



Coaching in Scotland 2015

A report prepared by the Research team at sports coach UK

March 2015

Forward from sportscotland

We see a Scotland where sport is a way of life, where sport is at the heart of Scottish society and has a positive impact on you and your community. We want you to be supported to participate and progress throughout your sporting life. Whichever way your sporting life unfolds, we want to ensure you have positive experiences throughout.

To cultivate a Scotland where sport is a way of life it is critical that we build the value of our coaches in our sporting system, that we grow our stock of knowledge and capability, that we recruit, support and recognise quality coaches in sport. We must strive to continually improve the coaching knowledge, skills, attitudes and behaviours to deliver high-quality sporting experiences that meet and encourage demand for sport by inspiring people of all ages to get involved, develop and achieve in sport.

We have an ambitious vision, one which we continue to work with our partners across the UK and other European nations to achieve. We recognize that to continually supply and improve the coaching skills and capabilities, in a changing world, we need to continue to build an educational system that can adapt, incentivise, continually improve and accelerate sporting habits throughout Scotland.

A key part of developing the workforce will be to improve our shared understanding of how the needs of coaches and the people they coach are changing. Continuing to research and further our understanding will help us identify effective actions to reduce inequality in coaching and develop better, more targeted opportunities for coach development.

I am delighted that our "Scotland Coaching Research" is now published, that we plan to do so on an annual basis, and that our information is used to innovate to build faster momentum and greater strides towards our ambition of a nation where sport is a way of life.

Stuart Ferrier

Head of Coaching and Volunteering, **sportscotland**

Introduction

In late 2014 and early 2015 **sportscotland** and sports coach UK surveyed 750 coaches in Scotland. The coaches who completed this survey can be considered the core of the coaching workforce. They are people who are likely to have engaged with **sportscotland** through qualifications or other funded development opportunities. Coaches who are less involved in their sport (e.g. parent helpers, assistant coaches, unqualified coaches) are likely to be under-represented in this report.

This report provides information on coaches and coaching in Scotland.

Key points

The sample

- 68% of coaches in the survey were male which is consistent with other research from Household Surveys in Scotland. 93% were non-disabled and 95% were white.
- 70% of respondents were aged over 35. Of particular interest are the 10% of coaches who are over 65, this is probably higher than would be expected based on UK coaching figures¹.

Volunteering

- Just over three-quarters of coaches in Scotland will volunteer some of their time to coaching. This consists of 57% of coaches who only volunteer and 20% who volunteer but also get paid for some of the coaching they do. The remainder of the workforce is made up of 13% part-time coaches and 11% full-time coaches.

The entry into coaching

- Traditionally research has suggested two entry stages into coaching at 16-24 and 35-44². In Scotland the earlier age group appears much more significant for recruiting coaches.
- It is possible to draw a broad picture of people coming into coaching in Scotland. The majority (70%) have multiple reasons to start and are usually ex-participants wanting to stay involved in their sport or to give something back to their club. As such they have sporting knowledge and often some experience or understanding of coaching. At the two ends of this entry spectrum are: those who only get involved through their children (10%) who are unlikely to have ever thought of coaching or know anything about it; and those looking for a career in coaching (20%) who are younger, with no children and keen to advance their development quickly.

Coaching Sessions

¹ References to UK coaching figures are based on the 2015 Coaching Panel research. Available at <http://www.sportscoachuk.org/resource/coaching-panel-2015>

² This trend was first noticed in the sports coach UK Coach Tracking Study in 2008 and similar findings were reported in the Coaching Panel 2014 research.

- If there was such a thing as a typical session it would last 90 minutes and involve three coaches working with twenty participants. The ratio of participants to coaches in Scotland is lower than the UK average which may be considered a positive figure. A coach working with fewer participants has more time to devote to each one.
- 22% of coaching sessions include disabled participants. In these sessions had an average of 13% of participants with a disability(ies). This is similar to the UK coaching average.³

Developing coaches

- 93% of coaches had undertaken some form of Continuing Personal Development (CPD) in the last year. This is in part a reflection that the coaches who responded to the survey tend to be the core of the coaching workforce and are generally more engaged with learning and development.
- The most frequently used sources of learning involve interacting with other coaches, reflection and feedback. After these the most common sources used are online (searching the internet and watching videos).
- However the technological learning sources appear to be short term (or less) impact when compared to interacting with coaches which coaches described as having a more significant impact.
- Coaching qualifications make the most significant impact on coaching practice. 74% of coaches who had undertaken a qualification believed it made a significant impact on their coaching, seven percentage points above any other sources.
- The type of information coaches were most interested in was technical knowledge. Following this they were interested in the fundamentals of coaching: planning sessions; providing feedback; listening; observation and analysis; and instruction.

Feelings of support

- Overall 88% of coaches feel supported by their governing body or other agencies such as **sportscotland** and sports coach UK. This is higher than the UK average of 83%.
- 3% of coaches intend to do less coaching in 2015. Although this is a small sample analysis of reasons to stop suggests coaches are thinking about leaving because of feeling disillusioned or not valued. While the overall picture of support is positive this small sample may suggest there are still areas that need addressing.

The future

- 35% of coaches in Scotland expect to do more coaching in 2015 and 5% expect to do less.
- A greater proportion of level 2 and level 3 coaches expect to do more coaching in the future while lower level coaches are less optimistic. These results are different to the UK average where coaches with no qualifications are the most optimistic.

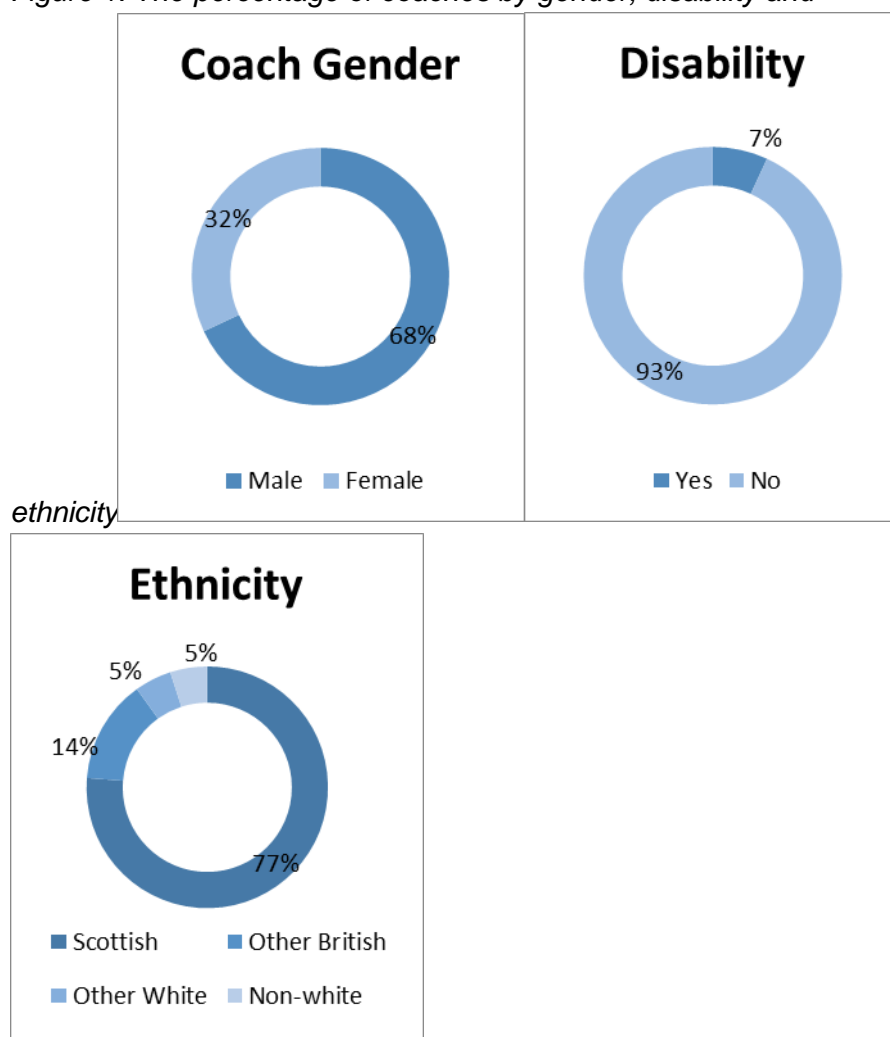
³ 2015 Coaching Panel research. Available at <http://www.sportscoachuk.org/resource/coaching-panel-2015>

