

## **12<sup>th</sup> ICCE Global Coach Conference (Tokyo)**

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**Category of Submission** – Coaching Research Abstract

**Stream** – Other (general) Coaching Research

Title of Presentation – **An examination of the current policy trajectory of formal coach education provisions within English grassroots football**

### **Abstract:**

**Background** – Over the past two decades, research has shown formal coach education to be bureaucratic and curriculum driven, offering very little relevance to coaches and their development (Piggott, 2015). Much of the previous research however has often focused on coach-learning (Stodter & Cushion, 2014; Stodter & Cushion, 2017) and forsaken the initial development of such policies by National Governing Bodies (NGB). More recent studies, such as Paquette & Trudel (2018a) explored program development and offered some recommendations for future coach education provisions to consider (Paquette & Trudel, 2018b). Griffiths et al (2018) however identified that developing a suitable coach education policy and curricula for learners is still a challenging process. One example of a recent change of policy in formal coach education is The English Football Association (FA), who, in 2016, attempted to address some of these concerns through revising their formal coach education provisions. How policy was created or how it has been cascaded down through the organisations hierarchy.

**Aim** – In response, to the developments above his study examined how current policy of a new formal coach education provision came to be formed within the FA, and how the trajectory of such policy has been cascaded through the organisation from strategy to delivery.

**Method** – Semi-structured interviews were carried out with fourteen participants longitudinally across two separate points in time (twelve months apart). Using a purposive sampling approach with staff members across different tiers within the FA, Bowe and colleague's (1992) policy cycle model was used as a conceptual framework to shape the interview schedule. Transcripts were analysed using both inductive and deductive thematic analysis (TA) (Braun & Clarke, 2006) to develop themes.

**Findings & Discussion** – A Bernsteinian analysis of the data identified two key findings; 1) that current policy is being recontextualised at the differing levels of the FA's hierarchy; 2) This recontextualisation is influenced by both restricted and elaborated language codes (Bernstein, 1964), throughout the different tiers of the NGB coach education team.. This has led to ambiguity around pedagogic practice and assessment competency. These findings make a significant contribution by explaining the social, political and economic influences upon coach education policy and thus provides a more complete analysis of coach education provision than extant critiques.

**Word Count:** 368

### **Presenter Biography:**

I am currently a second year PhD student working on a match-funded project with Liverpool John Moores University and the English Football Association (FA). I am also a current FA tutor, delivering on levels 1-3 of their formal coach education provisions, as well as being a current FA coach mentor, where I support coaches within my local county.

**Word Count:** 58 words

### **Reference List**

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