

Coaching Needs Workgroup (CNWG) – Recommendations & Actions

The Terms of Reference for the group can be summarised as:

‘to assess the needs of British Orienteering for the development of coaches and the delivery of coaching in orienteering aligned to the vision, values and strategic objectives as determined by the Board.’

The full Terms of Reference are attached as Appendix A.

The group met face to face once followed by considerable work by group members behind the scenes and via electronic communications.

1. The current situation (November 2013)

Audit of the current coaching qualifications show that there are:

‘New’ Awards (UKCC)	
UKCC Level 1	466
UKCC Level 2	42
UKCC Level 3	1

‘Old’ Awards	
Level 2	321
Level 3	243
Level 4	66
Level 5	16

There are therefore 509 UKCC coaches and 646 ‘Old’ coaches, a total of 1,155 qualified coaches of which 429 coaches are or have been licensed.

Since 2010:

UKCC L1					
	2010	2011	2012	2013	TOTAL
Courses	14	21	20	11	66
Cancelled Courses	0	5	10	7	22
Dev Support courses	4	16	0	0	20
Learners Registered	174	149	68	17	408
Learners Certified	147	128	54	10	339
SOA					75
Total learner certified					414
Licensed Coaches					269
Non-Licensed coaches					145
Total coaches					414
%	2010	2011	2012	2013	
courses cancelled	0%	23%	50%	64%	
learners certified	84%	85%	79%	60%	

UKCC L2					
	2010	2011	2012	2013	Total
Courses	3	5	4	6	18
Cancelled Courses	0	1	3	4	8
Dev Support courses	1	2	0	0	3
Learners Registered	15	30	22	8	75
Learner Certified	0	8	15	2	25
SOA					5
Total learners certified					30
Licensed Coaches					21
Non-Licensed coaches					9
Total coaches					30
%	2010	2011	2012	2013	
Number of courses cancelled	0%	20%	75%	67%	
Number of learners certified	0%	26%	68%	25%	

UKCC L3					
	2010	2011	2012	2013	Total
Courses		1	0	0	1
Cancelled Courses			0	0	0
Dev Support courses			0	0	0
Learners Registered		1	0	0	1
Learner Certified		0	1	0	1
SOA					0
Total learners certified		0	1	0	1
Licenced Coaches			1		1
Non-Licenced coaches					0
Total coaches		0	1	0	1
%	2010	2011	2012	2013	
Number of courses cancelled		0	0	0	
Number of learners certified		0	100%		

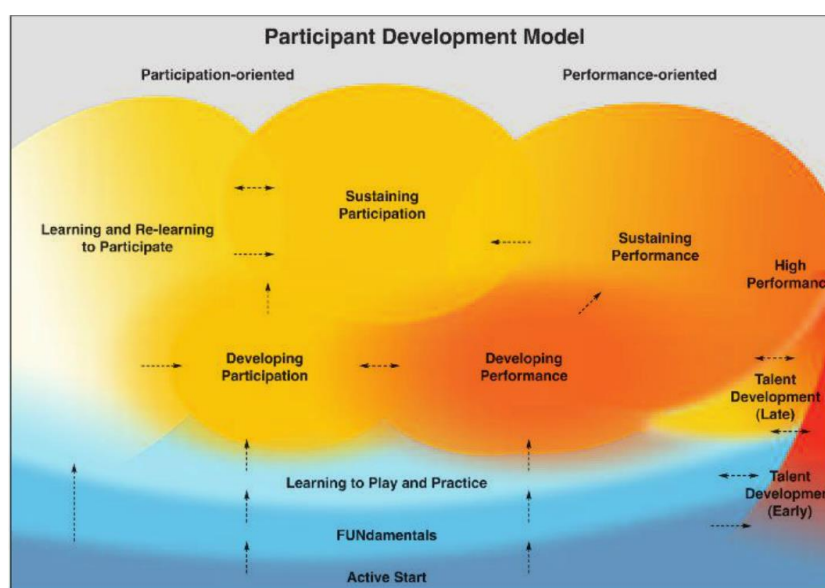
2. The needs of British Orienteering for the development of coaches

First, why is coaching important? Considerable evidence exists from across sport (Sports Coach UK) that effective coaching is a significant factor in:

- Sustaining and increasing participation
- Increasing participant satisfaction
- Improving performance

Effective coaching also contributes to personal and social development, enhances health and well-being, promotes fair play and builds social cohesion and self-esteem (ref: UK Coaching Framework).

