

COACHING WORKFORCE SURVEY

UK COACHING

Coaching in the UK 2022

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Background and method

This report presents findings from a study commissioned by UK Coaching to explore public opinion of coaches and coaching, as well as to inform UK Coaching's key objectives as an organisation. This study aims to measure the incidence of coaches in the UK, analyse any changes since when the research was last conducted in 2017 and 2019, and build a picture of the demographic characteristics of these coaches.

In 2017, a survey of 20,688 UK adults aged 18+ was conducted online between the 2nd and 21st August, 2017. The results were weighted to be representative of the UK population by gender, age, region and social grade.

In 2019, a survey of 50,797 UK adults aged 18+ was conducted online between the 9th August and the 16th September 2019. The results are weighted to be representative of the UK population by gender, age, region, social grade and ethnicity.

In 2022, a survey of 30,088 UK adults aged 18+ was conducted online between the 20th September and the 19th October 2022. The results are weighted to be representative of the UK population by gender, age, region, social grade and ethnicity.

In order to explore all forms of coaching, 'coaching' has been defined for the purposes of this research as: "Coaching, instruction, training or tuition in ANY sport or physical activity, outside of formal education. This can include any environment, such as formal sports club settings as well as informal community settings. It can include any sport or physical activity, including recreational or competitive sport, exercise, fitness, gym, dance, etc.".

Throughout the report, 'Active Coaches' are defined as those who have coached any sport or physical activity in the last 12 months.

The socio-economic groups refer to the National Readership Survey social grades: A (upper middle), B (middle), C1 (lower middle), C2 (skilled working), D (working), E (lowest). These are defined as: A: Higher managerial, administrative or professional. B: Intermediate managerial, administrative or professional. C1: Supervisory or clerical and junior managerial, administrative or professional. C2: Skilled manual workers. Ds: Semi and unskilled manual workers. E: Casual or lowest grade workers, pensioners and others who depend on the welfare state for their income.

Unless stated otherwise, 'LGBTQ+' refers to all respondents who have listed their sexuality as 'gay, lesbian, bisexual or other' and those who do not identify with the sex they were

assigned with at birth, or those who define their gender in another way that is not male or female. ‘Transgender and non-binary’ refers to all respondents who have stated they now identify differently to the sex they were assigned at birth or those who were born as ‘intersex’. ‘Cis-gender’ refers to all respondents who identify as either ‘male’ or ‘female’ and state this is the sex they were assigned at birth.

Throughout sport and physical activities are discussed in groups, these groups are as follows:

Grouped Activity	Sports/ Activity
Action sport	Roller skating, Skateboarding
Angling/ fishing	Angling
Bat and ball sports	Cricket, Rounders
Combat sports	Boxing, Chinese martial arts, Fencing, Judo, Ju Jitsu, Karate, Taekwondo, Wrestling
Cycling	Cycling
Dance	Dance
Exercise, fitness and personal training	Exercise and movement (e.g. Zumba, Aerobics, Boxercise, etc.), Weightlifting
Gaelic/ Irish sports	Gaelic football, Hurling/ Camogie, Shinty
Gymnastics and Trampolining	Gymnastics, Trampolining
Lawn games	Bowls
Multi-event sports	Modern pentathlon
Outdoor/ adventure sports and activities	Climbing, Orienteering, Parkour
Racquet games	Badminton, Squahs, Table Tennis, Tennis
Sports associated with a people who have a physical disability	Boccia
Sports on horseback	Equestrian (e.g. Horse riding, jumping, etc.)
Swimming and acuatics	Diving, Swimming, Water polo
Target sports	Archery, Golf, Shooting (e.g. clay pigeon)
Team sports	Basketball, Field hockey, Football, Handball, Lacrosse, Netball, Rogby league, Rugby union, Volleyball
Track and field sports	Athletics
Water sports	Canoeing, Rowing, Sailing/ yachting, Surfing, Water skiing, Windsurfing
Winter sports	Curling, Ice hockey, Ice skating, Skiing, Snowboarding
Yoga	Yoga
Other	Other

For any data reported on from 2017, population estimates are based upon the 2016 ONS mid-year population estimate of 51,767,543 people aged 18+ in the UK. For any 2019 data, these are based on the 2018 ONS mid-year population estimate of 52,383,965 people aged 18+ in the UK. For any 2022 data, these are based on the 2022 ONS mid-year population estimate of 53,513,132 people aged 18+ in the UK.

The tables displayed in this report that show the total differences between 2017, 2019 and 2022 use colour coded significance testing (P-values). The green colour gradients show where figures are statistically significantly higher and the red colour gradients highlight where the figures are statistically significantly lower. The darker the colour the more significant the differences between yearly data is. The P-value (shown below) is the difference of what would be expected if the 2017, 2019 and 2022 figures are statistically significantly different. P-values test null hypotheses of “no difference” or “independence.” It is common to declare differences with P-values less than .05 as "statistically significant." The P-value is the probability of observing a larger difference than what was observed in the sample data under the assumption that there is, in fact, no difference in the population.

Key of significance testing for year on year data



Section 1: Incidence, profile and background

How many participants are currently active in the UK?

Six percent of UK adults state that they have coached, instructed, trained, taught or led sport or physical activity in the last 12 months. This figure remains the same as in 2017 and 2019. Six percent equates to around 3.1 million active coaches across the UK. Two thirds (67%) of UK adults in 2022 state they have never coached, but a quarter (26%) have coached at some point in their lives.

Frequency of those who have coached	Year		
	2017	2019	2022
In the past 12 months	6%	6%	6%
In the past 2 years	2%	2%	2%
In the past 3 years	2%	2%	2%
In the past 5 years	2%	2%	3%
Longer than 5 years ago	14%	14%	13%
Never	66%	68%	67%
Don't know/can't remember	7%	7%	7%
Unweighted N	20688	50797	30088

How diverse is the coaching population?

As was the case in 2017 and 2019, it remains that active coaches are more likely to be men than women. More than half (55%) of coaches are male in 2022, compared to 44% who are female. Five percent of women are active coaches, the same as in 2019.

Frequency of those who have coached	Gender		
	Male	Female	In another way
In the past 12 months	21%	22%	16%
In the past 2 years	9%	9%	9%
In the past 3 years	8%	10%	9%
In the past 5 years	10%	11%	13%
Longer than 5 years ago	52%	48%	53%
Unweighted N	4084	3544	92

Those from Ethnically Diverse Community are more likely to be a coach than White people, with 8% of people from Ethnically Diverse Communities being an active coach compared to 5% of White people. This translates to 19% of active coaches being from an

Ethnically Diverse Community, of which 9% are Asian, 4% are Black, African or

Caribbean, 2% are from Mixed background, and

Frequency of those who have coached	Ethnicity		
	White	NET: Ethnically Diverse	Refused
In the past 12 months	5%	8%	9%
Unweighted N	26100	3141	847

1% are from other backgrounds.

Nearly a quarter (23%) of active coaches in 2022 are either limited a little or a lot by a disability or long term health condition, the same proportion as in 2019.

More than a third (38%) of active coaches are in a lower social grade (C2DE), compared to 62% who are in a higher social grade (ABC1). Compared to 2019, there has been an increase in the proportion of active coaches who are in lower social grades (C2DE), from 33% to 38%.

