Non-protected

Equality impact assessments

Template



# Name of programme: Coach development

## Introduction

|  |  |
| --- | --- |
| Lead officer | Ashley Bruce |
| Others involved in the assessment | Susie Benson; Sarah Dixon; Louise Dobbie; Stuart Ferrier; Iain Kennedy; Mairi McLaughlin; David Forbes; Steven Lytham |
| Date(s) of assessment | 24/02/2016 |

## Description of programme

|  |  |
| --- | --- |
| Background | Coach development is a programme within the ‘People’ portfolio in the **sport**scotland business plan 2015-2017. This EQIA covers all projects captured within coach development. |
| Purpose and outcomes | The purpose of this programme is to facilitate:  “*The development and delivery of continuous professional development learning opportunities for coaches, officials and volunteers and other support mechanisms designed to improve Scottish sport”.*  The programme will also contribute to the 2017-19 Coaching Scotland framework which is currently under development. Specifically:   * to provide quality learning and development opportunities for coaches * to increase accessibility to learning and development opportunities * to increase the diversity of our coaching workforce * to improve the skills and behaviours of targeted coaches * to improve the retention rates of coaches * to improve the quality of coached experience for participants attending sessions   Further;  “*we will maintain a focus of developing the skills, knowledge and behaviours of coaches, officials, administrators and professional staff in sport through qualifications, education, training and development opportunities,”* |
| How it links to **sport**scotland corporate and business plans | **2015-19 Corporate plan: Outcomes and impact measures**  This programme will contribute to the following outcomes and impact measures within the **sport**scotland 2015 – 19 corporate plan:  **Participation**  *“We will have taken a planned approach to increasing the number, quality and diversity of coaches working in schools and education, and clubs and communities.”*  **Progression**  *“We will have supported more coaches to become better at coaching, in order to support athletes to improve, at all stages of the pathway.”*  **Priorities for improvement** People development The coach development programme contributes to the people development priority by providing high quality learning and development opportunities that are tailored to the needs of the workforce.  **Equalities and inclusion**  The coach development programme recognises that inequality exists in coaching and aims to address issues that may prevent or constrain people from getting involved in coaching and encourage greater diversity in coaching. The programme also has equality embedded within all projects.  **2017-19 business plan**  Coach development is a key programme within the people portfolio of **sport**scotland’s 2017-19 business plan.  The coach development projects / activities are integrated across our portfolios of work for the three environments for sport:   * Schools and education * Clubs and communities * Performance sport |
| How we intend to implement the policy | The programme will be implemented by the development and delivery of continuous professional development learning opportunities for coaches, officials and volunteers and other support mechanisms designed to improve Scottish sport.  The development of coaches will contribute to participation, progression and performance. To successfully deliver coach development opportunities we will continue to work in collaboration with partners. Through the provision of relevant learning opportunities, we will improve coaches and their coaching to enhance the learning experiences provided throughout Scotland.  We will support the provision, development, accessibility and uptake of training which meet the needs of sport by developing the skills, knowledge and behaviours of the coaches. Opportunities to develop coaches will be assessed to ensure that barriers that prevent people from getting involved are identified and addressed.  Direct delivery by **sport**scotland will be through the following projects:   * Introductory coach development, Coach Connect, Coaching Talent * Performance Coach Development * Club Coach Development * Sports coach UK workshops * Multi-skills * Mentoring - Develop a mentoring framework for coaching in Scotland. * Positive Coaching Scotland (EQIA signed off on project)   Partner delivery supported by **sport**scotland:   * Inclusive coach – recruitment and development of coaches with a disability delivered by Scottish Disability Sport (SDS). This project is funded by **sport**scotland and supported by sports coach UK coaching advisor who is majority funded by **sport**scotland   Exceptions within the coach development programme which are not focused on learning and development opportunities for coaches.   * Active Schools volunteer management training * Club Leaders * COV awards * Digital platform tbc * Tutor workforce |

