



department for
education and skills

A sporting future for all

**THE ROLE OF FURTHER AND HIGHER EDUCATION IN DELIVERING
THE GOVERNMENT'S PLAN FOR SPORT**

Foreword

The Prime Minister is determined to give all children and young people in schools an entitlement to rich and sustained opportunities to enjoy the health, educational and social benefits of sport. Further and Higher Education can help build on the foundations of the Government's school sport strategy in two ways: by sustaining participation and supporting talent development for young people beyond school, and by maximising the contribution of their facilities and human capital to sport in schools and the wider community.

We need to do all we can to encourage participation in sport. Sport matters, not just because it gives pleasure to millions, but as a driver of some of our key social and economic goals. Sport is responsible for 2% of our GDP - that's £4.2 billion per year. At the same time we are seeing the growing costs of obesity - £2bn per year. Encouraging more people, especially young people, to become physically active can begin to put this right.

Further and Higher Education can widen access to their often excellent sports facilities so that more people from our most disadvantaged communities can enjoy the health and social benefits that participation in sport brings, and have the chance to become the sports stars of the future. In turn, we want to encourage the development of community use facilities on Further Education College and Higher Education Institution campuses.

We need to make the most of our most precious asset - human capital. The wealth of expertise held in our Universities by the sports scientists, in sports medicine and the increasing use of advanced technologies in sport - all these are world class and should be promoted. By human capital we also mean the mum from the East Ham estate who has now become a netball coach at her local sports college, the skilled youth workers who use sport to engage young people at risk from drugs and a cycle of involvement in crime, and the coaches we need to bring on young talent and help more people reach the very top in sport. We aim to see the emergence of a structured coaching progression with a clear qualifications framework. Further Education Colleges and Higher Education Institutions will be crucial to the development and quality assurance of this new workforce.

Further Education Colleges and Higher Education Institutions can equip sport to be an agent of regeneration. Through training programmes, the sharing of facilities and sporting opportunities, research and liaison with key partners such as Regional Sports Boards, Primary Care Trusts, the police, schools, Local Authority sport development and national governing bodies of sport, the FE and HE sectors can enhance the education and the quality of life of their students and the wider community in many ways.

We are particularly pleased that this response to the National Advisory Group recommendations has been produced through co-operation between our two Departments.



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RICHARD CABORN MP
MINISTER FOR SPORT
Department for Culture Media & Sport



A handwritten signature of Margaret Hodge in black ink on a light background.

MARGARET HODGE
MINISTER FOR LIFELONG LEARNING
AND HIGHER EDUCATION
Department for Education & Skills

List of abbreviations used in the Review

ACE UK	Athlete Career Education UK
AOC	The Association of Colleges
AOTT	Adults other than Teachers
BAALPE	British Association of Advisers and Lecturers in Physical Education
BOA	British Olympic Association
BUSA	British Universities Sports Association
CoVE	Centre of Vocational Excellence
CCPR	Central Council for Physical Recreation
CPD	Continuing Professional Development
CSLA	Community Sports Leader Award(s)
DCMS	Department for Culture, Media and Sport
DfES	Department for Education and Skills
DoH	Department of Health
DTLR	Department for Transport Local Government and the Regions
EIS	English Institute of Sport
FA	Football Association
FE	Further Education
HDA	Health Development Agency
HE	Higher Education
HEFCE	Higher Education Funding Council of England
HEI	Higher Education Institution
HSLA	Higher Sports Leader Award(s)
HMI	Her Majesty's Inspector
ISRM	Institute of Sport and Recreation Management
ITT	Initial Teacher Training
JSLA	Junior Sports Leader Award(s)
LA	Local Authority
LEA	Local Education Authority
LGA	Local Government Association
MV	Millennium Volunteers
NASD	National Association for Sports Development
NGB	National Governing Body
NOF	New Opportunities Fund
NPFA	National Playing Fields Association
NQT	Newly Qualified Teacher
NTO	National Training Organisation
OFSTED	Office for Standards in Education
PCT	Primary Care Trusts
PDB	Professional Development Board
PE	Physical Education
PEAUK	Physical Education Association of United Kingdom
PEPDB	Physical Education Professional Development Board
PGCE	Post Graduate Certificate in Education
QCA	Qualifications and Curriculum Authority
QTS	Qualified Teacher Status
RDA	Regional Development Agency
SCOP	Standing Conference of Principals
SCUK	Sports Coach UK
SDO	Sports Development Officer

