Queen Mary's College Case Study

Theme of case study:

The provision of an extensive range of opportunities for students to engage in sport.

College context:

Internal	***External***
Queen Mary's College in Basingstoke, Hampshire has over 3,000 students; comprising circa 2,100 full time and 1,000 part time students. The College offers a range of sports related courses including A level and AS level Sport and Physical Education, Sports Development and Fitness - BTEC National Certificate and Diploma and the Sport – BTEC First Diploma. The college has a high quality sports centre on site with facilities provided including; a sports hall, fitness suite, swimming pool, synthetic turf pitch (STP), grass pitches and a new 3G synthetic pitch which is due to open in January 2010 – available for community use outside College hours. The College offers an extensive enrichment programme, which is mainly based around competitive team sports, running over 20 different teams. However, it also offers students wide-ranging opportunities to get involved in sport and physical activity either on a casual basis or as a volunteer, coach or sports leader.	The College has developed strong links with a range of external partners, including the Association of Colleges, British Colleges Sport, Skills Active, the local Sport and Physical Activity Alliance (SPAA) - Basingstoke Get Active, plus a range of NGBs and local sports clubs. The College is also closely linked with Brighton Hill School Sport Partnership and regularly places students within local schools for volunteering and coaching experience.

Participation Data: The 2009 PESSYP participation figures show:

Data item	QMC	National average
British Colleges Sport events entered	16	11
Other local league events	15	10
Other national league / competitions	4	4
One off festivals and events	16	6.6
Clubs or participation sessions offered	8	57
Total number of events	90	92
Total number of students participating	16.7%	16%
Number of sports provided	27	16
Number of sports with club links	20	7.4
Students involved in volunteering	5.7%	3%

What has been done?

The College provides students with a wide range of opportunities to take part in sport and physical activity either as a participant in both competitive sport and casual/recreational activities or as a volunteer/sports leader.

The key factors that are considered to have helped encourage engagement in sport and physical activity include:

- ***High quality sports facilities*** – the College has a purpose built leisure centre provided on-site. The facility, which was built in 2002, provides students, staff and the wider community with access to a range of high quality sports facilities, including a multi-purpose sports hall (4 court), swimming pool, fitness suite, STP and grass sports pitches for football and rugby. The College has also recently constructed a new 3G synthetic pitch on-site which is due to open in January

2010.

- ***Broad range of activities*** – the College offers students the opportunity to take part in a broad range of sport and physical activities. The College runs over 20 competitive teams in a range of sports including football, rugby, basketball, tennis, volleyball, badminton, golf, trampolining, table tennis, cross country, swimming and futsal. Students are also able to take part in sport and physical activity on a more casual or recreational basis; for example all students are provided with free access to the fitness gym and the FESCo has developed a range of recreational sports activities as detailed below.
- ***Developing skills and qualifications*** - students also have the opportunity to develop their skills and qualifications via a range of short courses that are available at the College. Recent courses have included - sports leader qualifications CSLA and HSLA (attended by over 110 students 2008/09), coaching courses such as Fitness Instructor Level 1 and Level 2 awards (attended by over 110 students 2008/09) and operational qualifications, such as the National Pool Life Guard Qualification and First Aid (attended by over 95 students 2008/09). Students can also take part in the Step into Sport programme. Plus a member of the teaching staff has also completed a mentoring course and is able to provide talented sports performers with advice and support.
- ***High quality, dedicated staff team*** – the sports department at the College has grown progressively over the years and there are now 12 full-time members of staff. The compliment of staff are able to provide a broad range of sports activities and staff are willing to dedicate their time and coaching experience to develop the skills of individuals and teams. The addition of the FESCo to the sports department has also helped to further develop the sporting offer at the College. Over the last year, the FESCo has:
    - successfully expanded the range of recreational sports and physical activities available to students; including dance mat sessions, a dodgeball tournament, a 5-aside football league and a 'Get Active week' which included activities such as yoga, step aerobics and boxercise
    - encouraged students to get involved in sports volunteering at SSP events; with students providing circa 117 hours of volunteering over the last year
    - encouraged a group of 10 students to take part in a multi-skills induction course, so that they can deliver multi-skills sessions for younger children in the future to help contribute towards the five hour offer
    - helped to raise the profile of sport at the College, for example through setting up a sports council and a specific web page.
- ***Support from the Senior Management Team*** – sport at QMC is strongly supported by the Senior Management Team (SMT), who fully appreciate the importance and value of sport to College life; demonstrated by the recent investment of circa £500,000 towards to cost of developing the 3G synthetic pitch on-site.
- ***High sporting profile*** – the College regularly provides 'good news sports stories' to the local press. This helps to raise the profile of sport and positive image of the College to both the local community and SMT. This is strengthened by the fact, that the College has one of only ten Young National Sports Ambassadors.
- ***Developing links with external partners*** – staff within the sports department of the College have developed strong links with external partners. The College has strong links and communicates on a regular basis with the SSP, providing students with volunteering and coaching experience at local school sport festivals and tournaments, as detailed above. In addition, College representatives are involved in the local SPAA – Basingstoke Get Active; which aims to encourage increased participation amongst the local community in sport and physical activity. Links have also been developed with a number of local sports clubs and NGBs. The College was selected as one of ten focus colleges for futsal and is working together with BCS to help students gain coaching qualifications to enable them to provide futsal coaching sessions to others. The College is also used as a coaching centre for the RFU and runs regular RFU Level 1 coaching awards.
- ***Development of a local PE group*** – together with other FE colleges in Hampshire, a PE group has been set up. This group has not only been effective in setting up a strong competitive sporting structure, but also provides a forum for sharing best practice and learning.

Recommendations for other colleges

Recommendations emerging from this case study include:

- Look to provide students with a diverse range of opportunities to engage in sport which should include both competitive and recreational activities.
- Look to provide students with opportunities to develop their sporting skills and involvement via coaching, leadership and volunteering opportunities.
- Build local networks and contacts with representatives from key local sports organisations/bodies, such as SPAAs, NGBs, SSPs, sports development officers and others.
- Ensure that the profile of sport at the College is promoted both internally and externally to encourage support and recognition of its wider value.
- Consider developing a PE group or network with other FE colleges in the area, to strengthen the competitive sporting structure and provide a forum for sharing best practice.

