



Evaluation of pilot Further Education Sport Coordinators (FESCos) in FE Colleges 2008

Final Report by



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Section 1: Introduction and Background

The Youth Sport Trust (YST) commissioned Prospects4Sport to undertake this study in June 2008. The purpose of the work was to evaluate the 30 pilot Further Education Sports Co-ordinators (FESCos) who started work across 31 FE Colleges from April 2008.

The idea of Sports Co-ordinators in FE Colleges had been debated for some time, and a formal proposal first appeared in the DCSF Olympic and Paralympic Delivery Plan. Following an initial Consultation Day in January 2007, a Principals' Strategy Group was formed (chaired by the Principal of Filton College Bristol, Kevin Hamblin).

In July 2007, Gordon Brown announced an additional investment of £100m for PE and School Sport, which included £6m for FE Sports Coordinators. This recognition of the FE sector as an important partner in the delivery of wider opportunities in sport for young people was an important boost for the sector. The funding will make a major contribution to the delivery of the 5 hour Offer for 5-19 year olds.

The identified aim of the FESCO project is to ***increase opportunities for young people, aged between 16 and 19 in education, to participate, perform and lead and volunteer in Sport.***

There are three primary objectives for the FESCO programme:

- **Objective 1:** To connect the FE College/s to the School Sport Partnership infrastructure and the Delivery System for Sport, particularly in the context of the transition of young people from the secondary to the FE sector and from the FE sector into community sport
- **Objective 2:** To drive a process of sport development planning within every FE College, which is connected to existing networks and plans
- **Objective 3:** To drive the improvement and enhancement of the existing college based sport enrichment programmes for students aged between 16 and 19, with a particular focus on raising participation, broadening opportunities to lead and volunteer, and improve and enhance competition opportunities

The individual FESCos have three main functions:

- To widen ***participation*** for those young people who are not currently participating, for example through an enhanced Enrichment Programme
- To increase opportunities for ***competition*** and performance
- To encourage more young people into ***Leadership & Volunteering***

Evaluation of Pilot FESCos: Section 2

Section 2: Study methodology and objectives

The study was undertaken over ten days between 18th June and 25th July 2008. During the study, a combination of face to face meetings and telephone consultation was undertaken with:

- 21 of the 22 of the pilot FESCos who were in post at the time (for various reasons, the other eight pilot Colleges had not appointed or the FESCo had not yet started at the time of this study)
- 12 Partnership Development Managers (PDMs)
- 7 Line managers in FE Colleges
- 5 Youth Sport Trust Development Managers (DMs)
- 4 County Sport Partnership representatives

A full list of those consulted is at Appendix A.

The objectives of the study were to:

- identify lessons learned for each of the main partners to each FESCo project
- evaluate the roles of the posts appointed, and learning points for other Colleges coming on board with the FESCo project in Autumn 2008
- evaluate the success of any work undertaken to date and examples of good practice
- make recommendations for the future delivery of the FESCo programme, under the three areas of Pre-Appointment, Induction and Post-Appointment.

Evaluation of Pilot FESCos: Section 3

Section 3: The Pilot Colleges – outline

The 31 Colleges involved in the pilot FESCO programme are all different, with a geographical spread, a mix of urban and rural locations, and different types of College involved. Many of these features have impacted on the role of the FESCO appointed – explored further in section 4.

The table in this section gives an initial brief outline of the Colleges, their types (as defined by DCSF Edubase), their geographical location and the FESCO's role.

Map: Location of Pilot FESCO Colleges



The Pilot Colleges

(by region)

N = Blue (Durham, Sunderland)

NW = Red (Southport, Barrow, Hopwood, MANCAT)

YH = Pink dot (Greenhead, Dearne Valley, Barnsley, Craven)

EM = Green (Derby, Loughborough, Wygesston QE, Northampton)

WM = Blue dot (Wolverhampton, Worcester x 2, Warwickshire)

E = yellow (Norwich, Cambridge, West Anglia, Milton Keynes, SEEVIC)

L = light blue (Hackney, South Thames, Richmond)

SE = purple (East Berkshire, South Kent)

SW = pink (Filton, Yeovil, Truro)

Section 3 (cont): The Pilot Colleges - outline

<i>Region</i>	<i>YST Region</i>	<i>CSP area / Local authority area</i>	<i>Linked SSP</i>	<i>FE College name</i>	<i>College type**</i>	<i>FESCO name / date appointed</i>	<i>Days per week / post combined with...</i>
N	NNW	Durham Sport / Durham	Durham Gilesgate	New College Durham	General FE	Donna Knowles May 2008	2 days FESCO / hoping to combine with another role at College
N	NNW	Tyne Wear Sport/ Sunderland	Farringdon	City of Sunderland College	General FE	Amy Woolstenholmes 15 th April 2008	2 days FESCO / 3 days curriculum support co-ordinator and lecturer
NW	NNW	Cumbria Sport/ Barrow-in-Furness	Furness/ Thorncliffe	Barrow-in-Furness Sixth Form College	6th form College	Jon Mason 24 th April 2008	2 days FESCO / Doing part time IT teaching at the College; graduated last year; applying for masters in 08-09
NW	NNW	Greater Manchester Sports Partnership / Rochdale MBC	Cardinal Langley	Hopwood Hall College	FE Tertiary College	Paul Conway 1 st May 2008	2 days FESCO – was Football Development Officer in College before, funded through Football Foundation grant
NW	NNW	Merseyside Sport/ Sefton	Stanley High	Southport College	General FE	Helen Wilson 2 June 08	2 days FESCO / 3 days lecturer
NW	NNW	Greater Manchester Sports Partnership/ Manchester	Our Ladys	MANCAT (Manchester College of Art and Technology)	General FE		Not yet in post. Will be three days FESCO – one extra day funded by MANCAT
YH	YEM	West Yorkshire Sport/ Rotherham MBC	Rawmarsh	Dearne Valley College	General FE	Kerry Callan Late June 08	2 days FESCO / 3 days Asst Sports Centre Manager

Section 3 (cont): The Pilot Colleges - outline

<i>Region</i>	<i>YST Region</i>	<i>CSP area / Local authority area</i>	<i>Linked SSP</i>	<i>FE College name</i>	<i>College type**</i>	<i>FESCO name / date appointed</i>	<i>Days per week / post combined with...</i>
YH	YEM	West Yorkshire Sport/ Kirkless	Newsome High	Greenhead College	6 th Form College	Mandy Sewell 1 st April 2008	2 days FESCO / 3 days lecturer. In College teaching before FESCO role; previously combined with an SSCO role.
YH	YEM	South Yorkshire Sport / Barnsley MBC	Priory (Barnsley)	Barnsley College	FE Tertiary College		2 days FESCO
YH	YEM	North Yorkshire Sport/ Craven	Aireville	Craven College	General FE	Bridget Slater 1 st April 2008	2 days FESCO / 3 days lecturer. In College teaching before FESCO role
EM	YEM	Leicester-Shire and Rutland Sport / City of Leicester	Lancaster SS P, Leicester	Wyggeston and Queen Elizabeth I College	6 th form College	Peter Langley June 2008	2 days FESCO / 3 days casual coach.
EM	YEM	Derbyshire Sport / City of Derby	Lees Brook	Derby College	FE Tertiary		Post will be 2 days FESCO / 2.5 days lecturing / 0.5 day work experience placement supervision
EM	YEM	Northamptonshire Sport/ Northampton	Northampton Academy	Northampton College	General FE		2.5 FESCO/ 2.5 SSP
EM	YEM	Leicester-Shire and Rutland Sport / Charnwood	Burleigh	Loughborough College	General FE	Charlie Watts June 08 (first FESCO appointed April 08)	2 days FESCO / 3 days Sports Development Officer in College COVE sports development team

Section 3 (cont): The Pilot Colleges - outline

Region	YST Region	CSP area / Local authority area	Linked SSP	FE College name	College type**	FESCO name / date appointed	Days per week / post combined with...
WM	SWWM	Black Country/ Wolverhampton	Westcroft	City of Wolverhampton College	General FE		Combined FESCO / SCo post
WM	SWWM	Hereford & Worcestershire Sport/ Worcester	Droitwich	Worcester College of Technology	General FE	Sarah Williams (April 08)	2 days FESCO for Worcester College of Technology, 2 days FESCO for Worcester 6 th Form College, 1 day management / admin
WM	SWWM	Hereford & Worcestershire Sport/ Worcester	Droitwich	Worcester 6th Form College	General 6 th Form		
WM	SWWM	Coventry, Solihull and Warwickshire Sport/ Warwick	Kineton	Warwickshire College	General FE	Martyn Philips / 15 th April 2008	2 days only (Wed and Thurs). Coaching in America before FESCO role
E	ECS	Living Sport/ South Cambs	Netherhall School (Cambs)	Cambridge Regional College	General FE	Christine Spowell / 1 st July 2008	2 days FESCO / 2 days SSP School Sports Manager / 1 day self employed tutor
E	ECS	Active Norfolk/ King's Lynn and West Norfolk	King Edward VII	College of West Anglia	General FE		Full time FESCO / Sports Co-ordinator post
E	ECS	Bucks and Milton Keynes Sports Partnership / Milton Keynes	Leon School	Milton Keynes College	General FE	Oli Jordan June 2008	Full time FESCO / Sports Development post (College pays for extra 3 days)

Section 3 (cont): The Pilot Colleges - outline

<i>Region</i>	<i>YST Region</i>	<i>CSP area / Local authority area</i>	<i>Linked SSP</i>	<i>FE College name</i>	<i>College type**</i>	<i>FESCO name / date appointed</i>	<i>Days per week / post combined with...</i>
E	ECS	Sportsex / Castle Point	Deanes	SEEVIC College	6 th Form College	David Kreyling & Richard Roberts April 2008	
E	ECS	Active Norfolk/ Norwich	Earlham High	City College Norwich	N/A	Adam Williams	Full time FESCO (College pays for the 3 extra days – used to be enrichment officer)
L	LSE	Pro-Active South London / LB Richmond upon Thames	Whitton (Richmond)	Richmond-upon-Thames Community College	FE Tertiary College	Hannah Ross-Tatam April 2008	Full time FESCO post (College pays for the extra 3 days)
L	LSE	Pro-Active South London/ LB Wandsworth	Southfields	South Thames College	General FE		2 day FESCO
L	LSE	Pro-Active East London / LB Hackney	Hackney Free	Hackney Community College	General FE		
SE	LSE	Kent Sports Development Unit/ Shepway	Harvey Grammar	South Kent College	General FE	Ricky Owen Late June 08	2 days per week FESCO – teaches at college on Friday, and also runs his own business rest of the week
SE	ECS	Berkshire Sport/ Slough	Wexham	East Berkshire College	General FE	Simon East 1 st May 2008	2 days FESCO / 3 days lecturer and Sports Development
SW	SWWM	Somerset Activity and Sports Partnership/ South Somerset	King Arthurs (Somerset)	Yeovil College	FE Tertiary	Kathryn Purnell 1 st April 2008	2 days FESCO / 3 days sports co-ordinator (Fixtures etc) in College

Section 3 (cont): The Pilot Colleges - outline

<i>Region</i>	<i>YST Region</i>	<i>CSP area / Local authority area</i>	<i>Linked SSP</i>	<i>FE College name</i>	<i>College type**</i>	<i>FESCO name / date appointed</i>	<i>Days per week / post combined with...</i>
SW	SWWM	Cornwall Sports Partnership/ Carrick	Penryn College	Truro College	FE Tertiary	Tim Evans June 2008	2 days FESCO / 3 days SDO at secondary school
SW	SWWM	Active Gloucestershire/ South Gloucestershire	King Edmund	Filton College	General FE	Geoff Holloway April 2008	Full time FESCO / Sports Development officer

Types of FE College

The comment from one FE College during the application stage “we’re not sure that anyone outside FE really understands how FE works” has been a true reflection of some of the experiences of the pilots.

