

Coaching Structure and its Priority
Within Scottish Universities Sport
Member Institutions

A Report to Scottish Universities Sport (SUS)

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Executive Summary

The aim of this exploratory research was to determine a general picture of structure and priority of coaching within Scottish Universities Sport member higher education institutions' in Scotland.

There were 15 higher education institutions in Scotland who took part in the study. There were asked to fill out a predominately quantitative questionnaire.

The research project involves of a review of previous studies on the research problem, which gains background information on the topic.

The main findings from the research were;

- Coaching in HEI's in Scotland is high priority in the majority of institutions'.
- However, coaching structure in HEI's in Scotland is poor, due to lack of money.

Nature of Research Problem

Scottish Universities Sport (SUS) wish research to be undertaken into coaching priority and structure within higher education institutions (HEI's) in Scotland. They wish to determine the way institutions undertake the process of structuring their coaches and coaching's priority. By gaining this knowledge they then hope to be able to direct their funding help and advice to institutions where required.

SUS have previously carried out research, they carried out an audit in 2007 of Sports Provision in the Higher Education Sector in Scotland. This research showed the numbers of qualified coaches. However, this figure is stated as inaccurate as respondents did not provide full details regarding coaches. Each of their yearly audits have included a few questions on coaching however, no research has specifically been carried out on coaching.

This deductive top down approach to research will specifically research coaching, and will aim to discover; the structure of sports coaching and coaching's priority within SUS member institutions.

To gain a clearer picture of these elements of coaching the research will look to gain data on;

- Coaching provision and recruitment at each SUS member institution.
- The data held on each coach at each SUS member institution.
- Courses for existing and new coaches at each SUS member institution.
- Coaching funding at each SUS member institution.
- Any external effects on coaching within the SUS member institution.

Literature Review

Before undertaking research it is important that previous research on the research problem is analysed. This will enable an insight into the research topic and previous methodologies used to gather data. The information will assist in developing the research methodology, questionnaire's content and allow a comparison between the new and existing data.

There are specific topics of coaching that were highlighted in the literature that will be focused on; Importance of coaching, national database, recruitment, volunteering, development, and current policies impacts.

Importance of coaching in sport; A number of articles stated the importance of coaching to sports development. "Coaching is central to the development of sport at every level" according to Department for Culture, Media and Sport (2002). Nicolson (2006) had a similar belief and stated "Coaching is critical to sport development and success." Mori₂ (2004) established how large the issue was by stating, there are 90,000 coaches in Scotland and 4,500 coaches in universities in the UK. Nicolson (2006) highlighted that coaching is one of sportscotland's priority investment areas.

National database; Several articles highlighted the need for a central database of coaches which is centrally administered. Nicolson (2006) indicated this by stating "The available data on coaches is unreliable and does not provide a sufficient basis

for workforce planning" Lyle (1997) and Timson (2006) found there has never been an adequate system for managing coaches and storing data. Mori₂ (2004) approached the issue when highlighting limitations of their study; "An illustration of the difficulties associated with surveying organisations about the coaches they employ is evident when looking at the proportion of organisations that actually possess a central database of coaches." Mori₂ (2004) researched universities central coaching data storage. Showing; 83% of universities stored data on their coaches centrally, and 37% of clubs stored the data. Mori₂ (2004) found the most popular data to store in universities was the coach's name, address, phone number, and sport coached. Additionally Mori₂ (2004) found there were on average 36 coaches per UK university. Taylor (2007) commented in his research that his figure of 350 coaches working for higher education sport departments/unions was inaccurate and an underestimation due to Sports departments/unions being unaware of the number of coaches their clubs are using. This highlights the lack of organisation and structure in HEI sports unions/departments.

Recruitment; Several articles highlighted coach recruitment; Department for Culture, Media and Sport (2002) identified coach employment required investment to move coaching forward. Timson (2006) stated coaching remains undeveloped as a profession. Lyle (1997) generated statistics on current coaches; 71% of coaches identified participation as their path into coaching.

Volunteering; Nicolson (2006), Mori₂ (2004) and Lyle (1997) highlighted volunteers coaching was common practice and were heavily relied upon. Department for Culture, Media and Sport (2002) also agreed: "There are very limited opportunities for coaches to be employed on a full time basis at local, regional or national level." Timson's (2006) had similar findings; "Around 1.2 million individuals were involved in some kind of coaching activity in the UK and around 19% of these were paid." Mori₂ (2004) found in universities, 58% of coaches are paid and 42% are volunteers.

Coaching and Coaches Development; Many articles highlighted coaches' personal development and training as important, and the current structure for both was inadequate. Department for Culture, Media and Sport (2002) referred to attempts to improve coaching, saying: "All this has resulted in an inconsistent coach education and qualification programme that is confusing to coaches, employers and 'customers.'" Nicolson (2006) had the view that: "Building a pathway for coaches and coaching is essential." Lyle (1997) highlighted the financial implications and issues of development: "Almost half the coaches felt that grants for coach education were poor, and a similar percentage identified local provision of coach education courses as poor." Taylor (2007) research showed there were 5 HEI's in Scotland out of the 17 institutions asked with Sports Development officers or equivalent in office with them.

Three articles referred to coaching qualifications, Nicolson (2006) and Mori₂ (2004) referred to Scotland having a large number of coaches but few with

qualifications. Mori₂ (2004) stated: "Around two in five (38%) coaches in the UK claim to hold a formal qualification in a sport that they coach." Lyle (1997) findings contradicted this: "Four-in-five 80% of the coaches had NGB awards." Lyle's findings were for the UK, not specifically Scotland, which may explain the difference. Mori₂ (2004) produced specific university research; "Universities use the highest proportion of qualified coaches with around 7 in 10 doing so." In addition Mori₂ (2004) found: 68% universities offer coaching conferences, and 42% offer continuing professional development.

Current policies impacts; The 'Reaching Higher' publication by the Scottish Government, and the UK coaching certificate (UKCC) may have impacts on the current situation of coaching in Scottish HEI's. No research was carried out on the specific impacts on Scottish HEI's. Nicolson (2006) was the only article to comment on the UKCC: "Given that the coaching workforce is predominately made up of volunteers, the issue of affordability is central to the successful implementation of the UKCC." 'Reaching Higher' was only developed in September 2007 and no articles made reference to it, as they were produced prior to it being formed.

Method; The methodology used in the literature varied, this may be due to the nature of each study varying. Both qualitative and quantitative methods were used. Data collection techniques included; face to face/telephone interviews and postal/web questionnaires. Mori₂ (2004), Nicolson (2006) and Timson (2006) used a qualitative and a quantitative research method. Nicolson (2006) and Mori₂ (2004)

undertook both qualitative and quantitative research in an online questionnaire, Mori₂ (2004) achieving a 65% response rate. Timson (2006), Department for Culture, Media and Sport (2002), Mori₂ (2004) and Mori₁ (2004) undertook qualitative face to face in depth interviews. Timson (2006) and Lyle (1997) carried out a quantitative postal survey, which had a low response rate. In conclusion the tendency was to use both qualitative and quantitative data collection using varied methods, with online surveys showing the highest response rate.

Sample: The sample, like the research methods, varied greatly. This may be due to considerable variance in each study. The sample of the research varied from 12 to 2000 participants. Mori₂ (2004) conducted a large research project, which included a sample of 81 universities across the UK. Timson (2006) undertook two elements of data collection with a sample of 20 coaches in one element and 2000 in the other.

Recommendations: The literature provided knowledge on aspects involved in coaching. There were ways the research could have been improved to produce more reliable and representative results. Mori₁ (2004) and Department for Culture, Media and Sport (2002) reduced the reliability of their studies by using a small sample. Timson (2006) and Lyle (1997) used a postal survey, which have a low response rate, to improve the response rate an alternative data collection method could have been used. Nicolson (2006) and Lyle (1997) were the only articles which

focused specifically on Scotland. The other articles had results which were applicable to the UK and England.

