



**Evaluation of sportscotland's support
for coaches and coaching
Final Report
for
sportscotland**

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Coaches and coaching wider evaluation

Foreword

This evaluation is the first of our 'wider' evaluations. These look in depth at how the programmes we deliver alongside our partners support the sporting system. We commissioned Ekosgen and re:creation consulting to carry out an independent evaluation of our support to coaches and coaching.

We thank our partners, the coaches and the Coaching Network staff who took part in this evaluation. Their contribution has been invaluable.

Introduction

This evaluation looks at the support we provide to coaches and coaching. We have three programmes of support: Coach infrastructure, Coach education and Coach development.

The evaluation looks at how this blend of support helped coaches to build the skills, knowledge and behaviours for a world class coaching system in Scotland.

Our response

We welcome the findings. This demonstrates the impact our support has on coaches and coach development. It gives us insight into what is working well and how we can all develop and improve.

This evaluation adds to the growing evidence base of data and independent evaluations, providing a robust picture of how the work we deliver alongside partners contributes to the sporting system.

We will use this evidence base to inform our next planning cycle, which we are developing across 2018.



Stewart Harris

Chief Executive, **sportscotland**

sportscotland
the national agency for sport

Executive Summary

Introduction

sportscotland commissioned ekosgen and re:creation consulting to evaluate the support it provides for coaches and coaching under the three programmes: coach infrastructure, coach education and coach development. The evaluation aimed to understand how the blend of **sportscotland**'s interventions contributes to ensuring there is a coaching workforce equipped with a set of critical behaviours that will deliver a world class coaching system in Scotland.

The research methods included a survey of coaches who had received support and qualitative consultations with **sportscotland** staff, Scottish Governing Bodies (SGBs) and other stakeholders. Additional qualitative research was carried out with a small sample of coaches through on-line Liveminds group discussions.

Coach infrastructure

sportscotland's planned approach and support framework (Coaching Scotland) is aimed at building successful systems and processes for coach education and development in Scotland. Findings from the research highlighted that **sportscotland**'s leadership role in shaping policy and providing strategic direction, is both highly valued and critical to ensuring the success of the sporting system in Scotland. **sportscotland** is successfully contributing to achievement of Active Scotland Outcomes through its planned approach to coach education and development.

Partners' buy-in to the framework is also critical and the system works best where there is alignment between partners' strategies and **sportscotland**. There is scope to further align these activities and **sportscotland** is ideally positioned, with the skills and credibility to drive this collaborative approach.

Collaboration and partnership working between **sportscotland** and UK sporting organisations is also important. It facilitates shared learning and good practice and demonstrates **sportscotland**'s strategic approach and commitment to review and adapt its practice.

The Coaching Network facilitated (and financially supported) by **sportscotland** provides a valuable link between SGBs and **sportscotland**. It is an important strand of **sportscotland**'s planned infrastructure, and has the potential to deliver more benefits. Further clarity and support would ensure Coaching Network staff can align SGB plans with national priorities and so further contribute to the achievement of national outcomes.

In terms of the leadership role of **sportscotland**, the Coaching Scorecard is a support tool for the Coaching Network and can provide a picture of SGB activities that support coaching education and development. There is scope to develop it to capture even more information. For example focusing on quality and impacts of what is delivered. This would help to drive quality improvement along with increased activity. There is also potential for the Scorecard to be applied more consistently across SGBs. The research findings recommend that it becomes a mandatory part of the investment process. This tool or something similar may also be of value to other partners, such as local authorities who have a role in coach support and development.

sportscotland has contributed well to Outcome 4 of the Active Scotland Outcomes Framework through its planned approach and support of the coaching workforce. This has been achieved by: adopting an inclusive approach across the organisation; working to increase coaching opportunities for those from under-represented groups; and demonstrating strategic leadership on equalities. However,

more needs to be done to address on-going barriers for under-represented groups, and realise a step-change in reducing under-representation amongst Scotland's coaches.

Coach education and development

The UKCC education subsidy is very effective in reducing cost as a barrier to coaches participating in learning and development. Without it, it is likely that fewer coaches would be able to take part. Focusing on coaching levels 1, 2 and 3, with a higher level of subsidy available for Level 2, is an effective use of available funding as it encourages progression. There is scope to consider how the subsidy could best be deployed to also help **sportscotland** achieve objectives around equalities and inclusion with a more targeted approach. For example, it could be targeted at those who need it most and so encouraging greater participation from under-represented groups.

The CPD workshops are highly valued. The content could be further developed to capture shifts in current and emerging practice. It is a strength that the content is developed by external experts and this should be made clear to coaches, SGBs and clubs. The workshop format, which brings together coaches from different sports is beneficial as coaches can learn from peers across and within different sports. It moves the development away from the specifics about the sport to generic, transferrable skills and helps focus coaches' minds on the people they coach and not the sport itself.

Smaller, or less well-resourced sports tend to be more reliant on **sportscotland** coach development support than larger sports who often deliver their own CPD. Coaches from smaller sports report greater satisfaction with **sportscotland** resources. The generic content is most impactful where it provides a complement to an organisation's sport-specific offer. This currently tends to be smaller SGBs. Larger organisations and SGBs that have the capacity to deliver a wider-range of content have reported some duplication with what **sportscotland** delivers. A more targeted approach in the design and delivery of CPD could address these issues.

sportscotland and partners recognise that some coaches can find it difficult to take part in learning and development. It is important that barriers are addressed in order to improve coaching performance across Scotland, in all sports and in different settings. Time commitments and other pressures are amongst a range of potential barriers that can mean coaches are not able to take part, or take part to the extent that they might want to. The cost and logistics of getting to and from development activities can also be a challenge and, as expected, it is a particular issue for coaches in more rural and remote areas.

There is an opportunity to further increase awareness amongst the coaching population about the CPD opportunities offered by **sportscotland** and communicate what is available more effectively. There is a clear role for SGBs and local authorities in this awareness raising. Further work will be required to gain a clearer understanding of the barriers faced by people who have not engaged at all and the extent to which less tangible issues such as lack of confidence to take part may be playing a role.

The **sportscotland** website is a useful resource and provides a lot of information, and could be enhanced further by ensuring information is simpler to access. A more streamlined offer, clearly articulated through the website and other channels, would be more effective.

sportscotland have tested a combination of digital support tools and resources as part of the Coach Connect CPD programme. These were designed to complement class-room based learning and promote the application of learning. The approach has had some success in encouraging greater engagement with coach development opportunities. For example the **sportscotland** app has been

successful in keeping coaches engaged, and providing timely, up-to-date information on CPD opportunities while the Facebook group has enabled further exchange of knowledge. There is an opportunity to further enhance the use of digital technology to connect coaches in learning and facilitate quality discussion and knowledge exchange.

There are currently just over 23,000 people delivering 'Active Schools' in Scotland with many already working in a coaching capacity or, through Active Schools, might be interested in moving in to coaching. This large, geographically spread cohort, presents a significant opportunity to increase the number of coaches. There is also an opportunity to provide targeted education and development support through Active Schools.

Impact on coaching practice

sportscotland's support and interventions across education, development and infrastructure have together contributed to sustained behavioural changes. The blend of interventions have resulted in the coaches building the soft skills, coaching techniques and critical behaviours required for a world class coaching system. Coaches are applying the new skills and knowledge at every stage in their coaching practice, from planning to communication and delivery. They are more likely to set goals to improve their coaching which demonstrates reflection on and understanding of their development needs. This is likely to help them unlock their own potential and those of the people they coach.

For some coaches there can be barriers to applying the learning in the 'workplace'. These are primarily around lack of time and lack of follow-up support to apply in practice what they have learnt in theory. For some, colleagues and senior coaches discouraging or at least not encouraging change is also a factor. There is an opportunity then, to explore solutions that will reduce these barriers. For example, possibly building manager or peer engagement into the design of training. Importantly though, many coaches report that their coaching workplace is supportive and has responded positively to their new ideas and ways of working. There has been some cascading of the learning to colleagues, largely 'on-the-job' which can be very effective. This could be further enhanced and there is an opportunity for **sportscotland**, clubs and partners to assist coaches to transfer their new knowledge. It is also important that coaches understand the practical application of their learning in all aspects of their coaching. **sportscotland** could build this more consistently into the design of the CPD and share their approach and learning with partners.

The changes in behaviours as a result of **sportscotland's** CPD have improved the quality of the coaching provided by participating coaches. More coaches rate their skills more highly now than prior to the **sportscotland** support. Key improvements are around better coaching skills and techniques; more motivational and engaging sessions; and being more responsive to participants needs. Coaches also report feeling more confident and that they make better decisions.

The expected retention rate of coaches who apply the learning is higher than for those who have not applied the learning. This means that the new ways of working are likely to be sustained.

There are signs that athletes are benefiting from the improvements to the coaching. Coaches report better recruitment and retention of sport participants. They also report that it is leading to more motivated, enthusiastic sport participants who are better able to concentrate and engage with the coached sessions. SGBs consulted during the study reported these as benefits they had observed and would expect to see flowing from the changes in coach behaviours.

Under-represented groups

There is a great deal of policy focus on improving levels of physical activity and sports participation as part of the toolkit for tackling health inequalities in Scotland. **sportscotland** has a role to play in this although it is not solely **sportscotland**'s responsibility. All key stakeholders including SGBs, local authorities and other partners need to work together to tackle discrimination and inequality by providing inclusive coaching opportunities and enhancing access.

Significant **sportscotland** resource and commitment at all levels has made inroads into engaging more people from under-represented groups but there remains a lot of work to do and there is no short term solution. The mix of approaches taken and driven by **sportscotland**, including communication, research and targeted activities all work well when combined. However, it is important that **sportscotland** and partners continue to take account of the different needs and barriers for under-represented groups if barriers to participation are to be removed.

sportscotland has a good understanding of the barriers that people can face both to participating in sports, and also, to getting involved in coaching. There is recognition that by encouraging people from under-represented groups to participate, the pipeline of coaches is likely to become more diverse. The objective must be to further embed equalities considerations across all planning and strategy development in **sportscotland** and partners. There are already good examples of where equalities have been applied as a cross-cutting theme for example in Coach Connect and Coaching Talent. These should be built on and the learning shared internally to **sportscotland** staff and externally with partners.

On the whole, support from **sportscotland** has helped many coaches more aware and knowledgeable of equalities issues and this, for some, has translated into practice. There is evidence that coaches may require additional awareness raising and support if sport across Scotland is to become fully inclusive. This will require a collaborative approach between **sportscotland**, SGBs, local authorities and wider partners. And, as is already the case, continuing to draw on organisations that work in the field and have specific knowledge and expertise of the needs of under-represented groups. There is also scope for partners to better understand what equalities data is available and how it can be used to inform and drive progress against the equalities agenda.

There are signs of some barriers to participating in **sportscotland** support for key some groups. People from disadvantaged communities are less likely to apply for the UKCC education subsidy and this will be having a detrimental impact on access to quality coaching for sport participants, or potential sport participants in these areas. To improve access for these coaches, it will be important to identify and understand the existing barriers. There is an opportunity for a more targeted approach to coach education subsidy, along with a continual commitment to ensuring coach education is accessible by all.

Recommendations

ekosgen have developed a set of 25 recommendations, to be considered and led by **sportscotland** drawing on partners as required. The recommendations clearly place **sportscotland** as the strategic leader for developing coach learning and support provision. A summary is provided here:

- To drive coaching development, the Coaching Scorecard could be enhanced to gather information around quality of what is being delivered by SGBs. Linked to this, the Coaching Network could be further supported and empowered, to ensure their knowledge and experience is used more fully. Workforce data for planning is critical and a more robust

evidence base should be developed. This will improve understanding of the pipeline of potential coaches, their training needs and the numbers of coaches working at different levels.

- The **sportscotland** offer is comprehensive but can be challenging to navigate. More clarity around the offer, the potential benefits and routes in will help. This could be achieved by streamlining what is provided and ensuring effective approaches and channels of communication of the provision. A streamlined offer must be coach-centred, driven by what coaches need in terms of content but also delivery mechanisms and locations to make it as accessible as possible.
- Inclusion of under-represented groups and people with protected characteristics is a priority for **sportscotland** and they should explore this in relation to encouraging wider participation in sport as well as diversifying the coaching workforce. To make progress, more work with the coaches, to improve their understanding of diversity and the barriers to inclusion for different groups is recommended. To widen access to coaching qualifications, it will be important to better understand and address the barriers to applying for the UKCC subsidy for under-represented groups. This might include targeting the resources available through the subsidy to achieve widening access objectives.

Going forward the recommendations can inform discussion; engagement with partners and the future direction of **sportscotland**'s support for coaches and coaching.

Contributing to the Active Scotland Outcomes Framework

The Active Scotland Outcomes Framework (ASOF) sets out the Scottish Government’s priorities and ambitions for a more active nation. It sets out the key outcomes for sport and physical activity for the next 10 years. These outcomes aim to enable and encourage greater levels of physical activity, increase confidence and competence in physical activity, and support this through ensuring opportunities to participate, and sustaining a high-class active infrastructure. Figure 3.1 sets out the ASOF in relation to its vision, and the 16 outcomes of the National Performance Framework for Scotland.¹ A commitment to equality underpins the framework.

Figure 3.1: Active Scotland Framework and outcomes



sportscotland has a critical role to play in contributing to these outcomes. Interventions in coach infrastructure, coach education and coach development directly contribute to, and impact, Outcome 4 – *We improve our active infrastructure – people and places*. This outcome is concerned with enhancing the people side of the active infrastructure – including, amongst other influencers, coaches ‘who play a vital role in enabling more people to be active more often’.

There is estimated to be over 306,100 active coaches in Scotland². sportscotland awarded over 3,300 UKCC education subsidies in 2016/17, and reaches almost 1,300 coaches through its coach development activity (as at April 2017).

¹ Scottish Government (2016) *National Outcomes*, <http://www.gov.scot/About/Performance/scotPerforms/outcome>

² UK Coaching (2017) *Coaching in the UK: The Coaching Workforce Statistical Report*, UK Coaching

Through coach education, including the provision of UKCC education subsidies, **sportscotland** supports coaches to access coaching qualifications, which leads to a knowledgeable, skilled and highly effective coaching workforce across Scotland. **sportscotland's** coach development programme delivers a range of blended learning opportunities to support continuous improvement in the coaching workforce, and helping coaches to become world class coaches. This is all underpinned by **sportscotland's** coach infrastructure, the systems and processes required to engage, educate, develop and deploy a diverse range of coaches in all environments for sport in Scotland, and cultivate a world class sporting system.

sportscotland is contributing to Outcome 4 by:

- **Taking a planned approach to increasing the number, quality and diversity of coaches working in schools and education and clubs and communities:** through management of the UKCC coaching programme; a comprehensive programme of coach development opportunities; pro-active management of the Coaching Network; implementation of the Coaching Scorecard, and evaluation of the effectiveness of its coaching programmes.
- **Supporting coaching improvement and skills development:** 74% of coaches reported that the UKCC education subsidy enabled them to coach at a higher level and 78% reported better understanding of learning and skills development. Further, 86% stated that they had made lasting changes to improve their coaching behaviour.
- **Improving coaches' confidence and capability:** 58% of coaches reported an improvement to their confidence; while half of coaches surveyed agreed that **sportscotland** support had a significant impact on their coaching confidence. Significantly in terms of impact on the end user, 59% reported a considerable positive impact on their ability to motivate and engage participants as a result of **sportscotland** support.
- **Improving coaches' abilities and knowledge:** The research shows that coaches rate their skills and knowledge more highly than prior to support, with data pointing to substantial improvements. This clearly demonstrates improvements to Scotland's active infrastructure.
- **Motivating coaches to apply new learning:** There is strong evidence that coaches are applying their new knowledge and skills gained which should in turn improve the quality of their coached sessions. Eighty-three percent of coaches report they are applying new learning gained through **sportscotland** coach development activities.
- **Retaining coaches:** Retaining more coaches in the sports system makes it easier to increase the overall number of coaches and makes it less likely that the total number of coaches will decrease. Fewer coaches could impact negatively on the ability to meet demand for coached sports sessions. Fifty-three percent of coaches said they are certain to still be coaching in 3-years' time; while the average rating likelihood is 8.5 out of 10.
- **Supporting coaches to motivate the sports participants:** The ability to motivate and enthuse participants is key to retaining them in sport. Over 75% of coaches surveyed reported that **sportscotland** support has helped them to better motivate and enthuse sport participants.
- **Increasing the likelihood of recruitment and retention of sport participants:** The majority of coaches perceived there to have been a positive impact; or a potential positive impact, on the recruitment and retention of end users. This indicator contributes directly to the overarching aim of ASOF, which is to increase the proportion of the population who meet the recommended level of physical activity.

1 Introduction and context

Introduction

1.1 ekosgen, in partnership with re:creation consulting, was commissioned by **sportscotland** in April 2017 to evaluate **sportscotland**'s support for coaches and coaching. This report presents the findings from research and fieldwork that was completed between June and August 2017.

1.2 The evaluation's purpose is to understand how the blend of **sportscotland**'s interventions contributes to ensuring there is a coaching workforce with a set of critical behaviours that will deliver a world class coaching system in Scotland. The evaluation did not seek to evaluate individual programmes or interventions, it was concerned with the blend and assessing its impact on coaches and coaching.

1.3 The interventions sit within three **sportscotland** programmes:

- **Coach infrastructure:** The interventions within this programme are intended to build and support the coaching infrastructure. They are designed to engage, educate, develop and deploy a diverse range of coaches in all environments for sport in Scotland.
- **Coach education:** These interventions are designed to support, develop and deliver accessible coaching qualifications which lead to a knowledgeable, skilled and highly effective coaching workforce throughout Scotland.
- **Coach development:** These interventions include developing and delivering Continuous Professional Development (CPD) opportunities and other support mechanisms, designed to improve the quality of coaching in Scotland.

1.4 These three programmes have similarities and differences in terms of what they provide and who they are targeted at. Some of the differences are reflected in the findings because the programmes and interventions are not always directly comparable.

Context – the sports coaching landscape

1.5 People are an enabler in Scotland's world class sporting system. Coaches and coaching are a key element of the "people enabler"³. They are central to the aim of creating a nation where sport is a way of life and is at the heart of society, making a positive impact on people and communities.

1.6 In 2016/17 **sportscotland** invested £2,345,026 in coaches and coaching. This investment underpinned coaching activity in the three programmes with the intention of increasing the number and improving the quality of coaches in Scotland.

1.7 Increasing the number of coaches and improving the quality of coaches is not done for its own sake. Research shows that there is a direct correlation between high quality, highly effective coaches and the number of people participating in sport, their levels of satisfaction and retention of participants in sport.⁴

³ **sportscotland** (2015) *Raising the Bar: Corporate Plan 2015-2019*, <https://sportscotland.org.uk/media-imported/1568147/Raising-the-Bar-Corporate-plan-2015-19-lweb.pdf>

⁴ e.g. Coaching UK (2007) *Increasing Participation in Sport: The Role of the Coach*, <https://www.ukcoaching.org/sites/default/files/Coaching-and-participation.pdf>

1.8 This study recognises the shifts in sports policy and consumer behaviour in recent years, towards a more inclusive approach with a focus on developing coaches with skills, attitudes and behaviours to provide positive experiences in safe, fun and enjoyable sport sessions.

Research methods

1.9 The findings presented are distilled from comprehensive research and consultation which has included:

- **Desk research:** The study included a review of **sportscotland**'s literature and programme documentation.
- **Coaches' survey and focus groups:** Two online and phone surveys were carried out. One with recipients of **sportscotland** coaching support and one with recipients of the UKCC education subsidy. These were supplemented by online focus groups with a selection of participants.
- **Focus groups and one-to-one interviews:** Focus groups and interviews were carried out with representatives of **sportscotland** (including the coach and volunteer team, the **sportscotland** Institute of Sport), the Coaching Network, senior managers/CEOs of Scottish Governing Bodies (SGBs), CPD Tutors, consultees from Higher Education and equalities groups.

1.10 The evaluation was framed around the Kirkpatrick Learning Evaluation model to assess how **sportscotland**'s support has contributed to the application of critical behaviours of the coaching workforce and the impacts flowing from these behaviours. A fuller description of the research methods and the Kirkpatrick Learning Evaluation model are provided at Appendix 1.

Structure of the report

1.11 The report comprises the following sections:

- **Section 2** evaluates the effectiveness of **sportscotland**'s coaching infrastructure, focusing on the planned approach and findings from fieldwork with stakeholders.
- **Section 3** evaluates **sportscotland**'s support for coaches through its coach education and coach development programmes. Findings are primarily informed by the survey and focus groups carried out with coaches.
- **Section 4** reviews the benefits and outcomes of **sportscotland**'s support for coaches and coaching. It considers how coaches have changed their behaviour, applied the learning and the impacts of this.
- **Section 5** focuses on under-represented groups in coaching and looks at how **sportscotland** has supported coaches from under-represented groups and the delivery of inclusive coaching.
- **Section 6** presents the conclusions and recommendations.

2 Coach infrastructure: effectiveness of **sportscotland**'s planned approach

Summary

- **sportscotland** plays a valuable strategic role, and it should continue to lead on shaping policy and strategic direction.
- It is ideally positioned to lead on collaborative working. However, **sportscotland** could involve SGBs more in the development of future Coaching Scotland frameworks. It could also look to consult and engage the wider partners in this process.
- The Coaching Scorecard is a useful tool to help SGBs plan their support for coaches. It also helps **sportscotland** understand what is being delivered by SGBs to address coaching needs. There is scope for it to capture more detail on the quality of what SGBs are delivering.
- The Coaching Network is under-used, and should be empowered to shape and influence policy, as well as develop the value of peer learning and knowledge transfer.
- Stakeholders agree that the current UKCC education subsidy model is right. They support the fact that there is a higher subsidy at UKCC Level 2. However, there are perceived weaknesses in the administration and monitoring of subsidies.
- **sportscotland** should support SGBs to better manage the entry and progression of coaches through UKCC Levels. This could be done by helping SGBs to gather and use better quality data.
- **sportscotland** provides a comprehensive range of CPD opportunities. However, there is a view that **sportscotland** is delivering too much and the content is not driven by what coaches need. There is a strong view that **sportscotland** should review and streamline its coach development delivery.
- Some SGBs deliver their own CPD support to coaches and there is a degree of overlap with **sportscotland**'s offers. There is an opportunity for greater collaboration to identify coaching support needs, promote the sharing of ideas and avoid duplication of support.
- Encouraging coaches to progress through the UKCC pathway has been a challenge, although there will always be a cohort that do not wish to progress. Targeting the UKCC subsidy at higher levels and at under-represented groups could encourage progression, as would increasing coach numbers by engaging more with the large number of Active Schools deliverers.
- Better workforce planning will help to ensure the correct level and quality of active coaches in Scotland. It is important to understand the progression aspirations of coaches when doing this. Retaining coaches by keeping them motivated and inspired, and making it easy for coaches who drop out to return, are key considerations in workforce planning.
- **sportscotland** is making good use of technology in its delivery. However **sportscotland** must keep up with the pace of change. It should continue to review and develop how it uses technology to communicate with coaches, SGBs, Local Authorities and others to support coach development.

Introduction – sportscotland's planned approach

2.1 This section examines the effectiveness of **sportscotland**'s planned approach – its strategy for coach development and support. It is informed by findings from the fieldwork with stakeholders, SGBs, Coaching Network staff and **sportscotland** staff.

2.2 **sportscotland**'s planned approach and support framework combines providing strategic leadership with planning and delivery of coach education, coach development and targeted programmes and interventions. The aim is to create a Scotland where sport is a way of life. It wants to put sport at the heart of society, making a positive impact on people and communities. Consequently, **sportscotland** invests in coaching to promote a consistent approach to the education and development of coaches. It provides direction for all those working towards the ambition of having world class coaching across all sporting environments.

2.3 The rationale for this investment is that knowledgeable, skilled and 'world class' coaches can help make sport, fun, rewarding and inspire people to come back for more. It can help sport participants develop the necessary confidence and competence for lifelong participation. **sportscotland** recognises that a diverse coaching workforce can help reduce inequality by providing role models in communities and inspiring people from groups which traditionally have been under-represented in sport. Experienced and well qualified coaches are also needed to support talented athletes and a world-class, high performance sports system.

