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An analysis of the Impact of the Disability Sports Development Manager Post on the Regional Sports Partnership, Sport Central.

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Abstract

Introduction

The profile of disability sport has increased greatly in Great Britain post the Second World War. It has developed from an area which was primarily viewed as a method of treatment for those who sustained injuries during the war, into an area of sport in its own right. However, throughout this transition period a considerable number of barriers were faced by people with a disability (and are still a problem today), these will be investigated during this research.

In 2005 **sport**scotland, the national governing body of sport in Scotland, produced a recommendation paper which proposed the implementation of an integrated sports system that would work towards achieving medal success and also improving the health of the nation. As a result, two pilot regional sports partnerships were established in order to support the recommendations made by **sport**scotland. This research focused upon the work implemented by one of the regional sports partnerships, Sport Central, which comprised of Falkirk, Stirling and Clackmannanshire Councils. In particular the focus was upon the work of the disability sport development manager, as disability sport was not considered to be a core component of the regional sports partnerships.

Methods

The methods employed during this research were semi-structured interviews and questionnaires. The research was split into two phases, with both phases utilising the key strengths of the two methods of enquiry. Phase one focused upon the school academic year of 2005-2006, whereby semi-structured interviews were conducted in order to gain qualitative data from the variety of agencies who were involved in the development, support and governance of Sport Central. Questionnaires were also used in order to gain baseline information. This was required to analyse the impact and influence of the post of the disability sport development manager within the three local authorities, and to make that impact measurable.

Phase two focused upon the school academic year of 2006-2007. Once again semi-structured interviews were conducted, however the participants selected differed from 2005-2006. The reason for this was to analyse the impact of the post from an internal perspective. Questionnaires were distributed again to same participants as selected previously, in order to acquire comparable information.

Results

The results indicated that a significant amount of development occurred for disability sport during the research period. The percentage increase achieved by the disability sport development manager in the areas of: playground games; lunchtime clubs; after school clubs; sports development classes; events; and squads highlighted the impact that having a specific person to drive forward disability sport can potentially make, specifically in Forth Valley.

Both the qualitative and quantitative data gathered illustrated the potential for significant levels of success in disability sport, in Forth Valley, through the employment of a disability sport development manager. In addition, the qualitative research illustrated the amount of different organisations that held a vested interest in the post, and supported the development of a disability sport development manager. These successful partnerships contributed towards the success achieved in Forth Valley.

Discussion

The establishment of the post of the disability sport development manager clearly had a significant impact on the number of quality opportunities available for people with a disability in Forth Valley. However, a key concern that was evident through the qualitative data gathered was the amount of areas of work involved within this post.

The areas of work that were completed by the manager in the first year ranged from local authority development in participation programmes, through to the development of regional performance squads. This diluted approach meant that three out of the five key areas of work allocated to the post achieved success, whereas the other two areas were neglected. Furthermore, the re-development of Forth Valley Disability Sport was an area where success was also achieved. However, this area was additional to the specified five key areas of work.

Another key concern that was highlighted through the quantitative data was that the majority of participants involved had a learning disability when compared to those participants with a physical or sensory disability. One of the reasons that this was considered to be a concern was due to athletes with a learning disability not yet being included within the Paralympic games.

Finally, through the development of disability sport in Forth Valley it was evident that the regional plan for disability sport had developed over the two years but a growth in personnel had not occurred alongside this.

Overall, a strong foundation for the future development of disability sport in Forth Valley was established by the disability sport development manager.

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1. Introduction

Disability sport in its modern form is a somewhat recent phenomenon that transpired in Great Britain during the Second World War and the post war period. This occurred as a result of the severe injuries sustained by ex-service men and women who could not be returned to their previous form. However, through treatment received at Stoke Mandeville the use of sporting activities proved to be one of the most successful methods of treatment (Anderson, 2003). Consequently, this has resulted in sport being viewed as a vehicle for rehabilitation for people with a disability rather than as an activity in its own right.

This research will investigate further the considerable number of barriers, both social and psychological, that serve to inhibit the opportunities available for people with a disability to participate in sport. An example of one of the biggest obstacles faced by people with a disability is society's perception of sport, as sport is strongly regarded as a representation of physical strength, and stamina. This traditional representation does not allow for the inclusion of people with a disability into the ideal of sport, as society's preconception believes that people with a disability are weaker (Nixon, 2007; Middleton, 1999).

In addition, this research will also look at two models that serve to influence the way that society perceives a person with a disability; these are the medical and social models of disability. These models, combined with the social and

psychological barriers, serve as examples of the struggles a person with a disability faces in order to participate in a fundamental aspect of socialisation. The impact of the Labour Government being elected into power, in 1997, and the further emphasis that was placed on social inclusion in social policy, as a consequence, will be explored as this impacted on society's perception.

Furthermore, this research will investigate the role of the media in their depiction of portraying disability sport as a human-interest feature, rather then as sport in its own right. Conversely, it will also look at the increase in the recognition of success by athletes with a disability, and how it has become more prevalent in society, due to the results achieved on an international level by British athletes. Examples of this success can be highlighted through recent Paralympic Games. At the Sydney Paralympics 2004 Great Britain finished second in the medal table behind Australia. At the Paralympics in Beijing 2008, the Great Britain team comprised two hundred and six athletes, across eighteen of the twenty Paralympic sports. This team included fifteen Scottish athletes who covered six sports; eleven of these athletes were competing in their first Paralympic games. In Beijing, the Great Britain team won a total of forty-two gold medals, twenty-nine silver medals, and thirty-one bronze medals, and again finished second in the medal table.

Although the success of athletes with a disability from Great Britain has raised the profile of disability sport greatly in the past ten years, it is still not on a par

with their able-bodied peers in terms of recognition, opportunities, and funding. Conversely, even if the profile of disability sport is raised on an international level, opportunities for participation need to be available at a local authority level, to ensure that the sporting aspirations of every person with a disability are fulfilled.

This research aims to investigate the effectiveness of the inclusion of disability sport into the proposed new structure for sport in Scotland. **sport**scotland is the national governing body of sport in Scotland. In 2005 it produced a recommendation paper, proposing the implementation of an integrated sports system that would work towards improving health, and achieving medal success. In order to do this it focused upon three key areas: the development of a Long Term Player Development pathway, Regional Sports Partnerships, and a Sports Specific Academy Programme. Further information on these key areas will be provided and discussed within this research.

In Scotland there are thirty two local authorities that cover the country. A total of seven local authorities were selected by **sport**scotland, in order to establish two pilot regional sports partnerships. Three of the local authorities were in the Forth Valley area of Scotland, which was made up of Falkirk, Stirling, and Clackmannanshire Councils (see Appendix I). They formed one of the pilot regional sports partnerships, Sport Central. The remaining four local authorities were Angus, City of Dundee, Fife, and Perth and Kinross, and they formed

another regional sports partnership, Sport Tayside and Fife. The core structure of both of the regional sports partnerships included the posts of regional development managers for athletics, gymnastics, swimming, rugby; and golf. However, in addition to the core structure, Sport Central also included managers in the sports of football, cricket and disability sport, whereas Sport Tayside and Fife had the additional sports of, basketball, hockey, and girls' football. In this context research was required to explore the establishment and effectiveness of Sport Central, with a particular emphasis on the inclusion of the post of a disability sport development manager within this partnership, as this post was unique in Scotland.

The establishment of the two regional sports partnerships by **sport**scotland occurred due to a number of reasons. One of the reasons was the publication of the National Physical Activity Strategy, *Let's Make Scotland More Active* (Feb 2003). This strategy indicated that an increasing number of Scottish people were characterised by a sedentary lifestyle. Furthermore, the Scottish Executive, as part of its Health Improvement Policy, was committed to improving levels of physical activity, and helping to tackle the problem of the growing obesity levels in Scotland. Finally, the Physical Education Review stated that all Scottish schools should have at least two hours of physical education each week for all pupils by 2008. Combined, these strategies laid the foundation and illustrated Scotland's commitment to developing a coherent infrastructure for Scottish sport which addressed the issues highlighted above. In addition, the

introduction of a regional structure in Scotland could allow the local delivery of national programmes to be coordinated regionally, thereby allowing the key delivery agencies within sport to work together at a manageable level for the greater benefit of Scottish sport (**sport**scotland, 2005).

Disability sport in Scotland is served by a national governing body of sport, Scottish Disability Sport. It provides opportunities for participation in a wide variety of sports from recreational to elite level. Within its national development plan it asserts that its targets for 2012 are to support the appointment of six regional/branch officers. In order for Scottish Disability Sport to successfully implement a regional structure throughout Scotland, evidence is required of the work implemented by the disability sport development manager within Sport Central to highlight best practice. Evidence is also required to ensure that a regional structure is the appropriate way forward for Scottish Disability Sport and hence data needs to be collected to monitor and evaluate the progress of the disability sport development manager.

This research will examine the impact that the post of the disability sport development manager could have on a regional sports partnership. Furthermore, it will explore the five key areas of work of the disability sport development manager and analyse the effect that the post has had on these areas within the first year of the job. Overall the case study will provide qualitative and quantitative evidence as to whether the post is required within a

regional sports partnership in order for the development of disability sport to occur. An example of a key theme that the qualitative and quantitative elements will explore is the level of support and commitment from the number of partners involved with Sport Central. Furthermore, the breakdown in participation by physical, sensory and learning disabilities will also be analysed specific to the individual local authorities and as a collective.

Thomas and Smith (2009) highlight that there is currently only a small amount of literature that has explored the emergence and development of disability sport, despite its increasing prominence in sport and society today (Thomas & Smith, 2009). A final aim of this research is to contribute towards existing research in the emerging field of disability sport.

2. Literature Review

2.1 Introduction

Disability sport is an area that is becoming more prevalent in society, as the recognition of athletes with a disability is gaining greater acknowledgement. In 2008 the Paralympic Games held in Beijing was the thirteenth Paralympics to be held and was the largest games to date. Furthermore, approximately four thousand athletes participated across twenty sports. However, there is currently very little literature that has explored the world of disability sport and the increase in its prominence in the world of modern sport (Thomas & Smith, 2009).

In 1997, the election of the Labour government saw an emphasis being placed on social inclusion in social policy in Great Britain (Thomas & Smith, 2009). Furthermore, greater emphasis was placed upon local authorities to monitor and evaluate strategies in order to demonstrate the impact of their service upon social outcomes (Coalter, 2007). However, the job remit of disability sport development differs greatly between every local authority which has resulted in a myriad of different levels of opportunity based upon the area in which you reside. Furthermore, not every area in Scotland has a disability sport development officer as part of their local sports development structure.

sportscotland identified that people with a disability are less likely to participate in sport compared to their mainstream peers, and that this was a challenge for Scottish sport (2007). Currently, there are a variety of issues and concerns that need to be addressed regarding the current structure of disability sport in Scotland and where it is placed within the existing national structure of sport and any possible future structural changes.

This literature review will investigate the issues listed below:

- National Perspective

- Long Term Player Development

- Regional Sports Partnerships

- Academy Programme

- Scottish Disability Sport

- Background to Sport Central

- Background to Disability Sport in Forth Valley

- Barriers to Participation

- Medical Model of Disability

- Social Model of Disability

- Nature of Sport

- Social and Psychological Factors

- Cost Implications

- Schools/Inclusion

- Coach Education

- Media

- Organisational Structure

- Classification

- Integration into Mainstream Sport

2.2 National Perspective

sportscotland is the national governing body for sport in Scotland. In October 2004, a consultation paper was published regarding player improvement in Scottish sport. This player improvement agenda focused upon the implementation of an integrated sports system that would work towards improving health and achieving medal success. It was recommended that a three-pronged approach should be adopted, to ensure that all primary aims and objectives would be achieved. The three key areas included Long Term Player Development; Regional Sports Partnerships and Sports Specific Academy Programme.

2.3 Long Term Player Development

The philosophy behind the long term player development is to maximise individual potential at every stage of their personal development. (**sport**scotland, 2004). This will be related to an individual's biological, psychological and social development periods. To achieve this long term player, development will focus upon long-term results and ensuring that players and coaches alike are equipped with the proper tools to fully understand and develop

this ideal. This process will be implemented regardless of gender, disability, social class or ethnic origin. (**sport**scotland, 2005). The pathway will start off by developing young people's psycho-motor skills such as agility and balance; they will then progress onto developing generic sporting skills. With the athlete having acquired such knowledge, it is believed that this would encourage life long participation in sport. It is also anticipated that if an athlete chooses to leave a performance based sport environment, they will still possess the appropriate skills and knowledge to continue participating in different sports on a recreational basis. DePauw & Gavron (1995) assert that the main problem for people with a disability is their lack of opportunity at a young age to master basic movement patterns. It is anticipated that the implementation of a long term player development pathway would strive to rectify this situation.

Current practice dictates that the higher level of coaching qualification that you possess equates to working with high performance level athletes. This notion is compounded by national governing body coach education courses of a high level, as they are designed to prepare coaches to work with the high performance athlete (**sport**scotland, 2004). *'In conjunction with the UK Coaching Certificate, the development of a LTPD pathway will create a multi-tiered system, allowing professional advancement at every level.'* (2004, p3. **sport**scotland). Ideally, more higher level qualified coaches should be working with participants of a young age during the critical developmental stages of their lives. This is an ideal outcome from the player improvement strategy. However,

a potential problem with this ideal occurs when coach ambition is a point of consideration. The profile of a coach is raised to a higher degree of recognition when coaching athletes who perform on a national and international stage. **sport**scotland (2005) have also recommended the need for a stronger focus and investment in empowering Scottish governing bodies of sport to become more pro-active in providing people with a disability, the opportunity to participate and excel in sport.

Overall, it is anticipated that the implementation of a long term player development pathway will allow for a progressive structure within Scottish sport that will encourage participation in all transition periods of individual's lives. This will be complemented by the clarification of delivery roles amongst local, regional and national initiatives and agencies, allowing all resources to be utilised effectively and in the most appropriate manner.

Through the consultation process, workshops were conducted with the Scottish Sports Association, eight Scottish governing bodies of sport, representative from the Island's Forum, the Scottish Institute and Area Institute of Sport Managers and Scottish Disability Sport. However, **sport**scotland (2005) have indicated that further consultation and exploration needs to occur with Scottish Disability Sport.

In the national plan set out by **sport**scotland (2007-2011), three core principles

underpin the corporate plan: developing a sporting infrastructure; creating

effective sporting pathways; and embedding ethics and equity throughout sport.

Within the core principles, **sport**scotland state their commitment to work with

Scottish governing bodies of sport to develop their long term player development

frameworks. Furthermore, they also express their responsibility to tackle

'discrimination and to promoting equality of opportunity for people in Scotland to

participate and perform in sport at all levels, irrespective of their gender,

disability, race, religion or belief, sexual orientation, age, marital or civil

partnership status or social background.' (2007, p.16. **sport**scotland)

Scottish Disability Sport (2005) has identified the lack of new talent emerging

within Scotland as a pressing concern. There has been only one new addition

to the Great Britain Paralympic visually impaired athletics squad since 1992. In

the wheelchair athletics team, of the eight athletes present in Sydney, only one

was under thirty years of age and she did not compete due to illness. (Brittain,

2004). As both **sport**scotland and Scottish Disability Sport have highlighted

concerns over the current national structure, it would appear to be imperative

that further work needs to be conducted, to ensure that the subsequent national

structure complements the needs of both organisations and their athletes.

2.4 Regional Sports Partnerships

Sport 21 (2003 – 2007) indicated that a strength of Scottish sport is the number

of agencies that are involved in delivering opportunities. However, it also

believes that this multi-agency approach is a weakness as well. **sport**scotland (2005) contend that by combining sports and the issues into one strategic, decision-making group, this will remove the bureaucracy and ensure partnership working towards a common aim in each region, thereby reducing overlap in provision. The regional sports partnerships will strive to provide pathways for continued participation throughout life and also develop athletes and coaches with the potential to achieve excellence. Scottish Disability Sport (2006) also believe that a stronger focus needs to occur within local branches in order to provide a more efficient and resourceful service. This includes working with the identified sport specific networks to create appropriate pathways for people with a disability.

One of the two pilot regional sports partnerships is based within Forth Valley and is entitled SportCentral. This partnership consists of Clackmannanshire, Stirling and Falkirk Council, Active Stirling, Central Scotland Institute of Sport, The University of Stirling and select Scottish Governing Bodies of Sport (Glen, 2007). The mission of SportCentral is *'To strengthen the infrastructure of Scottish sport to bring sustainable increases in participation and performance for our developing athletes.'* (2007, p.1. Glen). Within this partnership the post of the disability sport development manager exists which is an original post to Scotland. The identified areas for this post include clubs, coaching, athlete pathway, facilities and workforce/volunteers. A disability sport development

manager was not included within the structure of the other pilot regional sports partnership, Sport Tayside and Fife.

2.5 Academy Programme

The idea for an Academy Programme derived from an evaluation study of an Area Institute of Sport. They raised an area of concern regarding the ability of area institutes to deliver their overall objectives without the support of a lower level athlete development programme in place. (Area Institute of Sport, 2004). The Academy will aim to provide, those with performance potential access to quality coaching and support services. This will provide experiential learning opportunities for coaches and will also provide more opportunities to develop and support potential. (**sport**scotland, 2005).

2.6 Scottish Disability Sport

Scottish Disability Sport (2005) is the national governing and co-ordinating body for all sports for all people with a disability. They provide opportunities for participation in a wide variety of sports from recreational to elite level. Currently, Scottish Disability Sport works in partnership with a network of branches and development groups that cover the majority of Scotland. Through this local network individuals and teams have the opportunity to participate in local and national competitions. From here, they can then link into the national squad system for specific sports. These squads offer training and competitive

opportunities for involvement in the UK, international and Paralympic level (Scottish Disability Sport, 2005).

Scottish Disability Sport have six strand one sports: athletics; boccia; bowls; football; swimming; and wheelchair curling. Furthermore, there are national disability sport development officers who work for the national governing bodies of Scottish Athletics, Scottish Swimming, Scottish Football Association and the Royal Caledonian Curling Club. Scottish Disability Sport also has six strand two sports: archery; basketball; equestrian; golf; table tennis; rugby. Furthermore, they have four key areas as part of their national strategy 2006-2012: developing the sports; education and training; governance; and communication; of which these priorities will be central to the core work of the organisation (Scottish Disability Sport, 2006). One of the targets that Scottish Disability Sport has set for 2012 is to support the appointment of six regional/branch officers. This target complements the aims of **sport**scotland in its potential development of a regional structure.

2.7. Background to SportCentral

SportCentral is one of two pilot regional sports partnerships in Scotland which consists of Clackmannanshire, Falkirk and Stirling Councils, Active Stirling, Central Scotland Institute of Sport, the University of Stirling and selected Scottish Governing Bodies of Sport. The partnership is also supported by **sport**scotland. The headline objectives for SportCentral are: to support and

develop sports clubs; provide coach development opportunities; sustain, support and develop volunteers; and to develop new and improve access to existing sports facilities at appropriate times and for a reasonable cost. Ultimately, SportCentral aims to provide a coherent structure within Forth Valley in partnership with the above identified partners to ensure that every child in the area has the opportunity to participate in sport and develop to their full potential (Glen, 2006).

By January 2007, SportCentral had successfully recruited a full team which consisted of a partnership manager, one administrator and eight regional development managers in the sports of rugby, golf, swimming, gymnastics, athletics, football, cricket and disability sport (SportCentral, 2006).

2.8 Background to Disability Sport in Forth Valley

Forth Valley Disability Sport was formerly known as the Forth Valley Sports Association for People with Disabilities. It was established in 1997 as a voluntary organisation and is one of the sixteen branches that support Scottish Disability Sport throughout Scotland. In 2002 the Forth Valley Disability Sport Development Officer post was fully included in the Regional Strategic Partnership, Central Sports Development Group, which was viewed as the lead agency for developing sport across Forth Valley (Forth Valley Disability Sport, 2002). This change enabled the post holder to design and implement an action plan to ensure that a structured approach was conducted and adhered to

towards the development of this role based on the Central Sports Development Group philosophy. The main aim of Forth Valley Disability Sport was to promote the active participation of people with a disability within Clackmannanshire, Falkirk and Stirling Council (Forth Valley Disability Sport, 2000). It operated with a strong network of dedicated volunteers allowing the branch to devise an extensive event's programme in 2002 which included nineteen events allowing people of all ages and abilities to compete (Forth Valley Disability Sport, 2002). The number of events decreased to sixteen in 2004 (Development Officers Review, 2004).

As well as events being a key area of focus, children and young people; sport specific development; education, training and development; and raising the profile were also included within the job remit. With regards to junior development, there was a dominant focus upon multi-sport clubs with four different clubs running throughout the three local authorities in 2002. This was increased to five multi-sport clubs in 2004 (Development Officers Review, 2004). Congruent to this development was the focus of increasing the number of people attending these clubs, as well as developing coaches and volunteers in order to sustain the programme of activities (Forth Valley Disability Sport, 2001).

Local clubs were also of primary concern. The Scottish Wildcats Wheelchair Rugby team were based in Falkirk, having been formed in 2000 through the partnership of Forth Valley Disability Sport and a Glasgow based spinal injuries

charity. In 2002 the club entered their first team into the national league (Forth Valley Disability Sport, 2001) and by 2004 two of their members had been selected for the Great Britain wheelchair rugby squad. The Dolphin Club is a swimming club that is based at Grangemouth Sports Complex, twice a month. In 2000/2001, they had approximately fifty-five members with the additional support of thirty parents and helpers regularly attending the club (Forth Valley Disability Sport, 2001). The Scottish Wildcats and the Dolphin Club are still active today. The Stirling Claymores Athletics Club was also based in Grangemouth and in 2000 they consisted of approximately twenty-five members. They have since moved to Stirling University, where the club has changed focus to become more of a social club. In addition to this club provision, there were athletes and coaches involved in the Scottish Disability Sport swimming and football squads as well as local footballers being selected to represent Great Britain at the World Games in 2003. Finally by 2004, the three local authority soccer centres established a disability section to offer a segregated provision or inclusion if appropriate (Development Officers Review, 2004).

In December 2004, the then Forth Valley disability sport development officer resigned and there was no replacement, so the post became dormant. The establishment of the disability sport development manager within the regional sports partnership, Sport Central, in August 2006 was the next disability post to exist in Forth Valley.

Sorensen and Kahrs (2006) believe that in order to work in disability sport a certain level of knowledge about disabilities' adaptation of training and competitions, and specific rules is required. Therefore a certain level of competence is required in order to successfully work in this area.

2.9 Barriers to Participation

2.10 Medical model of disability

The medical profession have always been held in high regard amongst people in Western society. Consequently they stand in a very strong position to establish and perpetuate discourses with regards to various aspects of life (Brittain, 2004). The medical model, as derived from a biological point of view, indicates that the health-related benefits and the rehabilitation process are the predominant reasons behind participation. It views disability as a biological imperfection. This in turn eliminates any intrinsic or sport-specific reasons for participating in sport (Bert, Hawkins, Kroese, Smithson, Tolosa, 2001). It further continues this theme with the belief that the problems faced by people with a disability in society today are a result of their impairment, as opposed to being the environments in which they reside (Brittain, 2004). This powerful discourse has been embedded in the socioculture of Western society for decades, ensuring that it has become normalised. As a result the 'normal' perception is that of, how can we accommodate people with a disability into our society, rather than widening the boundaries of what society construes as 'normal' (Middleton, 1999)

to that of an all-inclusive society. Peck and McKeag (1994) assert that with the technological advances in adaptive equipment and the growing number of opportunities for people with a disability, physicians can remove any medical barrier by anticipating any potential medical problems.

2.11 Social model of disability

The social model is an attempt to redefine traditional discourse, to further expand and challenge the perception about the ability of people who have impairments in society today. Society today is quick to apportion labels to people that they feel deviate from the 'norm'. Consequently, these labels have a permanent effect as they serve to emphasise the status quo, rather than challenge the established discourse. *'Categorisation allows for overgeneralisation and underexpectation.'* (1995, p.11. DePauw & Gavron)

An individual's concept of 'normality' has derived from history and is culturally located (Brittain, 2004). Davis (1997) believes that the problem does not reside with the person with an impairment. Rather, it is a result of the way that normalcy is construed, thus creating the perceived 'problem' with impairments (Brittain, 2004). These attitudes are continually reinforced through the procedures, policies and practices of public service (Beart, Hawkins, Kroese, Smithson & Tolosa, 2001). The social model contends that the restrictions faced are due to societal constraints that are translated through the socio-

cultural framework of beliefs and norms that are embedded in society (DePauw & Gavron, 1995).

It has been documented that these attitudes are not exclusive to able-bodied people. In research conducted by Brittain (2004), it was recorded that people with an impairment who had previously been the subject of negative perceptions, can exhibit the socially constructed attitude towards people that they perceive to be more severely impaired than themselves. This gives a clear indication of how deeply entrenched negative perceptions of people with an impairment are in society discourse.

Any barriers can be considered significantly more daunting when immersed in a competitive sports environment where the implication of an unaccommodated disability could be magnified (Nixon, 2007).

2.12 Nature of Sport
People with a disability are often categorised based upon their level of functional ability to carry out everyday tasks. However, this does not necessarily equate to their level of disability in a sports environment, especially whereby adaptations can be made (Nixon, 2007).

Socialisation allows for assimilation of beliefs through primary socialising agents, influencing interests and aspirations. Sport can play an important role in

influencing the lives of people in society (Middleton, 1999). It has the ability to build confidence and self-esteem as well as providing direction and purpose in life making it a positive experience (**sport**scotland, 1998).

However, sport embraces the concepts of competition and dominance, as seen through the survival of the fittest theory, which is predominant in society (Beashel & Taylor, 1996). Sport strives to determine and demand elite perfection through a series of physical tests regarding speed, strength and endurance. Consequently, elite sport highlights and admires total physical perfection, which given society's perception of elite sport, when combined with people with a disability, proves to be abhorrent to some people (Brittain, 2004). Middleton (1999) continues this theme with the contention that '*Sports stars carry our dreams while disabled people carry our fears.*' However, sport is also governed by fair play, respect for others, sportsmanship, and etiquette. These aspects are often overlooked in the pursuit of winning, but are still considered to be an integral part of sport.

Socialising agents have a responsibility to acknowledge the importance of sport, as it is perceived as an equaliser in society (DePauw & Gavron, 1995; **sport**scotland, 2000). However, the attitudes of the medical model serve to restrain possible opportunities for participation in sport due to the fear of being hurt or being incapable of taking part in the activity. This is detrimental, especially when socialising agents hold these ideals. **sport**scotland (2000)

identified, through research, that society's attitude towards people with a disability was a significant barrier to participation. Scullion (1999) extends this idea to include the notion of cultural norms as aiding marginalising people with a disability in society. **sport**scotland (2000) continued this theme by further exploring potential way's of overcoming the barriers. They identified that by addressing the concerns of parents about participating in disability sport, including those parents of children without a disability, this could possibly overcome this barrier. Soder (1995) asserts that *'A precondition for normalisation of children and adolescents with disabilities is extended socialisation'* (2002, p.141. Kristen, Patriksson & Fridlund, 2002). An important part of this process includes the independence experienced through participating in sport and physical activity. Research indicates (Goodwin, Krohn & Kuhnle, 2004) that movement through physical activity can become a product of free choice and can be creative in interpreting the capabilities of individual bodies by pushing the boundaries of limitations, whether these are self or externally imposed. The boundaries experienced by being wheelchair bound can be overcome by changing the perspective of the wheelchair despite the limitations of your environment. Goodwin et al (2004) highlighted this point in research into wheelchair dance for young people with a disability by showing that the utilitarian function of a wheelchair can be expanded to include creative elements.

'sport mirrors society, and many of the inequalities found in society go through into sport.' (1996, p.385. Beashel & Taylor). Society has a deeply established hierarchy based upon the survival of the fittest theory. If people with a disability, who have always been perceived as of lesser ability in everyday activities including sport, start challenging this hierarchy, this will disturb the foundations that perpetuate society. In 1998 Casey Martin, a golfer with a disability, was not allowed to compete on equal terms with his peers. The US PGA maintained its rule that no-one should be exempt from walking the five miles necessary to participate in golf tournaments. This is a competitive rule and not one practiced in non-competitive golf. Casey's disability meant that he had to use a golf cart to perform (Middleton, 1999). Middleton (1999) contends that the issue was not of fairness in competition, but of the possibility that a person with a disability might perform at a higher level than his able-bodied peers. Borret et al (1995) believe that discourse dictates trends that are still dominated by professional people without a disability and this perpetuates a world of sport that is based on non-disabled terms (Kew, 1997). In a sense anyone with a disability who participates in sport could be perceived as taking a defiant stance against cultural hegemony due to the social construction of sport as an able-bodied activity (Hardin & Hardin, 2003). Organising sport, so that people with a disability can fully participate, requires an understanding and empathy of the differences between people with disabilities and the different capacities that individuals can hold (Nixon, 2007).

2.13 Social and Psychological Factors

Participation in sport by people with a disability is dependant upon a number of social and psychological factors. The choice of activities that they can participate in is often restricted due to the lack of variety in the opportunities available. These activities are determined and organised by the local authority of the area in which they reside. Rose (1995) asserts that the attitudes and perceptions are continually reinforced through the practices of local authorities; this includes segregated clubs and activities (Beart, Hawkins, Kroese, Smithson & Tolosa, 2001).

One of the many barriers that people with a disability have to contend with is that of their self-confidence and self-image (**sport**scotland, 2000). This results in conflict between the constant portrayal in society regarding the dominant view of perfection and ability versus individual self-esteem. Hargreaves (2000) documents that people with a disability are prone to low self-esteem (Brittain, 2004). The continuous reinforcement in the media of the success achieved by elite athletes can act as a deterrent for people with a disability who want to participate in sport. This is exacerbated by the fact that participating in sport increases the visibility and highlights any physical differences, which will have led to low self-esteem (Brittain, 2004).

Bedini (2000) contends that society's perception is more influential in explaining why people with a disability do not participate in sport in public rather than because of their disability (Ashton-Shaeffer et al, 2001). This is further compounded by research conducted, which was based upon a Foucauldian framework. Foucault (1979) proposed that individuals internalise societal messages regarding their perception of normal, which in turn leads them to police themselves in order to conform. This results in a power struggle between internal and external catalysts in order to resist subjectification (Ashton-Shaeffer et al, 2001). The research indicated that surveillance occurs between able-bodied and people with a disability and this effect's individuals levels of self-confidence and self-perception. However, this is not confined to the above-mentioned groups, it also occurs with people with a disability, thus re-enforcing discourse. It also highlighted the possibility of using sport to challenge traditional attitudes and resistance towards people with a disability (Ashton-Shaeffer et al, 2001).

The idea of dependency is also a potential barrier to participation in society. People with a disability face a constant struggle to alter the way that they are perceived in society. Those individuals, who require some support in everyday life, are at risk of feeling as if they have become a burden to society (Brittain, 2004). When you compound this with societies perception that people with a disability are a non-productive element in society (Middleton, 1999) this serves to reinforce negative feelings of self-esteem and self-worth. Guilt is also a

primary concern that could potentially lead to people with a disability to stop asking for support in specific tasks. This was initiated from the onset of the survival of the fittest theory, which establishes the ability, to perform at a set standard, as defined by the 'strongest group' in society, as a prerequisite to succeed in society.

Self-perception is a huge notion that affects everyone and their perceived ability when participating in sport. A person's first encounter with PE has the power to shape individual's attitudes, beliefs and ability regarding physical activity. The majority of young people rarely translate their PE experience into future commitment (Green, 1995). This could be a result of a bad experience, which might lead to low self-confidence regarding their ability. Many people with a disability do not have an abundance of opportunities to participate in quality sport and physical activity from a young age. Brittain (2004) believes that the reason why many people with a disability do not become involved in sport is based on self-perception as learned through previous interactions with able-bodied people. Consequently, this leads to low self-confidence and negative self-image regarding their capabilities. **sport**scotland (2000) reaffirm this belief that self-perception is a key barrier to those contemplating participating in sport. If young people are provided with more opportunities to learn sport-related skills, this may encourage future active involvement (Kasser, Collier & Solava, 1997).

