COACHING FRAMEWORK
THE UK
A 3–7–11 Year Action Plan
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A 3-7-11 YEAR ACTION PLAN
The face-to-face interaction between coach and participant is at the heart of quality sporting experiences the length and breadth of the UK.

Following an extensive consultation process, mandated by our policy and funding partners, sports coach UK is proud to publish The UK Coaching Framework: A 3–7–11 Year Action Plan. Extensive work has already commenced in the ‘Building the Foundations’ phase of The UK Coaching Framework, initiated at the first UK Coaching Summit in April 2006. The document sets out an ambitious vision that will see the creation of an ethical, valued, inclusive and cohesive coaching system that is a world leader by 2016.

This system will provide skilled, active and qualified coaches to support and guide the improvement of children, players and athletes at all stages of their development. The Framework will enhance the quality and quantity of coaching delivered by volunteer, part-time and full-time coaches. This work will build on the excellent foundation that has been set in recent years across our leading sports and in each of the four home nations.

The document will act as the reference point for the development of sport-specific and country-specific coaching systems. In all cases the starting point will be the needs of the participant, expressed in the form of clear and applied Participant Development Models. It is a core principle of The UK Coaching Framework that the determination of policies, strategies, structures, delivery plans and resources within each home country and within governing bodies is entirely a matter for the respective home countries, governing bodies and UK Sport. Each country will generate their own solutions, using The Framework as a key point for reference.

A new system of Long-term Coach Development will be put in place, underpinned by education, support and continuing professional development opportunities. The establishment of coaching as a professionally regulated vocation will be pursued, recognising the needs of volunteer, part-time and full-time paid coaches. A vigorous and ongoing system of research, development, monitoring and evaluation will also be initiated.

Central to the delivery of The UK Coaching Framework are coaches themselves and it will be essential to maximise their sense of value, mutual support, professionalism and autonomy. Governing bodies are recognised as the lead agencies in sport-specific coaching, working in close partnership with clubs, schools, communities, local authorities, further and higher education sectors and others. This work takes place in the context of the policies and programmes of UK Sport and the four home country administrations and their respective sports councils.

sports coach UK has been asked to lead the coordination and implementation of The UK Coaching Framework. This will be done in close synergy with our partners. A Programme Initiation Document has been prepared to guide this implementation. A review and forward-planning document will be published at the end of each of the three main phases of The UK Coaching Framework. A detailed set of targets for the proposed coaching workforce will be set out in a further document: The Coaching Workforce 2009–2016 to be published in March 2009.

The UK Coaching Framework will deliver many long-held aspirations for coaching. It will also provide the backbone of the coaching legacy for London 2012 and Glasgow 2014. Most importantly it will enhance the quality of the sporting experience at every level for children, players and athletes, and deliver on key government objectives.

Dr Patrick Duffy
Group Chief Executive Officer
sports coach UK

Ian McGeechan OBE
Chairman
sports coach UK

sports coach UK looks forward to working with all its partners to make this vision an exciting new reality.
...skilled coaches for children, players and athletes at all stages of their development
Coaching is a powerful catalyst for positive change within the UK. Effective sports coaches guide children, players, athletes and disabled people to follow their dreams, have fun and fulfil their potential.

Effective coaches play a vital role in developing, sustaining and increasing participation in sport, as well as in the attainment of international success. The London 2012 Olympic and Paralympic Games and the Glasgow 2014 Commonwealth Games present exciting challenges for sport in the UK. Coaching will play a pivotal role in the UK and home-country performances in order to be world-leading and, further to that, if we are to create a lasting UK-wide legacy for sport and coaching.

Quality coaching enhances health and well-being, promotes fair play and builds social cohesion and self-esteem. Throughout the UK great coaches help develop leadership and teamwork, transform organisations, change individual behaviour, link with the business sector and improve quality of life. With effective coaching, greater involvement of females, black and ethnic minorities, disabled people and marginalised groups at local, regional and national levels can be addressed in a concerted way.

The UK Coaching System has advanced steadily in recent years through the work of governing bodies of sport, the four Home Country Sports Councils (HCSCs) and UK Sport, as well as the UK Vision for Coaching, the UK Coaching Certificate and other initiatives. These developments highlight the significant commitment to coaching at government level.

The time is right to build on progress made to date and ensure the UK Coaching System provides skilled coaches at all stages of participant development.
Arising from discussion with key funding partners and HCSCs, sports coach UK was charged with the task of developing an agreed framework to achieve the following objectives:

- clearly map the key goals, structures, resources and outcomes over three main phases: 2006–2008 (3 years), 2006–2012 (7 years) and 2006–2016 (11 years). The 3–7–11 year phases should run concurrently and be driven by clear targets.

- identify and agree the processes and procedures required to provide relevant cutting-edge services, products and systems supporting the coaching process at all levels.

An extensive consultation process was undertaken prior to the formulation of The UK Coaching Framework. This led to key elements of The Framework being endorsed at the UK Coaching Summit in Grantham on 26 and 27 April 2006. Further consultation took place up to August 2006, leading to the production of this document. The outcomes of the consultation process will be detailed in a separate document *The UK Coaching Framework: Consultation Process*.

The UK Coaching Framework provides the blueprint for developing a system to take coaching in the UK towards being the best in the world by 2016. The UK Coaching Framework will ensure both development and delivery of the coaching system is relevant across the UK, taking into account policies, strategies and priorities of devolved administrations and HCSCs.

Governing bodies of sport will play the lead role in sport-specific delivery and work within the context of their relationships with HCSCs and UK Sport. Sports coach UK will spearhead the development of the system through an agreed project structure accountable via the establishment of a UK Coaching Strategy Group (with representation from each of the devolved administrations, sports councils, UK Sport, governing bodies and other agencies as appropriate).

The project structure will include identification of resource requirements. Responsibilities of agencies involved in both development and delivery processes will be identified, underpinned by the fundamental
The Need for The UK Coaching Framework

The principle that tailored national, regional and local delivery is key to the success of The UK Coaching Framework.

All organisations involved in both development and delivery of coaching in the UK will be asked to use The UK Coaching Framework as a reference point and to align their efforts and resources to the objectives outlined in this document, in the context of their own priorities and structures. Each agency will also undertake its own implementation plans and demonstrate its contribution to the overall objectives of The Framework.

In this context it is proposed sports coach UK will be the lead agency for the development of the coaching system, working in support of governing bodies, UK Sport, HCSCs and other agencies.

The UK Coaching Framework is not a new initiative, rather a further enhancement of the coaching agenda, building on work to date. It seeks to accelerate and complete ongoing development work in terms of building a world-leading coaching system throughout the UK’s four home nations.

Central to an effective UK Coaching System are coaches themselves. Their dedication, enthusiasm, expertise and experience are strongly valued qualities. The creation of an effective, professionally regulated vocation will be addressed in a pragmatic way, recognising the needs of volunteers and part-/full-time paid coaches within a quality-assured coaching sector. This approach represents a measured refinement to develop coaching as a profession (as set out in the UK Vision for Coaching, 1999).

Coaches and all organisations involved in the delivery of coaching have a particular responsibility to safeguard children. Children have a right to be safe and happy when participating in sports activities. Parents/carers have a right to believe the organisations to which they entrust their children have in place all necessary safeguards. The UK Coaching Framework will further underpin these values and support coaches and all relevant agencies in putting them into practice.

This document has been developed following an extensive consultation process with the sports industry. All partners will be asked to formally sign up to its implementation and align their efforts and strategies to the objectives of The UK Coaching Framework as resources allow, in the context of their own priorities and structures.
The UK Coaching Framework will benefit sport in the UK by:

• enhancing the quality of coaching at all stages of the participant pathway
  This is measured through observable coaching behaviours and participant outcomes including technical, tactical, mental and physical skills as well as personal and social development.

• matching children and adult participants’ coaching demands with a supply of suitably qualified coaches at each stage of the pathway.
  This is measured by the supply of quality coaching hours to meet the demand at each pathway stage and the availability of suitably skilled and qualified coaches as part of sport-specific workforce development plans.

