

***Coaching Scotland***  
Research Report no. 103

*A research study for **sportscotland***

*by*  
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## Summary

### Introduction: What makes you feel valued as a coach?

*“Feedback from the children and people that I am coaching. I am concerned with improving each individual’s skill level in basketball, as well as improving team play. When I see somebody that I have coached perform a skill that they just learned, I feel valued. When I see the surprise, happiness and determination to do the skill right again, I feel valued. When I see somebody performing a skill that they felt was impossible to perform a week earlier, I feel valued. When a team that I have coached play extremely well, and play team basketball, I feel valued. Having another coach ask permission to use a drill that they saw you use is a good feeling. To have a conversation with other coaches who you regard highly and feel as if you are on a par with them also feels good. Simply when somebody comes up and says, ‘You have done a good job, thanks.’”<sup>1</sup>*

It is clear that coaching plays an important role in delivering success in sport at all levels. The national strategy for sport, *Sport 21*, offers a vision of Scotland as:

- A country where sport is more widely available to all;
- A country where sporting talent is recognised and nurtured; and
- A country achieving and sustaining world-class performance in sport.

Coaches have an important role to play in achieving all three components of this vision. Coaches enable participation by teaching new skills and introducing a wide range of people to sport. They enable athletes to develop their talent and to progress to higher levels of achievement and competition. They enable athletes to achieve success in world-class sport. If the three visions of *Sport 21* are to be realised, Scotland needs a coaching workforce with ambition, capacity and capability to deliver high quality sport in schools, clubs and community settings and to nurture talented performers to succeed in international events.

## The Coaching Scotland Strategic Framework

In 1999 **sportscotland** acknowledged that quality coaching would be crucial to the success of *Sport 21* by providing a framework for coaching in Scotland – Coaching Scotland. Coaching Scotland sat within the context of an overall UK framework which had been set out in the UK strategy document, *The Development of Coaching in the United Kingdom*. The main objectives of Coaching Scotland were:

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<sup>1</sup> Response from one of the coaches who completed the Coaching Scotland Questionnaire 2005.

- To lead in the development of coaching strategies throughout Scotland.
- To support development for individual coaches at both national and local level in conjunction with major partners.
- To increase the quality and quantity of active and effective coaches working at all levels of sport.
- To ensure that effective use was made of the coaching skills and expertise available within the coaching workforce of Scotland.

After the revision of *Sport 21* and the setting of the key target areas, **sportscotland** committed to revising and updating its coaching framework and re-positioning it within the context of the developing national strategy for sport. As a result, in 2005 **sportscotland** established a Coaching Scotland Advisory Group to lead this initiative and appointed Vaga Associates to support this work by conducting desk and primary research and overseeing a period of consultation with key partners. The research consisted of three components:

- Initial desk research on the current state of play of coaching and coaches in Scotland, including a review of key studies of coaching in Scotland and a review of the strategic landscape which forms the context for Coaching Scotland.
- Qualitative research with key partners in the management and delivery of coaching. The primary element of this research consisted of five focus groups involving representatives from local authorities, schools and the education sector, coach managers, Scottish governing bodies of sport and those involved in high performance sport.
- Quantitative research on the coaching workforce in Scotland, consisting of a web-based questionnaire for currently active coaches.

## Context and Strategic Landscape

A review of the strategic landscape that provides the context for Coaching Scotland highlights the interconnection between this strategic framework and many other developments at the Scottish and UK level.

The development of a strategic framework to guide coaching in Scotland is complicated by the interplay between the national dimension of Scottish priorities and devolved policy and funding for both sport and education, and the UK dimension represented by the work of sports coach UK and UK Sport on coaching. In addition, there are a range of policy initiatives within **sportscotland**, Scotland's national strategy for sport and the UK more generally that will need to be considered.

## **Sport 21**

The overarching aim of *Sport 21* is that by 2020, 60% of all adults will take part in sport at least once a week. Within the current four-year plan (2003-2007) there are 11 targets which act as stepping-stones to the 2020 aim. Although there is no target that is specific to coaching, coaching contributes to 8 of the 11 targets.

A Scottish Executive-led review of *Sport 21* began in 2006, after the main research for this report was concluded. The updated National Strategy for Sport which emerges from the review will be launched in Autumn 2006, and will form the key policy context for the revitalised Coaching Scotland strategic framework. Coaching will continue to be an important issue under the new national strategy, as it plays an integral role in supporting participation, player development and excellence.

### **The UK Strategic Context**

Two key strategic initiatives at the UK level will have a significant impact on the development of a revitalised Coaching Scotland strategic framework and on coaching in Scotland more broadly: the emerging UK Action Plan for Coaching and the establishment of the UK Coaching Certificate. At the sports coach UK (scUK) Board meeting of September 2005, it was agreed that scUK would take the lead in initiating a UK Action Plan for Coaching.

The plan will map the key roles, relationships and processes and procedures for achieving the required outcomes, which are identified as:

- enhanced quality and quantity of coaching;
- increased number of qualified coaches, leading to –
- sustained and increased participation in sport;
- improved performances in sport, underpinned by –
- the establishment of coaching as a profession.

Twelve indicative actions in five key areas have been suggested for the plan to date, but these may be subject to addition, deletion or amendment when the plan is finalised.

The relationship between the UK Action Plan for Coaching and the Coaching Scotland strategic framework will be a subject for debate.

Managing the introduction and delivery of the UK Coaching Certificate (UKCC) will be one of the priorities for the new Coaching Scotland framework.

The UKCC is a new structure for coach education and qualification that developed from a study undertaken for the Department for Culture, Media and

Sport (DCMS) in England. The UKCC is an endorsement of sport-specific qualifications and systems against set criteria. The criteria cover quality assurance, content, delivery and assessment, learning resources and awarding function.

Benefits of the UKCC include:

- UK-wide recognition of coaching qualifications;
- Transferability of coaching qualifications throughout the UK;
- Parity of recognition and endorsement throughout the UK;
- Increased quality of coaching delivery through improved training and support of coaches.

In Scotland, twenty-one sports are engaged in developing sport-specific qualifications and systems to achieve UK Coaching Certificate endorsement for January 2007.

The step change that the UKCC sets out to make is the professionalisation of coaching and the establishment of a career pathway for coaches. However, the majority of people involved in coaching in the UK do so in a voluntary capacity.

Therefore, the establishment of coaching as a paid profession with a formal career pathway is very much a long-term goal. Given that the coaching workforce is predominately made up of volunteers, the issue of affordability is central to the successful implementation of the UKCC.

Scottish governing bodies of sport (SGBs) are currently dedicating significant time and resources to training tutors and assessors in line with UKCC requirements. The resource demands on SGBs to achieve UK Coaching Certificate endorsement are likely to be considerable. Currently, SGBs do not have access to established funding streams to support volunteer coaches, unlike their English and Welsh counterparts. This emphasises the need for the Scottish Executive to ring fence funding to develop the UKCC.

The availability (or lack thereof) of ring fenced funding will have an impact on the ability of SGBs to deliver the endorsed product under the UKCC. Following successful endorsement, English and Welsh governing bodies of sport will be able to offer UK Coaching Certificate endorsed qualifications and may be able to access sustainable funding for continued delivery. If the SGBs lack similar funding to support them in offering UKCC endorsed qualifications, Scottish coaches and coaching will be placed at a disadvantage in terms of parity, transferability and recognition of qualifications. This is likely to jeopardise the UK nature of the coaching certificate.



## **sportscotland's Corporate Strategy**

Coaching is one of the seven priority investment areas for **sportscotland**. Many of **sportscotland's** other key areas for investment and infrastructural development also have a vital coaching component, including:

- Active Schools
- Club Development
- Coach Development
- Organisational Development
- Player Improvement
- Sports Partnerships
- Volunteer Development
- Medal Success

### **Conclusions on Strategic Landscape**

The complicated strategic landscape within which the updated Coaching Scotland will sit shows the importance of keeping the coach at the forefront of this strategy, and helping the coaches to know and understand the strategic environment within which they operate.

**sportscotland** and sports coach UK must work together to ensure that both are benefiting from each other's work rather than duplicating work in isolation. The UK Action Plan for Coaching must acknowledge the Coaching Scotland strategic framework and vice versa.

The UK Coaching Certificate is one of the biggest developments in coaching in the past five years. The impact of this needs to be measured and managed in Scotland and sustainable funding needs to be secured.

There are developments and opportunities which will impact on the requirement for and the development of coaches across all of **sportscotland's** investment priorities. Building a pathway for coaches and coaching is essential with a parallel vertical and horizontal alignment alongside the development of the player pathway.

### **Desk Review of Coaching Data and Research**

The desk review of coaching research focused on work that considered Scotland's coaching within the context of the UK and Europe. There have been

three pieces of work that were highlighted as being of particular relevance to the development of an updated Coaching Scotland strategic framework:

- Lyle et al (1997) *Motivations of Sports Coaches*;
- DCMS (2002) *Coaching Task Force Report*;
- MORI (2004) *Sports Coaching in the UK*.

In particular the following areas of concern have emerged from the evidence available:

- The available data on coaches is unreliable and does not provide a sufficient basis for workforce planning.
- The number of coaches per 1,000 population in Scotland is the lowest in the UK. There are also fewer paid coaches in Scotland than the other home countries.
- The percentage of active coaches who hold formal qualifications in Scotland remains low.
- Coaching lacks equity. Women, individuals from black and minority ethnic groups and disabled people are under-represented, particularly at more advanced levels.

## Consultation

In addition to providing qualitative data on coaches' thoughts, the consultation process allowed **sportscotland** and the consultant to test ideas and explore issues.

The consultant facilitated a process of consultation to elicit comments on the original Coaching Scotland and to highlight issues and suggestions for consideration in the further development of the strategic framework for coaching. This consultation consisted of three key components:

- The Coaching Scotland Advisory Group offered answers and solutions that tended to be of a strategic nature, addressing structural requirements of the coaching framework.
- Four focus groups of individuals responsible for managing or delivering coaching programmes or networks of coaches offered answers and issues of an operational nature, phrased in terms of issues with the current strategy and delivery problems.
- A survey of coaches, whose answers reflected individuals' issues with the current system and offered insight into the issues at delivery level as perceived by the coaches themselves.

The consultation explored four key topics:

- Education, training and qualifications;

- Workforce planning and payment of coaches;
- Support for coaches;
- Priorities for coaching.

There is significant recognition and support for developing and implementing a new Coaching Scotland strategic framework by local authorities and SGBs and a desire to be involved in this process. The focus group discussions reinforced the early priorities identified by the Advisory Group and reflected four key themes:

- **Coaching workforce** – the need for both an increase in the quantity and an improvement in the quality of coaches working at all levels and in all settings.
- **Education, training and mentoring** – coaches will require easy access to opportunities for CPD at a price they can afford, in terms of location, finance and time.
- **Volunteers and paid coaches** – sport in Scotland needs a career/development structure for both types of coaches.
- **Systems and structures** – nationally coordinated and locally accessible systems for coach support, communication and recognition of achievement are required. The CSAG should explore the potential role of the emerging Sports Partnerships in achieving this goal.

## Coach Survey

A web-based survey was conducted, resulting in responses from 300 coaches. The survey provided data on:

- The profile of coaches;
- Attitudes towards continuing professional development;
- Motivations and ambitions.

The majority of coaches, particularly at the grassroots participation and developmental levels, are volunteers. Although the survey of coaches suggested that many coaches would like to receive payment and would be interested in developing a professional career in coaching, a sizeable minority indicated that they had no wish to coach in a paid capacity. Resource limitations and the preferences of coaches themselves emphasise that, regardless of the move toward professionalisation, volunteers will continue to be a vital component of the coaching workforce.

Coaches identified a variety of motivations for coaching. Chief among these was love of the sport and enjoyment of coaching. Full-time paid coaches were more likely to cite success and achievement as their most important motivation.

The survey of coaches indicated a demand for continuing professional development (CPD) and mentoring. A majority of coaches indicated a desire to undertake further qualifications. Nationally coordinated and locally accessible systems for coach support and communication were identified by coaches and by CSAG as key factors in the development of successful CPD and mentoring systems.

The survey results, along with recent audits of the workforce of some SGBs, confirm that lack of equity is an issue for coaching in Scotland, as well as the UK more generally.

## Conclusions and Recommendations

Coaching is critical to sporting development and success. Inspirational and motivational coaches energise others, enabling them to expand their horizons and realise their potential. Talented coaches stimulate interest, encourage commitment and enhance performance in sport.

The study identified five areas of focus for consideration in the process of updating and revitalising the Coaching Scotland strategic framework.

**Strategic development and deployment of the coaching workforce.** Research has demonstrated a need for greater quantity and quality of coaches and coaching in Scotland. As a result of limited data, we do not know enough at present about the size, makeup or qualifications of the coaching workforce.

**Education, training and mentoring.** International data clearly indicate the importance of education and training for successful coach development. Coaches themselves stress their desire for continuing professional development (CPD) and mentoring. Implementation of the UKCC in Scotland will provide a basis for the improvement of coach education. But coach education extends beyond the scope of the UKCC, and must incorporate CPD and mentoring opportunities.

**Management of the balance between volunteer and paid coaching.** While increasing the number of paid coaches is part of the overall strategy of Coaching Scotland, it is clear that volunteer coaches will also have important roles to play in Scottish sport. Coaching Scotland must recognise the requirements for recruiting, training and retaining both voluntary and paid coaches.

**Systems, pathways and structures – the implementation of an integrated strategic coaching infrastructure.** The consultation and research undertaken for this project suggest that our approach to coaching needs to be more strategic, and that a coaching infrastructure which is clearly articulated to the needs of the long term player development pathway will be crucial to coaching success. Excellence in coaching is not only about winning medals – it means that quality coaches should be delivering quality coaching at every level of the player pathway. This infrastructure will be the basis for linking coaches with Active Schools, local sports clubs, regional academies, Area Institutes of Sport and the Scottish Institute of Sport.

**Increasing the profile of coaches and coaching.** Coaches need recognition, and it is crucial that the significance of coaches to Scottish sport is clearly understood. Coaching awards schemes may be one primary means of increasing the profile of coaching.

Scottish sport must take this opportunity to look towards the best practice in the world, so that sport in Scotland can provide the best opportunities for both participation and performance.

## Introduction

In recent years sport and physical activity have increased in profile in the political arena, in the media and among the general public. The link between physical activity and sport and health has become more widely accepted and major events have received more media exposure. This profile has been further boosted by the successful London 2012 Olympic Games bid and the confirmation that Glasgow will bid to host the 2014 Commonwealth Games.

It is clear that coaching plays an important role in delivering success in sport at all levels. The national strategy for sport, *Sport 21*, offers a vision of Scotland as:

- A country where sport is more widely available to all;
- A country where sporting talent is recognised and nurtured; and
- A country achieving and sustaining world-class performance in sport.

Coaches have an important role to play in fulfilling all three components of this vision. Coaches increase participation by teaching new skills and introducing a wide range of people to sport. They guide athletes in developing their talent and progressing to higher levels of achievement and competition. They enable athletes to achieve success in world-class sport.

In 1999 **sportscotland** acknowledged that quality coaching would be crucial to the success of *Sport 21* by providing a framework for coaching in Scotland – Coaching Scotland. Coaching Scotland sat within the context of an overall UK framework which had been set out in the UK strategy document, *The Development of Coaching in the United Kingdom* (UK Sports Council 1999), and its main objectives were:

- To lead in the development of coaching strategies throughout Scotland.
- To support development for individual coaches at both national and local level in conjunction with major partners.
- To increase the quality and quantity of active and effective coaches working at all levels of sport.
- To ensure that effective use was made of the coaching skills and expertise available within the coaching workforce of Scotland.

After the revision of *Sport 21* and the setting of the key target areas, **sportscotland** committed to revising and updating its coaching framework and re-

positioning it within the context of the developing national strategy for sport<sup>2</sup>. As a result, in June 2005 **sportscotland** established a Coaching Scotland Advisory Group (CSAG) to lead this initiative. A list of the members of this advisory group can be found in Appendix 8. The CSAG<sup>3</sup> was to contribute to the development of an updated Coaching Scotland strategic framework, aligned with *Sport 21* and the developing national strategy for sport, which would guide coaching in Scotland with three key goals in mind:

- To create leading edge communities of coaches.
- To ensure that coaching meets the needs of the player pathway.
- To ensure that coaching success is recognised and valued.

**sportscotland** commissioned Vaga Associates to support the Coaching Scotland Advisory Group by undertaking desk and primary research on coaching in Scotland and by facilitating a series of focus groups in order to identify key issues to be addressed in the updated strategic framework.

The purpose of the Coaching Scotland review was to agree a new strategic framework for coaching in Scotland which:

- Presents a clear future direction that will excite and attract interest.
- Provides evidence of:
  - what's working;
  - what needs improving; and
  - what's missing.
- Celebrates achievements of coaches and coaching to encourage those already involved to continue their efforts.
- Identifies new actions that will facilitate change in the culture of coaching and the attitudes and actions of coaches themselves.
- Sets out a tactical operational plan that is easily understood and supported.
- Measures impact through a limited number of performance indicators.

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<sup>2</sup> A Scottish Executive-led review of *Sport 21* began in 2006, after the main research for this report was concluded. The updated National Strategy for Sport which emerges from the review will be launched in Autumn 2006, and will form the key policy context for the revitalised Coaching Scotland strategic framework.

<sup>3</sup> A list of acronyms used in this report can be found in Appendix 7.

The delivery of the new Coaching Scotland strategic framework will essentially be a collaboration between **coaches** and external partners including:

- **sportscotland**;
- Scottish governing bodies of sport;
- local authorities and leisure trusts;
- Volunteer Centre Network Scotland;
- further and higher education institutions;
- Scottish Qualifications Authority;
- the Institute network;
- sports clubs;
- schools and the Active Schools network;
- sports coach UK; and
- local sports councils.

For the purpose of this research, the definition of 'coaches' will be that used by MORI when carrying out their research for *Sports Coaching in the UK* (MORI, 2004), which covers all coaching activity, from informally organised to elite: "*Any individual that is involved in providing coaching.*"



# Section 1: Context and Strategic Background

## Strategic Landscape

This section looks at the strategic landscape which provides the context for the process of updating the Coaching Scotland framework and highlights the key issues in that strategic landscape that will impact upon coaching.

The development of a strategic framework to guide coaching in Scotland is complicated by the interplay between the national dimension of Scottish priorities and devolved policy and funding for both sport and education, and the UK dimension represented by the work of sports coach UK and UK Sport on coaching. In addition, there are a range of policy initiatives within **sportscotland**, Scotland's national strategy for sport and the UK more generally that will need to be considered.