Sport, as a socially constructed phenomenon, was designed to accommodate the able-bodied population. Sport is therefore a prime example of how deeply embedded the medical discourse is within society (Brttain, 2004) and also of the power struggle that underpins the structure of social society. Consequently, this causes people with a disability to define their roles in society as dictated to by the dominant structure (Brittain, 2004). The medical model of disability and the nature of sport appear to complement the others ideals.

Empowerment can be defined as a belief in the power of people in being the masters of their fate by taking control over their situation in order to improve their quality of life (Pensgaard & Sorenson, 2002). The primary concern of everyone involved in working with people with a disability in sport should be to facilitate the opportunities and training available to individuals and groups to equip them with the necessary skills and attitudes to empower them to participate in sport. Hutzler (1990) contends that by facilitating control over personal and environmental resources this will provide competencies that are usually perceived as being limited through disability (Pensgaard & Sorenson, 2002). Hutzler (1990) proposed a model of positive psychological constructs, which focused upon increasing the awareness about the empowerment perspective for those who work with people with a disability. By equipping people with the skills necessary to participate in sport at any level of the long term player development pathway, it is hypothesised that this will increase the amount and quality of experiences and opportunities available to people with a

disability. The empowerment approach should not be specific to people with a disability, society has a moral responsibility to assist in the empowerment process for everyone that has been marginalised by the current accepted discourse.

2.14 Cost Implications

sportscotland (2000) identified cost as a potential barrier to participating in sport due to the need for specialised transport, equipment and professional support. Sophisticated new equipment has empowered athletes to achieve greater freedom, movement and maneuverability when participating in sport (Camel, 1992). However, the amount of cost involved is possibly linked to the severity of an individual's disability. When the cost implication is combined with limited opportunities and appropriate support available, this provides three possible barriers to an individual's participation in sport.

2.15 Schools/Inclusion

Inclusion implies that people with a disability are involved, accepted and respected and that they can compete in integrated settings without stigma. Fairness will only exist in sport when people with a disability have the choice of engaging in opportunities for appropriate participation and inclusion (Nixon, 2007).

Schools are regarded as the primary environment and reference point in which the process of education and socialisation of young people transpires (Simeonsson, Carlson, Huntington, McMillan & Brent, 2001). An element of this socialisation will involve the internalisation of representations and discourses of a multitude of subjects that will include disability (Brittain, 2004).

In Britain, the 1944 Education Act saw the introduction of pupils with a disability being assigned to medically defined categories following a medical or psychological assessment. These assessments were what placed pupils into segregated special education (Thomas & Smith, 2009). The Warnock Report (1978) issued recommendations that special educational needs training needed to be included in all teacher-training courses (Brittain, 2004). The Education Act 1981 also stipulates that young people with a disability should be integrated into mainstream schools and that they should have access to the same curriculum as their peers (Kew, 1997). This highlights an attempt to move away from the medical model discourse and onto the social continuum. The inclusion of people with impairments in mainstream education is an attempt to promote independence, whilst encouraging social participation amongst peer groups (Simeonsson et al, 2001). Furthermore, the 1990's saw the Labour Government's commitment to the Salamanca Statement, the publication of the 1993 and 1996 Education Acts and the Disability Discrimination Act (1995). These highlighted the government's commitment to ensure that all pupils,

regardless of the level of their disability, were educated alongside their mainstream peers (Thomas & Smith, 2009).

In theory, inclusion has the potential to increase awareness regarding people with a variety of disabilities. Taub and Greer (2000) contend that *'one aspect of physical activity that facilitated legitimation of a social identity for children with physical disabilities was increased perceptions of competence'* (p. 401). They further expand on this with the contention that physical activity offered an opportunity to reverse stereotypes regarding perceived levels of capability.

Inclusion offers the possibility for young people with a disability to expand their social skills and identity. By being offered the opportunity to participate in sport and physical activity in the individual's local schools they are also being offered a chance to broaden their social networks (Taub & Greer, 2000). These local networks can open up further avenues for participation in local organised or unstructured opportunities with their peers, rather than feeling isolated due to their attendance at a special educational needs school that may not be local. This provides normalising experiences for individuals with a disability as they are being socially included in similar experiences with their peers (Taub & Greer, 2000). It also facilitates normalising interactions for young people without a disability by emphasising the social competencies and capabilities of people with a disability. This serves the dual purpose of providing a wider social outlet, as well as challenging and increasing the awareness and portrayal of people with a

disability and their capabilities. Reid (1985) believes that by teaching sport and recreational skills to children with disabilities, this increases the children's value in the eyes of their peers (Kasser, Collier and Solava, 1997). For individuals with a disability, this can also increase perceptions of competence, feelings of self-belief, interaction and social bonding with peers and friends (Taub and Greer, 2000). Finally, by allowing this interaction to occur this will give everyone involved an insight into what adaptations or modifications may be necessary for future games (Kasser et al, 1997).

Taub and Greer (2000) contend that by participating in physical education with fellow peers, this facilitates an environment for social interaction whilst improving physical skills. A variety of researchers believe that physical education can enable children with a disability to acquire the skills necessary for successful integration, as sport has the potential to develop social inclusion (DePauw & Gavron, 1995; Scottish Disability Sport, 1998; **sport**scotland, 1998; **sport**scotland, 2001). The necessity of appropriate equipment specific to individual needs will have a direct effect on the quality of experience in PE by individuals. When you correlate this with quality teaching, quality planning and appropriate support, it is hypothesised that successful integration could be achieved.

Research conducted by Obrusnikiova et al (2003), looked into the impact of inclusion in general physical education classes on students without disabilities.

The results indicated that there was no significant difference between an inclusive and non-inclusive class in sport specific skill and knowledge acquisition (Obrusnikiova et al, 2003). Furthermore, it provided a steep learning curve in the socialisation of every pupil as lessons were learned in respecting individual differences, skills and abilities. This was reinforced through the policy of the physical education department, which advocated acceptance, consideration and reaching individual levels of potential. However, this research was only conducted over a short period of time and is only relative to the school and individual with a disability in the study.

Avramidis and Norwich (2002) conducted a review of existing international studies on teacher's attitudes towards inclusion. They found that in general teachers were supportive of inclusive education, however they held reservations regarding the diverse and complex nature of pupil's needs; inadequate training and professional development; resources; and the quality of previous teaching experiences. Based on the above concerns, have educational establishments merely adopted the theory of inclusion, but not fully embraced inclusion in practice? Are pupils with a disability expected to fit into the general physical education curriculum alongside their mainstream peers? Or are they segregated from their peers to complete more individualised tasks, thereby segregating them even though they are being taught in a mainstream environment. Sport England (2001) undertook a study of sports participation for pupils with a disability and their results confirmed that in the school, physical

education lesson pupils with a disability tended to participate in individual activities and variations of team sports rather than the full versions of the sports which form the physical education curriculum.

Although the theory of inclusion appears to have many positive aspects, is it an appropriate, positive and meaningful experience for everyone? Social and educational integration extends further than just physical inclusion in everyday educational environments; it also goes beyond being taught core subjects (Simeonsson et al, 2001). Inclusion needs to encompass appropriate learning experiences for everyone involved in an environment that promotes a positive message about individual capabilities and differences. Shepard (1999) contends that individuals with a disability have to spend a considerable amount of time learning new skills, when compared to their peers, for there to be any intrinsic benefits (Kasser et al, 1997). Does extra support and training exist for classroom teachers and school staff to assist everyone involved in an inclusive class? Research highlights the concern that a potential consequence of mainstreaming could be a reduced number of opportunities for competing in sport at either recreational or competitive level (Collins & Kay, 2003). Goodwin et al (2004) contend that people with a disability will experience a sense of belonging when competing in a disability sport specific setting, as opposed to an inclusive environment. This is due to the unconditional acceptance from peers and professionals regarding their capabilities. However, the nature and severity of a disability, combined with localised factors (e.g, equipment, additional

support, training) will determine the true extent of an individual's inclusion into the mainstream educational setting (Simeonsson et al, 2001).

As highlighted above, there are benefits for both inclusion and for disability specific opportunities. However, both opportunities need to be available (Ashton-Shaeffer et al, 2001) in order to nurture the potential of every individual in an environment that satisfies their preferred learning style. In addition, the emphasis of inclusion has appeared to have the effect of further alienating some pupils with a disability from others in lessons, contrary to the expectations of policy makers (Thomas & Smith, 2009).

2.16 Coach education

Coaching athletes with a disability requires many of the same skills required to coach able-bodied athletes. For an athlete to achieve their full potential, a qualified and competent coach is essential for the development process. DePauw and Gavron (1995) believe that athletes will suffer from a deficiency of knowledge and expertise by employing ill-equipped coaches. This is considered to be true in all aspects of sport. Coaches are also potential role models for their athletes and subsequently are powerful socialising agents (Lombardo, 1999), therefore it is imperative that they convey a positive and effective message.

Coach education and training courses have historically focused upon the promotion of athletic achievement and performance enhancement (Cushion, 2001). The process of coaching was portrayed as a secondary element in the training. Consequently, this practice has infiltrated into the coaching philosophies, resulting in coaches presenting a two-dimensional practice rather than acknowledging any possibly intrinsic external factors, thereby eliminating the holistic method. A holistic view, one that includes the whole person and not just a sum of their parts, has to be adopted with regards to adapted physical activity (Kristen, Patriksson & Fridlund, 2002). Lombardo (1999) believes that the interests of the coaches rather than the goals of the athletes dominate current practice. He further contends that sport systems need to be restructured to capitalise on sports educational nature and to ensure that sport is congruent with the changing characteristics of the 21st century (Lombardo, 1999). If this occurs, it has the potential to raise the awareness of the mechanics and technical aspects of disability, thereby reducing any possible fear factor brought upon by a lack of knowledge.

One of the main recognised problems with present coaches, is a lack of knowledge and experience of coaching people with a disability. It is recognised that people learn at individual rates and have individual styles, whether this is visual, auditory, kinaesthetic, multi-sensory or tactile learning (DePauw & Gavron, 1995). These principles apply to coaching athletes with a disability, but,

as in mainstream coaching, a coach has to identify the most appropriate

learning channel specific to their athlete.

This lack of knowledge and experience in coaching is a significant problem

today due to the move that education has taken towards inclusion. Scottish

Disability Sport has committed to ensuring good practice within this inclusion

spectrum. It has proposed to adopt a twin-pronged approach to increase

opportunities for all individuals and to educate the public as well as

potential/existing participants (Scottish Disability Sport, 2005). Scottish

Disability Sport has been working with Scottish Governing Bodies of sport in

athletics, curling and football to develop sport specific education and training

programmes (Scottish Disability Sport, 2005).

sports coach UK (scUK) and the British Paralympic Association (BPA)

developed a project which aims to get Paralympic athletes into coaching. The

course focuses upon six core components including individual training, sports

specific and generic coach training, personal skills, mentoring, and placement

opportunities (scUK, 2006). This practice of encouraging elite athletes to

commence coaching once retired is not inclusive to disability sport. It is an

important element of sport as it provides a possible career pathway for retired

athletes whilst allowing them to utilise their knowledge and skills in a

constructive manner that will benefit future athletes and their sport.

Wheeler et al (1999) identified that athletes with a disability who reach an elite level in their chosen sport often invest themselves fully into sport. This leads to a sense of competence, self-reliance, goal directedness and social identity above their personal disability. Wheeler et al (1999) contend that approximately 10% of elite athletes with a disability experience emotional difficulties upon retirement from competitive sport as sport contributes to their overall feeling of self-worth. A possible avenue to ease the transition period is to identify, based upon individual strengths, other avenues for continued involvement in sport. It is important to note that although former athletes possess a vast amount of knowledge and experience in training and competing in their sport, it should not be assumed that they also have the skills necessary to become a successful coach. *'coaches have to manipulate a wide range of variables within and beyond practice and competition.'* (2001, p.1. Cushion). This statement indicates that to be considered a successful coach requires more than just knowledge of sport, but also knowledge and experience of the society in which we live.

2.17 Media

The media have the power to shape the perceived value of disability sport, whilst raising awareness and creating a positive profile, justifying the importance of disability sport. One of the main problems with media depiction is that disability sport is often portrayed as a human-interest feature, rather than as a story in its own right (DePauw & Gavron, 1995), thereby endorsing the public's

perception about disability sport. A possible reason for this is that in media organisations the people in senior positions are predominantly middle-class and older than their subordinates; additionally people with a disability are underrepresented within these organisations (Haralambos and Holburn 2000). Consequently, this extends to the situation whereby the dominant groups in society are responsible for media depiction and are thereby responsible for influencing the public's perception (Brittain, 2004). It would be fair to assume that the amount of coverage given to the Paralympics when compared with the Olympics would give an indication regarding the perceived value extended to these competitions by the programmers.

After the Sydney Paralympics Tanni Grey-Thompson, a wheelchair Paralympic athlete who won four gold medals was nominated for the BBC Sports Personality of the Year Award. She won third place but was unable to go and collect her award as no ramp had been put in place, only steps (Brittain, 2004). Whether the programmers did not expect her to win or this happened due to a lack of consideration, the example serves to highlight the lack of knowledge and consideration given to disability sport by programmers. However, it also highlights a growing recognition of the achievements made by athletes with a disability in sport. This is further illustrated when Jim Anderson, a Paralympic swimmer with a physical disability, was voted Scottish Sports Personality of the Year by BBC Radio Scotland listeners, ahead of Colin Montgomerie, Chris Hoy and Scott Harrison (Scottish Disability Sport, 2005).

The fabric of oppression theory highlights the privilege of being a member in the powerful dominant groups in society. It contends that people in the disenfranchised groups will often experience internalised oppression due to the dominant messages underlying in society. Subsequently these groups often comply with the dominant groups in order to gain better social status (Hardin & Hardin, 2003)

The media are also guilty of glorifying disability sport to turn it into a human-interest feature. Hardin (2001) states that '*the 'supercrip' media model…serves as a hegemonic device that keeps people with disabilities at the bottom of the social hierarchy and deflects the culture's responsibility for its ableist infrastructure.*' (p1). This model is a presentation of how a person with a disability overcomes their situation to succeed at becoming a meaningful member of society to subsequently live a 'normal' life (Hardin, Schantz & Gilbert, 2001). It shows this person on a heroic level based upon their ability to perform tasks considered 'normal' by the standards set by society. This serves to exacerbate the situation for everyday people with a disability, as this puts into societies focus exceptional stories, therefore reinforcing the low expectations of people with a disability and ensuring that they are then judged on this high standard. By failing to comment on the performance of athletes in terms of their sport rather than their disability, this continues to emphasise the view that they are incapable of competing in sport based on their own merits. It also further

continues the theme of people with a disability as being second-class citizens that are tolerated in an able-bodied world in which they have to struggle to compete. When the media depict realistic portrayals of people with a disability this could potentially result in a positive change in attitude (Schell & Duncan, 1999); until this occurs everything will continue as per status quo.

The media has created a visual paradigm that serves to reinforce the dominant perception and subsequently excludes marginalised groups from society through continuous negative reinforcement. Disability sport is not viewed as legitimate, but instead as something less (DePauw & Gavron, 1995). The main problem with this is that it limits the visibility of disability sport, which lessens the possibility of encouraging participation in sport amongst people with a disability. It also serves to provide no role models for those participating in disability sport. This lack of inspiration may force people with a disability to look to able-bodied athletes to satisfy this role. Consequently, this could lead people with a disability to model themselves and their sporting career on the able-bodied conception of sport, possibly resulting in their perception of their own performances as inferior (Brittain, 2004).

Within disability sport media there is an established hierarchy with regards to what disability sport stories are portrayed. Male wheelchair athletes are at the top of this hierarchy as they have a strong visual image (Hardin & Hardin, 2003) making them the most marketable aspect of sport. Although it is a positive step

forward that disability sport has a marketable aspect, it provides the public with a misconception over the true versatility of the word 'disability'. This portrayal does not raise the profile or awareness of sport for individuals with learning disabilities or a sensory impairment.

However, the inclusion of elite athletes with disabilities at the Commonwealth Games in Manchester 2002 provided greater media coverage whilst also utilising the opportunity to enhance society's understanding of disability sport by the social representation of elite athletes with disabilities (Smith and Thomas, 2005). As stated above, media portrayal often emphasizes the story behind the disability over the athlete. However Thomas and Smith (2003) contend that this is not always the case as elite athletes with disabilities have been reported in the media in a manner consistent with general sports reporting (Smith & Thomas, 2005). Collins and Kay (2003) also believe that the television coverage of the Paralympics and of wheelchair sports people in high profile marathons has contributed towards disability sport becoming an accepted element of sport overall.

2.18 Organisational Structure

In terms of disability sport, the recent trend has been to promote the integration of pupils with a disability into the mainstream educational environment including physical education and sport. However, the educational system is governed by law and required formal qualifications and thereby is fundamentally different

from voluntary organisations or local authorities (Sorensen & Kahrs, 2006). Sorensen and Kahrs (2006) highlighted that when integrating disability sport into different organizations, physical and organisational measures were required alongside social and pedagogical practices. They further highlighted the importance of a degree of competence with regards to knowledge about disabilities, adaptation of sports training and competitions as well as specific rules. Nixon (2007) believes that participants with disabilities should not be placed at a disadvantage because of their disability and that appropriate inclusion in sport, whether segregated or integrated, could foster inclusion in larger society. Nixon (2007) believes these to be key organising principles and structural features and proposed seven ideal typical models. These models were designed to encompass having different levels of sports motivation, ability, and experience.

The results of a study, conducted by Sorensen and Kahrs (2006) into the integration of disability sport in the Norwegian sport organisations highlighted the need for clear guidelines of responsibility when undergoing this process. Financial support was also specified as an all important criteria for engagement during the process. With regards to integration into national sport competitions, a number of problems were highlighted which included: capacity; rules; and access to facilities. Thereby, integrated events were mainly competitions, whereby separate sections operated for people with a disability, or a disability sport event was held in conjunction with able-bodied athletes. Overall

educational programmes held a positive effect on the understanding of integration. However, more specific knowledge about the various disabilities was required.

Sorensen and Kahrs (2006) identified that a fundamental challenge in the integration process is to ensure that athletes with a disability are not included in able-bodied sport on the basis that they can adjust to that sports existing values and practices. This could adversely affect those with greater need for support and resources who cannot adopt the prescribed practices and values of able-bodied sport and therefore, will have reduced opportunities to participate.

With regards to the integration of athletes with a disability into sports organizations, Nixon (2007) states that "*must be willing to accept conceptions of the integrity of a sport or the nature of athleticism in a sport that defy their traditional definitions or stereotype*" (p. 431).

2.19 Classification

Disability sport is heavily influenced by sport classification systems. Nixon (2007) states that *"Classification places sports in categories and assigns participants to these categories in ways that make competition fair, with the outcome of events depending on factors such as ability, skill, training, and motivation rather than the nature or extent of disability"* (p422). In mainstream sport people can be classified based upon social categories including age,

gender or weight. Thereby, mainstream sport routinely make decisions about eligibility. Henceforth this should lend to an easy acceptance to make similar decisions regarding people with a disability to participate in mainstream sport. This would ensure appropriate participation for all competitors regardless of age, gender or disability.

In 1992 the emphasis of the classification system changed due to growing number of sports that were being included within the Paralympics. The emphasis changed to the development and implementation of a sports specific based classification system which focused upon the functional capability of an athlete in their respective sport (Thomas & Smith, 2009).

2.20 Integration into mainstream sport

The Paralympic Movement has had a strong impact in recent years on social values and behavior models and has expanded effectively due to the successful affiliation of the Paralympics with the International Olympic Committee and the Olympic Movement. However, elite sport holds the inescapable propensity to conceive and value athlete's performance in absolute terms, for example by ranking athletes on the basis of their results. This level of absolution will provide a significant obstacle for possible future convergence between the able-bodied and disability sport movement (Landry, 1995). Conversely, the Barcelona Olympics and Paralympics were staged by the same organising committee, this was the first time that this convergence occurred. For people with a disability,

the historical lack of mainstream sports opportunities is one of the foremost

rationales for the development of disability sport in a separate environment.

This has been sought in order to create a level playing field in disability sport,

when compared to mainstream sport (Nixon, 2007).

Over the past fifty years, there has been a growing trend for some athletes with

a disability to participate alongside their mainstream peers in international

sporting competitions such as the Commonwealth Games and the Olympics.

The most recent example is Natalie Du Toit who competed in the 10km open

water event in Beijing in 2008 following her qualification through finishing fourth

place at the 2008 Open Water World Championships (Thomas & Smith, 2009).

Furthermore, Natalie Du Toit also competed in the Beijing Paralympics.

The XVII Commonwealth Games, which were held in Manchester was the

largest ever. Furthermore it was the first major international multi-sport event to

include people with a disability in its main sports programme and medal table.

The inclusion of athletes with a disability into an international sporting event

helped to raise the profile of elite level disability sport and it was a positive move

for elite sport to make.

However, the implications surrounding the use of adaptive equipment by

athletes with a disability in mainstream events is a recent and controversial

issue. Oscar Pistorius is a South African double amputee sprinter. In South

Africa, Pistorius trains and competes against his non-disabled peers. In order to

run he uses two J-shaped carbon-fibre Ossur Cheetah Flex-Foot prosthetics. His application to compete in the 400m at the Beijing 2008 Olympics games generated immense debate about whether the use of this assistive device gave him an unfair advantage over athletes who did not use this assistive device. Initially the International Association of Athletics Federations found that the the use of the assistive device gave Pistorius a considerable advantage over non-disabled athletes. This verdict was overturned by an appeal to the Court of Arbitration (Thomas & Smith, 2009).

This verdict has the potential to open up future debates for other athletes with a disability to compete in mainstream international sporting competitions on an individual basis. What this case served to do was to create a significant amount of media attention which raised the profile of disability sport at an elite level and the barriers that athletes with a disability still face today. However, does this also indicate that the Olympics is considered to be a higher level of competition than the Paralympics and therefore slightly devalues the Paralympics?

2.21 Conclusion

As highlighted above, a substantial amount of consideration has to be given when working in disability sport. This deliberation is based upon a deeply entrenched history in society that has developed greatly over time. This literature review has highlighted a distinct lack of literature which focuses upon the structure of disability sport within Scotland.

3. Methodology

3.1 Overview

The researcher aimed to identify and analyse the proposed structure and functionalities of the regional sports partnership, specifically the impact of the post of the disability sport development manager, and to identify areas of development, contention or improvement. It was anticipated that cross-contextual generalities would be developed as the chosen samples are based upon strategic analysis of specific contexts whose significance can then be demonstrated in a wider context. The methods employed when exploring this question involved an extensive literature search, semi-structured interviews and questionnaires.

3.2 Introduction

This section will detail the methods of data collection that were conducted during this enquiry. It will also note the nature of the participants employed, as well as highlighting the procedures that were adopted and the preferred presentation of the data results collected.

Initially, background information was accumulated through an extensive literature search. This provided a widespread information base, which enabled the production of the primary method of data collection to be initiated.

The investigation was split into two phases, with both phases utilising the key strengths of two different methods of enquiry. The chosen methods were semi-structured interviews and questionnaires. Both phases employed the same methods in a coherent and consistent manner.

3.3 Phase 1

Primarily semi-structured interviews were conducted in order to gain qualitative data. The concept of regional sports partnerships was new to Scottish sport. Therefore, the researcher deemed it necessary to gain extensive background information from the variety of agencies involved in the support and governance of the partnership. Of particular interest to the researcher was the process for the selection of particular sports for inclusion into the partnership. This was considered specifically relevant due to the post of the Disability Sport Manager being included within the partnership in Sport Central and not in the other pilot regional sports partnership.

The semi-structured interviews were conducted at the commencement of the appointment of the Disability Sport Manager in August 2006.   Nine participants were selected for interview. The participants were strategically selected based upon each of the participant's involvement in the partnership process. Two of the chosen participants were from a local authority council/organisation. A further three were from Scottish Disability Sport. Two were employees of the regional sports partnership and two were employed by **sport**scotland.

The second step of data collection in this phase was the questionnaire in order to acquire quantitative data. Baseline information was required to analyse the impact and influence of the post of the Disability Sport Manager within the three local authorities and to make that impact measurable. The questionnaires were distributed to the eighteen active school coordinators in Falkirk and Clackmannanshire Council and Active Stirling at the onset of the disability sport development manager appointment. The active school coordinators were deemed to be an integral component when gaining access to information from primary schools. As the major role of the active school coordinators is to enhance sport and physical activity opportunities for primary school aged children, their jobs would inadvertently impact on young people with a disability. The researcher understood that young people with a disability were more commonly educated in their local primary schools rather than special educational needs school as a result of the Additional Support for Learning Act, Scotland 2004.

The questionnaire was designed to complement the role of active school coordinators and the key initiatives that they implemented through their role.

3.4 Phase 2

One year after the Disability Sport Manager was employed the researcher undertook phase two of the semi-structured interviews. The participants

selected for phase two differed from phase one, except for the disability sport development manager who was interviewed in both phases in order to compare and contrast the information that was acquired originally. The four participants selected were employees from the regional sports partnerships. They were chosen in order to analyse the impact of the post from an internal perspective.

The second consignments of questionnaires were distributed, identical to the original set, a year after the first sets of questionnaires were disseminated. These were circulated to the active school coordinators, as identified previously, in order to acquire comparable information.

3.5 Strategic Sampling of Participants

The sample of the candidates evolved from a strategic approach to gain in-depth answers to the important questions of focus. The chosen sample from both enquiry methods was designed to encapsulate a relevant range of information in relation to a national and regional perspective of sport, as well as including a sample from a local authority perspective. The sample groups included professionals working for the national agency, **sport**scotland, or a national governing body of sport; professionals involved in the regional sports partnership in Central; and professionals involved in local authority sport and physical activity development. An indirect but complementary relationship exists between the identified sample groups.

The inclusive chosen sample was based upon their profession, on the premise that their profession held relevance to the question being asked, making them a meaningful data source. The sample encompassed different experiences, perspectives, practices and behaviours; however the defining attribute was their profession and how it correlated to the researcher's question.

For the qualitative enquiry the participants were identified due to their involvement with the establishment of the post of the disability sports manager within the regional sports partnership for Sport Central. The majority of them were at manager level within their local authority or organisation. They were also selected due to their professional working relationship with the disability sport manager in order to analyse the impact of the post on their role within the organisation.

For the quantitative element, the respondents were identified as active primary schools coordinators for all the clusters within Forth Valley. They were identified on the basis of their access to information within every primary school in the Central region. Furthermore, their broad job remits involved providing sport and physical activity opportunities to every young person in their cluster of primary schools. This provided them with the knowledge that the researcher required

The sample was reasonable and representative of the population that held the information required to analyse the data essential for this research. The

participants identified for each technique were dissimilar in the nature of the focus of their occupation; however, they were interconnected in terms of the industry and the locality in which they work.

3.6 Method of Analysis

The researcher deemed that a case study was the most appropriate method for organising and evaluating the data collected during the investigation. A case study is a *'piece of research that focuses on a single setting, organisation, individual or instance of a phenomenon'* (2002, p.288. Pole & Lampard). A case study can also be used for the assessment of the impact of a specific context (Pole & Lampard, 2002). Gomm, Hammersley and Foster (2000) contend that the aim of case study research should be to capture the uniqueness of each case as opposed to utilising them as a basis for wider generalisation. They also assert that the case study feeds into the process of naturalistic generalisation; thereby they accumulate tacit knowledge. The researcher agreed with these principles as it allowed the researcher to highlight the study's unique and authentic features.

Case studies can also be used to explore subjects or issues where relationships may be ambiguous or uncertain (Gray, 2004). As the disability sport development manager post is unique in Scotland and its addition in one of the pilot regional sports partnerships was not considered by **sport**scotland to be a

core component of regional sports partnerships, a certain amount of reservation surrounded its inclusion.

In order to provide a detailed description of the variety of identified components within the role of the disability sport manager, specific to the Regional Sports Partnership (Sport Central), a variety of methods of data collection were employed. Case studies often involve the use of multiple methods. Pole & Lampard (2002) contend that qualitative research can be used to complement survey research (or vice versa). Flick (2007) also asserts that good ethnography is the result of triangulation which involves using multiple data collection techniques. Finally Yin (2003) affirms that an important advantage of using multiple methods is the development of converging lines of inquiry. This allowed the researcher to provide a more convincing and accurate study as it was based on diverse sources of information.

The researcher intended to present a comprehensive depiction of the role of the disability sport manager whilst providing statistical evidence to quantify the impact of this unique post on the regional sports partnership in Central Scotland. This depiction was based upon multiple sources of evidence; therefore the described practices were typical for this case study (Flick, 2007).

Yin (2003) believes that a disadvantage of converging two different methods of enquiry is the cost and the researcher's ability to carry out more than one data

collection technique. The researcher ensured that the cost was limited as

potential respondents were pre-selected.

Internal validity is a potential issue with case studies. It has been suggested

that the validity will be questioned when inferences from data are made when it

is not possible to observe the event (Gray, 2004). In order to ensure internal

validity the researcher will only make an inference based upon pattern matching

and explanation building.

3.7 Integration of Methods (Triangulation)

As already highlighted the researcher selected two diverging methods for data

collection. Stake (2000) states that triangulation is typically considered to be a

process that uses multiple perceptions to clarify meaning. Triangulation allows

for access to a variety of perspectives and the opportunity to disclose as many

different aspects as possible (Flick, 1998).

The issue of integrating methods needs to be addressed. In order to incorporate

methods you need to establish clear aims and to fully understand the potential

implications of combining approaches (Mason, 2002). The researcher

approached the research question from two distinct angles in order to achieve

complementary sources of information. Gray (2004) contends that the use of

multiple methods assist in data triangulation and it can also alleviate any

possible weakness in the different data sources. It must be acknowledged that

different methods encompass different underpinning logics, disparate forms of analysis and ways of constructing explanations or arguments (Mason 2002).

It is hypothesised that the two sources combined, contributed to building a coherent and convincing argument. It was anticipated that the quantitative analysis will provide statistical support to the data collated from the qualitative method in order to allow for integration at the level of explanation. The researcher made a concentrated effort to control the amount of data acquired so as not to become overburdened.

3.8 Data Collection

3.9 Interviews

The researcher decided that a qualitative aspect to the research was essential to the investigation in order to explore the wider dimensions of the subject and to gain a comprehensive understanding of the context of the research. 'This means that it has an unrivalled capacity to constitute compelling arguments about *how things work in particular contexts*' (Mason, 2002 p.1). This enabled the researcher to produce well-substantiated cross-contextual guidelines.

The non-random sampling technique of quota sampling was applied. This was deemed as the most effective mechanism, as the respondents sought would be specified (Curwin & Slater, 2004). The researcher felt this was necessary in order to gain accurate and relevant data of interest to the survey. Although this

method raised concerns over interview bias as the researcher controlled the sample, the respondents were chosen due to their profession; no other factor contributed to this decision. They were identified on the basis of the knowledge they possessed and how this correlated to the information that the researcher required to obtain (see appendix II for a list of interviewees).

The researcher undertook a semi-structured approach to the interviews in order to extract the subjective experiences of the interviewees and to cover previously identified topics of focus. This approach was deemed vital as the disability sport development manager is unique and the researcher wanted to explore the subjective meanings that the respondents ascribed to this post. This method enabled the researcher to divert the interview into different pathways based upon the information given by the respondents. It also allowed the researcher to probe individuals in order to gain personal opinions.

Prior to an interview schedule being established (see appendix III), three pilot interviews were conducted with professionals who work in a sports development job. These interviews gave the researcher an accurate idea as to how long an interview would take. Approximately forty minutes was allocated per interview. The pilot interviews were also held in the venue where the actual interviews took place. This gave the researcher an indication on how to make the environment as comfortable as possible and to ensure that they would not be overheard. Finally, it enabled the researcher to refine the types of question and to

determine the pace of the interview. The pilot interviews determined that open-ended questions were received more favourably and resulted in more information being given to the researcher.

