



# **Social value of developing coaches to deliver high quality coaching sessions**

**An SROI evaluation of the Level 2 Doorstep Sport Coaching Programme and coaching session delivery in Tyneside (2014/15)**

**sports coach UK  
October 2016**

# SOCIAL VALUE

## INTERNATIONAL

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## Foreword

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This report presents an evaluative Social Return on Investment (SROI) analysis. It is based on a collaborative project between sports coach UK and StreetGames, with the primary research conducted between September 2014 and July 2016 in Tyneside, UK.

In striving to drive the development of the coaching industry, sports coach UK identified Social Return on Investment (SROI) as a method to understand the true value of developing coaches with the capability to deliver high quality coaching sessions.

The report focuses on three organisations in Tyneside that, between September 2013 and May 2015, developed a cohort of five individuals to deliver high quality coaching sessions in their local community.

This report tells the story of the SROI evaluation. It is written in accordance with the SROI principles and its transparency is intended to provide the coaching industry (and beyond) with confidence in the results.

A SROI Impact Map is included with this report which provides the full data used to calculate the SROI. The report aims to tell the story of the information contained in the Impact Map and how the results will help us make changes that will ultimately improve coaching in future.

sports coach UK would like to take this opportunity to thank to all the individuals and organisations who assisted in this project. We are particularly indebted to the coaches, their Project Co-ordinators and Jess from Street Games, without whose ongoing input and contributions this project would not have been possible.

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The sole author of this report is Michael Hopkinson, Research Consultant at sports coach UK (SROI Accredited Practitioner).

## Executive Summary

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This report tells the story of an SROI evaluation conducted in Tyneside by sports coach UK and StreetGames, between September 2014 and July 2016.

The SROI evaluation aimed to answer the following question:

***What is the value of developing coaches to deliver high quality coaching sessions (in Tyneside?)***

### Scope

To answer this question the scope of the evaluation focused on two key phases of the coach development process:

- **Phase 1 The Training Phase** - coaches developing their coaching ability by undertaking the Street Games Level 2 Doorstep Sport Coaching Programme
- **Phase 2 The Delivery Phase** - coaches delivering high quality coaching sessions after becoming Level 2 qualified in Phase 1.

The evaluation focuses on five coaches' who experienced a range of outcomes as they progressed through these two phases, completing their training in Phase 1 and delivering coaching sessions in Phase 2.

The coaching sessions they delivered in Phase 2 led to outcomes for 32 participants and the three organisations the sessions were delivered on behalf of. Therefore coaches, participants and organisations are the three key stakeholder groups included in the evaluation.

The outcomes identified and valued for each group occurred as a result of the activities they experienced during Phase 1 and Phase 2. In total, 31 individuals who directly experienced the activities delivered during Phase 1 and 2 were consulted throughout the evaluation.

### Inputs

The total cost of developing five coaches during Phase 1 and the coaching sessions they delivered during Phase 2 was £30,852.57.

This included the cost of the qualification for each individual, significant time investments from their Project Co-ordinators (the individuals from their organisations responsible for supporting them throughout the qualification and finding coaching opportunities), mentoring costs and facility costs for the coaching sessions they delivered.

## Outcomes

### *Coaches (Two sub-groups – paid and volunteer coaches)*

During Phase 1, paid coaches developed the ability to deliver/lead high quality coaching sessions and this led to them securing sustainable part-time employment in a paid coaching role.

Volunteer coaches also developed the ability to deliver/lead high quality coaching sessions. This led to them securing sustainable part-time employment in a volunteer coaching role, which in turn led to them securing employment in a paid non-coaching role.

In Phase 2, coaches' confidence and self-esteem increased from delivering sessions. Their career prospects also improved and this increased their desire to progress and continue learning/working (i.e. enhanced their aspirations).

### *Participants*

Participants who attended the coaching sessions delivered by the coaches in Phase 2 got fitter, healthier and better at sport, their confidence and self-esteem increased and this led to them exhibiting more positive attitudes and behaviours towards sport and physical activity.

### *Organisations*

The organisations the coaches delivered coaching sessions on behalf of in Phase 2 experienced an outcome of increased access to more potential coaching employees (this resulted in cost savings generated by people being inspired/recommended to enquire about a coaching position by the coach).

### *Overall*

The outcomes identified for the three stakeholder groups align to the five key outcomes in the Government's new sport strategy as summarised in the table below:

| <b>Government Strategy Outcomes</b>  | <b>SROI Evaluation Findings</b>  |
|--|--|
| <i>Physical wellbeing<br/>Measured by increase in % population meeting CMO Guidelines and decrease in % of population inactive</i> | Adult participants moved from inactive to active as a result of the coaching sessions delivered. Coaching provided to children in schools ensured they met CMO guidelines for physical activity.   |
| <i>Mental wellbeing<br/>Measured by improved subjective well-being</i>   | Both coaches and participants reported significant increases in their confidence and self-esteem.  |
| <i>Individual development<br/>Measured by levels of self-efficacy (confidence and control of destiny)</i>                          | Participants exhibited more positive attitudes/behaviours towards sport including changing their behaviour from inactive to active.<br><br>Coaches' achieved qualifications, became employed (in coaching and non-coaching roles), reported significant increases in confidence/self-esteem and this increased their aspirations in terms of wanting to progress in their careers and continue learning and working. |
| <i>Social and community development<br/>Measured by levels of social trust.</i>  | The coaching sessions delivered by coaches were to other individuals in low-socio economic groups living in the same communities (as per the StreetGames ethos). A strong sense of community development was evident throughout the evaluation.  |
| <i>Economic development<br/>(Measured by GVA by sport sector).</i>   | Although the evaluation does not calculate value in terms of GVA, significant return on investment is identified in social value, including value identified for organisations that employ coaches (via the role model effect). The evidence suggests coaching is a viable development option for other individuals in disadvantaged communities.  |

The total value estimated for outcomes experienced by each stakeholder group is below (before any necessary deductions or projections<sup>1</sup>):

| <b>Stakeholder</b>              | <b>Total Value</b> |
|---------------------------------|--------------------|
| Coach outcomes (Phase 1 and 2)  | £20,451.22         |
| Participant outcomes (Phase 2)  | £8,342.53          |
| Organisation outcomes (Phase 2) | £14,400.00         |
| <b>Total</b>                    | <b>£43,193.75</b>  |

When projected forwards over a five year period, after taking into account the discount rate and drop-off, the total present value of the outcomes identified was £92,142.18.

This figure was divided by the total investments made to estimate an SROI ratio of 2.99:1 (rounded up to 3:1).

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<sup>1</sup> These are explained in full in the main report.

**For every £1 invested the activities delivered for this cohort of coaches in Tyneside returned £3 worth of social value.**

**In other words, the value of developing this cohort of coaches to deliver high quality coaching sessions is equivalent to £3 worth of social value for every £1 invested.**

The findings support five key conclusions emerging from the research:

## **Conclusions**

These conclusions are discussed in full in Section 7. We recommend those within and outside the coaching industry use the findings from this study to learn how coaching can be developed and improved in future.

1. The evaluation strengthens the case for sustained investment in coaching by demonstrating the broader value it creates.
2. Quality remains key for coach training and delivery.
3. Coaching provides a genuine development opportunity for individuals in disadvantaged communities
4. Retaining coaches will create additional value in future.
5. Coaches are ideally placed to recruit the next generation of the coaching workforce.

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# 1. Introduction to SROI

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Social Return on Investment (SROI) is a framework that allows us to develop a much broader understanding of the value we create.

It enables us to look beyond the bottom line and take account of the important changes people experience which can often be more valuable than the end outcome itself.

For example, using a hypothetical example from the coaching industry, an evaluation of a project funded to develop 100 new coaches may focus purely on how closely that target has been met when the project is complete, rather than looking at what it actually means for those people to experience becoming a coach, as well as the impact their coaching sessions may have on others.

SROI captures value by looking beyond things that have a defined monetary value, like a car, house or item of clothing. It enables us to place financial values on anything, such as happiness and health, so we can better understand what people think are the most important changes they experience.

While SROI uses monetary figures to convey value, it is about much more than just money. However, it is generally accepted that money is the best proxy for value, as everyone knows what £1 is worth.

For example, if one person valued their happiness at £10,000 and a second person valued theirs at £20,000, we would immediately know that the second person values happiness more than the first, as we can easily compare those two values.

This idea is applied throughout SROI to help us understand the things that have the greatest value for people, and, once the results are analysed, which parts of our work create the most value (see Section 4.3 for more details). We can then use this information to inform our future activities.

This SROI report tells the story of the people involved in this evaluation. Their story is based on quantitative, qualitative and financial data, as well as being supported by an Impact Map which includes all the data used to calculate the final SROI ratio (i.e. for every £1 invested, £x of social value is created).

The evaluation strictly adhered to the SROI principles to ensure all readers can easily see the rigour applied within it and ideally, feel inspired to use the results to further develop the coaching industry.

The principles are summarised below, followed by a glossary of SROI terms which will help those new to SROI understand the terminology used in the report.

## **The 7 Principles of SROI**

### **1. Involve Stakeholders**

In SROI stakeholders are the people or organisations that experience change as a result of the activity being delivered. As they are the best placed to describe exactly what that change looked like and what it involved, they are central to SROI projects. Stakeholders are involved throughout SROI from the very start, to ensure SROI is stakeholder informed and the value measured is based on the testimony of those who helped to create it.

In this evaluation stakeholders were consulted multiple times, from the very start of the project right the way through to the end (and beyond, as they will be asked to help share the results with others to further advance this area of work).

### **2. Understand what changes**

SROI is about the changes our actions create and the value of those changes. This principle ensures any changes we identify, intended or unintended, positive or negative, are supported by theory and evidence that shows they have actually taken place.

In this report theory of change diagrams depict the changes identified for each stakeholder group. These diagrams are then explained in full using stakeholder data and data from existing sources.

### **3. Value the things that matter**

This principle is about putting financial values on the outcomes or changes that matter the most to stakeholders (see principle 4 below for more details of identifying the changes that matter the most).

In some cases this is less straightforward if outcomes or changes relate to things that do not normally carry a financial value, such as health and happiness. However, finding suitable ways to value all outcomes ensures we can understand just how much value our activities can create.

In this evaluation stakeholders were fully involved in the valuation process, however final decisions were stakeholder informed, rather than stakeholder led (as is the protocol in SROI). This ensured other important information could also be taken into account alongside the stakeholders' views (for example, existing valuations from reputable sources such as the Global Value Exchange website).

### **4. Only include what is material**

Materiality is a key concept in SROI. It ensures only the most important changes or outcomes are included in the final SROI calculations. This reduces any risk of organisations claiming value that has not been created by the activity under examination (or that cannot be sufficiently proven to be a cause of the activity under examination).

In this project all outcomes identified were subject to materiality testing. This ensured only outcomes that could be evidenced occurring as a result of the activities being delivered were included in the final SROI calculations.

## **5. Do not over-claim**

Linked to the principle above, this requires a number of concepts to be considered when analysing outcomes to ensure value is not over-claimed. For example, deadweight considers what would have happened anyway without the activity being delivered. If it is decided that a proportion of an outcome would have happened anyway, that proportion is not valued to ensure we do not claim more value than our activities actually create.

Other concepts that support this principle include attribution, which relates to the contribution others make to specific outcomes, displacement which assesses whether outcomes are displacing other outcomes that may have occurred anyway, and drop-off, which calculates by how much the impact of outcomes decreases over time.

Each of these concepts were applied to all outcomes that passed the materiality tests in this evaluation. Their inclusion is supported by data gathered directly from the stakeholders involved and from various existing data sources, all of which are referenced in the report. In addition, conservatism was applied wherever possible to ensure the final SROI calculations are as realistic and accurate as possible. This is detailed throughout the report.

## **6. Be transparent**

This is about being accurate, honest and open with the results of the evaluation and how these results came about. The report includes a rationale for every decision made by the author and the information that supports those decisions, whether that information was taken from stakeholders or from existing sources (or both). Stakeholders were involved every step of the way and the corresponding Impact Map enables readers to see exactly how the decisions made for each outcome translate into the final SROI calculation. The report also includes full details of all challenges faced and the limitations and risks which must be taken into account when interpreting the information.

## **7. Verify the result**

As subjectivity is an unavoidable part of SROI, appropriate independent assurance provides high-level validation of the decisions and judgements made. In this case the final report has been submitted to Social Value UK for independent verification (accredited practitioner standard) to both validate these results and empower the organisation to conduct further SROI projects with confidence in future.

### **1.1.1 Glossary of SROI terminology**

**Attribution** – a concept that helps assess how much of an outcome was caused by contributions made by other people or organisations.

**Chain of events** – a term used to describe a series of different outcomes that occur over a longer period of time. For example, short-term outcomes lead to medium-term and long-term outcomes.

**Deadweight** – a measure of the amount of outcome that would have happened even if the activity had not taken place.

**Displacement** – displacement occurs if value created displaces the same value from being created for other stakeholders. For example, an outcome of improved local crime rates may be identified, but there may be displacement if crime has simply moved to the neighbouring local area.

**Drop-off** – the extent to which an outcome deteriorates over time (year on year).

**Enabler** – enable change to happen, for example support provided to stakeholders from specific individuals.

**Impact Map** – the accompanying spreadsheet which includes all the data, information and calculations detailed in the report and which result in the final SROI calculation.

**Indicators** – ways of knowing that change has happened, these can be objective or subjective.

**Inputs** – the resources or contributions that make the activity being evaluated happen.

**Materiality** – materiality is a measure that helps determine which information is included in the final SROI calculation. Information is material if its omission will affect decisions and future actions.

**Outcome** – the change that results from the activity being evaluated. The main types are unintended and intended, positive and negative.

**Outputs** – quantitative description of an activity that has taken place as a result of the inputs that made it happen.

**Preventer** – prevents change from happening, for example a lack of motivation in stakeholders.

**Proxy** – an estimate used when an exact measure does not exist. For example, financial proxies for change that does not have a market price (i.e. confidence).

**Scope** – the boundaries of what will be included in the SROI analysis.

**Sensitivity analysis** – a process to test the sensitivity of the SROI to identify which variables have the most significant impact on the final valuation. This helps prioritise future activities and work.

**Stakeholders** – the people or organisations that experience change as a result of the activity being delivered.

**Theory of change** – the story of how the change identified came about. In diagrammatic form the theory of change shows how inputs and outputs lead to different outcomes for different stakeholder groups.

**The Global Value Exchange** – an online database of values, outcomes, indicators and stakeholders that enables information to be shared for free to improve consistency and transparency in social value research.

## 2. Background and Context

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This section of the report provides the context for this SROI evaluation. Sections 2.1 and 2.2 include up-to-date profiles of the UK coaching industry and the organisations working in partnership to conduct this research. Section 2.3 introduces doorstep sport, the specific type of coaching which relates to this SROI evaluation. And Section 2.4 explains the purpose of the evaluation.

### 2.1 Coaching in the UK

Below is a brief profile of the UK coaching industry<sup>2</sup>:

- There are 1.3 million sports coaches in the UK, coaching around 7 million participants;
- 70% of coaches are qualified;
- 70% of coaches are male, 30% are female;
- Around 16% are from Black and Minority Ethnic Groups (BME) and 8% are disabled, however this accounts for volunteer coaches only, the proportions are smaller when considering qualified coaches;
- Between two-thirds and three-quarters of coaches are volunteers;
- And a typical volunteer spends around three hours coaching per week. Part-time coaches spend 11 hours and full-time coaches 26 hours;

### 2.2 sports coach UK

As the national agency for coaching it is sports coach UK's role to lead, support and develop the UK coaching industry. We are a not-for-profit organisation with charitable status (No 327354). We are inspired by the knowledge that good sports coaches not only enhance sporting experiences, but increase and sustain active lifestyles. This in turn brings enormous health and well-being benefits to the nation. Our vision is to put coaching at the heart of sport, enabling every child, player and athlete to follow their dreams, have fun and fulfil their potential.

#### ***Working with our partners***

We support our partners to recruit, develop and retain the coaches they need to achieve their participation and performance goals.

Specifically, we:

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<sup>2</sup> Coaching Insights 2014-15, sports coach UK

- Champion and drive policy and investment in sport
- Support and challenge partners to improve their coaching systems
- Provide products and services to support partners and their coaches
- Provide research and share good practice that will benefit coaching

In England, we support 46 National Governing Bodies of Sport (NGBs) and 44 County Sports Partnerships (CSPs). In Scotland, Northern Ireland and Wales, we work with the three Home Country Sports Councils. We also work closely with a range of other partners across the sports industry, including StreetGames, a national sports charity.

## 2.3 StreetGames and Doorstep Sport

StreetGames is a sports charity that changes lives and communities by supporting a network of projects which give sports and volunteering opportunities to young people in disadvantaged communities across the UK.

Doorstep Sport is StreetGames' response to meeting the demand for sports participation from young people (14-25) living in disadvantaged communities. Young people from affluent communities are twice as likely to participate in sport. Put simply, this isn't fair. StreetGames recognised that the sporting offer had to change to meet the latent demand to play sport from those in disadvantaged communities. This resulted in doorstep sport being born. Doorstep Sport is sport delivered close to home:

*In the **right** place, at the **right** time, at the **right** price, in the **right** style<sup>3</sup>.*

| Right Place   | Right Time   | Right Price  | Right Style  |
|---|--|--|--|
| Ask people where they want to play.                                 | Ask people when they want to play.                                       | Ask people what is a reasonable contribution   | Style evolves overtime. Coach must be in charge but many good coaches do not appear to be. It is hard work to appear so laissez faire. |
| Be mindful of issues of territory                                   | A midnight session does not have to begin at midnight!                   | Assume the sessions will be free.  | Group cooperates and belongs to all participants. The more the solidarity the better the discipline.                                   |
| Be mindful of pre-history (are they barred from a Leisure Centre?)  | Late nights might suit late teens.                                       | Fundraising towards a specific event -a trip or tournament bonds a group.  | Skills and drills unlikely to engage target group. Have a session plan but be flexible. Find creative ways to teach skills.            |
| Participants might start on open space within their territory.      | Be mindful of working hours –not everyone works 9-5.                     | Do not expect all people to come at the start and leave at the end. The better the solidarity the better the attendance. | Participants might start on open space within their territory.   |
| Coach will be mindful of the advantages of moving indoors in winter | Community might want sessions at times when there are high rates of ASB. |  | Do not expect people change for the session or wear right gear.  |

<sup>3</sup> [https://www.sportscoachuk.org/sites/default/files/4A%20-%20SCUK\\_Coaching\\_Summit\\_2012\\_-\\_Doorstep\\_Sport\\_Approach\\_Workshop\\_-\\_16May12\[1\].pdf](https://www.sportscoachuk.org/sites/default/files/4A%20-%20SCUK_Coaching_Summit_2012_-_Doorstep_Sport_Approach_Workshop_-_16May12[1].pdf)

|  |  |  |   |
|--|--|--|---|
|  |  |  | Do not expect clear cut age groups in each session. Keep older group separate –it’s not cool to play with 14 year olds. |
|  |  |  | Coach knows participants individually and has a progression plan for each.  |

The style of doorstep sport is crucial, as this ensures the sport provided is what participants want. StreetGames understands young people from disadvantaged communities want a varied, vibrant coaching offer, including a number of different sports, not just one. To provide this, the Doorstep Sport programme needs coaches who:

- Have empathy with their participants;
- Understand the types and formats of sport they want to play;
- Have the ability to be flexible and adaptable in order to coach them effectively.

To meet the third point above, StreetGames recognised the need to ensure Doorstep Sport coaches have solid multi-sport and multi-skill foundations and are suitably qualified. However, those from disadvantaged communities face more barriers to becoming qualified coaches than those from more affluent areas. In response to this, StreetGames was supported by sports coach UK to develop the Level 2 Doorstep Sport Coaching programme.

The programme enables coaches to gain their qualifications in a more cost-effective manner and in the doorstep sport multi-sport context. StreetGames’ creative delivery style and ability to deliver in different, non-traditional ways, ensures all learners find the experience memorable while being challenged and inspired throughout.

Many doorstep coaches are ‘homegrown’ – i.e. their journey in doorstep sport started as a participant, transitioning through to volunteering and progressing onto coaching, and often ending in an employed coaching position. As the offer is based in disadvantaged communities, StreetGames’ know some of the difficulties coaches have faced, and how their coaching role has changed their lives for the better, as well as the lives of those around them.

StreetGames offers its projects, expertise and training programmes to organisations in disadvantaged communities across the UK.

## 2.4 Why SROI? Purpose of the Evaluation

Both sports coach UK and StreetGames share the strong belief that high quality coaching has significant benefits for individuals and wider society.

Our research to date has helped us begin to evidence this belief by showing the positive impact high quality coaches can have by delivering high quality coaching sessions.

For example, our Participant Surveys show coaching has a positive impact on peoples' enjoyment of sport, the time they spend playing and their passion and commitment to it<sup>4</sup>. The research also shows that the higher the quality of the coach delivering the session, the more likely it is that participants will experience these positive impacts<sup>5</sup>.

However, while the strength of this evidence helps us communicate the positive impact of coaching for participants, there remains a need to further evidence the broader value of high quality coaching, for example, the value to coaches themselves and to wider society.

Public funding in all sectors is under ongoing review, and coaching is not immune from the pressure to show return on investment. The Government's<sup>6</sup> new sport strategy aims to look beyond simply participating by focusing on how sport can change lives and act as a force for good. It identifies five key outcomes that sport must deliver in future - physical health, mental health, individual development, social and community development and economic development.

Both sports coach UK and StreetGames believe coaches can deliver all of these outcomes - for themselves, their participants and their communities. However, both organisations understand that high quality coaching must be based on a foundation of high quality education and training for coaches.

This type of quality training provision requires significant ongoing investment. Therefore, to help us make the case for sustained investment in coaching, sports coach UK turned to SROI.

The SROI methodology enables us to understand and, for the first time, evidence, the value of developing high quality coaches with the ability to deliver high quality coaching sessions.

This is a ground-breaking piece of work for the coaching industry. It enables us to look beyond the impact of coaching for participants and answer the following key question:

***What is the value of developing coaches to deliver high quality coaching sessions (in Tyneside)?***

As well as helping make the case for coaching even stronger, and raising the profile of the industry, this in-depth evaluation will show how coaching can deliver the Government's key outcomes, as well as helping us identify good practice in the coach development process, identifying areas for improvement in future.

#### **2.4.1 Research partnership with StreetGames**

The decision to conduct the SROI evaluation in partnership with StreetGames was based on our shared belief that developing coaches to deliver high quality coaching sessions is of significant benefit to society.

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<sup>4</sup> The Impact of Coaching on Participants, 2014 and 2015 reports, sports coach UK

<sup>5</sup> Ibid

<sup>6</sup> Sporting Future: A New Strategy for an Active Nation, December 2015, HM Government

We also share the same view on what constitutes high quality coaching. We believe it is dependent upon the presence of a (minimum) Level 2 qualified coach who has proven their ability to deliver high quality sessions through a structured training programme.

The StreetGames Level 2 Doorstep Sport Coaching Programme meets this definition and provided a suitable example upon which to base this evaluation.

The training programme comprises two qualifications accredited by 1<sup>st</sup>4Sport, a leading Awarding Body in the sports coaching industry. The qualifications meet nationally agreed quality standards and this, combined with existing research on the impact of the programme conducted by StreetGames, confirms it develops high quality coaches - they have proven, through their achievement of the award, their ability to deliver high quality coaching sessions.

The programme is delivered to cohorts of individuals who develop their coaching ability in the same way (i.e. on the same training programme/qualifications), at the same time, to nationally agreed quality standards and in comparable local contexts. This ensures we can compare the training experiences of the individuals involved in the evaluation (and the organisations providing the training) as they have undertaken the same coach development journey.

As the programme involves a level of investment it also enabled us to calculate inputs, or the cost of making the activities (i.e. the coaches' training) happen.

On completion, coaches move into the delivery phase of their coach development journey - a qualified coaching role where they are given responsibility of leading coaching sessions. We were also able to assess the costs of making these activities (i.e. the sessions they delivered) happen, and analyse the value they created, therefore the value of this second phase has also been identified.

The following section provides full details of these two distinct development phases and in doing so, confirms the scope of the evaluation.

### 3. Scope of the SROI Evaluation

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This section of the report builds on the context provided in Section 2 by clarifying the specific activities that are within the scope of this SROI evaluation. It is these activities that, when analysed, enable us to answer the overarching research question - ***What is the value of developing coaches to deliver high quality coaching sessions (in Tyneside)?***

As Section 2.4.1 above suggests, the activities within the scope occur during two key phases of the coach development process.

Section 3.1 provides an overall view of this process including summarising the other development phases which, while not within the scope of this evaluation, are beneficial to understand.

Sections 3.2 and 3.3 then detail the specific activities that are within the scope of the evaluation. Finally, Section 3.4 explains why the scope of the evaluation focuses on activities delivered to a specific cohort of five coaches in Tyneside.

#### 3.1 The Coach Development Process

The question this SROI evaluation aims to answer relates to the final two phases of the coach development process<sup>7</sup>:

- Developing high quality coaching ability by completing a Level 2 training programme
- Delivering high quality coaching sessions (i.e. putting the Level 2 learning into practice)

However, there are a number of crucial development phases prior to these which, contextually, are worth understanding. The diagram below illustrates the typical coach development process for an individual in the doorstep sport context<sup>8</sup>.

Usually starting as a participant in a doorstep sport coaching session, individuals who express an interest in coaching are interviewed by the organisation providing the session (where further coaches are required and opportunities exist). If their interest and motivation towards the role matches the organisation's aims and values, they begin their coaching journey by working as a volunteer alongside qualified (Level 2) coaches, attending existing coaching sessions and learning from their more experienced colleagues. The organisation providing the volunteer opportunity nominates a Project Co-ordinator who works closely with the volunteer, offering mentoring and support throughout their coach development on a one-to-one basis.

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<sup>7</sup> I.e. the process to develop a coach to the point at which they can deliver coaching sessions. Development often continues beyond this point as qualified coaches seek to progress to higher levels.

<sup>8</sup> For the purposes of this evaluation the example focuses on doorstep sport however the journey is comparable to the coach development journey for an individuals in a non-doorstep sport context.

The volunteering phase can last from six months, to one, two or even three years, depending on the ability of the individual. During this time they will gather coaching experience by assisting qualified coaches as they deliver sessions in a range of environments (the Project Co-ordinator identifies existing coaching sessions which the volunteer attends to assist their development). This could include with school-aged children (4 to 9 years old), teenagers, gender specific groups, adult participants and people with disabilities. This provides volunteers with experience of coaching in different settings and for participant groups with different needs (something they will encounter as a qualified doorstep sport coach).

There may also be the opportunity for volunteers to undertake pre-Level 2 qualifications, such as Level 1 coaching awards (often known as Assistant Coach, developing the ability to work alongside the Level 2 coach leading the session) or Activator awards (short courses aimed at getting more people playing sport), where funding is available and where Project Co-ordinators believe the training would benefit the volunteers' development.

While volunteering the Project Co-ordinator monitors the individual and determines whether they possess the level of competence required to successfully complete the Level 2 programme (in cases where individuals are not deemed sufficiently competent further volunteering experience and support is provided, potentially including pre-Level 2 coaching qualifications). Those deemed 'ready' for the Level 2 programme are sponsored (i.e. funding is provided, often through Local Authority funding mechanisms) by the organisation providing the coaching sessions. They are then ready to start their Level 2 training - i.e. Phase 1 in the diagram below.

## Typical Doorstep Sport Coach Development Process



Participate in sessions and express an interest in coaching



Suitability assessed by organisation (where further coaches are required)



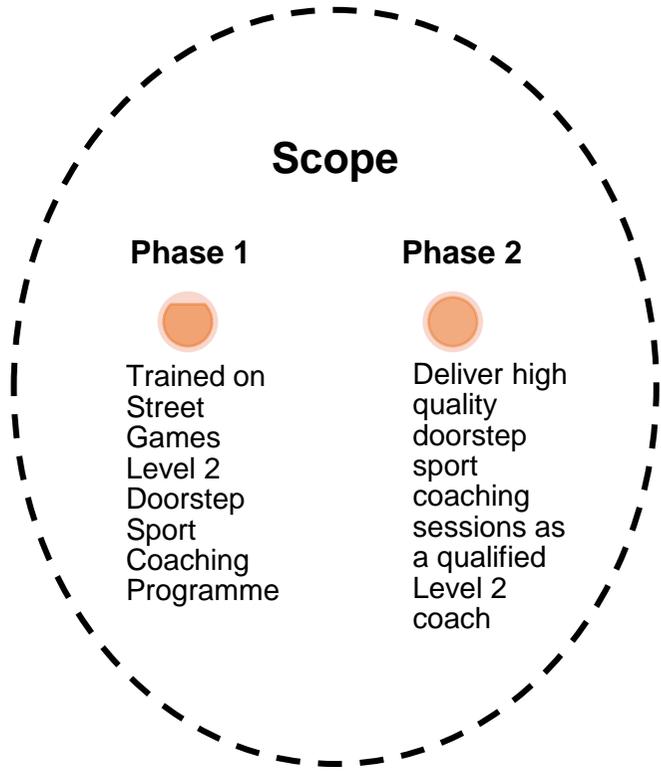
Volunteer alongside qualified coaches in various environments



Organisation monitor and evaluate individual, assessing suitability for Level 2 training



Organisation sponsor individual for Level 2 and arrange training



The importance of these pre-Level 2 development phases and the support provided to coaches throughout, particularly by Project Co-ordinators, cannot be understated. As initial stages of the coach development process they are crucial for every doorstep sport coach, as they prepare them for their Level 2 training and the ultimate goal of delivering coaching sessions.

However, given the variability in terms of how long these development phases last for each individual coach (it could be as little as one or as much as three years), and the resources available to conduct this work<sup>9</sup>, these activities are considered outside the scope of this SROI evaluation (as illustrated in the diagram above).

Instead, the evaluation aims to answer the overarching research question – ***What is the value of developing coaches to deliver high quality coaching sessions (in Tyneside)?*** – by focusing on the activities within the final two development phases. They are referred to as:

- **Phase 1 - The Training Phase** – analysing the value created by developing a coach using the Level 2 Doorstep Sport Coaching Programme
- **Phase 2 - The Delivery Phase** – analysing the value created by a coach then delivering high quality coaching sessions

An alternative approach to the evaluation may have been to analyse the value created in either Phase 1 *or* Phase 2, but not both. However, on reflection we believe there are significant limitations to that approach.

Only analysing Phase 2 would neglect the importance of the training process, during which significant outcomes occur. In addition, delivery in Phase 2 cannot happen without Phase 1 being completed first - only Level 2 qualified coaches are permitted to and capable of leading coaching sessions - therefore the two Phases must be considered two parts of the same process.

Similarly, only analysing Phase 1 would represent an abrupt end to the coach development process. Why analyse the value created by developing a coach only to then ignore the value they create once they reach the end goal of delivering coaching sessions, which is why they started the process in the first place?

Analysing both Phase 1 and 2 enables us to understand the overall value of these two development phases, or in other words, the value of developing coaches to deliver high quality coaching sessions.

Focusing on these two phases, Sections 3.2 and 3.3 below provide details of the specific activities within the scope of the evaluation.

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<sup>9</sup> Approximately one year of sports coach UK's Research Team time was budgeted for this work though this was surpassed.

## **3.2 Phase 1 – The Level 2 Doorstep Sport Coaching Programme**

For Phase 1, the activity within the scope of the evaluation is the Level 2 Doorstep Sport Coaching Programme, delivered in Tyneside at Tyne Metropolitan College to a cohort of five coaches during the 2013/14 training year. The inputs or costs of providing this training to this cohort of coaches are detailed in Section 6.1.

The programme combines two accredited qualifications delivered in the context of doorstep sport - the Level 2 Certificate in Principles and Preparations for Coaching Sport and the Level 2 Award in Multi-Skills Development.

There are six tutored (classroom) days and all tutors are experienced in delivering training in the doorstep sport context. This means they can support coaches to use their personality, experience and local knowledge to create engaging activities for the Doorstep Sport setting. The challenge for coaches is to develop sessions which meet the needs and motivations of the people they will coach.

As participants will have different needs and preferences for different sports, the programme develops coaches' understanding of the generic movement skills that underpin all sports. Coaches can then develop their participants' skills, increasing the likelihood of them developing sporting habits for life, as they learn to move well and develop confidence in their sporting competence. As self-determination theory research has shown, when the psychological need to feel competent is met people experience enhanced motivation, enjoyment, effort, persistence, performance, and psychological well-being<sup>10</sup>.

Alongside the six tutored days coaches completed a portfolio of evidence through the course of the year. The portfolio demonstrates the coaches' ability to plan and deliver sessions which achieve a range of outcomes for participants, depending upon their individual needs.

Evidence for portfolios is gathered through group work, discussions with other coaches, photographs and videos. The final assessment involves coaches' delivering a doorstep sport session in the presence of a trained assessor who verifies their competence. If successful, coaches are awarded the Level 2 qualifications and considered competent to deliver their own doorstep sport coaching sessions. They then progress into a qualified coaching role with an organisation providing doorstep sport coaching (providing opportunities are available). They are then ready to take their first steps as fully qualified coaches and begin delivering their own sessions.

## **3.3 Phase 2 – Delivering high quality coaching sessions**

The activities within the scope of Phase 2 are the doorstep sport coaching sessions delivered between September 2014 and May 2015 by the same cohort of five coaches who completed their Phase 1 training (the Level 2 Doorstep Sport Coaching Programme) in Tyneside in the 2013/14 training year.

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<sup>10</sup> Self-Determination Theory and Young People, for sports coach UK, University of Gloucestershire, School of Sport and Exercise, 2015

The coaching sessions were delivered on behalf of the same three organisations that supported the coaches throughout their Phase 1 training.

As detailed in Section 2.3 a key feature of doorstep sport is that it reflects the needs of the people it is delivered to and the communities it is delivered in.

