



AN EVALUATION OF THE COACH SUSSEX BURSARY SCHEME - ONE YEAR ON

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Executive Summary

All of the coaches within this study reported personal benefits from successfully accessing the coach bursary award. These personal benefits related to how they perceived the way that they thought their own coaching development and practice directly benefited from undertaking their coaching qualifications paid for, or in part, by the bursary. Interestingly however, and outside of what might be considered the direct benefits to their own coaching practice, oftentimes what came to be considered as accrued personal benefits also meant that personal satisfaction and fulfilment were increased. Indeed, the data generated from the coach interviews highlighted these as being very important factors to take into consideration when assessing any wider positive results of coaching. But perhaps the most significant findings of the study were in regard to how the links between increased participation and coaching were made. More specifically, and without too much surprise, these links between participation and coaching were made evident through the additional coaching hours that were made available as a direct consequence of coaches having accessed the coach bursary scheme. This was, in part, due to the fact that they were more qualified, but also because of their increased motivation to coach after gaining the qualifications. But perhaps the most interesting of the findings relating to the way in which participation and coaching were found to be linked demonstrated the wide range in which increases in participation could be found. These findings illustrated the way in which increased participation came about in terms of keeping participants engaged (through better coaching practice), offering more sessions, and facilitating club development (i.e. through meeting clubmark criteria and helping access additional funding through proving the robustness of the club structure).

In truth, what emerged from the findings was a set of results that told the stories of the coaches – and the stories indicated that there were wider than might be expected consequences of developing someone’s coaching expertise and asking them, as per the bursary guidelines, to evidence their work through a six to eight week coaching programme. So within this document the evaluation covers what were found to be a range of ‘impacts’. More particularly, the impacts that the completion of the bursary had on coach development, coaching practice, player development, sporting participation, club development, as well as the impacts on a personal and wider level. The final sections of this report are comprised of a number of ideas for improvement that the participants offered (more networking and a potential coach mentoring scheme to be run by CoachSussex) and a series of what have been termed concluding comments, in this case seen through the terms ‘impetus and momentum’ – which, whilst often offered as explanatory comments regarding the effectiveness of the bursaries by those coaches interviewed, also exemplify the overall nature and impact of the bursary scheme.

Foreword

The 'Hidden' impact of sports coaching

Coaching in sport in the UK is often thought by many to be predominantly a professional occupation; something that is linked to what might be considered the main sports in Britain, in particular football, rugby (of both codes), and cricket. Many believe that this is because there is, as a general consensus, significant media attention given to the professional level of these sports, and to be more specific, the attention given to football. But the reality is that so much of the coaching that is undertaken at the grassroots level in the UK, across all sports, is delivered by a huge amount of volunteers. In fact, sports coach UK's (scUK) document *The Coaching Workforce 2009–2016* was developed in part as a response to a study that indicated that in 2008 2.75 million guided sport hours per week were provided to support 8 million regular participants. To service this, over 1.1 million adults were involved as coaches or in some form of coaching support capacity. And 76% of this 1.1 million 'workforce' were volunteers, with the remaining percentage comprised of 21% who were paid part-time and only actually a figure of 3% totalling those who were paid full time (North, 2009).

This reliance on a volunteering workforce is not a modern phenomenon. An example which highlights how this is so is in the DCMS' (2002) strategy document *Game Plan*. This showed similar figures to ones in *The Coaching Workforce 2009–2016* and demonstrated a telling recognition of the importance of volunteering in sport in the early 2000's. and even when we go back in time to delve into how sport has been delivered in this country it might be said that broadly, this reliance on volunteering is the way that it has always been in Britain in terms of how we service our participation sport. In fact, outside, perhaps, of the previous government's attempts to develop the school sports partnerships system in the 2000's – and we must remember that this was effectively limited to the school system - there has never been a concerted effort by any government in the UK to systematically fund and put in place a range of paid coaches with the explicit intention of increasing participation and servicing the very foundation of our grass roots sport. Certainly not in comparison to many of our close European neighbours who place value, and hard currency, on the provision of what might be considered community sports coaches. But whilst this might be considered by some to be an underinvestment in sports participation, with all of its considered ancillary benefits, this is not to say that the political currency of sport and sports volunteering is not without importance.

As a matter of fact, sport, sports volunteering, and purposeful engagement with community matters underpins exactly some of the main tenets of the 'Big Society', one of the principal policy ideas within the Conservative's 2010 manifesto, now directed by the Office for Civil Society based in the Cabinet Office. Its three stranded approach to community empowerment, the opening up of *public services*, and the idea of social action was intended to encourage people to play a more active role in society and their communities (Cabinet Office, 2011). Once you add in the Coalition government's commitment to the 2012 Olympics community sport legacy then it is clear to see that there is continued support, at a government level, of mass participation in sport and physical activity initiatives alongside an emphasis on volunteering.

And part of this continued support does indeed involve funding our grass roots coaches through a range of projects. Oftentimes these projects are initiated individually by one of the Coach Development Managers (CDM) appointed to one of the 49 Local Coaching Networks in England. And it is here that this research seeks to look more closely and consider more deeply the impact that one such initiative had in helping some of our sports coaches operating at grass roots level.

The research findings in this report suggest that supporting our coaches, through assisting them to develop their qualifications and experience, has a trickle-down effect to many of the regular participants in sport that they help. Moreover, it helps the coaches themselves in what might be considered a myriad of ways, from developing confidence, giving them further opportunities, and perhaps even in terms of increasing their social networks and friendships.

Whilst this research is not necessarily exhaustive, dealing as it does with just one initiative and having a relatively small sample size of just five coaches, it is hoped that this report does provide some way in which to demonstrate how supporting coaches through managed schemes that increase their professional development can lead to far wider benefits than just for the individual. Wider benefits such as those for the broader community. It is also hoped that the report can show, to an extent, how the initiative can be improved and developed in future by outlining some key recommendations.

1. Introduction

This research report arose from a request during 2012 by Anthony Statham, the Sussex Coach Development Manager, for assistance in producing a qualitative evaluation of the Coach Sussex Coach Bursary scheme. The aims of this introduction are twofold: firstly, and given the context in which the coaches who were interviewed for this report operate in, to outline what is understood as 'grassroots coaching', and secondly, to set out the set of circumstances in which the consultancy's research question arose.

The expression 'grassroots coaching' is a widely used term in British society. However, the term is so often used, and so much has been written about it, that at times it is difficult to really define what it is. One way that can help us to understand it is to frame it through the levels that are used to conceptualise the different domains commonly held within Sports Development Models. In general, these models use a continuum of foundation (ergo – 'grassroots sport') to excellence (Bloyce, and Smith, 2009; Holt, 2009). More often, perhaps, grassroots sport and grassroots coaching are described simply as the coaching of young children in sport (Stafford, 2011).

But this definition is limited in many respects, particularly when we consider Sports Coach UK's (scUK) 4 x 4 model that acknowledges the different coaching contexts of children's, participation, performance, and elite coach roles. If we use this model and apply it to the idea of 'grassroots coaching' then we can see straight away that both the children's and participation roles might relate to the grassroots sector. However, this model also, when combined with an understanding of the practice and vocation of the UK coaching sector (SkillsActive, 2010), allows us to see the other, perhaps more commonly used, way of defining what we see as 'grassroots coaching' – one that incorporates the concept of volunteerism. And here it is worth considering that many grassroots coaches oftentimes give up a considerable amount of their time, effort, and resources for their clubs, sports, and communities (Hylton and Bramham, 2008; Hawcroft, 2012).

