

Growing Sport, Growing Colleges
A Strategy for College Sport
2011-15



**Colleges Growing Sport – the
contribution of Further Education to
sports participation and excellence**

1. Introduction and Purpose

This document forms part of a series which together make up the National Strategy for Sport in Further Education, “Growing Sport, Growing Colleges”.

The purpose of this document is to highlight the potential of Colleges to grow sport, sustain existing participation, and contribute to the targets of Sport England, National Governing Bodies of Sport

Colleges provide a rich mix of academic and vocational education. As autonomous institutions, they have the freedom to innovate and respond flexibly to the needs of individuals, businesses and communities. They recruit young people and adults from a diverse cross section of society, and have significant potential to develop sport and help sporting organisations achieve their objectives to grow and develop sporting participation and excellence.

The key facts about Colleges that are pertinent to the provision of sport and recreation are:

Excellent Geographical Coverage

The importance of local provision has been well documented as a key reason why people do or do not take part in sport. Colleges represent a major asset to sport in this country; they are community venues which people can easily access with good transport links which are critical to increasing participation. Many have excellent sporting facilities, and even those that do not are able to offer recreational opportunities to students, staff and the local community. With excellent geographical coverage, Colleges have the potential to become central sporting assets for every community in England.

There are currently (April 2011) 351 Colleges in England and 419 in the UK as a whole:

- 227 General Further Education Colleges (GFE)
- 94 Sixth Form Colleges (SFC)
- 16 land-based Colleges (AHC)
- 4 art, design and performing arts Colleges (ADPAC)
- 10 special designated Colleges (SD)

In addition, there are 70 National Specialist Colleges, many of which provide inclusive sporting opportunities for a range of students.

Potential Sporting Participants and diversity

National targets were set by Sport England in 2008 to encourage one million people to play more sport, and cut by 25% the number of young people dropping out of at least five different sports. Sport England aims to encourage 300,000 of the one million target to come from further and higher education. The statistics below show that Colleges can make a major contribution to the three outcomes of “grow”, “sustain” and “excel” in Sport England’s strategy, including increasing and sustaining student participation within underrepresented groups – such as women, people with disabilities, individuals from black and minority ethnic communities and those from deprived backgrounds.

- Every year, Colleges educate and train around 3.4 million people, 831,000 of which are aged 16 to 18 years old. This compares with 423,000 16-18 year olds in schools, academies and city technology Colleges
- There are 74,000 14 and 15 year olds enrolled at College: 4,000 full time and 70,000 part time
- Ethnic minority students make up 19% of students in Colleges, compared with 12% of the general population
- 16% of 16-18 year olds in FE Colleges are from a disadvantaged background, compared with 7% in maintained school sixth forms

- Colleges employ 265,000 people, 140,000 of whom are teachers and lecturers.

Colleges are successful

The success and quality of Colleges mean that they are well placed to deliver a range of sporting opportunities. Sport has a significant effect on the well being of students and improves the student experience.

- Colleges provide 38% of entrants to higher education, and 168,000 students study higher education in one of the 262 Colleges which provide higher education.
- FE success rates are 81%
- The average A level or equivalent point score for Sixth Form Colleges is 800.1, compared with 761.6 for maintained school sixth forms.
- 98% of Colleges inspected are judged satisfactory or better by Ofsted, with 65% good or outstanding
- 90% of students are fairly, very or extremely satisfied with the quality of teaching in Colleges – the quality of provision can help to assure NGBs and CSPs of the high standards and potential of sport in Colleges.

Colleges offer a range of opportunities

Colleges offer vocational and academic opportunities, but sport in Colleges is much wider than the curriculum. The College experience for students is often less formal than what they have been used to at school, with choice and freedom to manage their time. Terminology across Colleges also differs, so we have defined here the four main opportunities for sport in Colleges:

1. Sport in the Curriculum

The sport and physical activity curriculum, generally known as sport and leisure, currently comprises a range of courses and qualifications available, including Vocational Related Qualifications (e.g. BTEC, City & Guilds), National Vocational Qualifications, Apprenticeships, including the Advanced Apprentice in Sporting Excellence in approved sports, the Diploma in Sport and Leisure, A Levels, GCSEs, credits toward HE courses, and a range of short courses including Health and Fitness qualifications, coaching and officiating qualifications in various sports, and sports leadership qualifications such as the Junior Sports Leader Award and the Community Sports Leader Award.

