

# **A NEW STRATEGY FOR SPORT**

**A RESPONSE TO THE GOVERNMENT'S PUBLIC  
CONSULTATION FROM SPORTS LEADERS UK**



## FORWARD TO OUR RESPONSE

As the leading Awarding Organisation for leadership in the United Kingdom which delivers over 100,000 qualifications and awards every year, Sports Leaders UK is delighted the Government has launched a public consultation at an exciting time for sports policy. We hope this new strategy will provide clear direction for the future of sport while recognising changing consumer behaviours in the UK towards sport and physical activity that dictate how individuals chose to participate, learn and engage in such activities.

As an organisation that has used sport as a 'hook' to engage in excess of one million people in the last 30 years, it is reassuring to see that this consultation recognises the positive role sport can play in delivering on wider government objectives. Through nationally recognised awards and qualifications, Sports Leaders UK creates leadership skills for life through sport ensuring young people are more skilled, more employable and volunteer millions of hours within their local communities each year.

Given this experience in improving life and employability skills through sport, we have chosen to outline 10 key priorities across the following areas of the consultation paper: Participation, Children and Young People and Coaching, Workforce and Good Governance

We would be delighted to provide further evidence if required and we look forward to seeing the outcome of this consultation and exciting development for sport in England.

A handwritten signature in black ink, appearing to read "Richard Norman". The signature is fluid and cursive, with a long horizontal stroke at the end.

**Richard Norman**  
Chief Executive

# 10 PRIORITIES FOR A NEW STRATEGY FOR SPORT

## PARTICIPATION

- High quality school sport and PE should form the strategic foundations for an active nation.
- The importance and promotion of informal as well as formal participation in sport and physical activity should be recognised at the heart of an inclusive, active nation.
- Peer-to-peer leadership should be recognised as a key change agent for inspiring informal participation

## CHILDREN AND YOUNG PEOPLE

- PE and school sport lay the foundations for ensuring every child is hooked on sport for life
- Provide universal professional development opportunities to teach high quality PE in primary schools to develop physical literacy at a young age
- A minimum requirement to participate in primary and secondary school PE and sport should be introduced
- A holistic commitment to championing the cross-curricular benefits of sport and physical activity across secondary schools

## COACHING, WORKFORCE AND GOOD GOVERNANCE

- Champion a flexible, fit for purpose approach for developing skills for the sports sector
- Recognise the power of sport for developing transferrable employability skills
- Support an infrastructure that recognises inspirational volunteers and their ability to positively reinforce peers' behaviours

## PARTICIPATION



*“The reason I got involved with Sports Leaders UK was because I recognised that not everybody wanted to play sport but they wanted to be involved. The organisation understands the pivotal role young people play in their community and the power of peer role models.*

*Equipping young people with a toolkit to volunteer and generate positive change in their community can be extremely powerful for all members of society. We can never underestimate the value of leadership skills to young people.”*

**Baroness Tanni Grey-Thompson DBE, 11-time Paralympic Champion and President of Sports Leaders UK**

## PRIORITIES FOR GOVERNMENT

- **High quality school sport and PE should form the strategic foundations for an active nation.**
- **The importance and promotion of informal as well as formal participation in sport and physical activity should be recognised at the heart of an inclusive, active nation.**
- **Peer-to-peer leadership should be recognised as a key change agent for inspiring informal participation**

## Increasing Participation

**Sport England and other delivery bodies should take a leading role in championing the importance of early years’ school sport and physical activity.** The current 14-25 age group for which participation is measured disregards the earliest stages of the pipeline for getting people active.

School sport and PE are key drivers in laying the groundwork for sustained youth and adult participation. We would like to echo the recommendations from the recent Government Triennial Review of Sport England that the Government should ‘extend Sport England’s remit’ and take a ‘strong role in leading school sport policy to reflect more explicitly the need to establish habits and motivations’ that will be likely to sustain participation as children get older and leave school. Furthermore, the DCMS’s School Sport strategy should be integrated into a complete ‘cradle to grave’ remit for promoting sport and physical activity coordinated through a single organisation.

The unique property of the school environment is that it offers the opportunity to ensure that all children throughout the UK, regardless of social background, are able to access, and for many, enjoy their initial engagement in sport and physical activity through high quality Physical Education delivered from primary school upwards.

### **Sport Wales' Strategic Aspirations**

Sport Wales have developed a successful long-term approach to improving participation through placing children and young people at the heart of their ambition. They have outlined two aspirations which clearly define their strategic direction. The first is that 'Every Child is Hooked on Sport for Life' and the second is for a 'Nation of Champions', with sporting excellence and skilled and a passionate underpinning this agenda. To achieve this this, a clear recognition of the value of school sport should be incorporated into the participation strategic priorities.

**Government should extend its research-led approach to understanding current trends and cultural shifts**, in attitudes towards sport and physical activity in order to achieve a long-term, sustainable increase in sports participation. In this regard, the goal must be to understand how to create positive behaviours and cultural attitudes towards participation, resulting in the next generation leading healthy and active lifestyles. This information should be readily available to sports organisations, where the cost of independent research is often too prohibitive to be undertaken and therefore negatively impacting many organisations ability to create market-led solutions for the future.

