



Assessment of
Current Provision:
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 National Governing Bodies who are primarily run by volunteers.

Employers stated that 65% of employees had received training and development in the last 12 months. 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 demands for preparing for the Olympics 2012.

The data below supplements that provided in the main Assessment of Current Provision: England, Wales and Northern Ireland reports where their respective Employer Skills Surveys are used.

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 under three-quarters (73%) of establishments 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 58% of organisations and the training budget was the next most frequently cited for over half of establishments (52%).

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

| | |
|---|-----|
| A written business plan | 58% |
| A written equity policy and targets for employment | 33% |
| A training budget | 52% |
| A written equity policy and targets for participation | 33% |
| A written training & personnel plan | 40% |
| A workforce development plan | 30% |
| None of the above | 15% |

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 National Governing Bodies (NGBs) offer many of their own award courses and qualifications which ensures the guidelines they lay out are followed. Some of these qualifications form part of the National Qualifications Framework. 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".¹

¹ 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 degrees². 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. Sport England has a complete listing of all UK educational establishments with links to the courses they offer.”³

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”. 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).⁴

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 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 | | | | |
| National Governing Body | 3 | 4 | 3 | 10 |

SDO = sports development officer

The sub-sector regretted the fact the number of NGB courses delivered within FE had fallen massively in the last 10 years. It was generally felt that FE Colleges should be playing a larger role in delivering NGB accredited courses or NVQs for sport. NGB Awards would be cheaper to deliver through a college (augmented with sport / practical / off shore activities) than by the NGB itself.

² 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/p!egFFFd), accessed 23 March 2006

³ ibid

⁴ SkillsActive Sport, Fitness and Outdoors Employment Survey 2005

1.4 Investment in training

According to employers the median number of days for training and development was 5 for each person who went on training. One in seven organisations in the UK did not spend anything on training employees in 2005 although informal training may have taken place as indicated earlier in [section 1.2](#). The median training spend was £500-£999 with an average spend of £3,800 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 £300⁵.

1.4.1 Funding sources of training

The SkillsActive SSA Visioning Workshop with the Sport Sector in the UK 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, like a volunteer.

The major issue in the decline of FE provision has been due to availability of public funding. In England there is a specific problem with LSC funding that targets 16-19 year olds and provision of a first Level 2 which employers felt was detracting from the whole delivery of sport. There are no standard sport priorities across the LSC and organisations depended on LSC regional priorities resulting in national organisations having to deal with nine separate councils. Employers expressed a desire for a national programme such as national contracts. Those with longer memories pointed out that the problem for sport training actually preceeded the LSC, when FE had targets to meet, and sport was left with only the failing colleges to create partnerships with.

Some larger sports like the FA have successfully negotiated nine partnerships with the LSC, with some £20k of funding secured. Some sports have established continuing partnerships with Colleges where they pay (through sponsorship) or arrange funding (some short tem LA grants for coaches). The larger sports like Rugby, Cricket or Hockey are in a position to subsidise the cost of funding (Hockey reduces the cost from £130 to £30).

But smaller sports have less clout and the challenge of negotiating with each local LSC, and developing partnerships with Colleges is immense. Added to this the fact that so many NGBs are largely run by voluntary staff, which means there is a lack of time and resources for the relationship building and lobbying required to access funding from the LSC. Without funding, prices for training are higher than they would otherwise be, which further serves to exclude voluntary workers from the necessary training.

"If a Governing Body had x people on a course, it got x grants". NGB, July 2005 UK Visioning Workshop

There was a perception that there was no incentive for FE Colleges to run NGB courses. Sport employers expressed universal approval for the Individual Learner Accounts which were felt to be the best mechanism for funding. They commented that the Scouts were a big user of ILAs. The workshops were keen to see their return and encouraged by their re-introduction in Wales and Scotland. At present clubs, volunteers and aspiring coaches are obliged to find their own funding.

⁵ SkillsActive Sport, Fitness and Outdoors Employment Survey 2005.

1.5 Type of training

SkillsActive employer research indicates that 80% of organisations had arranged training that was intended to lead to a qualification. It is a reflection of the level of statutory training that employers invest in that 62% of employers arranged health and safety training. Over half of organisations arranged job specific training (53%) and coaching (52%). Other commonly cited training was Induction for 46% of organisations. Customer service was identified as one of the main skill needs in Stage I and just over one quarter (27%) of organisations put staff through training in this area. Management / Supervisory training was provided by three in ten organisations (38%) and was another skill gap highlighted in Stage I.

