



College Sport Makers

Starter Pack
Spring 2013

College Sport Maker Starter Pack

Contents	
Introduction.....	1
Section 1: Introduction to Active Colleges & the national FE sport strategy	2
Background.....	2
Active Colleges.....	2
Growing Sport, Growing Colleges – the national FE sport strategy	4
Section 2: FE Sport – key partners and their roles and responsibilities.....	6
National Partners.....	7
Regional, Sub Regional and Local Partners	11
Support Networks and Communication Channels	13
Section 3: The Further Education Sector	14
Introduction to the Further Education Sector	14
Different types of Colleges.....	15
How Colleges are funded	16
What courses are on offer for students in Further Education?.....	16
Advocating sport to College Senior Management.....	17
Sport in Further Education.....	18
Section 4: Role of the College Sport Maker.....	21
The focus of the role.....	21
Key tasks for a College Sport Maker.....	21
Section 5: Measuring the impact of the College Sport Makers.....	23
The Ambition	23
Measuring Success	24
Relationship between Active Colleges reporting and the AoC Sport Survey.....	27
Summary of Reporting Requirements.....	28
Section 6: Starting to deliver.....	30
Understanding the current state of play.....	30
Getting to know your students.....	31
Identifying who can help you	34
Deciding your priorities and creating a Delivery Plan	36
Section 7: Opportunities and resources.....	38
Delivery Budget	38
Information on other key Sport England programmes that are relevant to CSMs	39
Section 8: Useful Contacts	41
Section 9: Further Education Acronyms	51

Introduction

College Sport Makers are a new and exciting resource working in further education colleges across England to increase sports participation amongst FE college students.

In October 2012, Sport England awarded funding towards the cost of 117 College Sport Makers working across 132 FE colleges. A further investment into another 26 posts was announced in January 2013. As a result, there will be 153 College Sport Makers working within 166 colleges in place by April 2013 to help drive up student sport participation.

There is no one size fits all approach to College Sport Makers. Some will work across two colleges, some will work across multiple sites/campuses, and some larger colleges will have more than one College Sport Maker. In addition, as the College Sport Maker role is a varied one, colleges have recruited College Sport Makers with a variety of skills and experience.

Regardless of their location or background, the primary aim of all College Sport Makers is to increase the number of students within FE colleges doing at least 30 minutes of sport every week.

This starter pack is designed to give all College Sport Makers some basic information to get you started in your new role – helping you better understand the college and community sport sector so that you can really make a difference to students within your college(s).

This is a starter pack and not an in depth resource on sport in further education. Rather than bombard you with lots of information, we have given you the basics on each of the areas to get you started. The initial contents will help you to gain a better understanding of FE sport generally, in particular Active Colleges and the key partners in the sector. It highlights things for you to consider within your delivery plan and signposts you to organisations and resources that may be able to provide additional information and support.

We will continue to update and add to this pack as the programme and your work develops, to keep you informed of key information and opportunities which will assist you in your role. This may be provided through networking opportunities and/or communications throughout the year.

This starter pack is set out as follows:

Section 1 – an introduction to Active Colleges and the overall national College Sport Strategy, *Growing Sport, Growing Colleges*

Section 2 - the roles and responsibilities of the key sporting partners involved in FE sport

Section 3 –information on the FE sector

Section 4 – specifics on the College Sport Maker role

Section 5 – guidance on how the success of College Sport Makers will be captured and measured at both college and national level

Section 6 – tips on how to get started in the role including what you need to consider in order to start delivering effectively

Section 7 - signposting to the various opportunities and potential funding resources to assist you in your role

Section 8 –the key contacts to assist you in developing relationships

Section 1: Introduction to Active Colleges & the national FE sport strategy

Background

Colleges play a significant role in maintaining and growing student interest in sport as well as providing students with the opportunity to try new sports and activities. Colleges are key organisations in ensuring the smooth transition of young people through the education pathway and hence can help reduce the risk of drop off in participation, especially at 16 and 18.

In recognition of this key role, Sport England has been working with the Association of Colleges (AoC) over the last three years to help the FE sector improve and develop the sporting provision on offer for their students. A major research study in 2009-10 led to the introduction of a new vision for college sport, the strengthening of the partnership between Sport England, the AoC and British Colleges Sport (BCS), and the launch of the national College Sport Strategy, *Growing Sport, Growing Colleges* in 2011.

Active Colleges

Sport England acknowledged the importance of colleges in engaging and retaining people of all ages in sport, especially 16-19yrs, by developing **Active Colleges** as part of their Youth and Community Sport Strategy 2012 – 2017, which was launched in January 2012.

Active Colleges is the name for the £25 million Lottery investment ring-fenced to benefit students in further education colleges in England and is made up of two key strands – College Sport Makers and the Further Education Activation Fund.

ACTIVE COLLEGES (£25m)	
COLLEGE SPORT MAKERS (CSMs)	FE ACTIVATION FUND
£17 million over 5 years (Sept '12 – Aug '17)	£8 million (between April '13 – Aug '17)
150 full time sports development professionals working in the FE sector.	Fund to award revenue projects that will increase regular sports participation of students in colleges.
Their role will be to link colleges with community sport opportunities in order to widen the offer for students, with particular emphasis on landing NGB products with FE students.	Awards of between £30,000-£150,000 over 2 or 3 years.
	The first funding round took place in October 2012 and the second round will open in December 2013.

Whilst Sport England has a focus on the 14-25 age group, Active Colleges investment is aimed at providing opportunities for ALL college students. We see FE colleges as a key area for retaining 16-18 year olds in sport, but also in reaching and engaging the 19+ age group, and we therefore encourage a sport offer that caters for students of all ages.

The key outcome of Active Colleges will be an increase in regular participation (at least 1 x 30 minutes per week) in sport by further education students in England and a reduction in the drop out of young people, especially at 16 and 18.

Allocation of College Sport Makers (CSMs)

The 153 funded CSMs are positioned within a variety of colleges – both general further education colleges, sixth form colleges, land based colleges and art, design and performing arts colleges.

- 20 CSMs are working across more than one college
- 9 CSMs are working in Land Based or Art, Design & performing Arts colleges
- 117 CSMs are working in FE colleges
- 39 CSMs are working in Sixth Form colleges
- 6 colleges have more than one CSM

The table below highlights the regional breakdown of College Sport Makers.

	<i>Number of CSMs</i>	<i>Number of colleges covered</i>	<i>Number of group applications</i>
East	16	17	1
East Midlands	12	13	1
London	17	19	3
West Midlands	14	15	2
North West	27	31	4
North East	7	9	2
Yorkshire	19	17	0
South East	21	26	5
South West	20	19	2
Total	153	166	20

This information hopefully highlights to you that you are not alone. There are CSMs working in a number of different and varying situations and locations, some of which will be very similar to you, and others will be very different. Engaging with a variety of your fellow CSMs, as well as other existing sports development staff in colleges around the country, will allow you to share experiences, challenges and solutions in order to develop your work.

A list of all colleges that have CSMs can be found in Section 8.

Growing Sport, Growing Colleges – the national FE sport strategy

The aims of Active Colleges complement and support the wider national FE College Sport Strategy, which was launched in 2011. The Strategy is driven by the Association of Colleges Portfolio Group for Sport, in partnership with British Colleges Sport who lead on the delivery of the extra-curricular elements.

The vision for the strategy is for all learners in colleges to have access to sporting opportunities, developed through a single inclusive system of planning, organisation and communication. There are seven strategic aims to the strategy, grouped under the four main elements of college sport: Curriculum, Extra Curricular, Enrichment, and Community Sport.



1. Sport in the curriculum

A range of courses and qualifications, including Vocational Related Qualifications (e.g. BTEC, City & Guilds), National Vocational Qualifications, Apprenticeships, A Levels, GCSEs, credits toward higher education courses, and a range of short courses including health and fitness qualifications, coaching and officiating qualifications in various sports, and sports leadership qualifications.

The two strategic aims under curriculum focus on developing employable young people, ensuring progression, and deploying leaders and coaches effectively.

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 colleges to enhance students' learning and enrich their experience, helping to develop wider skills providing personal growth and a better grounding for employment. Sport is only one part of the enrichment offer at colleges but can provide an important means of introducing students to sports that they have not previously experienced.

The two strategic aims under enrichment focus on encouraging new participants, providing for under-represented groups, ensuring activities are inclusive, and building healthy lifestyles.

3. Extra-curricular sport and competition:

Extra-curricular sport is normally considered part of the enrichment programme. It is separated out in the strategy to distinguish between the enrichment recreational opportunities (lunchtime clubs etc) and more formal sport (teams, intra and inter-college competition). Competitive sport is organised by a variety of organisations, most notably British Colleges Sport.

The two strategic aims under extra-curricular sport focus on increasing the links with NGBs, developing sport specific sessions, improving competitive opportunities, and making links to clubs and elite sport pathways.

4. Community sport:

Community sport is defined as all activity, formal or informal, which takes place outside curriculum, enrichment and extra-curricular 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.

The strategic aims for community sport cover improvements to facility provision, links to County Sport Partnerships (CSPs), and ensuring the college is part of the community sport network.

You can download a copy of the strategy at <http://www.aoc.co.uk/en/policy-and-advice/sport/>

Section 2: FE Sport – key partners and their roles and responsibilities

As explained in Section 1, Sport England has been working in partnership with Association of Colleges, British Colleges Sport and others to develop college sport strategy at a national level. In order for you to be effective in your role as a CSM, you will need to understand the roles and responsibilities of organisations that will impact on your work, at national, regional, sub regional and local level. These are illustrated below:

National

- Government Departments (esp. DCMS, DfE, DoH, BIS and Local Government)
- Sport England
- Association of Colleges (AoC)
- British Colleges Sport (BCS)
- National Governing Bodies of Sport (NGBs)
- Skills Active

Regional

- AoC regional offices
- Strategic sport groups, Head of Sport regional networks and BCS operational groups
- BCS regional co-ordinators
- NGB regional staff
- Sport England local offices

Sub Regional / County

- County Sport Partnerships (CSPs)
- County Councils (Education Authorities, Youth Services)
- Sport Development Officer networks and groups
- NGB county officers
- Health and Well Being Boards

Local

- Local Authorities (Sports Development)
- Health organisations
- Leisure centres and local sports facilities
- Professional sport clubs
- Local voluntary clubs and leagues
- Other FE colleges, schools and universities
- Voluntary services and community organisations

National Partners

This section highlights the role of each national organisation involved in FE sport and explains how they work together.

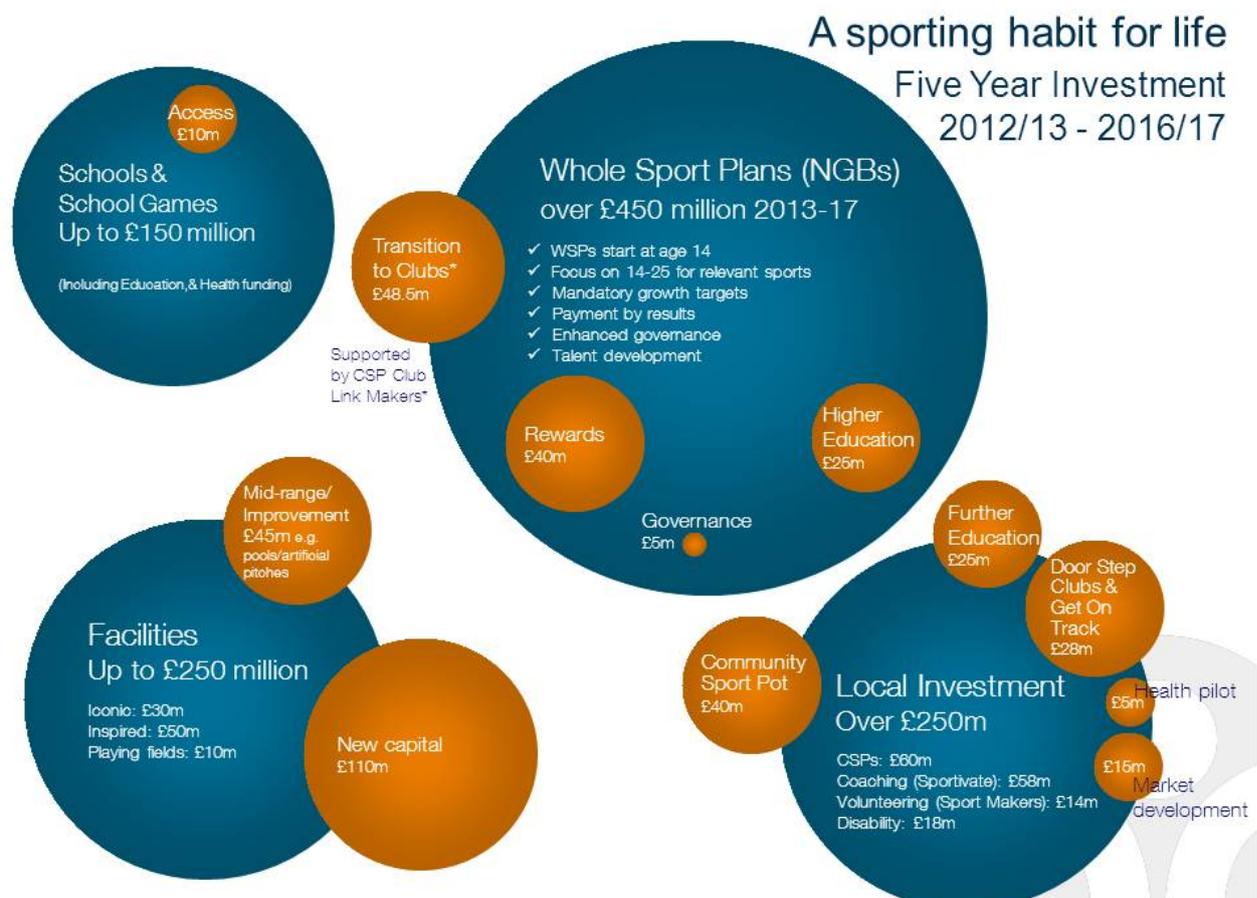
Sport England

Sport England is focused on helping people and communities across the country create a sporting habit for life. In January 2012, Sport England launched its 2012-17 Youth and Community Strategy. It describes how we will invest over £1billion of National Lottery and Exchequer funding over five years to create a meaningful and lasting community sport legacy by growing sports participation at the grassroots level.