This means that although everyone who has completed the Level 2 training programme has undertaken the same Phase 1 development journey (as noted in Section 2.4.1 above), the coaching sessions they go on to deliver in Phase 2 can vary, depending on the organisation they are delivering for, its aims and objectives, the needs of its participants and where it is based. For example, while all sessions are delivered in the doorstep sport context, a competitive session will be very different to an introductory sport session for disabled participants.

As SROI requires consistency between the outcomes identified for stakeholders and the activities they experienced, it was crucial to ensure the coaching sessions included within the scope of Phase 2 were delivered by the same coaches and for the same organisations that supported the coaches' development in Phase 1. This ensured consistency between the activities experienced by all stakeholders in both phases.

Details of the three Tyneside-based organisations who supported the coaches throughout Phase 1 and for whom the coaches delivered coaching sessions for in Phase 2 are below. The organisations were included as one of the evaluations three key stakeholder groups (alongside coaches and participants, see Section 4 for full details).

The boxes below provide details of the organisations' aims and objectives and the specific activities (i.e. coaching sessions) that are considered within the scope of Phase 2.

Section 3.4 then explains why a cohort of coaches in Tyneside was chosen as the basis for the evaluation.



## Background

Based in Westgate, Hat-Trick aims to use sport as a tool to encourage people, particularly young people, to become more physically active, confident and aspirational. It provides doorstep sport coaching sessions in the local community and is totally inclusive regardless of ability and background<sup>11</sup>. Hat-trick offers volunteering opportunities to young people, giving them the opportunity to develop themselves as coaches as well as changing their behaviour and attitude and enhancing their career prospects. The organisation provides coaching sessions at local schools during lunchtimes, at after school clubs and unique sessions for specific participant groups, for example women and girls on Thursday evenings. Sessions are mostly free to attend and delivered as close to participants' homes as possible. As well as offering volunteering opportunities Hat-trick employ paid coaches who have successfully completed the Level 2 Doorstep Sport Coaching Programme.

## Scope

<sup>11</sup> <http://hat-trick.org.uk/about-us>

The Hat-trick activities within the scope of Phase 2 are the coaching sessions delivered by two Hat-trick coaches between September 2014 and May 2015.

One coach delivered doorstep sport coaching sessions at a local school in Westgate, both at lunchtime and during curriculum time PE lessons. Sessions were delivered to a total of 50 participants aged 4-9 (all 50 children together at a one hour lunchtime session combining competitive and non-competitive football, games (i.e. British bulldog) and dancing activities, and in separate PE classes throughout the week dependent upon age). The aim of the sessions was to engage the children in physical activity as the school had identified that outside of normal school hours the children were not physically active. The school hoped increased engagement in physical activity would benefit the children's' health, relationships between the pupils and potentially even classroom behaviour.

The second coach delivered doorstep sport coaching sessions to adult women at a local sports centre also based in Westgate (14 participants aged 19+). The sessions took place on Thursday evenings and aimed to engage local women in sport, focusing on those who were not currently physically active. As well as helping more women to become physically active and realise the health benefits this brings, the sessions aimed to foster community cohesion by helping the women make new friends and enhance their social lives.

Despite the clear difference in ages between the two groups coached by these two coaches, the sessions they delivered were based on meeting the same core aim – engaging more people in sport and physical activity and encouraging them to be active. The content of the sessions was so similar either coach was able to lead them. For example, in the event that the nominated coach could not attend for unforeseen reasons, the second coach would step in (potentially at very short notice). This similarity between the sessions was evident in the fact that both adults and children in the participant stakeholder group experienced the same outcomes (when considering the outcomes valued in the final SROI calculation).



## **Background**

Sport North Tyneside (SPNT) is an initiative between North Tyneside Council and Sport England, set up and funded to help more people get involved in sport and live fit and healthy lives. As part of the initiative, the StreetGames Sport North Tyneside Volunteer Programme is aimed at young people aged 16-25 who are interested in gaining experience, qualifications and giving something back to their local community. Volunteers are trained through the StreetGames Level 2 Doorstep Sport Coaching Programme before helping to deliver coaching sessions. This includes for Us Girls Alive projects aimed at engaging girls aged 16-25 in sport and physical activity, or in doorstep sport clubs established in local communities for 14 to 25 year olds who would not normally have access to mainstream sport offers (i.e. because they are too expensive or located too far away).

## **Scope**

The SPNT activities within the scope of Phase 2 are the coaching sessions delivered by one SPNT coach at a doorstep sport club in Howdon between September 2014 and May 2015. The sessions took place on Thursday evenings and were open to young people of all ages. The aim of the sessions was to engage inactive young people in sport and physical activity (including football, rounders, dodgeball and handball), recognising that while they wanted to play competitive and non-competitive sports they were unlikely to access these at traditional sports clubs (which were either too far away, too expensive, or both).

NB: it is important to note that the outcomes experienced by participants who attended these sessions were not included in the final SROI calculations, as evidence from the stakeholder consultations showed the achievement of these outcomes was not sufficiently attributed to the SPNT coach included in the evaluation.



## Background

The NESA Coaching Academy at Tyne Metropolitan College is open to students undertaking education courses at the college. The Academy offers students the opportunity to develop themselves as volunteers. This includes by undertaking coaching qualifications and taking up opportunities to deliver sessions in the local community. Through its local links the Academy can provide volunteering opportunities at regional events like the Great North Run, or more local opportunities such as running doorstep sport coaching sessions at local schools. Volunteers are funded for the qualifications and the experience they gain can be added to their CV. Being part of the academy opens up many doors for learners during their experience at the college and later in life<sup>12</sup>.

## Scope

The NESA activities within the scope of Phase 2 are the coaching sessions delivered by two NESA coaches in a local primary school in Denbigh, between September 2014 and May 2015. The sessions took place after school at a Change for Life afterschool club (an NHS scheme which aims to get people eating more healthily and moving more). The sessions aimed to help children aged 4-9 become more physically active. Doorstep sport was used as most of the participants were not interested in engaging in traditional sports, however they showed an interest in games-based activities such as capture the flag, which doorstep sport coaches are capable and qualified to deliver. The sessions lasted one hour and were run twice a week, with each coach responsible for one session each.

The inputs or costs of the three organisations providing the coaching sessions detailed above are included in Section 6.1.

### 3.4 Scope – why a cohort of coaches in Tyneside?

The cohort of five coaches in Tyneside was chosen as the basis for this SROI evaluation as this group of coaches experienced the same activities within the scope of Phase 1 and 2.

- **Phase 1** – the five coaches completed their training alongside each other at Tyne Metropolitan College in the 2013/14 training year. They were supported by the three local coaching organisations profiled in Section 3.3 above.
- **Phase 2** – once qualified the five coaches delivered coaching sessions on behalf of the three organisations that supported their development in Phase 1. The sessions took place in the same local communities (i.e. Tyneside) and were structured around meeting the same aim for their participant groups – engaging more people in sport and helping them become more physically active.

<sup>12</sup> <http://www.northeastsportsacademy.co.uk/coachingacademy>

Identifying a sample of coaches who experienced the same activities in both Phase 1 and 2 enabled us to calculate an overall value of the two Phases (i.e. the value of developing coaches to deliver high quality coaching sessions).

A recognised limitation of this approach is that it is based on a small cohort of coaches and therefore a smaller sample than originally envisaged when planning this work.

This means the results, and the value identified, can only be attributed to this cohort of coaches in Tyneside. The SROI calculation cannot be used as the generic value created by coaches across the country.

This does not, however, stop other organisations seeking to provide high quality coaching from learning from the research or from replicating similar coaching approaches in future. The project aims to magnify the experiences of this small cohort of coaches so the wider coaching industry can both learn and ideally experience similar results in future.

A further limitation of the approach, which the industry should consider when learning from this work, was also identified.

Involving a larger sample of coaches could potentially have identified greater variety in terms of the coaches' backgrounds and the coaching sessions delivered during Phase 2. For example, no coaches from black and minority ethnic backgrounds (BME) or coaches with a disability were included in this SROI evaluation, nor were any coaching sessions delivered for different aims, such as sessions specifically for people with disabilities.

Analysing the experiences of these coaches and the changes occurring from these types of sessions may identify different outcomes to those identified in this evaluation. As such social value created by these types of coaching is likely to exist but remains unaccounted for.

To overcome this we recommend that any future SROI evaluations in the coaching industry consider the potential benefits of a wider scope that focuses on a larger cohort of coaches, or a scope which focuses on coaches and organisations delivering sessions that meet different aims for different participant groups.

#### ***Summary - the scope of the evaluation covers...***

- A cohort of 5 coaches based in Tyneside;
- The activities they experienced in Phase 1 (their Level 2 training) and Phase 2 (the coaching sessions they went on to deliver).

Section 4 below includes full details of the stakeholders involved in the evaluation and the methods of consulting them throughout.

## 4. Stakeholder involvement

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Section 4.1 clarifies how stakeholders were identified, including those excluded from the evaluation and the reasons why.

Section 4.2 confirms the sampling method and the approach taken to overcome any risks and limitations identified in this process. This includes details of proxy stakeholders consulted, the reasons for their inclusion and the limitations with this approach. Finally, Section 4.3 sets out the methodology used to involve stakeholders throughout the evaluation.

### 4.1 Identifying stakeholders

Identifying stakeholders was an ongoing process throughout the evaluation. It was informed by the guidance provided by the SROI Cabinet Office and began with an outline list of all stakeholders who were expected to experience some kind of change as a result of the activities delivered in Phase 1 and 2. The list was refined as stakeholders were consulted. The process undertaken is summarised in the following four stages:

1. Initial discussions with senior StreetGames staff to produce a list of all stakeholders who could potentially experience change as a result of the activities delivered in Phase 1 and 2 (i.e. the training programme and the coaching sessions delivered after the coaches qualified). These discussions also sought to identify what the change could potentially look like for the different stakeholder groups (informed by prior knowledge of delivering Phase 1 and 2).
2. Review the list developed above with the key stakeholders identified who play a role in delivering Phase 1 and 2 activities. For example, the Tutor who provided the classroom learning elements for the two qualifications in Phase 1, and Project Co-ordinators from the three organisations who supported the coaches throughout Phase 1 and arranged their coaching sessions in Phase 2.
3. Final review of the list with the coaches themselves. This stage included a thorough assessment of the potential outcomes stakeholders may experience and gathering contact details and/or data to confirm whether or not the expected changes had actually happened (and to what extent).
4. Re-analysis of the list at the end of the data collection stage, after finalising the theories of change and conducting a materiality assessment of the outcomes identified<sup>13</sup>. This enabled an assessment of how material the changes were for different stakeholder groups.

When considering the involvement of each stakeholder group the data gathered from the process above was analysed, its robustness was considered and the SROI Network

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<sup>13</sup> In line with the SROI Network/Cabinet Office's additional materiality guidance, based on the AccountAbility AA1000AS standard.

guidance on materiality<sup>14</sup> referred to. Specifically, this involved asking the question “*if this stakeholder group is left out, will it make a difference to the SROI calculation or future decisions?*”

Where the answer was no, stakeholder groups were omitted on the basis of materiality (and a lack of robust evidence). Crucially, leaving these stakeholders out would make no difference to the SROI calculation or the decisions that may be made as a result of it.

The full list of stakeholders and reasons for their inclusion or exclusion in the evaluation is detailed in Table 1 below.

**Table 1 Stakeholder Involvement and Selection Rationale**

| Stakeholder  | Included/Excluded and Reasons Why  |
|--------------|--|
| Coaches      | <p>Included – the beneficiaries of the activities (i.e. the training) delivered in Phase 1 and the stakeholders whose work delivering sessions in Phase 2 creates outcomes for other stakeholder groups. Without the coaches the SROI evaluation could not progress.</p> <p>Despite the evaluation focusing on a relatively small cohort of coaches in Tyneside (5), different outcomes were identified for individuals in this group. This led to the identification of two sub-groups of coaches - a group of paid coaches motivated to start a career in coaching and a group of volunteer coaches motivated to volunteer to enhance their educational prospects.</p> <p>Section 5.1 includes two coach theories of change to signify the different outcomes experienced by these two sub-groups. The analysis of outcomes in Section 5.1 and the Impact Map also consider the difference between these two groups.</p> <p>No other sub-groups of coaches were identified from the sample included in the evaluation. The outcomes identified were not experienced differently by male or female coaches, or on the basis of age or ethnicity. Nor were any different or new outcomes identified for coaches linked to these variables.</p> |
| Participants | <p>Included – the people who receive coaching from the coaches in Phase 2 are key stakeholders. We know from existing research that coaching has a positive impact on people who play sport<sup>15</sup>. We therefore expected a number of outcomes for participants and started the evaluation with the intention to include them in the project. Especially as those attending doorstep sport coaching sessions live in communities which face more barriers to participating in sport (i.e. they are therefore more likely to experience the positive impacts of participating in coached sessions as it is a brand new experience for many).</p> <p>Interviews with the coaches, the Tutor and Project Co-ordinators, prior to interviews with participants themselves, identified a number of potential outcomes that participants may experience as a result of the coaching they receive.</p> <p>Interviews with the participants (and proxy stakeholders – see Section 4.2.2 below) as well as analysis of existing research confirmed that many of the outcomes expected for this group did occur. Participants were therefore included in the evaluation as a key stakeholder group.</p>  |

<sup>14</sup> Supplementary Guidance on Materiality, Cabinet Office/SROI Network

<sup>15</sup> The Impact of Coaching on Participants 2014-15, sports coach UK

|                     |   |
|---------------------|---|
|                     | <p>Outcomes for participants were only identified for the participants who received coaching in Phase 2 from the cohort of five coaches included in the evaluation. These were the only participants who experienced outcomes related to activities within the scope of the evaluation.</p> <p>While the coaches were also involved in coaching sessions during Phase 1 (when gathering evidence for their training programme portfolio), they were not yet qualified at that stage. The sessions they were involved in in Phase 1 were existing coaching sessions (i.e. they would have happened anyway regardless of whether the coach undertaking their Phase 1 training attended) led by a more experienced, qualified Level 2 coach. Therefore, any outcomes participants experienced from these sessions occurred as a result of a different activity (i.e. a session delivered by an already qualified Level 2 coach) rather than the activity within the scope of the evaluation (i.e. the Phase 1 training programme or a coaching session delivered by one of the coaches trained in Phase 1). This distinction ensures that all the outcomes identified for participants are directly linked to the activities within the scope of the evaluation (i.e. the coaching sessions delivered by the five coaches in Phase 2).</p> <p>The participant stakeholder group was also divided into two sub-groups of children and adults (school and non-school age participants). This is illustrated in the theory of change, however both groups are included in the same theory of change diagram as although different outcomes were identified for them, the different outcomes they experienced were not included in the final SROI calculation (the reasons for omitting these outcomes are explained in full in Section 5.3). The outcomes for participants that were included in the final calculation were the same for both sub-groups.</p> <p>Finally, the participant stakeholder group also included some of the five coaches' friends who attended the sessions the coaches delivered in Phase 2. Their experience of the sessions identified potential outcomes for them. These are discussed in full in the 'Friends of the coach' section below.</p> |
| <p>Organisation</p> | <p>Included – initially this stakeholder group was called 'Project Co-ordinators' reflecting the fact that the coaches' experiences created outcomes for these individuals, who they were supported by throughout Phase 1 and 2. However, interviews with both groups showed outcomes experienced by Project Co-ordinators were actually outcomes for their organisation rather than themselves. For example, the coaches' work freed up time for the Project Co-ordinators to work on other tasks. While this was initially seen as an outcome for the Project Co-ordinator, interviews with them showed it was actually an outcome for the organisation, as the Project Co-ordinator would spend the time freed by coaches doing other work for the organisation. They did not benefit from having more free time to do whatever they wanted, the organisation benefitted from them having more time to do other tasks. The outcome was therefore that the organisation became more productive overall.</p>   |
| <p>Tutor</p>        | <p>Excluded – initial scoping interviews with the course tutor who delivered the training within the scope of Phase 1, and senior StreetGames staff, suggested Tutors can be inspired and challenged by coaches, so much so that it could lead to a change in how they conduct their work (and therefore a material outcome). However, in this instance a subsequent in-depth interview with the Tutor who delivered the Phase 1 training showed no expected outcomes were identified. While the Tutor did suggest the group of coaches were inspiring, it did not change her approach to work or lead to any other kind</p>  |

|                             |   |
|-----------------------------|---|
|                             | <p>of change or outcome for her. Therefore on the basis that there were no outcomes for the Tutor this potential stakeholder group was excluded from the evaluation<sup>16</sup>.</p>   |
| <p>Friends of the coach</p> | <p>Excluded – there are two elements to this group. Firstly, the coaches’ close friends. Scoping discussions with senior StreetGames staff identified the possibility of negative outcomes for them, if, for example, coaches had moved away from their local peer group and spent less time with them to concentrate on their coaching (this was identified by StreetGames staff from their experience of developing doorstep sport coaches in other areas of the country). However, interviews with coaches did not identify evidence of this happening for them. While the coaches noted that their close friends were proud of their achievements they felt this did not change their relationship in a material way. A further interview conducted with one of the coaches friends confirmed this point (<i>“I would be proud of him whatever he did and we support each other so I wouldn’t say the relationship changed for me in any way, really”</i>). This viewpoint suggested close friends of the coaches did not experience any material outcomes and therefore this group was omitted from the evaluation.</p> <p>Secondly, some of the coaches’ other friends were also considered who, while not as close in friendship terms, they knew either through college or through their mutual love of sport (for coaches who confessed a love of sport). The evaluation gathered some evidence that some of these friends participated in some of the coaches’ Phase 2 coaching sessions, or were aware of the work their friends were doing to deliver those sessions. This raised their interest and in some cases inspired them to enquire about following in their friends’ footsteps and starting to coach themselves, for the same local organisations in Tyneside. Evidence also showed some of the coaches encouraged friends to make an enquiry about taking up a coaching role for the same local organisation in Tyneside (so they could realise the same benefits of being a coach). This suggested an unexpected outcome of coaches’ inspiring and motivating their friends to enquire about becoming coaches themselves. This potential outcome was discussed further during interviews with the friends themselves, coaches and the Project Co-ordinators responsible for managing coaching enquiries for the three organisations in Tyneside. The interviews uncovered evidence that the outcome had happened within the scope of the activities included in this evaluation, and as such it could not be omitted from the evaluation.</p> <p>However, analysing the evidence relating to this outcome raised a further question. Which stakeholder group is this an outcome for, the friends who are motivated/inspired to enquire or the three organisations in Tyneside who receive the enquiries from the prospective coaches?</p> <p>We believe the question is relevant as, once friends are inspired/motivated to enquire about a coaching role, they have effectively started their coach development journey. However, they are at the very first stage of the journey as illustrated in Section 3.1, and it is possible that the enquiry will go no further, if for example, the organisations have no coaching positions available for them at that time. So, at the point in time that the enquiry happens, a change for both groups is evident. Firstly, the friend has started their development as a coach by enquiring about a coaching opportunity. And secondly, the organisation in receipt of the enquiry has access to a potential new coaching recruit who has been presented to them without any work or input on the organisations’ own part.</p> <p>This raised the question, for which stakeholder group (friends or organisation) is this change most significant for? We cannot claim the value of the outcome for both</p> |

<sup>16</sup> While the Tutor was not included as a stakeholder the Tutor costs were included in the inputs calculations, as the delivery of Phase 1 training could not happen without their input.

stakeholder groups as this would be double counting (as they both occur as a result of the same activity – being inspired/motivated by the coach). Therefore we re-contacted the coaches and their friends at the end of the evaluation to identify further evidence to fully answer this question and help decide which stakeholder group this outcome should be allocated to.

Initially, evidence collected from friends, coaches and the Project Co-ordinators showed 92 additional enquiries had been made to the three local organisations regarding coaching roles and these were shown to be a result of being inspired/motivated by the coaches' in Phase 2. Of this total, 90 enquiries resulted from the work of the volunteer coaches from NESAs Coaching Academy and these remained enquiries only, as NESAs was not, at the time, in the position to take on any more coaching recruits (i.e. those 90 were signed up and added to the organisations' recruitment pool but did not progress any further beyond the enquiry stage as development opportunities were not yet available). The other two enquiries were linked to the paid coaches involved in the evaluation (from Hat-trick Project). However, additional evidence gathered at the end of the evaluation, from the two friends who enquired, showed they had first been inspired by attending sessions delivered by a qualified Level 2 coach who was not part of the evaluation cohort and whose delivery was therefore not within the scope of this evaluation (these sessions were delivered before Phase 1 commenced).

Originally, evidence suggested they were inspired by the sessions delivered by their friends (the coaches) in Phase 2, and this led them to enquire about a position for themselves, following which they started to volunteer. But the new evidence identified showed they had already been inspired by sessions they attended before this time. Therefore the outcome for these two individuals happened as a result of activities outside the scope of this evaluation (i.e. sessions delivered by a coach prior to Phase 1). They were inspired by the coaches delivering sessions in Phase 2, but this was not what led them to make an enquiry, as they had already taken that decision based on being inspired at the earlier sessions.

*"I got into coaching from coming to football sessions with Mel<sup>17</sup> (Level 2 coach who qualified before the activities within the scope of this evaluation), she used to run the football sessions and that just led to me coming to here. Sian encouraged me too, and is inspiring but Mel's were the first sessions [to inspire and encourage me]."*

As the original evidence showed the two paid coaches did actively aim to inspire/motivate others to consider and enquire about coaching, the report recognises that all coaches can make this outcome happen, not just the sub-group of volunteer coaches. However, in the SROI calculation the quantity of change for this outcome only takes account of the change brought about by the work of the volunteer coaches (as we can only evidence that the change happened as a result of activities within the scope for this sub-group of coaches (i.e. the 90 enquiries resulting from their work in Phase 2).

Having clarified that the evaluation only claims value for the outcome of 90 new enquiries for the NESAs Coaching Academy, we were able to make a decision on which stakeholder group the outcome should be allocated to. As the enquiries went no further than the initial enquiry stage, we believe the outcome is more significant for the organisations (i.e. NESAs) than the friends themselves. This is because 90 new enquiries brought about by the coaches, rather than by the work of the organisation/Project Co-ordinator, was shown to present significant savings in terms of recruitment costs (i.e. what it would have cost for the organisation to actively sign up 90 new people to their recruitment pool).

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<sup>17</sup> Names have been changed for anonymity

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|--------------------------|--|
|                          | <p>In contrast, while the friends could eventually experience the same very valuable outcomes as the coaches involved in this evaluation if they too secured a development opportunity to progress through Phase 1 and 2, at the point of making an enquiry they are some distance away from realising those outcomes (as illustrated by the coach development journey in Section 3.1). It is noted that in time this outcome may become more significant for the friends if they do complete the full coach development process, however we cannot evidence this change within the scope of this evaluation therefore the outcome cannot be attributed to friends.</p> <p>Differentiating between friends and the organisations when analysing this outcome ensured the outcome was not doubled counted at the valuation stage. Termed the ‘role model effect’ this outcome is explored in full in Section 5.6.</p>   |
| Family of the coach      | <p>Excluded – initial scoping discussions with StreetGames staff and Project Co-ordinators identified the possibility that the coaches’ relationships with their family might change through their involvement in coaching and the positive benefits this brings. However interviews with the coaches themselves showed their family relationships were strong before they got involved in coaching, and while there was some evidence that family members were proud of what the coaches had achieved, this had not changed their relationships to an extent that we could include it as a material outcome.</p>  |
| Local schools            | <p>Excluded – as the evaluation included younger participants who attended coaching sessions delivered in their schools during Phase 2 there was potentially an opportunity to include schools as a stakeholder who experienced change.</p> <p>As noted in Section 5.4, the evaluation did identify some longer-term outcomes for school aged participants which may have also led to outcomes for the school itself. For example, improved classroom behaviour of children may lead to improved overall classroom behaviour for the school, which in turn could lead to a higher overall inspection rating and so on.</p> <p>However, critically, stakeholders connected to the schools included in the evaluation provided no evidence that these longer-term outcomes had happened as yet as a result of the coaching provided during Phase 2. While they expected the outcomes to happen in time, we could not evidence that they had happened yet, therefore they could not be included in the evaluation. As a result, schools were also excluded from the evaluation. The outcomes omitted for school age participants are discussed in full in Section 5.4.</p>      |
| Other local stakeholders | <p>Excluded – this group was defined as neighbourhood police teams, local youth workers, local councillors, social housing providers (e.g. anti-social behaviour officers) and local residents. In-depth interviews with StreetGames, Tutors and Project Co-ordinators confirmed that all these groups could potentially be affected by doorstep sport coaching, as it aims to make a positive impact for people in disadvantaged communities. For example, coaches may inspire young people from troubled backgrounds. As a result, there is an outcome of an improvement in their (previously anti-social) behaviour, which in turn improves the lives of local residents and reduces the burden on youth workers and the police. However, there was no evidence to suggest the activities within the scope of this evaluation had brought about these kind of outcomes for the local stakeholders in Tyneside.</p> <p>All three organisations implemented a data management process whereby any feedback or evidence from these specific groups relating to their doorstep sport provision was recorded. This includes any type of contact, whether the communication</p> |

|           |   |
|-----------|---|
|           | <p>related to positive feedback (such as an improvement in local youth behaviour) or negative feedback (for example an increase in the number of young people congregating around residents homes when making their way to coaching sessions). As no data was recorded relating to the activities within the scope of the evaluation (i.e. Phase 1 and 2) the local stakeholders were excluded.</p> <p>Initial in-depth interviews with coaches and Project Co-ordinators validated this decision by confirming there is no evidence that there were outcomes for these groups (including confirming there is no evidence that, for whatever reason, had not been included on the data management systems). However, it is recognised that if the evaluation was conducted again in a different locality it is very possible these groups could experience significant change.</p>  |
| The state | <p>Excluded – specifically this includes the health service and the Government. For the former, the suggestion was that either the coaches or their participants’ health may improve to such an extent through the coaching provided that there are cost savings for the NHS (i.e. less consultations about health problems). However, interviews with coaches and participants did not identify any individuals with health problems that had improved significantly as a result of the coaching sessions provided. This was not totally unexpected as although the coaching took place in disadvantaged communities where health problems are more common, the coaches and the vast majority of participants involved in this evaluation were aged under 21 and therefore less at risk of health problems. An outcome relating to improved health and fitness was identified for participants, and this forms part of the theory of change (see Section 5.2.1). However, as the rate of improvement was well below the minimum activity levels recommended by the NHS, it was decided that this was a significant change only for the individual and not for the health service.</p> <p>For the latter, the Government was initially identified as a possible stakeholder for the benefits it could derive from increased taxation and cost savings from individuals (coaches) moving from unemployment (and income support) into employment (gaining employment is a key outcome identified in the coach theory of change – see Section 5.2.1). However, in this evaluation none of the coaches who gained employment moved into roles that provided them with an income above the minimum thresholds for paying income tax. Three were in full-time education and as their part-time income would not take them above the minimum tax or national insurance thresholds, their employment would not lead to any significant change for the state. The coach who was not in full-time education was previously in receipt of benefits, however the savings for the state over the course of the year under consideration were not considered significant enough to warrant inclusion in the analysis (approximately £5,000 saving for the state. This was considered insignificant given it applies to only one person at a time when the state is seeking to make huge (in billions) financial savings across the welfare sector).</p> |

## 4.2 Sample

Three key stakeholder groups experienced outcomes resulting from the activities delivered during Phase 1 and Phase 2. The groups are listed below (brackets denote the Phase in which the stakeholder group experienced the outcomes identified):

- Coaches (Phase 1 and 2)
- Participants (Phase 2)
- Organisations (Phase 2)

The following table confirms how many people who directly experienced the activities within the scope were consulted:

| Stakeholder                               | Total Consulted | Total Population | % of Population Consulted |
|---|-----------------|------------------|---------------------------|
| Coaches                                   | 5               | 5                | 100%                      |
| Participants                              | 23              | 69               | 33%                       |
| Organisations (via Project Co-ordinators) | 3               | 3                | 100%                      |
| <b>Total</b>                              | <b>31</b>       | <b>79</b>        | <b>39%</b>                |

Sections 4.2.1 to 4.2.3 below set out full details of the samples for each stakeholder group.

Each group was involved in the evaluation throughout in line with the SROI guidance. To this end the evaluation is truly stakeholder informed.

For transparency, the following sections also include details of any limitations encountered when consulting the stakeholder groups, including the reasons for gathering data from proxy stakeholders and the limitations associated with this approach.

We believe the information below shows the stakeholders involved in the evaluation – both directly and by proxy – were sufficient to identify the material outcomes included in the evaluation.

Finally, Section 4.3 confirms the methodology used for involving stakeholders throughout.

#### **4.2.1 Coach sample**

Five coaches were involved in the evaluation. The coaches completed the Level 2 Doorstep Sport Coaching Programme in Tyneside in the 2013/14 training year (Phase 1). They went on to deliver coaching sessions in Phase 2 on behalf of the three organisations profiled in Section 3.3 – Hat-trick Project, Sport North Tyneside and NESAs Coaching Academy.

A further two coaches completed their training in the same training year, however despite being invited to take part in the evaluation they declined. Their decision was respected and none of their experiences were included in the evaluation. This left a maximum total of five coaches who had experienced the activities within the scope of the evaluation and who gave permission to have their experiences analysed and evaluated. All five coaches were consulted and engaged throughout the research.

While we recognise a cohort of five coaches may be viewed as a very small sample, the results of the evaluation aim to be generalisable for this cohort of coaches only. As such, we believe involving all five individuals throughout the evaluation is sufficiently robust to enable us to identify the outcomes experienced by this group.

### 4.2.2 Participant sample

23 participants were involved in the evaluation, from a maximum total of 69 who regularly (i.e. every week) attended the coaching sessions delivered by four of the coaches in Phase 2.

Two coaches delivered sessions on behalf of Hat-trick Project, with the other two coaches delivering on behalf of NESAs Coaching Academy.

As detailed in Section 3.3, outcomes experienced by participants who attended Phase 2 sessions delivered by the fifth coach, from SPNT, were not included in the evaluation.

Insufficient evidence was identified from consultations with coaches and Project Co-ordinators to show the achievement of these outcomes was attributable to the SPNT coach. The evidence gathered showed the outcomes experienced by participants resulted from their engagement with an already qualified Level 2 coach who was present at the SPNT coaches' sessions. As these activities (i.e. the already qualified Level 2 coaches' sessions) were outside the scope of the evaluation the outcomes and the participants who experienced them were not included.

The 23 participants involved in the evaluation represents 33% of the total number who experienced the activities (i.e. the coaching sessions) delivered in Phase 2.

The table below shows the breakdown of total participants, the number involved in the evaluation and which coaches' sessions they attended.

| Coach/Organisation | Participant Group and Location                           | Total Regular Participants | Participants Directly Consulted |
|--------------------|--|----------------------------|---------------------------------|
| NESA Coach 1       | Primary school in Denbigh, children aged 4-9             | 9                          | 0                               |
| NESA Coach 2       |  |                            |                                 |
| Hat-trick Coach 1  | Local community centre in Westgate, adult women aged 19+ | 13                         | 3                               |
| Hat-trick Coach 2  | Primary school in Westgate, children aged 4-9            | 47                         | 20                              |
| <b>Total</b>       |  | <b>69</b>                  | <b>23</b>                       |

In statistical terms we do not consider 33% of a population to be an insignificant sample. However, we also do not consider the 33% of participants consulted to be sufficient for this SROI evaluation. Therefore a number of actions were taken to expand the participant sample and ensure it can be considered a reasonable basis for identifying the outcomes experienced by participants in Phase 2.

These actions and our justification for the approach are detailed below:

### ***Participants who attended sessions delivered by Hat-trick Coach 1***

The most straightforward participant sub-sample was drawn from the first Hat-trick coaches' sessions, delivered in a local community centre in Westgate to adult women aged 19 plus. All 13 regular attendees were invited to take part in the evaluation, however, given the time required for the qualitative discussions, only three were able to take part.

The three coaches represent around a quarter of the participants who regularly attended these sessions in Phase 2. They were consulted face-to-face, throughout the evaluation. Given their age, the three participants were able to fully engage in discussions around outcomes experienced and SROI concepts such as deadweight, attribution, displacement and drop-off. They were also able to consider the importance of the outcomes (once they had been identified) and review (including suggesting changes to) the theory of change. This is an important point as it meant we did not need to identify other proxy stakeholders to interview on their behalf (as we did for the younger participant groups, see below).

While engaging more of the 13 regular participants would have added robustness to the evaluation, we also gathered detailed data from a Hat-Trick member of staff who had attended these sessions (to monitor the quality of the Hat-trick coach's delivery). This individual was interviewed to compare her experiences of the sessions and any outcomes identified with the outcomes identified directly by participants.

This added further robustness to the sample, ensuring it is sufficient to identify the outcomes experienced by participants who attended these sessions in Phase 2.

### ***Participants who attended sessions delivered by Hat-trick Coach 2***

As the table above shows 20 of the 23 participants consulted directly were drawn from the coaching sessions delivered in Phase 2 by the second Hat-trick coach. While this represents just under half of the total number of participants who regularly attended these sessions, we also observed two of the coaching sessions as they were delivered, as this enabled us to identify outcomes as they occurred.

We felt it was necessary to try and identify some of the outcomes as they occurred to overcome the unavoidable challenge of gathering a limited amount of sufficiently detailed data from young children aged 4 to 9.

The 20 participants were interviewed as a group, and while questions tailored to make them as easy as possible to understand and answer (i.e. *how did the sessions make you feel, rather than what changes did you experience as a result of attending the sessions?*) it was not possible to ask the detailed questions that would evidence that the importance of outcomes or inform calculations of deadweight, attribution, drop-off or displacement. The participants were simply too young to engage in complex discussions around these concepts. As detailed in Section 5.4, they were also too young to fully engage in the valuation process, however they were able to explain which of the outcomes they experienced, again through a simplified questioning approach (see Section 5.4).

In addition to observing sessions, we believe it was necessary to involve someone with knowledge of the coaching sessions delivered by this coach, knowledge of the impact the sessions had on the children and someone could engage in in-depth discussions to inform the evaluation (overcoming the limitation of not being able to ask complex questions to very young children).

