

A black and white photograph of three athletes on a running track. In the foreground, a person in a wheelchair is leaning forward in a racing position. Behind them, two men are running. The man on the left is wearing glasses and a dark jacket with light-colored stripes on the sleeves. The man in the middle is also running. The background is slightly blurred, showing a track and some distant lights.

THE UK **COACHING** **FRAMEWORK**

The Coaching Workforce 2009–2016

Inclusive statement

'This document, through its inclusive vision, aims to ensure that activities and services are available to all sections of the community regardless of their gender, race, disability, age, religious or political belief, sexual orientation, social background or ethnic origin, and are as such included in all references to children, players, athletes, participants and coaches. It is recognised that in some cases, particularly children and disabled people, the need for equality may require unequal effort to ensure that the principle of equality is achieved. Where specific actions relate to disabled people or their coaches only, the term disabled people will be employed.'

Acknowledgements

The Coaching Workforce 2009-2016 document resulted from a declaration at the 3rd UK Coaching Summit, Coventry, in April 2008.

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sports coach UK will ensure that it has professional and ethical values and that all its practices are inclusive and equitable.

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The background image is a blurred photograph of a sports track. In the foreground, a man in a dark blue and white athletic jacket is running towards the camera, smiling. Behind him, another person is running. To the right, a person in a wheelchair is also on the track, leaning forward in a racing posture. The text is overlaid on this image in a large, bold, brown font.

**SKILLED COACHES
TO SUPPORT
CHILDREN AND
ATHLETES AT ALL
STAGES OF THEIR
DEVELOPMENT**

FOREWORD

As the pace quickens on the application of the UK Coaching Framework to the needs of governing bodies, the Home Country Sports Councils, UK Sport and other agencies, it has become increasingly important to chart the current position of the UK coaching workforce.

Acting on the declaration of the 3rd UK Coaching Summit in Coventry in April 2008, sports coach UK has worked intensively with its partners to complete this study of the current position of coaching in the UK.

The document employs the Participant and Coach Development Models to more precisely plot the demand and supply sides of the coaching relationship.

The results are fascinating, highlighting the huge role that coaches and governing bodies currently play in the provision of quality coaching experiences to children and adults across the length and breadth of the UK. Over 1 million adults provide coaching to an estimated 5 million sports participants on a regular basis, equating to 1.68m coaching hours per week. Within this coaching population around 611,000 were found to be coaches/head coaches, with the balance coming from coaching assistants/helpers/parents etc.

These figures are most impressive and underscore the substantial role that coaching plays in sport and wider society. Yet, within the figures there are challenges. The actual availability of coaching hours will need to increase by between 41 and 178% between now and 2016 if projected growth and policy agency targets are to be met respectively. It is also notable that head coaches/coaches show a 68% qualification rate and that coaching assistants have a 36% qualification rate. While these figures represent positive progress, there is a need to further enhance the percentage of coaches that hold coaching qualifications and to create even greater opportunities for coaches to receive education and professional development.

The document also sets out a vision for what the coaching workforce should look like in 2016. This vision involves the creation of a 'Mixed Economy' model that would see a gradual but significant shift towards more paid roles in coaching (from 24% today to 34% in 2016). This model will seek to enhance the value of and support for volunteer coaches, while recognising the need to put in place more paid coaching roles that are underpinned by quality deployment and support systems.

In suggesting this model, it is proposed that the coming year should involve closer scrutiny by each sport and by each home country on what this should mean for them. The creation of sport-and-country specific coaching workforce plans should be underpinned by the robust adaptation of the methodologies outlined in this document based on the needs of respective agencies.

There is also a need for a more coherent approach to data management. The document suggests that by 2013 all governing bodies and agencies working in wider coaching support networks should have systems that capture core data fields and meet minimum standards in terms of their effectiveness.

The *Coaching Workforce 2009–2016* document is a clear statement from sports coach UK and its partners that the UK Coaching Framework is now moving to the Delivering the Goals stage, where increasingly the focus will be on frontline impact. We will continue this focus over the coming year and are committed to the creation of a multi-agency frontline action group to build on the findings of this report and to progressively shape the coaching workforce of the future.

We would like to pay tribute to the team that has worked so intensively on this document over the last 10 months, under the leadership of our Head of Research Julian North. We would also like to thank our partners in the governing bodies and the home countries for their cooperation in producing the document. Indeed, the document is a further manifestation of the strengthening partnership that underpins the UK Coaching Framework and the creation of a world-leading coaching system in the UK by 2016.

The document presents an important picture and a baseline – we look forward to working with our partners to further refine this approach over the coming year. Ultimately, we wish to increasingly evidence the impact of investment in coaching against the objectives of our partners and on the lives of children, adults and athletes at all levels of UK society.



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Group Chief Executive Officer
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**THE UK COACHING
FRAMEWORK**

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The vision of the UK Coaching Framework is to create a cohesive, ethical, inclusive and valued coaching system where skilled coaches support children, players and athletes at all stages of their development, and is world-leading by 2016.

Central to the achievement of this vision is the supply of suitably skilled coaches to guide the improvement of sports participants in a way that both matches and stimulates demand. Through the staging of quality sports sessions and experiences, coaches play a strong role in meeting demand by sustaining participation and in creating opportunities for personal progress and the pursuit of excellence. Coaches also create opportunities for new participants to enter into sport and thus play an important role in activating latent demand.

Given this context, the need to establish a methodology and set of baseline measures relating to the coaching workforce in the UK was identified by the UK Coaching Strategy Group (then known as the Policy and Funders Group) in March 2008. This requirement was further endorsed by the 3rd UK Coaching Summit in Coventry in April 2008 and the current work was initiated.

The *Coaching Workforce 2009–2016* document sets out a methodology and a set of findings that act as the starting point for closer governing body and home country analysis and application. While the document sets out clear findings and issues for the future, it is proposed that the coming year should involve closer scrutiny by each sport and by each home country on what this means for them. The creation of sport-and-country specific coaching workforce plans should be underpinned by the robust adaptation of the methodologies outlined in this document based on the needs of respective agencies. Once this analysis has been undertaken, it will be necessary to consolidate the results into a revised version of the current document. As such, the document must be seen as the start of a journey to develop a more robust approach to charting the coaching workforce across the UK.

“The current coaching workforce 2009–2016 document sets out a methodology and findings that act as the starting point for closer governing body and home country analysis and application”

A number of key research questions were investigated:

- What is the current demand for coaching among children and adults across the UK?
- What is the current availability of coaches to meet this demand?
- How does this supply of coaches relate to the planned targets¹ for participation, performance and high performance sport?
- What are the implications for the coaching workforce in order to achieve planned targets and to achieve realistic growth up to 2016?
- What is the current state of data management relating to the coaching workforce and what are the issues that need to be addressed in developing robust systems to underpin the planning and development of the coaching workforce?

A combination of methods was used to investigate these research questions, including surveys of child and adult sports participants, as well as a review of current governing body data and data management systems. A core starting point was the use of the Participant and Coach Development Models as points of reference, setting up a methodology that looked at both the demand and supply sides of coaching. Given the absence of a coherent data management system for coaching, a sampling approach was taken and this was supplemented by an analysis of the data management systems of governing bodies of sport.

The study found a vibrant context for the delivery of 'guided sport' in the UK, with 2.75 million guided sport hours per week provided to support 8 million regular participants in 2008. Of

this, 1.68 million 'coached' hours per week were provided, representing 61% of guided sport hours and an estimated reach of 5 million regular sports participants through coaching.

When the supply of guided hours was investigated, it was found that 1,109,019 adults played some role in the delivery of coaching. Of these, 611,000 were deemed to be coaches/head coaches and 500,000 were found to be coaching assistants. Among coaches and head coaches, 68% held some form of governing body qualification. This figure was 36% among coaching assistants. The data relating to coaches/head coaches were supported by governing body systems, which suggested records for around 639,413 individuals with coaching qualifications. While the 611,000 figure presents a likely baseline for coach/head coach numbers in the UK, a less open interpretation of the definition of coaching would see the baseline number set at 416,000, where coaches/head coaches are deemed to be both active and qualified.

The composition of the coaching workforce was found to include 76% volunteers; 21% were part-time paid and 3% were full-time paid. Of these 69% were male and 31% were female, 8% were coaches with a disability, and 3% ethnic minority.

While these data must be treated with caution, pending the further refinement and verification of the data management systems of governing bodies and other agencies, they provide a valuable bench-mark against which future studies can be referenced. It is also the case that while the sampling methodology was robust, there is a need to progressively move to a system where active and qualified coaches can be more systematically tracked. That said, the results from the sampling methodology have demonstrated a consistency over consecutive studies in 2004; 2006 and 2008.

The study compared the current supply of coaching to the likely demand in order to meet the targets of key agencies in the UK by 2016. The results suggested that there would need to be a 178% increase in coaching hours to meet these targets. This aspirational approach was balanced by a more pragmatic approach that was based on 5% annual growth projections in the availability of coaching hours, leading to a 41% growth by 2016.

Three scenarios for the development of the coaching workforce are presented (these figures relate to the 'Growth Approach':

- the Volunteer model, which extends the current provision of coaching in the UK with the proportions of the coaching workforce remaining the same in volunteer, part-time paid and full-time paid roles
- the Full-Time model, where the entire coaching population becomes full-time paid, requiring 236,767 coaches to meet the growth targets
- the Mixed Economy model, where the proportions of the coaching workforce shift to 66% volunteer, 29% part-time paid and 5% full-time paid

The latter model was deemed to be the most appropriate for the UK system, with the caveat that the mixed economy will vary according to sport and to context. The 'Mixed Economy' would see the number of coaches grow from 1,109,019 to 1,202,492. Of these,

793, 645 would be volunteers (a 6% reduction in the numerical strength of volunteers), 348,723 would be part-time paid (a 51% increase) and 60,125 would be full-time paid (a 65% increase).

Within these numbers, it is also suggested that the growth would be achieved in the number of coaches/head coaches, although further work is required to firm up on the nature of the relationship between coaches/head coaches and coaching assistants. Targets are also suggested for the increase in qualifications from the current level of 68% among coaches and head coaches up to 100% by 2016. The achievement of this target will require a concerted effort on the part of all key agencies and the development of robust recruitment, support, registration and licensing schemes for coaches.

In addition, among coaching assistants a growth in qualifications to 60% is proposed. This target makes for a non-qualified population of 40% among coaching assistants and will allow for the continuation of pathways into coaching that are not preceded by the taking of formal qualifications, but rather by experience and exposure to contexts where coaching is required. Increasingly, such experiences should occur within a situation where coaches/head coaches lead the sessions and play a supportive and mentoring role for those assistants/helpers who may wish to take the step into more formal, active coaching roles for which a qualification should be deemed a prerequisite.

611,000 were deemed to be coaches/head coaches and 500,000 were found to be coaching assistants

All of the projections outlined in the document will require analysis on a sport-and-country specific basis. The methodologies used in the document will require adaptation by each sport and each of the Home Countries and it is recommended that such analysis and target setting should be undertaken at a high level prior to the 5th Coaching Summit in 2010. It is also recommended that biennial surveys be undertaken in 2011, 2013, 2015 and 2017 to chart the evolution of the coaching workforce against the vision of the UK Coaching Framework.

The methodologies in future surveys should progressively move towards a stronger reliance on the data management systems of Governing Bodies and agencies working within the wider coaching support network. From 2013, it is recommended that data from all of these agencies be included in the workforce survey, subject to adherence to minimum criteria on data fields and on the reliability of the data management systems in tracking active and qualified coaches.

The study reinforces the view expressed in the UK Coaching Framework that the creation of a world-leading coaching system will be built on four key resource pillars:

- coaches for the frontline (as identified in this document)
- systems for the education and professional development of coaches

(suggesting the need for comprehensive strategies to support coaches to access affordable courses and for the development of all those who play a role in the education and continuous professional development of coaches)

- Governing Body capacity to plan, develop, track, manage and quality assure its coaching workforce
- aligned support for the work of coaches and Governing Bodies from a range of agencies at community, sub-regional, regional and national levels. Increasingly, these agencies should form part of a coaching support network that operates to a common set of principles that are needs led and which recognise the core and lead role of Governing Bodies in sport specific coaching.

It is proposed that the findings of the current study should become a strong focus for the proposed multi-agency frontline coaching group. There is a need to become more pro-active in understanding and shaping the coaching workforce for the future. This can only be achieved if investment agencies, Governing Bodies and employers gain maximum clarity on the current position and on how the deployment of coaches can be enhanced to meet their coaching objectives and to ensure that there are skilled coaches available to guide the development of children, players and athletes at all stages of their development by 2016.

**“Among coaches and head coaches,
68% had some form of governing
body qualification”**

Finally, the creation of a world-leading coaching system will require concerted action on the part of many agencies. These actions should continue to be referenced against the Strategic Action Areas of the UK Coaching Framework:

The UK Coaching System
Frontline Coaching
Support for Coaches
Coaching as a Professionally Regulated Vocation
Research and Development.

Through the progressive sport and Home Country application of the 12 Specific Actions in each of these five Strategic Action Areas, the UK is well placed to create a sustainable, world-leading coaching system that is cohesive, ethical, inclusive and valued. The application of the Coaching Scorecard system will monitor progress in each of the system-building aspects of the work. The methodology outlined in the current document will strongly complement this approach through the provision of data on the actual changes that occur at the frontline of coaching and participant experience up to 2016.

The ultimate prize is not only a legacy of coaching that leads the world, but a verifiable system that is underpinned by the measures and quality assurance systems that will speed the journey of coaching to become a professionally regulated vocation.

**The Mixed Economy
Model proposes 66%
volunteer, 29% part-time
paid and 5% full-time
paid coaches by 2016**

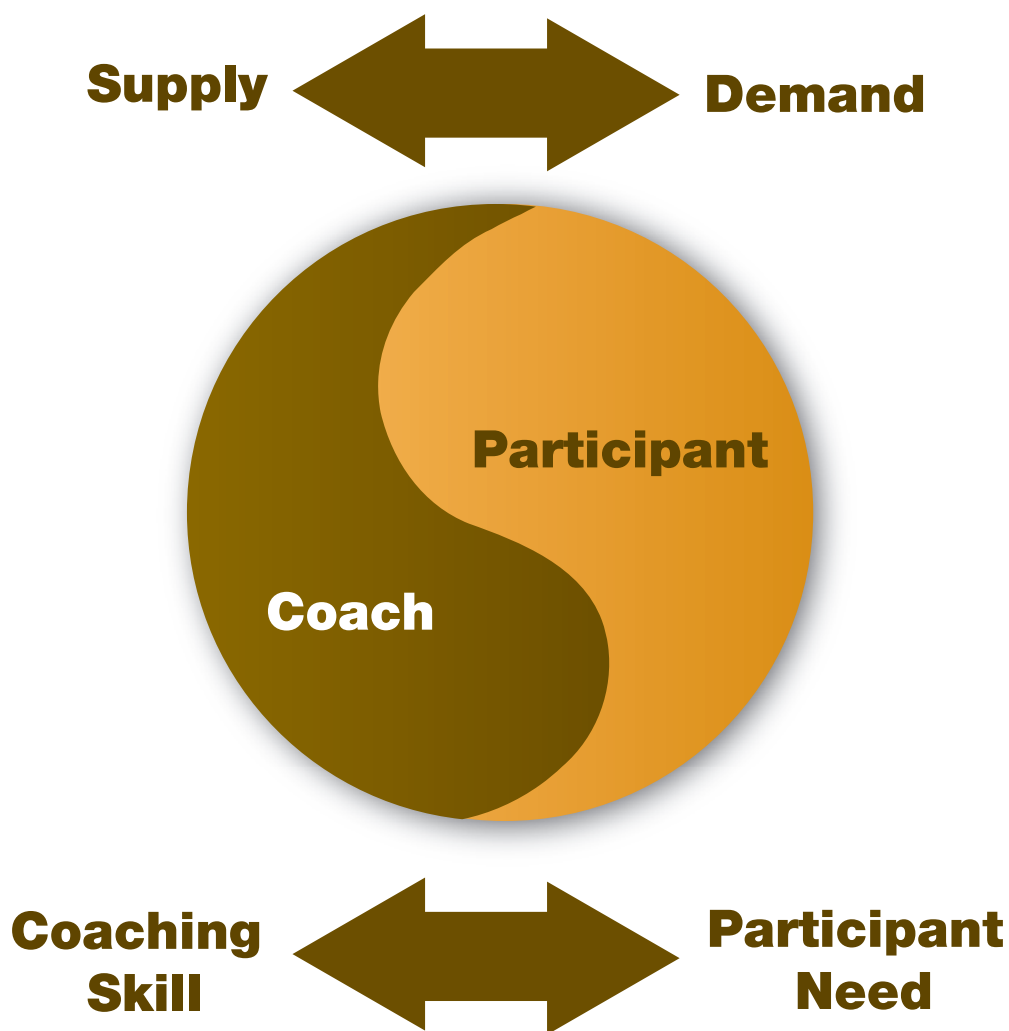


Figure 1 The core relationship

INTRODUCTION



1. INTRODUCTION

The Context

The vision of the UK Coaching Framework is to create a cohesive, ethical, inclusive and valued coaching system where skilled coaches support children, players and athletes at all stages of their development, and is world-leading by 2016.

Central to the achievement of this vision is the supply of suitably skilled coaches to guide the improvement of sports participants in a way that both matches and stimulates demand. Through the staging of quality sports sessions and experiences, coaches play a strong role in meeting demand by sustaining participation and in creating opportunities for personal progress and the pursuit of excellence. Coaches also create opportunities for new participants to enter into sport and thus play an important role in activating latent demand.

As well as closely matching the demand and supply coaching, a world-leading system will seek to maximise the quality and effectiveness of the relationship between the participant and the coach. This can best be achieved by understanding participants' sporting needs, and by providing quality coaching to meet those needs. Figure 1.1 highlights the centrality of this core relationship.

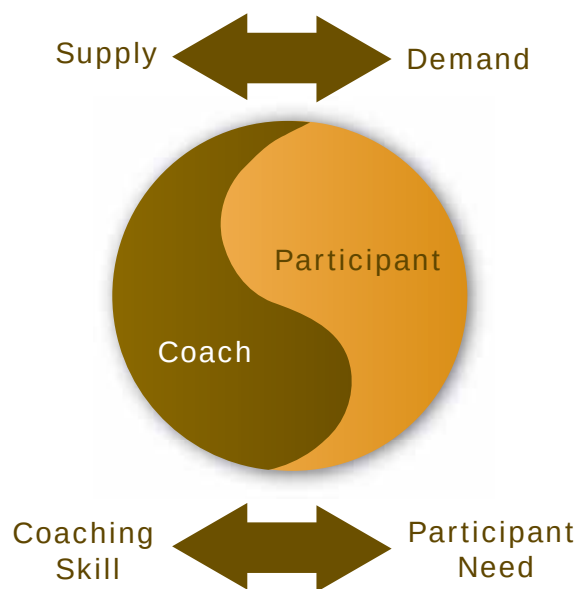


Figure 1.1 The core relationship

The Coaching Workforce 2009–2016 Document

Given this context, the need to establish a methodology and set of baseline measures relating to the coaching workforce in the UK was identified by the UK Coaching Strategy Group (then know as the Policy and Funders Group) in March 2008. This requirement was further endorsed by the 3rd UK Coaching Summit in Coventry in April 2008 and the current work was initiated.

The *Coaching Workforce 2009–2016* document takes the UK Coaching Framework vision and considers what this means for coaching system building, and coaching workforce development and delivery with particular focus on the demand and supply of coaching.

The methodology applies Participant and Coach Development Models to inform coaching system design. The Models are used to understand participants’ sporting needs, and to inform quantitative and qualitative issues associated with the creation and development of a world-leading coaching workforce in the period 2009–2016.

The methodology is positioned as starting an iterative process between the policy and delivery side. That is, the Coaching Workforce document provides ‘top down’ projections based on two scenarios – a **Target Approach** and a **Growth Approach** – and home countries, governing bodies and other stakeholders respond to these scenarios through a **Stakeholder Planned** approach – all of which will be monitored through ongoing research of the **Actual** situation (see Figure 1.2).

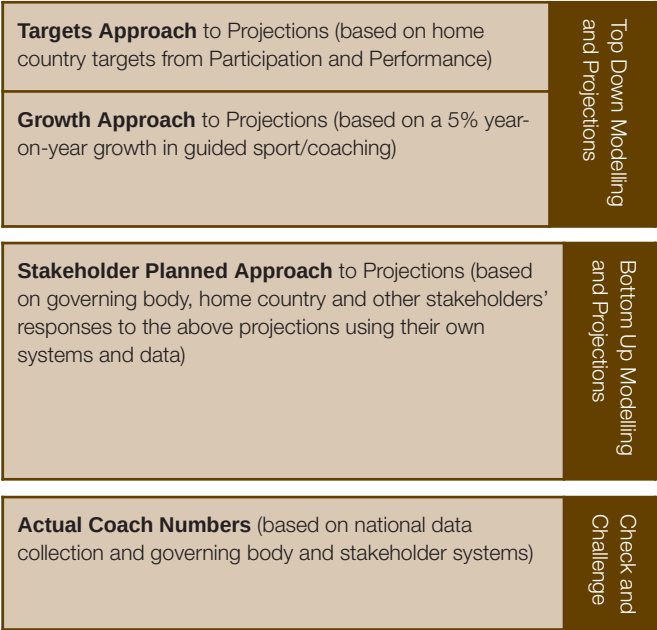


Figure 1.2 Three ‘layers’ of workforce projections

Key Concepts

Like the generic models emerging from the UK Coaching Framework, the *Coaching Workforce 2009–2016* document introduces a methodology and concepts which, once scrutinised and accepted, will take time to impact on the structure and language of coaching.

The language provided by the Framework to describe participants and coaching in the modelling work, for example, is not currently spoken by the participants and coaches themselves. Participants maybe aware that they have been involved in a sporting session which has been ‘led’ by an individual but more often than not, they could not comment on the ‘status’ or ‘label’ ascribed to the leader of the session. Coaches are often unaware of what they should be called ‘assistant’, ‘coach’, ‘head coach’, ‘leader’ etc, and therefore the research used to underpin this document is reliant on their self-reported labels with a few cross checks employed to determine whether the self-reported label sounds sensible (see Appendix One).

In terms of analysing the ‘demand side’ (participants) and ‘supply side’ (coaches) the above has a number of implications. On the demand side, the document uses a broad notion of ‘guided sport’ to attempt to

understand led activity in the UK, and makes an estimate of how much is provided by 'coaches' (coached sport) (Figure 1.3). On the supply side, the document makes a high-level distinction between coaches/head coaches and coaching assistants. The former group are responsible for leading coaching sessions, while the latter play a role in assisting in the running of these sessions. However, the methodology and data relating to these categories require further refinement and, as a result, the document treats 'assistant coaches', 'coaches', and 'head coaches' as contributing equally to the delivery of coached sessions (often together as part of a team approach). As the methodology and data collection develop the analysis will evolve to more accurately reflect the role of 'coaches' and 'head coaches' as the leaders of sessions, and assistant coaches in support roles.



Figure 1.3 Sports participation, guided sport and coached sport

Sports participation refers to participants' engagement in sporting activity. Participation is measured by 'at least once in the last week', and may include self-directed, guided sport and coached sport.

Guided sport is any sporting session organised, led and, in the case of children, safeguarded by an individual or individuals irrespective of the latter's suitability or qualification to lead the session in the full range of extracurricular, community sport, performance, talent and high performance contexts. 'Guided sport' is considerably broader than 'coached sport' because it includes sessions organised and led by leaders, and fitness instructors. The concept is useful for distinguishing

between coach-dependent sports activity in which there is a recognised (if not always qualified) coach, and similarly organised activity in which there is a less purposeful intention to guide improvement, and the participants would not acknowledge the deliverer or organiser as a coach.

Coached sport is any sporting session which is set up for the 'guided improvement' of participants, and is organised, coached and safeguarded by an individual or individuals who are recognised amongst the members of the session as being a 'head coach', 'coach' and/or 'assistant coach' in extracurricular, community sport, performance, talent and high performance contexts. Note: this remains a broad definition reflecting the nature of the coaching workforce in 2008, and the individuals involved do not necessarily need to be qualified to undertake coached sport sessions. As Participant and Coach Development Models begin to have more impact on the organisation of sport, and as the 'Professionally Regulated Vocation' agenda evolves, this definition should be expected to 'firm-up'. It has been possible to identify the relative contributions of head coaches/coaches and coaching assistants and these will be reported later.

The above has some further implications: the Coaching Workforce 2009–2016 methodology is built on the key concept of the guided/coached 'hour' (see Section 2.5). The guided/coached hour makes reference to the number of participants in a sporting/coached session, and the number of individuals leading the group, thus providing information on participant-leader/coach ratio (see Section 3.4). The headline averages for these figures are based on guided sport for the demand/participant side, and treats coaches and assistant coaches as contributing to sporting sessions in equal measure for the supply side. It is argued that this, and the need for data collection refinement, accounts for some of the figures presented in Section 3.4. These issues aside, the methodology is promoted as robust, though in need of wider scrutiny. Remarkably, the results provided by the demand and supply side - that is, guided hours per week - are very similar suggesting a coherence of approach.

Methodology and Evidence Base

The methodology employed for the study comprised of a number of strands with a view to addressing the following key questions:

- What is the current demand for coaching among children and adults across the UK?
- What is the current availability of coaches to meet this demand?
- How does this supply of coaches relate to the planned targets for participation, performance and high performance sport?

- What are the implications for the coaching workforce in order to achieve planned targets and to achieve realistic growth up to 2016?
- What is the current state of data management relating to the coaching workforce and what are the issues that need to be addressed in developing robust systems to underpin the planning and development of the coaching workforce?

A limitation of the study was that the availability of a critical mass of verifiable data within governing bodies and from other agencies remains relatively patchy. This is the case notwithstanding the recommendations of a number of reports into coaching, dating as far back as 1991².

Despite this limitation, it was felt that the time was right to commission a comprehensive study into the Coaching Workforce. In order to provide as complete a picture as possible, a range of methods were employed. The concepts, tables and commentary in this document have emerged from a wide scale consultation and data collection process (see Appendix Two for more details on the methodology and its limitations).

- The Participant and Coach Development Models have been informed by coaches, coach educationalists, governing body representatives, policy makers and academics from 2006 to the current day. As part of the implementation of the UK Coaching Framework, the Models are continually under review, and, indeed, further issues to be addressed in the evolution of the Coach Development Model are identified in the conclusion of this document.
- Data have been collected from the Home Country Sports Councils, UK Sport and Youth Sport Trust on their strategies, policies, targets, investments and programmes in relation to participation, performance, high performance and coaching.
- Extensive collaborative work has been undertaken with the governing bodies of Sport. Eight sports - Archery, Cricket, Gymnastics, Rugby League, Rugby Union, Squash, Swimming and Triathlon - have worked closely with sports coach UK's Development and Implementation Teams to develop sport-specific Participant and Coach Development Models.
- Six sports (Archery, Cricket, Gymnastics, Rugby League, Squash and Triathlon) have worked closely with sports coach UK's Research Team to use their Participant and Coach Development Models to inform workforce auditing including draft indicative workforce projections for the period 2009–2016. Workforce auditing work initiated by **sportscotland**, and undertaken by several Scottish governing bodies, is also incorporated.

- Responses have been received from 46 governing bodies, across 30 sports, on their use of coaching data collection systems and databases, and indicative figures have been provided on the number of coaches that are qualified, or work with, for example, governing body networks; and.
- Last, but not least, data have been collected from 600 children aged 5-8, 1,200 children aged 9-15 and 10,600 adults on their take-up of sport, and use of guided sport and coaching.

This represents a comprehensive framework of evidence on which to base the substance of the document. This framework also provides the basis upon which recommendations can be made on the steps that are needed to enhance the systems for data collection and management on the coaching workforce.

Structure of the Document

The document is structured to reflect the generic, strategic models and the sport specific application and delivery. While the document treats these dimensions sequentially, it is recognised that there is a complex inter-relationship between actual delivery, governing body leadership, and system based planning.

- Section 2 provides details on the key conceptual tools to underpin the development of a world-leading coaching system ie the Participant and Coach Development Models; it then shows how these can be used to think about workforce auditing and planning.
- Section 3 examines home country targets for sports participation and performance; and highlights the role that guided sport and coaching currently plays in achieving these targets - the 'demand side' of coaching.
- Section 4 examines home country strategy and policy in relation to coaching, and shows the role currently played by coaching - in achieving home country targets for sports participation and performance - the 'supply side' of coaching.
- Section 5 models coaching demand and supply in the period 2009/10 to 2016/17 based on two scenarios - the Targets Approach and Growth Approach.
- Section 6 examines governing body systems and developments in building sport specific coaching systems.
- Section 7 summarises the main findings and makes recommendations on the key issues to be addressed in creating the conditions for a world-leading coaching workforce, where skilled coaches will support children, adult participants and athletes at all stages of their development by 2016.

The Coaching Workforce - Present and Future

As we come to the end of the 'Building the Foundations' stage of the UK Coaching Framework, this document provides a position statement on the issues that need to be addressed in creating a coaching workforce that will work within a world-leading coaching system by 2016.

The document should be seen as the starting point in a debate about what the coaching workforce should look like, and how the governing bodies, national, regional and sub-regional partners contribute to this. In this sense, the document provides a practical interpretation of the UK Coaching Framework by providing a methodology and set of tools to impact at all levels of frontline delivery.

In collecting the data and evidence on recent development work from governing bodies the document has identified and demonstrated the signs of emerging system change in terms of the positioning of coaching, how coaching can be used to explicitly address home country objectives, and how sports are beginning to develop and refine their own systems.

The document recognises that there is much work to do in further refining the proposed methodology, in establishing robust baselines and reliable data management systems. However, significant progress has been made in these areas and it has been possible to chart the likely shape of the coaching workforce by 2016.

Over time, the work must be extended to achieve a greater understanding of coach development, in particular, in terms of qualifications and continuous professional development, and those responsible for education, support and quality assurance - the coach development workforce.

It is envisaged that the document will provide the basis for the following:

- application of the methodology to governing body and Home Country Sports Council needs
- identification of the key components of the Coaching Workforce in 2016, with a view to further consolidation by the 5th UK Coaching Summit in April 2010
- identification of the issues to be addressed in further refining the methodology to underpin coaching workforce planning
- identification of the issues to be addressed in the creation of valid and reliable data management systems to underpin ongoing coaching workforce planning and the development of coaches.



It is also envisaged that the document will provide the starting-point from which a series of biennial coaching workforce surveys will occur between now and 2013. These surveys will increasingly rely on data that are generated by governing bodies and agencies working within wider coaching support networks.



**THE UK COACHING
FRAMEWORK**

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The vision of the UK Coaching Framework is to create a cohesive, ethical, inclusive and valued coaching system where skilled coaches support children, players and athletes at all stages of their development, and is world-leading by 2016.

Central to the achievement of this vision is the supply of suitably skilled coaches to guide the improvement of sports participants in a way that both matches and stimulates demand. Through the staging of quality sports sessions and experiences, coaches play a strong role in meeting demand by sustaining participation and in creating opportunities for personal progress and the pursuit of excellence. Coaches also create opportunities for new participants to enter into sport and thus play an important role in activating latent demand.

Given this context, the need to establish a methodology and set of baseline measures relating to the coaching workforce in the UK was identified by the UK Coaching Strategy Group (then known as the Policy and Funders Group) in March 2008. This requirement was further endorsed by the 3rd UK Coaching Summit in Coventry in April 2008 and the current work was initiated.

The *Coaching Workforce 2009–2016* document sets out a methodology and a set of findings that act as the starting point for closer governing body and home country analysis and application. While the document sets out clear findings and issues for the future, it is proposed that the coming year should involve closer scrutiny by each sport and by each home country on what this means for them. The creation of sport-and-country specific coaching workforce plans should be underpinned by the robust adaptation of the methodologies outlined in this document based on the needs of respective agencies. Once this analysis has been undertaken, it will be necessary to consolidate the results into a revised version of the current document. As such, the document must be seen as the start of a journey to develop a more robust approach to charting the coaching workforce across the UK.

**The current
coaching
workforce 2009-
2016 document
sets out a
methodology and
findings that act as
the starting point
for closer
governing body
and home country
analysis and
application**

A number of key research questions were investigated:

- What is the current demand for coaching among children and adults across the UK?
- What is the current availability of coaches to meet this demand?
- How does this supply of coaches relate to the planned targets¹ for participation, performance and high performance sport?
- What are the implications for the coaching workforce in order to achieve planned targets and to achieve realistic growth up to 2016?
- What is the current state of data management relating to the coaching workforce and what are the issues that need to be addressed in developing robust systems to underpin the planning and development of the coaching workforce?

A combination of methods was used to investigate these research questions, including surveys of child and adult sports participants, as well as a review of current governing body data and data management systems. A core starting point was the use of the Participant and Coach Development Models as points of reference, setting up a methodology that looked at both the demand and supply sides of coaching. Given the absence of a coherent data management system for coaching, a sampling approach was taken and this was supplemented by an analysis of the data management systems of governing bodies of sport.

The study found a vibrant context for the delivery of 'guided sport' in the UK, with 2.75 million guided sport hours per week provided to support 8 million regular participants in 2008. Of

this, 1.68 million 'coached' hours per week were provided, representing 61% of guided sport hours and an estimated reach of 5 million regular sports participants through coaching.

When the supply of guided hours was investigated, it was found that 1,109,019 adults played some role in the delivery of coaching. Of these, 611,000 were deemed to be coaches/head coaches and 500,000 were found to be coaching assistants. Among coaches and head coaches, 68% held some form of governing body qualification. This figure was 36% among coaching assistants. The data relating to coaches/head coaches were supported by governing body systems, which suggested records for around 639,413 individuals with coaching qualifications. While the 611,000 figure presents a likely baseline for coach/head coach numbers in the UK, a less open interpretation of the definition of coaching would see the baseline number set at 416,000, where coaches/head coaches are deemed to be both active and qualified.

The composition of the coaching workforce was found to include 76% volunteers; 21% were part-time paid and 3% were full-time paid. Of these 69% were male and 31% were female, 8% were coaches with a disability, and 3% ethnic minority.

While these data must be treated with caution, pending the further refinement and verification of the data management systems of governing bodies and other agencies, they provide a valuable bench-mark against which future studies can be referenced. It is also the case that while the sampling methodology was robust, there is a need to progressively move to a system where active and qualified coaches can be more systematically tracked. That said, the results from the sampling methodology have demonstrated a consistency over consecutive studies in 2004; 2006 and 2008.

The study compared the current supply of coaching to the likely demand in order to meet the targets of key agencies in the UK by 2016. The results suggested that there would need to be a 178% increase in coaching hours to meet these targets. This aspirational approach was balanced by a more pragmatic approach that was based on 5% annual growth projections in the availability of coaching hours, leading to a 41% growth by 2016.

Three scenarios for the development of the coaching workforce are presented (these figures relate to the 'Growth Approach':

- the Volunteer model, which extends the current provision of coaching in the UK with the proportions of the coaching workforce remaining the same in volunteer, part-time paid and full-time paid roles
- the Full-Time model, where the entire coaching population becomes full-time paid, requiring 236,767 coaches to meet the growth targets
- the Mixed Economy model, where the proportions of the coaching workforce shift to 66% volunteer, 29% part-time paid and 5% full-time paid

The latter model was deemed to be the most appropriate for the UK system, with the caveat that the mixed economy will vary according to sport and to context. The 'Mixed Economy' would see the number of coaches grow from 1,109,019 to 1,202,492. Of these,

793, 645 would be volunteers (a 6% reduction in the numerical strength of volunteers), 348,723 would be part-time paid (a 51% increase) and 60,125 would be full-time paid (a 65% increase).

Within these numbers, it is also suggested that the growth would be achieved in the number of coaches/head coaches, although further work is required to firm up on the nature of the relationship between coaches/head coaches and coaching assistants. Targets are also suggested for the increase in qualifications from the current level of 68% among coaches and head coaches up to 100% by 2016. The achievement of this target will require a concerted effort on the part of all key agencies and the development of robust recruitment, support, registration and licensing schemes for coaches.