It remains that coaches are likely to be younger, with 45% of active coaches aged 18 to 34, which is an increase in comparison with the proportion who were aged 18-34 in 2019 (40%). More than a third (39%) of active coaches are aged between 35 and 54 years, whilst 16% are aged 55 and over; lower than the proportion of active coaches aged 55 and over in 2019 (20%).

As was the case in 2017 and 2019, people living in London are more likely to be a coach than adults across the UK as a whole. Seven percent of those living in London are active coaches, which translates to 15% of active coaches living in London. Whilst 22% of active coaches live in the North of England, those living in the North are less likely to be coaches than the those who live in London (5% vs. 7%).

Frequency of those who have coached	In the past 12 months
North East	4%
North West	6%

Yorkshire and the Humber	5%
East Midlands	6%
West Midlands	6%
East of England	5%
London	7%
South East	6%
South West	5%
Wales	6%
Scotland	5%
Northern Ireland	5%
NET: North	5%
NET: Midlands	6%
NET: South	6%
Net: England	6%

Demographic breakdown of active coaches

Ethnicity

White	80%
Mixed/multiple ethnic groups	2%
Asian/ Asian British	9%
Black / African / Caribbean / Black British	4%
Other Ethnic group	1%
NET: Ethnically Diverse	16%
Refused	5%

Disability

Yes, limited a lot, Yes, limited a little	23%
No	77%

Social Grade

ABC1	62%
C2DE	38%

Age

18-34	45%
35-54	39%
55+	16%

Region

North East	3%
North West	11%
Yorkshire and the Humber	8%
East Midlands	7%
West Midlands	9%
East of England	8%
London	15%
South East	15%
South West	8%
Wales	5%
Scotland	8%

Northern Ireland	3%
NET: North	22%
NET: Midlands	16%
NET: South	47%
Net: England	85%
<hr/>	
Unweighted N	1681

Section 2: Sport and Physical Activity coaching in the UK

Reasons for first becoming a coach

For those who have coached in the last five years, top reasons for first becoming a coach include to support their local club/team (20%), to stay involved in sport or physical activity (20%) and beginning coaching other participants whilst still playing themselves (20%).

Compared to 2019, coaches are slightly less likely to cite reasons such as supporting their local club/team (20% vs. 23%), beginning coaching whilst still playing (20% vs. 23%) and progressing from volunteering (18% vs. 21%).

Notably, those who are from an Ethnically Diverse Community are more likely than White people to say they began coaching because they were inspired by their own coach (15% vs. 11% respectively). Furthermore, those who are in higher social grades (ABC1) are more likely than those in lower social grades (C2DE) to state that they first became a coach to support their local club/team (22% vs. 16%) and because they progressed from volunteering to become a coach (21% vs. 14%).

Turning to look at differences by gender, female coaches are less likely than male coaches to select all reasons other than being inspired by their own coach and progressing from volunteering, where there are no significant differences by gender. Male coaches are most likely to say they first became a coach to support their local club/team (24% vs. 16% of female coaches) and because they became involved in coaching whilst still playing (22% vs. 17% of female coaches). Female coaches are most likely to state they first became a coach to stay involved in sport or physical activity (18%) but are still slightly less likely to cite this than male coaches (21%).

Why did you become a coach	All	Gender			Ethnicity	
		Male	Female	In another way	White	Ethnically diverse
I began coaching other participants whilst still playing	20%	22%	17%	32%	20%	17%
I was inspired by my own coach	12%	12%	12%	20%	11%	15%
To stay involved in sport or physical activity	20%	21%	18%	22%	20%	21%
To contribute to my local community	18%	19%	16%	21%	17%	20%
To support my local club/team	20%	24%	16%	22%	21%	18%
As a result of child's involvement in the sport	15%	17%	13%	11%	15%	17%
Progressed from volunteering (e.g. helping out in the club)	18%	19%	17%	15%	19%	18%
Career development	15%	14%	16%	6%	15%	17%
Other	10%	8%	13%	7%	12%	4%
Don't know	10%	8%	12%	12%	9%	11%
Unweighted N	3691	1811	1839	41	2884	680

Pay status of active coaches

It is most common for active coaches to be volunteering only (i.e. not doing any paid coaching), at 40%. Notably, this is a decrease in the proportion of active coaches who were volunteers only in 2019, from 46%. A fifth of active coaches (21%) are paid only, the same proportion who were paid only in 2019. There is also no significant difference in the proportion of coaches who are both paid and volunteer coaches (17% in 2022 vs. 16% in 2019). Overall, more than a third (38%) of active coaches are paid in any capacity in 2022.

Paid/unpaid coaching status	Year		
	2017	2019	2022
Paid only	19%	21%	21%
Volunteer only	46%	46%	40%
Paid and volunteer	15%	16%	17%
Neither	20%	17%	22%
Net: All paid	34%	37%	38%
Unweighted N	1350	2745	1681

Those from Ethnically Diverse Communities (50%) are more likely than active coaches as a whole (38%), and White active coaches (36%), to be paid in any capacity. Furthermore, female active coaches are more likely than male active coaches to be both paid only (32% vs. 13%) and paid in any capacity (46% vs. 31%). Meanwhile, those without a disability or long term health condition are twice as likely to be doing only paid coaching than those who do have a disability or long term health condition (24% vs. 12%).

Paid/unpaid coaching status	Gender			Ethnicity		Disability	
	Male	Female	In another way	White	NET: Ethnically Diverse	Yes	No
Paid only	13%	32%	17%	23%	14%	12%	24%
Volunteer only	47%	32%	49%	42%	31%	39%	41%
Paid and volunteer	18%	15%	34%	13%	36%	27%	14%
Neither	22%	22%	0%	22%	19%	22%	22%
Net: All paid	31%	46%	51%	36%	50%	39%	37%
Unweighted N	828	813	15	1355	250	372	1286

Similar to 2019, 9% of active coaches consider coaching their primary occupation (8% in 2019), which rises to 15% of active coaches from Ethnically Diverse Communities (higher than the 8% of White active coaches). Young active coaches are also more likely than older active coaches to consider coaching their primary occupation (11% of 18-34 year-olds vs. 6% of 55+ year-olds). Furthermore, active coaches who have a disability or long term health condition are more likely than those without to state that coaching is their primary occupation (13% vs. 8%).

Is coaching a primary occupation	18-34	35-54	55+	White	NET: Ethnically diverse	Yes	No	
Yes	11%	9%	6%	8%	15%	13%	8%	
No	89%	91%	94%	92%	85%	87%	92%	
Unweighted N	Is coaching a primary occupation				2019	2022	372	1286
There are no differences whether	Yes				8%	9%	significant when looking at coaching is a	
	No				92%	91%		
	Unweighted N				2823	1681		

primary occupation by gender or social grade.

Time spent coaching and number of sessions coached in a typical week

In a typical week, active coaches spend an average of 4 hours coaching in a paid capacity, compared to 6.3 hours of voluntary coaching. Active coaches from Ethnically Diverse Communities do, on average, more hours of both paid (5 hours) and voluntary coaching (9.4 hours) per week.

