

UK WIDE COACHING STRATEGY FOR ATHLETICS

OCTOBER 2021



WELSH ATHLETICS
ATHLETAU CYMRU

scottishathletics



ENGLAND ATHLETICS

ATHLETICS
NORTHERN IRELAND

UKA UNITED KINGDOM
ATHLETICS

INTRODUCTION

Athletics in the UK has a rich history and tradition of great coaches and great coaching. This has also been evidenced most recently by home grown coaches delivering medal winning performances at the Olympic and Paralympic Games. Coaching is not an easy task, particularly as athletes progress into the talent and performance environments, where coaches must dedicate significant numbers of hours. As such, the national governing bodies must recognise the value of a coach-focused approach and understand coaches, where one coach impacts the development of multiple athletes, and where we must learn to be more supportive of coaches in respect of the rigours and challenges they face on a regular basis.

The strategy has been created in consultation with the athletics coaching community across the UK through a combination of surveys, focus groups and numerous individual conversations. It also incorporates and builds on the review work conducted through the performance and coaching reviews from 2019-20 led by Dr Malcolm Brown MBE. This strategy sets out a clear plan to 2032 and supports the delivery of the goals within Athletics Unified, the high-level strategy for the sport in the UK.

There will also be an annual progress update with a detailed review within every four-year cycle to ensure it remains time relevant and fit for purpose.

We want UK coaches to be the best in the world, working in roles across the pathway with expertise in as many events as possible. There must be the provision of a flexible, role-driven learning and development programme, where coaches will be able to develop their own pathway of development through to expertise within their chosen role. The new approach respects what worked well in the past but must be new and modern whilst learning from what has gone before.



This coaching strategy cannot be delivered in isolation. It must work alongside and in parallel with wider development work across the UK, particularly across club development, competition planning and development, and also within talent and performance programmes.

During this review process we have learned what we must do in order to deliver against the objectives set within. We see this strategy as a positive opportunity for the sport with an inclusive approach where we treat coaches with dignity, respect and recognition, and provide clear lines of communication and support. There is a significant amount of work to be done together and it is crucial that this work is carried out collaboratively with all coaches operating at all levels being recognised as a core part in the athlete development journey. It is also vital that we create safe training, learning and competition environments for athletes and coaches where a zero-tolerance approach exists towards unacceptable behaviour for which we all have a responsibility – the individual – the coach – the coaching community - the club – UK Athletics and Home Country Athletics Federations (HCAFs).

The consultation told us that there is a need and commitment to build a respected, expert, coach-focused workforce that is central to increasing and retaining athletes, alongside our ongoing medal ambitions across all disciplines. The achievements and medals won will be celebrated with recognition and reward for the

athlete and the coach, as well as the coaching chain that includes coaches that have contributed along the athlete's journey, from grassroots to the medal winning performance.

The consultation also recognised, that whilst it is important, that we better value and support coaches already committed to, and delivering within the sport, there must be a focus on how we better recruit and retain future coaches. This includes how we provide best practice support and resources to clubs, as well as looking to areas such as tertiary education and coaching/education students amongst others. We must also better understand the motivations of future coaches within our sport. Some interesting findings within the consultation included the evolution of athletics coaching as a career or paid option. There was also a clear message from 'younger' coaches that they wanted their learning and personal investment to coaching to be fully appreciated, and they would like to be paid for the time, knowledge and skills that they bring to their coaching role. Whilst athletics will always rely on a significant proportion of volunteer coaches, the paid element is not one we can shy away from as a sport any longer.

The key themes for this change of direction include;

Event Discipline Specific Strategies: Working with event experts, coach developers and educationalists, through discipline specific advisory panels to create and implement event specific strategies that will inform coaching work and education at each stage of the athlete pathway. This will include clear communication on indicators for What It Takes To Win (WITTW) at Olympic/Paralympic level as well as age and stage appropriate development for athletes (inc. competition recommendations) as part of the What It Takes To Develop (WITTD) work being undertaken by the Talent team.

Visibility of Coaches: increasing visibility and recognising the value of coaches across all areas of the coaching pathway, and redefine what great coaching at each stage of the pathway looks like.

Wellbeing of Coaches: treating coaches with dignity, respect and recognition, and creating a safe and supportive working environment for coaches to connect, share and develop behaviours, language and practices that will improve them as both people and professionals. Coaches also need to be advised and supported in areas such as performance environments so they fully understand the system, processes and challenges and are better equipped to succeed.