In addition, among coaching assistants a growth in qualifications to 60% is proposed. This target makes for a non-qualified population of 40% among coaching assistants and will allow for the continuation of pathways into coaching that are not preceded by the taking of formal qualifications, but rather by experience and exposure to contexts where coaching is required. Increasingly, such experiences should occur within a situation where coaches/head coaches lead the sessions and play a supportive and mentoring role for those assistants/helpers who may wish to take the step into more formal, active coaching roles for which a qualification should be deemed a prerequisite.

611,000 were deemed to be coaches/head coaches and 500,000 were found to be coaching assistants

All of the projections outlined in the document will require analysis on a sport-and-country specific basis. The methodologies used in the document will require adaptation by each sport and each of the Home Countries and it is recommended that such analysis and target setting should be undertaken at a high level prior to the 5th Coaching Summit in 2010. It is also recommended that biennial surveys be undertaken in 2011, 2013, 2015 and 2017 to chart the evolution of the coaching workforce against the vision of the UK Coaching Framework.

The methodologies in future surveys should progressively move towards a stronger reliance on the data management systems of Governing Bodies and agencies working within the wider coaching support network. From 2013, it is recommended that data from all of these agencies be included in the workforce survey, subject to adherence to minimum criteria on data fields and on the reliability of the data management systems in tracking active and qualified coaches.

The study reinforces the view expressed in the UK Coaching Framework that the creation of a world-leading coaching system will be built on four key resource pillars:

- coaches for the frontline (as identified in this document)
- systems for the education and professional development of coaches

(suggesting the need for comprehensive strategies to support coaches to access affordable courses and for the development of all those who play a role in the education and continuous professional development of coaches)

- Governing Body capacity to plan, develop, track, manage and quality assure its coaching workforce
- aligned support for the work of coaches and Governing Bodies from a range of agencies at community, sub-regional, regional and national levels. Increasingly, these agencies should form part of a coaching support network that operates to a common set of principles that are needs led and which recognise the core and lead role of Governing Bodies in sport specific coaching.

It is proposed that the findings of the current study should become a strong focus for the proposed multi-agency frontline coaching group. There is a need to become more pro-active in understanding and shaping the coaching workforce for the future. This can only be achieved if investment agencies, Governing Bodies and employers gain maximum clarity on the current position and on how the deployment of coaches can be enhanced to meet their coaching objectives and to ensure that there are skilled coaches available to guide the development of children, players and athletes at all stages of their development by 2016.

**“Among coaches and head coaches,
68% had some form of governing
body qualification”**

Finally, the creation of a world-leading coaching system will require concerted action on the part of many agencies. These actions should continue to be referenced against the Strategic Action Areas of the UK Coaching Framework:

The UK Coaching System
Frontline Coaching
Support for Coaches
Coaching as a Professionally Regulated Vocation
Research and Development.

Through the progressive sport and Home Country application of the 12 Specific Actions in each of these five Strategic Action Areas, the UK is well placed to create a sustainable, world-leading coaching system that is cohesive, ethical, inclusive and valued. The application of the Coaching Scorecard system will monitor progress in each of the system-building aspects of the work. The methodology outlined in the current document will strongly complement this approach through the provision of data on the actual changes that occur at the frontline of coaching and participant experience up to 2016.

The ultimate prize is not only a legacy of coaching that leads the world, but a verifiable system that is underpinned by the measures and quality assurance systems that will speed the journey of coaching to become a professionally regulated vocation.

**The Mixed Economy
Model proposes 66%
volunteer, 29% part-time
paid and 5% full-time
paid coaches by 2016**

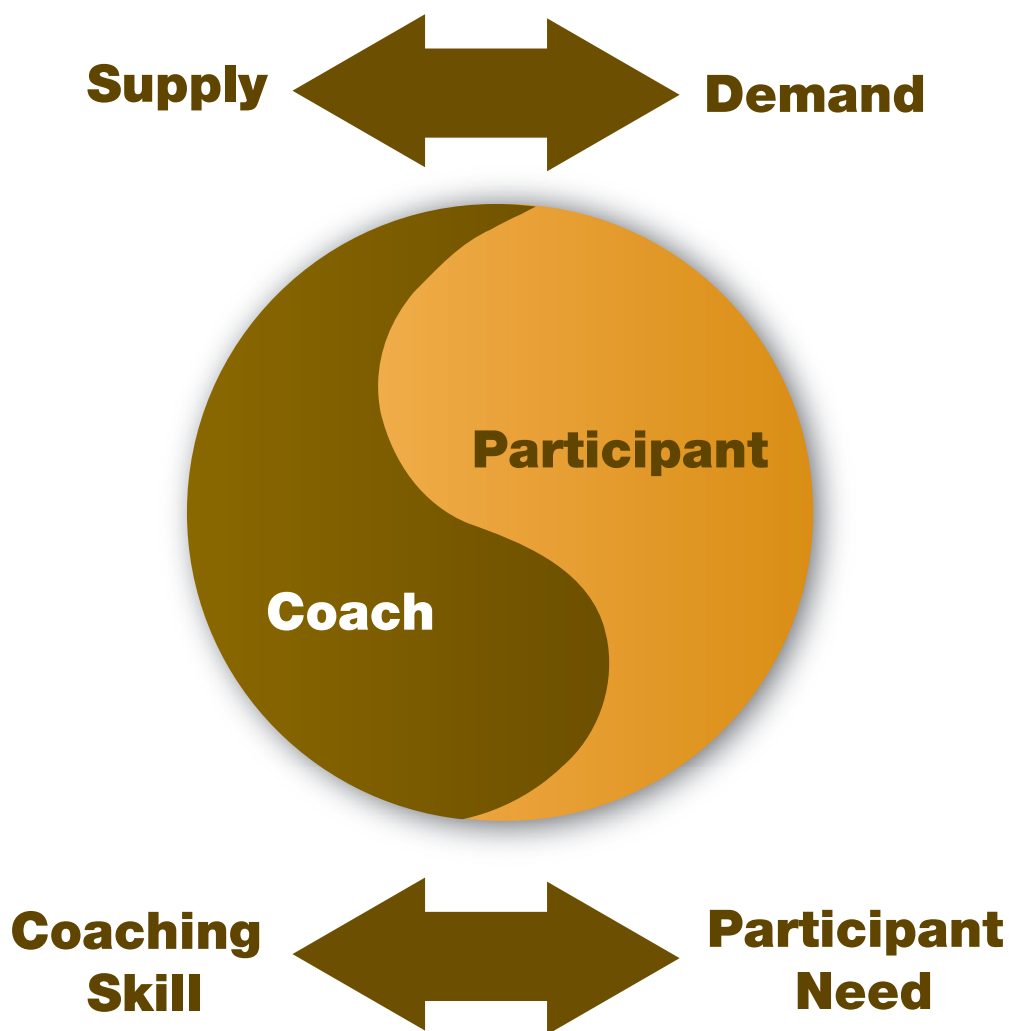


Figure 1 The core relationship



PROVIDING PARTICIPANTS WITH COACHING: BUILDING BLOCKS OF A WORLD-LEADING SYSTEM



2. PROVIDING PARTICIPANTS WITH COACHING: BUILDING BLOCKS OF A WORLD-LEADING SYSTEM

2.1 Introduction

Section 2 provides details on the key generic conceptual tools used to underpin the development of world-leading coaching systems.

The section shows the rationale for building a system around participant need, and how participant need can be structured and operationalised through the Participant Development Model. The Participant Development Model facilitates the identification of key coaching roles

that will meet the needs of identified participant populations such as children, adult participants, talented athletes/players etc.

Following this, the Coach Development Model illustrates how the development, employment/deployment and quality assurance of these roles can be structured and operationalised. Finally, the section brings this work together in the context of workforce auditing and planning. The Participant and Coach Development Models can be used to inform the size and shape of the coaching workforce from 2009–2016.

There's Too Much Theory and Not Enough Action!

The term 'theory' certainly raises anxiety levels in some quarters, and many readers will, no doubt, be inclined to skip ahead to sections that contain more practical information! However, it is important to place the use of theory, principles and models into some kind of practical context and readers are strongly encouraged to read on to see the importance of the theory-practice link.

'Theory' may be seen by some as the polar opposite of action, doing or practice. It may be seen as a hindrance - as something that gets in the way of results. But this caricature ignores the fact that any action/practice is informed by a 'theory' - if only a personal theory in the mind of the practitioner. The most effective coaches usually have strong mental models that guide their practice and decision making.

We should ask ourselves - why are we doing what we are doing? What assumptions are we making - and are they appropriate and justified? What can we learn from others?

The principle of evidence based decision making which underpins the UK Coaching Framework, through the initial consultation with industry experts from governing bodies, academics and policy environments, and through Strategic Action 5 - Research and Development, is that the 'theories' that inform action, doing and practice are, and should be, based on a careful assessment of the evidence, not just on a whim, or on the basis of one person's opinion.

This is the value added by the UK Coaching Framework, the chance to reflect on what works, and what does not, and to develop principles and models for action, based on good practice and research. This, in turn, provides the building blocks or foundations for long-term robust world-leading solutions for participants, coaches and the coaching support infrastructure.

2.2 Models of Sports Development: From a ‘Pyramid’ to a ‘Participant Needs-led’ Approach

The Pyramid Model

A great deal has been written about the history of sports development in the UK and descriptions of an unstructured, *laissez-faire* system and approach are common³.

One description that has featured more prominently, however, is the ‘Pyramid’ model. A central feature of this description is the emphasis on **selection**, with a broad participation base amongst children, with fewer and fewer people engaging in increasingly higher levels of performance.

governing body structures, such as competition, clubs, and the development and deployment of coaches, it has been argued, have perpetuated this effect. For example, clubs have been structured to provide athletes for particular competition levels ie inter-club, leagues, county, regional, national and international. Coaching has had a similar competition orientated structure with inexperienced coaches working with younger and beginner participants, and more experienced and expert coaches working more with talented and high performance athletes.

It is important to note that governing bodies and others did not deliberately design a pyramid system, or engineer limited recreational pathways, exclusive talent development structures, and high levels of drop-out and burn-out; however the Pyramid model acts as reminder of the absence of an appropriate sports development model.

Table 2.1 A comparison between the ‘Pyramid’ and ‘Participant Needs-led’ models of sports development		
Model	‘Pyramid’	‘Participant Needs-led’
Focus of attention	Standard of performance; selection and competition; wide initial involvement in sport with increasing drop-out	Participant needs; deeper talent pool; varied pathways to excellence and personal goals
Support structures	Clubs, other sport settings, and coaching designed to feed competition, talent and high performance pathways	Clubs, coaching and competition designed and integrated to meet participants’ sporting needs and maximise opportunity
Outcomes	Reduced participation; drop-out as a core feature; high performance burn-out	Increased participation through inclusive pathways; equal chance of sporting success as Pyramid model

The Participant Needs-led Model

As sport has taken on greater significance in society as a deliverer of health, well-being and personal excellence, as well as producing high performance athletes capable of competing at the elite level, existing systems which have led to the Pyramid effect have been acknowledged to be inadequate for sports development purposes, and are increasingly challenged by both practitioners and academic researchers.

By setting up systems that prioritise selection, the existing systems are seen as discouraging participation, for example, for those children, young people and adults who wish to participate in a recreational pathway throughout their lives, but who often find that sporting structures are not built to meet their needs. Existing systems are also seen as inefficient at producing high performing athletes, with early talent selection being a poor predictor of competitive success, and many high performers emerging late and from outside traditional selection pathways. These systems are also seen as encouraging burn-out with high performing athletes often leaving sport altogether after their involvement has finished.

The response to these problems, and a growing body of research evidence, has been the development of a number of practitioner- and research-based models which make participants' needs across both participation and performance pathways - the central concern. These include Istvan Balyi's Long Term Athlete Development and Jean Cote and colleagues, Developmental Model of Sports Participation⁴. These new models make the participant the focus of attention, rather than the system delivery. They prioritise a needs/wants demand led approach, focusing on end users/customers, rather than a more selection-based, supply-led approach, which focuses on governing body structures, competition and clubs.

These models also emphasise a more inclusive approach, ensuring that sporting pathways remain open, broad, and flexible, such that participants can choose to undertake the kind of sport that is appropriate to their individual circumstances and life cycle. Thus if participants are not 'selected' for the next stage they still have many opportunities to continue participation, for example at a recreational level, with the potential to make themselves available for competitive opportunities at a later stage should they feel ready and able.

The UK Coaching Framework

The early consultation and development work used to underpin the UK Coaching Framework pointed very strongly to the notion that a world-leading coaching system must reflect these wider shifts and be built around participant need and inclusion⁵.

The development of a generic **Participant Development Model** utilised expert policy makers, practitioners and researchers to take the best elements of the existing models and approaches, build on them, and provide the basis for an inclusive world-leading participant needs-led approach.

The Participant Development Model provides the basis for thinking about the structures, environments and people placed around the participant that will help them to get the most out of sport - including clubs, schools, competition and coaching. More details are provided in the following sections.

2.3 The Participant Development Model

The Participant Development Model has become a key feature of the UK Coaching Framework, through a number of evolving versions, but the majority of its key underpinning principles, and applications, have remained the same.

Since the Participant Development Model is the starting point for building a world-leading coaching system, it is worthwhile being clear about these principles and applications to ensure that system builders share a common understanding and language.

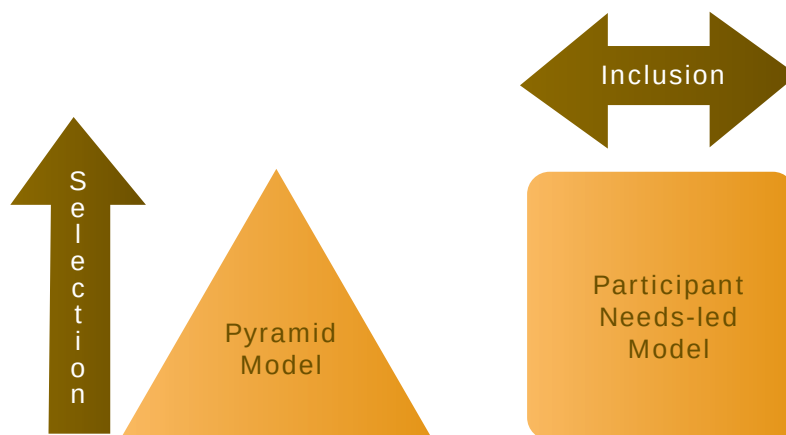


Figure 2.1 The Pyramid and Participant Needs-led Models

It is important to note that the Participant Development Model is aspirational, it reflects how the participant population could be thought about and structured, rather than how it actually is (it is a model 'for', rather than a model 'of'). For example, in some sports there are currently very few 'Sustaining Performance' participants, but increasing participation in this segment may become a legitimate strategic priority.

Participant Development Model - Underpinning Principles

The Participant Development Model is not simply a diagram: it is accompanied by a set of principles that 'bring it to life':

Individualised needs-led approach - a key principle of the Participant Development Model is that sporting experiences should be individualised as far as possible to meet participants' unique requirements. Though the Model is used to identify common characteristics in participants' sporting needs (see Segmentation below), those who will be responsible for using the information emerging from this work (see Curriculum Design and Participant Capabilities below) - eg the coaches - will be encouraged to think of the individual first, and then use this broader knowledge base to meet the participant's need as appropriate to their development.

Inclusion - the Participant Development Model identifies a broad range of interconnected fluid pathways through sports (entry, re-entry, participation, performance/competition, early and late talent development, and high performance). A key principle is that if one pathway is not appropriate, for example, it is not challenging enough, or has become too demanding, then the participant can seamlessly move to another more appropriate pathway (and the competition and coaching will adjust accordingly). Inclusion also refers to the development of pathways and sporting opportunities that meet the needs of equity target groups such as participants with a disability, women and girls, black and ethnic minority groups, among others.

Age/stage - the Participant Development Model suggests that participants' needs and capabilities, that is, their knowledge, skills and behaviours (see Curriculum Design and Participant Capabilities below), vary according to their age/stage. For example, a child is likely to have different needs

from their sporting experiences, and capabilities to engage in sport, than a middle aged adult. 'Stage of development' - which reflects an individual's physical, psychological and social capabilities (see Curriculum Design and Participant Capabilities below) - is seen as being a more important focus of attention than age.⁶ For example, two children of the same age may have different physical, psychological and sociological maturation rates (ie they are different stages) and therefore may have different requirements of sport.

Long-term approach to development - a key feature of the Participant Development Model is its emphasis on a long-term approach to development. There are two elements to consider here: (1) though the development of capabilities/expertise ('getting good at something') is contingent on biological and environmental, personal and social factors, and sometimes just plain good fortune, there is general recognition that for most individuals the development process is a long-term commitment⁷; (2) as an extension to the principle of inclusion, individuals should have opportunities to develop at whatever age/stage they are at - in other words, development is not just for children and young people.

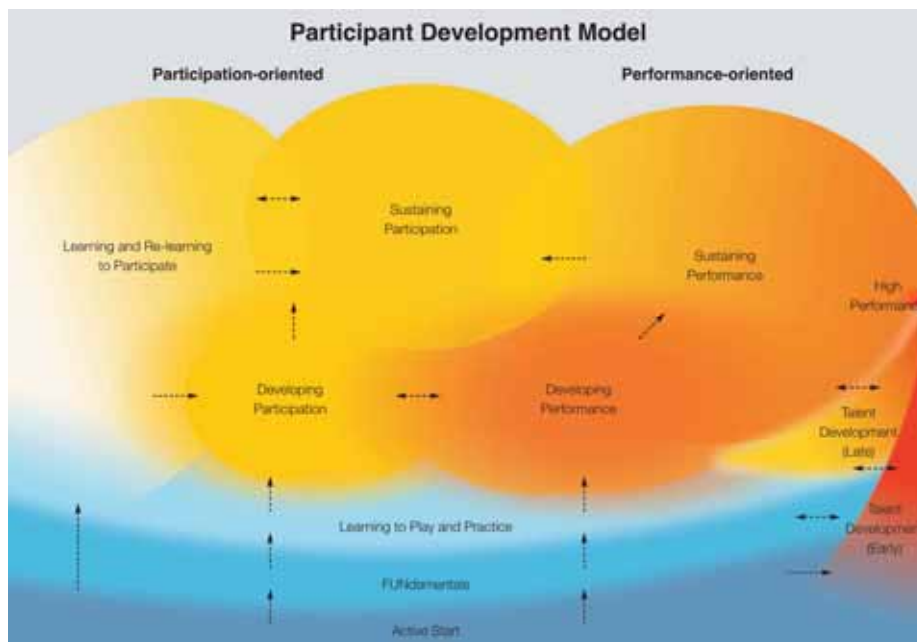


Figure 2.2 Participant Development Model

Segmentation - though sporting experiences should be individualised, the Participant Development Model segments participants' needs based on their age/stage, sporting objectives/pathways (eg beginner, recreational, performance) and capabilities⁸. This means that in each segment, participants' needs are assumed to be similar because they are at similar life stages, need/want something particular from their sporting experiences (eg to have fun, to make friends, to win, etc) and show similar knowledge, skills and behaviours. Needs-led segmentation is very common in other domains, for example education and business, and can be used to determine the types of environments and interventions which help participants to get the most out of sport. There are 11 segments in the generic model: 'Active Start', 'FUNdamentals', 'Learning to Play and Participate', 'Early Talent Development', 'Late Talent Development', 'High Performance', 'Developing Performance', 'Sustaining Performance', 'Developing Participation', 'Sustaining Participation' and 'Learning and Relearning to Participate' (Figure 2.2).

Sport specificity – the Participant Development Model can be used to think about participants' needs, and participant segments, at the UK level, thus informing participation-related policy, structures and funding including those related to coaching. However, the model is most effective when adapted/contextualised to the needs of participants in specific sports. governing bodies can use the principles and the generic model diagram to reflect on the participants undertaking their own sport. The result – as shown in Section 6 – is a number of sports-specific Participant Development Models.

Participant Development Model – Application

The Participant Development Model has been designed to 'fuel' or underpin some very specific and important applications:

Sports system organisation including coaching – the Participant Development Model identifies participants' needs, and how these needs vary across participant segments, providing the foundations for sports system design. For example, a participant-centred approach encourages an analysis of the main sporting structures – clubs, other sporting environments, competition, workforce and coaching – and can be organised and integrated to ensure that the participant is at the heart of the system and that participants are getting the kind of experiences they require to stay and succeed in sport.

This has obvious implications for system design outside coaching – including articulating the role for physical education professionals, leaders, fitness instructors and coaches. For example, it might not be appropriate and economically viable to have a coach 'guide' all sporting sessions. Community outreach workers may be more appropriate to work with sporting returners in 'hard to reach' communities. Activity

leaders may be more appropriate, for example, in some adult recreation sessions.

Curriculum design and participant capabilities – the Participant Development Model encourages the detailed identification of participant need. But, how is this information represented, and how can it be used to inform coach education curriculum design? Through consultation, and a growing evidence base, it has been possible to identify six facets of participant need, knowledge, skills and behaviour – the physical, mental, technical, tactical, personal and lifestyle – generically referred to as 'participant capabilities' (Figure 2.3).

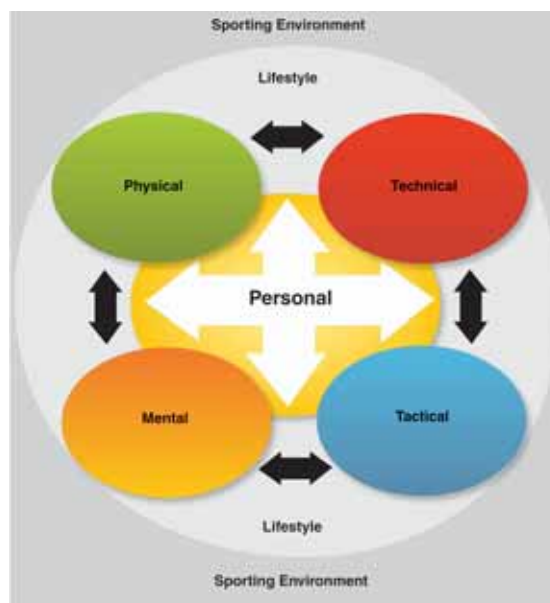


Figure 2.3 Participant capabilities

The weight given to each of the capabilities will vary in curriculum design, and in the coach's application in practice, depending on the age/stage and objectives/pathways of the participant. Thus, participant coaches may be more concerned with the social and lifestyle capabilities of their athletes, while high performance coaches may be more concerned with technical and tactical capabilities. Ultimately, it will be down to the skills of the coach to apply their knowledge of participant development – amongst other considerations (see Section 2.5) – in a blended and tailored way such that it meets the participant's individual needs.

Participant market ‘intelligence’ – the Participant Development Model can be used as a means of organising market or customer information about potential and current participants. For example, if a governing body wants to increase participation, it might decide to target a particular participant segment. Before doing this, however, it may want to know more about the participation rate in this segment and the types of activity that are occurring in terms of settings to calculate potential. The overlaps with Sport England’s market segmentation research work are clear⁹. Some of the segment groups identified in this work such as ‘competitive male urbanite Ben’ (identifiable with the Developing and Sustaining Performance segments in the Participant Development Model), and ‘settling-down male Tim’ (identifiable with the Developing and Sustaining Participation segments in the Participant Development Model) are clearly more amenable to becoming participants through coaching than other groups.

2.4 The Coach Development Model

If the purpose of Section 2 is to identify the building blocks of a world-leading coaching system, the ‘next step’, after developing and implementing a robust Participant Development Model, is the development and implementation of a Coach Development Model. As with the Participant Development Model, the UK Coaching Framework generic Coach Development Model, often referred to as the ‘4x4’ (four by four), has been available for scrutiny in various forms for a number of years.

A significant difference between the two models, however, is the availability of comparable precedents on which to base development work, and the quality and depth of the underpinning evidence base. As was shown in the previous section, the Participant Development Model is based on existing practitioner and research models, and a growing evidence base, whereas the Coach Development Model has little in the way of precedents¹⁰, and the evidence base on coach development, and, in particular, coaching expertise is still very much in its early years.

These caveats aside, it is again important to be clear about the underlying principles and applications of the Coach Development Model

to ensure common understanding and language. It is important to note that the Coach Development Model is aspirational, it reflects how the coaching population could be thought about and structured, rather than how it actually is. As with the Participant Development Model, this is a model ‘for’, rather than a model ‘of’. For example, there are currently very few recognised expert children’s coaches in the UK. The Coach Development Model provides a rationale and planning tool for increasing the number of coaches in this and other segments.

The Coach Development Model – Underpinning Principles

It is important to note that many of the principles that underpin participant development, ie a needs-led approach, inclusion, stages of development, a long-term approach to development, use of segmentation and sport specificity, also underpin coach development. The following section provides details of the underpinning principles of coach development, and the reader may notice the similarities with those underpinning participant development.

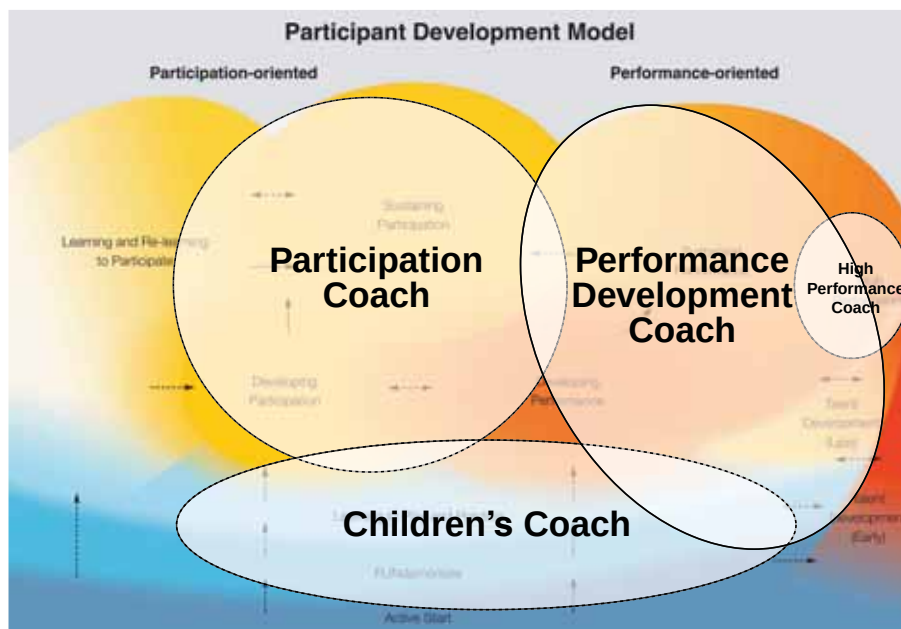


Figure 2.4 Coaching population roles

Participant need identifies the main coaching population roles - the Participant Development Model has important implications for coaching through the identification of high-level coaching population roles. Specialised coaches meet the needs of specific types of participants related to the segments in the Participant Development Model, for example a 'Children's Coach' would specialise in coaching children in the Active Start, FUNdamentals and Learning to Play and Practice segments. A 'Participation Coach' would specialise in coaching adults in the Developing and Sustaining Participation segments. There are also specific population roles for a 'Performance Development Coach' and a 'High Performance Coach' (Figure 2.4)¹¹.

The identification of coaching population roles represents a 'step change' for coaching, in that it provides the opportunity for individuals to specialise and build experience and expertise in coaching specific participant groups. This will have significant impact on, for example, children, who in the past have tended to receive coaching from less experienced coaches, with the latter moving up the participant talent hierarchy/pyramid when they become more experienced and qualified. Under the proposed system, this would change with children increasingly receiving coaching from experienced and expert 'Children's Coaches'. Another implication of this approach is that coaches' pre-coaching experiences, learning and development, employment and deployment, and quality assurance, eg licensing, can be tailored to meet the needs of specific roles. This approach should also provide a more supportive environment within which parents and coaching assistants can become involved in coaching children.

It is important to note that any one individual coach can undertake more than one coaching population role. Thus, a coach could be an expert high performance coach, but less expert, and perhaps less suited, to be a children's coach.

An individualised needs-led approach – though the participants' needs determine the broad coaching population roles, a key principle is that the coaches undertaking these roles receive development opportunities and support which meet their individual needs. The implication is moving away from mass-market approaches to coach development and support, making learning opportunities flexible to individual need and recognising a need for a balance of informal and formal opportunities.

Inclusion – the Coach Development Model is inclusive in that development and support activities are now focused on coaches undertaking a variety of population roles – children's coaches, participation coaches – rather than just high performance coaches. The model is also inclusive in that it encourages individuals from all backgrounds, regardless of age, gender, ethnicity, disability or social grouping, to become coaches.

Moving from a functional approach to a stage model approach – most governing bodies, and an increasing number of coaches, will now be aware of, and comfortable working with, the United Kingdom Coaching Certificate (UKCC) system, which identifies four functional coaching roles: Level 1 Assistant Coach (supervised), Level 2 Session Deliverer (independent deliverer), Level 3 Annual Planner, Level 4 Long Term, Specialist and Innovative Coach.

In the longer-term, however, governing bodies may wish to evolve their coach development structures to reflect coaches' 'stage of development', ie the differentiated capabilities or knowledge, skills and behaviours of coaches to deliver coaching goals against each of the coaching population roles. For example, the expertise literature, and certain educationalists, have identified a number of stages of development – these include 'novice', 'advanced beginner', 'competent performer', 'proficient' and 'expert'¹². In the context of the Coach Development Model, these are identified through a continuum that starts with pre-coaching, then moves on to novice coach, and goes on through to master coach (Figure 2.5).

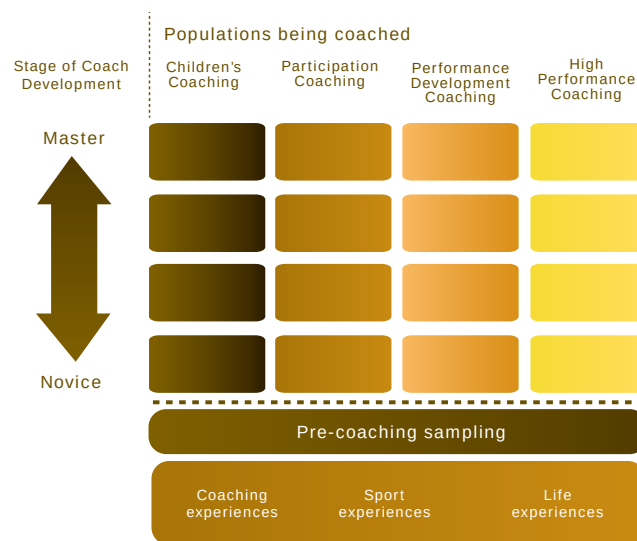


Figure 2.5 Coach Development Model

The 'stages of development' approach allows for the 'step change' mentioned above in that Children's Coaches, Participation Coaches, Performance Development Coaches and High Performance Coaches will all be able to achieve 'expert' or 'master' status. This moves on from the existing system that generally only allows for mastery to be

recognised in high performance settings. We recognise that, at this stage, very considerable work needs to be done to identify the criteria that are relevant to those stages in each of the domains. It will also be important to address the issue of comparability across the domains.

Coach development is a long-term, multi-faceted process – though the extent to which any one individual can achieve mastery status, in relation, for example, to a coaching population role, is contingent on biological, psychological and social factors, there is general recognition – as noted above – that for most individuals, the development process is a long-term commitment. Furthermore, there is increasing evidence that coaches use and value a wide range of learning sources or environments as they develop, reflecting a balance between informal – eg experience of coaching practice, observing other coaches and mentoring – and formal opportunities, eg coaching awards/qualifications and workshops. Thus, the learning environments established around coaches, for example by governing bodies, should recognise the long-term nature of development and the need for balance between learning opportunities.

Segmentation – the identification of coaching population roles, and stages of development, allows for the segmentation of the coaching workforce into 16 segments. This can be used – as is described later in the section – to tailor employment/deployment structures, coach development, quality assurance and research and development.

Sport Specification – the Coach Development Model can be used to think about coach employment, deployment and development at the UK level, thus informing high-level, coaching-related policy, structures and funding. However, the model is most powerful when it is used as a generic template to inform the development of sport-specific models. governing bodies can use the principles and the generic model diagram to reflect on the development of coaches in their own sport. The result – as shown in Section 6 – is a number of sport-specific Coach Development Models that are tailored to the nature of the sport and the needs of participants and coaches.

The Coach Development Model – Application

The Coach Development Model suggests that the coaching population can be divided into 16 segments. These segments can be used to provide structure to many of the key coach development and management objectives articulated through the UK Coaching Framework, notably Frontline Coaching, Support for Coaches, Professional Regulated Vocation, and Research and Development. These are addressed in turn.

Coaching Employment/Deployment (Frontline Coaching) – one of the most important features of the Coach Development Model is the identification of coaching population roles. As these roles become recognised and the coaching workforce evolves, frontline employers and deployers will be able to meet more appropriately the needs of their participant ‘customers’, with appropriately skilled specialist coaching. There are obvious links here to qualifications and quality assurance, and coaching workforce auditing, planning and management.

Coach Development and Coach Capabilities (Support for Coaches) – the segmentation of the coaching workforce provides an opportunity to tailor development and support opportunities to meet coaches’ needs. The development and support needs of a beginner Children’s Coach will be very different to those of an expert High Performance Coach, both in terms of knowledge content and method of delivery. The Coach Development Model provides a framework to analyse coaches’ needs, and also a means to map the resources and support services available to the coaches. It is important to emphasise both informal and formal development opportunities for coaches – it should not be seen as either/or – both add something to the development of coaching.

Similar to the treatment of participant need in the context of the Participant Development Modelling, it is important to be clear about what is meant by coaches’ needs, and their knowledge, skills and behaviours. The following identifies one possible approach that requires further scrutiny and debate. It is proposed that coaching is seen as a purposeful activity to achieve certain sporting outcomes, eg to guide the development of an athlete/to win etc. To achieve these objectives, coaches mobilise (and develop) their capabilities, which are defined as the ‘what’, ‘how’, ‘why’, ‘who’ and ‘where’ of coaching (Figure 2.6): **the what**: knowledge of the sport and participant development; **the how**: knowledge, skills and behaviours in relation to planning, organisation, instruction, communication and feedback; **the why**: the ability to reflect critically, analyse and refine coaching practice; **the who**: knowledge of the personal and social dimensions of practice, eg individual participants’, coaches’ and other stakeholders’ life histories/backgrounds, etc; and **the where**: the environmental (temporal and spatial) dimensions of practice, eg a coaching session may be affected by the weather etc.



Figure 2.6 Coach capabilities

These elements – when integrated/blended appropriately in relation to a coaching task, participant group need, and environmental considerations – are the essence of expert coaching practice. It is the communication of these elements, and the enabling of the coach to find the right blend in these contexts, which is the hallmark of effective coach development.

Coach Qualifications and Quality Assurance –

employers/deployers and coaches require a mechanism to formally recognise coaches' achievements, competence or expertise. Currently, governing bodies are working with the UKCC system, which places an emphasis on functional roles. However, as the UKCC evolves in response to the UK Coaching Framework, and the re-worked National Occupational Standards – this may be modified in line with the needs of each sport to reflect the newly established coaching population roles, and the 'stages of development' approach.

Coaching Workforce Auditing and Planning – the government, governing bodies, and other coach employers/deployers require high-quality information on which to base their investment, and to plan and manage the coaching workforce. This is a central concern of the *Coaching Workforce 2009–2016* document and more details are presented in the following section.

2.5 Coaching Workforce Auditing and Planning

Coaching workforce auditing provides the information to steer strategic and operational decision making and planning for the coaching workforce – in this case, in the period 2009–2016.

The following section discusses some of the underlying principles of this area of work.

Coaching Workforce Auditing and Planning – Underpinning Principles

Participant and Coach Development Models and Workforce Auditing and Planning – the link between the Participant and Coach Development Models and workforce auditing is a simple one. The Participant Development Model provides a framework to understand current and future demand for coaching based on a segmentation of the participant 'market'. The Coach Development Model provides a framework to understand the current and future supply of coaching (Figure 2.7).

The relationship between Participant and Coach Development Models, and coaching demand and supply, are explored in more detail in Sections 3.2 and 4.2 respectively.

