

## Higher Education and Community Sport Audit 2009

### Headline Findings



## Background

The last time the higher education (HE) sector conducted an audit to demonstrate the provision of sport within higher education was in 2004. The sporting landscape in England has moved forward significantly since this audit, as has HE sport.

As part of building a new dynamic partnership between Sport England, BUCS and Higher Education sport, consultation demonstrated that the sector felt it was imperative that Sport England gained an up-to-date picture of student sport as well as higher education institutions' (HEI) links with community sport.

19 national governing bodies of sport (NGBs) were identified as 'phase one' sports based on the priority they placed on higher education to assist with the delivery of their English 2009-13 whole sport plans (Appendix 2). Initial discussions with these sports demonstrated that not every sport had a comprehensive understanding of the provision of their sport in HE and which HEIs they may wish to focus on in delivering for their sport.

Therefore one of the immediate actions outlined in the HE and Community Sport Partnership Plan, published by Sport England in July 2009, was to conduct an audit. The audit template was designed by Sport England, with the assistance of BUCS and HE directors of sport.

The purpose of the audit was to:

- **Gain an up-to-date picture of higher education sport in England.**

A strong message during consultation was that an audit was an important way of demonstrating and understanding what HEIs already do, what community sport partnerships they have but also identify where individual institutions may wish to do more for their students or surrounding communities.

- **Provide current information to national governing bodies of sport.**

The audit acts as a tool to understand current provision in their sport, help make good choices about where individual NGBs may want to work, and identify where there may be the potential to partner different HEIs. This is not only to support talent development of athletes but most importantly to grow and sustain participation in their sport.

- **Understand the need for a Sport England HE/FE lottery themed round.**

The audit can assist with demonstrating the case for investment, particularly by identifying blockages which if solved could drive up student participation.

- **Demonstrate where investment in sport, (resource and activities), would have the maximum impact.**

The audit provides information to identify where collaborative working may maximise investment and where investment could be efficiently used for both community sport and higher education outcomes to aid future planning and developments.

## Responses

The audit was conducted between July and September 2009. 133 English HEIs (based on HEFCE information) were invited to undertake the audit and 64 responded (a 48% response rate). The 64 responding HEIs provided education to 1,179,440 students in higher education in 2007/08<sup>1</sup>. Of these students:

- 71% were full-time;
- 29% were part-time.

This represents 61% of the total student population in England (61% of the undergraduate students and 64% of the postgraduate students within English HEIs).

The audit provides up-to-date information on:

- HEI demographics
- sports staff
- facilities (existing and planned)
- participation programmes (HE inter and intra competition, elite sport and clubs)
- community partnerships (partners and type of relationship)
- coaching and volunteering programmes
- club development opportunities
- sports strategy plans and inclusion of sport in HEI's strategic objectives
- which HEIs have existing provision within the 19 'phase one' sports
- which HEIs want future relationships with the 19 sports and in what areas.

This report aims to provide a picture of the key findings from the higher education sport audit, categorised into the following sections:

- sport contributing towards the overall student experience
- engaging with communities through sport
- developing the skills of students through sport
- providing places for students and the community to play sport

All the figures and percentages are based on the 64 HEIs who responded, unless otherwise indicated.

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<sup>1</sup> Based on HESA 2007-8 data, including overseas students.

## Sport contributing towards the student experience

It is recognised that as a large local employer, HEIs can contribute to adult participation in sport by providing a sports programme to their staff as well as their students. However, in terms of participation in sport, the focus of the audit was students and their sport experience.

This section concentrates on the priority and importance HEIs attach to sport, with a focus on the staff, club and competition structures which are important to sport delivery within higher education. It also starts to identify where there may be gaps in fulfilling the sporting needs of all students.

The findings demonstrated that there a number of HEI departments involved in the delivery of student sport – sports departments both academic and non academic, student unions and athletic unions. The role each plays varies across the sector however their individual importance to deliver student sport should not be underestimated.

Overall, 49 of the 64 HEIs have a sports strategy/plan. Furthermore, sport is specifically included in 23 institutions' overall aims and objectives. However, 17% of HEIs do not have a sports strategy or plan and do not have sport mentioned specifically in their institutions aims and objectives. 73% of HEIs stated that they measure student participation and satisfaction within their institutions. The methods of collecting this information, and the level of data collection, vary considerably between institutions.

The audit provides evidence of the scale of sport in higher education and the impact it has on staffing at some institutions across England. The audit data illustrates that sports activities play an integral role in the experience of some students, which can contribute to wider university outcomes, such as student satisfaction and assist with recruitment, retention and learning of students. Sport contributes towards a healthy campus, not only for sports students but for a wide range of students, if the right opportunities are available for students. The data in this section starts to identify whether the appropriate opportunities are available to students. This is demonstrated by the proportion of students taking up sport in relation to the HEIs staff resource and the club and competition opportunities on offer.

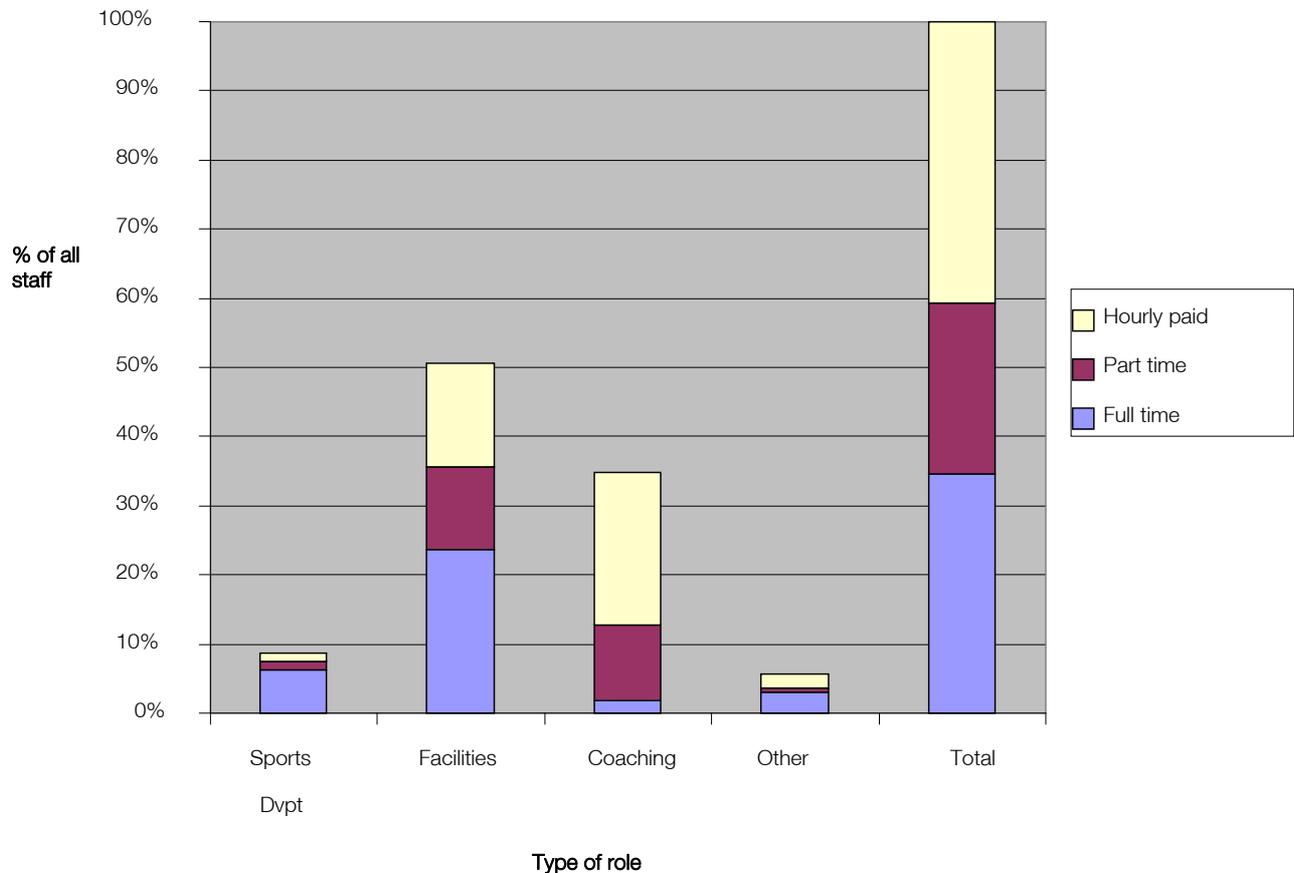
Staffing plays a key role in a HEI's ability to provide a diverse range of sports activities. Whilst the audit told us through the qualitative statements that much of the traditional sports club delivery and organisation is heavily reliant on student volunteers, paid staff also makes a large contribution towards running student sport as well as widening opportunities to the local community.

