies that developing the UKCC has presented to us.

sports coach UK are to be congratulated on their leadership and support in driving the vision of the UKCC forward and we have no doubt that the impact of the UKCC will create a profound and positive legacy for our coaches and performers, at all levels, for years to come.

**Rosie Mayglothling, Amateur Rowing Association**

The development of the UKCC presented a unique opportunity to undertake a critical review of our existing coaching award scheme. The process of evaluation helped us to ensure that the coach was at the centre of this scheme.

Feedback from our courses has been really positive. Our tutors and assessors have immediately recognised the importance of the ‘how to’ of coaching as well as the ‘what’. It has always been the intention of the Amateur Rowing Association to deliver high quality coaches and the UKCC ensures that they will be at the cutting edge. Coaches are now able to better engage athletes and will be able to improve the athlete experience at all levels of participation.

**1.7 Checklist for engaging with coach education qualification development**

This checklist determines what is currently in place for your sport to engage with the UKCC and highlights areas that need to be developed.

Once the checklist is completed, contact your allocated coach education advisor (CEA). If you do not know who your CEA is, please return your completed form to coaching@sportscoachuk.org for further information on how to proceed.

### 1 Qualifications

<table>
<thead>
<tr>
<th>Level</th>
<th>Do you have an existing qualification?</th>
<th>UKCC (Yes/No)</th>
<th>Is your qualification UK-based? (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>(Yes/No)</td>
<td>UKCC (Yes/No)</td>
<td>Is your qualification UK-based? (Yes/No)</td>
</tr>
<tr>
<td>Level 2</td>
<td>(Yes/No)</td>
<td>UKCC (Yes/No)</td>
<td>Is your qualification UK-based? (Yes/No)</td>
</tr>
<tr>
<td>Level 3</td>
<td>(Yes/No)</td>
<td>UKCC? (Yes/No)</td>
<td>Is your qualification UK-based? (Yes/No)</td>
</tr>
</tbody>
</table>

### 2 National Source Group

i. Do you have a National Source Group? (If ‘Yes’, answer the following questions; if ‘No’, go to Current Qualifications.)

ii. Does it have a Terms of Reference, UK Coaching Framework and/or UKCC focus? (Yes/No)

iii. Is there sports coach UK engagement? (Yes/No)

iv. Is a budget available? (Yes/No)

v. Is human resource capacity available? (Yes/No)

vi. Has the National Source Group agreed that UKCC is appropriate for your sport? (Yes/No)

vii. Is UKCC endorsement achievable at this time for your sport? (Yes/No)

Go to box 3, Current Qualifications.
3 Current Qualifications

Have you completed a review of all qualifications available in your sport; ie:

i Is an awarding organisation function in place? (Yes/No)

ii Is there an agreed technical syllabus with the National Source Group? (Yes/No)

iii Is theoretical content aligned with the UKCC and agreed by the National Source Group? (Yes/No)

iv Has the assessment specification been agreed by the National Source Group? (Yes/No)

v Has the recommended learning programme been agreed? (Yes/No)

vi Have resources been reviewed and/or developed if required? (Yes/No)

vii Have you received Qualifications and Credit (QCF) Framework accreditation (Yes/No)

viii Have human resource (tutor/assessor/verifier) criteria been established? (Yes/No)

ix Have you established the physical resources needed? (Yes/No)

x Is a workforce development plan in place? (Yes/No)

If you can answer ‘Yes’ to all the above questions, go to box 5, UKCC Submission.

If you have answered ‘No’ to any of the questions, go to box 4, UKCC Qualification Development.

4 UKCC Qualification Development

- Engage with a sports coach UK CEA.
- Establish an action plan for the development of the qualification.
- Complete actions required to achieve UKCC endorsement.

Go to box 5, UKCC Submission.

5 UKCC Submission

- Complete all relevant submission documents A–J.
- Engage with a sports coach UK CEA.

6 Endorsement Process

- Submission coordinator procedural check
- Individual technical review (ITR)
- ITR sport meeting
- Sport responds/required actions
- ITR recommendation to coaching standards group
- Coaching standards group decision
- Conditions of endorsement
- Development points
2 THE DEVELOPMENT STAGES OF COACHING QUALIFICATIONS

2.1 Key areas
There are a number of key areas to consider when looking to develop a coach education programme using the framework of guidance and support offered by the UKCC. These can include:

- participants
- National Source Group
- designing your qualifications
- workforce
- endorsement
- continuous improvement.