We are accountable to Parliament through the **Department for Culture, Media and Sport (DCMS)**. Our overall ambition is to increase the number of people who play sport regularly and reduce the number of young people who stop playing when they finish school.

We also have a role protecting sports provision and must be formally consulted on any English planning applications that affect playing fields.

Sport England's Youth and Community Sport Strategy 2012-17 is illustrated below. Further information can be found on the website www.sportengland.org



* £7.5m for CSP Club Link Makers has been included within the local investment budget. All figures are draft and subject to Board approval. Numbers have been rounded in this diagram.

Association of Colleges

The Association of Colleges (AoC) was established in 1996 by colleges themselves as a voice for further education and higher education delivered in colleges at national and regional level.

AoC exists to represent and promote the interests of colleges and provide members with professional support services. As such, AoC aim to be the authoritative voice of colleges – based on credible analysis, research, advocacy and consultation with colleges – and the first choice destination for guidance and advice for members.

AoC membership includes General and Tertiary Further Education Colleges, Sixth Form Colleges and Specialist Colleges in England. AoC is a not for profit organisation created by colleges for colleges; subscription and commercially generated revenue together sustain its work in representing and promoting the interests of colleges, and in the provision of support services.

AoC lobbies government through the two main departments responsible for funding FE and Sixth Form Colleges: the **Department for Education (DfE)** and the **Business, Innovation and Skills (BIS)** department.

AoC's structure includes a busy national office in London, an active network of nine regional offices which work closely with colleges and Government agencies in their regions, and a very wide range of member networks, through which college staff, governors and students inform and shape AoC policy and activity.

AoC Portfolio Groups provide a policy lead for Colleges. The Portfolio Group for Sport takes the lead for college sport and drives the strategy *Growing Sport, Growing Colleges*.

British Colleges Sport

British Colleges Sport is a membership organisation representing the sporting interests of students and FE colleges across the whole of the UK. Formed in 1978, BCS has undergone a number of changes and has now developed into the largest organisation delivering participation and competitive opportunities for college students. It became a company limited by guarantee in 2011.

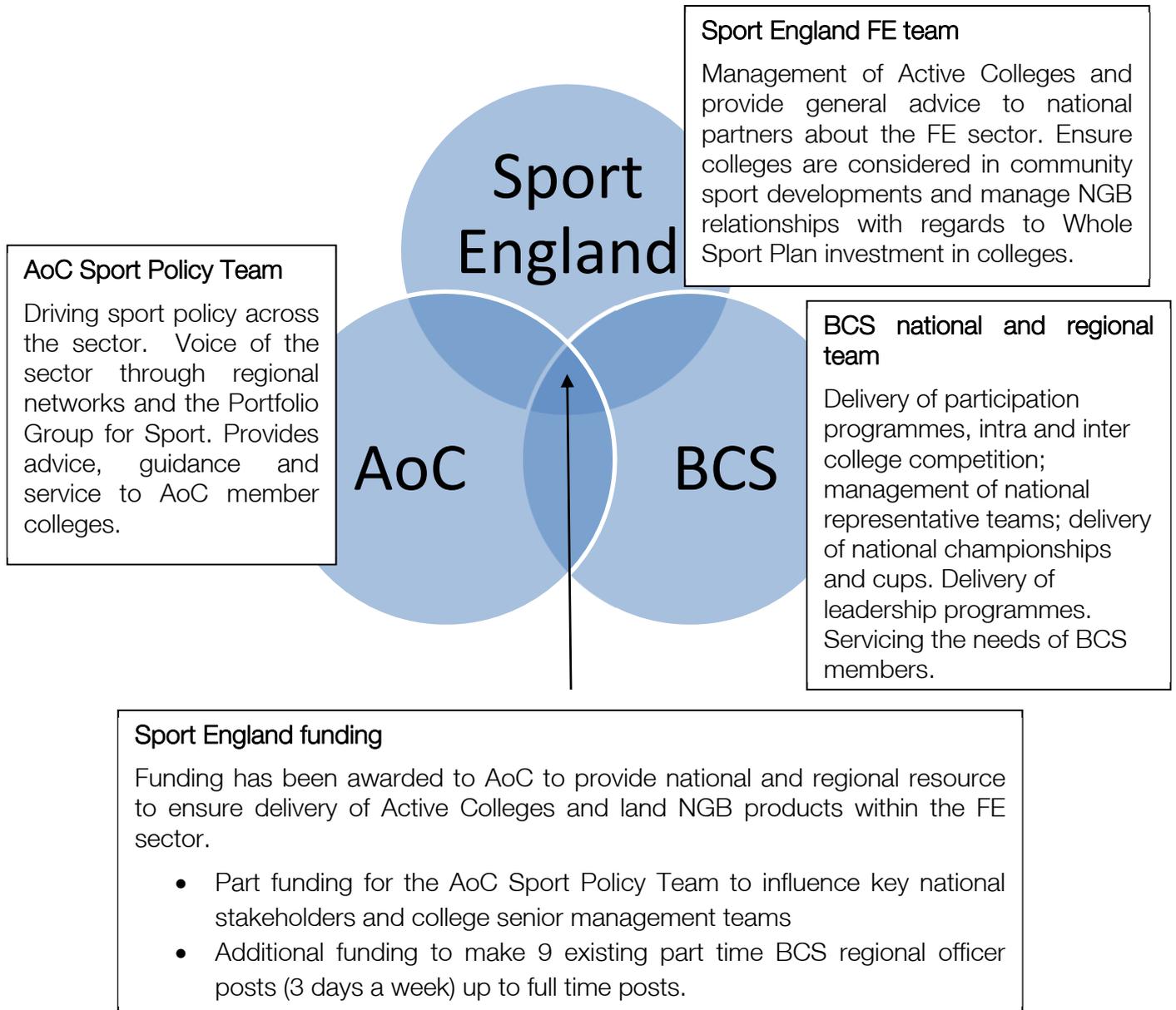
BCS is the delivery arm for college sport, taking the lead for the extra-curricular areas of *Growing Sport, Growing Colleges*:

- Support to colleges to deliver intra-college events, and the management and delivery of a full programme of intra and inter-college competition including leagues, cups, regional and national championships.
- The development of a vibrant leadership and volunteering programme with deployment opportunities available for students on a local, regional and national level.
- Partnerships with National Governing Bodies of Sport and programmes to support their sports specific plans.

The structure of BCS includes a main Board, a national Sport Competitions and Operations Committee, a number of national Sports Management Committees for individual sports, and regional operations groups. Member colleges are represented through their elected Board Director and the regional operations groups.

The Sport England – AoC – BCS partnership

A three way partnership has now been developed following the investment by Sport England into college sport.



As a result of the partnership funding and the Sport England support, the AoC and BCS teams will be working to the same agenda as CSMS, with targets such as:

- Developing strong relationships with NGBs, and facilitating NGB Whole Sport Plan delivery in colleges
- Developing relationships with CSPs leading to an increase in the number of colleges working with their CSP both operationally and strategically
- Increasing the number of colleges successfully delivering NGB participation products and programmes at a local level

- Developing student management teams within colleges
- Maintaining a variety of contacts within colleges for different workstreams
- Regular communication of key messages from AoC, Sport England and BCS to colleges
- Working with CSPs to support CSMs at a sub regional level – providing advice and support to CSMs and acting as a conduit to new opportunities.
- Attending local NGB forums
- Increasing the number of new colleges linked in to the BCS /AoC networks

Skills Active

Skills Active as an organisation is officially recognised and licensed by UK Government to work on behalf of the Active Leisure, Learning and Wellbeing Sector to:

- set the best quality standards for skills, learning and professional development
- offer cost effective, flexible, bespoke and quality assured training solutions
- provide insight into the size, scale and demographics of the labour market
- facilitate career development and progression across the sector.

Skills Active are committed to working with Sport England and the AoC to:

- Develop appropriate advice and resource materials for Curriculum Leaders in colleges regarding which qualifications are most appropriate for the major employers, thus ensuring a pipeline of 'work ready' individuals leaving the College system at 18 years old, and developing stronger lobbying cases for college senior management teams to support the sport and physical activity agenda.
- Collect and disseminate best practice from initiatives such as the Advanced Apprenticeship in Sporting Excellence programme that impact on cross college priorities.
- Increase the impact of quality Apprenticeships by increasing the number of employers offering opportunities for young people in coaching, leadership and business roles.
- Support NGBs to deliver FE objectives as part of their Whole Sport Plans - including the opportunity for them to work with other college departments (e.g. construction).

National Governing Bodies of Sport (NGBs)

NGBs plan, co-ordinate, promote and deliver many structured competitive, coaching and performance related programmes through their respective networks of clubs, coaches and training centres for their particular sport

A key part of the CSM role is to help land NGB products in FE colleges as part of the NGB 13-17 Whole Sport Plan investment.

NGB Whole Sport Plan funding is the centrepiece of the Sport England strategy. We will invest over £450 million in work with 46 NGBs from 2013-17. Young people (14-25 years old) will benefit from 60% of this investment. Programmes will include helping young people move from school sport into club sport and working with universities and colleges to create more sporting opportunities for students.

Many NGBs are keen to work with the FE sector – however in order to prevent CSMs being bombarded with phone calls and opportunities, Sport England, AoC and BCS will provide

opportunities throughout the year for CSMs to engage with a variety of NGBs at the same time.

Sport England, AoC, BCS and Skills Active will also be working with NGBs at a national level to ensure their products and programmes are appropriate and attractive to colleges and their students.

Regional, Sub Regional and Local Partners

Strategic FE Sport Groups

These operate in each region and have a remit to lead, advocate and provide strategic direction to all colleges in each region, co-ordinating the different agendas of curriculum, volunteering, wider participation, sports specific planning, competition, health and physical activity. The Group is comprised of the Principal who sits on the national Portfolio Group for Sport, the BCS Board member for the Region, the Chair of the Regional Head of Sport Network, the Chair of the BCS Operational Group, a CSP representative, the AoC Regional Director, a Skills Active representative and the AoC Sport Policy Team. Some regions complement this membership through senior college representatives from each of the sub regions.

Head of Sport Networks

Heads of Sport meet termly to discuss developments in all seven areas of *Growing Sport*, *Growing Colleges*. Chaired by a member college and facilitated by the AoC regional office, these networks lead on curriculum developments, links to Skills Active, links to employers and funding issues.

BCS Operational Groups

These groups are responsible for the delivery of the sports specific planning work. They are responsible for auditing, rationalising and planning all competitive opportunities, trials for Regional and National competitions, and delivery of regional championships. They are facilitated by the Regional BCS Co-ordinator.

The diagram on page 13 illustrates how these groups inter-relate.

County Sport Partnerships (CSPs)

There are 49 CSPs covering England. They are local networks of local authorities, NGBs, clubs, education institutions, primary care trusts and other local agencies committed to working together to increase participation in sport and physical activity.

They are led by a central team of people whose job it is to provide leadership and co-ordination of the network.

Sport England currently invests in CSPs to deliver services for NGBs, to support our work with local government and with children and young people, and to deliver on our key legacy programmes Sportivate and Sport Makers.

