PREFACE

WHAT IS THIS DOCUMENT AND WHO IS IT FOR?

This document is aimed primarily at governing body staff and other partners who play a key role in building their sport-specific coaching systems. Others involved in policy, funding and the development of coaches should also find sections relevant and useful to their roles. The document should also be of use to those involved in programme planning at club, school, community, county and regional level, in that it provides a framework for analysing the types of participants in a range of contexts, from recreation to high-performance sport. For those involved in different sports, it is recommended that you also consult the materials from the coaching department of your governing body as substantial progress has been made in the development of sport-specific models.

This document is presented as a reader's guide to participant development modelling. It is a user guide for you to dip into as appropriate. It tells you what generic information is currently available to help you build a participant development model that is relevant for your sport and what information will be available in the future. It also sets out step-by-step instructions on how to build your sport-specific participant development model, though this is subject to continual refinement as more sports become involved in the process and good practice is distilled. This resource is intended to complement the material contained in the Coaching Workforce 2009–2016 document, and there will be some necessary overlap between these two documents.

Some sports may be a long way down the line in terms of participant development modelling and may find little new information in this document. For such sports, this becomes a review and checking tool. For other sports, this is relatively new information or information that has been given to you in stages. We have also posed some questions that relate to new or additional information to highlight the fact that this information is currently in development. The information presented in this document will be evolved, with updated versions produced at regular intervals.
CONTENTS

Preface – What is this Document and Who is it For? 1
Introduction 1
What is Modelling? 5
The Participant Development Model 7
Building the Participant Development Model 37
Case Study related to the Participant Development Model 39
Useful References 43
It is only just over one year since the formal launch of The UK Coaching Framework. During that time, 31 sports across the UK and each of the four home countries have started to use The Framework as the key reference point for developing their coaching systems.

The 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 and that is world number one by 2016.

The Framework includes the agreed vision, principles and outcomes for stakeholders: to deliver fundamental changes in the UK Coaching System (Strategic Action Area 1 of The UK Coaching Framework) towards creating a world-leading coaching system.

- Governing bodies of sport are recognised as the lead agencies in sport-specific coaching.
- Partnership working is essential; involving governing bodies, clubs, schools, communities, local authorities, further and higher education sectors and others.
- Fully inclusive participant and coach pathways, as outlined in governing body of sport plans, will be central to decision making.

sports coach UK will lead the development of generic technical products and tool kits, based on models of best practice and cutting-edge expertise, for adaptation by stakeholders into home country and sport-specific coaching systems.

When mention is made of the UK Coaching System (Strategic Action Area 1 of The UK Coaching Framework), this refers to the generic infrastructure and networks of coaching in the UK that support and deliver the aim of having skilled, active and qualified coaches at all stages of participant development in sport. Reports such as Coaching Matters, the Coaching Taskforce and the Vision for Coaching have reported weaknesses with existing coaching provision. To build a world-leading system, we need something to aim for: a set of good practice prescriptions for the future.

The UK Coaching Model (see Figure 1) is a high-level diagrammatic representation of these good practice prescriptions. It provides the blueprint for a world-leading UK Coaching System (Strategic Action Area 1 of The UK Coaching Framework) and explains this in terms of:

- key components
- how these are developed sequentially
- their interrelationships

To ensure that the system works in a coherent and effective manner.
A defining feature of The UK Coaching Framework vision and the UK Coaching Model is the centrality of participant need in setting out a world-leading coaching system and the shaping of the coaching workforce for the future. As a consequence, extensive work has been done on the underpinning concepts of participant development. This document aims to identify key principles, issues and good practice in relation to modelling participant development.

The creation of a world-leading coaching system by 2016 will be built upon the strength of sport-specific coaching systems that are supported by wider coaching support networks involving a range of agencies. At the heart of the system will be the participants and the coaches. It is the role of governing bodies, in terms of contributing to system building within coaching, to develop a clear picture of the priorities of the sport, how it contributes to participant...
development and what the implications are for the coaching workforce now and into the future. This approach will require us to project what participants should experience and what skilled coaches will look like in the future; for example, what will expert performance look like in your sport? What recreational activities will be both popular and effective for long-term sustainability in your sport? What type of physical activities will children be doing to help prepare them for your sport?

How many coaches and what type will you need to support the variety of participants in your sport?

For these reasons, it is recommended that each sport has a clear view of the following models:

- the Participant Development Model (PDM)
- the Coach Development Model (CDM)
- the UK Coaching Model.

As identified in The UK Coaching Model (Figure 1), the coach–participant relationship is central to the creation of a world-leading coaching system. Participants have differing needs and a variety of motives for taking part in sport, including performance objectives, satisfaction, enjoyment and personal development. It is vital that we provide coaches with the skills to ensure that this relationship works effectively for both parties. We, as people involved in building coaching systems, can contribute to its effectiveness by fully understanding:

- participants
- coaches
- the relationship between the two.

Participant development modelling will focus our thinking on participant need, which will subsequently inform policies and practice around coach development.

Providing the appropriate environment and infrastructure to underpin an effective working relationship between coaches and participants is central to any coaching system. The challenge for your sport is to undertake a clear analysis of the priorities of the sport now and in the future. This should be based on a realistic assessment of who currently takes part in the sport and why, as well as projections about future developments in the sport that have a realistic chance of being implemented. It is also essential to ensure that you understand the participants fully:

- who they are
- what the diverse participant populations and segments are in your sport (essentially your market analysis)
- what makes them who they are (ie the skills, knowledge and behaviours they need to achieve their goals – these are the participant capabilities)
- the general stages and sequence in which they develop these broad participant capabilities as they progress along the ‘novice to master’ continuum – these are the stages of development
- the different participation opportunities available to them throughout their development (eg recreation and high-performance opportunities)
- what flexible, connecting routes they can decide to take through the different contexts to help them develop – these are the participant pathways.
WHAT IS MODELLING?

This section gives a broad outline of the concept of modelling. This will help you understand what modelling is and how this approach can help to underpin the development of more effective coaching systems. Crucially, modelling is not just about the production of a series of pictures and diagrams that takes you away from your daily business – it should be part of it. If this task is approached in the right way, it should inform both your strategic and operational, day-to-day planning in the future and, by making you think ahead, it should make your job easier in the long run. Modelling goes to the core of what your sport is about, what the sport contributes to participants and, therefore, what your coaching workforce needs to look like.

Modelling is a technique to express, visualise and analyse, building on a clear evidence base of the present and a values-based view of the future; it is a process of thinking about how concepts and visions can be expressed in more concrete terms; models may help in explaining and applying key concepts and theories. Modelling can also help us to visualise concepts and aspirations that do not exist at present or something tangible that needs modifying. Modelling is used in many different professions for slightly different reasons, but a core feature across professions is the creation of language and concepts that provide the basis for the building of systems (eg in medicine, architecture or education). Models usually involve the creation of both diagrams and explanations to describe the present situation and project into the future.

In coaching, modelling is about describing where we are today and thinking for the future about what is and what is not possible (eg what your sport’s world-leading coaching system should look like in 2016). In order to build a model for the future, you must understand where your sport is today. So, while this document mainly deals with models for the future, it is essential that your approach is informed by a knowledge of the current position in your sport. The use of the methods described in the Coaching Workforce 2009–2016 document will help you to achieve this, and it is also possible to apply the modelling methodology to give a current picture of your coaching system and the participant and coach development models for your sport.

Modelling helps us consider:

- where we are now, what the various components of the coaching system look like now, how these components relate to each other and why they were built that way in the first place
- what additional information we will need to build new or revised models for the future and what external support may be required
- who will need to be involved in these developments and how to plan for these in a phased approach
- how we can best describe what we want the various elements of the coaching system to look like in the future.

The value of participant development modelling is that PDMs can be used:

- to help identify who your participants are
- to identify broad populations and more detailed segments based on the similarity of participant needs
• to inform curriculum design and identify participant capabilities

• to inform sport system organisation, including coaching

• as a tool for aiding understanding, planning and decision making in sport.

The Coaching Workforce 2009–2016 document provides slightly greater detail on the aspects relating to sport system organisation and curriculum design.
To help sports build their own PDMs, sports coach UK has developed an industry-wide generic version.

It is important to note that the generic PDM (Figure 3) is aspirational: it reflects how the participant population could be thought about and structured, rather than how it actually is. It is a model for participation in sport, rather than a model of participation. For example, in some sports, there are currently very few Sustaining Performance participants, but increasing participation in this segment may become a legitimate strategic priority.

The generic model has been developed over the last two years through a consultation process involving key partners and technical experts in the field of participant development. This model is based on current research and best practice in this field. Key outcomes of this work are outlined in this section. The intention is to update and refine this generic PDM following the production of a worldwide participant development research project, which has been commissioned by sports coach UK, and feedback from various sports that are already using the information to evolve their sport-specific models. Findings from the research project will be available later this year.

* Please note the difficulty of showing overlaps clearly when presenting this model.
The Participant Development Model explained

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/stage of development. It is guided by key principles and identifies core components.

The underpinning principles are set out in the Coaching Workforce 2009–2016 document and are summarised here as follows:

**Individualised needs-led approach** – Sporting experiences should be individualised as far as possible to meet participants’ unique requirements.

**Inclusive** – The model should allow for a broad range of interconnected, fluid pathways through sports where, if one pathway is not appropriate (eg it is not challenging enough or has become too demanding), then the participant can move seamlessly to another, more appropriate pathway/sporting environment and the competition and coaching will adjust accordingly.

**Age/stage** – Participants’ needs and capabilities vary according to their age/stage. Please note that, whereas the generic PDM is *age-related*, it is not *age-dependent* as it acknowledges that participants may be the same or a similar age, but may have different needs and be at different stages of development.

**Long-term approach to development** – Emphasis is placed on development over the long term, rather than being dictated by short-term considerations such as winning at a particular event in the earlier stages of a participant’s sporting life.

