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1 INTRODUCTION TO UKCC

1.1 Introduction from Joslyn Hoyte-Smith
The UKCC Support Guide is aimed at those who are charged with developing high quality coach education opportunities. It gives a simple yet comprehensive step-by-step guide to developing a coach education programme aligned to UKCC.

It embraces the UKCC endorsement criteria as a development framework, which includes the evolution, endorsement and continuous improvement of coach education opportunities. The structure provides an overview of the key areas for development, as well as further details and options of how to implement them. The UKCC Support Guide directs you to the submission stage of endorsement and then to the monitoring and evaluation as part of the continuous development of your coach education programme.

The areas of sport, coaching and education are dynamic and complex, and as a result, this guide will evolve in light of best practice and ongoing learning.

Joslyn Hoyte-Smith
Chair of the Coaching Standards Group

1.2 History of the UKCC – 10 Years On
The need to bring change in the area of coach education was identified in the government’s Coaching Task Force Final Report (2002), in which significant limitations of quality assurance, comprehensiveness and variability characterised the existing ad-hoc system:

Coach development in the UK is variable in quantity and quality. Whilst a great deal of good work relating to the education and development of coaches can be identified, there is no overall leadership, direction and quality assurance, and the whole area is under-resourced. As a result, the UK has an ad-hoc system that allows organisations and individuals to choose whether to opt in or out. Consequently, coach education and qualification schemes vary enormously in terms of the quality of content, delivery and assessment both within and across sports.

The report also identified:

inconsistent coach education and qualification programmes leading to a lack of a recognisable professional framework and poor public recognition of the value of coaches.
As a result of the Coaching Task Force Final Report, the Department for Culture, Media and Sport (DCMS) established a Coaching Steering Board, which then charged sports coach UK with developing a new system for coach qualifications – referred to as the UKCC – to address these weaknesses. The UKCC intended to make a step change to the UK coach education system to revitalise education, training and the qualifications system to form part of a more strategic effort to professionalise sports coaching. Sports coach UK was tasked with designing, developing and implementing a comprehensive UK-wide coach education system, initially referred to as the National Coaching Certificate (NCC). This involved a lengthy process of consultation, research and collaboration between relevant organisations. The initial stages of the infrastructure development and collaboration were recorded in Impact Research Consultation Reports. This work provided the basis for the evolution of a revised framework of endorsement, more formalised certification, improved arrangements for quality assurance through awarding organisations, and improved learning resources and programmes.

During the process of development, and at different times, a number of key aspects became clear:

• A single qualification route with sport-specific bolt-ons was not appropriate at that point in the sector’s development.
• A blended learning approach and the retention of governing body of sport control in deciding their own direction of development were more of a priority than the transferability of coaches between sports.
• The NCC was inappropriate due to the UK-wide nature of developments.
• A four-level model should be championed over and above the five-level model to ensure alignment with European developments. A number of groups were initiated to support the development of the UKCC. The groups had appropriate and agreed representation from the key relevant stakeholders.

These groups included the:

• Coaching Project Board, which oversaw the implementation of the Coaching Task Force Final Report recommendations
• UKCC Sub-delivery Group, which specifically looked at the development and implementation of the UKCC
• Governing Body Support Group, which ensured the direction was appropriate for coach education, specifically from a governing body of sport perspective
• Qualification Support Groups, which looked specifically at the nature of qualifications and the appropriateness of developments for coaching in light of the wider skills agenda.

While these were the key development groups, there were also a significant number of meetings, forums and consultations to ensure the programme developed was appropriate for coaches and coaching. The aspiration was for a process that added value in terms of the development of the sports’ coach education offering, and which included a compliance element. This was to be applied across the coaching sector in a way that was right for individual sports and home countries. Funding was provided to a range of agencies to support the:

• development of the criteria and process
• implementation of the process against the agreed criteria
• alignment of the UKCC developments to coaching as a sector
• building of governing body of sport capacity to allow the developments to take place
• development of individual programmes that were to be submitted for UKCC endorsement (21 sports)
• initial stages of implementation of UKCC-endorsed programmes
• sharing of good practice across coaching, initially through the 10 Phase 3 sports.

Different levels of funding were provided to the relevant agencies depending on their role and the nature of the task they were completing. The decisions around the allocation of funding were associated with delivery plans submitted to the DCMS, the Home Country Sports Councils (HCSCs) and, where appropriate, sports coach UK. In 2005, SkillsActive ran a pilot programme, which invited a number
of sports to submit for UKCC endorsement. Using the learning from this pilot, sports coach UK initiated the revised UKCC endorsement programme in August 2006.

Since the initiation of these endorsement processes, over 130 Level 1–3 programmes have been UKCC endorsed in over 30 sports. This endorsement shows the governing bodies’ commitment to the development and continuous improvement of their coach education programmes.

The UKCC endorsement process, the criteria and qualification guidance have all been reviewed to ensure they are continually improving and are fit for purpose. While the initial focus was on compliance with a set of sector-agreed criteria, the UKCC has grown into a development framework to support the evolution of governing body sport-specific coach education. The endorsement process and associated documentation have been adapted to ensure a more developmental and sport-centred approach. This helps use the process as a springboard for further development of the programmes, rather than a means to an end in itself. There is also a genuine desire for the process to support governing bodies of sport to develop at a pace appropriate to them, and develop the components of their coach education in line with their priorities.

The third version of the UKCC criteria has been evolved in consultation with a range of sector partners. There are still criteria that must be evidenced overtly for endorsement; however, these are supported by development criteria that identify the planned progression in key areas, and rationale criteria that provide the governing body of sport with an opportunity to share the reasons for their focus, content and direction in key areas.

As a programme, the UKCC has moved from concept to implementation, and has provided the opportunity for governing bodies of sport across the UK to provide a clearer coach education landscape for coaches, performers and participants. It forms the model of good practice for the development of high-quality coach education experiences, and it will continue to evolve in line with emerging best practice.

### 1.3 Qualifications Outline

Once the governing body has decided to develop its programme using the UKCC framework (which could potentially lead to endorsement), there needs to be agreement on the level to be developed and a time frame. The majority of governing bodies that are now UKCC endorsed all began at Level 1 and have moved chronologically through the levels. However, each level has different benefits and, depending on what the sport wants to gain from the qualification, starting at Level 2 or 3 may be a better option. For example, sports that currently have no coaching qualifications starting at Level 2 can train independent coaches earlier than if they started at Level 1. Alongside this, the sport needs to be clear on prerequisites for coaches to start at Level 2 so that the learners on the course are the right coaches with the right skills needed to be a Level 2 coach. The sport should either map its current awards or create new awards based on the common coaching content (2015).

### 1.4 Governing Body Support Quotes

The WRU sees UKCC as so much more than a tick box exercise, it has been the development tool that has guided and sometimes challenges us to make the journey of the coach a rewarding one through our coach development programme. Working as Three Unions has brought further experience and knowledge, which has benefited all who play the game.

**Gerry Roberts, Coach Development Manager, WRU**

Scottish Rugby supports now, as at the outset of UKCC, the continuous development of coach education within rugby union. Scottish Rugby embraces working as Three Unions and sees the strengths of working together, which can be seen in the continual endorses of the Levels 1–4.

**Neil Graham, Coach Development Manager, Scottish Rugby**

The RFU has always been an advocate of UKCC and with the other unions has worked continuously to raise the standard of coach education at all levels of the game. Continual endorsement not only celebrates the work done, but shows the commitment to development of our coach education programme.

**Nick Scott, Coach Development Manager, RFU**
2.1 Engaging with an Awarding Organisation

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

We would recommend a governing body establishes a relationship with one of the established awarding organisations. However, governing bodies of sport can set themselves up as their own awarding organisation, whereby they:

- establish their own administration and set their production costs
- place their qualifications on the appropriate qualifications framework
- organise their own:
  - learning programmes
  - resources and resource dispatch
  - tutor and assessor packs
  - internal accreditation
  - learner registration
  - delivery centre approval
  - quality assurance
  - data collection
  - course evaluation.

A guidance document about awarding organisations is available on request from the Coach Education Advisor (CEA) team by emailing coacheducation@sportscoachuk.org

2.2 Awarding Organisation Forum

The role of SkillsActive in the submission and regulation of qualifications to the UK’s regulated frameworks has changed. It no longer has the remit to monitor and submit qualifications. As such, sports coach UK has developed and constituted an Awarding Organisations Forum. Members include all awarding organisations that work with governing bodies of sport. The group has agreed to work to the guidance provided by sports coach UK and agreed that deviation from this guidance will result in a loss of UKCC endorsement for partner governing bodies.
2.3 Engaging with a Higher Education Institution (Level 4 Only)

This engagement allows a coach to gain academic credit for the learning that is part of the UKCC-endorsed Level 4 qualification. Most postgraduate-level programmes that lead to a Master's award in the UK are subdivided into a postgraduate (PG) certificate award and a PG diploma award. These awards are often viewed as intermediary awards but can also be final awards. The following framework outlines the demands of the certificate and diploma:

- PG certificate: 60 credits requiring 600 hours of student study
- PG diploma: 120 credits requiring 1200 hours of study
- Master's degree: 180 credits requiring 1800 hours of study.

Accrediting the Level 4 awards to PG diploma-level study is deemed the preferred link, and the endorsement team would support any scheme through which a coach is encouraged to progress to a Master's degree on completion of the diploma. The latter would demand a sound knowledge of research methodologies and incorporate an independent piece of research. Completing the diploma as a part-time student would in most cases take two years.

The partnership can take place with more than one institution, and due consideration might be given to previous working arrangements, geographical location, knowledgeable sport-specific staff or the particular characteristics of provision at the institution. Working with more than one institution may raise some issues of programme validation for the award. From a UKCC-endorsement perspective, delivery of the same element of the programme on different sites will raise issues of comparability that the panel will wish to explore. A range of delivery modes can be explored, ranging from modular face-to-face delivery, distance learning (home study, web-based and remote access to tutors for support), professional practice and work-based learning approaches.

At this level, we expect coaches to be visionary, outstanding and knowledgeable decision makers. They will advance their own and others’ learning, and impact on sport performance. They will act, in all aspects of their coaching practice, with professional standards of ethical behaviour.

In keeping with this philosophy then, the model that governing bodies utilise should reflect the expectations we have of the coach.

The Level 4 Accreditation and Endorsement Scheme will offer more than the traditional PG diploma route at Level 4 by offering three building blocks to Level 4 that underpin the sport-specific learning, application and assessment. These blocks will include the traditional PG diploma route, as well as being able to map coaches into bespoke academic programmes based on previous experience, qualifications and relevant coach development programmes.

A coach-centred UKCC Level 4 programme should fully equip the coach to meet the Level 4 vision statement, Level 4 coach competencies and capabilities. By successfully meeting all the criteria, they achieve the PG diploma (PG Dip) as a by-product of the Level 4 qualification and a great way of placing an internationally recognised academic qualification against the top coaching qualification in their sport.
2.4 Regulated Qualification Framework

The current frameworks upon which all qualifications are currently placed (National Qualifications Framework [NQF] and Qualifications and Credit Framework [QCF]) were replaced on 1 October 2015 by the Regulated Qualification Framework (RQF).

All qualifications currently using the NQF and QCF remain valid and available for use, and most will change over in September 2016.

It appears the changes from the NQF/QCF to the RQF are largely regulatory and relate to awarding organisation functions. We do not anticipate any significant effect on the end user (coach). However, to summarise, changes cover the following key areas:

1. There are changes in relation to the description of the size and level of the qualifications.

2. There is a change to the approach of accumulating and transferring credit and new rules to cover the use of recognition of prior learning (RPL).

3. There are changes to the way qualifications can be titled.

4. Awarding organisations are responsible for levelling qualifications.

The guidance we have published has been drawn from wide consultation in the sports coaching sector. We have listened to the industry by:

1. including a new role (session coach), which will be appropriate for some sports focusing on the recreational environment

2. retaining the shared elements of the qualifications

3. providing more flexibility in developing the technical syllabus for your sport

4. providing clearer guidance on the flexibility of assessment.

It is recommended that sports place their qualifications on the framework. However, it is a condition that a sport works with an awarding organisation to gain endorsement to ensure quality assurance and standardisation using the common coaching content.
2.5 UK Coach Education Strategy

The vision of the UK Coach Education Strategy is that:

- every coach sees their coaching as a development opportunity for themselves and ultimately their athletes, and sees every learning experience as meaningful.

This strategy supports the concept of a needs-led approach to both the content of coach education and the way it is offered. The strategy takes into account the rapidly changing landscape in sport, and the opportunities using technology, embracing prior learning and working with a range of partners alongside the more traditional routes and delivery methods.

The strategy aspires to deliver fit for purpose coaches, coaches who deliver in a culture of self-improvement. This culture will foster coaches who have a thirst for knowledge and skills, are self-reflective and proactive, and take ownership of their own development.

The UK Coach Education Strategy and the associated action plans aim to clarify not only which key areas of coach education may need to be addressed and prioritised, but also how this might happen. It identifies some of the key elements where consolidation of existing good practice, and further development, will provide excellent education opportunities for coaches.

The strategy has been facilitated by sports coach UK, but is governing body of sport-led. It aims to acknowledge the significant impact that a wide range of partners can have in the development of coaches who are fit for purpose in a variety of coaching environments.

In particular, it aims to do this through supporting partners to think strategically about their coach education needs.

Strategic Objectives

The vision requires us to identify how the strategy will lead to cohesive working by stakeholders, establishing agreed principles and standards that are for the benefit of coaches, performers and participants.

The five objectives of the UK Coach Education Strategy will enable the vision to be achieved through:

1. establishing a clarity of purpose that will underpin future developments in coach education in the UK
2. establishing support frameworks that will create needs-led, accessible and effective education delivery systems
3. developing the frameworks to support appropriate coach and coach developer training, qualifications, continuing personal development (CPD) and specialist qualifications linked to the coach development pathway
4. establishing appropriate tools to identify, train, qualify and support high quality coaches and coach developers for specific populations in sport
5. supporting the alignment of resources available to the coach and coach developer education.

The key challenge will be to ensure that the objectives are flexible and meaningful in the development and implementation.

The following areas apply to the above five strategic objectives:

A. Consideration will be given throughout to the learning needs of coaches and the nature of the coach’s normal workplace/work environment.

B. The learning environments are appropriate for the learner coach and evidence-based (through research and best practice in the field).

C. The different components of the learning programmes, support structures and learning environment should be integrated and linked where appropriate.
All learning support should be inclusive and designed to educate, inform and engage, and be available in a variety of formats and media. All learning programmes, support structures and learning environments should aim to have a positive impact on the participants’ development performance. The aspiration is that key stakeholders should publicly commit to the vision and strategy and, where possible, create a streamlined/collaborative approach.

The strategy supports thinking more strategically about the development of coaches with the resources available. This will include shifting closer to a culture of learning where all coaches embrace, and take ownership of, their own learning and development. This will be done by ensuring a needs-led approach to coach education programmes. This will be associated with the needs of a range of partners, but will centre on the needs of the coach.

By working together, all the relevant partners will make the most of the available resources, while benefiting from a sector-wide partnership approach.

This strategy was completed in January 2013 with consultation with all partners and governing bodies at the centre.

The Coaching Scorecard has evolved and is a good way for a sport to map itself for its whole coach education programme. The Coach Education Strategy is one component of The UK Coaching Framework. Qualifications are a small part of a coach’s journey, and the other offers that develop coaches in the sport’s chosen pathway are crucial in supporting coaches.

Coach Education - Building Blocks of Excellence - 2015

Governing bodies of sport should aspire to apply these overarching objectives and use the further detail and sub-criteria in the coach education scorecard.

Needs-led coach education and development:

- Use market insight and coach profiles to inform the content and format of your coach education.
- Create population-specific content aligned to every coach pathway while providing core learning that is common across roles.
- Embrace modern technologies that your coaches know and use.
- Embed equity and inclusion in all your coach education.

Formal qualifications and training:

- Design your occupational pathways to meet the needs of roles along your coach pathways.
- Gain UKCC endorsement for, and continuously improve, your qualifications.
- Provide sustainable and affordable qualifications, CPD and training.
- Provide innovative and flexible delivery methods.
- Allow coaches to show they are world class (eg via RPL).
- Collaborate with local and national delivery partners (eg higher education institutions [HEIs]).

Informal learning:

- Facilitate access to a range of learning opportunities:
  - peer-to-peer support
  - informal mentoring
  - observing excellent coaching practice.
- Promote the development of a growth mindset across your workforce.
- Develop the ability of your coaches to self-reflect.
- Encourage your coaches to take a proactive role in their own personal development.

Nurture a coach developer workforce:

- Recruit, develop and retain a world-class coach developer workforce.
- Identify coach developer roles aligned to your occupational pathways.
- Adopt targeted recruitment of under-represented groups as needed.
- Include coach developers within workforce planning and management.
- Identify and nurture population-specific coach developer role models.
- Invest in your coach developers to create experts in formal and informal learning, as well as excellent coaching practice.
2.6 The UK Coaching Framework

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

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

This will lead to:

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

This structured approach has been broken down into three phases:

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

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

In line with sports coach UK's commitment to continuous improvement, The UK Coaching Framework is subject to ongoing review and explanation. The most up to date information can be found within The UK Coaching Framework second edition. Please email coacheducation@sportcoachuk.org for a copy or visit the Resource Bank on the sports coach UK website at the following address:

http://www.sportcoachuk.org/coaches/resource-bank/search

2.7 UK Coaching Model

If you want the right coach, in the right place, at the right time, to deliver your sport objectives, it is important to understand the structure and strategy of your governing body coaching system. A coaching model will help you achieve this.

What is a Coaching Model?

A coaching model provides the future direction and strategic framework for coaching policy and practice in a governing body. It consists of a diagram and accompanying principles that outline the key components of your future coaching system, how these are developed sequentially, and their interrelationships.

