



Assessment of
Current Provision:
SCOTLAND: SPORT
AND RECREATION

SkillsActive

March 2006

1. Sport and Recreation

Sport and Recreation is a unique area within Active Leisure and Learning due to the large voluntary contingent. It provides a lot of training itself with sport-specific training mainly coming from the Sports Governing Bodies who are primarily run by volunteers.

Employers stated that 48% of employees had received training and development in the last 12 months¹. The level of training requirements have been rising year on year and are set to continue with government agendas focused on increasing participation in sport and raising physical activity levels plus the future demands if Scotland succeed in their bid for the 2014 Commonwealth Games.

The data below supplements that provided in the main Scotland report where the *Workforce Development for the Active Leisure And Learning Sectors: Labour Market Intelligence and ICT/Distance Learning* Report supplies the main sub-sector information.

1.1 Planning

The use of training, business plans and having a training budget is a good indicator of an organisation's commitment to developing staff. SkillsActive employer research indicated that just over three in five of establishments (62%) in sport and recreation had one or more of these planning tools. This was relatively lower than the health and fitness and outdoors sub-sectors. The table below indicates that a written business plan was most common for 47% of organisations and the training budget was the next most frequently cited for over two in five establishments (41%).

Table 1.1(a): Extent of plans, budgets and policies within sport and recreation organisations in the Scotland

A written business plan	47%
A written equity policy and targets for employment	20%
A training budget	41%
A written equity policy and targets for participation	16%
A written training & personnel plan	34%
A workforce development plan	26%
None of the above	14%

Source: SkillsActive Sport, Fitness and Outdoors employment survey 2005

1.2 Major types of provision

There are a number of avenues for training and qualifications within sport and recreation.

One of the main areas of training is coaching or officiating in sport, at a voluntary, club or professional level. The Scottish and National Governing Bodies (S/NGBs) offer many of their own award courses and qualifications which ensures the guidelines they lay out are followed. The SkillsActive SSA Visioning Workshop with the Sport Sector in the UK noted that the NGB was responsible for most forms of training: "the sport delivering for themselves".²

¹ SkillsActive Sport, Fitness and Outdoors Employment Survey 2005 – Scotland respondents

² SkillsActive SSA Visioning Workshops with the Sport Sector UK, 2005

There are many other roles within sport and these are covered within a wide range of HND, degree and postgraduate sport and leisure-related courses offered by UK FE and HE institutions. There were, reportedly, 20,775 undergraduate students on sports science degrees in the UK during 2003/04 and approximately 5,635 on recreation/leisure management degrees³. Additionally there are a range of vocational courses including BTEC, S/NVQs and RVQs.

There are a plethora of courses available covering:

“leisure and sports management, sports development, exercise and health sciences, sports science, physical education and sports science, sport and exercise science, leisure management and sports foundation degrees.”⁴

1.3 Analysis of major providers

SkillsActive employer research identified provision by ‘external consultants or training providers’ as the most frequently cited source of training (65% of sport and recreation organisations - governing bodies would fall under here). More than half of establishments provide informal training “by an existing member of staff” (55%). The other two main areas, cited by around one quarter of employers, were ‘seminars by trade associations or other industry body’ and ‘further education colleges’ (27% and 25% of employers respectively).

The SkillsActive SSA Visioning Workshop with the Sport Sector in the UK indicated where training came from for three of the key occupations within sport and recreation: for coaches, officials and sport development officers. The table below shows how they allocated 5 points across different sources of training for each job and the total column indicates which is the most common across the sub-sector. It is clear that S/NGBs are the major source of training.