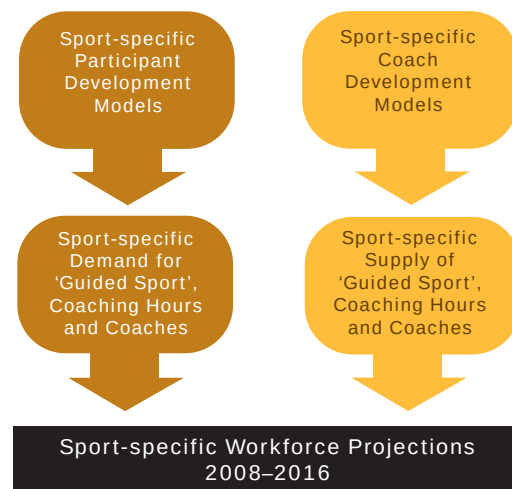


Figure 2.7 The link between Participant and Coach Development Models and workforce auditing and planning

Key Measures – in terms of the data and projections presented in this document – a number of key measures have been identified.

Guided Sport and Coaching Hours Per Week – the guided/coaching hour is central to the workforce auditing and planning approach offered. A guided/coaching hour is where one hour of guided sport/coaching takes place – with one or more coaches/leaders/others – providing guided sport, coaching, and leading sessions with one or more participants. The ‘coaching hour’ is preferred to ‘number of coaches’ as the key building block because it is possible for a coach to provide a range of coaching hours per week. For example, 20 coaches could provide one hour per week, or one coach could provide 20 hours per week. However, it is recognised that most governing body planning still operates on the basis of individual coaches rather than coaching hours. The document also provides, where appropriate, data on coach numbers and on the contributions of volunteer, part-time paid and full-time paid coaches.

Coaching group size, coaches per group, and participant–coach ratios – these three interrelated concepts provide more detail about what is happening within each coaching hour. Group size – research suggests that the average coaching group contains around 10 participants – this ranges from coaching sessions that have just one participant in individual sports, to sessions which have 20 or more participants in team sports (see Section 3.4). ‘Coaches’ per group – research also suggests that each coaching session may have one or more coaches/other individuals present, for example there might be a group of 20 participants in a Saturday morning coaching session with a head coach, two assistant coaches and a parent-helper present. A great deal of what is new in the *Coaching Workforce 2009–2016* document concerns breaking down the rather vague notion of the ‘workforce’ into its constituent parts – ‘coaches’, ‘coaching assistants’, ‘leaders’, ‘parents’, etc.

Participant–coach ratios – with information on group size and coaches per group, a calculation can be made about participant–coach ratios, for example if there are 20 participants in the session and two coaches, this is a ratio of 10:1. Many governing bodies and other agencies provide good practice guidelines for participant–coach or participant–teacher ratios, which can be used to establish targets and projections.

Take-up and intensity of coaching hours per week (Demand) – the research allows the estimation of the take-up of participation and

coaching by children and adults in the average week (*take-up*), as well as the number of hours participation and use of coaching in that week (*intensity*). For example, a young person who is not currently participating may be encouraged to participate for one hour per week through the provision of a local coaching opportunity (*take-up*). Another young person may already be receiving three hours coaching per week but wishes to increase this to 10 hours per week to become more talented and competitive (*intensity*).

Age group and intensity provide information on pathway – combining aggregate information on coaching take-up and intensity in specific age groups provides a method for calculating information on the participant populations’ current choice of pathway. For example, an adult who participates/receives coaching for one hour per week could be argued to be in the ‘Sustain Participation’ segment and potentially require the services of a ‘Participant Coach’. A 15-year-old who participates/receives coaching for 10 hours per week could be in the ‘Talent Development’ segment and should require the services of a ‘Performance Development Coach’. In this way, it is possible to calculate what coaching is being used in an average week, and to compare that against government targets and good practice prescriptions. This provides a framework for determining the number and type of coaching hours required during the period 2009–2016.

Provision of coaching per week (Supply) – the research allows the calculation of the number of active coaches in the UK coaching workforce, and the number of hours, on average, they deliver coaching per week. For example, the latest research evidence suggests that volunteer coaches coach, on average, for about 3 hours per week, part-time paid coaches for 4 hours per week, and full-time paid coaches for 34 hours per week.

Developing the Projections – The Gap Between Demand and Supply – using the building blocks identified above, it is possible to understand the scale and shape of the coaching workforce in 2008, and to make projections in the years through to 2016 (Figure 2.8). The projections are based on identifying the coaching implications of government targets and good practice prescriptions, identifying what coaching is occurring currently and calculating the difference. This is the basis of the work presented in the following sections.

Demand	Supply
Number of Participants Demanding Coaching	Number of Coaches Providing Coaching
Number of Coaching Hours Required	Number of Coaching Hours Provided
Gap Analysis Identification of Coaching Workforce (Projected and Planned)	
Children's Coaching, Participation Coaching, Performance Coaching, High Performance Coaching; Qualification Level and Expertise – unqualified, Levels 1–4, novice to expert; Voluntary, Paid Part-time, Paid Full-time	

Figure 2.8 Using key measures of demand and supply for projected and planned coaching workforce

An Evolving System – at this stage of system development, the Participant and Coach Development Models are aspirational – that is, they provide the tools for reflecting on the structures and organisation of participant and coach development in 2008, which if used appropriately will lead to the development of world-leading systems by 2016.

The same applies to coaching workforce auditing and planning – the participant and coaching research, which has been used to underpin the data and projections in this document, reflects the quantities, qualities and labels used in 2008. The Participant and Coach Development Models can then be used to reflect on this data, and to steer the projections from 2009 to 2016. The Participant and Coach Development Models will increasingly influence the coaching workforce auditing and planning process, as the workforce, the language used to describe the workforce, and data collection systems evolve.

Coaching Workforce Auditing and Planning – Application

Building a data management system: short-term consultations and developments to longer-term infrastructure – as Section 6 highlights – the collection, management and use of coaching information and data remains relatively embryonic in coaching and amongst most governing bodies.

In November 2008, sports coach UK released a consultation document, 'Action Plan for the Management of Coaching Data in the Context of a Strategy to Support, Register and Licence Coaches'. The document highlights the importance of developing a data management system, which can coordinate coach recruitment, deployment, support, qualification, registration, licensing and tracking, and sets out the issues and preliminary agenda for building such a system. The importance of partner understanding, buy-in and investment in this area cannot be overstated.

At the same time, sports coach UK has been working with partners – Home Country Sports Councils, governing bodies of sport and sports consultancies – to begin to scope the measures, methodologies and tools which may underpin the development of such a system (see Appendix Two). This approach will make provision for a core set of data fields across all centrally funded coaching programmes and within governing bodies.

System design is built around the following components – measures, methods, storage and analysis.

The *measures* are the key indicators or information required to understand and manage the coaching workforce – for example, coaching hours demanded, coaching hours supplied – and these are subject to continual refinement until a robust approach is identified and partners' buy-in and sign-off are achieved.

The *methods* are the approaches used to collect information from key stakeholders – participants, coaches, governing bodies, the coaching support network and other agencies. For example, a great deal of the current work has been concerned with looking at the merits of using a paper-based questionnaire approach, against a web-based approach, for collecting information from coaches. In the longer term, there will clearly be a push towards the latter, not least because of the implications for data cleanliness, currency and its connections to databases and other *storage* systems.

Storage concerns the tools used to consolidate, clean and report on the data collected. Many sports use simple spreadsheet systems to enter and analyse information. As just noted, longer-term developments may be more likely to embrace web-based database approaches. There are also significant issues to address concerning ‘connectivity’ between systems and the need for an integrated approach to the management of coaching data. An analysis of governing bodies’ current data storage systems is provided in Section 6.

Analysis concerns building capacity amongst partners to utilise the data collected in the appropriate strategic and operational contexts. Though data collection occurs fairly routinely in the sporting industry, its use still remains fairly limited. This issue clearly needs to be addressed if a more evidence-based approach to coach system building and delivery is to occur.

A phased approach to workforce auditing developments – a key feature of the sports specific work undertaken by sports coach UK, with selected governing bodies and sports consultancies, has been the decision to use a phased approach. As Section 4 highlights, coaches work in a variety of settings – governing body networks, coaching support networks, and in other settings such as youth clubs and holiday camps. The decision was made to undertake development work initially with governing body networks – clubs, squads, academies – before moving on to the wider networks as the work evolves. The focus on governing body networks is reflected in the sport-specific projections provided in Appendix 4.

Consolidating and disseminating ‘good practice’ – the lessons, and good practice recommendations, to emerge from this work are continually being consolidated and refined to develop a robust coaching workforce auditing methodology that will be made available to governing body practitioners and others (see Future Directions and Next Steps in Section 7).

2.6 Summary

A participant needs led approach is seen as being central to the development of a world-leading coaching system.

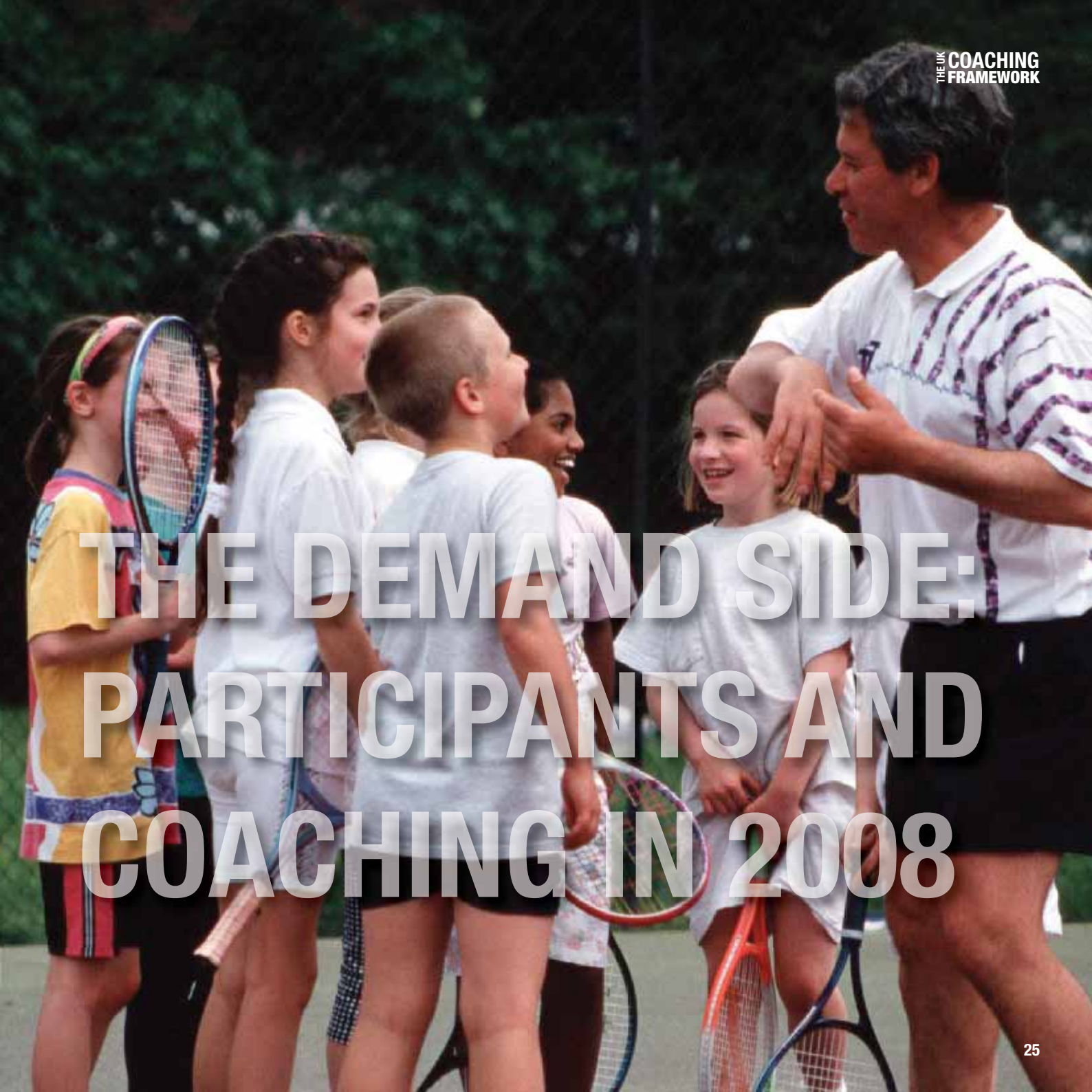
The starting point for system building is the development of a Participant Development Model - the generic model is underpinned by the following principles: an individual needs led approach, inclusiveness around a broad range of sporting objective, recognition that participant needs change at difference ages/stages, utilisation of a segmentation approach, and benefits from applying the generic model in a sport specific setting.

The Participant Development Model can be used to think about sports and coaching system design including sports environments (eg clubs), competition and workforce. It can be used to inform the coaches’ curriculum (around what participants need, as well as their capabilities), and enables the identification of coaching population roles - children’s coaches, participation coaches, performance coaches, and high performance coaches.

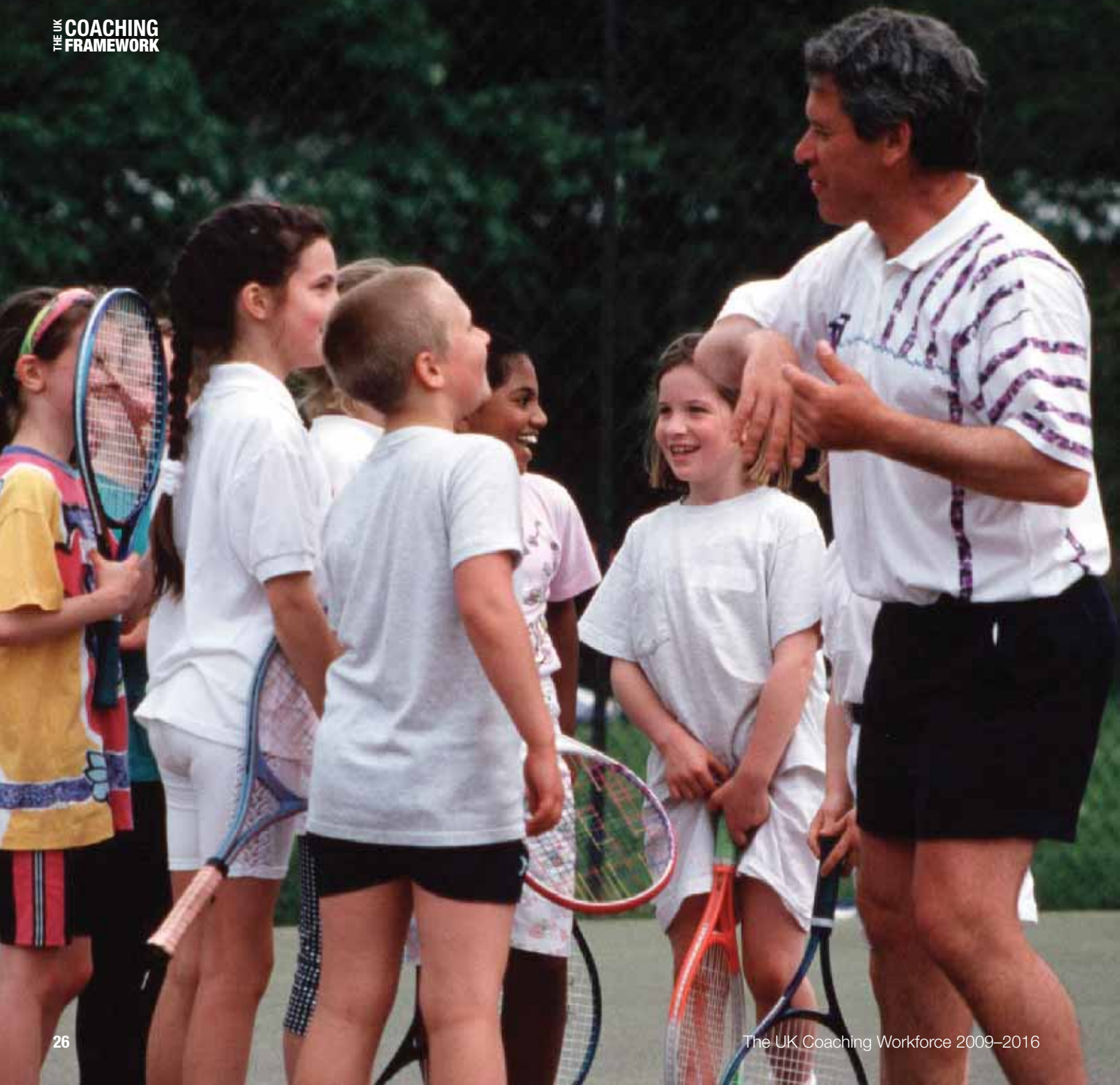
The Coach Development Model provides a tool for thinking about the development of these coaches; like the Participant Development Model, the generic model advocates an individual needs led approach, inclusive opportunities for a broad range of coaches coaching different participant groups, and from different backgrounds, and a long term ‘staged model’. Like the Participant Development Model the Coach Development Model as uses a segmentation approach, and benefits from applying the generic model in a sport specific setting.

The Coach Development Model can be used to think about coaching system building across all five Strategic Action Areas of the UK Coaching Framework - Frontline Coaching, Support for Coaches, the development of Professionally Regulated Vocation and workforce auditing and planning. This latter application is central feature of this document.



A male tennis coach with dark hair, wearing a white polo shirt with purple and black patterns and black shorts, is interacting with a group of young tennis players. The players, mostly children, are wearing white tennis shirts and holding tennis rackets. They are standing on a tennis court with a green fence and trees in the background. The coach is gesturing with his hands as he speaks to the group.

THE DEMAND SIDE: PARTICIPANTS AND COACHING IN 2008



3. THE DEMAND SIDE: PARTICIPANTS AND COACHING IN 2008

3.1 Introduction

The UK public's participation in sporting activity is now widely recognised as conferring significant benefits including health, well-being, social inclusion, personal excellence and high performance.

The importance of sport in delivery against a wide range of agendas has been reinforced by governments across the UK who have set partner agencies – UK Sport, Home Country Sports Councils, governing bodies, regional and sub-regional agencies – targets to increase participation and improve performance across all age groups and pathways.

Coaching is increasingly seen as a central contributor, enabler and catalyst in achieving these outcomes¹³. That is, coaches can be used to increase and sustain participation, and are seen as crucial for athletes/players wanting to develop and achieve high performance.

This section considers each home countries' targets for participation and performance in 2008, and provides evidence on the role 'guided sport' and coaching plays in achieving these targets. This section focuses particular attention on the different types of 'guided' activity participants are involved in – not all of which involves coaches, but other types of 'leadership' roles (see Section 1).

3.2 Home Country Targets for Sports Participation and Performance

The information on home country targets for sport is extracted from the following strategy/policy documents:

England	Sport England Strategy 2008–2011	June 2008
	Physical Education (PE) and Sport Strategy For Young People	January 2008
Northern Ireland	Strategy for Sport and Physical Recreation for Northern Ireland	Awaiting sign off for publication
Scotland	Curriculum for Excellence	Forthcoming
	Reaching Higher – Building On The Success Of Sport 21	2007
	Coaching Scotland Report	2007
Wales	Climbing Higher – The Welsh Assembly Government Strategy for Sport and Physical Activity	January 2005
	One Wales: A Progressive Agenda for the Government of Wales	June 2007
	Sports Council For Wales – Corporate Plan 2009–2012	December 2008
UK	UK Sport 2007 Annual Review	January 2008

These documents identify targets for children, participation, performance and high performance (Table 3.1). Other targets, for example, for facilities and economic benefits, have not been included in this document because they are less directly relevant to the workforce arguments and projections.

Table 3.1 Home country targets for children, participation, performance and high performance

Home Country	Children	Participation
England	- The 'five-hour offer' for all 5–16-year-olds – to increase the number of 5–16-year-olds taking part in at least two hours of high-quality PE and sport at school each week; and create new opportunities for them to participate in a further three hours each week of sporting activity, through school, voluntary and community providers. - Create new opportunities for all 16–19-year-olds to participate in three hours each week of sporting activities through their colleges and local clubs. - A key outcome will be increasing participation in NGB-accredited clubs to a third of all 5–16-year-olds by 2010. - Engage more 5–19-year-olds in sport through a variety of projects including Step into Sport, School–Club Links and the Sport Unlimited programme.	1 million people doing more sport by 2012–13; aiming for an increase of 1.25m. - Reduce the 'drop-off' in sports participation between 16 and 18 in at least five sports by 25% by 2012–13 - A quantifiable increase in satisfaction.
Northern Ireland	By 2014, to provide every child in Northern Ireland over the age of 8 years with the opportunity to participate in at least two hours per week of extracurricular sport and physical recreation.	- By 2012, to have stopped the decline in adult participation in sport and physical recreation. - By 2018, to deliver at least a three percentage points increase in adult participation rates in sport and physical recreation (from the 2011 baseline). - By 2018, to deliver at least a six percentage points increase in women's participation rates in sport and physical recreation (from the 2011 baseline). - By 2018, to deliver at least a six percentage points increase in participation rates in sport and physical recreation among socio-economically disadvantaged groups (from the 2011 baseline). - By 2018, to deliver at least a six percentage points increase in participation rates in sport and physical recreation among people with a disability (from the 2011 baseline). - By 2018, to deliver at least a six percentage points increase in participation in sport and physical recreation among older people (from the
Scotland	All school children taking part in at least two hours of high-quality physical education classes a week.	By 2020, to have 60% of adult Scots taking part in sport at least once a week.
Wales	- All children of primary school age will participate in sport and physical activity for at least 60 minutes, five times a week. - All primary schools will provide a minimum of two hours of curricular-based sport and physical activity per week. - At least 90% of boys and girls of secondary school age will participate in sport and physical activity for 60 minutes, five times a week. - All secondary schools will provide a minimum of two hours of curricular-based and one hour of extracurricular sport and physical activity per week.	- Raise levels of participation in sport and physical recreation. - Create a culture where sport and physical recreation is part of an adult's everyday life. - Our ambition is for a nation where everyone gets their recommended 30 minutes of exercise five times a week and attends sporting clubs. - In the next 20 years, Wales will match the best global standards for levels of sport and physical activity, defined, for adults, as at least 5 x 30 minutes of moderate intensity physical activity per week. To achieve this, we need an annual increase in overall adult physical activity levels of at least one percentage point per annum.
UK		

Table 3.1 (continued)

Performance and High performance

- Improve talent development systems in at least 25 sports.
 - Increase talent pool.
 - Appropriate systemic and quantitative measures – for example, regarding the size and quality of the talent pool immediately below the elite level – will be put in place during the NGB 2009–13 commissioning process. We will report on progress every six months.
-
- By 2010, to have a fully operational Sports Institute that supports 100 athletes per annum to achieve 70% of their agreed annual performance targets.
 - By 2010, to win at least five medals at the Delhi Commonwealth Games.
 - By 2014, to win at least five medals at the Glasgow Commonwealth Games.
 - By 2018, at least 100 Northern Ireland athletes to have attained medal success at the highest level in their sport including European, World and Olympic/Paralympic level.
-
- Welsh Olympians will win at least 15 medals over the course of the Olympics from 2004 to 2024.
 - The Welsh Paralympians will maintain their outstanding Sydney 2000 and Athens 2004 medal-winning performances.
 - Wales will win, on average, two medals per sport at the Commonwealth Games.
 - These will include new medals in team sports, such as netball and hockey and in sports linked to the natural Welsh environment. In each case, medallists will be broadly comparable across genders.
-
- 4th position in London 2012 Olympics Final Medals Table, and to win more medals than in Beijing 2008.
 - 2nd position in London 2012 Paralympics Final Models Table, and to win more medals than in Beijing 2008.

Home County Targets – A ‘UK Overview’

The Participant Development Model provides a framework to situate the home countries’ participation and performance targets.

For example, targets related to children’s extracurricular, foundational learning and participation can be situated in the ‘Active Start’, ‘FUNdamentals’ and ‘Learning to Play and Practice’ segments. Adult participation and performance can be situated in the ‘Developing and Sustaining Participation’ and ‘Developing and Sustaining Performance’ segments. Targets for talent development and high performance can be situated in the ‘Talent Development’ and ‘High Performance’ segments respectively.

As Section 2 suggests, the Participant Development Model provides a framework for analysing, and planning for, participants’ needs, particularly in terms of the activities, environments and workforce. In this sense, **the Participant Development Model can be seen as providing a means to consider current and future demand** in relation to participation and performance targets, and to model the requirements for guided sport and coaching (Table 3.2).

Table 3.2 uses the segments identified through the Participant Development Model to situate home country participation and performance targets. For example, most of the home countries agree on the target of one-hour extracurricular time in a school setting and this is situated in the children’s segments. The home countries have also established aspirational targets for children’s community participation and adult participation, and these have been situated in the ‘Participation’ and ‘Performance’ segments. Good practice recommendations for talent and high performance sport have also been considered.

This Participant Development Model ‘UK-wide view’ of participation and performance targets is *merely illustrative* but should be seen as one part of an evolving argument linking aspirational participation and performance targets and coaching. Table 3.2 does not in any way prejudice or supersede the targets expressed by individual home countries.

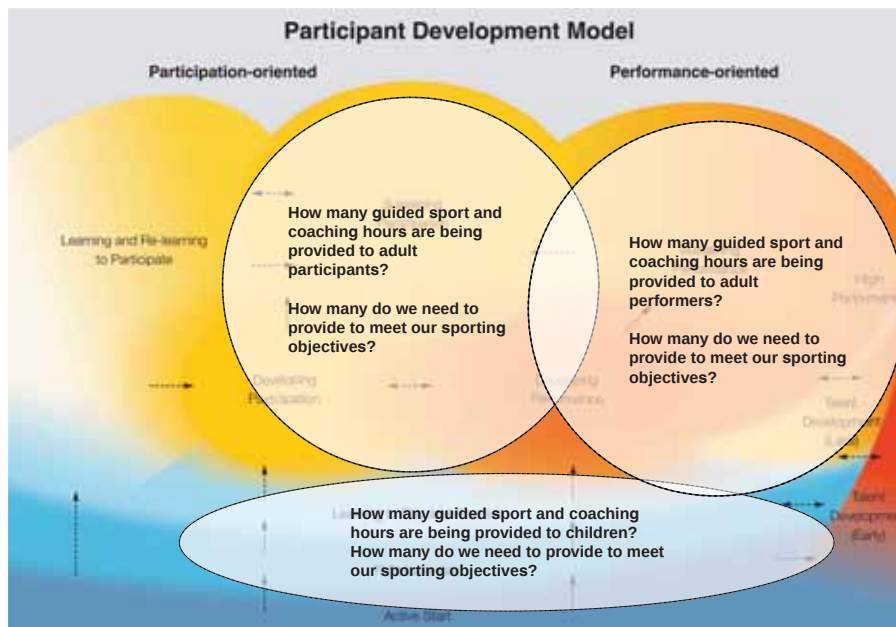


Figure 3.1 Using the Participant Development Model to identify demand for guided sport and coaching hours

3.3 Participation and ‘Guided’ Sport in the UK

Participation in the Last Week

Although there are many different ways to define sports participation, for example in relation to activity (ie whether an activity counts as a sport or not), frequency (ie number of times per year, per month, per week, etc.) and intensity (ie light, moderate, heavy, etc.), the document adopts the simple measure **‘sports participation at least once in the last week’**.

This measure provides slightly different results to the primary indicators used by the home countries, for example 3 x 30 minutes per week in England¹⁴, and 5 x 30 minutes per week in Wales¹⁵. However, it provides a mechanism to make comparisons across the UK, particularly in relation to understanding how participation relates to coaching. It is also important to note that the results from the ‘once in the last week measure’ are consistent with the results from the above home country approaches¹⁶.

Results from sports coach UK research (see Appendix Two) suggest that about **two-fifths of the UK population (38%) participated in sport ‘at least once in the last week’** at the time the surveys were commissioned (autumn to early winter during term-time 2008). As expected, there were significant differences between children (82% participated in the last week) and adults (31% participated in the last week). This equates to about 22 million ‘regular’ participants across the UK, including 7 million children and 15 million adults (Table 3.3).

‘Guided Sport’ in the Last Week

Just as it has taken many years to refine measurements of participation, policy makers and researchers are still trying to tackle the issue of measuring ‘guided sport’ including coaching.

This document has attempted to increase the sophistication of our understanding of what is meant by ‘receiving coaching’ and who the providers of this coaching are (see Section 1 and Appendix One). Past survey designs have asked individuals, for example, whether they have received ‘instruction’, ‘tuition’ and ‘coaching’, and though respondents appear able to comment on whether an individual has ‘led’ or ‘guided’ a session, they appear less able to say who these individuals are, what their titles/labels are, and what qualification they have to undertake this role.

The research used to inform the results in this document asked respondents whether they had received ‘instruction or coaching’, for example, but then asked a number of supplementary questions about

where this instruction or coaching took place, who did it, and so on to build up a more detailed and informed picture of the ‘led’ or ‘guided’ sport which is occurring in the UK currently. Using the broad definition – that is, any sporting session organised, led and, in the case of children, safeguarded by an individual or individuals – irrespective of the latter’s suitability or qualification to take the session – in an extracurricular, community sport, performance, talent and high performance context – the results suggest that **about one in eight of the UK population (13%) took part in ‘guided sport’ in the last week** (not including curriculum PE provision). Again, there were significant differences between children (50% in the last week) and adults (7% in the last week). This equates to about 8 million participants regularly receiving guided sport across the UK, including 4.5 million children and 3.5 million adults. The results suggest that, currently, guided sport and coaching is a significant activity for children and a minor activity for adults (Table 3.3).



**Table 3.2: ‘Guided Sport’ in the UK: Government targets and good practice prescriptions (in 2016)
in three populations – children, adults, and talented and high performing athletes**

	Children				Adults			
	Extracurricular Activity		Foundation/Community Participation		Participation		Performance Competition	
Age bands	Hrs	%	Hrs	%	Hrs	%	Hrs	%
5 years	1	100	2	99	-	-	-	-
6-8 years	1	100	2	98	-	-	-	-
9-11 years	1	100	2	97	-	-	-	-
12-14 years	1	100	2	85	-	-	6	10
15-16 years	1	100	2	80	-	-	6	12
17-21 years	-	-	-	-	1.5	12	5	12
22-29 years	-	-	-	-	1.5	9	5	8
30-39 years	-	-	-	-	1.5	6	4	6
40-49 years	-	-	-	-	1.5	5	4	4
50-59 years	-	-	-	-	1.5	3	3	2
60-69 years	-	-	-	-	1.5	1	2	2
70 and over	-	-	-	-	1.5	1		

Table 3.2 (continued)

Talented and High Performing Athletes

Talent Development (Early and Late Specialisation)		High Performance	
Hrs	%	Hrs	%
6	1	-	-
7	2	-	-
8	3	12	<1
10	5	14	<1
12	8	16	<1
12	8	18	<1
14	2	18	<1
12	1	15	<1
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

Table Notes:

General:

All % figures relate to 'Guided sport' – that is, where the sporting session is led by a coach, leader, other – see Section 1.

To provide a suitable platform to illustrate the Coaching Workforce methodology, the home country targets have been smoothed to reflect a UK composite picture. Given the high aspirational nature of the targets – especially those related to children, performance and talent development (see Section 5 for the implications) – the timescales have been moved to 2016 to reflect the end of the 'Transforming the System' stage. In the two instances where home country targets extend beyond this period, ie to 2018 for Northern Ireland, and 2020 for Scotland, the 2016 target is consistent with these longer-term ambitions.

Further details in relation to each population are provided below.

Note: there is an increasing sense of realism in target setting in the home countries given historical participation trends.

Extracurricular:

Though Sport England and the Youth Sport Trust have recommended two hours per week for 30% of children, the general consensus amongst the remaining home countries (with the exception of Scotland) is for one hour extracurricular provision per week. For the purposes of this work, the more conservative target has been adopted.

Foundation/Participation:

Children – in England, the two hours 'community' provision makes up the 'five-hour offer' for 5–16 year olds; similar targets are proposed by the Sports Councils in Northern Ireland, Scotland and Wales.

Adults – in England, there are targets for a 'three-hour offer' for 17–21 year olds, and 1.5 hours per week for 22–29 to 70 years and over. This sees participation increasing broadly by 200,000 per year. There are also targets for reduced drop-off for 16/17 years olds of 25,000 per year. Northern Ireland, Scotland and Wales have slightly different targets for community and adult participation sport, for example in Scotland there is a target to have 60% of adult Scots taking part in sport at least once a week by 2020, and in Wales a 1% increase year on year for participants undertaking 5 x 30 minutes of sport per week. The targets established in the table mainly reflect England targets but are broadly representative and aspirational for all four home countries.

Performance/Competition and Talent Development:

This data has been calculated using recommendations from the following research – European Union (2008) Study on Training in Young Sportsmen/Women in Europe, Final Report, June.

High Performance:

This data has been compiled based on recommendations from UK Sport, sports coach UK's High Performance Coaching Team, and data from the UK Sport Athlete Survey (SIRC (2008) UK Sport Survey of World Class Athletes 2007 Overall Report, UK Sport, June).

Table 3.3 Participation and guided sport 'at least once in the last week' in 2008: Percentage and totals

	Participated in Sport 'at Least Once in the Last Week'		'Guided Sport at Least Once in the Last Week'	
	%	Total	%	Total
5 Years	82	544,316	49	352,262
6-8 Years	86	1,759,990	58	1,186,970
9-11 Years	89	1,930,655	61	1,320,921
12-14 Years	84	1,881,622	46	1,035,302
15-16 Years	65	1,027,670	31	493,861
Children Total	82	7,144,253	50	4,362,316
17-21 Yrs	48	1,934,058	17	687,816
22-29 Yrs	41	2,615,328	11	691,552
30-39 Yrs	37	3,109,674	7	631,204
40-49 Yrs	31	2,752,009	7	583,384
50-59 Yrs	26	1,959,236	5	373,900
60-69 Yrs	24	1,458,574	4	266,002
70 Yrs and Over	15	1,090,597	2	126,114
Adult Total	31	14,919,476	7	3,359,973
TOTAL	38	22,063,729	13	7,722,288

Source: 5–8 years survey, 9–15 years survey, adult survey, sports coach UK (2008).

Note: for 5–16 year olds, the participation figures include PE; the 'guided sport' figures exclude PE.

Making Sport Happen – Participation and 'Guided Sport'

The evidence speaks for itself – **of the 22 million individuals across the UK who regularly participate in sport, 8 million, or a third (36%), do so with contact with a coach, leader or instructor.** This invites two observations – first, that guided sport helps to facilitate participation for up to a third of current participants and, second, that guided sport will play an important role in any future participation increases. An assumption is made in the document that guided sport will account for about a quarter (25%) of future participation increases.

The relationship between participation, guided sport and age is highlighted in Figure 3.2. This shows a clear correlation between

participation and guided sport across all of the age bandings. The results suggest that both participation and the use of guided sport peaks in the 9–11 years of age banding and declines dramatically after that point. For example, participation and the use of guided sport drops from 89% and 61% respectively for 9–11-year-olds to 65% and 31% for 15–16-year-olds.

Something is happening after the 9–11 years age range that is resulting in children and adults turning away from regular sport in significant numbers. The reasons will likely relate to the children's personal situations – physical, psychological and social development – but may also relate to the quantity and quality of sporting opportunities available including coaching. Unpacking this issue will be an important subject for future research.

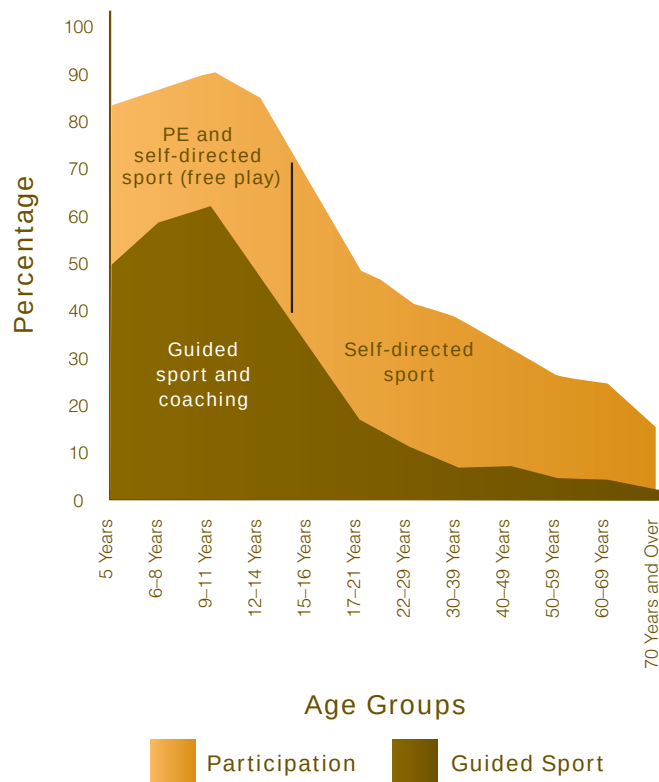


Figure 3.2 Participant and guided sport at least once in the last week

The link between participation and guided sport amongst adults is shown in Table 3.4. The results suggest that the more frequently an adult participates in sport – for example, at least once a year, once in the last month, once a week – the more likely they are to receive support from a leader, coach or other. More research is required on the direction of causality, ie does increased participation bring about more demand for more guided sport, or does increasing the supply of guided sport bring supported participation?