**Segmentation** – Though sporting experiences should be individualised, the PDM allows for the segmentation of participants’ needs based on their age/stage, sporting objectives/pathways (eg beginner, recreational, performance) and capabilities.

**Sport specificity** – The model is most effective when adapted/contextualised to the needs of participants in specific sports. Governing bodies can use the principles and the generic model to reflect on the participants undertaking their own sport.

In the PDM depicted in Figure 3, note the:

- participant segments based on participant populations, connected to needs, sporting environments, goals, motives and stages of development
- potential pathways that participants may choose to follow, their connectivity and key transition points.

Four broad participant development populations can be identified:

- Children
- Participation
- Performance Development
- High Performance.

These broad populations have been further sub-divided into 11 participant segments (see Figure 3). Entry into these populations and segments should be flexible to allow for, and encourage, individual choice.
The lower part of the diagram emphasises the common stages of development that we would want children to experience within sport. These stages are identified as:

- Active Start
- FUNdamentals
- Learning to Play and Practice.

At present, the upper section of the diagram emphasises participant segments related to development environments within sport, linked to similarity of need. These environments have been identified on the basis of the opportunities that should be offered to participants within them, in order to facilitate participants’ development within that sporting environment and their progression to other segments, where appropriate. The environments identified within the current model include participation-oriented and performance-oriented opportunities for participants.

The rationale behind this segmentation links back to why we categorise. In this case, participants in each segment are seen as being at similar development stages or sharing common needs, goals, motives and environments. As there is a research base on the stages of development that we envisage children experiencing, the bottom segments are designed to reflect these common stages (Active Start, FUNdamentals and Learning to Play and Practice). For the subsequent categories, in the upper section of the model, we have used information related to similar needs, motives and goals as the categorisation criteria for adult participants. If and when more information on adult stages of development emerges that relates to the development opportunities and environments identified in the upper section of the diagram, we can evolve these segments to reflect the new evidence.

**Core components of the Participant Development Model**

This section gives a brief overview of each of the core components that are included in the generic PDM. It indicates how evolved each core component is and what type of information is likely to be available to you in the future.

**Participant populations** refer to a broad grouping of participants related to similarity of goals, motives and stage of development.

The following descriptors refer to the four populations and then describe the segments that are included within each particular population (as explained in the Coaching Workforce 2009–2016 document, a segment is defined as a sub-group of people sharing one or more characteristics that cause them to have similar needs):

**Children’s population**

This population, identified in the lower part of the model, identifies the common stages of development that children (ie approximately under 12 years of age) should experience early on in sport. It comprises three participant segments where fundamental, sport-related movement skills, knowledge and behaviours are developed.

Please note that, whereas these three segments relate to children, the segment entitled Learning and Re-learning to Participate overlaps with the children’s population in covering beginners of all ages who may have lapsed in terms of their sport participation. The three segments identified within this population are as follows:

1. **Active Start** – aimed at developing rudimentary movement, early fundamental movement skills and a love/enjoyment of physical activity.
2. **FUNdamentals** – where the focus is on the development of a broad range of fundamental skills in a playful context. These key underpinning skills build basic competence and confidence.
3. **Learning to Play and Practice** – aimed at sampling a range of sports, developing basic sports skills and further building participant competence and confidence.

**Participation population**

This population is seen as being similar in terms of sharing more of a recreation orientation, and their activities are normally carried out in more informal and less structured environments. The three segments identified within this population are as follows:

1. Learning and Re-learning to Participate – engagement and re-engagement of people at all
stages of the life cycle in sporting activities arising from a lapse in participation, missed opportunity within a key stage of development, injury or negative experience. As previously explained, this segment overlaps with the children’s population.

2 Developing Participation – aimed at maintaining fitness/skill development, health promotion, self-satisfaction, social interaction and relaxation, particularly during the teenage years.

3 Sustaining Participation – where there is an emphasis on personal challenge, fitness, relaxation, social interaction, enjoyment, health and well-being as it relates to adult participation.

Performance development population
This population generally covers people engaged in developing within performance-oriented, competitive sport. The four segments identified within this area are as follows:

1 Developing Performance – includes young people involved in competitive sport on a regular and progressive basis during the teenage years. These young people may be involved in a number of sporting activities and will not yet have made a commitment to any one sport at this stage.

2 Talent Development (Early Specialisation) – this segment covers those children who, because of their engagement in and commitment to an early specialisation sport such as gymnastics, are introduced to appropriate talent development training, competition and recovery programmes that ensure a safe, healthy and progressive sporting career. Please note the overlap with the children’s population (ie some participants will start talent development programmes as children).

3 Talent Development (Late Specialisation) – this segment includes young people engaged in similar types of activities as the preceding group but for late specialisation sports such as team games and athletics.

4 Sustaining Performance – this segment covers people in the early, middle and later stages of adulthood who are engaged in competitive sport across a broad spectrum of standards, from locally based competitions through to regional and national events.

High performance population
At present, this is a ‘one-segment’ population. It covers those performers engaged in and committed to high level, performance-oriented, competitive sport. It will be associated with programmes such as World Class or Podium.

At present, most sports have begun to collect data related to the different participant segments. It may be worth reading the questions below as a self-assessment to see if there is anything you need to revisit before you move on to the next stage in the process.

Has your sport asked these questions related to segmentation?
Below are a few key questions to get you started. You may need to think about how you would obtain this information and how long it will take. This is really a market research exercise and should be treated as such. Don’t worry if you do not have this information now; just plan these developments into your coaching strategies for when you are able to do this. If you can’t do a full analysis, it is still worthwhile making an educated assessment and then evolving your model as more concrete data emerges.

- What type of sport are you (eg early specialisation, late specialisation, late entry, multiple entry, early introduction but late specialisation)?
- Where are your main populations and segments in terms of participants (eg children, young people, adults)?
- Do you know overall participant numbers throughout the UK related to the segmentation in the generic model?
- Have you a sport-specific picture of your participants’ goals and motives for sport involvement (eg to compete, have fun, keep fit)?
- Do you know the environments in which they participate (eg clubs, leisure centres, centres of excellence)?
- Do you know how many times a week they participate?

This will require you to become critical in your analysis; you need to know why the current landscape is like it is...
and what influences it. This requires you to take a holistic view of the current participant landscape.

**Participant pathways**

This term refers to the different routes participants may take in their development within a sport. When participation segments have been identified, potential pathways can be mapped out. This does not mean that sports should be prescribing paths, but that consideration is given to the pathways that participants may follow so that development opportunities can be planned accordingly, to offer flexibility and choice. It includes the entry routes into participation and highlights when specific pathways connect (eg participants starting off in a recreationally oriented club and moving to a more performance-oriented pathway).

There are many factors to be considered when mapping out pathways (eg using our knowledge of stages of development and participant capabilities).

**Participant capabilities**

This term refers to the broad knowledge, skills and behaviours that participants should develop to meet their needs, achieve their goals and gain maximum enjoyment and satisfaction from their participation in sport.

Participant capabilities have been grouped under headings such as: personal, physical, mental, tactical, technical and lifestyle (see Figure 4). This is a generic classification that was based on the work of a group of technical advisers, which we are suggesting is adapted to meet sport-specific needs. It is presented here to stimulate discussion that should inform subsequent updates to this PDM User Guide.

---

In relation to coaching children, Table 1 identifies some specific skills aspects that would fall under four of these categories, which coaches would aim to develop within participants.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Mental</th>
<th>Technical</th>
<th>Tactical</th>
</tr>
</thead>
</table>
| Gradual and progressive development of:  
  - agility, balance and coordination  
  - object control  
  - travelling  
  - strength, speed, power and endurance | Gradual and progressive development of:  
  - Cognitive behavioural skills  
  - Mental skills  
  - Psycho-motor skills  
  - Psycho-social skills | Gradual development and establishment of:  
  - movement skills  
  - sending and receiving objects  
  - practising  
  - competitive skills | Gradual development of and exposure to:  
  - response to the environment  
  - understanding others and their movement  
  - understanding object movement  
  - understanding space, time and force  
  - understanding activities, their rules and how to respond to them  
  - technical skills to help tactical challenges |

Table 1: Specific skills by category

---

**Figure 4: Suggested classification of participant capabilities**
As well as these sport-specific components, there are also the important aspects within the Personal category in Figure 4, which should be underpinning features of any programme for coaching children. An excellent model for describing these features has been used in relation to positive youth development. Jelicic et al (2007) describe the five Cs of: competence; confidence; connection; character and caring. The five Cs approach may be thought of as the identification of key positive outcomes from an effective sport experience and the associated development of relevant capabilities. sports coach UK developed this work further in conjunction with technical consultants (Richard Bailey, Istvan Balyi, Clive Brewer, Dave Collins, Jean Côté, Dave Haskins, Carol Hawman and Rod Thorpe) in relation to coaching children (aged 4–12 years). As a result of this work, an adaptation has been proposed as the five Cs for coaching children, in which the important area creativity has been added and the other areas have been adjusted as follows:

Table 2: The five Cs for coaching children

<table>
<thead>
<tr>
<th>Five Cs</th>
<th>Children should:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competence</strong></td>
<td>Positive view of one’s actions, including social competence and cognitive competence – relates directly to the physical, technical, tactical and mental aspects</td>
</tr>
<tr>
<td><strong>Confidence</strong></td>
<td>An internal sense of overall positive self-worth and self-efficacy</td>
</tr>
<tr>
<td><strong>Connection and caring</strong></td>
<td>Positive bonds with people and institutions, resulting in successful relationships in family, school and community</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td>Respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong, and integrity</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Finding one’s own solutions</td>
</tr>
</tbody>
</table>

These areas contribute to the highly important personal and social development of children, and should thus become an explicit coaching outcome for this age group.