A revitalised Coaching Scotland strategic framework needs to reflect the current strategic priorities and policies in order to help realise the long-term vision for sport in Scotland. *Sport 21 2003-2007 – the national strategy for sport* stands out as the most influential document in that respect.

Other areas of strategic influence are outlined in:

- **sportscotland** (1999) *Coaching Scotland – the Coaching Programme of sportscotland*. Edinburgh: **sportscotland**.
- **sportscotland** (2001) *Coaching Network - Strategy/Policy: September 2001: Sports Development Group*. paper s(01) September. Edinburgh: **sportscotland**.
- **sportscotland** (2002) *Creating a Safe Environment in Sport for Children and Vulnerable Adults*. Edinburgh: **sportscotland**.
- **sportscotland** (2003) *Corporate Plan 2003-2007*. Edinburgh: **sportscotland**.
- **sportscotland** (2003) *Business Plans 2003-4 and 2004-5*. Edinburgh: **sportscotland**.
- **sportscotland** (2003) *More People, More Active, More Often – Annual Report 2002-03*. Edinburgh: **sportscotland**.
- **sportscotland** (2004) *A Running Commentary – Annual Report 2003/04*. Edinburgh: **sportscotland**.
- **sportscotland** (2004) *Player Improvement – A Consultation Paper on the Introduction of the Long-term Player Development Pathway, and Its*

*Implications for Strengthening the Infrastructure of Scottish Sport.* Edinburgh: **sportscotland**.

- **sportscotland** (2005) *Medal Success: A Strategy for Investment 2005-6.* Edinburgh: **sportscotland**.
- **sportscotland** (2005) *The State of Play – Annual Report 2004/05.* Edinburgh: **sportscotland**.
- **sportscotland** (2005) *Working towards Diversity and Inclusion in Sport: sportscotland's Equity Strategy.* Edinburgh: **sportscotland**.
- **sportscotland** (2005) *Making Women and Girls More Active: A Good Practice Guide.* Edinburgh: **sportscotland**.
- DCMS (2002) *The Coaching Task Force – Final Report.* London: DCMS Sport and Recreation Division.
- UK Sport (1997) *The UK Vision for Coaching.* London: UK Sport.
- UK Sport et al (2003) *Investing in Change.* London: UK Sport, Sport England, Sports Council for Northern Ireland, **sportscotland** and the Sports Council for Wales.
- Sport England et al (2004) *The Equity Standard – A Framework for Sport.* London: Sport England, Sports Council for Northern Ireland, **sportscotland**, the Sports Council for Wales and UK Sport.
- MORI (2004) *Sports Coaching in the UK.* Leeds: UK Sport.

It is not the task of this report to provide a comprehensive summary of these policy documents but, rather, to draw together relevant conclusions from them.

## National Strategy

*Sport 21*, Scotland's national strategy for sport, sets out a vision of Scotland as:

- A country where sport is more widely available to all;
- A country where sporting talent is recognised and nurtured;
- A country achieving and sustaining world-class performance in sport.

The overarching aim of *Sport 21* is that by 2020, 60% of all adults will take part in sport at least once a week. Within the current four-year plan (2003-2007) there are 11 targets which act as stepping-stones to the 2020 aim. Whilst it is perhaps disappointing that coaching did not merit its own target, it clearly permeates across the three visions and contributes to eight of the 11 targets.

	Target	Coaching Contribution
1	80% of primary school children will be physically active	✓
2	We will have made progress towards all school children taking part in at least two hours of high quality physical education classes a week	x
3	85% of those aged 13-17 will take part in sport, in addition to the school curriculum, more than once a week	✓
4	49% of those aged 14 plus in Social Inclusion Partnership areas will take part in sport at least once a week	✓
5	55% of those aged 17-24 will take part in sport more than once a week	✓
6	43% of those aged 45-64 will take part in sport at least once a week	✓
7	Over 250 Scots will have been medallists on the world stage	✓
8	Scotland will have 500 sports halls available to the public so that 70% of Scots have access to a hall within 20 minutes' walk	x
9	Over one million Scots will play sport as members of clubs	✓
10	Scotland will sustain 150,000 volunteers who are contributing to the development and delivery of Scottish sport	✓
11	Every local authority area's community planning process will have contributed to the targets of <i>Sport 21</i> 2003-2007	x

## UK Coaching Strategy

The *UK Vision for Coaching* was published by UK Sport in 1999. It proposed 59 objectives based upon a vision for coaching centred around professionalisation:

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

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

The original Coaching Scotland framework was **sportscotland's** response to the *UK Vision for Coaching*, but pre-dates the 2003-2007 *Sport 21* strategy.

Coaching Scotland 1999 was designed to provide a framework for Scottish governing bodies of sport (SGB), local authority and local club coaching strategies. Four objectives, six key programmes and 26 targets were identified for achievement by 2003. Achievement of the goals of Coaching Scotland was based upon devising and implementing strategies covering:

- coach recruitment and management;
- coach development;
- coach education;
- coach support;
- marketing and promotion; and
- research and learning.

Implementation of this framework has taken place via the development of the Coaching Network, a series of coaching development officer posts within local authorities and coaching directors within SGBs. There has been no formal monitoring or evaluation of Coaching Scotland, although the Coaching Network is expected to formulate and monitor annual action plans.

More recently, sports coach UK (scUK) developed the 'World Class Coaching System' (WCCS) as a tool to help deliver the *UK Vision for Coaching*. The WCCS aims to "always provide a coach who is fit for purpose and deliver the right coach at the right place at the right time" (sports coach UK 2005).

The WCCS can be used by sport and partner agencies to provide:

- a holistic framework for coaching development;
- an in-depth review tool to measure performance/progress;
- a self assessment to measure performance/progress;
- informed improvement planning; and
- help with ensuring clarity of role.

At the scUK Board meeting of September 2005, it was agreed that scUK would take the lead in initiating a UK Action Plan for Coaching. The plan will map the key roles, relationships and processes and procedures for achieving the required outcomes, which are identified as:

- enhanced quality and quantity of coaching;
- increased number of qualified coaches, leading to –
- sustained and increased participation in sport;

- improved performances in sport, underpinned by –
- the establishment of coaching as a profession.

Twelve indicative actions in five key areas have been suggested for the plan to date, but these may be subject to addition, deletion or amendment when the plan is finalised. The Consultation Draft of June 2006 (sports coach UK 2006) lays out the proposed indicative actions as:

### **A The UK Coaching model**

Action 1: The UK Coaching model

Action 2: Participant pathways

Action 3: Coach pathways

Action 4: Coaching strategies

### **B Front line coaching**

Action 5: Increase in coaches coaching

Action 6: Coaching in education

### **C Support for coaches**

Action 7: Coaching support and system delivery

Action 8: High performance coaching

Action 9: Profile and recognition of coaching

### **D Licensing, registration and specialist qualifications**

Action 10: Licensing and registration

Action 11: Specialist qualifications and CPD

### **E Research and development**

Action 12: Research and development

As the title indicates, the UK Action Plan for Coaching is envisioned by sports coach UK as a strategy for coaching for the entire UK. The relationship between this strategy and the strategy of a revised Coaching Scotland will be a subject for debate.

## UK Coaching Certificate (UKCC)

Managing the introduction and delivery of the UK Coaching Certificate (UKCC) will be one of the priorities for the new Coaching Scotland framework.

The UKCC is a new structure for coach education and qualification that developed from a study undertaken for the Department for Culture, Media and Sport (DCMS) in England. In July 2002, the UK Coaching Task Force published its recommendations for developing coach education and enhancing coaching opportunities. The recommendations included the establishment of a network of 45 coaching development officers (England only), employment of 3,000 full-time-equivalent community sports coaches (England only) and the development of a UK-wide, quality-assured national coaching certificate (now known as the UK Coaching Certificate) at five levels to create parity between national governing bodies' coaching qualifications.

The UKCC objectives set by the Department for Culture, Media and Sport for England were:

- To establish a five level UK-wide UKCC by 2004 and to implement it in full in 21 sports, and to have introduced the concept to 10 additional sports by January 2007.
- To ensure that those sports have the time, support and resources to achieve the full UKCC, which will create a flexible delivery system for coaches that pays due regard to the diverse needs of different groups at all levels.

The UKCC has been developed in order to improve the quality of coaching across the UK. The UK Coaching Task Force identified flexible delivery, a coach-centred approach and improved quality assurance as central to the development of the UKCC.

The UKCC is an endorsement of sport-specific qualifications and systems against set criteria. The criteria cover quality assurance, content, delivery and assessment, learning resources and awarding function.

Development and implementation of the UKCC on a UK level is being led by sports coach UK within the broader structure of a Coaching Project Board, chaired by DCMS.

Benefits of the UKCC include:

- UK-wide recognition of coaching qualifications;
- Transferability of coaching qualifications throughout the UK;
- Parity of recognition and endorsement throughout the UK;
- Increased quality of coaching delivery through improved training and support of coaches.

In November 2003, the respective Ministers of the devolved administrations (including Frank McAveety MSP, who was Minister for Tourism, Culture and Sport at that time) signed up to the development, design and implementation of the UKCC.

In Scotland, 21 sports are engaged in developing sport-specific qualifications and systems to achieve UKCC endorsement for January 2007.

### UKCC Sports for Scotland

Phase 1 (Fast Track)	Phase 2	Phase 3
Athletics	Badminton	Angling
Cricket	Basketball	Archery
Rowing	Canoeing	Bowls
Rugby Union	Cycling	Karate
Swimming	Equestrian	Mountaineering
Triathlon	Football	Movement/Dance
	Golf	Orienteering
	Gymnastics	Rounders
	Hockey	Volleyball
	Judo	Sailing
	Netball	
	Rugby League	
	Squash	
	Table Tennis	
	Tennis	

Scottish Rugby Union, Scottish Cricket, Scottish Cyclists Union, the Scottish Amateur Rowing Association and Scottish Swimming have now achieved UKCC endorsement. Sports outwith the 31 UKCC sports will be supported, where requested, in their efforts to develop coaching qualifications<sup>4</sup>.

The step change that the UKCC sets out to make is the professionalisation of coaching and the establishment of a career pathway for coaches. However, the majority of people involved in coaching in the UK do so in a voluntary capacity.

Therefore, the establishment of coaching as a paid profession with a formal career pathway is very much a long-term goal. Subsequently, the 'professionalisation' of the training and development of coaches needs to reflect the voluntary nature of coaching and the value of volunteers to coaching. Sport will always will require voluntary coaches and it is important to have flexible approaches in place to meet the needs of both paid and unpaid coaches.

The dependence on volunteers and the move towards professionalisation of some coaching positions presents both tensions and opportunities for those involved in sport at all levels and within all settings. This dynamic has significant implications for the recruitment, development, employment and deployment of coaches. It is important to note that paid does not necessarily mean 'professional' and that voluntary does not necessarily mean 'amateur' or less able. Volunteers can be highly skilled and professional in their attitude and approach to coaching.

Given that the coaching workforce is predominately made up of volunteers, the issue of affordability is central to the successful implementation of the UKCC. The increased amount of time and quality assurance procedures that the UKCC will require has a cost implication attached. It is imperative that the majority of the attached cost is not passed on to the volunteer coach.

Scottish governing bodies of sport (SGBs) are currently dedicating considerable time and resources to training tutors and assessors in line with UKCC requirements. Preliminary work has taken place with the Scottish Qualifications Authority (SQA) to determine how the qualifications are placed on the Scottish Credit and Qualifications Framework (SCQF). The resource demands on SGBs to achieve SQA qualification and UK Coaching Certificate endorsement are likely to be considerable. Currently, SGBs do not have access to established funding streams to support volunteer coaches, unlike their English and Welsh counterparts.

**sportscotland** is to pilot the establishment of a Scottish Qualifications Authority (SQA) 'Approved Delivery Centre' and satellite centres to deliver approved

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<sup>4</sup> The 31 sports include the 21 Phase 1 and 2 sports which are working to the January 2007 deadline and the 10 additional Phase 3 sports. Whilst there is no multi-sports award, the UKCC development team are working to ensure that SGBs recognise aspects of other SGBs' UKCC, especially at levels one and two, in order to encourage coaches to become multi-qualified without repetition of learning.



qualifications at levels one to three of the UKCC. This pilot project will result in the development of business models for the delivery of the UKCC which will provide a basis for projecting the costs associated with implementing the UKCC in Scotland and for targeting investment for maximum effect.

In order to help resource UKCC developments, **sportscotland** will be working closely with selected SGBs to develop a range of interactive media that will allow the following to be developed in order to match the UKCC with long-term player development (LTPD) objectives (**sportscotland**, 2004b):

- Specific teaching progressions that will allow the appropriate skills to be developed in accordance with the LTPD framework;
- Model annual training plans for every stage of development, the goals of which will be specific to the individual athlete's developmental stage within the LTPD framework;
- Example blocks of training (weeks/months) that will enable the objectives of the year to be achieved;
- Example training sessions that fit into the blocks of training;
- Example skills, drills and game-related practices that a coach can identify with and develop into practices for his/her athletes; and
- Specific drills and principles that will guide the coach's delivery whilst encouraging the art of coaching by providing underpinning principles that the coaches should develop.

There are a number of higher and further education sports-related qualifications open to full and part-time students. However, these courses do not include SGB awards. Consequently, students who have a real interest in coaching will undertake the SGB award outwith course.

SkillsActive has recently completed a national consultation exercise on funding issues for education across the whole of the sport and recreation sector in England, and SkillsActive Scotland has undertaken the same work for Scotland. The aim of the exercise was to gain consensus on a unified approach to addressing the main issues, which will now be integrated with the new Sector Skills Agreement and presented to national, regional and local government.

This overview of mainstream funding for training and skills development within sport, recreation, health and fitness in Scotland highlighted issues that will be relevant for the implementation of the UKCC and for coach education and continuing professional development more broadly. Despite the Scottish Executive's five-year lifelong learning strategy (Scottish Executive, 2003) there is very little funding available which could be accessed by coaches. Individual Learning Accounts (ILAs) can be accessed by those earning less than £15,000 per annum to learn something new (up to £200 per year) and up to £100 for

those earning over £15,000. Skillseekers funding through Scottish Enterprise is also available to individuals aged 16-24, to encourage employers to train staff towards workplace qualifications.

With many, if not most, of the coaches needing to sit UKCC being volunteers, there is a need to minimise the bureaucracy surrounding the award. Thus it is not desirable that the funding available to them would be through the ILA, rather than through a governing body fund, as it would be up to the individual coach to secure their own funding.

This emphasises the need for the Scottish Executive to ring fence funding to develop the UKCC.

The availability (or lack) of ring fenced funding will have an impact on the ability of SGBs to deliver the endorsed product under the UKCC. Following successful endorsement, English and Welsh governing bodies of sport will be able to offer UK Coaching Certificate endorsed qualifications and may be able to access sustainable funding for continued delivery. If the SGBs lack similar funding to support them in offering UKCC endorsed qualifications, Scottish coaches and coaching will be placed at a disadvantage in terms of parity, transferability and recognition of qualifications. This is likely to jeopardise the UK nature of the coaching certificate. This type of situation creates a source of potential embarrassment for SGBs and **sportscotland** and risks discrediting the Ministerial support for this project.

UKCC levels four and five are still being developed across the UK and will present different challenges due the high level of commitment required to undertake these courses. For example, these courses are more likely to be full-time and may run in conjunction with higher education. In addition, the existing endorsement criteria only cover levels one to three.

Further consideration needs to be given to several areas of the UKCC:

- The costs of continuing professional development (CPD);
- SGBs need to be able to access sustainable funding without having too much bureaucracy;
- Paperwork for SGBs and coaches needs to be clear, but not onerous;
- Conversion costs for coaches to transfer from their existing qualification to UK Coaching Certificate at the relevant level need to be identified.

## **sportscotland's Corporate Plan**

**sportscotland's** contribution to *Sport 21* is set out in its corporate and business plans. Although coaching is one of the seven investment priorities identified in these plans, it is clear that it permeates across the other priorities and that the

work being done under these investment areas will impact upon the new Coaching Scotland framework.

## **Active Schools**

The Active Schools network is responsible for putting in place and driving forward a range of planned extracurricular physical activity and sport in both school and community settings. It does so in partnership with two Scottish Executive-led initiatives – Health Promoting Schools and Safer Routes to School.

The network consists of staff in each of Scotland's 32 local authorities. An Active Schools manager is responsible for coordinators in both primary and secondary schools. Secondary coordinators are part-time staff, and primary school coordinators are full-time and look after 'clusters' of primary schools that feed into one secondary school.

An Active Schools manager would be considered a key member of any local coaching strategy group and plays a part in identifying coach training needs. In their role, coordinators are responsible for recruiting people to take school activity. At present, many clubs are run by activity leaders, but volunteer development is a key area for the network.

Each manager is given an operational budget of £1,500 from **sportscotland**, which they may have matched by their local authority. Many schools use their budget to pay for activity leaders or coaches.

The Active Schools network has great potential as a coach development vehicle, but may require the development of paid roles, as finding suitable volunteer coaches to coach during school or after school hours may be difficult.

## **Club Development**

The development of the 'Help for Clubs' website (<http://www.helpforclubs.org.uk/>) has allowed **sportscotland** to provide a resource to all clubs offering guidance and advice on the following areas:

- **Managing your club:** providing help and advice about the administration of a club, including structures, constitutions, rules and policies.
- **Growing your membership:** attracting and retaining club members.
- **Developing your club:** showing how to organise a programme of activities and plan for the growth of a club's activities.
- **Resourcing your club:** covers all aspects of raising money from subscriptions, grants and sponsorship.
- **Coaches, officers, staff and volunteers:** deals with club office-bearers, staffing, coaches and volunteers.
- **Facilities:** explores the various ways of operating premises, including a centre, track or range.
- **Communicating with members:** shows how to keep in touch with members through both printed and online means.

- **Accrediting your club:** introducing the various schemes for gaining wider national recognition and approval.
- **Club development networks:** provides more resource material to support a range of professional staff in their club development work.

**sportscotland** also helps coaching within clubs through the administration of Sportsmatch and Awards for All grants.

Sportsmatch is a government-funded scheme set up to help fund grassroots and community sports. This is achieved by matching new sponsorship money with Sportsmatch funding, on a pound for pound basis. In the past six years, a significant number of awards which include an element of coach development have been made, as shown in the table below.