An issue that merits further analysis is the relationship between the availability of guided sporting hours and participation in the wider sporting community. Figure 3.2 illustrates that such a relationship may exist ($\rho=0.397$ at 0.01 for adults only). It may well be the case that the effects of guided sport extend beyond participants in the sessions provided by coaches and leaders, in that there are both knock-on and lasting effects. 'Knock-on' effects may relate to the role that participants in those sessions play in supporting/enticing others to take part or where the environment for participation has been created through the provision of guided activity (take the scenario in a fitness club where many participate on a self-directed basis, supported by the anchor of the facility and the availability of fitness instructors). The 'lasting' effects element of this hypothesis is that participants who take part in guided sport are equipped with the skills and confidence to extend their participation on a self-directed basis. Further investigation of these concepts is recommended.

Table 3.4 Participation and guided sport among adults in 2008: Percentage

	Received Guided Sport in Last Year	Received Guided Sport in Last Month	Received Guided Sport in Last Week
All adults (non-participants and participants)	14	9	7
Participated in last year	27	18	14
Participated in last month	32	23	17
Participated in last week	35	27	22

Source: Adult survey, sports coach UK (2008).

3.4 Guided Sporting Hours

In the previous section, it was shown that around 8 million participants received guided sport and coaching at least once in the last week. However, the involvement of participants in guided sport and coaching varies significantly from one individual to another. An elite athlete may receive 20 hours of coaching per week, whereas an individual attending a recreational squash session may receive 40 minutes per week.

It is, therefore, not only important to understand the use of guided sport and coaching using a simple measure such as at least once a week ('take-up'), but also to understand the varying number of hours per

week that individuals accessing guided sport or coaching undertake ('intensity').

Guided Hours Per Week – Individual Hours Received¹⁸

The results of sports coach UK research suggest that participants, who regularly receive guided sport, receive, **on average, 3.4 hours per week** (Table 3.5). This varies with age with younger and older participants receiving fewer hours, for example 2 hours per week for 5-year-olds, and 2.1 hours per week for 60–69-year-olds, and teenagers receiving the most hours (for example, 6 hours per week for 15–16 year olds, and 5.1 hours 17–21 year olds).

Table 3.5 Guided sport hours per week: Average hours per week by age			
	Total Receiving Guided Sport in the Last Week	Total Individual Hours of Guided Sport Per Week	Average Guided Hours Per Week
5 years	325,262	665,460	2.0
6-8 years	1,186,970	3,202,773	2.7
9-11 years	1,320,921	4,548,556	3.4
12-14 years	1,035,302	4,266,895	4.1
15-16 years	493,861	2,940,703	6.0
17-21 years	687,816	3,508,073	5.1
22-29 years	691,552	2,515,705	3.6
30-39 years	631,204	1,779,177	2.8
40-49 years	583,384	1,495,219	2.6
50-59 years	373,900	776,197	2.1
60-69 years	266,002	568,755	2.1
70 and over years	126,114	293,458	2.3
Total	7,722,288	26,560,971	3.4

Source: 5–8 years survey, 9–15 years survey, adult survey, sports coach UK (2008).
Note: figures for 'guided sport' exclude PE.

Table 3.6 shows the percentage of participants receiving different intensities of guided sport per week by age. The table has been compressed from a more comprehensive table (see Appendix Three, Table A3.1) to show the broad trends by age group¹⁸. The results provide more evidence of the increased intensity of guided sport in the 9–16 years age range. The table also shows the gradual reduction in guided sport take-up and intensity, as participants get older.

Table 3.6 Guided sport hours per week: % of participants receiving different intensities of guided sport by age				
	0 Hrs	0–1.99 Hrs	2–4.99 Hrs	5 Hrs +
5 years	51	24	18	7
6-8 years	42	27	23	8
9-11 years	40	23	26	10
12-14 years	54	16	18	12
15-16 years	64	7	18	11
17-21 years	83	5	7	5
22-29 years	89	3	5	2
30-39 years	93	4	3	1
40-49 years	93	4	2	0
50-59 years	95	3	2	0
60-69 years	96	3	1	0
70 and over years	98	1	1	0

Source: 5–8 years survey, 9–15 years survey, adult survey, sports coach UK (2008).

Note: figures for 'guided sport' exclude PE; some rows do not add up to 100% due to rounding.

Guided Hours Per Week - Hours Provided

Although UK participants received about 26.5 million ‘individual’ hours ‘in the last week’, this figure does not take account of the fact that most coaching sessions are shared - with one, two or three coaches and leaders providing coaching to many more participants.

An interesting finding from the research was that current group sizes were very similar to those prescribed as best practice, for example, by Ofsted. **The results suggest that, on average, group sizes were about 10 participants, serviced, on average, by 2.7 ‘guiders’, giving an average participant:coach ratio of 3.7:1.** The figures for coached sport were slightly different - the results suggest that, on average, group sizes were about 10 participants, serviced, on average, by 2.9 coaches, giving an average participant:coach ratio of 3.31:1 (Figure 3.3). This reflects, it is argued, the differences between coaching provision in individual sports pathways and age/stages - for example, some coaches coach 1:1 (for example, in golf), whereas other coaches coach 10 or more:1 (for example, in some team sports). These ratios also reflect a population of 400-600,000 qualified and experienced coaches (see Section 4.4) providing co-coaching, observation and mentoring opportunities to around 500,000 assistant coaches, pre-coaches and helpers.

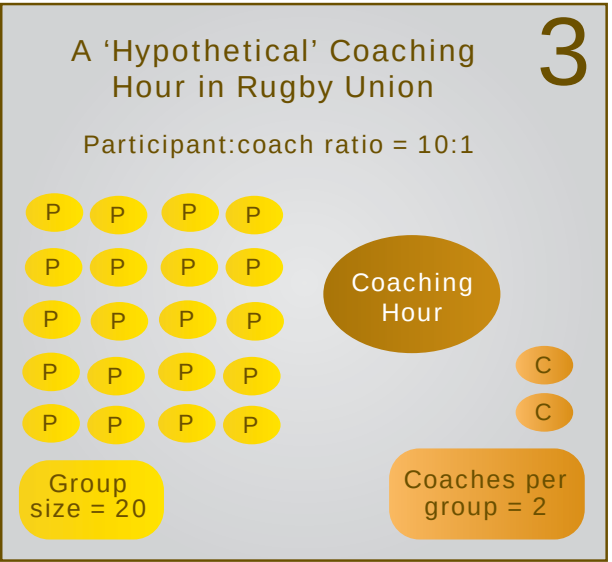
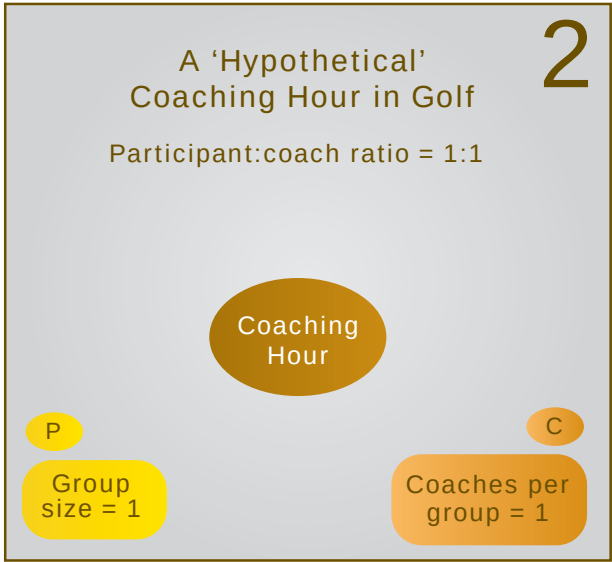
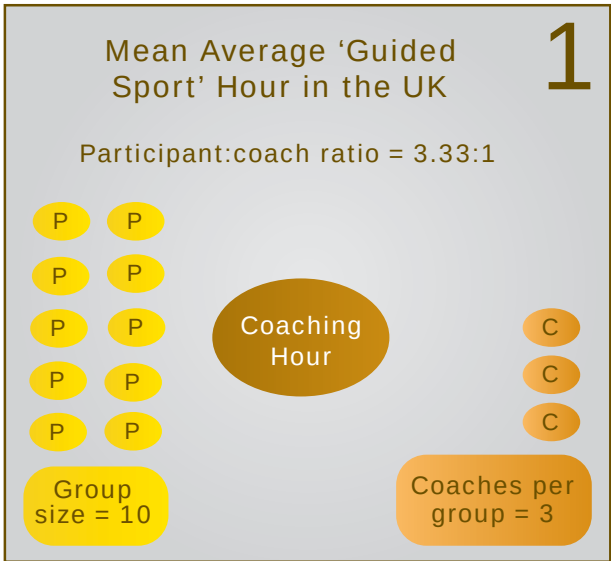


Figure 3.3 Group size, ‘coaches’ per group, and participant coach ratios

Guided sport take-up, intensity and group size data provide the basis for making estimates of 'guided hours provided' in the UK in 2008. The results suggest that the participants are receiving 2.75 million guided sporting hours per week (excluding PE)¹⁹. The results suggest that a significant majority of these hours are targeted at children and young people, for example three-fifths (61%) of hours are targeted at 5–16-year-olds, and three-quarters (74%) at 5–21-year-olds (Table 3.8) – this is 1.7 and 2 million hours per week respectively.

The results provide a breakdown of guided sporting hours per week by population and pathway. The results suggest that about half (48%), or 1.3 million hours per week, are targeted at children's foundational and participation pathways in extracurricular or community settings and about one in six (16%), or 440,000 hours, in an early or late talent development setting.

Table 3.8 Guided sporting hours in the UK in 2008 by age group, three populations and five pathways

	Children		Adults		Talent	
	Extracurricular	Children's Foundation	Adult Participation	Adult Performance	Talent Development	Total
5 years	29,664	41,073	-	-	12,446	83,182
6-8 years	159,243	183,545	-	-	57,558	400,347
9-11 years	197,142	192,110	-	-	72,893	462,145
12-14 years	140,935	156,817	-	95,022	37,685	430,458
15-16 years	92,276	119,948	-	47,793	37,836	297,854
17-21 years	-	-	19,351	177049	165,114	361,513
22-29 years	-	-	20,503	186340	42,864	249,706
30-39 years	-	-	27,150	128168	16,061	171,379
40-49 years	-	-	32,197	107665	-	139,863
50-59 years	-	-	17,657	54665	-	72,323
60-69 years	-	-	17,036	34728	-	51,765
70 and over	-	-	7,462	19645	-	27,107
Total	619,260	693,493	141,357	851,075	442,456	2,747,641

Source: 5–8 years survey, 9–15 years survey, adult survey, sports coach UK (2008).

Note: figures for high performance were not discernable from the national survey data, and no comparable figures are available from UK Sport, or collectively through the governing bodies.

The results also suggest that there is a relatively healthy number of guided hours occurring in the 'performance' club competition environment with a quarter (31%), or 850,000 hours, per week in this setting. These hours appear to be particularly targeted at 17–39 year-olds. Finally, there is a relatively small number of guided hours occurring in the adult participation environment relative to the potential marketplace with only 1 in 20 (5%), or 141,000 hours, in this setting.



Coaching Hours Per Week

'Guided sport' includes sessions provided by many different types of individuals – 'coaches', leaders, fitness instructors, helpers and others (see Sections 1 and 4.3). This tapestry, or patchwork, of individuals – depending on the perspective taken – enables the 2.75 million guided sporting hours per week to be delivered. Furthermore, this complex assortment of individuals and roles is likely to play a key role in provision in the future.

But what role does 'coaching' play in this, and what about the quality of this provision? The value of the demand side calculations and projections is that policy makers are informed about current provision and ultimately can make decisions about future policy and investment. The current provision is being delivered by a 'profile' of individuals with different qualifications and experience. Moving towards government targets will require some consideration of this profile and what changes, if any, should be encouraged and put in place for the future.

In relation to the coaching workforce, what role do qualified coaches play currently and in the future? This document adopts a pragmatic definition of 'coaching' related to types of participants coached, and the place and frequency of coaching (see Appendix One for more details). The results suggest that, of the many individuals who currently provide 'guided sport', three fifths (61%) of the hours are provided by what many in the industry would generally understand as coaching. Thus, it is estimated that **participants receive about 1.68 million hours from coaches per week**. This includes provision by assistant pre-coaches, coaches and head coaches (see Section 4 for more details).

In the context of the UK Coaching Framework, this is very important information because it helps to make sense of the complex guided sport 'marketplace' and coaches' current role within it. It also helps to understand the scale of 'real coaches' activity so that partner agencies can appropriately plan and resource future work. The data also poses some interesting and important questions – how do we build a system to reflect this multiplicity of roles? Who are the 'coaches', 'leaders', 'fitness instructors', etc? What qualification do they have to provide this sport? What is the quality of the experience the participants receive given the background, knowledge and skills of these individuals, and what checks are they subjected to?

3.5 Consolidating Home Country Targets, Good Practice Guidelines and 2008 Data

A 'UK view' of home country targets and good practice guidelines for participation and performance was outlined in Section 3.2/Table 3.2. Evidence from sports coach UK research presented in this section provides a basis for understanding the current 'state of play' in relation to these targets in 2008.

The results suggest that there is a considerable amount of work to be done to meet the home countries' targets and good practice prescriptions. For example, no more than a third of children in the UK are receiving one hour of extracurricular provision (the 9–11 years age range is highest at 32%) (Table 3.9). No more than a quarter are receiving 2 hours 'community sport' (the 15–16 years age range is highest at 25%). There is considerable work to be done to increase proportions in talent development pathways close to the much-discussed 10%. That is, typically only about 1% of the population can be said to be experiencing sport in a talent development pathway (Table 3.9). Given the scale of home country targets and good practice guidelines, and the amount of structural change and investment required to achieve them, another approach is offered based on a 5% year-on-year increase in the use of 'guided sport' (Table 3.10). Together, Table 3.9 and 3.10 will provide the basis for the demand-led projections outlined in Section 5.

Table 3.9 'Guided sport' hours per week in the UK – the 'Targets Approach': Current take-up (2008), government targets and good practice prescriptions (2016) in three populations – children, adults and talented and high performing athletes

	Children								Adults							
	Extracurricular (In School Setting)				Foundation / Participation (In Community Setting)				Participation				Performance/Competition			
Age Band	%'08	%'16	Hrs	Group Size	%'08	%'16	Hrs	Group Size	%'08	%'16	Hrs	Group Size	%'08	%'16	Hrs	Group Size
5 years	16	100	1	8	11	99	2	8	-		-	-	-		-	-
6-8 years	27	100	1	8	17	98	2	8	-		-	-	-		-	-
9-11 years	32	100	1	10	22	97	2	10	-		-	-	-		-	-
12-14 years	17	100	1	10	18	85	2	10	-		-	-	5	9	6	10
15-16 years	14	100	1	10	18	80	2	10	-		-	-	5	9	6	10
17-21 years	-		-	-	-	-	-	-	8	12	1.5	13	3	12	5	10
22-29 years	-		-	-	-	-	-	-	6	9	1.5	13	2	8	5	10
30-39 years	-		-	-	-	-	-	-	2	6	1.5	13	2	6	4	10
40-49 years	-		-	-	-	-	-	-	2	5	1.5	13	2	4	4	10
50-59 years	-		-	-	-	-	-	-	2	3	1.5	13	1	2	3	10
60-69 years	-		-	-	-	-	-	-	1	1	1.5	13	1	2	2	10
70 and over	-		-	-	-	-	-	-	1	1	1.5	13		-	-	10

Table 3.9 (continued)

Talent Development (Early and Late Specialisation)

Talent Development (Early and Late Specialisation)				High Performance			
%'08	%'16	Hrs	Group Size	%'08	%'16	Hrs	Group Size
1	1	6	8	-	-	-	-
1	2	7	8	-	-	-	-
1	3	8	9	<1	<1	12	6
1	5	10	9	<1	<1	14	6
1	8	12	9	<1	<1	16	6
2	8	12	9	<1	<1	18	6
1	2	14	9	<1	<1	18	6
1	1	12	9	<1	<1	15	6
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-

Extracurricular:

2008 – the data on the percentage of children achieving one hour of extracurricular provision has been compiled through the use of three surveys – a 5-8 years survey, a 9-15 years survey, and a survey asking adults about their children.

Foundation/Participation:

2008 – the data on the percentage of children achieving two hours and adults achieving 1.5 hours of foundation/participation provision has been compiled through the use of three surveys – a 5-8 years survey, a 9-15 years survey, and a survey asking adults about their children.

Performance/Competition:

2008 – the data on the percentage of children and adults taking up 'performance/competition' provision has been compiled through the use of three surveys – a 5-8 years survey, a 9-15 years survey, and a survey asking adults about their children.

Performance Development:

2008 – the data on the percentage of children and adults taking up 'performance development' provision has been compiled through the use of three surveys – a 5-8 years survey, a 9-15 years survey, and a survey asking adults about their children.

High Performance:

This data has been compiled based on recommendations from UK Sport, sports coach UK's High Performance Coaching Team, and data from the UK Sport Athlete Survey (SIRC (2008) UK Sport Survey of World Class Athletes 2007 Overall Report, UK Sport, June).

All Group Size data has been extracted from sports coach UK survey work and aggregate governing body recommendations, and fits in with the recommendations on ratio data provided by Ofsted.

Table 3.10 'Guided sport' hours per week in the UK - the 'Growth Approach': Current take-up (2008) 5% year on year growth (2016) in three populations – children, adults, and talented and high performing athletes

	Children								Adults							
	Extracurricular (In School Setting)				Foundation/participation (In Community Setting)				Participation				Performance/Competition			
Age Band	%'08	%'16	Hrs	Group Size	%'08	%'16	Hrs	Group Size	%'08	%'16	Hrs	Group Size	%'08	%'16	Hrs	Group Size
5 years	16	23	1	8	11	19	2	8	-		-	-	-		-	-
6-8 years	27	38	1	8	17	27	2	8	-		-	-	-		-	-
9-11 years	32	45	1	10	22	36	2	10	-		-	-	-		-	-
12-14 years	17	24	1	10	18	35	2	10	-		-	-	5	9	6	10
15-16 years	14	20	1	10	18	34	2	10	-		-	-	5	9	6	10
17-21 years	-		-	-	-	-	-	-	8	12	1.5	13	3	7	5	10
22-29 years	-		-	-	-	-	-	-	6	11	1.5	13	2	3	5	10
30-39 years	-		-	-	-	-	-	-	2	5	1.5	13	2	2	4	10
40-49 years	-		-	-	-	-	-	-	2	5	1.5	13	2	2	4	10
50-59 years	-		-	-	-	-	-	-	2	4	1.5	13	1	2	3	10
60-69 years	-		-	-	-	-	-	-	1	2	1.5	13	1	2	2	10
70 and over	-		-	-	-	-	-	-	1	1	1.5	13		-	-	10

Table 3.10 (continued)

Talent Development (Early and Late Specialisation)

Talent Development (Early and Late Specialisation)				High Performance			
%'08	%'16	Hrs	Group Size	%'08	%'16	Hrs	Group Size
1	1	6	8	-	-	-	-
1	2	7	8	-	-	-	-
1	2	8	9	<1	<1	12	6
1	2	10	9	<1	<1	14	6
1	2	12	9	<1	<1	16	6
2	3	12	9	<1	<1	18	6
1	1	14	9	<1	<1	18	6
1	1	12	9	<1	<1	15	6
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-

3.6 Summary

Home country targets have been established for participation and performance.

Guided sport is seen as a central contributor for making sport happen - over a third of regular participant use guided sport to facilitate their participation.

The assumption is made that coaching will account for 25% of future participation growth.

The Participant Development Model provides a means to situate these targets in terms of coaching take-up (whether or not someone uses coaching), coaching intensity (how many hours coaching per week), and group size.

Given the scale of home country targets the timeline for their achievement has been stretched over the period 2009/10 to 2016/17 in line with the UK Coaching Framework

In 2008 – 2.75 million ‘guided sport’ hours per week were provided to support 8 million regular participants

In 2008 – 1.68 million ‘coached’ hours per week were provided, representing 61% of guided sport hours, and a reach of an estimated 5 million regular sports participants.

Two approaches have been taken to the quantification of guided sporting hours for the future. The ‘Targets Approach’ is based upon the required guided sporting hours that have been extrapolated from the policy targets set by key agencies throughout the UK. The ‘Growth Approach’ is based upon a projected 5% increase in the availability of guided sport.

Both of these approaches provide data that will help guide the further development of the coaching workforce into the future. Prior to analysing the actual implications of these approaches, it is first necessary to describe the position relating to the supply of coaching hours (Section 4).





THE SUPPLY SIDE: THE COACHING WORKFORCE IN 2008



4. THE SUPPLY SIDE: THE COACHING WORKFORCE IN 2008

4.1 Introduction

The role, quantity and quality of coaches in providing sporting opportunities for participants and performers has been subject to a great deal of policy, research and practitioner commentary over the years.

Documents such as the 1991 Coaching Matters, the 2002 Coaching Taskforce and, recently, the UK Coaching Framework²⁰, have made a case for coaching, with particular attention to delivering against participation, performance and high performance agendas.

These documents have also commented on the state of the coaching system and workforce. For example, the 2002 Coaching Taskforce suggested the UK system still lacked an 'integrated or unified system and that coaching as a profession is undeveloped', and noted the over-reliance on a diminishing volunteer workforce; too few quality coaches, especially part-time paid and full-time paid coaches across all stages of athlete/player development; and limited opportunities for coaches to be employed on a full-time basis at local, regional or national level.

This section begins by considering how each of the home countries has positioned coaching in terms of supporting its participation and performance agendas, as well highlighting the policies and targets that have been put in place to support coaching. These targets are then mapped against the UK Coaching Framework's generic Coach Development Model to present a picture of where investment in coaching is currently taking place.

The section then presents a snapshot of the coaching workforce in 2008, highlighting the strengths and weaknesses of the industry in providing the home countries with the services they need to meet their wider sporting objectives.

4.2 Home Country Targets for Sports Coaching

The information on home country targets for sport is extracted from the strategy/policy documents identified in Section 3.2.

The documents identify the home countries policy statements and targets for coaching (Table 4.1). The Table suggests that all (or most) of the home countries have recognised the central role of coaching as a contributor to participation and performance objectives.

For example, Sport England notes the role of coaching in talent development, improving participant satisfaction and encouraging participation. Sport Northern Ireland note that skilled coaches have a central role to play in delivering many of the targets, including increasing participation and improving sporting performances.



Table 4.1 Home country policy statements and targets for coaching

England Role of Coaching Coaches and coaching play a critical role in the achievement of all three public outcomes – developing talent, improving satisfaction and encouraging participation.	Policy Statements Sport England will work with sports coach UK to focus investment on frontline coaching through governing bodies. Sport England will work with governing bodies to identify the systemic resources that they require to support the employment of these coaches. Sport England will also work with the Youth Sport Trust and NGBs to develop a Coaching for Young People strand of the PESSYP strategy, increasing the availability of high-quality coaching to young people to deliver the Five Hour Sport Offer. Recruit to Coach scheme – this new programme will be run in partnership with the Youth Sport Trust. It aims to engage volunteer coaches and deploy them across 70 of the most deprived areas of England through a mix of school and community routes. The programme is also part of our work to support the Five Hour Sport Offer for Children and Young People. Targets Club and Coach – Club and Coach Fund targets achieved Community Sports Coach Scheme – Programme-specific targets (eg number of Community Sport Coaches) for transitioning areas to be delivered for 2008–09. Funding streams to successfully migrate for 2009–10 onwards. Recruit to Coach – Sport England will increase the voluntary coaching workforce by 4000 people and work with the Youth Sport Trust to increase this by a further 4000. 500 new coaches engaged through a community route by Q4 2009; 1500 new coaches engaged through a community route by Q4 2010; 2000 new coaches engaged through a community route by Q4 2011. This makes a total of 4000 for Sport England.
Northern Ireland Role of Coaching Skilled and active coaches have a central role to play in delivering many of the targets within their strategy. Coaches are a key development input to increase participation and improve sporting performances. This target has been developed to ensure that Northern Ireland has enough full-time, quality coaches to create and sustain viable pathways into participation and performance.	Policy Statement A network of qualified coaches and teachers working in both clubs and schools will nurture the child's development. These same teachers, coaches and clubs will lay the foundations for lifelong physical activity and identify those with the potential for high performance in sport. Targets Strategy – Develop and agree an All-island Coaching Strategy; resource and support identified governing bodies of sport to implement an appropriate coaching framework (UK or Ireland) Coach Employment/Deployment – By 2018, to have 45,000 appropriately qualified, part-time and volunteer coaches available to meet demand across all aspects of sport and physical recreation The deployment of 400 multi-skills coaches; the training, deployment and management of a network of 300 community and multi-sports coaches to deliver quality club-based coaching and talent development programmes; the creation of a high performance sports network in Northern Ireland including (1) a High Performance Coaching Coordinator (2) 10 High Performance Directors (3) 24 High Performance Coaches (4) the appointment and deployment of a network of 100 full-time equivalent club coaches (5) the establishment of a network of full-time club-based coaches Coach Development – By 2018, to have accredited at least 700 appropriately qualified, full-time coaches available to meet demand across all aspects of sport and physical recreation; an annual programme of continuous professional development for 45,000 coaches; to train and resource leaders and coaches working in the community and in schools Coaching Development Systems – By 2018, to have implemented nationally recognised coach accreditation systems at all Sport Northern Ireland funded governing bodies; 55% of S NI-funded governing bodies of sport in Northern Ireland are currently (2008/09) implementing nationally recognised coach accreditation systems; the role out of the UK Coaching Certificate (UKCC) and the National Coaching Development Programme (NCDP) is phased and governing bodies of sport in Northern Ireland require support and resources to implement either. This target has been set to ensure that coaching qualifications of all governing bodies are aligned to either the NCDP or UKCC Research – Commission a Northern Ireland Coaching Workforce Survey (conducted on behalf of SNI and Department of Culture, Arts and Leisure).

Table 4.1 (continued)

Scotland Role of Coaching Skilled coaches at all levels are essential, in order to develop the potential of young people, ensure the enjoyment of adults and improve standards in Scottish sport.	Policy Statements The provision and development of coaches for Scottish sport will be taken forward as part of the implementation of this strategy's Target 10, which aims to sustain the number of volunteers in sport. Coaches are to play a role in delivering targets 3, 4, 5, 6 and 7; at the First Minister's Sport Summit, it was agreed that Scotland needed to build a professional infrastructure of paid and voluntary coaches. We need to develop and expand the pool of skilled and inspirational coaches at every level. Whether they work with young people on the fundamentals of sport or help our high performance sportsmen and women prepare for international competition, their contribution is of equal importance; work with further and higher education and the sector skills council to build a professional infrastructure of paid and voluntary coaches; coaches must be empowered through training, support and the development of career paths to enable them to help participants in all their diversity to develop their skills and reach their potential; we also need to support innovative approaches to coaching such as peer coaching for young people. Targets Strategy – Develop and implement a coaching development strategy; assist in the delivery of sportscotland's coaching strategy working with sports governing bodies and other partners Participant and Coach Pathways – Develop and deliver the coaching pathway Coach Development Systems – Support the implementation of the UK Coaching Certificate Work with partners to build a professional infrastructure of paid and voluntary coaches Research – Coaching Scotland Report.
Wales Role of Coaching Encouraging and supporting volunteers, leaders and coaches in increasing the level and quality of participation in communities is key.	Policy Statements To improve the numbers and skills of volunteers and professionals involved in the delivery of sport and physical recreation In order to help boost grassroots sport, we will train additional coaches to the latest standards and ensure that school children undertake at least five hours of physical activity each week. Targets Increase the current number of active coaches in Wales and ensure coaches are available in every local authority to deliver and organise local sport Invest further in the employment of elite coaches Provide high performance grants for those wishing to attain ILevel 3 and 4 UKCC coaching awards. 5500 trained coaches per year 3000 'active young people organisers' trained
UK Role of Coaching Coaching, alongside other key performance support services such as Sports Medicine and Sports Science, Performance Lifestyle and Research and Innovation, plays a crucial role in ensuring the ongoing success of British athletes.	Policy Statements The UK Sport World Class Coaching Strategy delivers targeted and innovative programmes specific to the needs of world-class coaches. Delivery of the following programmes: • Elite Coaches • Winning Coaches (The Workshop Programme; Coaching Team Programme; Podium Coaches Programme). Discussions are ongoing between UK Sport and sports coach UK on the development of sustainable systems for the support of elite and high performance coaches up to 2012 and beyond. Targets Coach Development – 60 coaches through Elite Coach by 2012. Support for all 2012 coaches and head coaches.

Home Country Targets - A 'UK Overview'

The Coach Development Model provides a framework to situate the home countries' coaching targets, investments and programmes. For example, home country investment in community coaching can be situated in the 'Participation' coaching population role. Likewise, investment in high performance coaching can be situated in the 'High Performance' coaching population role.

As suggested in Section 2, the Coach Development Model provides a mechanism for analysing and planning the coaching workforce. In this sense, the **Coach Development Model can be seen as providing a means to consider the current and future supply of coaching** in relation to the participation and performance targets identified in Section 3 (see Figure 4.2).

Table 4.2 identifies the main targets, investments and programmes currently operating across the home countries.

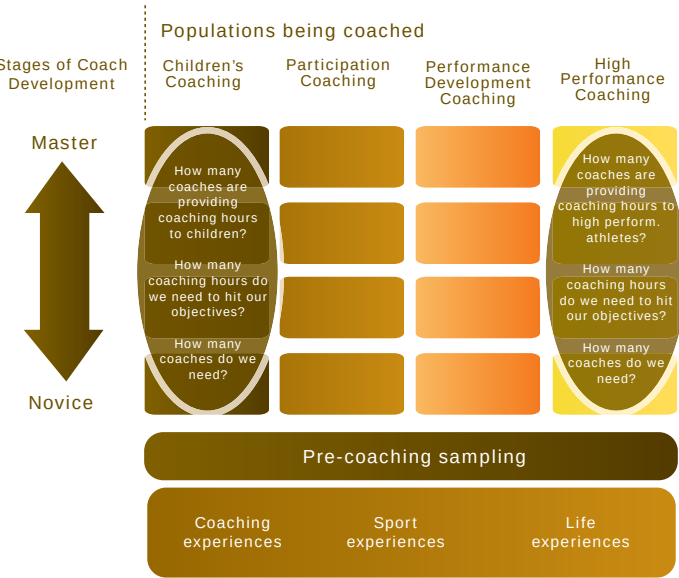


Figure 4.2 Using the Coach Development Model to identify the supply of coaching hours and coach numbers

4.3 Providers of Guided Sport in 2008

Section 3 provided information on the use of guided sport and coaching 'in the last week', but who is providing the 2.75 million hours guided sport per week to 8 million participants? What types of individuals? How qualified are they to undertake these roles? What role is played by coaches in this provision?

Previous research has suggested that there are about 1.2 to 1.5 million 'individuals who coach in the UK'²¹. This result has been based on a fairly broad measure, ie by asking members of the public whether they have 'undertaken sports coaching or instruction in the last 12 months'. Undoubtedly, this has captured some individuals whose 'credentials' would at best be recognised as 'marginal' by governing bodies, if at all acknowledged to be coaching. These figures have also drawn critical attention because they seem high to those who have undertaken research in, or are familiar with, the settings in which coaches typically coach, ie clubs, schools, local authorities and universities.

The research underpinning this document has attempted to address this issue by delving deeper into the backgrounds, characteristics and activities of those who suggest they have coached or instructed in the last 12 months. The results suggest that 'guided sport' is provided by a whole range of individuals, of which, coaches, leaders and fitness instructors are the most notable examples. The analysis of guided sport in terms of these roles establishes a richer picture of sports provision in the UK and illustrates more clearly the place of coaching.

Providers of Guided Sport

Remarkably, nearly one in 20 of the UK adult population (16 years and over) (4.8%) suggested they provided guided sport in the last 12 months, equating to about 2.35 million individuals! This seems high, and a considerable proportion undertook these activities so infrequently as to make their contribution almost negligible. Therefore, it was decided to include only those individuals who were active 12 or more times in the last year (although we note that even this criterion is somewhat undemanding). The revised results suggests that **3% of the UK adult population provided guided sport at least 12 times in the last year, equating to about 1.48 million individuals.**

The research suggests that the providers of guided sport undertook three main roles – 'coaching', 'leadership' and 'fitness instruction' – though other roles such as PE professional and non-PE teacher also contributed (Table 4.2)²². More specifically, the results suggest that there are 1.11 million 'coaches', 292,000 'leaders' and 84,000 'fitness instructors'²³ providing guided sporting opportunities at least 12 times per year.

Table 4.2 Home country targets, investments and programmes for coach recruitment, employment and deployment

	Children	Participation	Performance	Talent	High Performance
England	School Sport Coaching 600,000 hours of coaching delivered in 2009/10 675,000 hours of coaching delivered in 2010/11	Recruit into Coaching 8000 community coaches by 2011. Community Sports Coach c600 have been offered new contracts; c2000 Community Sports Coaches have been integrated into governing body and community coaching networks	Club and Coach Data not available at time of print	Club and Coach Data not available at time of print	
Northern Ireland 45,000 appropriately qualified, part time and volunteer coaches available to meet demand across all aspects of sport and physical recreation by 2018.	Multi-skills 400 multi-skills coaches by 2018	Active Communities Number of coaches recruited per year: 50 - 2009/10 78 - 2010/11 88 - 2011/12 98 - 2012/13 100 - 2013/14 300 community and multi-sports coaches by 2018 Performance Sport 26 coaches by 2013	Club Coaches 100 full-time club coaches by 2018	Performance Sport 26 coaches by 2013	Performance Sport 17 coaches by 2013 24 high performance coaches by 2018
Scotland	sportscotland's investment in coaching employment/deployment channelled through governing bodies hitting a wide range of pathways. Comprehensive information on the numbers is not available.				High Performance Coaching Number of coaches recruited per year: 70 - 2008/09 90 - 2009/10 120 - 2010/11 140 - 2011/12
Wales	The Sports Council for Wales does not have specific figures on the number of coaches employed/deployed through its programmes; however, it invests £2 million annually.				
UK					World Class Programmes Comprehensive information of the number of coaches involved in the World Class Programmes is currently unavailable. Elite Coaching Programme 50 coaches gone through the programme to date; target 60.

These individuals provide a vast array of sporting activity, to participants of all ages and sporting objectives (ie recreation, competition and performance), and in a significant variety of contexts, eg clubs, community groups and outdoor activity centres. In other words, these 1.48 million individuals make the tapestry/patchwork of sport provision (described in Section 3) possible for the 8 million regular participants who use guided sport. They do this by providing 2.56 million hours of guided sport – 1.56 million hours of coaching, 740,000 hours of ‘leadership’ and 262,000 hours of fitness instruction every week (Table 4.2).

Table 4.2 Providers of guided sport in 2008: Guided hours provided per week				
	Providers of Guided Sport		Guided Hours Provided Per Week	
	N=	%	N=	%
Coaches	1,109,019	75	1,564,414	61
Leaders	292,288	20	738,585	29
Fitness instructors	83,514	6	262,142	10
Total	1,484,821	100	2,555,141	100

Note: Table 4.2 is based on data from the adult survey. The data were checked and, where appropriate, recoded based on the procedure outlined in Appendix One. All data are weighted and will be subject to rounding errors. PE professionals and non-PE school teachers also make a contribution to guided sport (in a non-PE context) but the research suggests this is relatively minor on a weekly basis and therefore has not been included in the table).