2.2 Element one: participants
The sport needs to understand what and who the participants are in the sport; ie self-participation (self-directed and free play), guided sport, coached sport. This identification can set the scene for developing your own participation and coach development models. This modelling/identification process should inform the sport as to which populations are being coached, and the stage of coach development it is going to focus on initially when designing qualifications and creating its workforce.

To help you with developing your participant and coach development models, please see your coaching systems manager (CSM).

For further information on the Coach Development Model and Participant Development Model, please see folder 2.2 for documents 01_2.2 The Participant Development Model User Guide and 01_2.2 The Coach Development Model User Guide.

Once these two models have been considered, it is then important to consider how potential coaches will navigate through the proposed coaching system. Ideally, the coaching system needs to be able to include people from varying backgrounds, experiences and performance levels. This navigation is typically known as a coaching pathway.

2.3 Element two: National Source Group
The endorsement of qualifications in the coach education programme is through the UKCC. This is a UK-wide approach and was the result of the need to formally come together as a group of Home Country Sports Council-recognised governing bodies. The purpose of this group may be variable, but it is expected to agree the content of all technical definitions/syllabi, assessment specifications and technical content of qualifications that are presented for UKCC endorsement. This group will need a Terms of Reference document outlining the purpose of the group and agreed actions.

An outline Terms of Reference document can be found in folder 2.2, titled 04_2.2 NSG Terms of Reference. A development template titled 05_2.2 NSG Delivery Plan Development Template is available in the same folder and can be adapted and used for support when setting up a National Source Group.

2.4 Element three: your coaching qualifications
Having considered the participant and coach development models, the next step is the development of the coaching qualifications. At this point it may be worth noting that it is possible to develop:

- coach and participant development models prior to developing qualifications
- them both at the same time
- outline coach and participant development models for initial use while developing qualifications, with more detailed versions to be completed at a later date.

Please note that developing an outline model may mean that you need to revisit the qualifications once the more detailed versions are complete.

Further resources are available to aid the building of qualifications. This information is provided in the documents provided in this Support Guide.

Once the sport has decided to develop its programme using the UKCC framework (which could potentially lead to endorsement), there needs to be agreement on the level to be developed and a time frame. The majority of sports that are now UKCC endorsed all began at Level 1 and have moved chronologically through the levels. However, each level has different benefits and, depending on what the sport wants to gain from the qualification, starting at Level 2 or 3 may be a better option. For example, sports that currently have no coaching qualifications starting at Level 2 can train independent coaches earlier than if they started at Level 1.

Alongside this, the sport needs to be clear on prerequisites for coaches to start at Level 2 so that the learners on the course are the right coaches with the right skills needed to be a Level 2 coach.

The sport should either map its current awards or create new awards based upon the units of common content for coaching (SkillsActive), as required by accreditation to a qualifications framework.

Further guides are available to support this; please see the tools available on the CD-ROM and, for further support, please contact your CEA.
2.5 Element four: coach education workforce

When considering building a workforce that is able to deliver a coach education programme, there are some key considerations.

- Do you have an accurate audit of your tutors, trainers, assessors and verifiers?
  - How many tutors do you have at Levels 1–4?
  - How many assessors do you have at Levels 1–4?
  - How many internal verifiers do you have?
  - What is the geographical coverage of the workforce?
  - Do you know what courses are being delivered over the next 12 months and beyond?
  - What are the gaps identified above?
  - How many tutors do you have and/or need?
  - What tutors do you need (eg Level 1, 2, 3 or 4)?
  - What do you want them to deliver (eg the coaching process, technical, tactical, sport science)?
  - Do you want specialist tutors who have skills and knowledge in specific areas (eg nutrition, exercise physiology, biomechanics, psychology, techniques, business management)?

- How do you propose to:
  - recruit new members to your workforce
  - retain your existing workforce
  - develop and support your workforce
  - recognise/reward your workforce?

- In relation to managing your workforce, how will you:
  - monitor and evaluate the workforce
  - keep the workforce up to date with current information
  - set requirements for your workforce to maintain status as tutors, trainers, assessors or verifiers?

Once all of the key elements outlined in the UKCC endorsement criteria have been addressed and your sport is ready, you can submit your programme for UKCC endorsement by evidencing how your coach education programme meets the appropriate UKCC criteria.

