1. Purpose of the Sport Coaching Strategy

The draft strategic plan of Leeds Metropolitan University sets a vision ‘to be acknowledged for our commitment to student success; our innovation and enterprise; our global reach and local impact.’ In seeking to build quality, relevance and sustainability, the plan sets out five strategic themes that will guide the work of the University over the next five years:

**Theme 1:** Putting students at the centre of our activities and providing a flexible and relevant curriculum with excellent teaching.

**Theme 2:** Providing a supportive, inclusive and welcoming environment, and preparing students for employment and lifelong learning.

**Theme 3:** Being a catalyst for social and economic progress in and for our region, national and internationally, through research and enterprise.

**Theme 4:** Engaging, valuing and developing our diverse community of colleagues.

**Theme 5:** Ensuring financial and environmental sustainability and a high quality estate.

Sport and physical activity, as an established pillar of excellence within the University, has a key role to play in delivering on the new vision of the University. Through high quality academic programmes; research and innovation; participation and performance sport; community, regional, national and international linkages, sport and physical activity have consistently contributed to the success and track-record of the institution. Strong and credible sport and physical activity programmes have enhanced the magnetism, uniqueness and competitive advantage of Leeds Metropolitan University.

The Strategic Plan provides the opportunity to sharpen and enhance the contribution of sport and physical activity to the mission of the University, led by the Carnegie Faculty. It is envisaged that each of the emerging strategic themes will be supported by aligned sport and physical activity programmes. In this regard, a process of review and forward planning has commenced in relevant areas within the Faculty.

Within this context, there is a need to articulate the role that sport coaching will play over the next five years and beyond. This document sets out the proposed Sport Coaching Strategy for the period 2010-15. The document outlines the proposed role of sport coaching in creating a culture of high quality professional preparation; student success on and off the field; research and innovation; enterprise and excellence. The document also outlines the proposed role that sport coaching will play in maximising the local, regional, national and international impact of Leeds Metropolitan University. This includes the establishment of the UK Centre for Coaching Excellence in partnership with external agencies.

The document will provide the basis for action within sport coaching and related areas, taking into account the overall priorities of the University and the Faculty over the next five years. A structure for the on-going implementation and monitoring of the strategy is also proposed, taking account of available resources.
2. Sport and Physical Activity within the University

Sport and physical activity within the University makes a strong contribution in a number of key areas: academic and research programmes; participation and performance sport; community and regional programmes; national and international partnerships. Each of these areas will play an important role in delivering the five strategic themes of the University, as well as to the overall mission (see Table 1).

Table 1

<table>
<thead>
<tr>
<th>National, UK and International Partnerships</th>
<th>Academic programmes</th>
<th>Participation, performance and high performance sport</th>
<th>Community and regional linkages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 3</td>
<td>Theme 1</td>
<td>Theme 1</td>
<td>Theme 3</td>
</tr>
<tr>
<td>Theme 4</td>
<td>Theme 2</td>
<td>Theme 2</td>
<td>Theme 4</td>
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<tr>
<td>Theme 5:</td>
<td>Theme 3</td>
<td>Theme 3</td>
<td>Theme 5:</td>
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<tr>
<td></td>
<td>Theme 4</td>
<td>Theme 4</td>
<td></td>
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<tr>
<td></td>
<td>Theme 5</td>
<td>Theme 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International students and exchange programmes</th>
<th>High quality programmes and student success at Bachelor; Masters; PhD level</th>
<th>Widespread participation in sport and recreation; high quality student experience and success</th>
<th>Widened access to University programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused programmes to provide services and empower partners</td>
<td>Cutting-edge and published research</td>
<td>Performance achievements at BUCS and national levels. Targeted high performance support</td>
<td>Focused initiatives to provide services and empower partners</td>
</tr>
<tr>
<td>Preparation for employment</td>
<td>High quality facility, service and coaching environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notably, high quality professional preparation programmes as well as research and enterprise are identified as core business across all elements of sport and physical activity. An extensive programme of undergraduate and post-graduate studies has been developed across the Faculty, placing the University in a leading position in the preparation of professionals for the sport and physical activity sector and labour market.
3. **The track-record of Leeds Metropolitan University in sport coaching**

Leeds Metropolitan University has a long and established tradition within sport coaching. This tradition has been established from the 1930’s when the first students of the new Carnegie College benefited from the very best coaching by the legendary cricketer George Herbert Hirst who also coached at Eton and Yorkshire County Cricket Club. Hirst was a superb coach with the key qualities; the respect-winning status due to his own attainments; knowledge and technical skill and the gift of imparting it; enthusiasm which comes for a deep love of the game; a rapport with young people and a passion for improving young people and raising their aspirations.

