Appendix B – Case studies from other organisations and previous studies

Department of Healthy FE Programme

A number of case studies related to healthy colleges can be found on the National Healthy FE website: http://www.excellencegateway.org.uk/page.aspx?o=hfep. Some examples are listed below:

- York College - since the Healthy Colleges Group was established in 2006, York College has been implementing a number of initiatives aimed at improving the health and wellbeing of its staff and students. Rather than telling its learners what *not* to do, the college's aim is to provide them with as much information as possible, including information on how to be healthy, so that they can make informed lifestyle choices and understand what the consequences of those choices might be. Further information can be found at http://www.excellencegateway.org.uk/page.aspx?o=252735

- Shrewsbury College of Art and Technology - Shrewsbury College of Arts and Technology is in partnership with local organisations, including Shropshire City Council and the local Primary Care Trust, to provide staff and students with a wide range of free services to encourage a healthier lifestyle. The programme is based on the Every Child Matters agenda introduced by the Government in 2006. Further information on this case study can be found at http://www.excellencegateway.org.uk/page.aspx?o=252732

- Knowsley Community College - As principal of Knowsley Community College, Frank Gill is extremely committed to developing links between education and health, and forming partnerships between education and health professionals. To highlight this, last year Frank was appointed as a non-executive director with NHS Knowsley. This partnership will serve to increase information, advice and services on health and wellbeing for those who work and study at Knowsley Community College. For further details on this case study please see http://www.excellencegateway.org.uk/page.aspx?o=255205

Case studies from the East Midlands

The East Midlands, via the AoC East Midlands FE Sports Hub, have a number of case studies on their website - http://www.emsportshub.com. The focus of these are on:

- Equity and diversity and include case studies from Gateway College, Derby College, Grantham College, Loughborough College and North Nottinghamshire College. Further details on what has been done and the impact of equity initiatives can be found at http://www.emsportshub.com/best-practice-case-studies-east-midlands-sports-hub.aspx

- Increasing participation case studies include innovative examples from Chesterfield College, Moulton College, South Nottingham College and Stephenson College. Further details on activities and their impact can be found at http://www.emsportshub.com/best-practice-case-studies-2-east-midlands-sports-hub.aspx

- Case studies on partnership working include examples from Leicester College, Lincolnshire Sports Partnership and Sport Nottinghamshire. Information of how positive

partnership working has been implemented can be found at http://www.emsportshub.com/best-practice-case-studies-3-east-midlands-sports-hub.aspx

- Volunteering and leadership – examples of programmes for volunteering and leadership in colleges can be found at http://www.emsportshub.com/best-practice-case-studies-4-east-midlands-sports-hub.aspx and include Loughborough College, Derby College and Moulton College.

Sport Unlimited Case Studies

From previous studies there have been a number of case studies developed for Sport Unlimited projects within FE Colleges and Sixth Form Colleges. Some examples of these include:

- City of Sunderland College using outdoor activities and fitness suite sessions to increase participation by students – see Appendix B2

- North Nottinghamshire College targeting 16-19 year olds in activity through the Sport Unlimited programme – see Appendix B3

Football Focus Colleges

Football Focus Colleges have been identified by BCS and the FA for their commitment to football development provision. Ten colleges are selected each academic year to be a part of the programme following an application process to evidence their commitment and wide ranging process. The ten colleges for 2009-10 are Kingston College, South Cheshire College, Tyne Met College, Leeds City College, Grantham College, Newcastle under Lyme College, Easton College, East Norfolk College, Richard Huish College and Exeter College. Some specific examples of activity include:

- Solihull College has been delivering Football Coaching Apprenticeships under the Active Sport and Leisure Apprenticeship programme since 2004. It was highlighted that the first year of delivery was 'patchy' for a number of reasons. However since then significant progress has been made - see Appendix B4

- Tyne Met College has an extensive North East Sports Academy programme and their status as a Football Focus College will enable them to expand the range of male and female football opportunities. TyneMet will develop a football development strategy that puts football at the heart of college life. This will not only encourage the development of gifted individuals but will also look at ways of increasing wider participation in football amongst 16-19 year olds through playing, coaching, volunteering and refereeing. See www.northeastsportsacademy.co.uk

Podium and Get Set Network Case Studies

A number of case studies on how colleges are using the excitement of the London 2012 Games to increase participation in sport and physical activity are set out on the Podium website and on the London 2012 Get Set website. Some of these include:

- South Devon College has organised its first ever 'Special Inspiration Games' of inclusive sports inspiring the college and community with the Olympic and Paralympic values of Friendship, Respect, Courage and Excellence: http://www.southdevon.ac.uk/pages/3022

- Tyne Metropolitan College hosted a special Get Set launch in January to mark the college's acceptance into the Get Set Network of institutions engaged with London 2012 and committed to the Olympic and Paralympic values: http://www.podium.ac.uk/news/view/304/tyne-met-set-for-london-2012

- Richmond upon Thames College has recently established its own volunteering programme and as a result has achieved an Inspire Mark.The programme incorporates opportunities to train, support, and deploy young people and adults into appropriate, safe and rewarding sports leadership and volunteering activities. Further details can be found at: http://getset.london2012.com/en/educators/case-studies/educators-case-study-richmond-upon-thames-college

Sport Unlimited Case Study

Focus on Further Education Sport

Tyne Wear Sport

CSP
Tyne and Wear

ACTIVITIES
Outdoor activities, fitness suite and multi sports

LOCATION
City of Sunderland College

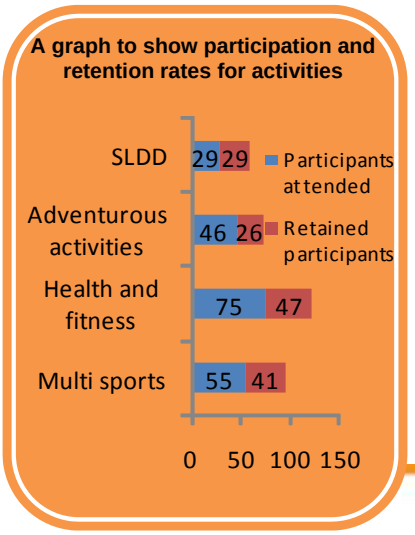
CRITICAL SUCCESS FACTORS
Student voice, joined up delivery

CASE STUDY DATE
August 2009

At the City of Sunderland College a number of sessions relating to outdoor activities (urban surfing, kayaking, surfing, skiing, climbing) multi sports (rugby, basketball, football, netball) and fitness suite sessions have been delivered through Sport Unlimited. We interviewed Amy Woolstenholmes, a Further Education Sport Coordinator (FESCo), at City of Sunderland College about her work in this area.

Partnerships
A number of partners were identified including Rugby Football Union, Durham Football Association, Eagles Basketball, Marine Activity Centre, British Colleges Sport, various local authority swimming venues and activity providers. The level of partnership working highlights the scope of activities provided through the programme.

Consultation
The college used three different methods to identify the activities which young people wanted to participate in. This included direct consultation between tutors and young people; forums on Blackboard (further education intranet system) and a texting service. A promotional video was produced and displayed on Blackboard and played to students in seminars. Students were therefore invited to identify potential sports which should be made available through the college. All promotional tools (posters, leaflets etc) included a phone number so that students could text their own ideas for future activities. Tutors were then encouraged to communicate this feedback to the FESCo's.



Delivery of sessions
All sessions were delivered on a Wednesday afternoon to incorporate the timetabling of the five college centres involved in the Sport Unlimited programme. Outdoor activities including urban surfing, kayaking, surfing and skiing were delivered on a fixed schedule with each centre creating an outdoor activities club. These centres then delivered a ten week programme allowing young people to experience five different outdoor activities each for two weeks. Transport was also provided between centres to allow young people to travel to the activities. This was under utilised and expensive and therefore was removed during the programme.

Attendance
All students taking part in the sessions were aged 16-19, approximately 70% were male. Many of those who participated in the outdoor activities were reported by the college to be students who did not traditionally take part or really enjoy sport. The fitness suite appealed to a wide range of semi sporty students including those that had not previously taken part within college. Team sports seemed to attract young people who had previously participated in similar sports at school or college, however rugby was successful in attracting some new participants who had not played the sport before. Participation and retain figures for the duration of the 10 week activities are highlighted in the graph above including Students with Learning Difficulties and Disabilities (SLDD).