Hours coaching in a typical week	Paid	Voluntary
0	62%	43%
1 to 2	18%	33%
3 to 5	7%	9%
6 to 9	3%	3%
More than 10 hours	10%	12%
Unweighted N	1681	1681

When looking at the number of sessions coached in a typical week, the majority of active coaches (52%) coach 1 to 2 sessions, which is lower than the 60% who coached 1 to 2 sessions in a typical week in 2019. More than a quarter (27%) of active coaches coach zero sessions in a typical week, which is an increase from 21% in 2019.

How many sessions coached in a typical week	Year	
	2019	2022
0	21%	27%
1 to 2	60%	52%
3 to 5	13%	13%
6 to 10	4%	4%
11+	3%	4%
Unweighted N	2821	1681

Active coaches in lower social grades (C2DE) are more likely than those in higher social grades (ABC1) to coach zero sessions in a typical week (33% vs. 24%).

Furthermore, active coaches who have a disability or long term health condition are twice as likely as those without to coach more than 11 sessions in a typical week (6% vs. 3%).

How many sessions coached in a typical week	Social Grade		Disability	
	ABC1	C2DE	Yes	No
0	24%	33%	25%	28%
1 to 2	55%	47%	50%	53%
3 to 5	13%	13%	14%	13%
6 to 10	3%	4%	5%	3%
11+	4%	3%	6%	3%
Unweighted N	1095	586	372	1286

Level, location and types of participants coached

Similar to 2019, it is most common for active coaches to coach at recreational level, with two thirds of active coaches (66%) coaching this level. This is followed by 18% who coach at club level, and 8% who coach at academy level.

Level of activity coached	Year	
	2019	2022
Recreational level	67%	66%
Academy level	8%	8%
Club level	19%	18%
District, county or regional level	5%	5%
National level	3%	3%
International level	2%	2%
Other	4%	3%
Don't know	8%	9%

Unweighted N

2823

1681

When looking at types of types of participants coached, it is most common for active coaches to coach mixed gender groups (44%), followed by adults aged 18-50 (29%) and mixed ability groups (28%). Compared to 2019, a lower proportion of coaches coach adults aged 18-50 (29% vs. 34%), older children aged 10-13 (22% vs. 28%), young people aged 14-17 (19% vs. 22%), people new to sport/physical activity (18% vs. 23%) and older adults aged 50+ (13% vs. 15%). Just 3% of active coaches coach talented players/high performance athletes in 2022.

Types of participants coached	Year	
	2019	2022
Mixed gender groups	43%	44%
Mixed ability groups	29%	28%
Pre-school children (0-4)	8%	9%
Younger children (5–9)	30%	27%
Older children (10-13)	28%	22%
Young people (14–17)	22%	19%
Adults (18-50)	34%	29%
Older adults (50+)	15%	13%
Talented players/high performance athletes	5%	3%
People new to the sport/physical activity	23%	18%
People who are inactive/infrequently active	11%	8%
People from low income groups	10%	10%
People with a physical disability	7%	6%
People with a learning disability	9%	9%
People with a long-term illness or health conditions	6%	5%
People from black and minority ethnic groups	10%	10%
Women or girls only groups	6%	6%
Men or boys only groups	4%	3%
Other	2%	3%
Don't know	5%	7%
Net: At least one	95%	93%
Unweighted N	2823	1681

Those who have a disability or long term health condition are slightly more likely to coach both people with a physical disability (9% vs. 6% without) and people with a long-term illness or health condition (8% vs. 4%).

Looking at ethnicity, White coaches are more likely than those from Ethnically Diverse Communities to coach at least one type of group listed (95% vs. 89%). Furthermore,

female active coaches are more likely than male active coaches to coach pre-school children aged 0 to 4 (14% vs. 5%), younger children aged 5 to 9 (36% vs. 21%) and people with a learning disability (12% vs. 6%). They are less likely than male active coaches to coach adults aged 18-50 (22% vs. 36%).

Types of participants coached	Disability		Ethnicity		Gender		
	Yes	No	White	NET: Ethnically diverse	Male	Female	In another way
Mixed gender groups	39%	45%	46%	36%	43%	44%	44%
Mixed ability groups	29%	28%	30%	21%	27%	29%	19%
Pre-school children (0-4)	10%	8%	8%	10%	5%	14%	6%
Younger children (5–9)	26%	27%	29%	18%	21%	36%	19%
Older children (10-13)	24%	21%	24%	15%	22%	23%	12%
Young people (14–17)	18%	19%	19%	19%	21%	16%	11%
Adults (18-50)	25%	31%	30%	26%	36%	22%	30%
Older adults (50+)	15%	12%	15%	5%	13%	13%	10%
Talented players/high performance athletes	2%	3%	3%	3%	4%	2%	7%
People new to the sport/physical activity	19%	18%	21%	7%	20%	15%	33%
People who are inactive/infrequently active	9%	8%	9%	4%	8%	9%	15%
People from low income groups	12%	9%	11%	5%	9%	10%	22%
People with a physical disability	9%	6%	7%	3%	5%	7%	17%
People with a learning disability	11%	8%	10%	4%	6%	12%	22%
People with a long-term illness or health conditions	8%	4%	6%	3%	4%	6%	17%
People from black and minority ethnic groups	10%	10%	10%	8%	10%	10%	10%
Women or girls only groups	6%	6%	7%	5%	4%	9%	10%
Men or boys only groups	4%	3%	4%	2%	5%	2%	5%
Other	2%	4%	4%	2%	4%	3%	6%
Don't know	6%	7%	5%	11%	5%	8%	8%
Net: At least one	94%	93%	95%	89%	95%	92%	92%
Unweighted N	372	1286	1355	250	828	813	15

A quarter of active coaches (26%) coach at a sports club, making it the most common location. Following this, 13% coach in school sessions, as part of PE and school sport, whilst 11% coach in an outdoor urban space and a further 11% coach at private leisure

centre, gym or health club. Those from Ethnically Diverse Communities are more likely to be a coach at both private (15%) and local authority (19%) leisure centres.

Where coached	All
Sports club	26%
Local Authority leisure centre	10%
Private leisure centre, gym or health club	11%
Community group, youth group or similar	10%
School sessions (as part of PE)	13%
School sessions (e.g. outside PE, Active Schools)	9%
Further or Higher Education sessions	4%
Sports Institute or similar	3%
In an outdoor/countryside setting (river, forest, etc.)	10%
In an outdoor urban space (park or playground, etc.)	11%
Private sessions with my own clients	9%
In a talent/performance environment (e.g. first selective environment, regional or national age group team)	2%
Other	13%
Unweighted N	1681

Where coached	Ethnicity	
	White	NET: Ethnically diverse
Sports club	25%	30%
Local Authority leisure centre	8%	19%
Private leisure centre, gym or health club	10%	15%
Community group, youth group or similar	10%	11%
School sessions (as part of PE)	13%	12%
School sessions (e.g. outside PE, Active Schools)	9%	12%
Further or Higher Education sessions	3%	6%
Sports Institute or similar	2%	7%
In an outdoor/countryside setting (river, forest, etc.)	11%	6%
In an outdoor urban space (park or playground, etc.)	10%	14%
Private sessions with my own clients	8%	10%
In a talent/performance environment (e.g. first selective environment, regional or national age group team)	2%	2%
Other	13%	12%
Unweighted N	1355	250

Section 3: Sport and Physical Activity Coaching Quality

Qualifications

Similar to 2019, amongst all those who have ever coached, it is most common that they have never completed a formal coaching or instructor qualification (44%). Following this, 13% of those who have ever coached completed a coaching or instructor qualification longer than 5 years ago, whilst just under one in ten (9%) have completed one within the last 12 months.