A coaching model should be guided by:

- your governing body's vision for coaching
- the needs of participants and coaches
- systems to manage the supply and demand of coaching
- provision of quality-assured processes
- systems to support an evidence-based approach.

The benefits of developing a coaching model include the following:

- You can identify the components of a coaching system that will deliver the right coach, in the right place, at the right time.
- Coaching policy can be agreed.
- It helps to establish professional structures and standards for sports coaching across the UK.
- Coaches, employers and deployers recognise a successful coaching system.
- Participants recognise the value of coaching.

This can lead to:

- participation targets being achieved
- competitive success
- a more systematic approach to building a coaching system
- recognition as a successful governing body
- coaches receiving support in a way, and at a time, that suits them and meets their needs
- participants receiving coaching in a way, and at a time, that suits them and meets their needs
- participants who follow their dreams, have fun and fulfil their potential.
Top Tips for Developing a Coaching Model

• A coaching model is a strategic planning tool for policymakers and management. Ensure you have organisational buy-in to the development of coaching and coaches.

• Gather as much information as you can about your sport’s current coaching system. As you develop and apply your coaching model, consider both the current situation and where you want to be in the future.

• The UK Coaching Framework provides a blueprint for coaching-system development. The 12 Specific Actions can help you develop and implement your coaching model.

Checklist

• Do you have agreed principles that drive your coaching policy and practice? Do they need to change?

• Are the policymakers who set direction for your sport and coaching involved in developing and applying the coaching model?

What Does sports coach UK Offer?

To help you enjoy the Framework’s benefits, our service offer provides advocacy and leadership, technical consultancy, products and toolkits, knowledge generation and sharing, training events, and managing quality, including:

• coaching system managers who provide technical consultancy and use examples to help you develop coaching models

• application of the Coaching Scorecard to guide your coaching policy and system development

• jointly hosting the annual UK Coaching Summit, which brings together all those at the cutting edge of coaching-system development.

2.8 Participant Pathway

To help you achieve your participation and performance targets, why not create a participant development model (PDM)? It will help you identify what your participants want and need from your sport and inform your interventions.

What is a PDM?

A PDM is a diagram, with supporting principles, that illustrates the current and potential participant populations and segments in your sport. Four generic populations have been identified by sports coach UK – children, participation, performance development, and high performance – but what do your current and target participant markets look like?

A PDM is underpinned by:

• a participant needs-led approach – sporting experiences should meet participants’ unique requirements as far as possible

• an inclusive approach – flexible and equitable pathways for all participants

• the age and development stage of participants – participant capabilities are age and stage dependent

• a long-term approach – participant development should not be rushed and can take place at all ages.

Benefits of Developing a PDM

• It helps governing body staff at policy and management level make evidence-based decisions.

• Participant wants and needs can be identified.

• It provides a planning tool for sport system design.

• Coach employers and deployers can identify the demand for coaching.

• Coaches can access the participants they want to work with.

• Participants receive coaching in a way, and at a time, that suits them and meets their needs.

This can lead to:

• participation targets being achieved

• competitive success

• evidence for investment and funding

• the right coach, in the right place, at the right time

• coaches who are fit for purpose

• participants who follow their dreams, have fun and fulfil their potential.
Top Tips for Developing a PDM

- A PDM is a strategic planning tool for policymakers and management. Ensure you have organisational buy-in to its development.
- Identify the key principles for your model, highlighting your sport’s priorities.
- Identify your current and future participant populations and segments.
- Identify the key skills, knowledge and behaviours required for each participant segment.
- Identify the broad stages of development related to each population and/or segment and the participant pathways that may be taken.

Checklist

- Do you know your sport market well?
- Are your participant pathways and sport experiences accessible, motivating and customer-focused?
- Do you know where to find the talent to deliver podium success?
- Do you have a governance lead for participant pathways?

Click on the links for the UK Coaching Model and Participant Pathway for further information about these two documents.
3 DEVELOPMENT

3.1 National Source Group

One of the roles of the UKCC is to endorse governing body-specific qualifications. This involves a UK-wide approach, and as a result, there is a need to formally come together as a group of HCSC-recognised governing bodies.

This group is principally known as the National Source Group (NSG) but may be recognised by individual governing bodies under other names. The purpose of this group may be variable, but it is expected to agree the content of all technical definitions/syllabi, assessment specifications and technical content of qualifications that are presented for UKCC endorsement. All relevant partners should be part of the NSG.

This group will need terms of reference outlining the purpose of the group and agreed outcomes. An outline terms of reference document is available, as is a development template titled NSG Delivery Plan Development Template. Both these documents can be adapted and used for support when setting up an NSG.

To access these documents, please contact coacheducation@sportscoachuk.org

3.2 Recognition of Prior Learning

Recognising Prior Learning/Certification

Ofqual has stated that there will be requirements that any awarding organisation intending to allow RPL should publish its policy and follow it.

In recent years, there has been an increasing interest as to how to recognise individuals’ previous achievements within qualifications frameworks. It is considered good practice to have in place the necessary systems, procedures and resources to validate knowledge and skills gained through prior certified and uncertificated learning, work or life experience (where this is appropriate).

We encourage providers to make use of this function as it can remove the duplication of effort by learners, and enables them to have previously unrecognised/certified learning contribute towards the achievement of a qualification. The principle here is that individuals should not be required to repeat things that they have already learnt.

Recognising prior learning/certification can principally take two forms:

1. RPL – the recognition of learning gained through work, life experience or informal education

2. exception – the recognition of assessed or formally certified learning gained external to the qualification framework for which exception is being requested.

Note: In providing the opportunity for recognition of prior learning/certification, the learner should understand that the onus is on them to provide evidence that they are able to demonstrate understanding of the principles of coaching, in the context of the qualification. This should not be viewed as the ‘easy’, ‘quick’ or ‘cheaper’ option as this may not the case.

RPL

The RPL process is relevant where an individual has evidence of having previously learnt something but has never received formal recognition for it through a qualification or other form of certification. The knowledge, understanding and/or skills in question may have been acquired in any area of life (eg domestic/family life, education and training, work-related activities, community or voluntary activities). Therefore, evidence can draw on any aspect of a learner’s prior experience.

Awarding organisations should have in place a policy for RPL and ensure that the policy enables the award of qualifications in accordance with its conditions of recognition.

For reference, RPL is the:

1. identification by an awarding organisation of any learning undertaken, and/or attainment, by a learner:

   A. prior to that learner taking a qualification that the awarding organisation makes available or proposes to make available

   B. that is relevant to the knowledge, skills and understanding that will be assessed as part of that qualification

2. recognition by an awarding organisation of that learning and/or attainment before the learner will be assessed or that qualification will be awarded.
Guidance on the RPL Process

Providers wishing to undertake RPL must ensure that it is carried out by designated staff with relevant levels of expertise to meet the requirements of the assessment strategy/guidance for the qualification concerned. The methods of assessment used will be determined by the assessment strategy for the qualification being assessed.

The RPL assessment should be carried out as an entire process. This means that the assessor should undertake the following stages:

- **Stage 1**: General awareness about RPL opportunities – provide information, advice and guidance.
- **Stage 2**: Pre-assessment – plan with the learner the gathering of evidence and submission of information.
- **Stage 3**: Assessment of documentation/evidence – make a formal assessment decision based on information provided.
- **Stage 4**: Feedback – feedback assessment decisions to the learner, confirming decision and giving guidance on the available options.
- **Stage 5**: Recognition of learning awarded – maintain appropriate records.
- **Stage 6**: Appeal – ensure that learners are aware of their right to access the appeals process should they feel the assessment decision was unfair.

The assessor must ensure that all learning outcomes and assessment criteria being claimed are covered and that records of assessment are maintained in the usual way. The process must be subject to the same quality-assurance requirements as any other assessment method.

If there is insufficient evidence to fully meet requirements, then evidence obtained through RPL must be complemented by evidence gained through other suitable assessment method(s).

Exemption

Exemption can be defined as the facility for a learner to claim exemption from some or all of the achievement requirements of a qualification, using evidence of certificated achievement deemed to be of equivalent value.

A critical distinction between exemption and RPL is that the process of exemption is applied to previous certificated achievement (e.g., coaching/tutor/assessor awards, including international equivalents) obtained outside the qualification framework for which exemption is being sought, whereas the process of RPL is applied to previously uncertificated achievement (learning only).

Guidance on offering exemption

Within this process, the assessor must make sure that the previously obtained certificated qualification being used as evidence is sufficient (in content and complexity) to cover the requirements of all the learning outcomes that it is being examined against.

This process would traditionally take the form of a mapping exercise, where an appropriately skilled assessor would map the content, learning outcomes and assessment criteria of the qualification held by the learner to the qualification they wish to achieve.

Where exemption is granted (i.e., a complete and full mapping can be seen), the individual’s achievements are recognised and deemed to be ‘of equivalent value’. This process would be utilised in the following situations:

**Example 1**: Where a coach who is in possession of an award (certified learning) from country A requests exemption for one or more units of learning within a qualification from country B, as they believe their home nation award to be (or it has already been deemed) equivalent to one or more of the units within the qualification of country B.

**Example 2**: Where a coach who holds a historic qualification such as those on the previous NQF requests exemption from a new qualification in the same sport at the same level as their qualification or elements of it are deemed equivalent to one or more of the units within the new qualification offered.

The Benefits of Recognising Prior Learning/Certification to Sports

- The learner is able to show where learning has previously taken place.
- It can contribute, and show commitment, to workforce development.
- It improves retention of staff.
- It provides recognition of vocational learning.
- It gives recognition to highly experienced but as yet unqualified coaches.
- It attracts a new market of learners by making qualifications more accessible.

In addition, it may help sports recognise skills, knowledge and competences important to their context to address skills shortages and gaps, and can contribute to career development systems and coach development, increasing the highly skilled and highly qualified workforce.
Benefits of Recognising Prior Learning/Certification to Learners

- It provides recognition of the skills and/or knowledge an individual already has.
- It can avoid duplication of learning.
- The learner can avoid having to relearn knowledge or skills they already have in order to progress in a role or career.
- It can save them time (but not necessarily money).
- The learner can gain recognition for prior learning without having to participate in a learning programme.
- It involves the learner taking a shorter time to become qualified.

Finally, sports may be motivated to offer recognition of prior learning/certification as a more individualised learning pathway for individuals, enabling more inclusive provision and raising the retention and success rate of individuals.

Note: When developing a coach education business plan, the cost of recognition of prior learning/certification to the learner should be included. The learner is still subject to an assessment and staff time, and it should therefore be a service that is provided at a cost as with any other type of assessment.

Positive Indicators in this Area

The published policy for RPL:

- is open, transparent and clear to learners and users of qualifications
- sets out the evidence of prior learning that will be required by the awarding organisation
- sets out the various stages to be followed in considering an application for RPL and the timelines to be followed at each stage
- sets out the criteria that will be used when making a decision about the appropriateness of RPL
- identifies the range of possible outcomes to a successful application for RPL
- sets out a complaints process
- identifies any role to be taken by a centre in making a decision about RPL
- identifies any limit on the amount of RPL available for any qualification that is subject to such a limit.

The awarding organisation ensures that:

- any decisions on an application for RPL are carried out by staff who are competent to consider and make decisions about RPL
- its policy for RPL is regularly reviewed and, where appropriate, amended
- any qualification awarded to a learner who has made a successful application for RPL provides a valid and reliable indication of that learner’s knowledge, skills and understanding.

3.3 Business Planning

Coaches often find themselves in diverse environments. This can be different venues, with different participants and performers with a range of goals. With this diversity comes the need for coaches to have an increasing range of skills.

One of these skill sets is business planning. This is the development and implementation of goals, strategies, plans and tools to support the achievement of the coach’s goals.

Many coaches already plan their coaching sessions, their coaching programmes and in some cases the competition schedules. While many of these planning principles will remain the same, business planning may have slightly different end outcomes, other than the development of the participant and performance.

For example, the focus for business planning might be:

- the growth and sustainability of a personal business
- the growth and sustainability of a club/employer
- an increase in the effectiveness and efficiency of coaching programmes.

Some coaches may not have an obvious need for business planning so it is important for the coach to identify their coaching environments and complete a training needs analysis to clarify which skills they need.

Different sports also have different cultures. As a result, it might be that some of these business skills have already been identified by the governing body of sport and integrated into training programmes and qualifications that require these business planning skills.

Coaches who are qualified to Level 2 and above are more likely to need these sorts of skills.

The business skills a coach might need to develop include:

- business start-up
- sales
- marketing
- customer service
- financial planning and projection
- tax and payroll
- health and safety
- eCommerce.
Further support for coaches around business planning is something currently being considered by sports coach UK. In the meantime, further generic support can be accessed through the government website:

www.gov.uk/business-support-helpline

### 3.4 Coach Education Costings and Efficiency Tool Kit

Due to the complex and diverse nature of coach education programmes, it can be difficult to identify the real cost of developing and running them. A tool kit has been developed to help governing bodies of sport identify what these costs might be, and the figures can be used to evolve programmes that are robust, effective and efficient. This tool kit can be applied when either developing a new qualification or reviewing one that is currently endorsed.

**Purpose of the Tool Kit**

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

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

In essence, the purpose of the tool kit is to help to:

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

The tool kit is available by emailing coacheducation@sportscoachuk.org

### 3.5 Cost Minimisation

This section identifies areas that can be explored with sports regarding the minimisation of costs associated with the coach education programmes.

These areas are:

- coach developers
- induction
- **on-course** coaching opportunities
- **off-course** coaching opportunities and support
- assessment
- resource production.

It should be noted that these areas are not the only areas where costs could be reduced or minimised, but they can be used as a guide. This section will be evolved further to take account of developments in this area.

This will not be a ‘one size fits all’ approach, and therefore, some of the suggestions will be inappropriate for some sports. A range of factors will need to be considered, such as support and funding opportunities, the need to generate income and the throughput of learning coaches through the system.

The developments are suggested for UKCC-endorsed programmes but could be used for other training packages and CPD opportunities offered by governing bodies.

The areas below examine the costs born either from strategic decisions regarding the holistic governing body of sport coach education programme or decisions on a course-by-course basis.

While these suggestions could have a positive impact on the minimisation of financial costs, it should be noted that there may be other implications of decisions. For example, where a decision is made to increase the number of learners to coach educators, the potential impact on quality assurance should be considered.

The suggestions will allow for a consideration of the current costs in the light of the learner’s experience, and which cost minimisation measures are appropriate for a governing body to take.

The combination of a number of suggestions may have additional implications (eg the increase of tutor:learner ratio, and a change in the nature of the induction programme), which should be explored.

Regarding the perception of cost to the learners, many people focus on the on-course elements, often referred to as the **face-to-face** part of the course. There should be a commitment to a **whole-programme** approach to the costs, in support of the perception that a programme is the duration of the qualification/assessment (and potentially beyond). In short, the costs associated with the programme should be seen as a charge for the whole coaching qualification, rather than for the contact days with coach developers.
4.1 Common Coaching Content (2015)

The common coaching content (2015) has been created in partnership with sports and awarding organisations that offer qualifications for sports. This common coaching content has been created from the revised national occupational standards (NOS) agreed in 2014.

Governance bodies of sport are required to use the common coaching content to gain UKCC endorsement. This common content of 2015 has been a requirement from 1 September 2015 for any qualifications revision. Most sports will choose to place their qualifications on the framework, but this is not mandatory.

Development from April 2015

Background: The new units – common coaching content (see Section 2.4 for an overview)

Session coach

A key development of the recent review has been the recognition of the role of the session coach. The session coach role requires the competence to deliver single sessions independently. This is an ideal qualification for sports looking to develop coaching in a variety of environments and population areas on a short-term basis, and has been developed following a consultation process with sports. Governing bodies and awarding organisations may find that they prefer to use a different name to session coach if it better reflects the nature of the qualification in their sport.

This option has been created for governing bodies that need an independent deliverer as the first qualification in their career structure, owing to the nature of their sport, and for sports that require coaches for a range of environments and have learners who have some knowledge and experience of the sport.

New units – assessment requirements

Assessment of the current qualifications is often undertaken as a summative assessment at the end of the course. Flexibility to assess in different ways has been written into these new units.

In the new units, for those who wish to engage with them, the only mandatory aspect of the assessment specification, apart from the need to assess all the criteria, is that observed assessment of coaching performance must be conducted for a minimum time:

- Level 1 coaching assistant = 15 minutes
- Level 2 session coach = 20 minutes
- Level 2 club coach = 40 minutes.

Some sports may wish to develop a range of assessment opportunities. Assessment may still be simulated and could be made up of micro-coaching sessions during the course, which may be particularly appropriate for the Level 1 coaching assistant.
The session coach may be assessed using the following options:

- Two 10-minute sessions on the course
- One five-minute and one 15-minute session on the course
- A summative assessment of 20 minutes on a final assessment day or session.

The club coach may be assessed for 10 minutes on course and a 30-minute session off course in a club, school or training environment, or any combination that the sport and awarding organisation agree may be used.

The opportunities are very flexible, and the sport should design its assessments to meet its delivery plans and the economics of its delivery.

4.2 Coach Competencies (Level 4 Only)

When beginning the development of a UKCC Level 4 qualification, there needs to be an acceptance that while the UKCC framework is intended to bring about greater standardisation and quality assurance, there must be some flexibility inherent in the Level 4 programme. In fact, perhaps greater flexibility is necessary than within Levels 1–3, to account for differing coaching contexts, the needs of different sports and the varying partnership arrangements that may evolve. This leads to the conclusion that a less prescriptive approach is more appropriate, and as a guide for development, we have separated out overarching competencies and detailed coach capabilities. The UKCC Level 4 programme should be pitched at/around the equivalent of an academic postgraduate qualification, but any academic awards associated with Level 4 programmes may be set at varying levels (eg from undergraduate to PG awards) depending on their existing qualifications, knowledge and skill sets.