A Participation Development Model (PDM) has been developed across sport and is contained within the UK Coaching Framework.



Beginners are represented by the blue areas, participation by yellow areas and performance by red.

Ideally coaching needs to meet the needs across the Orienteering Participant Development Model. It is challenging in orienteering however to evidence the needs of particular segments of the PDM due to the following factors:

- There is little tradition of coaching in orienteering across significant parts of the PDM and many club orienteers have little or no experienced coaching.
- Many club orienteers just want to orienteer and are not interested in coaching. This may be because they simply want to 'go orienteering' or that they have not experienced and benefitted from coaching in the past, and therefore do not understand what it has to offer them. How do they know their needs in regard to coaching without this knowledge and experience?
- Across the UK there is a perceived wide diversity in the delivery of orienteering to participants and in particular how to deliver orienteering to beginners and less experienced orienteers.

- d) Many talented orienteers turn to their peer group for support rather than a personal coach. This may be due to the lack of respected coaches that are available, or that talented orienteers believe they understand their own training needs and therefore have no need for a coach.

These reasons make the identifying of participant needs from the participants themselves difficult to gather; it is challenging to discern the needs of participants from participants when there is a large section of orienteers that have not experienced coaching. There is a tradition of coaching juniors at regional squads and of coaching elite orienteers but only in the last few years has the coaching of beginners become more established in helping to grow participation in non-school environments. Evidence in Scotland in the last few years suggests that there has been more coaching of adults happening, usually on the back of coaches working towards their UKCC L2 award and this has continued after the coaches have gained their award. Quite a few coaches have welcomed this as there had been a perception that the coaching award scheme was only relevant if you wished to work with juniors.

It is also worth noting that coaching in orienteering is challenging as participants often compete out of sight for extended periods and for the coach this means it is difficult to observe the delivery of skills by the participant. It's also worth noting that many of the skills are mental in nature and a coach can only judge the outcome of skill being delivered. In many sports it is easier for a coach to observe what the participant is doing. Whilst these factors may add uniqueness to the sport of orienteering the role of the coach and the outcomes the coach is trying to achieve are the same as in other sports, improved performance and participant satisfaction.

In summary many orienteers and clubs do not appreciate what coaching has to offer and consequently find it difficult to express what they want of a coach. This should not stop work continuing to determine participant needs in a more evidence based manner.

The primary categories of participants, that have needs of coaching, are seen by CNWG to be:

1. Newcomers to orienteering including the development programme, club training activities, etc.
2. School children both in and out of curriculum time
3. 'Club' Orienteers, a very challenging wide mix of participants with and without an understanding of the skills and knowledge of orienteering
4. Talented orienteers across age groups, but excluding,
5. Talent & performance pathway athletes

For categories 3, 4 and 5 there is also the need for coaches to deliver personal coaching to individuals as well as the coaching of training groups.

There was some excellent feedback from members of the CNWG regarding what each category requires coaches to deliver in order to meet the needs of participants and this should be considered as the qualifications are reviewed.

The important issue of how British Orienteering meets the needs of coaches, rather than participants, was covered superficially by the group but not in the detail that is required and there is a recommendation that further consultation directly with a wider range of coaches is required to establish these needs.

Recommendations and Actions:

The recommendations and actions were fully supported by members of the CNWG except where otherwise stated.

Recommendation	Actions
<p>1. Training and support for coaches should be aligned to the British Orienteering vision, values and strategic objectives.</p> <p><i>Full agreement for the recommendation. Strong support for the two pronged approach to training based on the 'How to coach' and 'What to coach' split. Full support for a review of the qualifications but not for realignment against the NOS (National Occupational Standards) unless it is seen that the NOS clearly meet the needs of British Orienteering and participants.</i></p>	<p>Review the coach training and support systems and structure taking into consideration:</p> <ul style="list-style-type: none"> • They should strongly reflect the vision, values and strategic objectives of British Orienteering • The differentiation between 'what to coach' and 'how to coach' and balance both to the needs of coaches and potential coaches • The national standards and good practice encompassed in: <ol style="list-style-type: none"> a) The revised UK Coaching Framework (UKCF) b) The National Occupational Standards (NOS) <p style="text-align: right;"><i>HP/PM Dec 2014</i></p>