2.6 Element five: endorsement

The key documents for sports working towards and looking to embark on UKCC endorsement can be found on www.sportscoachuk.org under ‘Coach Zone – UK Coaching Framework – UK Coaching Certificate’. These are:

- Endorsement Date Event Lines
- UK Coaching Certificate Endorsements and Submissions Table
- Appendix 1: Functions and Roles
- Appendix 2: Revised Endorsement Process – The Activist
- Appendix 3: Procedural Evidence Check
- Appendix 4: Individual Review Endorsement Criteria Checklist
- Appendix 5: Combined Endorsement Criteria Checklist
- Appendix 6: Maintenance of Endorsement’s Event Date Line
- UKCC Endorsement Handbook (Version 3).

2.7 Element six: continuous improvement

Once endorsed, the qualifications that have been produced and the workforce that has been trained should be subject to continual improvement. These improvements may be:

- technical updates
- tactical developments
- underpinning knowledge updates such as sport science and new research
- observation-based improvement through evaluating content and making sure it is fit for purpose
- analysing and evaluating content and making changes if necessary
- reaction to feedback from learners based upon their learning experiences.

2.8 Who is there to help?

Coach education advisors (CEAs)

The CEAs’ vision is to have consistent high quality education and development opportunities for coaches to support all children, players and athletes to follow their dreams, have fun and fulfil their potential.

They want to support sports coach UK partners in the development of consistent high quality coach education opportunities to sustain the recruitment, development and retention of quality coaches. Their role is to:

- champion and drive policy and investment in coaching
- support and challenge our partners to improve their coaches and create a cohesive coaching system
- provide products and services that add value to our partners and their coaches
- provide research and share good practice that will benefit coaching
- maintain strong governance and develop high quality leadership and a skilled team to ensure an effective and sustainable UK coaching agency.

Governing body support team

The governing body support team is responsible for managing the relationships with, and delivery of agreed services to, the 46 governing bodies of sport in England as well as the Home Country Sports Councils – sportscotland, Sport Wales and Sport NI.

The team focuses on services that fall into two broad categories:

- intervention support to help governing bodies achieve their current ‘Grow, Sustain and Excel’ targets
- system building support to develop coaching systems over the longer term.

Coaching systems managers (CSMs)

The CSMs are the account holders for each of the 46 governing bodies of sport in England plus sportscotland, Sport Wales and Sport NI. Their role is to:

- lead the relationship with governing body and Home Country Sports Council contacts
- negotiate and agree the services provided by sports coach UK to each organisation
- provide technical consultancy in areas such as system modelling and strategy
• liaise with sports coach UK colleagues to scope the range of services available and ensure capacity to deliver a service before it is agreed
• gather partner and market intelligence for use by the organisation
• support the reporting to Executive Management Teams, funders and stakeholders.

Coaching network managers
sports coach UK has a workforce of nine coaching network managers, one within each of the nine regions across England. Their role is to manage the relationships with key partners including:
• county sports partnerships (CSPs)
• governing bodies of sport
• National Skills Academy
• SkillsActive
• Youth Sport Trust.

A well as managing these key relationships, the coaching network managers are responsible for the functional management of 49 coaching development managers (CDMs), based within the 49 CSPs across the country. The role of the CDM is to develop coaching system support networks to meet the needs of all coaches at local levels.

The overall role of coaching network managers is to ensure they are supporting partners to interpret and implement national policy for coaching while passing on the needs and challenges faced by these partners at a local and regional level. The support to partners involves technical advice, educational events, knowledge sharing and many other areas.

Awarding organisations
An awarding organisation is regulated by Ofqual and its job is to assist in the development and management of qualifications and provide quality assurance for those qualifications.

Governing bodies can choose to be their own awarding organisations whereby they:
• establish their own administration and set their production costs
• place their qualifications on the appropriate qualifications framework
• create their own:
  - learning programmes
  - resources and resource dispatch
  - tutor and assessor packs
  - internal accreditation
  - learner registration
  - delivery centre approval
  - quality assurance
  - data collection
  - course evaluation.

A guidance document about awarding organisations is available upon request as part of the toolkit. The document is in folder 2.2 and titled 03_2.2 Awarding Body Guidance.
### 3 DEVELOPMENT

#### 3.1 The QCF system

To start developing a learning programme that meets QCF requirements, the following information should be taken into account.