### **Sportsmatch Awards with Coaching Element<sup>5</sup>**

<b>Year</b>	<b>Awards to Coaching</b>
2001	49 awards with coaching element out of 105
2002	47 awards with coaching element out of 66
2003	41 awards with coaching element out of 65
2004	58 awards with coaching element out of 93
2005	31 awards with coaching element out of 74
2006	4 awards with coaching element out of 11

Awards for All, from a **sportscotland** perspective, aims to improve the support mechanisms for small sports clubs and community groups involved in sport across every local authority area in Scotland. This is achieved by allocating small grants from a budget of £31 million per annum in support of organisational development. A look at the Awards for All Programme (Sport) Annual Report for 2004-05 shows that of the 311 awards made, 33 were made principally towards coaching and training (£115,765). In addition, a further 12 awards had an element of coaching or training attached.

### **Coach Development**

Much of the recent coach education work has surrounded the development of the UKCC. However, within **sportscotland**, coach development through training courses, workshops and updates also takes place.

**sportscotland** coordinates a programme of scUK coach education workshops in partnership with local authorities and SGBs throughout Scotland. The demand

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<sup>5</sup> The 2006 figures are current as of March 2006.

has increased annually and on average **sportscotland** delivers between 250 and 300 workshops a year. In recent years the emphasis has been on child protection in sport. **sportscotland** has a close working relationship with Children 1<sup>st</sup> in this area. To meet the demand for child protection training, a programme of tutor training has been developed over the past three years to enable SGBs and local authorities to have their own accredited tutors to deliver local training. A future theme of this model of tutor training will be the principles of long term player development, with workshops in specialist physical development areas, such as strength and conditioning techniques and their application within different sport and age-related contexts.

### **Total Number of sports coach UK Workshops Delivered**

<b>Year</b>	<b>Total Number of Workshops</b>	<b>Total Number Attending</b>
April 1999 – March 2000	200	2,863
April 2000 – March 2001	184	2,665
April 2001 – March 2002	213	3,280
April 2002 – March 2003	231	3,453
April 2003 – March 2004	295	4,037
April 2004 – March 2005	349	4,816
April 2005 – March 2006	351	4,659

### **Good Practice and Child Protection Workshops Delivered**

<b>Year</b>	<b>Total Number of Workshops</b>	<b>Total Number Attending</b>
April 1999 – March 2000	46	739
April 2000 – March 2001	48	746
April 2001 – March 2002	79	1,358
April 2002 – March 2003	119	1,929
April 2003 – March 2004	158	2,273
April 2004 – March 2005	196	2,782
April 2005 – March 2006	227	3,050

In addition, there has been significant growth in the number of coaching posts operating in Scotland since Lottery funding became available to supplement Exchequer funding. Initially, funding supported the appointment of national coaches in SGBs. It has subsequently been used to support the creation of

coaching development officer posts for local authorities (or a group of local authorities) and the emergence of directors of coaching for SGBs. The latter two initiatives are referred to as the 'Coaching Network'.

The Coaching Network was initially rolled out to local authorities and subsequently to leading SGBs. It will be the principle vehicle for implementing the Coaching Scotland framework.

The Coaching Network will be expected to achieve four outcomes:

- The integration of local and national coaching strategies;
- A quality coach education and development system which will foster the continuing professional development of the participating coaches and leaders;
- Local and national sport-specific needs-based analysis awards;
- Local and national generic workshop and seminar programmes.

**sportscotland** supports the network by:

- Assisting with recruitment;
- Providing induction training and one-to-one support;
- Supporting the development of strategies and work programmes;
- Supplying updates on coaching and national developments;
- Convening two meetings of the network annually to share understanding and progress.

It is perhaps easier to understand the concept of a coaching network through means of an example. Coaching Highland was originally set up as Gael Force Ten in May 1995 to develop sports coaches in the Highlands of Scotland across ten sports at any one time. With a staff of three, its primary aims are to develop coaches and talented junior athletes in order to:

- Improve the quality and quantity of sports coaches in the Highlands;
- Provide progressive opportunities for young people to participate in sport at all levels.

Coaching Highland offers core programme support to ten sports annually, with annual review of inclusion based on set criteria. Historically basketball, football, hockey, rugby, swimming and tennis have been core sports. The ten sports receive in excess of £3,000 of financial support for coach education and development, as well as planning and administrative support from the Coaching Highland staff.

Coaching Highland receives funding from 21 partners – **sportscotland**, Highlands Council and Highlands and Islands Enterprise, the ten Scottish governing bodies associated with the ten core sports, and the eight Highland sports councils.

Since November 2005, coaches have been invited to register through the Coaching Highland website ([www.coachinghighland.co.uk](http://www.coachinghighland.co.uk)). During the first two months of registration 159 coaches registered, and Coaching Highland plans to expand their database by marketing and promoting Coaching Highland through media, including local cinema, press, radio and direct mailing.

Registered members have access to a website that provides information about funding for coaching courses, the availability of courses running across the Highlands and key contacts in sports development, and offers a discussion forum.

Coaching Highland also has a sports leadership awards scheme in place, with the aim of recruiting 1,750 sports leaders. At present, they have funded nearly 1,500 coach scholarships and trained 500 multi-activity junior sports leaders.

Local authority partners, including Highlands Council, were selected on the basis of their 'state of readiness'. An initial task for the directors and development officers recruited into the Coaching Network was to produce a coaching strategy for their geographic area or sport. As part of this initial research seven coaching strategy documents have been analysed. Appendix 1 provides a matrix illustrating how the policies and actions of these strategies compare with the targets in the national framework. Appendix 2 shows the positions currently funded by **sportscotland**.

The views of **sportscotland** lead officers towards the Coaching Network were sought in the absence of any formal monitoring or evaluation of the investment.

- Overall there is a strong sense that significant progress is being made in those areas and that sports are 'fortunate' to be part of the network.
- The local authority coach development officer element of the network has generally recruited people with relatively little experience, sometimes as their first position within sports development. Recruitment has not been an issue, but giving sufficient support during the early days and relatively high turnover are emerging as issues. There appears to be a tendency for post holders to gain experience, which then enables them to move on.
- Conversely, the SGB element of the network has targeted more experienced and specialist people with salaries ranging from £20-£35,000, depending on the needs and the staffing structure within the SGB. Finding the right person with the right competencies and experience for a Director of Coaching post has proved more difficult. Once appointed, the need for support during the early days can be high but turnover is less evident as an issue (although many positions are still in their first couple of years).

- Whilst individuals have work programmes and are expected to produce six monthly reports there is no centralised monitoring or formally issued progress reports. Nor is there any centralised analysis of competencies, skills or personal development needs.

At present the Coaching Network staff do not help create coach remuneration guidelines, although several local authorities do have local area agreements on appropriate pay scales. With the professionalisation of coaching in mind, it is possible that this is an area the coaching network could be responsible for in the future. Local authorities, working towards the Scottish Executive's "Close the Gap" equal pay initiative will possibly be closer to producing guidelines and salary bands for coaches than SGBs.

## **Organisational Development**

**sportscotland** invests in SGBs as a delivery channel for sports development within the parameters of *Sport 21*. Over 20% of **sportscotland**'s annual budget is invested directly into SGBs. Investment is intended to contribute to both **sportscotland**'s corporate objectives and those of *Sport 21*. In terms of coaching, there is an expectation that investment will lead to:

- Increasing the availability of active and effective coaches at all levels of sport and ensuring that coaching skills are appropriately utilised.
- Support of the development of both voluntary and paid coaches at national and local levels.

Within the last two years, SGBs have been modernising and professionalising their governance and organisational structures. The creation of strategic plans has been a key part of this process. Coaching is addressed in the plans within the context of the wider strategic delivery of the sport.

**sportscotland** works with SGBs to ensure they have an organisational infrastructure which can develop sport. Accountability and risk management are key factors for organisations in the twenty-first century. **sportscotland**, therefore helps fund governing bodies to undertake a 'Fit for Purpose' audit to:

- Identify risks for the governing body.
- Enable the governing body to focus and prioritise activities.
- Provide assurance for the governing body in terms of security and investment.
- Ensure that the governing body is 'fit' to receive public money.

More specifically, the audit assesses the following:

- the legal status of the organisation;



- the organisation and structure of the executive and non-executive functions;
- adherence to external investment conditions (including those of **sportscotland**) and government policy;
- compliance with its constitution, memorandum and articles of association, law, charitable and other legal and statutory requirements;
- accounting and financial management arrangements;
- the appropriateness of staffing and skills;
- asset management;
- contracting and procurement;
- professional services, including legal advice, insurance, accounting and audit;
- ethical practice, including anti-doping, equity and child protection; and
- content and appropriateness of policies and procedures.

A governing body is seen to be 'fit for purpose' if it is operating constitutionally, is financially viable and where appropriate, can demonstrate transparent policies and practices.

SGBs do provide coaching information as part of their investment criteria (see Appendix 3 for a proforma) but inconsistencies between data provided in the proforma against other requests would suggest that there are issues for SGBs in providing a consistent figure when asked to define the number of active coaches they have. A major development in the area of SGB support would be through assisting SGBs in carrying out audits to help alleviate the current lack of data on coaching. Any audits would need to be updated regularly (i.e. within the SGB planning process) to remain credible.

Data management could be improved through the development of an SGB database. In March 2006, SGBs were invited to note an interest in such a development. A project group, led by **sportscotland**, has begun the process of examining the detailed requirements of a common SGB database system to establish whether there is a business case for the development of such a system.

A common SGB data system would need to manage the following types of information:

- membership;
- clubs;

- coaches;
- officials;
- volunteers;
- courses;
- events;
- availability;
- attendance;
- reporting (of statistics); and
- governance.

For such a database to be of use to SGBs in relation to coach deployment, it would be essential to consider the following:

- Recognition of coach deployment and availability in regions. If coaches and their current deployment were entered into the system, clubs or schools could make a request to the SGB to identify, for example, a rugby coach who might be available between 3 and 4 pm every Thursday afternoon during term time. Such a system would also allow sports development officers to deploy coaches to help them fulfil their aims. It could also help create a link between the Active Schools network and local clubs.
- Avoidance of double counting. A coach who works with three clubs would only be counted once, thus creating accurate records of coaches.
- The system could be used to register all known coaches in the short-term, but could be developed to encompass coaching qualifications, coaching updates, details of child protection training, licensing and so on. It would be hard to extend the scope of the system beyond coaches who are SGB members, but the question of whether coaches should be SGB members in order to complete UKCC or other SGB qualifications also needs to be discussed. This links to a separate debate in relation to child protection regarding the development of 'disclosure passports', linking disclosure checks to individuals rather than the current system of separate disclosure checks for each coaching position held.

## **Player Improvement**

Long-term player development (LTPD) is often misconstrued as purely a means of developing performance athletes when, in fact, it is equally about maintaining an individual within a physical activity environment. As such, it is obvious that quality coaches are as important, if not more important, at a pre-elite or

developmental level, where there should be as much recognition and reward given to coaches who can set their charges within a sporting pathway for life as those who produce an Olympic gold medallist.

At present, the coaching system tends to see experienced and technically gifted coaches working at the elite level. At the younger age groups where the development of physical literacy and general skills is most required, volunteer and novice coaches predominate. This can result in the least experienced coaches operating at the stages most critical to long-term sporting development rather than experienced coaches leading well-organised sessions of age-appropriate activities. This is further encouraged by the traditional coach education structure.

Placing inexperienced coaches at crucial stages of a child's development can result in poor physical literacy and, more importantly, many children being lost to sport as a result of a bad experience. The damage caused by inappropriate coaching practices at this stage may not be fully recoverable over time.

The developments proposed by **sportscotland** in relation to LTPD will establish a programme structure which puts an appropriate emphasis on dealing with the fundamentals, learning to play and playing and development stages. In order to deliver this, coach education needs to include understanding and improving child development within and through sport. Paediatric physiology, growth and maturation and emotional and psychosocial development will form the mainstay of these educational opportunities. This will allow the development of children who are competent, confident and self-determining in the choices to participate in sport.

At the pre-elite level, the ability to foster and nurture should be rewarded, rather than simply equating success with winning matches. The expectations of parents should also be addressed to ensure that there is a realistic understanding of what they should expect from coaches at each age and stage of their child's development.

Although LTPD is being rolled out by SGBs, it will provide an operational framework within which Sports Partnerships can develop and operate.

Sports Partnerships will concentrate on connecting both ends of the player pathway by strengthening the middle part. In doing so, the aim of Sports Partnerships is to:

- provide a pathway for continuing participation in sport, leading to lifelong involvement; and
- develop the potential of those athletes and coaches with the ability and desire to reach national standards.

This will be achieved by developing existing partnerships and creating new ones to deliver LTPD pathways locally, regionally and nationally. This should ensure

that resources are managed efficiently and effectively by the Scottish governing bodies, local authorities, **sportscotland** and the Institute network without overlap of resources and effort.

Sports Partnerships will be developed on a regional basis and are designed to bring delivery agencies together in a coordinated manner that addresses local needs whilst utilising the resources and expertise available regionally and nationally. A key aim of each Sports Partnership will be to improve the quality and quantity of local coaches, volunteers and facilities through sport-specific plans with a particular emphasis on supporting and developing sports clubs.

Once established, a Sports Partnership will be responsible for delivering the following outputs, which they will be measured against:

- Implementation of a sport-specific Long-Term Player Development Pathway;
- Establishment of a regional academy programme;
- Development of a facilities access strategy;
- Establishment of a network of effective clubs;
- Recruitment, education and support of a network of coaches;
- Recruitment, education and support of volunteers.

At the time of this study, six Sports Partnerships were proposed, which would mirror the current Area Institute regions of Highland, East of Scotland, West of Scotland, Tayside and Fife, Central and Grampian. Within the partnerships, sport academies are proposed which will bridge the gap between local authority/SGB/club programmes and the Area Institutes. This model is subject to change.

Academies are not designed to be 'bricks and mortar' facilities but dedicated resources in areas where pre-elite sports development has been identified as an issue. Academies will aim to:

- Improve the quality of athletes entering national squads and the Area Institutes of Sport;
- Develop the coaches who work with promising players and athletes on a regular basis in clubs;
- Increase the retention of athletes within their sport.

Two pilot Sports Partnerships have been set up in Tayside and Fife and in Central. Five sports have been chosen to be consistent across the fully implemented partnership network, with each partnership having the flexibility to add two sports which are of regional interest. The five core sports are:

- Athletics;
- Gymnastics;
- Swimming;
- Golf; and
- Rugby.

The first three sports have been chosen for their contribution to physical literacy of young people and the last two for their part in the fabric of Scottish sport<sup>6</sup>.

Each sport will have a sport-specific development manager to coordinate the efforts of all the stakeholders in the area through one integrated plan for that sport. This plan will be based on the relevant SGB's national plan for their sport (based on the long term player development framework) with local structures and needs built in. Each plan will have an operational budget for coaching and club development.

The implementation of Sports Partnerships should improve the process of coordinating sports development plans regionally. Coaching will be an important component of this strategy and will benefit from this level of regional coordination.

The pilot Sports Partnerships will be fully evaluated and reviewed before the model is rolled out further.

Due to the considerable budget each Sports Partnership has for coaching, it would be recommended that **sportscotland** and the Chief Executives of the two pilot partnerships consider preparing salary bands for coaching positions to ensure consistency across regions.

Whilst implementing Sports Partnerships, the new coaching framework must be held in mind so as to utilise this opportunity to put coach development at the centre of partnership working. The consultation exercise undertaken as part of the Coaching Scotland research identified the importance of aligning coaching with the player pathway, and the Sports Partnership is a major vehicle that can be used to drive this alignment.

### **Volunteer Development**

The Volunteer Centre Network Scotland is made up of 42 volunteer centres operating out of approximately 60 offices. Volunteer Centres support volunteering that builds healthy, sustainable communities. Their aims are to:

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<sup>6</sup> Future developments may see football (which currently has a regional network which is different to the proposed model) more closely integrated into the Sports Partnership proposals.

- Increase the number of people involved in volunteering;
- Broaden the range of people volunteering;
- Bring about more positive attitudes to volunteering;
- Get volunteering better recognised at policy level;
- Develop the capacity of any agencies involving volunteers and volunteers themselves.

The experience to date of the Volunteer Centre Network Scotland has indicated that there are lots of people in the wider community interested in volunteering in sport, particularly in a coaching role. There are, therefore, opportunities for sport with the right systems and leadership in place to access this untapped resource.

**sportscotland** supports the volunteer network by funding six regional volunteer development officers in Edinburgh, Tayside and Fife, Highland, Central, the West and Grampian. These staff are employed to help sporting partners recruit volunteers from the wider community, in addition to those already volunteering from within sport, linking the Scottish volunteer centres to the local sports groups.

Sport will always require voluntary coaches. It is important not to lose sight of the huge contribution voluntary coaches currently make to sport and the added dimension and value they bring. Paid and voluntary coaching pathways may overlap in terms of the qualifications and standards required, but different approaches will be required to attract, retain and develop voluntary coaches.

There is a need to develop volunteer coach recruitment and retention guidelines and to demonstrate that voluntary coaching complements paid coaching in its contribution to sport. There are training and development needs for all key paid officers in sport in a position to influence and develop voluntary coaches. This includes coach development officers, who need to be trained to work effectively with volunteers. It is possible to create appropriate pathways for volunteers interested in paid coaching in the longer term.

The key to involving volunteers effectively in anything is that someone somewhere leads and supports this integration. There may be paid officers other than coach development officers in a position to contribute to this leadership / management role.

The transition from a largely voluntary coaching group towards a paid profession needs to be sensitively approached to avoid a mass exodus of voluntary coaches – there should be room for everyone.

### **Medal Success**

**sportscotland** invests funding to support SGBs in employing national performance staff (NPS) based on identified need. Collectively this funding

supports the employment of a high number of performance staff operating at the elite end of the player pathway, which has increased significantly over recent years.

Currently there is no national network of structured learning or infrastructure for sharing understanding, personal development and support for those who hold these **sportscotland**-funded positions. However, there is funding support available for continuing professional development of NPS personnel. These positions are often filled by recognised leaders within the field of performance sport who are role models for many players, performers and coaches.

Funded positions are detailed in Appendix 2.

## The Institute Network

The 'Institute Network' is made up of the Scottish Institute of Sport and six Area Institutes of Sport. Officially launched in November 2000, the Area Institutes were set up to offer Scotland's most promising young athletes access to essential support services, wherever they live, work or train.

The network aims to provide selected athletes with individually tailored programmes designed to help improve their performances, achieve selection to the Scottish Institute of Sport, and ultimately develop their potential to reach the level of world-class performance in their chosen sport.

The Area Institutes are partnerships between local agencies involved in the development of performance sport, **sportscotland** and the Scottish Institute of Sport. Funding comes from the local partners and the **sportscotland** lottery fund. These Area Institutes are not single site centres but networks of people, facilities, and services. The six are: Central Scotland Institute of Sport, East of Scotland Institute of Sport, Grampian Institute of Sport, Highland Institute of Sport, Tayside and Fife Institute of Sport, and West of Scotland Institute of Sport.

