



**SPORT
ENGLAND**



COACHING IN AN ACTIVE NATION

THE COACHING PLAN FOR ENGLAND
2017-21



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INTRODUCTION

Good coaches inspire people to get active and stay active. Good coaches also guide those on a journey of improvement, including those with talent, to progress faster and further than they could on their own^{1,2}. Additionally, the act of coaching brings individual and personal wellbeing to the coach and the participant as well as making valuable, social and economic contributions to society.

In short, good coaching has benefits for the people who participate and benefits for the people who coach. Good coaching is good for everyone!

At the moment, coaching predominantly supports the people who already have a regular sporting habit. These people are important, and improving their experience is a key aspiration. But for the first time, we also want to unleash the power of coaching for all of those people taking their first steps to becoming more physically active so that they too can benefit from the support that good coaches provide.

To achieve this, there is a need to reconsider the way that coaches are recruited, developed and deployed so that they can reach a wider audience and support more people to reach their goals: whether that's achieving a new personal best, attending a session with friends every week or getting some support to help complete that marathon that they thought they couldn't do.

The Coaching Plan for England has been developed following an extended period of consultation and research to establish a series of guiding principles, commitments and actions that will cultivate a community of coaches that are so inspiring and motivational that our active nation is drawn to participate. The Coaching Plan for England represents a 'call to action' for everyone in the coaching community in England to modernise how we

think about coaching and how we talk about coaching. It is a challenge to transform how we find good coaches and how we support them. It is a quest to find new ways to improve the quality of coaching and extend its reach.

Turning the Coaching Plan for England into a reality will take creativity, courage, collaboration and leadership. Most of all it will take the skill and ingenuity of you, the coaching community: your ability to understand the people you engage with; your experience of working in different places and spaces.

Together we have the skills and resources to develop coaches capable of providing excellent experiences - engaging and rewarding experiences that bring a host of benefits: health, confidence and new abilities for the participant; pride, respect and new opportunities for coaches; cohesion and expanded horizons for communities. Together, we can change the way people experience sport through Coaching in an Active Nation.

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COACHING IS CHANGING

THE 'COACHING FAMILY' IS GROWING

Coaching is changing. New coaching roles are emerging in response to new participant needs. These new coaching roles are being taken up by people with different backgrounds, reflecting the audience they are working with. The style of coaching is often less about technique, and more about the experience.

The Coaching Plan for England seeks to create more of these roles and to make it easier for people to perform them. Once they have started their coaching journey, the plan also sets out clear actions to help them do the best they can for the participants they work with.

A NEW DEFINITION OF COACHING

Sport England has developed a new and broader definition of coaching in line with our strategic commitments to support a broader range of participants in sport and physical activity:

“IMPROVING A PERSON’S EXPERIENCE OF SPORT AND PHYSICAL ACTIVITY BY PROVIDING SPECIALISED SUPPORT AND GUIDANCE ALIGNED TO THEIR INDIVIDUAL NEEDS AND ASPIRATIONS.”

This definition challenges us to reconsider how we think about coaching. Some people may not consider themselves as a coach in the traditional sense but they will be using coaching skills to engage people and deliver a great experience so they will fall under this definition.

Placing greater emphasis on identifying and developing people with these behaviours, values and attitudes, the so called ‘soft’ coaching skills, will be a priority. Finding more people like this will help to produce a new generation of coaches better equipped to engage people and help them change their behaviour.

GRAHAM’S STORY

“I became a volunteer first, then I started getting more and more active. Now I coach to help others to get involved.”

This story from Disability Sports Coach, a London based organisation working to get disabled people more active, illustrates how volunteering and coaching is supporting people in multiple ways.

Graham was not very active and spent most of his time bored watching television. In 2013 Graham was looking for work and stumbled across an advert at Southwark Volunteer Centre in 2013.

Since that day Graham has developed a love for coaching and become an integral part of the team, *“Before I joined, I only watched football and boxing on the TV. Now I play sport 3 times a week and want to be a sports coach. The staff and coaches here are some of my best friends.”*

Graham volunteers each week at numerous community clubs. Graham is also a first port of call for support at events. Emma Cranston, Club Development Officer commented, *“Graham is a hit wherever he goes. He is a superb example of how sport can turn around the life of a young person with a learning disability.”*

Over the last 3 years Graham’s coaching skills and the manner in which he conducts himself within sessions has gone from strength to strength. Graham’s dedication in the last year has led to being recognised externally. In 2015 and 2016 respectively he was short-listed for volunteer of the year in Westminster and Wandsworth. Graham this year also received an honourable mention at The London Sport Awards.

In January this year, London Sport supported Graham to complete his FA Level 1 football qualification. Graham has since been mentored to take more of a lead in sessions.

The experience providers



WHY COACHING?

THE BENEFITS COACHING BRINGS TO PARTICIPANTS AND THE COMMUNITIES IN WHICH THEY LIVE

PHYSICAL WELLBEING

Encourage physical activity

- Adults who are coached are less likely to stop participating than those who are not.
- Coaches can promote the benefits of physical activity to the next generation of children and young people, establishing a resilient habit early on

MENTAL WELLBEING

Improve mental wellbeing

- Coaching provides motivational climates that can increase people's self-esteem, self-worth, enjoyment, vitality and resilience of sporting habits
- Coaching others does all of the above for the coach

ECONOMIC DEVELOPMENT

Increase economic growth through coaching

- Volunteer coaches contribute up to four hours per week
- Coaching provides employment opportunities – More than 200,000 people make their living through coaching



INDIVIDUAL DEVELOPMENT

Promote individual development

- Coaches build confidence, character and connection in sports participants
- Coaching promotes self efficacy and draws people into a community of other people committed to self development and personal growth

SOCIAL AND COMMUNITY DEVELOPMENT

Enhance social cohesion / promote inclusion

- Coaching can be used as a powerful tool to engage young people in positive activities and reduce anti-social behaviour (e.g. Kicks, Street-games, Positive Futures, etc.)
- Exposure to a coach can have lifelong positive consequences



A DUAL IMPACT...

