

UNIVERSITY OF BOLTON
SCHOOL OF SPORT AND BIOLOGICAL SCIENCES
BA (HONS) SPORT DEVELOPMENT AND COACHING
SEMESTER ONE EXAMINATION 2019/2020
SPORT IN THE COMMUNITY
MODULE NO. SDC5003

Date: Thursday 16 January 2020

Time: 10.00 am – 12.00 noon

Instructions to candidates:

- 1). There are **three mandatory parts** to this paper.
 - 2). Answer **one response to all multiple choice questions in Part A (24 marks)**.
 - 3). Answer all **Three mandatory short questions in Part B (16 marks)**.
 - 4). Please use **Handout - SROI evaluation of the Level 2 Doorstep Sport Coaching Programme and coaching session delivery in Tyneside (2014/15) to answer the mandatory long question in Part C (60 marks)**.
 - 5). Please write the question number and **all answers in the mark book provided**.
 - 6). **No notes are permitted** to be taken in to the exam.
 - 7). The use of a **calculator is allowed** in the exam.
 - 8). This examination paper carries a **total of 100 marks**.
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School of Sport and Biological Sciences
BA (Hons) Sport Development and Coaching
Semester One Examination 2019/2020
Sport in the Community
Module No. SDC5003

PART A: ANSWER ALL OF THE FOLLOWING QUESTIONS (TOTAL 24 MARKS)

A1. The term 'Sporting Capital' is defined by Rowe (2018, p.103) as:

- A. The personal relationships within a company that help build trust and respect among employees, leading to enhanced company performance.
- B. The stock of physiological, sociological and psychological attributes and competencies that support and motivate an individual to participate in sport and sustain participation over time.
- C. An asset that can enhance one's power to perform economically useful work and can be increased by human labour. At any given moment in time, total physical capital may be referred to as the capital stock and money used to buy something only in order to sell it, again to realise a profit.
- D. The networks of relationships among people who live and work in a particular society enabling the society to function effectively.

2 marks

A2. Which of the following methods is most commonly used to calculate the distribution of sporting capital in the UK?

- A. By the principal amount multiplied by 1, plus the interest rate in percentage terms, raised to the total number of compound periods.
- B. By physiological, psychological and social domains.
- C. By age, gender, social class and types of sports/ activity.
- D. By questionnaire surveys using indicators that tap into social connections, social networks and social support.

2 marks

Please turn the page

School of Sport and Biological Sciences
BA (Hons) Sport Development and Coaching
Semester One Examination 2019/2020
Sport in the Community
Module No. SDC5003

A3. According to the latest Active Lives adult survey data (Sport England, 2017/18), the gender gap for those who are active has narrowed by just over 90,000, and currently stands at 258,000. What is the % breakdown against gender within the inactive, fairly active and active adults in England?

- A. Inactive (Men 35%/ Women 40%): Active (Men 65%/ Women 60%)
- B. Inactive (Men 35%/ Women 39%): Active (Men 65%/ Women 61%)
- C. Inactive (Men 45%/ Women 50%): Active (Men 55%/ Women 50%)
- D. Inactive (Men 50%/ Women 45%): Active (Men 50%/ Women 55%)

2 marks

A4. Which sociologist originally developed the term 'Social Capital' as a basis for analysing society?

- A. James Coleman and Pierre Bourdieu (1990)
- B. Haakonssen, Knud; Cairns, John W. (2004)
- C. Karl Marx and Friedrich Engels (1849)
- D. Robert Putman (1993, 1995, 1996)

2 marks

Please turn the page

School of Sport and Biological Sciences
BA (Hons) Sport Development and Coaching
Semester One Examination 2019/2020
Sport in the Community
Module No. SDC5003

- A5. It is claimed that sport makes an important contribution to 'Civil Society' in the UK. What does the term civil society mean?
- A. The elements such as freedom of speech, an independent judiciary, etc, that make up a democratic society.
 - B. A group of people, who share a common economic, social and industrial infrastructure.
 - C. A political community or society governed by law under the authority of the state, where on a global level civic activists, social movements exist within public, private bodies and associations.
 - D. A system by which a society ranks categories of people in a hierarchy of status, power and health.

