

Sports Coaching in the UK

FINAL REPORT

Research Study Conducted for
sports coach UK



September 2004

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Introduction

A Vision for Coaching

This project forms part of a major initiative to bring about significant improvements in sports coaching provision in the UK. As outlined in the UK Vision for Coaching, the principle goal among all those involved in the process is that:

“By 2012 the practice of coaching in the UK will be elevated to a profession acknowledged as central to the development of sport and the fulfilment of individual potential”

Within this overall aim are several goals that sports coach UK and its partners are committed to achieving. These are to ensure that coaching will have:

- Professional and ethical values and inclusive and equitable practice;
- Agreed national standards of competence as a benchmark at all levels;
- A regulated and licensed structure;
- Recognition, value and appropriate funding and reward;
- A culture and structure of innovation, constant renewal and continuous professional development.

Background to *Sports Coaching in the UK*

The main aim behind this study was to help those involved in developing sports coaching in the UK better understand the state of the profession in 2003/4. The provision of detailed information on the number of coaches and the opinions of those involved in coaching will help inform decision makers over the forthcoming years and set a benchmark against which change can be measured.

With this overall goal in mind, sports coach UK (funded in large part by the Department for Culture, Media and Sport) commissioned the most comprehensive study ever conducted into the state of sports coaching across the UK. Broken down into a variety of stages, from desk research to major quantitative and qualitative research, the remainder of this document presents the results from the study.

Objectives

The overall aim of the project is to:

Provide a detailed and accurate picture of sports coaching in the UK that is capable of withstanding rigorous examination.

Identify aspects of coaching in need of further investigation and therefore influence sports coach UK in the development and implementation of its future research strategy.

Within these over-riding aims are five inter-linked objectives:

- 1) To collate, for the first time ever, existing information on the state of sports coaching in the UK and identify any gaps and/or difficulties in capturing and collating such information;
- 2) To establish core baseline data against which the impact of implementing the key recommendations of the Coaching Task Force can be judged;
- 3) To explore both inter and intra-sport differences;
- 4) To identify any common themes to inform future policy development, strategic interventions and investment;
- 5) To establish and interpret public attitudes towards sports coaching.

The Sports

In total, the survey covered 43 sports, however, the primary focus was on the 31 selected to participate in the first, second and third waves implementing the UK Coaching Certificate (UKCC). (These 31 sports are highlighted in bold below.)

- | | | | |
|---------------------|---------------------|--------------------------------------|-----------------------|
| - Angling | - Cycling | - Lacrosse | - Rugby union |
| - Archery | - Equestrian | - Martial arts (except judo/ karate) | - Sailing |
| - Athletics | - Fitness | - Mountaineering | - Skateboarding |
| - Badminton | - Football | - Movement/ Dance | - Softball |
| - Basketball | - Goalball | - Multi-skills clubs | - Squash |
| - Boccia | - Golf | - Netball | - Swimming |
| - Bowls | - Gymnastics | - Orienteering | - Table tennis |
| - Boxing | - Hockey | - Outdoors & adventurous activity | - Tennis |
| - Canoeing | - Judo | - Rounders | - Triathlon |
| - Cricket | - Kabaddi | - Rowing | - Volleyball |
| - Cross country | - Karate | - Rugby league | |

Executive Summary

DATA QUALITY

- A review of existing literature identified several in-depth studies among volunteers in sport, and a small number of studies focusing on particular aspects of sports coaching. However, it is evident that, prior to this research study, there has been little systematic data collected on the number and profile of coaches in the UK. *[For further details, please see the 'Literature Review' in the Appendix on page A7]*
- Until now, existing systems for the collection and storage of data on coaches have, for the most part, been inadequate, often due to a lack of human and financial resources. Data held by coaching providers is not always held centrally, nor always held in an electronic format that can be easily manipulated and used in a pro-active and informative way.
- While coaching providers are likely to collect practical information related to contacting coaches (such as name, address and telephone number) and selection (whether qualified and the sport(s) they can coach), fewer providers collect information for monitoring purposes (ethnicity or disability) and fewer still are collecting data on coaching characteristics (personal development plans or whether or not coaches are paid or unpaid).
- It is clear that the coaching profession would benefit from significant improvements to their coaching data collection systems. *[For further details, please see 'Challenges in Data Collection' chapter on page 13].*

NUMBER OF COACHES

All Coaches

- **Overall there are currently around 1.2 million individuals providing coaching in the UK.**
- In the context of this research study, the definition of 'coaches' refers to any 'individual that is involved in providing coaching', therefore, the definition ranges from informally organised volunteers to elite coaches. All references to 'coaches' should be interpreted using this definition.
- There are three times as many football coaches (c.400,000) than for any other sport. Around half of all coaches in the UK coach in three sports: football, rugby union and swimming.
- Men are much more likely to be involved in sports coaching than women, with three-quarters (c.930,000) of coaches being male. People's propensity to coach decreases with age, with around 4% of those aged 15 – 24 currently coaching compared with 3% of those aged 25 – 54 and just 1% of those aged over 55.

- There are more than 1 million coaches in England alone (1.02 million), with a further 90,000 in Scotland, 70,000 in Wales and 40,000 in Northern Ireland.
- There are marginally more coaches per 1,000 people in Wales (24 coaches per 1,000 people) and Northern Ireland (24), than in England (21) and Scotland (18). Within England, Yorkshire & Humberside (28) and the South East (27) are the best provided for, with the poorest level of provision in the East Midlands (12).
- There are around 514,000 'school sport providers' (including PE specialist teachers, non-PE specialist, adults other than teachers, external coaches from a sports club, self-employed coaches and sports development officers) taking sport in schools, while around 46,000 people coach within local authorities and 4,500 in universities. *[For further details, please see the 'Number of Coaches' chapter on page 26].*

Qualified Coaches

- **Around two in five (38%) coaches in the UK claim to hold a formal qualification in a sport that they coach (c.470,000).**
- Football has the largest number of qualified coaches (c.142,000). There are around 92,000 rugby union coaches, while all other sports have fewer than 30,000 qualified coaches in the UK.
- A higher proportion of male coaches hold a formal qualification (41%) than female coaches (30%). As there are also more men who coach, in consequence there are four times as many male qualified coaches (c.380,000) as female (c.90,000). Coaches in the 25 – 34 age group are most likely to hold qualifications (51%).
- Within the home nations, England has the largest proportion of qualified coaches (c.410,000). Interestingly, whilst Scotland has the second largest volume of coaches, there are fewer qualified coaches here than in any of the other home nations (c9,000). In contrast, there are c.30,000 qualified coaches in Wales and c.20,000 in Northern Ireland.
- The South East of England (excluding London) has the highest proportion of qualified coaches (1.5% of adults in that region is a qualified coach). In contrast, Scotland and the West Midlands have the smallest proportions (less than 0.5% of the adult population in the country/region).
- Around 253,000 'school sport providers', 27,000 local authority coaches and 3,200 university coaches are qualified.
- Around 400,000 coaches are recognised as having qualifications by sports governing bodies in the UK. Although lower than the estimated total number of qualified coaches (470,000) the difference is likely to be accounted for by a large number of the qualified school sport providers who are not accounted for in the governing body figures. *[For further details, please see the 'Qualified and Non-Qualified Coaches' chapter on page 37].*

Paid Coaches

- **Around one in five (19%) coaches in the UK is paid to coach (c.230,000).**
- There are around 60,000 paid football coaches, 50,000 paid gymnastics coaches and 40,000 paid swimming coaches. It is clear that coaching in the UK relies heavily upon the work of unpaid coaches.
- Although men make up around three in five paid coaches (57%), a lower proportion of male coaches (15%) are paid than female coaches (31%).
- Around 25,500 local authority and 2,600 university coaches are paid.
- There are around 200,000 paid coaches in England, followed by c.11,500 in Wales, c.10,000 in Northern Ireland and just c.6,000 in Scotland.
- Overall, around 5% of all coaches in the UK are employed in a full-time capacity (c.60,000). *[For further details, please see the 'Paid and Unpaid Coaches' chapter on page 44].*

COACH EDUCATION & CPD

- **Governing bodies and local authorities are more likely to provide coach education opportunities than either universities or schools.**
- Governing bodies offer the widest range of development opportunities to coaches in their sport, with most providing practical courses (offered by 86%), opportunities to observe more experienced coaches (also 86%) and coaching conference, seminars and workshops (82%).
- While three-quarters (75%) of governing bodies have CPD systems in place, only around half (52%) require coaches to undergo further professional development in order to retain the right to coach.
- Almost all local authorities provide coach education programmes, with around three in five (58%) providing these programmes themselves, directly. Where provided, these are generally widely available to all coaches operating within the local authority. *[For further details, please see the 'Coach Education and CPD' chapter on page 57].*

COACHING NETWORKS

- **Many coaching providers have already established links with other organisations that also provide coaching.** In particular, almost all local authorities have established a wide range of links with, for example, local sports clubs, schools and other local authorities.
- Schools are less likely than both local authorities and universities to have established active networks. Links are more prevalent among secondary schools than primary schools.

- It was beyond the scope of the research to measure the effectiveness of these network linkages. Therefore, it should not be assumed that, because coaching providers have established a wide range of links, these are necessarily functioning in the most optimal manner. *[For further details, please see the 'Coaching Networks' chapter on page 67].*

COACHING BARRIERS AND MOTIVATIONS

- **There is no one single factor that would encourage a large proportion of the UK adult population to take up coaching.** 5% of the adult population state that they would be encouraged to do so 'if my children were involved'. 4% would be encouraged to do so with some sort of financial incentive while 3% might start coaching if they were 'asked to do so', or if 'courses were more easily available'.
- What is clear is that coaches generally enjoy what they do and gain immense satisfaction from their involvement in coaching. It is crucial that this message is strongly portrayed when promoting the profession.
- Coaching providers believe that an increase in funding to help support people obtain coaching qualifications would be most likely to increase the numbers who are formally qualified. Among those adults who had participated in sport in the past twelve months, but are not formally qualified to coach, around 4% state that 'local courses' and 'free courses' would encourage them to seek formal qualifications.
- 7.2% of the UK adult population (c.3,400,000) has coached in the past, but no longer does so. Among those no longer coaching, 'no longer having time to coach' (cited by 38%) is the most common reason for stopping, while a quarter (26%) moved away from the club they were coaching at. *[For further details, please see the 'Coaching Barriers and Motivations' chapter on page 73].*

LICENSING, LITIGATION AND INSURANCE

Licensing

- **Three in ten (30%) coaches are currently licensed by the governing body of their sport to operate as a sports coach.** Those who have been coaching for more than five years are twice (43%) as likely to be licensed than those coaching for less than this (18%). Coaches who are formally qualified are also more likely to be licensed (59%) than those without formal coaching qualifications (12%).
- Three in ten (30%) coaches believe that by holding a licence, a coach is insured against injuries sustained by someone who participates in a session they are leading.

- There is strong support among coaching providers for licensing (86% of school, 80% of local authority and 69% of university representatives are in support). Support for licensing is less prevalent among those currently coaching (41%), who have concerns that a licensing scheme will lead to increases in costs and administration and also act as an additional barrier to those interested in taking up coaching. However, a higher proportion (51%) state that all coaches who work with children ought to be licensed.

Litigation

- Concern about litigation is not cited as a major reason for deciding to give up coaching, but was a contributory factor for around 4% of those who used to coach in their decision to stop doing so. Some coaches wish for guidance from governing bodies and sporting associations to avoid potential litigation, particularly regarding the physical support of children, in sports such as gymnastics.

Insurance

- Almost half (48%) of coaches believe that all practising coaches should be insured. *[For further details, please see the 'Licensing, Litigation and Insurance' chapter on page 85].*

STANDARD OF COACHING

- **The standard of coaching is generally well regarded, both by coaching providers and those who are in receipt of coaching.** Around four in five (81%) recipients of coaching believe the standard they receive is 'good'. Residents in London (62%) are least likely to feel that the standard of coaching they receive is good.
- Among coaching providers, local authorities are the most positive (89% believe the standard of coaching provided is 'good', compared with 56% of schools and universities). Three-quarters (76%) of governing bodies believe that high performance coaching is 'good', although a smaller proportion state that this is the case with coaching at the local community level (41%).
- Coaching providers state that increased funding is important if the standards of coaching are to be improved (mentioned by 37% of local authorities and 21% of schools). However, schools are as likely to mention that increasing numbers of more qualified coaches working in schools would also improve standards (22%). *[For further details, please see the 'Standard of Coaching' chapter on page 90].*

PUBLIC ATTITUDES TO COACHING

- **The UK adult population clearly views coaching as an important aspect of sport, both at the elite level as well as the enjoyment it can help to bring to participants at all levels.**
- Two-thirds (66%) state that good coaching is 'crucial for top sportspeople to become successful in their sport', while over half (53%) say that it 'improves people's enjoyment of the sports that they play, however good they are'.
- A third (34%) of UK adults believe that 'investment in sports coaching should be a priority for the Government'. Londoners are less likely than the average to believe in this (26%).
- Two in five (40%) of those who have not participated in sport in the past twelve months believe that 'good coaching helps increase people's participation in sport'.
- The Welsh are particularly likely to place importance on the need for good coaching, both at the elite and community levels. *[For further details, please see 'Public Attitudes to Coaching' chapter on page 100].*

Research Approach

Introduction

In order to meet the core objective of *providing an accurate picture of sports coaching in the UK* it was necessary to put together a multi-dimensional research project which drew upon a variety of research techniques. However, due to the inconsistent way in which data on sports coaches is currently collected and managed, it also required a flexible approach and necessary changes in focus during the initial stages of the research. The final project comprised:

Stage One – Literature Review

Objective

To determine what information already exists on coaching, thereby preventing duplication in this project, and pulling together data which could be compared with the findings from the primary research conducted as part of this study.

Approach

Using library sources and on-line searches, this stage concentrated primarily on reviewing documentation produced by sports councils, governing bodies and academic institutions.

The literature review is appended to this report.

Stage Two – Governing Body Research

Objective

To establish what information already exists about coaches – this time specifically among governing bodies.

Approach

A self-completion questionnaire based study. All 67 governing bodies in the 31 UKCC sports covered in this project were sent a detailed self-completion postal questionnaire.

Stage Three – Qualitative Research among Coaches

Objective

To provide context for the findings of the quantitative research and obtain a more detailed understanding about the current state of coaching in the UK and recommended ways forward.

Approach

95 semi-structured telephone interviews were conducted with a wide range of coaches representing different sports, regions, levels of qualification and type of coach (e.g. self employed, employed and unpaid coaches, as well as primary and secondary school teachers). In addition, a further 5 interviews were carried out with senior national officials involved in coach administration.

Stage Four – Quantitative Research

Objectives

To provide detailed information about coaches working in specific parts of the coaching profession, namely; schools, universities & HE colleges, and local authorities¹.

To better understand general public attitudes towards coaching.

Approach

Following an initial scoping project, a variety of research techniques were adopted depending on which was understood to be the most effective for each audience. Those methods used were as follows:

- | | |
|--|--|
| • General public / coaches
(face-to-face in home interviews) | • Schools
(paper and on-line questionnaires) |
| • Universities
(on-line questionnaire) | • Local authorities
(telephone interviews) |

(Although the most appropriate approach, the use of mixed methods means that comparisons between surveys should be treated with a degree of caution).

¹ Research was also proposed among sports clubs, however, due to sampling issues associated with data protection this element of the project has been omitted from the main study. Please see the following chapter on “Challenges in Data Collection (See page 12)”.

The Participants

Provided in Table 1 is an outline of the survey sample composition. Overall, the research team were encouraged by the response from those invited to take part in the survey, with the participation levels at or above those predicted (e.g. the predicted response among schools was 20%).

Table 1 - Sports Coaching in the UK – The Survey Sample

	Total Universe	Invited to participate	Participants	Response rate	Survey method
Stage Two					
Governing Bodies in UKCC sports	67	67	44	66%	Postal
Stage Three					
Qualitative interviews	-	-	100	-	Telephone interviews
Stage Four					
UK General Public (aged 15+)	47.7 mill	-	9,122	-	Face-to-face, in home
Schools	30,771	6,000	1,561	26%	Postal & on-line
Local Authorities	467	467	342	73%	Telephone
Universities	171*	125	81	65%	On-line
Total			11,250		

Source: MORI

* This includes a large number of small art and music colleges with no sports facilities, alongside others which are ineligible for other reasons (e.g. the Open University). The sample of 125 universities and colleges invited to participate accounts for 95% of all students in higher education in the UK.

Full details of the fieldwork and subsequent weighting of the data is appended, under “Research Methods”.

Presenting the Data

The results from the primary research conducted as part of this survey are presented in a thematic basis – rather than a survey by survey basis. The core data on the numbers of coaches is derived from the general public omnibus studies in Britain and Northern Ireland. This core data is used as the basis for the total coaching figures quoted throughout the report, supplemented and supported by the data collected through the other surveys.

Also included are a number of case studies between chapters, which have been drawn from the qualitative depth interviews undertaken in Stage Three.

Defining “Sports Coaching”

Whether or not someone is a sports coach has been left, to a degree, to the respondent’s own interpretation of the term “sports coaching”. While this is likely to be broadly similar among the vast majority of the population, it should be noted that the total number of coaches quoted in this report will include those with a wide range of abilities – from the highly qualified coaches of elite athletes, to those who might “coach” their friends on a casual basis to play a particular sport.

Challenges in Data Collection

Introduction

In this research project the quality of the findings reported was often determined by the quality of the data collected by other agencies, for example, governing bodies, local authorities or universities. In many areas of the coaching profession, data on coaches often does not exist at all, or is collected in such a way that makes it extremely difficult to accurately determine figures. Despite this, however, the high level of response highlights the pragmatism that respondents showed in completing questionnaires.

Partly because of this sports coach UK and MORI would like to take the opportunity to thank all those who took the time to participate in the survey. We realise that it was hard for many respondents to provide the information we requested, but in many ways our greater understanding of the weakness of coaching data collection in the UK is equally as valuable a finding as any others contained in this report.

The need to have access to basic data on the number and profile of sports coaches in the UK is vital if the profession is to continue to develop. While this study provides much of the baseline data, what it also reveals is a need for those involved in coaching administration, at all levels, to be provided with better guidance and tools on how to maintain data on coaches, and for the management of coach data to be more rigorous than it has been in the past.

Where is data on sports coaches stored?

An illustration of the difficulties associated with surveying organisations about the coaches they employ is evident when looking at the proportion of organisations that actually possess a central database of coaches (Table 2).

Table 2 - Storage of Data on Coaches – I

	Local Authorities	Schools	Universities
<i>Base: All respondents</i>	<i>(342)</i>	<i>(1,561)</i>	<i>(81)</i>
	%	%	%
Centrally	61	44	83
By individual sports clubs	47	Na	37
No data on sports coaches is collected	4	41	5
Don't know / No answer	*	15	2

Note: Governing bodies were not asked this question

Source: MORI

Please note that the columns do not add up to 100%, as some organisations use more than one method of data storage.

Universities (83%) and local authorities (61%) are generally well organised and store data on coaches centrally, although both coaching providers could strengthen in this area. Schools (44%) are less likely to store data on coaches centrally. Having a central database is a start, but other issues are equally important including how the data is stored and what information is collected.

In terms of the hire of coaches, we go directly to those who are qualified for any activities [for which] we are using coaches. We never use any unqualified individuals. The only records we have would be the ones we use. We have a database of coaches, but I'm not sure how up-to-date it is.

English Borough Council

How is the data stored?

The research identifies that coaching providers use a wide range of storage methods (see Table 3). The governing bodies of sport are the most likely to use some kind of electronic database for coaches (84%) although even among these organisations, nearly half (46%) still rely to some extent on paper records.

Table 3 - Storage of Data on Coaches – II

	Governing Bodies	Local Authorities	Schools	Universities
<i>Base: All where coach data is collected centrally</i>	(44)	(208)	(623)	(64)
	%	%	%	%
Paper copies	46	38	78	75
Word document		11	17	34
Excel database	} 84	33	5	29
Access database		34	1	11
Other format	Na	11	4	1
Don't know	8	3	3	5
No answer	-	-	2	-

Source: MORI

Please note that the columns do not add up to 100%, as some organisations use more than one method of data storage. In addition, the data between the governing bodies is not strictly comparable with the other three coaching providers, as the question was worded slightly differently. However, this table is highly indicative of the approaches taken to the storage of coaching data.

Local authorities are perhaps the next most organised. They are *least likely* to rely upon paper records, with around two-thirds (67%) using either Excel or Access databases. Three-quarters of schools and universities use paper records (78% and 75% respectively). Although it is not possible to make a judgement on the best form of data collection, it is clear that the coaching profession would benefit from wider use of similar data storage methods, thereby allowing regular comparability between sources.

The search facility is very poor. We are limited in producing reports. Accuracy – we lost all our data 18 months ago.

English Governing Body

What data is stored in coaching databases?

Of those organisations that store information about coaches, most collect information about the name, address, qualifications and phone number of the coach. Beyond that, while there is a very wide range of information collected by many, it is not consistent.

Table 4 - Storage of Data on Coaches – III

	Governing Bodies	Local Authorities	Schools	Universities
<i>Base: All where coach data is collected centrally</i>	(44) %	(208) %	(623) %	(64) %
Address	93	96	81	96
Age	73	48	Na	48
Availability	23	34	33	20
Coaching qualifications	91	91	59	95
Criminal Record Bureau (CRB) checks	Na	6	Na	Na
Disabilities	34	42	Na	10
Email address	77	66	54	81
Ethnicity	46	37	Na	10
Experience	Na	51	38	71
Gender	80	60	Na	66
Name	93	97	94	96
National insurance number	Na	1	Na	Na
Other	Na	4	8	11
Paid or unpaid	Na	38	42	55
Personal development plans	43	30	8	10
Phone number	91	89	92	96
Region	61	Na	Na	Na
Sport	100	75	56	94
Type (e.g. staff member)	Na	35	49	59
Whether insured	Na	38	36	50
Don't know	Na	*	2	4
No answer	-	-	3	-

Source: MORI

Coaching providers are most likely to collect practical information related to contacting coaches (name, address and phone number) and selection (whether qualified and what sport(s) they can coach). Coaching providers appear less interested in collecting information for monitoring purposes, such as ethnicity or disability. Even fewer are collecting any data on coaching characteristics (such as personal development plans or whether or not they are paid or unpaid).

No information is recorded on whether they are actively teaching or coaching. It is old bespoke software that only one person can alter. Also it is inflexible with regard to its reporting format. If a new report is required it has to be set up and this takes too long.

British Governing Body

Data collection quality in governing bodies

Governing bodies were asked to provide details of the data they currently collect on coaches in their sport (e.g. the total number, those employed, full-time paid coaches, demographic profile etc.). To a large extent much of this information is either not held by the governing bodies, or is inaccurate, with many citing a lack of financial or human resources, and non user-friendly packages as core problems:

Having sufficient personnel resource to enter the data and keep it up to date. Funding is required for further development of the database and the information it can carry.

English Governing Body

In addition to the information referred to in the main part of this report, appended are further data tables taken from the governing body research. These incomplete tables go some way towards illustrating the significant coaching information gaps that exist within some governing bodies.

The following summarises some of the main issues that were encountered during the collection of governing bodies' coaching data:

- The overall lack of information on coaches stored by governing bodies resulting in incomplete responses;
- Variations in methods of storing data making it difficult for governing bodies to report on coach profile information;
- Variations in types of information collected by governing bodies meaning that some data is incomplete;
- Inability/difficulty of governing bodies to provide data in the form of the questionnaire that was issued;
- A general lack of resources among governing bodies to complete the survey. Some governing bodies, most notably in Northern Ireland, Wales and Scotland did not even have the time to complete the questionnaire.
- Willingness of governing bodies to provide data due to concerns over data accuracy;

In respect of all of the above comments, it is important to note that the problems with databases are by no means limited to the smaller sports/governing bodies, with many of the major sports just as likely to experience difficulties.

Local authorities

In some ways the research among local authorities was not as difficult as had been expected, with three-quarters of all those in the UK taking part. The main problem for coaching data collection in local authorities is that coaches are often employed by different departments (e.g. education, leisure and community development) resulting in pockets of data around the organisation, rather than in one place - data on sports coaches is collected at a departmental level in around half of all local authorities, of which, only around a quarter also have a central data source. Five per cent of local authorities record no data on sports coaches.

Around nine in ten provided estimates, rather than actual numbers of coaches working for their local authority, and four in ten stated that no central data source of coaches exists at their local authority. This clearly will have had an impact on the quality of information provided, which was evident during the analysis stage of the project. For example, in some cases assumptions had to be made, as the total figure for the number of coaches at the local authority did not match the combined number of different types of coaches (i.e. local authority coaches, other local authority staff, external coaches, and volunteers).

Schools

Due to the heavy demands placed on schools and school teachers, care had to be taken to ensure that data collected in previous surveys were not duplicated in this project. Overall, however, this had little impact on the design of the questionnaire, with the only amendment being that schools in a School Sports Partnership did not have to identify which sports are played at their school (as they had recently been asked this as part of the 2003/04 PE, School Sport and Club Links survey).

In terms of participation levels, the response from school teachers and head teachers was higher than predicted, with 26% of those invited to take part doing so, compared with an expected response of around 20%.

Only around ten percent of schools provided estimates rather than the actual numbers of coaches, which means that the data provided should have been very accurate. However, the self completion methodology, while most appropriate for this audience, did lead to inaccuracies in the data, as there was no control over the person completing the questionnaire. As a result, there were similar problems to those experienced in the local authority survey, with occasional assumptions having to be made where anomalies occurred in the responses.