The best possible match for this profile was the Deputy Head-Teacher from the Westgate School where the Hat-trick coach delivered sessions in Phase 2. The Deputy Head-Teacher was responsible for setting the schools' physical activity policy and worked closely with the Hat-trick Project Co-ordinator who arranged the sessions and supported the two coaches in Phase 1.

As well as interviewing the Deputy Head-Teacher at length on separate occasions (to identify and confirm outcomes, review the theory of change and assist the valuation process), we interviewed the Project Co-ordinators and coaches as a sense-check for the data gathered from the participants, the Deputy-Head and the observed coaching sessions (i.e. to check that what these stakeholders were telling us aligned to the Project Co-ordinators and coaches' knowledge and experiences of Phase 2).

The limitation of involving this proxy stakeholder (and potentially of checking the data gathered with Project Co-ordinators and coaches) is that they had the opportunity to respond to questions with their own interests in mind. For example, the coaching sessions delivered at their school in Phase 2 were funded by a Local Authority funding mechanism, therefore it could have benefitted them to answer questions positively, in order to ensure the school continued to receive funding.

However, interviews with the Deputy Head-Teacher confirmed that the success of the coaching sessions had convinced the school to keep them going, regardless of whether funding continued or not. If funding was taken away the school planned to pay for the sessions. This suggests the responses gathered from this proxy stakeholder were genuine. This view is further supported by the data gathered from the methods detailed below and by our own belief that the stakeholder recounted his experiences of the coaching being delivered in a genuinely honest and compassionate way. We felt it was clear this individual had the children's best interests in mind, not the schools.

We did, however, build our awareness of this limitation into the evaluation by only including outcomes identified by proxy stakeholders where there was other strong supporting evidence to show that these changes did happen (for example evidence gathered by direct consultation with participants, from observed sessions, from the participant online survey (see below), and from our knowledge of the impact of coaching as informed by existing research).

We believe this multi-layered approach to gathering data on the coaching sessions delivered in Phase 2 by the second Hat-trick coach provides a reasonable basis from which to identify the outcomes for participants in these sessions.

Importantly, we could not identify a better alternative approach to involving stakeholders from this group. Aside from the young children themselves, the Deputy Head-Teacher and

the Project Co-ordinators and coaches, no other individuals held more knowledge of the coaching sessions delivered and the impact they had.

We appreciate the children's parents may spring to mind as a potential alternative to speak on behalf of their children. However, as detailed in Section 5.4, the Deputy Head-Teacher informed us that parents of the children exhibited negative attitudes towards sport and physical activity, and very little interest in it (either for themselves or their children).

Given the parents were never present when the children took part in the sessions (during school lunchtimes) it is fair to suggest they would have even less knowledge of the impact than the Deputy Head Teacher. For this reason parents were not sought to provide evidence for the evaluation.

### ***Participants who attended sessions delivered by NESAs Coach 1 and 2***

As the NESAs coaches also delivered sessions to children aged 4 to 9 in Phase 2, we were faced with the same limitation – namely the difficulty of gathering detailed data for the evaluation from children (due to their very young age and the complex consultation process).

Regrettably, despite numerous attempts we were unable to secure any time with the nine young children who regularly participated in the NESAs coaches' sessions during Phase 2.

To overcome these limitations the approach detailed above for *Hat-trick Coach 2* was replicated as far as possible. This ensured sufficient data was gathered relating to the sessions delivered by the two NESAs coaches in Phase 2.

A proxy stakeholder was identified from the Denbigh Primary School – a School Officer who organised the sessions with NESAs and was therefore the most knowledgeable in terms of the delivery and impact on the children involved (in other words the comparable individual to the Deputy Head-Teacher at the Westgate school). This individual was interviewed at length on the outcomes they had witnessed in the children, the perceived relative importance of these and to assist in the valuation process.

The School Officer's evidence was compared to the evidence gathered from the two coaches who delivered the sessions and the NESAs Project Co-ordinator who supported the coaches, arranged the sessions and, crucially, attended some sessions to ensure the coaches were delivering the high quality coaching required. This observation took place for the organisations' own monitoring and evaluation purposes and gave the Project Co-ordinator first hand evidence of the sessions being delivered and any outcomes occurring for the children. The Project Co-ordinator was engaged in the SROI evaluation at this point therefore she knew what we would be looking for had we had the chance to attend and observe the sessions ourselves. The Project Co-ordinator's evidence therefore constitutes a session observation on our behalf.

Finally, we also administered an online survey which aimed to check whether other similar participants attending high quality doorstep sport sessions in other areas of the country had experienced the same outcomes as those identified from the consultations above (the questionnaire is included in Appendix 2 for transparency).

The idea behind using an online survey was to add a further degree of robustness to the evaluation. The survey strengthens our assertion that we did everything possible to evidence the outcomes identified for participants.

Specifically, we believe the online survey helps to answer questions such as, *“how do you know the outcomes happened for these participants if you did not speak to them directly?”*

Initially we felt the evidence gathered for the evaluation sufficiently answered this question. The participants consulted directly (i.e. the adult women coached by Hat-trick Coach 1) experienced the same type of coaching sessions as those delivered to the participants coached by Hat-trick Coach 2 and the NESAs coaches. Therefore we argue it is reasonable to believe the latter participants will have experienced the same outcomes too – a viewpoint we verified by collecting detailed evidence from proxy stakeholders, session observations and from our own knowledge of coaching.

However, on reflection we envisaged another question could potentially be raised in response to this view – *“but surely sports coach UK/the stakeholders involved would say that?”* From our perspective, as the lead agency for coaching in the UK we often face this question when communicating the benefits of coaching (i.e. *“sports coach UK is responsible for coaching so surely you would say that?”*). With this in mind, as well as the need to ensure the evidence included in the evaluation was as robust as possible, we felt it was important to build some kind of response into the methodology.

And, in addition, from the point of view of the stakeholders involved, while it is already clearly noted above that that we do not believe any of the proxy stakeholders interviewed responded in a way that reflected their own interests rather than those of the stakeholders they represented, we still felt it was important to include supporting evidence from sources *outside* the scope of those involved in the evaluation. Again, as this would add robustness to the evaluation.

Crucially, we believe evidence from sources *outside* the scope would show that it was not only the people involved in this evaluation who had identified these outcomes, but rather the outcomes had been identified and experienced elsewhere before, by others in receipt of similar coaching activities. In layman’s terms, with this evidence we can now respond more fully (i.e. *“it is not just us/them saying it, other people who have been coached by high quality doorstep sport coaches said they experienced it too.”*)

The additional data also gives us greater confidence that the outcomes identified for these participants did occur, as well as showing it is not unreasonable for us to suggest so.

At the time the survey was developed the outcomes had already been identified therefore it was relatively straightforward to construct the questionnaire. The survey tested the existence of the identified outcomes with similar participant groups. In consultation with StreetGames it was agreed that the online survey would be distributed to anyone who had regularly attended doorstep sport coaching sessions (i.e. every week) delivered by qualified Doorstep Sport Level 2 coaches which aimed to engage more people in sport and help them become more physically active.

This definition was used rather than simply looking for participants of the same age as the latter approach could potentially identify participants who have experienced sessions with very different aims to those within the scope of this evaluation.

As the aim of the sessions delivered for 'similar participants' matched the aims of the sessions delivered by the four coaches in Phase 2, we can be confident that the online survey respondents experienced comparable activities to those included within the scope of the evaluation (i.e. high quality coaching sessions delivered by high quality coaches).

However, as the activities they experienced were not sessions within the scope of the evaluation, the online survey results were used for checking purposes only – to understand and verify from an external but relevant/linked perspective whether other participants experience the same types of outcomes as the participants within the scope of this evaluation.

StreetGames arranged for the survey link to be distributed by Project Co-ordinators to participants who matched the profile above. In total 26 responses were received to the survey.

The survey purposely omitted any open ended questions for two reasons. Firstly, because we knew the respondents targeted are hard to engage in research and unlikely to spend significant amounts of time completing an online survey. To protect the response rate we aimed for the survey to be as quick and easy to complete as possible. Secondly, the respondents were outside the scope of the evaluation, therefore their detailed responses could not be used to support the evaluation anyway. As the survey was set up as a means of checking and verifying the data gathered so far, the questionnaire reflected this purpose by using tick box and multiple choice questions (see Appendix 2 for the full questionnaire). This approach also ensured the questionnaire was relatively quick and easy to complete. The survey results are included and discussed at appropriate points in Section 5.4 to support the outcomes identified.

Overall, while we recognised the same limitations existed for NESAs as those identified for the Hat-trick coaches' sessions (i.e. stakeholders could respond with their own interests in mind), we believe the approach taken to consult stakeholders for the NESAs sessions in Phase 2 was the best available alternative.

No other individuals with more knowledge of the coaching sessions delivered were available to be consulted. And, even if we had gained access to the young participants themselves, the difficulties of gathering detailed data from this group (as outlined above) would have required us to consult other proxy stakeholders as well. In that case we would have aimed to identify individuals with sufficient knowledge of the sessions delivered and the impact these had on the children as well as the ability to engage in detailed discussions.

The best fit for this profile was the School Officer and the NESAs Project Co-ordinators and coaches. These are the stakeholders we consulted directly and, replicating the approach taken for the Hat-trick coaches, this was expanded upon by building our awareness of the limitations into the analysis by only identifying outcomes from proxy stakeholders where there was other strong evidence to show the outcomes had happened. We believe this

overall approach is robust and ensures the NESA participant sample is a reasonable basis on which to identify the outcomes that occurred for these participants in Phase 2.

### **4.2.3 Organisation sample**

The three Project Co-ordinators – one from each of the three organisations that supported the five coaches in Phase 1 and 2 – were involved throughout the evaluation.

The Project Co-ordinators were identified as the most informed representatives for the organisation stakeholder group.

Their close relationships with the coaches and knowledge and understanding of their experiences was unparalleled. They supported the coaches throughout their coach development journey, assessing their suitability for the Phase 1 training and sponsoring them – through the organisation – to complete it. They provided ongoing one-to-one support and observed the coaches after they had qualified to assess their ability to put the Level 2 training into practice. Once satisfied with their ability to do so, the Project Co-ordinators provided them with their own sessions to deliver.

As the Project Co-ordinators were responsible for monitoring and evaluating the coaches they had access to the three organisations' data management systems. These were interrogated to identify the quantitative data required to inform the evaluation (full details of the data gathered and used are included throughout Section 5 and in the Impact Map).

As 100% of this group was involved in the evaluation throughout, we are confident it provides a robust basis for identifying the outcomes occurring for the organisation. In addition, given the Project Co-ordinators incredibly close working relationships with the coaches and vast knowledge of the activities delivered within the scope, their ongoing involvement throughout the project added robustness to the data gathered for the coach and participant stakeholder groups.

## **4.3 Methodology for involving stakeholders**

### **Interviewing stakeholders**

Stakeholders were consulted, wherever possible, by in-depth face-to-face interviewing. In a very small number of cases where this was not possible, telephone interviews were conducted instead. However, 90% of the data included in this report was gathered through face-to-face interviews with coaches, participants and Project Co-ordinators.

Face-to-face, open questioning was chosen as the best approach to gather both qualitative and quantitative data, as it enabled us to fully explain the SROI process and the concepts being discussed (for example, deadweight, attribution, drop-off and displacement). It also gave stakeholders every opportunity to ask any questions when trying to relate this to their own contexts.

As detailed in Section 4.2 above, tailored approaches were used when in-depth interviewing was not suitable for the stakeholder group. For example, group discussions with simplified

questions were more appropriate for participants aged 4 to 9 who, because of their very young age, were unable to talk at length about some of the more complex aspects of the evaluation (such as evidencing that outcomes happened or aspects of the SROI process).

If stakeholders were unable to provide quantitative data during face-to-face interviews, telephone and email reminders were sent, particularly in cases where they needed to consult their own records. For example, on more than one occasion interviews with Project Co-ordinators took place while the Co-ordinator had immediate access to their organisation's data management system.

If they did not have immediate access, reminders were sent so they could source data at a later date (data gathered from systems includes, for example, how many sessions coaches delivered in Phase 2).

Consulting stakeholders face-to-face also enabled them to input into the iterative theory of change development. Working together on the theories of change enabled stakeholders to suggest additions or amendments in cases where they felt the diagrams could more accurately reflect their experiences.

Stakeholder consultations followed the process for conducting an SROI evaluation outlined in the SROI Network Cabinet Office guidance. In the interest of transparency the initial questionnaires used with each stakeholder group are included in Appendix 2. However, it should be noted that in the course of the evaluation several more interviews and many more questions, linked to but not included in these initial questionnaires, were asked in direct response to answers given by stakeholders.

This responsive approach to interviewing ensured any clarification required or any important issues could be explored in full as and when these things arose. For example, the first face-to-face interviews with Project Co-ordinators identified some of the things that changed for them as a result of the coaches' work. However a number of additional questions not included in the questionnaires but specifically linked to those changes, such as who they benefitted, how, and how they came about, led us to gather crucial data to inform the theory of change (i.e. leading us to categorise the stakeholder group as 'organisation' not 'Project Co-ordinator – see Table 1 for full details).

Another example relates to identifying the 'role model effect' outcome for organisations (see Section 5.2.1). This unintended outcome was identified during long and detailed discussions with the relevant Project Co-ordinator when recounting their experiences of the coaches' work at the NESAs Coaching Academy. Had this discussion (and all other stakeholder discussions) not been open and conversational in style, with the stakeholder able to recount their story in full, it is likely we would not have identified data on negative or unintended outcomes to support the evaluation.

The questionnaires should therefore be viewed as the tools that started the data collection process and opened up discussions with each stakeholder group. The questions that followed were open and shaped by the responses provided by stakeholders. This responsive open questioning approach ensured the qualitative data gathered from stakeholders was sufficiently detailed to inform the evaluation.

On reflection we cannot envisage conducting this SROI evaluation in any other way. Although we had a basic idea of what stakeholders might say based on our existing knowledge of coaching and our discussions with senior StreetGames staff, we were essentially talking to individuals about significant changes and experiences that had happened in their lives.

As evident in the detailed quotes included throughout Section 5, stakeholders responded openly and honestly, which we believe was the result of the interviewer first establishing trust and rapport – something which can only be done by meeting with stakeholders face-to-face, multiple times. Once rapport was established, stakeholders were happy to ‘open-up’ and provide the detailed evidence which could only be gathered through an open questioning approach.

This evidence (in the form of quotes) is included throughout Section 5. In many cases it shows how stakeholders responded to the challenge of being asked to demonstrate and provide specific examples of how they knew (or could evidence) that a change or outcome they identified had actually happened in reality (this process helped develop suitable indicators for the evaluation).

In the interests of transparency it is also worth highlighting that while the questionnaires in Appendix 2 include suggested outcomes for each stakeholder group, these were not provided to stakeholders in the initial interviews as an attempt to lead their responses in any way.

The lists of suggested outcomes were used by the interviewer to prompt stakeholders, particularly coaches and young people, as required, as by their age and nature they were initially shy and less open and forthcoming with detailed answers in the initial interviews.

The suggested outcomes were used to prompt Project Co-ordinators as they had been compiled by senior Street Games staff who had experience of undertaking the Project Co-ordinator role themselves. However, as is evident in the report, the actual discussions with Project Co-ordinators identified far more than what is included in the questionnaire, and different outcomes for a different stakeholder group (i.e. the ‘organisations’).

For transparency, the suggested lists of outcomes in the initial questionnaires are included in the report. However, the evaluation should be viewed as being truly stakeholder informed as evidenced by the number of extended and detailed quotes provided by stakeholders to support the analysis presented.

### **Collecting data on the other SROI concepts**

Following the initial face-to-face interviews with stakeholders – which identified outcomes relating to the activities in each Phase and helped develop the theory of change diagrams – further face-to-face discussions were held to identify indicators of outcomes, establish deadweight, attribution, displacement and drop-off and to value outcomes.

Of these – aside from when the outcome related to something with an existing market price – the valuation process was by far the most challenging for stakeholders. Initially, the

approach used was to discuss the importance of the outcomes identified with each stakeholder group (or for the young children, with proxy stakeholders) and combine this with a revealed preference questioning technique for identifying suitable financial proxies. Revealed preference was chosen as it enabled us to identify market goods that the coaches could easily relate to (i.e. a new TV or games console).

However, the revealed preference technique caused confusion, particularly amongst the coaches, who found it difficult to think about the outcomes in this way. As a result, an alternative approach was used. For each outcome which did not have an existing market price, the most relevant existing valuations/financial proxies were sourced from the Global Value Exchange.

Stakeholders were asked to rank the importance of the outcomes and choose which existing valuation/financial proxy they thought was most appropriate, including explaining the reasons why.

This approach ensured the valuations and financial proxies used were both robust (taken from either existing market prices or the Global Value Exchange) and stakeholder informed (but not stakeholder led, as their choices and reasons were analysed but not necessarily used in the final SROI calculation, for example, if further analysis identified any issues with them or better alternatives (where this was the case full explanations are included in Section 5)).

### **Verifying the results**

Finally, at the end of the evaluation the coaches, Project Co-ordinators, adult women participants and school stakeholders (proxy stakeholders for the school-age participants) were contacted for a final discussion to verify the results.

Stakeholders were reminded of the decisions made and the process undertaken to identify and value the outcomes which were relevant to them. They were given the opportunity to raise any questions or objections, however none were forthcoming. This was not surprising given stakeholders had informed the theory of change development and the approach to analysing outcomes throughout the evaluation. In effect, everything was verified by stakeholders as the research was conducted. This final verification represented a double checking process.

Given the time they invested into the research, stakeholders in each group were also informed of the results identified for the other stakeholder groups, including the rationale and decisions which led to them, and the general findings, including the SROI ratio and the report conclusions. Again, stakeholders were able to comment and raise any enquiries, however these mainly regarded how the results would be used in future given the overall finding was very positive (details were provided).

## 5. Understanding and Valuing Change

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The previous sections confirmed the context for this SROI evaluation, the activities that are considered within the scope and the key stakeholders involved.

In other words, *why* the evaluation took place, *who* was involved and *how* it was undertaken.

Now, this section aims to tell the story of the evaluation by explaining *what* actually happened for the stakeholders.

It tells the full story of the changes or outcomes experienced by each stakeholder group as a result of the activities delivered during Phase 1 and 2.

The section is split into three sub-sections, one for each stakeholder group.

Each sub-section begins with the theory of change and a summary of the outcomes identified for each group (and sub-group).

It sets out the reasons for including and excluding outcomes (based on a process informed by the Cabinet Office materiality guidance<sup>18</sup>) before discussing the outcomes deemed relevant and significant enough to be included in the final SROI calculation.

For these outcomes, evidence (primary data gathered from interviews with stakeholders and secondary sources) is presented to support and confirm that the outcomes happened, to explain how the amount of change in each outcome was measured, to confirm how long each outcome lasts and to show how the outcomes were valued including assessing deadweight, displacement, attribution and drop-off.

The evidence presented in this section of the report correlates with the data included in the accompanying Impact Map.

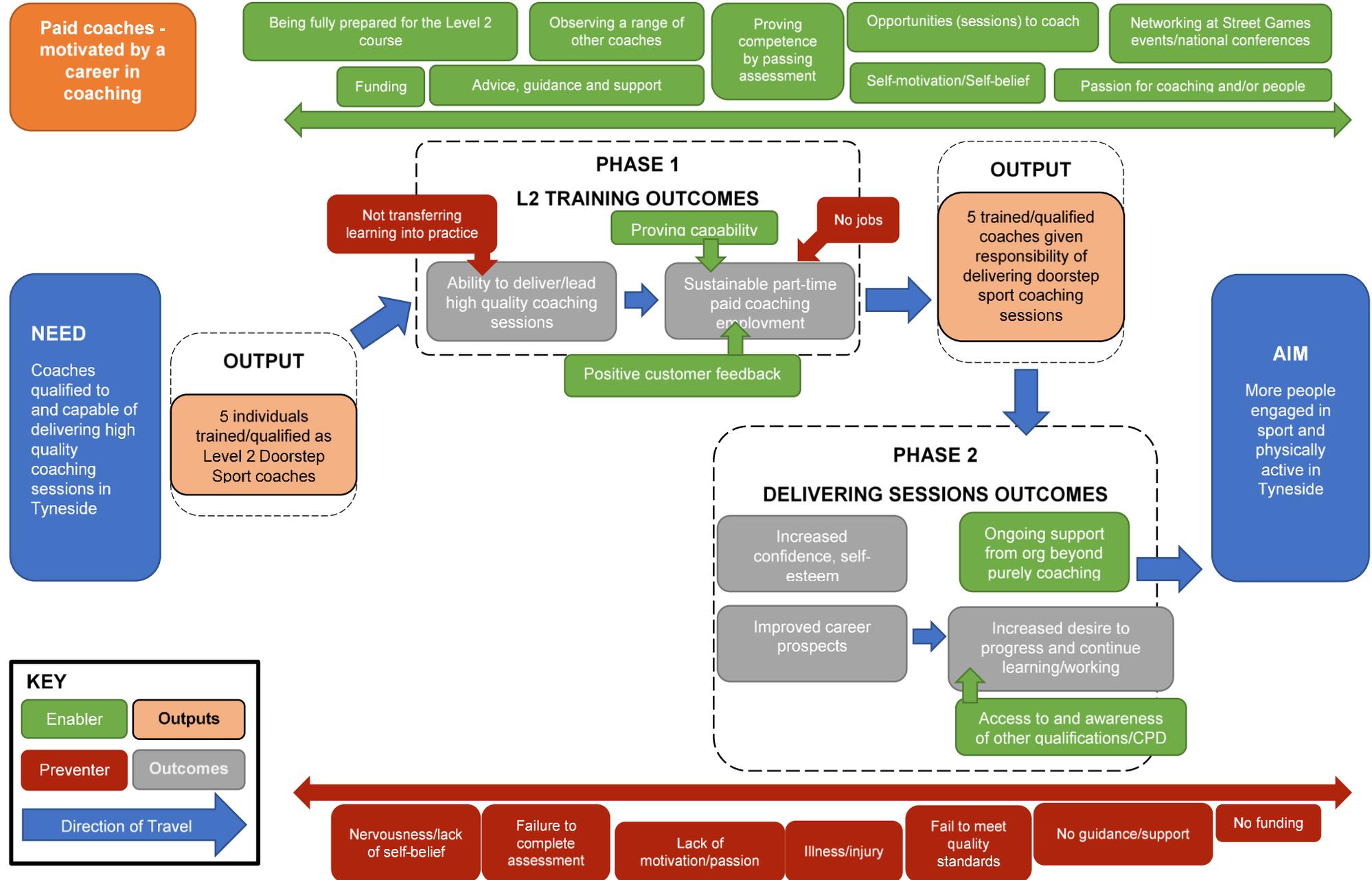
This in turn calculates the SROI which allows us to refer back to and answer the research question guiding the evaluation:

***What is the value of developing coaches to deliver high quality coaching sessions (in Tyneside)?***

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<sup>18</sup> In line with the SROI Network/Cabinet Office's additional materiality guidance, based on the AccountAbility AA1000AS standard.

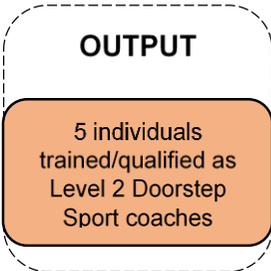
## 5.1 Understanding change for coaches



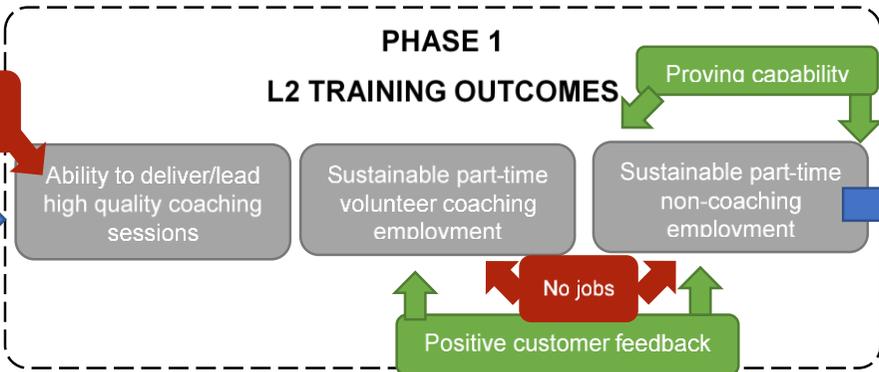
**Volunteer coaches - motivated to enhance educational prospects**



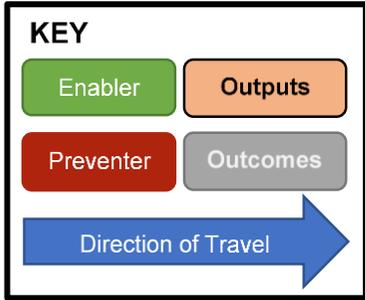
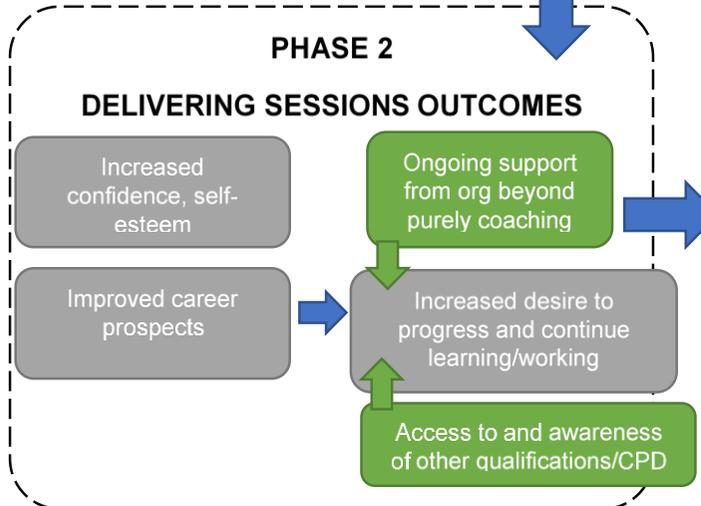
**NEED**  
Coaches qualified to and capable of delivering high quality coaching sessions in Tyneside



Not transferring learning into practice



**AIM**  
More people engaged in sport and physically active in Tyneside



### **5.1.1 Summary of the coach theories of change**

The two diagrams above illustrate the theories of change for the two coach sub-groups - paid and volunteer coaches.

Both groups experience similar outcomes in Phase 1 and 2, however, there is a difference between them which required the group to be split into these two sub-groups.

The two groups' differ by their motivations for coaching. The paid coaches were motivated to complete their Level 2 training in order to start a career as a paid coach with their organisation (Hat-trick). In contrast, the volunteer coaches were motivated to complete their Level 2 training to enhance their educational prospects (both by fulfilling the volunteering requirements of their existing college courses and to enhance their CVs). Alongside this they were seeking paid employment in a non-coaching role to support themselves while in Further Education.

Both sub-groups identified the ability to deliver and lead high quality coaching sessions as a key outcome from Phase 1. This started a chain of events for both groups, however, the outcomes in the chains are different. The enhanced ability the paid coaches developed led to them securing sustainable part-time coaching employment with the organisation that provided their training (this was their original goal and signified the start of their paid coaching careers).

The ability the volunteer coaches developed also led to them securing sustainable part-time employment in a coaching role, however their roles were still volunteer based. As a result, they were still seeking paid employment to support their studies. Their achievement of the Level 2 qualification and the ability they developed from it led to a further outcome for them of sustainable part-time employment in a paid non-coaching role.

This difference between the two sub-groups explains the different chain of events in Phase 1.

Once the two sub-groups of coaches progressed onto Phase 2 – delivering high quality coaching sessions – the outcomes they identified and experienced were the same. A key outcome was an increase in confidence and self-esteem. And a further chain of events was also identified. Coaches' career prospects improved through the experience they had added to their CV, this in turn increased their aspirations and desire to progress and continue learning and working (in education and employment).

Each outcome identified in the theory of change is analysed in full in the sections below.

The green boxes included in the diagrams are enablers which help make the outcomes happen for coaches. The enablers above the long double pointed arrow at the top of the diagram are ongoing and will assist the coaches throughout Phase 1 and 2. The enablers situated around the outcomes are linked to specific outcomes at specific times. For example, 'proving capability' refers to the need for coaches to consistently prove their capability to deliver high quality sessions. Quality of delivery is regularly monitored and evaluated by Project Co-ordinators. If standards are not met coaches' employment may not continue and it cannot therefore be sustainable.

In contrast the red boxes are preventers which work to prevent the outcomes happening for coaches. For example a lack of job opportunities ('no jobs' in the theory of change) prevents coaches from achieving the outcome of employment<sup>19</sup>.

Where enablers or preventers impacted on the coaches' experience of a specific outcome the impact is discussed in full in the relevant section below.

### **5.1.2 Testing the coach outcomes for materiality**

The theories of change were developed using the data gathered from the face-to-face consultations with coaches and Project Co-ordinators (the latter helped identify the specific enablers they were responsible for). Once draft diagrams were available, stakeholders were invited to review them and make any editing suggestions, such as adding or removing enablers and preventers, or commenting on the position of outcomes if they did not match how they experienced them.

The final outcomes identified were then tested for materiality. The first stage of this process was to test for relevance using the guidance provided by the Social Value UK<sup>20</sup>. The full results of this materiality relevance testing are included in Appendix 2. The outcomes that met the criteria are included in the final theory of change diagrams above. However, other outcomes were also identified which did not meet the relevance criteria. These outcomes and the phases in which they were suggested to occur are listed below:

- *Move higher up the company hierarchy* (Phase 2 – coaches may experience this as a result of delivering high quality sessions and progressing in their role)
- *Made new friends* which in turn led to *Better social life* and *Increased life satisfaction* (Phase 1 or Phase 2 – coaches may experience new friendships which progress outside their coaching, if, for example they make new friends during the training or during their delivery of sessions in Phase 2)

In addition to the materiality results included in Appendix 2, evidence gathered supports omitting these outcomes from the final SROI calculations.

When asked to rate the importance of all the outcomes identified on a scale of 1 to 10, where 1 is not important at all and 10 is extremely important, coaches rated the omitted outcomes far lower than those included in the theory of change (and final SROI calculation) (see Table below):

*“Enhanced ability that you get from the level 2, 9, that’s the most important, the confidence for me too was really important, that’s an 8.” [Coach]*

*“Social side I’d say not as important, 5 or 6, if you have social skills you will make friends in any situation, that’s not what we do it for really. The ability to coach and lead sessions and the confidence you get is far more important, for me that’s 8 or 9” [Coach]*

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<sup>19</sup> The theory of change diagrams for 'participants' and 'organisation' follow the same structure.

<sup>20</sup> Supplementary Guidance on Materiality, Cabinet Office/SROI Network

*“Ability, confidence and career prospects, 9s, those are the most important ones, the social side is good but that always comes anyway as you are on a course with people for a certain amount of time and you’ll always get to know them.” [Coach]*

### Coaches’ average ratings for importance of outcomes identified

| Outcome   | Average Importance Rating |
|---|---------------------------|
| Ability to deliver/lead high quality coaching sessions            | 8.8                       |
| Sustainable part-time employment                                  | 8.3                       |
| Increased confidence, self-esteem                                 | 8.4                       |
| Improved career prospects   | 7.4                       |
| Increased desire to progress and continue learning/working        | 7.0                       |
| Move higher up the company hierarch                               | 4.0                       |
| Made new friends, better social life, increased life satisfaction | 4.0                       |

These interviews with coaches showed the two outcomes omitted were not key factors in their decision to undertake the Level 2 training and/or deliver coaching sessions. Recalling their experiences the coaches did not consider them significant changes.

Further evidence to support the omission of these outcomes was gathered from Project Co-ordinators, who confirmed that their decisions to offer Level 2 opportunities to coaches were not influenced by whether they thought coaches would be capable of moving into higher level roles within their organisations (either in the immediate or longer-term future).

The remaining outcomes for coaches which, following the interviews and materiality testing, were deemed relevant are analysed in full in the sections below. The outcomes are considered in the order in which they appear in the corresponding Impact Map.

## 5.2 Valuing change for coaches

### 5.2.1 Phase 1 Outcomes

**Paid coaches develop the ability to deliver/lead high quality coaching sessions and this leads to them securing sustainable part-time employment in a paid coaching role.**

The outcomes in this chain of events were experienced by the sub-group of two paid coaches who were motivated to complete the Level 2 training to begin a career in coaching.

The starting point or baseline for both coaches was a personal love of sport and a long history of volunteer coaching experience with their sponsoring organisation in Tyneside. Both had also progressed through the typical coach development journey of participant to volunteer to coach, as outlined in Section 3.1.

*“I started as a player, then a volunteer and now I’m a casual coach. I’d thought about coaching before cos I’d always done sport throughout since I was young.” [Coach]*

*“I’ve been coaching for 3 years now and volunteering about 2 years before that. Started off just playing football at a local session and then when I got a bit older the coach asked me if I could volunteer for the organisation so I gave it a go. I’ve gone through the player, volunteer up to being a coach pathway.” [Coach]*

However, despite their strong grounding in volunteer coaching, the Project Co-ordinator responsible for assessing their suitability for the Level 2 training confirmed both coaches were inexperienced in the techniques a Level 2 qualified coach would use to deliver high quality sessions.

*“Before the Level 2 they hadn’t done one session plan, just something so little like that, they hadn’t done one session plan never mind linked session plans.” [Project Co-ordinator]*

This insight from the Project Co-ordinator responsible for supporting the two coaches in Phase 1 is very useful. The example highlights just how much development is required to progress from assisting a qualified Level 2 coach as they lead a session to actually being the Level 2 coach leading the session.