Male coaches are slightly more likely than female coaches to have completed a coaching or instructor qualification within the last 12 months (11% vs. 7%).

Notably, those with a disability or long term health condition are more likely than those without to have completed a coaching or instructor qualification (63% vs. 47%).

Furthermore, coaches from an Ethnically Diverse Community are more likely than White coaches to have completed a coaching qualification (63% vs. 49%).

Last time qualifications were taken: A coaching/instructor qualification	All	Gender			Ethnicity		Disability	
		Male	Female	In another way	White	NET: Ethnically Diverse	Net: Yes	No
Within the last 12 months	9%	11%	7%	13%	8%	13%	10%	9%
In the past 2 years	10%	10%	10%	5%	9%	16%	14%	8%
In the past 3 years	11%	12%	9%	16%	10%	14%	15%	9%
In the past 5 years	9%	9%	9%	19%	9%	12%	12%	8%
Longer than 5 years ago	13%	13%	13%	8%	14%	9%	12%	14%
Never	44%	42%	46%	39%	47%	33%	33%	49%
Don't know	4%	3%	5%	0%	4%	4%	4%	4%
Unweighted N	3691	1811	1839	41	2884	680	1109	2578

Informal or formal learning and CPD

Turning to look at any informal or formal learning related to coaching, three in ten (31%) of those who have ever coached have never completed this. It is more common for coaches to have completed any informal or formal learning related to coaching than a coaching/instructor qualification, with 15% having completed learning within the last 12 months.

Again, those with a disability or long term health condition are notably more likely to have completed any learning related to coaching than those without (76% vs. 60%).

Additionally, coaches from Ethnically Diverse Communities are also more likely than White coaches to have completed any informal or formal learning related to coaching (72% vs. 62%).

Last time any informal or formal learning or development related to coaching was taken	All	Gender			Ethnicity		Disability combined	
		Male	Female	In another way	White	NET: Ethnically diverse	Net: Yes	No
Within the last 12 months	15%	15%	15%	15%	15%	15%	14%	16%
In the past 2 years	13%	14%	12%	12%	11%	20%	17%	12%
In the past 3 years	13%	13%	13%	27%	12%	18%	18%	11%
In the past 5 years	11%	10%	12%	6%	11%	10%	14%	10%
Longer than 5 years ago	12%	12%	13%	11%	13%	8%	13%	12%
Never	31%	32%	29%	28%	33%	24%	20%	35%
Don't know	5%	4%	6%	0%	5%	4%	4%	5%
Unweighted N	3691	1811	1839	41	2884	680	1109	2578

Since 2017, there has been a steady decline in the proportion of coaches without a coaching qualification (56% to 50% in 2022). However there is a rise in the proportion who have a level 3/4 or equivalent (8% in 2017, 10% in 2019 and 13% in 2022).

Coaching qualifications	Year		
	2017	2019	2022
No coaching qualification	56%	51%	50%
Activator/ leader qualification	6%	8%	7%
Level 1 (or equivalent)	11%	11%	11%
Level 2 (or equivalent)	10%	12%	11%
Level 3 (or equivalent)	5%	7%	9%
Level 4 (or equivalent)	3%	3%	4%
HE/FE Degree or Diploma, or above	5%	4%	5%
Other	4%	3%	4%
Net: Any level of qualification	40%	46%	46%

Notably, compared to 2019 there has also been a slight decrease in the proportion of coaches who say obtaining a qualification is easy (46% vs. 43%), alongside a rise in the proportion who say it is difficult (18% vs. 21%).

White coaches are more likely than those from Ethnically Diverse Communities to say obtaining their qualification was easy (45% vs. 37%). Furthermore, those without a disability or long term health condition are more likely than those with to say it was easy to obtain their qualification (46% vs. 38%).

Ease of obtaining qualification	Year	
	2019	2022
Very easy	15%	14%
Easy	31%	29%
Neither easy nor difficult	34%	32%
Difficult	15%	16%
Very difficult	3%	4%
Don't know	2%	4%
Net: Easy	46%	43%
Net: Difficult	18%	21%
Unweighted N	2769	1839

Ease of obtaining qualification	Ethnicity		Disability	
	White	NET: Ethnically Diverse	Net : Yes	No
Very easy	15%	12%	12%	16%
Easy	30%	25%	26%	30%
Neither easy nor difficult	32%	34%	35%	31%
Difficult	15%	19%	19%	15%
Very difficult	4%	5%	5%	4%
Don't know	4%	4%	3%	4%
Net: Easy	45%	37%	38%	46%
Net: Difficult	19%	25%	24%	19%
Unweighted N	1354	387	678	1132

Understanding the coaching needs of different groups

Similar to 2019, active coaches claim to have the most understanding of the needs of adults (77%), those new to sport/physical activity (71%) and young people aged 14 to 17 (69%).

There have been increases since 2019 in the proportion of active coaches who claim to have an understanding of the coaching needs of talented players/high performance athletes (47% to 50%) and people with a long-term illness or health condition (42% to 46%). Notably, active coaches who have a disability or long term health condition

themselves are much more likely to claim to have some level of understanding of the coaching needs of this group (63% vs. 40% those without).

Furthermore, those from Ethnically Diverse Communities are also more likely to have at least some understanding of the needs of people with long term health conditions (57%). They are also more likely to claim to have more of an understanding of the needs of talented athletes (64% vs. 50% of all active coaches).

Turning to look at gender, female active coaches are more likely to say they have at least some understanding of the coaching needs of women or girls only groups, with three quarters saying so (75% vs. 67% of all active coaches).

Good level of understanding in coaching different groups	Year		
	2017	2019	2022
Pre-school children (0-4)	43%	46%	45%
Younger children (5–9)	58%	58%	57%
Older children (10-13)	66%	67%	66%
Young people (14–17)	67%	70%	69%
Adults (18-50)	74%	76%	77%
Older adults (50+)	59%	61%	61%
Talented players/high performance athletes	46%	47%	50%
People new to the sport/physical activity	68%	71%	71%
People who are inactive/infrequently active	60%	62%	64%
People from low income groups	62%	64%	65%
People with a physical disability	44%	43%	45%
People with a learning disability	45%	45%	47%
People with a long-term illness or health conditions	43%	42%	46%
People from black and minority ethnic groups	66%	66%	64%
Women or girls only groups	67%	68%	67%
People from LGBTQ+ groups	-	-	57%
Unweighted N	0-1350	0-2823	1681

Good level of understanding in coaching different groups	Ethnicity		Disability		Gender		
	White	Ethnically Diverse	Yes	No	Male	Female	In another way
Pre-school children (0-4)	44%	48%	52%	43%	39%	53%	33%
Younger children (5–9)	57%	57%	60%	56%	51%	64%	44%
Older children (10-13)	66%	64%	69%	65%	64%	68%	71%
Young people (14–17)	68%	70%	75%	67%	72%	64%	90%

