
REPORT

Corporate plan 2015-19

Consultation feedback

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Introduction

This report summarises the feedback received through **sportscotland**'s 2015/19 corporate plan consultation process.

Background

The consultation process:

- Focussed on improvement and the continuation of a journey towards creating a world class sporting system.
- Shared thinking on proposed improvements to outcomes for people in Scotland and the world class sporting system we will support and develop to achieve these outcomes.
- Gathered thoughts from internal and external stakeholders on further refinements to the outcomes and system.

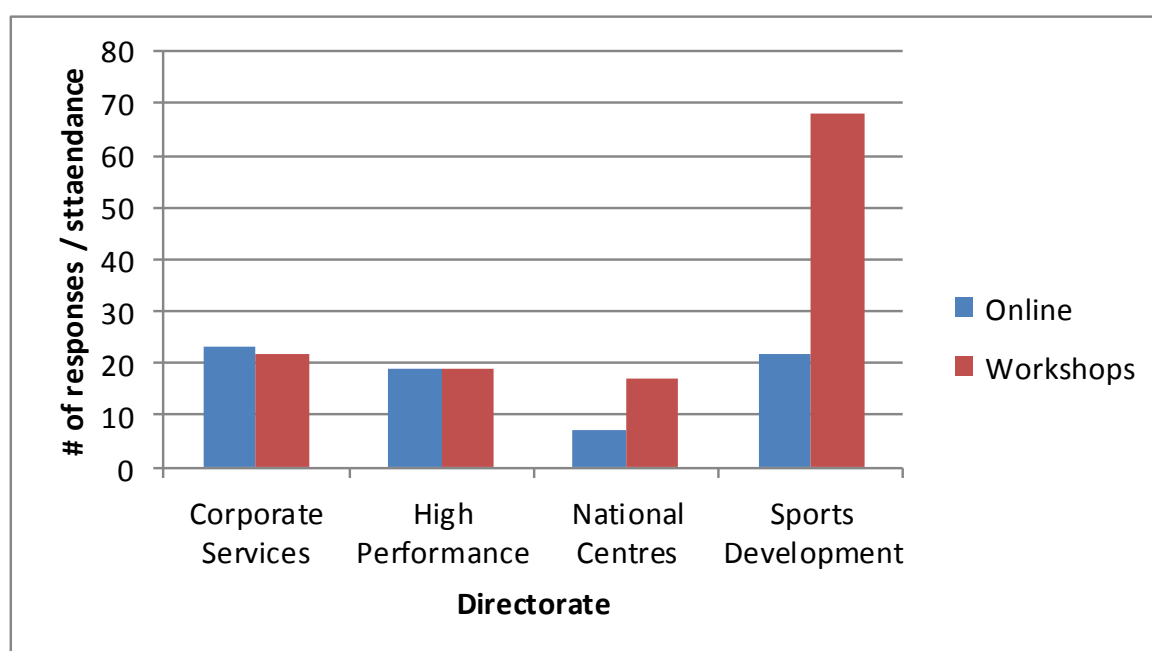
Consultation reach

In August 2014 the **sportscotland** leadership team¹ agreed who would be consulted on the draft corporate plan. Within these parameters, the reach of the consultation was as follows:

- Internal – 126 staff attended 12 workshops. There were 71 responses to the online questionnaire. A breakdown by directorate is shown in Figure 1.
- External – 115 people attended 10 workshops. There were 51 responses to the online questionnaire. Appendix 1 outlines the external organisations that engaged in the consultation.

¹ The **sportscotland** leadership team includes the senior management team (chief executive and three directors); team heads; and, national centre principals.

Figure 1: sportscotland staff consultation engagement by directorate



Key highlights

This section summarises the key highlights of the consultation and how we have responded to these in our corporate plan 2015/19.

Defining sport

We heard people discuss how we should define sport. However, our experience tells us that any definition of sport is likely to have un-defined boundaries and be open to multiple interpretations. We don't think it would be helpful to spend a significant amount of time trying to hone the perfect, wholly endorsed and agreed definition and interpretation of sport. Instead we have defined sport in the context of physical activity and people's sporting lives.

Outcomes and sporting system

In our 2011/15 plan we said that five changes would occur as a result of developing a world class sporting system for Scotland. These were changes that people in Scotland would notice as services and ways of working in sport improved. Our plan for 2011/15 also included a diagram, which aimed to represent what we meant by a world class sporting system at every level, and was central to the way we have worked.

We reframed the changes from our 2011/15 plan as outcomes for people in Scotland and gathered feedback on them. We also gathered feedback on the diagram, which represented the system.

We learned that people support the concept of a system for sport in Scotland. The majority of people agreed that the sporting system should apply to the entire sports sector in Scotland and not just **sportscotland**. There was also some consensus on how we could make the diagram more representative of the sporting system as a whole.

We also learned that people were broadly supportive of the overall sentiment and ambition of the outcomes. There was a strong view that we need to be able to measure the outcomes and connect them to each other as well as to the system. We have incorporated the outcomes into a revised diagram that describes the system. We have also outlined **sportscotland's** contribution to the system as well as how this contribution will be measured through our performance measurement framework.

World class

Some people told us they did not understand the meaning of 'world class' and said we should define this better as their view was it has too much of a performance sport connotation. Therefore we have revised our mission. **Our mission in this plan is to develop and support a sporting system for people in Scotland that aspires to be world class at all levels.** We have always thought of world class as an ambition and now wish to be even clearer. For us 'world class' is an expression of ambition and aspiration to be the best we can be **at all levels** in sport. We will drive this ambition by focussing on continuous improvement and measuring progress as we develop and support the system.

Workshop findings on outcomes and system

This section summarises the feedback from the internal and external workshops on the draft outcomes and proposed improvements to the world class sporting system diagram ('system diagram'). For reference, Appendix 2 includes the original system diagram and the system diagrams used in the consultation workshops and the online questionnaire.

This section outlines what 'groups' said about the outcomes and system diagram. For clarity, during the workshops we heard feedback from groups of people. Each workshop included between one and four groups of between three and six people.

Outcomes

Overall there was broad support for the sentiment and ambition of all five outcomes. However some groups expressed a view that they are more like goals or aspirations than outcomes, that they need to be quantifiable and measureable, and that we should connect the outcomes to each other and to the system diagram.

There were views that something was missing around the profile of sport, particularly Scottish success on the world stage and its ability to inspire people. There were also views that something was missing about getting inactive / underrepresented people involved in sport (i.e. 'sport for all').

Specific feedback on the wording of each outcome is outlined below.

1. You will be supported by a range of the right people, who work together with confidence, knowledge and ambition to meet your needs.

Many groups liked the positive and personal language in this outcome. However, many groups queried the meaning behind 'right' people, saying this was difficult to define and open to too much interpretation. It was recommended that this phrase be deleted. Some groups suggested it be replaced with 'competent people'. Many groups were unsure about the words

used e.g. 'confidence, knowledge and ambition' and whether these were appropriate. Finally some groups said we should remove 'to meet your needs'.

2. Your community will have an accessible network of places where you can get involved in sport, and those places will meet your needs and expectations.

Many groups were happy with this outcome and said it was consistent with the other outcomes; however many groups also said 'needs and expectations' was too strong and may be unrealistic so should be removed. Some groups expressed concern that the word 'accessible' implies only legislative compliance, but the work of partners in sport encompasses far more than that. 'A quality network of places' was suggested as an alternative by some groups. Some groups wanted to delete 'your community' and replace with 'you' so it was consistent with the other outcomes.

3. Getting into sport and making sport a part of life will feel more possible, and will lead to enjoyable, healthy, habit-forming experiences.

There was mixed support for this outcome with around two thirds of groups saying it was woolly and open to too much interpretation, and the remainder saying it was fine or they liked it. Many groups said we should remove 'feel more possible' as it was not needed and ensure there is a reference to retention and/or lifelong involvement in sport. Some groups suggested that the phrase 'habit-forming' should be replaced with either 'lifelong' or 'regular' to avoid possible negative connotations.

4. You will be supported to progress and achieve success in sport, and you will feel more confident as a result.

Many groups wanted to delete 'and you will feel more confident as a result'. Many groups also wanted to see a balance between individual success and elite performance. They said we should define what 'success' means and relate this to participants at all levels in sport. Some suggestions were to add 'personal goals' or 'develop, progress and achieve success'.

5. Sport will be at the heart of Scottish society, and sport will have a positive impact on people and communities.

Many groups liked this outcome; however, said it should be over-arching / under-pinning or central to the other outcomes. Some groups suggested 'heart of' could be replaced with 'core', 'centre' or 'integral part'.

System

Overall most groups said 'sport for development' and 'international sport for development' should not be included in the sporting system diagram. If necessary, groups said they could both be picked up in the narrative, but some groups said sport in Scotland was not equipped to support this work and that it was not relevant to our agenda.

