

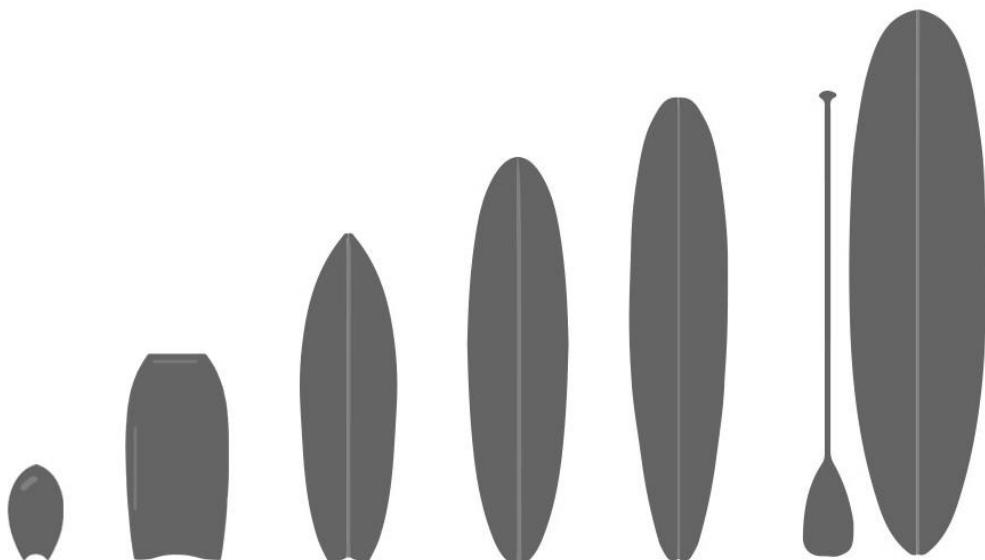


**SURFING
ENGLAND**

DRAFT REPORT:

A review of the current surf coach qualification and development pathway and a vision for the future of English surf coaching

March 2021



Executive Summary

Surfing England recognises the importance of great coaching to further the development of surfing as both a sport and lifestyle activity. With surfing now an Olympic sport, participation breaking the million mark and record investment in artificial waves bringing surfing to new audiences, it is important the provision for coaches keeps pace with the evolving demands of the sport. Alongside the technical aspects of coaching we also recognise it is principally through our coaches that we are able to provide a welcoming and inclusive environment for those joining our sport.

This draft report is the first step of a process we have initiated with our Surf Coaches, Surf Schools, Surf Clubs and Course Presenters (coach instructors) to review the current coaching offer and build a vision and plan for a world class surf coach development pathway and supporting coaching system.

Our consultation identified some real strengths with the current system that we want to build on, but also some substantial gaps and challenges that must be addressed. The first half of the report reflects on the consultation process and forms some recommendations. The second half of the report pulls those recommendations into a vision and a plan.

The vision is a significant evolution on the current offer and a bold step forward, creating our own qualifications and a pathway for coaches that goes far beyond the existing coaching offer. The vision is not set in stone and it is important that all those who fed into the initial consultation have the opportunity to review this report and continue to inform and shape our shared vision for the future of English surf coaching.

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1. Context

Surfing England recognises the need for coaching to be at the heart of the strategy to move English surfing forwards. It is only with the dedication, passion and expertise of our coaches that we will be able to grow and develop the sport. From sharing the stoke of catching a wave for the first time to our elite athletes progressing on the international stage, each level of surfing from grass roots upwards must be supported by great coaching.

To have great coaches, we need great coach training, qualification and development pathways that equip coaches with both technical competency and 'how to coach' teaching and delivery skills. We must reflect the needs of an evolving market;

- delivering the coaches that surf schools in England need; high quality, knowledgeable, client ready and qualified across each of the varied disciplines that surf schools teach (for example, surf, sup, bodyboard, hand planning and foiling)
- meeting the professional development needs of coaches, giving them opportunities to diversify and progress within their chosen field
- engendering a culture of progression and development coaching to raise the general standard of English surfing
- elevating our performance coaches and equipping them with the knowledge and techniques to coach world class talent and generate successful competitive results
- reflecting new learning environments and coaching suitable 2021, using online and digital content as well as traditional face to face learning
- Creating an inclusive coaching environment, drawing more women, more BAME and other under-represented groups into coaching

In order to establish how well the current coaching system is performing against these needs, Surfing England in partnership with Scott McNeill has undertaken a review to explore the strengths and weaknesses of the system and to make recommendations for improvements to the system, with specific reference to the creation of an improved coaching system that will meet the needs of our sport and provide the foundations for future growth and development.