Adults (18-50)	77%	77%	82%	75%	83%	69%	100%
Older adults (50+)	62%	59%	66%	59%	65%	57%	59%
Talented players/high performance athletes	47%	64%	55%	48%	56%	42%	58%
People new to the sport/physical activity	71%	69%	73%	70%	77%	62%	87%
People who are inactive/infrequently active	65%	62%	67%	64%	67%	60%	88%
People from low income groups	65%	65%	73%	63%	68%	60%	60%
People with a physical disability	43%	52%	57%	41%	45%	44%	71%
People with a learning disability	45%	53%	59%	43%	45%	48%	72%
People with a long-term illness or health conditions	43%	57%	63%	40%	46%	43%	77%
People from black and minority ethnic groups	63%	68%	68%	62%	65%	61%	78%
Women or girls only groups	68%	67%	72%	66%	60%	75%	96%
People from LGBTQ+ groups	58%	54%	64%	55%	55%	59%	90%
Unweighted N	1355	250	372	1286	828	813	15

Additionally, three quarters of active coaches agree that they feel their coaching makes a difference to their participants (77%), and that they can adapt activities whilst coaching to be inclusive of all participants (76%). This further demonstrates active coaches' self-assessed ability to meet the coaching needs of their participants during sessions.

Agreement statements about coaching experience	Net: Agree	Neither agree nor disagree	Net: Disagree	Unweighted N
I look forward to coaching	65%	26%	8%	1681
I feel that my coaching makes a difference to my participants	77%	20%	3%	1681
I am recognised for the contribution I make to helping others through coaching	51%	33%	16%	1681
It's hard to balance coaching alongside my other commitments (e.g. work, childcare)	42%	29%	29%	1681
I have the right resources or equipment to coach effectively	64%	25%	11%	1681
I would like some help from others when I coach (i.e. parents or other volunteers)	49%	32%	19%	1681
I would recommend coaching to a friend or colleague	63%	31%	7%	1681
I feel confident when delivering sport or physical activity sessions	71%	20%	8%	1681
I am able to coach to a standard I am pleased with	66%	25%	9%	1681
I can adapt activities whilst coaching to be inclusive of all participants	76%	20%	5%	1681

Primary role as a coach

In line with 2019, it is most common for active coaches to see their role being to build confidence and self-esteem in participants (48%). Following this, a third (34%) feel their primary role is to promote health and personal wellbeing.

Compared to 2019, there have been slight declines in the proportion of active coaches perceiving their primary role as developing technique, teaching drills and skills (32% vs. 36%), helping people to achieve their individual sport/activity goals (28% vs. 31%) and teaching the rules of the game/sport (16% vs. 19%).

Furthermore, male active coaches are more likely to see their role differently than female active coaches. For example, to develop technique (38% vs. 26%), to help people achieve their individual goals (31% vs. 24%) and to prepare people for events and competitions (12% vs. 6%).

Active coaches from higher social grades (ABC1) are more likely than those in lower social grades (C2DE) to consider their primary role as a coach being to develop those who are talented (9% vs. 5%) and to develop technique (35% vs. 28%).

Turning to look at ethnicity, active coaches from Ethnically Diverse Communities are more likely than White active coaches to see their primary role as being to develop those who are talented (15% vs. 6%) and prepare people for events or competitions (15% vs. 8%). They are less likely than White active coaches to feel their primary role is to develop technique (24% vs. 34%) and build confidence and self-esteem in participants (36% vs. 51%).

Primary role as a coach	Year		
	2017	2019	2022
To teach the rules of the game/sport	19%	19%	16%
To develop technique, and teach drills and skills	35%	36%	32%
To prepare people for events or competitions	10%	9%	9%
To promote health and personal wellbeing	34%	33%	34%
To build confidence and self-esteem in participants	48%	50%	48%
To help people achieve their individual sports/activity goals, whatever that might be	27%	31%	28%
To inspire others	23%	19%	18%
To get people active	25%	25%	26%
To keep people active	23%	21%	23%
To develop those who are talented	9%	9%	7%
Other	3%	3%	3%
None of these	4%	4%	5%
Net: At least one	96%	96%	95%
Unweighted N	1350	2823	1681

Primary role as a coach	Gender			Ethnicity		Social Grade	
	Male	Female	In another way	White	NET: Ethnically diverse	ABC1	C2DE
To teach the rules of the game/sport	16%	17%	7%	16%	15%	17%	15%
To develop technique, and teach drills and skills	38%	26%	36%	34%	24%	35%	28%
To prepare people for events or competitions	12%	6%	0%	8%	15%	10%	8%
To promote health and personal wellbeing	28%	43%	32%	35%	29%	33%	36%
To build confidence and self-esteem in participants	46%	54%	37%	51%	36%	47%	50%
To help people achieve their individual sports/activity goals, whatever that might be	31%	24%	19%	28%	24%	29%	25%
To inspire others	19%	17%	26%	18%	23%	19%	17%
To get people active	23%	31%	11%	27%	24%	25%	28%
To keep people active	20%	26%	25%	22%	26%	22%	24%
To develop those who are talented	9%	6%	0%	6%	15%	9%	5%
Other	3%	2%	13%	3%	1%	2%	4%
None of these	5%	5%	8%	4%	6%	4%	6%
Net: At least one	95%	95%	92%	96%	94%	96%	94%
Unweighted N	828	813	15	1355	250	1095	586

What makes a great coach, according to coaches?

Half of those who have ever coached (50%) believe that a great coach is one who gives feedback. This is slightly down from the 53% who stated this belief in 2019. Following this, 45% believe a great coach is one who improves peoples’ skills and abilities, which is also down slightly from 2019 (48%).

There have been slight increases, compared to 2019, in the proportion who consider a great coach to be one who creates a warm and welcoming environment (33% vs. 31%) and one who listens to participants (28% vs. 26%).

What makes a good coach	Year		
	2017	2019	2022
Have previous experience of coaching	19%	16%	17%
Are highly skilled in the sport/activity	29%	30%	27%
Are qualified	34%	31%	29%
Know the rules of the game	18%	18%	18%
Improve peoples' skills/ability	45%	50%	46%
Get good results (i.e. win matches/games)	15%	14%	13%
Are professional	0%	0%	0%
Are confident	20%	20%	19%
Listen to participants	28%	27%	30%
Remain calm under pressure	0%	0%	0%
Are friendly and approachable	44%	43%	42%
Are honest and trustworthy	0%	0%	0%
Build good relationships and rapport	37%	38%	38%
Understand their participants	0%	0%	0%
Treat all participants as individuals	36%	36%	34%
Give constructive feedback	52%	54%	52%
Create a warm and welcoming environment	34%	35%	37%
Maintain high levels of safety	21%	22%	21%
Have excellent communication skills	0%	0%	0%
Other	1%	1%	1%
I'm not sure, I don't know anything/enough about coaching	4%	3%	3%
Unweighted N	1350	2823	1681

