**SUMMARY FEEDBACK REPORT FOR**

**Myerscough College**



Prepared by:



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JULY 2025

***Stars: Summary of Application***

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| **College Name:** | Myerscough College | **Award:** | 2 Stars |

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| ***Introduction:***The Sport Industry Research Centre at Sheffield Hallam University has been contracted by AoC Sport to conduct an independent evaluation of the applications made for the Stars accreditation. Myerscough College are meeting or exceeding the required criteria in order to achieve 2 Stars. The four criteria areas relating to the Stars award are highlighted below and the Stars score for each sub-section is shown alongside an overall rating. On the following page, each criterion is outlined with a green / white score in relation to the evidence submitted, followed by an action plan. Please note, as part of the process, recommendations regarding improving the Stars criteria for future years is ongoing and therefore the overall criteria for next year is subject to change, based on the feedback we receive through the quality assurance process. |

***Summary of evidence from evidence assessment***

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| **SECTION** | **OPERATING CRITERIA** | **NOTES** |
| SECTION 1: PARTICIPATION: PROVIDING INCLUSIVE | A picture containing text  Description automatically generated | Meeting 2 Stars |
| SECTION 2: COMPETITION: SUPPORTING TALENT | A picture containing text  Description automatically generated | Meeting 2 Stars |
| SECTION 3: WORKFORCE: DEVELOPING A STUDENT WORKFORCE | A picture containing text  Description automatically generated | Meeting 2 Stars |
| SECTION 4: COMMUNITY: ENGAGING WITH THE COMMUNITY | A picture containing text  Description automatically generated | Meeting 2 Stars |
| OVERALL | A picture containing text  Description automatically generated | Overall meeting 2 Stars |

***Stars: Summary of criteria***

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| **Scoring Key** | Green | White |
| Clear evidence provided | Little, no or incorrect evidence provided  |

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| ***Summary of criteria from evidence assessment*** | **1 Star** | **2 Stars** | **3 Stars** |
| **SECTION 1: PROVIDING INCLUSIVE ACTIVITY** |
| 1.1 A recreational football offer is in place |  |  |  |
| 1.2. Participants engaged are representative of the student body |  |  |  |
| 1.3. Students are consulted and feedback is considered |  |  |  |
| 1.4. A system is in place to monitor and evaluate participation |  |  |  |
| 1.5. Students can access football regardless of programme, campus, timetable | NA | NA |  |
| 1.6. A staff structure is in place to enable recreational football activity |  |  |  |
| **SECTION 2: SUPPORTING TALENT** |
| 2.1. First teams have access to onsite facilities or agreement with partner  |  |  |  |
| 2.2. "Dual career" principles adopted |  |  |  |
| 2.3. ECFA competition entered |  |  |  |
| 2.4. Fixture completion |  |  |  |
| 2.5. Qualified referees |  |  |  |
| 2.6. Male and female players nominated and attend ECFA National Teams | NA | NA |  |
| 2.7. Organised player transition links in place |  |  |  |
| 2.8. Performance support services provided |  |  |  |
| 2.9. Qualified coaching provided weekly |  |  |  |
| **SECTION 3: DEVELOPING A WORKFORCE** |
| 3.1. Recruitment and engagement of minimum 2 activators (male and female) |  |  |  |
| 3.2. Formalised student management committee (or equivalent) for football |  |  |  |
| 3.3. Wider volunteer opportunities provided |  |  |  |
| 3.4. A system in place to develop student coaches |  |  |  |
| 3.5. A system in place to develop student officials |  |  |  |
| 3.6. Reward and recognition of the volunteer workforce | NA | NA |  |
| **SECTION 4: ENGAGING THE COMMUNITY** |
| 4.1. Community football partnerships in place  |  |  |  |
| 4.2. Agreement with your County FA |  |  |  |
| 4.3. Outreach programmes delivered by students | NA |  |  |
| 4.4. Community activity on College site |  |  |  |

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| **ACTION PLAN****SECTION 1 – PARTICIPATION: PROVIDING INCLUSIVE ACTIVITY*** 1. **A recreational football offer – 3 Stars**