Regulation of the current coaching system:

Maintaining a balance between a volunteer and paid coaching workforce whilst transforming coaching into a true profession of the highest integrity and competence. Enabling coaching as a career or paid opportunities is important and is an expectation of the next generation of coaches.



OUR VISION

A shared vision for coaching, created by coaches, with exceptional coaching for all athletes¹ at every stage of their athletics experience.

OUR MISSION

To put coaches at the heart of the athletics community through a shared vision for coaching, with open and transparent communication, high levels of engagement and support, that is coach-focused and develops strong networks and great learning environments for coaches across the UK.

¹Athlete: When using the term 'athlete' we are referring to all participants and any level of performance.

VALUES

- Coach-Focused.
- Athlete First.
- Valuing Coaches as People.
- Positive Behaviours and Language that express an inclusive and supportive culture.
- Engagement & Transparency.
- Equity of Opportunity.
- Excellence.
- Respect.
- Inclusive.
- Collaborative.

Our aim is that these values and associated behaviours permeate throughout the entire athletics coaching community. Our coaches' Code of Conduct (found on uka.org.uk/safeguarding/codes-of-conduct/) outlines UKAs expectations for a coach's personal and professional responsibilities to athletes, the sport and in building positive relationships.



OUR GUIDING PHILOSOPHY

We believe in a philosophy where we work together collaboratively, with all coaches operating at every level being respected and recognised as a core part in the athlete development journey.

We also aim to build a network of expert coaches working in all environments across all the ages and stages of the athlete journey. We believe positive athlete experiences are provided through great coaches focused on 'coaching the person in front of them'. Coaching is athlete centred and focused on the processes to deliver exceptional experiences by supporting the whole person to enjoy and fulfil their potential at whatever level that may be. To achieve this, we should all promote an Athlete-First philosophy, developing an understanding of the athlete's diverse, emotional, psycho-social, biological and physiological needs alongside technical athletic skills.

We must support our coaching community to consider the importance of being self-aware and having an emotional awareness to their own needs and those of the athletes within their care. This will ensure that coaches and athletes feel valued and have a positive experience within the sport, no matter the level that they are participating or performing.



OUR OBJECTIVES

1. Growth in the active coaching base with appropriate skills and expertise to support the development of athletes and a growth in numbers, particularly within track and field events where an overall decline in athlete participation and active coaches has been identified.
2. Increase in the proportion of all active coaches with a specific expertise within Children, Youth, Talent or High Performance (including running fitness and para coaches)*.
3. Improvement in the overall quality of the coaching system, recognised as such by athletes and coaches, particularly in terms of coaching experiences and coach effectiveness**.

* We will work towards at least 50% of all active coaches being accredited as expert in their chosen role – Children, Youth, Talent or High Performance, by 2032.

** We will work towards 90% of coaches rated as excellent by athletes, by 2032

THE CURRENT ANALYSIS² - WHAT WE MUST ADDRESS

- There is no one organisation responsible for the leadership and oversight of coaching development in the UK.
- No coaching strategy for athletics across the UK and no coherent coaching culture across the athlete pathway.
- Although there is an overall increase in participation in the sport, this is coming predominantly from road and recreational running.
- A number of events show declining numbers and performance standards across different age groups within track and field that requiring urgent action.
- The diversity within the coaching workforce does not match our athlete population and is not representative of UK society. There is also a dearth of female personal coaches progressing to Performance levels.
- Coaches and their coaching role feel undervalued by the National Governing Bodies (NGBs) across the UK.
- Communication between NGBs and the coaching community has been inconsistent.
- No structured voice for the coaching community that feeds into the NGBs.
- The number of licensed coaches does not transfer into coaches practising on the ground (less than 50 %).
- There is a gap in event-specific knowledge within the UK coaching community impacted significantly by the incomplete qualifications pathway.
- Coaching roles are not aligned to the Athlete Pathway and consistent Athlete Development Model.
- Lack of recognised coaching expertise across Children, Youth and High Performance.
- No structured pathway for coach learning, development and qualification linked to coaching roles.