2.4 People development is an important lever for **sportscotland** and is a priority in the Active Scotland Outcomes Framework.⁵ Investing time and resources in people development makes sense because it makes it more likely that coaches get better and stay active – that is they will continue to coach and access learning and development. There is a strong perception amongst all stakeholders that the proportion of qualified coaches that are active is low though there is currently no nationally representative data to evidence the extent or profile of inactive coaches.

The Coaching infrastructure⁶

2.5 Through its coach infrastructure, **sportscotland** aims to build systems and processes for coach education, for coaches to coach, to learn from their experience and contribute to a world class sporting system. The key elements are discussed in the following sections.

Strategic Leadership – Coaching Scotland

2.6 **sportscotland** takes the strategic lead in developing the Coaching Scotland Framework. The Framework promotes a consistent approach to the education and development of coaches. It provides direction for those working towards the ambition of having world class coaching available across all sport and physical activity environments. The Framework helps to ensure that the work of all strategic partners is aligned, and partners are working towards shared goals. It outlines specific actions required to deliver against shared priorities and realise collective outcomes.

Strategic Leadership – Collaborative working and alignment

2.7 To ensure a consistent and integrated approach to supporting coaches, **sportscotland** works with a range of partners including SGBs, local authorities, sport and leisure trusts, Higher and Further Education, community sports hubs and sports clubs. It has strong and positive working relationships

⁵ Scottish Government (2017) *Active Scotland Outcomes Framework*, <http://www.gov.scot/About/Performance/scotPerforms/partnerstories/Outcomes-Framework>

⁶ *Descriptors source: Coaching Scotland – A framework to guide the development of coaches and coaching in Scotland – Draft version*

with a number of UK-wide agencies and sports systems to draw on wider research, insight and practical support. Through its integrated investment process to SGBs, **sportscotland** manages and supports the planning and delivery of activities to develop coaching and coaches.

Coaching Scorecard

2.8 SGBs have a pivotal role to play in the education and development of coaches. **sportscotland's** strategic leadership is combined with a stewardship role, where it promotes and oversees quality assurance and continual improvement of coaching. The main mechanism for doing this is the Coaching Scorecard. This is a self-assessment tool to help SGBs plan, develop and deliver their coaching workforce development, education and CPD programmes. It is aligned to Coaching Scotland priorities and helps SGBs review and record the outcomes of their coaching plans and interventions. Importantly it raises the profile of coach education and development in SGBs.

The Coaching Network

2.9 **sportscotland** funds 25 sports-specific Coaching Network staff. It also provides support and expertise to SGBs through its partnership managers. **sportscotland** supports all SGBs that have identified coaching as a priority, whether they have a Coaching Network post or not.

2.10 Coaching Network staff are closely involved in developing SGB coach development plans. They are the channel by which **sportscotland** can communicate and encourage SGBs to develop a consistent approach and share best practice. Coaching Network staff work closely with coaches and so are a valuable source of intelligence. They have a good understanding of the coaching workforce and what works in coaching and in coach development. They also know where there could be improvements. **sportscotland** facilitates conferences, events and seminars to support and develop the Coaching Network.

2.11 **sportscotland** partnership managers also work with local authority staff with a coach development role. It could be valuable to widen the Network to include these posts.

Coach education

2.12 Coach education is an integral part of **sportscotland's** planned approach. It aims to support, develop and deliver accessible coaching qualifications which lead to a knowledgeable, skilled and highly effective coaching workforce across Scotland. It does this by making sure that coach education is of a high quality, is established on a recognised educational standards framework and meets the needs of the sporting system.

2.13 A key element of **sportscotland's** coach education programme is providing coaches with subsidies to complete a UKCC sports qualification or equivalent sport-specific qualification. In 2016/17 **sportscotland** awarded 3,313 UKCC education subsidies.

2.14 **sportscotland** also recruits, develops and deploys a team of sports educators and mentors to improve the quality of coach education and development as part of this programme.

2.15 **sportscotland's** Coaching and Volunteering Awards recognise and reward good practice amongst Scottish coaches, officials and volunteers. This helps to increase their profile and motivate coaches.

Coach development

2.16 The third key component of **sportscotland**'s planned approach is coach development. This programme aims to support, develop and deliver opportunities for continuous improvement – inspiring and supporting coaches to become world class coaches. It does this by planning, managing and delivering a comprehensive menu of blended learning opportunities including coach development courses and resources. In 2016/17 9,094 coaches attended CPD provided by SGBs, supported by **sportscotland**'s investment. 339 coaches accessed a range of CPD delivered directly by **sportscotland**. The current blend of coach development delivered by **sportscotland** is summarised in Table 2.1.

Table 2.1: Coach Development Portfolio

sportscotland Coach Development:
<p>Coaching Futures A multi-year athlete-to-coach apprenticeship programme. It seeks to work with a small group of athletes recruited to apprentice coaching positions, and progress them towards high-performance coaching roles.</p>
<p>High Performance Coach Development Programme A coach development programme for high performance coaches.</p>
<p>Coaching Talent A generic coach CPD programme for level three coaches that includes: <i>Core Theme Workshops including Talent, Physical Literacy, and Growth and Maturation.</i> <i>Additional workshops including Sport Psychology, MultiSkills, Gender Equality in Coaching.</i></p>
<p>Coach Connect A generic coach CPD programme for level two coaches that includes: <i>Core Theme Workshops including Psychology, Talent, Physical Literacy, Growth and Maturation, and Co-ordination and Control.</i> <i>Additional workshops including MultiSkills, Gender Equality in Coaching.</i></p>
<p>MultiSkills SQA Award Assessed award that covers the underpinning principles of developing physical literacy and movement skills in children.</p>
<p>MultiSkills Introduction A workshop that introduces the underpinning principles of developing physical literacy and movement skills in children.</p>
<p>Positive Coaching Scotland Double Goal Coach workshops A workshop for coaches that provides knowledge and tools to generate a positive school and club sporting environment.</p>
<p>Positive Coaching Scotland Double Goal Coach E-Learning An e-learning session for coaches that provides knowledge and tools to generate a positive school and club sporting environment.</p>
<p>Understanding Talent A workshop that provides understanding of talent theory and research, the development process and how beliefs shape performance.</p>
<p>Disability Coach Programme (delivered by Scottish Disability Sport on behalf of sportscotland and UK Coaching) A project designed to support coaches with a disability to begin and progress in coaching.</p>
<p>sportscotland coaching app Includes a range of coach education content including podcasts, videos, news updates and signposting to coach development resources.</p>

2.17 **sportscotland** funds targeted programmes and interventions aimed at 'making a difference', for example targeting coaches from under-represented groups. As an example, **sportscotland** part funded a coaching and equalities advisor with UK Coaching, who provided support to internal staff and partners.

2.18 The following sections assess the effectiveness of the planned approach and draw out what works well, why and areas for improvement.

Strengths of the planned approach

Strategic leadership – Coaching Scotland

2.19 SGBs, local authorities, **sportscotland** staff and other partner organisations believe that **sportscotland** plays a valuable strategic leadership role. There is consensus that **sportscotland** should continue to shape policy and strategic direction and then support partners to achieve agreed joint objectives and outcomes. This is illustrated by the comment from a partner organisation:

*“**sportscotland** should lead on and shape the framework with other partners driving work on the ground.”*

2.20 A strong framework developed with SGB and partner ‘buy-in’ should see an alignment of strategies and a more consistent approach to developing coaching across all sports. The framework should be a catalyst for collaboration and close partnership working. It should build on Coaching Scotland 2011-15 to embed inclusion and diversity across coach education, development and delivery.

Strategic leadership – collaborative working

2.21 **sportscotland** is ideally positioned to ensure true collaborative working – connecting partners and identifying clear roles and responsibilities across the sector. It can lead in achieving a coordinated, integrated and highly effective sports coaching system. Stakeholders agree that this is what **sportscotland** is good at and should be responsible for.

2.22 Funding arrangements with SGBs and **sportscotland**'s influence with local authorities, sports and leisure trusts, the education sector, community sports hubs and sports clubs provide an opportunity for it to set the agenda. The collaboration and strategic partnership working with UK Coaching, UK Sport and other agencies allows **sportscotland** to benefit from and share good or innovative practice to inform its work in Scotland.

Coaching Scorecard

2.23 SGBs understand why **sportscotland** has developed this self-assessment tool and how it is used to support SGBs to deliver their targets and outcomes. The process is not over-onerous and supports the development of a planned programme of support for coaches. SGBs can upload documents to provide information and evidence to support their submission which is a strength. **sportscotland** moderates the scoring which, as SGBs recognise, provides a level of scrutiny and adds to the robustness of the process.

The Coaching Network

2.24 Funded, sports-specific Coaching Network staff are regarded by a range of stakeholders, particularly SGBs, as vital. They make a significant difference to the level of workforce planning and support provided to coaches at national, regional and local levels. They help to develop sports specific coach development support and ensure that coaching has a strong profile in their sport. They also help to establish clear coaching pathways and map and align SGB coaching plans and strategies to the **sportscotland** framework.

2.25 Opportunities to meet face-to-face, share best practice and develop peer-to-peer learning are highly valued and deliver benefits. There is considerable scope to develop this and more effectively draw on the Network's knowledge and expertise to help **sportscotland** achieve its strategic objectives.

2.26 There may be benefits from engaging with a wider group of partners who also work to support a workforce of coaches including local authority staff.

Coach education

2.27 There is agreement across SGBs, partner organisations, the Coaching Network and **sportscotland** that the current approach to providing UKCC education subsidies for UKCC across levels 1-4 works well. It is considered to be fundamental to attract new coaches and encourage coaches to gain qualifications and, if they choose to, progress through the levels. The shift to increased subsidy for Level 2 is a strength as works to incentivise Level 1 coaches to progress.

2.28 There is recognition that the qualification processes and support for the tutor workforce who lead the CPD workshops, is well managed. It helps to ensure that tutors are up-to-date with the latest thinking and developments and remain motivated.

Coach development

2.29 Stakeholders agree that there is a comprehensive range of blended CPD opportunities and other support. The content of the various workshops and courses is considered to be of a high quality. Technology used in delivery includes live streaming, pod casts and the coaching app. **sportscotland's** Coach development activity provides a wide range of partners with a valuable resource with which to supplement their own CPD activity. **sportscotland** covers the costs including venues, tutors content development and administration – which is highly valued. The generic content is most impactful where it provides a complement to an organisation's sport-specific offer. This tends to be smaller SGBs. However larger organisations and SGBs that have the capacity to deliver a wider-range of content have reported some duplication with what **sportscotland** delivers.

2.30 Positive Coaching Scotland aims to develop coaches in a range of environments including an education setting. It was highlighted by a stakeholder as working particularly well:

“Positive Coaching Scotland is now being used effectively and there are specialist helpers supporting schools.”

2.31 Alongside the coach development CPD opportunities, other interventions help to raise coaching participation. The Direct Club Investment (DCI) programme was highlighted as having increased the number of coaches and evaluation is helping to more fully understand the impact coaches are making at the community level. **sportscotland's** direct investment in sports clubs is being evaluated separately, and the report is due to be published in early 2018.

What could work better?

Strategic leadership – Coaching Scotland

2.32 Whilst SGBs were consulted as part of the process of developing the Coaching Scotland framework, they believe that going forward, they should be more closely involved at every stage in the development process. In their view, co-designing it with SGBs, local authorities and other partners would build a stronger sense of ownership and ensure alignment between the framework and partners' plans and strategies.

2.33 Central to this, there is consensus that independent coaching experts must be involved in developing the framework as illustrated by the following comment:

*“**sportscotland** should consult experts in coaching to help review and redesign the coaching support system”*

2.34 The existing Coaching Scotland Framework is now two years beyond its time stamp. This has caused concern amongst some stakeholders, in particular SGBs. **sportscotland** is clear that the framework has continued to be current beyond its time stamp. However there has been a persistent lack of clarity amongst SGBs about how it should be used in their own planning and workforce development given their perception that it has 'lapsed'.

Strategic leadership – collaborative working

2.35 There is a consistent view amongst stakeholders that the current relationship with **sportscotland** is 'top down', and therefore not as productive or efficient as it could be. Several SGBs felt strongly that there should be a shift in the relationship from 'this is what we expect' towards a more collaborative and supportive approach that is about achieving joint objectives. Wider partnerships could also be strengthened with a new approach. A strong and effective coaching infrastructure requires strong and effective partnerships.

2.36 Stakeholders, including some **sportscotland** staff believe that the Coaching and Volunteering team could work in a more joined up way with other parts of the organisation, such as Schools and Communities. The Coaching and Volunteering team do have a presence across other teams and portfolio groups. Encouraging reciprocal arrangements in **sportscotland** could enhance learning across different portfolios and improve understanding of Coaching and Volunteering objectives.

2.37 Stakeholder feedback highlighted that a lack of understanding and cross-portfolio working can lead to inconsistent messaging. As an example, some were uncertain about the future direction of the *Active Girls* programme. There is a perception investment is being reduced for this work which seemed to undermine messages relating to organisational priorities on engaging more people from under-represented groups in sport. We recognise that this is an organisational issue rather than specific to the Coaching and Volunteering team, and one that has been a strategic decision. However, how it is articulated both within **sportscotland** and externally is critical.

Coaching Scorecard

2.38 The Coaching Scorecard is considered to be a useful tool but SGBs and other stakeholders believe it could be improved to provide more useful information. It could take more account of the quality of what SGBs do, rather than just whether they do it. There should be greater emphasis on **sportscotland** explicitly asking SGBs open ended questions about: how they are meeting best practice; how they can demonstrate that what they do is of a high quality; and how they can evidence continuous improvement.

2.39 Though 26 SGBs have completed the Scorecard, it is currently an optional support tool rather than mandatory. Ideally, regular timely completion should be a condition of the SGB funding.

The Coaching Network

2.40 Coaching Network members and wider stakeholders felt the Network could be used more effectively as a source of information, feedback and intelligence. **sportscotland** could better consult with members to help shape and inform workforce development policy and practice. The following comment illustrates this:

“sportscotland needs to make more use of the Coaching Network to help design learning and development...the Network needs to be empowered”

2.41 Network events are considered by all stakeholders to be very valuable and to deliver tangible benefits around shared information and peer learning. Coaching Network members report that they would benefit from more opportunities to come together to discuss issues in more depth. Some suggested it would be better to concentrate on a key theme at each event and cover it in more depth. Responsibility for this rests with the Network, but **sportscotland** could help to facilitate more frequent events and more pro-active consultation. They could also look to broaden their engagement to the wider partners engaged in coach support and development.

2.42 Although funded by **sportscotland**, there is a perception that Coaching Network staff can sometimes prioritise the interests of their SGB over **sportscotland** and some Coaching Network staff agree that this can be the case. This has meant that some SGBs' plans do not fully align with **sportscotland** (national) priorities and therefore will not deliver against a set of shared priorities.

Coach education

2.43 There are some perceived weaknesses in the administration and planning of UKCC education subsidies. Some UKCC course applications are very easy to make. On the SGB side, individuals can apply on-line for Level 1 and Level 2 courses in some sports, and sometimes without SGB endorsement or screening. Where there is no filter or SGB endorsement, the subsidy may be awarded to coaches who are not fully committed to coaching which some stakeholders believe does not represent best value for money. It is difficult to assess the extent of this and there is no direct follow-up with coaches to track whether they are active. There is also no consistent monitoring by SGBs of coaches who have achieved UKCC Level 1 or Level 2 to monitor their coaching activity. **sportscotland** could work together with SGBs to examine these issues and agree solutions.

2.44 The research highlighted that placing newly qualified coaches into a supported club environment helps to retain them in coaching. One SGB stated they give newly qualified coaches a mentor once they qualify. However it is not clear if this is happening systematically across sports.

2.45 All stakeholders, including SGBs and **sportscotland** staff report a lack of clarity on whether there is an adequate supply of UKCC Level 3 and 4 coaches in all sports in Scotland. Some stakeholders suggested that there are not enough coaches qualified at UKCC Levels 3 and 4, although there are very good coaches operating at these levels without the qualifications. To better inform workforce planning, there should be more robust data on the number of coaches coaching at each level and their qualifications. Consideration should also be given about the benefits of and how to encourage more to work towards UKCC Levels 3 and 4. SGBs report data on their coaching workforce, but they may not be best placed and for some, well enough resourced to collect this data. **sportscotland** could therefore have a role in supporting SGBs and ensuring better quality data is gathered and importantly, used, in workforce planning.

Progressing coaches through the pathway

2.46 The research explored whether coaches who had applied for the UKCC subsidy intend to progress through the levels. At 47%, less than half said they intend to progress and 19% percent said they did not. A further 34% were unsure about whether they will progress. Many coaches do not aspire to progression through UKCC levels. Instead they aim to develop mastery within their preferred

level or type of coaching⁷. **sportscotland** aims to enable coaches to progress and deliver high quality coaching at whatever level, and within whatever type, of coaching they choose.

2.47 However, a better understanding the progression aspirations of current coaches would support workforce planning. It would allow SGBs and **sportscotland** to better understand the potential pipeline of coaches at each level. To ensure coaches from currently under-represented groups are able to progress, it will also be important for all partners to better understand the range factors which are known to present barriers.

2.48 There is a perception across all stakeholders that some coaches select the support that they *want*, rather than what they *need* to develop their knowledge and address gaps in their development. The research identified a belief that some coaches undertake training simply to collect certificates, referred to as 'badge bagging'. The UKCC education subsidy could encourage this as the cost to coaches is reduced. For one coach,

"There should be more collaboration and integration with sport governing bodies to provide coaches what they really need."

And stakeholder feedback suggested:

*"It would make more sense to channel potential coaches via [Coaching Network staff members] to assess the application and make a recommendation to **sportscotland**. The [current] system could result in too many coaches being awarded subsidies who are not that committed".*

2.49 Many coaches can undertake a Training Needs Assessment (TNA) but there is evidence to suggest the current approach to implementation and follow-up is inconsistent and could be improved. Using a TNA to tailor coach support and development is likely to encourage progression and develop the quality of coaching, as coaches will get the support they need, rather than what they like. Consultees felt that a more rigorous approach to TNAs and a more collaborative approach to identifying coaching needs, could encourage progression. It would also help avoid some duplication of effort. This would free up resources for both **sportscotland** and the partners. **sportscotland** is currently examining how it can support better use of the TNA and appraisal process.

Coach development

2.50 Coaching Network staff questioned whether **sportscotland** should continue to have a CPD delivery role. They also suggested that **sportscotland** is delivering too much CPD, and that going forward **sportscotland** would add most value by focusing more specifically on key development requirements of the coaching workforce. One member of the Coaching Network said that:

*"**sportscotland** shouldn't become too operational. They have to be a strategic body and invest in SGBs to deliver the outcomes they want"*

2.51 The qualitative research also identified a range of issues with the quality and accessibility of the CPD **sportscotland** delivers. Coaches reported that courses can be scheduled at inconvenient times and in locations that are not accessible to all coaches. Feedback suggested that some coaches were inadvertently attending courses which were too basic or did not meet their expectations. For example, a facilitated discussion rather than information giving. There was also evidence of coaches receiving similar communications from different partners resulting again, in some duplication. One surveyed coach commented that:

⁷ The UK Coaching Framework (2009) *The Coach Development UK Model User Guide*, http://www.ukcoaching.org/sites/default/files/CDM%20User%20Guide_0.pdf

“the training needs to improve its relevance and implementation...it [is] currently too low a level considering the accessibility of information online.”

2.52 Poor feedback from coaches is something that may have influenced the weakened confidence in the CPD amongst some SGBs. A number of consulted SGBs did highlight their lack of confidence in the relevance of **sportscotland** CPD course content. Content and delivery needs to be consistently of a high quality so that SGBs and coaches have confidence that **sportscotland**'s provision is world leading, relevant, and insightful.

2.53 A number of stakeholders believe that the current suite of coach development products does not recognise the different settings in which coaching takes place and so influences how material can be applied. The one exception to this is Positive Coaching Scotland. Partners could be more involved in the development phases, contributing their knowledge and experience of what coaches need to inform content and delivery.

2.54 This ties in with the view amongst many SGBs that they are best placed to deliver sports-specific CPD. Coaches also believe this – the Coaching Scotland survey 2017 highlighted that 87% of coaches thought that SGBs should provide support compared with 67% who thought **sportscotland** should. Some of the larger, more self-sufficient SGBs report that they are already successfully providing CPD.

*“The coach’s first port of call is always the SGB not **sportscotland**”*

2.55 Following a strategic agreement between **sportscotland** and SGB partners, **sportscotland** delivers generic CPD to supplement SGBs' sport-specific coach CPD. However, a small number of SGBs suggest that **sportscotland**'s CPD material should have more practical content that can be applied 'in the workplace'. This would provide the range of generic knowledge, behaviour and skills needed to be an effective coach. It may be that more flexibility or the inclusion of some practical elements, in some course modules could allow tailoring to or better complementarity with specific sports. As one Coaching Network staff member noted:

“General coaching courses are good but many [SGBs] prefer tailored sport-specific support”

2.56 SGBs could also provide their own courses by adapting the existing course material to suit their own needs. Some larger sports are in touch with their coaches regularly, and feel that they may be better placed than **sportscotland** to support their coaches' development and meet their coaching support needs. **sportscotland** does not currently share course content with SGBs. Coaching Network staff and some larger SGBs perceive that this causes some duplication. A more open approach to course content may overcome this although, it was acknowledged that sharing course content may be difficult to do in practice. There is also scope to broaden this conversation about roles and responsibilities to other CPD providers including local authorities and HE/FE.

2.57 There was acknowledgement from **sportscotland** staff and SGBs that the Coaching and Volunteering team is very strong at project management. Coupled with this, members of the team should also have a detailed understanding of the issues and challenges faced by coaches. This is currently perceived as being inconsistent across the team and should be addressed.

Challenges and opportunities

2.58 In this section we discuss practical and realistic improvements **sportscotland** could make to its planned approach.

Are sportscotland's partnership collaborations working and are priorities aligned?

2.59 The current planned approach has many strengths, particularly the strong strategic leadership **sportscotland** provides and its support of the UKCC programme. Whilst **sportscotland** and SGBs clearly work well together, there is scope to improve these relationships and maximise delivery against national objectives. Refreshing these relationships would lead to more robust, meaningful and effective partnership working and more effective achievement of shared priorities.

*"Overall support provided by **sportscotland** is comprehensive but there is a limit to what they can do. They need SGB buy-in and commitment – this is absolutely key."*

2.60 Another felt that:

*"**sportscotland** should operate much more collaboratively with SGBs".*

2.61 There is an opportunity to examine other partnerships in this area including local authorities, HE/FE as well as organisation who represent under-represented groups.

2.62 The main areas for discussion and agreement which **sportscotland** should consider are:

- Priorities and joint outcomes for coaching;
- Clear roles and responsibilities in coaching and coach education and development; and
- Streamlining and developing the current menu of **sportscotland** CPD products and resources.

2.63 Stakeholders, particularly Coaching Network staff, also believe that **sportscotland** and SGBs should work more closely to determine the level and location of demand for support. This would help to make sure that the right support is available in the right places at the right times. It would also be easier for coaches to understand what is available and from what source. The following stakeholder comments illustrate this:

"There should be much more alignment and collaboration with SGBs to develop and enhance the coaching support offer"

*"**sportscotland** and wider sports networks, including SGBs, are not as integrated as they could be. Everyone needs to be on the same page and roles and responsibilities need to be absolutely clear to avoid duplication and overlap."*

How effective is our planned approach to education, development and support of coaches and what impact is it having?

The Coaching Scorecard

2.64 Whilst the Coaching Scorecard is recognised as an important part of the current planned infrastructure, it could provide more useful information. It could gather data on the quality of what is being provided by adding other criteria to the Scorecard pro forma and explore priority themes. For example, it could ask SGBs for their plans to attract coaches from under-represented groups, assess if they are consistent with best practice and ask how success will be monitored and evaluated. The Coaching Scorecard could also explicitly explore what innovative practice SGBs have introduced or are planning to introduce to increase the number of coaches, improve retention and support coaches to improve. This would generate a database of good practice which could be shared with other

partners. It could be mandatory or SGBs could be incentivised to complete the returns on time to a high quality, along with evidence to support their submission.

Coach education

2.65 Stakeholders agree that the current approach to supporting coach education supports coaches to gain qualifications. However, there is a sense that **sportscotland** should consider more targeting of the UKCC subsidies. This could help to maximise the effectiveness of the subsidies in increasing the number of qualified coaches and for example those from under-represented groups. As one stakeholder said:

“The subsidy is important. Ideally this would be means tested rather than a flat rate”.