**Government should take a leading role in defining what constitutes sport and what the role of sport should be within the government's remit.** There should be sole focus on delivering *sport and physical activity*. This approach will avoid any misconceptions over delivery authorities and help define responsibilities across government across different conflicted terminology which bridges across various departmental and non-departmental responsibilities

**Government should create capacity for all individuals, regardless of age, to participate with friends across different activities.** The Taking Part Survey at DCMS has found that people most commonly participate in sport with friends (34%)<sup>1</sup>. The regularity of participation and the ability to retain participants in sport is intrinsically linked to peer-influence and behaviour. In today's learning environment, children and young people are becoming more and more socially active. According to Weiss and Ebbeck (1996), gaining social support and encouragement by significant fellow peers along with adults and teachers is key to initiating and continuing participation in sport and physical activity<sup>2</sup>.

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<sup>1</sup> The Department for Culture, Media and Sport, *Adult Participation in Sport: Analysis of the Talking Part Survey* (2011)

<sup>2</sup> Weiss ,M.R. and Ebbeck, V., *Self-esteem and perceptions of competence in youth sport: Theory, research, and enhancement strategies*, The Encyclopaedia of Sports Medicine (1996)

Sports Leaders UK's awards and qualifications all feature a minimum of five hours community volunteering and many Sports Leaders report as much as 70 hours of volunteering in addition to the minimum requirements of our awards and qualifications. These individuals inspire and encourage their peers and greater emphasis should be placed on supporting such individuals as part of an unpaid workforce that encourages and supports sport and physical activity in their communities.

**Sport England should further develop promotional campaigns such as This Girl Can which link social interaction with delivery organisations.** Sports Leaders UK believe Sport England's This Girl Can campaign has been a truly innovative approach to capturing the social influence of peers, installing confidence and targeting a specific demographic with effective communications. We would welcome similar campaigns driven by Sport England that address barriers to participation. However, we believe that *all* charitable/not-for-profit organisations with a role in engaging people in such areas should be able to use respective branding and collateral to further their reach and impact among under-represented groups.

47% of Sports Leaders UK's learners are female. Yet, despite wishing to, we were unable to use the This Girl Can brand within a nationally recognised sports leadership award aimed solely at encouraging young females to volunteer within sport and physical activity.

Allowing organisations the opportunity to work alongside these promotional activities and to utilise respective branding, within accepted user-guidance, would allow for more impactful and long lasting results from such national campaigns; linking promotion to delivery.

## Type and Measurement

**Government should put an individual's motivations at the heart of all participation, recognising informal participation as a game-changing phenomenon which policy makers should embrace.** The evolution of different variations of activity should be born out of an approach which addresses the participant's ability and willingness to participate. Sport England and DCMS should fully endorse different types of participation and the freedom of choice for participants. We welcome the fact the Government has recognised the changing ways in which people consume sport and the ways in which technological innovation is meeting the demands. We would therefore like to see policy makers deliver on investing in successful variations of activity and indeed new activities which are demand-led, driven by changing consumer expectations and behaviours.

**Government should undertake a formal, annual review of PE and school sport to monitor and evaluate the participation of children and young people in education.** As outlined in the previous section, children's participation is critical for creating a sporting habit for life. Current participation

measurements do not adequately allow for Government to assess educational programmes which are specifically developed to increase youth activity. There is neither an effective, institutional measurement on PE and school sport (e.g. minutes per week), nor does the Active People Survey account for participants below the age of 14. Yet children in years 8 and as 9 have been identified as the key drop out stages for female participation in school<sup>3</sup>. It is therefore important to understand the behaviours and trends of participants before this age and to ensure positive exposure to sport and physical activity in all its forms well before this critical age e.g. from primary school upwards to accurately determine root causes of youth inactivity.

**Government should maintain the measurements of formal activity alongside informal activity.**

Whilst we acknowledge the increasing need to adapt and innovate to account for increasing consumer demands, traditional participation in sport with the support of national government bodies should not be discredited. This however, should be measured alongside a new measurement which accounts for informal participation i.e. sport or physical activity outside of formal structures and environments. This can be better used to establish patterns of behaviour and the transitioning of individuals from or to informal or formal participation, allowing for improved strategic planning.

## Delivering Results

**Government's funding agencies should take a stronger role in encouraging greater collaboration and partnership working within the sector to utilise specific expertise and avoid re-inventing the wheel.** Such an approach will reduce duplication of efforts and make best use of limited resources while also cross-pollinating alternative ways of working within the sector. For example, Sports Leaders UK is a national awarding organisation that could offer expertise in developing awards and qualifications for upskilling a specific workforce.

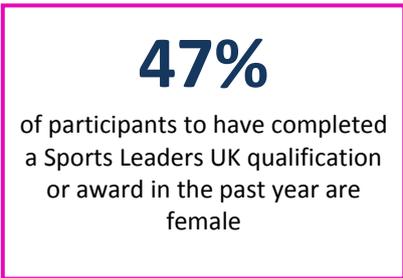
**The Government should establish a long-term vision for sport and physical activity in the UK with cross-party support.** Such a vision should last beyond the four year plans that link in to Whole Sport Plans. An extend period of strategic focus would allow Government, its agencies and funded organisations to focus on influencing cultural attitudes to sport and physical activity over a longer period. To achieve this vision, public bodies such as Sport England should consistently evaluate which organisations are best placed to deliver results across the various policy objectives which sport can support, as outlined in the DCMS consultation paper.

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<sup>3</sup> Women's Sport and Fitness Foundation, *Changing the Game for Girls* (2011), p.6

## Under-represented groups

**Government should encourage funded partner organisations to produce transparent, accessible research and insight into understanding various participants’ motivations and behaviours which will help develop a coherent needs-based strategy rather than a ‘one-size’ fits all approach to participation.** Third and private sector providers are a key contributor towards cost-efficient and value for money solutions to improving participation amongst under-represented groups.