SDP	Sports Development Professionals
SE	Sport England
SPRITO	Sport, Playwork, Recreation, Outdoor Education and Development Training, Fitness and Exercise.
SSC	Sector Skills Council
SSCo	School Sport Co-ordinator
SUPEA	Scottish Universities Physical Education Association
TTA	Teacher Training Agency
UCS	University & College Sport
UKS	UK Sport
UKSI	UK Sports Institute
UUK	Universities UK
VIP	Volunteer Investment Programme
WCPP	World Class Performance Plan
YST	Youth Sport Trust

Introduction

1.1 *The Government's Plan for Sport* [www.culture.gov.uk/sport/index.html] , published in March 2001, announced the establishment of a National Advisory Group to review the roles, contributions and potential of the further and higher education sectors within community sport development, education and training and the development of individual and national sporting excellence.

1.2 The National Advisory Group first met in June 2001. Its membership was drawn from practitioners in the Further and Higher Education sectors, Local Authority Sport Development, Initial Teacher Training and the PE professional bodies. Officials from the Department for Education and Skills (DfES) and the Department for Culture Media and Sport (DCMS) were also represented on the 3 sub groups which reported on 3 areas:

Sport and Sport Education and Training within the Further Education Sector
Higher Education Sports Development
Higher Education Initial Training of PE and Sports Development Professionals

The Advisory Group was chaired by Margaret Talbot, Chief Executive of the Central Council for Physical Recreation, and its findings were reported to Ministers in December 2001.

1.3 The review was ambitious in scope. There is a wealth of expertise in the sectors, and much evidence of commitment to the twin goals of developing sporting excellence and creating recreational sporting hubs in Further and Higher Education establishments for both the student body and for the wider community. The FE and HE sectors have the facilities, human resources and programmes to enable them play a significant part in local, regional and national sporting infrastructures. However, despite beacons of excellence, and widespread good practice, this potential is not realised consistently across the country . Consideration needs to be given to the greater contribution FE and HE could make to:

- improving health by providing access for students and the local community to active recreation;
- acting as hub sites for education and training of teachers, sports professionals and volunteers;
- supporting talented performers through some of their most critical years;
- providing services to elite athletes

1.4 Colleges and Universities are rich resources for their towns and regions, and maintain strong links with local communities. In response to community needs and partnership initiatives many of them are already making a wide range of activities available to the local population which enhance community sport development provision.

1.5 In particular, Further and Higher Education have a significant role to play alongside schools in the training and development of volunteers to lead sport in local schools and community sports clubs. *The Government's Plan for Sport* [www.culture.gov.uk/sport/index.html] advocates partnership between the main delivery agents of volunteer training to create added value for users. In particular the plan proposes that there should be strong links between course providers and local community sports

organisations to ensure that all qualifications and course providers gain accreditation within the National Qualifications framework for sports leadership qualifications. The development of a range of National Governing Body sport specific leadership programmes within the NQF, aimed at young people, will be led by Sport England as part of the Government's Step into Sport programme. Referral to these NGB programmes would represent progression for Community Sports Leader Award (CSLA) graduates. As Sport England's volunteering strategy develops hand in hand with the deployment of young volunteers through Step into Sport, Further Education Colleges and Higher Education Institutions will want to consider how they can become involved.

1.6 In terms of the development of sporting excellence, universities and colleges contain state of the art facilities and a wealth of professional skills and knowledge. The Cunningham Review of Elite Sports Funding, [www.culture.gov.uk/sport/index.html] published in September 2001, set an agenda for Further and Higher Education in two key areas:

- the encouragement of best practice in university sports scholarships or through other means of supporting those with sporting talent studying in Further and Higher Education;
- the role that both sectors could play as service providers to elite athletes and their coaches in fields such as sports science, sports medicine and an enhanced programme of coach development from the grass roots up.

1.7 This report describes the actions which Government intends to take, principles for the development of sport in Further and Higher Education which Government wishes to encourage, and identifies where further work is needed. Progress in some areas set out here will depend on the availability of resources. Government acknowledges the autonomy of institutions in the post-compulsory sectors of education. Within this context we hope that this report sets out some actions and recommendations which will enable Further and Higher Education institutions to approach their involvement in sport with a renewed sense of the importance of their work to the wider goals of improving public health and developing sporting talent and in the knowledge of the value of what they do and have the potential to do in partnership with Local Authorities, Primary Care Trusts, schools and National Governing Bodies of sport.