It can be argued that this recommendation should be split into two:

- a) Alignment to the British Orienteering vision, values and strategic objectives, and

b) Alignment with the national Standards which include the UK Coaching Framework and the National Occupational Standards

However if the review process determines that the Framework or NOS are not compatible with the vision, values or strategic objectives of British Orienteering then the recommendations will change considerably as UKCC kite marking and NVQ qualifications will have to be abandoned completely and British Orienteering will need to 'go it alone'. If the 'go it alone' route is taken, developing coaches, qualifying coaches and potentially the on-going development of coaches will need to be completely re-evaluated and a large part of these recommendations will inevitably change.

First a brief explanation, NVQs (National Vocational Qualifications) are a series of qualifications awarded to coaches (and other occupations) when candidates demonstrate knowledge and competence. UKCC (UK Coaching Certificate) is a kite mark to demonstrate training processes and procedures are to a standard and lead to a NVQ. UKCC qualifications are the combination of training that meets the kite mark standards and the award of an NVQ. NVQs can be delivered without the UKCC kite mark but a coach cannot earn a UK coaching certificate without gaining an NVQ.

Volunteers supported by staff and consultants have worked to update the Coaching System within orienteering significantly over the last 5 years at considerable cost both in time and finance. The cost of updating and implementing UKCC has been met largely through specific funding but the impact on time for both key volunteers and staff has been significant. The bureaucracy involved in delivering the training of coaches through UKCC is also considerable leading to on-going costs which must be considered.

There is little doubt that orienteering and coaching have continued to change during this period and there is now further work required to continue the modernisation of the Orienteering Coaching System both to meet the needs within orienteering, and to maintain currency against good coaching practice. Implementing these recommendations will be a significant step towards meeting participant coaching needs in orienteering whilst also aligning the orienteering coaching system to the revised UK Coaching Framework which is being well received within sport.

British Orienteering has made a decision to stay with the mainstream of sports coaching qualifications and training. The 'mainstream' now consists of 46 governing bodies of sport offering UKCC/NVQs although some also offer other specialist awards. Of the funded bodies (Sport England and UK Sport) only the Royal Yachting Association and Athletics do not offer UKCC or NVQs. Generally the view of the group is that every effort should be made to stay within the UKCC/NVQ framework. To do this the orienteering coaching system will need to maintain currency with and strongly reflect:

- The revised UK Coaching Framework (UKCF)
- The National Occupational Standards (NOS)

Why? The UKCF has been developed after considerable research by SCUUK and has recently been updated and simplified based on several years' feedback on the first version. The latest revision of the Framework is being well received in sport and is considered to be good practice in developing an effective coaching system.

The NOS have been revised every 3 years since they were first developed in 1992 and once again a great deal of research and feedback has been gathered from within sport, both from participants and providers. The NOS are generic and tailored by each sport within certain parameters; however the criteria used to define the NOS and to assess coaches seeking accreditation are the same across sport. For example a coach preparing a session plan follows certain processes and meets generic criteria to develop the session plan but the output, the plan, can look quite different across sports. The NOS are built upon the needs of participants in sport from the perspective of participants.

For British Orienteering to maintain currency and alignment to the NOS will require changes to be made to the assessment criteria, syllabus and training programmes as the NOS are revised. The current qualifications also require aspects of the orienteering content to be modified in order to maintain currency with changes within orienteering. Ideally there will also need to be a transition process for those coaches already within the system.

Within the NOS there are 3 levels of coach with: Level 1 an assistant coach that is supervised to deliver sessions; Level 2 coach able to deliver blocks of planned and progressive coaching sessions and; Level 3 coach able to deliver a seasonal programme of planned, progressive coaching sessions to include technical, physical and mental aspects. If the coaching needs of British Orienteering based on the work of the CNWG are to be met it will be necessary to update the learning programmes and the delivery of them. The reality may be that British Orienteering will need to focus on training more Level 2 Coaches and develop a more comprehensive programme of continuous personal development (cpd) but that will be confirmed by the review.