This guide identifies a list of 15 competencies that, typically, Level 4 coaches should be able to demonstrate:

1. Reflect continuously on coaching practice and challenge personal assumptions and beliefs to improve future performance.
2. Seek out, synthesise and apply relevant concepts, theories and principles.
3. Make and critically reflect on decisions in complex and unpredictable situations.
4. Recognise and resolve problematic and atypical coaching issues through the generation of innovative strategies and solutions.
5. Build and maintain effective coach:athlete relationships.
6. Design and implement an optimal learning environment to impact on athletes’ performance needs.
7. Adapt interpersonal, teaching and instructing behaviours to the needs of athletes and the context.
8. Develop athletes to be autonomous decision makers.
10. Design and implement a planned and strategic approach to performance improvement.
11. Develop and manage appropriate support structures to facilitate improved performance.
12. Manage change in the context of the wider sporting, legal, political and socio-economic landscape.
13. Evaluate their own coaching performance, demonstrating self-awareness and taking responsibility for their actions.
15. Demonstrate lifelong commitment to learning and improving their own future performance.
4.3 Domain-specific Qualifications

Based on the experience of all the UKCC submissions that have been received at Levels 1–3 and the few submissions that have already been received at Level 4, there is no doubt that common content can be identified between sports at each level and across levels. Some commonality of content will also be evident among programmes that are focused on developing coaches who work in the four different participant populations identified in the Coach Development Model (CDM). In terms of ‘one size fits all’, specific tailoring will need to be done by governing bodies of sport and programme designers to ensure coaches have the relevant level of sport-specific knowledge and skills, and a high level of awareness of the participant population and environment in which they work. However, many common aspects will exist in programmes as the ‘core’ of Level 4 coaching (e.g., developing reflection and decision-making skills, assessment principles and tools, performance analysis, and interpersonal/communication skills).

Two documents provide relevant background information on coach development and the different qualification pathways that coaches may wish to pursue. ‘The Coach Development Model User Guide’ provides relevant background to what has been referred to as the 4 x 4 model.

The CDM is designed as a reference point for coach development and maps the development of coaches, as they progress from novice to master, to the four key participant populations identified in the PDM. The CDM has a variety of potential applications and can be used in a number of ways by different partners. The coaching population roles identified within the CDM reflect the participant segment with which the coach works. The four broad coaching population roles, related to participant populations, are:

- children’s coach
- participation coach
- performance development coach
- high performance coach.

Based on submissions that have been successfully endorsed to date, it is expected that most sports will decide to develop one particular coaching pathway or population at a time. A rationale should be identified for the target group of coaches, and why they are considered to be the most appropriate in terms of background knowledge, skills and experience to benefit from the programme, and also the population from which the greatest demand for the programme would come. There will be commonalities among all coaches in terms of knowledge, understanding and skills that would be needed regardless of the context in which they work.

However, the coaching environment in which they operate will dictate the specific emphasis of learning programme content that is focused on coaching within one particular participant population. To date, work has been undertaken on the Children’s Coaching, Talent/Performance Development and High Performance pathways. A summary of this work will now be given for each of these three development routes in turn.

**Children’s Coaching**

One of the key issues to address here is the definition of a ‘child’. The problem is that the age at which children become ‘young people’ varies according to the people or organisation describing this population. Some may consider Children’s Coaching to cover all young people up to the age of 18 years, but others would argue that Children’s Coaching would finish at a younger age. This may depend on whether there is an early or late specialisation within their sport.

The issue of how well coaches are prepared to work with children in a Talent/Performance Development context is summed up in this quote from a governing body of sport representative:

> You’ll find that academies are appointing highly qualified coaches and asking them to work with under 11s, but they don’t know how to do it. It’s not their fault – the course hasn’t prepared them to work with the people they’re being asked to work with.

Such coaches may have a depth of knowledge about techniques, skills and tactics, but the point being made here is that such coaches simply do not know enough about children, do not understand their needs and have little appreciation about what constitutes developmentally appropriate coaching and activities. So this reinforces the need to ensure the first priority is to treat young people as children first and young sports performers second.
The key implication here is that, while a depth of knowledge and understanding of sport-specific aspects will be an integral aspect of any programme, the children’s coach needs to have a similar depth of knowledge and understanding of child development and the skills to design, implement and review a developmentally appropriate programme.

These aspects need to be addressed in the programme and provide a good starting point for practical assessment tasks and criteria. Having acknowledged that children’s coaches could find themselves working in either or both of the two domains (Children’s Coaching and/or Talent/Performance Development), some effort to differentiate between the requirements of these two domains should be useful.

The following quote from a governing body representative reinforces the importance of developing children’s coaches who are participant-oriented rather than performance-centred, with an emphasis on fun:

*Many coaches are providing ‘watered-down’ performance programmes to kids that are only doing one or two hours per week of [sport], whereas they should be offering a programme to keep them in the sport based on exercise, based on fitness, based on social-psychological well-being. But all of these coaches are going on education courses that are based on the vertical, performance-oriented structure.*

Research shows that children who do not develop fundamental movement skills not only enjoy sport less, they are also less likely to remain sports participants once they reach adolescence and beyond.

This quote about children’s coaches from a governing body representative identifies key features of what a children’s coach should be capable of:

*Great coaches consistently develop participants, looking at the outcome of all their participants rather than one or two. Not necessarily performance driven, they’re doing age-appropriate work in age-appropriate volumes in age-appropriate intensities. They’re very planned out, but at the same time, it’s not overly structured so that it discourages kids. And they’re patient, and they recognise the kind of variation in development that naturally occurs between different participants. And so they would be looking to improve certain qualities with each individual based on where they were at, in contrast to the ones that get it wrong, who have one approach for the entire group.*

So if we aim for children’s coaches to achieve a real depth of understanding in relation to children, their development, their needs and the types of skills they should be developing and the types of activities that help develop these skills, what specifically needs to be covered in a learning programme and accompanying assessment schedule?

Early specialisation sports such as gymnastics and diving will focus heavily on child-related content and issues regardless of the coaching category as most coaches will be working with participants under the age of 18 years. Even coaches working in a High Performance environment in such sports will need a depth of understanding of child development and the implications for their coaching in order to produce safe and effective programmes and sessions.
**Participation Coaching**

Currently, this is the least explored or researched coaching domain in qualifications. Support has been forthcoming from a number of governing bodies for the development of the Participation strand of their sports, but these sports tended to be the ones that recognised the ‘instructor’ role.

Much of this type of sport is not normally dependent on a coach being present, although sessional and longer-term instruction/coaching may be available in some sports. The participants in this domain may or may not take part in competition, and if they do compete, this would normally be at a local level. For some of these sports, the instructor role was common in terms of offering technical instruction, organisational benefit and leadership.

Some of the coaching characteristics identified appeared to apply to the instructor role, but there was a note of caution expressed. This is because the level of performance that participants commonly display in this participant population: is not normally challenging to the instructor, and the participants are often not sufficiently intensively engaged to make substantial progress.

In addition to the performance level issue, it is noted that there is generally no substantive coaching intervention programme evident when working in this participation domain.

A practical constraint in terms of a programme for participation coaches is that the demands of such a qualification may prove problematic in terms of cost and length of training for many volunteer coaches working within the Participation population. In addition to practical issues, there is some concern with developing programmes within the Participation domain. This concern relates to the annual planning and implied competition preparation focus that occurs at UKCC Level 3 and the importance of demonstrating coherent links between Level 3 and Level 4 programmes.

How individual sports, or a collaborative group of sports, decide to structure their UKCC programmes and which pathways to offer is for them to decide, as long as their submissions satisfy the criteria and they have worked up their programmes in a collaborative and developmental way with sports coach UK and other stakeholders.

As more becomes known about the potential, requirements and characteristics of coaches working in the Participation domain, sports coach UK will disseminate this to governing bodies.

**Talent/Performance Development Coaching**

It is worth noting that previous research has identified that talented participants were more often than not young performers below the age of 18 years. The recommendation was that those under 18s in this group should still be considered as children in the first instance. Much of what has been presented in the preceding Children’s Coaching section is relevant for coaches working with young performers in the Talent/Performance Development population.

The amount of opportunities, paid and unpaid, for coaches to work with talent-identified individuals and squads over recent years has increased in line with the more formalised academy and centre of excellence structure that is now common throughout the UK. As the Scoping report noted, the vast majority of performers who make up the Talent/Performance Development population will be young athletes/players. Although the age range will vary dependent on whether the coach is working in an early or late specialisation sport, a great number of these performers will be in their later teenage years. Traditionally, the post-16 years age group is where the greatest drop-off in participation tends to occur for a number of reasons.

During their teenage years, young performers will experience many physical, social and emotional changes in their lives. Coaches working with this age group need to appreciate these changes and the attendant stress and pressure this may bring to the young performer who is being asked to juggle their academic or work commitments and their social lives alongside training and competing in sport.

Coaches working with this age group will need to have a depth of understanding about individual development during these years and the implications for their coaching. They will also need to develop their skills in interacting and communicating with young performers during a time of change that many will find stressful and may result in quite challenging behaviour.

Many performers who pass through coaching programmes at the Talent/Performance Development level will not progress to competing at the High Performance or elite level so coaches working with this population should understand the different pathways available and ensure they are working to expand the performer’s choices while planning and coaching programmes that aim to support all performers in fulfilling their potential.

As talent identification and development are central to this type of coaching, coaches need to understand how to screen, assess, monitor and evaluate performers’ progress and stage of development. They need to be familiar with assessment principles and tools, and their observation/analysis skills need to be highly developed.
An important demand made of these coaches will be their ability to work well with both the organisations that produce the talented performers for their academy/centre of excellence/regional squad etc (eg clubs, schools, colleges and universities) and the organisation that represents the next rung in the performance sport ladder (eg a national squad or professional club). This will make great organisational demands on Talent/Performance Development coaches. The knowledge and skills required to perform this function effectively need to be considered when designing a programme for this type of coach.

One important difference between coaches who work in the Talent/Performance Development environment and those who operate in more participation-oriented environments is the increasing importance of competition and competitive events. Programmes specifically tailored for Talent/Performance Development coaches need to reflect this in content and assessment.

Planning an effective periodised programme will be a complex issue for Talent/Performance Development coaches working with young, developing performers. These coaches will have to consider a multitude of factors that relate to the wider aspect of a young performer’s life, such as academic progress, work commitments and socialising.

Also, the coach needs to have a heightened awareness and a depth of understanding about key changes that their young performer(s) may experience during these development years. The different contexts in which Talent/Performance Development coaches operate need to be reflected in the programme, but as with all coach development programmes, some commonality will be inevitable.

High Performance Coaching

Coaches working in this highly competitive environment will require learning programmes that are tailored to their specific contexts. Some may fulfil the role of head coach, managing a team of other coaches and support staff, while others may be a specialist coach working on a particular part of an elite performance programme that demands high levels of specialist knowledge and skills. The planning of such a programme requires that certain assumptions are made about what coaches will need to know and be able to do at this level, but this needs to be complemented by an initial profiling or ‘360’ exercise that identifies:

1. where coaches are in terms of their existing knowledge and skills
2. where they need to be to complete the qualification and further their professional development in terms of knowledge and skills
3. an individualised learning plan that caters for their specific needs, interests and coaching context, and bridges the gap between where they are now and where they need to be to complete the qualification successfully.

To be at the forefront of coaching in the High Performance context demands general transferable and sport-specific knowledge, understanding and skills. These coaches may not only have to be effective leaders, managers, communicators and motivators but also have to possess a credible level of relevant technical, sport-specific knowledge and have the relevant skills to apply this knowledge within their specific culture and context.

Programmes designed to meet the needs of High Performance coaches should reflect this in terms of how core or generic aspects are balanced with sport-specific coverage and how both are integrated and applied in a programme that adheres to best practice in teaching/learning and coach development.

Whereas generic aspects may be covered within individual units or modules, such as performance analysis or planning for competition, the assessment of such modules needs to account for the specific role such aspects play within each coach’s main role.

Coaches working in a High Performance environment will experience demands and pressures that other coaches will not, and the implications of this must be considered when planning and delivering a programme for such coaches.

The timing of the programme and assessment schedule relative to the competitive season will be important, and more individual negotiation of learning programmes and associated assessment schedules may need to take place with these coaches to cater for their needs and the demands on their time.
General Points

Regardless of the context in which coaches operate, the pathways they choose or the participant population(s) with whom they work, there are some aspects that should be considered for inclusion in a qualification. The preceding material identified the more obvious and specific knowledge and skills related to coaches working within the different participant population groups. However, those involved in designing programmes might also want to consider the inclusion of less obvious aspects, such as developing coaches’ understanding of:

- the coaching culture and context
- themselves - their own coaching philosophy, beliefs, values and assumptions
- the coaching process and their particular practice.

4.4 Principles of Inclusive Coaching

Knowing Your Workforce

Know who your workforce are and what their skills are. How can you diversify to find more people? Look up different networks, speak to different groups of people and invite them along. Listen to their thoughts.

Speak to participants from groups that are under-represented in your sport. What are their motivations to play? How could you welcome more people from under-represented groups into your sport?

Remember that to bring in more people who are currently under-represented in your sport will take time. It’s a cultural shift. Build it slowly, and listen to your coaches and participants.

Don’t put people in a box: A person is an individual. Everyone is different and has their own abilities and development needs. They have individual motivations. Ensure your coaches have effective communication skills and the confidence to speak to all their participants to ensure an appropriate welcome and ongoing positive experiences within your sport. They must never assume.

Aim for a diverse coaching workforce: People from different cultural and social backgrounds have different life experiences and attitudes. Your coaches can learn more from each other, and your participants (of all levels) will gain from a wider choice of coaches.

Raising the Profile

Use pictures and photos of positive images of people from under-represented groups taking part in/coaching your sport. It quickly shows your sport in a positive and welcoming light for everyone.

Tell a story. People relate to other people and find it easier to understand messages through life experiences.

Celebrate achievement and diversity in your coaching workforce. Actively seek nominations for awards for people from under-represented groups, and promote the winners nationally.

Promote role models from all backgrounds. Raise the profile of your sport to everyone, not just those currently involved.

Appropriate Language and Terminology

Refer to coaches as ‘she’ as well as ‘he’ in all your publications (not just where you are mentioning female coaches specifically) – this will start to normalise women in coaching and not exclude their valuable contributions.

Use appropriate terminology. Re-examine your choice of words and be more sensitive to others. Talk and write positively. It’s not about ‘political correctness’, it is about achieving ‘professional appropriateness’. For example, with disability:

- refer to someone’s ability and what they can do
- no one ‘suffers’ from an impairment, they have one
- people aren’t bound to a wheelchair; they use one.

Refer to sports coach UK’s appropriate terminology as identified in the ‘Equity in Your Coaching’ workshop.

Producing Documents and Publications

Provide documents in Word format. As such, the font can be made bigger, and the document can be used by a screen reader.

Braille is used by a small group of people and is expensive to produce. Check with the individual if an alternative format can be produced that is just as accessible to them.

Make sure all your documents are written in plain English. Avoid jargon. Avoid long sentences. See www.plainenglish.co.uk for more information.

Lower the word count of your document. Make it snappy. Use images and photographs to get your message across. Not everyone is a great reader. Images help break up text.
Put subtitles on videos.

Put description in captions on your images. This will help get across the message you are trying to convey and also make it more accessible as screen readers will read it and explain the image.

**Providing Training for Your Coaches**

Actively promote training or development events to everyone. Don’t follow the same promotional routes – you will always get the same people attending.

Overcome the fear of the unknown. Let people know what to expect. Whether on a coach education programme or a three-hour CPD session, people should know what to expect: Is it practical? Will they be assessed? Do they need lunch? People feel more comfortable when they know what is ahead of them.

Break big training events into chunks. Not everyone can be away from home for a whole weekend, for example. Maybe they could manage two Saturdays in a row, however. Have you spoken to your prospective delegates/attendees to see what their preference would be?

Attend a disability awareness workshop. It will not provide all the solutions for you, but it will develop your thought process and raise your awareness. It should also provide you with appropriate places to go next for more in-depth information.

Provide ‘signposts’. Make sure whoever you are giving information to knows where to get more tailored guidance or information from. This could be information about local sports opportunities from a county sports partnership (CSP) or more in-depth impairment-specific information from a National Disability Sport Organisation (NDSO).

Mentoring (whether formal or informal) supports people. Set up opportunities for coaches to talk to other coaches. Listen to their needs. Bring groups together either face to face or virtually. Show them your support.

Dance like no one is watching. (Just checking you are still paying attention!)

**Recruitment**

Advertise your jobs. Don’t just rely on your existing network. Using the same recruitment networks and processes will recruit the same people and bring no diversity to your group or workforce.

Use different recruitment tools to find more grass-roots coaches. Use women’s networks’ websites, advertise in local cultural, religious and community centres, and support your existing coaches to promote coaching to all participants and parents at their clubs – not just men.

**Further Reading**

- ‘Access for All: Inclusive Communications’ – EFDS
- ‘Diversity in Diction Equality in Action: A guide to the appropriate use of language’ – TUC and Unison
- ‘Effective Communication: Coaching Deaf People in Sport’ – a workshop from sports coach UK
- ‘Equity in Your Coaching’ – a workshop from sports coach UK
- ‘A Guide to Mentoring Sports Coaches’ – a workshop from sports coach UK
- ‘Plain English Campaign’
- RNIB
- Sport England image bank
4.5 Learning Programme

The qualification developed by the awarding organisation and technical expert group will prescribe what the coach needs to know and be able to do (learning outcomes and assessment criteria) in order to achieve a coaching qualification at a certain level.

The learning programme is the framework that supports the coach’s journey from induction to the point of achievement of the qualification at that level. The design and development of this framework are key as it is the vehicle through which coaching behaviour can be shaped and developed. The framework should provide access to exciting, challenging and innovative learning, development and assessment experiences that build knowledge and skills through practice, and critical reflection in and on practice.

A high quality learning programme will put the coach at the centre of the process and encourage them to assume responsibility for their own learning and development.