Feedback was mixed on the 'sporting lives' concept. Some groups said it should be included in the sporting system diagram and others said it should be removed. Many groups also said the formal and informal sport boxes are unclear and unhelpful so should be taken out. Some groups said we need to define what we mean by sport and suggested this could be picked up in the narrative with a description around sporting lives, formal and informal sport.

There was mixed feedback on whether evidence should be included in the system diagram. Many groups said it was important, but, like planning, it is implied so could be picked up in the narrative.

There was a significant amount of support for representing community in the system diagram in some way; however, it was mixed between having clubs and communities represented together, separately or having communities on its own, with clubs and individual participants picked up in the narrative. Many groups said individuals should not be included in the diagram because they are already included in other parts of the system.

Some groups said that 'school sport' is too narrow and that there is a need to reference wider aspects of education, including pre-school and higher and further education (HE/FE). Some groups did not understand the purpose of the system diagram or the meaning of 'world class'. They said we should define this better as their view was it has too much of a performance sport connotation.

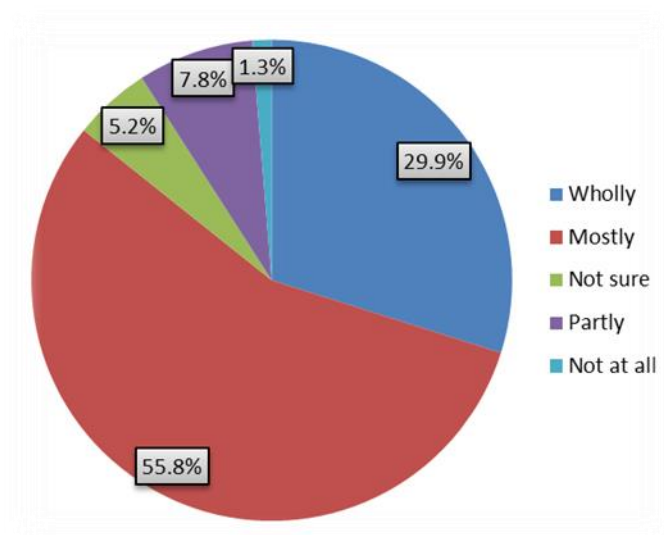
Online questionnaire findings on outcomes and system

This section summarises the feedback from the online questionnaire, which focused on the outcomes, the system diagram and understanding the system in more detail.

Outcomes for people in Scotland

We asked internal and external respondents if the outcomes made sense and whether they were the right outcomes. As outlined in Figure 2, 86% of respondents said they either wholly or mostly agreed with the outcomes with only 1.3% stating they did not make any sense at all.

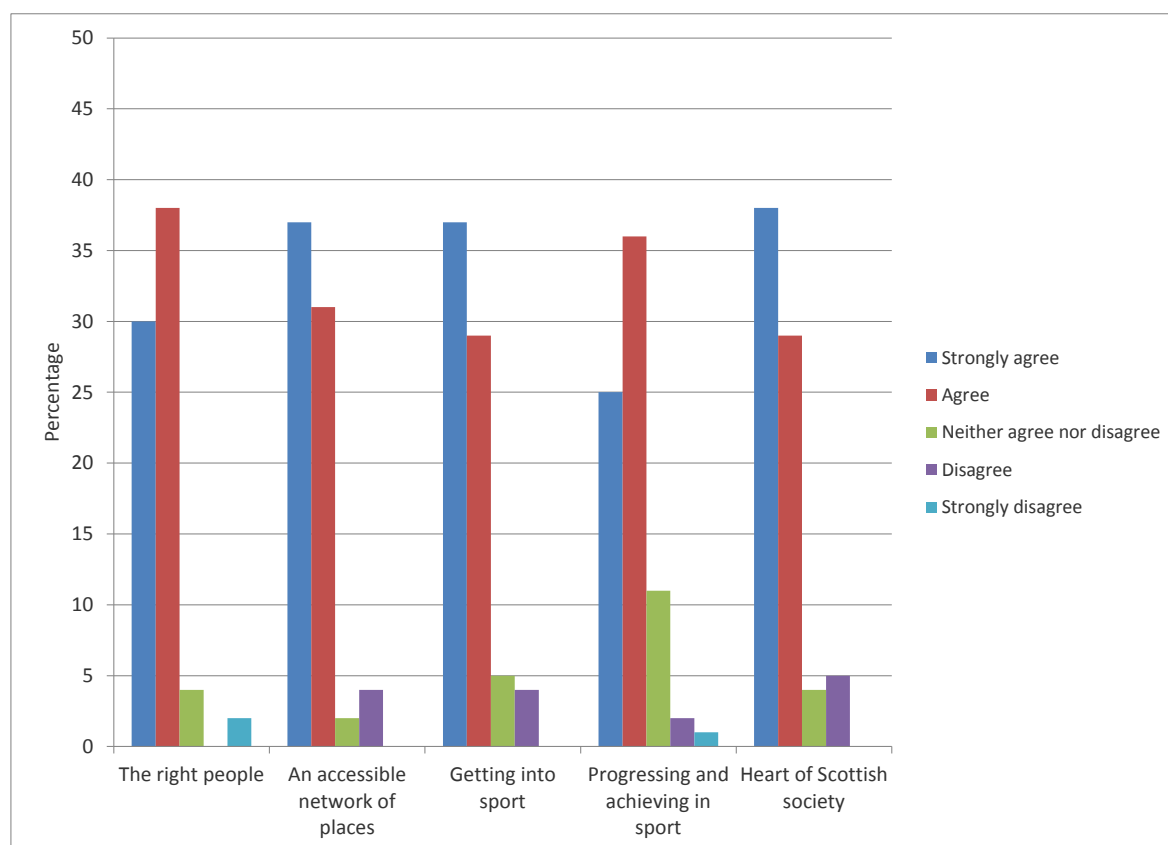
Figure 2: Do these outcomes make sense to you?



(Total response n=77)

Figure 3 shows that most respondents either strongly agree or agree that these are the right outcomes for people in Scotland.

Figure 3: To what extent do you agree that these are the right outcomes for people in Scotland?



(Total response n=76)

Challenges with ‘the changes’

We asked internal respondents to describe any challenges they had understanding and using the ‘changes we will see’ in our 2011/15 corporate plan. Just under a quarter (n=17) of internal respondents answered this question.

The most common response was that there was a lack of reference to the changes and they were not considered high profile, both internally and externally. There were additional responses relating to the language used: difference between ‘opportunities’ and ‘participation’ was hazy, overall language used was vague and they weren’t memorable.

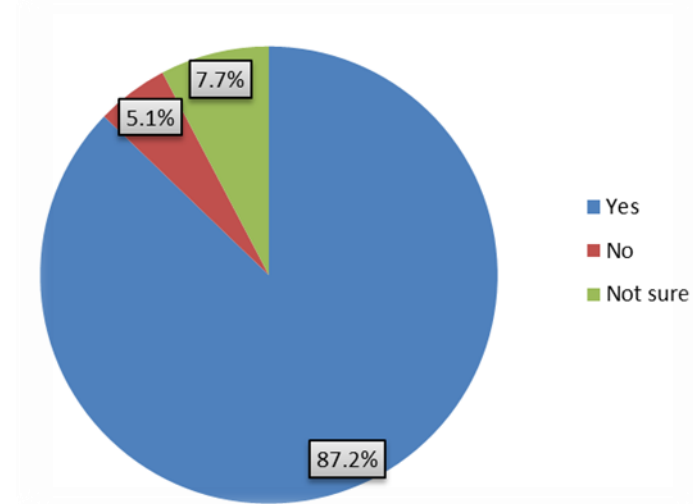
Respondents also commented that it was difficult relating the changes to the system diagram. There were also two responses which queried whether the changes were controllable or measureable, which made them harder to understand.

Staff contribution to outcomes

We asked internal respondents if they could see how their contribution would help deliver the outcomes. Figure 4 shows that nine out of ten internal respondents can see how their contribution would help deliver the outcomes. Seven respondents provided further information on their response. Among these, responses generally were positive and three mentioned the need to have a clearly defined narrative and structure in place to support and enable contributions to the outcomes.

Two respondents thought the outcomes were broad and therefore it may be difficult to see where an individual's contributions could make a difference. One respondent suggested the outcomes were too focused on participation in sport (rather than elite athletes looking to perform on the world stage.)

Figure 4: Can you see how your contribution would help deliver these outcomes? (Internal only)



(Total response n=39)

Equality outcomes

We asked internal and external respondents what they consider priorities to be in terms of equality outcomes for sport.

Internal

One in three internal respondents (n=24) answered this question. Some of the responses were about **sportscotland's** internal approach and culture: need for stronger leadership; better awareness and understanding by staff; a better equality ethos; and, greater embedding of equality in everything **sportscotland** does.