Implications for coaching from identifying these key capabilities will now be explored:

Table 3: The implications of the five Cs for coaching children

<table>
<thead>
<tr>
<th>Five Cs</th>
<th>Children should:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competence</strong></td>
<td>• be in a coaching environment where appropriate techniques and skills are learned in a progressive and enjoyable way</td>
</tr>
<tr>
<td><strong>Confidence</strong></td>
<td>• enjoy success when practising and get positive and beneficial feedback</td>
</tr>
<tr>
<td><strong>Connection and caring</strong></td>
<td>• work by themselves and in groups so they enjoy the benefits of team play and working with others and eventually enjoy the independence of community sport</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td>• understand and be able to state the benefits of exercise and when and where it can be accessed appropriately</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>• be encouraged to find their own solutions to problems so they learn, rather than simply copy and repeat.</td>
</tr>
</tbody>
</table>

Participant stages of development

It is important to understand the general stages and sequence in which participants develop their capabilities as they progress within and between participation segments. Stage of development is used here to refer to where a participant is at any given time along a continuum from beginner to expert. In terms of the common stages of development identified for children (Active Start, FUNdamentals, Learning to Play and Practice), these are presented as an indication of the ideal sequence and pathway that would be followed during the early years of participating in sport.
These early stages of development are also associated with a series of sporting experiences that are acknowledged as being the most developmentally appropriate. The following explanation should act as a useful summary of these common stages of development for children:

**Active Start (up to 6 years of age)**

The aim during this stage is to ensure that children are playing with confidence while learning and developing competence in fundamental movement skills in an appropriate and stimulating environment.

This stage (up to approximately six years of age) involves the provision of informal learning opportunities in home and pre-school environments, aimed at developing rudimentary movement, early fundamental movement skills and a love and enjoyment of physical activity.

The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in developing an understanding of physical activity and making healthy choices about food. Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of music, movement, dance and imaginative play (adapted from DCSF, 2008a/2008b).

During this stage, parents, leaders and coaches should be:

- providing general movement experiences that include balance and coordination
- allowing children to play
- working with children individually or in small groups
- including all children in play
- offering children the chance to practise and be successful
- building confidence
- encouraging children to play with others and respond appropriately
- talking to children about their experiences
- beginning to structure some experiences
- helping children understand the basic health benefits of exercise and eating and drinking properly
- developing performance through festivals and celebrations of skill.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
<th>Technical</th>
<th>Tactical</th>
</tr>
</thead>
<tbody>
<tr>
<td>developing balance and stability through simple gymnastic, dance and other movement activities</td>
<td>becoming self-aware and beginning to evaluate performance</td>
<td>developing movement skills</td>
<td>responding to the environment</td>
</tr>
<tr>
<td>playing with and controlling objects</td>
<td>developing basic skills</td>
<td>practising sending and receiving</td>
<td>watching others</td>
</tr>
<tr>
<td>travelling in different ways by changing speed and level.</td>
<td>playing collaboratively by being aware of and using others.</td>
<td>observing and copying others.</td>
<td>understanding object movement and space.</td>
</tr>
</tbody>
</table>
### Table 4: Active Start (continued)

<table>
<thead>
<tr>
<th>Five Cs</th>
<th>Children should be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>• developing physical, technical and tactical skills, as above, while experiencing a number of different environments: home play, games outside, structured activities in school (dance, swimming, early gymnastics, games with balls etc)</td>
</tr>
</tbody>
</table>
| Confidence       | • developing psychologically, as above, by becoming aware of their own ability and being encouraged to feel good about their performance  
|                  | • showing satisfaction in their achievements and improvement                         |
| Connection and caring | • responding positively to guidance and new experiences by fully participating in a variety of activities that offer opportunities for learning  
|                  | • beginning to play and cooperate with others                                          
|                  | • going with parents to outside clubs (toddler groups, swim and gym clubs)            
|                  | • beginning to state the benefits of exercise                                           |
| Character        | • understanding simple rules for activities and beginning to develop their own rules |
| Creativity       | • allowed to experience equipment and movement with guidance that encourages experimentation (eg moving to stories and music, playing outside on apparatus). |

### FUNdamentals (5–6 years up to 8–9 years of age)

This stage aims to build competence and confidence through the learning of fundamental movement skills. This involves the provision of positive learning environments, both in school and out-of-school settings, that develop a broad range of fundamental skills in a playful context. These key underpinning skills build basic competence and confidence and play an important part in contributing to participation in sport and developing more advanced skills in later years.

During this stage, children build on their natural enthusiasm for movement. They start to play with other children in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination and enjoy expressing and testing themselves in a variety of situations (adapted from DfES, 2004).

During this stage, parents, leaders and coaches should be:

- building physical competence in balance, coordination and movement in a multi-skill environment
- allowing children to play freely
- offering some children special help to enable them to play
- working with children individually or in small groups
- offering children the chance to practise, be successful and make changes to practices
- building confidence
- structuring activities so children have to cooperate with others and respond appropriately
- encouraging children to talk about and evaluate their experiences
- structuring some experiences that lead to sport-specific skills
- helping children learn some simple rules of activities
- getting children to talk about the health benefits of exercise and eating and drinking properly
- helping children take full advantage of the wide range of sport-related experiences on offer, both in and out of school
- developing performance through simple competitive situations, including multi-skill festivals.
### Table 5: FUNdamentals

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
<th>Technical</th>
<th>Tactical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children should be:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• developing fundamental movement skills by further exposure to activities involving agility, balance and coordination</td>
<td>• evaluating performance correctly and showing self-reinforcement and determination</td>
<td>• developing and refining basic movement skills and applying them to some sport-specific activity</td>
<td>• able to focus senses and perception</td>
</tr>
<tr>
<td>• travelling at different levels (eg high/low) in different ways (eg on feet and using hands/feet)</td>
<td>• able to refocus after a distraction</td>
<td>• using a variety of equipment</td>
<td>• understanding the essential requirements of an activity challenge</td>
</tr>
<tr>
<td>• controlling objects on both sides of the body and beginning to use both hands and both feet competently.</td>
<td>• planning simple activities</td>
<td>• understand the criteria for performance in certain sports (eg gymnastics).</td>
<td>• aware of the concepts of space, time and possession.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Five Cs</th>
<th>Children should be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>• developing physical, technical and tactical skills, as above, by being involved in a variety of more structured activities (eg different types of games; simple running, jumping, throwing activities; making up gymnastic sequences)</td>
</tr>
<tr>
<td>Confidence</td>
<td>• developing psychologically, as above, by showing optimistic perceptions of their own physical ability</td>
</tr>
<tr>
<td></td>
<td>• taking responsibility for their achievements and improvement</td>
</tr>
<tr>
<td>Connection and caring</td>
<td>• demonstrating empathy, sensitivity and friendship skills</td>
</tr>
<tr>
<td></td>
<td>• regularly engaging in physical play with different social groups of different sizes (eg simple games of 2 v 2 and 3 v 3)</td>
</tr>
<tr>
<td></td>
<td>• choosing independently to join out-of-school-hours clubs</td>
</tr>
<tr>
<td></td>
<td>• going with parents to outside clubs and beginning to take roles in teams and squads</td>
</tr>
<tr>
<td></td>
<td>• explaining the benefits of regular exercise and how it can be undertaken safely</td>
</tr>
<tr>
<td>Character</td>
<td>• understanding simple rules for specific activities and developing their own criteria for judging performance</td>
</tr>
<tr>
<td></td>
<td>• beginning to understand fair play and why cheating harms activity</td>
</tr>
<tr>
<td>Creativity</td>
<td>• allowed to experiment in all practical situations, as well as continue to play freely as much as possible.</td>
</tr>
</tbody>
</table>
Learning to Play and Practice (approximately 8–12 years of age)

During this phase, children should be gaining greater confidence, continuing to build competence through applying fundamental movement skills while learning the skills required for different sports and beginning to build character through the activities and a real connection to sport. Appropriate opportunities should be provided for participants to learn to play and practise a wide range of different sports, activities and skills in the later years of primary school. The focus is on sampling a range of sports, developing basic sports skills and further building participant competence and confidence.

During this stage, children enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success (adapted from DfES 2004).

With this group, coaches should be:

- transferring physical competence in balance, coordination and movement into sport-specific activities
- building on the good practice in high quality physical education (see www.teachernet.gov.uk/teachingandlearning/subjects/pe/ and www.qca.org.uk/pess/)
- allowing children to sample different sports in all sporting environments
- giving children access to multi-skill clubs and academies
- working with children individually or in small groups
- offering children the chance to practise, be successful and make changes to practices
- ensuring all children are able to approach activities with confidence, by adapting practices for some children
- structuring activities so children have to work in teams and respond appropriately
- encouraging children to talk about, evaluate and suggest improvements to their performance
- helping children use sport-specific skills in appropriate activities and games
- helping young people take full advantage of the range of sport-related experiences on offer and know how much young people in their charge are practising and performing each week
- helping children learn some simple rules of activities and how these affect fair play
- getting children to talk about the health benefits of exercise and eating and drinking properly
- helping children learn where and how they can safely practise their sport
- developing performance through appropriate competitions from the national competition framework, ensuring the ratio of competition to practice does not exceed 30:70.
### Table 6: Learning to Play and Practice

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
<th>Technical</th>
<th>Tactical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children should be:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- confident and competent with basic agility, balance and coordination</td>
<td>- confident when active and showing a commitment to quality control</td>
<td>- modifying basic skills to meet specific needs and broadening the skill base</td>
<td>- performing in modified sports with modified rules</td>
</tr>
<tr>
<td>- learning about speed and its uses and practising how to gain speed in different ways</td>
<td>- setting simple goals and also beginning to use self-talk</td>
<td>- showing quality with specific techniques/skills</td>
<td>- showing a basic understanding of force, space and time to develop more sophisticated tactics</td>
</tr>
<tr>
<td>- able to demonstrate a range of movement and mobility</td>
<td>- able to combine basic skills efficiently</td>
<td>- getting into a routine of practice as frequently as appropriate and necessary</td>
<td>- shaping their technical work to match the tactical challenge</td>
</tr>
<tr>
<td>- beginning to use strength and power and developing endurance.</td>
<td>- scanning and making decisions based on the information</td>
<td>- introduced to appropriate competition.</td>
<td>- refining attention to sensory input.</td>
</tr>
<tr>
<td></td>
<td>- mastering object control in different environments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- using others’ strengths when performing with them and showing task orientation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- modifying basic skills to meet specific needs and broadening the skill base</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- showing quality with specific techniques/skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- getting into a routine of practice as frequently as appropriate and necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- introduced to appropriate competition.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Five Cs