## Who programme is likely to impact on and how

|  |  |
| --- | --- |
| Who will the programme benefit (i.e. who is the customer?) If applicable, you should consider how **sport**scotland’s investment is spent in the context of this policy. | The direct customers are:   * New and existing coaches * Tutors * Mentors   The indirect customers are:   * Athletes participating in coached sessions * Clubs * Scottish Governing Bodies of Sport |
| Is it designed to impact on one/some/all people who share a protected characteristic? How? | Overall this programme is not designed to impact on a particular characteristic. However, the following activities are targeted at specific protected characteristics:   * SDS has been involved within the development of the core themed workshops for coach connect (Disability). SDS also deliver Inclusive coach project which specifically targets disabled athletes into coaching (Disability) * Offer of Multi-skills to HE/FE students (young people/age) * Live streaming/remote access to make workshops accessible to a range of people who have protected characteristics (gender/disability/gender reassignment/pregnancy and maternity). |
| How will customers be involved in the development and roll out of the policy? If no involvement mechanism, how will customer needs be identified and addressed? | The programme will be developed and rolled out through collaboration and consultation with both direct and indirect customers via the following mechanisms:   * training needs analysis (TNA) * personal development plans (PDP) * Feedback from direct and indirect customers (Evaluation tools, meetings, presentations from coaches on experiences/learning, advisory group) * new and current research   Consultation and direct feedback from SDS who represent the needs of people with disabilities. |
| Which partners will be involved in the development and roll out of the policy and how? | All partners listed below will be involved in the development of the policy in varying ways.  Coaches – through TNA/PDP Scottish Governing Bodies / SDS – through consultation, research and delivery sports coach UK - through consultation, research/evaluation and delivery UK Sport – consultation and evaluation Higher Education/Further Education – consultation and delivery Direct Club Investment clubs - delivery National Trainers/Tutors – consultation and delivery Mentors – consultation and delivery |

## Think about the impact the policy/practice will have on eliminating discrimination, promoting equality of opportunity and fostering good relations between different groups. Also consider whether there is potential for discrimination.