This section will introduce you to a ‘design down, deliver up’ approach to learning programme design, and will identify the key features of a coach-centred learning programme. Through a series of reflective questions, it will help you think about how you can design a high quality learning programme that meets the specific needs of the organisation and, critically, the needs of your coaches.

**Design Down, Deliver Up**

A ‘design down’ approach enables the learning programme designers to analyse the assessment and evidence gathering requirements of the qualification and individual units. One of the key responsibilities of the designers is to build a learning programme that enables coaches to acquire the right knowledge and skills at the right level and so generate the right evidence to demonstrate competence against the assessment criteria.

This is why it is important to design down from the purpose of the qualification or the unit standard, so that it is always foregrounded when planning learning and assessment activities. This approach is shown in the diagram below.
There are a number of key phases or stages to consider when adopting the ‘design down’ approach.

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| 1 Purpose | • What is the level at which the qualification is offered?  
• How does this fit with the four levels of coaching role descriptors?  
• How are you currently delivering your learning programmes?  
• How does this fit with current and best practice?  
• How are other sports delivering their learning programme at this level? |
| 2 Learning Outcomes | • What will coaches need to know in order to achieve the qualification?  
• How can the ‘need to know’ and ‘nice to know’ content be shared with coaches?  
• How can the ‘need to know’ content be structured into a series of deliverable modules?  
  What order do these need to be delivered in?  
• How will you know if coaches have learnt?  
• What evidence will you look for? |
| 3 Assessment Criteria | • What will coaches need to be able to do in order to achieve the qualification?  
• What assessment tools, strategies and activities can be integrated to support the assessment process? When, where and how will these be integrated?  
• How will you know if your coaches have achieved the outcomes?  
• What evidence will you look for? |
| 4 Learning and Assessment Activities | • How will a coach-centred learning programme be designed?  
• How will the programme be delivered to ensure high quality learning and development can take place?  
• What learning and assessment activities will produce the knowledge, skills and values required by the assessment activity? |

This final phase – the development of a high quality coach-centred learning programme – is critical if coaches are to be empowered to learn/develop, and supported to achieve the qualification.
Key Features of a High Quality Coach-centred Learning Programme

There has been a huge amount of research undertaken around student- or coach-centred learning. The underlying assumption is that this learning model places the coach in the centre of the learning process.

A coach-centred approach uses a blended mix of learning and teaching strategies that enable the coaches to achieve the learning outcomes and meet the assessment requirements of the qualification. It emphasises active learning experiences such as discussion, tasks, simulations, role play and coaching practice as opposed to passive learning.

It uses guided discovery and problem-solving-based approaches to learning that require critical or creative thinking. The facilitator (tutor/coach educator) provides coaches with opportunities to learn independently, from one another and from an eclectic mix of resources. Coach-centred learning emphasises reflection in and on action and empowers the coach to think developmentally about how they can be even more effective. In an ideal world, coach-centred learning is self-paced.

Properly implemented coach-centred learning can lead to an increased motivation to learn, greater retention of knowledge, a deeper understanding of the sport (what to coach) and of the coaching process (how to coach), more evolved coaching skills and developing critical reflective practice skills.

A well-designed coach-centred learning programme has a number of key features, which are set out in Figure 2 below.
Pre-course

Typically, there are requirements that coaches need to have/meet in order to be accepted on to specific qualifications. How clear are you on the prerequisites for the various levels of coach qualifications that you offer?

Your answers to the following questions may help you determine specifically what these prerequisites are:

- Have there been any prerequisites in place previously? What were these, and how effective were they at safeguarding the quality standard of coaching at that level? That is, were the right coaches attending the right courses?
- Is there a minimum age requirement?
- Do coaches need to have attended a safeguarding and protecting children and vulnerable adults course, an ‘Equity in Your Coaching’ workshop or a disability awareness course?
- Do coaches need to have a Disclosure and Barring Service (DBS) check?
- Prior to undertaking the Level 1 course, do coaches need any previous experience/understanding (eg a leaders award or to have observed some coaching practice)?
- Prior to undertaking the Level 2 course, do coaches need to hold the Level 1 qualification and have attended the ‘Safeguarding and Protecting Children’ workshop?
- Do coaches need any level of technical competence/expertise to undertake the qualifications at the various levels?

Coach Induction

The purpose of any coach induction is to put the coach into a state of readiness to undertake the qualification. How do you currently ensure your coaches are absolutely ready?

Typically, the induction process is triggered once coaches have been accepted on to the qualification and a coach induction pack is distributed to coaches before the start of the taught course. The contents of this are determined by what you believe the coach needs to know and do before the start of the first phase of the taught programme. This will vary from one level of coaching to the next.

When designing the coach induction pack, you will need to consider what information is housed in here. Often, standing in the shoes of a coach and thinking about what you would need to know to be absolutely ready is a good starting point. Consider your answers to the following and establish the key contents of the coach induction:

- Do coaches need to know where the qualification sits/fits within your sports coach development pathway, or is this assumed, given the fact they have applied and been accepted on to the course?
- Do they need to know the learning outcomes and assessment criteria at this stage?
- Do coaches know when the course starts, what time it starts and finishes, how many days they are committed to, and if the course is structured over a series of taught modules? Do they have these so that they can diary the time out?
- Are coaches clear on what is required of them in order to achieve the qualification? Is there an overview of the evidence requirements and estimated time this will take to gather?
- Do coaches know what happens between the taught elements and what they are required to do? If there is an emphasis on supported practice in the field, which requires a support coach or mentor, how clear are they on this requirement, and do they know how to set this up?
- Do coaches know that there is a practical coaching element to the course and that they will need to come appropriately dressed? Will they need to bring their own equipment?
- Are there any useful learning activities that coaches can engage in before they start the course? By engaging coaches in their learning before the start of the taught course, it is possible to accelerate the learning in the first phase of the taught element because they are already thinking like coaches. For example, is there some pre-course reading, awareness-raising tasks, self-reflection, profiling or analysis that could be done? If you are going...
to set them different learning challenges, how are you asking them to capture the key information? For example, at Level 2, if you are asking them to think about their own coaching philosophy, have you provided a series of prompt questions? At Level 3, if you are asking them to undertake a video analysis of their own coaching, have you provided a set of benchmarks, such as coach behaviours, that you would like them to compare and contrast their practice with? Do the completed pre-course tasks need to be brought with them to the first day?

- Is there a key contact number in case of enquiries or questions? Is the key contact an administrator? What if their query is related to the learning programme? What role could the course tutor or facilitator play at this stage? Is there an option to start the tutor:coach relationship at this stage? What impact might that have on the learning over the longer term?

- This is your first opportunity to make a professional impression on coaches, and how you design the pack is key. A text-heavy, poorly photocopied pack will turn off the coaches immediately. How will you design the pack? What opportunities are there to engage the visual, auditory and kinaesthetic learning preferences at this stage?

- How will you distribute this information to coaches — by hard copy or electronically? How long before the start of the taught course is this distributed? Do you have face to face or group-based inductions conducted on a regional basis? Could you do this?

- A well-designed coach induction does not begin and end with the induction pack. Time should be dedicated at the start of the taught course to consolidating and clarifying the content, exploring any issues and beginning to draw out some of the key learning where pre-course tasks have been set. How much time do you currently dedicate to the induction at the beginning of the taught course? How much time should you allow?

### Workshop Delivery

There is a consensus that all training interventions have a ‘half-life’, which is described as the time taken for the effectiveness of anything to reduce to half its original effectiveness. For example, the half-life of a radioactive substance is the time it takes for half the quantity to decay. Thus, the half-life of training is the time it takes for half the total effectiveness of the training to dissipate.

To relate this to coaching, let us imagine a coach attending a Level 2 course. She may be motivated by the quality of the coach educators, the interaction with other coaches, and the desire to succeed on the course. The half-life of training here is the time taken after the face-to-face part of the course for half this energy, enthusiasm and drive to fade. In some cases, this loss of energy and motivation can lead to lack of attendance for assessment, resulting in non-completion of the course. What we know is that the longer people are involved and engaged in their learning and development, the more powerful and long-lasting that learning. The effect of learning will potentially go far beyond the achievement of the qualification.

When designing learning programmes, there are a number of things that we can do to positively impact on the half-life of training:

- Ideally, any face-to-face training, particularly at Levels 2 and 3, should have a time lag between each taught element to allow the learning to breathe, and the coach to reflect on their experiences to date and engage in the off-course learning. How long do you typically leave between each taught element — one week, one month? What is the optimum time that should be built in between learning modules? How will this change if coaches have to gather evidence between modules? How you support learning and coaches during this period will be considered in the next section.

- How flexible is the delivery of your learning programme model? Can the model only be delivered in a certain format over a certain period of time? What other delivery models do you need to consider? This may vary depending on the environment in which the course is being taught. How will that impact on the way in which the taught programme is delivered?

- A blended mix of learning and teaching strategies should feature heavily on the taught course. There is a clear and overt emphasis on facilitation, as opposed to teaching/lecturing and instruction. The provision of active learning experiences such as discussion, tasks, simulations, role play and coaching practice are vital. Guided discovery and problem-solving-based learning are tools that can be used to support critical or creative thinking. What blend/mix and range of learning activities do you currently build into your programme? Is this sufficient/appropriate to promote coach-centred learning?

- The taught programme should be a mix of classroom and practical-based training. There should be more practical than classroom at Levels 1 and 2. Excessive classroom time at Levels 1 and 2 negates the value of teaching theory through practice, and opportunities to apply knowledge in a supported practical setting are lost. It may be slightly different at Level 3 where more classroom time is probably inevitable and there is less value in micro-coaching of peers when their coaching focus is on athletes over a programme, rather than in a session. What is the current proportion of time that you
allocate to classroom-based versus practical learning? How appropriate is this? Is there any classroom learning that can be taken into the practical context?

- Coach-centred learning emphasises reflection in and on action, and empowers the coach to think. Are coaches being given enough time to practise and reflect on their coaching on course? Is the opportunity to receive high quality feedback from self, peers and tutors also built into the learning? How much time can you dedicate to this? Even just a five-minute group review can facilitate some high quality reflection and development.

- Coaches must be given the opportunity to think and act like coaches for as much of the learning time as possible. During micro-coaching or coaching practice sessions, how are tutors reminded to encourage coaches to ‘act as players, think like coaches’? In managing the group review after any micro-coaching session, how are tutors drawing out and sharing the learning to ensure it is meaningful for all, as opposed to just the coach in question? A high quality tutor will use the REVIEW process (or similar feedback mechanism), which means that dedicated time must be pencilled in to the learning to undertake this critical review and reflection.

- A well-designed learning programme will give coaches the opportunity to move around the learning cycle (plan-do-reflect-apply) within each learning module. It doesn’t typically matter where coaches prefer to start within the cycle, but they must be given the opportunity to move around all the phases. What opportunities can you integrate for coaches to do this? How do you draw each learning module to a close? Do you simply revisit the learning outcomes and tell coaches what you think they should have learnt? Or do you build in time for some deliberate reflection, which enables coaches to draw out a key piece of learning, consider how they will integrate it into their practice and also be able to recognise when they are being successful?

- The key to the delivery of a high quality coach-centred experience rests with the coach educator workforce. What advice do you give to them about how to facilitate learning? Have you developed tutor notes, which suggest what is to be delivered, when and how? How easy are these notes to use? Do they ensure some consistent delivery across the tutor workforce?

**Self-directed Study**

Self-directed or home study is integrated to complement the taught programme, provide opportunities for wider reading, further practice and reflection, and to consolidate learning. For each level, the amount and level of detail required will differ, and self-directed study can be integrated at any stage:

- pre-course through the induction phase
- between the taught elements
- during the applied practice opportunities building up to the final assessment.

Self-directed study could consist of a combination of wider reading (reading can include textbooks, journals, articles, web-based research and footage) tasks, and coaching planning and practice/reflection. Thinking about self-directed study, consider how you would answer the following:

- What do you currently expect coaches to be able to do offline or away from the taught course? How clear are you on specifically what the focus of the learning is? Is there a specific piece of reading/task or coaching focus that needs to be addressed?

- How are coaches informed about the self-directed element? Is this in their induction pack, course workbook or elsewhere? Are there specific tasks, instructions or simply signposting to different reference points?

- Is this mandatory or optional? How long, notionally, might this take? This is important, particularly for coaches who have full-time commitments elsewhere – they will need a sense of how much time they need to liberate.

- How does this learning link with the on-course learning? Does this follow/precede key learning, is this designed to draw learning out or act as a trigger? How do you integrate the learning coaches have acquired into the taught course? Have tutors been briefed about how to draw this in? Has time been built into the taught course for this, particularly the reflective element, which draws out how coaches have applied their learning and what successes they have experienced?

- Is the self-directed study an evidence-based requirement? If so, where are the task instructions and evidence-gathering templates? How easy are these for coaches to use without direct support?
Supported Practice in the Field

We have covered the self-directed or homework element of the course. We have also covered ensuring that coaches have a clear understanding of what they are expected to do, and when and if this is to be assessed or not. How clear are you in terms of what support is offered across the whole programme from induction to accreditation? How clear are the coaches?

Supported environments could refer to both on-course and off-course. Support can be lent by:

- administrators to clarify any issues with registration, attendance, certification
- course tutors to support on-course learning
- mentors (either assigned by the governing body of sport or coach-recruited) – this is more appropriate at Level 3
- buddy coaches from the course
- action learning sets (whole groups or cohorts from the course) conducted via email or through meetings.

Do you have an evolved support network in place? How evolved is this? Is this formally organised or more ad hoc and a little reactive? How do coaches know which support mechanisms are in place and, critically, the nature of the support being lent? Are coaches expected to organise their own support, or is this done in collaboration with you?

Appropriate methods should be determined both by the governing body of sport in terms of time and cost-efficiency and by the coach in terms of what best supports their learning needs.

Evidence Gathering, Ongoing Assessment and Final Assessment

It is the responsibility of the awarding organisation and technical source/expert group to interpret the requirements of the qualification and develop the assessment strategy. Assessment of vocational coaching qualifications assesses a mix of the coach’s knowledge and performance.

Thinking specifically about the assessment, are you clear which elements of the qualification you are assessing? Is it possible to assess across a number of learning outcomes/assessment criteria at any one time and so rationalise the number of assessment experiences?

In terms of assessing a coach’s competence, which assessment methods/tools do you typically use or could you use? A number of assessment tools and methods can be developed to assess knowledge and performance, and could include:

- a practical coaching logbook or a written paper (multiple-choice questionnaire [MCQ] or short answer questions)
- practical observation
- professional discussion

Some assessment tools and methods are more appropriate at some levels than others. For example, how appropriate is an MCQ at Level 3 or indeed the simulated assessment of their coaching practice working with their peers acting as athletes? How feasible is it to assess a Level 1 coach coaching a 45-minute session?
When, where and how are these opportunities integrated within and across the learning programme? The timing of the assessment is key as you will need to consider whether the key learning has been presented before the assessment is conducted and evidence gathered. Equally, if assessments are being conducted on course, such as practical coaching observations, has sufficient time been given to ensure there is reflection time built in to accompany the coaching session? If a professional discussion with each coach is a requirement of the assessment and being used for developmental purposes, is this within the timing of the programme, or does this happen after? If this is after, are coaches aware that this is expected of them and there may be delayed departures?

How are coaches made aware of the assessment and evidence requirements? This is typically during the induction phase and again on course at salient points. We have already explored how this is done and what support mechanisms are in place. The learner or assessment pack is the key resource that underpins this element of the programme, and coaches need to be able to use this independently or at least be able to access support when working remotely.

At Levels 2 and 3, where coaches are required to submit a portfolio of evidence, when does this have to be submitted? Is this brought with them to the assessment day or is it submitted beforehand? What might be the benefits of submitting this beforehand, as opposed to coaches arriving with it on the day? If they are submitted before the course, this will enable assessors to undertake a more qualitative assessment and comment formatively on the written evidence provided. Typically, on a busy assessment day, all assessors look for is whether the right type/amount of evidence has been provided, not how well it meets the task requirements. There are logistical implications associated with pre-submission, these would have to be considered and built into the assessment process.

Thinking about the coach educators/assessors who manage the assessment phase, has sufficient guidance/training been extended to ensure they are adopting a consistent assessment process that ensures real standardisation around the decision making?

### 4.6 eLearning

**What is eLearning?**

All educational or instructional content that is distributed using **web-based technologies** to achieve any of a variety of **learning objectives**

Online learning is a rapidly developing learning medium that is becoming easily accessible to coaches. With the advent of tablets and smartphones, new knowledge is no longer something that can only be obtained from libraries or classrooms. Social media in particular has changed the way we communicate, and research has shown that coaches are very much part of this revolution.

Clearly, the population is using technology more for both networking and learning, but does this mean we need more opportunities for coaches to learn online, or are there too many prohibitive areas? eLearning goes far beyond sitting alone at a computer reading a PowerPoint presentation. It can be interactive and exciting, and even help learners understand subject areas more than by just reading or hearing about them.