Looking at differences by ethnicity, those from an Ethnically Diverse Community who have ever coached are more likely than White coaches to prioritise getting good results (15% vs. 13%) and being confident (19% vs. 16%) as qualities which make a great coach. Conversely, White coaches are more likely to prioritise being qualified (33% vs. 26%) and improving peoples' skills and ability (46% vs. 40%), alongside other qualities to do with building relationships with participants (39% vs. 33%), treating them all as individuals (38% vs. 26%) and creating a warm and welcoming environment (34% vs. 28%). White coaches are also more likely than coaches from Ethnically Diverse Communities to state that a

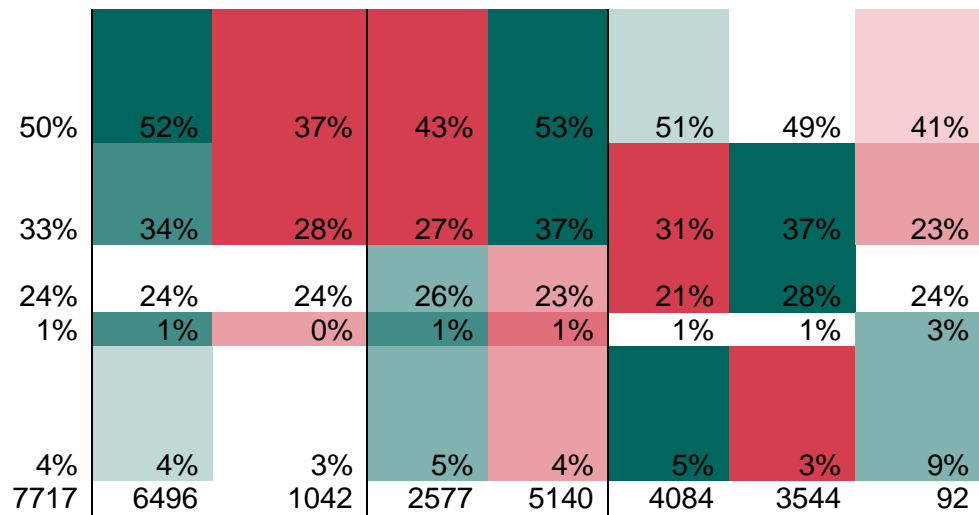
great coach is one who gives constructive feedback (52% vs. 37%) and who is qualified (33% vs. 26%).

Those who have ever coached who have a disability or long term health condition are slightly more likely than those without to say a great coach is one who maintains high levels of safety (26% vs. 23%), and they are notably less likely to prioritise qualities such as improving peoples’ skills and ability (40% vs. 48%), giving constructive feedback (43% vs. 53%) and creating a warm and welcoming environment (27% vs. 37%).

There are also notable differences by gender. Women who have ever coached are more likely than male coaches to prioritise creating a warm and welcoming environment (37% vs. 31%) and maintaining high levels of safety (28% vs. 21%). Comparatively, men who have ever coached are more likely to say a great coach is one who knows the rules of the game (23% vs. 17%) and is confident (18% vs. 14%). They are also slightly more likely to prioritise improving peoples skills/ ability (47% vs. 43%) and getting good results (14% vs. 11%).

What makes a good coach	All	Ethnicity		Disability		Gender		
		White	NET: Ethnically diverse	Yes	No	Male	Female	In another way
Have previous experience of coaching	15%	15%	16%	15%	16%	16%	15%	10%
Are highly skilled in the sport/activity	25%	25%	25%	23%	26%	25%	25%	28%
Are qualified	32%	33%	26%	31%	33%	30%	35%	33%
Know the rules of the game	21%	21%	20%	20%	21%	23%	17%	29%
Improve peoples' skills/ability	45%	46%	40%	40%	48%	47%	43%	40%
Get good results (i.e. win matches/games)	13%	13%	15%	13%	13%	14%	11%	13%
Are professional	0%	0%	0%	0%	0%	0%	0%	0%
Are confident	16%	16%	19%	15%	17%	18%	14%	20%
Listen to participants	28%	28%	24%	27%	28%	27%	28%	27%
Are friendly and approachable	39%	41%	31%	34%	42%	38%	42%	35%
Build good relationships and rapport	38%	39%	33%	34%	39%	37%	39%	25%
Treat all participants as individuals	36%	38%	26%	36%	36%	35%	38%	35%

Give constructive feedback and corrections
 Create a warm and welcoming environment
 Maintain high levels of safety
 Other
 I'm not sure, I don't know anything/enough about coaching
 Unweighted N



Section 4: Sport and Physical Activity coaching support

Access to coaching support (Coach Development Workforce)

Compared to 2019, a lower proportion of active coaches have access to coaching support (45% vs. 51% in 2019). Those in higher social grades (ABC1) are more likely than those in lower grades (C2DE) to have access to coaching support (47% vs. 40%).

Access to coaching support	Year	
	2019	2022
Yes – I currently have someone supporting me	32%	29%
Yes – I have access to someone but they don't currently support me	19%	15%
No	43%	48%
Don't know	6%	8%
Net: Yes	51%	45%
Unweighted N	2823	1681

Furthermore, active coaches without a disability or long term health condition are more likely to say they do *not* have access to coaching support than those with a disability or long term health condition (49% vs. 43%). Older active coaches are also more likely than younger active coaches to say they do not have access to coaching support (52% of 55+ year-olds vs. 45% of 18-34 year-olds).

There are notably no significant differences in likelihood to have access to coaching support when looking at gender or ethnicity.

Do you have access to coaching support	Disability		Age		
	Yes	No	18-34	35-54	55+
Yes – I currently have someone supporting me	33%	28%	31%	29%	26%
Yes – I have access to someone but they don't currently support me	15%	15%	14%	15%	17%
No	43%	49%	45%	49%	52%
Don't know	10%	7%	10%	7%	4%
Net: Yes	47%	44%	45%	44%	43%
Unweighted N	372	1286	664	710	307

It is most common for those who have access to coaching support to have sourced it through a club, with just over a third stating this (36%). Following this, a quarter have self-sourced their support (26%), and 19% have sourced it through a national governing body.

Where sourced coaching support	
Self-sourced	26%
National Governing body	19%
Enrolled on Funded Programme/Coach Education Programme	12%
Club	36%
Facility (e.g. the gym)	15%
Other	11%
Don't know	6%
Unweighted N	756

Active male coaches are more likely than active female coaches to have sourced their support through a club (43% vs. 27%). Meanwhile, those from Ethnically Diverse Communities who have access to coaching support are more likely to have access to one through being enrolled on a funded programme/ coach education programme (26% vs. 12% of all active coaches).

Where sourced coaching support	Gender			Ethnicity	
	Male	Female	In another way	White	NET: Ethnically diverse
Self-sourced	24%	27%	71%	25%	33%
National Governing body	23%	14%	0%	20%	17%
Enrolled on Funded Programme/Coach Education Programme	12%	11%	16%	8%	26%
Club	43%	27%	0%	37%	30%
Facility (e.g. the gym)	17%	13%	30%	13%	22%
Other	5%	19%	0%	13%	3%
Don't know	5%	7%	0%	5%	7%
Unweighted N	389	357	7	612	116

Of all who have ever coached, just 7% currently work with other coaches or instructors to educate, support, develop, mentor or teach them about coaching. Those in higher social grades (ABC1) are slightly more likely than those in lower grades (C2DE) to be in a coaching support role (8% vs. 5%).