Where more specific outcomes for sport were mentioned the majority related to doing more to include under-represented groups, particularly those in poverty and in care. One mentioned doing more for rural and remote communities.

In terms of 'protected characteristics' there were a few responses and of these gender, age and ethnicity were mentioned.

External

Just under half of the external respondents (n=27) chose to give a response to this question. For many of these the feedback was general and referred only to a need to ensure sport takes account of equality and discrimination. Three respondents talked about good practice that could be extended further.

Where specific topics were mentioned in response to this question, socio-economic deprivation and disadvantage (including 'hard to reach young people') was the most

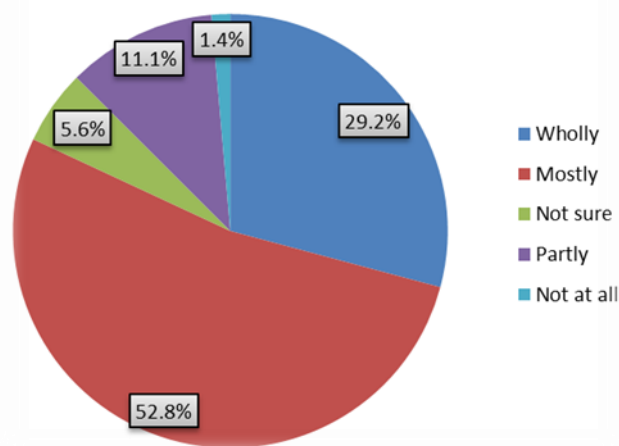
commonly cited area as a priority. This was followed by a concern for those living in rural and remote areas. In relation to both, 'accessibility and affordability' were mentioned as the priority issue.

In relation to 'protected characteristics', which is where **sportscotland's** requirements for equality outcomes lie, there were only a few specific responses and these applied to: 'girls/women', 'sexism', 'disability', 'racism', 'BME'. These were mentioned largely in general terms sometimes with a comment on 'need to do more'. Where some specific areas for action were identified these included a need for more 'role models' and 'media coverage'.

The world class sporting system

We asked internal and external respondents if the world class sporting system made sense to them and to what extent they agreed that the system should apply to the entire sports sector and not just **sportscotland**. Figure 5 shows that eight out of ten respondents said the world class sporting system model either wholly or mostly makes sense to them.

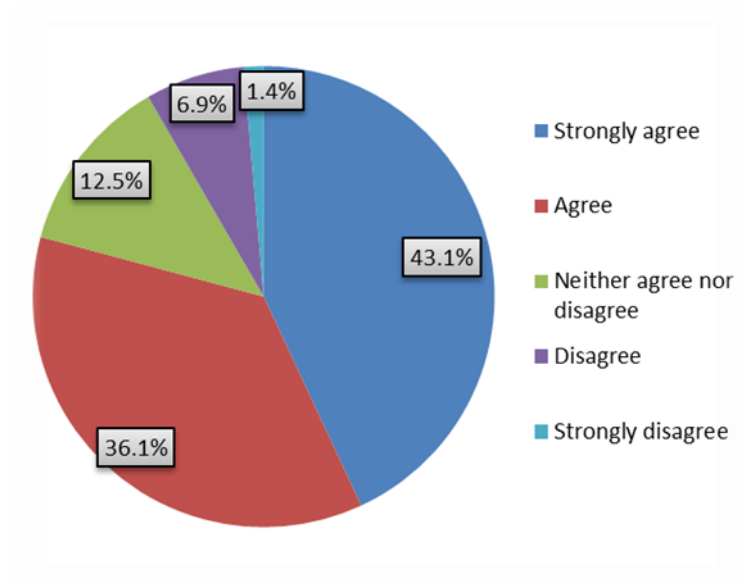
Figure 5: Does this world class sporting system model make sense to you?



(Total response n=72)

Figure 6 shows that eight out of ten respondents said they either strongly agree or agree that the system should apply to the entire sports sector and not just **sportscotland**.

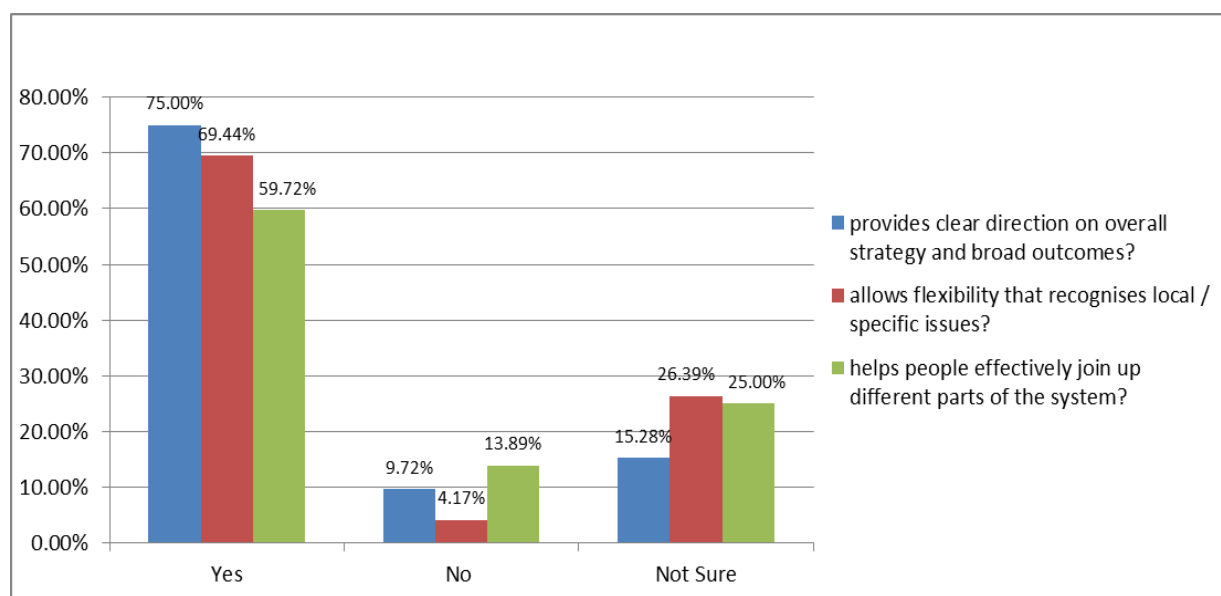
Figure 6: To what extent do you agree that this world class sporting system should apply to the entire sports sector in Scotland and not just sportscotland?



(Total response n=72)

Figure 7 shows that the majority of respondents agreed that the world class sporting system and outcomes for people in Scotland provide a suitable framework for partnership that: provides clear direction on overall strategy and broad outcomes; allows flexibility that recognises local / specific issues; and, helps people effectively join up different parts of the system.

Figure 7: Does the world class sporting system and outcomes for people in Scotland provide a suitable framework for partnership that...?



(Total response n=72)

Challenges with system diagram

We asked internal respondents to describe any challenges they had using the world class sporting system diagram from our 2011-2015 corporate plan. Just under a third of internal respondents (n=22) answered this question.

The most common response related to difficulty understanding the meaning and purpose of the diagram: unclear how it related to the world class sporting system or changes; was challenging to articulate our vision through this; was overly complicated and lacked a strong narrative to tie it together.

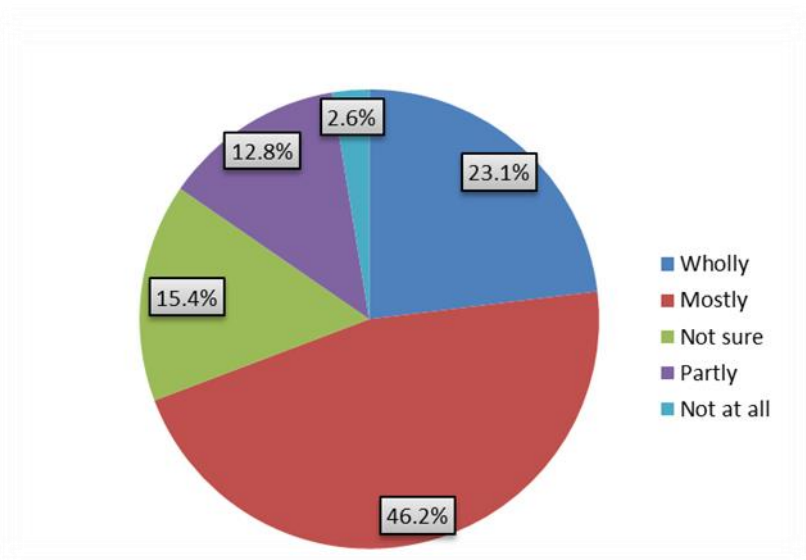
Other responses included the concept of world class sporting system wasn't clearly understood outside **sportscotland** and consequently the diagram caused confusion. Some respondents said we may have been imposing our thinking on the whole sector so needed to give partners a choice/chance to input and our current consultation process should help.