A strategic review of the Scottish Institute was completed in January 2006. A review of the Area Institutes took place in 2004. As a result of the review, the Area Institutes are now required to produce four-year strategic plans as a condition of funding.

All Area Institutes of Sport have adopted the same philosophy of the Scottish Institute of Sport, of a performance driven, athlete centred and coach led holistic approach. Coaching is one of 12 priority programmes.

The strategic planning process undertaken by the Institutes identified the following points in relation to Institute coaches and coaching:

- There is a mixture of full-time, part-time and voluntary coaches working across the Institutes, appointments being made in conjunction with SGBs.

- Informal continuing professional development (CPD) opportunities are created.
- Resources are available to support development.

The Institutes also noted the following issues related to coaches and coaching within their structure:

- There are not enough coaches.
- Although coaches have an excellent sport-specific knowledge, they tend to lack in knowledge relating to non sport-specific areas which affect the athlete.
- There remains no process of enabling coach mentoring.
- The coach development programme is not robust enough, and remains non coach-led.
- Coaches need more time to carry out administrative duties or require support in dealing with these, although coaches appear reluctant to ask for help.
- Coaches are going through coach education then quitting.
- Clubs are not willing to pay for coaching services.

Coaching positions in the Institute network are outlined in Appendix 4.

## Investment

It is not possible to isolate the total investment by **sportscotland** in coaching because of:

- The decision to permeate coaching across all of its activities;
- The recent move towards integrated partnership funding agreements with local authorities and SGBs that do not separate allocations for specific programme areas;
- De-commitments of coaching support due to projects finishing or being integrated into wider investment agreements, which may mean that indicative levels of investment may result in lower actual levels of investment.

Appendix 5 shows the investment across the seven investment areas as budgeted for 2005/06.



## Partnership Working

This section has not looked at the input of external partners, such as Scottish governing bodies of sport, local authorities, leisure trusts, local sports councils, local volunteer centres, schools and higher/further education bodies.

Scottish Universities Sport has recently identified their key targets for developing sport strategy within the Scottish university sector. The creation of coaching internships and an apprenticeship programme forms part of one the recommendations (**sportscotland**, 2006 forthcoming). This sector has indicated a clear willingness to be involved in the future of coaching strategy in Scotland and this should be embraced.

Sports Partnerships should help ensure that partnership working is successful in bringing together these bodies.

As part of the consultation prior to rolling out *Coaching Scotland*, these partners should be asked how the framework sits within their coach development and best practice might be gleaned from such an exercise.

## Conclusions on Context and Strategic Landscape

There is a need to temper any political interest in Scotland's coaches associated with the successful bid for the London Olympics and current bid for the Commonwealth Games to be held in Glasgow in 2014. The tendency to equate quality coaches with elite coaches overlooks the coaches who deliver Scotland's athletes to a pre-elite level. A true legacy of these major events should be to install well-qualified and inspiring coaches at every level of the player pathway to encourage as much of Scotland's population as possible to participate in sport and physical activity throughout their lifetimes.

In order to do this, the updated Coaching Scotland strategic framework must assess how coaches are rewarded and recognised. Coaching quality must be improved throughout the player pathway. Coaches – both paid and voluntary – must be developed, rewarded and retained.

There are indications of progress in the promotion of coaching in Scotland over recent years:

- **Coaching strategies:** all of the partners involved in the coaching network have invested effort in a strategic planning process to engage partner agencies, set out their visions, undertake a gap analysis and agree their action plans. This process has taken six months for some and up to two years for others.

- **Professional staffing:** the expansion of national performance staffing and the coaching network means that there is now an extensive infrastructure for coaches in operation.
- **Coach education workshops:** the number of people attending coach education and the number of courses delivered each year is increasing.

The first edition of Coaching Scotland was published in response to the *UK Vision for Coaching*. Whilst time has moved on and there is a need to take account of new developments and new research, it should be recognised that it has taken time for the original framework to be embedded in local authority and SGB strategies. There is evidence that many follow this framework. A new coaching framework needs to respect and build on existing commitments.

The complicated strategic landscape within which the updated Coaching Scotland will sit shows the importance of keeping the coach at the forefront of this strategy, and helping the coaches to know and understand the strategic environment within which they operate.

**sportscotland** and sports coach UK must work together to ensure that both are benefiting from each other's work rather than duplicating work in isolation. The UK Action Plan for Coaching must acknowledge the Coaching Scotland strategic framework and vice versa.

There are developments and opportunities which will impact on the requirement for and the development of coaches across all of **sportscotland's** investment priorities. Building a pathway for coaches and coaching is essential with a parallel vertical and horizontal alignment alongside the development of the player pathway.

The UK Coaching Certificate is one of the biggest developments in coaching in the past five years. The impact of this needs to be measured and managed in Scotland and sustainable funding needs to be secured.

The skills and knowledge held by those in the coaching network positions are not necessarily widely abundant. **sportscotland**, as part of a strategic review of these positions, should work with SGBs, local authorities and SkillsActive to ensure that postholders have access to training and development to help them in their roles. This should help to address any issues relating to high staff turnover or lack of suitable candidates. In short, the coaching network posts require targets, monitoring and appraisal systems. Working with education (schools, FE and HE) to develop coach education could help focus effort, unlock potential and find solutions to issues.

Governing bodies need further support in managing coach information. Coaching workforce audits and development plans, as carried out by Swimming and Gymnastics, need to be carried out across the UKCC sports to help SGBs quantify the training needs of their coaches and the cost of putting volunteer and paid coaches through the required UKCC levels.

There are emerging policies that could impact on the supply and demand for coaching and could affect the 'positive environment' so important for recruiting and retaining coaches. These, in turn, may have a negative impact on the capacity and capability of SGBs to respond the plethora of demands, and this could be a critical limiting factor.

## Section 2: Review of Coaching Data and Research

A desk research study was carried out to inform and stimulate discussion to assist the Coaching Scotland Advisory Group (CSAG). In addition to mapping the strategic landscape within which the Coaching Scotland strategic framework will sit, the primary goal of the research was to provide as accurate a picture as possible of coaching in Scotland at present.

Providing an accurate picture proved challenging due to the lack of available data and the questionable reliability of data which does exist. It is therefore noted from the start that governing body audits of coaches and coaching **must** be treated as a priority if the framework proposed is to succeed. Without this, progress cannot be measured.

This section attempts to assess the position of coaching in Scotland in comparison with other countries. It would be unwise to draw too much from this discussion which is unique to Scotland, as there is very limited information or data available.

### Motivations of Sports Coaches (1997)

Lyle et al (1997)<sup>7</sup> surveyed coaches in Scotland from seven different sports<sup>8</sup> on factors influencing motivation. The findings recommended that policy makers note the following:

- **High intrinsic value:** individuals have a general disposition to coaching and are not easily reached by 'incentives' and 'rewards', but identify the 'working environment' and the 'enjoyment' of coaching as significant motivating factors. Their involvement in sport is likely to reflect the same motives as participants (competition, achievement, sociability).
- **Long-term effort:** although grant schemes, sponsorship, general promotion and a comprehensive education system are essential ingredients, creating a positive 'working environment' (culture) for coaches is recognised as a long-term priority.
- **Sport-specific value:** there are distinctive routes into coaching and coaches typically have a strong affiliation with particular sports (as a parent, competitor, teacher), making sport-specific approaches key to coach recruitment and retention.

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<sup>7</sup> John Lyle, Mary Allison and John Taylor *Factors Influencing the Motivations of Sports Coaches*. (Research Report no. 49) Edinburgh: Scottish Sports Council, 1997.

<sup>8</sup> The objective of the research was to survey 80 coaches from each of the sample sports: athletics, basketball, hockey, rugby, swimming, tennis and volleyball.

- **Performance and competition links:** coaching has traditionally been treated by SGBs as a 'natural' progression for a small number of performers (and occasionally parents) and not given systematic attention. Coaches are found in the playing/performing base of the sport and those who reach a level of status, responsibility, advanced certification (associated with higher levels of performance) are those who are more motivated by competition.
- **Positive actions:** targeting of specific populations from under-represented groups is recommended and the recruitment of women coaches to provide role models is highlighted.
- **Coherent package:** there is a need to bring together the efforts of the SGBs, the local authorities, **sportscotland** and the Institute network into a coherent package of measures to enhance the quality and quantity of coaches and coaching.

Research into volunteering in sport and into volunteering generally has much to contribute to our awareness of people's motivations. The profile of regular sports volunteers is similar to that of volunteers generally, except that sports volunteers were far more likely to be male.

The original Coaching Scotland framework did take into account the issues which emerged from this research. Many of these issues are still valid today and may inform the new coaching framework.

## The Coaching Task Force (2002)

There are two pieces of work which look at coaching systems and/or try to quantify the number of coaches. The first is the Coaching Task Force Report (DCMS 2002). The second is *Sports Coaching in the UK* (MORI 2004).

The Coaching Task Force commissioned the National Coaching and Training Centre at Limerick University to benchmark coaching and coach education in the UK against best international practice in Australia, France, Germany and Sweden. It was acknowledged that it is difficult to make direct comparisons for several reasons, including:

- A lack of available data across countries;
- Different structures for deployment and education of coaches;
- Cultural differences.

A further complication whilst trying to benchmark is the impact of geographical differences across the countries considered, which vary in size and population (see the table below).

## Geographical Comparisons of Countries from Benchmarking Exercise

Country	Size of Country <sup>9</sup>	
	Population	Geography (sq km)
Australia	19,913,144	7,682,300
France	60,424,213	543,965
Germany	82,424,609	356,970
Sweden	8,700,000	449,964
United Kingdom	60,270,708	244,110
Scotland	5,057,400	78,790

The benchmarking exercise reached the following conclusions about coach education:

- **Sporting performance:** in the UK, performance has fallen behind Australia and France, where cohesive and well-established coaching and coach education structures are in place. Central agencies and systems are established in other countries.
- **Professionalisation:** in the European countries studied, there was a move towards the professionalisation of coaching. A five-level structure was proposed, with level three likely to be an important benchmark.
- **Integrated system:** the UK lacks an integrated coach and coach education system, which has left coaching as a profession underdeveloped. Unreliable or missing data on coaching limits tracking and compromises planning. The absence of internal harmonisation within the UK is a limitation.
- **Harmonisation:** the UK system needs realignment to compete against best international practice and to harmonise between sports, between home countries and across the UK.

In terms of coach employment and deployment, the Coaching Task Force concluded:

- There are **too few professional coaches** active in the UK.

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<sup>9</sup> Source for population and geographical data is Microsoft Encarta Premium Suite 2005 DVD.

- There are **limited employment opportunities**, leading to coaches being unable to develop a career.
- The **lack of a single agency** being tasked to collect national statistics on coaches employed both full-time and part-time means that no pattern of full-time deployment can be mapped at present.
- From the information available there is **little equity** in coaching, with under-representation of females, disabled people, and individuals from ethnic minority backgrounds being evident.

In the four countries studied as part of the Coaching Task Force research, commonalities found were:

- A culture of employing paid coaches at all stages of the athlete pathway;
- Recognition of the need for coaching, coach education and management/coordination roles;
- Recognition of the central importance of sport-specific technical and tactical expertise;
- Employment of all available mechanisms to maximise knowledge and expertise in the system: use of research, employment of coaches and experts from other countries; and
- While the employment of non-national (foreign-born) coaches is a common feature, especially in Australia, there is a strong emphasis in all cases on the development of indigenous, self-sustaining coach education and deployment systems.

In addition, the distribution of full-time, part-time and voluntary coaches required to sustain a coaching network was noted. A comparison of the number of paid coaches was given.

- Australia: it is estimated there are 1.4 million people involved in non-player roles in sport, of whom 11% receive payment. It is estimated 19% of Australian coaches receive remuneration, varying from £10,740-£18,794 per annum, depending on the level of coach. Payment guidelines for coaching are in place.
- France: up to 80,000 coaches are in paid roles, earning from £7,500 to £22,500 depending on their level, with payment guidelines in place.
- Germany: unknown.
- Sweden: around 4,500 paid coaches, paid £16,326-£40,816, depending on their level. No payment guidelines are in place.

- United Kingdom: Approximately 19% of all coaches in the UK are paid, and about 5% of all coaches in the UK work full-time. There are around 6,000 paid coaches in Scotland (MORI 2004). This figure was backed up by recent research by KKP for SkillsActive and **sportscotland** which identified 871 full-time, 2,239 part-time and 3,497 occasional coaches (total 6,607 coaches) across leisure trusts, local authorities, SGB national coach positions, the Institute network and the university sector<sup>10</sup>.

## Sports Coaching in the UK (2004)

In the three years since the publication of the Coaching Task Force, the work carried out in implementing the UK Coaching Certificate has addressed some of the issues highlighted by the report. However, the concerns over poor data collation and lack of tracking were further highlighted by MORI Research whilst carrying out research for *Sports Coaching in the UK* in 2004.

The objectives of *Sports Coaching in the UK* were to:

- Provide a detailed and accurate picture of sports coaching in the UK that is capable of withstanding rigorous examination; and
- Identify aspects of coaching in need of further investigation and therefore influence sports coach UK in the development and implementation of its future research strategy.

The research attempted to gather data for 43 sports, with a stronger focus on the 31 sports involved in the rollout of the UKCC. Several data quality issues were noted by MORI:

- There has been little systematic data collected on the number and profile of coaches in the UK, making it difficult to benchmark the research findings against any previous work. Where previous work is available, inconsistencies between different sources make it difficult to make robust assumptions about the state of coaching in the UK, particularly an accurate comparison of the number of coaches in each sport. In addition, the sample populations are not comparable.
- Existing systems for the collection and storage of data on coaches have, for the most part, been inadequate, often due to a lack of human and financial resources. Data held by coaching providers is not always held centrally, nor always held in an electronic format that can be easily manipulated and used in a proactive and informative way.
- Few providers collect demographic information for monitoring data (ethnicity, disability and – in some cases – even gender information, is

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<sup>10</sup> These figures were calculated as coaches, instructors and activity leaders in sport and recreation, therefore, they might overstate the number of coaches in some sectors.



unavailable). Information on coaching characteristics – qualified versus unqualified and paid or unpaid – is similarly scant.

Notably, the report concluded:

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

Although **sportscotland** plans further workforce development plans, at present only one SGB coaching audit has been completed. This work, for Scottish Gymnastics, shows a figure for gymnastics coaches in Scotland which is vastly different from that provided to MORI for their research. If other SGBs submitted similarly unreliable data to MORI, the research does not paint an accurate picture of coaching in Scotland and therefore cannot be considered to be reliable baseline data.<sup>11</sup>

Despite these questions about reliability, the MORI data is the best data available at present, so is worth analysing elements of this research to help to create a picture of the relevant strengths and weaknesses of coaching in Scotland relative to the other UK home countries.

### Comparison of Coaches across the UK Home Countries

Country	Coaches	Coaches per 1,000 population	Qualified coaches	Paid coaches
England	1,020,000	21	410,000	200,000
Northern Ireland	40,000	24	20,000	10,000
Scotland	90,000	18	38,015 <sup>12</sup>	6,000
Wales	70,000	24	30,000	11,500

Whilst Scotland fares badly in terms of coaching per 1,000 population against England, Northern Ireland and Wales (18 against, 21, 24 and 24) it is also clear that the English figure masks significant regional variations. East Midlands, for example, have only 12 coaches per 1,000 population, well below the average of 21 reported for England as a whole. However, the number of coaches employed by local authorities (per 10,000 population) was significantly higher in Scotland,

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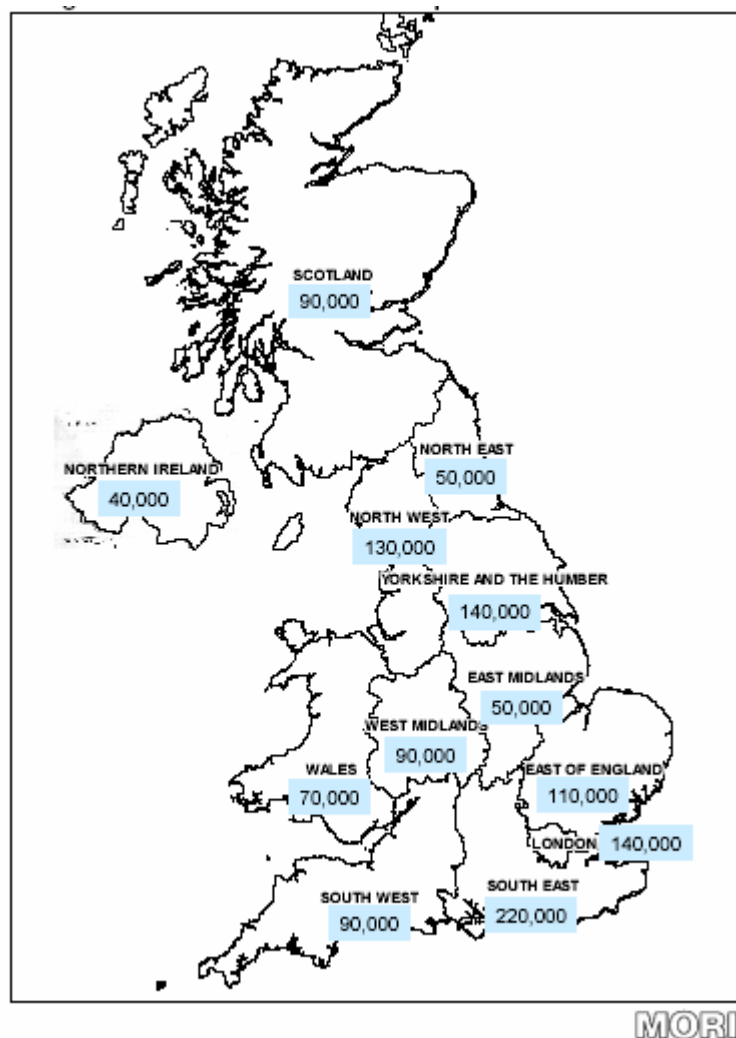
<sup>11</sup> The Scottish Gymnastics Coaching Audit calculated there was up to 1,176 gymnastics coaches deployed at present, against a figure of 1,864 submitted to MORI.

<sup>12</sup> Figures quoted within the MORI report are contradictory for this measure in Scotland.

where there were estimated to be 14 LA coaches per 10,000 people, in comparison to a UK average of eight and an English average of seven.

About 38% of coaches in the UK claim to hold a formal qualification in the sport they coach. It is estimated 41% of males are qualified and 30% of females, whilst 51% of 25-34 year old coaches are qualified.

