



# Developing Youth and Talent Development Graduate Coaches Research Into Practice

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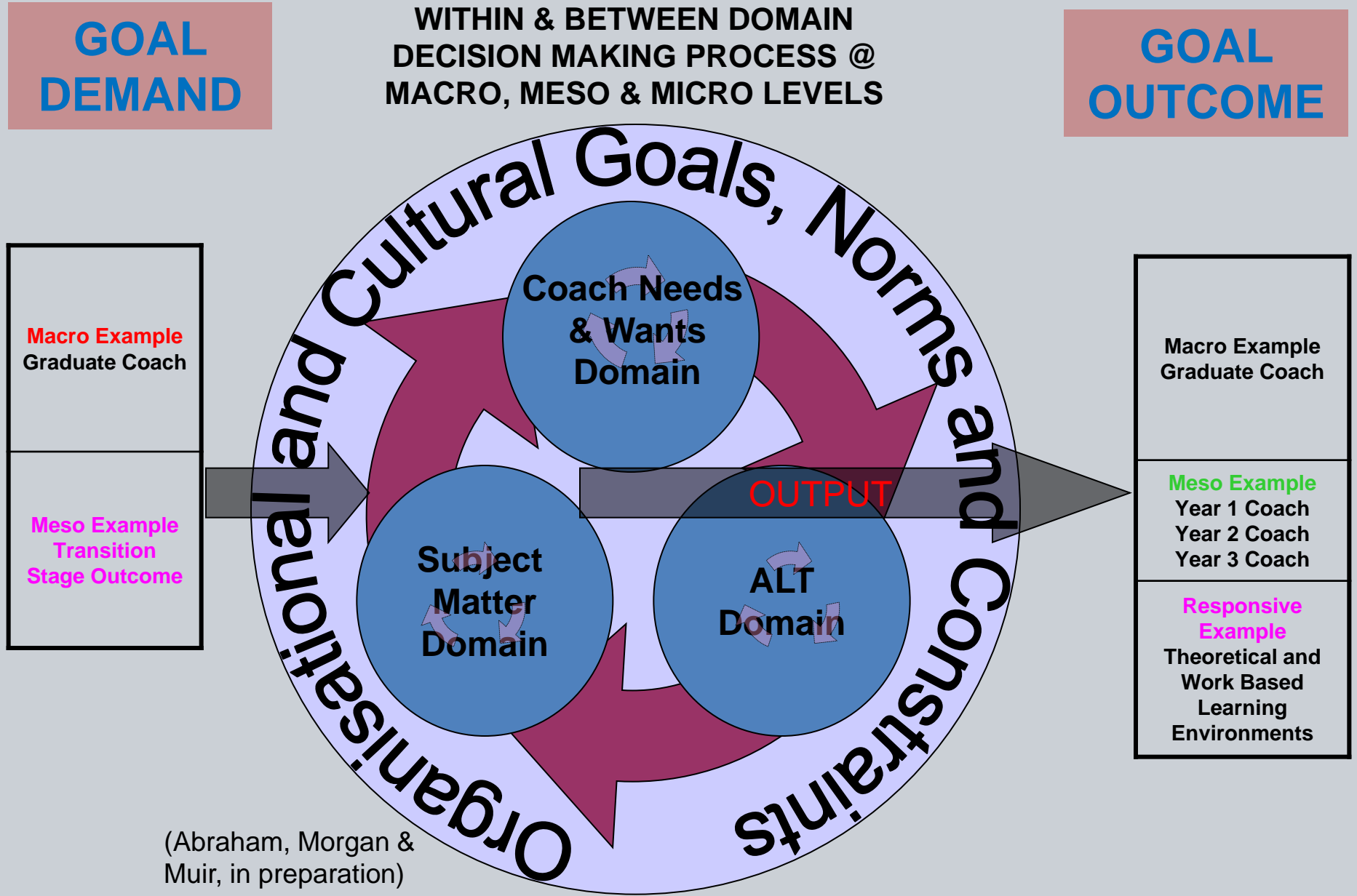
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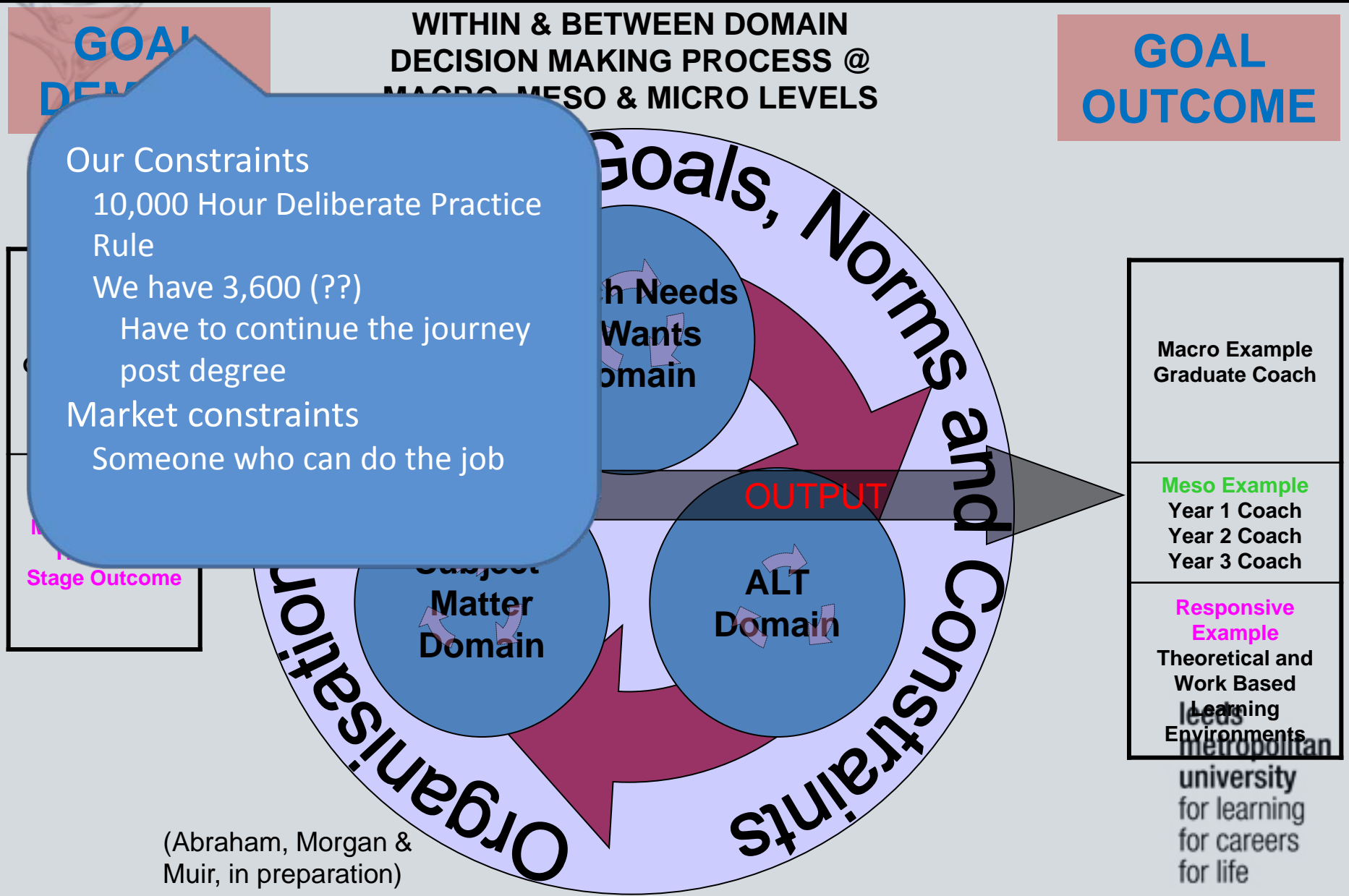
# Leeds Met Coaching Strategy