1 Demographics

Key demographic details on the survey respondents included:

- Just over two-thirds of respondents were male which is consistent with coaching data from previous household surveys in Scotland.
- 7% of coaches were disabled people compared to 20% of disabled people in Scotland.
- 77% of coaches identified themselves as White Scottish with 14% stating other British. The percentage of non-white coaches was 5%.
- When asked to state their religion 54% of coaches stated no religion while 31% stated Church of Scotland. Other faiths included Catholic (6%) and other Christian (6%).

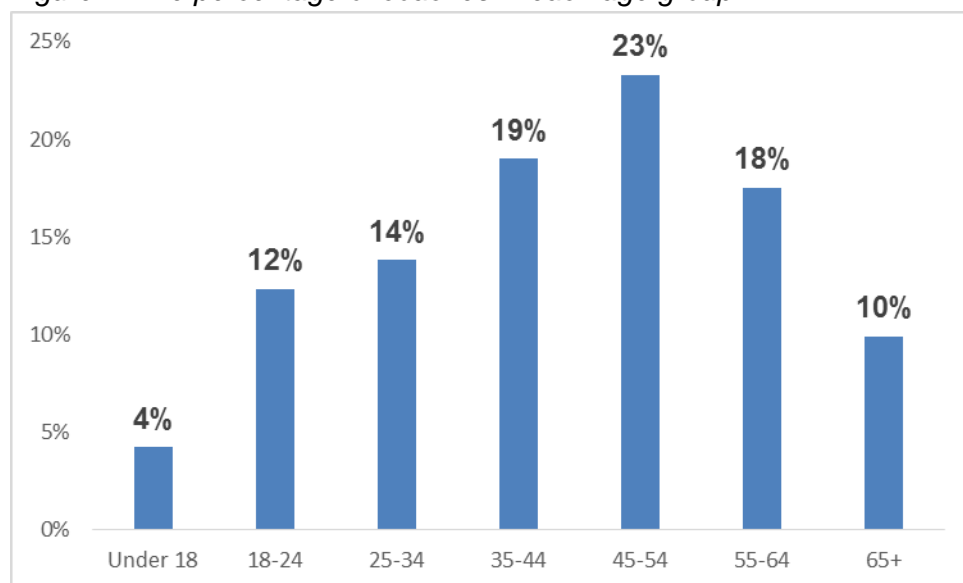
Figure 1: The percentage of coaches by gender, disability and ethnicity



1.1 The coaching population

70% of respondents were aged over 35. Of particular interest are the 10% of coaches who are over 65, this is probably higher than would be expected based on UK coaching figures⁴.

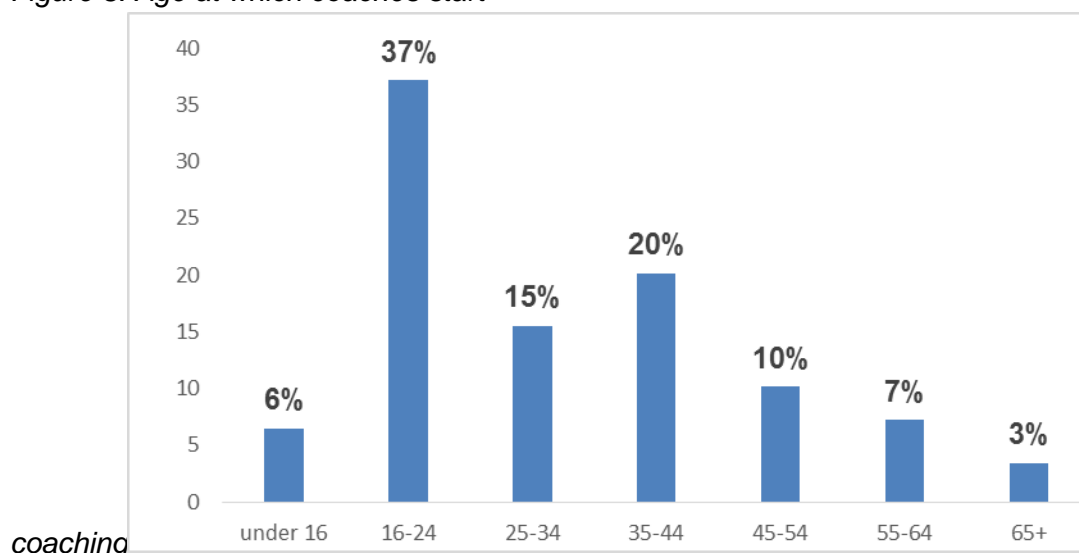
Figure 2: The percentage of coaches in each age group



1.2 Entry into coaching

Traditionally research has suggested two entry stages into coaching at 16-24 and 35-44⁵. In Scotland the earlier age group appears much more significant as 37% of coaches start at that age compared to 20% in the 35-44 age group.

Figure 3: Age at which coaches start



The most popular reason for getting involved in coaching was to help an old team or club. Similarly people saw coaching as an opportunity to stay involved in sport after their career ended. Although 23% of coaches got involved in coaching through their children they also

⁴ 2015 Coaching Panel research. Available at <http://www.sportscoachuk.org/resource/coaching-panel-2015>

⁵ This trend was first noticed in the sports coach UK Coach Tracking Study in 2008 and similar findings were reported in the Coaching Panel 2014 research.

had other reasons to start. Almost half of these coaches also wanted to get involved to help their old club or stay involved in sport. These results would be consistent with a pattern of younger people entering coaching.

Further analysis showed that only 9% of coaches get involved in coaching purely through their children. This is an important finding as previous research has shown that these types of coaches have different development needs than other new coaches.

21% of coaches started because they wanted a career in coaching. Of these only 3% also stated children as a reason to start.

