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RECREATION ADMINISTRATION
ON HIGHER EDUCATION CAMPUSES-AN
INVESTIGATION.

by

GEOFFREY E. TANCRED

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fulfilment of the requirements for the
award of Degree of Doctor of Philosophy
of the Loughborough University of
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ABSTRACT

Educational institutions have only in recent years appreciated the need to educate people in the management of recreation, due primarily to the increasing leisure time available and the upsurge of sport and recreation participation. Student leisure time must also be managed effectively, particularly in today's economic climate. For this to be achieved, calls for many diverse principles of management that responsible personnel must acquire.

The principles of management are widely documented in the literature, but their relevance to campus recreation in institutes of Higher Education appear to be greatly deficient and fragmented. Hence, there is very little literature offering guidance for administrators of campus recreation. This situation prompted the author to investigate for any relevant information pertaining to campus recreation. The ultimate aim was to develop a series of theoretical process models which could be adapted and implemented to suit any institute of Higher Education. The purpose of the models would be to offer guidance for the various processes involved in the administration and co-ordination of campus recreation, a situation of serious need.

This study took several sequential stages to develop. The first stage was to highlight the problem leading to the study and to its significance on completion as cited above. The literature review contained various administrative and management principles as they relate to recreation. This study revealed the diversity of tasks involved in administering recreational affairs, but more importantly, the literature appeared very inadequate with regards to campus recreation in Higher Education. Areas of inadequacy included; community use of recreational facilities, recreational planning, recreation staff and the co-ordination of recreational facilities and programmes. There also appears to be an apparent lack of literature that pertain specifically to process models and recreation.

Two independent surveys were also reviewed, that from universities and polytechnics. These relate primarily to recreational facilities and again were deficient in many respects, particularly with regards to the administration and co-ordination of recreation. There is no survey to date which provide details of any aspects of recreation in colleges of Higher Education. The literature review and surveys showed many inadequacies regarding campus recreation, therefore, a further aim of this study was to

seek additional details about these inadequacies by means of a questionnaire.

During the literature research, a panel of six voluntary experts were sought, two from each type of Higher Education institutes, all of whom were Directors or Heads of recreation. Their prime tasks were to critically analyse the entire development of the questionnaire and in the formulation of the process model specifications. Numerous comments by the panel on these matters were noted and discussed more fully in Chapter six.

The questionnaire was developed on the basis of findings from the literature review and surveys. Primarily, the questionnaire was designed to bridge the gaps deficient in the present literature and included items from the following sections; (1) departmental background, (2) student population, (3) staffing, (4) publicity, (5) external users, (6) finance, (7) facilities, (8) scheduling of facilities, (9) sports clubs and, (10) evaluations. Throughout its development, the panel exerted their influence in terms of its content and presentation. The questionnaire was posted to 15 universities, 15 polytechnics and 15 colleges of Higher Education. There were 11, 14 and 13 respondents respectively (84% response). Their data are summarised into narratives (Appendix F).

All variables in the questionnaire were coded and computerised to reveal frequencies and percentages, along with cross tabulations (Chi Square) in four major components; (1) type of institution, (2) geographical area, (3) size of institution and (4) size of department. The results were discussed and the significant differences which occurred were noted with explanations for their possible causes.

The implications for campus recreation administration as a consequence of the questionnaire data, literature review, surveys and contributions by the panel were discussed under three broad headings; organisation, planning and control. This was then followed by various stages to formulate certain process model specifications. The first stage was to gather a list of ideas gained from the following sources; literature review, surveys, questionnaire data, narratives and the panel. Secondly, it was necessary to group these ideas into broad areas so as to encompass all possible aspects of campus recreation in terms of their administration and co-ordination. These are as follows; (1) a composite model, (2) an organisational and functional relationship model, (3) an implementation model, (4) a survey and appraisal model, (5) an annual planning model, (6) a quarterley planning model, (7) a publicity model and (8) a scheduling and facilities model.

Having identified the above models, the author formulated a complete set of sample process model specifications. On their completion the panel were asked to critically review them. A structured interview was sought with each member of the panel. Their comments were noted and implemented if considered to improve the composition of the sample specifications. The author then revised the model specifications and arranged for a second interview with the panel. Only minor adjustments had to be made before their final version was completed as they appear in Appendix L.

The final chapter (7) outlines various conclusions and recommendations as a consequence of this study. Due to the vast array of functions involved in campus recreation, it is imperative that guidelines are available, since these presently do not exist for such purposes. The process model specifications formulated in this study should provide a basis for administrative personnel to better implement, utilise and administer recreational services on campuses more effectively and efficiently.

The uniqueness of this study is that previously no comparative literature exists between the different types of Higher Education, or that any data regarding campus recreation in colleges of Higher Education has been documented. Furthermore, the many administrative procedures for campus recreation is inadequately reviewed. The results and findings of this study has to some extent helped to eliminate many of these serious inadequacies.

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CHAPTER 1. INTRODUCTION, STATEMENT OF THE PROBLEM AND SIGNIFICANCE OF THE STUDY.

1.1 INTRODUCTION

The term "education" has always proved to be elusive and defies precise definition. No common consensus has been reached, perhaps due to the diversity of functions which have become attached to the term. This study makes no attempt to make a clearer clarification of education, since it is only concerned with one aspect or function of education.

Education, viewed from its broadest concept, is the development of the individual to their fullest capacity in respect of health and mental qualities. It is the former function which is generally neglected or overlooked and yet is a vital component to the well-being of the individual, together with social development. Classroom or academic attainment is relatively a short span of one's life, but maintenance of health through leisure and recreation can be a life long process. Hence the value of leisure and recreation is an important educational component to all people.

The importance of recreation and involvement of physical activities is generally inculcated during one's schooling or educational training in the hope that continual participation will ensue after one's formal education. Facilities and opportunities for recreation are often widespread in schools, colleges, polytechnics and universities. The effective use of these facilities in terms of their co-ordination and administration is the main purpose of this study and will be confined to the higher

education sector.

Institutes of higher education have become communities in their own right. They are composed of people, facilities and various services, serving the local community, state, private agencies, certain government functions and research programmes. Colleges, polytechnics and universities have in recent years become increasingly specialised, thus placing an increasing need on recreational services to help and foster the appreciations and attitudes that go beyond the pursuit of a diploma or degree. Many of the large institutes of higher education have greater leisure and recreational resources on campus than their neighbouring communities. It is, therefore, important that such resources are utilised efficiently and effectively, which calls for good co-ordination and administration.

Students have traditionally participated in a wide variety of recreational pursuits. The planning and organisation of such pursuits have been made solely by the students themselves or members of the physical education or recreation department. Recreational services on campuses in higher education have increased and may continue to expand, in that staff and student populations show an increasing awareness of the values of recreation to campus and social life. In this respect it is clear that recreational programmes will require improved leadership and planning to cater for the quality and quantity of recreational services on campuses in higher education. Proper utilisation of recreational facilities has always been a necessity to meet the demands

of increased participation and the development of new programmes. This would also apply to those institutions where certain facilities may be regarded as inadequate. Thus, a system for providing the administration and co-ordination of the growth and development of recreational services on campuses in institutes of higher education has become more of a necessity.

Taking into account the vast number of educational institutes throughout the entire British Isles, they all, if legislation is enforced, have some recreational facilities and staff of varying extents. Relatively few personnel responsible for such facilities and activities have no or little managerial training other than their own experience. It seems as though there is a very vital need for a more comprehensive study, incorporating all the relevant issues relating to campus recreation, to be conducted and to formulate guidelines that will ease the task of recreational personnel in performing their functions more effectively.

Only in recent years have educational institutions become aware of the need to educate people in the management of recreation and leisure services, hence the various types of courses offered under the broad heading of "Recreation Management". Students enrolled on such courses will become the future potential managers or leaders of recreational services, but in spite of the courses offered, there are no guidelines or comprehensive literature on how to manage and administer recreational services in higher education establishments. Only isolated items or areas have been published but there is a lack in depth of some areas, such

as; scheduling and evaluation of facilities and recreational programmes.

Therefore, there is a vital need to conduct a comprehensive survey to encompass all possible aspects of administrative procedures related to campus recreation.

The purpose of this study is an attempt to gather a variety of data and administrative procedures that are relevant in conducting recreational service affairs in institutes of higher education. In this respect, the study is unique compared with other documented literature on recreation.

1.2 Statement of the problem.

Sports administration is a relatively new area of specialisation for professionals in Physical Education and Recreation. A great diversity exists in the administration and management of recreational and leisure services in higher education (H.E.). Administrators or personnel responsible for conducting recreational services in institutes of H.E. must perform certain managerial functions such as; formulating objectives, methods of reviewing and controlling the outcome of the entire recreational programme, means of implementing their programme effectively and efficiently, particularly due to the present economic climate. The accountability of all aspects of the recreational programme must be a major role for all Directors or Heads of such programmes. The complexity and increasing expansion of recreational programmes in H.E. calls for greater managerial, decision-making and leadership demands.

The area of research and literature in recreation is deficient in many areas, particularly as they relate to H.E. There is a definite inadequacy and further attempts need to be achieved to bridge this gap. Presently, there appears to be no definite approach, manual document or established pattern that will allow decision-makers of recreational programmes to:

- | | |
|------------------------|-----------------------------------|
| (1) Identify, | (2) Administer, |
| (3) Co-ordinate, | (4) Evaluate, |
| (5) Make available and | (6) Modify or change recreational |
| | services that are available on |
| | campuses in H.E. |

There appears to be a need to formulate a basic organisational structure, which can be adaptable and utilised for the administration and operation of recreational programmes in institutes of H.E., thus providing Directors or Heads of such services, a framework or guide

to co-ordinate and implement their task more effectively. This necessity has prompted the author to formulate a theoretical working model, which can be adaptable, and serve as a guide to such personnel responsible for campus recreation. Recreational services in H.E. have not been thought out sufficiently and there is a vital need for sound guidelines to be formulated so a better awareness and implementation of recreation can be achieved.

1.3 Aim and probable significance of the study.

Proper utilisation of recreational facilities has become a necessity to meet the demands of increased participation and the development of new programmes. This would also be apposite to those institutions where certain facilities may be regarded as inadequate. Thus, a system which provides for the administration, co-ordination, growth and development of recreational services on campuses in H.E. is becoming more of a necessity. Effective and competent administration is needed to provide the necessary leadership to cater for the increased demands of students and community participation in sport and leisure.

The primary purpose of the study is to develop a series of theoretical process models that will allow for the co-ordination and administration of recreational programmes on campuses in H.E. Such models will permit administrators to identify, administer, co-ordinate, evaluate, make available and modify or change recreational services that are available. It will help to bridge the present gaps in recreation and contribute to a better understanding and implementation with regards to H.E.

The study will be of value to Directors, Heads of departments, administrators or decision-makers in colleges of H.E., polytechnics and universities, to create or conduct a recreational services programme, or to adapt portions of the models for use in their own institution. Addition-

ally, the models will provide a planning device and analysis of programmes, permitting recreational decision-makers to identify the needs and desires of their educational institution so that the consequences of all the available alternatives can be recognised and implemented if wished.

Chapter four discusses the development and areas of enquiry or methodology of the study and chapter five outlines the questionnaire structure and its development. Chapter six discusses the implications for campus recreation administration and the formulation of the process model specifications. Chapter seven discusses the various conclusions and recommendations as a consequence of the study.

CHAPTER 2 PLANNING FACILITIES AND RECREATIONAL ACTIVITIES -
A LITERATURE REVIEW.

INTRODUCTION

The concepts of administration and management are very diverse topics and basically imply the processes that mobilise an organisation's resources; both human and material, to predetermined aims. Approaches in analysing recreation administration and management pose difficulties due to the very complexity of operations that are embraced under the term 'recreation'.

The diversity and area of specialisation in any aspect of recreational administration and management will vary among institutes of H.E., or in fact, any agency of recreation, hence the need for guidelines. It can be reasonably assumed, however, that any recreation agency will experience a similarity of problems in its administration, hence the scope of recreation will be reviewed in its broadest sense, with emphasis given to the various concepts, practices and processes likely to be common in H.E.

It is apparent that the term administration embodies many facets, once again posing difficulties in its definition. Many authors have attempted to define administration. Pfiffner and Presthus (1960) state that administration "is an activity of process mainly concerned with the means for carrying out prescribed ends". Voltmer and Esslinger (1967) regard it as "mainly concerned with guiding human behaviour in the service of some goal. Whatever the nature of the organisation it is through human behaviour that necessary tasks are accomplished". Newman(1963) states that "administration is the guidance, leadership, and control of the efforts of a group of individuals toward some common goal".

The clarity of a clear definition of administration still remains evasive, as evidenced from the above authors. The diversity of opinion is difficult to overcome, but the main stresses of administration common to many of the definitions cited, are the managing of human behaviour and to get the job done in the most efficient manner. However, all the ramifications of the "job" must be considered.

To get the "job" done, many facets of the administrative process must be considered and implemented. Administration consists of many techniques or processes, including such rubrics as, planning, organisation, co-ordination, reporting, staffing, directing, controlling and evaluation. Many authors use similar descriptions in their attempt to classify the nature of administration, or modify such terms which have similar meanings.

The various administrative functions were noted during the 1930's by Gulick and Urwick as reported by Gross (1964), which still appear in administrative literature. Their famous POSDCORB was used in which each initial stood for a function of administration namely, P, "planning", O, "organising", S, "staffing", D, "directing", CO, "co-ordination", R, "reporting" and B, "budgeting". Pfiffner and Presthus (1960) approach the function of administration in a somewhat different manner. They list the tools of administration as "leadership, decision-making, communication, planning and research".

Litchfield (1956) contends that "The administrative process is a cycle of action which includes the following specific activities, "(a) decision-making, (b) programming,

(c) communicating, (d) controlling, (e) re-appraising". He continues to add that " the administrative process is substantially the same generalised form in industrial, commercial, civil, educational, military and hospital organisations".

It is evident from the above descriptions that administration relates to the processes or techniques used to effectively mobilise and direct people and materials towards a common goal. It is also evident that administration covers a multitude of disciplines such as, POSDCORB and other facets.

The terms administration and management are frequently used interchangeably. The latter is usually regarded as the broader concept, whereas administration is a part of management. Brech (1963) makes the distinction as follows; Administration - "That part of the management process concerned with the institution and carrying out of procedures by which the programme is laid down and communicated, and the progress of activities is regulated and checked against targets and plans". Management - " a social process entailing responsibility for the effective and economical planning and regulation of the operations of an enterprise, in fulfilment of a given purpose or task".

It is clear from the preceding paragraphs that the administration and management of any enterprise embody many and varied facets. This equally applies to large recreational agencies found in H.E. It is thus clear that there is a necessity to formulate sound guidelines for recreational administrators so that they are better capable of performing their functions. The literature reviewed offers no information pertaining to process models directly related to the administration and co-ordination of recreational services on campuses in H.E. However, the literature reviewed considered to be of primary relevance fell into six broad areas; (1) Concept of leisure and recreation, (2) Organisation on campus, (3) Planning on campus,

(4) Co-ordination and control, (5) Finance and budgeting and, (6) Evaluation. There appears to be no study or literature documented that encompasses all the facets of recreational administration. Such literature focuses upon isolated areas, but there is a need for a more comprehensive or composite study to embrace all possible facets together, especially campus recreation.

2.1 THE CONCEPT OF LEISURE AND RECREATION

There has been an increasing accent of leisure and recreation in recent years. This has resulted in a call for a widening of activities to cater for all people. Terms such as, work, leisure and recreation are closely allied, although a distinction does exist between them.

Work may be regarded as that time spent on earnings. Leisure according to Talbot (1972) " may be defined as free-time which is free from obligation....so that one is free to choose one's own activity". All free time, however, is not regarded as leisure. The unemployed have plenty of free time, but this is not regarded as leisure.

Parker (1975) considers leisure as " a sphere of life which is by its very nature, supposed to be free and uncommitted". The concept of leisure does, however, pose difficulties in formulating a precise definition. Roberts (1970) claims the definition of leisure is confusing in stating that, "The difficulty in defining leisure stems from the fact that the concept of leisure has meant different things to different people". Roberts (1970) contends, however, that "Leisure time can be defined as time that is not obligated, and leisure activities can be defined as activities that are non-obligatory".

The operative word on leisure emerging from the literature reviewed, is that the task engaged is non-obligatory or uncommitted.

The concept of recreation also appears rather elusive and evades precise definition. Brightbill (1961) regards recreation as "some kind of physical, mental, or emotional action, even if it is not visible on the surface".

Recreation may be considered as consisting of activities during one's leisure time, usually chosen voluntarily because of the satisfaction or pleasure the participant derives from them. It is commonly regarded as an activity that people do for pleasure or relaxation in their leisure time.

Butler (1967) defines "Recreation is any form of experience or activity (which offers man an outlet for his physical, mental or creative powers) in which an individual engages from choice because of the personal satisfaction it brings".

Rodney (1964) contends that "recreation is not a catalog of offered activities, it is the voluntary choice of pursuits in search of fulfilment".

Sapora and Mitchell (1961) view recreation as "the leisure activities of adults as well as children; all types of activities, active as well as passive, sought by both children or adults for personal expression". Their view suggests that recreational activities must meet the needs of all age groups, thus a broad range of options must be sought. Mayer and Brightbill (1956) express their concept of

recreation as an "activity engaged in during leisure and primarily motivated by the satisfaction derived from it".

The preceding quotes are indicative that recreation involves some physical or mental activity, and the involvement is purely for personal satisfaction. It would appear that the concepts of leisure and recreation are synonymous, but the real distinction is aptly explained by Talbot (1972) in that leisure refers to "time in which one may choose one's activity, while it is the activity which is recreation". It is clear, however, that both concepts encompass many facets, hence the difficulty in formulating a precise definition. In this respect, Rapoport and Rapoport (1974) indicate with regard to leisure, that it "can be socially useful or entirely selfish; it can be arduous or easy; important or unimportant; challenging or automatically accomplished; it can be solo or spent in groups; it may be done at any time of day or night; with or without tools; artifacts; costume; machinery or special locality. So confusing, it can nearly be anything".

2.2 ORGANISATION ON CAMPUS

2.2.1 ORGANISATION THEORY

Organising may be regarded as formulating a scheme or routine of procedures. It is the process of dividing the functions of a recreational service or organisation into related units of work such as, determining lines of responsibility, formulating objectives for later implementation and delegating or assigning responsibilities.

Some important organisational concepts have been described by Newman (1963) as follows:-

"In designing an organisational structure, one starts with the objectives and the activities of the enterprise. These should have been established by previous planning, and with minor modifications are accepted as fixed in the organisational planning stage. With this background information, organisational structure can usually be developed by considering:

- (1) Primary departmentalisation, that is, the major operating divisions into which the work may best be divided.
- (2) Focus of operating authority, that is, the units and particularly the levels at which most of the operating decisions will be made.
- (3) Facilitating units, that are needed to guide and assist those charged with primary operating duties.
- (4) Adequate provision for top-management functions.
- (5) Structural arrangements that will add simplicity, consistency and otherwise contribute to the smooth working of the organisation".

It can be deduced from Newman's (1963) view on organisational concepts to contain or include the grouping of work into units of specialisation, defining them and integrating them in the context of the organisation under concern. Newman's (1963) initial procedure of organisation is applicable to a recreational services department, and requires the classification of the various working tasks into groups of similarity, this depending on the number of areas of specialisation. Such areas of specialisation should be mutually exclusive. Due to the vast array of tasks involved in organisation, it is essential that clear guidelines are made available, a situation which at present does not exist, for recreation administration.

To summarise the organisational principles of an administrative process, Rodney (1964) succinctly offers some broad principles which may be used as a reliable guideline.

"(1) Every employer in a recreation and park department should have a clear cut statement of the duties, responsibilities and authority of his position.

(2) Every employee should have but one immediate superior who has direct authority over his work. This unity-of-command rule is essential.

(3) Lines of responsibility should be preserved on all matters of decision making and supervision. To break the chain of an integrated structure by allowing a "short-circuiting" of decision making only makes for confusion.

(4) Every unit head within the organisation should be given authority commensurate with his responsibility.

(5) Every administrative official should be given a span of control that makes his supervision and leadership effective.

(6) No departmental structure should be so highly organised that decision making is lost or diluted in passing through the various levels of the hierarchy".

The inference gained from the literature cited is that an organisation is never stable, in that it is consummate in every aspect, but it is an ongoing and continuous process. It is, as if administrators are always striving for stability and smooth functioning of their organisation. In this respect, Terry (1977) states that "organisations, in fact, are not organised but in the process of organising". Good management in recreation according to Torkildsen (1983) "can create better opportunities for recreation to occur for more people, more often", a situation to strive for.

2.2.2 INTRAMURAL AND EXTRAMURAL CLUBS

Participation in intramural and extramural clubs play an important role in the social setting of campus life among students. These terms refer to voluntary participation of students in a variety of activities on a recreational or leisure basis. The organisation of such programmes call for good administrative skills in utilising facilities,

resources and staff. It is clear that guidelines in the form of process models are necessary to this effect for effective organisation.

The term intramural is derived from two latin words, "intra" meaning within and "mural" meaning wall (Rokosz 1975). Hence, intramural indicates the entire spectrum of leisure and recreational activities which are carried on or conducted within the confines of the institution concerned. According to Rokosz (1975), intramural: "means activities, games, and sport played among the members of the same institution".

The main objective or purpose of intramural clubs is to provide an opportunity for all students within the educational institution to participate voluntarily in some sport or physical activity purely for fun or enjoyment. Many concomitant benefits may develop indirectly in the individual participant. These may include a greater level of general health, improved mental and social attitudes, increased fitness, greater levels of co-operation and sportsmanship, and more importantly, a "carry-over" effect for the individual to continue activity into later life.

This latter objective is supported by Resick et al (1979) who state that " the student needs the opportunity to develop a skill to the point where it will somewhat guarantee participation for the rest of one's life. Especially important here are the so-called "lifetime sports". Likewise, Rokosz (1975) asserts that many educational values may accrue to individuals such as; leadership, mental health, physical fitness, officials and coaches. Rokosz (1975) aptly states that "many friends and acquaintances can be made through sports, and that is especially important to an individual who

is in an unfamiliar environment". This certainly applies to students in an institute of higher education where surroundings and life style may be alien to their past experiences. Rokosz's statement, therefore, highlights the value and need for intramural activities.

The term extramural implies an outgrowth of the intramural services and is regarded by Rokosz (1975) as "those activities which take place between the members of two or more institutions". Extramural activities would imply that a competitive element is involved whereby two or more institutes are competing against each other. Such activities keep the various institutions in contact with each other, share facilities and exchange thoughts among different students and personnel as opposed to institutions functioning in isolation.

It is evident that students have different needs and interests. Some will prefer to compete in team activities whilst others find greater satisfaction in individual sports. Certain students may find participating in organised tournaments more desirable, others preferring informal competitions or just to take part in free activities. Due to the diversity of students' needs and interests, intramural and extramural programmes must be made available covering a variety of activities to cater for all students. Such programmes should involve games and physical activities which are either competitive or non-competitive, informally or formally organised, between individuals, groups of individuals or teams within the institution's campus or between two or more institutions.

The structuring of intramural and extramural programmes calls for well planned and managerial skills. Scheduling or time-tabling of facilities become an important task for the director of a recreational services department in that facilities must be shared with physical education classes, sports clubs and any special or major events. A calendar of events must be established relatively early to avoid clashing of events or disappointment. The director should know the availability of facilities, equipment, staff and officials if required.

Intramural and extramural programmes are made and allotted time on the remaining free-time available, once all formal or established courses have been allocated times. This free-time may be during the lunch break or evenings whereby residential students and others are free from lectures, or if a specific afternoon for all students is allocated for recreation.

Since intramural and extramural clubs are designed to cater for the students needs, the students themselves play a leading role in organising such programmes, generally administered through the students' union. The students' union thus has a vital and active role in such programmes responsible for the development of sports clubs and their involvement within the campus or other institutions. This is particularly the case in higher education. The students' union and director of recreation, therefore, have close contact with each other. The director and his staff provide the expert guidance should the various sports clubs require such services. Nevertheless, close liaison is necessary between the president of the students' union and director

of recreation if effective intramural and extramural programmes are to ensue, together with full utilisation of facilities and resources.

The involvement of the students' union eases the load of the director whose role already involves a diverse range of tasks. In this respect, Rokosz (1975) states that "Not only do the students achieve a sense of involvement in the direction of the program, but they gain an educational experience and aid what might otherwise be an overworked director". However, this does not suggest that the director allows the students' union to operate fully at their own devices. He must be aware of the sporting activities of the students' union so that he has knowledge of all users of the institution's facilities and resources.

It is clear that intramural and extra-mural clubs are a vital concern to the student population on campuses in higher education. The administration and management of such activities involve many people including; members of the various sports clubs, members of the students' union, the director of recreation and his staff. The maintenance and development of such programmes are for the benefit of all students, and they do offer several educational values to individuals as illustrated earlier. The idiom "Sport for all" as used by the Sports Council does imply activity for everyone, as the words indicate, or that there should be no exclusion for people to participate. The essence, therefore, of intramurals and extramurals is to offer all students the opportunity to participate in some activity regardless of their skill level, physical or mental make-up, or academic abilities.

2.2.3. COMMUNITY USE OF FACILITIES

Many institutes of higher education have recreational facilities of a more diverse nature than those provided by local authorities. Much argument has been made in recent years of the values of "dual use" facilities, particularly during vacations where such facilities may lie rather dormant. Advocates of dual use facilities favour the view of utilising existing facilities to students and personnel of the educational institution concerned, together with encouraging participation of the local community. Many institutes of higher education do in fact allow use of their facilities to the community. In this respect, the director of recreational services has an additional responsibility in best serving the community.

Each community will differ in terms of its values, life-styles, home environment and attitudes. Identification of these differences has implications for recreational service programmes and patterns of student behaviour.