Contact for further information:

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Exeter College Case Study

Theme of case study:

Providing an extensive programme without on site facilities

College context (in brief):

Internal	***External***
Exeter College provides for around 10,000 students in total, including almost 4,000 full time 16-19 year olds and 5,000 part time adults. As a city centre college, land is limited and there is space for only one sports hall, now quite old, and a converted room for health and fitness facilities. Despite this, the college provides a range of Level 1 to Level 4 sports courses in the curriculum, an extensive extracurricular programme, and enters teams in all competitions.	The college is linked with the St Lukes School Sports Partnership, and regularly places students as volunteers and leaders within schools. 34% of 16-18 year old students are recruited from the six secondary schools in the city, with the remaining 64% coming from 78 other secondary schools outside of the city. A range of other external links exist, including Exeter City FC, Exeter Chiefs (Rugby), facility providers such as Fitness First, and with various National Governing Bodies of Sport, although the links with the local authority are not so strong.

Participation Data: The 2009 PESSYP participation figures show:

Data item	Exeter college	National average
British Colleges Sport events entered	77	11
Other local league events	27	10
Other national league / competitions	40	4
One off festivals and events	16	6.6
Clubs or participation sessions offered	313	57
Total number of students participating	13.8%	16%
Number of sports provided	24	16
Number of sports with club links	12	7.4
Students involved in volunteering	4.3%	3%

What has been done:

The importance of high quality facilities in enabling increased participation in further education should not be underestimated. However, in many cases the finance, land, or opportunity is simply not present, and many colleges have to continue to provide a sports programme without easy access to such facilities. Exeter College is an example of one such college that has been able to extend and develop the opportunities across the curriculum, extracurricular, competition and community links, despite being an inner city site with very few sports facilities.

The faculty of sport, leisure and tourism has close to 500 full time students at Exeter. Courses are provided from Level 1 (foundation learning) through to Level 4 foundation degrees. Courses available also include a full time fitness programme, personal training and 14-16 delivery in partnership with local schools.

The college runs academies in rugby, tennis, football, netball, golf, and are hoping to extend this programme to basketball. There were 183 students on the academy programme in 2008-09, and 27 students have achieved national honours in various sports.

In addition to the academies, a new programme called ACES (Advanced Conditioning for Elite Students) provides flexible timetabling for county level performers so that they can gain specific

conditioning and training whilst studying.

In terms of extracurricular activities and enrichment, the sports element of enrichment is devolved to and delivered by the sports department. The FESCo programme has enabled yet more activities to be added to an already full programme – the college were keen to ensure that the FESCo did not simply take over responsibility for activities that were already there, but rather developed new opportunities to ensure added value.

Competitive opportunities are available both for students who are part of the sports specific academies, and all other students as part of the enrichment programme. Teams are run at participation and higher levels in most of the sports available in British Colleges Sport leagues and competitions, and the college also enters teams in local adult leagues (basketball), the FA conference league (football) and the Devon Cup (rugby). The college became the first Further Education college to win the Daily Mail U18 National Schools Rugby Competition in 2004/05.

The growth and development of sport at the college has recently been recognised by BCS, with the college selected to become one of ten Focus Colleges for Football, which means they will receive an enhanced level of support and provide more opportunities in volunteering, coaching, and officiating.

It is a challenge for the college to provide this amount of sport with only one very dated sports hall and a small fitness facility. The college has been able to overcome this challenge through a strong corporate commitment to sport, dedicated staff, and partnerships with other organisations:

- The college has had to rely on the use of off-site facilities at the Riverside Leisure Centre, the Fitness First centre and the University. Partnerships with these organisations are strong in order to reduce the costs of the hire of these facilities.
- Support from the Principal and a sporting culture throughout the college mean that students are encouraged to take part throughout their college life.
- A high level of commitment and dedication from college staff, particularly within the sports department. This is required in order to maintain the number and range of teams playing at various levels.
- Students contribute to the cost of academies, and the college itself has recently increased the budget available to the sports department with the provision of an off-site budget. The success of the programme has resulted in added value in terms of other college priorities which means that it is easier to make the case for increased funds.
- Students themselves recognise the value of and enjoy the enrichment activities provided – for example, they often have to come back to college to take part in activities that are programmed in the evenings.
- A strong link with the School Sport Partnership results in more opportunities for leadership and volunteering. The college FESCo represents the college at SSP meetings and the existence of the post has created more opportunities for students across the college.

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Richard Huish College Case Study

Theme of case study:

A strategic approach: developing a College Sports Strategy

College context (in brief):

Internal	***External***
Richard Huish College is a Sixth Form College in Taunton in Somerset. It has just over 2,000 students, the vast majority of which are under 19. Academic courses for sport include AS and A Level PE, A Level Leisure Studies, BTEC National Certificate in Sport, Foundation Degree in Sports Development and Coaching. The college will offer the new 14-19 Diploma in Sport and Leisure from Sept 2010. Facilities are limited for such a varied programme, with "the Dome", containing sports hall and health and fitness, and grass pitches on site. Other facilities have to be hired off site. The college strategy covers all aspects of sport - Curriculum development, Huish Sport (Competitive Sport), Active Huish (the varied recreational programme available for all students), and Huish Sport Performance (performance programmes in 6 sports). Teams are entered in BCS competitions across at least 19 sports, Somerset Colleges' competitions, County and National Schools competitions and various others, such as the Golf Inter-Collegiate Tour. A large number of friendly fixtures are also played.	The College recruits from schools in Taunton and is linked to the Tone School Sports Partnership. The College has established strong links with the local authority and the Somerset Activity and Sports Partnership (SASP). Students on sports courses and Huish Sport Performance are regularly placed in local schools, clubs and leisure centres for volunteering and leading experience. A wide range of students are involved in leadership and volunteering in local schools, clubs and leisure centres.