Two responses suggested community not being included in the diagram was an issue and one response said that school / club / performance was too narrow and needed more detail.

Describing the work of sportscotland

We asked internal respondents if the world class sporting system diagram helped them describe the work of **sportscotland** to others. Figure 8 shows that seven in ten respondents either wholly or mostly agreed that the world class sporting system diagram helps them describe the work of **sportscotland** to others.

Figure 8: Does the world class sporting system diagram help you describe the work of sportscotland to



partners?

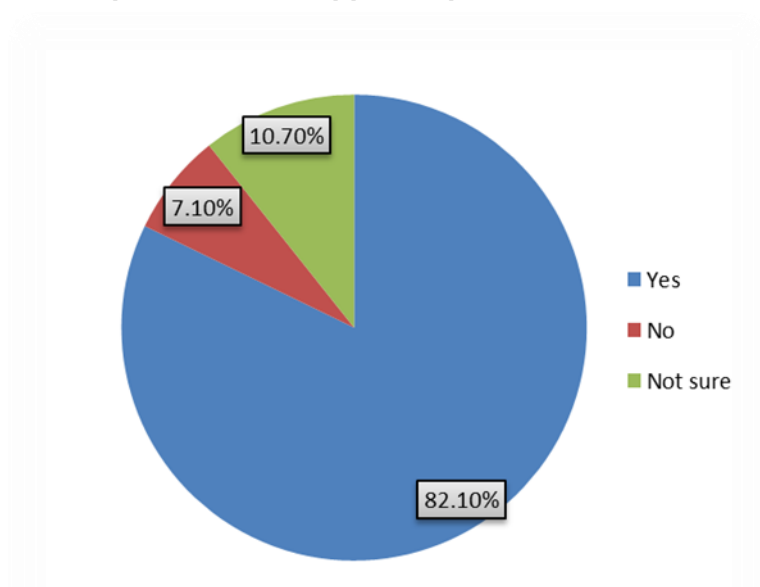
(Total response n=39)

How sportscotland supports sport in Scotland

We asked external respondents whether the system diagram, and the additional information provided, helped them understand how **sportscotland** supports sport in Scotland. Figure 9 shows that eight out of ten external respondents agreed that it does.

28 respondents provided further information on their response to this question. For the majority their feedback was positive. Where specific topics were mentioned in response to this question, the fact there was no reference to third sector organisations or sports social enterprises in the system diagram was highlighted. This was followed by a concern that the role of third sector, mentioned in the partnership section of the additional information provided, was being portrayed as separate to, rather than part of, the sport sector. Two responses talked about how the diagram was messy and could be confusing.

Figure 9: Does the system diagram, and the additional information provided, help you understand how sportscotland supports sport in



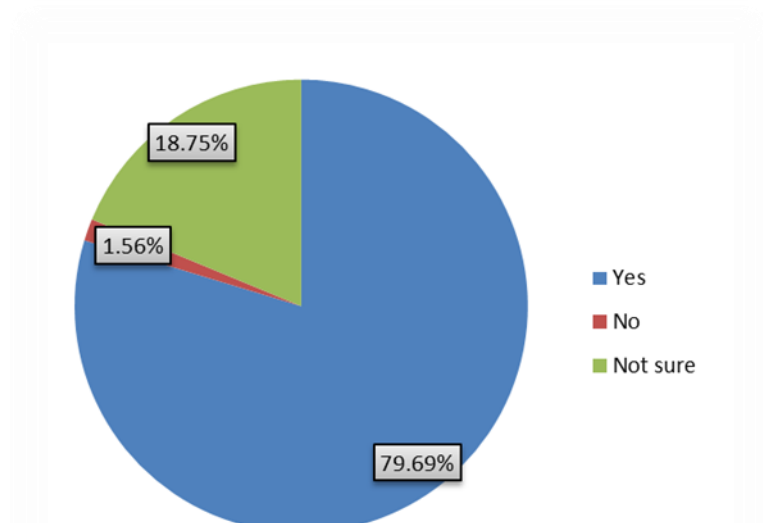
Scotland?

(Total response n=39)

Strategic direction and guidance

We asked internal and external respondents whether **sportscotland** should provide strategic direction and guidance for partners about the system. Figure 10 shows that eight out of ten respondents said we should.

Figure 10: Do you think sportscotland should provide strategic direction and guidance for partners on the system?



(Total response n=64)

Internal

Internally 89% of respondents (n=36) said we should provide strategic advice and guidance to partners on the system. Only three internal respondents provided further information on their response and these shared a focus on how **sportscotland** would engage with partners: do we have the expertise needed, would partners heed this and what would be the consequence if partners did not want direction or guidance?

External

Externally 68% of respondents (n=28) said we should provide strategic direction and guidance to partners on the system. Just under half the respondents (n=12) chose to give further information about their response.

The most common responses focused on ensuring strategic direction is driven by local partners: local needs met locally, better collaboration with local, regional and national partners to achieve outcomes, strategic discussions taking higher priority and the importance of understanding and raising awareness of the system and diagram across all partners.

There were also three responses requesting that **sportscotland** engage in more practical ways and recognise that the system needs to be flexible to engage with all partners. One respondent mentioned **sportscotland** doesn't have the people or skills necessary to provide strategic direction.

Priorities for the sector

We asked internal and external respondents what they see as key priorities for the sport sector to develop and support the world class sporting system.

Internal

A third of internal respondents (n=25) answered this question. The most common response was greater attention to equality and inclusion. There were additional responses about this general point that included: more support for older adults; more for parents; and, a need for focus on sport for development.

Internal respondents also commented on system-wide priorities, including; the need for more linkages and connection in the system; greater accountability for outcomes and impact; improved and clearer measurement; planning for outcomes; and, more willingness to be led by and flexible to partners' priorities and needs.

External

Just under half the external respondents (n=26) chose to answer this question. The most common responses were about the totality of the system: better alignment and connectedness, improved quality, greater access (in terms of social inclusion) for more people to all aspects of the system, more attention to transitions and pathways across the system.

Where specific priorities were mentioned, the most often cited were 'physical education', 'clubs and volunteers', 'better facility access'.

How other organisations support the system

We asked external respondents, if they were responding on behalf of an organisation, how their organisation would support and develop the world class sporting system. Around a quarter (n=16) of respondents answered this question. Among these, the majority of respondents expressed a general commitment to support for the system, rather than naming any specific contribution.

Where specific contributions were mentioned, these were mostly from partners in third sector and HE/FE who wanted to emphasise the contribution they make to children and young people. This was noted in relation to the third sector role in reaching and supporting young people and in the training and continuous professional development role they play, particularly for young people who are in some aspects excluded from mainstream. Respondents from HE/FE wanted to emphasise the contribution they will continue to make across all aspects of the system as providers of learning and training as well as a context for all aspects of the system (clubs, performance and places). One health agency was willing to offer training on health-related matters as well as expertise on inequalities and data.

sportscotland's contribution to the system

We asked internal and external respondents to provide their thoughts on **sportscotland's** contribution to supporting and developing the world class sporting system.

Internal

Less than a third (n=20) of internal respondents answered this question. Of these, the most common comment was to endorse and support the work we have been doing and looking forward to continuing to improve this. Ideas for improvement included: greater clarity and more precise measures for various aspects of our work, greater shared understanding about what we are trying to achieve, more collaboration across teams.

In terms of improvement for sport there were only a few responses: more focus on clubs and volunteers, more on schools, more on regionally focussed talent development work. There was one comment that we need to be less prescriptive with partners, and one that we need to do less, better.

External

Just under two fifths of respondents (n=23) answered this question. The only pattern in the responses was that only one was negative or critical, with others being supportive.

Among the supportive responses, the most common was a request for stronger leadership and direction from **sportscotland**. Specifically included were responses about bringing greater clarity and focus to sport, more sophisticated measures of impact, more innovation and imagination and improved coordination of partners.

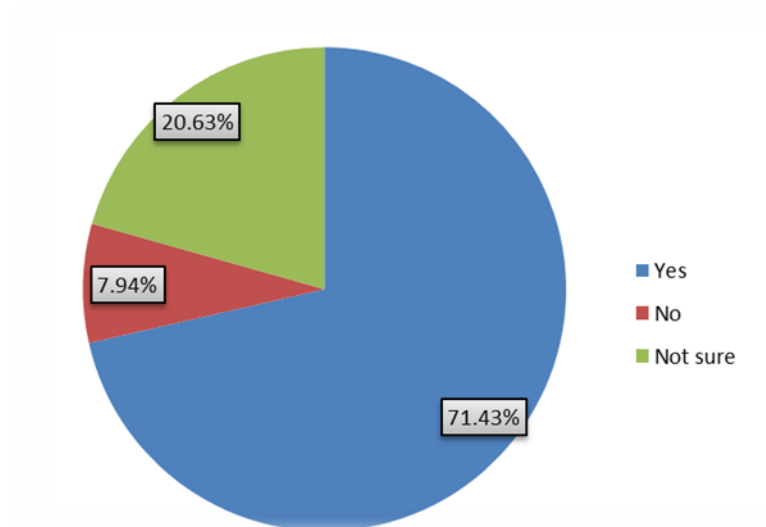
There were some responses about focus and emphasis of our priorities with a few suggesting more emphasis on grass roots, recreational and 'fun' sport and perhaps less on performance sport and SGBs.