Table 1: Reasons why people start coaching

Reason	%
I wanted to help my old team/club	26%
My children were playing and I wanted to help	23%
I wanted to stay involved in sport when my playing career ended.	22%
I had already been coaching while playing (team-mates or younger teams) and wanted to keep this up	22%
I wanted a career in coaching	21%
I was asked/there was no one else to do it	18%
I started at university	6%

Note: respondents could add more than one answer so total percentage will not add to 100%

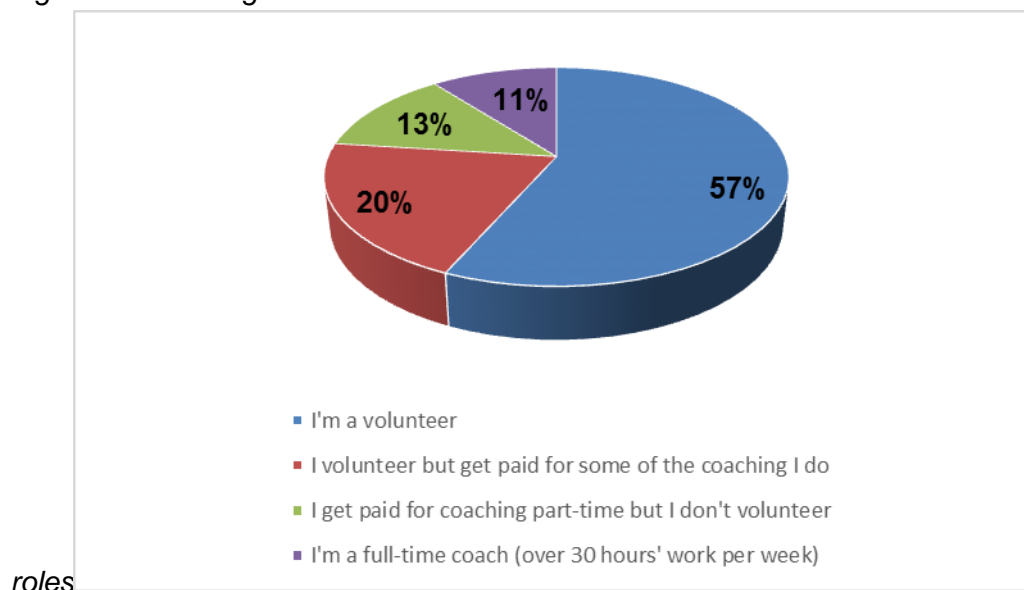
From this information it is possible to draw a broad picture of people coming into coaching in Scotland. The majority (70%) have multiple reasons to start and are usually ex-participants wanting to stay involved in their sport or to give something back to their club. As such they have sporting knowledge and often some experience or understanding of coaching. At the two ends of this entry spectrum are: those who only get involved through their children (10%) who are unlikely to have ever thought of coaching or know anything about it; and those looking for a career in coaching (20%) who are younger, with no children and keen to advance their development quickly.

Not surprisingly almost three-quarters of coaches first found out about the club or organisation where they coach through personal contact. 54% were already involved in the club and 18% knew someone at the club. Only 6% had responded to advertisement and 2% found out about the club opportunity online.

1.3 Coaching roles

Just over three-quarters of coaches in Scotland will volunteer some of their time to coach. This consists of 57% of coaches who only volunteer and 20% who volunteer but also get paid for some of the coaching they do. The remainder of the workforce is made up of 13% part-time coaches and 11% full-time coaches.

Figure 4: Coaching



roles

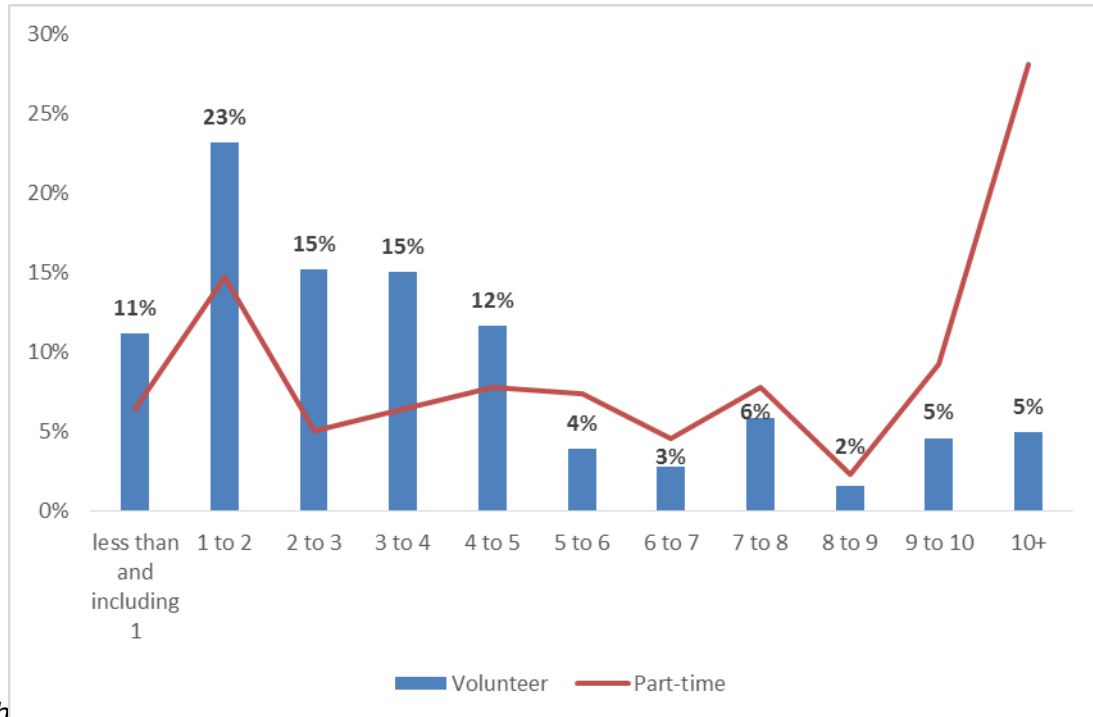
The breakdown of coaching roles in Scotland is similar to the UK average but by looking at time spent coaching differences start to appear. The median⁶ number of hours a volunteer will coach per week is four while a part-time coach works seven hours and full-time coach twenty-five hours. Compared to the UK average part-time coaches in Scotland spend more time coaching per week (seven compared to five) and full-time coaches do less (twenty-five compared to thirty).

The most common length of time spent coaching by a volunteer is between one and two hours (23%) and overall three-quarters of coaches will coach less than five hours per week.

Only 5% of volunteer coaches, coach more than 10 hours per week, which is half the UK average. It appears these longer coaching hours in Scotland are more likely to be undertaken by paid part-time coaches – 28% of paid part-time coaches work for more than ten hours per week compared to 22% of UK coaches.

⁶ Median hours was chosen for this report as some coaches spent an lot of time of coaching and this had a distorting effect on the overall figure.

Figure 5: Hours coached by paid part-time and volunteer



coach

77% of respondents stated that they were listed on a coach database and 66% were in a coach registration or licensing scheme.