| Protected characteristic | What do we know about this group in the context of this policy? | What is the potential impact (positive, neutral and negative) on people who share the characteristic? | What could we do to reduce any negative impacts, maximise positive impacts and ensure quality information?  What further evidence should we collect? |
| --- | --- | --- | --- |
| Consistent themes across all protected characteristics |  | Coach Development is a programme area containing learning and development projects and opportunities. These are designed to improve the skills and behaviours of active coaches leading to better quality coaching sessions for sports participants.  The projects within this programme do not have a consistent approach to the identification, design, delivery and evaluation of projects and opportunities thus increasing the likelihood of negative impacts on coaches and sports participants from some of the protected characteristics.  Furthermore, the programme area has not been designed to specifically impact on a particular protected characteristic but some of the projects and opportunities do deliver positive impacts on people from protected characteristics.  For this reason under each protected characteristic we have reviewed relevant project areas where there is either good work happening or room for improvement. | All staff to adopt an agreed and consistent approach to the identification, design, delivery and evaluation of coach development projects and opportunities. This process should include equality screening activity to identify where positive impacts can be made for people from a protected characteristic. (See Appendix 1: C+V agreed project management principles).  Capture consistent equalities data across the different projects (where relevant) in order to compare and contrast group data.  Gather feedback from participants on the delivery mechanisms used as well as from people from under represented groups to understand how best to deliver training/CPD/education and to identify any barriers to attendance.  A new online workshop by sports coach UK ‘Embracing Equity’ is under development and should be considered (once released) for all coaches to improve the quality of coached experience for participants attending sessions.  This will be consistent across all protected characteristics listed below. |
| Age | Overall, the proportion of the population who coach, declines with age:   * The average age of coaches is close to 37 years. Just over half of all coaches (55%) are aged 35 or older * Age range spans from 16-78 years * In 2015 (and 2006, 2008), the data indicated clusters of coaches within the 16-24 and 35-44 years age bands. These may be described as the ‘peak entry ages’ into coaching. * In Scotland the 16-24 age group is more significant for entry into coaching at 37% compared to 20% in the 35-44 age group. * In the UK, entry into coaching for 45-54 year olds is 10%, yet this age category makes up the largest group of coaches over all at 29% * Coaches under 35 are twice as likely to drop out of coaching than those over 35, reasons being family, education and work, etc. (sports coach UK)   *sports coach UK (2011) Sports Coaching in the UK III: A statistical analysis of coaches and coaching in the UK The Coaching Panel Survey 2015 (UK) Coaching in Scotland 2015*  Pathways into coaching:   * The 16-19 age group is a key entry stage for female coaches as they account for 33% of coaches starting at that age (compared to the national coaching average of 28%). * The age group with the smallest proportion of new female coaches is 30-34 years old. * The second peak entry age at 35-44, relates to the ‘parent/helper’ route where coaches get involved through their children’s' participation (sports coach UK (2014)). This study found that men are twice more likely than women to enter coaching by this route. This trend reflects ‘traditional’ roles mothers and fathers assume in relation to sport.   Source: sports coach UK (2014) *The coaching panel: A review of coaches and coaching in 2014*  *Timson-Katchis, M and North, J. (2008) UK Coach Tracking Study: Year one headline report.* | With reference to age, potential impacts are as follows:  Positive Coaching Scotland Within the suite of Positive Coaching Scotland (PCS) workshops there is a positive impact on young leaders, young coaches athletes/players where interventions (such as workshops) have been specifically tailored to meet their needs.  Given the focus of PCS on supporting a positive youth sport environment there is likely to be a positive impact on young people regarding their experience in sport.  Multi-Skills There will be a positive impact on younger coaches as the multi-skills workshop is being specifically targeted to the HE/FE sector.  Coach Connect / Coaching Talent - Live Streaming events Older people are less likely to access the technological elements of learning and more likely to prefer face to face opportunities. Therefore there may be a potential negative impact on this demographic of coaches.  In other projects, no specific effort has been made to actively encourage or ensure accessibility to coaches of particular age groups to participate and so there is potential for negative impact. | **What we already do**  Most coach development opportunities are delivered face to face. However, where these take place online, workshop resources are made available in alternative format. Supplementary support is also offered by the coach educators where required. This is made clear to coaches at the beginning of the session.  This approach will help to mitigate the possible negative impact of the projects on coaches due to age.  **Actions**  Any resources being produced should consider the use of older coaches in the imagery. This will raise the profile and promote coaching as an activity which is inclusive for older people. |