2 marks

- A6. Portes (1998) identified four negative (dark side) consequences associated with social capital as:
- A. Exclusion of outsiders, crediting group member's success, conformity and restrictions, exclusion and discrimination.
 - B. Community transformation, social integration, individual freedom and expertise.
 - C. Achievement of common goals, shared purpose, expression of needs and interests.
 - D. Needs led, bottom up approach, led by voluntary groups, sustainable partnerships.

2 marks

Please turn the page

School of Sport and Biological Sciences
BA (Hons) Sport Development and Coaching
Semester One Examination 2019/2020
Sport in the Community
Module No. SDC5003

A7. Gratton and Henry (2001) identify four elements of community engagement as:

- A. Consultation, Engagement, Communication and Information.
- B. Cost, Equality, Convenience and Inclusive.
- C. Members, Stakeholders, Citizens and Interest Groups.
- D. Education, Organisations, Development and Engagement.

2 marks

A8. Communitarianism is a philosophy that emphasizes the connection between the individual and the community. In a sporting context, why is community or fan ownership important in a civil society?

- A. To maximise profits for investor owned sports clubs and commercial promotion of the club brand in the global sport marketplace.
- B. The connection between the individual and the community group. Its overriding philosophy is based upon the belief that a member's social identity and personality are largely moulded by the community activity relationships.
- C. It is the responsibility of the individual to the sporting community and the social importance of the active family unit.
- D. Non- profit making approach to building sustainable forms of social capital through grass roots owned professional clubs, generated by local self-responsibility, mutuality and co-operation.

2 marks

Please turn the page

School of Sport and Biological Sciences
BA (Hons) Sport Development and Coaching
Semester One Examination 2019/2020
Sport in the Community
Module No. SDC5003

A9. Gratton et al. (1997) explains sports volunteering as 'individual volunteers helping others in sport, in a formal organisation such as clubs or governing bodies, and receiving either no remuneration or only expenses. What are the key social outcomes of sports volunteering?

- A. Individualism, Individual rights, Influence others, a social view of self.
- B. Mental wellbeing, individual development, social and community development.
- C. Earn more than the living wage, influence others, recognition and status.
- D. Social movement, moral voice, infrastructure and belonging.

2 marks

A10. Davies et al (2016) identifies the highest social value of participation in sport to benefit:

- A. Improved life satisfaction (worth £30.4 billion to society)
- B. Lower risk of Type 2 diabetes (worth £239 million)
- C. Reduced risk of dementia (worth £2.1 billion).
- D. Reduced risk of heart disease and stroke (worth £1.14 billion).

2 marks

Please turn the page

School of Sport and Biological Sciences
BA (Hons) Sport Development and Coaching
Semester One Examination 2019/2020
Sport in the Community
Module No. SDC5003

A11. The Social Return on Investment (SROI) is calculated by dividing the value of outcomes (£) by the value of inputs (£).

The sporting inputs - stakeholders contribution of money/ time in order to make activities possible is valued at £23.46bn and sporting outputs – number of the population participating and volunteering in sport is valued at £44.75bn (SIRC,2013-14).

What is the SROI of sport valued?

- A. £1.95 bn.
- B. £19.07 bn.
- C. £1.91 bn.
- D. £19.56 bn.

2 marks

A13. The Equality Standard for Sport (2012) is designed to support sports organisations to engage with equality, both within their internal structure and processes. Which of the following is most beneficial to sport developing a civil society?

- A. Helps to ensure democracy and sound governance of the sport to increase participation by reaching new audiences.
- B. Inclusive sports images appeal to funding providers and sponsors.
- C. The Standard has been developed to ensure sport has its own separate legislation to The Equality Act (2010).
- D. Develop actions and initiatives which encourage participation in sporty people.