Paterson and Hallberg (1965) highlight the view that:-

"The background and character of physical education are largely determined by the values, institutions and social relationships of the culture in which they exist". Such factors will often determine the choice of activities and availability of certain facilities.

Several colleges, polytechnics and universities provide or allow community use of their facilities. Such use is generally made available during the evening or vacation periods and other times which do not hinder the regular work of students or personnel. Those educational institutions which do permit community use of their facilities are generally managed on a

letting or hiring basis, in which case some revenue is gained in return.

The extent of community use in institutes of higher education will vary considerably. Much will depend upon the size of campus, student participation, local facilities, existing teaching and recreational programmes and various other commitments. The objective, however, must be full utilisation of all facilities.

2.3. PLANNING ON CAMPUS

2.3.1 PLANNING

The application of correct planning techniques in a recreational services department is a most vital function. Planning is a means of looking ahead to goal orientated processes. It is a means of exploring in advance a course of action to accomplish predetermined goals. The planning process is continuous, but it is essentially an administrative action to look ahead and prepare a plan by studying known facts, evaluating decisions and it is goal orientated. Identification of these goals and planning for their attainment are fundamental to the planning process. Once goals are established, all future administrative processes can be expedited.

According to Conrad et al (1973), "planning is, "the application of a process that tends to co-ordinate all the component parts, and subsystems of an educational system towards the realisation of the goals of the total system".

Brieve and Johnson (1973) assert that "planning can be viewed

as encompassing all of those activities that are necessary to perform from inception of an idea to its function and evaluation in practice".

From the two definitions of planning cited above, it is evident that planning is a crucial and vital function for an administrative process.

2.3.2 PLANNING PROCESS

Planning is an attempt to involve the process of all activities necessary to accomplish predetermined goals and objectives. For planning to be effective certain steps or procedures have to be conducted. Such a procedure involves a planning process.

Conrad et al (1973) developed a comprehensive educational planning model to include:-

- "(1) Developing the planning process strategy.
- (2) Establishing goals for the system and developing the data information system.
- (3) Developing alternative plans.
- (4) Synthesizing plan alternatives.
- (5) Implementing and possible plan adjustment.
- (6) Goal reassessment and possible complete re-planning".

Brieve and Johnson (1973) developed a planning process model to include the following:-

- "(1) Establishing goals.
- (2) Assessing needs.
- (3) Identifying resources and restraints.
- (4) Generating alternatives.
- (5) Formulating objectives and priorities.

- (6) Analysing alternatives.
- (7) Selecting alternatives.
- (8) Developing and implementing process objectives.
- (9) Evaluating process and performance.
- (10) Modifying system".

Churchman (1968) considers that the following steps should be included in the planning process;

- "(1) A goal is set.
- (2) A group of alternatives is created.
- (3) Each alternative is examined to determine its effectiveness in leading to the goal.
- (4) One alternative is selected.
- (5) The plan is implemented.
- (6) The decision makers evaluate the plan to learn how well it works".

It is clear from the review cited above that the planning process consists of a series of procedures considered necessary to cover all the relevant areas in planning. The planning process generally consists six to ten sequential procedures, usually beginning with a pre-plan step and ending with an evaluation. Such procedures are applicable to recreational planning, but at present are lacking in the literature pertaining to recreation, especially campus recreation in H.E.

2.3.3 PROCESS MODELS AND PROGRAMME EVALUATION AND REVIEW TECHNIQUE (PERT).

A process model may be regarded as a systematic series of steps that are used as a standard for imitation or comparison. Shoemaker (1974) discusses a variety of models used in H.E., one of which is the "Process (Procedural) System;". This model attempts to use Programme Evaluation and Review Technique (PERT) to organise and structure the flow or process of decision making and planning to encompass all essential steps in a time flow sequence, including consultation with interested or relevant groups. It is this process

model method of administering and co-ordinating recreational services on campuses in H.E. that this study is aimed at, since it has not been attempted before and not applied to recreation, thus the study's originality.

According to Rodney (1964) the word process "is meant to classify tasks according to how a thing is done rather than what is done. In other words, this is related to the process involved in performing the job". The process model or system is described by Shoemaker (1974) as follows;

"This approach to planning represents the use of PERT-like techniques (arrow and block or network diagrams) to describe graphically a planning process or system for an institution. It can specify in a time flow sequence the steps necessary to involve the right people, at the right time, and with adequate data, to participate at a defined level (recommendation or decision) in immediate and long-range institutional resource allocation commitments".

PERT is used primarily as a planning and controlling technique. It is a type of flow diagram or network which reflects events and activities used in a variety of management procedures such as; planning, scheduling, controlling and evaluation. The technique has wide applications. Its major emphasis is on time scheduling (PERT/Time) and costs (PERT/Costs).

The term "Critical Path Method" (or Critical Path Analysis) is linked with PERT. It is used for determining which jobs or activities comprising a project are "critical" on the total time to complete the project. It is also used in

determining how best to schedule all jobs in the project to reach a predetermined or target date at minimum cost. Critical path method can serve as a powerful and effective tool in many managerial tasks. The value of applying the critical path method is that it will help towards the understanding and sequencing of jobs or tasks that are considered critical. The process of day-to-day operations can be measured against plans and expedite actions where required. Furthermore, focus of attention can be made on crucial areas in the overall planning and co-ordination of a project.

A knowledge and application of PERT may hold important factors for a director of recreational services in H.E. whose role is diverse and somewhat complex, (see Appendix D). The development of a process model incorporating many of a director's duties may ease and make his/her operations more effective. It is thus of some importance that guidelines on various processes on recreational administrative procedures are formulated. Such guidelines will be of value for better management and administration on campus recreation in H.E.

2.3.4 PLANNING FACILITIES

Recreational services can only be conducted effectively if adequate facilities and equipment are available, including indoor and outdoor resources. The extent of facilities and equipment under the control of an educational institution will govern the scope of recreational activities available. Obviously, staffing and finance, together with the many other administrative functions, will have to be considered. The type, size and quantity of facilities and equipment will vary

enormously between the different educational institutions on campuses in H.E. Such factors permit individual institutions to have their own unique recreational service programme in terms of activities offered. This uniqueness perhaps has caused a scarcity in documentation, although each educational institution does have certain facilities and equipment in common, the most evident being gymnasias and playing fields. However, these vary in terms of architectural design and layout.

Due to the rather limited research on facilities and equipment, certainly regards to their management and administration, certain important considerations will be outlined covering these two very vital issues, since the entire recreational programme rests on their availability and utilisation. With regards to facilities, they can be broadly divided into outdoors and indoors. The important considerations and scope of each are best tabulated.

Outdoor

- (1) Outdoor pursuits. The scope of such pursuits is enormous and some educational institutions may have such facilities at their disposal, in which case transport may be a vital asset.
- (2) Pitches and playing surfaces.
- (3) Drainage.
- (4) Floodlights.
- (5) Fencing and boundaries.
- (6) Split sites.
- (7) Storage for outdoor equipment.
- (8) Athletic track and field.
- (9) Ground staff. (10) Tennis and netball courts.

Each of the above call for great managerial skills in terms of utilisation and maintenance.

Indoors

- (1) Gymnasia/Sports Hall:-
 - (i) Location, size and line markings.
 - (ii) Floor and wall construction.
 - (iii) Ceiling construction and height.
 - (iv) Entrances and exits.
 - (v) Seating for spectators.
 - (vi) Storage space for equipment.
 - (vii) Scoreboards and noticeboards.
- (2) First Aid.
- (3) Fire precautions.
- (4) Acoustics.
- (5) Lighting.
- (6) -Heating and ventilation.
- (7) Choice of facilities - to meet popular demands of students and community.
- (8) Training rooms - e.g. weight training.
- (9) Squash Courts.
- (10) Changing Rooms:-

(i) Lockers	(iv) Drinking fountains
(ii) Showers	(v) Waste bins
(iii) Toilets	
- (11) Swimming Pool:-

(i) Changing rooms	(vii) Foot baths
(ii) Pool markings	(viii) Showers
(iii) Steps and ladders	(ix) Diving facilities
(iv) Life-saving equipment	(x) Seating and spectator area
(v) Underwater viewing	(xi) Humidity, ventilation, acoustics and lighting
(vi) Guttering and draining	

(12) Teaching areas:-

- (i) Lecture rooms (ii) Audio visual aids

From the above, although far from comprehensive, it is evident that considerations in terms of facilities are abundant. The management of such a vast range of facilities requires good administration.

Usually, the amount and type of equipment available will depend upon the scope of recreational activities that can be made available. Greater awareness of improvisation is a major factor in today's economic climate, however, certain forms of equipment are necessary for specific activities. Sufficient amounts of equipment should be purchased or made available to provide optimum participation for all students. The quality of certain equipment will vary quite considerably, but where possible, relatively good quality equipment should be sought to ensure greater satisfaction from a participating point of view as well as greater longevity.

The variety of equipment available on the market is innumerable, and for this reason it will be impractical to tabulate. The greatest consideration, apart from quantity and type, is the care and maintenance of equipment. This equally applies to facilities.

The following may be regarded as useful considerations when developing certain policies and procedures to ensure maximum use of all equipment, an area not to be overlooked by directors of physical education and recreation.

- (1) Equipment room for storage. Items of equipment should be arranged and stored in an orderly fashion for easy access. Such a room must be a secure place with

provision of shelves and bins. Only clean and dry items should be stored, especially those not required for further use for a prolonged period. (2) Maintain a stock list of all equipment or make note of expendable items. (3) Issuing of equipment. A method must be adopted to record accurately the issuing and return of equipment. (4) Cleaning equipment. Cleanliness of equipment, especially garments is a vital concern. This will maintain good hygiene and longevity of equipment. (5) Repairing of equipment. This is an important consideration in terms of safety.

Much thought should be given to the facilities and equipment of a recreational department, for often they serve as the life blood of the institution. This section reviews the more prominent features of these two components, but each educational institution will have its own unique provisions. An important consideration in terms of facilities is stressed by Torkildsen (1983) who states that "recreation providers should be concerned not just with the quantity of facilities, but with the quality of re-creative experience".

2.3.5. PLANNING STAFFING

The subject of personnel or staffing in relation to a recreational services department in an institute of H.E. presents certain difficulties. With the present economic climate, which affects all aspects of education, any literature pertaining to staffing in institutes of H.E. would have to be treated with care. Due to the rather drastic cutbacks, all educational institutions are having to revise their entire personnel, courses and services they offer. The full effect of such stringencies will take a few years to materialise.

It would appear evident that fewer staff will be made available to continue the same, or greater loads of work within an institution. Regardless of what the repercussions may be, the matter of staffing is an extremely important duty of educational administrators.

Confining the issue to a recreational services department, the effectiveness of this will depend upon the competence, expertise and morale of all staff members. The effectiveness will also depend on the manner in which staff are assigned to various tasks and supervision. The staff will include all personnel who have some involvement in the administration, teaching, research, supervision, clerical work, maintenance or any other operations required within the department.

The department head or director is held responsible for the general programme content, administration and supervision of all matters relating to the department. The director should know the character and demands of each job, the position and ability of all staff members. Ideally, competent and well-qualified staff members must be sought, this largely rests on the selection procedure adopted and the exact nature of the job required to be conducted. The obvious objective is to place the right person in the right job. Such factors will enhance the proficiency of the director's task in administering the entire management of the department.

A major task of the director is to give consideration to arranging suitable teaching and work loads, and to provide opportunities for professional growth within the department.

The size or number of staff required to function

recreational services effectively will depend on the number of students to be served, whether their courses have viable numbers, the popularity of certain activities and the magnitude of the physical education and recreation programme. Each educational institution will have its own unique programme, therefore, the number of staff will vary considerably.

The present economic situation would suggest that fewer staff throughout all education is inevitable. If this is the case, which is purely speculative, greater demands will be made on staff retaining their jobs. This will particularly affect those personnel involved in recreational services, since such activities among leisure and recreational authorities indicate that these will increase steadily in years to come, such as; Parker (1975), Roberts (1970) and the British and Technical Education Council (1986).

This problem of fewer staff being appointed or maintained and an increase in recreational services, call for greater utilisation of staff resources than ever before. This in turn will call for more physical educators to acquire management and administrative skills. Very few institutes of H.E. offer any formal courses on sports administration or recreation management. A necessary prerequisite for future directors or heads of recreational services will be some management or administrative qualification. This study will hopefully offer a guideline in the administration and co-ordination of recreational services on campuses in H.E. for people employed in such a role, a situation of apparent need in light of the above discussion.

2.3.6 DECISION MAKING

The term decision making is generally referred to as choosing between two or more alternatives. Decisions have to be made in all management functions and the difficulty lies in making the correct decision, having scrutinised all possible alternatives. Directing a large recreational programme involves innumerable decisions. Many alternatives often appear available, but the decision making process requires the selection of one course of action over another. The task of decision making involves many qualities such as, leadership, organisation and utilisation of facilities.

The process of decision making may involve several people, but the ultimate choice often rests on the director or head of a recreational department. Decision making may be regarded essentially as a technique for narrowing choices. Good administration is determined largely by the decision making process which is composed of a series of dynamically related steps. Drucker (1970) contends that the decision making process has five distinct phases; "Defining the problem; analysing the problem; developing alternative solutions; deciding upon the best solution and converting the decision into effective action".

Drucker (1970) stresses that the important aspect of decision making is that it is never to "find the right answer, it is to find the right question". Such an approach will eliminate unnecessary or irrelevant thought and expedite the formulation of the 'correct' alternative together with its implementation.

Other authors agree that the decision making process is one of sequence, the process similar to Drucker's (1970) view. Newman et al (1972) regard the process as: entailing four essential phases; "(1) diagnosing the problem, (2) finding the most promising alternative solution, (3) analysing and comparing these alternatives, and (4) selecting the best alternative as a plan of action".

Decisions are generally made when problems arise, hence the decision making process usually centres around problem solving. The latter is generally used synonymously with the decision making process. Decisions are not, however, exclusively made when problems emerge within the administration of an organisation. All forms of management functions call for various policies to be made and defined. The formulation of policies are vital to the decision making process. A policy may be regarded as a statement of a prudent course of action which is adopted and pursued by an organisation.

Policies serve several purposes such as; permitting a degree of flexibility in the solution of local problems within a department, revealing aims, goals and objectives and to ensure some degree of expediency. Policy making is an arduous and time consuming task involving many people and is defined by Cistore (1981) as "the determination of a course of action that is pursued as being advantageous or expedient". The formulation of policies serve as useful means to the decision making process and the administrative functions of an organisation provided that there is a need for such policies. Too many and rigid policies may disrupt the smooth functioning of an organisation.

It is clear that the decision making process entails a series of logical steps which may be summarised below:-

- (1) There must be a need for decision making whether for problem solving or policy making.
- (2) Define the problem.
- (3) Formulate possible ideas regarding the decision making.
- (4) Analyse the available information and evaluate.
- (5) Develop alternative courses of action.
- (6) Select one course of action regarded as the "best" decision, and
- (7) Implement the decision to action and evaluate.

In certain situations or circumstances, there may be no good decisions at one's disposal. The prime task of the recreational administrator is to make decisions having the conceptual skills to make rational choices on the basis of facts, experience, judgments and recommendations.

2.3.7 THE RECREATIONAL PROGRAMME

The task of developing, maintaining or revising a recreational programme calls for a variety of factors, particularly planning and organisation. Much literature has been documented on what should constitute an effective programme that caters for student and community needs. Attempts to formulate a programme require the application of certain principles derived from a large reservoir of ideas and concepts based on personal experiences, reflections, explorations, culture, customs and traditions. Such wealth of material must be organised, examined, evaluated and analysed scientifically where possible before a recreational programme

can be formulated and implemented.

The principles which go towards establishing a programme are usually based upon the philosophy, attitude, values and beliefs of educational planners and administrators. Such factors are generally governed by knowledge of the growth and development processes, anatomy, physiology, sociology, psychology, education, health and hygiene. After careful scrutiny of all relevant and available principles, aims and objectives of the recreational programme must be structured. This will lead to the selection of activities to be made available on campuses in higher education institutions. Type and scope of activities will depend on a host of factors, limitations primarily being financial, staffing and existing resources.

A recreational programme involves an on-going process and each educational institution will have its own unique programme and administrative structure. All administrative and management functions will have to be analysed as a whole when matters of programming are being examined, as reviewed in this chapter in the light of the various principles outlined above.

The purpose of a recreational programme is to provide opportunities to increase participation, awaken new interests, foster self expression and utilise all resources to advantage. It should serve the leisure-time needs of students and the community, in addition to the academic commitments to those studying professional courses. According to Rodney (1964), the recreational programme should offer a diverse range of

activities and for community use, he contends that planning should take into account "all ages, all economic and racial groups, all creeds, and both sexes - and varying levels of proficiency".

A major problem of the programme is the task of scheduling or time-tabling of facilities and participation. Due to limited finances and resources, priority schedules will have to be made for certain preference groups. Scheduling is inextricably linked with co-ordination, taking into account dates, times, locations, staffing and activities. When attention is given to the programme, matters relating to intramurals, extramurals, sports clubs and community use of facilities will have to be taken into consideration. These have been discussed and reviewed in chapter 2.2.

2.3.8 PUBLIC RELATIONS

An important facet of the communication process is public relations. This is defined by Cutlip and Carter (1971) as "the planned effort to influence opinion through socially responsible performance based on mutually satisfactory two-way communication". The Institute of Public Relations defined public relations as reported by Appleby (1979) as "a planned and sustained effort to establish and maintain mutual understanding between an organization and its public".

Resick et al (1979) regard the terms publicity and public relations as synonymous. The former term they define as "the dissemination of information about individuals or groups in order to attract the public's attention to an event, an outstanding performance, or the development of a new idea".

Public relations involves a technique of communication through which the public learns about the aims and accomplishments of an organisation. Recreation in any institute of higher education plays an integral part in its social life. It is evident that many students and the local community instinctively want to know what activities are conducted that affect their interests.

A major task for a director of recreational services is to organise and present information to all available users of the facilities offered. Fortunately, many methods of disseminating information are at one's disposal, nevertheless one must still be selective and consider which method is going to be the most effective.

Methods of public relations or communications may be classified as:- (1) Word of mouth or personal communication such as; public address system, radio, television, conferences, films and educational courses. (2) Printed or graphic media which include; periodicals, books, exhibits and displays, bulletin boards, newspapers, annual reports, manuals, posters and advertising.

In an institute of higher education, several different sectors might appear and require publicity regarding the recreational services available. These may include; student, staff, faculty, alumni, community, government and press relations. Publicity plays a vital role in terms of promoting activity and utilisation of facilities. In spite of there being a variety of methods available to publicise events and activities, several important factors must be considered.

In this respect, Resick et al (1979) highlight some of the major principles to be considered and the various affects public relations may have on an institution.

- (1) "Good public relations start with a good program.
- (2) A program of good public relations interprets the profession to the public.
- (3) The fastest means of beginning a public relations program is through the students.
- (4) The image of the profession is an important factor in the public relations program.
- (5) Good public relations involves co-operative planning.
- (6) A public relations program must be continuous to be effective.
- (7) A public relations program must be based on honesty.
- (8) A good program of public relations makes use of a variety of media".

2.4 CO-ORDINATION AND CONTROL

2.4.1 CO-ORDINATION

Co-ordination refers to how the various units of an organisation are fused together by good team work. The object is to unite the various components or segments of an organisation into a smooth functioning unit or enterprise. All efforts should be directed to synchronise or fuse all segments into a functioning whole.

Rodney (1964) claims that; "By 'co-ordination' is meant the harmonizing or drawing together of the diverse elements of an organisation toward its central purpose. Co-ordination seeks teamwork. It is the force that welds the working team

into a unified and co-operative unit".

The inference made from Rodney's (1964) view of co-ordination is that good leadership skills are necessary to integrate the activities of an organisation, and this certainly applies to the recreational administrator whose task is diverse. It is also inferred that good co-ordination is not only the concern of the director, although he plays a leading role, but also every member of the organisation has some involvement. All staff must be made aware of the organisation's objectives inspired by the director towards team efforts. Good organising and planning may help to enhance co-ordination and teamwork, these issues having already been reviewed.

Dugdale (1969) shares Rodney's (1964) view regarding co-ordination, but stresses that "co-ordination is not the mere sum of separate plans; it implies the merging of details and the development of the whole (or combination of details) into a common policy or plan".

It is clear that the administrative process of any organisation, including recreation, involves many factors such as; planning, organising, staffing, budgeting and evaluating. Each factor is important in itself, but since all of these form part of a whole, they cannot exist and operate independently if the entire organisation is to function effectively. All units of an organisation must be synchronised in a co-operative effort towards predetermined objectives. This in essence means that all parts must work together, just like the muscles of the body in a tennis serve must perform certain duties and actions in harmony to produce

the end result of a smooth and powerful serve. It is evident, therefore, that the co-ordination of an organisation is a vital process of its administration.

2.4.2. CONTROL

Control is a necessary on-going procedure for effective administration of an organisation. Any organisation will have several operations and controlling techniques to see whether objectives are being met and to high standards. All administrators must determine whether organisational objectives are working according to plan and being met, whether duties and responsibilities are being properly conducted and whether standards are being maintained.

Hicks and Gullett (1976) define controlling as the "process by which management sees if what did happen was what was supposed to happen. If not, necessary adjustments are made".

Luthans (1977) claim that there are three basic elements inherent in the definition of control. "First, control sets the standards and objectives which serve as the guide for performance. Second, control measures and evaluates input and performance according to the standards and objectives. Third, control takes corrective action in the form of a control decision".

It is clear from the above assertions on control that one of the principle functions of administrators is to determine or establish the necessary controls to provide stability and equilibrium within an organisation. Furthermore, the above authors indicate that adjustments must be made if control of

an organisation is not going according to plan, hence control must be a continuous and on-going process in administration. Effective controlling will ensure the administrator to be fully aware of what is happening within his organisation.

2.4.3 SYSTEMS ANALYSIS

The word system is frequently used in administrative literature and generally implies a network of mechanisms constructed for an expressed purpose. A system usually connotes a "wholeness", inferring that a system is the entire functioning unit, complete with subsystems that work together to fulfil some objective. Systems analysis may be regarded as a technique used to study organisations or systems, producing an organisational or disciplined framework, thus eliciting more understanding through attention to detail. The subject of systems analysis is a necessary technique for effective administration of recreational services.

A system could be regarded as a number of units forming one complex whole, or as Candoli et al (1973) indicate that a system contain a "multiplicity of parts, elements or components that interact with one another and work together for some common purpose". The term analysis may imply a reduction of basic elements and a study of their relationships, hence systems analysis can be considered as a study of the relationships of basic components that make up a system. Systems analysis helps to define the series of operations and the involvement of parts contributing to the objectives of an organisation.

Samuelson et al (1977) regard systems analysis as "a formal

procedure for examining process or organisation by reducing it to its human and material resources and relating these component parts to each other". The system approach is one way of thinking of the entire operations of an organisation and its component parts. It can be effective in examining alternatives, decision making and the practical needs of an organisation. According to Hayman(1974) the systems approach may be considered as a problem solving process or a set of processes applicable at various levels in education. He clearly highlights the fact that the systems approach is complex, rigorous, very demanding and costly; however, it is powerful and appears capable of systematically producing change.

The necessity of formulating various process models for campus recreation will involve the technique of systems analysis, in that it involves specialised units of functions which need to be integrated to form an overall or unified operation of all recreational affairs on campuses in H.E.

2.4.4 CO-ORDINATION, CONTROL AND SYSTEMS ANALYSIS ON CAMPUS

It is commonly held that recreational services in college, polytechnic and university campuses have evolved into becoming an integral part of campus life. The levels of participation by all segments of student populations are on the increase. Since these levels are increasing and programmes continue to expand to serve the needs and interests of the recipients, administrators of recreational services must develop appropriate co-ordinative skills in order to effectively administer these services. The development of a system to co-ordinate facilities, staff and activities necessary to conduct these services is the purpose of this study, since no literature exists in this regard, but is vital for future needs and developments in recreation. This is particularly reinforced by the support that leisure and recreational activities are on the increase, in the private, public and voluntary sectors.

A variety of methods may be adopted to assist the co-ordination of recreation on campuses. Such methods with reference to recreation are cited by Rodney

(1964) as follows; (1) Effective communication, (2) Voluntary co-operation, (3) Personal contacts, (4) Use of committees, (5) Staff meetings.

The systems approach to H.E. and in the administration of recreational services on campuses will have certain advantages. Such an approach will help in dealing with the problem of time, finance, personnel, enrolments and quality of teaching and learning. It will help in identifying problems, deal with relevant details of an organisation and establishing a relationship between the elements and units of the system. Systems analysis will help in identifying and creating an awareness of the needs of an organisation and if there is a necessity for change. It helps to establish new goals and strategies and their practicalities. Above all, the systems approach is a useful means of evaluating the effectiveness of performance.

The application of systems analysis will aid an administrator to establish a broad base for the provision of recreational service programmes to all student groups within their educational institution. Systems analysis together with planning, will permit recreational administrators or decision makers to identify the recreational needs and desires of their institution so that the consequences of all the available alternatives can be recognised. It enables the recreational administrator to organise the units of his/her establishment into a meaningful system and for dealing with problems. Furthermore, systems analysis makes possible for long term planning and recreation on campuses more effective, coupled with co-ordination and control.

2.5 FINANCE AND BUDGETING

2.5.1 FINANCE

Higher education in England and Wales is often regarded as a binary system whereby universities and non-university sectors play their own separate and distinctive roles. Universities and non-universities such as; polytechnics and colleges of higher education, are two distinct sectors that are controlled and managed in quite different ways. Universities are financed directly by the Government on the advice of the University Grants Committee. Polytechnics and colleges form part of a national educational framework that is managed and controlled by local education authorities.