²Information was derived from the coaching survey (2021) and follow up focus groups, as well as commissioned coaching reviews work around talent and performance during 2019 and 2020

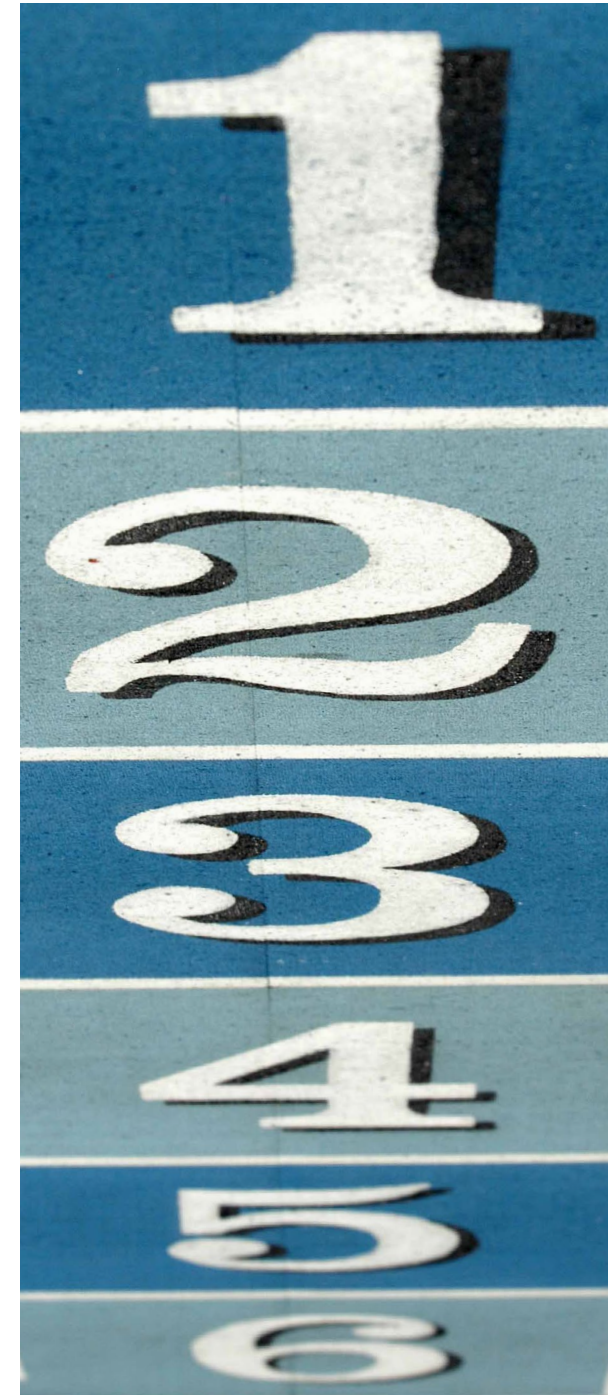
- Difficulties for coaches joining the coaching pathway at a point relevant to past experience, individual motivations and their direction of travel.
- No professional coaching infrastructure or professional standards.
- Limited professional development for coaches in the talent and high-performance environments.
- Inconsistent offerings, across the UK, of support networks that provide mentoring, support coaching or a community of practice (CoP).
- Inconsistent offerings of structured support, to follow qualifications, that aids continued learning through experience and reflective practice.
- A reluctance to address, or limited recognition and support from NGBs of the evolving paid coaching environments within the sport. This is now an expectation of the next generation of coaches.
- Limited opportunity and transparency when it comes to coaching appointments within the NGBs and national team roles.
- Coaching success and effectiveness are defined primarily by athlete results.
- No managed system of identification and development of coaches for specific roles.
- No structured approach to developing expertise in para athletics coaching, multi events, children's and off-track coaching.
- Club coaching structures are inconsistent and limited support for the development of club coaching structures by the NGBs.

OUR STRATEGIC PRIORITIES

- 1. Coach-focused philosophy:** Recognising the coach as the 'linchpin' in delivering an Athlete First approach, aligned to the Athlete Development Model across the UK.
- 2. Inclusive, valued coaching workforce:** A diverse, highly skilled, blended (professional/volunteers), connected coaching workforce within clubs that is valued at each stage of the athlete pathway.
- 3. Coach learning and Development:** Empowered coaches and run leaders engaged in a role-based coaching system accessing comprehensive, measured and flexible modular learning and development programme across the UK.
- 4. Expert High Performance and Talent Coaches:** A diverse network of educated, experienced, highly skilled coaches with performance and talent skills and experience, capable of guiding athletes to deliver consistently in global finals.