Note that UKCC/NVQ certifications are *minimum standards* rather than *ideal standards* at each level. This is widely misunderstood with many coaches and commentators believing the criteria delivered at the point of assessment should demonstrate the candidate is a *good/ideal coach* at that level. For instance a coach gaining accreditation at level 2 will be competent against a minimum level of criteria but only after some experience and considerable further practice will the coach become a 'good' level 2 coach.

2. When the coach training and support programmes are reviewed the work of members of CNWG should be considered.	The review should consider the work of members of CNWG during the review of coach training and support <i>HP/PM Dec 2014</i>
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There were some excellent ideas to improve the programmes presented by members of CNWG and it is important that these are given consideration during the on-going review of the qualifications and learning programmes.

3. Coach development and qualifications should be based around and focused on the development of participant skill. <i>There was general agreement that there should be a skills approach and strong support for the need for the 'How to coach' and 'What to coach' approach.</i>	During the review of each learning programme, strengthen further the importance of progressive skill development Skills should be seen as the key component of coaching and must be able to be delivered by coaches in an intentional, planned and progressive manner through a supervised session (Level 1), a block of sessions (Level 2), or a season of sessions (Level 3) Specify within the role of the coach the type of environment and circumstances (terrain, oversight, weather, etc.) that a coach can operate in and the safety precautions they must take <i>HP/PM Dec 2014</i>
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The development of participant skill should be reinforced more strongly in the learning programmes and resources used to train coaches for coaching qualifications. This is not however to reduce the importance of physical abilities and the need to develop the overall performance of the participant while maintaining a motivating environment for the participant.

More strongly adopting a skill based development programme will be a significant endorsement of a competency and knowledge based approach to coaching. The coaching qualifications, learning programmes and resources need to highlight more strongly the importance for coaches to understand skill and skill development. The types of areas a coach can provide coaching on should be covered through safety requirements and whether the coach is being mentored by a higher level coach.

4. Delivery: Training and on-going development of coaches should be delivered in a flexible, cost effective manner which may include the traditional course approach but also the use of mentoring, modules and home learning; face to face contact time should be focused on the practice of coaching rather than knowledge delivery. <i>Considerable support for a modular approach but concern at the quality of mentoring if a mentored approach was taken; several group members thought the training and quality of mentors was an issue.</i>	Develop a flexible but integrated approach to delivering: <ul style="list-style-type: none">• Coach training• Coach development through cpd This approach should include aspects of: <ul style="list-style-type: none">• Mentoring, RPL (Recognised Prior Learning), workshops, courses and combinations of these• Knowledge being delivered through home learning• Contact time with trainees being focussed on orienteering and practicing coaching• Modules being used to delivering cpd sessions which can also be used as portfolio evidence for assessment Develop the processes for using mentors inc. criteria, training, quality assurance <i>HP/PM Dec 2014</i>
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The delivery mechanisms must be cost effective, financially and time wise, for trainer and trainee; there is considerable agreement amongst CNWG members that the current delivery mechanisms are too costly in terms of finance and time.

Consideration should be given to using alternative delivery mechanisms such as mentors and home learning for aspects of coach development. In conjunction with this, recognition of prior learning (RPL) can be used to help reduce the amount of direct contact time needed with candidates. The combination of these approaches could have a significant impact on the cost to candidates of taking a coaching qualification and on the capacity of the workforce to support a candidate. This approach may be contentious for some of the coach educators currently delivering training courses who may have a conflict of interest as they usually gain income through course delivery. The use of alternative training strategies and RPL

may also be challenged on the basis of quality assurances of training however Recommendation 5 is that quality assurance of the coach is delivered through the final assessment process rather than throughout the training programme. An advantage to this solution is that it will circumnavigate the current position whereby the needs of coaching at Level 1 are perceived to be different in Scotland to those in England, Northern Ireland and Wales, a difference that is preventing the delivery of Level 1 to meet the needs of British Orienteering in the 3 countries. The combined impact of these recommendations will enable all 4 countries to develop coaches that meet their needs with final assessment against the standards being the common factor.