School Sport Partnerships

As part of the schools research, participants were asked to identify whether their school is in a 'school sports partnership'². There are currently 8,000 schools involved in school sports partnerships (DCMS, March 2004), however, it is clear that some of the schools taking part in the research were slightly confused over whether their school is, or is not in a partnership – perhaps because they are involved with other local sports partnerships?

As a consequence, a minority of schools, (c.10%), incorrectly stated that they are in the official school sports partnership scheme. With this in mind, little reference has been made to the partnerships in this report.

Universities & HE colleges

The key challenge, as expected, was finding someone within each university who had sufficient knowledge to provide accurate data for coaching across the institution. If such a person existed, the next problem was getting access to them. In order to investigate both these issues, a pilot project was conducted among 10 universities to discover the most effective way of researching this audience. The results of this pilot study pointed towards the use of an on-line survey.

Overall, the response from the universities was very positive and as good as could have been expected, with around two-thirds (65%) of the initial sample taking part. A crucial reason for the success of this part of the project was that telephone contact was made with almost all potential participants prior to them being emailed a link to the survey. These participants comprised people in a range of sports related roles, such as, Sports Development Officers, Sports Union Presidents, Sports Administrators and Directors of Sport. This verbal communication allowed the researchers the opportunity to stress the importance of the survey in a far more effective way than is possible through email or postal contact.

Around two-thirds of university respondents provided estimates for coaching numbers which will have an impact on the quality of the data. As with the local authorities and schools, some respondents provided conflicting answers which again means that assumptions had to be made during the final analysis.

Sports clubs

Research among sports clubs proved to be the most difficult aspect of this project and as a result, the data collected has been excluded from the reporting process at this stage.

² School sport partnerships are a crucial part of the government's strategy for PE and school sport, involving groups of schools working together to increase sports opportunities for all school children.

The main source of sports club information in the UK is held by the governing bodies. With this in mind, the decision was made to attempt to use governing body databases as the main source of sample for this element of the survey. From these lists of contacts, a self-completion questionnaire was to be mailed to a random selection of clubs throughout the UK, across the 31 sports. In order to ensure a sound sampling methodology it was crucial that MORI sampled the clubs, rather than allow governing bodies to send out questionnaires. There are several reasons for this, including:

- Unlike all the other parts of the survey, it was going to be impossible to apply **accurate weighting** to the final data set because so little is known about the clubs themselves. (For example, it is possible to weight schools data by region, the size of the school and the type of the school because national figures are available – accurate data of this kind does not exist for sports clubs.)
- By giving the responsibility of distributing the questionnaires over to the governing bodies, there would be **no control over which clubs were sent the questionnaire** (unless a total census of all clubs in the UK was conducted which was not feasible within the overall scope of the project). Many governing bodies are clearly stretched in terms of resources and, as such, it would be unreasonable to expect them to spend the time necessary to select a random sample of clubs. Not doing so, however, would clearly have an impact on how representative the final results would be.

Unfortunately, sourcing the databases proved more difficult than hoped for the following reasons:

- As discussed at length elsewhere in this report, the **quality of databases used by governing bodies is often very poor**. As a consequence, many were unable to provide an electronic list of clubs, which would be crucial in allowing a random selection.
- A number of governing bodies rightly raised the issue of **data protection**, as a number of their club contacts were people's home addresses – rather than the clubs themselves. MORI had expected to be able to mail the questionnaire to the Club Secretary, an equivalent club committee member, or even to the clubhouse. However, in many cases, a named contact and home address was all that were available. Although the regulations in this area are vague, and there have subsequently not been any complaints from those who have taken part in the research, the governing bodies were well within their rights to raise it as a concern and refuse MORI access to their databases.

Double counting

There is undoubtedly a danger that some double counting may have occurred in the findings of this research. However, the extent to which this has happened is likely to be minimal. The main reason for this is because the core baseline data provided through the general public research on the MORI Omnibus allows no scope for double counting between this and other elements of the project, because it is a survey of the UK population, rather than a potentially overlapping population segment.

In contrast, there is potential for double counting among coaches working part-time for more than one of the other coaching providers' surveyed (i.e. local authorities, universities and schools). For example, out of the 4,500 university coaches identified, 1,200 are described as 'external coaches'. While it is possible to speculate on the numbers, firm conclusions have only been drawn where there is strong existing evidence to back up our assumptions (e.g. information of the total number of Sports Development Officers in the UK).

Demand for Coaching

Sports Participation

Just over half of the UK population (55%) participated in a sporting activity in the 12 months prior to the research, with a slightly smaller proportion taking part in one of the UKCC sports (53%). Swimming is the most popular participation sport in the UK (excluding walking), undertaken by almost a third of the population (31%)³. Football and cycling are the next most popular participation sports and these three are the only sports which more than one in ten of the population participate in regularly.

Table 5 - Sports Participation in the Past 12 months

% of UK population playing sports			
<i>Base: All respondents</i>		<i>(9,122)</i>	
	%		%
Swimming	30.6	Rugby union	2.0
Football	14.6	Canoeing	1.8
Cycling	14.5	Archery	1.7
Golf	9.4	Volleyball	1.7
Tennis	6.8	Gymnastics	1.7
Badminton	6.4	Orienteering	1.6
Movement/Dance	5.9	Equestrian	1.5
Angling	4.5	Netball	1.5
Table tennis	4.2	Karate	1.4
Cricket	4.0	Hockey	1.3
Bowls	3.8	Rowing	1.1
Athletics	3.8	Rugby league	0.9
Squash	3.7	Judo	<0.5
Basketball	3.3	Triathlon	<0.5
Mountaineering	2.4	Other	6.0
Sailing	2.4		
Rounders	2.2	None	44.7

Source: MORI

Men are more likely to take part in sport than women; around three in five men play one or more of the UKCC sports included in this project (60%), while less than half of the female population do so (47%).

³ The disparities between the participation figures in this research and 1996 General Household Survey (GHS) result from the use of different questions and methods. In the 1996 GHS for example, 40% of the UK population had participated in swimming in the previous 12 months.

As might be expected, sports participation decreases with age; three-quarters of those aged 15-24 years participate in sport (77%), while three in five 35-44 year olds take part (62%), decreasing to just three in ten participants over the age of 55 (30%).

Participation levels also decline relative to social class. Two-thirds of ABs play at least one of the UKCC sports (67%); while three in five C1s (58%), half of C2s (50%), and just two in five DEs (39%) take part in these sports.

There are few regional variations in levels of participation. However, residents in the South West are more likely than average to take part in one of the UKCC sports, as are those who live in the East of England (65% and 61% respectively compared with 53% overall). On the other hand, Northern Ireland residents are least likely to take part in sport with less than half (44%) having participated in sport during the last 12 months.

Numbers being coached

Around one quarter (24%) of those who participated in sport in the last year received some form of coaching⁴. This translates to approximately 6.25 million people, nationally, that received coaching.

Just over a fifth (22%) receive coaching in one or more of the 31 UKCC sports, meaning that nationally, over 5.5 million people have been coached in at least one of these sports.

Football is the most coached sport with around 5% percent of those participating in all sports saying that they have been coached in football. This equates to around 1.25 million participants receiving football coaching.

Football also ranks as the most coached sport as a proportion of all coached sports. A fifth of those who received coaching in the last year were coached in football (20%).

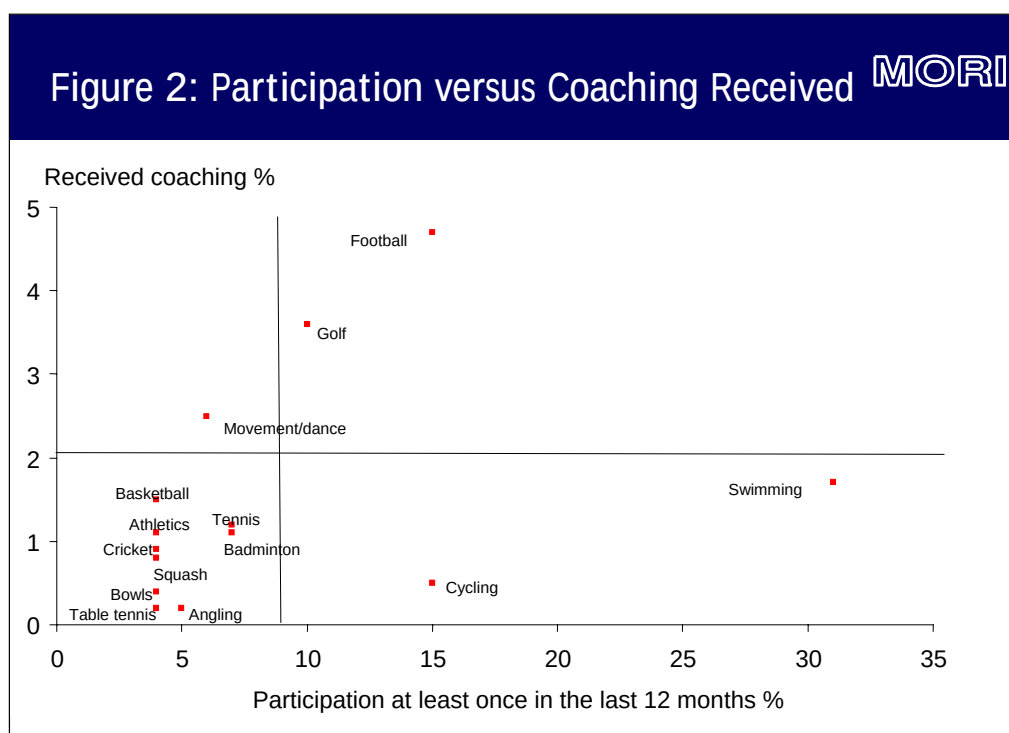
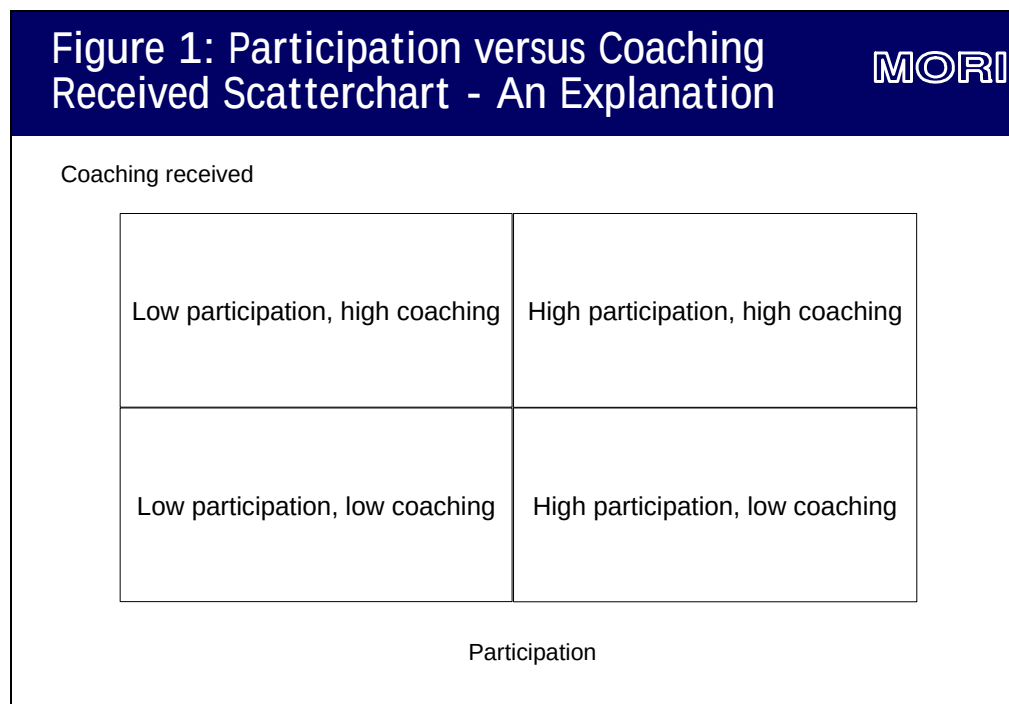
Those people who play golf are the next most likely to be coached (4% of the adult population participated in sport, of whom 15% of those receiving coaching received it in golf), followed by movement/dance (4% and 11%), swimming (2% and 7%), basketball (2% and 6%) and rugby union (1% and 6%).

Notably, some sports that have comparatively high levels of participation do not necessarily also have high levels of coaching. This is illustrated in the charts on the following page which outline the general relationship between participation levels and levels of coaching received in some of the major sports included in this project.

As a broad outline the 'explanation' chart (again on the following page) which follows shows how we can interpret the relationship between the levels to which sports are participated in and the amount of coaching that is received.

⁴ The accuracy of this finding is confirmed by the latest sports participation data derived from the General Household Survey 1996, in which 23% of sports participants had received coaching in the previous 12 months.

For example, if a sport is located in the top right quadrant, it means that it has high levels of participation and also high levels of people being coached.



Fourteen sports are shown to illustrate the relationship between participation and amount of coaching received.

The chart above shows that participants in relatively high participation sports, such as football and golf, are also likely to be coached in greater numbers than other sports. On the other hand activities like swimming and cycling are high in terms of participation but fewer participants receive coaching.

The lines which segment the different parts of the chart are for illustrative purposes only, highlighting the extent to which the aforementioned sports differ from the majority played in the UK. This can largely be explained by the accessibility of the sports and the extent to which activities such as cycling and swimming can be enjoyed as casual, recreational activities without the need for continual coaching or improvement. In contrast, sports that require high levels of technical ability or the continued development of skills, such as golf, are likely to be coached more than others.

Lower participation sports like table tennis, angling and bowls also have a lower amount of coaching. This can be explained by the fact that these sports are often played for enjoyment or recreation by many people and therefore do not necessarily require ongoing performance coaching. (That is not to say that these sports, when played competitively, are any less spirited or professional, or that those with higher amounts of coaching are never done for just recreation or enjoyment.)

Movement and dance, however, is coached relatively often compared with other sports. It is an example of a sport where an instructor is necessary for people to take part (unless done in the home, using a fitness video, for example). The proportionally high number of people being coached can also be explained by the continued growth and diversity of taught aerobics classes as a mainstream fitness activity.

The Number of Coaches

All Coaches

There are in the region of 1.2 million individuals providing coaching in the UK, equating to around 2.6% of the total population.

Table 6 - Total Number of Coaches

	UK	Governing Bodies ⁵	Local Authorities	Schools ⁶	Universities
<i>Base: All respondents</i>	(9,122)	(47)	(342)	(1,561)	(81)
All Coaches	1,220,000	400,000	46,000	514,000	4,500

Source: MORI

Overall there are currently around 1.2 million individuals providing coaching in the UK. In the context of this research study, the definition of ‘coaches’ refers to any ‘individual that is involved in providing coaching’, therefore, the definition ranges from informally organised volunteers to elite coaches.

Of the 1.2 million individuals providing coaching, around 400,000 are registered as qualified with the 47 governing bodies that provided data for this section of the research. By way of comparison, the literature review, conducted as part of this study, identified three recent research studies which suggest that around six million people in the UK have volunteered in sport in the past year.

Around 46,000 people operate as coaches within local authorities, 514,000 as school sports coaches and around 4,500 people coach at universities. However, it is possible that a coach operating in more than one of these categories (for example as a self-employed coach working in a school and a university) would be counted both as a school sport coach and a university coach.

Coaching Provision by Sport

Table 7 shows the percentage of the population participating in each of the 31 sports covered in depth in this study, with the numbers of coaches in each sport, as well as the percentage of local authorities and universities providing coaching. The data for the overall number of coaches is derived from the national research, and comprises a base of 214 people who stated that they are currently involved in coaching from the total sample of 9,122 members of the UK public. To aid the reader, each of the four columns has been ranked, with the top ten sports in each column highlighted (in bold) for ease of comparison.

⁵ Information on qualified coaches only.

⁶ Please note that during the survey among schools, coaches were referred to as “school sports providers”. However, for consistency, they are generally referred to as coaches throughout this report.

Table 7 - Sports Coaching Provision in the Past 12 months

	% of population playing sports		Number of coaches		% of local authorities providing coaching		% of universities providing coaching	
<i>Bases</i>	<i>(9,122)</i>		<i>(214)</i>		<i>(342)</i>		<i>(81)</i>	
	Rank	%	Rank	No. of coaches	Rank	%	Rank	%
Swimming	1	30.6	3=	100,000	6=	83	9=	52
Football	2	14.6	1	400,000	1	99	1	93
Cycling	3	14.5	27=	10,000	18	29	27	10
Golf	4	9.4	19=	30,000	14	47	17	36
Tennis	5	6.8	9	80,000	2	90	6=	60
Badminton	6	6.4	3=	100,000	10	62	6=	60
Movem't/ Dance	7	5.9	11	65,000	12	55	18	35
Angling	8	4.5	24=	20,000	28	11	-	0
Table tennis	9	4.2	29	<5,000	13	50	23	22
Cricket	10	4.0	5=	90,000	5	86	9=	52
Bowls	11=	3.8	19=	30,000	19	27	29	3
Athletics	11=	3.8	5=	90,000	4	87	15	42
Squash	13	3.7	12=	50,000	15	39	13	46
Basketball	14	3.3	10	70,000	3	88	4	80
Mountaineering	15=	2.4	24=	20,000	29=	10	19	34
Sailing	15=	2.4	18	35,000	23=	24	21	25
Rounders	17	2.2	14=	40,000	27	18	-	0
Rugby Union	18	2.0	2	130,000	6=	83	2	92
Canoeing	19	1.8	19=	30,000	16	32	16	37
Archery	20=	1.7	30=	<1,000	17	30	24	17
Volleyball	20=	1.7	27=	10,000	21=	25	11	51
Gymnastics	20=	1.7	5=	90,000	11	59	25	16
Orienteering	23	1.6	19=	30,000	23=	24	28	9
Equestrian	24=	1.5	14=	40,000	31	7	20	29
Netball	24=	1.5	12=	50,000	6=	83	5	73
Karate	26	1.4	14=	40,000	21=	25	8	53
Hockey	27	1.3	5=	90,000	9	78	3	81
Rowing	28	1.1	24=	20,000	29=	10	14	44
Rugby League	29	0.9	14=	40,000	23=	24	22	24
Judo	30	0.4	19=	30,000	20	26	12	47
Triathlon	31	0.3	30=	<1,000	26	20	26	12
Other	-	6.0	-	-	-	-	-	-
None	-	44.7	-	-	-	-	-	-

Source: MORI

Participation versus coach provision

As is evident from the previous chart, the most popular sports in the UK in terms of participation are not necessarily the ones with the highest degree of coaching provision. For example, **swimming** is the most popular sport in the UK in terms of participation, but is ranked third in relation to the overall number of coaches in the sport, behind football and rugby union. It is also only sixth equal in terms of coaching provision at local authorities and ninth equal at universities. Even more extreme is **cycling**, which is the third most popular sport in terms of participation, but 27th equal out of the 31 sports in relation to the overall number of coaches. In both cases, this is clearly a reflection of the ease of access to these activities once you have had a basic level of instruction, often given very early in life.

In contrast, **rugby union**, **hockey** and **gymnastics** are better provided for in terms of overall numbers of coaches, than might be expected given the participation in them.

Above & below average coaching provision

More people are coached in **football** than any other sport. It is also the sport with the highest level of coaching provision at both universities and local authorities.

In contrast, some sports which provide coaching to a large number of people are less well represented at local authorities and universities – in particular, **movement and dance** and **golf**. In both cases, this is likely to be a reflection of the high proportion of people who receive coaching from the private sector for these sports, and in the case of golf, related to a lack of facilities at universities.

Another interesting contrast is the lower than expected provision of **athletics** coaching at universities – only around four in ten provide athletics coaching, compared with around nine in ten local authorities. The opposite is the case for **karate**, which is coached by only one quarter of local authorities and more than half the universities (53%).

Regional differences

There are significant regional differences in **local authority coaching** provision for specific sports, most of which would be expected, for example; rugby league (coaching provided by 24% of all local authorities, rising to two-thirds of those in the North West), cricket (86% of all local authorities, 50% in Scotland) and rugby union (83% of all local authorities, 100% in Wales).

London boroughs tend to offer a slightly different range of sports than local authorities as a whole. Sports which appear under-represented in the capital include hockey and golf, while many others are over-represented compared with the rest of the UK, such as; cricket, gymnastics, table tennis, boccia, canoeing, archery, judo, cross-country, volleyball, karate and sailing.

The Profile of Coaches

Gender

Men are much more likely to be involved in sports coaching than women, with three-quarters (76%) of those currently coaching being male (c.930,000 men compared with c.300,000 women). In addition, significantly more men than women have coached in the past but no longer coach, and almost three times as many men than women would like to take up coaching in the future.

Table 8 - Sports Coaching by Gender

		UK	Male	Female
<i>Base: All</i>		(9,122)	(4,321)	(4,801)
Current coaches	%	2.6	4.0	1.2
	'000	1,220	930	300
Lapsed coaches	%	7.2	10.3	4.3
	'000	3,450	2,390	1,060
Potential coaches	%	5.8	8.7	3.1
	'000	2,790	2,030	760

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000.

Age

Similar to patterns in sports participation, the proportion of the population who are currently coaching declines with age. Four per cent of adults aged under 25 years old are involved in sports coaching, compared with only one per cent of those aged over 55 (c.290,000 v c.160,000 people respectively). Outside these age groups, the proportion of coaches remains very similar across the age bands – with around 3.0% of 25-55 year olds (c.780,000) currently coaching.

Table 9 - Sports Coaching by Age

		UK	15-24	25-34	35-44	45-54	55+
Base: All		(9,122)	(1,297)	(1,427)	(1,678)	(1,371)	(3,349)
Current coaches	%	2.6	4.0	3.0	3.1	3.1	1.0
	'000	1,220	290	270	270	240	160
Lapsed coaches	%	7.2	7.8	7.0	7.3	7.9	6.7
	'000	3,450	560	630	630	610	1,020
Potential coaches	%	5.8	15.4	8.5	6.0	2.7	1.3
	'000	2,790	1,100	760	520	210	190

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000.

Interestingly, the number of lapsed coaches is not significantly affected by age. Indeed, more young people are lapsed coaches than the older age group (7.8% of 15-24 year olds versus 6.7% of those aged 55+). Coach retention is clearly an issue which needs to be addressed across all age bands.

Perhaps unsurprisingly, the young represent a key target group for future coaches. Around fifteen percent of those aged between 15-24 are interested in taking up coaching (c.1,100,000) with interest decreasing with age, down to only 1.3% of the over 55s (c.190,000)

Social Class

ABC1s represent around half of the adult population of the UK, but almost seven in ten of the UK's sports coaches (c.850,000 coaches are ABC1s compared with only c.380,000 C2DEs).

Table 10 - Sports Coaching by Social Class

		UK	AB	C1	C2	DE
Base: All		(9,122)	(1,737)	(2,556)	(1,914)	(2,915)
Current coaches	%	2.6	3.7	3.4	2.0	1.3
	'000	1,220	410	440	200	180
Lapsed coaches	%	7.2	11.5	7.5	6.1	4.2
	'000	3,450	1,290	980	620	560
Potential coaches	%	5.8	5.1	5.4	6.0	6.8
	'000	2,790	570	700	610	900

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000.

Those from the higher social class groups are also more likely to be lapsed coaches (12% of ABs have coached in the past compared with four percent of DEs).

Despite this, it is important to note that DEs are as interested, if not more so, in taking up sports coaching as any of the other social class groups. Indeed, while more ABC1s have coached in the past than want to coach in the future, the opposite is the case for DEs.

Ethnicity

People of White origin appear more likely to be sports coaches than those from Black and minority ethnic groups (BMEs). (However, this finding should be treated with caution as the difference falls outside the boundaries of statistical reliability.)