The ethos of FE, its culture, atmosphere of College, traditions and conventions are different from the school environment. There are also different types of College. The PDMs interviewed for this study commented that the programme had given them a much greater understanding of the sector. There are many learning points, many of which are explored later in this report, and further information is at Appendix B.

**College Type defined as in the DCSF Edubase:

FE College: An educational institution, eligible for the receipt of public funding through the Learning Skills Council, 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.

Sixth Form College: An educational institution, eligible for the receipt of public funding through the Learning Skills Council, which deals principally with the delivery of academic provision to 16-19 year olds.

Tertiary College: The title was originally given to educational establishments aimed primarily at the 16-19 age group, which combined the functions of a further education college and a sixth form college, offering further education through a full range of courses, both vocational and academic.

Further information regarding the types of Colleges, including reference to the fact that the distinctions are becoming more blurred as the landscape changes, is at Appendix B.

Key lesson from FESCO pilots:

The need for all partners, particularly those not familiar with FE, to understand the nature of FE, the College type and geographical influence of the College and any cross-boundary issues.

See Recommendation 1

Section 4: Pre-Appointment (1) - Planning a FESCO post: Key considerations

This section highlights some key factors that have emerged from the evaluation, and examines the elements that must be considered by all partners when planning a FESCO post for a partnership area. These elements have an impact on the role of the FESCO and the success of the post.

We have split the factors and considerations into two main areas as follows:

- **Internal considerations** – including the need to consider the type of FE College, its size, catchment and influence, number of sites, range of courses offered, teams, competitive opportunities, enrichment opportunities, sports facilities, budget available, the level of strategic support from Principal / SMT, the availability of staff to make external links and assist with planning for the FESCO, the historical or current approach of the College to partnership working, and relationship with other institutions.
- **External considerations** – including the demographics of the area, geography and location, location of other FE colleges, SSP links and boundaries, the number and range of existing partnerships (CSP, LA, CSN, clubs, NGBs etc), and the definition of “local” / geographic influence of FE

The evaluation of the pilots has shown that there needs to be careful thought regarding the potential for different roles of the FESCos depending on these internal and external context issues.

The table on the following pages gives a description of each factor / consideration and a short explanation of how these factors affect the role of the FESCO, together with examples from the pilots as to how the FESCos have been affected.

Section 4 (cont) Pre-Appointment Essential Considerations

Pre-Appointment considerations – planning for the role

The role of the FESCO is dependent on the following considerations:

	<i>Essential consideration</i>	<i>Factors to consider before FESCO is appointed</i>	<i>Impact on the role of the FESCO</i>	<i>Examples from the pilots</i>
Internal considerations	Type	What type of College is it? A general FE college or mainly academic 6 th form college? See the definitions in section 1 and the additional information at Appendix B.	This may make a difference in terms of the College priorities. The more academic colleges, generally 6 th form colleges offering A level PE, may have a different focus for the FESCO. There might be more pressure on the FESCO to focus on the elite teams and athletes, supporting competition etc. General FE colleges could focus more on participation across college for all students, or have certain departments where sport is not a priority. The types of students may also be different – however, the distinctions between Colleges are becoming increasingly blurred.	In some cases, the difference between the 2 types of College is very marked – e.g. Wyg QE College vs. Leicester College. QE has 5 cricket teams alone for 1,900 students and a very good mix of gender, type of sport etc; Leicester has only 2 teams in total across 4,000 students. The FESCO working in the two Worcester Colleges – one of which is a 6th form College and the other is a general FE primarily vocational College – has experienced very different priorities within each College. FESCos working in 6th form College may also be dealing with fewer students, which affects the role (see below)
	Size	How big is it? What is the total number of students – full time / part time? Total number of staff?	In larger Colleges, the FESCO will have to prioritise carefully, whilst in the smaller Colleges they will be able to get to know the students much more easily. This will affect their ways of working, and decisions about one to one support of students, methods of communication (email, texting, paper based) will also be affected.	The numbers of full time 16-19 year olds varied in the pilot colleges from 850 (Barrow) to 7,500. (Norwich) Many of the General FE colleges are working with around 4,000 full time students, whilst the 6th form Colleges are generally smaller. The Warwickshire FESCO, working with nearly 5,000 students across 7 sites, has decided to focus mainly on one department (Hair and Beauty) on one site – anything more would be very difficult in 2 days per week.

Section 4 (cont) Pre-Appointment Essential Considerations

<i>Essential consideration</i>	<i>Factors to consider before FESCO is appointed</i>	<i>Impact on the role of the FESCO</i>	<i>Examples from the pilots</i>
Catchment	Does the College draw its students from a wide geographical area? Is it a regionally or even nationally recognised College for particular subjects?	Wide catchment areas can affect the number and type of activities that the FESCO organises. There may be geographical issues with students having to travel large distances, particularly in rural areas where buses home may be at a set time.	At Southport College, the students come from Liverpool – over 15 miles away – making it difficult for the FESCO to organise activities after College. Similarly Norwich recruits from around 30 miles away and Richmond College recruits from all over London.
Number of sites	How many sites does the College have? Are these locations in different SSP areas, LA areas, perhaps even different CSP areas?	FESCos having to work across several sites will need more time – not only in terms of getting round the whole College but also in terms of working with different external partners. Colleges with sites in different local authority areas, SSP areas, and even CSP areas will probably need FESCos who are experienced in working with different partners and can work at a higher level.	The most marked example of this from the pilots is Warwickshire College, with 6 sites across 2 CSPs (Coventry, Solihull and Warwickshire Sport and Hereford & Worcestershire), 4 SSPs and 4 local authorities. Other examples from the pilots include MANCAT (3 sites, 3SSPs) Sunderland (5 sites, 3 SSPs) Wolverhampton (3 sites), West Anglia (4 sites), South Thames (7 sites)
Number of sports courses / size of sports dept	What is the number and range of sports courses on offer? How many students are on sports courses?	A college with a large number of sports courses and sports students may experience greater SMT support for the FESCO role. The FESCO may also have more potential volunteers to work with, particularly in terms of working with the SSP and with setting up and organising activities for the rest of the College. However, FESCos in Colleges with lots of sports students could easily be sucked into the work of the department instead of working on	There were examples in the pilots (Loughborough, Richmond) where the sports department was very strong and the College was recognised as a Centre for Vocational Excellence (COVE) for aspects of their work. This meant that the FESCos are well supported by the departments. Other FESCos are working in pilot Colleges with little or no sports courses. The FESCO at Southport is looking forward to being able to raise standards of participation across College with currently only 50 students on sports courses and almost no

Section 4 (cont) Pre-Appointment Essential Considerations

<i>Essential consideration</i>	<i>Factors to consider before FESCO is appointed</i>	<i>Impact on the role of the FESCO</i>	<i>Examples from the pilots</i>
		participation across the College	participation in other departments.
Strategic commitment to sport and physical activity and support for sport at Principal / SMT level	How supportive is the College Principal and SMT in terms of the FESCO role and widening participation opportunities? Is sport a major College priority? Is it mentioned in the College strategic aims or on the front page of the website? Does it form part of the core offer? What is the level of interest from Principal or governors? Has the College made clear the links between sport and other College Priorities / ECM targets etc? Do Heads of Department recognise the potential role and benefits of sport?	A fully supportive Principal and SMT make a big difference to the potential of the FESCO – the FESCO may have access to SMT meetings, may receive a higher profile amongst staff, and the work may be valued more, providing access to perhaps more resources. The FESCO in a College with less support will have to work harder on the profile of the role and advocating the importance of sport. They may also have to prove their worth with some early “quick wins”.	Many of the pilot Colleges had strong support for the FESCO role from their Senior Management (hence why they became part of the pilot). The Principal at Filton College Chairs the National Group on FESCOs. Other FESCOs who commented on strong support include those at Loughborough, Richmond, Wygesston QE, and Derby. Others – for example Craven and Worcester – have experienced less direct support and may need to do more advocacy work.
Number of competitive teams / competitions entered	How wide is the range of sports teams and competitive opportunities? Does the College enter competitions – British Colleges Sport / School Comps / local friendlies? How good is the range of teams offered: male / female, different sports etc. Does the College have individual entrants to BCS and other competitions?	FESCOs working in Colleges with a good range of competitive opportunities may need to focus more on volunteering (perhaps using those students already competing) and participation/ recreational opportunities across College. There may be a need for the FESCO to convince the non sporty / non competing students that there are other forms of competition that may be attractive to them.	Many of the pilot Colleges run academies in a number of sports (e.g. Filton, Loughborough, Derby, Hopwood Hall, Richmond, others) and have teams competing in a range of leagues/friendlies. The FESCOs there will be focussing their efforts on wider participation. Others, for example Sunderland, had fewer existing teams so this could be an area for development.
Enrichment opportunities for all students/	How wide is the range of enrichment opportunities? Does each dept/ school run its own enrichment	Timetabling of general activity sessions and participation opportunities is a big issue for FESCOs – and those working	At Loughborough, a pilot project last year resulted in every student being offered an

Section 4 (cont) Pre-Appointment Essential Considerations

	<i>Essential consideration</i>	<i>Factors to consider before FESCO is appointed</i>	<i>Impact on the role of the FESCO</i>	<i>Examples from the pilots</i>
	General health/physical activity programmes for all students	programme or is there a central enrichment officer or budget? Is there a set time for enrichment or does each dept have its own timetable? How committed is the College to healthy living, generic activity programmes, and what is the attitude of institution towards making time for exercise	in Colleges where time is limited or there is little existing work in this area may have to work much harder to convince tutors, Heads of Dept and SMT of its value. They will need good negotiation and persuasion skills. Others working in Colleges where there is a strong existing programme may need to do a strong audit to identify gaps and also find out what are the barriers stopping some students from taking part.	<p>extra hour per week of timetabled enrichment programmes, which was run by the sports development team. Other pilot Colleges also have an existing enrichment programme which is very extensive – e.g. Greenhead.</p> <p>Some FESCOs are in the same department as the enrichment programme (usually termed Student Services or similar) – for example Warwickshire, Greenhead, Norwich.</p>
	Budget available	Is there a budget available for sporting and activity opportunities?	Linked to the question above, with the same issues. FESCOs with access to an enrichment budget or departmental budget will be able to plan more activities, whilst those who have limited resources may have to work more creatively and be more adept at forging strong external partnerships.	<p>Others are located within the Sports Department, and may have more difficulty getting access to the enrichment budget – for example Worcester, South Kent.</p>
	Facilities on or off site	How many facilities are available to students? Is there community use of these facilities? Is there a good range of sports facilities, including less traditional activities? How far do students have to travel if going off site?	FESCOs working in Colleges with a large range of quality facilities will clearly be at an advantage in encouraging students to participate. Lack of access to facilities could be a barrier, and the FESCO will have to think creatively about different activities if there are no facilities on site.	<p>Many Colleges are either currently being re-built under major LSC capital programmes, or new facilities are being planned. At Durham, the “New” New College now has a range of quality facilities in attractive new buildings. At South Kent, there are no facilities and students have to go off site to sports centre. Sunderland also has very few facilities, which presents great challenges to the FESCO. The Norwich FESCO has few</p>

