



The Engagement of Further and Higher Education with the London 2012 Olympic and Paralympic Games



**THE ENGAGEMENT OF FURTHER AND HIGHER EDUCATION
WITH THE LONDON 2012 OLYMPIC AND PARALYMPIC GAMES**

by the

Centre for Sport, Physical Education & Activity Research (SPEAR)
Canterbury Christ Church University

Commissioned by

Podium, the Further and Higher Education Unit for the London 2012 Games

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PREFACE – ABOUT PODIUM

Podium is the Further and Higher Education Unit for the 2012 Games and was established in 2007 as a division of London Higher, which is the umbrella body representing more than 40 universities and colleges in London.

Podium functions as a platform on which to build the nationwide engagement of FE and HE with London 2012. The unit is funded by the Higher Education Funding Council for England as well as the Skills Funding Agency and is directed by a Board of leading figures from the sectors.

Working with key stakeholders and alongside the Games authorities, Podium's role is to communicate Games related opportunities, support the development of programmes and share examples of good practice across the sectors. Simply put, Podium's core functions are to communicate, collaborate and enhance.

Although an independent body, Podium works extremely closely with the London Organising Committee of the Olympic and Paralympic Games (LOCOG) with the Head of the unit being seconded into LOCOG on a part-time basis.

The FE and HE sectors have played an integral role for Team GB at previous Olympic and Paralympic Games. For example; more than 50 per cent of our Beijing 2008 medallists were students or graduates.

The sectors' involvement with London 2012 is much greater and wider though, as this report, *The Engagement of Further and Higher Education with the London 2012 Olympic and Paralympic Games*, commissioned by Podium from the Centre for Sport, Physical Education & Activity Research (SPEAR) at Canterbury Christ Church University demonstrates.

For more information about Podium and the latest London 2012 related news, events and opportunities for the FE and HE sectors, visit www.podium.ac.uk.



Gareth Smith

Head of Podium

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HEADLINES

PODIUM'S WORK

- *All aspects of Podium's work received very high average ratings of more than four out of five, with the exception of "Direct Support", which still rates highly.*
 - *Although more than a quarter of stakeholders have been aware of Podium for more than two years, there is still a significant minority (20%) that are new to Podium.*
 - *Only six respondents (2%) said that they weren't aware of any of the listed areas of Podium's work.*
 - *Despite less than half of respondents being aware of the Podium Spotlight Magazine, those who are aware of it value it highly as the second highest ranked aspect of Podium's work.*
 - *Although Podium is clearly highly rated in relation to the services it sets out to provide, there can sometimes be unrealistic expectations.*
-

INVOLVEMENT & OPPORTUNITIES

- *92% of further and higher education institutions expect to be involved in some way in activities relating to London 2012 in the run up to the Games.*
- *The three opportunities rated most important by stakeholders are education, volunteering and sport.*
- *The number of institutions listing education-related projects was 40% higher in further education than in higher education.*
- *Volunteering was seen as important because it is something that can be promoted as a tangible opportunity for students to get involved and enhance their experiences, regardless of the level of engagement of the host institution.*
- *Respondents with a non-academic sport promotion or development role tended to value sport opportunities more highly and to undervalue opportunities relating to business and cultural activities.*
- *Organisations that employed people in non-academic sport promotion or development roles tended to be involved in London 2012-related projects across a wider range of sectors.*
- *Lack of interest is not a significant constraint to involvement in London 2012-related activities; it is the lowest rated barrier.*
- *The two highest rated barriers are an inability to access opportunities and a lack of awareness about opportunities.*
- *Further education organisations generally feel that the barriers they face are more significant than do higher education institutions.*
- *28% of those with no current involvement in London 2012-related projects, plan to develop student recruitment projects using London 2012 themes as the Games approach.*

- *Some stakeholders appear to be considering whether becoming involved in London 2012-related activities is the best use of their time, or the best way for them to achieve their broader strategic objectives.*
 - *There appears to be a divide in the higher education sector between those institutions that see both sport and London 2012 as a high strategic priority linked to their institutional mission and strategy, and those for whom the Games are much less significant strategically, but that would like further help and support in understanding how they might engage with London 2012-related opportunities.*
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PROJECTS

- *In further education and outside London there is a greater expectation that more projects will be developed in the run up to the Games, although there seems to be an overoptimistic perception of what remains possible in terms of larger projects.*
 - *In higher education and within London major projects are already planned or underway.*
 - *Those higher education institutions for whom the Games are much less significant strategically nevertheless seem to think of their potential involvement with London 2012 in terms of national partnerships and projects.*
 - *The number of further education organisations planning to develop projects around cultural activities, which can be developed on a more local level through local partnerships, is set to more than double from 25% to 52%.*
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LEGACY

- *The top rated area in which a legacy is expected is lasting partnerships, followed closely by an enhanced organisational profile and increased sport participation.*
 - *Over two-thirds of further and higher education institutions expect the Games to leave a legacy of increased sport participation among their students.*
 - *Although lasting partnerships is the highest rated legacy area, there is some evidence that this may be a goal to which stakeholders aspire, rather than an expectation based on their current activities.*
 - *The greatest identified need to support the delivery of legacies is more information on opportunities.*
 - *Stakeholders should engage with Games-related opportunities according to the importance of London 2012 within their broader institutional strategy.*
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RECOMMENDATIONS FOR FURTHER AND HIGHER EDUCATION

1. *Major projects in which further or higher education can become involved in relation to London 2012 should already be underway or planned.*
 2. *There remain significant opportunities to develop and become involved with local projects and partnerships.*
 3. *There is a need to look beyond sport to engage with cultural activities and local business partners.*
 4. *The strategic importance of sport and the Games to organisations should determine their level of involvement in London 2012-related activities.*
 5. *Podium can help and facilitate further and higher education to engage with London 2012, but it cannot organise and manage activities.*
-

RECOMMENDATIONS FOR PODIUM

1. *There remains a significant role for Podium in raising awareness of the range of opportunities relating to London 2012.*
 2. *Podium can play a key role in not only communicating opportunities, but communicating how to access opportunities.*
 3. *The Podium Spotlight Magazine is highly valued but its reach needs to be widened.*
 4. *There is a clear role for Podium in promoting the benefits of smaller scale involvement and collaboration, particularly among higher education institutions.*
 5. *Podium could identify and promote role models and benchmarks for organisations that do not have extensive resources to invest in London 2012-related activities.*
 6. *Podium could identify and showcase a wider range of smaller scale projects.*
 7. *Podium could more explicitly focus on enhancing collaboration between further and higher education.*
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1) APPROACH

PODIUM commissioned the Centre for Sport, Physical Education & Activity Research (SPEAR) at Canterbury Christ Church University to carry out research to capture the engagement of the further and higher education sectors and related stakeholders with the past, current and future opportunities presented by the London 2012 Olympic and Paralympic Games.

The research comprised an online survey designed to capture quantitative and qualitative data, and three follow-up workshops. The survey was distributed by Podium to its contact list of circa. 3,000 stakeholders, and 315 responses were received. Of the responses, 239 were from UK further and higher education organisations, which represents 41% of the UK further and higher education sectors¹. Across England, the area for which Podium is directly funded, 227 further and higher education responses were received, which represents 47% of the English sectors.

Following the survey, 22 respondents were invited to take part in one of three workshops: the first was with individuals from both further and higher education that are employed in a role in which London 2012 responsibilities comprised more than 50% of their work; the second was with representatives of higher education; the third was with representatives of further education. Each workshop included a mix of stakeholders from within and outside London.

Figure 1.1 shows that the majority of responses to the survey were from higher (44%) and further (28%) education, with a number of institutions that provide both further and higher education listing themselves within the 'other' category.