Scott is a coach development specialist, currently working for the Premier League where he runs the Elite Head of Coaching programme and works with the heads of coaching across the Premier League to design and deliver coaching programmes.

2. The role of Surfing England and the ISA

There are two main bodies involved in the delivery of surf coaching in England; The International Surfing Association and Surfing England. It is important to understand their respective roles in the development of surfing from the national to the international level.

Surfing England is the recognised National Governing Body for surfing in England, covering all forms of wave riding from bodysurfing to SUP. Surfing England is actively working with Sport England, Sports Aid, UK Sport and other major national sporting stakeholders to raise the profile of surfing as a sport with huge social and economic value for England, with aspiration to bring new funding and expertise into growing and developing the sport. Having a vibrant and dynamic coaching offer to support the development of great coaches is core to this ambition. Surfing England is a membership organisation, funded through its members and its sponsors and operates on a 100% not for profit basis.

The ISA is the International Surfing Association and recognised by the International Olympic Committee as the World Governing Authority for surfing which it defines as all wave riding activities on any types of waves and on flat water using wave riding equipment. Its membership includes the surfing federations of 108 countries on five continents and its HQ is in La Jolla, California. Its coaching programme is designed to be the international standard for accreditation of Coaches and Instructors in the surf school industry, delivering a globally standardized and highly professional activity with stringent requirements.

3. The Scope of the review

The review is delivered within the context of these wider strategic objectives for surfing in England:

- To engage more people through the sport of surfing, in particular those that may have been previously excluded. Two big opportunities to reach people come through the deployment of wave pools which bring surfing to new inland audiences and the boom in SUP, providing a great entry point into flat water board riding.
- Increase the value of participation, harnessing the community, social and mental health benefits of surfing
- Improve the standard of English surfing from grassroots to elite
- Broaden the diversity of the surfing and surf coach population
- Be a leading nation in surf coach development

The scope of the review includes:

- Assessing the strengths and weaknesses of the existing coaching programme offered by the ISA and Surfing England

- Making recommendations for improvements
- Making strategic recommendation for creating a coherent and coordinated pathway for surfing coaches.

4. Methodology to the Review

Surfing England engaged the services of Scott McNeill to help define the process and ensure we properly engaged with and listened to the views of the key stakeholder groups: Surf coach trainers, surf schools and surf coaches. Scott brings an independent view with no ties to the surfing community but a wealth of experience in sport as the head of the elite coaching programme for the English Premier League, a European Mentoring and Coaching Council practitioner and previously Coach Developer and Coaching Manager at England and Great Britain Hockey, Consultant Coach Developer at Sport Northern Ireland and Performance Director at the Canoe Association of Northern Ireland.

The review was conducted over a two month period from August 2020 to [October 2020?]. We invited all Surfing England surf schools and coaches to participate in consultations interviews and focus groups as follows:

- 2 focus groups principally with Surf Coach Trainers (Course presenters)
- 2 with Surf Schools
- 2 with Surf Coaches

We also held numerous conversations with interested individuals that couldn't make the scheduled consultations.

The interviewees were asked to identify the strengths and weaknesses of the current coaching programmes and pathway, and where possible recommend their preferred solutions. Interviewees were asked to only comment on the areas for which they had first-hand knowledge which ranged across the surfing spectrum from grass roots club level to international and elite competition. The objective of the interviews was to capture first hand insights and to initiate debate about what currently happens; good, bad or indifferent.

All the interviewees were pleased to be able to express a view about the current situation within coaching. A summary of the consultations can be found in the appendix, but importantly it was these conversations with the surf industry that led to Surfing England's recommendations and our vision for the future of English surf coaching, which are set out at the end of this report.

5. Current coach qualification and development offer

The content of the ISA course is licensed by the ISA from the Australian Coaching Council accredited Surfing Australia course and it has been customized by the ISA for international use by course presenters and National Governing Bodies around the world.

In England, the ISA courses are taught by 9 independent course presenters who are able to determine their own course fees, delivery dates and locations generating income directly through the course provision (rather than paid by the governing bodies, a licencing model or other means). The course presenters are selected jointly by Surfing England and the ISA to deliver the ISA Level 1 surf coach awards and are all highly experienced coaches and trainers, with most also offering other water based training such as SLSGB awards

In addition to the L1 award, the ISA also offers a Level 2 award and SUP award, also delivered via the recognised course presenters, but independently from Surfing England.

COURSE OPTIONS



This level one course is the cutting industry standard for surf Instructors at quality surf schools around the world. This course has the broadest international appeal.