2 Coaching sessions

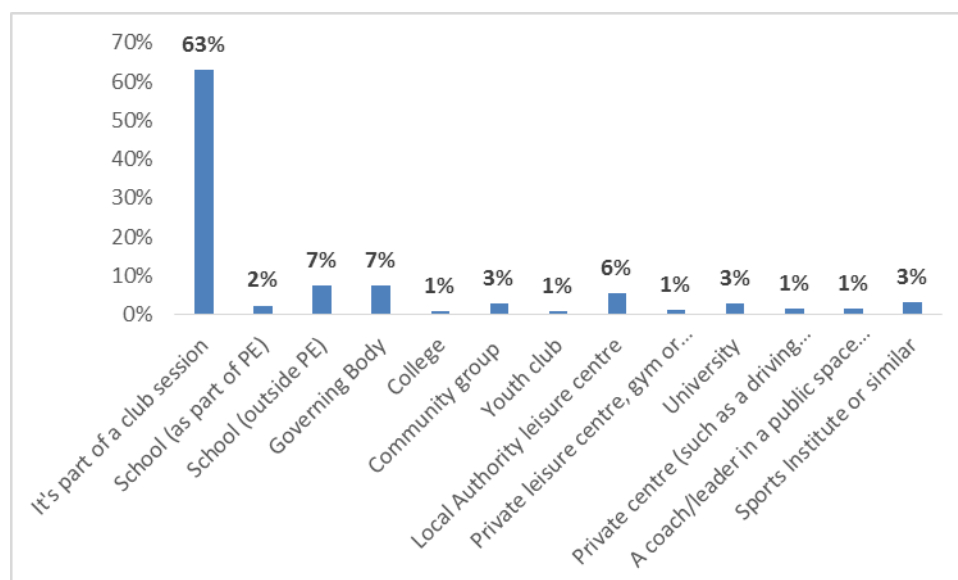
While any analysis of coaching sessions will tend to generalise (different sports will likely have different sessions) it is still worthwhile trying to shed more light on what actually happens when a coach is present in a sporting session. If there was such a thing as a typical session it would last 90 minutes and involve three coaches working with twenty participants.

In this section we answer a series of questions about coaching sessions. It is based on analysis of just under 1,000 coaching sessions.

2.1 Where does coaching happen?

Coaching is most likely to take place in a sports club. 63% of all sessions take place in a club and this eclipses all other potential venues. Schools (both as part of PE and outside PE) account for 9% of sessions, Governing Body organised activity 7% and Local Authority leisure centres 6%.

Figure 6: Who organises a coaching session

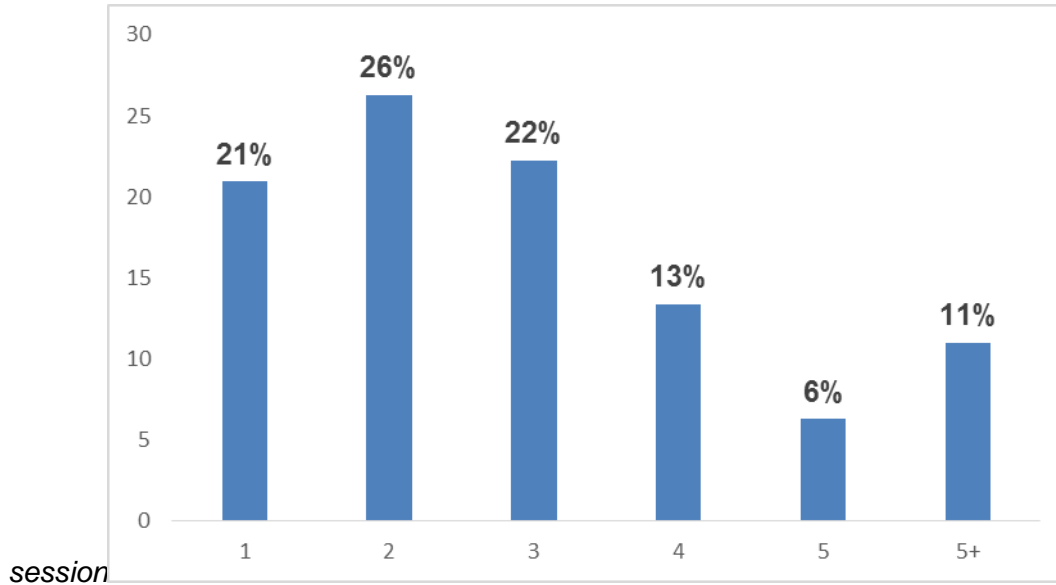


2.2 How many coaches are in a session?

The median⁷ number of coaches in a session was three, above the UK figure of two coaches per session. Figure 7 shows the breakdown of sessions by the number of coaches present.

⁷ The median figure was used in this analysis as some coaches worked in large groups with a large number of coaches and this had the effect of distorting the mean figure.

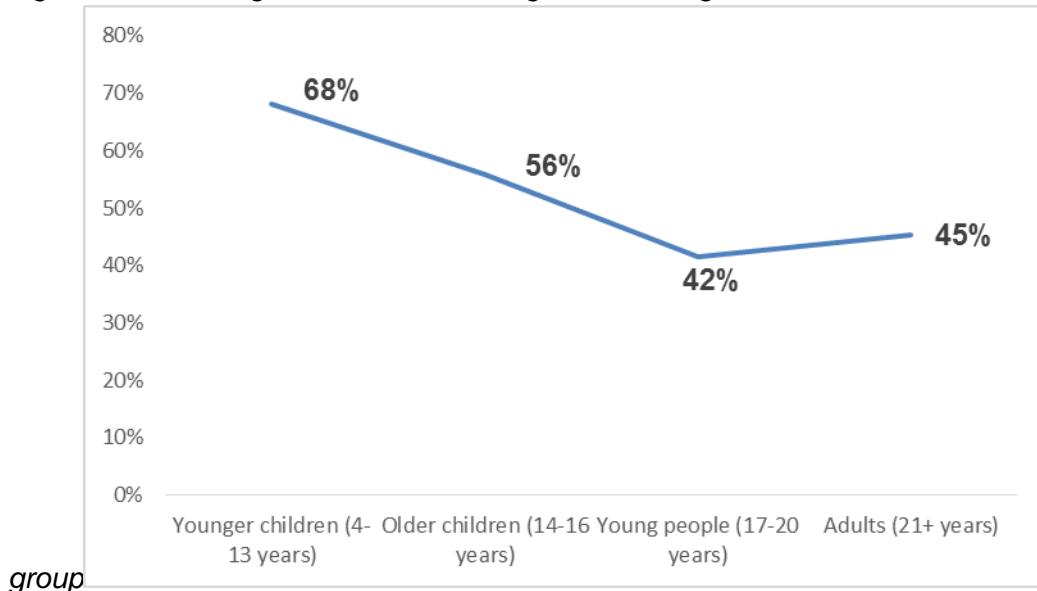
Figure 7: Number of coaches in a



2.3 Who is being coached?

Coaches are more likely to work with children than adults. 68% of coaches work with 4-12 year olds while 45% work with adults. The group least likely to be coached are 17-20 year olds. This trend of declining coaching with age until the late teens is similar to the UK picture while the slight rebound with increased coaching for adults is more pronounced in Scotland. This is a cautious analysis for Scotland given this is the first year of the survey.