2.66 **sportscotland** should support SGBs to plan and manage the number of UKCC-Level coaches entering and progressing through the sports system. This will help to ensure there are the right number of coaches with the right qualifications in the right place. **sportscotland** can work with SGBs to set targets and implement a monitoring framework to capture this information.

2.67 **sportscotland** may want to consider changing the language used in future from ‘UKCC subsidy’ to ‘UKCC investment’. This may help shift the culture from this being perceived as a ‘hand out’ without any future expectations or responsibilities (potential inactive coach), to a perception this is spending on something worthwhile, which is a joint enterprise, and which will grow and thrive (potential active coach).

2.68 SGBs often require coaches to deliver a set number of coaching sessions if they have accessed the UKCC subsidy. However, for many SGBs there is currently no mechanism for ensuring this agreement, or recovering the grant if coaches do not meet the requirements. One **sportscotland** staff member said:

“There is a commitment in the application to do a certain amount of coaching per month, but this is not policed”

2.69 **sportscotland** is considered to be well-placed to support SGBs in developing a monitoring system to monitor subsidy recipients to ensure that they fulfil the requirements of the subsidy. This could form part of wider monitoring of UKCC-level coaches.

Coach development

2.70 Workshop content is developed by external experts identified by **sportscotland**. This adds significant value to the content and ensures it is credible and relevant, reflecting up-to-date coaching practice. However, there is a lack of understanding that this is the case. There is an opportunity to ensure that this is communicated widely amongst SGBs and partner organisations.

2.71 Feedback from stakeholders suggests that the range of coach development support is too wide and unfocused. The Coach Connect syllabus is aimed primarily at Level 2 coaches, but it could also play an important role in defining the behaviours and attitudes of Level 1 coaches. Increasing the number of Level 1 coaches participating in Coach Connect may help to increase the proportion of committed Level 1 coaches, and encourage progression, for those who want to.

2.72 Many SGBs report that **sportscotland** should do less but do it better and more thoroughly. Managing and administering a multitude of courses and updating content on different platforms is resource intensive. **sportscotland** could consider focusing its resources on: those courses and

resources which make most difference; those that have the greatest tangible impact on coaching outcomes; and those which are aligned with **sportscotland**'s priorities and objectives.

2.73 Leadership has recently emerged as a key area for development and capacity building – particularly amongst young people. However, there does not appear to be a leadership module across the coach development portfolio to support programmes like the Young Ambassador programme. There is also a need for interventions and learning opportunities in relation to equalities and inclusion and to foster more collaborative relationships with partners.

Impact on the quality of active coaches and progression and development

2.74 YouGov research commissioned by UK Coaching⁸ indicates that there are more than 306,100 active coaches (people who have coached in the past twelve months) in Scotland. This is within a broader definition of coaching, which includes anyone involved in or receiving coaching across the whole sport and physical activity sector. All of these coaches have a valuable role to play in increasing and sustaining participation in sport and ensuring talented athletes achieve their potential.

2.75 **sportscotland** data suggests there are around 50,000 active coaches affiliated to SGBs and their investment supports CPD accessed by 10, 148 coaches.⁹ Consulted **sportscotland** staff feel that there is a significant opportunity for the organisation to increase the numbers of coaches engaging with learning and development opportunities, and progress them along the pathway.

2.76 One such opportunity for **sportscotland** is to encourage current Active Schools deliverers to progress along the coaching pathway. It is estimated that there are currently around 23,000 deliverers in Scotland and 55% have a qualification or training. **sportscotland** know the profile of these deliverers in terms of gender, qualifications, delivery level and audience. Although gathering additional data directly from Active Schools staff is challenging, enhanced data collection could improve what is known about the workforce. A current project is examining ways to support quality improvement and is encouraging better use of existing workforce data in planning and development across the Active Schools network.

2.77 It is inevitable that some coaches will become inactive, no matter what interventions are in place. This is heavily influenced by key life stages. For example, many parents who coach drop out when their children stop participating. A key challenge then is to not only increase the number of active coaches, but to improve retention. By improving retention rates, SGBs and **sportscotland** will be better able to ensure and improve the quality of active coaches. There must also be a smooth pathway to make sure that coaches who may want to return to the workforce are encouraged and supported to do so.

Supporting the planned approach in future – technology

2.78 The changing technology landscape including digital and social media is changing how people live, work and learn. For **sportscotland**, it brings with it challenges and opportunities. The amount of information available from the range of providers and in different formats means that coaches will probably look for information from multiple sources. This can also result in information overload and make it difficult for coaches to find and understand what support they need and where to access it. Technology also opens exciting opportunities to connect with coaches in real time and overcome the

⁸ UK Coaching (2017) *Coaching in the UK: The Coaching Workforce: Statistical Report*, UK Coaching,, https://www.ukcoaching.org/sites/default/files/Yougov_coach%20survey_FINAL.pdf

⁹ **sportscotland** (2017) *Playing Our Part: Summary of Progress 2016-17*, <https://sportscotland.org.uk/media/2621/playing-our-part-sportscotland-2016-17-summary-of-progress.pdf>

barriers of geography and time, which can prohibit attendance at more traditional face to face learning sessions.

2.79 A recent study into UK Coaching's *Connected Coaches*, a free learning community for coaches from all sports and activities, showed that technology can play an important part in contributing positively towards coach learning and personal development.¹⁰ Sport England and UK Coaching are researching and developing on-line workshops and e-learning to provide remote learning and development to coaches. **sportscotland** could draw on this work to develop its approach. What is clear is that technology, and its use will continue to change at pace and **sportscotland** must keep abreast. As a **sportscotland** staff member commented:

*“**sportscotland** will need to move with the times in relation to new technology – make it as easy as possible for coaches to access training”*

¹⁰ UK Coaching (2015) *UK Coaching research shows you're better Connected*, <http://www.ukcoaching.org/news/uk-coaching-research-shows-youre-better-connected>

3 Supporting coaches: **sportscotland**'s Coach education and development

Summary

- Coaches face a number of barriers when accessing **sportscotland** learning and development support, particularly around other commitments including family and work, and the times and locations of coach development activities.
- Having more timely and frequent communication, both through clubs, teams and groups and directly from **sportscotland**, would make it easier for coaches to access support.
- While some coaches value online content provided by **sportscotland**, many find the website difficult to navigate. The sheer volume of information and support offers can be confusing. A more streamlined offer and more navigable website would increase coaches' understanding of, and ability to access, opportunities.
- Classroom and workshop-based learning available from **sportscotland** is highly valued by coaches. There is demand for this type of learning. It is a real strength of **sportscotland**'s offer, as the delivery encourages coach interaction and cross-sport, peer learning.
- Smaller, or less well-resourced sports tend to be more reliant on **sportscotland** coach development support than larger sports who often deliver their own CPD. Coaches from smaller sports report greater satisfaction with **sportscotland** resources.
- The UKCC subsidy has been very important for encouraging coaches to take up learning opportunities that lead to qualifications. For many, the subsidy is vital and they would not have accessed support otherwise.
- Some **sportscotland** resources such as the app, social media pages, e-learning and live streaming of events have limited awareness amongst coaches. More effective communication from **sportscotland** through SGBs and clubs would encourage a greater uptake of these resources. There is an opportunity for **sportscotland** to use these technologies to better engage coaches from remote areas, though evidence from the Coach Connect Drivers pilot suggests more work is required to refine the deployment of these resources.

Introduction

3.1 This chapter assesses the effectiveness of **sportscotland**'s coach education and development support. It explores the barriers to participation for coaches and satisfaction with the support. It examines the strengths of the **sportscotland** offer, and any weaknesses or areas for improvement.

3.2 The findings are primarily based on the fieldwork with coach beneficiaries through the telephone and online surveys along with the online discussion forum. The findings are also informed by qualitative consultations with key informants, Coaching Network staff and **sportscotland** staff, and a review of other relevant research such as the Coach Panel Survey.

Overview

3.3 sportscotland has two support programmes for coaches. Coach education in the main comprises the UKCC education subsidy. Coach development consists of various interventions and support activities. Those with the highest number of coach participants are:

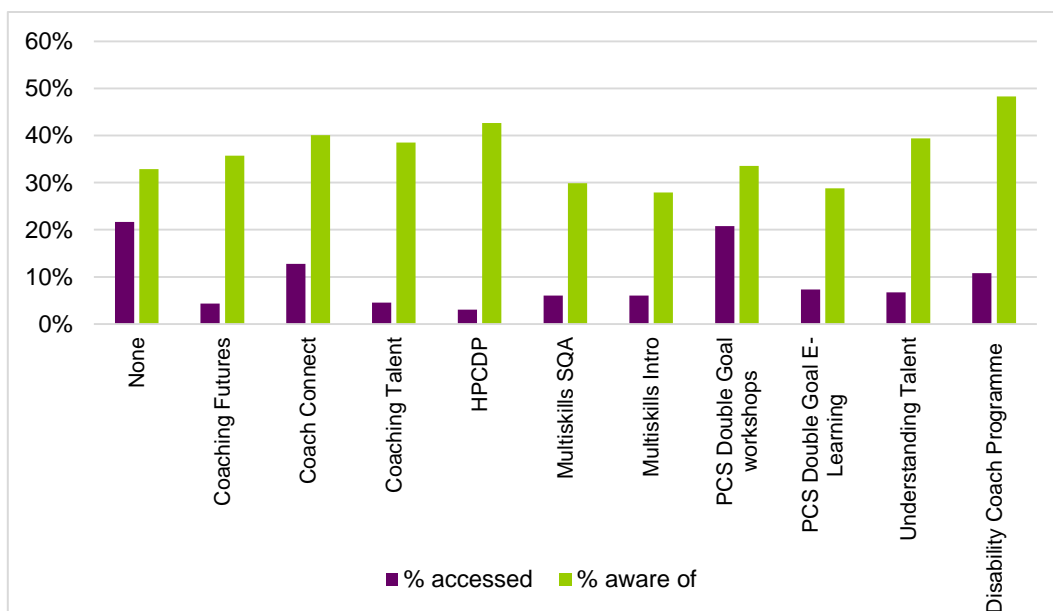
- **Coach Connect:** a CPD programme for committed Level 1 and Level 2 coaches that includes Core Theme workshops such as talent and physical literacy (708 participants at April 2017);
- **Coaching Talent:** a CPD programme for Level 2+ coaches that includes Core Theme workshops such as physical literacy and growth and maturation (271 participants at April 2017); and
- **MultiSkills:** includes an introductory workshop and SQA award that covers the underpinning principles of developing physical literacy and movement skills in children (426 participants across Introduction and Award at April 2017).

Barriers to participation

Barriers to participation faced by coaches

3.4 Lack of awareness of coach development support is a clear barrier. Of the coaches in the survey who had received a UKCC education subsidy, 33% were not aware of any coach development support and a further 22% had not accessed any. Awareness of the different types of support varied and the one that coaches were most aware of is the Disability Coach Programme (48%). Even, where coaches were aware of support, the proportion participating was low.

Figure 4.1: Awareness of Coach development support amongst UKCC subsidy beneficiaries



Source: ekosgen survey of coaches, n=462

3.5 The following improvements were suggested by coaches:

“Contacting clubs/coaches directly or arranging workshops for different areas”

“Communicate better with students, giving correct information and feedback.”

“Direct communication to coaches, not all governing bodies have resource to do [this. Roll] out the information on their behalf”

3.6 A greater proportion of coaches from deprived areas that had received the UKCC education subsidy were aware of coach development opportunities. For example, 40% of coaches from the 20% most deprived areas in Scotland who have received the UKCC education subsidy were aware of Coaching Talent. In contrast, only 23% of their counterparts from the 20% least deprived areas were aware of it. Additional work is required to understand why this is the case.

3.7 To maximise impact, it is important that all coaches can easily access **sportscotland** training and development but the evaluation found that coaches face a number of barriers to engagement. The time required and fitting training and development around other commitments is the most widely reported barrier (Figure 4.2). It shows that over one third of coaches (36%) cited this as an issue that can make it difficult for them to take part in learning and development.

3.8 The timing of training and development sessions can also be a significant barrier, reported by around a quarter of coaches. Travel time to attend can compound the issue of a lack of time. Unsurprisingly coaches in rural areas for example the Highlands and Islands are particularly affected by barriers of travel cost, time and logistics. Issues of time and timing are recognised by **sportscotland** staff and stakeholders. One stakeholder noted:

“Time and family commitments [are] the biggest barriers [to participation]”

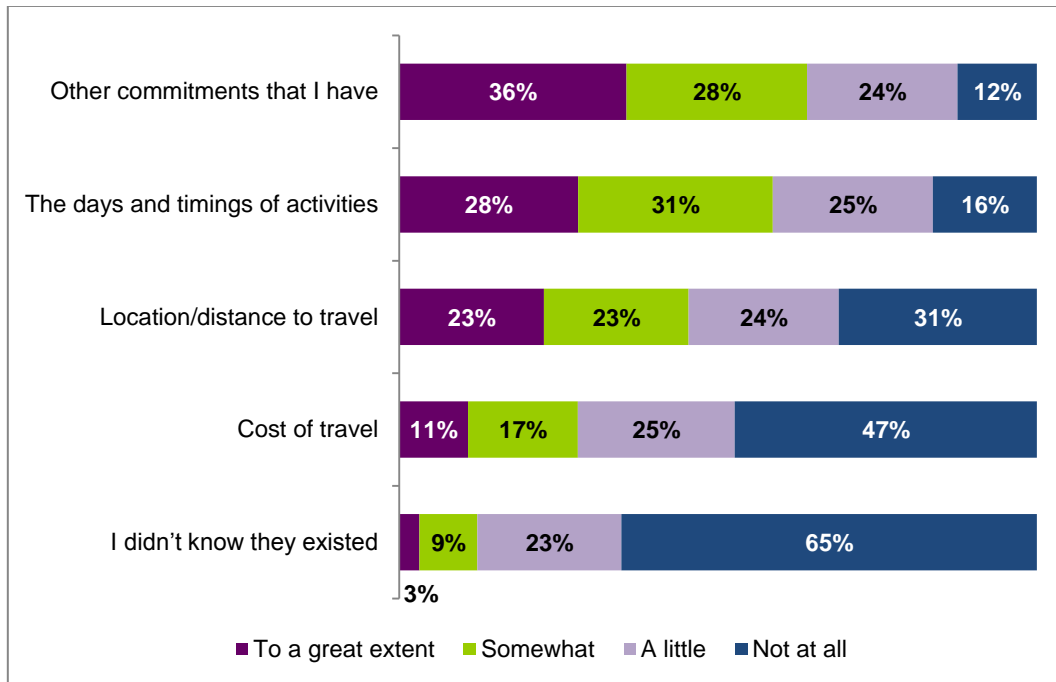
3.9 A **sportscotland** staff member agreed, stating that:

“the simple issues are the greatest problem, for example time and geographical challenges”

3.10 Wider evidence from UK Coaching¹¹ indicates volunteer coaches, on average, have around four hours each week to plan and deliver coaching sessions. This limit on time contributes to making it difficult for coaches to find out about and take part, in CPD. In this scenario SGBs reported that they tend to direct coaches to their sports specific courses rather than signpost towards **sportscotland** CPD.

¹¹ UK Coaching (2016) *The Coaching Panel 2016*,
<http://www.ukcoaching.org/sites/default/files/The%20Coaching%20Panel%202016%20REPORT.pdf>

Figure 4.2: Barriers to engagement in coach CPD



Source: *ekosgen survey of coaches, n=239*

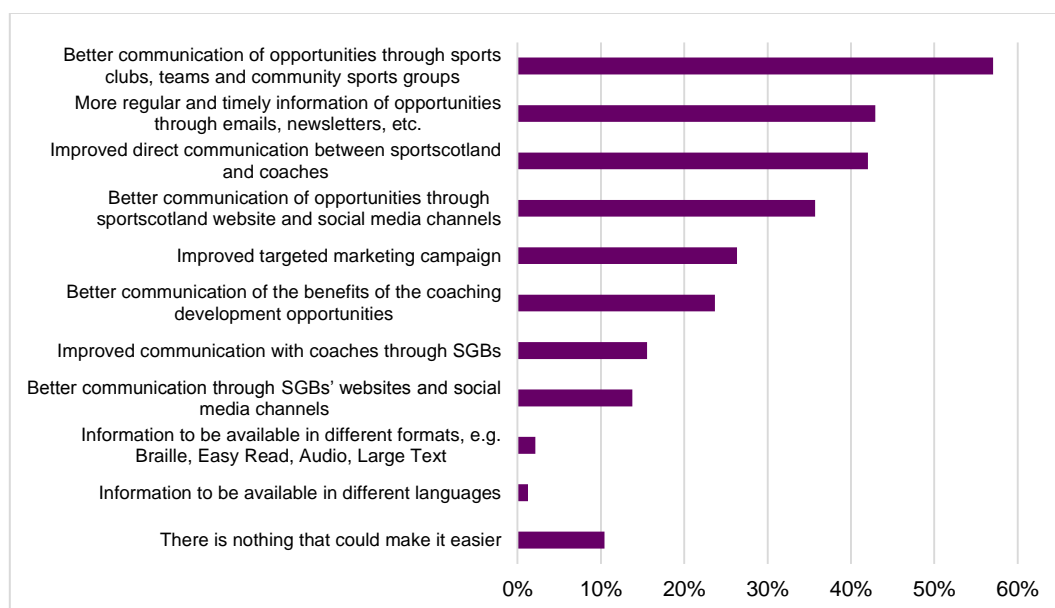
3.11 It is important to remember that this research was conducted with recipients of **sportscotland** support. A range of additional factors such as lack of confidence or the gender balance within the sessions may also present barriers for some. Existing evidence on barriers to participation should inform planning and build understanding of these issues.

Encouraging participation

3.12 Coaches that had received the UKCC subsidy clearly indicated that better communication of coach development opportunities through clubs and other sports groups would help improve their engagement. Fifty-seven percent agreed that this was the case (Figure 4.3). In addition, 42% thought that direct communication from **sportscotland** would help to improve awareness. Information could be communicated more timely with 43% of coaches that had received the UKCC subsidy stating that it would help improve access.

3.13 There were similar findings from coaches that had accessed coach development opportunities. More effective communication with coaches, either directly from **sportscotland** or through sports clubs or teams, would make it easier for coaches to access **sportscotland** support. Around half (49%) of coaches reported that more effective communication would enhance access and 39% felt that improved direct communication from **sportscotland** would make participation easier. This was consistent across coaches from all six regions in Scotland, although slightly less so for Highlands and Islands based coaches at 39% and 30% respectively. This may be as a result of the Coach Connect Drivers package that was established specifically to address participation barriers for coaches in the region.

Figure 4.3: Improving communications



Source: *ekosgen survey of coaches, n=566*

3.14 Forty-two percent of coaches said that more regular information about the opportunities through emails and newsletters would encourage them to take part in coach development activities. Information needs to reach coaches at the right time to spark their interest. If coaches ‘file’ information about training, it is possible that they are less likely to remember and go back to that information, and then take part. The **sportscotland** app may be a useful means of capturing interest and securing greater levels of engagement.

3.15 Stakeholders and **sportscotland** staff recognise that timely and effective communication is key. They understand that whilst information may be passed to clubs, it is not always cascaded to coaches. There is therefore potential for **sportscotland**, SGBs and clubs to work together to take a strategic and comprehensive approach to effectively communicating information about training opportunities. A coach in the research noted that communication could be improved by:

“Better signposting or explanation of what resources are there and who they best suit”

3.16 The **sportscotland** website is a key source of information about opportunities. However, coaches and stakeholders do not find it user-friendly. Navigation is difficult and finding specific information requires lots of ‘clicks’. This issue is compounded by the number of resources and information available which can be overwhelming and confusing. A more streamlined and easily navigable website would make it easier for coaches and others to find out about training and development opportunities.

Coach Connect Drivers: strengths and weaknesses of the approach

3.17 Specific research was undertaken with coaches from two groups who have participated in the Coach Connect Drivers pilot:

- Coach Connect Highlands & Islands coaches
- Coach Connect Psychology of Sport (online course)

3.18 **sportscotland** has provided additional online support and resources. These were intended to help coaches better apply their learning. This additional support included:

- Facebook groups:
 - Highlands and Islands group was an online forum for coaches to discuss, network and provide peer support.
 - Sport Psychology participants were able to use the group as above. But in addition, were required to respond to course questions about the application of their learning. The module leader also contributed to the online responses.
- Through the **sportscotland** app:
 - Pre-course video podcasts
 - Workshop specific learning resources including audio podcasts
 - Push notifications advising of upcoming workshops or new content
 - Links to useful websites and additional learning resources
- (Optional) online Training Needs Analysis (TNA)

3.19 Coaches tended to engage with the Facebook group because they wanted to learn from their peers. They valued the opportunity to compare their own approach to coaching with that of coaches from different backgrounds and sports, share and learn from best practice and hear about the success stories of other coaches. They also wanted a forum through which they could ask for advice and keep in touch with one another, demonstrating the value placed on peer-to-peer learning and support. Coaches particularly appreciated interacting with other coaches from different sports. This is illustrated by the following comment from a coach who had taken part in the Psychology of Sport Facebook group:

“coaches from a massive variety of sports answered questions directly and I found relevance in some answers applicable to my sport... Thoughts and views usually came flooding in to assist”

3.20 The content of the **sportscotland** app is considered to be fairly basic, although it is perceived as useful for early-stage coaches looking for support with generic coaching skills and resources. Coaches reported the generic nature of the tool as a positive, in that it supports the fundamental skills and behaviours in coaching practices and player development, which are relevant for all sports. More advanced coaches participating in the pilot tend to look for more sport-specific online resources and support and would go elsewhere for this, usually to their SGB.

3.21 Around 30% of the coaches participating in the pilot were either not aware of the app or had not used it to any great extent. With two coaches, the ‘push notification’ aspect of the app had been successful in keeping them engaged, which helps to maintain coach focus on their CPD.

3.22 Through the Coach Connect Drivers package, coaches are invited to complete a short online TNA each year to help them reflect and identify their own training needs. It is a useful resource for identifying needs and it also emphasises to coaches that they should be continually reviewing their development. However coaches reported that a more sport-specific focus would be of greater value. They felt the questions are not sufficiently well-designed to make them applicable to a range of different sports and could be reviewed.

3.23 There was an overall sense amongst coaches that both the Facebook groups and the **sportscotland** app have been the most beneficial Coach Connect tools, mainly because of the ease of

accessing both resources. They can be accessed on phone, tablet and PC devices. The app in particular has been successful in keeping users up-to-date on available courses. The Facebook group, which allows both coaches and **sportscotland** to input to coaches' questions, or just post comments generally, has been beneficial for Coach Connect Psychology coaches. It has allowed for the exchange of knowledge, and development of shared understanding amongst peers. Coaches also valued being able to connect directly with other participants if they were seeking clarification on comments or other issues.

3.24 The peer support element of the Coach Connect Drivers package is greatly valued. For coaches, being able to glean experiences and understanding from peer coaches allows them to contextualise and relate their experience. It also helps them to deepen their knowledge and understanding.

"I wanted to compare my thoughts on how I was coaching with how other coaches did to deliver to their student groups... I found [that participating in an online forum] opened up the opportunity to reflect on my coaching and how to think positively about what it meant to me and what it would mean to my students."

3.25 This opportunity is as important as the Coach Connect course content, and there is an appetite for more of this amongst coaches. When asked for recommendations around future online learning experiences, coaches responded that online forums or shared databases of coaches on a "similar wavelength", i.e. similar disciplines, levels, or courses accessed, would be useful. Coaches at a similar level tend to have similar concerns and face the same issues, and so these types of resources would be used to continue to share ideas and best practice.

Engaging remote coaches

3.26 The challenges related to delivering a range of services across most sectors in rural areas are well understood. These can include lack of critical mass, dispersed population, poor transport links, high travel cost and time, social isolation, and higher costs of delivering services. The Coach Connect Drivers package was piloted with Highlands and Islands coaches to test approaches that would improve access and engagement for this group. The approach has had some success in better engaging coaches from the Highlands and Islands, and enhancing their learning. The **sportscotland** app and webinars have helped to reinforce and increase access to the CPD. These have also enabled interaction with coaches in an online environment, when face-to-face contact would be challenging. Not all resources have proved successful however. Highlands and Islands coaches did not particularly value the Facebook community, or live streams. The Sport Psychology group may have reported more value from the Facebook community because a project lead or course facilitator contributed directly to the forum and discussion was more formally rooted in the course content. This was not the case for Highlands and Islands coaches. For live streams, active involvement was challenging:

I did attend a...workshop at Eden Court which comprised a live screening from Edinburgh, and didn't think much of that – it was hard to get a word in and I didn't feel involved at all."

