

Get **into** Coaching



# DEVELOPING WORLD-CLASS COACHES AND PLAYERS

Football Development Department  
Discussion Document for  
Coaching 2008-2012

“

OUR PURPOSE IS TO LEAD AND SERVE THE WHOLE FOOTBALL FAMILY IN ENGLAND BY ACHIEVING SUCCESS AND INTEGRITY FOR THE GAME UNDER CONFIDENT LEADERSHIP. AT THE HEART OF FOOTBALL, WE WILL NURTURE AND PROTECT ITS FUTURE, AND ENSURE BOTH A WINNING MENTALITY AND ACCESS TO ALL WHO WISH TO GET INVOLVED IN THE GAME ”

Extract from The FA's Vision 2008-12  
A world-class organisation with a winning mentality

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# EXECUTIVE SUMMARY



The FA's Vision 2008-2012 identified the immediate need to prioritise and support the nation's players and coaches as a cornerstone to the long-term success and health of our game.

Insufficient numbers of high-quality English players, coaches and tutors means that it is time to reverse recent trends and formulate a clear, integrated plan across the Professional and National Games to effect change and raise standards across the coaching workforce. To create a world-class coaching system which produces exceptional coaches and highly-skilled players, and produce world-class teams and results, we must confidently lead and serve the whole football family and implement a coaching plan of the highest quality.

### Headlines

The current FA Coaching System needs to be taken from good to great. We need to address the major issues in coaching and player development which include fundamental questions around what, how, when and where we teach the game.

- **The FA must boast a team of the highest-quality tutors with the knowledge and experience to make a difference and inspire the next generation of coaches.**
- **The best potential and existing coaches need to be identified early and supported through specialist mentoring programmes, drawing from experience within the game and focusing on excellence and best practice from around the world and other sports.**
- **Collectively, with our partners in the professional game, we must strive to provide more opportunities for talented English coaches both home and abroad.**

- **We need to create a culture of life-long learning where coaches strive to improve, are qualified, licensed and have far greater recognition and status at both youth and senior level.**
- **A nucleus of specialists must be trained to work with younger players and the provision of sports science, medicine and psychology content must be enhanced to complement our coaching awards.**
- **Our programme of support for all coaches must be significantly improved and we must retain more coaches through the levels.**
- **Our coaching programme must be underpinned by cutting-edge resources and research to evaluate the effectiveness of the programmes we have put in place. All this must be co-ordinated and housed at the National Football Centre which will be focal point for the FA's flagship coaching programmes.**

### The framework

Following widespread consultation, and aligned to the UK Framework for Coaching, this strategic document has identified five pillars.

- **A world-class FA coaching system** will identify the FA coaching philosophy, key awards and specific players and coach pathways.
- **A first-class coaching workforce** which will focus on generating better, more active, appropriately qualified coaches.
- **Enhanced and sustained support for coaches** which will address how coaches are supported and given opportunities to progress through clear pathways.

- **Coaching as a profession**, which focuses on the status and recognition of coaches.
- **Research and development** will underpin and measure the effectiveness of the coaching system generating a range of coaching materials.

Within these five pillars, 12 areas of focus containing a series of targets, initiatives and actions have been identified.

### Delivery

The identified action plan must be developed and implemented methodically and in consultation with the relevant stakeholders.

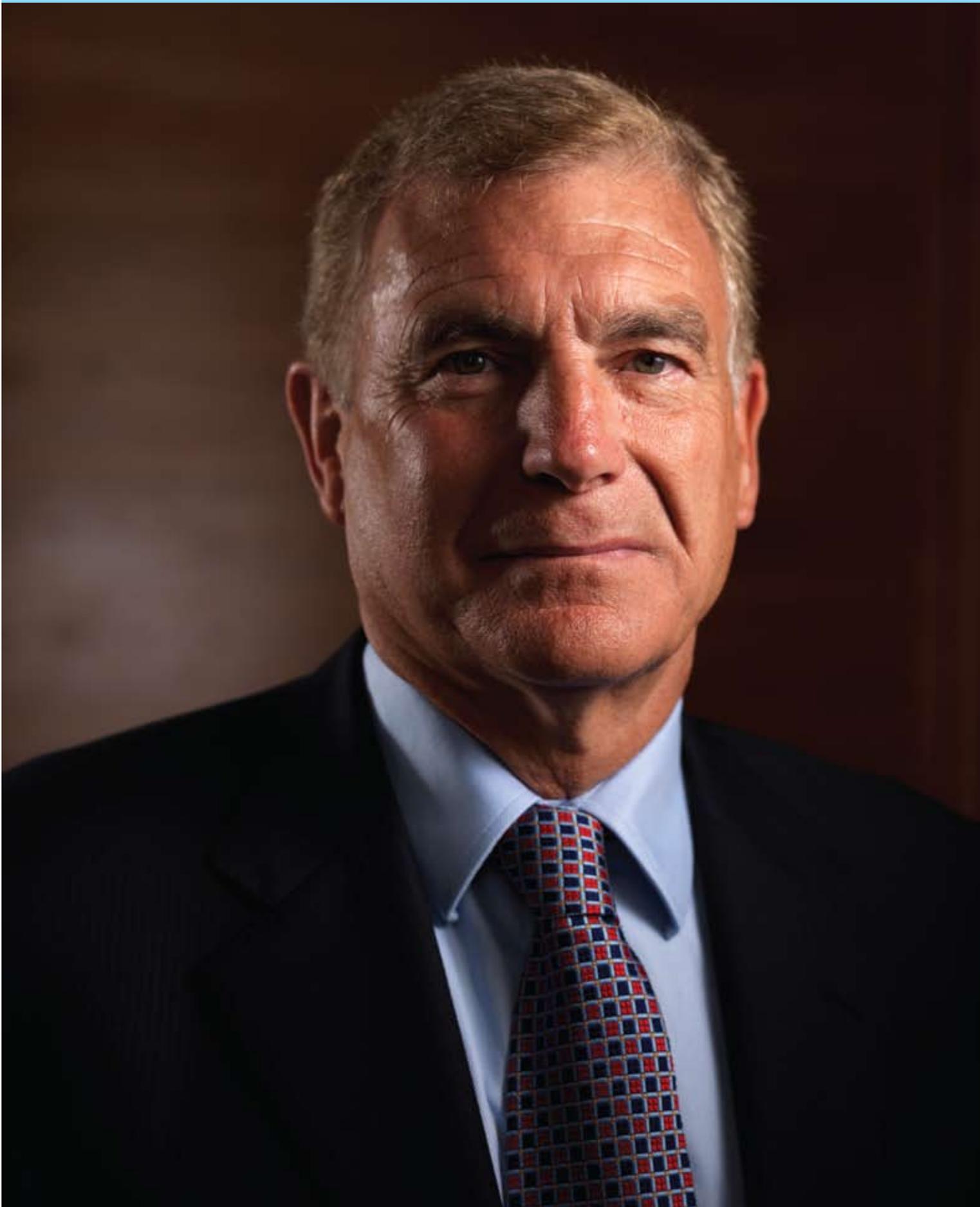
FA staff, tutors, County FA colleagues, Premier League, Football League, League Managers Association, Professional Footballers Association and coaches themselves all have a significant role to play in delivering this plan for coaching.

With a collective energy and passion, we must work together to make the necessary changes to positively affect the long-term quality of English coaches and players. Detailed plans beneath each of the 12 action areas must be generated with lines of accountability and areas of responsibility highlighted.

Frequent review will be required with clear annual key performance indicators that will be measured to gauge how we are doing.

As the organisation drives towards its overall objectives, which include developing world class players and coaches, it is essential that the emphasis on coaching continues to grow and evolve beyond this four year plan if we are to truly improve performance at the highest level.

# FOREWORD



# Radical change and investment is required

By Sir Trevor Brooking  
The FA's Director of  
Football Development

Anyone who watched a thrilling Spain win Euro 2008 needs to accept that without radical change and investment in English football we will continue to fall behind many other countries in the technical development of our players.