This level two course is for elite contest preparation. All level two Coaches MUST have completed and passed an ISA level one Surf Instructor course prior to approval as a level two Surf Coach.



The ISA's newest course, this certification is designed for Flat Water SUP Stand Alone in lakes, bays, lagoons and all flat water settings.



This level 1 course combines a dual credential for both Surf and SUP with a broad range of technique applications as well as safety procedures.

Cost breakdown for coaches wishing to take the ISA course:

Level 1 course: Average price of £350. 2 days of taught content delivered by the Course Presenter and to complete the qualification the coach must undertake (at their own cost) 20 hours of work experience at a surf school of their choice.

Revenue model of the ISA Level 1:

The financial breakdown for a level 1 award is:

ISA – \$150 (approx. £115) for licencing of material and the coaches first year of ISA membership

Course Presenter – £215 to deliver and host the 2 day taught element

Surfing England - £20 to host the training calendar and provide 1 year's membership to all new coaches

For ISA Level 2 surf coach awards and ISA Flat Water SUP award there is no financial contribution back to Surfing England for reinvesting into coach development and there is no oversight at the national level of quality standards, whether that is in the quality of the teaching or the quality of the coaches leaving with the qualification.

6. Key points and recommendations identified during the review process

A significant number of those interviewed highlighted the need for an overarching coaching strategy. Specifically, it was suggested that any such strategy should include and/or address the following:

- There is not a clear coaching vision for Surfing England and limited provision from the ISA which is focused on the Level 1 and 2, there is therefore the potential for organisations, clubs / school and volunteers to develop their own materials and arguably their own agendas. This extends across all domains who generally expressed a frustration by the lack of clarity and what they perceive to be lack of suitable support from Surfing England. It is therefore critical that any such strategy must incorporate all levels of the coaching pathway, with specific and agreed action plans, and importantly, be simple.
- There needs to be a clearer definition of the role of coaching, coach development and coach education. This also extends to an agreed position on, and recognition of, the value of quality coaching and coach education to the growth of the sport.
- There is an absence of a clearly defined coaching pathway. Defining coaching roles and the knowledge, skills and experience to fulfil this role is critical for coaches to know what the pathway is and how they progress to their chosen place on the pathway.
- The vision and strategy must be right for the development of the sport in England and not simply for external stakeholders and funding partners. Interviewees queried why Surfing

England could not take ownership of the Level 1 type course to generate a profit and return the investment into surfing with the coaching strategy.

- At present there is no single point of accountability for coaching within the professional staff of Surfing England because the small team delivering Surfing England's obligations as an NGB don't have capacity or the financial resource to appoint a dedicated training/coach development officer (without core funding or returning coach qualification revenues) which is inhibiting a coordinated approach, meaning that tasks and activities could be duplicated and no clear line of responsibility and final decision making in this area.
- There is a need for the component parts of Surfing England to be coordinated in their approach to coaching i.e., participation, performance etc.
- An area for improvement is how Surfing England could use contracted staff to empower the coaching network at all levels. Consideration needs to be given to how to grow this coaching network and capacity and provide volunteers with ownership of activities while ensuring that the objectives of the Strategic Plan remain the focus. One way this could be achieved is by further developing a strong Coach Development Workforce (name to be confirmed) to support the establishment and delivery of plans for their respective clubs / schools, to provide standardisation across the country, and to plan for the long-term future of coaching in England.
- As there is no clear pathway there is by consequence no clear suite of resources to support the pathway. It is vital that Surfing England not only develop resources and courses for programmes against an agreed strategy (rather than on an ad-hoc reactive basis) but also pool and promote existing resources developed. Surfing England resources need to support coaches at all levels and allow for the delivery of specialist workshop tailored to discreet audiences and parts of the sport that have been identified as opportunities for growth within the Strategic Plan.
- In order for this to be achieved there needs to be a proper commissioning process for resources as agreed by the central coaching point of contact within the professional staff within Surfing England i.e. not an external international body.