CSMs should work closely with their CSP to ensure they are up to date on local opportunities and also for advice and support on all elements of community sport development such as clubs, workforce, and facilities.

A list of the CSP contacts can be found in Section 8.

Local Authorities

There are five types of local authority in England: county councils, district councils, unitary authorities, metropolitan districts and London boroughs.

In total there are 353 local authorities in England:

- Two tier: 27 county councils; 201 district councils;
- Single tier: 33 London boroughs (including City of London); 36 metropolitan districts; 55 unitaries (including all county unitary authorities); 1 Isles of Scilly.

(Source: Department for Communities and Local Government – 2012)

Your contact with your local authority will depend on whether your College is located in a single tier authority (unitary, metropolitan districts, and London boroughs), or a two-tier system (county and district councils).

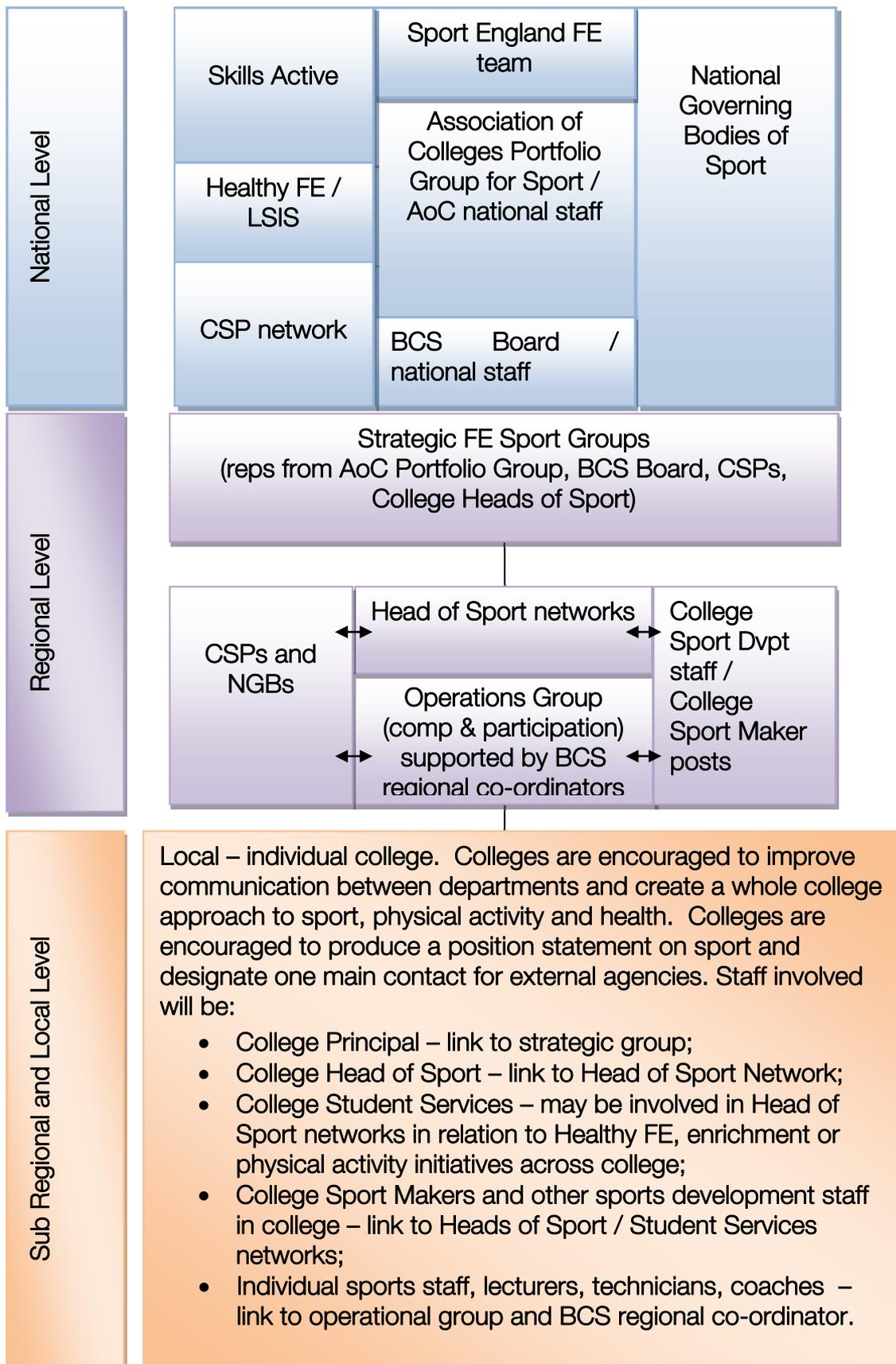
The two main departments within local authorities where you will find it useful to develop links are education and leisure services. Education is the largest locally provided service. In single tier authorities, leisure and education are both within the same council, but may be in different departments. In two tier areas, the county council is responsible for education, transport and social services, whereas a district council's role will encompass sport and leisure services.

Local government has faced cuts in recent years due to the recession and the move within education to place control and budgets directly with schools rather than local education authorities. This may have resulted in fewer staff within education and leisure although most councils still provide sports facilities and parks for the benefit of local people.

Many CSPs organise networks for local authority sports development officers, and your CSP contact should be able to provide you with advice and guidance on working with your local authority.

Support Networks and Communication Channels

It is important that every College in England is provided with information and support. A diagram illustrating the delivery and communication system between organisations is shown below.



Section 3: The Further Education Sector

This section provides you with an overview of the FE sector and outlines the diversity within the sector, the different types of colleges, how colleges are funded and structured and the key priorities for colleges.

Introduction to the Further Education Sector

Further education is a term used for post-compulsory education. It may be at any level above secondary education, from basic skills training to higher vocational education such as City and Guilds, Higher National Diploma or Foundation Degree.

Since June 2009, the sector is overseen by the Department for Business, Innovation and Skills, although some parts (such as education and training for 14-19 year olds) fall within the Department for Education.

Key Facts about Colleges - 2012

- There are currently 341 colleges in England
- There is an average of 2,880 full time students per college
- Every year colleges educate and train over 3 million people
- 853,000 16 to 18 year olds choose to study in colleges (compared with 435,000 in maintained school and academy sixth forms)
- Over 2 million adults study or train in colleges
- 58,000 14 to 15 year olds are enrolled at a college; 3,000 full time and 55,000 part time
- 170,000 students study higher education in a college, and colleges provide 33% of entrants to higher education
- 257 colleges provide undergraduate and postgraduate level courses
- Colleges educate 42,000 students from outside the UK: 19,000 from the EU and 23,000 non-EU students
- 59% of large employers who train their staff do so through a college
- Ethnic minority students make up 21% of students in colleges, compared with 13% of the general population
- The total college income in England is £7.7 billion
- Colleges employ 228,000 people, 117,000 of whom are teachers and lecturers
- Colleges run 1,274 businesses which are open to the public (this includes 345 hair & beauty salons, 244 restaurants, 136 sports venues, 52 theatres, 31 travel agents and 23 florists)

Different types of colleges

Colleges in England are organised in different ways and have different names because they are self-governing and have different histories. Some FE colleges call themselves “Colleges of Technology” or “Colleges of Arts and Technology”. Others are called “City Colleges” or “Colleges of Further and Higher Education”. In some parts of the country (particularly the South West but also in some other areas), the colleges are called Tertiary Colleges which means they educate all the young people aged 16 - 18 in the area including on A-level and technical courses.

CSMs will be working in a variety of different types of college, each of differing size and with differing strengths and priorities. The main types of college are described in the table below:

	<i>Number of Colleges in England</i>	<i>Average number of full time learners</i>	<i>Average number of part time learners</i>	<i>Age of learners</i>
General FE Colleges “An educational institution, eligible for the receipt of public funding through the Skills Funding Agency (SFA), which deals with the delivery of a full range of full and part-time vocational and academic provision, principally to those above the age range of compulsory education”.	219	3,051	5,239	14+
Sixth Form Colleges An educational institution, eligible for the receipt of public funding through the Education Funding Agency (EFA), which deals principally with the delivery of academic provision to 16-19 year olds.”	94	1,687	327	16 – 19
Land Based Colleges	15	1,274	2011	14+
Art, Design and Performing Arts Colleges	3	897	427	14+
Specialist Designated Colleges	10	78	10,894	14+
National Specialist Colleges (Natspec). Independent specialist colleges providing further education for young people with learning difficulties and/or disabilities. <i>There are no College Sport Makers based in Specialist Colleges but it may be that these colleges benefit from the FE Activation Fund.</i>	72			varied

How colleges are funded

Colleges are funded by central government, by fees they charge students and by money they get from other contracts and from employers. Most of their income comes from central government because education under 19 is free to students and their families and because colleges educate twice as many 16 to 18 year olds as all types of school.

Government funding for those under 19 comes from the Department for Education's Education Funding Agency via a national funding formula which is being revised in 2013. The amount paid per student has been falling each year since 2010 as part of the government's spending cuts and this has had some consequences for college sports provision. Colleges also educate thousands of adult students. They receive money from the Department of Business, Innovation and Skills, through the Skills Funding Agency to pay some or all of the costs of this education. Full grants are paid for those taking basic skills and lower level courses. Partial funding is paid for over 19 year olds taking apprenticeships and other vocational courses.

Higher education students at college and those over 25 taking courses at Level 3 and above pay full fees for their education but can get support from the Student Loan Company. This is the same system that operates in universities currently and means that the students pay back their loan after they finish their course when they start earning. The amount of government money paid for adult students is also being cut each year but the position in each college varies. College funding is an incredibly complex picture and there is generally one or more person in each college who is an expert.

What courses are on offer for students in Further Education?

A student attending a college has a number of different options available to them for studying and different ways in which to learn. For example:

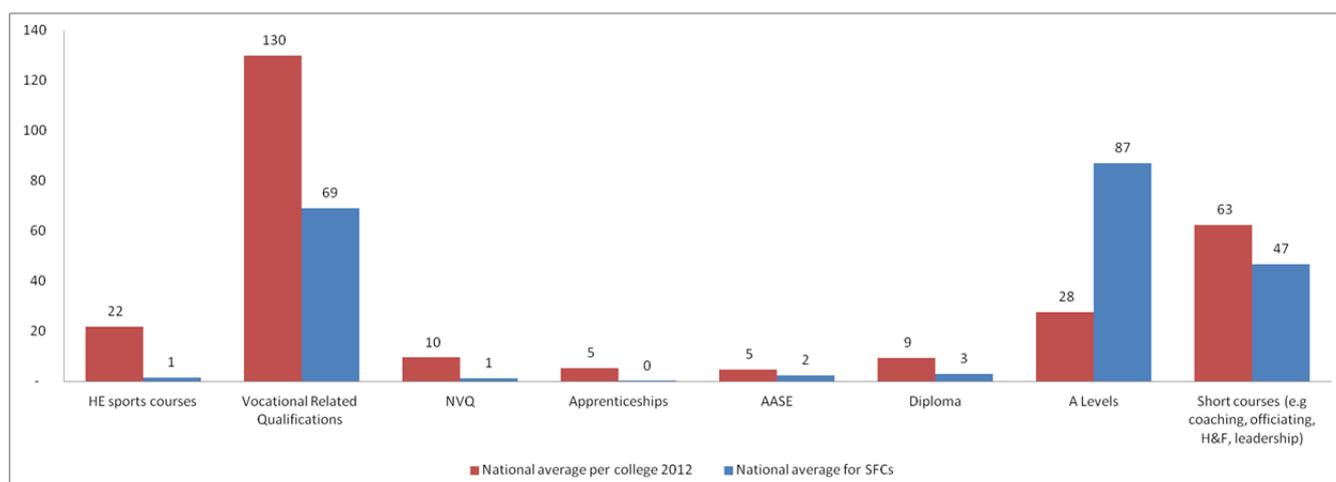
Work-based learning – students can learn on the job with an Apprenticeship or other work-based learning qualifications. They receive a wage from day one and do on- and off-the-job training, working towards an NVQ key skills and technical certificate, dependent on the Apprenticeship.

They can study for a range of academic qualifications including A Levels which are currently undergoing a review.

Vocational courses prepare people for work by providing them with hands on knowledge. From electronics and beauty to travel services, nursing and plumbing, students can study for a whole range of qualifications, including NVQs, BTECs and GNVQs.

Sports Courses

The average number of students per college who are studying different types of sports courses at both General FE colleges and Sixth Form colleges is shown in the table below:



Advocating sport to college senior management

One of the key aspects of the CSM role will be to demonstrate how sport can make a difference to wider college priorities. It is essential that CSMs try and show how their role and sport can contribute to these key priorities in order to justify their position in the longer term.