This will lead to:

• increased and sustained participation
  This is measured by recruitment, retention and frequency of participation at each stage of the pathway.

• improved performances
  This is measured by internationally benchmarked performances at each competitive pathway stage and on a regional, home country and UK-wide basis.

underpinned by:

• clear career structures for coaches as part of a professionally regulated vocation, recognising volunteer and part-/full-time roles
  This is measured against a clear model of Long-term Coach Development taking account of feasibility study findings on the registration and licensing of coaches.

• a cohesive and world-leading coaching system.
  This is benchmarked against international best practice using a Coaching Scorecard. Fifteen participating sports to be within the world’s top eight, with six in the top three, for their respective sport.

The UK Coaching Framework recognises the central role of the coach. Coaches play a key role in a wide range of social settings. Through interaction with people at all stages of the lifecycle they guide improvement in technical, tactical, physical, mental and lifestyle skills, as well as personal and social development.

Listed below and opposite are key benefits of quality coaching to children, their parents/carers, adult participants and communities:

• welcomes children and adults into sport
• makes sport an enjoyable, positive experience
• builds fundamental skills in participants
• improves sport-specific skills
• develops fair play, ethical practice, discipline and respect
• enhances physical fitness and positive lifestyle
• guides children, players and athletes through steps to improve performance
• integrates participants into sport and their community
• provides individuals, teams and communities with a sense of identity and self-worth
• places a high value on development of the whole person
• keeps children, players and athletes safe in sport
• integrates best coaching and scientific practice into their work
• provides opportunities for wider social learning
• promotes leadership and decision making.
While coaching can be and usually is highly beneficial, inappropriate coaching can be at best ineffective and at worst negative. Central to The UK Coaching Framework will be improvement of the quality of coaching at all levels, including when coaching disabled people.

As well as developing ability to guide improvement in technical, tactical and physical domains, coaches play a key role in developing social, personal and lifestyle capacities. Increasingly, coaches must develop their own people skills to maximise effectiveness and quality of their interaction with sports participants. With children and young people coaches need to provide positive role models and activities attractive and motivating to the relevant age group.

The roles played by coaches are increasing in 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. Additionally, a need exists to identify roles as they relate to the pathways followed by children, players, athletes and disabled people in community, as well as talent development and high-performance contexts. The relationship between coaching and other key roles in sports leadership, physical education, exercise and fitness need clear identification in the context of the wider 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 considering the possibility of developing specialist qualifications for children’s coaches. This approach is being taken given the foundational roles of the ‘Fundamental’ and ‘Learn to Play and Practice’ phases in providing children with the skills and motivation for long-term participation in sport and physical activity.
skilled coaches for children, players and athletes at all stages of their development
a cohesive, ethical, inclusive and valued coaching system
The overall vision of The UK Coaching 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
- become world number one by 2016.

The UK Coaching Framework will value and promote a holistic view of children, players and athletes including the development of technical, tactical/decision-making, mental, physical, personal and lifestyle skills. From the outset a strong emphasis will be placed on enjoyment. This could be the fun of playful activity (normally but not exclusively associated with children) or the deeper satisfaction of learning and improvement through long-term commitment, practise and participation.

Fair play, equity, self-awareness, responsibility and a commitment to personal excellence and welfare at all levels of coaching are central values of The UK Coaching Framework.
Figure 2: The Context for Sport and Disability Sport: Involvement with the Coach Playing a ‘Process Leader’ Role

Key:
- **BOA**: British Olympic Association
- **BPA**: British Paralympic Association
- **HCSCs**: Home Country Sports Councils
- **UKS**: UK Sport
- **WSFF**: Women’s Sport and Fitness Foundation
- **YST**: Youth Sport Trust
The UK Coaching Framework is guided by the following principles:

- Great sport needs skilled coaches to work at each developmental stage of children, players and athletes, working as ‘process leader’ (see Figure 2).
- The needs of children, players, athletes and disabled people are central to great coaching.
- Children have a right to be safe, nurtured, healthy, active and happy in sport, while enjoying the thrill of physical activity, the challenges of making progress and the satisfaction of achievement. Children, players and athletes should be supported to take responsibility for their own actions and deal positively with emotional demands of sports involvement.
- The strongest experiences of sport can be attributed to personal motivation, family, coaches, peers and club/school support.

Sport should be welcoming and inclusive of children and participants of all backgrounds. Coaching has a key role to play in embracing diversity in sport and promoting inclusion of all groups, especially disabled people, vulnerable adults and children, woman and girls, black and ethnic minorities, elderly people, gay and lesbian participants and lower socio-economic classes.

Effective and quality-assured coaching at local, club and school level is the highest priority. Local, regional and national agencies can most effectively support this process by developing programmes in line with the needs and local environment of children, players and athletes at different stages of their development (see Figure 2).
Parents/carers have a key role in encouraging and supporting their children’s involvement in sport.

Participant maturation 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 early teens. Coaches play a key role in helping adults develop or re-learn skills underpinning lifelong participation.

Participant development in disability sport is best served by inclusive and dedicated opportunities, the early development (in terms of both age and acquisition of disability) of physical literacy among disabled people and the sampling of an appropriate range of sports.

Coaches are central to developing, sustaining and increasing participation in sport. They also play a paramount role in achieving success and enhancing health and quality of life in individuals, communities and the nation.

Coaching must be equitable, inclusive and guided by professional and ethical values.

While The UK Coaching Framework provides a UK-wide blueprint for the development of coaching, personal development and responsibility are core underpinning principles. Valuing and empowering coaches will be a central feature of The Framework.
• Coaching practice should be underpinned by ‘art’ and ‘science’. Thus recognising the need for an appropriate mix between practical experience/expertise of the coach and application of relevant methodological and scientific principles.

• Governing bodies of sport are lead agencies in the design, delivery and quality-assurance of sport-specific participant pathways and coaching systems. They work in partnership with local, regional and national agencies as appropriate.

• Local and regional agencies and authorities have a key role in complementing and supporting the work of governing bodies in identifying, employing and supporting community-based coaches. Such agencies can also play a unique role in creating links with coaches not known to governing bodies or who are working outside the formal governing body network.

• The coach education workforce (educators/tutors, assessors, verifiers and mentors) acts as an important support system in the development of quality coaches.

• Each home nation has unique policies, structures and delivery modes to enhance the overall richness and strength of the UK Coaching System.

• Sports agencies in the UK are capable of providing a world-leading coaching system based on strong, sustained commitment and partnership throughout the home nations.
a cohesive, ethical, inclusive and valued coaching system
build, deliver and transform the coaching system
Three main phases have been identified for The UK Coaching Framework. Each will run concurrently (Building the Foundations, Delivering the Goals, Transforming the System). These phases are outlined in Table 1 overleaf. While 2012 and 2014 have been identified as focal points, The UK Coaching Framework will build a system for all sports competitions (eg Olympic, Paralympic, Commonwealth, UK School Games). The sporting and coaching culture of the UK will be maximised to build a lasting legacy well beyond 2012 and 2014.
<table>
<thead>
<tr>
<th>Phases</th>
<th>Targets</th>
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Mandate, goals, resources and monitoring procedures agreed.  
Goals for 2012 coaching programmes set and implemented.  
UK Coaching Model with UK Coaching Certificate (UKCC) as a key component established and implemented. Feasibility study on coaching as a professionally regulated vocation completed. |
| 7      | **Delivering the Goals (2006–2012)**  
Mandate, goals, resources and monitoring procedures extended.  
Coaching as a professionally regulated vocation, subject to feasibility study outcomes. |
| 11     | **Transforming the System (2006–2016)**  
Mandate, goals, resources and monitoring procedures reviewed and consolidated.  
Coaching programmes implemented for 2014 and 2016.  
Active, skilled and qualified coaches to support children, players and athletes at all stages of their development. |

**Table 1: 3–7–11 Year Phases of The UK Coaching Framework**
<table>
<thead>
<tr>
<th>The 3–7–11 Year Phases of The Coaching Framework</th>
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<tbody>
<tr>
<td>Cohesive structures for coordination and delivery established.</td>
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<tr>
<td>Models of best practice by sport, region and home nation in place.</td>
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<tr>
<td>Inclusive and dedicated disability sport opportunities identified and developed.</td>
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<tr>
<td>Targeted outcomes achieved within five strategic action areas (first phase).</td>
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<tr>
<td>Models of good practice extended.</td>
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<tr>
<td>Inclusive and dedicated disability sport opportunities established.</td>
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<tr>
<td>Targeted outcomes achieved (second phase).</td>
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<tr>
<td>World-leading coaching system in place.</td>
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</table>
build, deliver and transform the coaching system
five strategic action areas for adaptation into each sport and each country
The UK Coaching Framework guides the development of coaching throughout the UK. Strategic Action Areas have been identified for adaptation into home country, region and sport-specific contexts:

- UK Coaching System
- Front-line Coaching
- Support for Coaches
- A Professionally Regulated Vocation
- Research and Development.