It is clear that the two sectors of higher education receive their finances from different sources. The universities gain their finances from the University Grants Committee and the non-university sector from local education authorities. The latter gain supplementary expenditure by the Rate Support Grant, which is approximately 60% of all local government expenditure (Matterson 1981).

Finance and budgeting proposals will differ among every institute of higher education. Sources of income will vary as will expenditure. Finance generally refers to the various means of income and spending, whereas budgeting may be regarded as a planned statement of anticipated income and/or expenditure for a given period. It is prepared in advance and is usually based on past experience, present conditions and estimated future trends.

Appleby (1979) asserts that "Budgeting is the word given to the formulation of plans for a given future period, expressed in quantitative terms". Resick et al (1979) regard that "The budget is basic to financial management in any field of endeavour. A budget is a written estimate of anticipated income and expenditures..... Once the budget is prepared and approved, it serves as a guide for the spending of funds".

Financial and budgetary controls rests primarily on two factors. Firstly, the projection of events into the future must be realistic at the time the budget is prepared and secondly, to ensure that forecasts are matched by actual events and their financial effects.

2.5.2 PLANNING, PROGRAMMING AND BUDGETING SYSTEMS (PPBS)

Appleby (1979) regard PPBS as "a system which analyses and classifies expenditure according to the policy ends the expenditure is to achieve". The essential purpose of PPBS according to this author is for it "to provide an improved framework of information analysis to enable decisions to be reached about the allocation of resources and establishing just what a department is trying to achieve". Appleby (1979) suggests that the PPBS is initiated by the "Identification of strategic problems" followed by defining the major objectives of the department or programme. An analysis of the financial costs of the programme is then calculated to form the "programme budget", which is then implemented.

Resick et al (1979) highlight the fact that PPBS "is designed to develop and present information in the best possible manner

in order to aid management (higher administration) in making the best possible allocation of limited resources for which many units are competing". This is particularly apt in higher education.

2.5.3 FINANCING, BUDGETING AND PPBS ON CAMPUS

Many institutions in higher education are very reluctant in revealing their actual financial figures and what amounts are allocated to their various departments. This rather secretive affair has led to very little literature being documented, other than on the theoretical aspects of finance. Problems of extracting information on finance or budgeting became apparent in the Association of Polytechnic Physical Education Lectures (A.P.P.E.L.) and the Universities Physical Education Association (U.P.E.A.) Surveys reviewed in Chapter 3.

It is evident that a director of recreational services must include financing and budgeting as part of his or her administration. Efficient administration cannot be conducted without knowledge of plans for financial economy. There are several values for budgeting, these may include; the needs of a department or institution can be met more economically and efficiently; methods of dispersing and amount of funds distributed can be revealed and checked; expenditures can be kept in line with income; and budgetary needs for the ensuing year can be estimated.

Apart from the statutory or regular allocation of funds to a department, a recreational services department may have several sources of revenue and funds to maintain its programme.

These may include; gate receipts, student club fees, hiring of facilities, advertisement in programmes and discounts for purchasing equipment, among others. The scope of activities offered rests largely on these other means of revenue, thus become important considerations.

Expenditures for recreation and physical education may take several means. One means of classification is suggested by Resick et al (1979) is to itemise expenditure into "equipment, supplies, maintenance, repairs and major permanent improvements". They suggest another means by major programme areas such as; physical education classes, intramurals and recreational programmes. The above itemised expenditures could be included as sub-sections for the major programme areas.

With regard to PPBS, Resick et al (1979) suggests that the elements of the recreational services planning and programming should be taken into account to help budget decision making. They indicate "that planning is the first stage followed by the identification of the programme needs whereby input and output of finances become very specific".

2.6 EVALUATION

2.6.1 EVALUATION

Evaluation is a most important phase in the duty of an administrator. The task of evaluation should not be regarded as a separate entity but closely linked to other elements of administration, especially planning, control and reporting. Evaluation may be regarded as the process by which the worth of something is appraised or judged.

The process of evaluation may begin with the formulation of objectives, how they are to be attained and finally an analysis and appraisal of results. A critical review of all procedures in relation to the objectives must be made if the desired results are to be attained. This will require a continuous process of reviewing the objectives, procedures and desired results in relation with each other.

According to Wilhelms and Diederich (1967), evaluation must perform five fundamental tasks:-

- "(1) Facilitate self-evaluation.
- (2) Encompass all the objectives.
- (3) Facilitate teaching and learning.
- (4)- Generate records appropriate to various uses.
- (5) Facilitate decision-making on curriculum and educational policy.

Wilhelms and Diederich (1967) assert that "the ultimate purpose of the whole process of evaluation is to provide feedback to guide every person who needs to learn and every person who needs to assist learning". Although their assertion of evaluation is directed to the learning process of individuals, it does have relevance to the evaluation of a recreational services programme, since a director and his/her staff must learn how effective their programme, facilities and equipment are being utilised or fulfilled.

2.6.2 COMMUNICATION AND REPORTING

Accurate communication is often regarded as the lifeblood of an organisation. It is the process of exchanging information and is closely linked with public relations. An organisation's

success is usually based on the effectiveness of its communication processes. Most problems arising in an organisation stem largely ~~from a~~ lack of communication.

Vardaman and Halterman (1968) discuss comprehensively the nature of communication in organisations. They regard communication as; "the flow of material, information, perception and understandings between various parts and members of an organisation" including "all the methods, means and media of communication (communication technology), all the channels, networks and systems of communication (organisation structure), all the person-to-person interchange (interpersonal communication)..... It includes all aspects of communication; up, down, lateral; speaking, writing, listening, reading; methods, media, modes, channels, networks, flow, interpersonnel, intraorganizational, interorganizational".

It can be deduced from the above authors' conception of communication that the matter has extensive means at its disposal. It is suffice at this stage to state that communication is a vital tool to effective management of an organisation, providing a suitable approach and method is made.

Reporting refers to informing people to whom one is responsible regarding all activities that are taking place within an organisation. It is important for all personnel to keep themselves up to date on facts, figures and events that are taking place. This will allow administrators to have convenient, accurate and sufficient knowledge about how well the organisation is functioning. Similarly, administrators will learn of their strengths and weaknesses.

A system of reporting will aid towards controlling an organisation. With regards to a recreational service department, Rodney (1964) indicates that each operating unit "should prepare reports that summarize the basic data needed by the administrator for purposes of supervisory control". An administrator must have devices which provide him with data and information which he can use to direct and control the organisation's functions.

The administrator may employ many techniques for the reporting function of an organisation such as; keeping records, making inspections and conducting scientific investigations. The information required for reporting may be in the form of daily, weekly, monthly, termly or annual reports. Such reports may be concerned with equipment, supplies, finance, facilities, attendance, grades, promotion, health, accidents and injuries.

Reports are of little value and wasted energy expenditure unless something worthwhile is done with them. They do, nevertheless, serve as a record giving official and professional status to the college, polytechnic or university departments. In all reporting activities, directors of recreational services have the added responsibility to observe, gather, organise and report data and information pertinent to their work.

2.6.3 ACCOUNTABILITY

Accountability is an important issue and pertains primarily to financial matters. The public are always seeking for accountability in education and Matterson (1981) states that higher education must "expect to be accountable not only for

the money they spend and for the effectiveness and efficiency with which their business affairs are conducted but also for what they do". McIntyre (1970) indicates that education faces the task of being accountable to the public in evaluating their functions.

Due to the threat of inflation, educational administrators have to look more closely to the wise expenditure of its revenue and funds. Such people will be confronted with the task of developing quality programmes with fewer resources than have been available previously. The accountability of expenditure will have to be substantiated as necessary and is vital for the institution concerned.

Such accountability will also be of uppermost importance to directors of recreational services, for they too will have to account for all expenditure and activities offered within their programme. With the general consensus that leisure and recreational activities are showing signs of continuous increase (Parker 1975 and Talbot 1972), proper utilisation of all resources and facilities will be essential to the growth and development of such services. This will particularly apply when limitations are imposed in terms of finances available. The issue of accountability will become a more prominent feature in educational administration, especially where finances are concerned.

2.6.4 EVALUATION ON CAMPUS

A variety of factors will have to be taken into account in the evaluation process of a recreational services department in an institute of higher education. Evaluation will involve

students, staff, facilities, equipment, programmes and the administrative components of the department. The task of evaluation is thus, an extensive project, yet necessary if effective and economic progress is to be made.

Rodney (1964) regards evaluation as representing "the final appraisal of the department's program and services and of the extent to which objectives were accomplished".

It is evident that a recreational services programme in an institute of higher education has many ramifications, therefore, such a programme or department is in need of periodic evaluations. The frequency of evaluations will depend largely on the complexity and size of the department in terms of the diversity of options provided and available. Resick et al (1979) consider that the evaluation of a physical education programme must include facilities, curriculum, staff and administration which should be periodic.

An evaluation of a recreational services programme on campus should provide an appraisal of the results and an assessment of the effectiveness of the administrative processes within the department. The outcomes of the administrative processes of the department may be judged by the employment of certain kinds of instruments by which data may be collected for analysis such as; interviews with students, surveys and questionnaires.

It is clear that the role of evaluation plays an important function in the management and administration of a recreational services department. The results obtained and careful recording can ease the efficiency and indicate where, if thought necessary, modifications to the administration should be made.

CONCLUSION

It is evident from the literature reviewed that recreation encompasses many facets. Due to the diversity of topical issues, the literature pertaining to recreation, and more specifically to campus recreation, appears fragmented or documented in rather isolated forms. Much of the literature discusses recreational management or administrative procedures in general terms, in that they may equally apply to other organisational structures and functioning. Very little literature in fact relates specifically to campus recreation in educational institutions.

There is a danger when studying or analysing recreation by individual aspects in isolation, for it can create artificial divisions within a complex system where the processes of interaction itself may have a profound effect. This is particularly apposite where resources for recreation are concerned. They are often seen as identifiable and physical elements, a view which could be misleading, since it may give the impression that recreational resources are finite or limited in quantity.

The literature reviewed in this chapter includes areas of organisation, planning, co-ordination, finance, evaluation and their respective rubrics. Many of these areas are documented only in general terms and not specifically to recreation, and very few are concerned with campus recreation. There appears to be a lack of documented data on; community use of recreational facilities, recreational planning, recreation staff and their qualifications, co-ordination of recreational facilities and programmes, and systems analysis relating to recreation or its application to recreational management. There also appears to be a marked lack in literature and data pertaining

to process models and recreation, and campus recreation in general.

It is clear, therefore, that further research analysis into recreation, especially campus recreation, is of the utmost necessity. This chapter highlights the inadequacy of literature relating to campus recreation and this study attempts to bridge these gaps by seeking data and information by means of a questionnaire. In light of this chapter, the gaps appear to be chiefly in the following areas; departmental background on recreation, student populations, community or external use of recreational facilities, the administration and scheduling of recreational facilities, the range and extent of sports clubs and frequency of evaluations. Such inadequacies will be incorporated into the questionnaire to bridge the gaps presently existing in the literature.

Chapter three which follows, draws some information and data on various aspects of physical education in universities and polytechnics. The information obtained will, along with the literature review, help towards formulating the questionnaire. Comments regarding the two surveys will be made at the end of the chapter in the form of a conclusion together with an overall overview of the surveys and literature review.

CHAPTER 3 REVIEW OF OTHER SURVEYS

INTRODUCTION

In recent years the Association of Polytechnic Physical Education Lecturers (A.P.P.E.L.), and the Universities Physical Education Association (U.P.E.A.) have conducted surveys to indicate the state and trends in recreation and physical education in Polytechnics and Universities respectively. There are no surveys concerning Colleges of H.E.

The two latest surveys are quite comprehensive giving a variety of information and data pertaining to recreation and physical education. The most up to date survey conducted by the A.P.P.E.L. was completed in May 1981 which covered a three year span. Data on various aspects of recreation and physical education was obtained by means of a questionnaire sent to all Polytechnic Physical Education and Recreation Departments.

The A.P.P.E.L. survey sent out 31 questionnaires and had 25 respondents (80.6%). The aim of the survey was to elicit the following information:-

- (1) General institutional information.
- (2) Staffing
- (3) Financing
- (4) Courses
- (5) Facilities
- (6) Student Unions

The finance section was not completed due to lack of information submitted by the respondents.

In 1968, the Director of Physical Education at Edinburgh University compiled a questionnaire seeking information on finance and facilities for sport in universities. The 1968 U.P.E.A. Conference had a general consensus that an official and more comprehensive reference of information on physical education in British universities be formed.

During 1972, Mr. R. Flemming developed a comprehensive survey of physical education in British universities by way of a questionnaire. Three surveys have been produced and published:-

- (1) Survey No.1 (1972/73)
- (2) Survey No.2 (1974/75) and Analysis-Review
- (3) Survey No.3 (1976/77) and Analysis-Review

Only the third survey will be reviewed and the May, 1981 A.P.P.E.L. Survey.

The Analysis-Review of the U.P.E.A. Survey No.3 1976/77 had 40 respondents from a possible 45 university physical education departments taking part. The questionnaire designed for this survey attempted to elicit a range of information which was used for its various chapter headings.

These briefly included:-

- (1) Availability and usage of sports facilities.
- (2) Popularity and availability of different sports.
- (3) Representative sport at university club level.
- (4) Intramural programmes.
- (5) Staffing, qualifications, academic courses and organisational structure for physical education, recreation and sport.

- (6) General review of research in physical education departments.
- (7) Income and expenditure for physical education, recreation and sport.
- (8) Facilities for physical education, recreation and sport.

Due to the wealth of information provided by both the A.P.P.E.L. and U.P.E.A. surveys, only details relevant to the present study will be extracted under the following rubrics:-

- (1) Staffing and Support Staff
- (2) Courses
- (3) Intramural facilities
- (4) Sites
- (5) Facilities
- (6) Student Unions
- (7) Financial implications
- (8) Usage and Availability
- (9) Overall comparison of the two surveys and any deficiencies which might appear.

3.1 STAFFING AND SUPPORT STAFF

The major aims of the A.P.P.E.L. survey regarding staffing are given below:-

- "(a) To indicate the total number and distribution of Physical Education and Recreation, teaching support and secretarial staff in Polytechnics.
- (b) To reveal any significant changes in the above during the three periods covered by the survey".

A 74% response return (23 Polytechnics) was obtained from this section.

The following tables reveal the staffing situations in conducting the Physical Education and Recreational programmes in Polytechnics.

TABLE 1: TEACHING STAFF - FULL-TIME (POLYTECHNICS)

<u>1978/79</u>						<u>1979/80</u>					
PE		REC		PE/REC		PE		REC		PE/REC	
M	F	M	F	M	F	M	F	M	F	M	F
38	32	13	3	86	51	37	32	13	3	87	50
70		16		137		69		16		137	

<u>1980/81</u>					
PE		REC		PE/REC	
M	F	M	F	M	F
39	33	17	3	86	48
72		20		134	

It can be observed from Table 1 above that the full-time teaching staff in the various sections have remained relatively constant during the three year period of the survey. The above figures also reveal that the gap between males and females is far fewer in the PE section than in the other two. It is also evident from the table that in each of the three years surveyed, the full-time staff in the PE/REC section account for almost 61% of the total staff, whilst those of the PE and REC sections account for approximately 30% and 8% respectively.

TABLE 2: TEACHING STAFF - PART-TIME (POLYTECHNICS)

<u>1978/79</u>						<u>1979/80</u>					
PE		REC		PE/REC		PE		REC		PE/REC	
M	F	M	F	M	F	M	F	M	F	M	F
1	2	41	16	6	2	1	-	39	15	6	2
3		57		8		1		54		8	

1980/81

PE		REC		PE/REC	
M	F	M	F	M	F
1	-	37	14	5	1
1		51		6	

Table 2 shows that a gradual decline in part-time staff has occurred. The table does, however, indicate quite clearly that recreation is very dependent upon part-time staff in Polytechnics, in that numbers far exceed those in PE and PE/REC sections. Approximately 85% of all part-time staff in each year were employed solely in recreation.

TABLE 3: NUMBER OF PART-TIME HOURS PER ANNUM IN POLYTECHNICS

	<u>PE</u>	<u>REC</u>	<u>PE/REC</u>
1978/79	440	3444	5154
1979/80	440	3085	6574
1980/81	440	2865	5460

The respondents to the question of the total number of part-time hours per annum were very few. The survey, however, suggests that the following conclusions can be drawn if the above figures in Table 3 represented a 100% response:-

- "a) That PE Departments do not rely heavily on part-time teaching.

- b) That Polytechnic Recreation Departments, and more especially PE/REC Departments, rely very heavily on part-time teaching.
- c) In Recreation a steady decline in the number of part-time hours can be seen (e.g. 17% fewer part-time hours 1980/81 than in 1978/79".

TABLE 4: SUPPORT STAFF - FULL-TIME (POLYTECHNICS)

<u>1978/79</u>						<u>1979/80</u>					
PE		REC		PE/REC		PE		REC		PE/REC	
M	F	M	F	M	F	M	F	M	F	M	F
2	-	14	3	27	9	2	-	14	3	27	11
2		17		36		2		17		38	

1980/81

PE		REC		PE/REC	
M	F	M	F	M	F
3	-	15	3	27	11
3		18		38	

The total number of full-time support staff has remained relatively constant in each area during the three year survey.

TABLE 5: SUPPORT STAFF - PART-TIME (POLYTECHNICS)

<u>1978/79</u>						<u>1979/80</u>					
PE		REC		PE/REC		PE		REC		PE/REC	
M	F	M	F	M	F	M	F	M	F	M	F
1	-	5	1	3	1	2	-	6	2	3	1
1		6		4		2		8		4	

1980/81

PE		REC		PE/REC	
M	F	M	F	M	F
2	-	6	2	3	1
2		8		4	

The Recreation and PE/REC sections constitute approximately 85% of all part-time support staff.

TABLE 6: SECRETARIAL STAFF - FULL-TIME AND PART-TIME (POLYTECHNICS)

<u>1978/79</u>						<u>1979/80</u>					
PE		REC		PE/REC		PE		REC		PE/REC	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
8	9	3	7	8	15	8	9	3	6	10	18
17		10		23		17		9		28	

<u>1980/81</u>					
PE		REC		PE/REC	
FT	PT	FT	PT	FT	PT
8	9	3	6	12	19
17		9		31	

The total numbers of full and part-time secretarial staff in PE and REC have remained almost constant, but in the PE/REC sector, a gradual increase is evident.

STAFFING IN UNIVERSITIES

The 1976/77 U.P.E.A. Survey indicates that a period of "no-growth" occurred in university staff during the 1972-77 quinquennium and very few additional appointments have been made since 1974/75.

The survey indicates that there have been many promotions to Senior Lecturer, which reflects the academic and research activities being conducted. There is, however, a necessity to designate a lecturer as being responsible for P.E., sport and recreation asserts the survey.

The administrative structure of recreation in universities shown to vary widely with contributions being made by the student Athletic Union, University Estates and other administrative departments.

The number of staff designated "groundsman" by the U.P.E.A. Survey vary quite considerably in some universities.

Difficulty arises in accounting for such variation since several universities provided no information. Sports centres or indoor facilities are managed by the "administrative or academic staff designated as Physical Recreation, Sports Centre, or Physical Education personnel". Only 6 universities employ technicians in P.E./Sports Centres.

Many universities employ visiting staff for coaching in a variety of activities, a considerable increase from previous surveys. Some universities revealed their total expenditure on this aspect of their programme. Table 7 illustrates the number of visiting staff and in some cases total expenditure. It is interesting to note that those universities showing a large number of visiting staff do not necessarily incur the largest expenditure.

It is evident from the U.P.E.A. Survey that a variety of staffing capacities are necessary for the administration and management of a university recreational and sports department. Numbers will always of course vary due to several factors such as; size of university, student/staff populations, geographical situation and type of programmes offered.

TABLE 7: VISITING COACHING STAFF

<u>UNIVERSITY</u>	<u>NO. OF VISITING STAFF</u>	<u>COST</u>
Aston	6	-
Birmingham	10	£4000
Bristol	4	-
Brunel	9	-
Cambridge	5	-
Essex	5	-
Hull	3	-
Keele	13	£2438
Kent	9	-
Lancaster	29	£1965
Leeds	5	-
Leicester	14	£2090
Liverpool	22+	£1630
Loughborough	1	-
Manchester	7	-
Newcastle	18	£3992.57
Sheffield	10	-
Surrey	7	-
Sussex	3	-
Warwick	6	-
York	9	-
Edinburgh	3	£ 40
Heriot-Watt	6	-
St. Andrews	1	£ 242.50
Stirling	12	£1247
Strathclyde	20	-
Aberystwyth	2	£ 660
Bangor	11	£ 910
Cardiff	10	£ 467
Swansea	2	£ 76

It is clear from the two surveys regarding staffing, that only figures were sought and no data exists in categorising staff in the various tasks associated with recreation, for example; academic/research staff, receptionists/attendants and their involvement with certain sporting bodies. This applies equally to F/T and P/T staff. More importantly, neither survey indicates any suggestion on how staff should be managed or what their respective roles are in relation to conducting campus recreational affairs. Such areas are of importance and will be used in the development of the questionnaire for this study.

The U.P.E.A. survey does assert, however, that staffing capacities are necessary for administering and managing a university recreational department. It also asserts that staff numbers will vary according to the size of the university, staff/student populations, geographical location and types of programmes offered. In suggesting these factors, no data exists, therefore it will be a necessary inclusion in this study's questionnaire. The development of guidelines in the administration and management of recreational services appears even more vital in the light of the many staff that are involved with campus recreation and the diversity of activities possible within the umbrella of recreation. Furthermore, neither study attempts to discover to what extent staff are involved in external sporting bodies, for example; the Sports Council and the British Olympic Association.

3.2 COURSES (POLYTECHNICS)

The purpose of this section in the A.P.P.E.L. Survey was two-fold. Firstly, to indicate the nature of the work being conducted in Physical Education and Recreation and, secondly to compare enrolment figures for the year's 1978/79 and 1979/80 under the following sectors:-

- (i) Academic teaching.
- (ii) Recreation courses.
- (iii) Intra-mural competition (team and individual).

Only the latter two sectors are pertinent to the present study.

Recreation Courses

Respondents were asked to list their recreation courses under the following rubrics:-

- (1) Subject e.g. Archery.
- (2) Level - Beginner, Improver or Advanced.
- (3) Amount - Number of courses per subject.
- (4) Participants - staff, student, community.
- (5) Total attendance per annum.

23 Polytechnics replied to this section. The number of Polytechnics conducting various recreation courses are outlined in Table 9 with fitness being contained in 18 Polytechnics.

TABLE 9: THE VARIOUS RECREATION COURSES CONDUCTED
BY POLYTECHNICS

<u>SUBJECT</u>	<u>NO. OF POLYTECHNICS</u>
Olympic Gymnastics	4
Climbing	6
Ski-ing	8
Hockey	8
Rugby	8
Basketball	10
Netball	10
Cricket	10
Golf	10
Sailing	11
Football	11
Archery	11
Fencing	11
Table Tennis	12
Judo	12
Canoeing	12
Dance	12
Weight Training	12
Volleyball	14
Karate	14
Yoga	14
Squash	15
Tennis	15
Swimming	15
Trampolining	15
Badminton	16
Fitness	18

The A.P.P.E.L. Survey indicates that "The information received concerning the numbers of courses, the numbers of participants and total attendances, indicates that a substantial amount of recreation is not recorded with the same stringency as in the academic sector".

The U.P.E.A. Survey made no specific reference regarding recreational courses conducted in universities.

3.3 INTRAMURAL FACILITIES

The A.P.P.E.L. Survey made specific reference to the various sports/activities regarding intramural facilities, whilst the U.P.E.A. made attempts to acquire numbers of participants and where such activities are administered. The number and type of activities/clubs in universities can be seen in the Financial Implications Section (Ch.3.7).

INTRAMURAL COMPETITIONS - INDIVIDUAL/TEAM (POLYTECHNICS)

Recipients were asked to list their intramural competitions according to the following:-

- (a) Subject
- (b) Amount or number of competitions per annum
- (c) Attendance - total number of participants per annum.

23 replies were received and the information elicited is listed below in Table 10:-

TABLE 10: INTRAMURAL COMPETITIONS IN POLYTECHNICS

<u>Competition-Individual</u>			<u>Competition-Team</u>		
<u>Subject</u>	<u>(f)</u>	<u>(%)</u>	<u>Subject</u>	<u>(f)</u>	<u>(%)</u>
Archery	1		Badminton	9	39
Badminton	18	78	Football X1	11	48
Fencing	3	13	Football V	19	83
Golf	5	21	Hockey X1	4	17
Squash	13	56	Hockey V	7	30
Table Tennis	13	56	Rugby V11	10	43
Tennis	14	61	Squash	11	48
Trampoline	1		Table Tennis	12	52
Superstar	2		Tennis	4	17
Athletics	1		Cricket	2	9
Cross-Country	1		Basketball	7	30
Road Race	1		Volleyball	4	17
Swimming	1		Netball	2	9
Weight Lifting	1				

Three respondents indicated no intramural competitions and insufficient information was revealed regarding numbers of participants.

Intramural Programmes for Physical Education,
Recreation and Sport in British Universities:

Several features were established in this section of the Survey such as; number of intramural sports; number of participants; how intramurals are administered and organised and their finance and expenditure.

Comparisons were made between the 1976/7 and 1974/5 surveys. Fourteen universities had increased their number of sports offered giving a total increase of 62 sports. The most noticeable universities in this respect were Heriot-Watt (+12); Sheffield (+8) and Nottingham and Keele (+7). Four universities had maintained their numbers between the two surveys. However, a decrease occurred in ten universities, but with only a loss of 17 sports overall. Seven of these universities only dropped one sport whilst Edinburgh had the largest fall with five sports.