Though this section is primarily concerned with presenting information on the ‘Coaching Workforce’, the acknowledgement of the range of providers of guided sport is clearly important in the context of each home country’ participation and performance objectives, and as related roles to coaching.

It is, and never has been, sensible to talk about coaches as the sole providers of guided sport because the picture is clearly more complex than this. But the results raise a number of important issues: How are these roles defined? How do they relate to each other in terms of participant pathways? To what extent should these roles be targeted in terms of quality assurance?



4.4 The Coaching Workforce in the UK in 2008

Overall Numbers

The research suggests that **2.2% of UK adults, or 1.11 million, individuals are undertaking coaching-related roles at least 12 times per year**, albeit at different stages of development, undertaking various functional roles, and only a small majority of which are qualified (Tables 4.3/4.4). Three quarters (75%) of all ‘guided sporting roles’ are undertaken by coaches; three fifths (61%) of all guided sporting hours are coached hours.

**Table 4.3 Coaching-related roles:
Coached hours provided per week**

	Coaches		Guided Hours Provided Per Week	
	N=	%	N=	%
Assistant/ pre-coach/ helper	498,065	45	500,932	61
Coaches	445,180	40	626,166	29
Head coach	165,774	15	438,316	10
<i>Coaches and head coaches</i>	610,954	55	1,564,414	68
Total	1,109,019	100		100

Note: Table 4.3 is based on data from the adult survey. It was then checked and where appropriate recoded based on the procedure outlined in Appendix One. All data are weighted and will be subject to rounding errors. The coaching hours provided per week include hours provided in curriculum time. It is important to note that the 'coached hours' per week reflect the finding that coaches coach together to provide 'one coached hour'.

Functional Role and Qualification

The results suggest that about 55% of these, or **611,000 individuals, referred to themselves as 'coaches' ie a 'coach' or 'head coach'**, and that these are supported by 500,000 assistant coaches/pre-coaches/helpers (Table 4.3). The results also suggest that about **53%, or 590,000 individuals have a governing body qualification**, with head coaches and coaches being almost twice as likely to hold some form of qualification than coaching assistants (Table 4.4).

**Table 4.4 Coaches by qualified status:
Coached hours provided per week**

	Number of Active Qualified Coaches		Coaching Hours Provided by Qualified Coaches (Per Week)	
	N=	%	N=	%
Assistant/ pre-coach/ helper	177,209	36	196,559	20
Coaches	295,768	66	426,047	43
Head coach	119,946	72	365,219	37
<i>Coaches and head coaches</i>	415,714	68	791,266	80
Total	592,923	53	987,826	100

Note: Table 4.4 is based on recoded data from the Adult survey. All data are weighted and will be subject to rounding errors. It is important to note the 'coached hours' per week reflects the finding that coaches coach together to provide 'one coached hour'.

This means that – depending on the measure – **the UK has about 600,000 individuals who consider themselves suitable to lead a coaching session, or are qualified to coach**. By combining the two measures the results suggest that there are about 416,000 individuals who consider themselves 'coaches', and are qualified.



Figure 4.2 The providers of coaching in the UK in 2008

Qualification Level

Though collecting accurate data on qualification level is difficult²⁴, an increasing number of surveys have allowed a composite picture to be built which smoothes out the rough edges.

The results suggest that the majority of qualified coaches are Level 1 (33%, 196,000 coaches) or Level 2 (36%, 213,000 coaches). Smaller proportions have reached Level 3 (19%, 112,655 coaches), with fewer still at Levels 4/5 (12%, 71,000 coaches).

Table 4.5 Qualification Level

	%	N=
Level 1	33	195,665
Level 2	36	213,452
Level 3	19	112,655
Level 4/5	12	71,151
Total	100	592,923

Note: A composite picture has been developed using data from the 2006 Sports Coaching in the UK II survey, the 2006 Coach Profile Survey, the 2007 Coach Tracking Study and the current adult survey.

Recent research by consultants working with sports coach UK and individual governing bodies suggests that these figures overestimate the proportions of Level 3 and 4/5 coaches (even allowing for the pre-UKCC system, but taking into account that many sports have limited or no provision at these levels). Further research is required by sport and in the context of improved active coach databases.

Qualified Coaches By Sport

Governing body data suggests that about 640,000 individuals are acknowledged to hold a coaching qualification in the UK, although this does not tell us whether these individuals are active coaches or not (Table 4.6).

Table 4.6 Governing body database 'coaches': Proxy for qualified coaches (active and non-active)

	England	Northern Ireland	Scotland	Wales	UK
Swimming	*	*	*	*	178,000
Football	150,000	NR	NR	NR	174,313
Gymnastics	*	*	*	*	48,721
Rugby Union	34,662	NR	2,000	4,825	42,975
Athletics	*	*	*	*	34,704
Hockey	21,000	NR	669	575	22,515
Badminton	17,375	NR	190	NR	20,191
Basketball	15,157	NR	317	430	16,067
Canoeing	*	*	*	*	14,000
Rugby League	*	*	*	*	13,600
Cricket	11,401	365	733	487	12,986
Volleyball	8,998	NR	NR	NR	10,456
Tennis	*	*	*	*	6,000
Equestrian	NR	NR	NR	NR	4,990
Netball	4,215	NR	NR	NR	4,898
Lacrosse	3,921	NR	NR	NR	4,557
Golf	NR	NR	NR	NR	3,712
Snowsports	1,200	NR	1,500	150	3,210
Rowing	NR	NR	NR	NR	3,030
Sailing	*	*	*	*	3,000
Squash	2,085	NR	160	285	2,627
Boxing	2,116	NR	NR	NR	2,459
Cycling	*	*	*	*	2,332
Table Tennis	1,889	NR	170	NR	2,195
Judo	*	*	*	*	2,000
Triathlon	*	*	*	*	1,200
Rounders	992	NR	NR	NR	1,153
British American Football	*	*	*	*	1,105
Archery	*	*	*	*	1,100
Angling	679	NR	NR	NR	789
Orienteering	*	*	*	*	527
Total	275,690	365	5,739	6,752	639,413

Note: '*' is used to indicate that the home country data is aggregated at the UK level due to being provided by a UK/Great Britain governing body; 'NR' - no response was received from the governing body. Data for Equestrian and Rowing have been compiled using 2004 data.

There must be some caution exercised with these data. First, it must be noted, that many of these individuals are likely to be inactive, as many governing bodies do not employ any mechanisms to determine the level of coaching activity. Second, many governing bodies ‘clean’ their qualifications databases so it is likely that there are many more individuals who have received a coaching qualification in the past who are not included in Table 4.6. A data management strategy is in development that will further enhance the comparability and consistency of data on the coaching population. There appears to be a triangulation, however, between the 640,000 coaches identified through governing body qualification data and the 592,923 active qualified ‘coaches’ (including assistant coaches, coaches and head coaches) reported in Table 4.4.

These data suggest a baseline of about 611,000 coaches in the UK. Of these 68% of those holding some form of qualification are coaches and head coaches, while 36% of coaching assistants hold a qualification. These data provide valuable insights into the ‘coaching’ and ‘pre-coaching’ elements of the emerging coach development model. A less open interpretation of the definition of coaching would see the baseline number set at 415,714, where coaches/head coaches are deemed to be both active and qualified. However, these data must be treated with caution, pending the further refinement and verification of the data management systems of governing bodies and other agencies.

Coaching Population Role

As noted in Section 2.4 and 4.2, the development of coaching systems around participant need - expressed through the Coach Development

Model - suggests the need to identify and develop coaches to fulfil particular ‘population roles’. That is, coaches who specialise in coaching ‘children’, ‘adult participants’, ‘talented and performance’ athletes, and ‘high performing’ athletes.

Although it is likely to be many years before there is system change as a result of the development and implementation of Coach Development Models across sports in the UK – it is still possible to estimate the number of coaches who spend time coaching particular participant groups for baseline purposes (Table 4.7).

The results suggest that most coaches – just over three quarters (77%), or about 860,000 individuals – were involved in coaching children. This reinforces commentary presented in Section 3.4 on the take-up of guided sport with two thirds of all hours targeted at 5–16-year-olds (63%), and three quarters targeted at 5–21-year-olds (76%).

It is estimated that children’s coaches provide at least 800,000 coaching hours per week.

A smaller proportion – about a third (32%, or 354,000 individuals) – were involved in providing coaching to adult participants. As above, this data reflects the lower take-up of coaching amongst adult participants, a majority of this is thought to occur in the club competition context, rather than amongst adult recreational participants (but not characterised as ‘performance’ in nature). It is estimated that adult participation coaches provide at least 550,000 coaching hours per week.

Table 4.7 Coaching population roles in 2008

	All Coaches		Coaches – Excluding Assistant Coaches		Qualified Coaches – Excluding Assistant Coaches	
	N=	%	N=	%	N=	%
Children's coaches	858,380	77	440,498	72	310,954	75
Participation coaches	353,777	32	238,883	39	169,611	41
Performance coaches	171,898	16	139,908	23	108,917	26
High performance coaches ²⁵	n/a	n/a	n/a	n/a	n/a	n/a
Total	1,109,019		610,954		415,714	

Note: Table 4.7 is based on recoded data from the adult survey. All data are weighted and will be subject to rounding errors. Coaches can undertake more than one role.

As might be expected even fewer coaches – about one in six (16%, or 172,000) – were involved in providing performance and talent development coaching. It is estimated that these coaches provide at least 270,000 coaching hours per week. However, there is no definitive data – as yet – on the number of high performance coaches in the UK. One estimate suggests that 300 high performance coaches are funded through UK Sports' World Class Programmes. This will be subject to further research as the Coaching Workforce project evolves in future years.

The data presented above provide support for the segmentation of the coaching market into children's; participation; performer development and high performance coaches. That said, there is a need to further investigate the actual coaching activity in each of these segments of the coaching population and how this activity meets the needs of participants.

Coaching Environments

In terms of identifying, employing and deploying coaches it is useful to know where coaching activity takes place. The results suggests the single most frequent coaching environment for coaching activity in the UK is in single sports clubs – mainly governing body connected – with nearly a third (30%) of all coaches, or about 340,000 individuals, coaching in this environment.

With the 5-hour offer in England, and a greater emphasis on PE provision across the home countries, coaching activity in both curricula and extracurricular time is becoming more noticeable. For example, nearly one in ten (9%), or 100,000 coaches reported that they were coaching in PE lessons, and 15%, or 160,000 coaches, reported providing extracurricular coaching provision. There is evidence to suggest that coaches are providing somewhere in the region of 150-200,000 coached hours per week in curriculum time (out of an estimated overall provision of 2.6 million PE hours), and around 220,000 hours extracurricular provision²⁶.

Table 4.8 'Top 8' coaching environments in 2008

	All Coaches		Coaches – Excluding Assistant Coaches		Qualified Coaches – Excluding Assistant Coaches	
	N=	%	N=	%	N=	%
Single sport club	336,910	30	193,564	32	119,948	29
School (outside PE lessons)	161,833	15	81,855	13	58,960	14
Private sports facility	102,965	9	53,917	9	39,665	10
School (inside PE lessons)	102,370	9	36,887	6	12,552	3
Multi-sport club	81,387	7	46,886	8	33,090	8
Leisure centre/local authority	78,721	7	55,783	9	48,260	12
College/sports college/FE	72,583	7	32,547	5	27,945	7
Other	49,626	4	38,650	6	21,510	5
All coaches	1,109,019	100	610,954	100	415,714	100

Note: Table 4.8 is based on recoded data from the adult survey. All data is weighted and will be subject to rounding errors. The following environments were also recorded in the research as places where coaching activity occurs but have not been included in the table because of concerns of data reliability - Community Project, County/Regional Training Squad, Health and Fitness Club, High Performance Academy, High Performance Training Squad, Holiday Camps, Home - Private Tuition, Institute of Sport, Other governing body, School of Sport (NI Only), University, Youth Club/Youth Organisation

Private sports facilities – such as 'Goals' for five-a-side football – are becoming a popular environment for coaching, with nearly one in ten (9%), or 100,000, coaches reporting that they were coaching in this setting. Leisure centres, local authorities and local colleges/FE remain a popular environment for coaching (Table 4.8). Figure 4.3 shows a high-level view – using the governing body Coaches, Coaching Support Network and Other Coaches – of the places in which coaches coach.

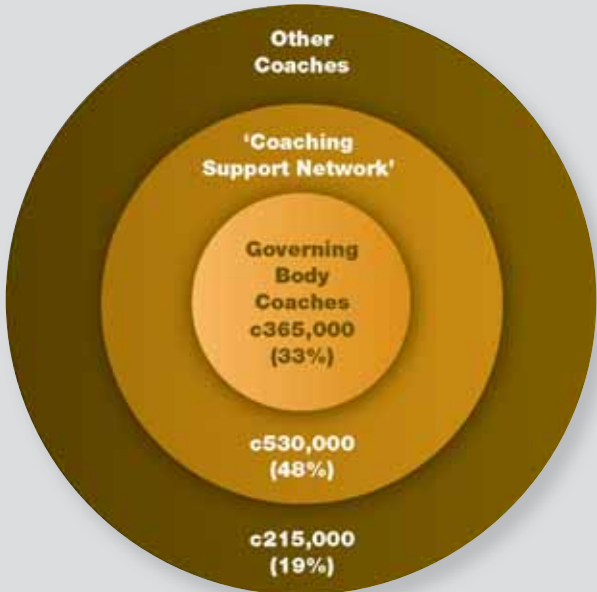


Figure 4.3 High-level view of coaching provision in the UK in 2008

	Governing Body Coaches	'Coaching Support Network' Coaches	Other Coaches
Coaching environment	Single Sport Club County/Regional Academy County/Regional Training Squad High Performance Academy High Performance Training Squad Other Governing Body Provision Institute of Sport	Multi-Sport Club College/Sports College/Further Education Leisure Centre/Local Authority School (Inside PE Lessons) School (Outside PE Lessons) School of Sport (NI Only) University	Health and Fitness Club Community Project/Scheme Holiday Camps Home - Private Tuition Private Sport Facility Youth Club/Youth Organisation Other

Note: Figure 4.3 uses the coding system identified in the box insert. For example, governing body coaches coach in governing body-connected single sport clubs, county and regional academies etc. Coaching Support Network coaches coach in colleges, leisure centres etc. It is recognised that this coding system is provisional and in need of scrutiny and development work.

Time and Payment

Of crucial interest to the shape of the coaching workforce in the future will be the amount of time that individual coaches are prepared to commit to coaching, and whether they will do so voluntarily, or will receive payment.

The results suggests that **coaches coach an average of 4 hours direct delivery per week** - this excludes time spent preparing, travelling, reviewing and administration. However, within the coaching population there is a wide range of commitment, for example, a quarter (26%) coach for just one hour per week, and nearly, one in five (17%) coach for 5 hours or more per week (Table 4.9).

As might be expected, the time committed to delivering coaching varies between functional role, and volunteer/paid status. For example, assistant coaches are less likely to commit time to delivering coaching (3 hours per week) compared to head coaches (7 hours). Volunteer coaches provide an average of 3 hours delivery per week, part-time paid 4 hours, and full-time paid over 30 hours (Table 4.9).

Also as might be expected, given existing commentary and research on coaching, around three quarters of coaches (76%), or 842,000 individuals, are volunteers (Table 4.10). The remaining coaches are paid – most of these on a part-time basis (21%, or 231,000 individuals), with only about 36,000 full-time coaches in the UK (3% of all coaches).

Table 4.9 Time spent coaching per week (percentage)

	Up to 1 Hour per Week	1–3 Hours per Week	3–5 Hours per Week	Over 5 Hours	Total	Av. Dev. Hours per Week
Functional role						
Assistant/pre-coach/helper	32	49	3	17	100	3
Coach	23	53	13	12	100	4
Head coach	17	29	26	29	100	7
Volunteer/paid						
Volunteer	25	53	10	12	100	3
Part-time	34	30	13	23	100	4
Full-time	0	0	0	100	100	33
Total	26	47	10	17	100	4

Note: Table 4.9 is based on recoded data from the Adult survey. All data are weighted and will be subject to rounding errors.

Table 4.10 Coaches' volunteer and paid status in 2008

	All Coaches		Coaches – Excluding Assistant Coaches		Qualified Coaches – Excluding Assistant Coaches	
	N=	%	N=	%	N=	%
Volunteer	841,716	76	428,170	70	248,622	60
Part-time	230,765	21	146,350	24	130,824	31
Full-time	36,537	3	36,434	6	36,267	9
Total	1,109,019	100	610,954	100	415,714	100

Note: Table 4.10 is based on recoded data from the Adult survey. All data are weighted and will be subject to rounding errors. Full-time is defined as being 20 hours or more direct delivery per week.

Coaches in particular function roles - for example, those who are 'coaches' or 'head coaches' - are more likely to receive payment (30% in total) than the average (which includes 'assistant coaches'). Indeed, about two-fifths of coaches (40%) who operate in a 'coach' or 'head coach' position are paid - if this status is combined with a coaching qualification (Table 4.10).

Demographics

Coaching in the UK remains an activity dominated by white, middle class males and, with the possible exception of disability, remains disproportionate to the UK population. For example, 69% of all coaching related roles are male (moving up to 82% for qualified coaches and head coaches) compared to 49% of the UK population (Table 4.11). Only 3% of coaches are from ethnic minority groups, compared to 8% of the UK population. Three quarters of coaches (76%) are from the ABC1 social grouping, compared to 55% of the UK population. Around one in ten coaches (8-11%) report having a disability compared to 15% of the UK population.

Table 4.11 Coach demographics

	UK Figures	All Coaches		Coaches – Excluding Assistant Coaches		Qualified Coaches – Excluding Assistant Coaches	
	%	N=	%	N=	%	N=	%
Gender							
Men	49	768,098	69	472,206	77	339,534	82
Women	51	340,921	31	138,748	23	76,180	18
Ethnicity							
White	92	1,072,801	97	602,158	99	411,202	99
Ethnic minority	8	36,218	3	8,796	1	4,512	1
Disability							
Yes	c15	93,883	8	55,900	9	44,892	11
No	85	1,015,136	92	555,054	91	370,822	89
Social group							
AB	26	503,336	45	264,217	43	159,647	38
C1	29	340,052	31	193,739	32	159,838	38
C2	21	160,229	14	83,957	14	49,294	12
DE	25	105,402	10	69,041	11	46,935	11
Total		1,109,019	100	610,954	100	415,714	100

Note: Table 4.11 is based on 2001 Census Data, ESRC data on disability, and recoded data from the Adult survey. All data are weighted and will be subject to rounding errors.

4.5 Summary

The coaching workforce is viewed by the home countries as crucial to their participation and performance objectives.

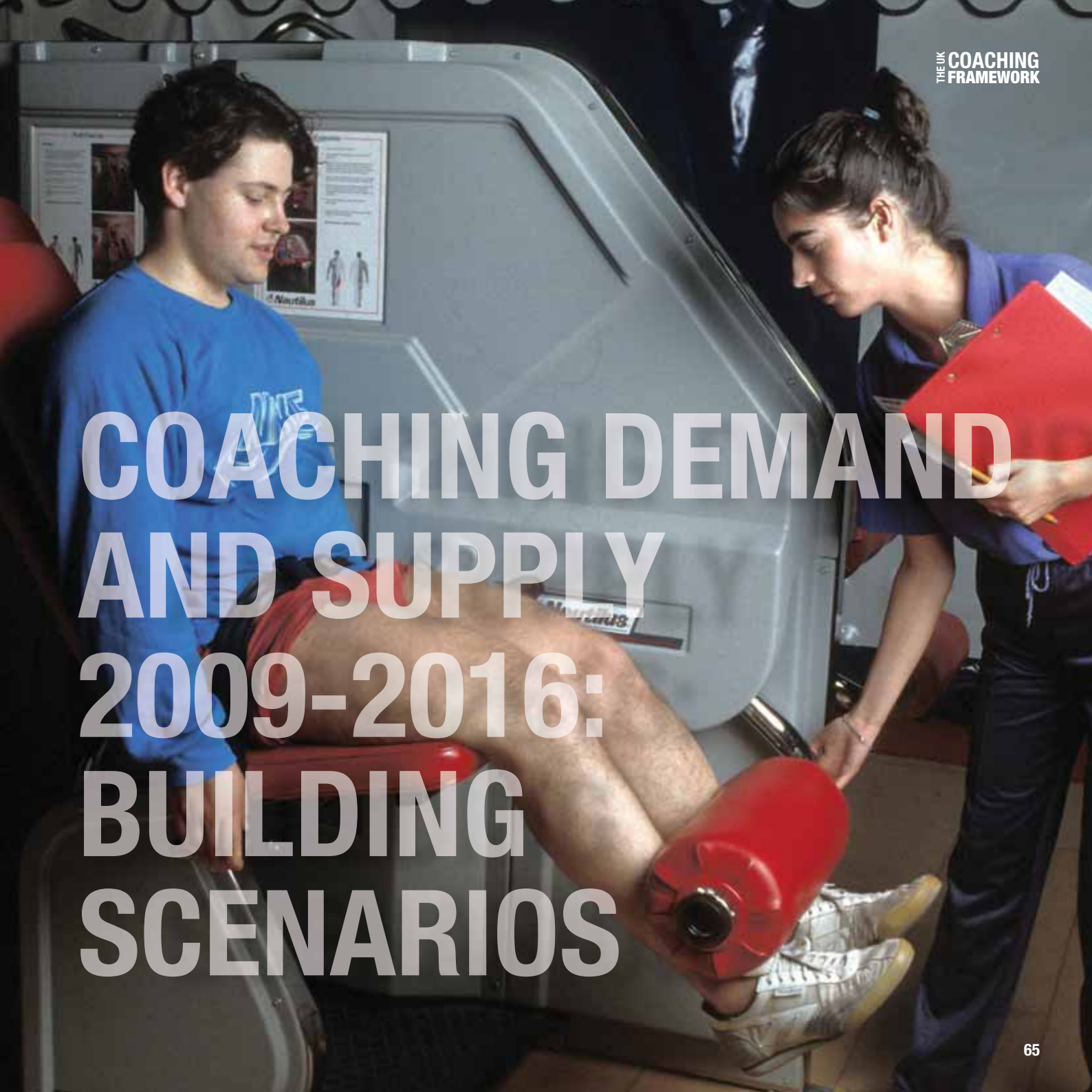
The Coach Development Model provides a means to situate Home County investment and programmes in relation to coaching - for example, in terms of children, participant, talent and high performance coaching

In 2008 there were 1.11 million coaches providing 1.6 million coaching hours per week. Of these, 610,000 were 'coaches' or 'head coaches', 590,000 had a coaching qualification, and 420,000 were both.

Most coaches are volunteers (76%), while the remainder are either part-time paid (21%), or full-time paid (3%). Volunteers coach for an average of 3 hours per week, part-timers for 4 hours and full-timers for over 30 hours.

Coaches coach/co-coach in groups, with an average of 2.9 individuals per group - though this reflects differences in participant coach ratios by sport, and a coach-assistant coach apprenticeship model.





COACHING DEMAND AND SUPPLY 2009-2016: BUILDING SCENARIOS



5. COACHING DEMAND AND SUPPLY 2009–2016: BUILDING SCENARIOS

5.1 Introduction

Section 3 described the demand for coaching in 2008, and established appropriate targets for guided sport and coaching hours until 2016 to hit the home countries' wider sporting agendas, good practice suggestions and a proposed minimum growth rate. Section 4 described the supply of guided sport and coaching in 2008, and signalled the investments and programmes that are likely to have an impact on coaching in the next few years.

Section 5 progresses the work by modelling coaching demand and supply in the period 2009/10 to 2016/17 using two scenarios: (1) a home country participation and performance targets, good practice prescriptions approach based on Table 3.9 (referred to as the **Targets Approach**), and (2) a 5% year-on-year increase in guided sport growth approach across all populations and pathways based on Table 3.10 (referred to as the **Growth Approach**). These look to model coaching demand, while assumptions about the structure of the coaching workforce, delivered hours, and coach development systems look to model supply (see the yellow shaded sections in Figure 5.1). The assumptions underpinning the supply side are more flexible, building a number of possible scenarios about how an aspirational demand for coaching might be met by an appropriate coaching workforce.

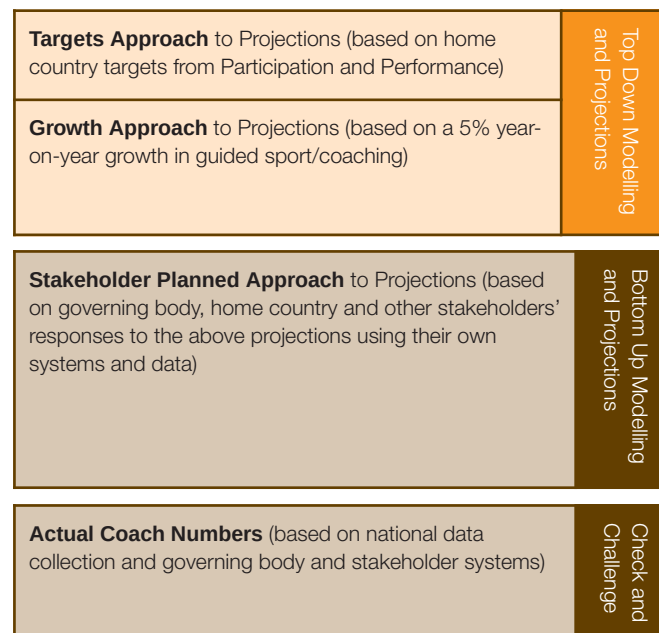


Figure 5.1 The 'Targets' and 'Growth' Approaches to projections

It is important to note that the projections are purely illustrative and not binding to funding partners or sports. However, it is hoped that the disciplines and methodologies outlined in the section provide a clear rationale, linking home countries' wider sporting objectives and coaching, and that this methodology may provide a useful method of establishing targets and measuring performance in the future. As was noted in Section 1, these 'top down' projections form the first part of the planning process with home countries and governing bodies, using the methodology and data to inform their own **Stakeholder Planned Approach** (Figure 5.1).

5.2 Modelling Coaching Demand

The key elements relating to the demand for coaching were identified in Section 3 as follows:

- Home country targets have been established for participation and performance (Table 3.1).
- Guided sport is seen as a central contributor for making sport happen – over a third of regular participants use guided sport to facilitate their participation; the assumption is made that coaching will account for 25% of future participation growth (Section 3.3).
- The Participant Development Model provides a means to situate these targets in terms of coaching take-up (whether or not someone uses coaching), coaching intensity (the number of hours of coaching per week) and group size (Table 3.9).

- Given the scale of home country targets, the timeline for their achievement has been stretched over the period 2009/10 to 2016/17 in line with the UK Coaching Framework.
- In 2008, 2.75 million 'guided sport' hours per week were provided to support 8 million regular participants.
- In 2008, 1.68 million 'coached' hours per week were provided to an estimated 5 million regular participants.

The Targets Approach – Demand Side Projections

The Targets Approach demand side projections utilise data on coaching 'take-up', 'intensity' and 'group size' for the UK population across 12 age bands to calculate 'coached hours' **delivered** in 2008; and then apply home country targets, and good practice suggestions, for take-up, intensity and group size to calculate coached hours **required** in the years until 2016 (this is the gap between the 2008 and 2016 data in Table 3.9).

The difference between the coached hours delivered in 2008, and the coached hours required in 2016, provides a basis for calculating the size and the shape of the coaching workforce needed to deliver home country targets and good practice recommendations. Note: the following projections relate to coached hours only, not to guided sporting hours.

Table 5.1 Coaching hours per week in 2008 and 2016 – the 'Targets Approach': Three populations and five pathways				
	2008	2016	Increase	% Change
Children				
Extracurricular	379,235	920,750	541,515	143
Foundation/participation	424,695	1,374,400	949,705	224
Adults				
Participation	86,567	357,700	271,133	313
Performance	521,198	1,118,460	597,262	115
Talent development	270,960	909,444	638,484	236
High performance	n/a	n/a	n/a	n/a
Total	1,682,655	4,680,754	2,998,099	178

As noted in Sections 3.4 and 4.3, guided sport is delivered by a range of stakeholders, of whom coaches are one. The research suggests that of the guided sporting hours provided, coaches undertake about three-fifths (61%), or 1.68 million of the 2.75 million.

The demand side model is used to project coaching hours based on the assumption that coaches provide about three-fifths of guided hours. However, there is evidence to suggest that, currently, coaches play a greater role in relation to particular populations, notably adult performance and talent development, than, for example, in children and adult participation. These assumptions have not been worked into the modelling at this stage because of concerns over data quality, but there is certainly a case for the inclusion of this information in future research, and further discussion is needed about what this means for the provision of guided sport and coaching against the different populations. It is also the case that the Coach Development Model proposes enhanced training and development for coaches to meet the needs of children, young people and adults in terms of their participation.

The model projects the need to increase the number of coached hours delivered per week from 1.68 million in 2008 to 4.68 million in 2016 – this is nearly a three-fold (178%) increase (Table 5.1). The main growth areas are non-school based community sport for children (950,000 extra hours per week by 2016), talent development mainly in the 9–21 years age range (638,000 extra hours by 2016), and performance/competition pathways for more serious adult performers, for example governing body connected clubs (597,000 extra hours per week by 2016).

The figures present a clear vision for the positioning of coaching in 2016 – coaching is seen as being concerned with providing children with the skills to enjoy sport, for those interested in becoming talented performers, and for those who wish to play and compete beyond the recreational level. We have stated that coaching will take on a stronger focus towards participation in the years ahead, through the Coach Development Model.

**Table 5.2 Projections of coaching hours per week – 2008 to 2016 –
the ‘Targets Approach’: Populations and home country**

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Populations									
Children	803,930	990,333	1,176,735	1,363,138	1,549,540	1,735,943	1,922,345	2,108,748	2,295,150
Adults	607,765	716,315	824,864	933,413	1,041,962	1,150,512	1,259,061	1,367,610	1,476,160
Talent development	270,960	350,771	430,581	510,391	590,202	670,012	749,823	829,633	909,444
High performance	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Home country									
England	1,409,919	1,723,937	2,037,955	2,351,974	2,665,992	2,980,010	3,294,028	3,608,047	3,922,065
Northern Ireland	48,544	59,355	70,167	80,979	91,790	102,602	113,414	124,225	135,037
Scotland	141,958	173,575	205,192	236,809	268,425	300,042	331,659	363,276	394,893
Wales	82,235	100,551	118,866	137,182	155,497	173,813	192,128	210,443	228,759
Total	1,682,655	2,057,418	2,432,180	2,806,942	3,181,705	3,556,467	3,931,229	4,305,992	4,680,754

Table 5.2 shows the projections for coaching hours per week by 'population', ie children, adults, talent and high performance and 'home country', ie England, Northern Ireland, Scotland and Wales.

There are notable increases across all the main populations – children, adults (mainly through the performance/competition pathway) and talent development.

As might be expected, given the relative population sizes of England, Northern Ireland, Scotland and Wales, they account for 83.7%, 2.9%, 8.4% and 4.9% of the UK population respectively – the majority of coaching hours are provided in England.

The increase in coaching hours presented in Table 5.2 is distributed equally in the years between 2009/10 and 2016/17. However, it would be possible to reduce the projected hours in the early years of the period to allow for the building of systems and capacity which will then deliver these hours later in the period.

The Growth Approach

The Growth Approach demand side projections utilise the same methodology as the Targets Approach, with the crucial difference that the information used to steer the projections is based on a **5% year-on-year growth in the take-up of guided sport across all participant populations and pathways**, rather than being based on home country targets and good practice prescriptions²⁷.

Table 5.3 Coaching hours per week in 2008 and 2016 – the 'Growth Approach': Three populations and five pathways

	2008	2016	Change	% Change
Children				
Extracurricular	379,235	533,621	154,387	41
Foundation/participation	424,695	597,589	172,894	41
Adults				
Participation	86,567	121,808	35,241	41
Performance	521,198	733,378	212,180	41
Talent development	270,960	381,268	110,308	41
High performance				
Total	1,682,655	2,367,665	685,010	41

The difference between the Targets Approach and the Growth Approach is immediately evident (Table 5.1 and 5.3). The Targets Approach proposed a significant – most likely unrealistic – increase in coached hours per week (around 178%). The Growth Approach proposes a much more attainable increase in coached hours per week of around two-fifths (41%).

The model projects the need to increase the number of coached hours delivered per week from 1.6 million in 2008 to 2.37 million in 2016. As with the Targets Approach, the main growth areas are non-school based community sport for children (173,000 extra hours per week by 2016), talent development mainly in the 9–21 years age range (110,000 extra hours by 2016) and performance/competition pathways for more serious adult performers, for example governing body connected clubs (212,000 extra hours per week by 2016).

**Table 5.4 Projections of coaching hours per week – 2008 to 2016 – the ‘Growth Approach’:
Populations and home country**

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Populations									
Children	803,930	844,840	885,750	926,660	967,570	1,008,480	1,049,390	1,090,300	1,131,211
Adults	607,765	638,693	669,621	700,548	731,476	762,404	793,331	824,259	855,187
Talent Development	270,960	284,749	298,537	312,326	326,114	339,902	353,691	367,479	381,268
High Performance	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Home Country									
England	1,409,919	1,481,666	1,553,414	1,625,161	1,696,908	1,768,656	1,840,403	1,912,150	1,983,898
Northern Ireland	48,544	51,014	53,484	55,954	58,425	60,895	63,365	65,835	68,306
Scotland	141,958	149,182	156,406	163,629	170,853	178,077	185,301	192,525	199,749
Wales	82,235	86,420	90,605	94,789	98,974	103,159	107,344	111,528	115,713
Total	1,682,655	1,768,282	1,853,908	1,939,534	2,025,160	2,110,786	2,196,413	2,282,039	2,367,665

Table 5.4 shows the Growth Approach projections for coaching hours per week by 'population', ie children, adults, talent and high performance and 'home country', ie England, Northern Ireland, Scotland and Wales.

There are notable increases across all the main populations – children, adults (mainly through the performance/competition pathway) and talent development.

As might be expected given the relative population sizes of England, Northern Ireland, Scotland and Wales, they account for 83.7%, 2.9%, 8.4% and 4.9% of the UK population respectively – the majority of coaching hours are provided in England.

5.3 Modelling Coaching Supply

In meeting the demand for coaching, the approach to identifying coaching supply was outlined in section 4 as follows:

- The coaching workforce is seen by the home countries as crucial to their participation and performance objectives.
- There are varying targets for coach employment/deployment, development and system building across the home countries (Table 4.1).
- The Coach Development Model provides a means to situate home country investment and programmes in relation to coaching – for example, in terms of children, participant, talent and high performance coaching.
- In 2008, 1.11 million coaches are providing 1.6 million coaching hours per week.
- In 2008, there are 611,000 'coaches' or 'head coaches', 590,000 of whom have a coaching qualification, and 420,000 who are both.
- Most coaches are volunteers (76%), while the remainder are either part-time paid (21%) or full-time paid (3%).
- Volunteers coach for an average of three hours per week, with part-timers for four hours and full-timers for over 30 hours.
- Coaches coach/co-coach in groups, with an average of 2.9 coaches per group, though this reflects differences in participant-coach ratios by sport and pathway, and a coach-assistant coach apprenticeship model.

The Supply Side Model

The 'Supply Side Model' utilises the key metrics on how the coaching workforce currently provides 1.6 million coaching hours in 2008 – coach

numbers, workforce structure (volunteer, part-time and full-time), hours delivered per week and coaches per group – and then makes assumptions about how these might change to deliver the 4.68 million coached hours per week (the Targets Approach) and 2.37 million coached hours per week (the Growth Approach) required by 2016.

More specifically, a number of key strategies have been identified.

Recruitment – recruiting more coaches into the profession provides more coaching hours. This is an ongoing feature of coaching system management – for example, it is estimated that about 8% of coaches leave the industry every year and these are continually being replaced, with a net increase of 5%. However, a more proactive approach could be used, such as a dedicated programme (eg Recruit into Coaching in England) and/or a recruitment/media campaign. It should be recognised, however, that existing mechanisms seem unlikely to produce the magnitude of increases required to meet the 'Target Approach', but may be sufficient for the 'Growth Approach'.