Given the above, it is not surprising that funding to help coaches is considered to be a critical element of community sports policy. An example of this is how SportsCoach UK's (scUK) 2010-2013 strategy explicitly looks to "champion and drive policy and investment in coaching" (Strategic Objective 1). This policy is articulated through a number of avenues, not least the publication of guides on how to access funding for coaches, such as *Funding Opportunities for Coaching: Across the Coaching System Support Network in England* (scUK, 2012a). Another, more localised manner in which scUK seeks to support coaching is through the Local Coaching Networks in England. CoachSussex is one of these 49 Local Coaching Networks in England, and is run as an independent arm of ActiveSussex, the County Sports Partnership (CSP) for Sussex. Each of the CSPs employs a Coach Development Manager (CDM) who supports coaches in their designated region in a variety of ways. So in a broad context, and bearing in mind that we are discussing coaching within the UK, the development of sports coaches is primarily supported through formalised coach education programmes and continuous professional development activities.

And so it is related to this and the aforementioned way in which sports coaching policy seeks to support coaching, that CoachSussex is running a coach bursary scheme as part of the London 2012 legacy programme. This bursary scheme provides financial support for

coaches undertaking level 1 and 2 coaching qualifications, and payment for the courses must be supported by a number of requirements – principally that of evidencing a 6-8 week coaching programme for young participants. At time of writing, the first cohort of coaches had completed their qualifications and the additional 6-8 week coaching programmes in order to be eligible for the award.

Notwithstanding the fact that the positive impact that funding has for sports projects is widely documented and acknowledged (i.e. the Positive Futures and Streetgames interventions¹: ODPM, 2007; Positive Futures, 2009; Streetgames, 2009), each individual project, if good practice is to be followed, should provide some form of evidence of its effectiveness through monitoring and evaluation. Given this, and acknowledging the directives of scUK (who help fund, structure, and monitor the CDM system), CoachSussex wanted to evidence the success and/or outcomes of this scheme. As such, this evaluation project intended to investigate the effectiveness of the bursary scheme after one year.

The directives of scUK mentioned above relate to methods of accountability and transparency. And whilst individual CDMs are empowered to be proactive and to have a degree of choice in how they fund coaching projects in their region, whatever they do still needs to relate to the 8 coaching objectives outlined in Sport England's County Sports Partnership 2012-2013 Coaching Delivery Plan². So to an extent, this evaluation has been framed by how the bursary meets, in particular, the coaching objectives of 1 *“Support an increase in the number of qualified coaches within your CSP, based on the workforce development needs of an NGB”*, 5 *“Identify and promote funding schemes/grants that will aid local coaches in obtaining CPD opportunities at a reduced cost”*, and 7 *“If required, support coaches seeking to increase their coaching hrs. by promoting the availability of local coaching opportunities within your CSP area”*.

But, it is important to acknowledge that this evaluation also sought to determine the experiences and feedback of coaches who had completed the bursary process - in order to understand how better to provide support for some of the other coaching objectives. In fact, it was felt by both the principal researcher and the CoachSussex CDM that the Sport England Delivery Plan coaching objectives of no's 1, 5, and 7, were met by the very nature of the coaching bursary project. And for matters of good practice an initial evaluation for the bursary, prior to this one, was undertaken through a Coach Tracking and CPD Survey. Here, ActiveSussex asked coaches who had received funding for either, or both, the Coach Sussex Bursary and the county's Sportivate projects allocation for information relating to their bursary and/or funded initiative. This survey resulted in 41 coaches across 15 different sports responding to and completing the survey, and allowed the identification and tracking of any additional hours in coaching that were being undertaken post the funding intervention. Whilst this research, *in and of itself a worthwhile enterprise*, captured and demonstrated a set of meaningful data that established that more hours were being

¹ Positive Futures is a programme that attempts to use sport, arts, and media based initiatives to help 10-19 year olds from deprived communities avoid criminal activities and substance misuse. Streetgames is a charity (with significant funding from Sport England) that uses what they term as 'doorstep' sport to work with organisations in delivering sport to underprivileged areas to enhance community cohesion

² CSPs are required by Sport England to demonstrate how they see can evidence participation and talent development objectives through their Coach Development Managers In order to receive funding for allocated periods .

coached post the funded intervention (see figure 1 below for example), it was felt that additional information might be forthcoming. This being said, this allowed the opportunity for a more qualitative approach to be used to determine what ‘effects’ the CoachSussex Bursary might have had outside of any statistical data, to meaningfully inform an understanding of what kind of impact that it has. Additionally, of course, this would also lead to a more informed discussion as to its viability, effectiveness, and its bearing on any subsequent coaching related activity.

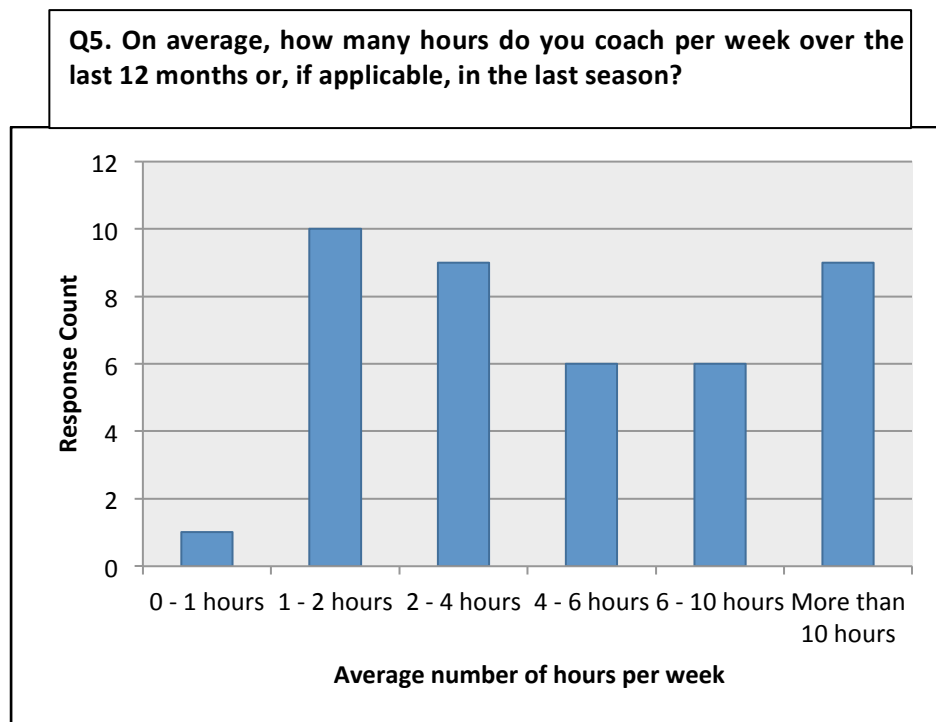


Figure 1 – example of quantitative data generated by the CoachSussex Tracking and CPD Survey 2012

2. Methodology

Now here, for reasons of honesty and credibility, it is maybe worth considering that the initial premise of the research might well elicit questions as to its worth. Because what ought to be said and acknowledged is that in general people will, more than likely, argue that they ‘benefit’ from being given money. Or at the least that most people will not shy away from the opportunity to gain some form of money or compensation. In fact, it might be reasonable to think that any research asking the coaches whether they benefited from being ‘given’ a bursary – in layman’s terms ‘money’ - will only result in some form of positive result. In other words, what we tried to find out in this research might already be considered by some to be glaringly obvious – with the stock answer being that the bursary would have ‘helped’ our coaches. But it is more the manner in which the bursaries helped that was considered to be potentially interesting. Broadly then, not just a case of whether the bursary helped – with an easy yes/no answer – but how *exactly* did it help, to what *extent* did it help, and what kind of *additional* impact, if any, did it have. And so these additional questions, more related to the stories of each coach, were what the report intended to find out.