Our insight shows that a poor coaching experience can put people off engaging in sport and physical activity in the future. The activities included within the Coaching Plan for England provide a 'dual impact': reducing the likelihood of someone having a poor coaching experience on the one hand and creating more coach-led experiences that encourage people to get going and keep going.

Reducing the likelihood of someone having a poor experience

Helping people start and keeping them motivated to continue

A DUAL BENEFIT...

In 'Towards an Active Nation' we outlined our aspiration to develop a volunteering strategy that recognises that volunteers obtain wide ranging benefits from the act of volunteering, as well making a valuable contribution to the sporting experience for other people.

As 3/4 of the coaching family is voluntary we aim to recognise this same 'dual benefit' in voluntary coaching and view coaching as a specific form of engagement in sport which provides individual benefits that should be encouraged for its own sake.

Coaching contributes to the wellbeing and development of participants

Coaching contributes to the wellbeing and development of the coach

THE DUAL BENEFIT OF COACHING GOOD FOR THE PARTICIPANT – GOOD FOR THE COACH

KATE'S STORY

As head coach of Manchester Triathlon Club, Kate looks after the interests of over 500 participants “Coaching is everything to me,” she says ‘Because I am part of such a big club, you really see how much it touches people’s lives.

“One lady is managing a serious condition ‘struggling to even walk from the lounge to the kitchen a few years ago’, Kate has been there for her every step of the way, including at the finish line when she completed her target of running the Manchester half marathon.

“For me, it is things like this that make coaching almost more fulfilling than when I was competing,” she says. “You still get that big buzz from being part of something.”

Then there is the series of women’s ‘Go Tri’ days the club has organised as an introduction to triathlon racing, and which provide that all-important stimulus to nudge people from contemplation to action.

“These are for women who might never have really thought about triathlon. Some who have got involved were still breastfeeding, some have low self-esteem. It was great to help give them that feeling of empowerment.

“You become aware that, actually, you can provide that necessary nudge and can influence people to believe in themselves a bit more.”

**“COACHING IS
EVERYTHING TO ME”**

COACHING AND BEHAVIOUR CHANGE

COACHES HELP PEOPLE GET ACTIVE AND STAY ACTIVE

We’ve all been there. We make a commitment to ourselves to be more active and get more exercise. We set our sights on a goal that really matters to us. We know it is good for us, and we know we’ll feel much better when we’ve done it, but taking those first steps is difficult and – even if we manage to keep it going for a while – it can be easy to slip back into old habits. Getting more active and staying active is really hard work. Having someone who really understands what you want to achieve, and guides the journey in a way that works for you, can be the difference between keeping going and slipping back.

Effective coaching is much more than the clichéd picture of people in tracksuits shouting instructions from the side-lines. Good coaching is about connecting with people, understanding their needs, and helping them to do something that they might struggle to do by themselves.

Coaches can play an integral supporting role in helping people to get active and stay active. Behaviour change can be thought of as a journey, and coaches have a major opportunity to influence that journey at particular stages.

ENGAGING INACTIVE PEOPLE - COACHES CAN MAKE OR BREAK ATTEMPTS TO GET ACTIVE

For most people, taking the first steps to getting more active is difficult and intimidating. Millions of people want to be more active, and have an intention to do so. But emotional barriers like fear of judgement, shame, and feeling that you’re not good enough can stop us before we get started. Some of us carry strong negative memories of our experiences of sport and physical activity from the past. Some of us feel that our days of being active are behind us because our lives and our abilities have changed.

It takes courage and effort to overcome these barriers and get involved in a new activity. The quality of the first few experiences for people trying to get into activity will make or break their attempts to keep going. A good coach can create a great experience for a person in at this stage by being welcoming, understanding, encouraging and supportive.

Connection, understanding and great experiences – important ingredients that can help people to change their behaviour.

Just ask Kizzie Payne from Our Parks, her ‘Parkers’ come out in all weather to attend her sessions.



KIZZIE'S STORY

Kizzie Payne, 40, discovered her passion for coaching through 'Our Parks' – an initiative bringing free exercise classes to local parks throughout London.

"As a teenager, if you'd told me one day I'd be a coach I'd think you were joking! At school I wasn't sporty – and I also have Ankylosing Spondylitis [a form of spinal arthritis] so wasn't necessarily very healthy either. It's a condition where you have to keep moving or you seize up, so as an adult I had to do some exercise.

"I heard about Our Parks through a friend. I went along and carried on going because I really enjoyed it. I'm someone who likes being motivated by other people. I love that feeling, when a class is getting hard, and you catch someone's eye and have a little joke.

"As my fitness improved I wanted to share the benefits of exercise with other people by becoming a trained instructor. Being a good instructor is about personality. People don't want to be told off – it's about empowering them. It's vital to offer adaptations of exercises to people with different abilities, then they achieve without feeling inferior to others in the group.

"I know what it is like to make those first steps and how easy it is to be put off so I want to make sure that every session is as welcoming as possible – I also know how important those 'nudges' on social media are!"