<table>
<thead>
<tr>
<th>Competence</th>
<th>Children should be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>developing physical, technical and tactical skills, as above, by being involved in a variety of more structured activities and some mini versions of sports</td>
</tr>
<tr>
<td></td>
<td>showing more realistic perceptions of their own physical ability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Children should be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>talking with pride about their achievements and improvements</td>
</tr>
<tr>
<td></td>
<td>responsive, attentive and actively engaged in physical activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection and caring</th>
<th>Children should be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>enjoying making friends in sporting contexts</td>
</tr>
<tr>
<td></td>
<td>regularly and promptly attending organised activities and caring about their club, coaches and fellow players</td>
</tr>
<tr>
<td></td>
<td>beginning to lead activity with younger children</td>
</tr>
<tr>
<td></td>
<td>taking exercise because they fully recognise its benefits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character</th>
<th>Children should be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>showing respect for their club, coaches and fellow players</td>
</tr>
<tr>
<td></td>
<td>understanding rules of activities and following them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Children should be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>making up their own practices and sequences</td>
</tr>
<tr>
<td></td>
<td>involved in devising practices with the coach/teacher.</td>
</tr>
</tbody>
</table>
Developing Participation (approximately 11–18 years of age)

This stage encompasses the provision for secondary-age young people of appropriate opportunities for regular involvement in recreational sporting activities that help to create enjoyment, maintain fitness, develop skills, promote health and well-being, generate self-assurance and encourage social interaction.

NB:

- **The term secondary age:**
  - allows for an overlap with Learning to Play and Practice (ie 11–13-year-olds) and with Sustaining Participation (17–19-year-olds)
  - complements Learning to Play and Practice, which focuses on primary age
  - is flexible enough to meet the different age bands of different home countries’ school provision
  - supports typical national strategy divisions.

- **Enjoyment** should always be the prime motivator as, without it, nothing else positive happens.

- **Health and well-being** cover the physical, mental and emotional benefits of sport.

Objective: To encourage and enable young people of all abilities to take part regularly in recreational sporting activities, and to empower them to make informed choices about their participation and so prepare them for lifelong physical activity.

Connection to national agendas: The Developing Participation stage is linked to and supported by a range of education, health, sport and youth strategies. This includes the national curricula of England, Scotland, Wales and Northern Ireland, each of which aims to enable young people to be successful learners, confident individuals and responsible citizens whose physical, emotional and social well-being equips them to lead a healthy and active lifestyle, now and in the future. It also reflects the principles underpinning the home countries’ sport and physical activity strategies for young people, supporting all young people to enjoy being active.

Where/what/how often: This stage is characterised by young people experiencing a range of provision, trying out different sports and activities, deciding how and when to play, and using sport as a vehicle for fun and wider personal and social development. Provision needs to recognise young people’s eclectic tastes and habits, and create good links or signposts to other recreational sport providers, as well as meeting their wider needs and interests. It should be based on consultation with the young people.

Participation may include:

- one or more sporting, dance, movement and outdoor activities
- traditional or non-traditional, team or individual activities
- skills sessions, mini games, adapted games or full games
- fun, competitive, challenge or display activities
- differing types, levels, duration and intensity of activity, depending on each participant’s wishes
- acting as a helper (ie leader, official, administrator)
- taking part alone, with friends, with a wider group or with a similar peer group (eg girls only), depending on each participant’s wishes.

Young people should be offered multiple opportunities to access a sport or activity, for example:

- breakfast, lunchtime, after-school, out-of-school hours sessions
- evening, weekend or holiday community-based sessions.

Where appropriate, discrete provision should be available (eg girls-only sessions, activity programmes for obese and overweight young people, disability sport sessions).

Provision should include access to competition, challenge and displays – for those young people who wish to take part – and should reflect the variety of recreational sports and activities on offer. Any sport-specific competitions should be in line with the

---

1 Participation in recreational sporting activities contributes to the recommended minimum for young people of an hour a day of moderate-intensity physical activity, including 15–20-minute sessions of aerobic activity. Each home country may have additional targets pertaining to young people’s participation in school and/or community sport.
governing body of sport/disability-sport competition framework. Recreational competitions and challenges should celebrate participation as much as performance and seek to recognise and reward additional aspects such as fair play, most improved and personal progress.

Provision should enable young people to balance fun, skill development and exercise so that it contributes to their general health and well-being. In particular, young people should:

- achieve at least 60 minutes of at least moderate-intensity physical activity each day
- include 15–20-minute sessions of aerobic activity each day
- take part at least twice a week in activities that improve bone health (e.g., running, jumping, aerobics, dancing)
- participate in sessions of 20–60 minutes for maximum impact on psychological well-being.

Young people should be encouraged to participate regularly – at least once a week – so that they develop the habit that will support them to take part in lifelong physical activity. If they want to improve their skills, they will need to take part more often. However, research\(^2\) indicates that the **quality** of young people’s experience of sport and physical activity is more significant than quantity, in terms of influencing their future participation and its implications for adulthood health.

This stage may also motivate some young people to transfer to the performance sector for a specific sport (having identified a particular interest or talent) while some young people may be active in both the participation and the performance sectors at the same time.


The Participant Development Model User Guide 19
### Table 7: Developing Participation

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
<th>Technical</th>
<th>Tactical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people should be:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• adjusting agility, balance and coordination as their body matures and grows</td>
<td>• recognising the wider benefits of sport (personal, social and health)</td>
<td>• refining or relearning skills due to growing/maturing body</td>
<td>• demonstrating safe, fair and inclusive play</td>
</tr>
<tr>
<td>• maintaining a healthy weight (particularly girls)</td>
<td>• making informed choices about their type and level of activity</td>
<td>• applying skills, or learning new skills, within their chosen sports</td>
<td>• suggesting ways to modify sports to maximise their own, and others’, participation</td>
</tr>
<tr>
<td>• managing increased strength and power (particularly boys)</td>
<td>• balancing participation in sport with other commitments/activities</td>
<td>• demonstrating a wide range of good technical skills and knowledge of when to use them</td>
<td>• creating and/or organising their own activities, practices and games</td>
</tr>
<tr>
<td>• maintaining high levels of concentration, energy and activity.</td>
<td>• setting, and progressing through, personal challenges and goals</td>
<td>• developing skills in similar ability/maturation/gender groups</td>
<td>• participating in fun competitions, displays or challenges.</td>
</tr>
<tr>
<td></td>
<td>• evaluating success, and recognising progress and achievement, against a range of factors/roles.</td>
<td>• developing skills through fun games and personal challenges</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• demonstrating skills through ”teaching” others</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• demonstrating knowledge of what to do to improve.</td>
<td></td>
</tr>
</tbody>
</table>

#### Five Cs

<table>
<thead>
<tr>
<th>Five Cs</th>
<th>Young people should be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>• attending regularly, punctually and dressed appropriately</td>
</tr>
<tr>
<td></td>
<td>• participating willingly and with enjoyment</td>
</tr>
<tr>
<td></td>
<td>• communicating effectively with the coach and other players</td>
</tr>
<tr>
<td></td>
<td>• making decisions for themselves</td>
</tr>
<tr>
<td>Confidence</td>
<td>• willing to try new activities and roles without fear of failure</td>
</tr>
<tr>
<td></td>
<td>• talking positively about their participation and achievement</td>
</tr>
<tr>
<td></td>
<td>• asking for help if it is needed</td>
</tr>
<tr>
<td>Connection and caring</td>
<td>• working well with others, as part of a team and on their own</td>
</tr>
<tr>
<td></td>
<td>• taking part in peer learning, as both learner and ”teacher”, encouraging and helping others</td>
</tr>
<tr>
<td></td>
<td>• showing leadership skills and qualities</td>
</tr>
</tbody>
</table>
Developing the five Cs

In addition to the discrete personal and social capabilities, each of the other areas (technical, tactical, physical and psychological) can contribute to the development of the five Cs:

- **Competence** – positive view of one’s actions, including social competence and cognitive competence
- **Confidence** – an internal sense of overall positive self-worth and self-efficacy
- **Character** – respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong and integrity
- **Creativity** – finding one’s own solutions.

### Table 7: Developing Participation (continued)

<table>
<thead>
<tr>
<th>Character</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• valuing and respecting others (young people and adults)</td>
<td>• suggesting ideas and adaptations for playing and/or improving.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
<th>Technical</th>
<th>Tactical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example, young people:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competence</strong></td>
<td>• are fit enough to take part for the duration of the session</td>
<td>• set themselves realistic but stretching targets</td>
<td>• learn new sport-specific techniques</td>
</tr>
<tr>
<td><strong>Confidence</strong></td>
<td>• are willing to try a range of activities</td>
<td>• have a good sense of their own ability</td>
<td>• are willing to demonstrate their skills to others</td>
</tr>
<tr>
<td><strong>Connection and caring</strong></td>
<td>• adjust their strength to suit the opponents</td>
<td>• are willing to participate with a range of other players</td>
<td>• teach others new techniques</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td>• wear safe and appropriate clothing</td>
<td>• are aware of how sport contributes to a healthy life</td>
<td>• practise to get techniques right</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>• modify techniques to reflect their changing body shape.</td>
<td>• respond positively to feedback.</td>
<td>• modify techniques to improve.</td>
</tr>
</tbody>
</table>
**Lifestyle**

Taking part in regular sport and physical activity may contribute to young people leading an improved lifestyle, such as:

- getting sufficient sleep
- eating a balanced diet
- being more generally physically active
- having healthy growth and development
- being a healthy weight
- having fewer risk factors for future ill health
- being less stressed and anxious
- having positive social interaction with a range of people (peers, family and other adults)
- being more alert and focused at school
- being able to balance school, home and social pressures
- generally feeling better about themselves.