3.27 There is therefore an opportunity for **sportscotland** to increase its reach into coaches from rural areas by reviewing the mix and deployment of resources to *actively* engage coaches in the Highlands and Islands, and more widely promoting their availability.

Strengths of coach education and development support

Resources

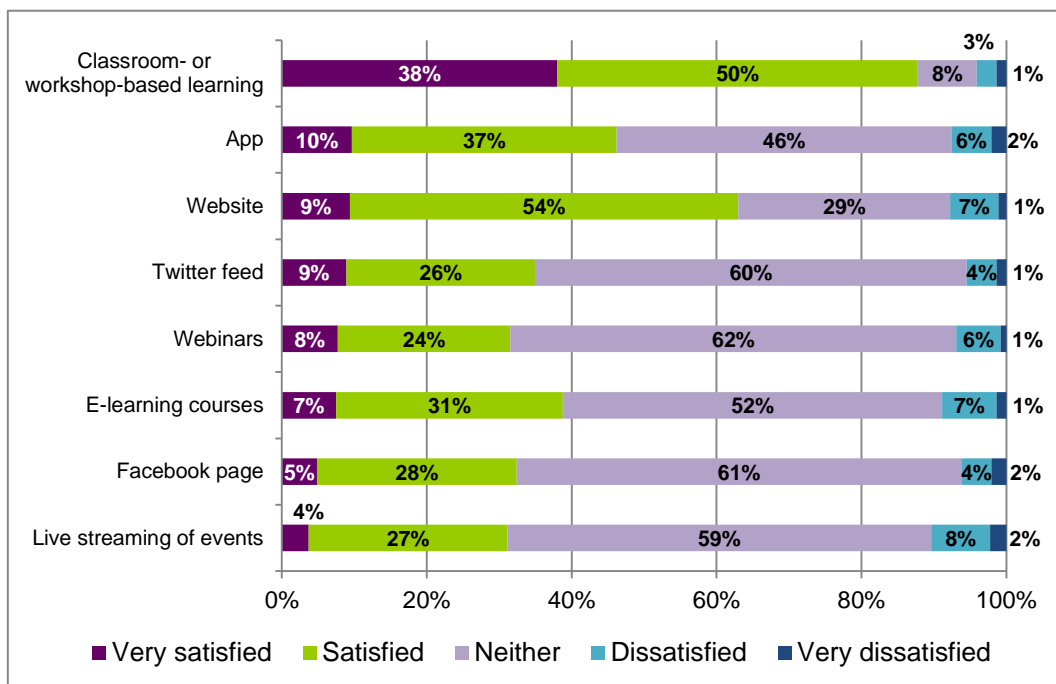
3.28 The classroom and workshop-based training and development delivered by **sportscotland** are highly valued by coaches. **sportscotland** staff also report a strong demand for the workshops. Eighty-eight percent of coaches reported that they were satisfied or very satisfied with the classroom or workshop-based learning, as shown at Figure 4.4. This is the learning method most valued by coaches and was consistent across all **sportscotland** offerings.

3.29 The interaction and peer learning elements of the workshops enhance the experience and learning. Bringing together coaches from different sports is believed by stakeholders to be a particular strength of **sportscotland** support. A key informant said that the mixed sport CPD workshops are beneficial because:

“Sports feed off one another. Interaction between coaches improves the quality and content of the courses”

3.30 Coaches' satisfaction with resources such as the **sportscotland** app, Twitter and Facebook accounts, e-learning, webinars and live streaming of events, is relatively low in comparison to the workshops. Coaches that participated in the Coach Connect Drivers pilot gave similar feedback on digital resources. Though some tools such as the app have been reasonably successful in their deployment, others such as Facebook or live streaming of seminars have not.

Figure 4.4: Satisfaction with sportscotland learning methods and resources



Source: *ekosgen* survey of coaches, n=231

3.31 SGBs value the Positive Coaching Scotland (PCS) Double Goal and e-learning workshops because they are bespoke.

3.32 Despite its lack of user-friendliness, the resources available on **sportscotland** website are valued by a reasonable proportion of coaches. However, 46% of coaches were not satisfied with their accessibility indicating an area for improvement.

Support to coaches of smaller SGBs

3.33 A strength of **sportscotland**'s coach development support is the added value that it provides to smaller sports and SGBs. Where larger SGBs often have the resources to deliver their own CPD or tailor generic content; smaller SGBs are more reliant on **sportscotland** resources and struggle to deliver coach CPD without it. If left to SGBs, many coaches would not have the opportunity to develop their skills or improve their coaching. As was pointed out in the research:

*“Larger SGBs do a lot...smaller SGBs are more reliant on **sportscotland** and need more support”*

*“**sportscotland** can hold the expertise for smaller SGBs”*

*“**sportscotland** can supplement SGB delivery, especially where SGBs don't have the resource (financial or otherwise) to invest in coach development”*

*“For smaller sports, **sportscotland** can be useful in helping to pool resources. This is especially true when it takes the lead on general coach courses and CPD”*

3.34 This view is supported by findings from the coaches. We broadly divided the responses from coaches by sports and found 40% of coaches from 'smaller', less well-resourced sports are more likely to be “very satisfied” with the classroom and workshop learning delivered by **sportscotland** and 34% of those from “larger” sports report being very satisfied.

Coach education and the UKCC subsidy

3.35 In 2016/17, **sportscotland** made 3,313 UKCC education subsidy awards. In the same period 4,291 UKCC-Level qualification awards were made by SQA. This demonstrates that the majority, though not all, of coaches undertaking UKCC qualifications apply for and receive the subsidy. It supports the research finding that the UKCC education subsidy is very important in encouraging and enabling coaches to take up learning opportunities that lead to higher-level qualification.

3.36 In the research, 650 subsidy applicants responded to our survey. Thirty-four percent said that they would still have undertaken the UKCC training without subsidy. Over half of the coaches (55%) indicated that without the subsidy, it is likely that they would have struggled to take part in the training, so not acquired a higher-level qualification. One stakeholder described the subsidy as:

“Absolutely critical, due to the high cost of many of the coaching courses”

3.37 Feedback from recipients of the subsidy suggests it creates a high level of additionality. We found 60% of recipients agreed that receiving the subsidy to access a UKCC coaching qualification meant that they could continue coaching. Over 70% reported that the subsidy meant they could undertake the qualification earlier. By enabling participation, it is likely that the subsidy has enabled many coaches to be better qualified and more skilled.

3.38 In 2017, the subsidy was re-structured to increase support at UKCC Levels 2 and above this approach was supported by **sportscotland** staff and stakeholders. In 2016/17, 1,195 candidates achieved Level 2 awards. An increase of 43 from the previous year and the highest number to date.

Targeting in this way has increased the number of applications and completions at these levels, and so progressions through the coaching pathway.

3.39 The survey of coaches included around 250 who had not received the subsidy. Forty-four percent of these 250 coaches either did not know it was available and a further 12% did not think they were eligible. Males (31%) are more likely than females (20%) to have not accessed the subsidy. Also, those coaches in the older age groups, such as 55-64 years (37%) and 65-74 years (53%) are more likely to have not accessed the subsidy than the younger coach age bands.

Weaknesses/areas for improvement

Awareness of support

3.40 There is a lack of awareness and full understanding of **sportscotland** support amongst coaches and stakeholders including some **sportscotland** staff. The Coaching in Scotland 2017¹² survey found more than half of coaches were unaware of CPD options offered by **sportscotland** and that only 19% of coaches felt it was easy or very easy to find out what support **sportscotland** provides for coaches. In this evaluation, stakeholders reported that information is not getting to clubs effectively, and so the clubs are not promoting opportunities to coaches. Coaches, through the surveys, supported more effective communication of opportunities through clubs, teams and groups.

3.41 Lack of awareness was also raised as an issue for the **sportscotland** app for coaches. Although 68% of coaches who have used the **sportscotland** app are either satisfied or very satisfied with it, registrations for the app have been lower than expected. The following comments reflect this:

*"We are not getting the app out there... coaches and [Coaching Network staff] lack awareness of the offers, and this is similar with **sportscotland**'s wider offers"*

"[There is] low awareness of the opportunities and the full range of programmes offered among clubs"

Clarity about available support

3.42 The **sportscotland** support offer is comprehensive but coaches, as with stakeholders and some **sportscotland** staff, can find it confusing. There is a general lack of clarity and understanding about what is on offer, what it provides and who it is for. There is perceived to be extensive choice but that it is too broad. It can be difficult to identify what an individual coach should undertake to meet their development needs:

"[It is] not easy to understand the range of programmes and there is a lack of communication about the programmes on offer."

3.43 The research also suggests that the way in which courses and resources are promoted on the website is uninspiring and difficult to navigate. It is not clear through the website, which courses are relevant to different levels of coach or most appropriate for coaching in different settings. The information on the website seems to assume a generic level of coach operating in all settings.

*"The list of what is available on the **sportscotland** website can be confusing for new coaches. [It is] not clear what is appropriate for which type of coach"*

¹² Sports coach UK (now UK Coaching) (2017) *Coaching in Scotland 2017: A report prepared for sportscotland by sports coach UK*, <https://sportscotland.org.uk/media/2452/coaching-in-scotland-2017.pdf>

“Resources on the website can be overwhelming and it is not clear how all the CPD relates to each other”

3.44 Better information and online links between SGBs and **sportscotland** offers could help to better explain the support available and reduce confusion. Whilst there may be challenges, it was suggested that:

*“A **sportscotland** link on each SGB website with a simple explanation of what **sportscotland** resources are available and how these can be accessed would be useful”*

4 Benefits and impacts

Summary

- **sportscotland** support has enabled coaches to achieve several learning outcomes, including the following:
 - Improvements to technical coaching knowledge and ability.
 - **sportscotland** support is helping to develop more confident and capable coaches.
 - Coaches have also learnt to better interact with sports participants by more effectively communicating, motivating and engaging them.
- Eighty-six percent of coaches report making lasting changes to their coaching behaviour.
- Most coaches have, or intend to, set short or long-term goals to improve their coaching as a result of the **sportscotland** support.
- **sportscotland** support has a positive effect on coach retention. Fifty-eight percent of coaches state that they will be involved in coaching in three years' time. The proportion is higher for those who have applied the learning, at 77%.
- The **sportscotland** support has led to changes in the behaviours and practices of a significant proportion of coaches. The changes are likely to be sustained as coaches have embedded them in their practice, supported by setting specific goals.
- Improvements could be made by promoting the sharing of learning with colleagues. Ongoing basic evaluation should assess the impact of this.
- Coaches have reported positive impacts on sport participants in terms of their enthusiasm, engagement and motivation, as well as their skills, abilities and performance.

Introduction

4.1 This chapter assesses how the learning has influenced coaching practice and the impacts that have resulted. By looking at the learning outcomes and then the impacts of these, it considers how the blend of programmes and interventions helps to ensure that the coaching workforce in Scotland has, and applies, the critical behaviours required for a world class sporting system.

4.2 The assessment is framed around the Kirkpatrick Learning Evaluation model. Applying the model allowed for a systematic assessment of how the **sportscotland** support has influenced practice and critical behaviours and the impacts that have resulted. It focused on the following elements of the model:

- **Level 3:** To what degree have coaches applied their learning, and also, transferred it to other members of the coaching team to ensure organisational as well as individual change.
- **Level 4:** The impact of applying the learning and its contribution to creating a world class sporting system in Scotland.

4.3 What is being tested through the model is how the application of the learning at Level 3 leads to the impacts at Level 4. This chapter starts by assessing the learning that has been achieved and

how it has changed behaviours. It goes on to examine the impacts. More detail on the Kirkpatrick Model is provided at Appendix 1.

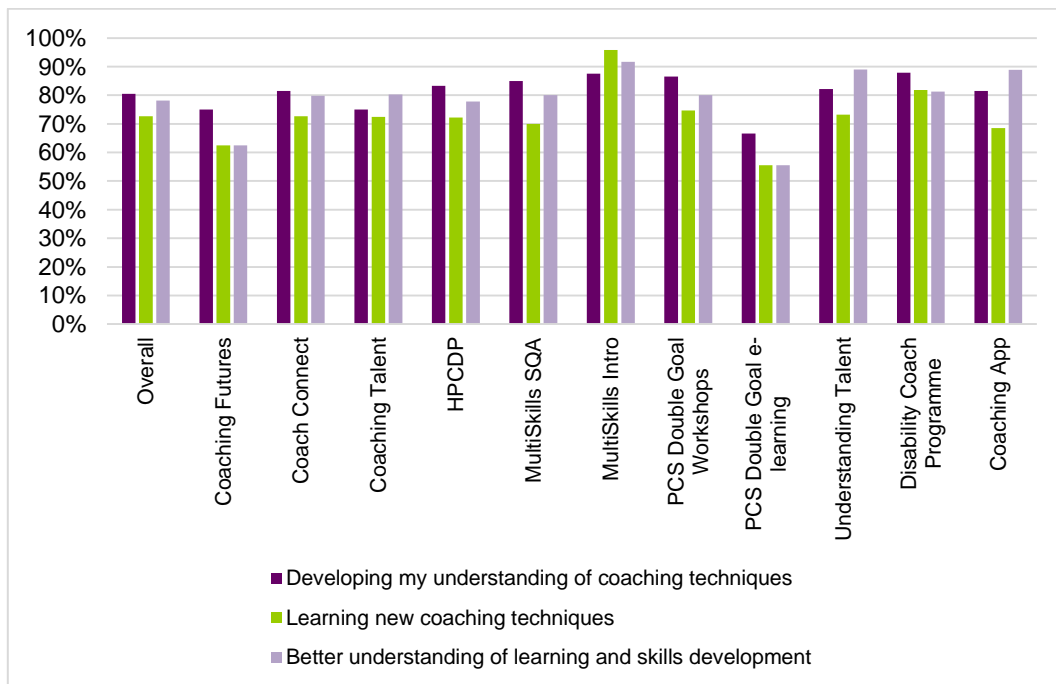
Learning outcomes and changes in coaching practice

Knowledge and skills enhancement

4.4 The majority of coaches report that an outcome of the learning is better technical coaching ability and this was the main motivator for undertaking development training (Figure 5.1). For example:

- 81% have developed their understanding of coaching techniques;
- Around 78% reported better understanding of learning and skills development in their coaching; and
- 72% reported learning new coaching techniques.

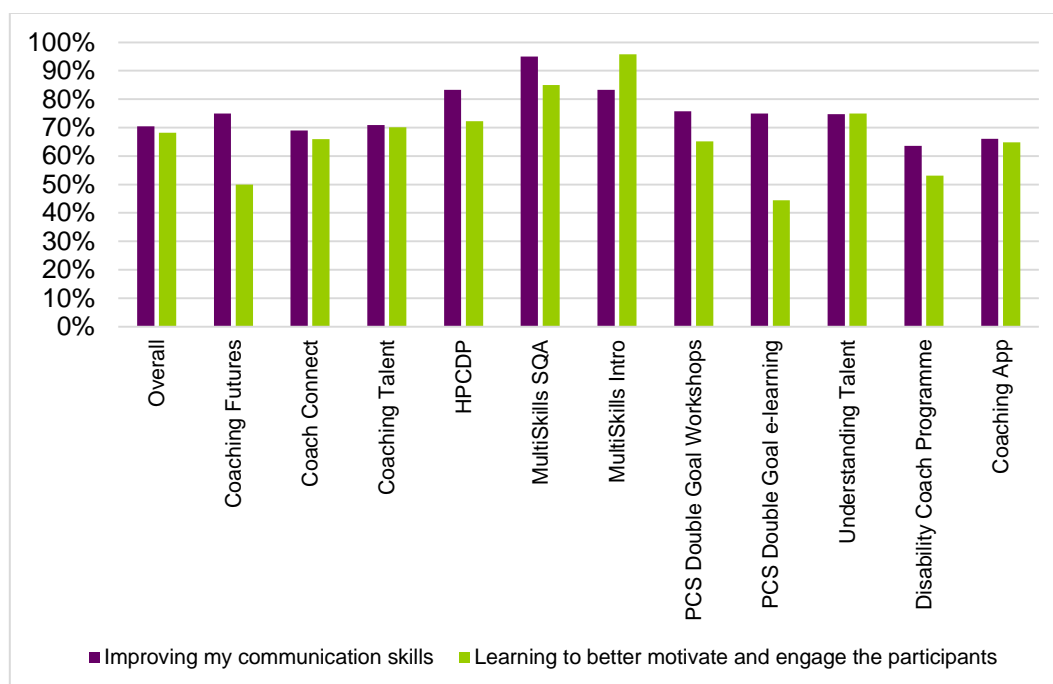
Figure 5.1: Improvements to technical coaching ability



Source: ekosgen survey of coaches, n=221

4.5 Combined with the technical skills, coaches have learnt how to better interact with sport participants which is critical to quality coaching. Seventy-one percent felt they had learnt how to communicate more effectively with sports participants and 68% felt better able to motivate and engage them. This was highest for MultiSkills Introduction and MultiSkills SQA Award, as well as the High Performance Coach Development Programme.

Figure 5.2: Improvements to participant-centred coaching skills



Source: *ekosgen survey of coaches, n=221*

4.6 There has been a lesser impact on session planning skills with 52% reporting this, and also on problem solving with 47%. It is possible that coaches already felt competent in this area. Level 1 coaches were slightly more likely to report improvements to their problem solving skills than coaches at other levels. Level 2 coaches were the least likely. In terms of session planning, more Level 1 and 3 coaches reported that they had learnt new ways of planning sessions than those at Levels 2 and 4. However, across these two skills areas, the differences by coaching level are not significant but it is worth noting that Level 2 coaches rate the acquisition of new skills in these areas lower than coaches at any other level. A coach who had participated in Coaching Futures commented that:

“I feel like I am now better at planning for my training instead of just having a bit of direction on what I’m going to do for that session.”

4.7 Session planning and problem solving were not identified as strong motivators for participating in coach development. The exception to this is for coaches that have undertaken MultiSkills Introduction. These coaches report higher than average improvements to their skills to plan sessions and problem-solve.

4.8 The learning outcomes reported by coaches are also recognised by SGBs, local authorities and **sportscotland** staff. Each of these groups report that coaches have achieved learning outcomes that have resulted in better quality coaching. This included SGB staff engaged with the High Performance Coach Development Programme who have observed:

“...a significant improvement in coaching ability”

4.9 Thirteen Coaching Futures participants contributed to the research. They were generally less likely to report achieving learning outcomes as a result of the support than participants involved in other types of **sportscotland** support. For example, only 50% of Coaching Futures participants felt better able to motivate and engage their sports participants, compared to 68% overall. Coaching Futures participants did however report outcomes related to improved communication and improved

problem solving more highly than coaches overall. There is no evidence to suggest any differences in the learning outcomes between Coaching Futures cohorts 1 and 2. It is important to remember that Coaching Futures is a different type of intervention aimed at a different type of participant and so the findings for it are not always directly comparable with other **sportscotland** support. Rather than being a workshop-based CPD opportunity, it is an intensive, longer term apprenticeship programme for a small group of retired high performance athletes. It combines workplace learning with a tailored programme of coach education and development. Coaching Futures aims to accelerate the development of the apprentices and move them towards high performance coaching.

Confidence and capability

4.10 **sportscotland** support is helping to develop more confident coaches (Figure 5.3). Fifty-eight percent of coaches reported an improvement to their confidence and this was highest for those participating in MultiSkills Introduction (85%) followed by MultiSkills SQA Award (65%) and Coaching Talent (60%).

4.11 Coaches with a UKCC Level 1 or equivalent qualification were more likely to report outcomes related to improved confidence. Sixty-eight percent of Level 1 coaches reported this learning outcome, compared to 58% of coaches with a qualification at Level 2 or above. This may be because Level 1 coaches are at the early stages of their coaching learning pathway and so are likely to feel less confident, meaning there is more scope to increase their confidence.

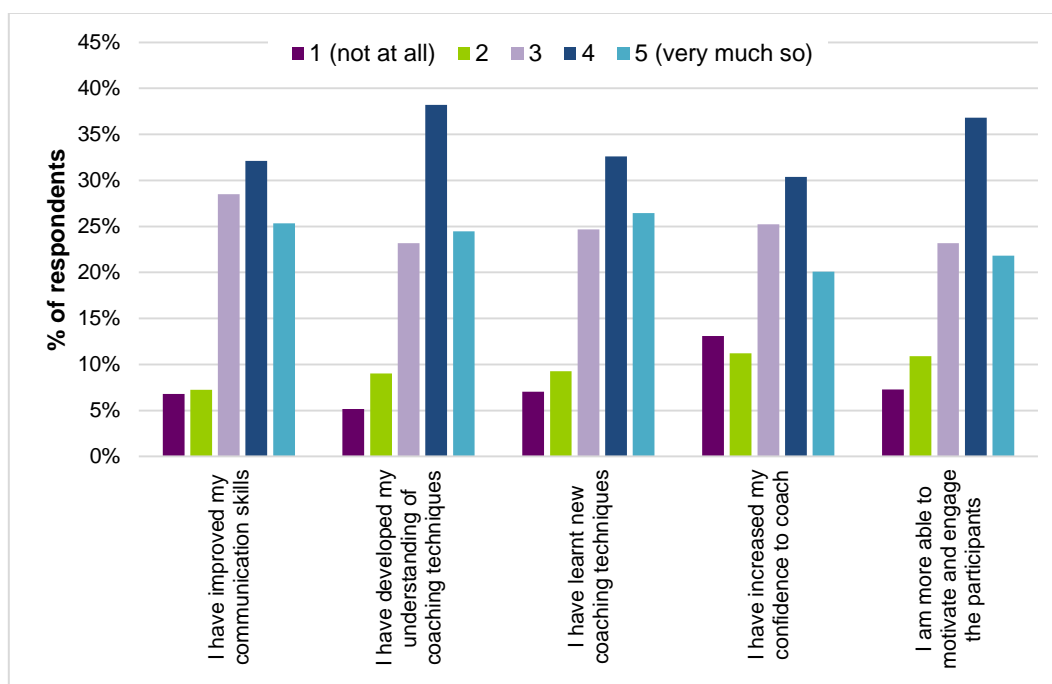
4.12 **sportscotland** have created opportunities for peer learning which are valued by coaches and have helped them achieve learning outcomes. Coaching Futures participants were particularly likely to highly value meeting and learning from peers and as one commented:

“sharing knowledge with others and bringing people together has really improved my coaching”.

4.13 The findings for Coaching Futures probably reflects the fact that through it, **sportscotland** aimed to facilitate a network that would provide support and learning for the apprentices across the duration of their placements.

4.14 As a result of **sportscotland** support, 57% of coaches report that they have learnt how to communicate more effectively and 59% report that an outcome of the learning is that they know how to better motivate and engage sport participants. This indicates that coaches are more able to convey their technical understanding to sports participants.

Figure 5.3: Impact of sportscotland support on coaching capabilities



Source: *ekosgen survey of coaches, n=241*

4.15 In addition, of coaches surveyed, 74% that had received the UKCC education subsidy said that it had enabled them to coach at a higher level. This demonstrates the impact that **sportscotland** is having on the capability of coaches.