| Disability | Disabled people are not well represented in the coaching workforce and tend to have lower levels of participation in sport. The 2008 Omnibus Survey found that 8% of the total UK coaching workforce reported that they had disability, compared to 15% of the UK population. Figures from the Coaching in Scotland Survey 2015 show 7% of coaches were disabled compared to 20% of disabled people in Scotland  In terms of wider sport participation, the [2012 Scottish Household Survey Topic Report on equalities](http://www.gov.scot/Resource/0040/00406749.pdf) identified:   * Disabled people were less likely to participate in physical activity and sport than those without a disability. * Only 26% of respondents with a limiting long-term condition met the physical activity recommendations compared to 41% with a non-limiting condition and 44% of those without a condition. * Furthermore, only a third (36%) participated in sport compared to more than half (54%) of those without a condition. | With reference to disability potential impacts are as follows:  Inclusive Coach project The ‘Inclusive coach’ project being delivered in partnership with SDS will have a positive impact on people with disabilities who want to become coaches. The project aims to recruit new coaches with a disability from the 13 SDS branches to ensure a national geographical spread. Potential coaches will be supported via a mentor who will agree a programme of required support to enable them to become confident and qualified coaches. This will be done in partnership with the relevant SGBs to make these opportunities sustainable for the future.  Coach Connect/Coaching Talent Scottish Disability Sport have been involved in the development of the core themed workshops within Coach Connect and Coaching Talent. This will ensure that the workshops are inclusive for coaches with a disability and will also upskill coaches to be inclusive within sessions which may include disabled participants.  Funding for SDS Each year £5,000 of additional funding is given to SDS to support coaches with a disability to progress their coach education. For example; BSL interpreters were funded and used at UKCC courses, disabled coach consultation, multi-skills course and also at Class of 14 event to support deaf coaches.  In other projects, no specific effort has been made to actively encourage or ensure accessibility to potential or current disabled coaches to participate so there may be potential for negative impact. | Upskill National Trainers and Coach Educators to be more inclusive within coach education environments via the use of recent sports coach UK research ‘Supporting and promoting inclusive coach education’ (SPICE). This research will improve the engagement of disabled people in coach education and therefore mitigate the negative impact on this group.  Any resources being produced should consider the use of disabled coaches in the imagery. This will raise the profile and promote coaching as an activity which is inclusive.  In addition, coaches should be made aware that resources are available in alternative formats if required. This will help reduce the potential negative impact on coaches with a disability. |
| Gender reassignment | It is widely recognised that there is limited evidence on the experiences of transgender people in Scotland. The Equalities Network have published a transgender specific companion report to the Out for Sport Research. It looks at transgender people’s perceptions of transphobia in sport. An overwhelming majority of trans respondents, over 75%, were of the opinion that there is a problem with transphobia in sport. 68% of trans people who said they would participate more in sport if it was more LGBT friendly.  Some of the most relevant guidance for those training and employing coaches is summarised here:   * In the sport context, it should always be remembered that gender reassignment is a complex and long-term process based on genuine need. It is not something people undertake lightly or in order to gain competitive advantage. * Staff training should sensitise staff to the issues involved and ensure they are aware of the organisation’s equal opportunities policy.   The use of facilities prior to and during gender reassignment where the individual may present an ambiguous appearance and be highly self-conscious represents a difficult issue. These are times when many transsexual people will prefer not to use communal sports facilities. | With reference to gender reassignment, no positive interventions or messaging for this characteristic were considered in the planning and implementation of this policy and so there may be potential for negative impact. | Ensure the option of ‘Prefer not to say’ is included within any monitoring question about sex.  Establish relationships with organisations and agencies to better understand the needs of transgender people in coaching. For example; LEAP Sports and the Equalities Network. |
| Race | In Scotland, 4% of the population are from ethnic minority backgrounds. Members of black and ethnic minority (BME) groups are underrepresented in all positions, not just sports coaching, but also in the organisation and governance within UK sport organisations and national governing bodies. Sport coach UK have reported:  95% of coaches who responded in the Coaching in Scotland 2015 panel survey were white (77% White Scottish, 14% Other British, 5% Other White).  At the UK level:   * The coaching workforce is under-representative of the UK adult population, especially for qualified coaches. * While 3% of the coaching workforce self-reported as being from an ethnic minority, only 1% of qualified coaches are ethnic minority   Research by Sporting Equals found that there was significant interest in coaching from ethnic minority people, but there were barriers, such as information, marketing and visibility of role models. The research found that coaching was perceived as an opportunity for privileged individuals who were able to commit time to coaching on a voluntary basis. Coaching was not seen as a career, but as a hobby.  Sports coach UK commissioned research that aimed to better understand the reasons for underrepresentation of BME groups in coaching. This identified that in governing bodies, the recruitment and retention of a more diverse coaching workforce is either non-existent or very low on their long-term agendas.  