- **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**
- **DELIVER APPLIED AND GROUND-BREAKING RESEARCH THAT IS INFORMED BY THE NEEDS OF PARTICIPANTS; COACHES; COACH DEVELOPERS; GOVERNING BODIES AND OTHER RELEVANT AGENCIES**
- **ESTABLISH A HIGH QUALITY SPORT COACHING INFRASTRUCTURE TO SUPPORT PERFORMANCE, PARTICIPATION, STUDENT LEARNING AND TARGETED HIGH PERFORMANCE OBJECTIVES**
- **DELIVER INNOVATIVE SERVICES AND SOLUTIONS FOR SPORT COACHING THROUGH RESEARCH AND ENTERPRISE**
- **SEEK TO ACTIVATE THE UK CENTRE FOR COACHING EXCELLENCE IN PARTNERSHIP WITH KEY AGENCIES, IN LINE WITH GOVERNMENT POLICY AND THE OBJECTIVES OF THE UK COACHING FRAMEWORK**
- **ESTABLISH THE UNIVERSITY AS AN INTERNATIONAL FOCAL POINT FOR THE DEVELOPMENT OF SPORT COACHING**

# 2. Developing the programme learning outcomes: The process...painful at times?



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# 2. Developing the...

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Learning to be a student  
 Knowledge is absolute and they are here to acquire factual information

Becoming a student of learning  
 Becoming aware of multiple perspectives and applying and using knowledge

Learning to be a coach  
 Evidence used to reason among alternatives and understanding what has been learned

