



**SOUTH AFRICAN COACHING FRAMEWORK**

**CONSULTATION DOCUMENT**

**Model for long term coach development (LTCD)**

**March 2011**

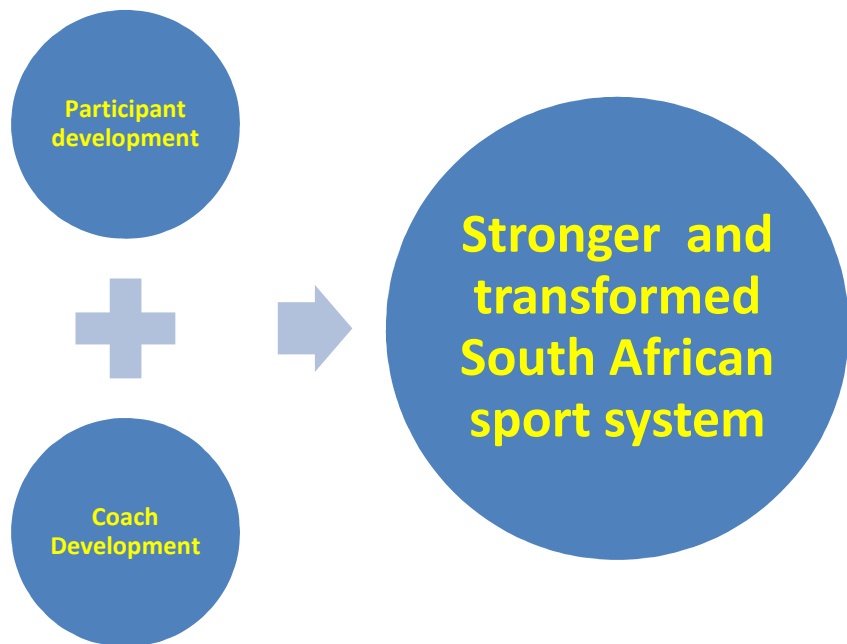
- 1. Background:** The development of a model for Long-Term Coach Development (LTCD) in South Africa has been identified as a central feature of the South African Coaching Framework (SASCOC, 2010). Such a model is deemed necessary to provide a robust basis on which to plan and implement a system for the identification, recruitment, deployment, support and recognition of coaches. This approach is reflected in recent developments in Europe (European Coaching Council, 2007; sports coach UK, 2008) and in the proposed development of a Global Framework for the Recognition of Coaching Competence and Qualifications (International Council for Coach Education, 2010).
- 2. Core building blocks for LTCD:** The proposed model for LTCD should address the needs of coaches at each stage of their development; reflect the processes by which coaches build their expertise; provide coaches with the skills to meet the needs of children, players, athletes and adults at all stages of their development and align with the National Qualifications Framework (NQF). There is a growing body of research on the development of coaches which will inform the proposed South African model for LTCD (for example, Côté and Gilbert, 2009; Gilbert et al, 2006; Salmela et al, 1994). There is also a need to conduct specific research into the developmental process for South African coaches, an issue that will be addressed in the context of the South African Coaching Framework.

Taken in tandem with the emerging model for participant development, which is currently under consideration (SASCOC, 2011), the South African model for LTCD will position coaching to play its part in creating an active and winning nation, as well as contributing to the process of transformation through the creation of new and validated pathways for volunteer, part-time and full-time paid coaches (see Figure 1).

It should be noted, that the model is 'for' rather than 'of' coach development in that it describes a framework for the optimal development of coaches. Such a framework recognizes individual and sport specific differences and the diverse routes through which coaches develop their unique blend of expertise. Over time, it is expected that there will be an increasing convergence between models 'for' and 'of' as best practice is disseminated and sport specific interpretations refined. In addition, research and feedback from the front-line should ensure that models 'of' what actually happens will inform and shape the more ideal models 'for' coach development.

Figure 1

**Participant and coach development as core building blocks for a stronger and transformed South African sport system**



- 3. Definition of sport coaching:** In order to address the issue of the staged development of coaching expertise, it is first important to clarify what is meant by sport coaching. This issue has been addressed by the European Coaching Council (2007) and the following definition has been proposed:

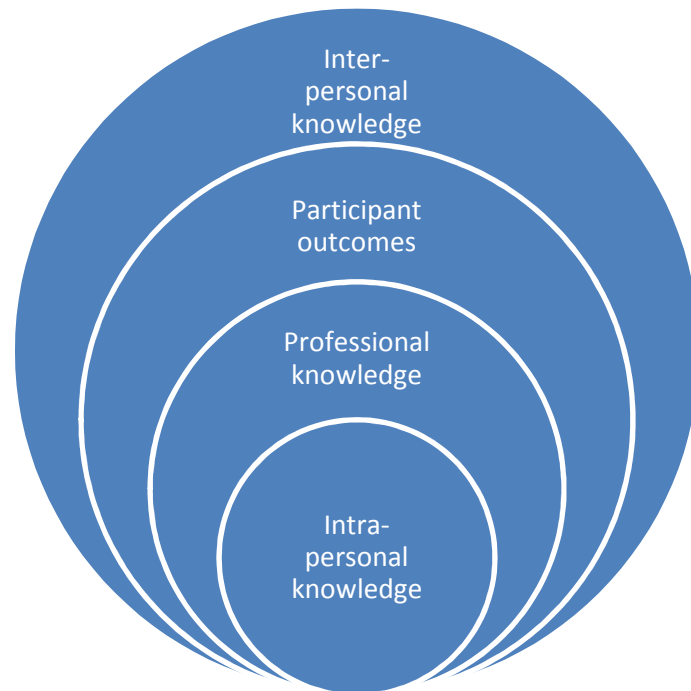
**Sport coaching is a process of guided improvement, led by a coach, in a single sport at identifiable stages of participant development.**

This definition, which recognises the contingent roles played by coach and participant, places a strong emphasis on sport specific delivery and the varying needs of the participant according to their stage of development. Such an approach has been informed by an increasing recognition of the significance of long term participant development (for example, Balyi and Hamilton, 1995; National Coaching and Training Centre, 2003; Côté and Fraser-Thomas, 2007).

- 4. Coaching expertise:** The dimensions of coaching expertise have been the subject of a number of studies (summarised in Côté and Gilbert, 2009) and have also been reflected in the qualification frameworks developed in a range of different contexts (for example, sports coach UK, 2007; European Coaching Council, 2008). Gilbert and Côté have classified coaching expertise into a number of categories, which have been adapted for the purposes of illustration in Figure 2.

**Figure 2**

**Dimensions of coaching expertise (adapted from Cote and Gilbert, 2009)**

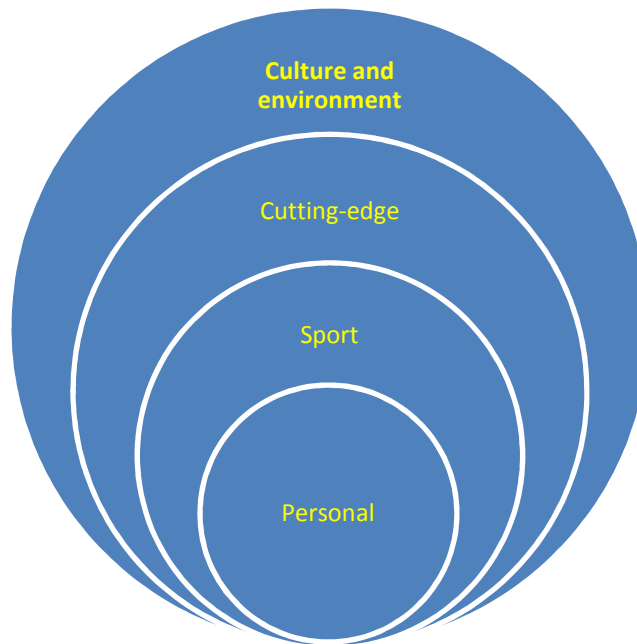


These dimensions of coaching expertise recognize the central importance of process of 'guided improvement' to achieve specified participant outcomes. In order to achieve this, a combination of professional knowledge (relating to the sport, sport science and related areas) and inter-personal knowledge (relating to coaching method and ethical responsibilities) are required. For the development of deep expertise, self-reflection as part of a process of continuous improvement is identified with the category of intra-personal knowledge.

While the current paper deals with LTCD, there remains an important task to more clearly specify the capabilities that are associated with participant development. There is an extensive literature on this issue and an adaptation of recent suggestions is illustrated in Figure 3 (after Côté and Gilbert, 2009; Haskins, 2010; National Coaching and Training Centre, 2003).

Figure 3

Participant capabilities (adapted from various publications)



Under this classification, the core technical, tactical, physical and mental capabilities are included within the 'sport'. These are further sharpened by a set of cutting edge capabilities which relate to reading the field; decision-making; willingness to practice purposefully and to learn from mistakes. Personal capabilities relate to commitment, desire and belief, as well as day-to-day life management, cognitive and emotional capabilities. Cultural and environmental capabilities relate to the ability to operate successfully in a social and societal context. Work is on-going on the refinement of this classification and there is a need for focused discussion on the most appropriate taxonomy for the South African context.