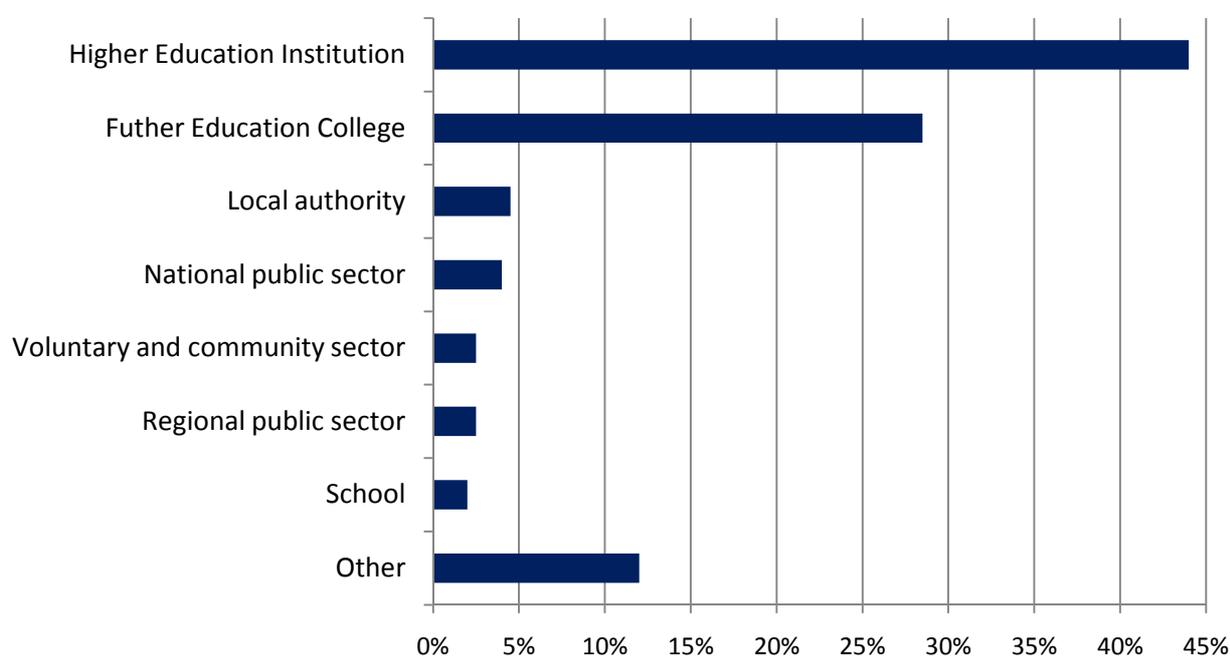


Figure 1.1) Stakeholders Responding to the Survey (n=315)

¹ Because the total population is relatively small (3,000), a sample size of 315 gives 95% confidence that the maximum error in generalising to the total population should be no more than +/-5%, although this increases to +/-6% for some questions where the responses are around 250. Approximately the same maximum errors apply to the sub-sample of further and higher education institutions.

In the analysis of the survey data, comparisons were made on four dimensions: between further education (40%) and higher education (60%), between those respondents that are employed in a non-academic sport promotion or development role (43%) and those that are not (57%); across current levels of engagement with London 2012 (using number of current projects as a proxy); and by geographical distance from London (figure 1.1 illustrates the spread of responses across the UK). Throughout the report, where these comparisons reveal meaningful differences they are mentioned in the text or illustrated in the figures. If there are no meaningful differences, the overall data is presented.

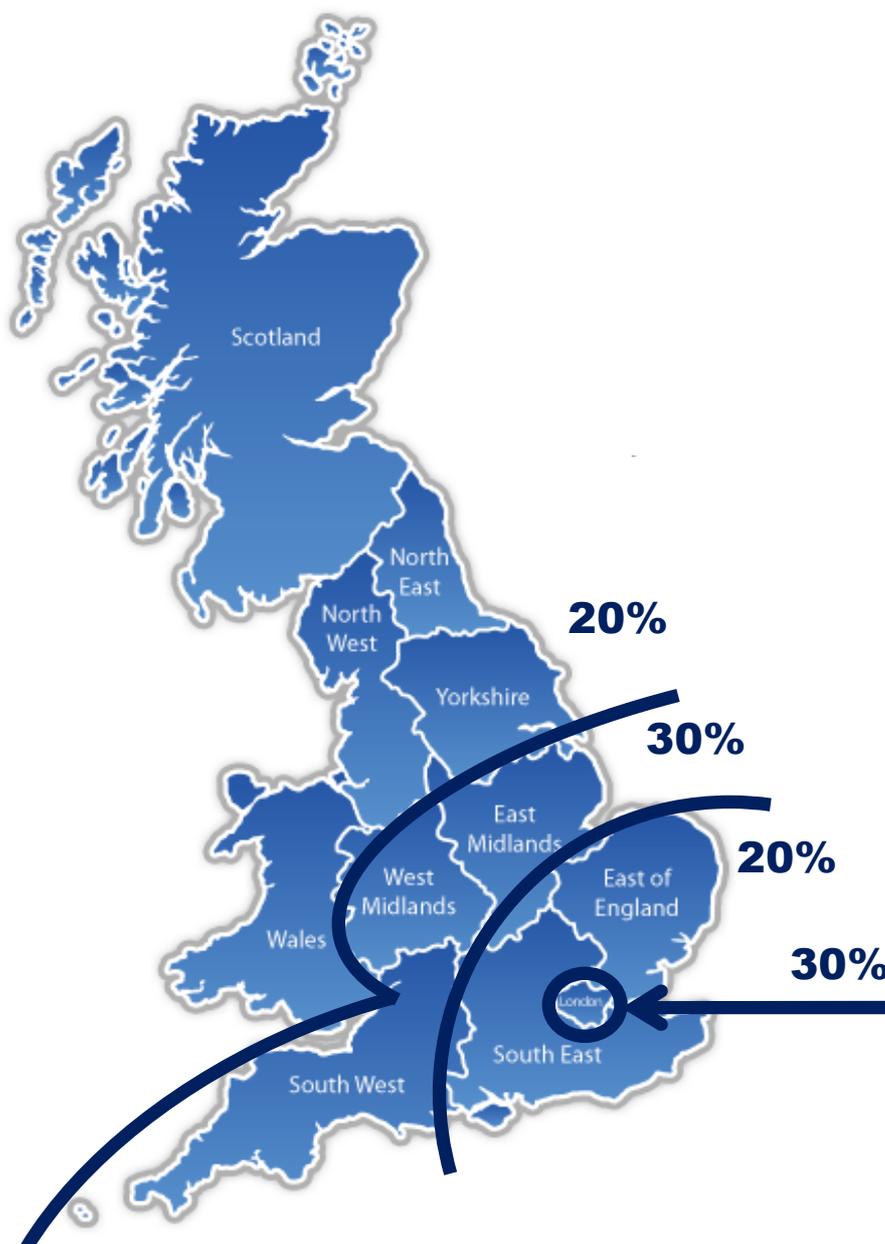


Figure 1.2) Distribution of Respondents across the UK

The report presents key messages summarised at the start of each section (also summarised in the Headlines section on pages 2-4). The report is structured into four main sections: Podium’s Work, Involvement & Opportunities, Projects, and Legacy, with a further two recommendations sections, firstly for further and higher education, and secondly for Podium.

2) PODIUM'S WORK

HEADLINES

- *All aspects of Podium's work received very high average ratings of more than four out of five, with the exception of "Direct Support", which still rates highly.*
 - *Although more than a quarter of stakeholders have been aware of Podium for more than two years, there is still a significant minority (20%) that are new to Podium.*
 - *Only six respondents (2%) said that they weren't aware of any of the listed areas of Podium's work.*
 - *Despite less than half of respondents being aware of the Podium Spotlight Magazine, those who are aware of it value it highly as the second highest ranked aspect of Podium's work.*
 - *Although Podium is clearly highly rated in relation to the services it sets out to provide, there can sometimes be unrealistic expectations.*
-

The research examined two key elements relating to Podium's work. Firstly, levels of awareness of Podium and the various services it provides; secondly, how stakeholders rated various elements of Podium's work. In addition, qualitative feedback was sought on other services that stakeholders would like Podium to provide.

Stakeholders had heard about Podium from a wide range of sources, but word of mouth through a colleague (33%), through London 2012 (21%) and through the Podium website or newsletter (17%) dominated, with no other avenue accounting for more than 10%. However, stakeholders had been aware of Podium for varying lengths of time (figure 2.1).