2. Enrichment (as part of curriculum entitlement):

Curriculum Entitlement includes regular tutorials and enrichment activities, and is delivered during guided learning hours which are additional to the main learning programme. Enrichment activities are provided by the College to enhance students' learning and enrich their experience, helping to develop wider skills providing personal growth and a better grounding for employment.

Entitlement funding is available to full time students to support the delivery of guidance, tutorials and study skills that are not eligible for additional funding. Changes to entitlement funding in 2010-11 reduced the number of guided learning hours, making it more difficult for Colleges to provide enrichment activities.

Sport is only one part of the enrichment offer at Colleges (other activities include photography, cookery, dance, book clubs, drama, debating and many more). Many Colleges offer leaders awards (CSLA) and Duke of Edinburgh awards as part of their enrichment programme.

3. Extracurricular sport and competition:

Extracurricular sport is normally considered part of the enrichment programme. Here we have separated it out to distinguish between the enrichment recreational opportunities (lunchtime clubs etc) and more formal sport (teams, intra and inter-College competition). Throughout this Strategy we refer to volunteering, coaching, sports administration and competitive sport as extracurricular sport and competition rather than enrichment. Competitive sport is organised by a variety of organisations, most notably BCS.

4. Community sport:

Community sport is defined as all activity, formal or informal, which takes place outside of curriculum, enrichment and extracurricular activity. It includes students taking part in community clubs, attending NGB courses or talent programmes. Community sport also incorporates the community use of College sports facilities.

Colleges therefore have significant potential in terms of increasing sporting participation amongst young people and adults, particularly in deprived areas and amongst disadvantaged groups.

2. The contribution Colleges make to sport across the strategic aims and priority areas.

The seven priority areas in the strategy are:

1. Curriculum: Gain Qualifications
2. Curriculum: Lead, Coach, Officiate, Administer
3. Extra Curricular Sport: Sports Specific Session, Intra and Inter Competition
4. Extra Curricular Sport: Pathways to Excellence
5. Enrichment: Play new sports and activities
6. Enrichment: Lead a Healthy Lifestyle
7. Community Sport

Areas 1 & 2: Curriculum Provision: Qualifications and short courses

This area includes the offer to students in terms of becoming qualified, gaining the skills to work in the sport and leisure industry, and increasing the number of qualified leaders, coaches, officials and sports administrators.

According to figures collected in 2010, over 200 Colleges provide sports courses and qualifications. In 2011, a new survey of Colleges through the AoC will collect curriculum data as well as sports participation data from Colleges. This will provide a comprehensive picture of the range of courses and qualifications being offered by Colleges and the number of learners who benefit.

The number of courses offered by Colleges range from none at all to more than 50. Many Colleges see sport and leisure as growth area. Funding for qualifications is through the Skills Funding Agency and the Young People's Learning Agency. The SFA is an agency of the Department for Business, Innovation and Skills and it regulates and funds **adult** further education and skills, whilst the YPLA is the agency responsible for funding education and training for **young people** (16-19 years), and it is sponsored by the Department of Education. Both the SFA and YPLA are moving to light touch contract management with increased emphasis on College self management and review. In 2012, the YPLA will become the Educational Funding Agency, directly accountable to ministers.

There are a range of courses and qualifications available, including Vocational Related Qualifications (e.g. BTEC, City & Guilds), National Vocational Qualifications, Apprenticeships, including the Advanced Apprentice in Sporting Excellence in approved sports, the Diploma in Sport and Leisure, A Levels, and a range of short courses including Health and Fitness qualifications, coaching and officiating qualifications in various sports, and sports leadership qualifications such as the Junior Sports Leader Award and the Community Sports Leader Award.

Colleges can provide a large potential market for future volunteer and paid positions in sport. Currently, the only data available is the 2010 participation survey collected by FESCos, which indicated that 4% of students were involved in sports volunteering, equating to around 30,000 students.