Table 1.3 (a): Main providers of provision by key sport occupation in the UK

	Occupation			Total
	<i>Coach</i>	<i>Official</i>	<i>SDO</i>	
Higher Education Institution			2	2
Further Education colleges	2	1		3
Work Based Learning providers				
Private providers				
Informal training				
Scottish or National Governing Body	3	4	3	10

SDO = sports development officer

Institute of Leisure and Amenity Management (ILAM) Scotland

For the last two years ILAM in Scotland and the Nation Association of Sports Development has run a conference for sports development professionals, each of which has featured substantial training sessions. A working group including sports development staff have analysed those areas where SDOs have expressed skills needs and they have included a choice of sessions within the conference programme.

³ Higher Education Statistics Agency (HESA) in Prospects.co.uk (http://www.prospects.ac.uk/cms/ShowPage/Home_page/Explore_job_sectors/Sport_and_Leisure/Getting_in_and_getting_on/pegFFFd), accessed 23 March 2006

⁴ *ibid*

The 2005 conference included the following topics:

- Health Promotion
- Monitoring and evaluation
- Project management
- Relationship Management
- Linking Schools and Communities
- Volunteer and Club Development

All sessions lasted 2 hours and were offered twice allowing delegates to attend two over the course of the conference. The organisers worked hard to attract trainers with a track record. There is an interesting similarity between those topics chosen by the Working Group to feature in the conference and those skills identified by the *Sport 21 (2003-2007) Workforce & Training Needs* (Knight, Kavanagh & Page) research with employers as the skills they need in their staff.

Also ILAM Scotland has traditionally had a short CPD programme for the wider industry including sports development.

ISRM is the main provider of training for pool plant operators: "Over 3500 sport and recreation staff successfully complete an ISRM pool or spa plant operations course every year. They are used by more local authorities and private leisure operators in the UK than those offered by other training providers."⁵

1.4 Investment in training

According to employers the median number of days for training and development was 4 for each person who went on training. SkillsActive research indicates that one in seven organisations in Scotland did not spend anything on training employees in 2005 although informal training may have taken place as indicated earlier in section 1.3. The median training spend was £1,000 and £4,999 with an average spend of between £1,000 and £4,999 per organisation (including zero spend) on all employees.

Naturally, the level of training spend will vary by size of organisation with larger organisations more likely to have a larger budget. A more meaningful measure is training per employee which in sport and recreation averages at £428⁶. Employers in the SkillsActive, (2005) *SSA Visioning Workshops with the Sport sector in Scotland 2005* estimated that 70-75% of their training budgets goes on 'statutory training'.

1.4.1 Funding sources of training

The UK visioning workshop noted that most training was self-funded. It was acknowledged that a course taken through a college may be subsidised and there is ad-hoc funding that clubs may apply for. A club may also pay for training for someone who is associated with the club.

1.5 Type of training

SkillsActive employer research indicates that 84% of organisations had staff go on training that was intended to lead to a qualification. By far the most cited training was for health and safety with 61% of employers sending staff on it and is a reflection of the level of statutory training that budgets are usually spent on first. Over half of organisations arranged job specific training (51%) and two in five for coaching (40%). Other common training was in

⁵ Institute of Sport and Recreation Management, <http://www.isrm.co.uk/train/vocational/index.htm> , accessed 23 March 2006

⁶ SkillsActive Sport, Fitness and Outdoors Employment Survey 2005.

induction for 38% of organisations. Customer service was identified as one of the main skill needs in Stage 1 and just under one quarter (24%) of organisations put staff through training in this area. Management / Supervisory training was receiving more training provided by over one quarter of organisations (26%) and was another skill gap highlighted in Stage 1.