So having said this, this research provided the opportunity to use a more inductive approach. In short, the data collection, the analysis of the data, and, eventually, the generation of the findings themselves were closely linked in order that the data itself would be allowed to ‘produce’ any ‘theory’ or ‘explanations’ that might be used. Using this approach and consistent with the fact that it is generally agreed that any individual research process is defined by choice (Crotty, 2004; Lynch, 2010), the use of an interpretative research framework³ was employed for this study. What was also of note with using this type of research framework was that it met with the fact that previous coach learning, development, and awareness literature and studies has been based on the acquirement of the perceptions, beliefs and motivations of coaches (Knowles et al, 2006; Wright et al, 2007; Nash and Sproule, 2009; Crisp and Statham, 2012).

In terms of the method employed, semi-structured interviews with five coaches identified by CoachSussex were undertaken (see figure 2 next page). The interviews themselves were conducted in a two to one fashion, with both the principal researcher and the CDM asking questions. The interviews were conducted at the CoachSussex offices at convenient times for the interviewees and, before starting, they were reminded of their right to confidentiality and to withdraw at any time. After signing a consent form, the interviews commenced. The interviews lasted between one and one and a half hours, and allowed the coaches the opportunity to discuss their roles, the effect of the bursary, and to expand on their experiences, observations, and practice. The semi-structured interview technique allowed a standard set of questions to be flexibly adapted according to the position and flow of the interview itself. The semi-structured method also allowed important themes and perspectives to emerge, as conversation sequences, ideas, and participant reflection on the research subject were discussed (Gratton and Jones, 2010; Patton, 2002). The questions asked were developed from what their coaching background was, what kind of coaching they did, and to what extent the bursary had helped them. These three main question areas were placed on an interview guide (see Appendix A p.28), and dialogue and conversation was developed around them. Interviews were always completed with the opportunity for participants to discuss anything that they felt was further relevant. The interviews were undertaken over four week period, and interviews (sets of two, two and one) were transcribed and studied before the next was undertaken.

Coach Name (<i>anonymised</i>)	Coach Sport
Jake	Table Tennis
Paul	Cricket
Liz	Gymnastics
James	Basketball
Sarah	Water-sports

Figure 2 – coach names and their sport

³ An interpretivist approach to research seeks to understand the meanings, motives and values that actually cause human behaviour in an effort to understand and study the world. This is in contrast to the positivist philosophy and approach to acquiring knowledge that believes that everything is ultimately measurable (Denzin and Lincoln, 2008).

Both a digital tape recorder and a cassette tape recorder were used and full transcripts of the interviews were undertaken verbatim. The data was recorded in Microsoft word files and stored in a password protected memory stick.

Broadly, and in order to summarise this section of the report, the purpose of using the interviews was to capture the research question's main ethos – that is to say, the story and experiences that each individual research participant had in relation to their experience of applying for and completing the bursary. The research intended to develop and demonstrate a set of data and transcripts that would be investigated for emergent themes, commonalities, and any way in which to 'present' the stories of the participants. This said, the next section of the report turns to these findings.

3. Finding and Analysis - 'Impact'

This section of the report presents an analysis of the data. In the previous section, the themes that arose from the idea of using a more inductive approach to the methodology were that the data collection, analysis of the data, and the generation of the findings would allow any 'theory' to be produced. And here the term 'Impact' is used to frame our understanding of the experiences of the coaches involved in this study.

Whilst in many respects, this is not an academic paper, and nor is it intended to be, some comparable 'research' that echoes the findings from this evaluation project does exist. This 'research' is a simple, yet certainly effective, set of comments that were made in the *Coaching Edge* (2012) article *Show us the Money* by Sam Hawcroft. More perhaps a discussion paper than a piece of rigorous academic research, and certainly presented in a more accessible, journalistic, fashion, it nevertheless relied on the feedback and experiences of a number of coaches who relayed their experiences of gaining funding for coaching qualifications and professional development. And what might be considered a significant quote, in relation to this evaluation project, is the one that stated:

'When coaches are successful in getting funding, it ripples down to the participants, the young people.' (Hawcroft, 2012:14).

And so it is this idea of the 'ripple' effect that mirrors much of what was considered to be an appropriate framework, whilst admittedly a little basic, to analyse the findings of this evaluation. But this time, the term 'Impact' has been used. Used to explain the Impact of the bursary on coach development, it's Impact on coaching practice, the Impact on player development, on sporting participation, on club development, on a personal level for the coaches and lastly the Impacts of the bursary on what might be considered a wider social level. So it is in using these themes that the appropriateness of the bursary for the participants, who demonstrated the aforementioned impacts on a wide range of factors, has been framed. As such, this section of the report is subdivided into nine sections. Notwithstanding the introduction and the conclusion of this chapter, this equates to seven sections that encompass the data generated concerning the 'impact' of the bursary, as well as one section allocated to establishing how the coaches felt about issues of future provision and potential help by Coach Sussex.

Impact on coach development

Much has been written on the manner in which coach education and formal coach education courses can aid the development of coaches. And with reference to the fact that this report is concerned with the impact of NGB awards, it is worth noting that much of scUK's ideas (see Cushion et al, 2010) relating to coach development and the acquirement of knowledge specifically relates to what is considered to be formal coach education – one that is principally concerned with the delivery of national governing body awards and official accreditation. Whilst the other two types of coach learning that are recognised by scUK and wider literature, informal coach learning and non-formal coach learning, incorporate a variety of learning methods (largely self-directed and general continuous professional development [CPD] respectively), the evidence relating to the benefits of coach accreditation and formal coach learning is extensive.

So as might be expected from a section interested in outlining how the formal qualifications they had gained through doing the course, the analysis of the answers looked for more significant evidence supporting how an increase in professional knowledge might have helped our coaches. And what can be said, is that is, more or less, reasonable to assume from this study that as the coaches gained their coaching badges, so the benefits to their coaching accrued.

An example of this was how Jake, a table tennis coach, outlined how he felt he had learned from his level 2 qualification:

“I think that in terms of ideas, and ideas for running sessions and little tips on improving what you're doing, I learnt lots from the level 2. It might not necessarily have come from the folder, but it was coming from everyone there and sharing ideas.” (Jake)

Indeed, all of the coaches explained to some extent how their coaching practice had improved through having undertaken the formal coach award. Liz, a gymnastics coach discussed the impact her L2 course had had on her coaching sessions by stating that it:

“Literally, lets me open it up to boys, girls, of any ages. It really helped me to plan my sessions a little bit better, to adapt to those of lesser ability or better ability. It just covered a whole range of things rather than just a specific way of looking at, for example, this is women's elite level gymnastic and this is what you do with them on bars. And that's how it helped me.” (Liz)

But the benefits were not just necessarily of a kind that saw technical or pedagogical improvements in their coaching – they were wider ranging. Paul, a cricket coach who undertook his level 1 course through the bursary, talked about how doing the qualification led to him feeling more committed to his coaching:

“Because I don't think I would have done all of this (*the amount of community coaching he does*). Not as much. You haven't got the commitment if you're not

qualified and a proper coach. Everyone has a day where you feel you might not want to go tonight or something like that, but when you get there you feel glad that you've gone and it change your whole way of things - and being qualified gives you the confidence to go." (Paul)

Another example of the wider way in which doing the coaching qualification impacted on their development as a coach was evident through Jake's comments. Jake, when recounting how much the course helped him, believed that it helped him to start learning even more:

"From a personal perspective...what the course did for me...is it brought home to me...well I did an awful lot of research. It gave me that ability to want to learn more. How to be better, how to get better at coaching." (Jake)