Born Barikor is the founder of Our Parks. He says that people like Kizzie are the basis of the success of the initiative that has encouraged over 30,000 people get involved in their fun fitness activities. *"Kizzie jumped out because of her enthusiasm, you could really tell that she connected with people and could create a buzz, and that is what we look for in a coach. She has a natural sense of how people feel when they first come which is priceless and really puts them at ease. There are lots of people out there with qualifications but if you haven't got the people skills then you won't be the right fit for us."*

"I WANTED TO SHARE THE BENEFITS OF EXERCISE WITH OTHER PEOPLE"

ENCOURAGING A REGULAR HABIT – 'DIVERSITY BRINGS DIVERSITY'

Taking part in an activity once, twice, or even three or four times does not guarantee that we will stick with it. Building any new habit is difficult, and building a new sport or physical activity habit is really challenging because of the amount of effort it takes to actually do the activity, as well as the effort it takes to arrange our lives around it. Building habits is all about how many times we repeat something, and

how rewarding it feels to do it. We now know that it can take a person anything from 3 months to 2.5 years for a physical activity habit to feel strong.

So how can coaches make it easier for people to stick at it? Coaches can't, of course, remove the effort involved in actually doing an activity, but tailored coaching that meets the needs of individuals - in terms of their activity and their lifestyles - can really encourage and motivate people to keep going.

URSULA'S STORY

"I met my coach over a Cadbury's mini roll!"

"I had some success using the 'couch to 5k' app and had lost a bit of weight with it. But I lost motivation when my weight loss slowed down and I ended up putting on weight again. I was pretty miserable and didn't really know which way to turn.

"I met my coach at a school picnic, he saw me refuse a Cadbury's mini roll because I was trying to be good and we got chatting. He helped me to realise that exercise isn't just about losing weight, it should become a part of my life and it should go along with improving my diet. We made a simple plan (on the back of a napkin!) and I check in with him on Facebook once a week to update my progress. It helps that he is approachable and non-judgemental and he doesn't look like some kind of muscle man – that would be too intimidating.

"He reminds me that I'll get there when I get there and the weight loss is just a bonus to all the other main benefits. Like I'm no longer out of breath when walking the dog! I can walk and talk - which I know everyone can but I used to have to stop to catch a breath!"

"I really can't believe it! I have tried losing weight and exercising for many years, only to lose a bit, give up and then put what I've lost on and then gain another stone, now I'm just 1.5 lb shy of losing 2 stone, I feel fantastic, I have loads of energy and I'm actually enjoying it!"

"I MET MY COACH OVER A CADBURY'S MINI ROLL!"



ENCOURAGING A REGULAR HABIT - COACHES CAN HELP PEOPLE OVERCOME DISRUPTION

Even when people have built a strong habit – we cannot take them for granted. Even for the most committed, sometimes the big moments in life get in the way and can really disrupt sport and activity habits. Events such as starting university, moving house, changing jobs, starting or ending relationships, and retirement are all major practical and emotional disruptions in our lives that shake our habits to the core. Some people can bounce back, but many find it hard to get active again in a way that fits their new circumstances.

We cannot – of course – rid ourselves of these disruptions. They are a fact of life. The aim is that, when our circumstances change - and therefore what we need from sport and activity changes – that the next opportunity that fits our new life is clear to us. And that means that coaches have a huge opportunity to help people to bridge those moments of disruption. Evidence from Sports Coach UK³ shows us that good quality coaching is linked to more resilient habits:

- People who receive quality coaching have an increased enjoyment of sport and commitment to it
- They participate more often, enjoy it more, and are less likely to stop playing
- For the majority these positive impacts of coaching do not diminish over time.

IZZY'S STORY

“On those cold, rainy nights, I know my coach is going to make it fun and challenging, it is a big part of why I turn up.”

Izzy is a strength and conditioning coach, so she knows a thing or two about motivation and helping people to get fit. But when she isn't coaching she is playing and she recognises the job that her coach does in keeping her and her team-mates motivated to play.

“I moved house and was looking for a new team to play for. The first club I went to they just did a load of boring drills and the coach didn't really make me feel very welcome. It wasn't a lot of fun. I was considering giving up at that point as I had just started a new job and I was really busy. Then a friend suggested I go along to her club and give it a try, and I was immediately drawn back in again.”

“MY COACH IS GOING TO MAKE IT FUN AND CHALLENGING, IT IS A BIG PART OF WHY I TURN UP.”

“My coach suffered a serious injury when he was younger, which left him disabled and stopped him from playing. He switched to coaching as a way to continue his participation, and he takes it really seriously. The best thing about him is that he really gets us as a group of players and he knows how to motivate us by making things fun as well as challenging.”

“Last week we were being a bit unfocused at the start and most of us were more interested in chatting about work or life than warming up properly. He stopped us and pointed to the gates by the pitch and said ‘those are the gates of freedom, when you come through those gates you can leave work behind and be free to enjoy yourselves’. It was brilliant! We all laughed but it got us focused again and we had a great session.”

SUPPORTING PROGRESSION - COACHES HELP THOSE WITH TALENT TO PROGRESS AND EXPLORE THE LIMITS OF THEIR POTENTIAL

Everyone's personal goals are different. Some people may simply want to attend a session regularly, while others wish to improve their performance and technique. The coaching plan aims to provide the essential support to equip coaches to create learning and development environments which enable all people to prosper, and this is especially important for those with talent.

Working with talented athletes is hard. The skills required to challenge adolescent participants to stretch themselves and explore the limits of their potential, are far reaching and very often misunderstood.

Coaches are widely regarded as an essential ingredient to an effective talent development system and yet, the coach development provision in many sports talent pathways is often lacking, especially for coaches working at the entry point in the talent pathway. Given that this is the point where the pathway is at its most inclusive, the Coaching Plan for England will work to ensure that the right levels of support are provided placing specific emphasis on those coaches with the greatest need.

CASE STUDY: THE 'DIGITAL COACH DEVELOPER' - USING TECHNOLOGY TO HELP COACHES LEARN

Sport England has been working in partnership with UK Sport for the past two and a half years to deliver a coach support programme called 'Project Connect'. The programme provided a ground-breaking combination of residential learning, video feedback, virtual one-to-one mentoring, webinars and online discussion groups to 51 Talent Development coaches selected from 8 sports. The project was experimental as 80% of the learning took place remotely using a range of digital communication platforms.