Across these HEIs there are 3,467 paid staff delivering sport in non-academic roles, however this is not evenly spread across institutions with figures ranging from 0 to 273 staff. This has an impact on the individual institution's ability to plan and deliver sport for its students. 15 HEIs highlighted in the issues section of the audit that staffing capacity hindered their ability to run and deliver additional sports activities for their students.

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· 3 of the 64 HEIs did not respond to this section of the audit.

## Breakdown of non academic staff working in university sport



The Athletic Union (or equivalent) plays an important part in the delivery of student sport, however as expected, the model of how this is managed varies; 41 Athletic Unions (AU) sit within the Students Union, 17 sit within the sports department at the HEI, and the remaining three are independent. Responsibility for sports clubs is managed in different ways with 41 HEIs managing via permanent paid full-time roles, 18 managing university clubs via sabbatical or voluntary (non sabbatical) roles, and two managing via permanent paid part time roles.

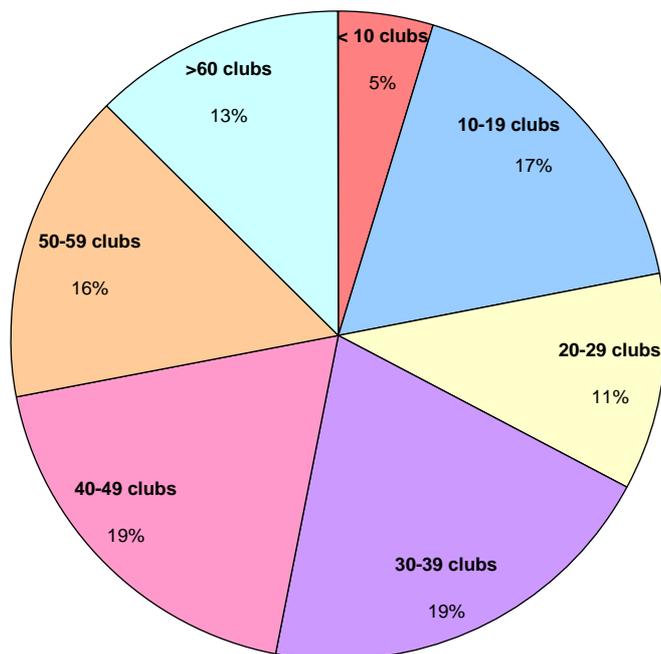
Within the 64 HEIs who responded there are:

- 148,484 AU members (or equivalent) which represents 13% of the student population within these HEIs;
- 2,473 different student sports clubs;
- 88% of HEIs have a criteria for setting up a new club - in most cases this involved a pre determined number of students;
- 24 HEIs encourage their clubs to gain Clubmark<sup>1</sup> (or equivalent) where it is available and 14 HEIs had a total of 22 clubs with Clubmark;
- 60 HEIs offer their sports club officers some form of training on club development. This is not consistent from institution to institution in terms of content and delivery.

<sup>1</sup> Clubmark is the national cross sports quality accreditation scheme for sports clubs

The pie chart below illustrates the number of sports clubs available at HEIs.

Percentage of HEIs who offer sports clubs



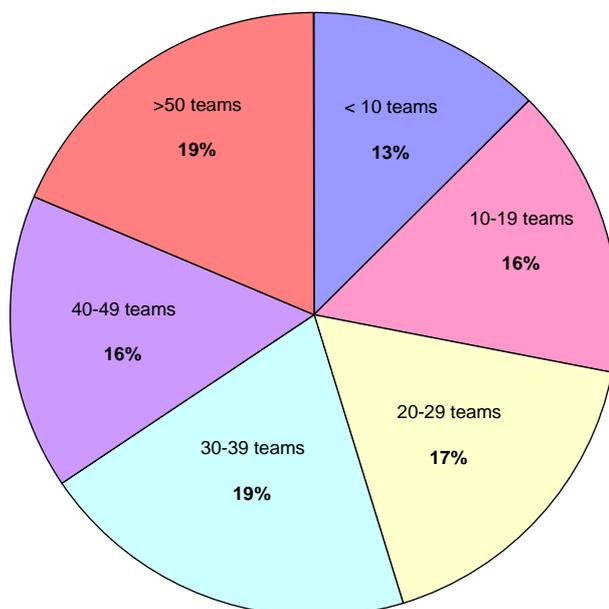
Only one disability specific sport club was identified within the responses. This is not to say that HEIs do not run inclusive clubs as the question was to understand whether there were specific clubs for disability sports such as wheelchair basketball and boccia. The national governing body section of this report identifies where HEIs have indicated that they would like to provide a more inclusive approach to the delivery of specific sports.

Competitive sport is thriving at the responding institutions with;

- 2,029 teams entered in BUCS competitions and leagues
- 1,055 teams entered in non-BUCS competitions, such as local leagues. This ranged from 0 teams to 100 teams per institution.
- 91% of HEIs entered teams into both BUCS and non-BUCS competitions.
- 4,976 individuals from 54 HEIs were entered in BUCS competition in non team sports.
- 80% of HEIs offer some form of intra-mural sporting activity for their students.

The chart below illustrates the number of sports teams entered in BUCS competitions<sup>5</sup>.

Percentage of HEIs who enter teams in BUCS leagues and competitions



Despite this seemingly large number of formal competitive opportunities, the data shows that an estimated 49,840 students were involved in intra-mural competition last year. This equates to only 5% of the total student population within these HEIs. The number of students involved in intra-mural activity varied from 40 – 4,500 students depending on the institution.

### ***Key considerations for growing student and community participation in sport***

1. Appropriate recruitment, development and deployment of HEI sport staff is an important factor to allow sport to be a significant part of the student experience, for all students.
2. A 'one size fits all' approach to developing new sport opportunities and enhancing existing sport provision cannot be adopted across institutions due to the vast differences in the delivery of sport.
3. Further information is required to understand the inclusivity of sport at HEIs, but the audit indicates that development of new inclusive opportunities would be welcomed by 38 HEIs.
4. Opportunities for informal participation in non traditional HE sports need to be developed. Many HEIs have a 'student interest' criteria for setting up a new formal club and therefore this should be a key consideration for NGBs wishing to work with HEIs.
5. There are significant opportunities to improve and develop intra-mural activities, to appeal to a wider segment of the student population.