2 marks

Please turn the page

School of Sport and Biological Sciences
BA (Hons) Sport Development and Coaching
Semester One Examination 2019/2020
Sport in the Community
Module No. SDC5003

PART B: PLEASE ANSWER ALL THE FOLLOWING SHORT QUESTIONS (TOTAL 16 MARKS)

B1. Briefly explain how a community cricket club and its volunteer members generate social capital and provide an example of its features of social life, networks and participation objectives?

4 marks

B2. Football Club United Manchester is an example of a stakeholder approach to sports club ownership. Briefly explain one key social advantage for the Moston Community.

4 marks

B3. Briefly explain one example of how 'ParkRun' is contributing to the rebuilding of the public realm, social relationships and social advancement through physical activity.

4 marks

B4. Jarvie (2018, p30) defines the term 'social mobility' as "the movement of individuals or groups between different positions within a social system of stratification". Briefly identify a sports based programme and briefly explain one benefit of engaging with marginalised communities to become more socially mobile.

4 marks

Please turn the page

School of Sport and Biological Sciences
BA (Hons) Sport Development and Coaching
Semester One Examination 2019/2020
Sport in the Community
Module No. SDC5003

PART C: PLEASE ANSWER THE FOLLOWING MANDATORY QUESTION TO EVALUATE THE SOCIAL RETURN ON INVESTMENT OF THE DOORSTEP SPORT COACHING PROGRAMME AND COACHING SESSION DELIVERY (SPORTS COACH UK AND STREET GAMES, 2014/15).

IMPORTANT REMINDER: ALL QUESTIONS RELATE TO HANDOUT PROVIDED.

- C1. With reference to Nicholls et al (2012) 'Social Return On Investment' (SROI) framework, compare and contrast the six stages (outlined below) to appraise the value of the 'Door Step' Sport Coaching Programme case study.

This exercise requires you to breakdown your academic appraisal by citing relevant insight sources from the published report evaluation and analyse literature against following six SROI stages to justify your conclusions.

Stage 1: Identify key stakeholders

(10 marks)

Stage 2: Map outcomes

(10 marks)

Stage 3: Measure and value outcomes

(10 marks)

Stage 4: Establish impact – inputs, activities, outputs, outcomes, impact

(10 marks)

Stage 5: Calculate SROI

(10 marks)

Stage 6: Report, use and embed

(10 marks)

Total 60 marks

END OF QUESTIONS



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)

Executive Summary

sports coach UK
October 2016

Background – SROI

Social Return on Investment (SROI) is a framework for measuring value that changes the way we communicate the impact of our work. SROI looks way beyond the bottom line. By working closely with stakeholders who have experienced the activities we deliver, SROI identifies and values social, environmental and economic outcomes. This gives us a broader and clearer understanding of the value, or social value, we create.

Introduction

This document briefly summarises the findings of sports coach UK and StreetGames SROI evaluation, conducted in Tyneside between September 2014 and July 2016.

The full report, including an introduction to SROI, a full glossary of SROI terminology and the rationale for all decisions taken in the research can be found on our website. It also includes confirmation that the full report has received report assurance from Social Value UK, the national network for social value and social impact¹.

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 focused 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.

¹ www.socialvalueuk.org

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

The evaluation identified a number of important outcomes for the three key stakeholder groups.

These outcomes are illustrated in theory of change diagrams which are included at the end of this document. The theory of change for each stakeholder group shows the story of how inputs and outputs led to different outcomes or changes for each group.

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 (retail based).

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 - *Sporting Future: A New Strategy for an Active Nation* - as summarised in the table below:

| Government Strategy Outcomes | SROI Evaluation Findings |
|--|--|
| <i>Physical wellbeing 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 Measured by improved subjective well-being</i> | Both coaches and participants reported significant increases in their confidence and self-esteem. |
| <i>Individual development 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. 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 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 (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 the outcomes experienced by each stakeholder group is included in the table below (before any necessary deductions or projections²):

| 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 |
| Total | £43,193.75 |

² These are explained in full in the main report.