Providing free access to research and insight would enable existing organisations who already address some of the most hard to reach participants in society to grow and further address the specific boundaries for BME groups, women, disabled people and those from low-socio-economic backgrounds as well as more ‘mainstream’ providers to understand how their existing offering could be altered for new markets.

**Public bodies should recognise peer-to-peer inspiration and social influence as a cost-efficient, sustainable solution for embedding sport and physical activity into the cultural fabric of all groups and communities.** It is especially important for addressing under-represented groups. Women In Sport’s *Changing the Game for Girls* policy report found that girls are ‘highly motivated by the social aspects of participation’ and ‘very influenced by the behaviour of their friends’<sup>4</sup> when choosing to be active. Such is the demand from these groups, we believe Government should capitalise on this trend, investing in rigorous market research and learning from best practice to develop peer-led opportunities that build confidence for harder-to-reach members of society. Sports Leaders UK has 30 years of experience in this area and would welcome the opportunity to further promote and develop the benefits of this within Sports Leadership.

In the past year, as part of our partnership with the Spirit of 2012, Sports Leaders UK have nearly doubled the amount of work we do with schools, colleges and community centres in areas in the most deprived areas of the country. Our work with schools in areas of the highest deprivation has increased from 17% to 31%, with 243 centres now delivering our awards and qualifications.

**Government should champion the importance of ‘local role models’ in community sport to inspire participation in under-represented groups.** To do so, public bodies responsible for sport should promote success stories from all sections of society to enable individuals to be motivated by the achievement of their peers. Far beyond medal success, local role models should extend to those whose stories resonate with their communities, leading to successful positive reinforcement and a habit for active living.

<sup>4</sup> Women’s Sport and Fitness Foundation, *Changing the Game for Girls* (2011), p.6

## The Private Sector

**Government should recognise that youth sport has proven to be a highly marketable asset and attracted considerable investment for various organisations *through sport*, and subsequently delivering on wider government outcomes.** The third sector has achieved numerous successes in past year working with large corporates to deliver on these outcomes. Sports Leaders UK are highly supportive of continued corporate investment in various initiatives which recognise the corporate value of developing employability skills, providing community experience and promoting physical activity.

When providing sponsorship and/or corporate social relations investment, Government should consider providing incentives to private sector companies to invest in sports associated with promoting participation in sport and physical activity.

### Sports Leaders UK's partnership with Asda

Sports Leaders UK have worked in partnership with Asda since 2013, one of the UK's largest retailers.

The company launched the programme to support the mission of 'Getting Britain Moving' and ensuring a meaningful Olympic Legacy is felt in the community. This is driven by a desire within Asda to help mums and their children to lead healthier, more physically active lifestyles and support the next generation of Olympic and Paralympic champions.

Having consulted Asda Mums, it was clear that the two biggest concerns surrounded ensuring children had the best possible life chances through a route to employment, and, that they were in good health. This community programme seeks to support this by creating opportunities for young people to complete a Sports Leaders UK qualification that will:

- Help improve their health and well being
- Support their personal development
- Enhance their educational and job prospects

So far the partnership has reached over 600 stores nationwide and supported over 100,000 children and young people.

**Third sector and private sector organisations can and should collaborate to establish more effective programmes that deliver shared, positive outcomes through sport.** Such partnerships enable different organisations to share expertise and subsequently improve the reach and quality of delivery for all groups. Such partnerships have the potential to support a number of policy objectives and should be championed and advocated by different government agencies.

## Sports Leaders UK's partnership with Sport Works

Sport Works is an innovative and rapidly expanding training and educational organisation, which harnesses the power of sport and leisure to help adults and children gain qualifications, achieve employment and improve social mobility.

Sport Works has utilised Sports Leaders UK awards and qualifications since 2010. As a provider of educational programmes primarily for disadvantaged and vulnerable young people, Sport Works' learners enjoy the flexible nature of our work knowing they are able to achieve nationally recognised qualifications - for many, these are the only qualifications they are able to accomplish.

A key aspect of the Sports Leaders UK partnership is the flexibility by which tutors can evaluate and monitor learners. For many, traditional tests and coursework are not possible, but the Sports Leaders UK model provides an innovative solution by enabling the team at Sport Works to assess progress, using methods which are more appropriate to the educational needs of learners.

## Sports Leaders UK's partnership with SSG Training and Consultancy

Working with SSG, a privately-owned specialist sports and education training company, Sports Leaders UK has jointly developed a training package aimed at equipping adults working within primary school settings with the basic skills and confidence to coordinate and deliver physical activity to primary school aged children.

While still in pilot-phase, this approach has already been endorsed by the local borough council as part of its Early Help policy, recognising the role of sport and play in engaging with children in an alternative way. If successful in its pilot we will be looking to roll-out delivery nationally through a joint-partnership that incorporates other commercial and non-commercial delivery partners also.

Working in partnership with a private delivery partner provides us with scalability and provides a different perspective in the development of such projects and programmes utilising relevant expertise and promoting efficiency and effectiveness.

## New Sports

**Government should support and embrace the organic growth of different sports and activities.** It should welcome new forms of existing traditional sports and new sports themselves, focusing on the facilitating multi-skilled approaches to provide greater access and improved provision across a wide range of activities. Community leaders should be equipped with the skills to lead different variations,

supported with innovation-led funding, regardless of whether the sport has received national governing body endorsement or not.