Table 1.5 (a): Type of training undertaken within Sport & Recreation in Scotland

Health and Safety	61%
Job specific	51%
Coaching	40%
Induction	38%
Training in new technology	29%
Management / Supervisory	26%
Customer Service	24%
Company admin	15%
Marketing / CRM	10%
Training in foreign languages	3%
Other	4%

Source: SkillsActive Sport, Fitness and Outdoors Employment Survey 2005

1.6 Barriers to training

Employers outlined the main barriers to them arranging training (see table below) and the most common reason was the cost to the employer (52% of organisations). Linked to this was not being able to afford to give staff the time off which was the case for nearly two in five organisations (37%). The other problem was accessibility with 31% of organisations indicating the times (of day, week or year) when courses were run were not convenient and over one quarter not being able to find training that was relevant or appropriate to their needs. On a more positive note one fifth indicated that none of the items listed were a barrier to them training.⁷

Table 1.6(a): Barriers to training cited by organisations in sport and recreation in Scotland

Cost of training to you	52%
Cannot afford staff to have the time off	37%
Times (of day, week, year) when courses are run	31%
Cannot find the training needed in the local area	27%
Training that is appropriate / relevant to your needs	17%
Cost of training to the employee	13%
No-one in the organisation is skilled at identifying staff training needs	8%
Poor quality of training	7%
Concerns over trained staff taking jobs in other organisations	6%
Difficulty in proving benefits of training	6%
No-one at the organisation is skilled at buying training	5%
None of the above	20%
Other	4%

Source: SkillsActive Sport, Fitness and Outdoors Employment Survey 2005

The *Sport 21 (2003-07) Workforce and Training Needs* report found time was also a barrier to identifying training areas as well as preventing people from attending courses. This resulted in little time spent on evaluating personal development needs or assessing skills requirements to make that 'next step up' and enable employees to progress, notably into the more senior public sector level.⁸

⁷ SkillsActive Sport, Fitness and Outdoor Employer Survey, 2005

⁸ Knight Kavanagh and Page Consultants, (2005)*Sport 21 (2003-2007) Workforce and Training Needs*

1.7 Ineffective provision

Since most training for coaches and officials are provided either by S/NGBs or by accredited providers, the industry could not cite any specific qualifications which were no longer required. However, they may not be sufficiently familiar with the extent of FE provision⁹. It was noted in the SkillsActive SSA Visioning workshop in Scotland that there was a confusing range of qualifications. Added to this was inconsistency across colleges with some delivering inappropriate skills and qualifications. Employers expressed a feeling that colleges develop courses in line with their own interests rather than sector needs. One area that contributes to this is staff inexperience of the industry and development for both trainers and assessors in this area would be welcome.¹⁰

Therefore, there is room for improvement within training provision for Sport and Recreation. The *Sport 21 (2003-07) Workforce and Training Needs* report had local authority and SGB managers indicate that although applicants for development staff roles were well qualified, they lacked vocational experience. Specifically, for sports coaches it was felt that there is a shortage of training in effective coaching due to a focus on technical skills and a lack of interpersonal skills to work with groups.¹¹ In the SkillsActive SSA UK visioning workshop for the sport sector in the UK Higher Education was particularly noted.

Higher Education (HE)

In the visioning workshops there was general agreement amongst employers that a mismatch exists between the knowledge and skills in a degree. Certain employers seek graduates but find either the degree is not right, or what appears to be right, turns out to be “useless”. Some felt a University education is simply a proof of ability to study, and Universities should offer “sensible” first degrees. These need to be enhanced by more specific vocational training, like a Sports or National Governing Body Award to match the vocational requirement, plus some experience. The combination of Level 2 Coach and Level 4 knowledge would be beneficial for sport.

“It’s unusual for any degree to meet the full skillset”

Other employers felt that Universities used popular subjects to attract students, without explaining that the degree would not be enough to lead to employment in sport. Universities which offer degrees like “Surfing” attracted derision and criticism in equal measure. They were felt to be putting their own profitability ahead of students’ future careers.

There was a consensus that degrees which claim to be specific like Sports Science or Sports Studies should be “fit for purpose”. Employers would like to see much greater clarity on degree and diploma content descriptions, and intent. Students have a right to expect a vocational outcome from these subjects, and should be informed about the content and balance of the course e.g. 4 /5 physiology, and 1/5 teaching sport. A good example is the British University of Sport Association (BUSAs) that uses North American software to profile a student’s achievement including the degree and additional practical studies or experience.