One of the first students at Carnegie in the 1930’s was Walter Winterbottom who later became a lecturer. He was expected, after a distinguished career in the Air Force during World War II, to become Principal of Carnegie but instead became the first England Football Manager and the Football Association’s first Director of Coaching. He went on to lead the Sports Council. His coaching scheme at the FA won national and international approval and the FA’s work in the development of coaches in the 1950’s and 1960’s produced a generation of progressive innovative coaches which culminated in the England team winning the World Cup in 1966.

Walter Winterbottom inspired a generation of students and lecturers including Ron Pickering and Wilf Paish who coached Olympic gold medallists Lynn Davies and Tessa Sanderson, amongst many others and secured the tradition of fine athletics coaching at high performance level in Leeds. Ian McGeechan, considered by many to be the finest rugby coach of his generation, was a student at Carnegie. He explains his approach “I am an education man really, and a lot of what I do goes back to Carnegie where I did my teacher training. The preparation I got there to be a teacher was second to none. They did not compromise. They set a standard and that was it. That standard was excellent”

Leeds Polytechnic continued this tradition of coaching and encouraging graduates to involve young people, whatever their abilities into healthy lifestyles through developing physical education and sports graduates who, at heart, were teachers. Currently, graduates and staff are coaching four year old gymnasts as well as World and European champions, Alistair Brownlee and Jessica Ennis in the same sports centre as Walter Winterbottom taught his football courses 60 years ago.

It is from this tradition that what is now sportscoachUK grew, initially as the National Coaching Foundation whose director, now Baroness Campbell, is an honorary graduate. The first offices of the National Coaching Foundation were, until last year, on the Headingley campus where the splendid Carnegie village now stands. From these deep roots in coaching, going back over 70 years, generations of students have developed stimulating and distinguished careers in sport at community, regional, national and international level whilst enhancing the University’s reputation in the sports and education sectors.

This tradition has been further enhanced by the recent development of a BSc degree in Sport Coaching, with a strong emphasis on coaching children and sport specific coaching. In addition, the University has employed sport coaches within its sport programme, yielding significant outcomes in terms of participation and performance. These achievements include a first ever second place in BUCS rankings, as well as an Athletic Union membership of 1,682 students. Daily participation in sport and physical activity is at high levels among the student and staff population, adding significantly to the quality of experience throughout the institution.
4. Designation as the UK Centre for Coaching Excellence

In 2007, the University was designated as the UK Centre for Coaching Excellence, charged with the following functions:

1. Host the national Coaching Faculty, which will comprise of a consortium of leading coaches; sports science and medical personnel. The UK Coaching Faculty will advise on the development and delivery of the Level 4 UK Coaching Certificate and will play other assigned roles in the implementation of the UK Coaching Framework.

2. Play a leading role in the delivery of Level 4 UK Coaching Certificate and related Continuing Professional Development programmes with an emphasis on the coaching of children; disabled people; talent identified athletes and high performance athletes.

3. Embed the UK Coaching Certificate into relevant undergraduate programmes and provide a mechanism for the University accreditation of Level 4 programmes.

4. Make provision for the recognition of the UK Coaching Certificate and/or relevant prior coaching experience for entry into relevant undergraduate; Masters and PhD programmes.

5. Provide on-site opportunities for coaching practice, fully integrated into on-going high quality programmes for children; disabled people; talent identified athletes and high performance athletes.

6. Demonstrate models of excellent practice in the employment and deployment of coaches.

7. Support the development of scholarship schemes for coaches.

8. Conduct appropriate research into coaching; coach development and participant development.

9. Link with regional and home country Coaching Centres to maximise the implementation of the UK Coaching Framework.

10. Provide a high quality headquarters for the sports coach UK Group to include offices; meeting rooms; quality course delivery facilities; coach information centre/café; coaching hall of fame; research and analysis areas; publishing and warehousing; core infrastructural services (information systems; car parking; security etc) and residential facilities.