Conclusion; In conclusion the data shown in these studies has provided a good base of reasoning for the importance of the study. There is limited highly relevant literature to the research problem, Mori₂ (2004) and Taylor (2007) being the only to carry out specific research on HEI's, and Taylor (2007) the only research specifically for Scottish HEI's.

The literature showed that sports' coaching is regarded as a very important aspect of sport. However, this is not represented by coaching's current lack of national database and career development structure. The literature did not provide any strong similarities on coach recruitment, it was made clear coaching was not strongly recognised as a profession, and the majority of coaches are voluntary. Only one article mentioned the UKCC's implementation and although commended, it was commented on as expensive. The literature contained wide variations in method and sample. The most popular methodology included both qualitative and quantitative research.

The literature has shown there is a gap in knowledge on the specific topic of coaching within Scottish HEI's.

The main questions arising from the literature relating to the research topic are:

- The priority and structure of coaching within SUS member HEI's?
- Do SUS member HEI's have a coach database, and how do they recruit new coaches?
- Do SUS member HEI's have a coaching development in place and are the coaches paid/voluntary or both?
- Whether current policies have had any impacts on coaching within SUS member HEI's?

Hypothesis: Coaching within SUS member HEI's lacks a structure and is a low priority.

Justification Methodology

The most appropriate method of gathering data for this positivist research, to obtain the most valid and reliable results, is using a self completion questionnaire. Questionnaires allow the researcher to gather highly structured, specific data from participants on their feelings and thoughts on particular concepts. Gratton (2004) highlighted that questionnaires have many advantages for research: accessibility, potential reduction in bias, anonymity, provision of structured data and increased time for respondents. Due to the samples being geographically distant, using a questionnaire over an interview allows more data to be collected at a low cost and in less time than if using interviews. Using a questionnaire can reduce bias when compared to an interview as the questions are on paper and so the respondents opinions cannot be directly affected by the researcher. By issuing the questionnaire to the sample by email, the questionnaire can be filled in at their leisure and allow additional data to be added.

'Questionnaires tend to provide highly structured quantitative data that is easily comparable' (Gratton 2004). This is suited to the nature of the research problem and will allow data to be analysed statistically.

Interviews can generate irrelevant data. By gathering required data only, data analysis is made easier. Additionally a small qualitative element will allow the individuality of each institution's situation to be shown.

The questionnaire was sent to the sample by email in the format of a word protected document, to allow respondents to complete and return questionnaires by email in their own time. Email format is user friendly and reduces both cost and time.

The questionnaire included different types of questions to collect both qualitative and quantitative data: closed, open, semantic differential and filter questions to enable data to be collected to answer the research problem.

The questions were decided upon based on the information established from the literature review and the research question. The specific questions were selected as they will provide the required information to answer the research problem.

The population of the research includes 15 HEI's as based on 'An Audit of Sports Provision in the Higher Education Sector in Scotland' (2007) there are only 15 HEI's in Scotland who have their own sports department. Because the population is small, the sample was the whole population. This ensured the results are reliable and representative of the population. All the institutions vary in size and demography; this enables a breadth of results and include as many different situations as possible, increasing the validity of the results.

The research methods have been chosen to suit the respondents taking part which will hopefully increase the response rate.

The questionnaire is 4 sides and should take approximately 25 minutes to complete if all data is immediately available to the respondent. The questionnaire was tested by three colleagues to ensure it flows smoothly and all questions are interpreted correctly and valid.

Once the data has been collected, it will need to be analysed. The quantitative data will be analysed using the pre codes related to possible answers in the questionnaire. There are several questions that have other options which will require additional coding if used. The data analysis programme SPSS will be used to generate graphs and statistics.

To analyse the data of the two qualitative questions data reduction will be done in the form of coding, thus providing a logical structure. Coding provides categorisation of data. Each code issued must be made valid by relating to the question, exclusive so no codes overlap with each other, and exhaustive so that each group of data fits somewhere. Punch (2005) states that 'Coding is the concrete activity of labelling data.'

There are some issues with coding, it is a time consuming process, and it is based upon human opinion and so two people coding the same data can produce different results. As suggested by Gratton (2004) the data will be coded by two individuals to ensure the results are as accurate as possible.

Profile of Sample Group

The number of coaches at the institutions ranged from 0 to 120. The mean number of coaches was 40. The sample consisted of 12 Higher Education Institutions.

There were 92% of HEI's who had students coaching in some capacity. The number of student coaches ranged from 0 to 41. The mean number of student coaches was 17. Of the students who coach 84% of the students play sport as well. The total number of coaches including students at HEI's is 434. Of the total number of coaches 42% of them are students.

The number of paid coaches ranged from 0 to 70. The mean number of paid coaches was 19. The number of voluntary coaches ranged from 0 to 61. The mean number of voluntary coaches was 21.

Figure 1 The Number of Coaches at HEI's in Scotland

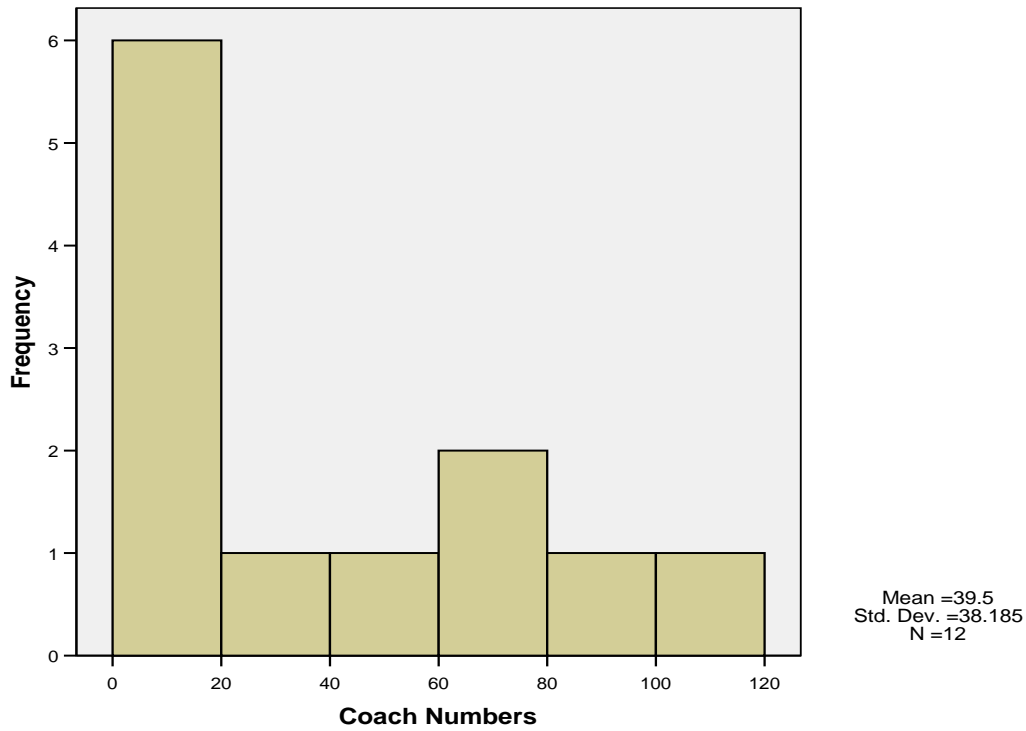
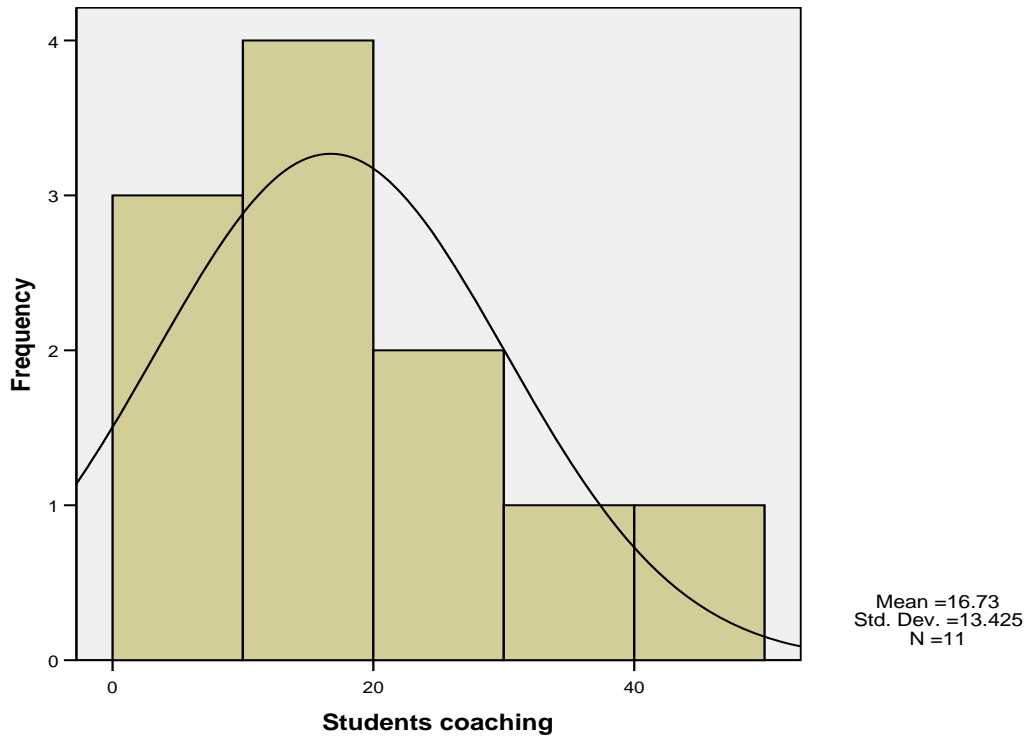