When England hosted, and won, the 1966 World Cup no-one envisaged that 42 years later we would still be waiting for our next success. That stark statistic alone emphasises why we must emerge from our current time warp and bridge the gap that has undoubtedly emerged.

Our Coaching Strategy must underpin all three key goals identified in The FA Vision.

## 1. Nation's favourite game

Occupying the position as the 'nation's favourite game' places a huge responsibility upon The FA. We need to nurture and develop all its aspects for everyone.

In terms of coaching, there is a massive knowledge gap on how best to coach young players.

Our new age-appropriate courses are designed to enhance this learning process, but we need a quality full-time coaching workforce and highly skilled, specialist tutors. For the 5-11 age group, a foundation of basic skills, game understanding and decision-making needs to be coached by specialists. It can then be developed for 12-16 players, who can emerge as confident decision-makers on the pitch.

## 2. Trusted to lead

Coaching is a core function of all Governing Bodies, who must show confident leadership and governance.

Our Membership of the UEFA convention, recognises and approves qualifications across Europe. This means our Coaching programme is kite-marked by UEFA, and then links into the individual regulations of the Premier and Football Leagues.

Our education arm, FA Learning, oversees the delivery of our Coach Education programme by co-ordinating the licensing of tutors, the learning philosophy, coaching-course format, resource development and partnerships with other key stakeholders, such as Sports Coach UK.

Regionally, through the National Game Board, The FA employs nine Regional Coach Development Managers and nine Regional Coaches (5-11 age group), plus 90 FA Tesco Skills Coaches.

This Grassroots Coaching unit supports County FAs and other approved centres and stakeholders to deliver a quality Coach Development programme, which includes tutor development and the roll-out of FA/McDonald's Coaching schemes at Levels 1, 2 and 3.

Our National Coaches support the development of Coaches at all levels, but have particular responsibility for the development and delivery of Level 4 (UEFA 'A' Licence) and Level 5 (UEFA Pro Licence) awards.

As this document will demonstrate, we want to take it all to a new and higher level.

## 3. England teams winning

This focuses on elite players, male and female, developing in the game. English Premier League sides are performing superbly in European competitions and those passionate about our national teams need to capitalise on this success by increasing the number of English players and coaches coming through our Coaching and Player Development System.

Our failure to qualify for Euro 2008 increased the debate surrounding the technical skills of English players. Many suggestions for improvement centre around encouraging extra emphasis on flair, creativity, individuality, building from the back and even perhaps an overall philosophy that can provide better entertainment for fans.

To sum up, the increasingly clear and consistent message coming back from the coaching sector is that change and investment from the FA are essential if standards are to raise and we are to protect the long-term prosperity of our national game.



# TECHNICAL OVERVIEW



# Training coaches will produce better players

By John Peacock  
The FA's Head  
of Coaching

## Status of coaching

In comparison to our European counterparts, we do not place the same degree of importance on the status of coaching in this country. This must change if we are going to progress.

There has to be a genuine desire to create a coaching culture where coaching is considered a profession. This is emphasised by the table below which illustrates the vast difference in the number of qualified coaches between England and other leading European nations.

The qualification and recognition of coaches has formed an essential part of the development strategies of the most successful nations for many years. In Brazil, with five wins to their name, a system of mandatory qualifications has been in place since the 1970s. Likewise in Italy, the most successful European country with four World Cup victories, the requirement for coaches to be qualified has existed since 1958. We must work hard to affect the culture in England and aspire to a system where coaches are treated with respect, valued as specialists in their field, regulated and licensed.

## More quality coaches and players

To develop world-class players, we have to produce more skilled, qualified coaches, who can support players at every stage of their development. This FA Coaching Strategy sets out to create one cohesive, ethical and inclusive system. To become a competent coach or player takes commitment and dedication. With elite players, it has been well-documented that 10,000 hours of formal and informal practice are required to reach the highest level.

## The English coach

We must produce 'good teachers of the game', who will educate and inspire their players. We have to be more flexible in our teaching of the modern game, if we are to produce creative and inquisitive coaches and players of the future. While we must embrace different methods and philosophies, it is important to retain some excellent aspects of our English culture and find a style that is not only effective, but encompasses a high level of technical ability and tactical knowledge. As coaches and players progress through the various levels of the game, tactical awareness, allied to game management, will play an increasingly significant part in forming good decision-makers.

## Technical foundations

At a young age, players need to be taught how to become technically competent with both feet and how to control the ball effectively in a variety of different situations.

We need to encourage players to be comfortable in possession, while understanding that incisive forward passing, at the right time, is what leads to goal scoring opportunities - which win games.

As players develop they must learn how to screen the ball under pressure and have the ability to master one-on-one situations, when attacking or defending. We must encourage players to understand tempo, and to vary the pace of the game. We must also recognise that to be successful at the highest level, an appreciation of how to play against a range of different styles is vital.

## The challenge

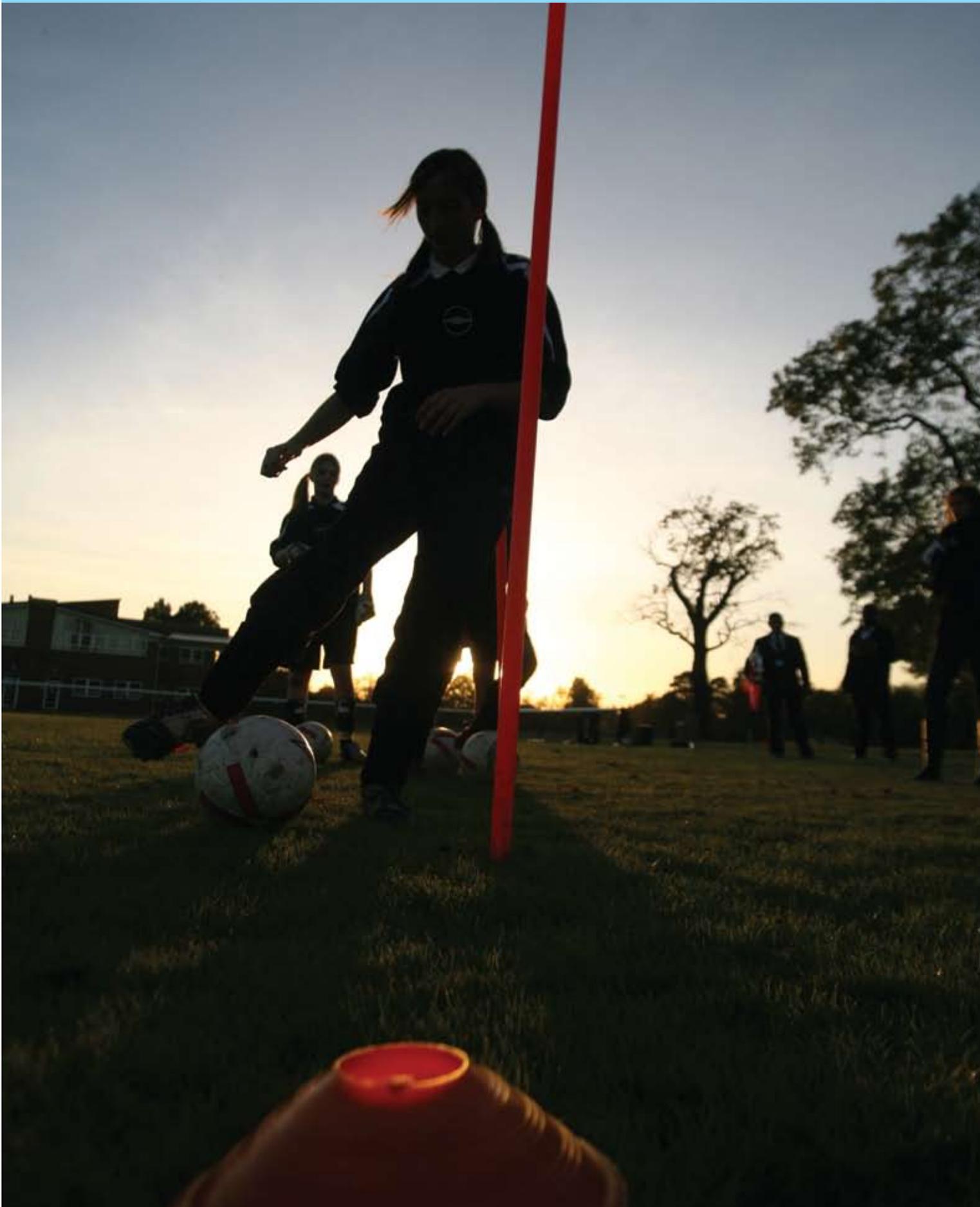
This strategy sets out to develop a better, more qualified coaching workforce. Placing the right coach with the right player at the right time is crucial and will be fundamental to the long-term future of our game in England.