*“The Level 2 shows them everything how to do that, as well as how to improve player performance by giving good coaching points. They wouldn’t have planned six weeks in advance before but they can now, they would put on a warm up but wouldn’t analyse players’ performance, they could now step in and give that bit of information to help our players.” [Project Co-ordinator]*

The two coaches interviewed were also well aware of the difference between assisting and leading sessions. This self-awareness helped them explain how they would evidence that this outcome – developing the ability to deliver/lead high quality coaching sessions – had happened. Rather than simply stating that their achievement of the Level 2 training was evidence that they have developed high quality coaching ability, they explained that being given a group to lead, rather than assist, is a real indicator of having developed to this level.

*“When I was volunteering I was assisting the coach, you do things here and there but then you step back and they lead. Puts a few cones out, take a warm up, speak for a couple of minutes, the responsibility, it’s not the same, you don’t have much to do. As the coach you really up the level to take the full session, speak to them all the way through, show them what to do.” [Coach]*

*“It’s the level 2, you get the ability and that’s the key to getting the employment and running your own sessions. Your ability improves because you can make sessions that much more interesting, using what you learnt on the course in the session planning, it gives you so many more options. I’ll plan two sessions just in case the main plan can’t be used when you get to the session, as you have to be flexible about what they need and want. I’d never have done that before the level 2. Before I wouldn’t have included much on what outcomes the kids wanted from the sessions but that’s the core focus now.” [Coach]*

The coaches' self-awareness of their own development is reflected in the very high average importance rating for the outcome – both coaches rated its importance nine out of ten. This shows they viewed it as crucial for their employment prospects (i.e. the second outcome in the chain of events – this is discussed in more detail below).

And the interviews with Project Co-ordinators also helped confirm that the ability to lead high quality sessions led onto the second outcome in this chain of events, sustainable part-time employment in a paid coaching role.

*“I couldn't let a coach lead a session if they didn't have the Level 2” [Project co-ordinator]*

The words 'couldn't let' in this quote are key, as the Project Co-ordinator confirmed organisational policy does not allow anyone to lead a coaching session if they are not Level 2 qualified.

It could be argued the fact that the two coaches completed the Level 2 qualification and delivered coaching sessions for the organisation in Phase 2 is an indicator of this second outcome. However, completing the Level 2 and delivering sessions in Phase 2 is not necessarily an indicator of leading *quality* coaching sessions or of maintaining sustainable part-time employment in a paid coaching role.

Instead, the Project Co-ordinator provided access to the organisation management systems to identify two objective indicators to measure the outcomes in this chain of events. The indicator for the first outcome was the number of coaches given responsibility to lead their own regular (i.e. weekly) doorstep sport coaching sessions for a specific participant group. As detailed in Section 3.2 one coach delivered sessions to young children aged 4 to 9 at a local primary school in Westgate, while the second delivered sessions to adult women aged 19+ at a local community centre in Westgate. Both coaches delivered these sessions throughout Phase 2.

Being given this responsibility is a better indicator of the coaches' ability to lead high quality sessions, as it is only given to coaches who have proven their ability (i.e. the quality of their sessions) to the Project Co-ordinator over a period of time. This includes being regularly observed by the Project Co-ordinator, and sometimes independent External Verifiers, to check session delivery meets the quality standards required (an example of the observation monitoring criteria is included in Appendix 4). Coaches and Project Co-ordinators confirmed that this responsibility would simply not be forthcoming if the organisation was not absolutely sure the coach was capable of consistently delivering high quality sessions.

*“I've basically got a bigger role now as well, now that I'm a Casual Coach, I've got more responsibility, I'm going into primary schools and representing the organisation, so I've got that bigger role of having that responsibility” [Coach]*

*“We have our main staff but your next tier need to be just as strong as your main staff so obviously it's really important that they've got that Level 2 so they feel confident enough to put on good sessions cos obviously our reputation is really important because schools will buy more into you if your products are good and your staff are good and your delivery is good. The experience the players get that come to their sessions is high quality. David was*

*externally verifying and he came to me at the end of one of the sessions and said she's brilliant, she's really good, one of the best sessions I've seen. I'm biased obviously but for an external verifier to say that, he didn't know that she was from my project so for him to say that to me was absolutely brilliant feedback" [Project Co-ordinator]*

The second indicator used for this outcome was data from the organisation management system which confirmed both coaches were paid part-time coaches (termed Casual Coach) and had maintained these positions during the timeframes of Phase 2. They started their employment after qualifying in September 2014 and remained employed in May 2015, therefore their employment is deemed sustainable.

Both the coaches and the Project Co-ordinators verified this approach to measuring the outcome during face-to-face interviews, as the organisation management systems were the most up-to-date data source on coaches' employment status and the participant groups they were responsible for. The Project Co-ordinator is, essentially, the coaches' employer.

The quantity of change included in the Impact Map is therefore 2 as both coaches experienced the outcomes in this chain of events.

The duration of the outcome is 1. If the organisation no longer received funding for delivering coaching sessions in Tyneside, the two coaches' would lose their jobs. As a result the duration was set to the length of time which the Project Co-ordinator could confirm the organisation had received funding for the sessions (when this question was raised the Project Co-ordinator confirmed that at the time the evaluation was conducted one year's funding was provided for both the school and adult women's sessions in Westgate, delivered by these two coaches).

The financial proxy used to value this outcome was £5,220.00. This figure represents what the two coaches earned for the coaching sessions they delivered after becoming employed and within the timescale of the evaluation (i.e. it is the value of the sessions they delivered in Phase 2 – for the purposes of this evaluation this represents their sustainable part-time employment. It was fully tracked and verified using the organisations management systems therefore it is the most accurate financial proxy available). Data sourced from the system confirmed the two coaches delivered a total of 522 one hour sessions and were paid £10 per hour ( $£10 \times 522 = £5,220$ ).

Interviews with the coaches initially set out to value the outcome of sustainable part-time employment using revealed preference techniques, however both coaches suggested their earnings for the sessions they delivered were the most accurate way they could describe how valuable the job (i.e. the outcome) was to them. This approach was used as their total earnings are directly comparable to a market traded good or service – in other words, the value would be the same for another individual coaching the same number of sessions, for the same organisation in the same local area.

Coaches and Project Co-ordinators helped to estimate deadweight. In other words, what would have happened without the activity (i.e. the Level 2 training)? As the quote from the Project Co-ordinator earlier in this section shows, without completing the Level 2 training coaches are not permitted, by organisational policy, to lead coaching sessions. Therefore

deadweight was set at 0%. If the coaches had not experienced the activity being delivered (their training) they would not have become employed.

Similarly, displacement was 0% as coaches confirmed they were already known to the organisations and they were selected and given the opportunity to undertake the Level 2 training, rather than it being an open application process that other individuals had access to and may have missed out on (i.e. they did not displace opportunities for other prospective coaches in neighbouring areas as the opportunity was never made widely available).

Attribution of this outcome was also 0%. The coach theories of change are based on the critical Phase 1 contributions made by coaches and Project Co-ordinators, as identified in interviews with both groups. The coaches are responsible for the majority of this change. They make the outcome happen by, for example, completing the training and being motivated and having the self-belief to apply what they have learnt and deliver high quality coaching sessions. We know that having the drive and desire to succeed is key to any coach's success and achievement of this outcome. Without this it is unlikely coaches will firstly complete their training and secondly, understand how to put what they have learnt into practice by delivering high quality sessions. It may seem simplistic to attribute the majority of the change to coaches but without them, this change would not happen. The alternative scenario is coaches who sign up to complete the qualification but, for whatever reason, do not complete it or prove their ability to apply the learning in practice. In this case there is no outcome to measure as the coach has not made it happen.

Alongside the input from the coaches, the Project Co-ordinators are responsible for many of the enablers included in the theory of change, for example giving coaches the opportunity to coach and providing ongoing, tailored advice, guidance and support while they are undertaking the qualification. They also provided more formal support such as feedback on monitoring and evaluation processes. This ensures coaches know how they are progressing on the qualification and where they need to improve in order to be given the responsibility of leading their own sessions.

However, in line with SROI conventions the Project Co-ordinators' contributions are not included in the attribution proportion as they are already included in the SROI inputs calculation (see Section 6.1) (i.e. Project Co-ordinator time). Coaches' time, as the main beneficiary of the intervention, is not valued, in line with another SROI convention).

Drop-off was also 0% as the outcome was only judged to have lasted for one year. Drop-off in SROI only applies for outcomes which have a longer duration than one year.

Finally, the interviews with coaches explored any unintended or negative outcomes which may have occurred during Phase 1 but which had not yet been accounted for. Both coaches were asked what negative or unintended outcomes they had experienced and, after strongly refuting the notion, were prompted in line with the questionnaire included in Appendix 2.

While it may at first glance appear unlikely to think the coaches did not experience any negative or unintended outcomes, this position is easier to understand when considering their broader view of the opportunities they had been given. Both individuals received funding to train to become high quality coaches, something they held a passionate interest in and wanted to pursue as a career. Not only that, they were both now being paid to coach.

Given both coaches live in disadvantaged communities where opportunities like these are less forthcoming, we would argue it is reasonable to accept that no negative or unintended outcomes occurred during their experience of Phase 1.

*“There’s been nothing negative, personally I’ve always wanted to do it and it’s what I want to do so there’s been no negatives.” [Coach]*

The total value of this outcome for the paid coaches before any deductions or projections was £10,440.00.

**Volunteer coaches develop the ability to deliver/lead high quality coaching sessions. This leads to them securing sustainable part-time employment in a volunteer coaching role which leads to them securing employment in a paid non-coaching role.**

Like the paid coach sub-group, the volunteer coaches believed the increase in their ability to coach from completing the Phase 1 training was so significant it must be included as a key outcome in the evaluation.

The average importance rating coaches provided for this outcome was 8.6.

*“For me the most important is enhanced coaching ability” [Coach]*

*“I was always the last pick and now I’ll take it in my stride, I’ll do anything I can to help and I’ll have my opinion on how things should be set out, it’s always there if they need it. With the Level 2 as well I will always watch everyone and say they’re best at that or they’re best at this. I now have the confidence to give my opinion and I wouldn’t have done that before.” [Coach]*

The starting point for the volunteer coaches was slightly different to that of the two paid coaches. Two had built up volunteer coaching experience in sport but not with the organisation that was now providing the Level 2 training in Tyneside. This therefore required additional time inputs from their Project Co-ordinators (accounted for in the inputs in Section 6.1)) when assessing their suitability for the Level 2. The third volunteer needed volunteering experience for his ongoing college course which was his motivation for getting involved.

*“My dad’s friend was one of my coaches and he’d set up a badminton academy in the local area, he said I should come along as I’d really enjoy it. So I did” [Coach]*

*“I came to college and didn’t know anything about it, volunteering or anything, but I wanted to work as a paramedic or in the police so I knew I needed to get some volunteering experience to be able to do that” [Coach]*

The two other volunteer coaches were also motivated to complete the Phase 1 training to enhance their educational prospects.

*“I wanted to join the police and they say get as much life experience as you can” [Coach]*

The volunteer coaches provided examples to evidence that this outcome (i.e. ability to deliver and lead high quality coaching sessions) had taken place. Like the paid coaches, they explained that leading sessions for their own group was a good indicator of this change, as this involves behaving in ways which are different to how they behaved as a coach before. Specifically they highlighted how leading a session is a totally different skillset to what they had been accustomed to before:

*“I can work in a team but I like to have the authoritative role as well so I know where the line is, so I’ll say you go there and I’ll go there, but [previously] I’d stand back and let the coach lead, I would never ever have been in that role or wanted to be in that role as coach or leader. You take a back seat and watch people but then at Level 2 it’s like being in the driving seat and this is how I’m going to do it.” [Coach]*

*“You start out volunteering and you’re helping somebody out but at Level 2 you’re taking centre stage and other people are watching you sort of thing, it could be parents, who are watching and seeing how well you did. Otherwise as a volunteer you’re sitting back and letting them lead.” [Coach]*

The same indicator used for paid coaches is used to measure this change – the number of volunteer coaches given responsibility to lead their own regular doorstep sport coaching sessions for a specific participant group. Like the paid coaches’ Project Co-ordinator, the two Project Co-ordinators responsible for supporting the volunteer coaches confirmed during interviews that this is a robust example of having the ability to deliver high quality sessions as it has been assessed and verified over a period of time (see Appendix 4 for the observation monitoring criteria used).

This verification process included Project Co-ordinators attending the initial sessions delivered by coaches in Phase 2 to ensure the quality standards required were being met.

*“The school said we’ve got a new initiative called Change for Life Club do you want to deliver that. So we took the kids and we run this Change for Life club and it’s escalated now there are more kids who want to get involved, the Local Authority are backing us with this and giving us a cluster of primary schools to work with, so after Christmas we’re going to have a club on every night really, so it’s growing but it’s great because it gives them the opportunity to get out there and lead” [Project Co-ordinator]*

The quote above illustrates how much trust the Project Co-ordinator has in her coaches’ ability, and it is this trust, based on vast experience and knowledge of what quality coaching sessions look like, which enables her to allocate them regular coaching sessions with a specific participant group (in this case school children). As well as providing further evidence that the volunteer coaches have developed the ability to deliver high quality sessions, this shows how the second outcome in the chain of events was realised – volunteer coaches secure sustainable part-time volunteer coaching employment.

An objective indicator used to measure this outcome was data from the two organisations’ management systems which confirmed the number of coaches (three) employed as volunteers to deliver coaching sessions throughout the timeframe of Phase 2. They too, like the paid coaches, secured their employment after qualifying and started coaching in

September 2014, remaining employed in May 2015, therefore their employment is deemed sustainable.

And, like the paid coaches, the volunteer coaches and their Project Co-ordinators verified this approach to measuring the outcome during face-to-face interviews, confirming that the organisation management systems were the most up-to-date data source on volunteers' employment status and the participant groups they were responsible for.

However, unlike the paid coaches, who at this point in the chain of events had achieved what motivated them to undertake the Level 2 training in the first place (i.e. paid coaching employment), a further outcome was identified for the volunteer coach sub-group. Having secured volunteer employment with their sponsoring organisation, the coaches also secured paid employment in non-coaching role, which they felt was at least partly due to their achievement of the Level 2 training.

The volunteers were applying for paid non-coaching employment to both support their educational studies and enhance their future educational prospects (as noted earlier, 'life experience' was required) whilst undertaking Phase 1. They felt, and provided supporting evidence to show, that their Level 2 training in Phase 1 had an impact on them securing their jobs.

The interviews that uncovered this evidence naturally led on to asking the coaches to help calculate just how much of this outcome was linked to the Level 2 training, with both coaches attributing 40% to their experiences of Phase 1.

One coach was volunteering at the Great North Run and his soon to be employer saw him using some of the communication and leading skills learnt on the Level 2. He explained how his employer had approached him after being impressed with his ability on the day.

*"I was at the 10k running event, I'd spoken to my now boss about going for a job at Greggs and not getting it and she said bring your CV to me I'd like you on my team you've made that much of an impression on me." [Coach]*

He attributed the rest to his CV, personality, experience and attitude towards work, all of which he felt he had developed before starting the Level 2 training.

*"For the job I'd say 40% of it was down to my coaching to Level 2 standard as what she saw when I made an impression on her was me practicing my level 2 coaching, that's what impressed her, the rest I think must've been my CV, my personality, experience and my work attitude which she also saw, but I have always had that without and before the level 2 coaching." [Coach]*

The second volunteer coach working in the retail sector also justified the attribution estimate of 40% by referring to how he used his learning from the Level 2 to secure his role.

*"The Level 2 and my coaching definitely helped me get a job, it provides things like planning, being organised, getting places in time, coaching and having that qualification sets a good impression on people. The communication skills you learn, that's massive, you take it into*

*communicating with customers and with other staff. I talked about my experience of doing all these things at my interview and got the job. I'd say 40% down to the level 2 and my coaching.” [Coach]*

Attribution in the Impact Map is therefore 40% as both coaches suggested and agreed with this figure. And it is also supported by existing research. We arrived at this estimate after considering what would have happened anyway if the coaches did not have the benefit of the ability they developed through the Level 2 and the experience they gained from it. ONS labour market data shows individuals are 32% more likely to be employed if they have a qualification<sup>21</sup>. In addition, data from the Poverty Site shows people who do not have an equivalent Level 2 qualification are almost twice as likely to be lacking, but wanting paid work<sup>22</sup>. Finally, the DWP continues to reference McIntosh’s 2004 study in its Jobseekers Allowance Regulations, stating that people with vocational qualifications are 10% more likely to be employed<sup>23</sup>.

Analysing the evidence from the coach interviews and this existing research together, we believe the attribution proportion of 40% is sufficiently accurate and robust for the evaluation. The existing data clearly shows people are much more likely to gain employment if they hold qualifications, and even more likely if they are at Level 2 or above. The coaches did not simply say having a qualification helped them secure their roles, but that they had shown their employers how the qualification had developed specific skills which they were able to transfer and apply in a different employment context.

If people are 32% more likely to gain work with a qualification, and even more so if it is at Level 2, the coaches’ demonstrating their ability to transfer their learning into an employment context arguably increases their chances of finding work even more.

An attribution estimate of 40% may appear high and open to questioning as to whether it is still a significant outcome. However, as no other organisations or individuals were identified as contributing to the outcome, the coaches themselves contributed by doing/possessing things they possessed before embarking on the Level 2 training, the outcome remains part of the overall SROI calculation.

For an indicator of the outcome for these two coaches, coach and Project Co-ordinator interviews aimed to confirm how long the coaches had been employed in their retail job roles and whether this could be considered sustainable employment.

As both coaches were employed throughout Phase 2 (the measure used for the paid coaches’ sustainable employment) their employment was deemed sustainable.

While their employment is a fact – they were and remain employed in the positions and this was confirmed in person by the coaches and their Project Co-ordinator – it is recognised this cannot be considered an objective indicator, as it is essentially what the stakeholders themselves told us.

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<sup>21</sup> ONS, Qualifications and Labour Market Participation in England and Wales, June 2014

<sup>22</sup> <http://www.poverty.org.uk/31/index.shtml>

<sup>23</sup> The Jobseekers Allowance Regulations 2011, DWP

Therefore a second, more objective indicator used for this outcome was confirmation of the coaches' shift pattern data. The coaches provided details of the days they regularly worked shifts for their employers to ensure the SROI evaluation interviews were not arranged at the same times.

This data showed the coaches were employed throughout the time period for the evaluation. It was verified by the Project Co-ordinator who also worked around the coaches' shifts when arranging coaching sessions for them.

The quantity of change included in the Impact Map is 2 for the two volunteer coaches who experienced this outcome.

For consistency the approach to valuing the outcome with the two coaches followed the approach taken for the paid coaches – identifying the current value for the same market traded good or service. In this case an existing price was available – the total value of their sustainable part-time non-coaching employment – or in other words, how much the employment was worth to them (i.e. earnings over the course of working during Phase 2 - the coaches secured the employment during Phase 1, after the training had been completed, before beginning work in Phase 2 alongside their Phase 2 coaching roles).

The coaches collected data from their employers on the shifts they had worked after securing employment (September 2014 to May 2015). Both worked 12 hours per week over 34 weeks. The total hours ( $408 \times 2 = 816$ ) were therefore multiplied by the average wage paid to the two coaches (as confirmed in the face-to-face interviews, one coach was paid £6.59 per hour and the second was paid £6.64 per hour = £6.62 average). This provided a proxy value of £5,401.92.

Deadweight of 15% was estimated in the Impact Map. Both coaches were asked to consider, during the interviews, what might have happened anyway, in terms of their employment prospects, if they did not have the skills and experience gained from their Level 2 training.

*“The Level 2 and my coaching definitely helped me get a job, it proves things like planning, being organised, getting places in time, coaching and having that qualification sets a good impression on people. The communication skills you learn, that's massive, you take it into communicating with customers and with other staff. I talked about my experience of doing all these things at my interview and got the job.” [Coach]*

*“I'd applied for loads of other jobs but when you get to show someone what you can do, what you've learnt, it makes a big difference.” [Coach]*

As the existing data identified above shows, it is generally accepted that qualifications and training make people more likely to find work. However, as both coaches were applying for a number of roles a deadweight proportion was required as eventually it is likely they would find work anyway.

Further existing data was sourced from the 2011 Census. It showed only 15% of young people with no qualifications aged (16-20) are employed<sup>24</sup>. Using this as a comparable group (i.e. young people of the same age and seeking employment without the added benefits qualifications and experience brings), deadweight was estimated at 15% and coaches were asked if they were satisfied with this approach – both confirmed they were.

The coaches also helped to provide information to support the displacement estimate.

The quotes from the coach employed after impressing his now manager at the Great North Run event confirmed his role was created for him, it was not advertised more widely as an opportunity for other applicants.

*“She made a space for me in the team, it wasn’t an advertised job” [Coach]*

The fourth coach employed in the retail sector did have to apply for his role, therefore there is potential for displacement (one in two coaches exhibiting displacement = 50%). However, we do not know who else applied for his role, whether they were employed at the time and seeking to switch jobs, or if they were unemployed and remained so after failing to secure the position.

Local employment figures are aggregated at too high a level to account for a single job and the difference that may have made for other applicants. Therefore as any judgement on the likelihood of displacement is 50-50 (displacement may have happened, it may not, there is insufficient evidence to support either view) the 50% figure is halved to provide an estimate for the Impact Map = 25%.

The duration of the outcome was set at 2 in the Impact Map. Unlike the paid coaches, the fact that the volunteers were employed in non-coaching roles meant their employment could continue beyond the length of the activity (i.e. Phase 2) as it was not linked to funding provided for the activity from external sources.

The figure ‘2’ was agreed upon based on an analysis of what the coaches said they intended to do next after completing their educational courses. Both coaches are still employed by the same employers, and both said in interviews that they intended to continue working for them until they finish their education in one year at the age of 18 (they were 17 at the time of interview). As they had already worked for their employer for a year, this extra year of work up to the age of 18 would have led to a duration of 2, however the coaches’ evidence alone was not considered robust enough for the evaluation.

Instead, their intended next steps were analysed to identify how likely it would be that they could continue their part-time employment after completing their educational courses at 18. Both coaches were working towards careers in public services. This was behind their motivation for gaining volunteering experience in the first place (see outcome for volunteer coaches developing high quality coaching ability above), with one aiming to become a paramedic and the second aiming for a career with the police.

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<sup>24</sup> 2011 Census, Office for National Statistics (ONS), 2011

Entry routes into both careers were analysed on the respective websites. Entering the police force as either an 18 year old Police Officer or as a Police Community Support Officer is a full-time paid role<sup>25</sup>.

Similarly, an 18 year old starting paramedic training at University begins either a two or five year course depending on whether they are studying full or part-time<sup>26</sup>. The coach aiming to be a paramedic confirmed during the interviews that he would pursue a full-time course.

Therefore in both cases, if the coaches completed their current educational courses and moved into their desired roles at 18 (and both were on track to achieve the certifications required to do so at the time of interviews) it would be unreasonable, based on the limited time they would have available outside of their new roles, to think that they could continue in their current part-time employment roles as well.

They had one year remaining on their current education courses. Added to the year they had already been employed by their current employers, this gave a duration of 2 for the Impact Map.

In terms of drop-off, it is fair to say that over time, the outcome is more likely to be linked to the coaches' performance in the workplace and the experience they develop on-the-job than the Level 2 training. This view is supported by existing research. Glassdoor's survey of employees in the US found that 75% believe employers prioritise work experience over training<sup>27</sup>.

A 2014 UK survey by the UK Commission for Employment and Skills echoed these results, with employers identifying relevant workplace experience as more important than training achievements<sup>28</sup>. Approximately 63% said workplace experience is critical.

These figures provide potential estimates for the amount of drop-off expected in this outcome. However, after reviewing this evidence against the evidence gathered from coaches both figures were considered slightly too high.

Coaches maintained, during the interviews, that they were regularly using skills they developed during the Level 2 training in their employment roles. This included communication and organisational skills, neither of which they said they would be likely to rely upon any less in the remaining year with their employer (a timeframe estimated when analysing the duration for this outcome above).

The coaches felt 63% (or more) drop-off was too high given their reliance on these skills.

However, without tracking their employment in the second year we cannot know for sure whether 63% is too high, or if it is an accurate figure. Given the coaches' evidence was based on their experiences of the outcome as it happened, the drop-off estimate was slightly

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<sup>25</sup> <http://www.policecouldyou.co.uk/police-comm-support-officer/index.html>

<sup>26</sup> <http://www.nhs.uk/explore-by-career/allied-health-professions/careers-in-the-allied-health-professions/paramedic/entry-and-training/>

<sup>27</sup> <http://www.hreonline.com/HRE/view/story.jhtml?id=534357362>

<sup>28</sup> <http://www.placement-uk.com/experience-better-than-grades-employer-survey-says/>

reduced but only to 50% (i.e. not significantly lower than the proportions identified in existing research).

The total value of this outcome for the volunteer coaches was £4,132.47.

Finally, like the paid coaches, none of the volunteer coaches identified any negative or unintended outcomes occurring from the Phase 1 training.

*“No it’s been totally positive for me, really it has, I get that we mean negatives that might result from positives, like I’m not around my friends as much as I spend the time coaching, but that hasn’t happened cos I fit that all in too.” [Coach]*

*“Same for me too.” [Coach]*

One volunteer coaches’ experience of transferring their Level 2 learning into the coaching sessions they delivered did lead to an unintended negative outcome for the Project Coordinators (bigger workload). However, as this occurred in Phase 2 when sessions were delivered this is discussed in full in Section 5.6 (see end of Section 5.6).

### **5.2.2 Phase 2 Outcomes**

The outcomes experienced by coaches in Phase 2 are analysed in full below. The outcomes identified are the same for the paid and volunteer coaches, therefore they are analysed in relation to the total sample of 5 coaches.

#### **Coaches' confidence and self-esteem increases from delivering sessions.**

All five coaches identified significant increases to their confidence and self-esteem that resulted from delivering sessions in Phase 2. The average importance rating for this outcome from the five coaches was 8.4 out of 10, reflecting not only how important and positive it was for them but how critical confidence was to delivering high quality sessions in Phase 2.

The quote below shows how one coach evidenced that this change had happened. Coaches were asked in the interviews to provide specific examples from their experience of Phase 2 that showed this change had happened:

*“Confidence, when you’re leading sessions it’s completely different to when you assist someone else as a volunteer. As a volunteer you might be at the back and get asked one question maybe two, but when you get told to lead it you have to be confident because the kids can see it if you’re not, so the more confident you are the more chance you have of controlling the session.” [Coach]*

In line with the sentiments above, they were also challenged during the interviews to differentiate between confidence increasing as a result of the sessions they delivered and increasing as a result of any other activities.

One coach compared the confidence increase experienced from leading sessions to the confidence increase he had experienced previously when losing a significant amount of weight in a short period of time, with the former being much more significant. The outcome of weight loss and his consequent improved fitness was not included in the evaluation as it was related to activities outside the scope of Phase 1 and 2.

*“My confidence grew through the weight loss but since I’ve started coaching it’s absolutely massive” [Coach]*

This coach gave another example of how he would evidence this outcome, referencing speaking in front of a large audience at a StreetGames event and noting that there was no way he would have been confident enough to do this before delivering sessions in Phase 2.

*“I was standing in front of God knows how many people, presenting and doing quizzes. At one point a year ago that just wouldn’t have happened, it would not have happened.” [Coach]*

When asked the same question the other coaches also referred to their experiences of leading sessions, the responsibility that brings, and talking in front of people as evidence that the outcome had happened for them.

*“Having that responsibility of taking a group really, especially when you go into a primary school and have like a year one group, they’re quite hard to handle so it’s having the confidence and self-confidence to believe in myself that I can do that.” [Coach]*

*“Yes for me my confidence grew when I started volunteering, and grew again when I got more experienced but doing the Level 2 it just went skyhigh, like I wouldn’t stand in front of a group of people, screaming kids, my head would of exploded” [Coach]*

*“You take a back seat and watch people but then at Level 2 it’s like being in the driving seat and this is how I’m going to do it.” [Coach]*

*“I lead sessions so you need confidence to do that with a group.” [Coach]*

*“Talking in front of people yes. It’s massive.” [Coach]*

*“Confidence comes from the added responsibility you get from leading your own sessions” [Coach]*

The clear link established by the coaches between increased confidence/self-esteem and leading coaching sessions was used to identify an objective indicator for this outcome – the change in the number of coaching sessions led by coaches.

It is nothing new to suggest confidence is a critical component for any high quality coach<sup>29</sup>. Our research over many years examining coaching from participation through to high performance level has consistently demonstrated the importance of confidence for coaches seeking to deliver high quality sessions. And, we know from analysing the outcome ‘ability to

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<sup>29</sup> <http://www.sportscoachuk.org/sites/default/files/top-tips-skills-and-qualities.pdf>

lead high quality sessions' in the previous sections that the coaches involved were high quality coaches (given the assessment/monitoring and evaluation involved). A change in the number of coaching sessions led is therefore a suitable indicator of an individual demonstrating an increase in their confidence and self-esteem.

Prior to delivering sessions in Phase 2 (i.e. when they were still working towards becoming qualified coaches in Phase 1) the coaches had collectively led 0 of their own sessions (organisational policies dictate that only fully qualified Level 2 coaches can lead sessions).

Data gathered from the three organisations' management systems (sourced by the Project Co-ordinators) showed in Phase 2 the five coaches led 899 sessions. The change in number of sessions led (+899) is evidence that this outcome took place.

A second, more subjective indicator, was also used to measure the change – the number of coaches who reported an increase in their confidence/self-esteem during the face-to-face interviews.

As the quotes above show, all five coaches interviewed reported a significant increase to their confidence and self-esteem. As both indicators identified this change in all five coaches, the quantity of change in the Impact Map is 5.

Coaches were engaged in in-depth discussions to estimate the duration for this outcome. The coaches saw this as a difficult task which was exacerbated by the lack of evidence available from similar contexts which may have provided further guidance.

The starting point, when asked how long they expected the outcome to last, was that they had not yet seen any signs of losing the confidence and self-esteem gained. However, there was an acceptance that confidence, particularly, can change on a session by session basis depending on how well a session goes. Maintaining confidence was seen as critical to maintaining high quality delivery week after week.

*“If you think you can just do it and get it done, without really wanting to be there or having that confidence, that’s not the best way to go about it. If you think in that negative way it doesn’t help because it doesn’t work like that. You have to be confident because if you haven’t got the confidence you start stressing out and being a nervous wreck and the kids see it straight away.” [Coach]*

What we aim to establish here is a reasonable link between confidence and the ability to consistently deliver high quality sessions. In this specific coaching context, the coaches agreed during interviews (as suggested in the quote above) that they would not be able to deliver high quality sessions each time if they did not maintain their (now) increased confidence.

The coaches' had observed an increase in confidence throughout Phase 2. They all expected to continue coaching for at least one more year (the volunteer coaches reported they would continue up until the end of their current education (i.e. one year) while the paid coaches said they would, if funding was taken away from their existing session roles, volunteer for at least a year before looking for other employment). This suggests an

expectation that the outcome will last for around a year and a half. As at the time of writing their confidence showed no signs of abating this has been rounded up to 2 in the Impact Map. When asked to verify this the coaches could not envisage their confidence disappearing after two years, but due to the lack of evidence to support a longer duration 2 was the figure used.

The lack of existing evidence on how long confidence can last in individuals also made estimating drop-off a relatively difficult task. Our existing research, for example focusing on the reasons why women do not undertake coaching qualifications, shows confidence is a major barrier, however this study and others consider confidence from the viewpoint of those who are lacking it, not those who have gained and are seeking to retain it<sup>30</sup>.

Recognising the limitations in this approach, but given the lack of suitable existing evidence, the drop-off estimate for this outcome has been linked to national coaching data.

We have already established above – through the interviews with coaches – that maintaining confidence is critical to being capable of consistently delivering high quality coaching sessions. And, the 2015 Coaching Panel Survey showed 14% of coaches who intended to stop coaching said this was because they felt disillusioned with the role<sup>31</sup>.

While the coaches in this study were not disillusioned with coaching (moreover, the lack of support had led them to feel this way), this is the most comparable example from an existing (robust) dataset which shows how a specific mental state or mind-set can affect the likelihood of continuing to coach.

We therefore argue that if 14% of coaches intending to stop do so because they are disillusioned, at least a similar proportion could be expected to stop if they do not possess the confidence required to consistently deliver high quality sessions, given how important this is to the role.

This figure from the existing data has been rounded up to estimate 15% drop-off in the Impact Map.

There are clear limitations to this approach. While it could be argued coaches who feel they lack confidence are in a state of disillusionment, this is more a state of disillusionment with their own ability, rather than with the coaching profession, which is what the Coaching Panel data indicates.

The approach was also verified with the coaches in face-to-face interviews, but they found it confusing, and suggested their confidence would not drop-off at all as it had not thus far. They recommended drop-off of 0% in the Impact Map however, reflecting a stakeholder-informed not stakeholder-led approach, the 15% figure was retained based on our existing knowledge of coaching.

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<sup>30</sup> Women and Qualifications, sports coach UK, 2013

<sup>31</sup> The Coaching Panel 2015, sports coach UK, 2015

We know coaches' confidence can increase or decrease at every coaching session depending on the events that occur. And, as these are newly qualified coaches they are under pressure to deliver quality sessions on the back of the funding they received for their training.

For these reasons it is unreasonable to expect confidence to remain high and not waver at all over time. However, it is also recognised that the approach used for drop-off is not ideal.

But, given the lack of any better alternative data, this approach was used for this outcome, noting that, there is a need for more primary data to be gathered around coaching confidence for any future SROI evaluations in the industry.

Displacement and attribution were more straightforward to analyse. Displacement was not relevant for this outcome (therefore 0% in the Impact Map) as the coaches increasing their confidence/self-esteem did not displace other individuals from also increasing their confidence/self-esteem.

Attribution was also 0% as the only other contributors coaches identified for this outcome were Project Co-ordinators, who provided the support required to put them in the position to coach but whose time is already valued in the total inputs calculation.

As well as evidencing that this change happened, the coaches' quotes on page 67 above show how they attributed this outcome to their experiences of leading sessions, taking responsibility for a specific group and talking in front of large groups of people.