Participation Data: The 2009 PESSYP participation figures show:

Data item	Richard Huish	National average
British Colleges Sport events entered	350	11
Other local league events	120	10
Other national league / competitions	20	4
One off festivals and events	5	6.6
Clubs or participation sessions offered	80	57
Total number of students participating	30%	16%
Number of sports provided	22	16
Number of sports with club links	4	7.4
Students involved in volunteering	2.2%	3%

What has been done:

One of the difficulties experienced in the Further Education sector is internal communication - ensuring that all staff across college are aware of all the sporting opportunities, programmes, funding sources and partnerships with external agencies. Organisations outside the sector often find it difficult to know "who does what" in the college and how to communicate with the appropriate

departments/areas.

In 2007, staff at Richard Huish College realised that their programmes had become so extensive across several sports, with over 50 staff involved at different levels, that internal communication had become disparate. Different members of staff were making external links in isolation from one another and opportunities for co-ordination and joint planning were being missed. With the sports curriculum led from within the Faculty of Maths and Science, Performance Sport housed within the Faculty of Business and Professional Development, and the Head of Competitive Sport placed in another Faculty, it was essential to develop a cohesive cross-college strategy.

So in 2008 an internal Sports Strategy Group was formed, consisting of the Principal and 6 people from across the college. The college Principal, Peter Avery, was supportive of the complete sports offer and gave the group full endorsement to develop the strategy. As well as improving internal communication, other important drivers for the strategy were:

- The increasing national recognition of the importance of sport in FE and its role in achieving wider social and economic benefits and improving the health of the nation
- The continued use of sport as an educational tool fostering the development of interpersonal skills and as a means to raise students' aspirations and self esteem
- The need for a planned yet flexible approach in the lead up to the 2012 Olympics.

The outcomes the college hoped for in developing the strategy were to:

- Ensure more productive partnerships with external agencies
- Provide a joined up approach in the delivery of sport across the curriculum, extra curriculum, competition, placements and club / community links
- Improve internal communication and knowledge management relating to external networks, partnerships, funding opportunities and government organisations.

The process of writing the strategy began with the group auditing the existing activity at the college. Much of the work took place within the meetings, which reduced the pressures on staff and made the best use of the time available. The role of Strategy Co-ordinator was given to Gavin Whitworth, Faculty Manager, and his role was to facilitate the meetings, co-ordinate the writing of the strategy and collate the information from each the different areas.

Following the audit, the group looked at the marketing of the sport offer, exploring how each aspect was promoted and what image was being portrayed to external organisations and the public. This led to a re-branding exercise with everything coming under the "Huish Sport" banner, led by new logos and kit.

Across all sport, teams were provided with the new re-branded kit – which actually proved to be a cost saving for the college, since it meant going through one supplier rather than several, enabling significant economies of scale with the order. In addition, the students purchased their own training tops and hooded sweat shirts, creating a small income stream for the college.

The strategy was produced with the following sections: Staffing, Facilities, Competition, Active Huish, Coaching, Officiating, Volunteering, Academies, Networking, Finance, and Marketing/Branding.

The strategy now guides all the work relating to sport in the college. This includes:

- Expanding curriculum: the college has recently added the BTEC National Certificate in Sport and will be delivering the new 14-19 Diploma in September 2012. In addition a Foundation Degree in Sports Development and Coaching in partnership with UCP Marjon commenced delivery in September 2009.
- Entering teams in national and regional BCS competitions
- Entering teams in other competitions such as Schools National Tennis competitions and the Inter-Collegiate Tour (Golf)
- Performance programmes in Rugby, Tennis, Basketball, Cricket, Football and Golf – sports chosen because of the links with NGBs, coaching workforce, club infrastructure, demand and facilities available
- Strong links with NGBs in the above sports and further developing links with others
- Supporting students towards representative honours

- Provider of the AASE programme for tennis, basketball and golf
- Active Huish – a varied enrichment programme for all students, with activities on Monday afternoons, Tuesdays after college, Wednesday mornings and after college, Thursdays during the middle of the day, Friday morning, break times, lunchtimes, and after college. The FESCo programme has provided new opportunities for the college to expand this still further, with every gap in the programming of "the Dome" indoor facilities now filled for sports activities for non-sports students.

Suggestions for other colleges:

The strategic approach taken by Richard Huish has many lessons for other organisations, including the need to:

- Plan across the college so that all departments are aware of the activities and benefits of the sports programmes
- The development of the strategy takes time, which needs to be planned for in the work programme of key staff
- Links with external agencies – a crucial factor which needs to be included within the strategy
- Management of relationships – Richard Huish are exploring the use of a CRM system to ensure that all staff are aware of the relationships with external agencies and the level of contact that various staff have had
- Make a strong case for sport, with a strong image – the profile and reputation of the college have been significantly enhanced, with the branding, kit and website (about to be launched) providing an attractive, contemporary, cutting edge new look for the college.

Contact for further information:

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Truro and Penwith College Case Study

Theme of case study:

From embryonic provision to significant success: making the case for sport

College context:

Internal	***External***
A mixed vocational / academic college and over 14,000 full and part time students, almost 10,000 of whom are adults. From when it first opened in 1993 and until the late 1990s, the college offered almost no sport. Following ten years of significant growth, the sports curriculum now includes 2 level 2 courses (First Diploma), 5 level 3 courses (National Diploma) as well as AS and A Level PE. The college now also has high quality sports facilities, many of which have been developed in partnership with Governing Bodies of Sport. Students at the Penwith site also use the local leisure centre with a new sports centre due to open in 2010. The college now offers academies in ten sports and is a recognised NGB county centre in netball, rugby and cricket. The college enters teams in every sport offered by British Colleges Sport events, in both the male and female categories. The college received an Outstanding (Grade 1 in all areas) Ofsted report in 2006.	The College is located in Cornwall with 2 sites (Truro and Penwith) Cornwall The college recruits from all over Cornwall and the Isles of Scilly, and has now established strong links with the County Sport Partnership. It is linked with Penryn and Mounts Bay School Sport Partnerships but also has links with other SSPs in the area and regularly places students within local schools for volunteering and coaching experience.