Specific Actions within each of these Strategic Action Areas are outlined overleaf in Table 2 with detail of each provided in Appendix 1.
# Table 2: Strategic Action Areas

<table>
<thead>
<tr>
<th>Strategic Action</th>
<th>Specific Action</th>
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<tr>
<td><strong>The UK Coaching System</strong></td>
<td><strong>1: The UK Coaching Model</strong> Develop a Coaching Model to provide clear direction and a strategic framework for coaching policy and practice in the UK (see Figure 3).</td>
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<td><strong>2: Participant pathways</strong> Set out and implement a clear, comprehensive and inclusive model for the long-term development of sports participants across the UK.</td>
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<td></td>
<td><strong>3: Coach pathways</strong> Set out and implement a clear, comprehensive and inclusive model for the long-term development of coaches across the UK.</td>
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<td></td>
<td><strong>4: Coaching strategies</strong> Set out and implement sport-specific coaching strategies at UK, national, regional and local levels.</td>
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<td><strong>Front-line Coaching</strong></td>
<td><strong>5: Active, skilled and qualified coaches</strong> Recruit and retain qualified coaches with the skills to coach inclusively at each phase of the participant pathway.</td>
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<td></td>
<td><strong>6: Coaching in education</strong> Maximise the role of coaching in the education sector.</td>
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<td><strong>Support for Coaches</strong></td>
<td><strong>7: Coaching support and system delivery</strong> Establish effective education, delivery systems and resources supporting the development of coaches and the coach education workforce in the context of the UK Coaching Certificate and effective CPD programmes.</td>
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<td></td>
<td><strong>8: Targeted development of coaches</strong> Establish appropriate systems to identify, train, qualify and support quality coaches for specific sport populations. This should commence with coaches of high-performance athletes, talent-identified athletes, children and coaches of disabled people.</td>
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<td></td>
<td><strong>9: Coaching qualifications and CPD</strong> Develop coaching qualifications, CPD and specialist qualifications linked to the pathway phase/target group/disability. Commence with inclusive coaching of primary-aged children.</td>
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<td><strong>A Professionally Regulated Vocation</strong></td>
<td><strong>10: Licensing and registration</strong> Set out and implement the steps needed to establish coaching as a professionally regulated vocation recognising volunteer and part-/full-time roles. As a first step conduct a detailed feasibility study on the licensing and registration of coaches.</td>
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<td><strong>11: Profiling and recognition of coaching</strong> Conduct a sustained, long-term campaign to raise the profile and recognition of coaching at all stages.</td>
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<tr>
<td><strong>Research and Development</strong></td>
<td><strong>12: Research and development</strong> Implement an ongoing research and development programme into participant and coach pathways, coaching quality and expertise and coaching interventions, programmes and resources.</td>
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World-leading Coaching System by 2016
Cohesive, ethical, inclusive and valued coaching system where skilled coaches support children, players and athletes at all stages of their development

Support for Coaches

Front-line Coaching

Professionally Regulated Vocation

Research and Development

Coach Development
Clear models of Long-term Coach Development by sport and by country

Participant Development
Clear models of Long-term Participant Development by sport and by country

The UK Coaching Model
Clear coaching models and strategic framework for coaching policy

The UK Coaching Framework
A 3-7-11 Year Action Plan

Figure 3: The UK Coaching Model – further detail (in development)
five strategic action areas for adaptation into each sport and each country
clear roles, teamwork and synergy
Structures, Roles and Relationships

Management and delivery of the UK Coaching System will undergo a number of significant changes with emphasis on participant and coach-centred decision making, cohesive working arrangements, clear targets and monitoring systems. Re-worked coaching strategies will be aligned with one-stop strategic plans for each sport. Funding streams throughout the UK will be determined by the lead agencies in each country and UK Sport respectively, based on their priorities. The UK Coaching Framework will provide a reference point to assist in the alignment of funding streams to achieve maximum return in each country and in each sport to maximise synergies and efficiencies. The proposed roles of each agency are outlined in Appendix 2. The programme governance and management arrangements are presented in Appendix 3.

To support the effective management and implementation of The UK Coaching Framework the following initiatives are proposed:

a. Guiding principles

Pathways: Inclusive participant and coach pathways as outlined in governing body of sport plans will be central to decision making.

Time: Time on task for coaches, coach managers and administrators should be maximised with minimal bureaucracy and duplication.

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 Coaching Framework.
b. Policy

Coaching Strategy Group: It is proposed that an inter-agency UK Coaching Strategy Group evolving from the existing Coaching Steering Board be established to coordinate coaching policy within the UK. Each sports council and home country administration, UK Sport and the governing bodies will be represented on the Strategy Group.

Home countries: Sports councils in England, Northern Ireland, Scotland and Wales will play the lead role in coordinating coaching policy for their respective nations. This will maximise synergy with sport-specific coaching agendas and the UK’s wider coaching system. Synergy among home country and governing body of sport agendas is critical to the success of The UK Coaching Framework.

c. Strategy

Reference point: All participating agencies will use The UK Coaching Framework as a key reference point in their coaching strategies and allocation of resources, subject to their own priorities and structures.

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 wider participant and coach development systems. Sport-specific plans will be challenged to demonstrate local, regional, home nation and UK dimensions as well as a clear, action-oriented commitment to equity and inclusion.

System leadership: Sports coach UK will lead coordination and development of the UK Coaching System in the context of The UK Coaching Framework. The mission, structure, operation and funding of the organisation should reflect this leadership and system-building role. Positioning within the overall UK sports landscape should be re-aligned to maximise synergy with UK Sport, sports councils and relevant government departments. The operating structures and business plans of the sports coach UK Group (sports coach UK and Coachwise) will be revised in line with directions of The UK Coaching Framework and reflected in a new strategy for the Group.

Management: It is proposed that synergy between the sports coach UK Group management structure and lead coaching personnel from governing bodies of sport, the four HCSCs, UK Sport, Youth Sport Trust and SkillsActive be maximised. The relationship between sports coach UK and governing bodies will be reviewed and enhanced based on sport-specific coaching plans and new forms of partnership.

d. Service delivery

Governing body of sport structures: The capacity of governing bodies and relevant disability and other organisations will be enhanced to underpin sustainable design, delivery and review of coaching systems and maximise appropriate links with participant and coach development at all levels. Structures should include central coaching and coach education staff; coach educator, mentor, assessor and verifier networks; regional coaching...
structures and staff; and inclusive coaching workforce plans clearly linked to the participant pathway.

**Coaching hubs or centres**: It is proposed where appropriate regional and/or national coaching centres be established in home countries to consolidate existing coaching infrastructure, maximise links with higher education (HE)/further education (FE) institutions, institutes of sport and to provide regionalised support for coaches in CPD, employment, deployment and inclusion. It is for each home country to determine what is put in place in the respective countries. These coaching hubs/centres will seek to create supportive environments and networks for the development of coaches. An initial focus will be the identification and support of talent-development coaches who may be capable of working with young participants towards 2012 and 2014. Centres should provide direct coaching to targeted groups of participants led by coaches operating to quality assurance and CPD frameworks.