1.8 Courses, training or qualifications missing or lacking now

Employers at the UK visioning workshop identified areas that could benefit from development:

⁹ SkillsActive SSA Visioning Workshops with the Sport Sector UK, 2005

¹⁰ SkillsActive, (2005) *SSA Visioning Workshops with the Sport sector in Scotland 2005*

¹¹ Knight Kavanagh and Page Consultants, (2005) *Sport 21 (2003-2007) Workforce and Training Needs*

SPORTS ADMIN

One area that employers felt would benefit from more development is Sports Administration, and there is a genuine opportunity following the successful bid for the 2012 Olympic Games. Five sports are piloting “competition management”, which could be rolled out. Employers desired a sharing of best practice and an examination of additional legal issues, say with road races in cycling. An admin module already exists on the Community Sports Leadership Award (CSLA) which could be built upon. Sport Scotland make “Running Sport” material available, covering ethical issues and safety, but few wanted these guidelines to be mandatory.

FIRST AID

Recognised first aid qualifications are important to sport, but can vary from sport to sport. For example, in cycling, the requirements are similar to those for normal road accidents so they would need a more general qualification but in others there are more specific criteria. Some thought the development of a “sport first aid” qualification would be a good idea, others thought it would unnecessarily “raise the bar” and add to the burden of training and volunteering.

OTHER SUPPORT NEEDS

With the increasing emphasis on strategic planning monitoring and evaluation is increasingly important and is a feature particularly for the ‘Sport 21 workforce’.¹² A course on data collection and evaluation was identified as important by sport and recreation organisations in the SkillsActive SSA UK Visioning Workshop and sports would welcome a template for information returns, and advice on methodology, training in the use of databases and the obligations of the Data Protection Act etc. Sports Coach UK have offered research templates and guidance on their website.

Investment for and development of a universal database system would be beneficial. A suitable mechanism, and capacity building were in need of development according to the sub-sector.

Other areas for support outlined by employers included IT, Legal advice and Marketing and courses could be made more accessible through use of IT. The SkillsActive, (2005) SSA *Visioning Workshops with the Sport sector in Scotland 2005* identified future training needs in the areas of customer service, management (the role is expected to become more similar to commercial requirements; sales and building relationships were highlighted for Sport 21 workforce¹³) and fundraising.

MANAGING VOLUNTEERS

Scottish Ministers have decided to implement the thrust of the recommendations in Scotland from the Russell Commission, *A National Framework for Youth Action and Engagement* (March 2005) report. Indeed, through Project Scotland (see box) and the refocused Millennium Volunteers programme to make volunteering more accessible to more young people, much of what Russell recommends is already well underway in Scotland.¹⁴

The need for further training in how to manage volunteers is an issue raised within the report. The SSA Stage I outlined the particular importance of volunteers within sport and recreation and it is noted by the Russell Commission that although young people volunteer primarily to make a difference they are also motivated by “the quality of volunteering activity

¹² Knight Kavanagh and Page Consultants, (2005) *Sport 21 (2003-2007) Workforce and Training Needs*

¹³ Knight Kavanagh and Page Consultants, (2005) *Sport 21 (2003-2007) Workforce and Training Needs*

¹⁴ Scottish Executive, <http://www.scotland.gov.uk/Topics/People/Voluntary-Issues/15300/8440> accessed 31 March 2006

in offering them support and training as well as opportunities to meet challenges and develop their confidence and skills.” The Russell commission does not apply in Scotland, although its findings would have been similar across the UK but **sportscotland** and Volunteer Development Scotland are working on training for the management of volunteers and Project Scotland has been set up to encourage young volunteers in a number of areas, including sport.