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

| | |
|-------------------------------|-----|
| Health and Safety | 62% |
| Job specific | 53% |
| Coaching | 52% |
| Induction | 46% |
| Management / Supervisory | 30% |
| Training in new technology | 27% |
| Customer Service | 27% |
| Company admin | 17% |
| Marketing / CRM | 12% |
| Other | 8% |
| Training in foreign languages | 2% |

Source: SkillsActive Sport, Fitness and Outdoors Employment Survey 2005

Training is just as important for volunteers and this was highlighted in *Sports Volunteering in England 2002*, notably for those working with young people due to risk aversion and fear of litigation.⁶

““Five years ago you could generally take volunteers and add them to your rescue boat crews without any problems – training was done on the job. Today there is much more emphasis on trained, fully qualified rescue boat crews. We could not run a regatta without being able to do that – we’re not far away from having to do full risk assessments for every regatta. Also, legislation has meant there is a greater need to have a person who is prepared to take the rescue boat out on a more regular basis.” Sailing Club, quote taken from *Sports Volunteering in England 2002*

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 (55% of organisations). Linked to this was not being able to afford to give staff the time off which was the case for more than one third of organisations (35%). The other problem was accessibility with 44% 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. Re-iterating the point that employees often fund their own training, under one quarter of organisations (22%) pointed out the cost to the employee.⁷

⁶ *Sports Volunteering in England 2002: A report for Sport England* (Leisure Industries Research Centre, Sheffield, July 2003)

⁷ SkillsActive Sport, Fitness and Outdoor Employer Survey, 2005

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

| | |
|---|-----|
| Cost of training to you | 55% |
| Times (of day, week, year) when courses are run | 44% |
| Cannot afford staff to have the time off | 35% |
| Training that is appropriate / relevant to your needs | 26% |
| Cost of training to the employee | 22% |
| Cannot find the training needed in the local area | 21% |
| None of the above | 14% |
| Poor quality of training | 10% |
| No-one in the organisation is skilled at identifying staff training needs | 7% |
| Difficulty in proving benefits of training | 6% |
| Concerns over trained staff taking jobs in other organisations | 5% |
| No-one at the organisation is skilled at buying training | 4% |
| Other | 4% |

Source: SkillsActive Sport, Fitness and Outdoors Employment Survey 2005

1.7 Ineffective provision

Since most training for coaches and officials are provided either by NGBs or by accredited providers, the industry could not cite any qualifications which were no longer required. However, they may not be sufficiently familiar with the extent of FE provision. Indeed the opposite was true. Sport would welcome a period of stability. However, it was apparent in the visioning workshops that there was room for improvement and Higher Education was particularly noted in this respect.

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 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 Quality assurance

In order for qualifications to sit on the National Qualifications Framework they have to follow quality assurance checks and fulfil set criteria laid down by the QCA. The new Framework for Achievement requires a new process that NGBs have to follow. The processes and costs involved are alienating the NGBs who do not necessarily see the QCA as the standard bearer for sport-specific qualifications. Many of the NGBs have their qualifications recognised in their own right, such as the RYA that has qualifications internationally accepted and conform to the International Federation. Employers described the QCA as having a 'blueprint imposition', including the use of terminology, that is hard to accommodate and they reported the QCA as appearing inflexible and unwilling to negotiate.

"QCA are seen as an authority on qualifications but that's not true for sport" NGB, SkillsActive SSA UK Visioning Workshop, July 2005

There was distinct frustration at the "constant change" and that the organisation was its own barrier.

"QCA are part of the lack of sustainability" Self employed, July 2005

As an overarching authority, employers felt the QCA should also be considering the problems involved in restructuring qualifications, the capacity of NGBs and providing appropriate ring-fenced funding for development.

Courses, training or qualifications missing or lacking now:

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

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 England 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 KPI Impact measures to meet Sport England requirements, a course on data collection and evaluation was identified as important by sport and recreation organisations. 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. The Central Council for Physical Recreation (CCPR) currently offer services for NGB surveys, and 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.

MANAGING VOLUNTEERS

The need for further training in how to manage volunteers is an issue raised within both the *Sports Volunteering in England 2002* and the Russell Commission reports. The SSA Stage 1 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 in offering them support and training as well as opportunities to meet challenges and develop their confidence and skills.”

“None of us as professionals have ever managed volunteers and there’s a big difference between volunteers and paid staff” Sailing club, quote taken from Sports Volunteering in England 2002

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 can be linked with training and 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.

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 coaching⁸ in the UK, equating to around 2.6% of the total population. Only 230,000 are paid coaches and only one quarter of 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).

⁸ 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.

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.

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.