In these instances the coach is the person taking on this role, gaining huge amounts of confidence from being able to do it and from succeeding in delivering high quality sessions. While Project Co-ordinators' support helped to get them to this position (and this is accounted for in the Inputs calculations) it is the coach who brings everything they have learnt together and applies it into a quality session. The coach is in control of their confidence and self-esteem and this is reflected in the attribution estimate.

Coaches were given the opportunity to estimate deadweight for this outcome during face-to-face interviews. Their responses ranged from 5% to 15%, the reasons being that they imagined their confidence may have increased slightly anyway given they were either in education or employment while coaching, and therefore open to opportunities to increase confidence and self-esteem from other environments/pursuits.

However, the quotes presented earlier for this outcome show the huge increases in confidence and self-esteem reported were specifically linked to leading coaching sessions in Phase 2. Evidence from Project Co-ordinators confirmed this by identifying trends in the coaches' confidence that they had observed since supporting them at the start of their training in Phase 1, moving into delivery in Phase 2. An example quote is included below:

*"Her confidence has increased massively, when you put them in the position of leading, you see the big difference."* [Project Co-ordinator]

Deadweight was estimated at 15% in the Impact Map to ensure the likelihood of the outcome happening anyway was neither under, or, based on the evidence above, over-estimated.

Finally, coaches helped value the outcome using a modified valuation approach (see Section 4.3). Unlike the outcomes analysed in Phase 1 there is no existing market value for confidence. And, as the initial valuation interviews using revealed preference techniques did not lead to any agreement on a valuation, alternative proxy values were sourced from the Global Value Exchange and presented to the coaches.

The two proxy valuations sourced were - £1,195 for a confidence and assertiveness training course and £257.71 for a self-esteem training course for young people.

When asked which of these was most appropriate, if coaches thought either of them were, four of the five responses fell somewhere in the middle. An example quote from one coach is below:

*“The first one, I’d say that seems a lot of money to me, but the second maybe isn’t that much.” [Coach]*

One coach felt the higher value was appropriate given just how much his confidence had increased from delivering sessions. The other four coaches were reminded of the scores they provided when asked to rate the importance of the outcome against the other outcomes experienced.

As the average importance rating was so high the coaches suggested the higher value, if either of the two was to be used, was the most appropriate.

The responses were analysed and further evidence was gathered to support the use of the higher proxy value.

The online information supporting this valuation confirmed the assertiveness aspect of the training course focuses on helping individuals develop their confidence to communicate and present to people. Given coaches identified leading sessions, which involves constantly speaking in front of people, as an indicator of how they knew their confidence had increased, and the importance of this skill to any coach leading sessions, the proxy value was deemed appropriate for the SROI calculation.

The total value of this outcome for the coaches was £5,078.75.

### **Coaches' career prospects improve and this increases their desire to progress and continue learning/working.**

The final change experienced by coaches in Phase 2 was a chain of events starting with the coaches' acknowledging that their career prospects had improved as a result of their training, the sessions they delivered, the skills they used and the experience they gained. This in turn led to them exhibiting the outcome of increased desire to progress and continue learning or working (essentially, their aspirations had increased).

It could be argued that increased aspirations are not always a positive outcome for individuals, particularly if these are set too high and cannot be realised in future (which could lead to disappointment and other negative outcomes). However, we do not believe this is a

relevant risk for the coaches involved in this evaluation. For these coaches the outcome was positive as the aspirations they exhibited were realistic, achievable and based on their motivations for starting coaching in the first place. There is also evidence to suggest they had already started to progress towards achieving them (this is discussed in full below).

The importance to the coaches of experiencing the outcomes in this chain of events is evident in the average importance ratings provided - between 7 and 7.4 out of 10.

The first outcome in the chain of events, improved career prospects, was referenced by all five coaches in the face-to-face interviews when directly asked how they could evidence that change had happened. The fifth, despite not gaining employment as a result of his coaching, felt his career prospects had improved as a result of the experience gained from Phase 2 (i.e. putting his Phase 1 training into practice).

*“Career prospects have increased a lot I’ve got a lot more experience and qualifications and self-belief.” [Coach]*

*“Organisation skills have improved, I think all round it’s helped me, the course was really good and interesting and helped me think about things that I hadn’t really considered in the past it’s been a real benefit.” [Coach]*

*“I feel like I’m more confident and it’s a really good thing to have on your CV.” [Coach]*

This interview data provides a subjective indicator to show this change took place – all the coaches reported that their career prospects had improved.

However, an objective indicator was also identified to use in combination with the above. The objective indicator used was the number of coaches who added experience, skills (including transferrable skills) and knowledge to their CVs.

All five coaches confirmed they had added the achievement of the Level 2 programme to their CVs, specifying the transferrable skills they had learned which could be relevant in any industry or sector that they may consider progressing into in future.

*“The communication skills you learn, that’s massive, you take it into communicating with customers and with other staff” [Coach]*

The leadership experience they were able to add as a result of delivering sessions in Phase 2 was also seen as a significant addition to their CVs. As was the addition of employment experience for those who experienced the outcome of sustainable part-time employment (in coaching and non-coaching roles).

The coaches’ experience of Phase 2 and the realisation that their career prospects had improved led to a further outcome of increased desire to progress and continue learning (in education) and working (in employment).

These increased aspirations were evident in the interviews with coaches. This provided evidence that the change took place and a subjective indicator (i.e. the number of coaches

reporting the change). The interviews also showed that while the change was intended, in that the coaches knew it could enhance their career prospects, the impact it had on them was bigger than they realised at the start:

*“I had lots of different jobs before I came here, nothing in sport it was waitressing and retail, jobs to keep me going, my prospects have enhanced significantly definitely, I know I’m doing something I actually want to get out of bed to do. In terms of where I see myself going next hopefully it’s a full time sports coach.” [Coach]*

*“End goal is to work full-time in sport definitely, from where I started I’m well on the way now, not being in and out of jobs anymore.” [Coach]*

*“When it started to sink in that I was getting better at it, I started taking the role more serious and realising this could be a job if I keep going at it” [Coach]*

*“You lose all faith, I heard what the lady [providing feedback] had said and I was like, really I made that impression, I’m going to go for it. Not being big-headed but it builds your confidence when people say things like that. The motivation is just wow, definitely increased a lot.” [Coach]*

The first three quotes are from the two paid coaches whose aspirational starting points were relatively low, having, as they admitted, experienced struggling for motivation in previous non-coaching roles. They became involved in coaching in order to start a paid coaching career, and as they had delivered high quality sessions throughout Phase 2 they were now well on their way to achieving this aim. Therefore it is reasonable to say their increased aspirations was a positive outcome as they were already beginning to realise them (i.e. they had not set themselves unachievable targets).

The outcome can also be considered positive for the volunteer coaches group. The two coaches who had begun coaching to enhance their educational prospects had now added significant life experience to their CVs. This would help them achieve their next steps which were applications for the police and fire services.

These applications are examples of the objective indicator used to measure this outcome. In addition to the fact that four coaches reported their increased desire to progress and continue learning/working in the face-to-face interviews (i.e. a subjective indicator for this outcome), the same four coaches provided examples of how they applied for the next stages of their education or employment. This change in their behaviour demonstrated their increased desire to progress.

The two paid coaches had both applied for more senior paid coaching roles with their employing organisation. This was confirmed by their Project Co-ordinator.

*“We’ve just taken on a full time community coach, they went for it and were very close.” [Project Co-ordinator]*

One of the volunteer coaches had applied for paramedic training as his coaching provided the life experience required for the role.

*“I want to go to Uni to do paramedic science, so fingers crossed I get on the course and get a placement” [Coach]*

And a second volunteer coach had taken steps to enquire, with his Project Co-ordinator, about another training course which would provide further experience for his application to the police.

*“He’s also thinking about doing a one year fitness course next year where you get your Level 2 gym instructor and your spin instructor, boot camp instructor, it’s just a one year bolt on.” [Coach]*

The quantity of change in the Impact Map is 4, as this outcome was evident in the four coaches above.

When coaches were interviewed and asked to consider how long they expected this outcome to continue, including in the event that the activities (i.e. the training sessions being delivered) were taken away, the responses varied according to the sub-groups.

The volunteer coaches said they expected their desire to progress to continue at least to the point of realising their goals of becoming employed by the police and fire service.

*“That’s always been my goal to join the police, it’s two or three years I think.” [Coach]*

*“I’m still thinking about being a paramedic, I’ll be there two or three years before qualifying” [Coach]*

These two coaches felt their desire to progress would continue if the coaching sessions were no longer delivered, as their ultimate goals were based in other non-coaching industries. So while their ability to progress towards these goals and apply for positions with the police and on a paramedic university course had been grounded in what they achieved as coaches, their success in these spheres (and therefore their desire to fulfil the goals) was not dependent upon them continuing in their coaching roles.

In contrast, the paid coaches linked their desire to progress in their coaching careers to being able to continue to deliver coaching sessions, as the sessions provided both their current source of income and the opportunities for them to impress their employers (i.e. the Project Co-ordinators) and show them they were ready for more senior roles.

*“Hopefully get a full-time job, football or whatever, doesn’t really matter what sport it is because I do a lot of dodgeball with Hat-trick too, so I don’t mind on the job as long as it’s a coaching job.” [Coach]*

In the event that the coaching sessions were taken away, it is likely these two coaches’ desire to progress would decrease, as they would be forced (through a need for income) to look at other career options instead. However, the two coaches’ Project Co-ordinator confirmed the organisation would not simply abandon them if a lack of funding meant a lack of coaching opportunities.

*“As a company it’s equally important to us that we support the individual, we really invest in people, I’ve known her [coach] since she was 14, we’d want to help her get a job, we’d give her references and help her fill in application forms.” [Coach]*

Although we know the coaching the two coaches provided during Phase 2 was based on a one year contract, having this type of support structure in place from their organisation suggests the desire to progress would last at least a little longer than one year (the duration of the contract).

The volunteer coaches agreed on an outcome duration of three years based on the fact that this was the length of time they expected it to take to achieve their non-coaching employment goals (i.e. they perceived their desire to progress would continue at least until they achieved these goals).

Given the wide range between these figures (one and three years) national data was also sourced to provide further accuracy when estimating the duration for this outcome.

The Department for Education’s annual Longitudinal Study of Young People in England (LSYPE) was interrogated. In the original LSYPE survey, 99% of 13 year olds (15,439 total sample) said *having a job or career is important to me*. Five years later 98% of the same sample (5,282 then 19 year olds) said the same<sup>32</sup>.

The difference of only 1% shows that for this large group of young people, the importance of a job or career did not get any less strong over the five year period.

In this large scale sample young peoples’ career aspirations lasted for five years. This suggests the one year duration suggested by paid coaches is too short. However, we cannot ignore the fact that the data gathered directly from the coaches and the Project Co-ordinator is specific to their local Tyneside context. The durations they provided are based on the specific local conditions they experienced and their career goals. With this in mind the duration was set to 3 years reflecting the fact that the national data suggests one year is too short, but also that five years is likely too long given the specific local context.

The proportion of deadweight for this outcome was also discussed with coaches. They were asked to consider how likely it is that their desire to progress would have happened anyway, if the coaching sessions they delivered in Phase 2 had not happened. The two paid coaches said their experience had such an impact on them that deadweight should be 0%. They could not imagine feeling so positive about the future without having the experience of leading sessions from Phase 2. Repeating some of the quotes from page 67, both were at a low starting point in terms of their career aspirations.

*“I had lots of different jobs before I came here, nothing in sport it was waitressing and retail, jobs to keep me going, my prospects have enhanced significantly definitely, I know I’m doing something I actually want to get out of bed to do.” [Coach]*

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<sup>32</sup> LPYSE data, Waves 1 to 7, Department for Education - <https://www.education.gov.uk/ilsype/workspaces/public/wiki/Welcome>

*“When it started to sink in that I was getting better at it, I started taking the role more serious and realising this could be a job if I keep going at it” [Coach]*

The Project Co-ordinator interview provided further data to show just how far these coaches had progressed. Referring to one of the coaches the Project Co-ordinator noted how the starting point for career aspirations had almost been zero, but after leading sessions it was now significantly higher.

*“I don’t think she realises what an achievement it is where she’s come from. When I met her she was on the dole and just going to jobs and quitting. She had no commitment whatsoever and now she’s been with us nearly three years. I think this is the longest thing she’s ever committed to in her life.” [Project Co-ordinator]*

In comparison the volunteer coaches were all undertaking full-time education alongside their coaching in Phase 2. Arguably this gave them more opportunities to improve their career aspirations through other means. This was put to the coaches during face-to-face interviews. For example, they were asked if completing the course they were currently undertaking at college would have the same impact on their desire to progress in future.

However, the data gathered suggested the volunteers did not want to play down how important the experience and skills they had gained from delivering sessions was.

*“It is life changing, it will stick for me for the rest of my life. I like the busy lifestyle, coaching has built it up so I’ve met new people through it I’ve got speaking to people and pointing me in the right direction, it’s not just confidence its massive, it’s changed my life.” [Coach]*

An initial suggestion of 60% deadweight – based on the fact that the three volunteers had the opportunity to improve their aspirations through their educational achievements – was seen as too high.

*“It might have [happened anyway] but nowhere near as much as that.” [Coach]*

The coaches strongly felt that even half that amount would be too high. Based on their feedback and the feedback from the paid coaches (who estimated 0% deadweight), a proportion of 20% deadweight was used in the Impact Map. This figure acknowledges that the coaches had other opportunities to enhance their future aspirations, but their experience from the activities being delivered had by far the strongest impact on them realising this outcome.

The data gathered for deadweight also helped estimate drop-off in the Impact Map. Similarly to the confidence outcome, there is a lack of existing evidence available on the length of time an individual can expect their desire to progress or positive aspirations to continue.

The coaches suggested positivity around the future will be closely linked to the different situations and events people experience in their lives. Within Tyneside they referenced the level of support they had received so far, particularly from their Project Co-ordinators, who are always available to help and find them opportunities to coach.

*“She’s [Project Co-ordinator] brilliant, she’s always looking to find something for us, helping us, she’s fantastic” [Coach]*

In the context of these five coaches, the evidence presented throughout this section, for this outcome, draws a picture of a strong support network that would not allow spirits or aspirations to fall too far, too quickly. Therefore analysis of this data guided us towards a low drop-off proportion.

Existing national data was also sourced to inform the drop-off estimate, however, as stated above there is little directly comparable to the outcome under consideration. LSYPE data was arguably the most relevant and robust available. This showed that when the survey was conducted at age 19, 7% of 8,404 young people said *having a job where I can get promoted and get ahead doesn't matter to me*<sup>33</sup>.

This suggests around 10% (rounded up) of young people do not experience this outcome (i.e. a desire to progress in work or education). Project Co-ordinators were consulted to see if they had experience of monitoring coaches' aspirations and the extent to which they may have decreased over time, however there was no robust evidence available.

Therefore a drop-off proportion of 10% was estimated in the Impact Map. This was informed by the national data, recognising that it is likely a small amount of drop-off will occur, but this would be minimal given the support network and other opportunities available to coaches that would help them maintain their positive aspirations.

Displacement was not relevant for this outcome (0%) as the coaches' increasing their aspirations did not prevent anyone else in the local area from increasing theirs too.

Attribution was also estimated as 0%, as the only other significant contributors were the Project Co-ordinators whose time supporting, motivating and encouraging the coaches is accounted for in the inputs calculations. While this support is crucial this outcome is similar to the increase in confidence/self-esteem outcome, in the sense that coaches' are responsible for applying their Level 2 learning and putting it into practice when the time comes. They alone are responsible for ensuring they complete the qualification and deliver high-quality sessions. Project Co-ordinators will always provide the necessary support to ensure they *can* do it, but it is the coaches' who *will* (or won't) make it happen through their drive and will to succeed.

One of the coaches' discussed the importance of having the drive to succeed in coaching when explaining the increase in confidence he had experienced:

*"If you think you can just do it and get it done, without really wanting to be there or having that passion, that's not the best way to go about it. If you think in that negative way it doesn't help because it doesn't work like that" [Coach]*

As this quote suggests, changes in success and aspirations are linked to what the individual does themselves. The coaches, through their actions, are in control of their aspirations and whether these increase or stay the same. From working with these coaches over an extended period of time it would be unreasonable to attribute their increased aspirations to anyone other than themselves and perhaps their Project Co-ordinators, however, the latter groups' time is already accounted for in the inputs calculations. We believe the attribution

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<sup>33</sup> Ibid

estimate of 0% accurately reflects how the coaches made this change happen for themselves.

Finally, to value the outcome, the same modified approach used for the confidence/self-esteem outcome was replicated with coaches, after interviews using the revealed preference technique did not agree on a suitable proxy value.

Two potential proxy valuations were sourced and presented to coaches. The first was the cost of Goals UK's Goals for Young People training course - £200 per person<sup>34</sup>.

*"GOALS for Young People is a motivational training programme that challenges youths to think and behave differently. The programme is designed for 13-19 year olds with a main focus on developing self-esteem and an overall sense of responsibility.*

*Young people leave the programme feeling empowered and focused on the future."*

The second was sourced from the Global Value Exchange website. A previous Social Return on Investment analysis for community empowerment valued *increase in feelings of aspiration towards career* as £4,800 per person<sup>35</sup>.

Feedback from coaches immediately labelled the second value as too high.

*"Wow, that's a lot isn't it, I mean it's important but that's really high for that" [Coach]*

Coaches were reminded of the importance rating they gave to this outcome, which was only slightly lower than the ratings for the outcomes experienced in Phase 1. However, they pointed to the fact that this outcome would not have happened at all if they did not complete Phase 1 first, therefore they strongly felt the second value was more appropriate. One coach compared the Global Value Exchange value to the proxy value used for sustainable part-time employment, noting that the increased desire to progress cannot be compared to almost a whole year's work.

*"That's [Goals training] less but this one would make it worth almost a whole year's work?" [Coach]*

As a result the Goals proxy value of £200 was used in the Impact Map. To confirm the relevance of the proxy the CEO of Goals UK was interviewed. Evidence was gathered to further support its use, with the CEO confirming the training helps young people focus on future plans and is helped by the input of a supportive adult. This aligns to the context in Tyneside with the outcome linked to coaches' future plans and the Project Co-ordinators playing the supportive adult role.

*"By the end of the course they have an idea of what they want to do with their lives and have hope, but what makes a difference is a trigger to keep that going, for example a healthy adult." [Goals UK CEO]*

The total value of this outcome to the coaches was £800.00.

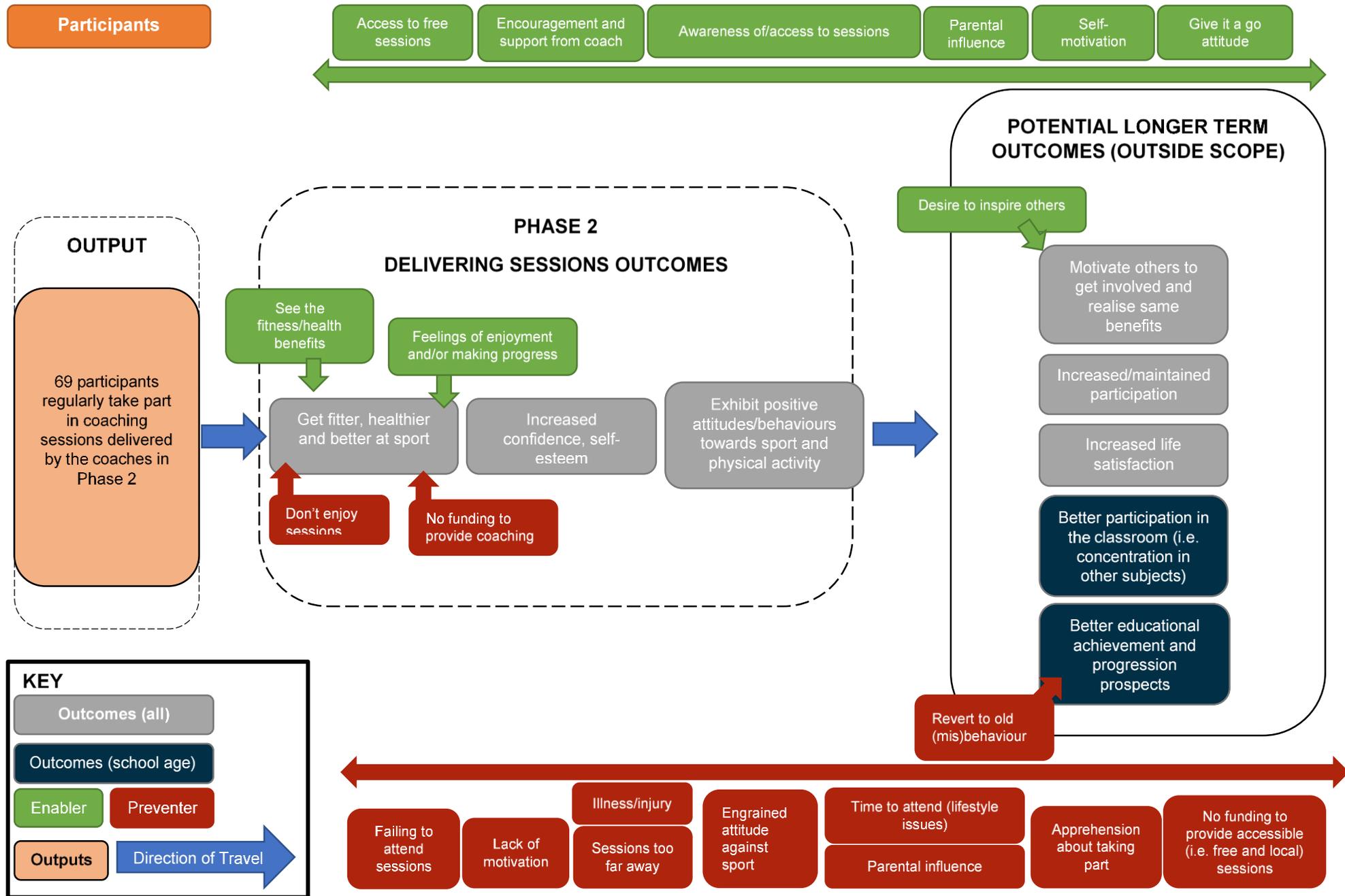
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<sup>34</sup> [http://www.goalsuk.org/index.php?option=com\\_content&view=article&id=72:quantum-theme&catid=9:frontpage&Itemid=116](http://www.goalsuk.org/index.php?option=com_content&view=article&id=72:quantum-theme&catid=9:frontpage&Itemid=116)

<sup>35</sup> <http://globalvaluexchange.org/valuations/career-aspirations/>



### 5.3 Understanding change for participants



### **5.3.1 Summary of the participant theory of change**

The diagram above illustrates the theory of change for participants who regularly attended the coaching sessions delivered in Phase 2, by the five coaches who qualified in Phase 1.

Three outcomes were identified for participants attending coaching sessions in Phase 2. These outcomes formed a chain of events, starting with participants getting fitter, healthier and better at sport as a result of regularly participating. This led to their confidence and self-esteem increasing, which in turn led to them exhibiting more positive attitudes and behaviours towards sport and physical activity.

The theory of change also includes a range of longer term outcomes which could potentially happen in future. It is expected that these outcomes differ according to the age of the participant, with some specific outcomes for school-aged children and adult participants. However, these outcomes were not included in the final SROI calculation as there was not enough evidence to prove they occurred as a result of the activities being delivered (i.e. the coaching sessions in Phase 2).

The diagram shows enjoyment and feeling like they are progressing are key enablers (green boxes) to making the outcomes happen for participants. Similarly funding to provide coaching sessions is key to ensure participants keep coming back. At a wider, ongoing level, enablers also include ongoing support from coaches, parents and at a basic level the opportunities to take part in sport. As these are disadvantaged communities sport is not as readily available as in more affluent areas.

### **5.3.2 Testing the participant outcomes for materiality**

The theory of change was developed using data gathered from a variety of methods. These mainly comprised of face-to-face interviews with participants and proxy participants, supplemented by observations of coaching sessions and an online survey. Project Co-ordinators were also consulted on the accuracy of the theory of change given their very close working relationships with the coaches delivering the sessions in Phase 2.

During interviewing adult participants, proxy participants representing younger children (aged 4 to 9), coaches and Project Co-ordinators were given the opportunity to review the theory of change diagram and suggest amendments to the outcomes, enablers or preventers (as well as the positioning of these things). Once stakeholders agreed the final version the diagram above was developed and the outcomes were tested for materiality (firstly, relevance<sup>36</sup>). The outcomes that passed the materiality tests are included in the theory of change. The full results of these tests are included in Appendix 2.

The outcomes that did not meet the criteria for relevance were:

- Motivate others to get involved and realise same benefits
- Increased life satisfaction
- Increased/maintained participation

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<sup>36</sup> Supplementary Guidance on Materiality, Cabinet Office/SROI Network

- Better participation in the classroom
- Better educational achievement and progression prospects

As detailed in Section 4.2.2, the number of participants able to take part in detailed discussions was limited, however the three adult participants who attended Hat-trick sessions for adult women and the two proxy stakeholders from schools were asked about the relative importance of the outcomes identified.

Both groups identified the three outcomes that form the chain of events in the theory of change for participants as the most important outcomes.

*“The most important is developing the interest in sport and the more interest in school sport, those are crucial.” [Deputy Head Teacher]*

The timing of the outcomes identified is crucial to understanding those that were and were not included in the evaluation. For example, life satisfaction and increased/maintained participation were only seen as slightly less important than the outcomes included in the evaluation, which may appear to suggest they should have been included. However, the participants felt these were outcomes they would experience in future, rather than immediately as a result of the sessions they attended in Phase 2 - this point is absolutely key and cannot be stressed enough.

The three adult women’s starting point was inactivity (i.e. they played no sport at all before attending the coaching sessions in Phase 2). Therefore, given Phase 2 was a relatively short timeframe (one year), and participation/being active was still very new to them, they could not evidence either increased or maintained participation (as they had nothing to compare it to having been inactive) or a sufficient level of increased life satisfaction for these outcomes to be included in the SROI calculation.

*“Really enjoying it but still so much for us to do and learn yet,” [Participant]*

Omitting these outcomes does not mean they are not extremely important for sport and physical activity providers. We may even suggest they are the foundation of why sport and physical activity is provided in the first place. However, we could not provide sufficient evidence to show the participants had experienced them during Phase 2. They may happen in future, if participants continue on the same path, but as the future is outside the timelines set for this evaluation, trying to analyse and value them now would be claiming value for something which happened outside the scope of the evaluation (i.e. it would be over-claiming). This point is considered again at the end of this section when valuing the outcomes that were included and explaining why they are of critical importance to ensuring these longer-term outcomes have the best chance of being realised in future.

Further data gathered in the interviews also supports the omission of the other longer term outcomes. While participants and coaches both referenced participants’ bringing other people along to sessions these references were not linked to any specific individuals who had attended the sessions the coaches’ delivered in Phase 2 (i.e. the activities within the scope).

For school age participants' two proxy stakeholders from the schools the coaching sessions were delivered in during Phase 2 both confirmed that the outcomes omitted from the SROI calculation are exactly what the schools are aiming to achieve in the future through coaches, however at the current time there was no evidence to suggest they had occurred as a result of the sessions delivered by the coaches during Phase 2.

For completeness and transparency they are included in the theory of change as stakeholders strongly expected these things to happen in future.

However, as we could not provide evidence to show they happened as a result of the activities within the scope of this evaluation, we could not include them in the SROI calculation. To do so would be to claim value for outcomes that our activities did not deliver.

But, given the potential impact of the longer-term outcomes for schoolchildren, we make reference to them in the conclusions of the report (see Section 7), noting that it is an area worth exploring in more detail in future.

*“Looking at the diagram that is exactly the outcomes that we are looking for when we ask Hat-trick to provide sessions for the kids, and any other sport sessions we put on.” [Deputy Head Teacher]*

Finally, the online survey data also further supported the omission of the outcomes above. Respondents were asked to rate the importance of the outcomes identified in the theory of change to help us understand whether the experiences of those involved in the evaluation were similar to the experiences of others who have received doorstep sport coaching in other areas of the country.

The results showed that at least 85% of similar participants (see Section 4.2.2 for a full definition) rated the importance of the three outcomes in the theory of change for participants 8 out of 10. In comparison lower proportions of similar participants (between 65% and 80%) rated the outcomes omitted at the same level of importance. While respondents were not asked to explain in detail why they rated certain outcomes more important than others (as this evidence could not be used to support the findings, as explained in full in Section 4.2.2) we believe the fact they did shows the correct outcomes have been included in the theory of change.

Had survey respondents disagreed with stakeholders and rated the omitted outcomes at least as or more important than those included in the evaluation we would have re-interviewed the latter group, as this would indicate important outcomes may have been missed. However as the opposite was true we believe the survey results support the view derived from the stakeholder consultations (i.e. that the right decisions on participant outcomes have been made).

The three outcomes comprising the chain of events in the theory of change are considered below, with full references to the decisions made and the data included in the accompanying Impact Map.

## 5.4 Valuing change for participants

**Participants get fitter, healthier and better at sport, their confidence and self-esteem increases and this leads to them exhibiting positive attitudes and behaviours towards sport and physical activity.**

The first outcome in the chain of events for participants was expected (intended) at the start of the evaluation. We strongly believe that participants who regularly participate in coaching sessions led by a high quality coach (i.e. Level 2 qualified, as in the case of the sessions delivered during Phase 2) will experience improvements in fitness, health and sporting ability.

These improvements are amplified for those whose starting point is minimal participation or inactivity. The three adult women who attended coaching sessions in Phase 2 delivered by a Hat-trick coach were all inactive prior to attending the sessions. They had been recruited to the sessions by the Hat-trick coach whose role included being an Us Girls Motivator. This role involved actively recruiting people to attend from the local community and offering them a coaching session which aimed to meet their specific needs (thereby increasing the likelihood of engaging them in sport and physical activity). The adult women's sessions delivered during Phase 2 combined healthy eating with sport in an attempt to make it easier for new female participants to come along and try something new (i.e. not 100% sport based and appealing to a wider set of interests).

*"We're getting people who don't do anything, one of the main responsibilities for me as an Us Girls motivator is for me to go out there and see what women want and get ideas and try and get them to come along to the sessions and give things a go." [Coach]*

The Deputy Head-Teacher and School Officer interviewed as proxy stakeholders for the school aged participants said the starting point for the vast majority of these children was minimal participation - one session of physical activity per week during curriculum time PE. The problem they identified was a negative attitude towards sport that was engrained at home. Children would therefore only participate in school when it was compulsory (i.e. during PE lessons).

*"Getting them to keep coming back is very difficult, because it's not reinforced at home. That's why we get the coaches to come in during school time, as we know they are here so they will participate. Outside school time it's much harder to get them coming back." [Deputy]*

To overcome these issues the schools used Local Authority funding to pay for the coaches to deliver coaching sessions. In the Westgate School where Hat-trick provided the coaching, sessions took place every day for the entire duration of lunchtime (one hour). Coaches also delivered the PE lessons during the week as their delivery was more engaging for the children.

*"The coaches make it fun they don't just teach a PE lesson like we had in the past, just teaching skills, they bring music and get really into it with the kids and they respond to it really well." [Deputy Head-Teacher]*

In the Denbigh School sessions were provided by the NESA coaches at lunchtimes and for after school clubs. The two coaches delivered a session per week each (one hour each, two hours in total).

As we know the starting point for the adult women was inactivity and the starting point for the children in the two schools was minimal participation (during PE lessons only), the indicator used to evidence and measure the outcome (improvements in fitness, health and sporting ability) was the change in the number of sessions attended by participants during Phase 2.

The limitation of this approach is recognised - it is not a clinical measurement of health/fitness improvement or sporting ability, comparing where the participants were at the end of Phase 2 compared to where they were at the beginning. We also accept that this is very much the start of the process. It will take a longer period of time and engagement than one year's worth of once a week participation for people who have been inactive for a number of years to realise impacts that will transform their health and fitness for the long-term.

However, we believe it is reasonable to conclude that all those who regularly attended sessions during Phase 2 will have experienced some form of improvement, either in their health and/or sporting ability, as they began from such low participation starting points.

For example, the three adult women were inactive before then attending one session a week (one hour) during Phase 2. This took them from doing nothing to almost meeting the weekly guidelines for physical activity published by the Chief Medical Officer (75 minutes vigorous activity per week)<sup>37</sup>.

The school children were attending one session per week, well under the 60 minutes activity per day recommended by the Chief Medical Officer<sup>38</sup>. However the coaching sessions ensured their activity was at least doubled (two sessions a week at the Denbigh School), and for those at Westgate school, the guidelines were met (midweek) as sessions took place every day.

To add to this evidence a coaching session delivered by one of the Hat-trick coaches at the Westgate School was observed to identify examples of the outcome (participants getting fitter, healthier or better at sport) as it occurred.

| Outcome  | Observed Evidence that the Outcome Exists in Practice   |
|--|---|
| Getting fitter, healthier and better at sport. | Very active session and skills were slipped in almost under the children's noses. Example - the movement and balance awareness the coaches are helping the children use as they swerve to avoid the bulldog (during a game of touch similar to the old British Bulldog game). |

<sup>37</sup>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/213739/dh\\_128144.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/213739/dh_128144.pdf)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/213740/dh\\_128145.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/213740/dh_128145.pdf)

<sup>38</sup>

|  |   |
|--|---|
|  | <p>All the children were having a lot of fun and enjoying the session, it would be impossible to argue otherwise based on the noise, laughter, energy, smiling, companionship, teamwork shown – all clear indicators of enjoyment and fun, plus they completed a good workout - an hour of almost all high intensity running around, sprinting, dancing and playing football.</p> <p>Evasive sprints, agility, fundamental movement skills all observed, health benefits for the kids are obvious with a number of them out of breath by the end.</p> |
|--|---|

This evidence shows participants who regularly attended sessions in Phase 2 experienced the outcome, as the sessions helped them become significantly more active than they were before.

The Hat-trick and NESAs Project Co-ordinators interrogated their data management systems to confirm the number of participants who had regularly (i.e. every week) attended the sessions. A total of 69 participants regularly attended.