The range of participation in intramural sports among the universities (37 respondents) is given in Table 11. However, the Survey stressed that details were not as full as hoped, but an improvement had been made compared with the returns of earlier surveys.

TABLE 11: RANGE OF PARTICIPATION IN INTRAMURAL
SPORTS IN UNIVERSITIES

<u>Number of Participants</u> <u>(Ranges)</u>	<u>Number of Universities with Participation</u>		
	<u>Total Figure</u>	<u>Men</u>	<u>Women</u>
3000+			
2751 - 3000	1		
2501 - 2750	1		
2251 - 2500	1	1	
2001 - 2250	2	2	
1751 - 2000			
1501 - 1750		1	
1251 - 1500	4	1	
1001 - 1250	4	2	
751 - 1000	6	9	
501 - 750	5	8	3
250 - 500	3	2	3
0 - 250)			
))		1	19
0 - 100)			
Total of Universities	27	27	25

With regard to female participation, 25 universities provided figures and Leeds, Southampton and Sussex had more than 500 female participants. Surrey listed 306; Sheffield, Surrey and Dundee had over 250 female participants in intramurals and 19 universities had fewer than this. Sheffield offered 15 different intramural sports to females, Sussex 12 and Dundee 11. The survey notes that Welsh universities appear to have virtually no intramural sports for women.

In contrast, only three universities had less than 500 male participants (seven in the 1974/5 survey). 500-1000 male

participants were listed by 17 universities, whilst 3 indicated over 2000.

TABLE 12: THE ORGANISATION AND ADMINISTRATION OF INTRAMURAL PROGRAMMES IN UNIVERSITIES

	<u>No. of Universities</u>
P.E. Departments	15
P.E. and Athletic Union	7
P.E. and Clubs or Halls	7
A.U. and Intramural	
Committee or Clubs	5
Clubs, Colleges	2
No information	4
	<hr/>
Total of Universities	40
	<hr/>

Too many universities submitted inadequate information on this occasion compared to the 1974/75 Survey, thus making it difficult to determine whether P.E. departments are taking a more positive role in the organisation and administration of the intramural programme.

Table 12 clearly indicates that P.E. departments are the initiating agency for intramural organisation and that they also collaborate with Athletic Unions and Clubs or Halls.

TABLE 13: METHODS OF FINANCING INTRAMURAL SPORTS.

	<u>No. of Universities</u>
P.E. Departments	13
P.E. and Athletic Unions	3
Athletic Unions	8
Entry fees or Self financing	3
College/Club Subscriptions	1
None required	2
No information or not applicable	10
	<hr/>
	40
	<hr/>

Only eleven universities submitted actual figures for expenditure. P.E. departments are evidently the most prominent source of intramural finance. The Athletic Unions also provide revenue for intramural sports. Loughborough University provided by far the largest source of intramural income (£1,600.) Stirling University provided an income of £836 (£273 from fees and £563 P.E. department grant).

From the data received, difficulty arises in determining which universities got most value for their money for intramural programmes. It is clear that many universities have an extensive intramural programme, but the lack of information supplied casts doubts on whether greater expenditure promotes a more successful programme of intramural sports.

The U.P.E.A. survey attempts to find out where intramural programmes or courses are administered, but ~~do~~ not seek to find out how they are managed in terms of their monitoring and controlling. There is an inadequacy in this respect and, therefore, needs to be a requirement in the development of the questionnaire in this study. Other deficiencies where intramural /extramural programmes may possibly be administered, appear to be in the institution's education department and registrar's department, thus a need also to be included in this study's questionnaire.

The popularity of the different sports ~~is~~ not too clearly indicated by either survey or how they compare with each other in different universities or polytechnics. That is, do certain popular activities have the same popularity throughout most universities or polytechnics? Hence, a more in-depth account needs to be sought so that facilities can be provided to meet the demands of the more popular activities, and more importantly, which geographical locations gain most attraction for certain activities. Such data and information will be sought by this study's questionnaire.

3.4 SITES

Only the A.P.P.E.L. Survey made specific reference of sites for recreational services.

This component of the A.P.P.E.L. Survey questionnaire attempted to assess the problems Polytechnics may experience in the provision of facilities in terms of the number and spread of sites.

A site was defined by the questionnaire as probably being "a campus, isolated set of facilities, or an area incorporating Polytechnic buildings, e.g. City Centre". The term site does appear to evade precise definition, and hence the survey does accept the fact that interpretations of the definition given will vary among respondents. Due to this limitation, Polytechnics were asked to provide the following information:-

- (i) Number of sites per Polytechnic
- (ii) Distance of each site from the main site
- (iii) Size of site
- (iv) Sport and physical recreation facilities on each site.

From the above, the A.P.P.E.L. Survey revealed the following tables and information:-

TABLE 14: SITES PER POLYTECHNIC

Total number of Polytechnics	23
Total number of sites	120
Range of Sites/Polytechnic	1-12
Average number of Sites/Polytechnic	5.2
Standard Deviation	2.8

It is clear that in general, Polytechnics have multi-site facilities. The A.P.P.E.L. Survey reports that all but one (95.6%) of responding Polytechnics are multi-sited. This could lead to communication and co-ordination difficulties.

TABLE 15: DISTANCE OF SITES FROM MAIN SITE IN POLYTECHNICS

<u>DISTANCE IN MILES</u>	<u>PERCENTAGE NO. OF SITES</u>
less than 1 mile	2.1%
1 - 2	17.9%
3 - 5	36.8%
6 - 10	35.7%
11 - 15	1.1%
16 - 20	2.1%
21 - 25	2.1%
26 - 30	2.1%

It can be deduced from Table 15 that 72.5% of sites are between 3 and 10 miles from the main site. This would suggest that multi-site Polytechnics have considerable distances between their sites.

Regarding size of site, Polytechnics were asked to "Approximate numbers of students based on this site, i.e. attending lectures and including Halls of Residence". Only 18 Polytechnics (58% of sample) were able to provide information on 64 sites (53% of all sites) about the number of students on each site.

Several of these respondents were unable to offer complete information. It was assumed that difficulties arose in estimating students based on site, due to libraries and so

forth, which have a great number of users, but who need not necessarily be based on a site. In spite of this difficulty the results revealed the following:-

TABLE 16: SIZE OF SITES IN POLYTECHNICS

<u>Students on site</u>	<u>Percentage No. of sites</u>
0	6.3%
1 - 250	25.0%
251 - 500	17.2%
501 - 1000	21.9%
1001 - 2000	4.7%
2001 - 3000	7.8%
3001 - 4000	10.9%
4000 +	6.3%

From the above figures, it can be observed that 25% of sites have between 1 and 250 students, 42.2% between 1 and 500 students and 64.1% between 1 and 1000 students. Only 17.2% of sites have over 3000 students.

With regard to sport and physical recreation facilities on each site, the data revealed the following:-

- (i) 10 Polytechnics (43%) reported having sites with no such facilities.
- (ii) 17 Polytechnics (57%) reported no sites without sports or recreation facilities.

The above figure in (i) suggests that many Polytechnics are at a disadvantage in having no facilities for sports and recreation. This, however, does not take into account facilities which may be hired locally.

Many universities have more than one site for their recreational programmes but no data or information is provided in the U.P.E.A. survey. The A.P.P.E.L. survey gives a rather broader account of the different sites in polytechnics. The average number of sites per polytechnic indicated is 5.2 which seems quite large, and therefore, there is an important need to develop some guidelines or administrative procedure to co-ordinate the various recreational facilities among the different sites. The survey does not attempt or give any information on how this can be achieved, hence a necessary addition to the questionnaire in this study.

Further support for the need to co-ordinate and control campus recreational facilities, is indicated by the fact that 36.8% of polytechnic sites are situated 3-5 miles from the main site and 35.7% between 6 and 10 miles. The A.P.P.E.L. survey makes no attempt to provide any suggestions on how facilities at their various sites are controlled or co-ordinated which seem necessary in order to achieve proper utilisation. The U.P.E.A. survey has completely overlooked this important fact, for many universities have multi-site recreational facilities.

3.5 FACILITIES

This section for both the A.P.P.E.L. and U.F.E.A. Surveys was quite comprehensive covering a variety of items.

POLYTECHNIC FACILITIES

The A.P.P.E.L. Survey sought the following information regarding facilities:

- (i) Office facilities - teaching and administration staff.
- (ii) Changing and showering facilities.
- (iii) Sports Halls - Number, size and spectator accommodation.
- (iv) Gymnasias - Number, size and spectator accommodation.
- (v) Storage space for Sports Halls and Gymnasias.
- (vi) Swimming pools and squash courts.
- (vii) Specialist activity areas.
- (viii) Grass areas.
- (ix) Athletics
- (x) All-weather areas.
- (xi) Hard surface areas - Tennis and netball.
- (xii) Floodlighting.
- (xiii) Storage for outside facilities.
- (xiv) Storage for outdoor pursuits equipment.
- (xv) Specialist outdoor centres.
- (xvi) Facilities hired by Polytechnics and distance from nearest site.

It is clearly evident that the topic of facilities in Polytechnics is very broad, which undoubtedly leads to difficulties in programming and co-ordinating. Although the list above required serious thought in the administering and co-ordination of recreational services, it would be

impractical to review all of these in detail from the A.P.P.E.L. Survey. However, the more salient features will be reviewed that are considered relevant and important to the present study.

Office facilities for teaching staff are relatively well provided, the majority having this facility on more than one site. In contrast, however, many Polytechnics have no office facilities for administrative staff, this seemingly presents problems for the organisation and administration of programmes.

Sports Halls provisions varied among the Polytechnics. Problems may have been met by the respondents in their interpretation of what actually constitutes a sports hall. A gymnasium or specialist activity area may have been included. In spite of this limitation, the survey reveals that 14 (61% of sample) Polytechnics reported to have at least one sports hall and 8 (34.8%) having more than one. The majority of sports halls can accommodate 3 or 4 badminton courts, 47.8% of the sample having a four court hall.

With regard to gymnasia facilities, this appears to be adequate in most cases. 20 (86.7%) Polytechnics reported having at least one gymnasium and 17 (74%) having two or more. 18 (78.2%) Polytechnics had at least a gymnasium of the size $269m^2$. Storage facilities appear a problem in many Polytechnic sites.

Swimming Pool provision seem to be poor the survey reports. 11 (47.8%) Polytechnics reported having a pool, 3 (13%) of whom had 2 pools, one of which possessed 2 indoor pools.

14 (60.9%) Polytechnics reported to having squash court facilities. Total number of courts was 39 giving an average of 2.7 courts per Polytechnic. The survey indicates that "Again Polytechnics would seem to be surprisingly poorly provided with this facility".

Specialist Activity Areas may have presented problems in interpretation, thus the figures quoted may not be accurate. The survey indicates that "A general activity room was assumed to contain activities not normally accommodated in the gymnasium or sports hall, possibly also being restricted in size". The more popular of these specialist activity areas were dance, weight training, fitness and human performance laboratories.

Grass areas offered several provisions and the extent of activities available can be seen from the figures below:-

TABLE 17: GRASS AREAS IN POLYTECHNICS

<u>Facility</u>	<u>Total No.</u>	<u>Polytechnics with facility</u>	
	<u>Overall Polytechnics</u>	<u>No.</u>	<u>Approx. % Sample</u>
Cricket	49	20	86.9
Football	108	22	95.6
Golf/Putting	3	3	13.0
Hockey	54	21	91.3
Lacrosse	6	3	13.0
Netball	2	1	4.4
Rugby	47	21	91.3
Tennis	73	10	43.5

The survey regards the number of grass tennis courts surprisingly high. It assumes that hard surface tennis courts may have been entered in error.

Athletic facilities seem to be minimal or absent in many Polytechnics. Most notable were hammer, high jump and pole vault facilities.

A facility many Polytechnics lack is all-weather areas, other than hard surface courts. Only 12 Polytechnics (52.2%) reported having at least one all-weather area, and two Polytechnics indicated having an area on two sites.

With regard to hard surface areas for tennis and netball, all 23 (100%) Polytechnics reported having this facility, with a range of 1 - 26 tennis courts. A total of 199 courts exists between the 23 Polytechnics.

Cricket facilities show a lack among several Polytechnics. 14 (60.9%) Polytechnics reported having cricket nets with an overall total of 57. Only 4 (17.4%) Polytechnics indicated having a total of 12 artificial wickets.

Floodlit areas existed in 12 (52.2%) Polytechnics, 9 of which were for hard surface tennis courts. The survey reports that this is "an area of poor provision in almost half the Polytechnics".

Storage for outdoor equipment seems a problem in many Polytechnics, the same applies for outdoor pursuits equipment. Only 3 (13%) Polytechnics indicated that they had outdoor pursuit centres, all for water sports.

A wide number of Polytechnics hire facilities, which would suggest a lack of provision on site. 18 (78.2%) Polytechnics hire facilities. Only the largest number of hired facilities are listed in Table 18.

TABLE 18: FACILITIES HIRED BY POLYTECHNICS

<u>Facility Hired</u>	<u>No. of Polytechnics</u>	<u>Approx. % Sample</u>
Swimming Pools	16	69.5
Squash Courts	12	52.2
Football Pitch	9	39.1
Sports Halls	8	34.8
Rugby	5	21.7
Cricket Pitch	4	17.4
Hockey Pitch	4	17.4
Sailing	4	17.4
Ski-ing	4	17.4
Water Sports	4	17.4

The above figures show a rather surprisingly large number of football pitches that are hired.

The distance of the facilities Polytechnics hired from their nearest site was relatively small. Long distances tended to be those for outdoor pursuits. 18 (78.2%) Polytechnics gave details of 104 hired facilities, 76 of these were within five miles of the main site.

The A.P.P.E.L. Survey regarding facilities is quite comprehensive and embodies many facets due to the diversity of sport and recreation. The Survey indicates that only 4 (17.4%) Polytechnics anticipate improvements or additions to their facilities. However, since 1978, 8 (34.8%) Polytechnics have lost or are due to lose certain facilities.

To conclude this section, Polytechnics were asked for any further comments. Many suggested that co-operation should be

made between P.E. staff and the Students Union in provision of facilities, and also on occasions, matters of administration.

UNIVERSITY FACILITIES

A good response was received by universities (40) regarding indoor facilities. A major problem which may have reduced the validity of results was the use of the term "Usable Area" which was misunderstood by some respondents. The survey quotes from the University Grants Committee's note on the subject which describes "Usable area" as "The area provided exclusively for teaching or research purposes..... the total of the various areas which are directly attributable to the university's requirements for teaching, research etc." However, certain trends were deduced from the Survey:-

- "(a) Whilst student numbers continue to expand, universities will suffer a reduction in usable area per FTE student.
- (b) On the evidence available it seems that the reduction is not met by the granting of additional facilities with increased student numbers.

It was clear from U.P.E.A. Survey that size, quantity and quality of university recreational and sporting facilities vary with every university listed. The extent of variation does not necessarily correspond to student population. Every university listed appear to have at least one squash court.

Responses to outdoor facilities were also good. Major outdoor games are well provided for in terms of numbers and standard of pitches. Many universities offer social

facilities, although some may regard this as unsuitable for sport, but in fact this has become an integral part of sporting life in recent years. .

Very few universities have floodlights, thus reducing the possible hours of activity, particularly during the winter months. Many universities have at least one means of transport, whether this is adequate is not too certain. Transport seems more linked to outdoor pursuits than any other major form of activity. Virtually, all universities listed possess a boat-house, Durham having six. Once again, number of outdoor facilities do not correspond to student population or acreage.

In summary, the 1976/7 U.P.E.A. Survey showed an improvement in response to previous surveys. The thoroughness of completed questionnaires varied enormously. Some universities provided detailed information, whilst the remainder provided none at all. The survey nevertheless, covered a diverse range of topics governing the administration and management of sport and recreation in universities, mainly dealing with on campus affairs. Detailed communication exists on common problems between universities through the development of the survey, thus providing a source of ideas to all concerned. .

Both surveys indicate their appreciation that in many polytechnics and universities, facilities vary enormously in that some are well equipped whilst others are lacking in certain facilities. In spite of this variation, neither survey gives any comment on how their facilities should be managed and administered, thus one can assume that those responsible can control such services according to their own abilities. It is clear that many organisations are managed well, but there must also be those that can be improved. The same situation must also arise in H.E. Until some guidelines are formulated for recreational services, a more positive approach by all concerned will not be met.

Despite the broad areas covered by both surveys in terms of recreational facilities, they fail to request such items as; what activities are needed in priority to meet student demands and their prognosis; or whether they have any pending plans on increased facilities and equipment and how such facilities are scheduled. Hence, there appears to be gaps or non-existent data and information on the management and administrative aspects of recreational facilities on campuses in institutes of H.E.

3.6 STUDENT UNIONS

(A) Polytechnics

The purpose of this section of the A.P.P.E.L. survey was to find out what contributions to sport is being made by the student union sector in terms of the following:-

- (i) Paid officers
- (ii) Internal committee structure

- (iii) P.E. staff input
- (iv) The number and size of societies
- (v) Facilities hired or owned
- (vi) Hire of coaches
- (vii) Expenditure

24 student unions responded to the question regarding paid officers. 11 student unions were employing sports officers in the 1979/80 academic years. There were 2 full-time posts and 15 part-time posts.

21 Polytechnics had a sports council/or committee with the following staff involvement:-

- (i) Advisory (16)
- (ii) Statutory (2), and
- (iii) Co-opted (3)

21 Polytechnics gave information about the number of societies. In the 1979/80 academic year a total of all societies was 1,398 (mean 66.6), 611 (mean 27.5) constituted as sports societies.

A total of 30,207 (mean 2,517) enrolled society students was reported from 12 Polytechnics. Student enrolment in sports societies was 22,993 (mean 1,532) from 15 Polytechnic respondents.

5 (21%) of the 24 Polytechnics responding to this section of the survey owned some sports facilities and 14 (58%) hired facilities. 13 (54%) Polytechnics were paying for sports

coaching showing a total of 2,044 hours (average 157.2 hours) paid for in 1979/80.

15 Polytechnics were able to estimate their percentage of capitation grant for their societies. 17 Polytechnics were able to estimate what percentage of the capitation grant was given to support sports societies.

It is apparent that the A.P.P.E.L. survey reviewed, encompasses many facets, many of which are complex and diverse. The administration and co-ordination of all these facets can pose difficulties, hence an awareness and implementation of various administrative techniques must be made in order to function a recreational services department smoothly and effectively.

(B) Universities

Student interest in sport and recreation was found to be widespread in this section. "93 different sports are in existence in Universities (76 in 1974/5) and Universities have an average of 37.5 sports clubs each (32.34 in 1974/5)". The rather rapid increase from the 1974/5 survey is suggested to be due perhaps to an increase in student population and more substantially in membership of the Athletic Union.

Registration figures or membership of the Athletic Union showed an increasing trend to previous surveys in both males and females (61.5% and 70.0% respectively). The section on representative honours by students (e.g. U.A.U. National or B.U.S.F.) was very incomplete, thus no meaningful conclusions could be drawn.

This section of the Student Union or Athletic Union in the U.P.E.A. Survey is linked with the finance and grant aid of sports clubs, and is best reviewed in the following section of financial implications.

It is apparent from both surveys that there is an increasing number of students partaking in recreational activities, and in the case of universities, rather rapidly. This will support the need that good management and administration is becoming more of a necessity if the wide ranging recreational pursuits are to be organised effectively with the maximum efficiency of manpower and resources. This, therefore, serves as another reminder that some form of guidelines are necessary to assist those personnel responsible for such services.

In spite of the number of sports clubs existing in the student union and reported by the two surveys, they do not inform the reader as to how they are formed and what personnel or institutional bodies are needed in order for a new sports club to be established. Due to the vast range of recreational activities offered by polytechnics and universities, neither survey indicates which activity or activities are their most successful in intramural or extramural programmes. These shortcomings may be useful sources of information and therefore will form part of this study's questionnaire.

The diversity and vast number of sports clubs existing in polytechnics and universities highlights the fact that guidelines for their administration are necessary for more effective management. Neither survey make any comment on how sports clubs are co-ordinated or managed, thus there is further need for guidelines.

It is interesting to note that the A.P.P.E.L. Survey reports that 16 of the 21 polytechnics involved in the survey have an advisory council that control the affairs of student union societies. This can be regarded as an important body enabling sports clubs to be controlled and managed more effectively. This study attempts to outline the duties of an advisory council. (Appendix D).

3.7 FINANCIAL IMPLICATIONS

The section on finance for both the A.P.P.E.L. and U.P.E.A. surveys posed problems. Difficulty may have arisen due to the unavailability of accurate information or reluctance to reveal such details which may be regarded as confidential. The A.P.P.E.L. survey gained insufficient details of finance to make any reliable discussion. Likewise, the U.P.E.A. could make no observations since no comparable information was possible with the preceding survey (1974/75) due to the extreme variation between different departments. The 1976/77 survey does, however, contain certain financial figures which are reviewed below.

Financial Provision (Universities)

A wide variation exists between universities in their means of income. The student unions' income ranges from £329,290 (Liverpool) to £44,402 (Ulster), the difference may in part be due to student population (7,748 and 1,697 respectively). Figures per capita also revealed great variations ranging from £42.50 (Liverpool) to £23 (Lancaster).

Athletic Union grants likewise varied between £117,000 (Manchester - perhaps a special case) and £5,000 (Essex).

Per capita variations ranged from £14.50 (Durham) to 51p (London). The Survey accepts the fact that regional variations are inevitable to cater for special circumstances; a case does however, exist for rationalising per capita allowance. The Athletic Union are, however, able to improve their total income and per capita levels by additional aid through fund raising events and sponsorships. Thus, there appears to be several hidden sources of income to the Athletic Union.

Further financial figures are revealed by the U.P.E.A. Survey with regard to individual sports and coaching and the following conclusions were reached:-

- (i) Many sports are strengthening their hold in universities after several showed signs of decreasing from the 1972/3 and 1974/5 surveys.
- (ii) The average grant aid to the various sports clubs showed a steady increase, with rowing (£701 to £1,331), rugby union (£768 to £1,189) and sailing (£444 to £954) being the most noticeable.
- (iii) Levels and types of coaching revealed an overall decrease in coaching provision at university club level, which excludes coaches employed for general instruction and recreational classes.
- (iv) Generally, a lack of information regarding finance for recreation in higher education exists, thus only broad statements and conclusions may be drawn.

3.8. USAGE AND AVAILABILITY OF FACILITIES

The A.P.P.E.L. Survey made no specific reference to usage and availability of facilities in Polytechnics other than the

hiring of facilities as reviewed earlier in the Facilities Section (Ch.3.5). The U.P.E.A. Survey, however, made extensive investigations as to what facilities were available and who, other than students, were permitted to use them.

The Table below depicts the number of Universities permitting external users to use their facilities against the following categories.

TABLE 19: CATEGORIES OF PEOPLE PERMITTED TO USE UNIVERSITY FACILITIES

	Vacation Only	At all Times	Never	Number of Replies
1) Staff spouses and children	7	28		35
2) Student spouses and children	4	27	1	32
3) Members of other Universities	22	13	1	36
4) Individual high level performers	9	25	2	36
5) Individual members of the public for general recreation	16	10	9	35
6) Sports clubs, groups, organisations	19	17	4	40
7) Special events	12	18	7	37
8) Schools for PE classes	7	25	1	33
9) Affiliated colleges of education	2	23	1	26

The replies received under each category were very diverse which merely indicates that procedures and regulations for administering recreational services in universities vary enormously from one another.

In categories one and two, many restrictions were imposed such as; timings, accompanied by a member of staff, restrictions to certain activities only (e.g. swimming).

Category three involving members of other universities, 22 permitted use during vacations only and 13 at all times. Once again though, certain restrictions were imposed.

Category four regarding use for individual high level performers shows 25 universities offering this facility at all times, 9 during vacations only, and surprisingly, 2 never. This is an important category in view of the fact that many institutes of higher education are, or are in the process of, establishing themselves as "Centres of Excellence". In this respect, the survey indicates that "a general policy statement regarding arrangements for accommodating high level performers" should be met. Presently, varied attitudes and arrangements exist in this category.

The administrative and financial arrangements for individual members of the public for general recreation vary quite considerably. Nine universities, however, never permit this particular category. Fees in general, for use of university facilities are often considerably less than those charged by local authorities, according to the survey. Furthermore, opportunities exist in extending greater public participation of university facilities, perhaps though, at some administrative inconvenience.

Category six incorporates a variety of administrative procedures. Such comments received by some of the respondents were as follows:-

"Very rare use in term time for non-university groups".

"Fees by special arrangements".

"£5 per hour sports hall, £3.50 for minor hall".

"Nominal hiring fee by arrangement with the Director".

Special events in category seven generally involve booking up to one year in advance and non-university events usually confined to vacations.

Schools for physical education classes involve access only to certain facilities at non-peak times. Finally, category nine involving affiliated colleges of education, shows that some universities charge a nominal fee per visit whilst others charge no fee. Some universities have restrictions to certain facilities only.

The section regarding hours of opening showed little variation in term and vacation times during week-days. However, times of opening during weekends varied with respect to indoor and outdoor facilities.

Replies on the publicity section showed some consistency and many Directors are aware of the many avenues available to them. Several universities possess a campus television and radio network; and an "interest questionnaire" is sent to all freshers by some universities.

The questionnaire sought to seek participation figures in the overall programme of activities for a typical week. The figures were "to include all attendances (e.g. for direct instructional hours, 'casual play', athletic union and other student organised activities, P.E. coursework, competitions, 'outside' events, public use etc). The figures also to include attendances at any hired facilities".

This is a difficult task to give an accurate account, and many of the returns produced an approximate or estimated figure. Many in fact gave nil returns, especially to playing field activities. This is indicative that no, or little, administrative structure exists in collecting participation figures. The survey outlines that "our indoor and outdoor facilities are often grossly underused during vacations", though there are notable exceptions. Only 12 universities were able to provide participation figures for outdoor pursuit activities.