A recreational football offer is in place which includes provision for males, females and students with a disability.**1.2. Participants engaged are representative of the student body – 2 Stars**Participants engaged are representative of the student body is showing an understanding of which students are under-represented in football participation opportunities, with actions taken to make positive change. To move to 3 Stars requires the actions taken to make positive change, or any active projects and programmes successfully impacting participation of students who were identified as under-represented, shown by presenting evidence of impact on underrepresented groups such as data and statements.**Have you considered…*** **Obtaining your overall college demographic data and comparing this to your football participation data to understand if your participants reflect the wider college population**
* **Targeting course based groups that are popular amongst the demographic that is under-represented within your football offer e.g. nursing for female engagement**

**1.3. Students are consulted and feedback is considered – 3 Stars**Students are consulted and feedback is considered via surveys and cross college focus groups, acted upon by football student management group.**1.4. A system is in place to monitor and evaluate participation – 2 Stars**A system is in place to monitor and evaluate participation to show that participation is tracked, and data is used to inform decisions. To move to 3 Stars on this question you need to show evidence that participation is tracked, data is used to inform decisions and outputs and outcomes are also captured.**Have you considered…*** **Using an online system to capture participations data**
* **Setting aside time with student ‘ECFA activators’ to analyse participation data with the intention of identifying trends that shape your football offer moving forward**

**1.5. Students being able to access football regardless of programme, campus, timetable – 0 Stars**Students being able to access football regardless of programme, campus, timetable was not evidenced, although this is **only required at 3 Stars**. To move to 3 Stars on this question you need to demonstrate that all full-time students can access football activity regardless of programme of study, campus, timetable.**Have you considered…*** **Creating an ‘open facility’ session where for a set time every week, students can drop in for a kick about and play with their friends on their own terms. This could include different formats of the game, such as futsal, walking football, small sided etc.,**

**1.6. A staff structure is in place to enable recreational football activity – 2 Stars**A staff structure is in place to enable recreational football activity with evidence that there is a staff role dedicated to recreational sport. To move to 3 Stars on this question you need to show evidence that there is a staff role dedicated to football development.**Have you considered…*** **Exploring ECFA funding opportunities to contribute to a new member of staff dedicated to football development or to ‘buy football development hours’ of a current member of staff’s work programme**

**SECTION 2 – COMPETITION: SUPPORTING TALENT****2.1. First teams having access to onsite facilities or agreement with partner – 3 Stars**First teams have access to onsite facilities or agreement with a partner with evidence that there are changing rooms, 3G pitch and / or grass pitch that meets the 3 star 'indicators of quality' criteria (one or more of the following quality indicators: A - Weekly ground staff maintenance evidenced by a job description or maintenance schedule for example. B - Used by a club playing at NLS Steps 1-4 or equivalent evidenced by a written agreement for example. C - 3G pitch installed within the last 10 years and complies with FIFA guidelines evidenced by registration), and a gym.**2.2. "Dual career" principles adopted – 2 Stars**"Dual career" principles are adopted to show that there are written policies in place to support dual career, allowing students on any study programme to represent the college. To move to 3 Stars on this question you need to show evidence that you have TASS Dual Career Accreditation.**Have you considered…*** **Contacting a college that offers a timetable or enrichment programme which enables all students to play sport in order to gain a better understanding of different operating models**
* **Finding out more about TASS Dual Career Accreditation and the benefits it brings to institutions and athletes** [**here**](https://www.tass.gov.uk/about/accreditation/)**.**