Table 11 - Sports Coaching by Ethnicity

		UK	White	BME
<i>Base: All</i>		(9,122)	(7,564)	(512)
Current coaches	%	2.6	2.6	1.8
	'000	1,220	1,120	60
Lapsed coaches	%	7.2	7.4	5.5
	'000	3,450	3,180	170
Potential coaches	%	5.8	5.5	10.9
	'000	2,790	2,360	340

Source: MORI

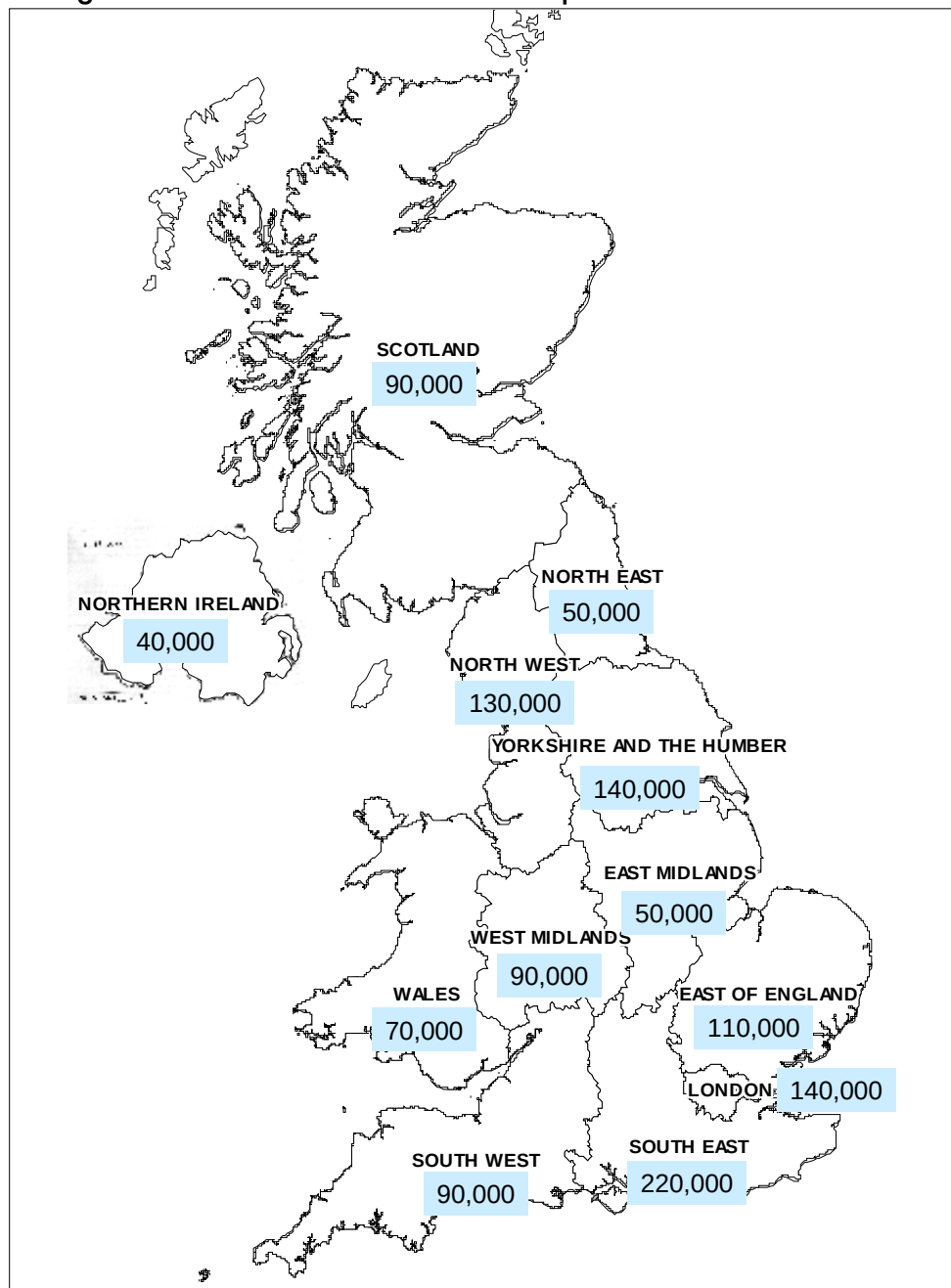
Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000.

However, BMEs are significantly more likely to be interested in becoming sports coaches, than those of a White ethnic origin. This may indicate that there are barriers which need to be overcome to ensure greater involvement in sports coaching among BMEs in the future.

Region

There are more than 1 million coaches in England (c.1.02 million), with the South East making up the largest proportion of these (22%). A further 90,000 coaches reside in Scotland, followed by 70,000 in Wales and 40,000 in Northern Ireland. While there are significant differences in the number of coaches in each region, the distribution of coaches is broadly what would be expected given the population sizes of each region.

Figure 3: The Distribution of All Sports Coaches in the UK



MORI

Number of coaches rounded to nearest 10,000.

In order to gain a true reflection of coaching provision in different parts of the UK, the number of coaches has been analysed against the total population in each region. The main regional differences for the total number of coaches are that there are marginally higher than average proportions of coaches per 1,000 people in the population in the South East (27 per 1,000) and Yorkshire & Humberside (28 per 1,000).

Schools & Local Authorities

London is well served in terms of the total number of coaches, but has poor provision of local authority and school coaches – perhaps a reflection of London coaches comprising a higher than average proportion of private sector staff.

At a national level, England appears to be less well provided for than the other home countries in terms of **local authority coaches** (7 per 10,000 people vs 10-14 per 10,000 for the other three countries). **School coaching** provision also appears to be slightly better in Scotland and Northern Ireland.

Table 12 - Sports Coaches by Region – All Coaches, Schools & Local Authorities

		UK	England	Scotland	Wales	N. Ireland	London	South East	South West	East Mids	West Mids	Eastern	Yorks/ Humber	North East	North West
Total UK population*	'000	58,789	49,139	5,062	2,903	1,685	7,172	8,001	4,928	4,172	5,267	5,388	4,965	2,515	6,730
All coaches	'000	1,220	1,020	90	70	40	140	220	90	50	90	110	140	50	130
Coaches per 1,000 people		21	21	18	24	24	20	27	18	12	17	20	28	20	19
All LA coaches	No.	46,000	33,800	7,200	2,800	2,100	2,400	6,100	5,100	4,600	2,600	4,000	2,800	1,800	4,300
LA Coaches per 10,000 people		8	7	14	10	12	3	8	10	11	5	7	6	7	6
All School coaches	No.	514,000	417,000	50,000	26,000	21,000	45,000	88,000	53,000	36,000	39,000	41,000	42,000	19,000	53,000
School Coaches per 1,000 5-16 year olds		56	55	66	57	68	43	72	73	55	46	49	53	48	49

*Based on 2001 Census

Source: MORI

The number of coaches who work for **local authorities** in each region indicates that some parts of the country are perhaps better served than others. Scotland, the South West and East Midlands, for example, have high ratios of coaches per 10,000 people in the local population. In contrast, the number of local authority coaches per head of the population appears to be lower than average in London and the West Midlands. (It should be noted though that this does not take into account the type of coach in each region – e.g. part-time/full-time.)

The ratio of **school sport coaches** to pupils in the South East and South West are significantly above the national average, and well above that of the region with the poorest ratio, which is again London. Of the home countries, Scotland and Northern Ireland have slightly higher numbers of school sport coaches per 1,000 5 – 16 year olds than England and Wales.

Due to the relatively small number of **universities** in the UK, regional data has not been included in the report as it would be misleading. Overall, however, there are just over 4,500 people coaching sport at universities and HE colleges throughout the UK, equating to around 36 per university, or 420 students per coach.

Table 13 - Sports Coaching by Size of University

All Universities	
<i>Base: All</i>	<i>(81)</i>
Ave. coaches per university	36
Total coaches	4,500
Students per coach	420

Source: MORI

Number of coaches rounded to nearest 100.

A number of services are provided to **elite performers** at UK universities. Within this spectrum of services, elite performers at three in ten UK universities are able to access specialised elite coaching. Not surprisingly, these universities also tend to offer a greater number of sports activities (10+).

Types of School Coaches

There are around half a million people who help coach in schools – including a large proportion of unpaid coaches. More than half a million people are involved in coaching sport for schools, including around 70,000 specialist PE teachers, and 250,000 non-specialist PE teachers (i.e. teachers of other subjects who help coach sport in schools). Of the remainder, the majority comprise either adults other than teachers (AOTTs) or external coaches (67,000 and 85,000 respectively).

Overall, different types of coach comprise similar proportions for each of the different types of school. The main difference is the higher than average proportion of specialist PE teachers in secondary schools (36% compared with an average of 14%). In contrast is the sizeable contribution of non-specialist PE teachers who help with sports provision in independent schools. This is probably a reflection of the large number of sports and sports teams at many independent schools, many of which will be run by non-PE teachers.

Table 14 - School Sports Coach – by Type

		All	Primary	Secondary	Independent	Other
<i>Base: All</i>		(1,561)	(1,097)	(375)	(59)	(30)
PE Teacher	%	14	10	36	12	18
	No.	71,000	35,000	23,000	9,000	4,000
Non-PE Teacher	%	49	51	27	60	45
	No.	251,000	180,000	17,000	44,000	10,000
AOTTs*	%	13	14	11	10	20
	No.	67,000	49,000	7,000	7,000	5,000
Sport Dev. Officer	%	6	6	8	3	3
	No.	29,000	21,000	5,000	2,000	1,000
External	%	17	17	17	15	12
	No.	85,000	61,000	11,000	11,000	3,000
Other	%	2	2	1	3	1
	No.	10,000	7,000	1,000	2,000	<1,000
TOTAL	%	100	100	100	100	100
	No.	514,000	350,000	63,000	74,000	23,000

Source: MORI

* Adults Other Than Teachers

Figures may not sum due to rounding. Number of coaches rounded to nearest 1,000.

Case Studies and Motivations for Coaching

The following exert is taken from Stage Three of the research – the depth interviews with coaches. It is the first of several contained in the report.

The Ex-professional

I have just started my own business after being a professional footballer for 18 years. I coach kids from 6 to 14 years old, be that in schools or out of schools, in term time and holiday time. I run week long courses, 1 hour sessions, birthdays, you name it, anything really.

On and off, I have probably been coaching for about ten years but only taking it seriously recently. I am playing part-time now, as a semi-pro and just taking the coaching side up more seriously now, so probably the last 4 or 5 months has been more extensive. It was a while back that I first got involved, someone just asked me if I fancied doing a bit and I had a go and liked it.

I enjoy passing on the knowledge that I have got and trying to help people get better and improve and see something that you have told them and they go and do it. Seeing the enjoyment of playing the game of football, seeing the enjoyment on the children's faces....

Being a professional footballer you can jump two courses so I am currently doing Level 3, I should finish that in the summer. The coaching award has changed me. I now have a better insight into the way of going about things, like organisation and planning, what you should expect from a session and how you can go further with it. There is a lot more involved in coaching now. There is a lot of planning and theory work whereas there didn't use to be in the past.

I probably work around 40 to 50 hours a week on the coaching side of the business. If this business gets going really well, the coaching side, I could maybe get a couple of people on board which would help me, to take the pressure off me a bit but that is something in the future really.

Administration is probably quite a lot at the moment because there is a lot to get up and running. Administration is probably about 40%. Preparing and planning courses about 20%. Coaching itself 30% and maybe 10% on career development.

There are a number of administration tasks we need to do. I mean, all the legislation you have to have in place through involvement with kids, the systems back-up that you have got to have like the databases and everything, the kids names and things and what courses they are on, all the different side issues like your coaches, booking lists for your coaches, so that they are aware of their responsibilities and all that.

What would stop me coaching? Going out of business!



CASE STUDY

Qualified and Non-Qualified Coaches

All Coaches

Around two in five (38%) coaches in the UK claims to hold a qualification in a sport that they coach (c.470,000 people). The remaining three-quarters of a million coaches (62%) are unqualified.

The level 2 course did affect the way I coach. It gives you more of a professional attitude and more tactical awareness.

Self-employed, full-time coach

Analysis of the information provided from the governing bodies supports this data. Across the 47 governing bodies that provided data on the number of qualified coaches in their sport, 400,000 people within the UK are recognised as qualified coaches.

Across the different types coaching providers surveyed, universities use the highest proportion of qualified coaches with around seven in ten (71%) doing so, followed by six in ten local authority coaches (59%) and half of school sport coaches (49%).

Table 15 - Total Number of Qualified Coaches

		UK	Governing Bodies	Local Authorities	Schools	Universities
Base: All		(9,122)	(47)	(342)	(1,561)	(81)
Qualified	%	38	-	59	49	71
	No.	470,000	400,000	27,000	253,000	3,200
Unqualified	%	62	-	41	51	29
	No.	760,000	-	19,000	261,000	1,300
All coaches	%	2.6	-	-	-	-
	No.	1,220,000	-	46,000	514,000	4,500

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 1,000 for LAs and schools, 100 for universities & 10,000 for UK figures.

There is scope for double counting in these figures, as some coaches' work for a number of different organisations – such as sports development officers. However, the fact that the UK and governing body figures are so close suggests that the figure of 470,000 qualified coaches is an accurate reflection of the total number in the UK, with qualified coaches from local authorities, schools and universities forming part of this 'global' estimate.

Qualified Coaches by Sport

Table 16 provides information on qualified coaches from the survey of governing body representatives. We have earlier identified that most governing bodies collect information on the number of qualified coaches and, therefore, have a central register of this information. (In contrast, as previously discussed, the data held on the number of unqualified coaches is far less accurate.)

The general public survey, while being the most comprehensive survey of coaching ever conducted in the UK, is subject to sampling error like any other survey. In particular, every individual coach that was interviewed within the general public survey represents around 5,000 coaches in the UK population as a whole. As a consequence, for those sports with a small number of qualified coaches, the impact of MORI interviewing just one coach can be substantial. Indeed, this sampling error has led, on a small number of occasions to more qualified coaches being recognised by the governing body than estimates of current coaches operating in the UK.

As indicated in Table 16, around 400,000 coaches are recognised as having qualifications by sports governing bodies in the UK. Although lower than the estimated total number of qualified coaches as provided by the general public survey (470,000) the difference is likely to be accounted for by a large number of the qualified school sport providers who are not accounted for in the governing body figures.

Table 16 - Number of Qualified Coaches – by Sport

	Number of qualified coaches – Governing Body Survey					% of all qualified coaches
	Eng	NI	Scot	Wales	UK	%
Football	127,500	1,200	*	15,000	157,912	39.6
Gymnastics	24,846	619	1,864	1,531	28,860	7.2
Cricket	26,320	380	400	900	28,000	7.0
Hockey	13,915	*	2,400	*	17,731	4.4
Rugby Union	10,000	*	1,300	4,257	16,038	4.0
Volleyball (UK)	*	*	*	*	15,150	3.8
Swimming	10,000	1,000	1,000	1,000	13,000	3.3
Canoeing	9,500	450	1,000	1,200	12,150	3.0
Athletics	9,343	432	1,394	583	11,752	2.9
Badminton	8,000	*	2,000	350	10,670	2.7
Mountaineering (UK)	*	*	*	*	10,100	2.5
Archery	8,274	350	896	470	9,990	2.5
Orienteering	5,520	350	700	120	6,690	1.7
Basketball	5,004	*	1,000	*	6,526	1.6
Bowls	2,700	*	2,321	*	6,125	1.5
Tennis	5,445	7	304	186	5,942	1.5
Karate	4,500	*	*	140	5,204	1.3
Equestrian	3,916	200	456	418	4,990	1.3
Rugby League	4,582	55	31	35	4,703	1.2
Netball	2,024	*	1,900	289	4,343	1.1
Table Tennis	3,403	*	488	*	4,227	1.1
Squash	3,708	*	122	*	4,166	1.0
Golf	3,020	69	484	139	3,712	0.9
Judo	2,823	163	250	232	3,468	0.9
Rowing (UK)	*	*	*	*	3,030	0.8
Sailing (UK)	*	*	*	*	1,414	0.4
Keep Fit	850	*	*	*	1,020	0.3
Cycling	687	2	247	54	990	0.2
Triathlon	376	6	45	33	460	0.1
Rounders	444	0	1	2	447	0.1
Angling	242	18	41	35	336	0.1
Total	321,638	8,678	38,015	30,815	399,146	100

Source: MORI

Table notes

(1) Some NGBs operate at the UK or GB level only and many of these only provided figures for the UK headline and not by home country - these are indicated by (UK).

(2) The total coaching figures for the UK are derived from the information provided by the NGBs, however, in some cases where the data for a particular home country was missing and estimate has been made which contributes to the overall figure. However, these estimates are not included in the home country columns of the table - these are indicated by (*).

(3) In a number of sports there are a great many coaches that have a coaching qualification but are no longer active thus the apparently high number of coaches in some sports. For example, Gymnastics has qualified 28,000 coaches but only about 20,000 are active. In volleyball, 15,000 coaches are qualified but only about 600 are active.

As with the number of coaches overall, football has the largest number of qualified coaches (c158,000). All other sports have fewer than 30,000 qualified coaches, with gymnastics and cricket containing the next highest number of around 29,000-28,000 in each of these sports.

Governing bodies were also asked to supply details of the number of qualified coaches at each of the different qualification levels. This information is supplied in the Appendix, on A5.

The Profile of Qualified / Unqualified Coaches

Gender

As has been noted, significantly more men than women are involved in coaching. Men are also more likely to have a coaching qualification (41% of male coaches) than women (30%). Indeed, because more men than women coach, there are four times as many male qualified coaches (c. 380,000) than female (c.90,000).

Table 17 - Qualified and Unqualified Coaching by Gender

		UK coaches	Male	Female
<i>Base: All</i>		(214)	(154)	(60)
Qualified	% of coaches	38	41	30
	'000	470	380	90
Unqualified	% of coaches	62	59	70
	'000	760	550	210
All coaches	% of UK pop.	2.6	4.0	1.2
	'000	1,220	930	300

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000.

Age

Coaches in the age group 25 – 34 appear most likely to hold qualifications – around half doing so (51%). This may indicate that there is an increasingly qualified and professional cohort of coaches coming through the system. It will be interesting to observe whether this trend continues over time. The likelihood of the 25 – 34 year old age group to be qualified is in contrast to the 45-54 year age group, of whom, only just over one in five are qualified (23%). While fewer people aged over 55 are coaching, a higher proportion of those that do are qualified than those aged 15 – 24 and 45 – 54.

Table 18 - Qualified and Unqualified Coaches by Age

		UK coaches	15-24	25-34	35-44	45-54	55+
<i>Base: All</i>		(214)	(49)	(34)	(50)	(45)	(36)
Qualified	% of coaches	38	32	51	43	23	44
	'000	470	90	140	120	60	70
Unqualified	% of coaches	62	68	49	57	77	56
	'000	760	200	130	150	180	90
All Coaches	% of UK pop.	2.6	4.0	3.0	3.1	3.1	1.0
	'000	1,220	290	270	270	240	160

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000. Please note figures should be treated with caution due to low bases.

Social Class

The social group which appears most likely to have qualifications in the sport they coach are C1s (45%), with DE coaches least likely to have obtained relevant qualifications (27%).

Table 19 - Qualified and Unqualified Coaches by Social Class

		UK coaches	AB	C1	C2	DE
<i>Base: All</i>		(214)	(66)	(81)	(35)	(32)
Qualified	% of coaches	38	39	45	32	27
	'000	470	160	200	60	50
Unqualified	% of coaches	62	61	55	68	73
	'000	760	250	240	140	130
All Coaches	% of UK pop	2.6	3.7	3.4	2.0	1.3
	'000	1,220	410	440	200	180

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000. Please note figures should be treated with caution due to low bases.

Ethnicity

Due to the small base of ethnic minority coaches it is difficult to make firm conclusions about the degree to which they are more or less likely than people of White ethnic origin to be qualified. Overall, however, the results would suggest that BEM coaches are less likely to be qualified than white coaches, although this finding must be treated with caution.

Region

Within the home nations, England has the largest proportion of qualified coaches (c.410,000). Interestingly, whilst Scotland has the second largest volume of coaches, there are fewer qualified coaches here than in any of the other home nations (c9,000). In contrast, there are c.30,000 qualified coaches in Wales and c.20,000 in Northern Ireland.

Overall, the South East (excluding London) has the highest proportion of qualified coaches in the UK (1.5% of the population). In contrast, Scotland and the West Midlands have the smallest proportions of qualified coaches, relative to the rest of the country – in each area less than 0.5% of the population in each region has coaching qualifications.

The Professional

At the moment, I am the first team goalkeeping coach for a Premiership football team and I run my own coaching schools on a nationwide basis for 9 to 16 year olds. I also do some coach education work with current coaches.

I have probably been coaching for about ten years. Before I started I was a player and played non-league football. One day my wife said to me, "your career is not going to go on forever, you need to do something". To cut a long story short I became a full-time mature student and played football while I did my degree.

I always had a very in-depth interest in what I did, more than just playing it, I was interested in how it worked and I think, to be honest, going to university and getting the under-pinning knowledge helped me a great deal. But probably there was always a bit of a teacher in me, and I like trying to teach others to do something that I could do, to look at things and try to pass on what you had learnt or what you had seen.

Interestingly, when they talk about Tiger Woods the golfer, they always talk about Butch Harman, but in football that very rarely happens. If you are the Manager it does, but when you are a specialist coach it very rarely happens. I don't think that good coaches get the credit they deserve.

But the other side of it is even the kids in the summer who come on my courses, you know sometimes I actually get more satisfaction out of seeing the improvement in some young players where there is a bigger improvement over a shorter space of time than working with professionals every day where the improvement that you are getting, and you need to get, is tiny. So different types of satisfaction I suppose.

I think the way that you could break the barriers is by making qualifications compulsory, or licensing people. In other words, it doesn't matter if you have played 500 times for Arsenal, if you haven't got the correct qualification or the license or had all the checks done and gone to get further learning or whatever then you can't coach.



CASE STUDY

Paid and Unpaid Coaches

All Coaches

Around a quarter of a million adults in the UK coach sport in a paid capacity, with a further one million doing so as unpaid volunteers.

Four out of five people (81%) involved in sports coaching in the UK – around one million adults - are unpaid volunteers. Just under a quarter of a million coaches are paid. Of these paid coaches, around 65,000 are on the records of the 36 governing bodies who provided the relevant data, as employed full-time (c.15,000) or part-time (c.50,000).

Around 25,500 coaches are in the paid employment of local authorities (55%) – either on a full time or part time basis – equating to more than 50 coaches per local authority. An additional 18,000 are employed in an unpaid capacity. A similar proportion of coaches at universities are paid (58%) equating to around 2,600 or more than 20 per university.

Table 20 - Total Number of Paid/Unpaid Coaches

		UK coaches	Governing Bodies+	Local Authorities	Universities
<i>Base: All</i>		(214)	(36)	(342)	(81)
Paid	%	19	15	55	58
	No.	230,000	65,000	25,500	2,600
Unpaid	%	81	85	40	42
	No.	990,000	378,000	18,300	1,900
Unknown*	%	-		5	-
	No.	-		2,200	-
All Coaches	%	100	100	100	100
	No.	1,220,000	443,000	46,000	4,500

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 100, for universities and LAs 1,000 for Governing Bodies & 10,000 for UK figures.

+ Please note that the Governing Body figures are incomplete as they only relate to the data provided by 36 Governing Bodies out of the 66 invited to take part in the research.

* Due to the lack of information available to participants, some were not able to estimate the number of coaches in paid or unpaid employment.

A quarter (25%) of paid coaches are employed full-time as a coach. While coaching is not currently a full-time career for many involved in the sport, it is clear there is interest from many to turn their part-time employment, or even unpaid involvement, into a full-time job. However, more support is necessary to facilitate this, particularly as coaches currently feel that it would be down to them alone to develop this full-time work stream – something that many believe is not possible with their current work schedules.

Paid/Unpaid Coaches by Sport

Provided below is a breakdown of the number of paid and unpaid coaches by sport – taken from the survey of the general public. (Please note that due to the small sample sizes involved it is not possible to look at these differences across all sports, as a result we have concentrated on the five with the highest proportion of *current* coaches in the UK.) The reliance on unpaid volunteers is clearly evident, particularly in the sport with the most coaches – football – where 85% of the coaches are unpaid.

Table 21 - Paid/Unpaid Coaching by Sport – Top 5

		UK coaches	Paid	Unpaid
<i>Base: All</i>		(214)	(42)	(172)
Football	% of coaches	33	15	85
			60	340
Rugby union	% of coaches	11	19	81
	'000	130	30	110
Swimming	% of coaches	9	40	60
	'000	100	40	60
Badminton	% of coaches	8	26	74
	'000	100	20	70
Gymnastics	% of coaches	8	59	41
	'000	90	50	40

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000.

* Note: Small number of paid coaches in the sample (42).

The Profile of Paid/Unpaid Coaches

Gender

Although men make up around three in five paid coaches (57%), a lower percentage of male coaches (15%) are paid than female (31%). In other words, though fewer women coach, a higher proportion are paid to do so, perhaps reflecting that they are more likely to coach sports from which payment is received by participants, notably swimming, keep fit and aerobics.

Table 22 - Paid/Unpaid Coaching by Gender

		UK coaches	Male	Female
<i>Base: All</i>		<i>(214)</i>	<i>(154)</i>	<i>(60)</i>
Paid*	% of coaches	19	15	31
	'000	230	130	90
Unpaid	% of coaches	81	85	69
	'000	990	800	200
All Coaches	% of UK pop	2.6	4.0	1.2
	'000	1,220	930	300

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000.

* Note: Small number of paid coaches in the sample (42).

Age

The evidence appears to indicate two age groups where paid coaches represent a smaller proportion of all coaches – 15-24 year olds and 35-44 year olds (11% and 12% respectively) (see Table 23). The fall in the proportion of paid coaches among 35-44 year olds could reflect that, at this age, people may not have as much time to devote to coaching, through work or parental commitments and so the coaching they can do is, therefore, more likely to be on an unpaid basis. Other than amongst the 35-44 year olds, there appears to be a direct relationship between being paid for coaching and age. In other words, the older the coach the more likely they are to be paid for coaching.

Table 23 - Paid/ Unpaid Coaching by Age

		UK coaches	15-24	25-34	35-44	45-54	55+
<i>Base: All</i>		(214)	(49)	(34)	(50)	(45)	(36)
Paid	% of coaches	19	11	24	12	25	25
	'000	230	30	60	30	60	40
Unpaid	% of coaches	81	89	76	88	75	75
	'000	990	260	210	240	180	120
All Coaches	% of UK pop	2.6	4.0	3.0	3.1	3.1	1.0
	'000	1,220	290	270	270	240	160

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000.

* Note: Small number of paid coaches in the sample (42).

Social Class

Broadly, between one in five and one quarter of coaches across the different social class groups are paid. The exception to this is among DEs, within this social grade only around 1% are paid to coach sport. It is likely that most paid sports coaches would be classified into social class group C2 and this will explain, in part, why there are a greater proportion of paid coaches in that social class group. (A more detailed description of the social class groups can be found in the appendix to this report.)