Signposting
At City of Sunderland College they found that effective promotion was vitally important in being able to attract

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young people to the various activities on offer. Promoting activities at the start of the academic year was crucial, encouraging students to immerse themselves in activities from the start of the year, developing a routine from the offset. Methods to promote the activities include a video, tutor pack, the Enrichment Fayre, Blackboard and posters. The promotional video was one minute long and was made up of a series of different sporting photos of both traditional and outdoor sports activities. There was also a music soundtrack and 'inspirational' tag lines running over the top of the pictures. The video was sent to all tutors and placed on the college Blackboard site. Its aim was to get the students to discuss the type of activities and sports they would like to participate in at the college. The tutors who showed the video were then encouraged to note these ideas/discussions and send them to the FESCo to inform future delivery. It was acknowledged that word of mouth was the most effective way of promoting activities but other methods would have contributed to the spread of communication amongst students. Therefore a mix of promotional methods should be encouraged.

Sustainability

Having created the links with the local clubs and organisations a structure is now in place to try and develop a sustainable approach to the project. Links with the RFU for example have allowed the college to utilise the Community Rugby Coach. Negotiations have taken place to enable the RFU to receive some of the Sports Unlimited money during year 2 to ensure the sessions can continue. Whilst the Community Rugby Coach has been available to deliver training sessions and provide support during matches, they have also been able to help encourage students and signpost them to local clubs. The development of a new local league for the 16-19's age group will also help to foster a continuous approach to the activity. This is being developed through the networking of both the FESCo and the sport specific development officers. Outdoor activities have targeted a different group of students, they are held in specialised areas or facilities and many have been signposted into relevant clubs or events on locations were these sessions were held.

One challenge facing the College throughout year 2 is the need to focus on creating a sustainable approach, without the mass use of transport to get students around the different sites. To try and combat this there needs to be discussions with students to identify how the activities can be delivered in the future with a decreased spend on transport costs.

Evaluation

Year 2 has seen a much greater focus on evaluation with Amy confirming that evaluation: "needs to be formalised throughout year 2 – ensuring we gain qualitative and quantitative data that could be used either in future advertising / promotion and to provide information for future activity planning". Participants received information on a weekly basis and any comments or concerns were fed back to the FESCo to respond to. Students were also able to use the Blackboard College Sport website discussion board to post any comments.

Amy's top 5 tips

1. Promote the activities early in the academic year to ensure activities are merged into the student's weekly routine.

2. Get out face to face with students as much as possible and tell them directly about the activities going on.

3. Work closely with any members of staff that might be able to help deliver the sessions – enthuse them, if needed.

4. Create a good working relationship with tutors in the college as they see the students on a regular basis.

5. Be organised with activities / know what's going on, so if asked you can answer straight away.

Feedback from participants

Students taking part in traditional sports with competitive elements enjoyed the matches / tournaments and wanted more opportunities to compete. Students taking part in the outdoor activities wanted to participate longer at each activity, but they also wanted to sample all of the activities. The students enjoyed the variety of activities on offer within the outdoor activities club. One challenge facing the FESCo is that when students were signposted by the activity provider into local clubs or events, students then had to pay money towards the activity which became a barrier for them.

For more information regarding Sport Unlimited in this area please contact David Marrin, Tyne Wear Sport at david.marrin@tynewearsport.org

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SIRC Sport Industry Research Centre | PE&SPORT FOR YOUNG PEOPLE | SPORT ENGLAND | City of Sunderland College

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CASE STUDY

Name of Project: Mixed Dance Sessions
Name of Lead: Holly Garfoot Dance Instuctor
Dave Hopkins FESCO

For further details please contact: Steve Hawkins

Email address: pdm@bassetlawssp.org

Aims of Project:

To encourage any student 16 – 19 years of age attending a course at North Notts College of Further Education, based in Worksop, North Nottinghamshire to come along and enjoy a dancing experience whilst also being encouraged to take on a more active lifestyle generally. This is one element of a three pronged 16-19 project that also has multisports and fitness elements to attract the semi-sporty/active audience in 16-19 venues coordinated by the FESCO.

What we did:
The first element of this session was the recruitment of the most appropriate dance instructor. The local organisers were not prepared to start anything until this key person was confirmed and briefed as to what the key aims for the delivery should be.
Once Holly had agreed to be the instructor a substantial amount of promotion within the whole college across all departments was undertaken by the FESCO.

What went well:
The numbers attending the sessions have been over 35, with attendances from both female & male students aged 16 – 19 years of age.
Holly commented from an instructor's point of view she used songs and music that were well known and currently in the charts. She used specific dance types ranging from Street Dance, Break Dance, Gymnastic type movements, Ballet and Hip Hop and by adopting this method of approach the interest levels were maintained from week to week.