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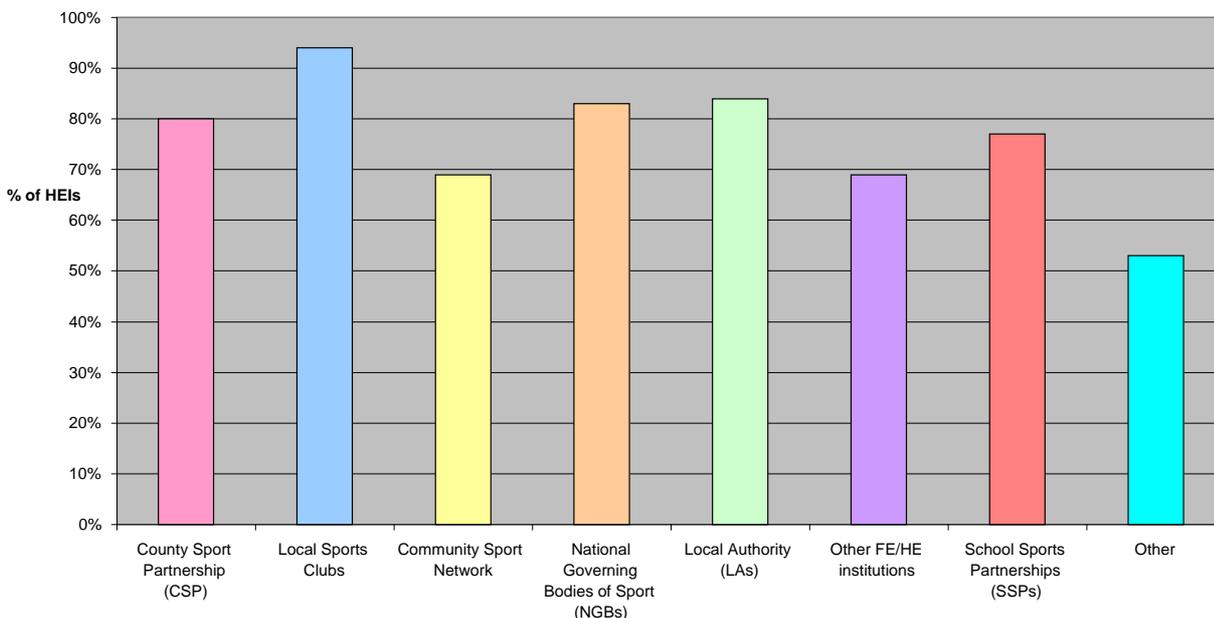
<sup>5</sup> Competitive season 2008-9

## Engaging with communities through sport

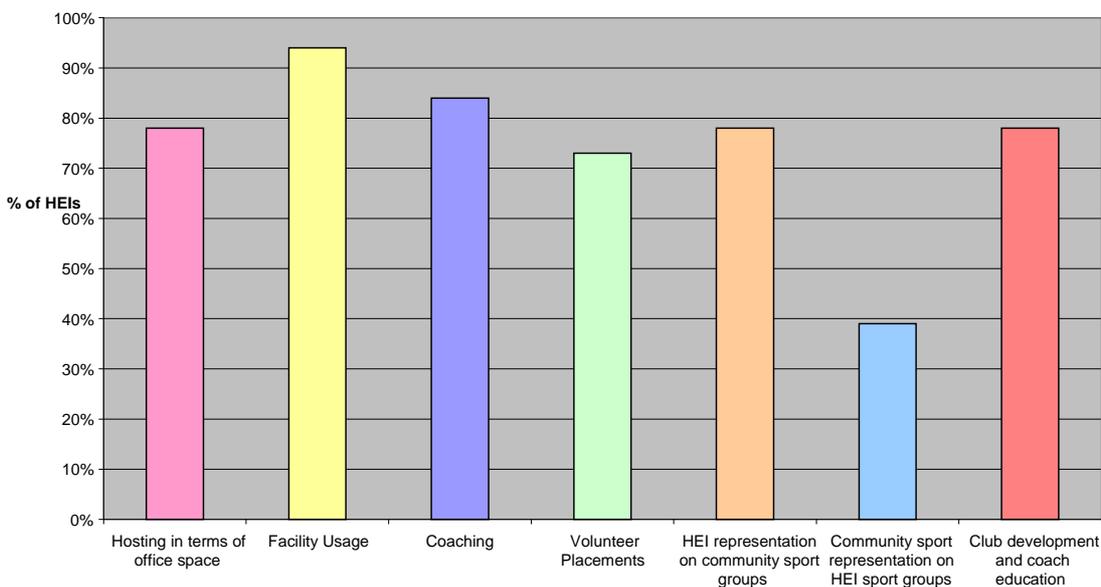
Many partnerships already exist between HEIs and community sport, and this audit has highlighted the significant role that HEIs play in the delivery of community sport. These partnerships provide an ideal opportunity for HEIs to demonstrate their contribution to the local community and the benefits that the institution brings to local services. If the nature of these partnerships changed and the number diminished, there could be some serious consequences for the delivery and provision of community sport which could be detrimental to an institution's relationship with its local community. For example, 95% of the universities had a facility usage arrangement with local sports clubs.

The tables below demonstrate the range of organisations that have a relationship with HEIs and the nature of these partnerships.

Relationships with community partners



Type of community partnership



The table below shows the number and percentage of HEIs that have various types of partnership with community sport, by community sport organisation.

Community Partnerships	CSPs	Local Sports clubs	Comm. Sport Networks	NGBs	LAs	Other HE/FE inst.	SSPs	Other
Hosting	10 16%	35 55%	N/A	38 59%	N/A	N/A	22 34%	20 31%
Facility Usage	29 45%	61 95%	23 36%	41 64%	43 67%	38 59%	40 63%	15 23%
Coaching	24 38%	46 72%	19 30%	40 63%	23 6%	17 27%	30 47%	9 14%
Volunteer Placements	25 39%	40 63%	22 34%	25 39%	33 52%	19 30%	40 63%	13 20%
HEI representation on Community sport groups	38 59%	24 38%	34 53%	23 36%	34 53%	22 34%	18 28%	15 23%
Community sport representation on HEI sport groups	14 22%	11 17%	10 16%	10 16%	12 19%	9 14%	9 14%	5 8%
Club development and coach education	39 61%	33 52%	27 42%	43 67%	31 48%	30 47%	26 41%	10 16%

In some cases, these partnerships are developing and the qualitative information provided by some HEIs highlighted where relationships could be improved or where roles needed to be clarified. In particular, an explanation needs to be provided on the role of county sports partnerships and community sports networks. The audit confirmed that there is scope to increase the breadth of the partnerships for the benefit of both student and community sport.

Another area of collaboration that HEIs are keen to work with community sports partners, and in particular NGBs, is research. 66% of HEIs stated that they would be able to undertake academic research to support NGBs and community partners.

The audit also provided sport specific information for 19 sports and their respective NGBs to understand not only current provision in their sport but also where HEIs were interested in developing specific sports alongside the NGBs. The responding HEIs are keen to work with NGBs to improve sporting opportunities not only for their students, but for the community as well.

The following table shows the level of existing provision of the 19 'phase one' sports in the 64 HEI respondents.