When looking at likelihood by ethnicity, those from Ethnically Diverse Communities are more than twice as likely as White coaches to be in a coaching support role (15% vs. 6%). Furthermore, those who have a disability or long term health condition are twice as likely as those without to be in a coaching support role (10% vs. 5%). Notably, there is no difference by gender when it comes to likelihood of being in a coaching support role.

Do you support other coaches	All	Social Grade		Ethnicity		Disability	
		ABC1	C2DE	White	NET: Ethnically diverse	Yes	No
Yes	7%	8%	5%	6%	15%	10%	5%
No	89%	89%	90%	92%	79%	86%	91%
Don't know	4%	3%	4%	3%	6%	4%	3%
Unweighted N	7801	4909	2892	6496	1042	2577	5140

It is most common for coaches who educate, support, develop, mentor or teach other coaches to describe their role as 'Mentor', with 39% stating this. Following this, a quarter describe themselves as a Coach Developer (25%), higher than the proportion who did in 2019 (20%). A slightly lower proportion describe their role as Coach Educator than did in 2019 (9% vs. 13%).

Those with a disability or long term health condition are more likely than those without to describe themselves as a Coach Developer (33% vs. 25%). Similarly, those from Ethnically Diverse Communities are more likely than White coaches to describe themselves a Coach Developer (36% vs. 18%).

Description of coaching support role	All	Ethnicity		Disability	
		White	NET: Ethnically diverse	Yes	No
I am a Coach Developer (support coaches through a blended approach of coaching conversions, in-situ observations, critical reflection and supportive challenge, etc.)	25%	18%	36%	33%	17%
I am a Mentor (I support the personal and professional development of an individual through discussion, advice and guidance)	39%	38%	41%	43%	35%

I am a Coach Educator (I work in a training, tutoring or teaching role)	9%	9%	9%	8%	9%
Quality assurance or assessment role	4%	4%	5%	5%	4%
I am a Head Coach (I line manage other coaches)	4%	4%	4%	2%	5%
Other	6%	9%	2%	3%	10%
Don't know	12%	17%	4%	6%	19%
Unweighted N	516	353	145	252	264

Turning to look at job titles for their coaching support role, it is most common for those who educate, support, mentor or teach others about coaching to have the title Workforce Manager (17%), which has increased since 2019 (11%). Following this, 14% have the title Head of Workforce.

Compared to 2019, a slightly higher proportion have the job titles Head of Coaching (13% vs. 9%) and Head of Coaching and Qualifications (12% vs. 8%).

Titles for coaching support role	Year	
	2019	2022
Head of Coaching	9%	13%
Head of Coaching and Qualifications	8%	12%
Head of Workforce	14%	14%
Workforce Manager	11%	17%
Coach Development Officer	13%	13%
Head of Coach Development	8%	10%
Coach Development Manager	9%	10%
Coach Engagement Manager	5%	8%
Coach Qualification Manager	4%	5%
Other	7%	5%
Not applicable – I don't have a title for this role as a mentor	41%	31%
Don't know	5%	5%
Unweighted N	808	524

Notably, those in lower social grades (C2DE) are more likely than those in higher grades (ABC1) to state that they do not have a title for their coaching support role (47% vs. 25%). Meanwhile, those in higher grades (ABC1) are more likely to have the title Head of Workforce (17% vs. 8%), Head of Coaching and Qualifications (15% vs. 5%) and Coach Development Manager (12% vs. 6%).

Those without a disability or long term health condition are more likely than those who do have a disability or long term health condition to not have a title for their coaching support

role (47% vs. 16%). Those with a disability or long term health condition are most likely to have the title Workforce Manager (22%) or Head of Workforce (21%).

Furthermore, White coaches who are in a coaching support role are more likely than those from Ethnically Diverse Communities to not have a title for their role (42% vs. 12%). Those from Ethnically Diverse Communities are most likely to have the titles Workforce Manager (26%) or Head of Workforce (21%).

Titles for coaching support role	Social Grade		Ethnicity		Disability combined	
	ABC1	C2DE	White	NET: Ethnically diverse	Yes	No
Head of Coaching	14%	9%	11%	16%	16%	10%
Head of Coaching and Qualifications	15%	5%	9%	19%	17%	7%
Head of Workforce	17%	8%	10%	21%	21%	7%
Workforce Manager	19%	13%	13%	26%	22%	12%
Coach Development Officer	14%	10%	10%	19%	17%	9%
Head of Coach Development	11%	6%	8%	13%	15%	4%
Coach Development Manager	12%	6%	8%	16%	15%	5%
Coach Engagement Manager	9%	7%	5%	15%	10%	6%
Coach Qualification Manager	6%	4%	2%	13%	6%	4%
Other	4%	7%	6%	3%	4%	6%
Not applicable – I don't have a title for this role as a mentor	25%	47%	42%	12%	16%	47%
Don't know	6%	4%	5%	5%	3%	8%
Unweighted N	377	147	353	145	252	264

Barriers to coaching

Just under a third (32%) of those who have ever coached feel one of the main barriers facing coaches in the UK is the cost of training or qualifications, followed by 31% who say balancing work and home life.

Whilst 29% of those who have ever coached say the voluntary nature of coaching/lack of pay is one of the main barriers, this rises to more than a third (36%) of volunteer coaches.

Those who have ever coached from Ethnically Diverse Communities are more likely to cite the lack of opportunity to take additional training/ CPD than White people (18% vs. 14%).

Conversely, White coaches are more likely to cite the majority of barriers than those from Ethnically Diverse Communities, including the cost of training/ qualifications (33% vs.

27%), balancing work/ home life (32% vs. 27%) and the voluntary nature of coaching/ lack of pay (31% vs. 22%).

Those in higher social grades (ABC1) are more likely than those in lower grades (C2DE) to cite the cost of training and qualifications (33% vs. 29%), the voluntary nature of coaching/lack of pay (30% vs. 27%), dealing with parents (25% vs. 21%) and the lack of experienced or qualified coaches (18% vs. 14%) as some of the main challenges or barriers facing coaches in the UK.

Turning to look at age groups, older adults aged 55+ are more likely than their younger counterparts (18-34 year-olds) to cite barriers such as dealing with parents (33% vs. 19%), behavioural issues (29% vs. 16%), lack of investment (32% vs. 27%) and declining participation rates (21% vs. 16%). By contrast, younger coaches are more likely to cite lack of support from employers, clubs or national governing bodies (22% of 18-34 year-olds vs. 16% of 55+ year-olds).

Furthermore, those without a disability or long term health condition are more likely than those with to cite barriers such as the cost of training/ qualifications (34% vs. 27%), balancing work / home life (34% vs. 25%), and the voluntary nature of coaching / lack of pay (31% vs. 26%). There are no barriers that those who do have a disability or long term health condition are more likely to select.