5. **Coaching standard occupations:** Building on the principles of guided improvement and the contingency of the participant and coach roles, the European Coaching Council (2007) has identified **two** standard occupations within the professional area of sport coaching:

**Coaching of participation oriented sportspersons** where the emphasis is on the development of skills; enjoyment and participation rather than a strong emphasis on competition and/or high performance.

**Coaching of performance oriented athletes** where the focus is on the achievement of goals within a competitive and/or high performance environment.

This analysis mirrors an earlier direction suggested by Lyle (2002), although there is a significant difference from Lyle's hypothesis that these are two discrete sets of coaching activity. The European Coaching Council (and more recent literature) suggests that there remain strong inter-dependencies between these standard

occupations in terms of prior learning and experience; coaching pathways and role modeling and other areas.

**6. Coaching domains:** Within each of the standard occupations, the European Coaching Council developed two further sub-divisions, thus providing four coaching domains in total. These domains are broadly similar to those suggested by Côté et al (2007):

- **Participation coach (children)**
- **Participation coach (teens and adults)**
- **Performance coach (talented younger athletes)**
- **Performance coach (high performance athletes)**

The classification adopted by Côté et al may be more suitable to the South African context in that it is more explicit in its reference to children and talented young athletes. That said, the terminology that is finally adopted should be fully congruent with the needs of the South African system.

**7. Coaching roles:** The European Coaching Council (2007) has also suggested four main coaching roles, which are linked to the two standard occupations (see Table 1).

**Table 1**

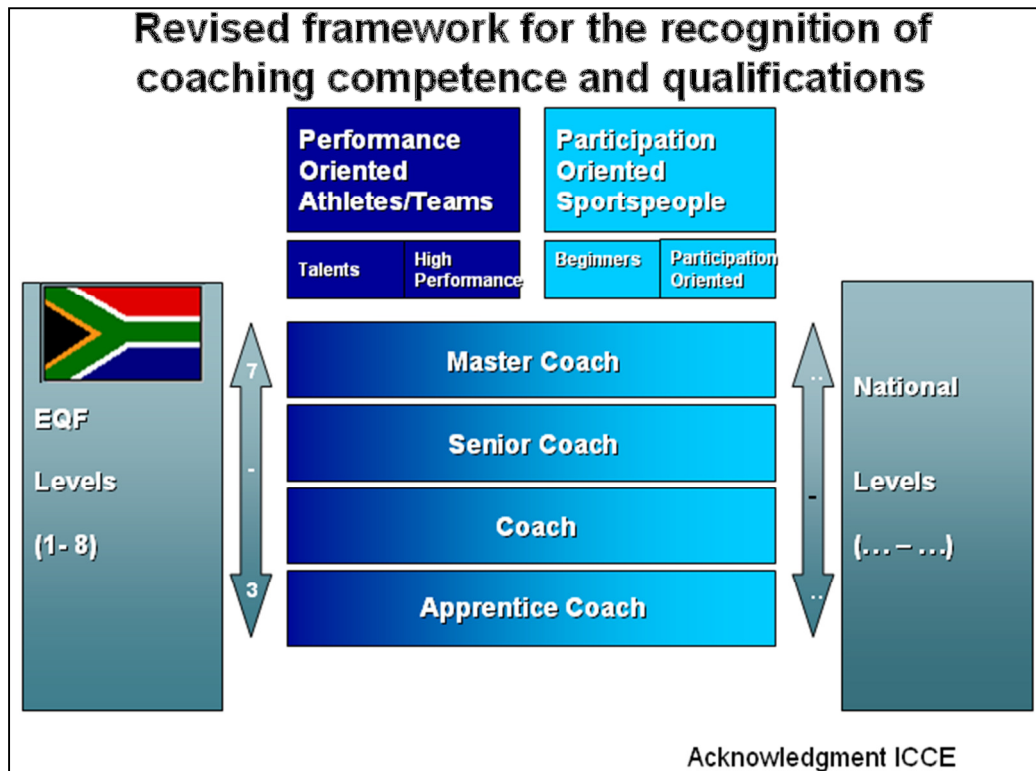
**Coaching roles, linked to standard occupations**

<b>Role title</b>	<b>Role description</b>
Apprentice Coach	Assist more qualified coaches delivering aspects of coaching sessions, normally under supervision. Deliver coaching sessions under direction/support. Acquire and practice basic coaching competences.
Coach	Prepare for, deliver and review coaching sessions. Demonstrate basic coaching competence.
Senior Coach	Plan, implement and review annual coaching sessions. Demonstrate advanced coaching competence.
Master Coach	Plan, implement, analyse and revise multi-annual coaching programmes. Demonstrate advanced coaching competence, innovation and leadership.
Coach of participation-oriented sportspeople	
Coach of performance-oriented athletes	

- 8. Framework for the recognition of coaching competence and qualifications:** Within a European and UK context, the thinking outlined in the previous sections has been used to develop frameworks for the construction and recognition of coaching competence and qualifications. It is also the case, that this approach has been agreed as a starting point for the proposed Global Framework for the Recognition of Coaching Competence and Qualifications (International Council for Coach Education, 2010). Given this scenario, the SASCOC Coaches Commission and the South African Coaching Framework project group have recommended the adaptation of the European Framework as part of the development of the South African Model for LTCD (see Figure 4).