Jake is an experienced table tennis coach and qualified school teacher that helps oversee a club. And this club has pushed through several younger, less experienced coaches to access the bursary and gain their initial level 1 coaching qualifications. And what was particularly interesting was that Jake further discussed the impact of the awards by explaining how for some of these younger coaches the awards meant a great, great deal:

"I realised that if I'm trained to be a teacher, it's useful for me to have a table tennis level 1 or 2 qualification but I could be doing table tennis at a school anyway, but for some of these lads, that piece of paper and that certificate to them, is worth its weight in gold - it's gold dust to them. Because they'll look at it and they'll feel so proud of themselves for doing this course and getting it done. And it opens doors, they can go into anywhere and say they've got the CRB check, the UKCC stuff, it's all there." (Jake)

Impact on coaching practice

Much of scUK's philosophy of grassroots coaching relates to the delivery of engaging, fun sessions. Indeed, one of their latest studies, undertaken by Allen et al (2012), whereby coaches, athletes, and support staff and parents were either interviewed or took part in focus groups, specifically identified the fact that for what would be considered excellent coaching practice in the youth and participation domains, the notions of fun, enjoyment and inclusivity were paramount.

Furthermore, scUK's work on the *Coaching Children Curriculum* (scUK, 2011) and the *Participation Coaching Curriculum* (scUK, 2012b), advocates what they hope to be the more commonly known '5Cs for Coaching'. These five Cs are broadly based upon the work of Richard Lerner, who developed a model comprised of words beginning with C that could illustrate or effect positive personal development. Respectively these five Cs used by scUK are: competence; confidence; connection; character and caring; and creativity (See figure 3 next page for additional detail and definitions). It is unsurprising then, that scUK has developed a framework to support coaches in achieving a more holistic development of children and adults involved in participation sport. This framework is informed by the fact that the physical, technical, tactical and mental demands (PTTM) and requirements of performers are valued alongside personal and social aspects. Accordingly, within both the *Coaching Children Curriculum* (scUK, 2011) and the *Participation Coaching Curriculum* (scUK,

2012), it is the five Cs for coaching that are believed to drive improvements and help articulate how best the practical and social aspects of participants can be developed whilst still acknowledging the importance of the PTTM demands (see figure 4 next page). In fact, at the time of writing this document, scUK have also developed what might be considered the next stage of the 'C' system – this being the 6Cs that underpin the knowledge they believe coaches require to facilitate greater engagement and retention of participants. The critical difference here is that character and caring have been split into two different categories, with caring also having the concept of compassion added to it. This concept of compassion, the one 'C' that has, effectively, been added to the 5Cs, is one that encourages coaches to be sympathetic and to have empathy for their participants, and also to look to develop the same feelings, concerns, and understanding within their groups (see figure 5 next page).

Competence	Competence is about developing a positive view of one's actions with matching appropriate capability (being able to do things). In sport, this is achieved through the provision of carefully planned, developmentally appropriate activities. It includes physical, technical, tactical, mental, and personal and social competence.
Confidence	Confidence hinges on having an internal sense of overall self-worth ('I am OK') and self-efficacy ('I can do things'). This is promoted in sport through exposure to success (internally referenced) and individual and/or group challenges that are realistic, and build resilience, coping with failure and learning strategies. All this should be in an environment that stresses personal improvement and values effort and persistence over outcomes and results.
Connection	Connection is related to the ability to build positive bonds with people and institutions (i.e. clubs, school), resulting in effective and mutually beneficial relationships between the individual, others and the environment. In sport, this is achieved through the chance to work with and help others, be part of a group and the understanding of the intrinsic benefits of sport participation.
Character and caring	Character and caring is based on exercising respect for societal and cultural rules, possessing standards for correct behaviours, a sense of right and wrong, and a sense of sympathy and empathy for others. Sport participation supports these developments when it takes place in an environment that respects participants, coaches, officials, parents and the rules of the sport.
Creativity	Creativity is about being able to find one's own solutions to problems. Sport is ideally placed to promote this outcome by putting children in situations where they have to think for themselves and understand things in order to learn.

Figure 3 – the 5Cs for coaching (adapted from scUK, 2011)

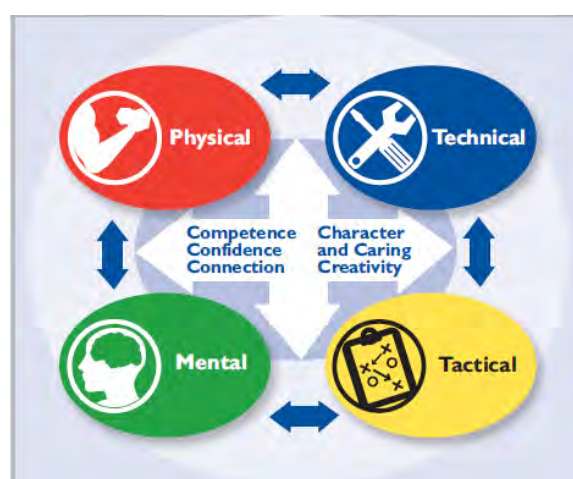


Figure 4 – scUK model of coaching that shows how the 5Cs can influence coaching practice



Figure 5 – The 'C' system

So having outlined how the participants in the bursary schemes saw their development as coach's progress through the use of what we see as formal coach education, and having presented scUK's position regarding best coaching practice in participation sport, this section details how the coaching practice of the coaches within this study was affected by doing the qualifications. The section posits the fact that the participants, on the whole, improved their practice, sessions, and at times the ethos of their coaching too to more strongly mirror scUK recommendations.

An example of how some of the coaches now felt that their practice was more participant centred was with James' remarks. James, a community basketball coach for under 11s and under 12s, felt that doing a L2 course helped him to:

"Relax a little more as well, because I've been on the side-line tearing me hair out going *no! No!* Now, it's like... you know I'll say to them just come and have fun and if we win we win, and if we lose we lose. And that's the way that it should be done." (James)

Additionally, James felt that the experience he had gained since his L2 award also led to him coming to this conclusion when watching a fellow coach:

"I knew the other guy coaching next to me (on the other team) was stressed. But when I looked across at him, I thought, do you know what, that was me last year. And I did wonder whether that, maybe not frustration with the kids, but the desire for them to do well. It wasn't that he was angry with them; it was just that he wanted them to perform well, and to do well so that they were happy. And I said to him at half time – chill, you win you win you lose you lose. You're going to win the games that you win and you're going to lose the games that you lose. You can't change that at this particular age group. But that to me reinforced to me that I am doing the right thing, that I'm doing the right things on the bench as well. And that came about...I might have got there eventually but not as quickly as I would have done if I hadn't done the L2." (James)

Many of the coaches expressed their thoughts regarding how community coaching should be run. When it came to the question of whether the new qualifications made them ‘better coaches’, there was overriding evidence that an awareness of how to make the sessions more fun had developed. Liz explained that:

“I’m not less strict, but I think it’s given me...the general gymnastics they come for an hour a week. And that’s all they want to do. And the squad (elite) they maybe do four hours a week in a class of recreational gymnasts, but that’s fine. I think it’s helped them in the sense that that they enjoy their sessions. I think that’s evident in that they come back every single week. I have very few that will ever miss a session. And I think that is down to the course but also down to the team that I have there. Because I have a very good team, but yeah...I don’t hank they would be doing gymnastics as often if they didn’t enjoy it. So hopefully the way that I’ve changed has helped.” (Liz)

Impact on player development

Coaches play a vital role in the development of sport participants. Whilst, quite recently, previous approaches to talent identification and development have been underpinned by Long Term Athlete Development (LTAD), a pathway based on the scientific principles of periodisation and looking to develop physical literacy and performance (Stafford, 2005; scUK, 2006), this has been superseded by scUK’s Participant needs-led model – one that is focused on maintaining participation through fluidity and individual appropriateness (North, 2009). Irrespective of the extent to which NGB’s or organisations adhere to either performance/activity pathway, it is right to recognise that it is the sports coaches themselves who act as the architects of many performers’ development. With the coaches in this study oftentimes looking after a large number of participants, it is interesting to note how the coaches reflected on their ability to improve the ability of some of their participants.