Table 24 - Paid/ Unpaid Coaching by Social Class

		UK coaches	AB	C1	C2	DE
<i>Base: All</i>		(214)	(66)	(81)	(35)	(32)
Paid	% of coaches	19	22	19	25	1
	'000	230	90	80	50	<10
Unpaid	% of coaches	81	78	81	75	99
	'000	990	320	360	150	180
All coaches	% of UK pop	2.6	3.7	3.4	2.0	1.3
	'000	1,220	410	440	200	180

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000.

* Note: Small number of paid coaches in the sample (42).

Ethnicity

Although more than 500 ethnic minority respondents took part in the research, as so few were coaches, it is impossible to draw firm conclusions about the proportions that are paid and unpaid.

Region

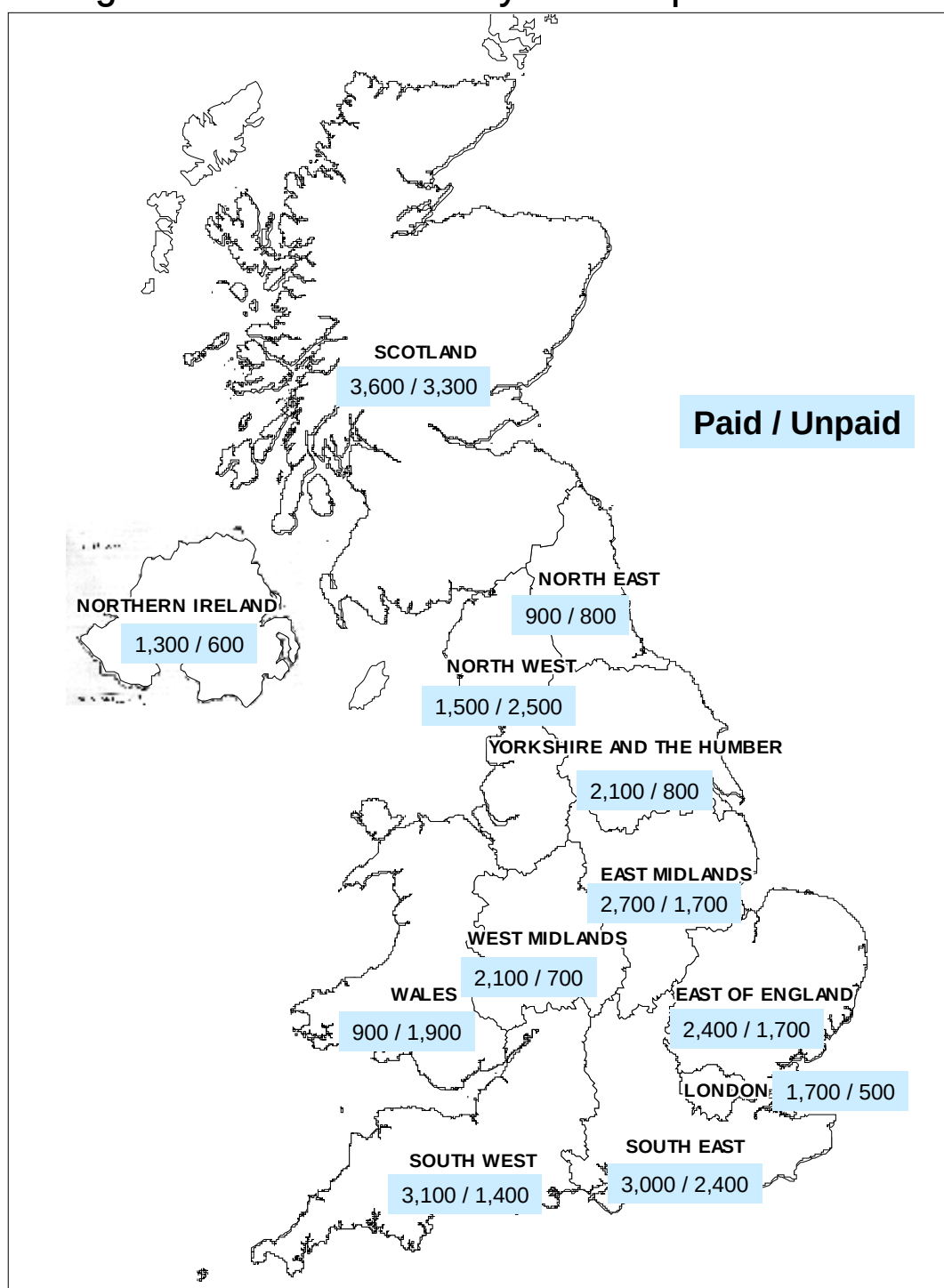
There are around 200,000 paid coaches in England, followed by c.11,500 in Wales, c.10,000 in Northern Ireland and just c.6,000 in Scotland. However, due to the small number of paid coaches reached in the main survey of the UK population, it would be misleading to provide a more detailed regional breakdown of the figures.

Local authorities – Paid / Unpaid

Around 25,000 sports coaches work for local authorities on either a full-time or part-time paid basis. A further 18,000 are employed in an unpaid capacity.

Generally, around the UK, the number of paid local authority coaches appears to exceed those who are unpaid, the exceptions being in the North West (63%) and Wales (68%), where there are higher than average proportions of unpaid coaches.

Figure 4: Local Authority Paid/Unpaid Coaches



Figures rounded to the nearest 100

MORI

As identified at the start of this chapter, just over half of all coaches involved in local authorities are paid. As illustrated below, this reflects the fairly significant proportion of volunteer coaches who work for local authorities, with the majority of other types of coaches tending to be paid.

Table 25 - Paid / Unpaid Coaches within Local Authorities

			All Local Authority Coaches	LA Coaches	Other LA Staff	External Coaches	Volun- teers*
<i>Base: All</i>							
Paid	% of coaches	55	90	77	84	5	
	No.	25,500	14,300	2,800	7,700	700	
Unpaid	% of coaches	40	10	23	16	95	
	No.	18,000	1,700	900	1,400	14,300	
All local authority coaches	% of coaches	95	100	100	100	100	
	No.	43,700	15,900	3,700	9,100	15,000	
Unknown	% of coaches	5	-	-	-	-	
	No.	2,200	-	-	-	-	

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 100.

* Although the definition of a volunteer means someone working on an unpaid basis, these figures are those provided by local authority respondents, some of who may have classified "other" paid coaches as volunteers.

Universities – Paid / Unpaid

Around 2,600 coaches work through universities in a paid capacity, whilst a further 1,900 work in an unpaid capacity. External coaches who coach at the universities are more likely to be paid than any other type of university coach.

There are a higher proportion of paid coaches than unpaid coaches working through universities in the UK. This is perhaps a reflection that universities have older, more experienced sportsmen and women than schools, and as such, the coaches will also need to be more experienced – and often paid. Despite this, universities also have a rich source of unpaid coaches – the students themselves.

More than 2,600 university coaches are paid and around 1,900 are unpaid. Aside from volunteers, those most likely to work in an unpaid capacity include students (60%) and other university staff (41%). In contrast, only a small proportion of external coaches (6%) and university coaches (17%) are unpaid.

Table 26 - Paid / Unpaid Coaches within Universities

		All University Coaches	Student Coaches	University Coaches	Other University Staff	External Coaches	Volun- teers	Other coaches
<i>Base: All</i>								
Paid	% of coaches	58	40	83	59	94	7	28
	No.	2,600	600	800	100	1,100	<50	<50
Unpaid	% of coaches	42	60	17	41	6	93	72
	No.	1,900	900	200	100	100	600	<50
All university coaches	% of coaches	100	100	100	100	100	100	100
	No.	4,500	1,500	900	200	1200	700	<50

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 100.

The Volunteer

I am disabled, my other colleagues who are on the course are not. I had a work related accident 15 years ago and rather than sit on my backside all day, every day, I tried to put something back into something I've had a great deal of enjoyment from and the coaching is a necessary part of continuing that. I and another disabled colleague coach angling to disabled people as well as able-bodied people.

My two children were interested in fishing and there was just one local club. They joined there with my wife and as they were novices they didn't know a lot. I went along and got some enjoyment from it as well and started to teach not just my children but others as well. I had many years experience, I have been fishing since I was five years old. I worked my way up the club and now chair the club.

If you have somebody there and they've never fished before and they catch their first fish, it's the sheer delight of catching it, whatever size it is. The smile on their faces sums it up really, it makes it all worthwhile.

I am half way through a coaching course. I and colleagues from my club have for the past 15 years been organising junior teaching and matches - that is, we teach them at the same time they have a competition to win prizes, and we find that encourages them more to do well. Obviously with the changes in the law we now have to have certified coaches. We have obviously been through the CRB and the child protection policy. I've just started the coaching course with eight other colleagues from my club, just so that we're well within the law. Our governing body explained that we needed to do this.

We have eight organised junior events and they are for 4 hours each. Then we take some of the better juniors on to national competitions. Per week the average coaching time for myself is 10 hours a week, mainly at weekends. During the school holidays we have some events mid-week.

The NFA, National Federation of Angling have got their own tutors and because we are a group of people from one club they are actually coming to us, rather than us having to go to them. So we are hiring a local community centre and that's where we do the course. The award is called an NVQ level 2 in coaching angling.

Our next course is on 1st February and by March we hope to have it all sown up ready for the Spring again, but we have to pass. There is a written test and practical assessment as well. I can't see any of us having any problems with the practical or the written, it's just common sense.

CASE STUDY

Full-time & Part-time coaches

All Coaches

There are currently around 60,000 sports coaches employed in a full-time capacity in the UK – representing around 5% of all coaches.

Overall, around five percent of coaches in the UK are employed on a full-time basis. This is similar to the proportion who are full-time at local authorities (8%) and universities (4%).

The governing body data has been excluded as it is incomplete. (There are around 14,000 full-time coaches captured on the databases of the 23 governing bodies who provided information on this aspect of coaching.)

Table 27 - Total Number of Full/Part-time coaches

		UK coaches	Local Authorities	Universities
<i>Base: All coaches / coaching providers</i>		(214)	(342)	(81)
Full-time	% of coaches	5	8	4
	No.	60,000	3,600	200
Part-time*	% of coaches	95	87	96
	No.	1,160,000	40,200	4,300
Unknown	% of coaches	-	5	-
	No.	-	2,200	-
All Coaches	% of coaches	100	100	100
	No.	1,220,000	46,000	4,500

Source: MORI

* Paid and unpaid

Figures may not sum due to rounding. Number of coaches rounded to nearest 100 for universities and local authorities & 10,000 for UK figures.

There are not many full-time positions available, but there are more opportunities coming on board. I would like to coach full-time in the future nationally, but at the moment I like my county base. There's a lot to be done to get our county up and more recognised.

Part-time paid coach

Full-time/Part-time coaches by Sport

The information for this section has been drawn from data provided by the governing bodies⁷ with full-time coaches quoted as a proportion of all qualified coaches. The five selected are those with the highest number of full-time coaches (from the 23 governing bodies that provided the relevant data).

The most striking feature of the figures is the extent to which the reliance on full-time coaches differs between sports, with only 1% of qualified football coaches working full-time, compared with 96% of golf coaches – most of whom will be employed at golf clubs.

Table 28 - Full-time & Part-time qualified coaches recorded by Governing Bodies

		All	Full-time	Part-time
<i>Base: All</i>				
Golf – UK	% of qualified coaches		96	4
	No. 3,900		3,800	150
Squash – England	% of qualified coaches		45	55
	No. 3,700		1,700	2,000
Tennis – GB	% of qualified coaches		24	76
	No. 6,000		1,400	4,600
Mountain leader - UK	% of qualified coaches		23	77
	No. 21,300		5,000	16,300
Football - England	% of qualified coaches		1	99
	No. 130,000		1,500	128,500

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 100.

I would like to work as a full-time coach but there is a lack of opportunity at the moment. I have only just started to promote myself within local schools, so it is only just starting off now.

Part time self-employed coach

I would be interested in doing paid coaching full time. What prevents it is that there is no structure for me to go in anywhere unless I develop it myself. If I had a year out of work I could develop within the schools by going round and doing a presentation to show what could be achieved. I need support to enable that to happen.

Unpaid coach

⁷ As only around 0.1% of the UK population are full-time coaches, only a handful of interviews (9) took place with full-time coaches from the 9,122 interviews completed with members of the general public. Therefore, it is not possible to use the General Public research for profiling purposes – including by sport.

Elite Coaching

Governing bodies were asked to provide the numbers of full-time and part-time coaches employed at elite levels. 680 coaches are employed full-time, coaching at these levels, across the 24 governing bodies providing this data. In addition, 525 coaches are employed part-time coaching elite performers across the 22 governing bodies providing this information.

A Career Change

I got made redundant in February 2001 and started coaching later in the year. I gradually got into coaching during the summer. I started up the colts section at my local cricket club that I played for, then I started running the colts side. I love cricket, and seeing the kids starting from nothing and getting better and better, and a few years later they are playing with you in the first team. It is very rewarding.

I took my level one coaching award. I then took the senior award or level two as it is called. Level one and two are my main coaching qualifications. You can go on to level three. I have thought about it, but I'm not quite sure whether to take it really. I don't know whether it will be beneficial, I've heard about the course. I think it is more for people who want to go into running a county side and want to go on and teach adults.

Gaining level one and two has revolutionised my coaching. The course teaches you how to teach the shots, how to run a net, teaches you how to structure training sessions. Level two even further. That brings in analysis and fault finding.

I work a range of hours. For example, if it's half-term and the kids are off then you have a lot of hours. I do regard it as my main job and try to make it full-time. At the moment it's all evenings, so I'd like to try and get something for the day to supplement my income, because you can't really earn enough.

About 25% of the time is spent on administration and planning courses. The rest is actual coaching time. Some coaches don't spend any time on planning and do minimal administration. I prefer to actually plan, sit down and get it all organised, I'm quite an organised sort of person.

I would stop if I wasn't making enough money from it. Fortunately, when I got made redundant I got a good redundancy package. But that's not going to last forever so I'll have to see.

What puts other people off? The finance. If you want to coach full-time, it's not well paid. The other things are the new regulations like child protection. It doesn't take a lot to get the CRB check done, but a lot of people might think "I can't be bothered with that." You read things in the paper about people getting done for doing things to children and although 99.9% of people are fine, it puts people off going into coaching children. It scares people. People are sued for this and that.

CASE STUDY

Coach Education & CPD

While many organisations are providing opportunities for coaches to continue with their professional development, it is clear that only a minority of those currently coaching are updating their skills and knowledge regularly.

Coach Education

All Coach Education Providers

Governing bodies and local authorities are more likely to provide coach education opportunities than either universities or schools, with only a minority of the latter involved in providing coach education of any kind – either directly or indirectly.

The most popular form of coach education among the four types of coaching provider are practical coaching courses and coaching conferences, seminars or workshops. CPD is offered by three-quarters of governing bodies and local authorities, and is discussed in a separate section towards the end of this chapter (See Page 60).

Table 29 - Availability of Coach Education Opportunities (Directly or Indirectly)

	Governing Bodies	Local Authorities	Schools	Universities
<i>Base: All</i>	<i>(44)</i> %	<i>(342)</i> %	<i>(1,561)</i> %	<i>(81)</i> %
Practical coaching courses	86	Na	Na	Na
Opportunities to observe other more experienced coaches	86	Na	Na	Na
Coaching conferences/seminars/workshops	82	92	29	68
Coach Continuing Professional Development	75	78	18	42
Recognition of coaching achievement	60	Na	Na	Na
Coaching mentoring	55	63	13	33
Coach evaluation schemes	41	Na	Na	Na
Grants to individuals to develop coaching skills	39	Na	Na	Na
Coach education programme	Na	97	15	63

Source: MORI

Governing Bodies – coach education

Governing bodies offer a wide range of development opportunities to coaches in their sport. Those most commonly offered are practical coaching courses, the opportunity to work alongside more experienced coaches, and conferences and seminars where coaching trends can be discussed.

Local authorities – coach education

Almost all local authorities (97%) provide coach education programmes. Almost three in five (58%) provide this coach education themselves, directly, while two in five (39%) offer these opportunities through an outside agency.

More than nine in ten local authorities (92%) provide coaching seminars or workshops (half do so directly, 42% indirectly, 7% not providing them), while around two-thirds provide coach mentoring opportunities (30% directly, 33% indirectly, 35% no coach mentoring).

As illustrated in Table 30, where coach education opportunities are provided, these are generally widely available to all coaches operating within the local authority.

Table 30 - Availability of Local Authority Coach Education Opportunities

	Coach education programmes	Coaching seminars / workshops	Coach mentoring
<i>Base: All Local Authorities providing the opportunity</i>	<i>(332) %</i>	<i>(316) %</i>	<i>(217) %</i>
External coaches	91	92	71
Local Authority coaches	89	91	82
Volunteers	90	91	81
Other Local Authority staff (non-official coaching staff)	80	81	59

Source: MORI

Many local authorities provide subsidised coach education courses – with almost three in ten (29%) providing subsidised courses to all attendees (Table 31). Around one in ten (11%) provide free courses to all, with the same proportion passing on the full cost of the course to the attendee. In the remaining local authorities, courses are provided either freely or subsidised to those eligible, with those ineligible paying the full cost themselves.

Table 31 – Costs of Coach Education to Local Authority Recipients

<i>Base: All Local Authorities providing coach education</i>	<i>(311)</i> %
Free to all	11
Free to those who are eligible	41
Subsidised to all	29
Subsidised to all who are eligible	60
Full cost to all	11
Full cost to those who are ineligible	31
<i>Source: MORI</i>	

Schools – coach education

As reported at the start of this chapter (Table 29), a minority of schools provide development opportunities for coaches who work with their pupils, with secondary schools more likely to provide them than primary schools. Around one in six (15%) have coach education programmes (9% of primary schools and 27% of secondary schools), with 29% offering coaching seminars or workshops (21% of primary schools and 41% of secondary schools) and 13% (13% of primary schools and 13% of secondary schools) coach mentoring opportunities.

Teachers, particularly PE specialists, are the main recipients of school-based coach development opportunities, with non-teaching adults also having the opportunity to attend in more than a third of schools (Table 32). (The high proportion of non-PE specialist teachers receiving coach development opportunities may be a reflection of the importance of this group in providing coaching in primary schools – many of which do not have specialist PE teachers.) In contrast to local authorities, external coaches rarely benefit, with around one in ten schools providing these development opportunities to this group, with a lack of human and financial resources contributing to this. On-site delivery of coach education programmes are of interest, particularly as this might allow several members of staff (and possibly staff from nearby schools or external coaches to attend).

Table 32 - Availability of School Coach Education Opportunities

	Coach education programmes	Coaching seminars / workshops	Coach mentoring
<i>Base: All Schools providing the opportunity</i>	<i>(199) %</i>	<i>(376) %</i>	<i>(144) %</i>
PE Specialist Teachers	68	64	47
Non-PE Specialist Teacher	67	76	51
Adults Other Than Teachers (AOTTs)	39	36	17
External coaches	13	15	6
Sports Development Officers	10	8	5

Source: MORI

Maybe more on site delivery could possibly be an answer. You have got a ready-made market here of seven physical education teachers, that type of thing could be a way forward.

Secondary school teacher

The courses are provided free to all participants in around two in five (39%) schools, with a further 22% providing them free to those who are eligible. Fewer than one in ten (7%) schools pass on the full cost of the course (Table 33).

Table 33 – Costs of Coach Education to School Recipients

<i>Base: All schools providing coach education</i>	<i>(423) %</i>
Free to all	39
Free to those who are eligible	22
Subsidised to all	11
Subsidised to all who are eligible	4
Full cost to all	7
Full cost to those who are ineligible	*
Don't know	17

Source: MORI

Universities – coach education

Around two-thirds of universities offer coach education programmes and/or coaching seminars (63% and 68% respectively), with one-third offering coach mentoring (Table 29).

Table 34 - Availability of University Coach Education Opportunities

	Coach education programmes	Coaching seminars / workshops	Coach mentoring
<i>Base: All Universities providing the opportunity</i>	(51) %	(55) %	(27) %
University students	97	88	91
External coaches	66	46	30
Volunteers	65	50	49
Other university staff (i.e. non-official university coaches)	59	48	45
University coaches	55	54	57

Source: MORI

Where these opportunities are provided, it tends to be the student coaches who benefit most (Table 34). Almost all universities offering coach education programmes offer them to university students (97%), with only those universities providing coach seminars /workshops and mentoring for students also providing them most often to students (88% and 91% respectively).

Continuing Professional Development (CPD)

All Coaching Providers

Around three-quarters of governing bodies (75%) and local authorities (78%) have systems in place for the continuing professional development of coaches in sport. This compares with two in five universities (42%) and fewer than one in five schools (18%).

Table 35 - Involvement in CPD

	Governing Bodies*	Local Authorities	Schools	Universities
<i>Base: All</i>	(44) %	(342) %	(1,561) %	(81) %
CPD offered Directly	75	41	8	19
CPD offered Indirectly	-	37	9	24
Total	75	78	18	42

Source: MORI

*Governing bodies were not asked if they provide CPD directly or indirectly.

Governing Bodies

Although three-quarters of governing bodies have CPD systems in place, only just over half of governing bodies require coaches to undergo further professional development in order to retain the right to coach (Table 36). Overall, therefore, around half of governing bodies either do not offer a CPD system (25%) or do not require coaches to undergo professional development in their sport (23%).

Table 36 – Governing Bodies - Systems for Continuing Professional Development of Coaches

Base: Governing Bodies Representatives (44)	%
No system for the continuing professional development of coaches	25
System in place, but coaches <u>not</u> required to undergo professional development to retain their right to coach	23
System in place, coaches at <u>some</u> levels required to undergo professional development to retain their right to coach	25
System in place, coaches at <u>all</u> levels required to undergo professional development to retain their right to coach	27

Source: MORI

Figures may not sum due to rounding.

Local authorities, schools & universities - availability of CPD

As identified earlier in this section, there are significant differences in the extent to which CPD is made available in local authorities (78%), universities (42%) and schools (18%) – the same applies to the availability of CPD to different types of coach.

Not surprisingly, those most likely to be offered CPD tend to be the dedicated coaching staff in each type of organisation i.e. LA coaches (88%), PE teachers (62%) and university coaches (60%). Those who are less well provided for include AOTTs (31%) and external coaches at schools (11%) – in the case of the latter, perhaps it is because they have access to CPD elsewhere, or the schools assume that they do.

Table 37 - Availability of Coach Continuing Professional Development

	Local Authorities	Schools	Universities
<i>Base: All offering CPD</i>	(268) %	(228) %	(30) %
PE Teachers / LA Coaches / University Coaches	88	62	60
Non-PE teachers / other LA staff / Other university staff	68	64	47
Volunteers/ AOTTs*	78	31	51
Sports Development Officers	Na	8	Na
External coaches	76	11	41
University students	Na	Na	69

Source: MORI

* Adults Other Than Teachers.

All Coaches – Coach Education

Coaches - attitudes towards qualifications

Around one in ten (11%) coaches are currently taking a formal qualification. Additionally, a further one in five (17%) of qualified coaches are considering taking a further coaching qualification, while more than half (52%) of unqualified coaches would like to do so. Around one in five (18%) unqualified coaches would be encouraged to take them if courses were free of charge.

Table 38 - Career development – qualified / unqualified

	UK coaches	Qualified coach	Unqualified coach
<i>Base: All UK coaches</i>	(214)	(80)	(134)
Would like to take a formal coaching qualification	% 33 '000 390	Na Na	52 390
Considering taking a further coaching qualification*	% 17 '000 210	46 210	Na Na
Currently taking (further) coaching qualifications*	% 11 '000 130	15 70	9 70

Source: MORI

Figures may not sum due to rounding. * All coaches were able to select from the two future intention answer options. To aid the reader, all qualified coaches answering positively have been combined into answer 'Considering taking a further coaching qualification' and all unqualified coaches answering positively into 'Would like to take a formal coaching qualification'.

I think I will take another course when the season finishes as it will give me more time to do the studying. I will go for it then if there is a course going.

Unpaid coach

The location of coach education seminars can be a problem, particularly for coaches who are located in Wales, Scotland or Northern Ireland. The most commonly cited barriers preventing attendance are the **cost of travel** and **time spent away from place of employment**. This latter issue is of particular concern to self-employed coaches, where time away from their place of employment has a direct financial impact. However, there is recognition that it is very difficult to provide coach education opportunities at a location and time convenient for all coaches.

In Northern Ireland there isn't the same provision of training and assessment courses on behalf of national governing bodies as there would be on the mainland, obviously due to the population being a lot smaller.

Self-employed, full-time coach

Those participating in coach education programmes clearly value them and indeed many coaches indicate that they would like the opportunity to attend more of these events.

I would like more regular updates on new coaching techniques. I went on the annual coaching conference last summer which was excellent on updating us on new coaching techniques but it's only once a year. It would be good to be made aware of new ideas and share new ideas on a more regular basis.

Unpaid coach

It [coach education] is very good at keeping you up to date with new ideas. I changed my technique after thirteen years so I could be more in line with what was being taught. Children do watch and copy how the coach plays and it improved my own game.

Self-employed, full-time coach

Coaches - time spent on coach development

While many organisations run a range of coach educational career development programmes for coaches, it is clear that these are not reaching all coaches currently operating in the UK, as only a quarter of all coaches (24%) in the UK spend any time on career development.