The project demonstrates that using technology to develop coaches was not only an efficient approach (1 coach developer was able to engage over 50 coaches) but also extremely effective as the 'real time nature of the intervention meant that the coaches were able to discuss challenges while they were still fresh in the mind rather than days or weeks afterwards.

What the coaches said:

“My communication with the athletes has improved... My self-awareness has improved, which has ultimately lead to better relationships with the athletes that I work with. Finally I feel a lot happier in my personal and professional life as I feel like I can now set objectives and I have some of the necessary tools to meet and surpass them.”

“I am delivering more efficiently than I previously thought and my behaviours are being tailored to the needs of the group...”

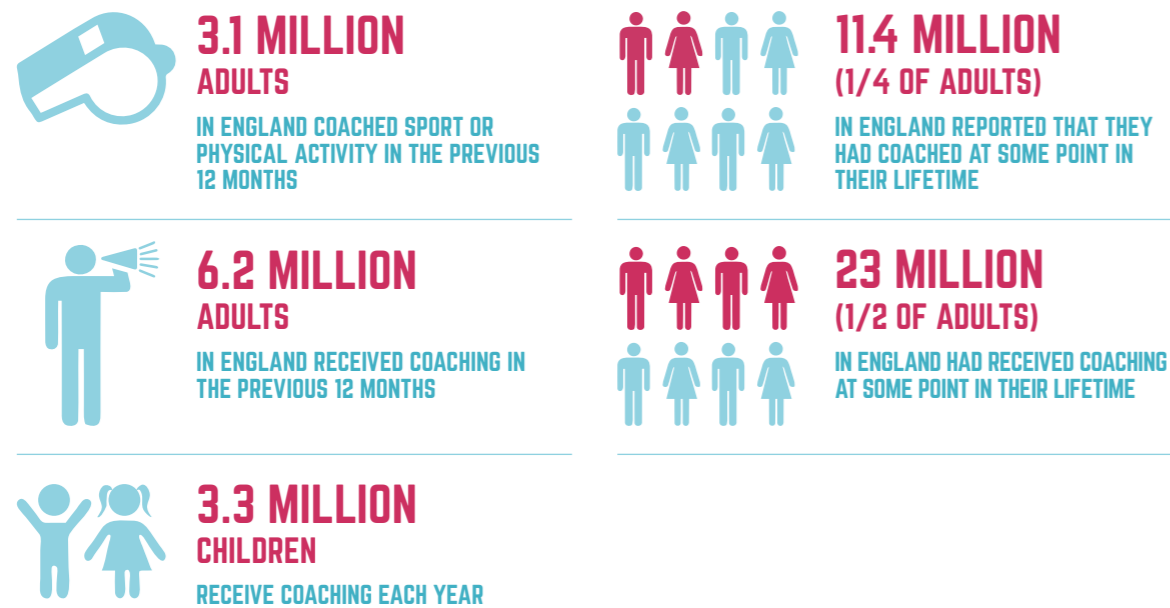
We will take the learning from Project Connect and explore ways in which the methods adopted can be extended to a broader range of settings.

THE CURRENT STATE OF PLAY

OVERALL

The scale of the coach audience is significant. Sports Coach UK conducted a YouGov study in October 2016 to provide more accurate data on coaches and those receiving coaching.

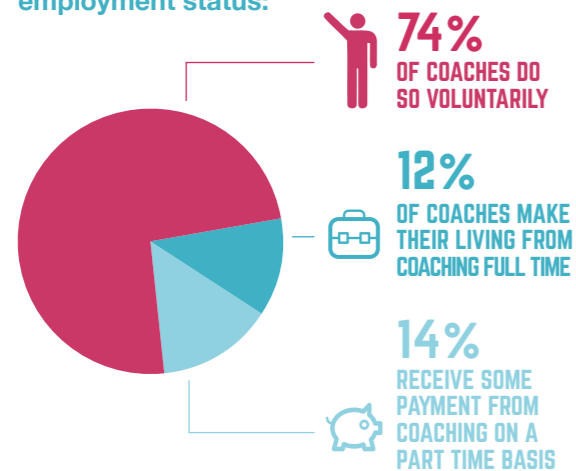
The study, which included a robust, nationally representative sample of the population, estimated that:



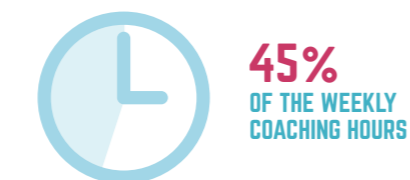
Coaches provide an estimated:



A breakdown of coaches' employment status:



Although full time coaches make up only 12% of the coaching population, these coaches deliver:



There is more work to do to understand what the full time coaches do and who they do this with, but it's also clear that employed coaches can offer a significant amount of support to the sports community.

THE DIVERSITY OF THE COACHING COMMUNITY IN ENGLAND

The numbers of coaches from under-represented groups varies depending on the measure that you use, however, the one constant measure is the percentage of people from each group that have obtained a recognised coaching qualification.

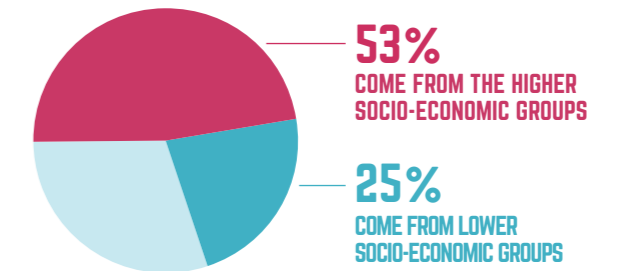
Black, Asian and minority ethnic (BAME) communities:



HOWEVER...