- There needs to be a sound commercial model to support the coaching programme. Surfing England must create a more sustainable commercial model for coaching provision. Whilst Surfing England are not NGB core funded and the overwhelming majority of course revenues are either returned to the ISA or the independent course presenters there is no opportunity to re-invest any revenue in the coaching system. A new commercial model would change this.
- At present there is no agreement on coaching best practice. In a modern world with enormous opportunity to be innovative with delivery mechanisms Surfing England needs to consider developing multiple ways of delivering coach qualifications and engagement which take into account the limited time individuals have outside of their professional and family lives.
- Using social media and electronic communication offers the opportunity to develop communities of practice within and across regions, virtual groups, mentoring and using high performance coaches to deliver aspects of the menu. In order to facilitate this effectively it will be necessary to create a means by which Surfing England can track and communicate with those who have completed, or are in the process of completing, coaching qualifications.
- Within the pathway development there needs to be a recognition that there is a need for an appropriate level of award for instructors delivering high volume introductory sessions as well as awards for development coaching with stepping stone options between levels as it was agreed unanimously that the gaps between ISA levels 1 and 2 levels were too big.
- Funding and the costs of courses and learning opportunities was a consistent issue. There are various grants available to clubs and schools but these appear to be inconsistently approached meaning that funding is not maximised. A more consistent and strategic approach to the funding and signposting to subsidising of courses is required.
- Improvements were called for in how Surfing England communicates with clubs / schools and specifically helping to simplify accessing qualified coaches
- There is a lack of understanding about the current awards and coaching system and how this supports surfing participation and performance. More should be done to communicate the

benefits of quality coaching and how aspiring coaches can get involved in this area. Surfing England needs to market the coaching menu better and in a more timely and relevant manner. This should include the promotion of coaching conferences and opportunity to share best practice. The interviewees know that good practice is happening, Surfing England should do more to showcase and case study examples on a regular basis.

- The Surfing England website (or similar resource) could be the destination for coaches with regular and relevant advice then we can create a centre of excellence and ensure that coaching and coach education is at the forefront of the Surfing community.

- Surfing England could consider a licensing system. A system could:

- Maintain a central register of coaches

- Provide continuing professional development

- Provide adequate professional and public indemnity insurance cover

- Identify geographic areas in need of coaching coverage

- Identify individual development needs

- Ensure safeguarding criteria is met

- Annual registration of coaches with 'x' year re-licensing

- Provide greater insight on the diversity of our workforce

- The establishment of a mentoring system. Observations are a starting point for a mentoring process as feedback by the more experienced others could be questioning and positive in nature.

- The interviewees suggested that coaches engage in two types of learning: formal and informal. The coaches preferred to access informal learning more frequently than formal learning and this was achieved by interacting with other coaches and learning through trial

and error. The conversations advocated every coach (volunteer, part time) should engage within coach education reinforcing the coaches' role on the surfer's involvement and development in the sport i.e., domain specific. Further, all learning opportunities should be valued equally as they contribute to the cyclical / ongoing nature of learning in coach development i.e., not hierarchical.

Part Two

7. Reflecting on the output of the review

Surfing England has considered and reviewed the full range of responses and information that has come out of the review process. The recommendations are not overnight changes and will require a significant shift in how Surfing England and the coaching community manages and delivers coach training and development.

Stage One: Agree the Vision. Surfing England has set out its vision below, taking into account the key points raised in the review. The Vision will be shared with Course Presenters, Coaches and School for an opportunity to feed in, review and further develop.

Stage Two: Create a delivery plan. Implementing the vision, creating the systems, processes and the content across the awards is a three year project. The delivery plan needs to prioritise where to start and then lay out the project schedule and timeline.

Stage three: Implement the plan. The roll out of the delivery plan with dedicated resources and clear responsibilities

8. Vision:



Vision

To create a coaching system that will underpin the growth and development of English Surfing from grass roots to elite.

Core Principles

- Surfer centred; keeping the needs of surfers and athletes at the heart of the coaching system
- Inclusive; a coaching environment that welcomes underrepresented groups
- Forward thinking; embracing best practice from around the world and new methods of learning
- Real world; developing surf coaches with the skills that reflect the needs of the market
- Professional; providing a coaching pathway with progression opportunities and CPD

Redesigned level 1 award utilising online learning and increased emphasis on the 20 hours practical delivery

Surfing England Level 1 Surf Instructor Award

New quality control measures to monitor, evaluate and continuously improve content and delivery. A geographic spread of accredited schools to become training centres for the delivery of the structured 20hr + and final sign off

- Flat water SUP award
- Combined surf and SUP award
- Surf Skate
- New disciplines - surf foiling
- Related disciplines - yoga, strength & conditioning etc

- Senior Instructor Recognition
- Surf School Management
- Safeguarding
- Governance
- CPD - access on online resources,
- Coaching tools and masterclasses

Diversification
-evolving the surf coaching offer-

Management
-professional skills for the modern surf coach -

Performance
-developing surfers and athletes -

Participation
-bringing wave riding to a wider & more diverse audience -

Surf Coach Awards & CPD

- SE Development Coach award
- ISA Level 2
- Judging awards
- Elite coaching programme