The move from the NQF to the QCF means qualifications are now awarded using a credit system:
- **Award = 1–12 credits**
- **Certificate = 13–26 credits**
- **Diploma = 37+ credits.**

Each credit is comparable to 10 learning hours. Therefore an award would be between 10 and 120 learning hours. These hours include both tutor-guided and notional (environment-specific) hours.

To see an interactive presentation on the QCF please click on the link below:

Alternatively further guidance documentation is available from: [www.qcda.gov.uk/resources/4374.aspx](http://www.qcda.gov.uk/resources/4374.aspx)

In terms of coaching, this system allows the governing body of sport to either have multiple paths for its coaches to get qualified or for the governing body to follow one path; ie the governing body may decide initially to only create certificate qualifications for Levels 2 and 3.

This system can be seen as an overview in folder 3.2 and is titled 01_3.2 Qualification Overview 221209:
- **Level 1** – seven common units: four knowledge; three applied sport-specific units
- **Level 2** – eight common units: four knowledge; four applied sport-specific units
- **Level 3** – ten common units: four knowledge; six applied sport-specific units.
4 DESIGNING YOUR LEARNING PROGRAMME

4.1 Step-by-step guide

When planning the learning programme of your coaching qualification you need to consider the journey that you want your learners to take. Alongside that, once you know what the learner needs to know and be able do, as a governing body you also need to look at and consider the implications of running this qualification. Figure 1 shows the route you can take and things to think about when planning a learning programme.

4.2 Introduction

The learning programme is really the what, when, why and how of implementation. It is the framework that structures exciting, challenging and innovative learning and assessment experiences for learners and gets coaches to develop skills that allow them to question certain aspects and develop them in a way that is appropriate for their performers.

The learning programme consists of learning and assessment activities, which are derived from the unit outcomes that make up the qualification.

4.3 Becoming a coach

The learning programme should take learners on a journey and at the end you want them to know how to fulfil each of the responsibilities illustrated in Figure 2 (overleaf).

For additional support in building a learning programme, please see document 3.3 Learning Programme Template L1 to L3. This document has been created with the idea that the first day(s) or pre-course learning is based on the generic knowledge a coach needs to know at that level. Therefore, should a time come when a coach who holds a Level 1 qualification in one sport and wants to do a Level 1 qualification in another, he or she can apply for recognition of prior learning (RPL) and focus on the sport-specific elements without redoing the generic knowledge units.
4.4 Pre-course and induction

Questions to ask yourself

• What do you want the learner to know prior to the course?
  For example:
  – prior to beginning the Level 2 course you may wish your learner to hold the Level 1 qualification and have attended the ‘Safeguarding and Protecting Children workshop’.
  – prior to beginning the Level 1 course you may wish your learner to do a leaders award, some observation of coaching or answer some questions.

• Is it appropriate for the learner to have a Criminal Records Bureau (CRB) check?

• Do they need to attend a safeguarding and protecting children and vulnerable adults course?

• Do they need to attend an equity course?

• Do they need to attend a disability awareness course?

• What technical ability does the learner need to possess or have an understanding of? (Please refer to your coach and participant development models for this information.)

• What is the minimum age required to undertake the course?

Induction pack

• What does your induction course pack cover:
  – coach development pathway and where the qualification sits
  – self-reflection/profiling
  – mentoring
  – prerequisites
  – self-evaluation tools/profiling
  – recommended pre-course reading
  – module outlines
  – learning programme overview?

Home study

For each level, the amount and level of detail required will differ. Home study would consist of coaching practice and tasks to be completed between course days. It is important to think about exactly which topics and how much of their content should be covered during this period. This may evolve further as the learning programme develops.

Post-qualification requisites

What CPD are the learners required to do to move through the coach development pathway; ie to either reach the next level of qualification or move across the participant development model by developing population-specific skills and knowledge?

Top tips

When creating your learning programme make sure you have thought about the following:

• the needs of the sport
• general knowledge of coaching versus general knowledge of technical content; sport-specific knowledge versus applying knowledge of coaching to technical content
• cost and location of venues
• Timings of how long it takes to do practical sessions (eg indoors and outdoors)
• tutor considerations – the way you structure a tutor pack, requirements of tutors
• assessors.
• have you developed a coach development pathway before creating your learning programme? See Participant and Coach Development Model toolkits (located in folder 2.2).