When playing sport or making the transition into coaching, participants cited the following **enablers** to become players or make the step from playing to coaching:   * Diverse playing environments with a variety of different coaches (including different racial and ethnic identities, and men and women coaches) * Specific BME-targeted initiatives or interventions * Mentors / Supportive senior coaches within their club * Supportive organisational practices such as coach development programmes   Participants identified **barriers** that often presented themselves more frequently and more powerfully when they attempted to *progress* and *develop* as coaches. For example:   * Lack of a supportive organisational structure evidenced by: the lack of mentoring; lack of consistent, continued professional development alongside the one-off training courses; lack of support for coaches not connected to a club (resulting in isolation of coaches); inaccessible and infrequent training courses. * Format of assessment for coaching qualifications: The participants asserted that mentoring, peer-observation, and experiential learning to be the best methods of learning. However, the opportunities to practices as coaches were limited for some of the participants. * Lack of other BME individuals or for the female participants, the lack of other BME women, on coach education courses resulting in feelings of intimidation and isolation. * The informal, closed, unclear coaching appointment process. Opportunities were often only made available to those coaches within inner circles and networks within the NGBs. These networks were often racialized and gendered, meaning job opportunities tended only to be available to white men and thus ultimately, preventing the progression of BME coaches.   Prejudiced assumptions of white trainers, other coaches, and NGB representatives towards the capabilities of BME groups and in particular, BME women to undertake coaching qualifications.  Source: Equality and Sport Research, 2016.  Sporting Equals (2011) *INSIGHT BME Coaching in Sport* | With reference to race, no positive interventions or messaging for this characteristic were considered in the planning and implementation of this policy and so there may be potential for negative impact. | Upskill tutors to be more inclusive within coach education environments via the use of recent sports coach UK research ‘Supporting and promoting inclusive coach education’. This research will improve the engagement of people from black and ethnic minority communities in coach education and therefore mitigate the negative impact on this group  Any resources being produced should consider the use of coaches from ethnic minority backgrounds in the imagery. This will raise the profile and promote coaching as an activity which is inclusive to people from a variety of races. |
| Religion or belief | There is very limited representative data (Scottish or UK) on the religious identities of our coaching workforce.  However in the recent ‘Coaching in Scotland 2015’ research when asked to state their religion, 54% of coaches stated no religion while 31% stated Church of Scotland. Other faiths included Catholic (6%) and other Christian (6%).  It should also be noted that there is very often an overlap between religion or belief and race. There are many people from the same race who share the same religion but there are also many people who are from the same race who follow different religions. | With reference to religion or belief, no positive interventions or messaging for this characteristic were considered in the planning and implementation of this policy and so there may be potential for negative impact. | Any resources being produced should consider the use of coaches from a variety of religions or beliefs in the imagery. This will raise the profile and promote coaching as an activity which is inclusive.  Roll out the filming of CPD events which will allow footage to be watched on alternative days to take into consideration days of the week which may not be suitable for some people of different religions or beliefs to attend.  Also, days on which courses are held to be considered depending on participant’s religion or beliefs, if known. This has been reflected across all coaching and volunteering project management principles and aims to reduce any negative impact on this group. |
| Sex | Women are underrepresented in sport at every level of participation and role. Coaching is no exception. In addition to being fewer in number, female coaches also have less status, lower salaries and less power than their male counterparts. We know:   * Only 30% of the national coaching workforce is female (Coaching in Scotland 2015 research states 32% female) * Females account for only 17% of the total qualified coaching workforce across the UK * Only 12% Level 3 coaches are female * Of those who coach in community centres, leisure centres and private clubs, 40% are women. This drops to 24% in the ‘traditional’ governing body of sport clubs. * At the London 2012 Olympics, female coaches made up only 11% of the accredited coaching workforce   sport coach UK [published research and recommendation](http://www.sportscoachuk.org/sites/default/files/scUK-W&Q-finalreport.pdf)s on women coaches and qualifications:   * Providers of coach education increase the number of female coaches undertaking coaching qualification courses alongside male coaches (when administering qualifications) * Make coaching qualifications more accessible by delivering courses in alternative formats, including in smaller blocks of learning and in the evenings * Provide female coaches with more information prior to starting a qualification. This will include details of what the qualification involves, what is required of them and who is likely to be there * Provide mentoring systems for female coaches undertaking coaching qualifications. * Develop role models to encourage more women to become qualified coaches. * Review the extent to which coach education matches the learning styles of women.   