



Intern pack

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Remuneration and professional development for interns

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Introduction

Following our recent position statement in the British Journal of Sports Medicine entitled: 'Advertising paid and unpaid job roles in sport: An updated position statement from the UK Strength and Conditioning Association' (1), we have created this pack for both coaches and employers highlighting some important considerations surrounding the exchange of monies and best practice for intern development.

The above article made a distinction between different types of development opportunities in the form of a table (see table 1). Of note; the category 'unpaid internships' was deliberately not put in this table (or our editorial) because if a coach undertakes a true internship, then they have been deemed an 'employee' or 'worker'; thus, should be getting National Minimum Wage (NMW), as per our definition.

Link to *British Journal of Sports Medicine* editorial

Remuneration

When discussing remuneration guidelines for interns, the UKSCA believes that both the above definitions (Table 1) and NMW should be taken under consideration. Furthermore, and as the UKSCA eluded to

Table 1. Example opportunities for developing coaches with accompanying definitions

TYPE OF OPPORTUNITY	DEFINITION
Student Placement	If a student is studying for an undergraduate or postgraduate degree in strength and conditioning and is required to undertake duties at an organisation as part of their degree curriculum
Volunteer Internship	If the S&C coach chooses to undertake strength and conditioning duties for a charity, voluntary organisation, associated fund-raising body or statutory body, knowing that no monies may be exchanged
Paid Internship	If the organisation deems the intern to be performing the duties of an employee or worker, national minimum wage should be offered (as a minimum requirement)

in the above article, students undertaking placements as part of their academic degree programme should not be discouraged. Such opportunities might be one of the few scenarios when monies are not exchanged, noting that students may not be qualified at an appropriate level yet and these work experience opportunities that form part of a UK-based further or higher education course up to one year, are exempt from NMW. Below provides a breakdown of the current NMW laws as per the government guidelines.

‘The UKSCA recognises the importance of supporting our future coaches in such a competitive industry’

National Minimum Wage (NMW)

On 1 April 2018, NMW increased and is scaled according to age:

- 16-17 - £4.20 per hour
- 18-20 - £5.90 per hour
- 21-24 - £7.38 per hour
- 25+ - £7.83 per hour (National Living Wage)

Thus, disregarding the 16-17 bracket, and assuming a 40 hour week for 52 weeks a year, annual salaries would equate to:

- 18-20 - £12,272 per annum
- 21-24 - £15,351 per annum
- 25+ - £16,286 per annum

Consequently, from the above information and consulting some of the results from the State of the Nation Survey (SoNS) in 2016, the UKSCA has proposed suggested remuneration packages for interns and/or coaches undertaking such developmental opportunities (Table 2). These should be pro-rated for part-time roles.

Conclusion

The UKSCA recognises the importance of supporting our future coaches in such a competitive industry; thus, we see this as a step in the right direction supporting our membership. In addition, the importance of a structured internship programme that provides tangible benefits to developing coaches has been highlighted in previous articles in our quarterly journal *Professional Strength & Conditioning* (2,3). All members are encouraged to refer to these articles which follow, which highlight the importance of providing opportunities for interns to develop as coaches.

Table 2. Proposed UKSCA Salary Guidelines for Interns

LEVEL	RESULTS FROM SoNS	SUGGESTED REMUNERATION
Student Placement	Expenses	Expenses
Voluntary Internship	Expenses - £11,505	Expenses - £12,272
Paid Internship	£11,505 - 15,000	£12,272 - 16,286

SoNS = State of the Nation Survey (conducted in 2016 and published in 2017 in *Professional Strength and Conditioning*)

References

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2. Brannigan J. (2016). Internships: How these should work in strength and conditioning. *Professional Strength & Conditioning Journal* 40: 28-30.
3. Stewart P, Maughan P, & Turner A. (2016). A review of strength and conditioning internships: The UKSCA's state of the nation survey. *Professional Strength & Conditioning Journal* 43: 27-33.

Internships: how these should work in strength and conditioning

By Joel Brannigan, MSc, BA, ASCC, Durham County Cricket Club

INTRODUCTION

Strength and conditioning (S&C) has seen a marked increase in popularity over the last 10–15 years, leading to vastly increased numbers of salaried roles. Consequently, with an ever growing pool of coaches, the demand for employment opportunities has also grown significantly, and this in turn has led to a huge increase in the number of ‘internships’ within teams and organisations. S&C now represents, therefore, a very competitive recruitment field where potential employees are willing to consider taking on internships in the hope that they will nudge ahead of the pack with a greater bank of ‘hands on’ experience and contact networks.

With such an increase in the number of internships, it seems timely to look at how these are managed. Historically, within the S&C profession, there has been little governance of the structure, expectations and standardisation of these internships. This lack of governance has led to a situation whereby the role/function of an internship has been open to broad interpretation.

Why standardising internships is essential

Developing a well-designed, standardised ‘internship’ for employers has two main advantages: 1) they will be able to recruit someone they consider has talent in order to develop and train their skills; and 2) such a structure will create a realistic extended probationary period in order to assess whether the individual selected has the potential to excel/progress in their organisation. Likewise, the selected intern will gain valuable practical experience and an opportunity to assess the direction in which he or she wishes his or her career to go.