**Implications for delivery**

To support participants to achieve these capabilities, coaches will need to consider the way in which they work – their style of delivery - as much as the content. While this might vary according to the context, generally coaches should consider the following practices:

**Understanding the participants:**

- Introduce yourself, and other staff/helpers, to the young people.
- Treat all young people fairly and equitably; get to know and use their (preferred) names.
- Listen to young people and communicate in a way that doesn’t talk down to them.
- Use ice-breakers and/or encourage participants to get to know each other if they don’t already.
- Consult with young people to find out what they have done/know already (eg through PE or other provision).
- Consult with any young people who have additional or specific requirements.
- Check if there are any health and safety issues to be aware of (eg injury or illness).
- Recognise the other commitments and pressures in young people’s lives (eg homework, exams, family circumstances, caring roles, relationships) and their influence on young people’s participation in sport.
- Engage with parents/carers to elicit their support for their child’s participation and to reinforce positive messages about sport.
- Liaise with other members of the children’s workforce where appropriate (to ensure consistent messages and support).

**Planning for coaching:**

- Ensure coaches are CRB checked and appropriately qualified and insured.
- Adhere to the relevant local and/or national guidelines for safeguarding and protecting children.
- Ensure first-aid cover is provided/available.
- Aim to make the playing environment welcoming as well as safe; involve the young people in decorating it where possible (eg with signs, posters); make sure it is accessible for any disabled participants.
- Plan sessions, but be prepared to be flexible to suit the young people’s needs, interests and energy levels on the day.
- Plan to enable young people to achieve the five Cs, as well as the ‘usual’ technical, tactical, physical and psychological outcomes.

**Coaching:**

- Allow young people to choose how, when and to what extent they wish to participate.
- Allow young people to wear any appropriate kit, so long as it is safe and comfortable.
• Develop a code of conduct with the young people that establishes expected behaviour from them and the coaches; ensure it addresses emotional safety and well-being, as well as physical safety.

• Promote and demonstrate the importance of having fun.

• Avoid and challenge any discriminatory language or behaviour.

• Recognise the impact of biological changes (eg hormone changes) on young people’s emotions and behaviour, but use the code of conduct to challenge inappropriate behaviour.

• Consider grouping players by factors other than chronological age, depending on the sport, their aspirations and their preferences; for example, by maturation/size/strength, ability, sex, disabled or non-disabled/impairment group where relevant eg for disability sports), similar issues (eg obese/overweight, disaffection), friendship groups (unless the aim is to increase social interaction and/or prevent cliques).

• Use a variety of activities and practices within a sport/session (eg skills circuits, mini or adapted games, full games). Above all, focus on fun and varied ways to learn and play.

• Use warm-ups and cool-downs that are fun, games- or dance-based and link to the activities they will play/have played.

• Differentiate practices to suit each individual’s needs, interests and aspirations.

• Modify activities so all players are fully included, to the level they wish to be.

• Ensure players know what a particular practice or activity is for (ie its relevance or benefits).

• Support young people to adjust skills they’ve already learned to suit their growing and maturing bodies; this may include their core agility, balance and coordination skills.

• Support young people to select and apply existing skills appropriate to the sport or activity.

• Enable young people to learn new skills specific to the sport or activity.

• Recognise young people’s concerns regarding their changing bodies (eg weight increase in girls) and make adjustments to suit, where necessary.

• Encourage young people to do around 15–20 minutes’ aerobic activity within an hour’s session.

• Make sure activities maximise players’ involvement (ie don’t require them to wait too long to have a go).

• Support young people to recognise how an activity contributes to their energy in/energy out balance.

• Use activities that develop young people’s wider skills (eg communication, teamwork, organisation), as well as their technical skills or fitness.

• Enable and encourage young people to suggest and design their own games, activities and programmes, including warm-ups and cool-downs.

• Support and encourage young people to set themselves personal challenges, within each session and across a longer programme.

• Encourage young people to take part in appropriate competitions, challenges and displays, but allow them to choose if, when and how they compete.

• Support the participants to plan and organise their own competitions, challenges and displays, as appropriate.

• Have high aspirations for all young people, encouraging them to succeed.

• Ensure young people set realistic goals and experience an element of success in every session.

• Encourage and support young people to help and learn from each other (eg peer mentoring, peer review).

• Enable and encourage young people to adopt other roles, either formally or informally (ie leader, coach, official, administrator).

Reviewing and evaluating coaching:

• Continue to learn, develop and share ideas so that you are always improving.

• Enable young people to reflect on and review their progress and achievements against their personal goals and wider skills.
Participation in recreational sporting activities contributes to the recommended minimum for adults of at least 30 minutes’ moderate-intensity physical activity a day on at least five days a week. Each home country may have additional targets pertaining to adults’ participation in sport.

The Participant Development Model User Guide

**THE UK COACHING FRAMEWORK**

- Support young people to identify what they need to do to improve.
- Recognise and reward all participants’ progress and achievements, not just the best ‘performers’.
- Regularly seek feedback from the young people to find out what they most enjoy, benefit from and would like to do next.
- Inform the young people about further participation opportunities (eg for extra play, alternative provision, participation beyond school/college), to extend their skills, provide more competitive or performance opportunities, allow for discrete provision etc.
- Inform the young people about further volunteering opportunities (eg leadership, coaching and officiating awards and deployment).
- Review and reflect on your coaching so you are excellent in your practice.

**Sustaining Participation (adults of all ages)**

This stage encompasses provision for adults of appropriate opportunities for regular involvement in recreational sporting activities that help to create enjoyment, maintain fitness, employ and extend skills, provide challenges, and promote health and well-being.

**NB:**

- **Health and well-being** includes such aspects as relaxation, confidence, self-esteem and socialising – all of which may contribute to an adult’s motives for participating.
- There is likely to be less focus on new skill development and more on application or extension of existing skills as this is about sustaining participation, rather than learning or relearning.

**Objective:** To encourage and enable adults of all ages and abilities to take part regularly in recreational sporting activities.

**Connection to national agendas:** The Sustaining Participation stage reflects the sport strategies of each of the home countries with an increasing focus on enabling more people to play and enjoy sport at any level and at any stage in life. It embodies their core values of promoting lifelong enjoyment, fulfilment and quality of life in and through sport.

**Where/what/how often:** This stage focuses on adults continuing to participate in a sport or sports with which they are already familiar. However, their level of involvement in the sport(s) may change, and keep changing, over time. For example, they may have been a performer and now wish to participate recreationally, or they may have participated in a variety of recreational sports and now just have the time to play one sport. Changes to their health, fitness, strength, work, family, interests and aspirations are some of the factors that may influence changes to their type and level of participation. Their motivation for continuing to play sport may also change (eg from wanting sporting success to playing for health reasons to seeking relaxation). Provision needs to recognise individuals’ availability and motivations.

Participation may include:
- one or more sporting, dance, movement and outdoor activities
- traditional or non-traditional, team or individual activities
- skills, fitness training, practices and games
- informal competition (eg between friends, club ladders), formal competition (eg leagues and tournaments), challenge or display activities
- differing types, levels, duration and intensity of activity, depending on each participant’s wishes
- activities that are ongoing, seasonal, irregular events or programme-based
- taking part alone, with friends, with a wider group or with a similar peer group (eg women only), depending on each participant’s wishes
- structured activity (eg organised by a coach) or unstructured activity (eg organised by the participants)
- membership, affiliation, pay and play or free access.

Participation usually needs to be local (unless requiring a specific environment) and easily accessible in terms of venue, location and time. It may take place in a wide range of settings; for example:

---

3 Participation in recreational sporting activities contributes to the recommended minimum for adults of at least 30 minutes’ moderate-intensity physical activity a day on at least five days a week. Each home country may have additional targets pertaining to adults’ participation in sport.
• public sports settings (leisure centres, swimming pools, fitness suites)
• private sports settings (gyms, dance studios, martial arts centres)
• voluntary sports settings (governing body of sport clubs, outdoor activity centres)
• community settings (schools, colleges, community centres, church halls)
• open spaces (parks, woodland, mountains, open water, rivers, streets)
• home.
The prime concern of any provider supporting adults to sustain their participation is to ascertain the participants’ motives for playing (and their availability) and use this to shape provision. Provision needs to recognise the diversity of these motives and the fact they may change as each person’s life changes. However, all adults should be encouraged to participate regularly – at least once a week – to maintain the habit of physical activity. In terms of their health and well-being, they should:
• achieve at least 30 minutes a day of at least moderate-intensity physical activity on five or more days of the week
• maintain bone health by participating in some weight-bearing activities (eg jogging, dancing).

Above all, adults need to experience enjoyment, have a sense of success and generally feel better if they are to be motivated to continue in, and realise the health benefits of, sport and physical activity.

Table 8: Sustaining Participation

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
<th>Technical</th>
<th>Tactical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults should be:</td>
<td>Adults should be:</td>
<td>Adults should be:</td>
<td>Adults should be:</td>
</tr>
<tr>
<td>• maintaining a healthy weight</td>
<td>• recognising the wider benefits of sport (personal, social and health)</td>
<td>• demonstrating good agility, balance and coordination</td>
<td>• demonstrating safe, fair and inclusive play</td>
</tr>
<tr>
<td>• maintaining appropriate levels of strength, stamina and suppleness to play their sport at their chosen level</td>
<td>• making informed choices about their type and level of activity</td>
<td>• retaining the skills required to play their sport at their chosen level</td>
<td>• modifying their type and level of activity to suit their fitness, health or other circumstances</td>
</tr>
<tr>
<td>• maintaining well-balanced muscle groups and body alignment</td>
<td>• balancing participation in sport with other commitments</td>
<td>• demonstrating knowledge of when and how to apply their skills</td>
<td>• taking part in appropriate competition as desired</td>
</tr>
<tr>
<td>• minimising chances of injury or illness.</td>
<td>• setting personal challenges and goals</td>
<td>• demonstrating knowledge of how to extend or improve their skills if desired.</td>
<td>• taking on roles other than player.</td>
</tr>
</tbody>
</table>
### Developing the five Cs

In addition to the discrete personal and social capabilities, each of the other areas (technical, tactical, physical and psychological) can contribute to the development of the five Cs:

- **competence** – positive view of one’s actions, including social competence and cognitive competence
- **confidence** – an internal sense of overall positive self-worth and self-efficacy
- **connection and caring** – positive bonds with people and institutions, resulting in successful relationships in family, work and community
- **character** – respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong and integrity
- **creativity** – finding one’s own solutions.