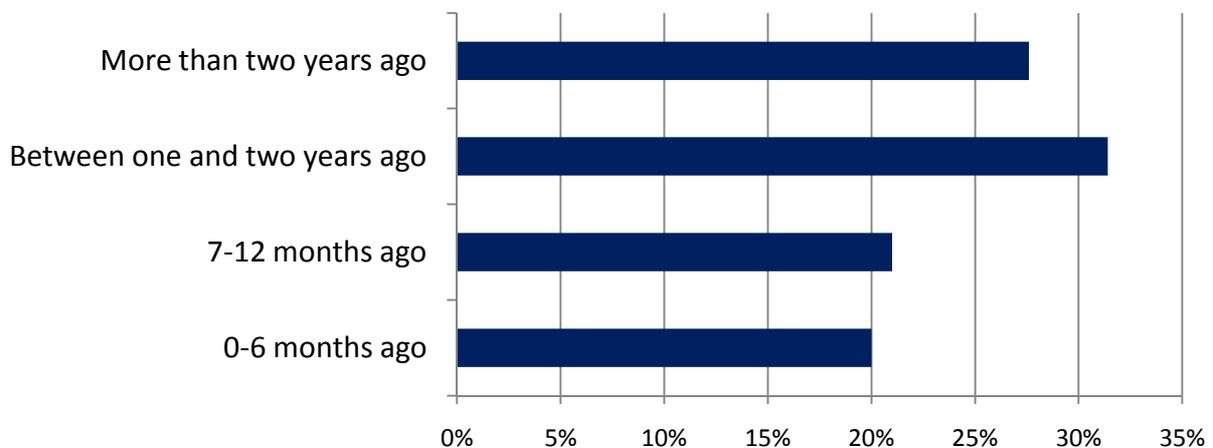


Figure 2.1) Length of Time Stakeholders have been Aware of Podium (n=315)

Figure 2.1 shows that, **although more than a quarter of stakeholders have been aware of Podium for more than two years, there is still a significant minority (20%) that are new to Podium**, thus suggesting that there is still an important role for Podium in raising awareness of 2012 opportunities and capabilities through the *communicate* element of its strategy. However, in London the picture is a little different, with there being a clearer division between those stakeholders that have been aware of Podium for more than two years (42%), and those that have known about Podium for less than a year (37%).

Those stakeholders that completed the stakeholder survey were, by definition, aware of Podium, as the survey had been circulated to Podium’s mailing list. However, there was some variation in the awareness of different aspects of Podium’s work (figure 2.2).

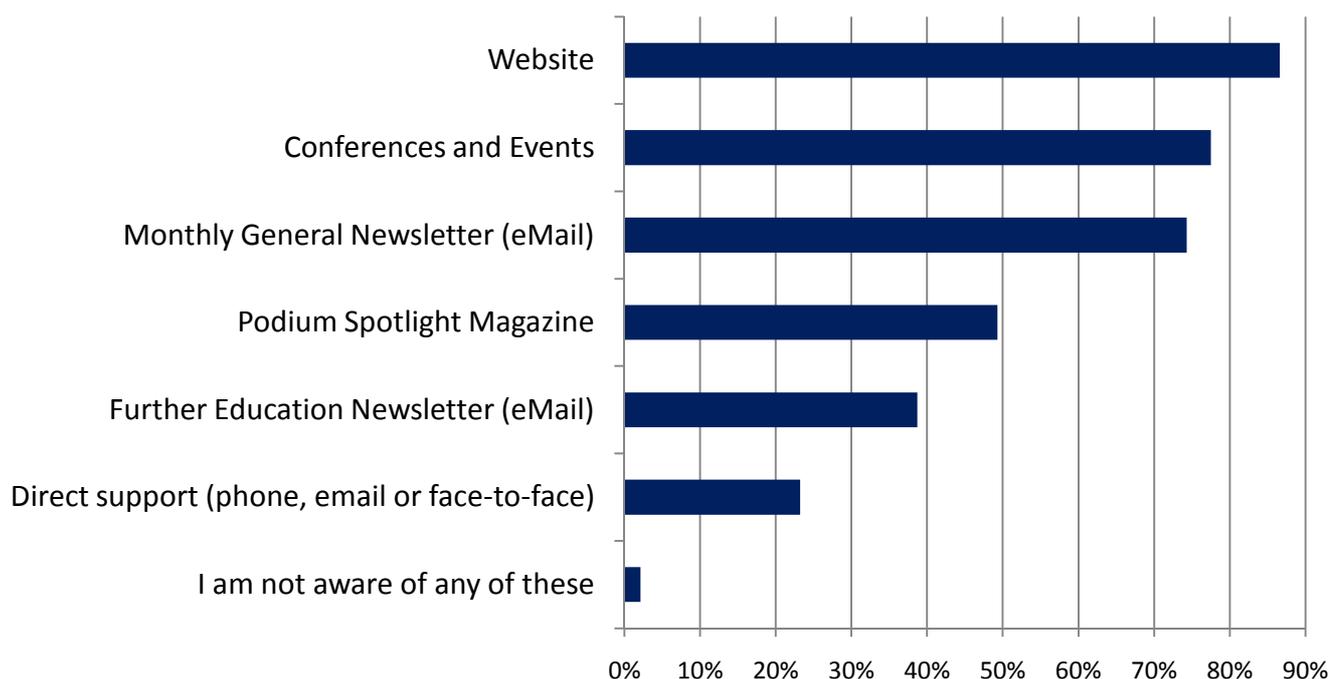


Figure 2.2) Stakeholders Awareness of Aspects of Podium’s Work (n=284)

There are two positive messages highlighted in figure 2.2. Firstly, that **only six respondents (2%) said that they weren’t aware of any of the listed areas of Podium’s work**. Secondly, that awareness of the website, of Podium’s conference and event activity, and of the monthly eMail newsletter is high. More disappointing is that less than half of respondents were aware of the Podium Spotlight magazine, and this may suggest that those receiving Spotlight within institutions do not circulate it more widely among their colleagues.

Turning to the way in which stakeholders rate aspects of Podium’s work (figure 2.3), the message here is overwhelmingly positive. **All aspects of Podium’s work received very high average ratings of more than four out of five, with the exception of “Direct Support”, which still rates highly.**

One interesting insight from figure 2.3 is that, **despite figure 1.2 showing that less than half of respondents are aware of the Podium Spotlight Magazine, those who are aware of it value it highly as the second highest ranked aspect of Podium’s work**. This suggests that there would be some value in either encouraging institutions to internally circulate the magazine more widely, or in producing more copies for wider distribution. A further note is that the monthly eMail

newsletter is valued more highly further away from London, with those in Wales, Northern regions of England and Scotland rating it at 4.3 out of five, compared to a rating of 4 out of five in London. In the workshops, a sports development officer from further education based outside London, commented on the value of the monthly eMail newsletter:

I think the newsletters are very good at highlighting opportunities coming up, and because it's not just sports stuff, it can be forwarded on to anyone in the college that might get some advantage from it.

Of course, this highlights the greater reach of the eMail newsletter (in comparison to the Spotlight Magazine), but this should perhaps be balanced with the more disposable nature of an eMail newsletter as compared to a glossy magazine.

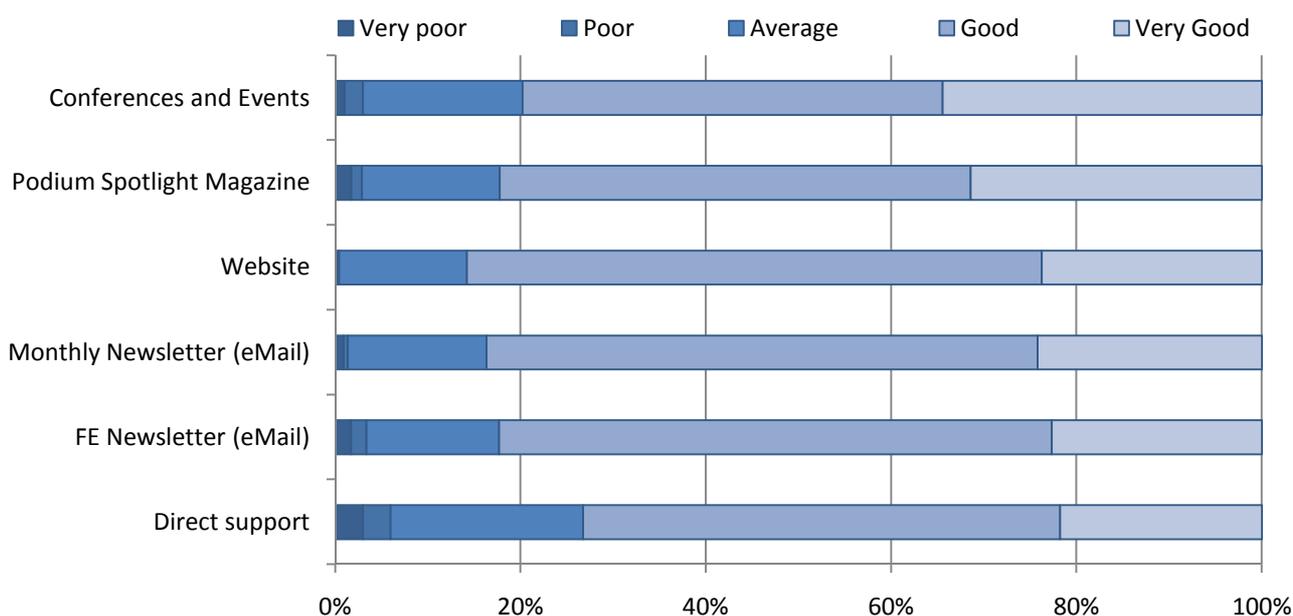


Figure 2.3) Stakeholder's Ratings for Aspects of Podium's Work (n=277)

One example of the use of the various communications from Podium was as a form of advocacy. An International and Innovation Manager from one of the further education colleges at the workshops commented that he had used the communications to help persuade senior management at his college of the benefits of participating in London 2012-related projects and activities, as this demonstrated that other similar organisations were also successfully engaging with the Games.