Some simple ways for learners to engage in eLearning include:

- YouTube
- Google
- podcasts
- webinars
- apps.
Types of eLearning

eLearning opportunities come in a variety of formats and can be viewed using the wide range of technology available to coaches. The table below shows a range of formats for learning to take place. This is not exhaustive but is a rough guide to the most popular formats.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
<th>Devices Used to View Them</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD-ROM/USB</td>
<td>Software loaded on to a CD/USB – may feature links to an exclusive website</td>
<td>PC</td>
</tr>
<tr>
<td>Access code</td>
<td>Access codes can be printed on to card-style stock items, giving access to digital products in any format on a website</td>
<td>Any</td>
</tr>
<tr>
<td>Podcast</td>
<td>A series of audio, video, PDF, or ePub files subscribed to and downloaded through the web</td>
<td>Any</td>
</tr>
<tr>
<td>Company blog</td>
<td>Single or multi-author web pages, allowing visitors to leave comments</td>
<td>Any</td>
</tr>
<tr>
<td>Infographic</td>
<td>A visual representation of data or knowledge – ideal for presenting research</td>
<td>Any</td>
</tr>
<tr>
<td>eBook</td>
<td>Typically text and images (different formats for different readers – ePub, iBooks etc)</td>
<td>eReaders (eg Kindle)</td>
</tr>
<tr>
<td>Online seminar</td>
<td>Tutor-led live workshop experienced from behind a screen – in video style – at a scheduled time</td>
<td>Any</td>
</tr>
<tr>
<td>Courseware</td>
<td>Usually PowerPoint style created in Articulate/Storyline – can include a mix of PDFs, video, self-assessment tests etc that take people on a learning journey – usually SCORM compliant</td>
<td>PC, tablet</td>
</tr>
<tr>
<td>Digital magazine/book</td>
<td>Turning pages – can include video, links etc</td>
<td>PC, tablet, smartphone</td>
</tr>
<tr>
<td>Apps</td>
<td>Touch interactive tools – developed in different languages for different platforms</td>
<td>Smartphone and tablet</td>
</tr>
</tbody>
</table>
Why Change Traditional Coach Education?

There has been a significant change in the way people learn over the past five years. The term ‘Google it’ is a common phrase used in everyday language because whatever the question, you can invariably find the answer online. Information is available at the touch of a button, and the expectation from coaches is that they will be able to find the information they need online.

Coach education has traditionally been delivered through face-to-face delivery or hard-copy resources such as books, CD-ROMs or DVDs. Coaching courses are now attracting an increasing number of ‘digital natives’ (people born after 1980) who have been educated with innovative technology and flexible learning opportunities. We now need to ensure that coach education opportunities are meeting their needs. These potential coaches learn differently. They know how to learn from a screen but not necessarily from a tutor.

In 2005, the ‘E-learning strategy for the Further Education Sector’ (Department of Employment and Learning) stated:

So what does this mean for the future of coach education? The key message is that eLearning cannot replace the face-to-face learning opportunities currently in place. It can, however, enhance the learning experience available, and this section will explore some of the options for doing this, along with some of the questions to ask when embarking on developing an eLearning programme.

Synchronous and Asynchronous eLearning

Formal eLearning can be divided into two experiences. These are ‘synchronous’ and ‘asynchronous’. The majority of formal online learning experiences operate asynchronously, but there are benefits to both formats depending on the preference of the learner.

Asynchronous learning

Asynchronous learning can be accessed at any time, to be completed by the learner in their own time (sometimes before a set deadline). As part of prerequisites for a course or as independent CPD, there is also the opportunity for the learner to print off a certificate on completion. Examples of asynchronous learning include the following:

- **Virtual libraries, presentations, graphics, audio files and video.**
- **Email** – this can be a great tool for asking questions, keeping in touch and receiving materials, updates, reminders and even assessments.
- **Discussion boards** – this pillar of the online learning structure is a great way to respond to questions, and share documents and links; often, boards are set up for a cohort of coaches away from their face-to-face learning so they can continue their networking and discussions online.
- **Social networking** – many online courses now incorporate social networking in order to enhance learner interaction and conduct peer reviews. Social networking opportunities include blogs, wikis, Facebook, Twitter, Flickr, YouTube and more.
- **Wikis and collaborative documents** – collaborative documents allow learners to edit each other’s work and collaborate. This can be a useful tool to use between coach and mentor in particular: A ‘wiki’ is a place that allows the learner to build a series of explanations, much in the same way as Wikipedia works. Learners can add text as well as graphics. This may be particularly beneficial when coaches wish to share technical drills or innovative delivery methods.
- **ePortfolios** – some courses can use software (such as Mahara) that makes it easy for the learner to create their portfolio online. This is not traditionally used within current coach education programmes, but with the flexibility to capture text, images, presentations, video, audio, links and discussion space, it can provide more flexible assessment options for coaches than those currently available.
- **DVD/CD-ROM** – the more traditional coach education courses can provide textbooks that are bundled with DVDs with video and media content. These can be particularly helpful in providing a varied learning experience where there is slow, limited or expensive Internet connectivity.
Synchronous learning

Synchronous learning requires learners and tutors to be online at the same time. Discussions and presentations will take place, similar to face-to-face delivery but with communication taking place remotely. One of the benefits of synchronous learning is that networking still takes place online at the same time. Discussions and presentations will take place, similar to face-to-face delivery but with communication taking place remotely.

Examples of synchronous learning include the following:

- **Chat rooms (text only)** – synchronous chat rooms allow multiple learners to log in and interact. It is a useful way to ask questions and share resources and insights. The number of learners logging on for one conversation needs to be monitored closely to avoid the conversation breaking off into tangents. Those who can type fast are able to engage better! Learners can save their chat session and review it or add it to their portfolio to show their engagement in personal development.

- **Voice (telephone or voice over Internet protocol)** – the precursor to WebEx, learners dial in to a free number or log on to a website where they can speak through a microphone or headset. The purpose of this is to engage in conversation with both the tutor and fellow learners. It is a useful way to review a document or presentation. Some preparation is required to ensure all the documents are readily available to all learners.

- **Video conferencing** – video conferences can, in theory, require every learner to have their own webcams running. A video conference can involve a live feed from a classroom or elsewhere. Alternatively, the conference might transmit a presentation of slides and graphics, with a question and answer session at the end.

- **Web conferencing (eg WebEx, webinar)** – growing in popularity, web conferencing differentiates from video conferencing as it does not rely on video as the primary instructional content. Web conferences tend to be more interactive, and the learners can respond to questions (survey, poll, questionnaire), which give an opportunity to interact. Web conferences often have a question and answer session at the end.

- **Internet radio/podcasts** – tutors can stream audio over the Internet, particularly when there may be a bandwidth issue. Good opportunities for audio streaming include lectures or conferences. Ideally, the audio file will be archived for learners to access and review at a later date if desired. Learners can send chat messages to each other while the event is happening.

- **Virtual worlds** – educational ‘islands’ in virtual worlds like Second Life are an alternative place for students to meet ‘live’ and interact. While virtual worlds can be very engaging and productive as learning environments, they can be frustrating for those who are new.

Recognising the Value of Online Learning as CPD

While some coaches will use online learning as part of their formal qualifications, a large number use online media to continually develop themselves. It is often challenging to capture this ongoing development and recognise it as CPD. As with experiential learning, if the coach is able to reflect, learn and show a positive behaviour change as a result of online engagement, this demonstrates a commitment to self-improvement. Below are a number of scenarios for how a coach could capture their online learning and use it as evidence for CPD.

Jenny – the video reviewer

Jenny is struggling to find a solution to coach one of the technical aspects of her sport to one of her athletes. After a coaching session, she spends over three hours looking at online clips of coaches across the world improving the area of technique she wants her athletes to improve. She reflects on what she has learnt in a coaching log, which is a comprehensive text dialogue about how she has learnt from the video footage and what she is going to do differently next time she coaches. Jenny reflects again when she has delivered the session and shares her learning with other coaches. Her coaching log is submitted as evidence of CPD.

Mahesh – the social networker

Over the course of two years, Mahesh has developed a resource of the skills and drills he uses with his athletes, along with the key coaching styles he uses to deliver them. He has shared his resources worldwide with other coaches via Twitter and holds a monthly ‘clinic’ where he facilitates discussions between a network of coaches who have used his resources to help them improve. Mahesh has a log of all the Twitter feeds and the positive feedback he has received. He submits this as evidence of his ongoing personal development.

Rachana – the journal reviewer

Rachana is a part-time Master’s student and a volunteer coach, and makes the most of having online access to journal articles by reading and critically reviewing them in relation to her own coaching practice. Rachana has submitted her reviews to sports coach UK, and they are hosted on our Resource Bank for anyone to access. She is able to evidence her ongoing CPD to her governing body through her published reviews.
Alison – the blogger

Alison writes a weekly blog about her coaching practice, which she promotes on Twitter. She reflects on her coaching practice and the solutions she has found to overcome some of the challenges she has faced. In her blogs, she shares links to useful reading and video footage she has used to improve her coaching. Her blog is submitted as evidence of her ongoing CPD.

Naomi – the vlogger

Naomi sometimes struggles to reflect on her coaching practice in written form so she has developed a routine of doing a video log of herself talking about coaching sessions and how she wants to change her behaviour to continue to improve. She does a monthly summary of her coaching improvements and the solutions she has found to overcome challenges, and shares it with the other coaches in her club via their website. Naomi adds the website link to her online CPD portfolio.

There are countless options for utilising online learning for CPD. They give your coaches a flexible approach to CPD that can be done with minimal or no cost and can be completed in their own time.

Other types of online learning that can be used for CPD include webinars, WebEx, use of apps, chat rooms and development of their own online technology.

Using Technology for Innovative Assessment Methods

While a large majority of online media for coaches are used to enhance their learning experience, they can also be utilised to make assessment of formal qualifications more easily accessible, particularly for those learners who have no experience of formal education. The traditional method for a coach to build a picture of their coaching practice is to build a portfolio. As a paper-based exercise, this can often be a daunting task, but there are a number of online options that can be utilised to make the assessment process more flexible and accessible for your learners.

As with the CPD options outlined previously, coaches have countless ways to capture their practical coaching, their learning and their reflections. Providing these as options as part of your coaching qualifications can enhance completion rates for your courses by providing more options for learners to provide evidence.

The table below gives some examples of how technology can be used to submit evidence in a non-traditional format.

<table>
<thead>
<tr>
<th>Traditional Format</th>
<th>Online Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written evaluation of six linked coaching sessions</td>
<td>A video log of session evaluations</td>
</tr>
<tr>
<td>A written coaching philosophy</td>
<td>A photograph taken on a smartphone of a flip chart graphic of a coaching philosophy</td>
</tr>
<tr>
<td>A written analysis of technique</td>
<td>A video of technical analysis using a coaching app with audio commentary from the coach</td>
</tr>
<tr>
<td>A written analysis of coaching reflections on a competition</td>
<td>A video log</td>
</tr>
</tbody>
</table>
Online Discussion Forums

Online forums can be a great way for learners to network without taking the time and money to travel to meet people face to face. If you want to set up a forum for your learners, there are a number of things to consider to make them more manageable. Having an open forum for all coaches from your sport to access can often be difficult to manage with no code of conduct.

Forums are particularly helpful during the periods of a formal qualification when coaches are back at their clubs, implementing their learning. By posing questions or proposed solutions, they can continue to be part of the learning community of their cohort.

As CPD, being part of a forum alone can evidence a coach’s ongoing development. If they are regularly giving constructive feedback and input into a forum, along with sharing their own coaching tools, this should be formally recognised as CPD. If the coach submits an archived copy of the forum along with a review of how it has helped them to develop, this can be a great demonstration of their own interest in personal development.

Splitting your online forums into smaller groups by cohort, discipline or workshop means you can have a number of manageable groups that can be administered by a tutor or central staff.

Getting coaches to engage with online forums can sometimes be a challenge, but there are a number of options to make them more robust. These may include:

- asking each coach to post a new topic once every six weeks
- making engagement in an online forum a formally recognised part of their CPD.

Blended Learning Models

The traditional blended learning approach within coach education has been to mix theoretical face-to-face classroom delivery with practical coaching sessions. The rapid development of online learning opportunities through a mix of media means that there is now more to add to the learning experience.

This section gives four models to demonstrate how this mix of media can be integrated into delivery programmes for a formal coaching qualification. The purpose of these models is to show that traditional coach education opportunities are evolving and can be implemented in a variety of different ways.

Let’s look at the options for adapting a traditional Level 2 learning programme. This would usually be delivered over four days of face-to-face delivery with a final assessment day. UKCC-endorsed qualifications show a wide variety of delivery mechanisms, but for the purpose of this exercise, we will look at the most widely used model.

Model 1 – the traditional Level 2 model

<table>
<thead>
<tr>
<th>Day one - face-to-face delivery, blend of theory and practical</th>
<th>Day two - face-to-face delivery, blend of theory and practical</th>
<th>Minimum of two-week gap where learners complete home study tasks and some linked practical sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day three - face-to-face delivery, blend of theory and practical</td>
<td>Day four - face-to-face delivery, blend of theory and practical, including one practical assessment</td>
<td>A minimum of a six-week break to develop coaching practice and linked coaching sessions</td>
</tr>
<tr>
<td>Day five – final practical assessment, portfolio review and action planning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advantages

- Learners know when and where their learning is going to take place.
- It is easy to manage the learners from an administrative point of view.
- It is a structured course with no onus on the learner to be responsible for the speed and direction of their learning.

Disadvantages

- There is no flexibility in delivery, which means it is not always accessible for busy coaches.
- It is not always focused on the individual’s learning needs.
- It is cost and resource heavy, and reliant on a trained workforce to deliver and assess.
Model 2 – an emphasis on pre-course learning

**Advantages**
- The pace of learning is determined by the coach.
- The costs of tutor delivery and venue hire are significantly reduced.
- The face-to-face delivery element of the course can focus more on the practical implementation of theory.

**Disadvantages**
- Off-course resources need to be engaging for the learner working independently.
- It is reliant on the learner understanding the task.
- Time needs to be allocated for assessment of portfolio tasks.
- There is no contact and networking time during the theoretical elements of learning.

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Model 3 – knowledge units delivered as eLearning prior to face-to-face practical delivery

**Advantages**
- There is no venue hire for the delivery of classroom sessions.
- No travel is required of learners for theory sessions.
- There is flexibility for learners to complete knowledge modules in their own time.

**Disadvantages**
- Engaging learners prior to any face-to-face delivery can be challenging.
- Technical and learning support (tutors) need to be available remotely to answer any questions learners may have.
- It will take a skilled tutor to ensure all knowledge is implemented during practical sessions.
Model 4 – eLearning both before and during the course

Course induction completed as online learning

Day one – reflections on eLearning, and induction along with a blend of other theory and practical

Day two – a blend of theory and practical face-to-face delivery

Six-week gap, which includes both synchronous and asynchronous eLearning modules

Day three – webinar led by course tutor and assessors

Day four – final practical assessment, portfolio review and action planning

Online forum for cohort administered by course tutor

Advantages

• Ongoing remote support is available throughout the whole learning experience.
• There is flexibility for learners to complete remote learning within their own time.
• Travel time and cost are reduced for tutors and learners.

Disadvantages

• There is a greater demand on the engagement of the course tutor and their availability to support flexible learners.
• It requires technological skills on the part of all learners to complete a formal qualification.
• Alternative learning opportunities may need to be offered to those who are not computer literate.

All four models can be adapted to suit the content being delivered, and each has both pros and cons. When picking the right blend for delivery, you need to keep the learner at the centre of the decision-making process. Knowing who your learners are will give you an indication of how well they will engage with online learning and if it could be off-putting to them.

While online learning opportunities may reduce delivery costs in the long term, the development costs can be significant so you need to keep this in mind when developing your blend of learning.

When developing an eLearning model for blended, formal qualifications, there are a number of issues that need to be addressed:

• How will you offer the learning opportunity to those who do not have access to a computer?
• Will your learning be available on both PC and mobile devices?
• How will you ensure learners are engaged to compete the online learning?
• Is the online learning taking away anything from the learning experience coaches would have had if they had been completing a more formal course?
• What orientation do the coach developer workforce need to ensure they are aware of what learning is taking place?
• Is your eLearning offer enhancing the current learning experience available to coaches?
### Social Context for Learning

For any coach engaging with a new learning activity, the social context in which this takes place influences their level of engagement. The table below highlights how choosing the right social context for coach education can have an impact on engagement from the learner. All of these contexts are appropriate for all levels of coach, through a mix of practical and theory.

<table>
<thead>
<tr>
<th></th>
<th><strong>Self-study</strong></th>
<th><strong>One-to-one</strong></th>
<th><strong>Group</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The coach learns alone</strong></td>
<td>The coach learns alongside a tutor, coach or mentor</td>
<td>The coach learns with other learners, either on course as part of synchronous (live) learning or asynchronous (using social media such as Skype, forums etc)</td>
<td></td>
</tr>
<tr>
<td><strong>The advantages of this social context</strong></td>
<td>• Lots of control for the learner&lt;br&gt;• Can be checked any time and as many times as desired&lt;br&gt;• Pace of learning is determined by the coach&lt;br&gt;• Small chunks of learning&lt;br&gt;• Ideal context in which to reflect</td>
<td>• Tailored to the individual needs of the learner&lt;br&gt;• Confidential&lt;br&gt;• Immediate feedback and interaction&lt;br&gt;• Ongoing support beyond initial contact&lt;br&gt;• Motivation to keep learning</td>
<td>• Networking opportunities&lt;br&gt;• Sharing learning, experience and ideas&lt;br&gt;• Peer ‘pressure’ can be a motivating factor&lt;br&gt;• Benchmark opportunity against others&lt;br&gt;• Comfort in a group environment</td>
</tr>
<tr>
<td><strong>The disadvantages of this social context</strong></td>
<td>• Isolated&lt;br&gt;• No engagement with other learners&lt;br&gt;• Challenging to the motivation of the learner</td>
<td>• Can be resource heavy and costly&lt;br&gt;• Learning takes place in a bubble – no network opportunities&lt;br&gt;• Dependent on rapport and developing a relationship between the individuals</td>
<td>• Peer pressure can be demotivating&lt;br&gt;• Dominant individuals can inhibit group learning and interaction&lt;br&gt;• Does not account for those who need additional learning time</td>
</tr>
<tr>
<td><strong>At what point in the learning experience is this valuable?</strong></td>
<td>• At initial engagement&lt;br&gt;• Induction process&lt;br&gt;• Fact finding&lt;br&gt;• Reflection</td>
<td>• At the introductory stage&lt;br&gt;• Assessment, reflection and action planning stages</td>
<td>• Practical delivery sessions&lt;br&gt;• Micro-coaching&lt;br&gt;• Peer review and observation&lt;br&gt;• Introductory session&lt;br&gt;• Assessment sessions</td>
</tr>
</tbody>
</table>
Strategies for Learning

When designing the right blend of learning opportunities for coaches, the learning strategy needs to be considered so it can be matched with the relevant content. Delivering the right content in the right way will enhance the learning experience for the coach.