The following areas have been identified by the FE sector as the main reasons why some colleges prioritise sport:

Recruitment – A varied sport and physical activity offer – curriculum, enrichment and competition, can be a positive recruitment tool to attract young people to colleges, making them stand out from other providers. A strong sporting offer can be a good way of attracting potential students, it can raise the profile of colleges in local communities and can act as a tool to engage young people who would otherwise not have chosen the FE route.

Attainment and success – Every college aims to develop students who have the skills and knowledge to progress in life. Some colleges have significant evidence of how involvement in sport has increased attainment and boosted the confidence of students. It is important for CSMs to add to this evidence as to how the sporting provision contributes to success rates and general college data.

Retention – To demonstrate positive student outcomes, colleges need to retain their students throughout the lifetime of their courses and reduce drop out. Sport can be a powerful tool to engage students in college life, increase attendance and contribute to a positive student experience which should correlate with better retention.

Ofsted – All colleges and FE providers are subject to regular inspections by Ofsted. The new Common Inspection Framework, introduced in September 2012, focuses on outcomes for learners, quality teaching and learning, and effective leadership and management. To persuade other departments of the value of sport, it will be important for CSMs to show the contribution sport can make to teaching, learning and student outcomes.

PR and marketing – For colleges to be successful, good PR and marketing is essential. Sport is seen by Principals and senior management teams as a mechanism to promote the college externally and create a positive image. Therefore it is important for you as a CSM to work closely with marketing departments and promote your work internally and externally.

Community Engagement – many students are recruited from the local community so a positive profile in the local community is a priority. The CSM can represent the college in the local community and your presence can improve the reach of the college.

AoC are currently producing a range of materials, resources and good practice examples where colleges have made the case for sport. Some are already available on the website and in the document “Sport Growing Colleges” at <http://www.aoc.co.uk/en/policy-and-advice/sport/> and more will be published on this website throughout the year.

Sport in Further Education

Sport provision is extremely varied within the sector with colleges offering a range of sports, teams, academies and volunteering and leadership opportunities both as part of the curricular and extra curricular activity. Listed below are the key findings from the latest AoC Sport Survey.

Strategy and planning

- Currently around 28% of colleges have a sport strategy; another 44% are developing one

Participation rates and opportunities to participate

- 18% of all full time students (all ages) participate in activities organised directly by the college (on average around 530 students per college), with over 70% of these not studying sport
- Active People data shows that 63% of college students participate in sport once per week
- Colleges organise 465 sport sessions and events per year, spread over 39 different activities
- Colleges have links with an average of 8 community clubs

Colleges provide a workforce for sport

- Colleges train over 85,000 students each year in sports-related qualifications.
- Over 35,000 students regularly volunteer in sports programmes at College (coaching, administrating, officiating, organising)
- Over 45% of Colleges have formed a Student Management Team to drive student sport.

Colleges provide competitive opportunities at all levels

- Over 70,000 students compete in intra-college competition and; between 40,000 and 50,000 students compete in inter-college competition
- BCS has a robust competition programme at a local, regional and national level in more than 15 different sports - this equates to around 4000 fixtures in nine months
- More than 3,000 of the best college athletes perform at the BCS national championships and in national cup finals each year

Colleges provide a general enrichment and physical activity programme for all students to take part

- An average of 20 sports are offered per college; 14 on site
- 32% of colleges have used the Healthy FE self assessment tool to develop a Healthy FE culture for their college.

Colleges educate, support and train elite athletes

- Specialist support for elite and talented athletes is available in at least 50 colleges providing academies and supporting athletes in national and international squads.
- An average of 7 students per college were selected for national competition by their NGB in 2011-12

Colleges contribute to a quality stock of facilities

- Colleges provide fit for purpose facilities for an average of 13 sports per college
- Colleges provide facilities for clubs, community groups and public use:

<i>Facility</i>	<i>% of facilities that are available for community use</i>
Sports Hall (1)	88%
Sports Hall (2)	69%
Indoor Dome	25%
Gym / Weights / Fitness room	68%
Dance Studio	79%
Synthetic Turf Pitch	81%
Grass Pitches	76%
Swimming Pool	31%
Athletics Track	27%
Multi Use Games Area	61%
5 a side outdoor pitches	69%
Netball Courts	70%
Tennis Courts	41%
Other	54%

Who Delivers College Sport?

Depending on a variety of factors such as the size of the college, the courses they run, and their focus on sport, sporting activity can be delivered by a variety of people within the college. For example:

- Sport as part of enrichment activity – going to college is not just about studying for a qualification. Students have the opportunity to take advantage of a variety of enrichment activities to make the most of their time in a college. Sport is part of this offer. The enrichment programme is normally organised by enrichment or learner services teams often with the input of the sports department, if there is one;
- Sporting teams – often organised by keen tutors with a passion or experience in the sport. In some instances, there are specific sport staff or coaches appointed with a responsibility to organise teams and academies;
- Sport curriculum – if there are sports courses, these will be run by the relevant teaching faculty/department. This may include leadership and volunteering programmes.

Positioning of College Sport Makers

As a result of the potential different departments involved in sport delivery, we have a proportion of CSMs based within sport departments and a number based within the Enrichment or Learner Services departments.

Those CSMs placed within Learner or Student Services may find it easier to work across all departments and faculties. In addition, being positioned here may make it easier to access the enrichment budget. However, these CSMs may find it more difficult to obtain the involvement and support of the sports department.

On the other hand, those CSMs located within the sports department are more likely to have easier access to sport facilities and the sports students and lecturers who are likely to be potential leaders and coaches. However, they may not have access to a revenue budget to support activities or have easy access to communicate with all departments and their students.

As you will see, there are benefits to being based in both teams and it is really down to what works best in your college. Regardless of which team you are based in, we would encourage all CSMs to ensure you are engaged with both.

Section 4: Role of the College Sport Maker

The focus of the role

As a College Sport Maker your primary aim is to engage more students within your College(s), in regular sporting activity at least once a week for 30 minutes. The ambition is that every CSM will lead to an increase in regular participation by at least 750 new students over the funding period (Jan 2013 – Aug 2017).

Your role should focus on creating and delivering a wider sporting offer, which is attractive and accessible to more students within your college(s). This offer should concentrate on developing activities both on college site and in the local community, such as new college enrichment activities, intra-college competition, leadership and volunteering opportunities, and/or links to community clubs or facilities.

Key tasks for a College Sport Maker

In developing the College Sport Maker programme, Sport England worked with the sector to develop a task list that concentrated on ensuring the role focused on increasing participation of college students whilst allowing for differences in existing provision and local need. As a result, the task list was made up of four areas outlined below.

ESSENTIAL – College Sport Makers will be expected to complete several common tasks that we believe will lead to an increase in student participation. These roles are non-negotiable.

POSSIBLE – Sport England accepts that a one size fits all approach will not work for all colleges and that flexibility is required in the role to accommodate for local differences in terms of need. As a result, a number of roles were proposed by the sector that were deemed as potential roles for the CSM depending on the college.

NON DESIRABLE – There are also some roles that we do not want the College Sport Maker to carry out as we believe it will detract from focusing on the primary outcome of increasing participation. We are keen that the CSM is not seen as an extra pair of hands within the college who fills in when there are gaps in staffing.

ESSENTIAL ROLES FOR THE COLLEGE (but not necessarily for the CSM) – There are some roles that we expect colleges with a College Sport Maker to complete – either through the College Sport Maker or through the existing staffing capacity in the college.

All these ‘expected’, ‘potential’ and ‘non desirable’ tasks can be found in the task list on the next page.

During the application process, Colleges were asked to write their CSM job description, taking this task list into consideration.

Working with Schools

One key area that CSMs need to be clear about is around work with schools. CSMs should primarily focus on students within their FE colleges. Any work with schools or academies must be solely focused on transition activities and should only focus on students aged 14 or above. We do not expect CSMs to be delivering activity within schools or academies, nor should they be involved in training and deployment of student leaders to deliver sport in primary schools. We accept that this is valuable to both student leaders to gain experience and to the schools; but this work should not be carried out by the CSM.

College Sport Maker task list

To drive up weekly student sports participation, the College Sport Maker will:	Colleges with a College Sport Maker must:	The College Sport Maker may: (this section is not exhaustive)
<p>Access and coordinate the implementation of NGB participation programmes/offers for FE students</p> <p>Be the key point of entry into a college for community sport partners, connecting them with other key college staff where appropriate.</p> <p>Build and sustain effective partnerships with NGBs, the local county sports partnership and other community sports providers</p> <p>Access programme opportunities available through Sport England's Strategy such as Sportivate, Sport Makers and Satellite Clubs</p> <p>Provide additional and regular sports opportunities within the college for all students i.e. sport clubs and sports activities</p> <p>Create and maintain effective and active links with sports clubs in the community - widening the offer to all students</p> <p>Connect to existing opportunities already available in the local area and signpost students to these</p> <p>Facilitate coaching and/or delivery of sports sessions and activities</p> <p>Be an advocate /champion for sports development within the college</p> <p>Share good practice with other CSMs locally and nationally</p>	<p>Delivery and development:</p> <p>Deliver on Sport England's monitoring and evaluation requirements</p> <p>Ensure the CSM is embedded and recognised within the college structures</p> <p>Gather relevant intelligence to understand the sports needs of their students</p> <p>Ensure facility time is available for additional and regular recreational sporting activities</p> <p>Facilitate the recruitment, management and deployment of a small team of student sports leaders to deliver a wider student sport offer</p> <p>Planning and Strategy:</p> <p>Take a strategic approach to sport and ensure that sports development is advocated within the college</p> <p>Consider sport and physical activity within their corporate plan or strategy</p> <p>Link and join up opportunities available through the sports development elements of the 'Growing Sport, Growing Colleges' strategy</p> <p>Represent college sport on FE sport networks and community sport groups where appropriate</p>	<p>Access funding streams for sustainability– not in the short term but potentially in the longer term</p> <p>Works with schools to (a) understand what interventions and programmes work for students progressing into college (b) identify and deploy sports volunteers moving into FE</p> <p>Link to the School Games model to access informal competition programmes for students through level 1 and 2.</p> <p>The College Sport Maker should not:</p> <p>Have responsibility for, or take part in, any facilities management</p> <p>Provide transportation</p> <p>Coordinate or deliver any curriculum related activities</p> <p>Manage existing competitive college sports teams</p> <p>Coordinate 'qualification only' based volunteering programmes</p> <p>Deliver coach education programmes</p> <p>Run sports academies that have a focus on talented athletes</p>

Section 5: Measuring the impact of the College Sport Makers

The Ambition

‘Every College Sport Maker will lead to an increase in regular participation by **at least 750 FE students** over the funding period (Jan 2012 – Aug 2017)’

For some College Sport Makers (CSMs) in larger colleges or colleges where there is a very low baseline of existing participation this target may sound easily achievable. Some colleges have even proposed a higher target, but for others, especially CSMs in smaller sixth form colleges the 750 ambition may be more challenging.

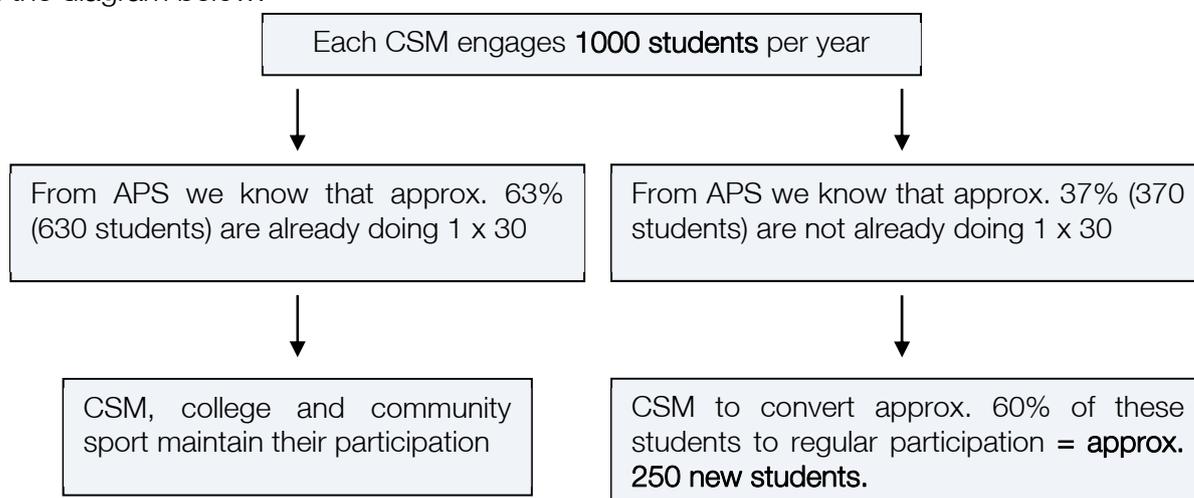
What is the definition of regular sports participation?