Scotland has a low number of qualified coaches in comparison to the rest of the UK. However, this is largely the result of a skew caused by the data recording zero qualified football coaches. By comparison, 40% of all qualified coaches in England are qualified in football. In Northern Ireland football accounts for only 14% of all coaches, whereas in Wales it accounts for 49%.



*Number of coaches rounded to nearest 10,000.*

MORI's survey of the public asked why individuals believe more people don't take up coaching in sport. Responses included:

- Don't know how to start doing so (28%);

- Too few opportunities to do so (26%);
- Lack of time (26%);
- No money in sports coaching (24%);
- Age (24%);
- Difficult to find employment in coaching (23%).

Asked the same question, and highlighting challenges for volunteer development, governing bodies perceived the barriers to taking up coaching to be:

- Not seen as a viable career option (71%);
- Few opportunities to provide a career (64%);
- Doesn't pay enough (57%);
- Lack of time for unpaid coaches to participate in coaching courses (39%).

## Coaching and Equity

Coaching research clearly demonstrates that women, people with disabilities and those from ethnic minority communities were significantly under-represented within coaching, particularly at performance and elite levels (DCMS 2002). The development of coaching needs to reflect equity by including women, disabled people and ethnic minority coaches who are deemed to be important role models for young people – and not only in inspiring them to achieve as athletes. They also act as a reminder that coaching can be a viable career for all, regardless of gender, race or disability. Not only will this benefit all sectors of the community, particularly under-represented groups, but also, more importantly, it will benefit sport.

Recent work commissioned by **sportscotland** (**sportscotland**, 2005f unpublished), discovered that there were in excess of 100 groups providing sporting opportunities to ethnic minority groups, but that these opportunities were, in general, informal. Many groups hoped to develop into more formal organisations, but were mostly run by volunteers who would not consider themselves as coaches. Only one group had qualified coaches running sessions. There is a clear opportunity for coach development within this area.

## Conclusions from Coaching Research

The following areas of concern have emerged from the review of the available evidence:

- The data available is unreliable. The most useful approach to improving the reliability and utility of coaching data would be to carry out coaching audits and workforce development plans for each SGB.
- The number of coaches in Scotland per 1,000 population is, according to MORI, the lowest in the UK. Recruitment campaigns and rewards to attract and retain coaches need development if this position is to be improved.
- The percentage of qualified coaches in Scotland remains low. This position may become worse if the implementation of the UKCC is not managed effectively.
- The introduction of the UKCC is being resourced, but the impact of the rollout must not be underestimated and governing bodies and coaches need to be fully supported.
- The role of paid coaches needs to be clarified within the new framework. The development of a larger paid coaching workforce will be important if sport in Scotland is to keep pace with the rest of the UK and Europe. This new workforce must sit comfortably alongside a voluntary structure. The professionalisation of coaching in Scotland should continue to emerge through a carefully managed process over the next few years.
- Progress has been made in the area of coaching infrastructure, with the development of the coaching network and the national performance staffing programmes. These developments are to be applauded. It is now vital that appropriate monitoring and evaluation programmes are put in place and CPD programmes are established for the full-time coaches in governing bodies.
- Coaching lacks equity. More needs to be done to encourage females into coaching. There is little information on disabled or minority ethnic coaches, but indications within the Coaching Task Force report are that there is under-representation here, too.

The available research on coaching offers guidance on key characteristics of a successful coaching structure. Coach education plays an important role in creating a successful coaching structure. Indeed, the benchmarking exercise carried out as part of the Coaching Task Force noted that countries where performance is high have good coach education systems integrated across the country and harmonised across the player pathway.

The research would suggest that professional coaches require clear leadership in order for a successful career pathway to be created. **sportscotland** and **scUK** should work together to identify what successful leadership in coaching looks like and how it can be implemented.

Employment opportunities for coaches should be evident across the player pathway and not just at the elite level. Employed coaches should also have access to sport-specific coach education.

## Section 3: Consultation

### Coaching Scotland Advisory Group

The Coaching Scotland Advisory Group (CSAG) was convened to provide expert input into the development of a new coaching framework in Scotland. The group met four times between June and October 2005.

The initial meeting set out the remit for the group as:

- Reviewing coaching in Scotland;
- Producing a new strategic framework for coaching in Scotland;
- Contributing to *Sport 21 2003-2007* and working towards the 2020 aim of 60% of adult Scots taking part in sport at least once a week;
- Achieving a UK-wide strategic 'fit' with scUK coaching strategy.

Building a vision, sharing best and worst practice and providing leadership was also deemed to be an important part of the remit by members.

CSAG members agreed that the following aspects should be incorporated into the new framework:

- The representation of Scottish needs;
- A dynamic framework that takes into account all stakeholders.

The following issues were identified as key to improving coaching in Scotland:

- Widening the base of coaches with good quality control;
- Teaching coaches how to teach (personal qualities as well as the technical competencies);
- Increasing the profile and recognition of coaches;
- Establishing coaching as a profession, with a career pathway and credible professionals;
- Establishing a network of joined up coach education programmes;
- Having a database system that allows the tracking of coaches;
- Improving links and integration with Physical Education;
- Changing the culture within coaching.

Three small workgroups were convened, and they provided further thoughts on the direction and approach required for the *Coaching Scotland* strategic framework. From this, CSAG members were asked to prioritise the important issues to consider within the framework:

- Linking the player pathway and development of coaches through workforce planning;
- The implementation and importance of the UK Coaching Certificate;
- Leadership of coaching in Scotland (who leads at each level?);
- Governing body infrastructure for coaches, coach education and support;
- Information, databases, key performance indicators, monitoring and evaluation, with the sharing of practice;
- Payment of coaches;
- Placing the coach at the centre and meeting coach needs;
- Retention and succession planning.

## Focus Groups

Focus groups were held with those responsible for managing or delivering coaching programmes or networks of coaches. These included participants responsible for coaching strategies from Scottish governing bodies and local authorities. The groups sought to uncover the participants' views on the initial proposals emerging from the Coaching Scotland Advisory Group (CSAG), and in particular:

- Participants' responses to the need for a national framework for coaching and coaches in Scotland;
- Their understanding of the current state of play in Scottish coaching and key issues facing Scottish coaches;
- Their top priorities for delivering and managing effective coaching programmes;
- A brainstorming session to elicit suggestions for the future.

The focus groups were organised in the form of a structured workshop allowing high levels of interaction. The structure of the workshop was piloted by the first focus group and subsequently refined.

In total five focus groups were held:

- Dundee Coaching Network;



- Edinburgh Coaching Network;
- Highland Coaching Network;
- SGB Group 1: Hockey, Squash, Badminton and Gymnastics represented;
- SGB Group 2: Canoeing, Athletics, Golf, Equestrian and Football represented.

Focus groups participated in the ongoing development of the Coaching Scotland strategic framework. The first focus group was asked to comment on the initial priorities identified by the Advisory Group. Subsequent groups were asked to focus on a refined list of these initial themes and priorities. The final focus group was asked for feedback on the draft strategic framework.

Without exception, participants in all groups were eager to respond. They supported the view that coaching in Scotland was a critical area that required attention and a unified national vision. Participants also indicated a willingness to be involved at later stages of the process and a desire to be kept informed of the strategy as it develops.

The responses of the first four groups can be summarised under the headings below. The final group was asked to comment more specifically on a narrower range of issues and the results from this group are reported separately.

### **Education, Training and Qualifications**

- The groups advocated one integrated education and development system for coaches and players, based on the long-term player development pathway. A long-term coach development system with the capacity for recognising and supporting talent from an early stage is also desirable.
- The cost of the proposed UKCC may be an issue for coach 'buy in'. As noted above, the responsibility for covering the cost of achieving these awards should fall to the SGB, rather than the individual volunteer coach, to avoid unnecessary bureaucracy.
- The structure of training is such that coaches may have an award or certificate but no experience of coaching. Some participants commented that 'coaches do not understand coaching'. This was related to a concern that people were attending training in order to improve their CVs, rather than because of a genuine interest in coaching, using valuable resources in a way that may ultimately not benefit coaching or sport.
- The quality of training is an issue and quality should be assured. This is not aided by there being an insufficient number of tutors to ensure that courses are delivered at the right level.
- Flexibility needs to be built into training, for example:

- Local courses for coaches, regardless of the size of the population.
- Courses that emphasise practical delivery as well as theory.
- Materials that are tailored to athletes' and coaches' needs.
- Recognition should be given for non-course learning and education.
- There is a lack of opportunity for continuing professional development for coaches.
- Coaches may not be fully committed to investing in CPD.
- Attitudes, available courses and cost/financial support all need to be addressed.
- A number of coaches have outdated qualifications.
- There is an insufficient pool of coaches and students in rural areas to make courses viable in those locations.
- Monitoring, evaluation and quality control for coaches attaining awards and certificates is required.
- Attached to the need for better communication with coaches, there should be better strategic planning between the available coaching pool at various levels and the certification training, targets and programmes to ensure that sufficient training opportunities are provided.
- The links between coaching and the HE/FE sector need to be clarified. HE/FE may have resources that would be valuable for the creation and implementation of a coaching network and to coach education and development. Coaches also play an important role in player development within HE/FE.
- Respondents recognised that the implementation of the UKCC would be the key response to training and development needs. However, it was clear that there are still some outstanding issues and questions about the UKCC, including a lack of understanding of the details of UKCC at all levels of sport. There are concerns about whether the resources available to implement the UKCC will be sufficient. Respondents also expressed a desire to ensure that there will be a strategy for creating opportunities for continuing professional development under the auspices of the UKCC.

### **Workforce Planning and Payment of Coaches**

- Respondents characterised the quality of coaching in schools and clubs as poor and suggested professionalisation as a strategy for improvement.

- There is a need to differentiate between coaches and sports leaders; professionalisation would be one means of accomplishing this.
- Respondents commented that volunteer coaches have less time for planning, and that there is an ongoing problem of volunteer exhaustion.
- Under current schemes, re-licensing does not include enough assessment and revalidation of credentials, leading to a lack of quality control.
- Both the quality and quantity of coaches were identified by participants as general issues impacting on their role in managing or delivering coaching programmes. Representatives from the SGBs voiced particular concern about quality of coaches, while those from local authorities were clearly focused on the problem of insufficient quantity.
- More full-time coaches working with players of all abilities and a larger network of sport-specific officers is desirable. Investment might also be placed in a staff structure at a local level to work with clubs and their coaches.
- There are limits to the available time and capacity of volunteer coaches that affect the ability of managers to deploy coaches effectively.
- The lack of availability of coaches for after school hours (3:30 pm) affects the delivery of sport to young people.
- The extent and quality of PE in schools has important implications for player and coach development. Respondents highlighted a need for better development of motor skills among young people and better school/club links so that coaches will have a strong foundation to build upon. If money were no object, respondents suggested improved primary resources and PE support, including a PE teacher in every primary school.
- There is a need for more funding and employment opportunities for coaches to encourage more people to enter the field.
- The provision of top quality coaches at the grassroots level is essential. Highly qualified coaches are particularly needed at the grassroots level and for work with young people.
- There are high demands and constraints placed on elite and performance coaches.
- Ideally, Sports Partnerships should include a coaching manager and a volunteer manager who would coordinate the deployment of coaches in their local programmes.
- Payment of coaches would develop the entire coaching infrastructure, and the employment of a number of paid coaches would support the volunteer sector by reducing the load carried by volunteers.

## Support

- A support network for coaches is needed and within this coaches need more focused support and direction from SGBs. Centres of excellence for coaches are also desirable.
- Some participants suggested that a common approach and support across sports might be necessary at a strategic level for the successful implementation of the UKCC.
- The respondents cited a need for 'proper programmes' for elite coaches.
- There is a lack of mentoring for coaches.
- Burnout of coaches is a problem. Better support is needed to ensure retention of coaches, particularly volunteers. Professionalisation may have some impact on this issue.
- Data gathering and effective sharing of information and good practice will be key to the successful implementation of a coaching development strategy. Respondents suggested that a national agency should lead an integrated system for coaching development, coordinating the efforts of the SGBs and local authorities. This system should incorporate long-term planning and associated long-term budgeting to allow SGBs and local authorities to implement changes effectively. A national database of quality data that can be locally accessed will be key. The national agency should lead the way in the collection, use and dissemination of data on effective coaching strategies, education and coach development.
- There needs to be better recognition of the work carried out by coaches and a higher profile for sport among the Scottish population generally.
- A national agency directing a coaching system that is regionally coordinated and locally delivered.
- Stronger input from local authorities in developing sport and coaching priorities.
- A state-of-the-art communication system for coaches.
- World-class facilities available for coaching and sport.
- More support for coaches and coaching development at the club level.

## Priorities

Three focus groups were asked to identify their priorities for coaching. Their answers are summarised below:

Edinburgh	Highlands	SGB Group
<ul style="list-style-type: none"> <li>▪ Value and respect coaches</li> <li>▪ Investment in club network &amp; quality coaching in clubs</li> <li>▪ Coach tracking system that is available to all organisations</li> <li>▪ Better education programme / framework linked to HE and degrees across Scotland that will 'professionalise' coaching</li> <li>▪ Coach ID system for talented coaches at all levels of the player pathway</li> <li>▪ More coaches employed at all levels of the player pathway</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coaching excellence should be visible at all levels of the coaching pathway</li> <li>▪ Coaches' needs should be determined by athletes/user groups' needs</li> <li>▪ Ensure that the value of coaches is recognised at every level of the sports structure</li> <li>▪ Improve the development of early aged motor skills</li> <li>▪ Increase primary PE time</li> <li>▪ Improve profiling so that there is a better understanding of coaches' needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Getting better 'buy in' from coaches to develop, train and qualify</li> <li>▪ Establishing a supportive network of coach educators/tutors to deliver effective training and development programmes</li> <li>▪ Invest in club coaches for CPD &amp; higher qualifications rather than employ coaches</li> <li>▪ Increasing the number of qualified coaches actively coaching</li> <li>▪ Need to value and respect coaches</li> </ul>

The final focus group, drawn from members of the Scottish governing bodies of sport, was asked to comment on themes identified for the strategic framework by the Coaching Scotland Advisory Group.

### **UK Coaching Certificate: What needs to take place to ensure this is a tool for positive change?**

- Sustainable funding must be secured to make the cost of the award affordable to the coach. In addition, some form of funding will be needed to operate the UKCC. Most funding currently is designated only for development of the programme. This is of concern as there will be ongoing administrative and developmental costs.
- The key message to sell coaches about the UKCC is that it 'is attainable'. At present, there are concerns that the length of the award at lower levels will discourage potential coaches.
- Develop a road map of benefits and advantages of the UKCC for coaches in different environments and at different levels of the player development pathway. One message will not fit all, and coaches at all levels and in all

environments will need to see how the UKCC will benefit them in clear, contextually relevant terms.

- Communication and promotion of the initiative needs to start now, not after the award has been implemented. Role models are needed to 'sell' the concept of improvement through formal training and awards. Alan Shearer is regularly touted as an example, having taken his UEFA badge in readiness to coach. There is a need for more role models like this at all levels of the performance spectrum and these role models must be promoted to the broad audience of coaches and sport development personnel.
- There should be a Scotland-wide requirement for coaches to hold the award, to be agreed across SGBs, schools, local authorities etc.
- Develop links with HE/FE. It is important that there are links between college courses and UKCC to enable applied prior learning (APL) between students/teachers and the UKCC.
- There is a strong feeling that a pre-UKCC award/orientation is required for beginner/helper coaches.

#### **A leading edge of community coaches... who could stimulate this and how?**

- The idea needs 'champions' to lead the initiative by working directly with coaches. It may be necessary to employ a group of people who are able to change thinking and the current culture within coaching in Scotland.
- There should be a policy to ensure that athletes demonstrate the relationship they have with their coach – stress the team element of performance.
- Use professional marketing people to identify what will 'hook' coaches in.

#### **Coaching success being recognised and valued... how should the coaching network be supported to ensure recognition and value?**

- A Scottish academy of coaches may be helpful but it needs definition. The group suggested it could be something that coaches would be involved in for a limited time and then graduate from, not something that they would stay with throughout their career. The academy may then be a time-limited institution for coaches, with coach support throughout the career cycle being delivered in other formats.
- Discussion turned to how to create an efficient and effective coaching network:
  - The coaching network could be a cyber support/community rather than a physical infrastructure.

- The coaching network must be multi-sport, as cross-sport learning is valuable.
- Should look to develop existing structures, especially Area Institutes, and develop and formalise this process.
- Perhaps a focus group is needed to develop this concept further.

### **A workforce stimulating and satisfying demand... what would this look like?**

- Career pathways need to be identified to make coaching an attractive profession that recruits the best, which means creating jobs for 'starter/graduate' coaches to launch their careers.
- It was suggested that the football apprentice scheme, where performers are encouraged to take coaching courses at an early stage of their careers, might be replicated in other sports.
- Self-employed coaching is a viable option but it needs to be made easy for people to take it up and the opportunities need to be identified.
- Need to identify the coaching pathways that are available. It is important that those who want to make coaching a profession don't have to go through the volunteer route. Sports need to identify performers in their sport with the desire to become coaches and to help them to make the transition through a proper programme.
- Any investment to stimulate the workforce should be flexible, as there are a number of models that could be used. Do not lose sight of the volunteer coach at the expense of the paid coach. *Both* need support, motivation and nurturing, but in different ways.

## **Focus Group Conclusions and Recommendations**

There is significant recognition and support for developing and implementing a new Coaching Scotland strategic framework by local authorities and SGBs, and a desire to be involved in this process. The focus group discussions reinforced the early priorities identified by the Advisory Group and reflected four key themes:

- **Coaching workforce** – the need for both an increase in the quantity and an improvement in the quality of coaches working at all levels and in all settings.
- **Education, training and mentoring** – coaches will require easy access to opportunities for CPD at a price they can afford, in terms of location, finance and time.
- **Volunteers and paid coaches** – sport in Scotland needs a career/development structure for both types of coaches.

- **Systems and structures** – nationally coordinated and locally accessible systems for coach support, communication and recognition of achievement. The CSAG should explore the potential role of the emerging Sports Partnerships in achieving this goal.

## Coach Survey

From the first meeting of the Coaching Scotland Advisory Group (CSAG) it was agreed that the new Coaching Scotland strategic framework would be coach led. Thus, it was important to capture and take into consideration the views of currently active coaches.

A simple self-completion questionnaire was designed and posted on **sportscotland's** website. All members of the CSAG and those involved in the focus groups were encouraged to inform coaches about the survey and encourage them to complete it.