<table>
<thead>
<tr>
<th>Exposition</th>
<th>Instruction</th>
<th>Guided Discovery</th>
<th>Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>The coach is presented with a body of information by an expert</td>
<td>The coach is led through a structured process towards specific learning objectives</td>
<td>The coach engages in practical activities designed to help them learn through experience and reflection</td>
<td>The coach selects freely from resources that have been made available to them</td>
</tr>
</tbody>
</table>

The advantages of this strategy
- Learners are motivated by the credibility of the deliverer
- Simple – just the delivery of information
- Through different media (face to face, online, books, magazines etc)
- Clear objectives for both the learner and tutor
- Can be tested
- Is quantifiable and measurable
- Easily deliverable
- Learner-centred
- Opportunities to learn
- Demonstrate learning through practical application
- Use of case studies and scenarios
- Learner takes ownership
- Paced by the learner
- Wealth of resources to access
- Choice of resources to access
- Suitable for all learning strategies and styles

The disadvantages of this strategy
- Not learner-centred
- Can be disengaging if not at the appropriate level
- Not flexible
- Learner is dependent on being told what to do
- Difficult to gauge learning with an assessment process
- One size fits all – not learner-centred for all
- Uncertain outcomes
- Demotivating if unsuccessful
- Challenging for tutor to facilitate all needs
- Resources may not be appropriate and suitable
- No predefined outcomes
- Reliant on the coach to find the information – need signposting

At what point in the learning experience is this valuable?
- For a briefing and update session
- In relation to knowledge topics
- As an introduction to a subject area
- Part of compliance training (first aid, safety awareness)
- Part of the introduction to delivery
- Application of theory into practice
- On-course practical
- Off-course coaching practice
- Off course
- Consolidation
- Further learning
- CPD
**Learning Media**

While there are a multitude of options in terms of the media available to deliver coach education opportunities, it is important to ensure the right medium is chosen in relation to the content. For example, a practical coaching session would not work as an offline module.

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Offline Media</th>
<th>Online Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops, courses, lectures or coaching</td>
<td>Include ‘old media’ like books, CDs, DVDs, but also media that are downloaded and used offline, such as eBooks, podcasts, PDFs etc</td>
<td>Any media that are only accessible when you are connected to the Internet or an intranet; can be synchronous (Skype, IM, virtual classrooms) or asynchronous (the web, social media, streaming video)</td>
</tr>
</tbody>
</table>

The advantages of these types of media

- Personalised and learner-centred
- Connections are developed between the coach and tutor
- Opportunity for informal networking
- Access when needed
- Revisited as and when appropriate
- Resources available to both coaches and athletes
- Source of income

The disadvantages of these types of media

- Often the only option for the learner
- No chance to revisit the learning
- Resource heavy and time-consuming
- Rapidly out of date/not current
- Costly to produce
- No guarantee of selling the information
- Reliant on technology to access
- Initial development costs high
- Validity of assessments
- Could be difficult to engage all learners
- Support to overcome technological issues could be required

At what point in the learning experience is this valuable?

- Introductory sessions
- Practical application of skill development
- Consolidation
- Throughout the ongoing development of the coach
- At any point in the learning experience, from initial interest through to formal qualifications and CPD
Developing Your Own eLearning

When embarking on developing your own eLearning opportunities for your coaches, there will be a lot of questions you need to ask yourself to ensure it is a worthwhile investment. The top tips below will support your decision-making process.

**Top tips**

- eLearning doesn't necessarily make coach development cheaper.
- Engaging learners in online learning presents its own unique set of challenges.
- The key to developing successful eLearning is in effective planning.
- The cost of eLearning to the learner can range from £0 to £1000s.
- Blended learning remains the preferred approach to delivering coach education.
- A new generation of learners are coming through the education system who are used to using technology to learn.
- Generic eLearning modules can help the RPL process for learners.
- Administration of online modules requires ongoing support.
- eLearning development doesn't have to be costly and can range from an interactive PowerPoint to full Flash graphics.
- There is already a lot of online learning (not necessarily sport-related) that can be used as CPD.

**eLearning Development FAQs**

If you are embarking on developing eLearning for the first time, there will be a lot of questions you need answering to help you progress. The following FAQs are designed to support your decision-making process.

**Is developing eLearning going to make coach education cheaper?**

It is a common misconception that online learning makes everything cheaper. In the long term, it may well be the case, but before embarking on any development, a strong business plan is essential.

**How much is the eLearning going to cost to develop?**

eLearning development doesn’t have to be expensive, but you need to ensure you have the expertise to develop an engaging experience for learners.

Typical development costs for eLearning might include authors, script writers, graphic design, filming of video footage, training for internal staff to develop their skills, external reviewers, instructional designers and eLearning developers.

**Do I need to employ an external consultant?**

Of course, it is possible to develop your own online learning with no external support. Once you begin to develop an online learning product, you will soon learn about what works and what doesn’t. These FAQs should help you avoid making some of the common mistakes organisations make when developing online learning for the first time. Finding staff who are willing to learn from their mistakes and appreciating that developing something new for the first time is resource heavy in terms of staff time could help you develop your own internal expertise in the long run.

Another option is to employ an external consultant to work through the development of one product while mentoring one of your internal staff at the same time. Developing internal expertise isn’t essential but can be very helpful to ensure time isn’t wasted making mistakes during future developments.

**Is developing eLearning going to save time?**

It is commonly thought that eLearning will usually save the learner time as they won’t have to travel to a course venue, and online learning presents flexible learning opportunities that can be done at a time to suit the end user. This is one of the key benefits of online learning, but in saving time for the learner, it can make more demands on you as an organisation supplying the learning.
Questions you should consider are:

- Are you going to provide administrative support to your learners?
- Is this support going to be available outside normal office hours?
- What are the cost implications of providing technical support that is expected 24/7 365 days a year?
- How is the online learning going to give the learner a similar or better experience to what is currently available?

**I want the eLearning to be available on tablet, PC and smartphone. Do I just need one programme designing?**

Be aware that some programmes are only compatible with PCs while others will only work on a tablet device. Ensure you are aware from the outset what kind of devices your courseware is compatible with.

**How do I choose the right content to develop?**

Picking the right content for your online learning is the key to its success. Selecting a topic area that can be easily transferred to online learning not only makes the development process much smoother for you but also ensures a positive learning experience for the end user.

**I've got a hard copy resource that I want to develop into eLearning. How do I make sure it's the right content?**

- Moving hard copy content online may attract more readers, but it does not constitute ‘an online learning experience’, but rather an alternative to reading the same content from a hard copy book.
- Some people now prefer eReaders as it gives them a more portable way to store content and keep it all in the same place.
- Access to online resources can often be made cheaper and more easily accessible to the end user as they can be bought online and delivery is immediate.
- Development costs may be more than for a hard copy, but ongoing editing can reduce costs significantly as it can be done online and there is no need for a new print run.

**I want to turn a face-to-face theory workshop into eLearning. Will it work?**

- This content is often easier to transfer into online learning as there is no practical element to include.
- Be aware that in transferring workshop content, you are removing a tutor and a network of other coaches that would usually be present at a face-to-face workshop.
- Simply transferring a PowerPoint presentation online is disengaging for the learner. Content needs to be designed in a way that brings the content to life for the learner:
- An alternative is to present the PowerPoint online through a webinar so a tutor is delivering and learners have an opportunity to feed back. Again, consider if this is a better alternative to simply delivering in a classroom with the opportunity for discussions between other coaches.
- The question to keep asking is: ‘How will it add to or improve the current learning experience available to coaches?’

**Can practical face-to-face sessions be delivered as online learning?**

- This can be a challenging but not impossible learning experience to deliver online.
- Coaching is about relationships and being ‘hands on’. Developing online learning that replicates this requires innovation and expertise that can be costly.
- Use of gaming technology, 3D simulations and a collaborative environment with other learners can simulate the coaching environment.
- The question to ask yourself is: Do you want your coaches to learn in a simulated or real environment?
- Coaches can learn about areas such as equipment or assessing risks online, but these are relatively ‘hands on’ subject areas. If you want the learning to be delivered online, it needs to be exciting and innovative, and give them a clear simulation of what they will face in a real coaching environment.
- The question to keep asking is: ‘How will it add to or improve the current learning experience available to coaches?’
I’ve got a module that is a blend of theory and practical. Will it work the same way if it’s delivered online?

- As with delivery that is entirely practical-based, getting the right interaction to replicate the coaching environment is essential.
- Problem-based scenarios presented in an innovative way encourage learners to reflect on their practical coaching while sitting at a computer.
- All theory and its practical application should be relevant to the learner. Think about offering different strands of learning so all learning styles are engaged.
- The question to keep asking is: “How will it add to or improve the current learning experience available to coaches?”

I’ve got an entirely new subject that I want to develop into an eLearning module. Where do I start?

The key questions to ask yourself are:

- Can the subject matter be presented in an innovative way online?
- Will it be a better learning experience online than it would be as a face-to-face module?
- What are the learning outcomes, and what content do I need to cover these?
- What are the assessment criteria (where applicable), and how will I ensure all the learning is covered?

I’ve decided we haven’t got the capacity to develop eLearning as an organisation. Is there anything else on the market that I could use?

Yes, there are a number of online learning opportunities being provided at present, and it is a growing market. In selecting the right learning for your coaches, you should ask:

- Is the content suitable for the learners?
- Is it affordable?
- Is it accredited in any way?
- Who owns the material/licensing?
- How will outsourcing work?
- Are there issues with data management?

I’ve decided that eLearning is the best medium to deliver the content. Where do I start?

- One thing that is important to consider when you’re developing eLearning is what the learning experience is going to look and feel like for the learner.
- Establish the boundaries of corporate style for your eLearning.
- Be aware that eLearning content should not look like a PowerPoint presentation.
- Understand the capabilities of the development software you will be using.
- You might have big idea, but you need to establish whether the interactions you want are technologically possible.
- Work with your CEA to establish the best way to deliver eLearning within your current learning programme.

What technology is already available for coaches?

There is already a lot of online learning content available for coaches. By directing learners to this content, you are helping them to engage in their own development. This includes sport’s coach UK generic online learning, which aligns to the UKCC levels. This may be particularly helpful when looking at CPD opportunities.

Signposting

You don’t necessarily have to develop your own learning for coaches. Just signposting a learner to relevant resources can get them passionate about learning.

Some things to think about

Update your reading lists to have recommended:

- apps
- YouTube clips
- people to follow on Twitter or Facebook
- eReading
- free educational tools such as the Open University.

Ensure you put all the links in the coach education section of your website.
4.7 Assessment (Incorporating eAssessment)

There are two forms of eAssessment:
1. the exam test of underpinning knowledge
2. ePortfolios that are used for tasks including session planning and evaluation and programmes.

The exam test of knowledge may be offered generically or in the context of the sport, and by the nature of the exercise, much will be a tick box and ‘drag and drop’ exercise.

Good practice indicates:
• questions should have realistic detractors
• there should be three detractors with one correct answer
• detractors should not be a possible right answer
• there should be one mark for each question
• time should be limited for the exercise
• a pass mark should be set
• a resit should not available for 24 hours.

Sports may suggest their own and submit the rationale for assessment for endorsement.

The assessor and internal quality assurer access ePortfolios to offer feedback and judge the competence of a learner. A format for feedback and interaction with the learner needs to be developed by the governing body of sport.

4.8 Resources

A key feature of all aspects/elements of the learning programme is the resources that are developed.

Resources are designed for two specific audiences – coaches and coach developers (tutors/assessors). We will focus on the coach resources.

Any resource should be designed to complement on-course learning. Where appropriate and possible, specific signposting should be given from the taught element to the resources that underpin and provide additional information on or assess that specific piece of learning.

What resources do coaches need? We have covered a coach induction pack. They will also need resources to support their learning and to generate the right evidence for assessment purposes. Are these resources one and the same thing? Typically, sports tend to distinguish between the two and produce a course workbook/coach manual and what awarding organisations might refer to as a learner pack – we may be more familiar with it as a coach portfolio.

Thinking specifically about the learning resources, as opposed to the learner/assessment pack, what do they look like? Do they provide opportunities for the coach to engage in their own learning (tasks, activities), bring learning to life (applied practice scenarios) and provide opportunities for self-reflection (reflection notes, personal development plans)? In terms of their design, how readily do they engage the visual, auditory and kinaesthetic preferences?

Are resources available in a range of formats – hard copy, handouts, articles and textbooks? Are they electronic – Word documents, PDFs, downloadable or web-based? If they are electronic, how are these distributed/made available or signposted to? If they are electronic and required to be referred to on course, how are coaches encouraged to use laptops, tablets or smartphones to access and record new learning? Will they need Wi-Fi access?

How do you currently signpost to the various resources? Is this simply the list from the qualification specification? This is often a generic list prepared by the awarding organisation for all sports. How clear are you on whether these complement and consolidate your learning? Do you have a sport-specific list? Do you signpost from independent modules or across the whole course? How much more valuable would context-specific referencing be for busy coaches?

Thinking about the learner/assessment packs or coach portfolios, how much influence have you had in the design of these with the awarding organisation, both in terms of the formatting and presentation? How easy are they to use by coaches? Are task instructions offered in coach-friendly language? How are they cross-referenced to the taught programme?

Are they presented in the same house style as your other resources, or do they look and feel like something developed by another organisation? If the latter is true, what opportunity do you have to influence the look and feel so coaches can engage with them and use them as coaching tools to support planning, delivery actually on court/track/pitch side and reflection? Are coaches still anchored to completing the evidence by hand, or can this be submitted electronically, or is there a mix of both?
5 COACH DEVELOPER WORKFORCE

5.1 Developing a High Quality Coach Development Workforce

The coach development workforce is inclusive of any individual who works to develop the skills, knowledge and expertise of coaches through their lifelong learning journey.

This includes the traditional roles of tutor (or coach educator), assessor, internal quality assurer (formerly internal verifier) and mentor, which will be discussed here. Additionally, as the coach learning system evolves to meet the needs of the modern learner and diverse participants, new roles are emerging, such as learning support practitioner, peer mentor, learning coordinator, online tutor, web presenter, executive and business coach.

In a context of continuous change, a talented, up to date and flexible workforce is essential. sports coach UK is committed to supporting partners in the development of a high quality coach development workforce, increasing the skills base of coach developers to enable them to deliver responsive and innovative education programmes.

Our aspiration for a coach education system that delivers high quality teaching and learning to all learners must put quality at the heart of the delivery workforce. To support this aspiration, partners should have in place a workforce that:

- is highly skilled, appropriately qualified and committed to CPD
- has a thirst for learning and will drive forward their own development of expertise
- is flexible and able to meet the changing needs of learners
- is excellent at designing, delivering and supporting innovative learning in a variety of physical and technological settings, including educational and in the workplace
- reflects the diversity of the sector’s coach workforce.

Achieving this requires an effective team approach within, and external to, sports across managers, delivery agents, practitioners, recognised centres, awarding organisations and supporting roles. It is this that should underpin workforce auditing, planning and development.
5.2 How Might This be Achieved?

Sports will need to build plans that develop the right workforce to provide high quality services for the future. Workforce planning should be carried out at a local level and involve regional intelligence. Sports will find it helpful to work with partners such as local authorities and CSPs to make best use of local intelligence when undertaking the auditing and planning process.

Greater clarity regarding roles and responsibilities at all levels within current structures will lead to better workforce planning and development. It must be based on a clear vision determined by the sports, in context with their present situation and aspirations for the future. This will ensure they recruit, develop and retain the best possible educational workforce to deliver learner-centred tailored provision. Sports must build both the capacity and capability across the whole range of roles, utilising existing and extended networks so they have the workforce and skills to deliver beyond the short term.

5.3 Guidance on Workforce Requirements

For each qualification/award, it is considered good practice to have in place the following workforce systems, procedures and criteria:

1. a programme of recruitment and training (and/or qualification) that includes an appropriate period of supported practice that is aligned to the relevant NOS for each role:
   - tutor: NOS for Learning and Development/Learning and Delivery
   - assessor: NOS for Learning and Development/Learning and Delivery
   - internal quality assurer: NOS for Learning and Development
   - mentor: NOS for Coaching and Mentoring

2. assessment of competence against relevant NOS

3. a process for accreditation/re-accreditation (licensing) for individuals to gain/maintain their status that includes a need to engage in CPD to maintain currency

4. attendance at an appropriate orientation to familiarise the workforce with the product.
5.4 Role-related Guidance

**Tutor**

**Purpose of role**
To provide a high quality learning experience within the context of coaching qualifications and training.

**Function of role**
Practitioners would have the ability to:
- identify learners’ training and development needs
- plan for, design and develop learning and development opportunities
- provide high quality learning opportunities
- facilitate and support learner achievements
- review the effectiveness of learning opportunities
- contribute to the quality assurance process.

**Assessor**

**Purpose of role**
To assess learning and development against agreed criteria (in the vocational setting of coaching).

**Function of role**
Practitioners would have the ability to:
- ensure learners understand the purpose, requirements and processes of assessment
- plan assessment to meet requirements and learner needs
- use valid, fair, reliable and safe assessment methods
- identify and collect evidence that is valid, authentic and sufficient
- make assessment decisions against specified criteria
- provide feedback to learners that affirms achievement and identifies any additional requirements.

**Mentor**

**Purpose of role**
In the context of qualifications, the mentor provides advice and guidance to coaches to help them achieve their coaching aspirations.

**Function of role**
Practitioners would have the ability to:
- identify areas for development with the mentee
- agree a personal learning plan with the mentee
- encourage self-management of the learning
- plan, prepare for and record all mentoring sessions
- provide support during the mentoring process
- review progress and achievements with the mentee
- identify other sources of assistance
- assist in the evaluation process.