Socio-economic groups coaches split:



Women in coaching:



BUT ONLY...



While this proportion has increased from 14% in 2008, there is still clearly a long way to go to attract coaches that reflect female participation profiles.

Disability and coaching:



*Sports coach UK, 2015

There is a lack of high quality data on the number of Lesbian, Gay, Bisexual or Transgender (LGBT) coaches. Establishing insight on representation will be a priority, as there is some evidence that negative attitudes towards LGBT people are preventing people from engaging in coaching roles.

BARRIERS

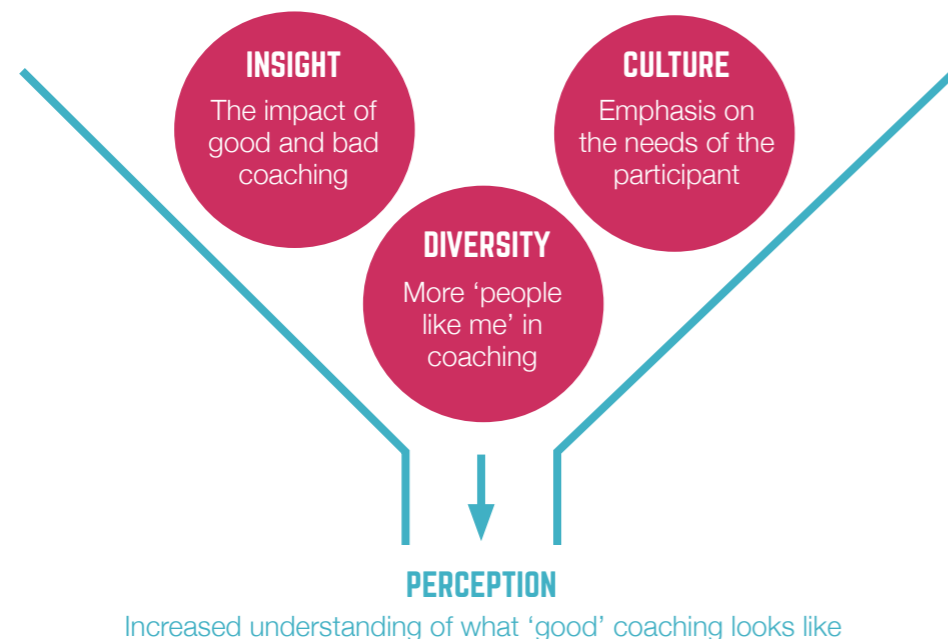
There are a range of common barriers to engagement reported by people from under-represented groups, such as:



The Coaching Plan for England aims to find creative solutions to overcoming these barriers to increase the diversity of the coaching family.

GOAL SETTING: CLARIFYING THE OBJECTIVES

THE PEOPLE STRATEGIES QUALITY BEFORE QUANTITY



The Coaching Plan for England sits alongside volunteering and professional workforce within a family of 'people strategies' that are being developed by Sport England. A common theme to approaching these strategies is a focus on gaining a clear understanding of the quality of experience and diversity of the audience before attempting to increase numbers.

England already boasts a significant population of coaches so it is clear that the emphasis should not be purely on increasing the quantity of coaches. Instead the focus must be more on the quality of the experiences that they provide.

To this end, the plan has the following aspirations:

Change Culture

Coaches are far better equipped to provide experiences based on the needs and goals of the individual being coached.

Gather Insight

Understand more about how, where and why coaching has a negative impact on people participating and reduce the likelihood of that happening.

Increase Diversity

Create a more diverse coaching workforce so that more participants are able to be coached by people who are immediately empathetic to their needs and reflective of their social environment.

Improve Perception

Change the perception of coaching among the wider public and create a new model of what 'good coaching' looks like.

RISING TO THE CHALLENGE: HOW WE WILL OPERATE

The ambition of this plan is considerable. We readily acknowledge that we do not have all the answers yet, nor do we have all the information that would help find the answers. In this respect, our approach to implementation will require adaptability, creativity and collaboration; many of the skills associated with good coaches.

AN 'ADAPTIVE' APPROACH INNOVATING AND LEARNING THROUGH EXPERIENCE

Good coaches have a clear plan before they start but the best coaches are able to adapt their approach depending on the response and feedback of the participants in front of them.

The Coaching Plan for England is breaking new ground in developing a new generation of coaches that can support people from a far broader array of backgrounds with a different range of needs.

In order to meet this challenge the implementation approach will adopt an 'agile methodology' which seeks to use reflection and ongoing analysis to advance the system and improve continuously.

COLLABORATION 'TOGETHER EVERYONE ACHIEVES MORE'

Most coaches will have an acute understanding of the value of teamwork, more and more, coaches are working with a range of specialists to support the athletes they work with. In the talent context they will work with strength and conditioning experts and sports psychologists. In a community setting they might be working with exercise referral teams or community social workers.

By working together with local and national organisations that understand the needs of the participants they engage, the delivery of the plan will be greatly enhanced, and the chances of success will increase accordingly. Developing relationships with new partners and co-creating innovative solutions with them will be a key feature to the implementation approach.

GUIDING THE JOURNEY 'PROCESS PRECEDES PERFORMANCE'

Good coaches understand that the best way to get people to change behaviour is to involve them in developing a new course of action that will be beneficial for them. The effective coach then endeavours to keep them on the 'critical path' that they have established by focusing on the process of achieving the goals rather than focusing on the outcome.

The Coaching Plan for England has been developed through extended consultation with people in the coaching community and represents the key elements expressed by those consulted. In essence, the plan represents the 'critical path' for improving coaching and the implementation approach will guide the process towards achieving these co-created aspirations.