Realising the Potential for Sport in Further and Higher Education

Sport and Education and Training within the Further Education Sector

2.1 Government welcomes the recommendations of the National Advisory Group on the potential role of Further Education. Further Education colleges are involved with sport in a variety of ways - either through delivering specific sports related courses, sometimes working with local sports teams and national sports bodies, or through encouraging students to take a more active role in sport in their spare time. It is on this sound basis that we are building to achieve more widespread good provision.

Facilities

2.2 In the *Good Practice Guide on Sport in Colleges*, published in 1996, the Further Education Funding Council stated "There is wide variation in the quality and extent of college facilities. Many colleges have limited or old equipment and facilities." It is estimated that 50% of colleges do not have sports facilities of their own or offer participation opportunities to their students.

- **The Learning and Skills Council, in conjunction with Sport England are carrying out a survey of college accommodation strategies and sports facilities. We hope to have the results of their survey by October 2002. This will enable the LSC to take account of provision when drawing up their local strategic plans to ensure that it fully meets local economic and social needs and so give even more young people in further education access to sporting facilities and activities.**

Because colleges with inadequate facilities are not classified in the same way as schools for lottery funding purposes, they have been unable to access funding from the Sport England Lottery and New Opportunities Funds which are doing much to improve school facilities. Sport England has said that in the past, lottery applications from FE and HE institutions have not demonstrated a full community involvement in the project in terms of the bidder and local community working together to define needs, and then identifying how any facility would be managed to achieve integrated college and community use. Secondary schools, by comparison, have demonstrated this integration consistently in recent years, which is why, in general terms, applications from schools have been more successful. However, Sport England recognise the increasing role that FE and HE are playing in local sports development planning and delivery, as witnessed in particular in the 45 Sports Partnerships.

- **In the light of this and the recommendation of the National Advisory Group, Sport England have agreed to review their lottery criteria and best practice codes linking education and sport provision**

Participation

2.3 Between the ages of 5 to 16 years, PE and sport is a statutory responsibility for each educational institution and DfES and DCMS are working in partnership to deliver improved quality of and access to PE and school sport with the Prime Minister's Delivery Unit. A priority will be the delivery of an entitlement to a minimum of 2 hours per week high

quality PE and sport in schools to every pupil who wants it. In FE colleges there is no entitlement or compulsory provision of sport and no funding to encourage institutions to make such provision available to their students. Each individual college makes strategic decisions about funding for sport from its own central budget. There is, however, more general provision on offer through the *Qualifying for Success* reforms which are designed to encourage breadth of study and also provide for enrichment activities. These enrichment activities include both arts and sports and the funding arrangements have been designed to ensure that they are available for all full time 16-18 year old students. It is important to highlight the good practice that exists. A number of colleges run 'sports academies'. Some examples include:

- Henley College in the West Midlands, who run academies across a range of areas in conjunction with the Football Association, Coventry City Football Club and two local athletics clubs as well as England Basketball;
- Halton College in the North West, who offer a 'Sport for Life' programme in partnership with Widnes Vikings Rugby League Club and Liverpool and Everton Football Clubs;
- Myerscough College, also in the North West, who offer a Virtual Golf Academy which makes use of distance learning and so caters for a wider market in the world of golf professionals.

Other colleges offer specific qualifications in partnership with Governing Bodies of Sport and other organisations. For example:

- East Durham and Houghall Community College (North East) offer a YMCA Fitness Instructor Diploma and an FA Coaching Certificate;
- Hartbury College in Gloucestershire (West Midlands) offer qualifications through the British Canoe Union and Royal Yachting Association;
- North Lincolnshire College (East Midlands) is designated as a premier and advanced coaching centre in partnership with Sportscoach UK, and they hold a British Olympic Association Certificate of recognition for work with elite athletes.

This is only a snapshot of the vast array of sporting work being undertaken in colleges. In addition, the recent Green Paper: *14-19: extending opportunities, raising standards* recognises the importance of curriculum enrichment, including sporting activity.

2.4 A key development in the FE sector is the establishment of Centres of Vocational Excellence (CoVEs). The CoVEs programme is a cornerstone of the Government's policy to reinvigorate technical and vocational specialisation within the FE sector.

- **Four of the new CoVEs announced in March 2002 will be specialising in sport and related activities to allow the opportunities for more young people to select sports centred vocational routes. These are:**
 - Loughborough college (East Midlands Region) specialising in sports science, exercise and fitness;**
 - The College of West Anglia (Eastern Region) specialising in sport and recreation;**

Dearne Valley College in Yorkshire and Humberside specialising in travel, tourism and sport;
New College Durham (Northern Region) specialising in skills for tourism and leisure.