Section 4 (cont) Pre-Appointment Essential Considerations

	<i>Essential consideration</i>	<i>Factors to consider before FESCO is appointed</i>	<i>Impact on the role of the FESCO</i>	<i>Examples from the pilots</i>
				facilities on site so has developed a range of outdoor adventure activity programmes.
External considerations	Strategic links - range of plans relevant to the FESCO role	What plans have already been written which will affect the FESCO work programme? Is the College involved in the production of Local Area Agreements / CSP strategies / PESSCL strategy groups / Children and YP plans etc?	One of the key tasks FESCOs are facing is the production of an action plan or College Sports Development Plan. To do this, the FESCO needs to be aware of the range of regional, sub regional and local strategies and plans that affect their role. If there are already strong links between the College and these external plans (perhaps the College is included as a key delivery agent in some of them), the FESCO may find it easier to understand the College input.	Some have already made good links with the SSP Evaluation and Priorities Document (EPD) – for example Durham where the FESCO inputs her elements directly into the plan electronically. Other pilot FESCOs expressed the view that they needed some guidance in terms of understanding the range of plans in existence locally.
	Demographics of the area	What are the demographics of the area? Is there a high BME population / high percentage of older people?	The FESCO needs to understand the local demographic context particularly in terms of using student volunteers in the community and working with schools. Those in areas of high deprivation or where there are a large number of different communities may have issues relating to language or putting on different types of activities. Participation rates and targets may also need to be adjusted depending on the types of communities the FESCO is working with.	Colleges such as Greenhead and Wygesston QE include high numbers of Asian students, and may experience lower participation figures or need to establish different types of activities, whilst participation in an area such as Loughborough is relatively high.
	Geography	Is the College located in a mainly	This may affect the role in terms of the	Very rural Colleges – e.g. Barrow, Craven,

Section 4 (cont) Pre-Appointment Essential Considerations

	<i>Essential consideration</i>	<i>Factors to consider before FESCO is appointed</i>	<i>Impact on the role of the FESCO</i>	<i>Examples from the pilots</i>
		rural or urban area?	FESCO needing to organise transport, different competition opportunities between Colleges, and voluntary placement opportunities.	Yeovil – may have more issues relating to organising placement and competitive opportunities for their students.
	Other FE colleges in the area or school 6 th forms	Where are the nearest other FE institutions? What is the relationship like between the College and other institutions? If there are school 6 th forms, how will they feel about a FESCO role?	FESCOS working in areas where there are school 6 th forms need to be sensitive to the issues of competition and the relationships between the College and the schools. Where there is only one FE College and no 6 th forms, the work of the FESCO becomes much easier. FESCOS across different Colleges to will need to plan their work together to be effective (see section 5.4)	The Richmond FESCO is likely to have a good relationship with SSCOs and schools because at present there are no schools with 6th forms in the Borough (except independent schools). The same is true at Yeovil, where the College acts as the 6th form for all 3 schools in the town. The relationships are more difficult where there is strong competition, for example at East Berkshire, with schools which have 6th forms.
	Number of SSPs College draws from / existing links to SSPs	Does the College and SSP already work together on projects such as volunteering? Does the College understand the work of the SSP and vice versa? How many SSPs will the FESCO need to work with in terms of tracking students and KS4-KS5 transition?	The relationship between the College and the SSP(s) will have a big effect on the role of the FESCO. Effective mapping of SSPs to Colleges is also crucial to the success of the post. Each College needs to be aware of the work that the SSPs that feed the College intake so that they can make strong links to the PDM and SSCOs where appropriate.	There were mapping issues in the pilot at Loughborough, who were originally mapped with 2 SSPs and only really needed to work with one Some Colleges had good existing relationships with their PDMs, for example Richmond, Loughborough, whilst at others – for example Southport and East Berks – the relationship will need to be developed. Many of the Colleges commented that the programme will increase the understanding of both SSPs and FE about each other’s work and structures.

Section 4 (cont) Pre-Appointment Essential Considerations

	<i>Essential consideration</i>	<i>Factors to consider before FESCO is appointed</i>	<i>Impact on the role of the FESCO</i>	<i>Examples from the pilots</i>
	Local authority links	Is there a sports development service within the local authority? Has the College worked with them? How strong is the relationship between the SSP and the LA sports development / leisure service?	Creating links with the local authority leisure or sports development section and local networks such as CSNs will help the FESCO work effectively. If there is an existing link, the College may have access to additional resources or be part of partnership projects on participation and volunteering already. This will give the FESCO an important head start in terms of developing external relationships and allow them to concentrate on building programmes internally.	<p>Many of the pilot Colleges were already working closely with their local authority or sitting on their CSN (or equivalent). These include Richmond, Hackney, Filton, Derby, and others. In other areas, such as Truro, links are less strong or there is no CSN in place.</p> <p>Some Colleges (e.g. Dearne Valley) will now have the opportunity to sit on the CSN with the PDM now that the FESCO is in place, widening the profile of FE in the area.</p>
	Existence of local networks such as a Community Sport Network	Does the College already get involved in local networks such as Community Sport Networks (sometimes called CSPANs - Community Sport and PA networks or SPAAAs - Sport and PA Alliances)		
	CSP links	Is the College already working within the CSP networks and forums? Does the CSP have officers who are responsible for links with FE and HE? How much does the CSP know about the FE sector, and vice versa?	As above – if the College is already well linked into these important networks, the FESCO will have access to a range of organisations much earlier.	<p>Filton College is represented on 2 of the 4 CSP forums and Derby College and Loughborough Colleges have been working with their CSP for a number of years.</p> <p>Others, e.g. Craven and East Berkshire, have no links and the FESCO will need to spend time developing these relationships.</p>

Key lesson from FESCO pilots:

The need to include all partners (SSP, College, CSP, LA, others where appropriate) in the pre-appointment planning – in order for the range of considerations in the table above to be discussed.

See Recommendation 2

Section 5: Pre-Appointment (2): Types of FESCO role

The analysis of the pilot colleges against the considerations outlined above has shown that it is important to consider both

- (a) the nature of the College itself – all the internal considerations
- (b) the nature of the external factors and the partnership relationships

before recruiting the FESCO.

Only after a thorough consideration of these factors, and matching particular types of Colleges with particular types of partnerships, can the FESCO role be fully determined and therefore the job description and person specification drawn up.

5.1 Analysis of different Colleges

Three main groupings of different types of Colleges emerge from the evaluation of the pilots based on an evaluation against the factors outlined in the table in the previous section (for example, number and range of facilities, sports courses, SMT support, size of College, number of competitive opportunities, level of existing enrichment programme etc)

Type of College	Description
C1 – low to medium provision and support for sport	those Colleges that generally have fewer of the factors in place (perhaps – but not always - smaller, with few sports facilities or courses, less likely to be already engaged in many partnerships, a lower level of priority for sport, etc). Often institutions in this group may not perceive sport as a priority in relation to other subject areas. Colleges in this group may have one area in which they are strong or undertaking some activity, but would need more help or resources to meet other areas.
Examples from the pilots: Barrow, Southport, Craven	
C2 - medium to high provision and support for sport	includes Colleges that have a medium to high level of sports facilities, students or courses, perhaps with a degree of community use and are developing strong partnerships with external agencies. These institutions may have some areas where more could be done if resources were available, but they have strong potential for developing good provision for students, and good partnerships with other organisations.
Examples from the pilots: Durham, Worcester	
C3 – high level of provision and support for sport	this group includes institutions that already have a high level of many or most of the identified criteria. Good, sustainable partnerships may already exist and a high level of participation for students and perhaps community use may take place at quality facilities. These sites may already have been identified as pivotal in NGB or other strategies. Not all Colleges in this group will have everything in place in terms of all the factors identified, but they will have many of the elements in place to have high rates of participation, volunteering and competition for students and support to other organisations.
Examples from the pilots: Filton, Loughborough, Derby	

Section 5 – Pre-Appointment: Types of FESCO role

5.2 Analysis of different partnerships and external factors

In terms of external considerations and the types of partnerships that emerge depending on the geography, location, boundaries and networks that exist around the College, there are three main groups of partnerships and networks as follows:

Partnerships and Networks	Description
P1 – simple and clear boundaries and roles	This is the least complex form of partnership. There is usually a clear and simple geographical scope, not too many boundary issues, and the number and range of partnerships to be made are straightforward – usually with one SSP, one local authority (could be either unitary or two-tier structure) and the catchment is generally within the geographical scope of one CSP. There may also be a University within the local area. Roles are clear and geographical scope is relatively straightforward.
<p>Examples from the pilots:</p> <p>Loughborough College – situated in Charnwood Borough, drawing mainly from one SSP (Burleigh), working within the Charnwood Local Sports Alliance and Leicestershire CSP structures.</p> <p>New College Durham – situated in the City of Durham on one site. One SSP covers the City, there is a City CSN and strong links with the Local Authority and wider sporting infrastructure under Durham Sport.</p> <p>Richmond upon Thames College – situated in the LB Richmond, with one SSP link, with strong networks within the Borough. The College draws its catchment from across London but it has clear links with the LB Richmond and Pro-Active South London sporting networks.</p>	
P2 – some boundary overlaps (SSPs and FE)	A more complex local picture, perhaps in larger town or City, where the number and range of partnerships are greater, and there is often more than one FE institution in area. The FE College is likely to recruit from two or more School Sports Partnerships within the LA / CSN area.
<p>Examples from the pilots:</p> <p>Dearne Valley (Rotherham); 3 FE Colleges and schools with 6th forms. Partnerships required with more than one SSP</p> <p>Greenhead (Huddersfield); 4 SSPs across Kirklees and 3 FE Colleges. Greenhead recruits from across Huddersfield.</p> <p>Derby: 2 SSPs across the City and partnerships required with surrounding Boroughs too.</p> <p>Sunderland: needs to work across 3 SSPs and 5 sites. Also HE element and new 6th form centre opening outside Sunderland</p> <p>Wolverhampton: 3 SSPs feed into the 3 campus sites - strong working relationships across the 3 SSPs co-ordinated by the Education Development Officer.</p>	
P3 – complex networks and relationships involving cross LA border issues	<p>The most complex type of partnership, where there are two, three or more FE Colleges within a local area, with overlapping catchment areas and influence. The College might have several sites across 2 or more SSPs, 2 or more LAs, perhaps even dealing with 2 or more CSPs.</p> <p>The number and range of partnerships required are complex, and joint working between FESCOs, SSPs and LAs are required to</p>

Section 5 – Pre-Appointment: Types of FESCo role

<i>Partnerships and Networks</i>	<i>Description</i>
	effectively plan and co-ordinate provision across the area.
<p>Examples from the pilots:</p> <p>Warwickshire: 6 sites across 2 CSPs, 4 SSPs and 4 local authorities.</p> <p>Manchester (MANCAT and 3 other FE) across City Council</p> <p>Leicester (Wyggeston QE and 3 other FE) across 2 SSPs, requiring relationships with the City Council, surrounding Districts and County Council</p> <p>Filton (Bristol); Working across 2 LAs (South Gloucestershire and Bristol City), 3 SSPs, HE and other partners.</p>	

5.3 Impact on the FESCo role

Colleges and other partners should consider which of the following three main groupings they fit into before deciding what role they want the FESCo to have and completing the job description and person specification.

