

Non-protected

Equality impact assessment

Covid-19 recovery planning

Sport for life

sportscotland
the national agency for sport

Name of recovery project: Getting coaches ready for sport (guidance and webinars)

Section 1 – Description of project

Background

Our [Phase 3: return to sport and physical activity guidance](#) supports Scottish governing bodies (SGBs) to develop sport-specific guidance for local authorities, leisure trusts, clubs and others about the phased return of sport and physical activity in Scotland.

Coaches, instructors, deliverers, personal trainers and leaders (referred to as coaches) play a critical role in the delivery of sport and physical activity. To support those individuals in planning for a safe return to sport, we created specific guidance in the form of a four stage check list for coaches to follow. This mirrored the phase 3 guidance and was very specific to their role.

To bring the guidance and four stage checklist to life, and to support coaches in sharing practice and also asking direct questions, we created and led a series of generic, non-sport specific webinars. We also delivered sport specific

webinars to support SGB partner requests. Our staff engaged the audience during an online meeting through a verbal presentation. This was supported by slides and facilitated question and answers (Q&A) throughout the session. The presentation and links to all information, resources and templates were sent to all attendees following the session. A follow up feedback survey was also sent to attendees.

- [Phase 3: Getting coaches ready for a return to sport and physical activity \(updated 11 September 2020\)](#)
- [Getting coaches ready for sport; a 4 stage checklist to support coaches as they prepare to return to sport](#)
- https://www.youtube.com/watch?v=PEAaG-Ghkck&feature=emb_logo

Target audience

The webinars were delivered to two audiences:

- Professional Officers from within SGBs, local authorities and further education/higher education (FE/HE). The rationale for delivering to Professional Officers was primarily to develop an understanding of the guidance and secondly to enable our partners to use and disseminate the information among their networks confidently. Familiarising professional officers with the content also helped them target the appropriate people within their clubs and communities who could benefit from attending the follow up generic coaches webinars.
- Coaches, instructors, deliverers, personal trainers and leaders (referred to as coaches) from clubs and communities. We found that although targeted at coaches, people with a range of responsibilities for supporting coaches and coaching attended. There was also a wide variety of sports and organisations

represented such as SGB clubs, Active Schools volunteers, local authority employed coaches, University sport, PE, voluntary organisations, dance and fitness.

Section 2 – General impacts of the project

We have identified two main areas where this project will impact on people:

Content of guidance and webinars

The content of the guidance and webinars includes the following:

- How to **plan** for the delivery of sport
- Ways in which to **prepare** and take action prior to delivery
- How to **protect** yourself and participants during an activity
- The need to **review**, reflect and re-plan for the next session
- Scottish Government route map, SGB guidance and facility guidance
- Signposting to relevant information and resources to help people understand the wider context
- Practical hints and tips along with templates
- The webinar enables coaches to ask questions directly to **sportscotland** staff
- The webinar facilitates conversation among coaches around good practice and advice

We regularly update the content as new and relevant information becomes available to us. We can also review the content to ensure it doesn't discriminate against any groups, and to see if we can develop it further to advance equality and foster good relations.

Accessibility of content and webinars

The guidance is available on our website and the webinars accessible via WebEx. We know that digital accessibility and exclusion is a key area of inequality for some groups. We have recorded the webinar so that it can be viewed at any time. The listener could also enlist the support of another person to assist them to access the information in a way that is more accessible to them i.e. using BSL or accessing a printed version of the guidance and supporting information.

The guidance and a copy of the webinar presentation can be provided in alternative languages or formats on request by contacting **sportscotland**. We also provide an option for deaf/BSL users to contact us via <https://contactscotland-bsl.org/>

Section 3 – Evidence

Digital exclusion

Many different terms are used interchangeably – digital inclusion, digital participation, digital capability or digital literacy. Ultimately, it's about people being able to use digital technologies, particularly the internet, in ways that enhance their lives and contribute to helping them overcome other disadvantages which they might face ([The Wales Co-operative Centre with Carnegie UK Trust, 2018](#)).