**UK Centre for Coaching Excellence**: It is proposed to establish a UK Centre for Coaching Excellence acting as a focal point for education, research and further development of high performing coaches of children, talent-identified athletes, adult participants and high-performance athletes, including Level 4 of the UK Coaching Certificate. Subject to the agreement of each home country, this Centre will include a UK-wide consortium of key agencies and individuals with proven track records in coaching and coach education.

**Central services**: It is proposed to identify, agree and maximise available resources and expertise for the development and application of services central to the successful implementation of The UK Coaching Framework. Such areas may include:
- research and development
- publications, resources and services for coaches, tutors, assessors, verifiers and mentors
- coaching standards, certification and qualifications (UKCC)
- registration and licensing
- information systems
- employment, deployment and working conditions of coaches
- quality marking of FE/HE, coach employment agencies and delivery partners
- legal and liability issues
- international relations.

**Publications and services**: World-leading publications and services will be developed for coaching through a revised business model involving stronger levels of cooperation between the sports coach UK Group, 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 as well as disability sport-specific resources. Additionally the potential of broadening the market for high-quality publications on an international basis to the benefit of governing bodies and the UK Coaching System will be included.

**Coaching children multi-agency groups**: Multi-agency groups will be established to determine content, delivery mechanisms and specialist qualifications for the inclusive coaching of primary-aged children. This group will consider the common core of knowledge and skills required by all coaches working with children and make recommendations on the skills and qualifications needed to coach teenagers in an appropriate, inclusive and empowering way.
Safeguarding children in sport through coaching: It is recommended a UK-wide approach to safeguarding children through coaching is adopted by all agencies involved in implementing The UK Coaching Framework. This approach should include development of a strategy to ensure all coaches have the necessary skills, knowledge and competencies to enable safeguarding and protecting of children.

Higher education liaison group: A group will be established to maximise synergy with the HE sector and oversee development of the proposed quality mark scheme (see Appendix 1, Specific Action 6).

Coaching disabled people: It is proposed a working group be established with a specific focus on coaching disabled people to coordinate implementation of The UK Coaching Framework. This will recommend integrated initiatives within each of the 12 Specific Actions and recognise the work of Paralympic sports.

Leadership and change-management programme: A leadership and change management programme will be devised for all key personnel involved in the change process of The UK Coaching Framework. This programme will address the rationale and operation of The UK Coaching Framework as well as core coaching philosophies and methodologies required for its development over the 3–7–11 year period. The change management programme should target coaches, parents/carers, participants, governing bodies, the wider sports culture, employers and key partners with a role in transforming the practice and place of coaching in the UK.

e. Quality management and enhancement

Coaching Advisory Group: This governing body driven group will be formally established by sports coach UK to advise on implementation of The UK Coaching Framework and on further development of the UK Coaching System.

Coaching Research Group: This will be formally established with structured links to the HE sector. It will have research priorities, promote a collaborative ethos and build strong links with the international research coaching community.

Coaching Standards Group: This will oversee and streamline arrangements for UKCC endorsement, coaching standards, licensing and qualifications, including the rationalisation of awarding body landscape for coaching. The group will work with SkillsActive and other organisations and link with home country qualifications frameworks.

Licensing infrastructure: A feasibility study and project plan will be initiated to identify the best way to progress licensing and registration across the UK, taking into account the different circumstances in each home country. Subject to the outcomes of this feasibility study a registration/licensing infrastructure will be established to underpin the development of coaching as an effective and quality-assured sector. This infrastructure will fully engage,
support and integrate with the needs and systems of governing bodies of sport and each home country.

**Coaching within the SkillsActive sector:** The development of coaching as a professionally regulated vocation will make a significant contribution to sports policy objectives within the UK and to wider government skills agendas. SkillsActive will formally support The UK Coaching Framework and engage governing bodies of sport and other agencies in an ongoing process of workforce development planning. SkillsActive 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 input from coaching into this process. SkillsActive will support UKCC implementation by externally verifying the endorsement process, promoting qualifications to the accreditation bodies and funding agencies. SkillsActive will also work with sports coach UK to explore the feasibility of licensing and registration systems to support the establishment of coaching as an effective, quality-assured sector. Sports coach UK will support SkillsActive in its advisory role to the government and establish sport and coaching as a priority for skills development investment. SkillsActive and sports coach UK will use the proposed UK Centre for Coaching Excellence to explore the concept of a coaching academy to support coaching development as an effective and quality-assured sector promoting best practice.

**Data management and information systems:** The capture and retrieval of data relating to coaching is a central building block for a world-leading system. Significant enhancement and integration of existing systems will be required, underpinned by ongoing research and development, common terminology and effective coordination.

**Coaching Scorecard team:** A Coaching Scorecard team will be established to continually review, against a clear set of dimensions on the scorecard, progress made by governing bodies of sport, nations and regions. This monitoring and evaluation function will be fully aligned with the systems of UK Sport and HCSCs.

**Coaching Summit:** The UK Coaching Summit concept will be continued and The UK Coaching Framework progress monitored with best practice disseminated. The Summit will take place on an annual basis and will bring together all key agencies involved in The UK Coaching Framework’s implementation. The Coaching Summit venue will rotate between 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 Coaching Framework. This will be coordinated by sports coach UK and call on input and support from all associated key agencies.
clear roles, teamwork and synergy
implementation of The UK Coaching Framework will be underpinned by four key pillars
Implementation of The UK Coaching Framework will be underpinned by four key pillars:

1. Deployment and employment of coaches
2. Capacity of governing bodies of sport to design, deliver, support and quality-assure inclusive coaching and coach education systems on a local, regional, national and UK-wide basis. Capacity issues will be assessed for all governing bodies of sport committing to further development of their coaching systems in the context of The UK Coaching Framework.
3. Education and CPD of coaches
4. Capacity and alignment of complementary support agencies.

The Coaching Workforce 2009–2016 document will outline the specific issues to be addressed in each of the four pillars. This document will provide the basis for discussions with key agencies on the potential alignment of funding streams to achieve maximum return in each country and in each sport, and to maximise synergies and efficiencies.

A draft document on targets and resources has been produced and this document will be amended to take a stronger focus on the coaching workforce as outlined in the previous paragraph. Each HCSC and governing body will be invited to engage in the development of this document, for publication by March 2009. The determination of policies, strategies, structures, delivery plans and resources within each home country and within governing bodies will be a matter for the respective home countries and governing bodies.
implementation of The UK Coaching Framework will be underpinned by four key pillars
A strong coaching and developmental philosophy will drive the evaluation system.
Progress of The UK Coaching Framework will be measured against a number of performance indicators reflecting key objectives. These indicators will be detailed in *The Coaching Workforce 2009–2016* document. The impact of The UK Coaching Framework on participation and performance objectives will be assessed against the Participant Development Model. This model will be customised according to the objectives, priorities and structures of each sport and home country.

Performance measures will be determined by the home countries, governing bodies and UK Sport respectively in line with their goals and priorities.

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

A Coaching Scorecard team established by sports coach UK will work with governing bodies of sport and HCSCs on a systematic basis to assess coaching agenda progress. The performance of nations, regions, governing bodies of sport and relevant disability organisations will be a matter of public record and will inform the ongoing allocation of resources within The UK Coaching Framework.

There will be a need to develop instruments for continuous monitoring of coaching effectiveness, backed up by a system of self-managing learning for coaches at all levels.
A strong coaching and developmental philosophy will drive the evaluation system
5 strategic action areas and 12 specific actions for adaption into each sport and each country
APPENDIX 1:

The Five Strategic Action Areas and 12 Specific Actions for Adaption into Each Sport and Each Country

Strategic Action Area: The UK Coaching System

**Specific Action 1: The UK Coaching Model**

**Develop an inclusive Coaching Model to provide clear direction and a strategic framework for coaching policy and practice in the UK.**

The model should include:

- LTPD (Long-term Participant Development), LTDPD (Long-term Disabled Participant Development), LTCD (Long-term Coach Development), CPD, licensing, support and management systems signalling further development and evolution of the UKCC
- mechanisms whereby previous qualifications can be converted to UKCC
- identification of the sector skills agreement, sector qualification strategy, national standards and awarding bodies
- recognition of the needs of disabled people.