	EXISTING PROVISION - % of institutions				EXISTING PROVISION - number of institutions	
	that have a university club & a community club link in this sport	that have a university club in this sport but no community link	that do not have a university club in this sport but signpost to a community club	that have no offer currently in this sport	that have this sport as a priority sport within their HEI	that have specific scholarships for this sport at their HEI
Athletics (track & field)	48%	19%	21%	12%	7	7
Athletics(jogging & running)	39%	19%	20%	22%	4	2
Baseball & Softball	5%	9%	14%	72%	0	0
Equestrian	22%	38%	7%	33%	1	0
Fencing	23%	37%	8%	32%	6	2
Football	59%	41%	0%	0%	20	9
Hockey	64%	31%	2%	1%	13	9
Judo	17%	33%	22%	28%	0	0
Lacrosse	20%	41%	2%	37%	4	1
Modern Pentathlon	0%	7%	10%	83%	0	0
Netball	34%	64%	1%	0%	16	8
Orienteering	8%	10%	15%	66%	0	0
Rounders	3%	9%	2%	86%	0	0
Rowing	48%	14%	10%	28%	7	2
Rugby League	31%	20%	8%	41%	8	4
Rugby Union	74%	26%	0%	0%	21	10
Squash & Racketball	30%	40%	8%	22%	8	2
Swimming	35%	33%	15%	17%	8	2
Triathlon	21%	11%	14%	54%	3	3
Volleyball	38%	42%	8%	12%	9	3

The following table identifies the key areas that HEIs would like to work on with the 19 'phase one' sports. In most cases the priorities of the sector align with the priorities of the NGB, based on their 2009-13 whole sport plan and the summaries provided with the audit (Appendix 3). For the purpose of this audit, athletics asked to be split to gain information about both 'track and field' and 'running and jogging', so this counts as two sports.

A breakdown of the top five priorities of the HEIs for each of the 19 sports can be found in Appendix 4.

This information is being shared with the NGBs to help match their priorities with those identified by the sector and ensure that expectations on both sides are managed.

FUTURE ASPIRATIONS	TOTAL NUMBER OF SPORTS WHERE THIS ASPIRATION IS A HE SECTOR TOP 5 PRIORITY
Exploring how the university and the NGB could work collaboratively to better support coaches and officials development	20
Having access to club development support for your university club	14
Developing a collaborative volunteering agreement (For example HEI train & recruit volunteers, sport provides suitable placements or training)	13
Being a coach education course provider for the sport	13
Hosting local/regional/national events (and is this realistic?)	10
Developing a community club link where you have no university provision	8
Developing and running more social/informal forms of the sport at your University	7
Developing intra-mural opportunities for your students and staff	5
Developing a community club link with an existing university club to increase opportunities and be part of an athlete/player pathway.	5
Your university club working towards some form of club accreditation	3
Developing a new university club	1
.....and have some resource to explore facility developments	0
Exploring a local partnership to employ a community sports coach (PT/FT)	0
Running an inclusive version of the sport (in terms of disability) either within the University or as part of a local area initiative.	0
Becoming a regional centre/academy for the sport	0

***Key considerations for growing student and community participation in sport***

1. Encouraging linkages at both a national and local level should ensure that HEIs are considered within planning and strategies for sport across the country.
2. Maximising the potential of existing partnerships could be explored, to meet the needs and outcomes of both HE and community sport.
3. Additional beneficial relationships should be fully understood and facilitated where possible.
4. Encouraging NGBs to link with a range of HEIs can help to increase the student offer, whilst also improving local community sport.

**Developing the skills of students through sport**

It's not only sports students who benefit from learning transferable skills through sport. There are many skills that an individual will learn through participating in sport and these can also be complemented by the skills and experience gained through coaching, officiating and volunteering. In many institutions, these opportunities are open to all students, not just those on sports courses. These transferable skills can enhance the employment prospects of those involved.

Institutions can benefit in many ways from running sports volunteering, officiating and coaching programmes. It can help deliver student sports clubs and competition opportunities, as well as offer a service to the community through placements in community sport settings. This will not only enhance the institution's reputation locally but also provides students with opportunities to develop their skills in a real life environment and equip them with demonstrable experience. It also provides a supply of workforce to community sport that can be utilised post graduation.

Many of the HEIs that responded to the audit run academic courses related to sport. These students are the potential community sport workforce for the future and the skills, knowledge and experience that they gain whilst in higher education can assist them with employment upon graduation.

The audit shows that a number of sports courses in HEIs have vocational elements embedded within them. This is highlighted in the table below.

Course Type	Foundation Degree	Undergrad Degree	Masters	Postgraduate
Number of HEIs with sports courses at this level	28	42	38	30
Percentage of HEIs (from the HEIs with courses at this level) where either some or all of their sports courses at this level have work placements or vocational elements within them	79%	88%	53%	57%

The audit would suggest that volunteering is an important part of an institution's offer to students:

- 86% of HEIs (55 HEIs) offer a sports volunteering programme to their students. 10 had a stand alone sports volunteering programme, two had a sports volunteering programme only as part of an academic course requirement, and 18 had a sports volunteering programme as part of a wider volunteering programme.
- 84% of the 55 HEIs with a sports volunteering programme involved the achievement of vocational and/or academic qualifications within the programme.
- Volunteers were being utilised in both their own HEIs and the local community. 49 out of the 55 HEIs offered both internal and external placements.

The table below illustrates the number of HEIs, out of the 55 that had a volunteer programme, offering different types of volunteer opportunities to their students.

Type of volunteering opportunity	Number of HEIs who offer this type of placement to their students	Percentage of HEIs (as a % of those with a volunteering programme) who offer this type of placement to their students
Coaching	52	95%
Officiating	45	82%
Event Management	44	80%
Sports Administration	39	71%
Club Development	34	62%
Research	20	36%
Customer Service	18	33%
Other	16	29%

Coaching also provides an opportunity for students to gain vocational qualifications which could be advantageous to community sport during study but also upon graduation, providing that the exit routes are available to them. Coaching also enables students to learn and demonstrate teaching and mentoring skills which could be transferable into an employment situation. In 96% of responding HEIs, students were coaching in both the local community and in their HEIs.

- 73% of HEIs who responded offered a sports coaching programme to their students. Of these, eight ran a programme which was non-course related, and 14 had a sports coaching programme that was both academic and non-academic.
- In 94% of these HEIs, the sports coaching programme involved the achievement of vocational and academic qualifications.
- 43 HEIs run NGB coaching qualifications and 28 HEIs run minimum operating standard courses for coaches in terms of continuing professional development.
- 37 HEIs provide subsidies or bursaries for coaching courses for student coaches.

### ***Key considerations for growing student and community participation in sport***

1. A framework for the sector could be considered for volunteer and coaching programmes, to guide delivery and provide quality across the sector.
2. NGBs may wish to consider the impact of up-skilling the student population as they have the potential to be the future sports workforce.
3. The motivation of students to coach and volunteer could be harnessed through developing a structured pathway for individuals to continue to volunteer and coach throughout and after their study.
4. Transferable skills that are developed through sport volunteering and coaching programmes could be better evidenced to demonstrate their value within higher education and for future employment.

## Providing places for students and the community to play sport

The audit demonstrates that facilities on HEI sites vary considerably in number, range and availability. This impacts on how sporting opportunities are offered to students and the uptake of those activities.

The audit shows that there is a very big difference in facility provision and indeed, availability of facilities on multi campus sites. 48 HEIs have more than one institution site. Of those 48 HEIs, 73% do not have sports facilities on all their sites. This, without considering the type and availability of facilities, presents a challenge to think differently about how to enable students to access sports activities if the site where they study does not have any sports facilities.

Providing additional opportunities to students, based on current facility stock and availability in some HEIs, will be a significant issue (24 HEIs stated that lack of facilities was an issue in terms of increasing student participation). This in turn could impact on community sports access to use these facilities.