Figure 4

South African Framework for the recognition of coaching competence and qualifications (as an element of the South African model for LTCD)



This framework suggests a recognition structure for coaching roles at four levels, appropriately aligned with the NQF. Each national federation will be asked to map their current coach education structure to these roles. National Federations will also be asked to outline the relationship they envisage between their sport specific qualifications, unit standards within the NQF structure and the higher education sector. The issues associated with the coach education and qualification structure are outlined later in this document.

9. **Coaching: categories:** As part of the development of the South African Coaching Framework, consideration has also been given to the different deployment categories within which coaches operate. This has led to the view that there are three different, though related categories:
  - a. **Pre-coach:** Pre-coaching roles will support assistant coaches and coaches in children's and participation domains. Pre-coaching roles are often played by parents or young adults in helping out with coaching, without having made a commitment to play a coaching role or to obtain formal qualifications. These roles are voluntary and provide an important pathway into coaching, as well as supporting the delivery of



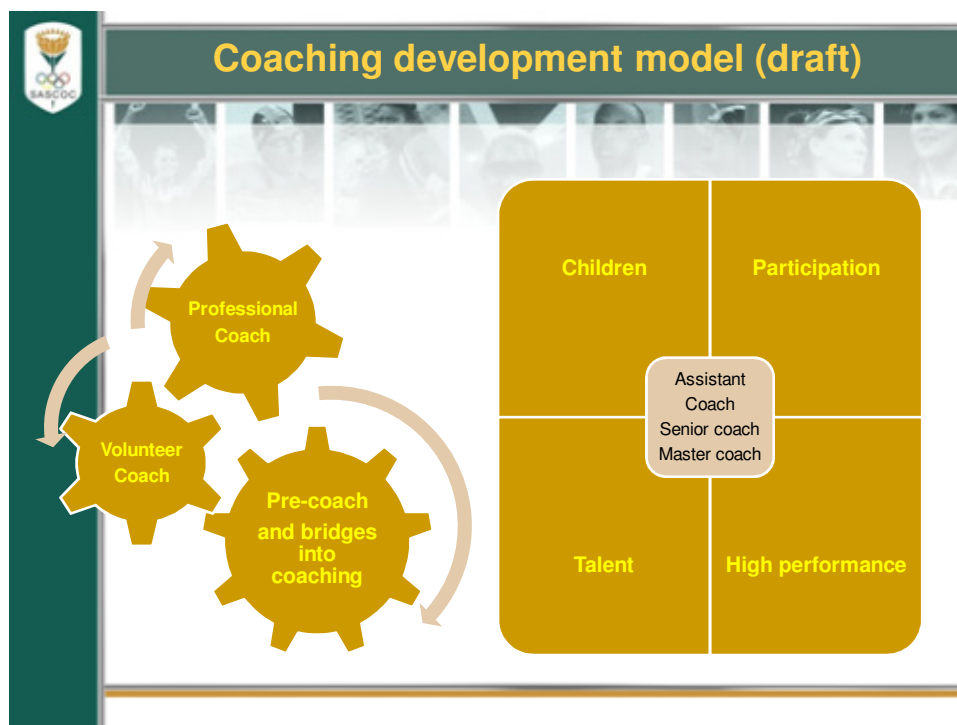
coaching at local level. The roles are subject to basic safety and child protection guidelines and should operate under the supervision of a qualified Coach.

- b. **Volunteer Coach: Volunteer** Coaching roles will include Assistant Coach and Coach roles that are carried out without remuneration in children's; participation; performer development and high performance domains. Minimum standards in relation to safety; child protection and qualifications will apply to these coaching roles. All those playing coaching roles will be expected to register with their National Federation and to comply with a Coaches Code of Ethics and Good Practice.
- c. **Professional Coach:** Professional coaches will include all coaches who are paid in any coaching capacity. It will also include coaches operating at senior and master coach levels across the four coaching domains, whether in a paid or volunteer capacity. Volunteer coaches operating in these roles will be regarded as 'professional volunteers'. All professional coaches will be expected to comply with minimum standards in relation to safety; child protection and qualifications. They will also be subject to a licensing process that will be introduced on a sport by sport basis and in the context of a core set of guidelines. Professional coaches will adhere to Professional Coaches Code of Ethics and Good Practice.