Figure 2 The Number of Student Coaches in HEI's in Scotland

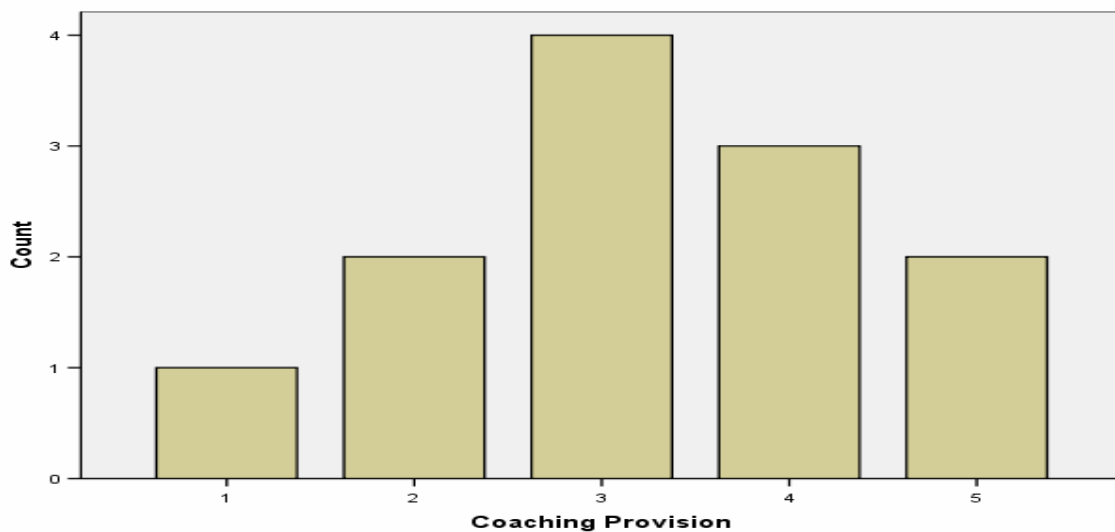


Results

The Priority of Coaching within SUS Member Higher Education Institutions

HEI's were asked many different questions on in relation to their institutions coaching priority. HEI's were asked on a scale how they rated their coaching provision. There were 9 (75%) HEI's who rated it average or below and 3 (25%) who rated it above average.

Figure 3 How HEI's Rated Their Coaching Provision



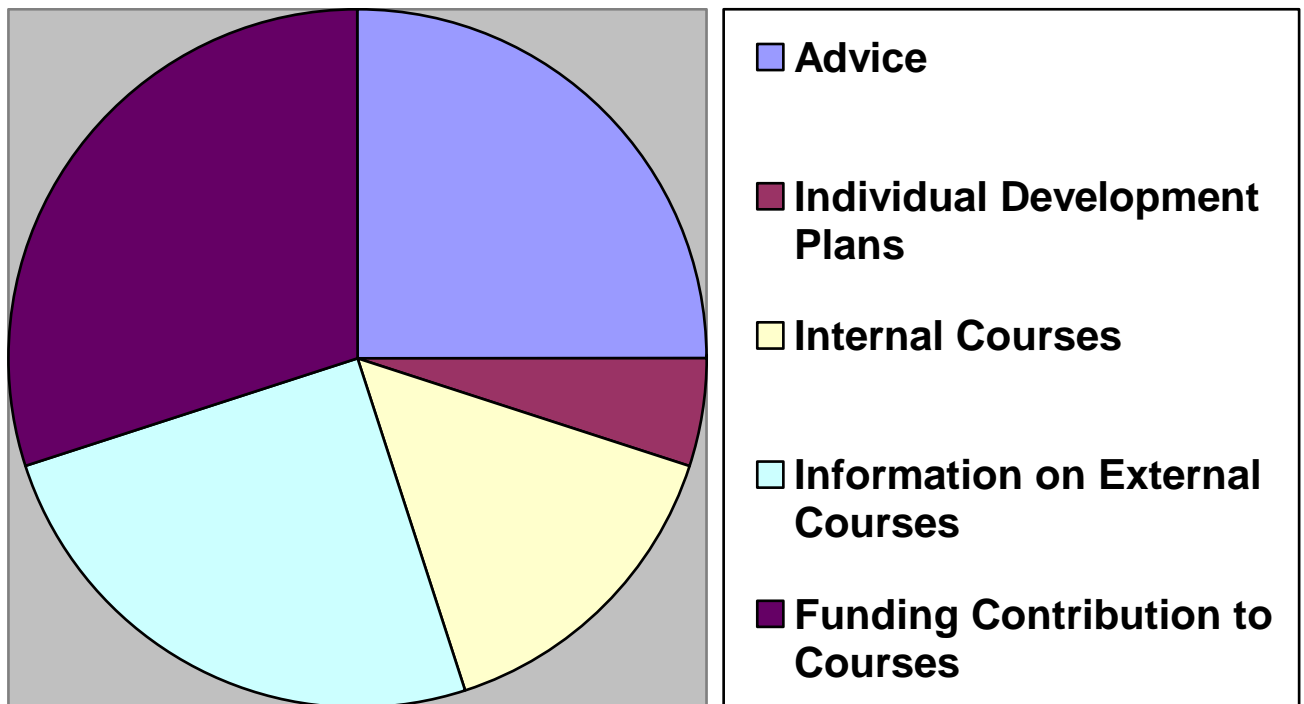
There were 6 (60%) institutions who had members of staff in the sports union/department who were actively encouraging coaching, all development officers.