### 3 Years

- Complete and agree a Specific Action Delivery Plan (March 2007)
- Map out and agree overall framework for the Coaching Model (March 2009)
- UKCC revised timescales in place (March 2008)
- Ensure UKCC developments are fully aligned to the UK Coaching Model (March 2008)
- Pilot specific coaching pathways (commencing April 2008)
- Map out UK Continuous Professional Development Programme and commence pilot (April 2008)
- Complete feasibility study and project plan on licensing and registration (January 2008)
- Complete governing body audit of participant and coach pathways including current position against willing-ready-able criteria (April 2008)
- Licensing and registration infrastructure in place subject to feasibility study (March 2009)
- Agree governing body of sport support and management systems (April 2008) and implement (March 2009)
- Identify underpinning research programme (February 2008)

### 7 Years

- Annually review UKCPD model
- Full alignment with European framework (2008)

### 11 Years

- Review UK Coaching Model (2016)
- Review UKCC (2016)
Strategic Action Area: The UK Coaching System

Specific Action 2: Participant pathways

Set out and implement a clear, comprehensive and inclusive model for the long-term development of sports participants across the UK.

The model should:

- be underpinned by a technical reference document reviewed bi-annually which outlines the technical, tactical, physical, mental, personal and lifestyle skills/capabilities to be developed at each stage
- outline key social, emotional and environmental contexts at each stage and emphasise positive youth development through sport
- include appropriate play, practice, competition ratios and formats requiring identification at each stage
- identify the widest range of possible pathways for participants, based on need, choice and stage of development
- highlight implications for coaching practice
- be subject to ongoing research and development.

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<tr>
<th>3 Years</th>
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<tbody>
<tr>
<td>Map out and agree an overall framework for Long-term Participant Development (April 2008)</td>
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<td>Clarify roles and responsibilities regarding the participant development pathway (September 2008)</td>
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<tr>
<td>Complete participant development technical document including implications for coaching practice (September 2008)</td>
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<tr>
<td>Overall framework for LTDPD in place (September 2008)</td>
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<tr>
<td>Agree required research and developments to inform future iterations of participant model and technical document (November 2008)</td>
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</table>
Set out and implement a clear, comprehensive and inclusive model for the long-term development of coaches across the UK.

The model should:

- service the needs of all coaches and volunteers (part- and full-time) as they progress through stages
- maximise their contribution to participant pathways including children, disabled people, players and athletes
- be underpinned by a technical reference document reviewed bi-annually
- be subject to ongoing research and development
- set out clear terminology for use across the sports industry and in language understandable to children, disabled people, players, athletes, coaches and parents/carers
- identify routes by which more minority groups/identified populations will become involved in coaching.

3 Years

Complete and agree a Specific Action Delivery Plan (March 2007)
Map out and agree an overall framework for Long-term Coach Development including underpinning principles (April 2008)\(^2\)
Complete coach pathway technical reference document including flexibility of coach pathway, vertical/horizontal opportunities, recognition of previous experience, equitable provision, ownership of learning by coaches, accessibility in all regions/nations, relevance to coaching environment, training needs analysis (November 2008)
Commence coach pathway pilot projects (April 2008)
Clarify roles and responsibilities regarding the coach development pathway (November 2008)
Agree required research and developments to inform future iterations of the Long-term Coach Development model and technical document (November 2008)

7 Years


11 Years

Review coaching pathway (2013, 2015)
Strategic Action Area: The UK Coaching System

Specific Action 4: Coaching strategies

Set out and implement inclusive sport-specific coaching strategies at UK, national, regional and local levels.

Strategies should:

- be linked to sport-specific models of LTPD, LTDPD and LTCD, one-stop plans and governing body of sport strategic plans
- be underpinned by strong governing body of sport coaching systems and capacity
- maximise integration with local, regional and national goals and structures
- identify and support the skill sets of key governing body of sport personnel
- identify specific measures to maximise coaching of disabled people.

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<th>3 Years</th>
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<tbody>
<tr>
<td>Complete and agree a Specific Action Delivery Plan (March 2007)</td>
<td>Ten sports to be ranked within the world’s top five for their sports coaching systems</td>
<td>Fifteen sports to be ranked within the world’s top five for their sports coaching systems</td>
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<tr>
<td>Audit current position using The UK Coaching Framework Programme Initiation Document as a reference point (April 2008)</td>
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<tr>
<td>Confirm coaching strategies including participant and coaching targets over a 3–7–11 year period (March 2009)</td>
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<tr>
<td>Embed coaching plans within whole sport/one-stop and home country governing body of sport strategic plans (March 2009)</td>
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<tr>
<td>Identify and address capacity issues</td>
<td></td>
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<tr>
<td>Agree and have in place UK and Home Country Sports Council coordination (both at sport-specific and management/policy level for delivery of The UK Coaching Framework) (May/June 2008)</td>
<td></td>
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<tr>
<td>Agree and establish Coaching Scorecard (by December 2008) and the preliminary position of sports benchmarked internationally (by March 2009)</td>
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Strategic Action Area: Front-line Coaching

**Specific Action 5: Active, skilled and qualified coaches**

Recruit and retain qualified coaches with the skills to coach inclusively at each phase of the participant pathway.

The coach and coach-support workforce should:

- be underpinned by an audit, role descriptions and employment/deployment systems
- identify hours/numbers which will be quantified within a UK-wide Targets and Resources document.

The coaching system should:

- build clear and viable pathways for coaches
- recognise, reward and value coaches at each stage.

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<th>3 Years</th>
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<tbody>
<tr>
<td>Complete and agree a Specific Action Delivery Plan (March 2007)</td>
<td>Annual report of coaching numbers (volunteer, part- and full-time), coaching hours, hours of coaching delivered and coaching ratios</td>
<td>Have skilled coaches in place at all stages of the Long-term Participant Development model meeting the needs of participants</td>
</tr>
<tr>
<td>Establish a system to audit current position on coaching workforce (March 2009)</td>
<td>Implement UK standards for the recruitment, employment and deployment of coaches</td>
<td></td>
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<tr>
<td>Identify specific roles and skills of coaches and coach-support workforce required to deliver at each stage of the Long-term Participant Development model (March 2009)</td>
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<tr>
<td>Identify model of coaching hours required against each stage of the Long-term Participant Development model (March 2009)</td>
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<tr>
<td>Identify targets by sport, UK, nation and region against each stage of the Long-term Participant Development model (March 2009)</td>
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<tr>
<td>Establish tracking mechanism, technology for active, skilled and qualified coaches (March 2009)</td>
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<tr>
<td>Establish UK standards for the recruitment, employment and deployment of coaches (2009)</td>
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## Strategic Action Area: Front-line Coaching

### Specific Action 5: Active, skilled and qualified coaches (continued)

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<tr>
<td>Targeted recruitment and deployment of coaches with an emphasis on 2012 and 2014 coaches (March 2009)</td>
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<tr>
<td>Targeted media campaign – Phase 1 (March 2009)</td>
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<tr>
<td>Recognition strategy in place rewarding and valuing coaches at each stage of the Long-term Coach Development model (March 2009)</td>
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</table>
Maximise the role of coaching in the education sector, complementing the expertise of PE teachers and other professionals within the education sector.

This is through:

- primary/secondary schools, HE, FE and schools networks
- employment and deployment of coaches
- development of coaches of disabled people.

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<tr>
<th>3 Years</th>
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<tbody>
<tr>
<td>Complete and agree a Specific Action Delivery Plan (March 2007)</td>
<td>Have in place full framework for coaching in education</td>
<td>Full implementation of coaching in education infrastructures</td>
</tr>
<tr>
<td>Identify targets for coaching in the primary sector (April 2008) with CPD, specialist qualifications and licensing proposals in place subject to feasibility study, coaching children qualifications and CPD being piloted (March 2009)</td>
<td></td>
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<tr>
<td>Commence licensing scheme for schools coaches subject to feasibility study (2009)</td>
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<tr>
<td>Sign off HE Action Plan with formal liaison mechanism in place (2008)</td>
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<tr>
<td>Have in place advisory service for FE and HE institutions in the planning of their courses (2009)</td>
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<tr>
<td>Have in place and implement a kite-marking system for HE coaching courses (2009)</td>
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</table>
Proposed roles of the Higher Education (HE) sector

1 **Courses in coaching**: A mechanism for ‘quality-marking’ courses in coaching in the HE sector is proposed. This will place initial emphasis on sport-specific coaching including the establishment of close working relationships with relevant governing bodies of sport. The quality-marking mechanism will be developed by sports coach UK in conjunction with HCSCs. In the context of a Coaching Standards Group it will be linked to the licensing of coaches (see point 4 on this page).