Liz felt that the skills she had learned to teach her participation group, and which had increased the size and attendance for the group, were:

“Definitely because of my course, definitely...because like I say if I hadn’t had done my course I wouldn’t be able to teach the skills I’m teaching now.” (Liz)

James pointed out that the doing the course helped him develop his participants by giving him a lot more structure:

“Not just in my coaching sessions, but coaching the team. Kids just want to know that you care and that you want to coach them, so it’s dead easy from that perspective. But the course has allowed me to break down what we need to learn to get better. And I can stand back in a game and say that went wrong, that went wrong, so for the next few sessions we’re going to focus on this. Before I was saying have a go at this and then I’d think that everyone could do it. So now I just break things down in really tiny, tiny parts.” (James)

Paul also saw significant changes in how his participants developed, and when asked how being involved in longer programmes of coaching, something that his coaching qualification had enabled, mentioned:

“I think it’s the progression of seeing what the children get out of it. Seeing how many colts you’ve got now, you know, we started off with less, and I think that some of it might be to do with me doing it. Because some of the kids have told other children “you should come along and do it because it’s good fun”. So they’ve been bringing their friends along and introducing me to them. And watching them progress all the way through, seeing what they start like in January, and seeing what they’ve got at the end of the season it’s remarkable” (Paul)

Impact on sporting participation

The main element of the previous section’s findings related to how improvements in the participants could be seen. Yet the section also alluded to the fact that more participants were taking part. And it is in this section that we can start to really understand the extent to which these qualified coaches, qualified either first or additionally through the bursary process, played a vital role in increasing sporting participation numbers.

On the whole, the coaches expressed how they believed that there was a direct link between their coaching, the fact that they had been able to become qualified/more qualified as coaches, and the amount of participants that they looked after. This ‘thread’ between their practice, delivery, and understanding of how and why more people were involved in their sessions was illustrated in a number of commonly stated comments.

At times, examples of how more participants were involved came back to the idea of how satisfied they were with their experiences. Sarah, a water sports coach, remarked how a number of her participants would continue with the sport because of the improvements that they had made:

“They’ve grown and I’ve seen potential. I love to watch someone, almost to the point that I love the sport myself, do I love someone getting off the water and showing how they’ve improved and how much they’re enjoying it from what I have taught them.” (Sarah)

But the way in which sporting participation was articulated differed to an extent, and did not include just the retention of participants through being satisfied. For example, purely increasing how many participants could be ‘serviced’ was attributable to either a) more sessions, b) different types of sessions, or indeed, c) from more coaches getting more players to coach more.

A relatively straightforward way of measuring participation could be figured out by reflecting on the amount of coaching that was now being made post bursary. Jake’s table tennis club had benefited from several of its members using the bursary, and Jake’s quick

mathematical equation as to the amount of participants they now had revealed the extent to which an increased numbers of coaches affected participation levels in a positive fashion:

“(For them) If you want to go back to how much coaching in the week. It would be...22 hours. 2 hours at Sussex, 6 hours intervention at school, 4 hours after school club, 3 hours with schools for kids in care, the council love that and the mayor loves that because he cares about kids in care. And 6 hours at the youth centre, so yeah, quite a lot. (Including the other coaches) that’s quite a difficult thing to work out. In the local leagues we’ve got 30 players, in the...if you counted up all the people at our sessions, here, the University, the High School, the Youth Centre, we did some monitoring and that February and March time and there were 250 people a week playing at sessions. Then there were all the Ping tables that went out all over town. 36 extra tables, but now there’s about 100 tables now involved with the club across the town. So a lot.” (Jake)

In terms of offering more specific sessions, Liz remarked that the fact that her L2 gymnastics award allowed her to offer freestyle gymnastics brought in a high number of new participants interested in Parkour.

“I think the bursary really helped because I offered freestyle gymnastics, and that’s really picked up because of the popularity of Parkour. We’re not allowed to call it Parkour because it invalidates British Gymnastics insurance so it’s freestyle gymnastics. It’s essentially the same as Parkour but done indoors rather than outdoors so safer. And that brought in a lot of revenue and interest from kids too.” (Liz)

With regards to how more sessions could be facilitated outside of just the coaches themselves delivering them, Paul’s comments regarding how his cricket club had been able to offer more sessions was interesting. He explained how they (the coaches and the club) looked to use some of the older juniors to help out. This clearly demonstrated the way that empowering some of the young people by giving them purposeful engagement with the coaching sessions, directed by the qualified coaches – including himself as a recipient of the bursary - allowed more juniors to play for his club. Indeed, this year (the year he had become qualified and started to coach) the club had tripled their colts’ membership. He went on to explain:

*“What we’ve been doing is using some of the under 15s to help me out, so we get them all involved that way. And Mike (*name changed*) who is the level 2 coach takes the real small ones, but we do the same drills but at different levels so we try to put it across that they’re all seen doing the same thing but it is interpreted in a different way. We always put an older kid with a younger kid, so they don’t feel left out. That seems to have worked very well this year. It’s the first time they’ve done it, because of the extra numbers this year.” (Paul)*

James’ comments regarding how the basketball club he is involved with looked to use the bursary as a ‘carrot’ for some of the younger players exemplified the manner in which getting players to coach could help develop the club’s structure

“With the bursary that helps to *just keep it going* and it can encourage young people. It’s great when you can turn around to an 18 year old who is at college and say “there is a bursary there for you – but this is what we also expect from you after the course”. So it’s a double edged sword for us. Because they’re getting the course for free etc. but we’re also getting something out of that at a later date which is them coaching the kids. So it’s a win-win for us.” (James)

So it would appear important that the coaches and administrators for the clubs strove to develop more coaches, or perhaps ‘facilitators’, to service the participation within and running of their clubs. Again, it was either the number of sessions, the type of sessions, or the increase in coach ‘facilitators’ that directly impacted on how many new participants could take part. But the common thread between all of them is the fact that it is was the coaches, newly or extra qualified, that enabled these changes.

Impact on club development

It might be said that the increase in coach numbers, or as pointed out the sports facilitators, directly impacted on the development of the clubs where the coaches coached. Indeed, Sarah, spoke of how she could now specifically offer a woman’s water-sports club:

“Now I’ve come there and I’ve set up my own women’s club night just for girls. That was a great goal of mine I’m really happy with that.” (Sarah)

Other times it was more the fact that some of these ‘facilitators’ and coach helpers could be improved - that some of the information and knowledge that those interviewed had gained from their qualifications could pass on to others not yet qualified. Liz explained how:

“What I do is with what I’ve learnt, the knowledge that I’ve learnt for example from the level 2, I take bits out of the logbook that I was given on my coaching course explain it to them. So although they’re never coaching a group on their own because I’m always there, but they can go home and read and when they get to a certain point and they are going on a course they’ll already have a head start.” (Liz)

Sometimes it was the fact that an increased number of coaches had facilitated a form of endorsement or accreditation, i.e. clubmark status. In fact, something linked to this was the way in which Jake’s table tennis club had used the increased number of qualified coaches, directly through the bursary, and the increased number of participants to underpin a funding application:

“We got £6,000 from them over three years to work with disadvantaged kids at the Youth Centre, and from the back of that document we got £15,000 a year for three years from three different charities in London, so as soon as we got that document and it stated that this club is training people up because of the bursaries and it’s going to grow, then people took us a lot more seriously.” (Jake)

But, what is particularly interesting is that the reach and scope of these coaches was often not just limited to their own club. In fact, several examples from those interviewed, showed how being involved in the bursary process had impacted, positively, on other clubs too. A very good example of this was made when James, our basketball coach, explained how he had struck up a friendship with a fellow coach on his L2 award. This other coach was in the process of setting up a new community basketball club, and as James now had considerable experience – he was able to offer significant help. As James explained it, taking part in the L2 award allowed ideas to be shared and relationships to be made:

“And talking with the other coaches as well, on ideas, it’s like me and Lukas struck up a relationship – he wants to start up a club in another town. I was going “mate, what do you want to know, I’ve been through it I’ll let you know everything you want to know!” Because I felt for him starting a new club given all the problems that I went through. I did have a support network, but it was more me chasing people around trying to find out information. With Lukas, it’s more that he can directly ask me questions like where do I get referees from, where do I get table officials form. So I’ve been able to help him sort that out.” (James)

So, in summary, the range and scope of the coaches’ reach has not been limited to where they ‘coach’ themselves. Rather, it is the extent to which they can ‘affect’ others. As such, it is worth noting that the actions of these individual coaches can only be explained through examining their position within a larger web of interdependence and relationships, a sports network so to speak. And when understood in this context, it is reasonable to assume that our coaches in this study influence others and others influence them. It is noteworthy, then, that this means that what we might automatically assume are the constraints of the clubs in which the coaches operate, are no more than how far the coaches constrain themselves – which as is evident in this report, they do not tend to do – in fact, they have worked with other clubs and coaches. Put simply, this last part of the section on the bursary’s *Impact on club development* could be summarised as ‘helping other coaches from other clubs’.

Impact on a personal level

So far this report has discussed the ways in which the coaches had facilitated better players, more participants, and helped clubs develop. But it is important to note some of the findings that pointed towards a more personal element of the bursaries – that of how becoming qualified and a part of what might be considered a coaching movement positively affected some of the coaches on an individual level. And these positive effects could be broadly categorised by an increased sense of professionalism, increased volunteer motivation through developing networks, and what might be considered a more general positive impact on their way of life – i.e. through coaching as paid employment.

One of the previous elements of this chapter of this report, *Impact on Coaching Practice*, highlighted the use of the ‘5Cs for Coaching’ (competence; confidence; connection; character and caring; and creativity) in scUK’s *Coaching Children Curriculum* (scUK, 2011) and their *Participation Coaching Curriculum* (scUK, 2012).

What is interesting regarding these 5Cs for coaching is that whilst they interplay with the physical, technical, tactical and mental (PTTM) elements of participation and youth coaching to allow a matrix of best coaching practice to be developed, they are still underpinned by Côté and Gilbert's (2009) idea that positive athlete outcomes should result from the ability of the coaches professional, interpersonal, and intrapersonal knowledge (*coaches' knowledge*). And some of the comments regarding how the coaches saw themselves, sometimes based on how others saw them, gives credence to the fact that an increased sense of 'professionalism' could add to the motivation and sense of self-worth that our coaches experienced. Liz's comments regarding how the qualifications helped make an impression on others were interesting:

"It's quite interesting how much parents don't know about gymnastics but I think it does impress them when you say that you are level 2, because it is all jargon to them." (Liz)

Paul's comments regarding how feedback from parents was different to before he did the qualification echoed Liz's comments:

"Yeah...I didn't feel...I didn't have the respect of the parents or anything like that before. I was just a father helping out, I didn't know anything, and I was just there to pick up balls or to watch and do little things. But I didn't actually have the formal qualification and we've all changed, we've all got coaches polo shirts that stand out. When you go down the rec on a Wednesday you do stand out from everyone, and they seem to have a bit more respect for you, and the kids will go home and say "Steve said to do this" or "to practice this". And it's gone a long way really." (Paul)

But the impact of professionalism and how this was interpreted by others was also at times complemented by how the coaches saw themselves. In fact, a really good example of this was in Jake's explanation of how some of the younger coaches in his table tennis club, all beneficiaries of the bursary, profited from gaining qualifications. On being asked how they felt, Jake tried to explain the impact that the bursary had had for them like this:

"If you're 17/18 and you didn't get 5 A*s...imagine, they're instantly so proud of themselves. It made me realise that for someone that's got a degree or whatever it's different to those who have not done so well academically."

And in addition to the above, Jake also explained how much of a personal impact that the bursary had had for another member of his coaching staff, who was, as he explained "just signing on". Jake was quite enthusiastic in recounting how he felt that the project had impacted in a tremendously positive way for this young person:

"It's changed his life. He knows it has and he talks about it, he says "without this I don't know what I'd be doing". He's now doing the *Sportivate* session at university starting next week. He's coaching at a special school; he's coaching at a referral unit. And he's got all this work and I have people ringing me and asking me if I can get them a table tennis coach" (Jake)

One particular way of examining the role of sport and social engagement is to use the concept of social capital. Broadly, it is concerned with the conceptions of community, social networks, and civic engagement, as well as the notion that wealth and wellbeing are not just measured through physical capital (from means of production), but also through 'social wealth'; friendships, communities, and networks and the like, that contribute to civic, emotional, and social health (Fitzpatrick, 2007; Bailey, 2005; Coalter, 2008). And from all of the coaches' remarks there was significant evidence that their coaching, oftentimes increased directly because of their newly acquired qualifications, had increased their networks and friendships. Sarah made this clear with her comments:

"I've pretty much led my whole life this year around my coaching and how I coach and my riders. Like I've made *tons of friends with who I coach now* and I'll set up group events with all the riders that I coach to go and ride with them at different cable parks and stuff which is cool." (Sarah)

So perhaps the impact on a personal level that the bursaries delivered can be seen on several levels. Firstly, from the point of completing the qualifications, and the subsequent perceptions of professionalism that can clearly underpin coaching practice that is informed by the PTTM and the 5Cs, and secondly, the personal issues of worth. Thirdly, the notions of social capital and increased groups of friends. And lastly, there is, perhaps, a more simple way of understanding how the bursary affected the recipients – that of making them more employable. Sarah reflected on how her new qualification had benefited her, as well as offering the potential for further future employment:

"This year has been the most incredible of my life. It's just that I've been offered a job in Florida for a couple of months in December to coach throughout the winter there, because my qualifications enable me to coach anywhere in the world." (Sarah)

Impact on a wider social level

Perhaps more than anything this report has emphasised the 'trickle-down' element of the impact of the bursary scheme. That is, that the effects of supporting and developing our coaches in the study had additional impact outside of any personal improvements. And here it is worth reflecting on a number of the comments that were made regarding how these coaches noticed improvements in their participants. Not improvements in terms of sporting ability mind, this has already been covered in previous sections, more the improvements that were evident in terms of how either they or even some of their participants had experienced farther reaching benefits. Social benefits for instance, or to be more specific, at times the benefits accrued from positively engaging in sport in terms of improved behaviour and the structure and support evident in their lives.