With regard to opportunities for students to develop coaching skills and qualifications, 7 (58%) HEI's offered the opportunity. There are a range of coaching courses and training for students on offer by their institutions, no

institutions had similar opportunities on offer. Some of institutions with several courses on offer, see appendix 3 for a list of all courses offered.

Of the 11 responses to whether HEI's encouraged their coaches to pursue their own continuous professional development 6 (55%) HEI's are encouraging their coaches. There were several ways this was done, 6 (58%) HEI's encourage their coaches to undertake continuous professional development by funding some of their courses. There are 5 (45%) HEI's coaches provided with advice and information on external coaching courses. 3 (50%) HEI's arranged courses internally.

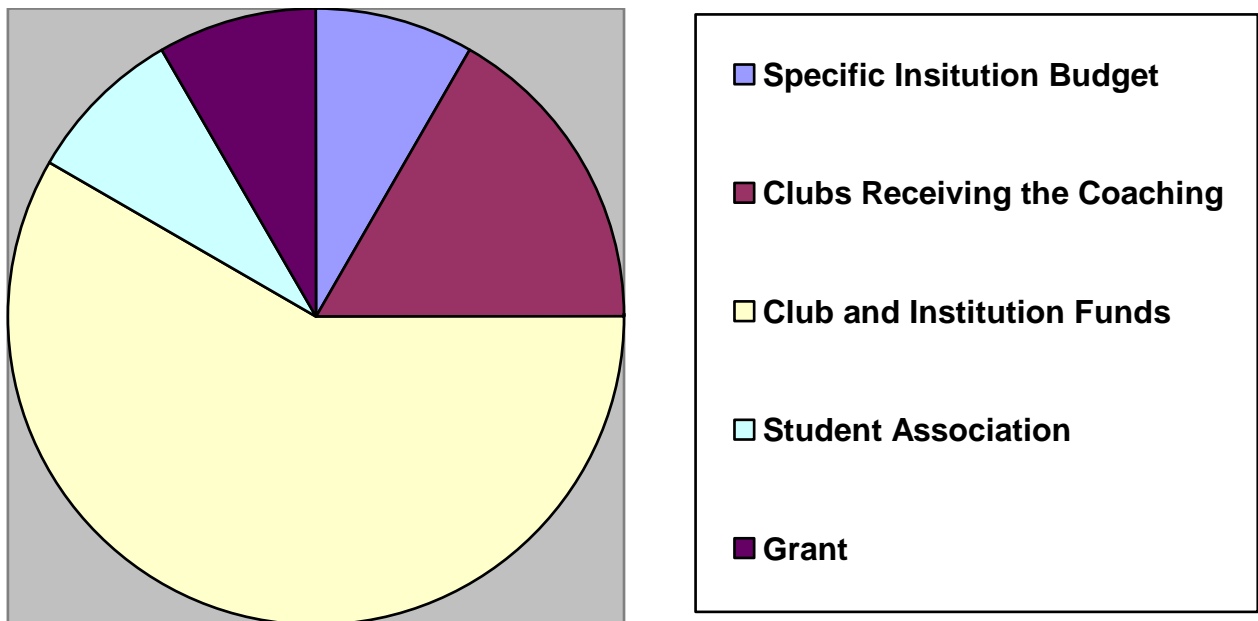
Figure 4 The Number of HEI's Providing Advice and What Type For Their Coaches



However when the HEI's were asked how many of them budgeted for their coaches continuous professional development 83% (10 HEI's) said they did not budget specifically for this.

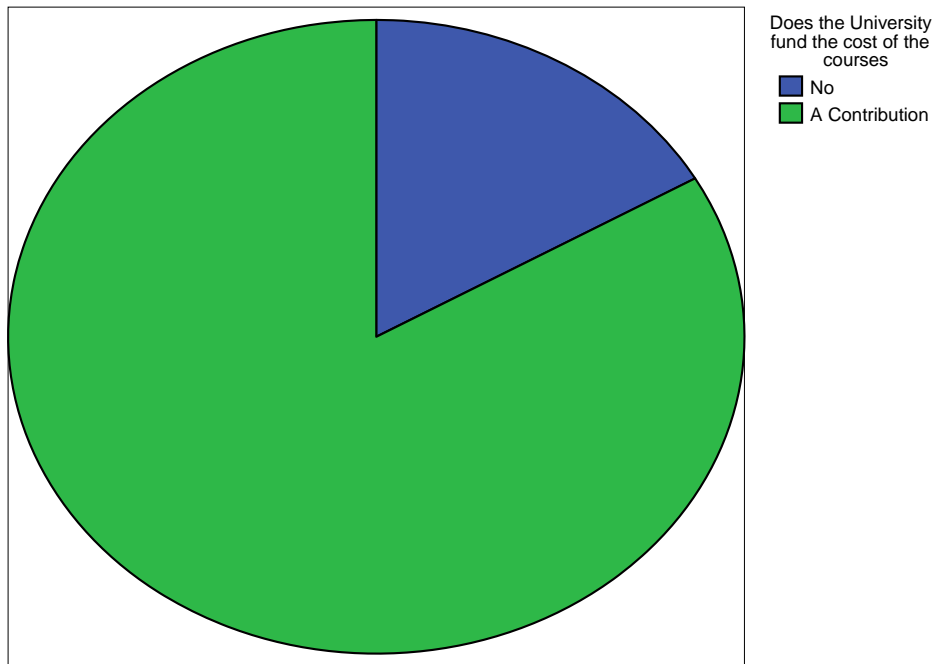
The HEI's were asked where the money was sourced to paid for coaches wages, the most common was a combination of institution and club funds, with 58% of HEI's using that source.

Figure 5 Where HEI's Source Their Coaches Wages From



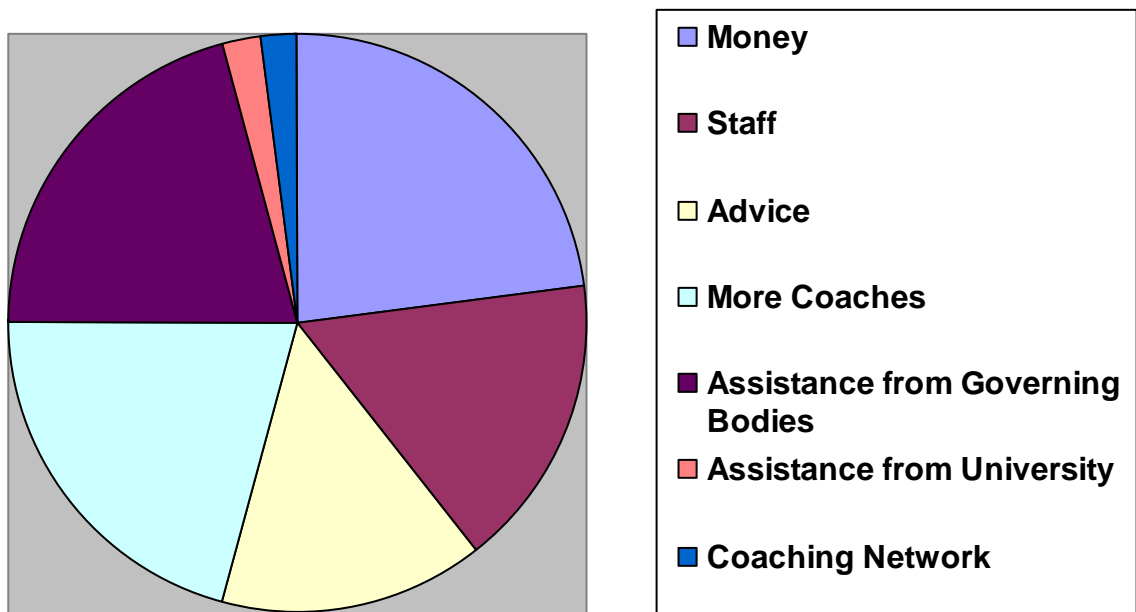
HEI's were asked whether they funded the courses their coaches participated in. None funded the courses fully, and over three quarters (83%) of the HEI's made a contribution.