### **Hockey 4689 Award – in Partnership with Hockey Wales**

4689 introduces young leaders and umpires from an early age to get used to different roles involved in hockey and develop the different strengths and interests that young people may have.

There are four flexible levels, with teams set at 4 v 4, followed by 6 v 6 (4 players plus a coach and umpire for each team), then 8 v 8 (6 Players plus a coach and umpire for each team) and ending 9 v 9 (7 players plus a coach and umpire for each team).

To deliver the 4689 format in a school, college or community environment, participants attend a 3 or 6 hour Sports Leaders UK planned workshop with a Hockey Wales official and are given access to various resources, such as technical cards and videos.

## **Technology**

**Government should ensure that technological innovation underpins a strategy which embraces informal participation.** As such, it is important to recognise that technological innovation develops in accordance to changing consumer demands and expectations, not the other way around. Government should embrace a competitive, free-market approach to involving different innovations which support the various forms of activity that participants demand.

**Government should introduce funding structures to support technological innovation within charitable and not for profit sports organisations.** Similarly to the Health Innovation Fund, Sport England should develop an accessible fund for innovators to pitch ways in which investment in technology can support Government ambitions in creating an active nation. This could take the form of a funding pot or, more innovatively, a social investment loan, where advantageous interest rates ensure that the fund can become self-sustaining through repayments.

**Government should take a cross-departmental approach to gathering data that helps inform Government of the population's informal participation habits.** A new method of measuring participation needs to be adopted which is fit for purpose. We welcome Sport England's recent consultation on the future measurements of sports participation. Any new participation measure should be focused on understanding what makes people participate why they choose to do they activities. This includes information on people's commuting habits from the Department of Transport and inactivity data from Public Health England to create a bigger picture. Similarly to the recent evaluation of the This Girl Can Campaign using diaries, qualitative research on people's participation habits and active lifestyles should be gathered to help understand different trends and patterns alongside numerical data.

## Case Study: The Transport for London's Approach

The **Technology Innovation Portal** allows users to submit innovative technological ideas and solutions that meet TfL's key challenges, reducing barriers to welcome new ideas that support the Mayor's vision for a world class transport system.

The group welcome ideas that are:

- Relevant - have a technology focus and meet at least one of the key challenges identified
- Novel - are fundamentally new and different to current approaches
- Sound - are feasible and have compelling benefits

TfL have committed to syndicating open data to third parties (where technically, commercially and legally viable) and to engaging developers to deliver and innovate using open data.

Over 5,000 developers have now registered to use TfL's open data, consisting of around 30 feeds and active programme interfaces (APIs) focused on enabling provision of high-quality travel applications, tools and services. Developers have created hundreds of applications, reaching millions of active users.

## Sport for Social Good

We welcome the clear recognition of the sport for social good space in this consultation paper. The recognition of various departmental roles in this Government paper should now be met with Government action to embrace the Sport for Social Good space.

**There is a need for common language and rhetoric to help define the space.** "Sport for Social Change" does not currently account for the wider development goals that can be supported through sport. "Sport for Development" would enable a better coordinated approach to supporting personal, economic and social goals for which other Government departments can clearly identify the relevant areas specific to their objectives.

**Clear government infrastructure is required to support the Sport for Development sector.** We fully support the acknowledgement of sport's role in learning about teamwork, discipline and leadership – key educational outputs. Any new strategy from the Department for Culture, Media and Sport must clearly outline the individual cross-departmental outcomes they would like participation in sport to support. For this particular case, we would recommend a clear working relationship with the Department for Education, who are well positioned to provide supporting data on learner outcomes and achievements.

**Government should take a research-led approach to monitoring and evaluating across various policy outcomes.** This includes the assessment of local needs at a community level to help inform a bottom-up approach to producing data-led research. Taking into account cross-departmental responsibilities, Government should look to produce national level monitoring and evaluation programmes across a wide range of issues and challenges to help maximise on the return on investment.

### **How Sports Leadership Supports Joint Social Outcomes**

Various national charities embed Sports Leaders UK qualifications into their individual programmes of delivery, enabling them to create bespoke programmes and enhance the desired outputs for the individuals and groups they support. We want the government to recognise those organisations that already exist and underpin the sector.

Through creating leadership skills for life, we have worked in partnership to with organisations such as StreetGames, the Dame Kelly Holmes Trust, Street League and the National Citizen Service (NCS) to support each of their individual programmes, which in turn help support many other policy outcomes, such as deprivation, employability and physical activity.

### **A 'CRADLE TO GRAVE' PARTICIPATION ORGANISATION**

We recognise that the recent Triennial Review found that Sport England's resources are focussed on the people who are most likely to participate in sport once a week<sup>5</sup> and indeed recommended that both UK Sport and Sport England remain as the primary non-departmental public bodies for delivering sports policy. However, a new mechanism is required that focuses providing accessible participation opportunities for under-represented groups.

As identified, many organisations already exist that are well-placed to support different points of the participation pipeline and are capable of supporting government to address the individual's willingness and ability to participate in sport and physical activity.

We believe a new organisation should be established to take responsibility for sport and physical activity at a non-elite level, from cradle to grave.

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<sup>5</sup> Department for Culture, Media and Sport, *UK Sport and Sport England Triennial Review: Corporate Report* (September 2015), p.39

Thirteen years since the last all-encompassing strategy for sport, this new body will consider how to embrace new demand-led, innovate ways that consider consumer's motivations for being involved in sport and physical activity.