Sport England’s definition of regular sports participation is **1 x 30mins of moderate intensity sport a week**, throughout the year, including both term time and non term time participation for FE students. Therefore, it is a key role of the CSM to make links with community partners to create more opportunities for students to access sport on college sites and within the local communities throughout the year.

In the past, projects working with young people have found it easy to engage young people in new activities but have struggled to retain their interest over a longer period of time. Retention will be a real challenge to CSMs as it is with all our work with young people and sport. We would encourage CSMs to concentrate on attracting a cohort of students and then retaining in activity, rather than constantly chasing new participants.

How was the ambition set?

This ambition was based on the estimate that a CSM would engage 1000 students in the first year of the investment and turn 250 of them into new regular participants - as outlined in the diagram below.



We understand that due to the churn in the student population, there will be fewer new students to influence after year one of the programme. To reflect this, our expectation in the first year will be 250 new participants from a cohort of year one and two students. In years 2-5, however, we expect this figure to continue to rise, but at a reduced rate of at least 125 students per year (based on a new intake of first year students only). To retain students in regular participation in sport, CSMs will also be expected to continue to work with those who were counted as 'new' participants in their first year, and who have moved into their second year. This is outlined in the table below.

	Year 1	Year 2	Year 3	Year 4	Year 5
New participants from new intake	250	125	125	125	125
Retaining/sustaining of year 1 students into their 2 nd year		125	125	125	125
Cumulative 'new' regular participants	250	375	500	625	750

Non Student participants

We appreciate that due to the community links element of the role, some of the participants involved in activity organised and delivered by the CSM may come from the local community or may be college staff. However, the main focus of your work must be students at the college – at least 70% of your participants must be FE students. A maximum of 30% of your participants can be either staff or community based. In addition, please ensure that any participants involved in your role as a CSM are aged 14 and over.

Measuring Success

Measuring Success - National Level

As Active Colleges is Sport England's first major investment into the FE sector, we must be able to evidence and document the successes and challenges of the programme. This will enable Sport England to influence government and key partners on the importance of FE sport, as well as identify key areas that need further support or investment.

As a result, Sport England has commissioned CFE, an independent research organisation, to run an evaluation of the Active Colleges programme. There are three high level objectives for this evaluation:

- To measure the impact of Active Colleges on the number and proportion of FE college students regularly participating in sport (at least one times 30 minutes per week).
- To find out what works in terms of increasing student sport participation, how, in what context and for whom.
- To communicate the evidence effectively to optimise its influence on policy and practice

Whilst CSMs will have individual targets and plans, we are all working to the same target of increasing participation in sport of college students. Therefore it is essential that we work together and share learning around what works and what doesn't. This will enable us to use this investment to maximise the impact on young people's participation across the country.

Sport England Sport Participation Survey

At a national level, we will measure the impact of Active Colleges through Sport England's sport participation survey (currently Active People Survey (APS)), which will be based on the increase in the number of further education college students participating in sport for at least 30 minutes once a week.

Measuring Success – College Level

Six monthly Reporting

At a project level, CSMs will not be required to submit participant data on a regular basis. Instead CSMs will report on a range of proxy outcomes that we believe will lead to an increase in regular participation.

As part of the planning process, and at the start of the programme, CSMs will develop a Delivery Plan which outlines the areas of work they are going to develop in their college during the first 18 months in post. This will include targets set against the proxy measures, which CSMs will be required to report on every six months. Six monthly reports will also enable CSMs to outline their successes and challenges in the role.

The list of proxy measures are outlined in the table below.

COLLEGE SPORT MAKER PROXY MEASURES	
National Governing Bodies of Sport	<ul style="list-style-type: none"> • Number of partnerships with NGBs as part of Whole Sport Plan participation programmes
Participation (relating to regular activity – not one off events / activities).	<ul style="list-style-type: none"> • Number of new regular (once a week for at least a term) participation focused activities offered for college students. (Please do not record intra mural competition or Sportivate sessions here) • Number of new intramural programmes or leagues running • Number of new Sportivate programmes run for students and/or community • Number of new student volunteers delivering/organising participation opportunities for students in FE colleges • Number of new active links with community clubs and organisations to increase student participation opportunities (please do not count satellite clubs here). • Number of new satellite clubs on college site

Partnerships	<ul style="list-style-type: none"> • Internal partnerships and developments • Other external partnerships and developments • Relationship and partnership working with CSP • College sport networks
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Colleges with more than one CSM will be required to develop and report on a delivery plan with proxy measures for each CSM. This will enable us to understand the impact of each individual post.

Participant data

Whilst we will not require CSMs to submit participation data, we encourage you to capture participation data where possible and appropriate. If your college is selected to be part of the focused evaluation (outlined below), this data may be required as evidence of progress.

Measuring Success – Programme Level

Part of CFE’s evaluation of the Active Colleges investment will involve sampling a small selection of CSMs and their colleges as case studies. If your college is selected to be part of this sample, CFE will work with you to ensure that participation is evidenced as accurately as possible.

We will always be on the look out for examples of good practice. Therefore, if you would like to share any examples of how you have engaged or retained a certain group of students, if you have developed a strong relationship with a partner, please do not hesitate to let us know so we can share it with your fellow CSMs. Please also let us know if you would like to volunteer to participate in a case study.

CSMs and colleges involved in the programme will also be encouraged to disseminate a student survey to learners at the college. The survey will be developed by CFE with Sport England and will enable the collection of data around the following key areas:

- Students taking part in sport on site and in the community across the following activities:
- sport in the curriculum, enrichment activity, extracurricular sporting activity and community sporting activity
- Student volunteers delivering sport
- Increased participation in sport by students in colleges covered by CSMs and colleges supported by the FE Activation Fund
- The rate of students dropping out of sport in colleges covered by CSMs and supported by the FE Activation Fund

The survey will be disseminated a number of times over the course of the Active Colleges programme and will include questions designed to gather information in relation to not only the outcomes and impacts of the Active Colleges programme, but also what might have happened had the programme not been funded in the first instance. The greater the response of students to the survey, the more effective an assessment of the impact of the programme will be achieved and the greater the response, the more influential the results can be at a national level.

Relationship between Active Colleges reporting and the AoC Sport Survey

Since 2011, the AoC has collated data from Colleges regarding sport provision. This survey is a continuation and development from the FESCo survey which was part of the previous government's PE and Sport for Young People strategy (PESSYP). The AoC has extended the survey to encompass all aspects of College Sport, and it is now distributed annually to Colleges in the summer term each year.

The link between the AoC sport survey and Sport England reporting on Active Colleges is as follows:

- The AoC Sport Survey asks for total data across the College organised by a range of people
- CSMs will report **only** on CSM activity to Sport England, but will need to contribute to the AoC survey which covers all College activity
- All CSM Sport England reporting can be fed directly into the AoC sport survey as a contribution to the data for whole College provision.

Sport England 6 monthly reporting deadlines will coincide with those for the AoC Sport Survey. Therefore you can use the information collected for one to feed into the other. It will be the responsibility of a senior member of staff in college to ensure that the AoC survey is completed and approved for submission.

Summary of Reporting Requirements

The table below highlights the various tasks that will be required from the CSM and/or college as part of the evaluation of the programme. It is important that you adhere to these requirements and they are payment conditions attached to your funding. Sport England and CFE will be available to provide support and advice throughout the process.

Task	Lead Responsibility	Comment
College Sport Makers Six Monthly Reporting (mandatory for all CSMs)		
To collect measures of specific activities delivered as part of the project (proxy measures)	College Sport Maker	This will involve recording the delivery of activities that Sport England believes will lead to a regular increase in participation (e.g. the number of NGB links developed).
To provide update reports, including progress against the proxy measures, to the evaluation supplier every six months	College Sport Maker	This will involve reporting general progress as well as proxy measures to CFE (precise reporting method and timings to be confirmed)
Case Study CSM projects (mandatory for a sample of CSMs and colleges)		
To share project documentation with CFE	College Sport Maker	This will involve sharing project information with CFE to help them understand specific project objectives, plans, progress and achievements.
Facilitate case study visits by CFE	College Sport Maker	This will involve acting as a point of contact and assisting CFE to identify and make arrangements to meet with relevant project staff, participants and stakeholders.
Survey of FE Students (voluntary for all colleges involved in Active Colleges)		
To distribute a series of student surveys to capture baseline and impact data on participation in sport	Colleges	This will involve distributing a short set of standard survey questions to measure student's participation and attitudes towards sport. We anticipate that the survey will generally be distributed in an online format.
To chase survey responses	Colleges	This is likely to involve sending follow up emails to chase responses. Getting a good response rate will be important if results are to be reliable.
To share the survey results with the evaluation supplier	Colleges	This will involve sharing the survey responses with the evaluation supplier in a standard format.

Key pointers for demonstrating impact

- Decide on what information you need to collect in order to evidence progress against your proxy measures
- Consider the best ways to capture this information and how regularly you will collate it. Some colleges may already have systems in place that can monitor student involvement
- Consider who might be able to help you and get them on board – for example, build capturing attendances into contracts with coaches or utilise student leaders or volunteers
- Do not try to monitor everything that is happening otherwise you will spend little time ‘doing’!
- Write down challenges and updates regularly rather than wait for the six monthly reporting to try and remember
- Use this information to inform future planning - you should be able to improve and develop your FE College activities
- Consider what other information might be useful to collect to influence senior management or external partners about the importance of your role – this may be useful when trying to make the case for sustainability.

Section 6: Starting to deliver

This section explores in more detail four main areas of work, which we believe will help you get started in your role as a CSM:

- Understanding the current state of play;
- Getting to know your students;
- Identifying who can help you;
- Deciding on priorities and creating the delivery plan.

These are just initial pointers to help you shape and develop your future work. Over the five year funding period, we will be regularly bringing CSMs together, along with other sports development staff within colleges, to share ideas and lessons learnt which will ensure that delivery is maximised.

Understanding the current state of play

In order to develop your delivery plan and identify where you are going to have most impact, it is important that you understand your starting point.

A key initial task is to identify what is already happening in the college, the extent of the sport provision on offer to your students and what partnerships are in place in order to then identify potential gaps and opportunities.

The boxes below outline some of the key things that you may wish to find out about from your colleagues and partners. The list is by no means exhaustive. Use this list and the table that we sent you for your 'induction homework' to help you plan.

COLLEGE CONTEXT AND PRIORITIES

- What type of College is it, how big is it and where is it located?
- What is the status of sport within the college and with senior management?
- Does the college have a sport strategy and how does your work fit within it?
- What are the values and key priorities for your college?

ACTIVITIES

- Which sports are currently on offer?
- In what format are the sports offered – participation/social/team/drop in?
- Which students does it cater for?
- What teams are in place? Do teams enter BCS competitions?
- What other competitive opportunities are there?
- Is there a mix of different types of activities that appeal to all students?

RESOURCES

- What equipment is available?
- What sports facilities are available in college and the local community?
- What does the timetable look like – when is there capacity?
- Are there any non-sport specific facilities where sport could be played?
- How is the existing sporting offer funded – internally and externally?

PARTNERSHIPS

- Who are the key partners in the local area and does the college already have a relationship with them?
- Who from the college currently leads on each relationship?
- What areas of work do the existing relationships focus on?
- What links would colleagues like to make, but just don't have time?

WORKFORCE

- Who currently organises the activity – which department/which staff?
- Who delivers the activity – internal and/or external providers?
- Is there a student volunteering or leadership programme in place – sport specific or wider?
- What are the training needs of existing staff or student deliverers?

INFORMATION

- What research or information is there already about what students want in terms of sports provision?
- What other promotions or campaigns do the college run that you could tap in to?
- What tools are in place to capture learner voice across the college?
- Student timetables – when are there free periods, tutorials or common free time?

Understanding the state of play within the local community

In addition to auditing your college provision, it is also important to understand the potential of your surrounding area in terms of clubs, facilities, sports organisations, deliverers and funding opportunities. Your CSP should be able to assist you with this knowledge along with your Local Authority sports development team, if there is one in place.

Getting to know your students

The CSM investment is all about responding to student need.

In order to understand what activities you should run to attract and sustain more students in sport, it is essential that you know what your students actually want. If you base your programmes on student consultation and demand, you will have a ready-made audience of potentially enthusiastic participants.

There is only one way of finding out student demand and need and that is by asking the students themselves. We are often guilty of putting on activities that we think students will like without actually asking them and then we are surprised when the students don't turn up.

Learner voice is even more important when trying to engage those students that are not currently involved in sport. Gaining insight and views of those students not engaged in sport is often more difficult, but it is essential that you find ways of getting this feedback in order to really make a difference to participation levels within your college.

What information would be useful?

Firstly, find out what information the college already holds on what students want to do in terms of sport or activity, and identify how current the information is. For example, do the enrichment or student services team have data or information from student surveys, either general or sports specific? Is anything collected on enrolment?