5.5 The Modern Workforce

As mentioned earlier, as the coach learning system evolves to meet the needs of the modern learner, so should the roles of those associated with supporting learning, particularly with regard to the emerging roles of online tutor and web presenter.

Practitioners need to be able to positively respond to learners’ needs; they must be ‘early adopters’ of modern teaching and learning methodology. Emerging characteristics of these future roles include:

- **innovative** – the modern practitioner must be willing to innovate and try new things, both in teaching skills and educational technology
- **tech enthusiast** – the modern practitioner must be willing to explore new technologies, whether these are iPads, apps or personal learning environments
- **social** – the modern practitioner should lead the conversation to social networks to explore possibilities outside of the class itself
- **curious** – the modern practitioner must have a thirst for learning and connecting with learners, a thirst for knowledge, curiosity that motivates investigation, a desire to know, lust for learning and wonder.
6 ENDORSEMENT

6.1 Introduction
To gain UKCC endorsement, a governing body of sport must demonstrate a certain level of development in their coach education programme based on these areas:

• the qualification structure
• quality assurance of deliverers
• the learning programme
• the coach education workforce
• the learning resources.

The endorsement process is an objective and developmentally focused process, and offered at no cost to the governing bodies and sports being endorsed. It sets out the criteria required by a coach education programme in order to obtain UKCC endorsement.

A governing body’s coach education programme comprises a variety of components at a number of levels. Each level offers progression for a coach in a particular sport, and reflects best practice and current educational and sports needs.

Components of coach education programmes at each level are:

• quality assurance
• a qualification (or qualifications) awarded by an organisation fulfilling an awarding function, which is responsible for ensuring the quality of the qualification(s) over time
• a learning programme
  – a programme of learning to guide those with responsibility for the delivery and assessment of the qualification(s)
  – a programme (or programmes) of training for the personnel responsible for delivering, assessing and quality assuring the competence of coaches
• learning resources, including technical information on coaching the sport, available in appropriate media, to ensure coaches have access to support materials
• coach developer workforce – a programme (or programmes) of training for the personnel responsible for delivering, assessing and quality assuring the competence of coaches
• continuous improvement, including a programme of CPD for coaches.
Governing bodies of sport will take lead responsibility for demonstrating their achievement of the UKCC endorsement criteria. While there will inevitably be an element of compliance associated with the process, the experience of progressing through and maintaining UKCC endorsement should be based on development and continuous improvement.

The key documents for sports working towards and looking to embark on UKCC endorsement are:

• UKCC Endorsement Submission Process
• UKCC Endorsement Criteria
• UKCC Endorsement Initial Governing Body Checklist (online)
• UKCC Endorsement and Submission Events Dateline
• UKCC Endorsement Submission Documents (A–J).

6.2 Coaching Standards Group

The Coaching Standards Group (CSG) was established in 2006. Made up of professionals from the coaching sector, the group’s main function is to provide strategic advice and guidance on coaching standards, registration and licensing.

The group meets four times per year and plays an integral role in supporting the sports coach UK Coach Education team to review the UKCC and shaping the future of the UK coaching standards in line with the UKCC endorsement process.

Role of the Group

The CSG has delegated responsibilities to:

• consider and make final decisions on the endorsement of UKCC submissions, and confirm any appropriate conditions and recommendations
• make recommendations to the Coaching Committee on the evolution of UKCC qualification criteria and processes
• make recommendations to the Coaching Committee in respect of procedures and criteria for the registration and licensing of coaches and the coach education workforce
• make recommendations to the Coaching Committee on the development and implementation of standards in coaching, including licensing and registration.

Member Profiles

Joslyn Hoyte Smith – Chair

Joining the group in 2007 as an observer, Jos became a CSG member in 2013 and went on to chair the group from 2014. Jos has significant experience in the sector as a former Olympian and is currently working for the English Institute of Sport as Operations Manager for the Lea Valley and Milton Keynes centres.

John Mills

Having joined the group in 2012, during his time as a member, John has played an integral role in shaping the UKCC criteria and endorsement process. As the Coaching, Education and Development Director for British Cycling, John brings an understanding of the real-world challenges associated with the development and delivery of coach education.

Jane Booth

Joining the group in 2014, Jane brings a wealth of experience in the coaching sector. Working as Head of Coaching Systems with the Professional Golfers’ Association (PGA), Jane has a real-world understanding of the coaching process.

Christine Nash

Christine joined the group in 2009. She brings a higher-education perspective to the discussion and decisions. Christine is a Lecturer in Sport and Physical Education at the University of Edinburgh.

Anita Navin

Joining the group in 2014, Anita has managed the development and delivery of a number of UKCC qualifications at Level 4. Her role as the Head of School Sport and Exercise at the University of Gloucestershire allows the group to consider the higher-education element to the standards and endorsements.

Alex Twitchen

Joining in 2015, Alex will bring significant experience of working with governing bodies and higher education to the group. Alex is Senior Lecturer in Community Sports Coaching and Sport Development at the University of Chichester.

Robin Gregg

Joining the group in 2015, Robin is a Lecturer in Coaching, Sports Development and Management at Ulster University School of Sport. Robin has significant experience of working with HCSCs, and on coach development and coaching with a wide range of governing bodies at all stages of the coach development pathway.
6.3 Preparing for Endorsement
In preparing for endorsement, there are a number of factors and tips you may wish to consider:
• Are you aware of the process and paperwork?
• Do you need your subject matter experts to support you in preparing?
• Have you included your CEA in the preparations?
• Is your programme already running? Have you delivered a pilot?
• Is your programme ready, willing and able to be delivered?

6.4 The Process of Endorsement
• Stage 1 – developing and preparing your programme
• Stage 2 – completion of the endorsement paperwork
• Stage 3 – the endorsement review panel meeting
• Stage 4 – endorsement decision submitted to the CSG
• Stage 5 – decision on endorsement communicated to the governing body of sport.
Preparing for UKCC Endorsement

1. Complete online UKCC checklist:
   www.snapsurveys.com/swh/surveypreview.asp?k=129743005977

2. Identify areas for development

3. Use UKCC Support Guide:

- Read Document A
- Guidance Notes
- Complete submission Forms B-C
- Complete submission Forms D-I
- Complete submission Form J

4. Complete headers on each form with sport name, level and discipline (if applicable).
- Sign off by a minimum of one person per home country who sits on the NSG.
  (If applicable)

5. Details of:
   • awarding organisation
   • qualification
   • qualification framework
   • previous UKCC submissions
   • additional information.

6. Complete headers on each form with sport name, level and discipline (if applicable).
   By all criteria, identify what evidence you have submitted. Reference the document name and number as listed in Form J, plus the relevant page number.
   Where a rationale is requested, complete the far right hand column.

7. Complete headers on each form with sport name, level and discipline (if applicable).
   Each document you submit as evidence must be listed on Form J.

8. All submission forms A-J and all evidence listed on Form J are to be sent by close of business on the deadline date for UKCC submission electronically to ukccendorsement@sportscoachuk.org or by post with three copies on CD or USB device to:
   FAO UKCC Endorsement
   sports coach UK
   Chelsea Close
   Leeds
   LS12 4HP
2 UKCC Endorsement Process

Remedial work required by governing bodies as identified by SC

Initial checklist by UKCC submission coordinator (SC)

UKCC Checklist satisfied and forward to review

Remedial work completed by governing bodies submitted to SC

Individual Technical Review (ITR) by panel of three members

Combined report from ITR on submission, identifying:
- strengths
- development points
- conditions
- actions required

AM meeting

Feedback from ITR to governing bodies
- Opportunity to clarify any points identified as conditions or actions required
- Level 4 - submission to include presentation to ITR panel by governing body of sport
- PM meeting

Actions required not completed by governing bodies

Complete all actions required Evidence to SC (Initial deadline 10 working days)

All actions required completed and evidence by governing bodies received by SC

Recommendsation from the ITR to Head of Coach Education and Development

CSG approves UKCC endorsement

Recommendsation from the Head of Coach Education and Development to Coaching Standards Group (CSG)

Governing bodies to complete all actions required and evidence to be resubmitted to SC by next submission cycle

Timelines for the actions within the process are available: www.sportscoachuk.org/resource/ukcc-endorsement-events-dateline-2012-13
3 Post-U KCC Endorsement

Receive letter from CSG chair with details of conditions.

Governing bodies’ specific conditions to be actioned within first 12 months for Levels 1–3, two years for Level 4 unless otherwise stated.

Develop action plan to address each of the conditions and implement changes.

Evidence to be recorded for 12 months for Levels 1–3, two years for Level 4 report to CSG by CEA.

Report noted feedback given to governing bodies via CEA from CSG.

General conditions
- Use of logo
-Length of endorsement
-Notification of changes to qualification
-Monitoring and evaluation, including a schedule of reviews

Monitoring

Submit for re-endorsement against re-endorsement criteria

Evaluating

Evidence to be recorded by governing bodies and re-endorsement report and recommendation completed by CEA to CSG.

Development

CSG to re-endorse qualification
-Governing bodies to re-engage in monitoring and evaluation cycle
6.5 Endorsement Criteria
The UKCC Endorsement Criteria lay out a set of principles and guidelines that are considered appropriate for coach education programmes to achieve endorsement at UKCC Levels 1–4. A coach education programme (offered by governing bodies of sport and other appropriate/recognised organisations) is considered to comprise a variety of components at a number of levels. Each level offers progression for a coach in a particular sport and reflects best practice and current educational needs.

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

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

For further information or to obtain a copy of the criteria, please contact coaching@sportscoachuk.org

6.6 Initial to Full Endorsement
When a governing body submits its programme for UKCC endorsement, the initial phase of the submission is for an initial endorsement. This is to confirm that sufficient evidence to begin delivery of a UKCC qualification has been submitted to an objective panel and has been deemed adequate for the programme to carry the UKCC logo.

Essentially, this involves the submission of the intended programme of delivery. If this is deemed to be OK, the sport is given initial endorsement.

After the objective panel has confirmed the evidence is of an appropriate standard, the next phase is to support the development and delivery of the programme with a view to developing high quality coaches who aspire to the UKCC descriptor. As the programme evolves, evidence of the running of the programme, including the context and justifications, would be reviewed through agreed monitoring and evaluation processes. It is recommended that the period from submission for initial endorsement to submission for full endorsement is one year at Levels 1–3, and two years at Level 4.

6.7 Endorsement Review Panel
The endorsement process will require the development and support of a review panel. The composition of the panel will include a mixture of governing bodies, external consultants and sports coach UK.

The composition of the panel will be as follows:

Submission coordinator
The endorsement process for a particular award has an assigned submission coordinator working towards established guidelines. A panel of experts (the endorsement panel) is convened to verify the structure and organisation of the programme, its ‘levelness’ and arrangements for delivery. On the basis of a recommendation from the endorsement panel, the coordinator collates evidence and creates a report, including a recommended endorsement decision to the CSG via the Head of Coach Education.

Internal reviewer
The internal reviewer has a responsibility to undertake an individual review of the UKCC submission. They are required to attend a UKCC panel meeting to discuss the submission, followed by a governing body of sport meeting.

External reviewer
The external reviewer has a responsibility to undertake an individual review of the UKCC submission. They are required to attend a panel meeting to discuss the submission, followed by a governing body of sport meeting.

Sport coach education advisor
The CEA for the sport that has submitted for UKCC endorsement has a responsibility to support the sport throughout the process. The sport CEA should be kept informed of developments by the submission coordinator throughout the process. Attendance is required at the governing body of sport meeting. The sport CEA has the responsibility of informing the sport of the CSG decision on endorsement.
7.1 Introduction

One of the core principles of UKCC endorsement is for the endorsed sport ‘to demonstrate a commitment to continual improvement of the qualification’. Evidencing this commitment can include a number of means, with one of the main methods being to implement a robust monitoring and evaluation (M&E) process. Continual improvement for UKCC endorsement should focus on the learner criteria for entry, learning programme, the learning resources, the assessment process and methods used, the coach education workforce, off-course support pre-, during and post, quality assurance processes and the provision of a CPD programme following completion of the qualification.

The purpose of this section is to provide you with the relevant information to develop an effective M&E process for UKCC-endorsed qualifications that enables your sport to demonstrate continual improvement. The following information is not intended to be prescriptive but provides a background to the functions of both monitoring and evaluation and how they can benefit your coaching programmes. The two sports coach UK resources that you will find useful are the ‘M&E Tool Kit’ and ‘Measuring Impact Guide’.

M&E is not simply about collecting information but rather utilising the data as a development tool. It is effective at all stages of coach education, from initially developing a qualification to during and post-endorsement. Indeed, planning for M&E is much more effective if it is included in the development stage of qualifications and not left to be considered once the first year of the course has been run.

M&E is integral to UKCC endorsement and can be used to inform continuous improvement of existing qualifications as well as the development of new programmes.

What is M&E for UKCC?

M&E can be as flexible as you want it to be in order to adopt and implement it into your sport. This section will provide a number of tools for M&E that have been developed by sports coach UK for you to use to meet the needs of your coach education programme. Your M&E system should aim to be simple, realistic, achievable and capable of fitting within existing ways of working. Also, it should not just be bolted on at the end, but integrated into the planning stage and used as a key tool to help you recognise where improvements can be made to your programmes.
You can use templates designed by sports coach UK (see Section 7.2, M&E Tool Kit) or adapt them to fit with your existing M&E processes for your qualifications. In order to avoid duplication of work, templates should allow you to cross-reference the areas to other documents or systems you currently have.

Your M&E process should ensure that the experience of the learner coach is at the centre of all activity, which is a key principle of UKCC endorsement. In order to achieve this, M&E activity should focus on gathering evidence on the whole of the learner's experience, including the off-course support, on-course learning programme, assessment, delivery workforce and any supporting resources. It should aim to investigate whether the principles of coach-centred learning are evident in the design and delivery of your UKCC courses.

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

What’s the Difference between Monitoring and Evaluation?

The aim of monitoring is to maintain a regular check on the progress of the programme and provide a picture of any trends in the results. Monitoring could be defined as the regular collection of data throughout the duration of a programme. It is primarily concerned with how you are doing and often involves obtaining statistical information on a programme, such as the achievement rate of learners successfully completing the qualification and the demographics of the learners registering on the course.

Monitoring should provide information that can be used in evaluation of a programme, allowing for improvements to be introduced on a regular basis.

Evaluation is broader; deeper and more creative than monitoring and is about adding the context to the monitoring data. It aims to assess whether something works, why it works and how it works. It is about finding out how you are making a difference within a certain context. It is essentially concerned with asking the tough questions about the value and impact of your programme.

The value of a qualification could be the learning gained by a programme participant, the change in their coaching behaviour resulting from this learning and the impact that this change has had on the individuals who they are working with. In order to measure this impact, evaluation tools involve exploring the processes that bring about the outcomes from a programme.

It is important that evaluation is seen as part of a continuous process of learning and reflection. Ideally, it should be an integral part of all stages involved in a programme.

Following a review by John Lyle Consultants in 2010 that was commissioned by sports coach UK, an evaluation model was developed. This involved synthesising the models and approaches identified in the review of programme evaluation practice. It was decided that there was merit in a simple five-stage model, based on a ‘cycle’ of evaluation:

- programme relevance (is the programme devised on sound theory and adhering to regulatory guidelines?)
- programme fidelity (is it being delivered as intended, and to identified targets?)
- programme effectiveness (to what extent is the intervention creating the desired change in coaches?)
- programme transfer (does the practice of coaches within relevant roles reflect the changes derived from coach education?)
- strategic impact (has there been an improvement in desired sporting indices?).
**Key Questions for M&E**

Below are some key questions to consider when developing your M&E strategy (for further guidance on developing an M&E strategy, contact the Sports Coach UK Coach Education team: coachingsupport@sportscoachuk.org):

**Research activity**
- Has the UKCC-endorsed programme been delivered as intended, both in scale and quality?
- Has the learning programme resulted in change to the coaches’ competences, and which are the most and least affected?
- Has there been a change in coaching practice, and what has changed most and least?
- To what extent can the changes be attributed to the formal coach education programme?
- Have there been any changes to the environment that have acted as facilitating or constraining factors?

**Strategic research questions**
- To what extent has the UKCC been implemented successfully in relation to the original intentions?
- To what extent has the UKCC been effective – that is, has resulted in the following:
  - the intended coach education outcomes (coach competences)
  - improved standardisation and parity of experience in coaching qualifications and coach education (system efficacy)?
- To what extent has the UKCC improved the quality of coaching practice?
- To what extent has the UKCC contributed to strategic coaching developments (eg professionalisation of coaching and other sport policy objectives)?

**Internal processes**
- Do you have the time, support and resources to dedicate to the ongoing development of the UKCC-endorsed programme?
- Is the M&E process meeting the needs of your coaches and your sport?
- What evidence is being gathered to inform development? How is the M&E process developmental (eg as an integral part of your annual review process)?
- How efficient is the M&E process in terms of use of staff time, cost and skills?
- How objective is the M&E process?
- How clear are roles and responsibilities around the M&E process?
- How have you changed the way you work in terms of the M&E process as a result of the UKCC endorsement process?
- Are the coach educators delivering the UKCC-endorsed programme as originally intended?
- Is the design and delivery of your UKCC programme flexible and learner-centred?
- Is delivery based on existing good practice, with an emphasis on delivery of ‘how to’ skills, and are coaching competencies defined?
- Is there standardisation of the learner experience across the sport?
- Are quality-assurance mechanisms working?
- Are you able to demonstrate a commitment to review and develop existing programmes and practices?

An effective M&E strategy should cover source information from a number of areas:
- learners
- tutors
- assessors
- internal quality assurers and external verifiers
- mentors
- trainers
- recognised centres
- awarding organisations.