Interviews were conducted in a formal meeting room environment. This ensured that the interviews were not overheard. The researcher made efforts to make the room as comfortable as possible for the participants. This was achieved by providing refreshments and ensuring the room temperature was neither too warm nor too cold. The interview was semi-structured with all of the questions being open-ended. The interviews were based on an exchange between the researcher and the participants. This exchange was loosely based on issues previously identified through the literature review and the data was depicted through the means of tape-recording and consequent verbatim transcription of the interview (Pole & Lampard, 2002). The content was then analysed in order to identify any common themes or issues of special interest (Sorensen & Kahrs, 2006).

The interview was considered a useful tool, as it allowed individuals to reflect upon events without having to commit themselves to writing it down on paper. It also allowed the researcher to clarify the concise meanings of the questions asked, to ensure appropriate data was collected. The questions that the researcher asked were open-ended and complex, making interviews the preferred data collection tool for one specific aspect of this case study. Finally,

as the identified target group was small, it was anticipated that interviews would achieve a good return rate.

To ensure validity, the content of the questions were directly related to the research objectives with areas for discussion being previously identified and standardised for the interviews (Gray, 2004). The questions were designed after an extensive literature review and pilot interviews with respondents. The chosen sample of respondents covered a variety of different and relevant perspectives. A questionnaire was then used to enhance the information gained during the interview stage. Finally, in order to ensure quality, interviewees were offered the opportunity to approve the transcript of their interview to ensure that they have not been misinterpreted or misrepresented. This process resulted in no changes being made to the transcripts.

The researcher decided to use interviews as a method of data generation, as they are both flexible and sensitive to the social context in which the data is produced. Mason (2003) contends that an aim of qualitative research is to produce rounded and contextual understandings on the basis of nuanced and detailed data. Qualitative research often does use some form of quantification, but statistical forms of analysis are not seen as central.

It can be deduced, that a well-conducted interview is a powerful tool to elicit rich data on people's viewpoint's and attitudes (Gray, 2004). This is essential to the

investigation, as the post of the Disability Sport Manager is supported by a variety of partnerships. The researcher deemed it essential to determine the relationship with these partnerships, in order to ascertain how this post was established and if this post can be created in other parts of Scotland.

3.10 Questionnaire

One of the instruments for data collection for this research was a questionnaire complied by the researcher. This method was deemed the most appropriate, due to the several advantages of this technique. One of the main advantages considered by the researcher was that the questionnaire could be executed at the convenience of the respondent as long as a reasonable and specified response date was stated.

A limitation of this process was that any data collected would only relevant to the time and date of completion. The nature of people in society is that circumstances can change on a daily basis, therefore potentially influencing the accuracy of the statistics gained.

Possible errors with this method could include people changing jobs. As the questionnaire is designed for a specific job, personnel could have changed during this period and they may interpret the questions in a different manner to the previous respondent. Other non-sampling errors that could have occurred include selected respondents might refuse to participate or questionnaires might

not be returned. This did not happen as a 100% return rate was achieved with the questionnaires.

Another error that the researcher should have some control over is transcription error. If responses are incorrectly copied or recorded then this will affect the quality of the data. Checking and common sense should reduce this form of error (Curwin & Slater, 2004). The researcher double checked the data in order to reduce this possibility.

The majority of the questions used were either closed or list questions, so that the questionnaire would be quick and easy to complete. The questionnaire was one of self-compiled questions, which ensured that the researcher had complete control over the design, which allowed for easier analysis of results upon completion. The questions were standardised and pre-determined which ensured guaranteed consistency and reduced the probability of contamination. The researcher had no control over the conditions in which the participant completed the questionnaire. However, a covering letter was included with the questionnaire. This was used to explain the purpose of the research, what their information would be used for and instructions on how to complete the questionnaire. The covering letter was designed to insure that the questions were interpreted in a consistent manner.

The questionnaire covered five key areas: playground games; lunchtime clubs; after school clubs; sports development classes; and events. A definition of what the researcher intended by these areas was included under the appropriate section in the questionnaire (see appendix IV).

3.11 Piloting

The piloting phase illustrated the need for some adaptations to the design of some of the questions. Two active schools co-coordinators, two sports development officers and Scottish Disability Sport were asked to complete a pilot questionnaire, in order to assess the appropriateness of the questionnaire. The pilot drafts do not represent any of the ultimate statistical data used to collate the results. The pilot questionnaire was designed to cover a wider range of possible responses to ensure that the questions were user friendly (Sapsford & Jupp, 1996).

Some of the modifications included the addition of named individuals involved in the delivery of sport and physical activity. This resolved the possibility of duplication between different clusters within the same local authority.

Consideration had to be given regarding the terminology used in the questionnaire. For example, the preferred terminology when referring to people who have a disability, emphasises the person first before the disability (DePauw & Gavron, 1995). This terminology was adopted throughout the questionnaires.

3.12 Ethics and Morality

Greig and Taylor (1999) contend that in a research study, the ethical implications constitute an essential element of consideration, which is of primary importance. The researcher aimed to carry out data generation and analysis morally, but also to ensure that the research was appropriately planned and the questions during the qualitative and quantitative process were employed in an ethical manner.

The main ethical consideration of this study was the issue of confidentiality and anonymity. These were assured in the covering letter that was distributed prior to the interview and also accompanied the questionnaire. The letter was used to ensure that the participant's understood the exact nature for which their answers would be employed.

During the qualitative element, participants were offered confidentiality and anonymity at the end of the interviews. They were also given the option to view the transcript of the interview conducted. Finally participants were also offered the opportunity of withdrawing from the research at any point.

The questions used during the semi-structured interviews and the questionnaires were designed in accordance with the Scottish Disability Sport ethics and equity policy. *'SDS is totally committed to promoting and achieving*

equity and ensuring that unfair discrimination is eliminated.' (2007, p.1. Scottish

Disability Sport)

The study was conducted overtly, with all participants being fully aware of the

methods being used and the manner in which both sets of data collection will be

interpreted and employed. All of the information collected for this research was

done with the permission of the participants involved.

4. Quantitative Results

4.1 Introduction

The aim of this chapter was to highlight the quantitative data that was gathered from the two sets of questionnaires that were distributed to the active school coordinators in Clackmannanshire and Falkirk Councils and Active Stirling. This chapter will also analyse the data collected and highlight any significant results.

The two sets of questionnaires gathered data on six areas of work. These were: playground games; lunchtime clubs; after-school clubs; sports development classes; events; and squads. The aforementioned areas were a mixture of work led by active school coordinators in partnership with key staff within the local authority and the disability sport development manager. This mixture was necessary due to the respective structure of the three local authorities and the professional officers involved with disability sport.

The figures below are broken down to illustrate the range of disabilities involved in each area of work. The categories of disabilities were based upon those utilised by Scottish Disability Sport. The figures were received from each cluster of schools (primary and secondary) in Stirling, Falkirk and Clackmannanshire Council over two academic years: 2005 - 2006 and 2006 - 2007.

4.2 Playground Games

Figure 1

Question	Year	Category	Local Authority			
			Clackmann-anshire	Falkirk	Stirling	Total
Audit of participation in playground games	2005-2006	Ambulant with a physical disability	10	7	25	**42**
		Wheelchair user	3	1	6	**10**
		Sensory impairment	0	0	6	**6**
		Learning disability	85	10	102	**197**
	Total		**98**	**18**	**139**	**255**
	2006-2007	Ambulant with a physical disability	4	14	19	**37**
		Wheelchair user	7	4	12	**23**
		Sensory impairment	2	3	5	**10**
		Learning disability	54	54	164	**272**
	Total		**67**	**75**	**200**	**342**

For the purpose of this questionnaire, playground games were defined as any organised activities that took place in the playground (or inside during wet days) during the break times in a school day. Within Clackmannanshire Council, the number of pupils with a disability who participated in playground games dropped by 32% from 2005-2006 to 2006-2007. Within this percentage, the most significant decrease in participation occurred with the number of pupils with a learning disability which declined by 36%. A possible reason for this decline could potentially be attributed to the pupils with a learning disability, no longer being eligible for playground games based on the age category that the school focused on in 2006-2007. Conversely, participation rates for the number of pupils with a physical difficulty who used a wheelchair increased by four

participants and the number of pupils with a sensory impairment increased from zero to two participants in 2006-2007. Again this increase could be attributed to the age category that the school focused upon or potentially pupils with a disability moving into the school's catchments area.

Falkirk Council showed a significant increase of 317% in the overall number of pupils who participated in playground games. Within this percentage, the number of pupils who were ambulant and had a physical disability doubled in the number of participants by 2006-2007. There was an increase in participation within all four categories of disability; however, the most significant increase was the participation of pupils with a learning disability, which increased over five times its original figure. This percentage increase could potentially correspond with the act of the regional disability sport manager, who identified an active schools coordinator in Falkirk, to take on the additional responsibility of disability sport. This particular rise could also be attributed to the fact that no professional officer within the active schools or the sports development team had previously held disability as an additional remit. Therefore, when disability sport became an area of focus within Forth Valley a significant increase occurred as nothing significant had previously been done in the period when there was no disability sport development manager in post.

Within Active Stirling overall, there was an increase in the number of pupils who participated in playground games by 44%. Within this percentage, a small

decrease in the number of participants occurred in the categories of pupils who are ambulant and who have a physical disability and also for pupils with a sensory impairment. However, an increase of sixty-two participants occurred for pupils with a learning disability which equated to 61%. This significant increase could be accredited to active school coordinators, undertaking a focused interest in pupils with a disability, due to the developments in Forth Valley being led by the disability sport development manager.

Out of the three local authorities, Active Stirling comprised the highest amount of pupils with a learning disability participating in their playground games programme, when compared to Clackmannanshire and Falkirk Councils. A possible reason for this could be that in Active Stirling an active schools coordinator was also appointed with the responsibility for disability sport, alongside a sports development officer with a part remit for disability sport. This appointment was led and supported by the school sport development manager.

Within playground games, a contributory factor in the changes in the number of participants could potentially be attributed to the age group that individual schools target for this programme. Therefore, one year there could be individuals with a disability in the target age group ensuring that they are eligible for participation, however the next year a different age group could be targeted. It was recognised that there might not be pupils with a disability in every stage and class of every school in Forth Valley.

Another contributory factor could be that Scottish Disability Sport delivered

Disability Inclusion Training, which was designed for active school coordinators

in November 2006 to Stirling, Falkirk and Clackmannanshire Council. This

training and resource was designed to "assist those working with young people

to improve and extend their ability" to bring sport and physical activity

opportunities to life (Scottish Disability Sport, 2006). This training could

potentially have encouraged and enabled active school coordinators to ensure

that pupils with a disability were included within playground games.

4.3 Lunchtime Clubs

Figure 2

Question	Year	Category	Local Authority			
			Clackmann-anshire	Falkirk	Stirling	Total
Audit of participation in lunchtime clubs	2005-2006	Ambulant with a physical disability	3	1	1	5
		Wheelchair user	14	0	1	15
		Sensory impairment	1	1	1	3
		Learning disability	69	96	14	179
	Total		87	98	17	202
	2006-2007	Ambulant with a physical disability	6	3	6	15
		Wheelchair user	7	8	10	25
		Sensory impairment	0	1	3	4
		Learning disability	120	92	58	270
	Total		133	104	77	314

For the purpose of this study lunchtime clubs were defined as any sport or

physical activity club which took place during lunchtime in the school

environment. Overall Clackmannanshire Council increased by the number of

pupils with a disability participating in lunchtime clubs by 53%. When compared to Falkirk Council and Active Stirling, Clackmannanshire Council also held the highest number of participants in lunchtime clubs, with one hundred and thirty three participants; this was despite having the lowest local authority population out of the three local authorities. The majority of participants in Clackmannanshire Council were pupils with a learning disability, whereby the numbers increased by 74% from 2005-2006 to 2006-2007. Conversely, the number of pupils who participated in lunchtime clubs with a physical difficulty that used a wheelchair decreased by 50%.

Falkirk Council showed a steady increase of 6% of pupils who participated in lunchtime clubs, with their initial numbers of ninety-eight starting out at over five times the amount of the number of participants from Active Stirling. This significant difference between Falkirk Council and Active Stirling could be attributed to different local authorities placing different emphasis on specific initiatives. The majority of participants in Falkirk Council in 2005-2006 were pupils with a learning disability, however in 2006-2007 the number of pupils participating with a learning disability decreased by four participants. Conversely, Falkirk Council increased their number of pupils who participated in lunchtime clubs with a physical difficulty who used a wheelchair, by over eight times their original figure whilst also increasing by two, those pupils who were ambulant and who have a physical disability.

Within Active Stirling, the rise of 353% in overall participation could be attributed to the establishment of new lunchtime clubs. As the numbers were relatively low, with only seventeen children out of a possible six clusters participating in the programme in 2005-2006, it would appear that more lunchtime clubs were established in 2006-2007. This was a significant increase, with the overall numbers enhanced by over four times the original amount. The majority of participants were pupils with a learning disability, with the number of participants increased by 314% in 2006-2007.

All three local authorities showed an overall increase in the number of pupils with a disability who participated in lunchtime clubs. The general rise in participation levels could generally be attributed to a number of reasons including: the number of clubs available; the clubs being available for a particular age range, which was complimentary to people with a disability at that particular point in time; the club being of interest to a young person with a disability; an increase in awareness; or training by the individuals and the schools leading these clubs. Furthermore, the Scottish Disability Sport disability inclusion training could also be a contributory factor.

4.4 After School Clubs

Figure 3

Question	Year	Category	Local Authority			
			Clackmann-anshire	Falkirk	Stirling	Total
Audit of participation in after school clubs	2005-2006	Ambulant with a physical disability	17	5	6	**28**
		Wheelchair user	0	0	1	**1**
		Sensory impairment	2	0	3	**5**
		Learning disability	56	45	41	**142**
	Total		**75**	**50**	**51**	**176**
	2006-2007	Ambulant with a physical disability	12	12	1	**25**
		Wheelchair user	5	0	0	**5**
		Sensory impairment	3	2	1	**6**
		Learning disability	137	98	61	**296**
	Total		**157**	**112**	**63**	**332**

For the purpose of this study, after school clubs were defined as any sport or physical activity club which took place after school in the school environment. Overall, each of the three local authorities achieved a significant increase in participation by pupils with a disability in after school clubs. Falkirk Council achieved the highest percentage increase with 124%. Clackmannanshire Council accomplished an increase of 109%, whereas Active Stirling increased the number of participants by 24%. Overall, Clackmannanshire Council achieved the highest number of participants involved in an after school club, with one hundred and fifty seven pupils, which was over double the number of participants within Active Stirling.

Clackmannanshire Council also held the highest percentage increase for pupils with a learning disability from 2005 - 2006 to 2006 - 2007 with an increase of 145%. It also increased the number of participants with a physical disability who used a wheelchair by five times. Conversely, the number of pupils who participated in an after school club and were ambulant with a physical disability decreased by 30%.

Within Falkirk Council, the majority of participants were pupils with a learning disability which increased by 118% in 2006-2007. Another significant increase in participation in after school clubs within the disability categories occurred with pupils who were ambulant with a physical disability which increased by 140%.

Active Stirling increased the number of pupils with a learning disability by 49%, conversely by 2006-2007 the number of participants with a sensory impairment or a physical disability decreased.

It should be noted that in Clackmannanshire Council, there is one primary and one secondary school specifically for young people with additional support needs. In Falkirk Council, there is one combined primary and secondary school and in Stirling Council there is one primary school for young people with additional support needs. Throughout the three local authorities, there are also a number of units to support people with additional support needs in the both the primary and secondary schools.

A potential reflection of the numbers obtained could be correlated to whether a young person with a disability is based within a unit in a mainstream school or a special needs school. Another consideration would be the local authority's policy regarding transport to and from school and how flexible this is to extra-curricular activity. A further deliberation, is the number of young people with a disability who are resident within the three local authorities and who also attend an educational facility within their local authority residence.

Finally, some young people with a disability attend their local geographical primary school for a certain percentage of the school week, whilst they also attend an additional support needs school/unit for the remainder of their week. Therefore, a potential increase/decrease in numbers could be attributed to after school clubs being available on certain days and pupils being able or unable to access based on their allocated days to their schools.

4.5 Sports Development Classes

Figure 4

| Question | Year | Category | Local Authority | | | |
			Clackmann-anshire	Falkirk	Stirling	Total
Audit of participation in sports development classes	2005-2006	Ambulant with a physical disability	9	5	4	**18**
		Wheelchair user	1	0	3	**4**
		Sensory impairment	1	0	0	**1**
		Learning disability	68	3	40	**111**
	Total		**79**	**8**	**47**	**134**
	2006-2007	Ambulant with a physical disability	6	5	4	**15**
		Wheelchair user	0	0	1	**1**
		Sensory impairment	1	0	2	**3**
		Learning disability	70	39	47	**156**
	Total		**77**	**44**	**54**	**175**

For the purpose of this study, sport development classes were defined as any
sport or physical activity class which was organised out with the school day by
sports development officers. Falkirk Council and Active Stirling showed an
increase in the number of pupils participating in their sports development
classes.

Clackmannanshire Council participants dropped their participation rate by 3%,
however this percentage equated to two participants, therefore this was not
deemed as significant by the researcher. Also within this 3% the number of
pupils with learning difficulties increased by two pupils, whilst the number of
pupils who were ambulant decreased by three and the number of pupils who
had a physical disability and used a wheelchair decreased to zero. Overall

Clackmannanshire Council had the highest amount of participants with seventy-nine in 2005-2006 dropping to seventy-seven in 2006-2007. Prior to the questionnaire being distributed, Clackmannanshire Council already possessed a well-established disability sport programme. This was confirmed through the data gathered on the high number of overall participants and the small insignificant change in the number of participants over the two year period.

Falkirk Council showed a significant increase of participants by 450%. This increase could be attributed to the increase in the amount of classes offered by Falkirk Council. In 2005-2006, there were only eight participants of whom five were ambulant with a physical disability and three had a learning disability. In 2006-2007 three disability sports classes in football, swimming and athletics were established by the disability sport development manager, resulting in a total of forty-four participants. Another possible reason for this significant increase could be attributed to the establishment of a disability sport group in Falkirk, that consisted of a variety of key professionals in order to promote the newly established classes. By 2006-2007 Falkirk Council retained the five pupils who were ambulant but increased the amount of pupils with a learning disability by twelve times the original amount.

Active Stirling increased their overall participation figures by 15%. The introduction of a disability athletics class in February 2007 and swimming and football classes can account for this rise in April 2007. Previously, two multi-

sport classes for people with a disability existed, which accounted for a high percentage of the forty-seven participants in 2005-2006. In 2005-2006 the majority of participants (forty) had a learning disability whilst the seven other participants were accounted by those with a physical disability who were ambulant or in a wheelchair. By 2006-2007, Active Stirling retained the four participants with a physical disability. They increased the number of pupils with a physical disability who used a wheelchair and who had a sensory impairment by four and the number of pupils with a learning disability by seven.

4.6 Events

For the purpose of this questionnaire an event was defined as a one off occasion, whereby pupils took part in a specific sport in either a competitive or non-competitive environment.

For the period of 2005-2006, although there was no disability sport officer/manager in post, the three local authorities hosted a small selection of events. Three events were held in the sports of athletics, football and lawn bowls. Overall, the results reflected the increase in the number of events that were held through the number of participants which increased by 2006-2007. The results below were separated into the different sports events that were held as part of the regional competition calendar.

Figure 5.1

| Question | Year | Category | Local Authority | | | |
			Clackmann-anshire	Falkirk	Stirling	Total
Audit of participation in athletics	2005-2006	Ambulant with a physical disability				**0**
		Wheelchair user		1		**1**
		Sensory impairment				**0**
		Learning disability	24	42		**66**
	Total		**24**	**43**	**0**	**67**
	2006-2007	Ambulant with a physical disability			5	**5**
		Wheelchair user		3	4	**7**
		Sensory impairment				
		Learning disability	30	25	69	**124**
	Total		**30**	**28**	**78**	**136**

In athletics Clackmannanshire Council increased the number of pupils participating in the junior track and field event by 25%. All the athletes from Clackmannanshire were pupils with a learning disability; therefore, this clearly indicated that there was no representation at any athletics events from pupils within other disability categories.

Within Falkirk Council the number of pupils who participated in the athletics event decreased by 35%. The majority of the decrease in percentage was for pupils with a learning disability. For pupils with a physical disability who used a wheelchair, the number of participants increased by two pupils.

Active Stirling increased the number of pupils who participated in the athletics event, as no schools entered the athletics competition in 2005-2006. The

preponderance of the participants was pupils with a learning disability. However, there were five participants who were ambulant with a physical disability and four participants with a physical disability who used a wheelchair.

Active Stirling showed the greatest range of pupils with a disability who participated in athletics and also the highest number of participants in 2006-2007. Falkirk Council had the highest amount of participants in 2005-2006 and conversely the lowest amount of participants in 2006-2007.

For Active Stirling and Clackmannanshire Council, this was a positive increase in the number of participants and local schools attending and in turn supporting the event. This could feasibly be credited towards the increased focus placed upon athletics that was driven by the regional disability sport development manager. The decrease in Falkirk could be a result of not having a dedicated officer for disability sport to promote the event and support the schools in their preparation and entry to the event.

However, another possible reason for a decrease in pupils participating is that pupils are dependant upon their school to enter the event and transport them to the event. There can be exceptional circumstances whereby, it would not be possible for schools to enter or attend the event, for example a lack of money in the school budget for transport. Finally, pupils in a school might not have an

interest in athletics therefore the school would not consider entering them into

an event.

Figure 5.2

Question	Year	Category	Local Authority			
			Clackmann-anshire	Falkirk	Stirling	Total
Audit of participation in football	2005-2006	Ambulant with a physical disability				**0**
		Wheelchair user				**0**
		Sensory impairment				**0**
		Learning disability	40	22		**62**
	Total		**40**	**22**	**0**	**62**
	2006-2007	Ambulant with a physical disability			1	**1**
		Wheelchair user			3	**3**
		Sensory impairment				
		Learning disability	33	47	49	**129**
	Total		**33**	**47**	**53**	**133**

For the football events Falkirk Council and Active Stirling increased the number

of players entering into the competition.

Falkirk Council experienced an increase of 114% in pupils who participated in

football, whilst Clackmannanshire Council experienced a decrease of 18% in

participation. To quantify for Clackmannanshire Council, this equated to seven

players therefore it was not a significant decrease in numbers. With Falkirk and

Clackmannanshire Council 100% of the players were pupils with a learning

disability. In 2005-2006 Clackmannanshire Council had 30% more participants

than Falkirk Council; conversely in 2006-2007 Falkirk Council had 18% more participants than Clackmannanshire Council.

Active Stirling showed an increase as again they had previously not entered or held any football competitions. The preponderance of the participants were also pupils with a learning disability, however there was three pupils with a physical difficulty who used a wheelchair and one ambulant pupil. Active Stirling also held the highest amount of entries in 2006-2007, when compared to the other two local authorities in 2006-2007 with a total of fifty-three pupils.

These numbers can be qualified further by the acknowledgement that each local authority hosted a football fun day for local primary and secondary school pupils with additional support needs. For 2006-2007 Clackmannanshire Council entered their local schools into the Stirling football fun day.

Figure 5.3

| Question | Year | Category | Local Authority | | | |
			Clackmann-anshire	Falkirk	Stirling	Total
Audit of participation in lawn bowls	2005-2006	Ambulant with a physical disability			6	**6**
		Wheelchair user			9	**9**
		Sensory impairment				**0**
		Learning disability			27	**27**
	Total		**0**	**0**	**42**	**42**
	2006-2007	Ambulant with a physical disability			9	**9**
		Wheelchair user			8	**8**
		Sensory impairment			5	**5**
		Learning disability			25	**25**
	Total		**0**	**0**	**47**	**47**

The lawn bowls competition had been hosted by Active Stirling for the previous three years. This competition had historically been an established event within the Forth Valley Disability Sport events calendar. However, there were no local lawn bowls participation programmes that were organised by either Falkirk and Clackmannanshire Council or Active Stirling, as lawn bowls was not considered to be a target sport for the local authorities or Sport Central. Consequently, Active Stirling was the only local authority to enter pupils into this event for both 2005-2006 and 2006-2007.

Once again the majority of bowlers were pupils with a learning disability. There was a 12% increase in the amount of bowlers from 2005-2006 to 2006-2007. Nevertheless, in 2006-2007 there was representation in all four disability categories. For pupils with a learning disability, they accounted for 53%

whereas pupils with a sensory impairment amassed 11%. Pupils with a physical

difficulty who used a wheelchair accrued 17% whilst ambulant pupils accounted

for 19%. This event had the highest amount of pupils attending who had a

physical disability from one local authority.

Figure 5.4

| Question | Year | Category | Local Authority | | | |
			Clackmann-anshire	Falkirk	Stirling	Total
Audit of participation in boccia	2005-2006	Ambulant with a physical disability				**0**
		Wheelchair user				**0**
		Sensory impairment				**0**
		Learning disability				**0**
	Total		**0**	**0**	**0**	**0**
	2006-2007	Ambulant with a physical disability	1		1	**2**
		Wheelchair user	2		1	**3**
		Sensory impairment				**0**
		Learning disability	25	20	17	**62**
	Total		**28**	**20**	**19**	**67**

Boccia events were not established in Forth Valley until 2006-2007,

consequently there was no comparative data. The total amount of participants

from the three local authorities in boccia was sixty-seven pupils.

Clackmannanshire Council accounted for 42%, Falkirk Council amassed 30%

whilst Active Stirling accrued 28% of the overall total. Equally,

Clackmannanshire Council and Active Stirling contained minimal representation

from pupils who were ambulant and pupils who had a physical difficulty and

used a wheelchair. Falkirk Council boccia pupils comprised of 100% of pupils

with a learning disability.

Figure 5.5

Question	Year	Category	Local Authority			
			Clackmann-anshire	Falkirk	Stirling	Total
Audit of participation in swimming	2005-2006	Ambulant with a physical disability				**0**
		Wheelchair user				**0**
		Sensory impairment				**0**
		Learning disability				**0**
	Total		**0**	**0**	**0**	**0**
	2006-2007	Ambulant with a physical disability	2		3	**5**
		Wheelchair user		3		**3**
		Sensory impairment				**0**
		Learning disability	32	34	10	**76**
	Total		**34**	**37**	**13**	**84**

The regional swimming gala was held in 2006-2007 after not being held for a

couple of years. A total of eighty-four pupils took part in this event with the

majority of participants originating from Clackmannanshire and Falkirk Council.

Of this amount 40% and 44% were from Clackmannanshire and Falkirk Council

respectively, whilst 16% amassed from Active Stirling. Once again the

preponderance of pupils who participated in this event was pupils with a learning

disability, however minimal representation for pupils with a physical disability

occurred amongst the three local authorities.

4.7 Squads

Figure 6

Question	Year	Category	Local Authorities	
			Swimming	**Athletics**
Squads	2006-2007	Ambulant with a physical disability	2	
		Wheelchair user	2	2
		Sensory impairment		
		Learning disability	5	4
	Total		**9**	**6**

Prior to 2006-2007, regional sport specific squads for people with a disability had not existed within Forth Valley for a significant period of time. In the period of 2006-2007 athletics and swimming squads were established. A total of two pupils with a physical difficulty who used a wheelchair and four pupils with learning disability were in the athletics squad. In the swimming squad, there were a total of two pupils who were ambulant, two pupils who used a wheelchair and five pupils with learning disability. The squads were established to provide additional training opportunities to those young people with a disability who showed potential in their sport.

Furthermore, nine juniors from a Forth Valley team were selected to attend the Scottish Disability Sport national junior development squad. Also one swimmer from Falkirk Council was selected to join the national swimming development squad.

Finally fourteen juniors with a mild learning difficulty were identified to form a football squad. However, this squad had not met before the end of the academic year.

4.8 Conclusion

Figure 7

Activity	2005-2006	2006-2007	% Increase
Playground Games	255	342	34
Lunchtime Clubs	202	314	55
After School Clubs	176	337	92
Sports Development Classes	134	175	31
Number of schools participating in events	15	36	140
Number of event offered	2	15	650

In conclusion, the combined figures of the three local authorities highlight the significant percentage increase in participation in all areas of data collection. As these areas all form an element of the disability sport pathway in Forth Valley, the effect of the disability sport development manager and the partnerships made within the local authorities could be detected through the increases made.

What is also clear from the data gathered is that the provision of disability sport within Clackmannanshire Council was well established prior to the commencement of the disability sport development manager. This is illustrated through the amount of participants who attended in the first year of research, when compared to Falkirk Council and Active Stirling. However, Falkirk Council and Active Stirling benefited greatly from the post in different ways through an

increased number of opportunities available to schools and young people with a disability.

The majority of pupils who participated in all areas of the data collected were pupils with a learning disability. This could be due to a higher number of people with a learning disability residing within Forth Valley. This is an area that the researcher feels needs consideration in order to ensure that the player pathway that was created in Forth Valley would be accessed by pupils who had a physical or sensory disability.

Overall, the results indicated the potential value of having a disability sport development manager in post, as it highlighted the amount of opportunities and progression between the opportunities that became available in Forth Valley during the first two years of this post being in place

5. Qualitative Results

The aim of this chapter was to provide background information on the structure of disability sport within Forth Valley and to discuss and highlight significant qualitative information (see appendix V) that was obtained throughout the research process.

5.1 Background

In Forth Valley approximately nine years ago, a Central Sports Development Group was established which was supported by Stirling, Falkirk and Clackmannanshire Councils. When this partnership was created, the local authorities targeted specific sports, where they had identified that work could be done across the three local authorities (Interview: Lynn, 2006). The three local authorities combined resources to establish a Forth Valley Disability Sport Development Officer post which was initially based in Falkirk. This post was then re-located and included within the then named Central Sports Development Group. One of the main areas of focus for this post was the development of participation opportunities and it also placed a strong emphasis upon events. Another priority of the post was to support the work of the local branch of Scottish Disability Sport, named Forth Valley Disability Sport.

The membership of Scottish Disability Sport is comprised of a branch network which covers Scotland. In 2006 the number of branches that were members of

Scottish Disability Sport was sixteen. The ethos behind this structure was to have a volunteer network within all local authorities in Scotland that could lead the development of disability sport (Interview: McCormack, 2006). One of the main priorities for the Forth Valley Disability Sport Development Officer was to lead and support the work of Forth Valley Disability Sport.

The structure and priorities within the Central Sports Development Group changed with the introduction by **sport**scotland of the concept of player improvement. **sport**scotland identified and established two regional sports partnerships to pilot a new structure. The Central Sports Development Group was one of the chosen areas in Scotland to be involved in the pilot as a regional sports partnership, and subsequently in 2006 it became re-branded as Sport Central. **sport**scotland's player improvement structure stated, that both regional sports partnerships would include development managers in the core sports of swimming, gymnastics and athletics due to these sport's prominence for physical literacy and fundamental skills. Rugby and golf development managers were also a prerequisite for both partnerships, due to their existing national requirements and structure. For the Sport Central partnership, this left three additional sports to be selected (Interview: Hardie, 2006). As already highlighted disability sport was not considered by **sport**scotland to be an essential requirement within the core structure of the pilot of the regional sports partnerships. One interviewee identified this as a missed opportunity by

sportscotland to promote an inclusive approach within the possible future structure of sport in Scotland (Interview: Lynn, 2006).

In order to select the three additional sports, a matrix and pro-forma was devised and circulated to the core partners within each local authority, the Central Scotland Institute of Sport and **sport**scotland. The matrix included questions regarding the education system for the specific sport; the infrastructure of the clubs; the infrastructure that the governing body had on a regional and local basis; the impact that the sport had nationally through **sport**scotland; and the impact that the sport had on the area institute (Interview: Hardie, 2006). A number of sports were considered and they were prioritised, based upon an independent analysis of the local infrastructure and the need that transpired through the matrix. Disability sport, cricket and football were the three chosen sports. The post of the disability sport development manager was unique within the professional officer structure within all local authorities in Scotland.