Member Association	B	A	Pro
England	1,759	895	115
France	15,000	2,400	188
Germany	28,400	5,500	1,070
Italy	27,430	1,298	512
Spain	9,135	12,720	2,140

Extract from UEFA Coaching Convention data 2008.

# OUR VISION



## To create a world-class coaching system which produces:

- exceptional coaches
- highly-skilled players

## The system should:

- enable players and coaches of every ability to improve – and derive the maximum enjoyment from our national sport
- generate players and coaches who can perform at the highest international level

# OUR PURPOSE



### Our purpose

As the game's Governing Body in England, education and training of coaches is a central responsibility of The FA, as mandated by UEFA and FIFA. As members of the UEFA Convention, The FA is required and authorised to deliver the coaching programme of UEFA kitemarked awards.

We are charged with producing exceptional coaches, whose work will be pivotal in producing high-quality footballers and teams, thereby increasing standards in England at all levels.

We must also ensure coaching contributes to increased participation in football, performance and enjoyment.

### Our guiding beliefs

We believe quality coaching enhances health and well-being, promotes fair play, builds social cohesion and self-esteem, as well as supporting key social and economic objectives.

Coaches should be committed to creating fun, safe learning environments and we will ensure that all coaches working with youth teams have completed safeguarding children training and are CRB-checked. At all levels of society, coaches guide improvement in technical and tactical knowledge, alongside developing physical, psychological, personal and social skills. We also believe coaches have a vital role to play in the development of young players' sense of personal responsibility.

Throughout England, great coaches help to develop leadership and teamwork, transform organisations, change individual behaviour, and play an overall role in improving the quality of life.

Through effective coaching, the greater involvement of females, disabled people, ethnic minorities and other marginalised groups can be addressed in a concerted way at local, regional and national levels.

At football's elite level, we believe quality specialised coaching throughout the different age groups is fundamental to the attainment of international success.

### This document

The purpose of this document is to set out the objectives and goals for football coaching and player development in England over the next four years, in alignment with current UK sporting policy. It also underpins 'The FA Vision 2008-12' and will play a key part in propelling the organisation towards its overall goals, including creating a winning mentality.

To date, there has not been a single integrated and detailed plan aimed at improving the coaching system. This strategy document fills this gap.

Two earlier documents, The FA Blueprint for Football and The FA Charter for Quality, addressed different aspects of the football development system. These included infrastructure, facilities, rules and regulations and qualifications across the whole

game. This was followed in 2007 by a Review of Young Player Development in Professional Football (The Lewis Review) and many of the recommendations relating to Coach and Player Development are essential features of this strategy.

As the front cover reflects, The FA Coaching Strategy 2008-2012 focuses specifically on 'Developing world-class coaches and players'. This should not be construed as elitist. It is also a key supporting document for aspects of The FA's National Game Strategy, which also emphasises player and coach development at the grassroots levels of the game.

# THE CONTEXT



# The world in which we operate

To set realistic and achievable targets for the next four years, an appreciation of the following is vital:

- what's already in place
- what's planned
- the expectations and challenges of key stakeholders

## What's already in place

The FA Coaching Strategy builds on good foundations and recent key achievements to provide the blueprint for developing a system to take football coaching in England forward, towards being the best in the world.

Achievements to date:

- Established Regional Coach Development Managers Team with 18 coaching staff to service the National Game.
- Launched FA Tesco Skills programme, with 90 FA Skills Coaches working in the National Game.
- 10,000 volunteers have qualified as new coaches as part of FA McDonald's Community Coaching Programme.
- Developed Licensed FA Learning Tutor programme.
- Every qualified coach has been trained in Safeguarding Children.
- Levels 1-3 Coaching awards have been updated to be more coach-friendly.
- UEFA 'A' Licence special programme piloted to better suit the needs of professional players.
- Goalkeeping coaching awards written and delivered up to UEFA 'A' Licence Level.
- Production of Long-Term Player Development model (male, female, disability).
- Introduction of mentoring scheme to develop more female, disabled and ethnic minority tutors.
- Online modules now available to support coach learning.
- Formation of FA National Education Faculty which oversees educational developments, involving teachers and young students who start their coaching within academic settings.

## What's planned:

### The National Football Centre

A major project outlined in The FA Vision 2008-12 is the development of The National Football Centre (NFC) which will be the 'home and heart' of player and coach development in England.

The NFC will be for the whole game and will provide the opportunity for the game to come together, learn and share best practice, in a setting containing the latest medical, sports science, analysis and research facilities.

To match the vision of The NFC, it is imperative for The FA to audit, review and modernise its current coaching activities. We must work in close partnership with the professional game and the national game; The FA must prioritise investment into coaching if we are to have a recognised and valued world-leading system which produces world-class players and coaches.



THIS PLAN  
WILL HELP  
DEVELOP  
THE NEXT  
GENERATION  
OF ENGLISH  
COACHES AND  
PLAYERS OF  
THE FUTURE ”

Fabio Capello  
England National Coach

### Expectations and challenges:

The current reality across the whole game is that there are not enough quality tutors and there is a desperate need for more quality coaches to work at all levels. In addition, the coach education programme needs to diversify and be modernised. Currently, opportunities for English coaches to work at the highest level are limited. Our primary stakeholders in wanting to improve coaching standards in England are the National Game (i.e. football at grassroots levels) and the Professional Game. Each has its own specific needs, challenges and views.

### The National Game

'Your Game, Your Say, Our Goal' (The National Game Strategy 2008-2012) was written following the consultation of over 37,000 people from all sections of the grassroots game. It was, and is, the single biggest survey of the grassroots game yet undertaken in England. Nearly 3,500 coaches were involved over a six-month period, as well as teachers, players and tutors. This feedback has directly informed this strategy document.

#### National Game priorities:

- Having a qualified coach for every junior team.
- The FA must produce coaches capable of developing more skilful players.
- Delivering our new age appropriate courses so that coaches can confidently support all aspects of a players development, at a specific age.
- Anyone teaching football in schools should be FA-qualified.
- The FA should provide better support to coaches between qualifications, such as more regular, direct communication and coaching technical updates.
- Players want access to good quality coaching.



GAMES ARE  
TOO COMPETITIVE,  
DRIVEN BY OVER-  
AMBITIOUS STAFF ”

U12 Academy Coach

### The Professional Game

Since 2005 there have been a number of consultation events and focused work with the Professional Game which have informed and shaped this FA Coaching Strategy.

Consultation events with key stakeholders in 2006 and 2007 were followed up with the wider consultation of 220 coaches and executives in the Professional Game in 2008. This consultation saw six regional events, plus regular liaison with the Professional Footballers' Association (PFA) Black Coaches and Managers' Forum.

The focus of our research was against the backcloth that there is more money in football than in any previous era. In turn, coaching practitioners wanted the game's decision-makers to look at a long-term investment plan to ring-fence governing body finances to support quality delivery of programmes which directly produce better English coaches and players.

#### Professional Game priorities:

- After the desire for additional financial investment into coaching, the next highest priority was for The FA to create a bespoke coaching unit dedicated to support the Professional Game. It should focus on in-service training, mentoring and club-cluster events.
- The National Football Centre should be the hub of coach development and best-practice research. There should be a combination of national and regional delivery of the coaching programme.
- The FA should introduce a mentoring scheme for talented elite male English coaches and provide improved support to ex-professional players.
- The FA should launch a new strand of age appropriate courses and help to identify, create and promote specialists to work with the 5-11 age range and then 12-16.
- The FA should develop teaching resources covering optional technical guidelines for each age group. These should be supplemented by coach-friendly materials in psychology, physiology and sports medicine.