Participation Data: The 2009 PESSYP participation figures show:

Data item	Truro site	Penwith site	National average
British Colleges Sport events entered	39	1	11
Other local league events	102	2	10
Other national league / competitions	49	0	4
One off festivals and events	31	0	6.6
Clubs or participation sessions offered	27	11	57
Total number of students participating	570 (11.4%)	60 (15%)	16%
Number of sports provided	23	10	16
Number of sports with club links	4	8	7.4
Students involved in volunteering	321 (6.4%)	24 (6%)	3%

What has been done?

In 1999, the only sports provision offered at Truro and Penwith College was A Level PE and football teams. Over a period of ten years the staff at the College have transformed the provision beyond recognition, and the College is now recognised as one of the foremost sporting colleges in the South West, as well as a county centre of excellence in netball, rugby and cricket, with academies in a total of ten sports.

How has the college achieved this? Why has the sports provision grown so substantially and how can other colleges who do not currently provide much sport follow the example set by Truro and Penwith?

The key factors that enabled the growth were:

- ***Starting small*** – the college experimented in the first year with the introduction of the BTEC National Diploma in Sport, to meet the demand from those who were potentially more suited to vocational courses. The college "tested the water" by restricting numbers to 20 in the first year. There were no problems with recruitment, the college benefitted from increased student

numbers, and it was easier from then on for the Head of Sport to make the case to expand further.

- ***Gradual expansion in curriculum, success building on success*** - the First Diploma was introduced, and this - together with increased student numbers on the Level 3 courses - soon meant that it became necessary to provide additional elements for the sports students, including placement opportunities, coaching and officiating courses. The College will now become one of the first to deliver the new 14-19 Diploma in Sport and Leisure from September 2010 as part of the Truro and Roseland and Penwith partnerships in Cornwall.
- ***High quality, dedicated staff team*** – one of the key success factors was the recruitment of teaching staff who possessed the drive and determination to provide the best for the students, which meant a willingness to enter and take teams to competitions, take time developing external partnerships, finding out about clubs and other placement opportunities, and ensuring opportunities for students to develop coaching and officiating experience.
- ***Key partnerships, made early*** – a partnership with the RFU was developed leading to the development of an academy. Other partnerships followed, with the NGBs for Netball and Cricket as well as the County Sports Partnership also becoming key partners. The college now often offer out their facilities to NGBs or the CSP for events or courses, in return for a free place on the course or the opportunity to meet external coaches and sports development officers. It was vital that the College staff spent time networking, developing local contacts, finding out about local authority and CSP networks, working with NGB development officers and clubs, and providing students with opportunities to compete, which in turn led to new contacts through British Colleges Sport.
- ***The introduction of more competitive opportunities*** – the college now enters more than thirty teams in British Colleges Sport competitions, incorporating male and female teams in every available sport (netball, rugby, cricket, hockey, football, badminton, volleyball, cross country etc). As well as improving learning opportunities for students, this has meant that college staff have the opportunity to meet other colleges, share ideas, and has increased the profile of the college with BCS and other national organisations. The College won the overall trophy for sporting success in the South West last year along with numerous county and regional cups. They also won the U18 Daily Mail Cup at Twickenham.
- ***Making the case*** – the success of the curriculum and the resulting increase in student numbers meant that support from the Principal and Governors was strong. However some activities had to be funded from within the college budgets (involvement on Level 1 Coaching courses, mini buses to competitions etc). The Head of Sport now reports to the Governors every term to ensure that they know about the activity and the increased profile that results. Reputation and profile are key benefits and provide a strong argument for continuing the activity, as is the opportunity for external funding (see below).
- ***External funding and recognition*** – partnership with the RFU led to the College becoming a dedicated centre for development of talented youngsters. Another partnership with the ECB resulted in the injection of over 2 million pounds towards a new indoor cricket centre. England Netball also recognises the provision within the college and 3 years ago asked Truro to be a pilot for the AASE (Advanced Apprenticeship in Sporting Excellence) programme, which the college also runs for Rugby.
- ***Sporting Academies*** – the Academy programme has enabled the college to provide students with additional opportunities to develop their sporting skills whilst studying on a range of courses. Academies are now running in ten sports (basketball, cricket, football, golf, hockey, netball, rugby, squash, swimming, tennis, women's football, women's rugby), with the growth emerging as it became apparent how this raised the profile of the college, increased the links with the community through placements of students in schools and clubs, and attracted other young people with the provision of high quality coaching, playing and learning opportunities.
- ***Students needs at the centre*** – for Emma Adams, Head of Sport, the provision outlined above has occurred because the staff and whole college believe in the needs of the learners as a priority: "everyone works hard, over and above what is required, because they want the best for the students. Taking a team to a competition is as much a learning opportunity as a competitive one. All our provision is geared towards achieving a better learning experience for students and it is this that provides the main motivation for us to make the external links, work the extra hours and ensure the students have the opportunity to compete, coach, officiate and volunteer."

Recommendations for other colleges

Recommendations emerging from this case study include:

- Build local networks and contacts with sports development officers, NGB staff, CSP and others
- Use every opportunity to expand the curriculum and enter teams in BCS competitions
- Invite other organisations to use the college in return for profile, networks, contacts, or opportunities for students
- Find out about NGB county priorities and what they would be looking for the college to achieve
- Explore opportunities to increase the offer available to students on and off site.
- Keep Principal and SMT informed through regular reports, inviting them to events and so on.