The post of the disability sport development manager in Sport Central differed greatly from the former post of the Forth Valley disability sport development officer. The Sport Central post was fully funded by **sport**scotland with investment from local authorities and Scottish Disability Sport which provided resources for the post. The job description was developed to reflect the manager title and consequently the salary was different to the former post and

enhanced to reflect the changed remit. The key responsibilities of the post were five fundamental areas of clubs; coaches; volunteers; facilities and the player pathway. These key areas highlighted the evolvement of the post away from the previous emphasis of participation and events.

5.2 Concerns for Disability Sport

A number of key concerns over the future of disability sport were portrayed by the local authorities, Scottish Disability Sport and volunteers who were involved in disability sport. MacLeod, Davidson, Mands, Glen, McCormack and Lynn (Interview: 2006) highlighted a key concern over the lack of talented athletes that were developing from a local level participation in sport into national and international performance level sport. This theme was broadened by the concern that the local branch structure within Scottish Disability Sport was not completely effective, when tasked with the role of creating pathways and opportunities for everyone. A small number of branches were considered to be effective in their development, in conjunction with the strategy of Scottish Disability Sport whilst the large majority of branches were considered to be ineffective at that point in time (Interview: MacLeod, 2006). Through the data gathered, this confirmed that this concern was relevant to Forth Valley as in 2005-2006 there was no sport specific pathway established. Therefore, any local talented athletes who achieved success did so under their own merit and could not be accredited to the success of Forth Valley Disability Sport. The data

collected also highlighted a lack of opportunities out-with school hours to develop in sport and physical activity.

Glen (Interview: 2006) believed that getting access and information to young people was also a key concern. Due to the changes in legislation, with the introduction of the Additional Support for Learning Act, Scotland 2004, coupled with the Data Protection Act 1998, young people with a disability were harder to identify through the education system. Previously, the majority of young people with a disability were educated in special educational needs schools. This made it easier to identify individuals and provide appropriate information directly to them and their families regarding sport and physical activity opportunities. Significantly, Davidson and Mands (Interview: 2006) identified that since this change in legislation, it had become increasingly difficult to identify individuals with physical or sensory impairments in particular. This statement was reflected in the low number of individuals with a visual or physical impairment in the data gathered. In 2005-2006 only 18% of pupils taking part in any sport or physical activity (excluding events) had a physical disability (either wheelchair user or ambulant) or a visual impairment. In 2006-2007 this decreased to only 15% of pupils with a physical or visual impairment participating in sport or physical activity. Consequently, this highlighted that the majority of the pupils taking part in regular sport or physical activity held a learning disability. For the purpose of this study and the data collected events is a term that was used to describe a

one off occasion, whereby pupils take part in a specific sport in either a competitive or non-competitive environment.

Another concern that was highlighted was getting young people with a disability physically active (Interview: Mands, 2006). The emphasis of the education received by a young person determines the basis for knowledge and interest later on in life. It is believed that by exposing children, especially those with a disability, to positive physical education experiences early on in their education, this allowed them to develop the necessary social interaction and physical skills essential for human development (Taub & Greer, 2000). Three interviewees indicated that the move to mainstream for people with a disability, did not necessarily translate into these young people either being taught physical education or accessing a quality physical education programme (Interview: Glen, Mands, and MacLeod, 2006).

The other issues that were raised were the lack of quality coaches and volunteers that were willing to work in disability sport. Finally, the promotion of the work that was being done at local and national level, alongside the promotion of the success of athletes within disability sport was viewed as another key concern (Interview: MacLeod, 2006).

5.3 Does the Post fit into the Long Term Player Development pathway?

Another concern that was identified was does the disability sport development manager post fit into the long term player development pathway? As the post was not identified as a core element of the regional sports partnership piloted by **sport**scotland, does the post complement the proposed structure? The post of the disability sport development manager comprised of the same five key areas of work (clubs; coaches; volunteers; facilities and player pathway), that were also the key areas of work amongst the other sport specific development managers within Sport Central. However, a number of essential differences existed between the disability sport development officer and the other sport specific development managers. These differences became apparent through the data gathered during the qualitative research.

Significantly, the player pathway was highlighted as a specific area in which disparity existed. The player pathway encompassed the philosophy of individual potential being maximised at every stage of development. **sport**scotland identified that this development was related to the biological, psychological and social development periods. One interviewee highlighted that disability sport did not fit neatly into the pre-established long-term player development pathway, when compared to the other specific sports that were included within the partnership, due to the emphasis of the pathway on the ages and stages of development (Interview: Mands, 2006). Disability Sport was an area that was acknowledged as possessing unique qualities in that you could have an individual at a certain age in terms of their functional development, however their

intellectual development was different from that of their mainstream peers. It was also recognised that people can acquire a disability at any stage in their life, making it more complicated to fit them into the pathway that **sport**scotland developed as the structure of that pathway was based around key stages of development for people that were considered to be mainstream (Interview: Mands, 2006).

Steele (Interview: 2007) acknowledged that when the long-term player pathway development model was established, disability sport was not fully integrated into this model and subsequently further work was still to be undergone with the governing bodies of sport to ensure that this would be achieved. Steele (Interview: 2007) furthered this by the recognition and commitment from **sport**scotland that work would be completed with the sports partnerships in order to fully educate sport specific development managers. This would ensure that the two regional sports partnerships would have a long-term player development philosophy that put all athletes at the centre of all decisions, regardless of age, gender, race or disability.

Another difference that was recognised was the lack of clarity that was received from **sport**scotland in order to implement the pathway. One interviewee indicated that the concept of the long- term player development pathway was a fantastic idea, however Scottish Disability Sport were not fully consulted or included when the national framework was established (Interview: Lynn, 2006).

As Scottish Disability Sport were not fully involved in the process of establishing the long-term player development pathway, the pathway was not an integrated pathway that encompassed all ages and abilities. The pathway was established and then it was acknowledged that further consultation with Scottish Disability Sport was required. Furthermore, this inadvertently illustrated a possible reason why the pathway didn't initially adopt a fully inclusive approach.

What was consistently acknowledged by interviewees was that the long-term player development pathway was a work in progress and that decisions needed to be made and more work needed to be done regarding different sports, different disabilities and the nature of the future opportunities. **sport**scotland indicated that further work would be required in order to ensure that national governing bodies of sport adopted an integrated approach (Interview: Steele, 2006). MacLeod (Interview: 2006) indicated that Scottish Disability Sport had a generic performance pathway in place, but it was acknowledged that this was needed to be mirrored at a regional level and within the institutes of sport, as well as alongside key sports.

Hardie (Interview: 2006) identified that the aims of Sport Central were to improve and increase participation and improve the performance of young athletes, these aims were ultimately inclusive of everybody. Part of the long-term player development pathway incorporated an academy philosophy, whereby athletes were supported and prepared for development into area institutes of sport.

However an area, which was identified as not being fully aligned with the aims of Sport Central in the first year of the post, was the academy programme within player improvement. A percentage of the money that was to be invested into the regional sports partnerships was to be allocated to the academy programme. The academy programme would be tailored through the governing body of sport and aimed at athletes with potential to enter into the area institute of sport. The academy programme was based on the premise that the governing bodies of sport possessed a long-term player development pathway. In 2006 Scottish Disability Sport had not provided **sport**scotland with a long-term player development pathway, thereby no investment into an academy programme could be made (Interview: Hardie, 2006). Conversely, the statistics collated indicated that no regional squads had been established as the post of the Disability Sport Development Officer was in its infancy and thereby there were no athletes to utilise any potential academy structure in 2006.

5.4 Key Areas of Work for the Post

The remit for the disability sport development manager was clearly directed by **sport**scotland and showed the key areas of work for all regional sports development managers, regardless of their specialism. The five key areas of work were club development; coach development; volunteer development; facility development, and the development of a player pathway.

The establishment of this post and the remit that it held differed greatly from that of the previous Forth Valley disability sport development officer, as well as other disability sport development officer posts within the professional officer structure of Scottish Disability Sport. As this was a unique post to Scotland it posed some significant challenges.

One of the key areas, that was regarded as being a challenge, was the engagement of the disability sport development manager with the professional staff within the regional sports partnership. It was identified, that the post holder upon commencement of the post, would essentially have to ensure advancement occurred within the identified key areas of work and make them specific to the needs of people with a disability in Forth Valley. This broadly included people with learning, physical or sensory impairments of every degree. **sport**scotland identified that the disability sport development manager would be responsible for the development of the identified five key areas of work, whilst also the development of partnership work would have to occur with the sport specific development managers, to ensure that all development in Sport Central that was initiated adopted an integrated approach (Interview: Steele, 2007).

In addition, another challenge that was acknowledged was the process of the identification and prioritisation of what sports the disability sport development manager would target (Interview: MacLeod, Lynn & McCormack, 2006; Interview: Steele, 2007). Scottish Disability Sport occupied a unique position

when compared with other national governing bodies of sport. Scottish Disability Sport covered a wide variety of sports for everybody with a physical, sensory or learning disability. They prioritised the sports that they work with into six strand one sports, six strand two sports and approximately thirteen other sports (Interview: McCormack, 2006). Equally within each sport, there existed a complex classification system which enabled individuals with physical, sensory or learning disabilities to participate against peers of a similar ability. Scottish Disability Sport employed only six full-time staff to lead the development of disability sport in Scotland; consequently they were heavily reliant upon a long established volunteer network (Interview: McCormack, 2006). Steele (Interview: 2007) posed the question of what sports should the disability sport manager focus upon? When the preferred candidate was appointed in August 2006 there was no apparent clarification regarding what the specific sports the post holder should focus upon. As the management board of Sport Central was comprised of professional workers from the variety of agencies that comprised and supported the organisation, did this diversity in personnel impact upon the direction of the post? Furthermore, should the sports that the disability sport development manager targeted, be the other identified sports that have development managers within the regional sports partnership? If so, did this reflect the needs of disability sport in Forth Valley? The answers to these questions had not been decided prior to the commencement of the post. These questions were answered through the evolvement of the post by the person appointed to be Disability Sport Development Manager.

5.5 Key Areas of Work – Inter Agency Understanding

As already acknowledged, the development of this post was supported by a wide variety of key partners. A clear understanding by each organisation of the role of the disability sport development manager was crucial to supporting the work of the post holder, to ensure that the post was successful in achieving the stated aims.

Scottish Disability Sport identified three areas of work that they felt were the key initial areas of work. The identified areas were to strengthen the branch, Forth Valley Disability Sport; club development; and establishing a pathway (Interview: MacLeod, 2006). There was one main difference between the key areas of work identified by Scottish Disability Sport and those directed by **sport**scotland: this was branch development. It can be assumed that Scottish Disability Sport raised branch development as a concern, due to the nature of their national structure, which determined that local branches were the primary mechanism for creating pathways and opportunities for everyone through sport. Previously, a vibrant branch named Forth Valley Disability Sport existed in Central Scotland. This branch was led by the previous post of the Forth Valley disability sport development officer which was a full time post. Consequently, through the natural progression of staff leaving, the post and the evolvement of the Disability Sport development manager post there was a period of approximately eighteen months where there was no Forth Valley disability sport development officer in

post. However, the branch was held loosely together by support from the three local authorities. This indicated that the development and management of the branch was fully dependant upon either the support of a development officer to ensure that it is fully active, or the support of local authorities to ensure that minimal activity and basic events occurred. Four events were organised by the local authorities in this period, compared with the eighteen yearly calendar events that were held when the development officer was in post.

Furthermore, Scottish Disability Sport recognised that a key area of work for the Disability Sport Manager should be to facilitate and strengthen the branch with the local authorities, active schools coordinators network, clubs, parents and other partners. However, they identified that this responsibility was a huge task by itself which previously was fulfilled by a Forth Valley disability sport development officer full-time. Scottish Disability Sport believed that another post was required to support the development of Forth Valley Disability Sport (Interview: MacLeod, 2006). Sport Central also recognised that branch development, was a key priority within the remit of the disability sport manager (Interview: Hardie, 2006). **sport**scotland never specifically acknowledged the development of the branch as a key area of work for the disability sport development manager. This could be attributed to the branch not being seen as a key priority, as **sport**scotland clearly stated what the priorities should be for a development manager within Sport Central. Finally, it could also be accredited

to a lack of awareness of the branch structure within Forth Valley as it had lacked vibrancy for the previous eighteen months.

Sport Central identified coach development; club development; programme development; facility development and the long-term player development pathway, as the key areas of work for the post (Interview: Glen, 2006). This was furthered by the identification that the main priority of the disability sport manager would be to integrate Scottish Disability Sport's national plan and bring that into a regional level (Interview: Hardie, 2006).

Active Stirling emphasised that the disability sport manager should enhance what existed in terms of their local provision (Interview: Lynn, 2006). Active Stirling also identified that club development was a key area, alongside the education and training of coaches and volunteers. Raising the profile of disability sport, the establishment of regional squads, and the employment of officers within the local authorities to support the post, were also recognised as key areas of work. One interviewee compared the work of the disability sport manager to a sports development officer (Interview: Harries, 2006). This was expanded to include getting activities established.

Through the interviews, it transpired that the majority of the agencies that were involved with Sport Central, identified similar key areas of work for the post of the disability sport development manager. On a local authority level, there

appeared to be minimal confusion over the level of involvement and commonality of remits between the disability sport manager and the work of a sports development officer. This was not deemed significant, as the roles and responsibilities of the disability sport development manager and the partners that were engaged in the role would have been clarified through the evolvement of the post.

The priorities of each area of work varied between each agency and additional areas of work were identified and prioritised by some agencies. Significantly, the area of branch development was not identified by **sport**scotland as a key area of work. It was transparent that the remit of each of the sport development managers within the regional sports partnerships were consistent with each other. Conversely, as previously identified, disability sport had a different structure within their governing body which was a direct reflection of their target audience. This individuality was not fully acknowledged when the key areas of work for the post were identified. Consequently the remit of the disability sport manager would need to encompass a degree of flexibility in order to successfully encapsulate their target audience. Finally, as the post was not part of the original regional sports partnership structure, as it evolved through the selection process, alongside football and cricket, and it was an original post in Scotland, it would be fair to assume that the job description would need to evolve and be developed as the post progressed.

5.6 2005-2006 Structure – Evolvement of the Post

For the purposes of this study the research occurred over two academic years (August – June) referred to as 2005-2006 and 2006-2007.

As previously mentioned, there used to be a post named the Forth Valley Disability Sport Development Officer. A wide range of events were offered including table tennis, pool, darts and many more (Interview: Glen, 2007). In December 2004, this post became vacant and remained so until the establishment of the Disability Sport Development Manager within the regional sports partnership in August 2006. In the interim period of the 2005-2006 academic year, there was a total of four events held in Forth Valley (Interview: Glen, 2007). The Forth Valley Disability Sport events calendar was held loosely together by the local authorities with each local authority taking the responsibility to organise one event each.

In 2005-2006 the structure for disability sport within the local authorities was that Falkirk Council had no one employed or identified within the active school coordinators or the sports development team, who had any dedicated time for disability sport development. No disability sport programmes existed within this local authority at this time. There was a wheelchair rugby club for adults with a physical disability in this area that was organised by volunteers. There was also the Dolphin Swimming Club and the Bo'ness Swimming Club which were for

adults with a pan disability that were also organised and run by volunteers (Interview: Glen, 2006).

In Stirling, there was a sport development officer with a part remit for disability sport. Two multi-sport classes existed, one of which had been established by the previous Forth Valley Disability Sport Development Officer. These classes were fully supported by the then Stirling Council (now Active Stirling). The Arion swimming club existed for adults with a pan disability and was also based in Stirling and supported by Stirling Council.

In Clackmannanshire Council, there was an active schools coordinator for people with additional support needs who was employed for 25 hours a week and a school sport coordinator who worked exclusively for special educational needs schools who was employed for 21 hours a week (Interview: Glen, 2006). The active schools coordinator provided lunchtime, after-school and holiday programmes for pan disability. The school sport coordinator was managed by the active schools coordinator and provided lunchtime and after school programmes in special educational needs schools. Clackmannanshire council also established and fully supported gymnastics and swimming classes for people with a disability. Through the multi-sport classes for people with a disability in Clackmannanshire, the sports of athletics and football were covered within this programme.

From the outset, of the three local authorities Clackmannanshire Council had the stronger local authority structure and commitment to disability sport. This was clearly illustrated through the allocation of resources in the form of the two part-time posts that were committed to the development of disability sport and physical activity. The data collected supported this statement that Clackmannanshire Council held a stronger structure, when compared to the other two local authorities at the start of the post of the disability sport development manager. This was evidenced by the consistently high numbers that they achieved, as highlighted through the quantitative research, in the specific areas that were targeted for investigation.

5.7 Professional Concerns Regarding the Post of the Disability Sport Development Manager

As the post of the disability sport development manager was original to the structure of disability sport and also because fundamental differences existed between the post and those of the other sport specific development managers with Sport Central, some concerns regarding the post were raised. Sport Central (Interview: Hardie, 2006) stated that initial reservations regarding the post of a disability sport manager were outlined to them by **sport**scotland, as the preferred option was to choose a particular sport as opposed to an area of sport. However, Steele (Interview: 2007) believed that enough people from a variety of different organisations were involved in establishing and identifying a need for the disability sport manager post, therefore the only concerns from

sportscotland were regarding the impact of regional sports partnerships as a whole. Steele (Interview: 2007) further expanded to say that for all aspects of the partnership **sport**scotland need to clearly identify what they are going to do, they then needed to go and deliver it; then measure what impacts the partnerships had before looking at how it could be tackled again. Scottish Disability Sport raised a concern over the connection between the mainstream sports development managers and the disability sport manager's post, specifically on duplicating the work of the mainstream governing bodies (Interview: Mands &MacLeod 2006). However, it was acknowledged that this was not a strong concern due to the commitment made by the entire partnership to all the sports and areas identified for development within Forth Valley.

Other concerns that were recognised were that some of the sports in the partnership were not regarded as prominent disability sports (Interview: Mands, 2006), whereby a pathway existed for athletes progression. Through the targeted approach of the disability sport development manager in the establishment of priority sports for development within Sport Central, the sports that were identified were also strand one sports within Scottish Disability Sport.

The amount of work that was entailed with this post (Interview: MacLeod, 2006) was also identified as a major concern by Scottish Disability Sport. Due to the previous post of the branch development officer being full-time and the new post of the disability manager having different key areas of work, this left the

participation area of the branch uncovered. Due to the commitment made by

Clackmannanshire Council and Active Stirling to have staff dedicated to the

development of disability sport and physical activity opportunities within the

school and community environment, the participation element was covered by

these two local authorities. Falkirk Council did not make this commitment,

thereby they had no dedicated member of staff to develop the participation level

of disability sport in Falkirk.

 Further concerns that were highlighted were over the continuity of the post if the

manager resigned (Interview: MacLeod, 2006); and that no other areas in

Scotland would take the post on in the future (Interview: McCormack, 2006).

Lynn (Interview: 2006) recognised a primary concern in ensuring that no

duplication of roles occurred between the post of the disability sport

development manager and the roles of the staff within the local authorities. It

was acknowledged that effort needed to be made, to ensure that the disability

sport development manager enhanced what existed with the local authorities, to

ensure that all partners got the maximum level of success out of the post. This

would be made specific to the individual needs of each local authority.

Furthermore, the remit of disability sport in Forth Valley contained a wide variety

of key priorities. The aims of Forth Valley Disability Sport had to be met which

focused greatly on events and participation programmes. The aims of Sport

Central had to be achieved which focused upon performance and pathways. Potentially the disability sport development manager had to deliver from participation at grassroots level, through to achieving excellence (Interview: Glen, 2007). If there was not appropriate support from local authorities, then certain elements of the role of the disability sport development manger would not be achieved due to a strain on resources.

Ultimately, it was recognised that Sport Central were fully supported by the local authorities and in the case of disability sport, it was chosen for inclusion with the regional sports partnerships because of a recognised local need. However, for disability sport it was also acknowledged that there were areas for development within the local authority structure. Falkirk Council would benefit greatly from a disability sport development officer being employed. Active Stirling could achieve more if their part-time officer was made full-time. Clackmannanshire Council would benefit from a pathway for their athletes to progress (Interview: Glen, 2007). A future concern that was highlighted was that the strategic plan for disability sport in Sport Central had expanded and developed but the growth in personnel had not occurred (Interview: Glen, 2007). Thereby, this inadvertently illustrated that the development of disability sport within Central Scotland was limited to the time capacity of the professional officers and manager who held a responsibility for disability sport in this area. Consequently, the overall development of disability sport and the impact of the post of the

disability sport development manager were limited to the capacity of the current structure for disability sport within Forth Valley.

5.8 Is there a need for a disability sport development manager?

Should a disability sport development manager post exist or should the responsibility for disability sport reside with sport specific development managers? 80% of interviewees believed that a disability sport development manager was needed to work alongside sport specific development managers. MacLeod, Lynn, Harries, McCormack, Mands (Interview: 2006), Morris and Morgan (Interview: 2007) argued that a disability post was required within organisations in order to provide support and to be the conscience for their organisation. It was acknowledged that the development of disability sport was considered a strap line, which was predominantly included in the job description for those working within the professions of sports development and active schools. Although it was included, this did not always translate into work being done, if there is no focused approach being led internally by a dedicated person within the organisation (Interview: Mands, 2006). A possible reason for this could be due to the huge role of the sport specific officers, so that there was not enough time to dedicate to the development of disability sport to a high quality (Interview: Morgan, 2007). Alternatively, the prospect of working with people with a disability could be conceived as being intimidating, especially if the person involved had not had any previous experience in this area. A disability sports development officer post can support, advise, train and direct other sports

development officer posts within an organisation, so that there is a mainstream structure in place that is inclusive for all participants. However, a disability sports development officer post can also develop disability specific education and training opportunities, discrete provision and talent identification (Interview: MacLeod, 2006).

10% believed that a disability sport officer/manager was not required as sport specific officers/managers should take the lead in this area and show an inclusive aspect or approach to their work. Davidson (Interview: 2006) raised the concern that having a disability sport development officer/manager created the potential of the mainstream officers/managers to become reliant on the disability officer/manager to do work that was already part of their remit.

A further 10% did not have an opinion on this question.

5.9 Structure within Sport Central – One year later
When Sport Central was established, there was a staggered intake of professional development managers, until a full complement of staff was achieved in the eight sports of athletics, football, rugby, golf, cricket, swimming, gymnastics and disability sport. **spor**tscotland highlighted that a challenge of the disability sport manager post was the engagement of this post with the rest of staff within Sport Central. This was furthered by the belief that the post encompassed a dual role in the focus on disability sport projects and also the

support given to the sport specific managers for disability sport in their particular specialism (Interview: Steele, 2006). When the disability sport manager started in August 2006, it was acknowledged that a significant amount of work was required to get disability sport included within the strategy for Sport Central and also the individual strategies for each professional officer within Central Scotland (Interview: Glen, 2006).

One year into the post and the disability sport development manager had created integrated plans in partnership between disability sport and the sport specific development managers within sport central. The plans for the disability sport development manager complemented the plans of the sport specific development managers, so that disability sport had an individual plan whilst it was also included within the development plan of the sport specific development managers (Interview: Glen, 2007). The plans for disability sport were developed in partnership with Scottish Disability Sport, the sport specific managers in Sport Central and appropriate national governing body staff.

It was identified that the strategic plan for disability sport in Sport Central had expanded greatly in the first year; however this had not been matched by a growth in personnel in the area.

The disability sport development manager prioritised three specific sports for development in Central Scotland. This focused approach was taken to ensure

that continuity and development occurred with the identified sports. It was also to establish a competition structure, a specific coach education programme, participation programmes within the local authorities and to hold a focus upon improving performance. Athletics, swimming and football were identified as the priority sports due to these sports being priority one sports for Scottish Disability Sport and they also held development managers within Sport Central, thereby complementing both organisations as well as the structure within the local authorities (Interview: Glen, 2007).

In the 2006-2007 period, participation centres in swimming, football and athletics had been established in Falkirk Council through the direct work of the disability sport development manager. Active Stirling also had established the same participation centre, through the work of the sports development officers within Active Stirling. In Clackmannanshire Council athletics and football were included within their existing multi-sports programme and swimming classes had already been established prior to the commencement of the disability sport development manager post.

This focused approach within the local authorities was led by the disability sport development manager in partnership with the key people within each local authority (Interview: Glen, 2007). In Clackmannanshire Council, the key person was the Active Schools Coordinator for people with a disability. In Active Stirling, the identified person was the Sports Development Officer with a part

remit for disability sport. However, within Falkirk Council the key people that were identified were the sport specific development officers in swimming and football, as no one had a remit for disability sport in this area.

In this year, the disability sport development manager had also established disability sport development groups within the three local authorities. In Falkirk the group consisted of social work, the children and disabilities team, physical education, active schools and sports development. In Stirling and Clackmannanshire the groups were comprised of representatives from sports development and active schools (Interview: Glen, 2007). These groups served as an information sharing forum which enabled professionals within local authorities to update, distribute and promote new developments whilst working in partnership across different services. This was viewed as a significant development by the researcher as it ensured that an inter-agency approach to the development of disability sport within the three local authorities occurred.

As the development of a long-term player pathway was a key priority of the disability sport development manager, as directed by **sport**scotland, grassroots participation centre's in football, swimming and athletics were established within the three local authorities in 2006-2007.

For the next step of the pathway in the 2006-2007 academic year, a fully comprehensive events programme was successfully organised which included

festivals in athletics and football, school and club swimming competitions, regional football, regional track and field events as well as indoor sports hall athletics and boccia, bowls and golf (Interview: Glen, 2007).

Another level was added to the pathway with the establishment of sport specific squads. As the long-term player pathway was not included within the job remit of the Forth Valley disability sport development officer, sport specific squads for people with a disability had not existed for the previous few years in Forth Valley.

In order to create a comprehensive pathway for football, a variety of developments occurred. These developments occurred through a strong partnership and a complementary vision between the disability sport development manager, the football development manager and the Scottish Football Association disability development officer (Interview: Morgan, 2007). Football fun days were established within the three local authorities, to encourage young people to access their local football participation centre. These fun days were held during curriculum time in order to encourage as many schools as possible to get involved, to try and ensure that everyone had access to the opportunity.

In June 2007 football trials were held at a football festival which was organised by Clackmannanshire Council. Through this joint approach, fourteen young

people with mild learning difficulties were selected to form an under 18 squad (Interview: Glen, 2007). They were identified by the disability sport development, manager with the support of the football development manager from Sport Central, Disability Football Development Officer from Scottish Football Association and the vice chairman of Forth Valley Disability Sport. As this strong partnership existed in Forth Valley, Sport Central put in a bid and won the opportunity to host the Scottish Disability Sport national seven a side competition in Grangemouth (Interview: Morgan, 2007). The partnership identified this competition to be the first competition that the newly formed mild learning difficulty squad could enter into. Through the link with the football development manager, this squad accessed training alongside the local Falkirk player development centre at Grahame High School. This was designed and instigated in order to provide the opportunity for players within the squad, to have the prospect to progress onto the mainstream Falkirk player development squads. The aim of the mild learning difficulty squad was to identify local boys clubs for squad members to train regularly with, in conjunction with their training in the squad (Interview: Morgan, 2007).

It was highlighted by the football development manager, that this joint approach had been successful with the disability sport development manager leading the developments from a national perspective and working with the football development manager from a regional and local perspective, specifically to

access facilities and coaches and to link in with local football specific development (Interview: Morgan, 2007).

In addition, athletics also developed greatly within one year. Work was done to integrate the mainstream programme with the disability athletics programme (Interview: Morris, 2007). Fun in athletics training was delivered to the three local authorities which was a mainstream programme. Through an integrated approach with the disability sport development manager, aspects of disability were included within that training. Athletics squads were established in December 2006, as a result of national trials that were held to identify and fast track athletes with potential (Interview: Glen, 2007). Eight young people were invited along to the national squad and six were invited to join the regional squad. The regional disability squads were also invited to train alongside the mainstream athletics squad, as additional sessions to their disability squad sessions. This was also designed to try and achieve an integrated approach (Interview: Morris, 2007). A Forth Valley Athletics Partnership existed which was comprised of members of the two athletics clubs in Central Scotland. The disability sport development manager met with the partnership to update them on the developments of disability sport within Central Scotland and also to establish a link between the regional disability squads and local clubs (Interview: Glen, 2007).

Swimming classes were established within Falkirk and Stirling Council. The classes in Falkirk council were established in conjunction with the swimming development officer. The classes in Stirling were established by the sports development officer in partnership with the swimming development officer who were both employed by Active Stirling. Through the annual schools swimming gala, fifteen swimmers were selected to form a disability swimming regional squad. The establishment of the squad and the selection of swimmers was led by the disability sport development manager in partnership with the swimming development manager within Sport Central and the national disability swimming development officer employed by Scottish Swimming (Interview: Glen, 2007).

From going to minimal football, swimming and athletics development which occurred through annual events and multi-sport clubs, a significant increase in opportunities at different levels of the player pathway had been established within one year (see appendix VI).

Coach education and volunteer development were also a key area of work for the disability sport development manager. In 2006-2007 thirty-four coaches and volunteers were targeted within Central Scotland to attend identified courses in order to enable participation to progress. These courses included boccia leaders; coaching disabled athletes; introduction to pool work; and how to coach disabled people in sport. The identification of the coaches and volunteers was

done in partnership with the professional staff within the three local authorities (Interview: Glen, 2007).

Club development was identified as a key area of work for the disability sport development manager; this focus also differed greatly from that of the Forth Valley Disability Sport Development Officer. In 2006, four disability specific sports clubs existed in Forth Valley. These clubs received minimal support from the local authorities at that time. From 2006-2007 the disability sport development manager focused upon building a relationship with the clubs. Glen (Interview: 2007) indicated that no development led by the disability sport development manager happened with these clubs during this period, except for the building of a relationship with the identified clubs. This was furthered by highlighting that the main priority for 2006-2007 was to establish participation and junior development in athletics, swimming and football, club development would be a priority for 2007-2008.   These priorities were based on an identification and prioritisation of need and also a realistic approach based on the wide remit of the job and the potential time constraints.

There was no facility development work led by the disability sport development manager during 2006-2007.

Out of the five key areas of work identified by **sport**scotland, significant development was made with the establishment of player pathways in targeted

sports within the area. Alongside this, work was completed to ensure that coaches and volunteers were developed to support the player pathway. However, minimal work occurred for club development and facility development.

Conversely, the development of the Forth Valley Disability Sport branch showed significant improvement with the re-establishment of the branch committee in February 2007. A committee of fifteen was established, with representation from the local authorities, sports clubs, schools, athletes, parents and Sport Central (Interview: Glen, 2007). Within this committee, volunteer co-coordinators were identified for athletics, swimming and football to align the development of the branch with the development of Sport Central. Alongside the establishment of the committee was the maintenance and development of the events programme. Eleven events were implemented in 2006-2007 which encompassed regional competitions and local development events (Interview: Glen, 2007). The development of the branch and its events programme was a significant amount of work yet this area was not considered by all partners involved in Sport Central to be a key area of work.

However, the researcher felt that the issue of the local authority structure needed to be raised. If Falkirk Council had a sports development officer or active schools coordinator who had dedicated time, however minimal, to the development of disability sport, could more development have occurred out-with the area of the player pathway as the disability sport development manager

would have had a greater proportion of time to dedicate to the other four key areas of work? Furthermore, if the Forth Valley Disability Sport branch had a vibrant committee, could this have also increased the capacity of the manager in the development of the five identified key areas of the job? Conversely, should branch development be a key identified area within the job remit of the disability sport development manager?

5.10 Monitor and Evaluate

sportscotland developed a monitoring framework from which to evaluate the posts of the sport development managers within both regional sports partnerships. The monitoring framework was based upon the focus areas of developing an effective network of clubs; recruiting, educating and training volunteers, coaches and officials; and establishing regional academies of sport. These focus areas were broken down and quantified (Interview: Steele, 2007). Ultimately one document with all the targets, all the baseline date and a map of whether the targets set over a three year period have been achieved would be produced. An evaluation would then be completed which would determine the success of the posts in direct relation to the original aims and objectives of regional sports partnerships. It was acknowledged through **sport**scotland that disability sport would be slightly different for monitoring purposes, as it was only operational in one of the two pilot regional sports partnerships. **sport**scotland further acknowledged that disability sport merited a more detailed monitoring and evaluation system, that had yet to be fully developed (Interview: Steele,

2007). Scottish Disability Sport was involved in discussions over the monitoring and consequently, identified specific areas where more detailed targets and information would be monitored (Interview: MacLeod, 2006).