Figure 6 Whether HEI's Fund the Cost of Their Coaches Courses



HEI's were asked to highlight areas in which they believe would improve coaching provision at their institution. There were no HEI's who thought there was nothing they needed to improve. The most popular answer was money with 11 (91%) HEI's saying they needed this to help improve.

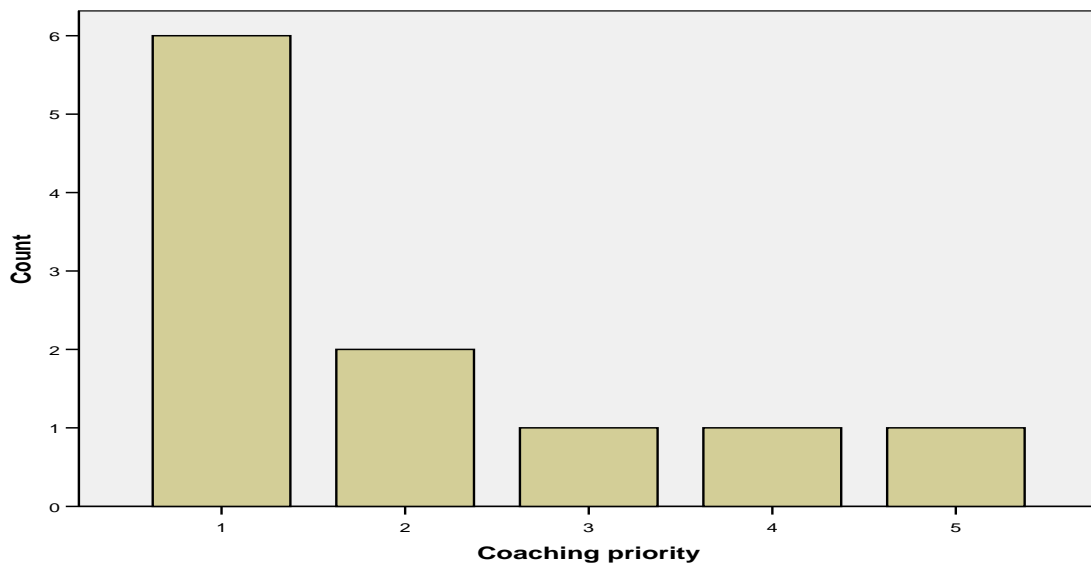
Figure 7 What HEI's require to Improve Their Coaching Provision



All HEI's were asked what their plans were for the future regarding to coaching. There were 5 HEI's that did not have any plans for the future. There were 6 common areas; links with other organisations, increasing the budget for coaching, hire and train more coaches, create a support network for coaches, encouraging students to qualify as coaches and employing staff for developing coaching.

The HEI's were asked how much of priority coaching was in their institution. There were 6 (50%) HEI's who rated coaching to be very important.

Figure 8 How much of priority coaching is in HEI's in Scotland



The Structure of Coaching within SUS Member Higher Education Institutions

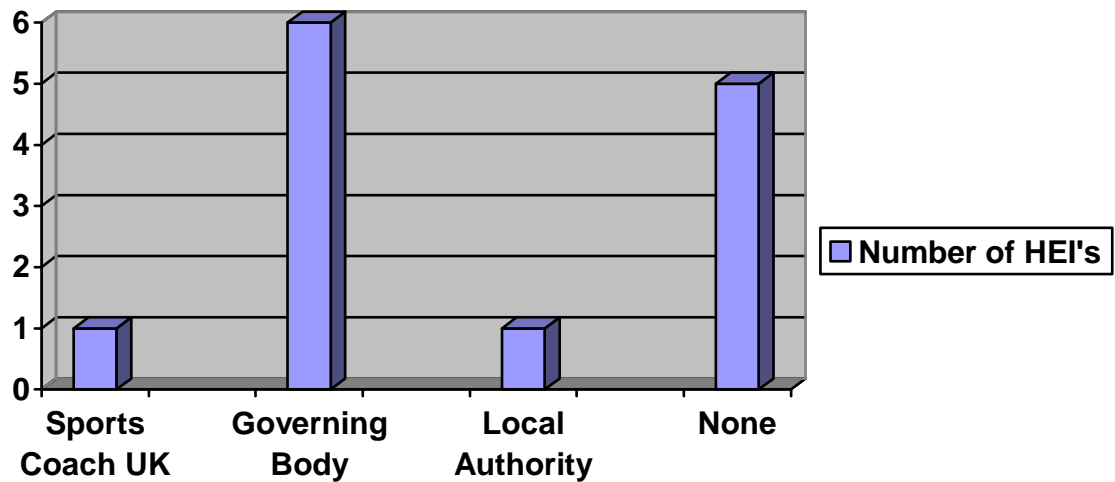
The HEI's were asked questions, regarding the structure of coaching in their HEI. The HEI's were asked whether they chose to approve all their coaches, 58% (7 HEI's) of respondents did approve all their coaches. Of the HEI's that approved their coaches 57% (4 HEI's) did this on the coaches' initial application to coach, and 43 % (3 HEI's) approved their coaches once an academic year. The HEI's were asked on what grounds did they approve or decline their application to coach. Many HEI's approved their coaches based on a number of factors, 86% (6 HEI's) of HEI's approved their coaches based on their qualifications.

Figure 9 Grounds for coaches being employed by HEI's

GROUND'S FOR EMPLOYMENT	NUMBER OF HEI'S
Affiliations	3
Membership	2
Licences	3
Experience	5
Cost Charged	5
References	1
Qualifications	6
Other	1

HEI's were asked whether coaches were required to be members of any organisation to coach for them, 6 (50%) HEI's stated they required their coaches to be affiliated to their related governing body. Just under half 42% of the HEI's did not require their coaches to be members of any organisation.

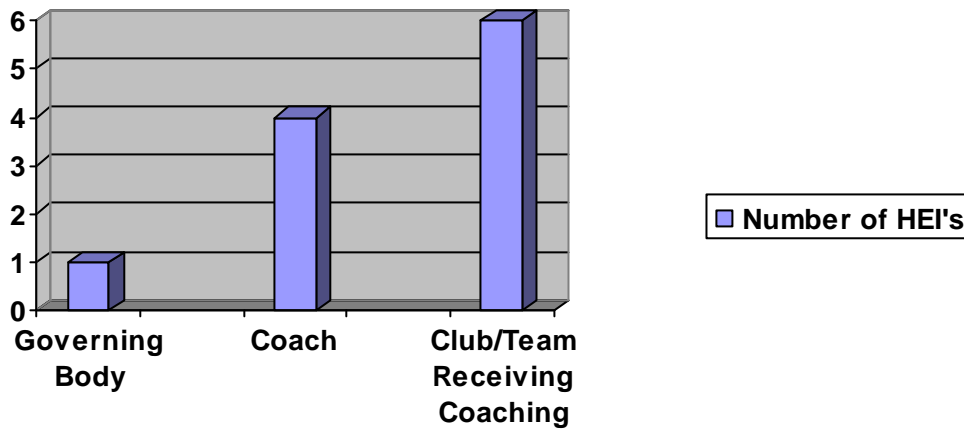
Figure 10 Which Organisations Coaches Have to be Members of to Coach



The HEI's were asked whether their coaches were required to hold a National Governing Body Licence. There was over half, 6 (55%) HEI's who did not require their coaches to.