Change the Structure of the Workforce – volunteer coaches coach an average of three hours per week, part-timers paid four hours and full-timers paid in excess of 30 hours per week. To deliver more coaching hours, we could encourage more coaches to become part-time and full-time coaches. There is also evidence to suggest that paid coaches – especially full-time paid coaches – are more likely to engage in coaching qualifications and coach development activities, and, therefore, are more likely to be delivering quality coaching sessions that meet participants' needs.²⁸ This strategy needs to be placed in the context of the funding required to encourage coaches into greater paid employment.

Encourage Coaches to Provide More Coaching Hours – As noted above, the data suggests that volunteer coaches coach an average of three hours per week, part-timer paid four hours, and according to the latest data, full-timer paid in excess of 30 hours per week. However, a large proportion of these coaches provide considerably less than these hours – for example, a quarter (26%) provide only one hour per week (Table 4.9). These coaches could be encouraged – for example, with the incentive of access to qualifications and development opportunities – to take coaching more seriously and to increase their weekly coaching hours' provision. Indeed, there is evidence to suggest that qualified 'coaches' and 'head coaches' commit more hours per week than unqualified and assistant coaches²⁹.

Further research is required on the nature of the incentives (and provision structures) that will both encourage and allow coaches to undertake more hours of coaching. 'Committed' coaching may be accompanied by certification rather than caused by it.

Increase Participant–Coach Ratios – The research used to underpin the data presented in this document suggests that the average coached sporting group consists of 10 participants, led, on average, by 2.9 coaches/coaching assistants/helpers, giving a participant:coach ratio of about 3.33:1. This reflects – it is argued – the differences between coached provision in individual sports, pathways and age/stages, as well as the provision of development opportunities for less experienced coaches (see Section 3). This ‘apprenticeship of observation’ will never disappear from coaching – it is a crucial feature of coach development – but it could be argued that 2.9 coaches per coaching group is on the high side, and is perhaps a little inefficient. The discussion of the future size and shape of the UK coaching workforce needs to be informed by a thorough review of the relationship between informal and formal coach development opportunities, how they are structured, how they can be used to support each other and how efficacy and efficiency can be increased.

Three Scenarios

Three scenarios have been developed to provide a range of illustrative options for the coaching workforce over the period 2009–2016. Two of these options – the ‘Volunteer’ and ‘Full-time’ models – are seen as being extreme options with the desirable option likely to fall somewhere in the middle. An example of where the middle ground could sit is provided by the ‘Mixed Economy’ model but, again, this is seen as illustrative rather than definitive.

Scenario One: The Volunteer Model – Continuing on the Same Path

The ‘Volunteer Model’ continues the approach currently in place in the UK but attempts to increase the scale of this activity to meet identified demand.

The argument is simple – if the Targets Approach suggests we need to increase three-fold the number of coaching hours delivered, then we would need to increase three-fold the number of coaches, but sharing the same characteristics as the workforce in 2008 – likewise with the Growth Approach, which suggests a 41% increase.

The main thrust of the ‘Targets Approach’ would be new recruitment – it would require a workforce of 3.39 million coaches, thus the recruitment of 2.28 million new coaches, 1.73 million of which would be new volunteers (Table 5.5). The Growth Approach would require 605,000 new coaches and 460,000 new volunteers.

The workforce would be structured as it is now – 76% volunteer, 21% part-time and 3% full-time, providing the same number of average hours per week coaching. The Volunteer Model would require the same coaches per group to facilitate informal coach development.

Table 5.5 The 'Volunteer Model'			
	2008	2016	
		Targets Approach	Growth Approach
Number of coaches	1,109,019	3,386,773	1,713,131
% Vol., PT and FT Coaches			
Volunteer	76	76	76
Part-time	21	21	21
Full-time	3	3	3
Total	100	100	100
Number of Vol., PT and FT Coaches			
Volunteer	841,716	2,573,947	1,301,980
Part-time	230,765	711,222	359,758
Full-time	36,537	101,603	51,394
Delivery Hours Per Week			
Volunteer Hours	3.0	3.0	3.0
Part-time Hours	3.6	3.6	3.6
Full-time Hours	32.4	32.4	32.4
Total Individual Hours Delivered Per Week			
Volunteer Hours	2,525,148	7,721,842	3,905,939
Part-time Hours	830,754	2,560,400	1,295,127
Full-time Hours	1,183,799	3,291,943	1,665,163
Total Hrs	4,539,701	13,574,186	6,866,229
Coaches Per Group	2.9	2.9	2.9
Coached Hours Per Week	1,565,414	4,680,754	2,367,665

To maintain the 53% qualification rate (although we might argue that this should be increased), this would mean qualifying at least 1.2 million new coaches over the next eight years for the 'Targets Approach' and 315,000 for the 'Growth Approach' – this is not accounting for replacing and qualifying coaches dropping out of coaching. This is an important point. Few sports have calculated the 'throughput' of coach education candidates required to both replace 'churn' and become active.

This Volunteer Model is, of course, unrealistic and unworkable in terms of coaching numbers, and provides an illustration of the limitations of relying on a volunteer workforce in the current UK system.

Scenario Two: The Full-time Model – A Radical Approach

The 'Full-time Model' should be viewed as the polar opposite of the 'Volunteer Model' and, as the name suggests, positions coaching as a full-time profession, similar, for example, to teaching. This represents a radical approach to the organisation and structure of coaching in the UK based on the following rationale:

- 20 volunteer/part-time coaches provide one-hour of coach delivery per week each; one full-time coach provides 20 hours of coaching per week.
- 20 coaches require considerably more qualification and continuous professional development support compared to one coach yet they deliver the same amount of coaching per week.
- Arguably, the quality of the coaching emerging from one experienced, qualified coach with time to dedicate to developing in the profession will be significantly higher than the 20 volunteer/part-time coaches.

To deliver the coaching hours for the 'Targets Approach' by 2016, this scenario suggests reducing the 1.11 million volunteer, part-time and full-time coaches to 468,000 full-time coaches (interestingly, estimates suggest that there about 450,000 full-time teachers in the UK). To deliver the 'Growth Approach', this suggests reducing the number of coaches down to 237,000.

The 1.11 million coaches currently deliver about 1.6 million coached hours per week; 468,000 full-time coaches would deliver 4.68 million hours, or 237,000 full-time coaches would deliver 2.37 million hours, based on an average delivery of 20 hours per week (Table 5.5). According to the latest national survey data, full-time coaches coach an average of 32.4 hours per week; however, evidence from the England Community Sports Coach Scheme suggests that new paid coaches provide about 20 hours delivery per week and this seems a reasonable estimate³⁰.

Another key assumption in this approach is that the participant:coach ratio increases and the number of coaches per group size decreases (from 3.33:1 and 2.9, to 5:1 and 2, respectively). This is seen as sustainable through the improved provision of formal coach development opportunities to support coaches' informal development.

Though the 'Full-time Model' makes considerable good sense – utilising less, higher quality coaches, with a commitment to continuous professional development, delivering the required hours – it is probably as unrealistic as the 'Volunteer' approach in the current political and economic climate. A strength of this approach is that it would significantly enhance career opportunities for coaching and the achievement of the goal of establishing coaching as a professionally regulated vocation. However, the costs would be prohibitive and the current infrastructure for the employment and training of coaches could not cope with such a rapid and radical transformation. There would also be a 'knock-on' impact on the scheduling of sport, given the lessened flexibility that a smaller number of deliverers would provide in terms of session delivery. Indeed, there are questions as to whether it would work at all, given that most sporting activity occurs in non-working time, ie before 9.00 am and after 5.00 pm on weekdays, and on weekends.

Table 5.6 The 'Full-time Model'			
	2008	2016	
		Targets Approach	Growth Approach
Number of coaches	1,109,019	468,075	236,767
% Vol., PT and FT Coaches			
Volunteer	76	-	-
Part-time	21	-	-
Full-time	3	100	100
Total	100	100	100
Number of Vol., PT and FT Coaches			
Volunteer	841,716	-	0
Part-time	230,765	-	0
Full-time	36,537	468,075	236,767
Delivery Hours Per Week			
Volunteer Hours	3.0	-	-
Part-time Hours	3.6	-	-
Full-time Hours	32.4	20.0	20.0
Total Individual Hours Delivered Per Week			
Volunteer Hours	2,525,148	-	-
Part-time Hours	830,754	-	-
Full-time Hours	1,183,799	9,361,508	4,735,330
Total Hrs	4,539,701	9,361,508	4,735,330
Coaches Per Group	2.9	2	2
Coached Hours Per Week	1,565,414	4,680,754	2,367,665

This approach would also significantly change the fabric and structure of sport and would have profound implications for the role volunteer coaching plays in building communities, supporting families and creating vibrant local networks. Volunteer coaching also provides widespread opportunities for personal development and fulfilment, as well as fostering skills that make an important contribution to the

economy. For these reasons, the Full-time Model is not deemed appropriate on a UK-wide basis. It is recognised, however, that in many contexts (eg high performance, talent development and in focused school and community initiatives), paid coaching will play an increasingly important role.

Scenario Three: The Mixed Economy Approach

Is it possible to develop a scenario for the coaching workforce that delivers the target coaching hours, builds on the positive contribution of

volunteers, yet provides a structure for the provision of higher quality, effective and efficient coaching? Scenario Three, the 'Mixed Economy' approach, provides an option for consideration.

Table 5.7 The 'Mixed Economy Model'

	2008	2016	
		Targets Approach	Growth Approach
Number of coaches	1,109,019	1,977,015	1,202,492
% Vol., PT and FT Coaches			
Volunteer	76	60	66
Part-time	21	31	29
Full-time	3	9	5
Total	100	100	100
Number of Vol., PT and FT Coaches			
Volunteer	841,716	1,186,209	793,645
Part-time	230,765	612,875	348,723
Full-time	36,537	177,931	60,125
Delivery Hours Per Week			
Volunteer Hours	3.0	4.0	4.0
Part-time Hours	3.6	5.0	5.0
Full-time Hours	32.4	32.4	32.4
Total Individual Hours Delivered Per Week			
Volunteer Hours	2,525,148	4,744,836	3,174,579
Part-time Hours	830,754	3,064,374	1,743,613
Full-time Hours	1,183,799	5,764,976	1,948,037
Total Hrs	4,539,701	13,574,186	6,866,229
Coaches Per Group	2.9	2.9	2.9
Coached Hours Per Week	1,565,414	4,680,754	2,367,665

The Mixed Economy model suggests increasing the number of coaches in the UK by 868,000 for the Targets Approach (from 1.11 to 1.98 million), and 93,000 for the Growth Approach (from 1.11 to 1.2 million). Both 'Approaches', it is argued, could take advantage of current growth rates in coaching (about 5% a year according to recent national research)³¹ (Table 5.7).

The Mixed Economy Model suggests a significant change to the structure of the coaching workforce from an approach that is mainly based on volunteer hours in 2008 (2.5 million out of 4.6 million individual hours, or 56% of the total) to a more mixed approach in 2016 (35% volunteer hours, 23% part-time hours, 42% full-time hours for the Targets Approach; and 46% volunteer hours, 25% part-time hours, 28% full-time hours for the Growth Approach).

This would require a change to the structure of the workforce from 76% volunteers, 21% part-time, 3% full-time to one which looks like the qualified 'coach' and 'head coach' workforce depicted in Section 4.4, Figure 2, centre circle, ie 60% volunteer, 31% part-time and 9% full-time for the Targets Approach, and two-thirds (66%) volunteer, and one third (34%) for the Growth Approach. This would mean a change in the provision of coaching hours – from three hours per week for volunteers, and four hours per week for part-timers to four hours and five hours respectively.

The model would need to be supported by considerably improved coach employment/deployment and development systems to improve

the efficacy and efficiency of the workforce. However, the model assumes a significant financial investment, whether from participants, the government or other stakeholders. Indeed, at the heart of the model is the rejection of the need for additional large-scale coach recruitment – there are already a great many coaches and many more coming into the system – rather, it focuses explicitly on using more effectively and efficiently the workforce that is currently in place through system building.

A key strength of this model is that it provides the opportunity to make the best of both volunteer and paid coaching worlds. By valuing and supporting volunteer coaches, the model seeks to retain current volunteer coaching levels with an emphasis on quality, coach job satisfaction and participant satisfaction with their coaching. In addition, the model advocates the phase and suitable increase of paid coaching hours. This dual approach provides the basis from which coaching as a professionally regulated vocation will emerge – where all coaches are suitably skilled and qualified for the role they play. It also provides the opportunity to more clearly define the relative contributions of volunteer and paid coaches, and clarify how they can work together to provide high-quality experiences and environments for participants at all stages of their development.

Table 5.8 provides details of year on year projections 2009–2016 using the Mixed Economy Growth Approach.

**Table 5.8 Projects for the Mixed Economy – coach numbers 2008–2016 – the ‘Growth Approach’:
Employment status, populations and home country**

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Vol., PT or FT									
Volunteer	841,716	837,726	832,305	826,592	820,586	814,289	807,700	800,818	793,645
Part-time	230,765	246,555	260,449	274,577	288,939	303,534	318,363	333,426	348,723
Full-time	36,537	36,423	39,634	42,903	46,230	49,616	53,061	56,563	60,125
Populations									
Children	858,380	862,941	871,938	880,935	889,932	898,929	907,925	916,922	925,919
Adults	353,777	358,625	362,364	366,103	369,842	373,581	377,320	381,059	384,797
Talent Development	171,898	212,934	215,154	217,374	219,594	221,814	224,034	226,253	228,473
High Performance	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Home Country									
England	929,262	939,052	948,842	958,632	968,423	978,213	988,003	997,793	1,007,584
Northern Ireland	31,995	32,332	32,669	33,006	33,343	33,680	34,017	34,354	34,691
Northern Ireland	93,563	94,548	95,534	96,520	97,506	98,491	99,477	100,463	101,449
Wales	54,200	54,771	55,342	55,913	56,484	57,055	57,626	58,197	58,768
Total	1,109,019	1,120,703	1,132,387	1,144,071	1,155,756	1,167,440	1,179,124	1,190,808	1,202,492

5.4 Curriculum Coaching

There is evidence to suggest that coaches are coaching in the curriculum-time physical education. However, these data require further verification and discussion in each of the home countries to more clearly define the current and desired position on the contribution of coaching in relation to this area.

The results of the research conducted to support the current exercise suggest that there are likely to be around 100,000 coaches coaching in PE time, with perhaps 90,000 coaching exclusively in this environment. The results also suggest that coaches are providing somewhere in the region of 150–200,000 hours per week (out of an estimated 2.6 million PE hours provision).

Furthermore, the research suggests that to meet government targets for the two-hour PE offer – as part of a wider five-hour offer (two hours curriculum, one hour extracurricular, two hours community) – there may be the need for an extra 84,000 coaching hours in PE per week, provided by 4200 full-time equivalent coaches (coaching 20 hours direct delivery per week).

5.5 Summary

To meet home country targets and good practice recommendations for participation and performance, an extra 3 million coached hours should be delivered per week.

To meet a growth target of 5% year-on-year increase in coaching provision, an extra 685,000 coached hours should be delivered per week.

The main growth areas for coaching provision are children's extracurricular and community provision, adults in a performance/competition pathway and talented athletes.

Three scenarios were developed to meet the demand for extra coaching hours – a 'Volunteer Model', a 'Full-time Model' and a 'Mixed Economy Model'.

The Mixed Economy Model was seen as being the most feasible option of the three – this involved taking advantage of existing recruitment patterns (5% increase per year) and bringing anywhere from 93,000 (Growth Approach) to 857,000 individuals (Targets Approach) into coaching.

Significant changes would be needed to the structure of the workforce in terms of the balance between volunteer, part-time and full-time coaches.

This would need to be supported by significant system capacity building in terms of employment/deployment, development, reward and recognition systems.

There would also be implications for the infrastructure that supports sport – facilities, scheduling, etc – for changes to the coaching workforce, as well as quality assurance.





GOVERNING BODY SYSTEMS



6. GOVERNING BODY SYSTEMS

6.1 Introduction

The UK Coaching Framework positions governing bodies as having the lead role in the development of world-leading coaching systems.

This section reports the latest information regarding governing body progress in terms of coaching system building. This includes an update on Participant and Coach Development Models and data collection/workforce management systems (see highlighted yellow section in Figure 6.1).

The section concludes with some examples of evolving practice from seven sports.

6.2 Systems Building

Participant and Coach Development Models

The governing bodies are beginning to utilise the generic Participant and Coach Development Models and apply them in the context of their own sports. Table 6.1. shows the sports' assessments of their progress using a traffic light system.

It is important to note the colour codings reflect the sports' view on where they are, and are not based on the principles and applications outlined in Section 2.

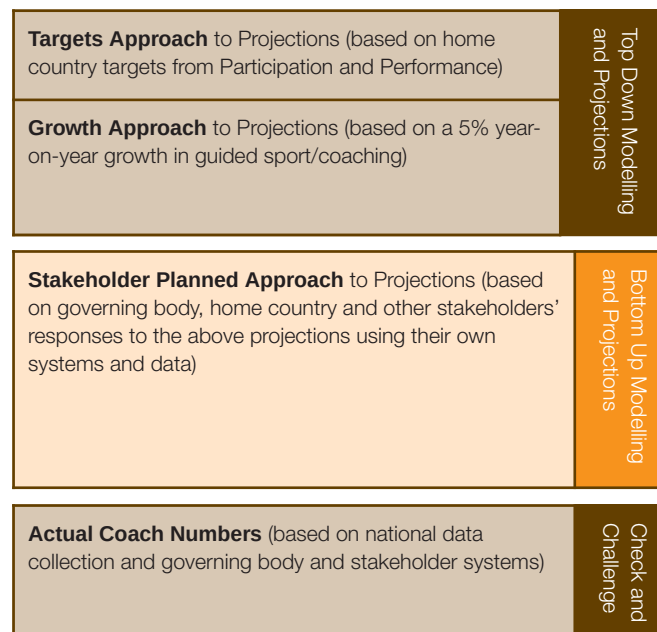


Figure 6.1 Three 'layers' of projections

Table 6.1 Sports' progress in developing participant and coach development models

Sport	Participant Pathways	Coach Pathways
Angling	AMBER	AMBER
Archery	GREEN	GREEN
Athletics	AMBER	AMBER
Badminton	AMBER	AMBER
Basketball	AMBER	AMBER
Boxing	AMBER	AMBER
British American Football	AMBER	AMBER
Canoeing	GREEN	No Data
Cricket	AMBER	AMBER
Cycling	GREEN	GREEN
Equestrian	No Data	No Data
Football	No Data	No Data
Golf	No Data	No Data
Gymnastics	GREEN	AMBER
Hockey	GREEN	GREEN
Judo	AMBER	AMBER
Lacrosse	No Data	No Data
Netball	AMBER	AMBER
Orienteering	GREEN	AMBER
Rounders	AMBER	AMBER
Rowing	GREEN	AMBER
Rugby League	GREEN	GREEN
Rugby Union	GREEN	AMBER
Sailing	AMBER	AMBER
Snow Sports	AMBER	AMBER
Squash	AMBER	AMBER
Swimming	AMBER	AMBER
Table Tennis	AMBER	AMBER
Tennis	AMBER	GREEN
Triathlon	AMBER	AMBER
Volleyball	AMBER	AMBER

Note: Data collected from the governing bodies in February/March 2009. The sports were invited to self report the stage of development of their models based on a maturity matrix system - 'incomplete', 'managed', 'performed' and 'mature'. 27 sports responded to this

approach; Archery data was added as a result of contributions made to Coaching Workforce document. Sports who responded with managed, performed or mature were given a green rating on a traffic light system.

Data Collection Systems

If there is one subject that frustrates policy-makers, funders and governing bodies alike it is the identification, collection, and reporting of management information, and key performance indicators.

Robust management information on participants and coaches is central to the development of a world-leading system yet this area is generally misunderstood, devalued, and lacking in appropriate resource.

The governing bodies were asked to provide information on their coaching data collection systems - the purpose of database, data collection fields, update frequency, database quality, and plans for future system building (for more information on who responded see Appendix Two). A summary of the position relating to data collection in the governing bodies is provided in Table 6.2.

The results suggest that the sports have a considerable distance to travel to before their database systems are providing the kind of information they need to effectively manage their coaching workforce.

For example, only a half of the systems (55%) collected more than a small amount of information on coaching. Only two-fifths (41%) of the systems could tell whether the coaches were active or not. Under half of the systems were 'live' in the sense that they were updated every day (45%), and the majority were described as providing 'medium' (56%) or 'low' quality data (26%). It is not surprising therefore that the majority of the governing bodies intended to upgrade their existing system or invest in a new one (57%) (Table 6.2).

Anecdotal evidence from sports coach UK's work with governing bodies on workforce auditing and planning suggests the latter are still trying to come to terms with the rationale, methods, and application of workforce planning.

This remains an area where considerable investment is required - politically, financially and intellectually - before benefits will start to emerge.

These results clearly point to the need for a coherent data management strategy. A key feature of this strategy should be the specification of core data collection fields and minimal technology requirements for the purposes of tracking, reporting and interfacing with other data management systems within and beyond governing bodies.

6.3 Sport-specific Participant Development Models, Coach Development Models and Workforce Projections

The following sports have provided examples of their Participant Development Models, Coach Development Models, and a number of sports have also attempted to apply the work in terms of developing preliminary workforce projections (see Appendix 4):

Archery, Cricket, Gymnastics, Rugby League, Rugby Union, Squash, Swimming and Triathlon

Table 6.2 Governing body database systems	
Purpose of Database	%
Used exclusively to collect information on coaches	17.5
Collects extensive information on coaches as part of wider set of data eg membership	37.5
Collects a small amount of information on coaches as part of a wider set of data eg membership	45
Data Collection Fields	
Name	100
Postal Address	100
Email Address	95
Award/Qualification Details	90
Award/Qualification Levels	100
Continuous Professional Development Record	51
Active/Inactive (eg coached in the last 12 months)	41
Coaching Frequency (eg sessions delivered in last 12 months)	12
Economic Status (eg volunteer, part-time, full-time)	20
Participant Ages Coached (eg 4-6 years, adults)	22
Participant Levels Coached (eg, beginner, high performance)	17
Update Frequency	
Every day	45
Every week	27.5
Every quarter	12.5
Once/twice per year	12.5
Less frequently	2.5
Database Quality	
High Quality	18
Medium Quality	56
Low Quality	26
Upgrade or Invest in New System	
Yes	57
No	43

Note: The Table is based on responses from 45 governing bodies, covering 29 sports.

Archery

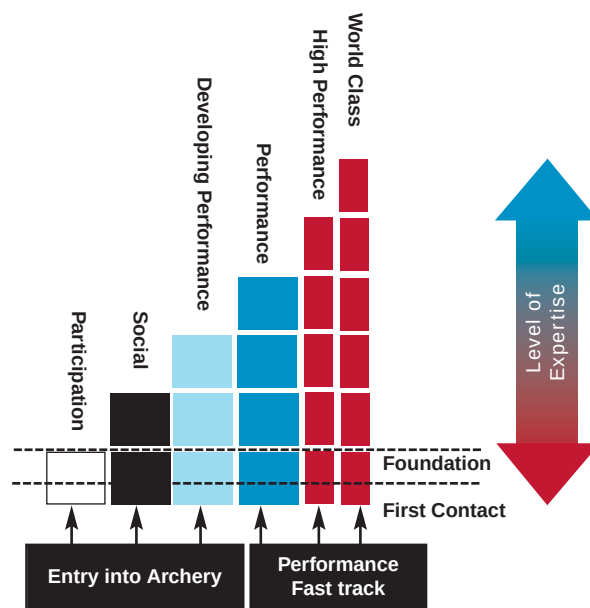
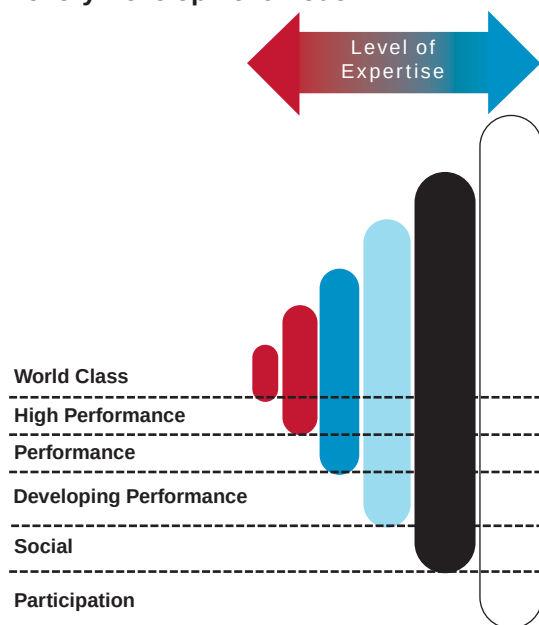
Participation, Clubs and Coaches

- 500,000 people 'tried archery in the last 12 months' (England data)
- 45,000 participated regularly 'at least once every four weeks' (England data)
- ArcheryGB, the national governing body for archery, has:
 - over 1200 registered clubs and 30,000 members
 - 1100 qualified and licensed coaches
 - 9000 archery community leaders
 - approximately 5000 individuals without qualification coach in local clubs (UK).

Strategic Direction and the UK Coaching Framework

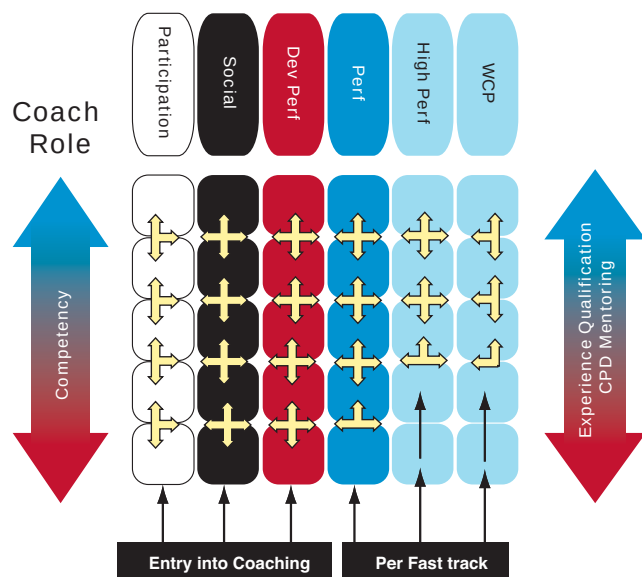
- Increasing participation levels, particularly with youngsters aged 5-17 years
- Improving services to members and progressing performance and podium pathways in partnership with the sport agencies across the UK
- Preparing for medal winning performances at London 2012
- Developing a world-leading coaching system, using the UK Coaching Framework as a blueprint
- The UK Coaching Framework has changed thinking by encouraging Archery to set its sights on a long-term vision for our coaching system
- The Participant and Coach Development Models have provided a common set of concepts and language that facilitate discussions in all parts of the UK that were not possible previously.

The Archery Development Model



The Archer Development Model has been developed by the National Source Group, UK Coaching Framework development groups, Performance Unit and sports coach UK as well as archers and coaches across the UK.

Coach Development Model

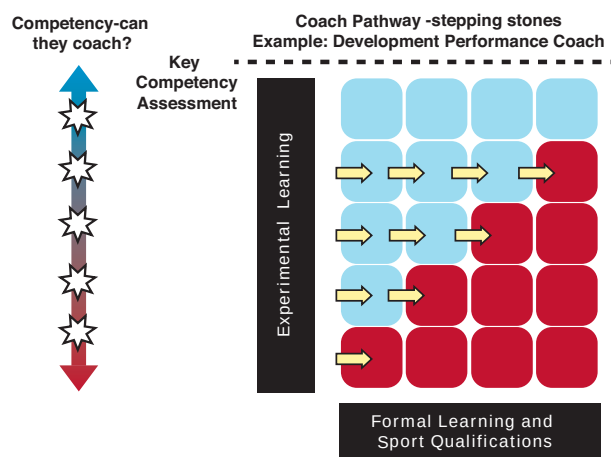


The Coach Development Model has been developed by the National Source Group, UK Coaching Framework development groups, Performance Unit and sports coach UK as well as archers and coaches across the UK.

The 'coaching roles' identified in the Coach Development Model are mapped against the current Archery Development Model. The Coach Development Model has enabled Archery to identify that there are too

The model provides a very flexible approach to track archer pathways, and plan future pathways forward.

It will be refined through contributions from literature review, hands on research, evaluation of current best practice, discussion, review and feedback.



few coach roles at present, but the predicted roles, highlighted by the Coach Development Model are too many and a balance is required. It has also provided a more systematic basis for thinking about the stages of coach development.

It will be refined through contributions from literature review, hands on research, evaluation of current best practice, discussion, review and feedback.

See workforce projections in Appendix 4.

Cricket

Participation, Clubs and Coaches

- 5539 Clubs with 1500 Focus Clubs
- 480,000 participants in Clubs and 908,000 participants in schools and clubs
- 23,000 Active Coaches 12,986 in ECB focus clubs and Scotland and Northern Ireland.

Strategic Direction and the UK Coaching Framework

- The strategic direction for Cricket has been established through the 'Framework for Cricket'.
- The implementation of the UK Coaching Framework is central to the Framework for Cricket. It has been used as a reference document and guided thoughts around coach development and education in the UK.
- The National Source Group for Cricket has evolved to accommodate the needs of the UK Coaching Framework - it has been a great success, allowing the home country governing bodies to draw on the strengths, information and knowledge of each other.
- The five Strategic Action Areas, and participant and coach capability analysis, are starting to shape the evolution of Cricket's Coach Education, resources and formal and informal coach support.
- Cricket is fully behind, appreciative and supportive of the UK Coaching Framework and is excited about the likely outcomes of its implementation.

The Participant Development Model has been designed to define the current participant pathways in cricket available to children, young people and adults in England, Scotland, Wales and Northern Ireland and will then be adapted and modified over the next three years. These pathways have been segmented into 3 inter-related market sectors; namely Participation, Performance and Elite, within which the sampling, development, and playing of cricket takes place.

These sectors are subdivided into 32 distinct environments, which are grouped together using the underpinning principles and phases of Long Term Athlete Development as defined in the ECB document 'Planning for Long Term Success'. Each environment grouping is characterised by a development stage descriptor namely: Active Start; Early Skill; Basic Cricket Skill; Enhanced Cricket Skill; Recreation Well Being & Social Interaction; Performance; High Performance; and Elite.

Participant Development Model



The Coach Development Model reflects and mirrors the design thinking and production of the Participant Development Model. From the identification of 32 environments of where participants play the game, the Coach Development Model identifies what type of coaches operate to meet that particular participant need whether it be within the Participation, Performance or Elite market sectors.

The Coach Development Model provides a mechanism to think about and organise coach development opportunities, and to make projections on the coaching workforce to meet the needs of participants whether they are in the Participation, Performance or Elite sectors of the market.

One challenge concerns how Cricket adapts the Model to allow for specialist master coaches who work with children in the participation market sector. The Coach Development Model will evolve in line with the 3 year timeframe laid down in the UK Coaching Framework document and beyond.

Coach Development Model



See workforce projections in Appendix 4.

Gymnastics

Participation, Clubs and Coaches

- 1200 registered clubs
- 12,688 qualified active coaches

Strategic Direction and the UK Coaching Framework

- The UK Coaching Framework has prompted Gymnastics to focus on its coach development and education structures, by refocusing the system around participant needs and coach capabilities.
- The models and pathways have been devised to allow participants and coaches to understand where they sit in the bigger Gymnastics picture, and to identify what they need from an education perspective to inform their development.
- Participant and coach profiling has been used to drill down and identify specific skill sets related to different roles and participant groups. The future direction and structure of the Coach Education programme will therefore be driven by this work.

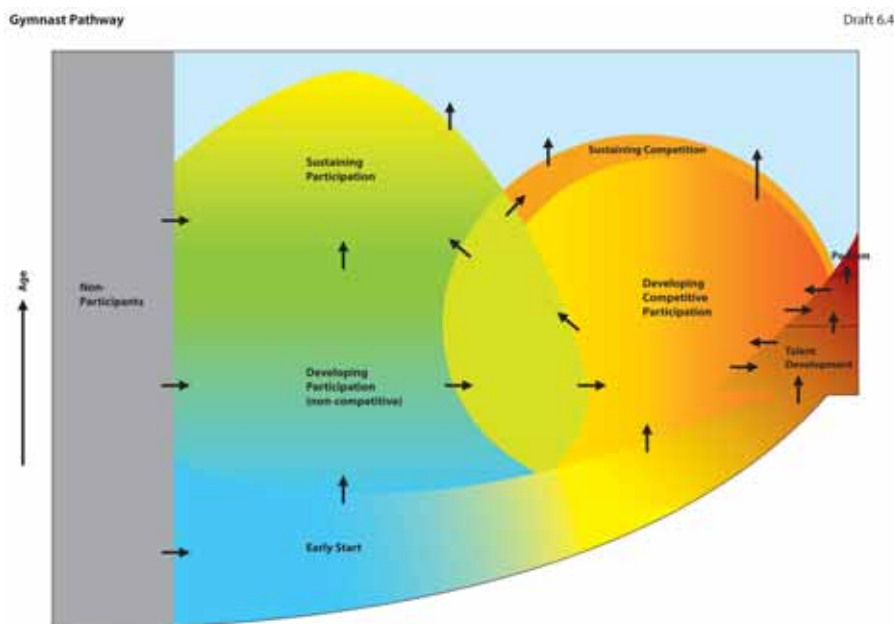
- The models and pathways will also help Gymnastics to identify provision outside of the governing body operation and will be used to start to interact with other agencies and partners.

Gymnastics Participant Development Model provides a means of analysing, and undertaking planning and system building to meet the needs of for, the current and potential participant base.

A number of key pathways have been identified that build on previous systems that prioritised talent development and high performance. These include a 'competition' pathway and a 'participation' pathway, with the flexibility built in for non-participants to start or return to the sport at any time.

The Model also identifies a number of participant segments - 'Early Start', 'Talent Development', 'Podium', 'Developing and Sustaining Participation', 'Developing and Sustaining Competition' - which can be used to think about appropriate competition, club and coaching structures.

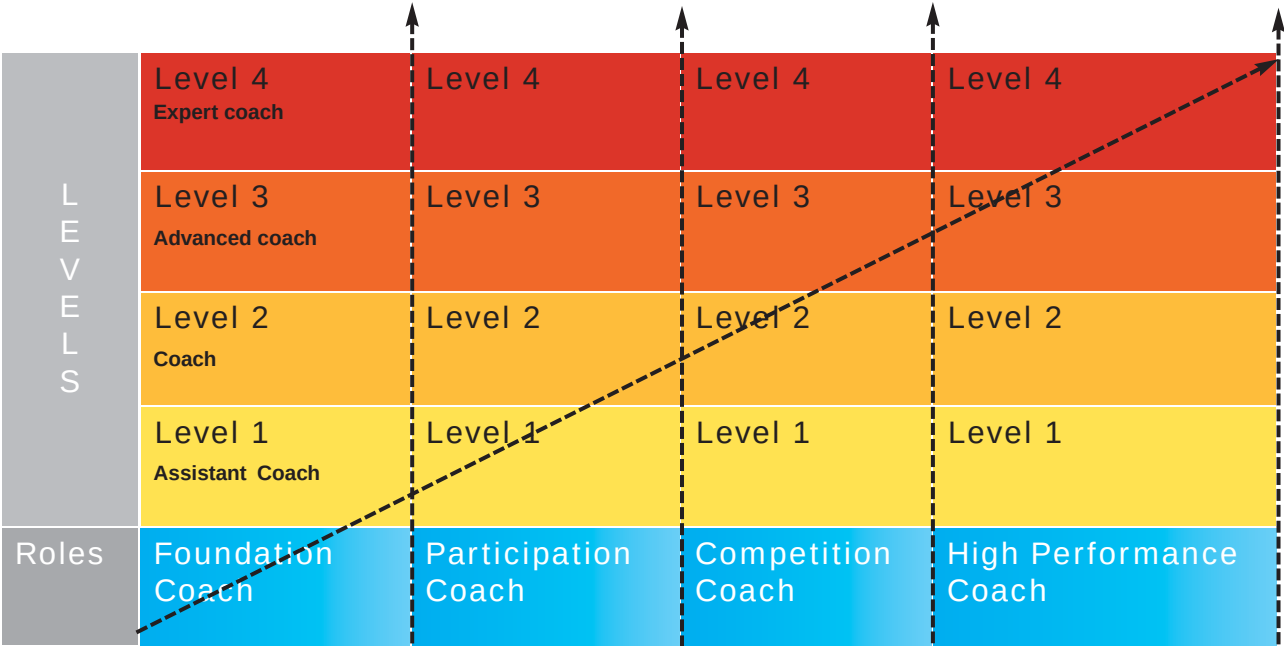
Participant Development Model



The Coach Development Model evolved from the 4 identified main participant groups from the Participant Model namely Foundation, Participation, Competition and High Performance. Each coaching role will be profiled against the identified needs of the participants in that part of the pathway outlined in the Participant Development Model.