When projected forwards over a five year period, after taking into account the discount rate and drop-off³, 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). 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 findings support five key conclusions emerging from the research:

Conclusions

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

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 on page 4 above.

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).

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

³ Ibid

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. 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. Coaches are ideally placed to recruit the next generation of the coaching workforce.

The value created by the role model effect (where coaches inspire others to consider becoming coaches themselves) 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.

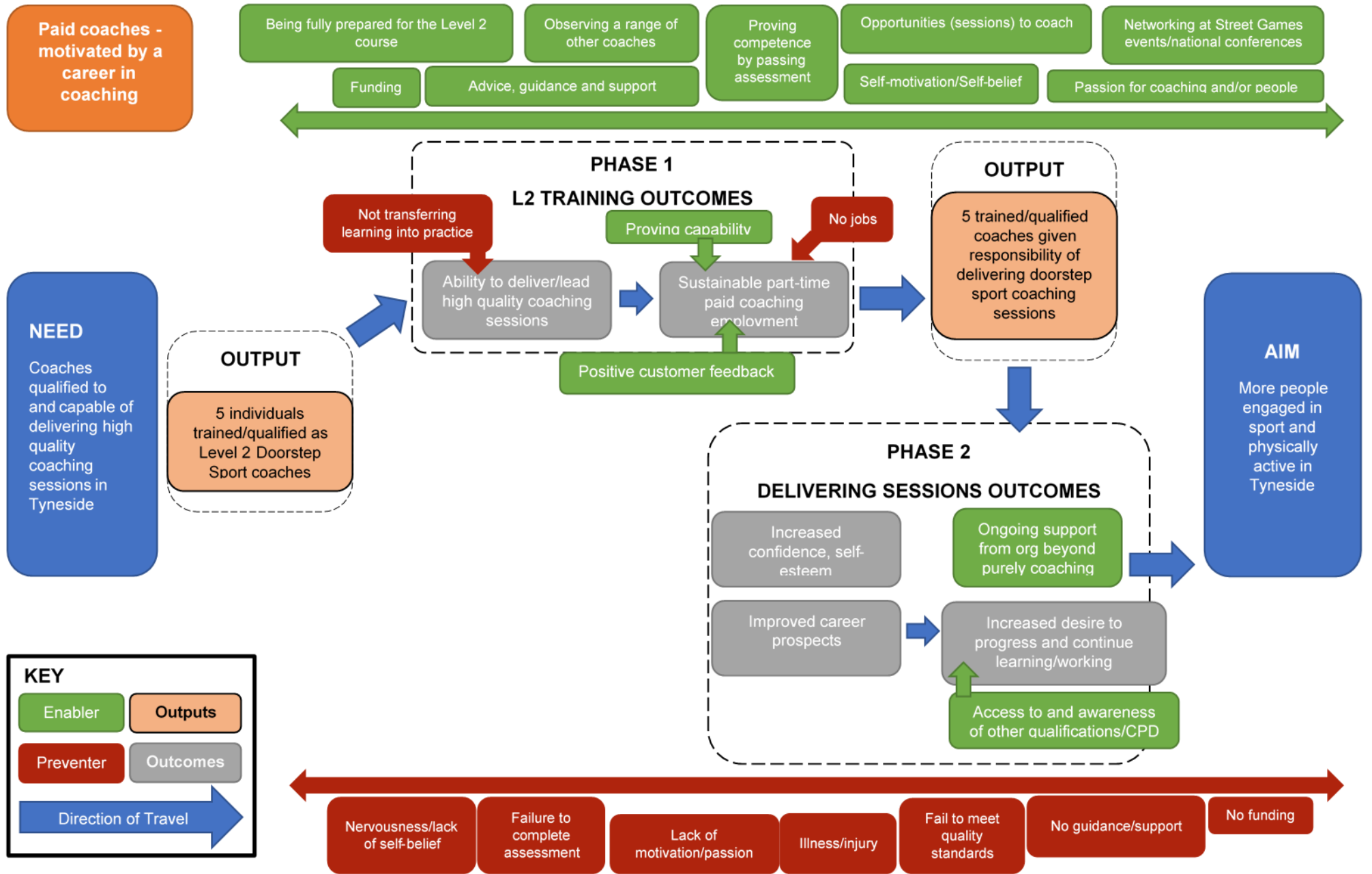
The research in Tyneside adds to existing research highlighting coached participants as by far the most likely group to consider becoming coaches in future. To continue to develop the coaching workforce it is worth investigating any ways organisations can be supported to ensure their coaches are aware they are gatekeepers to the main pathway into coaching for participants (and are capable of fulfilling this role and 'selling' the opportunity effectively).