Case Study – Project Scotland¹⁵

Project Scotland is a volunteering programme which aims to give young Scots a unique opportunity to contribute to their community and their country, while learning new skills. The national full-time volunteering programme goes live in Spring 2005. In the longer term, Project Scotland aims to involve around 1000 young people per annum in volunteering. Research informing the development of the programme showed that young Scots, regardless of background, were very keen to contribute to their community, at the same time as developing new skills.

The main elements of the programme are:

- A modular approach – up to 3 modules of 3-4 months during a calendar year.
- Volunteers will receive out of pocket expenses and basic living expenses.
- Volunteers would be eligible for funding at the end of their placement to help open doors to education, training or business start-up.
- The creation of a new delivery agency, independent of government, to run the scheme and source private sector investment.

Project Scotland aims to increase the range of young people in Scotland who are aware of volunteering and its associated benefits – for volunteers themselves, their communities and for the organisations involved.

RECOGNITION OF VOLUNTEERING

In the Commission’s consultation with young people, 49% said getting a qualification would encourage them to take a gap year to volunteer. It was noted that there are many examples of best practice where volunteering activity to training can be linked with routes into employment. For example, the British Trust for Conservation Volunteers offers volunteers training within the BTCV Institute for Environmental Conservation (a partnership between BTCV and Broxtowe College, Nottingham). At present there is no system for formally recognising volunteers’ skills, experience and training. The SkillsActive, (2005) *SSA Visioning Workshops with the Sport sector in Scotland 2005* highlighted that SGBs and clubs need to train volunteers but the cost involved can be prohibitive.

1.9 Coaching

The findings within this section are taken from ‘Sports Coaching in the UK’, a research study conducted by MORI for Sports Coach UK (SCUK) in September 2004. It was a multi-dimensional project consisting of a literature review, governing body research to establish existing data, qualitative research amongst coaches and quantitative research (general public, schools, universities and local authorities).

1.9.1 Number of coaches

There are in the region of 1.2 million individuals providing coaching¹⁶ in the UK, equating to around 2.6% of the total population. Only 230,000 are paid coaches and only one quarter of

¹⁵ Russell Commission, *A National Framework for Youth Action and Engagement* (March 2005)

¹⁶ The definition of ‘coaches’ refers to any ‘individual that is involved in providing coaching’, therefore, the definition ranges from informally organised volunteers to elite coaches.

those are paid full-time. Around two in five (38%) coaches in the UK claim to hold a qualification in a sport that they coach (760,000 need a qualification).

Scotland has 90,000 coaches (18 per 1,000 population) and has the largest proportion of volunteers with only 6,000 paid. This home nation has the smallest number of qualified coaches (9,000) leaving Scotland with the highest proportion of coaches (within the UK) requiring a qualification. With 6,000 paid coaches who will be qualified it leaves only 3,000 qualified voluntary coaches. Those qualified are much more likely to be paid than voluntary.

England accounts for about 85% of those coaching (approximately 1.02 million coaches) which is equivalent to 21 per 1,000 people. Only 200,000 coaches are paid with the rest volunteers. Within the home nations, England has the largest proportion of qualified coaches (c.410,000) but that still leaves 610,000 in need of a qualification.

Wales has approximately 70,000 coaches (24 per 1,000 people) of which 84% are volunteers. Those holding a formal qualification is above the UK average and 40,000 remain to be qualified.

Table 1.9 (a): Coaching figures across the UK

	UK	England	Wales	Scotland	N Ireland
Total number of coaches	1.2 million	1.02 million	70,000	90,000	40,000
Proportion volunteers	81%	81%	84%	93%	75%
Total number of Paid coaches	230,000	200,000	11,500	6,000	10,000
Hold a formal coaching qualification	38%	38%	43%	10%	50%
Lack a qualification	760,000	610,000	40,000	81,000	20,000

Men are more likely to be qualified coaches than women and fall within the 25-34 age cohort.

