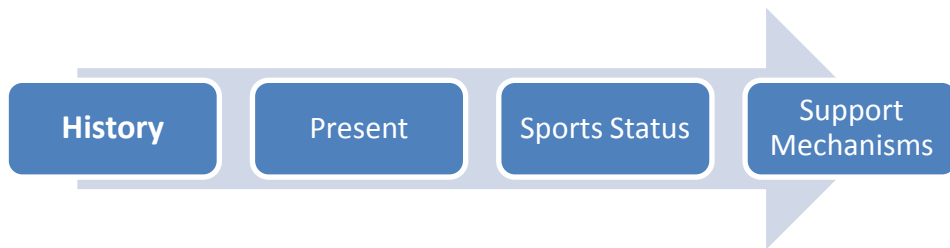


Engaging with UKCC Level 4

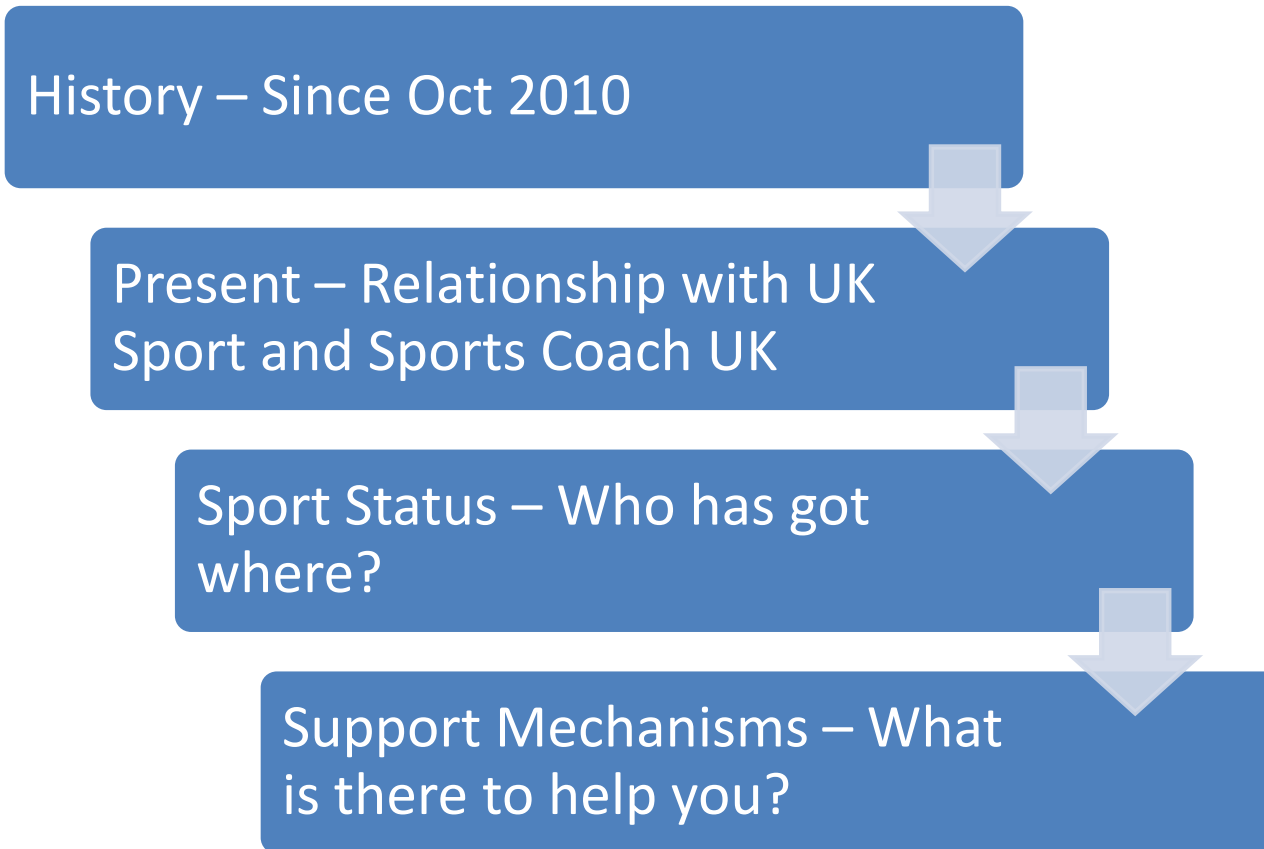
Sarah Collings
Jon Woodward

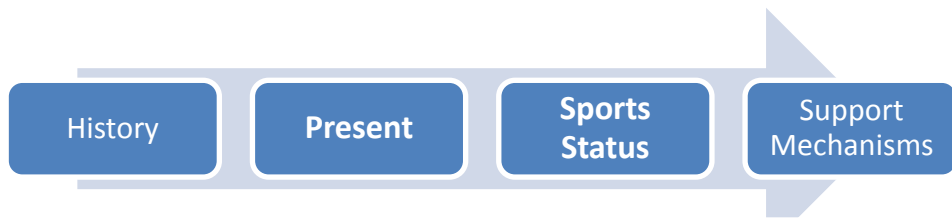


- Learning Outcomes
 - Understand how to engage and begin development at Level 4
 - Understand the role of Level 4 in the elite coaching pathway
 - How to bridge the gap between Level 3 and Level 4
 - Be familiar with the UKCC Level 4 support guide