From the audit it is clear that many sport facilities within the HE sector are being used by the community. Not only is this a way for HEIs to generate income but it's also an opportunity to engage positively with the local community. However, growing and sustaining participation for both students and the community within HE facilities needs careful consideration, including where under-utilised space could be used to offer alternative activities.

The table below demonstrates the type and number of indoor and outdoor facilities owned by the 64 HEIs and their utilisation.

Facility Type	No. of facilities within HE	No. of HEIs with this facility	% of HEIs where this type of facility is at capacity all the time	% of HEIs where this type of facility is at capacity only during term time	% of HEIs where this type of facility is not at capacity
<b>INDOOR FACILITIES</b>					
Fitness Suite	98	61	8%	64%	21%
Dedicated Free Weights area	60	52	12%	57%	21%
Swimming Pool	27	21	23%	38%	33%
Sports Hall	103	55	9%	75%	9%
Martial Arts Area	33	27	19%	33%	33%
Dance Studio	73	50	6%	50%	28%
Tennis Courts	33	5	20%	20%	60%
Squash Courts	148	37	8%	19%	65%
Other*	49	33	15%	24%	55%
<b>OUTDOOR FACILITIES</b>					
Grass pitches	540	56	27%	50%	18%
Athletics Track	15	15	13%	13%	73%
Tennis Courts	221	37	5%	11%	78%
Netball Courts	78	23	9%	21%	70%
Artificial / 3G pitches	84	44	18%	41%	27%

\* This includes specialised sports facilities such as climbing walls and gymnastics facility.

Alongside this facility stock available to institutions, 88% of HEIs are also utilising external indoor sports facilities (i.e. not owned by the institution) and 86% of HEIs are using external outdoor facilities. The key facilities where institutions have to look for external use are; swimming pools, sports halls and outdoor pitches (various types). Other external facilities being hired are more specialised, such as climbing walls and equestrian centres.

There is a willingness within the sector to improve facilities, however there is recognition by some that due to the cost and space needed to build facilities, in the future this could be best completed in partnership with other organisations. 49 HEIs have planned developments in terms of indoor facilities over the next five years and 35 HEIs have planned outdoor developments.

Additionally, 31 HEIs noted that they have the resource (either financial or space or both) to consider other potential indoor facility developments in the future, whilst 28 HEIs stated they have the resource to consider potential outdoor developments.

### ***Key considerations for growing student and community participation in sport***

1. Where there is limited facility capacity, the student sports offer could be re-considered so that students can be less dependant on HEI formal sports facilities.
2. Investigating the underuse of facilities could lead to more informal sports activities being available to grow student participation.
3. Joint planning for shared facility usage could be explored between local partners to maximise programming opportunities for both student and community sport.
4. A joined up approach to local and national facility strategies between NGBs, other sports facilities providers and HEIs could ensure that resource and investment from all parties is maximised.

## How will the audit information be used?

The findings of the audit will be used in a number of ways including:

- o Making a case to Sport England's Main Board for a themed funding round for HE/FE. This will be completed in conjunction with the HE Stakeholder Group. The outcome will be known by April 2010.
- o Sharing information with NGBs to help them make informed decisions about: working with the sector; where to facilitate new partnerships; and improve student sport and community sport delivery. Regular updates will be provided to demonstrate the progress and decisions that are being made.
- o Using the information to provide baselines for some of the measures within the Higher Education and Community Sport Partnership Plan.
- o Sharing key findings from the audit with HEIs to inform future activities.
- o Providing facts and data to contribute to government and HE agency briefings, to demonstrate the role of sport in HE outcomes.
- o Disseminating the findings within Sport England and BUCS to advocate a joined up approach to planning and strategy for sport.

To provide information to other NGBs wanting to work with HEIs, Sport England and BUCS are proposing to repeat the sport specific element of the audit as required. To demonstrate changes in higher education and community sport, consideration should be given to updating the information on a regular basis.

## Appendices

Appendix 1: List of higher education institutions that responded to the audit

Appendix 2: List of 19 'phase one' sports

Appendix 3: Summary of the HE plans from 'phase one' sports' 2009-13 plans

Appendix 4: Table to show the HE priorities for each of the 19 'phase one' sports

## Appendix 1: Audit respondents

Anglia Ruskin University - Cambridge	UCP Marjon
Anglia Ruskin University - Chelmsford	University Campus Suffolk
Aston University	University College London
Birmingham City University	University of Bedfordshire
Bournemouth University	University of Birmingham
Buckinghamshire New University	University of Brighton
Canterbury Christchurch University	University of Bristol
City University London	University of Buckingham
Coventry University	University of Cambridge
Edge Hill University	University of Central Lancashire
Goldsmiths, University of London	University of Chichester
Imperial College London	University of Derby
Keele University	University of Essex
King's College London	University of Exeter
Kingston University	University of Gloucestershire
Leeds Metropolitan University	University of Hertfordshire
Leeds Trinity & All Saints	University of Huddersfield
London Metropolitan University	University of Hull
London South Bank University	University of Kent
Manchester Metropolitan University	University of Leeds
Middlesex University	University of Leicester
Northumbria University	University of Lincoln
Nottingham Trent University	University of Liverpool
Oxford Brookes University	University of Manchester
Oxford University	University of Nottingham
Portsmouth University	University of Plymouth
Queen Mary, University of London	University of Sheffield
Roehampton University	University of Southampton
Royal Holloway, University of London	University of Sussex
Sheffield Hallam University	University of Warwick
St Mary's University College	University of Wolverhampton
Teesside University	University of York

**Appendix 2:** List of 19 national governing bodies of sport (NGBs), which have been identified as phase one for working with HE, based on their 2009-13 Sport Plan interventions

- Athletics
- Baseball / Softball
- Equestrian
- Fencing
- Football
- Hockey
- Judo
- Lacrosse
- Modern Pentathlon
- Netball
- Orienteering
- Rounders
- Rowing
- Rugby League
- Rugby Union
- Squash / Racketball
- Swimming
- Triathlon
- Volleyball

## Appendix 3: Summary of the HE plans from phase one sports' 2009-13 plans

### NGB Summaries

Several of the 19 sports included in the sports specific section of the audit have provided a brief summary of their planned work with higher education, and in some cases with the further education too. These summaries are listed below.

### England Athletics

England Athletics sees the HE/FE sectors as being invaluable partners with whom we can deliver a number of our priority interventions. In terms of specific detail on Athletics work with the HE/FE sector, we can summarise our intent in the following ways;

#### National Level Engagement

- Working with specific HE/FE sites to host athletics coach education course programmes through direct interface from our education and customer service team and each HE/FE site.
- Utilising specific HE/FE site facilities to host coach development training events and conferences.
- Utilising specific HE/FE site facilities to host England Athletics national championships and key athletics events.

#### Local Area Level Engagement

- Working to broker local level relationships between community athletics clubs and networks of clubs to growth, sustain and improve participation and performance levels – increasing access to resources and maximising the use of local facilities.
- Linking clubs to HE/FE institutions to not only signpost athletes to clubs if there is no university club available but also boost the availability of volunteers to work in community clubs locally, particularly when working with young people.
- Working with key specific HE/FE institutions to deliver the “Run In England” project and race series aimed at getting more students and inactive members of the community involved in leadership and running.

### Baseball Softball UK

These two sports are relatively new sporting options for universities. In softball, there is a new, adaptable and accessible sport that can be played on almost any grass space. Baseball is a credible and exciting competition alternative to the more traditional summer sports like cricket.