There are two broad types of methodology that can be used to gather data for M&E:

- **Quantitative methods** produce numerical data and usually involve large numbers of people responding to structured questions, often on a questionnaire. They are excellent if you want to obtain a large amount of data quickly and relatively cheaply. However, the questions have to be phrased carefully to provide meaningful data, and this also has to be interpreted.

- **Qualitative methods** are useful for gaining an in-depth understanding about something. They are most appropriate for exploring the views of a small number of people. For example, they could be used to find out why learners fail to complete a programme, why they gave an ‘excellent’ rating to a certain aspect of the programme or how they put learning into practice.
For your M&E programme to be effective, you should try to adopt a multi-level, multi-method approach. This approach should be consistent with the philosophy for the M&E process, in terms of addressing both fidelity and impact. **Fidelity** refers to the qualification that is being delivered remaining the same as the one that was originally endorsed. **Impact** refers to the effect the qualification has had on the environment outside the programme, such as the change in the coach-athlete relationship, stronger sport performances, increased retention of participants to sport sessions.

Areas to consider reviewing include the whole learning experience, satisfaction with the course, learning from the course and impact of the course on coaching behaviours.

Multiple methods and tools can be used to evaluate a UKC C-endorsed qualification. These may include the following:

- observations
- self-completion questionnaires
- interviews
- focus groups
- coaching logs (completed by the learner)
- surveys.

Observations are a useful tool for a number of reasons. They can support the development of UKCC qualifications and also assess whether the UKCC is being delivered as intended. They can give you a good idea of how well the learning programme is being implemented and also identify any areas of good practice or where development is required within your workforce. Observations should be carried out by internal quality assurers and external verifiers as a matter of good practice for quality-assurance purposes. Observations from individuals with specific technical expertise should also be used as a means of achieving continual improvement.

Your approach to observation can be varied to include a number of partners where support is available:

**Awarding organisation**

External verifiers appointed by the awarding organisation can assess the systems.

**Internal teams**

The sport’s lead officers and/or other delivery staff can collect evidence to support development and improvement of the course. Internal quality assurers are there to ensure that the assessment process is meeting the awarding organisation’s mandatory requirements. However, an internal quality assurer with a particularly strong background in tutoring and in your sport can also observe tutor delivery, interview the learners, identify areas requiring development, and assess if the UKCC-endorsed programme is being delivered as intended.

**sports coach UK**

Where support is available, the sports coach UK Coach Education team can observe the delivery of your UKCC programme, and work with you to improve and refine your courses. The CEAs can also make an assessment of whether the UKCC is being delivered as intended – and originally endorsed – and work with you to achieve this aim.

**Other appropriately trained individuals**

You may wish to contract a consultant to cover a comprehensive series of observations across your UKCC programme. When working with a consultant, you need to ensure that they are appropriately trained to carry out the work you wish them to complete. sports coach UK will be able to advise on appropriate personnel. It should be expected that contracting a consultant will involve paying consultancy fees, which will be negotiated between both parties.

Observations should aim to cover:

- the whole learning environment/learning experience
- the system that supports learning
- the structure, delivery and assessment of the course
- tutor delivery, learning activities, resources and the relationship between them
- levelness across courses delivered – this is particularly appropriate where your sport has multiple disciplines.

The content and recording of an observation need not be prescriptive. However, the main focus should be on determining and recording whether the UKCC-endorsed programme is being delivered as intended.

Feedback from observations can then support the development of an action plan that you can report against when adapting any parts of your programme. An example observation report can be found in Appendix A.

**Self-completion questionnaires**

Questionnaires are a helpful tool for collecting, monitoring and evaluating data from coaches and the coach developer workforce. They form part of the methodology for monitoring the fidelity and evaluating the impact of the UKCC.

You should aim to have a coordinated approach between you, your awarding organisation and any other partners to requesting questionnaire feedback in order to avoid duplication of questions for the learners and workforce. Care should be taken to ensure that coaches and tutors are not overloaded with requests for feedback.
When developing a strategy for monitoring and evaluating the UKCC, there are a number of tools available. Adapted to make personal to the sport, Appendix B shows an example of the kind of data that is useful to collect to support the development of an effective programme of M&E to ensure all areas of the UKCC programme are covered. The form covers all levels of the coach education programme as it focuses on the system sitting behind any M&E.

You may wish to develop your own self-completion questionnaire. In order to monitor and evaluate the coach learning experience, the following areas of the learner’s experience should be included:

- recruitment
- induction
- assessment
- learning plans
- teaching and learning
- achievement
- progression.

**Designed to Take Account of Equality and Diversity**

All M&E activity associated with the UKCC should take into account *equity* issues. For example, you need to collect equity data in order to provide evidence that UKCC courses are accessible to, and able to meet the needs of, the diverse demographic characteristics of all individuals.

One challenge is to be able to demonstrate that the design and delivery of the UKCC-endorsed programme is learner-centred, i.e., that it is able to meet the diverse needs, learning styles, preferences and talents of the individuals undertaking the programme.

As part of self-assessment, you should aim to be able to demonstrate how you ensure that all learners have an equal opportunity to access the UKCC-endorsed programme in an inclusive manner. To achieve their potential, they should progress to other coach education programmes and CPD offerings. In addition, you should be able to demonstrate how your UKCC programmes help develop learners’ ability to coach individuals with disabilities.

Equity and diversity are an important part of the ongoing development of coach education across the UK. If, through the M&E process, you find that your UKCC-endorsed programme does not take account of equality and diversity sufficiently, you can flag this as an area for immediate development.

**What Documentation is Useful to Keep?**

Ideally, you should maintain:

- written documentation of any changes that have been made to the delivery of the UKCC-endorsed programmes after endorsement was obtained; this can include evidence of why the changes were made and the action planned to monitor these changes; this is helpful in order to determine if the change has made a difference
- evidence to demonstrate how you are meeting the principles of good practice in coach education programmes (e.g., feedback from, or observation evidence on, learners could provide evidence of delivery being coach-centred).

**What are the Benefits of Monitoring and Evaluation?**

There may be no obvious benefits to monitoring your UKCC programme, other than to collect data. However, the main benefit lies in how you use that data to evaluate your courses and continually improve them.

Below are some examples of the benefits of the M&E process for your programme:

<table>
<thead>
<tr>
<th>Process</th>
<th>Benefit Post-evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach educator workforce satisfaction</td>
<td>A needs-led CPD event for your workforce</td>
</tr>
<tr>
<td>Completion rates</td>
<td>Increased completion rates due to adaptation of programme to make it more accessible</td>
</tr>
<tr>
<td>Satisfaction survey</td>
<td>Targeted and evidenced marketing strategy for new learners</td>
</tr>
<tr>
<td>Observation</td>
<td>Identification of areas where the learning programme can be adapted to lead to a more positive experience for both coach educators and learners</td>
</tr>
</tbody>
</table>
M&E will enable you to see how you are doing and how you are making a difference in the light of your strategic objectives. It will improve the quality and effectiveness of what you are doing, provide evidence that you are making a difference, and enable you to understand how and why you are making a difference. This is a crucial element towards demonstrating a commitment to continual improvement.

Effective M&E will improve your decision making since it enables decisions to be based on evidence. It will also help you to track why a decision was made. Evidence from M&E will be useful in enabling you to retain accreditation or endorsement of your programme in the future. It can also be very helpful to support the marketing of your programme.

Monitoring enables you to:

• find out what learners think about a programme
• check that there are no serious problems occurring with your programme
• assess how you are doing against a standard quality-assurance procedure
• track numbers such as recruitment and progression between levels
• obtain a good picture of trends such as coach pass rates or average marks.

Evaluation enables you to:

• understand what coaches think about a programme and why
• find out about the effectiveness of a programme
• gather evidence on whether a programme is achieving what it set out to achieve
• identify and understand which aspects of the programme are working well and which aspects need to be developed
• understand which aspects of the programme are contributing to learning
• produce meaningful findings that can be used to inform the development and future improvement of the programme
• assess whether a change to the programme has resulted in an improvement.

It will help you to answer questions such as:

• Could similar outcomes have been achieved more economically?
• Were the outcomes the right ones?
• Were any coaches disadvantaged by the way the course was run?
• Did the coaches have enough time to achieve what was planned?
• When should you consider M&E?

You should aim to collect the basic monitoring data continuously throughout the lifetime of delivery of your UKCC-endorsed programme. For example, your coaching lead officer and tutors might continuously monitor the experience of learners and use observation findings to inform the development of future programmes.

Feedback from learners and tutors about their satisfaction with your programme can be gathered at the end of each course, particularly while it is being piloted if you are at this stage with your coach education programme. This feedback may not be so useful as the programme matures, but it is beneficial to collect it all the same. If a course is being run with a new tutor, at a new venue, with any changes to content, delivery materials, learning environment etc, then it can be useful to obtain feedback on the aspect that is different. Once you are confident that a particular element of the programme is working as intended, you may wish to focus the evaluation on new questions, or to undertake evaluation with a sample of courses, rather than all of them.

You may decide to collect evidence in an ad hoc manner: This might be appropriate if issues come to light that require further investigation and/or monitoring (eg if a problem is identified in part of the delivery). It may also be beneficial to carry out additional activity when changes are made to courses, in order to evaluate the impact of the change.

M&E should be a continuous cycle of finding out, interpreting the evidence, making a decision about what to do, implementing a change and finding out what impact the change has made.

Before deciding what to do in terms of M&E you should think very carefully about which questions you want to answer. This will help you to focus on the evidence you need to collect in order to answer the questions.
7.2 M&E Tool Kit

sports coach UK has developed an M&E Tool Kit consisting of 14 tools that you may find useful at various stages of development within your coach education programmes. Each tool comes with guidance and support in the tool kit, with additional support from your CEA available on request. Each tool is provided in a PDF format to reduce the risk of them being plagiarised without the consent of sports coach UK. However, if you want to input into the forms electronically, then Word formats for each tool are available if you request them from the sports coach UK Coach Education team – contact your CEA or email coacheducation@sportscoachuk.org

The list below details each of the M&E tools:

M&E 1: Monitoring and Evaluation Strategic Approach

This document provides an opportunity to outline the approach that your sport will take to the M&E of its UKCC coach education programmes for the period specified.

The document provides an opportunity to describe the approach being adopted (or to be adopted) by your sport to the M&E of the design and delivery of its UKCC-endorsed coach education award programmes. It forms part of a set (a ‘toolbox’) of recommended procedures. Sports may select from the recommended procedures to suit their needs and circumstances, and this document provides the description and rationale for the M&E strategy adopted.

M&E 2: Programme Design Checklist

The aim of this tool is to provide an opportunity to evaluate some aspects of the design of UKCC-endorsed coach education programmes. It acts as a vehicle to focus attention on elements of good practice, and demonstrates improvements in the design of programmes. Given the potential range of questions that could be posed, the tool is somewhat selective and pragmatic.

This tool can be used to stimulate your thinking about the design of your coach education award programmes. It will also act as a position statement on existing programmes and can be used as a reference point or baseline for evaluating both current and amended programmes.

M&E 3: Programme Descriptor

An important part of the M&E of UKCC-endorsed programmes is whether courses are being delivered as intended. In order to make this judgement, it is necessary to have a programme template against which comparisons can be made. M&E 3 is a template that enables coach education managers to specify how courses should be delivered.

M&E 4: Analysis of Programme Barriers

This M&E tool is based on the fact that we need to understand the factors that influence whether or not your coach education is likely to be effective. We can begin with the assumption that a number of factors prevent your coach education programmes being delivered in the most effective way. It is important to identify these, and how you intend to reduce their impact.

M&E 5: Programme Data

The purpose of the tool is to summarise the scope and scale of UKCC-endorsed programme throughput. It will perhaps be taken for granted that there should be a record of coach education throughput, and this is a common feature of annual reports. This basic monitoring and the analysis of data that is possible depend on sound monitoring procedures and the functionality of the database or recording systems.

M&E 6: Coach Candidate Feedback

This is a very important form of feedback, partly for the information it provides on the delivery of the course, and partly to give the learners a sense of ownership. It may be appropriate to have a form of reward or sanction to encourage completion.

M&E 7: Course Tutor Feedback

Feedback from the course tutor(s) is essential, partly on issues of programme fidelity (being delivered as you had intended), but also as a record of the course delivery for cross-referencing to coach progression/achievement issues and for comparison to other forms of feedback.

M&E 8: Course Observation Template

The purpose of the observation tool is to provide an ‘external’ perspective on the delivery of the course. The context is ‘programme fidelity’ (is it being delivered as intended), but there is an emphasis on the ‘quality’ of the course. The observations are centred on the quality of the learner experience.

Although the observer role is not the same as the verifier role, the same individual may carry out both roles. However, it would not be helpful to think of the observer as an ‘external inspector’. Their purpose is to assure your sport that the courses are likely to achieve what they are intended to achieve, and to improve them where necessary. It would be helpful if observers had a familiarity with the coach education context. This implies some experience, perhaps as tutors/assessors or teachers/deliverers in another context. There should also be some familiarity with, and orientation to, the content of the course.
M&E 9: Evaluation of Pre-course Data

This M&E tool is focused on analysing information gathered about learner coaches. An assumption is made that some form of pre-course questionnaire or other form of data collection will be completed by learners who apply to an award programme. Our purpose here is not to create the questionnaire, although we do offer some guidance on the information that we recommend should be collected. The objective is to identify the use to which this information should be put, and the M&E issues that should be addressed.

The collation of information about individuals should be part of the sport’s tracking of coaches, and permits some cross-referencing of data against future coach education and coaching practice. Much of the data may subsequently be used for reporting purposes.

In line with the approach taken to M&E, we offer the flexibility for you to decide on the information to be gathered, how it should be gathered, and which elements of analysis you will prioritise.

M&E 10: Coach Competence Monitoring Tool

It is necessary to have a monitoring tool with which to contribute to an evaluation of the effectiveness of UKCC-endorsed coach education programmes. (Is it having the intended effect on those who complete the award successfully?) This monitoring tool has been devised to assess changes to a coach’s expertise as a result of having undergone a specific period of coach education. It provides a profile of coaching behaviours that can be used at various points in the education process to produce a self-reported measure of coaching ‘functions’ or competences that provide a valuable pre- and post-course evaluation of expertise.

M&E 11: Outcomes Statement

It was recognised that a number of M&E tasks require a relatively concise and easy-to-communicate statement of expectations about what might be expected of a coach who successfully completes a specific UKCC-endorsed award.

This framework of competences should put into sport-specific language what you would expect someone who has successfully completed each level of the UKCC-endorsed qualifications to be able to do.

The purpose of the tool is to:

- act as a catalyst to stimulate further reflection about your coach education programme
- provide a simple mechanism for communication
- provide an opportunity to make coach competences sport- and context-specific.

M&E 12: Analysis of Assessments

The assessment associated with UKCC-endorsed coach education delivery is an important source of evidence about the effectiveness of programme delivery.

This evaluation tool invites the coach education manager or evaluation team to carry out a secondary analysis of the assessment output, and to ask questions about the appropriateness of the assessment for making judgements about learner coaches’ enhanced status (which really means achieving learning outcomes).

M&E 12 is not so much a form but more of an ‘evaluation agenda’. It makes the assumption that the assessment data and products/outputs are available for analysis and interpretation.

M&E 13: Case Studies

Many M&E tools are concerned to demonstrate trends and, for this reason, will attempt to:

- employ reasonably rigorous or standardised methods
- collect data over a sufficiently comprehensive range of sources or individuals to permit some generalisation.

However, there is a need to inquire in more depth on occasions, and to seek to understand ‘why’ questions or provide a more detailed illustration of issues.

M&E 14: Report Template

A commitment to a reporting schedule encourages M&E activity and provides some structure to the procedures being undertaken. This is an essential and key part of the M&E process. We think that it is very important that there is a tangible output to which the M&E process can be directed. This ensures a degree of accountability, and facilitates the identification of consequent action.

Each M&E tool is available by contacting the following email address: coacheducation@sportscoachuk.org

7.3 Measuring Impact of UKCC qualifications

The sports coach UK ‘M&E Tool Kit’ provides a comprehensive range of methods and means of evaluating the UKCC-endorsed programme that will generate considerable evidence to allow continual improvement to take place. In addition though, sports that want to evaluate the wider impact of the UKCC programme are recommended to refer to the sports coach UK ‘Measuring Impact Guide’, which can be made available by contacting the sports coach UK Coach Education team.
**Conditions of endorsement** — The process leading to UKCC endorsement criteria.

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

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

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

**Actions required** — Actions that need to be achieved prior to UKCC endorsement being granted.

**Alignment** — The adjustment of elements of awards and qualifications to meet the needs of UKCC criteria.

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

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

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

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

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

**Coaching Standards Group** — The formal decision-making group within the UKCC endorsement process.

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

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

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

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

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

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

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

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

**Higher education institution (HEI)** — An institution such as a university, academy, college, seminary or institute of technology that delivers higher education, post-secondary education or third level education.

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

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

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

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

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

**Internal quality assurer** — An individual who is responsible for monitoring the work of all assessors involved with a particular qualification, ensuring accuracy and consistency of activities and decisions.
Key skills – General skills that apply across occupational and academic fields and assist in improving learning and performance. The qualifications regulatory authorities have developed standards for six key skills:

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

(This terminology is relevant to England, Wales and Northern Ireland only.)

Learner – An individual seeking a learning programme or course of training and assessment from a recognised centre for an endorsed programme or qualification(s).

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

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

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

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

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

Prerequisites – Requirements that are necessary for a learner to be eligible to attend the course, be put forward for assessment, or complete the qualification.
RQF – The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual. It’s like a bookcase in a library, with qualifications indexed by their ‘level’ and ‘size’. Qualifications at any specific level can be very different from one another, for example in their content and purpose.

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

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


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

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

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

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

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

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

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

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

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

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

UKCC technical officer – A designated individual within sports coach UK with the appropriate knowledge who is assigned to specific sports to develop and support their coach education offering.
For information about sports coach UK, and further support and training available, contact:

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