Barker-Ruchti *et.al* researched women coaches' career paths in women's football and concluded:   * In many cases female coaches did not regard coaching as a viable career option as they perceived limited opportunities to develop coaching careers or ‘climb the coaching ladder’. * In order to prevent female coaches from dropping out – as a consequence of these negative perceptions – support systems in the form of social networks, mentoring, and career guidance are useful.   Source: Barker-Ruchti, N. Lindgren, E. Hofmann, A. Sinning, S. & Shelton: ‘Tracing the career paths of top-level women football coaches: turning points to understand and develop sport coaching careers’ (2015) | With reference to sex, examples of potential impacts are as follows:  Reach Reach is a women in coaching campaign being promoted by sports coach UK. The aim is to encourage more females into coaching as well as supporting those already coaching to progress along the coaching pathway. In addition, the project aims to address the barriers and challenges within SGB systems and ways of working to eliminate discrimination and foster good relations. **sport**scotland will actively promote the campaign via social media and by sharing learning with SGBs where applicable.  Performance Coach Development Subtle changes were made to how the project was advertised and the language used within job descriptions to make it more appealing to female candidates. A sentence on the job advert was included to say: ‘We would welcome applications from everyone regardless of gender but, as women are currently under-represented in high performance coaching, we would encourage applications from this group.  Appointment was based on merit alone’. This aimed to have a positive impact on females as they will feel more confident in applying. | Kirkpatrick method of evaluation can be used to measure impact of the Reach project on the female coaches and the SGBs therefore gaining better quality evidence. This will allow **sport**scotland to maximise the positive impact of this project within other areas.  Upskill tutors to be more inclusive within coach education environments via the use of recent sports coach UK research ‘Supporting and promoting inclusive coach education’. This research will improve the engagement of females in coach education and therefore mitigate the negative impact on this group.  Any resources being produced should consider the use of female coaches in the imagery, coaching a range of different groups e.g. males, talent and performance squads, and disabled groups. This will raise the profile and promote coaching as an activity which is inclusive for females across the coaching pathway rather than predominantly young people.  Consider specifically targeting the advertisement of coaching positions to female candidates where evidence demonstrates that there is a significant lack of female coaches at the given level or area of work. |
| Sexual orientation | Within the Equality Network’s [Out for Sport](http://equality-network.s3.amazonaws.com/wp-content/uploads/2013/03/Out-for-Sport-Summary-Report.pdf) research there was recognition of the importance of the role of coaches in tackling the issues for LGBT people in sport. Key findings include:   * A change in attitude is required, with Scottish sport actively and effectively challenging behaviour. * A more diverse workforce to include LGBT coaches, as well as more black and women coaches, was deemed important to inspire young people, regardless of their background, with the access to suitable LGBT role models believed to be crucial in attempts to encourage participation. * 73% of respondents felt that diversity training for sports facilitators, coaches and participants would help tackle homophobia and transphobia in sport. * In grassroots sport, PE teachers and coaches can occupy a significant position as role models for young people. They are central in creating an inclusive sports environment within PE classes and sports clubs.   The report recommended the following:   * LGBT organisations should build long-term, sustainable relationships with **sport**scotland and Sports Coach UK to develop coaching, training provision and CPD. * Mainstreamed equality training which includes awareness of sexual orientation and gender identity issues should be developed for basic level coach education for level 1 and/or 2 coaches as part of their UKCC qualification. * Coaches, PE teachers, sports club welfare officers, SGB community development officers, and other key role models and influencers should exercise zero tolerance of homophobic and transphobic abuse.   Clubs in receipt of public money should be supported by **sport**scotland and/or local authorities, where appropriate, to work to the principles of the Equality Act 2010 in terms of all protected characteristics, including sexual orientation and gender identity. | With reference to sexual orientation, no positive interventions or messaging for this characteristic were considered in the planning and implementation of this policy and so there may be potential for negative impact. | Ensure the option of ‘Prefer not to say’ is included within any monitoring question about sexual orientation.  Establish relationships with organisations and agencies to better understand the needs of LGB people in coaching. For example; LEAP Sports and the Equalities Network. |
| Pregnancy and maternity\* | N/A | N/A | There is no current evidence to demonstrate how pregnant women are included in coach development opportunities whilst pregnant or how they would/should be supported upon return from maternity leave. As with other protected characteristics, best practice would be to gather feedback on the delivery mechanisms used from females who are pregnant or returning from maternity leave to understand how best to deliver training/CPD/education and to identify any barriers to attendance. |
| Marriage/civil partnerships\* | N/A | N/A | N/A |