<i>Type</i>	<i>Description</i>	<i>Role and experience required</i>
FESCo 1	<p>C1, C2, C3 combined with P1.</p> <p>Either large or small Colleges which generally operate from one main site. Colleges may fit into any of the descriptions under C1, C2 or C3.</p> <p>The partnership fits the description under P1</p>	<p>Focussed on delivery within College, increasing participation, leadership and volunteering, competition opportunities. The FESCo appointed would need good inter-personal and communication skills, perhaps a coaching background, good organisational and time management skills, but relatively little experience in wider sports development planning or working in different organisations.</p>
FESCo 2	<p>C2 or C3 combined with P2</p> <p>A potentially larger College with greater number of students and sports provision, probably drawing from more than one SSP.</p>	<p>A more complex role, including delivery as above but also needing greater joint working, networking, strategic planning across agencies. The FESCo appointed would need greater experience of sports development planning, networking and working with different organisations.</p>
FESCo 3	<p>C2, C3 combined with P3.</p> <p>Colleges with a priority for sport who are located in a complex network of partnerships, crossing LA boundaries as described under P3.</p>	<p>More strategic, requiring excellent networking and planning skills, perhaps managing delivery in College and across agencies. In this case, consideration could be made for the more strategic FESCo post to manage delivery across all FE Colleges in the area, with delivery posts in each institution. The person specification would need to include as essential at least 5 years experience within a sports development / education and /or community field, experience of working at a senior level with a range of partners, project management</p>

Section 5 – Pre-Appointment: Types of FESCo role

Type	Description	Role and experience required and facilitation skills.
Combination of FESCo types in one area	C1 combined with P2 or P3 – the need for FESCo “teams” – see below	

5.4 Links between FESCos in different Colleges – FESCo “teams”

Where there are several FE colleges in the same location, or within one SSP, it is desirable that the FESCos form a team and work together. Examples where the pilots are discussing this include:

- Rotherham (Dearne Valley College, Thomas Rotherham College, and ARCAT)
- Huddersfield (Greenhead College, Huddersfield Tech and New College)
- Leicester (Wygesston QE College, Leicester College, Gateway College, and Regent College)
- Manchester (MANCAT, City College Manchester, Xaverian and Loreto Sixth Form Colleges)

The formation of strategic planning groups, including the local authority, the relevant PDMs, the CSP and the Colleges (ideally at a senior level within College) is considered best practice in this situation. This will enable effective joint planning linked to Regional and sub regional strategies, the Children and Young People’s Plan, National Indicators and the EPDs of the various SSPs involved.

Key lesson from FESCo pilots:

The need for partners to consider which type of FESCo role is required and amend job descriptions and person specifications accordingly

See Recommendation 3

Case Study – Strategic City-Wide Planning

In the City of Manchester, a project to co-ordinate the 16-19 provision across the 3 SSP areas resulted in the formation of a Steering Group. This group was established to ensure strategic co-ordination between the 4 Colleges, the 3 SSPs, and the City Council. The group had full representation at a senior level and it commissioned an audit of current provision across the City. This study concluded that in order to provide most effectively for the 10,000 students in the City the FESCos should work together. The report recommended that the 4 Colleges should “pool” the resource of FESCos and have one FESCo in the North, one in Central and one in the South. They would work across the 4 Colleges rather than being restricted to their own institution. The Colleges would manage their work through the Steering Group. This model did not fit the national standard of having the FESCos employed directly by each College and therefore will not be implemented entirely, but the Steering Group will continue to meet to ensure that there is partnership working between the FESCos.

Key lesson from FESCo pilots:

The importance of planning for FESCo roles across areas with more than one FE College, through strategic planning groups, to enable the FESCos in each College to work together and avoid duplication

See Recommendation 4

Section 6: Pre – Appointment (3) – Recruitment issues

This section covers three main areas and examines the lessons learned from the pilots under the following headings:

- Person specifications and job descriptions
- Combining the role with other jobs
- Agreeing line management arrangements and relationships between organisations

6.1 Job descriptions and person specifications

The different profiles of FE Colleges and the context in which they work (outlined in previous section) result in the need for adjustments to the different person specifications and job descriptions of FESCos. There have been some variations across the pilot Colleges but many commented that there was a need to ensure that the right person was in post, particularly for the FESCos working in more complex local partnerships.

Previous experience of FESCos

The expectations of the pilot Colleges were varied, and the people they have appointed have differing backgrounds, for example:

- Some have employed graduates
- Some have employed more experienced people:
 - people with experience of working in an SSP
 - people with experience of FE
 - people with experience of Sports Development / external links

Some Colleges chose to recruit internally and not advertise, slotting people into the FESCO role – for example Hopwood Hall where the funding for a Football Development Officer post, which had been linked to a Football Foundation grant, was coming to an end.

Some FESCOs have been surprised by the depth of understanding required in terms of external relationships and sports development networks:

“Mostly it was what I expected but some things I have had to know much more in depth than I thought –the work has been at much more higher levels in terms of all the different funding streams and programmes I need to be aware of” (Barrow)

“I never understood before why people went to so many meetings – now I know!” (Norwich)

A range of comments from PDMs and College staff were received regarding the attributes they were looking for in interview candidates. The attributes that recruiting teams (generally the College and the PDM) were looking for included:

- a good understanding of the local structures and would not require much learning on starting the post - Some Colleges (e.g. Cambridge) were very keen to have this and wanted a very experienced person in the post
- someone who would be comfortable going into all the other departments in College – someone with good people and communication skills and would know how to attract the non sporty students by using the right terminology and not appearing too “sport focussed”. Durham felt particularly strongly on this point
- an ability to build links with external agencies, know the environment, and link effectively with schools
- experience of both SSPs and working in FE – perhaps an ideal combination of experience – for example Greenhead, where the FESCO appointed was previously an SSCO and a College lecturer.

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Others have taken on recent graduates or coaches, who will have the organisational skills and the ability to connect well with the students, but will experience a much steeper learning curve in terms of strategic networks, links and the important advocacy role of the FESCo.

In terms of College recruitment procedures, some of the pilots, such as Barnsley, experienced some delays to the recruitment due to the need to discuss extensively with the College

Finance and HR Directors to ensure that all College policies and procedures were being followed. All staffing requests at Barnsley and other Colleges go through an approval process which involves senior managers authorising the requests through a committee structure which takes time.

Many Colleges will need to go through set procedures and job evaluation and the recruitment process may take longer than planned, especially since the post is fixed term contract which has its own issues in terms of redundancy payments.

Key lesson from FESCo pilots:

The need for further consultation on person specifications so that essential and desirable attributes match the types of FESCo role more closely and take into account the environment in which they will work

See Recommendation 5

6.3 Number of days worked per week / combining FESCo role with other jobs.

The funding for the FESCo posts is for 2 days per week (generally 15 hours in College contracts). Many local partnerships between the College and the SSP have been active in trying to find other funding to extend the posts. However, within the pilots there are very few posts which have been extended to undertake a full time five day FESCo role. Where posts have been extended to be 5 days, they have been generally been combined with another job. The additional funds have therefore been put towards other roles, combining the FESCo job with another in the College or the SSP.

There has been a variety of different combinations with the 2 day FESCo role. In the other three days there are examples such as Sports Centre management, Sports Development Officer, casual coaching, enrichment officer, lecturer / teaching role, private business, study, another FESCo role for another College, or another job within the SSP.

Due to the nature of the post and the complexity of the role (particularly in type 2 or type 3 partnerships – see section 5), many FESCos and PDMs interviewed during this evaluation felt that the job was “Impossible” in 2 days. During the evaluation, the following combinations emerged:

1. **Full time or “seamless” posts.** These are where the FESCo is entirely full time with one FESCo job description (e.g. at Richmond and Norwich) or has two almost identical roles (usually where the FESCo part of the job is combined with a sports development job) – for example at Filton and Milton Keynes. All these except Milton Keynes had previous sports development or enrichment posts which were amended to include the FESCo role. Clearly this is an ideal situation in many ways – the FESCo can be fully focussed on the job and has more time to build the critical internal and external relationships, together with organisation of activities to increase participation, volunteering and competition.
2. **FESCo with another sports role in College.** These are where the person is doing the FESCo job for 2 days per week and another sports-related job for the other 3 days – but with more of a distinction between the roles than in case 1 above. Examples include Yeovil (combined with a sports fixtures co-ordinator), Loughborough (combined with a development post as part of the COVE team) and

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Dearne Valley (combined with a Sports Centre management role). In this situation, the non-FESCO part of the job is distinct but still linked, making it easier to combine the jobs.

The advantage of this combination is that - like the first case - it means the FESCO can be quite flexible with their time, and some of their contacts, networks and meetings (internal and external) may be relevant to both jobs. However, the jobs are not as seamless as in the case above, and the FESCO may have to reserve some time specifically for each role.

3. **FESCO – FESCO combinations.** There is an opportunity for FESCOs to work across 2 Colleges by doing 2 days per week in one College and 2 days per week in another. Only one of the pilots (Worcester College of Technology / Worcester 6th form College) applied specifically to do this – and some of the other FESCOs currently working only 2 days per week may decide to apply for new FESCO positions in nearby Colleges as they become available.
4. **Combining FESCO with lecturer.** This combination (e.g. Sunderland, Southport, Greenhead, Craven, Derby, East Berkshire) is popular with Colleges since it means that the FESCO will integrate well with the sports department and also contribute to teaching in the College. However, the disadvantage is that their movements as a FESCO are more restricted as they are limited by their teaching timetable. There were also some comments from FESCOs that they felt that students might react differently to them if they were also lecturing.
5. **Combining FESCO with an SSP role.** In many ways this is an exciting combination as it provides the FESCO with a unique insight into working within the College and formally as part of the SSP team working with schools. Examples include Cambridge (FESCO combined with SSP Coach Manager), and Wolverhampton (combined with SSCo role)
6. **2 day only posts / FESCO with other external jobs.** Where there is no additional funding from the College or the SSP for the post, the FESCO remains at 2 days per week. Examples include Durham, Warwickshire, and Truro. Some FESCOs in this situation take up other roles such as casual coaching. One of the pilot FESCOs (South Kent) runs his own business in addition to the role.

Lessons from the pilots would suggest that the most ideal is where the post is full time FESCO. Many FESCOs commented on the need for the post to be full time:

“It’s impossible to do this job in two days. If I didn’t prioritise I’d go mad”

“It would be great if the role was full time. I can see that I’ll be coming into College most days next term if I’m not careful”

“I will have to only work with only one of the College sites rather than all of them”

“It’s difficult to decide which meetings to go to – there’s so many that it would be easy to spend the whole two days in meetings every week and never do any work”

“Just entering and analysing all the data from the baseline audit survey will take me a long time – the administration involved with letters and emails and meetings could take up all my two days each week”

If a full time post is impossible and the FESCO post is combined with another job, perhaps the most ideal combination of roles is likely to be as described in cases 2, 3 and 5 above. These cases mean that the FESCO can effectively concentrate on the partnership working and ensure good transition to KS5 for the young people coming into College.

There have been some comments during the evaluation regarding the salary level of FESCO posts in comparison to other posts within either SSPs or the Delivery System as a whole.

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Where partnership funding has been found, some FESCOs have had their salary increased from the national model. Again, the lesson appears to be that because the nature and type of role differs across partnerships (section 5.3), the salary may need to reflect this, with higher salaries for strategic FESCOs posts (as described in FESCO 3, Section 5.3).

6.2 Agreeing line management arrangements and preparing induction

Most of the pilot Colleges seemed comfortable with the model that someone within the College should be the formal FESCO line manager and that the PDM should have a role in terms of planning the work with the FESCO and ensuring that the work was integrated with the work of the SSP.

However, there were variations in terms of the practical implementation of this model. In some cases, the PDM had found it difficult during the summer term to spend much time with the FESCO, due to many other priorities. In other cases, the PDM and FESCO were meeting every week.

Success stories in terms of line management arrangements included comments such as:

“The PDM has been great and given me loads of support.” (Norwich)

“We had good links and meetings from the start. I’ve had lots of support from the College, the PDM and the SSCos” (Barrow)

“I report to my line manager in College but everyone has agreed that I should be part of the SSP team and work together in future” (Durham)

“It was important for Donna (the FESCO) to get to know the College and students in the first term, so we had no expectations of her regarding the SSP. It would have been easy for her to get really distracted by the work of the SSP and we wanted to avoid that early on” (Durham PDM)

“We (the College) have an excellent relationship with our SSP...The FESCO is part of the SSP management team and we meet regularly” (Richmond)

“PDMs need to remember that they have to build a relationship with the College, not just the FESCO” (Richmond)

“It’s very clear and works well. The FESCO is employed and line managed by the College, but the Assistant PDM will direct the work and meet the FESCOs on a fortnightly basis. There is no conflict between what the College wants and what the SSP wants” (Cambridge)

There were examples of FESCOs who felt that they needed more guidance particularly in the first few weeks in post. The FESCO at Worcester was experiencing the issue of having three “line managers” – the Sports Departments at each College, and the PDM. This led to some uncertainty as to whether the FESCO should be spending their time directly running activities, incorporating some coaching, or co-ordinating delivery and planning with other agencies. Similarly the role of the post at Southport was not made

Key lesson from FESCO pilots:

The need for partners to explore further avenues of partnership funding to ensure that salary levels are attractive to more experienced candidates, especially where a FESCO 3 type role is required.