Table 39 - Time spent on career development – qualified / unqualified

		UK coaches	Qualified coach	Unqualified coach
<i>Base: All UK coaches</i>		(214)	(80)	(134)
No time spent on career development*	%	76	71	80
	'000	935	331	604
Average of five or less hours per week on career development	%	19	26	15
	'000	234	122	111
Average of more than five hours per week on career development	%	5	3	6
	'000	55	13	42

Source: MORI

Figures may not sum due to rounding

*Those who stated 'don't know' have been included in this category

While coaches holding formal qualifications are more likely than unqualified coaches to undertake some career development - only three in ten (29%) are currently doing so. Very few coaches devote any considerable time to career development, with the majority of those spending, on average, less than five hours per week on this activity.

Sustaining interest in career development activities may be an issue. A higher proportion of those coaching for less than two years spend time on career development than those involved in coaching for between two and five years. However, among those coaching longer than this, the proportion engaging in some career development rises once again, indicating perhaps that these coaches realise that developments in coaching techniques require that they spend time updating their technical knowledge.

Table 40 - Time spent on career development – length of time coaching

		Coached less than two years	Coached two – five years	Coached more than five years
<i>Base: All UK coaches</i>		(45)	(60)	(104)
No time spent on career development*	%	75	81	74
	'000	210	276	442
Average of five or less hours per week on career development	%	18	12	24
	'000	51	42	141
Average of more than five hours per week on career development	%	7	7	2
	'000	20	24	12

Source: MORI

Figures may not sum due to rounding

*Those who stated 'don't know' have been included in this category.

Improving coach education

“the learning curve doesn't stop”

Governing Body representatives identify that improving coach education is key to improving sports coaching in the UK.

There is a clear drive within the Governing Bodies to lead this, given sufficient financial and human resources. Increasing the number of coaching courses; making courses and qualifications more affordable; providing distance learning resources; compulsory qualifications for coaches and the opportunities for more paid coaching are cited;

Increase the numbers of staff wholly dedicated to all aspects of coach education and coaching development.

Make coach education more accessible and affordable.

Provide a wider range of mentoring and support opportunities.

Reduce the cost of training to coaches.

Many coaches are also seeking out further education, recognising that coaching skills need to be continually updated and that there are opportunities to learn from seminars, workshops and also from watching other coaches in action.

The opportunity to get coaches together is missing. I don't mean getting coaches together in a course, it just literally needs an open forum to be organised sometimes. We often feel that you learn more by meeting and talking to other coaches sometimes, not so much at a structured presentation. Normally if you're coaching in the evening or if you're at a match at a weekend, chances are that you get very little time to talk to anyone else because everyone is so busy.

I would like more coaching seminars as the learning curve doesn't stop. The more ideas you can generate or learn from others can only help you as a coach.



MOTIVATIONS

Coaching Networks

Many coaching providers are already part of an established network, helping put coaches in contact with those seeking coaching opportunities.

Links between Coaching Providers

Many coaching providers in the UK have already established links with other types of organisations, to link coaches with those seeking coaching.

Table 41 - Links with other sports organisations – Coaching Providers

	Local Authorities	Schools	Universities
<i>Base: All respondents</i>	(342) %	(1,561) %	(81) %
Sports clubs	99	68	65
(Other) schools	97	38	45
Governing bodies	96	27	59
(Other) local authorities	93	49	58
(Other) universities	49	12	34
Institutes of Sport	35	10	26
County sports partnership	4	0	0
sports coach UK	3	0	0
Colleges	2	0	0
Active Sports	2	0	0
Sport England	1	0	0

Source: MORI

In particular, local authorities have already established a wide range of links, with almost all having links with clubs (99%), schools (97%) and other local authorities (93%), while universities and particularly schools are less well networked. Links with local sports clubs are the most common across all of the coaching providers.

The majority of local authorities (96%) and more than half (59%) of universities have links with governing bodies of sport.

In contrast to local authorities and universities, schools are less likely to have established active networks, although links with other organisations are more prevalent among secondary schools than primary schools. This is possibly because of the higher proportion of dedicated PE staff in secondary schools with time to develop links.

Table 42 - Links with other sports providers – schools

	All UK Schools	Primary Schools	Secondary Schools	Independent Schools
<i>Base: All</i>	<i>(1,561)</i>	<i>(1,097)</i>	<i>(375)</i>	<i>(59)</i>
	%	%	%	%
Sports clubs	68	66	84	60
Local authorities	49	51	64	22
Other schools	38	38	47	30
Governing bodies	27	21	44	44
Universities	12	8	28	22

Source: MORI

Schools within a School Sports Partnership are *more likely* to have links with sports clubs, local authorities and other schools than those not in one, but no more likely to have links with governing bodies or universities.

Secondary schools form clusters with their Primary schools and this is something we have recently become involved in. As a result some of our teachers are going out to see demonstration lessons from PE coaches who work in secondary schools and vice versa getting those coaches to come back and look at how we are doing teaching in our school.

Primary school teacher

Scottish schools are least likely to have links with local clubs (44% of schools do so), but are more likely (71%) than schools in England (44%) and Northern Ireland (42%) to have established contact with local authorities. Within England, schools in the North East are *most likely* to have links established with local clubs (80%), local authorities (77%) and other schools (53%).

I suppose it is this offering to come in and take a session. We could be doing things and then all of a sudden we have a guest there and the kids like to see a different face. They may do similar things to what we would do but it is just the fact that they have a different person to look at really.

Secondary school teacher

Across all of the coaching providers, the wider the range of sports offered, the greater the likelihood that links with others already exist (Table 43).

Table 43 - Links with other sports organisations – By range of sports offered

	Local Authorities		Schools		Universities	
	Number of sports offered		Number of sports offered		Number of sports offered	
	0 – 10	11+	0 – 10	11+	0 – 10	11+
<i>Base: All respondents</i>	(41) %	(301) %	(229) %	(512) %	(27)* %	(54) %
Sports clubs	95	99	40	70	41	72
(Other) schools	95	98	27	33	7	60
Governing Bodies	95	97	16	35	22	72
(Other) local authorities	93	93	44	45	19	71
(Other) universities	29	51	4	15	19	40
<i>Source: MORI</i>						

* Caution small base size. Please treat the results as indicative only

It was beyond the scope of the research to measure the effectiveness of these network linkages. Therefore, it should not be assumed that, because coaching providers have established a wide range of links, these are necessarily functioning in the most optimal manner.

Awareness of UK Coaching Service Providers

The level of awareness of the national bodies that provide coaching services in the UK varies considerably between the different types of organisation which provide coaching. For example, seven in ten (71%) **school coaching representatives** were unable to provide any answer when asked whose responsibility setting the strategic direction of coaching is, with even higher proportions unable to state which body is responsible for the funding of coaches (85% unaware), supporting the development of individual coaches (93% unaware) and coach education (99% unaware). Around three in four **university representatives** are unable to state which body is responsible for the strategic development of coaching (76% unaware), funding of coaches (77% unaware), supporting the development of individual coaches (78% unaware) and coach education (76% unaware).

Local authority representatives recognise the important role that the governing bodies of sport, sports coach UK, Sport England and themselves play in coaching, but also identify a number of other organisations that they feel are important, in particular the County Sport Partnerships (see Table 44). Many also identify an important role for local clubs within coaching, particularly in the development of an individual coach (11%) but see a role for clubs, albeit to a lesser degree, within the setting of the strategic direction for coaching (3%), coach funding (4%) and coach education (4%) – at a local, if not national level at least.

Table 44 - Responsibility for provision of coaching services – Local Authorities

	Setting strategic direction	Funding in coaching	Coach education	Supporting development of individual coaches
<i>Base: All respondents</i>	(342) %	(342) %	(342) %	(342) %
Governing bodies	66	55	73	68
sports coach UK	65	27	56	39
Sport England	46	51	21	15
Local Authorities	18	33	38	54
County Sport Partnerships	17	11	18	19
Government	8	19	3	1
Education	7	7	13	10
Sports Council	6	9	5	6
DCMS	6	5	<1	<1
Youth Sports Trust	5	3	5	2
Sport Scotland	3	2	1	1
British Sports Trust	3	2	2	1
Local clubs	3	4	4	11

Source: MORI

The does not add to 100% due to respondents being able to select multiple organisations for each type of responsibility.

Of the three coaching providers, local authorities are most likely (64%) to feel that they receive an appropriate level of **support from coaching organisations, sporting organisations and the government**, with universities least likely to (26%). Schools are only a little more likely (30%) than universities to believe they have this support. Indeed, more schools and universities believe they do *not* have the appropriate support, than believe they do (Table 45).

Table 45 - Belief in receiving an appropriate level of support from coaching organisations, sports organisations and government – Coaching Providers

	Local Authorities	Schools	Universities
Base: All respondents	(342) %	(1,561) %	(81) %
Agree	64	30	26
Neither agree nor disagree	14	27	27
Disagree	20	36	48

Source: MORI

Figures do not sum to 100% due to the exclusion of “don’t know” responses.

Schools within a School Sports Partnership are *more likely* (39% versus 30%) than average to believe that they receive appropriate support. Around a quarter of schools in a school sport partnership (27%), think they do not get enough support, compared with an overall average of 36%. (Around one third of participants at schools were either unable to comment on the level of support they received, or neither agreed nor disagreed that this is of an appropriate level). Many teachers would like to see additional materials produced, which focus on providing ideas for lessons.

It would be good if someone came and showed us how to take a class or put packs together of ideas for these sessions.

Primary school teacher

Three in five teachers are aware of sports coach UK’s programme ‘**Coaching for Teachers**’, although fewer than one in five (17%) know at least a ‘fair amount’ about it. Secondary school teachers are much more likely to know something about the programme, with almost four in ten (38%) knowing at least a ‘fair amount’ about it, compared with one in ten (11%) primary school teachers. Eight in ten (80%) secondary school teachers have at least heard of the programme.

Over a third (36%) of schools have had at least one teacher use the programmes (20% in last twelve months, 15% prior to the last year), with over half (54%) of secondary schools having done so.

Teaching a new skill

“When they start off and they can’t hit any shots”

For many coaches, passing on their own experiences and teaching someone a new skill are the main reasons they began coaching.

When they start off and they can’t hit any shots and then all of a sudden they hit a forehand or something and you realise that what you are doing is worthwhile.

At some point in their career, nearly all coaches will have experienced the feeling of teaching a new skill to someone and opening up their opportunities within that sport.

It was probably the opportunity to introduce other people into the sport, you know once you have seen what you are able to get out of it for yourself then it was nice to be able to introduce other people into that.



MOTIVATIONS

Coaching Barriers & Motivations

Motivations to Coach

Understanding the different motivations people have for getting involved in sports coaching will help facilitate the way in which information and funding strategies can be developed and targeted.

The literature review (See Appendix page A9) identified research conducted in 1997 for the Scottish Sports Council which found that ‘*helping young people*’ (96%), a ‘*general interest in sport*’ (95%), and ‘*putting something back into sport*’ (89%) are all factors that coaches identify as being of at least some importance in their decision to become a sports coach. Coaching for financial incentives is *not* a key factor that motivates people to become sports coaches as only 13% suggested that financial rewards were important. The research further explored the reasons for coaches’ continued involvement. ‘*Enjoyment*’ is one of the main reasons coaches sustained their involvement, with 99% indicating that this was of some importance in staying involved in coaching. Other core factors include ‘*maintaining a competitive involvement in sport*’, ‘*putting something back into sport*’ and ‘*helping young people*’⁸.

The findings from the Scottish survey were backed-up by results from the qualitative element of this research. The findings suggest that, above all, coaches enjoy their jobs and gain immense satisfaction from what they do! This is something rarely said by people in other forms of employment and, as such, it is crucial that the message comes across as strongly as possible when promoting the profession.

I love sport and I am doing a job that I enjoy. I am getting paid for something that I love. Attainment at the end, knowing that you are helping people achieve their goals.

Part-time, employed coach

The best thing about coaching is enjoying the work. It is a pleasure to do. No day is ever the same and it becomes very personable.

Full-time, self-employed coach

Overall, there are few things that would have a significant impact on the general public taking up coaching, with the most popular factor, at only 5%, being “**if my children were involved**” (including 10% of adults with children in their household). However, it should be pointed out that 5% is a relatively high proportion, given that less than three per cent of the population are currently involved in coaching.

⁸ ‘Factors Influencing the Motivations of Sports Coaches’, Scottish Sports Council, 1997

Four percent of the UK population are likely to be encouraged by some sort of financial incentive, while three percent would either be encouraged to become a coach by being asked to do so, or if courses were more easily available. These latter two factors we will see later in this chapter are regarded as potential barriers to involvement in coaching. Outlined in the following table are those segments of the population most likely to be affected by these motivations to consider coaching.

Motivating Factors – Those most likely to say....		
If I could earn some money from doing so (4%)	If I was asked to do so (3%)	If coaching courses were easily available (3%)
• 14%; those interested in coaching • 11%; previously coached for less than 2 yrs or more than 5 yrs • 10%; BEMs • 10%; 15-24 year olds • 9%; West Midlands • 8%; single people • 7%; DEs	• 12%; those interested in coaching • 10%; previously coached for less than 2 yrs • 8%; previously coached for 2-5 yrs • 7%; Scotland • 6%; receiving coaching • 6%; South East • 5%; 15-24 year olds	• 20%; interested in coaching • 9%; previously coached for less than 2 yrs • 8%; Scotland • 7%; 15-24 year olds • 6%; receiving coaching • 6%; single people

Source: MORI

Motivations to take-up Coaching Qualifications

Those who had participated in sport, but were not formally qualified in coaching were asked what might encourage them to take qualifications. Local courses (4.2%) or free courses (4.1%) were most often cited, while fewer still (3.0%), were interested in obtaining qualifications that would lead to a full-time career in coaching.

Men are more likely than women to identify factors that might encourage them to take formal coaching qualifications (5.2% of men identified local courses compared to 3.0% of women and 4.7% of men identified free courses, 3.2% of women).

In contrast, coaching providers believe that a greater availability of funds to help support people obtain coaching qualifications would be most likely to increase the numbers involved (95% of local authority representatives, 77% of university representatives and 71% of school representatives hold this view).

Table 46 - Motivations for taking up Coaching Qualifications

	Local Authorities*	Schools	Universities
<i>Base: All respondents</i>	<i>(342)</i> %	<i>(1,561)</i> %	<i>(81)</i> %
If funding was made available to support people obtaining coaching qualifications	95	71	77
If their own children were involved	91	18	na
More disposable free time	89	51	44
If more information about careers in sports coaching was available	88	24	37
More accessible coaching	88	70	76
Better support from sports governing bodies	88	25	46
Greater recognition of the coaches' roles	86	34	42
Clear career structure / career path	83	23	50
If they could no longer participate in sport themselves	81	7	34
Greater financial reward for coaches	79	57	74
Reduced liability/litigation	79	53	38
Reduced paperwork	69	40	21
Higher quality training	63	23	31
If they were asked to do so	72	8	24
If police checks were not necessary	17	2	5

Source: MORI

* The local authority research predominantly took place via telephone interviews. As respondents to this survey were prompted for their answers to this question it might account for the generally higher levels of response provided by this group relative to schools or universities.

Local authority representatives are most likely to suggest that a large number of factors could act as strong motivational factors, with around nine out of ten considering the involvement of the potential coach's child, if more free time were available, more information, greater access and better support from governing bodies to be important factors.

Although there is clearly little coaching providers can do with regards to some of these factors (such as the level of people's free time), there is no doubt that the coaching profession would benefit from any of a range of improvements relating to resources, career structures, accessibility and information provision.

Barriers to Coaching

The general public perceives that the main barriers stopping people from coaching is that they simply do not know how to get involved in the first place, followed by a lack of time and lack of opportunities.

There are a number of core reasons that explain why the general public are reluctant to become involved in sports coaching. Almost one in three people (28%) think the main reason is simply that **people don't know how to get involved**. This may suggest several problems: either people do not know where to access the information and advice to get involved in coaching, or the information and advice exists, but is insufficient or inaccessible. Men are more likely than women to cite this issue (30% versus 25%), as are the young (33% of under 35s versus 21% of those aged 55+). Regionally, people living in the North East (36%), Wales (36%) and the East of England (34%) are also more likely to think this is a barrier.



* This question was not asked on all waves of the Omnibus as an adequate sample size could be generated without doing

Awareness and communication factors may also underpin another of the most common issues preventing people getting involved in coaching. Just over a quarter (26%) says that there are **'too few opportunities'**. The same proportion of people believes a **'lack of time'** is one of the main barriers to involvement in coaching.

Time is the main barrier to people taking up coaching. If they've got a full-time job they would have to give up some of their weekends and some nights in the week.

Unpaid coach

People aged 25-44 are more likely than average to raise lack of time as a problem, probably reflecting the life stage of many in this group (e.g. parents with young children). Interestingly, those already involved in coaching are more than twice as likely than average to think time is a problem (58%).

Governing body representatives identify that coaching is not viewed as a viable career option (71%), that there are few opportunities in which coaching can provide a career (64%) and that coaching doesn't pay well (57%) as the main barriers preventing individuals becoming a coach in their sport. Fewer identify issues surrounding the difficulties in obtaining qualifications (21%), or the frequency or location of coach education courses (both 23%).

Table 47 - Barriers to taking up coaching – Governing Body representatives

Base: <i>Governing Bodies Representatives</i>	(44)
	%
Not seen as a viable career option	71
Few opportunities to provide a career	64
Doesn't pay enough	57
Lack of time for unpaid coaches to participate in coaching courses	39
Time taken to qualify	32
Not enough support	30
Cost of coach education is too high	27
Coach education courses are not held frequently enough	23
Location of coach education courses a problem	23
Difficulties in becoming qualified	21
Lack of information available on how to do so	16
Little job satisfaction	5
Not enough talent	2

Source: MORI

In contrast, those already coaching identify different issues, particularly the time pressures already cited and lack of confidence are likely to be the major factors preventing others from starting to coach, and may recognise these pressures more directly than those in the governing bodies.

Not being confident enough to pass the exams. Most coaches are players – must be a decent standard before you can take up coaching.

Full-time, self-employed coach

sport and if someone lacks confidence in themselves and doubts their own skills then this may put them off.

Full-time, employed coach

Additionally, some coaches feel that increasing demands on those volunteering their services may begin to put people off coaching in the future.

One of the biggest barriers over the next five to ten years will be the Criminal Records Bureau disclosure. That is a barrier because it costs a lot of money and it takes a long while. You have to strike while the iron is hot and by the time the check is over you have lost them [the potential coach], as their circumstance may have changed.

Full-time, self-employed coach

Barriers to taking Coaching Qualifications

Local authority and university representatives were asked what they considered to be the main barriers why people involved in coaching do not take coaching qualifications. Interestingly, four out of the five top reasons given by each type of organisation were common to both. In short, the reasons relate to three core issues – **lack of time, the costs involved** and the **availability of local courses**.

Table 48 - Barriers to taking Coaching Qualifications – Top Reasons

	Local Authorities	Universities
<i>Base: All respondents</i>	(342) %	(81) %
Lack of time available to take up coaching	59	45
Courses and qualifications too expensive	58	53
Courses not run locally	49	39
Too time consuming to attend/retain qualifications	44	32
Coaches don't want to give up weekends	34	27
Courses not run at convenient times	29	32
No barriers	3	8

Source: MORI

Coaches too identify some concerns about the time and cost implications in taking initial coaching qualifications and progressing to higher levels.

It is a lot more difficult to get the coaching qualification nowadays than it was fifteen years ago. Now courses are longer, spread over some time and they are very expensive.

Unpaid coach

PE staff were asked to explain what they considered to be the main barriers preventing other teachers at their school from taking formal coaching qualifications. Over half cited a lack of time (70%) and a lack of funds to provide supply cover (55%).

The problem is the cost, not just for the course but to pay for a cover teacher while one of us is away. It is £140 a day for a supply teacher. Or they are in the school holidays. No other industry expects you to improve your qualifications in your own time without getting paid.

Secondary school teacher

There is very little money available for coaching.

Primary school teacher

Around two in five teachers felt that school sport providers were unwilling to give up weekends to take qualifications (43%), that courses are not held locally enough (39%), that courses and qualifications are too expensive (37%) and are too time consuming to attend or retain (36%). Scottish teachers are least likely to identify funding concerns, both for supply cover (39%) and the courses themselves (25%).

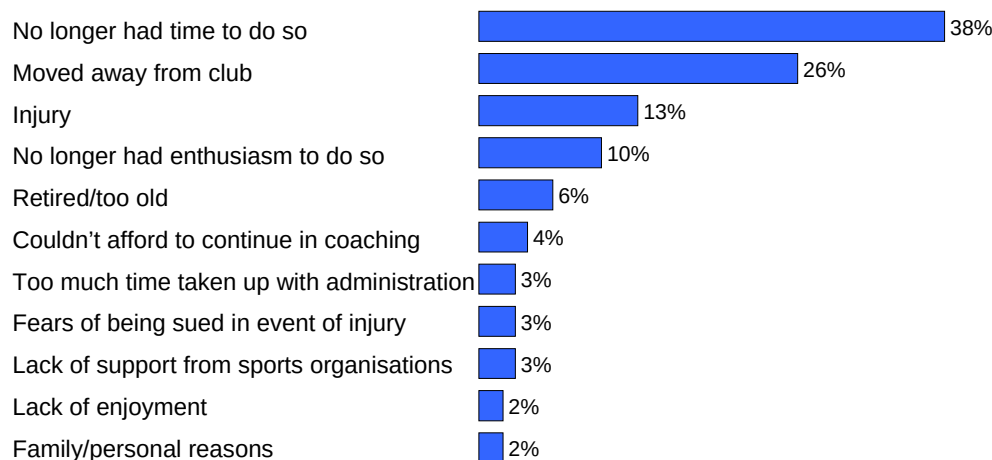
Why Do People Stop Coaching?

7.2% of the UK population (c.3,400,000 adults) have given up coaching. Coach retention is clearly an issue that should not be ignored as efforts are focused on getting new people to begin to coach. Among these ex-coaches, **'no longer having time to coach'** (38%) is cited as the main reason for stopping. As might be expected, people's employment, how much they earn and the hours they work, affect their ability to sustain their involvement in sports coaching. More than four in ten people who work full-time (43%) and half of all people earning £30k+, say they 'no longer had time to do so' (51%).

Figure 6: Reasons for giving up coaching

MORI

Q Which were reasons why you decided not to continue coaching?



Base: All who used to coach (614)

A quarter of the UK population who are no longer coaching, stopped because they **‘moved away from the sports club’** (26%). This reason peaks amongst those aged 25-44 and among ethnic minorities (although the finding for the latter is based on a very small sample).

Age has a significant impact on a number of the reasons for giving up coaching, with the young more likely than average to mention the difficulty of progressing in coaching (5% versus 2% overall) but significantly less likely to say it was because of a lack of enthusiasm (4% versus 10% overall). Older people, of course, are more likely to mention old age as a reason (19% of those aged 55 or over) but are less likely to say they no longer had time (27% versus 39% overall).

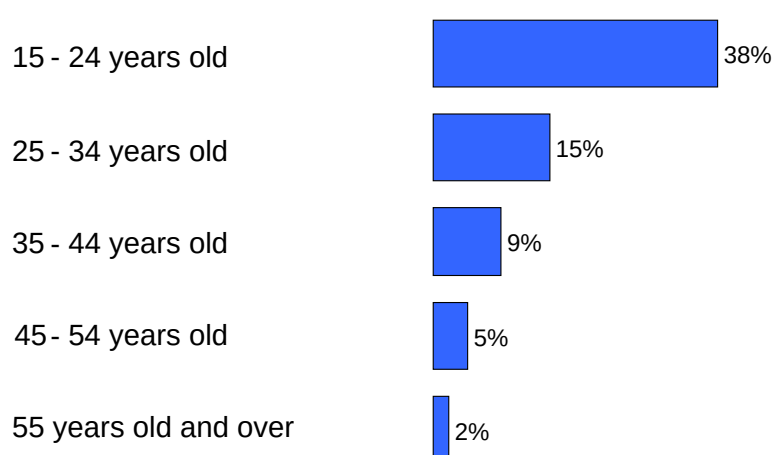
Ex-Coaches – Length of Time Coached

The majority of ex-coaches coached for longer than two years before giving up (71%). A further one in twelve coached for more than twenty years in total (8%). Around one in seven coached for less than one year before deciding to stop (14%).

Young people are more likely than average to give up after just a year, with three in five of those under the age of 34 having coached for less than 12 months (62%). In fact the number of ‘short-term’ coaches decreases with age; less than one in ten 35-44 year olds (9%), one in twenty 45-54 year-olds (5%), and just one in forty of those aged over 55 (2%) coached for less than a year. Retention of young coaches is clearly important, since if they do continue coaching, they have many years in which they can develop their skills and experiences.

Figure 7: Ex-Coaches – Coached for less than a year MORI

Ages of coaches that stopped coaching after less than a year



Base: All who have coached others (828)

The PE teacher

I am head of the PE department at a Key Stage 4 school. We have 690 students, aged 14 – 16 years old. I have been teaching for 24 years.

We offer an after school sport every evening and we also have 120 children doing GCSE PE. Half of my PE lessons cover the practical side of GCSE. I'm happy with the split and my actual teaching of sport has not changed.

I also coach junior rugby outside school. I started 21 years ago because I was injured and had to stop playing. I have coached senior rugby and a youth side. It is all voluntary and now I just do two evenings and Saturdays. My wife says it's too much!

I hold the RFU level 4 award which is the highest. I also took level 1 archery, canoeing and mountain climbing so we could go on a summer camp.

In the early years it is of benefit, you learn warm up drills, lesson plans, but as you get older more and more seems to be common sense. For example, it is when you are working with teenage boys at the lower end of the academic scale, that they (coaching qualifications) don't help.