However, due to the lack of guidance and standardisation there have been instances – mirrored in other industries and professions – of ‘internships’ that are not only exploitative, but crucially are driven by the needs of the employer, as opposed to being a two-way mutually beneficial relationship that sees all parties develop and excel.

Often advertised with no salary or ‘benefits in kind’, it is important to consider the issue of employment rights. It is possible to have a different status for tax purposes to your worker/employee status generally. Additionally, in recent years there have been issues over the national minimum wage,

which is now enforced by HM Revenue and Customs (HMRC).

The rights of an intern are dependent on whether they fall within the legal definitions of ‘worker’ or ‘employee’ or whether they can be classed as a volunteer (for which there is no specific legal definition). The table on the next page contains a list of these working definitions. Clarification of these definitions from the outset is crucial before a team or organisation can determine the status of any role they advertise: these terms signpost the rights of any prospective new staff and, crucially, outline what must be provided. The mutual benefits of an appropriately designed ‘internship’ are abundant if the internship is created for the right reasons. However, to recruit someone on little or no remunerative award simply as a result of that person’s goodwill – or because of the demand for opportunities in that field of work – may be against the law, and almost certainly will fall short in delivering the potential benefits to both the organisation and the individual.

How to make the most of your intern

Once an organisation has assessed the government’s guidance on the legal definitions for workers, and how they align their need for an internship with them, they can then consider how to

WORKING DEFINITIONS

Below is a summary of the different working definitions as categorised by the government. More detailed information can be found at: <https://www.gov.uk/employment-status>

WORKER: You are classed as a worker if you work under a contract (which can be verbal) whereby you undertake to perform the work or services personally, and the organisation you work for cannot be classed as a client or customer of your business. In return you are entitled to a reward which might be financial but might be a benefit in kind: for example, offering people formal/informal continuing professional development (CPD), kit and so on as an alternative to financial payment.

As a worker you will be entitled to the National Minimum Wage (NMW) and the statutory minimum level of paid holiday, as well as other statutory rights. In addition, workers cannot be forced to work more than 48 hours per week, and are entitled to minimum rest breaks. However, it is worth pointing out that it is at the employer's discretion as to how much they choose to pay someone above the NMW. As is often the case in sport – due to reduced funding and increased demand for employment – salaries and rates of pay for support staff do not always compare favourably with those of other professions. In the case of S&C, because it is such a competitive industry now, it has often been the case that 'workers' in this field have been paid as low an amount as the employers think they can get away with.

VOLUNTEER: Volunteers are not paid, although they can get expenses to cover travel, food and drink and any equipment that they have needed to purchase for the job. They are not entitled to the NMW or employment rights, but volunteer

status is perhaps one of the most common areas where organisations fall foul of the law. If any payment (no matter how small) is given, a volunteer immediately becomes a worker or employee.

EMPLOYEE: Working under an employment contract as an intern, you will still receive the same rights as a worker, but you are entitled to extra employment rights and responsibilities such as statutory sick pay, maternity/paternity leave, minimum notice periods and you have the right to ask for flexible working arrangements (although there is no right to have these). Therefore, an intern needs to check to see whether the terms of his or her internship mean that he is actually an employee, and will be entitled to all as above.

SELF EMPLOYED: Self employed workers operate on a contract basis operating through their own business. As a result they do not receive employee rights, although they will still receive some support over matters of discrimination and health and safety.

A person can hold self-employed status for their own contract work while at the same time receive full employee benefits in a full-time role – or in any other role where they are working as an employee. This is common in the strength and conditioning field, where someone may have full-time employment but also carry out self-employed consultancy work for a different organisation. It is important to add that self-employed individuals are still required to submit their own information regarding the payment of taxes, even though their full-time role is subject to taxation through the PAYE system of their employers.

develop an 'internship' that will deliver key objectives for all parties. From the outset it is important to understand the difference between an internship and a standard salaried role. Although there are commonalities between the two, an intern by definition is a recent graduate or student receiving practical training in a working environment. Work placements of no more than a year undertaken by students as part of a UK-based higher or further education course are exempt from the minimum wage. This applies where the work placement is a requirement of the course.

The intern arrangement should be as much about an employer's desire to develop a person and his or her employability as it is about an intern's desire to gain experience. The interests of the organisation should be in developing talent (that they may or may not see as part of their future plans), as opposed to exploiting a cheap employment option. The internships rated most highly in industry reflect this.

Duration of internships can range from

a few weeks in some cases to 12 months, depending on how the organisation best feel their aims can be achieved. Although internships are often at entry level positions in terms of the personnel they attract, that does not mean an internship is ever seen as an inferior role in the top listed companies. On the contrary it is often considered to be one of the most significant areas of recruitment because – once it is carried out correctly – not only can a potential future employee be assessed and developed as part of a comprehensive training programme, but they are also recognised for how much their own unique personalities and skill sets can be used to develop the company over the long term.