Priority Areas 3& 4: Extra Curricular Provision and Competition

This area of the Strategy concerns all aspects of sports specific development, including more formal coaching or clubs offered in particular sports, and competition organised both within a College (intra-College competition) and between Colleges (inter-College competition). All sports specific developments should be linked to the specific plans of National Governing Bodies of Sport, which organise and govern the sport. Colleges can assist NGBs in achieving targets in terms of increasing participation (growing the sport), sustaining existing participation, strengthening structures and raising standards of performance.

In Colleges, sports specific activity takes place in extra-curricular clubs, recreational sessions and through competitive sport for individuals and teams. Most competition is organised by British Colleges Sport, which has existed since 1978 to develop College sport.

In 2010, 61% of Colleges were members of BCS, and 15,000 students were participating regularly in BCS competition; 27,000 in all competitions including those organised by FESCos and other competitive bodies such as the English Colleges Football Association.

Colleges provided an average of 19 sports in 2009-10, with a total of 50 sports offered across Colleges. Football, Basketball, Badminton and Fitness activities were the most popular (all offered in over 300 Colleges).

In terms of sporting events, Colleges offered an average of 154 events during the course of the year, and 23% of students participated overall, with 12% involved in intra-College competition and 7% involved in inter-College competition.

Priority Areas 5& 6: Enrichment and Active Lifestyles

Enrichment activities are available in Colleges as part of curriculum entitlement, which also include regular tutorials. Changes to entitlement funding in 2011 reduced the number of guided learning hours available to students, but many Colleges are still able to provide regular sporting activities, clubs and participation sessions as well as non sport enrichment activities.

The promotion of health and well being is often a key strategic priority for Colleges, many of whom are actively working on Healthy College initiatives and have staff working with students on health related issues.

In 2008, the Youth Sport Trust gained funding from the Department of Education for the provision of Further Education Sports Co-ordinators (FESCos), who had the specific remit of increasing participation amongst students, particularly those who were not currently active. As a result of the FESCO initiative, many Colleges were able to significantly expand their programme of enrichment activities, providing more participation sessions in a wider range of activities.

Partly as a result of the FESCO programme, participation rose from 16% of full time 16-19 year old students in 2009 to 23% in 2010, with a further rise anticipated when the figures are collated for 2011.

The Healthy FE programme is a sector-led programme aiming to support Colleges to improve the health of staff and students. The Department of Health initially funded the Healthy FE Framework from 2009, and it is now led by the Learning and skills Improvement Service (LSIS) which is supporting its ongoing development.

It provides tools, guidance, case studies and self assessment tools to help drive improvement. It aims to embed health and well being into the whole College so that Colleges can show how a healthy culture throughout the institution which can improve attendance, retention, wellbeing, demonstrate a healthy workforce and reduce staff absence rates.

Some external funding is available for this area, for example Change4Life Club funding.

Priority Area 7: Facilities and Community Links

One of the key barriers to participation in Colleges is lack of access to appropriate facilities. Despite this many Colleges are able to offer full and varied programmes of activities through the use of shared facilities or off-site Leisure Centres provided by local authorities or private providers. There is little or no correlation between those Colleges who achieve high participation rates and those Colleges with good facilities.

The Future of Sport in FE study highlighted that around 23% of Colleges still have no indoor facilities, whilst 70% have generic indoor and outdoor facilities consisting of sports halls, gyms, and pitches, often artificial and floodlit. The remaining 7% of Colleges have more extensive or specialist provision, including swimming pools or specialist centres linked to National Governing Body regional or national facilities.

Exeter College is an example of a College that has been able to extend and develop the opportunities despite being an inner city site with very few sports facilities. It only has one dated sports hall and a small fitness facility on site.

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. Exeter enters teams in a range of BCS and other competitions, becoming the first Further Education College to win the Daily Mail U18 National Schools Rugby Competition.

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. Some of the reasons for its success are:

- A high level of commitment and dedication from senior management and 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. 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.
- A strong link with local schools results in more opportunities for leadership and volunteering.

In terms of community links, working with other organisations are widespread amongst Colleges. 100% of Colleges surveyed in 2009-10 had some links with external organisations, usually with their local authority and local schools. Many Colleges sit on a Community Sport Network or similar, and some are members of the Board of the local CSP.

Data from the participation survey in 2010 indicated that Colleges had an average of 9 Club Links (a total of 3345 club links in existence across the 358 College sites that responded). 28 Colleges had 20 or more links to clubs.