**From all this...**

Satisfying the coaching needs of the National and Professional Games presents The FA with its own challenges, which we have identified as:

1. Increasing the status and profile of coaching as a profession, embedding mandatory qualifications across the game, building a culture of compliance.
2. Resolving local and national funding issues to ensure the delivery of affordable and sustainable quality coaching programmes.
3. Ensuring our County and Regional infrastructure across the National and Professional Games provides support for Continuous Professional Development (CPD) and mentoring.
4. Recruiting and training specialised full-time coaches in age-appropriate sectors: 5-11, 12-16 and 17+.
5. Ensuring coaches have sufficient contact time with players at elite level.
6. Working in partnership with the Professional Game to ensure that talented English players have the opportunity to play international football.
7. Ensuring consistent quality of delivery through The FA Tutor Workforce.
8. Focusing on succession-planning for coaches and tutors from the grassroots game to senior international level.
9. Changing the culture to promote development over winning at youth level.



# MAKING IT HAPPEN

## 12 AREAS OF FOCUS

### FA CORPORATE VISION



Trusted to lead  
England teams  
winning  
Nation's favourite  
game

### FA COACHING VISION

Developing  
world-class  
players and  
coaches

### 5 PILLARS

A world-class FA  
coaching system

- 1 Coaching awards
- 2 Coach pathways
- 3 Player pathways
- 4 Coaching philosophies

A first-class  
coaching  
workforce

- 1 Active and  
qualified coaches
- 2 Coaching in education

Enhanced and  
sustained support  
for coaches

- 1 Coaching support and  
system delivery
- 2 Targeted programmes  
for coaches
- 3 Specialised  
qualifications and CPD

Coaching as  
a profession

- 1 Licensing and registration
- 2 Profile and recognition  
of coaching

Research and  
development

- 1 Research and development  
programmes

## The required infrastructure and activity programme

To establish a world-leading coaching programme, which in turn produces world-class players, five pillars need to be in place:

1. A world-class FA Coaching System
2. A first-class coaching workforce
3. Enhanced and sustained support for coaches
4. Coaching as a profession
5. Research and development

As the following pages show, each of the above needs to be underpinned by a series of activities to achieve optimum delivery.

The five pillars and associated activities have been identified in football – and across other major sports – as crucial to a successful and coherent coaching framework.

PILLAR 1

# A WORLD-CLASS FA COACHING SYSTEM

### **A successful FA coaching system will comprise:**

- Top-quality content and first-class delivery of FA coaching qualifications
- Defined, progressive pathways for coaches and players
- An underlying and unifying coaching philosophy

### **Key deliverables:**

To deliver a cohesive, inclusive and effective coaching system we must:

- By 2008, communicate and develop a clear FA coaching philosophy
- Deliver new FA age-appropriate courses for 5-11, 12-16 and 17-21 age groups by 2009
- Review and update coaching elements of The FA Charter for Quality in consultation with key stakeholders by 2009
- Define and communicate player and coach pathway
- By 2010, develop a network of Disability Centres of Excellence and an FA performance unit, to be underpinned by a co-ordinated games' programme and pathway
- Revitalise all existing coaching qualifications and their delivery by 2010
- 1 million 5-11 year-olds trained through The FA Tesco Skills Programme by 2010

To promote a revised FA Coaching system, The FA will focus on four key areas:

### 1 Revitalise the FA Coaching qualifications

The Coaching Awards currently offered and delivered across the country progress from Level 1 through to Level 5 (UEFA Pro Diploma). Levels 1 and 2 are the entry routes into formal 'coaching'. They develop into awards for coaches working at the top of the Professional Game, which can take over a year to complete (Level 5).

The stepping stones to a revitalised FA Coaching qualification structure are:

- A thorough review of the delivery of the current coaching programme, to achieve a balance between national, regional, local and online provision.
- A complete audit of the delivery of face-to-face coach education to ensure our tutors are of the highest quality, consistently delivering challenging and exciting coach education.
- The above will inform a proposed new FA Coaching Matrix (see Appendix 1).

### 2 Redefine the Coaching Pathways

The Coaching Pathways plot the different routes a coach can take once they enter the game (see Appendix 2).

They outline the different places where coaches can work in terms of age groups, ability standards and levels of the game - and the opportunities which exist within each player category. The Coaching Pathways dovetail with the Player Pathways (see Appendix 2) and ensure coaches are appropriately trained, whether their focus is on participation or performance, youth or senior.

Coaches require different skill-sets and experiences to meet the demands of the different types of players with whom they work. Often coaches work informally before starting their journey within coaching. Indeed, over 95% of coaches work in a voluntary capacity.

Redefining the Coaching Pathway also means developing and delivering specialist content for those who coach any specialist group or football format, such as goalkeepers,

youth and adult players, early years (under 5s), disabled players, women, girls and Futsal.

### 3 Re-energise the Player Pathways

Player Pathways is a simple description of the different journeys that players of all abilities take once they enter the game. Each pathway is age, gender, ability and maturation-specific and describes the different types of football activity available to players as they grow older.

The different types of football cover the complete spectrum of football activity and can be described as Participation (recreational) or Performance (professional/international) orientated. The less players you have on the pitch the more touches of the ball a player gets and therefore we must maximise the opportunities presented by Futsal, Mini Soccer and small-sided games. All players have their own pathway, their own motivations to play and will progress as their ability and determination allows.

The FA has a responsibility to provide a pathway for male and female players (including disability) to enjoy, to participate and fulfil their potential within the game.

To re-energise the Player Pathways, we must:

- Promote a culture of learning where results are not at the expense of player development.
- Review existing competition and training programmes and launch new initiatives for young players to achieve their potential.
- Encourage greater use of alternative small-sided football formats (Futsal, 3v3, 4v4 etc) to improve technique and tactics.





THE NEW FA YOUTH AWARD PUTS THE YOUNG PLAYER AT THE CENTRE OF ITS PHILOSOPHY PROVIDING AN ENVIRONMENT WHERE PLAYERS CAN FLOURISH AND REACH THEIR TRUE POTENTIAL ”

Peter Sturgress, FA National Coach 5-11 age-group

- Review and update coaching elements of The FA Charter for Quality through the Youth Development Group to specifically look at practice time, the games' programme, regulations and professional football at the 17-21 age group.
  - Work in partnership with the Premier League and the Football League to implement the recommendations of The Lewis Review with regards to elite youth player development and to support the production of talented English players for England teams.
  - Provide opportunities to support people from under-represented groups.
  - Review the Centre of Excellence programme for girls and secure future funding by 2010.
  - Maximise the opportunity of the Tesco Skills Programme with 90 FA Skills Coaches working with 5-11 year-old players in the National Game.
- 4 Modernise our coaching philosophies**
- Teaching and learning are key ingredients within the Coaching System as they reflect how we coach the game. The way coaches are developed should reflect modern educational advances, placing the player central to the coaching process and be in line with national safeguarding children requirements.
- Coaches need to create effective learning environments where the players are challenged and stimulated to take responsibility for their own learning. This may include both direct and indirect teaching methods and interventions. Problem-solving, group work and questioning should be encouraged throughout the coaching programme.
- To ensure we modernise our approach to coaching, we need to completely review and modernise how we assess coaches' effectiveness – and the settings which produce the best result.

PILLAR 2

# A FIRST-CLASS COACHING WORKFORCE

**By coaching workforce, we mean the entire body of men and women who are qualified by The FA to coach in England at all levels.**

**Key deliverables:**

To transform this workforce from good to great by 2012, we must:

- By 2008, establish an FA Coaching unit to include provision of additional support to the Professional Game
- Develop career transition programmes to assist professional players to become coaches by 2009
- By 2010, launch a specific training programme for teachers and coaches working in schools with children
- Have at least one FA- qualified coach working with every youth team by 2012
- By 2012, to have qualified the following additional coaches:
  - Level 1: 100,000
  - Level 2: 10,000
  - Level 3: 2,500
  - Level 4: 100
  - Level 5: 40



To deliver a first-class Coaching Workforce, The FA will focus on two key areas:

### 1 Ensure coaches are qualified and 'active'

We must ensure we not only qualify coaches, but then encourage them to be 'active' in the game – and progress along the coaching ladder.