See Recommendation 6

Key lesson from FESCO pilots:

The importance of early and regular contact between the College line manager and the PDM to agree priorities within the work programme and communicate this clearly to the FESCO

See Recommendation 8

Section 6 – Pre-Appointment: Recruitment Issues

clear to the FESCo, with some general non-sport enrichment elements involved in the post and lack of clarity relating to the work with schools.

The pilots that were most successful in this area appeared to be where the College (either at SMT or Head of Department level) was meeting regularly with the PDM to agree on priorities within the work programme. In some cases this had not happened quickly enough, leading to some early difficulties for the FESCo.

Where the FESCo is placed within the College

FESCos have generally been structurally placed either within the Sports Department or within the central enrichment / Student Services department. There are advantages and disadvantages with both:

	Advantages	Disadvantages
Enrichment / Student Services	<p>FESCo usually has direct access to Key Skills, Enrichment and Tutorial (KET) budget</p> <p>May be easier to work across all departments / not seen as too sport focussed</p>	<p>May find it more difficult to get involvement and support of sports lecturers</p>
Sports Department	<p>Will get to know the students and potential volunteers easily</p> <p>Close links with lots of the work relating to participation, volunteering, competitive opportunities</p> <p>May be able to develop closer relationships with staff to help with activities</p>	<p>May not have access to revenue budget to support activities</p>

The most successful FESCOs have some access to the enrichment budget of College; they may be structurally placed in Student Services or have a line manager that is responsible for the enrichment budget (e.g. Greenhead, Warwickshire) or the enrichment budget is held centrally rather than in each department. At Norwich and Southport the Central Enrichment budget will be for the FESCo to use. Some Colleges (Warwickshire, Loughborough) top slice each department's enrichment budget to create a central budget for range of opportunities.

In contrast, the FESCo at South Kent has no budget and no access to facilities – this will be a major challenge as he will need access to some funding in order to hire facilities off site.

Key lesson from FESCo pilots:

For Colleges and PDMs to agree on what practical support they will offer the FESCo in the first term in post, the frequency of line management meetings and which agency will provide different types of support

See Recommendation 7

Comments on national induction

In terms of the first few weeks in post, induction procedures have varied because of the different existing skills and experience of the FESCOs. As a result, the comments received regarding the national induction varied depending on how much the FESCo already knew.

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There were some general points made during the evaluation in support of the national induction:

- it was an excellent networking opportunity and chance to meet other Colleges
- it clarified the background to the programme well and ensured everyone knew the basics

However, because of the different types of people attending the induction (some were College senior staff, some were PDMs, some were new FESCos in post), and also because of the wide variety of experience, it was difficult for everyone to agree on what should be in the content of the programme:

- some found the information provided on SSPs far too basic, usually because they were either already involved in an SSP or had worked in partnership with them already
- others wanted more direction from the YST about how to go about the programme and more guidance on targets and expectations.
- others wanted more expertise from the FE sector, to inform them what the issues they were going to face were and how to overcome them.

It appears that it will be very difficult to design a “one size fits all” induction programme either nationally or part of local inductions. The information required from inductions includes the following:

- for FE representatives that have not previously worked with SSPs – general background information regarding PESSYP and the work of SSPs
- for PDMs and others who have not previously worked with FE – general background information relating to the nature of FE, its culture and environment, together with practical information regarding working in FE and how it differs from schools
- for new FESCos – practical advice and guidance on what to do first, who to meet, how to go about the audit, key networks and contacts, and case studies.

Section 7: The FESCO in post: Effective Delivery

The evaluation of the pilot Colleges has resulted in a number of examples of good practice and also some issues that the FESCos have had to overcome. This section highlights the good practice, the success of the FESCos in place and also examines how they have tackled many of the issues they have faced.

The section is split into three main areas:

- Developing Relationships
- Understanding Delivery
- Starting to Deliver

7.1 Developing Relationships

One of the major successes of the scheme to date has been the fact that the FESCO scheme has enabled and facilitated much better working relationships between the FE sector and other organisations. The importance of the FESCO being able to develop good relationships both internally and with the range of networks that are relevant to the post should not be underestimated.

7.1.1 External relationships - success stories and issues raised from the pilots:

Bringing FE into the wider sports networks

Many people in the FE sector feel that it has been neglected in the past in terms of public money, sports development initiatives and partnership working. The FESCO programme has enabled “the forgotten sector” to be brought to the forefront of sports development for 16-19 year olds.

Some Colleges had already enjoyed good and positive relationships with the SSPs and the range of other agencies, for example Hackney:

“We enjoy a long-standing very positive relationship, having worked closely on the Hackney CSPAN, and a joint Gifted and Talented Scheme. I am fully confident in the existing relationship – it is one built on mutual trust and understanding, and a high regard for each other’s work.”

Many others, however, have commented that the planning and implementation of the FESCO posts have enabled much better relationships and working partnerships, and that the scheme has helped to recognise the role and value of FE. A few examples are given below:

- **Greenhead College** – The PDM did not really work with colleges before the FESCO programme. The programme has enabled joint planning of activities with young people at the College now organising events and activities for the SSP schools, young 16-19 leaders coming into schools as part of their course or as volunteers. The SSP and the College will now work much closer together and share resources.
- **East Berkshire College** – the FESCO post will enable the College to better understand the structure of SSPs (and vice versa). There were no links with the SSP before the FESCO programme. It will also mean that the College can now be represented on the Slough CSN and make better links with wider networks of the local authority and sports development programmes throughout the Borough.
- **Norwich** – the FESCO commented that *“the College worked well with Active Norfolk (the CSP) before but we had few links or partnerships with the SSP. Now we meet all the time, the programme has made a massive impact and we are running all sorts of programmes together”*

The programme has also enabled PDMs and others who did not previously have experience of FE to learn about the sector. Many Colleges were concerned that this could be an issue,

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but the programme has enabled better understanding of the FE sector and the particular characteristics of FE.

The FESCO as part of the SSP team:

Linked to the issue above, many FESCOs have been successfully integrated within the SSP. The relationship between FESCOs and PDMs, SSCos, Competitions Managers and others involved in SSPs has varied across the pilots, but most agreed that it was one of the most important relationships to get right.

Some PDMs felt that the FESCO role is similar to that of an SSCo, while others suggested that the FESCO should be treated rather differently:

- *“The FESCO is not just an SSCo; working in FE is different from working in a school; so the PDM has to build a relationship with the College not just the FESCO.”*
- *“I see the role as different from the SSCos – the FESCO is more independent”*
- *“the **role** of the FESCO is different from an SSCo but the **relationship** with the SSP is the same – they should be part of the team”*

Most of the pilots agreed that the FESCO should attend SSCo meetings where possible, although there was some disagreement about how often. Some FESCOs have attended meetings and felt that much of the content was irrelevant to their role. Others have said that although the content was not all relevant, it was important to attend in order to develop relationships with the SSCos and help them understand the FE sector and how the FESCO role will benefit them in the future.

At Cambridge Regional College, the FESCO job is combined with Coaching Manager for the SSP. This enables the FESCO to be very close to the work of the SSP, and also use the coaches she is managing as SSP Coach Manager in the FESCO work at College. In addition, the “FESCO team” covering the 3 Colleges in Cambridge, will meet fortnightly with the Assistant PDM, on the same day as fortnightly SSCo meetings. They will come together as a full partnership every half term.

The Role of the CSP:

In terms of developing relationships, not many of the pilot FESCOs in post had strong relationships with the County Sport Partnership. However, where the relationships were in place, Colleges and FESCOs identified many benefits from the partnership with the CSP:

- **Norwich** – an excellent relationship with Active Norfolk which has resulted in many programmes being started, through Extending Activities funding amongst other sources. The CSP also helps the College through the provision of coaches and the management of data and audits in order to help with the setting of a reliable baseline.
- **Derby** – another strong relationship, with the CSP heavily involved in an earlier FESCO type post at the College 2 years ago, and involved in the recruitment and planning for the new post. The CSP’s role in establishing the Leadership Academy and co-ordinating the work of the SSPs in the County is also very beneficial to the College.
- **Richmond** – the CSP (Pro-Active South London) sees the FESCO as an important implementation post in terms of the Extending Activities programme. The CSP also

Case Study: FESCO as part of the Richmond SSP management team

One successful example of the relationship between the College and the SSP is at Richmond, where the College and the PDM work together on a number of programmes and both are involved in strategic planning groups across the Borough. The College Head of Sport chairs the CSN, Pro-Active Richmond, and is fully supportive of the work of the SSP. The PDM has introduced a tier of middle managers within the SSP, one of whom leads on CPD, another leads on Gifted and Talented, there is the Competition Manager and now the FESCO has joined this middle management team leading on Leadership and Volunteering.

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commented on the fact that the new FESCo posts will help bring both Colleges and the SSPs into wider sports development community networks. The FESCo will sit on the Sports Development Officers network which will help them communicate and work with SDOs from other Boroughs in South London.

- **Filton** – the College sit on the Workforce Development Group and the Education group of WESPORT, the CSP. These groups are two of four of the CSP forums and give them valuable contacts and networks across the 4 unitary authorities involved in the CSP.

Working with Local Authorities and Community Sport Networks:

Examples of successful relationships in this area include:

- New College Durham and Durham City Council have really close links. The City Council have traditionally focussed on after school, holidays and weekend activities rather than in-school provision, so the partnership with the SSP also works well. The College will now be represented on the CSN, Active Durham, on one of the four locality groups. The “Year of Sport” led by the CSN is a practical example of this joint working - every month there is a different activity and the FESCo has linked her plan of activities in with this.
- Richmond - Dave Warnes, the Head of Sport at the College, is the Vice Chair of the CSPAN: Pro-Active Richmond, which includes wide representation from sports clubs, CVS, bigger clubs, FE, SSP, the Adult College, University, and the PCT.

Working with HE

- New College Durham and the SSP work closely with Durham University and also with Sunderland University. Durham University have a big outreach programme which includes work with the homeless and on drug programmes. The SSP have placed some of their volunteers into those programmes, and the PDM hopes that FESCo post will enable College students to join this too.
- Filton College also have a good relationship with the University of Western England (UWE) and Bristol University regarding coach education courses. The three institutions run the whole programme and are an accredited UKCC centre supported by the National Governing Bodies.
- Barrow 6th form College have been developing links with Cumbria University relating to sports events and volunteering.

Working with schools with 6th forms

FESCos in areas where the local schools also have 6th forms will need to be sensitive in their approach with these schools. In many cases these schools are competing with the College for the same students; therefore the FESCo may be unwelcome working with KS4 students as the school may perceive that it is the College “poaching” their students. There are examples (Greenhead and their local school 6th form) where the College is seen as “creaming off the best” and the schools are somewhat suspicious.

Similarly with East Berkshire College, there is a significant issue with the Grammar Schools which all have 6th forms. There is no other FE in Slough Borough and competition with the schools with 6th forms is fierce.

Sunderland College are due to open a 6th form Centre out of the City and are trying to expand their catchment area. This may mean that the relationships with other FE Colleges and schools may become more difficult in the future.