There were also three responses calling on **sportscotland** to be clearer about definitions – in particular 'world class' and 'quality'. One asked for a clearer and stronger role in physical education.

Clubs and communities

We asked internal and external respondents if they agreed with the change from 'club sport' to 'clubs and communities'. Figure 11 shows that seven in ten respondents agreed.

Figure 11: Do you agree with the change from 'club sport' to 'clubs and communities'?



(Total response n=63)

Internal

Internally just under 50% of respondents (n=35) agreed with the change with less than half (n=14) providing further information about their response. Among these, the majority of respondents expressed support for the change. Throughout the supportive responses there was a request for **sportscotland** to be clear with the definition and narrative of 'clubs and communities' and to focus on the need to evidence 'community work.'

An opposing response came from an internal respondent who described themselves as a 'traditional club member' who wasn't drawn to the community model. One respondent was concerned this change may be too broad for **sportscotland** to cope with and we may lose focus on important areas of work as a result. One respondent thought the change should have been to 'sporting communities' whilst another suggested that clubs should be linked to formal sport and sporting communities linked to informal sport.

External

Externally 47% (n=28) agreed with the change with a third (n=9) providing further information about their response. Among these, the majority of respondents expressed general support for the change and thought the inclusion of communities with clubs was 'sensible', 'progressive' and 'should be lauded'. Throughout the responses there was a common request for **sportscotland** to be clearer about definitions – in particular what 'communities' means and to a lesser extent what 'clubs' means.

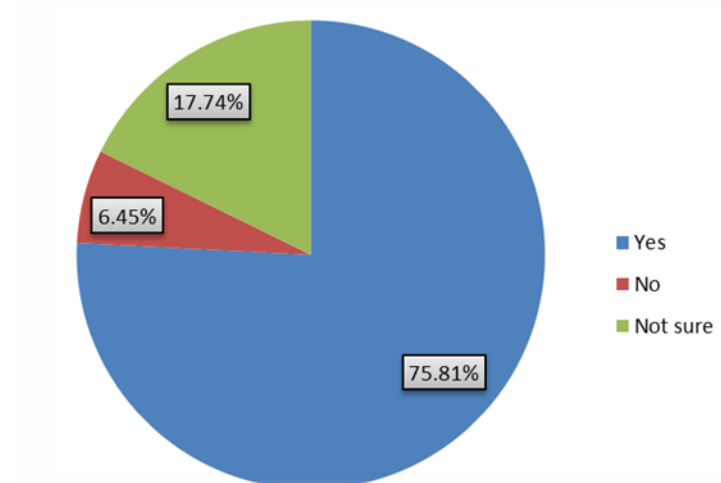
There were some responses about the change reflecting well on the club and community partnership work carried out by **sportscotland**, specifically community sport hubs, and how the change now provides a common goal for organisations working in this area.

Only one response was negative and concerned changing 'clubs and communities' to 'community clubs'.

Evidence

We asked internal and external respondents whether evidence should be included as a key component of the world class sporting system. Figure 12 shows that more than seven in ten respondents agreed that evidence should be included.

Figure 12: Should 'evidence'* be included as a key component of the world class sporting system?



(Total response n=62)

Internal

Internally, 68% of respondents (n=34) said that evidence should be included with just over a third (n=12) providing further information about their response. The majority of these were supportive of inclusion and thought it should be highlighted in the system but not at the top level. Throughout the majority of responses there were requests that evidence be included as a contribution along with time, investment, expertise and information as it helps to shape decision making but is not integral to this.

A few respondents suggested evidence doesn't need to be included as it should be implicit in all areas already and it doesn't carry the same weight of impact as the other key components e.g. people, places etc. One respondent encouraged **sportscotland** to improve evidence sharing and to inform and train staff on its use before including as a key component.

External

Externally, more than 85% of respondents (n=28) said that evidence should be included with just under a third (n=8) providing further information about their response. Among these, the majority of respondents were supportive of inclusion. Among the supportive responses, the most common was a request to highlight the importance of evidence across the system. Specifically included were responses highlighting evidence: brings logic to decision making, supports continuous improvement and validates **sportscotland** and partner's contribution to the world class sporting system.

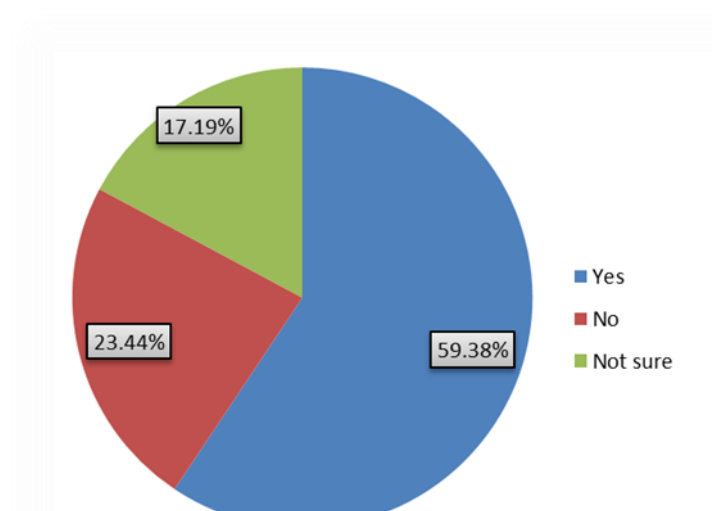
A couple of respondents suggested evidence doesn't need to be included as good organisations should have this in place already and there was also a thought that the word evidence should be changed but there was no suggestion of what it could be changed to.

One respondent suggested that smaller SGBs may not have the necessary systems / staff / skills to support evidence provision.

Further changes to system diagram

We asked both internal and external respondents if we needed to make any further changes to the world class sporting system diagram. Figure 13 shows that six in ten respondents said that further changes were needed.

Figure 13: Do you think we need to make any further changes to the world class sporting system diagram?



(Total response n=64)

Internal

Internally, 39% of respondents (n=36) said we need to make further changes to the system diagram with just over a third (n=13) of respondents providing further information about their response. Two respondents suggested the diagram should be kept as simple as possible to make it easier to understand and to explain; however, opposing responses requested it be revised further to represent all ways people participate in sport e.g. from 'nursery to Olympics'.

There was a response calling on **sportscotland** to clarify what formal/informal sport means and to be clear about the definition of 'communities'. Another individual response stated that the diagram could also be strengthened by a strong narrative under each area with clear links provided to areas that overlap. Two respondents said health should be explicitly stated within the diagram but there was no suggestion as to where specifically.

External

Externally, over 43% of respondents (n=28) supported further changes to the system diagram with just over half (n=15) providing further information about their response. Among these, three respondents suggested expanding school to include education to recognise the

importance and impact of HE/FE and pre-school sport. One respondent from the three then stated that the system diagram would therefore accurately capture the specific contribution and investment made by the HE/FE sector.

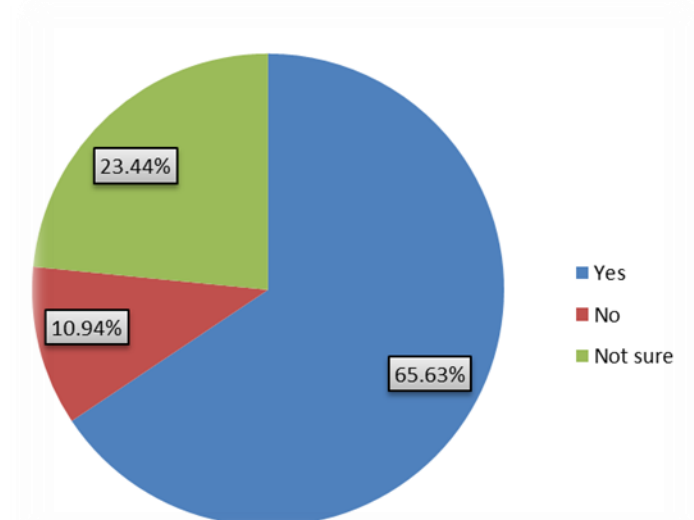
There was a response that suggested combining the system outcomes with the diagram and then simplifying this to make it easier to follow. There were also some responses about including the relevant organisations and partners responsible for delivering and supporting each section of the diagram.