1.9.2 Coach education opportunities

Governing bodies provide a number of coach education opportunities and together with local authorities they are the organisations most likely to do so. More than four in five governing bodies provide practical coaching courses (86%), opportunities to observe other more experienced coaches (86%) and coaching conferences / seminars / workshops (82%). Local Authorities mainly provide coach education programmes (97%) and coaching conferences / seminars / workshops (92%), these are available to coaches across the board outside and within the local authority, volunteers and non-official coaching staff within the local authority.

Example of opportunities:

- Step into Sport – scheme to encourage more young people to become involved in sport in their local communities. Through this scheme Sport Leaders UK provide free training to organizations and individuals within School Sports partnerships who wish to run Sports Leader Awards.¹⁷

Many local authorities provide subsidised coach education courses (see table below). Some will relieve costs for all attendees with just under three in ten (29%) providing subsidised courses and one in ten (11%) provide free courses to all. In the remaining local authorities, eligibility criteria is used for providing courses freely or subsidising them. The latter is the

¹⁷ Russell Commission, *A National Framework for Youth Action and Engagement* (March 2005)

most common with 60% of Local Authorities supporting the cost of coach education for those who are eligible.

Table 1.9 (a) Costs of Coach Education to Local Authority Recipients in the UK

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

Source: Sports Coach UK/MORI 2004

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

Table 1.9 (b) - Involvement in CPD

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

Source: Sports Coach UK/MORI 2004

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

Although within governing bodies CPD tends not to be a direct requirement to maintain coach status over half of them do have some prerequisite with 25% requiring CPD for some levels of coaching and 27% requiring it for all levels.

1.9.3 Coaches - attitudes towards qualifications

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

Table 1.9 (c) - Career development – qualified / unqualified coaches in the UK

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

coaching qualifications*				
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Source: Sports Coach UK/MORI 2004

Figures may not sum due to rounding.

All coaches were able to select from the two future intention answer options. To aid the reader, all qualified coaches answering positively have been combined into answer 'Considering taking a further coaching qualification' and all unqualified coaches answering positively into 'Would like to take a formal coaching qualification'.

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

1.9.4 Barriers to taking Coaching Qualifications

To encourage those who participated in sport but were not formally qualified to take up qualifications coaching providers believe that a greater availability of funds to help support people obtain coaching qualifications would be most likely to increase the numbers involved (95% of local authority representatives, 77% of university representatives and 71% of school representatives hold this view).

Local authority and university representatives were asked what they considered to be the main barriers why people involved in coaching do not take coaching qualifications. Interestingly, four out of the five top reasons given by each type of organisation were common to both. In short, the reasons relate to three core issues – lack of time, the costs involved and the availability of local courses. Coaches too identify some concerns about the time and cost implications in taking initial coaching qualifications and progressing to higher levels.

Table 1.9 (d) - Barriers to taking Coaching Qualifications in the UK – Top Reasons

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

Source: Sports Coach UK/MORI 2004

1.10 Recommendations \ Priorities

- A strategy for training provision in the voluntary sector is required, with minimum bureaucracy. Scotland has the largest proportion of volunteer coaches across the UK.
- The education infrastructure and the sport infrastructure need to work together.
- Sport needs more development funding to write / amend courses, and develop endorsement criteria for FE Colleges.
- Funding for the UKCC should be necessary to get all sports through the conversion programme.
- Degrees like Sports Science or Sports Studies should be “fit for purpose”, with much greater clarity on degree and diploma content descriptions, and vocational intent e.g. 4 /5 physiology, and 1/5 teaching sport.
- Trainers and assessors require further training to understand the industry at all levels.
- Brokerage of opportunities for mentoring and development, notably in management areas but also for accessing a generic range of local industry geared training.
- A lack of investment in the ‘best of the next tier’, partly due to time resources, therefore there is a need to assess and upskill existing staff to progress within the organisation
- Only 9,000 out of 90,000 coaches have a coaching qualification leaving 81,000 in need of training.