7.1.2 Internal relationships – success stories and issues raised from the pilots:

Advocacy within the College / support of SMT, Dept Heads and Tutorial staff

One of the earliest tasks for the FESCo in post is to advocate and promote the role internally to all College staff and departments.

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One of the most effective methods used by the pilot FESCos to ensure that students receive information about the FESCo role has been to get the understanding and support of tutorial staff, since they have daily contact with students and can pass on information on about opportunities. Many of the pilot FESCos commented that the **role of the tutors is vital** – to enthuse students about the programme, and also to identify talented players and athletes that are not on sports courses and let them know about range of opportunities. Many Colleges commented that they were not aware of talented athletes in non sports departments, or that county level athletes were not attending events because the students did not know about them.

In addition to tutorial staff, FESCos also need to get the understanding of all College staff across departments. One FESCo reported that he had a lot of advocacy work to do in terms of convincing other College staff of the value of sport, since one member of staff had told him:

“Our Hair and Beauty students don’t need sport –they are on their feet all day anyway”

The advocacy role also needs to extend to the College Principal and Senior Management Team. Some Colleges have used external representatives from other organisations to make presentations to their Senior Management Team about the importance of sport and how it relates to Every Child Matters and College priorities in terms of student numbers. The importance of SMT support is shown by the example of Wyggeston and Queen Elizabeth College – where the arrival of a new Vice Principal who had a sport background resulted in a “top down” approach to becoming a pilot college. The VP and Principal were very keen on the prospect of having a FESCO in post, whereas some in the sports department were not so enthusiastic, believing that it might result in more work for them. However, a change of departmental Head in the Sports department has resulted in the FESCo now enjoying the full support from both the Principal / SMT within College and the Sports Department.

Other Colleges have found it more difficult to achieve full support or interest from College Principals. Many may be concentrating on other priorities for example large capital projects, or have no direct interest in sport. Senior Management Teams are rarely deliberately obstructive, but a lack of overt support can lead to the FESCo finding it difficult to advocate the role across College.

7.2 Understanding Delivery

Once in post, the FESCo needs to understand the role, and therefore needs to understand the external and internal considerations that impact on the role which have been explored in Section 4. They also need to understand and be clear about what their priorities will be. This can be done through establishing a good baseline and undertaking an audit of existing provision – both **within the College** (what is happening in terms of sports participation and enrichment, competition, volunteering opportunities, recreation, the status of sport, funding available, staffing etc – all the internal factors outlined in Section 4) and **beyond the College** – the local sporting context, partnerships and relationships etc.

This section explores learning points and examples of practice from the pilots relating to how the FESCos have started to understand both the internal and external context and baseline information for their role.

7.2.1 Audit and creating a baseline

Most of the pilot FESCos agreed that one of the most important first jobs was to undertake an audit in College to establish a baseline of current participation. Those that were appointed in the later part of the summer term or after term had ended, decided to use the summer holidays to plan the audit and compile a questionnaire to survey students at the beginning of the Autumn Term.

Some FESCos had enough time before the end of the summer term to undertake a limited audit or sample of students in order to make an estimate of the rates of participation. For

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example, Craven College did a survey of 250 students across college, which showed that only 15% of students are currently doing 3 hours per week, giving the FESCo a good baseline from which to start setting targets.

Methods of undertaking the audit are varied across the pilots. Some of the sample questionnaires used have been collated and placed on the YST Exchange website.

Some of the issues and good practice are as follows:

- **Which questions?** At present, the pilot FESCos are using slightly different questions, resulting in a lack of standardisation across the Colleges. Each partnership may want to collect specific data relating to their own College. However, it is now clear that the national impact study which will be carried out every year, forms the core of the questions that need to be asked.
- **Links to national surveys?** The national impact study, carried out by the Institute of Youth Sport, will be an important benchmark each year. FESCos are encouraged to use the same questions when collecting their own local data, so that they can answer the questions confidently and easily when the national impact study is undertaken each year.
- **Which survey to use?** Some of the pilot FESCos have made links to other national surveys within their questionnaire (e.g. Norwich with Active People, Richmond with the CSP's role in Extending Activities). There is also the National Active Student Survey which is undertaken in November each year. In terms of the PESSCL / PESSYP survey – one PDM commented on the need to know the questions which are likely to be included in the national survey of SSPs in 2009 – as without this knowledge they are unable to start to collect the data.
- **Paper based or electronic?** Many FESCos have elected to use electronic methods of collecting data – for example through using the College intranet, Survey Monkey or Noodle systems. Two examples are explored in the case studies below:

Case Study – electronic data collection

The FESCo at Norwich is almost guaranteed a 100% response rate across the College when students return in September 2008 – he has arranged with the IT department that students will not be able to access their new passwords or log on to their computers at all until they have answered the survey!

Case Study – paper based data collection

There are also examples of paper based surveys working well – Richmond College did a questionnaire of students in November 07 by putting them in tutor trays for every student. They were able to get 1,200 responses, a significant proportion. However, paper based surveys have the disadvantage of the FESCo then having to organise or undertake directly all the data input and analysis.

7.2.2 Focus of FESCo role – priorities in work programmes

Once the audit is completed, FESCos need to prioritise their role and decide which of the areas within the job they are going to focus on. These priorities have varied across the pilot Colleges. The main decision the pilots have had to make is whether to concentrate on:

- those that are not participating at present, usually in other departments such as Catering or Hair and Beauty – start with the hardest to reach

or

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- those that are already in the sports department or competing and increase the range of participation and also the amount of volunteering that they undertake – start with the easy and quick wins

Some have prioritised participation opportunities for those not currently taking part (e.g. Warwickshire and Craven with Hair and Beauty students); others have started with those already on sports courses (e.g. Worcester with CSLA students). In some cases – for example at Cambridge – it was felt that the sports students themselves were often “hard to reach” – not taking part in sessions on a Wednesday afternoon etc – so there was merit in starting the work with those closest to home, and then moving outwards to other departments.

Other identified early priorities from the pilots have included:

- making links with schools to identify future student needs early;
- early identification of talent, particularly for those Colleges that have a strong tradition in competitive sport and elite athletes. (e.g. Wyggeston and QE College)

Work planning and links to EPDs

All FESCos will need to make priorities and set out all of their work in some form of work plan. Some of the pilot FESCos were waiting until they had received the results of the audit before they wrote their work programme. Others had already written a work programme and examples are now placed on the YST website.

The most important part of the planning process is to ensure that the plan is linked to other important documents such as the College Sports Development Plan (indeed the FESCo plan may form the basis of a wider Sports Development Plan if the College does not already have one), and the SSP Evaluation and Priorities Document (EPD). Some FESCos are already contributing their work to the EPD – for example at Cambridge, Richmond and Durham.

7.3 Starting to Deliver

7.3.1 Work undertaken to date

Most of the FESCos had only been in post a matter of weeks when this evaluation study was carried out. Some had not yet been appointed. They had therefore not generally been able to put a lot of work in place. A further consideration was the time of year of taking up position – which for the great majority of them was the summer term. This meant that many students were not at College as much as during the other terms, and some FESCos did not take up their post until almost the end of term or just after the end of term. Many therefore were focussing their efforts during the early weeks in post on planning for the Autumn Term and preparing audit questionnaires and surveys for induction period of new students.

However, despite the time of year and the fact that many FESCOS had not been in post very long, there were examples of some excellent work being undertaken as detailed in the following sections.

1. Promoting the role
2. Developing projects:
 - a. Participation

Key lesson from FESCo pilots:

For FESCos to set and agree early priorities so that they can focus on one or two areas in the first term / two terms. These priorities could relate to which department? Which sport or type of activity? Which area of work? The choice does not matter as much as agreeing and communicating it well.

See Recommendation 5

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- b. Leadership and Volunteering
- c. Competition

Good practice from the pilots under each of the above headings is highlighted below:

7.3.2 Promoting the role

Many of the pilot FESCOs, particularly those working in larger Colleges across several sites, face a considerable challenge in terms of ensuring that staff and students across the College are aware of the post and the new activities that will result from the role.

The importance of good internal links and relationships with tutorial staff, together with the importance of gaining SMT support, is discussed in section 7.1.2. Many of the pilot FESCOs have successfully found a range of methods to promote their role internally in an effort to gain this critical cross College support:

- **Hopwood Hall** – the FESCO has established a dedicated FESCO page on the College intranet, which promotes all the activities and explains the purpose and role of the post
- **Barrow** – information regarding the FESCO post was put into staff and student bulletins and staff briefings
- **Richmond** – a full colour A3 newsletter has been distributed to all Heads of Schools within the College. This gets distributed in printed form and also through the College email system, and has successfully raised the profile of the post within the senior management team. It is planned to extend the newsletter to cover not just the academies but also volunteering and participation.
- **Durham** – the FESCO wrote to all tutorial staff to introduce herself and explain the role. The letter included a tear off reply slip for tutors to book the FESCO at a tutorial or other contact.
- **Durham** - Produced a leaflet “get fit for the summer” – this generated interest from around 50 students from different departments (not sport). The FESCO linked into the work that the Youth Development Officer who was organising a sexual health week.
- **Yeovil** – the FESCO has a desk in Sports Staff room which helps with getting to know everyone and enables her to co-ordinate with other staff. Visits to other staff rooms and meetings with departmental heads has enabled her to get to know other staff too.

Case Study: Promoting the role directly to students.

The East Berkshire FESCO has a dual approach to promoting the role internally. Aware of the importance of tapping into the internal network system and the tutorial system, he made sure that all tutors had the information to give to their students. However, the FESCO was also aware that tutors could not always be relied upon to pass information on. He therefore collects email addresses and mobile phone numbers of the students themselves, so that he can email and text them regarding activities to remind them to attend.

Despite the best efforts of some FESCOs, there is the issue that students will still not be aware of all the opportunities available to them. The Richmond FESCO tried using the plasma screens in College, the ticker tape information boards, lots of posters and newsletters – but was still aware of students who claimed that they had not attended activities because they did not know they were on. Students told the Truro FESCO that they would like to do yoga – even though this had already been on the enrichment programme, the students had not previously taken part because they said that they were not aware that it

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was on. The case study from East Berkshire, above, shows how the use of text messaging and emailing students directly might overcome some of these issues.

7.3.4 Developing projects - participation

Despite the short period of time in post, there are a range of examples from the pilot Colleges of work undertaken to date and good practice covering a variety of work areas including participation, wider enrichment programmes, Leadership and Volunteering, competitive opportunities, Gifted and Talented, enhancing the links across College and more.

There were many examples of successful **participation** projects already underway within the pilot Colleges. A selection of these are show below:

- **Sunderland** – opportunities for men’s and women’s football, men’s and women’s rugby, a new aerobics club, netball, and outdoor activities. The FESCo will use the links with the University to find the coaches. The FESCo has made a strong partnerships with the University, which has a Sports Development Officer who is netball coach. This coach will provide all the equipment for the new club and will provide coaching for free. Links with the RFU have also helped in terms of the provision of coaching and equipment.
- **Durham** – Following a range of internal promotion events, the FESCo will be running more events in the mall in College and putting sports festival together for when students come back in September. Other events include activities at the time of Paralympics torch handover. She is also putting on 2 lunchtime sessions on Nintendo Wii in the performance laboratory, and looking at mobile dance mats to attract non sporty students.
- Links to Healthy College / other physical activity projects: Both **Wyggeston QE** and **Craven** College have made links to other posts in College who are working on activity schemes. At Wyggeston QE, the FESCo is working with the Co-ordinator for the Healthy College initiative to ensure that the questions in the survey incorporate that work too, and at **Craven**, the FESCo has contacted another post within College who is working on the “Wellness Project” a CiF funded post. The Wellness Project is also targeting the non sporty students so there are opportunities to work together on some projects.
- **Richmond** – There is an extensive enrichment programme led by an enrichment manager who oversees whole College offer, mainly in performance arts and sport. All the participation programmes that the FESCo organises will be integrated into the enrichment programme, for example a new martial arts programme funded through Extending Activities – this was run in the summer term and will be run again in the Autumn Term. Richmond are unusual amongst most FE Colleges in that there is still a common lunch hour for every student – this means that the FESCo can plan events knowing that every student is available.
- **Truro** – The FESCo is investigating the potential for a Girls only surf club, having talked to students and discovered a great deal of enthusiasm for the idea. Other potential activities will include extreme sports and taster sessions. The FESCo is working on development plan to plan the programme, which will probably include activity holidays.
- **Greenhead** – like Richmond, the College already have a significant enrichment programme and a large budget. The FESCo is placed in the same department so there are opportunities to use the budget and work on programmes such as Duke of Edinburgh and different types of activity such as circus skills.
- **Yeovil** - During the 3 day induction for new students in September, the FESCo will put on a range of activities in the Sports Hall so that students will get an idea of the activities on offer. This will include pilates, fencing, trampolining and yoga.
- **East Berkshire College** – A pilot project was organised in the summer term, offering a free rowing course. Although there was little interest amongst students at first, the

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course was successful with ten students taking part, five of whom had not participated before. The FESCo is now planning the autumn term activities, which will probably include boxercise, pilates, street dance, and yoga.