TRACKING PROGRESS 'PERFORMANCE ANALYTICS'

Any good coach will use a range of measures to track progress. The use of performance analytics in coaching has become an indispensable tool in helping athletes to improve. In a similar way, the development and deployment of a range of measures that are able to monitor the quality of the coaching experience and its impact on participant behaviour, will be essential to ensure that our approach to improving coaching achieves maximum impact.

THE ENABLERS

EMBRACING TECHNOLOGY

The rapid rise in digital communication platforms and the technological advancements in human performance and human interaction present a significant opportunity for the development of coaching.

However, the advancement of technology is moving so fast that the ability for coaching leaders to remain current and accurately evaluate the most effective tools and solutions without wasting valuable resources is a considerable challenge.

We will contribute to the development of a digital strategy which will identify the needs of the coaching industry and we will find ways to provide those solutions efficiently and effectively.

PARTNERSHIPS

Given the scale and complexity of the task at hand, we will need the support of a range of expert partners to help us to achieve the objectives. In 2017 we will actively seek to engage with new partners to deliver specific interventions that will help to support the delivery of the plan.

RESEARCH AND INNOVATION

The world of coaching is continuously exploring new approaches and ways of working, in order to find better ways of meeting the needs of participants. We want to harness this 'entrepreneurial spirit,' and invest in innovative projects and solutions that will help coaches become even more effective.

BUILDING THE 'COACHING HOUSE'

MISSION

Improve the experience of the participant by providing specialised support that meets their needs and aspirations

OBJECTIVES

A more diverse coaching community

Change the culture and perception of coaching

Increase 'good' experiences

STRATEGIC APPROACHES

Making it easier to start coaching

Foster an improvement culture

Transfer learning into practice

Measuring the change and communicate the impact

Enhance the delivery infrastructure

ENABLERS

Partnerships

Identify and invest in specialist partners to help deliver the objectives

Technology

Invest in technological advancement to support improvements in the coaching experience

Research & Innovation

- Experimenting to find out what works
- Finding solutions to the problems we encounter along the way



THE TACTICS BOARD

COACHING IN AN ACTIVE NATION

The following 5 strategic approaches, associated tactics and success factors drive the implementation of the Coaching Plan for England:

1. MAKING IT EASIER TO START COACHING

2. FOSTER AN IMPROVEMENT CULTURE

3. TRANSFER LEARNING INTO PRACTICE

4. MEASURING THE CHANGE AND COMMUNICATE THE IMPACT

5. ENHANCE THE DELIVERY INFRASTRUCTURE

/ 1. MAKING IT EASIER TO START COACHING

There is evidence that many people, especially those from under-represented groups, find becoming a coach very difficult. The Coaching Plan for England challenges those organisations that educate and develop coaches, to modernise their approaches and make it easier for more

people from a wider range of backgrounds to join the coaching community. At the same time, The Coaching Plan for England will place specific emphasis on strengthening the quality standards and safeguards that are important to building a coaching community that is 'safe to practice'.

Tactics

- Improve coaching qualifications so that they more accessible, deliver a higher quality learning experience for coaches and ensure that coaches are safe to practice.
- Create a new competency framework to recognise the skills and abilities of a wider range of coaching roles and ensure that coaches are safe to practice
- Work in partnership with key organisations to establish new professional standards for the range of roles required to meet different participant needs.
- Work with key insurance providers to provide reduced insurance premiums for coaches qualified under the new competency and assessment framework.
- Change the way coaches obtain qualifications to be based on direct assessment rather than attendance at training courses.
- Identify and work with partners to provide more work-based training and employment opportunities for coaches (such as apprenticeships).
- Proactively recruit coaches from within the communities where we seek to increase participation.

What will success look like?

By June 2017, Sport England will ensure that an independent review of the UKCC will have been conducted. By Jan 2019, the aim is for the review recommendations will have been implemented.

By March 2018, a series of trailblazer organisations will have begun trialling a 'direct assessment' approach to coach qualification and ongoing development. By 2021, 50% of organisations will be working in this way.

By March 2019, a new approach to developing bespoke competencies for specific roles will be in operation.

By 2019, a new range of professional standards will have been developed that provide an increased range of opportunities for people engage in coaching roles.

By 2020, insurers will have bespoke insurance products for specific coaching roles, reducing premiums through more effective risk assessment and management.

By 2021, it will be much easier to obtain a coaching qualification and more people will have gained one.

By 2021, the cost and time involved in obtaining a qualification will have reduced significantly, but the quality of coaching delivery will have improved dramatically.

By 2021, we will have supported 1,000 young people to obtain coaching apprenticeships. 90% of all apprentice coaches will have graduated and they will be actively engaged in coaching related employment.

/ 2. FOSTER AN IMPROVEMENT CULTURE

Our insight shows that many coaches, particularly those from under-represented groups, struggle to engage in ongoing learning. There is also evidence to suggest that coaches obtain qualifications to meet minimum deployment standards and

then stop learning and improving. The Coaching Plan for England seeks to change this paradigm and create a learning and development culture where coaches are actively engaged in improving their ability to deliver and develop a lifelong learning habit.

Tactics

- Create a coach development model that encourages a lifelong learning journey.
- Establish a new community of expert coach developers and mentors able to provide coaches with live feedback and reflective discussion to better guide their improvement journey.
- Establish more 'communities of practice' so that coaches can more easily learn from each other.
- Establish networks of mobile assessors able to recognise the expertise of coaches in the places they deliver.
- Provide high quality, 'on demand' digital learning and development solutions for coaches so that they can learn and improve more easily.
- Build a digital community for coaches so that they can learn and develop from each other in an informal and easily accessible way.
- Run a programme of local and national coach development events including a national coaching conference for community coaches and coach development professionals.