Nearly 300 coaches responded and submitted their views, which have been recorded on a database and were considered by the final meeting of the CSAG.

It is important to note that the coaches who responded are perhaps more likely to be those who are already 'in the system', know what's on offer and receive some support. They are also likely to be more motivated towards developing themselves and achieving their goals.

Whilst this may mean that the sample is not truly reflective of the whole population of coaches in Scotland, their views are important, particularly as they are the very people who will be on the frontline of delivery or on the receiving end of services and expectations.

This section attempts to capture some of their views and to summarise:

- the profile of those who responded;
- attitudes towards continuing professional development;
- respondents' motivations and ambitions; and
- conclusions and recommendations.

This section only offers a preliminary analysis of the rich dataset. There is a need for further analysis and publication of the results in another format.

### Profile

The questionnaire prompted 289 responses, of which 75 were from female coaches (26%) and 214 from male coaches (74%). It is worth noting that this female to male ratio is exactly in line with the MORI research, which found there to be three male coaches to every female.



The age of the respondents ranged from 16 to 78 years old, with the average age being 39. Female coaches had, on average, 10 years experience and male coaches 12.4 years experience. The majority of the coaches were qualified to levels one and two, with only a small number at levels four and five.

**Table 1: Profile of Respondents**

Age Band	Female Coaches			Male Coaches			Total Responses	
	Responses	Average years experience	Affiliated to SGB	Responses	Average years experience	Affiliated to SGB	Number	%
Under 20	3	2.0	67%	3	1.3	100%	<b>6</b>	2%
20-29	25	6.0	88%	37	5.5	89%	<b>62</b>	21%
30-39	20	10.7	95%	55	9.8	93%	<b>75</b>	26%
40-49	13	7.8	77%	73	13.2	90%	<b>86</b>	30%
50-59	8	22.1	75%	33	20.4	91%	<b>41</b>	14%
60 +	5	17.8	100%	10	24.8	80%	<b>15</b>	5%
Not provided	1	10.0	100%	3	8.5	67%	<b>4</b>	1%
<b>Total</b>	<b>75</b>	<b>10.0</b>	<b>87%</b>	<b>214</b>	<b>12.4</b>	<b>90%</b>	<b>289</b>	

The 289 coaches returned 462 sports coached. Two hundred and fourteen coaches coached a single sport, with the remaining 75 coaches coaching at least two sports.

MORI estimated that there were three times as many football coaches as coaches for any other sport. When added together, coaches for football, swimming and rugby union made up about half of all coaches in their survey. In the research undertaken by **sportscotland** this was not the case, and this is another indicator that the sample collated may not be fully representative of Scotland's coaching profile. Swimming, rugby union and football received 131 returns, which accounted for 28% of the total sports coached.

**Table 2: Sports Coached**

Swimming	50	Gymnastics and Trampoline	16	Squash	8	Triathlon	4	Rowing	2
Athletics	45	Volleyball	13	Strength and Conditioning	8	Handball	3	Martial Arts	1
Rugby Union	41	Hockey	12	Mountaineering and Rock Climbing	8	Table Tennis	3	Gaelic Football	1
Football	40	Karate	11	Sailing	6	Lacrosse	3	Shooting	1
Kayaking and Canoeing	28	Tennis	11	Orienteering	5	Netball	2	Tenpin Bowling	1
Badminton	23	Fencing	11	Archery	4	Flag Football	2	Modern Pentathlon	1
Cricket	23	Multi - sports	10	Disability Sport	4	Equestrian	2	Lawn Bowls	1
Basketball	21	Judo	10	Misc Exercise	4	Curling	2	Rugby League	1
Golf	19	Skiing	9	Weightlifting	4	Mountain Biking	2	Water Polo	1

Another difference between the sample and the findings of the MORI study was the percentage of paid coaches against volunteer coaches. MORI estimated that 19% of all coaches were paid, with only 5% of all coaches being full-time.

The **sportscotland** sample contained 188 volunteer coaches (of whom 32 were also paid part-time and five full-time in another sport), which represented 65% of the sample. With 59 full-time coaches (20%) and 82 coaches paid part-time (28%), there is clearly an over-representation of paid coaches in the responses.

Of the 137 paid coaches (four coaches receive part-time payment for coaching in addition to a full-time salary) 104 were male (76%) and 33 female (24%). Only seven full-time coaches were female (12%), which is proportionally low in comparison to the percentage of males who were paid full-time (24% of male respondents were paid full-time, compared with 9% of female respondents).

MORI found that men made up 57% of the total paid coaching positions in the UK, but that 31% of all female coaches were paid. In the **sportscotland** sample, men made up 76% of the total paid positions, but 49% of both male and female respondents were paid – again illustrating a possible skew in responses from paid over voluntary coaches.

Table 3 shows respondents by coaching title. Given the three to one male to female coach ratio identified in the sample, it can be used to give a rough estimate of over- and under-representation of coaches in each category. Clearly, female coaches are over-represented at voluntary, assistant, sessional and support team level and hold their own well at senior club, local authority and

specialist level. However, there is a worrying under-representation of females within the sample at the elite end of the spectrum (national, international and high performance/elite coach), as well as within regional and governing body coaches.

**Table 3: Titles Held by Scotland's Coaches**

<b>Title</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Percentage Female</b>
No Title	7	11	<b>18</b>	39%
Voluntary Coach	30	71	<b>101</b>	30%
Assistant Coach	13	14	<b>27</b>	48%
Sessional Coach	9	13	<b>22</b>	41%
Club Coach	22	70	<b>92</b>	24%
Senior Club Coach	7	17	<b>24</b>	29%
Head Club Coach	12	47	<b>59</b>	20%
Local Authority Coach	12	29	<b>41</b>	29%
Regional Coach	5	31	<b>36</b>	14%
Governing Body Coach	5	34	<b>39</b>	13%
Support Team Coach	4	6	<b>10</b>	40%
Specialist Coach	6	17	<b>23</b>	26%
National Coach	2	21	<b>23</b>	9%
International Coach	0	18	<b>18</b>	0%
High Performance/Elite Coach	3	33	<b>36</b>	8%
Other Title*	16	32	<b>48</b>	33%
<b>Total responses</b>	<b>153</b>	<b>464</b>	<b>617</b>	

\* Other titles included active schools coordinators, community coaches, sports development officers, schools' coaches and strength and conditioning coaches.

Further evidence of the under-representation of women at the elite end of the spectrum is offered in the recent audit of Scottish Gymnastics. Table 4 shows that gymnastics attracts a high percentage of females into coaching positions, but that once at high performance and international performance level, the gender balance switches to 61% male and 39% female.

**Table 4: Gender Balance in Gymnastics at Each Coach Level<sup>13</sup>**

		Foundation Awards	Assistant Club Coach	Club Coach	Senior Club Coach	HPC / IPC
<b>Club</b>	<b>Male</b>	7%	23%	20%	31%	61%
	<b>Female</b>	93%	77%	80%	69%	39%
<b>Individual</b>	<b>Male</b>	23%	21%	19%	0%	0%
	<b>Female</b>	77%	79%	81%	0%	0%
<b>Overall</b>	<b>Male</b>	18%	20%	20%	31%	61%
	<b>Female</b>	82%	80%	80%	69%	39%

The vast majority of coaches reported that they coach at least once a week (91%). Coaches with over 20 years experience or who work as paid coaches were more likely to coach almost every working day, whereas voluntary coaches and coaches aged under 30 were more likely to coach at least once a week.

**Table 5: Coaching Commitments as a Percentage of Respondents**

Commitment Level	Total	Male	Female	Voluntary	Part-time	Full-time	Under 30	20+ Years Experience
Almost every working day	<b>38%</b>	40%	32%	27%	48%	69%	31%	45%
At least once a week	<b>53%</b>	53%	52%	61%	48%	29%	63%	44%
At least once a month	<b>8%</b>	6%	13%	10%	5%	2%	6%	9%
At least once every six months	<b>1%</b>	1%	1%	2%	-	-	-	2%
At least once in last year	<b>1%</b>	-	1%	1%	-	-	-	-

<sup>13</sup> From the club survey circulated as part of the Scottish Gymnastics Coaching Audit. It is worth noting from **sportscotland's** major participation survey (2005) that 88% of children (aged 8-15) who took part in gymnastics (excluding PE participation) were girls and 12% boys. Among adults (16+), 62% of participants were female.

## Continuing Coach Development

Coaches were asked a series of questions to gauge their level of coaching, their motivations for coaching and their ambitions for the future. Table 6 shows the percentage of coach respondents who were qualified against those who were unqualified. It also indicates the percentage of coaches who consider their current qualification to have prepared them for their role. In addition, it identifies the proportion of the sample who intend to gain further coaching qualifications.

**Table 6: Qualifications and Coaches**

	All Coaches	Male Coaches	Female Coaches	Under 30	20+ years experience	Volunteer Coaches	Full-time Coaches
Unqualified	5%	7%	1%	6%	5%	4%	3%
Current qualifications prepared me	80%	77%	88%	84%	73%	82%	75%
Current qualifications unsatisfactory	15%	16%	11%	10%	22%	14%	22%
Will be taking further qualifications	66%	65%	67%	79%	41%	65%	68%
Won't be taking further qualifications	35%	35%	33%	21%	59%	35%	32%

In the MORI research, local authorities were asked what they perceived to be the main barriers to taking qualifications:

- Lack of time available to take up coaching (59%);
- Courses and qualifications too expensive (58%);
- Courses not run locally (49%);
- Too time consuming to attend/retain qualifications (44%).

In the **sportscotland** sample the two most frequently cited reasons for not continuing qualifications were time constraints and lack of opportunity. Lack of opportunity manifested itself in several contexts, notably that courses were unavailable in convenient locations or that further qualifications were not on offer in Scotland. In addition, cost, bureaucracy and already adequately or fully qualified were cited. Several of the senior coaches noted their age as a barrier.

Full-time coaches and the more experienced coaches were less satisfied with their current qualifications than the other sample groups. The reason for this tended to be due to the qualification not being detailed enough or practical

enough for the role they were taking on. This is in line with the consultation responses regarding the provision of inadequate – if any – continuing professional development and programmes for elite and full-time coaches.

Not surprisingly, younger coaches were twice as likely to be considering future qualifications as coaches with over 20 years experience. The main reason for coaches not wishing to partake in future qualifications was the time or monetary expense involved. The more experienced coaches also identified their age and the lack of further levels for them to take as key reasons.

Another question asked respondents to score from one to six (with one being the highest) their preferred method of learning: formal courses, practical workshops, e-based learning, written articles, working alongside a more experienced coach or mentoring. Responses were fairly evenly distributed among the different modes of learning. Practical workshops and working alongside a more experienced coach were the preferred learning methods for coaches, with written articles and updates and e-based learning being the least popular. Female coaches scored most methods more positively than males. More experienced coaches were more inclined towards written articles and updates than any other group.

### Motivations and Ambitions

Leadership, support, guidance and advice were themes debated at length by the CSAG. Table 7 shows the responses given by coaches when asked to indicate who they turned to for help. Table 8 shows their preferred reference for leadership, support, guidance and advice.

**Table 7: Who do you look to for support/leadership/guidance/advice?**

	Total	Males	Females	Volunteers	Full-time	Under 30	20+ years exp
SGB	77%	79%	72%	78%	81%	68%	81%
Other Coaches	67%	66%	71%	68%	63%	66%	67%
Club	34%	32%	37%	41%	15%	37%	22%
scUK	30%	34%	20%	31%	39%	29%	25%
LA	25%	26%	21%	26%	24%	38%	13%
AIS	24%	27%	16%	20%	41%	29%	16%
Other	15%	14%	19%	15%	19%	15%	22%
School	6%	7%	4%	5%	10%	6%	8%

Total Responses	806	611	195	535	172	196	162
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**Table 8: Who is your key provider of support/leadership/guidance/ advice?**

	Total	Males	Females	Volunteers	Full-time	Under 30	20+ years exp
SGB	47%	50%	37%	47%	56%	44%	56%
Other Coaches	33%	29%	41%	33%	32%	34%	20%
Club	7%	7%	7%	9%	2%	7%	5%
Other	7%	7%	8%	5%	8%	4%	11%
LA	3%	2%	4%	3%	2%	6%	-
scUK	2%	3%	1%	3%	-	-	6%
AIS	1%	1%	1%	1%	-	3%	-
School	-	-	-	-	-	1%	-

A key finding from these responses (apart from Table 7 showing the mix of reference points) was that female coaches were more likely to turn to other coaches than they were to their governing body.

The survey also assessed motivations behind coaching. Results were led by the love of the sport and the enjoyment or hobby of coaching. The love of the sport as a motivation was particularly high amongst coaches under the age of 30 (91%) and the hobby or enjoyment of coaching was particularly cited as a motivation by volunteer and female coaches. Perhaps not surprisingly, fewer full-time coaches identified enjoyment as a motivation, with their key motivator being success and achievement.

**Table 9: What keeps you interested in being a coach?**

Reason	Total	Male	Female	Under 30	20+ exp	Volunteer	Full-time
Love of the sport	85%	86%	85%	91%	81%	85%	86%
Enjoy/ Hobby	78%	76%	84%	76%	75%	83%	63%
Committed	70%	70%	68%	66%	67%	74%	63%
Like helping	61%	62%	59%	60%	61%	62%	59%
Success/ Achievement	44%	47%	33%	41%	42%	35%	71%
Own children involved	16%	17%	11%	3%	16%	20%	12%
Other	13%	13%	15%	7%	17%	13%	19%

Total Responses	1058	792	266	235	230	697	220
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Table 10 shows the response to being asked to indicate what would hold the coaches' interest in coaching. Younger coaches (under the age of 30) show a clear desire to be led into a professional pathway, with 68% of them indicating payment as a key motivator. This is significant in that it may show a key reason for coach dropout.

Female coaches have indicated that other rewards motivate them to continue coaching, but further investigation is perhaps necessary to discover exactly what these rewards are.

Male coaches are more likely than their female counterparts to specify good results as a motivation to continue coaching. As expected, given the pressures of a career, good results and achievement are a key factor for full-time coaches (75%) in comparison to volunteer coaches (56%).

**Table 10: What factors would encourage you to continue coaching?**

	Total	Male	Female	Under 30	20+ exp	Volunteer	Full-time
Achievement/ Good Results	62%	64%	57%	66%	53%	56%	75%
Recognition/ Thanks	44%	44%	45%	47%	39%	45%	36%
Help/ Leadership from others in coaching	43%	38%	56%	50%	23%	39%	42%
More Support	40%	43%	32%	40%	38%	45%	31%
Payment	38%	41%	32%	68%	28%	30%	56%
Other Rewards	36%	32%	48%	49%	25%	43%	25%
Expenses/Better Expenses	27%	29%	21%	32%	19%	26%	27%
Other	13%	13%	13%	16%	13%	15%	8%

The coaches within the sample were clearly driven by recognition, achievement and leadership. This reinforces the major finding from Lyle et al's (1997) study on the motivations of coaches that highlighted high intrinsic value as the predominant reason for being involved in coaching. Consequently, coaches are more likely to feel valued by being genuinely recognised for the difference they make to people, to teams they coach and to the sport. Receiving a financial reward does feature in the responses received, which was not so evident in the 1997 study. This is probably a reflection of the fact that there are now more paid coaches within the workforce than there were eight years ago.



The qualitative answers to the question 'what makes you feel valued as a coach?' need further interrogation, but included the following responses.

*'Feedback from the children/people that I am coaching. I am concerned with improving each individual's skill level in basketball, as well as improving team play. When I see somebody that I have coached perform a skill that they just learned, I feel valued. When I see the surprise, happiness and determination to do the skill right again, I feel valued. When I see somebody performing a skill that they felt was impossible to perform a week earlier, I feel valued. When a team that I have coached play extremely well, and play team basketball, I feel valued. Having another coach ask permission to use a drill that they saw you use is a good feeling. To have a conversation with other coaches who you regard highly and feel as if you are on a par with them also feels good. Simply when somebody comes up and says, "you have done a good job, thanks".'*

*'A structure that would help get me on the next level.'*

*'Thanks and positive feedback from players and parents.'*

*'Making a difference – seeing people/teams improve.'*

*'Delivering high quality.'*

*'Participants coming back for more.'*

*'Other coaches asking my advice.'*

*'Seeing those I coach enjoy themselves.'*

Responses to the question fell into seven main categories:

- Thanks and feedback from players, children and parents;
- Positive reactions to their coaching methods;
- Achievement of results and success of programmes;
- Development of those they coach to higher levels;
- Those they coach actually enjoying their participation;
- Developing trust in relationships with those they coach; and
- Being asked for advice by fellow coaches.

Table 11 reveals that the majority of respondents would consider being paid for coaching. A significant majority of those who want to be paid would prefer to do so on a full-time basis, but male coaches appeared more predisposed to

coaching as a full-time job. Interestingly, although 48% of coaches with over 20 years experience would value the opportunity to work full-time, 25% would not consider it – this reflects the wide age profile of these experienced coaches (from mid-30s to mid-60s).

When asked if they would prefer to be self-employed, those considering full-time work were split on their preference, with those under 30 being slightly less inclined than any other group. Although not shown in the table below, only 34% of those currently in full-time coaching employment would prefer to be self-employed, whilst the part-time coaches reflected the same position as volunteer coaches, with 48% preferring to be self-employed.

**Table 11: Would you consider paid coaching?**

	All Coaches	Male Coaches	Female Coaches	Volunteer Coaches	20+ years experience	Under 30
Wouldn't consider	17%	17%	19%	27%	25%	10%
Yes - full-time	49%	56%	31%	36%	48%	47%
Yes - part-time	17%	14%	27%	16%	17%	25%
Yes - occasional	16%	17%	24%	21%	9%	18%
Preference for self-employment	46%	46%	46%	48%	46%	41%

Further interrogation of the qualitative data is recommended. When asked the question 'What would you do if money was unlimited?' there were six recurring themes:

- Learn from more experienced coaches;
- Travel to other countries to see coaching in other cultures/work alongside world renowned coaches;
- Improve coaching qualification level;
- Enjoy better support from governing bodies, including better communication systems, workshops and forums;
- Enjoy more time to coach, or coach as a profession; and
- Have better access to facilities and better facilities and equipment.

When asked 'What would you do differently?', answers included:

- Raise profile and value of coaches;

- More funding for coaches/in coaching;
- Better support and structure;
- Simpler coaching framework;
- Career pathway/mentoring opportunities; and
- Good, accessible facilities – place, time and cost.

## Conclusions from Consultation

The consultation exercise allowed the limited findings from the research review to be tested and also gave the coaches and people upon whom the framework will impact the opportunity to put forward the issues which they believe to be important to their ability to provide quality coaching.