- Inclusive coaching award
- ISA Adaptive Coach award
- Groms Coach award



Summary

A new Surfing England Level 1 Instructor course (developed and owned by Surfing England) provides the foundation qualification. Coaches can then access a much broader programme of courses, awards and other content across 4 key areas: Performance, Participation, Management, Diversification

The SE level 1 award would cater to the instructor market and retain the current Level 1 prerequisite qualifications. The award would be developed in association with our most experienced coaches and trainers and surf schools and take advantage of the latest digital learning platforms. It will give participants a foundation in inclusive coaching and safeguarding as well as being more focused on the conditions our coaches work in, be more cost effective for new coaches and apply far more focus to the 20 hours (or more) spent with a surf school. The 20 hours would be fully structured, only be delivered via an accredited centre with oversight only from suitably qualified and experienced senior coaches, personal signoff by the senior coach (only when totally satisfied the trainee reaches the right level), ongoing quality control and customer satisfaction reporting and payment to the centres delivering the experience as a professional training provider.

The Surf Coach Awards and CPD then creates the wider coaching framework. This will continue to evolve and develop as Surfing England has access to new technology, coaching ideas etc and the needs of the surf market change and develop as new disciplines and trends emerge. There is a considerable amount of work to develop the coaching framework and we will only achieve success through a collaborative approach. Where content already exists, where other sports are leading the way, where our most innovative surf schools have developed new approaches, we will be seeking to work together, to bring the technical knowledge and coaching knowhow into one place and within a single cohesive framework. This also includes providing the structure around which more peer to peer and informal learning can be delivered, a desire clearly expressed through the review process.

Referring to the 5 strategic approaches identified by Sport England for delivering better coaching:

Making it easier to start coaching: An online element to start the Level 1 Instructor Course allows far greater flexibility for new coaches to manage their learning, fitting in around existing jobs, caring responsibilities and reduces the personal expenses of travelling to course location, if you are not located at a surf break or near a coach presenter. There is a significant opportunity to ensure the online content is far more inclusive and recognises the rich diversity in our population and has greater appeal to the under-represented groups in our surfing community. Having a better spread of centres to provide the 20 hours practical element then ensure potential coaches have much greater access to the expertise they need. A new coach in Norfolk is 200 miles from their nearest course presenter at the moment, a significant barrier the new approach will be able to overcome.

Foster an improvement culture: The coaching framework is designed to support a culture of improvement, not just amongst surf coaches, but also in those delivering and providing the training. The awards and CPD provide a formal route for improvement and our surf schools and senior coaches will be an important part of the informal opportunities for peer to peer learning and improvement opportunities.

Transfer learning into practice: This is the fundamental basis of the level one instructor award and the increased emphasis on the 20 hours (or more) practical element giving new coaches a structured and hands on route to achieving their award

Measuring the change and communicating impact: At a system level, this has been lacking. With the new coaching system all level one surf instructors will be contacted post award to feedback on their experience. The centres delivering the training will also be regularly assessed. All online courses and update will also feature a feedback loop. This data will be used to monitor performance and feedback into the system as we look to continuously evolve and improve the offer.

Enhancing delivery infrastructure: Increasing the number and geographic spread of centres able to deliver both the level one instructor award and the wider coaching and CPD awards will greatly enhance our delivery infrastructure and access to coach training. Developing more online content will also be a significant step forward as will more dedicated space for coaching resources on the Surfing England website.

Questions and Answers

The coaching system looks great, but why create a SE instructor award when there is already the ISA L1 as the entry point to surf coaching?

We believe there are two benefits to creating a Surfing England award. The review identified that the current award is now feeling outdated, the content is not UK specific and the coaches being produced are falling short of surf school expectations. Having a SE award would allow for the content to be more tailored to our coaches, be proactively inclusive, reflect UK conditions and legislation and we can utilise online learning to help improve access and reduce cost to new coaches. We can increase the emphasis on the work experience element which repeatedly came up during review as the critical component in delivering quality coaches. The second benefit is to enable the coaching system to be financially sustainable. The wider coaching system has considerable costs and the L1, which is the high volume award is essential to fund those costs. The ISA level 1 award revenues are principally split between the course presenters and the ISA, there are no funds to support the development of a wider coaching system, which is why it is not possible to provide all the content in the vision without an SE introductory award.

If coaches take a SE Instructor award, can they coach overseas?