Passing and holding an FA coaching qualification is one thing – using it is another.

However, there are also numerous 'active' coaches who are not qualified, and we need to undertake a communications programme to reach these people and move them from unqualified to qualified status. We also need to influence and educate the employers and deployers of coaches. They should insist on their coach(es) being FA-qualified to the right level.

There are in excess of 100,000 qualified coaches working across football in many different settings – from primary schools, right through to professional leagues and clubs.

We need to audit who's working where, and with what qualification, so we have the right coach with the right players at each stage of a player's development.

This crucial audit will also enable The FA to identify gaps within the coaching workforce. The development of a web-based system and database that links to our key partners is essential and will facilitate this.

The audit will identify the number, qualification level, diversity and location of coaches which will help to more accurately target our workforce development.

### 2 Support coaching in educational settings

There are an increasing number of coaches working in educational settings, who need greater support from The FA.

For example, all the following organisations have coaches working in schools:

- The national network of Community schemes run by clubs in the Premier and Football Leagues – and by some non-League clubs.
- County Football Associations.
- Local Authorities with Football Community Coaches.
- Independent providers working in-curriculum and after-school.

These practitioners are coming into contact with the key 5-11 and 12-16 age groups, which are essential to our

footballing future. Therefore, we must support all coaches in these settings, by providing specific training on aspects such as Physical Education, the National Curriculum and fundamentally, how the current generation of young people learn most effectively.

To fully support coaches in educational settings, we must:

- Develop a Continuous Professional Development (CPD) programme for teachers, coaches in schools and young leaders.
- Embed coaching in the new Diploma in Sport and Leisure for the 14-19 age group.



PLAYERS NEED TO HAVE ACCESS TO QUALITY COACHES, COACHES WHO HAVE THE MENTALITY OF SELF-IMPROVEMENT. IF WE CAN BECOME BETTER TEACHERS OF THE GAME, WE WILL PRODUCE BETTER PLAYERS ”

Stuart Pearce - Under 21 National Coach

PILLAR 3

# ENHANCED AND SUSTAINED SUPPORT FOR COACHES

**We must ensure the formal and informal mechanisms are in place to assist coaches in their development and progression through and between the FA coaching levels.**

**This will encourage more people to ascend the coaching ladder, create extended learning opportunities – and generally broaden the skillset of our coaching workforce.**

**Key deliverables:**

To ensure holistic support for coaches is in place by 2012, we must:

- Create Technical, Physical, Psychological and Social support programmes and learning opportunities/events for coaches by 2009
- Produce FA coaching guidelines for all players and coaches within specific age bands (5-11, 12-16, 17-21) starting with the 5-11 age group by 2009 for girls and boys
- By 2009, establish a support programme which enables coaches from currently under-represented groups to develop and progress
- Support coaches to achieve higher levels of qualification through specific mentoring programmes. Mentoring programmes for talented English coaches should be introduced across variety of specialist areas by 2010
- By 2011, The FA National Football Centre should be fully operational and recognised as the ‘Home of Football Learning’: the national hub for player and coach development



To deliver enhanced and sustained support for coaches, The FA will focus on three key areas:

### 1 Increase the status of coaching support and its delivery

The FA Coaching programme is delivered through a partnership of National and Regional Coaches who together with our educational arm, FA Learning, are responsible for the design, tutor training and roll-out of the awards, including the delivery and funding structures.

FA Learning's philosophy is that education should be accessible and user-friendly. A balance is required between:

- online learning (available anytime, anywhere).
- regional and local delivery for shorter courses at a lower level.
- in-service training and nationally-run events for the FA flagship courses.

The need for quality facilities for flagship courses has been a long-term issue; by 2011, the

National Football Centre will provide the natural home of learning and coach education.

### 2 Targeted development of coaches

Targeted development of coaches means identifying individuals and their development needs so they can progress on the coaching pathway. Right now, there is also an excellent chance to work with professional clubs to identify players who are at the end of their careers, or are being released, to provide a future career pathway in coaching.

The FA is committed to identifying and developing talented English coaches. There is also a requirement for more specialist mentoring and support programmes, designed to support female coaches and those who work with ethnic minority and disabled players groups. The Asian community is a specific area where we need to improve coaching ability and development opportunities for players.

In addition, we need to establish a structured programme of support for Women's and Disability Centres of Excellence Coaches and help facilitate the transfer of coaches between the men's and women's games.

### 3 Establish specialist qualifications, supported by Continuous Professional Development (CPD)

Specialist areas of support in sports science and psychology are essential to prepare coaches for the needs of the modern game. Specialist qualifications are currently being designed and delivered, and fall in line with current UEFA coach development policy.

These sports science awards and modules highlight that coaches need to understand more about fitness, psychology and social issues. They are crucial to supporting the coach of today in accordance with the Long-Term Player Development model, which stresses the need to work on the whole player, not just his/her technical aspects.

We must ensure a vigorous Continuous Professional Development (CPD) programme is in place to support all these areas

and recognise its value and importance.

This structured, enhanced CPD programme is an essential requirement of all FA and UEFA Awards and CPD is required to maintain the currency of coaching awards and to drive up standards.

To further support this activity, by 2009 we must develop and communicate a clear CPD policy to include a web-based system to track coaches' status - with a range of further learning options.



“

IT'S ESSENTIAL THAT THE FA SUPPORTS THE DEVELOPMENT OF OUR COACHES THROUGH A WELL-STRUCTURED MENTORING SCHEME TO ASSIST WITH THE COACHES' ONGOING DEVELOPMENT ”

Hope Powell, Womens' National Coach

PILLAR 4

# COACHING AS A PROFESSION

**The FA must work energetically to ensure coaching is now regarded as a highly specialised, valued profession. To do so, it must lead the initial training and also progress towards a professionally-licensed coaching workforce, endorsed and supported by the whole game.**

**Key deliverables:**

To ensure coaching is seen as a profession by 2012, the following needs to be undertaken:

- A communication and PR strategy in place by 2009 to enhance the profile of coaching
- The launch of an FA Tutor Club by 2009
- The need for the correct level of mandatory qualifications to be fully embedded and enforced within the senior professional leagues by 2010
- Introduction of licensing scheme for coaches and tutors by 2011
- A thorough review of the current FA Coaches Association (FACA) and a target of 30,000 members by 2012

“

COACHES WORKING WITH THE YOUNGER AGE GROUPS NEED FINANCIAL RECOGNITION, OTHERWISE THEY ARE FORCED TO MOVE TO WHERE THE REWARDS ARE BETTER: WORKING WITH SENIOR PLAYERS”

U9 Academy Coach, Football League

To establish and maintain the professional regulation of coaching, The FA will focus on two key areas:

### 1 Licensing and Registration

This is a crucial area where The FA needs to exercise its authority as the game's governing body in England – and its privileged status as the nation's only training provider for coaching qualifications.

We must work in partnership to agree and enforce sanctions for non-compliance and work harder to provide personal development plans for coaches on the coaching pathway. Where funding streams are available, we must reward best practice and direct such monies to areas where compliance has been achieved.

FA Tutors have a pivotal role to play. To create quality coaches, we must boast a qualified, specialist tutor workforce for each level of qualification and offer improved support.

This group of 600 tutors will educate and shape the next generation of coaches by teaching ideas, values, philosophy and principles. The FA relies on this workforce to develop competent coaches equipped for the profession. We must prioritise this area and have a succession plan to attract and retain highly-skilled educators within the game.

In addition, we must underpin the modern way we work with a single online database, which by 2010:

- tracks and records the current qualifications of all coaches.
- collects and reports annually on coaching demographics (particularly in under-represented groups), to inform the development of targeted programmes.