In addition, these companies will always look to increase specific skills and knowledge in the individual, to enable an understanding of key roles within the organisation and also to give the intern a thorough insight into the challenges of the organisation/profession. The internship can act as a probationary period for all parties, with successful interns not always remaining in a particular industry once they have

had a chance to live and work there. The most important factor in all successful internships has to be the fact that they are seen as a mentorship process, where people genuinely want to develop individuals into well-rounded and suitable candidates for future positions. Successful organisations value this opportunity more than any other part of the internship process.

How do we best design and manage a rewarding internship?

The recruitment process for an intern should reflect the company's recruitment policy for any role. This gives both the organisation and the intern the best chance of achieving their objectives. The following recommendations are suggested to ensure best practice in internships:

1. The role is compliant with the government's guidance: employers need to be sure they understand the legal status of their intern. Internships are subject to scrutiny from inspection to make sure that interns

WHAT ARE THE DRIVERS TO EMPLOYERS FOR ACCEPTING AND EMPLOYING INTERNS?

SKILL SHORTAGES:

It is not uncommon to see an internship position result as a consequence of a genuine skill shortage within an organisation. An intern may be asked to cover an area that previously had not been possible: for example, when a sports club introduces strength and conditioning interns to their support staff.

FUTURE TALENT:

As previously mentioned, the internship period can be an opportunity to build future talent. No-one wants high turnovers of staff, or lengthy introductory phases of employment where productivity can suffer as new members of staff learn the specifics of a role.

SHIFT IN ORGANISATIONAL DEMOGRAPHICS:

There may be a requirement in managing a change in organisational demographics.

AN EXTENDED INTERVIEW PERIOD:

A traditional interview process rarely tells us all we need to know about a person and their skills and crucially their skill gaps. An internship allows an entire organisation to take part in the assessment and development of interns in order to guarantee the most success in their role.

MANAGEMENT/MENTORING FOR EMPLOYEES:

Crucially in many organisations there is often not the opportunity for current employees to gain valuable experience in managing staff. Assigning an intern to these staff members can give them the chance to develop into more rounded managers.

WORK:

The undeniable benefit of any intern is still that they can deliver – when adequately trained and managed correctly – valuable work for the organisation.

are rewarded financially – specifically around the payment of NMW – and given full statutory rights. What companies choose to pay above that is really down to how they see the role and the resources available to them. In competitive fields such as strength and conditioning, this will often mean that companies ask for a high level of qualification/experience due to the large talent pool available. Financial reward and benefit is commensurate with responsibilities, but always relative to the overall budget. If the role is not full-time, flexi-time and flexible work practices should be followed.

2. The best internships empower and give responsibility from the outset, with ‘real’ working projects that reflect the duration of the internship. Roles and responsibilities should be clearly set out from the beginning.
3. An appropriate intern manager should be in place: one who guides, develops and mentors the intern throughout the full duration, with timely assessment opportunities and reflection.
4. There should be a thorough intern/organisational induction process

in which the role of the intern is presented to all members of the organisation. This will not only allow the intern to be seen as an integral part of the organisation, but will also give all staff an opportunity to meet the intern. Throughout the course of the internship, the intern should have an opportunity to experience all parts of the organisation, not merely be restricted to one speciality. At the beginning of the induction, skill gaps and objectives should be established. Also, attention should be given to wider employable skills such as analytical thinking, communication skills, accepting criticism and time management.

5. A handbook and activity logbook should be kept, with opportunities to reflect and review on work carried out by all parties throughout the internship.
6. Work conducted by the intern should be showcased inside the organisation.
7. There must always be an exit interview, where there is a constructive and honest review and an opportunity for all parties to contribute.

Conclusion

As demonstrated in this article, there are many pitfalls in the recruitment and development of internships. A clear understanding of the government’s guidance on the legal rights of interns is obviously essential and it is important that both company and intern are clear about what is expected.

Key factors to bear in mind are:

- the internship should be for a short period of time
- the internship should be a genuine learning experience for the intern
- there should be no obligation to work particular hours, but at best a suggestion for a certain number of hours per week
- overall there should be no commitment by the intern – the arrangement should be informal, not a ‘contract’, so avoid language which implies obligation
- avoid making payments other than actual expenses, and avoid promises that the internship will lead on to employment.

It is perhaps worth reminding interns (and oneself) that the long term reward in any career path often comes from the opportunities, professional networks and friendships developed, and from working together for a common goal: benefits which reach far beyond the financial remuneration of a role.

AUTHOR’S BIO



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A review of strength and conditioning internships: The UKSCA's State of the Nation survey

By **Perry Stewart**,¹ **Patrick Maughan**,² and **Anthony Turner**,³

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OVERVIEW

Internships within the strength and conditioning (S&C) industry have become a 'right of passage' for any junior or student coach wanting to gain employment. They have recently been described as 'the new degree',³ implying that formal education is no longer sufficient enough to gain employment on its own. Given the importance of practical skills required to successfully deliver S&C coaching, there is an expectation that applicants for professional jobs possess an appropriate level of experience.² The UKSCA decided to conduct a survey of S&C interns in order to discover just exactly what kind of experiences they receive during their internships. The results are presented and discussed below.