Overseas surf coaching is a very mixed market with different requirements depending on how developed the surfing infrastructure and community is in each country. Some nations don't have formalised structures requiring a specific award, some have formalised systems and accept a range of awards, of which the most recognised is ISA followed by ASI. In event an overseas surf school requires an international qualification, a SE qualified coach could go through the existing Recognised Prior Learning route to achieve ISA or ASI membership when they wanted to go overseas. The additional cost of this is around £50 administration plus the ISA annual membership fee.

How long would the SE model take to implement?

The SE model would bring in existing coaching expertise from other sports, but much would also need to be developed from scratch. The SE Instructor Award would be the priority award and available from summer 2021. SE would work with the industry to prioritise which awards are needed most and work with schools and coaches with specific expertise to develop the awards, giving our members opportunity to directly contribute to the coach pathway. The full system is a three year programme, although like all good coaching environments, we would expect it to keep evolving beyond that point.

Why change the current system?

The desire is to create the best coaching system and coach pathway possible for English Surf Coaches. This consultation exercise was designed to bring in the views and expertise of those directly involved in surf coaching and to present a vision that reflects the needs of the industry. This report back to our schools and coaches is a chance to challenge what we are putting forward and to work together on the best possible route forward for English Surf Coaches.

Would having a SE Instructor award impact England's ability to compete at World Surfing Games or ultimately the Olympics?

No. The coaching awards are separate from the development of competitive surfing and England would continue to compete at World Games and to feed into the GB selection for competition at the Olympics.

How would the SE training centres be determined for the new SE Level 1 Instructor Award?

The aim would be to increase the emphasis on the practical delivery element of the L1, with the 20 hours (as a minimum) delivered only at approved training centres. An option is to split the award between online element and a fully structured 20 hour training and work experience programme that centres would be paid to deliver. All new coaches would need to be overseen by a senior instructor and SE would provide training and ongoing quality control for the selected centres. Selection would be based on a combination of factors; location, local demand, surf school capability, experience of senior coaches and contracts would be time bound.

What are the ISA plans for developing their coaching programme?

The ISA does have plans to further develop their global coaching programme, with changes to the L2 and the introduction of their new adaptive surf coaching award. Surfing England would like to continue working with the ISA and to have their content as part of the wider range of course options for surf coaches. The same is true of UK based organisations who have great coaching content that we can incorporate into the wider coaching system and provide cross over learning and innovation between sports.

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Appendix 1:

Summary of SWOT analysis

Strengths

- There is a system
- Experienced assessors
- Move to some online delivery during covid 19
- That there is a system and a qualification
- Home NGB and International NGB recognition and credibility
- Life style sport with demand for coaches
- The power of a coaching system
- Appetite for extra learning
- Positive attitude to change and the level of opportunity

Weaknesses

- ISA not entirely recognised worldwide
- Content not specific to N. Hemisphere / UK beaches. Content outdated (doesn't cover warmups / UK specific rules etc)
- No CPD element or re-validation
- Lack of specialisation
- Gaps between L1 – L2 and lack of any wider quals. Global sent their staff on uni modules for nutrition, customer service and strength and conditioning (taking the gap into their own hands!)
- Skill level of new coaches too low – lack coaching maturity, not able to adapt to different conditions, lack skills to adapt coaching to different groups
- Requirement to do 20 hours only as good as the school they train with
- Current standard of NQ Coaches is varied.
- Too big a gap between L1 and L2. Two coaching levels is not sufficient, and each learning stage needs more detail
- No investment of revenue from L1 into coaching pathway
- No adaptive specific qualification and no adaptive element to L1
- Lack of geographic spread of course presenters
- No quality control of the course presenters

-

Opportunities

- Create a professional framework for commercial coaching activity
- Career pathway for coaches
- Blended learning with online content + taught + practical
- To move ownership into Surfing England and have revenues recycled back into coaching
- Transferable skills between sport coaching
- Refocus on surfer development
- Wider variety of coaching skills (communication, customer service etc)
- Broaden the number and geographical spread of presenters
- Blended learning (digital, person, practical)
- Tiered coaching levels – recreational to elite
- Defined learning stages in parallel with the surfers development
- Close the gap to L2 – an offer that doesn't require the same level of performance, but gives coaches tools for intermediate surfers / development lessons
- Adaptive surfing inclusion within the L1 and specific qualification
- Inclusion of more CPD and checks / verification of coaches after qualification