Immediately following the successful launch of this online system, by 2011 The FA needs to establish and manage a Licensing and Registration

programme to serve the Professional and National Games. Through all this work, we will communicate that coaching is a profession which is open to all, recognising volunteer, part-time and full-time roles.



## 2 Improve the profile and recognition of coaching

Maximising talent and opportunity requires the recruitment and retention of first-class educators. To be viewed as a profession, high standards of performance and accountability are required.

These high standards then need to be acknowledged, recognised and celebrated as adding genuine value to football and society.

In terms of communication the FA will need to:

- Outline the contents of this document and the momentum it will create to all coaches and tutors in both the National and Professional Games and other key stakeholders.
- Raise the awareness nationally of the importance of employing licensed and qualified coaches.



“

WE MUST PROMOTE COACHING AS A PROFESSION WHICH IS RECOGNISED IN THE SAME WAY AS A TEACHER OR A DOCTOR, BECAUSE THERE IS PROFESSIONAL TRAINING, AN APPRENTICESHIP, QUALIFICATIONS AND FRONT-LINE CONTRACTS TO BE FULFILLED ”

Andy Roxburgh, Technical Director, UEFA

PILLAR 5

# RESEARCH AND DEVELOPMENT

Clearly, any successful programme to deliver change for the better must be accurately monitored and modified accordingly, so it keeps delivering. Too often, great intentions are not supported by the hard work of ongoing research and development.

**Key deliverables:**

To ensure The FA Coaching Strategy does not fall into this trap, we must:

- By 2009, establish a challenging research programme to evaluate all aspects and effectiveness of this four-year coaching strategy
- Research best practice around the world and benchmark progress and development at home and internationally
- Constantly refine and produce new learning resources (printed, web-based or on DVD) in light of any research findings



To ensure our research directly informs the development of a better coaching system, The FA will:

**1 Generate and deliver research that is relevant and focused, leading to quality improvement**

A world-class coaching system and its success will be reliant not just on research, but on the feedback which ensures the system keeps producing better results – i.e. improved players and coaches.

So we need to ensure our monitoring and evaluation programme pulls no punches from the start. To do this, we will establish a research advisory panel, which has representation from across the game.

The panel will be charged with prioritising the areas for research, ensuring research projects are undertaken speedily – and that there is well-defined path for feedback and subsequent action, as appropriate.

The FA will investigate all components of the coaching system and initiate innovative, football-specific research programmes to support the coaching strategy. Research will be undertaken around several key areas including; player pathways, coach pathways, and coaching philosophy and practical delivery

Furthermore, investigations into coach behaviour and the creation of effective learning

environments will be crucial across all age groups. The key findings of all the research will be immediately fed back into the coaching programme at the most appropriate level and format.

**Crucially, success must be measured, recorded, monitored and communicated.**

Our benchmarking work will also extend beyond football and into other sporting and commercial sectors, from which we can learn and share best practices with coaches.

Many outputs will be generated in a range of media formats including books, DVDs and web-based materials which will be available to coaches of all levels.

“

FA WEB-BASED RESOURCES SUCH AS VIDEO CLIPS AND SESSION PLANS WOULD BE A FANTASTIC REFERENCE TOOL FOR ALL YOUNG COACHES, ESPECIALLY THOSE WORKING WITH LIMITED TIME ”

Centre of Excellence U12 coach, Football League



# CONCLUSION

## Delivery



FA Learning, the FA's educational department, oversees and co-ordinates the range of qualifications and events to support the coaching workforce.

In order to maximise the impact of the FA Coaching Strategy, FA Learning must aspire to be the world's leading provider of football education and a catalyst for innovative and technological change within The FA.

Through the delivery of educational programmes, The FA can encourage a culture of learning and continuous personal development across the whole football workforce and positively affect its behaviour and performance.

At the heart of the FA Coaching Strategy will be the National Football Centre, which will also be home to Club England (International teams).

This facility, due to be completed and operating by 2011, will be the nerve centre for building innovative learning programmes. It will house

the essential technology and equipment to further advance teaching methods and resource development.

The programme of learning opportunities and events will meet the needs of coaches working in the grassroots and professional games alike and be balanced by regional delivery as appropriate.

The National Football Centre will be the hub of training and for the development of excellence. It will embody The FA's commitment to developing world-class players and coaches.



National Football Centre site, Burton,

**Outcomes**

Successful implementation of the FA Coaching Strategy will lead to the following outcomes which will be monitored over the next four years alongside the timed milestones we have set.

- More qualified, specialist coaches.
- Higher progression rate of coaches.
- Clear career pathways for coaches leading to a licensed workforce.
- A pool of English talent populated by personnel capable of becoming England Manager and working in the Premier League.
- More and better players and improved performance of our national teams at all levels.



Delivery of the FA Coaching Strategy will raise the quality of coaching at all levels and provide sufficient appropriately qualified coaches to meet demand. This will be the backdrop for the development of inclusive, integrated coach and player pathways to meet the needs of the modern game.

The Strategy will positively affect the coaching culture in England and firmly place the player at the centre of the coaching process. In turn this will be the foundation for a long-term coaching legacy upon which to build after 2012.

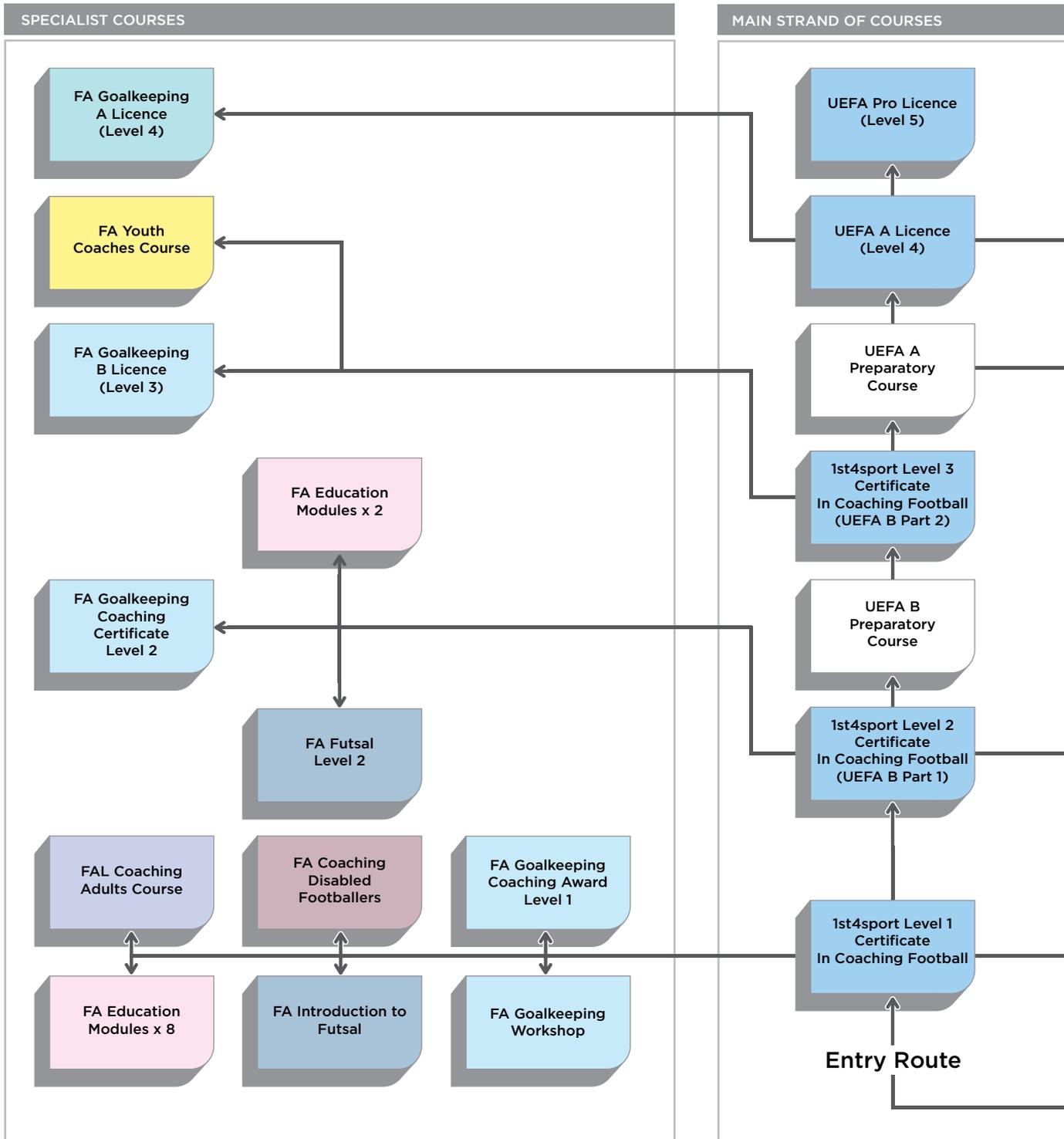
“

WE ARE DELIGHTED TO BE WORKING CLOSELY WITH THE FA AND SUPPORT THE DEVELOPMENT OF ITS STRATEGIC PLAN FOR COACHING”