Introduction

An internship has been described as a method of gaining career-specific experience by carrying out key roles associated with the profession, under the guidance of an appropriately qualified and experienced practitioner and mentor.² Mentoring, which has been described as the passing of knowledge, experience and skills from a person of expertise, is essential to ensure a quality experience for the intern.⁴

Typically, the objective and motivation of junior coaches undertaking internships is to apply academic knowledge learned through a degree, to demonstrate competency as

a practitioner, and ultimately to improve their prospect of employment. However, the factors that motivate employers to recruit interns can be driven by skill and work capacity shortages within organisations which perhaps do not have the financial capabilities to employ more staff. Consequently a minority of organisations may be recruiting highly qualified interns to full-time posts, and not providing the appropriate remuneration. Therefore, although an internship should be a two-way mutually beneficial relationship, not all provide an effective learning experience. Unfortunately in recent times, the perception of internships is exactly that: ie, that they are driven by the needs of the employer and

can be exploitative, often don't conclude with employment and - in extreme cases - may even be detrimental for a coach's development.² Interestingly, within the past three years there have been several papers published in this area, which are specific to S&C.^{1,2,4,5,6} This potentially highlights the growing interest and momentum in this issue, and the need for standards to be developed across the industry. Furthermore, these papers (bar one) have all been generated by UK-based coaches and academics, perhaps also suggesting an issue that requires urgent attention within the domain of the UKSCA.

Therefore, in response to growing concerns, the UKSCA established a project team (with the overall remit of designing Coach Development Guidelines), with the following objectives: (1) accomplish better working practices for early career coaches in employment and internships; (2) support employers in managing the development of coaches and interns; and (3) support higher education (HE) in building valuable work experience and placements into their programmes.

In order for the project team to better understand and thus advise future internships, it was decided that coaches and aspiring coaches alike must first have their say. Subsequently a questionnaire was developed, referred to as the State of the Nation Survey (SoNS), with the objective being to elicit key information regarding experiences and practices of interns within Great Britain and Ireland. To the authors' knowledge, only one other research study has investigated these particular characteristics within S&C interns.⁶ Therefore, the purpose of this paper is to highlight findings of the SoNS and provide points of discussion on the characteristics and experiences of S&C internships. It is further intended that the SoNS will provide valuable information surrounding the effectiveness of current internships and will consequently aid the UKSCA in supporting both organisations and individuals who are seeking these opportunities.

The second aim of this paper is to provide some insight into the strategies that are being considered by the UKSCA, to help advise the intern process. It should be stated that the UKSCA cannot police the internship process, as of course any individual (or organisation) choosing to do one, does so of their own volition. Instead, we hope the

Table 1. Definition of terms

WORK EXPERIENCE:

Usually a short period of time within an organisation, typically two weeks. This usually involves shadowing staff to learn by observation, and conducting relatively simple tasks to get some practical experience. This work is typically unpaid.

INTERNSHIPS:

These are of longer duration, for example summer internships, but also last up to a year. They are usually graduate roles, are structured, and offer training. For many organisations, having an internship on your CV is considered important, as you are expected to have experienced the roles and responsibilities of the profession. In general, internships are paid as you are considered a 'worker'; however, some companies state that these are on a volunteer basis, or cover expenses only.

PLACEMENTS:

In general, placements are considered an assessed part of an academic programme. They range in duration from a few months to a year; they are structured, and involve training. Training may be delivered by academic staff as part of lessons, with the placement seen as an opportunity to apply theoretical knowledge or work under 'real world' scenarios. Placements involve work duties similar to an internship and may or may not be paid.

decision to engage with one or not, can be better guided by the findings reported in this article and the subsequent resources produced.

Before we delve into the SoNS results and discussion of, it is prudent to first define and discuss the terms 'work experience', 'internships' and 'placements', as they are commonly used interchangeably, but do differ in meaning. The UKSCA will use the definitions identified in Table 1, noting that they may even differ across organisations.

Methods

The survey was designed by a panel of S&C coaches on behalf of the UKSCA to ascertain information from individuals who were either actively coaching within - and/or studying

Table 2. Best practice recommendations of an internship as recommended by Brannigan¹

- 1) Empower, offer responsibility and provide the opportunity to work within 'real world' projects
- 2) Ensure a mentor is in place for the duration of the internship to facilitate development. This is to include an individual development plan with timely assessments
- 3) Carry out a thorough induction to all areas of the organisation and provide access to policies, procedures and philosophies
- 4) Offer opportunities to showcase the work of the intern inside the organisation
- 5) Conduct an exit interview (if no employment was offered)