**GOAL DEMAND**

**GOAL OUTCOME**

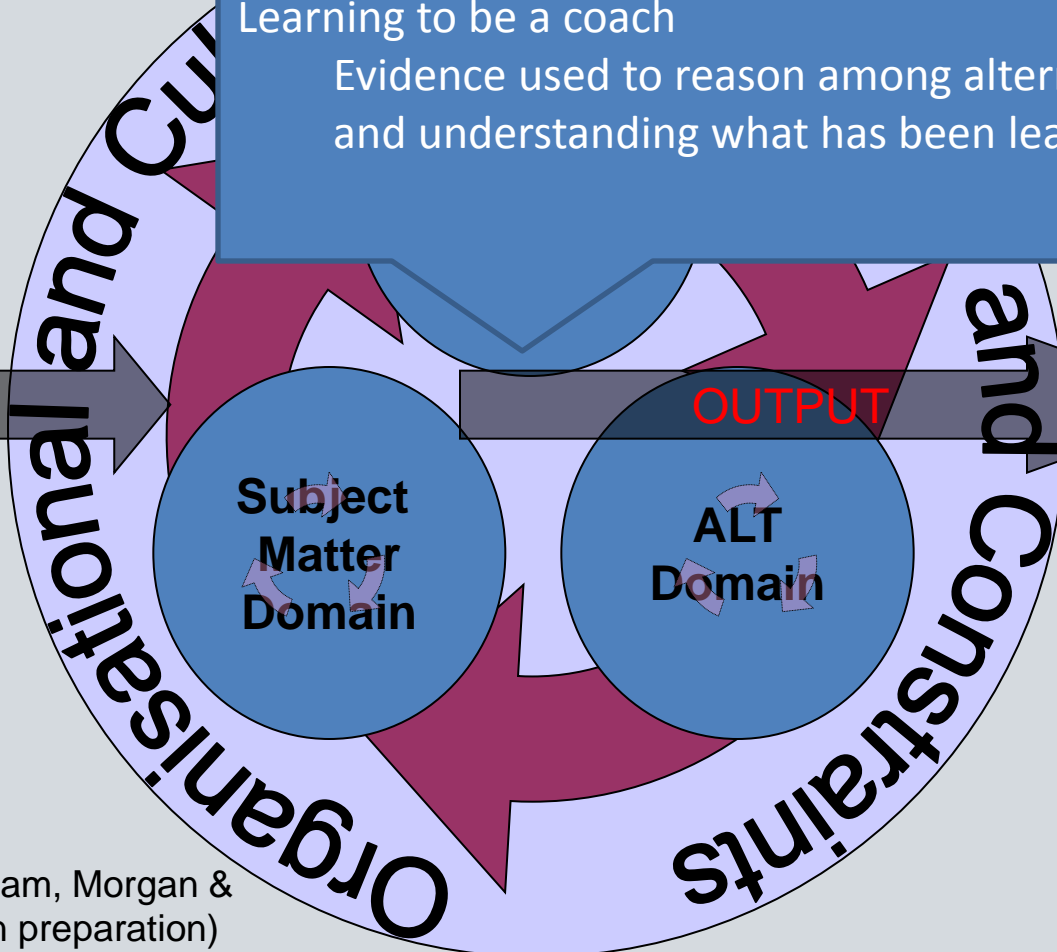
**Macro Example**  
Graduate Coach

**Macro Example**  
Graduate Coach

**Meso Example**  
Transition Stage Outcome