There was a response calling on **sportscotland** to be clear about the definition of 'world class' and to include workforce development somewhere within the diagram. Another respondent requested more focus on club and communities as this environment introduces sustainable development structures and consequently supports performance athletes.

Sport for development

We asked all respondents whether **sportscotland** should contribute to the sport for development agenda. Figure 14 shows that more than six in ten respondents agree that **sportscotland** should contribute to the sport for development agenda.

Figure 14: Do you think sportscotland should contribute to the sport for development agenda (i.e. where the outcomes that are pursued are 'beyond sport')?



(Total response n=64)

Internal

Internally, 58% of respondents (n=36) said **sportscotland** should contribute to the sport for development agenda with half (n=18) providing further information about their response. Among these respondents feedback was general and referred to a need to ensure sport and **sportscotland** contributes in some capacity, possibly with a soft commitment to begin with.

Among the supportive responses, the most common was that **sportscotland** take a lead in this area to: further opportunities to develop sport; increase participation; increase access to funding; and, develop partnerships with other organisations/sectors such as 'police', 'social departments', 'health' and 'education'.

Specifically included were responses about supporting and developing the work of partners with expertise in this area, gathering/sharing evidence on what works and why and improving the power and value of sport.

Three respondents would support **sportscotland**'s contribution if 'financial and human resources' allowed or if there is a strong case and strong infrastructure for becoming involved. One respondent suggested we integrate sport for development agenda into the community sport hub project and another was unsure what this agenda related to and needed more information to make an informed decision..

External

Externally, 75% of respondents (n=28) said that **sportscotland** should contribute to this agenda with three out of four respondents (n=21) providing further information about their response. For many of these the feedback was general and referred to a need to ensure sport contributes in some capacity.

Among the supportive responses, the most common was a request for **sportscotland** to be a strong partner in this area and take the lead by bringing key organisations together. Specifically included were suggestions about supporting partners and clubs to deliver the sport for development agenda, fostering opportunities for engagement across the system, promoting the value of sport for development and highlighting examples of best practice.

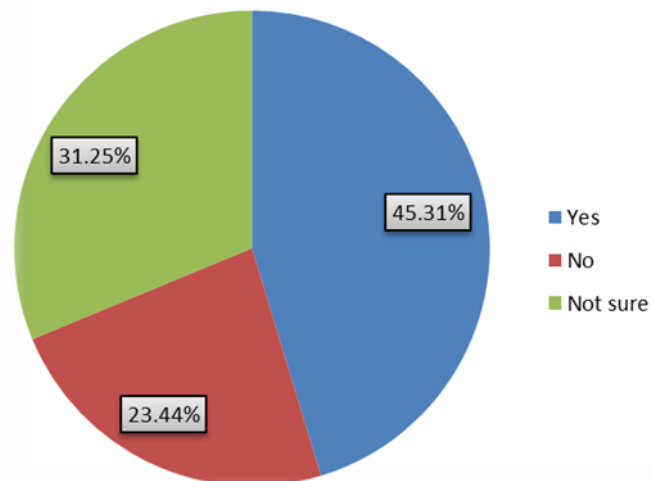
Three respondents suggested Scottish Government objectives could contribute more if **sportscotland** took a key role and used sport as a catalyst for change and to promote active lifestyles. One HE/FE organisation emphasised their willingness to partner with **sportscotland** to establish stronger support for sport and physical activity within HE/FE. They stated that, if successful, this partnership could drive additional investment into sport.

Two respondents were supportive but also expressed the need to ensure the focus on sport is not diluted.

International sports development and leadership

We asked all respondents if **sportscotland** should proactively engage with international sports development and leadership. Figure 15 shows that less than half of respondents agreed that **sportscotland** should engage in international sports development.

Figure 15: Do you think sportscotland should proactively engage in international sports development and leadership in the next four years (i.e. advising and supporting



other countries to develop sport)?

(Total response n=64)

Internal

Internally, 44% of respondents (n=36) said **sportscotland** should engage in international sports development agenda with a third (n=12) providing further information about their response.

Among the supportive responses, respondents said **sportscotland** could share best practice, evidence and staff resources (internal and external) but that any engagement be mutually beneficial. One specific suggestion was for the focus to be on developing the Scottish Government's existing relationship with Malawi by offering exchange programmes.

A couple of respondents suggested that **sportscotland** learn from other countries experience and set ups where they are stronger than our own and use this to improve our world class concept measures. There were also some responses which proposed using this agenda to develop stronger international relationships out with sport.

Among the opposing responses, there was a general view that engagement should not be a priority and we shouldn't waste time or resource trying to fit our work with this agenda.

External

Externally, 46% of respondents (n=28) said **sportscotland** should engage in international sports development agenda with three quarters of respondents (n=20) providing further information about their response.

Among the supportive responses, there was general support for **sportscotland** to share best practice but that any engagement be mutually beneficial. There were also some responses around the focus being on supporting the education and development of sport in the less developed countries of the Commonwealth as part of the legacy for Scotland of the 2014 Games. One respondent suggested a particular emphasis on developing youth leadership.

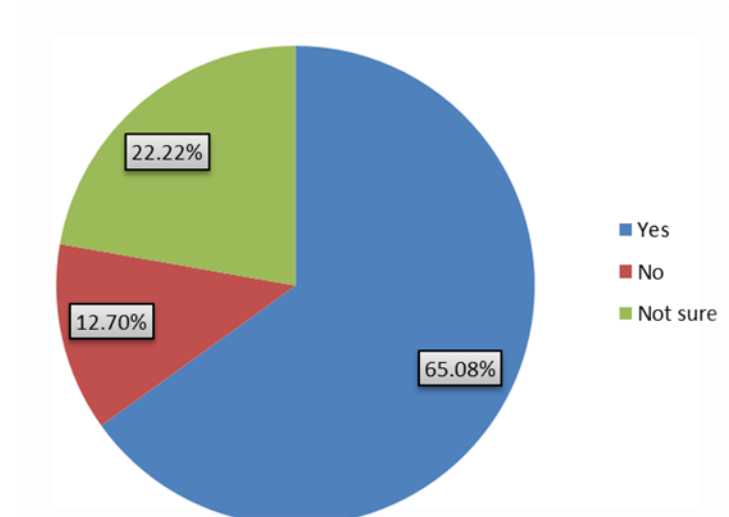
There was a suggestion that this may provide an opportunity to partner with HE/FE organisations which already have existing relationships. These could be developed further to maximise impact. One proposed a partnership with the Youth Sport Trust, to provide Scottish schools with international links founded in sport.

Among the opposing responses, there was a general view that some Scottish organisations may not be where we want them to be yet therefore engagement may not be the best use of resources and should not be a priority.

Parents and carers

We asked internal and external respondents whether **sportscotland** should be working with parents and carers. Figure 16 shows that more than six in ten respondents agreed **sportscotland** should be working with parents and carers.

Figure 16: Do you think sportscotland should be working with parents and carers?



(Total response n=63)

Internal

Internally, 63% of respondents (n=36) agreed **sportscotland** should be working with parents and carers with just over half (n=20) providing further information about their response. Among these, the majority expressed general support.

The most common response was for **sportscotland** to assist this agenda through: providing evidence and information to support/focus work here and encouraging partners to engage/educate parents and carers. Other responses suggested that by supporting this agenda we would be emphasizing sport as part of a family culture, making involvement in sport more sustainable and could be helping to increase participation or volunteers in sport.

Specific contributions mentioned setting up a parents' council in each region, incorporating the role of parents and carers within school sport awards and increasing the recognition of those involved in sport and the impact they have on children.

Among the opposing responses, two respondents said that **sportscotland** doesn't have the expertise or capabilities to fully commit to work in this area. One respondent expressed a need to understand better where parents and carers fit in with our system and outcomes before making this a priority. Another respondent thought they may be better served if we linked with key national organisations to promote awareness and understanding but those organisations took the lead.

External

Externally, 68% of respondents (n=28) agreed **sportscotland** should be working with parents and carers with over three quarters of respondents (n=23) providing further information about their response. Among these, the majority expressed general support.

Among the supportive responses, the most common was a request for strong leadership and direction from **sportscotland**. Specifically included were responses around increasing awareness of opportunities, increasing access to information/evidence to support development and taking a lead role to encourage and train partners to engage and work with parents and carers. Other specific contributions mentioned included 'collaboration with third sector/carers organisations' and 'creating a parent and carer panel'.

There were some responses about the value of developing this area to: increase participation in sport, promote the value of active lifestyles to those that make decisions and to further develop community capacity to deliver sport.

Two respondents suggested the **sportscotland** institute of sport lead on the support given to parents and carers of athletes. One response suggested that the work of the Active Schools network extends to parents and carers therefore no further investment or resource would be needed.