Throughout the consultation there was widespread enthusiasm for the creation of a new coaching framework. Several themes came through from the Coaching Scotland Advisory Group, focus groups and survey responses. In general the responses can be characterised as having filtered into three types:

The Coaching Scotland Advisory Group – answers and solutions tended to be of a strategic nature, addressing structural requirements of the coaching framework.

The focus groups – the answers and issues were operational, highlighting issues with the current strategy and delivery problems.

The coaches – the answers reflected individuals' issues with the current system and focused on the issues at delivery level.

### **Coach Education**

There was agreement that a good coach education system, one which should be both flexible and accessible, is needed. Whilst there was no agreement on the actual format of the coach education, it would appear the major deterrents for those not furthering their qualifications are time and availability (both in terms of location of course and actual delivery of courses). Cost and bureaucracy are also deterrents.

In addition, it was recognised that there are differences in education needs depending on whether the coach is voluntary or paid. Full-time, paid coaches suggested a need for more technical aspects in their development, highlighting the need for ongoing continuing professional development in addition to UKCC qualifications.

The delivery of the UKCC was a major issue for the CSAG and focus group contributors, who feared that a lack of sustainable funding could lead to unwieldy bureaucracy in the delivery of the new framework and a loss of volunteer coaches as a result. Coaching network contributors believed the system should

be based on the long-term player development pathway to allow integration and recognition at every level.

It was stressed that the UKCC needed to be explained well to coaches in order to encourage commitment and buy-in. As coaching quality was often criticised, this should be a major priority, as the UKCC offers the opportunity to improve training and quality.

## **Leadership**

Given the membership, it is perhaps not surprising that there was greater emphasis at the CSAG level on the need for strong leadership. The survey respondents, whilst not specifying leadership, were largely of the view that there was a need for formal mentoring systems to be put in place and also showed that they looked to other coaches (as well as to their governing body) for support, guidance and leadership.

Strategic leadership was also highlighted as lacking. In agreement with the Coaching Task Force findings, there was a call by the CSAG for an integrated coach tracking system to allow the monitoring of coach development. This requires management by a central body – probably **sportscotland**.

Appropriate and inspiring leadership is also important in order to ensure coach buy-in to the framework.

Coaches want to learn from other coaches. They want to travel and experience alternative coaching cultures. This demonstrates the value placed by coaches on inspiring leaders and role models.

## **Workforce Planning**

At a strategic and operational level an insufficient depth in both the quantity and, in particular, the quality of coaches in Scotland was identified.

The strategic level operators noted problems with workforce planning. As discussed in Section 1, there are issues with skills and training, which may be increasing staff turnover for the coaching network.

The lack of reliable data also causes issues for deliverers in workforce planning. In order to retain and develop coaches, and to ensure that coaches are suitably deployed along the player pathway, there is a need to know the demographic profiles, qualifications and skill levels of active coaches and identify shortages in demand and supply.

Deployment of coaches at a local level will depend on the placement of coach and volunteer managers who can manage this process across clubs, schools, tertiary education and the player pathway.

Worryingly, there was little attention paid to the issue of equity by any of those consulted. As part of the commitment to the Equity Standard, governing bodies

are now working toward foundation level and will have to address this. Better data management will help them to identify where the issues lie.

## **Rewards and Recognition**

Although the CSAG and coaching network respondents called for the professionalisation of a greater number of coaching positions, financial constraints will be a limiting factor. Alternative means of reward and recognition must be developed.

Lack of recognition of coaches was identified across the board. This is an issue in the media, the general population and even amongst coaches themselves. In the consultation, this lack of recognition was also linked to the need to value excellence at all stages of the player pathway and not just the elite level and to recognise excellence in volunteering as well as paid coaching.

Whilst coaches suggested that they would like to be paid, their actual reasons for staying within coaching were often not monetary. Coaches noted achievements, results and recognition as the main motivators for maintaining their coaching career.

However, the interest in receiving payment, when paired with the loss of the traditional volunteer due to sessional payments to coaches (for example, within the Active Schools network) shows a need for SGBs and LAs to re-think recruitment and retention procedures. This is particularly apparent in the coach survey, where 68% of respondents aged under 30 cited payment as a key factor in encouraging them to continue coaching (against an average of 38% of total respondents).

In an environment in which funding for the development of paid career pathways in coaching is limited, other means of reward and recognition may help to motivate coaches, increase the profile of coaching and encourage volunteer retention.

## **Communication**

Coaches expressed a desire to learn from other coaches, and the coaching network respondents stressed the value of developing a strong communications network among coaches. Coaching forums and support networks allow for sharing of good practice and may help to address the problem of volunteer burnout.

## **Facilities**

There is a need to ensure that coaches can gain access to suitable facilities at appropriate times. By linking with Sports Partnerships and other local sports forums this should be achievable.

## Section 4: Conclusions and Recommendations

### Introduction

Coaching is critical to sporting development and success. Inspirational and motivational coaches energise others, enabling them to expand their horizons and realise their potential. Talented coaches stimulate interest, encourage commitment and enhance performance in sport. Without quality coaches, sport will not be able to grow and thrive.

The research presented in this report was undertaken for the purpose of providing an evidence base for the further development of **sportscotland's** coaching strategy. The study identified five areas of focus for consideration in the process of updating and revitalising the Coaching Scotland strategic framework.

Central to the Coaching Scotland strategic framework are the coaches themselves. Coaching Scotland is about supporting coaches so that they can meet their true potential and enabling them to further their coaching careers – whether a voluntary or paid capacity – without unnecessary barriers.

The research and consultation identified five areas to be addressed within the Coaching Scotland strategic framework:

- Systems, pathways and structures;
- The coaching workforce;
- Education, training and mentoring;
- The balance between volunteer and professional coaching;
- Coaching's profile.

### Systems, Pathways and Structures

The implementation of an updated Coaching Scotland strategic framework should result in the development of an integrated strategic coaching infrastructure. **sportscotland** has initiated this process through the appointment of coaching network coordinators in governing bodies and local authorities. These coordinators will play an important role in connecting coaches to the player pathway, ensuring links between Active Schools, local sports clubs, regional academies, Area Institutes of Sport and the Scottish Institute of Sport.

### Recommendations:

- **sportscotland** should lead the development and implementation of the framework, but should do so in partnership with sports coach UK. The development of the UK Action Plan for Coaching by sports coach UK must

be compatible with the Coaching Scotland strategic framework and vice versa.

- The roles and coordinated tasks of all partners in Coaching Scotland and the expectations placed on them must be defined from the outset so as to encourage a commitment to delivering the actions.
- Strategic leadership is required from **sportscotland** to reassess the criteria for the coaching network positions and ensure that a firm foundation is laid for the coaching infrastructure in Scotland. This could be supported by the appointment of a national coaching lead manager and regional managers (the latter may be most effectively placed through the Pilot Sports Partnerships).
- Regional managers should set up coaching forums within their areas to ensure that the entire player pathway is represented within their remit.
- Coach feedback on forums is needed to ensure that they meet the needs and expectations of the coaches. This would also allow communication channels to be opened and effectively maintained.
- **sportscotland**, sports coach UK and Children 1<sup>st</sup> should investigate a licensing and disclosure system for all sports coaches and volunteers which fulfills UK requirements.

## The Coaching Workforce

Research has shown a need for greater quantity and quality of coaches and coaching in Scotland. At present not enough is known about the coaching workforce, which makes workforce planning extremely difficult. Identifying the coaching workforce and creating a coaching marketplace that is easier to enter and to remain actively part of is a central issue for the Coaching Scotland strategic framework.

### **Recommendations:**

- SGBs should undertake workforce audits and workforce development plans as a matter of urgency in order to improve planning, monitoring and evaluation.
- **sportscotland** and scUK will need to work with SGBs to ensure long-term development of efficient data management systems.
- Monitoring and evaluation must be built into the coaching network strategic plans to ensure progress is made.
- Thought should be given to mechanisms for identifying quality coaches and tracking their progress.

- Equity modelling must be built in to ensure that the coaching workforce reflects society, bearing in mind the overall target of *Sport 21* is to increase participation.
- Any coach-related positions created with a view to the London 2012 Olympics or Glasgow 2014 Commonwealth Games bid must be created with a legacy to coaching in mind.

## Education, Training and Mentoring

All those consulted recognised the importance of an integrated coach education system which encourages excellence and improved quality of coaching across the player pathway.

This system needs to be flexible and able to deliver practical and systematic continuing professional development (CPD) in a convenient and affordable package.

Many coaches told of their desire to learn from more experienced coaches, showing the need for mentoring. The development of mentoring programmes and CPD opportunities in sport to meet the needs of Scotland's current and future coaches will be an important area of work for the Coaching Scotland strategic framework.

### **Recommendations:**

- **sportscotland** should build appraisal systems into the coaching network employee contracts to ensure that skills gaps are identified and addressed and continuing professional development leads to career enhancement.
- Sustainable UKCC funding must be secured as a matter of urgency.
- The UKCC needs to be marketed to coaches to ensure their buy-in. This education system requires coaches to take responsibility for, and pride in, their own development.
- The UKCC should be rolled out as one integrated and comparable education system across Scotland.
- Coach education needs to be as flexible as possible – remote learning, part-time coaching courses and local workshops must be encouraged so that all coaches in Scotland can benefit.
- There should be a scoping exercise to explore options for a mentoring system for Scotland's coaches.
- Consider using a Challenge Fund (such as working with the Scottish Institute of Sport Foundation) to offer scholarships that will allow coaches to work with top coaches or to go on exchange visits to other countries to learn how their coaching systems work.



- CPD needs to be scoped and delivered for full-time, part-time and volunteer coaches.
- Volunteer development requires improvement, with barriers such as cost, time and location of training and development opportunities taken into consideration.

## Balance Between Volunteer and Paid Coaching

It may seem desirable to add more paid full-time and part-time coaches, but funding to do so is not readily available. Volunteers will continue to be a crucial part of Scotland's coaching strategy. Recruiting and retaining volunteers is hard work, but essential to the sustainability of the volunteer workforce and, ultimately, of Scottish sport. It is essential that the Coaching Scotland strategic framework recognises the different roles and needs of both volunteer and paid coaches.

### **Recommendations:**

- Develop volunteer coach recruitment and retention guidelines.
- Provide training to paid coaches, coach development officers, coach managers and Active Schools network staff on how to deal with volunteer coaches.
- Ensure that volunteer coaches wishing to make the transition to paid coaching have access to relevant CPD.
- Consider increasing the number of volunteer development managers along the same criteria as the coaching network.

## Coaching's Profile

Coaches need recognition, and it is crucial that the significance of coaches to Scottish sport is clearly understood. Coaching awards schemes may be one effective method of increasing the profile of coaching.

Coaches have highlighted recognition as a key motivation for continuing in their coaching work. In order to achieve this, coaches must be recognised, valued and rewarded against their achievements and not just against medal success.

Central to all the above is the need for better communication systems in order to reach the coaches and to make them feel part of a support network.

## **Recommendations:**

- Establish a Scottish Coaching Awards scheme which recognises excellence across the player pathway and the entire spectrum of voluntary and paid coaches.
- Launch a retention and recruitment drive which eliminates barriers to entering the coaching marketplace and makes staying within coaching desirable.
- Engage a working group to scope the concept of an 'Academy of Coaches' and report back on what this could look like and how much it would cost.
- Set up a communications system through the coaching management infrastructure.

## **Conclusion**

Scottish sport must take this opportunity to look outwards towards the best practice in the world, so that sport in Scotland can provide the world's best opportunities for participation, and so that Scottish performers can compete with the best in the world in international competitions. Excellence in coaching is about much more than winning medals – it is about quality coaches delivering quality coaching at every level on the player pathway.

# Appendix 1 Review of Current Coaching Strategies

## Objectives:

- To lead the development of coaching strategies throughout Scotland.
- To support the development of individual coaches at both national and local levels in conjunction with partners.
- To increase the quality and quantity of active and effective coaches working at all levels of sport.
- To ensure effective use is made of the coaching skills and expertise available to the coaching workforce of Scotland.

<b>Coaching Scotland Targets</b>	City of Edinburgh	Highlands Gael Force Ten	Judo Scotland	Scottish Athletics	Scottish Borders	Scottish Volleyball	West Lothian
Each LA to have a coaching strategy	✓	✓	NA	NA	✓	NA	✓
Each SGB to have a coaching strategy	NA	NA	✓	✓		✓	NA
Each sports club to have a coach development strategy							
Each leading SGB to have a full-time national coach	NA	NA	✓	✓	NA	✓	NA
Each LA area to have a full-time coaching development officer	✓	✓	NA	NA	✓	NA	✓
Recruitment and employment guidelines including fast tracking of performers and oversees coaches							
Structured pay and conditions							
Leading SGBs to have a coach education structure related to national standards	NA	NA	✓	✓	NA	✓	NA
Coach education/accreditation course for teachers	✓				✓		✓
Integrated education programme with sports medicine, science and coaches				✓		✓	
Integration of FE/HE							
Pre-service and in-service for teachers and leaders							
Each LA area to have a coach scholarship programme	✓	✓	NA	NA	✓	NA	✓
Each leading SGB to have a coach scholarship programme	NA	NA	✓	✓	NA	✓	NA
Establish a coach database	✓				✓	✓	✓
New coach development programme for elite coaches			✓	✓			
National programme of coach workshops delivered locally	✓	✓	✓	✓	✓	✓	✓
Workshop training programme for LA and SGB coaching networks	✓	✓	✓	✓	✓	✓	✓
Coach mentoring implemented through Scotland	✓	✓	✓	✓	✓		✓
Coaching resource centre network throughout Scotland	✓	✓	✓		✓	✓	✓
National sponsorship of <i>Coaching Scotland</i>							
Continued local sponsorship of <i>Coaching Scotland</i> programme		✓					
Direct support to coaches and coaching through Lottery Fund							
Links with IT to provide up to date information on coaches	✓		✓		✓	✓	✓
Heightened profile of coaches and coaching	✓	✓	✓	✓	✓	✓	✓

✓ Indicates proposed actions in target area covered in strategy or action plan

## Appendix 2 Positions Directly Supported by sportscotland

National Performance Staffing	The Coaching Network	
	SGB Network (Directors of Coaching)	LA Network (Coaching Development Officers)
1 National Coach - amateur boxing	1 Scottish Athletics	1 City of Glasgow (Team)
2 National Coach - rowing	2 Cricket Scotland	2 City of Edinburgh (CDO)
3 National Performance Director - squash	3 Scottish Amateur Swimming Association Ltd.	3 West Lothian (CDO)
4 National Coach - canoeing	4 Scottish Golf Union	4 Dumfries and Galloway (CDO)
5 National Coach (Junior Performance Squad) - badminton	5 Scottish Hockey Union	5 South Lanarkshire (CDO)
6 Performance Development Coach - curling	6 Gymnastics Scotland	6 Scottish Borders (CDO)
7 National Coach - women's football	7 Judo Scotland	7 East Ayrshire (£5k for CDO)
8 High Performance Coach - snowsport	8 Camanachd Association (Shinty)	8 Grampian - Moray, Aberdeen and Aberdeenshire (£10,000 Coaching Assistant)
9 Performance Manager - hockey	9 Scottish Volleyball	9 Sport Tayside - Dundee, Angus and Perth and Kinross (CDO)
10 East Area Institute (EAIS) Coach - hockey	10 Cricket Scotland	10 Central - Falkirk, Clackmannanshire and Stirling (delivered through sports specific model)
11 West Area Institute (WAIS) Coach - hockey	11 Royal Caledonian Curling Club	11 Highlands - (Team)
12 Performance Director - swimming	12 Netball Scotland	
13 Tayside & Fife Area Institute (TFAIS) Coach - swimming	Planned for 2005	
14 EAIS CO-ordinator - swimming	13 Tennis Scotland	
15 WAIS Co-ordinator - swimming	14 Scottish Rugby Union	
16 City of Edinburgh Coach - swimming	15 Badminton Scotland	
17 U19 National Coach - rugby union	16 Scottish Squash	
18 U21 National Coach - rugby union		
19 7's National Coach - rugby union		
20 National Performance Manager - cycling		
21 National Coach - cycling		
22 High Performance Manager - sailing		
23 Performance Development Manager - athletics		
24 EAIS/ National Sprints Coach - athletics		
25 TFAIS/National Endurance Coach - athletics		
26 Central Institute (CAIS)/ National Jumps Coach - athletics		
27 WAIS Coach/National Throws Coach - athletics		
28 National Coach - golf		
29 Assistant National Coach - golf		
30 High Performance Coach & Part time Performance Director - triathlon		
31 Performance Development Officer - Scottish Disability Sport		
32 National Coach - tennis		

## Appendix 3 Scottish Governing Body of Sport Profile Proforma



### APPLICATION FOR INVESTMENT

GB Financial year

### GOVERNING BODY PROFILE DOCUMENT

**GB Name**

Applicants should complete all sections of the Profile Document. Any queries, please contact the Partnership Manager within **sportscotland** responsible for this sport.

GB Name:

Details currently held by **sportscotland**. Please add/amend as necessary.

Contacts:

<b>Main sportscotland contact for all correspondence</b>		
Name: .....		
Address: .....		
.....		
Post code:		
Tel: :	Fax: :	E-mail: :

<b>Chairperson / President or equivalent</b>		
Name: .....		
Address: .....		
.....		
Post code:		
Tel: :	Fax: :	E-mail: :

<b>Treasurer:</b>		
Name: .....		
Address: .....		
.....		
Post code:		
Tel:	Fax:	E-mail:

<b>Secretary:</b>		
Name: .....		
Address: .....		
Post code:		
Tel:	Fax:	E-mail:

GB Financial Year end:		
31 January <input type="checkbox"/>	31 May <input type="checkbox"/>	30 September <input type="checkbox"/>
28 February <input type="checkbox"/>	30 June <input type="checkbox"/>	31 October <input type="checkbox"/>
31 March <input type="checkbox"/>	31 July <input type="checkbox"/>	30 November <input type="checkbox"/>
30 April <input type="checkbox"/>	31 August <input type="checkbox"/>	31 December <input type="checkbox"/>

AGM Date:	Accounts due date:
-----------	--------------------

\*NB Accounts and accounts summary must be submitted to **sportscotland** a maximum of 14 days after the AGM or within 6 months of the GB's financial year-end (whichever is the sooner).