Results of participation when coaching is available in instructional classes, excluding coaching under the aegis of the Athletic Union, showed greater provision for indoor activities than those on playing fields. Less than half of universities provide instruction in outdoor pursuits. Outdoor team games are more fully under the control and administration of the Athletic Union. The relative lack of universities in their provision for outdoor pursuit coaching is perhaps surprising in view of the widespread documented values to individuals these activities foster and the expanding number of centres being established in recent years.

This section clearly indicates that a wide range of groups from the public sector use university campus recreational facilities to varying degrees. Only the U.P.E.A. Survey provides information relating to the usage and availability of recreational resources, for the A.P.P.E.L. Survey makes no reference at all. Due to the wide involvement of people using university recreational facilities, there seems to be an important need for the development of some administrative guidelines, which is presently lacking.

The U.P.E.A. Survey does make some attempt to discover the recreational needs of new students in the form of an "interest questionnaire". The details required appear rather scant and more information needs to be sought by first year students in order to establish a broader knowledge of the needs and demands for recreational activities. This study presents in consequence

of the above, an Interest and Participation Survey for Campus Recreation (Appendix E).

3.9 OVERALL COMPARISON OF THE TWO SURVEYS

The following tabulation indicates the similarities of the two surveys reviewed.

Staffing

- 1) Numbers of full-time staff have remained relatively constant since 1974 in Universities and Polytechnics.
- 2) Both Universities and Polytechnics are heavily dependant upon part-time staff, mainly in the areas of recreation and coaching.

Finance

- 1) Both surveys received incomplete data supposedly due to difficulty in obtaining accurate information.

Recreational Activities

- 1) The major or "popular" activities in terms of participation are ranked similarly in the two surveys e.g. Badminton and Squash.

Facilities

- 1) Some Universities and Polytechnics have adequate facilities to meet their needs whilst others reported inadequate facilities.
- 2) Polytechnics tend to have their recreational facilities multi-sited, making it difficult to co-ordinate recreational programmes.
- 3) Swimming pool provision seem poor overall in both Universities and Polytechnics, several having no pool at all.
- 4) Squash facilities appear to be better in Universities than Polytechnics, the A.P.P.E.L. Survey reporting a 60.9% return of Polytechnics possessing squash courts. In comparison, all listed Universities had one or more squash courts.
- 5) Both surveys reported good provisions for outdoor grass areas but a

lack of floodlighting.

- 6) Polytechnics hire a variety of facilities to meet their participant demands.

3.10 CONCLUSION

The two surveys reviewed in this chapter are the A.P.P.E.L. and U.P.E.A. Surveys, representing the Polytechnics and Universities respectively. There is no such survey for Colleges of Higher Education. The A.P.P.E.L. and U.P.E.A. Surveys are independent of each other and no efforts have been made to pool together the resources and information of Universities and Polytechnic recreational services. The structure and content of the two surveys differ and only certain areas appear similar such as; staffing and intramural activities.

The U.P.E.A. Survey makes no reference to recreational courses or different sites for recreation, whilst the A.P.P.E.L. Survey makes no reference to financial details or the usage and availability of recreational facilities. Neither survey make any reference of their methods or frequency of evaluating their recreational programmes and very little information was provided regarding their publicity methods. These are important areas that need further expansion in order to make recreational programmes more effective. More importantly, neither survey or the literature review make any contribution to the administration of campus recreation.

It is clear from the two surveys reviewed, together with the literature of review that there are many deficiencies in published work relating to recreational services, especially to campus recreation in H.E. and their administration. Data is required in these deficient areas in order that a more comprehensive knowledge is acquired. H.E. involves certain colleges as well as universities and polytechnics. Therefore, the prime concern of

this study is to seek data and information on these various deficient areas in institutes of H.E. The data would be original and for the first time would include colleges of H.E. Also, no comparisons between the different types of institutions have been analysed before.

Analysis of the literature and two surveys revealed many inadequacies in relation to campus recreation. The author considered two approaches could be adopted to reduce these inadequacies. Firstly, consultation with a panel of experts and secondly, a postal questionnaire to universities, polytechnics and colleges of H.E. Such approaches would also assist in developing a more comprehensive structure for the efficient utilisation and co-ordination of campus recreational services.

Chapter 4 which follows, describes the use and duties of the panel of experts. The comments made by them regarding the questionnaire development and process model specifications appear in chapter 5 (section 5.1) and 6 (section 6.5.5) respectively. Chapter 5 discusses the structure and development of the postal questionnaire and the raw results obtained. Chapter 6 outlining the implications for campus recreation administration and the formulation of possible guidelines. The final chapter (7) discusses the various conclusions and recommendations reached as a consequence of this study.

CHAPTER 4. DEVELOPMENT OF AREAS OF ENQUIRY USING IN PARTICULAR

A PANEL OF EXPERTS.

4.1 Introduction

On reviewing the literature and surveys in universities and polytechnics pertaining to recreation, there appears to be no guidelines whatsoever for personnel responsible for the administration and co-ordination of recreational services on campuses in H.E.

Due to the emergence of the leisure industry of recent years in the public sector, this has had its influence and made an impact on the education system, both in terms of offering courses and the provision of greater facilities. With the emphasis on providing more and better facilities to cater for public and student needs, the author has found it necessary to develop and offer a number of guidelines by means of a series of theoretical process models. This will assist decision makers and personnel to administer and co-ordinate their campus recreational facilities more effectively and efficiently. This is particularly apt in today's economic climate.

In order to formulate sound guidelines for the administration and co-ordination of campus recreational facilities, several areas of enquiry were needed to be made. The best means of seeking relevant information in formulating the proposed guidelines was to review the literature and then develop a questionnaire. It can be recalled that the literature and the two surveys were deficient in many areas. They only offered generalisations about recreation but nothing, or very little concerning the administration and co-ordination of campus recreational services. Likewise, nothing has been documented about colleges of H.E. in relation to recreation, in particular to campus recreation. Since all institutes of H.E. are rather large establishments and provide recreational facilities, there is an apparent lack on how such facilities are administered and co-ordinated.

Due to the greater usage and demand for recreational facilities, it becomes more vital that the administration and co-ordination of such facilities are utilised more efficiently and effectively. In order for this to be achieved, guidelines are necessary, which at present do not exist.

In an attempt to formulate the guidelines for the administration and co-ordination of campus recreation in H.E., it is necessary to seek information from a sample of institutes that are categorised as being H.E. This will involve universities, polytechnics and colleges of H.E. institutes. In order to seek such information, a questionnaire needs to be developed on the basis of the literature review and the deficiencies which presently exist, plus contributions made by the panel of experts. Through implementing a questionnaire, it permits a greater geographical cross-section, an important consideration in order to seek broader information. Furthermore, it permits the gathering of the most present administrative procedures of the various institutes of H.E., which is of prime importance to this study.

Chapter 5 discusses how the questionnaire was developed and structured, plus the involvement of the panel of experts.

4.2 The Panel of Experts.

The author of this study felt it would be beneficial to seek expertise and advice from volunteers who can be regarded as being experienced and expert in the field of campus recreation, particularly in view of the apparent deficiency in the literature review. Due to the rather large lack of information available in the literature pertaining to recreational administration, particularly campus recreation, another means of obtaining reliable information was necessary. Such additional information could be obtained by selecting a number of experts who are presently employed and responsible for campus recreation in institutes of H.E.

It was important to select the experts who would make their contributions to this study on a voluntary basis. Since H.E. broadly constitutes universities, polytechnics and colleges of H.E., the author sought to contact two experts from each of the three different types of H.E. institutes. The experts hereinafter, will be referred to as the panel of experts.

A series of steps were necessary to conduct the study, and the research began with selecting six voluntary people to serve as a panel of experts. The panel constituted a group of six persons who are Heads or Directors of a physical education and/or recreation department in either universities, polytechnics or colleges of H.E. All members of the panel were treated independently and unbiased in their comments and in the contributions they made to the study.

4.3.1. Panel of Expert Members.

Each member of the panel was individually approached and given full explanation of the study, together with the services required of them. The panel consisted of the following personnel;

- (1) Mr. C.Harrison, Head of P.E. and Recreation, Manchester Polytechnic,
All Saints, Oxford Road, Manchester 15.
- (2) Mr. G.Lee, Head of P.E., Manchester Polytechnic, 799 Wilmslow Road,
Didsbury, M20 8RR
- (3) Mr. D.W.Masterson, Director of P.E., University of Salford, Lancs.
- (4) Mr. D.McNair, Director, McDougal Centre, Manchester University, M15.
- (5) Dr. W.R.Tancred, Director of P.E. and Recreation, University of Sheffield.
- (6) Mr. D.Taylor, Head of P.E., City of Manchester College of H.E., M13.

4.3.2. Duties of the Panel.

The panel of experts were asked to make three major contributions to this study. These were;

- (1) Critically analyse the initial development of the questionnaire, and again, following the review of their comments on the formulation of a subsequent development of another questionnaire. After reviewing and amending the initial questionnaire twice, it was produced to its final version for mailing to various educational institutions recommended by the panel.
- (2) To recommend a list of educational institutions who they regard as having a reputable and exemplary recreational service programme.
- (3) To comment on the initial development of the process models and to validate the subsequent and final version.

4.4 Comments of the Panel of Experts.

The panel of experts made several comments about the content and structure of the questionnaire and the subsequent formulation of the guidelines. The comments made will be discussed more fully in the appropriate chapters concerning the questionnaire development and formulation of the guidelines (Chapter 5 and 6 respectively). All comments made were through structured interviews with the panel of experts at their place of work, and notes made on the initial developments of the questionnaire and the process model specifications.

The most salient comments made by the panel regarding the questionnaire development was that it should be divided into certain categories and that an accompanying letter should be attached (see chapter 5). Other comments and contributions made by the panel of experts was on the wording of certain questions to avoid any ambiguity or to make such questions more specific, for example; in question 1b (see Appendix A) the word

"approved" developments was considered an important inclusion for specificity and in question 7b, the word priority was thought to be more suitable, especially in terms of analysis. Also used for the validity of the questionnaire was the Goods and Scates (1954) eight item validity check (see chapter 5).

With regard to comments concerning the process models, the panel's comments were broadly biased in many respects to their own institution, of which they obviously have first hand experience and perhaps unaware or have insufficient information about other institutions. Such comments included for example; " that we have always maintained in this institution to do things this way" or, " it has always been done like this and there is no need for changing the system now" or, " this is the way we do these things here".

However, the author maintained an unbiased opinion and any recommendations for changes in the questionnaire or guidelines which were regarded as likely ~~to~~ diminish the general application of their content were not implemented, because more general information was required of campus recreation in H.E., as opposed to a specific institution. Ultimately the guidelines can be adapted and implemented to suit any specific institute of H.E.

Throughout this study, the panel of experts were continuously kept informed of its development and progress, particularly in any revision made to the questionnaire and guidelines. The development of the questionnaire and formulation of the guidelines are discussed more fully in the remaining chapters along with the comments made by the panel of experts.

CHAPTER 5 THE QUESTIONNAIRE SURVEY - ITS STRUCTURE,
DEVELOPMENT AND RAW RESULTS.

5.1 The Development and Validation of the Questionnaire.

Prior to the questionnaire development, the relevant literature pertaining to the administration and management of recreation was reviewed. This contained varied elements such as; organisation, planning, facilities, sports clubs and evaluations. The literature appeared to be deficient in many areas, particularly relating to campus recreation. In order to seek further information, the author reviewed two surveys regarding university and polytechnic recreational facilities. These again appeared deficient in many areas and made very little reference to their administration.

The literature and surveys reviewed clearly revealed that there is a serious lack on how campus recreational facilities are administered and co-ordinated in all types of educational institutes. This particularly applies to colleges of H.E., in that no attempt on such an institution's range of facilities or its administration has been documented to date.

It is apparent, therefore, that inadequate information presently exists in the administration and co-ordination of campus recreation in institutes of H.E. Due to the diversity and extent of recreational facilities that exist in institutes of H.E., together with the increasing demands for usage of such facilities, there is an urgent need for some guidelines to be formulated so that campus recreational facilities can be utilised effectively and efficiently, particularly in today's economic climate. In order to formulate such guidelines, much relevant information needs to be sought. Since there are many deficiencies presently in the literature, much original data will have to be acquired particularly those pertaining to colleges of H.E.

In order to seek such pertinent information and data involving all types of institutes of H.E., a questionnaire needs to be developed incorporating many relevant questions. The main sources of information to develop the questionnaire was derived from the literature review, the university and polytechnic surveys and the panel of experts (see chapters 2, 3 and 4 respectively).

Due to the deficiencies presently existing in the literature pertaining to campus recreation, the aim of the questionnaire ~~was~~ was to elicit information to remedy or alleviate such deficiencies. Furthermore, a prime aim of the questionnaire was to seek information regarding the scope and the administrative procedures of recreational facilities on campuses in H.E., a situation which is totally lacking in the existing literature, thus calls for urgent attention.

Subsequent to the literature review and two surveys, the author drafted the initial development of the questionnaire to obtain the aims just cited. A copy was then sent to all members of the panel of experts to review. At a later date members of the panel were met separately at their place of work in the form of a structured interview to go through the questionnaire. The comments made by the panel were eventually pooled together so that improvements could be made. The main comment made by the panel was that the questionnaire should be divided into certain categories. Also, an accompanying letter should be enclosed explaining how the questionnaire is to be filled in with certain additional questions necessary, so a more complete account can be acquired such as; What people or bodies should be involved when a new sports club is formed?

Having taken into account the panel's comments, a further draft was developed and forwarded for further perusal and possible amendments. The main scope or sources of information required for the eventual formulation

of the guidelines was considered necessary to include items in the questionnaire from the following areas;

- (1) Departmental background - approved plans and future prospects of the institution.
- (2) Student population - number of F/T and P/T students.
- (3) Staffing - number and type of departmental staff; their involvement in campus recreation, qualifications and contributions to external sporting bodies.
- (4) Publicity - types of information systems implemented for campus recreation.
- (5) External users - extent to which campus recreational facilities are used by external people or bodies, hiring fees, provision of supervision, who accepts responsibility and if an indemnity form is signed.
- (6) Finance - sources of income for campus recreation.
- (7) Facilities - the needs of sporting facilities in priority and their prognosis of being met.
- (8) Administration/scheduling of facilities - the location and systems of scheduling campus recreational facilities.
- (9) Sports clubs - the formation and funding of sports clubs, popular activities and major sporting team successes.
- (10) Evaluations - methods and frequency of evaluating recreational participation.

It is clear from the above that the questionnaire employed in this study attempts to bridge many of the gaps in the present literature regarding campus recreational services.

The questionnaire was then reviewed by the panel, whereby only minor adjustments were considered necessary, these being mainly on the wording of certain questions. Having altered these, the final version

of the questionnaire was produced and appear in Appendix A with an accompanying letter. For further details on how and why the questionnaire was developed, see conclusions at the end of chapters 2, 3 and 4.

Throughout the development of the questionnaire a series of validity checks were used so as to produce a comprehensive and thorough questionnaire. The validity check, was conducted according to Goods and Scates (1954), who cite an eight item validity check for questionnaires. A summary of their validity check appear in Appendix B. Their validity check is chiefly concerned on how to structure and assess the effectiveness of questioning technique, thereby producing a worthwhile and constructive questionnaire.

All experts on the panel were well pleased with the final version of the questionnaire in that all errors or suggested alterations were corrected and implemented. Further satisfaction was unanimous in the presentation, design, structure and lay-out of the questionnaire. The entire panel of experts were confident of the author obtaining a large percentage of returns.

On completing the final version of the questionnaire, a list of H.E. institutes sought by the panel who in their opinion felt that such institutions had a reputable and comprehensive recreational programme.

5.2 List Indicating the Institutions Receiving and Responding to the Questionnaire.

It was not necessary to mail the questionnaire to every institute of H.E. recommended by the panel, providing a cross-section was achieved. It was determined to meet this requirement, that the following proportions would be approximately 11 English, 2 Scottish, 1 Northern Ireland and 1 Welsh for universities, polytechnics and colleges of H.E. A total of 45 institutions received a questionnaire comprising 15 universities, 15

polytechnics and 15 colleges of H.E.

Before the questionnaire was mailed to the various institutions, the Directors or Heads of P.E. and/or Recreation Departments of such institutions, were telephoned and given a brief verbal description of the study and requesting their services to complete and return the questionnaire. This approach, although expensive, was adopted in the hope of eliciting two primary objectives;

(1) To give the respondent a further insight into the nature and purpose of the study.

(2) Making contact with each respondent and introducing myself.

This attempt to elicit these objectives was made in the hope of enhancing the percentage of returns. Institutes receiving the questionnaire are listed below and respondents are marked by an asterisk (*).

NAME OF INSTITUTION

* University of Aberdeen	University of Bath
* The Queen's University of Belfast	*Brunel University
* University of Durham	University of Edinburgh
* University of Exeter	University of Glasgow
* University of Keele	University of Kent
* University of Lancaster	* University of Leeds
* University of Leicester	* University of Newcastle-Upon-Tyne
* University College of Wales	

* Avery Hill College	* Bath College of H.E.
* Bedford College of H.E.	Bulmershe College of H.E.
* Chelmer Institute of H.E.	* Colchester Institute of H.E.
The College of St.Paul & St.Mary	* Crewe & Alsager College of H.E.
* Doncaster Metropolitan Instit.H.E.	* Edge Hill College of H.E.
* St.Mary's College	* South Glamorgan Instit.H.E.

* Southampton College of H.E.

* Trinity College

* West Midlands College of H.E.

* Bristol Polytechnic

* Coventry Lanchester Polytechnic

* The Hatfield Polytechnic

* Huddersfield Polytechnic

* Newcastle-Upon-tyne Polytechnic

* North Staffordshire Polytechnic

* Oxford Polytechnic

* Plymouth Polytechnic

* The Polytechnic of North London

* Portsmouth Polytechnic

* Sheffield City Polytechnic

* Sunderland Polytechnic

* The Polytechnic of Wales

Ulster Polytechnic

* The Polytechnic of Wolverhampton

The recipients were asked to return the questionnaire one month after receipt. On receiving the questionnaire, a letter of acknowledgement was sent (Appendix C). Non-respondents were followed up either by letter or telephone one week after the requested date for completion. Data received from the respondents were extrapolated and summarised into a narrative which appear in Appendix F.

5.3.1. Raw Results - The Response.

The questionnaire (Appendix A) was sent to 45 institutes of H.E. There were 38 respondents showing a response of 84.4%. 15 questionnaires were each sent to universities, polytechnics and colleges of H.E. throughout Britain. Figure 1 depicts the geographical locations and types of institutions of all respondents.

The data and information received from each institution were summarised into a narrative and appear in Appendix F. All variables were then coded

DIAGRAM I

MAP SHOWING THE DISTRIBUTION OF
RESPONDENTS TO THE QUESTIONNAIRE

- u = UNIVERSITIES
- p = POLYTECHNICS
- c = COLLEGES OF HIGHER
EDUCATION



and computerised to reveal frequencies. Answers to the questionnaire were checked against four major components or cross tabulations (Chi Square) as follows:-

- (1) Type of institution - colleges (13), universities (11) and polytechnics (14).
- (2) Geographical area - London and South; Midlands; North and Scotland; and Wales and Northern Ireland.
- (3) Size of institution - measured by the number of F/T students.
- (4) Size of department - measured by the number of F/T P.E. departmental staff.

5.3.2 Statistical Analysis

All data from the questionnaires was statistically analysed into frequencies and percentages, with all variables having been coded and computed. Further analysis of all variables was made by cross tabulations of the four major components, employing the Chi Square test of independence. The four major components used were selected to reveal greatest information concerning the different types of H.E. institutes and the personnel involved in campus recreation, thus developing a broader generalisation of data and information necessary for the formulation of the administrative guidelines or process models.

The Chi Square was selected as the most suitable statistical test since the questionnaire data revealed measurements of the weakest level, namely; the nominal or classifactory scale in that numbers were used to designate or classify specific variables of the questionnaire. The Chi Square was, therefore, appropriate for such nominal data because it can focus upon frequencies within categories and can be used to determine the significance of the differences among independent groups.

The test was also appropriate because the questionnaire data dealt with more than one discrete variable and consisted of a frequency count which

could be tabulated and placed into an appropriate "cell" of a contingency table. Furthermore, all observed frequencies were independent of one another, an important criteria of the Chi Square test.

The Chi Square test is a non-parametric test in that no assumptions are made concerning the shape of the population, hence it is a distribution-free test of significance. The greater the Chi Square result is, the less agreement there is between the observed and expected frequencies. Conversely, the smaller the Chi Square result is, the more closely the observed and expected frequencies agree.

With regards to the above cross tabulations, an answer analysis of all variables in the questionnaire appears in Appendix H and the raw results of the questionnaire now follow;

5.4. Analysis of Results

5.4.1 Departmental Background

a) <u>Plans pending</u>	<u>Yes</u>	<u>No</u>
Planned increases in facilities	18 (47%)	20 (53%)
Planned increases in equipment	18 (47%)	20 (53%)
Planned increases in courses	18 (47%)	20 (53%)
Plans to merge within institution	0(0%)	38 (100%)
Plans to merge with another institution	2 (5%)	36 (95%)
Other plans	0 (0%)	38 (100%)

Significant differences only occurred in planned equipment in terms of geographical location. The North, Scotland, Wales and Northern Ireland had more plans in this respect compared to London, South and Midlands. There is no clear reason why this should have been the case, but possibly may be because the latter areas have a greater abundance of recreational facilities

local to their institutions than the former. There were no significant differences by type or size of institution or size of department in any of the above variables, although there are no clear explanations to suggest the contrary. However, it may have been expected for significances to have occurred between these cross tabulations and planned increases in facilities and equipment because of the extreme range of recreational activities available.

b) Future Prospects of Institution

<u>Good</u>	<u>Stable</u>	<u>Uncertain</u>
17 (44%)	15 (40%)	6 (16%)

No significant differences occurred between this variable and any of the cross tabulations, indicating that type, size or area of institution have little influence on the stability or future prospects of an institution. However, it could have possibly been expected that the future prospects of an institution and its size; and to a lesser extent its geographical location, would show significant differences because these could be regarded to have economic or financial implications.

5.4.2 Student Population

a) F/T and P/T Students

	<u>Under 2000</u>	<u>2000-3999</u>	<u>4000-6999</u>	<u>Over 7000</u>
F/T Students	11 (29%)	12 (32%)	11 (29%)	4 (10%)
P/T Students	21 (66%)	6 (18%)	3 (9%)	2 (6%)

Significant differences occurred only, as could be expected, with F/T students and by type of institution. No college possessed F/T students in excess of 4000, suggesting that college populations are smaller than universities and polytechnics. It may be inferred that fewer "high" level courses are available in colleges compared to universities and polytechnics, hence

greater student populations seek or wish to embark on such courses provided by the latter two types of institutions.

Polytechnics in the main have student populations ranging between 2000 and 7000, whilst many universities range from 2000 to over 7000 F/T students. Quite clearly, universities and polytechnics are larger institutions than colleges, this might be as a result of the type, range and level of courses offered or size of campus in terms of space or acreage.

It was not expected that other significant differences would occur between student population and the size or area of institution and size of department, for no clear explanation can be found to the contrary.

5.4.3 Staffing

a) Insufficient data was obtained for the following staff;

- (i) P/T receptionists
- (ii) F/T and P/T groundstaff, and
- (iii) F/T and P/T other staff.

b) F/T and P/T staff

<u>Academic</u>		<u>Clerical</u>		<u>Receptionists</u>
<u>F/T</u>	<u>P/T Hrs.</u>	<u>F/T</u>	<u>P/T Hrs.</u>	<u>F/T</u>
None	None	None	None	None
2 (5%)	18 (47%)	13 (34%)	23 (51%)	15 (40%)
1-3	1-10	1	1-10	1-2
14 (37%)	4 (11%)	18 (47%)	5 (13%)	10 (26%)
4-6	11-20	2-4	11-20	3-4
14 (37%)	8 (21%)	7 (18%)	7 (18%)	6 (16%)
		* by size		
7-12	21-75		21-40	5-6
4 (10%)	3 (8%)		3 (8%)	5 (13%)
			* by area	
12-27	75-100			9-11
14 (10%)	5 (13%)			2 (5%)
	* by area			* by type

* = Significantly different by the cross tabulation stated.

With regards to academic staff, significant differences only occurred between P/T staff hours and area of institution, in that London and the South required further P/T staff compared to the other regions. This would suggest that the former areas cater for greater participation and perhaps greater variation of activities.

F/T clerical staff showed a significant difference by size of institution and P/T clerical staff by area of institution. In many of the small institutions, none or only one F/T clerical staff was required whilst larger institutions required two or more. In terms of size of institution, this would seem a likely occurrence.

Wales and Northern Ireland had fewer P/T clerical requirements than London, the South, Midlands, the North and Scotland. ~~There is no biological explanation for this occurrence.~~

F/T receptionists were greater in universities than in polytechnics or colleges, since a significant difference was found between this variable and type of institution. This suggests that the former have a greater range and use of recreational facilities.

Significant differences would have been expected to have occurred between F/T and P/T clerical staff and type of institution, because of the relatively higher student populations in universities and polytechnics than in colleges of H.E.

c) Staff Contributions to Campus Recreation

Significant differences only occurred by size of department in that the greater the number of F/T academic staff of an institution, the greater their involvement with campus recreation. This seems appropriate, because the more F/T academic staff in a given institution, the spread of duties and involvement is more probable than those institutions possessing fewer staff. No other obvious significant differences could have been expected to have occurred in any of the other cross tabulations unless sufficient staff are available for such purposes.

d) Staff Qualifications and F/T Staff Contributions to External Sporting Bodies

No data analyses were made of these variables owing to the rather varied number of qualifications possessed and sporting bodies involved by physical educationists, hence figures were too low for any reliable analysis to be made.