Contact for further information:

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Warrington Collegiate College Case Study

Theme of case study: Developing sustainable sporting pathways into community sport and semi-professional clubs

College context:

Internal	***External***
The College is organised within two Colleges and the Warrington Business School, with approximately 2,000 full time and 10,000 part time students. The last seven years have seen some significant growth in sport and physical activity in the college. Prior to this there was very limited sports provision at the college and this was mainly in the form of informal 5-a-side during lunch breaks. Since 2002 the college has seen growth in the sports curriculum, extracurricular activity and that of the three sports academies; Men's Football, Rugby League and Basketball. The college is also a recognised centre for Level 3 coaching by the RFL. The sports curriculum now has 10 courses which include Sports NVQ Level 1 and 2, Sports Diploma Level 2 and 3, as well as part-time coaching and leadership. The college has on site sports facilities in the form of a sports hall and artificial turf pitches which it shares with its sister site at Museum Street. The students also have access to off-site sports facilities through the partnerships developed by the college with David Lloyds and Fitness First along with the local professional and semi-professional clubs.	The College is located close to Warrington town centre and is one of two main sites. The college is establishing strong links with Cheshire & Warrington County Sport Partnership. It is linked with the William Beaumont School Sport Partnership and also has links with the Lymm SSP. Through these partnerships it is placing students within local primary and special schools for volunteering and coaching experience. The college also has strong links with Warrington Town Football Club, Warrington Wolves and Cheshire Jets Basketball Club. Through these links the college has part funded two Development Officers (rugby league and basketball) supporting the links with the community sports providers.

Participation Data: The 2009 PESSYP participation figures show:

Data item	Warrington Collegiate	National average
British Colleges Sport events entered	20	11
Other local league events	15	10
Other national league / competitions	30	4
One off festivals and events	10	6.6
Clubs or participation sessions offered	100	57
Total number of events	178	92
Total number of students participating	35.5%	16%
Number of sports provided	22	16
Number of sports with club links	16	7.4
Students involved in volunteering	2.8%	3%

What has been done?

Since 2002 the sports agenda has become a high priority for Warrington Collegiate College. The growth in college sport has incorporated the expansion of the sports curriculum offer, the development of the three sports academies combined with further work exploring two more sports academies and emphasis placed on enhancing the enrichment programme for students and staff. Running parallel to this has been the growing collaborative work with external sports partners to help establish clear and sustainable sporting pathways for all students. This has resulted in the college having a very positive image in the community with regards its involvement in sport and physical activity.

What has the college done to achieve this? How has the college established the links with the

community sports providers and how can other colleges learn from their successes? The key factors that have enabled this are:

- ***Strategic decision*** – in 2002 the now Principal joined the college with a strong interest in sport having been Head of Sport at a previous college and been involved in the then BASIC. The campus shares its site with a Specialist Sports College and the Principal and Senior Management Team recognised sport as a valid curriculum field not only in terms of achievement of qualifications but in projecting vibrancy about the college – this strategic decision has resulted in an increase in the recruitment of students.
- ***High quality, dedicated staff team*** – historically there was low energy amongst the staff team. The recruitment of teaching staff that are sports people, possess the enthusiasm and drive to put the student first, show an eagerness to support sports teams by taking them to competitions and taking on additional responsibilities around developing community links has been highly instrumental in the focus on sport. The core sports staff team now employs 12-15 staff covering sport, enrichment and academy sessions.
- ***Sporting Academies*** – the established Academy programme, open to sport and non sport students, has enabled the college to provide students with performance sport and a curriculum of their choice. The Academies are running in three sports (men's football, rugby league and basketball) and the college has aspirations for a further two Academies for volleyball and outdoor pursuits. It is evident that the Academies have raised the profile of the college within the community and have acted as a catalyst to attract young people to Warrington Collegiate College.
- ***NGB Partnerships*** – the college recognised the benefits of forming a partnership with the RFL to support the Academy but also to further enhance the sporting opportunities available to students and community members. In partnership the college and the RFL acknowledged the potential for the college to become a Level 3 RFL Coaching Centre and this was developed through investment by both partners. The college administers and funds the Centre whilst the RFL fund the coach.
- ***Professional and Semi-Professional Club Links*** – the college took the approach that with expanding the sports curriculum and the Academies there was a need to work in the community and they chose the model of linking not only with community clubs but also the local semi-professional clubs. The college approached Cheshire Jets Basketball Club and agreed to part fund a coach to come in and coach the students whilst also establishing links with talented players. A similar model is being explored with Warrington Town FC for football.
- ***Community Links*** – through the work of the college and the FESCo a Leadership Academy develops and deploys leaders and volunteers from the college into local schools to assist with the pupils achieving their extra hour of participation in sport and physical activity. This has been aided through the links with the CSP and the SSPs. The college also ensures it works closely with the local authority and the CSN helping identify signposting opportunities and exploring career opportunities for the students and helping address community cohesion.
- ***External funding and recognition*** – partnerships with Rugby League and Basketball have resulted in the injection of funding towards new Development Officer positions.

Recommendations for other colleges

Recommendations emerging from this case study include:

- Be proactive about engaging with local sports networks and contacts with the Local Authority sports development officers, NGB staff, CSP, semi-professional clubs and local clubs
- Find out what the NGB county priorities are and consider joint funding opportunities to meet the objectives of all partners
- Create a committed sports staff team who have the drive and enthusiasm to offer a broad and exciting extracurricular sports offer
- Ensure the flexibility of the timetable, enabling students to access activities at different times results in more sessions being put on and more students participating
- Create a culture of sport in your college, leading from the top, this creates a college where young people want to come to.