#### Softball

For an introduction to slowpitch softball:

<http://www.youtube.com/user/baseballsoftballuk>

Softball is a game played by two mixed teams of five men and five women. The sport is similar to baseball, where runs are scored by advancing around the bases, laid out in a square. Games can last from 45 minutes to an hour and a half, consisting of seven innings or be time limited. Many who play the sport for the first time find it familiar to playing rounders or school versions of the game. The modifications to the game make it more fun and easier to play - such as introducing under-arm pitching. In fact, the most prevalent format is called Slowpitch Softball. It is a late specialisation sport, meaning that people of any age can pick it up without previous experience or skills. The sport is accessible to sporty and less sporty people, men and women, young and old - each able to contribute to the outcome of the game. It can be played at any time of the year, but is best played as a summer sport. Fields are roughly the size of two football fields next to each other and can be played on grass with lines and bases.

Slowpitch softball is a new sport, perfectly suited to a range of activities and initiates:

- **Sport For All**  
Fun and easy, inclusive sport.  
Suitable for:
  - Women

- Semi- and non-sporty types
  - Disabled people (specifically learning disabilities, some loss of limb use, hearing or some visual impairments)
  - Free from preconceived traditional stigmas
- **Team Building**  
An ideal activity for staff as team building or social activities. Best played outside, in the summer, with a picnic.
  - **Student Activity**  
A good option for on-campus leagues - low travel commitments, easy to organise, easy to play.  
Perfect for:
    - Enhancing campus life (inter-halls, inter-department, careers department lead, welfare, alumni and commercial events)
    - Social education on campus, positioned well to explore gender awareness and inclusiveness agendas
 Ideal for local and fun rivalries.
  - **Education**  
There are opportunities to work with university courses to offer development placements as part of undergraduate learning.

### **Baseball**

Structured more like traditional sports, baseball is a perfect option for universities that want to offer an alternative team sport. Exciting as a non-traditional summer sport, it is well placed to be a BUCS recognised sport in the future. There are a number of opportunities to play against other university teams and to compete in regular one and two day tournaments. Games are usually 9 innings long and can take up to three hours to play, but can be time limited or limited innings.

It is well suited to players who take a more competitive approach to sport. It is open to men and women, but is mostly played by men. Minor and temporary modifications can make grass fields suitable for play – but as a small ball sport, the standard of the surface is important. The space required to play is approximate two football fields side-by-side. Many who play university baseball have not played before, but some sporting skills (catching, hand-eye coordination and athleticism) are advantageous for an enjoyable experience.

### **The Football Association**

The main driver for The FA National Game Board in Higher Education is to continue our investment into BUCS both through revenue funding and two staff members one of which is a Football Development Manager. The BUCS Football Development Strategy covers the following areas which replicate the national game strategy.

1. Growth and Retention
2. Raising Standards
3. Better Players
4. Running the Game
5. Workforce

## **British Fencing**

The first year of the fencing 2009-13 plan, is going to be spent setting up good governance structures, organising Swordmark and national fencing academies. A National Development Manager has been recently appointed, who will lead this work.

### **Plans for Working with HE**

British Fencing (BF) sees the higher education sector as an important partner for the development of the sport of fencing in England.

Over the next 4 years BF intends to work closely with higher education institutions (HEIs) to develop and deliver the Academy Pathway for talent development of athletes. The Academy will also offers coach, volunteer and official development (workforce development).

BF are looking for HEIs who are interested in supporting the delivery of the Academy programme and intend to speak to interested universities about potential partnership opportunities, following the information returned through Sport England's HE audit. A specification document will be provided to interested HEIs, detailing the requirements of any partnership and the opportunities available for the university.

During the year 2009-10 we will be looking for HEIs in London. Years 2010 through to 2013 we will be looking for partner HEIs across England.

The Academy is both actual and virtual and will play three main roles; HEIs are uniquely placed to provide the support to these roles:

1. **Club Development** (University SDO assistance, community, outreach, student help such as on finance, websites and other development needs)
2. **Work Force Development** (BF need value for money access to top lecture facilities, lecturers, education support, awarding body)
3. **Talent**

### **Basic Requirements of the Academy**

- Access to sports hall facilities large enough to fit 6 fencing pistes.
- Accommodation
- High quality lecture space
- Sports Science support
- Interest in developing links with community clubs and opportunities for students to access fencing
- Helping volunteers to access opportunities in sport, including business administration, computing as well as Sport Science students
- Interest in acting as an awarding body for NGB coach education scheme

### **Other Opportunities**

British Fencing are interested in working with Universities to offer work placement and project based opportunities for undergraduate and postgraduate students.

## England Hockey

Hockey is a family sport built on strong values of integrity, friendship, ethics and inclusion. It is a fun sport played by both genders, from ages 5 to 75. Hockey is played at all levels in England, with our best players able to represent England at the Commonwealth Games and World Cups and represent Great Britain at the Olympics. Hockey is now prepared for the 'once in a lifetime' opportunity that the next four years will bring. Our vision is for a successful sport for all, as an NGB our mission is to provide effective leadership for all to fulfil their potential. England Hockey has now published its strategic plan and have agreed the following eight strategic objectives for the next 4 years:

1. Attract and retain more people in the sport
2. Help our clubs and associations to develop and thrive
3. Embed the Single System throughout the sport
4. Achieve international podium success
5. Maximise the opportunities of 2012
6. Raise the sport's profile and improve communications
7. Broaden our income base
8. Continue to enhance the quality of our governance and operations

A large emphasis of hockey's strategic plan for 2009 - 2013 is about driving up the quality of experience for the end user. Whether a player, coach, administrator or official, our focus is to retain our existing participants by improving their experience in the sport.

England Hockey are specifically looking to work with Higher Education institutions to:

- **Reduce the drop off by university students** - The most significant contributing factor of drop off is when these people go to university - 544 university teams play competitive hockey every week (this does not include intra-mural hockey). Evidence shows that thousands of young people attend "freshers" hockey events but that there are simply not enough university teams to cope with the demand. We believe this contributes significantly to large drop out rates. The key mechanism to address this will be focused on the development of links between universities and clubs to allow players to filter into local clubs. **We aim to develop 80 University/Club Links (at least one in every County area).**
- **Strengthen existing HE hockey clubs** – As well as developing Club/HE links where there isn't the HE capacity we are keen to support HE Hockey clubs to grow and strengthen. We are looking to introduce a University Mark Scheme which will support clubs to develop their capacity and provide enhanced and quality hockey opportunities for more students.
- **Increase the number of young people and adults staying on the talent pathway** – England Hockey will be developing 20 Senior Regional Performance Centres to provide performance coaching for players who are late developers or late to the sport to ensure they can still reach their potential. We will be targeting 800 players to benefit from this approach. HE institutions may be well placed to help deliver this element of the sports Single (open and transparent talent pathway) System.

## British Judo Association

Sport England has awarded £10.2 m to British Judo Association (BJA) for the delivery of their 2009-13 judo plan.

The investment will be allocated as follows:

- 25% to identify and develop talented judoka;
- 15% to increase the number of people participating in judo; and
- 60% to reduce the number of people who drop out of judo

People development is important to achieve the outcomes of the 09-13 judo plan, education and continual professional development support couples with recognition and reward will be provided for roles such as; Coaches, referees, assessors and club volunteers.

Universities and Colleges are identified as key settings for BJA to increase and sustain participation. BJA are reviewing the current system for licensing and are considering the inclusion of a student specific licence – which will make it more attractive to enter the sport.