5.4.4 Publicity

a) Types of Publicity Implemented by Institutes of H.E. for

<u>Campus Recreation</u>		<u>yes</u>	<u>no</u>
* by size	Internal bulletins	29 (76%)	9 (24%)
* by department	Noticeboards	36 (95%)	2 (5%)
	Local press	27 (71%)	11 (29%)
	Local radio	18 (47%)	20 (53%)
	Local television	9 (24%)	29 (76%)
	Word of mouth	32 (84%)	6 (16%)
* by department	Student union leaflets	31 (82%)	7 (18%)

* = Significantly different by the cross tabulation stated.

Significant differences occurred only with; bulletins by size of institution; noticeboards and student union leaflets by size of department. Internal bulletins tended to be utilised more fully in smaller institutions. The reason for such an occurrence is not too clear, but possibly because small institutions have less noticeboard space to disseminate their information, thus better utilised. Smaller departments utilised noticeboards more fully than in larger departments, a similar situation which probably exists as in the case cited above.

Where departmental staff were between 1 and 6 in number, a greater circulation of student union leaflets existed than those of seven or more. This

occurrence seems unclear and any reasons postulated can only be speculative. No other significant differences occurred among the other variables as might have been expected, in that their uses are not too widespread or frequently used. However, the use of word of mouth or size of institution would seem to have been an expected significant occurrence because of the great number of people involved.

5.4.5 External Users of Campus Facilities

	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
Permit external users	37 (97%)	1(3%)	0 (0%)
Charge hiring fees	33 (87%)	5 (13%)	0 (0%)
Staff provision for supervision	20 (53%)	8 (21%)	10 (26%)
Sign indemnity form	24 (63%)	10 (26%)	4 (10%)

No significant differences in any of the above variables occurred, indicating that policies determining the use of external people to campus recreation are of similar standing among institutions. Although, it may seem likely that a significant difference would have occurred in one of the above variables and type of institution because of the differences in diversity of recreational facilities that exist and the administrative procedures involved.

5.4.6 Finance

a) <u>Source of Campus Recreation Income</u>	<u>Yes</u>	<u>No</u>
* by type Student union	21 (55%)	17 (45%)
* by type Athletic union/council	7 (18%)	31 (82%)
Finance department	21 (55%)	17 (45%)
* by type Education department	5 (13%)	33 (87%)
Own department (block grant)	16 (42%)	22 (58%)

* = Significantly different by the cross tabulation stated.

Significant differences occurred with the student union, athletic union/council and education department by type of institution only. With the former, colleges obtain a greater proportion of their recreational finance than in universities and polytechnics. This also applies to universities when the athletic union/council was analysed. With regard to the education department, universities receive a greater proportion than colleges and polytechnics.

These findings indicate the variation of financial resources which exist in institutes of H.E. and could have been expected to have occurred. It would have been expected to have found a significant difference between size of institution and the finance department because of the variation in student populations, but this was not the case.

5.4.7 Facilities

a) Need for More Facilities

<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
32 (84%)	4 (10%)	2 (5%)

b) Priority of Activities in Need

	<u>Squash & Badminton</u>	<u>Other Indoor Activities</u>	<u>Outdoor Activities</u>	<u>Not requiring any order of priority</u>
1st. priority	16 (50%)	8 (25%)	8 (25%)	0 (0%)
2nd. "	6 (19%)	18 (56%)	5 (16%)	3 (9%)
3rd. "	4 (13%)	10 (31%)	6 (18%)	12 (38%)
4th. "	0 (0%)	10 (31%)	4 (13%)	18 (56%)

No significant differences existed between any of the above priority of needs and the four cross tabulations. The fifth and sixth priorities were not analysed due to the low returns by the respondents. This was largely expected, but it could have been expected that a significant difference

would have existed between the first priority and the type and size of institution, because of the varying recreational needs of the different institutions.

c) Prognosis of Meeting the Priority of Needs

<u>Good</u>	<u>Fair</u>	<u>Uncertain</u>	<u>Unlikely</u>
6 (21%)	5 (17%)	7 (24%)	11 (38%)

There were significant differences only in geographical location, in that the prognosis of priorities being met were uncertain or more likely in London, the South and Midlands. The prognosis was good in the North, Scotland, Wales and Northern Ireland. This result also support those found in planned equipment (see 5.4.1) and may have a possible connection, in that the former areas are already relatively well equipped locally compared to the latter areas. Hence, the latter area needs are of greater importance and more certain of being met.

5.4.8 Scheduling of Facilities

	<u>Yes</u>	<u>No</u>
P.E. department	34 (89%)	4 (11%)
Student union office	11 (29%)	27 (71%)
Athletic union/council	6 (16%)	32 (84%)
Education department	2 (5%)	36 (95%)
Registrar's department	2 (5%)	36 (95%)

The student union office and geographical area was the only tabulation showing a significant difference. Student union offices in the North and Scotland have little involvement in scheduling recreational facilities compared to the other regional areas. There appears to be no logical explanation why this is the case. It could be regarded as an unexpected significant result, in that it could be assumed that student union involvement for scheduling facilities existed throughout the country. It could also have been expected

that a significant difference would have occurred in the size or type of institution because of the variation in the activities and number of participants which exist.

5.4.9 Sports Clubs

a) <u>Formation of Sports Clubs</u>	<u>Yes</u>	<u>No</u>
P.E.department	17 (45%)	21 (55%)
Student union request	21 (55%)	17 (45%)
Athletic union recommendations	11 (29%)	27 (71%)
Student interests	35 (92%)	3 (8%)
Community demands	4 (10%)	34 (90%)
Advisory panel	1 (3%)	37 (97%)

Significant differences occurred in the following variables; P.E. department (by area of institution), student union requests (by area of institution) and athletic union recommendations (by type of institution).

The former variable indicated that in the North and Scotland, P.E. departments play a small role in the formation of sports clubs compared to the other regions. This result ~~is~~ **has** no clear reason for its occurrence and was rather unexpected.

Student union requests are more relied upon in the Midlands for the formation of sports clubs than in the other regions. This would seem to be an unexpected occurrence, in that student union requests could be regarded to be similar through the entire country as opposed to a regional basis.

The athletic unions in universities and polytechnics are more dependent in the formation of sports clubs than in colleges, purely because their existence is greater in these institutions than the latter.

b) Bodies/Persons involved in Forming New Sports Clubs

	<u>Yes</u>	<u>No</u>
Students	29 (76%)	9 (24%)
P.E.department	22 (58%)	16 (42%)
Community	0 (0%)	38 (100%)
Student union	32 (84%)	6 (16%)
Athletic union/council	11 (29%)	27 (71%)
Advisory panel	2 (5%)	36 (95%)

No significant differences occurred between any of the above variables and cross tabulations which indicate similarities exist between the type, area and size of institution and size of department. This could have been expected except that between the athletic union and type of institution, because previous results have indicated that athletic union involvement in recreational services are greater in universities and polytechnics than in colleges.

c) Funding of Sports Clubs

	<u>Yes</u>	<u>No</u>
Student union	24 (63%)	14 (37%)
Membership fees	20 (53%)	18 (47%)
Student subscriptions	15 (40%)	23 (60%)
P.E.department	20 (53%)	18 (47%)
Athletic union/council	15 (40%)	23 (60%)
Finance department	5 (13%)	33 (87%)

Significant differences occurred in the following variables;

(i) Student union by type of institution. It was found that funds for sports clubs were obtained more in the student unions of colleges and polytechnics than those in universities. The latter in many cases, perhaps obtaining greater funds from other sources, such as; the athletic union and membership fees.

(ii) Membership fees by type of institution. Membership fees in universities were more obtainable for sports clubs than in polytechnics and colleges, the latter two relying more on other sources, for they indicated many "no" responses to this source of funding. This occurrence has no clear explanation.

(iii) Student subscriptions by size of institution. Funds were more commonly obtained by student subscriptions in institutions of under 4000 and over 7000 F/T students compared to student populations ranging from 4000 to 7000. This suggests that smaller institutions make greater attempts to obtain student subscriptions and that these are relied upon for the survival of their sports clubs.

(iv) Athletic union/council by type and size of institution. Universities and polytechnics obtain a greater proportion of their fund for sports clubs by the athletic union compared to colleges, in that the latter rarely possess such a body. In terms of size of institution, funds for sports clubs were heavily relied upon in institutions exceeding 2000 F/T students, and no funds were obtainable in those of under 2000 populations. This clearly indicates that the greater the student population, the greater the likelihood of obtaining funds from the athletic union for sports clubs. These findings would seem expected to have occurred and are similar to those found in the section of finance (5.4.6).

d) The Six Most Popular Sports Partaken by Students

	<u>Squash or Hockey, Rugby</u>	<u>Badminton or Soccer</u>	<u>Other activities</u>	<u>No Specific Activity</u>
1st most popular	14 (37%)	12 (32%)	11 (29%)	1 (3%)
2nd most popular	7 (18%)	19 (50%)	11 (29%)	1 (3%)
3rd most popular	9 (24%)	14 (37%)	13 (34%)	2 (5%)
4th most popular	7 (18%)	15 (39%)	14 (37%)	2 (5%)
5th most popular	4 (10%)	12 (32%)	17 (45%)	5 (13%)
6th most popular	4 (10%)	2 (5%)	21 (55%)	11 (29%)

The only significant difference occurring was that between the first most popular sport and by type of institution. It was found that squash and/or badminton were the most popular sports in polytechnics, and to a lesser degree in universities and colleges. This would have seemed an unlikely occurrence due to the popularity of these sports. However, a significant difference would have been expected between the first most popular sport and size of institution, because size would basically determine the range and frequency of facilities that could be offered to participants.

e) The Three Most Major Team Successes

	<u>Major team successes</u>		
	<u>1st.</u>	<u>2nd.</u>	<u>3rd.</u>
Athletic or crosscountry	6 (16%)	1 (3%)	1 (3%)
Rugby or soccer	14 (37%)	4 (10%)	1 (3%)
Other outdoor sports	4 (10%)	7 (18%)	7 (18%)
No specific sport	10 (26%)	12 (32%)	19 (50%)
Other indoor sports	4 (10%)	14 (37%)	8 (21%)

Only in the second major team success did a significant difference occur and by size of institution. Institutions of over 7000 F/T students, athletics and crosscountry were the second most successful teams. Other indoor sports showed to be the second most successful team in institutions of less than 7000 populations. This seems a likely result, but why the second and not the first major team success occurred significantly, remains unclear.

5.4.10 Evaluations

<u>Yes</u>	<u>No</u>
31 (82%)	7 (18%)

a) Methods of Evaluating Recreational Programmes

	<u>Yes</u>	<u>No</u>
Observations	32 (84%)	6 (16%)
Written questionnaires	7 (18%)	31 (82%)
Students' comments	32 (84%)	6 (16%)
Staff comments	27 (71%)	11 (29%)
Discussions	29 (76%)	9 (24%)
Participation records	21 (55%)	17 (45%)
Other methods	0 (0%)	38 (100%)

No significant differences existed between any of the four cross tabulations. This suggests that similarities do exist, as expected, among the above variables in evaluating recreational programmes. However, it could have been expected for a significant difference to have occurred between participation records and size of institution, because of the increasing value and importance of evaluations as the number of participants increase.

b) Frequency of Evaluations

	<u>Yes</u>	<u>No</u>
Monthly	6 (16%)	32 (84%)
Quarterly	15 (40%)	23 (60%)
Annually	10 (26%)	28 (74%)

No significant differences occurred, as expected, between frequency of evaluating recreational programmes and the four cross tabulations, indicating that little variation exists. This would further suggest that recreational programme evaluations have importance and are considered necessary regardless of the size of institution.

5.5 CONCLUSIONS

Several significant differences were found between certain variables and the cross tabulations. The list below under each cross tabulation, shows those

variables which resulted into significant differences. The variables preceded by an asterisk indicate they were significant but unexpected, and those variable preceded by a o (circle), indicate they were not significant but were perhaps expected to have occurred as discussed in the text.

A Variables Found to be Significantly Different by Type of Institution

- | | |
|--|--|
| 1. F/T students | 2. F/T recreation receptionists |
| 3. Income from student union | 4. Income from athletic union |
| 5. Income from education dept. | 6. Sports clubs formed by athletic union recommendations |
| 7. Sports clubs funded by student unions | 8. Sports clubs funded by membership fees |
| *9. Sports clubs funded by athletic union | *10. First most popular sport |
| o11. Planned increases in equipment and facilities | o12. F/T and P/T clerical staff |
| o13. External users | o14. Priority needs for more facilities |
| o15. Scheduling of facilities | o16. Athletic union involvement in forming sports clubs |

B Variables Found to be Significantly Different by Area of Institution

- | | |
|---|--|
| *1. Planned increases in equipment | 2. Institutions' future prospects |
| 3. P/T academic staff | *4. P/T clerical staff |
| *5. Sports clubs formed by P.E. department | *6. Scheduling of facilities by student union office |
| *7. Sports clubs formed by student union requests | o8. Planned increases in facilities |
| o9. Future prospects | |

C Variables Found to be Significantly Different by Size of Institution

- | | |
|---|---|
| 1. F/T clerical staff | *2. Publicity-internal bulletins |
| 3. Sports clubs funded by athletic union | *4. Second most successful team |
| 5. Sports clubs funded by student subscriptions | o6. Planned increases in equipment and facilities |
| o7. Future prospects | o8. Publicity-word of mouth |
| o9. Income from finance department | o10. Priority needs for more facilities |
| o11. Scheduling of facilities | o12. First most popular sport |
| o13. Evaluations | |

D Variables Found to be Significantly Different by Size of Department

- | | |
|--|---|
| 1. F/T academic staff contributions to campus recreation | *2. Publicity-noticeboards |
| *3. Publicity-student union leaflets | o4. Planned increases in equipment and facilities |

The results of the questionnaire indicated much useful information in that vague similarities exists among the non-significant variables and the various cross tabulations. Likewise, where significant differences did occur between some variables and cross tabulations, the guidelines will have to be developed for adaptability because of the differences which exist between the different institutes of H.E.

The raw results of the questionnaire, the answer analysis of all the variables (Appendix H), together with the literature review and surveys, can now be used more purposefully for the necessary formulation of guidelines for the administration and co-ordination of campus recreation in H.E. However, before these can be formulated, further details, analysis and discussion of the results with their implications, need to be made and these form the next chapter (chapter 6).

CHAPTER 6. IMPLICATIONS FOR CAMPUS RECREATION ADMINISTRATION
AND THE FORMULATION OF POSSIBLE GUIDELINES.

This chapter will discuss the raw results of the questionnaire and attempt to link them with the literature review, together with any implications. The discussion can be made under three broad headings, namely; organisation, planning and control. These will be discussed as an outcome of the questionnaire data, literature review and contributions made by the panel of experts with a view to formulating various administrative processes or guidelines as finally produced in Appendix L.

6.1 Organisation

6.1.1 Departmental Staff for P.E. and Recreation.

Organisation as applied to campus recreation in H.E., is the organising and directing of all affairs of a recreational services department essential to the efficient and effective operation of activities in accordance with the established aims, objectives and purposes formulated by a given institution.

The number of staff necessary to conduct campus recreation varies according to the size and type of institution together with the extent of recreational activities offered. Results from the questionnaire clearly indicated that a variety of staff are necessary, since the scope and organisation of recreation are very diverse and numerous administrative procedures are vital for effective functioning. A variety of staff with specific expertise are required to conduct a recreational services programme efficiently and effectively, in that various functions and responsibilities need to be fulfilled.

The main staff or personnel required for the effective organisation of campus recreation in H.E. are indeed varied. These would include academic, clerical, receptionists and groundstaff, full-time (F/T) and part-time (P/T). With regard to academic staff, analysis of the questionnaire data revealed only a significant difference between P/T staff hours and area of institution. London and the South employed a greater number of P/T staff compared to the Midlands, North, Scotland, Wales and Northern Ireland.

Significant differences occurred between F/T clerical staff and size

of institution, in that none or only one F/T clerical staff is required in small institutions of under 2,000 F/T students, compared to larger institutions. With regard to P/T clerical staff, a significant difference did occur when the area of institution was considered, in that Wales and Northern Ireland have fewer P/T clerical staff compared to other areas.

F/T receptionists were found to be far greater in universities than in polytechnics and colleges, which may indicate or was found, that recreation participation is greater in the former institution compared to polytechnics and colleges.

It was clear from the responses of the questionnaire that certain auxiliary staff play a vital role in the overall organisation of campus recreation in H.E. These included attendants, receptionists and supervisors for chiefly indoor facility use and, groundstaff and boatmen for outside facilities offered by an institution and the extent to which these are utilised.

No basic organisational structure exists for the administration of recreation on campuses in H.E. All institutions varied according to local conditions, local authority support, adequacy of funds, size of community, courses offered, internal administrative structure of the institution and other features which may be regarded as unique to a given situation. This supports the views made in the review of other studies in chapter three along with the comments made by the panel.

It became evident, therefore, that many factors were present which may influence the extent of recreation in a given institution. Hence, any organisational plan for campus recreation must be compatible to situations as they exist.

The questionnaire data revealed that many different types of specialised staff are necessary in the organisational structure of campus recreation in H.E. Types of staff were generally classified according to the type of work or function they pursued within their institutional framework and the responsibilities or duties they held.

6.1.2 Staff Functions and Responsibilities

Analysis of the questionnaire data revealed that the functions and responsibilities in the organisational framework of campus recreation were very diffuse. These will vary in degree or significance among the different types of institutions depending

primarily upon the number of users, choice of activities offered and facilities available for utilisation.

Staff roles contain specific functions or duties and responsibilities, each having specific expertise in their respective specialisation. Some staff will hold more responsibility than others, but regardless of status or level of responsibility, co-operative efforts by all staff should be of utmost concern. (See review of other studies, Ch.3.1).

The person who holds overall responsibility of the entire management of an institution's recreational services is the Director or Head. His or her main responsibilities appear in Appendix E. In many cases the Director has an assistant or deputy who works in close conjunction with the Director along with other related staff.

Personnel from other departments or faculties within an institution also have some involvement with campus recreation. These would include the student union, registrar, finance and education departments. Other groups of people having links with campus recreation are the recreational advisory council or athletics facilities sub-committee; and in some cases, a commercial lettings, a section of the P.E. and recreation department for conference and vocational bookings.

Analysis of the questionnaire revealed that a significant difference only occurred between F/T academic staff and their involvement in campus recreation and size of P.E./recreation department. It was found that the greater the number of F/T academic staff, greater was their involvement with campus recreation. Insufficient data was received for the other types of P.E. staff to make any reliable analysis.

Supervisory staff are necessary in many institutions of H.E. when external users are permitted access to campus recreational facilities (53%). However, no significant differences existed between supervisory staff and the four cross tabulations used for analysis, namely; type of institution, area of institution, size of institution and size of department. This finding would suggest that campus recreation is of similar standing among institutes of H.E. with regard to external users. (See narratives Appendix F).

If no supervisory staff are appointed to supervise external users,

various people or bodies accept responsibility. These would include; the Director, L.E.A., the institution, group leader, organising body, the hirer or vice-chancellor. Due to the rather broad scope of accepted responsibilities, no statistical analysis was possible to produce any reliability. 63% of all respondents indicated that an indemnity form is signed by the person responsible for external users of PE/recreational facilities, although no significant differences occurred.

6.1.3 Funding

The extent to which recreation may be developed in an institution of H.E. will essentially depend upon the funds made available for such purposes. Funds are required for the provision of equipment, facilities, maintenance and staffing.

The survival or failure of a recreational programme rests largely on the adequacy of funds available for such capital expenditure. The need of capital expenditure for campus recreation will be ascertained from the long term plans of each institution, having set out its aims and objectives required for success.

Funds for recreational participation are derived from a variety of sources in institutes of H.E. The percentage of response from the questionnaire revealed funds were obtained from the following sources; student union (63%), membership fees (53%), student subscriptions (40%), P.E. department (53%), athletic union/council (40%) and finance department (13%). It can be seen that the student union provides the greatest funds for campus recreation.

Significant differences were found in the following variables and cross tabulations:-

- (i) Student union by type of institution - more funds were obtainable in colleges and polytechnics than in universities.
- (ii) Membership fees by type of institution - universities obtained more funds from this source than in polytechnics and colleges.
- (iii) Student subscriptions by size of institution - more funds were

obtainable in institutions of under 4,000 and over 7,000 student populations compared to those ranging between these figures.

- (iv) Athletic union/council by type and size of institution - more funds were obtainable from universities and polytechnics than in colleges and in institutions of over 2,000 F/T students.

The above clearly indicates that funds for campus recreation are found from a variety of sources. Some institutions obtain their funds from one source whilst others gain theirs from a combination of sources. Many institutions supplement their funds by charging hiring fees, especially to external users. The administration of such procedures varies enormously among institutions and funds provided by the state are not apportioned uniformly.

Further discussion on budgeting and finance for recreation appears in the next section under planning (6.2.3).

6.1.4 Implementation of Changes

A recreational services programme for campus recreation will require relatively frequent changes brought about mainly by an institution's monitoring or evaluating system. Information may then accumulate and be pooled together, thus possible decisions can be made for changes or modifications to be implemented in an existing programme to meet the changing needs of students and other facility users.

For change and implementation to take place, the requirements of further facilities and their plans need consideration. 84% of respondents indicated that more facilities were required to meet participation demands. As a first order of priority, 50% of respondents indicated squash and badminton, whilst 56% indicated other indoor activities for the second priority of need; thus indoor sporting activities were in need of expansion. The prognosis of these priorities being met was significantly different when the geographical location of institutions was analysed. Prognosis was good in the North, Scotland, Wales and Northern Ireland but was uncertain or poor in London, the South and Midlands.

Statistical differences occurred when plans for increases in equipment

and geographical location were analysed. The North, Scotland, Wales and Northern Ireland had greater plans for increases in equipment than London, the South and Midlands. No other significant differences occurred between other plans and the four cross tabulations.

For implementation and change to take place the activity content of a recreational services programme must be made flexible and adaptable, so that the changing needs of the population served can be met. It is inevitable that in the course of time the recreation habits of students and local community will change. A prime example has been the great upsurge of "aerobics" and fitness conscious boom of recent years. To meet the changing needs of people means that the kinds of indoor and outdoor facilities available for use must also change. Since the location of campuses (is) fixed and their size in many cases cannot be extended, the only flexibility possible is in the re-arrangement of the existing areas and facilities so that possible changes can be met to suit the needs required. With regard to adaptability careful consideration must be given to areas and facilities which can be adapted easily to meet the changing recreational demands with the minimum of costs, a factor brought out by the panel.

Taking into account the limitations of flexibility and adaptability of recreational areas and facilities, the content of a recreational services programme must allow for changes if the demands exist. An institution's monitoring or controlling system and recreational survey will provide the present trends and needs of students and external users so that changes in a recreational services programme can be implemented.

Some institutions may not have a recognised recreational services programme or perhaps may be based on a rather ad hoc basis. If an institution wishes to implement or create such a programme, a working party and a Recreational Advisory Council needs to be formed so that all possible factors can be discussed and analysed before implementation takes place. These two bodies may also be called upon for consultation if any changes or modifications have to be implemented into an existing programme, so that the range of activities cater for the interest of all users.

6.2. Planning

6.2.1 Survey and Appraisal of Campus Recreation

For effective planning of a recreational services programme on campuses in H.E., ideally a survey needs to be conducted and then appraised as it applies to a given institution. The literature review and questionnaire data revealed the importance of good planning for the development of a recreation programme and the offering of a broad range of activities. This is also supported in the review of other studies (Ch. 3.2 and 3.3)

Evaluations of existing programmes must be conducted if an accurate appraisal is to be made and should include; observations, written questionnaires, student remarks, staff comments, discussion with facility users and participation records. Institutions vary according to their frequency of evaluations, 40% of respondents made quarterly evaluations, 26% annual evaluations, whilst 16% made monthly evaluations. This gives an overall 82% response of institutions conducting evaluations of their recreational services programme whilst 18% do not make any evaluations at all.

Observations, student and staff comments and discussions with users of an institution's recreational facilities were the more popular or common means of evaluation. However, no significant differences occurred between any of the forms of evaluation and the four cross-tabulations. Nevertheless, the following conclusions can be deduced from the questionnaire data and literature review on evaluating a recreational services programme.

Further details and analysis of a survey and appraisal of campus recreational services programmes appear in Appendix L (the process models) plus an interest and participation survey for campus recreation in Appendix E.

Such a survey should:

- (i) Offer opportunities for every user - The planning of a recreational programme should provide opportunities for all people linked with a given institution so as to attract individuals from diverse origins, social traditions and ages. Thus it is evident that the local community and types of students enrolled in a given institution must be surveyed and studied so that a varied recreational programme is developed.

- (ii) Analysis of facilities - Recreational programme planning should be based upon a comprehensive and thorough evaluation of existing facilities and equipment in an institution and how these can be utilised fully. This would include indoor and outdoor facilities and their location or siting.
- (iii) Co-operation within an institution - Planning a recreational services programme will involve many people and departments or bodies within an institution. It is imperative that co-operation exists among everyone concerned and that support is given so that programmes are offered in the best interest of students and other eligible users.
- (iv) Size of student population - The total number of students registered at a given institution should be known to offer some guidance to the number of activities that may be required. Such figures may be obtained from the registrar, together with the types of courses being taught which have achieved viable numbers and the types of students enrolled. The latter might provide indications to organise and implement specific activities to meet students needs.
- (v) Availability of funds - The capital available for campus recreation will restrict the number of activities offered in a recreational services programme to varying degrees. Sources of all available funds must be surveyed and analysed before a programme of activities can be offered.
- (vi) A system of administration - Once a recreational services programme has been formulated, various administrative procedures are essential before it can be effectively implemented. This would include the scheduling of facilities, staffing, maintenance, purchasing equipment and so forth.
- (vii) Student union involvement - The student union in an institute of H.E. invariably plays a leading role in campus recreation. Each institution must ascertain to what extent the student union is involved, the types of clubs available and their system of operating recreational affairs.