Contact for further information:

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Hackney Community College Case Study

Theme of case study:

Maximising the exciting opportunities that the London 2012 Games can offer the FE sector before, during and after the Games

College context:

Internal	***External***
Hackney Community College is located at the Shoreditch Campus in the centre of Hoxton. The college is made up of some 9,000 young people and adult learners (one third full time and two thirds part time). Sport has always featured at the college in the form of curriculum activity, adult community learning and enrichment since it opened its doors in the mid 90's. Sports academies were introduced early on for the sports of Athletics, Basketball, Cricket and Football. The Basketball Academy is the only one in inner London delivering the Apprenticeship in Sporting Excellence (AASE). The college boasts a Sports and Performing Arts Centre on site which includes a six court sports hall; fitness gym; teaching gym; and three dance studios. To support the delivery of sport and physical activity at the college, it also accesses outdoor facilities at local schools and community venues. The sporting curriculum comprises 12 courses which include the BTEC Introductory Diploma (level 1); BTEC First Diploma in Sport (level 2) and BTEC National Certificate in Sport (level 3) as well as part-time coaching and leadership courses. The college is a member of the British Colleges Sport and also enters teams in local tournaments which have been established as part of the network of the five Host Boroughs.	In 2004, Hackney's average IMD ranks (based on SOAs) make it the most deprived local authority in England. 89% of Hackney's SOAs are in the top 20% most deprived SOAs nationally. The college is located in one of five 2012 Host Boroughs. The Principal was instrumental in bringing the five Host Boroughs together in an FE network to explore how they could maximise the opportunities of the London 2012 Games. The college has also worked closely with Podium and is currently one of 9 colleges nationally on the London 2012 Get Set Network (at Jan 10). The college has traditionally been, and continues to be, well networked with the Hackney CSPAN, Hackney Borough Council, other Sports Colleges and the School Sports Partnerships and London Universities: PAEL; UEL; LMU; City University.

Participation Data: The 2009 PESSYP participation figures show:

Data item	**Hackney Community College**	**National average**
British Colleges Sport events entered	50	11
Other local league events	30	10
Other national league / competitions	6	4
One off festivals and events	11	6.6
Clubs or participation sessions offered	n/a	57
Total number of events	97	92
Total number of students participating	7.2%	16%
Number of sports provided	11	16
Number of sports with club links	4	7.4
Students involved in volunteering	5.2%	3%

What has been done?

Following the announcement that the 2012 Olympic and Paralympic Games were coming to London, Hackney Community College recognised the potential benefits this can bring for its students, not only in driving up participation in sport and physical activity but in maximising the training and employment opportunities for young people. As a consequence the college has introduced new courses and activities, and created new facilities to support young people to become involved and benefit as part of the college's legacy.

2012 has also been the catalyst to bring together the FE and Sixth Form Colleges across the five Host Boroughs (five FE Colleges and three Sixth Form Colleges). This process, driven by Ian Ashman, Principal of Hackney Community College, began 18 months ago. This partnership approach has highlighted those colleges which do not have a culture of sport and through the introduction of a cross borough mini Olympics has started to engage more students into sport and physical activity.

The key factors that have ensured the college is creating a legacy from the 2012 Games are:

- ***SMT motivation*** – following the announcement in 2005 that the 2012 Olympic and Paralympic Games are coming to London, the Principal and Head of Sport recognised the opportunities this brought in attracting young people from the surrounding area to develop their skills at the college. This links very closely with signposting to the employment opportunities that the development of the Games Park and the running of the Games could offer the young people of Hackney.
- ***Expansion of the curriculum*** – the range of sports courses has expanded, to offer young people the chance to obtain knowledge, skills and understanding to work in the sports industry, from introductory level to BTEC National Certificate Level 3. Sports students have been supported to take on extra qualifications to ensure they are in the best position possible to gain access to employment. The college has also recognised that the Games offer more than sports opportunities and therefore have highlighted the links of the 2012 Games with courses such as construction, media, hospitality and languages.
- ***Recognising the opportunities*** – due to its location and through the college being on the Get Set Network, it has grasped at every opportunity to link with athletes, visiting the Games Park, increasing the numbers of qualified and experienced leaders and volunteers and driving up participation in a range of sports and physical activities.
- ***Sporting Academies*** – the establishment of the Academies, open to sport and non sport students has given students the opportunity to combine performance sport training with academic study. Sport has always had a high profile within East London and the area has traditionally produced high quality athletes across a range of sports. The Academies raise the profile of the college within the community and act as a tool to attract under represented young people into furthering their skills development. Anecdotal evidence supports that sport is the hook into learning.
- ***Putting something back*** – through the work of the college with the five Host Boroughs, the Sports Academies and the FESCo, all sports students are encouraged to put something back into the community and assist in raising the awareness of the sport and physical activity legacy. The young people take the responsibility very seriously. Students are engaged in organising mini Olympics across three of the 8 colleges within the vicinity. The Sports Academy students run skills clinics and sports tournaments including the Youth Games. Young and adult learners are engaging on volunteering schemes as they recognise the potential to be part of the 2012 Games through officiating and volunteering.
- ***Partnership working*** – the college has a long history of working with the Hackney CSPAN. The CSPAN recognises the role of 2012 to assist it in driving up participation amongst other priorities and the college is seen as a key player in delivering some of the desired outputs. The college has very good links with the Primary Care Trust, which will soon be based out of the college and it is hoped this will assist in driving up the Healthy College agenda and leave a legacy of reducing health inequalities. Other key partners include the Universities, whom have also recognised what 2012 can do to help them deliver their priorities.
- ***Attracting external funding*** – in order to deliver these legacies the college has recognised the need to attract external funding and through the dedicated Head of Sport funding has been successful secured from the Big Lottery Fund, PlaySport London, the PCT and Sport Unlimited. Without this funding the range of extra-curricular and enrichment activities would be limited.

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Recommendations for other colleges

Recommendations emerging from this case study include:

- Ensure your college signs up to Get Set and applies to be part of the Get Set Network to receive helpful resources and ideas on creating a legacy within your institution as a result of the 2012 Games
- Recognise that the Games offer more than just sports opportunities and therefore highlight the links of the 2012 Games with courses such as construction, media, hospitality and language
- Look to provide students with opportunities to take on extra qualifications which will develop their knowledge, sporting skills and understanding to work in the sports industry
- Encourage the involvement of students in putting something back into the community via involvement in coaching, leadership and volunteering opportunities thereby creating a social legacy from the 2012 Games
- Be proactive in building local networks and making contacts with representatives from key local sports organisations/bodies, such as SPAAs, NGBs, Universities, sports development officers and others.