BJA will also be creating Performance cells which could be based at higher education sites. These will be driven by player location and the key age will be 14 -17 years.

There will be a focus on London within the judo plan with two development officers working in the area. One of these officers will have a specific remit for higher education.

BJA would like to grow the number of higher education affiliated clubs particularly in London and this will be a main responsibility for the London Development Officer. These could be created through linking with community clubs where facility space is already at capacity. BJA would like to create better relationships with Directors of Sport and Athletic Unions to be able to promote and signpost students to judo clubs in the local community.

### English Lacrosse

Lacrosse has seen a substantial growth over the last 5 years within the HE sector in terms of increases in participation, new teams and new universities taking part. This growth has also led to increases in new participants in community clubs and the establishment of new community clubs.

Therefore, HE is one of many key areas for English Lacrosse in delivering the strategic priorities for its next four year plan. English Lacrosse has identified HE institutions as a key delivery partner and is actively seeking to create new and enhance existing partnerships to:

- Form new university teams
- Train more coaches and officials to support new and existing university teams
- Implement intramural or participation based versions of the game
- Work with university clubs in developing a sustainable structure
- Establish new community clubs.

English Lacrosse has an enhanced regional team led by national managers to work with HE institutions to create bespoke partnerships.

### British Orienteering

#### HE/FE developments 2009 -13

British Orienteering is currently recruiting a part time (0.5 FTE) Development Officer. The main part of the role will be to support the development of university orienteering clubs and links with local open clubs. It is hoped that this Development Officer will be in post by late August 2009. The main aim is to increase participation by newcomers as well as existing orienteers. Orienteering is a sport for all ages and levels of fitness and offers active recreation as well as competitive sport in the outdoors. The use of campus and park locations in close proximity to universities will be important so that access to transport for students is not a barrier to participation.

The talent development programme has made agreements with the Universities of Edinburgh and Sheffield to set up training centres of excellence in these two universities with coaches working with athletes at the universities in these cities and others who are based within reasonable proximity.

### Rounders England

Rounders is played by boys and girls, men and women, at different levels across England, from friendly games to international matches. It characterises a 'game for all' – ages, genders and abilities. However, whilst rounders is one of the biggest participation sports in schools, it also has one of steepest drop-off rates post sixteen. Concerted efforts to develop the infrastructure offered in universities will help to counteract this trend. Four main pathways have subsequently been identified to this effect:

#### 1. Intramural Rounders Leagues and Cup Competitions:

A comprehensive network of intramural sport is already organised within many universities across England. It enables students of all sporting abilities to represent their College, Hall or Department, or form a team with a group of friends, in a wide variety of leagues and tournaments. It is proposed that a similar arrangement could be created for rounders. Rounders England would be able to assist in the initial formation and organisation of this structure, providing specialist knowledge, simplified rule booklets and access to recognised kit suppliers, at generous rates.

#### 2. Formation of University Clubs and entry into Local Leagues:

It is anticipated that following a couple of successful seasons of intramural league and cup competitions, that there will be sufficient interest to form a University Rounders Club. This club could then enter into local adult leagues, participating in the community, and hence strengthening University-community links. Potential also for 'Town vs. Gown' matches between the University and town clubs, again providing integration with the wider community.

### **3. Introduction of a British Universities and Colleges Sport (BUCS) Tournament:**

Initial consultations with administrators from BUCS have highlighted the potential for the introduction of a BUCS Rounders Tournament at the end of the summer term. It is proposed that this will assume a tournament format, as opposed to a championship structure, as it is likely that more support would be in favour of a one-off event each year, rather than an extended league over several Wednesdays. This is also compliant with the desired representation of rounders as an accessible sport for all.

### **4. Establishment of Satellite Training Academies for Rounders (STAR Centres) at University Sites**

University sport complexes encompass excellent facilities at the heart of local communities. A limited amount of funding from Rounders England is available for the establishment of STAR Centres at University sites. The STAR Centres provide a central training venue for all rounders players in the community to access high quality coaching on a regular basis. Liverpool John Moores University is an example of a STAR Centre, which provides an opportunity for students to acquire Level 2 coaching qualifications, and then provides an exit route for these students to deliver in the community.

There is a major belief that rounders has significant potential to encourage more people to participate in physical activity. The vast majority of people who will ever play mainstream sports already do so. Through the pathways discussed above it is anticipated that Rounders England and Universities can work together to make a difference, getting more people active, more often.

## **British Rowing**

The university sector is a key partner for rowing. We developed a partnership action plan with the BUCS rowing Sports Management Group that has four main areas of development.

#### **(1) More students rowing and more students rowing at least once a week**

- Through safe well run BUCS events – targeting more beginners and retaining those beginners in the intermediate categories
- Through BUCS endorsed events – to the extent where there are at least 5 events on a wide geographic basis in the calendar by 2012
- In partnership with local clubs
- Through more students at local ARA events – working with Uni clubs and open clubs to organize Wed. afternoon events, challenges etc. ( these will often be conditional on review of membership proposals - tbc.)

#### **(2) More and better links between University clubs and open clubs both in learning to row and to encourage retention**

- Through more accredited clubs – targeting at least 1 or 2 clubs in each region in the first year
- Through working with student reps. and linking with ARA Coaching Development Officers (CDOs) to identify target clubs
- Through working with student volunteers in each region – encouraging participation / support through CDOs/ looking for incentives / mentoring etc.
- Through working with students to help them see benefits and opportunities for funding / involvement etc, available through local structures
- Through links with Learn to Row (L2R) courses
- Through targeting schemes like Lobster to encourage links with clubs / students during holiday periods

#### **(3) More support for coaching / volunteering / leadership to ensure a better student experience**

- Through targeting accredited clubs and working with CDOs to offer training
- Through students going through level 1 coaching assistant course / helping to run L2R courses etc.
- Through coaching programmes focused on beginners
- Through establishing training materials for introductory level officials courses and getting courses up and running
- Through establishing training materials to help support student volunteers in management of safe, well run events i.e. endorsed events, Wednesday afternoon events, challenges etc.
- Encouraging BUCS endorsed events and support for volunteers to run / manage the events
- Through attendance at captain's meeting and perhaps regional development days
- Through encouraging sharing of best practice through articles for Rowing magazine / websites etc.

#### **(4) More students supported to achieve their potential on a performance pathway**

- Through links with GB Rowing and aligning timetable of events to performance pathway

- Through opportunities for students to be selected for EUSA and FISU events and to be supported in their preparations
- Communication to HE clubs of GB pathway standards and how to access

### **Rugby Football League**

The Rugby Football League sees HE as a vital sector that play a major role in helping us to GROW and SUSTAIN. Through our inclusive and varied range of programmes we are able offer the student population the opportunity to participate at every level. This may be through 'dropping in' on one of our informal sessions, facilitated in the first instance, by one of our dedicated League4all officers, to the other end of the spectrum, representing your country on the international stage.

We assist BUCS in facilitating a vibrant and ever growing formal competition whilst also being able to support a complimentary programme of League4all which includes Touch, Tag and other variations of the game. We support the club committees through our dedicated Volunteering support programme and work actively to encourage those who participate in FE to remain in full time time education post 19.

### **Rugby Football Union**

In facilitating the journey of a Rugby Player from youth to the adult game, the Rugby Union has recognised for several years that supporting University and College sport must be a top priority. The Higher Education Rugby Development Programme (HERDP) has been very successful in this work by bringing together all the stakeholders to assist University Clubs to write and deliver their own development plans, supported by financial incentives, training and the expertise of local RFU staff.