It is also important to understand whether the existing data or insight is representative of the student population or just certain sub groups (course or tutorial groups/existing sport participants). It is crucial that assumptions are not made about the whole student population from data or intelligence if is not representative in terms of age, gender, ethnicity, disability, course, existing activity levels or year of study for example.

Student consultation should try and identify the following as a minimum;

- **What is their current sports participation rate** – please remember we are looking to influence those who are not currently doing 1 x 30 mins per week – this is not about providing another session for a sporty student that is already doing 3 sessions a week. Therefore it is essential you are getting opinions from students who are not doing regular activity so that you can tailor your programmes accordingly.
- **What activities students might want to do** – it may be worth limiting this to activities that you are able to offer or source locally initially. However, leaving this open ended may also encourage you to go further afield or work with different partners to provide the exact activity, a hybrid version or something in a similar vein.
- **What format they would like the sessions to be** – do students want informal turn up and play, social classes, beginner/taster classes, formal competition or professional coaching? It is often assumed that non-engaged students do not want competition, however, whilst competition can deter some people, competition between students of similar abilities and pitched at the right level such as 'pitch up and play' a game of football or volleyball' is often what students want. The best thing to do is ask them.
- **When they would like to do more sport (days of the week/times)** – this will vary depending on existing study, work and social commitments and on the location of the activity.
- **Where they would like to take part in sport** – anecdotal evidence from previous work in the sector suggests that some students would prefer to take part on the college site as it fits conveniently into their schedules. Other students would rather not participate in front of their peers and therefore prefer an off-site facility.

- **Who they would like to deliver the activity** – do students want formal coaches, internal staff, their peers or another deliverer taking the sessions? Does the gender, age, experience, expertise of the deliverer matter, or is it their approach and delivery that is most important?
- **What are their specific barriers and motivations** – if they do not participate currently, why not? If they have taken part in the past and stopped, what caused them to stop? What motivates them? What would encourage them to do more sport? We often try and find barriers for students not taking part in sport and whilst there are some common and individual barriers, we have to accept that for some students sport is just not a priority – they don't take part because they just don't want to. For these students we must find out how we can make sport a priority and link sport to their other interests and motivations.

Key pointers for capturing student consultation

- **Utilise other groups** that students are already involved with such as groups, societies or other enrichment activity sessions.
- **Identify where students hang out between classes.** Canteens, coffee shops, the library and key thoroughfares are often areas where students congregate at certain points of the day.
- **Work with other members of staff** who have regular contact with students from across the college such as pastoral care teams and learner services.
- **Find out what existing communication methods you can use** to attract students to give their views. For example, student newsletters, radio, Moodle, emails and plasma screens around campus.
- **Use a range of methods for capturing student views** – for example; paper questionnaires, online surveys, student forums or focus groups and the student council.
- **Think ahead** – it may also be worth speaking to your feeder schools or outreach teams to find out what activities/programmes have proved popular by the students who are transitioning into the college. If the students have become involved and taken part on a regular basis in activity organised by the school, why not consider running similar activities at your college, especially if there is a consistent and popular coach/instructor in the community who is already delivering within the schools. One word of caution - it is important to clarify this intelligence with the students when they arrive, as some students may be looking for a new challenge or adventure so more of the same may also deter some students.
- **Don't stand still** – it is important to recognise that student views and needs will change over time. Therefore understanding your students should be an on-going task in your role.

Identifying who can help you

Once you have identified where you can build and expand provision in order to address your student demand, the next step is to find out who can help you deliver this. Therefore a key part of the CSM role is about creating and maintaining relationships both within the college and the local community.

In your first few months in post, we would encourage you to get out there and promote your role by speaking to colleagues and partners about your purpose and aims, whilst also gauging how they can potentially assist you in your role. It is important to get these partners on side early on so that they can be advocates of your role to students, staff and community organisations.

The diagrams below highlight some of the key people and organisations you should be trying to meet with both internally and in the local community, as well as some of the potential benefits of developing relationships with them.

Internal Partnerships

<p>Enrichment and/or Learner Services</p> <ul style="list-style-type: none"> • Engagement with students • Promotion to students and staff • Access to the enrichment budget 	<p>Sport Department</p> <ul style="list-style-type: none"> • Access to facilities • Access to student leaders /coaches • Existing staff or tutors with sport coaching or leadership experience 	<p>Course Departments or Faculties</p> <ul style="list-style-type: none"> • Regular engagement with students to gather student demand • Promotion of opportunities to students and staff • Allow you access to go and promote to classes
<p>Marketing and Comms Team</p> <ul style="list-style-type: none"> • Access to communication channels • Advice on how to promote opportunities and good news stories 	<p>Student Council/ Student Union</p> <ul style="list-style-type: none"> • Advice and guidance on getting student voice • Testing ideas and solutions (sounding board) • Promotion to the student body • Could help advocate sport to senior management 	<p>Senior Management</p> <ul style="list-style-type: none"> • Access to funding • Endorsement of the role • Assistance with timetabling and strategic decisions which will make the role easier

External partnerships



Whilst these diagrams focus on what these organisations can do for you, before you approach these partners it is important that you have considered what you can offer in return.

Deciding your priorities and creating a Delivery Plan

Once you have understood current provision, reviewed your student consultation, and then explored the opportunities for partnerships and delivery to address gaps in student need, it is essential that you develop a clear and focused delivery plan which prioritises initial actions.

There will be many offers and potential opportunities that will come your way, especially when you are new in post. It is important that you remember to always consider the following two points before you agree to develop them;

- Will it help me achieve my target of increasing student participation?
- Does it address student demand?

If the answer to both questions is yes, this is something that should be considered for action. If this is not the case, please do not be scared to say “No”.

Writing your delivery plan

One of your first tasks is to develop a delivery plan for the first 18 months of delivery (Feb 2013 – Aug 2014).

As this is an initial plan, there will be the opportunity to revise this plan in August 2013 to ensure that it is realistic and appropriate for the next year. Your first six months in post will give you an indication of what is possible, which partners and activities are working, and allow you to identify new opportunities that have come along. The review of your plan in August will provide you with the chance to amend your plan to reflect this.

It is important when writing your delivery plan that you focus on actions that will help you deliver on the proxy measure areas outlined in Section 5. These are all areas that we believe will lead to an increase in student sport participation.

We would suggest that you liaise with your CSP to discuss your delivery plan content. They will be able to provide advice on what is achievable in your area – especially in regards to community links or Sportivate. You may also want to share your plan with the BCS/AoC Regional Co-ordinator, to ensure consistency with regional and national NGB work.

In some areas of the delivery plan, it may be that the target remains at the baseline for some existing areas such as NGB relationships – but that the work will focus on strengthening or developing the current work. For example, there may be an existing intramural football programme and the CSM work will lead to more teams within the league, or there is an existing relationship with netball but the CSM will work with netball to add an additional element to this existing work.

When writing the delivery plan please consider how many regular (1 x 30) participants each activity may lead to. This will help to ensure you are planning enough activities to be on target.

Key pointers for developing your delivery plan

- **Start small and grow** – Please don't try to do too much – this is about quality and long term participation rather than ad hoc one off events or tasters with no formalised exit routes. Don't start too many things at once; you need to be able to manage your workload so don't set your sights too high initially. Start small, develop a quality activity or partnership, ensure it is working effectively and can be sustained, and then expand or move on.
- **Not every student need/ demand will be realistic to deliver** – if your students are requesting ice skating but you are nowhere near a rink – this might be something you have to put on hold or find a suitable replacement activity for.
- **Don't spread your efforts too thinly** - you will not be able to provide opportunities that meet all students' desires and wants straight away. Therefore it is important to assess which students you initially target based on where you feel you will have the biggest impact. It might be appropriate to focus on a particular student cohort – this may be a certain demographic such as females or a particular ethnic group, it could be course related or even campus/site specific.
- **Be realistic in terms of timescales** – things always take longer to set up than first thought. What are you going to realistically be able to deliver before July 2013, and what are you best planning for September 2013 onwards?
- **Go for a mix of activities and tasks** – it is often best to focus on some actions that can be set up and run straight away ('quick wins') and others that require more planning and coordination ('slow burners'). Quick wins could include running more sessions of an oversubscribed activity, or putting a popular activity on at a different campus.
- **Keep the number of key relationships manageable** – it is best to keep partners on side so whilst lots of people will want to talk to you and build relationships you should consider which partnerships are the most urgent and important in the long term.
- **Set a timeline for review of activity and the plan** – it is important to set out initially when you plan to review your delivery plan and the initial activities. They may need to be tweaked and changed if they are not working.

Section 7: Opportunities and resources

Delivery Budget

Once you have your delivery plan in place, it is essential that you identify and secure the necessary resources to help you ensure smooth delivery.

The CSM investment allowed for a small delivery budget per year of around £1,000 - £3,000, however the size of this will be dependent on what is left in the fund once the college salary scales and on costs have been factored in. There is no additional funding from the CSM programme for delivery.

The reason Sport England have limited the sports development budget is because a key part of the role of a CSM will be to maximise existing internal and local resources. This includes ensuring existing resource is used to best effect, as well as tapping into potential local funding opportunities – for example NGB Whole Sport Plan programmes and community sports programmes such as Sportivate.

Some suggestions of sourcing potential resources are;

- Explore what you can utilise in the first instance – often there are equipment bags sitting in cupboards unopened, or local clubs may be offering coaching tasters or free memberships for example.
- There will also be a variety of NGBs developing products and offers for the FE sector – some of these will be free, some will be for a minimal cost. Sport England, BCS and AoC will make you aware of these products as they develop.
- Colleges will also have enrichment and/or sport budgets – it is worth identifying who holds the budget and when they set them. It is also worth checking throughout the year to see if there is any underspend or unallocated budget that you could potentially use.
- Explore other local funding pots such as Sportivate with your CSP. Not only may you be able to potentially apply for Sportivate funding to run activities in conjunction with a community provider, but you could also signpost students to existing Sportivate sessions in the community.
- In the longer term, there is the final round of the Sport England FE Activation Fund which will open in December 2013. We would recommend spending the first few months in post identifying where you can find local solutions and/or funding for your resource requirements. Following this, if there are still big gaps you need to fill in order to meet student demand, the FE Activation Fund may be something worth considering.

Information on other key Sport England programmes that are relevant to CSMs

Sportivate

Sportivate is a £32 million Lottery programme that gives 14-25 year olds access to six to eight weeks of coaching sessions in a wide range of sports including judo, golf, tennis, wakeboarding, athletics, and parkour/free running. The programme is aimed at those who are not currently choosing to take part in sport in their own time, or are doing so for a very limited amount of time. It will support them to continue playing sport in their community after the six to eight weeks is up. Sportivate is fully inclusive and targets participants across the age group, including young people who have a disability, males and females and people from black and minority ethnic groups.

Sportivate is being delivered by the network of CSPs working with a wide range of local providers and clubs (including FE colleges). To find out more and get involved please contact your CSP who will have a lead officer responsible for Sportivate. All of their contact detail details, and more information on Sportivate, can be found on the Sport England web site:

http://www.sportengland.org/about_us/places_people_play/sportivate.aspx

Satellite Clubs

Satellite Clubs are extensions or outposts of community sports clubs which are established in a new venue, usually a secondary school or college. Satellite clubs are usually run by established sports clubs who bring their expertise and enthusiasm to places where young people already meet. Together they create a satellite that offers sport in the way that these young people want to receive it. Our investment into creating satellite clubs will both be very local, with schools and others able to secure funding via a simple process to set up satellite clubs to fill gaps in provision and meet the demands of young people, and more national funding, to NGBs through their 2013-17 Whole Sport Plans. Club Link Makers based within CSPs will help draw together and make sense of the local and national opportunities.

CSMs will be key contacts for CSP Club Link Makers when they come into post from April 2013. If you want to find out more, we have produced a guidance document which you can find here:

http://www.sportengland.org/support_advice/idoc.ashx?docid=2b7fa637-45c9-4bef-b11d-bf2c6213e967&version=-1.

School Games

The Sainsbury's School Games is a unique opportunity to motivate and inspire millions of young people across the country to take part in more competitive school sport. Over £150m of Lottery and Government funding is being invested to support the Sainsbury's School Games. The Games are made up of four levels of activity – distinct but integrated with one another: competition in schools (intra), between schools (inter), at county/area level and a national finals event. School Games Organisers and Local Organising Committees (LOCs) are funded to support the planning and delivery of the Games and ensure that they are

inclusive of all young people, about personal best rather than simply 'the' best, exciting, offer a wide variety of sports and give other opportunities for pupils to get involved through cultural activities, organisation, officiating and volunteering.

It is a local decision whether college students (under the age of 19) are allowed to participate in the School Games level 3 competition. To qualify for level 3 finals, your college needs to be participating in level 1 and 2 activity.