In schools it doesn't work for all children, those who are not academically minded find one hour too long to concentrate on anything, including sport. They don't want to do what is suggested in the curriculum they just want to do 5-a-side football. The government and sports bodies need to put together a curriculum suitable for those kids.

I've done some advanced coaching programs like sports psychology and analysing sport performance, which I paid for myself. If the qualifications benefit the school the head puts some money towards it. If you want to do a course just for your personal improvement then you have to pay for it yourself. Either way, we have to do them in our own time.

We need more resources to bring new sports to the kids, and to help motivate them. I think more money should be available for extra curricular sport. Perhaps have paid coaches come into schools more rather than rely on the goodwill of PE teachers. Years ago PE staff did after school clubs voluntarily because we didn't have homework marking, but that has changed. I feel now any staff who works hard after school should be remunerated for it.

One of our ex pupils is a volleyball development officer and we pay him to come in. We also have a womens' rugby coach come in on a voluntary basis, a soccer coach paid by the IFA and a tennis coach who the children pay for. If we feel we need outside help we find it. It is great for the children, they see a different face and get a different perspective. They seem to get motivated if it is not a teacher. We are happy with it, while they are taking a session we can move around and help individuals.

As far as the rugby coaching, I'll only give up when the body gives up. I've never thought of giving up coaching but have considered giving up teaching because of the administration – it is a burden. Another issue is if I think the generation gap gets too great, so there is no connectivity between teacher and student.

CASE STUDY

Coaching Salaries

Salaries for coaches are typically higher in universities than in local authorities

Coach salaries vary considerably across providers, with universities typically paying higher hourly rates than local authorities.

Table 49 - Hourly Rates (average rate given) – Local Authorities and Universities

	Local Authorities	Universities
<i>Base: All respondents</i>	(342)	(81)
	£	£
Upper hourly rate	17.59	23.64
Standard hourly rate	11.21	15.45
Lower hourly rate	7.64	9.30

Please note, mean rates are based upon all able to provide a figure

Source: MORI

Within universities, the average hourly rate is £15.45, although around one in twenty (5%) institutions pay an average of less than £10.00 per hour. Coaches within universities of 7,000 or more students typically command an hourly rate of £5 above those in smaller ones (£16 compared to £11).

Within local authorities, the average hourly rate for coaches is considerably lower, at £11.21. A third (33%) of local authorities have an average hourly rate of less than £10.00, with around one in ten (12%) typically paying less than £4.99 per hour. A London weighting is apparent within the hourly rates paid by local authorities, with coaches working for the London Boroughs commanding an average hourly rate of £14.30.

Some coaches can demand more money such as tennis coaches and personal trainers where there is a high demand for them. There are not many hockey coaches, but there are not the opportunities to coach. I am happy with the Active Sport salary, but I don't do it for the money. It is nice, but I am doing the coaching for the enjoyment.

Full-time, employed coach

Within universities, the average lower hourly rate is £9.30 with a mean higher hourly rate of £23.64, compared with £7.64 and £17.59 in local authorities.

At the elite level, data from UK Sport highlights the salary ranges of coaches working within the World Class Performance Programme. Generally, WCPP full-time coaches receive between £23,000 and £45,000 per annum. In a small number of cases, internationally recognised coaches, working in particularly successful sports may receive up to £70,000 per annum. Regional talent coaches receive between £22,000 and £27,000 per annum.

My salary is not to bad. I'm on a salary of about £32,000 a year, but we employ coaches on salaries of less than £10,000 a year, which is on a par with a lot of the other centres around here.

Full-time, employed coach

Being paid to have fun

“My dream job”

Paid coaches cite the fact that their work is an extension of their hobby. It feels less like work as they enjoy what they do every day. For many coaches, being paid to coach is their idea of a dream job.

I love sport. I'm getting paid for doing something that I love and knowing that you are helping people achieve their goals.

Coaching offers a great deal of variety, with new challenges constantly being thrown up and new scenarios have to be dealt with on a daily basis.

The best thing about coaching is enjoying the work, it is a pleasure to do. No day is ever the same....

Paid coaches identify a number of rewarding elements of their job: helping others and passing on skills, but also recognise the positives of their work on their own job satisfaction and the quality of their own working life



MOTIVATIONS

Licensing, Litigation and Insurance

The Profile of Licensed Coaches

Three in ten coaches (30%) are currently licensed by the governing body of their sport to operate as a sports coach. There are no differences between men and women but more noticeable variation occurs amongst people of different age groups. For example, whilst almost half (48%) of all people aged 55+ are licensed, this compares with just one in seven people aged between 15 and 24 (14%).

Table 50 - Licensing by Age

		UK coaches	15-24	25-34	35-44	45-54	55+
<i>Base: All</i>		(214)	(49)	(34)	(50)	(45)	(36)
Yes, licensed	%	30	14	37	28	32	48
	'000	370	40	100	80	80	70
Not licensed	%	70	86	63	72	68	52
	'000	850	250	170	190	160	90
All Coaches	% of UK population	2.6	4.0	3.0	3.1	3.1	1.0
	'000	1,220	290	270	270	240	160

Source: MORI

Figures may not sum due to rounding. Number of coaches rounded to nearest 10,000.

Those who have been coaching for over five years are more than twice as likely (43%) to be licensed than those coaching for less than this (18%), while almost three in five (59%) coaches who are formally qualified are also licensed by their governing body, compared to a little over one in ten who are not qualified (12%).

Three in ten sport coaches believe that by holding a license, they are insured against injuries sustained by someone who participates in a session they are leading (30%). Significantly higher proportions of coaches from ABC1 and C2 social classes, than DE social class, are likely to agree with this statement.

Licensing - Local Authorities, Schools & Universities

There is a strong endorsement among coaching providers for a coach licensing scheme operated by a designated body. However, active coaches are less likely to favour a licensing scheme. .

For the purposes of the research studies among local authorities, schools and universities, licensing was defined as: “the endorsement of individual coaches by a designated body responsible for establishing common standards for sports. It is based on a coach’s qualification, experience, fitness to coach, adherence to practice, and commitment to continual professional development. Licensing is subject to period confirmation and/or removal dependent on the coach’s attitude and behaviour.”

Almost nine in ten (86%) schools say that external coaches should be licensed. In addition, eight in ten local authorities believe their coaches should be licensed, as do seven in ten universities (69%).

Table 51 - Desire for Coach Licensing Schemes – Coaching Providers

	Local Authorities	Schools	Universities
Base: All respondents	(342)	(1,561)	(81)
	%	%	%
Agree	80	86	69
Disagree	14	6	17
Don't know/No answer	5	8	14

Source: MORI

Figures may not sum to 100% due to rounding

Coaches should be licensed. I had a chap who contacted me by email saying he was a coach. I was apprehensive about him and phoned the governing body to find out if they knew anything about him and they said "you will have to ask him". I would have thought they ought to be able to tap into a database to tell me whether he was a registered qualified coach.

Self-employed, full-time coach

Among practising coaches, endorsement for licensing isn't as strong as among the coaching providers. Compared to the relatively high proportions of local authorities, universities and school representatives that say all coaches should be licensed, just four in ten coaches feel that all practising coaches should be licensed (41%).

Among coaches there are some concerns that increased licensing will simply prevent people from getting involved in coaching and may lead to increase costs and administrative burden on themselves, while coaching providers want to have maximum protection for those in their charge while being coached.

When people are asked to consider **coaches and children** in the same context, a much higher proportion believe that all coaches who work with children should be licensed (51%). Coaches who are new to the profession, those who have coached for more than five years and coaches who hold formal qualifications, are all more likely to share this opinion.

It [licensing] is a tricky one because that would eliminate some of the good coaches that are out there who may not have that license.

Primary school teacher

Litigation

Concern about the potential for litigation or legal action is not cited as a major reason for deciding to give up coaching (see section “Why do people stop coaching?”). It was a contributory factor for around four percent of those who used to coach in deciding to give up. This is made up of between fears of being sued in the event of injury (3%) and concern about accusations of child abuse or sexual harassment (1%). However, it is regarded as an important issue to be aware of, particularly at a time when the much documented rise in litigation and the growth of a ‘compensation culture’ are becoming more of an issue generally.⁹

The issue of litigation is seen as more relevant to particular sports and activities than others either because of the likelihood of injury or due to the necessity for close contact between the coach and the student.

We did stop doing gymnastics at our school because of fear of litigation - it is always in the back of your mind.

For some coaches the perception is that there is also an issue over the consistency with which child related issues are dealt with and the advice and guidance that is provided by governing bodies and the sporting authorities, particularly surrounding the physical support of a child in sports such as gymnastics.

I had one incident last year that was a warning. The fact of it is that every single governing body is in complete denial over how you should handle a child. I'm been on to every website and on to every governing body as to when you can physically touch a child and the only answer you get off any of them is 'never touch a child', but you sometimes need to touch a child in gymnastics to aid them with technique over an apparatus, or to correct alignment. These barriers are stopping people going into coaching now.

⁹ House of Commons Hansard Debates for 5 March 2004, Promotion of Volunteering Bill

Insurance

Almost half of active coaches say that all practising coaches should be insured (48%).

Male coaches are more likely to think coaches should be insured than female coaches (50% versus 41%). Older coaches are more likely to favour all coaches being insured, suggesting that their own experiences tell them that it is better and safer to be insured.

Coaches who have been coaching for five or more years are also more likely to say coaches should be insured (58%), although conversely, new coaches (those that have been coaching for less than two years) are also more likely than average to share this opinion.

Sharing knowledge

“Having an impact”

A central motive for coaching is that it enables the coach to share knowledge, expertise, experience and ideas with others. The coach's guidance is fundamentally a way of improving the player or teaching a new skill.

I enjoy sharing knowledge and ideas with other people, seeing them progress and improve.

But it also highlights the coach's own skill and knowledge of their sport, which feels good for the coach as well.

I enjoy being able to pass on my experience and learning to others.

A certain sense of satisfaction is gained by the coach in seeing someone improve as a direct result of something they have taught or instilled in their pupil.

It is satisfying though ... seeing the changes in youngsters, suggesting something to them and then seeing it work. Seeing them achieve something that they didn't think they were capable of doing. Seeing practical progress happening in front of your eyes.

It is particularly satisfying when a new skill or technique is perfected in training and then brought to fruition in a game situation – especially if it is a strategic play or a move that has been devised by the coach.

To see the players demonstrate a successful move during a game that they practised in the week during training.



MOTIVATIONS

Standard of Coaching

The standard of coaching in the UK is generally well regarded, both by those who provide and those who receive coaching.

Overall Ratings

Those indicating the highest levels of satisfaction with the standard of coaching are recipients of coaching and local authority providers – less than 5% of both these groups rate the standard of coaching as poor.

Governing bodies are split on their views depending on the type of coaching being provided in their sport. The provision of high performance coaching is generally (although not universally) well regarded, in contrast with local community coaching, which is only viewed positively by around two in five governing bodies (41%).

A similar proportion of schools and universities rate the quality of coaching provision at their establishment as good (just over half in both cases), with around one in nine schools critical of the quality of coaching they provide, alongside around one in six universities.

Table 52 - Standards of Coaching – Overall Ratings

Recipients of coaching*		Coaching Providers				
		Gov. Body Local community coaching**	Gov. Body High performance coaching	Local Authorities	Schools	Universities
Base: All who receive or provide coaching	(1,006)	(44)	(44)	(342)	(1,561)	(81)
	%	%	%	%	%	%
Good	81	41	75	89	56	56
Neither good nor poor	14	30	7	7	19	27
Poor	4	20	7	2	12	17
Don't know	1	9	11	1	1	-
Balance	+77	+21	+68	+87	+44	+39

Source: MORI

* Recipients of coaching (surveyed within the General Public survey) were asked to rate the level of coaching they received on a scale of 1-10. For comparative purposes, the figures in this table have been combined as follows; very poor (1-2), fairly poor (3-4), neither nor (5-6) fairly good (7-8) very good (9-10)

** Governing bodies were asked to comment about the standards of local community coaches from all coaching providers
Figures may not sum to 100% due to rounding.

Recipients of coaching are generally satisfied with the standard of coaching they receive, in some cases more so than the providers themselves. This may reflect low expectations among those receiving coaching, as they are less likely to be less aware of poor coaching than those providing it.

The final point to make with regards to the overall figures is about the relatively high proportion of coach providers and recipients who think the level of coaching is 'neither good nor poor'. For those aiming to see an improvement in sports coaching, this rating has to be treated similarly to a 'poor' rating, as it prompts the question – would you want to be coached by anyone who is not regarded as a good coach?

Coach Recipients – Ratings of Coaching

Gender

Men are marginally less likely to be very positive about the quality of coaching they have received, with just over one-third (36%) rating as 'very good', compared with more than two in five (43%) women.

Table 53 - Standards of Coaching – by Gender

	UK	Male	Female
<i>Base: All who receive coaching</i>	<i>(1,006)</i>	<i>(543)</i>	<i>(463)</i>
	%	%	%
<i>Very good (9-10)</i>	39	36	43
<i>Fairly good (7-8)</i>	42	45	37
<i>Neither good nor poor (5-6)</i>	14	13	15
<i>Fairly poor (3-4)</i>	3	3	3
<i>Very poor (1-2)</i>	1	1	*
<i>Don't know</i>	1	2	1
<i>Mean score</i>	7.97	7.91	8.06

Source: MORI

Figures may not sum to 100% due to rounding.

Age

Younger people are less likely than those aged 35 or over to rate the standard of coaching they receive as 'very good' – although it is important to note that this is because they are more likely to regard coaching received 'fairly good' coaching, rather than poor.

Table 54 - Standards of Coaching – by Age

	UK	15-24	25-34	35-44	45-54	55+
<i>Base: All</i>	(1,006)	(364)	(206)	(174)	(123)	(139)
	%	%	%	%	%	%
Very good (9-10)	39	36	35	43	48	43
Fairly good (7-8)	42	47	41	40	36	36
Neither good nor poor (5-6)	14	13	16	12	10	18
Fairly poor (3-4)	3	2	5	4	3	3
Very poor (1-2)	1	1	1	*	1	-
Don't know	1	1	2	*	3	1
Mean score	7.97	7.95	7.75	8.12	8.21	8.08

Source: MORI

Figures may not sum to 100% due to rounding.

Ethnicity

Those from a non-White ethnic group appear less likely than average to rate the coaching they receive as very good. (However, it should be noted that this difference is not statistically significant, due to the relatively small base of BEMs who have been coached.)

Table 55 - Standards of Coaching – by Gender

	UK	White	BEM
<i>Base: All who receive coaching</i>	(1,006)	(824)	(73)
	%	%	%
Very good (9-10)	39	40	31
Fairly good (7-8)	42	41	43
Neither good nor poor (5-6)	14	14	17
Fairly poor (3-4)	3	3	5
Very poor (1-2)	1	1	1
Don't know	1	1	1
Mean score	7.97	8.01	7.63

Source: MORI

Figures may not sum to 100% due to rounding.

Region

There is only one significant difference between the regional ratings for coaching received, which is that London residents are generally less happy with the quality of coaching provision they receive than people living in other parts of the UK. One in ten (10%) Londoners rate the coaching they receive as poor, compared to 4% among the UK population as a whole. Fewer Londoners (62%) rate the coaching they receive as good, compared to 81% across all of the UK.

Table 56 - Rating of sports coaching received – UK General Public Survey

	UK	England	Scotland	Wales	N. Ireland	London	South East	South West	East Mids	West Mids	Eastern	Yorks/ Humber	North East	North West
<i>Base: All who received coaching</i>	(1,006)	(789)	(69)	(40)*	(108)	(112)	(126)	(112)	(45)*	(76)	(110)	(84)	(41)*	(83)
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Very good (9-10)	39	40	39	32	35	34	43	39	50	41	40	31	29	46
Fairly good (7-8)	42	41	42	58	37	28	42	49	29	42	51	51	55	32
Neither good nor poor (5-6)	14	14	12	11	9	23	10	9	21	17	8	17	10	17
Fairly poor (3-4)	3	3	7	-	1	7	5	1	-	-	2	1	6	5
Very poor (1-2)	1	1	-	-	3	3	-	1	-	-	-	-	1	1
Don't know	1	1	-	-	15	5	1	1	-	-	-	-	-	-
Mean score	7.97	7.99	7.79	7.99	7.93	7.26	8.04	8.19	8.25	8.16	8.26	7.89	7.96	8.06

Source: MORI

*Caution: Small base size. Results should be treated as indicative only

Schools

Just over half (56%) of school teachers rate the standard of sports coaching provided in their school as 'good', with those in secondary schools more likely than primary school teachers to be positive about the quality offered - four in five think it is 'good'. This, however, is still significantly below the rating provided by teachers in **independent schools** – nine out of ten of whom consider sports coaching to be good at their school, including well over half (57%) who rate it as 'very good'.

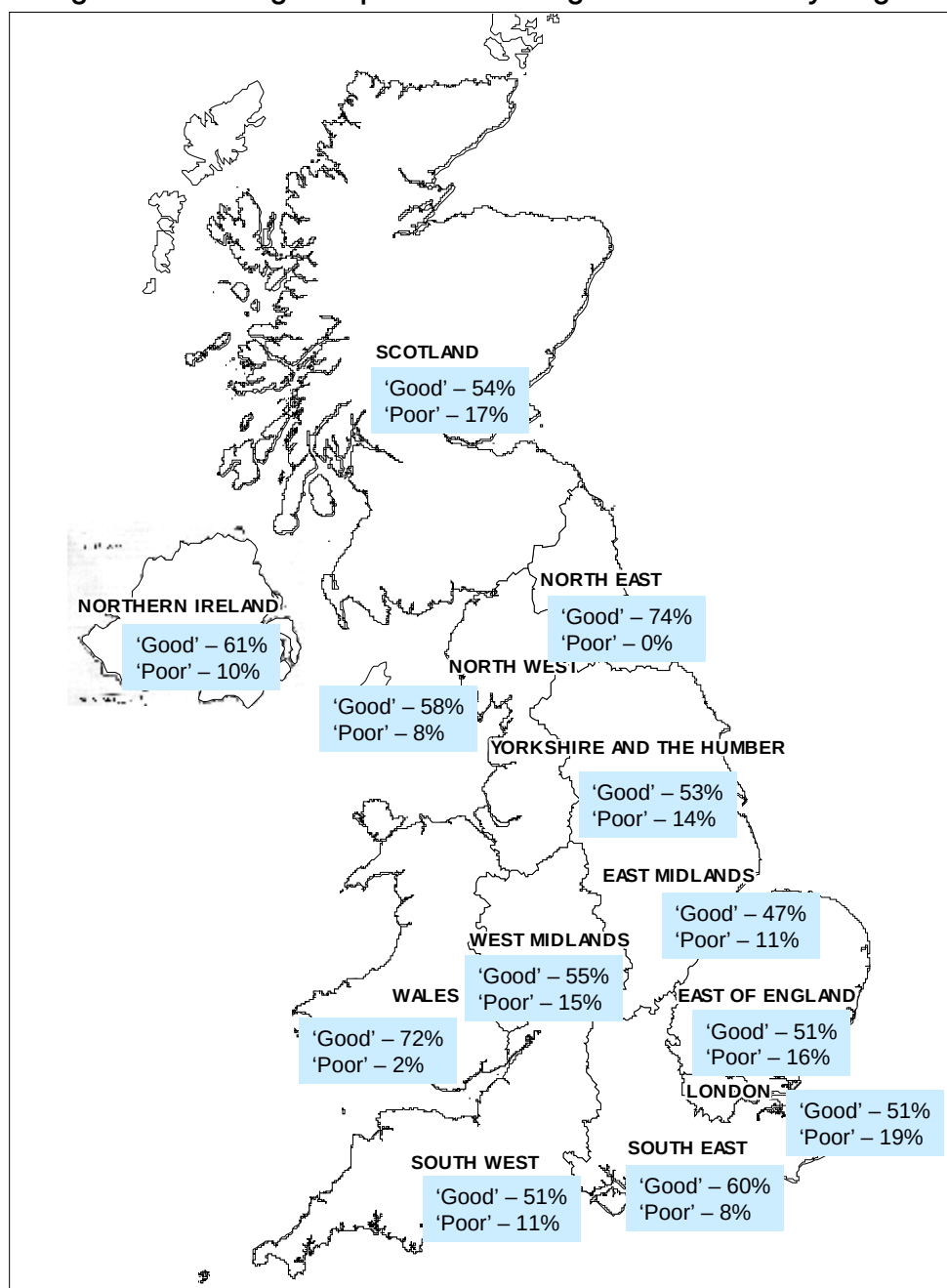
Table 57 - Standard of sports coaching in schools

	All UK Schools	Primary Schools	Secondary Schools	Independent Schools
<i>Base: All</i>	(1,561)	(1,097)	(375)	(59)
	%	%	%	%
<i>Very good</i>	15	8	23	57
<i>Fairly good</i>	41	39	58	36
<i>Neither good nor poor</i>	19	23	12	4
<i>Fairly poor</i>	8	11	2	2
<i>Very poor</i>	3	4	1	2
<i>Don't know</i>	1	1	*	-
<i>Balance</i>	+45	+32	+78	+89

Source: MORI

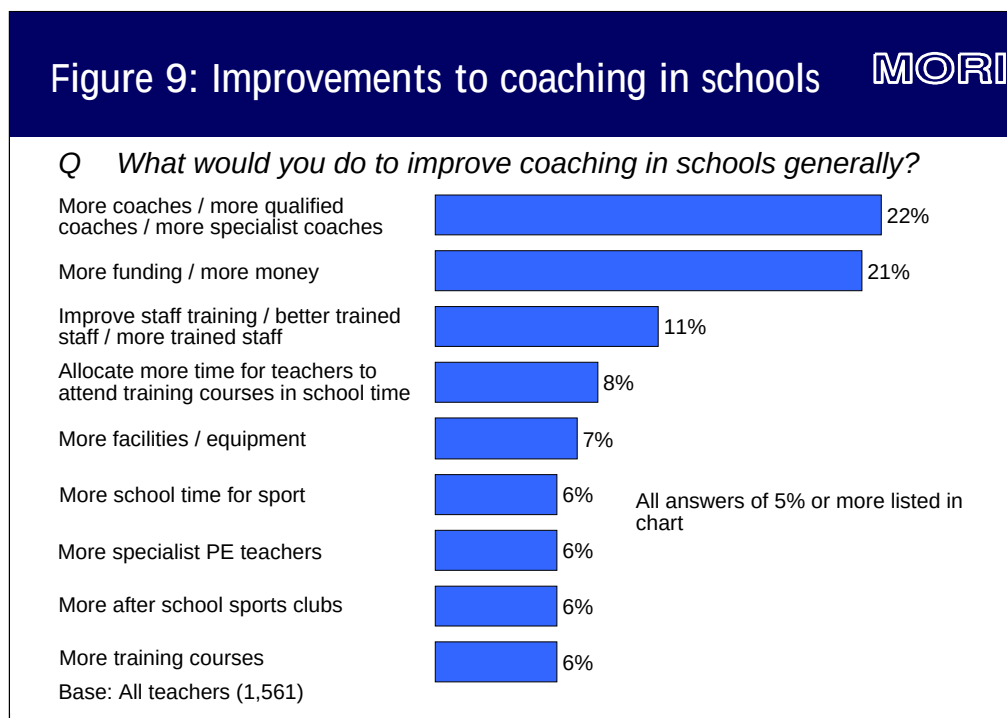
A greater proportion of school teachers in **Wales** and **Northern Ireland** believe that they are providing a 'good' standard of coaching within their school than those in England and Scotland. Within England, around three-quarters (74%) of schools in the North East state that they are providing a 'good' standard of coaching, compared with less than half (47%) in the East Midlands and half (51%) in London. Interestingly, not one of the 65 schools surveyed in the North East described the standard of sports coaching as poor.

Figure 8: Rating of Sports Coaching in Schools – by Region



The wider the range of sports offered by the school, the better teachers rate the standard of coaching provided and this helps to explain that primary schools believe their provision is poorer than secondary schools, although the lack of specialist PE staff is also likely to be a considerable factor, as they are less likely to offer a wide range of sports than other schools. Among schools offering five or fewer sports, around a quarter of teachers (27%) rate the provision of coaching as 'good', while almost two-thirds (38%) rate it as 'poor'. However, in schools offering between six and ten sports, the proportions are reversed and in schools providing more than ten sports, two-thirds (67%) believe the standard they provide is 'good', while less than one in ten (8%) feel it is 'poor'.

Around one in five school teachers believe that providing more qualified or specialist coaches in schools would improve the standard of coaching provided, while the same proportion believe that increased funding would have this effect. Around one in nine believe that better or more trained staff would bring this benefit.



* Responses to this question were provided spontaneously, unlike most of the survey responses among teachers which were prompted

Teachers within secondary schools are more likely to believe that involving more coaches would improve the standard of in-school coaching, than those in primary schools. In contrast, primary school teachers believe that better staff training in sports provision would be beneficial, reflecting the fact that few primary schools employ any specialist PE staff.

The need for more funding is raised by almost three in ten schools in Northern Ireland (29%) compared to 22% in England, 16% in Wales and just 5% of schools in Scotland.

Schools not involved in a School Sport Partnership are more likely to cite the need for more funding as a means to improving coaching in schools generally, than those involved in one.

Local Authorities

Local authority representatives tend to feel that the standard of sports coaching provided by their authority is of a high standard - nine in ten say that coaching is good (90%). However, of these, most say that coaching is fairly good (65%) as opposed to very good (25%). Only two per cent feel that coaching is currently poor, while seven per cent say that coaching at their local authority is neither good nor poor.