Participation has grown significantly as a result and the RFU is now looking at how our partnership with Universities can be taken to another level. We are doing this in three ways:

#### Partnerships

The RFU will work with Universities to form longer term, 4 year plans to develop the Rugby Union offer for students. Every University plan will be different and we recognise that we need to develop the whole support infrastructure in order to achieve these 4 year goals. We will work in partnership at all levels of the University system to provide a high quality environment for the sport to grow and in 2010 we will introduce a scheme of University Accreditation. Local partnerships will also utilise the extensive support of our County Constituent Bodies and Community Clubs which will bring additional expertise, volunteers, resource and facilities.

#### Developing Students through Rugby Union

The first 2 years of the RFU Strategic Plan will focus on developing coaches, referees and volunteers. Through the HERDP, student club committees have shown immeasurable skills and enthusiasm to lead, manage and run their clubs. We will provide additional training, accreditation and opportunities for students to enhance and enrich their student experience with valuable personal development.

#### Participation

Over the 4 year plan, the RFU will work in partnership to develop innovative and inclusive solutions to make the game more accessible to more students. This will be achieved through more campus based 'intra mural' competitions and modified versions of the game. Local development staff will support Universities to address their individual needs and we will use the core values of Rugby Union to promote the game to a wider audience.

### **England Squash & Racketball**

England Squash & Racketball have selected the 'University Sector' as a key intervention within their Whole Sport Plan. Moving forward we consider Universities to have enormous potential in growing our sports with regards to not only increasing participation but also in increasing the number of future coaches, volunteers and referees. Over the next four years we are committed to growing 11,200 new participants (of which 6,160 will be female) and providing initiatives for 8,400 whom already play to do so more often.

Initially we will be focussing our work as part of a significant investment in the BUCS Social Networking Project; up to 19 Universities who are piloting the project are eligible to receive support and resources from England Squash & Racketball to ensure the success of this scheme. In addition, we are selecting at least one institution per region (total of eight) to provide extensive, sustainable support and resource to in order to develop players, coaches, referees and volunteers. It is recognised that not each university operates in the same manner and therefore a tailored support package will be offered on a regional basis for the institutions we progress with over the coming years.

## **Amateur Swimming Association**

The Amateur Swimming Association (ASA) believes that Higher Education Institutions offer a range of potential partnerships that can contribute to delivering our strategic objectives whilst also contributing to the needs of Higher Education. These can be outlined under 4 main topics.

### **Health and lifelong participation**

The ASA has identified a calendar of events with BUCS that will encourage participation across a range of ability levels, in particular new competitions have been identified that will provide additional opportunities to traditional competitions.

The ASA has agreed a law change to enable an individual, who is not currently part of an affiliated club, to obtain temporary membership. This will enable them to compete in competitions on a temporary basis.

The ASA is redeveloping the Swimfit.com product, which promotes participation as a healthy lifestyle. The website has a free login for individuals, contains advice and guidance about swimming and appropriate links to further competitive/challenge events.

### **Workforce development**

There is always a need for new and talented volunteers within our club structure to fulfil a range of roles such as club administration, team managing and event organisation. With a wide range of sports students in Higher Education there is an identified opportunity to match these motivated and talented students, who need vocational sports development experience, with ASA clubs, counties and regions across a range of roles to meet the needs of the sport locally.

The ASA is currently working with two Universities to pilot a 200-hour voluntary placement programme that will offer HE students the opportunity to gain experience working with the ASA. Once a complete academic year has been delivered within these two areas, a national programme will be promoted and offered to other Universities.

To support the involvement of students taking on roles as Technical Officials, the ASA will attend future BUCS events to run Club Timekeeper courses.

### **Athlete development**

The ASA will make a link between each ASA Beacon Programme with a HE and/or FE institution that will help to help develop athlete support services, workforce development opportunities and research projects. Development of competitive programmes will also provide scholarships for talented athletes linked to HE & FE.

### **Facilities**

The ASA sees the pools built in Higher and Further Education Institutions as having a major role to play in contributing to the stock of swimming pools in this country and it is vitally important that not only is their design fit for purpose but that the management is such that these pools are viable in their operation and play a positive role in developing swimming.

It is the ASA's wish to develop its support to Higher and Further Education Institutions by offering guidance and information, which can help smooth the way for the development of further swimming facilities in Colleges and Universities.

## **British Triathlon**

British Triathlon is committed to increasing the network of Triathlon clubs inside universities. We are also keen to extend the competitive opportunities across multisports disciplines. We will do this by working with our established club and event network and developing links between university and community sport at both a participation, performance and volunteer level.

## **Volleyball England**

Higher Education Volleyball Initiative.

With such a large proportion of volleyball participants coming from the HE sector, increasing the number and capacity of high quality volleyball clubs will be a central feature of Volleyball England's work over the next 4 years. The Higher Education Volleyball Initiative will be delivered with the primary aim of providing an appropriate, well organised and safe environment for student volleyball participants to experience and further develop skills in playing, leadership and officiating.

Volleyball aims to maximise and develop the voluntary workforce within HE and will work with BUCS to establish a network of Higher Education Volleyball Coordinators (HEVos) who will work to improve the quality of provision within student clubs through accreditation; grow new activity where capacity and/or potential to do so exists; and develop continuity of structures reaching beyond the campus, facilitating opportunities for the large number of alumni who graduate each year.

The competitions offer from volleyball recognises the varied nature of student participants and their engagement with physical activity. As a result, there will be opportunities to participate in traditional and non-traditional forms of the game, both indoor and beach, for mixed gender or single sex teams and in intra mural and inter university festivals and competitions.

The HEVos will also identify, train and support student volunteers and provide them with the opportunities to gain valuable experience in coaching, officiating and event organisation.

Appendix 4: Table showing the top 5 HE priorities for each of the 19 phase one sports

	Athletics (track & field)	Athletics (jogging/ running)	Baseball Softball	Equestrian	Fencing	Football	Hockey	Judo	Lacrosse	Modern Pentathlon	Netball	Orienteering	Rounders	Rowing	Rugby League	Rugby Union	Squash/ Racketball	Swimming	Triathlon	Volleyball
<b>FUTURE ASPIRATIONS</b>																				
1. Developing a new university club													2							
2. Developing a community club link with an existing university club to increase opportunities and be part of an athlete/player pathway.				5	4			5										5		4
3. Developing a community club link where you have no university provision			1	1				2	3	1		1	1						3	
4. Being a coach education course provider for the sport		5	3		5		5			3		3		4	4	5	5	3	4	3
5. Developing a collaborative volunteering agreement (For example HEI train &recruit volunteers, sport provides suitable placements or training)	4			4		3	3		5	4	2			3	5	3		4	5	5
6. ....and have some resource to explore facility developments																				
7. Exploring a local partnership to employ a community sports coach (PT/FT)																				

8. Exploring how the university and the NGB could work collaboratively to better support coaches and officials development	2	3	2	3	1	2	1	1	2	2	3	2	5	2	2	2	3	1	1	1
9. Developing intra mural opportunities for your students and staff			5			5					1		4				1			
10. Developing and running more social/informal forms of the sport at your University	3	2				4					5	5	3				2			
11. Hosting local/regional/national events (and is this realistic?)			4		3	1	4	3	4	5		4			3	4				
12. Running an inclusive version of the sport (in terms of disability) either within the University or as part of a local area initiative.																				
13. Becoming a regional centre/academy for the sport																				
14. Having access to club development support for your university club	1	1		2	2		2	4	1		4			1	1	1	4	2	2	
15. Your university club working towards some form of club accreditation	5	4												5						