**2.3. ECFA competition entry – 3 Stars**ECFA competitions entered for men’s and women’s teams in ECFA Leagues for men’s and women’s teams in ECFA Premier League (or were eligible to enter) was evidenced, and there was a development team(s) in ECFA leagues below.**2.4. Fixture completion – 3 Stars**Fixture completion was 100% of fixtures complete (at end of the most recent season) for all teams in ECFA competition.**2.5. Qualified and registered referees used – 3 Stars**Qualified and registered referees used for 100% of first team home games – evidence of the referee card is required but the evidence was accepted for this question.**2.6. Male and female players nominated and attending ECFA National Teams – 0 Stars**Male and female players nominated and attended ECFA National Teams was not evidenced. This is a 3 Star requirement only, and to meet it you need to evidence that you have made nominations and attended the most recent Phase 1 trial via Naqoda and the trial outcome email.**Have you considered…*** **Finding out more about the ECFA National Team programme** [**here.**](https://www.aocsport.co.uk/ecfa/competitions/england-colleges-representative-teams/)

**2.7. Organised player transition links in place – 2 Stars**Organised player transition links in place with a male and a female club (NLS Steps 1-6 and Tiers 1-5 of the Women's Football Pyramid). To move to 3 Stars on this question you need to show evidence that there are player transition links with a male and a female club (NLS Steps 1-4 and Tiers 1-4 of the Women's Football Pyramid).**Have you considered…*** **Liaising with your County FA to understand your local club landscape**
* **Understanding what the prospective or existing partner club’s aims and ambitions are (on and off pitch), and how the college may be able to support the club in achieving these. This can link to the Clubs England Accreditation Development Plans.**
* **Tracking player transition through a shared spreadsheet between club and college**
* **Organising masterclass sessions led by the club coaches**

**2.8. Performance support services – 2 Stars**Performance support services to show that there are provisions for Strength & Conditioning, performance analysis, and physiotherapy. To move to 3 Stars on this question you need to show evidence that there are provisions for Strength & Conditioning, performance analysis, physiotherapy, nutrition, psychology, and individual player development (IDP) plans.**Have you considered…*** **Learning from a college that meets the stars criteria for their performance services**
* **Using partners to help deliver services e.g. club links, universities**

**2.9. Qualified coaching provided weekly – 2 Stars**Qualified coaching provided weekly where first teams are led by minimum UEFA B qualified coach (or working towards). To move to 3 Stars on this question you need to **show evidence** that first teams are led by minimum UEFA B qualified coach, and you have a **qualified goalkeeper coach**.**Have you considered…*** **Contacting your nearest** **[FA Women’s High Performance Centre](https://learn.englandfootball.com/ongoing-learning/initiatives/womens-high-performance-football-centres) to understand their offer and support for coach development**
* **Working with your County FA to understand their coach development offer**
* **Using partners to help access coaches e.g. club links, universities**

**SECTION 3 – WORKFORCE: DEVELOPING A WORKFORCE****3.1. Recruitment and engagement of minimum 2 Activators (male and female) – 2 Stars**Recruitment and engagement of minimum 2 Activators (male and female) done via a cross college open application process which includes interviews and Activators are engaged in ECFA activator training programme, and actively supporting the football offer. To move to 3 Stars on this question you need to show evidence that the recruitment of activators was done via a cross college open application process including interviews then assigned mentors, and Activators were engaged in ECFA activator training programme, and evidence of how they are actively supporting the football offer throughout the academic year. **Have you considered…*** **Thinking about the role you want the activators to have, and recruiting specifically for that, e.g. marketing, delivery, media, development. Doing so could attract a broader range of students and courses.**
* **Speaking to current students taking part in football activity.**
* **Linking in with wider college volunteer programmes reaching beyond sports courses.**
* **Sharing stories of volunteer experiences to influence students to apply for the opportunity.**
* **Working with wellbeing/ student services to create an offer which develops the activators as people, as well as the opportunity to activate football activity.**

**3.2. Formalised student management committee (or equivalent) for football – 2 Stars**Formalised student management committee (or equivalent) for football convened to deliver a project. To move to 3 Stars on this question you need to show evidence that the group meets at least twice per month to provide views on wider football matters and to deliver a project(s).**Have you considered…*** **Convening all your Activators/Ambassadors to collaborate and dedicate time towards football activity.**
* **Starting with your football captains, or members of your current teams/ programmes to have a role in providing the student perspective on football matters.**
* **Connecting with wider college staff to understand how student councils are operated to replicate within the sporting environment.**
* **Developing an objective/purpose for the group before recruiting, you might also consider the motivations for students to be involved and devise an offer to appeal to those.**