- **Worcester** – the FESCo organised a taster day in self defence and organised a football competition for those that had not taken part in football at College before: *“the football tournament was the first time the chefs had come out of the kitchen – and they won!”*

Case Study: Outdoor Adventure Activities in Norwich

Faced with 7,000 full time students and virtually no indoor facilities, the FESCo at City College Norwich had to think of other ways of getting students active. Adam Williams was aware that many had been turned off sport at school, and needed different activities for people to try. As part of the teaching team on the College’s BTEC National Diploma in Outdoor Education, Adam knew that outdoor activities might be the answer. Within a year, a new mountain biking club, windsurfing, canoeing, climbing and archery activities had been established with hundreds of students involved. Only a handful had been playing in the College’s football team before Adam came into post.

One of the most important factors in the success of the programmes was the partnership with Active Norfolk, the CSP, the Local Authority, and now the developing relationship with the SSPs in the County. Through these partnerships, Adam was able to get access to funding (Extending Activities), use of community sport coaches, and the links with schools enabled the students to get valuable volunteering experience.

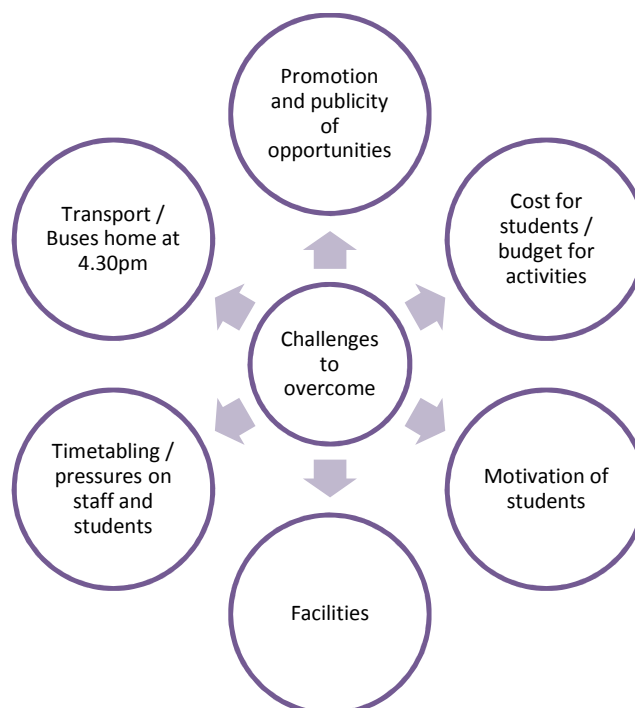
Before the programme started, there were no kayaking or windsurfing instructors in the County. Now many of the students are becoming qualified and are helping to run the clubs being established. An Extending Activities mountain biking courses was set up in the summer term, and a club has now been established. The young people who attended the Extending Activities courses have now joined the club and the students are also helping to run the club, extending their administrative and organisation skills. A climbing academy and club have also been started, and the students visit Derbyshire every three weeks, with all the organisation for the trip done by themselves.

“The FESCo programme has made a massive impact on this College” says Adam, “there were so few partnerships before – now I go to loads of external meetings and understand how all the networks can help with the College programmes. You need to think outside the box and put on different activities that will attract the students who have not taken part before”.

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7.3.5 Participation – challenges

The main challenges faced by the pilot FESCos in organising participation projects are as follows:



Facilities

Access to facilities is a significant challenge for those without on site facilities. At Craven, students have to walk 15 minutes or get a bus to nearby facilities “a massive barrier to participation”. Similarly South Kent and Sunderland have limited facilities.

New capital developments will improve the situation but many Colleges face long waits... at East Berkshire College, a new £60m build for the College is beginning next year, but the Sports Hall will be demolished as part of the re-development and not replaced for 4 years.

Use of school facilities

Although often nearby schools may have quality facilities, the use of them by FE students can be an issue. Often FE students are unwilling and don't like going back to secondary schools to use facilities, and also because of the different culture of FE, it can also cause the schools some difficulties if FE students go in and act more independently or behave differently from school pupils.

Timetabling

This is a big issue for FE, with different timetables and commitments for students across different departments, and often no common timetable or spaces reserved for sport. Many Colleges no longer have Wednesday afternoons left open for sport. FESCos in those FE colleges where Wednesday afternoons (e.g. Dearne Valley, Yeovil) are still available to all students may have an advantage in planning activities.

In many Colleges (particularly, but not limited to, 6th form Colleges), there is also great academic pressure placed on students so that it is very difficult for them to come off timetable to take part in activities. Students who are part of Academy programmes will be able to do this but those who are not could find it difficult to attend activities.

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The FESCo at Dearne Valley is exploring changing the timetable and programme in the sports hall so that the sport department timetable no longer uses up the whole time and there is room for other departments.

Many of the pilot Colleges reported that another problem relating to timing of activities was the fact that students need to catch buses home at 4.30 pm and therefore after College activities were very hard to plan. In Durham, additional transport money has been found for one school, with buses returning to school from the outlying villages and going back again at 6pm after the sports activities had finished. The College is not involved in this scheme but will be investigating if something similar can be organised.

Motivation of students

Many FESCos were finding it difficult to organise activities at the end of term, with students looking forward to their holidays or anxious to find jobs rather than take part in sport. Some FESCos reported that students were initially motivated but numbers dwindled towards the end of term. The FESCo at Craven was providing additional 1 to 1 support to students, as she found that the students did not attend if she was not there to motivate them personally.

Another FESCo commented on the challenges of working with students who did not normally participate:

“we knew they were the non or semi sporty students because they didn’t want to take their jewellery off”

Budgets and funding for activities

Those FESCos without direct access to funding reported that it was difficult to plan too many activities, particularly if free facilities were not available, due to the cost of organising them. Access to external funding is going to be a challenge for some FESCos, but one which can be addressed through effective partnership working.

Many FESCos had linked into their CSP or CSN to develop projects which can be linked to the **Extending Activities** programme, a DCMS funded programme for semi-sporty young people aimed at providing a range of non traditional activities. With 14-19 year olds one of the priorities for this programme, FESCos have found that they can organise activities which hit the Extending Activities targets. FESCos at Richmond, Durham, Norwich, and Cambridge, amongst others, have successfully tapped into Extending Activities funding to organise activities.

Other sources of funding have included: Sportsmatch, Awards for All grants, SSP coaching money, partnership working with HE and local authorities, and local sponsorship.

7.3.8 Projects – Leadership and Volunteering

Many FESCos are making Leadership and Volunteering one of their first priorities. Some of the examples are shown below:

- Derby College – close links and joint working with the 2 SSPs in Derby and the County Sports Partnership has resulted in many Derby students becoming part of the Derbyshire Leadership Academy. A previous FESCo- type role (funded through the College and CiF, amongst others) has been very active in this area and many more students are now volunteering (a total of 1,400 hours in the 07-08 academic year).
- **Yeovil** – the College is already linking well with PDM on volunteering. The PDM uses College students at Primary schools festivals and other events, and students also volunteer in local clubs.

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- **Cambridge** – Like many of the pilot Colleges, a number of students are doing the CSLA course. Cambridge is now a regional centre and will be introducing Level 1 sports leader award and higher HSLA. The FESCO will be working with the SSP to use the leaders within College to help with SSP activities and programmes. The FESCO has previously been closely involved with volunteering programmes at another of the FE Colleges in the City, and will be using this experience in her new role as FESCO at Cambridge. The College will now include a more formalised structure with two coaching weeks in December and May, which will include volunteering qualifications and bolt on CSLA courses. The FESCO will also create more leadership opportunities for students through linking up with the City Council to organise placements for volunteers on their programme – for example holiday activities.

Case Study: David Garside - Derby College volunteer

17-year-old David Garside is currently studying for a BTEC National Diploma in Sport. For the past few months he has been proactively volunteering with a number of local clubs, and has so far logged more than 70 hours with Derbyshire Sport's Leadership Academy by volunteering during evenings, weekends and school holidays.

One group David has been involved in is a multi-skills club held at Derby College, which gives children aged between four and 14 from the Mackworth area the chance to try out various different sports.

He has also spent time as a volunteer coach at Normanton All Stars Football Club, and as well as coaching has also helped out as a referee and in an organisational role at events such as the recent Mini Soccer League Awards presentation.

Much of his volunteering work has been organised through Derby College, but he also finds out about opportunities by using the Internet and websites such as the Leadership Academy website, as well as by word of mouth.

David said: "I had always wanted to volunteer but had never known how to before so I jumped at the opportunity.

"I get a sense of satisfaction from having done something of benefit to people such as coaching. People did it for me when I was younger and I see no reason why I shouldn't be able to."

He added: "I like staying active and it's always good to interact and be around young people. When the children are new they are often quite nervous, so I try to get them laughing and then they're alright. I would definitely like a job in sport or the leisure industry."

7.3.9 Projects – competition

The provision of intra and inter College competition is a major opportunity for FESCOs to increase the numbers of students participating. Links to competition frameworks, the work of the Competition Managers, and SSP programmes will all be enhanced through the FESCO programme.

Many Colleges already compete in British Colleges Sport (BCS) competitions. FE Colleges are also entitled to enter Schools' competitions for U18s, for example those run by English Schools Athletics or the English Schools FA. Many Colleges therefore compete against local schools. (However, schools cannot enter their sixth form teams into BCS competitions.)

The major opportunity for FESCOs is with those students not currently competing, or creating teams where none exist. For some students, the transition from school to College is also the end of their involvement in competitive sport, and the FESCO role is to reverse this situation.

Some examples of work already undertaken or planned are shown below:

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- **Richmond** – the FESCo will be providing an intra-College competition programme for all students from all faculty areas to come together. Each school within the College will provide a team and the competition will be run at lunchtime.
- **Cambridge** – with three FESCos now in place across the City, there is an opportunity for the 3 Colleges to compete in inter College competition for those students who are not currently involved in teams
- **Filton** – with a strong tradition and reputation for quality teams, the priority for the FESCo will be for those not competing. There are already academy teams, who play in national competitions, 2nd and 3rd teams who enter BCS and local competitions, development teams and open clubs.

Section 8: Conclusions and Learning Points

The FESCO programme has been very successful in terms of filling some of the main gaps in provision that existed before. It has:

- recognised the important role of the FE sector in delivering a range of opportunities to 16-19 year olds
- helped to value the sector and placed it at the forefront of developing opportunities for those young people who choose to continue their education at College rather than staying at school
- integrated the FE sector into the wider sports networks, and increased the level and range of partnership working, primarily with School Sports Partnerships, but also with CSPs, Local Authorities, CSNs, NGBs and Clubs
- provided opportunities for young people who do not normally participate in sport and recreation
- begun to establish a clear benchmark relating to current participation
- already begun to raise participation in sport, volunteering, and competitive opportunities
- started to raise the profile of sport and physical activity in terms of wider benefits to the FE sector and influence on College life and priorities.