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Leeds City College Case Study

Theme of case study:
Working with community partners to help provide a full range of sport and physical activity opportunities for learners and members of the local communities

College context:

Internal	***External***
Leeds City College opened its doors on 1 April 2009 following the merger of Leeds College of Technology, Leeds Thomas Danby and Park Lane College Leeds and Keighley. Established over five sites and a number of college centres, the college has over 38,000 students, of which approximately 7,500 are full time. There is a significant number of sports related courses offered in Sport, Tourism, Public Services, Outdoor Recreation and Leisure. These courses include Sports NVQ Level 1 and 2, Sports Diploma Level 1, 2 and 3, as well as part-time coaching and leadership delivered through the Academy of Sport and Fitness. The college also offer a foundation degree in partnership with Leeds Metropolitan University in Sports Coaching and Development. The sports facilities onsite include a dance/ exercise studio, fitness facilities and grass pitch at the Park Lane campus. At the Thomas Danby campus there is a dance/fitness studio, sports hall, synthetic pitch and MUGA, all open for community use. Additionally there is a cricket pitch and rugby pitch at the Keighley campus. The Leeds City Centre campus the college has partnerships with the Universities, South Leeds Stadium and Powerleague to support curriculum, enrichment and competition activities. The college is a member of the British Colleges Sport and the ECFA. The college was described as 'outstanding' for its community sports centre on the Thomas Danby campus (pre merger) in its last Ofsted report in 2008.	The college is located in and around Leeds and Keighley. The various campuses have traditionally had strong links with the Community Sport Networks; Sport Leeds and sportKeighly, being involved since the inception of CSNs. The college also has very positive partnerships with both the University of Leeds and Leeds Metropolitan University, which has been critical in providing students with facilities for sports curriculum and enrichment activity. The campuses also have good links with the SSPs. The college, over the past few years, has also established positive working partnerships with a number of the professional sports clubs in and around the city including Leeds Rhinos, Yorkshire Cricket Club, Leeds United FC plus Manchester City FC through links with MCFC Academy. The links with these professional clubs has assisted the college in engaging young people in sport and physical activity, and learning.
Participation Data: The 2009 PESSYP participation figures are not available for the merged Leeds City College.	

What has been done?

The college has recognised the role that the sports facilities play in increasing participation, by either learners or community groups. In the case of the Thomas Danby campus, with the surrounding communities of Chapeltown, Harehills, Little London, Gipton, Burmantofts and Richmond Hill - all areas of high deprivation, it recognised the opportunities it could offer local community members by opening up its sports facilities for community use. This combined with the provision of high quality, relevant vocational qualifications and taster training sessions supports community cohesion through the sport and physical activity agenda.

How has the college achieved community engagement? How has the college been successful in developing community links?

The key factors that have attributed to this are:

- ***Strategic decision*** – the new Principal of the merged Leeds City College is very keen on sport and is very supportive of developments in this sector. It is felt that sport raises the profile of the college and supports the institution in drawing students from a much wider catchment. Sport is

seen as a great tool to attract members of the community into participation and learning.

- ***Establishment of a committed steering group*** – in order to realise their goals and ambitions for community participation, the college established a Steering Group comprising of impartial members of the community including the PCT, youth service, community sport, Ramgarhia Centre, Feel Good Factor, Sport England and the West Yorkshire Police. This approach has assisted the college in promoting the sports services to the community and specific target groups. The successful development of a range of partnerships within the community has been achieved through outreach work, attending meetings and conferences and involvement in many community related projects.
- ***Developing links with local organisations*** – the Thomas Danby campus Sports Development Team has been proactive in developing partnerships with a number of identified local organisations, aiming to engage target groups, including: youth groups, young people at risk, schools, women's groups, BME groups, men's groups, elderly, government agencies, disability groups and sports clubs.
- ***Professional club links*** – the college took the approach that with expanding the sports curriculum, the enrichment offer, and the Academies of Sport this would be greatly benefited through links with professional sports clubs. The college has exceptional links with professional athletes and professional clubs to engage young participants in physical activity, including Leeds United FC, Bradford City FC, Leeds Rhinos, Sheffield United FC, Huddersfield Town FC, Guiseley AFC, Garforth Town and Street Athletics. These links also help attract community members into the college.
- ***Developing links with local community businesses*** – to support both the learners and the staging of activities and events for members of the local communities, the college has established strong links with local community businesses, sponsoring various college and community teams, Football Academy kits, staff uniforms and enrichment opportunities both regionally, nationally and internationally.
- ***Establishing an appropriate and appealing programme of activities*** - the Sports Centre Management team has set up activities with local and international groups, such as a football and dance festival for Refugee Week targeted at local members of the Middle Eastern Associations; the African Nations Confederation League for football, with clubs representing different countries in the local community, such as Afghanistan, Iran, Iraq, Somalia and Angola. With this range of activities reaching a number of different community groups, the facilities on the college campus are perceived as 'neutral' ground.
- ***Creating a team of community role models*** – the college has worked hard to create a team of dedicated staff who are from the local community and who are representative of the local demographics. In addition, the students have been encouraged to become qualified in leadership, volunteering and officiating so that they can support the programme of activity for community members, thereby integrating with the local community and really engaging with the social exclusion agenda.

Recommendations for other colleges

Recommendations emerging from this case study include:

- Be proactive about engaging with local community groups representing members of the community e.g. elderly, young people, BME groups, women's groups, men's groups, and people at risk and establish their needs.
- Establish a Community Steering Group comprising of impartial members of the community to create buy in and support in targeting specific groups and raising the profile of the college's community outreach programme.
- Ensure a dedicated officer / team who are responsible for outreach work through attending meetings, conferences and involvement in community related projects.
- Create a committed sports staff team from within the local community, who have the drive and enthusiasm, whilst reflecting the local demographics
- Create and promote good news stories of how local groups are taking part and benefiting from participating in sport and physical activity.

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Telford Community Arts and Technology Case Study

Theme of case study:

Developing the strategic buy-in to sport from the Principle and Senior Management Team.