An interim management group has been established to activate the Centre. While this group has not met for some time, the University has recently indicated its readiness to sports coach UK to proceed with the activation of the Centre in support of the UK Coaching Framework and London 2012 legacy objectives.
5. The role of sport coaching in support of University objectives

Sport coaching is a key contributor to the academic, research and sporting life of the University. This contribution occurs within the context of the overall sport and physical activity functions of the University through the Carnegie Faculty. The present and proposed future role of sport coaching within this context is outlined in Figure 1. There is a strong emphasis placed on the way in which academic programmes, research and coaching programmes within University Sport contribute to the overall quality of the student experience.

Figure 1

The potential specific contribution of sport coaching to the strategic themes of the University Strategic Plan are outlined in Table 2.
Table 2
The contribution of sport coaching to the mission of the University

<table>
<thead>
<tr>
<th>Strategic theme</th>
<th>Contribution of sport coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Putting students at the centre of our activities and providing a flexible and</td>
<td>‘We are at the vanguard of innovation in curriculum areas including sports coaching’ (University Strategic</td>
</tr>
<tr>
<td>relevant curriculum with excellent teaching</td>
<td>Plan, p4)</td>
</tr>
<tr>
<td></td>
<td>High quality Bachelors; Masters and PhD programmes</td>
</tr>
<tr>
<td></td>
<td>Positive comments in sports coaching on the use of TEL in ALT</td>
</tr>
<tr>
<td></td>
<td>Innovative curriculum with strong alignment with Sbs and OSs, one of five pilots in UK in ‘fast-track’</td>
</tr>
<tr>
<td></td>
<td>degrees</td>
</tr>
<tr>
<td>Providing a supportive, inclusive and welcoming environment and preparing students</td>
<td>On and off campus situated learning and placement activities, working with coaches and in high quality</td>
</tr>
<tr>
<td>for employment and lifelong learning</td>
<td>coaching programmes</td>
</tr>
<tr>
<td></td>
<td>High levels of demand for student places (3:1)</td>
</tr>
<tr>
<td>Being a catalyst for social and economic progress in and for our region,</td>
<td>Designation as the UK Centre for Coaching Excellence</td>
</tr>
<tr>
<td>nationally and internationally, through research and enterprise</td>
<td>Sport coaching into business with Morrisons PLC</td>
</tr>
<tr>
<td>Engaging, valuing and developing our diverse community of colleagues</td>
<td>Contribution of sport coaching staff to diversity, inclusion, health, safety, well-being</td>
</tr>
<tr>
<td></td>
<td>Contribution to the wider Coaching Network within the University</td>
</tr>
<tr>
<td>Ensuring financial and environmental sustainability</td>
<td>New strands of research and enterprise activity</td>
</tr>
<tr>
<td></td>
<td>International partnerships</td>
</tr>
<tr>
<td></td>
<td>Delivery of cost-effective programmes</td>
</tr>
</tbody>
</table>

In addition to this contribution, sport coaching is increasingly playing a role in linking with academic colleagues within the Carnegie Faculty, with University Sport and in the wider University. This strategy will provide the basis for further deepening this level of engagement and cooperation to enhance the experience of students and to maximise available resources. (Note: Paragraph from Pete and Laura to be added here).
6. Wider context for the development of sport coaching

Recent data show that over 1.1m people coach every year in the United Kingdom, 235,000 of whom are in paid employment, either part-time or full-time (North, 2009). The UK Coaching Framework has set out a vision for the development of ‘an ethical, cohesive, inclusive and valued coaching system where skilled coaches support children, players and athletes at all stages of their development and is a world leader by 2016’ (sports coach UK, 2008). The Framework documents how sports coaching will contribute to the policy objectives of government in school sport; community participation and in high performance (North, 2009).