Although figure 2.3 shows that Podium is clearly highly rated in relation to the services it sets out to provide, some of the qualitative responses to the survey show that there can sometimes be unrealistic expectations (panel 2.1).

Panel 2.1 provides some illustrative examples of the expectations that some stakeholders have of Podium. Many of these relate to the desire for a more bespoke or tailored service, either in relation to making specific advocacy visits to speak to local council officers (comment 1) or to students (comment 2), or requests to provide what almost seems like consultancy to help with the development of curricula (comments 3 and 5). One of the more extreme examples is a request to

be contacted personally to enquire about material that an institution might be able to provide (comment 4). However, in the workshops there was a clear recognition, across further and higher education, and inside and outside of London, that Podium is a small team with limited resources, that provides a useful and necessary service to the sectors.

Panel 2.1) Comments on Expectations of Podium

I think it would be helpful if you presented to some of the councils currently involved in managing 2012 events in their boroughs. Our councillors here from us that they need to engage young people but haven't made an effort so far. (1)

More direct contact - e.g. contact me by phone and ask me if we have anything for the website rather than sending generic emails. (4)

Come into colleges and speak to students about your work and possible benefits of your organisation to FE/ HE students. (2)

Visit universities to look at helping us to develop Olympic-related areas of curriculum and research. (3)

Help with developing specific Olympic-related assignments that we can use to link to our BTEC units at all levels. (5)

3) INVOLVEMENT & OPPORTUNITIES

HEADLINES

- *92% of further and higher education institutions expect to be involved in some way in activities relating to London 2012 in the run up to the Games.*
 - *The three opportunities rated most important by stakeholders are education, volunteering and sport.*
 - *The number of institutions listing education-related projects was 40% higher in further education than in higher education.*
 - *Volunteering was seen as important because it is something that can be promoted as a tangible opportunity for students to get involved and enhance their experiences, regardless of the level of engagement of the host institution.*
 - *Respondents with a non-academic sport promotion or development role tended to value sport opportunities more highly and to undervalue opportunities relating to business and cultural activities.*
 - *Organisations that employed people in non-academic sport promotion or development roles tended to be involved in London 2012-related projects across a wider range of sectors.*
 - *Lack of interest is not a significant constraint to involvement in London 2012-related activities; it is the lowest rated barrier.*
 - *The two highest rated barriers are an inability to access opportunities and a lack of awareness about opportunities.*
 - *Further education organisations generally feel that the barriers they face are more significant than do higher education institutions.*
 - *28% of those with no current involvement in London 2012-related projects, plan to develop student recruitment projects using London 2012 themes as the Games approach.*
 - *Some stakeholders appear to be considering whether becoming involved in London 2012-related activities is the best use of their time, or the best way for them to achieve their broader strategic objectives.*
 - *There appears to be a divide in the higher education sector between those institutions that see both sport and London 2012 as a high strategic priority linked to their institutional mission and strategy, and those for whom the Games are much less significant strategically, but that would like further help and support in understanding how they might engage with London 2012-related opportunities.*
-

With less than two years to go to the Games, 25% of respondents to the stakeholder survey say that they are not involved in any London 2012-related projects, whilst just over half are involved in

two or more. However, stakeholders feel this situation will change in the run up to the Games (figure 3.1).

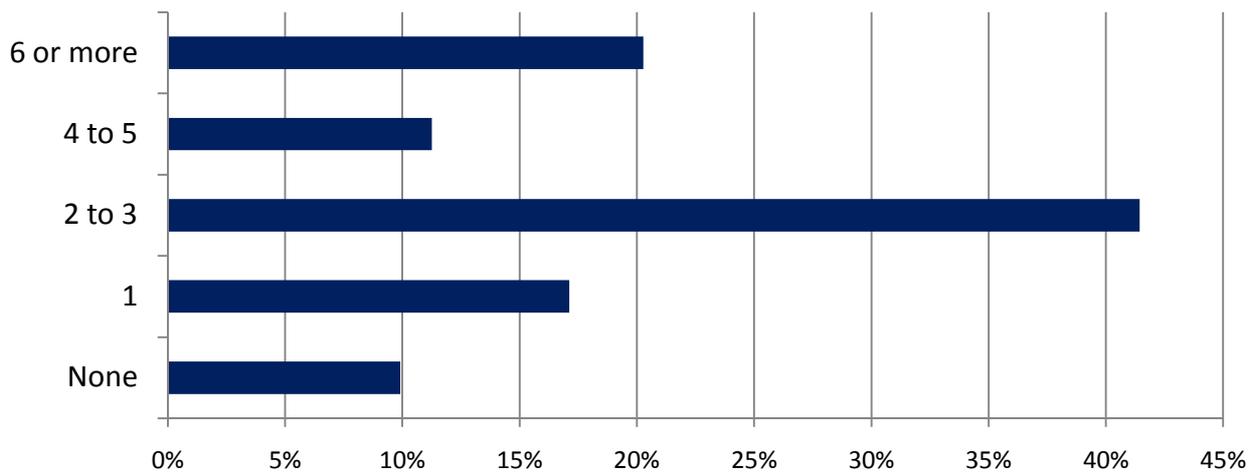


Figure 3.1) Number of Future Projects Planned by Stakeholders (n=231)

Figure 3.1 shows that **90% of stakeholders, which rises to 92% of further and higher education institutions, expect to be involved in some way in activities relating to London 2012 in the run up to the Games.** Furthermore, those involved in two or more projects is set to rise from the present level of just over half, to 72% over the next two years. This level of planned involvement suggests that there will remain an important role for Podium throughout and in the immediate aftermath of the Games in relation to its three strategy strands of *communicating* opportunities, facilitating *collaboration* and *enhancing* activity. However, Podium may also be able to help in addressing the barriers and constraints faced by stakeholders that have not yet accessed London 2012 opportunities (figure 3.2).

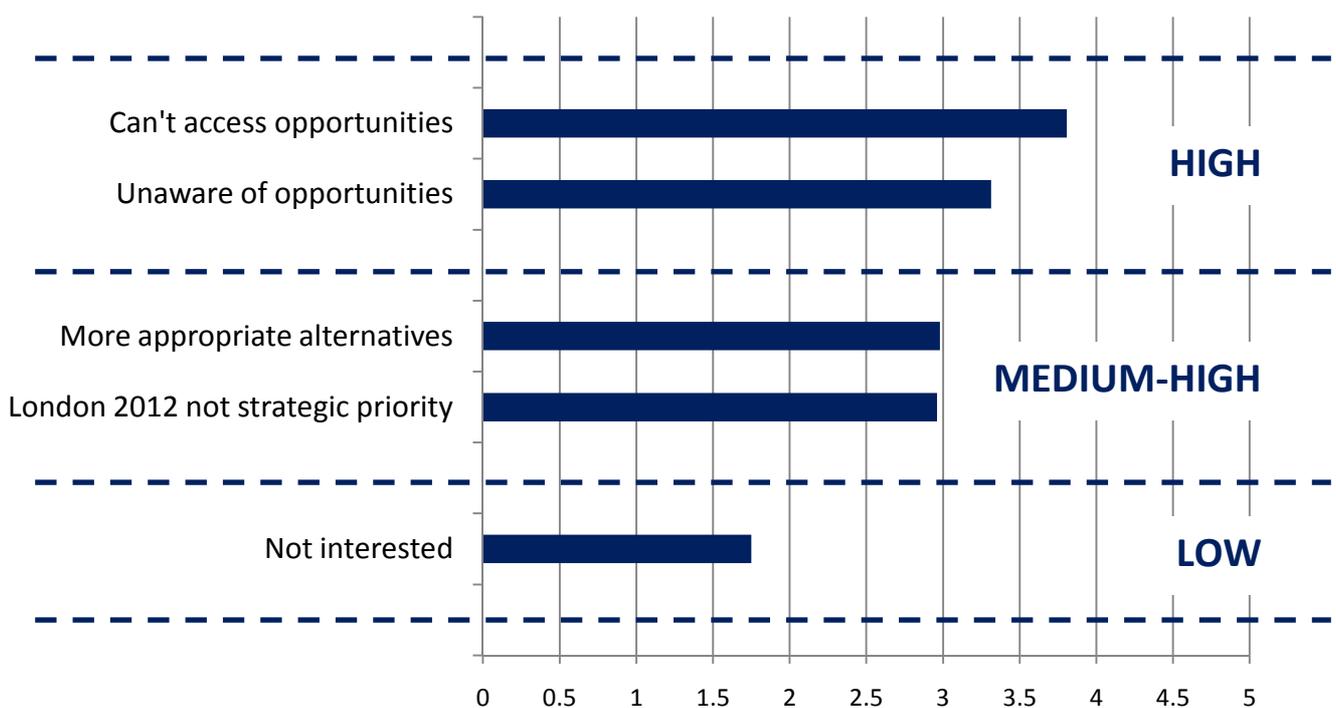


Figure 3.2) Barriers faced by Stakeholders not accessing London 2012 Opportunities (n=63)