Minimum standards for the deployment of coaches should also be developed in consultation with employers; National Federations; coaches and taking into account South African labour law. Each of the three deployment categories are deemed to be part of the one standard occupation, with professional coaches having an inherent responsibility to support the development of volunteer coaches through the facilitation of work experience; mentoring and a willingness to share knowledge. Volunteer coaches have a similar responsibility to those operating in pre-coaching roles.

- 10. **The South African Model for LTCD:** On the basis of the previous sections, a preliminary diagram has been developed to describe the South African Model for LTCD (see Figure 5).

Figure 5



**11. Alignment with NQF and CATHSSETA:** The South African Coaching Framework will align with the National Qualifications Framework and complement the work of the South African Qualifications Authority (SAQA) and the Culture Arts Tourism Hospitality and Sport Sector Education and Training Authority (CATHSSETA). A Memorandum of Understanding will be agreed with each organization, defining the inter-relationship between the South African Coaching Framework and NQF, as well as setting out protocols to ensure effective and coordinated working arrangements. This alignment will recognize the specific needs of each sport and the coaching occupations, domains, roles and status categories outlined in this document.

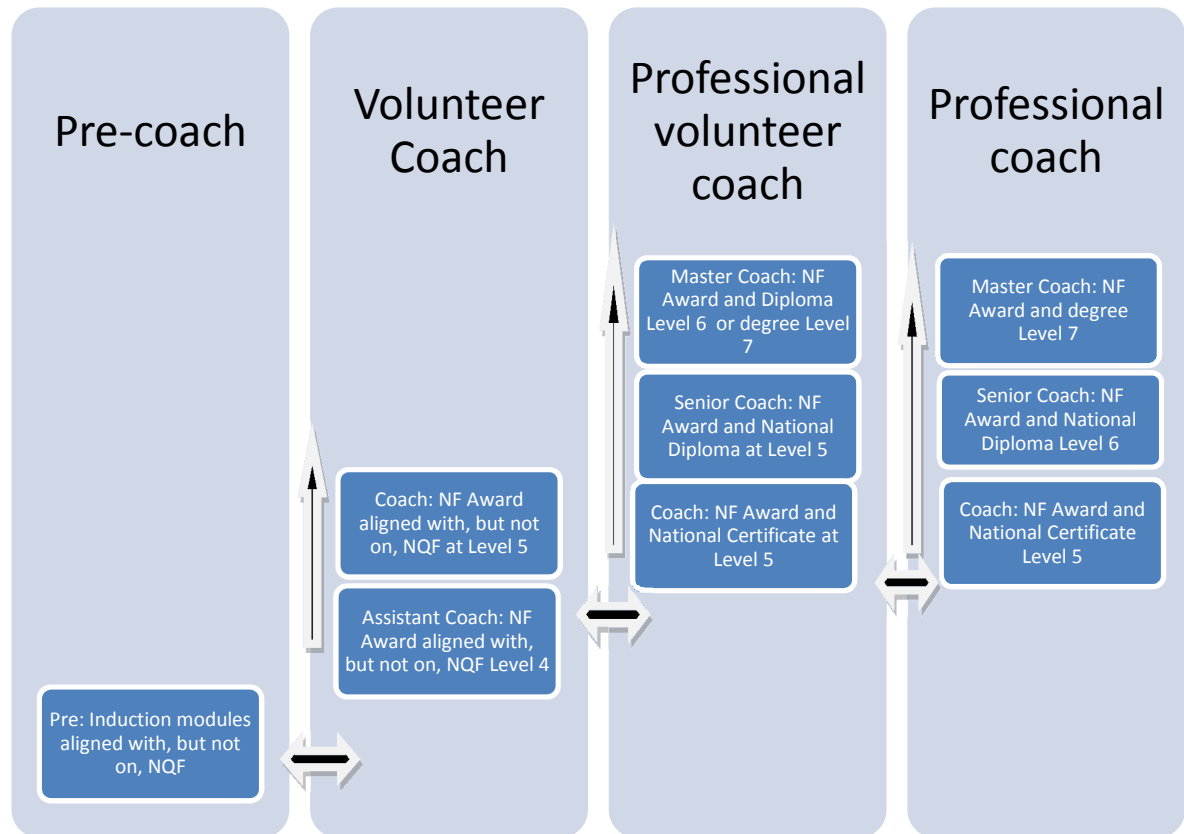
Pre-liminary submissions from CATHSSETA suggest the following alignment between the proposed coaching roles and the NQF:

- FETC Coaching at level 4 - Assistance Coach
- National Certificate/Higher Certificate Coaching Science Level 5 – Coach
- National Diploma level 5 – Senior Coach
- Diploma Level 6 or degree level 7 – Master Coach

In their submission, CATHSSETA has referred to the potentially cumbersome nature of including all coach education within the NQF. This is an important issue and it is necessary to arrive at a solution which provides pathways to NQF, perhaps aligned

with the different deployment categories previously identified. An illustrative example is provided for discussion purposes in Figure 6.