Membership Information

Total number of clubs:		
Total estimated participation**		
% Of total membership male	%	**Source of information
% Of total membership female	%	
% Of total membership youth male	%	
% Of total membership youth female	%	
% Membership from ethnic minority	%	
% Membership with a disability	%	
<b>Membership Type of Governing Body</b>	<b>Number</b>	<b>Subscription Amount £</b>
Individuals: Senior Membership		
Junior Membership		
Clubs		
Branches		
Associations		
Other, please specify		
<b>Volunteers:</b> Total number involved in sport		
Number of Volunteers on Management Board		% Male      % Female
<b>Coaches:</b> Total number of active accredited		Level 0      Level 1
		Level 2      Level 4
<b>Officials:</b> Total number of accredited officials		International      National
		Regional      Club
<b>SPORTING FACILITIES</b>		<b>Location</b>
National Facility	<input type="checkbox"/>	
Regional Facilities	<input type="checkbox"/>	
Local Facilities	<input type="checkbox"/>	
Centres of Excellence	<input type="checkbox"/>	
<b>OFFICE FACILITIES</b>		
Owned	<input type="checkbox"/>	
Rented	<input type="checkbox"/>	
Home based	<input type="checkbox"/>	
Other (Specify)		



Written policy documents (please ensure **sportscotland** has copy of latest version)

Policy		Implemented / revised
		Date: DD / MM / YY
Ethics	yes <input type="checkbox"/> no <input type="checkbox"/>	/
Data protection	yes <input type="checkbox"/> no <input type="checkbox"/>	/
Equal opportunities	yes <input type="checkbox"/> no <input type="checkbox"/>	/
Child protection	yes <input type="checkbox"/> no <input type="checkbox"/>	/
Equity	yes <input type="checkbox"/> no <input type="checkbox"/>	/
Volunteers	yes <input type="checkbox"/> no <input type="checkbox"/>	/
Other	yes <input type="checkbox"/> no <input type="checkbox"/>	/

Staff employed (Include all staff, continue on separate sheet if necessary)

Main contact for HR/Staffing/Employees: Name

Title of post	FT	PT	sportscotland Assisted funding	Check more than one box if necessary				
				Management	AE	DP	WO	Admin
	<input type="checkbox"/>	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UK sport Modernisation support Yes  No

If 'Yes':

Project name	Project commenced

<b>Sportscotland investment</b>	<b>200/0</b>	<b>Additional sportscotland resource</b>		<b>GB income most recent year audited accounts available:</b>	
	£		£		£
Youth development		Club sport		Youth development	
Coach development		Coaching network		Coach development	
Training of volunteers		Constitutional review		Training of volunteers	
<b>Performance planning</b>		Risk Management		<b>Performance planning</b>	
<b>Preparation and training</b>		<b>Fit for purpose audit</b>		<b>Preparation and training</b>	
National competition programme		<b>Joint funded posts</b>		National competition programme	
International competition programme		<b>LSF Junior group</b>		International competition programme	
Sports medicine / science		Major events		Sports medicine / science	
Regional / local development		Mentoring		Regional / local development	
Marketing / promotion		Strategic planning		Marketing / promotion	
Administration		Modernisation award		Administration	
Staffing		National centre / facilities		Staffing	
Other		LSF National coach		Membership	
		LSF Performance coach		Grants and donations	
		Sportsmatch (not thru GB).		Sponsorship	
		Sportsmatch		Other	
		TAP funding			
		Teacher release scheme			
		Tutor training Jnr groups			
		Youth sport			
<b>TOTAL</b>		<b>TOTAL</b>		<b>TOTAL</b>	

Once completed, please return the form to: Assistant Grants Officer  
**sportscotland**  
 Caledonia House  
 Redheughs Rigg  
 South Gyle  
 Edinburgh  
 EH12 1DQ

In addition to the Profile Document, applicants are required to provide, as appropriate, additional information including the Scottish Governing Body's (SGBs) Constitution, Development Plan and evidence of any other funding support in place.

The Government's financial directions to **sportscotland** require that information be obtained from applicants necessary to safeguard Public and Lottery funds and to carry out random validation checks. Care should be taken therefore to ensure that the details provided are correct. If the Profile is completed fraudulently, incorrectly or misleadingly in any particular material it will render the application invalid and the SGB will be liable to return any money already paid out.

Please note also that **sportscotland** will not be liable, nor will it accept liability, for any costs incurred by the applicant, either on a project or in making this application, irrespective of its outcome.

It is essential that this application is endorsed, signed and authorised by representatives of the SGB. Signatories should be authorised office bearers (i.e. President, Treasurer, Secretary and / or senior staff e.g. Chief Executive Officer.)

**sportscotland** is committed to fulfilling its obligations under the Freedom of Information (Scotland) Act 2002, which comes into force on 1 January 2005. The purpose of the Act is to increase openness and accountability in Government and across the public sector by ensuring that people have the right to access information held by Scottish public authorities.

**sportscotland** is in the process of ensuring that the appropriate measures are in place, ensuring compliance with the statutory duties that Act enforces on the organisation.

**sportscotland** will use information provided under the terms of Data Protection Act 1998. The information you provide may be held on files, both paper and electronic. We will use this information to process Investment Applications, to prepare statistics and to monitor and evaluate the effectiveness of our Investment work as a whole. We will treat the signatures on this form as consent to this use of information provided.

Financial information:	Bank Sort Code: - -	Bank Account Number:	VAT Registered yes <input type="checkbox"/> no <input type="checkbox"/> partial <input type="checkbox"/> - -
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Signed on behalf of Governing Body

Print name	Signature	Date	Position
1: .....			

FOR SPORTSCOTLAND OFFICE USE ONLY	
• Group	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
• <b>sportscotland</b> investment	Yes <input type="checkbox"/> No <input type="checkbox"/>
• Core sport (Scottish Institute)	Yes <input type="checkbox"/> No <input type="checkbox"/>
• *Area Institutes	C <input type="checkbox"/> E <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/>
• Partnership Manager	Tel: 0131 472 3 Mob: 07787 151
• AE Partnership Manager	Tel: 0131 472 3 Mob: 07787 151
• WO Partnership Manager	Tel: Mob:
• <b>sportscotland</b> Facilities Manager	Tel: Mob:
• Fit for purpose audit	Date: Full Assurance <input type="checkbox"/> Reasonable <input type="checkbox"/> Limited <input type="checkbox"/> No <input type="checkbox"/>
• Legal Status	Unincorporated <input type="checkbox"/> Incorporated Share <input type="checkbox"/> Guarantee <input type="checkbox"/>
• Long term development / strategic plan	From To
• Business / One year operating plan	Yes <input type="checkbox"/> No <input type="checkbox"/>
• Long term funding	From To

**\*Area Institutes:**

Central Scotland

East of Scotland

Grampian

Highland

Tayside & Fife

West of Scotland

## Appendix 4 Institute Network Coaching Positions

Scottish Institute	Area Institutes					
	Highland	Edinburgh	Central	Tayside & Fife	West	Grampian
Director of Performance	Swimming (PT)	Swimming	Athletics	Swimming	Athletics	Curling (PT)
High Performance Coordinator	Snowsports (PT)	Hockey	Hockey (PT)	Athletics	3 x Badminton (PT)	Hockey (PT)
Athletics (HPM)	Curling (PT)	Athletics	3 x Athletics (PT)	Strength & Conditioning	2 x Curling (PT)	2 x Swimming (PT)
Badminton	Judo (PT)	Squash Performance Director	Badminton (PT)	Programme Coaches (PT)	Hockey	Volunteer Personal Coaches
Asst Badminton	Strength & Conditioning (PT)	Strength & Conditioning	4 x Canoe (PT)	Volunteer Personal Coaches	Rugby	Club/personal Coaches (PT)
Curling	Club/personal Coaches (PT)	2 x Hockey (PT)	2 x Curling (PT)	Hockey (PT)	6 x Strength & Conditioning (PT)	
Asst Curling	Volunteer Personal Coaches	4 x Badminton (PT)	Judo (PT)	Badminton (PT)	Volunteer Personal Coaches	
Football		2 x Curling (PT)	Swimming (PT)	Curling (PT)		
Golf		Squash (PT)	Triathlon (PT)			
Women's Hockey			Water skiing (PT)			
Men's Hockey			8 x Strength & Conditioning (PT)			
Rugby						
Asst Rugby						
Judo						
Strength & Conditioning						
3 x Asst AIS S&C						
1 x Apprentice S&C						
Swimming						
Asst Swimming						

Many coaching positions within the Area Institutes are joint-funded. For example, the Scottish Rugby Union pays for the rugby coach at the West Area Institute of Sport and Aberdeen City Council and Aberdeenshire Council employ full-time swimming coaches who lead the Swimming Programme at Grampian Area Institute of Sport.

## Appendix 5 sportscotland Investment 2005/06

### INVESTMENT SUMMARY

	Exchequer	%	Lottery	%	Total	%
	£		£		£	
<b>Active Schools</b>						
Active Schools Network	9,375,085		167,939		9,543,024	
Facilities Access	996,722		3,689,127		4,685,849	
Education and Training	248,979		264,843		513,822	
Total	10,620,786	38	4,121,909	15	14,742,695	27
<b>Club Development</b>						
Facilities Access	35,838		923,061		958,900	
Promotion of Good Practice	267,979		1,026,185		1,294,164	
Education and Training	333,286		23,210		356,496	
Total	637,103	2	1,972,456	7	2,609,559	5
<b>Coaching</b>						
National Strategy	75,449		9,155		84,604	
Coaching Network	1,032,149		9,155		1,041,305	
Education and Development	155,035		159,155		314,190	
Total	1,262,633	5	177,466	1	1,440,099	3
<b>Volunteering</b>						
National Strategy	234,272		9,057		243,328	
Promotion of Good Practice	36,509		209,085		245,594	
Education and Training	77,449		9,113		86,563	
Total	348,230	1	227,255	1	575,485	1
<b>Player Improvement</b>						
Athlete Pathway	659,001		32,292		691,293	
Academy Programmes	511,734		926,644		1,438,378	
Regional Facilities	6,106,177		7,721,988		13,828,165	
Total	7,276,912	26	8,680,924	32	15,957,836	29
<b>Medal Success</b>						
Athlete Support	78,489		3,115,830		3,194,319	
Institute Network	78,489		4,936,790		5,015,279	
Coach Support	78,489		1,176,790		1,255,279	
National Facilities	801,869		122,087		923,956	
Total	1,037,337	4	9,351,496	34	10,388,833	19
<b>Organisational Development</b>						
Corporate Governance	269,048		34,576		303,624	
Professional Infrastructure	1,684,237		34,406		1,718,643	
Education and Training	238,459		5,585		244,045	
Total	2,191,744	8	74,568	0	2,266,311	4
<b>Other</b>						
	142,147	1	1,017,730	4	1,159,877	2
Total	26,392,730		27,193,498		53,586,227	
<b>Corporate Services</b>						
Executive/policy/media/marketing	1,308,072		415,184		1,723,256	
Support	1,567,766		1,154,510		2,722,276	
Total	2,875,838	10	1,569,694	6	4,445,532	8
<b>Trust Company</b>	1,516,144	5	0	0	1,516,144	3
<b>Total</b>	<b>27,908,874</b>		<b>27,193,498</b>		<b>55,102,371</b>	

## Appendix 6 Coaching Scotland Questionnaire

### **Coaching Scotland**

*Inspirational and motivational coaches energise others to extend their horizons and realise their potential. In sport talented coaches stimulate interest, commitment and enhance performance. Without coaches sport could not survive let alone grow and thrive.*

A Coaching Scotland Advisory Group (CSAG) has been established to devise a new national framework to take Scottish coaching and coaches onto new and much higher levels.

### **Reviewing Coaching in Scotland**

The purpose of the review is to agree a new national framework for coaching in Scotland that will inspire, develop and recognise Scotland's coaches to help deliver the national strategy for sport in Scotland – *Sport 21* by:

- Presenting a clear future direction and aspirations that will excite and attract interest
- Providing evidence of:
  - What's working
  - What needs improving
  - What's missing
- Celebrating achievements to encourage those already involved to continue their efforts
- Identifying new actions that offer a good chance of making a 'step change'
- Setting out a tactical operational plan that is easily understood and supported
- Measuring impact through a limited number of performance indicators.

A significant part of that review includes research in order to provide a robust evidence base. The research will take various forms including direct consultation with key people involved in coaching across Scotland. A questionnaire is another important tool in order to gain as much information as possible from a wide audience.

## **The Questionnaire**

This has been prepared in conjunction with the CSAG and with **sportscotland**. It is designed to encourage **currently active coaches** to think forward rather than to identify the present problems. We would urge you to turn your thoughts to how the current coaching system can be improved, can be made to work and can be amongst the best in the world.

There is a section asking for personal information. Please complete as much as you are comfortable with.

All responses will be treated with the strictest confidentiality.

Many thanks for your contribution to this vital piece of work. **Please note that all respondents will be entered into a prize draw to win an Apple iPod (20GB). Respondents should note that in order to enter the prize draw they need to provide a valid email address.**

**If you have any questions please contact:**

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Eilidh Nicolson | Research and Evaluation Manager | **sportscotland**  
Caledonia House | South Gyle | Edinburgh | EH12 9DQ



Name (optional) ..... Age .....

Email Address .....

Sex .....

Years coaching .....

Sport(s) .....

Club(s) .....

Coaching award level (if applicable) .....

Date latest coaching award obtained (if applicable) MM/YY .....

**At present which of the following typically describes the capacity within which you provide coaching:** (tick one or two if applicable)

Unpaid (voluntary) .....

Paid part-time (less than 30 hours per week) .....

Paid full-time (over 30 hours per week) .....

**Are you a member of a Scottish Governing Body?**

Yes .....

No .....

**Which of the following job titles applies to your current coaching position(s)?** (tick all that apply)

No title applies .....

Voluntary Coach .....

Assistant Coach .....

Sessional Coach .....

Club Coach .....

Senior Club Coach .....

Head Club Coach .....

Local Authority Coach .....

Regional Coach .....

Governing Body Coach .....

Support Team Coach .....

Specialist Coach .....

National Coach .....

International Coach .....

High Performance/Elite Coach .....

Other(s) – please specify .....

**On average, how often have you coached in the last 12 months/season?** (tick one)

Almost every working day .....

At least once a week .....

At least once a month .....

At least one every six months .....

At least once in the last year .....

**Section 1 Coach recruitment and retention**

**1. What keeps you interested in being a coach? (tick all that apply)**

- Committed to team/squad/club.....
- Enjoy it/my hobby .....
- Like helping people.....
- Love of the sport.....
- Own children involved .....
- Success/achievement .....
- Other: please specify .....

**2. What factors would encourage you to continue coaching beyond the factors highlighted in question 1? (tick all that apply)**

- Payment.....
- Expenses/Better expenses.....
- Other rewards (e.g. clothing/scholarships).....
- More support.....
- Help/leadership from others in coaching .....
- Recognition/thanks .....
- Achievement/good results .....
- Other: please specify .....

**3. Who would you look to for support/guidance/advice/leadership for your coaching? (tick all that apply)**

- Governing Body.....
- Club .....
- Local Authority .....
- Sports coach UK.....
- Other Coaches.....
- Area Institute of Sport.....
- School.....
- Other: please specify .....

From the above, **please circle your most important provider** of support/guidance advice/leadership for your coaching

**Section 2 Coach education and training**

**4. Do you intend to take a coaching qualification/ the next level of coaching qualification? (tick one)**

- Yes.....
- No .....

**If yes, what are the reasons? .....**  
.....

**If no what are the barriers? .....**  
.....

**5. If you hold a coaching qualification did it prepare you for your current coaching role? (tick one)**

Yes.....  
 No .....

**If no:** what was missing, how could it have better prepared you?

.....  
 .....  
 .....

**6. What would help you commit to a tailored training and development programme for coaches?**

.....  
 .....  
 .....

**7. What format and type of education and training would you prefer? (please circle your preferences here with 1 being your highest preference and 6 your lowest preference)**

Formal qualification course	1	2	3	4	5	6
Practical workshop	1	2	3	4	5	6
E-based learning	1	2	3	4	5	6
Written articles and updates	1	2	3	4	5	6
Work alongside a more experienced coach	1	2	3	4	5	6
Mentoring	1	2	3	4	5	6

If you feel that another format is preferential to those outlined above, please specify:

.....  
 .....

**Section 3 Coach deployment and management**

**8. Would you consider coaching as paid work? (tick one)**

Yes  
 No

**9a. If yes, would which of the following patterns of work would you prefer? (tick one)**

Full-time (30 hours or over per week) .....  
 Part-time (less than 30 hours per week) .....  
 Occasional (less than 20 hours per month) .....  
 Other: please specify .....

**9b In respect of question 9a would you prefer to be self employed? (tick one)**

Yes  
 No

**Section 4 Coach recognition**

**10. What makes you feel valued as a coach?** .....

.....

.....

.....

.....

**Section 5 The future**

**11. If money were no object what one thing would help to improve your coaching over the next five years?** .....

.....

.....

.....

.....

.....

**12. What two or three changes would make a significant improvement for coaches in Scotland?**

**(a)**.....

.....

.....

**(b)** .....

.....

.....

**(c)**.....

.....

.....

**13. What would you like to be doing as a coach in 3 years time?**.....

.....

.....

.....

**14. What would you like to be doing as a coach in 2020 and beyond?** .....

.....

.....

.....

.....

**Finally.....**

**15. Anything else that you would like to add about the future of coaching in Scotland?**

(Please write freely!)

.....

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## **Appendix 7 List of Acronyms**

CSAG	Coaching Scotland Advisory Group
DCMS	Department of Culture, Media and Sport (UK)
LA	Local authority
scUK	sports coach UK
SGB	Scottish governing body of sport
SQA	Scottish Qualifications Authority
UKCC	United Kingdom Coaching Certificate

## Appendix 8 Members of the Coaching Scotland Advisory Group

Alistair Gray (Chair)	Former Chair of Scottish Institute of Sport
Helen Davey	sports coach UK
Emma Atkins	sports coach UK
Gillian Newlands	Edinburgh Leisure
Henry Edwards	Scottish Rugby Union
Andy Nicol	Former Scotland Rugby Captain
Keith Joss	Active Schools Manager, East Dunbartonshire
Marty Aitken	Scottish Institute of Sport
Maureen Campbell	Falkirk Council
Pat Morrison	Sports Division, Scottish Executive
Richard Gordon	Scottish Swimming
Sandy Richardson	Gymnastics Coach
Tommy Wilson	Scottish Football Association
Vicky Strange	Tayside & Fife Institute of Sport
Ronnie Mather	Basketball coach
Stewart Harris	<b>sportscotland</b>
Colin Pearson	<b>sportscotland</b>
Billy Bell	<b>sportscotland</b>
Steve Paulding	<b>sportscotland</b>
Susan Hainsworth	<b>sportscotland</b>
Eilidh Nicolson	<b>sportscotland</b>

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