Figure 3.2 shows that ***lack of interest is not a significant constraint to involvement in London 2012-related activities, as this is the lowest rated barrier*** with an average rating of 1.75 out of five. However, ***the two highest rated barriers, with scores of 3.8 and 3.3 out of five respectively, are an inability to access opportunities and a lack of awareness about opportunities***. This suggests that, particularly among those organisations that have not yet been extensively involved in London 2012 activities, Podium can play an important role in not only *communicating* opportunities, but also in *communicating* information on how to access opportunities.

A further important factor is that ***some stakeholders appear to be considering whether becoming involved in London 2012-related activities is the best use of their time, or the best way for them to achieve their broader strategic objectives***. This is evidenced by the medium-high ratings of three out of five given to there being more appropriate alternatives to London 2012 activities and to London 2012 not being a strategic priority. Here, the opportunity cost of devoting time and resources to London 2012 is likely to be considered too high, with organisations perhaps feeling that they can best deliver cultural, volunteering, skill development and sporting opportunities to their students in other ways. However, some higher education institutions represented at the workshops expressed some frustration that they felt “crowded out” by what they perceived to be “elite” institutions that were investing considerable resources in taking a lead in relation to London 2012. The example of the range of institutions in the East Midlands region was given by a Director of Sport at a higher education institution, where it was felt that Loughborough dominated and was (often inappropriately) considered a benchmark for success:

East Midlands is very diverse: Loughborough at one end is very sport oriented, and at the other there is Northampton which is not. It would be good if the success of the sector was measured by the success of Northampton.

These discussions took place in a workshop of higher education institutions², none of which, in their own words, considered themselves “big players”. As such, they were often comparing what they could achieve with what institutions they perceived to be “big players” in relation to sport and London 2012 could achieve, a theme picked up by a Sport Development Officer in the workshop:

With or without Podium, Loughborough will succeed, whereas Northampton needs more support, and the best practice at Loughborough is still some way outside of what is a realistic attainment for institutions like Northampton.

There are several things that can be unpicked from these discussions. Firstly, there is the suggestion that Podium should direct more of its resources at supporting institutions that do not have extensive resources to invest in London 2012-related activities. Secondly, that these institutions, despite their comments on Loughborough being an unrealistic benchmark, were in some ways comparing themselves to institutions like Loughborough. There appears to be a role for Podium in *communicating* that very few institutions will have the resources of some of the “big players” and that there is much that can be gained from London 2012-related activities that are smaller in scale. Finally, that there appears to be a demand for some examples of best practice of such smaller scale involvement, as there was a feeling that it is the bigger, more prestigious projects that are more often showcased (there is a similar demand from further education – see section 4).

² This workshop did not include representatives of either Loughborough or Northampton Universities.

More broadly, these discussions also seem to indicate that **there is a divide in the higher education sector between those organisations that see both sport and London 2012 as a high strategic priority linked to their institutional mission and strategy, and those for whom the Games are much less significant strategically, but that would like further help and support in understanding how they might engage with London 2012-related opportunities.** Podium could play a role in helping to identify some more appropriate role models and benchmarks for success for these institutions as part of its strategy to *communicate* capabilities.

Despite the above discussion of some of the issues the higher education sector faces, responses to the survey showed that **further education organisations generally feel that the barriers they face are more significant than do higher education institutions** (figure 3.3).

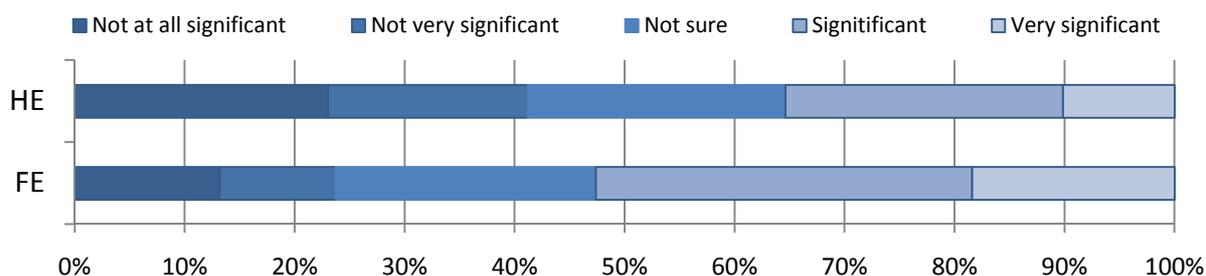


Figure 3.3) Significance of Barriers Faced for FE and HE Stakeholders (n=63)

Turning to opportunities offered by London 2012, **the three opportunities rated most important by stakeholders are Education, Volunteering and Sport** (figure 3.4). In the case of the former, both the workshop discussions and the qualitative survey responses from further education institutions indicated that the potential to integrate Olympic and Paralympic themes into the curriculum is more highly valued than in higher education. This was reinforced by survey data, which showed that **the number of institutions listing education-related projects was 40% higher in further education than in higher education.** This may be connected to the London 2012 education programme, Get Set, which is primarily aimed at 3-19 year olds across the UK, with which over 40% of those in further education are involved, compared to less than 10% of those in higher education. The Get Set programme appears to have provided further education colleges with some unique opportunities to engage their students, as noted by one college in a survey response:

As part of the Get Set programme, Jessica Ennis came to speak to 100 students on her experience as an athlete, whilst incorporating/identifying with the Olympic and Paralympic Values. Jess also presented the Get Set plaque.

Workshop discussions and qualitative responses to the survey reinforced the importance of volunteering across all stakeholders. In the workshops, **volunteering was seen as important because it is something that can be promoted as a tangible opportunity for students to get involved and enhance their experiences, regardless of the level of engagement of the host institution.** However, some feedback from the survey suggested that more information could be provided about more local volunteering opportunities:

Under skills and employability resources, the information listed is very London focused. Could do more around non-Games Makers volunteer opportunities, ie local community and opportunities for young people and adults to volunteer in FE and HE programmes, events etc. Not enough on regional volunteering opportunities..

Although student recruitment is one of the lowest rated opportunities in figure 3.4, across all stakeholders a growth in projects utilising London 2012 themes to help with student recruitment is expected as the Games approach. However, this expectation is particularly strong among **those with no current involvement in London 2012-related projects, where 28% plan to develop student recruitment projects using London 2012 themes.**