**Figure 6**  
**Illustrative example of alignment of all coach education and qualifications to NQF and/or the creation of NQF pathways**



This approach will provide National Federations with the opportunity to align and/or place their awards on the NQF. Placement on the NQF may be done through stand-alone Unit Standards; a number of Unit Standards or a full award. Where the latter is not achieved through the National Federation award, a gap analysis will be undertaken to determine whether Recognition of Prior Learning (RPL) and/or additional units will provide a pathway to the full award. This approach ensures the integration of the education and qualification of coaches into the NQF, at once recognizing the occupational possibilities and professional status of sport coaching. The approach also accommodates a less formalized approach at the earlier stages of coach development and in the pre-coach and volunteer coach categories.

In support of this direction, the creation of a Coaching Development and Standards Group should be considered under the aegis of SASCO. This Group would provide coordination, support and formal direction for the development of the Awards of National Federations prior to their submission for approval onto the NQF. It is envisaged

that CATHSSETA would play an advisory role in relation to the operation of this Group, ensuring that the process of development of Unit Standards and Qualifications is aligned with the agreed model for LTCD and in line with the needs of National Federations and the employment/deployment market. This process will also provide guidance to CATHSSETA in the identification of priority areas for the development of coaching on a year-to-year basis.

National Federations have a key role to play in developing a realistic and workable LTCD that is aligned with the needs of the participants within their sport (as identified in models for Long term participant development). There are significant capacity issues that will need to be addressed if National Federations are to successfully develop their coaching awards for placement on the NQF. The enhancement of National Federation capacity should be considered as a priority as part of the implementation of the South African Coaching Framework.

It should be noted that, while high level qualifications do not currently exist in all four coaching domains, the aspiration is to reach a point where there will be master coaches operating in each of these domains in professional volunteer and professional coach categories. Higher education institutions offering coaching as part of undergraduate or post graduate qualifications should seek to map their respective course offers against the proposed South African model for coach development. A core principle should be the creation and further opening of pathways for coaches to progress both in terms of their role and qualification, thus providing a more tangible basis for transformation in and through coaching.

**12. Research and development:** Both the CATHSSETA Sector Skills Plan and the SASCO Consultation Document highlight the need for research into the coaching workforce and the future requirements in educating and supporting this workforce. The Sector Skills Plan suggested a need for up to 12,000 full-time coaches by 2015, while SASCO Consultation Document has identified the following initial projections:

- a. Coach educators and assessors in a defined number of sports that have commenced work on LTAD up to a defined maximum per year for the next four years**
- b. Recognition of prior learning opportunities for coaches in the above sports up to a defined maximum per year for the next four years**
- c. Coach educators and assessors in the sports of athletics; canoeing; hockey; rowing; rugby; soccer up to a defined maximum per year for the next four years**
- d. Recognition of prior learning opportunities for coaches in the above sports up to a defined maximum per year for the next four years**
- e. Learnerships in targeted sports and coaching levels up to a defined maximum per year for the next four years**