The National Advisory Group wish to see at least one CoVE in every region of the country. While it is neither possible nor desirable for Government to make special arrangements for sport in this way, with 5% of the CoVEs announced so far specialising in sport, leisure and fitness, sport is well represented.

Social inclusion

2.5 One of the Government's main targets for further education is in the area of social inclusion. FE builds and maintains close links with the communities it serves, especially those based in areas of urban or rural deprivation. Government policy increasingly acknowledges that sport can do much to bridge social divides. It can motivate and inspire people, including those who have struggled to find success at school or in the workplace. The Association of Colleges have commented that many disaffected learners, for example young men, do come back into learning via activities that interest them. Learning about cars is a common example, and sport is another. As sport is being more widely used as a magnet to engage the socially excluded, Government will explore ways of supporting FE's work in this area.

2.6 Colleges could lead many aspects of sports related social inclusion work with those communities and help develop the skills of individuals that would be necessary for sustainable activity. Such work is directly related to the health of the nation but also to individual self-esteem, personal and social development, and vocational and academic qualifications. To achieve this, Government would like to see FE building on their role in contributing to local strategic partnerships to make use of the sporting provision they can offer to improve the lives of communities. The 45 county based Sports Partnerships, involving Local Authorities, LEAs, National Governing Bodies of Sport, Health Authorities and Higher Education are now the key drivers of sport at sub regional level.

- **FE institutions are now involved in all 45 Sports Partnerships and Sport England have undertaken to highlight examples of approaches to Sport Development involving FE that have been effective.**

Healthy Living

2.7 One of the underlying objectives of promoting and supporting the idea of sport for all post 16 is to achieve the benefits of developing and sustaining a healthy lifestyle for young people. Between 1980 and 1998 obesity rates among adults tripled. The costs to the economy of obesity have been calculated by the National Audit Office to amount to £2 billion per year. Government is committed to improving the quality of and increasing access to school sport, but laying the foundations of a healthy lifestyle will only really pay dividends if, when young people leave school at 16, they can continue to access good quality sports facilities and programmes.

2.8 By widening access to sporting opportunities in and through Further Education we could show a benefit in public health in the longer term. Colleges have an important role to play in the health of the wider community, as well as that of their students, for they form a focal point within their communities. A number of colleges have developed links with local health authorities or run their own health related fitness campaigns. St Helen's College is involved in a multi-funded St Helen's Healthy Living Initiative for the local community and also assists in the running of the local cardiac rehabilitation programme.

- **Government will encourage the necessary support structures to be put in place for colleges and key partners to enable the St Helens model to be replicated more widely**
- **The Department of Health has commissioned the HDA to develop strategy guidance to support the Coronary Heart Disease National Service Framework. The guidance will list possible partners that PCTs could work with on developing local physical activity strategies, including LSCs.**
- **Sport England will advocate the potential role of FE colleges in local strategic partnerships with other key providers in health care and prevention.**

Qualifications

2.9 In 1998/99 there were over 50,000 funded enrolments on part time sports related courses. This 20% drop on the previous year represents a decline both in the range of activities and total enrolments, and is predicted to have continued over the last two years. The majority of these courses are National Governing Body (NGB) coaching qualifications at levels 1, 2, and 3. They are fundamentally important as stepping stones to help improve the quality of sports coaches within this country and are intrinsic to the drive to encourage people of all ages to become voluntary sports leaders. They provide excellent opportunities to widen participation and lifelong learning, but funding levels have continued to drop, and the more rigorous requirements of QCA mean that many qualifications are no longer funded at all. Whilst it is accepted that all qualifications within a national qualifications framework must meet appropriate national standards, the Advisory Group noted that many of the NGBs have to date received little support in the process of accreditation. They advise that it is essential for the future of sports coaching that NGB qualifications are returned to the funding schedule and that there is the necessary national co-ordination and support for this to take place.

- **The coaching task force has considered this area carefully and has recommended that a new 5 level national coaching certificate is established and that NGBs are supported to develop their schemes to meet this new national standard. SPRITO, the NTO for Sport and Recreation, are bidding for Sector Skills Councils status and they, or whichever SSC has responsibility for sport, will lead this work in partnership with Sports Coach UK and the QCA which should result in many more of the NGB qualifications being recognised for funding purposes.**

Higher Education Sports Development

3.1 The Government welcomes the National Advisory Group's recognition of the important role of Higher Education in the provision of sports programmes, services and facilities for students, staff and the wider community.