The retention levels were extremely high the only element of change was new faces appearing each week thus continually swelling the numbers as word got round the college how good the sessions were.

One of the Sports Studies teaching staff at the college commented that the success of these sessions was down to the enthusiasm and personality of the dance instructor herself.

Impact on young people:
All students who attended had a thoroughly enjoyable experience whilst being part of the dance sessions, with students commenting that is was a great break from their studies and helped them relieve stress and tension related to the pressures of studying.
Some of students approached Holly to enquire about dancing opportunities outside of the college sessions in the Worksop area and the majority of the students commented that they would endeavour to use the dance sessions to inspire them to take more physical activity during other times of the week.

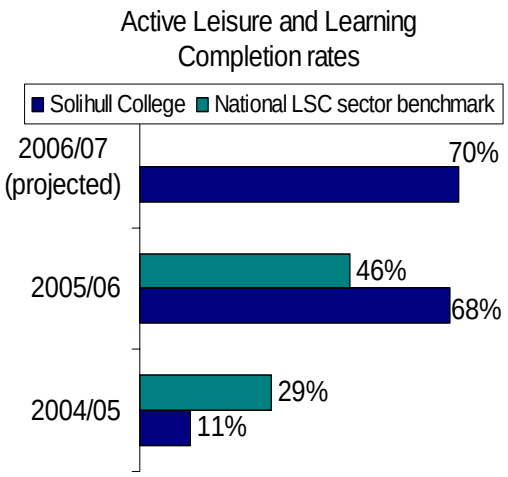
The students who participated in the dance sessions were studying on a wide range of courses ranging from Health & Social Care, Hair & Beauty as well as the Sports Studies students.

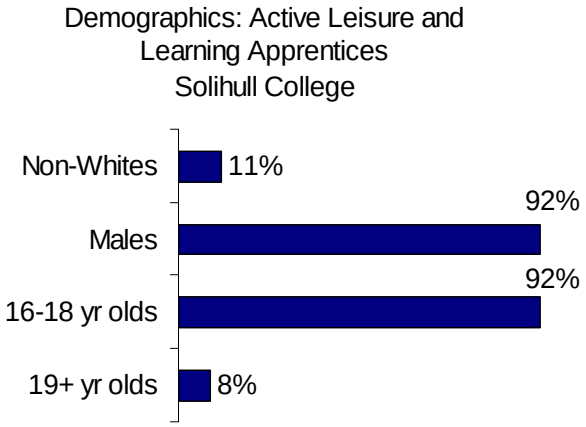
What we would do differently:

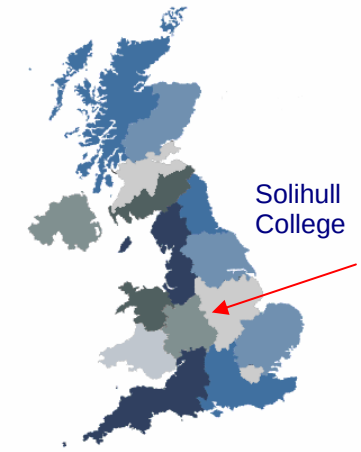
The instructor commented that a room or space with more privacy would be more conducive to getting more participation and for the students to feel more confident in joining in the sessions e.g. a drama studio as opposed to the sports gym, which had windows and a doorway that attracted other people who insisted on wanting to watch the sessions as opposed to becoming involved and being a general nuisance.
The gym operating temperature ranged from being either far too warm for the session or far too cold with there very rarely being the happy medium.

sport nottinghamshire

Case Study 14: Solihull College







About Solihull College

Solihull College is a large general FE college operating on two sites, one in the north and one in the south of the area. The College serves the Metropolitan Borough of Solihull and surrounding areas, recruiting many learners from the City of Birmingham.

The College recently received an excellent Ofsted report praising many aspects of their performance, from student achievement rates to the high standard of teaching and support.

"The College's response to meeting the needs and interests of learners and to educational and social inclusion is outstanding" (Ofsted)

Football Focus – the Coaching Apprenticeship

Solihull College has been delivering Football Coaching Apprenticeships under the Active Sport and Leisure Apprenticeship programme since 2004. It was highlighted that the first year of delivery was 'patchy' for a number of reasons. Most notably, that delivery was in its infancy and as a result it was a new experience for the college and staff.