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% |
| Paid coaches | 230,000 | 200,000 | 11,500 | 6,000 | 10,000 |
| Hold formal coaching qualification | 38% | 38% | 43% | 10% | 50% |
| Lack 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.

Examples of opportunities:

- Bristol City Council who operate two sports apprenticeship schemes targeting people in local communities for training as volunteer sports leaders and coaches.⁹
- 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.¹⁰

⁹ Sports Volunteering in England 2002

¹⁰ Russell Commission, A National Framework for Youth Action and Engagement (March 2005)

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

Table 1.9 (b) 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 (c) - Involvement in CPD for coaches in the UK

| | 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 (d) - 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) coaching qualifications* | '000 | 130 | 70 | 70 |

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 (e) - 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

1.9.5 UK Coaching Certificate

Arising from the DCMS Coaching Task Force Report 2002, a single and integrated system of certification for coaches has been introduced in the form of the UK Coaching Certificate (UKCC). In addition to this, up to 3,000 community sports coaches are to be employed and a network of 45 Coaching Development Officers has been established by sports coach UK.

These developments signal the strong emergence of coaching as a key service sector that contributes significantly to the quality of life in the UK. Sports coach UK (as the support, developmental and advisory agency for coaching) and Skills Active (as the sector skills council for active leisure) have worked closely to identify the future workforce requirements in coaching. This work has involved close interaction with the key agencies involved in the delivery of coaching and the collation of existing empirical data concerning the coaching workforce.

The context for the future development of coaching will be set out early in 2006 in a new UK Action Plan for Coaching. This action plan will build on the recommendations of the Coaching Task Force Report and will set out a clear agenda over 3, 7 and 11 year timescales. A key element of this action plan will be the on-going identification and support of labour market requirements in coaching.

The UKCC has been developed in order to improve the quality of coaching across the UK and is an endorsement of sport specific qualifications and systems against set criteria which cover quality assurance, content, delivery, assessment, learning resources and awarding function. The development and implementation of the UKCC will be fully incorporated into the UK Action Plan for Coaching, including the identification of time-phased targets and the linkage of coaching qualifications to whole sport plans; coach deployment and continuous professional development.

The projected numbers of coaches taking the UK Coaching Certificate for 2006 are illustrated in the table below:

| SPORT | UKCC L1 | | UKCC L2 | | UKCC L3 | | TOTALS |
|-------------|------------------|----------------------|---------------------|----------------------|---------------------|--------------------|--------------|
| | Sep 05 Mar 06 | April 06 - Mar 07 | Sept 05 - Mar 06 | April 06 - Mar 07 | Sept 05 - Mar 06 | April 06 Mar 07 | |
| ATHLETICS | 50 | 1500 | 50 | 800 | 0 | 100 | 2500 |
| CRICKET | 1375 | 2000 | 690 | 1000 | 0 | 130 | 5195 |
| ROWING | | | 100 | 500 | 25 | 100 | 725 |
| RUGBY UNION | 3700 | 7050 | 660 | 1070 | 0 | 275 | 12755 |
| SWIMMING | 0 | 10000 | 0 | 4000 | 0 | 1000 | 15000 |
| TRIATHLON | 200 | 200 | 200 | 200 | 60 | 60 | 920 |
| BADMINTON | 0 | 1600 | 0 | 96 | 0 | 5 | 1701 |
| BASKETBALL | 0 | 1500 | 0 | 100 | 0 | 0 | 1600 |
| CYCLING | 0 | 60 | 60 | 75 | 0 | 20 | 215 |
| FOOTBALL | 0 | 30000 | 0 | 5500 | 0 | 900 | 36400 |
| GOLF | 1325 | 2500 | 520 | 900 | 330 | 550 | 6125 |
| GYMNASTICS | 0 | 540 | 0 | 470 | 0 | 270 | 1280 |
| HOCKEY | 750 | 1500 | 150 | 300 | 10 | 25 | 2735 |
| JUDO | 101 | 471 | 319 | 1488 | 94 | 438 | 2911 |
| NETBALL | 0 | 890 | 0 | 342 | 0 | 185 | 1417 |

| SPORT | UKCC L1 | | UKCC L2 | | UKCC L3 | | TOTALS |
|-----------------------------------|------------------|----------------------|---------------------|----------------------|---------------------|--------------------|--------------|
| | Sep 05 Mar 06 | April 06 - Mar 07 | Sept 05 - Mar 06 | April 06 - Mar 07 | Sept 05 - Mar 06 | April 06 Mar 07 | |
| RUGBY LEAGUE | 0 | 300 | 20 | 500 | 0 | 60 | 880 |
| SQUASH | 0 | 300 | 0 | 150 | 0 | 24 | 474 |
| TABLE TENNIS | 0 | 24 | 0 | 24 | 0 | 0 | 48 |
| TENNIS | 0 | 1000 | 0 | 300 | 0 | 150 | 1450 |
| Total number of candidates | 7501 | 61435 | 2769 | 17815 | 519 | 4292 | 94331 |

SUSTAINABLE FUNDING

It is recognised that the development of a coherent and high quality coaching system in England will involve investment from a number of sources. These include NGBs; DCMS; Sports Councils; DfES; individual coaches and the corporate sector.