Higher Education and Local Sports Development

3.2 Higher education institutions (HEIs) have a wide range of sports facilities, many open to the public, but to date there has been no comprehensive national audit of facilities. If we are to encourage HEIs to engage with regional and national sports strategies, there needs to be a strategic assessment of their resources, expertise and capacity.

- **This will be addressed at once. In consultation with the Higher Education Funding Council for England, Universities UK and the Standing Conference of Principals, Sport England will undertake an immediate audit of HE sports provision. This will cover facilities but its remit will be wider to include courses, access by the wider community and coaching networks.**

Funding

3.3 Higher Education Institutions are independent, autonomous bodies whose income derives from a variety of public and private sources. The Government recognises the beneficial effects of sporting and recreational activities, and that participation in higher education is about more than attending lectures and classes. We hope that some of these proposals will help to support the vital role that HE institutions play in maintaining participation in, or re-introducing young people (especially young women) into, physical activity and sport. There needs to be wider recognition of the significant role that HEIs can play in delivering *The Government's Plan for Sport*. To broaden awareness of the value attached to sport, the Government has agreed to:

- **support BUSA and the UCS to work with UUK and SCOP in advocating the value of sport by producing a joint Universities Statement of the value of sport;**
- **work in partnership, following publication of the Value Statement, with Sport England, industry and HEIs to maximise HE institutions' sport development role and to advocate that role to relevant bodies;**
- **through Sport England to encourage HEIs to become part of the wider regional strategic planning infrastructure for sport so that they refurbish and maintain existing facilities and develop strategic bids for new ones within a local and regional partnership framework, and also**
- **encourage HEIs, building on existing good work, to develop their partnerships with local authorities to increase participation in sport by students, HE staff and the wider community;**

- **work with the sector representative bodies to encourage the well-qualified staff which many HE institutions already have to develop their sports facilities and provision within the context of a sport development plan.**

3.4 In addition, Government recognises the need to address the difficulty Higher Education Institutions have traditionally experienced in accessing lottery funding for sport, particularly in the context of increasing HEI / community partnerships.

- **Sport England has agreed to review its lottery grant funding criteria this summer**

Regionalisation and Partnership

3.5 Government accepts the review recommendation that Higher Education institutions should play a full part in the structure and development of sport at all levels from participation to excellence. The emerging regional structure of sport provides a new opportunity for HE to be represented at a strategic level. Every English region has a University or Higher Education Association and there are existing good examples of local partnership working between HE, local authority sports development, schools, National Governing Bodies and the private sector. The review body recommendations focus on the advantages of drawing together more systematically the expertise and potential of the HE institutions in a region to provide a co-ordinated and integrated range of opportunities

- **Government advocates the representation of HE institutions on regional sports boards**
- **DCMS are seeking additional resources for Sport England to fund regional Higher Education Sports Co-ordinators. Their role will be to create partner groups of universities and colleges (including Specialist Sports Colleges) within each region and to liaise closely with the National Governing Bodies of Sport who are the drivers of talent development.**
- **Regional Higher Education Sports Co-ordinators will liaise with Regional Sports Boards to ensure that the institutions within their group fit into the wider regional structure.**
- **Sport England has initiated research into HE institutions operating as hub sites for multi-sport clubs used by both students and the wider community**
- **HE institutions will be integrated into Sport England's club development strategy for England**
- **Exemplars of good practice in HE partnerships with LEAs, local authorities and NGBs collected by Sport England through the current audit of HE sport will be disseminated.**

Higher Education and the Role of Student Sport in the Development of Talented Performers (18-25 year olds)

3.6 The transition between school and HE is one of the points at which we lose many of our talented young performers. Between the ages of 16 and 21, 70% of the young athletes who have been identified as talented will drop out of performance sport in the UK. This figure compares poorly with 20- 25% in competitor nations. To address this erosion of sporting talent, the development of young sportspeople in educational settings needs to be planned and co-ordinated so that those with the talent to reach the top of the sporting ladder are given the right conditions within which to fulfil their potential. That work has started in schools through the piloting of the framework for the development of talented young sportspeople designed by the Youth Sport Trust for DfES and DCMS. The Government would like to see this Framework extended to include Further and Higher Education to improve the links between the support given to talented sportspeople in schools and that provided by FE and HE to provide a seamless pathway of support for our most talented young sportsmen and women.

