Research and Enterprise Centre for Sport Coaching and Physical Education (SCoPE)

Carnegie Research Institute of Sport, Physical Activity and Leisure
Leeds Metropolitan University

For informal discussion with Prof. Patrick Duffy, Head of SCoPE, please email p.duffy@leedsmet.ac.uk in the first instance.

Overview

A traditional strength of the University at under-graduate and post-graduate levels has been physical education, with a strong track-record in professional preparation, research and publications. Sport coaching has also been an area of strength for the University over many years, but it has only been since 2006 that formal professional preparation programmes at Undergraduate and Master’s level have been developed. The standing of the University in the area of sport coaching has been recognised through the designation as UK Centre for Coaching Excellence in 2007 and the 2011 decision to locate the Global Coaching Office at the University by the International Council for Coach Education (ICCE). Outline agreement has also been reached with ICCE and Morrisons on the staging of the Global Coaches’ House in London during the course of the Olympics and Paralympics.

This document outlines the Research and Enterprise Centre in Sport Coaching and Physical Education. The Centre pulls together a critical mass of researchers at the crucial interface between physical education and sport coaching. The activities of the Centre seek to address some of the fundamental issues and problems concerning the delivery of physical education and sport coaching and the link between the two.

Mission

The mission of the Centre is located within the existing and emerging strengths of the University, with a strong emphasis on high quality research and enterprise that will guide, inform and impact upon front-line practice.

The mission is to:

*Enhance the participant experience through research and enterprise that informs, supports and empowers.*

The Centre will chart and critically examine provision and practice in sport coaching and physical education. Through the adoption of a life cycle approach the Centre will produce research outputs and solutions to reflect participant need and stage of development. The Centre will seek to innovate in the areas of practice, policy development and domain transfer (within the Faculty; with business and other sectors), with a view to informing and enhancing programmes at local, regional, national and international level.
Issues being Addressed

The primary rationale for the creation of a Research and Enterprise Centre for Sport Coaching and Physical Education was based on the central role played by these related areas in teaching and guiding the improvement of participants at each stage of their development in sport and physical activity. Physical Education primarily operates in a school based context with links to the community, whilst sport coaching has a strong community base, with links to schools. In the context of health, educational and sporting agendas at a national and international level, both areas have a pivotal role to play.

Despite this apparent synergy, the articulation between physical education and sport coaching has not always been a happy one. Leeds Metropolitan University, through its School of Sport, is uniquely placed to evolve and re-define the focus and delivery of both sport coaching and physical education in a way that is ground-breaking and will lead to higher quality experiences for children, players and adults throughout the lifecycle.

In this context, the Centre is examining core issues around what works, for whom, in what circumstances and why, with a view to producing research outputs that will be ground-breaking and seek to further evolve policy; organisation; practice and evaluation in physical education and sport coaching. This approach will include both disciplinary and inter-disciplinary perspectives and will inform the further evolution of both physical education and sport coaching.

This approach will also further enhance the national and international reputation of the University in published research that is of high quality and has demonstrable impact. Progress in the last 12 months also suggests significant potential for enterprise activity that has a strong research and technical foundation. The formation of SCoPE will further strengthen the position of the University to capitalise on emergent research and enterprise investment streams (see Figure 1).

Figure 1
Core functions and activities of SCoPE
Compatibility of Research

Within physical education there is a well-established programme of research. This research has had a strong pedagogical and inclusion focus, which has sought to provide the basis for enhancing quality and accessibility in physical education. Sport coaching research has had a more recent history, but has already established a reputation for applied research that focuses on participant development; coach development; coaching policy and systems. A key issue to emerge from this work is the need for a more coherent approach between physical education and sport coaching in the provision of experiences for children and youth, as well as the clearer definition of roles and professional development opportunities for physical education teachers and coaches working in the front-line. In addition, a number of colleagues from related areas have a track record and portfolio that is complementary to the activities of SCoPE. These colleagues have indicated a willingness to work with the Centre, an approach that will promote integration across the various Centres of the proposed Institute.

External and Enterprise Orientation

Within the Sport Coaching Strategy 2010-15, the need to put in place a coaching innovations unit to maximise the application of research and consultancy opportunities was identified. This approach has had a promising start, with a good revenue flow secured in the last 18 months through a combination of research, consultancy and European Projects. Jointly funded PhDs; commissioned research; Governing Body consultancy; the Morrisons project and the EU CoachNet project are early examples of progress.