The new unit should assume responsibility for the following areas, providing a coordinated approach to sports policy:

- PE and School Sport
- Technology and Innovation
- Informal Participation
- Formal Participation
- Sport for Development

This new organisation could:

- Seek cross-government solutions for addressing individual's motivations for being active e.g. working with the Department for Justice to use the power of sport to prevent re-offending or working with the Department for Business, Innovation and Skills to support soft skills acquisition through sport
- Provide accountability for school provision, ensuring the workforce is fit for purpose and sport and physical activity are accessible for all
- Provide a technological innovation fund for new solutions to support sport and physical activity participation across all members of society
- Provide social investment loans for new and existing programmes to support different policy objectives aligned to sport, where advantageous interest rates ensure that the fund can become self-sustaining through repayments

## 2. CHILDREN AND YOUNG PEOPLE



*“If every teacher feels confident about getting up and teaching a PE lesson, the school won’t be reliant on external coaches, who’s expertise disappears when their contract runs out... the Level 5 and 6 qualifications are already giving generalist teachers the chance to specialise on the job... That’s great news.”*

**Edward Timpson MP, Minister for Children and Families,  
the Department for Education**

### PRIORITIES FOR GOVERNMENT

- PE and school sport lay the foundations for ensuring every child is hooked on sport for life
- Provide universal professional development opportunities to teach high quality PE in primary schools to develop physical literacy at a young age
- A minimum requirement to participate in primary and secondary school PE and sport should be introduced
- A holistic commitment to championing the cross-curricular benefits of sport and physical activity across secondary schools

### The Primary PE and Sport Premium

**Government should recognise the necessity of Physical Education for achieving physical literacy but also capturing enthusiasm for being active at the earliest possible age.** As highlighted in the first section, PE and school sport at primary school level must be of utmost importance for facilitating a pipeline of sustainable participation. It should be recognised by Government as the key enabler for creating not just a healthy child who is ready for secondary school – but an active generation. Early specialisation in a specific sport risks disengagement.

**Government should seek a consistent approach to developing Primary School PE and Sport that is understandable and for which the outcomes are measurable over a sustained period of time.** The politicising and inconsistent approach to primary PE and School Sport policy over a number of years has significantly distorted any clear progress within this area of education. A more coherent, long-

term approach will enable a stronger ability to monitor and evaluate against wider social, health and educational outcomes for which PE and school sport deliver to children.

**Government should ensure the best skilled workforce is in place in any delivery setting.** In primary schools, the workforce must be embedded in pedagogy. The upskilling and professional development of primary school teachers in PE should underpin a sustainable approach to providing high quality provision of child participation. Government should support the call for every primary school to seek a PE specialist, recognising the importance of giving children the best start in life and ensuring primary school teachers are adequately prepared to teach PE and develop physical literacy.

**Further accountability is required for the PE and School Sport Premium, with a specific focus on teacher training.** Ofsted should provide a clear reporting and inspection framework, underpinned by an understanding of high quality PE provision. Schools should be required to justify the use of external coaches for providing support rather than pursuing a route for developing physical literacy through supporting professional development, which is more sustainable beyond the lifecycle of the Primary PE and Sport Premium.

**Government should recognise the power of peer-to-peer influence and positive reinforcement for improving links between primary schools and secondary schools.** To do so, the Government should promote further opportunities for secondary school students to volunteer and lead activities with younger children. These help to forge stronger local partnerships not only between schools, but also education and the community.

### **Asda Active Sports Days powered by Sports Leaders UK**

In 2014 across 360 events nationwide, 7,500 trained sports leaders aged 14-18 helped over 61,000 primary school children get active. The children enjoyed trying out a wide variety of different activities, from more traditional sports day fun and games, to taster sessions in activities such as Archery, Zumba, Tennis and Basketball.

The vast majority of the events were hosted in areas of deprivation according to the Index of Multiple Deprivation (IMD). In partnership with Asda Community Life, ukactive and Spirit of 2012, Sports Leaders UK helped organise these free events for schools, most within a 10-minute drive of their local Asda stores, as 1,250 schools got involved in the action.

Not only did this inspire primary school children to keep physically active but it supported the personal development of employability skills in a practical environment for young people, such as communication, organisation and leadership.

## Promoting Physical Activity

**Government should introduce a minimum requirement to participate in primary and secondary school PE and sport.** This will ensure educational institutions provide a balanced curriculum which recognises and protects the importance of PE and school sport within the school day to sustain physically active young people. The curriculum is currently too focused on achieving academic results and using formal education to equip young people for working life. In September 2015, Ofsted released a report entitled *Key Stage 3: The Wasted Years*. This report found that such is the focus on achieving the highest academic, classroom based learning, staff hours are heavily weighted in favour of key stage 4 education and achieving GCSE results.<sup>6</sup> We urge the government to take a focused approach to developing well-rounded individuals in secondary education, which encompasses a good balance between opportunities for practical learning and being physically active, as well as formal education. Sport has a key role to play in creating individuals that an exam can't.

**Government should ensure that fun and competitive activities in school should not be mutually exclusive in schools.** The extent to which being physically active is a desirable goal of young people is questionable and this agenda alone cannot be a sole driver for encouraging healthy and active lifestyles. Any inclusive offer in school must consider the broader emotional willingness and unique intrinsic motivations for capturing pupils' enthusiasm, encompassing non-competitive and competitive activities which are all inclusive and fun.

**Government should make every effort to ensure the uptake of the PE GCSE does not continue to decrease in secondary schools.** The uptake of this qualification has decreased consistently over a number of years. Of all pupils entering in 2012, 16% of pupils entered compared to 24% in 2007.<sup>7</sup> The qualification helps to create well-rounded leaders who are able to instil a culture of physical activity amongst their peers and across schools. As such, every effort must be made to ensure the uptake of this qualification rises to help reach the desired levels of physical activity.