- **Sport England welcomes the lead role in strategic co-ordination assigned to them in the recommendations of the National Advisory Group, and will put forward in consultation with the EIS, an approach that is talent and sport driven, with a key focus on how and where FE and HE can support talented athletes.**

3.7 It is important that we develop a method of tracking and supporting young people through this major transition in their lives. An athlete tracking system, developed by BUSA, is being piloted by BUSA, the National Council for School Sport and University of Wales, Cardiff which, if successful, could link effectively with the new talented and gifted framework for school age young people being developed by the DfES and DCMS.

- **Sport England will ask the English Institute of Sport (EIS) to set an agenda for all stakeholders to work to. Prerequisites will be an athlete tracking system and creating links between the framework for Talented Young Athletes and the existing and expanding NGB World Class programmes.**
- **Sport England will work with the EIS, BUSA, UCS and the YST to develop a national tracking scheme for talented young athletes to incorporate into their proposed Long Term Athlete Development Integrated Model. Universities UK and appropriate staff in HEIs will see the results of the tracking pilot and be involved in consultation on a national scheme.**

Coaching

3.8 The review group noted the key role that HE has played in developing and delivering coach education over the years. The original network of coaching centres developed by the National Coaching Foundation (now Sports Coach UK) in 1985 was based on 14 HEIs. This partnership helped to build a world class coach education system. However, it was timely for the role that HE can play in the future recruitment, training and support of coaches to be reviewed. The Coaching Task Force, established after the publication of *The Government's Plan for Sport*, has looked in detail at the current structures and provision for coach recruitment, coach education and coach deployment and has highlighted, among other

things, the need to engage more closely with FE/HE institutions.

- **One of the Task Force's recommendations will concern the creation of a national Coach Development Officer network, whose function, among other things, will be to ensure better links are built and maintained between sports clubs, local authorities, schools and the FE/HE sector on coaching issues.**

3.9 The advisory group also emphasised the importance of providing HE students with opportunities to access coaching qualifications and supported placement opportunities in after school sport and in summer activity programmes. Government is committed to the creation of a structured coaching profession, and to the provision of pathways into coaching and sports leadership for young people:

- **Following the recommendations of the Coaching Task Force, Sports Coach UK will explore offering more HE institution students opportunities to access coaching qualifications and be given supported placement opportunities in after school sport and in summer activity programmes.**
- **The DCMS Step into Sport programme will work with 15 HEIs to train their students to run Young People Leading the Way conferences for 14-19 year olds. These conferences currently involve around 300 HEI students per year who have received training and become engaged, though the conferences, in delivery.**
- **Through Step into Sport, more students will have the chance to get involved and be able to access a menu of opportunities including: coaching qualifications; mentoring school students; placements in School Sport Co-ordinator partnerships supporting school age young sports leaders.**
- **As part of their work on the Step into Sport programme, the YST are working with 15 HEIs to develop a mentoring scheme using appropriate HEI staff to support their students in the placement opportunities described above.**

Scholarships and Bursaries

3.10 The Cunningham Review of Elite Funding for sport [www.culture.gov.uk/sport/index.html] recommended that UK Sport explore further the opportunities that exist for encouraging best practice in university sports scholarships or other means of supporting those with sporting talent studying in FE or HE. The review group noted that, while a number of HE institutions have scholarship schemes, there is little national co-ordination or standardisation. The Scottish University Physical Education Association has developed a code of practice for university scholarships to ensure that the best interests of the athletes are served. Government is committed to the creation of a sporting ladder to enable our most talented and committed young athletes to reach the top of their sports. To support our best young athletes as they move through higher education and often simultaneously reach the peak of their sporting ability, Government will establish a sport talent scholarship steering group to consider and consult on the following principles recommended by the review group and to make proposals:

- There should be central Government funding for those colleges and universities

wishing to bid for funds to support talented sports people. This central fund should be used to match or top up existing scholarship or bursary funds raised or contributed to on a local basis.

- Access to this fund should be conditional upon colleges and universities demonstrating certain 'readiness factors' encompassed in a code of practice such as that already developed by SUPEA. This code of practice would form the basis of a UCS/BUSA endorsed scheme.
- The 'readiness factors' would include access for talented sportspeople to:
 - facilities for training (approved by the appropriate NGB)
 - Quality coaches (approved by the appropriate NGB)
 - Quality sports medicine and sport science support (endorsed by the EIS)
 - Flexibility of course timing, selection and mode of delivery (eg. Distance learning)
 - Athlete Career Education provided by the College/ University based ACE advisor
- The main criteria for identification of talented sportspeople, and therefore inclusion in the scholarship/bursary programme should be set by the appropriate NGB. However, FE and HEIs will still want to provide for late developer athletes that have not been picked up by NGBs.