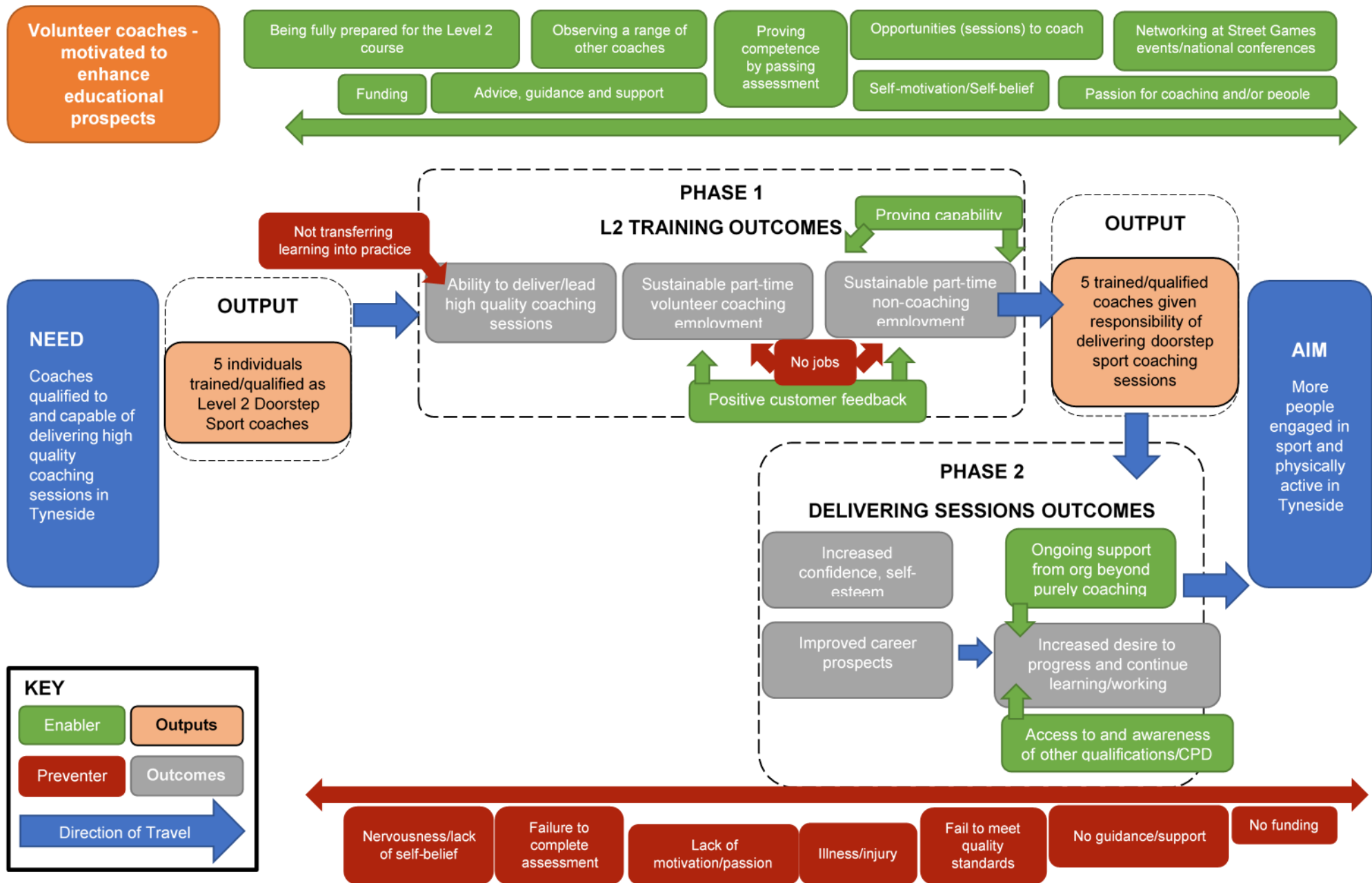
Note on the Theory of Change diagrams

The theory of change diagrams below could be used practically to help organisations understand what is required to develop a coach (green boxes; 'enablers') and similarly what should be avoided or managed in order to realise the outcomes identified (red boxes; 'preventers').

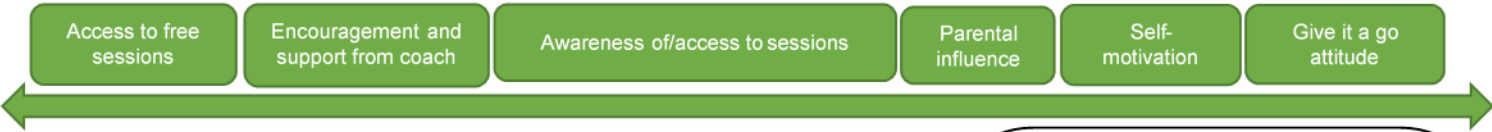
The enablers and preventers situated above the long double pointed arrows in each diagram are ongoing and occur throughout the two Phases. Those situated around the outcomes are linked to specific outcomes at specific times. The diagrams also include longer-term outcomes which may happen in future, though these were not included in this SROI evaluation as there was insufficient evidence to show they had occurred as a result of the activities being delivered/analysed.

For more information on this SROI evaluation and the full evaluation report visit our website – www.sportscoachuk.org