Broadly defined, digital exclusion is where a section of the population have continuing unequal access and capacity to use Information and Communications Technologies (ICT) that are essential to fully participate in society ([Schejter, 2015](#) ; [Warren, 2007](#)).

The [Scottish Household Survey 2019](#) provides evidence on internet access and usage. The proportion of internet users had increased since the questions were first asked in 2007, from 65% to 88% of all adults in 2019. However:

- Among older people the proportion of internet users was significantly lower than the Scottish average.
- Only half of those over 60 in the most deprived areas used the internet, while 83% of those over 60 in the least deprived areas did.
- Among younger people the difference between area deprivation was smaller, but it was still significant.
- 96% of those between 16 and 34 in the most deprived areas used the internet, while 100% of those in the least deprived areas did.

Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations, (2018)

- This legislation came into force in September 2018. The aim of the regulations is to ensure public sector websites and mobile apps are accessible to all users, especially those with disabilities.
- [In Scotland, about a third of adults are disabled](#). Many more have a temporary disability.
- [Accessibility means more than putting things online](#). It means making your content and design clear and simple enough so that most people can use it without needing to adapt it, while supporting those who do need to adapt things. To reach all your audience, you need to make effective use of [accessible communication formats](#). Current guidance for public sector bodies recommends:

Keep it simple – if your initial document is designed using the following principles it will already be accessible to a greater number of people and may reduce demand for special accessible versions:

- write in plain language

- make it as concise as possible
- design to be as legible as possible, for example using a minimum 14 point text size

User research is also establishing that compared with [HTML](#) content, information published in a PDF is harder to find, use and maintain. More importantly, PDFs can often be bad for accessibility and rarely comply with open standards unless created with sufficient care. For this reason much of the [available guidance for public bodies](#) recommends that the default should be to create all content in HTML.

Section 4 – Differential impacts and opportunities

Consider whether the project might have different impacts on one or more groups. Also consider whether there are opportunities to improve equality.

<p>Age: older people and children and young people</p>	<p>We are aware that there is a clear relationship between age and use of the internet, with lower rates of internet use amongst older adults. We are progressing ways to disseminate information, detailed in section 6 below.</p> <p>The content of the guidance also has the potential to help ensure opportunities better meet the needs of children and young people and older people. Section 5 explains more about how we are using stakeholder engagement to understand this and take action.</p>
<p>Disability</p>	<p>We are aware that disabled people are less likely to use the internet. This can make it difficult to access online support and services. More needs to be done to improve communications and the quality of information to disabled people during the pandemic to ensure things are accessible. We are progressing ways to disseminate information, detailed in section 6 below.</p>

	The content of the guidance also has the potential to help ensure participation opportunities better meet the needs of disabled people. Sections 5 and 6 explain more about how we are responding to that opportunity.
Marriage & civil partnerships	We are not aware of any published evidence which suggests that this project would impact people differently due to their marital status.
Pregnancy and Maternity	We are not aware of any published evidence which suggests that pregnant women or women on maternity leave would be impacted differently by this project.
Race	We are aware that cultural issues and language can be additional barriers to people from black and minority ethnic backgrounds when it comes to seeking help and support and accessing services. We are progressing ways to disseminate information, detailed in section 6 below.
Religion and Belief	We are not aware of any published evidence which suggests that this project would impact people differently due to religion and belief.
Sex: women and Men	We are not aware of any published evidence which suggests that this project would impact people differently due to sex.
Sexual Orientation	We are not aware of any published evidence which suggests that this project would impact people differently due to their sexual orientation.
Socio-economic disadvantage: any people	We are aware that people experiencing poverty more likely to be experience digital exclusion. They are less likely to use the internet; more likely to access the internet with a handheld device and more likely to have lower skills and confidence accessing online services. We are progressing ways to disseminate information, detailed in section 6 below.

experiencing poverty

The content of the guidance also has the potential to help ensure participation opportunities better meet the needs of people experiencing poverty. Sections 5 and 6 explain more about how we are responding to that opportunity.