"It probably took 2 years for it to turnaround" (Corrie McKnill, Contracts Manager for Workforce Development Solihull College)

A number of internal factors were identified as helping to raise the completion rates- some were college wide initiatives whilst others were specific to the area.

* ILR data provided for 04/05 and 05/06. Data for 06/07 is a projection from the provider which has not yet been submitted and validated by the LSC.

Quality Improvement Agency

Solihull College

How Solihull College improved their framework completions

College-led changes

- **Making Key Skills relevant and raising its importance with learners**

A change to the framework requirements meant that 3 key skills are now delivered as apposed to 6. This has helped with the delivery, both from the staff and students' perspective.

In addition, the following college led key skills changes helped….

Frontloading key skills

"We frontload key skills now and that has made a huge difference. We had previously delivered all of the NVQ first and found that students were leaving once they had the qualification. They weren't really bothered about getting key skills and the technical certificate. We now hold back NVQ certificates and have them presented at our awards ceremony, once the full framework has been achieved" (Corrie McKnill, Contracts Manager for Workforce Development, Solihull College)

Testing key skills online

Key skills tests administered online and conducted in the first term….

"We don't tell students it's a test. It's used as a support mechanism for students, so if they fail we know where they're going wrong. We can then offer individual support. We have students in a group, teach them key skills and then redo the tests. We try to get everybody's key skills, portfolio and tests done by Christmas if they started in the September. We do have one or two who still fail the test, so the key skills co-ordinator works with them on a one-to-one basis after Christmas" (Corrie McKnill, Contracts Manager for Workforce Development, Solihull College)

Appointing a ***Key Skills co-ordinator*** to the apprenticeship programme to ensure successful delivery of Key Skills…

"We've found in the faculties that they're very good at delivering the vocational subjects, but not all tutors feel equipped to deliver key skills. You're trying to get a square peg to fit in a round hole really in a way. You've got to have a key skills specialist to be able to deliver Maths, English and IT. We still make sure it's all integrated into the NVQ portfolio and that it's very focused on the sport qualification that they are undertaking" (Corrie McKnill, Contracts Manager for Workforce Development, Solihull College)

"It's [Key Skills] *probably the least interesting part but it's still not that bad"* (Football Coaching Apprentice, Solihull College)

- **Working as a team: effective communication**

Communication with the faculties and the work based learning team was essential to the success of the completion rates.

"Each sector Coordinator, on a weekly basis checks that their figures are exactly the same as what is on the LSC system, just to make sure everything matches and that every student is being tracked precisely .The work based learning Coordinator also tracks student's progress" …
"We track every single student's key skills; technical certificate and NVQ certificate. We mark them off every single time we get a certificate"
(Corrie McKnill, Contracts Manager for Workforce Development, Solihull College)

In addition, all apprenticeship programmes have been fully endorsed by the senior management team and the Senior Team have taken an active involvement in being involved in improving completion rates.

Communication with the employer was also highlighted as very important and existing links are well developed.

"It is hard work but it sounds cheesy but I mean we get on really well, we get on well with the employers and it is close knit and it makes it a lot easier because you can talk to people without having to be stuffy" (Richard, Tutor, Solihull College)

"The courses Richard does and supplies to all the students is brilliant. [The learners] can just come in with me, walk into schools, show the schools [their] certificates and the schools are more than willing to let them in, so it works really well" (Employer)

- **Quality systems**

A number of quality systems were put in place across all Apprenticeship programmes to raise completion rates at Solihull College. For instance, monthly apprenticeship meetings are held where all members of staff involved in delivery attend the meetings.

"At those meetings we go through any changes to the frameworks, whether we have all of the paperwork up to date, reviews, timesheets and all of that type of thing. And I also hand out on a monthly basis, their achievement figures. How many students have left, how many students have rolled over from last year, how many are due to leave, what their success rate is as it currently stands…… And then we work out at those meetings exactly where they're going to be next month" (Corrie McKnill, Solihull College)

For those learners 'at risk', use is made of the full-time college systems and procedures.

"We have like one-to-ones like every week, we have an allocated slot and then he will go through with each person what they're enjoying and what they're not enjoying. And if they're not enjoying it, which I don't think there is anyone, but he will go through it and see what can be done differently to make them like it" (Football Coaching Apprentice, Solihull College)

"So if students aren't turning up the Tutor Assistants phone them, write to them and encourage them to come in, come in for a chat and all of that type of thing. They also have regular parents' evenings so they talk to parents on a regular basis" (Corrie McKnill, Solihull College)

- **The probation period**

Learners and the college alike praised the six week 'trial' period. This was viewed positively by the learners as it gave them the opportunity to try the programme knowing that they did not have to commit for the full programme duration. Similarly the college praised the fact that learners who dropped out during their trial period were not included in their LSC figures.