Driving improvement in the system

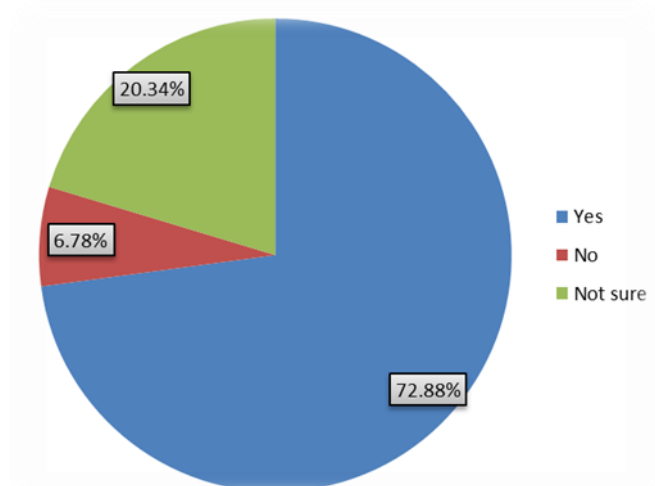
Priorities for improvement

We suggested the following as priorities for driving improvement in the system:

- **Management tools** – For business intelligence, self-assessment and reflection, continuous improvement, planning, performance management
- **Communication** – Shared across the sector
- **Leadership** – Developing leaders in sport who can think innovatively and creatively, and lead the sector into the future
- **Learning and development** – Targeted and high-quality opportunities that meet people's needs
- **Equalities** – Identifying and tackling the barriers that prevent or constrain people getting involved and progressing in any aspect of sport

We asked internal and external respondents if these were the right priorities to ensure we drive improvement in the world class system. Figure 17 shows that seven out of ten respondents agreed with these priorities for improvement.

Figure 17: Are these the right priorities to ensure we drive improvement in the world class system?



(Total response n=59)

We asked all respondents if there was anything else we should be doing to drive improvement in the world class sporting system.

Internal

Only one in six (n=12) internal respondents answered this question. Among the responses, the most common was a request to continue to engage and consult across all levels of the system. Another theme was for better integration and communication across all **sportscotland** sites to ensure all staff members have a clear picture of what we want to achieve.

Other responses included a request for **sportscotland** to: improve pace of decision making, improve corporate focus of managers, place greater emphasis on workforce and people and collaborate at all levels of planning and development to ensure integration and connections across work areas. One called for a focus on developing and improving accessibility and equality of sport.

There were individual responses which suggested: we improve the exposure of the system, our people and our work, we foster pride in sport across Scotland not just **sportscotland** and we evaluate ourselves internationally with more reference to where we stand outside the UK.

Two respondents called for **sportscotland's** staff structure to be reviewed, with a focus on increasing pay offers for high end performance sport.

External

Just under a third of respondents (n=19) chose to give a response to this question. The only pattern in the responses was that there were two negative or critical responses, with the others being supportive.

Among the supportive responses, the most common was a request to continue the cohesive approach to communication and partnership working, at all levels. Other common responses were for **sportscotland** to: be more accountable, improve information sharing with partners and the public, continue to improve the evaluation of our work throughout the system and encourage best practice.

One health agency welcomed the focus on equalities but would like to better understand how the success in tackling inequalities will be monitored and reported and would also like to see community empowerment embraced when resources are allocated.

Respondents from the HE/FE sector wanted to highlight the contribution they will continue to make across all aspects of the system as providers of training, education and research as well as the important role they play in the participation pathway and getting people involved in sport. It was suggested these areas could be developed further.

There were some responses which suggested individuals in sport should be recognised and encouraged to participate through SGBs and clubs. Other specific areas of action identified included a need for more 'role models', 'opportunities for rural participation' and 'innovative media coverage'.

There were two responses calling on **sportscotland** stop investing internally. One respondent suggested internal investment could be utilised to extend initiatives which are in place for a limited time.

Improving sportscotland's contribution

We asked internal respondents what would improve their ability to support **sportscotland's** contribution to the world class sporting system. Just under a quarter (n=17) of internal respondents answered this question. For many the feedback was general and referred to suggestions to improve **sportscotland's** internal working environment and processes.

The most common request was for clearer leadership and greater consistency from management with specific responses around: more openness / transparency, better platform to challenge work / decisions, faster decision making and clear and consistent corporate messaging to explain the world class sporting system, both internally and externally.

Other common responses were for the outcomes and the work contributing to these to be more clearly defined. It was suggested a better understanding of roles and responsibilities within **sportscotland** would help facilitate this.

Three respondents suggested that more time should be built into internal decision making processes to improve our ability to produce information / guidance in advance and align this with partners. There were some responses which requested more relevant learning and development opportunities and continuous professional development that is not generic.

One respondent suggested better collation and analysis of high performance data could be used to improve athlete skills at an earlier age. Other specific responses were for greater

autonomy to meet partners' needs, better integration with the SIS and more cross departmental engagement / decision making / updates on core work.

Appendix 1 – External engagement in consultation

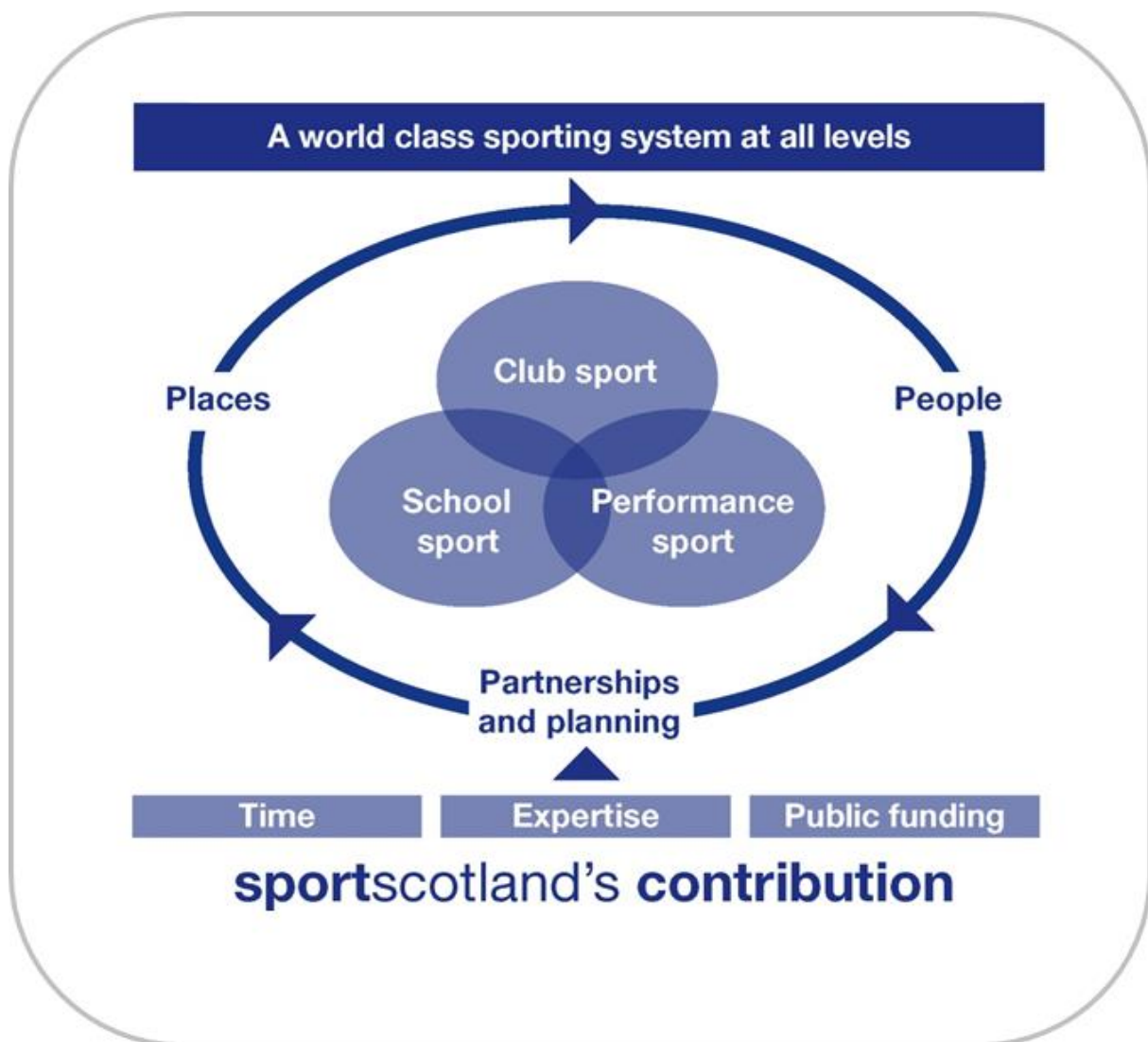
Table 1: Summary of external organisations engaged in the consultation, either through workshop or questionnaire