A subjective indicator was also used to identify this outcome. The three adult women participants, the 20 young children engaged in a group discussion and the two proxy stakeholders from the schools all reported improvements to their/participants' fitness, health and sporting ability as a result of the sessions delivered during Phase 2.

The subject indicator was further supported by results from the online survey, which showed other similar participants had experienced the same outcome. 96% of respondents (100%) agreed with the statement *I am fitter, healthier and better at sport* when thinking about their regular participation at doorstep sport sessions. Importantly, their sessions were also delivered by high quality coaches and aimed to meet the same session aims (i.e. engaging more people in sport and physical activity). The survey results give us greater confidence that the evidence provided by the participants and proxy participants relates to changes that did occur, as they have occurred for others in receipt of similar activities before.

The improvement from this outcome led to a second outcome in the chain of events for participants – increased confidence/self-esteem.

Stakeholders were asked to provide evidence in the face-to-face interviews which showed this outcome had taken place.

*“I got more involved, built my self-esteem” [Participant]*

*“The confidence and self-esteem I think that comes as much through the participation and getting fitter, that is very important. The kids are definitely more confident, you can see it in how they interact with the coaches.” [Deputy Head Teacher]*

The second quote above from the Deputy Head-Teacher at the Westgate School links to the objective indicator used to measure and evidence this change – the number of participants

who showed their confidence/self-esteem had increased by exhibiting more confident behaviours in relation to sport. For example, young participants asked coaches how they could help out during sessions or enquired with school teachers/leaders about when the coaches were next returning to deliver another session.

The adult women participants exhibited more confident behaviour by taking it upon themselves to tell others about the benefits of taking part (i.e. by 'spreading the word' locally).

*"It's made me more interested now in motivating other women as it's building my self-esteem, to talk about it with them, I wouldn't have done that before." [Participant]*

Where young participants in the schools had asked to help out the coaches, this also showed behaviour that demonstrated increased confidence and self-esteem, as, like their participation starting point, the majority who attended sessions in Phase 2 also began from a low starting point in confidence/self-esteem terms, particularly in regards to sport.

*"Since the sessions started we offered them the chance to do some leadership training. Just a very short course as they are so young but they've actually all come forward and done that, they've had the confidence to give it a go. They all got their leadership training so they could say I've done that and got a little qualification, just gives them some responsibility and more confidence. You can see it when they're playing.*

*They see the kids they've never played with before and think he's a canny player let's get him to play in our team, or they see what it's like to be difficult behaviour wise when one of the other kids is taking the leading role, and because they've all had leadership roles they can see what it's like to mess about and they don't want to do that to their friends." [Deputy Head-Teacher]*

The coach who delivered sessions at the Denbigh School and the School Officer interviewed both also noted an increase in confidence as a result of the Phase 2 sessions. When asked to provide examples the behaviour which exhibited this increase to them was the number of children asking the School Officer when the coaches were next coming back as they wanted to help out with the sessions and play again.

*"We put a twist on it so it's not like PE it's like a game. I hated it [PE] too it was boring, running in a field no thanks, but capture the flag it's fun and the kids love it and I love it so I want to get involved. It's like they're playing and not doing PE, they don't realise they're doing it. They want to do it every day." [Coach]*

*"They don't just teach a PE lesson like the coaches we had in the past, who just teach skills, they bring music and get really into it with the kids and they respond to it really well. They all asked when they were next coming in, that's why we started another session in the afternoons. We get a very good quality of coaching and teaching from them." [School Officer]*

The School Officer said all the nine children who regularly attended at the school had asked her when the coaches were next coming in, which led the school to arrange the second non-

compulsory session in the afternoons. A key point to note from the quote above is how she highlights the quality of delivery as critical for achieving this outcome.

The Project Co-ordinator responsible for organising sessions also said she had witnessed the confidence and self-esteem of the children change from a very low starting point to a much higher level through Phase 2 delivery.

*“Some of them just thrive when they get some attention as they might not be getting it at home, the coaches are role models to them and they look up to them and you can see their confidence and behaviour change. One boy just used to sit out all the time, but then one of our coaches sat with him and the next sessions he didn’t sit out anymore he was actually getting involved in the sessions. He’s now one of the main players in the session and was star of the week last week” [Project Co-ordinator]*

The Deputy Head-Teacher who was interviewed as a proxy stakeholder for 20 young participants said around 80% had asked to help out or asked when the coaches were next coming back, as they wanted to play again.

And the online survey also supported the views above, showing 89% of respondents said their confidence/self-esteem had increased from regularly attending similar doorstep sport sessions that aimed to meet the same aims.

Taken together there is sufficient evidence to show this outcome happened for participants. It is noted that the analysis relies on data from proxy stakeholders who could potentially have their own agendas, in terms of reporting positive results to ensure Local Authority funding for the coaching sessions continues in future. However, as noted in Section 4.2.2, the proxy stakeholders interviewed are the individuals with the most in-depth knowledge of what happened during Phase 2 delivery.

The passion they displayed when talking about the children playing sport, and why their engagement with it in the future is so important for their development and wellbeing, showed a deep level of care which was genuine and which provides confidence in the evidence used in this report.

The increase in confidence/self-esteem led to the final outcome in the chain of events for participants - exhibiting positive attitudes and behaviours towards sport and physical activity.

This outcome was crucial for the organisations delivering the coaching sessions as, essentially, the sessions existed to meet this very important aim (engaging more people in sport and physical activity in Tyneside). By helping participants exhibit more positive attitudes and behaviours the organisations (and coaches) had taken a significant first step to achieving this. People who had previously not considered sport and physical activity as something that was ‘for them’ now saw it as something that could be a part of their lives, and this change is significant. As recent research has shown changing behaviours is as, if not more, important than changing attitudes towards sport. People cannot be expected to engage if they do not have positive attitudes *and* behaviours towards something. Young people, for example, have been shown to have positive attitudes towards sport but that does

not mean they are going to take part<sup>39</sup>. The evaluation identified evidence that both attitudes and behaviours had become more positive.

Face-to-face interviews with participants and proxy stakeholders provided evidence that this outcome had taken place. The evidence also showed how the starting point for participants' attitudes and behaviours towards sport was negative before the sessions were delivered in Phase 2 (i.e. they had a negative attitude towards sport and mostly did not take part in it).

*"They are working with 5 and 6 year olds and to be honest even at that age they have values and attitudes engrained in them towards not playing sport, as it's not normal in their household or family life. They are still young enough to eradicate those things but it is difficult."* [Deputy Head Teacher]

At the end of an observed session the children participating were asked some modified questions, which, if they agreed with, raised their hands, and if they disagreed they kept their hands by their sides.

Examples of the questions the young children were asked included - *hands up if you like sport more from coming to these sessions/hands up if you don't like sport more from coming to these sessions? Hands up if you've been to every session? Hands up if you've missed sessions?*

The 20 children present all said they liked sport more and had attended every session that the coaches had delivered.

The three adult women participants interviewed all said they were more interested in sport and this was evident in the fact that they have attended the sessions every week.

*"Awareness, we know more and we're much more interested and motivated in taking part in other sporting things, things like this session and also fundraising and other sports."* [Participants]

And the proxy stakeholder from the school in Denbigh was also asked the same question, regarding her awareness of any change in the children's' attitudes and behaviours towards sport and physical activity.

*"The kids love it, they [coaches] never have any behaviour issues with them, the enjoyment they get from it and their behaviour towards it is something that is taken through into their other lessons I think, definitely."* [School Officer]

This evidence shows that in all three environments where sessions were delivered in Phase 2, participants reported a change in their attitudes and behaviours towards sport and physical activity.

This evidence is verified to some extent by the online survey results which showed other participants who had attended similar doorstep sport coaching sessions experienced the

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<sup>39</sup> Youth Insight Pack, Sport England, 2014

same outcome. Specifically, 92% of the online survey respondents also said they were more interested in taking part in sport as a result of the sessions they had attended. Again, this increases our confidence in the accuracy of the evidence provided by stakeholders above. The outcome identified is not something that has only been experienced by the people involved in this evaluation. It has been identified before in comparable situations therefore we can be confident that what stakeholders told us changed, in all likelihood, did actually change.

However, while the above data shows how stakeholders would evidence this change, and provides a subjective indicator to measure it (i.e. self-reporting that it happened), we still recognised that a more robust approach was required, particularly to ensure any risks associated with interviewing proxy stakeholders were overcome (for example, to minimise the risks of proxy stakeholders self-reporting positively if that would benefit them/their organisation).

Therefore an objective indicator was also used – the number of participants who exhibited a noticeable attitudinal or behavioural change which led to them being more positive towards sport and physical activity.

We defined ‘noticeable’ as a change in attitude or behaviour towards sport and physical activity that is clearly different to the individuals’ normal/routine behaviour (as noted by themselves and those around them i.e. Teachers etc.).

It was possible to identify such changes in behaviour as the data gathered from stakeholders showed the participants started from the point of either inactivity (adult women) or minimal participation (the school aged children). Therefore, any significant change in their attitude or behaviour would be relatively straightforward to spot.

The three adult women participants all provided different examples of how their attitudes and behaviour towards sport and physical activity had changed as a result of the sessions attended in Phase 2.

*“I’m now taking part in sport and eating more healthily” [Participant]*

*“Yes my experience of the session has motivated me to try triathlon, multidisciplinary sport and some fundraising events” [Participant]*

*“I talk to other women about it, try to motivate them to get involved too, people I know round here.” [Participant]*

Prior to attending the sessions these women confirmed they did not either eat healthily, play other sports or fundraise, or try and motivate other women to get involved in sport. The change in their attitudes and behaviours is clear.

At the Westgate School, the noticeable change in the school children was that 20 completed a leadership qualification which enabled them to assist the coaches when delivering sessions at lunchtime.

*“It was a very short course that tried to get them thinking about leadership in sport, but that they’d also be able to take into other areas of life, it helps them with each other, they learnt to recognise when others need help and they’ll put themselves forward.” [Deputy Head-Teacher]*

This was a noticeable change as the qualification was not compulsory. The children did not have to do it but as their confidence had increased from attending sessions they showed real interest in getting involved. As the Deputy Head-Teacher had previously suggested, the trend before the sessions were delivered by coaches would be for none of the children to show any interest in getting involved.

*“It’s engrained at home, the negativity towards it, so if we don’t do it here [in school] it [taking part] simply wouldn’t happen.” [Deputy Head-Teacher]*

A similar noticeable change was also identified for participants from the Denbigh School. The nine regular attendees had always attended the curriculum time PE lessons, as these were compulsory, however they also attended the after school sessions which were not, and which were in fact delivered in the children’s own time.

The School Officer interviewed felt this was strong evidence of a change in attitude and behaviour as previously the children would have immediately gone home when the bell for the end of the day sounded.

*“The kids love it, there’s not a stampede from them, they want to get back to her sessions.” [School Officer]*

The outcome was identified in 3 adult women participants and 29 school children, therefore the quantity of change in the Impact Map is 32 (29+3).

The adult participants and the proxy stakeholders were asked how long they expected these positive behaviours and attitudes to last. The quote below is typical of the response gathered from all sources.

*“If the contract is for one year the outcome will last that length of time, but it is based on us keeping on top of it and keeping offering the kids the opportunities. If we don’t they will fall away.” [Deputy Head-Teacher]*

Stakeholder interviews showed consensus that if the coaching sessions were delivered for one year, the outcome would have a duration of one year, as the outcome is directly linked to the continued availability of high quality sessions led by quality coaches who are able to design the coaching according to their participants’ needs.

Existing data supports setting the duration according to the length of time the activities were due to be delivered. As previously noted the sessions delivered in Phase 2 were based on one year funding contracts.

Behaviour change research is also becoming more visible in sport and physical activity. The stages of change behaviour model shows relapsing from change in behaviour is entirely

normal and should be expected, however it may occur to different extents depending on the individual and their specific circumstances.

In the case of the participants who attended sessions in Phase 2, we know their more positive attitudes and behaviours are new and noticeably different to how they behaved and thought about sport prior to attending coaching sessions. Therefore it is likely they will relapse in future, and this is likely to happen even sooner if the opportunities to participate are taken away (bearing in mind many of the individuals in their support networks outside those delivering the sessions exhibit negative attitudes and behaviours towards sport (i.e. parents)).

With this in mind the duration of the outcome is 1 in the Impact Map, as, for the reasons stated above, it would be unreasonable to expect the outcome to continue beyond the length of time that the activities are being delivered.

Deadweight was estimated using interview data, knowledge of the StreetGames coaching offer and national datasets. The proxy stakeholders interviewed in schools confirmed that the young participants would not play sport if it was not offered in school, therefore deadweight in the school context would be 0%. The same also applies for the participants who attended the female only sessions.

*“If we don’t [offer it in school] they will fall away. They just won’t travel to do sport, even 15 minutes to the sports centre is too far for them in this community, so we have to keep it on the doorstep.” [Deputy Head Teacher]*

The very nature of doorstep sport is to provide something that does not already exist in the community, and often for disengaged and hard-to-reach groups. This further supports a low deadweight estimate. However, national data taken from the Active People Survey shows 30% of 16-25 year olds in the lowest socio-economic group play regular sport<sup>40</sup>.

Taking into account the strength of this national data (it is the largest survey of participants in England) it cannot be discounted completely. Therefore using this and the evidence gathered directly from those involved the evaluation, deadweight has been estimated at a slightly lower 20%. This shows sport may have happened anyway but the likelihood is lower than the national statistic given the fact that StreetGames offers sessions in the most disadvantaged areas for the most difficult to engage groups.

The Project Co-ordinators responsible for organising the sessions in Phase 2 confirmed this approach, noting that local community organisations are made aware of the potential for funding for projects which aim to engage more people in sport and physical activity (whether in a school, local leisure centre, community group etc.). Applications are made and the decision to offer funding sessions is based on an assessment of where the projects would make the most impact (i.e. where could activities be offered to engage people who are currently doing none or very little sport or physical activity). This ensures the sessions reach participants who would not currently be counted in the 30% participation amongst the lowest

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<sup>40</sup> Active People Survey 8, Sport England, December 2014

socio-economic groups. Examples of two funding mechanisms available through SPNT via Sport England are below.

*Sportsmatch matches sponsorship that has been given to a sports club by a company, trust, charity or private individual to fund projects that promote new participation at grassroots level.*

*Set up to support local community sport projects, the Small Grants Programme seeks to increase participation, sustain participation and develop opportunities for people to excel in their chosen sport. Past grants by the scheme have including providing sports kits for teams and paying the extra costs of having qualified coaches take sessions. Any non-profit sports team or activity centre can apply for a grant, which will hopefully help them to grow, sustain and excel<sup>41</sup>.*

A similar judgement was also made for displacement, estimated at 0% in the Impact Map. While some degree of deadweight is required to account for the fact that people may become more interested in sport if they play informally in their community (a regular kickaround on the street for example) displacement is highly unlikely given StreetGames offer doorstep sport to meet specific needs in communities where other opportunities to play do not exist.

Attribution for this outcome was estimated at 0%. The evidence (quotes) presented throughout this section for this chain of events shows stakeholders and proxy stakeholders believed these changes occurred as a direct result of the coaching sessions delivered in Phase 2.

Notably, as the quote on the previous page from the Deputy Head-Teacher shows, stakeholders did not believe these changes would happen if the sessions were not delivered.

*“If we don’t [offer it in school] they will fall away” [Deputy Head-Teacher]*

Given the information in this section has already established the link between the outcomes for participants and the sessions they attended, developing an attribution estimate required us to analyse who contributes to making the sessions happen for participants.

From our own knowledge of coaching and our local knowledge of how the activities were provided in Phase 2, we identified three key contributors whose input results in this change for participants – the coach delivering the sessions, the organisation providing the session and the participant themselves.

Without the individual delivering the session (coach) and the organisation providing it (via the Project Co-ordinator) the participants would not have the opportunity to realise the outcomes.

However, the contributions made by the organisation are already accounted for in the inputs calculation. And, the coaches’ time is not valued as they are the main beneficiaries of the

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<sup>41</sup> <http://www.sportnorthtyneside.org.uk/sports-grants>

programme (in line with SROI conventions). That leaves only one major contributor not yet accounted for – the participant. If the participant does not attend and show a willingness to fully engage in the sessions, they will not experience the outcome.

Their own motivation and willingness to attend drives them to experience the change. However, referring to SROI conventions again, the participants are also considered beneficiaries of the activity being delivered (i.e. the coaching sessions) in Phase 2, therefore their time is not valued in the overall calculation.

No other stakeholders were identified as contributing to this change therefore no new stakeholder group needs to be added to the Impact Map.

Drop-off was also estimated 0% as this is a one year outcome, however it is worth noting again that outside the scope of this work the evidence collected suggests the outcome will last as long as participants receive coaching.

Finally, the outcome was valued using a modified approach. As the majority of the participants consulted directly were young children, existing values were sourced which could be presented to the adult women participants and the proxy stakeholders during interviews.

After presenting the values to stakeholders they were given the opportunity to consider how accurately they reflected their experience of the outcome and whether the values were realistic or too high/low.

After reviewing a range of sources four potential financial proxies were identified. Two proxy values were sourced from the Global Value Exchange – *Participating in sport at least once a month (£495 per person)* and *Effect of sports club membership on well-being (£3,600 per person per year)*<sup>42</sup>.

However, when consulting stakeholders on these values it was felt they did not sufficiently relate to the outcome being discussed.

They felt the benefits described in the text accompanying the proxy valuations (taken from the Global Value Exchange and provided to stakeholders) related to regularly taking part in sport, which they felt was in fact one step on from the outcome being described. Referring back to the theory of change, these valuations were seen as more relevant to the longer-term outcomes that stakeholders expected to happen in future, but had not happened yet as a result of the activities delivered so far (i.e. increased/maintained participation (beyond one year) and increased life satisfaction).

The outcome - exhibiting more positive attitudes and behaviours towards sport/physical activity - is something stakeholders felt participants would experience in the early stages of their participation, *before* reaching a stage where they could be considered regular participants. Therefore neither of these valuations was seen as suitable for this outcome.

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<sup>42</sup> <http://www.globalvaluexchange.org/valuations/8279e41d9e5e0bd8499f2d45> and <http://www.globalvaluexchange.org/valuations/8279e41d9e5e0bd8499f2fe1>

*“I think that’s definitely a bit further on, that would come next.” [Deputy Head-Teacher]*

Two alternative proxy values were put forward to stakeholders. These were local examples of a behaviour that has a market value and that shows an individual exhibiting more positive attitudes and behaviours towards sport/physical activity – the cost of a local gym membership (£436.65 per person per year) and the cost of hiring a personal trainer in Newcastle (£1,711.20 per year per person for one session per week).

The value for gym membership was calculated by averaging the yearly fee for two local gyms in Tyneside – Centre for Sport and Contours Gym.

The value for a personal trainer was sourced from the National Register of Personal Trainers (NRPT) online. A search identified thirteen personal trainers in Newcastle. Their session costs were averaged (£35.65 per session) and this was multiplied by four (per month) and twelve (per year) to give an annual figure.

The thinking behind these two proxy values was that both describe how an individual can exhibit more positive attitudes and behaviours towards sport and physical activity by paying a price to access it. We argue that if a previously inactive individual is willing to spend their own money to access sport/physical activity it is reasonable to suggest they are showing others that they have developed positive attitudes and behaviours towards it.

As noted earlier in this section, exhibiting more positive attitudes and behaviours towards sport is a vital first step towards regular long-term participation, particularly for inactive people who do not previously have sport or physical activity on their radar.

The personal trainer proxy was used as an alternative to the gym membership for two reasons. Firstly, as well as indicating a more positive attitude and behaviour, hiring a personal trainer shows that an individual recognises the importance of, need for and benefits of help from others. While different to a coach, a personal trainer fulfils a very similar role - helping people get the most out of their sport and physical activity experiences. For the participants in this evaluation, someone has fulfilled this role (i.e. the coaches) throughout Phase 2, so we were keen to ensure at least one proxy value put forward recognised the relevance of an individual who can help make the outcome happen.

Secondly, hiring a personal trainer includes a degree of commitment bias that is not evident in simply joining a gym. For example, joining a gym does not necessarily mean you are going to go to the gym every week and workout. Whereas hiring a personal trainer has a greater degree of commitment as you are enlisting the services of another individual. If you do not attend their session you are letting them down, rather than simply letting yourself down if skipping the gym.

Similar findings have been identified in existing research. The Fitness Industry Association (FIA) identified that every year the majority of fitness clubs lose around 50% of their members. To overcome this they suggested increasing the amount of contact between members and fitness professionals to ensure members feel they are engaged in meaningful

discussions which will help them achieve the results they want<sup>43</sup>. While this evidence may be taken from a different industry it would be hard to argue that the same recommendation does not apply to coaching.

One of the adult women participants involved in valuing the outcome agreed. She suggested this kind of commitment bias would make her more likely to take part in an activity, rather than joining a gym.

*“If I join a gym I just won’t go, because it’s nothing regular, it’s not like gym night. Before Monday night was football night, so it’s 6 til 7 and I know I’ll be there and you get a good friendship with the girls and you don’t want to miss because you don’t want to let the team down” [Participant]*

After rejecting the two Global Value Exchange values, the two local financial proxies were considered and discussed during in-depth face-to-face interviews with the school proxy participants and adult women.

The school age participants were simply too young to engage in complex discussions to ascertain the value of this outcome to them. This is an obvious risk as it means the valuation is informed by the feedback provided by five individuals, only three of whom experienced the activities delivered in Phase 2 (i.e. the coaching sessions).

However, as outlined in Section 4.2, the school proxy participants were the most appropriate individuals available to comment on the children’s experiences. There was no better alternative. In addition, the adult women participants had first-hand experience of the activities and, as detailed below, the evidence these groups’ provided was used to inform, not lead, the valuation approach. The final decision was made by the researcher in line with SROI guidance. For these reasons we believe the valuation is robust.

When presented with the two valuations, one of the adult women participants highlighted how the gym is no guarantee that you will continue to exhibit positive attitudes and behaviours after making the initial payment to join, but noted that the personal trainer fee perhaps seemed too high based on her experience:

*“You could pay the gym membership and that’s no guarantee that you’re going to [maintain it]. But for me, if I was to think about what I do now and how I could emulate that if I wasn’t doing these classes, the one that would be closest for me is the full gym membership one, because that would be the only one that I would do, if I wasn’t coming to these sessions. For me a personal trainer is not something I would ever consider, for me that’s too much money.” [Participant]*

She continued:

*“That’s what I’d be willing to pay for it, for the year that sounds a bit more reasonable [£436.65]. The gym membership is what I’d pay as a direct comparison.”*

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<sup>43</sup> <http://www.ptdirect.com/training-design/exercise-behaviour-and-adherence/attendance-adherence-drop-out-and-retention-patterns-of-gym-members>

The proxy stakeholders from school took a similar approach to valuing the outcome by considering the financial cost of a child joining a local sports club. They felt a gym membership or personal trainer would not be relevant as these activities are more relevant to adults than children. Instead, they felt a child could demonstrate more positive attitudes and behaviours by joining a local sports club.

*“The best way I could think of it would be to say how much would kids pay to play sport outside of school? For me, junior club membership might be a place to start. I see the personal trainer example and I totally get that, but if we’re talking about kids I think this is more relevant, I think personal trainer is more for adults, does that make sense?” [Deputy Head-Teacher]*

On reflection this suggestion did make sense. The Deputy Head-Teacher provided contact details for the nearest junior club to the school – Westgate Juniors – and this was followed up by email to provide the following information on annual membership fees:

*“At Westgate Juniors it is £120 a year, parents have the option to pay a lump sum or in instalments over a 12 month period.” [Club Secretary, Westgate Juniors]*

At this stage our thinking was that a suitable approach to valuing the outcome may be to combine the two valuations that the participants were satisfied with – the gym membership and the junior club membership.

However, on reflection it was felt that these two values represented opposite ends of the same spectrum (i.e. the spectrum of exhibiting more positive attitudes and behaviours towards sport while inherently recognising the benefits and need of help from another individual (i.e. a coach)).

At one end of the spectrum, the gym membership represents individuals gaining access to a facility to participate in, but without the help of anyone else (i.e. a coach). At the opposite end, the junior club represents individuals gaining access to coaches but not a facility to participate in (in the sense of a space that offers equipment to support participation). This was a problem given the highly important role the coach plays in helping ensure this outcome can happen for participants. As such it did not seem appropriate to completely ignore their input in the valuation.

This was echoed by the Deputy Head-Teacher who noted that the personal trainer example makes sense as it includes reference to the input of a qualified individual who is key to making the outcome happen.

He provided a similar example from his own context - when a coach provides the sessions at his school there is a difference in how engaged the children are, compared to when sport is delivered by teachers:

*“It’s the same with the basketball, I can coach it, but when I get a coach in and they say to the kids ‘do you want to come and play for this team’, it’s a totally different thing, away they go, a number of different things, athletics, there are all these clubs out there, I’m looking at the school games awards, I have to make links with 6 schools to get the award we want, but*

*we want to encourage them to do it outside of school as well as in school because then they're more likely to carry it on, rather than only doing it when it's thrust on them because I said so." [Deputy Head-Teacher]*

The personal trainer example could potentially provide the best of both worlds – access to a coach type professional *and* facilities to support participation (i.e. the gym). However, we have already established that stakeholders felt the personal trainer valuation was too high and this seems a fair assessment to make. It is unlikely that, in disadvantaged, hard-to-reach communities like these, individuals would have anything like the amount of money available for hiring this kind of personalised help (£1,711.20 per year). We therefore ruled out using this example in the valuation for this outcome.

Instead, we aimed to identify another, more relevant, local example of exhibiting more positive attitudes and behaviours that fell somewhere between the two values identified so far. Access to a leader or coach in a public space provided the middle ground required. The cost of joining the local British Military Fitness group in Leazes Park in Newcastle provided a local value for this example - £33 per month for 1 session a week (no minimum contract) and £25 joining fee ( $£33 \times 12 + 25 = £421$ ).

This third example completed the spectrum and ensured the valuation combined three examples of exhibiting this outcome in the local context:

| <b>Exhibiting more positive attitudes and behaviours towards sport (inherently recognising the benefits of and need for help from another individual (i.e. coach/leader))</b> |   |  |
|---|---|--|
| A facility without any additional help<br><br>(Gym membership)  | Additional help in a public space<br><br>(BMF membership) | Additional help with no facility<br><br>(Junior club membership) |

The three values were averaged to provide the valuation used in the SROI calculation – ( $£436.65 + £421 + £120 / 3 =$ ) £325.88.

The total value of this outcome for participants was £8,342.53.

The value (£325.88) is slightly lower than the value the adult women were satisfied with and slightly higher than the value the proxy school participants recommended.

However, our approach reflects the fact that SROI is a stakeholder informed, not stakeholder-led, process.

We believe the requirements for this value were to recognise the importance of the outcome and include elements of the full spectrum of exhibiting these behaviours/attitudes, including acknowledging the important input of the coach.

The approach taken meets these requirements, while ensuring the four coach's actual inputs (as beneficiaries of the programme) are not counted (in line with SROI conventions). Rather, the three examples used to create the valuation provide a degree of acknowledgement that

the presence of a coach increases the likelihood of participants experiencing this outcome, as was the case in this evaluation.

If anything, critics may say the value of the outcome is too low, given the fact that engaging participants in sport and encouraging them to develop these attitudes and behaviours is the main reason why these sessions take place in the first place.

Reviewing the value against the other outcomes included in the Impact Map may initially appear to support such a view. The total value of the outcome is lower than any of the other outcomes identified, which, at first glance, suggests it is less important and significant.

However, we strongly disagree with this view. We believe what it actually shows is the reality of the situation as discussed at the beginning of this section. Namely how the achievement of this outcome is the first step or foundation for participants to experience other valuable outcomes in the future (see Section 5.3.2) – outcomes which cannot be included in this evaluation as they have not happened yet (therefore we cannot claim value for them as our activities did not lead to them).

The school proxy stakeholders stressed similar sentiments when discussing the importance of the outcome, noting that changing attitudes and behaviours is far more powerful than simply getting people to play once a week, as the latter is no indication that they are enjoying it. Making participation compulsory, they suggested, may conversely lead them to develop more negative attitudes or behaviours. For example, an intervention aimed at getting children to play compulsory sport in school could potentially do more harm than good if they are put off by feeling they are forced into it or if they do not enjoy it.

*“Bang on the most important is developing the interest in sport, activity and more interest in school sport, those are crucial. It’s about attitudes and dispositions, they have attitudes and dispositions to activity and sport and it’s about shaping those at as young an age as possible. 10 out of 10 for importance. The attitudes and dispositions we can develop will keep them going in sport as they grow up and keep them committed.” [Deputy Head-Teacher]*

Similarly, the lower valuation in comparison to the other outcomes identified should not lead readers to believe that this outcome is not a significant achievement for all stakeholders involved. What we know about the participants who experienced this outcome shows us that it is.

- They live in disadvantaged communities where there is less access to sport and physical activity;
- They are therefore hard-to-reach groups;
- Their starting point was inactivity;
- For the youngest participants inactivity is engrained at home, they are not encouraged to take part in sport/physical activity outside of school.

The wider context also provides some scale to this achievement:

- The outcome represents a significant change in behaviour/attitude;
- It is a difficult outcome for third parties to achieve - it takes a substantial amount of work for various other individuals/organisations to be able to help the participants achieve it (for example, the coaches and organisations' input is significant);
- It has potential to enable participants to experience further valuable outcomes in the future over the long-term;
- It links to the five key outcomes identified by Government in the new sport strategy (i.e. physical wellbeing, mental wellbeing, individual development, social and community development and economic development) - it is hard to envisage sport/physical activity delivering these outcomes if people do not firstly exhibit positive attitudes and behaviours towards it.

Rather than simply looking at the value of the outcome and basing views on its importance from it, we encourage the industry to see this outcome for what it really is. The first extremely important part of a process that, over an extended period of time, could lead to participants experiencing many more valuable outcomes in future.

The results show the initial benefit (in value £ terms) of the activities in Phase 1 and 2 is mainly realised by coaches and the organisations training them and enabling them to deliver sessions. In reality this should not be unexpected and it should serve as a key finding for the coaching industry.

Training high quality coaches and delivering high quality sessions will benefit organisations in the short term. While participants will also benefit in the short term, the outcomes we are aiming for them to experience will take longer to come to fruition.

A useful analogy for this finding is a bobsleigh race. The activities within the scope of this evaluation represent the team's training (Phase 1) and the initial push and sprint at the start of the race (Phase 2). It is relatively slow and it takes time and a lot of effort from a range of individuals.

But once the bobsleigh gets going on its own (beyond Phase 2) momentum gathers and the experience picks up speed.

This is what we expect will happen in future if participants remain on the same path, regularly receiving the high quality coaching they have come to expect.

In this sense, to add to the findings in this report a useful study would be to calculate the SROI of the next steps (i.e. beyond Phase 2). This could identify exactly how much value is created once participants are considered to be regularly participating (and experiencing the longer-term outcomes identified in the theory of change – if these do actually happen at all).

However, at this stage, in line with SROI methodology, we are only able to calculate the value of the specific activities delivered within the timescales of the research.

Finally, the participants interviewed were asked to identify any negative or unintended outcomes that occurred as a result of the sessions delivered in Phase 2. Like the coaches before them, the participants could not identify anything negative from their experiences.

Based on our knowledge of the benefits of high quality coaching and these participants' experiences in particular, this is not a major surprise. This section of the report contains many quotes from the participants and proxy participants explaining the positive experiences they have had.

Further quotes also demonstrate how the organisation and style of the sessions overcame any apprehensions about taking part, something which may have been seen as a negative for some participants before they attended (i.e. previous research has shown how some participants can be apprehensive about attending new sessions with people they do not know):

*"It's always been a, come along and have fun it's not a serious thing, we'll encourage you to do it but do what is comfortable for you. They are never like RUN FASTER or DO MORE SIT UPS, it's more like, keep going you're doing really well. They motivate you to be motivated, self-motivation if that makes sense." [Participant]*

Another participant explained how the low cost of sessions, only £1 to attend, ensures anyone can attend, therefore there are no negatives in terms of people being unable to afford to take part.

*"The other thing is Hat-trick is really accessible, it's £1 a session so anyone and everyone can go to it, the group is really diverse as everyone can afford it. It doesn't matter at all, there's no way our paths would cross other than through these sessions. It's great I love that." [Participant]*

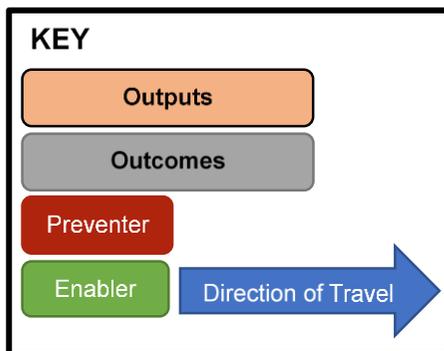
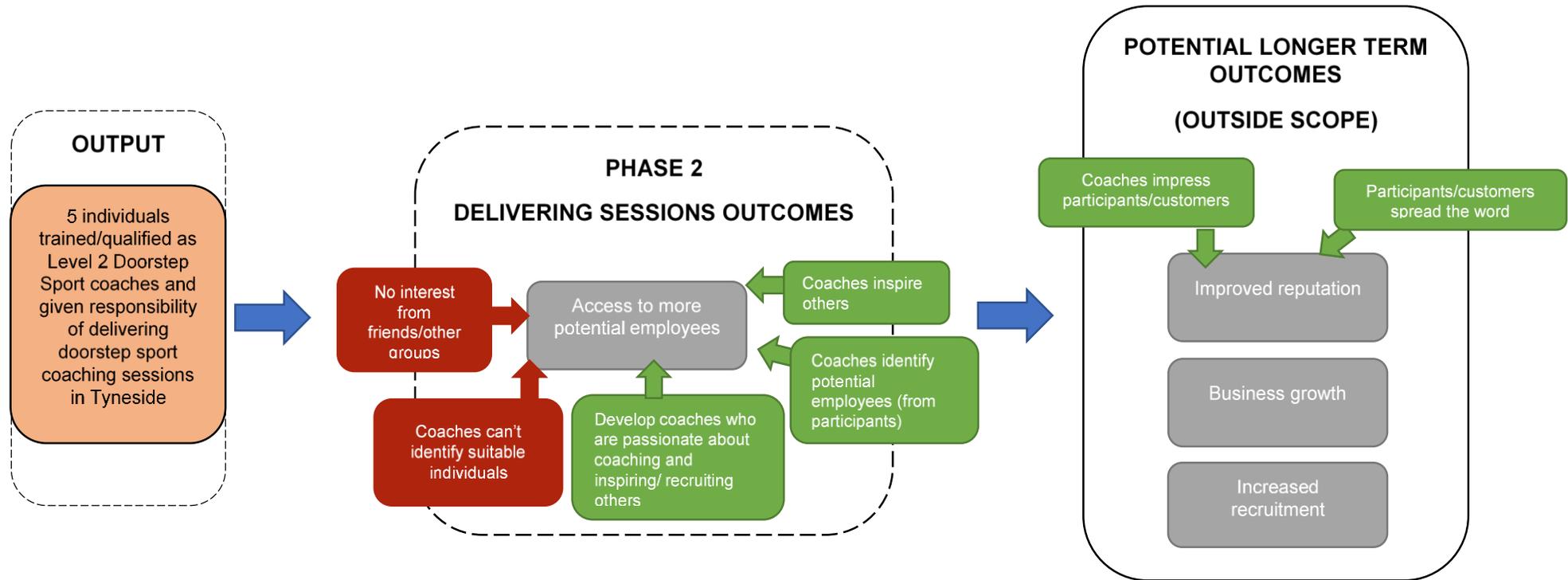
Continuing the monetary theme, a loss of funding in future was seen as a worry and one which the Westgate School were planning to overcome already, to ensure that they could continue using coaches to deliver sessions if Local Authority funding was taken away.