A theoretical model using 4 stages in a coach's development was used to illustrate how a coach develops through the coach education process including athlete development phase, coach education phase, coaching experience phase and coach support /development phase. These are connected to the gradual integration of the Self, Task and Participant by the coach and to the 4 levels of the UKCC qualifications.

Coach Development Model



See workforce projections in Appendix 4.



Rugby League

Participation, Clubs and Coaches

- Participation in Rugby League across all age groups has risen from 114,095 to 285,713 between 2004 and 2008 – an increase of 150 per cent.
- 568 Clubs

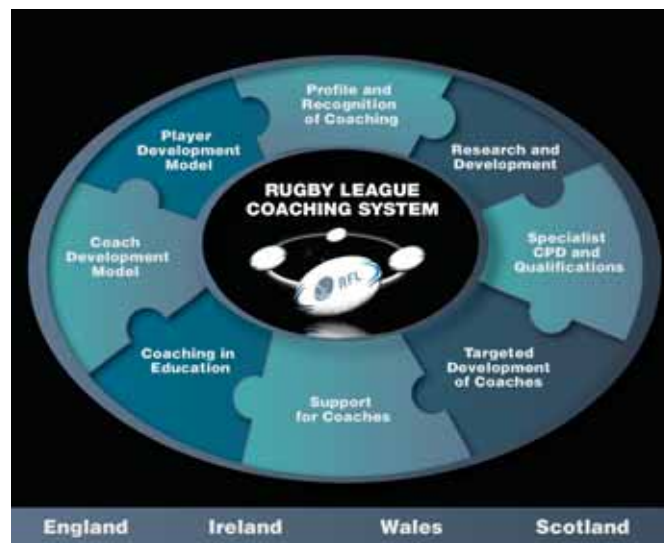
Strategic Direction and the UK Coaching Framework

- To support current participation and future growth it is imperative that Rugby League establish a UK-wide coaching system that meets the standards of the UK Coaching Framework by 2012, and increases the number and quality of coaches developed, employed and deployed to meet the needs of each stage of a defined RFL Player Pathway.
- The construction of a Player Development Model and Coach Development Model was seen as fundamental in delivering the objectives of the UK Coaching Framework; but more importantly, it provided the focus and information to develop the strategic objectives of Rugby League.

Participant and Pathway Development Model

The initial concept of the model was market segmentation and evolved into the current model taking into account player information held on a central data base. Consideration was given to the drivers and driven elements of the RFL competition framework and the player development pathway. All competitive and competition programmes were evaluated and classified into 'Streams' and 'Stages'. The philosophy of the RFL is player centred, with this in mind the current UKCC qualifications have been evaluated across the 5 'C's (Competence, Confidence, Connection, Character & Caring/Compassion (Roth and Brooks-Gunn 2003a, 2003b) and the participant spheres

The RFL PDM is a complex model; this could be viewed as a strength and weakness with its obvious limitations. A strength of the model is that it can be used as a comprehensive Workforce planning tool; a weakness would also be the complexity of the model and as such is limited to the 'system' builders within NGB. The model will evolve when considering the UKCC qualification structure and the demonstrable capabilities and competencies of the current playing population in all environments. Any further development of the model will incorporate the current research being undertaken.

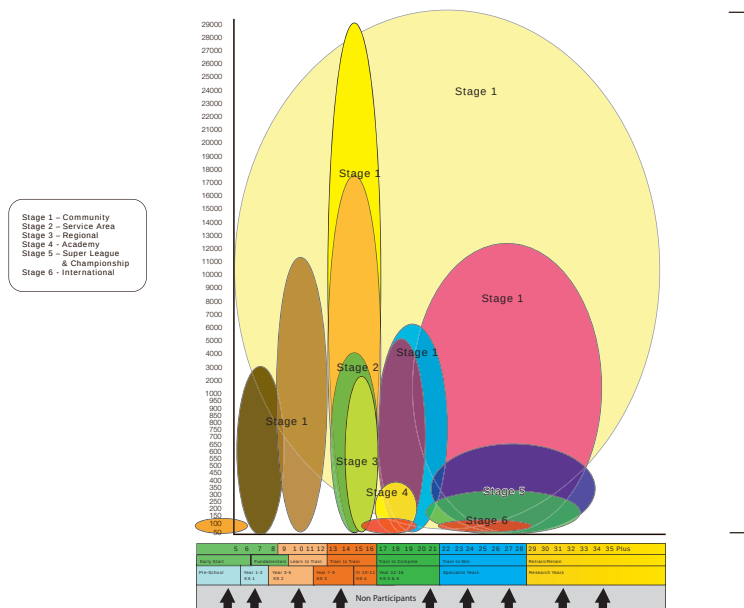


The aim of the Coach Development Model is to provide a technical reference point for the development of coaches to ensure they meet the need of players and to provide a workforce planning tool for the RFL to enable accurate and efficient deployment of resources. The model sets out the number of coaches needed at each stage of the pathway based on the current RFL ratio of 1:10.

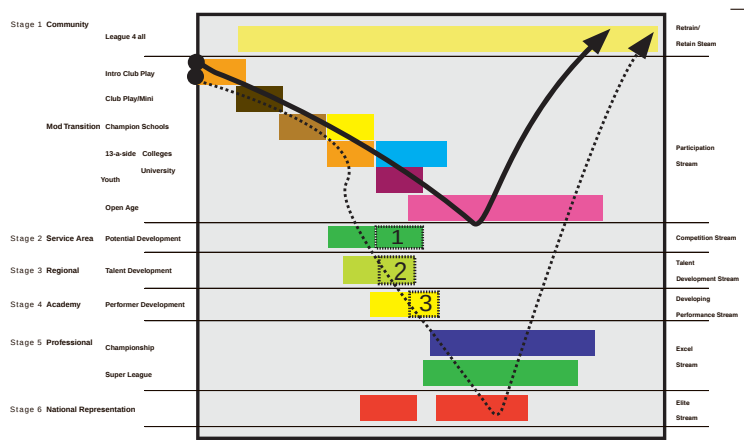
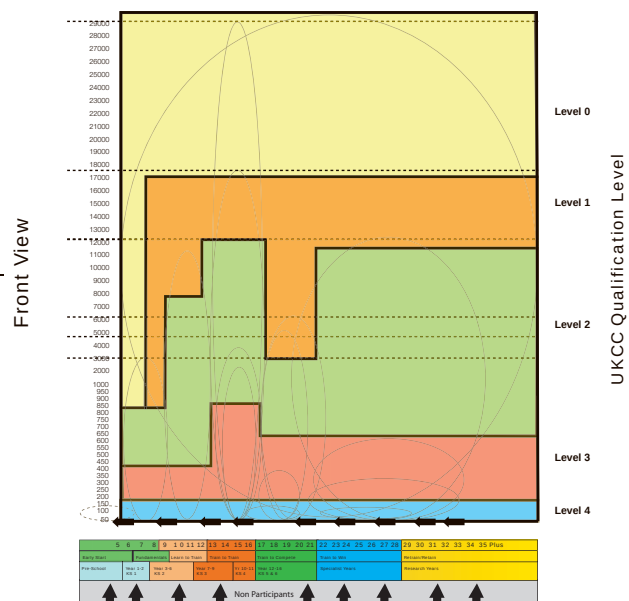
So for example it can be seen that there are 15 level 4 coaches needed at the 'FUNDamental' development stage and knowing that there are currently no level 4 coaches operating at this stage it enables accurate workforce planning.

Part of the next stage of development is identifying how many current coaches are working at each stage of development, rather than what level of qualification. When this is complete it will provide a gap analysis. Current work is also being undertaken to establish what the capabilities and competencies are needed for each coach at the various stages of the model as well as looking at how levels can be better aligned to expertise rather than qualification.

Participant Development Model and Pathway 2013



Coach Development Model



Example 'participation' pathway

Example 'Elite' pathway

Increased Programme to include late developer's

Participant can enter Retrain/Retain stream at any time

See workforce projections in Appendix 4.

Rugby Union

Participation, Clubs and Coaches

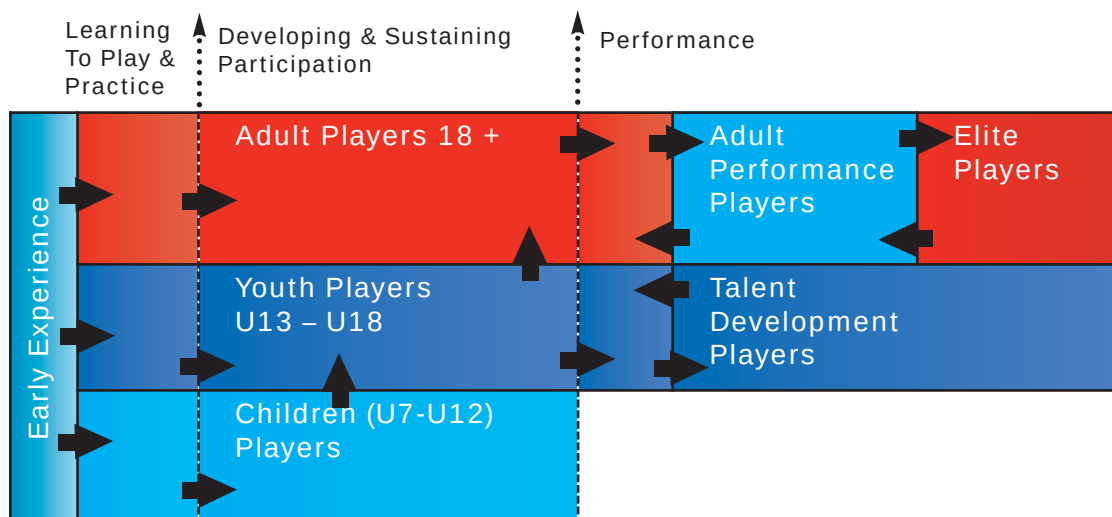
- Total Players 111,986
- Total Coaches 35,394
- Total Volunteers 56,653

Strategic Direction and the UK Coaching Framework

- The RFU, SRU and WRU have focused on building a needs led system for players and coaches.
- Two of the three components that underpin this system are the Player Development and the Coach Development Models. Considerable developments to the Player Development Model have occurred since the principles of LTAD were considered, with the current models allowing a much greater level of understanding of the needs of the player and the requirements of the coach.



Player Development Model



The Player Development Model sets out a clear, comprehensive and inclusive model for the long-term development of rugby players to ensure that the needs of the player are understood and catered for. The model clarifies (segments) the rugby union playing populations and future developments will outline player capacities at each stage under physical, technical, tactical, mental, lifestyle and personal. This will enable the appropriate play, practice and competition ratios to be planned.

The Player Development Model (PDM) was formulated through the 3 Union Coaching Steering Group. The initial step in building the model was to identify all the outlets for players to play. From this analysis 6 broad strands of playing opportunities emerged fitting across all 3 Unions. This model has been useful in highlighting where players 'sit' within a pathway and will also be useful in developing coaching & playing programmes. However, it also acknowledged that to be most useful, individuals should further look at the sub-divisions of each segment (eg Primary school teachers, Rugby playing schools, age group representative coaches etc

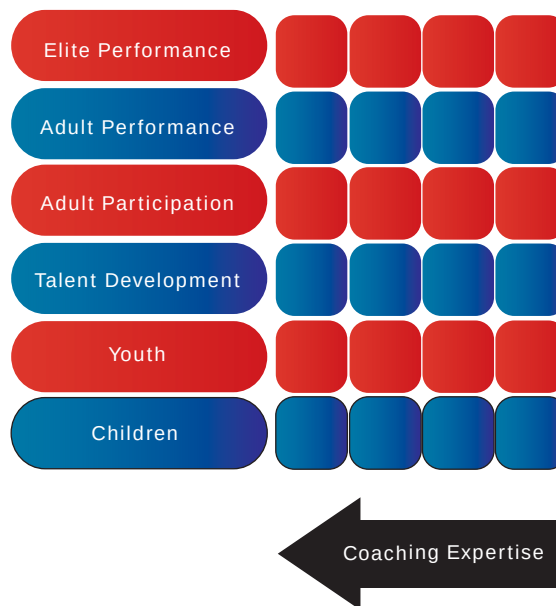
Research has been commissioned into the development of players from 7 to 18 and to challenge what is already in place. It will also assist in further identifying the needs of the players, skill development and competition. Until this is completed it is difficult to gauge the impact it will have upon the PDM, however it appears likely from initial reports that there will be a significant impact.

The research project in conjunction with Exeter University will be fundamental in developing the PDM further. At present the PDM is based on 'what is happening' presently in Player Development, ie 'How it is'. The most logical development would be to develop a model, based on sound research which demonstrates 'How it should be', which will fully take in to account the player capacities and stages of development.

Coach Development Model

The Coach Development Model is an 'expertise' based model which begins to chart the different roles, staging posts and core capabilities of coach development.

The model addresses the needs of all coaches, volunteer, part-time and full-time as they enhance their expertise, which will maximise their contribution to player development



The Coach Development Model was developed by the 3 Unions source group and was influenced by the UK Coaching Framework 4 x 4 generic Coach Development Model.

The Coach Development Model works with the 6 populations identified by the group working on the Player Development Model. Further consideration will be given to the need for '4 stages' of development as they may give a misleading impression to the developmental processes experienced by coaches.

There may also be a tendency if we use '4 stages' to link them to qualification levels which we believe is not the intention of the model.

Squash

Participation, Clubs and Coaches

- 46,819 members from all home nations
- 958 registered clubs from all home nations
- 2335 registered coaches from all home nations
- 474 licensed coaches from England Squash & Racketball and Squash Wales

Strategic Direction and the UK Coaching Framework

- Squash's goal is to set out a long-term vision for creating, developing and implementing a world-leading Squash coaching system by 2016.
- To do this there is a need to develop and maintain a clear and consistent player pathway, provide appropriate support to performers at all levels and nurture and sustain a world class coaching system, through coach education and development programmes using the UK Coaching Framework as a reference point.
- Over the Strategy period Squash will:
 - Develop consistent support programmes for coaches and players at all levels, with identified criteria for success
 - Support and develop talented coaches and players through the Area/Regional networks
 - Nurture consistent and improving standards of coaching at all levels throughout the UK
 - Develop a consistent, needs-led coach education programme
 - Provide continuing development support to coaches at all levels through the Coach Licence Scheme
 - Ensure that the rationale for the implementation of a Coaching System is underpinned by the best available research.



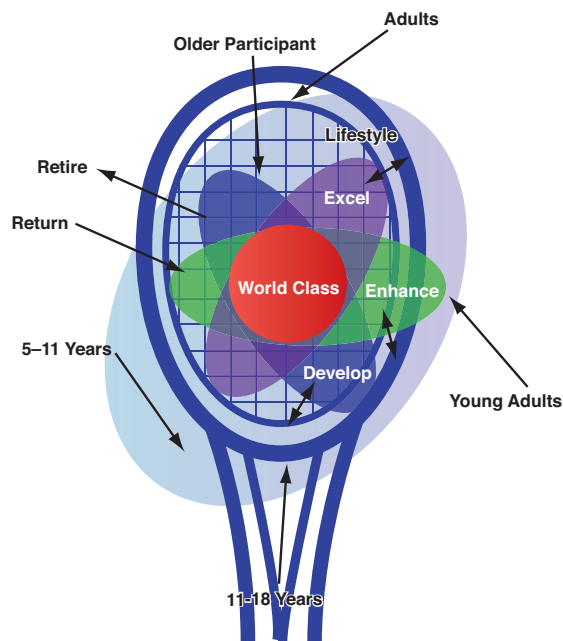
Participant Development Model

The purpose of the Squash PDM is to, in simple terms, outline the pathways and developmentally appropriate squash related/specific experiences that should be made available and improved upon in the future.

The current model is based on market segmentation and provides a high-level framework for the development of tailored squash programmes, satisfying the needs and motivations of players at a particular stage in their life cycle.

Development work will be occurring to identify player capacities, and the squash programmes that are synchronised and in tune with the needs of particular squash group/specific populations

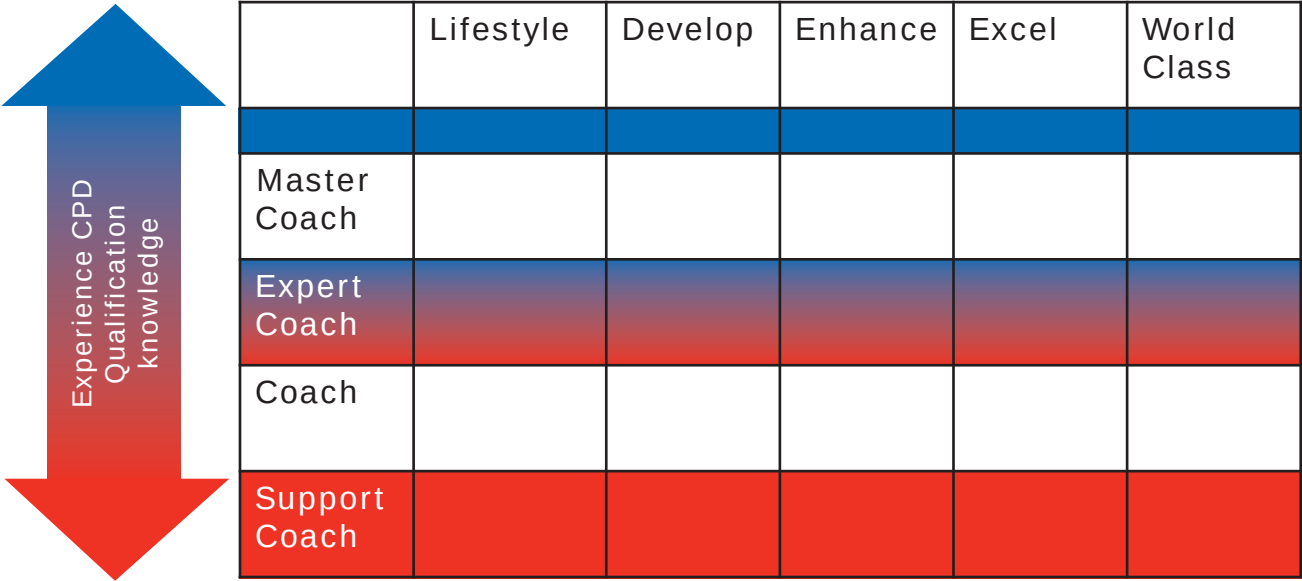
The outcome will be to increase the probability that participation will be enhanced and sustained.



The purpose of the Squash CDM is to, set out and implement a clear and inclusive model for the long-term development of coaches and coaching. The current model has been adapted from the generic UK Coaching Framework 4 x 4 model and provides a high-level squash specific framework. It keeps the participant/coach relationship as a key reference point throughout.

Development work will be undertaken to identify coach capabilities linked directly to the player capabilities, develop and implement needs-led coach CONTINUOUS PROFESSIONAL DEVELOPMENT, and establish accessible and effective coach support system to underpin the long term development of coaches

Coach Development Model



See workforce projections in Appendix 4.

Swimming

Participants, Clubs and Coaches

- Swimming, as the country's most popular sporting activity
- 5.6 million people in the UK swim at least once per month.

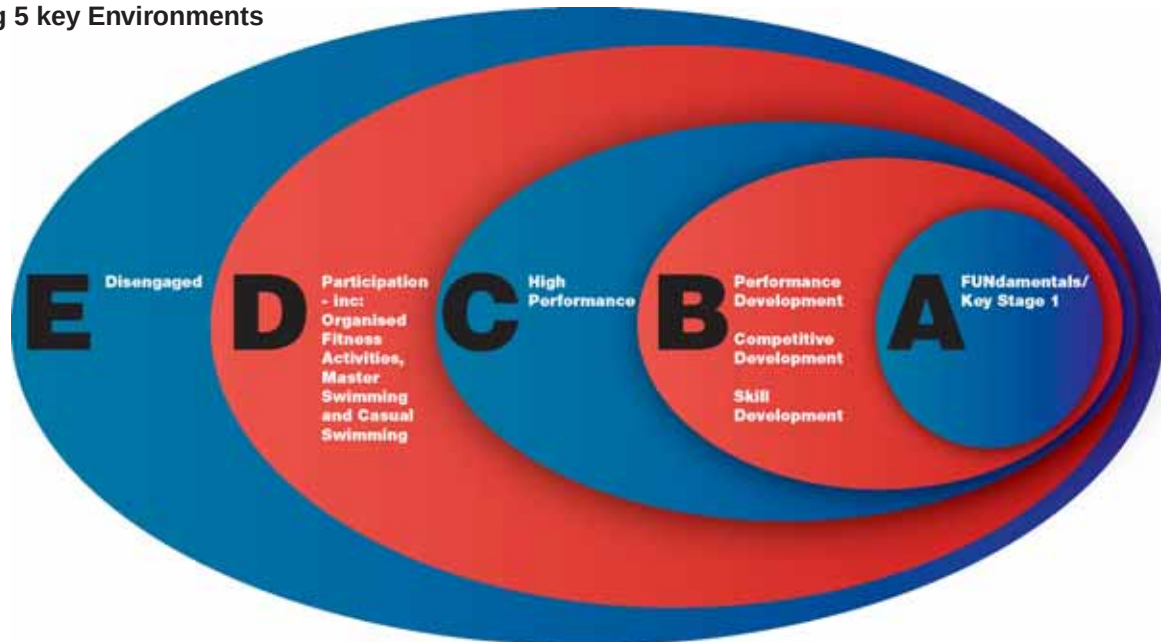
Strategic Direction and the UK Coaching Framework

- To ensure everyone has the opportunity to learn to swim
- To ensure everyone can achieve their own personal goals
- To ensure that everyone has the opportunity to enjoy swimming as part of a healthy lifestyle
- To ensure we achieve gold medal success
- The effective delivery of a skilled Coaching Workforce plays a central role in the delivery of the above objectives.

- Swimming has used the UK Coaching Framework as reference document in the development of its strategic and operational coaching programmes.
- It has highlighted the need to ensure that we as a group of National governing bodies have to have a detailed understanding of the numbers, needs and characteristics of our participants.
- From this we can start to describe the numbers and types of coaches that need to be deployed and the interventions needed to make this happen.

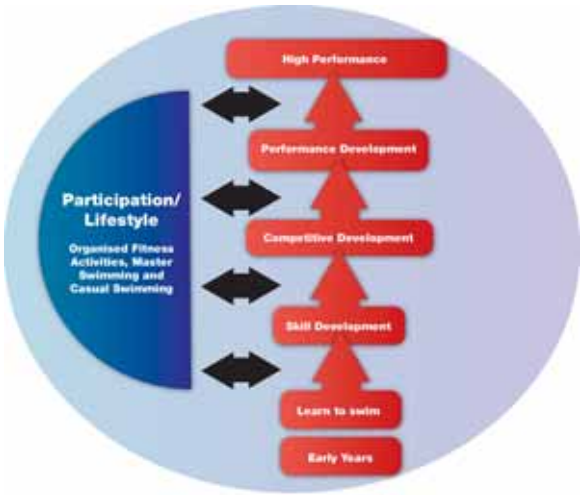
Swimming Participation Model

Swimming 5 key Environments



Prior to the development of the Swimming Participation Model there was need to identify the specific ‘market places’ where swimming operates. These were: Learn to Swim (incorporating adult and child, school swimming, swimming Lessons and Adult beginners); Talent Development (incorporating skill development, competitive development and performance development); High Performance; Lifestyle (incorporating fitness, leisure swimming and masters swimming)

From this a ‘participant flow’ diagram was developed. This shows the numerous pathways into and out of the different market places. These two models are purposely simplistic, as they will be used to inform and educate the swimming industry. Further work will be happening to clearly identify the sub groups within each marketplace.



Using this information the identification of numbers, needs and characteristics will begin. Once this has been completed this will be mapped against current provision and Swimming Coach development model.

Coach Development Model

By adapting the template developed by Sports Coach UK, swimming has an agreed coach development model (4x4). Coaches will be defined by the ‘marketplace’ that they work in and the role that they perform in that ‘marketplace’. The 4 x4 uses the 4 UKCC level definitions and the 4 identified market places. As further development on the participant model continues it is expected that each of the 16 boxes will be sub-divided to give a more specific coach development model.

		Environment			
		Learn to Swim	Talent Development	High Performance	Lifestyle Participant
Coaching Role	Support Coach				
	Coach				
	Senior Coach				
	Master				

See workforce projections in Appendix 4.

Triathlon

Participants, Clubs and Coaches

- British Triathlon Federation, the national governing body for Triathlon has over 10,000 members from all home nations
- 101,000 event race starts in the 2008 racing season
- 400 registered and affiliated triathlon clubs throughout the UK
- 1,400 qualified coaches across levels 1, 2 and 3.

Strategic Direction and the UK Coaching Framework

The UK Coaching Framework has given the sport a clear strategic direction to further develop the coaching infrastructure to ensure that triathlon can build a coaching system in the UK that is world leading in all areas.

It has enabled the governing body to focus on the development of coaches and coaching and not just on education/ qualification delivery, and has provided greater inter-departmental cooperation in the development of coaches and coaching.

It has helped the governing body to focus on the 'golden threads' of how participants, coaches and events are integrated through the Coach and Participant development models and emerging competitions framework.

The PDM and CDM will underpin all future strategic decisions made in working towards building a coaching system that is truly world leading.

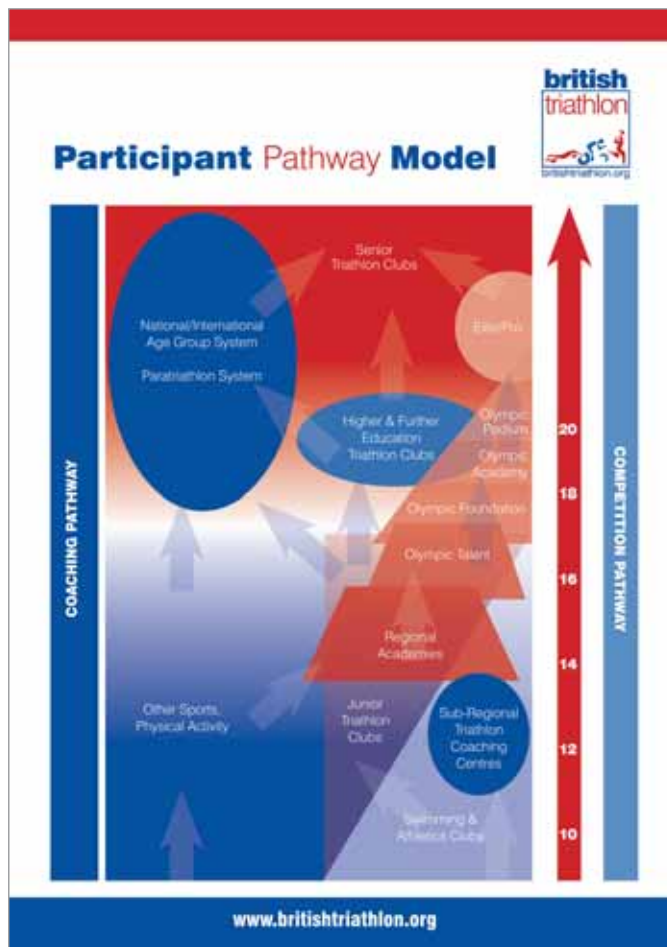
The Participant Development model provides a summary overview of the market segmentation for the sport throughout the UK. It will enable the governing body to plan for participants needs in Triathlon, using a segmented approach.

The Participant Development Model was developed through an internal working group consisting of key individuals from Senior Management Team, World-Class Performance Department, Development Department and members of the British Board.

The PDM will be used as an underpinning model and fully integrated within the UKCC qualification structure. The PDM will be at the core of all future qualification developments

This model will be refined over the next year as a consequence of emerging research and future developments. There is currently limited research underpinning this work.

Participant Development Model



Future developments of this model will include an underpinning document outlining the key physical, technical and tactical competencies; mental, lifestyle and social characteristics at each stage of development.

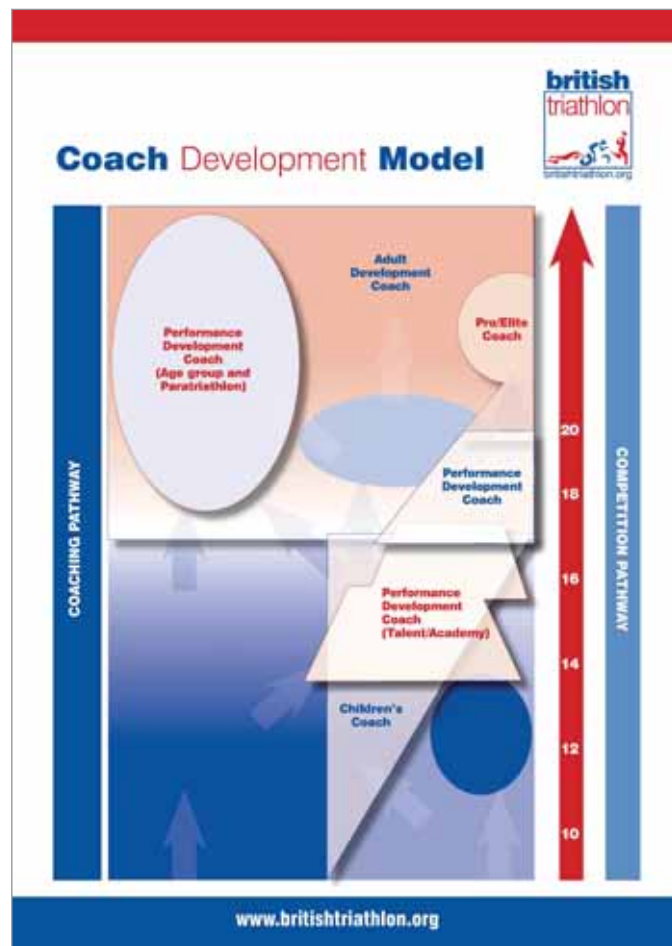
The overall objective of the Coach Development Model is to develop a fully inclusive long-term coach development system. The model is based on the original 4x4 matrix, however has been extended to demonstrate six main 'coaching roles' adopted by triathlon coaches as well as career progression both vertically through the UKCC and horizontally through continuous professional development that are beginning to be developed and adopted across the UK by all home nations.

Development of the CDM was a collaborative piece of work between the UK Coaching Steering Group; Key members of the Performance and Development Teams at BTF as well as selected coaches from the respective populations (eg children's coaches).

The development stages are to clearly define coach capabilities for each coach role, to ensure the right coach(es) is deployed to work with the right participant(s) in the right environment(s).

Further work is required on the model to ensure the numbers of coaching roles are appropriate, along with the evolution of the underpinning technical reference document

Coach Development Model



See workforce projections in Appendix 4.





CONCLUSIONS AND RECOMMENDATIONS



CONCLUSIONS AND RECOMMENDATIONS

The purpose of this *Coaching Workforce 2009–2016* document is to take the vision of the UK Coaching Framework ‘to create a world-leading coaching system by 2016’ and to consider what this means for coaching system building, and coaching workforce development and delivery. Put simply, this means taking the principles and concepts of the UK Coaching Framework and thinking about, and implementing, this in practice.

The ‘coaching industry’ is at the start of a particular journey - moving from the ‘Building the Foundations’ to the ‘Delivering the Goals’ phase - and the document primarily provides a methodology to analyse and describe the coaching workforce, as well as indicating targets and projections. The targets and scenarios are illustrative, and it will be the role of each sport and home country to apply the methodology to their own needs.

A number of key research questions were investigated:

- What is the current demand for coaching among children and adults across the UK?
- What is the current availability of coaches to meet this demand?
- How does this supply of coaches relate to the planned targets for participation, performance and high performance sport?
- What are the implications for the coaching workforce in order to achieve planned targets and to achieve realistic growth up to 2016?
- What is the current state of data management relating to the coaching workforce and what are the issues that need to be addressed in developing robust systems to underpin the planning and development of the coaching workforce?

The study found a vibrant context for the delivery of guided sport in the UK, with 2.75 million guided sport hours per week were provided to support 8 million regular participants in 2008. Of this, 1.68 million

‘coached’ hours per week were provided, representing 61% of guided sport hours and an estimated reach of 5 million regular sports participants through coaching.

When the supply of guided hours was investigated, it was found that 1,109,019 adults played some role in the delivery of coaching. Of these, 611,000 were deemed to be coaches/head coaches and 500,000 were found to be coaching assistants. Among coaches and head coaches, 68% held some form of governing body qualification. This figure was 36% among coaching assistants. The data relating to coaches/head coaches were supported by governing body systems, which suggested records for around 639,413 individuals with coaching qualifications. While the 611,000 figure presents a likely baseline for coach/head coach numbers in the UK, a less open interpretation of the definition of coaching would see the baseline number set at 416,000, where coaches/head coaches are deemed to be both active and qualified.

The composition of the coaching workforce was found to include 76% volunteers; 21% part-time paid and 3% paid. Of these 69% were male and 31% were female, 8% were coaches with a disability, and 3% ethnic minority.

While these data must be treated with caution, pending the further refinement and verification of the data management systems of governing bodies and other agencies, they provide a valuable benchmark against which future studies can be referenced. It is also the case that while the sampling methodology was robust, there is a need to progressively move to a system where active and qualified coaches can be more systematically tracked. That said, the results from the sampling methodology have demonstrated a consistency over consecutive studies in 2004; 2006 and 2008.

The document raises some interesting questions:

- To what extent are we able to embrace and realise our ambitious targets for participation and performance for 2016?

- How do we view the current coaching system? What kind of coaching system would be required to realise our ambitions? What range of roles should coaches play? How does coaching relate to/complement other sports provision roles such as leaders and fitness instructors? What is the appropriate balance between volunteers and full-time paid coaches?
- How do we begin to build the coaching system? What infrastructure would be required to support this system?
- How do we build information systems to help us recruit, develop and manage the coaching workforce?

To what extent are we able to embrace and realise our ambitious targets for participation and performance for 2016?

A key principle of the UK Coaching Framework is the development of a participant needs-led, inclusive sporting system. The Framework recognises that the provision of coaching should be guided by participant need, taking into account the coaching objectives of governing bodies, Home Country Sports Councils and UK Sport. Provision based on a participant needs-led model is perceived as providing greater opportunities to engage and continue in sport, whilst developing an equal access to sporting success.

Using the participant needs-led approach the document proposes two demand-led 'Approaches' for considering future coaching need. The 'Targets Approach' builds a composite UK picture - situated in the Participant Development Model - of home country targets, and good practice recommendations to describe an aspirational picture for the participant/performer base over the period 2009–2016 (described in Table 3.9). The 'Growth Approach' presents a 5% year on year growth in the number of guided and coached hours (described in Table 3.10).

The 'Targets Approach' represents a highly ambitious growth of the participant/performer base. The implications go well beyond increasing participation, to a fundamental shift in the proportion of participants in more intensive modes of sport, for example, competitive sport within a club environment, and talent development pathways. The 'Targets Approach' is deliberately positioned to initiate debate on sport and coaching. Therefore, the approach taken has been to describe the ideal system, based on targets and good practice, and then to work with partners to understand what is feasible over future iterations.

The 'Growth Approach' presents a more realistic option - given current resource, demand and supply side considerations, but still highlights - considerable structural and resource implications in the years from 2009/10 to 2016/17.

How do we view the current coaching system? What kind of coaching system would be required to realise our ambitions? What range of roles should coaches play? How does coaching relate to/complement other sports provision roles such as leaders and fitness instructors? What is the appropriate balance between volunteers and full-time paid coaches?

The provision of skilled coaches to achieve participation and performance targets/outcomes has significant implications for sports provision across the UK, including guided sport and coaching.