OUR CORE PILLARS

- **Insight:** Building a thorough understanding of the needs of athlete and coaches.
- **People:** Investing in the development of skilled and diverse people to support the coaching system.
- **Inclusion:** At the heart of all we do.
- **Sustainability:** Ensuring a durable coaching system is financially sustainable.



OUR KEY MEASURES OF SUCCESS

1. Increased levels of satisfaction of coaches experiences within the 'coaching system'.
2. Increased levels of athlete satisfaction of coaching experiences in the sport.
3. An improvement in agreed athlete standards, and numbers of retained athletes from U17 age groups to senior based on Power of 10 rankings, UK championship performances, global championship performances and athletes retained in clubs.
4. An annual review of Power of 10 targets utilising external expertise, with the goal for Power of 10 to support as an accurate measure of progress.
5. Increased number and diversity of coaches supporting athletes delivering world class athletes regularly on the global stage.
6. A targeted programme identifying specific groups of people with existing skills and knowledge who could work towards gaining talent or performance expertise.
7. A clearly communicated coaching plan delivered and linked directly to the World Class Performance Talent, Participation plans and the UK competition plan.
8. Expert discipline specific advisory panels (inc external experts) in place providing leadership and learning support, with clear plans in place for each discipline.
9. More clubs across the UK developing coaching structures that connect directly to the Athlete Development Model and the coach learning and development framework, with appropriate support for continued learning of their coaches.
10. Measurable adoption of the new learning and development framework with expert coaches being developed and recognised, at each stage of the athlete pathway. A blended workforce with an increase and balance in the number of paid/career coaches in the UK benchmarked against agreed standards.
11. The number of coaching hours and time spent in coaching activity logged by active coaches.