Threats

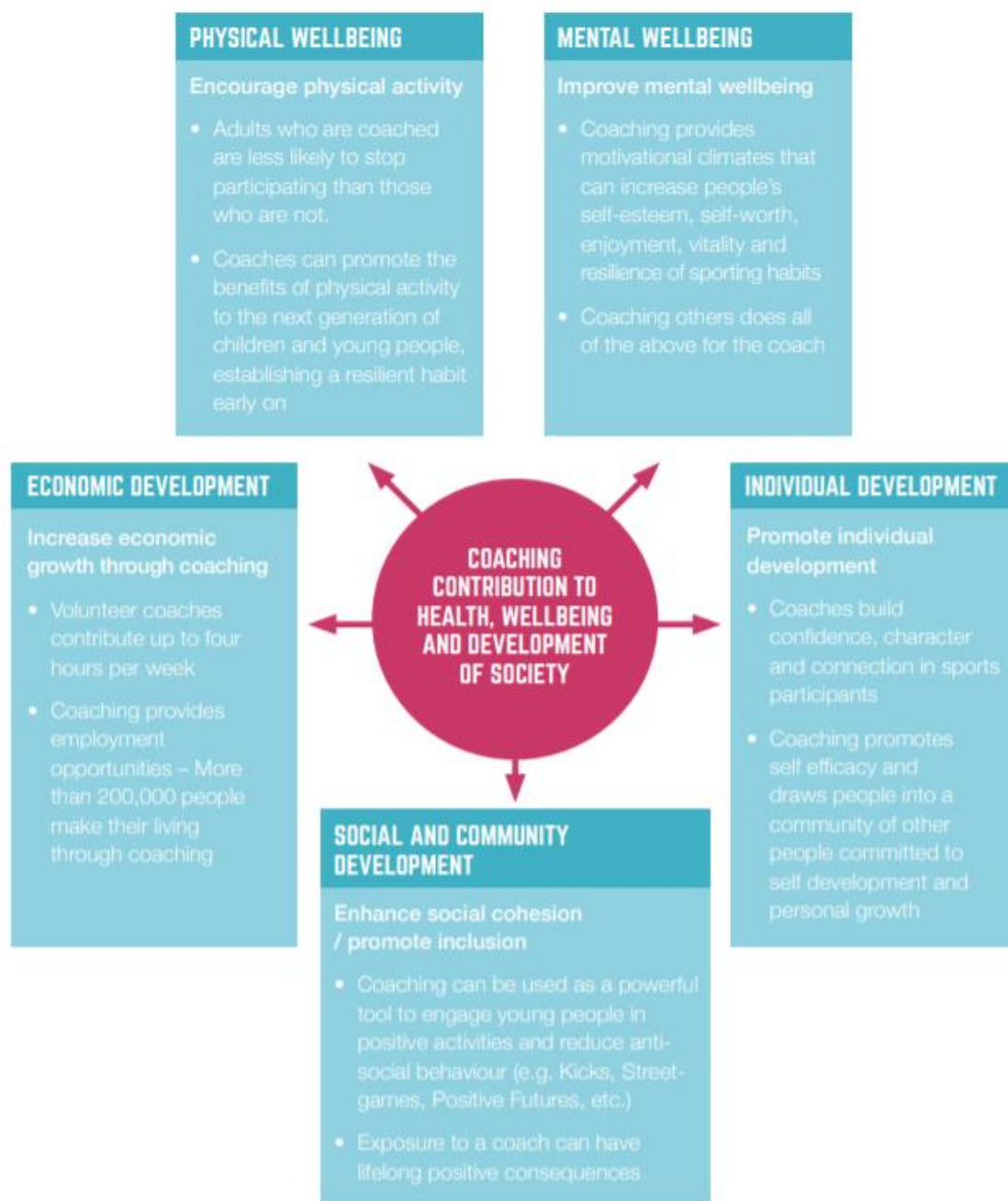
- ASI or unrecognised courses created to fill gaps without NGB accreditation
- Surf School Protectionism
- The duty of care on the coach – lack of understanding of their responsibilities
- Low earning potential of coaches (e.g. compared to ski instructors) so has to be a balance on cost of training and level of CPD required
- Membership of NGB not mandatory
- Surf coach quals not mandatory
- Lack of consequences for those flouting the rules/ system (e.g., schools still displaying BSA stickers)
- If there isn't a reason for compliance, then some schools will always take advantage of a weak system (what's the stick?)
- Lack of awareness of NGB and in how to reach new surfers/coaches

9. Sports Coaching

‘Good coaches inspire people to get active and stay active. Good coaches also guide those on a journey of improvement, including those with talent, to progress faster and further than they could on their own. Additionally, the act of coaching brings individual and personal wellbeing to the coach and the participant as well as making valuable, social and economic contributions to society.’