Appendices

Refer to:

• level descriptors
• fact sheets – aimed at the learning programme designers to help inform the programme
• Learning Programme Template Levels 1–3.
5 FACT SHEETS

5.1 Fact sheets
Fact sheets have been designed to support learning programme designers when writing the learning programmes across the various levels.

5.2 Fact sheet titles
- **Level 1**
  - Evaluating Coaching Sessions
  - Working with Others
  - Dealing with Confidential Information
  - Working in a Safe Environment
- **Level 2**
  - Drugs in Sport*
  - Weight Management*
  - Testing Protocols and Enhancing Recovery
  - Insurance*
- **Level 3**
  - Components of Fitness
  - Mental Skills*
  - Injury Prevention and Management*
  - Physical Adaptations to Exercise
  - Nutritional and Hydration Strategies*
  - Principles of Training
  - Annual Planning*.

5.3 Using the fact sheets
The fact sheets have been developed for use by the learning programme design team and are designed to offer support and guidance in the development of coach education programmes, in particular, when working with the coaching units of common content.

In addition, the asterisked criteria in 5.1 denote the fact sheets that have been developed to address areas identified as being common gaps during the QCF mapping process.

It should be noted that the Level 3 fact sheets can be utilised for identifying and filling gaps of content at Level 2. The programme design team will need to identify which content is relevant for inclusion at Level 2.

6 DEVELOPING A HIGH QUALITY COACH EDUCATION WORKFORCE

6.1 Why develop a high quality coach education workforce?
There are many benefits of investing in your coach education workforce. The quality of your coaching qualifications and, consequently, that of your coaches will be significantly affected by the quality of the coach educators delivering to them. In short, the coach education workforce affects all aspects of the coaching system and developing their skills to ensure they have a positive impact is vital.
Due to the complex and diverse nature of coach education programmes, it can be difficult to identify the real cost of developing and running them. While there has been intelligence gathering in this area over the life of the UKCC it has traditionally been difficult to obtain accurate information on the costings due to the diversity of the sports’ approaches and delivery models. It was felt that this area in particular, due to its contentious nature, should warrant more detailed research based on the costs associated with delivering either a UKCC-endorsed programme or one that is looking to become UKCC endorsed.

A toolkit has been developed to help governing bodies of sport identify what these costs might be and the figures can be used to evolve programmes that are robust, effective, and efficient.

**7.1 Purpose of the toolkit**

The toolkit is aimed at a range of partners. It can be used by:

- governing bodies of sport that are reviewing or rewriting their coach education programmes to identify where their costs currently lie, and where efficiencies may be developed
- governing bodies of sport that are in the process of developing their coach education programmes against the UKCC development framework to identify potential costings
- internal sports coach UK staff as part of training programme inductions
- Home Country Sports Councils to help support sports make the most of available funding.

In essence, the purpose of the toolkit is to help to:

- raise awareness of where costs are being incurred and income is being received
- allow for the development of a balanced and informed business model associated with the programme
- identify and share good practice across coaching and home countries.

The toolkit is available through contacting your CEA at sports coach UK or by emailing coaching@sportscoachuk.org
The process of endorsement aims to set out the criteria required by coach education programmes in order to obtain UKCC endorsement at Levels 1–3. A coach education programme (offered by governing bodies of sport and other appropriate/recognised organisations) comprises a variety of components at a number of levels. Each level offers progression for a coach in a particular sport and reflects best practice and current educational needs.

Components of coach education programmes at each level are:

- a qualification(s) awarded by an organisation fulfilling an awarding function, which is responsible for ensuring the quality of the qualification over time
- a programme of learning to guide those with responsibility for the delivery and assessment of the qualification(s)
- learning resources, including technical information on coaching the sport, available in appropriate media, to ensure coaches have access to support materials
- a programme(s) of training for the personnel responsible for delivering, assessing and quality-assuring the competence of coaches
- a programme of CPD for coaches (not addressed in this document).

It is envisaged that each sport (on a UK-wide basis where possible) will seek endorsement for its coach education programme. Governing bodies of sport will take lead responsibility for demonstrating their achievement of the UKCC endorsement criteria.

The focus of the UKCC endorsement process is development. While there will inevitably be an element of compliance associated with the process, the experience of progressing through and maintaining UKCC endorsement should be based on development and continuous improvement.