Coaching preparation, structure and delivery

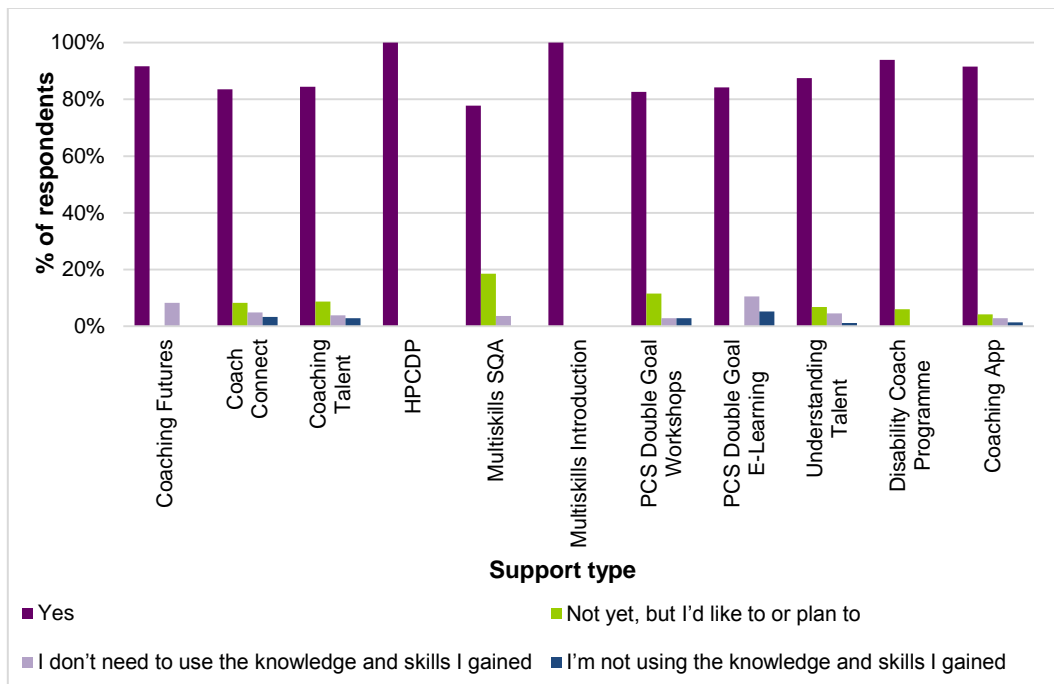
4.16 Forty-seven percent of coaches reported that the learning accrued through **sportscotland** support has had a significant impact on how they plan and deliver effective sessions. Fifty-six percent of coaches report that the impact of the new skills and knowledge means that they are better able to deliver effective coaching sessions. This is a positive finding, demonstrating coaches' ability to turn their learning into changes in coaching plans and from there, into effective practice.

4.17 This is supported by findings from interviews. Coaching Network staff and head coaches consulted in the research stated that they thought coaches were more equipped to provide better planned and structured sessions and in turn will help to raise the quality of coaching sessions.

Application of skills, knowledge and attitudes

4.18 Figure 5.4 shows that more than 83% of coaches reported that they are now using the knowledge and skills gained through **sportscotland** support. A further 9% stated that they would either like to or are planning to use their new knowledge and skills. Of those who had taken part in Coaching Futures, 92% are using the knowledge and skills in their coaching. Proportions are even higher for the High Performance Coach Development Programme and MultiSkills Introduction. Overall, we found Level 1 coaches were most likely to report the application of their learning.

Figure 5.4: Proportion of supported coaches applying knowledge gained

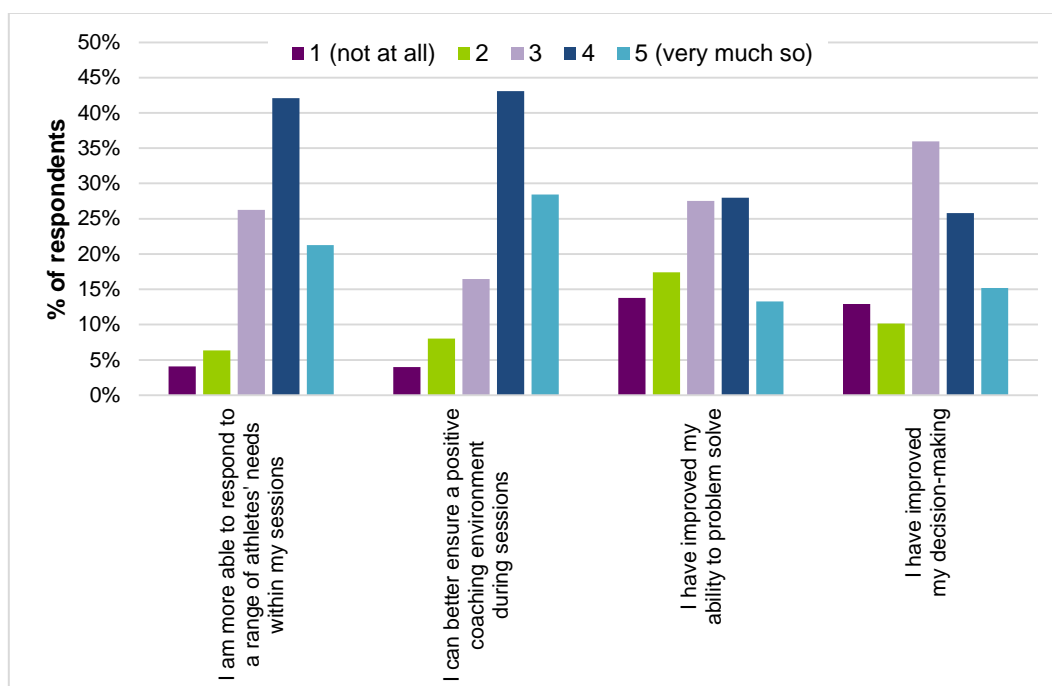


Source: *ekosgen survey of coaches, n=273*

4.19 Positive Coaching Scotland Double Goal Coach E-Learning focuses on effort rather than ability. By working with all of the key influencers to create positive youth sports environments, it provides tools to encourage and positively reinforce sport participants. This study found that 80% of coaches with a coaching qualification at Level 1 or equivalent gave a high rating to their application of learning from the Positive Coaching Scotland Double Goal Coach E-Learning activity, compared to 21% with a qualification at Level 2, 40% with a qualification at Level 3 and 7% with a qualification at Level 4. The focus on effort over ability may mean that coaches at higher levels do not perceive it to be relevant to them. **sportscotland** however believes it is relevant at all levels including in the High Performance environment.

4.20 As a result of **sportscotland** support, 63% of coaches reported that they are more able to respond to a range of sport participants' needs and 72% reported that their ability to better ensure a positive coaching environment had improved.

4.21 Figure 5.5 shows that 41% of coaches reported that as a result of the new skills and learning acquired through **sportscotland** support, their decision-making and problem-solving 'on the job' has improved.

Figure 5.5: Application of skills and knowledge in coaching

Source: *ekosgen survey of coaches, n=241*

4.22 Thirty-seven percent of coaches report that their workplace or coaching setting is a supportive environment in which they are able to apply their learning. Ninety-three percent report that their senior coaches or management, and wider coaching team, support and encourage their learning and their efforts to put new coaching ideas and techniques into practice.

4.23 **sportscotland** staff, local authorities in the study and SGBs perceive that coaches had improved their skills as result of **sportscotland** support.

"I think that the coaching performance is improving in a number of sports – coaches have more skills, and are able to make it more enjoyable."

4.24 There is a sense that learning content is giving coaches a lot of very valuable theory, but this is considered to be too abstract or academic. It could be more effective if coaches were better equipped to develop an in-depth understanding of coaching principles that are more readily applicable to, or grounded in, a coaching context. Coaching Futures addresses this in high performance settings possibly due to the long term nature of the intervention, the apprenticeship model and how these combine to develop an understanding of how to put theory in to practice. As Coaching Futures is quite different to other interventions, a different solution will be required for the larger number of coaches lower down the coaching pathway. Linked to this, there is a perception amongst SGBs that supported coaches are acquiring 'facts', and in some instances this may be resulting in drilling or instructing, as opposed to effective coaching. It is important that **sportscotland** supports coaches not only learn what to do, but understand how to do it in practice and, importantly, why.

"It is impossible to transfer years of expertise in a modular format...real expertise lies in fully understanding the principles...I'm not confident that there is proper learning and understanding happening...coaches could be applying their learning, but what is being applied isn't right."

4.25 Fourteen percent of coaches in the survey strongly agree that they have access to the support they need and a further 57% "agree". The 29% who "don't agree" identified more tailored, engaging and in-depth support content, and opportunities for further development as areas for improvement.

Learning and knowledge transfer

4.26 If the new skills and learning are to have maximum impact, then coaches participating in sportscotland support should be encouraged to cascade their learning to other members of their coaching team. This will broaden the reach of the learning into the wider coaching workforce leading to organisational change rather than just a change in the individual coaches.

4.27 Seventy-eight percent of coaches have shared the learning with coaching colleagues. The most common way of sharing the learning is ‘on the job’ through planning and delivering coaching sessions. A quarter have provided a more formal verbal briefing session on what they learnt through sportscotland support and 8% provided a briefing note. Coaching Futures participants were by far the most likely to have cascaded the learning through a briefing note. Alongside opportunities to coach, two of the key elements of the Coaching Futures programme are structures to promote peer learning and to develop reflective practice. These elements seem to be working well together. They are supporting coaches to apply, reflect, but also cascade their learning to other coaches “on the job”.

Sustained changes and effectiveness of coaching

4.28 At 86%, the overwhelming majority of surveyed coaches have made lasting changes in their practice. The following comments illustrate the lasting changes coaches have made:

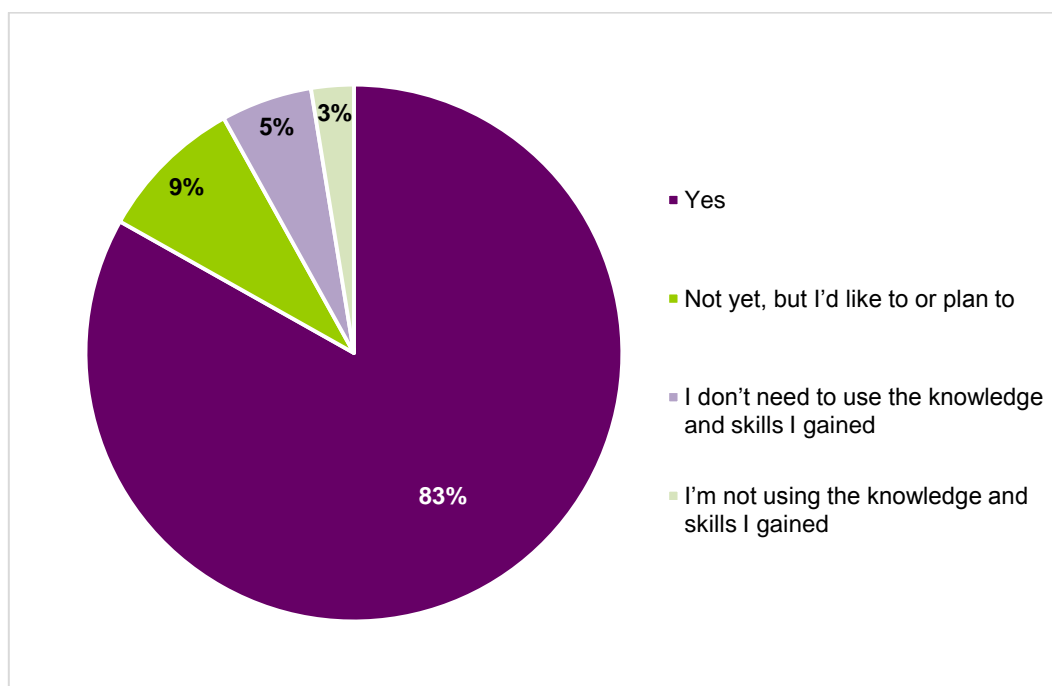
“Session planning – they have given us the knowledge to plan better with the three fundamentals of sports planning”

“I have been able to develop my coaching techniques and become much better”

4.29 Figure 5.6 shows that 9% of coaches have not yet managed to put the learning into practice but plan to. As one coach commented:

“Having to actually put what you’ve learnt into motion and keep it going is a hard thing to do”

Figure 5.6: Coaches applying the skills and knowledge



Source: ekosgen survey of coaches n=273

4.30 The **sportscotland** support has encouraged 51% of the coaches to set short and long term goals for improving their approach to coaching and further 28% plan to. For these coaches the support has led to changes or intended changes in behaviours.

Specific impacts of Coach Connect Drivers

4.31 Previously, the report examined the experience of coaches taking part in Coach Connect Driver package. This section looks at the impacts of the package. Qualitative research with a sample of coaches found that the Coach Connect Drivers package is effectively supporting coaches to better apply their learning. This refers to learning primarily from Coach Connect but also learning from any other **sportscotland** support received. Coaches attribute enhancements in their learning and application of knowledge to the combination of course content and the online resources available.

4.32 Coaches reported improvements in the application of learning in different ways. One coach stated that their situational awareness had improved, along with their critical thinking and problem-solving. This was despite feeling that this was already a strength of theirs, as a former athlete:

“Gave me other/better ideas for some situations. It provided different ways to think and problem-solve. And it has taught me a few new tricks of how to turn problems round without situations escalating.”

4.33 Another coach reported much greater awareness of factors that impact on a sport participant's performance at any given time, and is able to apply that to their coaching, ultimately improving it:

“Having a better understanding of the factors that can influence athletes, the stresses they have and sometimes not taking them all into account”

4.34 Three other coaches cited improvements in their session planning, and awareness of the importance of effective planning processes on the acquisition technical skills:

“I am more aware of why planning and structuring my coaching sessions are working towards a main goal. The same main goal as before but with more thought and structure put into the process.”

The effectiveness of Coach Connect Driver resources

4.35 While some resources appear to have significant potential, the impact of the coaching Facebook page and live streaming are not as clear. Coaches valued the **sportscotland** app, but identified areas for improvement. Podcasts and webinars were also deemed to be valuable.

4.36 Resources such as the coaching Facebook page and live streaming may need further consideration. In principle, the provision of an online forum has enabled coaches to discuss and reflect upon their learning and its application, and this is a valuable tool. However, the way that Facebook functions means that discussions and conversations can be difficult to follow, and the most pertinent information in a discussion thread for a coach may prove difficult to find. In this sense, though the use of Facebook is a relatively low-resource intervention, its use should be reconsidered. Live streaming of seminars in their current form makes it difficult for coaches watching the seminar to actively contribute, leading to feelings of disconnect. This issue was identified through the qualitative research with the Highlands and Islands coaches.

4.37 During the research the usability of ekosgen's research tool was noted. The Liveminds online discussion was described as being more engaging and worthwhile than a Facebook forum. This was

identified as being due to the ease of following a conversation, and more obvious notifications on comments and responses to posts. Consideration should therefore be given to the appropriateness of Facebook versus a more dedicated community forum tool.

Barriers to applying the learning

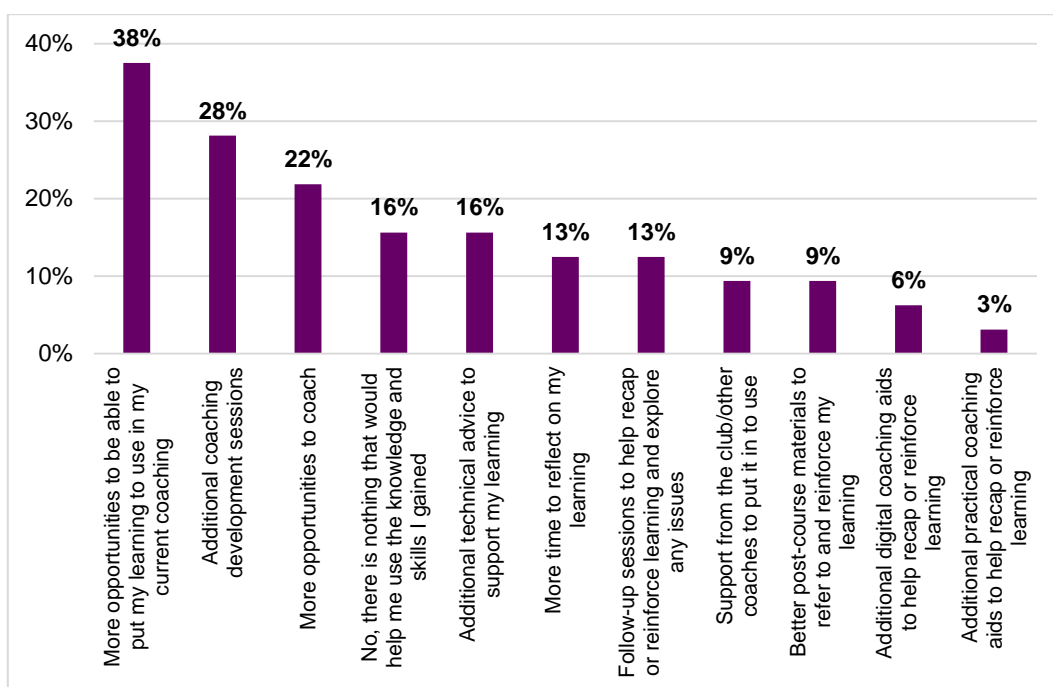
4.38 Eight percent of coaches are not using their new skills or knowledge, or say they don’t need to. Barriers that prevent some coaches from applying their learning include coaches needing additional support, being blocked by senior coaches and club members, and lack of opportunity mainly due to time constraints. Of course these barriers are not faced by every coach so, for example, while some are well supported by senior coaches and management, others face challenges as illustrated by the following comment:

“They [senior coaches] are used to working a different system and to introduce a new one is hard.”

4.39 There are two strands of activity that would help to address some of the barriers that coaches face. The first is more opportunities and support to put their learning into practice as demonstrated by Figure 5.7 which shows that opportunities to coach and put the learning in to practice would be helpful along with support to do so.

4.40 The second strand relates to a greater degree of reflection and reinforcement of learning and follow up learning opportunities for example through post-course materials, practical coaching aids and time to reflect on their learning.

Figure 5.7: Factors that would help to better apply sportscotland support



Source: ekosgen survey of coaches, n=32 (Telephone only)

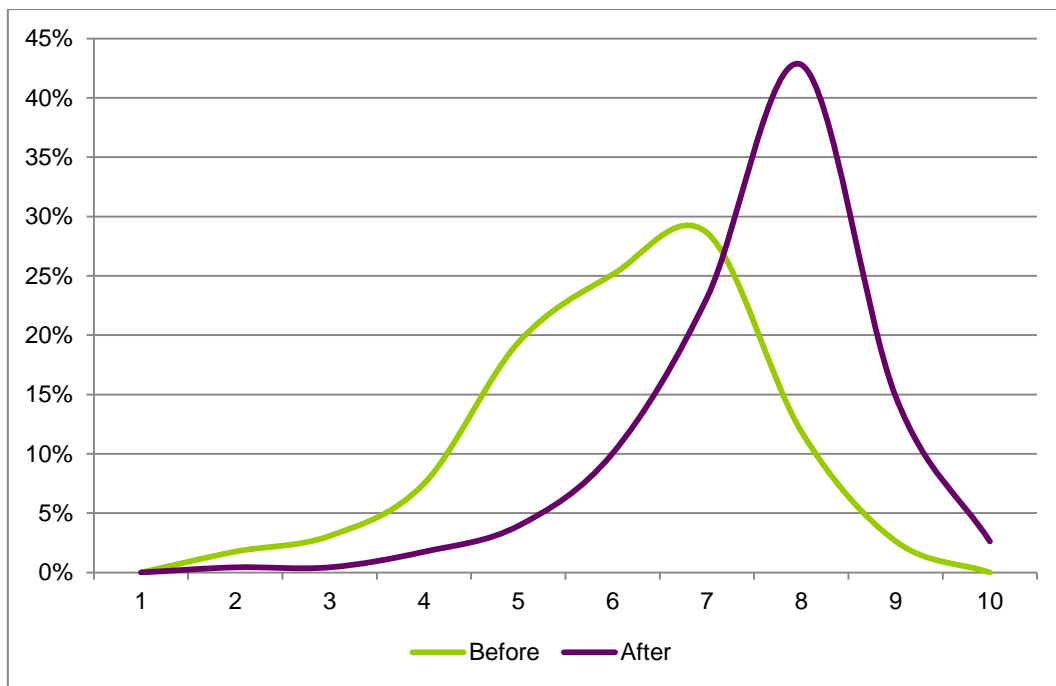
Impacts of the changes in coaching practice

4.41 The intended outcome of sportscotland’s blend of support is to develop coaches who are adaptable and flexible; able to effectively plan sessions and able to respond to participant’s needs. These are critical behaviours that, if they are applied in the workplace, will impact on ensuring a world

class sporting system in Scotland. The following sections examine the impacts of these changes in behaviours. This relates to Level 4 of the Kirkpatrick Learning Evaluation model.

4.42 Figure 5.8 shows that participating coaches now rate their skills and knowledge more highly than they did before the support. *More* coaches are now rating their skills *more* highly, demonstrated by the peak in the purple 'after' line in the figure. In comparison to other coaches, Coaching Futures participants tended to more highly rate their abilities prior to the support. This suggests that **sportscotland** and SGBs recruited a cohort of Coaching Futures participants with the characteristics and aptitudes required to take up an apprenticeship and, with support, move towards high performance coaching. They had a different starting point to participants in other **sportscotland** support.

Figure 5.8: Improvement in coaching abilities and knowledge

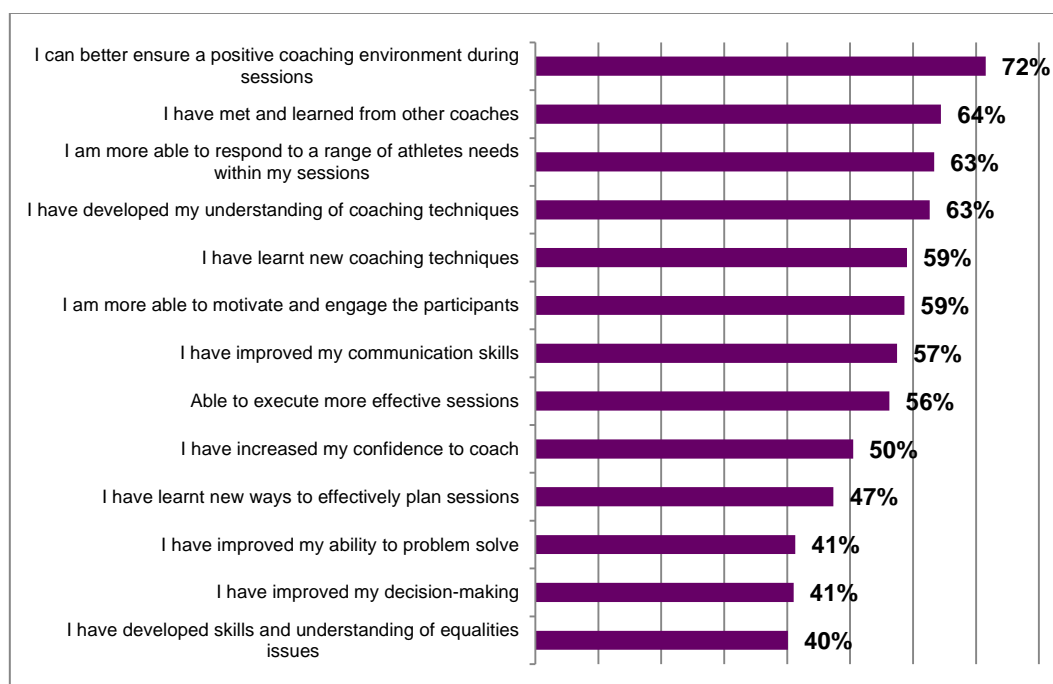


Source: *ekosgen* survey of coaches (n=229)

4.43 This is an important indicator to assess the impact as a key aim of the coaching support is that the quality of coaching is improved. The data points to substantial improvements. It is backed up by the qualitative research in which consultees reported that the support has improved coaching skills. There was support amongst key stakeholders for further research with sport participants on the quality of coaching and changes. There was also broad agreement that encouraging coaches to reflect on their practice can help embed the learning and enhance impacts on quality.

4.44 Improvements in coaching abilities cover a wide range of potential skills and new ways of working as shown in Figure 5.9.

Figure 5.9: Impacts of improved skills and knowledge



Source: *ekosgen survey of coaches (n=233)*

4.45 There is clear evidence of both soft and hard impacts such as providing more positive coaching environments, understanding and responding to the needs of individual sport participants (reflecting person-centred delivery) and improved communication. Coaches report a positive impact on their coaching techniques, more effective sessions and being better able to encourage and motivate participants.

4.46 The High Performance Coach Development Programme, MultiSkills SQA Award and MultiSkills Introduction are the three types of support that have been particularly effective in influencing behaviours and ways of working.

4.47 As a result of the support, many coaches are or have developed plans for their own continuous improvement. Seventy-nine percent have either set short- or long-term goals for improving their coaching skills, or have plans to do so. This understanding of their own development needs and a commitment to continually reflect on and address them is a very positive outcome.