Table 58 - Rating of sports coaching – Local Authority Representatives

	All LAs	England	Wales*	Scotland*	NI*
<i>Base: Local Authority Representatives</i>	(342)	(282)	(17)	(26)	(17)
	%	%	%	%	%
Very good	25	25	41	19	18
Fairly good	65	64	59	69	71
Neither good nor poor	7	8	-	4	6
Fairly poor	2	2	-	8	6
Very poor	-	-	-	-	-
Don't know	1	1	-	-	-
Balance	+88	+87	+100	+80	+83

Source: MORI

* Caution: although percentages have been quoted for ease of comparison, please note the small base size and treat the results as indicative only

Local authorities providing a wider range of sports are more likely to say that coaching is good. Nine in ten of the authorities that offer coaching in more than 11 sports say that coaching is good (91%), compared with eight in ten of those authorities offering a more limited range of sports (less than 10).

There is also a link between how much 'support' local authorities *perceive* they receive from Government, governing bodies and other sports organisations (see Table 45), and how high they rate the standard of coaching they provide. Almost all of the local authorities that think they receive an appropriate level of support rate the coaching they provide as good (94%). This drops to 77% of local authorities that do not think they receive appropriate support.

In line with this, the top priority for authorities looking to improve coaching is to receive more funding. Around two-fifths of local authority representatives say that more funding would help to improve sports coaching provision (37%). They also suggested it was important to recruit/employ more coaches (26%) and to improve the structure of coaching as a career (23%).



* Responses to this question were provided spontaneously, unlike most of the survey responses among local authority representatives which were prompted

Training opportunities are also seen as a good way to improve coaching. Around one in six say there needs to be more localised courses (16%), and one in seven feel that professional development opportunities and more training generally are important (15% and 14% respectively). A similar proportion feels that they need more support, particularly in administration matters (14%).

Famous students

“I taught them all they know”

Obviously not all coaches have the opportunity to work with world class athletes. Those that do, however, feel a great sense of pride and personal achievement when they see their pupil or former pupil competing at the highest level. The associated plaudits or credit that goes with having played a part in a professional athlete's career or progress to the top is an important motive for some coaches.

The most satisfaction now is seeing the people that I work with performing on a world stage, well I mean the guy I work with played in the World Cup and obviously played very well and got lots of plaudits...

This relates to the achievement that the individual has made in realising their potential and putting into practice what the coach has taught them. It is the reward for all the hard work that both the coach and the athlete have put in. In addition to this it is the end product of the coach's own training and learning in getting to this point and therefore represents a great achievement on behalf of the coach as well as the player.

MOTIVATIONS

Public Attitudes to Coaching

Overall, members of the public view coaching as an important aspect of sport in this country, both in terms of the success it brings our top athletes, as well as the enjoyment that it can help to bring to participants, at whatever level.

Two-thirds feel that good coaching is **crucial for top sportspeople to achieve success**, while over half say it **improves peoples' enjoyment** regardless of the level of their participation (66% and 53% respectively). In addition, half of the population feel that **participation levels are increased by good coaching** (50%).



* This question was not asked on all waves of the Omnibus as an adequate sample size could be generated without doing so.

The public, therefore, are generally very positive towards coaching and the importance it plays in improving standards and furthering enjoyment of sport in this country. This is highlighted by the fact that a third say that **investment in sports coaching should be a priority for the Government** (34%).

Whilst only a small proportion of people are interested in actually pursuing a career in coaching themselves (5%), a significant number of people feel that the opportunity to get involved in sports coaching is there for those that want it (28%) – although this is perhaps lower than those involved in coaching might hope.

Men are generally more likely to feel positively about all of these issues than women, most notably in considering a career in coaching (7%, men and 2%, women), and that coaching is essential to the success of our top athletes (72%, men and 60%, women).

As might be expected, interest in getting involved in coaching as a career is highest among **younger people** and declines with age. Around one in six young people (aged 15-34) would like to consider a career in coaching (17%), while only one in thirteen of those aged over 34 would consider it (8%).

The Welsh are more likely than the other home nations to place importance on the need for good coaching. Seven in ten Welsh residents feel that good coaching is important in enabling sportspeople to succeed at the top level (72% compared with 66% overall). A further three in five feel that good coaching helps raise enjoyment levels of those participating (60% compared with 53% overall).

Table 59 - Public Attitudes to Coaching

	All UK population	England	Wales	Scotland	NI
<i>Base: All respondents</i>	(3,134)	(1,765)	(100)*	(229)*	(1,040)
	%	%	%	%	%
<i>Good coaching is crucial for top sportspeople to become successful</i>	66	66	72	62	65
<i>Good coaching improves enjoyment of sport at whatever level</i>	53	53	60	53	58
<i>Investment in sports coaching should be a priority for the Government</i>	34	34	36	37	37
<i>Good coaching helps increase people's participation in sport</i>	50	49	53	55	51
<i>I would like to consider a career in sports coaching</i>	5	5	2	5	8
<i>Anyone who enjoys sport has the opportunity to become a coach if they want to</i>	28	28	33	27.0	29
<i>Don't know</i>	3	4	1	1	3

Source: MORI

* Please note that these results should be treated with caution due to the relatively small bases.

Regionally, **Londoners** are less likely than average to feel that investment in sports coaching should be a priority for the Government (26% compared with 34% overall), whilst those in the **South West** are more likely to feel this is important (44%). London residents are also less inclined to say that coaching helps to increase participation in sport. On the other hand, those living in the East of the country are more likely to feel that good coaching has an important role to play in increasing participation (61%).

Table 60 - Public attitudes to coaching – by participation

	All UK population	Participated in sport in past twelve months	Not Participated in sport in past twelve months
<i>Base: All who receive coaching</i>	(3,134)	(1,522)	(1,612)
	%	%	%
<i>Good coaching is crucial for top sportspeople to become successful</i>	66	70	60
<i>Good coaching improves enjoyment of sport at whatever level</i>	53	61	44
<i>Good coaching helps increase people's participation in sport</i>	50	58	40
<i>Investment in sports coaching should be a priority for the Government</i>	34	38	31
<i>Anyone who enjoys sport has the opportunity to become a coach if they want to</i>	28	31	24

Source: MORI

Interestingly, those who have not participated in sport themselves in the past twelve months are also positive about the value of coaching on those that do so, both at the community and the elite levels.

Two in five (40%) of those who have not participated in sport in the past twelve months believe that good coaching helps to increase people's participation in sport while three in ten (31%) believe that investment in sports coaching should be a priority for the Government.

Appendices

Governing Body Data – All Full-Time Employed Coaches

Governing Bodies – Full-Time Employed Coaches	Total	UK	GB	Eng	Scot	Wales	NI	Ire
SALMON AND TROUT ASSOCIATION	13	-	-	20	20	15	8	-
GRAND NATIONAL ARCHERY SOCIETY	7	7	6	6	1	-	-	-
UK ATHLETICS	-	-	-	-	-	-	-	-
BADMINTON ASSOCIATION OF ENGLAND	100	100	100	100	-	-	-	-
BADMINTON SCOTLAND	16	16	16	-	16	-	-	-
WELSH BADMINTON UNION	2	2	2	-	-	2	-	-
BASKETBALL SCOTLAND	12	12	12	-	12	-	-	-
ENGLAND BASKETBALL	75	75	75	75	-	-	-	-
SCOTTISH BOWLS COACHING COMMITTEE	-	-	-	-	-	-	-	-
BRITISH CANOE UNION	-	-	-	-	-	-	-	-
ENGLAND AND WALES CRICKET BOARD	-	-	-	-	-	-	-	-
BRITISH CYCLING	49	32	32	32	13	4	-	-
BRITISH REINING	-	-	-	-	-	-	-	-
THE PONY CLUB	-	-	-	-	-	-	-	-
FOOTBALL ASSOCIATION OF WALES TRUST	-	-	-	-	-	-	-	-
IRISH FOOTBALL ASSOCIATION	34	-	-	-	-	-	34	-
THE FOOTBELL ASSOCIATION	1,500	1,500	1,500	1,500	-	-	-	-
PROFESSIONAL GOLFERS ASSOCIATION	3,784	3,582	3,784	2,990	384	139	69	271
BRITISH GYMNASTICS	300	300	-	-	-	-	-	-
ENGLAND HOCKEY	50	50	50	50	-	-	-	-
SCOTTISH HOCKEY UNION	-	-	-	-	4	-	-	-
BRITISH JUDO ASSOCIATION	150	150	145	120	20	5	5	-
WELSH KARATE GOVERNING BODY	-	-	-	-	-	-	-	-
KEEP FIT ASSOCIATION	-	-	-	-	-	-	-	-
MOUNTAIN LEADER TRAINING UK	5,000	5,000	-	-	-	-	-	-
ENGLAND NETBALL LIMITED	-	-	-	-	-	-	-	-
NETBALL SCOTLAND	-	-	-	-	-	-	-	-
WELSH NETBALL ASSOCIATION	-	-	-	-	-	1	-	-
BRITISH ORIENTEERING FEDERATION	-	-	-	-	-	-	-	-
NATIONAL ROUNDERS ASSOCIATION	-	-	-	-	-	-	-	-
AMATEUR ROWING ASSOCIATION	50	50	50	-	-	-	-	-
RUGBY LEAGUE COACH EDUCATION PROGRAMME	83	83	80	74	3	3	-	3

Governing Bodies – Full-Time Employed Coaches	Total	UK	GB	Eng	Scot	Wales	NI	Ire
RUGBY LEAGUE IRELAND	-	-	-	-	-	-	-	-
RUGBY FOOTBALL UNION	-	-	-	-	-	-	-	-
SCOTTISH RUGBY UNION	50	50	50	-	50	-	-	-
ENGLAND SQUASH	1,669	1,669	1,669	1,669	-	-	-	-
AMATEUR SWIMMING ASSOCIATION	150	150	150		-	-	-	-
ENGLISH TABLE TENNIS ASSOCIATION	40	40	40	40	-	-	-	-
SCOTTISH TABLE TENNIS ASSOCIATION	2	2	2	-	2	-	-	-
TABLE TENNIS ASSOCIATION OF WALES	-	-	-	-	-	2	-	-
THE LAWN TENNIS ASSOCIATION	1,405	1,405	1,403	1,288	52	51	2	-
BRITISH TRIATHLON ASSOCIATION	12	12	12	-	-	-	-	-
ENGLISH VOLLEYBALL ASSOCIATION	-	-	-	-	-	-	-	-
ROYAL YACHTING ASSOCIATION	5	5	-	-	-	-	-	-
TOTALS	14,558	14,292	9,178	7,968	577	222	118	274

Governing Body Data – All Part-Time Employed Coaches

Governing Bodies – Part-Time Employed Coaches	Total	UK	GB	Eng	Scot	Wales	NI	Ire
SALMON AND TROUT ASSOCIATION	300	300	300	150	80	50	20	-
GRAND NATIONAL ARCHERY SOCIETY	8,600	8,600	8,500	7,500	600	400	100	-
UK ATHLETICS	-	-	-	-	-	-	-	-
BADMINTON ASSOCIATION OF ENGLAND	1,500	1,500	1,500	1,500	-	-	-	-
BADMINTON SCOTLAND	-	-	-	-	50	-	-	-
WELSH BADMINTON UNION	10	10	10	-	-	10	-	-
BASKETBALL SCOTLAND	100	100	100	-	100	-	-	-
ENGLAND BASKETBALL	325	325	325	325	-	-	-	-
SCOTTISH BOWLS COACHING COMMITTEE	1	1	1	-	1	-	-	-
BRITISH CANOE UNION	-	-	-	-	-	-	-	-
ENGLAND AND WALES CRICKET BOARD	-	-	-	-	-	-	-	-
BRITISH CYCLING	156	156	156	127	16	13	-	-
BRITISH REINING	30	30	30	22	7	1	-	-
THE PONY CLUB	-	-	-	-	-	-	-	-
FOOTBALL ASSOCIATION OF WALES TRUST	-	-	-	-	-	-	-	-
IRISH FOOTBALL ASSOCIATION	24	-	-	-	-	-	24	-
THE FOOTBALL ASSOCIATION	5,500	5,500	5,500	5,500	-	-	-	-
PROFESSIONAL GOLFERS ASSOCIATION	-	-	-	-	-	-	-	-
BRITISH GYMNASTICS	8,000	8,000	8,000	-	-	-	-	-
ENGLAND HOCKEY	500	500	500	500	-	-	-	-
SCOTTISH HOCKEY UNION	-	-	-	-	-	-	-	-
BRITISH JUDO ASSOCIATION	300	300	280	240	40	10	10	-
WELSH KARATE GOVERNING BODY	15	15	15	-	-	15	-	-
KEEP FIT ASSOCIATION	850	850	850	850	-	-	-	-
MOUNTAIN LEADER TRAINING UK	5,000	5,000	-	-	-	-	-	-
ENGLAND NETBALL LIMITED	-	-	-	-	-	-	-	-
NETBALL SCOTLAND	22	22	22	-	22	-	-	-
WELSH NETBALL ASSOCIATION	20	20	20	-	-	20	-	-
BRITISH ORIENTEERING FEDERATION	11	11	11	8	3	-	-	-
NATIONAL ROUNDEERS ASSOCIATION	447	47	47	44	1	2	-	-
AMATEUR ROWING ASSOCIATION	200	200	200	-	-	-	-	-
RUGBY LEAGUE COACH EDUCATION PROGRAMME	20	20	20	20	-	-	-	-

Governing Bodies – Part-Time Employed Coaches	Total	UK	GB	Eng	Scot	Wales	NI	Ire
RUGBY LEAGUE IRELAND	-	-	-	-	-	-	-	-
RUGBY FOOTBALL UNION	-	-	-	-	-	-	-	-
SCOTTISH RUGBY UNION	50	50	50	-	50	-	-	-
ENGLAND SQUASH	2,039	2,039	2,039	2,039	-	-	-	-
AMATEUR SWIMMING ASSOCIATION	20,000	20,000	-	-	-	-	-	-
ENGLISH TABLE TENNIS ASSOCIATION	800	800	800	800	-	-	-	-
SCOTTISH TABLE TENNIS ASSOCIATION	6	-	-	-	6	-	-	-
TABLE TENNIS ASSOCIATION OF WALES	15	15	15	-	-	15	-	-
THE LAWN TENNIS ASSOCIATION	3,572	3,572	3,545	3,221	214	110	5	-
BRITISH TRIATHLON ASSOCIATION	25	-	25	-	-	-	-	-
ENGLISH VOLLEYBALL ASSOCIATION	35	35	35	35	-	-	-	-
ROYAL YACHTING ASSOCIATION	150	-	-	-	-	-	-	-
TOTALS	58,623	58,018	32,896	22,881	1,190	646	159	-

Governing Body Data – Qualified Coaches by Level of Coach

NGB	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	
GRAND NATIONAL ARCHERY SOCIETY	32	184	643	471	8,660	0	0	0	0	0	0	9,990
UK ATHLETICS	1	550	237	1,670	3,272	5,532	243	319	0	0	0	11,824
BADMINTON ASSOCIATION OF ENGLAND	71	219	1,626	5,227	0	0	0	0	0	0	0	7,143
BADMINTON SCOTLAND	8	25	200	1,250	750	0	0	0	0	0	0	2,233
WELSH BADMINTON UNION	7	60	250	33	0	0	0	0	0	0	0	350
BASKETBALL SCOTLAND	10	90	900	-	0	0	0	0	0	0	0	1,000
ENGLAND BASKETBALL	52	296	3,655	1,001	0	0	0	0	0	0	0	5,004
SCOTTISH BOWLS COACHING COMMITTEE	73	2,321	-	-	0	0	0	0	0	0	0	2,394
BRITISH CANOE UNION	500	1,000	4,000	6,000	500	0	0	0	0	0	0	12,000
ENGLAND AND WALES CRICKET BOARD	1,000	500	10,000	4,000	596	23	0	0	7,000	3,226	479	26,824
BRITISH CYCLING	709	36	245	-	0	0	0	0	0	0	0	990
BRITISH REINING	1	19	-	-	0	0	0	0	0	0	0	20
IRISH FOOTBALL ASSOCIATION	15	86	210	896	563	540	2,629	0	0	0	0	4,939
THE FOOTBALL ASSOCIATION	-	-	-	-	0	0	0	0	0	0	0	130,000
PROFESSIONAL GOLFERS ASSOCIATION	-	-	3,784	-	150	0	0	0	0	0	0	3,934
BRITISH GYMNASTICS	85	342	1,000	4,591	6,081	6,242	0	0	0	0	0	18,341
ENGLAND HOCKEY	-	33	95	438	2,829	10,520	0	0	0	0	0	13,915
SCOTTISH HOCKEY UNION	12	13	188	213	1,950	0	0	0	0	0	0	2,376
WELSH KARATE GOVERNING BODY	140	-	-	-	0	0	0	0	0	0	0	140
KEEP FIT ASSOCIATION	18	24	63	253	779	34	0	0	0	0	0	1,171
MOUNTAIN LEADER TRAINING UK	366	7,562	11,159	1,000	200	600	300	160	0	0	0	21,347
ENGLAND NETBALL LIMITED	41	231	1,750	164	0	0	0	0	0	0	0	2,186
NETBALL SCOTLAND	25	60	1,815	-	0	0	0	0	0	0	0	1,900
WELSH NETBALL ASSOCIATION	12	28	249	813	0	0	0	0	0	0	0	1,102
BRITISH ORIENTEERING FEDERATION	15	49	166	1,157	5305	0	0	0	0	0	0	6,692
NATIONAL ROUNDERS ASSOCIATION	3	57	131	256	0	0	0	0	0	0	0	447
AMATEUR ROWING ASSOCIATION	35	150	325	2,500	200	0	0	0	0	0	0	3,210
RUGBY LEAGUE	531	2,504	1,582	55	42	270	0	0	0	0	0	4,984

NGB	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	
RUGBY FOOTBALL UNION	-	50	380	2,100	8,100	781	163	6200	0	0	0	17,774
SCOTTISH RUGBY UNION	156	54	311	127	896	0	0	0	0	0	0	1,544
ENGLAND SQUASH	195	507	2,173	833	0	0	0	0	0	0	0	3,708
AMATEUR SWIMMING ASSOCIATION	30	500	2,000	10,000	1,000	0	0	0	0	0	0	13,530
ENGLISH TABLE TENNIS ASSOCIATION	100	326	2,122	855	0	0	0	0	0	0	0	3,403
SCOTTISH TABLE TENNIS ASSOCIATION	3	13	84	378	0	0	0	0	0	0	0	478
THE LAWN TENNIS ASSOCIATION	489	1,749	3,736	-	0	0	0	0	0	0	0	5,974
BRITISH TRIATHLON ASSOCIATION	30	120	310	-	0	0	0	0	0	0	0	460
ENGLISH VOLLEYBALL ASSOCIATION	10	35	120	25	500	8,000	5,000	150	0	0	0	13,840
ROYAL YACHTING ASSOCIATION	20	30	250	1,000	0	0	0	0	0	0	0	1,304
BRITISH JUDO ASSOCIATION	625	2,127	673	-	0	0	0	0	0	0	0	3,426
FOOTBALL ASSOCIATION OF WALES TRUST	135	117	438	6,996	0	0	0	0	0	0	0	7,687
TABLE TENNIS ASSOCIATION OF WALES	96	102	36	-	0	0	0	0	0	0	0	238
SALMON AND TROUT ASSOCIATION	1	241	111	-	0	0	0	0	0	0	0	354
Totals	5,652	22,410	57,017	54,302	42,373	32,542	8,335	6,829	7,000	3,226	479	370,176

Governing bodies were asked to provide the following data for this table. *“The levels of qualification available in your sport, starting at L1 with the highest qualification available in your sport going down to the lowest qualification available, including sports leadership awards”* i.e. the levels do not relate to levels set out in the national coaching certificate, but are simply a hierarchy of qualifications currently available.

In some cases the numbers have been re-ordered where it is believed they were inserted in the incorrect order, for example, where there were several thousand coaches at level 1 (i.e. the highest level of coaching) and only a very small number in the other levels (i.e. the lower coaching qualifications).

This table is not an indication of the total number of coaches at different levels of coaching, as it includes elements of double counting (i.e. where coaches hold two or more qualifications) and a number of governing bodies, while able to provide figures for the total number of coaches, did not provide data about the numbers with different qualifications – hence the difference between the total number of qualified coaches recognised by governing bodies provided elsewhere in this document (c399,100) and the above total figures of c370,200.

Literature Review

INTRODUCTION

On behalf of sports coach UK, MORI have been commissioned to undertake a major research project, investigating sports coaching and coaching systems in the UK.

Alongside a wider programme of primary research, one of the objectives of the study is to identify what information already exists on the numbers of coaches currently operating within the UK.

This chapter reviews the current information that exists on sports coaching in the UK, focusing on data that details numbers of coaches and those being coached, as well as any breakdown in demographic information.

Limitations of Secondary Data Sources

While a small number of comprehensive research studies have been undertaken exploring the role of sports volunteers, there is no evidence to indicate that a comparable study has ever been undertaken into sports coaches specifically.

Although several studies into coaching have been undertaken in the past decade, most provide only fragmented, piecemeal information on elements of sports coaching, and none offer a broad assessment of the topic. A small number of these projects have provided estimates on the total number of sports coaches operating, but these estimates differ widely. In addition, little data exists on the numbers of unqualified coaches and so estimates are likely to underestimate the numbers involved in coaching in total.

In summary, the main limitations of existing research and data on coaching are:

- there are no centralised sources of information on the numbers of sports coaches, the demographic profile of coaches or comparison of coaching capabilities within different sports;
- the data that exists is often fragmented, where the source only investigates one particular element of the sports coaching universe, for example, coaching in sports clubs, coaches in elite sports, or coaches registered on a specific coach development programme. Whilst there is a fairly large quantity of information available about different elements of sports coaching, the lack of easy comparison between them undermines the usefulness for current purposes;
- there is very little data available examining the numbers and profile of unpaid and unqualified coaches;

- evidence on the gender profile of coaches does exist in places, although this is a snapshot of the *likely* breakdown as opposed to the *actual* profile. Often data has been collated for specific sports with a high level of participation. Very little evidence is available on the age breakdown of coaches and even less on the ethnic background and numbers of disabled people currently coaching;
- inconsistencies between different sources make it difficult to make robust assumptions about the state of coaching in the UK, particularly an accurate comparison of the numbers of coaches in each sport;
- data within the existing literature often draws on secondary sources and this weakens the reliability and validity of the research data;
- the sample populations are not comparable, as they have been drawn from different populations e.g. Scottish sports, and coaches on specific coach development programmes;

The absence of one coherent and complete picture of sports coaching in the UK reinforces the necessity for this particular research study. A full and proper understanding of the scale, profile, motivations, barriers and process of sports coaching, will help to prevent strategy, objectives and aims relating to sports coaching becoming vague, undirected and out of context. The literature review presented subsequently, however, provides some context within which this research study can be conducted, as well as identifying gaps in the types of information needed by sports coach UK to better achieve its objectives.

VOLUNTEERS

Recent research studies exploring the scale of volunteering have estimated that around 14% of UK adults have volunteered in sport in the past year – which equates to around six million people. Volunteers in sport are more likely to be men and although around three-quarters are aged over 25, the 16 – 24 year old age group are the most likely to be volunteering in a sporting environment

It is important to understand volunteering because it provides such a large amount of manpower to the sports sector, and to sports coaching in particular. In the past few years, several important research studies have explored the role and value of volunteers in sport¹⁰. Given the lack of comprehensive research studies exploring the topic of sports coaching until now, the research among volunteers provides useful insight into this important group.

Volunteering is often the starting block for a more formal involvement in sport, including coaching. The volunteering research studies all identify that coaches make up a sizeable proportion of those volunteering within sport, and so understanding the demographic profile and motivations of sports volunteers is likely to provide significant insight and learning that may be applicable to future unpaid coaches.

Scale of Volunteering

Most sports clubs are dependent upon the support of volunteers, either as coaches or in other capacities such as administration. Three recent research studies suggest that around **14% of adults** in the UK have volunteered in sport in the past year, which equates to some **six million people**. Clearly the value of volunteers in sport is immense and there is significant potential to build upon this pool of people to increase the coaching workforce in the UK. The consistency in findings between the Sport England and CCPR research findings, both of which estimate that a similar proportion of the population is volunteering in sport, reinforces the evidence that there is a substantial contribution made within sport by this group.

Profile of Sports Volunteers

The surveys of volunteers also provided evidence on the profile of those who volunteer, by age and gender. The research studies indicate that more men than women (in a proportion of around 2:1) volunteer their services within sport and that almost three-quarters of volunteers are aged over 25, although those in the 16 – 24 age group are more likely than older people to volunteer their services within sport.