There are many **learning points** that have emerged from this evaluation:

8.1 Learning points for all organisations at national, regional, sub-regional and local level:

The role of FESCO will depend on various factors, both internal to the College and relating to the external environment, partnerships and networks (sections 4 and 5). There is a need to:

- clarify the expectations and understanding of all partners based on the internal and external context and type of local partnership required
- not expect FESCos in different situations / partnership types to fulfil exactly the same role
- adjust job descriptions and person specifications accordingly depending on the type of FESCO role required (see section 5.3)
- ensure that FESCos within more complex partnerships are working together as a team, directed through a strategic planning group with representation from all the Colleges and SSPs involved at senior level
- recruit the right person with appropriate levels of experience depending on the role required
- support the FESCO once in post, ensure that all parties are clear about the role and management arrangements, and prioritise various work areas whilst undertaking the essential tasks of undertaking an audit to set a benchmark and beginning to promote the role
- continue to promote the role and work of FESCos once in post to a range of agencies and organisations, through sharing of good practice and networking events as well as a range of partnership projects
- involve the FESCO where appropriate in strategic planning meetings at local level, and involve the FE sector in general in distribution lists, regional and sub regional planning, and networking events relating to sport for young people.

8.2 Learning points for PDMs

Many PDMs and SSCos have had little or no experience of Further Education. The FESCO programme has provided opportunities for those who have traditionally worked with schools

Section 8 – Conclusions and Learning Points

to learn about a different sector. The main learning points identified by and for PDMs are as follows:

- the need to understand the FE sector and the differences between FE and schools, for example the increased amount of freedom experienced by learners in FE, the different teaching styles, the timetabling differences, the BCS framework, and the language and conventions of FE. Many PDMs involved in the pilots said that they valued the chance to go into College and spend time with FE practitioners.
- the need to be clear about the differences between FESCOs and SSCOs, and the need to explain to the rest of the SSP team about the role of the FESCO. Most PDMs agreed that the FESCO role was distinct from SSCOs in that the FESCO was more independent, had closer links and worked directly with students, and might need to get involved directly with more external (non education) networks.
- the need to allow the College to be fully involved and lead the process of recruitment and management of the FESCO. Many consultees from both SSPs and Colleges were conscious that the FESCO programme had to be led by the FE sector and should not be “taken over” by the SSPs.
- the need for PDMs to get to know and understand the College and develop positive relationships with Senior Managers within the College, through regular contact and effective partnership working.

8.3 Learning points for FE

The FESCO programme has enabled the Further Education sector to become more integrated into sports development planning at national, regional, sub regional and local level. For many within the sector, it is an opportunity to learn more about recent developments in the wider leisure industry and sports development networks.

The main learning points specifically for FE from the pilots are:

- the need to plan carefully with the relevant SSP(s) and meet the PDM quickly to agree priorities and the work programme for the FESCO
- the need to understand the whole of the SSP programme to see how the FESCO programme fits, and also to explore the wider benefits for the College in terms of quality of intake, future student numbers and profile of the College
- the need to become involved in local sports planning, local structures and networks, for example the CSP networks and relevant forums and groups.
- The need to plan across different Colleges in strategic planning groups (see lessons for all partners above)

Section 9: Recommendations

9.1 Recommendations for all agencies involved: at national, regional, sub regional and local level

It is recommended that all agencies:

- R1: promote greater understanding about the nature of the FE sector, particularly in terms of the types of FE College, the nature of FE work, the atmosphere, culture and conventions of the sector, and life in an FE College. Specific actions under this recommendation could include:
- the development and implementation of specific training courses or workshops for PDMs and SSCos as part of their CPD programme
 - secondments or visits to FE Colleges from representatives from SSPs, CSPs, LAs or others
 - profile raising events using experts from the sector, including the Association of Colleges, British Colleges Sport and others, or inviting speakers from the sector to sports development courses, events and conferences
 - the collation of up to date email lists and databases of FE contacts to ensure that the relevant contacts from FE are included on distribution lists regarding developments in the sector
- R2: consider all the internal and external factors that relate to the FESCo role, outlined in detail in Section 4 of this report, as part of the pre-appointment planning. This will ensure that there is full understanding of the scale of the work involved and help to determine the focus of the role
- R3 consider the type of partnership in terms of boundary issues and number and scope of local networks involved (see section 5.3) before writing or confirming the job description and person specification for the FESCo post
- R4 create strategic planning groups for local partnerships which include more than one FE College, so that FESCo “teams” can be established and provision across the area can be planned strategically. These groups should, as a minimum, include representation from each FE College, the Local Authority (ideally representatives from both Children and Young People and Leisure departments), and PDMs from the SSPs in the area, and the CSP. The basis for these groups should be that the programme is managed and owned by the FE sector, and the FESCos ideally employed by the sector. However, groups could also:
- consider strategic appointments where there are several FE institutions, several SSPs and several other partner agencies (e.g. more than one LA or CSP) involved. For these posts, the FE sector still needs to be involved and own the process, through the planning group. However a third party may be more appropriate as an employing agency, but in this case a strong case must be made for the sustainability of the post if not employed directly by an FE College.
- R5 consult carefully on person specifications to ensure that they all agree on the essential and desirable skills and experience required for the different types of post.
- R6 seek to attract further funding for FESCo posts to make them full time where possible, and ensure that salaries are commensurate with the level and type of FESCo post involved, in order to attract more experienced candidates, particularly for “FESCo 3” type posts
- R7 clarify the expectations of the FESCo posts in terms of quantifiable targets, monitoring and evaluation mechanisms and reporting on achievements

Section 9 – Recommendations

9.2 Recommendations for Line Managers in FE and PDMs

R8 Make early and regular contact to discuss and agree priorities for the FESCo, particularly in terms of immediate post-appointment support, induction, setting the work programme, and agreeing the number and frequency of line management meetings both in College and with the SSP. Consider collating information into an induction pack including facts and contact details about the College and the SSP.

9.3 Recommendations for PDMs and SSPs:

R9 Attend specific training courses or consider regular visits to FE Colleges to gain understanding about the sector

R10 Support the FESCo through regular contact (not necessarily meetings) and ensure that they are aware of all the different programmes within the SSP. Encourage the FESCo to attend SCo and partnership meetings where appropriate, although they are unlikely to need to attend more than once per half term

R11 Allow the FESCo to work within the College during the first term and seek to build up internal relationships; keep expectations low regarding outputs and partnership working during the first term

R12 Advocate and promote the work of the FESCo at strategic meetings at County and sub-regional level

9.4 Recommendations for the FESCo in post.

The pilot FESCos had a range of recommendations and tips for other FESCos coming into post. The main ones are outlined below.

R13 *Developing relationships:*

- Meet as many people as you can as early as you can, particularly the PDM as soon as possible
- Ensure you have a good relationship and links with the CSP – either direct or through the SSP network
- Meet other FESCos to share good practice
- Develop good relationships with tutorial staff early, and also the Heads of other departments. Use the link with the the ECM targets so that the tutorial staff are supportive and positive; demonstrate how the programme
- Identify your line manager in College – avoid getting “sucked into” all the work of the SSP or doing the work of the SSCos
- Get endorsement from College SMT – make sure there is an official announcement about the role so that all staff know who the FESCo is and what the role is. This gives the role some form of status and increases the value of the post
- Ensure that you meet the local authority sports development staff who can be helpful in terms of volunteer placements, links to funding streams and other programmes.
- Ensure that meetings to develop relationships involve “give” as well as “take”
- Explore the possibility of external speakers or people to make presentations to the Senior Management Team within College to help gain their support

R14 *Understanding delivery:*

- Identify clearly what your target groups are and why
- Find out what happens across College through attendance at inter-departmental meetings; find out the College priorities
- Do the audit as soon as possible, so you know the priorities and gaps. Use examples of audits from other colleges

Section 9 – Recommendations

- Apply to other funding streams – e.g. Extending Activities, Sportsmatch, Awards for All
- Explore use of enrichment budget and explore top slicing to use that budget if possible
- Avoid getting too ambitious within the time available; prioritise the work loads and concentrate on what is achievable
- Clearly identify the role and priority areas within the work programme

R15 Starting to deliver:

- Set up small goals, work with small groups, get quick wins with the non participants
- Demonstrate that you have made an impact through recording numbers on courses, numbers of teams and competitive opportunities, numbers of volunteers and hours delivered, and collecting quotations and case studies
- Work with those students that do a bit of activity but are not active all the time; they will be easier to motivate and can demonstrate real progress
- Use a variety of techniques to promote the activities on offer, including contacting students directly through email and mobile phones.

This evaluation of the FESCo pilot programme has shown that the introduction of FESCo posts has been a success. There have been a number of lessons learnt from the programme, explored in this report, and the recommendations are intended to assist those people involved in the future roll out of the scheme. The major learning points appear to be in relation to the pre-appointment planning, to ensure that the right type of person is appointed to the right type of FESCo role, and supported effectively once in post. There appears to be significant potential to assess the baseline levels of participation and improve the quantity and quality of opportunities available to 16-19 year olds in College, as well as provide significant benefits to schools within SSPs and other partner organisations. Most importantly, the FESCo programme has helped and will continue to help to integrate the FE sector into wider networks, increase the understanding of the sector and recognise its value in terms of the provision of sporting opportunities.

Section 9 – Recommendations

Appendix A: List of consultees

YST Development Managers:

- Debbie Speed
- Sue Smart
- Chris Rawlings
- Louise Grey

FESCos:

- New College Durham - Donna Knowles
- City of Sunderland College - Amy Woolstenholmes
- Barrow-in-Furness Sixth Form College - Jon Mason
- Hopwood Hall - Paul Conway
- Southport College - Helen Wilson
- Dearne Valley College - Kerry Callan
- Greenhead College - Mandy Sewell
- Craven College - Bridget Slater
- Wyggeston and Queen Elizabeth I College - Peter Langley
- Derby College – Andy Doodson (previous post)
- Loughborough College - Charlie Watts
- Worcester College of Technology and Worcester 6th Form College - Sarah Williams
- Warwickshire College - Martyn Phillips
- Cambridge Regional College - Christine Spowell
- Milton Keynes College - Oli Jordan
- City College Norwich - Adam Williams
- Richmond-upon-Thames College - Hannah Ross-Tatam
- South Kent College - Ricky Owen
- East Berkshire College - Simon East
- Yeovil College - Kathryn Purnell
- Truro College - Tim Evans
- Filton College - Geoff Holloway

Partnership Development Managers:

- Kath Rochester
- Julie Parker
- Paul Schofield
- Sue Cooper
- Linda Stacey
- Claire Shea Simmonds
- Adele Hickling
- Natalie Lawrence
- Ali Cope
- Nina Sweetland
- Gary Palmer

Section 9 – Recommendations

- Rebecca Walters

College Line Managers:

- Wyggeston and Queen Elizabeth I College – Lewis Clifford
- Derby College - Pete Gordon
- Loughborough College - Helen Van Aardt
- Warwickshire College - Mike Hilton
- Cambridge Regional College - Debbie Casey
- Richmond-upon-Thames College – Dave Warnes
- Yeovil College – Chris Burton

County Sport Partnerships

- Derbyshire Sport, Sarah Jones
- Northamptonshire Sport, Cathy Little
- Pro-Active South London, Christine Double
- Bucks and Milton Keynes Sport, Lee Mason
- Leicester-Shire and Rutland Sport, Steve Conway