The study has identified a number of key findings relating to the coaching workforce; there appear to be three main workforce implications:

- The relationship between self-directed, guided sport and coached sport in terms of providing sporting opportunities in different pathways and age/stages
- The delivery of a three-fold increase in coaching hours is required to achieve stated targets/outcomes, while growth projections of 41% are proposed up to 2016
- The gradual restructuring of the coaching workforce is suggested to meet 2016 targets/outcomes and growth projections, with a move to a 2:1 ratio between volunteer and paid coaches across the sector.

A central theme of this document has concerned describing the 'patchwork'/'tapestry' of sports provision in the UK. Coaches, leaders, fitness instructors, PE teachers, other teachers and parents are all involved in providing the 2.75 million guided hours per week. The development of a world-leading sports and coaching system, however, suggests the need for greater clarity in defining these roles and how they relate to each other in terms of providing sporting opportunities in different pathways and age/stages. The analysis of the contribution of these roles against the Participant Development Model is proposed as a good starting point.

Currently, a third of individuals who regularly participate do so with a coach, leader or fitness instructor. The assumption is made that guided and coached sport will account for about a quarter of future participation increases - though this will vary slightly according to pathway. The 'Targets Approach' suggests an increase in the provision of coached sporting hours from 1.68 to 4.68 million hours per week - a three-fold increase, or 3 million hours per week. The 'Growth Approach' suggests an increase of 1.68 to 2.37 million coached hours per week,

and 685,000 hours increase per week. The key question becomes how will this increase be enabled/facilitated?

Currently, between two-thirds and three-quarters of UK coaches coach children. The targets, good practice suggestions and projections suggest a wider set of roles for coaching - children's extracurricular and community sport, adult performer/competitive sport, talent development and high performance. To manage the transition to this longer-term view there also appears to be an important step in facilitating the transition of low-level participants/returners into more intensive sport.

Three scenarios were developed to take account of the need for more coaching hours and a change in structure of the coaching workforce: the 'Volunteer', 'Full-time' and 'Mixed Economy' models (Table 7.1).

The 'Volunteer Model' continues the approach currently in place in the UK, that is, the reliance on volunteer coaches to provide a majority of the coaching hours - but attempts to increase the scale of this activity to meet current demand. This Target Approach projects the need for 3.39 million coaches in total; the Growth Approach 1.71 million coaches - providing an insight into the inefficiencies of the current system.

The 'Full-time' model positions coaching as a full-time profession, similar, to teaching. There are significant advantages to this approach in terms of improving coaching employment/deployment and development effectiveness and efficiency. However, it is likely to be too much of a system change, for example, removing the benefits of a volunteer base, and requiring too great a resource to implement.

The 'Mixed Economy' model provides a solution for increasing the coaching hours to meet demand, values the contribution of volunteers, and provides a structure for improving the effectiveness and efficiency for current and future provision. The model is not based on large-scale recruitment (or redundancies), and takes advantage of the 5% growth in coaching numbers per year to recruit new coaches, most of whom would be volunteer and part-time. However, the 'Mixed Economy' model requires a fundamental restructure of the coaching workforce - reducing the volunteer contribution from three quarters to two-thirds (Growth Approach), and three-fifths (Targets Approach), and increasing paid part-time and full-time coaching correspondingly. This model has significant resource and system design implications that require further exploratory work. However, it is proposed that the mixed economy model will be the guide in developing the coaching workforce for the future in the UK.

Table 7.1 The coaching workforce 2016: Three scenarios

	Recruitment	Structure of Workforce	Hours Per Coach Provided	Participant-Coach Ratio	Number of Coaches	Focus of Attention
Volunteer model	Significant recruitment campaign	Same structure as current - mainly volunteers	Same structure as current	Same structure as current	3.4 million (Targets) 1.7 million (Growth)	Recruitment; same system
Full-time model	Reduction in coaching workforce numbers	Mainly full-time provision	Full-timers delivering 20 hours per week	'Coaches per group' moves from 2.9 to 2	468,000 (Targets) 237,000 (Growth)	System revolution!
Mixed economy model	Takes advantage of 'natural' 5% year on year growth in coaching	Improved balance between volunteer, part-time and full-time provision	Increased hours per week from volunteers, and part-timers to reflect improved engagement in coaching	Same structure as current	1.9 million (Targets) 1.2 million (Growth)	System change

An interesting feature of the three scenarios approach is that each scenario could work, and to a degree already does, in different home country, sport, pathway, regional and sub-regional contexts. For example, sports such as Tennis already have a paid professional model in place. Many high performance coaches are on full-time contracts. Therefore, the assumption should not necessarily be that the UK has to work with one model of provision.

How do we begin to build the coaching system? What infrastructure would be required to support this system?

It is more than a coincidence that the UK Coaching Framework provides a set of essential components and best practice principles for building a World-leading Coaching System, and the 'Mixed Economy' model suggested for delivering the demand side projections for coaching hours requires a focus on system change. The principles and conceptual tools - a participant needs led inclusive approach, based on Participant and Coach Development Models - owned and operationalised by governing bodies, working with other delivery partners appear to offer a positive way forward.

Many governing bodies have begun to develop and implement Participant and Coach Development Models, and there are many good practice examples highlighted in Section 6 - notably Gymnastics' models appear to represent many of the principles outlined in Section 2. For the case study sports, and others, the next steps are to refine these sport-specific models and to begin to use them to organise and manage coach employment/deployment, development and coach support, registration and licensing, recognition and research and development.

Of course, the generic models are also subject to ongoing development and refinement as part of a robust research and development programme. For example, the analysis undertaken in this document suggests the possible identification of five, rather than four, coaching population roles - with the 'performance' role divided into a 'competition' and a 'talent development' role. This and other issues will require ongoing debate and discussion as part of a process of continuous improvement and evolution in the UK Coaching system.

How do we build information systems to help us recruit, develop and manage the coaching workforce?

The case for robust information systems to inform strategic and operational decision-making about coach employment/deployment and development has been made throughout this document.

It appears clear, however, that there is a significant gap between the principles, methodologies and systems used to generate the descriptions and projections outlined in this document, and those operated by, for example, a majority of governing bodies. Section 6, for example, illustrated the patchiness of governing body data collection systems, and anecdotal evidence suggests a generally poor understanding and use of management information. There are pockets of good practice, however, for example, the Focus Club system in Cricket.

The above suggests the following actions:

- A discussion of the measures and methodologies underpinning an effective coaching management information system. Ongoing discussions on a national data management strategy are promising in this regard and should be pursued.
- The development of a system/systems to reflect the agreed measures and methodologies, that also address issues such as data storage (IT systems, for example), and data use (analysis, reporting and capacity).
- The extension of the measurement system beyond partner organisations immediate networks eg governing bodies and clubs, regional/sub-regional partners and schools/local authorities - to develop an integrated bottom up picture of the coaching workforce.

Future Directions and Next Steps

All of the projections outlined in the document will require analysis on a sport and home country specific basis. The methodologies used in the document will require adaptation by each sport and each of the home countries and it is recommended that such analysis and target setting should be undertaken at a high level prior to the 5th Coaching Summit in 2010. It is then recommended that bi-ennial surveys be undertaken in 2011; 2013; 2015 and 2017 to chart the evolution of the coaching workforce against the vision of the UK Coaching Framework.

The methodologies in future surveys should progressively move towards a stronger reliance on the data management systems of governing bodies and agencies working within the wider coaching support network. From 2013, it is recommended that data from all of these agencies be included in the workforce survey subject to adherence to minimum criteria on data fields and on the reliability of the data management systems in tracking active and qualified coaches.

It is proposed that the findings of the current study should become a strong focus for the proposed multi-agency Frontline coaching group. There is a need to become more pro-active in understanding and shaping the coaching workforce for the future. This can only be achieved if investment agencies; governing bodies and employers gain maximum clarity on the current position and on how the deployment of coaches can be enhanced to meet their coaching objectives and to ensure that there are skilled coaches available to guide the development of children, players and athletes at all stages of their development by 2016.

There are also some specific suggestions emerging from the work:

The need to undertake specific research work, and build data collection systems, to understand more about the quantities and qualities of high performance coaching.

Produce good practice guidance to governing bodies and other stakeholders on how to think about and conduct workforce audits and planning (in the context of the methodology outlined in this document, and the ongoing workforce audit pilot work).

APPENDIX 1.

CODING PROCEDURE AND DRAFT DEFINITIONS

Central to the analysis included in the Coaching Workforce 2009–2016 document is a number of key concepts: ‘Guided Sport’, ‘Coached Sport’; ‘Assistant Coach’, ‘Coach’ and ‘Head Coach’; ‘Leader’ and ‘Fitness Instructor’. This appendix describes the coding procedure and draft definitional work that underpinned the development and articulation of these concepts.

sports coach UK collected a wide range of data about the individuals who provide ‘guided’ and ‘coached sport’ (see Appendix Two).

Some of the questions were very specific, for example, ‘Have you coached or instructed sports in the last 12 months?’ and ‘Which of the following best describes your involvement in coaching – head coach, coach, assistant coach, leader, informal coach?’

Others questions were used to check the data against what is known more widely about the kind of individuals who are providing guided sport across the UK. Therefore, questions about - where these individuals provided guided sport ie in terms of setting, who they coached, how frequently, type of sport, whether they were qualified and/or paid - were used to determine whether they were coaches, assistant coaches, head coaches, leaders, fitness instructors, PE professionals, non PE school teachers, family etc.

This process involved making judgements about whether an individual was, for example, a coach, assistant coach, head coach, leader or fitness instructor following the broad criteria outlined below, but also on

the basis of feel given the overall characteristics of the respondent. This will undoubtedly have led to some mistakes - though it is hoped that the results will provide a much richer insight into the tapestry of provision of guided sport across the UK. These mistakes, it is hoped, will gradually be reduced as the method improves in further iterations of the research.

Procedure

1. Respondent answered yes to ‘coached or instructed sport in last 12 months’
2. Respondent ‘coached’ at least 12 times in the last year.
3. Respondent’s answer to question ‘Which of the following best describes your involvement in coaching - head coach, coach, assistant coach, leader, informal coach?’ was accepted unless there was significant grounds to challenge whether the label was applicable.
4. In many cases the label was challenged which led to a refined set of labels ‘coaches, assistant coaches, head coaches, leaders, fitness instructors, PE professionals, non PE school teachers, family and other’.

Note: These typologies are seen as ‘interim’ for the purposes of the Coaching Workforce document and will be tightened and refined for future iterations of the research.

5. The criteria for challenging the label was as follows:

Guided and Coached Sport

Coach	Respondents were assumed to be coaches unless they could be proved beyond reasonable doubt to be in one of the other categories. However, coaches were generally defined by their longer term commitment to coaching groups, likelihood of being connected with one sport, coaching in particular contexts - notably clubs, local authority settings, extracurricular activity, talent and high performance.
Leader	Individuals who coached more 'one off' sessions, in particular contexts - local authorities, community projections, youth clubs, outdoor centres and private clubs -, usually 'leading' multiple sports, with no formal coaching qualification, sometimes paid, were assumed to be undertaking the following roles - 'activity leader', 'community leader', 'outdoor leader'.
Fitness instructor	Individuals typically coaching keep fit, often in health and fitness clubs.
PE professional	Identified themselves as a PE teacher
Non PE school teacher	Their employment profile, for example, salary, times of work, hours committed to 'coaching', and typical setting ie coaching in PE lessons - suggested these individuals were non PE school teachers (usually working at the Primary School level).

'Assistant Coach', 'Coach' and 'Head Coach'

Assistant coach	Coached with other coaches; regular but not intensive involvement in coaching; often very young, or obviously a parent with children in the coaching group.
Coach	Typically self-defined but clearly not an Assistant Coach
Head coach	Typically self-defined by were identifiable as being very involved in coaching; experienced and qualified.

APPENDIX 2.

METHODOLOGY

AND LIMITATIONS

Appendix Two provides details of the methodology used in the research as well as noting any limitations from the approaches chosen.

As noted in Section 1, data collection was undertaken with three main groups:

- Policy and funding partners
- governing bodies
- Participants and Coaches

Further details will now be provided about each.

Policy and Funding Partners

Policy and funding partners were asked to provide details about their investment in frontline coaching and support for coaches.

The following agencies were contacted in the period January-March 2009: UK Sport, Sport England, Youth Sport Trust, Sport Northern Ireland, **sport**scotland and the Sports Council for Wales.

The details on their investment in frontline coaching are presented in Table 4.2.

It was apparent from this data collection exercise that obtaining accurate information on policy and funding partner investments in frontline coaching was a challenge. There is clearly a need for more robust data collection systems and research to support this area.

Governing Bodies

sports coach UK worked with governing bodies in relation to two data collection exercises: (1) An audit of governing bodies coaching data management systems (2) workforce audits within 'governing body' networks.

Governing Bodies Coach Data Management Systems

An audit form was distributed by sports coach UK Coaching System Managers, and the Research Team to 78 governing bodies in 31 sports in the period November 2008 to February 2009.

The audit form collected information on the governing bodies' coach data collection systems ie coverage, currency, quality etc and basic coaching data held of these data collection systems eg number of qualified coaches etc. These data are presented in Tables 6.2 and 4.6 respectively.

Returns were received from 46 governing bodies in 30 sports (Table A2.1).

Workforce Audits

Sports were provided with support to undertake workforce audits of their club and coach networks to support the development of the *Coaching Workforce 2009–2016* document, and as a series of pilots for the development of more long-term robust systems.

The research utilised a range of methods - on-line and paper-based questionnaires, face-to-face interviews, and email approaches. The data collection was undertaken between September and December 2008.

Table A2.1 Governing body returns to the data management systems audit

Sport	UK	England	Scotland	Northern Ireland	Wales
Angling		✓	✗	✗	✗
Archery	✓	n/a	n/a	n/a	n/a
Athletics	✓	n/a	n/a	n/a	n/a
Badminton		✓	✗	✗	✗
Basketball		✓	✓		✓
Boxing		✓	✗	✗	✗
British American Football	✓	n/a	n/a	n/a	n/a
Canoeing	✓	n/a	n/a	n/a	n/a
Cricket		✓	✓	✗	✗
Cycling	✓	n/a	n/a	n/a	n/a
Equestrian	✓	n/a	n/a	n/a	n/a
Football		✓	✗	✗	✗
Golf	✓	n/a	n/a	n/a	n/a
Gymnastics	✓	n/a	n/a	n/a	n/a
Hockey		✓	✓	✗	✗
Judo		✓	✓	✓	✓
Lacrosse		✓	n/a	n/a	n/a
Netball		✓	✗	✗	✗
Orienteering	✓	n/a	n/a	n/a	n/a
Rounders		✓	n/a	n/a	n/a
Rowing		✗	✗	✗	✗
Rugby League	✓	n/a	n/a	n/a	n/a
Rugby Union		✓	✓	✗	✓
Sailing	✓	n/a	n/a	n/a	n/a
Snow sports		✓	✓	✓	✓
Squash		✓	✓	✗	✓
Swimming	✓	n/a	n/a	n/a	n/a
Table tennis		✓	✗	✗	✗
Tennis	✓	n/a	n/a	n/a	n/a
Triathlon	✓	n/a	n/a	n/a	n/a
Volleyball		✓	✗	✗	✗

The work was delivered by a partnership of sports coach UK, John Lyle Consulting and Transition UK and five sports: Gymnastics, Rugby League, Squash, Tennis and Triathlon. This work was funded by sports coach UK.

Additional work was also undertaken through a partnership of sports coach UK, Sport Structures, Cumbria University and two sports: Archery and Hockey. This work was funded by the sports but with additional support from sports coach UK.

Acknowledgement must also be given to a number of workforce audits conducted in Scotland, and funded by **sportscotland**, with John Lyle Consulting.

The 'club survey' asked for the following information: your club and its participants, coaching in your club, coaching qualifications and CPD, coaching vacancies, coaching provision in the next 12 months. The 'coach survey' asked for the following: about your coaching, specific coaching experiences in the last 12 months, coach qualifications and CPD, future coaching and coach development, equity information.

Responses included: Archery: 228 clubs, 301 coaches; Gymnastics: 135 clubs, 2,163 coaches; Rugby League: 72 clubs, 173 coaches; Squash: 116 clubs, 429 coaches; Triathlon: 65 clubs, 228 coaches.

The workforce audit methodology is new and evolving and the above has been used to pilot the measures, methods, storage and analysis systems discussed in Section 2.5. The lessons will be fed into future workforce auditing exercises as well as in the ongoing data management systems review.

Participants and Coaches

A majority of the data and analysis reported in Sections 3, 4 and 5 was based on three 'national' surveys of children aged 5-8, young people aged 9-15 and adults aged 16 years and over.

In all instances the research used an in-home 'Omnibus', face-to-face methodology, CAPI data collection methods, and random location sampling.

Random location is a single-stage sample design, taking as its universe Sample Units, a bespoke amalgamation of Output Areas (the basic building block used for output from the 2001 Census) in Great Britain. Additional research was conducted in Northern Ireland.

Sample Units have an average size of 300 households and this is subject to far less variation than was with the case in the past with EDs (Enumeration Districts). Output Areas are grouped into Sample Units by CAPI within ward and taking account of their ACORN (geo-demographic) characteristics. The use of ACORN ensures all types of area are fully represented and that selection of respondents is largely taken out of the hands of the interviewers.

The research supplier was BMRB and the fieldwork period was September to December 2008.

The sample sizes were 600 children aged 5-8; 1,200 children and young people aged 9-15, and 10,600 adults. These samples generated robust data on children and young peoples use of sport and coaching. The adult survey produced a sample of 419 providers of 'guided sport' (confidence interval at 50% = +/- 4.82%) and 238 coaches (confidence interval at 50% = +/- 6.35%). There has been a remarkable consistency between the results achieved on three national surveys of coaching - Sports Coaching in the UK (MORI, 2004), and Sports Coaching in the UK II (Townend and North, 2007) and the current data collection exercise.

All questionnaires used in the research are available from sports coach UK's Research Team.

APPENDIX 3.

GUIDED SPORT PER WEEK

Table A3.1 Guided sport hours per week: % of participants receiving different intensities of guided sport by age

	0 Hrs	0–0.99 Hrs	1–1.49 Hrs	1.5–1.99 Hrs	2–2.99 Hrs	3–4.99 Hrs	5–9.99 Hrs	10–14.99 Hrs	15 Hrs +	Total
5 years	51	7	14	3	9	9	7	0	0	100
6-8 years	42	7	16	4	11	12	8	0	0	100
9-11 years	40	6	14	4	12	15	9	1	0	100
12-14 years	54	5	6	4	7	12	9	2	0	100
15-16 years	64	2	5	0	5	13	7	5	0	100
17-21 years	83	0	4	1	3	4	3	1	2	100
22-29 years	89	1	2	1	3	2	2	0	0	100
30-39 years	93	1	1	1	1	2	1	0	0	100
40-49 years	93	1	2	1	1	1	0	0	0	100
50-59 years	95	0	2	2	2	0	0	0	0	100
60-69 years	96	0	2	1	1	0	0	0	0	100
70 years and over	98	0	1	0	0	0	0	0	0	100

Source: 5–8 years survey, a 9–15 years survey, adult survey, sports coach UK (2008).

APPENDIX 4.

SPORT-SPECIFIC

WORKFORCE PROJECTIONS

This appendix presents the sport-specific workforce projections alluded to in Section 6. These include projections from Archery, Cricket, Gymnastics, Rugby League, Squash, Swimming and Triathlon.

Archery

Workforce Projections

Workforce projections									
	Current	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total active coaches	5693	5756	5820	5883	5946	6009	6073	6136	6199
Unqualified	4588	4386	4184	3982	3780	3577	3375	3173	2971
Level 1	422	657	892	1128	1363	1598	1833	2068	2303
Level 2	493	523	553	584	614	644	674	704	735
Level 3	153	153	153	153	153	153	153	153	153
Level 4	37	37	37	37	37	37	37	37	37
Volunteer	5408	5468	5529	5589	5649	5709	5769	5829	5889
Part-time	239	242	244	247	250	252	255	258	260
Full-time	46	46	47	47	48	48	49	49	50
Full-time	4794	4847	4900	4953	5007	5060	5113	5166	5220
Northern Ireland	137	138	140	141	143	144	146	147	149
Scotland	285	288	291	294	297	300	304	307	310
Wales	478	484	489	494	499	505	510	515	521

Note: The projections are based on coaching activity in Archery clubs only, and are used to highlight the process of moving from participant modelling, to coach modelling, to workforce management. These projections are not binding or currently linked to performance targets or funding.

Cricket

Workforce Projections (UK but in England and Wales 1500 Focus clubs only)

Workforce projections (UK but in England and Wales 1500 focus clubs only)									
	Current	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total active coaches	12,986	14,288	15,715	17,287	19,014	20,918	23,007	25,309	27,838
Unqualified	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Level 1	7373	8111	8922	9814	10,795	11,875	13,062	14,369	15,805
Level 2	4822	5305	5835	6419	7060	7767	8543	9,397	10,366
Level 3	702	773	850	934	1028	1131	1244	1,369	1506
Level 4	89	99	108	120	131	145	158	174	191
Volunteer	12,018	13,221	14,543	15,997	17,596	19,357	21,291	23,420	25,763
Part-time	861	948	1042	1146	1261	1387	1526	1,679	1846
Full-time	107	119	130	144	157	174	190	210	229
England	11,401	12,543	13,796	15,176	16,691	18,364	20,198	22,218	24,438
Northern Ireland	365	402	442	486	535	588	647	712	783
Scotland	733	807	887	976	1074	1181	1299	1429	1572
Wales	487	536	590	649	714	785	863	950	1045

Note: The data has been derived from the 1500 ECB Focus Club returns – this is bottom up, club and school cluster information gathered on an annual basis. Figures from Northern Ireland and Scotland, based on their own strategic approach have been added to present a UK picture. The ECB and home countries are currently undertaking a detailed 'workforce planning' process

which will provide a true bottom up picture and represent the needs of the wider game within England, 5539 clubs and the whole game across the UK. These whole game figures will be used to populate the current Coach Development Model and provide clarity over the scale and scope of the development required in the next 3 years.

Gymnastics

Workforce Projections

Workforce projections									
	Current	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total active coaches	14,980	15,729	16,515	17,341	18,208	19,119	20,075	21,078	22,132
Unqualified	2292	2242	2192	2142	2092	2042	1992	1942	1892
Level 1	1887	2880	3872	4864	5857	6849	7841	8833	9826
Level 2	4221	4450	4679	4908	5137	5366	5595	5824	6053
Level 3	1473	1549	1625	1702	1778	1854	1931	2007	2083
Level 4	446	446	675	904	1133	1362	1591	1820	2049
Unspecified	4660	4162	3472	2821	2211	1645	1124	652	229
Volunteer	8182	8321	8460	8600	8739	8878	9017	9156	9296
Part-time	5911	6555	7200	7844	8489	9133	9777	10,422	11,066
Full-time	664	802	941	1079	1217	1356	1494	1632	1771
Unspecified	223	195	167	139	111	84	56	28	0
England*	12,583	13,212	13,873	14,567	15,295	16,060	16,863	17,706	18,591
Northern Ireland*	449	472	495	520	546	574	602	632	664
Scotland*	1198	1258	1321	1387	1457	1529	1606	1686	1771
Wales*	749	786	826	867	910	956	1004	1054	1107

Note: The projections are based on coaching activity in Gymnastics clubs only, and are used to highlight the process of moving from participant modelling, to coach modelling, to workforce management. These projections are not binding or currently linked to performance targets or funding.

* Home country is calculated by taking the total number of coaches and dividing this by the population size of each home country, as highlighted in the Census.

Rugby league

Workforce Projections

Workforce projections									
	Current	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total active coaches	5,757	6,276	6,852	7,453	8,054	8,660	9,266	9,882	10,506
Unqualified	420	320	220	120					
Level 1	1554	1820	2086	2352	2618	2884	3150	3416	3677
Level 2	3569	3780	3990	4200	4410	4620	4830	5040	5253
Level 3	461	561	661	761	861	961	1061	1161	1261
Level 4	115	115	115	140	165	195	225	265	315

Note: The projections are based on coaching activity in Rugby League clubs only, and are used to highlight the process of moving from participant modelling, to coach modelling, to workforce management. These projections are not binding or currently linked to performance targets or funding.

Squash

Workforce Projections

Workforce projections									
	Current	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total active coaches	2141	2248	2360	2478	2602	2733	2869	3013	3163
Unqualified	278	268	258	248	238	228	218	208	198
Level 1	578	628	678	728	778	828	879	929	979
Level 2	728	812	897	981	1066	1151	1235	1320	1404
Level 3	300	320	340	361	381	401	422	442	463
Level 4	107	107	109	110	112	113	115	116	118
Unspecified	150	112	78	49	27	10	1	-3	2
Volunteer	1006	1078	1150	1222	1294	1366	1438	1510	1582
Part time	621	682	742	803	864	925	986	1046	1107
Full time	43	97	151	205	259	313	367	421	474
Unspecified	471	412	353	294	236	177	118	59	0
Coaching beginners/learners	1250	1212	1175	1137	1099	1062	1024	987	949
Coaching for club	440	524	607	690	774	857	940	1024	1107
Coaching for county	256	283	310	338	365	392	420	447	474
Coaching for regional	75	105	136	166	196	226	256	286	316
Coaching high performance	64	96	127	159	190	222	253	285	316
Coaching mixed	54	47	40	33	27	20	13	7	0
Unspecified	2	2	2	1	1	1	1	0	0
England*	1798	1888	1983	2082	2186	2295	2410	2531	2657
Northern Ireland*	64	67	71	74	78	82	86	90	95
Scotland*	171	180	189	198	208	219	230	241	253
Wales*	107	112	118	124	130	137	143	151	158

Note: The projections are based on coaching activity in Squash clubs only, and are used to highlight the process of moving from participant modelling, to coach modelling, to workforce management. These projections are not binding or currently linked to performance targets or funding.

* Home country estimated breakdown.

Swimming

Workforce Projections

Workforce projections									
	Current	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total active coaches	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000
Total coaching hours	4,100,000	4,200,000	4,300,000	4,400,000	4,500,000	4,625,000	4,750,000	4,875,000	5,000,000
Unqualified	0	0	0	0	0	0	0	0	0
Level 1	2,337,000	2,202,750	2,068,500	1,934,250	1,800,000	1,637,500	1,475,000	1,312,500	1,150,000
Level 2	1,230,000	1,372,500	1,515,000	1,657,500	1,800,000	1,975,000	2,150,000	2,325,000	2,500,000
Level 3	410,000	476,250	542,500	608,750	675,000	756,250	837,500	918,750	1,000,000
Level 4	123,000	148,500	174,000	199,500	225,000	256,250	287,500	318,750	350,000
Volunteer	1,435,000	1,470,000	1,505,000	1,540,000	1,575,000	1,618,750	1,662,500	1,706,250	1,750,000
Part time	2,460,000	2,463,750	2,467,500	2,471,250	2,475,000	2,481,250	2,487,500	2,493,750	2,500,000
Full time	205,000	266,250	327,500	388,750	450,000	525,000	600,000	675,000	750,000
Learn to swim	2,460,000	2,527,500	2,595,000	2,662,500	2,730,000	2,797,500	2,865,000	2,932,500	3,000,000
Lifestyle participant	943,000	968,875	994,750	1,020,625	1,046,500	1,072,375	1,098,250	1,124,125	1,150,000
Talent coach	492,000	505,500	519,000	532,500	546,000	559,500	573,000	586,500	600,000
High performance coach	205,000	210,625	216,250	221,875	227,500	233,125	238,750	244,375	250,000
England	3,403,000	3,496,375	3,589,750	3,683,125	3,776,500	3,869,875	3,963,250	4,056,625	4,150,000
Northern Ireland	123,000	126,375	129,750	133,125	136,500	139,875	143,250	146,625	150,000
Scotland	369,000	379,125	389,250	399,375	409,500	419,625	429,750	439,875	450,000
Wales	205,000	210,625	216,250	221,875	227,500	233,125	238,750	244,375	250,000

Note: Swimming has undertaken a number of workforce studies at National and regional level over the past four years, the common conclusion coming from them is the need to deliver more training hours. A greater focus is needed at level 2 and 3, with the retention and progression of coaches a clear priority. Swimming is currently working on developing 'good practice' coaching models, ie coach / participant ratios, and coach roles. From this work and using the participant

numbers we can start to define the types and numbers of coaching hours needed to have a world-leading coaching system. The switch from numbers of coaches to coaching hours is significant as during some of the pilot work we have undertaken it was clear that there is a need to change the culture of coaching in our sport by having better coaches delivering more hours.

Triathlon

Workforce Projections

Workforce projections									
	Current	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total active coaches	1706	1898	2090	2282	2474	2666	2858	3050	3241
Unqualified	68	50	40	20					
Level 1	807	847	887	927	970	1010	1050	1090	1134
Level 2	549	663	777	891	1005	1119	1233	1347	1458
Level 3	263	290	320	348	375	405	435	465	486
Level 4	18	18	40	60	80	105	125	145	162

Note: The projections are based on coaching activity in Triathlon clubs only, and are used to highlight the process of moving from participant modelling, to coach modelling, to workforce management. These projections are not binding or currently linked to performance targets or funding.

APPENDIX 5.

NOTES RELATED TO THE TEXT

¹ Please note: in Scotland, targets are referred to as 'outcomes'. For the sake of brevity in the document, the term target is assumed to mean outcomes in a Scottish context.

² Sports Council (1991) *Coaching Matters: A Review of Coaching and Coach Education in the United Kingdom*. London: Sports Council.

³ Houlihan, B. (1997) *Sports, Policy and Politics*. London: Routledge.

⁴ For example, Côté, J., Baker, J. and Abernethy, B. (2007) 'Practice to play in the development of sport expertise'. In Eklund, R. and Tenenbaum, G. (eds), *Handbook of Sport Psychology* (Third Edition). Hoboken, NJ: Wiley (184–202).

⁵ Townend, R. (2009) *UK Coaching Framework Consultation Report*, sports coach UK, Leeds.

⁶ The definition of 'stage of development' offered in this document is deliberately high level and pragmatic, rather than a specific research-based operational definition.

⁷ See, for example, Ericsson, K. A., Krampe, R. T. and Tesch-Romer, C. (1993) 'The Role of Deliberate Practice in the Acquisition of Expert Performance', *Psychological Review*, 100 (3) 363–406.

⁸ A segment is a subgroup of people sharing one or more characteristics that cause them to have similar needs. A segment meets all of the following criteria: it is distinct from other segments (different segments have different needs); it is homogeneous within the segment (exhibits common needs) and it responds similarly to a particular intervention, ie coaching. Segmentation offers an effective and efficient method of transferring knowledge about participants' needs to coaches.

⁹ See www.sportengland.org/index/get_resources/research/se_market_segmentation.htm

¹⁰ One notable exception has been work undertaken by the ICCE in conjunction with the European Union.

¹¹ It is worth mentioning that participant need influences more than the coaches' role. For example, understanding participant needs is one of the coaches' capabilities (see Coach Development and Coach Capabilities below), and participant need may also be used to determine the suitability of the novice coach to provide coaching to them. However, for the current purposes, ie introducing the basic principles of modelling and the link between the Participant and Coach Development Models, it is sufficient to focus on the participant need-coach role link.

¹² See, for example, Berliner, D. C. (1994) 'Expertise: The Wonders of Exemplary Performance', in Mangieri, J.N. and Collins Block, C. (eds), *Creating Powerful Thinking in Teachers and Students*. Fort Worth: Holt, Rinehart and Winston; Dreyfus, H. L. and Dreyfus, S. E. (1986) *Mind Over Machine*. New York: Free Press.

¹³ North, J. (2007) *Increasing Participation in Sport: The Role of the Coach*, sports coach UK, Leeds, December.

¹⁴ See, for example, Sport England's Active People 2 Survey, at www.sportengland.org/index/get_resources/research/active_people/active_people_2.htm

¹⁵ See, for example, the Sports Council for Wales' large sample surveys, at www.sports-council-wales.org.uk/researchandinformationservices/research/large-sample-surveys

¹⁶ For example, in England, the Active People 2 survey suggests that 16.5% of the adult population undertake '3 x 30 minutes moderate intensity exercise per week'. The result for adult participation 'at least once in the last week' is 31%.

¹⁷ A distinction is made between 'Individual Hours Received' and 'Guided Hours Provided'. 'Individual Hours Received' is the summation of all the individual guided sport hours received by all UK participants in the last week – thus, if there are two individuals in the population and they both receive two hours per week, the Individual Hours Received is four hours. 'Guided Hours Provided' takes into account the fact that individuals share coaching sessions – an average 'Group Size' of 10 according to UK data. Therefore, using the example above, if the individuals do not share the same coaching session, the Guided Hours Provided is four hours, while if they do share, it is two hours.

¹⁸ Note: The more comprehensive table – Table A3.1 in Appendix 3 – provides the detail required to populate the targets in Table 3.2 with 2008 data. The results are presented later in the Section in Table 3.9.

¹⁹ Please note that this is a demand side estimate of guided sporting hours per week based on participants' reports of their use of guided sport. We can have a reasonable amount of confidence in this figure because in Section 4 it is shown that by using a completely separate set of supply side data and procedures to estimate how much guided sport is provided by individuals such as coaches, leaders, fitness instructors and others, the equivalent results suggest there are 2.56 million guided sporting hours per week. Furthermore, this latter figure does not take into account that PE professionals, non-PE school teachers and coaches who generally coach in PE lessons also provide coaching outside curriculum time and that this would increase this figure. The figures are remarkably similar given the different methodologies used.

²⁰ Sports Council (1991) *Coaching Matters: A Review of Coaching and Coach Education in the United Kingdom*. London: Sports Council; Department for Culture, Media and Sport (2002) *The Coaching Task Force – Final Report*. London: Department for Culture, Media and Sport, July; see also www.sportscoachuk.org/Resources/SCUK/Documents/080507%20Executive%20Summary%20Booklet%20Nov%2008%20LOW%20RES.pdf

²¹ MORI (2004) *Sports Coaching in the UK*, sports coach UK, Leeds, September; Townend, R. and North, J. (2007) *Sports Coaching in the UK II*, sports coach UK, Leeds, November.

²² For further information on how these categories were defined and coded, see Appendix One, however it must be noted that all three roles are defined very broadly, with further conceptualisation and research required to be clear about exactly what these roles should be doing, how they relate to each other, and how many individuals fall into each in a UK context.

²³ The latest figures from the Register of Exercise Professionals suggest there are 26,911 registered fitness instructors in the UK (data sourced 23 February 2009). Therefore, as with coaching, it appears there is a considerable amount of fitness instruction provision being undertaken by non-qualified/registered individuals.

²⁴ The problems result from the pre UKCC lack of a common measurement system, the lack of a centralised qualifications database, poor quality databases in the governing bodies, and problems with retrieving this kind of information from survey data.

²⁵ No formal surveys have been undertaken relating to the number of high performance coaches that are working within the system. UK Sport has identified 300 head coaches and coaches to support the Olympic and Paralympic teams up to 2012. In addition, many coaches working in professional sport would be classified in this category, as would coaches working in sports that do not have an Olympic or Paralympic dimension (for example the Commonwealth Games; cricket, rugby, tennis, golf).

²⁶ As with the overall figures for guided sporting hours (Section 3.4), remarkably similar results from both the demand side (217,000 hours per week extracurricular provision) and the supply side models (218,000 hours per week).

²⁷ The 41% growth predicted by the 'Growth Approach' reflects the compound effects of a 5% increase year on year for seven years (2009/10 to 2016/17). For example, note the following:
 $(((((10 \times 0.05) \times 0.05) \times 0.05) \times 0.05) \times 0.05) \times 0.05) = 41$.

²⁸ North, J. (2006) *Community Sports Coaches: Coach Profile Survey Report*, sports coach UK, Leeds, October.

²⁹ Timson-Katchis, M. and North, J. (2009) *UK Coach Tracking Study - Year One Headline Report*, sports coach UK, Leeds.

³⁰ North, J. (2006) *Community Sports Coaches: Coach Profile Survey Report*, sports coach UK, Leeds, October.

³¹ Evidence from *Sports Coaching in the UK* (MORI, 2004), *Sports Coaching in the UK II* (Townend and North, 2007) and the current research suggests using the measure 'coached on average once per week for at least 30 minutes' and that there has been at least a 5% increase in coaching numbers over the 2004–2008 period. The number of qualified coaches appears to be increasing at a rate of about 15% per year.

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