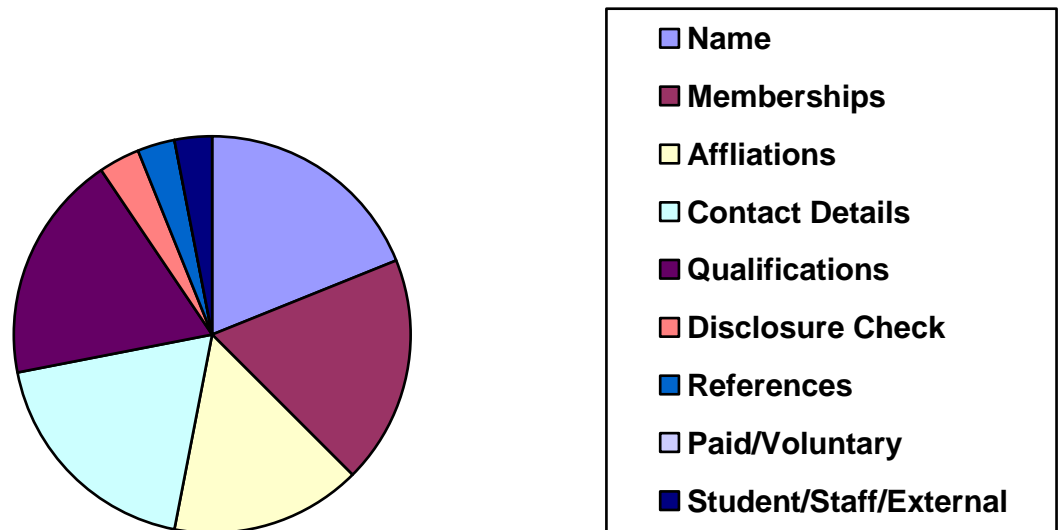
HEI's were asked whether they stored data on their coaches centrally and if so what the data held was and who had access to it. There were 6 (50%) of HEI's who did store data on their coaches. All the HEI's asked had more than one source for the data. The most popular source was the club/team receiving the coaching, with all 6 HEI's (100%) using this method. The second most popular was direct contact with the coach, 4 (67%) of the HEI's using this source.

Figure 11 Where the Data Stored on Coaches is Obtained From



All 6 (100%) HEI's stored their coaches name, memberships, qualifications and contact details . Nearly all 5 (83%) HEI's stored their coaches affiliations.

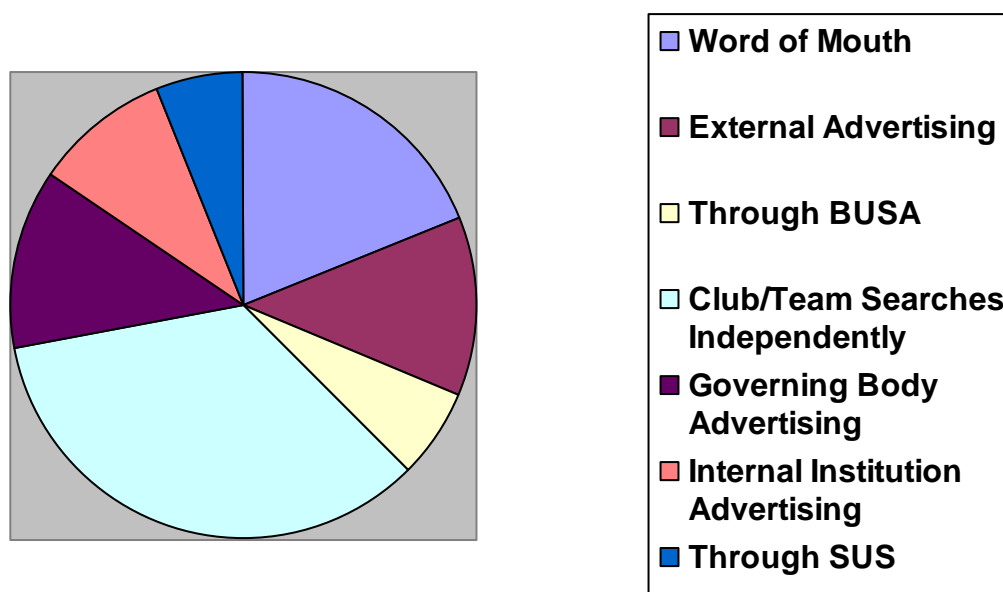
Figure 12 Which Data HEI's are Storing on Their Coaches



All 6 (100%) of the HEI's only let their sports union/department staff have access to the data held on coaches.

Most of the HEI's used several methods for recruiting coaches, the most popular method was the club/team searching independently with 11 (100%) of HEI's using this to recruit their coaches.

Figure 13 The Most Popular Methods of Recruiting Coaches in HEI's in Scotland

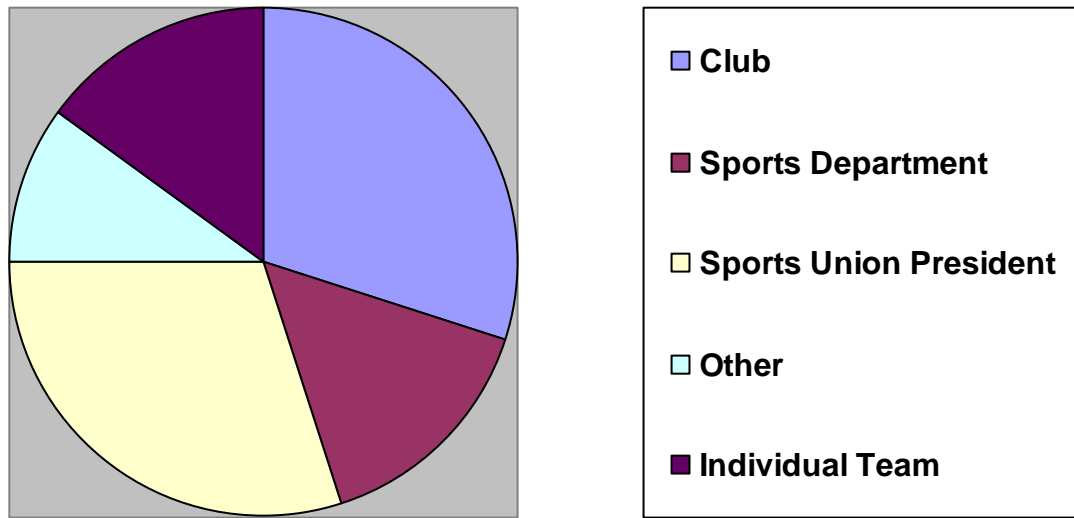


All the HEI's were asked whether they held contracts with their coaches. The majority of the HEI's, 9 (75%) did not hold any form of contract, and 3 (25%) of HEI's did.

There were 9 (75%) HEI's did not have a network of support in place for their coaches, and only 3 (25%) HEI's did.

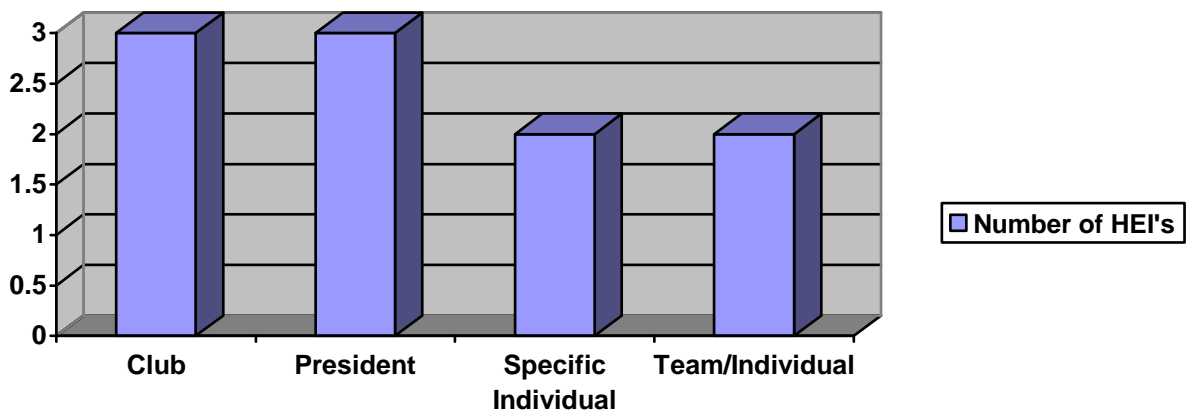
Many HEI's used several channels to liaise with the coach. The two most popular being the club and the sports union president as 6 (55%) HEI's respectively liaise with their coaches through these people.