James made some quite telling comments when asked how much doing the qualification had helped, or even could potentially help, some of the more junior members of his coaching staff:

“It’s helped massively. I mean not even just in their coaching development. We always use this thing where we say it’s not just basketball it’s skills for life. Teamwork, sportsmanship, winning and losing, how you deal with it, training to train and things like that. This, I hope, will help them a little bit further. You never know. It might lead to some of them deciding to become a PE teacher, or it might help them in talking in front of people. One of the guys we’re sending on the course is a fantastic basketball player but very quietly spoken. And the first thing he asked us is why are you sending me on this course? And I responded by saying that hopefully it would help him by bringing out his personality, that he had loads to give and that he could really help young people.” (James)

Jake had similar thoughts as to how the bursary could, and indeed did, help some of the younger coaches in his club – citing in particular the way that they could now see a more productive future for themselves in terms of gaining experience and some paid employment (see next page):

“We’ve got three level 2 coaches at the club, loads of level 1 coaches at the club, so it’s kind of like a process of delegation now. We’ve got lots of these lads who are 17/18 qualified, they didn’t really get anything at school, and now they want to coach full time or a bit of part time cash for them. You know, it’s been *transformative* for their lives.” (Jake)

What was of particular note was how Jake emphasised the fact that these coaches were all “*working class British lads notoriously hard to motivate like the NEETs*”⁴. Jake also went on to explain how these same coaches had a positive effect on attendance, achievement, and behaviour in a school where they coached:

“Yeah, the head teacher loves it; they’ve got all their statistics for OFSTED and monitoring. It’s proven to work. It’s really good for their focus, actually hitting the ball back and forth, and it’s good for their self-esteem – you put them in a kit and take them to tournaments and they just, develop in confidence and self-esteem.” (Jake)

So there was evidence of how the additional coaching qualifications offered through the bursary could help some of the coaches in terms of structure, and how it could help in terms of helping develop pro-social behaviour in some of the participants that the coaches delivered sport to. But when we consider a wider social impact, it is also worth considering how the children of the coaches themselves perhaps continued to engage in sport. Paul, when considering what would have happened and what he would be doing if he had not got the bursary remarked that he would:

“Probably be doing nothing. I’d be doing my gym stuff...but I wouldn’t be...I’d maybe still be taking my son to cricket (pauses). He may even have stopped by now.” (Paul)

⁴ NEET: a UK government acronym used to state that someone is currently “not in education, employment, or training”.

Ideas for improvement – future assistance

It would have been neglectful of the study to solely concentrate on what has been broadly termed the impact that the bursaries had. Indeed, the evaluation allowed the bursary project itself to be reviewed by the participants – all individuals who had completed the bursary. So with this in mind all of the interviewees were asked during their interviews of their experience of completing the bursary, as opposed to effectively, what happened afterwards. There were, as might be expected, a range of different suggestions for improvement given. But they did all come into three broad categories:

- a) The provision of what might be considered a broader range of networking and specialist events. These specialist events ranged from strength and conditioning to accessing knowledge on other disciplines – to help with best practice and ‘innovation’. But what was also of note was that two of the four coaches that asked for these kinds of events made mention of the fact that they should be held across the county – thus minimising travel and time constraints⁵
- b) The development of a scheme that would allow coaches to observe and potentially be mentored by more experienced coaches. In short, they felt that sharing good practice and having the opportunity to learn from other coaches in the area would be of benefit.
- c) That the continuation and growth of the bursary scheme should be facilitated through greater advertising and an increase in awareness. What was of particular note here were the references to the possibility of increasing opportunities for women and NEETs to access bursary provision.

Concluding comments – impetus and momentum

It probably is of no surprise, considering its qualitative nature, that this report would include a section devoted to expressing what were effectively the final comments of the five coaches interviewed. So this section presents, in a fashion that seeks less to explain the findings than just to let the results speak for themselves, the final thoughts of the coaches. Whilst acknowledging that the interviews were conducted in a semi-structured fashion, and as such there was some direction involved in the interviews, the interviewees were asked (at what was considered to be near to the end of the interviews) how much the bursary had ‘helped’. And what emerged from the responses was a consistent acknowledgement of how critical the bursary had been to a) the coaches themselves, and b) effectively, the framework within which they coached.

⁵ The historic county of Sussex is comprised of two County Councils (West and East Sussex) and one unitary authority – Brighton and Hove. With a total population of approximately 1.6 million (according to the 2011 census figures) and stretching from, more or less, Chichester to Rye on the coast and up to and including Horsham, Crawley, and East Grinstead, the entire county and their population is serviced by the one County Sports Partnership. Of additional note in terms of the size and the impact that this has on travelling across the county, is the fact that it is considered both rural and urban – with the additional constraints this places on providing support and services.

From a personal perspective, and much like all the other coaches, Sarah reflected on how the new qualification had helped her. Sarah talked about the fact that she would have tried to achieve her qualification even without the bursary, but remarked that:

“It would have been a lot harder and I would not have been able to grow and help so many people this year if I had not had the help.”

She then went on to explain how much the bursary had helped her since she had completed her qualification:

“It’s helped me and other people, I guess get their...corny as it sounds...their dreams. I have got my dream job in coaching and I can help people and they’ve got a coach that can teach them all that they want to learn in what they’re passionate about!” (Sarah)

And when considering how the bursary had been beneficial to the wider framework within which they coached, all of the coaches acknowledged how the bursary had helped. At times this was seen through what might be considered the simple task of allowing clubs to be, effectively, financially aided. James’ comments exemplified the way in which the bursary was felt to have ‘freed up’ other club funds – thus allowing the club to allocate funds to specific areas and prepare accordingly. On being asked how much the bursary had helped he responded:

“Massively. Because what would have happened is we would have taken money from club funds. And its club funds that we always...because we’ve got a committee, anything, the smallest amount of money gets biffed and bashed around to see if it’s value for money. So even the smallest amount like buying ten basketballs for £50 takes quite a bit of a process. But if the bursary is there, I can turn around to the committee and say that that money is earmarked for coaching. That’s it. So we take the money out, we’ve had it confirmed, and we can put it back in at a later date. You know, from that perspective the ability to not have to jump in...don’t get me wrong, I think we’re considered to be quite a wealthy club compared to a lot of other clubs, but you don’t want to spend money where you don’t have to” (James)

Liz was very specific in how much the additional funding had helped, and asked what would have happened if she had not been able to access the fund when she did, responded immediately:

“I wouldn’t have a club. I wouldn’t have a club. Just thank you very much for the bursary. Because as I said my club wouldn’t be running without it” (Liz)

Another area in which the clubs where the coaches coached were helped was with clubmark accreditation. Whilst the findings section showed the impact that the additional qualified coaches had had on meeting clubmark accreditation, it’s interesting to note Paul’s comments on exactly *when* the clubs might have achieved the accreditation if the coaches had *not* accessed the bursary and become qualified:

“Well, they wouldn’t have been in a position to do it. It would have been a couple of years more” (Paul)

Jake had a lot to say regarding what would have happened if his club hadn’t been able to access the bursary system:

“Yeah well...it wouldn’t have been possible for all these people to have got...if you’re talking about 10 level bursaries that’s £1500. And that just wouldn’t have been possible for them or the club to pay. So you’d have less coaches, and of course less people playing as well. And then it was at that point that we said, hey, we need a qualification to go along with the coaching. So that’s how it all sort of snowballed from there. So yeah, so it’s been huge. I think the bursaries have made a massive difference to the club, and everyone who is involved in the club, who’s had their qualification. Just imagine all the people that they are now coaching, you know, if you need to monitor figures for Sport England, then you’re talking...a lot!!!” (Jake)

And then Jake went on to start working out the mathematical equation for participation achieved through coaching hours:

“If you were to say right, there are ten coaches that have had bursaries from CoachSussex and each of those coaches has run two sessions each and at each session there are twenty kids then you can start multiplying the figures and adding up the numbers and the bursaries seem to be incredible value for money don’t they? Yeah, it feels like *the whole thing has just kind of built momentum, snowballed*” (Jake)