<p>5. Quality assuring the delivery of coaching should be through workplace assessment or the simulation of workplace assessment</p> <p><i>Strong support for a system of QA that is cost effective; mixed support for the focus being on quality assurance only through final assessment; less support for departing from UKCC unless absolutely necessary. Several group members felt the training and quality of mentors was an issue.</i></p>	<p>Deliver quality assurance through assessment of the portfolio of evidence and assessment in the workplace (or simulation of it)</p> <p>Negotiate with Sport Coach UK (the 'owners' of UKCC kite marking) to gain agreement with this recommendation and maintain UKCC status; if ultimately necessary, seek Board approval to disengage from UKCC and progress with NVQs</p> <p style="text-align: right;"><i>HP/PM Dec 2014</i></p>
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The importance of quality assuring coaching and coach development is recognised, however to understand the options requires some background knowledge.

National Vocational Qualifications (NVQs) are workplace qualifications built upon the NOS, where quality assurance is delivered through the building of a portfolio which is then assessed; a final assessment in the coaching workplace (or simulation of it) is also required. As described earlier UK Coaching Certificate (UKCC) is an NVQ qualification delivered through an endorsed learning programme. Quality assurance for UKCC is delivered through; delivering of the endorsed learning programme, only accredited coach educators/mentors delivering the programme, the building of a portfolio of evidence, workplace assessment. UKCC is recognised as an example of good practice in training but is costly and requires considerable capacity (numbers of tutors, assessors, verifiers, etc). Some large NGBs (eg LTA, FA, Rugby Union) fully support UKCC delivered as courses as it maintains their position as the delivery agent and enables them to generate considerable income from candidates. Some smaller NGB are less supportive as they do not have the viability to deliver large numbers of courses and do not have the capacity to deliver across the UK. For these smaller NGBs, UKCC needs to be subsidised to make it viable for candidates.

It is recommended that British Orienteering adopts a mechanism of quality assurance that is viable and cost effective. This may well result in UKCC being dropped with coach accreditations being NVQ only. The significant benefits to this will be:

- Quality assurance will be delivered through assessment of the portfolio of evidence and by assessment in the workplace
- Coach training and accreditation can be delivered at lower cost to the candidate as delivery can be as described in Recommendation 4 reducing travel, tutoring and verification costs
- In addition to the current coach education workforce a greater number of qualified coaches can be used as mentors although final assessment will continue to be delivered by an qualified and accredited assessor
- Contact time with candidates can be reduced as home learning and mentoring will reduce the time candidates need to be brought together with a paid tutor

From a funding point of view this presents no difficulties. 1st4Sport will continue to act as our Awarding Body and the majority of the resources etc that have been developed will continue to be used albeit some modifications may be required.

As with recommendation 4, a further advantage to this solution is that it will circumnavigate the current position whereby the needs of coaching at Level 1 are perceived to be different in Scotland to those in England, Northern Ireland and Wales. This perceived difference is preventing the delivery of Level 1 meeting the needs of British Orienteering in the 3 countries. The combined impact of these recommendations will enable all 4 countries to develop coaches that meet their needs with final assessment against the standards being the common factor.

The development of coaches must be made more widely available and this recommendation will lead to a greater number of qualified coaches able to deliver training more readily whilst ensuring those trainee coaches passing final assessment continue to be of the standard required. It is recognised that this will be contentious with some coach educators.

<p>6. Direct access to assessment for coach qualifications is implemented as soon as possible at all levels</p> <p><i>Generally supported although some concern at need for a robust RPL Policy and that candidate coaches are not frustrated by an RPL policy that 'sets candidates up for failure'.</i></p>	<p>Establish a system of recognising prior learning (RPL), knowledge, experience and competence</p> <p>Promote the use of RPL as a short circuit to direct assessment</p> <p>Develop the process for people to move directly to assessment</p> <p><i>HP/PM Mar 2014</i></p>
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This recommendation will increase the likelihood that more orienteers will seeking to move directly into all levels of coaching as they will be able to produce their portfolio of evidence including any recognised prior learning (RPL) and receive a final assessment in the workplace.

<p>7. Qualified coaches should be consulted to determine what they believe their development and continuous personal development (cpd) needs are.</p> <p><i>Fully supported</i></p>	<p>A consultation with qualified coaches is commenced at the earliest opportunity.</p> <p><i>MH Dec 2013</i></p> <p>A programme of support and development for qualified coaches is then established based on their needs.</p> <p><i>HP/PM Jun 2014</i></p>
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A stronger evidence base needs to be developed in order to address the needs of previously qualified coaches. This work should commence immediately and will lead to an improved management of and support for coaches.