\*where policy is HR related

## Who will be consulted internally on this EQIA?

In planning internal consultation please consider anyone internally who may have an interest in this EQIA, additional knowledge in the policy area, or be impacted by the actions you have identified.

|  |
| --- |
| Penelope Peacock, Ruari Davidson, Viki Nocker, Barry Fleeting |

## Who will be consulted externally on this EQIA?

In planning external consultation please refer to the guidance on page five and speak to the strategic planning team for advice and support. It may be that there are several EQIAs that require external consultation at the same time and it is important this is coordinated.

|  |
| --- |
| Scottish Council on Deafness have shown interest in what equalities training **sport**scotland provides for coaches. Look at consulting with all protected characteristics, particularly those who represent people under represented in coaching.  Another person who may be considered is Dr Don Vinson who led the sports coach UK research on ‘Supporting and Promoting Inclusive Coach Education’ (<http://www.worcester.ac.uk/discover/dr-don-vinson.html>) |

## What recommended steps should we take to improve the policy and monitor its equality impact?

In developing an action plan, project leads should balance how to maximise the positive impact of the policy or practice on all people who share the protected characteristics, with the requirement to maximise the core outcomes of the policy/practice (i.e. recommendations should be proportional and relevant.) The assessment should take steps to embed ways of monitoring the ongoing impact of the policy and practice.

|  |  |  |
| --- | --- | --- |
| Action | Responsibility | Timeline |
| Sharing findings and highlight implications of the Equality and Sport research with all C+V PMs and the Coaching Network. | Ashley Bruce | 30 April 2016 |
| All **sport**scotland coach educators/national trainers to be sent ‘Supporting and Promoting Inclusive Coach Education’ (SPICE) research from sports coach UK and asked to consider how to implement within their delivery. | Sheena Carroll | 30 April 2017 |
| Roll out ‘Embracing Equity’ online workshop to **sport**scotland tutors and national trainers as mandatory CPD. | Sheena Carroll | TBC |
| All C+V PMs to capture consistent equalities monitoring data within projects, where relevant. Focus of data collection: - Sex, disability and age - ‘Prefer not to say’ as an option for each characteristic | C+V PMs | 31st August 2017 |
| All Coaching and Volunteering partnership managers with a responsibility for a project to ensure the new project management principles (which have considerations for equalities embedded within) are incorporated in their project plans. | C+V PMs | 31st August 2017 |
| All C+V PMs to use Kirkpatrick model of evaluation (at agreed level) to gather impact of projects. | C+V PMs | 31 March 2018 |
| All C+V PMs to consider any imagery used across all projects to ensure a range of protected characteristics are represented. | C+V PMs and **sport**scotland communications team | 31 March 2018 |
| All C+V PMs to ensure that any resources produced are advertised as being available in alternative formats | C+V PMs and **sport**scotland communications team | 31 March 2018 |
| All C+V PMs to consider filming all coach development workshops as standard practice | C+V PMs and **sport**scotland communications team | 31 March 2018 |
| Gather feedback from protected characteristic groups on the delivery mechanisms used to understand how best to deliver training/CPD/education and to identify any barriers to attendance | C+V PMs | 31 March 2018 |
| Establish partnership with relevant organisations/agencies to better understand the needs of transgender people in coaching | C+V PM (exact responsibility TBC) | 31 March 2018 |
| Performance coach development programme to consider the use of positive action in the recruitment of coaches. | Gillian Jones | 31 March 2018 |

## Sign off

|  |  |
| --- | --- |
| Assessment signed off by: | Senior management team |
| Sign off date: | 4 April 2017 |

**APPENDIX 1**

Delivery

* Actions implemented
* Quality control/management
* Time/Cost/Risks management
* Issue resolution where required
* Monitoring (regular Covalent updates)
* Ensure resources developed are inclusive, promote equality and support diversity
* Diverse sporting and educator workforce used
* Venues must be accessible
* Continuous development
* Communications

Evaluation & Review

* Indicators of change (include in Covalent)
* Short term and wider evaluation (consider Kirkpatrick levels)
* Equality monitoring data should be analysed and interpreted and used to advance equality & good relations
* Review of project
* Share key learning points for continuous development
* Feedback from team/participants
* Celebrate success and positively profile under-represented groups
* Communications

Initiation

* Project briefing paper
  + Background
  + Purpose
  + Outcomes
  + Scope
  + Budget
* Project board/working group established
* Timelines
* Relevant research or learning from similar projects considered (refer to EQIA for data on protected groups)

Planning & Design

* Consultation (consider who will impact/benefit from the work, particularly those from protected characteristics and their specific need e.g. dietary requirements, time of week/day for workshops)
* Design your project/intervention
* Detailed project plan with schedule and timescales
* Roles and responsibilities
* Monitoring and evaluation plan (basic equality data must be captured on sex, disability & age)
* Budget allocation
* Progress checkpoints
* Communications plan

Continuous monitoring