Figure 14 Who liaises with the coaches in HEI's



HEI's were asked to identify who they managed the coaches overall. There were both 3 (27%) HEI's who had the club and sports union president managing the coaches. There were both 2 (18%) HEI's managing the coaches through a specific individual and the team receiving the coaching.

Figure 15 Who manages the coaches in HEI's



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There was 7 (59%) of HEI's who had no contact with any governing bodies with regard to coaching and 5 (41%) who did.

Only 1 (9%) HEI had been affected by the UKCC, and none had been by 'Reaching Higher'. The only way the one HEI that had been affected, is they had changed their basketball course to the level one UKCC.

Discussion

Due to the limited previous research specifically on coaching in HEI's in Scotland the results from the research brought up many new findings. There were also some key findings of the literature which were confirmed by the findings.

In relation to the number of coaches in HEI's in Scotland the number recorded was 434, Taylor (2007) when undertaking his study of the same population he found there to be 350 coaches. This would indicate a rise in the number of coaches working in HEI's in Scotland to be 84. Mori (2004) found there on average to be 36 coaches per university, this research found there were 40 coaches on average. The research found 84% of students who coach also play sport, Lyle (1997) supported this as he identified that 71% of coaches had identified that participation was their path into coaching.

From the literature Timson (2006) stated that coaching remained undeveloped as a profession and Nicolson (2006), Mori (2004) and Lyle (1997) identified that volunteers coaching was common practice and were heavily relied upon. The research confirmed this as 52% of coaches working for HEI's were voluntary, and 42% of all the coaches in HEI's in Scotland are students implying that they either coach for free or do it part time as well as studying. Mori (2004) produced statistics stating that in UK HEI's 58% of coaches are paid and 42% are voluntary. Mori (2004) statistics are slightly different this could be due Mori's

statistics are for the UK and not specifically Scotland. In addition the research showed 92% of Scottish HEI's had students coaching in some capacity.

Taylor (2007) research showed in Scottish HEI's there were 5 Development Officers in the sports departments, this research showed this had increased to 6.

Nicolson (2006) indicated coaches felt grants and local provision for coach education were poor. This research showed 58% of the HEI's in Scotland offered opportunities for their students to develop coaching qualifications and 55% of institutions' ran courses internally for all their coaches and 50 % encouraged them to take part in continuous professional development. Showing that local provision although could be better is not poor. Mori (2004) found similar figures; 58% of UK HEI's offered coaching conferences and 42% offered continuous professional development.

Lyle (1997) stated there were financial implications with development the research also found this as no institution totally funded their coaches courses, although 75% of HEI's contributed to the cost of courses. So finance was shown in the research to be limiting on coaches' development.

Department for Culture, Media and Sport (2002) believed coaching to be critical to sport development and success, the research showed were aware of this and 50% of the institutions' rated coaching as a very important.

Several journals highlighted the need for a central database of coaches, this need was confirmed by the lack of Scottish HEI's who recorded any data on their

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coaches, compared to Mori (2004) findings; 83% of universities centrally store their data. Of the Scottish HEI's who recorded data they all recorded the coaches name, contact details which was the same as Mori (2004) findings on the most popular data UK universities store.

Conclusion

In conclusion the questionnaire showed there was a wide range of situations across the HEI's, with varying levels of structure and priority.

The hypothesis was confirmed by some of the HEI's situations but for the majority this was not the case. Many HEI's were aware of the importance of coaching and so coaching was a relatively high priority for them. However, due to lack of funds this was not shown in the lack of formal structure and provision of coaching. To conclude coaching in HEI's in Scotland lacks a formal structure but is a high priority in the majority of cases.

Limitations

Not all HEI's returned the questionnaire. Without their data figures such as the number of coaches coaching at their institution, the data produced will be inaccurate representation of HEI's in Scotland.

Due to the little previous research directly on the nature of the problem there is little research to compare the findings to.

The questionnaire was sent to the sports union president who in the majority of cases filled out the questionnaire and in a few cases another member of staff did. As only one person filled out the questionnaire, the data only showed their opinion on their HEI's situation, as some of the questions were based on opinion not fact.

Recommendations

In order to establish the individuality of each HEI's situation and what they specifically require to improve further research should be done. In the form of in depth interviews, with a permanent member of staff.

To ensure the data accurately represents the population the remaining three HEI's responses should be collected.

The questions in the questionnaire although pre selected to ensure the research problem was answered left many other areas unquestioned. If the study was done again, using the same method, additional questions should be added to the questionnaire, on a wider range of topics.

SUS should recommend all HEI's to record data on their coaches and the HEI's without a system in place for approving or declining coaches should implement one. This will enable structure within HEI's to improve at a low financial cost. SUS should recommend to HEI's who do have local provision of coaching courses to inform other HEI's when they are and allow their coaches/students to attend.

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8. Do any of the student body coach? (Please tick one only)1 Yes 2 No (Please go to question 11)**9. How many students coach?****10. How many student coaches play sport as well as coaching?****11. How much of a priority is coaching at your institution? (Please tick one only)**Very Important
1 2 3 4 5 Not Important**Coaching Administration****12. Do you store data on all sports coaches centrally within the institution sports union/department? (Please tick one only)**1 Yes 2 No (Please go to question 16)**13. How is this information obtained?(Please tick all that apply)**1 Club/team provides information 3 Governing Body
2 Direct contact with the coach 4 Other (Please specify)**14. What type of information do you record on each coach? (Please tick all that apply)**1 Name 4 Contact details
2 Memberships to coaching bodies 5 Qualifications
3 Affiliations 6 Other (please specify)**15. Who has access to this information? (Please tick all that apply)**1 Sports Union/Department Staff 4 The Coaches Team
2 All the Institutions Clubs 5 All students
3 The Coaches Club 6 Other (Please Specify)**16. How are new coaches recruited? (Please tick all that apply)**1 Word of mouth 5 Governing Body advertising
2 External advertising 6 Internal Institution advertising
3 Through BUSA 7 Through SUS
4 Club/team searches independently 8 Other (Please Specify)**17. Does your institution hold contracts with each coach coaching your institutions sports teams/individuals? (Please tick one only)**1 Yes 2 No**Coaching Development****18. Does your institution have a member of staff in your sports union/department at your institution that is actively encouraging coaching? (Please tick one only)**1 Yes (please state their title) 2 No

19. Are there opportunities available within your institution for students to obtain the training to become a coach through gaining training and qualifications?

(Please tick one only)

1 Yes

2 No (Please go to Question 21)

20. Please state all coaching courses which are available throughout the academic year to students?

21. Are coaches coaching the institutions sports teams/individuals encouraged by your institution to pursue their own continuous professional development?