Within this context, the coaching workforce has become a key focus of attention, with significant growth occurring in the number of paid coaching roles (North, 2009). Further growth in these roles is projected, with a consolidation of part-time roles suggested; an enhancement of the professional position of full-time coaches; the creation of a professional infrastructure to support the development of coaches and the maximisation of synergies between paid and volunteer coaches (sports coach UK, 2008). It is also the case that sport coaching is a key feature of Government policy in building a sustainable legacy from 2012, as well as being one of the few growth areas for employment within the economy. Coaching skills are also in high demand in other sectors such as business, life, academic and other areas. There is scope to chart potential synergies between sport coaching and these areas and it is notable that the University has an active Coaching Network, as part of its Human Resource Strategy.

Within the context of the UK Coaching Framework, a new model of coach development has been outlined, which recognises four main domains of coaching: children; participation; performer development and high performance (sports coach UK, 2008). This model complements developments in Europe, where agreement has been reached among a number of key agencies on the European Framework for the Recognition of Coaching Competence and Qualifications (European Coaching Council, 2007). Leeds Metropolitan University has been designated as the UK Centre for Coaching Excellence, which includes a re-mit to provide professional development opportunities for high performing coaches in each of the four domains identified within the UK Coaching Framework (see Figure 2).
As well as proving the basis for future occupational roles, LTCD also maps out a framework for research on coaching expertise and coach development in each of the domains and in related areas. Leeds Metropolitan University is uniquely positioned to respond to these developments and has the potential to provide a wide range of professional preparation opportunities for coaches as part of an inclusive and cutting-edge strategy to support the development of coaching as a profession. The potential pathways that can be provided by the University are outlined in Figure 3.
The UK Coaching Framework has also set out the objective of establishing coaching as a professionally regulated vocation by 2016. In this regard, the UK Centre for Coaching Excellence is seen as playing an important role and should ‘include a UK-wide consortium of key agencies and individuals with proven track records in coaching and coach education’ (UK Coaching Framework, 2007:33).

These developments occur within a broader context which has seen the development of a European Framework for the recognition of coaching competence and qualifications (EFRCCQ) and the proposed development of a global framework by the International Council for Coach Education (ICCE).
7. Implications for Leeds Metropolitan University

It is evident that these developments provide significant opportunities for the University as it seeks to implement its new vision. In particular, it is suggested that sport coaching should seek to:

- Play an **integrated role** in the achievement of the strategic aims of the University and the Carnegie Faculty
- Develop a **clear vision** for sport coaching across to the University
- Provide **high quality student experiences** in academic programmes, research and University Sport
- Pursue a **focused research agenda** that informs and is informed by front-line coaching practice
- Adopt a vigorous approach to **innovation and enterprise**
- **Activate its designation as the UK Centre for Coaching Excellence** and play a leading role in the creation of coaching as a professionally regulated vocation in partnership with key agencies across the UK, including a network of higher education institutions
- **Support the development of practitioners** through high quality programmes of continuous professional development
- Become an exemplar of **inclusive coaching practice**
- **Support the development of the wider Coaching Network within the University** in partnership with the Human Resources Department and other faculties
- Pursue **cross-domain transfer** between sport coaching and coaching in business; arts; education and other areas
- Play an active role in **maximising the impact of sport coaching** in the City of Leeds and in the Yorkshire and Humber region
- Position the University as an **international focal point for the development of sport coaching** as a profession and in the delivery of high quality professional development programmes at all levels
- **Adopt and refine the 4 x 4 Model of Coach Development**, informed by research and best practice in the UK and internationally
- **Re-affirm the commitment of the University to recognise the UK Coaching Framework as the reference point** for the development of a world leading coaching system in the UK by 2016
8. **Vision for sport coaching at Leeds Metropolitan University**

The vision for sport coaching at Leeds Metropolitan University for the period 2010-2015 will be:

‘To create an excellent and inclusive learning environment for students and practitioners of sport coaching, informed by research and enterprise which impacts at regional, national and international level’

Our mission will be to coach for improvement, success and results... and for life.