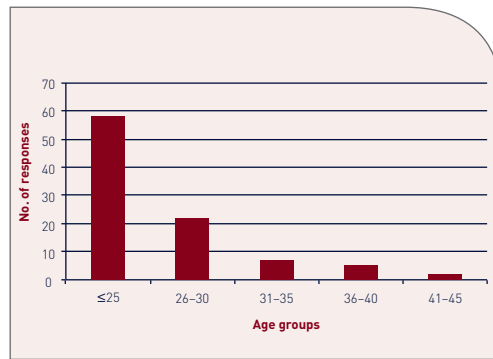


Figure 1. Age of intern

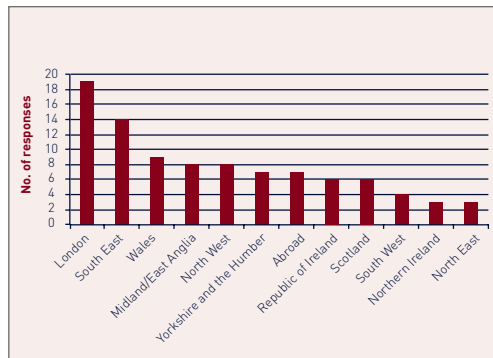


Figure 2. Geographical location of current internships



Figure 3. Years of S&C coaching in athletic populations

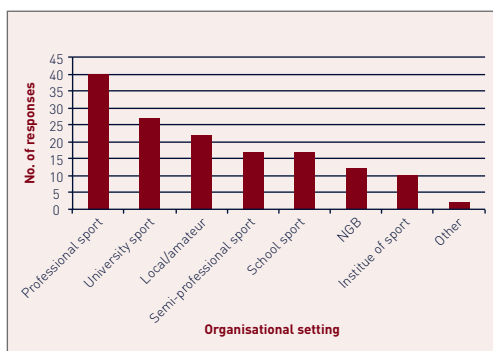


Figure 4. Organisational setting at which participants were completing their internship

sections. Part 1 was designed to examine the characteristics of current interns and Part 2 was designed to evaluate the experiences of internships based upon some of the best practice recommendations highlighted by Brannigan,¹ which are outlined on the previous page in Table 2. The questions within Part 1 comprise three sections: (1) coach demographic information; (2) education and coaching experience; and (3) details about the organisation and athlete population. Each section consisted of closed multiple-choice questions, with some allowing participants to make comments. Comments allowed for an expression of opinion and thus a more detailed insight of the internship experience. Data analysis procedures were descriptive in nature, with frequency counts and percentages calculated.

Results

PART 1: Current internship data

Data reported within this section has been extracted from the survey only if the participant reported that their current employment status was ‘intern/placement’.

COACH DEMOGRAPHIC INFORMATION

From a total of 600 SoNS respondents, 94 (16%) identified their employment status as ‘intern/placement’, 86 (91%) were male, 6 (6%) female and 2 (3%) did not specify. The majority of interns were aged 25 years and below (see Figure 1), White-British (68%), and worked in London or the South East of England (33%) (see Figure 2).

EDUCATION AND COACHING EXPERIENCE

With regards to the highest level of formal education, 42% of interns have completed a master’s degree, with another 42% having completed a bachelor’s degree. The remaining 16% were those who had achieved AS/A-level/BTEC (or equivalent, 12%), compulsory education (1%), doctoral degree (1%) and other (2%).

UKSCA accreditation (ASCC) is commonly regarded as a pre-requisite for employment within the S&C industry in Great Britain. Findings reported that only 9 (10%) interns had achieved ASCC status, 63 (67%) held associate memberships, and 22 (23%) had neither. With reference to (S&C) coaching experience in athletic populations, the majority of interns reported having 0-2 years (62%) (see Figure 3).

within – the field of S&C. The survey was designed and developed using SoGoSurvey Software (<http://www.sogosurvey.com>) and was available on the UKSCA website, advertised through social media and sent via email using the UKSCA’s membership database. National governing bodies (NGB), institutes of sport, professional sports clubs and educational institutions were emailed and the survey was completed remotely. The survey was sent and completed in May 2016 and was completed by 600 people. The format of the survey was split into two

ORGANISATION AND ATHLETE POPULATIONS

In response to what gender the intern worked with, 26 (28%) answered male, 68 (72%) answered mixed (male and female athletes), and no-one (0%) reported working exclusively with females. When asked what age group/s the interns worked with, the results were as follows: ≤ 7 years old = 5%, 8-12 = 12%, 13-18 = 32%, 19-24 = 30%, and > 25 = 22%.

Professional sport (37%) was the most popular organisational setting for internships, followed by university sport (25%), local/amateur (21%), semi-professional (16%), school sport (16%), NGB (11%), Institute of sport (9%), and other (2%) (see Figure 4).

Sports that recruit the highest amount of interns include football (13%), rugby union (11%) and athletics (8%) (see Figure 5). Of the 94 interns, 71 (76%) reported working with two or more sports and only 23 (24%) reported interning in a single sport.

Part 2: Experiences of internships

Data reported within this section have only been extracted from the survey if the participant responded ‘Yes’ to the question: ‘Are you currently completing or have you previously completed an internship in the last five years?’

From the 600 participants who completed the SoNS survey, 339 (57%) reported that they had not undertaken an internship in the past five years, whereas 247 (41%) confirmed that they were currently undertaking or had undertaken an internship within the past five years. A further 14 (2%) participants did not complete the question. The majority of participants reported to having completed one (35%) or two (38%) internships, with others reporting three (17%), four (6%) and five and above (4%) (See Figure 6).