5.11 Conclusion

Throughout the investigation, there were key themes that consistently emerged through the researchers' qualitative research. The main theme was that as the disability sport development manager was new to the structure of Scottish Sport the post was considered to be a pilot. Therefore, there was a definite premise that the post and its job description would evolve through the appointment of the manager and thereby, trial the original job description. As this was the case an element of confusion regarding the role of the disability sport development manager and how it differed from the previous post of the Forth Valley disability sport development officer was present amongst different agencies.

Another theme was the components of the job description. The foundations of the job description were standardised amongst all of the development managers within Sport Central. There was an acknowledgement that the role of the disability sport development manager differed from that of the other sport specific development managers, but this was not reflected within the job description.

There was also the suggestion that the role of the disability manager, specifically within Forth Valley, was too immense for one person to achieve highly on all key areas of work. This was furthered by the differing structure of professional support amongst the local authorities. Falkirk Council was highlighted as a local authority with huge potential for development in disability sport, but it was indicated that there was no one employed within the council to develop this. This put a strain on the resource of the disability manager, as local authority work was completed by the manager instead of the local authority, in order to not hinder the overall development of the structure of disability sport within Forth Valley.

It was suggested that a major strength for the future of disability sport would be personnel/professional officers within each of the three local authorities to support the development. The role of the disability sport development manager was very wide and encompassed a multitude of areas ranging from the aims of Forth Valley Disability Sport to increase participation and events to the aims of Sport Central which were to develop performance and quads (Interview: Glen, 2007).

Overall, the majority of those interviewed, highlighted the value and necessity of the post. However, it was acknowledged that the preferred local authority structure was not in place to fully support the disability development manager from the onset of the post. The lack of inclusion for people with a disability in

the long-term player development pathway was also viewed as a missed opportunity by a proportion of those interviewed. Finally, another common theme was that certain key areas of work by Scottish Disability Sport and **sport**scotland had not been completed, prior to the commencement of the disability sport development manager post which could have impacted upon the success of the post. Although, it must be acknowledged, that the post was a pilot and therefore a certain degree of flexibility was required in order to ensure that the post evolved successfully.

To conclude, all of the partners involved with the disability sport development manager, fully supported the inclusion of the post within Sport Central. The data gathered also indicated that the development of the player pathway and Forth Valley Disability Sport was significant, to providing the appropriate foundations for the future development of the disability sport structure within Forth Valley.

6. Conclusion

The aim of this chapter is to summarise and draw conclusions from the research that was undertaken. This investigation aimed to analyse the effectiveness of the role of the disability sport development manager within the regional sports partnership, Sport Central. It took place because of a distinct lack of research into disability sport and in particular its position within national structures of sport. Furthermore as the post of the disability sport development manager was a pilot job within the regional sports partnership, it was deemed essential that research was completed on this unique post.

Overall the results indicated that in order to develop an effective disability sport pathway, a disability sport development manager was required as part of the infrastructure within a regional sports partnership.

The work undertaken by the disability sport development manager in Forth Valley was analysed over two years. The primary basis for the analysis was the five key areas of the job description which were investigated through qualitative and quantitative research. Out of the five key areas of work, the establishment of a disability sport player pathway for people with a disability in Stirling, Falkirk and Clackmannanshire Councils was the most significant piece of work achieved by the disability sport development manager. For the other four key areas of work, both coach education and volunteer development achieved

success which, in turn complemented the success of the player pathway. However, limited work occurred with the areas of club and facility development in the first year of the post. Therefore, it can be concluded that three out of the five key areas of work achieved success in the first year of the post. Conversely, the resurrection of the branch, Forth Valley Disability Sport was another area where the evidence highlighted that a high level of success had been achieved, although this area of work was not considered to be a key component of the disability sport development manager job description.

Below are the conclusions that were drawn from the five key areas of work.

6.1 Player Pathway

As previously mentioned, the qualitative and quantitative data indicated that the development of a disability sport pathway was the area where the highest amount of success was achieved. An element of the success achieved within this development could be attributed to the partnerships created by the disability sport development manager, within the local authorities, and with key external agencies.

Overall, the data gathered indicated that the establishment of the foundations of a player pathway for disability sport within Forth Valley occurred within the first year of the post being established. The data also suggested that this development was a significant achievement within Forth Valley, which was led

by the disability sport development manager in partnership with the appropriate staff and agencies within the three local authorities. By implementing a focused approach, the disability sport development manager concentrated the resources available effectively, whilst also complementing the strategies of Scottish Disability Sport, Sport Central, **sport**scotland and the local authorities. As the quantitative results indicated, a considerable amount of young people with a disability in Forth Valley were participating in sport throughout the school day and also in the evening and this participation ranged from multi-sport to sport specific participation centres right through the disability sport player pathway to regional squads.

The data gathered highlighted that the different levels of support given by the three local authorities proved to both complement and hinder the disability sport development manager. However, despite the differing structures within the three local authorities, a consistent pathway was developed in the targeted sports of football, swimming and athletics by all three local authorities. By the end of the research period in 2007, each local authority had opportunities available for school-aged young people with any disability to take part regularly in football, swimming and athletics participation centres outside of their school environment. This was considered an important step forward in developing the disability sport player pathway in Forth Valley as previously only multi-sport clubs had existed within the local authorities. The three targeted sports that were chosen were reflective of the strong opportunities that were available for mainstream school

aged young people in Forth Valley. Therefore, the addition of a disability sport element to these three sports complemented and enhanced the existing local structures.

The establishment of fun festivals in football and athletics within the three local authorities proved to be a successful component of the disability sport player pathway. All schools within each local authority were invited to attend the festivals in order to promote the school to community links and to raise the awareness about the opportunities that were available. This was a necessary step in the development of the player pathway, as it served a dual purpose. It ensured that the establishment of the sport specific participation centres was promoted to a significant amount of pupils with a disability in the three local authorities. It also ensured that every pupil, regardless of their disability, had an opportunity to access the event through the school environment and therefore the barriers of transport and cost were eliminated. However, by the end of the research period in 2007 there was not 100% attendance from the schools within the local authorities with pupils with a disability. The qualitative data indicated that this was an area where more development would occur, when the programme became more established, and further awareness was raised by the local authorities.

The data gathered identified that the development of regional sports competitions was an essential component of the player pathway. This was due

to the regional competitions being a necessary forum in order to identify and trial talented athletes with a disability, in order to progress them onto the national events held by Scottish Disability Sport. Furthermore, the events provided the link to the Scottish Disability Sport national events calendar. This link was deemed an essential and successful component of the disability sport player pathway in Forth Valley, as it allowed the regional events to act as trials within the three local authorities, in order to select a team to take to compete at national competitions. The results indicated that within the first year of the disability sport development manager being in post, a total of ten young athletes with a disability were selected to take part in Scottish Disability Sport squads, having had the opportunity to participate at a national event. Furthermore, in the period of 2006-2007, a total of twenty-six medals were won by swimmers with a disability from Forth Valley in national swimming championships run by Scottish Disability Sport. This example indicated that the structure put in place not only made competition opportunities available to young people with a disability in Forth Valley, but it also served to highlight the potential untapped talent within the local authorities. This was a significant achievement which occurred in a short period of time, therefore highlighting the positive impact the disability sport development manager made in the first year of the post.

In addition through the research conducted, it was transparent that the re-establishment of the regional competition calendar was vital to the development and success of the disability sport player pathway. This was highlighted by the

increased number of pupils with a disability who participated in the multitude of events that were held in 2006-2007.

Although a regional events calendar had previously existed in Forth Valley, the step by the disability sport development manager to undertake a sport specific focus in football, swimming and athletics was necessary in order to complement the developing local authority structure within these sports. The data gathered highlighted that this focused approach also contributed to the success of the implementation of the player pathway. However, the data also indicated that the number of events that were organised at a local and regional level was a substantial amount of work for one person to undertake the organising of, especially when events did not constitute one full component of the five key areas of work.

As the disability sport development manager focused on the development of a player pathway for the three specific sports of swimming, football and athletics, this concentrated the resources that the development manager had available and helped ensure that significant and appropriate development occurred within each sport. This was considered effective as the resources of the regional sport development managers in disability, swimming, football, and athletics and the local authority development officers time were not stretched thinly across a range of sports. The resources were allocated to a specific area, based upon a

reasonable assessment of the resources available and the existing local structure and local needs.

Finally, the development of regional sport specific squads by the disability sport development manager, complemented the original aims of the long-term player development pathway and regional sports partnerships as set by **sport**scotland. Furthermore, for athletes with a disability who displayed potential, it also provided a performance sport route to follow within Forth Valley, as the development of the regional squads was interlinked with the talent identification at regional events, and it was also supported by the sport specific development managers. This was a successful step undertaken by the disability sport development manager, but also for Sport Central, in providing an integrated approach to their overall development of a disability sport player pathway within Forth Valley. In addition, this example of integrated partnership working ensured that Sport Central, as a regional sports partnership, provided a fully integrated and inclusive approach to their development whilst also accommodating segregated provision where appropriate. This ensured that Sport Central as an organisation provided athletes with a disability a choice in which environment suited their individual training needs, thereby acknowledging the need and appropriateness for different environments in order to achieve appropriate levels of performance from their athletes.

6.2 Coach Education and Volunteer Development

The two further areas of the five key areas of work that achieved success were coach education and volunteer development. Therefore, the data collected indicated that a total of three out of the five key areas of work achieved success in the first year of the disability sport development manager being in post. Through the data gathered, it would be reasonable to conclude that the establishment of the disability sport player pathway in Forth Valley complemented the development of local coaches and volunteers. By the end of the research period in 2007, which corresponded with the end of the first year of the disability sport development manager being in post, thirty-four coaches and volunteers were targeted to attend a variety of coach education courses. Furthermore, from the data gathered it was apparent that the coach education programme that was offered by the disability sport development manager correlated to the three priority sports identified within Forth Valley. The courses that were offered related to football, swimming and athletics, whilst the other courses offered an insight into the generic disability sport perspective. This targeted approach was effective as it served the dual purpose of recruiting and training coaches and volunteers in football, swimming and athletics. In turn, this enhanced the level and amount of opportunities that were offered in the development of the disability sport player pathway.

The data gathered highlighted that a significant amount of coaches and volunteers attended education and training courses. However, the data also

indicated that the education and training opportunities that were available were at an introductory or basic coach level. Therefore, further education and training opportunities that were developmental from the current level offered were required in order to further develop the existing coach and volunteer workforce. This was acknowledged by the disability sport development manager as a priority of the post from 2007-08 onwards.

6.3 Club Development

From the data gathered, the area of club development was an area of work where no significant success was achieved. The research indicated that in Forth Valley the four disability sport clubs had minimal contact with the disability sport development manager during the first year of the post. The main contact that was had was primarily through the building of a relationship with these clubs. Through the data gathered during the research, it was indicated that the area of club development was not considered to be a primary priority by the disability sport development manager for the first year of the post. As mentioned previously the role of the manager was extensive with the areas of branch development and development within Falkirk Council holding a higher priority in order to develop the disability sport player pathway. As both of these areas consumed a significant amount of the manager's time in the first year of the post, it was apparent that further work was required in this area before any significant developments could be reported. Through the qualitative research

the disability sport development manager highlighted that a main priority for the 2007-2008 academic year would be to focus upon club development.

6.4 Facility Development

The qualitative data gathered indicated that no facility development work occurred by the disability sport development manager during the first year of the post. However, what was transparent through the data was that the disability sport development manager believed that facility development would occur following the end of the research period due to the commencement of building projects for sport and leisure facilities within the three local authorities.

6.5 Forth Valley Disability Sport

The re-development of Forth Valley Disability Sport was not considered by **sport**scotland to be a key area of work for the disability sport development manager. From the qualitative data gathered it was evident that the resurrection of this branch took up a substantial amount of time and proved to be a strain on the resource of the disability sport development manager. However, from the quantitative evidence gained, this area of work was partly a success. The success was illustrated through the regional events competition calendar being restored and the significant amount of participants from the three local authorities who attended these events. Furthermore, the re-development ensured that disability sport had support from the three local authorities, as well as disability sport clubs and other relevant organisations through the re-

establishment of the Forth Valley Disability Sport committee, as highlighted in the qualitative data.

This re-development expended a significant amount of the disability sport development manager's time, due to the branch not being active for a couple of years. Furthermore, as Forth Valley Disability Sport was previously organised by a full-time development officer, the capacity of the disability sport development manager to fulfill this role was never achievable or even considered to be a requirement of the job. From the evidence gathered, it can be concluded that the development of Forth Valley Disability Sport should not be included within the job remit for the disability sport development manager, as essentially it would add another key area of work onto an already substantial job description. Furthermore, Scottish Disability Sport believed that additional personnel were required to fulfill this role with the support of the disability sport development manager to ensure that the branch was fully integrated into the regional development plans and that the work of the branch complemented the disability sport pathway. This conclusion was drawn from the amount of work that was required in order to sustain, develop and support Forth Valley Disability Sport. Furthermore, although the branch complemented the overall structure of disability sport in Forth Valley, its primary focus was upon participation and therefore did not fully correspond with the aims of a regional sports partnership.

6.6 Limitations of the Post of the Disability Sport Development Manager

The data gathered highlighted additional areas that proved to be a constraint on the overall amount of disability sport development that occurred within Forth Valley by the disability sport development manager. As mentioned above, the work required to reinstate Forth Valley Disability Sport was a significant strain due to the amount of time the disability sport development manager had to spend on it.

Another primary limitation that was evidenced repeatedly through both the qualitative and quantitative data, was the lack of support received from Falkirk Council. The qualitative research indicated that the lack of either a sports development officer or active schools coordinator with time apportioned for disability sport had a negative impact on the overall development of disability sport in Forth Valley. Furthermore, as a result of this a proportion of the disability sport development manager's time in the first year was spent undertaking the duties of a sports development officer for Falkirk Council. Consequently, this affected the amount of time the disability sport development manager could spend on the specified five key areas of work. The data collected indicated that the lack of support from Falkirk Council hindered the overall development of disability sport within Forth Valley, especially when this was combined with the re-development of Forth Valley Disability Sport. It also highlighted the possible impact that one local authority could have on the successful development of a regional sports partnership if that particular local

authority did not provide adequate support to a regional disability sport development manager.

However, what the quantitative data did indicate was the potential for the development of disability sport in Falkirk, as it illustrated the amount of people with a disability who attended sports classes and events. This was based upon the limited amount of work implemented by the disability sport development manager in Falkirk. If there was a full-time officer within Falkirk Council, the development of disability sport would have increased significantly. Furthermore, as Falkirk Council had the largest population out of the three local authorities, there potentially would be more young people with a disability to access sport and physical activity opportunities. The approximate population of Falkirk is 149,000; Stirling is 89,000; and Clackmannanshire is 49,000 (Glen, 2007). Despite the fact that Clackmannanshire Council had less than half of the total population of Falkirk Council, they regularly achieved the highest amount of participants, as shown in the quantitative data. This could potentially be a reflection upon the structure within Clackmannanshire Council which employed two members of staff to undertake a role for disability sport and physical activity.

For that reason, the number of participants which were achieved by Clackmannanshire Council and Active Stirling, as shown through the quantitative data, could be attributed to the professional officer structure within both local authorities in partnership with the disability sport development

manager. Whereas the number of participants in Falkirk Council could be attributed to the disability sport development manager and the partnerships that were created and instigated with the sport specific development officers and active schools coordinators.

The data collected indicated that both Active Stirling and Falkirk Council would benefit from having a full-time development officer dedicated to disability sport. As was highlighted by the disability sport development manager, the regional plan for disability sport had developed over the two years but a growth in personnel had not occurred alongside this. Furthermore, as the qualitative and quantitative research gathered highlighted, the role of the disability sport development manager was very wide and encompassed a multitude of areas ranging from the aims of Forth Valley Disability Sport to increase participation and events, to the aims of Sport Central which were to develop performance and quads (Glen, 2007). Therefore, the future development of disability sport in Forth Valley is reliant upon the development of full-time disability sport development officer posts and a Forth Valley Disability Sport coordinator post to support the work of the regional disability sport development manager. This would be a necessary step in order to continue to advance the structure and development of disability sport in Forth Valley.

A final limitation that was apparent from the quantitative data gathered, was that the results indicated that the number of participants with a learning disability who

were or became involved in the player pathway throughout the research period, was significantly higher when compared to the other disability categories. This was identified as an area of concern due to the fact that athletes with a learning disability were not included in the Paralympics in Beijing. As the post of the disability sport development manager held the development of performance athletes as central to its role, the lack of athletes with a physical or sensory impairment that was currently involved in the player pathway was identified as an area of concern. This corresponded to the targets set by Scottish Disability Sport to have 6% representation within the Great Britain team for the Paralympic Games in London 2012.

6.7 Overall Conclusion

Overall, a significant amount of development occurred for disability sport within Forth Valley over the two year research period. Out of the five key areas of work for the disability sport development manager, three key areas achieved success in the first year of the post. These three areas were the disability sport player pathway and coach and volunteer education and development. Furthermore, the re-development of Forth Valley Disability Sport was an area where success was also achieved; however, this area was additional to the specified five key areas of work. The percentage increase achieved by the disability sport development manager in the areas of: playground games; lunchtime clubs; after school clubs; sports development classes; events; and squads highlighted the impact that having a specific person to drive forward

disability sport can potentially make, specifically in Forth Valley. The results

clearly indicated that by having a manager in post the development of disability

sport within an area can achieve significant success in a short period of time.

Out of the five key areas of work identified by **sport**scotland the area which

achieved considerable success was the development of the disability sport

player pathway in Forth Valley. Through the research conducted, the disability

sport player pathway was considered as the area which required substantial

development within Forth Valley and was a necessary base in order to start to

achieve development in the other four key areas of work. The necessary

foundations for the disability sport player pathway were achieved by the

disability sport development manager within the first year of the post.

A key concern that was apparent throughout the research period, was the

amount of areas of work that were considered to be part of the job description of

the disability sport development manager. As the results indicated, the areas of

work that were completed by the manager in the first year, ranged from local

authority development in participation programme through to the development of

regional performance squads. This diluted approach meant that the areas of

club and facility development were neglected in order to achieve success across

the areas of work. Although the results indicated that success was achieved

across the player pathway, the results also illustrated the lack of development

that was achieved in club and facility development. The data gathered

highlighted that this was not a reflection upon the work undertaken by the disability sport development manager, but it was an indication of the amount of work that was required within Forth Valley in order to develop disability sport in the first year of this post.

The qualitative and quantitative data gathered illustrated the potential for significant levels of success in disability sport in Forth Valley through the employment of a disability sport development manager. The success achieved in the first year of the post could be attributed to the leadership of the disability sport development manager and the support received from the local authorities and external partners. In addition, the qualitative research illustrated the amount of different organisations that held a vested interest in the post and supported the development of a disability sport development manager. Furthermore, the partners identified a need for the post in Forth Valley based on an independent needs assessment. In the first year of the post, a strong foundation was established for the future development of disability sport in Forth Valley.

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Appendix I

Map of Forth Valley, Scotland
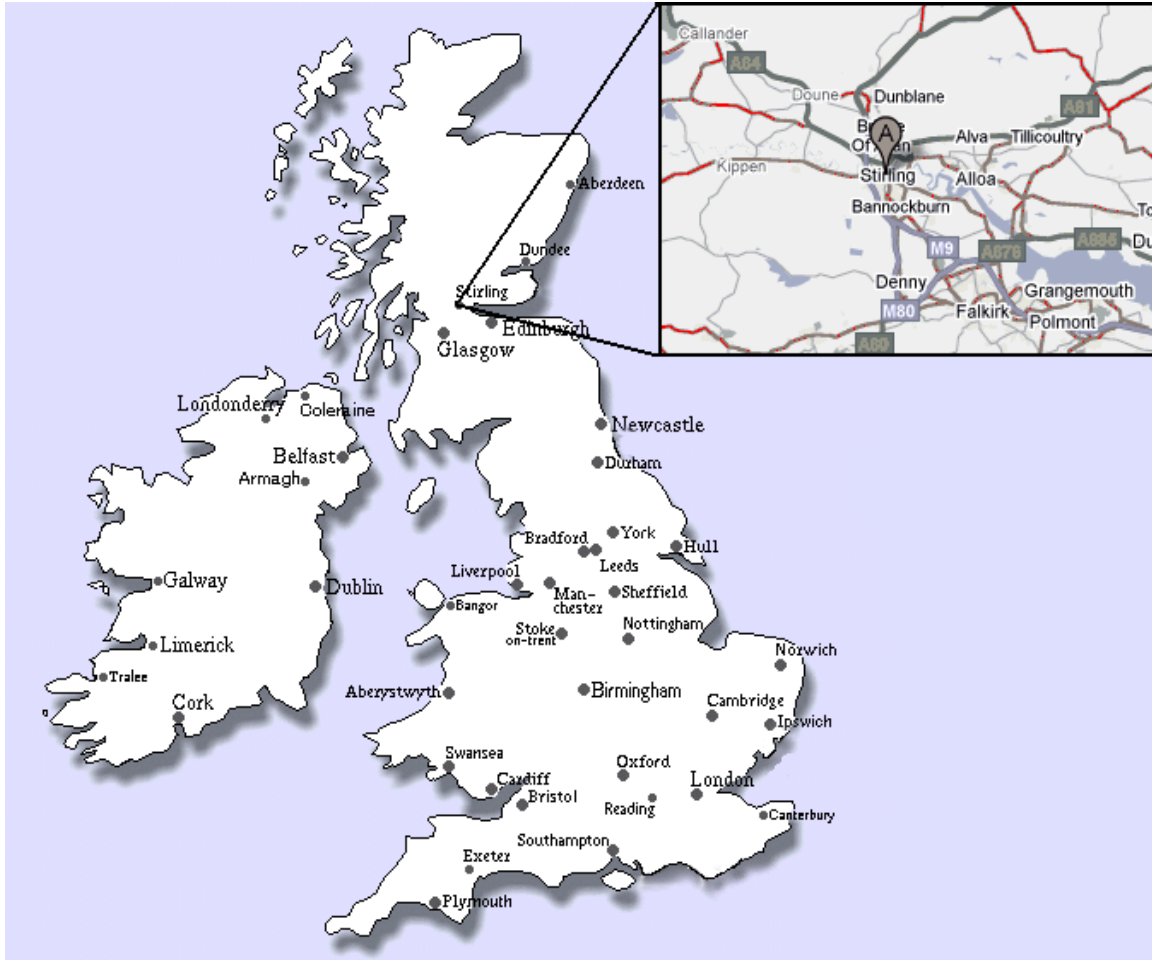
Appendix II

List of Interviewees

Name	Job Title	Date of Interview
Lynne Glen	Disability Sport Development Manager Sport Central	August 2006
Jacqueline Lynn	Sport and Physical Activity Manager Active Stirling	August 2006
Rob Hardie	Partnership Manager Sport Central	August 2006
Ian Harries	Falkirk Council	September 2006
Claire Mands	National Development Officer Scottish Disability Sport	September 2006
Ruari Davidson	Partnership Manager **sport**scotland	September 2006
Gavin MacLeod	Chief Executive Officer Scottish Disability Sport	October 2006
Gordon McCormack	Chairman Scottish Disability Sport	October 2006
James Steele	Partnership Manager **sport**scotland	January 2007
Liz Morris	Athletics Development Manager Sport Central	August 2007
Alan Morgan	Football Development Manager Sport Central	August 2007
Lynne Glen	Disability Sport Development Manager Sport Central	August 2007

Appendix III

Interview Schedule

Questions for Scottish Disability Sport, sportscotland, Regional Sports Partnership Manager (Sport Central) and Disability Sport Development Manager:

What are your hopes for the post?
This question is necessary to ask to differentiate if any differences in opinion exist between the different agencies involved in evolving, supporting and developing the post of the Disability Sport Development Manager. Should any discrepancies occur this could have a potential impact upon the focus of the job.

How does the Disability Sport Development Manager post fit into the Long Term Player Development Pathway?
As disability sport is only mentioned as an aside in the consultation and recommendation reports, this question will show the appropriateness of the LTPD to disability sport and whether this pathway is inclusive, exclusive or even suitable.

If not how does this fit into the Regional Sports Partnership?
This question is a necessary follow-on should the answer to the above question be 'no'. It is essential that this should be asked because one of the key themes of the regional sports partnership is the long term player development pathway so if disability sport does not conform to this why was it included?

Why was the Disability Sport Development Manager post included in the Regional Sports Partnership?
This will give an indication as to the process undertaken in deciding what and why specific sports were included in the partnership which is necessary as disability sport isn't included within the current long term player development pathway when compared to the sport specific options.

Do you have any concerns/ reservations about the post?
This question will indicate if any agency was unhappy with the post being included. It could also indicate any issues over the long term player development pathway and what that encompasses. This question will be necessary when reviewing the success of the post.

What do you see as the key areas of work for the post?
Every agency will have different key objectives and targets that they are aiming for, this question will decipher if all of the key areas concur and what the different agencies believe to be as key priorities in the post. This is a necessary question as it can be compared with the original job description.

How are you going to monitor and evaluate the success of this post?
The answer to this question will articulate whether appropriate mechanisms have been established in order to measure the success of this post. It will also indicate what the agencies determine to be a success of the post and whether these correlate. The success or failure of this post could ultimately result in this method being adopted throughout Scotland or the post being discarded

Questions for the Regional Sports Partnership (Sport Central) and the Local Authorities:

What has your previous involvement been with disability sport in Forth Valley?
For those in the regional sports partnership this will indicate whether they undertook any role prior to the post being appointed. This will give an indication towards the previous experience of those in the partnership regarding disability sport. For those in the local authority this will give a background to what happened in the period where no officer/manager existed and an indication of their attitude towards disability sport.

What role does disability sport play in your job remit?
For both agencies this will give an indication towards the emphasis placed upon disability sport and the extent of this emphasis. It is also needed to highlight the awareness of individuals towards this element of their job and their responsibility to develop it.

How do you see the disability element evolving in your sport?
This will give a clear indication as to there background knowledge of disability sport. It will also illustrate if disability sport is or is not about to become part of their development plan and how they plan on achieving or addressing the issue or whether the Disability Sport Development Manager has taken on all responsibility for the development of disability sport.

What do you see as the key areas of work for the post?
Every agency will have different key objectives and targets that they are aiming for, this question will decipher if all of the key areas concur and what the different agencies believe to be as key priorities in the post. This is a necessary question as it can be compared with the original job description.

What are your hopes for it?
This is necessary to indicate if what is envisaged by regional and national agencies for the post correlates to what the local authority wish to achieve by the development of this post.

Appendix IV

Questionnaire

Sport Central Disability Sport Audit

2005 – 2006

Name of Local Authority

_____

Name of Active Schools Cluster

_____

Date Returned

_____

Disability Sport Audit 2005 – 2006

1.0 Introduction

Sport Central have appointed a Disability Sport Development Manager to develop the sporting infrastructure of disability sport in the Forth Valley area from 2006 – 2009. In order to gather baseline data and identify existing provision an audit will be carried out. This auditing form will be distributed to primary and secondary active school coordinators in Clackmannanshire, Falkirk and Stirling.

The aims of this audit are:

- To provide baseline data in participation in the sessions listed below for academic year 2005 – 2006.
    - Playground games
    - Lunchtime clubs
    - After school classes
    - Sports development classes
    - Events

- To provide baseline data on the number of personnel who are involved in the delivery of disability sport in the Forth Valley area.

- To provide information which will assist in the formulation of a three year action plan to develop the infrastructure of disability sport in the Forth Valley area.

Please provide as accurate as information as possible. If you need further information or assistance in completing this audit please do not hesitate to contact me on 01786 432323.

Please return this form to:

Lauren MacTaggart, Wolfcraig Building, 1 Dumbarton Road, Stirling, FK8 2LQ.

Audit of Participation in Playground Games

For the purpose of this questionnaire 'playground games' is defined as any organised activities that take place in the playground (or inside during wet days) during the break times in a school day.

Pupils with Learning Difficulties

	Primary Age		Secondary Age	
	M	**F**	**M**	**F**
Mild – Moderate				
Complex				
Total				

Pupils who are ambulant who have a physical disability e.g. cerebral palsy, amputee etc

	Primary Age		Secondary Age	
	M	**F**	**M**	**F**
Total				

Pupils with a physical disability who use a wheelchair

	Primary Age		Secondary Age	
	M	**F**	**M**	**F**
Total				

Pupils with a sensory impairment

	Primary Age		Secondary Age	
	M	**F**	**M**	**F**
Visual				
Hearing				
Total				

Audit of Participation in Lunchtime Clubs

For the purpose of this questionnaire 'lunchtime clubs' is defined as any sport or physical activity club which takes place during lunchtime in the school environment.

Pupils with Learning Difficulties

	Primary Age		Secondary Age	
	M	F	M	F
Mild – Moderate				
Complex				
Total				

Pupils who are ambulant who have a physical disability e.g. cerebral palsy, amputee etc

	Primary Age		Secondary Age	
	M	F	M	F
Total				

Pupils with a physical disability who use a wheelchair

	Primary Age		Secondary Age	
	M	F	M	F
Total				

Pupils with a sensory impairment

	Primary Age		Secondary Age	
	M	F	M	F
Visual				
Hearing				
Total				

Audit of Participation in After School Clubs

For the purpose of this questionnaire 'after school clubs' is defined as any sport or physical activity club which takes place after school in the school environment.

Pupils with Learning Difficulties

	Primary Age		Secondary Age	
	M	F	M	F
Mild – Moderate				
Complex				
Total				

Pupils who are ambulant who have a physical disability e.g. cerebral palsy, amputee etc

	Primary Age		Secondary Age	
	M	F	M	F
Total				

Pupils with a physical disability who use a wheelchair

	Primary Age		Secondary Age	
	M	F	M	F
Total				

Pupils with a sensory impairment

	Primary Age		Secondary Age	
	M	F	M	F
Visual				
Hearing				
Total				

Audit of Participation in Sports Development Classes

For the purpose of this questionnaire 'sports development classes' is defined as any sport or physical activity class which is organised out with the school day by sports development officers.

Pupils with Learning Difficulties

	Primary Age		Secondary Age	
	M	F	M	F
Mild – Moderate				
Complex				
Total				

Pupils who are ambulant who have a physical disability e.g. cerebral palsy, amputee etc

	Primary Age		Secondary Age	
	M	F	M	F
Total				

Pupils with a physical disability who use a wheelchair

	Primary Age		Secondary Age	
	M	F	M	F
Total				

Pupils with a sensory impairment

	Primary Age		Secondary Age	
	M	F	M	F
Visual				
Hearing				
Total				

Audit of Participation in Events

For the purpose of this questionnaire 'events' is defined as a one off occasion whereby pupils take part in a specific sport in either a competitive or non-competitive environment.