This was the only slight negative identified in the interviews, but as it had not happened yet and was only a concern, rather than a negative that resulted from the activities within the scope, no new outcomes needed to be included in the SROI calculation.

*"We are building a new community pitch which we hope we can open to the parents too and recoup some money doing yoga and other classes, it's about making it a family thing to do some sport and activity and making it self-sustaining." [Deputy Head-Teacher]*

## 5.5 Understanding change for the organisation

### Organisations



### ***5.5.1 Summary of the organisation theory of change***

The diagram above is the theory of change for the 'organisations' stakeholder group (i.e. the organisations coaches delivered coaching sessions on behalf of during Phase 2 - Hat-trick Project and NESACoaching Academy)<sup>44</sup>.

As first referenced in Table 1 (Section 2.3) this stakeholder group was originally titled Project Co-ordinators, however further discussions with stakeholders clearly showed the outcomes brought about by the activities delivered were outcomes for the organisation (even if the change did initially appear to benefit the Project Co-ordinators).

From the output of training 4 appropriately qualified coaches and giving them the responsibility to deliver and lead coaching sessions in Phase 2, the organisation experiences an outcome that is termed the 'role model effect.' In short, coaches inspire people they know to follow in their footsteps and consider coaching for the organisation, or encourage people they know to enquire about coaching opportunities that the organisation may have available to offer.

These enquiries present significant savings in terms of recruitment costs (i.e. what it would have cost for the organisation to find and sign-up new people to their coach recruitment pool).

The enablers in the diagram show the outcome depends on coaches being passionate, inspiring other people and identifying people who they think would enjoy coaching. While none of these things are guaranteed when recruiting any coach, the evaluation evidence shows coaches who do display these characteristics are in an ideal position to help recruit the next generation of coaches.

Other outcomes were also identified however these were seen as longer term outcomes and there was insufficient evidence to suggest they had happened as a result of the activities (i.e. the coaching sessions) delivered during Phase 2 (and therefore the activities within the scope).

As such these outcomes were omitted from the evaluation and are examined in full below.

### ***5.5.2 Testing the organisation outcomes for materiality***

The organisation theory of change was developed based on extensive face-to-face interviews with Project Co-ordinators. These individuals supported the coaches throughout their Phase 1 and 2 development and were ideally placed to consider any organisational change brought about by the coaches' work.

The diagram was developed iteratively with Project Co-ordinators feeding into the process and providing evidence to support each outcome, enabler and preventer. Once the diagram

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<sup>44</sup> The coach delivering sessions on behalf of SPNT did not lead identify any suitable individuals therefore the outcome identified did not happen for his organisation (SPNT).

was finalised the outcomes were tested for materiality (firstly relevance and then significance). The full results of the relevance tests are included in Appendix 2.

Unlike the outcomes for coaches and participants, none of the organisation outcomes failed the relevance materiality testing. However, three outcomes did not meet the criteria for significance once Project Co-ordinators had been consulted on deadweight and attribution. The outcomes not considered significant were:

- Improved reputation
- Business growth
- Increased recruitment

The issue with these outcomes was that the Project Co-ordinators saw them happening in the longer term, beyond the timescales and activities being evaluated in this project.

In the one instance that a Project Co-ordinator suggested one of the outcomes had started to emerge during Phase 2 (business growth) there was insufficient evidence to show that the coaches delivery of sessions played a significant enough role for this outcome to be included in the SROI calculation.

In SROI terms attribution and deadweight were too high for this and the other omitted outcomes to be included.

As every member of staff contributes to the organisations' reputation and growth, and other coaching projects are being delivered across Tyneside, deadweight and attribution were estimated at only 10% to the coaching sessions delivered in Phase 2.

The organisations do not consider growth in neighbourhood terms, therefore it is not possible to aggregate growth to the specific local areas the coaches delivered sessions in during Phase 2.

We concluded that an estimate of 10% was simply too low to be considered significant therefore these outcomes were omitted on the basis of significance. Including them would have meant claiming value for something which did not occur as a result of activities within the scope of the evaluation.

*“Growth includes so many other things. Maybe 10% attribution to what those two coaches have done” [Project Co-ordinator]*

In terms of increased recruitment, while the evidence gathered showed coaches made a significant contribution to expanding the size of the recruitment pool, there simply was not enough evidence to show their contribution had led to the organisation actually recruiting people the coaches had put forward.

As detailed in Table 1 ('Friends of the coach' section) evidence gathered at the end of the evaluation showed the additional enquiries organisations received as a result of the coaches' work remained enquiries only, and did not lead to any employment. Therefore attribution for this outcome for coaches was also only estimated as 10%. Again, this was not considered

significant enough to be included in the final evaluation. To avoid over-claiming the outcome was omitted from the SROI calculation.

The outcome for the organisation which was deemed relevant and significant is discussed in full below.

## 5.6 Valuing change for the organisation

### Access to more potential employees

The idea that coaches can provide their organisation with a larger pool of potential new recruits through being role models (termed ‘the role model effect’) first became apparent in the coach interviews. However, this was not the first time we had considered this idea. Existing research has previously identified coached participants as by far the most likely group to consider becoming coaches themselves in future<sup>45</sup>.

The two paid Hat-trick coaches recalled specific examples of how they had inspired two other people they know to enquire about coaching opportunities with the organisation and consider taking up coaching themselves.

*“I’m an Us Girls motivator and there’s a young girl I’ve known for years playing football who has now become a volunteer with Hat-trick, following my footsteps kind of thing, so I think that’s quite good someone looking up to me, like a role model. There could be sessions that I’m running now that she hopefully will be able to run in future. [Coach]*

The individual the coach above referred to was also interviewed to gather evidence of how the role model effect worked from the perspective of the person being inspired. And she suggested she too was now acting as a role model for another prospective coach.

*“She encouraged me and I was looking at her and how she’s coaching and that makes me want to be where she is, it’s inspiring for me. There’s a girl that comes to the sessions who I think if she carried on coming she would follow in my footsteps, if she kept coming and putting the effort in.” [Coach inspired by one of the coaches in the evaluation]*

The coaches’ Project Co-ordinator also witnessed the impact the coach had on the new recruit.

*“She’s quite a bubbly personality but this girl was the opposite, very introverted, obviously she [paid coach] then came volunteering, doing casual hours and getting the qualification, so she’s seen her do that and wants to follow her pathway. She is now volunteering with us and her confidence has really grown. Yes she looked at her as a role model. She is a totally different person to when she first started. She has had a massive impact on her definitely, she really looks up to her and they are very good friends now. She can be like a mentor for her.” [Project Co-ordinator]*

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<sup>45</sup> Perceptions of Coaches and Coaching, sports coach UK, 2014

The other coach from the same organisation also cited his experience of inspiring people he knows to consider coaching.

*“A few friends who have seen my journey in coaching have seen me and gone into coaching. A few of them, with the coaching, they see how it goes and try it out, I’ve got a friend now who does jobs at the Foundation, with them being my friends they ask what I do, say it sounds alright and then give it a try. They ask for advice, what it’s like, what do you get out of it, I might try it and give it a go. They ask questions about how I did things and what I did, like a mentor or role model I guess.” [Coach]*

However, while the above provides evidence that the role model effect can have an impact on other peoples’ likelihood of entering coaching, as detailed in Table 1 (Section 4.1) new evidence was identified which showed the two individuals thought to have been inspired by the paid Hat-trick coaches in Phase 2 had already been inspired by sessions they attended before this time. Therefore the outcome for these two individuals happened as a result of activities outside the scope of this evaluation (i.e. as a result of sessions delivered by a different coach prior to Phase 1). They were inspired by the coaches delivering sessions in Phase 2, but this was not what led them to make an enquiry, as they had already taken that decision based on being inspired at the earlier sessions.

*“I got into coaching from coming to football sessions with Mel<sup>46</sup> (Level 2 coach who qualified before the activities within the scope of this evaluation), she used to run the football sessions and that just led to me coming to here. Sian encouraged me too, and is inspiring but Mel’s were the first sessions [to inspire and encourage me].” [Coach inspired by a Hat-Trick Coach]*

As a result this outcome focuses on what happened for the other organisation - NESA Coaching Academy.

When asked about this during a face-to-face interview, the two volunteer NESA coaches also provided evidence of the role model effect in their full-time education environment (Tynemet College), as explained by one of the Project Co-ordinators.

*“These two, not just leadership but generally, they show great leadership for me in the coaching academy by finding new volunteers. They’ve become almost leaders of our volunteer academy and role models for the students. The coaching academy is our volunteering programme, they sell the programme for me so now I have people coming to see me, someone today came because they mentioned to him that if he volunteers he can get a qualification, so he came to speak to me to say this is my goal to get this qualification how can I get this. They are like ambassadors really.” [Project Co-ordinator]*

She continued by explaining what impact this had on her work.

*“For me there is an outcome in terms of the leads they provide me with, through how they promote the coaching academy. This is my second year at the college and in the first year we had 20 students signed up, this year we’ve got 110 signed up to the programme so it has*

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<sup>46</sup> Names have been changed for anonymity

*absolutely escalated and I think that's because of these guys because they go out and they're like walking adverts for me, they do the legwork for people to come and speak to me so I don't have to do any of that work, these guys are out there promoting it so people come and speak to me and see me, I don't have to do that. So it's a really good positive impact for me." [Project Co-ordinator]*

And one of the two coaches explained how the process happened in college.

*"It's just through conversations a lot of the time, I'll tell people what I'm doing during the week and they'll ask how do I get involved in that. So I tell them about the opportunities and they want to get involved." [Coach]*

The diagram below shows the role model effect process as identified in the evaluation. While acting as role models is mentioned in the organisations' ethos, in the evaluation it is considered an unintended change, as whether it happens or not depends on the individuals' motivation and desire to fulfil the role. The Project Co-ordinators ensure, through providing a supportive environment and ongoing mentoring, that coaches are given every opportunity to grow, to enjoy their coaching and to reflect this in their sessions, so as increasing the likelihood of others being inspired by their work. However, moulding coaches into role models is not a conscious effort on the part of the organisations. It is an organic process which some coaches will follow and others may not.

We recognise that the outcome is a benefit for the organisation. Therefore its inclusion may be questioned given the organisation derives significant value from it. However, the organisation did not expect, nor operate, in a way that would have ensured the outcome happened.

The Project Co-ordinator confirmed the organisation did not explicitly state, when giving the coaches their training/delivery opportunities, that they would be expected to fulfil this role and identify other potential coaches (by actively encouraging people to give it a go).

The outcome was an unintended, unexpected change. The organisation did not need it to happen to remain in business, nor did it expect to benefit in this way from employing the coaches. As such, the outcome has been included in the evaluation and it provides a practical, working example of an idea first identified in existing research<sup>47</sup>.

Our Perceptions Research showed people who are coached are far more likely to consider becoming a coach themselves, than those who play sport but are not coached or those who play no sport at all. This led us to believe inspiration is a key factor in the decision to become a coach – something the SROI evaluation has now confirmed.

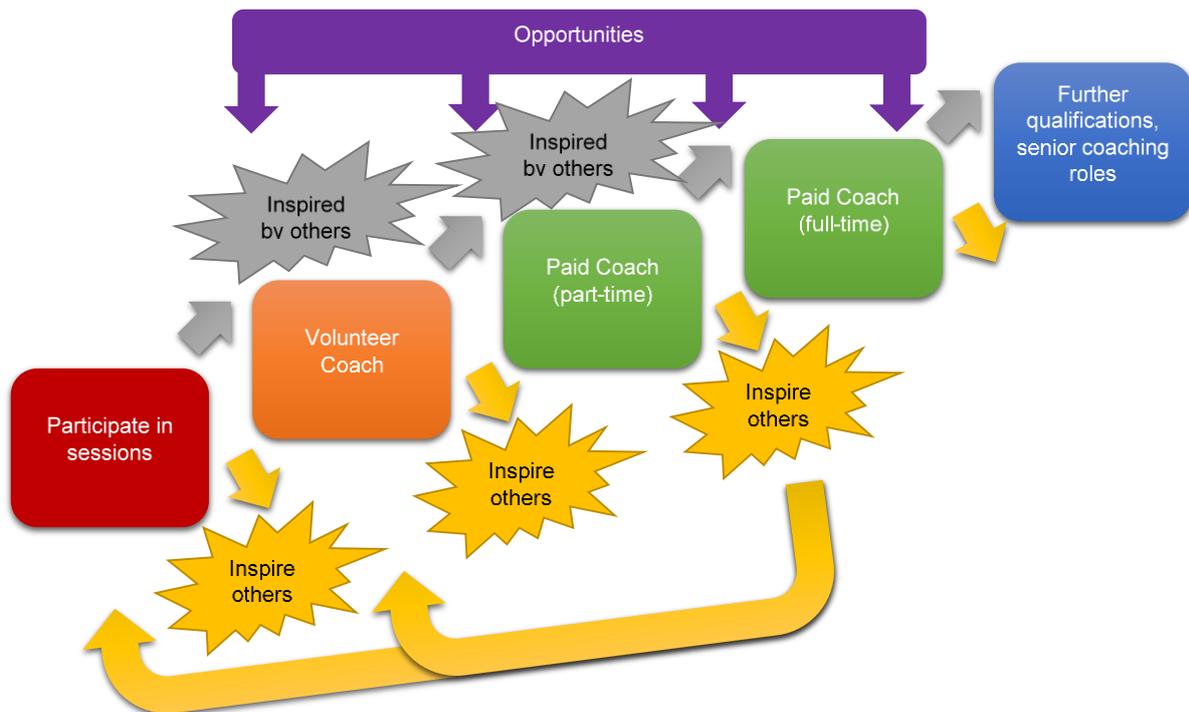
Depicting a simplified coaching employment pathway the diagram shows the various levels most coaches' progress on. Initially from participant to volunteer coach, into paid coaching and potentially more senior roles in future.

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<sup>47</sup> Perceptions of Coaches and Coaching, sports coach UK, 2014

The grey stars illustrate how participants may be inspired by coaches to volunteer and eventually move into paid coaching roles. The yellow stars show how a participant who has progressed to become a coach may then inspire others to participate and/or start their journey on the pathway.

Crucial to the process is the availability of opportunities to coach and play. Providing these opportunities is the role of the Project Co-ordinator, which again highlights just how important these individuals are.



The evidence provided by coaches and Project Co-ordinators in the quotes above provide a subjective indicator that this outcome occurred during Phase 2. To add robustness this was combined with an objective indicator.

The objective indicator used was the number of new potential coaching recruits added to the organisations' recruitment pool (management system) as a direct result of the coaches' work.

The quantity of change was sourced from the Project Co-ordinator by accessing the NESA organisation management systems.

The two volunteer coaches' delivery of sessions in Phase 2 led to a recorded increase of 90 enquiries, therefore the quantity of change in the Impact Map is 90.

Management system data was also interrogated to help estimate deadweight and attribution. The data showed a clear trend in the indicator before and after the coaches' involvement. This is referenced in the Project Co-ordinators' quote on page 104 above. Before, there were

20 enquiries recorded for coaching opportunities. This rose to 110 after the coaches' work in Phase 2.

The original figure (20) represents 18% of the total number of enquiries the organisation then received. Rounded up the estimate for deadweight is 20% - in other words, 20% of the total number of enquiries the college received after the coaches' involvement could have been expected to happen anyway.

And attribution takes account of the Project Co-ordinator's work within the college.

*"50% down to the coaches, they have done a lot to help bring more people in and if they hadn't I wouldn't have as wide a pool to choose from, but like I said we did a lot of other work around that too marketing and generally making the opportunities available."* [Project Co-ordinator]

The Impact Map shows a 50% attribution estimate to take account of the work undertaken by the Project Co-ordinator. While this estimate may appear high and subject to question as to whether the outcome remains significant enough to be included in the evaluation, we believe the amount of change identified and attributed to the coaches sufficiently shows their work did lead to a significant outcome for the organisation.

For example, even though attribution suggests the coaches contributed to only half of the new enquiries, in real terms their 50% contribution represents 45 new enquiries (50% of the total recorded quantity of change of 90). This figure is over double the amount of enquiries the organisation received before the coaches became involved (20). Therefore, while the attribution proportion for this outcome appears relatively high, the amount of change this leads to for the organisation is highly significant.

Displacement was estimated 0% as the opportunities to join the recruitment pool were open to all, the coaches' work made these available to more people (in reality what happened was almost the opposite of displacement).

Drop-off was also 0% as the coaches expected to deliver sessions for one more year and the Project Co-ordinator confirmed coaches tend to be with them for one year, therefore the calculation focused on the amount of change that happened in the year they delivered sessions during Phase 2.

Finally, the outcome was valued by asking the Project Co-ordinator to identify the cost of recruiting new potential coaching recruits (i.e. what were the coaches helping the organisations save in real cost terms). As much coach recruitment takes place informally anyway, calculating how much would usually be spent on recruitment agencies or job adverts was not relevant.

Instead, the Project Co-ordinator gave an estimate of how much was typically spent on the recruitment costs which were relevant, namely facility hire for interviewing, time for interviewing, and sustenance and printing costs for application forms. The value estimated per person was £400. As this was based on an existing service with a price, the valuation was used in the Impact Map.

The total value of this outcome for the organisation is £14,400.00.

In terms of negative outcomes, the Project Co-ordinators only identified the knock on impact on them of coaches not putting their Phase 1 learning into practice during Phase 2. This provided more work for them if the coaches were not delivering sessions of the high quality required (i.e. more time was required to ensure the Project Co-ordinator helped bring the coaches up to speed and help them improve in the relevant areas). This occurred only once for one of the coaches involved in this evaluation, leading one of the Project Co-ordinators from Hat-trick to spend additional time mentoring and supporting the coach. This time has been included in the Inputs calculation in Section 6.1 below.

## 6. Calculating the SROI

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This section of the report outlines the final SROI calculation, derived from the information included in the previous sections and the accompanying Impact Map.

It considers the total cost of investments made to deliver the activities for this cohort of five coaches in Tyneside – specifically, the total cost of supporting the coaches through their Level 2 training (Phase 1) and the total costs of the coaching sessions they delivered in Phase 2 between September 2014 and May 2015.

It also includes a sensitivity analysis which helps identify the assumptions (i.e. decisions on deadweight, attribution, drop-off, valuations and quantity of change) which make the biggest difference to the overall SROI result.

As SROI is based on a series of assumptions, the sensitivity analysis is crucial in helping to understand what effects different assumptions would have on the overall valuation. The results of this analysis can guide future decisions around how improvements may be made in future. This is discussed in Section 7.

### 6.1 Inputs

To gather data on the total inputs required to enable Phase 1 and 2 in Tyneside, Project Co-ordinators were given an inputs questionnaire which they could complete while referring to the organisations' management systems and records.

The questionnaire is included in Appendix 2 for transparency.

The information supplied by Project Co-ordinators was then supplemented through further face-to-face discussions which covered any inputs which may have been overlooked or any inputs which resulted from specific preventers in the theory of change<sup>48</sup> (and which had not been included in the earlier submitted questionnaire responses).

An example of the former was mentoring in the form of sending the coaches reminder text messages when submission dates were approaching for portfolios of evidence. For the latter, as discussed in the final outcome for organisations, when one coach was not transferring their learning from the qualification into their coaching practice this required an additional six hours of mentoring time from the Project Co-ordinator to bring the coach back up to speed and ensure their delivery met quality standards.

Tutor and Internal Verifier time (for the assessment) is also included in the inputs calculation, as is the cost of the qualification even though each of the three organisations were given funding by StreetGames for the coaches' places. This funding has been included in the total input valuation as, even though it represented a saving for the three organisations, it was a cost incurred by StreetGames which should be accounted for as it contributed to making the outcomes happen.

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<sup>48</sup> See 'not transferring learning into practice' preventer, Section 3.2.

The total value of each input is detailed in Table 5 below (£30,852.57). Reflecting the questionnaire the inputs are valued by financial and non-financial investments. The shading indicates which Phase the inputs relate to.

**Table 5 Total inputs valuation**

| <b>Input</b>   | <b>Cost (£)</b>   |
|--|-------------------|
| <b>Financial Inputs</b>  |                   |
| Cost of qualification (£250 per coach)   | 1,250.0           |
| Coach and Project Co-ordinator Expenses (mileage)  | 75.6              |
| Tutor and Internal Verifier costs  | 1,950.0           |
| Tutor Expenses (mileage)   | 27.9              |
| Venue in kind funding (venue for the qualification training days)                        | 540.0             |
| <b>Non-financial Inputs</b>  |                   |
| Project Co-ordinator time costs (inc. admin, timetabling, observations and 1 to 1's)     | 10,660.0          |
| Mentoring hours (texting, supporting with session planning, being a mentor – role model) | 2,398.07          |
| Kit (reward coaches with a hoodie or a T-shirt which makes them feel part of something)  | 22.0              |
| Session costs for participants (25% of two coaches' sessions were £1 to attend)          | 174.0             |
| Venue costs for the coaching sessions delivered by coaches (£15 per session)             | 13,755.0          |
| <b>Total</b>   | <b>£30,852.57</b> |

| <b>Key</b> |  |
|------------|--|
| Phase 1    |  |
| Phase 2    |  |

## 6.2 The SROI valuation

In the Impact Map all total financial valuations occurring in year one onwards have been calculated using the standard discount rate (3.5%) recommended by the HM Treasury Green Book. Applying the discount rate to these outcomes provides their present value or in other words, what they would be worth now, rather than in the future when they are expected to occur.

This is linked to what is known as the 'time value of money.' SROI includes a discount rate as people generally prefer to receive money today rather than in the future, as there is a risk (it may not be received at all) or an opportunity cost (that may be missed, for example if they do not invest the money elsewhere today)<sup>49</sup>. The total value of the outcomes identified was £43,193.75 (before any drop-off or discount rate was applied):

The value by stakeholder is below:

<sup>49</sup> Guide to Social Return on Investment, The SROI Network, 2012

| Stakeholder                     | Total Value       |
|---------------------------------|-------------------|
| Coach outcomes (Phase 1 and 2)  | 20,451.22         |
| Participant outcomes (Phase 2)  | 8,342.53          |
| Organisation outcomes (Phase 2) | 14,400.00         |
| <b>Total</b>                    | <b>£43,193.75</b> |

After applying the discount rate and drop-off the present value in each year was:

| Year 0                     | Year 1    | Year 2   | Year 3 | Year 4 | Year 5            |
|----------------------------|-----------|----------|--------|--------|-------------------|
| 43,193.75                  | 41,733.09 | 6,630.89 | 584.46 | 0.00   | 0.00              |
| <b>Total present value</b> |           |          |        |        | <b>£92,142.18</b> |

The Net Present Value (present value minus the total value of inputs) was £61,289.61.

Finally, the SROI ratio was calculated by dividing the present value (£92,142.18) by the total value of inputs (£30,852.57) = 2.99 (rounded up to 3).

**Therefore, for every £1 invested the activities delivered for this cohort of coaches in Tyneside returned £3 worth of social value.**

**In other words, the value of developing this cohort of coaches to deliver high quality coaching sessions is equivalent to £3 worth of social value for every £1 invested.**

The SROI ratio represents three times what is invested in the five coaches, including significant immediate value for the organisations providing the sessions and value for participants who attend.

The results show developing high quality coaches (in Phase 1) is not only beneficial for the coach themselves, but will also lead to significant return on investment (in Phase 2) for the organisations who invest in the coaches' development and the participants who attend their sessions.

### 6.3 Sensitivity analysis

A sensitivity analysis was conducted to understand which assumptions have the biggest impact on the overall SROI valuation. The general approach in SROI is to change assumptions made to:

- Estimates of deadweight, attribution and drop-off
- Financial proxy values
- Quantities of change
- Value of inputs

However, in this sensitivity analysis assumptions based on the most up-to-date and robust evidence were not changed. For example, where proxy financial values were taken from the

organisations' management systems for employment (hours worked and salaries). As this data is accurate the analysis focused on other assumptions where different judgements may have been made if a different evaluator had conducted the evaluation with different evidence.

The results of the sensitivity analysis are shown in Table 6 below. The table replicates the Impact Map, with the shaded squares representing assumptions which have not been changed in the sensitivity analysis.

Where deadweight, attribution and drop-off were increased they were increased by 100% or, if already 0% in the Impact Map, by a nominal value of 30%. The latter mainly relates to attribution. In these cases 30% was chosen as a nominal value to represent someone else playing a relatively significant role in making the outcome happen.

Other notes in brackets explain where different assumptions have been used and why. For example, the confidence increase experienced by coaches was valued using a lower proxy value than in the Impact Map.

The final two columns show the difference the changes made to the total Impact value of each outcome and SROI ratio. Each row was adjusted working downwards starting with the coach and ending with the organisation outcomes.

**Table 6 Sensitivity analysis**

| Outcome  | Quantity                   | Proxy  | Deadweight | Attribution | Drop-off | Impact   | Ratio |
|--|----------------------------|--|------------|-------------|----------|----------|-------|
| Coaches' confidence and self-esteem increases from delivering sessions.  | 5                          | 257.71<br>(Course for YP not covering assertiveness)       | 30%        | 30%         | 30%      | 631.39   | 2.59  |
| Coaches' career prospects improve and this increases their desire to progress and continue learning/working.   | 5                          |  | 40%        | 30%         | 20%      | 420.00   | 2.54  |
| Participants get fitter, healthier and better at sport, their confidence and self-esteem increases and this leads to them exhibiting positive attitudes and behaviours towards sport and physical activity | 16<br>(reduced by half)    | 120.00<br>(Value of junior club membership)                | 40%        | 30%         |          | 806.40   | 2.06  |
| The organisations has access to more potential employees (through people being inspired/recommended by the coach (role model effect).  | 30<br>(reduced by a third) | 200.00<br>(Incorporating 50% savings on recruitment costs) |            |             |          | 2,400.00 | 1.29  |

Input valuations were not changed as these were accurate and the only change possible was to value participants' time. However, as participants' chose to attend the sessions and they did so in their own free time, it was not appropriate to put a value on it.

The sensitivity analysis showed the two changes to assumptions which had the most significant impact on the overall SROI ratio related to the following outcomes:

- **Participants - exhibiting positive attitudes and behaviours towards sport and physical activity** – The financial proxy was changed to a figure that reflects local junior club membership, rather than the proxy used in the Impact Map which combined this figure with local gym and British Military Fitness memberships (recognising the outcome was experienced by adults *and* children).

This suggests changing adults' attitudes and behaviours towards sport is more valuable than doing the same for children, as the value of the outcome is higher when valuations relating to adults are included (i.e. gym/BMF memberships), but there are arguments for and against this view. On one hand we might suggest that it may be more difficult to bring this change about in adults. They are less exposed to sport and physical activity day-to-day, unlike children who are at school where PE is a compulsory part of the curriculum. They are also more likely to experience the key barriers identified in existing research that prevent people from regularly participating (life changes such as moving home, changing jobs, and lack of time due to family commitments)<sup>50</sup>. And, if they have been inactive for some time their inactivity may have become an engrained habit.

However, on the other hand we may suggest it is actually more important to ensure children have positive attitudes and behaviours towards sport and physical activity, as we know the habits formed at a young age are carried through life and can help overcome the barriers outlined above.

From our experience of coaching and of this project, we suggest elements of both views are correct. Attributing value to age is not a recommended approach for any organisations seeking to provide coaching opportunities in future. Adults will not necessarily help achieve more value than children, or vice versa. If the correct investments and decisions are made valuable change can be achieved for both adults and children. The process (i.e. high quality training and delivery) should be the focus of any future coaching interventions seeking to learn from this project and achieve similar results, not the age of those involved.

- **Organisation - access to more potential employees** – the importance of the role model effect became increasingly clear as the evaluation progressed. If coaches' did not fulfil this role (and they were under no contractual obligation to do so), organisations could potentially incur costs of £400 each time they sought to recruit a new coach. If seeking to recruit 10 new coaches' costs of £4,000 could be incurred. While even this level of recruitment by organisations the size of those involved in the evaluation is unlikely, the finding highlights just how valuable the cost savings presented by the role model effect can be to organisations employing coaches. This finding should encourage more organisations to consider investing in coaching,

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<sup>50</sup> Impact of Coaching on Participants 2015, sports coach UK

particularly in disadvantaged areas, as the workforce can ensure significant cost savings, as well as the many other benefits of coaching.

Incorporating all the changes in the sensitivity analysis returns £1.29 worth of social value for every £1 invested.

By incorporating all the sensitivity analysis changes, but keeping the two most significant changes above the same as in the final Impact Map, the social return on investment is £2.54 for every £1 invested.

By incorporating only the two most significant changes above, and keeping all the other outcome rows the same as in the final Impact Map, the social return on investment ratio is £1.74 worth of value for every £1 invested.

Taking the sensitivity analysis tests into consideration, the final SROI figure has a range of £1.54 to £2.99. Or, when rounded up, £2 to £3 worth of social value for every £1 invested.

To reduce the risk of errors when calculating the final SROI figure, the most up-to-date and accurate data available was sourced to inform the calculation. For example, the value of employment was based on what that employment was worth to individuals over the timeframe that they worked (and the salary they were paid). This approach aimed to reduce the risk of over claiming. Care was also taken to ensure only outcomes which occurred as a result of the activities delivered in Phase 1 and 2 were included in the final SROI calculation (and not longer-term outcomes which are expected to happen in future but which did not yet occur as a result of the activities delivered).

Where proxy values were sourced online, further investigation was undertaken to identify any subsidies in the prices, however no specific costs were found. Focusing on a specific local context may have involved a smaller sample frame than other SROI evaluations, however it also enabled us to gather in-depth data from the stakeholders who worked very closely with us throughout the evaluation.

For these reasons we believe the risk of errors in the final SROI figure have been minimised and the results are an accurate reflection of the activities delivered within the scope of the evaluation for this cohort of coaches in Tyneside.

In addition, a further sensitivity analysis was undertaken to consider the social value that could potentially be created from a much larger doorstep sport coaching programme.

Specifically, all the data in Table 6 was kept the same, with the exception of the quantities. It was assumed that the cohort of coaches was ten times larger, with a total of 50 coaches (rather than 5) experiencing the first two outcomes in Table 6 (increased confidence/self-esteem and improved career aspirations).

The quantity of participants experiencing more positive attitudes and behaviours towards sport was increased to 320, based on the fact that 5 coaches impacted on 32 participants in the project, therefore a tenfold increase of coaches in the cohort for this second sensitivity analysis was assumed to impact on ten times as many participants (10 x 32 = 320).

And following the same logic, the quantity of potential new employees as an outcome for the organisation was increased to 300 (the original quantity of 30 was multiplied by 10 to take into account the assumed tenfold increase in the number of coaches in the cohort).

In this hypothetical example, the lower financial proxies included in Table 6 were used, assuming that it may be possible to achieve greater cost savings when delivering a programme to a much larger cohort of coaches.

The higher attribution proportions included in Table 6 were also retained as a larger cohort would require a larger support network for the coaches, thereby potentially increasing the likelihood of others contributing to the outcomes that occur (i.e. assuming that the more people who are supporting and involved, the more opportunities there are for them to contribute to change).

Taking these changes to the quantities, attribution and financial proxies into account, the social return on investment is £4.53 worth of value for every £1 invested.

This suggests even more social value can potentially be created by delivering similar coaching programmes to much larger groups of people. This second sensitivity analysis strengthens many if not all of the conclusions included in Section 7 below, particularly the case for sustained investment in coaching.

## 7. Conclusions

### 1. The evaluation strengthens the case for sustained investment in coaching by demonstrating the broader value it creates

An SROI ratio of £3 for every £1 invested, across three stakeholder groups, further supports the view that coaches have a very positive impact on their own lives and the lives of people around them.