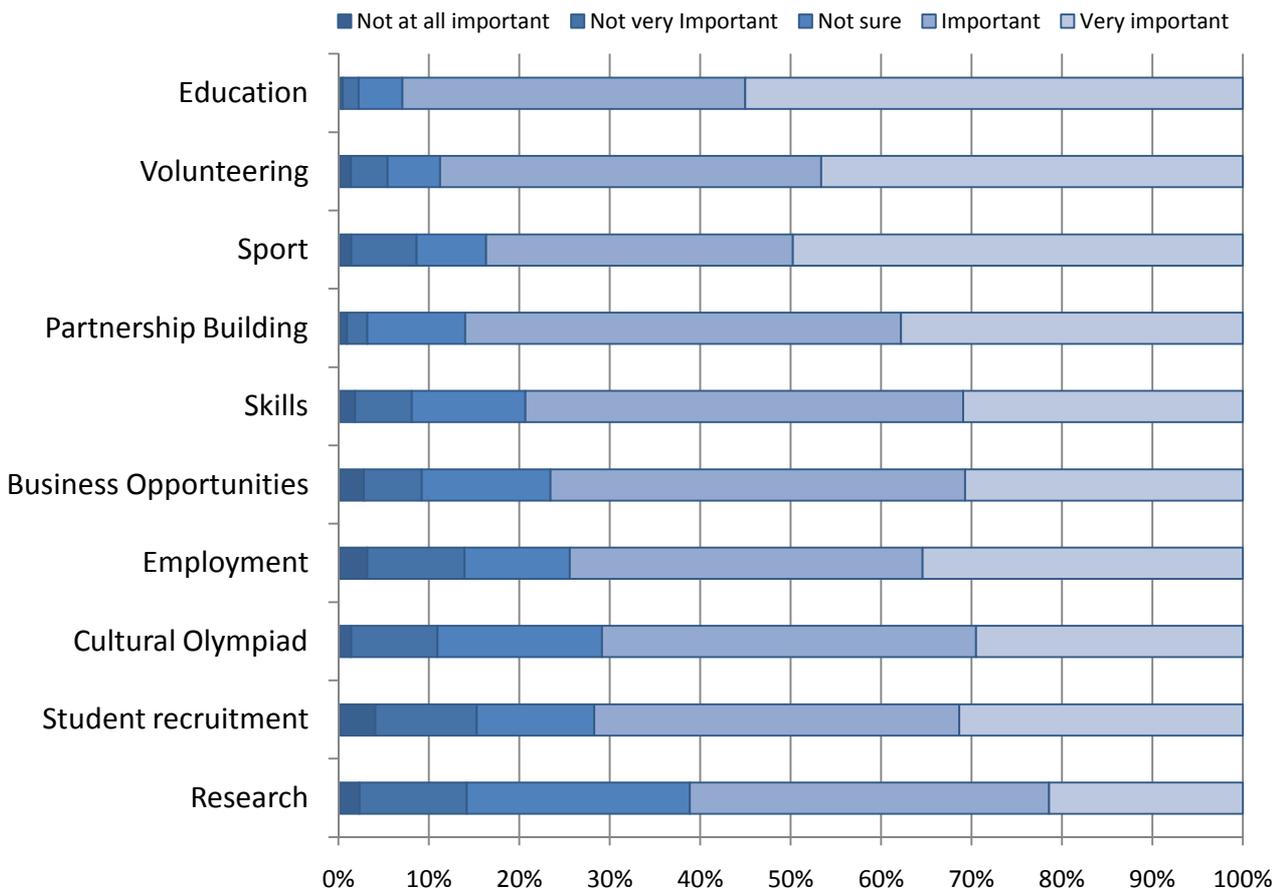


Figure 3.4) Importance of Opportunities offered by London 2012 to Stakeholders (n=242)

The importance placed on the various opportunities offered by London 2012 listed in figure 3.4 can vary considerably according to the role that the respondent holds in their organisation (figure 3.5).

Figure 3.5 shows that those **respondents whose role in their organisation was primarily focused on sport promotion or development (ie, a non-academic role) tended to value sport opportunities more highly.** While valuing sport opportunities more highly might be expected, **those holding sport roles also tended to undervalue opportunities relating to business and employment and to cultural activities.** However, at an organisational level, those **stakeholders that employed people in non-academic sport promotion or development roles tended to be involved in London 2012-related projects across a wider range of sectors.** As such, while there is

a need for individuals working in sport to think about the opportunities London 2012 offers outside the sporting arena, the organisations in which those individuals are employed do tend to be involved in a wider range of London 2012-related activities beyond sport.

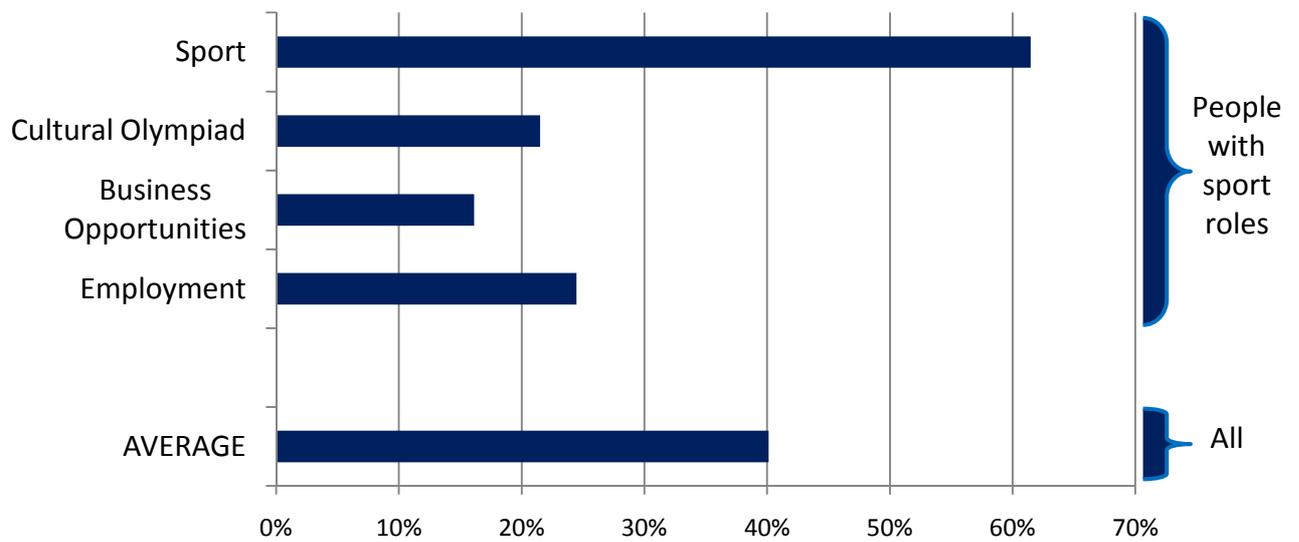


Figure 3.5) London 2012 Opportunities Rated "Very Important" by Role

4) PROJECTS

HEADLINES

- *In further education and outside London there is a greater expectation that more projects will be developed in the run up to the Games, although there seems to be an overoptimistic perception of what remains possible in terms of larger projects.*
 - *In higher education and within London major projects are already planned or underway.*
 - *Those higher education institutions for whom the Games are much less significant strategically nevertheless seem to think of their potential involvement with London 2012 in terms of national partnerships and projects.*
 - *The number of further education organisations planning to develop projects around cultural activities, which can be developed on a more local level through local partnerships, is set to more than double from 25% to 52%.*
-

The projects described by stakeholders in their qualitative survey responses, and by those that attended the workshops, fell in to two broad categories. Firstly, stakeholders described their involvement with and participation in national projects such as the *Games Makers* national volunteering initiative; secondly, smaller local partnerships and projects, such as the *Kent 20in12* schools initiative, were described.

The issue of scale was discussed in the workshops as a difference between the further and higher education sectors. Further education was characterised as being focused on local markets, partners, activities and students, whereas higher education draws its students from across and beyond the UK, conducts research with ambitions to have national and international impact, and was therefore characterised as competing in a national and international marketplace. It may therefore be the case that ***those higher education institutions for whom the Games are much less significant strategically (highlighted in section 3) nevertheless think of their potential involvement with London 2012 in terms of national partnerships and projects.*** This is in contrast to further education, which tends to think more locally about partners and projects.

In further education and outside London there is a greater expectation that more projects will be developed in the run up to the Games. In fact, further education stakeholders expect to increase the number of projects they are involved in by 40% as the Games approached, and stakeholders outside London expect to increase their number of projects by 30%. Conversely, within London there is an expectation that the number of projects will remain static, and in higher education they are only expected to increase by 28%. This appears to be because ***in higher education and within London major projects are already planned or underway,*** but also that those higher education institutions that are not widely engaged feel that few opportunities to become involved now remain, perhaps because ambitions are for involvement in national projects. It therefore appears that, as noted in section 3, there is a role for Podium in *communicating* the benefits of

involvement in more local projects and partnerships to those within higher education that have yet to access London 2012-related opportunities.

There appeared to be some confusion among some stakeholders present at the workshops about what opportunities relating to London 2012 are still available. In particular, some stakeholders outside London had not realised that applications for the *Games Makers* volunteering initiative had closed. In fact, ***outside London and within further education, there seemed to be an overoptimistic perception of what remained possible in terms of larger projects***, given the time now remaining until the Games. However, the further education sector tends to be more locally focused, and there remain a wide range of opportunities for local projects and partnerships in the run up to the Games. In addition, further education stakeholders noted in the workshops that the further education planning cycle tends to be two years, and so the enthusiasm for increasing involvement is likely to be translated into activity in the 2010/11 and 2011/12 academic years. One key area in which there is clear enthusiasm in further education is in relation to cultural activities (figure 4.1).

