Non-protected

Equality impact assessments

Template



# Name of policy: Bounce Coaching Programme

## Introduction

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| Lead officer (s) | Iain Kennedy/ Alison Lunn |
| Others involved in the assessment | Louise Dobbie, Michelle Borland, Jan Stander |
| Date(s) of assessment | 4 September 2013, 8 October 2014, 30 October 2014 |

## Description of policy

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| Background | Meeting the needs of people who are inspired by the Games  Post London 2012 78% of clubs have not seen an increase in volunteers, the general feeling is that some are struggling to meet the demand (sports coach UK) |
| Purpose and outcomes | The purpose is to increase number and quality of coaches as a result of the bounce from the 2014 Commonwealth Games  Three elements:  1. Capacity building: Increase the number of newly qualifies coaches. Number of coaches qualified to increase by 20% = 560 new and a total of 3,360. £100k investment  2. Development programme: Quality coaches will be retained in coaching. 1,400 new CPD opportunities for existing coaches to support new coaches. £85k investment  3. Focus event: All the above coaches will be rewarded and recognised for their participation in programme. 350 attendees. £120k investment |
| How it links to **sport**scotland corporate and business plans | Part of people programme, aligned to D1: Plan, support, engage, and recognise and raise the profile of the sporting workforce, and improve deployment across the sport system.  Contributes to change around people: be supported by a range of people, competent at the level they need, working on the right kind of activities and in the right places.  Contributes to success measure: Major progress in growing sustainable levels of competent and skilled coaches, officials, administrators and specialists (paid and voluntary) within Scotland |
| How we intend to implement the policy | **Capacity building:** We will work with partner Scottish Governing Bodies of Sport (SGBs) (aligned to our coaching network sports and including the Commonwealth sports) to support a focused and planned programme of coach education, aimed at increasing the number of newly trained coaches. This will be planned and implemented through the regional infrastructure. SGBs will be required to project the growth of their workforce across the country as a result of the Games, with coaching resources and plans subsequently aligned to this.  SGBs will design and deliver the CPD for existing coaches to support the newly trained coaches. Some of the CPD requirements may be met by existing CPD available although this is generic, a lot of the new CPD will be sport-specific. Investment will be allocated based on rationale papers submitted by SGBs.  **Development:** SGBs will deliver additional continuous professional development (CPD) opportunities for existing coaches. These will be aimed at improving the quality of the current workforce at club, school and community level. The aim is to enable current coaches to support new coaches in their clubs, school or community. This approach will provide an opportunity for existing coaches to engage in high quality CPD.  **The focus event:** will be led by **sport**scotland, design, development and delivery, in 2015 for coaches that have participated in the programme. |

## Who policy is likely to impact on and how

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| Who will the policy 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. | Our **direct** customers are (SGBs) . They are the recipients of the funds and are shaping proposals for their sports. In order to receive funding from **sport**scotland an SGB must have achieved the minimum of foundation level in the Equality Standard for Sport. SGBs will be involved in all three elements and will also manage the invitations for the focus event.  Our **indirect** customers are:   * people who are interested in getting into sports coaching; * existing sports coaches * participants * The network of tutors delivering the educational opportunities * Glasgow Life – partner for focus event, one person sits on the steering groups for the event. |
| Is it designed to impact on one/some/all people who share a protected characteristic? How? | This project is not designed to impact on a particular protected characteristic; however, some sports have developed their proposals in ways that impact specifically on protected characteristics. For example:   * **Scottish Disability Sport** has been awared funding and their activity is targeting disability. Specifically, aiming to improve the capacity of seven SGBs to train their coaches so they are confident and competent to coach participants with disabilities. They have also brought a group of 8 newly qualified Scottish Boccia coaces to the UK Boccia coaching conference in October 2014. * **Triathlon** delivered a woman only closed road cycling session so coaches gained experience in coaching female athletes. * **Cycling** have taken a targeted approach. In addition to targeted support for Cycling for Schools and club coaches, they plan to:   + Subsidise access to UKCC L1 for young coaches (under 25 years)   + Subsidise access to UKCC L1 for female coaches |
| 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 direct customers (SGBs) are involved in the initial design; developing their individual proposals for the funding; and, some will consult with coaches.  The indirect customers (coaches, tutors and participants) will not be involved in the development or roll out.  Sports Coach UK’s coaching advisor for Scotland sits on the focus event steering group with a specific remit to consider the issues for women and disabled coaches. |