2 **Planning, delivering and reviewing UKCC Level 4**: HE institutions with appropriate expertise will be encouraged to forge links with relevant governing bodies of sport and disability organisations to plan, deliver and review courses at Level 4. These courses may be integrated in sport-specific coaching programmes (as outlined above) or may be stand-alone ones by agreement with relevant governing bodies of sport and the proposed Coaching Standards Group.

3 **National/regional coaching centres/hubs**: The establishment of coaching centres/hubs is being considered in the context of The UK Coaching Framework as appropriate to each home country. Involvement in these centres/hubs of HE institutions with a strong pedigree and commitment to coaching is proposed. The location of centres/hubs at HE institutions is a possibility, particularly where the institution runs quality-marked coaching courses and holds a strong record in participant development and employment of coaches. It is proposed to identify ‘minimum operating standards’ to ensure commonality of provision in designated coaching centres/hubs. The concept requires further discussion taking into account the different circumstances in each home country.

4 **Coaching as a professionally regulated vocation**: It is proposed the HE sector will act as a partner in establishing coaching as a professionally regulated vocation. This would provide appropriate CPD and the legacy of an integrated coaching infrastructure.

5 **Research, development and policy formulation**: It is proposed The UK Coaching Framework be underpinned by a strong research and development agenda on participant and coach expertise, as well as participant and coach development pathways in sport and disability sport. The HE sector is seen as having a key role in fulfilling this agenda and is linked to the sports coach UK research group. Through its work in coaching and research the HE sector informs future policy on the development of coaching and coach education.

6 **Collaborative ethos**: A strong collaborative ethos is proposed to be fostered between HE institutions in the context of The UK Coaching Framework.

7 **Audit**: An audit of current provision (eg research and subject-matter capacity of higher education institutions, range of courses, expertise) should be undertaken. This should include identification of markets for courses in coaching and take account of the outcomes of the European AEHESIS (Aligning European Higher Education Structure in Sport Science) project.

8 **Specialist qualifications**: Further discussion will occur with relevant agencies to identify a mechanism to ensure coaches are appropriately qualified to work with children in schools. The mechanism will also aim to provide teachers with relevant CPD at different stages of the curriculum and when working with various disabilities.
Strategic Action Area: Support for Coaches

Specific Action 7: Coaching support and system delivery

Establish accessible and effective education, delivery systems and resources to underpin the long-term development of coaches and the coach education workforce in the context of the UK Coaching Certificate and effective CPD programmes.

This should:

- be linked to governing body networks and community, school and local agencies and sports partnerships as appropriate
- be underpinned by web-based support, learning resources, direct delivery, CPD opportunities, media campaigns, licensing and registration, coaching bursaries, forums and networks
- be supported by well-developed mentoring systems
- identify specific measures and programmes for coaches working with disabled people, girls and women, black and ethnic minorities and socially disadvantaged groups.

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<th>3 Years</th>
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<tr>
<td>Complete and agree a Specific Action Delivery Plan (March 2007)</td>
<td>Have in place comprehensive services for coaches working at all phases of the pathway</td>
<td>Have in place world-leading services and publications available to coaches working at all levels of the pathway</td>
</tr>
<tr>
<td>Identify coach support needs against the LTCD model (April 2008)</td>
<td></td>
<td></td>
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<tr>
<td>Map current services and supports to coaches at different levels and in each home nation in sport and disability sport (April 2008)</td>
<td>Review role of coaching centres and networks to ensure they are supporting coaches’ needs (June 2012)</td>
<td></td>
</tr>
<tr>
<td>Map current services and supports for coach-support workforce in each home nation in sport and disability sport (September 2008)</td>
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<tr>
<td>Review current provision and delivery mechanism for coaching workshops (April 2008)</td>
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<tr>
<td>Have in place revised workshop and CPD framework (November 2008)</td>
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Strategic Action Area: Support for Coaches

Specific Action 7: Coaching support and system delivery (continued)

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<tr>
<td>Develop a UK-wide resource strategy for coaches in sport and disability sport, working with governing bodies, policy and funding partners to maximise the expertise and resources of Coachwise (October 2008)</td>
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<tr>
<td>Complete work on e-coach and related systems to enable a system for individualised support for coaches (2008)</td>
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<tr>
<td>Have an Information System development plan to maximise web-based and other supports to coaches (October 2008)</td>
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<tr>
<td>Establish coaching centres/hubs and networks across the UK (2008/9)</td>
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Specific Action 8: Targeted development of coaches

Establish appropriate systems to identify, train, qualify and support quality coaches for specific sport populations. This should commence with coaches of high-performance athletes, talent-identified athletes, children and coaches of disabled people.

Coaches of high-performance and talent-identified athletes – Establish and implement an integrated system for the support and development of coaches through four programmes:

1 The World Class Coach Programme
2 The Regional High Performance Coach Programme
3 The Club and Coach Programme
4 The Former Participant Programme (as part of points 1–3 above).

Coaches of children – Establish and implement an integrated system for the support and development of coaches of children in line with the UK Coaching Model. The recommendations of the Coaching Children Working Group will guide this work and multi-agency groups will be established in policy, curriculum and implementation areas.

Coaches of other populations – Establish and implement an integrated system for the support and development of coaches of targeted populations in line with the UK Coaching Model.

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<tbody>
<tr>
<td>Complete and agree a Specific Action Delivery Plan (March 2007)</td>
<td>World Class Coach Programme annual cycles 2009–2012 for 30 coaches</td>
<td>World Class Coach Programme annual cycles 2012–2016 for 30 coaches</td>
</tr>
<tr>
<td>Determine roles and responsibilities of key partner agencies involved (September 2008)</td>
<td>Implement Regional High Performance Programme (2009–2012)</td>
<td></td>
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<tr>
<td>Audit and target-set coaches for 2012 Olympic and Paralympic Games (April 2008)</td>
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<tr>
<td>World Class Coach Programme annual cycles 2006, 2007, 2008 for 30 coaches</td>
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### Strategic Action Area: Support for Coaches

#### Specific Action 8: Targeted development of coaches (continued)

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<tr>
<td>Establish a formal and effective partnership between UK Sport and sports coach UK (2008)</td>
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<tr>
<td>Investigate financial incentive packages for coaches producing medal-winning performances in 2012 (March 2009)</td>
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Strategic Action Area: Support for Coaches

Specific Action 9: Coaching qualifications and CPD

Develop coaching qualifications, CPD and specialist qualifications linked to the pathway phase/target group/disability. Commence with inclusive coaching of primary-aged children.

- Development should be within a national CPD template.
- Include sustainable access to core UKCC and UKCPD programmes.

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<th>3 Years</th>
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<tbody>
<tr>
<td>Complete and agree a Specific Action Delivery Plan (March 2007)</td>
<td>Full range of specialist qualifications available linked to CPD framework</td>
<td>Review specialist qualification framework</td>
</tr>
<tr>
<td>UK Coaching Model mapped</td>
<td></td>
<td></td>
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<tr>
<td>UKCC consolidated and future direction agreed (March 2009)</td>
<td></td>
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<tr>
<td>Map out UKCPD programme (2008) and commence (2009)</td>
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<tr>
<td>Establish inter-agency groups to determine specialist qualification needs/</td>
<td></td>
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<tr>
<td>CPD in coaching children (2006)</td>
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<tr>
<td>Scope and pilot coaching children pathways (March 2009)</td>
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<tr>
<td>Establish position on the development of specialist community and school-</td>
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<td>sport coaches (October 2008)</td>
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<tr>
<td>Implement first phase of specialist qualifications (March 2009)</td>
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Strategic Action Area: A Professionally Regulated Vocation

Specific Action 10: Licensing and registration

Set out and implement the steps needed to establish coaching as a professionally regulated vocation recognising volunteer and part-/full-time roles. As a first step conduct a detailed feasibility study on the licensing and registration of coaches.