Pupils with Learning Difficulties

	Primary Age		Secondary Age	
	M	**F**	**M**	**F**
Mild – Moderate				
Complex				
Total				

Pupils who are ambulant who have a physical disability e.g. cerebral palsy, amputee etc

	Primary Age		Secondary Age	
	M	**F**	**M**	**F**
Total				

Pupils with a physical disability who use a wheelchair

	Primary Age		Secondary Age	
	M	**F**	**M**	**F**
Total				

Pupils with a sensory impairment

	Primary Age		Secondary Age	
	M	**F**	**M**	**F**
Visual				
Hearing				
Total				

Appendix V

Interview Transcript's

Phase 1

Claire Mands
National Development Officer, SDS,
30th October 3.30pm

LM: If you could introduce yourself for the tape.
CM: Claire Mands, National Development Officer with Scottish Disability Sport.
LM: Ok so the first question is can you explain briefly the main remit of your job?
CM: Em basically as the national officer, I work with Local Authorities and Governing Bodies all across the country to look at helping them to provide opportunities for young people and adults with disability, do some direct stuff myself with the calendar of events, taster days. As well as that I work with the volunteers in the branch to try and strengthen what they do and basically just make them stronger as a group to put on more opportunities for people. I also deal with the ethics and equity side of things within SDS which means a lot of work on the child protection committee and all the fun stuff. Also in line with one of our volunteers I co-ordinate the education and training programme so again get the courses up and running and using the tutors to put them and also supporting the national events programme, so one the day running and organising and stuff.
LM: So what do you see as being the main areas of concern just now for disability sport in Scotland?
CM: Probably our biggest challenge is finding young people, particularly young people with physical disabilities and sensory impairments and getting them into an active lifestyle. So many kids are now within mainstream schools and not necessarily accessing PE or quality PE programme. It's very difficult to identify these kids due to data protection etc. You know we cant find these kids so that's our biggest challenge because at the moment we don't have a bank of kids coming through the system like we have had in the past when kids have been at special schools. That's probably our biggest challenge. Emm, and obviously the pressure that is coming to succeed in London 2012 you know we've got to make a difference and very quickly and its got to be a short term difference for the future, that's probably our biggest challenge.
LM: So did you have any involvement in the regional disability manager post in Sport Central?
CM: Yeah I had quite a lot of involvement actually which has been quite good because as an allocation of my time I will end up working with Lynne quite considerably which is great. Emm, but the way it works out I had an involvement in planning days and you know all the process in the lead up

because my boss was off so it meant I had a real strong involvement in the whole process. Particularly looking at what the post would do and how it would fit in with the other sports and that was really interesting and helped me know when I'm going to work with her on a more regular basis.

LM: So how will that post fit in with your post?

CM: I think it's a fantastic opportunity because obviously what we can do know we can influence the three areas. We've had a post in the past which was a similar post but across the three areas has probably sat just away from the sports development so it hasn't really been an integral part of sports development. Now we have something that is in the whole team and can influence other sports as well. Also because we've got two part time sports development officer and active schools co-ordinator within two of the areas and hopefully a couple of other people in the other areas, its actually a team, it's a good team that you know with the head of it at the Sport Central partnership and its really positive that disability has been thought of as an integral part of the whole process which is a huge step forward for us in terms of disability sport. It's going to have a huge impact and I think to be honest it's already had an impact because we are starting to see that.

LM: So what are your hopes for that post?

CM: It's going to revolutionise the world! I think the key is that we get a really good infrastructure set up in Forth Valley. At the moment in terms of the area, we use the area a huge amount for our national squad programme, our events programme and there is a huge bank of kids there, and a huge bank of adults that are not necessarily accessing the full provision that they could. So between Lynne and the staff in the three local authorities there is a real opportunity to make a big difference there to get people taking part in sport then feeding into national squad programmes which are already happening.

LM: Do you have any concerns or reservations about the post?

CM: I think probably the big fear would be if the link between the disability sports and the mainstream sports doesn't connect. You know you don't want to see Lynne duplicating the work that mainstream governing bodies are doing, say for example athletics by running a totally separate athletics programme. Whereas you could combine some aspects, not necessarily everything, but some aspects to make it to ensure that the disability angle stays integral to the sports. A couple of the sports (in Sport Central) aren't strong disability sports but you would still recognise the fact that there can be an input from disability and vice versa. Also probably that the other sports will recognise that disability sport is important and it can be filtered into the system very easily.

LM: How does disability sport fit into the LTPD?

CM: We are currently writing our LTPD sort of structure and pathway. Disability sport is slightly different because of the ages and stage type thing is very different. You could have somebody at a certain age, which in terms of the functional development and everything is different from their mainstream peer and also if you've got an acquired disability you know, that sort of things are different particularly in functional ability with regards to what you can and can't do. It's different but you know its something that we are looking at in terms of

trying to get something clear in place so that we can see ourselves as a governing body how that pathway works. But also if one of the other governing bodies has somebody they can see where it matches up on our pathway in comparison to their pathway so they can still deliver and take on athletes as best as they can.

LM: So how is that working with all your national governing bodies, how does that fit in?

CM: We will have to obviously develop different ones for different sports that we cover nice small peace of work! So that's a challenge and as a governing body we've got to really strong links with the other governing bodies that we work with so I think in terms of when that's being developed there will be a close link to the long term plans that the other governing bodies have so that where we've got the disability knowledge they've got the sport knowledge so that we can get it right between the two of us and Richard has been talked with the job of pulling that together. He's got a knowledge across the sports as well.

LM: So who is he?

CM: He is a consultant we are now paying to do a job that he has been volunteering in for the past however many years! He is going to pull that together and how it fits in with each other so that we are not far away from the sports plans. The worst thing for us would be to have a long term pathway for swimming and its completely different from the swimming pathway so we need to get it as right as possible, I would imagine that we would consult with the governing bodies for that since we have a good relationship with these organisations.

LM: Is there a deadline for when this needs to be done for?

CM: I've no idea I think it's certainly one of the initial projects that we are working on so yes I've no idea!

LM: With regards to the coaching awards that are changing to UKCC and all that's coming how does disability play a role in this?

CM: We, its interesting because our models and such and the training that we do is not like other sports where you have your level one and your level two ours is more of a generic disability course until you reach a really specific level you tend not to go much further in terms of the disability knowledge and its just encouraging people to do the sport specific awards. A lot of the sports have some disability input within them again that varies on the people delivering the courses and what sport they are. Ours tends to be more of a generic course that probably doesn't tend to have a set level where it sits in terms of UKCC.

LM: So what courses are there just now? I know you've got your wheelchair basketball. What other sport specific courses are there?

CM: We do a boccia leaders course and again that's one that has been developed by the tutor who are all very high up and respected in boccia. We run an introduction to pool work course which again has been developed by SDS in terms of providing that stepping stone between not being a qualified pool person before you go onto your ASA assistants. I think the important thing with a course such as that is that it is awareness raising, it doesn't allow somebody to go and coach the sport if they don't have the sport qualification. We developed

a coaching footballers with a disability course with the SFA which was initially only going to run two a year because we weren't sure if we would fill them they were both booked up within the first weeks of release, we are doing ten next year. We do a swimming disability swimming teacher's award but they very rarely run a course up in Scotland. There would be a huge demand for it. Emm but again with the whole education process changing they have sort of stopped the courses but I think they are looking to put them back in the programme. We've developed a wheelchair curling one with the RCCC. We are looking to formalise that a little bit more. We have also developed a coaching athlete with a disability course with Scottish Athletics as well. Again all these courses have been developed in line with the governing body, which for us is huge because they have the sport knowledge and the expertise so.

LM: How do you see the role of professional officers changing in Scotland?

CM: I don't see it changing too much, you know the local officer structure is great, it makes a huge difference to the sport. If we could have officers which are integrated into the SDO teams more, and some that are actually paid decent wages to do the job locally you know we tend to get a lot of really good officers but they tend to move on quite quickly because there are better jobs out there, you can't deny that. I think the regional partnership is a huge opportunity for us and you know if we can make the one in Forth Valley a success then we hope to make disability sport an integral part of all the other partnerships which would just be massive. The influence on that regional structure would just be amazing. If we can do that it would be great and again it would give us much more coverage and a more co-ordinated role and because we could have an input in terms of how that regional post works and what the priorities are, we can't do that with the local officers because we don't put money towards them. We can make suggestions but we can't actually influence so you know that's an exciting prospect to have a regional team.

LM: Do you think they should have a disability manager within the teams or should disability be part of the sport specific manager's role?

CM: I think it's good to have the same sort of system as in Forth Valley because if you've got it as part of the other remits it tends not to get done. Not that, that's maybe a bit harsh but its based on the person who is in that post in terms of how confident they are and how experienced they are in terms of disability. You know it might put some people off if they are seeing it as part of their job remit. If we've got someone in the local authority who is the manager they can just be the conscience on everyone's shoulder but still commit a huge amount of time to doing stuff and that the ideal way to go.

LM: Do you think there is anyone else I should interview?

CM: Other governing bodies, Euan Cameron at Scottish Athletics.s

LM: Would you like to remain anonymous?

CM: No that's fine.

LM: Would you like a copy of the transcript?

CM Yes please.

LM: Thank you for your time.

Gavin MacLeod Interview
Scottish Disability Sport
10th November 2006

LM: If you could introduce yourself for the tape please?
GM: Gavin MacLeod, Chief Executive Officer of Scottish Disability Sport
LM: Can you briefly give me an overview of your job remit?
GM: Well to oversee the implementation of the strategic plan of Scottish Disability Sport so really it's operationally looking after all elements of the national governing body. So all the various elements of the plan from governance all the way through to communication, education and training, sports development and local development.
LM: What was your involvement in developing the post of the Disability Sport Manager?
GM: From the very beginning in terms of putting the bid into both Sport Central and Tayside and Fife, to putting the case for having a post. Then from working with Rob in terms of putting together a job description and person spec (specification), the remit of the post, what it would look like, the ethos behind it. The planning process involved planning with Claire, our National Development Officer, her work programme, how much time she would be devoted to supporting the officer in post. From there I have really been more involved in working at a strategic level with the Sports Partnership and more overseeing from the operational side how Claire is working with Lynne to the delivery of the plans with Sport Central.
LM: What do you see as being the main areas of concern for disability sport just now in Scotland?
GM: I think the lack of young people coming through has got to be a huge concern. This is something we are trying to address, through education and training and through active schools but what we have to do is to look at agenda in terms of kids in schools, if they are not taking part in sport and PE in the school environment then the chances of them continuing into sport is very slim. So that is certainly a biggy and there is a number of factors involved in kids not taking up sport but the PE agenda is perhaps one of them. I think our branch structure is a concern in that we have got a number, probably a small number of branches that are doing an effective job in terms of the sports development process of identifying talent, giving them a multi-sport environment, bringing them onto sport specific coaching, competitive route for them then feeding into our national structure, whether it be squads or competition. There are branches out there that are doing elements of that but aren't doing all of it and that is a concern because if we don't have that joined up then we don't have the number of kids coming through, we don't have that pathway within our local structures, we then get fewer and fewer people coming through nationally and I think that's a big concern at the moment. From our point of view I think there is a number of things that we don't do as well as we could do. I don't think we talent id as well as we could do, I think we are getting better at it but I don't think we do it as well as we can do. From our point of view the work that we are doing with the

governing bodies of sport now to put development officers in place is starting to address some of the talent id stuff and also some of the pathway stuff in terms of club development. Education and training perhaps we are not as good, and I think that is really a resource in terms of people with expertise and the time and the ability to go out and deliver education and training. I was just speaking to two governing bodies today about them wanting us to come in and do more training with them as a governing body. Now that's fine we can go and do a one off training with that governing body but then they are wanting us to come out and deliver across the country to our clubs, hang on you know we are small. We are delivering across active schools, we are delivering across the governing bodies, we are delivering to local authorities sometimes so it's quite difficult so that's a worry. I think numbers of coaches, numbers of volunteers, and relationships with governing bodies all of those are concerns. We don't have the number of coaches, we don't have the quality of coaches in some of the sports that could have, again work that we are doing with the governing bodies is starting to address that. Communication, we have great role models out there and we have a lot of sporting success but perhaps we don't promote it as well as we could do. There are loads of them! Scary isn't it!

LM: What do you see as being the key areas of work for the disability sport manager?

GM: I think for me there are probably three or four areas. I think the initial focus that Lynne needs to work on is that she needs to strengthen the branch; the branch is very weak it's just being held together by the local authorities and that's a concern. I think there is a job to be done at grass roots level, not for Lynne to be the branch officer because I think that is not her role, it is much, much wider than that. To facilitate and strengthen the branch with the local authorities, with the active schools network, with the clubs, with the parents etc and to be part of that situation, perhaps lead it but not to be the sole person working for the branch. I think then there is a club development issue around disability, now whether that is discrete provision in terms of disability clubs or perhaps more likely working specifically with the core sports within the partnership and working with the mainstream core managers to get an integrated approach within clubs in Central area, whether it be swimming or athletics, team sports. Then it's about the pathway, looking specifically within the mainstream structures, if there is a mainstream academy for athletics or swimming or even for football or even for sports like golf where there is a possibility, to start to look at how there is an inclusive approach there and then for the athletes that come out of other elements, maybe the focus on boccia or curling or other sports, how those athletes from other sports can embedded into the academy process. So there is a number of things there, and more!

LM: Do you have any concerns about the post?

GM: I think the branch is going to be quite key, and I think unless Lynne can get strong support from the branch it's going to make her job, in terms of bringing young people and bringing talent through. There is always a concern that local authority agenda's, which has happened to us before, will take precedence to the agenda that Lynne is going to bring. I think that is less of a concern in the

regional partnership because they should all be signed up to a regional approach so my concerns there are less. Will the mainstream officers work inclusively? Again I think my concerns there are less because I know of the commitment of the partnership and the manager so I know that, that wouldn't happen. My concerns with Lynne, maybe that she is going to be to stretched, that would be because it is a big job and I think that's down to looking at the plan for disability sport and how that roles out into its work programme, again I am confident that, that wont happen through Rob. Probably continuity, what's happened in the past is that we have lost officers in the Forth Valley Central area within a short period of time resulting in a gap then someone new comes in so the continuity there means that there is a problem. Again I think my concern is less than in the past because I think the salary scale and the level of support that is in place now is much greater than for previous post holders. I think that just shows the profile that disability sport has now within the partnership.

LM: What are your hopes for the post?

GM: My hopes are that I just think that if we go back to what we have talked about and if we look at the number of years down the line and what we would hope to have in place I would like to see a strong, vibrant branch that's running activity at grassroots level, that we have very clear regional pathways for national from the central area that is very clearly defined, there is support structures put in place to train and compete as an athlete, that we have a recognised and well communicated structure of discrete and inclusive provision so that is communicated across Central, that we have an increased number of athletes coming out of an academy process into the institute of sport and as a result we are sending out squads to national and international events for 2012, 2014, 2016 more athletes competing at an elite level from the Central region. One thing that I would add to this is being able to use the model that is developed in Central to justify replicating that within the other regional partnerships. This has to be the key thing, its not just about Central, its about creating a success of Central that we can take elsewhere. If we took it to the Highlands it would have to be modified same as if we took it to the West or the East it would be different but the model would be the same.

LM: So if other areas were to take on board the disability element should they have a disability sport manager or should disability sport be part of the sport specific managers remit?

GM: Both. I think its key and I think the work that we do with the governing bodies is proving that. The number of governing bodies that we work with, there officers out on the ground have had a job description with a remit for disability but its not being supported and its not being followed through. Now for someone to be on the ground to support and as a conscience, let's be honest, then its more likely that stuff will happen. So what I would like to see is that, as I think will happen in Central, is that slowly the disability post will be there to support, advise, train, direct the mainstream posts so that there is a mainstream structure in place but that the additional issues around education and training, discrete provision, talent id maybe for different sports will also be dealt with through that post.

LM: How does the disability sport manager role fit into the LTPD?

GM: Well I think its just making sure that an inclusive approach is taken within mainstream sports because the pathway, the LTPD pathways are going to be pretty well defined I think through the sports governing bodies. From our point of view we are working on our pathway at the moment in terms of the national picture Graham is just putting together a performance pathway in place for SDS. So what I would like to see is to make sure that that is mirrored at a regional level but it's the same as what the other sports are doing so that we have got the academies within the regional into our national academies and from there into the area institutes of sport. So again I think its two strands to make sure that there is an inclusive approach taken which perhaps mirrors the area institutes where we have our athletes going into institute as an athlete in their own right, they are not there because they have a disability they are their because they are an athlete in whatever sport it is. So just to make sure there is a structure at a regional level which replicates that at a national level.

LM: How are you going to monitor and evaluate the post?

GM: Well its going to be monitored very closely through the regional sports partnership, we were just talking about that this morning. I've had a look at one or two of the targets and I think we need to be a bit more robust and I think we need to look at the numbers coming through, doing some athlete tracking in terms of seeing how the athletes have progressed in their sports, looking at getting feedback from the athletes in terms of what has benefited them, what have been the barriers. So all that I think and more needs to be brought into the disability strategy because that is the evidence that we need to prove that the post has been successful.

LM: Do you want to remain anonymous?

GM: No

LM: Would you like a copy of the transcript?

GM: Yes thanks.

LM: Thank you for your time.

Gordon McCormack Interview
Chairman of Scottish Disability Sport
13th November 2006

LM: Can you introduce yourself for the tape please?

GM: Gordon McCormack, Chairman of Scottish Disability Sport.

LM: Can you briefly describe your remit as the Chairman of Scottish Disability Sport?

GM: The Chairman of SDS is elected by the members every second year at the AGM. The responsibility of the chair is the whole governance of SDS, which covers all disabilities, all sports, and all the branches. It covers everything from ethics and equity, audits anything you can think of.

LM: What's your personal background within disability sport?

GM: I have been involved for the last thirty odd years. I take a personal interest in what we are doing and I take personal pride in taking forward an athlete from club level all the way up to international level. I get total job satisfaction out of it because we work with a whole bunch of athletes with disability but equally we work with the parents, volunteers, the professionals, the councils, everybody, it's a whole ethos thing within the public domain which is hugely satisfying.

LM: What do you see as the main challenges within disability sport within Scotland just now?

GM: I think the biggest challenge for us right now and there is lots of them, is getting the youngster of today back into sport and trying to get school kids with a disability into events. So the main aspect of our work leading up to London 2012 is to get the youngster who is in mainstream schooling to accept that there is an organisation there called SDS and the fact that they can access clubs, opportunities and therefore compete and hopefully we have a great representation come London 2012. The biggest issue for us at this present time is that we are judged on medal potential in the lead up to London so our money and our standing within sportscotland and the Scottish Executive is judged on medal performance. That might not be everybody's cup of tea because at the back end of that it is also about the grass roots development in sport and there is so much there to be done. The fact that we have got 6 strand 1 sports and then we go onto a further 6 strand 2 sports and then there is another 12, 13, 14 sports behind that. In total there is to many sports, it's not just like a normal governing body. One of the issues for me is that we have to look at all disabilities and how they fit into sports. For instance in football you have to split it into people with a learning disability, people with a physical disability, you might also have to think of deaf football and visually impaired football so that goes across all sport. We are a small organisation, we have 6 full-time staff, and we rely so heavily on the volunteer network and the support of the regional authorities.

LM: How is SDS structured?

GM: I think in some cases, I mean we've got 16 branches at this time. The branches and the regional authorities I would love to see working a bit better, stronger. We have some very good partnerships throughout councils, Fife in

particular within Fife disability sport and Fife council they work very well. Borders are another small local authority, but there is so much more to be done and perhaps we have to look at regionalisation and the way the organisation is going and able to grow. One of the issues for us is who directs the professional officers that are employed by the regional council? For instance if you have got a full time or a part time officer in a local authority who directs there work programme? Is it towards the ethos and the programme development of SDS or is it to do with the local authority and how that balance is achieved is one of the biggest challenges that we have in the forthcoming years.

LM: So currently who does influence local authorities?

GM: At this point in time it's the senior officers within SDS with the superb professional support from **sport**scotland. The idea is that we are trying to challenge everybody to ensure that people with a disability have the same opportunities within schools, within club situations, within the networks of sport for opportunities within the authorities.

LM: How does the branch operate?

GM: All branches are volunteer based, some will have professional officer support but the ethos is trying to have a volunteer network out there, a chair that is non-politically connected in order that we can secure sponsorship, that we can secure the good will of the community at large as well as having the political knowledge and expertise behind the organisation. South Lanarkshire is a very good one for that where you have a quality chair, where you are still supported by the local authority.

LM: What are your hopes for the DSM?

GM: Lot's of hopes there. It's an exciting project and it's one that is starting with nothing so whatever they are going to achieve it will be successful. It's such a wide area but to bring together three authorities, to bring together professional officers and name six sports and one of them being disability sport is a hugely exciting time for disability sport. The people with disability in the areas which we were just talking about really must be, it's just such a wonderful opportunity. Here we go we can play a game of football we can get to club we can go for a swim we can learn a wee bit more. The idea now is that this is a long-term project which is going to look at the sustainability of clubs, of competitions, of volunteerism and eventually who knows what athletes are going to potentially come out of the Forth Valley area. I just think that is so exciting to have people like Lynne Glen and yourself, its really exciting because the people we have, have a strong professional base that understand sport, understands disability and will take it forward into the next level. But starting from nothing everything here is going to be so successful. I'm looking forward to seeing the figures and the stats from this one.

LM: Do you have any concerns about the post?

GM: I think if I was really honest about it my concern is that nobody follows on and that nobody takes on the good practices and learns from Forth Valley. Everybody talks about regionalisation and where it is going and it's the way for the future. But equally whatever you call you have got to we have got to mirror the good work set up within Forth Valley and take it into other areas of Scotland,

because if we don't then the potential is that we wont grow as an organisation. There is no threats, there is no, I don't see the sustainability of anything, if someone can find the money to pay for all the excellent officers that you have got in post then go for it!

LM: So whose job is it to promote the work of Lynne and what she is doing and to ensure that when discussions of regionalisation are happening disability sport is mentioned?

GM: Ostensibly it's the partnership role, what I like is that you have employed Lynne, you have set-up a board and you have nicely asked for representation from SDS to be on that board so its covered. **sport**scotland is on the board, the governing body is on the board, I mean right through you have a whole family of professionalism, it starts from the bottom and works right through. The fact that you are talking to anybody and everybody, I just think it is so positive. I think it is the way to go to get people in right from the very start.

LM: Do you think there should be a DSM or should disability sport be included in SSM's roles?

GM: I think there is probably a place for both and as a partnership we mustn't be too precious as to who does what. Some sports are so well organised and are so strong and have great big numbers that they could individually take on the disability element of their sport. Others they quite clearly need the support of the manager, so it's a bit of both. I think we have to learn and grow into that one. I don't think I have a strong opinion on that at this point in time. It's a numbers game isn't it? I think it is actually, that is probably the hardest question that you have asked me! .... It also depends on the character of the officer, if you are scared of disability then you won't touch it with a barge pole. If you understand it and there is support coming through from you and from Lynne then there is a possibility.

LM: What is your involvement if any in monitoring the success of this post?

GM: I don't have any involvement, Claire Mands will report back. What is important is that she reports back to the board of SDS, what we have to use is the findings. We also have to use your findings and to take that and to use it within **sport**scotland, to make noises within other opportunities or regional get-togethers. I mean everybody is watching Forth Valley, everybody is excited because it's brand new staff, it's exciting, they are young and enthusiastic staff who want to make sure it's a success. What are the barriers with this new regionalisation development network? You can understand why people start to get frightened by this. People are scared to move off their comfort zone and move on.

LM: Would you like to remain anonymous?

GM: No.

LM: Would you like a copy of the transcript?

GM: Yes thanks.

LM: Thank you for your time.

Ian Harries Interview
Falkirk Council
16th November 2006

LM: Can you introduce yourself for the tape please?

IH: Ian Harries, Principal Officer, Sports Development with Falkirk Council.

LM: Can you briefly give me an overview of your job remit?

IH: My job as principal officer, I have a small team of 4 officers, soon to be 5. What we have within the department here, there are 2 generic officers, one for swimming and one for football, which is then in partnership with the SFA. The two generic posts have four sports each. Generally, in theory, we should very much be looking at the core principles of sports development in terms of club development and volunteer development and such like. My job is to try and further that cause because at the moment the majority of officers, aside from the football officer and partially the swimming are very much programme based. So I also have a remit to assist with the policy and strategy side of things and trying to move that agenda forward. It's all the traditional things that you would imagine for sports development, coach education, and club development, and the kind of areas that we are already tackling which I have already mentioned, we are heavily programme based.

LM: So do you have any programmes just now for people with a disability?

IH: At the moment things have just picked up in the last couple of weeks, which is good news as things have been quiet for a very long time. That's obviously due to Lynne coming into post. The programmes that are running at the moment or just coming on stream are the football programme down at Grangemouth Sports Complex and there is some good stuff just starting in athletics down at Grangemouth Stadium. Lynne has made good contact with Alan, our swimming officer, to get something going there as well. Before that I have been very conscious that we are very weak as an authority in terms of provision in activity in sport for people with a disability. I know that there had been a session called the Denny Devils which had been on, it had received some support from the council there but it wasn't really a robust type of support. Initially our idea had been to try and replicate that format with other centres across the area but without a dedicated officer to do that it was extremely difficult to carry that forward.

LM: There are a couple of disability specific clubs in Falkirk, did anyone work directly with them or did they receive support from the Sports Council?

IH: In term of the clubs, one that sticks out is the swimming club, in terms of that there has been no direct link up until this point but that will start to change now that the activities are up and running and the officers are getting more in tune with what is going on. In terms of the other sports there is a wheelchair rugby club that is here as well, that will come on nicely now that we have our own rugby development officer coming into post. Up until this point rugby had not been a target sport. I think there are opportunities as well, plus we haven't looked at Falkirk Fury the basketball club, I think there is some potential there

for basketball in relation to disability sport. That is about the extent of it for potential and existing club links.

LM: Did you notice a distinct lack of support or a gap when the previous disability sport officer left to the new disability manager coming into post?

IH: Oh a huge difference in terms of the impetus of having someone there to get things up and running and co-ordinating. Obviously there was a bit of a fall away from the branch in terms of what was happening and we were pleased to get something of an events programme back and running but you know there has been a significant step forward since Lynne has been in post.

LM: What was your involvement in developing the post of the disability manager?

IH: I didn't have any direct involvement in developing the post; I imagine that would be done by John Banks.

LM: What do you see as being the main areas of concern just now for disability sport in Falkirk?

IH: I think the main challenges, maybe not so much concern; our concern would be the lack of provision here to start with. We had also had difficulty identifying the children in the initial stages. I naively said at one point why can't we just ask the schools who the children are with a disability, I soon learned parents worked very hard to get their children into mainstream school, they had knocked bridges across there to get them to identify the children from there. Just recently we became aware of another contact from the social work department who I out of my time in the two or three years here nobody had mentioned this fantastic contact. Now we have a sub-group here if you like in Falkirk, a working group with Lynne in place, social work, active schools so I would imagine you have the same in Stirling.

LM: Yes, what are your hopes for the post?

IH: Well in terms of the regional post, we can already see the impetus that Lynne has created by coming in. What is quite clear from the national plan of SDS, it's clearly a sports document, it is not a physical activity document, as it should be, and it should be sports development, sports performance, for people with a disability. You know that was very refreshing to see, I wouldn't expect anything else but that was good to see that. I think from a sports development point of view, as with anything else we have got to be seen to be pushing forward the sports sides of it not just the physical activity side of it. I think it is quite clear by the way that Lynne has set out is a clear sports related focus of things. Obviously what we would be keen to do is we would be keen to look at the target sports and try and provide opportunities for those.

LM: Do you have any concerns about the post?

IH: I think concerns, well not concerns about the post itself; we all need resources to make things work, it's just to make sure that the proper resources are there. It's a huge task, I think as we have experienced with the officers that we have here, as we all know sport is best developed with sport through clubs and its how a regional post can get out there and amongst it if you like. It is very important for sports development officers to get out there amongst the clubs, but then obviously we have to look at how, either we have existing clubs with

disability sections or we have disability clubs, which would be much better of course in terms of the community club to have it all encompassing. I think there could be some challenges in terms of time, you know the usual ones to start with actually getting out and moving things forward.

LM: What do you see as being the disability sport manager's key areas of work?

IH: The key areas of work are as they would be for a sports development officer. Obviously Lynne has come in and she has had to get the train back on the rails if you like in terms of what happened. The clear thing is to get initial activities up and running and then obviously move on from that to develop the sport specific side. That's already happening with the athletics which is great to see, so I think that needs to be the impetus, showing that we can actually develop sport for people with a disability.

LM: Do you think that there should be a disability sport manager or do you think the disability remit should be included in the other sport specific manager's roles?

IH: Right, now to be inclusive, it's a bit of both. By having a manager you can obviously focus on disability sport, which is great, that's a resourcing issue obviously as there is someone they're to do the job. But of course should be included in the other Sport Central manager's roles. It is the link between them is a much stronger position than just saying to the individual sport manager's your remit includes that. So it's not one or the other it's both.

LM: Do you want to remain anonymous?

IH: No.

LM: Would you like a copy of the transcript?

IH: Yes that would be interesting thanks.

LM: Thank you for your time.

Interview Jacqueline Lynn
Active Stirling
4th December 2006

LM: Can you introduce yourself please?

JL: Jacqueline Lynn, Sport and Physical Activity Manager for Active Stirling.

LM: Can you briefly explain your job remit?

JL: I am responsible for an integrated approach to sport and physical activity in the Stirling Council area. What that means is responsible for things that go on in the schools, the clubs and the communities and links to regional partnerships in respect of sports partnership Sport Central, the Area Institute. I also have a responsibility for facilities, parks and pavilions and open spaces, so pretty much a wide variety.

LM: Can you give me any background information on your previous involvement in disability sport?

JL: I've been involved in disability sport for more years than I would care to remember, over half of my life! I did my final year project on PE provision for people with physical disabilities. I then got a job with capability Scotland as there were no jobs in teaching and I then became a Sports Development Officer for disability and senior citizens in a local authority. I moved on from there but kept my involvement as a volunteer. I've been very fortunate to have the opportunity to go to 5 Paralympic Games. I hope that why I'm involved with it is to try and make a difference.

LM: What do you see as being the main areas of concern just now for disability sport in Scotland?

JL: I think the main area of concern is accessing young people and making sure that we can provide them with a pathway from local communities and schools into local clubs right into a performance pathway for them to be Paralympians of the future or long term participants in sport and physical activity.

LM: What are your concerns just now for disability sport in the Central area?

JL: In Stirling for the bigger picture, I don't have the resources for a disability specific officer, I think if you can do that and have someone dedicated championing the bit for disability that would be the big thing, I would quite like to have that. I think, we obviously have yourself doing that and its only quite recently that we have just one persons responsibility, I think that will make a big difference so I feel pretty pleased with that. I probably don't think that as the manager, as the Sport and Physical Activity Manager, I have probably given enough time and commitment to that, probably because I didn't want people to think that I was just concentrating on it because I had a love of that area. I think we just need to try and develop a communication network and make sure the young people on the ground and in the schools know we're there.

LM: What was your involvement in the development of the Regional Disability Sport Manager?

JL: I think I've been involved for a long time, what was the regional partnership, it sounds like a very grand name but it started 7 years ago. Myself John Banks and Marjorie came together to see how we could re-create something like the

impact model here and work together for specific sports. The good news about that is that disability sport was there before any other sport. Disability sport hasn't been identified by sportscotland which I think is wrong that they have missed the opportunity to have an inclusive approach within the new regional partnerships, including Tayside and Fife. I think it's always been here and in terms of pulling that together we were involved with a full-time officer in terms of pulling resources together that was based in Falkirk, it then got moved into the Central Sports Development group and I think the great thing is that we were able to fight for disability sport to be included in the new partnership. What's the difference? The difference is the amount of resources that's going into that, the money that the local partners put in can now be a contribution towards the post but the post is fully funded so there is resources here to fund a disability manager as part of that and I think that is great and I think sportscotland and SDS need to fight for that to be in every role out if they role out regional sports partnerships.

LM: What do you see as being the main areas of work for the DSM?

JL: For me all the sports partnerships have to be about enhancing what goes on locally. The RSP manager for me has to do everything that we don't have resources for. They need to work with the person in the Stirling area, yourself, to make sure they enhance what we do. If there are things you can't do that need to be done I think they should do that. In a very broad-brush approach I think they should be working with you in the schools and enhancing that. They should be predominantly working in trying to establish some club network that they can do, set up regional squads in our area, look at coach education, listen to what you and Dougie are saying on the ground about what's required for in-service and local training for teachers and volunteers. They should be co-ordinating all that and you should be supporting that and together, hopefully we can take that forward and we get a really good job. They need to make a lot of local contacts, you have a lot of contacts but they will need to enhance that. I think that will work well as long as we are clear about the remits. I an ideal world if I had the post of disability sport manager I would be working really hard to get full-time employment in my 3 local areas so I would be wanting to work with you to see how you and them can work together to get full-time posts in our areas which allows them to do more work in regional squads, more work in bringing money in to develop disability and more work in promoting disability sport. The small picture they are there to do all the leg work and get it up and running but they should work together to get a full-time officer on the ground, similar to what football has, similar to what rugby has because unlike the other sports, its not just one area, its not just one sport they have to cut across all the sports and I think we need to make a big impact across the other sports within sport central making sure that there are inclusive programmes within each of them.