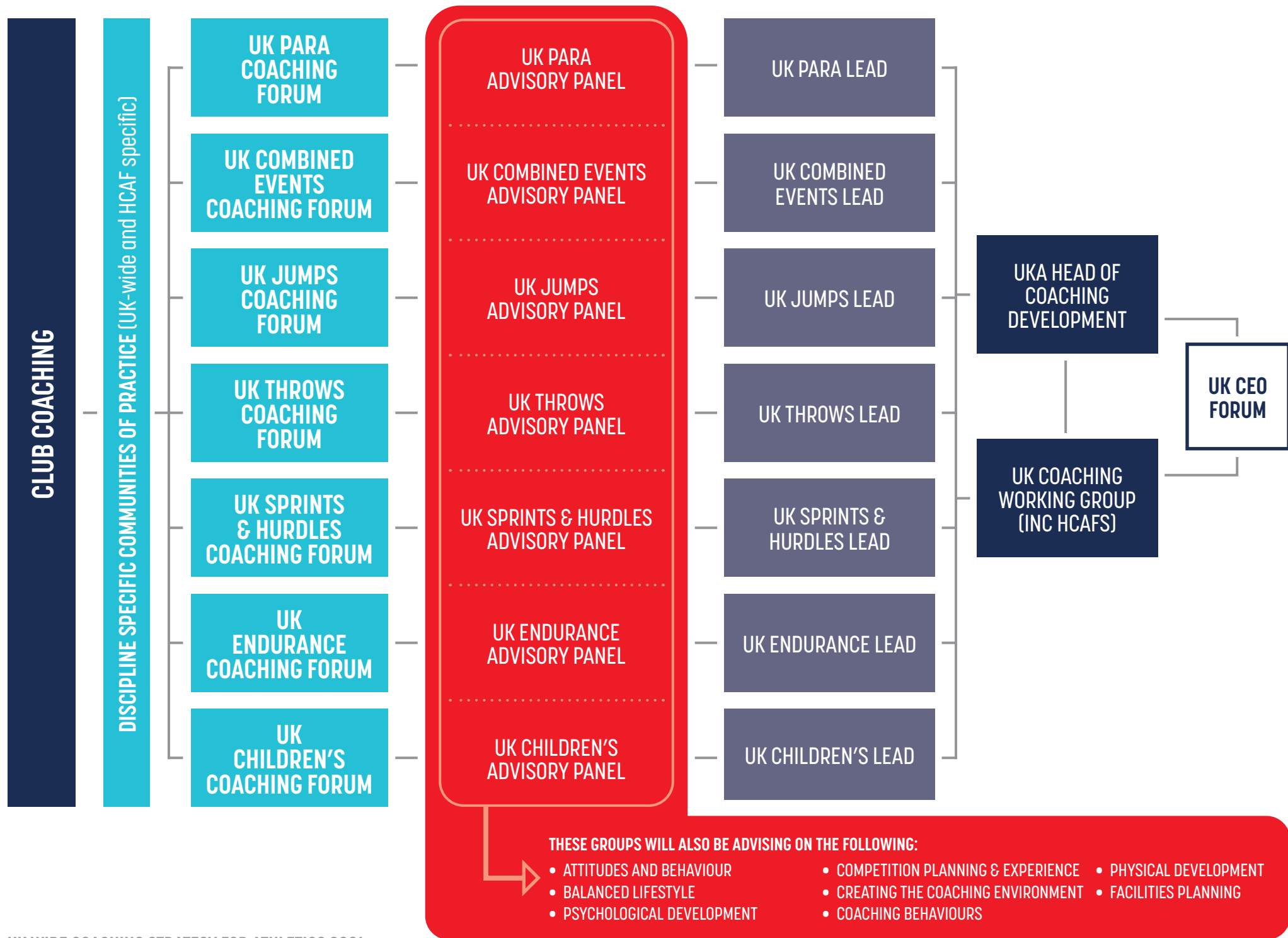


MANAGEMENT AND ROLES AND RESPONSIBILITY

A blue-tinted photograph of a group of athletes and coaches on a track. In the center, two athletes are embracing. To their right, another athlete is being supported by a coach. On the far left, a coach is clapping. The athletes are wearing bibs that say 'CYMRU' and 'WAL'.

The UK Coaching strategy will be overseen and reviewed by the UK Coaching Working Group, chaired by UKA with membership from each HCAF and co-opted external experts. The Steering group will report into the Chief Executive Officers (CEO) Forum. Event discipline advisory panels will also be established to provide leadership, direction, support and facilitation of communities of practice forums for each discipline.

The proposed structures can be viewed on the next page:



For clarity, the following table also provides some clarification on the roles and responsibilities of the governing bodies within a coaching context. However, it is important to understand that there is significant planning and collaboration across a number of these areas and they are all interconnected within the plans and delivery:

UK ATHLETICS

- Oversight of the UK Coaching Strategy.
- Oversight of UK-wide event discipline group advisory panels.
- Facilitation and coordination of UK event discipline coaching plans, syllabi and communities of coaching practice forums.
- Leadership, development and delivery of UKA World Class Performance support programmes.
- Support and quality assurance of talent development programmes across the UK.
- Leadership of UK international teams (European/World/Olympic /Paralympic) coach / team staff recruitment, management and development.
- Responsibility for development, licensing and quality assurance of the overall learning and development framework (formal coach education).
- Responsibility for ensuring implementation of any professional coaching standards for the sport.
- Ensure consistency of delivery of formal talent and performance education (within learning framework).
- Employer for UK national event/discipline leads.
- Coordination, facilitation and reporting for the UK Coaching Working Group.
- Coordination of a clear two-way (NGBs and coaches) communication plan for coaching along with the HCAFs.
- Oversight and monitoring of key milestones within the coaching strategy implementation and delivery.

HOME COUNTRY ATHLETICS FEDERATIONS (HCAFS)

- Leadership for HCAF coaching development and implementation plans.
- Delivery of learning and development (formal education) framework modules within a HCAF context.
- Contribute to content production within new learning & development framework.
- Responsibility for HCAF talent education programmes / hub planning and delivery.
- Leadership of HCAF national teams and Commonwealth Games coach / team staff recruitment, management and development.
- Responsible for delivery of discipline specific plans and wider coach development within respective HCAF context.
- Project leadership and management of agreed UK-wide projects.
- Equal partner and contributor (and reporting) to UK Coaching Working Group.
- Responsible for recruitment, development, support and quality assurance of HCAF coach education tutor workforce and programmes.
- Planning and delivery of HCAF learning opportunities particular to local needs.



COACHING STRATEGIC FRAMEWORK

VISION

A shared vision for coaching, created by coaches, with exceptional coaching for all athletes at every stage of their athletics experience.

MISSION

To put coaches at the heart of the athletics community through a shared vision for coaching, with open and transparent communication, high levels of engagement and support, that is coach-focused and develops strong networks and great learning environments for coaches across the UK.