Participants reported finding and gaining internship opportunities through such means as: professional/personal relationships (41%); link with higher education (34%); UKSCA website (12%); social media (9%); other (3%); and other websites (1%). Of note, when specifying ‘other’, participants reported using direct emails/enquiries.

The majority of internships lasted between 10-12 months (40%), with 12-plus months

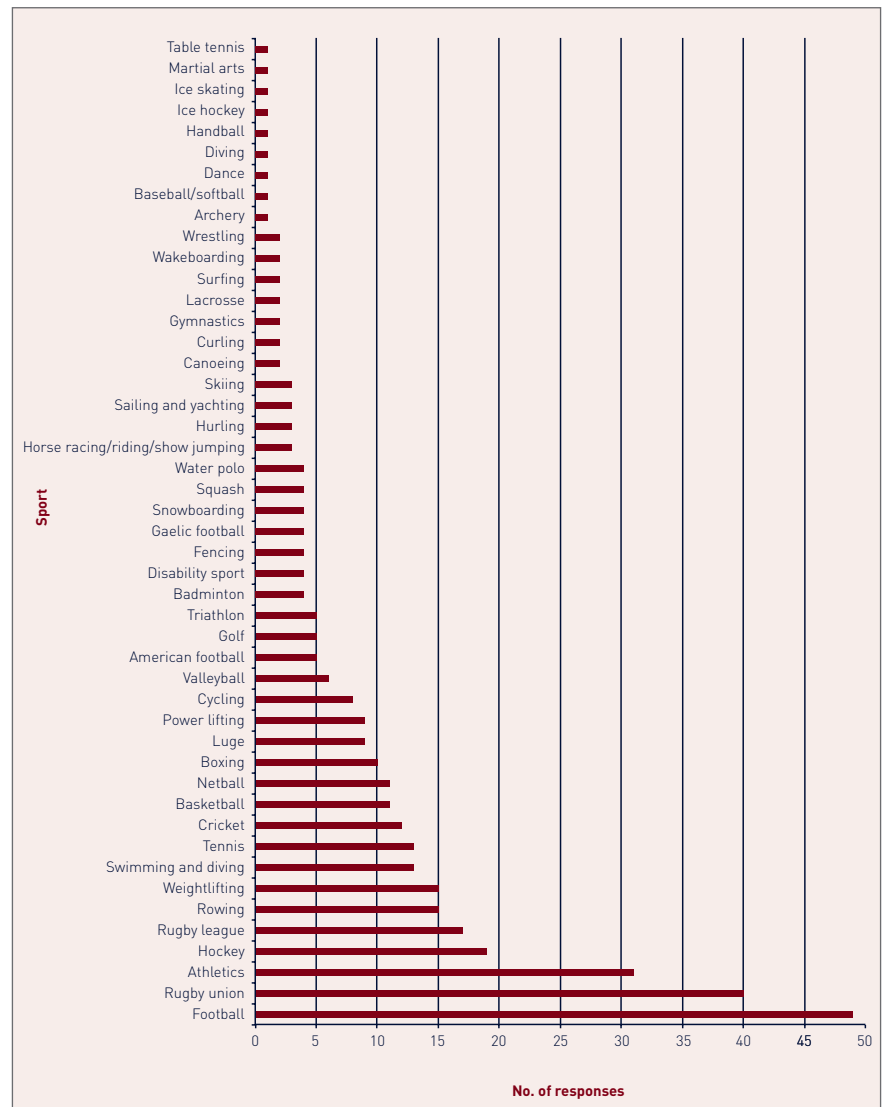


Figure 5. Sport and number of interns

accounting for 28% (see Figure 7). A high proportion of participants reported that their internship was unpaid (72%), with only a further 13% receiving expenses to cover travel and other costs. This adds up to 85% of interns operating as volunteers, or only having expenses covered (Table 3). Two respondents (1%) reported that their employer financially contributed to their master’s degree tuition fees as payment for services.

Within a recent article, Brannigan¹ reported that the most rewarding internships should:

- 1) Empower, offer responsibility and provide the opportunity to work within ‘real world’ projects.**

When asked whether the internship offered a ‘real’ world working project/s for the duration of the internship, 143 (58%) participants responded ‘Yes’, 83 (34%) ‘No’ and the remaining 21 (8%) did not think it was applicable or did not answer. Further



Figure 6.

Number of internships completed to date, including current internship (if applicable)

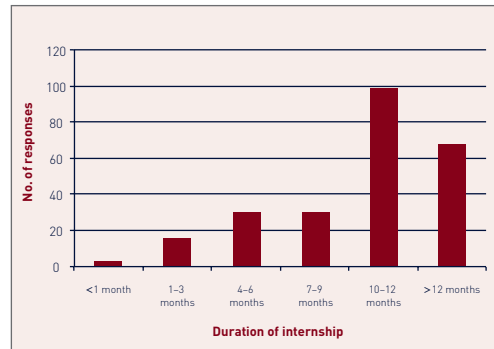


Figure 7.