**Meso Example**  
Year 1 Coach  
Year 2 Coach  
Year 3 Coach

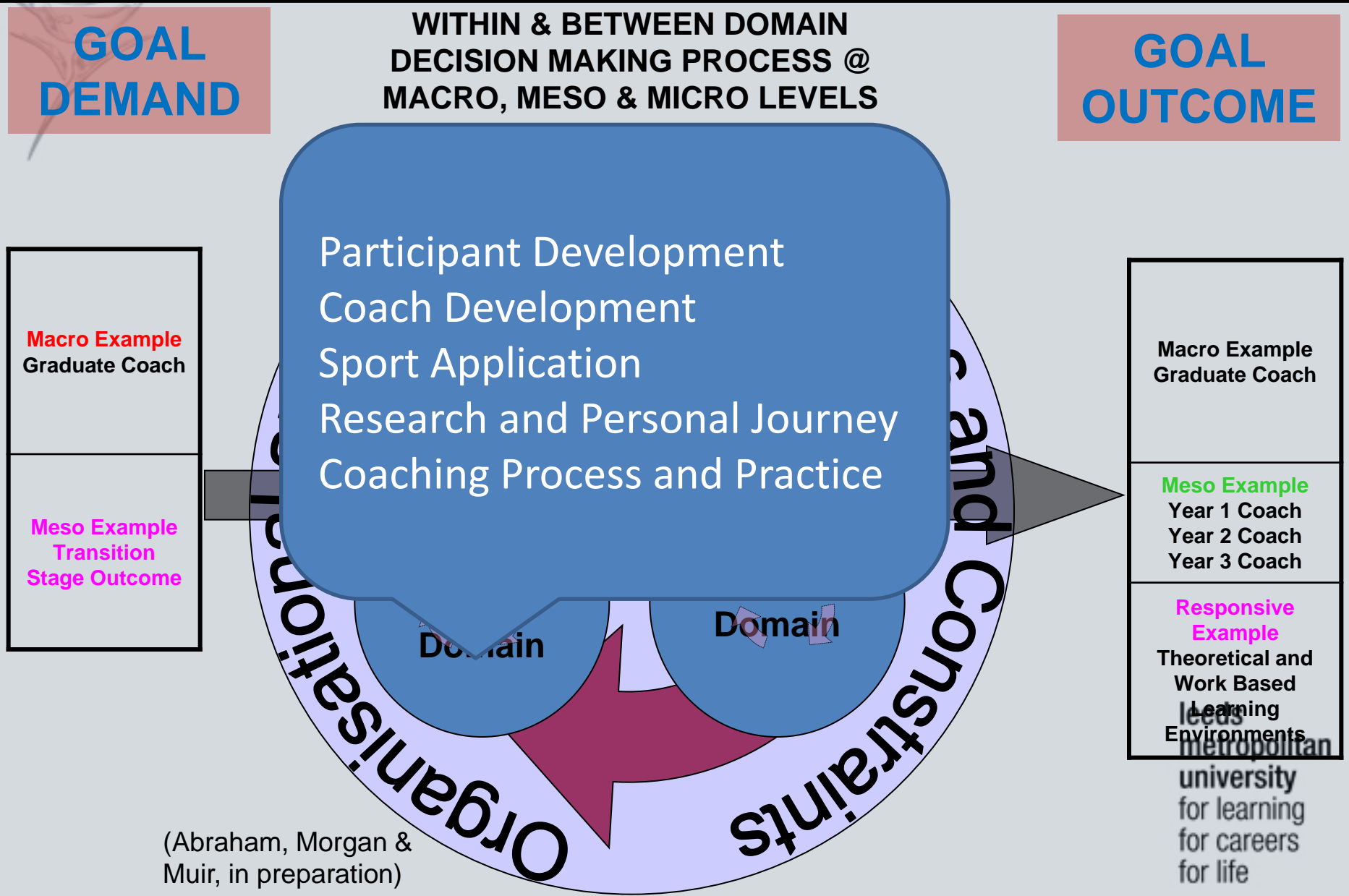
**Responsive Example**  
Theoretical and Work Based Learning Environments