### Table 8: Sustaining Participation (continued)

<table>
<thead>
<tr>
<th>Five Cs</th>
<th>Adults should be:</th>
</tr>
</thead>
</table>
| Competence                  | • attending regularly, punctually and dressed appropriately  
• participating willingly and with enjoyment  
• communicating effectively with the coach and other players  
• negotiating appropriate activities or training/playing programmes  
• planning, reviewing and adapting practice and goals |
| Confidence                  | • talking positively about their participation and achievement  
• trying new practices without fear of failure  
• asking for help or advice if needed |
| Connection and caring       | • working well with others, as part of a team and on their own  
• encouraging and helping others, where appropriate |
| Character                   | • valuing and respecting others  
• demonstrating fair play |
| Creativity                  | • finding solutions to problems. |

### Physical

- **Competence**
  - are fit enough to take part for the duration of the session

- **Confidence**
  - are willing to try a range of activities

### Psychological

- **Competence**
  - set themselves realistic targets

- **Confidence**
  - have a good sense of their own ability

### Technical

- **Competence**
  - learn additional techniques

- **Confidence**
  - are willing to try new techniques

### Tactical

- **Competence**
  - apply their skills appropriately within a game

- **Confidence**
  - enjoy taking part in competition or challenges
### The Participant Development Model User Guide

**27 The Participant Development Model User Guide**

---

#### Lifestyle

Taking part in sport and physical activity may contribute to adults leading an improved lifestyle, such as:

- sleeping better
- feeling less fatigued
- eating a balanced diet
- being more generally physically active
- being a healthy weight
- avoiding the risk factors for ill health, such as cardiovascular disease, diabetes and musculoskeletal problems
- being less stressed and anxious
- avoiding depression
- having positive social interaction
- being able to balance work, home and social pressures
- feeling happier and more satisfied with life
- generally feeling better about themselves.

Additional benefits for older people may include:

- maintaining mobility and independent living
- reducing the likelihood of falls
- reducing the risk of developing cognitive problems.

#### Implications for delivery

To support participants to achieve these capabilities, coaches will need to consider the way in which they work – their style of delivery – as much as the content. While this might vary according to the context, generally, coaches should consider the following practices:

- **Understanding the participants:**
  - Introduce yourself and other staff/ helpers to the participants.
  - Treat all participants fairly and equitably.
  - Get to know and use participants’ (preferred) names.
  - Encourage and support the participants to get to know each other.
  - Consult with participants to ascertain their motives for taking part and their availability and/or envisaged levels of commitment.

---

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
<th>Technical</th>
<th>Tactical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example, adults:</strong></td>
<td><strong>Connection and caring</strong></td>
<td><strong>Character</strong></td>
<td><strong>Creativity</strong></td>
</tr>
<tr>
<td>• adjust their strength to suit the opponents</td>
<td>• are willing to participate with a range of other players</td>
<td>• help others to learn or apply new skills</td>
<td>• value all of the team members</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td><strong>Connection and caring</strong></td>
<td><strong>Character</strong></td>
<td><strong>Creativity</strong></td>
</tr>
<tr>
<td>• wear safe and appropriate clothing</td>
<td>• are aware of how sport contributes to a healthy life</td>
<td>• practise to get techniques right</td>
<td>• play fairly and within the code of conduct/spirit of the sport</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td><strong>Character</strong></td>
<td><strong>Character</strong></td>
<td><strong>Creativity</strong></td>
</tr>
<tr>
<td>• modify techniques to match their fitness or strength.</td>
<td>• respond positively to feedback.</td>
<td>• modify techniques to improve.</td>
<td>• help to devise team tactics or new practices.</td>
</tr>
</tbody>
</table>
• Consult with participants to find out what level they’ve played at previously.
• Consult with any participants who have additional or specific requirements.
• Check if there are any health and safety issues to be aware of (e.g., previous injuries, illness).
• Recognise the other commitments and pressures in participants’ lives (e.g., family, work).

Planning for coaching:
• Ensure coaches are appropriately qualified and insured.
• Ensure first-aid cover is provided/available.
• Adhere to local or national guidelines for safeguarding and protecting any vulnerable adults (e.g., those with profound learning difficulties).
• Aim to make the playing environment welcoming, as well as safe.
• Plan to enable participants to achieve the five Cs, as well as the ‘usual’ technical, tactical, physical and psychological outcomes.

Coaching:
• Support participants to choose how, when and to what extent they wish to participate.
• Permit participants to wear any appropriate kit, so long as it is safe and comfortable.
• Avoid and challenge any discriminatory language or behaviour.
• Promote and demonstrate the importance of having fun.
• Differentiate practices to suit each individual’s needs, interests and aspirations.
• Differentiate activities so all players participate safely, in accordance with their skills, strength, suppleness and stamina.
• Modify activities so all participants are included, to the level they wish to be.
• Ensure players know what a particular practice or activity is for (i.e., its relevance or benefits).

• Support participants to refine, select and apply their existing skills.
• Enable participants to improve and extend their skills, as desired.
• Enable participants to increase their strength, suppleness and stamina, as desired (and within safe limits).
• Support participants to recognise how an activity contributes to their health and well-being.
• Support participants to set themselves personal challenges, within each session and across a longer programme.
• Support participants to participate in appropriate competitions, challenges and displays, as desired.
• Encourage participants to support and learn from each other.
• Support, encourage and establish social events for participants, where appropriate.

Reviewing and evaluating coaching:
• Continue to learn, develop and share ideas so you are always improving.
• Support participants to reflect on and review their progress and achievements against their personal goals.
• Provide regular individual feedback and encouragement.
• Regularly seek feedback from participants to find out what they enjoy, benefit from and would like to do next.
• Inform participants about other provision (e.g., performance opportunities, discrete sessions, additional or alternative programmes).
• Inform participants about volunteering opportunities (e.g., leadership, coaching, officiating and administration).
• Review and reflect on your coaching so you are excellent in your practice.
Learning and Re-learning to Participate (adults of all ages and adolescents)

This stage addresses the engagement and re-engagement of people of all ages in sporting activities, arising from a lapse in their participation due, for example, to a negative experience, a missed opportunity, a change in circumstances or an injury/acquired impairment.

Generally, engagement or re-engagement will occur in one of two ways:

- **Personal choice** – an individual decides to learn a new sport (adult or adolescent beginner) or returns to a previous sport (adult or adolescent returner). It may include newly disabled participants who return to sports they played as non-disabled players and who are partially returning and partially beginning, depending on their impairment and the sport.

- **Targeted intervention** – individuals are invited and encouraged to participate as part of an intervention that uses sport to achieve other outcomes around, for example, physical activity, health and well-being, crime reduction or social cohesion.

Objective: To engage or re-engage lapsed participants of all ages in sporting activities. This includes people who:

- have missed one of the earlier stages due to lack of provision, poor provision or a change in circumstances
- have had a negative experience of sport
- have been injured and/or acquired an impairment
- wish to learn a new sport (adult or adolescent beginners)
- wish to return to a sport (adult or adolescent returners)
- are newly disabled and wish to return to a sport they played as a non-disabled player
- are being encouraged and/or targeted to participate in sport for wider reasons (eg to improve health and well-being, increase social cohesion, reduce crime).

Connection to national agendas: The Learning and Re-learning to Participate stage is influenced by a wide range of policies and strategies, including those relating to sport, education, employment and social cohesion, each of which seeks to create better life opportunities for young people, adults, their families and communities. It advocates ‘sport for sport’s sake’ – sport as a means of enjoyment and fulfilment in its own right – but also sport as a vehicle for wider benefits. In particular, it is influenced by the increasing commitment of the home countries to address health issues and inequalities through sport and physical activity. It is summarised in this quote by Professor Sir Liam Donaldson, the Chief Medical Officer for England.

If people of all ages can be engaged in a new way of thinking about active lifestyles, better health can be a realistic goal for all. Physical activity needs to be seen as an opportunity – for enjoyment, for improved vitality, for a sense of achievement, for fitness, for optimal weight, and – not least – for health. It needs to be seen as enjoyable, and as fun – not as unnecessary effort.

In this sense, health reflects physical, emotional and social well-being.

Where/what/how often: There are two distinct elements to this stage. Individuals may be learning new skills either from choice (eg an adult learning to play a new sport), because of a missed opportunity (eg a young teenager catching up on basic skills that were poorly taught in primary school), because of a change in circumstances (eg a newly disabled athlete taking up wheelchair racing) or through a targeted intervention (eg disaffected youths developing their self-esteem through climbing). Alternatively, individuals may be relearning skills they haven’t used for a while, again through choice (eg adults returning to a sport they played as a teenager), because of a negative experience in sport (eg young women taking up dance after withdrawing from secondary PE), because of a change in circumstances (eg a newly disabled footballer joining an amputee football squad) or through a targeted intervention (eg obese and overweight adults swimming for the first time in years). Consequently, individuals’ motivation to take part will vary widely.