Pat Duffy, CEO, SportsCoach UK

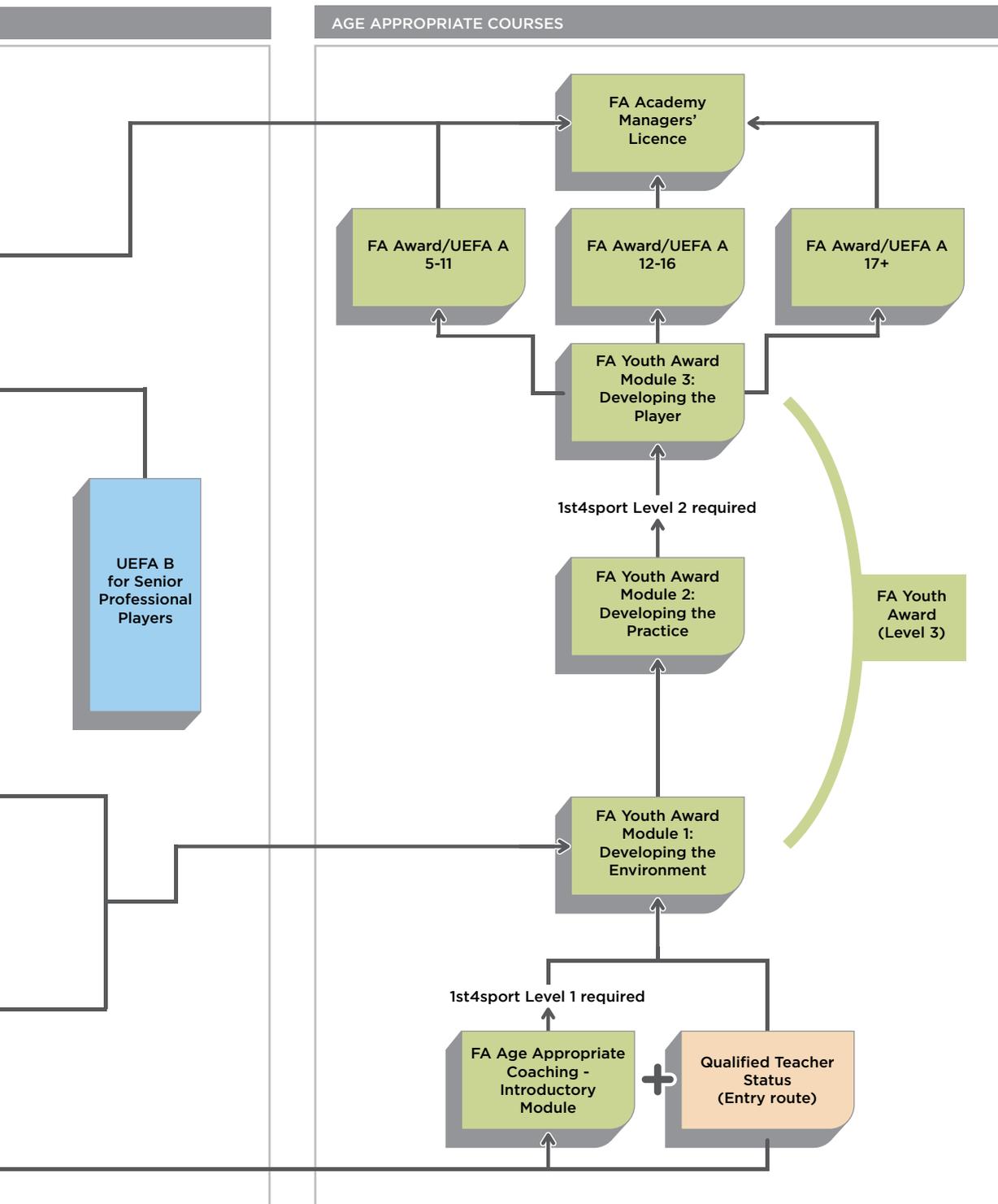
# APPENDIX 1

## Proposed coaching matrix



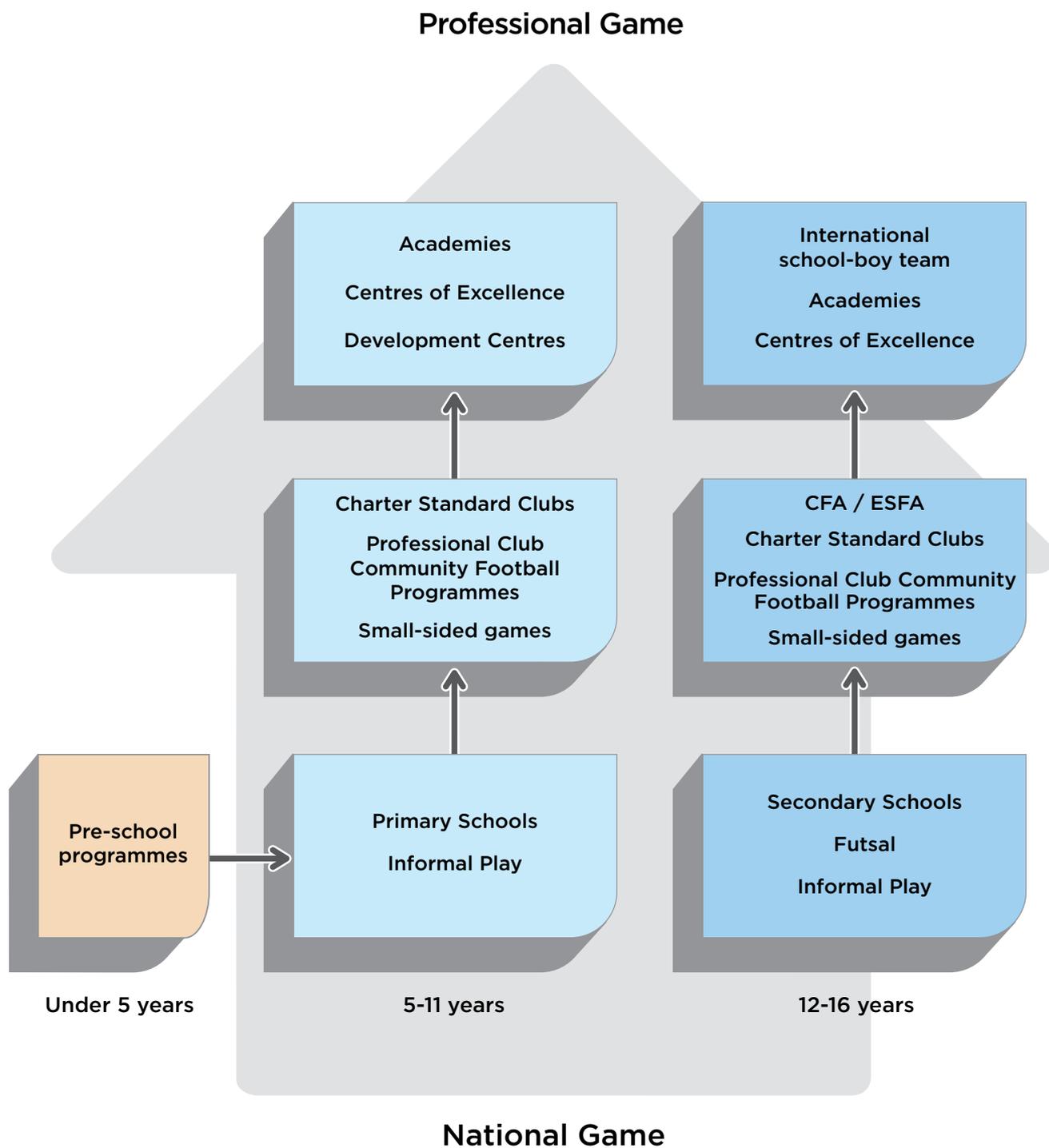
**FA Education Modules:** Key stage 2 Curriculum, JFO Teacher, JFO Student, Beginners Guide to Coaching Disabled Footballers, Beginners Guide to Futsal, OSHL (Incl SCL), Football Mentor, Mentoring Young Leaders, Working with teams, Handling and Movement.