Scottish governing bodies of sport	Local authorities	Leisure trusts	Other
Basketball Scotland	Aberdeenshire Council	Aberdeen Sports Village	Agile
Cricket Scotland	Angus Council	Active Stirling	Dundee Academy of Sport
horsescotland	Argyll and Bute Council	Falkirk Community Trust	Heriot-Watt University
Lacrosse Scotland	City of Edinburgh Council	Glasgow Life	NHS Health Scotland
Mountain Training Scotland	Comhairle nan Eilean Siar	High Life Highland	Nineonesix-guiding
Mountaineering Council of Scotland	COSLA	Inverness Leisure	Scottish Association of Local Sports Councils
Netball Scotland	Dundee City Council	KA Leisure	Scottish Student Sport
Scottish Archery	East Lothian Council	Leisure and Culture Dundee	Spirit of 2012
Scottish Association of Local Sports Councils	East Renfrewshire Council	Live Active Leisure	Sported
scottishathletics	Fife Council	North Lanarkshire Leisure	Scottish Government
Scottish Auto Cycle Union	Inverclyde Council	Pickaquoy Trust	Strathclyde University
Scottish Canoe Association	Moray Council	Renfrewshire Leisure	The Robertson Trust
Scottish Cycling	North Ayrshire Council	South Lanarkshire Leisure	University of Aberdeen
Scottish Football Association	Perth and Kinross Council	Sport Aberdeen	University of Dundee
Scottish Hockey	Renfrewshire Council	SPORTA	University of Glasgow
Scottish Orienteering Association	Shetland Islands Council		University of Strathclyde
Scottish Rowing	South Ayrshire Council		Winning Scotland Foundation

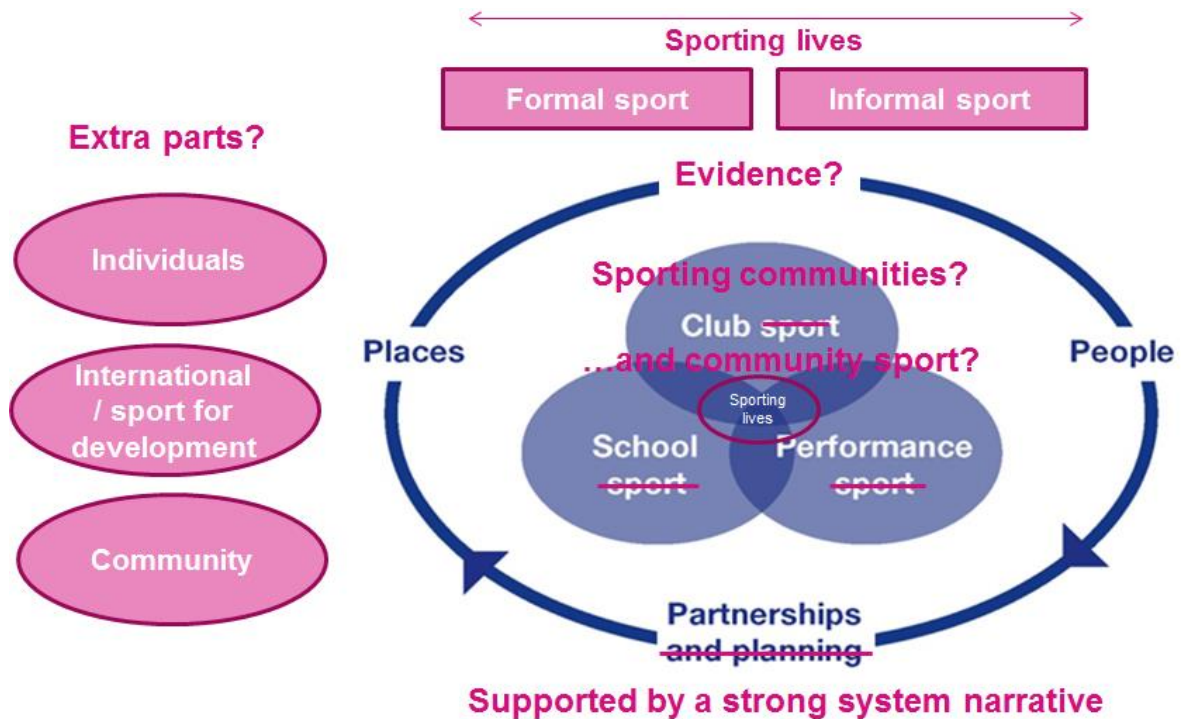
Scottish Swimming	Stirling and Clackmannanshire Council	Young people's sport panel
Scottish Target Shooting	West Dunbartonshire Council	Youth Sport Trust
Scottish Volleyball Association	West Lothian Council	
scottishathletics		
Snowsport Scotland		
Tennis Scotland		
triathlonscotland		

Appendix 2 – System diagrams used in consultation

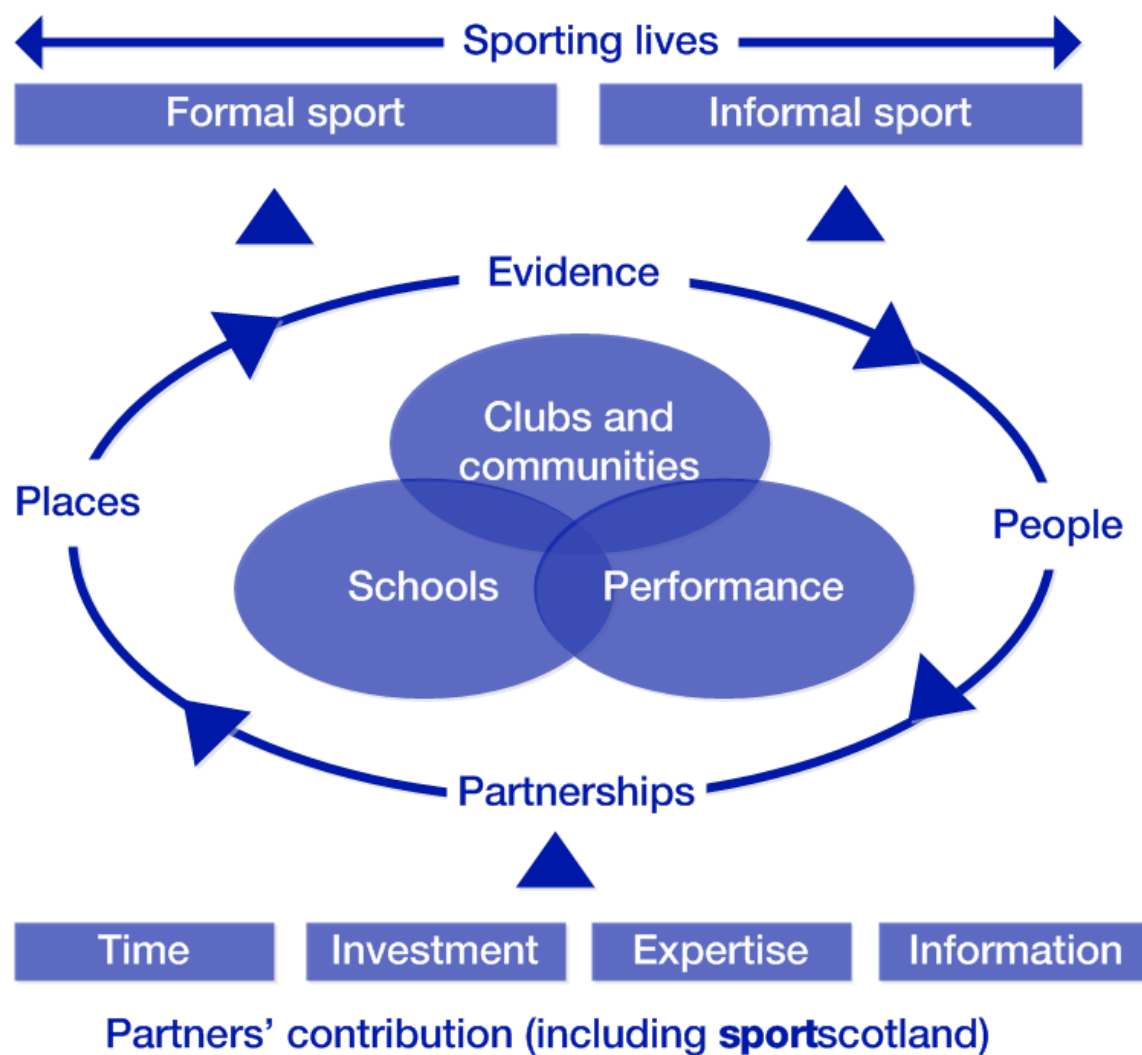
System diagram from 2011-15 corporate plan



Proposed improvements to system diagram used in workshops



System diagram from consultation document



Head Office

Doges, Templeton on the Green,

62 Templeton Street,

Glasgow G40 1DA

Tel 0141 534 6500

Fax 0141 54 6501

sportscotland.org.uk