Therefore, it is difficult to generalise about provision. However, it is essential to match provision to each individual's interests and motivation to create and maintain his or her engagement. The focus should be on adapting the activity to suit the individual, rather than trying to fit the individual into an activity. This is as relevant for adult beginners and returners acting on their
own initiative as for participants involved in targeted interventions. For example, a highly motivated, high-achieving sportsperson seeking to learn a new sport after retirement from a previous sport may require a much more intensive training and competition programme than regular club players. An unfit, overweight person who starts swimming for health reasons may need a programme that makes him feel safe and lets him swim more slowly than general pool users, but ensures he attends regularly to maximise its benefits.

It is also likely that provision will be most effective when participants are able to work in discrete groups (eg women only) or with similar participants (eg other adult learners), unless they prefer individual tuition. In particular, provision needs to recognise that adult learners may have different learning needs and styles to children. The very process of learning may seem unfamiliar and threatening, even if they are keen to take part. Above all, learning and relearning programmes should be negotiated and agreed at an individual level and should enable and support learners to set and achieve realistic goals of their own.

Frequency of participation may vary hugely within this stage. An adult returner, keen to compete in local leagues, may play two or three times a week. A learner may need frequent but shorter sessions to develop basic skills and confidence. Those people who are involved in sport as a means to address other issues may attend less frequently. In some cases, overenthusiastic players may need to reduce their level of activity if it is having an adverse effect on their health or lifestyle. However, all participants should be encouraged to take part regularly\(^4\) – at a rate that meets their aspirations – to support them to develop a habit for sport.

In terms of their health and well-being, all learners and relearners should:

- achieve the recommended amount of moderate-intensity physical activity each week (see Developing Participation and Sustaining Participation sections)
- take part in activities that create and maintain bone health
- increase activity levels gradually, particularly those who are unfit or have an existing medical condition.

In addition, for specific groups/individuals:

- to prevent obesity – many adults may need to take part in 45–60 minutes of moderate-intensity physical activity a day, and people who have been obese and lost weight may need to do 60–90 minutes of activity a day in order to maintain their weight loss
- to encourage weight loss – accumulating several short (10-minute) bouts of activity may be more effective than doing fewer, longer bouts of activity
- for older people – activities that promote improved strength, coordination and balance are particularly beneficial. As there is a greater risk of injury, higher intensity activities, and activities that involve sudden or complicated movements, should be undertaken cautiously, unless the individual is already used to this type of exercise.

Again, the key factor is to enable people to take part in a range of activities based on their experiences, preferences and goals so they continue to be active.

\(^4\) Regularity of participation will be determined by the purpose of their participation (eg those seeking to achieve and maintain a healthy weight may need to take part more often than those involved in diversionary activities). Participation contributes to the recommended levels described earlier.
<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
<th>Technical</th>
<th>Tactical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults should be:</td>
<td>Adults should be:</td>
<td>Adults should be:</td>
<td>Adults should be:</td>
</tr>
<tr>
<td>• achieving and/or maintaining a healthy weight</td>
<td>• recognising the role of sport in achieving the wider objective</td>
<td>• improving/ demonstrating good agility, balance and coordination</td>
<td>• demonstrating safe, fair and inclusive play</td>
</tr>
<tr>
<td>• achieving and/or maintaining appropriate levels of strength, stamina and suppleness to play the sport at the chosen/required level</td>
<td>• recognising the wider benefits of sport (personal, social and health)</td>
<td>• acquiring and developing the skills required to play the sport at the chosen/required level</td>
<td>• modifying their type and level of activity to suit their fitness, health, aspirations and any wider objective(s)</td>
</tr>
<tr>
<td>• developing and/or maintaining well-balanced muscle groups and body alignment</td>
<td>• making informed choices about their type and level of activity</td>
<td>• knowing when and how to apply their skills</td>
<td>• taking part in appropriate competition, as desired</td>
</tr>
<tr>
<td>• minimising chances of injury or illness.</td>
<td>• balancing participation in sport with other commitments/requirements</td>
<td>• knowing how to extend or improve their skills, if desired.</td>
<td>• taking on roles other than player.</td>
</tr>
</tbody>
</table>

### Five Cs

<table>
<thead>
<tr>
<th>Adults should be:</th>
<th>Adults should be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>Competence</td>
</tr>
<tr>
<td>• attending regularly, punctually and dressed appropriately</td>
<td>• participating willingly and with enjoyment</td>
</tr>
<tr>
<td>• communicating effectively with the coach and other players</td>
<td>• negotiating appropriate activities or training/playing programmes</td>
</tr>
<tr>
<td>• planning, reviewing and adapting practice and goals</td>
<td>• negotiating appropriate activities or training/playing programmes</td>
</tr>
<tr>
<td>• (developing skills linked to the wider objective)</td>
<td>• negotiating appropriate activities or training/playing programmes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• talking positively about their participation and achievement (in sport and the linked to wider objective, where relevant)</td>
<td>• talking positively about their participation and achievement (in sport and the linked to wider objective, where relevant)</td>
</tr>
<tr>
<td>• trying activities/new practices without fear of failure</td>
<td>• trying activities/new practices without fear of failure</td>
</tr>
<tr>
<td>• continuing beyond the initial programme</td>
<td>• continuing beyond the initial programme</td>
</tr>
<tr>
<td>• asking for help or advice if needed</td>
<td>• asking for help or advice if needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection and caring</th>
<th>Connection and caring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• working well with others, as part of a team and on their own</td>
<td>• working well with others, as part of a team and on their own</td>
</tr>
<tr>
<td>• encouraging and helping others, where appropriate</td>
<td>• encouraging and helping others, where appropriate</td>
</tr>
</tbody>
</table>
Developing the five Cs

In addition to the discrete personal and social capabilities, each of the other areas (technical, tactical, physical and psychological) can contribute to the development of the five Cs:

- **Competence** – positive view of one's actions, including social competence and cognitive competence
- **Confidence** – an internal sense of overall positive self-worth and self-efficacy
- **Connection and caring** – positive bonds with people and institutions resulting in successful relationships in family, school/work and community
- **Character** – respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong and integrity
- **Creativity** – finding one's own solutions.

### Table 9: Learning and Re-learning (continued)

<table>
<thead>
<tr>
<th>Character</th>
<th>Physical</th>
<th>Psychological</th>
<th>Technical</th>
<th>Tactical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• work to improve their fitness to an appropriate level</td>
<td>• set themselves realistic but stretching targets</td>
<td>• learn new skills – sport or wider</td>
<td>• apply their skills appropriately within a game/wider life</td>
</tr>
<tr>
<td>Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td>• are willing to try a range of activities</td>
<td>• have a good sense of their own ability</td>
<td>• are willing to demonstrate their skills or put them into action</td>
<td>• willingly take on different roles</td>
</tr>
<tr>
<td>Connection and caring</td>
<td>• are considerate of their own and others’ weight and/or strength</td>
<td>• are able to work with a range of people</td>
<td>• share learning with/lead others</td>
<td>• value and respect all group members’ contributions</td>
</tr>
<tr>
<td>Character</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>• modify techniques to match their fitness and strength.</td>
<td>• respond positively to feedback.</td>
<td>• modify skills to improve and develop further.</td>
<td>• create or adapt new practices or games.</td>
</tr>
</tbody>
</table>

For example, young people or adults:
Lifestyle

Taking part in sport and physical activity may contribute to young people and adults leading improved lifestyles (as described in the Developing Participation and Sustaining Participation sections) plus, for individuals in wider intervention programmes, such improvements as:

- improved employability
- reduced antisocial behaviour
- reduced involvement in crime
- improved social cohesion/involvement
- better parenting skills
- reduced weight, leading to improved health and quality of life
- other benefits, depending on the nature of the intervention.

Implications for delivery

To support participants to achieve these capabilities, coaches will need to consider the way in which they work – their style of delivery – as much as the content. While this might vary according to the context, particularly if the activity is part of a wider intervention, generally, coaches should consider the following practices.

Understanding the participants:

- Introduce yourself and other staff/helpers to the participants.
- Treat all participants fairly and equitably.
- Get to know and use participants’ (preferred) names.
- Encourage and support participants to get to know each other (if working in groups).
- Be familiar with the wider outcomes of the programme if it is a targeted intervention.
- Consult with participants to ascertain their motives for taking part and their envisaged levels of commitment.

Consult with participants to find out what they’ve done previously that might link to this learning programme; this may be sport-specific, general sporting activity or other learning programmes.

Consult with any participants who have additional or specific requirements.

Check if there are any health and safety issues to be aware of (eg previous injuries, illness).

Recognise the other commitments and pressures in participants’ lives (eg family, work) and any other requirements of the (wider) learning programme.

Planning for coaching:

- Ensure coaches are appropriately qualified and insured and are CRB checked if working with children.
- Adhere to local or national guidelines for safeguarding and protecting children and vulnerable adults.
- Ensure first-aid cover is provided/available.
- Agree a learning programme that meets the wider objectives if it is a targeted intervention.
- Negotiate a personal learning programme with each participant (within the wider programme).
- Plan to enable participants to achieve the five Cs, as well as the ‘usual’ technical, tactical, physical and psychological outcomes.
- Aim to make the playing environment welcoming, as well as safe.

Coaching:

- Develop a code of conduct with the participants, if appropriate; ensure it addresses emotional safety and well-being, as well as physical safety.
- Avoid and challenge any discriminatory language or behaviour.
- Promote and demonstrate the importance of having fun.
- Permit participants to wear any appropriate kit, so long as it is safe and comfortable.
• Group participants appropriately and sensitively (eg with other adult learners, by ability).

• Differentiate practices to suit each participant’s needs, interests, abilities and aspirations.

• Modify activities so all participants are included, to the level they wish to be.

• Respect each participant’s right not to take part (but be clear about the consequences if part of a targeted intervention).

• Ensure participants know what a particular practice or activity is for (ie its relevance or benefits).

• Enable participants to learn new skills specific to the sport or activity.

• Support participants to refine, select and apply their existing skills (if relearning).

• Enable participants to improve and extend their skills, as desired.

• Ensure participants have time to practise the skills (both within and, where appropriate, outside the sessions).