These steps should:

- recognise agreed quality standards
- reflect the needs of coaches working in voluntary, part-/full-time roles and include coaches of disabled people and other under-represented groups
- be underpinned by a licensing system for coach educators, designated groups of coaches and a registration system for volunteer coaches subject to feasibility study outcomes
- be branded and profiled against 2012 and 2014 legacy agendas
- classify and quality-assure CPD systems.

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<tr>
<td>Complete and agree a Specific Action Delivery Plan (March 2007)</td>
<td>Have in place registration system for volunteer coaches and licensing systems for lead volunteer coaches, subject to feasibility study Licence review (2012)</td>
<td>Registration review (2014)</td>
</tr>
<tr>
<td>Feasibility study and project plan on licensing and registration (2006)</td>
<td>Registration review (2014)</td>
<td>Review the need for the establishment of a coaching professional body (2014) to support the growing coaching industry</td>
</tr>
<tr>
<td>Consultation on and publication of proposed professional framework (by August 2008)</td>
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<tr>
<td>Agree on UK Licence and Registration Framework proposals and implementation plan (August 2008)</td>
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<tr>
<td>Audit current position of sports regarding provision of a license and registration system against the agreed framework (April 2009)</td>
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<tr>
<td>Identify and agree specifications for systems and services required to deliver the agreed UK Coach Licence and Registration Framework (August 2008)</td>
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<tr>
<td>Have in place Coaching Standards Group (2007)</td>
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<tr>
<td>Agree role of the Coaching Standards Group in respect to the UK Licence and Registration Framework, to include appropriate links with the coaching industry (August 2008)</td>
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<tr>
<td>Have in place licensing system for key coaching workforce personnel including coach educators, assessors and verifiers (March 2009) subject to feasibility study</td>
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**Specific Action 11: Profile and recognition of coaching**

**Conduct a sustained, long-term campaign to raise the profile and recognition of coaching at all stages**

The campaign should establish coaching scholarship and support systems including coaches of disabled people.

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<th>11 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a communications strategy (2008)</td>
<td>Coaching fully integrated into 2012 coverage</td>
<td>Fully integrate coaching into 2014 coverage</td>
</tr>
<tr>
<td>Phase 1 of media campaign (2008)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have in place parameters of coaching scholarship scheme (2008) and implement (2009)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Map out UK Coaching Awards structures in collaboration with the Home Country Sports Councils (2008)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have in place UK-wide coaching awards structure (2008)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Strategic Action Area: Research and Development

### Specific Action 12: Research and development

Implement an ongoing research and development programme into participant and coach pathways, coaching quality and expertise and coaching interventions, programmes and resources in sport and disability sport in line with The UK Coaching Framework priorities.

The programme should include strong links with governing bodies of sport, the HE sector and other relevant agencies.

<table>
<thead>
<tr>
<th>3 Years</th>
<th>7 Years</th>
<th>11 Years</th>
</tr>
</thead>
</table>
| Complete and agree a Specific Action Delivery Plan (March 2007)  
Produce a research strategy for The UK Coaching Framework (October 2007)  
Agree research and development strategy for new learning programmes and resources (November 2008)  
Agree mechanism for engaging governing bodies of sport, higher/further education, policy and equity organisations and Home Country Sports Councils in the research and development agenda (April 2008)  
Align emerging research strategies of sports coach UK and partner agencies to The UK Coaching Framework research strategy (November 2008)  
Have in place communications/dissemination strategy for research (2007)  
Participant development literature review (November 2008)  
Coach development literature review (January 2009)  
Coach Tracking Study (March 2008, 2009)  
Coaching workforce audits bi-annually (December 2008)  
Revised Targets and Resources document (March 2009) | Review and revise The UK Coaching Framework research strategy (March 2009, 2011)  
Participant Development Retrospective Study (October 2011)  
Coach learning and development research: exploring informal and formal methods (June 2010)  
Coach Tracking Study (March 2010, 2011, 2012)  
Best practice model of coach development (December 2009, 2011)  
Coaching Practice and Expertise Study (March 2010)  
Coaching workforce audits (December 2010, 2012)  
Barriers to coaching in equity groups (December 2010, 2012)  
Impact of coaching interventions (November 2009, 2011)  
Partner research strategies emerging against The UK Coaching Framework research strategy (December 2013, 2014, 2015)  
Impact of coaching interventions (2013, 2015) |
“5 strategic action areas and 12 specific actions for adaption into each sport and each country”
clear roles, teamwork and synergy
## APPENDIX 2:
### Roles in Implementation

<table>
<thead>
<tr>
<th>Agency</th>
<th>Core Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Olympic Association</td>
<td>Identifies specific coaching challenges of operating in and preparing participants for the Olympic environment.</td>
</tr>
<tr>
<td>British Paralympic Association</td>
<td>Identifies specific coaching challenges of operating in and preparing participants for the Paralympic environment.</td>
</tr>
<tr>
<td>Clubs</td>
<td>Provide and quality-control coaching to targeted groups.</td>
</tr>
<tr>
<td>Coachwise</td>
<td>Leading provider of services, products and systems for the long-term benefit of coaches, children, parents/carers, players and athletes in line with the objectives of The UK Coaching Framework.</td>
</tr>
<tr>
<td>Further education institutions</td>
<td>Provide coaching and coach-education opportunities to targeted groups linked to the participant pathway, governing body programmes, the UKCC and The UK Coaching Framework.</td>
</tr>
<tr>
<td>Governing bodies of sport</td>
<td>Lead design, delivery and review of the coaching system within their sport in home country and UK contexts.</td>
</tr>
</tbody>
</table>
## Roles in Implementation

<table>
<thead>
<tr>
<th>Agency</th>
<th>Core Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher education institutions</td>
<td>Provide coaching, coach education and coaching research opportunities to targeted groups linked to the participant pathway, governing body programmes, the UKCC and The UK Coaching Framework.</td>
</tr>
<tr>
<td>Home Country Sports Councils</td>
<td>Advise on and implement coaching policy and funding and review mechanisms for coaching in the context of home country sporting policies.</td>
</tr>
<tr>
<td>Institutes of sport</td>
<td>Provide support for coaches of high-performance participants within each home country as appropriate and support regional/national initiatives for the implementation of The UK Coaching Framework.</td>
</tr>
<tr>
<td>Local authorities</td>
<td>Employ and deploy coaches in line with local needs linked to the coaching plans of governing bodies of sport, relevant local and regional coaching plans and government targets in each home country.</td>
</tr>
<tr>
<td>Regional coaching centres/hubs</td>
<td>Provide a strong regional focus for the development of coaching and coach education. These centres/hubs are strongly networked to local/regional agencies and to national plans of governing bodies.</td>
</tr>
<tr>
<td>Regional sporting agencies</td>
<td>Employ and deploy coaches in line with local needs linked to the coaching plans of governing bodies in sport, relevant local and regional coaching plans and government targets in each home country.</td>
</tr>
<tr>
<td>Schools</td>
<td>Provide high-quality physical education and school sport to all children aged 5–16 in line with home country targets.</td>
</tr>
</tbody>
</table>
# Roles in Implementation

<table>
<thead>
<tr>
<th>Agency</th>
<th>Core Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>SkillsActive</td>
<td>Provides support for appropriate integration of coaching into UK-wide qualifications and funding frameworks, and sector workforce development plans.</td>
</tr>
<tr>
<td>sports coach UK</td>
<td>Leads and supports development of the UK Coaching System in the context of The UK Coaching Framework in partnership with all key agencies.</td>
</tr>
<tr>
<td>Sports partnerships (these vary in nature and size throughout the UK. For example, local authorities and library boards)</td>
<td>Employ and deploy coaches in line with local needs linked to the coaching plans of governing bodies in sport, relevant local and regional coaching plans and government targets in each home country.</td>
</tr>
<tr>
<td>UK Sport</td>
<td>Leads the development of the high-performance sports system and supports the UK Coaching System.</td>
</tr>
<tr>
<td>Youth Sport Trust</td>
<td>Provides training and development support to schools and school sport partnerships (in England) to enable an increase in the quality and range of opportunities for young people to take part in, progress and learn through PE and school sport.</td>
</tr>
</tbody>
</table>
clear roles, teamwork and synergy
a cohesive structure to support and guide the development of the UK coaching system
APPENDIX 3:
Programme Governance and Management