What will success look like?

By December 2017, all coaches will have been given the opportunity to engage in a 'community of practice' with coaches that are in a similar role.

By 2018, a nationwide programme of coach development events will have taken place. The events will be highly rated by the coaches that access them. These events will then run on an annual basis.

By 2019, all coaches will have access a suite of digital learning opportunities.

By 2019, 25% of people in coaching roles will have access to a coach developer or mentor. By 2020, 50% of people in coaching roles will have access to a coach developer or mentor. By 2021, 75% of coaches will have access to a coach developer or mentor.

/ 3. TRANSFER LEARNING INTO PRACTICE

Many coaches working in community sport are at the frontline of providing the participation experience. In many cases they become the 'customer service team' of sport. Evidence suggests that developing coaches '...is most effective when coaches are supported in their learning

and development by employers, deployers, peers and colleagues⁵'. In this respect organisations that employ or deploy coaches need to recognise their responsibility to manage, support and resource them effectively to ensure that they are best equipped to provide the best possible experience.

Tactics

- Develop resources and training to help employers and deployers to support coaches.
- Invest in local recruitment and coach development projects through appropriate local delivery partners.
- Create an accreditation programme to recognise deployers that are committed to providing coaches with a high quality learning and development environment.
- Create local partnerships that bring together training providers with deployers to create meaningful employment and deployment opportunities.
- Create a recognition scheme for coaches that are committed to improving their ability to provide great experiences for participants.
- Establish digital mechanism to enable participants, employers and deployers to find coaches that meet their needs.

What will success look like?

By 2019, 25% of deployers and employers will be recognised for their good practice in supporting and managing coaches. By 2021, 50% of deployers and employers will be recognised.

By 2019, 20% of all coaches will have be engaged on the coach recognition scheme. By 2021, 40% of coaches will be engaged.

By 2021, deploying organisations such as clubs, schools and community groups will be playing an active role to support and manage coaches to deliver the best possible experience for their participants.

By 2021, people searching for coaches will report that they are able to do so far more easily and effectively. This will lead to an increase in people's perception of their experience.

/ 4. MEASURING THE CHANGE AND COMMUNICATE THE IMPACT

When people think of a coach they often think of someone who is part of the traditional sport system, helping people to improve their technique. The Coaching Plan for England sees a coach in a different light, and is seeking to embrace a range of different people to provide enhanced experiences for others. The challenge here is the need to help people understand this new conception of what a good coach looks

and acts like. Regularly communicating the excellent experiences in a range of non-traditional contexts will help to 'rebrand' coaching and make its impact better understood. Additionally, people looking to utilise a coach will have a better idea of what to look for and those coaches that are providing great experiences can be recognised and rewarded for their efforts.

Tactics

- Continuously share examples of improved coach-led participant experiences that underpin and promote good coaching practice.
- Developing marketing and promotional resources to assist partner organisations to spread the word.
- Regularly communicate stories of people who have been supported by coaches and stories of people who have been able to successfully develop coaches.
- Bring together an advisory group of 'Coaching Champions' made up of high profile coaches, community practitioners and thought-leaders, to lead the future of coaching and make recommendations for future action.
- Establish robust ways to measure the coaching experience.
- Establish a 'Coaching Insight Community' that continuously seeks to provide the best available evidence to improve coaching practice.

What will success look like?

By November 2017, a coaching movement will be established encouraging coaches to play an active role in promoting their craft.

By March 2017, the coaching champions will have met and will have published their first assessment of the coaching landscape and made recommendations for the future.

By October 2017, the coaching insight community will have been established and will have published its first insights for the industry.

By October 2017, we will establish a baseline measure of the perception of coaching. We will then publish the results of this measurement, annually.

By 2021 the broader definition of coaching will be well understood by society and people will have a more positive perception of the role that coaches play in their community.

/ 5. ENHANCE THE DELIVERY INFRASTRUCTURE

Our consultation highlighted that there can often be a lack of alignment between plans to increase participation and the equivalent plans to develop coaches. This results in a coaching workforce that does not necessarily meet the needs to the people

it seeks to engage. Creating more joined up delivery by enhancing and improving the capability and capacity in partner organisations is essential if we are to build a coach development infrastructure capable of transforming the participant experience.

Tactics

- Ensure all partner organisations that deliver coaching activity are planning and delivering in line with the principles and objectives outlined within the Coaching Plan for England
- Coordinate a learning and development programme for coach development professionals in partner organisations.
- Work with local delivery partners to turn the aspirations of the plan into reality
- Work with other Home Country Sports Councils and strategic partners to develop a digital strategy which determines the key priorities for how technology can support the improvement of participant experience through coaching
- Establish an 'innovation incubator' of expert advisors, including digital specialists, able to support organisations to address challenges emerging from the coaching landscape and create practical solutions.

What will success look like?

By March 2017, the 'innovation incubator' will be established and will be actively supporting organisations to overcome complex coaching problems.

By March 2018, all priority partner organisations working to develop coaches will have aligned their plans to the principles and objectives within the Coaching Plan for England.

By March 2018, all coach development professionals will have access to a range of learning and development opportunities.

By 2021, coaching will be a more prominent feature in the strategic plans of partner organisations, will be more closely aligned to delivery of strategic priorities and will be resourced accordingly.

By 2021, there will be a thriving network of dedicated and committed local and national partners actively collaborating, learning from each other's experiences and using this learning to improve future approaches.