(Abraham, Morgan & Muir, in preparation)

metropolitan university for learning for careers for life

# 2. Developing the programme learning outcomes: The process...painful at times?

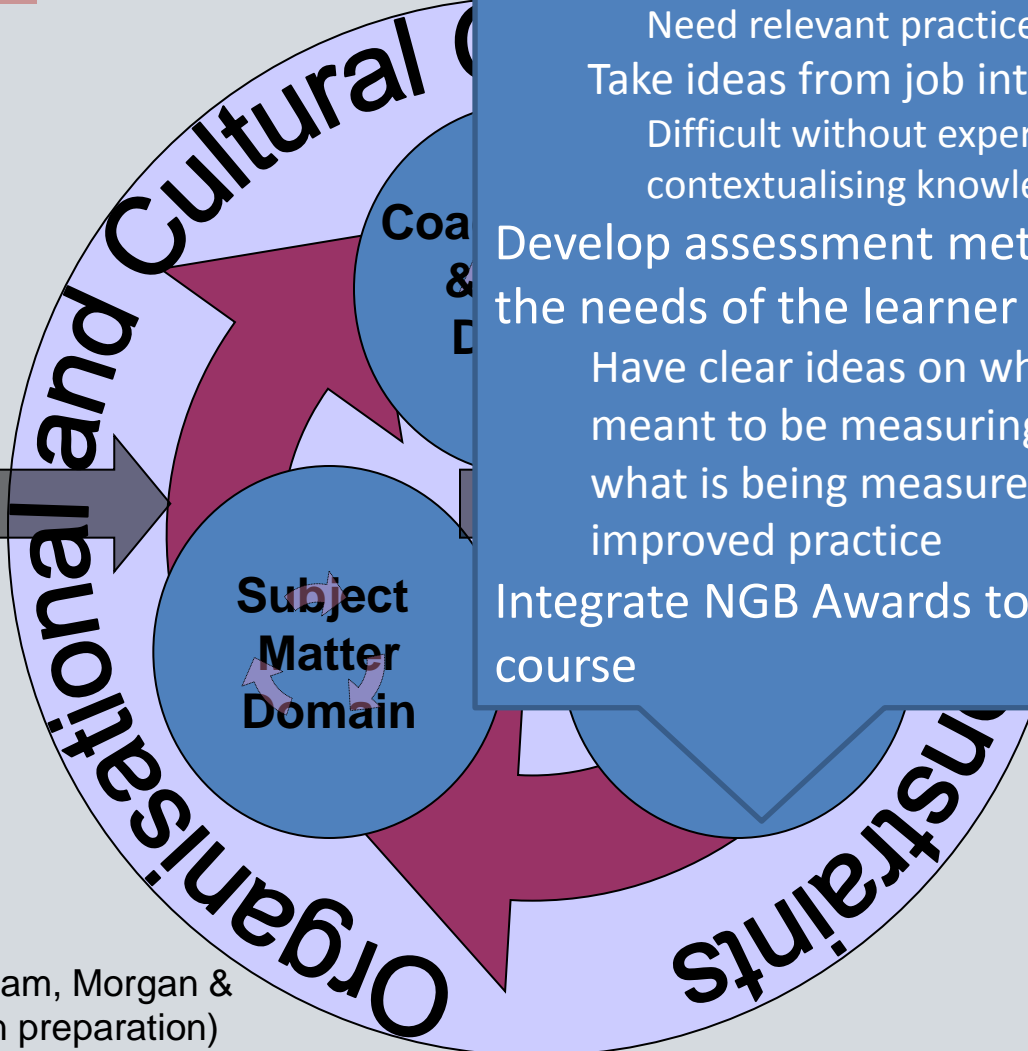


# 2. Developing the programme learning outcomes: The process... painful at times?

**GOAL DEMAND**

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- Macro Example  
Graduate Coach
- Meso Example  
Transition  
Stage Outcome



Use teaching/learning methods that are theory, evidence and experience based

- Take ideas from classroom to job
  - Need relevant practice opportunities
- Take ideas from job into the classroom
  - Difficult without experience so contextualising knowledge is difficult early on

Develop assessment methods that meet the needs of the learner not the educator

- Have clear ideas on what the assessment is meant to be measuring and make sure that what is being measured is relevant to improved practice

Integrate NGB Awards to increase value of course

(Abraham, Morgan & Muir, in preparation)

Theoretical and Work Based Learning Environments  
leads to  
metropolitan university for learning for careers for life

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OME**

Capability Strands	Personal Journey	Coaching Practice	Coaching Development	Participant Development	Sport Applications (Sport Specific Content)
Modules	MIS 30 Credits	Coaching Practice 301 (to include Inclusive) 30 Credits	Participant and Coach Development 301 30Credits		Sport Applications 301 (15 Credits) OR
					Sport Applications 302 (15 Credits)
Background	Allow students to further focus on issues particularly relevant to them and their longer term goals.	All students to coach at least two populations of athletes one of whom must be outwith 'normal' sport population: Physical or Mental disability Behavioural problems Excluded populations This module would be a strong contributor to developing personal journey outcomes	Revisiting and Building on content from these three strands in year 1 and 2 but basing this around the core activities of: •Planning •Delivery NB. The skills of decision making and reflection would be embedded in all of these activities. Embedding of Sport Pedagogy Sciences in practice		301 To Focus on Specializing/Investment 302 To Focus on Sampling/Specializing Evaluation/Analysis of Sport
Assessment and Link to Programme Outcomes	Applied research project (Dissertation)	Develop and justify annual plan			
		Deliver, justify and evaluate a series of linked coaching sessions			Design and implement evaluation/analysis tools to collect meaningful and relevant data
		Coaching Viva Reflect on coaching issues and approaches to coaching to expose and examine assumptions relating to role as learner coach leading to personal plan for future	Coach education session relating to aspect of participant development linked with relevant policy		

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# Added Value?

- Greater integration of NGB learning and vice versa
  - Mutual trust
  - Mutual benefit
- Greater competition between students
  - Introduction of intermediate tangible rewards
    - 3 years or even 1 year is a long time when you're 19
- Improved quality assured work based learning
  - Coach developers working from same hymn sheet



# Conclusions

- We develop thinking and competent coaches
- We believe CVs get people jobs which is an interaction of
  - Degree
  - NGB
  - Variety of coaching experience
- Theory into practice is as important for coach educators as it is for coaches