**3.3. Wider volunteer opportunities – 2 Stars**Wider volunteer opportunities show that students support the delivery of college or community events. To move to 3 Stars on this question you need to show evidence that students are upskilled to support delivery of college and community events.**Have you considered…*** **Mapping out a calendar of events hosted at or supported by your college which could involve the opportunity to volunteer.**
* **Identifying football provision and providers using college facilities, or within the locality to support student transitions into community activity.**
* **Working** **across the college to utilise tutors and staff to upskill students across a range of different skills and knowledge bases.**
* **Developing a programme of workshops and CPD at the start of the academic year to run alongside volunteer activity and opportunities.**

**3.4. A system in place to develop student coaches – 3 Stars**A system in place to develop student coaches demonstrated that student coaches are deployed in the college, and deployed in the community through a workforce partnership, with access to CPD.**Have you considered…*** **Mapping out a calendar of events hosted at or supported by your college which could involve the opportunity to coach.**
* **Developing relationships with community clubs/ providers who use the college facilities to transition students to support community delivery. If no activity is permitted on college premises, you could connect with community clubs located near to the college.**
* **Connect with your County FA or FA Coach Development Officer to devise specific support for student coaches.**

**3.5. A system in place to develop student officials - 2 Stars**A system in place to develop student officials demonstrated that student officials are deployed in the college with access to CPD. To move to 3 Stars on this question you need to show evidence that student officials are deployed in the college, and deployed in the community through an officiating partnership, with access to CPD.**Have you considered…*** **Connecting with your County FA or local Referee Association to ask for their support.**
* **Mapping out a calendar of events hosted at or supported by your college which could involve the opportunity to officiate.**
* **Connecting students to community clubs as options for referee appointments.**
* **Exploring outside of football to access CPD opportunities, e.g. considering other professions which have transferable skills which could aid referee development.**

**3.6. Reward and recognition of the volunteer workforce – 3 Stars**Reward and recognition of the volunteer workforce was demonstrated by a system in place to recognise and reward the volunteer workforce.**SECTION 4 – COMMUNITY: ENGAGING WITH THE COMMUNITY****4.1. Community football partnership in place with an England Accredited club – 2 Stars**Community football partnership in place with an England Accredited club (male and female). To move to 3 Stars on this question you need to show evidence that there is a partnership in place with an England Accredited club (male and female) and at least one other wider community partner. **Have you considered…*** **Working with local charities to help support and promote wider football activity such as: Inclusivity, Mental Health & Diversity**
* **Developing partnerships with local England Accredited Clubs to provide an exit route for new players.**
* **Creating community and England Accredited Club partnerships specific to encouraging female participation.**

**4.2. Agreement with your County FA – 2 Stars**Agreement with your County FA in place for project delivery with an agreed action plan. To move to 3 Stars on this question you need to show evidence that there is an agreement with your County FA with a multi-purpose agreement, for a minimum of 1 year. **Have you considered…*** **Supporting County FA project delivery through: Offering use of facility, providing student workforce and promotion through college platforms.**
* **Understanding the needs of the County FA and community football and bridging any gaps.**

**4.3. Outreach programmes delivered by students – 2 Stars**Outreach programmes delivered by students in schools or the community. To move to 3 Stars on this question you need to show evidence that there are outreach programmes delivered in schools **and** the community.**Have you considered…*** **Linking outreach programmes with student workforce development opportunities.**
* **Working with schools for Children with special educational needs and disabilities (SEND).**

**4.4. Community activity on College site – 2 Stars**Community activity takes place on the College site by an FA an England Accredited club and an FA programme takes place on the college site. To move to 3 Stars on this question you need to show evidence that community activity by an FA an England Accredited club and FA programmes take place on college site and are college led or supported.**Have you considered…*** **Contacting local activity and football providers to host any of the following: Disability Football, Just Play, Walking Football, Wildcats**
* **Hosting a small-sided league.**
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