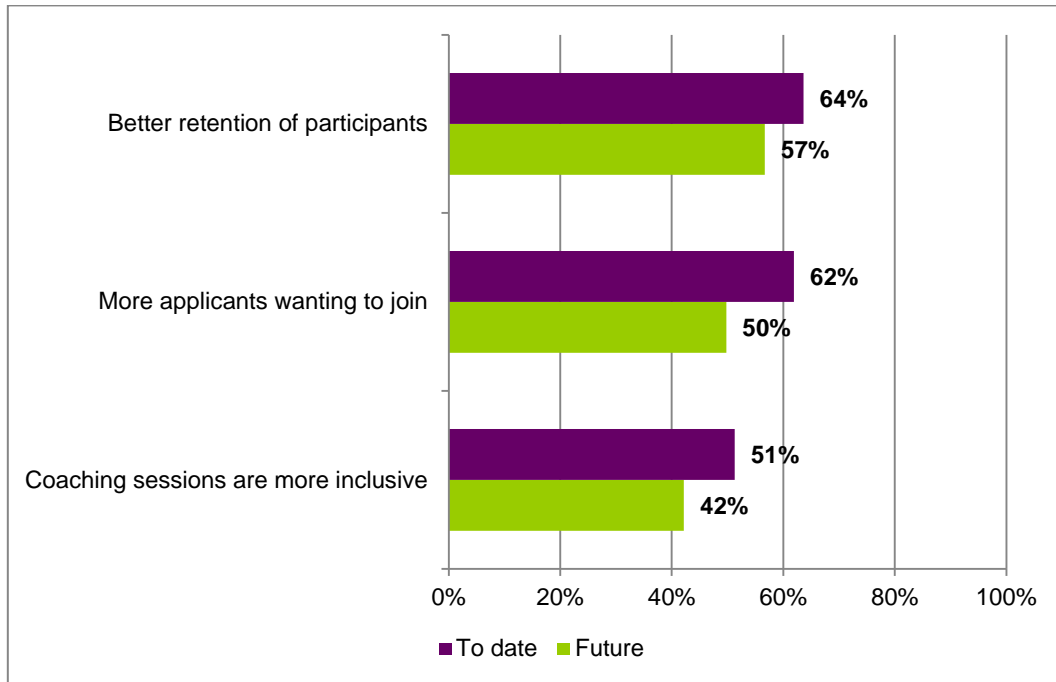
Impact on sport participants

4.48 Fifty-seven percent of coaches feel that they have access to the coaching support they need to provide safe, enjoyable coaching sessions for their participants, and ultimately retain their participation in their chosen sport. Figures 4.10, 4.11 and 4.12 illustrate the impacts on sport participants and future anticipated impacts. The impacts, as we would expect with any training and development, will diminish over time. The findings are positive, suggesting that the impacts will be sustained.

4.49 The Scottish Government and **sportscotland** are committed to increasing participation in sport and physical activity. It is also an intended impact of the support for coaches and coaching. Figure 5.10 shows that the behaviour changes flowing from **sportscotland's** support are perceived by the majority of coaches to have impacted positively on the recruitment and retention of sport participants. This suggests that the support is contributing to more people engaging in sport and physical activity.

4.50 The development support from **sportscotland** has, according to just over half of coaches, meant that the coaching sessions are more inclusive, responding to the needs of sport participants. Forty-two percent expect this to be an impact going forward.

Figure 5.10: Sport participant recruitment, retention and inclusion of sport participants

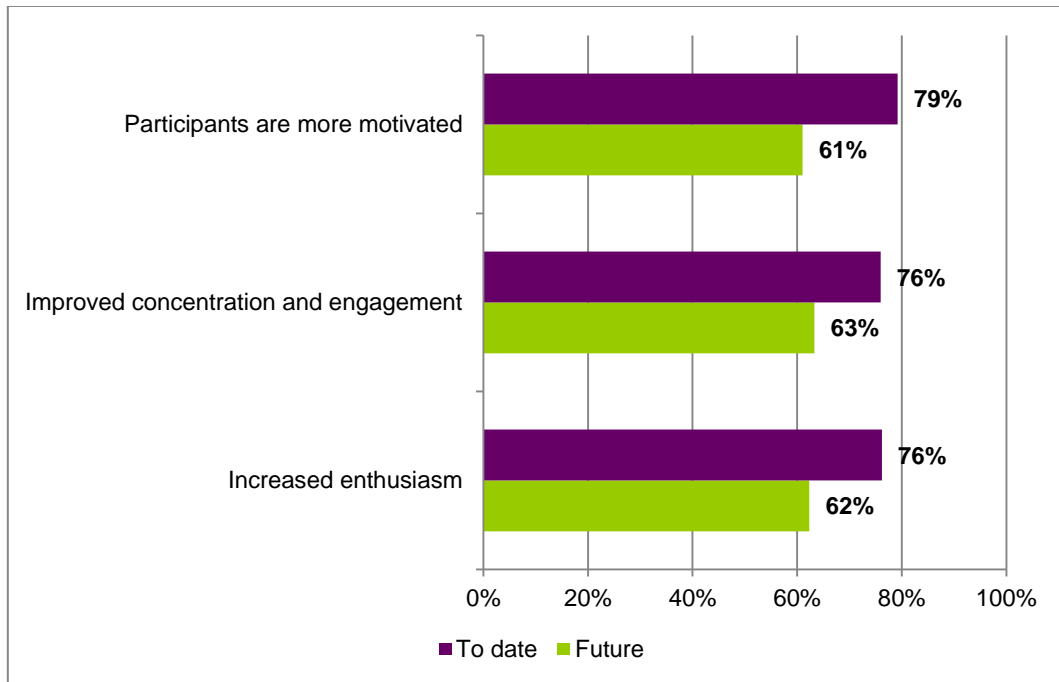


Source: *ekosgen survey of coaches (n=181)*

4.51 The ability to motivate and enthuse sport participants is a key skill for coaches and is central to the delivery of high quality coaching. Figure 5.11 sets out the findings about the impact of behaviour changes on engaging, motivating and enthusing sport participants. Against each of the three indicators, over three quarters of the coaches report that the changes resulting from the **sportscotland** support have delivered positive impacts, and in each case, over 60% expect the changes to do so in the future. A Coaching Futures participant commented that:

“I am less focused on results and [the boys] have become more confident to try new skills in games”

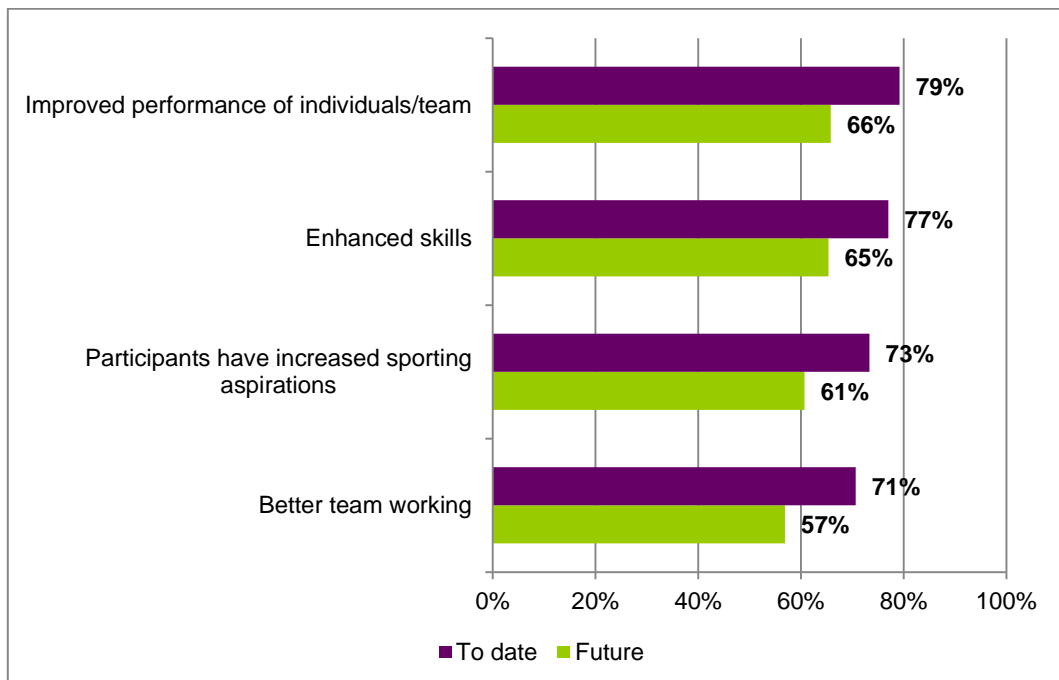
Figure 5.11: Impact on motivating sport participants



Source: ekosgen survey of coaches (n=181)

4.52 The final set of indicators against which the impacts of the behaviour changes have been assessed focus on the skills and performance of the sport participants. Achievements against these, as reported by coaches, are set out in Figure 5.12.

Figure 5.12: Impact on the skills and performance of sport participants



Source: ekosgen survey of coaches (n=181)

4.53 Coaches were asked to rate the impact of the application of the learning on the current and future performance and skills of their athletes. Figure 5.12 shows that it has helped to raise the aspirations of the sport participants and resulted in better team working. This will likely impact on team and individual performance. Coaching Futures seems to have a particularly positive impact on team

working with 91% of coaches saying that it has impacted positively and all of them expecting it to do so going forward. Coaching Futures is a long term intervention during which a cohort of coaches develop their skills and knowledge as a group. It includes specific CPD about team working which may explain this finding. One Coaching Futures participant commented that overall:

“The changes are gradual because what the coach learns can only be integrated to practice over time”

Retention of coaches

4.54 The majority of coaches in the survey indicated that they are likely to still be involved in coaching in three years' time. Overall, 53% rated their likelihood of being involved in coaching in three years as 10 out of 10. In terms of sustaining positive impacts, of those who report applying the new skills and knowledge, 77% report that they are likely or very likely to still be coaching in three years. This is higher than for the small number who have not applied the learning (58%). These findings suggest that high quality coach development can contribute to improved coach retention.

4.55 The highest average rating of intention to remain in coaching was for coaches that had participated in Coaching Talent. The lowest average likelihood rating was for MultiSkills SQA Award and MultiSkills Introduction.

5 Under-represented groups

Summary

- Across its strategic and operational activities, **sportscotland** has committed resource and time to helping to tackle inequalities in the Scottish sporting system. However, there remains significant work to ensure consistent and high quality inclusive coaching.
- Drawing on the knowledge and expertise of equalities experts is critical and a strength of the approach taken by **sportscotland**.
- There is frequently an over-optimistic assessment of accessibility and a lack of understanding of the structural barriers the lead to exclusion.
- Understanding and responding appropriately to the needs of particular groups and people with shared protected characteristics is not straightforward.
- The coach education and development support has helped to improve the skills and understanding of coaches. However coaches often do not have a fundamental understanding of the structural barriers that lead to exclusion. There has undoubtedly been progress but significant gaps remain and there is scope to enhance the reach and application of inclusive practices.
- Key to reducing barriers is the attitudes, skills and knowledge of coaching staff and how that translates into practice. If this is achieved then coaches will provide an inclusive environment which encompasses positive attitudes and perceptions amongst all sport participants at the sessions.
- There is under-representation of certain groups in the coaching workforce and more work is required to attract and retain a more diverse coaching workforce. This can also impact on the diversity of new sport participants.
- People from disadvantaged areas are less likely to apply for the UKCC education subsidy which is an issue for the availability of quality sports coaching.
- Adopting an asset-based, person-centred approach to coaching would represent an important culture shift that would enhance inclusion, as well as enhancing coaching more generally.
- Underpinning all of this, equalities must be a cross-cutting theme, embedded in all coach education and development support.

Introduction

5.1 **sportscotland** is committed to ensuring that people from under-represented groups can participate in sports in Scotland. They aim to increase the diversity of the coaching workforce and ensure coaches can progress in line with their aspirations and potential. The evaluation sought to help better understand the impacts of **sportscotland**'s work on equalities and diversity within coaching. Gender, age and disability are areas where they have prioritised improvement. The research examined the ability of coaches to include people from under-represented groups and secondly the representation and experience of under-represented groups in sports coaching.

5.2 This was not intended as a full equalities audit, rather, it was a strand of the evaluation that linked support to coaches with the inclusion of under-represented groups. The findings are drawn from the analysis of the survey of coaches and from the qualitative consultations with staff and stakeholders. The consultations included a sample of representatives from organisations that focus on specific equalities issues and equalities in sport.

Strategic support for under-represented groups

A commitment to equalities

5.3 **sportscotland**'s Corporate Plan 2015-2019¹³ states a commitment to equalities and inclusion, citing it as a key improvement priority that underpins the sporting system. **sportscotland** aims to ensure sport is accessible to people, regardless of where they live, their background or the challenges they may face. It acknowledges that equality and discrimination still exist in sport and that to widen access, there needs to be a shared recognition, backed up by an understanding of the needs of people with protected characteristics and those who face other barriers to participating, for example people in disadvantaged communities.

5.4 There also needs to be a good understanding at all levels of the system that people with protected characteristics are not a homogenous group, their specific challenges may require a different set of responses, and these can often be complex. And like everyone else in the population, they are not solely defined by these characteristics, they will have different aspirations, expectations and interests.

Equality Duty

5.5 As a public body, **sportscotland** has a general equality duty under the Equality Act 2010. As part of its work to deliver equality in sport, **sportscotland** provided SGBs with additional investment of £2 million in 2017/18 to (in terms of the equality agenda):

- Expand their reach to the inactive and the under-represented in sport, including women and girls and older people;
- Tackle inequality and discrimination in participation in sport, particularly LGBTI discrimination.

5.6 A study to understand the extent to which these outcomes are being achieved and draw out the lessons learnt is expected to report in April 2018.

Equality outcomes

5.7 **sportscotland** set four equality outcomes for 2013-17 and The Equality at Sport Scotland Report 2017¹⁴ reported activities and progress against these.

5.8 **sportscotland** has refreshed its equality outcomes for 2017 to 2021. They are now more focused and specific, in line with guidance from the Scottish Human Rights Commission and in response to EHRC's drive to improve the development of more robust and measurable outcomes by the public sector. The 2017 to 2021 outcomes are¹⁵:

¹³ **sportscotland** (2015) Raising the Bar: Corporate Plan 2015-2019, <https://sportscotland.org.uk/media-imported/1568147/Raising-the-Bar-Corporate-plan-2015-19-lweb.pdf>

¹⁴ **sportscotland** (2017) *Equality at sportscotland: Equality mainstreaming and outcome progress report April 2017*, <https://sportscotland.org.uk/media/2316/equality-mainstreaming-and-outcome-progress-report-2017-final-28-april.pdf>

¹⁵ Ibid.

- **Outcome 1 (Access):** Young people from our most deprived areas, girls and young women and disabled young people will have access to improved sport and physical activity opportunities, enabling them to participate and progress in school sport and club sport
- **Outcome 2 (Workforce):** **sportscotland** and Scottish sport are supported to embed equalities and inclusion in their work
- **Outcome 3 (Culture):** sports organisations and people working in sport will have an improved understanding and awareness of the needs of people with protected characteristics.

5.9 These outcomes focus on removing barriers to sport and physical activity by ensuring that equalities is a cross cutting theme in the design and delivery of **sportscotland's** activities. They reflect the key role of **sportscotland** as an enabler to embedding equalities across the sport system. Progress against these will be tracked and reported against in line with **sportscotland's** equality duty.

Equality governance

5.10 **sportscotland** has put in place a number of groups to drive its equality agenda, although at the time of writing some changes to these structures were underway. In 2014 **sportscotland** established an Internal Equality Leadership and Coordination Group to oversee the Public Sector Equalities Duties, most notably:

- Working with staff throughout **sportscotland** to embed the importance of promoting equality, reducing discrimination and fostering good relations.

5.11 In 2016, the Strategic Leadership Equality Group was set up, designed to boost the leadership focus on equality and embed it at a senior, strategic level. This group is responsible for setting the strategic direction for equalities and oversees the organisation's progress in this area.

5.12 These internal groups are extremely valuable but **sportscotland** recognised that it needed to involve and consult with external organisations with equalities expertise. It set up the Equality Advisory Group in 2015 and invited a range of organisations to join for example the Equality Network, Independent Living Scotland, Engender and Black and Ethnic Minorities Scotland (BEMIS). This group helped to develop **sportscotland's** equality outcomes 2017-2021. The role of this group is currently being refreshed.

5.13 **sportscotland** is currently working with the Scottish Government to establish a new Equality in Sport and Physical Activity Forum. It will bring together a range of organisations and individuals including SGBs, equality organisations, and local partners. Its role will be to facilitate a collaborative approach to tackling inequalities, identify joint working opportunities, co-ordinate actions to maximise impact and facilitate resource and knowledge sharing.

5.14 **sportscotland** is also working with the Equalities and Human Rights Commission which has resulted in the two organisations jointly commissioning research (now published¹⁶) to better understand awareness of equalities and sport in Scotland and the experiences of sport of people who share protected characteristics.

¹⁶ Research Scotland (2016) *Equality and Sport Research*, <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

Strategic achievements

5.15 During consultations with stakeholders and **sportscotland** staff, there was agreement that **sportscotland** has committed significant time and resource to the equality in sport agenda. It has and continues to provide strong and valuable strategic leadership on equalities within the sport system in Scotland. As well as working to address inequality in sport and physical activity, it is seen as taking its own equality duty seriously both in terms of its internal workforce planning, reporting and its external facing activities.

5.16 The qualitative evidence shows that key to its strategic level achievements has been its partnership working with external organisations and equalities experts. This is perceived as being very positive as it levers in vital expertise about equalities overall and relating to specific protected characteristics. The following comment made in a focus group illustrates this:

“The groups working on inclusion will be an important source of new ideas and guidance as to what more could be done”

5.17 However, there is a sense that the needs of people who share specific protected characteristics can get lost within a wider group. As an example, there is a lack of a detailed understanding that removing barriers for women requires a different approach to removing barriers for disabled people. There is therefore scope for some key strands of activity to be undertaken on particular shared characteristics and the Equality Outcomes 2017 to 2020 provide this focus. Partners and **sportscotland** staff reported that this perceived lack of understanding of the different needs of different groups persists, despite the fact that Equality in Sport Learning Note published by **sportscotland**¹⁷ covers seven protected characteristics, each in some detail.

5.18 There is also a perception that the outcomes of **sportscotland's** work on tackling equalities and discrimination have yet to be realised in any critical mass. There is inevitably a time lag but there is a strong view that it is crucial, that strategic leadership drives operational change in the sport system, and that this is monitored and reviewed in detail. These issues are reflected in the more specific and measurable Equality Outcomes set for 2017 to 2021.

5.19 **sportscotland** has undertaken a range of initiatives to deliver against its four outcomes for 2013-2017. Of particular relevance to this evaluation is the work undertaken with Scottish Disability Sport to integrate the theme of including disabled people in sport into the Coach Connect and Coaching Talent programmes. To complement the integration of equalities in the programmes' workshops, there has been a series of disability specific workshops for coaches focusing on training needs analysis, planning, organising and self-reflection.

5.20 The consensus is that by implementing an inclusive culture and leadership from the very top of the organisation, **sportscotland** has achieved a sizeable culture shift internally and encouraged and supported partners to become more inclusive. However, there is more work to be done to tackle equality and under-representation in sport.

5.21 There is agreement amongst all stakeholders and staff that **sportscotland's** coaching team thinks inclusively and that the organisations must continue with its strategic focus.

¹⁷ **sportscotland** (2016) *Equality in Sport Learning Notes*, <https://sportscotland.org.uk/media/2602/equality-in-sport-learning-notes-combined-pdf.pdf>

Active Scotland Outcomes Framework

5.22 The equalities agenda is an underpinning theme in the Active Scotland Outcomes Framework. **sportscotland** aims to improve opportunities for those who are currently under-represented in coaching. As the preceding sections have demonstrated, actions undertaken by **sportscotland** have made strong contributions in this regard. **sportscotland** has put some good governance structures in place, and is demonstrating strong strategic leadership, particularly exemplified by its work with the Scottish Government and the Equalities and Human Rights Commission.

5.23 Evidence from our evaluation has demonstrated that **sportscotland**'s work is having a positive impact on equalities skills and understanding amongst coaches. Embedding equalities within Coach Connect and Coaching Talent is helping to ensure this continues.

5.24 However, barriers to under-represented groups becoming involved in coaching remain. More needs to be done to address these issues, and realise a step-change in reducing under-representation in Scotland's coaching workforce. The next section explores some of the challenges and opportunities in addressing these.

Barriers to inclusion as sport participants

5.25 The barriers to inclusion in sports was explored in the coach survey as well as stakeholder and staff consultations. This issue has been explored in detail in other research and was a strand, rather than the main focus of the evaluation.

5.26 Women and men often take part in different sports and overall, fewer women participate than men. Gender stereotyping, lack of role models and mentors, and coaching styles and cultures can all act as barriers to women participating in sport and also, in coaching. For example, the prevailing culture in some sports environments, are perceived as being macho and unwelcoming to girls and women. Being body conscious can be a barrier, particularly in younger women and girls and also, feeling that they are not good enough to take part.¹⁸

5.27 Access to facilities and opportunities, cost and for some, a lack of 'sporting capital' can act as barriers for people living in disadvantaged communities. In this evaluation, 'sporting capital' refers to individuals being exposed to participation in sport and physical activity, understanding and knowledge about the opportunities, information and contacts in the household or peer groups and positive attitudes towards and perceptions of access to sport. It means that people in disadvantaged areas may be less likely to choose to participate in sports or participate in a narrow band of sports that are available and accepted in the community.

5.28 In the research, it was recognised that people with different disabilities face some similar but also different challenges for example physical, sensory and learning disabilities may all pose slightly different challenges and require different responses. Key though, is the attitudes and skills of coaches to provide an inclusive, asset-based coaching environment that takes account of what a person can do, rather than what they can't.

5.29 Barriers faced by people in BAME populations were reported as being linked to perceptions of the culture within sport, some sports more than others, as well as issues of a lack of sporting capital as described previously.

¹⁸ Ibid.

5.30 There is an apparent lack of awareness amongst SGBs and some equalities stakeholders in the research about the availability of data about equalities in sport. The evidence bases for different groups with shared characteristics varies for example there is more robust data available for disability, age, race and gender than there is for sexual orientation and gender reassignment.¹⁹ It is important that all partners are aware of and use the data and guidance available, including **sportscotland's** Equality in Sport Learning Notes.²⁰

Supporting inclusive coaching delivery

5.31 Embedding equalities as a cross-cutting theme in Coach Connect and Coaching Talent is seen by stakeholders as being a positive approach. The assumption is that it will have developed the ability of coaches to take an inclusive approach and understand and respond to the needs of under-represented groups. However, key informants were not able to comment on the extent of this change or any specific impacts on organisations, coaches or sport participants. However, inclusion in its wider form does not appear to be embedded in wider coach development modules and delivery.

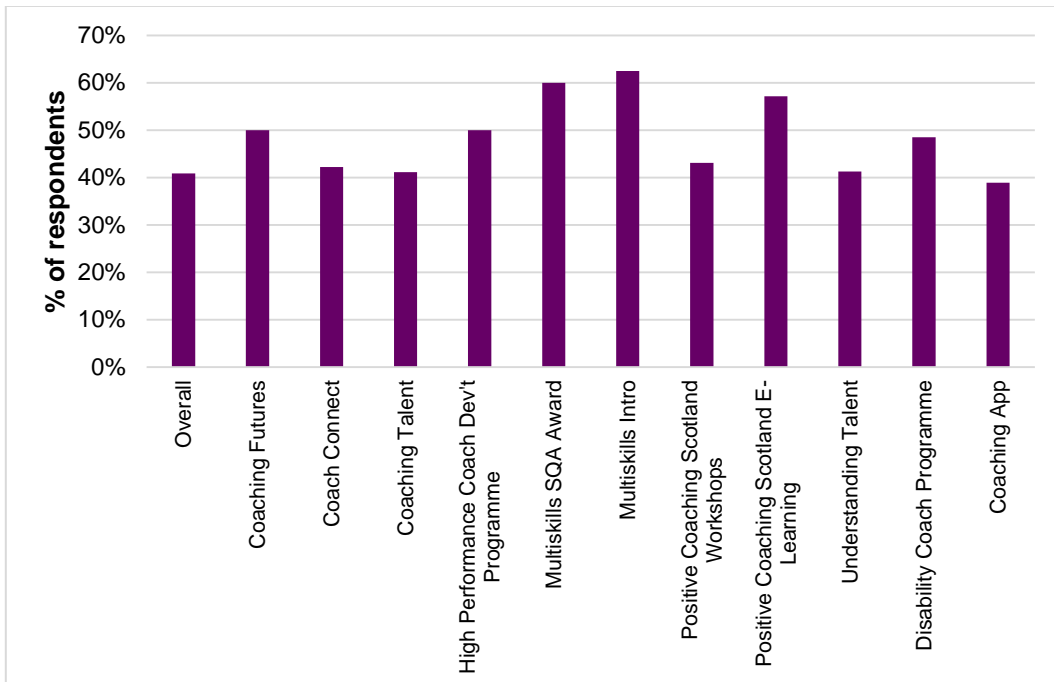
5.32 In the survey of coaches, the research team explored how **sportscotland's** coach development activities had helped to develop coaches' skills and understanding of equalities issues. Figure 6.1 illustrates that overall, 41% of respondent coaches reported that that they had gained a better understanding of equalities issues relevant to their coaching environment, as a result of participating in coach development. It is possible that some coaches do not think that the equalities content in the respective CPD offers is relevant to their coaching, which is a potential concern.