**Government create the right Key Stage 4 environment for students to be able to take qualifications which focus on physical activity.** The 2016 PE GCSE qualification presents a greater opportunity to embed physical activity into the school curriculum and the enhanced practical element of the specification should be welcomed. However, with the new Progress 8 measure being introduced in 2016 for Key Stage 4 education, there is significant uncertainty over future significance of PE within the curriculum, alongside recognised vocational qualifications, such as BTECs, which support practical learning and can provide hands-on community experience. Without the ability to create leaders through practical learning, the country is likely to be left with significantly fewer change agents who have the ability to inspire active lifestyles and informal participation with peers in their communities.

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<sup>6</sup> Ofsted, *Key Stage : the wasted years?* (September 2015), p.6

<sup>7</sup> Department for Education, *Evidence on physical education and sport in schools*, (June 2013)

**Government must recognise that young people who are physically active can improve their academic attainment.** A study based on an analysis of almost 5,000 schoolchildren found that secondary school results increased in direct correlation with the amount of physical exercise undertaken in the average day, with the effect being particularly prevalent in girls.<sup>8</sup> Teachers must be encouraged to recognise the cross-curricular benefits of participation in practical activities.

## Future of the School Games

**Sports Leaders UK supports the Government’s approach to maintaining a balance between competitive and non-competitive provision.** The School Games programme should continue to be inclusive and should not solely provide an elite focus to school sport provision. National governing bodies of sport should take into consideration the motivations of all participants when creating new sports formats for intra and inter-school competition that encourages all young people to participate, including those with disabilities.

Building on this inclusivity, young people should be given the opportunity to support the organisation of regular intra and inter school events in secondary school wherever possible. This will enable them to develop their own life skills such as self-esteem, communication and teamwork.

## Outside Schools



*“We need to have enough children and young people who are willing to make the sacrifices that leadership takes, to make the compromises that leadership takes and to look far into the future - which is really one of the things that leadership takes. If we can get that, communities can really change for the better.”*

**John Amaechi OBE, Psychologist and Former NBA Basketball Player**

**Government should establish and endorse stronger, well-resourced opportunities for young people to volunteer to support community sport.** As referred to above, young people are increasingly required to support informal events and activities which help to improve participation. Motivated by a desire to become more employable in an increasingly competitive work environment, young people actively seek hands-on opportunities to volunteer. To meet this demand and surge in motivation, schools must be encouraged to endorse programmes and extra-curricular

<sup>8</sup> Booth, J.N. et al, *Association between objectively measured physical activity and academic attainment in adolescents from a UK cohort*, The British Medical Journal Vol.48 Issue 3 pp.265-270

**MILLIONS**

of volunteering hours are supported through our qualifications and awards for young people in their communities

activities that provide opportunities for young people to develop life-skills beyond the classroom. In our experience, this has provided greater interaction between community sports clubs, local communities and youth groups. We are looking to further deliver in this area in the future.

## Further and Higher Education

**Government should place a far stronger emphasis on delivering accessible sport and PE during enrichment periods.** The relatively small paragraph dedicated to Further and Higher Education in the consultation paper reflects its current level of importance on the Government's education agenda. College enrichment periods present an opportunity for those young in post-16 education to enjoy a work-life balance which promotes healthy lifestyles and this is not being exploited. With the rise of compulsory participation age in education, we believe the enrichment period represents a strong opportunity to engage one of the hardest to reach groups in sport and physical activity.

Through enabling greater provision and meeting participants' emotional needs by offering alternative sport and physical activity choices, we believe young people's behaviours and attitudes towards sport and physical activity can be positively influenced. Sports Leaders UK are working with AOC Sport to see how leaders can play a part in this opportunity. By empowering and upskilling their peers to develop participation opportunities, we feel that increased engagement in sport and physical activity will be achieved. Government should take steps to enable enrichment to be accessible to as many individuals and groups as possible, in particular the enrichment offer should be a reflection of the needs and demands of the further education and higher education participants, which is not necessarily the traditionally competitive sport-focused approach.

**Sport England should work closely with College Makers to support a cross-college approach to developing high quality provision.** Building on the recent Triennial Review's recommendation for Sport England to extend its remit to encompass PE and School Sport<sup>9</sup>, we believe the organisation should have an increased role in supporting post-16 participation within an educational environment.

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<sup>9</sup> Department for Culture, Media and Sport, *UK Sport and Sport England Triennial Review: Corporate Report* (September 2015), p.40

## Working together

**The Government should use PE and school sport to help support a whole-school approach to education, *beyond* physical activity.** The UK Commission for Employment and Skills (UKCES) Survey in 2013 found that among establishments recruiting school leavers, 18% of the cohort possessed poor attitudes to work and a lack of motivation.<sup>10</sup> Recognising the wider educational relevance both for schools and the students themselves, the Department for Education should endorse the role of sport for achieving multiple policy outcomes. Life skills development and installing character are just two areas where clear recognition is required of PE and school sport's ability to enhance personal development.