NGBs have experienced increased costs associated with the development of the UKCC, and not all of these costs can be realistically charged on to a primarily volunteer workforce. As a result, the funding of coach education has been identified as a crucial factor with regard to sustaining provision and maintaining appropriate resources for implementation of the UKCC.

Mainstream funding across England for nationally accredited qualifications is available via the Learning and Skills Council (LSC), as noted earlier. To be eligible for LSC funding, qualifications need to be submitted by a recognised Awarding Body, and approved onto the National Qualifications Framework (NQF) via an accreditation process administered by the Qualifications and Curriculum Authority (QCA). Funding of qualifications goes direct from the LSC to the training provider. Training providers need to be approved by the LSC as quality assured educational organisations before they can receive funding. They will also be subject to external verification from their Awarding Body.

This funding stream has played an important role in the development of coaching to date. However, over recent months, NGBs have been informed by partner FE colleges that they will not be able to meet anticipated funding requirements due to LSC priorities being focused on learners aged 16 to 19, and adults who do not already possess a level 2 qualification. The average age of coaches in the UK is 37, and many volunteers in the sports sector, particularly coaches, already hold a level 2 qualification or higher either from their school education or regular employment.

The following case study from the Rugby Football Union (RFU) highlights the impact of this LSC decision on a NGB.

The cost of a level one RFU coaching course to the candidate under their previous system was £50. To meet the requirements of the UKCC / QCA, the costs of delivering the level one course had now risen to £160 and candidates are now charged £75. Through their partnership arrangements with 9 FE colleges (1 per region), the RFU were able to draw down £85 of LSC funding per candidate, 40% of which was taken by the college as an administration fee. In July 2005, all but one of the colleges withdrew their partnership arrangements with the RFU as a result of the change in LSC priorities. The RFU are currently running their coach education programme at a loss of approximately £30,000 per month and may have to stop delivering the new UKCC coaching courses, dropping aspects of quality assurance and reverting back to their old style of delivery. It should be noted that

over £500,000 has been invested over the last 18 months in developing the workforce required to deliver the RFU (UKCC) qualifications including training for tutors and assessors.

The following examples further illustrate the problems currently faced:

| NGB | LSC funding lost through cancelled contracts 2005/06 |
|---------------------------------|--|
| Rugby Union | £81,000 |
| England and Wales Cricket Board | |
| Amateur Swimming Association | |
| The Football Association | £200,000 |
| British Gymnastics | £114,000 |

A new UK Action Plan for Coaching will be developed by Spring 2006. This Action Plan will provide the template, goals and roles for a comprehensive UK-wide coaching structure in all its aspects, including the UKCC. Sports coach UK and SkillsActive are working closely with the NGBs to introduce the UKCC.

The Central Council for Physical Recreation (CCPR) have been working with the priority sports to develop the quality assurance required for acceptance onto the National Qualifications Framework. In many cases the cost of courses to attendees has doubled as a result. The Amateur Swimming Association is hesitating to introduce more expensive courses which might deter participation from sports clubs or individual coaches, without the assurance of the kind of publicly-funded support which is usual for courses which have met with NQF approval.

1.10 Recommendations/ Priorities

- A strategy for training provision in the voluntary sector is required, with minimum bureaucracy.
- Sport needs more development funding to write / amend courses, and develop endorsement criteria for FE Colleges.
- Funding for the UKCC should be extended beyond 2007 if necessary to get all sports through the conversion programme.
- QCA should be accountable to its partners, the Awarding Bodies, and the voluntary sector, and provide development funding. It should strive to resolve differences between national qualifications requirements and international standards in sport.
- 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.
- Sports feel that the whole system is unsustainable, and should be addressed by an urgent Multi agency meeting (DfES, DCMS, QCA) at a national level. The education infrastructure and the sport infrastructure need to work together.
- National contracts to reduce the bureaucracy in working with national funding bodies across regions and home countries and create a level playing field.
- 760,000 coaches across the UK lack a formal coaching qualification