A detailed breakdown of the endorsement criteria, submission documents and some examples of practice from already endorsed sports is available through your CEA or by contacting coaching@sportcoachuk.org.

### 8 ENDORSEMENT

Before submitting your qualifications to sports coach UK for endorsement, there is a set of criteria available for you to work towards and a series of documents to complete.

### 9 MONITORING AND EVALUATION

#### 9.1 What are monitoring and evaluation?

Monitoring and evaluation can be as flexible as you want it to be in order to adopt and implement it into your sport. This guide will provide a number of tools for you to use and adapt to meet the needs of your coach education programme. Your system should aim to be simple, realistic, achievable and capable of fitting within existing ways of working. Also, it should not just be ‘bolted on’ at the end, but integrated into the planning stage and used as a key tool to help you recognise where improvements can be made to your programmes.

You can use templates designed by sports coach UK or design your own to fit with your qualifications. In order to avoid duplication of work, templates should allow you to cross-reference the areas to other documents or systems you currently have.

Your monitoring and evaluation process should ensure that the experience of the learner is at the centre of all activity. In order to achieve this, monitoring and evaluation activity should focus on gathering evidence on the whole of the learning experience. It should aim to investigate whether the principles of ‘coach-centred’ learning are evident in the design and delivery of your UKCC courses.

When a programme is UKCC endorsed there is a commitment to its continuous review and development. Monitoring and evaluation is a helpful tool that encourages a process of reflection about what is done and how. It also provides the opportunity to help you adapt your programmes appropriately to ensure they are meeting the needs of learners and the sport.

Further information is available through your CEA at sports coach UK.
GLOSSARY OF UKCC TERMS
**Alignment** – The adjustment of elements of awards and qualifications to meet the needs of the UKCC criteria.

**Recognised centre** – An individual or organisation recognised by an awarding organisation to offer a qualification that is part of the endorsed programme. Once, they would be eligible to offer an appropriate training and assessment programme to learner. This may also be called a ‘training provider’ or ‘delivery agency’.

**Assessment specification** – A document that identifies the process of how a learner demonstrates competence against agreed criteria to achieve the qualification.

**Assessor** – An individual who is responsible for conducting the various methods of assessment.

**Awarding organisation** – An organisation with responsibility for the day-to-day administration and quality assurance of a particular qualification. For the purposes of UKCC endorsement, the awarding organisation should be recognised by the appropriate regulatory authorities; ie Ofqual, the Qualifications Curriculum and Assessment Authority for Wales (ACCAC), the Council for the Curriculum, Examinations and Assessment (CCEA) and the Scottish Qualifications Authority (SQA). Many governing bodies of sport take on an awarding function and there are other organisations whose sole function is to provide awarding services. An awarding organisation does not normally also deliver training.

**Coach Development Model** – The model is used to provide a reference point for coach development. It maps the development of coaches, as they progress from novice to master, to the four key participant populations identified in the Participant Development Model. It has a variety of potential applications and can be used in a number of ways by different partners (e.g. in developing, implementing and evaluating coach development systems/structures, and in workforce planning and deploying coaches effectively).

**Coach educator** – An individual who is involved in the development and delivery of the qualification.

**Coaching standards group** – The formal decision making group within the UKCC endorsement process.

**Conditions of endorsement** – After the individual technical review report, sports may be required to fulfil and evidence certain areas to achieve and maintain their UKCC endorsement.

**Endorsement criteria** – The criteria that can be used as a framework for development, and must be evidenced for the submission to achieve UKCC endorsement.

**Endorsement process** – The process leading to UKCC endorsement.

**External assessment** – A form of independent assessment where tasks are set and learners’ practices and work are assessed by the organisation fulfilling the awarding function.

**External verifier** – An individual who is deployed by the awarding organisation to ensure processes and procedures are adhered to.

**Formal assessment** – A type of assessment that is structured and often used to make a judgement about a person’s level of learning or presentation of a skill (e.g. a written test).

**Formal submission** – The tangible evidence matched to the UKCC endorsement criteria.

**Formative assessment** – A type of assessment that provides feedback to the learner and is used to improve the quality of learning and inform the learning process. It should not be evaluative or involve grading of learners.

**Governing body of sport** – Recognised by the appropriate sports council as the governing body of sport within the UK or home country responsible for coach education in a particular sport.