Figure 8: Percentage of coaches working with each age

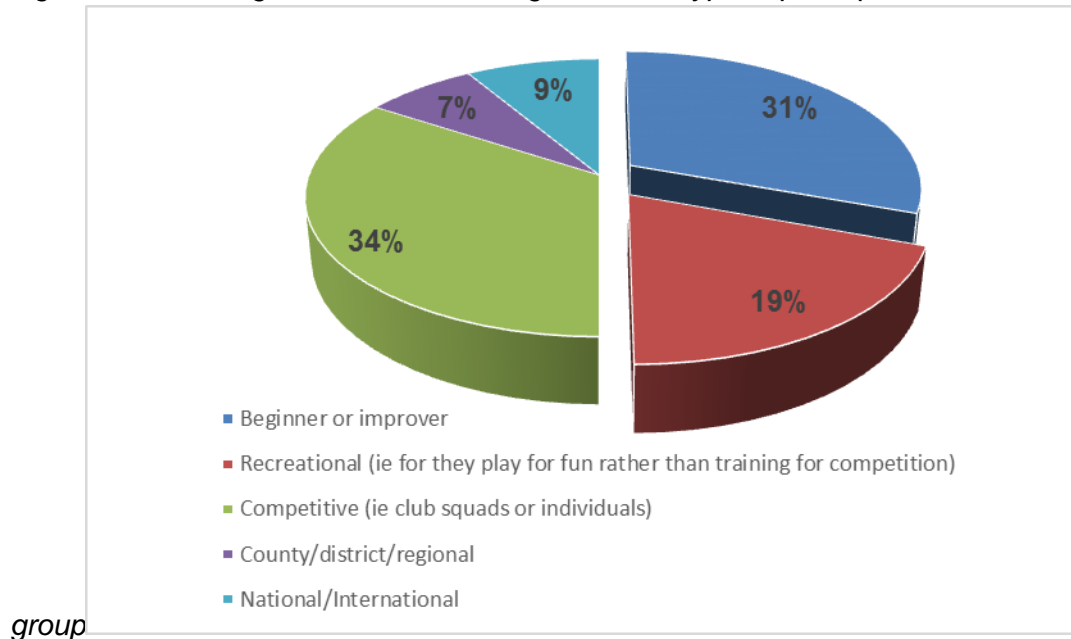


2.4 At what level are people being coached?

50% of coaching could be described as competitive in that it involves participants ranging from club competitions to representative levels such as county/district/regional and up to national or international. 31% of coaching is with beginners/improvers while 19% can be described as recreational or sport that happens for fun with no competitive element. In

Scotland there is a higher proportion of coaching with beginners and improvers compared to the UK average and conversely less coaching with competitive participants.

Figure 9: Percentage of coaches working with each type of participant



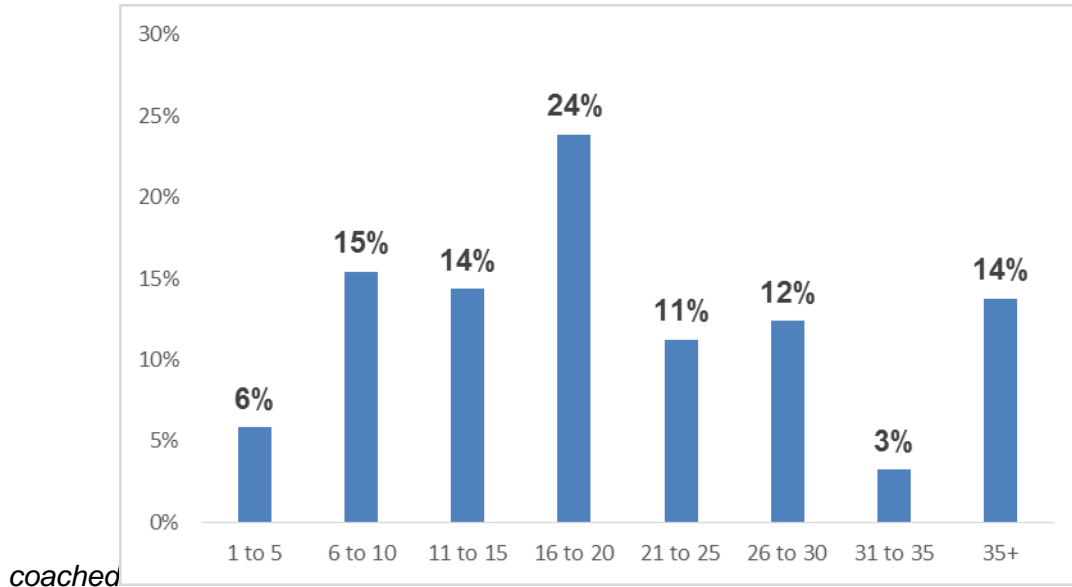
2.5 How many people are being coached?

Perhaps the most difficult area to draw overall conclusions about is the number of participants in a session. Individual sports and team sports can have such differences in the number of people in a session. However there are still some interesting findings about coaching in Scotland that emerge.

The median number of participants in a session is 20. Considering what was said earlier about the average number of coaches the data suggests a ratio of one coach to seven participants. This is a better ratio than the UK average of one coach to ten participants.

6% of sessions involve less than five participants while 17% involve more than 30 participants.

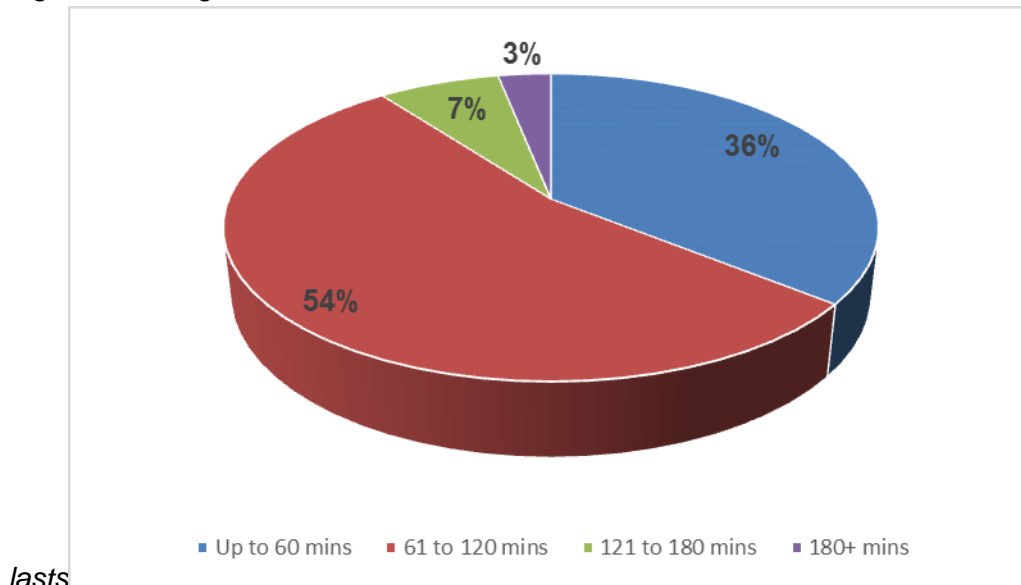
Figure 10: Size of groups being



2.6 How long does the session last?

On average a coaching session lasts 90 minutes while 54% of all sessions fell between one and two hours long. Overall 90% of sessions are less than two hours long.