- (viii) Participation records - Method/s should be devised to monitor and record participation or attendance of recreational facilities to conduct future evaluations.
- (ix) Flexibility of programmes - The overall recreational services programme should be flexible to allow for modifications to be made if necessary.
- (x) Communication - A system of communication should be developed to all concerned so that effective operation of facilities can be conducted at all levels.

The above are broad headings and each involves many tasks. However, if they can be surveyed thoroughly, much valuable information and data will be available for use in formulating a varied and effective recreational services programme in an institute of H.E.

6.2.2 Overall Plan of a Recreational Service Programme

The overall plan of a recreational services programme in H.E. should be to serve the entire student population and local community. Taken into account must be the leisure time needs of people and the provision of services, activities and other experiences in which participation under the auspices of an organised recreational department can take place throughout the year. Considerations for the overall plan must be the student population, external users and sports clubs within the institution. This is highlighted in the review of other studies, especially Sections 3.5 and 3.8 (facilities and their usage and availability).

With regard to full-time students, the questionnaire data revealed that 61% of respondents reported as having a student population ranging from 2,000 to 6,999. Significant differences did occur in terms of type of institution, in that universities and polytechnics had greater student populations than colleges, the latter not exceeding 4,000 F/T students.

Polytechnics had student populations ranging from 2,000 to 7,000 whilst universities ranged from 2,000 to over 7,000. Planning of recreational programmes in the latter two types of institutions have to be more varied to cope with the vast number of students.

Use of recreational facilities by external people is quite widespread in institutes of H.E. in that 97% of respondents indicated that

external users are permitted to use their recreational facilities. 53% of respondents reported that staff are provided for supervision of such activities and 63% reported that an indemnity form must be signed by such people. No significant differences, however, existed among the four cross tabulations.

The formation of sports clubs may be created by one or a combination of the following bodies; P.E. department, student union, athletic union, student interests, community demands, or an advisory panel. Significant differences did occur between the P.E. department (by area of institution), student union (by area of institution), and athletic union recommendations (by type of institution).

P.E. departments in the North and Scotland play a minor role in the formation of sports clubs compared to other areas of the country. The formation of sports clubs are more relied upon in the Midlands and this applies to the athletic union in universities and polytechnics compared to colleges.

The overall plan of a recreational services programme as can be deduced from the literature review and questionnaire data is to develop an interesting, varied and constructive programme aimed to achieve four vital factors:-

- (i) Provide a broad range of facilities to meet recreational needs.
- (ii) Structure various programme opportunities for participation.
- (iii) Devise a system to co-ordinate all recreational pursuits so as to enhance the efficiency and effectiveness of the overall programme plan.
- (iv) The location or centre for campus recreation should where possible be centrally located within an area of convenient access for all potential users.

The overall plan of a recreational services programme may be organised in a variety of ways. Activities programme may be based upon seasonal or climatic factors that determine the range of indoor and outdoor activities. The activities to be offered and included must always where possible reflect the needs and interests of the participant as determined through surveys, suggestions made by

students or staff, local community advisory groups or similar means.

The needs and interests of the public obtained by the City Council leisure services department is done by a development team who arrange regular local community meetings so that constant community consultation is achieved. This creates maximum involvement or contact with the public and leisure service officers. Ultimately, recreational programmes should also reflect current local practices and trends which exist in recreation.

The planning for increases in facilities, buildings, equipment or staff will be discussed below in the section of budgeting and finance, since it is these two factors which will primarily decide upon the outcome of any increase proposals.

6.2.3 Budgeting and Finance

Budgeting for a recreational services programme should be based upon an analysis of needs and how such needs may be met as described above. Needs and interests of participants are generally derived from the previous year's programme, its evaluation and survey made. The outcome of such needs and interest and whether they can be met will depend upon the finances available.

Education authorities obtain their finance mainly from the Department of Education and Science (DES), Central Government by means of the Rate Support Grant (RSG), the ratepayer and in some cases the European Economic Community (EEC).

Once the total finance is known and obtained, planning and monitoring of the budget can take place. LEA's in the main monitor their budgeting into three broad areas (See Appendix I):-

- (i) Staffing or employees - Approximately 60% of the budget goes to employees in terms of maintaining present staff levels, making new appointments, or "topping" up staff if new courses have been validated. New appointments have to be approved by a Personnel Committee of the City Council.
- (ii) Maintenance of premises by the Direct Works, sub-contractors of the City Council.

- (iii) Consumable equipment or services and supplies. This is controlled by various rules and regulations according to student grants and anticipated number of students.

The allocation of the budget by LEA's is divided primarily into two sectors:-

- (i) Budgeting at continuing levels of service which takes into account inflation and,
- (ii) Separate improvement budget.

The City Council decides what it can fund above present levels of expenditure. LEA's are accountable for their expenditure by publishing annual reports, certified by auditors' certificate. These reports are placed in public places such as libraries. A sample of this report appears in Appendix I for Manchester Polytechnic and recreation administration, baths, laundries and sports centres.

The planning for budgeting is based upon the previous year's expenditure together with an estimate or forecast for the following year. The LEA must ascertain how the forecasted figures for budgeting are derived. This is achieved for each institute of HE by analysing the following:-

- (i) The base budget whereby no additional services are accounted for unless some "growth" has been approved by the City Council, and then only the inflation rate is included in the calculations.
- (ii) Staff salary increments.
- (iii) Improvement budget where each individual item has to be approved in liaison with the City Council.

It can be observed from the above that finances are obtained in part for LEA's by the City Council, and part of overall finance will be budgeted for recreation. The City Council themselves provide leisure and recreational facilities for its residents, such as; sports centres, parks and libraries (See Appendix I). The City Council's leisure service officers submit their bids for finance and are represented on Council meetings to obtain their budget.

The City Council's leisure services department obtain their funding primarily from these sources:-

- (i) Urban programme funding
- (ii) Mainstream funding and,
- (iii) Sports Council or other agency funding, such as; EEC and sponsorships.

With regards to the former, the City Council pays 25% of the overall costs and central government funds pay 75%. This 75% however, is a loan and the City Council is liable for interest or "debt charges" over a 20-25 year period.

In addition to City Council and educational recreational services, there are private concerns, such as; health clubs. The difference between the private and public sectors for recreational pursuits is that the latter is a non-profit organisation whilst the former is a business concern set to make profits.

The provision and maintenance of HE resources rests largely with the LEA's who obtain a large proportion of their finances from central government (RSG). The DES also makes a direct contribution to HE finances and in some cases the EEC. Other sources may be derived from students (grants), their employers, Manpower Services Commission (TOPS - Training Opportunities) or families in form of fees. The proportionate distribution of these funds for recreational services will vary among the different institutes of HE.

The student union also makes some contribution to campus recreation. They obtain their finance from the LEA per F/T and FTE students. The figures for these are derived and approved by the Board of Governors. The students themselves pay a student union fee in their initial enrolment to the institution which in turn goes towards the student union funds. Each approved student union club or society in the main receives a fixed allocation of funds. Some unions prefer to allocate their funds according to size (membership numbers) or success of a particular club. The actual amount of money given to a club has to be voted by the central or executive committee of the student union composing primarily of the President, Treasurer, Secretary and Site representative/s.

In the planning and preparation of recreational facilities, such as equipment and new buildings to create expansion, finance and funds available generally prove the ultimate criterion. Money must be available in the capital budget if plans for increases in facilities are contemplated. If this is the case, a report must be submitted to the committee at the LEA in the Estates and Valuation Department. The committee will compose of certain council executives, co-opted members representing students, staff and religious factions. The committee would also have to seek planning permission.

The case or report put forward to increase premises or buildings would have to include estimated costs of the following; capital cost of building, furnishing and equipment, and revenue cost for running one year which should include: staffing and overheads. The acceptance of the report will depend upon the strength of the case or forceful representation made by recreational officers, and money available once detailed analysis of the report is made.

Schemes or cases for the improvement or expansion of facilities must aim to satisfy three basic criteria:-

- (i) must be beneficial for economic regeneration
- (ii) environmental improvement (grassing areas), and
- (iii) benefit to social and recreational projects.

Cases where possible must attempt to substantiate all of the above three criteria.

Each year LEA's have to submit proposals for the addition of new capital building projects. DES Circulars 13/74 and 16/76 outline the procedures for educational building programmes. They maintain a distinction between major and minor works, with the former costing more than, and the latter less than, a prescribed fixed limit (£120,000) which is reviewed occasionally. For major works intended to facilitate long-term planning, LEA's must submit proposals to the DES for new capital building projects, who consider the most recent cost estimates in light of current government policies on public expenditure and treasury constraints.

LEA's have greater freedom in undertaking minor works. Each authority is allowed to seek funds within its share of the total annual block allocation for education. The allocation is calculated proportionately in accordance with the number of students in each Authority's maintained institutions. The Authority can then decide what part of the allocation it wishes to spend, and the proportion it wishes to devote to minor works.

Polytechnic building programmes are subject to a further control by the DES requiring that all polytechnic building projects must be related to the institution's long term development plan. This procedure by the DES ensures that each polytechnic establishes a plan and that some degree of control of the plan can be achieved.

Finances obtained for campus recreation in H.E. may be derived from a variety of sources. Results from the questionnaire indicated that the student union and finance department were the greatest sources of income (55% each), compared to other sources which provide for recreational finances, these being; athletic union/council (18%), education department (13%), and block grant to the recreation or PE Department (42%)

From the above sources of recreational finance, the student union, athletic union and education department showed significant differences at the .05 level of significance and all by type of institution. With student unions, colleges obtained greater proportions than universities and polytechnics regarding their campus recreation finance. This also applied to universities with regard to the athletic union and education department in that they receive greater financial assistance compared to colleges and polytechnics.

If budgeting and finance are carefully planned, certain long-term advantages may materialise, such as:-

- (i) The needs of a recreational services department can be met more efficiently, economically and fairly.
- (ii) Methods of disbursing funds can be disclosed.
- (iii) Budgeting needs for the ensuing year can be estimated.
- (iv) Mishandling of funds can be reduced.
- (v) Expenditures can be kept in line with income.

There appears to be no uniform system about the ways in which financial resources are allocated to and within college and polytechnic faculties or departments. The present situation seems to evoke some confusion in that opportunities have been established to allow for a greater degree of financial control within institutions by a wide range of groups and individuals. These would include the principal or director, the chief administrative officer or finance officer, the head of department or faculty, the governing body or its finance committee, local authority officials and a somewhat large number of committees and working parties. Due to the absence of any uniformity between institutes of H.E. comparative analysis of finance allocation is very difficult. (See Ch. 3.7)

6.2.4 Marketing

Publicity is an important factor in the planning of a recreational services programme. The aim of an institution's promotional or publicity strategy is to bring existing or potential students into a state of awareness of its services in terms of its facilities and the values that can be derived. Publicity comes under the rather broad heading of marketing, thus some discussion must be made on this term.

The aim of marketing is to identify actual or potential consumer needs. It consists of various elements which need to be integrated to be most effective. The combination of these elements, or the marketing mix, may involve the following from an educational viewpoint:-

- (i) The product or service offered.
- (ii) Promotion; including advertising, selling, public relations and the creation of developing a public image.
- (iii) Price; the cost entailed for membership or participation.
- (iv) Place and venue of the various facilities offered.

From a commercial or industrial viewpoint, the marketing mix may comprise of:-

- | | |
|-----------------------------|-------------------------------|
| (i) Product planning | (ii) Pricing |
| (iii) Branding | (iv) Distribution |
| (v) Selling | (vi) Advertising |
| (vii) Promotion (Publicity) | (viii) Packaging |
| (ix) Display | (x) Fact finding and analysis |

It is clear from the above that the vital concern in every marketing strategy is the marketing mix. The mix may be regarded as a particular group of variables offered to the market at a particular date and time, and forms a central part of an institution's marketing tactics.

Before an activity or product is offered, some market research must be conducted to determine the probable extent of such a product or activity. The object of market research for recreational activities is to endeavour and establish what is likely to attract students and the local community to a particular activity in sufficient numbers. Hence, market research is concerned with the assessment of the market for a new or existing product or service, involving some form of analysis which may be in the form of a survey, questionnaire or evaluation of previous programmes. Its purpose is to determine as accurately as possible the present and future market requirements.

Market research involves the collection of facts and should attempt to determine the following:-

1. Who presently uses the facilities and how frequently?
2. What is the size of the market for a specific activity or service?
3. What is the past pattern or trend of demand?
4. What factors might affect future demand and when?
For example, economic, political or social.
5. Is demand subject to seasonal or cyclical variations?
6. What is the market structure, for example, is it based on age, local community special groups, intramural or extramural?
7. What are the past and future trends or changes in population, local environmental changes or student enrolments?

Careful analysis of the above should assist in the evaluation of the publicity strategy and provide up to date knowledge of the market.

Publicity and advertising are terms often used synonymously. The primary purpose of the latter is to draw attention of potential users to the various activities and facilities an institution has to offer and try to encourage people to participate. It must be specific, distinctive, acceptable, create an impact on the section of the people it is trying to alert, inform, persuade, have authority, conducted

at frequent exposures, be related to the needs of the recipient and be presented at the right time so as to be convincing enough to invoke a response or action.

The object of recreational publicity is to present information about recreational services, arouse interest to eligible users and foster participation. Its primary aim is to make the public and student more aware of the services offered and generate a desire for participation so that continued satisfaction can be achieved.

The publicity strategy should be directed on certain sectors or groups in the institution or local community. These might include; special interest groups, long-term or regular users, general use, cultural groups, families, over 50 year olds, tourism board or disabled people. This approach makes it possible to generate a more specific and more compelling impact where characteristics or needs tend to be similar.

Recreational publicity should ideally be based upon some theme, such as; fun, health, fitness, interest or social benefits. The theme may provide the association of ideas with which students or local community may identify their own needs, benefits or feelings.

The extent and planning of publicity for campus recreation depends much upon the budget available within the overall recreational budget. The City Council's recreational services department prepares a report for councillors and for their approval. Taken into account of a recreational publicity budget should be people's needs determined by the market demand (conducted in the form of surveys and market research), also for any campaigns such as; shows, exhibitions, charity work or special functions which may be conducted to put an institution's name in the public eye.

The planning of publicity involves various people within an institution. Plans are based on the previous year's publicity programme in most cases, together with any approved future plans provided they fall within the available budget. Minor publicity material generally has to be approved by the Principal but any major works have to be approved by a committee of councillors from the City Council.

The publicity strategy for an institution's campus recreation requires thoughtful planning with foresight by all concerned, along with careful analysis of publicity theory described above. Presentation of publicity must be carefully considered and taken into account as must be the cost of producing such material. The monitoring and control of publicity appear in the section below 6.3.2).

In order to obtain maximum activity within a recreational services programme in an institute of H.E. it may take various forms. Institutes of H.E. utilise a variety of means for publicising their recreational activities. The questionnaire data revealed the following sources of publicity along with their respective percentages obtained in the affirmative.

- | | |
|---------------------------------|------------------------|
| 1. Internal bulletins (76%) | 2. Noticeboards (95%) |
| 3. Local press (71%) | 4. Local radio (47%) |
| 5. Local television (24%) | 6. Word of mouth (84%) |
| 7. Student union leaflets (82%) | |

Most institutes of H.E. used more than one of the above means of publicity, but the above percentages indicate which methods are extensively used; noticeboards being the most utilised.

Internal bulletins tended to be more fully utilised in polytechnics and universities than in colleges, also in smaller institutions as opposed to larger institutions.

Noticeboards were more fully utilised in smaller departments. Word of mouth tended to be more predominant in institutions of less than 7,000 F/T students. A significant difference was also found in student union leaflets by size of department. Those departments comprising between one and six staff seem to have a greater circulation of student union leaflets.

The questionnaire data strongly indicates that several means must be sought in publicising recreational activities. However, whichever form of publicity employed, care and good presentation must prevail to attract attention.

6.3 Control

6.3.1 Scheduling of Campus Recreational Facilities

The monitoring and scheduling of campus recreational facilities is a major task requiring much planning and organisation if control is to be achieved. Scheduling of facilities become a vital part in the controlling process of the overall organisation of campus recreation and in the determination of success and efficiency of a recreational services programme. The extent of recreational facilities can be observed in the review of other surveys Sections 3.4 and 3.5.

The scheduling of recreational facilities varies enormously among institutes of H.E., partly because each institution provides a unique setting in terms of layout, quantity and siting of its recreational facilities. Some institutes have in fact multi-sites in order to cater for the student population. However, the planning and siting of recreational facilities are important and it is vital that some systematic procedure is developed so that recreational activities can be conducted smoothly.

Recreational facilities are scheduled in various locations within the campus of an institution, these being in one of the following, P.E. department (89%), student union office (29%), athletic union/council (16%), education department (5%) and registrar's department (5%). The percentage figures included above were the results of the questionnaire data and clearly show that the PE department is in the main the centre of location for scheduling recreational facilities.

The only significant difference from the above locations was that of the student union office and by geographical area. The North and Scotland had little involvement scheduling facilities in relation to student union offices compared to the other regional areas.

The important issue elicited from the questionnaire data is that efficient scheduling will depend on several factors, such as; availability of facilities, staffing, equipment and officials or supervisors. To conduct or control campus recreation, all activities offered must be known to all concerned, together with the sequence of their scheduling, such as; days and hours of each specific activity. An example for scheduling campus recreational facilities appears in Appendix J.

The controlling affairs of campus recreation will involve the monitoring of certain administrative tasks, including; the preparation, development and maintenance of participation records, making progress reports and evaluations. Effective monitoring will provide administrators of recreation with useful information and data which can then be utilised when making evaluations for a given recreational services programme.

6.3.2 Monitoring of Publicity

Publicity for a campus recreational services programme will no doubt incur some expenditure. The amount of money spent or budgeted for such purposes will vary enormously among institutes of H.E. depending upon the extent and diversity of publicity media used. However, some form of publicity monitoring is essential so as to ascertain that money is wisely spent and to determine the effectiveness of one's publicity strategy. Appendix K shows an example for the evaluation of campus recreational publicity and participation.

Due to the complexity of the marketing mix which may be employed in a publicity strategy, precise evaluation and monitoring proves to be a somewhat difficult and time consuming task. Nevertheless, some feedback is necessary in the forward planning of an institution's recreational services publicity strategy. No uniform method of publicity monitoring exists but the following should serve as valuable guidelines:-

1. In order to measure to any degree the significance of a publicity campaign it is necessary to establish some method of recording participation numbers in the specific activities offered (See Appendix K).
2. Ask users of recreational facilities if and where they saw details or information regarding their chosen activity, for example; leaflet in the library, buses or local transport, press or word of mouth.
3. Ask users of recreational facilities their views or opinions on the leaflet or brochure they saw in terms of details given and presentation, plus any options they would like to see offered.
4. Make a survey or record the number of people asking for more details on a specific recreational activity and where they saw such information.

5. Make a note on the number of leaflets handed out, whether following visits to a showroom or exhibition, general distribution within an institution, public libraries or elsewhere during a given period of time.
6. Gather data on the circulation or readership of newspapers where recreational publicity has appeared, and costs involved.
7. Continue to seek other sources of publicity media, such as; tourist boards, door-to-door mailing of leaflets, a variety of local community clubs and local transport services.
8. Continue efforts to make people more aware of recreation.
9. Determine where possible the main core or type of user for each recreational activity being conducted, for example; F/T or P/T students, males or females, students or local residents. Such information may provide the necessary feedback for a future publicity campaign which can then be directed or focused to a specific type or group of users for a given activity.
10. Compare attendance or participation figures with previous years and the number of options that have been run against the overall expenditure incurred from publicity. This will provide some indication on the effectiveness of an institution's recreational publicity strategy and the direction which should be taken.

The above offers various guidelines for the monitoring of an institution's recreational publicity. The accuracy and detail of such monitoring will depend largely upon staff availability and time one wishes to commit to conducting such procedures. Nevertheless, it is advocated that some survey or report needs to be conducted so as to ascertain the effectiveness or ineffectiveness of an institution's recreational publicity strategy, since large sums of money may have been spent and should be accounted for. The evaluation of recreational service programmes appear above in the planning section (6.2.1).

6.4 Implications for the Administration of Campus Recreation

At this stage of the study, it can be readily accepted that the administration and co-ordination of campus recreation in H.E. involves an enormous and diverse range of skills and expertise. Due to this enormity, it is certainly imperative that careful consideration must be given to campus recreation in order that facilities can be utilised efficiently and effectively. The extent to which this is achieved or the degree of satisfaction acceptable can always be debated or argued. One fact that is definitely necessary to improve and enhance the status of campus facilities in H.E. is the need for positive guidelines to be formulated, so that better utilisation of resources, both in terms of human and material availability, are developed and promoted.

Due to the diversity and the many facets involved when considering the nature of campus recreation, it is evident that many implications will exist. This will always be the case, but as in any form of management procedure, implications must be minimised and controlled satisfactorily for effective administration to occur. Presently, there appears to be a serious lack or inadequacy of such control for the management and administration of campus recreational affairs. Implications will arise in such areas as; planning, organisation, finance, budgeting, facilities, scheduling, maintenance, staffing, co-ordination, evaluations and many other important considerations. These all have been brought to light in this study and cannot be stressed too strongly. For further details of the duties and responsibilities of a Director of recreational affairs, see Appendix D.

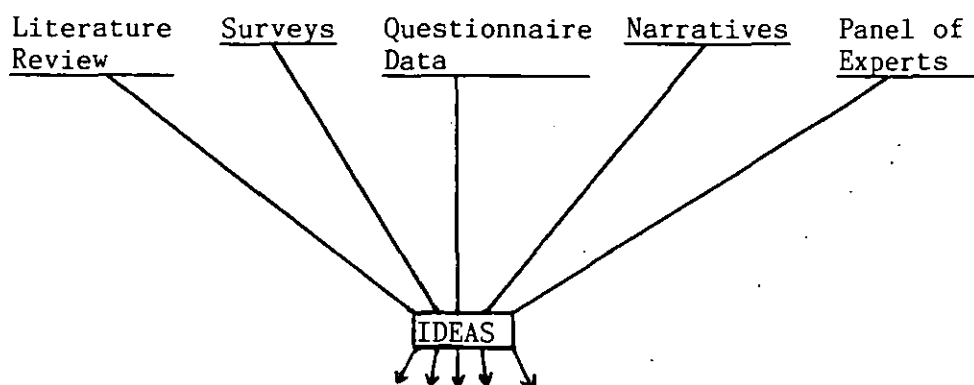
In spite of the many and varied tasks involved for the effective functioning of campus recreation, a further implication arises in the fact that the various tasks are often considered in isolation and not as a

collective consideration. This was certainly borne out by the literature review and is a present weakness in the documented literature, particularly that pertaining to campus recreation in institutes of H.E. A sterner effort must be made by all personnel involved to incorporate all possible administrative tasks as a whole and for better co-ordination.

With the above considerations kept to the forefront, the contents of the study to date can now be consolidated and assessed with the desired aim of formulating the vital necessity of guidelines or processes involved in the administration and co-ordination of campus recreation in H.E. The formulation of the process models took several stages before their final version was completed as shown in Appendix L. The initial stage took the form of a collection of ideas gained from the literature review, surveys and panel of experts and are outlined in the following section.

6.5.1 Initial Strategy Employed in the Formulation of the Process Model Specifications

In an attempt to formulate the process models or guidelines it was necessary to gather all the relevant information and ideas as an outcome of the literature review, surveys, questionnaire data, narratives, the panel of experts and the various implications which may be inherent in administering campus recreation in H.E. The following schematic diagram was employed to assist in formulating the guidelines;



- 1) An overall organisational structure of campus recreation is necessary.
- 2) Personnel involved in campus recreation.
- 3) Staff functions and responsibilities.
- 4) The need for a working party and Recreational Advisory Council.
Their involvement in campus recreation.
- 5) Student union involvement.
- 6) Sources of finance.
- 7) Types of information systems available and plans needed to publicise campus recreation.
- 8) The need for and how to evaluate recreational programmes and their frequency.
- 9) How are recreational facilities appraised ?
- 10) How can a survey of recreational facilities and programmes be implemented?
- 11) How can a recreation department be formed?
- 12) To what extent should external users have access to campus facilities?
- 13) Committees involved in the control and decision making for campus recreation, for example; working party sub-committee.
- 14) How should the various day to day functions of a recreational services department be administered?
- 15) What sequential order should certain functions take?
- 16) To what extent does an institution's senior management have in affecting recreational affairs, for example; senate or academic board?
- 17) How should recreational facilities be scheduled?
- 18) What personnel should be involved in facility scheduling?
- 19) What procedure should participants take in booking or using recreational facilities?
- 20) How can all the functions of a recreational department be co-ordinated?

The above list contains the various ideas that emerged as an outcome of the literature review, surveys, questionnaire data, narratives and the panel

of experts. The list further supports the fact that to conduct a recreational services programme on a campus in an institute of H.E., involves numerous duties and functions. Due to this vast array of functions, it is imperative that guidelines are available which presently do not exist. This would ease the task of personnel involved in such activities, and more importantly, utilise an institution's recreational facilities and resources more efficiently and effectively.

The list of ideas clearly outline the various functions of a recreational services department. Many are ongoing procedures as well as some long term plans which need to be constantly considered for effective functioning. With all the available data, information and ideas extracted from this study, the guidelines to be formulated will suggest a set of linked process models to aid the administration of recreation on campuses in H.E.

6.5.2 Process Models for the Administration of Campus Recreation

The initial structure of the process models was prepared by the author taking into account all the data, information and ideas that emerged from the study. These proved to reveal a diverse range of topical issues necessary for the conduct of campus recreation.