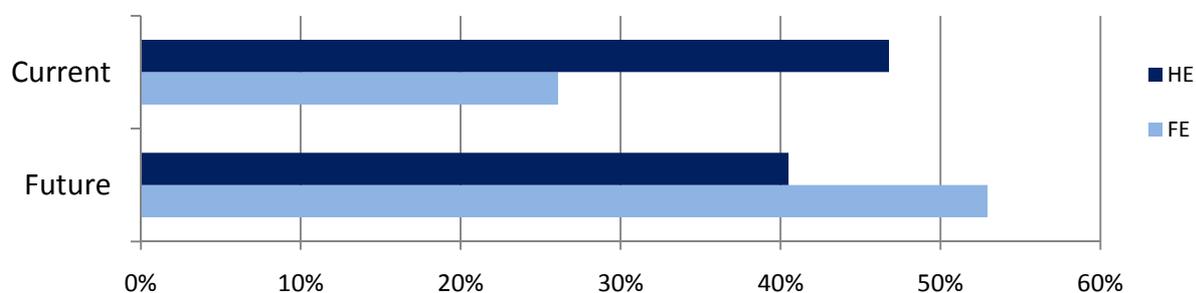


Figure 4.1) Stakeholders Involvement in Cultural Activities in FE and HE (n=242)

Figure 4.1 shows that, while the number of higher education institutions involved in cultural activities is set to fall slightly from 46% to 40%, ***the number of further education organisations planning to develop projects around cultural activities is set to more than double from 25% to 52%***. This enthusiasm for cultural activities is well placed because, while other sectors such as volunteering are linked to national projects, ***cultural projects can be developed on a more local level through local partnerships***. One such project was described in the workshops by a Curriculum Director from a further education college outside London:

We collaborated with another college down at the sailing centre. It has been running now for about 18 months. It involved creative and media students doing visual arts designs which were displayed on the beach where they put these art works with a theme related to local stone. It was a really nice project and our students had developed their specification, produced the art work, took it down there and also did some sailing. So it was a good cultural kind of exchange.

This comment was made in a workshop with further education stakeholders and, like the higher education-focused workshop discussed in section 3, there was a clear demand for exemplars of more small scale projects with London 2012 themes to illustrate the range of ways in which more local partnerships might work across a range of sectors without a major resource investment.

5) LEGACY

HEADLINES

- *The top rated area in which a legacy is expected is lasting partnerships, followed closely by an enhanced organisational profile and increased sport participation.*
- *Over two-thirds of further and higher education institutions expect the Games to leave a legacy of increased sport participation among their students.*
- *Although lasting partnerships is the highest rated legacy area, there is some evidence that this may be a goal to which stakeholders aspire, rather than an expectation based on their current activities.*
- *The greatest identified need to support the delivery of legacies is more information on opportunities.*
- *Stakeholders should engage with Games-related opportunities according to the importance of London 2012 within their broader institutional strategy.*

While previous sections have explored the attitudes of stakeholders to the opportunities offered by London 2012, and their involvement in current and potential projects, this section examines stakeholders' expectations of the legacy that London 2012 will leave for further and higher education. Stakeholders were asked about the extent to which they expected a legacy in various areas (figure 5.1).

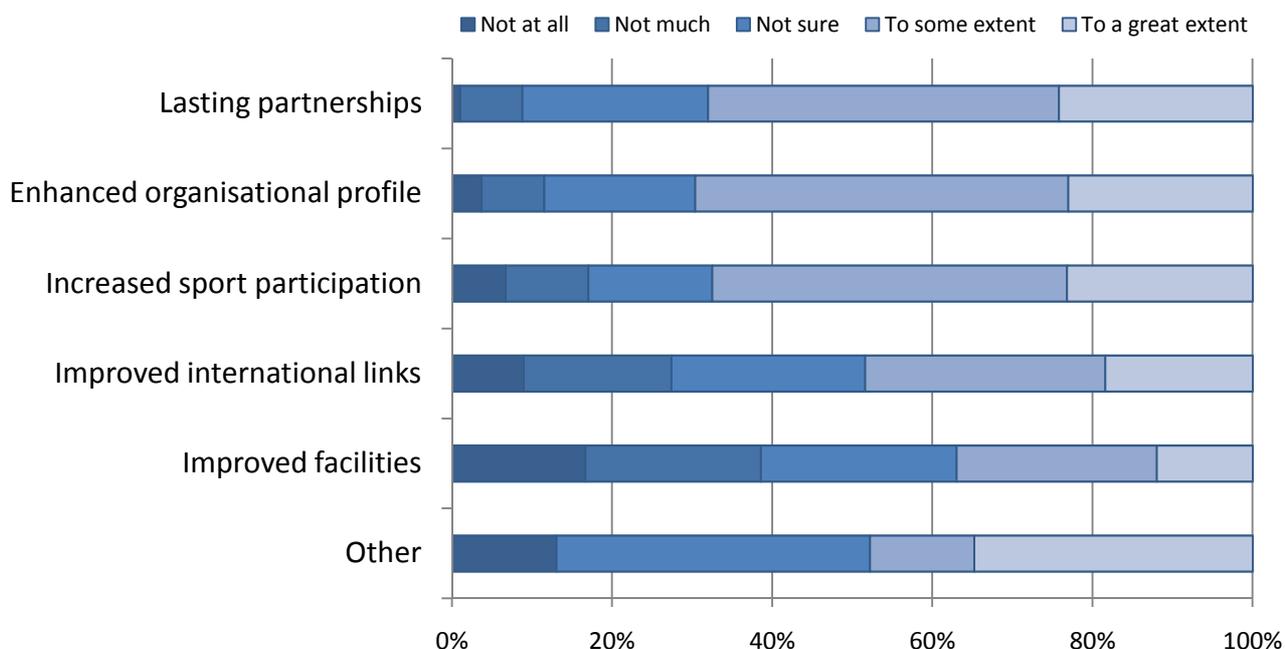


Figure 5.1) Extent of Legacy Expected by Stakeholders in a Range of Areas (n=194)

The top rated area in which a legacy is expected is lasting partnerships, followed closely by an enhanced organisational profile and increased sport participation. The discussions in section 3 also reinforce the expectations that London 2012 will have an impact on sport in further and higher education. Indeed, figure 5.1 shows that **over two-thirds of further and higher education institutions expect the Games to leave a legacy of increased sport participation among their students.** Further support for the potential for involvement in London 2012-related projects to enhance the profile of organisations came from the workshops, particularly from those organisations that saw London 2012-related activities as strategically important for their institution.

Although lasting partnerships is the highest rated legacy area, there is some evidence that this may be a goal to which stakeholders aspire, rather than an expectation based on their current activities. This is because support to work with other further and higher education organisations scores highly as one of the areas in which further help is needed (figure 5.2).