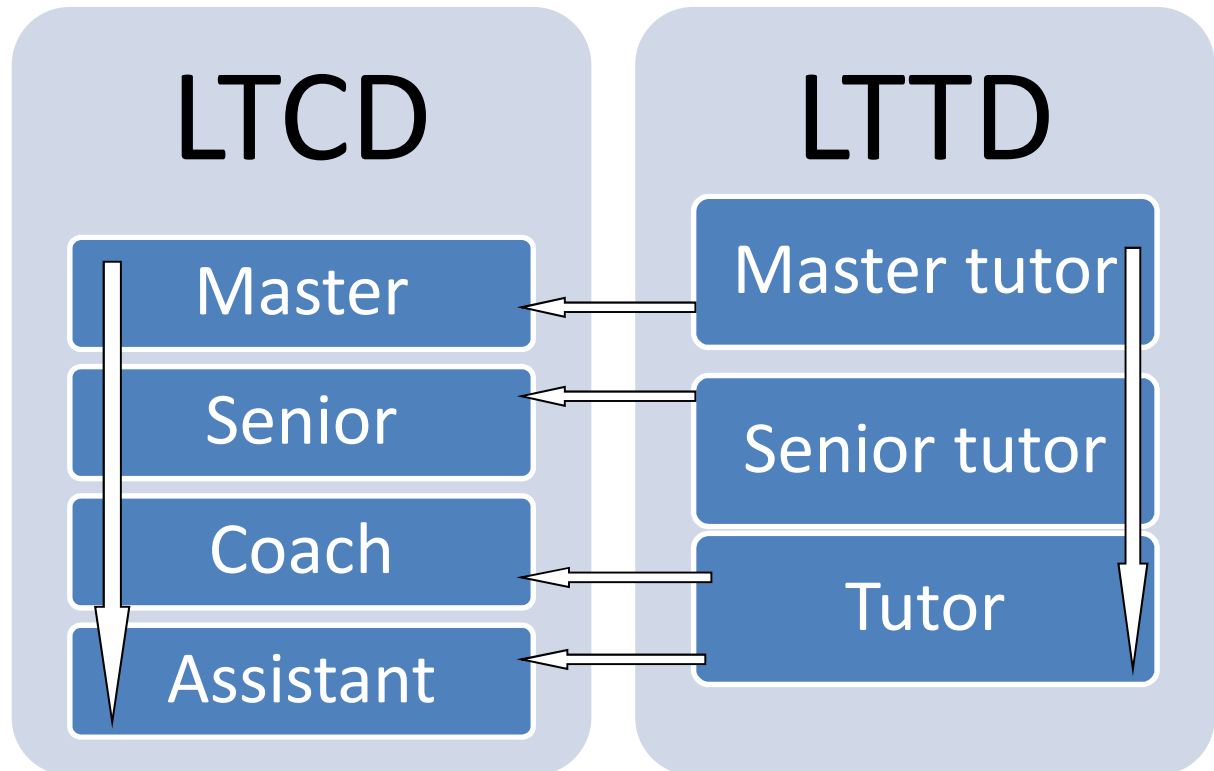
- f. **Focused training for up to 200 leaders in coaching over the next two years**
- g. **Coaches to work in schools (with discussions to occur with the Department of Basic Education and SRSA on the nature and volume of this training). 6,400 coaches were trained in 2008-9 as part of the school sport and mass participation programme and early feedback from consultation suggests that school sport will require a high level of priority. National Federations are encouraged to establish functional relationships with the existing school code structures. This will ensure that coaching development will be disseminated from the National Federations to school code structures.**
- h. **Agreement with CATHSSETA and SRSA on the process and priorities associated with the development of unit standards as part of the Joint Implementation Plan**
- i. **Refinement of the projections included in the CATHSSETA Sector Skills Plan (11,000 for learnerships; RPL and skills programmes by 2015).**

With the support of UK Sport and Leeds Metropolitan University, SASCOG will initiate a research project in 2011 which will review existing literature and data relating to coaching workforce, as well as conducting a pre-liminary needs analysis among participants and coaches. The work of North (2009) on the coaching workforce in the UK will be used as a point of reference. SASCOG will work closely with CATHSSETA on this project, with a view to further developing the scope and scale of the work to support the sector skills plan.

- 13. Coach development:** The support of coach development will be formally written into the roles of volunteer; professional volunteer and professional coaches. This approach recognizes the central role of on-the-job training for coaches, as well as the creation of a sustainable coaching structure. In addition, each sport will be encouraged to develop a clear model for Long term tutor development (LTTD), which will identify the pathways and capabilities required for those overseeing the development of coaches through National Federation programmes. Figure 7 outlines the positioning of LTTD against LTCD. In both cases, the creation of internal and sustainable systems of support and mentoring is indicated. Consideration should also be given to the placement of Tutor Qualifications on the NQF.