In order to pilot these recommendations:

- **DCMS has asked Sport England to lead on the establishment of a scholarship network of HEIs working on a set of minimum criteria around facilities, coaching, flexible course modules, lifestyle management and other key factors. It will be important to set criteria sufficiently flexible to accommodate the differing needs of a range of sports while retaining high standards. The network will report to the scholarship steering group**
- **DCMS is seeking additional resources to fund a national scholarship and bursary system from 2004 onwards**
- **DCMS is also exploring the possibility of partnership with the private sector to bring in both financial resources and expertise to create a truly world class system.**

Higher Education and Excellence

3.11 It is clear that HE institutions have a significant role to play in supporting elite sport. Some HE institutions are part of the English Institute of Sport network. However many more have a considerable contribution to make to the development of a range of support services (sports science, sports medicine and technology) which underpin elite sports performance. HE institutions also cater for the individual talented performers who are not in sports being supported by the 'World Class' programmes and the UKSI services.

The Cunningham Review recommendations were that:

"UKSI central services establishes a scholarship programme which provides opportunities for existing and potential World Class sports science service deliverers to extend their ability to

work at elite level. The UKSI/BOA Sports Science Advisory Group will provide policy guidance on this programme.”

“UKSI central services works closely with World Class sports to identify and prioritise key areas of their programmes requiring cutting edge innovation and technology. It is also recommended that UKSI central services works with appropriate experts to find solutions.” DCMS has asked Sport England to take these recommendations forwards:

- **The Sport England audit of facilities, courses and other sport development provision will be made available as a database for NGBs and inform UKSI WCPP support.**
- **Sport England will promote the good practice of NGBs which have well-developed regional frameworks including provision for sportsmen and women in HE**

3.12 The Government welcomes the proposals to support talented sportspeople in FE and HE Institutions. It will be important to ensure that there is continuity and progression between the schools sector and Further and Higher education, so that talented students are not lost at these key transition points. As with schools, the arrangements we put in place must be flexible enough to cater for a wide spectrum of ability, ranging from those who are talented relative to their peers right through to elite young sportspeople who are already participating in national and international competition. The gifted and talented component of strand one of Excellence Challenge provides a significant context in which to develop and implement this strategy.

- **The Government is exploring how best to extend initial guidance for those working with talented sportspeople of school age so that it supports effective transition into Further and Higher Education.**

3.13 To accommodate their athlete career development schedules, high level performers need to be fully supported in their studies. Government welcomes the support that many HEIs are already offering through flexible timetabling, enabling athletes to combine performance and competition with higher education.

Higher Education initial training of PE & Sports Development Professionals

4.1 Higher Education makes a substantial and essential contribution to the Initial Training and Continuing Professional Development of PE teachers and of other Sport Development professionals. The National Advisory Group considered initial training in the light of *The Government’s Plan for Sport* (March 2001) , the Education White Paper, *Schools Achieving Success* (September 2001) and the consultation documents on Standards for the

Award of Qualified Teacher Status and Requirements for Initial Teacher Training circulated by the TTA in July 2001.

Quality assurance of Initial Teacher Training (ITT) and Continuing Professional Development (CPD)

4.2 PE is the first National Curriculum subject to have its own Professional Development Board to inform strategy for CPD and to quality assure courses and providers. However, there is no similar group for ITT and there is no formal link between ITT and CPD in PE, making seamless progression difficult to achieve. There are obvious advantages in building stronger links between ITT and CPD in PE and school sport, in the context of a focus on delivering improved provision. The establishment of an advisory body to oversee ITT and CPD is worth exploring.