OBJECTIVES	STRATEGY	TACTICS
50% of all active coaches developed expertise within Children, Youth, Event specialism or High Performance. (Including para and off-track endurance coaches) by 2032.	1. Athlete and Coach Centred Coaching System and Philosophy. A coherent coaching culture and athlete centred philosophy aligned to an athlete development model across the UK	1.1 Athlete Development Model: Define and publish an Athlete Development Model Framework with clear Coaching Roles identified and aligned. 1.2 Coaching Philosophy: Establish and communicate a clear UK Coaching Philosophy. 1.3 Discipline Specific Planning: Establish and communicate clear event discipline specific coaching action plans and curricula with discipline specific strategy/advisory groups. 1.4 Coaching System Excellence: Delivery of excellent support services across the coaching system based upon high coach engagement and insight.



OBJECTIVES	STRATEGY	TACTICS
	<p>2. Inclusive, valued coaching workforce: A diverse, highly skilled, blended (professional/volunteers), highly-connected coaching workforce that is valued at each stage of the athlete pathway.</p>	<p>2.1 Communication: Ensure a clear and transparent communication plan is in operation to make sure coaches understand what is happening within the coaching community, feel valued, and have a voice (via discipline specific coaching panels / future chartered coaches organisation) to feed back into the system.</p> <p>2.2 Coaching Pathway and Progression: Ensure the creation and implementation of a clear coaching pathway for the sport that provides transparency and equity of opportunity, particularly in club environments, as well as across the areas of national team coach selections and NGB employment opportunities.</p> <p>2.3 Event / Discipline Group Leadership & Advisory Panels: Establish UK-wide event discipline advisory panels that provides leadership, direction, support and facilitation of communities of practice forums for each event(s) discipline.</p> <p>2.4 Excellent Club Coaching Systems: Support, recognise, reward and develop excellent, connected coaching structures within club environments, emphasising the recruitment, retention, support and development of coaches.</p> <p>2.5 Inclusive Coaching Workforce: Use data and insight to identify under-represented groups and implement specific and targeted support that will increase the number of coaches, and improve behaviours and language in the coaching environment.</p> <p>2.6 Regulated Coaching Standards: Create a chartered coaching organisation with regulated coaching standards.</p> <p>2.7 Employment Support Service: Provide guidance, support and resources for self-employed coaches and clubs who pay coaches.</p> <p>2.8 Future Coaching Workforce: Specific targeting of tertiary education as well as through existing club programmes. This must be aligned and address expectations of future coaches, particularly in areas of paid coaching amongst others.</p>
Excellent coaching system with a minimum 80 % of coaching experiences and coaches rated as excellent by athletes.	<p>3. Coach learning and Development: Empowered coaches engaged in a role-based coaching learning system accessing comprehensive, measured and flexible modular learning and development programme across the UK</p>	<p>3.1 Flexible Coach Learning and Development Framework: Develop a new coach role based, flexible, work-based modular coach learning and development framework based on 'coaching the athlete in front of you'.</p> <p>3.2 Coach Support and Developer Networks: Establish communities of good practice through a quality assured network of expert coach developers, coach mentors, coach managers and coach educators.</p> <p>3.3 Coaching Athletes with a Disability: Build a specific pathway for coaches to develop expertise in working with athletes with a disability within a new learning and development framework.</p> <p>3.4 Coaching Off-Track Endurance Runners: Establish a clear pathway for run leaders to transition into coaching within the new learning and development framework</p> <p>3.5 Digital learning platforms: Continue to evolve learning across a range of formats, building on Athletics Hub and other systems as appropriate that supports a range of flexible learning opportunities for coaches.</p>
	<p>4. Expert High Performance and Talent Coaches: A diverse network of educated, experienced, highly skilled performance and talent coaches, capable of guiding athletes to deliver consistently in global finals</p>	<p>4.1 Expert Talent Pathway Coaches: Identify, recruit and develop expert coaches to deliver across the Talent Pathway and National Age Group teams.</p> <p>4.2 Elite High-Performance Coaches: Implement a bespoke High-Performance Coach Development programme.</p> <p>4.3 Identifying Future Coaching Talent: Develop and implement a range of pathways/opportunities and specific programmes, including 'athlete to coach' transfer programme, to enable specific roles in coaching</p> <p>4.4 Club/Personal Talent Coaches: Implement a specific coach development programme to support personal coaches of athletes engaged on the talent pathway.</p>

ACTION PLAN – 2025 (MARCH)

By 2025 the following will have been delivered:

STRATEGY	ACTIONS / PROJECTS	BY WHEN
Creating an Athlete and Coach Centred UK Coaching System and Philosophy	Publish a UK-wide coaching strategy and coaching philosophy	2021
	Define and publish an Athlete Development Framework with clear coaching roles mapped.	2022
	Establish networks of national event leads facilitating national event discipline strategy advisory groups.	2022
	Create UK discipline advisory panels to establish Communities of Practice (CoP) forums that provide mechanisms for effective two-way communication and consultation with coaches. Coaching panels will also advise on competition planning, facilities development, equipment development and rules reviews.	2022
	Agree and establish benchmarks for the key metrics in the plan, including annual satisfaction, that will allow measurement of progression against the outputs and outcomes	2022
	Analyse baseline coaching data for each discipline across the athlete pathway and use data and insight to create discipline specific coaching action plans and curricula for each discipline.	2023
Supporting an inclusive and valued coaching workforce at each stage of the athlete pathway	Establish a clear communication plan and ensure networks in place to enable coaches understand what is happening across the UK coaching community.	2022
	Facilitate annual satisfaction surveys for coaches (and athletes) alongside other forms of consultation as appropriate.	2022
	Ensure wider and regular profiling, promotion and role modelling of coaches from all backgrounds across the pathway within national level publications and media channels.	2022
	Clearly communicate the progression pathway and opportunities into national team roles and provide equity of opportunity for all coaches within national team coaching and employed role appointments across the national governing bodies.	2022
	Develop a UK-wide National Club Framework that includes support and guidance for coaching structures that works towards more effective and quality assured coaching structures within clubs.	2023
	Use data and insight to better understand challenges facing under-represented groups in coaching and ensure plan in place to provide better opportunities into, and within coaching across the UK.	2022
	Create and develop a plan for the recruitment and retention of new future coaches, and better understand their motivations that would attract them to coaching within athletics.	2023
	Create a A coaching body with continuing professional development and standards – focusing initially in the areas of talent, performance, education and employed coaches.	2024
	Ensure access to support and resources for self-employed coaches, and clubs who pay coaches.	2023
	Explore and implement ways to better recognise, value and reward coaches operating at the highest levels within the sport.	2023

STRATEGY	ACTIONS / PROJECTS	BY WHEN
Coach Learning and Development	Launch a new role-based, flexible and modular learning and development framework, replacing existing qualifications.	Phased implementation to 2024
	Establish communities of good practice through a quality assured network of expert coach developers, coach mentors, coach managers and coach educators.	Phased implementation to 2024
	Develop a clear pathway and expertise in coaching athletes with a disability within a new learning and development framework (L&DF).	Phased implementation to 2024
	Conduct a review of Digital Learning Systems provision within the Scope requirements of the new L&DF and develop the digital systems to meet these requirements	2023
Developing expert High Performance and Talent coaches	Create a specific coach development programme to support personal coaches of athletes on the talent pathway.	2022
	Develop a Talent Identification programme for coaches, including an athlete to coach transfer programme.	2023
	Implement a bespoke High-Performance Coach Development programme.	2023
	Identify, recruit and develop expert coaches to deliver across the Talent Pathway and National Age Group teams, aligned to regional hubs.	2024



GLOSSARY OF TERMS

TERM	DEFINITION
Athlete Development Pathway	The route that an athlete would typically take from beginning in the sport through to senior level. The key stages of the pathway include the Athletic Foundations, Event Group Development, Event(s) Specialisation, Developing Performance and Achieving Performance.
Athlete-centred	Putting the athlete at the centre and looking after their needs as the priority.
Athlete-First	Our Athlete -First philosophy that the welfare of the athlete as a person needs to come first along with our aim of supporting their development as people – not just as athletes.
Blended learning	Learning through more than one medium eg, online, face-to-face, webinars, supported practice.
Blended workforce	A mixed economy workforce with some coaches paid and others coaching as volunteers.
Chartered Coaching Association	A membership organisation that offers support, guidance and accreditation for coaches who have committed to continuous learning programmes and standards.
Coach role-driven learning and development programmes	Programmes of study that are relevant to the role the coach has chosen to undertake. These will be programmes aimed at Club Coaches, Children's Coaches, Youth Coaches, Event Specialist, Talent Coaches and Performance Coaches, and any other relevant coaching roles.
Coach-First	Our Coach -First philosophy where the welfare of the coach as a person needs to be prioritised along with our aim of supporting their improvement as people – not just as coaches.
Coach-Focused	Focusing on the coach as the linchpin in the athlete's support environment.
Coaching System	All of the components that contribute to the support and development of coaches and coaching, alongside the recruitment, retention and development of the athlete(s) environment. This includes all elements and levels within the athlete and coaching pathway.
Community of Practice	A group of people who share a common concern, set of problems, goals or passion about a topic and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.
Event Disciplines	The name given to the collection of event disciplines within athletics which involve running, throwing, jumping or walking. In the context of the coaching strategy we refer to the events disciplines that sit within the event groups of sprint & hurdles events, jumps events, throws events and endurance running/walking. There will be sub sets of events within each discipline , for example horizontal jumps or off-track endurance etc.
Formal learning	Learning required for accreditation and qualification.
High Performance	High Performance refers to athletes and coaches that are performing at the highest levels, i.e, Olympic/Paralympic Games and World Championships.