¹⁰ 1991 and 1997 National Volunteer Survey; 'Citizenship in Action; Volunteer Sport and Recreation, CCPR 2003' and 'Sports Volunteering in England 2002', Sport England 2003

Sports Volunteering: Age and Gender

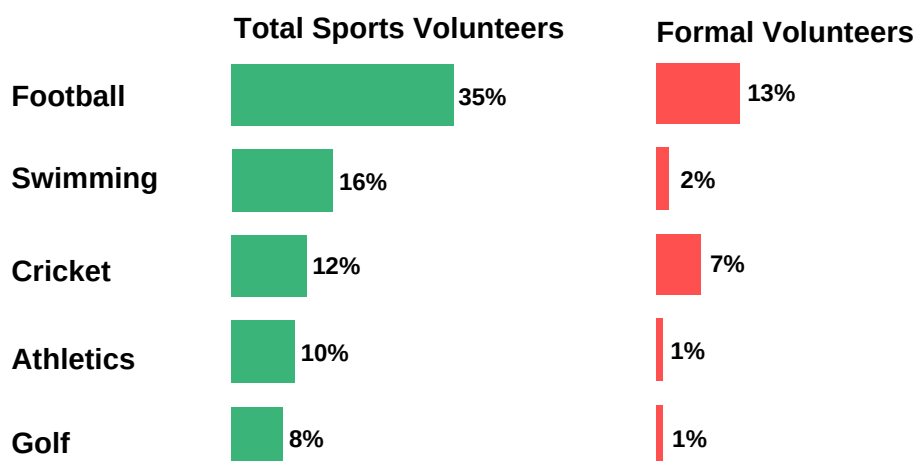
	% of UK population	% of all sports volunteers
Male	48%	67%
Female	52%	33%
16 – 24 years	14%	28%
25 – 34 years	18%	22%
33 – 59 years	42%	40%
60 + years	26%	10%

Source: 'Sports Volunteering in England, 2002', Sport England, 2003
UK Population figures from 2001 Census data

Volunteering in Sports

The largest proportion of volunteers are active in football (35% of total sports volunteers), but swimming, (16%), cricket (12%) and athletics (10%) are also important.

Formal vs. Total Sports Volunteers



Source: National Population Survey, Sport England, 2003

In addition, football accounts for the largest proportion of formal volunteers. This data estimated that there are 431,000 *formal*¹¹ volunteers in football, contributing a total of 96 million hours per year. Cricket is the second most

¹¹ Formal volunteering is defined as a volunteer in a formal organisation such as a sports club or within one of the governing bodies, informal volunteering is helping someone in sport but not through an organisation.

common sport to attract *formal* volunteers and 28 million hours are committed to this sport per year.

Volunteering by Sport		
	Number of Volunteers (000s)	Volunteer Hours (millions)
Football	431	96
Cricket	238	28
Bowls	135	15
Rugby union	82	12
Swimming	61	7
Motor racing	61	6
Hockey	57	4.5
Golf	43	4.5
Equestrian	40	4.4
Athletics	30	4.4

Source: Sport England, 2003

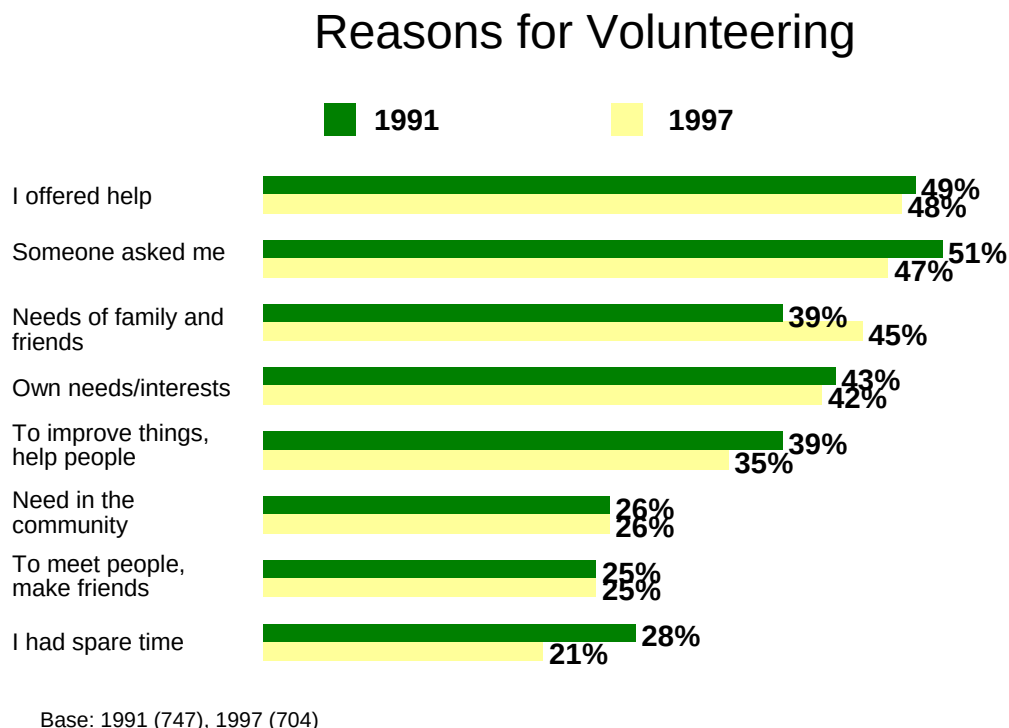
Furthermore, evidence among volunteers identifies that around three-quarters of formal volunteering takes place within the sports club environment. Formal volunteers also gave their time within governing bodies, other youth organisations or to help with specific sporting events.

Reasons for Volunteering

Encouraging more people to volunteer in sport is likely to increase the pool of people available and willing to train as sports coaches. Understanding the reasons why people choose to volunteer is important to any strategy that may set out to increase the number of sports coaches.

The chart overleaf illustrates the main reasons people gave for volunteering in the 1991 and 1997 National Survey of Volunteering. In both surveys, the most popular responses were either '*offering to help*' (49% in 1991, 48% in 1997), or they were '*asked to help*' (51% in 1991, declining slightly to 47% in 1997). Compared to 1991, a larger proportion of people will volunteer to meet the '*needs of their family and friends*' (45% 1997 versus 39% 1991). Volunteering to make a difference, for example to '*improve things and make them better*', is offered as a reason by more than a third of people in 1997.

Understanding the different reasons for volunteering will facilitate the appropriate deployment of volunteers into roles that best suits the need of the particular group, club or organisation they are helping, as well as their own needs. For example, people who volunteer because they want to develop new skills may be more suited to volunteering in a coaching capacity. The following chart highlights the main reasons given for volunteering¹².



The main reasons people give for not volunteering, or for ceasing to continue their volunteering role include 'lack of time', 'age' and 'conflicting demands of family and paid work'. The evidence suggests that 7% of adults in England had volunteered with sport before, but are no longer involved, whilst 4% do not volunteer but had considered doing so - 14% of these had not volunteered because they did not know how to get involved or no-one had asked them¹³.

¹² Taken from 'National Volunteer Survey' 1991 and 1997

¹³ Taken from 'Sports Volunteering in England' Sport England, 2003

COACHING

While no comprehensive studies into sports coaching have been undertaken, data is available from a range of sources including research and databases of coaches. Estimates of the number of sports coaches range from half a million operating in clubs, schools and local authorities to five million adults involved in coaching both formally and informally. Data indicates that there are more male coaches than female, particularly at higher levels of qualifications.

People Receiving Coaching

The 1996 General Household Survey presents evidence on the numbers within the population who had participated in sport and received coaching.

Almost half (46%) of the British population had participated in sport and physical activity (excluding walking) in the previous four weeks. Those doing so were asked whether or not they had received coaching or tuition in that sport over the previous year. Of these, almost a quarter (23%) had received coaching, which equates **to around 11%** of the British population having received coaching in the previous twelve months.

Participation in Sport & Coaching / Tuition Received		
	Participation in previous four weeks	Received coaching / tuition in last 12 months
	<i>Base: All adults</i>	<i>Base: Those participating in sport in the previous 4 weeks</i>
Any swimming	15	4
Keep fit/yoga	12	40
Snooker/pool/billiards	11	1
Cycling	11	1
Weight training	6	26
Any soccer	5	13
Golf	5	20
Running (jogging)	5	4
Tenpin bowling/skittles	3	2
Badminton	2	9
Tennis	2	16
Any bowls	2	9
Fishing	2	2
Table tennis	2	5
<i>At least one activity (exc walking)</i>	<i>46</i>	<i>23</i>

Source: GHS, 1996

The levels of participation in sport are affected by demographics, for example, participation is lower among women, older people, those with a long term illness or disability and lower social class groups (i.e. DEs). As is indicated below, this does not always mean that those participating in sport among these groups are less likely to have received coaching. Women who participate in sport, for example, are more likely to receive coaching than men, which is likely to be caused by their higher participation than men in supervised sports, particularly keep fit/yoga.

Though young people are more likely to receive coaching than older people, the reduction in the use of coaching by age is not as great as for participation in sport more generally.

**Participation in Sport & Coaching/Tuition Received –
by Gender and Age**

	Participation in at least one activity (exc. walking) in previous 4 weeks	Received coaching/tuition in last 12 months
	<i>Base: All</i>	<i>Base: Those participating in sport in the previous 4 weeks</i>
Gender	%	%
Men	54	19
Women	39	27
Age group		
16-19	78	35
20-24	70	25
25-29	64	23
30-44	57	22
45-59	40	20
60-69	30	21
70+	13	12
Total	46	23

Source: MORI

The Number of Sports Coaches

The availability of data on the number of coaches is by no means comprehensive. The most common form of data collection is through the maintenance of a database of coaches who attend generic coaching workshops, run by the home country Sports Councils or sports coach UK. Some estimations of the total number of coaches in the UK have been made, but these vary widely and serve to highlight the lack of reliable evidence currently available.

Sport England research data identified that of all sports volunteers in 2002, almost nine in ten (88%) had coached members of a sports organisation¹⁴. As this survey found that almost six million adults were involved in sports volunteering, this indicates a **total pool of coaches of more than five million adults** in the previous year, coaching both formally and informally. In contrast, sports coach UK have estimated that there are **around 500,000 coaches operating in club, school and local authority settings nationally**¹⁵. While the sports coach UK estimate does not include informal coaching that is included in the Sport England coaching estimate or formal coaching outside of the club, school or local authority environment, the wide gap between the two estimates is indicative of the inconsistencies between existing sources presently.

While the home country Sports Councils and most governing bodies of sport do have some data on the numbers of coaches operating, the available information usually consists of the details of coaches who have registered to attend either coaching workshops, or coach education programmes organised by their respective organisations. It does not, therefore, include details of coaches not attending relevant courses, or those coaching who are not formally qualified.

While some governing bodies collect information on coaches currently operating within their sport, **there exists no standard format for this process and no central point where this information is collected across the range of sports**. Examples where data is collected and published includes the following:

Lawn Tennis Association: Data on tennis coaches is seemingly well organised and well documented:- 2,292 coaches are registered on a directory (www.coaching.totaltennis.net/members/coaches) with details including: name; description/experience; qualifications; level; licence expiry date; clubs, centres and counties coached for; address; map link; email address; phone numbers and website.

England Hockey: Via its web site, England Hockey provides data on the number of accredited coaches at different levels of the Hockey coaching award. Whilst no data is available for Level 1, there are 2,819 coaches who have achieved Level 2, 437 coaches at Level 3, and 95 coaches at Level 4 (www.englandhockey.co.uk).

¹⁴ Taken from 'Sports Volunteering in England 2002' Sport England, 2003 Page 35

¹⁵ Taken from 'The Coaching Task Force – Final Report', Department of Culture, Media and Sport July 2002

British Cycling: Via its web site, British Cycling provides contact details for accredited coaches at different levels. This information is provided to enable participants in the sport to locate a coach. Across Britain, 344 coaches are listed within this section of the web site at Coach, Trainee Club Coach and Club Coach levels, although it is not clear whether all are listed. Trainee Activity Coaches and Activity Coaches are not listed at all on the web site and it is unclear how many are qualified at these levels, although another part of the web site lists 750 coaches registered on the Club Coach database. (http://www.britishcycling.org.uk/coaching/2003/coaching_contents.shtml)

However, few governing bodies publicly provide the same detailed level of information as the three cited above.

Much of the remaining available information is fragmented - only providing a snapshot of one element of coaching in the UK. For example, data from Sport England illustrates how many coaches are funded through its schemes. Although this is a useful indicator of how coaching in England is supported and funded it doesn't provide an accurate or indicative picture of the number of coaches overall.

Number of coaches funded by Sport England

Number of Coaches funded by Sport England	
Athletics	38
Basketball	168
Cricket	167
Football (girls)	282
Netball	228
Hockey	148
Rugby union	191
Swimming	67
Tennis	80

Source: Sport England

In 1999, on behalf of sportscotland, the Centre for Leisure Research undertook a postal research project among a representative sample of sports clubs in Scotland. The study found that 57% of all clubs had coaches/instructors. The research with these sports clubs identified that within each club, there were often a number of people who 'could' coach, but that only one or two people actually undertook the coaching. Among the clubs with at least one coach, the most commonly given response (mode) was that, in fact, two sports coaches worked within any given sports club, although this, of course, varied by size of membership. The study estimated that the total number of sports clubs in Scotland to be around 13,000, indicating that there may **be around 15,000 coaches operating in Scottish sports clubs.**

Information on coaching numbers is also available from databases of coaches registering on coaching courses. In Northern Ireland, for example, upon completion of a training course run by the National Coaching and Training Centre, a coach is entered onto the National Coaching Database. During the first phase (1993 – 1998) 11,575 coaches¹⁶ were registered.

NCTC First Phase Progress 1993-1998

Sport	Number of Coaches	Sport	Number of Coaches
Athletics	1,682	Olympic handball	-
Badminton	190	Orienteering	109
Basketball	18	Parachuting	-
Bowling	22	Pitch & Putt	199
Boxing	-	Rowing	18
Camogie	432	Rugby	-
Canoeing	27	Sailing	-
Community games	-	Soccer	2,167
Cricket	-	Special Olympics	34
Cycling	45	Sports acrobatics	-
Equestrian	-	Squash	-
GAA (Gaelic Football)	5,623	Table Tennis	-
Gymnastics	214	Tennis	563
Handball	-	Triathlon	-
Hockey	139	Tug-O-War	-
Judo	76	Volleyball	17
Ladies gaelic football	-	Weightlifting	-
Motorcycling	-	Wrestling	-

Source: www.nctc.ul.ie

As part of the Active Sports programme, a Coach Management Information System (CMIS) database has been established and records show that there are 5,826 coaches working within the programme.

sports coach UK reports data based on attendance figures at coaching workshops and related events. The organisation estimates that around 31,000 coaches and teachers attended sports coach UK programmes in the UK between April 2001 and March 2002. Throughout England, 110 Premier Coaching Centres and 220 franchise partners delivered 970 coach workshops to 15,570 coaches.

¹⁶ This figure is based on the known number of coaches that have achieved a recognised accreditation associated with the NCTC coaching ladder.

Demographic Profile of Sports Coaches

It is already clear that there is an absence of data relating to the scale of sports coaching in the UK. It is unsurprising, therefore, that information on the socio-demographic profile of coaches is even less extensive. There is some evidence to suggest that women, disabled people and those from ethnic minority communities are significantly under-represented within coaching, particularly at the performance and elite levels¹⁷. Just 8% of the British Olympic Team coaches at the Sydney Games in 2000 were female, and, at the 2002 Commonwealth Games, just 13% of coaches in the England team were female¹⁸. This evidence is reinforced by data from Sports Council research in 1993 (quoted in Lyle, 2002) which suggests that men account for an increasing proportion of coaches at higher levels of qualifications.

Percentage of women coaches by level of coaching award

Level of award	Gymnastics	Badminton	Volleyball	Tennis
Level 5	24	0	8	21
Level 4	39	19	0	20
Level 3	55	22	13	31
Level 2	70	24	16	24
Level 1	78	36	35	22

Source: Sports Council 1993 data, quoted in Sports Coaching Concepts, Lyle, 2002

Other studies such as 'Factors Influencing the Motivations of Sports Coaches' (Scottish Sports Council, 1997) suggests that seven in ten sports coaches are men (71%). Although this data is based on a relatively small base size, and data from just seven sports in Scotland, it would appear to support the evidence that there are far more male than female sports coaches. Details recorded on the Active Sports Coach Management Information System (CMIS) database substantiates this, as of the 5,826 coaches whose details are recorded, 64% are male and 35% female.

Coach Employment

Data is limited regarding the numbers of paid coaches operating in the UK. A study from the Coaching Task Force by Sport England identified that there were 3,418 full-time coaches across 27 sports, of which more than 3,000 were employed in football and tennis. Indications are that there are significantly more paid coaches in other countries (for example it is estimated that there are up to 80,000 paid coaching roles in France), although the two data sets may not be directly comparable.

¹⁷ Women's Sports Federation Research, 2001

¹⁸ Taken from UK strategy framework for women and sport (UK Sport, 2003)

There is very little documented evidence detailing the financial status of sports coaches. Only the survey of Sports Clubs in Scotland, commissioned by sportscotland in 1999, goes some way to exploring the scale of paid and unpaid sports coaches in sports clubs, and this is limited to Scotland alone. The research found that of those clubs responding (3,464), 5% had salaried coaches, a further 8% had coaches paid under another description, 49% of clubs had coaches working in an unpaid capacity while the remaining clubs did not use coaches at all.

Data from UK Sport details the salary ranges of coaches working within the World Class Performance Programme. Generally WCPP full-time coaches receive between £23,000 and £45,000 per annum. In a small number of cases, internationally recognised coaches, working in particularly successful sports, may receive up to £70,000 per annum. Regional talent coaches receive between £22,000 and £27,000 per annum. Few other benefits are provided to coaches on the WCPP, other than their basic salary. Clearly, this salary data represents only the most successful employed coaches in the UK, and this data cannot be used to draw conclusions on the salary schemes of coaches employed through other organisations, or those coaches who are working on a self-employed basis.

Coach Motivations & Barriers

There have been several research studies looking into coach motivations and barriers to coaching.¹⁹ These studies identify consistent factors which are important in determining why people get involved in coaching in the first place, for their continued involvement and for ceasing to do so.

1997 research for the Scottish Sports Council identified that *'helping young people'* (96%), a *'general interest in sport'* (95%), and *'putting something back into sport'* (89%) are all factors that coaches identify as being of at least some importance in their decision to become a sports coach. Whilst helping young people was a core reason for becoming a coach, the coaches own children were less of a driving factor. Seven in ten (72%) coaches indicated that their own children's involvement was of no importance or not relevant to them. Coaching for financial incentives is *not* a key factor that motivates people to become sports coaches as only 13% suggested that financial rewards were important.

A number of other studies support the findings of this research project. A report by Tamura et al in 1993 found that for UK coaches the most popular reasons for coaching are, *'natural progression from competition'*, *'fun and enjoyment'*, *'to continue in sport'*, *'pride, achievement, success'*, *'skill in teaching'* and *'fitness and health'*. In addition, further studies of coaches, published in 1993 and 1994, identified the main reasons for involvement in coaching as a way of continuing participation, parental involvement and to develop skills in teaching.

¹⁹ 'Factors Influencing the Motivations of Sports Coaches', Scottish Sports Council, 1997; 'A Four Country Study of the Training of Sports Coaches in Australia, Canada, the UK and Japan', Tamura et al, 1993; 'Survey of English Coaches 1993', English Sports Council, 1997; 'TOYA and Coaching', Sports Council, 1994

The reasons coaches give for becoming involved in coaching are also cited as reasons for continued involvement in coaching. In the Scottish Sports Council research, *'enjoyment'* is one of the main reasons coaches sustained their involvement, with 99% indicating that *'enjoyment'* was of some importance in staying involved in coaching. Other core factors include *'maintaining a competitive involvement in sport'*, *'putting something back into sport'* and *'helping young people'*.

The Scottish Sports Council study also explored the views of the one in five coaches (21%) who had ceased coaching. The reasons for this are divided into two categories. Those factors relating to personal and social issues outside of sport and those factors directly related to coaching and sport. The *'pressure of work'* (25%), an *'interest in other things'* (21%), *'family pressures/commitments'* (11%) and *'conflict between the coach and other people involved in the sport'* (7%) were key reasons for ceasing to coach.

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Research Methods

The Participants

Sports Coaching in the UK – The Survey Sample					
	General Public (aged 15+)	Invited to participate	Participants	Response rate	Survey method
Qualitative interviews	-	-	100	-	Telephone interviews
General Public	47.7 mill	-	9,122	-	Face-to-face, in home
Schools	30,771	6,000	1,495	25%	Postal & on-line
Local Authorities	467	467	342	73%	Telephone
Universities	171*	125	81	65%	On-line
Total			11,250		

Source: MORI

* This includes a large number of small art and music colleges with no sports facilities, alongside others which are ineligible for other reasons (e.g. the Open University). The sample of 125 universities and colleges account for 95% of all students in higher education in the UK.

Fieldwork and Weighting the Data

General Public

The general public research among over nine thousand participants was conducted on four waves of the MORI British Omnibus between 4 December 2003 and 3 February 2004 and one wave of the MORI MRC Omnibus in Northern Ireland between 20 January and 3 February 2004 . Details about the British Omnibus are provided below.

Sample Design

The sample design is a constituency based quota sample. There are 641 parliamentary constituencies covering Great Britain. From these, we select one in three (210) to be used as the main sampling points on the MORI Omnibus. These points are specially selected to be representative of the whole country by region, social grade, working status, MOSAIC rurality, tenure, ethnicity and car ownership. Within each constituency, one local government ward is chosen which is representative of the constituency.

Within each ward or sampling point, we interview ten respondents whose profile matches the quota. The total sample therefore is around 2,100 (10 interviews multiplied by 210 sampling points), for each wave of the omnibus. The total sample of 9,122 interviews for this project is based on four waves of this GB omnibus (1.e. 8,000 interviews) and one wave of over 1,000 interviews in Northern Ireland.

Gender:	Male; Female
Household Tenure:	Owner occupied; Council Tenant/HAT; Other
Age:	15 to 24; 25 to 44; 45+
Working Status	Full-time; part time/not working

These quotas reflect the socio-demographic makeup of that area, and are devised from an analysis of the 1991 Census combined with more recent ONS (Office of National Statistics) data. Overall, quotas are a cost-effective means of ensuring that the demographic profile of the sample matches the actual profile of GB as a whole, and is representative of all adults in Great Britain aged 15 and over.

Fieldwork

Fieldwork is carried out by MORI using CAPI (Computer Assisted Personal Interviewing). All interviews are conducted face to face, in the home - one interview per household. No incentives are offered to respondents.

Weighting and Data Processing

The data is weighted using 6 sets of simple and interlocking rim weights for social grade, standard region, unemployment within region, cars in household, and age and working status within gender. This is to adjust for any variance in the quotas or coverage of individual sampling points so that the sample is representative of the GB adult population.

In addition, the data has been merged with the Northern Ireland data and again weighted by region, in order to reflect the UK population profile.

Schools

Self completion questionnaires were mailed to 6,000 schools around the UK, with respondents given between 16 February and 15 March 2004 to return their completed questionnaires, or complete the survey on-line. The sample included an over-representation of specific groups which would have produced an inadequate volume of responses had a strictly random selection of schools been adopted. These groups included; schools in Scotland, Northern Ireland and Wales; secondary schools and private schools.

The subsequent data set has been weighted to reflect the UK profile of schools, with weights applied to the size of the school, followed by the type of school (primary, secondary, independent and other) within region.

Local authorities

All 467 local authorities in the UK were given the opportunity to take part in the research via a telephone interview. Research was conducted using CATI (computer assisted telephone interviewing) by MORI Telephone Surveys between 2 and 16 March 2004.

As the final sample of 362 local authorities accurately reflects the profile of all local authorities by type (e.g. London Metropolitan, English Shire District, English Shire County etc.) and region, the data has not required weighting to be applied.

Universities

Initially, telephone contact was made with universities throughout the UK to discover whether they would be willing to take part in the survey, and to collect the email details of the person deemed most suitable to take part. Following this first stage, a number of universities and HE colleges were removed from the sample frame, either because they were ineligible to take part (e.g. small arts colleges with no sports facilities) or refused to do so. Overall, the final sample frame is considered to be representative of universities and HE colleges serving 95% of the higher education student population in the UK.

Those in the sample were emailed a unique web-link allowing them to complete the survey on-line, with fieldwork taking place between 25 February and 18 March 2004. Following the completion of fieldwork, the data provided by the 81 participating universities was weighted by size of university to match the profile of the total sample frame.

Statistical Reliability

Because a sample, rather than the entire population, was interviewed the percentage results are subject to sampling tolerances – which vary with the size of the sample and the percentage figure concerned. For example, if 50% of people in the (weighted) sample of all respondents to the general public survey (9,122) respond with a particular answer to a question, the chances are 95 in 100 that this result would not vary more than (1.0) percentage points, plus or minus, from the result that would have been obtained from a census of the entire population (using the same procedures). The tolerances that may apply in this report are given in the table below.

Approximate sampling tolerances applicable to percentages at or near these levels (at the 95% confidence level)			
Size of sample or sub-group on which survey result is based	10% or 90% ±	30% or 70% ±	50% ±
All respondents - General Public Survey (9,122)	0.6	0.9	1.0
All current coaches – General Public Survey (214)	4.0	6.2	6.7
All respondents – Schools representatives (1,561)	1.5	2.3	2.5
All respondents – University representatives (81)	3.9	6.0	6.5
All respondents – Local authority representatives (342)	1.6	2.5	2.7
<i>Source: MORI</i>			

Definition of Social Grades

The grades detailed below are the social class definitions as used by the Institute of Practitioners in Advertising, and are standard on all surveys carried out by MORI (Market & Opinion Research International Limited).

Social Grades			
	Social Class	Occupation of Chief Income Earner	Percentage of Population
A	Upper Middle Class	Higher managerial, administrative or professional	2.9
B	Middle Class	Intermediate managerial, administrative or professional	18.9
C1	Lower Middle Class	Supervisor or clerical and junior managerial, administrative or professional	27.0
C2	Skilled Working Class	Skilled manual workers	22.6
D	Working Class	Semi and unskilled manual workers	16.9
E	Those at the lowest levels of subsistence	State pensioners, etc, with no other earnings	11.7