## 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?[[1]](#footnote-1) | 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? |
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| 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 2008 (and 2006), 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. * Coaches under 35 are twice as likely to drop out of coaching than those over 35, reasons being family, education and work, etc. (sportscoach UK)   Source: sports coach UK (2011) *Sports Coaching in the UK III: A statistical analysis of coaches and coaching in the UK.*  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 relates to the ‘parent/helper’ route where coaches get involved through their childrens' participation. Sportscoach 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.* | Due to the numbers of partners involved in the project and the potential range of activity there is potential for positive and negative impacts on different age groups:  Across the project, SGBs are delivering qualifications in different formats and at different times accross the week. Specifically, Cycling and Netball are targeting their training at young coaches (under 25 years).  However, not all projects have considered the needs of different age groups. | SGBs will not be able to make significant changes to their projects at this stage of delivery (some have completed their delivery.)  We can capture learning from sport-specific approaches to the programme that helps sports understand how best to deliver training to meet the needs of specific age groups.  The participant survey will gather profile data including protected chatacteristics. So we can review how the projects reached different age groups. |
| 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.  In terms of wider sport participation, the 2009 Scottish Household Survey identified:   * 25% of disabled people ‘participated in sport in the last four weeks’, compared to 57% without a disability. * When walking is included, disabled people are still only half as likely to participate in sport compared to people without a disability.   Better understanding the barriers to sport participation, will help make sense of the barriers to sport coaching specifically. | Due to the numbers of partners involved in the project and the potential range of activity there is potential for positive and negative impacts on disabled people who are or want to become coaches:  SDS is one direct customer that will deliver a strategic project that aims to increase the capacity of sports (including: swimming, athletics, bowls, table tennis, cycling, rugby and boccia) to deliver sessions for disabled participants. They are working in partnership with SGBs to develop training for current coaches. They are developing the training in partnership with these sports so the sports have ownership of the training and are able to roll this out in a sustainable way.  As part of the work SDS is developing the sport of Boccia in Scotland, targeted Scottish coaches will also be supported to attend a UK Boccia Coaching conference.  In other Class of 14 projects, no specific effort has been made to actively encourage or ensure accessability to potential or current disabled coaches to participate in the programme so there is potential for negative impact. | SGBs will not be able to make significant changes to their projects at this stage of delivery (some have completed their delivery.)  We can capture learning from sport-specific approaches to the programme that helps sports understand how best to meet the needs of disabled coaches.  The participant survey will gather profile data including protected chatacteristics and sport. So we can review whether projects reached disabled people. |
| 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.[[2]](#footnote-2) 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 medical 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. | No positive interventions or messaging for this characteristic were considered in the planning and implementation of this programme.  Due to the numbers of partners involved in the project and the potential range of activity, there is potential for positive and negative impacts on people who have or are undergoing gender reassignment who are or want to become coaches. | SGBs will not be able to make significant changes to their projects at this stage of delivery (some have completed their delivery.)  The participant survey will gather profile data including protected chatacteristics and sport. So we can review whether projects reached trans people. |
| Race | Members of black and ethic 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:[[3]](#footnote-3)   * In terms of ethnic diversity, the coaching workforce is under-representative of the UK adult population, especially for qualified coaches. * Only 3% of the coaching workforce self-reported as being from an ethnic minority. * 97% of all coaches and 99% of qualified coaches reported themselves as white compared to 92% of the UK adult population.   Sports coach UK commissioned research that aimed to better understand the reasons for underrepresentation of BME groups in coaching.[[4]](#footnote-4) 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. | No positive interventions or messaging for this characteristic were considered in the planning and implementation of this programme.  Due to the numbers of partners involved in the project and the potential range of activity there is potential for positive and negative impacts, on people who come from different ethnic minority groups, who are or want to become coaches. | SGBs will not be able to make significant changes to their projects at this stage of delivery (some have completed their delivery.)  The participant survey will gather profile data including protected chatacteristics and sport. So we can review whether projects reached BME people. |
| Religion or belief | We do not have any nationally representative data (Scottish or UK) on the religious identities of our coaching workforce. | No positive interventions or messaging for this characteristic were considered in the planning and implementation of this programme.  Due to the numbers of partners involved in the project and the potential range of activity there is potential for positive and negative impacts on people who have different religions or beliefs who are or want to become coaches | SGBs will not be able to make significant changes to their projects at this stage of delivery (some have completed their delivery.)  The participant survey will gather profile data including protected chatacteristics and sport. So we can review whether projects reached people with different religious identities. |
| 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.[[5]](#footnote-5) We know:   * Only 28% of the national coaching workforce is female[[6]](#footnote-6). * Females account for less than 20% of the total qualified coaching workforce across the UK[[7]](#footnote-7)   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. | No positive interventions or messaging for this characteristic were considered in the initial planning of this programme.  Due to the numbers of partners involved in the project and the potential range of activity there is potential for positive and negative impacts on women and men who are or want to become coaches.  Some direct customers including Netball Scotland and Cycling Scotland are targetting female participants. | SGBs will not be able to make significant changes to their projects at this stage of delivery (some have completed their delivery.)  We can capture learning from sport-specific approaches to the programme that helps sports understand how best to meet the needs female coaches.  The participant survey will gather profile data including protected chatacteristics and sport. So we can review the reach of projects between men and women. |
| 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. | No positive interventions or messaging for this characteristic were considered in the planning and implementation of this programme.  Due to the numbers of partners involved in the project and the potential range of activity there is potential for positive and negative impacts on people with different sexual orientations who are or want to become coaches. | SGBs will not be able to make significant changes to their projects at this stage of delivery (some have completed their delivery.)  The participant survey will gather profile data including protected chatacteristics and sport. So we can review the reach of projects in relation to sexual orientation. |
| Pregnancy and maternity\* | N/A | N/A | N/A |
| Marriage/civil partnerships\* | N/A | N/A | N/A |