Figure 11: Length of time a session



2.7 How many coaches work with disabled participants?

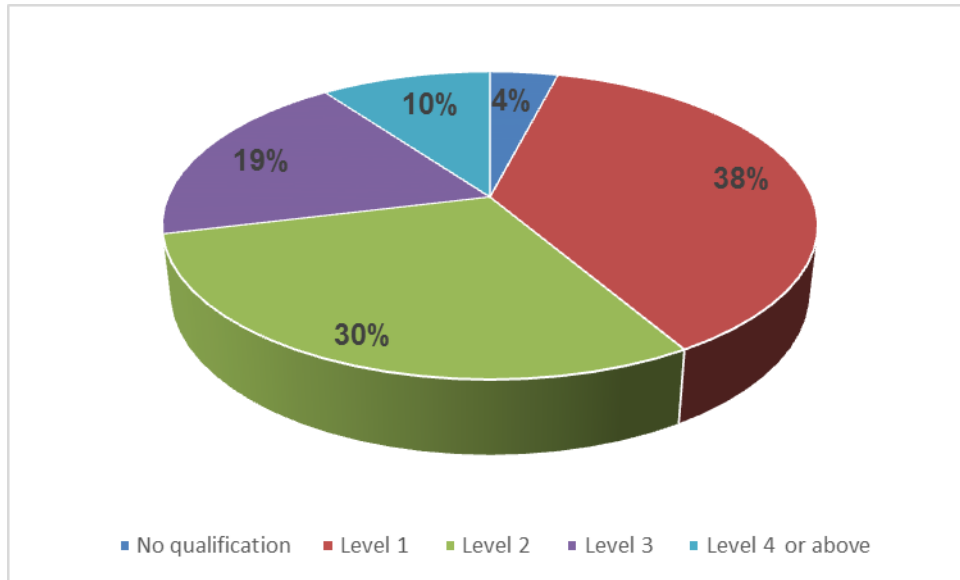
22% of coaching sessions included disabled participants. When we asked coaches what proportion of participants in these sessions were disabled people we found that 13% could be called disability sessions (in that all participants were disabled) and the remainder involved a mix of disabled and non-disabled participants.

In just over half of those sessions that had a mix of disabled and non-disabled participants 10% were disabled. The median proportion of disabled participants in these type of sessions was 13%.

3 Developing as a coach

The most common coaching qualification held by respondents was level 1. This is an unusual result for coaching research that tends to have a higher proportion of coaches at level 2 and above.

Figure 12: Qualification levels of coaches



Just over half of these coaches expect to undertake another qualification in the next twelve months. The most common reason given for not undertaking a qualification was that coaches did not have the time. Around a third of coaches not undertaking another qualification stated this. A further 10% of coaches stated the cost of qualifications was the reason. This was lower than the UK coaching average where 14% of coaches stated that cost was a barrier to further qualifications.

18% of coaches not taking a qualification said they had no need to gain more qualifications. This was mainly because they were happy with where their coaching was, their qualifications were appropriate for the people they coached, or they felt they knew all they needed to know.

Four other broad reasons stated by 5% to 9% of those not doing a qualification were: the qualifications were not available (either in terms of level or specific population such as higher level children's awards) – 9%; they wanted to gain coaching experience before another qualification – 7%; they felt they were getting old – 7%; or they preferred other types of CPD instead – 5%.

3.1 Continuing Personal Development (CPD)⁸

93% of coaches had undertaken some form of CPD in the last year. Aside from more formal learning (qualifications and workshops) coaches on average use between four and five different types of informal methods discussed in this section.

The most popular sources of learning in Scotland are typical of all coaches and involve interacting with other coaches, reflection and feedback. After these the most common sources are used online (searching the internet and watching videos). One other source used by more than half of respondents was coaching workshops.

Table 2: Sources of learning used by coaches

Source of Learning	% used
Talking to other coaches	83%
Observing/working with other coaches	77%
Reflecting on coaching sessions	70%
Feedback from athletes or players	66%
Searching/using the Internet	61%
Watching videos on the Internet (YouTube or others)	58%
Other coaching workshops	56%
Reading books	47%
Coaching qualifications	47%
Coaching conferences	37%
Mentoring	33%
Social Media (Twitter, Facebook linkedin)	27%
Online learning courses	16%
FE/HE Qualifications (related to coaching or sport)	6%
Formal distance learning	3%

Note: respondents could add more than one answer so total percentage will not add to 100%

Coaches in Scotland were also asked to select from a series of CPD options shown in Table 3. Governing Body programmes were the most often used (51%), followed by club programmes (32%) and sports coach UK programmes (23%).

Table 3: CPD options used by Scottish coaches

⁸ For the purpose of this research continuous personal development (CPD) is defined as either a formal piece of learning (an organised and structured presentation of learning to a coach) or more non-formal/informal learning (mentoring, talking to other coaches, searching the internet) that is sustained over time and makes an impact on coaching.

Source	% used
Governing Body programme	51%
Club programme	32%
sports coach UK programme	23%
Local Authority programme	21%
Coaching Matters	12%
University and/or College programme	11%
Other	11%
Coaching Talent	9%
Coach Connect	5%
Aspire	2%

Note: respondents could add more than one answer so total percentage will not add to 100%

It is also possible to look at who used these options by level of coaching qualification. Although there are only a small number of coaches with no qualifications they do show a preference for club programmes and university/college programmes with less interest in Governing Body programmes. These latter programmes become more popular as the qualification of the coach increases.

Level 2 and level 3 coaches were the most likely to use Local Authority programmes.

17% of coaches with no qualifications had used Coaching Matters along with 30% of level 3 and 21% of level 4 coaches. This compares to 3% of level 1 coaches and 6% of level 2 coaches.

Table 4: CPD options used by type of qualification

	All	No quals	Level 1	Level 2	Level 3	Level 4 or above
Club programme	32%	50%	36%	30%	27%	30%
University and/or College programme	11%	17%	11%	11%	11%	13%
Local Authority programme	21%	17%	17%	25%	24%	15%
Governing Body programme	51%	25%	30%	52%	69%	72%
sports coach UK programme	23%	25%	22%	21%	26%	27%
Coach Connect	5%	-	1%	10%	7%	2%
Coaching Talent	8%	8%	1%	9%	17%	9%
Coaching Matters	12%	17%	3%	6%	30%	21%
Aspire	2%	-	2%	1%	3%	2%
Other	11%	-	12%	9%	12%	10%
<i>Sample size</i>	<i>550</i>	<i>12</i>	<i>175</i>	<i>171</i>	<i>125</i>	<i>67</i>

Any coach who went on a formal learning programme was also asked about the format in which they preferred to receive this learning. The most popular option is very much the status quo – 55% of coaches preferred a three hour practical workshop. Only 21% of

coaches preferred e-learning packages which is perhaps understandable considering the importance coaches place on interacting with other coaches for their own development.

Table 5: Preferred methods of receiving formal training

Delivery option	% prefer
Three hour practical workshops	55%
Two hour practical workshop supported with online preparation	37%
Combination of online presentation/recording plus face-to-face learning	30%
Combination of video training and reading resources	25%
Two hour practical workshop supported with online evaluation/assessment	25%
E-Learning packages	21%

Note: respondents could add more than one answer so total percentage will not add to 100%

3.2 The Impact of learning

When coaches were asked about the impact of each learning source they used it was coaching qualifications that proved the most important. 74% of coaches believed this made a significant impact on their coaching, seven percentage points above any other sources. The other sources that made a significant impact were observing and talking to other coaches - which are the most often used.

New technology such as using the internet, YouTube and social media are more likely to make a short term rather than significant impact. Indeed they are more likely to make a little impact rather than a significant impact. At present the impact of technology on coach development appears limited.