**Human resources** – The staff required to develop and deliver the qualifications.

**Independent assessment** – A type of assessment of learners that is carried out by assessors who do not have a vested interest in the outcome, but are recognised by the awarding organisation.

**Informal assessment** – A type of assessment that allows a learner to practise the assessment activity or provides opportunities to gauge learning that may not contribute to the final achievement of the qualification.

**Internal assessment** – A type of assessment where tasks are set and learners’ practices and work are assessed wholly within their centre, subject (where appropriate) to external moderation or verification.

**Individual technical review (ITR)** – This is the process whereby the submission is considered against the endorsement criteria. The group that undertakes the ITR is made up of a submission coordinator, and one internal and one external reviewer. On completion of the ITR, recommendations are made as to the endorsement status of the submission. The ITR group also meets with agreed representatives of the sport to discuss the status of the UKCC endorsement submission.

**Internal verifier** – An individual who is responsible for monitoring the work of all assessors involved with a particular qualification, ensuring accuracy and consistency of activities and decisions.

**Key skills** – General skills that apply across occupational and academic fields and assist in improving learning and performance. The qualification’s regulatory authorities have developed standards for six key skills:

- application of number
- communication
- information technology
- improving own learning
- working with others
- problem solving

(This terminology is relevant to England, Wales and Northern Ireland only.)
Learner – An individual seeking a learning programme or course of training and assessment from a recognised centre for an endorsed programme or qualification(s).

Learning programme – The content and nature of the course reflecting the NOS and assessment criteria, utilised by the learner.

Learning resources – Supporting documentation utilised by the learner to support the course, record evidence and complete the necessary tasks for the assessment.

National Occupational Standards (NOS) – Apply to the whole of the UK and describe what is needed in the deployment that can be reasonably expected of an individual in a coaching environment.

National Source Group – A formal coming together of Home Country Sports Council-recognised governing bodies of sport, appropriate UK/governing body-recognised governing bodies of sport, and other appropriate sporting organisations. The purpose of this group may be variable, but it is expected to agree the content of all technical definitions/technical syllabi and assessment specifications, and technical content of qualifications that are presented for UKCC endorsement at a particular level. In different sports this is referred to by a different name (eg the UK Source Group).

Participant Development Model (PDM) – The PDM provides a method for showing how participants should develop in and through sport. The model is generic and high level. It is evidence-based, related to participants’ needs, goals, motives and age or stage of development. It is guided by key principles and identifies core components. It is expected that sports will produce their own version specific to their sports.

Prerequisites – Requirements that are necessary for a learner to be eligible to attend the course, be put forward for assessment, or complete the qualification.


Qualification – A qualification is a prescribed period of learning that involves various learning formats and an assessment against pre-planned outcomes of what the learner has to achieve. Qualifications form a central part of the UKCC framework.

Required actions – Actions that need to be achieved prior to UKCC endorsement being granted.

Scottish Qualifications Authority (SQA) – The SQA is the national body in Scotland responsible for the development, accreditation, assessment and certification of qualifications other than degrees.

Self-directed learning – Learning that is self-taught and monitored rather than learning in a specific environment with someone leading the learning.

SkillsActive – This is the Sector Skills Council for Active Leisure, Learning and Well-being.

sports coach UK – A charitable organisation dedicated to the development and implementation of coaches and coaching throughout the UK.

Technical definition – A document produced by a National Source Group (see above) that defines the sport-specific technical content and other aspects of a Coaching, Teaching and Instructing NVQ at Levels 2 or 3. The context of the document is also used for the development of vocational or vocationally related qualifications.

Terms of reference – This is a documented mutual agreement under which the purpose and structure of a project is defined.

The UK Coaching Framework – The Framework is the key reference point for developing the UK coaching system. The vision is to create a cohesive, ethical, inclusive and valued coaching system where skilled coaches support children, players and athletes at all stages of their development and that is world number one by 2016.

Tutor – An individual who is responsible for the direct delivery of the learning programme.

UK Coaching Certificate (UKCC) – The UKCC is a key recommendation of the Coaching Task Force and is a four-level flexible learning system, developed to build on good practice that already exists within coach education structures and ensure equivalence of qualifications across sport.

UKCC level descriptors – These have been devised to define the coaching role and will be used as the top-level focus for the development of coaching qualifications.

UKCC technical officer – A designated individual within sports coach UK with the appropriate knowledge who is assigned to specific sports to develop and support their coach education offering.