Whilst embracing the role of practical learning and extra-curricular activity in schools, this approach will improve schools' ability to report against specific Ofsted requirements in the following areas<sup>11</sup>:

- Personal development, behaviour and welfare
- Spiritual, moral, social and cultural development

**Government should clearly recognise the role sport can play in developing character and leadership.** Demos, the cross-party think tank, found evidence to suggest that character attributes reinforce academic learning and have a significantly positive influence on various later life outcomes, including those relating to health, wellbeing and careers. They indicated that participation in 'non-formal learning activities – semi-structured activities such as sport – play a vital role in developing these attributes'<sup>12</sup>. Through funding various sport-focused programmes as part of the Character Fund earlier this year, the Department for Education should be congratulated for recognising the cross-departmental value of delivering sport to children and young people. Recognising that participating in activity builds intrinsic character, leadership and resilience values, is a step in the right direction for developing a more holistic offer to primary and secondary school children. We would now urge the Government to continue to support such programmes for the duration of its term and beyond, further embedding these programmes into the educational fabric.

**Government should endorse and support collaboration across different organisations to support PE and school sport.** As identified in participation section of this response, we believe Government should clearly recognise and support the innovative organisations that already exist to support personal development outcomes. The various central government departments should clearly identify the policy areas where they believe these organisations are best placed to support government objective.

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<sup>10</sup> UKCES, *UK Commission's Employer Skills Survey 2013: UK Results*, Evidence Report 81 (January 2014)

<sup>11</sup> Ofsted, *School Inspection Handbook*, August 2015

<sup>12</sup> Birdwell, J., Scott, R, and Koninckx, D., *Learning By Doing*, Demos (2015), p.11

## COACHING, WORKFORCE & GOOD GOVERNANCE



*"Sports Leaders UK not only engage young people with sport and physical activity, but also support them in developing fantastic skills that they will have for the rest of their lives."*

*From leadership and communication, to boosting confidence and self-esteem, Sports Leaders UK is helping to create the next generation of planners, organisers and innovators to be employed in Wales."*

**Ken Skates AM, Deputy Minister for Culture, Sport and Tourism at the Welsh Assembly**

### KEY MESSAGES FROM SPORTS LEADERS UK:

- **Champion a flexible, fit for purpose approach for developing skills for the sports sector**
- **Recognise the power of sport for developing transferrable employability skills**
- **Support an infrastructure that recognises inspirational volunteers and their ability to positively reinforce peers' behaviours**

### Apprenticeships

**Government should be clear about the employment pathways that apprenticeships in sport provide and exactly how 'sport has the potential to increase the number of people taking up apprenticeships'.** Paid coaching represents a small proportion of the coaching workforce and supporting roles within the industry. Government should be very clear on how they believe they can provide opportunities and in exactly which parts of the sector and promote these to young people to promote careers in the sports sector.

**Apprenticeships are beneficial for creating *employment in sport* but we would also like to emphasise the value of developing young people's *employability through sport*.** There is a great opportunity to utilise the power of sport for developing young people's transferable skills that do not necessarily lead young people down a specific career path. The Government should provide clear guidance to recognise the role of life skills beyond sport that are relevant to all employment positions. For example, through leading sport and physical activities, individuals have the

opportunity to build on their organisation, time management and public speaking skills which are widely applicable to industries beyond sport and leisure.

## Coaching

**The Government must be clear in the distinction between the development of specific leadership skills and coaching skills.** In the consultation paper, we welcome the Government's recognition of consumer needs with a workforce with the correct 'soft, human skills, behaviours and attitudes' which can make a difference to a participant's willingness to be active. We strongly believe this skill-set is intrinsically linked to the role of leadership and the value of being able to positively reinforce individuals or groups' behaviours.

**Government promote the development a flexible and fit for purpose approach to developing individual skills for enablers of sport and physical activity.** Focused on being able to lead informal sport and physical activity participation, government agencies should take specific approaches that consider the individual before the activity they are leading. This approach puts the needs of a consumer before the delivery of the activity.

**The Government should endorse the development individual skill sets that a leader has acquired to build individual portfolios.** This platform would enable them to build up a portfolio of individual skills which is tailored to the group they are leading, the activities they need to lead and the environment in which they are leading. Sports Leaders UK is currently developing ways to work with current and future learners on this.

**Government should endorse an infrastructure which supports the increasing trend towards informal participation.** The current national governing body coaching qualifications alone are no longer fit for purpose for leading basic, informal activities. We recognise there will still be a requirement to offer specific coaching qualifications for more formal, developed sport and physical activity sessions for Level 2 and upwards. However, this flexible approach to building individual portfolios will enable smaller sports, which have historically attracted lower participation numbers, to offer informal participation sessions and lower the barriers for appropriate workforce development.

## Skills

**Government should promote the practical environment that sport offers to develop soft skills, such as teamwork, communication and organisation.** These are highly desirable assets for leaders in sport, but more importantly the Government should recognise the transferability of these skills and the applicability for developing an employable population. In their *Backing Soft Skills* report released in January 2015, McDonalds UK found that the annual contribution of soft skills to the economy is expected to grow in real terms from £109 billion to just over in £127 billion by 2025.

Moreover, they found that the expected current loss of production due to expected soft skills deficits is anticipated to amount to just under £8.4 million per annum by 2020<sup>13</sup>. This evidently represents a large skills gap not only within sport, but in the economy.

In June 2015, Sports Leaders UK launched *A Blueprint for Leadership: Our Asks for Parliament*<sup>14</sup>. Firstly, we asked parliamentarians to **recognise** the potential for young people to lead, engage and inspire peers and local communities. Secondly, we asked Government to **act** by providing young people with leadership skills, experiences and opportunities through sport. Finally, we emphasised the need for those in leadership positions to **champion** the importance of developing soft skills through sport in parliament and promote the importance of these skills, gained *through* sport, for boosting future employability. We would like to re-iterate the platform sport and a new government strategy will provide for achieving all of these requirements.