Table 6: Impact of different learning sources on coaching

Learning source	Not at all	A little	It made a short term impact	It made a significant impact
Coaching qualifications	1%	10%	15%	74%
Observing/working with other coaches	0%	16%	18%	67%
Talking to other coaches	1%	17%	22%	61%
FE/HE Qualifications (related to coaching or sport)	3%	23%	18%	56%
Reflecting on coaching sessions	1%	17%	26%	56%
Mentoring	2%	18%	25%	56%
Other coaching workshops	2%	22%	27%	49%
Reading books	1%	25%	34%	40%
Formal distance learning	10%	20%	30%	40%
Coaching conferences	4%	26%	36%	34%
Online learning courses	6%	26%	38%	30%
Watching videos on the Internet	2%	32%	38%	29%
Searching/using the Internet	2%	32%	39%	28%
Social Media (Twitter, Facebook etc)	4%	33%	42%	21%

3.3 Information sought by coaches

The type of information coaches were most interested in was technical knowledge. Following this they were interested in the fundamentals of coaching: planning sessions; providing feedback; listening; observation and analysis; and instruction.

Although the terms technical and tactical often go hand in hand it is clear coaches are more interested in technical information. Only 43% of coaches were interested in tactical information compared to 70% interested on technical information.

Some of the information that coaches were less interested in could be explained by the fact that they are more relevant to higher level coaches (eg long term planning and managing other coaches). However topics such as responsiveness, decision making and contingency planning could be considered important to the development of all coaches but were only sought by around one-third to one-quarter of coaches.

Table 7: Information sought by coaches

Information sought	%
Technical knowledge	70%
Planning sessions: structure, format, content	60%
Providing feedback	59%
Listening	58%
Observation and analysis	56%
Providing instruction	52%
Motivating athletes	51%
Self-reflection and critical thinking	46%
Understanding my athletes/players and their motivation	45%
Evaluating sessions/programmes	44%
How to develop players over time	44%
Goal setting with players/athletes	44%
Tactical knowledge	43%
Questioning	40%
Coaching new/different groups of people	38%
Long term planning (over a season, year, cycle)	37%
Using facilities, equipment or health and safety issues	37%
Responsiveness/adaptability to situation/person	36%
Decision making	32%
Managing or organising other coaches	26%
Contingency planning (what if scenarios)	25%

Note: respondents could add more than one answer so total percentage will not add to 100%

3.4 Planning development

Coaches in Scotland were asked about their experiences and attitudes to Personal Development Planning (PDP) and any support required. Results can be broken down into three groups:

- Those who would like support (40%)
- Those who already have a PDP and do not need support (24%)

- Those who are not interested in a PDP (36%)

Further analysis found that those who are not interested in a PDP (36%) are generally less likely to reflect on their coaching anyway while those who currently have a PDP seem happy with what they do are less likely to look for support.

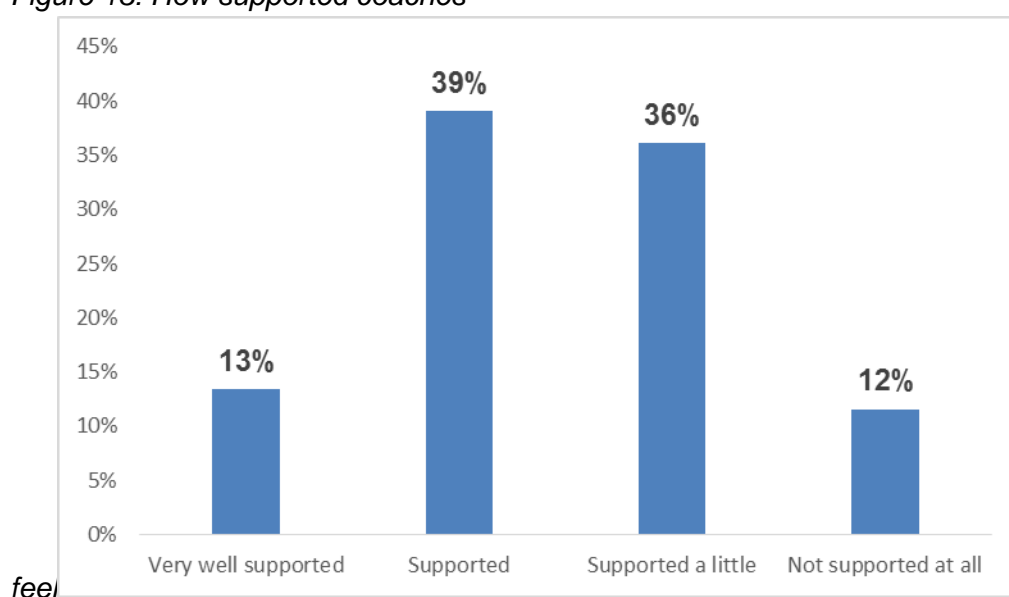
4 How supported do coaches feel?

Overall 88% of coaches feel supported by their governing body or other agencies such as **sportscotland** and sports coach UK. This is higher than the UK average of 83%.

Below this overall figure it is also useful to look at the level of support. Previous research has suggested that coaches who feel *supported a little* are more likely to also be considering stopping coaching. Figure 13 shows that 36% of coaches fall into this more vulnerable position of supported a little (although this is below the UK average of 40%)

Half of coaches in Scotland feel either *supported* or *very well supported*.

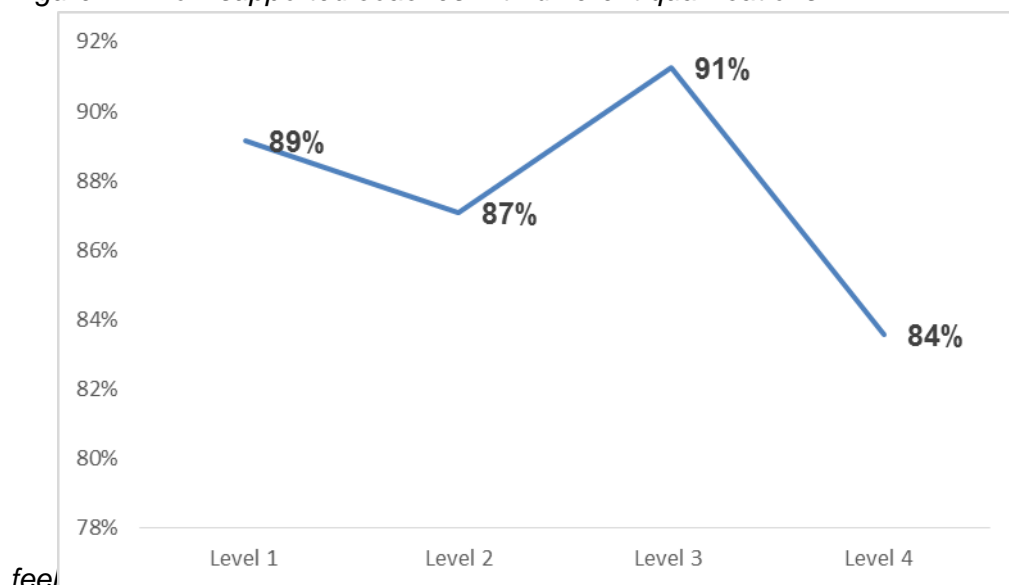
Figure 13: How supported coaches



Feelings of overall support differ by the qualification level of the coach as shown in Figure 14. With the exception on Level 3 coaches the trend is what you would expect to see based on other research⁹ - as the level of qualification increases the feeling of support declines. This is first year we have asked the question in Scotland and so it is unclear why Level 3 coaches differ from this trend.