AGE APPROPRIATE COURSES

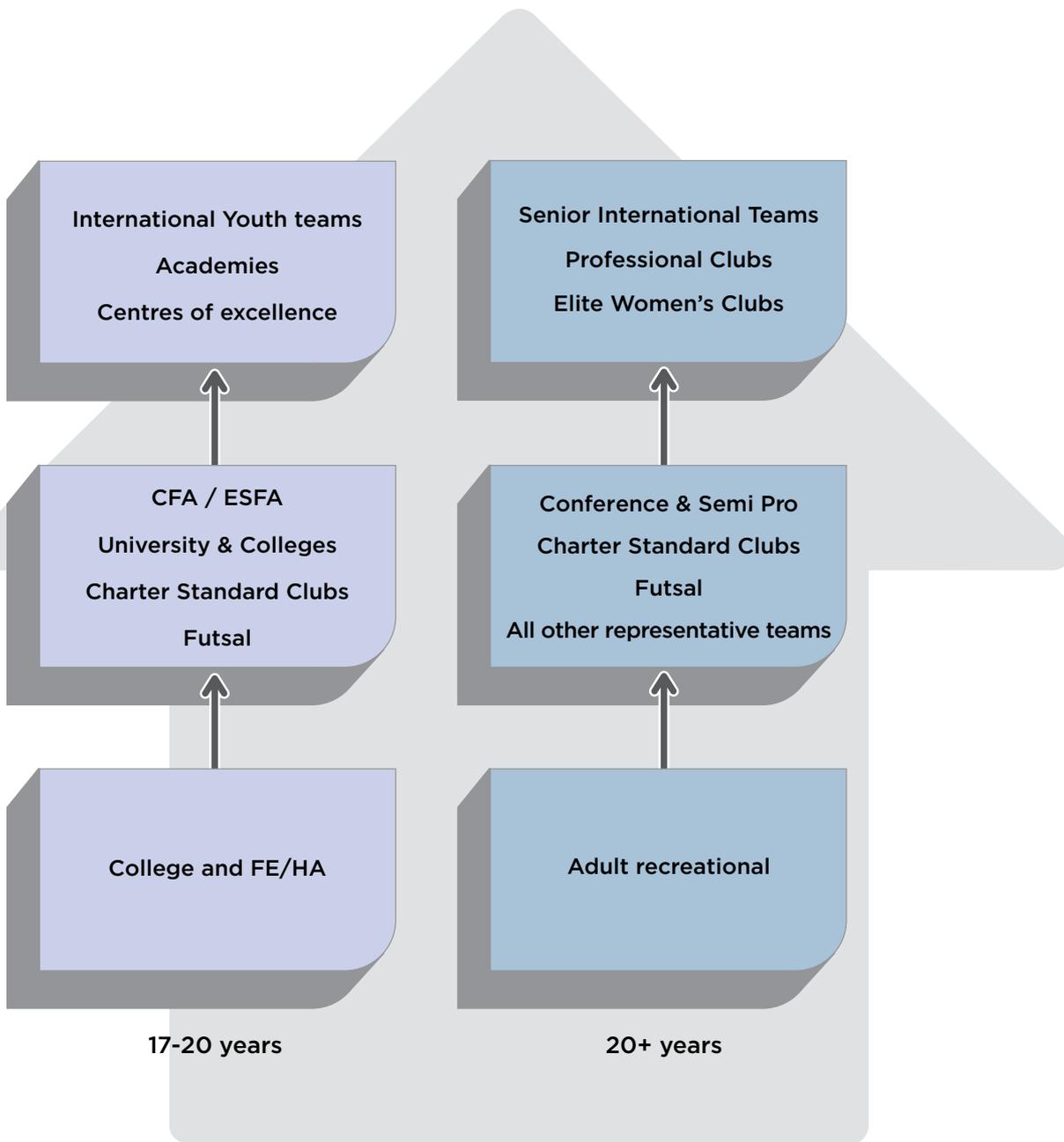


# APPENDIX 2

## Player and coach development pathways



# Performance



# IN PARTNERSHIP



## Sports Coach UK

Following an extensive consultation process, sports coach UK published the UK Coaching Framework: A 3-7-11 Year Action Plan, in April 2008. This ambitious vision will see the development of an ethical, valued, inclusive and cohesive coaching system which will provide skilled, active and qualified coaches to support and guide the improvement of children and players at all stages of their development. The Framework acts as a reference point for sport to facilitate change, raise standards and leave a long-term coaching legacy beyond 2016. The FA Coaching Strategy is firmly aligned to and based upon the UK Coaching Framework and will enhance the quality and quantity of football coaching delivered by the volunteer, part-time and full-time coaches across the Country. The FA is taking the lead role in its delivery whilst maintaining partnerships with sports coach UK and other key sporting agencies.



## Coach development

McDonald's has partnered The FA since 2002 and is particularly committed to the recruitment and training of coaches for the grassroots game. Over the last six years, more than 10,300 new coaches have been trained via McDonald's-backed schemes. McDonald's is also the Official Partner of FA Learning, which runs on - and offline courses in all aspects of football education, including coaching. In addition, McDonald's supports The FA Coaches' Association (FACA), which provides continuing education to qualified coaches - and the 3,500 FA Charter Standard Clubs - all kitemarked by The FA. Every Charter Standard Club has qualified coaches and formal child welfare policies.



## Young player development

Co-ordinated by The FA and funded by Tesco and The National Sports Foundation, The FA Tesco Skills Programme launched in 2007. The Programme is aimed at the key 5-11 year-old age group and aims to get children active through football. The FA Tesco Skills Programme has seen 66 full-time specialist Skills Coaches recruited throughout the country, a figure which will rise to 90 by October 2008, these coaches are both experts in football and children's learning needs. It has also seen the launch of a multi-functional website to engage youngsters online and help raise skills' standards. The goal is to have one million 5-11 year-olds engaging in the Skills Programme by July 2010



Energy provider E.ON is the Sponsor of The FA Cup, but is also The FA's Official Schools' Partner, supporting the governing body's extensive work in primary and secondary schools. This work has seen 1.5 million schoolchildren take part in events leading to the countrywide E.ON National FA Cup Schools Day, held in April each year. The partnership also sees the provision of educational resources, themed around The FA Cup, helping teachers to harness the power football as a key learning tool in virtually every curriculum subject. E.ON has also supported the 43 County FA football festivals.

## Supplying the kit



A long-term Partner of The FA, UMBRO is the governing body's Official Supplier of kit and apparel. It is also the Development Partner of Small-Sided Football, evidenced by The FA UMBRO Fives competition, the final of which is held at Wembley Stadium. In addition, UMBRO provides category-leading kit and equipment to coaches through various development programmes and initiatives, such as the Charter Standard quality assurance scheme, FACA (FA Coaches' Association) and the County FA network.



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