Figure 7

Proposed alignment of LTCD and LTTD

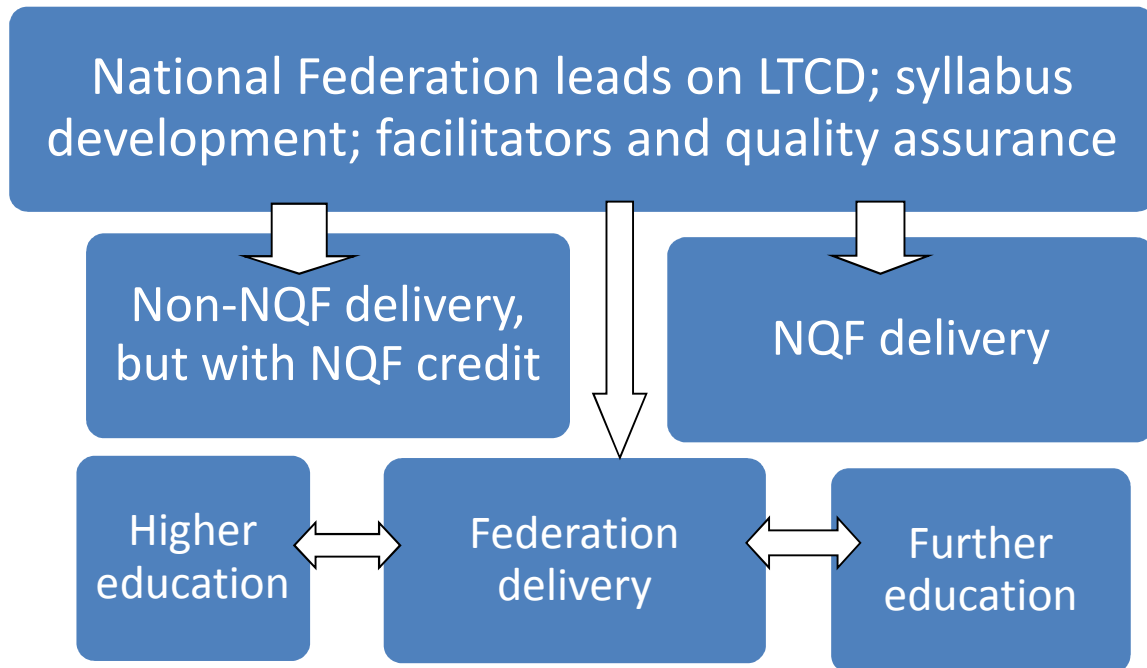


**14. Further Support for the development of coaches:** Appropriate support systems; coaching networks; communities of practice and coach recognition schemes will be investigated with a view to enhancing the role of coaches throughout the country. A South African Coach of the Year Award scheme will be considered for implementation in November 2012. It is recommended that this scheme recognizes excellence in coaching in all four domains of the draft model for coach development (children; participation; talent; high performance).

**15. Delivery models:** While it is recognized that the primary role in the education and development of coaches rests with National Federations, there is a need to explore potential synergies with a range of organizations. This will ensure that maximum reach will be achieved among coaches and resources will be used effectively to accelerate the process of transformation. Figure 8 provides an indicative model of how synergies might be forged, for discussion purposes.

Figure 8

From development to delivery of National Federations Awards



This approach will also allow for further discussions on the balance of 'core' or 'common' delivery and sport specific delivery.

- 16. Technical reference document:** Once agreement has been reached on the main elements of a model for LTCD in South Africa, it is suggested that a technical reference document be developed. This document would act as a reference point for standard terminology and would provide a guide for CATHSSETA; National Federations; Service Providers; Higher Education; Provinces and other organizations as they deal with the issue of coach development in a range of contexts.

**Comments on this document should be submitted to:**

**[coachingframework@sascoc.co.za](mailto:coachingframework@sascoc.co.za)**

## 17. References

- Balyi, I. and Hamilton, A., 1995. The concept of long-term athlete development. *Strength and conditioning coach: the official magazine of the Australian Strength and Conditioning Association*, 3 (2), 5-6.
- Côté, J., Young, B, North, J & Duffy, P., 2007. Towards a definition of excellence in sport coaching. *International Journal of Coaching Science*, 1(1), 3-16.
- Côté, J., & Gilbert, W., 2009. An integrative definition of coaching effectiveness and expertise. *International Journal of Sport Science and Coaching*, 4, 307-232.
- Côté, J. and Fraser-Thomas, J., 2007. Youth involvement in sport. In P. Crocker. ed. *Sport psychology: a Canadian perspective*. Toronto: Pearson.
- European Coaching Council, 2007. *Review of the EU 5-level structure for the recognition of coaching qualifications*. Koln: European Network of Sport Science, Education and Employment.
- Gilbert, W., Côté, J., & Mallet, C., 2006. Developmental pathways and activities of successful sport coaches. *International Journal of Sports Science and Coaching*, 1(1), 69-76.
- Haskins D., 2010. *Coaching the 5Cs*. Leeds: Coachwise.
- International Council for Coach Education. *Building the coaching community across the globe*. Ottawa, 2010.
- Lyle, J., 2002. *Sports coaching concepts*. London: Routledge.
- National Coaching and Training Centre, 2003. *Building pathways in Irish sport: towards a plan for the sporting and health well-being of the nation*. Limerick: National Coaching and Training Centre.
- North, J., 2009. *The coaching workforce 2009-16*. Leeds: sports coach UK.
- sports coach UK., 2008. *The UK Coaching Framework: a 3-7-11 year action plan*. Leeds: Coachwise.
- Salmela, J.H., Draper, S.P., & Desjardins, G. (1994). Transitional phases of expert ice and field hockey coaches' careers. *Access to Active Living* (pp.570-575). Victoria, CA: University of Victoria.
- South African Sport Confederation and Olympic Committee (2010). Scoping document on the South African Coaching Framework. Johannesburg.
- South African Sport Confederation and Olympic Committee (2010). Consultation document on the South African Coaching Framework. Johannesburg.