TERM	DEFINITION
Informal learning	Additional learning undertaken to develop greater knowledge and expertise that sits out with formal learning (accreditation/qualification) structures.
Modular learning	Units of learning that each have a unique set of outcomes. Coaches may select units most relevant or appropriate to their role and development needs. Each unit will have a number of credits that will contribute towards accreditation/qualification to coach in a specific environment, athlete and event discipline(s).
National Club Framework	Overarching guidance for clubs in the areas of their development including - governance and planning, financial, club operations, marketing, facilities, coaches, officials and athlete development.
Non-formal learning	Learning through experience/mentorship and practice.
Performance	The 'Performance' stage of the Athlete Development Pathway sits at the Event Specific - Performance level when athletes have progressed from the Talent level and have reached standards in their performances and physical, technical and psycho-social development that suggests they have the potential to be competitive at the highest levels.
Performance Programmes	UK Athletics and the Home Countries Athletics Federations operate programmes that support the development of athletes at the higher level of senior international competition.
Progression Pathway	The route a coach may take towards a specific goal. For example, the learning and training required to become a an expert coach at a specific level of the athlete pathway.
Psycho-social	Psychological and sociological behaviours and skills.
Reflective Practice	The ability to reflect on one's actions so as to engage in a process of continuous learning. Learning through and from experience by dedicating time during or after an activity to consider what went well, what could have been improved upon, how, why and what the coach would change in similar circumstances or next time.
Talent and High-Performance Environments	The competition, training and learning environments that aims to develop talent and world-class performers.
Talent	The 'Talent' stage of the Athlete Development Pathway sits at the latter end of Event Group - Event Specific level when athletes have progressed to reach standards in their performances and physical, technical and psycho-social development that demonstrate they have the potential to move through to the performance levels.
Talent Programmes	Each of the Home Country Athletic Federations operate 'academies' or 'hubs' that deliver a syllabus and/or education programme that includes physical and technical preparation along with psycho-social and lifestyle training and education.
Targeted programme	A programme which ensures chosen modules are purposeful for the learner and aligned to the coach's needs.
UK Coaching Working Group	The steering group responsible for implementing the Coaching Strategy. The working group comprises the coach development leads in each of the HCAFs and two nominated experts from the athletics community.

TERM	DEFINITION
UK wide event-group advisory panels	Panels of expert coaches in each of the Event Discipline Groups that will provide leadership, knowledge and intelligence from the wider coaching workforce to UKA and the HCAFs that supports the education and development of coaches across the pathway.
UKA Talent/World Class Performance education programmes	Learning modules aimed at coaching roles operating in the Talent and Performance environments.
What it Takes To Win	WITTW is a performance backwards approach which looks at what an athlete needs to do to win Olympic gold, and breaks this down into its constituent parts. This then drives all contributions to the effort to ensure that they are aligned to the goal, to each other and have the best chance of increasing the probability of success.
What it Takes To Develop	WITTD looks at benchmarks along the journey of athletes that have achieved success at the highest level to understand the skills, abilities, attitudes and behaviours that they exhibited at milestones along the way.
World Class Performance (WCP) Programme	UKA's National Lottery-funded (via UK Sport) programme to support the delivery of athlete success at global championship level. Access onto the WCP is usually based upon an athlete's realistic potential to win a medal at the Olympic or Paralympic Games in the immediate or near future (4-6 years).
Youth	The 'Youth' stage of the Athlete Development Pathway normally sits at the Event Group level. Athletes would typically be training in a club environment with a coach who is working with a group of athletes in their event group(s). For combined event athletes this would be across a range of events/event groups as appropriate.