College context:

Internal	***External***
Telford Community Arts and Technology College (TCATS) is based on one site. The college has over 15,500 students of which circa 3,000 16- 19 year olds are full time. The college introduced its first sports qualifications back in 1986. The sports curriculum was then slow to develop over the next 15 years or so. The college now offers 21 vocational sports courses with 219 students on these courses (09/10). The college also offers a number of coach education courses. The college started exploring the potential to develop a Sports Academy in 2001 and were successful in pursuing this with the Academy launched in 2003. The Academy is offered in football, rugby union, netball and basketball. The launch of the Academy has resulted in a surge in sports activity at the college and this has led to further investment in new high quality sports facilities in 2005 on site. These excellent sports facilities comprise an indoor football dome, sports hall, dance studio, fitness gym and ATP. These facilities are open for community use every evening and at weekends. The college works in close partnership with Telford AFC, on an adjacent site, and this relationship also provides the college with additional facilities to support the Football Academy and the college's enrichment programme. Through FESCo the college is implementing an enrichment programme in sport and physical activity. The programme has been designed based on consultation with the students, sharing best practice with other FESCos and working with student services.	The college has developed strong links with the NGBs and local semi-professional and voluntary sports clubs to support the work of the Sports Academy and provide progression routes for the students. The college is also closely linked with Phoenix School Sport Partnership and regularly places students within local schools for volunteering and coaching experience. The college is one of 10 BCS Football Focus Colleges this year. It is also a Centre of Excellence for Basketball.

Participation Data: The 2009 PESSYP participation figures show:

Data item	TCAT	National average
British Colleges Sport events entered	40	11
Other local league events	5	10
Other national league / competitions	4	4
One off festivals and events	8	6.6
Clubs or participation sessions offered	12	57
Total number of events	69	92
Total number of students participating	11.2%	16%
Number of sports provided	16	16
Number of sports with club links	7	7.4
Students involved in volunteering	4%	3%

What has been done?

The college has created an ever expanding culture for sport and physical activity over the past 20 years. The provision of the Sports Academies provides students with an opportunity to not only progress in their chosen sport but has acted as a tool to engage new learners into sport and non-sport academic and vocational courses - which may not have happened without the attraction of the sports offer. Anecdotal evidence suggests that 70% of students are selecting TCAT as their chosen FE educational establishment because of the Sports Academies and sports offer. The introduction of the Sports Academy has also acted as leverage for further college investment in sport in the form of £5.5 million being invested in state of the art sports facilities.

Each year in excess of £100k is invested in the sports curriculum and Sports Academy. This would not be the case if it wasn't for the support and buy-in by the college Principal and Senior Management Team. So what has encouraged the Principal and SMT to get behind the development of sport at TCAT?

- ***Support from the Principal, Vice Principal and SMT*** – sport at TCAT is strongly supported by the Principal and Vice Principal, who fully appreciate the importance and value of sport to college life. Over the past 20 years of developing sport at TCAT, there has understandably been a change of senior management staff and yet despite these changes sport has remained high on the college agenda through the sports department constantly demonstrating the impact of sport on attracting and retaining students and providing justification for continued investment e.g. the college has seen a 43% increase in the number of students recruited to the Sports Academies in the past year.
- ***High quality, dedicated staff team*** – the sports department at the college has grown progressively over the years and there are now 22 full time members of staff including 10 coaches in the Sports Academies. The compliment of staff provides a broad range of knowledge and skills ensuring high quality support in academic qualifications, coaching of talented athletes and understanding of workforce issues. The recruitment process has been critical to this, ensuring the right mix of skills and a commitment by staff to supporting the extracurricular and competition elements of a student's college life.
- ***The role of the FESCo*** - the addition of the FESCo at the college has also helped to further develop the sporting and physical activity offer at the college, which has been seen as hugely beneficial by the SMT. Since this role commenced the enrichment and extracurricular activities have significantly grown over the past 2-3 years, including:
    - successfully expanding the range of informal sports and physical activities available to students through the enrichment programme; the Girls Aloud project encouraging more girls into participating in sport and signposting into clubs, the introduction of street dance, boccia, boxing, yoga, martial arts and golf, based on consultation with students
    - encouraging students to get involved in sports coaching and attaining qualifications. There is emphasis on these students becoming Ambassadors for the college and putting something back into the local community through coaching with the SSP events
    - addressing the reasons why some students are not taking part in sport and physical activity through putting on activities in response to consultation, improved and more varied communication methods e.g. text messaging, and support from non sport directorates.
- ***High sporting profile*** – the college regularly provides 'good news sports stories' internally through the weekly Academy Newsletter and externally to the local press. This helps to raise the profile of sport and create a positive image of the college both to the local community and wider, with regional and national interest in the college. Reputation and profile of the college are key benefits and provide a strong argument for continuing the sporting offer in curriculum, enrichment, extracurricular, competition and community sport.
- ***External funding / support*** – the college benefits from a commercial arm which is tasked with securing external funding. This resulted in investment of £5.5 million, in 2005, to build the excellent on site facilities in the form of a sports hall, indoor football dome and health and fitness. The centre also includes a holistic suite to support other aspects of the college's vocational programme. The partnership with NGBs also brings support through recognition of the work undertaken in the colleges and the establishment of centres of excellence and focus college status.

Recommendations for other colleges

Recommendations emerging from this case study include:

- Keep Principals and SMTs informed through regular reports on justifying the investment and engage them with activities e.g. inviting them to events and to be part of activities
- Capture evidence within the college of the impact on recruitment, retention and attainment that a sport and physical activity offer can provide
- Invite other key organisations to use the college in return for profile, networks, contacts and opportunities for students – raise profile amongst SMT of the benefits of partner working with community sports providers
- Regularly provide 'good news stories' internally to other college departments and students, and to the local press – which helps raise the profile of the college and show the value of sport in the local community
- Raise the profile of how sport and physical activity can assist in achieving Every Child Matters outcomes and the broader holistic benefits.

Contact for further information:

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