For further information or to get involved in the Sainsbury's School Games, visit <https://www.yourschoolgames.com/> You can download the sport formats specifically designed for competition at level 1 (intra competition) and level 2 (inter competition) to use within your college, or contact your local School Games Organiser or Local Organising Committee for a discussion on how your college could get involved.

Sport Makers

Sport England's Sport Makers programme aims to recruit tens of thousands of new sports volunteers aged 16 years and over to organise and lead community sporting activities across the country.

Whether it's encouraging friends to take part, helping at a local club or event, organising a mini-league or helping others improve their skills, sport needs people to make it happen. Sport Makers are those people.

Everyone who chooses to become a Sport Maker attends an inspiring, free local event where they learn the skills, get the ideas and make the contacts to make sport happen. Then, they must complete 10 or more hours of sports volunteering, which they record online, before they're officially a Sport Maker.

Sports Makers could be used by CSMs to lead and run student sport. Many colleges have already worked with their CSPs to run training events for interested students.

For further information please contact your CSP or visit the Sportsmaker website <http://www.sportmakers.co.uk/>

Section 8: Useful Contacts

List of Colleges with a College Sport Maker

Organisation	Region Covered	How many CSMs	Individual or Group	Partner Colleges
Chelmsford College	East	1	individual	
Palmer's College	East	1	individual	
Peterborough Regional College	East	1	individual	
West Herts College	East	1	individual	
The College of West Anglia	East	1	individual	
North Hertfordshire College	East	1	individual	
East Norfolk Sixth Form College	East	1	individual	
Great Yarmouth College	East	1	individual	
Oaklands College	East	1	individual	
Easton College	East	1	individual	
City College Norwich	East	1	individual	
Colchester Institute	East	1	individual	
Suffolk New College	East	1	group	West Suffolk College
South Essex College	East	1	individual	
Seevic College	East	1	individual	
Barnfield College	East	1	individual	
Central College Nottingham	East Midlands	1	individual	
Loughborough College	East Midlands	1	individual	
Vision West Nottinghamshire College	East Midlands	1	individual	
North Nottinghamshire College	East Midlands	1	individual	
Wyggeston & QEI College	East Midlands	1	group	Regent College
Chesterfield College	East Midlands	1	individual	
Gateway College	East Midlands	1	individual	
Leicester College	East Midlands	1	individual	
New College Nottingham	East Midlands	1	individual	
Tresham College of Further & Higher Education	East Midlands	1	individual	
Moulton College	East Midlands	1	individual	
Grantham College	East Midlands	1	individual	

Organisation	Region Covered	How many CSMs	Individual or Group	Partner Colleges
Westminster Kingsway College	London	1	individual	
St Charles Catholic Sixth Form College	London	1	individual	
Kingston College	London	1	individual	
Greenwich Community College	London	1	individual	
City of Westminster College	London	1	individual	
Bexley College	London	1	individual	
City and Islington College	London	1	individual	
Leyton Sixth Form College	London	1	individual	
Woodhouse College	London	1	group	Haringey Sixth Form Centre
The College of Haringey, Enfield and North East London	London	1	individual	
Uxbridge College	London	1	group	West Thames College
Barnet and Southgate College	London	1	individual	
Lambeth College	London	1	individual	
Barking & Dagenham College	London	3	group	Newham college of FE Havering College of FE & HE
Coulsdon Sixth Form College	London	1	individual	
Queen Elizabeth Sixth Form College	North East	1	group	Hartlepool Sixth Form College
Middlesbrough College	North East	1	individual	
Gateshead College	North East	1	individual	
South Tyneside College	North East	1	individual	
Prior Pursglove College	North East	1	group	Redcar and Cleveland College
Hartlepool College of Further Education	North East	1	individual	
Tyne Metropolitan College	North East	1	individual	
West Cheshire College	North West	1	individual	
Myerscough College	North West	1	individual	
Liverpool Community College	North West	1	individual	

Organisation	Region Covered	How many CSMs	Individual or Group	Partner Colleges
Winstanley College	North West	1	group	St John Rigby Catholic Sixth Form College
Preston College	North West	1	individual	
Furness College	North West	1	group	Barrow Sixth Form College
Bolton College	North West	1	individual	
Blackpool Sixth Form College	North West	1	individual	
Hugh Baird College	North West	1	group	Southport College
Carmel College	North West	1	group	St Helens College
Burnley college	North West	1	individual	
Lancaster and Morecambe College	North West	1	individual	
Reaseheath College	North West	1	individual	
Riverside College	North West	1	individual	
Blackburn College	North West	1	individual	
Warrington Collegiate	North West	1	individual	
The Manchester College	North West	2	individual	
Oldham College	North West	1	individual	
Xaverian College	North West	1	group	Aquinas College
Trafford College	North West	1	individual	
Nelson and Colne College	North West	1	individual	
Bury College	North West	1	individual	
Blackpool and the Fylde College	North West	1	individual	
Hoppwood Hall College	North West	1	individual	
Lakes College	North West	1	individual	
Stockport College	North West	1	individual	
Amersham & Wycombe College	South East	1	individual	
College of Richard Collyer	South East	1	individual	
Queen Mary's College	South East	1	group	Basingstoke College of Technology
Bexhill College	South East	1	individual	
Milton Keynes College	South East	1	individual	
Portsmouth College	South East	1	group	St Vincent
Sparsholt College	South East	1	individual	

Organisation	Region Covered	How many CSMs	Individual or Group	Partner Colleges
Chichester College	South East	1	individual	
Peter Symonds College	South East	1	individual	
Newbury College	South East	1	individual	
Sussex Downs College	South East	1	individual	
South Downs college	South East	1	individual	
Fareham College	South East	1	individual	
East Surrey College	South East	1	group	Reigate Sixth Form College
Brockenhurst College	South East	1	group	Totton College
Eastleigh College	South East	1	group	Barton Peveril
East Kent College (was Thanet College)	South East	1	individual	
Reading College	South East	1	individual	
Abingdon and Witney College	South East	1	individual	
Sussex Coast College Hastings	South East	1	individual	
Farnborough College of Technology	South East	1	individual	
Truro College	South West	1	individual	
Bridgwater College	South West	1	individual	
PETROC	South West	1	individual	
Bournemouth and Poole College	South West	1	individual	
City of Bristol College	South West	1	individual	
South Devon College	South West	1	individual	
Exeter College	South West	1	individual	
City College Plymouth	South West	1	group	Plymouth College of Art
South Gloucestershire & Stroud College	South West	2	group	Gloucester College
Wiltshire College	South West	2	individual	
Weston College	South West	1	individual	
Cornwall College Group	South West	3	individual	
Strode College	South West	1	individual	
Bicton College	South West	1	individual	
Richard Huish College	South West	1	individual	
Hartpury College	South West	1	individual	

Stourbridge College of FE & HE	West Midlands	1	individual	
Solihull College	West Midlands	1	individual	
Telford College of Arts and Technology	West Midlands	1	group	New College Telford
Worcester College of Technology	West Midlands	1	group	East Worcestershire College
South & City College Birmingham	West Midlands	1	individual	
North Warwickshire & Hinckley College	West Midlands	1	individual	
Bournville College	West Midlands	1	individual	
Newcastle-under-Lyme college	West Midlands	1	individual	
Walford & North Shropshire College	West Midlands	1	individual	
Burton and South Derbyshire College	West Midlands	1	individual	
City of Stoke-on-Trent 6th Form College	West Midlands	1	individual	
King Edward VI College	West Midlands	1	individual	
Warwickshire College	West Midlands	2	individual	
Doncaster College	Yorkshire	1	individual	
East Riding College	Yorkshire	1	individual	
Rotherham College of Arts & Technology	Yorkshire	1	individual	
Wilberforce College	Yorkshire	1	individual	
Calderdale College	Yorkshire	1	individual	
Bishop Burton College	Yorkshire	1	individual	
Barnsley College	Yorkshire	1	individual	
Leeds College of Building	Yorkshire	1	individual	
Leeds City College	Yorkshire	1	individual	
Pontefract New College	Yorkshire	1	individual	
Franklin College	Yorkshire	1	individual	
The Sheffield College	Yorkshire	2	individual	
Grimsby Institute of Further and Higher Education	Yorkshire	2	individual	
Dearne Valley College	Yorkshire	1	individual	
Thomas Rotherham College	Yorkshire	1	individual	
Greenhead College	Yorkshire	1	individual	
ShIPLEY College	Yorkshire	1	individual	

List of County Sport Partnerships Contacts

Region	CSP	Director Forename	Surname	Director's email	Director's Tel.
East	Suffolk Sport	John	Clough	john.clough@suffolkcoastal.gov.uk	01502 523447
East	Team Beds & Luton	Lloyd	Conaway	Lloyd@teambedsandluton.co.uk	07971 475652
East	Living Sport - Cambridgeshire & Peterborough Sports Partnership	Simon	Fairhall	Simon.Fairhall@livingsport.co.uk	01487 849928
East	Active Norfolk	Laurence	Hull	laurie.hull@norfolk.gov.uk	01603 732333
East	Active Essex	Jason	Fergus	Jason.fergus@activeessex.org	Tel:01245 437250 Mobile: 07501 482 790
East	Herts Sports Partnership	Christine	Neyndorff	c.neyndorff@herts.ac.uk	01707 284229
East Midlands	Leicestershire & Rutland Sport	John	Byrne	j.byrne2@lboro.ac.uk	01509 564 852
East Midlands	Lincolnshire Sports Partnership	Janet	Inman	janet.inman@lincolnshiresports.co.uk	01522 585580
East Midlands	Northamptonshire Sport	Chris	Holmes	CHolmes@northamptonshire.gov.uk	01604 236976
East Midlands	Derbyshire Sport Partnership	David	Joy	david.joy@derbyshire.gov.uk	01773 748907
East Midlands	Sport Nottinghamshire	Simon	Starr	simon.starr@ntu.ac.uk	0115 848 3443

Region	CSP	Director Forename	Surname	Director's email	Director's Tel.
London	Pro-Active South London	Christine	Double	Christine@pro-activesouthlondon.org	020 8726 6000 ext 60837
London	Pro-Active East London	Jo	Aitken	j.aitken@uel.ac.uk	020 8223 2541
London	Pro-Active North London	Adrian	Ledbury	a.ledbury@mdx.ac.uk	020 8411 4823
London	Pro-Active West London	Simon	Lister	simon.lister@brunel.ac.uk	01895 267403
London	Pro-Active Central London	Angus	Robertson	angus.robertson@lsbu.ac.uk	0207 815 7851
North East	County Durham Sport	Ian	Gardiner	ian.gardiner@durham.gov.uk	0191 372 1996 M 07725 203057
North East	Tees Valley Sport	Jean	Lordon	j.lordon@tees.ac.uk	01642 342287
North East	Northumberland Sport	Doug	Lowery	douglas.lowery@northumberland.gov.uk	01670 534449
North East	Tyne & Wear Sport	Ian	Simon	ian.simon@tynewearsport.org	0191 4972321
North West	Cheshire and Warrington Sports Partnership Trust Ltd	Anne	Ibrahim	anne.ibrahim@sportcheshire.org	07545 501 532
North West	Cumbria Sport	Richard	Johnston	richard.johnston@cumbriacc.gov.uk ; bruce.lawson@cumbriacc.gov.uk	01228 226885
North West	Lancashire Sport Partnership	Adrian	Leather	aleather@lancshiresport.org.uk	01772 299830
North West	Greater Sport	Richard	Saunders	richard@greatersport.co.uk	0161 223 1002
North West	Merseyside Sports Partnership	Jean	Stephens	J.Stephens@merseysidesport.com	0151 427 3826

Region	CSP	Director Forename	Surname	Director's email	Director's Tel.
South East	Sport Hampshire and IOW	Julie	Amies	julie.amies@hants.gov.uk	01962 846029
South East	Kent Sport	Kevin	Day	kevin.day@kent.gov.uk	01622 605054
South East	Oxfordshire Sports Partnership	Chris	Freeman	CFREEMAN@oxford.gov.uk	01865 467239
South East	Bucks Sport	Mark	Ormerod	mormerod@buckssport.org	0738314128
South East	Active Sussex	Sadie	Mason	smason@activesussex.org	01273 642438
South East	Get Berkshire Active	Mark	Lawrie	Mark.Lawrie@getberkshireactive.org	07912 178654.
South East	Active Surrey	Campbell	Livingston	campbell.livingston@surreycc.gov.uk	01483 518954
South West	Wiltshire & Swindon Sport	Steve	Boocock	steve@wiltssport.org	01380 734786
South West	Somerset Activity & Sports Partnership	Colin	Johnson	cjohnson@sasp.co.uk	01823 653990
South West	Wesport	Steve	Nelson	steve.nelson@uwe.ac.uk	0117 9223960 / 3525042
South West	Active Dorset	Martin	Kimberley	mkimberley@activedorset.org	01202 965927
South West	Active Devon Sports Partnership	Matt	Evans	matt.evans@devon.gov.uk	01392 263674
South West	Active Gloucestershire	John	Stevens	johnstevens@activegloucestershire.org ; rhiannonwright@activegloucestershire.org	07770 730872
South West	Cornwall Sports Partnership	Mike	Thomas	mithomas@cornwall.gov.uk	01872 324327