Total duration of current or most recent internship

to this, 244 (98%) reported directly working with athletes during their internship.

- 2) **Ensure a mentor is in place for the duration of the internship to facilitate development. This is to include an individual development plan with timely assessments.**

The participants were asked if they had regular access to a mentor, to which 202 (80%) confirmed that they did. However, only 100 (41%) participants reported having an individual development plan and 145 (59%) having had regular opportunities for feedback. This resulted in 138 (57%) having no individual development plan and 99 (40%) having no regular feedback during their internship. With regards to continued professional development (CPD) opportunities, only 124 (51%) and 80 (34%) participants reported being offered internal and external CPD respectively.

Below are some comments in relation to this latter point:

‘Nothing in place to ensure full understanding’

‘I wasn’t given the support and learning environment to help me become a better coach. I learnt alone from shadowing coaches’

‘In terms of hands on coaching yes, but CPD and formal structure was lacking’

- 3) **Carry out a thorough induction to all areas of the organisation and provide access to policies, procedures and philosophies.**

127 (57%) participants reported being offered an induction into the organisation, with a further 88 (40%) not being offered and 7 (3%) deeming it not applicable. When asked if they had access to the organisation’s processes, procedures and philosophy, 194 (79%) responded ‘Yes’.

- 4) **Offer opportunities to showcase the work of the intern inside the organisation.**

Only 90 (36%) participants reported having opportunities to showcase their work to their colleagues, with 127 (51%) reporting no such opportunity and 30 (12%) either not replying or stating it wasn’t applicable.

- 5) **Conduct an exit interview (if no employment was offered).**

A positive finding from this survey revealed that 44% of internships resulted in employment at the same organisation. However, the majority of organisations are not completing exit interviews, with 68% of respondents not being offered one.

The participants were asked whether they believed the internship provided appropriate skills and experiences to gain employment within the S&C industry and 174 (79%) of participants reported that it did. A range of comments made in relation to this question can be seen below:

‘Without completing my work placement I would not be in my current role or developed many of the skills necessary to work with elite athletes.’

‘From a practical perspective yes, from an academic perspective no’

Table 3. Remuneration for current or most recent internship (per annum)

REMUNERATION	NO. RESPONSES	%
Voluntary	175	72
Expenses only	31	13
Session rate	14	6
< £11,999 pa	18	7
£12,000 - £14,999 pa	1	0
£15,000 - £17,999 pa	2	1
£18,000 - £20,000 pa	1	0
>£20,000 pa	1	0

'Another significant finding indicated that organisations had few employed staff and relatively high numbers of interns'

'It offered me a good insight into a professional club and I had one good mentor but that is it. It could have offered much more if time/expenses were covered. I couldn't afford to spend more time there'

'I hugely enjoyed my internship but I think I developed little in terms of S&C. I learnt mostly about elite environments and culture'

'Long hours set with little meaningful responsibility related to actual coaching. Most responsibilities were around cleaning, preparing and providing fluids or shakes'

Discussion

In this instance, the primary aim of the SoNS was to investigate the current state of internships and understand the experiences of those who were completing or who had recently completed them. The demographic and placement locations of these respondents were in agreement with Read et al,⁶ as was the finding that over two thirds were educated to a minimum of bachelor's degree, and that less than a quarter of participants had achieved accreditation with either the UKSCA or NSCA. Findings from Read et al⁶ also revealed that weekly time demands of interns were often 21-40 hours, that interns assisted in the coaching, evaluation and monitoring of athletes, and that a high proportion of internships were full-time positions with formal obligations. Findings from both this survey and Read et al⁶ indicate that the vast majority of interns receive no remuneration for these services. This may support the worrying perception that a small minority of organisations are employing full-time interns to supplement staffing levels and that they are potentially exploiting willing individuals who wish to gain experience and ultimately employment within the industry.

In general, internships should be paid at least the national minimum wage, as organisations normally aim to recruit graduates who can benefit their workforce (<https://www.gov.uk/national-minimum-wage/who-gets-the-minimum-wage>). It appears that most internships are operating as work placements, although not all are affiliated with academic institutions

and thus not always using students: this highlights the interchanging definition of these terms. It should be noted that there is no law governing internships, and organisations can choose to offer unpaid internship programmes if they wish. Those who work unpaid are classified as 'volunteers' and should be aware that they are under no obligation to perform work, and have no contract of employment.⁵ If any payment is made to a volunteer (other than expenses for training, food, drink and travel), the volunteer immediately becomes a worker or employee, with rights to the national minimum wage and employment rights. Of note, such laws only apply to graduate interns and are not applicable to students who are completing work placements alongside an education programme (see web link on the left); this includes research placements where students use the opportunity provided to acquire data for projects and dissertations.