<table>
<thead>
<tr>
<th>Strategic/Policy Direction</th>
<th>Programme Management/Development</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK Coaching Strategy Group</td>
<td>UK Coaching Framework Steering Group</td>
<td>Home Country Delivery Mechanisms</td>
</tr>
<tr>
<td>Sports coach UK Group Board</td>
<td>Sports coach UK Group Management</td>
<td>Support Agencies</td>
</tr>
<tr>
<td>Coaching Standards Group</td>
<td>Coaching Advisory Group</td>
<td>Sports</td>
</tr>
</tbody>
</table>

- UK Coaching Strategy Group: Sets policy context and monitors progress
- Sports coach UK Group Board: Leads system development and ensures progress
- Coaching Standards Group: (Function and structure under review)
- UK Coaching Framework Steering Group: Overviews and guides the development and implementation of The UK Coaching Framework in line with the Programme Initiation Document
- Sports coach UK Group Management: Operational mandate to develop and implement The UK Coaching Framework
- Coaching Advisory Group: Provides a coherent and streamlined mechanism to engage and consult with governing bodies across the UK
- Home Country Delivery Mechanisms: Manages and supports home country partners to develop and implement The UK Coaching Framework
- Support Agencies: Development and implementation of generic resources and systems to support The UK Coaching Framework
- Sports: Development and implementation of The UK Coaching Framework for the sports across the UK

Figure 4: UK Coaching Framework Governance, Management and Decision-making Structure

Denotes lines of reporting ———
Denotes lines of consultation ———
UK Coaching Strategy Group

An inter-agency UK Coaching Strategy Group evolving from the Coaching Steering Board will be established from April 2008 to outline the context of coaching policy within the UK. Leadership and implementation of this policy will be carried out by sports coach UK. The UK Coaching Strategy Group will:

- review and monitor progress of The UK Coaching Framework against the five strategic action areas and four key resource pillars
- systematically review on an annual basis the progress made towards the vision of The UK Coaching Framework
- identify ongoing key policy issues as they relate to coaching and their potential impact on The UK Coaching Framework
- encourage, challenge and support partners and delivery agents to implement The UK Coaching Framework
- ensure explicit recognition of equity and inclusion in all aspects of The UK Coaching Framework
- promote and communicate coaching in line with The UK Coaching Framework objectives.

The UK Coaching Strategy Group will be composed of:

- a representative from each administrative government department in England, Northern Ireland, Scotland and Wales
- a representative from each Home Country Sports Council
- a representative from UK Sport
- a representative from SkillsActive
- two governing body representatives selected by participating sports within The UK Coaching Framework.

UK Coaching Framework Programme Management Structure

A UK Coaching Framework Steering Group will be established and managed by sports coach UK and be accountable to the Group Board. It will provide regular reports to the UK Coaching Strategy Group. A Programme Initiation Document will be developed to include three main projects: development, implementation and excellence. The work programme for each of the five Strategic Action Areas of The UK Coaching Framework will be identified:

- The UK Coaching System
- Front-line Coaching
- Support for Coaches
- A Professionally Regulated Vocation
- Research and Development.
The UK Coaching Framework Steering Group will identify resource requirements for developing the system and requires agreement on how the UK and home country dimensions of The UK Coaching Framework are funded. Responsibilities of agencies involved in both the development and delivery processes will be identified, underpinned by the fundamental principle that tailored local, regional and national delivery is key to the success of The UK Coaching Framework.

**Home Country Delivery Mechanisms**

Each home country will develop a mechanism to formulate and deliver its own coaching policies and to align efforts and resources with The UK Coaching Framework objectives. Discussions are on-going with each home country on how this should occur, to be completed by March 2009.

**Coaching Advisory Group**

Governors have a central role in the implementation of The UK Coaching Framework. In this context they will lead a Coaching Advisory Group that will:

- represent all governing bodies of sport on a UK-wide basis and work in partnership with sports coach UK to advise on the design, development and implementation of technical issues, philosophy, systems, services and programmes affecting the delivery of coaching and coach education within The UK Coaching Framework
- provide a two-way communication flow between the governing body forum and the UK Coaching Strategy Group, The Coaching Framework Steering Group and the sports coach UK management team.

**sports coach UK Management**

sports coach UK will lead the coordination and development of The UK Coaching Framework. This will include management of The UK Coaching Framework Steering Group, coordination of UK Coaching Strategy Group work and the generation of progress reports of The UK Coaching Framework to the sports coach UK Group Board and UK Coaching Strategy Group.
a cohesive structure to support and guide the development of the UK coaching system
The Framework will deliver a long-term coaching legacy and world-leading UK system by 2016.
Notes Related to the Text

1 The 1st Coaching Summit attended by governing bodies of sport, Home Country Sports Councils, UK 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.’

2 The sport strategy statements of home countries have placed 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 objectives set out in Game Plan (2001). In Scotland, Reaching Higher makes it clear that well-trained, confident, capable coaches are core to the delivery of the national outcomes of increased participation and improved performance. In Wales, the Welsh Assembly-funded Coaching Plan for Wales contributes to the recruitment, training, qualification and retention of coaches as part of the overall strategy for the Sports Council for Wales – Climbing Higher. Sport Northern Ireland has stated: ‘The UK Coaching Framework is complementary to our business plan and very much reflects our business plan priorities, particularly in regard to the development of a quality coaching workforce.’


5 The Inclusion Spectrum developed by EFDS provides a useful framework for identifying and responding to the needs of disabled people in sport.

6 The UK Coaching Framework will enable and value full involvement of those with the talent and desire to coach, create a positive environment in which there is equal opportunity to be involved in coaching at each chosen level and capacity, promote equality through coaching, coach education and coach development and target under-represented groups to ensure they have opportunities to develop and be deployed as coaches, whether paid or unpaid.

7 During the course of the development of The UK Coaching Framework, consensus on a 4x4 model of Long-term Coach Development has emerged. This model proposes four main domains of coaching expertise (coaching children; coaching talent-identified/performance athletes; coaching participation-oriented athletes; coaching high-performance athletes). Four main roles/stages of development have also been identified: assistant coach; coach; senior coach and master coach. Work is ongoing on the development of the proposed model.

8 Terminology under review.

9 The Group should also ensure education of coaches is guided by a clearly articulated set of principles which: are child-centred, rooted in child development, focused on outcomes for children, holistic in their approach, ensure equality of opportunity, involve children and families, build on strengths as well as identifying difficulties, be multi/inter-agency in their approach, have a continuing process, are not an event, provide and review services, are informed by evidence.


11 This will include Phase 1, 2 and 3 sports in the UKCC and other sports signing up to The UK Coaching Framework.

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 the coaching environment, training needs analysis (tools and mechanisms for needs analysis to be identified).

13 Application of the World Class Coaching System matrix will be reviewed in light of the overall framework and priorities of The UK Coaching Framework.

14 Proposals for possible roles of the HE sector within the context of The UK Coaching Framework are included on Page 52.

15 It is proposed to establish a multi-agency group to examine this issue.
The Framework will deliver a long-term coaching legacy and world-leading UK system by 2016
‘The opportunity to learn from someone who has the sport as a specialist discipline...greater knowledge and enthusiasm.’ parent
‘I like it because my coach shows me how to do it, because I want to be good at it, I show her what I can do and she says “well done”.’ younger athlete
‘My coach motivates me and helps me to become better, even when it’s hard. I feel good about myself when I can see an improvement.’ adult athlete
‘Seeing them have fun, learn and develop. Seeing the spark when they achieve something they have been working hard for!’ coach