This message becomes arguably even more powerful when relayed via an SROI evaluation. The impact created by this cohort of coaches shows those outside the industry a specific local example of how broad and sizeable the benefits of coaching can be. The outcomes identified align to the five key outcomes in the Government's new sport strategy, as detailed in the table below.

| <b>Government Strategy Outcomes</b>  | <b>SROI Evaluation Findings</b>  |
|--|--|
| <i>Physical wellbeing<br/>Measured by increase in % population meeting CMO Guidelines and decrease in % of population inactive</i> | Adult participants moved from inactive to active as a result of the coaching sessions delivered. Coaching provided to children in schools ensured they met CMO guidelines for physical activity.   |
| <i>Mental wellbeing<br/>Measured by improved subjective well-being</i>   | Both coaches and participants reported significant increases in their confidence and self-esteem.  |
| <i>Individual development<br/>Measured by levels of self-efficacy (confidence and control of destiny)</i>                          | Participants exhibited more positive attitudes/behaviours towards sport including changing their behaviour from inactive to active.<br><br>Coaches' achieved qualifications, became employed (in coaching and non-coaching roles), reported significant increases in confidence/self-esteem and this increased their aspirations in terms of wanting to progress in their careers and continue learning and working. |
| <i>Social and community development<br/>Measured by levels of social trust.</i>  | The coaching sessions delivered by coaches were to other individuals in low-socio economic groups living in the same communities (as per the StreetGames ethos). A strong sense of community development was evident throughout the evaluation.  |
| <i>Economic development<br/>(Measured by GVA by sport sector).</i>   | Although the evaluation does not calculate value in terms of GVA, significant return on investment is identified in social value, including value identified for organisations that employ coaches (via the role model effect). The evidence suggests coaching is a viable development option for other individuals in disadvantaged communities.  |

While the results of this evaluation are relevant to this small cohort of coaches only, there is no reason why other projects and interventions in other parts of the country cannot achieve

similar results by following the same formula – investing in developing high quality coaches (through quality training provision) who are capable of delivering high quality coaching sessions.

## **2. Quality remains key for coach training and delivery**

Building on the conclusion above, the evaluation has shown the value of developing coaches (Phase 1) to deliver high quality coaching sessions (Phase 2).

As stated at the beginning of the report, we believe Phase 1 and 2 form part of the same process - the results also confirm this is the case. The total value of the outcomes identified for coaches (before any deductions or projections) in Phase 1 (their Level 2 training) was £14,572.47, compared to a total value of outcomes for coaches, participants and organisations of £28,621.28 in Phase 2 (when coaches go on to deliver high quality sessions).

This shows greater value is created in Phase 2, when coaches are delivering high quality coaching sessions. However, we know that this delivery cannot happen without coaches first completing a quality education and training programme in Phase 1.

The point to note here is that quality training and development remains the key to delivering high quality sessions (and realising the value this creates). Without the foundations put in place by high quality training and development programmes, coaches will not be capable of delivering high quality sessions, the type of which created significant value for stakeholders in Tyneside. Put simply, there is no shortcut to realising the value created by high quality coaching. Quality coach development must come first.

## **3. Coaching provides a genuine development opportunity for individuals in disadvantaged communities**

It is generally accepted that people living in disadvantaged communities have less access to opportunities to develop themselves. While based on a small sample, this evaluation shows that when individuals in such communities are given the opportunity to develop themselves through coaching they can achieve significant outcomes.

Obtaining recognised, accredited qualifications, becoming employed (volunteer and paid), enhancing mental well-being through increased confidence and self-esteem and becoming more motivated for the future were all identified in coaches involved in this study. In the context of the Government's new sport strategy it would be hard to argue that these are not significant findings for those seeking to develop disadvantaged communities.

And, as this study has shown, as well as helping to develop themselves, individuals who develop themselves in coaching will also create value for those around them, benefitting their community as a whole. The results help make a stronger case for coaching to be seen as a genuine development opportunity for individuals in disadvantaged communities.

#### **4. Retaining coaches will create additional value in future**

The value of impact created drops off significantly in year 2 onwards (see Impact Map). This is because many of the outcomes identified in Tyneside took place either during the activity (while coaches are completing their Level 2 training or delivering coaching sessions) or projected one year afterwards. If coaches can be retained for longer periods of time there is no reason why the high impact and value they create in years 0 and 1 cannot be replicated in year 2 onwards.

#### **5. Formalising the role model effect – learning from Tyneside**

The value created by the role model effect can present coaching organisations with significant cost savings, not to mention benefit the coaching industry workforce as a whole, as more people enter as a result of being inspired and motivated (thus potentially making them more likely to engage/remain engaged as coaches).

The organisations involved in the evaluation encourage their coaches to be role models, however this is not a requirement of the role, and it is difficult to think that the lengths these specific coaches went to was simply an example of them doing their jobs.

It is more likely that they went way beyond the minimum requirements, and as other coaches may not be as motivated to do the same, it may be worth exploring whether there is any way the role model effect can be formalised, or coaches made more aware of the potential benefits it brings and the ideal position they are in to implement it in practice.

The research in Tyneside adds to existing research highlighting coached participants as by far the most likely group to consider becoming coaches in future. To continue to develop the coaching workforce it is worth investigating any ways organisations can be supported to ensure their coaches are aware they are gatekeepers to the main pathway into coaching for participants (and are capable of fulfilling this role and 'selling' the opportunity effectively).

#### **Other points to consider in future**

1. The theory of change diagrams could be used practically to help organisations understand what is required to develop a coach (enablers) and similarly what should be avoided or managed in order to realise the outcomes identified (preventers).
2. As noted in the second conclusion above, input from committed, passionate and highly competent individuals is critical for coaches to achieve the outcomes identified. In this evaluation the importance of the Project Co-ordinators cannot be underestimated. They took on multiple roles (coach mentor, supporter, administrator, securing opportunities to coach, assessing and providing feedback etc.) and it is fair to say the outcomes would not have been achieved to the same extent without the ongoing support they provided to coaches. Any organisations aiming to achieve similar results must ensure coaches have access to similarly strong support networks.
3. While the evaluation highlighted many positive outcomes for the three key stakeholder groups, there was also evidence to suggest doorstep sport could potentially lead to

further positive outcomes for school children in the long-term (i.e. the outcomes omitted from the evaluation in Section 5.3.2). School children are outside the intended scope of doorstep sport (14-25 year olds) but found the coaching sessions extremely relevant (as did the school organisers) and enjoyable, reflected in the fact that their physical activity levels increased from their enthusiasm to take part.

As such it may be worth StreetGames investigating the extent to which the potential longer term outcomes identified are actually realised in practice (i.e. better classroom participation and educational achievement). While these outcomes were not included in this evaluation (as they had not yet happened as a result of the activities delivered), they should not be dismissed or ignored given their importance and the potential positive impact they may bring to children in future.

The findings also highlight the positive role coaches can play in schools, particularly those schools seeking to improve the provision of sport and physical activity for children.

## Appendix 1 – Excluded outcomes and stakeholders

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A summary of the excluded stakeholders and outcomes is included below:

### Excluded stakeholders:

- Tutor
- Friends of the coach
- Family of the coach
- Other local stakeholders
- The state

### Excluded Outcomes:

#### *Coaches*

- Move higher up the company hierarchy
- Made new friends which in turn led to Better social life and Increased life satisfaction

#### *Participants*

- Motivate others to get involved and realise same benefits
- Increased life satisfaction
- Increased/maintained participation
- Better participation in the classroom
- Better educational achievement and progression prospects

#### *Organisation*

- Improved reputation
- Business growth
- Increased recruitment

## Appendix 2 – Questionnaires

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### Initial Stakeholder Interviews – Coaches

#### Background (to inform theory of change)

1. Can you tell me about your journey into coaching in the local area? What attracted you to doorstep sport initially?
2. What role does doorstep sport play? How important is it? What changes have you seen happen since it was introduced?
3. When did you start thinking about becoming a coach? Did StreetGames ask you or was it something you decided to do (for what reasons)? Were there any specific problems in the local area that you thought you could help overcome through coaching?

#### Inputs

1. What did you have to invest to get qualified in the programme? Was it just time or was their money involved in you had to buy kit etc?
2. What else (other inputs) did they need to succeed, beyond what you invested in the programme? Are there any other inputs or enablers that made it happen for them? I.e. any other stakeholders who invested time who we haven't mentioned yet or may have missed? Any other support mechanisms present?

#### Outputs

1. Right in thinking you are now a Level 2 qualified coach? What are you doing now you're qualified? Coaching as a volunteer or paid?

#### Outcomes

1. The outcomes suggested in initial discussions are below:

*Increased confidence, self-belief, aspiration, self-worth, motivation, organisational and leadership skills, employment opportunities, more positive attitude towards education, possibly more positive relationships with those around them particularly family. Negative could be moving away from their peer group.*

2. How would you describe how your life has changed? What do you do differently now?
3. Did you experience these changes when you were volunteering or can you put them down to becoming a qualified coach?
4. Are there any negative outcomes you've experienced?

5. Is there a chain of events to any of these outcomes? I.e. by an outcome you describe happening now, are the other outcomes that might happen further down the line, in the medium and long-term? What are they?
6. The following groups have been identified as possible stakeholders. What has changed for each of these groups? Do you think any of these have experienced significant change as a result of the coaching? If so, what change have they experienced?

NHS

Government

Neighbourhood police team

Local Youth workers

Local Councillors

Social Housing Providers (ASB Officers)

Local residents

Other young volunteers

## Project Co-ordinators

### Background (to inform theory of change)

1. Can you tell me about the local area? What role does doorstep sport play? How important is it? What changes have you seen happen since it was introduced?
2. How did you identify these coaches? Did they come to you or did you see a need for more coaches in the local area? Were there any specific problems in the local area that you thought more doorstep sport coaches could help overcome?
3. The following groups have been identified as possible stakeholders. What has changed for each of these groups? From your knowledge of the coaches and experience of working with them do you think any of these have experienced significant change as a result of the coaching? If so, what change have they experienced? How much change was there?

NHS

Government

Neighbourhood police team

Local Youth workers

Local Councillors

Social Housing Providers (ASB Officers)

Local residents

Other young volunteers

### Inputs

1. What did you have to invest to get your coaches through the programme? I.e. how many hours and days in time, money etc, we need a full list of everything you have put in for these specific coaches to achieve their Level 2 during the time period specified (don't forget things like mentoring, emails out of normal office time, relationship management etc)
2. What else (other inputs) did they need to succeed, beyond what you invested in the programme? Are there any other inputs or enablers that made it happen for them? I.e. any other stakeholders who invested time who we haven't mentioned yet or may have missed? Any other support mechanisms present?

### Outputs

1. What are the outputs from the programme? The end output is seven people trained but what other outputs make this up? I.e. seven people completed assessment, training days, how many hours of practical activities?
2. What were the timescales for completing the qualification and then finding a placement? Do you find them groups to coach or do they do that themselves? Are they now paid or

still volunteers? Can you describe what they are doing now, in which areas, who with, what is this helping with?

### **Outcomes**

1. The outcomes suggested in initial discussions are below. How accurate are these? What else/what has changed for you? Think short, medium and long-term.

*Reduced workload if coach progresses to a level where the Co-ordinator no longer needs to be present at all coaching sessions. Therefore huge impact on resources i.e. co-ordinator doesn't need to attend as many sessions. Also get new ideas and challenges from coaches as they progress.*

2. How would you describe how your life has changed? What do you do differently now?
3. Is there a chain of events to any of these outcomes? I.e. by an outcome you describe happening now, are the other outcomes that might happen further down the line, in the medium and long-term? What are they?
4. How do you differentiate between outcomes that might have happened if they carried on in their volunteer role without getting the qualification and things that can only happen with them being qualified?

## Participants

### Background (to inform theory of change)

1. Can you tell me about your journey into playing doorstep sport? What attracted you to doorstep sport initially?
2. What role does doorstep sport play locally? How important is it to you and those around you? What changes have you seen in the local area since it was introduced?
3. The outcomes suggested in initial discussions are below:

*Increased confidence, self-belief, more positive attitude towards sport, improved behaviour, moving peer groups, more fun in social time = better life satisfaction.*

4. How would you describe how your life has changed as a result of playing doorstep sport? What do you do differently now? How do you know these things have changed?
5. Are there any negative outcomes you've experienced?
6. Is there a chain of events to any of these outcomes? I.e. thinking of an outcome you describe happening now, are there other outcomes that might happen further down the line, in the medium and long-term? What are they?
7. What has been the most important change for you since playing doorstep sport?

## Financial Inputs Questionnaire

### Financial Inputs

**1. What was the total cost incurred for these coaches to achieve their Level 2 Doorstep Sport qualifications and deliver coaching sessions in Tyneside?**

Please provide the total cost figure and a short explanation of what that figure includes i.e. assessment costs, qualification costs, expenses, running costs for venues etc. It's important that we include absolutely everything that was invested in order to make the activity (i.e. the qualification) happen for the coaches. The more accurate the financial investment figure is the more accurate the evaluation will be.

**2. How much of the cost, if any, was provided by other organisations?**

Did you receive a proportion of the total cost identified in Q1 above from other funding organisations? If so how much was received and from which organisations?

### Non-Financial Inputs

**1. How much time was invested by the Project Co-ordinators to help these coaches achieve their Level 2 Doorstep Sport qualification and deliver coaching sessions in Tyneside?**

Please provide a total estimate answer for time spent in hours, days and weeks. For example, *"I (Project Co-ordinator) spent 3 hours per day, 2 days per week, 30 weeks of the year on my 3 coaches."*

If the total time spent relates to lots of different activities please provide a short explanation of what it includes. For example, time spent on mentoring, managing the coaches through their qualification, administration such as sending reminders for sessions, emailing coaches etc.

If you ask yourself, *should I include this*, the answer is yes. It won't be possible for you to provide too much information, we have to include everything so please just include everything you can think of in terms of the time you spent on these specific coaches.

**2. In total how much time did other people invest to help these coaches achieve their Level 2 Doorstep Sport qualifications and deliver coaching sessions in Tyneside?**

Were other volunteers/staff involved? If so please provide a total time estimate for what each person put into the programme in the hours, days and weeks format above. Again, if the time they spent relates to lots of different activities please provide a brief explanation of what activities were included.

**3. Were there any other non-financial inputs included which we have not yet mentioned but that helped these coaches achieve their Level 2 qualification and deliver coaching sessions in Tyneside?**

If there's anything else that was invested in these coaches that we have not yet accounted for please include details under this question.

|                                    |  |
|------------------------------------|--|
| <b>Project:</b>                    |  |
| <b><i>Financial Inputs</i></b>     |  |
| Q1                                 |  |
| Q2                                 |  |
| <b><i>Non-Financial Inputs</i></b> |  |
| Q1                                 |  |
| Q2                                 |  |
| Q3                                 |  |





And finally, how long did each of these things last for you?

|   | <i>NA - I have not experienced this</i> | <i>Less than a month</i> | <i>A few months</i> | <i>About half a year</i> | <i>About a year</i> | <i>Ongoing, I experience this as long as I attend sessions</i> |
|---|---|--------------------------|---------------------|--------------------------|---------------------|--|
| Becoming more interested in taking part in sport  |   |                          |                     |                          |                     |  |
| Getting fitter, healthier and better at sport   |   |                          |                     |                          |                     |  |
| Encouraging other people I know to get involved and come along to doorstep sport sessions |   |                          |                     |                          |                     |  |
| Making new friends  |   |                          |                     |                          |                     |  |
| Building my confidence/self-esteem  |   |                          |                     |                          |                     |  |
| Improving my social life outside of sport   |   |                          |                     |                          |                     |  |

## Appendix 3 – Materiality - testing the relevance of outcomes

### Coach

| <b>Relevance criteria</b>   | <b>Ability to deliver/lead high quality coaching sessions</b>   | <b>Increased confidence, self-esteem</b>  | <b>Increased desire to progress and continue learning/working</b>  |
|---|---|---|--|
| Policies that require it or perversely block it, and the intervention can deliver it              | Yes, organisational policy is for sessions to be led/delivered by qualified Level 2 coaches.  | Yes, all 3 organisations philosophies include supporting people to enhance their self-esteem/confidence, recognising how important this is for all aspects of life.   | Yes, the 3 organisations aim to provide pathway opportunities for coaches to progress, however take up of these is dependent upon the individual and their plans.  |
| Stakeholders who express need for it and the intervention can deliver it                          | Yes, doorstep sport is proven to meet latent demand for sport from disadvantaged communities. Plus, the 3 organisations delivering coaching need more coaches to meet stakeholder demand.   | Yes, coaches are aware when signing up to the level 2 that their confidence will increase through the challenge of the qualification and they all admit to needing to boost their confidence before they started the course.      | Yes, for 2 of the organisations involved the aim of recruiting coaches and training them to Level 2 standard is to add capability to the business, even though they operate on a charitable basis. For 1 organisation they work with college students and recognise there will be significant throughput as students leave at the end of their course, therefore the pathways are not as long-lasting. |
| Peers who do it already and have demonstrated the value of it and the intervention can deliver it | Yes, all 3 organisations employ other Level 2 coaches who have contributed to improving participation locally. More widely we have shown for the past two years that the higher the quality of a coach the more positive the experience for participants <sup>51</sup> .                          | Yes, coaches have seen how confident their mentors and coaches from other organisations are to deliver sessions and they recognise how this has helped them progress, through inspiration in many cases, to the levels they have. | Yes, all coaches are supported to be role models, these role models go on to demonstrate the value of coaching to other potential participants.  |
| Social norms that demand it and the intervention can deliver it                                   | Yes, a social norm that is being challenged more and more is the inadequate levels of physical activity in the UK. Public Health England's Approach to Physical Activity is the Government's response to tackle this problem. Doorstep sport coaching gives those least likely to participate the | Yes, there is a huge base of scientific evidence that has developed a norm in society where we consider confidence and self-esteem as critical components of mental well-being <sup>52</sup> and the ability to                   | Yes, social mobility and the ability to succeed are critical to our society, so much so that the previous Coalition Government's social mobility strategy <sup>53</sup> was its key social policy. The Government aimed to make it a norm that people succeed as a result of how hard they work,   |

<sup>51</sup> sports coach UK, The Impact of Coaching on Participants 2014 and 2015 – key finding shows high quality coaching increases participants' enjoyment of playing sport, their passion/commitment to it and the time they spend playing.

<sup>52</sup> NHS Choices, Five Steps to Mental Well-being - <http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx>

<sup>53</sup> Opening Doors, Breaking Barriers: A Strategy for Social Mobility, April 2011, HM Government

|  |  |  |  |
|--|--|--|--|
|  | opportunity to play regular sport and be more active.                        | live life to the full and get what you want out of it.   | reflecting this outcome (i.e. coaching encourages coaches to continuously progress and develop themselves in order to succeed in life, whether in or outside of coaching)                |
| Financial impacts that make it desirable and the intervention can deliver it | Yes, coaching at this level enables coaches to apply for paid coaching work. | Not directly, but the coaches involved do not believe they would have realised some of the linked financial benefits of coaching (gaining employment for example) without the increased confidence/self-esteem reported. | Yes, as coaches progress and develop themselves they become able to deliver more coaching, to more people, which can bring in additional funds for the organisations (to then reinvest). |
| <b>Conclusion</b>  | <b>Relevant</b>  | <b>Relevant</b>  | <b>Relevant</b>  |

| <b>Relevance criteria</b>   | <b>Sustainable part-time employment</b>   | <b>Improved career prospects</b>   | <b>Move higher up company hierarchy</b>   |
|---|---|--|---|
| Policies that require it or perversely block it, and the intervention can deliver it              | No, the 3 organisations' policies, while supporting coaches to find employment (in coaching or non-coaching roles), do not require them to be in paid employment.   | Yes, all 3 organisations aim to support individuals to gain experience that can help them progress in and outside of coaching. | No, the organisations provide pathways for coaches but opportunities to progress higher up the company hierarchy are dependent upon the many other factors that contribute to job openings. |
| Stakeholders who express need for it and the intervention can deliver it                          | Yes, the employment roles coaches moved into were all based on employer demand. The coaches also showed a demand for employment to enable them to earn.   | Yes, coaches took up the opportunity knowing that it would help enhance their career prospects.                                | No, these coaches were not taken on specifically for filling higher level roles.  |
| Peers who do it already and have demonstrated the value of it and the intervention can deliver it | Yes, in both the coaching and non-coaching roles coaches have moved into they are in contact with other employees who displayed the benefits of being employed (i.e. salary, more opportunities to coach/progress, experience on CV etc.) | Yes, coaches have seen the pathways that their peers have progressed on and the benefits they have realised.                   | No, coaches can see some peers who have moved up in the company but their journey to that stage was much longer term. These coaches were at the start of their development journey.         |
| Social norms that demand it and the intervention can deliver it                                   | Yes, social norm is to work unless you are unable.  | Yes, social norm is to aim to progress in work as much as possible, unless you are unable.                                     | Yes, social norm is to progress in work and achieve as much as possible, but individuals must have the ambition to want to move into roles of higher responsibility.                        |
| Financial impacts that make it desirable and the intervention can deliver it                      | Yes, paid work has immediate financial impact for the coach.  | No, potential to enable coaches to make more money for themselves and their employers but this is medium term, not immediate.  | No, potentially a significant financial impact for the coach but moving up the hierarchy is a long term impact/outcome, no immediate financial impact.                                      |
| <b>Conclusion</b>   | <b>Relevant</b>   | <b>Relevant</b>  | <b>Not relevant</b>   |

| <b>Relevance criteria</b>   | <b>Made new friends</b>  | <b>Better social life</b>  | <b>Increased life satisfaction</b>  |
|---|--|--|---|
| Policies that require it or perversely block it, and the intervention can deliver it              | No, it is not part of the organisations' policies or services to help the coaches make new friends. They are simply working alongside each other in an environment where friendship happens organically. | No, while this happened there were no policies that required it to.                    | No, while the organisations' policies will lead to this outcome they specifically focus on raising aspirations, confidence, self-esteem etc, all of which come before the realisation of increased life satisfaction. |
| Stakeholders who express need for it and the intervention can deliver it                          | No, none of the coaches said they started coaching to make new friends.  | No, the coaches did not get involved to improve their social lives.                    | No, the coaches did not get involved to increase their life satisfaction, though that may be a long-term outcome of the other outcomes they experience.   |
| Peers who do it already and have demonstrated the value of it and the intervention can deliver it | No, while coaches have seen some of the peers make new friends it is not something that has persuaded them to start and progress in coaching.  | No, this did not impact on coaches.  | No, they have seen their peers increase their life satisfaction but it has not had a significant impact on them.  |
| Social norms that demand it and the intervention can deliver it                                   | No, social norms say we will not always make new friends in everything we do.  | Yes, social norm to try and enjoy our social lives for health and well-being benefits. | Yes, social norm to try to do things that make us happy.  |
| Financial impacts that make it desirable and the intervention can deliver it                      | No, no financial impact of making new friends.   | No, the coaches did not see how this would bring them any financial benefit.           | No, while the coaches see how a happier mind-set could lead to greater earning potential this outcome was a long way down the line for them.  |
| <b>Conclusion</b>   | <b>Not relevant</b>  | <b>Not relevant</b>  | <b>Not relevant</b>   |

## Participants

| <b>Relevance criteria</b>   | <b>Increased interest in taking part in sport</b>   | <b>Get fitter, healthier and better at sport</b>  | <b>Motivate others to get involved and realise same benefits</b>  |
|---|---|---|---|
| Policies that require it or perversely block it, and the intervention can deliver it              | Yes, all 3 organisations' objectives are to get more people (who normally do not have as much access to opportunities as others) playing sport.   | Yes, all 3 organisations' objectives are to help people live healthier lives through playing sport.   | No, participants are not required to do this to take part.  |
| Stakeholders who express need for it and the intervention can deliver it                          | Yes, the organisations and some organisations representing participants (i.e. schools) have expressed a need for getting participants more interested and active. For example for health reasons.   | Yes, the organisations recognise the need to deliver sessions that improve participants' fitness in line with national and local targets (for example obesity targets).   | No, this was not identified in the evaluation.  |
| Peers who do it already and have demonstrated the value of it and the intervention can deliver it | Yes, national research by DCMS has shown activity increases young peoples' attainment and helps older people live healthier lives <sup>54</sup> .   | Yes, national research by DCMS has shown activity increases young peoples' attainment and helps older people live healthier lives <sup>55</sup> .   | Yes, the evaluation did find some evidence of participants who had motivated others to get involved for the same reasons. |
| Social norms that demand it and the intervention can deliver it                                   | No, it is not yet a norm for everyone to be interested in and take part in sport, but the Government and sporting bodies are pushing hard for physical activity to become a normalised activity for adults and young people. The NHS <sup>56</sup> provides clear guidelines on how much activity people should undertake each week by age, and it is recognised that attitudes and dispositions towards sport/physical activity need to change to make this a social norm. | No, it is not yet a norm for everyone to be interested in and take part in sport, but the Government and sporting bodies are pushing hard for physical activity to become a normalised activity for adults and young people. The NHS <sup>57</sup> provides clear guidelines on how much activity people should undertake each week by age, and it is recognised that attitudes and dispositions towards sport/physical activity need | No, it is not a social norm.  |

<sup>54</sup> Culture Evidence and Sport Programme,

<sup>55</sup> Culture Evidence and Sport Programme,

<sup>56</sup> <http://www.nhs.uk/livewell/fitness/Pages/Fitnesshome.aspx>

<sup>57</sup> <http://www.nhs.uk/livewell/fitness/Pages/Fitnesshome.aspx>

|  |  |  |  |
|--|--|--|--|
|  |  | to change to make this a social norm.  |  |
| Financial impacts that make it desirable and the intervention can deliver it | Yes, while the financial impacts may not be obvious for the participants, the health benefits of increased interest in sport are clear in terms of reductions in health spending as people play more sport (and live healthier lives). | Yes, while the financial impacts may not be obvious for the participants, the health benefits of people playing more sport and the impact this has on public spending are clear. | No, there are no immediate financial impacts to participants encouraging other people to play more sport. Financial impacts would be longer-term and dependent upon other factors. |
| <b>Conclusion</b>  | <b>Relevant</b>  | <b>Relevant</b>  | <b>Not relevant</b>  |

| <b>Relevance criteria</b>   | <b>Increased confidence, self-esteem</b>   | <b>Increased life satisfaction</b>  |
|---|--|---|
| Policies that require it or perversely block it, and the intervention can deliver it              | Yes, all 3 organisations' strategies include helping to raise confidence and self-esteem of people in the community through playing sport.   | No, while the organisations' policies will lead to this outcome for participants they specifically focus on raising aspirations, confidence, self-esteem etc., all of which come before the realisation of increased life satisfaction. |
| Stakeholders who express need for it and the intervention can deliver it                          | Yes, participants and proxy participants (see Section x) identified a need for confidence to be built.   | No, participants did not express a need to be happier even though this was an outcome they experienced.   |
| Peers who do it already and have demonstrated the value of it and the intervention can deliver it | Yes, we found examples of participants who saw the positive impact associated with increased confidence.   | No, we did not find evidence that participants took part because they saw the impact on life satisfaction that others had experienced.  |
| Social norms that demand it and the intervention can deliver it                                   | Yes, there is a huge base of scientific evidence that has developed a norm in society where we consider confidence and self-esteem as critical components of mental well-being <sup>58</sup> and the ability to live life to the full and get what you want out of it.                                 | Yes, social norm to try to do things that make us happy.  |
| Financial impacts that make it desirable and the intervention can deliver it                      | No, no immediate financial impacts for the participants but there are knock-on benefits for the state brought about by improved fitness/health and potentially longer-term financial impacts for the organisation (if demand for coaching increases based on satisfaction with the coaching provided). | No, a happier mind-set could lead to greater earning potential for participants but this outcome was a long way down the line for them.   |
| <b>Conclusion</b>   | <b>Relevant</b>  | <b>Not relevant</b>   |

<sup>58</sup> NHS Choices, Five Steps to Mental Well-being - <http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx>

| <b><i>Relevance criteria</i></b>  | <b>Better participation in the classroom (i.e. concentration in other subjects)</b>  | <b>Better educational achievement and progression prospects</b>   |
|---|--|---|
| Policies that require it or perversely block it, and the intervention can deliver it              | No, while the organisational objectives aim to increase aspirations better classroom participation from school age participants was not an explicit objective. | No, while the organisational objectives aim to increase aspirations there are many more contributing factors to participants improving their educational attainment.                        |
| Stakeholders who express need for it and the intervention can deliver it                          | Yes, stakeholder representatives from schools identified a need for this outcome for some of their school children.  | Yes, stakeholders consulted from schools all expressed a need for some children to improve their attainment.  |
| Peers who do it already and have demonstrated the value of it and the intervention can deliver it | No, we did not find evidence of other stakeholders who have used similar types of coaching to improve participation in the classroom.                          | No, we did not find evidence of other stakeholders who have used similar types of coaching to improve educational attainment and progression prospects (longitudinal research is required). |
| Social norms that demand it and the intervention can deliver it                                   | Yes, it is a social norm to behave in class at school.   | Yes, it is a social norm to achieve as much as possible from education.   |
| Financial impacts that make it desirable and the intervention can deliver it                      | No, there were no immediate financial impacts for the participants.  | No, while there would eventually be financial impacts for participants this outcome is expected to be realised much further in the future.  |
| <b><i>Conclusion</i></b>  | <b>Not relevant</b>  | <b>Not relevant</b>   |

## Organisation

| <b>Relevance criteria</b>   | <b>Improved reputation</b>   | <b>Business growth</b>   | <b>Access to more potential employees</b>   |
|---|--|--|---|
| Policies that require it or perversely block it, and the intervention can deliver it              | No, there are no organisational policies that specifically state improving reputation, however this will occur as a result of providing continuous quality coaching.   | Yes, despite not operating like traditional for profit businesses the organisations aim to continue offering their services to as many people as possible. | Yes, the organisations aim to recruit more (in some cases set numbers of) coaches each year therefore access to potential employees is essential. |
| Stakeholders who express need for it and the intervention can deliver it                          | Yes, stakeholders are always looking to improve their organisations' reputation just like any business would.  | Yes, the organisations have all experienced increases in demand for their services.  | Yes, the organisations work to strategies set by management/board who have identified the need to recruit more people.                            |
| Peers who do it already and have demonstrated the value of it and the intervention can deliver it | Yes, there are vast amount of research evidencing the value of reputation to business performance. The number of consultancies and experts specialising in reputation management also show the demand from organisations to maintain the best reputation they can. | Yes, organisations understand the importance of business growth in any sector, particularly when peers are providing funding for the services to continue. | Yes, organisations are aware of other providers who can attract more funding and offer more services with a larger workforce.                     |
| Social norms that demand it and the intervention can deliver it                                   | Yes, it is a social norm to try and develop and maintain a positive reputation.  | Yes, it is a social norm for business to seek to grow.   | Yes, it is a social norm for businesses to try and recruit more staff so they can meet demand.  |
| Financial impacts that make it desirable and the intervention can deliver it                      | Yes, there is evidence to suggest reputation has a huge impact on company performance. A good reputation was recently estimated as adding £1 in every £2 of shareholder value <sup>59</sup> .  | Yes, a growing business brings in additional finance.  | Yes, this raises the potential of the organisation to offer more services which will attract more finance.  |
| <b>Conclusion</b>   | <b>Relevant</b>  | <b>Relevant</b>  | <b>Relevant</b>   |

<sup>59</sup> The 2015 UK Reputation Dividend Report, What's your reputation worth? March 2015

|   |   |
|---|---|
| <b>Relevance criteria</b>   | <b>Increased recruitment</b>  |
| Policies that require it or perversely block it, and the intervention can deliver it              | Yes, the organisations aim to recruit more (in some cases set numbers of) coaches each year.                                  |
| Stakeholders who express need for it and the intervention can deliver it                          | Yes, the organisations work to strategies set by management/board who have identified the need to recruit more people.        |
| Peers who do it already and have demonstrated the value of it and the intervention can deliver it | Yes, organisations are aware of other providers who can attract more funding and offer more services with a larger workforce. |
| Social norms that demand it and the intervention can deliver it                                   | Yes, it is a social norm for businesses to try and recruit more staff so they can grow and meet demand.                       |
| Financial impacts that make it desirable and the intervention can deliver it                      | Yes, this raises the potential of the organisation to offer more services which will attract more finance.                    |
| <b>Conclusion</b>   | <b>Relevant</b>   |

## Appendix 4 – Criteria for assessing coaches



### Task 5.2: Observed Coaching Practise (FSS)

| Observation checklist key:   |  |                  |
|--|--|------------------|
| Assessment Notes   | Written notes from assessor on learner performance |                  |
| ✓  | Achieves standard                                  |                  |
| ×  | Does not achieve standard                          |                  |
| FQ   | Further questioning required to achieve standard   |                  |
| Observation Checklist  |  |                  |
| Assessment Criteria  | ✓/×/FQ   | Assessment Notes |
| Identify and set up of resources required for the session that specifically support a multi-skills environment.  |  |                  |
| Identify and provide clear and specific multi-skills related outcomes to participants.   |  |                  |
| Link warm-up and introductory activities to multi-skills development.  |  |                  |
| Provide participants with specific multi-skills information needed for development.  |  |                  |
| Observe, adapt and create a safe and developmental multi-skills coaching environment.  |  |                  |
| Use a variety of coaching methods to isolate the principles of multi-skills development in sport.  |  |                  |
| Evaluate participants' performance and diagnose technical development points throughout the progressive session.   |  |                  |
| Based on the diagnosis intervene using effective and appropriate technical multi-skills development coaching points.   |  |                  |
| Activities provide a progressive developmental experience throughout the session based on: <ul style="list-style-type: none"> <li>• Fundamentals of Movement (FoM)</li> <li>• Fundamental Movement Skills (FMS)</li> <li>• Fundamental Sport Skills (FSS)</li> </ul> |  |                  |
| The session supports child development through the 5 C's model via progressive activities. <sup>3</sup>  |  |                  |
| Demonstrate a variety of effective communication techniques to meet the participants' learning preferences/needs.  |  |                  |
| Provide clear, constructive and encouraging feedback to participants.  |  |                  |
| Take appropriate action to deal with behaviour management issues.  |  |                  |
| Demonstrate the ability to adapt activities in order to challenge individual participants.   |  |                  |
| Link cool down activities to the session outcomes.   |  |                  |
| Conduct a review to draw out participants' experience of the session based on the outcomes.  |  |                  |

<sup>3</sup> Referred to as the C system by sports coach UK which includes; competence, confidence, connection, creativity, character and caring.