Another significant finding indicated that organisations had few employed staff and relatively high numbers of interns.⁶ This not only supports the hypothesis that interns are populating employed roles, but also negatively impacts the level of support a mentor can offer. In previous reports, it had been suggested that employers should be expected to provide development objectives and regular feedback.²

Although current and previous research suggests that the majority of interns are allocated a mentor, there was little evidence to suggest that mentors were conducting individual development plans, formal meetings and appraisals: ie, fulfilling their roles and responsibilities by definition. In addition to a lack of appropriate mentoring, only half of internships provided internal CPD and even less than half provided external CPD. This was consistent with Read et al,⁶ who also reported that half of participants received CPD activities. These findings may suggest that the mentor does not have the appropriate skill set, time or resources available to organise and conduct such activities, or that the organisation/mentor utilise interns to fulfil labour requirements, and do not value the learning experience of their intern. It is clear that organisations hiring interns should define the roles they require interns to fulfil and

establish the development needs of the prospective intern to ensure suitability and provide an effective placement. At no point should interns be hired because the budget precludes the employment of a full time coach.²

Results from this survey, along with Read et al,⁶ would suggest that although interns are gaining valuable experiences, the internship process is not always the structured and effective learning environment that has previously been recommended by the aforementioned publications. However, we should not lose sight of the fact that the conversion rate from intern to employee at the corresponding organisation was reported to be 44%, and that the majority of participants reported their placement provided them with the necessary skills and experience to gain employment within the field of S&C. As such, there are many organisations undoubtedly providing excellent learning environments and the internship process is still to be encouraged.

It is logical and mostly evident that internships form a valuable learning experience that is unique and different to formal education. Internships can provide a skill set that is not normally available through undergraduate or postgraduate study alone, as well as providing an environment where there is ample opportunity to hone the delivery of class taught theory and practice. However, to maximise any placement it must be structured effectively and designed to be mutually beneficial for both the organisation and individual. Read et al⁶ outlined some recommendations for both interns and organisations to ensure an effective placement, including the following:

- Establishing the training needs of the intern prior to commencement of placement
- Effective mentoring programme with appropriately qualified person
- Documentation of individual development plan, formal meetings and appraisals
- CPD relevant to interns' needs

- Understanding employment law surrounding employment classification, work obligations, payment and statutory rights

What next from the UKSCA?

The final aim of the SoNS was to use the results gained to develop a support structure that encourages and enables a higher standard of internship within the S&C industry. This support structure and accompanying resources will be available to both organisations and individuals seeking internships, and will include templates for personal development plans, feedback and appraisal meetings and exit interviews. This will not only provide organisations with a 'road map' of how to design and implement a successful internship experience, but will also highlight what interns should be looking for when applying for prospective internships.

The UKSCA will also establish a grants fund – starting in early 2017 – to provide free UKSCA workshop places for those organisations which are committed to running quality internship programmes, but may not have the financial capacity to support their early career coaches. These plans will hopefully go some way to combat the limitations identified by the SoNS.

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UKSCA's Early Years Career Development Grant Overview

WHY

The UKSCA is keen to support clubs and organisations who are developing the skills of S&C coaches in their early years (eg internships), enabling coaches to become fully accredited members with the expertise required for employment within the industry.

WHAT

The UKSCA is offering grants of up to £1250 to be spent on UKSCA 2-day workshops and provide support to organisations in the development of S&C professionals ie,

- Foundation workshop in Strength and Conditioning workshop (£250)
- Applied Coaching Science workshop (£250)
- Weight Lifting workshop (£250)
- Plyometrics, Agility and Speed workshop (£250)
- Planning Effective programmes workshop (£250)

WHO

Clubs/organisations can apply to support coaches who are looking to specialise in S&C and who are, or will be, engaged on a full or part-time basis for the duration of up to a year. Their development must be supported by a UKSCA Accredited coach and this is primarily aimed at those engaged in internships, although staff in their first two years of employment are also eligible.

WHAT IS INVOLVED

The applying club/organisation must show a commitment to staff development and that it will follow a structured programme to support the identified S&C coach.

This will include providing evidence of:

- Letter of support from the head coach and /or senior management within the organisation
- Job description
- Work programme, including induction process, interim review and exit or employment interview
- Personal development plan structure (linked to UKSCA workshop attendance and learning) including regular reviews

The applicant organisation must have:

- An Accredited UKSCA member who will be responsible for supporting the development of the identified S&C coach.
- A coach developer who will meet with the coach at least 3 times within the year and take responsibility for ensuring the coach's personal development plan is met (this may also be the Accredited UKSCA member)
- The coach developer must be willing to attend a UKSCA run, 1 day workshop on supporting coach development which will take place between Mar-Jun 2019.

WHAT WE HOPE TO ACHIEVE

Based on best practice from within sport and other professions, a more structured approach to the support of S&C coaches in their early careers. This aims to generate more valuable experiences for both the organisations and the developing coaches, as well as raising standards across the profession.

WHAT THE UKSCA WILL PROVIDE

- Best practice template materials to support clubs/organisations
- A grant of up to £1250 to be spent on UKSCA workshops
- Coach developer workshop to upskill coach developers

TIMELINE

Applications are accepted, and grants awarded in January and July each year. See uksca.org.uk for deadlines and the application form.