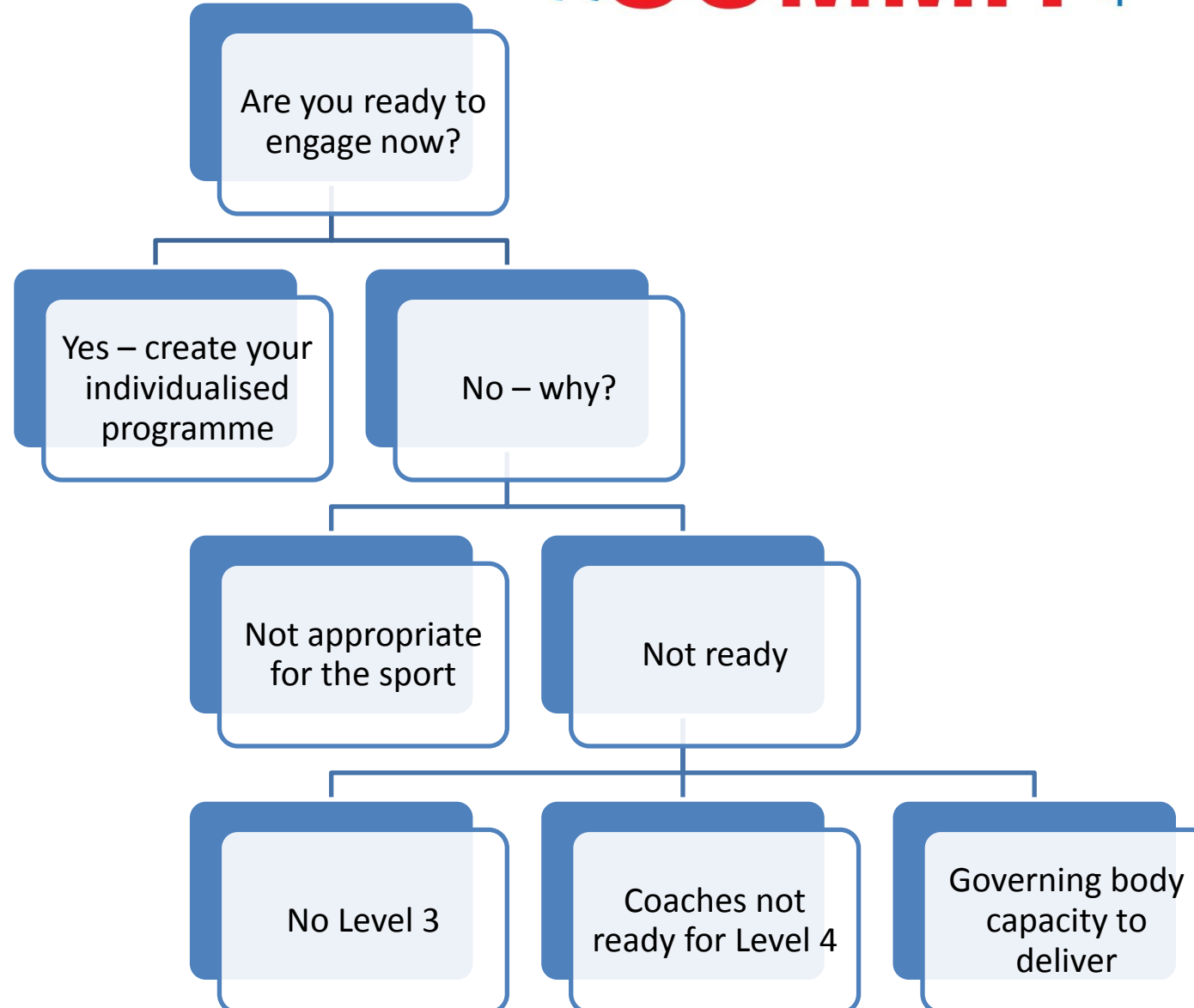


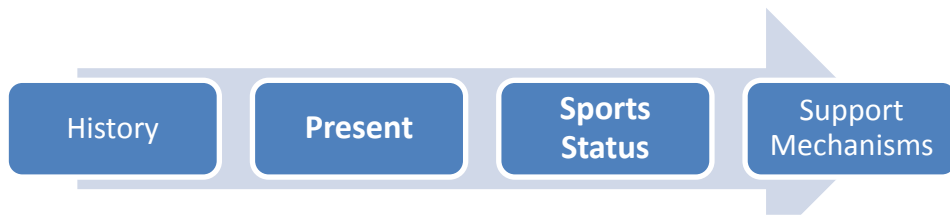
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Are you ready to engage now?

Yes – create your individualised programme

No – why?

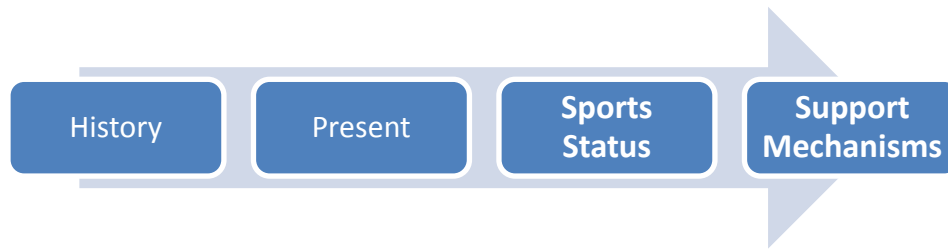
High Performance (elite)