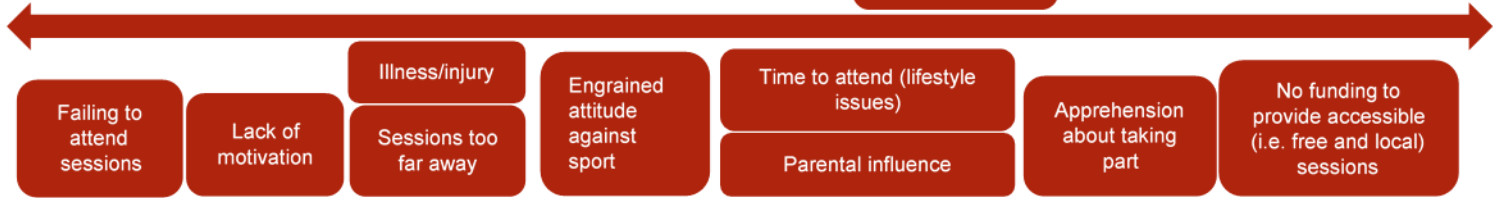
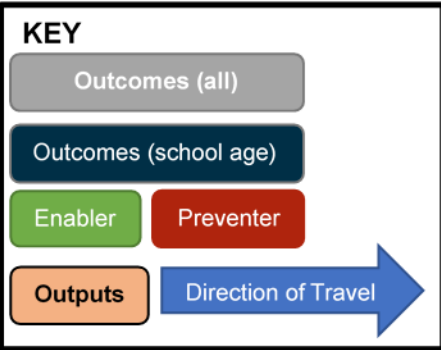
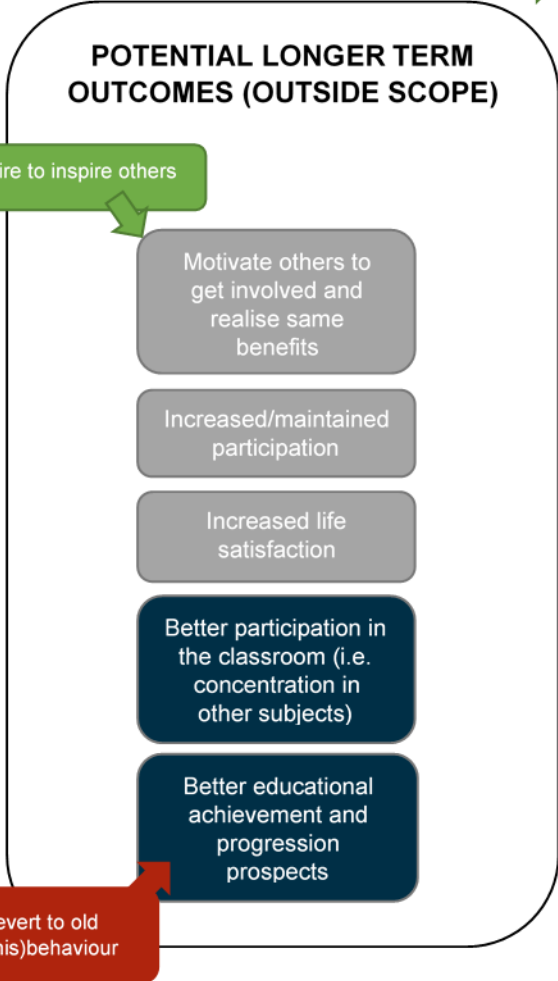
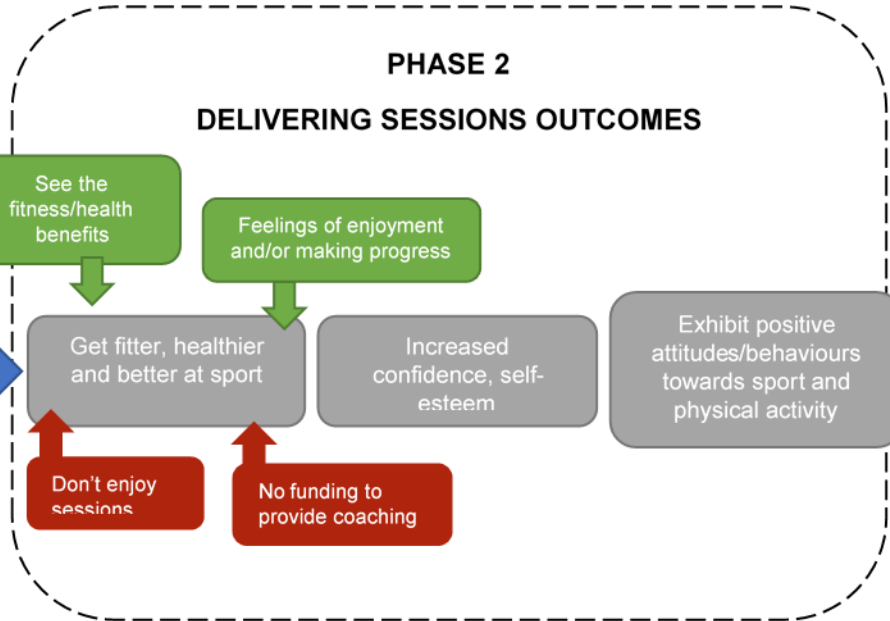


Participants



OUTPUT

69 participants regularly take part in coaching sessions delivered by the coaches in Phase 2



Organisations