Barriers to coaching	All	Age			Ethnicity		Disability		Social Grade	
		18-34	35-54	55+	White	NET: Ethnically diverse	Yes	No	ABC1	C2DE
Lack of support from employers, clubs or national governing bodies	20%	22%	17%	16%	19%	22%	20%	20%	19%	20%
Lack of experienced or qualified coaches	16%	17%	15%	16%	16%	18%	17%	17%	18%	14%
The voluntary nature of coaching/lack of pay	29%	29%	30%	27%	31%	22%	26%	31%	30%	27%
Declining participation rates	16%	16%	15%	21%	17%	14%	17%	16%	16%	15%
The cost of training/qualifications	32%	31%	31%	33%	33%	27%	27%	34%	33%	29%

Lack of opportunity to take additional training/CPD	15%	16%	14%	10%	14%	18%	16%	14%	14%	15%
The length of time it takes to undertake qualifications/training/CPD	18%	18%	17%	17%	18%	19%	20%	17%	18%	17%
Dealing with parents (behaviour or interference)	24%	19%	27%	33%	26%	16%	23%	25%	25%	21%
Behavioural issues of players/participants	19%	16%	21%	29%	20%	16%	20%	19%	19%	20%
Lack of investment in facilities and equipment	28%	27%	28%	32%	29%	22%	27%	29%	29%	27%
Balancing work/home life	31%	29%	35%	30%	32%	27%	25%	34%	32%	30%
Other	1%	1%	2%	3%	1%	1%	2%	1%	1%	1%
Not sure	16%	15%	18%	19%	16%	16%	12%	18%	15%	19%
Unweighted N	3743	1784	1339	620	2884	680	1109	2578	2457	1286

Section 5: Covid-19 and Sport and Physical Activity coaching

Coaching sessions during the Covid-19 lockdowns

Just over a third (38%) of coaches who have been active in the past three years say they coached during any of the Covid-19 lockdowns. Around a fifth coached in person (21%) and virtually (20%).

Male coaches were more likely than female coaches to have coached in person (23% vs. 18%), whilst younger coaches (18-34 year-olds) were much more likely than older coaches (55+ year-olds) to have coached virtually (24% vs. 8%).

Those who are disabled or have a long term health condition were more likely to have coached both virtually (30% vs. 16%) and in person (28% vs. 17%) than those without. People from Ethnically Diverse Communities were also more likely to have done both virtual (30% vs. 17%) and in person (25% vs. 20%) coaching during lockdowns than White coaches.

Coaching during lockdowns	All	Gender			Social Grade		Ethnicity		Disability		Age		
		Male	Female	In another way	ABC1	C2DE	White	NET: Ethnically Diverse	Net: Yes	No	18-34	35-54	55+
Yes, in person	21%	23%	18%	19%	22%	19%	20%	25%	28%	17%	21%	23%	14%
Yes, virtually	20%	18%	21%	55%	20%	19%	17%	30%	30%	16%	24%	18%	8%
No, I did not	62%	61%	64%	34%	61%	64%	66%	49%	45%	70%	58%	62%	80%
Net: Yes	38%	39%	36%	66%	39%	36%	34%	51%	55%	30%	42%	38%	20%
Unweighted N	2939	1455	1455	29	1978	1004	2282	556	874	2063	1392	1120	470

Coaching activity during Covid-19 lockdowns

Of the 38% of coaches who coached during lockdowns, 44% say they ran online/ remote coaching sessions when in-person coaching was not possible. A further 46% report that they participated in online learning related to coaching and/or physical activity during lockdowns.

Those from Ethnically Diverse Communities were more likely than White coaches to have both run online sessions (51% vs. 42%) and participated in online learning (54% vs. 43%) during the lockdowns. Female coaches were more likely than male coaches to have participated in online learning related to coaching (50% vs. 43%) whilst there is no difference by gender when looking at likelihood to run online/ remote coaching sessions.

Those in higher social grades (ABC1) were more likely than those in lower social grades (C2DE) to have both run online sessions (48% vs. 37%) and participated in online learning related to coaching (50% vs. 38%) during lockdowns.

Turning to look at disability, those who are limited a lot by a disability or long term health condition are more likely than both those who are limited a little or not at all to have run online or remote coaching sessions during lockdowns (61% vs. 35% & 42% respectively).

Ran online/remote coaching sessions	Gender				Social Grade		Ethnicity		Disability	
	All	Male	Female	In another way	ABC1	C2DE	White	NET: Ethnically diverse	Yes	No
I did this	44%	43%	45%	51%	48%	37%	42%	51%	47%	42%
I did not do this	49%	51%	47%	44%	45%	57%	51%	44%	46%	52%
Don't know/can't remember	7%	6%	8%	5%	7%	7%	7%	5%	6%	7%
Unweighted N	1090	545	527	18	752	353	778	273	460	631

Participation in online learning related to coaching	Gender				Social Grade		Ethnicity		Disability	
	All	Male	Female	In another way	ABC1	C2DE	White	NET: Ethnically diverse	Yes	No
I did this	46%	43%	50%	58%	50%	38%	43%	54%	45%	46%
I did not do this	46%	49%	43%	22%	43%	52%	48%	40%	47%	45%
Don't know/can't remember	8%	9%	7%	20%	7%	10%	9%	6%	8%	9%
Unweighted N	1090	545	527	18	752	353	778	273	460	631

Impact of Covid-19 lockdown on coaching and coaches

More than two thirds (68%) of those who coached during lockdowns agree that Covid-19 made it more difficult for participants to attend coaching sessions. Following this, a majority agree that it was both exciting to return to coaching after the lockdowns (62%) and that they missed coaching during lockdowns (57%).

Agreement with statements	Net: Agree	Net: Disagree
Covid-19 made it more difficult for participants to attend coaching sessions	68%	9%
I missed coaching during lockdowns	57%	13%
It was difficult to return to coaching after the final lockdown	49%	22%
I enjoyed the break from coaching during the lockdowns	46%	22%
It was exciting to return to coaching after the lockdowns	62%	9%

Conversely, just under half agree that it was difficult to return to coaching after the final lockdown (49%) and that they enjoyed the break from coaching (46%). Notably, those from Ethnically Diverse communities are more likely to agree with these sentiments, with 62% agreeing that it was difficult to return to coaching and 55% saying they enjoyed the break from coaching during lockdowns. As previously mentioned, those from Ethnically Diverse Communities on average do more hours of voluntary coaching per week than White coaches. This difference in hours might help explain why they were more likely to find it difficult to return and to have enjoyed the break.

Those who are limited a lot by a disability or long term health condition are more likely to agree that they enjoyed the break from coaching during lockdowns (60%) than those who are limited a little (44%) or not at all (42%). Furthermore, younger coaches (18-34 year-olds) are more likely to have enjoyed the break from coaching than their older counterparts (55+) (50% vs. 22%).

Total agreement	Ethnicity		Disability			Age combined		
	White	Ethnically Diverse	Yes, limited a lot	Yes, limited a little	No	18-34	35-54	55+
Covid-19 made it more difficult for participants to attend coaching sessions	70%	66%	66%	60%	72%	64%	72%	81%
I missed coaching	58%	55%	61%	51%	58%	58%	59%	48%

during lockdowns
It was difficult to return to coaching after the final lockdown

I enjoyed the break from coaching during the lockdowns

It was exciting to return to coaching after the lockdowns

Unweighted N