**CASE STUDY:
NURTURING THE NEXT
GENERATION OF COACHES
– ‘THE COACHING APPRENTICE’**

TERRELL’S STORY

“Becoming a coach has changed my life! Before I became a coach I didn’t have a lot of confidence and I would often act out as a way to compensate. I started doing volleyball because one of the coaches from Greenhouse made it so much fun. I wouldn’t have played volleyball otherwise and I got really good playing at the top level. My coach saw that I had something and suggested that I get involved coaching as a volunteer with some youngsters in my community and then I got enrolled on the apprenticeship with Coach Core. Since I became a coach I have become way more sure of myself and I can interact in any situation...I even travelled to the USA with Prince Harry and had to do a speech in front of 500 people!

“When you go into a school to coach you have a group of diverse kids and it’s all about what they want to learn. Maybe it’s a new skill – or just enjoying what they’re doing. You help them build it up and get a real buzz when they achieve.

“Some coaches are all about telling you what to do. Instead, I like asking the people I coach questions – then they’ve got to find the answers out for themselves. I love coaching coaches, because they’ve been where I used to be. It’s helping them be confident and independent, so they don’t need me anymore!

“I have recently been offered a head coach position at the school that I grew up at, I never thought I could make my career in coaching.”













Gary Laybourne is the Programme Manager at the Royal Foundation, he says:

“In 2012, we wanted to start a programme that improved the quality of coach education and provision in schools and the community whilst also providing young people from challenging areas with an opportunity to remain engaged and progressing in education and employment. Since that date, we have brought together 30 different high quality sports employers in 6 cities around the UK to utilise our innovative apprenticeship model and provide places of employment as well as unique experiences and learning to the young people at the heart of it.

“With nearly 100 graduates to date and a 98% success rate of those young people going into full time employment and/or education, we are proud that our expansion plans will allow more 16-24’s the chance to access this intense and high quality education whilst also providing even more challenging communities with role models and coaches that are focussed on life long, positive relationships with sport and exercise and not just about the technical quality of their coaching.”

WHAT DOES THE COACHING PLAN FOR ENGLAND SEEK TO ACHIEVE?

THE COACHING PLAN FOR ENGLAND – AT A GLANCE

<p>ADOPT A NEW, WIDER, MORE INCLUSIVE DEFINITION OF COACHING.</p> 	<p>MAKE IT EASIER FOR PEOPLE FROM A WIDER RANGE OF BACKGROUNDS TO BECOME COACHES.</p> 	<p>DEVELOP A LEARNING CULTURE FOCUSED ON ONGOING IMPROVEMENT AND THE DEVELOPMENT OF COACHING EXPERTISE.</p> 
<p>GIVE THE PEOPLE WHO EMPLOY AND DEPLOY COACHES THE TOOLS TO DO SO MORE EFFECTIVELY.</p> 	<p>UTILISE TECHNOLOGY TO IMPROVE THE EXPERIENCE FOR THE PARTICIPANT, AND BUILD AN ‘ON DEMAND’ LEARNING AND DEVELOPMENT CAPABILITY FOR COACHES.</p> 	<p>BRING LEARNING TO THE COACH THROUGH HIGH QUALITY COACH DEVELOPMENT AND MENTORING.</p> 
<p>GIVE COACHING A STRONGER VOICE AT STRATEGIC LEVELS.</p> 	<p>ENHANCE THE CAPACITY AND CAPABILITY OF THE PROFESSIONAL COACHING WORKFORCE.</p> 	<p>ENSURE THAT THE IMPACT OF COACHING IS UNDERSTOOD AND RECOGNISED.</p> 
<p>CHANGE HOW PEOPLE THINK AND FEEL ABOUT COACHING BY SHARING STORIES OF GREAT COACHING EXPERIENCES.</p> 	<p>ACTIVELY MEASURE AND IMPROVE THE EXPERIENCE OF THE PARTICIPANT AND THE COACH.</p> 	<p>ESTABLISH MORE COACHING APPRENTICESHIPS</p> 

WHAT WILL THE COACHING PLAN FOR ENGLAND MEAN FOR ME?

FOR PARTICIPANTS...

By 2021...

- You will find many more opportunities to participate in sessions led by excellent coaches.
- It will be much easier to find a coach that meets your needs.
- You will be so enthused by your experience that you will want to return and you will find yourself encouraging others to come as well.
- If you need it, your coach will provide you with support outside of the session itself – helping you keep on track with your goals.
- If you want to progress, your coach will be able to refer you to someone who can help or they will be able to help you develop a plan to guide you to your goals.
- If you are a talented performer you will have access to coaches that can help you maximise your potential.

FOR COACHES

By 2021...

- It will be much easier and cheaper to get started
- There will be far less paperwork and writing needed
- If you choose to be assessed you will be assessed in the place you usually coach, coaching the people that you usually coach
- Your assessment will be based on the experience you provide for the participants
- You will have access to a mentor to help you improve and guide your learning
- You will have access to support from other coaches like you so that you can learn from each other
- There will be a new range on online learning opportunities that help you improve
- If you want to do more coaching, you will be able to find opportunities to coach more easily and people and organisations that are looking for coaches like you, will be able to find you and employ you more easily
- The place that you coach (school, club, community group, etc) will provide you with support to help get you started and make sure you are on the right track

- Any learning you undertake from whatever source will be recognised if you can show that it makes a difference to the experience that you provide
- If you have the ability and the desire, you will be recognised and encouraged to progress regardless of your background
- You will be part of a national community of coaches dedicated to being as good as they can be
- You will see stories of other coaches doing great things that will help to inspire you and keep you motivated to improve
- You will feel pride and a sense of purpose from being recognised as a coach

FOR EMPLOYERS AND DEPLOYERS (CLUBS, SCHOOLS, COMMUNITY GROUPS, LEISURE CENTRES, ETC)

By 2021...

- It will be easier to find the right sort of coach that you need.
- It will be easier to ensure that coaches have the correct training, expertise and suitability for the role.
- You will be able to access support and resources to help you recruit, train and support coaches.



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