But what also became evident through the research was that it was not just the increased potential for new participants that had been facilitated, but also the retention of participants. James had explained how his basketball club had been set up in response to another club folding. He then went on to explain that if his club hadn’t started, and we must remember the extent to which the bursary helped his club, then many young people would have probably given up the sport:

“At the start-up of the club it’s been absolutely invaluable (the bursary). And we can get that snowball happening. And that’s the key to it. It helps snowball the rest of the club. If we hadn’t have got involved (referring to the folding of the other club) then possibly, the kids would have just dispersed to possibly play other sports, or possibly have found another club. Or possibly not played at all (reflects and thinks). Basically it would have broken up and died...” (James)

So it seemed that the impact on the clubs where the coaches coached was extremely important. Indeed, Liz summarised how the bursary had helped her club by stating its importance for smaller clubs:

“I think for a little club if you don't have that financial backing from anyone you can't move forward at all. You really can't. So thank you very much for the bursary. Because as I said my club wouldn't be running without it” (Liz)

4. Conclusion and recommendations

This research evaluated the extent to which the CoachSussex Bursary had helped five coaches. Given that an evaluation survey had already been completed for the CoachSussex Bursary, this research was undertaken through the use of interviews so that a more qualitative investigation could be completed. The research uncovered a number of areas where the bursary had impacted positively that the previous survey did not. The way in which this was illustrated in the findings was through a number of ‘impacts’. These ‘impacts’ ranged from accrued personal benefits for the coaches to the way in which participation and coaching were found to be linked when considering increases in participation.

The findings were presented in, and explained through, the following headings; *Impact on coach development* - Seen through technical or pedagogical improvements in their coaching and more commitment; *Impact on coaching practice* – reflected by their practice, more strongly mirroring scUK recommendations; *Impact on player development* – facilitated through greater sport specific knowledge; *Impact on sporting participation* – more people attending sessions through what was considered better practice, delivery, and understanding; *Impact on club development* – through meeting clubmark criteria and developing club structures; *Impact on a personal level* – developed through an increased sense of professionalism, more motivation and developing friendships, seen through the concept of social capital; and the *Impact on a wider social level*- through helping, either through developing life skills or pro-social behaviour, some of the participants that the coaches delivered sport to.

Outside of these ‘impacts’ the findings section also included a section entitled *Ideas for improvement – future assistance*. This section showed how the coaches felt that what they might benefit from in the future would be a coach mentoring scheme led by experienced coaches. The last section of the findings, *Concluding comments – impetus and momentum*, presented what were the concluding comments of the coaches – and this section illustrated how the bursary scheme had acted as the spur to greater development and participation.

Yet after all that has been written acknowledging the extent to which the bursary had such a positive effect (seen through the results), it is well worth considering the limitations of the study. Whilst the methodology used a very specific structure, interviewing and then coding and analysing transcribed data, it is worth remembering that there were just five participants in the study. So in this sense, it is worth considering the concept of saturation within research. The purpose of this concept seeks to address the question of ‘when’ researchers should stop collecting data. What it seeks to explain, effectively, is that much like a sponge that can hold no more water, if any additional information were to be collected through continued research it would not contribute to what had already been found. The research, is, in effect saturated. And whilst the research was undertaken with methodological rigorousness and clear, consistent categories emerged from the data, it is worth remembering, nevertheless, that the data generated by five coaches might not

necessarily be reflective of all of the coaches that accessed the fund. However, despite this, what is clear is that for this sample size the data is reliable (produced through a consistent methodological process) and valid (accurate and reflective of an evaluation), although, perhaps, not necessarily generalisable to all of the coaches who undertook the bursary.

The recommendations for this report are as follows:

- That consideration is given to continuing the CoachSussex Bursary scheme. Whilst primarily set up to address the issue of up skilling some of the Sussex coaching workforce, given the fact that there were significant additional benefits reported in terms of increased sporting participation and club development, this scheme does seem to possess what might be considered additional value.
- To address the areas for improvement that the participants asked for. More specifically, that CoachSussex should consider developing a working group comprised of experienced coaches. The purpose of this group should be to develop ways to address how their experience might be passed on to less experienced coaches.
- That CoachSussex look to work more closely across complimentary programmes within the CSP e.g. the Sportivate scheme and the Satellite Clubs scheme. The rationale for this is twofold: a) to ensure dissemination of best practice and the advice/recommendations developed through the potential working group of experienced coaches, and b) to meet the need that the work of CoachSussex – to be renamed ActiveSussex Coaching in April 2013 – is more embedded in the core requirements of the CSP. These core requirements consist of underpinning work related activity such as workforce development and a common departmental approach to NGB requirements and relationships.
- That CoachSussex could consider allocating fixed bursaries to coaches working with specific groups i.e. women's (related to the ideas for improvement [c] that the coaches gave in this evaluation) and disability coaching.
- That the scheme be further monitored to ascertain whether there is any long lasting effectiveness. This could be done by developing a longitudinal study using the same participants, as well as continuing discrete, year on year, reports.

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Appendices

Appendix A – Interview guide

QUESTION	POTENTIAL PROBES	POTENTIAL FACTORS
<p>what is your coaching experience?</p> <p>Outline your job or coaching role – ‘what it is they do’</p>	<ul style="list-style-type: none"> • Who - Social administration? Grass roots? Youth? Participation? Excellence? • What is/was the purpose? How long? Typical sessions? 	<p>4X4 MODEL</p>
<p>what is your coaching background?</p> <p>Coach development – ‘how they learnt, and learn to do what they do’</p>	<ul style="list-style-type: none"> • What formal coaching education have you undertaken? • What skills do you believe are necessary for coaches within your area? • Can you identify the skills and competencies required in coaching in your area? • With respect to coaching in your area, how effective has your formal coaching background been? To what extent has it contributed? • Can you identify the present role of coach education in supporting the work of coaches in your area? • Can you identify the present role of coach education in supporting the work of coaches in your area? • How best do you feel that YOU learn as a coach? 	<p>Coach development and education – scUK model:</p> <ul style="list-style-type: none"> • Formal coach education: principally concerned with the delivery of national governing body awards and official accreditation. As such, this method and source of learning is structured, organised, accredited, assessed, and directed. • Informal coach learning: self-directed, and uses a range of sources. Accordingly, this type of learning is relatively unstructured, non-accredited and non-assessed. • Non-formal coach learning: incorporates a variety of methods such as workshops, small courses and general continuous professional development (CPD). By nature, much of this takes place outside of governing body systems, and whilst it can be structured and mediated, it is often self-directed.
<p>The bursary project and how it has helped your development</p>	<ul style="list-style-type: none"> • Can you identify whether the new qualification, gained through the bursary, has supported your work? • Has the bursary ‘process’ improved coaching i.e. a) through the 6-8 week programme that needs to be completed, and/or b) through the support inherent in the bursary framework? 	
<p>Measuring the success of programmes and positive impact on participants experiences</p>	<ul style="list-style-type: none"> • Were there any improvements in the participants? • Did you notice a change in behaviour in the participants? • Did their engagement and enjoyment change? • Does what they do have any impact on the participants? 	

Glossary of Terms

CDM	Coach Development Manager
CPD	Continuous professional development
CSP	County Sports Partnership
LTAD	Long Term Athlete Development
DCMS	Department for Culture, Media, and Sport
ODPM	Office for the Deputy Prime Minister
OFSTED	Office for Standards in Education, Children’s Services and Skills
NEET	‘Not in education, employment, or training’
NGB	National Governing Body
REEO	Research and Employer Engagement Office
scUK	sports coach UK
SEU	Social Exclusion Unit
UoC	University of Chichester