- **The PE PDB will be asked to explore with HEIs and other ITT providers the possibility of establishing the co-ordination and quality assurance of ITT and CPD for Physical Education.**

ITT mentors

4.3 A significant proportion of ITT has been devolved to schools since 1992. In order to maintain high quality teacher education and to ensure coherence and consistency for trainees, teacher mentors need to be well trained for their teacher education roles. Key issues arising from OFSTED inspection reports of all ITT PE providers are available to inform the training of mentors. Currently OFSTED report on ITT PE providers individually and publish summary comments at the end of each inspection cycle. The National Advisory Group argue that more frequent reports and formal dissemination of key issues for ITT PE providers would help raise standards. The group also noted the need for ITT mentors in PE and school sport. This is a direction in which the developing infrastructure for PE and school sport is moving:

- **School Sport Co-ordinators have a mentoring role in supporting colleagues in delivering PE and sport in primary schools and out of school hours**
- **The Teacher Training Agency, which is responsible for the recruitment to and the standards of ITT, is considering the development of good practice guidance for schools. The intention is to provide practical help for mentors in PE and across the curriculum more generally.**

Flexible and innovative ITT

4.4 The National Advisory Group identified a number of key issues relating to the breadth of the subject of PE, with four aspects permeating six areas of activity. In particular, the shortness and intensity of the Postgraduate Certificate of Education (PGCE) year leads to difficulty in covering the teaching of all six activity areas during the school based component of ITT. This has been aggravated in the past by the mismatch of requirements for ITT PE and for ITT partnership schools, who are not required to cover all of the National Curriculum PE areas. Secondary schools need only cover 4 out of 6 areas at Key Stage 3 while ITT providers

are expected to guarantee experience of all 6 for all their trainees.

- **DfES are keen to support moves to strengthen further the ITT and CPD of PE teachers, and it is encouraging to note that a number of the recommendations made by the National Advisory Group have already been implemented. For example, the flexible modular route into teaching already allows for ITT in PE.**
- **The recently published document *Qualifying to Teach - Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training* following last summer's consultation paper and replacing circular 4/98, sets out the minimum amount that trainee teachers must know, understand and be able to do before they are awarded qualified teacher status. These requirements clearly state that: "Teaching in settings other than schools may also count towards the total time trainee teachers are trained in schools provided they enable the trainee teacher to work towards the standards".**

Used effectively, this requirement has the potential to enable trainee teachers to gain experience of teaching all six activity areas of the National Curriculum for PE. It could, for example, encourage links to be made with established Specialist Sports College networks and School Sport Co-ordinator partnerships and their links with sports clubs.

- **DfES welcome other proposals of the group including those for flexible and innovative staff appointments between schools, LEAs and HE institutions. There are again signs that the School Sport Co-ordinator partnership model is encouraging this kind of creativity.**

National Standards for Sports Development Professionals (SDP)

4.5 Currently there is no agreed ITT curriculum or agreed standards for sports development professionals and no clear career structure or development pathway. Young people's sporting experience is well supported by hundreds of thousands of adults other than teachers (AOTTs), who should be able to access relevant, standardised and assured training to assist them in their key role and provide them with access to a structured career path. Sports Development professionals would benefit from a body similar to the PE PDB.

- **DCMS and Sport England will fund the National Association for Sport Development to agree national standards for SDPs working with young people of school age to be established in consultation with FE and HE.**
- **NASD will also develop a strategy and structure for CPD for SDPs**
- **Adherence to new national standards will be rigorously monitored and inspected.**

Conclusion

5.1 In publishing the response to the National Advisory Group on the role of sport in further and higher education, Government is acknowledging the strategic importance of the sectors to sport development outcomes and to the wider agenda of the development of communities through sport.

5.2 The current targeting of resources on school sport and the quality and access of PE and sport for 5-16 year olds does not mean that sport in Further and Higher Education is unimportant. The opposite is true. As standards and opportunities delivered in and through schools improve, the appetite of young people to continue with sport when they leave school will grow. The Government encourages the building of partnerships between Further and Higher Education institutions and the expanding Specialist Sports College and School Sport Co-ordinator infrastructures. There is already pioneering partnership work of this kind going on in the South West and East Midlands regions. Measures such as the adoption of SSCO partnerships by FE or HE institutions could do much to enhance several key areas, including: the local delivery of support to communities, teacher training, transition from school to tertiary and higher education and talent development. And, as other measures introduced in response to *The Government's Plan for Sport* and the *Cunningham Review of Elite Sports Funding* begin to take effect, there will be a greater need for colleges and universities to support and service talent development.

5.3 We hope that all institutions in the Further and Higher Education sectors, and their local and regional partners, will welcome the actions and aspirations set out in this report. We also hope that they will be encouraged by the publication of this summary of the Government's view of the role and potential of Further and Higher education in sport. In publishing this response to the National Advisory Group, the Government aims to ensure that the very significant contribution that FE and HEIs can and do make to sport in this country is recognised and utilised more widely within the sporting infrastructure at local, regional and national levels.