### Changing Qualification Framework

Sports Leaders UK are in the process of transferring from the Qualification and Credit Framework (QCF) to the Regulated Qualification Framework (RQF).

This new framework will allow the organisation to streamline the expectations of centres independently and make it simpler to meet quality assurance criteria, supporting various vocational programmes in schools and colleges across the UK.

This transition will allow Sports Leaders UK to develop qualifications that are fit for purpose and meet a demand from schools who wish to use sports leadership to develop students' employability skills. The new framework will allow schools and colleges to expand their provision of sports leadership. This is focused on developing the personal leadership qualities of those learners.

## Sport as a route to employment

**The Government must be clear in its distinction when articulating the benefits of leadership skills and coaching skills to participants.** Leadership can provide generic skills for different employment pathways, whereas technical coaching skills benefit the small proportion of young people who go on to become professional coaches in sport and physical activity. Therefore, Government must recognise that these life skills learned through sports leadership are also applicable to working life in sport beyond the coaching sphere.

<sup>13</sup> Development Economics, *The Value of Soft Skills to the UK Economy: A Report on Behalf of McDonalds UK* (January 2015)

<sup>14</sup> Sports Leaders UK, *A Blueprint for Youth Leadership: Our Asks for Parliament*  
[http://www.sportsleaders.org/media/878646/sl0702\\_blueprintforyouthleadership\\_jun15.pdf](http://www.sportsleaders.org/media/878646/sl0702_blueprintforyouthleadership_jun15.pdf)

## Employment Pathways for Young People with SLM Everyone Active

Sports Leaders UK have partnered with local authority leisure management contractor SLM Everyone Active to pilot an employment pathway to recruit, train and deploy young people with a Sports Leadership qualification into delivering activities including holiday camps, parties and lifeguard duties.

Funded by Spirit of 2012 and Asda, SLM Everyone Active recruited 9 qualified Sports Leaders into two centres in Ashfield in Nottinghamshire. The project is now growing with up to 30 young people recruited across 12 leisure centres in the East Midlands over the next 12 months.

**The Government must work collaboratively with those organisations who deliver on improving employability prospects using sport.** The recent *Education and Skills* survey conducted jointly by Pearson and the Confederation of British Industry (CBI) found that 85% of employers rate attitude as the most important factor when recruiting school leavers<sup>15</sup>. Sport offers a practical learning environment for young people to develop their attitude and improve character traits such as self-esteem and resilience which are also highly valued. The Department for Education's 2015 Character Fund programme has recognised important role that activities such as rugby can play in developing qualities.

There are already many organisations working within the sector that specifically use the hook that sport provides to tackle certain groups within society such as NEETs and young people from deprived communities. We would urge Government to recognise and align these organisations with the respective policy outcomes.

## Sports Leaders Become More Qualified

Sports Leaders UK's nationally recognised leadership awards and qualifications are integrated into many recognised programmes which reach young people in deprived communities as well as those who are NEET.

Individual organisations, such as local charities and schools, embed the qualifications into their tailored programmes to develop character, resilience and soft-skills and ultimately reach the desired outcomes for their learners. In gaining a nationally certified qualification or award, young people are able to proactively demonstrate the skills and experiences they acquired on the programme which ultimately make them more qualified and more employable.

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<sup>15</sup> Confederation of British Industry and Pearson, *Education and Skills Survey 2015*

## Volunteering

**The Government should recognise the value of volunteering for creating role models.** Volunteers who go the extra mile to contribute their time to the community contribute significantly to creating peer-led culture of being active. Join In, the local sports volunteering charity, found that one volunteer creates the capacity for 8.5 members to be active in sport and physical activity.<sup>16</sup> Government should champion, celebrate and promote the work of these volunteers who offer their time to inspiring others. We believe role models are an essential component for retaining volunteers.

### Demonstrable Hours of Volunteering to Gain Qualifications

The Level 2 Award in Community Sports Leadership is a nationally recognised qualification that enables successful learners to lead groups of people in activities under indirect supervision. The qualification teaches leadership skills such as organisation, planning, communication and teamwork through the medium of sport. The whole qualification contains 42 guided learning hours, of which, the learner must dedicate 5 hours of volunteering in a community environment.

The Level 3 Certificate in Higher Sports Leadership builds upon the skills and experience gained through the Level 2 Award in Community Sports Leadership, requiring young people to complete 10 hours of community volunteering.

Using this approach, young learners deliver over 400,000 supervised volunteering hours. However, through equipping these young people with transferable skills to inspire their communities, millions of volunteering hours are delivered every year.

**The Government should make stronger linkages between volunteering and educational outcomes.** Vocational qualifications provide young people with the opportunity give more to their community whilst enhancing their life skills as well as their chances of becoming more qualified and employable. Sport is widely recognised to provide more volunteers than any other industry. We believe the Government has a role to play in promoting qualifications beyond traditional learning, including sport BTECS in secondary and higher education that provide volunteering opportunities. In linking volunteering with educational delivery in both familiar and unfamiliar surroundings, young people acquire the skills they need to continue volunteering in the future.

*Ends*

*For all enquires relating to our response, please contact Sports Leaders UK Chief Executive Richard Norman at [rnorman@sportsleaders.org](mailto:rnorman@sportsleaders.org) or by calling 01908 689180*

<sup>16</sup> Join In, *Hidden Diamonds: The True Value of Sports Volunteers* (January 2015), p.19