5.33 In terms of the specific support activities, Coaching Futures was reported in the qualitative research with SGBs as contributing to coaches' understanding of equalities. Half of survey respondents who had undertaken Coaching Futures thought that it had helped to develop their skills and understanding by focusing on the needs of different equalities groups and helping them to understand how the culture in some sports and in coaching sessions can be excluding. The approach has been effective because it is about understanding *why* there are barriers and *why* it is important to remove them rather than only knowing the theory of *how*. Figure 6.1 also demonstrates that MultiSkills Introduction and MultiSkills SQA Award are viewed by respondents as providing particularly relevant equalities skills and understanding at 63% and 60% respectively. The corresponding proportions for Coach Connect and Coaching Talent are 42% and 41%. These lower proportions may be as a result of coaches recognising that their understanding of equalities issues may need further ongoing improvement. This may also explain why less than half of Disability Coach Programme coaches reported improvements to their skills and understanding of equalities issues.

¹⁹ Research Scotland (2016) *Equality and Sport Research*, <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

²⁰ **sportscotland** (2016) *Equality in Sport Learning Notes*, <https://sportscotland.org.uk/media/2602/equality-in-sport-learning-notes-combined-pdf.pdf>

Figure 6.1: Improvement to skills and understanding of equalities issues

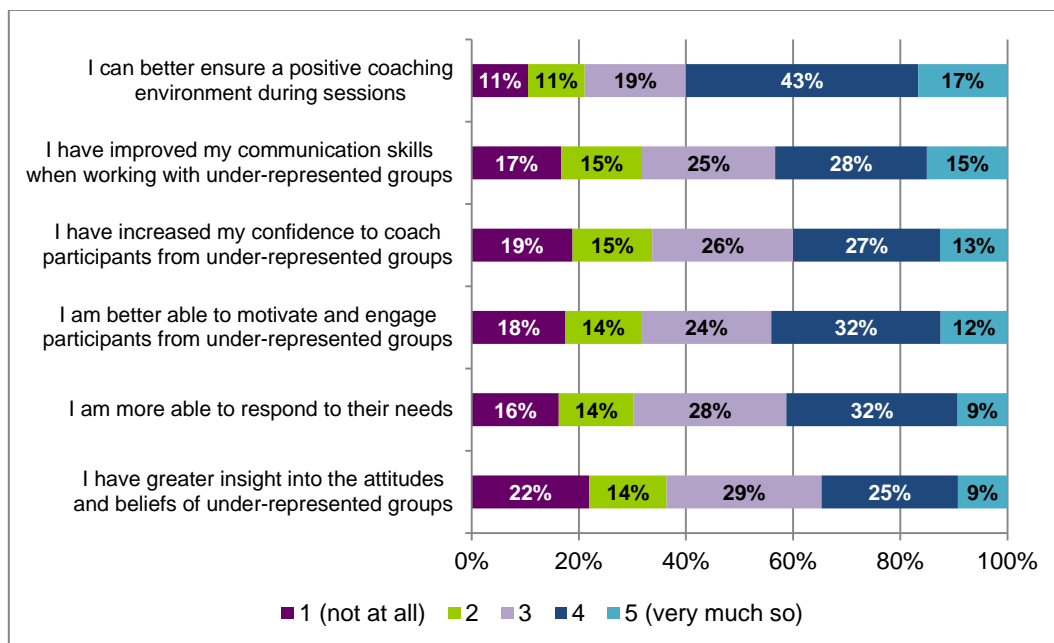


Source: *ekosgen survey of coaches, n=213*

5.34 Figure 6.2 shows the impact of equalities learning outcomes for coaches. The **sportscotland** support has had a positive impact on the skills and understanding of equalities amongst coaches. Many coaches are better able to communicate and motivate participants from under-represented groups and have more insight into the beliefs and attitudes. This means that they are more able to respond appropriately to individual needs. Perhaps an under-pinning impact is that 40% of the coaches reported feeling strongly that they are now more confident to coach people from under-represented groups. Whilst these findings are positive, and it may be that those who reported less change already felt they had the necessary skills and confidence. There appears to be scope to enhance these impacts.

5.35 All coaching settings were considered by coaches to be accessible however it is likely that they are overestimating accessibility. It suggest a lack of understanding of what accessible coaching really means and what an accessible session looks like.

Figure 6.2: Impact of Equality Outcomes



Source: *ekosgen survey of coaches, n=224*

Coaches from under-represented groups

5.36 The evaluation found evidence that people from under-represented groups can face barriers to becoming involved in sport as coaches. This is distinct from barriers to people getting involved in sport and physical activity. To illustrate, whilst 23% of the population has a disability,²¹ the latest data from the Coach Panel Survey indicates that only around 13% of coaches do.²² Even factoring in age-related disabilities that may preclude people from sports coaching, there is clearly under-representation in the coaching workforce.

5.37 Almost a third of coach survey respondents believe there are barriers for under-represented groups (Figure 6.3). Reflecting participation in sports more generally, the barriers were understood to vary between sports and by the shared protected characteristics.

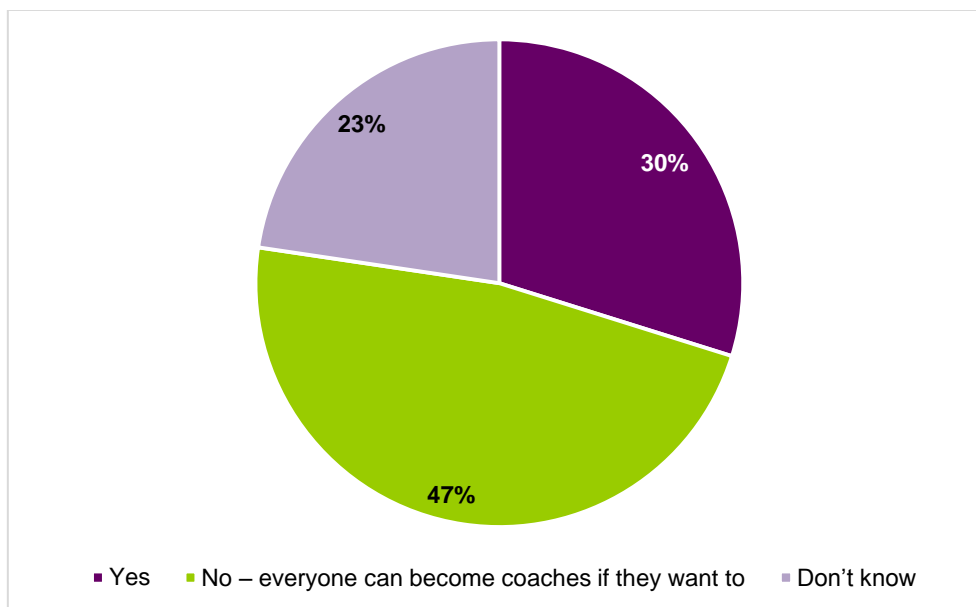
“[There is] a lack of role models and mentors and a need to make women visible and normalised in sports”.

5.38 There is a perception amongst stakeholders that the main focus of SGB, Local Authority and **sportscotland** equality work is aimed at increasing participation in sport rather than increasing the number of coaches from under-represented groups. However, a diverse and equalities-sensitive coaching workforce is key to achieving the aim of diversifying and increasing the accessibility, of participation.

²¹ Scottish Government (2015) *Scottish Surveys Core Questions 2015*, <http://www.gov.scot/Topics/Statistics/About/Surveys/SSCQ/SSCQ2015>

²² Sports coach UK (now UK Coaching) (2017) *Coaching in Scotland 2017: A report prepared for sportscotland by sports coach UK*, <https://sportscotland.org.uk/media/2452/coaching-in-scotland-2017.pdf>

Figure 6.3: Perception of Barriers to Becoming Coaches for Under-Represented Groups

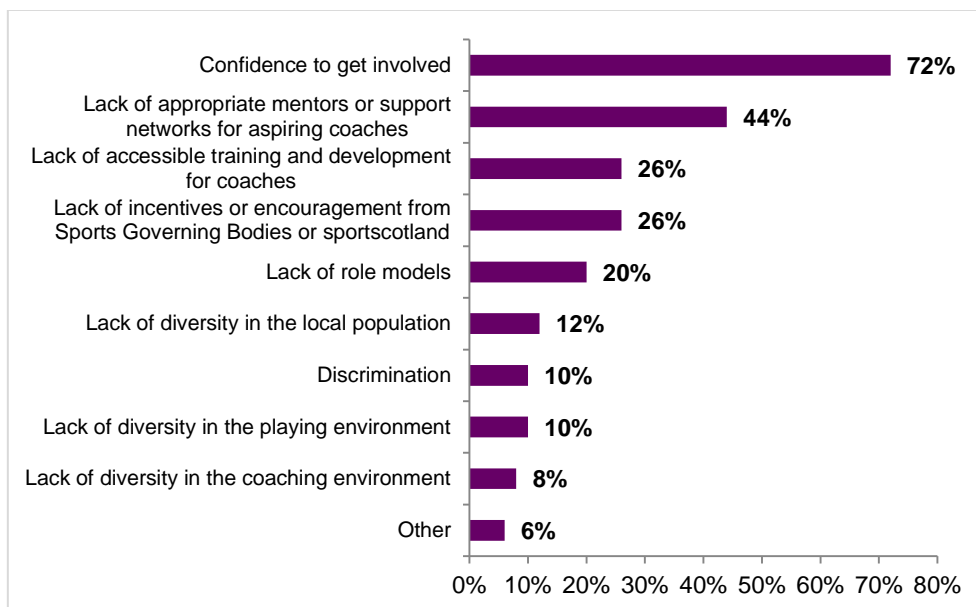


Source: *ekosgen survey of beneficiaries, n=181*

5.39 Attracting more people from under-represented groups to become coaches will require more targeted and proactive activities on the part of the SGBs, Local Authorities, **sportscotland** and others. The UKCC education subsidy is designed to help reduce financial barriers to coaching qualifications. A more targeted approach could impact on wider issues for under-represented groups.

5.40 We asked coaches what they thought key barriers to participation were for under-represented groups. As Figure 6.4 shows, lack of confidence to get involved in coaching was identified as a barrier by 72% of respondent coaches. However, 48% of respondents thought that there were no specific barriers for under-represented groups to becoming involved in sports coaching. When taken at face-value, this might suggest that there are few significant barriers for under-represented groups. This suggests that many coaches are unaware of the many structural factors that can act as significant barriers to participation in coaching, but in sports participation more generally (e.g. socio-economic conditions, a gender imbalance that fosters a more 'masculine' culture, sporting or coaching approaches that unconsciously do not consider disabilities, etc.). This hints at a more widespread lack of understanding of what accessibility means.

Figure 6.4: Perception of barriers to coaching faced by under-represented groups



Source: *ekosgen survey of beneficiaries, n=181*

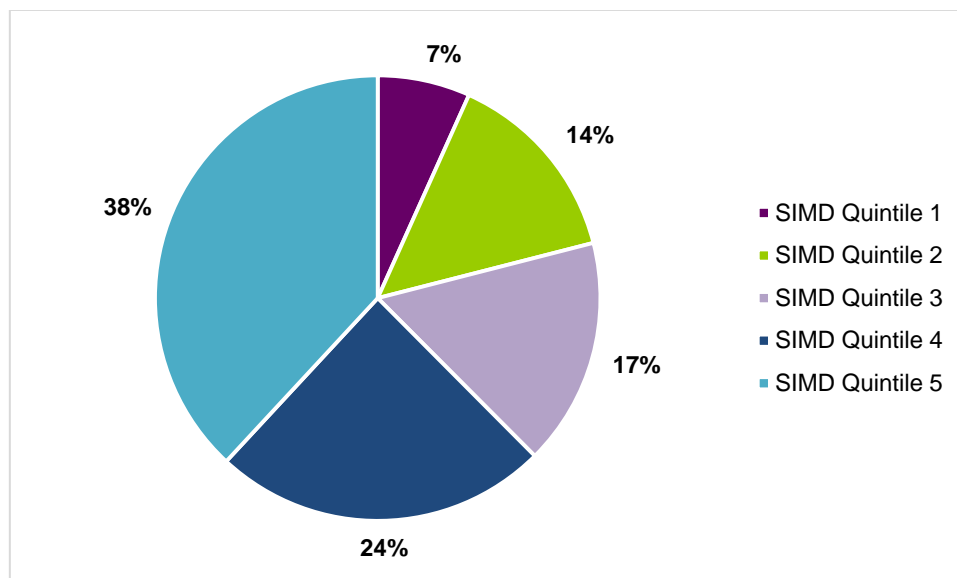
5.41 In terms of barriers to accessing **sportscotland** support, women were more likely than men to report that the days and timings of the support could make it difficult for them to attend. They were also more likely to find that other commitments can act as a significant barrier. Although based on a small number of coaches, the study showed that disabled coaches are more likely to lack confidence to take part in **sportscotland** support and also, be concerned that they might not be good enough. Interestingly, they were also more likely to be concerned about the gender balance during the support activity. However the size of the sample makes it difficult to draw very firm conclusions. To understand the barriers for disabled people requires more specific research with disabled people themselves as well as with stakeholders with specific expertise.

5.42 The Scottish Index of Multiple Deprivation is the Scottish Government's official tool for identifying areas (data zones) of deprivation by incorporating several aspects of deprivation and combining them into a single index. The Scottish Government rank areas (data zones) from most to least deprived. Here we have used five deprivation quintiles which have 20% of the areas (data zones) in each quintile. Analysis of the UKCC education subsidy database shows that for individual applicants in 2016-17, the proportion of applicants from the two most deprived SIMD Quintiles is 7% and 14% respectively. Figure 6.5 shows a corresponding over-representation of applicants from areas in the two least deprived quintiles.²³ The over-representation of the least deprived quintile is more pronounced for males (45%). This is reflective of what we know about the current coaching workforce, which still tends to be more white male and middle class.²⁴ However, this indicates that people living in Scotland's most deprived communities are much less likely to apply for the subsidy and it is these coaches that could benefit most from financial assistance. To change this pattern would require a redesign of the UKCC education subsidy.

²³ This pattern is broadly repeated when considering all applications (individual and group) made between 2011 and 2017.

²⁴ Kirkland, S., Sharma, A.J. & Patel, M. (2010) *Equity in Your Coaching*. UKCoaching

Figure 6.5: UKCC education subsidy, individual applicants by SIMD area, 2016-17



Source: *sportscotland UKCC applicants and awards database, 2017 (n=3,089)*

Challenges and opportunities

5.43 The evaluation has highlighted some challenges and opportunities that should feed in to **sportscotland**'s on-going equalities work. Tackling inequalities will require a combined response between **sportscotland** and partners. There will be no quick solution and partners must recognise that it will take time to permanently and comprehensively address inequality in sport.

5.44 A key challenge is the persistent lack of understanding of what accessibility means and so an over-reporting of sports and coaching being accessible. It is often the intangible barriers that present the greatest challenge but are under-recognised. These include the culture of the sports delivery environment (real and perceived) and that coaches use different styles that may be off-putting to some groups.

5.45 Another challenge is how to communicate with the range of under-represented groups appropriately through the channels they use and through trusted intermediaries. This means that not only should coaching be user-led, but communication should also be user-led and responsive to the ways that under-represented groups access and use information.

5.46 Stereotyping works against equality in sport in two ways. Firstly, gender and other stereotyping may lead to people self-excluding as they perceive that a specific sport is not appropriate for them because of their gender, age, socio-economic group, ethnicity, disability and so forth. That is stereotyping from the 'demand' side and can be influenced by family, friends and the media. There is also stereotyping from the 'supply' side as sports coaching may sometimes be provided in a way that makes assumptions about people with particular characteristics. This could be conscious or unconscious bias but either way, is a challenge.

5.47 Given the increased focus on addressing inequality in sports participation and physical activity, there is an opportunity for **sportscotland** and partners to harness the resources and activities available and drive the response to this policy agenda. **sportscotland** is perceived as already doing this effectively but there is scope to evolve and build on the learning and achievements to date.

5.48 Stakeholders believe that in developing any strategy, **sportscotland** must ensure that inclusion is a cross-cutting theme and be considered at the very start of the process. There is also an opportunity to make sure that inclusion is embedded in partners' coaching strategies and annual plans as an integral strand of its delivery model. Including reporting on inclusion as part of the Coaching Scorecard could be a practical way of embedding this priority theme in SGB planning and also help harness examples of good practice which can be more widely shared.

5.49 A further opportunity is to move to a more asset-based model of delivery, building on capabilities of participants, rather than focusing on the things they may not be able to do. The Coaching Network is viewed as being very proactive on the issue of inclusion and disability and is in a position to influence on-going work.

5.50 Partners, including SGBs, local authorities and equalities organisations are not always aware of the extent and detail of the data that is available about equalities and sport. As a result, there can be some misperceptions about the current picture and the data is not consistently used to plan and drive activities of all the relevant organisations. There is therefore an opportunity to disseminate and use the data more effectively across the sport system in Scotland and if specific data gaps are identified, work collectively to address them for example by exploring all existing sources and where necessary undertaking new research.

5.51 There is an opportunity to attract more people, particularly young people, from disadvantaged areas in to sport and coaching. Sport and physical activity is increasingly being used as a vehicle for engaging with and supporting disadvantaged groups. There is an opportunity to align some of this activity as a pipeline for the sporting system and to increase reach into disadvantaged areas by providing targeted coaching support. There was a suggestion that **sportscotland** should consider introducing a targeted – 'try coaching' entry level course supported with coaching packs and mentoring. **sportscotland** could also consider providing further support for agencies who are already active in this space such as Scottish Sport Futures and signposting and promoting the opportunities they provide.

5.52 There is an opportunity for the Equalities and Inclusion working group to identify and share practical examples of how partners and specifically SGBs can increase the number of coaches drawn from under-represented groups. SGBs in the study stated that they would like to do more to enhance inclusion but are looking to **sportscotland** for guidance. This will include ensuring that **sportscotland** support is accessible to all coaches and that there are no tangible or intangible barriers.

6 Conclusions and recommendations

Introduction

6.1 **sportscotland** commissioned ekosgen and re:creation consulting to evaluate the support it provides for coaches and coaching under the three programmes: coach infrastructure, coach education and coach development. The evaluation aimed to understand how the blend of **sportscotland**'s interventions contributes to ensuring there is a coaching workforce equipped with a set of critical behaviours that will deliver a world class coaching system in Scotland.

6.2 The research methods included a survey of coaches who had received support and qualitative consultations with **sportscotland** staff, Scottish Governing Bodies (SGBs) and other stakeholders. Additional qualitative research was carried out with a small sample of coaches through on-line Liveminds group discussions.

Coach infrastructure

6.3 **sportscotland**'s planned approach and support framework (Coaching Scotland) is aimed at building successful systems and processes for coach education and development in Scotland. Findings from the research highlighted that **sportscotland**'s leadership role in shaping policy and providing strategic direction, is both highly valued and critical to ensuring the success of the sporting system in Scotland. **sportscotland** is successfully contributing to achievement of Active Scotland Outcomes through its planned approach to coach education and development.

6.4 Partners' buy-in to the framework is also critical and the system works best where there is alignment between partners' strategies and **sportscotland**. There is scope to further align these activities and **sportscotland** is ideally positioned, with the skills and credibility to drive this collaborative approach.

6.5 Collaboration and partnership working between **sportscotland** and UK sporting organisations is also important. It facilitates shared learning and good practice and demonstrates **sportscotland**'s strategic approach and commitment to review and adapt its practice.

6.6 The Coaching Network facilitated (and financially supported) by **sportscotland** provides a valuable link between SGBs and **sportscotland**. It is an important strand of **sportscotland**'s planned infrastructure, and has the potential to deliver more benefits. Further clarity and support would ensure Coaching Network staff can align SGB plans with national priorities and so further contribute to the achievement of national outcomes.

6.7 In terms of the leadership role of **sportscotland**, the Coaching Scorecard is a support tool for the Coaching Network and can provide a picture of SGB activities that support coaching education and development. There is scope to develop it to capture even more information. For example focusing on quality and impacts of what is delivered. This would help to drive quality improvement along with increased activity. There is also potential for the Scorecard to be applied more consistently across SGBs. The research findings recommend that it becomes a mandatory part of the investment process. This tool or something similar may also be of value to other partners such as local authorities who have a role in coach support and development.

6.8 **sportscotland** has contributed well to Outcome 4 of the Active Scotland Outcomes Framework through its planned approach and support of the coaching workforce. This has been achieved by: adopting an inclusive approach across the organisation; working to increase coaching opportunities for

those from under-represented groups; and demonstrating strategic leadership on equalities. However, more needs to be done to address on-going barriers for under-represented groups, and realise a step-change in reducing under-representation amongst Scotland's coaches.

Coach education and development

6.9 The UKCC education subsidy is very effective in reducing cost as a barrier to coaches participating in learning and development. Without it, it is likely that fewer coaches would be able to take part. Focusing on coaching levels 1, 2 and 3, with a higher level of subsidy available for Level 2, is an effective use of available funding as it encourages progression. There is scope to consider how the subsidy could best be deployed to also help **sportscotland** achieve objectives around equalities and inclusion with a more targeted approach. For example, it could be targeted at those who need it most and so encouraging greater participation from under-represented groups.

6.10 The CPD workshops are highly valued. The content could be further developed to capture shifts in current and emerging practice. It is a strength that the content is developed by external experts and this should be made clear to coaches, SGBs and clubs. The workshop format, which brings together coaches from different sports is beneficial as coaches can learn from peers across and within different sports. It moves the development away from the specifics about the sport in to generic, transferrable skills and helps to focus coaches' minds on the people they coach and not the sport itself.

6.11 Smaller, or less well-resourced sports tend to be more reliant on **sportscotland** coach development support than larger sports who often deliver their own CPD. Coaches from smaller sports report greater satisfaction with **sportscotland** resources. The generic content is most impactful where it provides a complement to an organisation's sport-specific offer. This currently tends to be smaller SGBs. Larger organisations and SGBs that have the capacity to deliver a wider-range of content have reported some duplication with what **sportscotland** delivers. A more targeted approach in the design and delivery of CPD could address these issues.

6.12 **sportscotland** and partners recognise that some coaches can find it difficult to take part in learning and development. It is important that barriers are addressed in order to improve coaching performance across Scotland, in all sports and in different settings. Time commitments and other pressures are amongst a range of potential barriers that can mean coaches are not able to take part, or take part to the extent that they might want to. The cost and logistics of getting to and from development activities can also be a challenge and, as expected, it is a particular issue for coaches in more rural and remote areas.

6.13 There is an opportunity to further increase awareness amongst the coaching population about the CPD opportunities offered by **sportscotland** and communicate what is available more effectively. There is a clear role for SGBs and local authorities in this awareness raising. Further work will be required to gain a clearer understanding of the barriers faced by people who have not engaged at all and the extent to which less tangible issues such as lack of confidence to take part may be playing a role.

6.14 The **sportscotland** website is a useful resource and provides a lot of information, and could be enhanced further by ensuring information is simpler to access. A more streamlined offer, clearly articulated through the website and other channels, would be more effective.

6.15 **sportscotland** have tested a combination of digital support tools and resources as part of the Coach Connect CPD programme. These were designed to complement class-room based learning

and promote the application of learning. The approach has had some success in encouraging greater engagement with coach development opportunities. For example the **sportscotland** app has been successful in keeping coaches engaged, and providing timely, up-to-date information on CPD opportunities while the Facebook group has enabled further exchange of knowledge. There is an opportunity to further enhance the use of digital technology to connect coaches in learning and facilitate quality discussion and knowledge exchange.