It is important that this recommendation is linked to parts of recommendation 4 and that cpd and training is integrated to meet the needs expressed in a coach's personal development plan.

<p>8. Establish a programme to develop personal and squad coaches working with athletes in the talent and performance pathways</p> <p><i>Fully supported</i></p>	<p>Establish a development programme for coaches working with talent/performance athletes and offer to all interested coaches</p> <p><i>SH/MH Feb 2014</i></p>
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In most NGBs the talent and performance programmes provide the research and development for the coaching being delivered both in the programmes and to coaches wishing to develop themselves. Lack of funding, time, misunderstanding and miscommunication has reduced the effectiveness of this in orienteering.

<p>9. A Coaching Manager should be appointed as soon as feasible to lead the implementation of the Orienteering Coaching System</p> <p><i>Fully supported</i></p>	<p>Develop a feasibility study to support the appointment of a Coaching Manager</p> <p><i>?</i></p>
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It is clear that there is a great deal of work to be implemented as a consequence of the recommendations above and it is challenging to see this being delivered without professional support. There were strong feelings presented by some in the CNWG that a coaching manager should be appointed by British Orienteering. The role should include being the intermediary with the development and performance programmes and the volunteers involved in coaching; in effect it will be to act as a champion for coaching matters with both the volunteers and staff.

A part time role should be considered if employing a full time person is not financially feasible. The need for this role was also strongly recommended to the Board following the first cpd Steering Group meeting earlier in the year and independent of CNWG.

Appendix A: Coaching Needs Work Group

Terms of Reference – approved November 2012

The purpose of these Terms of Reference is to provide the umbrella framework within which the work group will operate.

Authority

The Board of British Orienteering delegates authority to the Coaching Needs Work Group to assess the needs of British Orienteering for the development of coaches and the delivery of coaching in orienteering aligned to the vision, values and strategic objectives as determined by the Board.

Composition and Membership

Coaching Needs Work Group shall consist of:

- Chair as appointed by the Board
- Director with Coaching Portfolio
- A.N.Other Director
- Executive Officer (Workforce & Governance)
- Development Manager
- Development programme coach
- National Talent & Performance Manager
- Performance programme coach
- SOA Coaching Coordinator
- Coach educator
- Association rep nominated by coaching committee
- Association rep nominated by development committee
- Active club coach
- Regional squad coach

Responsibilities

Coaching Needs Work Group is responsible for advising the Board on the strategy required to deliver coaching to meet the needs of orienteering in the UK including:

- training and support of coaches to work within
 - clubs and associations
 - Community Orienteering
 - funded Development Programmes
 - Talent Pathway
 - Performance Squads
- assessing the programmes within the scope of the UK Coaching Framework against the needs for training and support of coaches in all areas of orienteering
- reviewing the programme to develop, licence and support coaches in all areas
- developing tutors, assessors and verifiers
- making recommendations for further work to meet the needs identified

Reporting

The Coaching Needs Work Group will report direct to the Board. A preliminary report should be available in time for consideration at the Board meeting on 12 February 2013. The work group will be disbanded once the Board receives a final report scheduled for delivering to the Board by the end of March 2013.

Summary of the CNWG Recommendations and Actions:

Recommendation	Actions
<p>1. Training and support for coaches should be aligned to the British Orienteering vision, values and strategic objectives.</p> <p><i>Full agreement for the recommendation. Strong support for the two pronged approach to training based on the 'How to coach' and 'What to coach' split. Full support for a review of the qualifications but not for realignment against the NOS (National Occupational Standards) unless it is seen that the NOS clearly meet the needs of British Orienteering and participants.</i></p>	<p>Review the coach training and support systems and structure taking into consideration:</p> <ul style="list-style-type: none"> • They should strongly reflect the vision, values and strategic objectives of British Orienteering • The differentiation between 'what to coach' and 'how to coach' and balance both to the needs of coaches and potential coaches • The national standards and good practice encompassed in: <ul style="list-style-type: none"> c) The revised UK Coaching Framework (UKCF) d) The National Occupational Standards (NOS) <p><i>HP/PM Dec 2014</i></p>
<p>2. When the coach training and support programmes are reviewed the work of members of CNWG should be considered.</p>	<p>The review should consider the work of members of CNWG during the review of coach training and support</p> <p><i>HP/PM Dec 2014</i></p>
<p>3. Coach development and qualifications should be based around and focused on the development of participant skill.</p> <p><i>There was general agreement that there should be a skills approach and strong support for the need for the 'How to coach' and 'What to coach' approach.</i></p>	<p>During the review of each learning programme, strengthen further the importance of progressive skill development</p> <p>Skills should be seen as the key component of coaching and must be able to be delivered by coaches in an intentional, planned and progressive manner through a supervised session (Level 1), a block of sessions (Level 2), or a season of sessions (Level 3)</p> <p>Specify within the role of the coach the type of environment and circumstances (terrain, oversight, weather, etc.) that a coach can operate in and the safety precautions they must take</p> <p><i>HP/PM Dec 2014</i></p>
<p>4. Delivery: Training and on-going development of coaches should be delivered in a flexible, cost effective manner which may include the traditional course approach but also the use of mentoring, modules and home learning; face to face contact time should be focused on the practice of coaching rather than knowledge delivery.</p> <p><i>Considerable support for a modular approach but concern at the quality of mentoring if a mentored approach was taken; several group members thought the training and quality of mentors was an issue.</i></p>	<p>Develop a flexible but integrated approach to delivering:</p> <ul style="list-style-type: none"> • Coach training • Coach development through cpd <p>This approach should include aspects of:</p> <ul style="list-style-type: none"> • Mentoring, RPL (Recognised Prior Learning), workshops, courses and combinations of these • Knowledge being delivered through home learning • Contact time with trainees being focussed on orienteering and practicing coaching • Modules being used to delivering cpd sessions which can also be used as portfolio evidence for assessment <p>Develop the processes for using mentors inc. criteria, training, quality assurance</p> <p><i>HP/PM Dec 2014</i></p>
<p>5. Quality assuring the delivery of coaching should be through workplace assessment or the simulation of workplace assessment</p> <p><i>Strong support for a system of QA that is cost effective; mixed support for the focus being on quality assurance only through final assessment; less support for departing from UKCC unless absolutely necessary. Several group members felt the training and quality of mentors was an issue.</i></p>	<p>Deliver quality assurance through assessment of the portfolio of evidence and assessment in the workplace (or simulation of it)</p> <p>Negotiate with Sport Coach UK (the 'owners' of UKCC kite marking) to gain agreement with this recommendation and maintain UKCC status; if ultimately necessary, seek Board approval to disengage from UKCC and progress with NVQs</p> <p><i>HP/PM Dec 2014</i></p>
<p>6. Direct access to assessment for coach qualifications is implemented as soon as possible at all levels</p> <p><i>Generally supported although some concern at need for a robust RPL Policy and that candidate coaches are not frustrated by an RPL policy that 'sets candidates up for failure'.</i></p>	<p>Establish a system of recognising prior learning (RPL), knowledge, experience and competence</p> <p>Promote the use of RPL as a short circuit to direct assessment</p> <p>Develop the process for people to move directly to assessment</p> <p><i>HP/PM Mar 2014</i></p>
<p>7. Qualified coaches should be consulted to determine what they believe their development and continuous personal development (cpd) needs are.</p> <p><i>Fully supported</i></p>	<p>A consultation with qualified coaches is commenced at the earliest opportunity.</p> <p><i>MH Dec 2013</i></p> <p>A programme of support and development for qualified coaches is then established based on their needs.</p> <p><i>HP/PM Jun 2014</i></p>
<p>8. Establish a programme to develop personal and squad coaches working with athletes in the talent and performance pathways</p> <p><i>Fully supported</i></p>	<p>Establish a development programme for coaches working with talent/performance athletes and offer to all interested coaches</p> <p><i>SH/MH Feb 2014</i></p>
<p>9. A Coaching Manager should be appointed as soon as feasible to lead the implementation of the Orienteering Coaching System</p> <p><i>Fully supported</i></p>	<p>Develop a feasibility study to support the appointment of a Coaching Manager</p> <p><i>?</i></p>