9. **Strategic Objectives 2010-15**

The Strategic Objectives for the period 2010-15 as follows (with the detail of each strategic objective mapped out in Appendix 1):

1. **PROVIDE A FULL RANGE OF HIGH QUALITY AND FLEXIBLE PROFESSIONAL PREPARATION PROGRAMMES, WITH AN EMPHASIS ON FRONT-LINE COACHING; HIGH PERFORMING COACHES; COACH DEVELOPERS AND COACHING SYSTEM BUILDERS**

2. **DELIVER APPLIED AND GROUND-BREAKING RESEARCH THAT IS INFORMED BY THE NEEDS OF PARTICIPANTS; COACHES; COACH DEVELOPERS; GOVERNING BODIES AND OTHER RELEVANT AGENCIES**

3. **ESTABLISH A HIGH QUALITY SPORT COACHING INFRASTRUCTURE TO SUPPORT PARTICIPATION, PERFORMANCE, STUDENT LEARNING AND TARGETED HIGH PERFORMANCE OBJECTIVES**

4. **DELIVER INNOVATIVE SERVICES AND SOLUTIONS FOR SPORT COACHING THROUGH RESEARCH AND ENTERPRISE**

5. **ESTABLISH THE UK CENTRE FOR COACHING EXCELLENCE IN PARTNERSHIP WITH KEY AGENCIES**

6. **ESTABLISH THE UNIVERSITY AS AN INTERNATIONAL FOCAL POINT FOR THE DEVELOPMENT OF SPORT COACHING**

   Develop high quality partnerships with a view to enhancing international student numbers and maximising programme effectiveness

   *(Targeted UKCC; Undergraduate; Masters and PhD programmes for international students; Global Coaching Office; Global Coaches House London 2012; Professional development programmes for international coach developers and coaching system builders)*

In delivering these strategic objectives, consideration will be given to the optimal structure for Core Programmes; Specialist Coaching Services and Key Partnerships, as outlined in Figure 4.
10. Delivery

In order to maximise delivery, there is a need to ensure that the following are in place:

- In-house expertise in coaching; coach development and coaching system development
- High quality coaching staff and coaching infrastructure
- High quality facility; administrative and IT infrastructure
- Appropriate coordination mechanism
- Operational and budgetary planning processes that are integrated within the Carnegie Faculty

While many of the actions will have an impact across the University, the leadership function will be provided from within the Carnegie Faculty. In order to maximise the cohesion and identity associated with the Sport Coaching Strategy, it is proposed that an enabling and facilitating mechanism be put in place, entitled (for example) the Carnegie Coaching Academy. It is suggested that this mechanism draw upon appropriate expertise in coaching and related areas (see Figure 5). This will ensure there is a clear focus on the implementation of the proposed actions and an on-going method for addressing issues and opportunities. Management and accountability functions would continue to reside in the relevant departments/subject groups.
This coordination mechanism would also include appropriate involvement from the UK Centre for Coaching Excellence and the Global Coaching Office to maximise synergies with national, UK and international agendas. In this context, early consideration should be given to the creation of a mechanism to enhance the expertise profile of the University in Sport Coaching, while contributing to the UK and international aspiration to establish coaching as a professionally regulated vocation.

**Figure 5**

**Sport Coaching Implementation Group (Example)**

11. **Location of Sport Coaching**

It is proposed that the key constituents of Sport Coaching be re-located adjacent to the sports facilities, as deemed appropriate. It is also proposed that the Global Coaching Office and the UK Centre for Coaching Excellence be headquartered adjacent to the Sport Coaching functions.
12. Proposed Action Plan

The Action Plan will include 1-3-5 year targets, as outlined in Table 3.

Table 3

Proposed Action Plan Structure (note further work required)

<table>
<thead>
<tr>
<th>Top-line vision: To be agreed</th>
<th>Early wins (1 year)</th>
<th>Consolidation (3 year)</th>
<th>System Change (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>Carnegie Coaching Lecture (Sept)</td>
<td>Carnegie Coaching Conference (March)</td>
<td>Carnegie Coaching Conference (March)</td>
</tr>
<tr>
<td>Professional preparation</td>
<td>BSc Revised MSc Revised PhDs recruited Levels 1-3 CPD menu Level 4 Performer Devt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>Research strategy in place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaching</td>
<td>Re-aligned coaching programmes with focus sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist services</td>
<td>Services identified and specialist expertise in place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local partnerships</td>
<td>Coaching agency established Coaching placements revised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Partnerships</td>
<td>UK Centre for Coaching Excellence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and delivery</td>
<td>Carnegie Coaching Academy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Success measures:

Note: Appendices and some additional components to be added (Regional contacts; partnerships; professional development links between sport coaching and university sport; detail on strategic objectives)