"They said we had an induction of like a month they said to like try out, and if you don't like it you can always pick another course and you won't be too far back" (Football Coaching Apprentice, Solihull College)

- **Enjoyment and relevance help raise future aspirations**

Sports and leisure tutors recognise that making the course enjoyable and relevant will maintain learner engagement. One practice they have adopted is using Football Association (FA) accredited resources to deliver key skills. The FA is the governing body for football in England. The FA have developed a Charter Standard Colleges programme to support colleges in delivering sports education and raising academic achievement.

"I think it's better actually than I first thought" (Football Coaching Apprentice)

"Even when we are actually in a classroom doing writing, the tutors try to make it as fun as possible and we still like do role play and stuff like that, so it gets the whole group integrated" (Football Coaching Apprentice)

"I've always done football since I was a little kid and I knew if I wasn't going to make it as a player I wanted to do something within football, whether it was coach, physio, whatever" (Football Coaching Apprentice, Solihull College)

- **Commitment and motivation is reinforced right from the Initial assessment**

The sports and leisure team were keen to ensure that they recruited the right learners for the course; those who had shown commitment and motivation to be a football coach. The football coaching course is a popular apprenticeship and as a result the course over the past two years has been oversubscribed. The team have adopted a thorough interviewing process.

"In the second year we made sure that the interview process was thorough, and we were literally interviewing every week, it was hard work, it was a lot of man time but we made sure the right people were in the right place and they wanted to be there" (Richard, Tutor, Solihull College)

Summer football coaching in America is promoted to learners to give them additional experience and opportunities. The scheme is publicised to learners at the beginning of the course and it has proved a motivational tool for a number of students.

"We've sent numerous lads out to America in the summer, so they complete the course here and then in June, July, August time, go out and work in America as coaches out there. And we've had a couple stay out on 9 month contracts….. You come back a different person, a lot of students come back and they thank us" (Richard, Tutor, Solihull College)

- **Help finding future career opportunities in football**

Finding football coaching employers is all about knowing existing local networks. The college recognised that to ask each learner to have their own employer lined up would be unrealistic. Therefore the college works with a number of their own established employer contacts to secure placements for their learners.

"That's actually where a lot of providers fall down where they do say if you don't get yourself an employer within the first so many weeks…..You can't expect young people to do that, they haven't got the knowledge to be able to go out and do that, or the confidence" (Richard, Tutor, Solihull College)

Students are informed about future careers and opportunities. College staff promote potential football coaching careers and opportunities to the apprentices. They are informed about the industry and the competitiveness of being a professional within it, and they recognise that their learners needed to stand out from the crowd. As a result they introduced schemes to try and ensure that their learners have an advantage in the industry. For instance, as well as the football coaching apprenticeship programme learners complete six Football Association courses.

*"We see people who have done the course last year and have got jobs now" (*Football Coaching Apprentice, Solihull College)

"It is very, very competitive, especially in football, obviously a lot of the other sports students go and work in gyms, personal trainers and things like that, but football is very competitive. So to go and get a full-time job we make it known to them when they first come in, in September they need to be the best people. Now if they complete the full framework qualifications, if they're coming in at 16, by the end of this course they will be the most highly qualified they can possibly be in the country without a doubt, because as well as the full framework stuff they do 6 FA on-line courses, which is additional to most colleges in the country" (Richard, Tutor, Solihull College)

What next? During delivery of the programme, the number of female learners has shown a steady increase. There are currently 8 females on the programme out of 40 learners in total. Next year they are looking to widen participation amongst females further.In addition, the college are looking into delivery of level 3 Football Coaching to allow learners from the current programme to progress within the college.

Regarding the completion rate a steady increase is predicted; *"We don't see it going up significantly year after year but we would hope it would increase by 1% or 2% year on year, so we become an outstanding college*" (Corrie McKnill, Contracts Manager for Workforce Development, Solihull College).

For more information on this case study, please contact Corrie McKinnell, Contracts Manager for Workforce Development at Solihull College on 0121 6787017 or email Corrie.McKinnell@solihull.ac.uk. For more information on Solihull College, go to http://www.solihull.ac.uk/