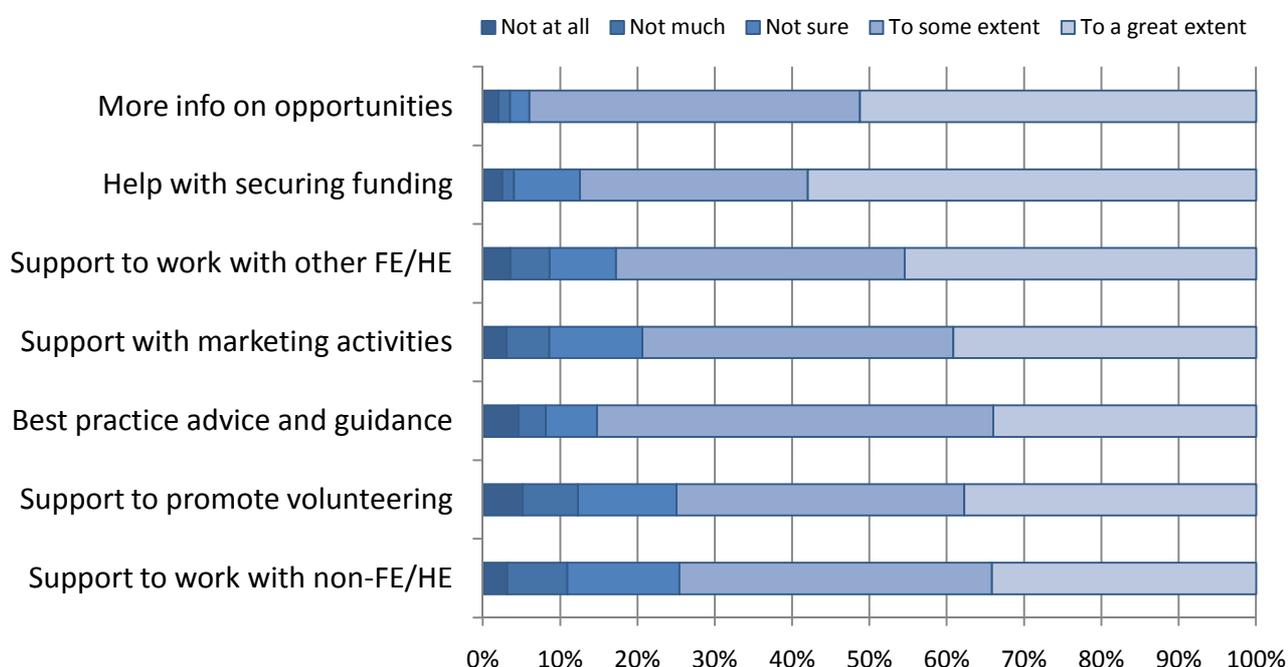


Figure 5.2) Areas in which Stakeholders Require Help to Deliver Legacies

The qualitative responses to the survey also emphasised the need for support in developing partnerships across higher and further education, something that featured in the workshops as a highly significant potential legacy from London 2012. In general, there was an acknowledgement that further and higher education do not work together as well and as often as they could, and if London 2012 initiatives could encourage more joint working, then this could be a real legacy that could outlast the Games. However, there was a sense that, at present, this was more of an aspiration than an expectation. As such, this might be a clear future priority for the *enhance* strand of Podium’s strategy.

Given that the top two barriers facing stakeholders that have not yet engaged with London 2012-related opportunities (see section 3) are difficulties in accessing opportunities and a lack of knowledge about opportunities, it is not surprising that figure 5.2 shows that **the greatest identified need to support the delivery of legacies is more information on opportunities.** This is

clearly a recurring theme across all stakeholders, and has implications for the *communicate* element of Podium's strategy.

Finally, those organisations that currently have a relatively high involvement in London 2012-related activities (those that say they are involved in four or more projects), have a higher expectation of achieving legacy outcomes across all of the areas listed in figure 5.1. While this is not a particularly surprising finding, in that those that have invested more expect a greater return, it does highlight ***the importance for stakeholders of engaging with Games-related opportunities according to the importance of London 2012 within their broader institutional strategy.*** While some organisations that have invested heavily in London 2012 projects will see such projects as playing an important role in, for example, enhancing student recruitment, others might quite legitimately consider that a more effective student recruitment strategy might best focus on other themes.

6) RECOMMENDATIONS FOR FURTHER AND HIGHER EDUCATION

HEADLINES

- 1. Major projects in which further or higher education can become involved in relation to London 2012 should already be underway or planned.**
 - 2. There remain significant opportunities to develop and become involved with local projects and partnerships.**
 - 3. There is a need to look beyond sport to engage with cultural activities and local business partners.**
 - 4. The strategic importance of sport and the Games to organisations should determine their level of involvement in London 2012-related activities.**
 - 5. Podium can help and facilitate further and higher education to engage with London 2012, but it cannot organise and manage activities.**
-

There are some clear recommendations for the further and higher education sectors as a result of this research. While the main purpose of this report is to report back to Podium, five messages for further and higher education are presented below.

- 1. Major projects in which further or higher education can become involved in relation to London 2012 should already be underway or planned.**

Although the Games may seem some time away, most major London 2012-related projects are already up and running, and some (e.g. the *Games Makers* volunteering programme) have already closed to new applicants. Those who have not yet engaged are likely to find it difficult to become involved with such major projects.

- 2. There remain significant opportunities to develop and become involved with local projects and partnerships.**

While the further education sector is more routinely engaged with local markets and partners, there are benefits to be gained for both further and higher education on focussing on local opportunities in the run up to the Games. The local support of the *Torch Relay* is one example of the potential for local involvement.

- 3. There is a need to look beyond sport to engage with cultural activities and local business partners.**

Sport provides the most obvious way in which to engage with London 2012, but as the Games approach there will be an increasing focus on local cultural celebrations of the Olympic and Paralympic festival that will provide opportunities for further and higher education institutions and students to get involved.

4. *The strategic importance of sport and the Games to organisations should determine their level of involvement in London 2012-related activities.*

While some organisations will wish to invest significant resources in their involvement in London 2012-related activities, as sport and the Games are important to their mission statement and strategy, it will be more appropriate for many others to seek engagement in a more local way that does not require extensive resources.

5. *Podium can help and facilitate further and higher education to engage with London 2012, but it cannot organise and manage activities.*

Podium has a small team of only three staff, and its role is to support further and higher education in engaging with London 2012 through communication, facilitating collaboration, and helping to enhance existing activity.

7) RECOMMENDATIONS FOR PODIUM

HEADLINES

- 1. *There remains a significant role for Podium in raising awareness of the range of opportunities relating to London 2012.***
 - 2. *Podium can play a key role in not only communicating opportunities, but communicating how to access opportunities.***
 - 3. *The Podium Spotlight Magazine is highly valued but its reach needs to be widened.***
 - 4. *There is a clear role for Podium in promoting the benefits of smaller scale involvement and collaboration, particularly among higher education institutions.***
 - 5. *Podium could identify and promote role models and benchmarks for organisations that do not have extensive resources to invest in London 2012-related activities.***
 - 6. *Podium could identify and showcase a wider range of smaller scale projects.***
 - 7. *Podium could more explicitly focus on enhancing collaboration between further and higher education.***
-

The ratings given to the various areas of Podium's work (see section 2) are a clear indication that Podium is valued for the very useful and necessary service it provides to the further and higher education sectors. Furthermore, the level of planned involvement across further and higher education as the Games approach (see section 3) is a clear indication that there will remain an important role for Podium throughout and in the immediate aftermath of the Games in relation to its three strategy strands of *communicating* opportunities, *facilitating collaboration* and *enhancing* activity. Within this context, there are some recommendations for Podium that emerge from this work, although the extent to which these can be fulfilled is likely to rest on resource allocation decisions.

DIRECT COMMUNICATION OF INFORMATION

- 1. *There remains a significant role for Podium in raising awareness of the range of opportunities relating to London 2012.***

A significant minority of institutions are new to Podium and are likely to have lower levels of awareness of what is possible. In addition, 'more information on opportunities' was the highest rated need to support the delivery of legacies in further and higher education among all respondents.
- 2. *Podium can play a key role in not only communicating opportunities, but communicating how to access opportunities.***

Among those who had not yet accessed London 2012 opportunities, not knowing how to access opportunities was the highest rated barrier to involvement.

3. *The Podium Spotlight Magazine is highly valued but its reach needs to be widened.*

Less than half of respondents were aware of Spotlight, but those who were aware of it valued it highly. This suggests that it is not being widely circulated within institutions. Podium could therefore either work to encourage institutions to circulate copies of the magazine more widely, or produce more copies for wider circulation.

ADVICE TO FACILITATE INVOLVMENT AND COLLABORATION

4. *There is a clear role for Podium in promoting the benefits of smaller scale involvement and collaboration, particularly among higher education institutions.*

For many organisations, London 2012 is not a strategic priority. However, the ambition among such institutions in higher education appears to be for involvement in national projects, with more local collaborations being overlooked.

5. *Podium could identify and promote role models and benchmarks for organisations that do not have extensive resources to invest in London 2012-related activities.*

There was a feeling in the workshops that what were called “big players” were often inappropriately used as benchmarks for success, and that it would be useful to have some role models for institutions that did not have significant resources to invest.

6. *Podium could identify and showcase a wider range of smaller scale projects.*

While larger, more prestigious projects are useful to promote the role of the sectors as a whole, there was a clear expressed demand in both the workshops and in qualitative survey responses for more smaller scale projects to be showcased to illustrate the range of ways in which more local partnerships might work across a range of sectors without a major resource investment.

ENHANCING ACTIVITY USING THE POWER OF THE GAMES

7. *Podium could more explicitly focus on enhancing collaboration between further and higher education.*

In general, there was an acknowledgement that further and higher education do not work together as well and as often as they could, and if London 2012 initiatives could encourage more joint working, then this could be the most significant sustainable legacy of London 2012 across further and higher education.