Children

Participation

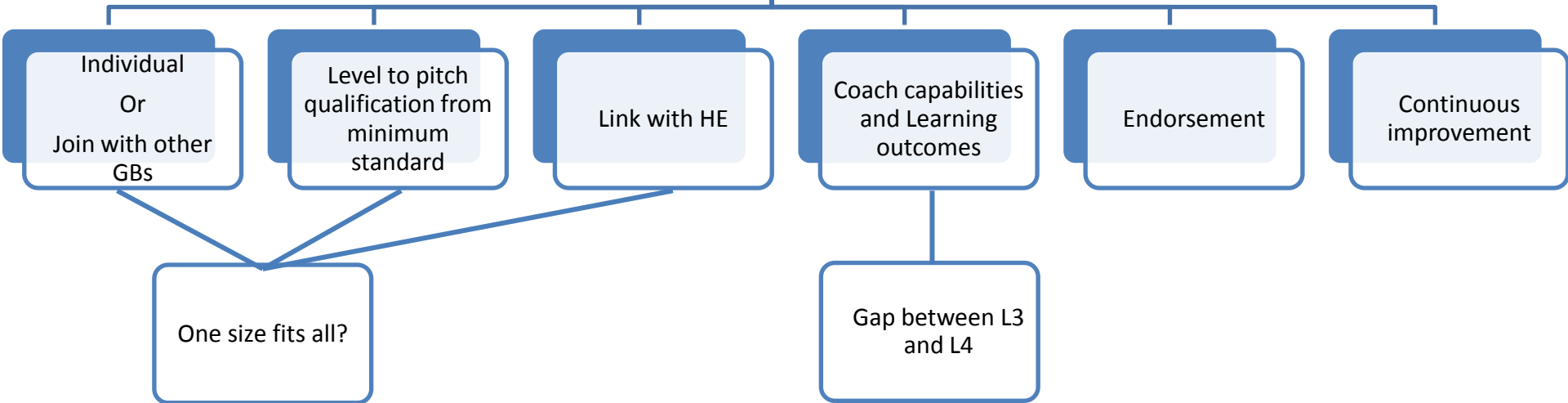
Performance Development

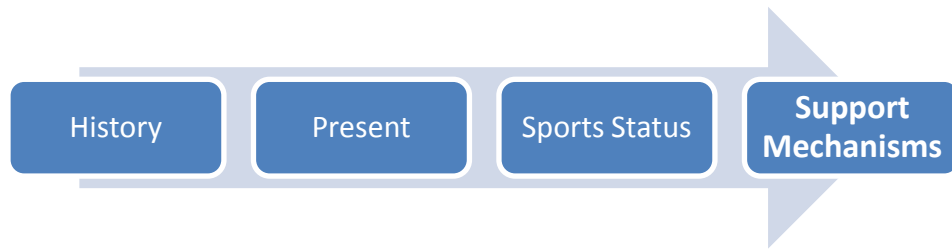
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If yes develop with Coach Education Team

Things to consider





- Interactive Activity

- Table 1: One size fits all?

High Performance v High Performing

- Table 2: Gap between L3 and L4

Identifying domains for creating CPD

- Table 3: Continuous Improvement

Peer Observation Programme

History

Present

Sports Status

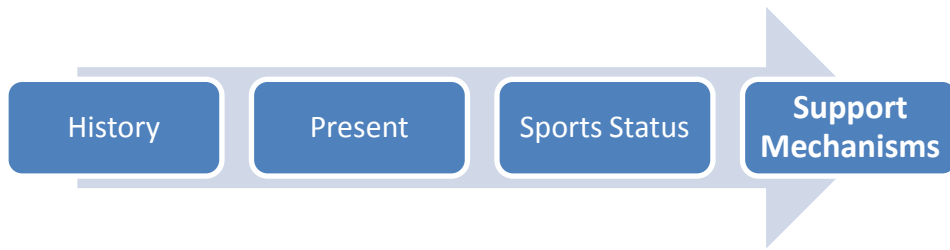
Support
Mechanisms

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- Readiness to Engage ...

Self-Check Questions
We do not provide a questionnaire to be completed as part of the endorsement process. However, we hope that some of the following questions may reinforce our comments above, and stimulate some thoughts about the sports state of readiness.

- Do you have a current Level 4 programme?
- Having developed UKCC Levels 1-3, does your Level 4 still meet the needs of the sport?
- Does it sit at an appropriate level, and have you identified gaps in knowledge/skills that need to be filled?
- How many potential applicants for the Level 4 programme do you think that there will be on an annual basis?
- Are links with the performance and coach education departments sufficiently robust to facilitate the planning process for the development of a performance coach pathway (and similar questions for other pathways)?
- Do you currently liaise with other sports, HEIs or consultants about the design of delivery of current Level 4 programmes? Do you intend to explore such collaborations?
- Do you have the necessary expertise available for the design and delivery of Level 4 programmes? Who should be involved in this process?
- Have you reviewed best practice in both assessment and delivery mechanisms that will suit your coaches' needs?
- How do you deliver the current Level 4? How does this compare to the best practice models you have observed? What changes do you feel you will need to make?
- How do you assess your current Level 4 coaches? Are you satisfied with these procedures?
- How do your current assessment mechanisms compare with current best practice in assessment?
- What are the current roles of Level 4 coaches, or their anticipated equivalents? Will this change over time?
- How does your definition/expectations of a Level 4 coach compare to the generic descriptor for the revised Level 4?
- What is your strategy for employing/deploying Level 4 coaches? Will you legislate for certification in any specific roles?
- Have you audited the typical range of previous educational and coaching experiences that your coaches will bring with them? Are there many graduates? Will this influence your programme design?
- How does the above impact on content, delivery, and entry requirements?
- What types of formal and informal learning have they experienced? Have any of the lessons from their experienced been incorporated into the Level 4 programme?
- Have you considered how the coaches' other commitments will influence the design/delivery of the programme?



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- Dates for the diary ...
 - 8th September – Peer Observation Programme Development

- Questions?