(Please tick one only)

1 Yes

2 No (Please go to Question 23)

22. How are they encouraged? (Please tick all that apply)

1 Advice

2 Long term individual coach development plans

3 Courses internally arranged by the institution for their coaches

4 Provided with information on external courses happening

5 Funding contribution to courses

6 Other (Please specify)

Finance

23. Please indicate number of paid and voluntary coaches employed by your institution?

Paid Voluntary (If all voluntary please go to Question 25)

24. Where is the money sourced to pay for paid coaches wages? (Please tick one only)

1 Specific Institution budget

4 Grants

2 Clubs receiving the coaching

5 Governing Bodies

3 A combination of institution and club funds

6 Other (Please specify)

25. Does your institution specifically budget for their sports team/individual coaches continuing professional development? (Please tick one only)

1 Yes

2 No (Please go to Question 27)

26. Does the university fund the cost of the courses for the coaches?

(Please tick one only)

1 Yes

2 No

3 A Contribution

Coaching Structure

27. Do you have a network of support in place for your institutions sports coaches?

(Please tick one only)

1 Yes

2 No

28. Who liaises with the institutions sports coaches? (Please tick all that apply)

1 Club

4 Sports Union president or equivalent

2 Sports department

5 Individual team

3 Other (Please specify)

29. Who are the coaches as a group managed by? (Please tick one only)

- 1 Club receiving coaching support 5 Sports department
 2 Sports Union president or equivalent 6 Individual/team receiving coaching
 3 Specific Individual (Please state title) 7 Nobody
 4 Other (Please Specify)

External Impacts on Coaching**30. Does your institution have contact with any sports specific governing bodies with regard to coaching? (Please tick one only)**

- 1 Yes (please indicate the nature of your contact) 2 No

31. Has the UKCC (United Kingdom Coaching Certificate) had any impacts on coaching within your institution? (Please tick one only)

- Yes (Please expand) 1
 No 2

32. Has the recently published reaching higher programme (following the scheduled review of Sport 21) by the Scottish Government had any impacts on coaching in your institution? (Please tick one only)

- Yes (Please expand) 1
 No 2

Future plans**33. What do think your institution requires to improve their current coaching situation? (Please tick all that apply)**

- Money 1
 Staff 2
 Advice 3
 More coaches 4
 Assistance from the governing bodies 5
 Other (Please Specify) 6

34. If you have any plans to develop coaching at your institution please explain;

Thank you taking time to fill out the questionnaire your answers will remain entirely anonymous and the responses provided will be used only for research purposes by Scottish Universities Sport.

Appendix 2A Additional Quantitative Coding

Question 18

- 1 - Development Officer
- 2 - Other

Respondents were asked to fill in the title of the member of staff encouraging coaching development if they had one. Additional coding on a new variable called Title was created to recognise the titles of the member of staff. This allowed data analysis to take place easier.

Question 24

- 7 - Block Grant from Student Association

This option was added as it had been written in the other option number 6, by adding this additional option data analysis will be quicker and more accurate.

Question 29

- 8 - Individual Colleges

This option was added as it had been written in the other option number 4, by adding this additional option data analysis will be quicker and more accurate.

Question 33

- 7 - Assistance from the university
- 8 - Coaching Network with other Universities

This option was added as it had been written in the other option number 6, by adding this additional options data analysis will be quicker and more accurate.

Appendix 2B Open Qualitative Coding

Question 20

4) Coaching is provided in connection with Glasgow Culture & Sport Dept

5) Football Levels 1,2 &3

Athletics - Children in Athletics

Basketball - Getting Started & UKCC level 1

Hockey Leaders

SportsCoach UK - Good Practice and Child Protectio

SportsCoach UK - Coaching Disabled Performers

In addition funding off upto one third of any cost can be applied for by students looking to attend any relevant course and with a commitment to the Sports Union

6) Netball Level 1, Hockey Level 1, Canoe Level 1 & 2, Canoe Safety & Rescue Training, Ultimate Frisbee Level 1 (This year). We also send out students to externally run courses.

10) The main one is the coaching week in April/May for 6 different sports

11) We will pay for them to go on courses they have located themselves

Word Groups

Council Links

Coaching is provided in connection with Glasgow Culture & Sport Dept

Hockey

Hockey Leaders

Hockey Level 1

Funding for External Courses

In addition funding off up to one third of any cost can be applied for by students looking to attend any relevant course and with a commitment to the Sports Union
We also send out students to externally run courses.

We will pay for them to go on courses they have located themselves.

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One off Event

The main one is the coaching week in April/May for 6 different sports

Football

Football Levels 1,2 & 3

Athletics

Athletics - Children in Athletics

Basketball

Basketball - Getting Started & UKCC level

Sports Coach UK Courses

SportsCoach UK - Good Practice and Child Protection

SportsCoach UK - Coaching Disabled Performers

Netball

Netball Level 1

Canoe

Canoe Level 1 & 2

Canoe Safety & Rescue Training

Ultimate Frisbee

Ultimate Frisbee Level 1

Question 34

5) Sports Degrees on offer are to be far more focussed on particular aspects of sport. Students will study a general first two years of sports and then branch out to specialise in sports coaching, sports psychology, sports nutrition, sports biomechanics, strength and conditioning.

We also plan to work more closely with Sports Tayside and Fife to include our student coaches in their scholarship schemes.

Plan to submit proposal for a larger budget to facilitate the employment of more paid coaches for the sports union clubs.

Stronger links to NGBS and locals clubs to provide training and placements for coaches.

6) We are currently undertaking a review of coaching, which started last year. This is in line with the insitutional sports strategy, which is looking at buying in more qualified coaches for teams looking towards building strong well coached clubs. To underpin these coaches we have built a support network, which includes 3 x seminars per year, a needs analysis and mentoring to coaches, and free clothing for coaches. To further build the coaching workforce we are looking at putting more students on courses and making the sports increasingly sustainable. In certain sports where we have problems with finding coaches we looking to host coaching courses to up-skill the student body.

7) Coaching is an area we hope to develop as clubs begin to think more strategically. We hope to begin planning how we identify and recruit the right coaches for our clubs in the near future. Any assistance and feedback from the questionnaire would be most helpful.

9) We are setting up a fund to allow students to apply for funding to obtain coaching qualifications.

10) The SDO is greatly going to help by creating a coaching week in April May to train our students in coaching/umpiring.

11) Yes - Setting up a discussion group to work on a future plan for coaches, who manages, grants, sourcing coaches, etc. Group to be formed in feb, 2008. Probably won't get off the ground until Sept 2008.

12) we have hired ideas off the sports development team, the scheme is only two months old it is a period of flux for a lot of this information. the money has only been made available for one year and i am searching for funds to make it a long term placement.

Word Groups

Links

We also plan to work more closely with Sports Tayside and Fife to include our student coaches in their scholarship schemes. Stronger links to NGBS and locals clubs to provide training and placements for coaches.

Budget Request

Plan to submit proposal for a larger budget to facilitate the employment of more paid coaches for the sports union clubs. the scheme is only two months old it is a period of flux for a lot of this information. the money has only been made available for one year and i am searching for funds to make it a long term placement.

More Coaches

buying in more qualified coaches for teams looking towards building strong well coached clubs
We hope to begin planning how we identify and recruit the right coaches for our clubs in the near future

Support Network

Setting up a discussion group to work on a future plan for coaches, who manages grants, sourcing coaches, etc
built a support network

Students

To further build the coaching workforce we are looking at putting more students on courses and making the sports increasingly sustainable. In certain sports where we have problems with finding coaches we looking to host coaching courses to up-skill the student body.

We are setting up a fund to allow students to apply for funding to obtain coaching qualifications.

Extra Staff

The SDO is greatly going to help by creating a coaching week in April May to train our students in coaching/umpiring

Appendix 3 Coaching Course Opportunities Provided by HEI's in Scotland

Football Levels 1,2 &3

Athletics - Children in Athletics

Basketball - Getting Started & UKCC level 1

Hockey Leaders

Hockey Level 1

Netball Level 1

Canoe Level 1 & 2

Canoe Safety & Rescue Training

Ultimate Frisbee Level 1

SportsCoach UK - Good Practice and Child Protection

SportsCoach UK - Coaching Disabled Performers

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