It is apparent that further opportunities exist in both sport coaching and physical education (and a combination of the two) to access investment in research, enterprise and sponsorship. An example of this is the proposed development of Coaching Leeds-Bradford which will seek to enhance the coaching experience of 5-16 year olds in schools and communities. Through this project it is proposed to combine professional preparation for our students; service delivery; enterprise; sponsorship and research to provide a high quality solution that will provide a sustainable model for the integration of sport coaching alongside quality physical education in schools.

Membership

The membership of the SCoPE Research and Enterprise Centre will draw upon specialists in both sport coaching and physical education as follows:

Staff currently associated with the centre:

Abraham, Andrew
Cooke, Belinda
Patrick Duffy, Professor
Fitzgerald, Hayley Dr
Flintoff, Anne Professor
Hardwell, Ashley Dr
Jarrett, Kendal
Jenkins, Simon Dr
Kentel, Jeanne Dr
Lara-Bercial Sergio
Lawrence, Julia Dr
Morgan, Gareth Dr
In addition, colleagues from the wider Faculty would also be engaged, including Drs Jim McKenna; Sue Backhouse; Steve Cobley; Andrew Manley and Andrew Drake. A pro-active strategy is in place to progressively enhance the rating and impact of publications in sport coaching with SCoPE being a key element of this strategy.

It is also proposed to augment the membership through the appointment of Professor Jean Coté as a Visiting Professor and through the creation of leading international partner institutions such as the Trainerakademie (Köln) and the University of Queensland. Consideration is being given to the formation of an EU Platform of Universities and related institutions that are leaders in the field. ICCE has also committed to a programme of collaboration that will see strong engagement with the leading nations and international federations around the world.

Within the enterprise and research strand, it will also be the case the employed coaches within the University will be engaged within the Centre on a project-by-project basis.

**Postgraduate Research Student Supervision**

There are currently 13 PhD studies being supported by staff associated with the Centre.

In addition, an active policy of recruiting talented emerging researchers to key staff positions that have been generated by external funds has also been undertaken. Combined with a process of support for existing staff members for professional development, sport coaching has four staff members now commencing the process of enrolment for PhDs.

**Recent Research Publications**

**Andrew Abraham**


**John Connell**


**Patrick Duffy**


**Hayley Fitzgerald**


**Anne Flintoff**


Simon Jenkins


Julia Lawrence


Sergio Lara-Bercial


Gareth Morgan


**Leanne Norman**


**Julian North**


**Sarah Squires**


**Graham Turner**


Recent research publications in related areas

Jim McKenna, Sue Backhouse, Steve Cibley


Andrew Drake


Andrew Manley


Esteem Indicators

Duffy, P
Vice President (Europe), International Council for Coach Education
Board Member: European Network of Sport Science, Education and Employment
Chairman: European Coaching Council, a sub-committee of the European Network of Sport Science, Education and Employment
Chief Technical Advisor to the South African Sports Confederation and Olympic Committee on the development of a South African Coaching Framework
Joint Chair, International Sport Coaching Framework Project Group (a joint International Council for Coach Education and Association of Summer Olympic International Federations initiative)
Member EU Commission Sport Unit Expert Group on Dual Careers
Fitzgerald, H
Grant Reviewer: Hungarian Scientific Research Fund
Chair of the UK Disability Sport Coaching, Learning and Leadership Group
Editorial Board Member: Physical Education and Sport Pedagogy; Adapted Physical Activity Quarterly

Flintoff, A
Convenor: British Educational Research Association Physical Education and Sport Pedagogy
Significant Interest Group, 2010-2013
Advisory Board: PE and Sport Pedagogy Journal

Norman, L

Current Postgraduate Student Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
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<tbody>
<tr>
<td>Self Determination and Motivation in Disability Sport and Recreation</td>
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<td>Equitable Practice</td>
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<td>A review of the influence of William P. Alexander the General Secretary of the Association of Education Committees on the development of examinations and later the curriculum in England, with particular reference to the establishment and running of the Schools Council</td>
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<td>An Explanation of High Performing Coaching Practice</td>
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<td>Sport Education Critical Enquiry: Feminist Pedagogy</td>
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<td>Invisible Children Families of Choice – An investigation into the experiences of schooling from children of Lesbian and Gay parents</td>
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<td>Beyond the School Gates: exploring different girls' experiences of PE and PESSCLE's 'club links' strand</td>
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Number of Postgraduate completions (Leeds Met from 2007) – 2