LM: What concerns, if any, do you have regarding the post?

JL: My concerns are that there will be duplication of effort. That we won't maximise what we can out of people. I think they are concerns, if you asked me what my concerns are for RSP's, I think because of the 2 people I know and I

don't know if I can say this as part of your discussion I don't think that will happen. I think the two of you are very passionate about the job, therefore you will want to do a really good job and I think you will work together and identify very clearly what you've to do. My concerns are that we don't move forward and that we go round in circles and we don't make an impact. Again we need to be making an impact, we don't need to do all the talking that's been done with disability partners for a lot of years, we need to be delivering and my concern is that we spend to much time talking again. Again though I think the two people, you are much more pro-active and doers and want to see things established. So I don't have concerns and the things I have concerns about I would openly discuss in forums so that they don't become concerns and that hopefully won't happen within Active Stirling as we will have talked about them.

LM: In your opinion how does this post fit into the RSP with regards to LTPD?

JL: I think the LTP pathway is a fantastic idea that everybody will buy into and this will provide for Scottish Sport a real vision of where governing bodies are going, what's the expectation at the age and stage, I'm all excited by the LTP pathway. I think there is no clarity in how the LTP pathway will be delivered locally and I think the leadership of the pathway lost a focus when it didn't include SDS as a governing body when putting that structure together because they could have had a disability focus of what disability was going to do to enhance that and what did it mean for athletes and children with disabilities but also it could have been an integrated approach of disability awareness, of education and training element within all the sports that are in it. Answering your question, in my opinion how does the post fit into the RSP, I think the post fits into it but the post and the people delivering disability sport in the areas are going to have to fight hard because the national framework has not integrated it so I hope that part of the post will be to sit down and say what does that mean for disability. So the RSP has 7 other sports I would hope the disability manager, along with the officers supporting that, has to say what athletics is going to do for us, for disability, right swimming. That's got to be a big role for the manager.

LM: Is that a role for the manager or for SDS?

JL: I think in terms of the LTP pathway, in terms of sportscotland leading that and making sure disability sport is involved in that its got to be the governing body. In terms of the sports partnership here because there is no clarity and no involvement I have to say, unless that's changed since my involvement in SDS and the long-term player pathway then I think here in sport central we have a fantastic opportunity to make that work irrespective of whether they have adopted it nationally or not. National level disappoints me, I was at a meeting where I strongly asked that that could be done and I was just ignored, and that was with my volunteer hat on and not my works hat on. I hope that Lynne supported by yourself and others make sure that we include within each of the regional sports and there plans and have some form of disability element in it. For me Lynne's job has got to do that, that's what I would expect her to do for me in Stirling, show me how all of Stirling's young kids with disabilities, how your (Lauren) going to get them for us, but we have a great pathway that these kids

can be Paralympians in the 15-18 sports that are offered at a Paralympic level and that's what that pathway is all about.

LM: Should there be a separate DSM or should disability sport be included with each of the RSP manager's roles?

JL: Both. There needs to be a disability person because one of the things you asked me about locally, one of the downsides is that we don't have somebody banging on that drum, it gets lost. We had a small programme, which your involved in and because you have got a passion for it there is a difference there and I think in terms of having it in the regional partnership , if we are not including disability we are not meeting the needs of the Scottish Executive. It has to be whatever is rolled out in sport specific development, sports partnerships or any other models that they create, disability has to be there with a champion for disability sport because if we actually look at what makes Scottish Sport successful and what young people look up to it's role models in sport and we have few Olympians and we have a lot of Paralympians. We have good World Champions and good Commonwealth Games, now the Commonwealth Games is a fantastic array of Scottish success that everyone wants to buy into and all the kids want to buy into. We need to do the exact same for disability sport. So for me it has to be both, it has to be in the RSP or the pilots or whatever model comes out and it has to be an integral part of everybody's job.

LM: Would you like to remain anonymous?

JL: No

LM: Would you like a copy of the transcript?

JL: Yes please.

LM: Thank you for your time.

James Steel Interview
sportscotland
13th December 2006

LM: Can you introduce yourself for the tape please?
JS: Partnership Manager for sportscotland and Partnership Manager for RSP's.
LM: Can you briefly give me an overview of your job remit?
JS: I'm the Project Manager for sports partnerships and basically what that means is that I cover two areas, one is the internal side of the projects so managing the project from within sportscotland as an organisation and making sure that the staff on all of our various teams are up to speed on where the project is at, including any new projects that we are driving forward. The vehicle for doing that is through our corporate project, which I kind of chair that corporate project group and we meet every month and work through our corporate project plan on the sports partnerships programme. The second part is the external part of the job which is to ensure that both the live sports partnerships are delivering as they have said that they are going to deliver as they have said in this document and basically just holding them to account and to ensure we are providing them with the support that they need as well, you know day-to-day to ensure that they are operating properly and that they are being progressive. So that is really the two areas, the first one is management and the second one is working with the key partnerships.
LM: So are you working with Sport Central and Tayside and Fife?
JS: Yes, I work predominantly through the partnership managers in both those partnerships but yeah I work directly with any of the development managers. What we've also done, when they've come into post, since the last kind of year I guess it's been a recruitment phase for both the partnerships, they have an internal induction where we bring them over to sportscotland and meet the partnership manager that work with each of their sports etc. For the disability side of things we will put Rhuari Davidson in and he will be involved as part of that induction to make sure that she has direct contact with him in order to ensure that the lines of communication are open to the staff.
LM: Were you involved at all in choosing the sports that went into the partnership?
JS: No I wasn't. I mean I've been in post for just under 6 months and with the partnerships being live the sports were already chosen. In my previous job with basketballscotland I was slightly involved in the process for central because basketball was one of the sports that was being considered as an optional sport for central but as for directly being involved in the process then no but what I do know is that we pretty much take the lead of the partnerships and what the optional sports should be. You know you go into areas where historically they have invested in certain sports options so you know they are most likely to take that sport as being carried forward as the optional sport. In terms of actual hand on involvement in that process I wasn't involved.
LM: What do you see as being the key areas of work for the disability sport manager?

JS: I think with the sports partnerships we will try and focus on key areas of work because we are trying to maintain some consistency so whether it is Sport Central or Tayside and Fife there's key areas that we want all staff to focus in on. Those key areas are clubs, coaches and volunteers, facilities, the player pathway, the actual player pathway; those are kind of the four areas. We want to maintain consistency on those but there is obviously going to be difference on how each sport needs to address these four areas. You know one sport might have a real need for facility development to secure access and improve participation whereas another might want to focus upon coach education. I very much see the disability manager role fitting into that mould, you know still focusing on those same areas. I think the challenge that we have got with that post is the engagement of Lynne with the rest of the staff so as well as driving forward certain areas of work its also to look at how she integrates with Carrie for cricket and what's cricket doing with regards to disability sport, how can the two work together. The way I kind of see it at the moment is that the role is very similar to that of the coaching manager in Tayside and Fife where the manager there drives forward generic projects which might be around coach mentoring, developing coaching forums, CPD but they will also work with all the sport specific staff to support them to develop certain areas within hockey or basketball. So in some ways it's a bit of a dual role so they are focusing in on projects with regards to coaching or projects with regards to disability sport but they are also supporting the sport specific guys where there is a need to deliver with regard to disability sport. So that's kind of how I see the work programme shaping up, there is obviously questions that still need to be answered in terms of what's the focus? Is the focus on just on the sports that we have agreed are the core and optional sports of the partnership, therefore is there flexibility to tackle sports that are strong in disability in the area? I think that question is still up in the air, its something that we need to work out a little bit.

LM: How closely do you work with SDS over deciding the sports and the roles?

JS: Again it's probably something that took place before any involvement I have had and I honestly couldn't say what the link in terms of consultation. What I would say with the sports partnerships is that sportscotland sits on the sports partnerships and it's the sports partnerships that have decided the ultimate sports, not necessarily sportscotland. Sportscotland decided the core sports and they have chosen athletics, gymnastics and swimming off the back of there ability to deliver on physical literacy and basic LTPD principles and they have also chosen rugby and golf because they are pre-existing programmes that we invest in nationally. That's kind of what we say with regards to the core sports, with the optional sports its up to the partnership to decide. You know sportscotland sit on the partnership and we have input into what the sports were but it pretty much comes down to local needs. You know what the existing thing with the central disability post is its an opportunity to test the post out to see what is the need for the post, do we need to have someone who sits in a specific role to deliver this or should we be looking towards a more integrated cover. The whole philosophy of the sports partnerships just now is to try things out and try and get to something that is the right framework to deliver through this

regional vehicle and I guess everything is up for grabs so as long as we are on top of clearly what they are doing and lets monitor how they did that then we can say that yes that was the right way to tackle that, or in hindsight we should maybe have done that a slightly different way. I can't actually answer the question on what was our involvement in consulting with SDS to disability sport coming in I think the fact that there is a disability sport officer in central, the central sports development group as it was before sport central held no value in that post and that the obvious progression that we have made including disability sport in that partnership. What we need to do know is to make sure that the post is operating at the right level and that we still have the local activity taking place outside of that.

LM: Do you have any concerns or reservations about disability being included in the partnership?

JS: I don't think I have any concerns or reservations. My kind of take on it is the partners all come up with the right answers and that is the whole benefit of being a partnership you have that balance. We probably wouldn't have the ability to critically access which direction you take, there is enough people around the table from different aspects of sport to make these decisions, they have made the decision, we were involved in the decision because we sit on the management team, so they consulted us so we just have to go forward and make the best out of it that we can. It's not just disability sport but all aspects of the partnership we need to just clearly identify what we are going to do, go and deliver it, measure what impact's that's had and go and look at how we tackle it again. Whether we do it in the same way, whether we tackle it a different way because what we are about is trying to find the best vehicle and the best path to develop sport. Probably the thing that what we need to do know, not just with disability sport but with all the other sports is to show the value that this kind of infrastructure has, so yeah, 100% supportive of it.

LM: How does disability sport fit into the RSP with regards to LTPD because this job is not as clear cut as the sport specific managers?

JS: I think we touched on it a little bit earlier. It's just a question of is it integrated into a sports player pathway or does it sit in isolation? In an ideal world we would have an integrated sports player pathway because, for me, what sport is about is providing that sport, it doesn't matter who that sport is to. Ok there is resource implications, and you know, likewise sports might not invest in veteran sport like they don't invest in disability sport but I think as sport grows, which it is over the course, there are more posts, more professional staff popping up to deliver sport, certainly there has been in my lifetime. As it grows then hopefully we can tackle some of the broader issues such as how inclusive is the sport? Are they catering for everything, be it women, people with learning disabilities, wheelchair basketball, you know whatever it might be. Are they covering the whole spectrum? You know I think we are starting to try and tackle that but at the moment it's obviously separated and it's separated for a reason, which is so that it is delivered, and that you have some momentum behind it. I've lost the thread of the original question so…

LM: How does it fit into the RSP?

JS: Ah so, again it's long-term so ideally it would fit into a sport's LTPD framework. From being involved in developing basketball in a previous job for me that framework should say ok well what do you do with a 4-year-old girl who wants to play basketball? The framework should tell you. What do you do with a 12-year-old girl with learning disabilities who wants to play basketball, in essence the framework should tell you. There is still a little bit of work to do from the governing bodies to bring all that in. So I think at the moment it fits into the LTPD model, it is probably not fully integrated into the LTPD model. I'm pretty sure the guy's in SDS understand what needs to be done with certain athletes and there is probably that education between them and the governing bodies that needs to take place in order to make it fully integrated. What we'll do with the sports partnerships is we will educate people to have a LTPD approach and to have a long term player development philosophy that puts the athlete at the centre of all decisions. For me it doesn't matter if it's cricket, athletics or gymnastics or disability sport, we are trying to create a coaching workforce, a coaching culture whereby that's the ethos that we take forward – the athletes and employers are at the centre of all decisions. I mean ok, there might not be a structure built or a LTPD framework, you know the cricket LTPD framework in this might be completely wrong, it might not integrate disability sport but at the end of the day whatever practice we are carrying out in the partnerships we would want to follow that approach as a general principle. It fits in, whether it is in or out at the moment we would still follow the same approach in the activity that we were developing or creating or continuing.

LM: Because some of the sports don't have that pathway yet whose role is it to develop this role? Should it come from SDS, RSP?

JS: I think Lynne is in quite a tough but interesting position because she is going to have to work a number of different ways. The first thing she will need to do is she will need to understand who out of the other sports in the partnership integrates disability sport. The next thing she will need to do is work very closely with SDS. You know what we are saying to the governing bodies and the development managers is basically that the development managers is an extension of the governing body, that's how we want them to operate. We want Carrie to be cricket's body in Central pulling all the strings hat cricket needs pulled in Central. We want them to operate on a strategic level whereby they know all the partners, they know who is delivering what and they are kind of overseeing what cricket needs almost and Lynne would have to do the same. That would involve working with SDS, saying ok well between SDS and the local partners what is disability sports remit in Central? Lynne's' role is to make sure that remit is catered for and it's not by hands on delivery it's by using a network or volunteers or what professional staff there is their to deliver what disability sport needs. So that's the approach that we are taking, it's need's based for all the sports and the reason that we have employed the development manager is that these guys can facilitate the partnership to deliver what the partnership has decided that is what is needed. That goes back to the planning process, also I'm sure SDS has a strategic plan so what are they saying they want to tackle. Lynne basically has to develop a strategic plan within Sport Central to see what

Sport Central is going to tackle and what Sport Central needs for disability sport and that plan is based on what is within the SDS strategic plan but also what the local priorities for the partners are. So what does Stirling want to deliver with regards to disability sport, where are their priorities? That's put into the plan and when you've got that plan sitting there at the regional level across Central that all the partners have bought into then, that's your guiding document for delivering and going forward. You know Lynne might deliver aspects of that, Stirling Council might deliver aspects of that, it might be that certain clubs deliver aspects of that. Once you have that document there you have that vehicle to say that everyone is clear on what disability sport needs, the person who is going to facilitate taking that forward is Lynne, she will have the overview of the document and understand exactly what the needs are and work with the local partners to get it done as well as adding a little bit of value herself as well. We are trying to get this as consistent as we can in how we are operating and there is no need to operate in any different way with regards to disability sport. Ok when you actually get down to the nuts and bolts of how you are co-ordinating an activity or whatever else it may be slightly different but in terms of the principles for how we are trying to identify what disability sport or what athletics or cricket needs it's the same. The nuance in Lynne's work is that she is going to need to know where she can work with her fellow development managers in the other sports to deliver some of the stuff or where she is going to have to take a lead in it herself. That for me is how I see her operating and how I see her fitting into the overall picture.

LM: How are you planning to monitor and evaluate the post?

JS: I think, what we have done generally is to develop a monitoring framework; the evaluating will come out of that. What the monitoring framework does is it goes back to our founding documents which say's what the sports partnerships are about. When you look at that it talks about sports partnerships are about developing an effective network of clubs; sports partnerships are about recruiting, educating and training volunteers, coaches and officials; sports partnerships are about establishing regional academies of sport to raise the standards of athletes going into area institutes. The monitoring framework is based on those focus areas and what it does is it breaks the focus areas down. If we say that we want to develop an effective network of clubs, what do we mean by that? We have kind of come up with five things – the club should be accredited, we are not specifying what the accreditation should be whether it's a local authority or a governing body there is no specification but it should be accredited; they should have qualified coaches; they should be part of a linked pathway so it shouldn't operate in isolation; they should sustain or have increased membership, there is one other one which escapes me. So we have quantified those and that is in the framework so each development manager has to do they would say once we have set our plan for the year lets set our targets from that into our monitoring framework. If Lynne's target for a one-year target is to have another 3 accredited clubs within disability sport our baseline data might be that there is only 1 at the moment so the first thing that we would put in the baseline information which would be 1. We would then put in the target,

which would be to increase the number of accredited clubs from 1 to 3, and then we can obviously know whether that has been achieved. The next year we can come back to the template and say 3, assuming it's been achieved, so we might want to raise the target to 6. You know what we will have in one document is all the targets and all the baseline data and a map of whether we have achieved that or not so that will enable us to build up a picture of how successful the posts have been for all the sports in relation to what we said about what the sports partnerships would deliver. I think what we have got with disability sport is slightly different as it is operating in 1 of the 2 pilot partnerships at the moment. We are wondering whether it is the right route to go down a sole disability post or whether we should integrate it and that might merit a bit more structured detailed monitoring and evaluation than what we have in the framework at the moment. But what we have in the framework at the moment is something that we feel we can get some data from that the development managers can bring in that's going to be to assist in the monitoring on an annual basis. To say, for example we said we were going to go from 0 accredited clubs in disability sport to10 by the end of 2009 and we got to 8 that's pretty good going, we can say we achieved something. But what we would probably have to do with the sports partnerships is compare that to somewhere else to see how they did without this structure. We are not sure how we do that because that is quite challenging with difference in geography etc. But what we want to be able to do is be able to say that sports partnerships is a positive step forward, here is the evidence for it and the impact that the development managers have had and here is the activity that has taken place over the past 3 years. I think for disability sport it maybe merits a bit more detailed monitoring and evaluation. Obviously what we have got on top of that is the qualitative stuff through the standard questionnaires that we issue on an annual basis. That's not just around the activity it's around the governance and the communication. So we are actually asking partners how good was the communication is it improving? We can see operationally how the partnerships are progressing as well through this qualitative analysis. So there is two aspects of it, they are both in the framework. The only other thing that comes into that is the national stuff such as the active schools data, national household surveys, anything that we can use to compare and contrast one set of data against another. You know it's a long-term thing, monitoring. We are not going to say in 2 years time sports partnerships are definitely the way forward and we have all the data to prove it, it's a long-term investment. Partnership working is great but it does take a bit of time for people to get the confidence in each other, to understand exactly what it is they are doing, what the roles and responsibilities are. We are at the stage know of still rolling that out and developing those and until we get those sorted then it will start to have an impact on what you are delivering. There is a framework there but we possibly might have to look at a more detailed framework for the sports in Central just to make sure we are getting the information on whether that's the right way forward or whether we should be taking a different tack. What that information is at this stage I don't know but it definitely merits another look.
LM: You have 2 pilot partnerships just now, is there anymore planned?

JS: The answer to that question is we said we were working on this as a project and that project is on a timeline. So the timings that we are working on at the moment to the end of the year are to develop the two existing pilots. By the turn of the year until March or April we are supposed to be looking at options for future role out. It's something we are always aware of but at the moment we are focused on making the two existing pilots work and operate and that is what we are focusing our time, effort and resource. The next step is to start developing the business case, you know, the national framework to say ok, what value are the sports partnerships having? Should it be something that we consider going national with and if so have we got a national framework for it? So if we say we are going to X next we've pretty much got everything pre-made for X in terms of governance arrangements, in terms of staffing structures in terms of everything. So we have learned our lessons from the two pilots to develop a national framework. That's kind of what we are trying to do, so to answer your question no we don't know where we are going next but the bottom line that it comes down to is do they work and if they do can we get investment in them to role them out? I think the guys that are involved in the project at all levels think that it is a good solution and the more focus that we are getting now on what peoples roles and responsibilities are and where the partnership fits, the more people are saying it.

LM: In your opinion do you think there is a need for an independent disability manager or should it be part of the sport specific manager's roles?

JS: In my opinion I want to see how it works. I'm pretty much of the opinion that ok we have focused in on specific sports and the reason that we have focused in on specific sports is in relation to the stage of the project at the moment with the pilot and we want to have it controllable and manageable so that we can get proper data on what we are doing and show the impact so. I see disability having a key role along with the rest of them but what we need to do is prove that that works just as much as cricket works. I'm eh, I'm all for it, em, as to whether it's integrated or not we just have to crack on with the position that we have got at the moment and make it work as best as we can and see what it churn's out for us. If it has results great, if it doesn't have results what other tack do we need to take? We are encouraged that it's in, at the end of the day we are just about delivering sport and to me it doesn't matter what that sport is. We have a responsibility to deliver disability sport as we do to deliver sports that are close to people's hearts in Scotland in terms of cultural value. We have got a responsibility across the board and we just have to go and make the best of it that we can and really make an impact and raise the standards of what we are trying to do.

LM: Do you want to remain anonymous?

JS: No but I would like to check the context of it if you are putting anything out.

LM: Thank you for your time.

Lynne Glen
Regional Disability Sports Manager
10th October 2006 at 3.30pm

LM: Can you introduce yourself for the tape please?

LG: Lynne Glen, Disability Sport Development Manager for Sport Central.

LM: What do you see as being the main areas of concern for disability sport just now, just in general?

LG: Emm, on a national basis, a local basis or a regional basis?

LM: Just in general

LG: Ok in general, well at a national level first of all there is a lack of athletes being identified for future Olympics, Commonwealth Games, Paralympics. A general lack of athletes being identified, on that note SDS are trying to do a lot of talent identification but what we need to do and what is a big concern is getting information to people and letting them know about programmes; getting to parents and letting them know the benefits for their child to take part in programmes um so that they will allow their child to come along to these programmes and its all about educating the parents that there is trained staff there, reassuring them. The major concern for me, or the major challenges for me is getting information to the parents, to the child, getting participation up and running, getting more kids more active and once we get them involved then we've got their details and we can just build up programmes and develop programmes so that we've got future athletes, next generation athletes.

LM: Ok so just in general how would you see these being overcome?

LG: Emm, I think education, education of the parents, education of the coaches, appropriate training for clubs so that regardless of what level of participant or a child with a disability or an adult with a disability it doesn't matter what level they are going along, whether its recreation or once a week, or, whether they are in a regional squad being prepared for national representation then, the training, the personnel that are delivering are appropriately trained for that level.

LM: So what do you see as the key areas of work for the post that you are in?

LG: Emm, key areas are coach development and a huge area is club development, and programme development obviously, facility development and the LTPD pathway.

LM: Ok so do you know why disability sport was included into the regional sports partnership?

LG: Emm each of the three local authorities completed a matrix outlining whether, whatever sport was part of the curriculum, basically what resources were available for that particular sport, or chosen sport in their area and I think through the work of FVDS and the lack of provision in the area they identified the need for a Disability Sports Development Manager.

LM: So what are your hopes for the post?

LG: My hopes for the post are that I can take forward the aims of the branch and I can increase participation in programmes, i.e the number of kids taking part in programmes. I can increase the performance of these kids that take part in the programmes so that the programmes develop into local participation and

then into regional squads and that we have a comprehensive events calendar to talent id athletes and individuals, its about developing the athletes, the competition structure, the coach education structure to allow a pathway that will run in parallel to develop athletes.

LM: So specific to Forth Valley what are the issues just now?

LG: The issues just is that there is not a lot of participation going on, in some areas there is absolutely nothing going on, so its about trying to, again getting information to people, getting the programmes up and running and getting as many kids into the programmes, and adults as well and its about aligning a competition calendar, an events calendar with the national calendar and so that it runs in synch so that people can progress from local competitions, to regional competitions to national competitions and what did you just ask me?

LM: What the issues are in Forth Valley?

LG: Its about connecting all the agencies in each of the local authorities to provide programmes and to get information to kids, the big thing is, I keep saying it over and over again but the big thing is getting as many agencies to involved to pass on information to help promote the programme:

LM: And how do the local structures differ between the local authorities that you have?

LG: Emm, in the main there are key agencies such as social work and sports development an support agencies such as Plus and Play Alloa, Streets, Ahead, the big challenge for one area is that they don't have a dedicated disability officer or they don't have anybody there with disability in their remit.

LM: So what area is that?

LG: Falkirk, so its about providing evidence and gathering evidence to justify a post so that they can hopefully take that to their management team who will authorise for a post to be put in place, so its about me gathering that evidence by the means of getting a global figure in each of the three authorities for, mainly children with additional support needs and then calculating a percentage in each area of the number of kids with additional support needs and the way that I am going to do that is by performing an audit and linking in with sports development officers and active schools staff to try and make it as accurate as possible.

LM: So what staff is there just now? You mentioned in Falkirk there is no one there but what staff are there just now currently in Clackmannanshire and Stirling?

LG: In Clackmannanshire there is one designated person for active schools and her sole role for additional support needs and she provides lunchtime programmes, after school programmes, and holiday programmes. There is also another girl who is a school sports co-ordinator, she works solely with SEN schools so she is in Lochies and Fairfield doing lunch-time and after-school programmes.

LM: Are they both full-time?

LG: They are both part-time, one is contracted for 25 hours (ASC) and one for 21 hours. The active schools co-ordinator oversees and manages the school sport co-ordinator and they provide comprehensive provision for children, whether they are in mainstream or SEN schools.

LM: You mentioned clubs as part of your remit. What clubs are there just now in the Forth Valley area?

LG: Emm, there is the wheelchair rugby club the Wildcats, there is the Claymores kinda club, the Dolphin Swimming Club, the Arion Swimming Club, there is a local authority gymnastics class but that's not a club and that's it, that's the clubs that are running.

LM: And how much support have they been receiving, because obviously you are new to the post so have they been receiving any support?

LG: None at all, I haven't even met with them yet.

LM: No but prior to you being in post, you know the year and a half when there was no disability officer, was there any support just through local authority that you are aware of?

LG: Emm, no, not that I am aware of. Its probably wrong of me to assume that Falkirk council haven't supported the Wildcats or the Dolphin Club, its probably wrong for me to assume that but, its just, I'm not sure.

LM: That's fine, do you have any concerns or reservations about the post?

LG: Emm, No its going to be a challenge because its quite a wide remit. I think clearly defining roles and responsibilities within my team as well with my colleagues in Sport Central. I think that in some ways once the roles are clearly defined it s the perfect combination because I'm there for disability sport but they can provide the technical expertise, so if I'm there for athletes then athletes can only benefit from this two-pronged attack if the athlete is going to progress being part of a mainstream club then I can work with the sport specific manager of that sport, if there is an exclusive disability sports club required then obviously that's part of my remit and I can help the club develop.

LM: So the rest of Sport Central, all the Sport Specific Managers, are they all on board with regards to supporting disability and providing technical knowledge?

LG: No, no they're all on board. What we need to make sure is to include it in our strategy for Sport Central and also in the individual strategy for each officer in the Forth Valley area so that rugby have an element within the strategy that says that they are going to encourage provision for disabled athletes and accommodate the needs of disabled athletes in rugby and we need to make sure we do that right across the board in all the target sports.

LM: How does the aims of your post fit into the LTPD pathway?

LG: Emm, I think at the moment there's, if I can use a sport specific example, there are grassroots football taking place in each local authority and there is a person in post in each of these areas, then there is a regional manager in Sport Central specifically for football and the role of the manager is to connect what is happening in elite level in football with regards to increasing the participation to get more people so that they are increasing their performance so its about connecting the middle bit with local, regional and national and at the moment there is a lack of players coming through and being ready for national so there is a big gap in the middle so its about filling the gap and the pathway. My role in the pathway, the pathway starts at grassroots, and I suppose I have a responsibility, its about a pathway that an athlete might be going along for once a week or it might be competing for there country in their specific sport. Its up to

me to put in systems and structures to allow an athlete to play once a week or to progress to their potential level.

LM: So how will that work, have you got a pathway, for example to use football, for inclusion, getting an athlete into mainstream and that pathway is fine for them, so what about for example someone who is in a wheelchair, how does your pathway work for athletes who don't fit into the mainstream criteria?

LG: The development that is happening in grassroots first , I met with Stuart Sharp from the SFA yesterday, its probably the worst example I could use, at the moment there isn't any wheelchair football going so the priority for me is to get, football up and running for LD and PD and ambulant players at the moment and then after that to target players for wheelchair football. Know obviously at the moment there isn't any wheelchair football happening regionally and there is certainly nothing happening nationally so in terms of wheelchair football I think that its about, its probably the worst example.

LM: Is it just more about that you have your inclusive and exclusive opportunities, you know what I mean.

LG: I mean the development is there for wheelchair curling, wheelchair basketball, its about working with the target sports and developing whether its wheelchair football, wheelchair rugby or wheelchair curling, again that is obviously an element of developing that sport and I have to go with that as well. In some areas there will be a pathway for example in wheelchair curling there should be or there will be something to connect it at the top end. In terms of wheelchair football there is nothing at the moment.

LM: So do any pathways exist just now for disability sport?

LG: The main thing at the moment, there is talent identification taking place in the event programmes.

LM: Is that done through SDS?

LG: Yes through SDS event programme. I think there is but sometimes its more often than not a case of the athlete gets there despite the system and not because of the system and that is why Sport Central disability manager is the only disability post of its kind in Scotland and I think they are looking at this post to develop into an example, to be a leader in developing the structures and pathways for disability sport in Scotland and Sport Central have identified three sports that align with SDS target sports and its about working with these priority sports to develop a pathway, in terms of Forth Valley there are no pathways at the moment. Nationally there will be some pathways but I think they are pretty much still on an ad hoc basis. Again its probably wrong for me to assume that because I don't know about everybody's programmes in Scotland but, there may be one or two that are quite successful at the moment, but I think speaking generally across the board.

LM: How will you monitor and evaluate the success of this post?

LG: Emm, through the audit, the audit will give us an accurate description of provision across Forth Valley, but also act as a baseline data and measuring participation, how many kids are taking part in after-school clubs, lunchtime clubs, any sports development classes, any sports clubs, how kids are taking part in events, locally, regionally and nationally, how many events are on offer

and how many kids are attending events, how many coaches are involved in the delivery, from participation to regional programmes to events, how many officials there are and just getting a picture of what's happening and measuring it next year and the year after that. It's about measuring the number of clubs for the kids.

LM: Is there anything else you want to add?

LG: I think its really exciting for disability sport and there are lots of resources and lots of people, lots of possibilities being put in place at the moment to work together to create the systems and structures that are required to develop the infrastructure for the pathway for disability athletes and there has never been a better time, its really exciting.

LM: Do you want this to remain confidential?

LG: No

LM: Do you want to see a copy of the transcript?

LG: Yes please

LM: Thank you for your time.

Rob Hardie Interview
Sport Central
15th September 2006

LM: So if you could just introduce yourself please.
RH: My name is Rob Hardie, Sports Partnership Manager for Sport Central.
LM: Ok so the first question that I've got for you is what do you see as being the main areas of concern for disability sport now within the national picture?
RH: I think the main areas of concern personally would be the integration of disability sport into mainstream sport through mainstream education. Certainly from a local perspective and a regional perspective we are very clear on our aims and objectives and what we need to ensure is that in each of our sports, disability sport is recognised and we can take forward that player pathway of those initiatives through integrating that into the governing bodies of sports regional plans.
LM: Ok, so why was disability included into the regional sports partnership?
RH: The process for selecting sports into the regional sports partnership was a fairly transparent process. Initially five sports were identified through national priorities, football, sorry, rugby and golf being national identified sports with a national remit. Rugby, sorry (laughs), swimming, gymnastics and athletics with their prominence for physical literacy and fundamentals. Subsequently we were in a position to select additional sports. The process that we went through was fairly transparent. We had a matrix and a pro-forma which was circulated around our core partners through each local authority, the CSIS and sport Scotland.   The questionnaire on the matrix involved asking questions over the education system for that sport, the infrastructure of clubs, the infrastructure the governing body had on a regional basis and local basis, the impact that that sport had nationally through sport Scotland and the impact that that sport had on the area institute. A number of sports were considered and they were prioritised. Without any question, disability sport headed that selection process and cricket followed very close behind. So there was absolutely no question of us not selecting cricket or disability sport purely based on the infrastructure and the need that came through from that matrix process. So it wasn't an application, a number of sports did write letters saying will you consider us but the process for selecting disability sport was based on a fairly independent analysis of the infrastructure of that sport.
LM: So what do you see as the key areas of work for the post?
RH: If we are looking specifically at the post of the regional manager then the key areas are to integrate Scottish Disabilities national plan, bring that into a regional level so that we are impacting regionally, but also making sure that we are servicing and delivering on a local basis the needs of SDS, so its implementing a national programme at regional/local level. But its also incorporating the work of FVDS branch to ensure that they support the delivery of a regional disability sport development plan.
LM: Ok, so what would your hopes be for the post?
RH: For the post or for disability sport contained within Sport Central?