Section 5 – Stakeholder engagement

Include a brief summary of the stakeholders you have engaged with to develop this project that have helped you understand the perspective of people in poverty or people who share protected characteristics. Think mainly about the target audience for your project and equality and poverty stakeholders rather than your ‘usual’ partners. What did you learn? Include recent engagement but also past or future planned engagement where it is relevant.

Disability – we have engaged with Scottish Disability Sport (SDS) to ensure that guidance for coaches working with disabled participants as they return to sport is consistent and included in our guidance and webinars.

<https://www.scottishdisabilitysport.com/wp-content/uploads/2020/08/Principles-for-Participants-With-Disabilities-Returning-to-Physical-Activity-And-Sport-Phase-3-and-Beyond-1.pdf>

SDS Regional Managers have also attended the webinars and provided feedback on how we can improve the information for coaches working with disabled participants. We have adapted the content to reflect this feedback, and also ensured that the key guidance for disabled participants and coaches are included and referred to throughout the webinars. **We need to engage further with SDS to provide additional guidance around supporting disabled coaches as they return to delivering sport and physical activity.**

Age (children and young people) – we have engaged with Children 1st to ensure that guidance for coaches working with children and young people as they return to sport is consistent and included within our guidance and webinars.

[Children and young people return to sport after COVID-19](#) - guidance on child wellbeing and protection considerations in the return of children and young people to sport.

We need to continue dialogue with Education Scotland to ensure that PE guidance and coaching guidance complement each other. We also need to identify and engage with stakeholders involved with older people to help us ensure the guidance meets the needs of older people as they return to sport either as coaches or participants.

SGBs and local authorities – we have engaged with our partners to orientate their staff to the guidance and gather valuable feedback to help inform and update our guidance. The orientation sessions were designed to empower staff to share consistent information in the context of their sport or local area, using a variety of methods e.g. online meetings, publications and face to face.

We need to have ongoing dialogue with partners to enable them to share practice and learning as we move through and out of the pandemic.

Section 6 – Actions

Set out what mitigating actions you have put in place. How are you seeking to address the negative impacts or promote the positive impacts you have noted in the general and differential impacts in Section 2 and 4 above?

Action	Timelines
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<p>Equality: We need to continue to examine and develop our understanding of the inequalities emerging. We need to work with stakeholders (existing and new) to put in place sport and physical activity plans that seek to reduce discrimination resulting from COVID-19 and advance equality of opportunity.</p>	<p>Spring 2021 (ongoing)</p>
<p>Development of future webinars and guidance will involve the following key actions:</p> <ol style="list-style-type: none"> 1. Engage further with SDS to ensure guidance around supporting disabled coaches as they return to delivering sport and physical activity is inclusive and accessible. 2. Continue dialogue with Education Scotland to ensure that PE guidance and coaching guidance complement each other. 3. Gather business intelligence and information around older people as coaches and deliverers, to help us understand the needs of this group better as they return to delivering sport and physical activity. 4. Gather business intelligence and information around people experiencing poverty as coaches and deliverers to help us understand the needs of this group better as they return to delivering sport and physical activity. <p>Digital exclusion: We need to need to consider those who are experiencing digital exclusion and provide solutions to improve access.</p>	<p>Spring 2021 (ongoing)</p>
<p>Development of future webinars and guidance will involve the following key actions:</p> <ol style="list-style-type: none"> 1. To reach all our audience, future webinars and guidance will be made available on request in accessible communication formats. 	<p>Spring 2021</p>

<p>2. We will produce an accessible communications guidance document for internal and external use to support staff and partners when developing online content and written information.</p>	
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Section 7 – Sign off

Assessment signed off by:	Senior management team
Sign off date	November 2020