• Enable participants to increase their strength, suppleness and stamina, as desired (and safe).

• Ensure individuals increase activity levels gradually, especially those who are unfit or have an existing medical condition.

• Support participants to recognise how an activity contributes to their health and well-being.

• Support participants to set themselves personal challenges, within each session and as part of their personal learning programme.

• Support participants to take part in appropriate competitions, challenges and displays, as desired.

• Ensure participants set realistic goals and experience an element of success in every session.

• Encourage participants to support and learn from each other (if working in groups) and/or support them to identify a mentor, either within or outside the programme.

Reviewing and evaluating coaching:

• Continue to learn, develop and share ideas so you are always improving.

• Support participants to reflect on and review their progress and achievements, against their personal goals (and the wider outcomes).

• Provide regular individual feedback and encouragement.

• Recognise and celebrate each individual’s achievements – sporting or wider.

• Regularly seek feedback from participants to find out what they enjoy, benefit from and would like to do next.

• Review the success of the learning programme against the desired outcomes (and adapt accordingly if it is to be repeated) if part of a targeted intervention.

• Inform participants about other provision (eg ongoing provision, performance opportunities, discrete sessions, additional or alternative programmes).

• Inform participants about volunteering opportunities (eg leadership, coaching, officiating and administration).

• Review and reflect on your coaching so you are excellent in your practice.
The work to identify participant capabilities for the more performance-oriented populations and segments is not yet sufficiently advanced to report at present. This work has been initiated and will be used to inform future updates of this user guide.

In summarising the preceding section on participant capabilities, it is useful to highlight and reinforce that capabilities help:

- distinguish between populations and segments, in terms of relative priorities and development needs (i.e., coaches should be clear on the importance given to developing each capability dependent upon the stage of development or participant segment within which they are working)
- participants themselves, in terms of raising their self-awareness of what and how they need to develop
- inform a curriculum for coaches to understand the participants’ needs.

Your starting point for identifying your sport-specific participant capabilities is:

- the detail of the generic participant capabilities
- emerging sport-specific research on participant capabilities and best practice.

Also, your current UK Coaching Certificate programmes provide a useful starting point. These programmes should outline the sport-specific participant capabilities – physical, mental, technical and tactical skills, knowledge and behaviours – that a coach needs to know about a participant. This information will need to be evolved and aligned with your participant segments, but it is a starting point.

It is your job to review this relevant work and adapt/apply it to your sport, as appropriate. Gathering the information may involve bringing together a mix of current participants and coaches from each segment, technical experts in the different areas (e.g., skill development specialists and your tutors and trainers). This will help to ensure you set out development opportunities and environments that are relevant to everyone involved. It is a good levelling tool and useful for achieving buy-in and ownership to have all involved.

The types of issues that you may have to think about include:

- what the different requirements or demands are in relation to the participant capabilities as these relate to various segments (e.g., goal setting may apply to all participant segments; however, for children, you may need less sophisticated information on goal setting than you would for the high-performance segment)
- what the weighting or importance given to each capability is in relation to the different participant segments (e.g., a children’s coach may need a greater understanding of motivation techniques than a talent development coach working with more self-motivated performers).

The preceding explanation and guidelines set out in relation to the participants’ stages of development and segments identified are meant as a flexible guide, rather than being prescriptive in any way. We all know that few people learn the same things at the same time and in the same sequence. We all recognise that our past experiences, our own views and outlook will play a significant part in what, how and when we learn things. This notion has to be reflected in system design for participant development to be effective.
BUILDING THE PARTICIPANT DEVELOPMENT MODEL

This section will offer key steps in building your model.

Audit

Carry out a mapping exercise related to participants’ needs, goals and motives, and the stage of development and broad participant capabilities that are the prerequisite for development within and between each participant segment.

Analyse

Work out the similarities related to needs, goals, motives, stage of development and capabilities among participants and divide them into broad populations.

Work out potential flexible pathways through the different development contexts and analyse their connectivity.

Build

Think of different and appropriate development opportunities for participants to experience.

Using the existing generic information on each core component of the model as a guide, and the key stages below, you can begin to create your own PDM.

Please note that the PDM is the necessary prerequisite of the CDM, and, therefore, the PDM must precede and be used to inform the CDM.

Part of building your model is thinking of how to engage the whole sport in the process of building and to think about the uses for the model once it is built.

Stage 1

Identify the key principles for your model. These highlight what is important to your sport and will act as key reference points. These principles should have been arrived at through a detailed research and consultation process. The principles that underpin the model are as follows:

- An individual needs-led approach is to be adopted.
- Development is informed by age, stage and a long-term approach.
- The segmentation of participants is based on need.
- The model has to have an inclusive nature.
- The model has to be amenable to sport-specific adaptation.
- An evidence-based approach is to be adopted.

The Coaching Workforce 2009–2016 document explains the principles in more detail.

Stage 2

Identify your current participant populations and segments and forecast what you want them to be in the future. This will include an audit of your current participants, as well as a broad analysis of the principles and issues that relate to participant development.

At this stage, you will be creating your populations and segments based on limited data. However, this is a ‘first step’, basic categorisation exercise that will give you the broad populations and the more detailed segments.

The broad populations and more detailed segments you identify may need refining once you have followed Stages 3 and 4 in more detail.
Stage 3
Identify the key skills, knowledge and behaviours for each participant segment – the participant capabilities.

Stage 4
Identify the broad stages of development related to the participant capabilities within each population and/or segment.

Stage 5
Identify the main potential participant pathways that may be taken along the way. These pathways should be flexible and broad to allow for individual needs to be met and will be determined by the individual participant or coach, based on their skills, interests and goals.

These final two stages are multifaceted in their nature. How participants develop is a complex area engaging many research disciplines, and subsequent work will focus on such issues. The models will naturally evolve as a consequence of such work.

Stage 6
Review and refine your initial participant segments, taking into consideration the detailed analysis of participants’ needs, capabilities, stages of development, the different development environments and other information. This should be done on a time frame that allows for sufficient evidence to be gained and consistent patterns to emerge.
CASE STUDY RELATED TO THE PARTICIPANT DEVELOPMENT MODEL

This section highlights the work one sport (gymnastics) has been doing in relation to the modelling work as an example. As you can see, British Gymnastics is still working to evolve this model and has begun to collect information related to Stage 2 of the modelling process outlined earlier.

Another key observation is related to the buy-in process. It is very apparent that modelling has become a tool for managing change, and considerable thought has been put into the change management and buy-in process within governing bodies of sport.

This case study does not explain the detail behind the final model and associated diagrams produced. It is an overview of key observations made by the people involved in building the sport-specific coaching systems who have been responsible for facilitating the development of the model in their sport.

Figure 5: Gymnastics Participant Development Model
The Evolution of the Long-term Participant Development Model for Gymnastics

There were several reasons why we wanted to focus our attention on developing a long-term participant development model:

- We wanted to improve our coaching and sport systems so gymnasts have the best opportunities and support to develop.
- There were two external drivers that also came together to initiate the long-term participant development (LTPD) model for gymnastics:
  - meeting the requirements of The UK Coaching Framework
  - the writing of the English Gymnastics Whole Sport Plan (WSP).

One of our main priorities was to make sure that we had buy-in from the sport as a whole; we knew this would then make any future changes easier to implement, but that it would also bring together the expertise to input into those developments. A new development group was formed within British Gymnastics called the Strategic Operations Group.

Specific projects were identified for each meeting:

- Meeting 1 – explanation of The UK Coaching Framework
- Meeting 2 – outline of the requirements of the English WSP

At the first meeting, the generic materials supplied by sports coach UK were explained and discussed. Fred Pivotti used a generic model for the possible participant pathways in gymnastics.

The following was agreed:

- to adopt the generic PDM model to demonstrate participation in gymnastics
- to plot out the possible participant segmentations within the participant populations relevant to gymnastics
- to use this agreed model for all future developments.

The four main segmentations for gymnastic participation were agreed:

- Foundation
- Participation
- Competition
- High Performance.

A model was created to illustrate what was believed to be the current landscape of participation populations in gymnastics. The benchmark for this was the age and number of participants. It was agreed we had some data that allowed a certain amount of projection of numbers in each segment. We knew at this stage that further research would be needed to give an accurate current picture. This future research will help us to find any gaps in potential population segments.

At the second meeting, Louise Roberts outlined the format and requirements for writing the English Gymnastics WSP.

The main aims of the WSP are to:

- improve the quality of provision
- increase and sustain participation in our sport
- improve performance throughout the pathway.

English Gymnastics had adopted the LTPD model agreed at the first meeting and it became the basis of how the WSP would be put together and communicated to stakeholders in gymnastics.

A long-term coach development (LTCD) model was agreed where there are four main coach roles in line with meeting the needs of the participant categories. These are:

- Foundation Coach
- Participant Coach
- Competition Coach
- High Performance Coach.

Two main aims emerged. These were to identify the profiles of:

- participants within each category of the participant pathway
• the different coaching roles to meet the requirements of the different profiles of the participants.

It became clear that the LTPD and LTCD models should be used as a base for all home nation delivery plans across the UK. Membership of the Strategic Operations Group was then opened to the other home nations. It was decided to produce a Vision document that would describe a UK-wide coaching system for gymnastics based on the work done on the LTPD and LTCD models. The principles and overarching strategies would then be used to create each home nation delivery plan to implement The UK Coaching Framework.

To summarise, British Gymnastics has been involved in working out:

• how useful the modelling process is for gymnastics as a sport and what current initiatives it impacts on immediately

• how British Gymnastics will go about producing the early versions of these models and who should be involved from a buy-in perspective

• what the next stage of the developments is.

So, currently, British Gymnastics has:

1 focused on the link between the WSP and the delivery plans and how to use the modelling process for this

2 brought together the home nations and gymnastics technical experts to help produce the models

3 worked out that there is a long way to go until the final models are produced and that this work will evolve as more information emerges, both sport-specific and generic.
USEFUL REFERENCES