\*where policy is HR related

## Who will be consulted internally on this EQIA?

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| Sports coach UK Coaching Advisor  SGB and coaching and volunteering leads and partnership managers  Research team  Jo Bell, Partnership manager  Steven Lytham, Partnership Manager  Fiona Fagan, Partnership Manager |

## 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.

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| Equality Advisory Group |

## 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 on-going impact of the policy and practice.

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| Action | Responsibility | Timeline |
| All Coaching and Volunteering partnership managers with a responsility for SGB partnership, to undergo a range of equality training. This training should enable them to work with SGBs to embed equality in their coaching strategies. | Ruari Davidson, Alison Lunn, Lindsay MacKenzie, David Forbes | 31 March 2016 |
| Upskill SGB Coaching Network to fully understand and consider the needs of all in designing and delivering their coaching programmes. This could include:  Access to the outputs from the evaluation  Sharing findings of the Equality and Sport research  Themed sessions on equalities as part of the Network events | C and V PM’s | 31 March 2016 |
| Promote the use of multi group imaging and marketing for the promotion of the programme. | Ben Marshall, SGB network officers who are part of Class of 14 | On going |
| Ensure the results of monitoring and evaluation are shared internally in sportscotland and more widely within the Coaching Network, to inform planning for future coaching interventions. This will include:   * A participant survey, which will gather profile data including protected chatacteristics. This will allow us to review who the projects reached. * Through the three SGB evaluation reports, the SGBs will provide evidence about what worked and why/tell their story of change. So we expect to learn lessons from the different targeted approaches which we will share more widely. Any transferable lessons are only likely to be drawn from projects that have targeted an equality group. | Louise Dobbie | July 2016 |

## Sign off

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| Assessment signed off by: | Senior Management Team |
| Sign off date: | 15/09/2015 |

1. Best practice would involve gathering evidence through internal and external consultation. [↑](#footnote-ref-1)
2. http://www.equality-network.org/wp-content/uploads/2013/03/Transgender-specific-companion-report.pdf [↑](#footnote-ref-2)
3. Sports coach UK (2011) *Sports Coaching in the UK III* [↑](#footnote-ref-3)
4. http://www.sportscoachuk.org/sites/default/files/BME%20Sporting%20experiences%20and%20coaching%20aspirations%20(FINAL)\_0.pdf [↑](#footnote-ref-4)
5. **sport**scotland and womens’ fitness foundation (2008) *A sportscotland factsheet: Women in coaching. sportscotland*. Available at: <http://funding4sport.co.uk/downloads/women_in_coaching.pdf> [accessed: 28/05/14] [↑](#footnote-ref-5)
6. http://www.sportscoachuk.org/sites/default/files/Coaching%20Panel%20Report%202015%20.pdf [↑](#footnote-ref-6)
7. Sports coach UK (2011) *Sports Coaching in the UK III* [↑](#footnote-ref-7)