LM: Well, for both really.

RH: Well, my vision is that disability sport will feature and have an influence on each of the other seven sports. My vision is that disability sport will become much more prominent across Forth Valley and Sport Central in terms of the contribution that we can give towards developing that athlete pathway, through developing coaches to deliver and develop an infrastructure of sound competition, player development and life long involvement for those with a disability in whatever sport they choose to select. We will obviously prioritise in terms of Scottish Disability's strategic plan, initially through football, swimming and athletics. We will also prioritise our other Sport Central sports, and thirdly we will give some support to sports outwith that core group be it curling or boccia there will also be a contribution. But I think overall that my vision for disability sport in central is that it is integral to our other sports and that there is a real strong infrastructure that can support athletes, coaches and volunteers throughout the Forth Valley

LM: Do you have any concerns or reservations about the post and how it fits into the partnership?

RH: Em, there were reservations outlined out with the partnership, I think there was a view that we should be selecting an actual sport as opposed to an area of sport. So my concern is that we can provide hard evidence to suggest that we were right in choosing disability sport as a group. Em, my vision is that nationally, each of the other partnerships, as and when they evolve will incorporate a disability sport manager in that partnership.

LM: Is there no disability sport manager in Tayside?

RH: Tayside and Fife have identified core sports, they didn't identify disability sport as an option but we were in no doubt that we would include disability sport.

LM: Ok, so how does the disability sport manager post fit into the LTPD pathway?

RH: Emm, interestingly we haven't had real hard evidence from Scottish Disability Sport of there LTPD pathway, and that is a bit of a concern in terms of some of the investment that comes into RSP's will be allocated to the academy programme, and that academy programme will be based on each governing bodies LTPD framework. At this point in time we are not in a position to invest in a disability sport academy on the basis that SDS haven't provided sport Scotland with their LTPD framework. Unfortunately we are slightly behind in disability sport in terms of that player pathway because we don't have evidence of their LTPD framework. That's not to say that we wont invest through a generic sport programme, and those athletes that do have potential and obviously with each governing body involved, if there are athletes with potential in particular sport we will be looking to put them in the pathway of that governing body. So the regional manager has a very clear role to play in developing clubs, athletes, coaches, volunteers, facilities and strengthening the partnership, but in terms of the player pathway and disability sport the long term player framework does not exist as yet so we cant really refer to that through disability sport. Does that answer?

LM: Kinda yeah, so how obviously because the sports that you've got next door fit into the LTPD pathway and because it is sport specific its easier to give them a pathway so how does disability sport fit into the regional sports partnership?

RH: Well it fits in terms of the aims of the sports partnership are certainly to improve and increase participation which disability sport can tap into, improve the performance of young athletes, which again we can involve our self in. Em, looking at strengthening the partnership as a whole, and again that is something that disability sport can contribute to and the manager can contribute to. The only slight area that doesn't necessarily meet up at the moment is this area of the academy programme. Now that academy programme will be tailored through the governing body at athletes with potential to say enter the area institute of sport or a national programme. Now that's not to say that we wont invest in athletes that will develop in disability sport, we will do that but we just don't have the additional resources of providing a very specific academy programme.

LM: So how are you going to monitor and evaluate the success of the post?

RH: There is a very clear monitoring and evaluating framework being established for regional sports partnerships. Em, each manager will have the responsibility of delivering there sport specific plan in line with those monitoring and evaluating guidelines. So for example, we will be looking at being measured on the number of effective clubs. Each manager will have a responsibility of contributing to that monitoring area.

LM: How doe you define an effective club?

RH: An effective club will be determined by, do they have an accreditation scheme? Do they have a skill development structure i.e do they have a coaching programme? Do they have a sustained or increasing membership? Do they work in connection or have links to a pathway? For instance are they heavily connected with a school cluster, a sports development team, do they a connection to a performance or competition framework? Em, and finally do they have an understanding of how volunteers would be involved in that club. What we are looking for is each club to measure up to four out of five of those criteria, if they do that, in our terms, they are an effective club. But that framework and evaluation continues into coaches, officials and volunteers. It continues into evaluating facilities, looking at the infrastructure of the partnership and the sport specific plans so there are very clear guidelines as to how we will be measured.

LM: Ok, how does it work with managing the post?

RH: Em, the disability manager will be managed by the sports partnership manager, myself, on a day to day basis. That management role will also incorporate ensuring the monitoring and evaluation and the professional management is carried out through the delivery of the regional plan but SDS will have a more technical input into that management from a national perspective. For instance if there is a particular area of national importance that have to come through disability sport then we will work together in managing but on a day-to-day basis it will be the partnership.

LM: With regards to funding how is the post funded?

RH: The post is funded as part of Sport Central which has up to 90% of its investment by sport Scotland. The remainder is a contribution from each of the three local authorities. In addition to that there will be in kind support from the area institute of sport and the university who don't invest hard cash. There is also a small contribution from each of the governing bodies into Sport Central. SDS will put a small amount into the managers operational budget. That budget, or that investment is distributed predominantly through staffing costs but there will also be an operational budget allocated to the regional manager, there will be a possible option of tapping into a coach education supporting budget and there will also be an investment in the generic support service programme which disability sport will have access to.

LM: So to what extent does SDS influence the roles and responsibilities of the regional manager?

RH: SDS role will be to support the delivery of the regional plan for disability sport. That regional plan will come down from SDS national plan so their responsibility will be to ensure that the dissemination or cascading actually takes place. In terms of roles and responsibilities we are looking closely to disability sport and SDS to provide additional support in terms of technical input from there performance officer and through their national development officer on a more strategic basis. But the partnership will manage and drive the work of the manager but SDS will have a very important part to play but its mainly through disseminating and cascading that national priority.

LM: That's all the questions I have, do you have any questions.

RH: No, no I'm fairly comfortable with that.

LM: Do you want this to remain confidential?

RH: No there is absolutely nothing confidential about it.

LM: So I can use your name?

RH: Yes

LM: Do you want a copy of the transcript?

RH: Yes that would be useful.

LM: Thank you very much!

Ruari Davidson Interview
sportscotland
20th November 2006

LM: Can you introduce yourself please?
RD: Ruari Davidson, sportscotland.
LM: Can you give me an overview of your job remit?
RD: The main part of the job really is to work in partnership with SDS and kind of be a key role between sportscotland and the governing body. Liaising with them in a number of areas, local development, the branch network developing the branches, development plans for branches, sports development helping them do sports programmes, assisting with the training and events calendars, and the major sportscotland part is probably the inclusion training which is rolling out across all 32 local authorities. We are maybe three quarters of the way through that just now and we don't have much to do to finish that. Tying in with that we also have somebody identified within each local authority within active schools who has a designated lead for disability sport. We have 6 monthly networking days where we get together, my post leads on that and we share ideas and they take it back to the local authorities.
LM: What do you see as being the main areas of concern just now for disability sport in Scotland?
RD: I think the biggest thing is identifying children within mainstream schools that may have disabilities, I know the governing body have difficulty with that. Although we have a monitoring programme with sportscotland, currently it doesn't really encapsulate that and it is something we are trying to push internally to fix. As I'm sure you are aware if we can identify where kids are it will make it so much easier for sports development and clubs.
LM: So why isn't there a disability element within the active schools monitoring?
RD: Because it came from the Scottish Executive. They kind of said it would be after schools clubs and they felt that if we were to get involved with that to heavily it might be doing the work of the local authority and that wasn't really our job.
LM: Do you see any other areas of concern just now for disability sport?
RD: Yes well from working with SDS I know that there is a good LD network, so we need to get out there and identify more PD athletes, particularly with, not so much pressure from sportscotland, but our ultimate aim is to get medals at the Paralympics so that is where our emphasis needs to be just now and I know we have some issues in identifying athletes.
LM: What about the structure within disability sport just now, are there any concerns over the branch network?
RD: Well I know that they cancelled the branch conference last year and that is something that we will be looking at. Perhaps branches don't currently necessarily reflect the needs or the wants of people working in disability sport. That is something that sportscotland will be helping with and to look at and how can we improve and change that.
LM: And how do you think we could improve or change it?

RD: Well something I know that the board are looking at just now is the possible regionalisation and that is something as an organisation sportscotland are really keen to push. Perhaps a regional structure where branches within that region maybe help each other out and link more.

LM: Have you had any involvement with the disability sport manager?

RD: Yes not so much in a working capacity. I have attended events which she has been present at, particularly athletics events, one national official trials and the sportshall athletics just recently. I don't have to much involvement directly.

LM: So you don't have any involvement with here in a professional capacity.

RD: Not particularly no.

LM: What is your understanding of what the disability sport manager does and their role within the RSP?

RD: Kind of a central focal point I believe to lead the development of disability sport in the region. Linking in within the sports development in those identified areas that make up the region. Trying to get people to work across the areas as well, so effectively leading and pushing that.

LM: So what are your hopes for this post as it is the only post in Scotland. Do you hope it could be duplicated in other areas?

RD: As the sports partnerships are currently definitely seen as pilots so Lynne's role is almost a pilot. From the disability sport point of view it would be excellent to see that work flourish really well, then we have an argument to go to other areas and say this needs to happen in your areas because its helping increase numbers and interest. And that links in with SDSs pathway and sportscotland's.

LM: As there are two partnerships just now, is this a likely structure that sportscotland will adopt throughout Scotland or are there more methods being piloted just now?

RD: Well both pilots aren't the same, they are set up slightly differently. From sportscotland's point of view it was to see if either or would work better. So I think we are quite flexible in how we see what the results will be for both pilots and it may well be that moving forward isn't a standardised process across each region. Certain areas might benefit from having the set-up differently.

LM: Do you think that there should be a disability sport manager within the RSP or should it be covered by the sport specific managers?

RD: I think to be honest it needs to be for the specific sport itself to take a lead and show an inclusive aspect or approach to its work. It shouldn't have to really, although there is a governing body and in this case Lynne's post, I might have a slight concern on people relying on them to do the work which they should be doing anyway. Grassroots level and things individual sports should have identified in there plans way to be inclusive in their sport.

LM: Have you played in role in how they are going to monitor and evaluate the post?

RD: To be honest I don't have a great deal of knowledge about how that might work other than know the project group who leads on the sports partnerships will take some role in doing that.

LM: As it is the only post in Scotland what should be done to ensure that people know about the post and how it differs from a branch officer?

RD: I would like to think that the communication coming from sportscotland would be positive on that. You have the communications team who generally do a very good job so if there are positive messages coming out of Scottish sport we would look for them to do that. If it does prove successful we need to take those positives and we shouldn't really need to sell it to other areas, it should sell itself.

LM: So should sportscotland have the ultimate responsibility of promoting it or should it be SDS or RSP?

RD: It should be a partnership across all areas, I think that sportscotland as the national agency in Scotland, it maybe shouldn't be there responsibility but they perhaps should take a lead in overseeing the process.

LM: Do you want to remain anonymous

RD: No I don't mind.

LM: Would you like a copy of the transcript?

RD: Yes please.

LM: Thank you for your time.

Phase 2

Lynne Glen Interview 2
Regional Disability Sport Development Manager
20th August 2007

LM: Can you introduce yourself for the tape please?
LG: Lynne Glen Disability Sport Development Manager.
LM: Can you outline your job for me please?
LG: Sport Central Disability Sports Development Manager. Its my job to work with the local authorities, Falkirk, Stirling and Clackmannashire, to increase participation and also to link the programmes that they have to national programmes. Its just about connecting grassroots to excellence.
LM: How has your job developed in the past year? If we start with the participation side.
LG: In terms of participation within the three local authority areas there has been a significant increase in the sport specific programmes that have been on offer. In Stirling there is now, working with Lauren, there has now been an athletics, football and swimming participation centres established. In Falkirk there has also been swimming, football and athletics participation centres established. In Clacks its about working with their existing multi-sports programme and including athletics and football, they already have there swimming class established and this has developed into beginner and improver classes for primary and secondary. This is through the key people within each local authority area with the exception of Falkirk who don't have a specific dedicated disability person so its very much myself working with the sport specific people in Falkirk.
LM: How has the events programme developed?
LG: The events programme has increased significantly again through working with each of the three local authorities. In the previous year, 2005-2006 academic year there was four events, last year saw a rise of the number of events held. The events programme has basically developed the priority sports of athletics, swimming and football from festival to national competitions. There has basically been development of the competition pathway in the last year and that is developing further. In the next year there is a fully comprehensive events programme for 2007-2008 which includes festivals in athletics and football, the school and the club swimming competitions, regional football, regional athletics track and field as well as the indoor sports hall athletics and boccia and bowls and golf. Obviously the last two years prior to 2005-2006 there was a bit of a lull, there were no competitions and really 2005-2006 was just an event held in each of the local authority areas. I think its very apparent that the programme has developed, especially in the forthcoming year. The events calendar has been developed through working with key people in each of the areas, working with the branch, SDS, and really having a focused approach through the priority

sports so that there is a pathway in competition for athletics, football and swimming.

LM: Why did you choose these sports?

LG: Because SDS have five priority sports and three of those are athletics, football and swimming and Sport Central also have three managers in these sports so it made sense for these to be the priority sports and have a focused approach. Previously FVDS offered a wide range of events, table tennis, pool, darts etc and really it was about participation but through the development of the post of the Sport Central manager it is certainly a more focused approach so that we can get coach education, competition, participation and improving performance all working from the same hymn sheet. So that there is continuity and development within these sports.

LM: Can you update me on club development in the past year?

LG: Not as much as I would like to have happened. I think through working with the clubs and building a relationship with the clubs that has been the key thing that has happened in the past year. There are four clubs in the central area. There is one wheelchair rugby club who really it's a senior club and they are quite self-sufficient, however they are aware that I'm there and the regional rugby manager if they require support. There are also three swimming clubs, one in Stirling and two in Falkirk, the two in Falkirk will probably be combined to become one and the one in Stirling will probably become the more competitive club or has been in the past the more competitive club. At the moment in the past year it has just been about developing relationships in the next year it is hoped to encourage them to achieve swimmark status and that is really the only club development.

LM: So is there any reason why not so much work has been done for club development?

LG: I think really that the main thing for myself in the last year was to get participation in the sports up and running focusing on the junior development, focusing in on the events and coach education and the next step I think is to concentrate on clubs and look forward with the clubs and leading the clubs to achieve swimmark status.

LM: You have mentioned pathways, participation, events and clubs. Is there any squads?

LG: In December the athletics squad was set up and that was due to national trials being held to fasttrack athletes with potential. SDS held the trials and as a result of that the kids in the national squad were also invited along to attend a regional development squad. There was 8 invited along to the national squad and 6 came along to the regional squad. When the regional swimming competition was held last year it was evident that there was a fair share of kids with potential. And they have invited them along to a swimming squad but due to facility access, its been delayed and the first swimming squad met two weeks ago in Bo'ness. So the swimming squad is established and there are 15 who have been invited we are yet to see the number who have registered. We won't know who will be attending regularly until September. They have done two sessions over the summer holidays just as a welcome and get to know the

coaches and for the coaches to get to know the squad. The football trials were held at a local festival in June and kids were identified and selected for an under 18 MLD squad and they will start to train in September. There was 14 identified that was with the help of the national do Stuart Sharp. There is also planned for inter-area football events so for those kids who couldn't attend the football trials they will come along and still be trialled for selection in the squad. They will be happening in September/October but its great that the three squads are up and running and its very much working with the national do's and the regional managers.

LM: What about SDS?

LG: SDS support providing lots support by liaising with the national and performance do. The national do provides lots of support for the branch which was re established at the AGM in February. We now have a committee of 20 which has fell down to 15 attending. So there is a lot of support on a daily basis.

LM: Is there enough support from them or is there any areas that you would like more support?

LG: I think because SDS have 17 branches and 32 local authority and 2 full-time members of staff they are stretched. In the start I would probably have liked a bit more guidance but I think it's a new post and it's the only one in Scotland I think that the post has had to evolve and I think its evolved in the right way and it is different to being a branch officer. I think it's about working with the branch and the local authorities to provide participation but also Sport Central, the main role is improving performance connected to excellence. So I'm happy with the support that I am getting just now.

LM: Are you happy with local authority support?

LG: I think the three different areas have welcomed the post and supported it in every way that they can. It would be better if we had an allocated officer in Falkirk. In Stirling there is one officer who has a part-time responsibility, it would be nice if that could be a full-time responsibility. In Clacks there is the equivalent of one and a half full-time, two part-time post and they are really needing the pathway for their athletes to progress and in Falkirk it would be nice to have a person on a full-time basis. The strategic plan for disability sport in Forth Valley has lots of growth areas in it but the growth in the personnel isn't there and it would be nice to see that happening. That would be a major strength for disability that as the plan grew and the delivery grew and the potential grew and the squads grew that there would be officers roles and the personnel to support disability sport. The thing is its really wide because you have the Forth Valley aims which is participation and events and you have the Sport Central aims which is performance and developing squads and although that the key thing about the job is networking with people and having an integrated approach into the sport specific managers and national disability managers there is also a huge task for the Sport Central manager to deliver from participation, grassroots up to excellence.

LM: Update on coach and volunteer development?

LG: Pretty much the last year has been spent targeting coaches to attend key courses to enable participation to progress. For eg in the last year there has

been a Boccia Leaders course, Coaching Disabled Athletes, there has been Introduction to Pool Work, How to coach Disabled People in Sport and there has been a total of 34 coaches which I am delighted with that have attended these courses. It means that our targeted approach will continue in the next year to provide basic knowledge for coaches to deliver grass roots sports and further develop our participation centres.

LM: So how do you target the coaches and volunteers?

LG: I think through the local officers and the branch and sport specific officers have a massive role because it is very much who have the right attitude, the right approach and the right communication who can make sport fun for all children with a disability and you can identify coaches quite easily who have an aptitude or who would be beneficial to be involved in disability sport.

LM: Facility Development update?

LG: Not really it is apparent that the main thing for me and what I try to do last year was co-ordinate the programmes that are taking place locally across all three areas because the last thing that we want is the situation on nights in facilities and sports. For eg in somebody is taking part in athletics in Stirling then something came up and the could no longer attend that night they could then go to Falkirk as the athletics class there is on a different night so its not been as much about facility development in the term of having a contribution to the development of facilities its about co-ordinating the activities so that facility access. The other thing that facility development there is a lot of development being done in the three areas through PPP schools and through Stirling Sports Village, I think Falkirk and Clacks also have independent bids for sports/community facilities and hopefully that will improve access. There is Stirling University on the door step and we have managed to access the university for the school and club swimming gala's which is great because I think it is my responsibility to make sure that the athletes, swimmers and footballers have access to the best facilities available in order to raise the profile of the sport.

In terms of local authorities they have been supportive in terms of developing disability sport development groups in each area and in the last year we have established a group in Falkirk which consists of Social Work, Children and Disabilities team, PE, Active Schools and Sports Development we all sit around in quarterly meetings and the barriers of the joint working is really building momentum. It's the same in Stirling and Clacks, in Clacks it is mainly Sport Dev and Active Schools as is the same in Stirling.

LM: How does it work working with the other sport specific managers?

LG: I think they have the sport specific expertise and they are able to lead and direct the programmes for the squads. At the moment there isn't a direct input. At the moment what has happened in the past year is that there has been plans created and what is in my plan the targets that are in my plan for disability athletics for eg are also in the athletics managers plan so we are both quite clear in what we are trying to achieve for disability athletics. That was done with my lead and then including, but also through consultation with SDS and all the targets that are in the plan have been sent widely for consultation. For example

the national do has been consulted, for football Stuart Sharp is happy with the targets that have been set, athletics it has been the performance do in SDS who has approved the targets for them and for swimming its been Kerry and Paul Wilson. So in each case its about having clear targets, identifying talent, sitting down while there has been a competition for example in the swimming competition, sitting with Kerry and Paul and agreeing that people who deserve to be or potential to be in the regional squad. Parents nights we held a parents night where Paul, Kerry and I met with the parents to describe the benefits to the parents of their child being involved in the squad and what level of commitment is expected of them and what the pathway is for their son or daughter. So there has been quite a bit of integrated working. If I can go to athletics now there is Forth Valley Athletics Partnership and I have been along to the partnership to update them on the developments in disability sport in the Forth Valley area and just explain that my job is to establish the squads but also athletes with disabilities who are in the squad will only have one training opportunity a week so unless they are in a run, jump, throw club they only have one training opportunity a week and obviously that's not good enough for them to develop their full potential so ideally they should be in a club. And Forth Valley Athletics Partnership both athletics clubs in the central area are represented so I have been along and explained to them that with Liz these kids have potential and because they have a disability they shouldn't be excluded from club athletics and they have both agreed that there should be access to club athletics. Obviously the regional manager for athletics has a big input in that. So is an active partnership.

LM: What do you see as being the future for your job?

LG: The next year it will continue the momentum in the participation programmes. Continue to work with the local authorities. The events programme is growing arms and legs so I think for that to continue to develop there needs to be more volunteer involvement so more help from the clubs, preparing the volunteers and educating them in what needs to happen but certainly the branch needs to take more ownership. They have only been established for the last 6 months and they are quite clear on the roles and responsibilities and most people are happy to help. There has been a co-ordinator identified for athletics, swimming and football but there still needs more help in terms of organising the competitions, which will free up my time to work on improving performance so we will continue to select the athletes. I think in the second year of the squads we will see an improvement in the athletes coming through, hopefully. We are already starting to see some of the older athletes attend adult competitions. For example there are 3 who attended the junior athletics competition in May they are going to be competing in the adult competition because they have now left school so its about keeping that link to the targeted programmes also. Club development I is going to be a big one over the next few years, it's a big target for two of the clubs to achieve swimmark status. There is a lot that needs to be done before they can register for swimmark status. A huge amount of my time is going to be dedicated to club development. More coaches, we are always going to need more coaches so we

are always going to be recruiting and looking at ways to retain our coaches. Recognising our coaches, volunteers and athletes is a big thing as well I think the branch have a key role to play there in developing an awards system for our athletes and coaches. I think just generally hope to raise the profile of disability sport in the Forth Valley area so that they can see the post. I think also working with the local authorities in trying to identify kids cos although we have established the squads we need to keep the talent coming through and the only way that is going to happen is to keep identifying new kids for the opportunities that we have.

LM: Do you think there needs to be a DSM in RSP's?

LG: Yes, absolutely. I think if you had asked me that question last year I would possibly have said no but given the in-depth work that needs to be done and the areas that need to be tackled a sport specific regional manager wouldn't have the time or the knowledge to tackle these issues and I think the only way to develop disability sport is to have a DSM.

LM: Would you like to remain anonymous?

LG: No.

LM: Would you like to see a copy of the transcript?

LG: Yes please.

LM: Thank you for your time.

Alan Morgan Interview
Sport Central
15th August 2007

LM: Can you introduce yourself please?
AM: My name is Alan Morgan, Sport Central Youth Football Manager.
LM: Can you briefly give me an overview of your job remit?
AM: My job remit basically is to deliver the regional football strategy through the network of football development officers in the three local authority areas. More specifically that involves club development through the SFA quality mark. It involves, with regards to the player pathway, it involves regional and local football development squads. Coach education and various other smallerish girls, a secondary girl's league and disability.
LM: What is currently happening just now for football in the central region?
AM: With regards to squads, for the first year regional squads are going to be training on a weekly basis so they will be involved in a training and matches programme. For the first year we have managed to have all associations in the forth valley region coming on board for the squad programme which is great. Last year and years previous to that it has been predominantly the SFA developmental league, the Forth Valley Football Development Association, last year we managed to get the Scottish Schools involved and this year we have managed to get the Central Football Association League on board so obviously sessions for boys football in the Forth Valley area are now on board. This is down largely to the youth action plan so hopefully we are investing in the best players out there to try and develop them to the next stage which would be senior clubs. There is still going to be, even though the regional weekly squads will still be on a weekly basis, there will still be local provision. There will be three development squad centres in the three local authority areas as well as the regional squads.
LM: So is that for disability football?
AM: No that's the mainstream squads. With regards to disability football through liaising with Lynne Glen, disability sports manager for Sport Central, there is now weekly classes in Falkirk and Stirling and we are now looking at through a selection process through an annual football festival in Clackmannanshire we have identified players that can potentially form a MLD squad. We are looking at that in the near future as well. Also this year, for the first year Forth Valley and Sport Central in particular will be hosting the SDS national 7 a-sides in Grangemouth this year as well in October which is currently coming up and I think the potential MLD squad will feature in that as well. So other than fun football days, they will be coming back again next year as a way of promoting the weekly soccer centres and hopefully in years to come that will be a way of identifying potential players for a regional squad as well. Hopefully as I say we will get the MLD squad up and running fairly soon. We are obviously looking to tap into money within the SFA to develop that.
LM: So does the MLD squad, is there potential for them to link into your squad?

AM: Yes we are actually looking at the moment for the MLD squad to be training alongside the local Falkirk player development centre down in Grahame High on a Monday evening which would give the opportunity for players within that to move up to the Falkirk player development squads and also a big aim of the MLD squad is to try and get them into local boys clubs as well, the ones that aren't currently playing in football clubs just now.

LM: Who leads this development? Is it yourself, is it Lynne, how does it work?

AM: Well to be honest it's a joint approach, Lynne probably deals more with the admin side of things and liaising more with Stuart Sharp with the SFA. In regards to me liaising with the local side of it, in regards to facility, in regards to local coaches to take the squad etc and linking in with Alan Taylor in the Falkirk local squads. It's a joint approach but Lynne leads it more nationally and looks at me in a regional and local point of view to help out with that aspect.

LM: Do you think there should be a disability sport manager within Sport central or do you think you could do the job for disability football within central yourself?

AM: I do see a role for the post. Obviously in regards to myself and football specific, it is great to have someone there specifically looking at that element. In the past we have all had that within our remit but to be honest with you the remit is so big now and our big change in focus has been club development with the SFA quality mark and whilst we have always offered a provision for certain classes etc for players with disabilities I don't think we have had enough time to really focus on that and push that in regards to MLD squads etc. We have also really just looked at in a really local aspect in the three local authority areas, whereas now it is more of a joint approach and sharing resources and linking in coaches wise and facility wise and its now more a regional approach than just locally doing your own thing in a more co-ordinated approach so in regards to football yes but obviously the post doesn't just look at football and obviously I cant speak for them but I think with what Lynne is doing with regards to football and if she is then relating that to swimming and athletics then I would say yes there is definitely a need for the post.

LM: What's the plans for the future?

AM: I think obviously in the future we will look at other elements, at the moment that's what we are concentrating on as I say we are looking into tapping into funding to help us run these squads. Obviously with these squads being new there is not just coaching and facilities to look at there is kit and equipment to look at as well and obviously we are looking to establish these squads first and foremost but once we get it established I am quite sure we will look at other provisions and other elements of disability.

LM: Would you like to remain anonymous?

AM: No that's ok.

LM: Would you like a copy of the transcript?

AM: Yes thanks.

LM: Thank you for your time.

Liz Morris Interview
Sport Central
10th August 2007

LMac: Can you introduce yourself for the tape please?
LM: Hi I'm Liz Morris Athletics Development Manager for Sport Central.
LMac: Can you describe your job remit please?
LM: I work with all the three local authorities working on grassroots athletics right through to performance at regional level and that basically involves co-ordinating the coaches, sitting down with the sports development officers and getting there programmes in place and making sure that we are working towards the strategy of sport central but also towards the Scottish athletics strategy as well.
LMac: Do you have any precious experience of disability sport?
LM: I used to work with people with a disability when I was at college and since then I have probably had little experience but I have been on disability courses throughout my career.
LMac: Can you tell me what is currently happening with athletics within Sport Central?
LM: within the context of disability sport I am working with Lynne Glen to try and integrate the programme so for e.g. within fun and athletics we deliver training, we are now putting in aspects of disability within that. And within the regional squads they are all invited to our squad days so her squad will come along and that is up to them whether they take up that offer so we are really trying to integrate disability into athletics. There is also shortly to be in post a development officer for disability within Scottish Athletics.
LMac: How does what's happening with disability athletics link into mainstream athletics?
LM: I would take a lead role within mainstream athletics but where I see it necessary I link with Lynne. And where there is something specific, like she is doing lots of different fun days for disability she will lead on those but obviously because it is athletics I will work in partnership with her to help those take place
LMac: So what is currently happening for mainstream athletics just now?
LM: Mainstream athletics well there is delivery of taster sessions within local areas, there's fun in athletics festivals and that leads in to run, jump, throw clubs and classes after school. Following on from that we have transition groups which link those after school groups into a club. Following on from that those kids feed into regional squads. So that is for mainstream, for disability where we are trying to link with the clubs is to get the clubs on disability courses so that they are able to actually take athletes with a disability into their club.
LMac: What course would that be?
LM: Coaching Athletes with a Disability.
LMac: So what are your plans for the future for athletics?
LM: Plans for the future well just to deliver more than what is currently being delivered now. Say for example in Stirling where they were delivering in four clusters for the festivals they will now be delivering in five. We need to try and

focus on the secondary schools as well putting giant heptathlon into secondary schools and just make sure that's being rolled out across the three areas and then developing squads so that those kids have somewhere to go to. There is also a lot of work to be done in clubs as well to get them up to speed with coaching and getting coaches qualified.

LMac: Is that the same plans for disability sport?

LM: For disability sport as well I mean I am fitting in with what Lynne is doing. Again as I say we are just trying to roll out the athletics festivals for her and run, jump and throw. She is working with the local authorities to see where those are required and then I am working with the clubs to try and get them up to speed. She looks after the squads.

LMac: Is it your coaches that work with Lynne's squad, how does it work?

LM: It is a mixture, we try to get the coaches that we have in the local areas to filter into what she is doing but sometime it is quite difficult because sometimes people don't want to do it or they are committed to something else already.

LMac: Should there be a disability sport manager post or could you do the same job?

LM: I think if you want the job to be done properly then we definitely need a manager because Lynne can look at everything in depth and see where the gaps are, whereas if I was doing it I probably wouldn't have the time to do as in depth as she has been able to so its obviously very beneficial to disability sport.

LMac: Would you like to remain anonymous?

LM: No

LMac: Would you like a copy of the transcript?

LM: Yes thanks.

LMac: Thank you for your time.

Appendix VI

Sport Central Disability Sport Athlete Pathway – Athletics, Football and Swimming

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                        ┌─────────────────────────┐
                        │        GB Squad          │
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                        ┌─────────────────────────┐
                        │      SDS Academy         │
                        │      Programme           │
                        │                          │
                        │   SDS National Squads    │
                        └─────────────────────────┘
                                    ▲
                        ┌─────────────────────────┐
                        │      SDS National        │
                        │   Development Squads     │
                        └─────────────────────────┘
                                    ▲
  ┌──────────────┐      ┌─────────────────────────┐      ┌──────────────┐
  │     Club     │◄───► │  SportCentral Regional   │◄───► │     Club     │
  │  Disability/ │      │  Squads / Sport Specific │      │  Disability/ │
  │  Mainstream  │      │   Mainstream Squads      │      │  Mainstream  │
  └──────────────┘      └─────────────────────────┘      └──────────────┘
                                    ▲
                        ┌─────────────────────────┐
                        │   Forth Valley Disability│
                        │      Sport Events        │
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  ┌──────────────┐              ◄──►               ┌──────────────┐
  │ After School │                                 │    Sports    │
  │    Clubs     │                                 │ Development   │
  │Extra         │                                 │ Multi- Sports │
  │Curricular    │                                 │Sport Specific │
  │  Sport       │                                 │  Sessions    │
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                        │     Curricular Sport     │
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