⁹ sports coach UK Coaching panel research 2014 and 2015

Figure 14: How supported coaches with different qualifications



4.1 How to make coaches feel more supported?

Coaches were asked to select from a list the options they felt would make the biggest difference to their feelings of support. This list was based on what coaches had previously suggested. The most popular option was access to a more experienced coach, although this was not necessarily in a formal mentoring relationship.

The second and third most popular options were conferences with experienced coaches presenting and workshops run at local clubs.

Table 8: preferred options to improve support to coaches

Option	%
Access to a more experienced coach from time to time (rather than formal mentoring)	44%
Conferences with experienced coaches presenting	38%
Workshops run at my local club	35%
Mentoring support to help make me a better coach	34%
Workshops that include flexible learning options	32%
CPD opportunities linked to qualifications	31%
Coaching templates online eg. session planners, evaluation & reflection forms	29%
Funding for CPD learning events	27%
Opportunities to discuss coaching with other coaches online	14%

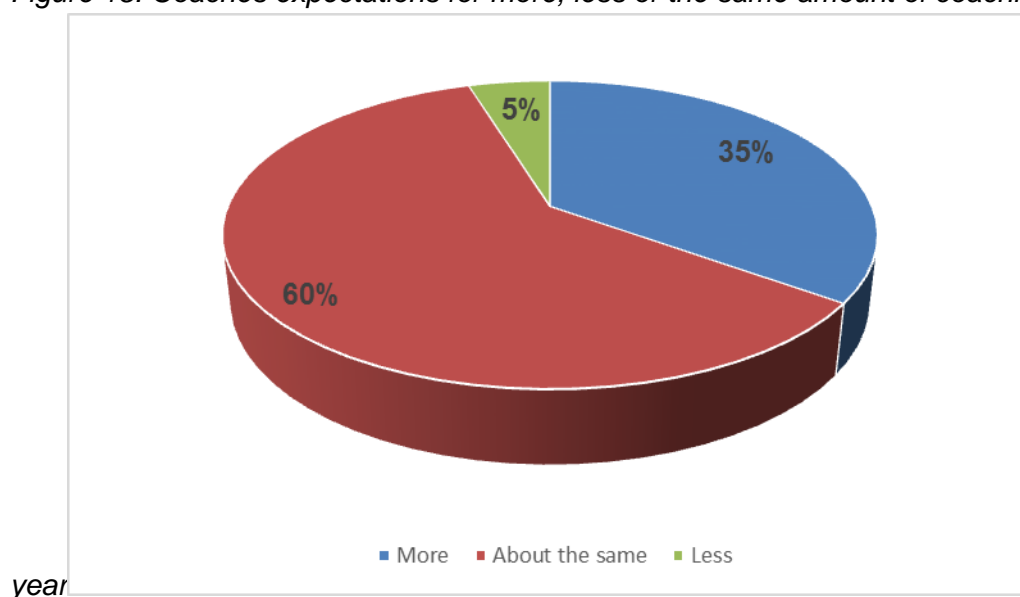
Note: respondents could add more than one answer so total percentage will not add to 100%

5 Future coaching and stopping coaching

35% of coaches in Scotland expect to do more coaching in 2015 and 5% expect to do less. The Net Future Activity Score¹⁰ is 30% which is a few percentage points below the UK average (35%) suggesting coaches in Scotland are less optimistic than average.

Further analysis of those planning to do less coaching showed they did not differ from the average in terms of time spent coaching. As such it does not appear that the reason to do less coaching is because coaches already feel overburdened.

Figure 15: Coaches expectations for more, less or the same amount of coaching this

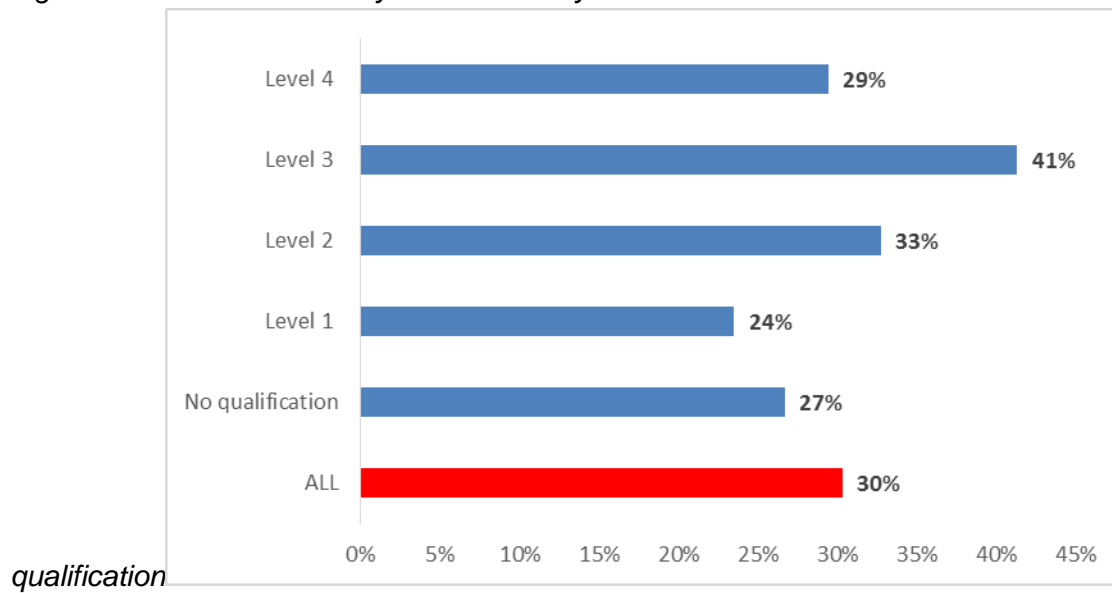


Looking at Net Future Activity by qualification level shows that level 2 and level 3 coaches are more optimistic about coaching in the future while lower level coaches are less optimistic. These results are different to the UK average where coaches with no qualifications are the most optimistic.

Lower future activity scores among level 1 coaches, who account for the largest proportion of the sample, may go some way to explaining the difference between the overall Scotland and the UK average.

¹⁰ Net Future Activity Score is a simple way to measure overall confidence about future coaching. The percentage of coaches expecting to do less coaching is subtracted from the percentage of coaches expecting to do more coaching.

Figure 16: Net Future Activity for coaches by level of



3% of coaches intend to do less coaching in 2015. As such this was a very small sample to examine the reasons why they are thinking of stopping. However what does stand out is how often coaches talked about leaving because of feeling disillusioned or not valued. While the overall picture of support is positive this small sample may suggest there are still areas that need addressing.

Conclusion

This was the largest survey of coaches in Scotland ever conducted by sports coach UK and with the support of **sportscotland**. It has improved our understanding of who our coaches are, what they do and how they feel about it. Alongside new insights, we have also seen a number of familiar issues re-appear.

With that in mind, we would urge you not to put this report down now that you have read it. If we are to improve the world in which coaches operate, we need to use these findings to inform our planning and delivery. As a sector, we must act on these findings, and use them to drive further enquiry, rather than merely read about them.

References

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