6.16 There are currently just over 23,000 people delivering 'Active Schools' in Scotland with many already working in a coaching capacity or, through Active Schools, might be interested in moving in to coaching. This large, geographically spread cohort, presents a significant opportunity to increase the number of coaches. There is also an opportunity to provide targeted education and development support through Active Schools.

Impact on coaching practice

6.17 **sportscotland**'s support and interventions across education, development and infrastructure have together contributed to sustained behavioural changes. The blend of interventions have resulted in the coaches building the soft skills, coaching techniques and critical behaviours required for a world class coaching system. Coaches are applying the new skills and knowledge at every stage in their coaching practice, from planning to communication and delivery. They are more likely to set goals to improve their coaching which demonstrates reflection on and understanding of their development needs. This is likely to help them unlock their own potential and those of the people they coach.

6.18 For some coaches there can be barriers to applying the learning in the 'workplace'. These are primarily around lack of time and lack of follow-up support to apply in practice what they have learnt in theory. For some, colleagues and senior coaches discouraging or at least not encouraging change is also a factor. There is an opportunity then, to explore solutions that will reduce these barriers. For example, possibly building manager or peer engagement into the design of training. Importantly though, many coaches report that their coaching workplace is supportive and has responded positively to their new ideas and ways of working. There has been some cascading of the learning to colleagues, largely 'on-the-job' which can be very effective. This could be further enhanced and there is an opportunity for **sportscotland**, clubs and partners to assist coaches to transfer their new knowledge. It is also important that coaches understand the practical application of their learning in all aspects of their coaching. **sportscotland** could build this more consistently into the design of the CPD and share their approach and learning with partners.

6.19 The changes in behaviours as a result of **sportscotland**'s CPD have improved the quality of the coaching provided by participating coaches. More coaches rate their skills more highly now than prior to the **sportscotland** support. Key improvements are around better coaching skills and techniques; more motivational and engaging sessions; and being more responsive to participants needs. Coaches also report feeling more confident and that they make better decisions.

6.20 The expected retention rate of coaches who apply the learning is higher than for those who have not applied the learning. This means that the new ways of working are likely to be sustained.

6.21 There are signs that athletes are benefiting from the improvements to the coaching. Coaches report better recruitment and retention of sport participants. They also report that it is leading to more motivated, enthusiastic sport participants who are better able to concentrate and engage with the coached sessions. SGBs consulted during the study reported these as benefits they had observed and would expect to see flowing from the changes in coach behaviours.

Under-represented groups

6.22 There is a great deal of policy focus on improving levels of physical activity and sports participation as part of the toolkit for tackling health inequalities in Scotland. **sportscotland** has a role to play in this although it is not solely **sportscotland**'s responsibility. All key stakeholders including SGBs, local authorities and other partners need to work together to tackle discrimination and inequality by providing inclusive coaching opportunities and enhancing access.

6.23 Significant **sportscotland** resource and commitment at all levels has made inroads into engaging more people from under-represented groups but there remains a lot of work to do and there is no short term solution. The mix of approaches taken and driven by **sportscotland**, including communication, research and targeted activities all work well when combined. However, it is important that **sportscotland** and partners continue to take account of the different needs and barriers for under-represented groups if barriers to participation are to be removed.

6.24 **sportscotland** has a good understanding of the barriers that people can face both to participating in sports, and also, to getting involved in coaching. There is recognition that by encouraging people from under-represented groups to participate, the pipeline of coaches is likely to become more diverse. The objective must be to further embed equalities considerations across all planning and strategy development in **sportscotland** and partners. There are already good examples of where equalities have been applied as a cross-cutting theme for example in Coach Connect and Coaching Talent. These should be built on and the learning shared internally to **sportscotland** staff and externally with partners.

6.25 On the whole, support from **sportscotland** has helped many coaches more aware and knowledgeable of equalities issues and this, for some, has translated into practice. There is evidence that coaches may require additional awareness raising and support if sport across Scotland is to become fully inclusive. This will require a collaborative approach between **sportscotland**, SGBs, local authorities and wider partners. And, as is already the case, continuing to draw on organisations that work in the field and have specific knowledge and expertise of the needs of under-represented groups. There is also scope for partners to better understand what equalities data is available and how it can be used to inform and drive progress against the equalities agenda.

6.26 There are signs of some barriers to participating in **sportscotland** support for key groups such as woman and people with disabilities. People from disadvantaged communities are less likely to apply for the UKCC education subsidy and this will be having a detrimental impact on access to quality coaching for sport participants, or potential sport participants in these areas. To improve access for these coaches, it will be important to identify and understand the existing barriers. There is an opportunity for a more targeted approach to coach education subsidy, along with a continual commitment to ensuring coach education is accessible by all.

Recommendations

6.27 The following recommendations are drawn from the findings of the evaluation and are intended to inform the future direction of **sportscotland**'s support for coaches and coaching. They focus on the coaching infrastructure, the delivery of education and support and widening access of under-represented groups. Overarching this is the ambition of improving the quality of coaching in Scotland and the impacts that it is and will deliver.

Coach infrastructure

Area: The Role of sportscotland

Key Findings: **sportscotland** successfully provides strategic leadership that is critical to the success of the sporting system in Scotland. Combined with this, co-operation and collaboration will be key going forward to draw on external expertise.

Recommendation 1: It is recommended that **sportscotland** retains this strategic lead for developing the provision of coaching education and support. However, it should re-evaluate its role and consider focusing on continuing to support the UKCC programme but explore how it could work more collaboratively with partners and hand over some of the delivery of CPD, e.g. Coaching Talent, Understanding Talent and the High Performance Coach Programme. This would need to recognise that some organisations are currently better placed to do this than others. **sportscotland** would maintain a supporting role and could continue to provide a suite of essential core CPD for Level 1 and 2 coaches.

Recommendation 2: It is also recommended that **sportscotland** considers how it can use and develop its relationships with partners to ensure all organisations are signed up to a single clear direction of travel. Roles and responsibilities should be clear and unambiguous.

The main areas for discussion and agreement which **sportscotland** should consider are:

- Priorities and joint outcomes for coaching;
- Clear roles and responsibilities in coaching and coach education and development; and
- Streamlining and developing the current menu of **sportscotland** CPD products and resources.

Area: Coaching Scorecard

Key Findings: The Coaching Scorecard is not producing as valuable information as it might and its use and the perception of its value is inconsistent. It has the potential to gather much more useful information relating to the quality of what is delivered rather than a simply the quantity and types of activities. This would help to drive improvements and inform future content and delivery to maximise the contribution of partners to national outcomes.

Recommendation 3: It is recommended that the Coaching Scorecard is redesigned, in consultation with SGBs, to gather more detailed information on the quality of the learning and support that is delivered. The data generated should be used to monitor and drive performance.

Recommendation 4: Completing the Coaching Scorecard should be a condition of SGB funding.

Area: The Coaching Network

Key Findings: **sportscotland**'s role in convening and co-ordinating the Coaching Network is very important. It provides an opportunity for Coaching Network staff working in different SGBs to come together, share experiences and discuss issues. It is not currently capitalising on the Network as a source for consultation for example to discuss coaching workforce planning, training needs and closer alignment of SGB strategy development with **sportscotland** strategy to achieve national outcomes.

Recommendation 5: It is recommended that **sportscotland** better empowers the Coaching Network staff to effectively draw on their knowledge and experience. This would be achieved through more frequent opportunities for Coaching Network staffs to come together.

Recommendation 6: **sportscotland** should prepare a forward plan of consultation topics to be circulated to the Coaching Network in advance. This will be flexed according to need, for example if an additional consultation is required in response to a policy change or emerging issue.

Area: Workforce planning and developing the pipeline

Key Findings: The data available on the number of coaches operating at each of the UKCC Levels is not as comprehensive as it could be and so is not as effective as a tool for workforce planning or planning **sportscotland** support.

The Training Needs Analysis that coaches undertake through partners and as part of Coach Connect is not being used as effectively as it could be. Many coaches currently see it as a tick box exercise that doesn't lead to any planned actions or tailored support packages.

Recommendation 7: It is recommended that **sportscotland** works with partners, particularly SGBs to build more robust data on coaches operating at, and qualified to, each level. This could be done through the development of a monitoring framework to more accurately capture data about coaches registered with SGBs, or operating in each sport. The framework could incorporate data on the coaching activity of people who have received the UKCC education subsidy to monitor if they are actively coaching, following the investment.

Recommendation 8: As part of workforce planning and development, **sportscotland** should work with SGBs and partners to gain a clearer understanding of the pipeline of potential coaches that could be developed to meet future need. This will include harnessing Active School deliverers who may wish to become coaches. Linking to the equalities agenda, it may also target sports participants from under-represented groups to encourage them to move in to coaching and potentially undertake a UKCC qualification.

Recommendation 9: A coach's TNA must be used as the basis upon which **sportscotland** support and other learning is selected in order to take a strategic approach to address their development needs. **sportscotland** should provide guidance to partners on how this can be achieved and monitored. It should consider how coaches can be supported to prepare a Personal Development Plan based on their TNA and then access the support they require to address the needs identified.

Coach education and development support

Area: Developing the offer

Key Findings: The mix and breadth of the **sportscotland** offer is a strength in some respects because in theory, coaches can select the combination of learning and development to build a package that meets their needs. However, it is over complicated, lacks clarity and there are too many individual components. Some of the larger SGBs also report a degree of duplication between their offer and **sportscotland** support.

There are two aspects to making the content more streamlined and easy to understand and access. The first is *what* is offered and the second is *how* it is packaged and presented. The important point is that all of the delivery should sit within a strategic support framework, be driven by the Training Needs Analysis for individual coaches and be genuinely accessible.

Recommendation 10: It is recommended that **sportscotland** develops an overarching framework of support. Within this framework, each element should be set out in a way that clearly articulates what it comprises. The framework should be structured so that coaches and other relevant groups can see:

- What each component consists of;
- The potential benefits to coaches, sport participants and sport overall;
- How it dovetails with and complements other components, and
- How each component contributes to the overall framework and enhances the quality of coaching in Scotland.

Recommendation 11: To develop the framework and content, the current content of **sportscotland** support should be reviewed not as individual 'courses' but in terms of the specific content. The most impactful elements should be retained and consolidated to provide a more focused offer that is easier to communicate and more straightforward to understand. It may be that much of the content is retained but that it is organised and presented in a more streamlined and clear way. This could potentially include a different way of structuring and naming the content.

Recommendation 12: It is recommended that **sportscotland** and partners consider the most effective and efficient delivery routes to build on. They should also consider the extent to which **sportscotland** will retain responsibility for the delivery and where some partners. For example some larger SGBs might be well positioned to undertake some of the delivery. As part of this, **sportscotland** should combine digital learning resources across its offer with face-to-face and interactive approaches. This would enhance the learning experience, and help to better include coaches in more remote rural areas. However, the effectiveness of virtual learning should be monitored and assessed to make sure it is meeting the needs and expectations of coaches.

Recommendation 13: The streamlining and content development should be done, and seen to be done, in collaboration with SGBs, equalities experts, coaching representatives and other relevant partners. Using external experts to develop the specific content is a strength and should be built in to the process. To use available resources efficiently and reduce the likely time to activate a new offer, **sportscotland** should first, in this process, identify content and delivery tools from elsewhere and consider their relevance and how they could be adapted for Scotland.

Recommendation 14: The redesign should take account of how coaches can be supported to apply in practice what they have learnt in theory by reinforcing the learning and taking a reflective practice approach. There is a role for **sportscotland** here but also for partners and clubs to ensure that coaches have the opportunity and support to use their new skills and learning.

Area: Coach-centred support

Key findings: **sportscotland** support is currently perceived as being driven by what **sportscotland** is able to provide rather than by what coaches actually need, although of course content has been developed with coaches' needs in mind. Across all sectors, there has been a substantial shift towards user-led delivery where what is delivered and how it is delivered is led by the needs of participants rather than what organisations choose to provide.

Recommendation 15: **sportscotland** should take a user-led approach to the design and delivery of support. It should take greater cognisance of the needs of coaches in terms of what is delivered, how it is delivered and where and when it is delivered. This should be part of the process of developing the support framework and delivery mechanisms. It should be reviewed regularly to ensure it continues to meet need.

Area: Communication and awareness raising

Key findings: Whilst the **sportscotland** website has a lot of very useful information about available support, it is not easy to use or to find specific information. More generally, the support is not always communicated effectively and at the time that people might be looking for it and so engage.

Recommendation 16: **sportscotland** should review how its support is marketed and communicated to the range of audiences that it should reach. This will take time and be a staged process. An early priority is to redesign the coaching section of the website. All communications should be available in a range of languages and formats in line with equalities good practice.

In terms of the website, the aim should be to:

- Create an inspiring look and feel.
- Offer easy to understand navigation so those new to coaching can immediately see and understand how the resources can help them.
- Show the pathway through the available courses and identify the most relevant courses for the coach's level of experience and coaching setting.
- Include an FAQ section and contacts for further information.
- Create a compelling reason for coaches to sign up for courses and resources.
- Illustrate how and reassure that any barriers to taking part can be tackled and that the support is inclusive.

Recommendation 17: The app should be promoted to coaches by **sportscotland** and SGBs to maximise its reach. **sportscotland** should embed the app into its programme of coach development to maximise its impact.

Recommendation 18: Facebook has helped to connect coaches but is not useful as a discussion forum. It is recommended that **sportscotland** identifies alternative discussion platforms and tools that better meet the needs of coaches seeking to exchange knowledge and learn from peers. This could incorporate grouping coach discussions according to disciplines, levels or learning objectives. There is likely to be good examples in other geographies or indeed, fields.

Recommendation 19: It is recommended that evidence of the benefits of **sportscotland** support is used to market it and to encourage participation. Information from the evaluation will help do this, along with case studies of coaches.

Under-represented groups

Area: Equalities as a cross-cutting theme

Key findings: Coaches tend to over-estimate the accessibility of coaching sessions. This is likely to work against genuine and comprehensive inclusion of under-represented groups. There is also a lack of understanding about the barriers and challenges faced by *different* groups with shared protected characteristics, for example women face different barriers to people with physical disabilities.

As well as there being barriers to participating in sport, there are barriers for under-represented groups in terms of becoming involved in sport as coaches.

Recommendation 20: **sportscotland** must ensure that equalities awareness raising and education in its support gives coaches an accurate understanding of what accessible coaching is and the subtleties and complexities of the barriers faced by different under-represented groups. This will include structural barriers to engagement in sport and physical activity.

Recommendation 21: Inclusion of under-represented groups and people with protected characteristics should be embedded across all coach development content and considered in designing the delivery routes and formats. As well as providing greater inclusion skills and knowledge amongst coaches, it will demonstrate the importance that **sportscotland** places on equalities, reinforce the messages and ensure that equalities is built in at every stage and level of coaching planning and delivery.

Recommendation 22: Equalities must be a central consideration in the development, delivery and communication of coach education and development support. The aim should be to encourage and enable people from under-represented groups to become and progress as coaches.

Area: Dissemination and use of equalities intelligence

Key Finding: There is a wealth of data and information about equalities issues in sport and physical activity in Scotland but it is not being consistently well used by all of the organisations who could benefit.

Recommendation 23: **sportscotland** should work with SGBs and other partners to explore ways of improving the use of data in their planning and delivery. The information should then be disseminated and used to address any misperceptions that exist to ensure that planned interventions and activities are evidence-based.

Area: Widening access to and targeting of the UKCC education subsidy

Key Findings: The UKCC education subsidy is a valuable lever to enable **sportscotland** and others to achieve their objectives. People from disadvantaged areas are less likely to apply for the UKCC subsidy than people in more affluent parts of Scotland. The reasons for this are likely to be complex, and an interplay between a range of factors which may include lack of information, level of sports participation and perhaps lack of confidence to apply. Language may also be a barrier for people in this group, as well as for others.

Recommendation 24: It is recommended that research is undertaken to more fully understand the barriers to applying for the UKCC education subsidy for people from more disadvantaged communities. The findings should be used to address the barriers and encourage and support people in these areas take up the opportunities.

Recommendation 25: It is recommended that the subsidy should be targeted at coaches for whom cost is a barrier that would stop them taking part in learning and development. However, there are implications, in particular:

- How to assess need; and what targeting actually means in practice, e.g. whether the subsidy level is tapered according to need, or if it is only made available to those who meet the specific criteria; and
- How criteria are applied (and checked), and what the administration implications of this are.

Appendices

Appendix 1: Research methods

The evaluation was structured around three key research components. A desk review of **sportscotland**'s literature and programme documentation was undertaken. This underpinned the evaluation, and set out the context and understanding of **sportscotland**'s planned approach to coach education and development.

In terms of fieldwork with coaches, two online surveys were carried out – one with UKCC education subsidy recipients and applicants (308 responses), and one with coaches that had accessed coach development support (768 responses). Alongside this, a telephone survey of 50 supported coaches was also undertaken. The participant profile is provided in Appendix 3.

Two online focus groups were also undertaken to evaluate the effectiveness of the Coach Connect Drivers package. These were undertaken with coaches from the Highlands & Islands that had participated in Coach Connect, and also those coaches that had completed the Coach Connect Psychology of Sport online course.

In addition to primary research with coaches, a series of focus groups and one-to-one interviews were carried out with key informants. This included representatives of **sportscotland** (including the Coaching and Volunteering team, and the **sportscotland** Institute of Sport), the Coaching Network, senior managers and Chief Executives of Scottish Governing Bodies, CPD tutors, stakeholders from Higher Education Institution, and representatives from equalities groups. Consultee organisations are detailed in Appendix 2.

The design of the research specifically linked the assessment of changes in behaviours and the impacts to the **sportscotland** support enabling clear attribution. Outcomes, or changes in behaviours, and the impacts arising were explored with coaches responding to the survey and in the qualitative research with key informants. Outcomes and impacts were self-reported by coaches responding to the survey.

Applying Return on Expectation in the evaluation

The evaluation research was framed around the Kirkpatrick Learning Evaluation Model to assess how **sportscotland**'s support has contributed to the performance of critical behaviours of the coaching workforce and the impacts flowing from these behaviours.

The Kirkpatrick Model provides a framework to evaluate workforce development programmes based around four levels. Levels 1 and 2 assess 'Reaction' and 'Learning'. So, the extent to which participants react favourably to the learning, and to what degree they acquire the intended knowledge, skills and attitudes through participation.

This evaluation was designed to take cognisance of the achievements against Levels 1 and 2, and assess how participants translated their learning into process changes and positive outcomes. These are captured as Levels 3 and 4 of the Model as follows:

- **Level 3: Behaviour:** To what degree coaches have applied their learning and transferred it to other members of the coaching team, when they are back in their coaching environment.
- **Level 4: Impact:** The impact of the application of the learning, its subsequent reinforcement, and its contribution to creating a world class sporting system in Scotland, i.e. the extent to which intended impacts are realised.

Appendix 2: Consultees

Stakeholder organisations
Bowls Scotland
Camanachd Association (Shinty)
Cricket Scotland
Dumfries & Galloway Council
Engender
Highlife Highland
Netball Scotland
Royal Caledonian Curling Club
RYA Scotland
Scottish Athletics
Scottish Canoe Association
Scottish Cycling
Scottish Disability Sport
Scottish Gymnastics
Scottish Hockey
Scottish Institute of Sport
Scottish Rugby Union
Scottish Volleyball Association
Scottish Swimming
sportscotland
SLG Technology Ltd
Table Tennis Scotland
Tennis Scotland
Triathlon Scotland
University of Dundee
University of St Andrews
Young People's Sports Panel
Youth Scotland

Appendix 3: Participant profile and delivery outputs

Table A3.1: Participants by gender

Gender	Number	Percentage
Male	454	51%
Female	441	49%
I would prefer not to say	4	0%
Total	899	100%

Source: ekosgen survey of coaches, 2017

Table A3.2: Participants by age

Age	Number	Percentage
16-24	188	23%
25-34	119	15%
35-44	151	19%
45-54	191	24%
55-64	99	12%
65-74	40	5%
65 and over	2	0%
75 or over	4	0%
I would prefer not to answer this question	7	1%
Total	801	100%

Source: ekosgen survey of coaches, 2017

Table A3.3: Participants by disability

Disability	Number	Percentage
Yes	28	3%
No	760	95%
I would prefer not to say	16	2%
Total	804	100%

Source: ekosgen survey of coaches, 2017

Table A3.4: Participants by region

Region	Number	Percentage
East	140	19%
West	195	27%
Highland & Island	141	19%
Grampian	99	14%
Tayside and Fife	109	15%
Central	44	6%
Total	728	100%

Source: ekosgen survey of coaches, 2017

Table A3.5: Participants by ethnicity

Ethnicity	Number	Percentage
White: Scottish	602	75%
White: Other British	136	17%
Any other White background	2	0%
Any other white ethnic group	15	2%
African, African Scottish or African British	3	0%
Any other Asian ethnic group	2	0%
Any other ethnic group	4	1%
Asian: Chinese, Chinese Scottish or Chinese British	2	0%
Asian: Indian, Indian Scottish or Indian British	2	0%
Black, Black Scottish or Black British - Caribbean	1	0%
Caribbean or Black: Caribbean, Caribbean Scottish or Caribbean British	2	0%
I would prefer not to say	14	2%
Mixed or multiple ethnic origin	8	1%
White: Irish	7	1%
Total	800	100%

Source: ekosgen survey of coaches, 2017

Table A3.6: Participants by SIMD quintile

SIMD	Number	Percentage
1	44	8%
2	67	12%
3	110	19%
4	185	32%
5	176	30%
Total	582	100%

Source: ekosgen survey of coaches, 2017

Table A3.7: Participants by UKCC Level

UKCC Level	Number	Percentage
Do not currently hold a coaching qualification	10	1%
Pre-Level 1 e.g. activator/leader qualification	4	0%
Level 1 (or equivalent)	316	39%
Level 2 (or equivalent)	327	41%
Level 3 (or equivalent)	117	15%
Level 4 (or equivalent)	17	2%
Don't know	11	1%
Total	802	100%

Source: ekosgen survey of coaches, 2017

Table A3.8: Participants by support type

Support Accessed	Number	Percentage
Coach Connect	193	67%
Coaching Talent	108	38%
Understanding Talent	91	32%
Positive Coaching Scotland Double Goal Coach workshops	77	27%
Coaching App	77	27%
Coaching and Volunteering Awards	55	19%
MultiSkills Introduction	36	13%
Disability Coach Programme	34	12%
MultiSkills SQA Award.	31	11%
High Performance Coach Programme	20	7%
Positive Coaching Scotland Double Goal Coach E-Learning	20	7%
Coaching Futures	13	5%
Total*	287	

Source: ekosgen survey of coaches, 2017

*Some participants may have accessed more than one type of support

Table A3.9: Participants by main sport coached

Sport Coached	Number	Percentage
Swimming	202	23%
Gymnastics	114	13%
Golf	81	9%
Hockey	57	6%
Football	55	6%
Athletics	49	6%
Netball	49	6%
Tennis	45	5%
Badminton	40	4%
Canoeing	40	4%
Table Tennis	26	3%
Triathlon	24	3%
Orienteering	20	2%
Volleyball	18	2%
Boccia	17	2%
Bowls	16	2%
Cricket	15	2%
Equestrian	15	2%
Squash and Racquetball	15	2%
Judo	14	2%
Snowsport	14	2%
Rugby Union	13	1%
Dance	12	1%
Basketball	11	1%
Shinty	11	1%
Climbing/Mountaineering	9	1%
Cycling	9	1%
Angling	8	1%
Archery	8	1%
Curling	6	1%
Handball	6	1%
Disability	4	0%
Fencing	3	0%
Karate	3	0%
Rambling	3	0%
Water-Skiing	3	0%
Boxing	2	0%
Exercise and Fitness	2	0%
Motor Sport	2	0%
Rowing	2	0%

Sport Coached	Number	Percentage
Rugby League	2	0%
Sailing	2	0%
Target Shooting	2	0%
Surfing	2	0%
Baseball/Softball	1	0%
Highland Games	1	0%
Ice Skating	1	0%
Petanque	1	0%
Snooker and Billiards	1	0%
Sub-Aqua	1	0%
Tenpin Bowling	1	0%
Wrestling	1	0%
Total*	889	100%

Source: ekosgen survey of coaches, 2017