Sport England: Coaching in an active nation

THE BENEFITS COACHING BRINGS TO PARTICIPANTS AND THE COMMUNITIES IN WHICH THEY LIVE



Sport England is committed to helping people and communities across the country create sporting habits for life and coaching is a core part of that mission, as illustrated in the diagram above (taken from *Sport England: Coaching an Active Nation*). This means investing in organisations and projects that will get more people playing sport and creating opportunities for people to excel at their chosen sport.

Surfing England is pushing for surfing to be one of the sports recognised and invested in by Sport England. This coaching review and the actions taken on the back of it, will be part of the evidence put forward to showcase surfing's potential contribution to 'Supporting an Active Nation' and Sport England's new strategy for 2021 – 2031.

The Sport England Coaching Plan for England considers current and emerging societal trends alongside the key enablers; embracing technology, partnerships, and research and innovation that will help deliver the 5 strategic approaches for delivering better coaching:

1. Make it easier to start coaching
2. Foster an improvement culture
3. Transfer learning into practice
4. Measure the change and communicate impact
5. Enhance delivery infrastructure

In elite sport, UK Sport has identified that coaching is a key element of the high-performance system in the UK. Coaching, alongside other key performance support services plays a crucial role in ensuring the ongoing success of British athletes. As surfing is now an Olympic sport, Surfing England wants surf coaches to have access to the UK Sport world class coaching programmes and interventions which are specific to the needs of world class elite performance coaches.

2.a The Role of the Sports Coach

The goal of coaching is to improve the competence of the participant. Research shows that in order to do this effectively, the coach must have appropriate knowledge and an awareness of their interpersonal and intrapersonal skills in order to coach effectively. Effective coaching impacts the participant in more than just competence, it also:

- improves the competence of the participant in all aspects of their sport
- improves the confidence of the participant both in the sport and generally
- connects the participant with the coach and the broader sporting family
- positively influences and builds character and develops intrinsic sports values such as discipline, goal setting, fair play, timekeeping and anti- doping.

The 4 Cs (competence, confidence, connection, character) have all been shown to be transferable to other aspects of the participants life. The confidence and competence of a person will continue to be improved upon at all stages of the participants development.

Talent development of coaches is easier if participants are well coached from the start of their coaching journey, as they become the next generation of coaches and volunteers in clubs and surf schools. A great coach will be an expert learner and will create the same or even better opportunities for their surfer students.

2.b Learning in Sport

Understanding the best way to support learners is key to maximising the quality of coaches and coaching. In recent years a large number of studies have shown that the most effective learning happens as informal or non-formal learning opportunities rather than in the formal environments that most National Governing Bodies (NGBs) have in place. Formal qualifications are a key anchor for coaches and provide a framework for coaching development, but alongside this there is a need to provide opportunities for coaches to maximise their own learning and development.

Surfing England and the ISA provide limited workshops, seminars, online learning or conferences. It is fair to suggest that neither Surfing England or the ISA has promoted or actively supported English coaches to seek out opportunities to develop themselves as coaches.

Surfers need to be recognised as learners. Surf coaches need to be expert learner and the way coach education is delivered cannot be by a series of ad-hoc lectures. The lecturer becomes the facilitator, the learner must be committed to the process and come to the coach education sessions with key knowledge in order to explore suitable solutions to their own situation.

Research suggests, one of the best learning opportunities is through communities of practice. These have been defined for other sports and sectors and include three key elements:

- Mutual engagement - participation through choice
- Joint enterprise - negotiated purpose in the same area
- Shared repertoire - answers, solutions, resources related to a common goal

2.c Sports Coaching Pathway

A defined pathway for coaching provides clarity for coaches on how they can best achieve their personal goals and be the best they can be in their chosen coaching role. It allows coaches to evaluate the different types of coaching role available, to plan their coaching careers and inspire them and other to develop their coaching to it's fullest potential. The coaching pathway should include clear definitions of the coaching role required by that specific programme or that club / school. Roles could be grouped together and the required, knowledge, skills and experiences defined. Benchmarking themselves against the role criteria will enable the coach to plan their own development and will enable Surfing England to develop the necessary awards, workshops, seminars and online materials to best support coaches to fulfil coaching roles at all levels of the sport.

Inevitably a role may require specialist experience or knowledge which may be best gained outside of Surfing England. Generic workshops would provide the basic framework and formal and informal opportunities will enable the coach to develop in the most appropriate way for them. The coaching

awards could be named rather than numbered to reflect the role of the coach and to clearly explain the 'What' of any particular award.

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