Region	CSP	Director Forename	Surname	Director's email	Director's Tel.
West Midlands	Sports Partnership Herefordshire & Worcestershire	Steve	Brewster	s.brewster@worc.ac.uk	01905 855537
West Midlands	Coventry, Solihull and Warwickshire Sport	Tony	Costello	T.costello@warwick.ac.uk	024 765 74196
West Midlands	Energize Shropshire Telford & Wrekin	Chris	Child	chris.child@energizestw.org.uk	01743 255073
West Midlands	Birmingham Sport and Physical Activity Partnership	Tom	McIntosh	thomas.r.mcintosh@birmingham.gov.uk ;	0121 464 2027
West Midlands	Black Country Be Active Partnership	Simon	Hall	simon_hall@blackcountryconsortium.co.uk	01384 471136 07824 415 236
West Midlands	Sport Across Staffordshire and Stoke on Trent	Mark	Thornewill	mthornewill@staffordbc.gov.uk	01785 619896
Yorkshire	West Yorkshire Sport	Nigel	Harrison	nigel.harrison@wysport.co.uk	0113 393 9950
Yorkshire	Humber Sports Partnership	Gary	Hood	ghood@goodwin-centre.org	01482 387491 ext 1308
Yorkshire	South Yorkshire Sport	Helen	Marney	helen.marney@sysport.co.uk	0114 2235670
Yorkshire	North Yorkshire Sport	David	Watson	David.Watson@harrogate.gov.uk	01423 556781

National Organisation Contacts

Sport England

Further.education@sportengland.org

Katie Mitchell	Head of Further Education	0207 273 1653	Katie.mitchell@sportengland.org
Cassell Bailey	Senior Manager – Further Education	0207 273 1685	Cassell.bailey@sportengland.org

Association of Colleges Sport Team

Clare Howard	Head of Sport Policy	07775 665138	clare_howard@aoc.co.uk
Donna Thompson	Sport Development Manager	07866 548571	donna_thompson@aoc.co.uk
Stephen Hunt	Sport Project Officer	0207 0349958	stephen_hunt@aoc.co.uk
Katie Hartigan	Sport Administrator	0207 0349975	katie_hartigan@aoc.co.uk

British Colleges Sport

John Hole	Chief Executive	01935 823444	johnhole@bcSPORT.org
Karl Lines	National Football Development Manager / ECFA Chief Executive	01935 823444/ 07912 513297	karllines@bcSPORT.org

Regional Coordinators

East	Charlotte Jane	CharlotteJane@bcSPORT.org	07725 235 004
East Midlands	Rebecca Carter	RebeccaCarter@bcSPORT.org	07725 235 003
West Midlands	Liz Fletcher	LizFletcher@bcSPORT.org	07725 235 008
South East	TBC		
South West	Grace McCatty	GraceMcCatty@bcSPORT.org	07912 513 298
London	Carla Emmanuel	CarlaEmmanuel@bcSPORT.org	07725 235 007
North West	TBC		
North East	TBC		
Yorkshire & Humberside	Ian McCombes	IanMcCombes@bcSPORT.org	07725 235 010

Section 9 Further Education Acronyms

AoC	Association of Colleges ACER – Association of Colleges in the East Region AoSEC – Association of South East Colleges EMFEC – East Midlands FE Colleges
ALS	Additional Learner Support
BCS	British Colleges Sport
BIS	Business Innovation and Skills (Govt Department)
BTEC	Qualifications awarded by the Business and Technology Education Council
CSM	College Sport Maker
ECFA	English Colleges Football Association (now merging with BCS)
EFA	Education Funding Agency (from April 2012)
EMA	Educational Maintenance Allowance (cut 2011)
FESCo	Further Education Sports Coordinators (no longer funded nationally)
GLH	Guided Learning Hours
IAG	Information Advice and Guidance (for students)
IfL	Institute for Learning
ILR	Individualised Learner Record (a collection of data about learners and their learning that is requested from learning providers in the FE system)
LAD	Learning Aims Database
LSIS	Learning and Skills Improvement Service (won't exist after August 2013)
NAS	National Apprenticeship Service
NEET	Not in Education, Employment or Training
NIACE	The National Institute of Adult Continuing Education
NVQ	National Vocational Qualification
OIP	Outcomes Incentive Payments
QCA	Qualifications and Curriculum Authority
QCF	Qualifications Curriculum Framework
SAR	Self Assessment Report
SFA	Skills Funding Agency (Adult Funding)
SSC	Sector Skills Council
SLN	Standard Learner Numbers
STEM	Science, Technology, Engineering, Maths
YPLA	Young People's Learning Agency (16-18 Funding) – from April 2012, becomes the Education Funding Agency (EFA)

Notes for completion

- Please complete the delivery plan and proxy measure template below as an indication of your work programme for the next 18 months. This delivery plan will run from Jan 2013 to Aug 2014.
- As this is an initial plan, there will be the opportunity to revise this plan in Sept 2013 to ensure that it is realistic – once you have had time in post to see what is possible and to be able to act on new opportunities that arise in the first 6 months.
- We appreciate that there will be areas of your role outside of these key delivery areas, however these are the areas that you will be required to report progress on to Sport England on a 6 monthly basis – these are your proxy measures. Sport England believes that by delivering the work areas below, you will have an impact on increasing student sport participation in your college.
- Please liaise with your County Sports Partnership (CSP) to discuss the delivery plan. They will be able to provide advice on what is achievable in your area – especially in regards to community links or Sportivate.
- Please only consider and set targets for the work of the CSM and not the wider college - unless the CSM will have an instrumental role in influencing this activity.
- These proxy measures can be zero – these areas are taken from the key areas of your work programme, we do ask that you explore all areas of the plan with your CSP though – even if you then decide this will not be a focus initially.
- In some areas of the delivery plan, it may be that the target remains at the baseline for some existing things such as NGB relationships – but that the work will focus on strengthening or developing existing work. For example, there may be an existing intramural football programme and the CSM work will lead to more teams within the league, or there is an existing relationship with netball but the CSM will work with netball to add an element to this existing work.
- Please don't try to do too much – this is about quality and long term participation rather than ad hoc one off events or tasters with no formalised exit routes.
- The Participants column is there as a guide – it is to ensure you are focusing on enough activity to reach the participant ambition. However, you will not be measured on participant numbers.

Participation proxy measures

In table one, please provide information regarding current and expected participation rates.

Table 1: Participation proxy measures

Proxy Measure: <i>This should relate to regular activity – not one off events / activities</i>	Baseline at March 13	Target by Aug 14	Sports and / or participation products (i.e., No Strings Badminton, Rush Hockey, etc).	Who will be targeted (course/gender/ disability etc) <i>Where possible please outline who will be targeted for each sports and participation product</i>	How many new regular 1 x 30 participants do you think this will engage? <i>Where possible please outline how many new regular participants will be engaged for each sports and participation product</i>	
Number of partnerships with National Governing Bodies (NGB) as part of Whole Sport Plan participation programmes. <i>A partnership is defined as ‘where the CSM has met the NGB officer (national/regional or local) to agree how the NGB whole sport plan product/intervention should be introduced to College students, and progress on implementing an action plan has begun with a means of review identified. The CSM should involve the AoC/BCS regional co-ordinator where appropriate’</i>						
Number of new regular (once a week for at least a term) participation focused activities offered for college students (excluding intra mural competition or Sportivate sessions).	On college site					
	Off college site					

Proxy Measure: <i>This should relate to regular activity – not one off events / activities</i>	Baseline at March 13	Target by Aug 14	Sports and / or participation products (i.e., No Strings Badminton, Rush Hockey, etc).	Who will be targeted (course/gender/ disability etc) <i>Where possible please outline who will be targeted for each sports and participation product</i>	How many new regular 1 x 30 participants do you think this will engage? <i>Where possible please outline how many new regular participants will be engaged for each sports and participation product</i>
Number of new intramural programmes or leagues running					
Number of new Sportivate programmes run for students and/or community					
Number of new student volunteers delivering/organising participation opportunities for students in FE colleges					
Number of new active links with community clubs and organisations to increase student participation opportunities (excluding satellite clubs). <i>An Active club link exists if any of the following apply:</i> <ul style="list-style-type: none"> • <i>The club coach helps to deliver sessions in College</i> • <i>Students participating in College are actively encouraged (e.g. through organised transport links) to attend a club session off site</i> • <i>Students use the club facilities at discounted</i> 					

Proxy Measure: <i>This should relate to regular activity – not one off events / activities</i>	Baseline at March 13	Target by Aug 14	Sports and / or participation products (i.e., No Strings Badminton, Rush Hockey, etc).	Who will be targeted (course/gender/ disability etc) <i>Where possible please outline who will be targeted for each sports and participation product</i>	How many new regular 1 x 30 participants do you think this will engage? <i>Where possible please outline how many new regular participants will be engaged for each sports and participation product</i>
<i>rates or free of charge</i> <ul style="list-style-type: none"> <i>There is a formal Service Level Agreement between the club and the College</i> 					
Number of new satellite clubs on college sites					

Partnership working

In table two, please describe the nature and extent of your partnership working

Table 2: Partnership working proxy measures

Partnership proxy measure	Please consider the key partners/colleagues and work areas that you may need to build and maintain partnerships with in order to be successful in your role.
<p>Internal partnerships and developments</p> <p><i><u>Please consider the following:</u></i></p> <p><i>What regular opportunities to talk to other departments have you developed, is there a regular opportunity to attend other faculty meetings?</i></p> <p><i>How is your work reported upwards through to senior management?</i></p> <p><i>What is the nature of your relationship with marketing / PR / comms / student services / HR / IT / other cross college functions?</i></p> <p><i>How many layers of management are there are to get to the Principal and who on the Senior Management Team does the CSM have regular contact with?</i></p>	
<p>Other external partnerships and developments</p> <p><i><u>Please consider the following:</u></i></p> <p><i>Do you sit on any community sport groups?</i></p> <p><i>Have you started any new relationships with facilities, sports organisations etc that may lead to an increase in student participation?</i></p>	

Partnership proxy measure	Please consider the key partners/colleagues and work areas that you may need to build and maintain partnerships with in order to be successful in your role.
<p>Relationship and partnership working with CSP</p> <p><i>Please outline how the relationship is working, what's working well and what are the challenges.</i></p> <p><i>How often are you in contact, what programmes are you working together on, and what advice are they providing?</i></p> <p><i>Is there a sports development network that involves all Colleges in the CSP area?</i></p>	
<p>College sport networks</p> <p><i>Please outline the nature of your involvement with the Association of Colleges (AoC) and British Colleges Sport (BCS) networks, what is working well and what are the challenges?</i></p> <p><i>Are you in contact with any other College sport providers apart from AoC and BCS?</i></p> <p><i>Are you in contact with / working with / networking with other CSMs, if so, who are they and what is the nature of this contact?</i></p>	

Success and Challenges

In table 3, please describe key activities which you consider to have been a success (and why), and key challenges which you have faced as a CSM.

Table 3: Successes and challenges

Proxy Measure	Detail
<p>Please tell us in detail about one project or activity which you have been directly involved in through your role as CSM that you consider to have been a success.</p> <p><i>What was your role in the project / activity and why was it successful?</i></p> <p><i>Please provide an indication of participant numbers in this project / activity.</i></p>	
<p>Please tell us about key challenges that you have faced as a CSM?</p> <p><i>What is being done to overcome these challenges?</i></p>	

Signature CSM

Signature CSP

Please complete and return to Sport England before 1st March 2013.

Delivery Plan

In table 4, please describe the key actions that will be undertaken against each of your chosen proxy measures. Please include any of the key partners that will be involved and the timescales for completion of each action.

Table 4: Delivery Plan

Proxy Measure	Required actions and partner involvement	Timescales
No. of partnerships with NGBs as part of Whole Sport Plan participation programmes		
No of new regular (once a week for at least a term) participation focused activities offered for college students		
No of new intramural programmes or leagues running		
No of new Sportivate programmes run for students and/or community		
No of new student volunteers delivering/organising participation opportunities for students in FE colleges		

No of new active links with community clubs and organisations to increase student participation opportunities		
No of new satellite clubs on college site		
Internal partnerships and developments		
Other external partnerships and developments		
Relationship and partnership working with CSP		
College sport networks		