With such details and information available, it was necessary to group these into broad areas which could be regarded to encompass all the administrative procedures for conducting campus recreational affairs. Such items would include planning, organisation, scheduling and evaluations, and these would have to be developed into logical or procedural stages, hence the term process models. Furthermore, the personnel or bodies involved in such processes must also be included.

In considering these broad intentions, the author then attempted to create a series of process models to encompass all facets of campus recreation in

terms of their administration and co-ordination which are listed and described in the following section.

6.5.3 The Model Modules Necessary for Campus Recreation

From the data and information gathered in this study, it was considered necessary by the author that the following models would incorporate the various administrative processes in conducting campus recreational affairs.

- 1) A composite model showing how all the models are related to one another.
- 2) An organisational and functional relationship model indicating the various staff and institutional bodies involved in campus recreation.
- 3) An implementation model outlining how a recreational services department can be established.
- 4) A survey and appraisal model suggesting the various areas and means of seeking information about recreational facilities availability and demand for usage or participation.
- 5) An annual planning process model indicating how the aims and objectives of a recreational services department are conducted
- 6) Quarterly planning process model which stresses the need and value of reviewing and updating the various functions of a recreational services department.
- 7) A publicity process model which outlines the procedure which may be taken in publicising a recreational services department's activities.
- 8) A scheduling and facilities process model illustrating how all facilities may be scheduled.

The above set of models clearly illustrate the overall daily and long term functions of conducting a recreational services department on a campus in an institute of H.E. and will serve as an additional advantage to personnel involved in such affairs. Furthermore, the guidelines will help to bridge

the gaps or deficiencies which presently exist in the literature.

In order to identify the above set of process models, the author formulated a complete set of sample specifications for such models. The development of these sample specifications appear in the next section, 6.5.4. The panel of experts were then asked to critically examine and make comments on the sample specifications. Their main comments appear in section 6.5.5.

6.5.4 A Plan to Produce Specifications for the set of Process Models

Having identified the set of models outlined above, the panel of experts agreed in principle that they covered all the factors necessary to govern campus recreational affairs. At this stage of the study, it was now necessary to develop a plan which could be used to assist in producing the specifications for the various process models.

Many considerations are necessary in order to produce the specifications. The essential point in this respect is to consider all relevant ideas or facts as a whole, so that a more comprehensive and complete set of specifications can be attained.

The various elements necessary to be considered in producing the specifications for the various processes involved in campus recreation, are best tabulated;

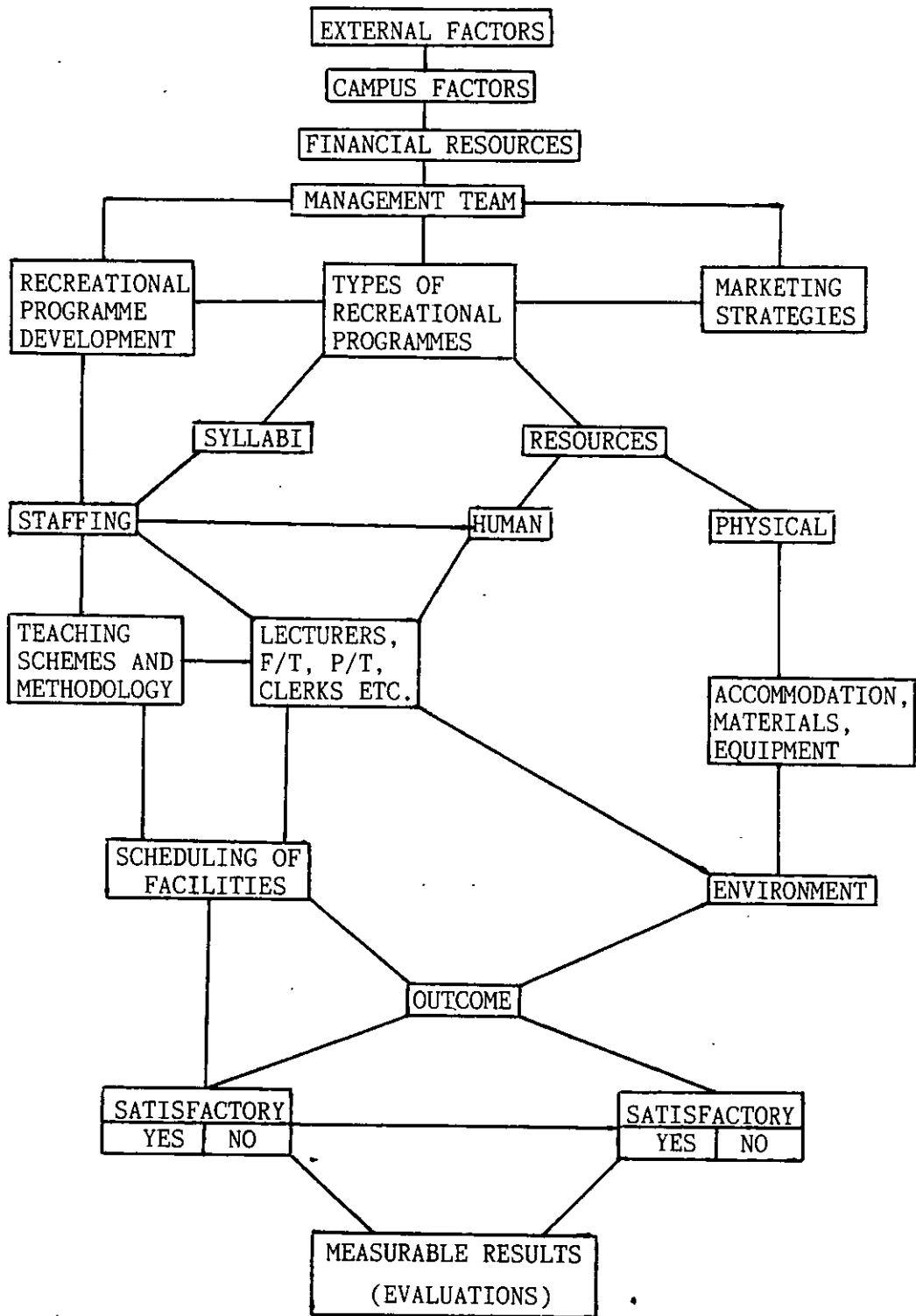
- 1) External factors—Factors external to one's institution must be given careful consideration, for these can greatly influence its recreational programme.
- 2) Campus factors—Likewise, certain internal factors need to be considered, such as; a student's appraisal of recreational interests.
- 3) A management team involving senior personnel responsible for campus recreation and their role for promoting such services.

- 4) The development and type of recreational programmes offered must also be given careful consideration so that they reflect student and external user interests.
- 5) Marketing and publicity strategies must be employed.
- 6) The development of syllabi and availability of resources.
- 7) Staff involved in implementing a recreational services programme such as; clerks, superintendants and teaching personnel.
- 8) The availability of recreational facilities and equipment.
- 9) A system of scheduling recreational facilities and programmes.
- 10) The environment to consider whether participants partake in a conducive environment for specific activities.
- 11) To determine policies for establishing the outcome and evaluations of campus recreation.

The above considerations are presented schematically in the diagram overleaf and will serve as a rather comprehensive plan for producing the set of sample specifications for the process models described above in section 6.5.3.

The plan developed above was used and implemented to produce a complete sample specification for each of the process models. Having accomplished this, the panel were each given a copy for them to make their comments and remarks. Once the panel had conveniently perused through the sample set of process models, they were each met individually for a structured interview and their comments and remarks were noted and appear in the following section, 6.5.5.

RECREATIONAL DEVELOPMENT CHART FOR ALL PROCESS MODELS



6.5.5 Comments Made by the Panel on the Sample Process

Model Specifications

All six experts on the panel received copies of the sample specifications for all the process models. They were asked to make comments and changes considered necessary for improvement, implementation and adaptability. Each expert was then asked for an appointment to conduct a structured interview to analyse critically each process model.

The initial specifications of the process models were changed in various aspects as a consequence of the panel's comments and interview. The more salient comments that led to changes are listed below:

1. Figure 1 required labelling for easy reading and clarity.
2. Job descriptions too specific.
3. Models should be presented as schemes that could be implemented.
4. Annotations confusing.
5. Repetitive reading. More abbreviations required.
6. Use blocks to distinguish the various components involved in each of the models.
7. Model figures too elaborate and difficult to follow.

The above comments reflected the collective thoughts of all the experts. Unanimity was achieved by the experts in the points raised in numbers 1, 2 and 3 above about the labelling of Figure 1, job descriptions and the models to be presented as schemes respectively. The other points were commented on by at least three of the experts.

There were also several other comments made by the panel but were considered by the author to be rather minor in terms of importance, in that they would not make any significant improvement or contribution to the

presentation or content of the models. Some of the minor comments raised included; "that in our institution we submit our publicity material directly to the Director", whilst other members remarked that their procedure was to consult the secretary and finance departments before submitting proposals to the Director for approval, or they were not too certain.

Due to the ~~diversity~~ diversity of procedures involved in all aspects of campus recreation administration, the aim of the process models was to keep them general but to include all possible processes so that they could remain adaptable and not rigid.

Most of the minor comments raised by certain members of the panel were discussed with the other members as if they were raised solely by the author and not with any reference to any specific member of the panel. That is, with all the structured interviews, any questions or points raised by the author, no reference to any other member of the panel was made, each interview retained confidentiality.

Many of the minor issues raised by the panel of experts tended to adapt the process models to suit their own particular institution. This, however, is the prime purpose of the completed or final version of the models, but for the purpose of formulating and constructing the model specifications, a more general approach was necessary before they can be used and adapted to any specific institution. Recommendations for changes which were regarded to possibly diminish the general application of the models to any institution of H.E. were not implemented.

All the comments made by the panel which the author considered necessary would improve the sample specifications were pooled together. The author then revised the process model specifications by implementing all the

relevant comments given by the panel. On their completion, each member of the panel were submitted a revised copy of the specifications for further perusal.

Once members of the panel had time to give considerable thought to the revised specifications, a further structured interview was sought. The same principles of confidentiality was maintained.

Each member of the panel remarked about the improvement of all the process models on the sample specifications. The only comments raised by all the panel was confined to the presentation and layout of the models which involved only minor modifications. The ultimate question posed by the author to the experts was, "Could the models as presented in the revised specifications, taking into account the points of presentation, be adapted and implemented by you?". The overall response was an emphatic "yes", but with certain reservations in that they would require modifications with some or possibly all of the models. They all admitted that with all or a portion of the models, they would have to be modified to varying extents in some institutions than others. The panel showed satisfaction to the content and comprehensiveness of all the models and expressed their eagerness to make the various adaptations of the sample specifications to suit their own institution,

On completing the structured interviews with the panel on the revised process model specifications, the comments made about presentation were implemented and revised, which finally culminated into the versions presented in Appendix L.

CONCLUSIONS AND RECOMMENDATIONS

7.1 Summary of Study

This study has provided a comprehensive investigation on how recreation administration on campuses in H.E. may be effectively conducted. The literature review and surveys analysed, revealed that many serious inadequacies existed in relation to campus recreation. These would include such areas as; planning, facility scheduling and evaluations. Therefore, there is a weakness which presently exists in the documented literature, and the findings and outcomes of this study greatly alleviates many of these inadequacies.

Much present literature focuses upon three major sectors, namely; public, private and voluntary. These are important sectors served by recreation, but in no way do they represent all people's needs. Another important sector should be added to make the situation more complete which presently has eluded authors and researchers of recreation. This additional sector could come under the domain of education, for this sector also requires specific knowledge and provides openings for employment. To date, this sector is very inadequately documented and is a case of proven neglect.

Institutes of H.E. are communities in their own right and involve relatively large, but varying populations. These people too must have the opportunity and provision of recreational activities. Just like the private, public and voluntary sectors requiring efficient management and administration, it is equally important that recreational services on campuses in H.E. are managed just as efficiently. This study uniquely attempted to describe how the latter may be achieved.

Due to the diversity and nature of tasks involved in administering an agency, whether it be in the educational or other sectors cited above, the formation of guidelines with regards to their management and administration would serve as a useful tool towards more efficiency and effectiveness. Recently, Torkildsen (1986) strongly advocates that recreation "as an emerging profession and as a diversified mixture of organisations, could benefit greatly from proven simplistic management guidelines as a base, plus new approaches in order to manage recreational services more effectively than ever before". This study has at least provided the doorway to Torkildsen's (1986) demand in its formulation of guidelines, but for campus recreation. Similar guidelines could be

formulated by the methods employed in this study to other sectors of recreation.

The complexities and diverse range of tasks involved in administering recreation on campuses in H.E. have been elucidated in this study. Such matters have not been studied or researched in any depth before and is long overdue. This study not only attempted to redeem these apparent evasions, but also went as far as to offer a sample specification, which is an adaptable model on how campus recreational affairs can be administered.

Owing to the diverse nature and functioning of campus recreation, it became impractical for this study to make a detailed analysis of every task or factor associated with recreation administration without producing voluminous material. A major implication or defect observed from the literature review, is that much of the literature concentrates on specific or isolated aspects with little concern on how these are co-ordinated and initiated in the entire recreation administrative structure. The present literature makes very little reference to campus recreation in education establishments. This study attempted to encapsulate all facets related to campus recreation in H.E. so that a more unified analysis could be attained, in contrast to the more fragmented approach presently existing in the literature.

7.2 Basic Conclusions

The outcome of this study produced numerous findings from which several conclusions can be reached. The most apparent, is that there is no comprehensive literature documented which adequately encompasses all facets of recreational administration on educational campuses. Also, no literature exists which specifically offers any guidelines or process model specifications for the administration of recreational services for any sector of recreation. This study bridges these two important gaps by incorporating the various administrative procedures for campus recreation and guidelines which may be adaptable and utilised for any institute of H.E.

The data and process models formulated, clearly indicated that recreational services on campuses in H.E. require good organisation, administration, management, marketing, planning and co-ordination for the effective functioning and utilisation of facilities and resources. The questionnaire data revealed that recreational service departments are in many cases funded by several sources. Universities obtain their

funds primarily from the finance department, colleges of H.E. from the student union and polytechnics from the student union, finance department and block grant. This clearly indicates the diverse nature in which funds for recreational services are obtained.

In terms of publicising an institution's recreational programme, a diverse range of information systems are utilised, ranging from television to word of mouth. This study has highlighted the values and importance of publicity for campus recreation and revealed the extent and type of publicity methods employed to good effect.

The local community will always have an impact on an educational institute of H.E. The vast majority of institutes permit external users to utilise their facilities. The administrative procedure for such use varied among institutions but this study provides an example on how recreational facilities can be scheduled in Appendix J.

With regards to the formation of a new sports club requested by students, no common core exists in its formation. However, in many cases several people or bodies have to be consulted and mutual agreement must be reached before a new sports club can be officially formed. These may involve for example; the student union or an advisory panel.

The funding of sports clubs is obtained from several sources. In universities this is obtained primarily from membership fees and the Athletic Union, whilst in colleges of H.E. and polytechnics, this is obtained primarily from the student union and physical education department. This again indicates the variation which exists in the different institutes of H.E. in their administration, particularly to sports club funding.

Virtually all institutions reported that they had planned increases approved in one or a combination of the following; facilities, equipment and courses. Most institutions indicated that their future prospects remain good or stable. In spite of the economic climate, many institutions are planning ahead and developing an expanse of their recreational services. This only further reinforces the need for efficient campus recreation administration.

The total number and type of departmental staff varied among the different institutions. A large student population did not necessarily correspond to a large department in terms of staff. A varied number of departmental

staff are directly involved in their institution's recreational services. The student union in most cases control and govern all recreation on campus. This would suggest that in the main, student union members administer campus recreation. One could confidently assert that such people are not fully trained to effectively conduct such a large administrative structure. A "trained" member of the full time staff should ideally be responsible for campus recreation.

This study also revealed that voluntary contributions made to external bodies by departmental staff were widespread and in varying capacities. The Sports Council was the most represented body.

Most institutions reported more facilities were required to meet their participation demands. However, the prognosis for many institutions in meeting their demands appeared unlikely. This dilemma obviously imposes problems and calls for improved administrative skills and leadership for personnel responsible for campus recreation. This study will help to obviate this rather widespread problem if its findings are implemented and the process model specifications are adapted to suit the institution concerned.

The physical education department was in the main the location for the scheduling of recreational facilities. A diversity of methods are implemented among the different types of institutions. Appendix J offers an example on how the use of recreational facilities can be recorded.

Methods and frequencies of evaluating an institution's recreational services programme showed much variation. 82% of respondents indicated that they kept records of recreation participation. The greatest methods of evaluation employed were by observation and student comments, each with a 84% response. The most frequent time span for evaluations was quarterly (40% response).

It is clear from the above that many conclusions have been drawn as a result of this study and makes the situation for campus recreation more complete than that which is presently documented.

7.3 Recommendations

As a consequence of this study, four broad recommendations can be made. These are, to create or establish a more; effective integration, effective communications; broader range of activities and the use of process models as a means of guidelines for campus recreational administration.

7.3.1 Effective Integration

An institution's recreational programme should be designed to meet the needs of students, staff and external users, and to utilise all of its recreational facilities. This requires recreation staff to be aware of the relationship and involvement of all departments and divisions within the institution. This calls for good integration of the various divisions within the institution if recreational services are to be conducted effectively.

Co-operative efforts must continually be maintained between the local community, students and staff. This will enable an institute's recreational services to be enhanced and create a greater expansion of programmes and activities for all concerned. A more effective integration of the various divisions within an institution is required, otherwise poorer utilisation will ensue of facilities and perhaps eventual reduction in participation. Personnel responsible for recreation must try and develop an empathy with the users of its facilities.

7.3.2 Effective Communications

Problems will always exist in keeping people informed of the availability and scope of an institution's recreational programme and activities. However, for effective communications to occur, campus mass media should be utilised to the full incorporating as many as possible those reported in this study, many of which are relatively inexpensive to implement and maintain.

To establish and implement a variety of communicating systems applicable to recreational services, involves several personnel and bodies within an institution. For example, finance section for available funds for publicity, registrar for student enrolments and student union for existing sports clubs. In order for communications to be effective, co-operative efforts must be made by all concerned as discussed in the section of effective integration above (7.3.1).

It is recommended that continuous efforts for a more personal approach should be acquired since word of mouth, as revealed by the questionnaire, proved to be an effective means of communication. A serious attempt to adopt this and other means of communications would in turn enhance the expansion of activities in an institution's recreational services programme.

The presentation and manner of the communicating system or method employed must be given serious consideration. Dull, untidy or insignificant posters, will not make an impact on the consumer. This is perhaps a major fault with many forms of media, particularly noticeboards. These often also include many out-dated notices and information. Whichever methods of communication are employed, they must be clearly presented and include up to date information and results of recently participated events and activities.

7.3.3 Broader Range of Activities

It is clear that an increase in recreation participation is on the upward swing in all sectors due to the current boom in sport and leisure. To confine a recreational programme specialising on a limited number of activities will not foster maximum participation or optimum use of resources. Agencies of recreation have, and always will, advocate the values to be enjoyed from recreational activity. There are an innumerable choice of recreational activities which exist, the availability, however, within a given institution of H.E. will depend on numerous factors. Nevertheless, people permitted to using campus recreational facilities will make certain demands for specific activities and will expect other activities to be readily accessible.

The above demands cause a heavy burden on personnel responsible for providing such services. Consequently, it is imperative that the recreational programme offered should be designed to encompass a broad range of activities to meet the needs of its users, as well as being able to give support for their inclusion. In order to achieve this broad recommendation, staff would have to make provisions for all age groups, gender and physical abilities (the able and handicapped) with concerted efforts to attain the previous two recommendations above. Such efforts would significantly contribute to an institution's social well being, utilise its recreational facilities effectively and maximise its resources. This is a recommendation certainly worthy of recognition and must be achieved to its maximum potential.

7.3.4 Use of Process Models

Cited earlier in this chapter, it was made clear that most of the literature presently documented and pertaining to recreation, focuses essentially on isolated or fragmented aspects in the voluntary, private or public sectors. This study has elicited ample details and facts that campus recreation in institutes of H.E. could easily be worthy for inclusion as another sector or agency of recreation. To date, this has eluded other authors and researchers, or perhaps it has not been accepted or gained the recognition it deserves as an entity in its own right, and only been given glancing references.

Throughout this study, it has been clearly evident that the administration of campus recreational facilities in an institute of H.E. is extremely diverse and calls for a mixture of skills. This is mainly due to the inherent problem of the term "recreation" and the many people and bodies within a given institution that are, or should be involved in order to conduct campus recreational services.

Due to the enormity of the problem in hand as explained above, a person's immediate reaction may be; "How can a person go about acquiring and developing the knowledge and skills necessary to administer campus recreation effectively?" The same question could be asked about the other sectors of recreation. The answer to such a question poses problems such as; relevant experience, training available and what should be taught. However, the task of administering recreational services can be greatly enhanced if some form of guidelines were available. Presently, these do not exist, nor are there any other means or methods available for any sector of recreation.

It was stated earlier (7.3.1) that Torkildsen(1986) strongly advocated the need for simplistic management guidelines so that recreational services could be managed more effectively. The link between this study and Torkildsen's (1986) view is purely coincidental, however, the former has, as a result of its findings, produced a series of simplistic guidelines for campus recreation in the form of process model specifications.

The eight process model specifications formulated by this study were designed specifically to be adaptable to suit any institute of H.E., because the results indicated that many variations, even within the same type of institution, existed in administrative procedures. The process

model specifications also encompass all the major facets involved in administering campus recreational services. They will be of practical value and help personnel to think more positively and critically their role as a whole, together with securing more efficient use of resources.

When implementing the process model specifications to a given institution, it is imperative that the above considerations are applied, particularly that of adaptability. This will enable personnel to make modifications when situations arise, especially following evaluations. On the initial development of the models for implementation to a specific institution, it is recommended that all departments and divisions involved in each model be informed, so that advice and co-operation is sought for the necessary modifications. This would, therefore, enable the various processes involved to be as accurate as possible.

Each process model has been designed to function independently and institutions should consult, examine and adapt each component to suit their own recreational service programme. One or more of the process models may require periodic evaluation after their initial implementation for refinement, before all the models can function effectively. The sample model specifications should be retained for reference so that all possible sources will be at hand.

It is clear from the above four recommendations, that if they are applied conscientiously, the administration of campus recreational services in institutes of H.E. will become more effective. The development of the process model specifications will serve as valuable guidelines. They will help to expedite many administrative procedures, which in many cases appear to be procrastinated through either, repetition of work or incorrect procedural methods.

7.4 The Way Ahead - Future Research

The conclusions and recommendations reached in this study will help pave the way to further research, not only in the realms of educational recreation, but also in other sectors of recreations. Various gaps and inadequacies were found to be a major flaw in the present documented literature pertaining to recreational administration, particularly to campus recreation in institutes of H.E. This study has helped to reduce such gaps and shows how they can be implemented to

good effect. However, further research must be conducted on other aspects of educational administrative functions to show their effectiveness, or ineffectiveness, which in turn, could have a reflection on how the many different departments or divisions within an institution operate. This would include; the integration of an institution's various faculties or divisions and how these are co-ordinated; the various means and methods of communications within an institution and how effective these may be.

7.4.1 The Future for More Effective Integration

Within a given institute of H.E., there are many departments, each having specific functions within the institution. Many of the departments within all types of institutions generally function in isolation of each other and as separate entities. This approach or attitude may well lead to some departments becoming *diverted* or divorced from the aims and philosophies of their institution. It must be remembered that it is the institution itself which is the lifeline for its survival and not solely on the success of one or two departments, especially in the long term. This can be akin to team sports.

An institution is dependent upon the smooth operation of all its departments. This can be achieved only if all departments are better integrated and co-ordinated into the entire administration of the institution, rather than being conducted solely as independent bodies in isolation.

Further research needs to be conducted to determine the present state of departmental integration within institutes of H.E. and how they may become more effective as a result. All departments are dependent upon students, whether academically or administratively. A more integrated approach than that which presently exists, should result in better administration for all concerned. This approach for recreational services is most apposite and calls for more positive efforts.

7.4.2 The Future for More Effective Communications

There are many different forms of communication and information systems available, and these should be utilised to good effect. However, whatever forms of communication systems are employed, they will not be fully effective unless they convey a service or information that is required

by the people they are aimed at.

More research is required into seeking people's perceptions of recreation, for only then are their needs and requirements likely to be met. This has to be monitored and researched continuously, for certain recreational needs are constantly changing due to economic and sociological factors.

The use of communications may on occasions be taken too lightly. However, this is a most important area in the administration of recreational services. Personnel responsible for such services have many functions and duties to fulfill as indicated in Appendix D. For example, they will be involved in planning, organising, directing, administering, leading, negotiating, selling and chairing certain bodies. Additional skills necessary could include; public relations, entrepreneurial work, economist and author, teaching and coaching. The above certainly call for communication skills.

It is obviously clear from the above the diverse and extent of duties involved in administering recreational services on H.E. campuses. To obtain any degree of success, the application and relevant means of communication must be sought and utilised. More research needs to be conducted on how the various methods of communication at one's disposal can be put to good effect to enhance recreational service programmes. This will mean making more effective connections and contacts with people's needs.

7.4.3 The Future for a Broader Range of Activities

The effectiveness of providing a broad range of activities will rest largely on the above, that of effective communications. It is clear that there are an abundance of recreational activities to choose from. The type and number provided will depend of course on the availability of facilities and resources within a given institution. However, the prime aim is to achieve maximum participation and use of all resources, and create further scope when it is demanded.

The effectiveness of an institution's recreational services programme will depend on whether the needs of its users are being met. To achieve this aim, it will be necessary to establish the needs of all people permitted to using an institution's recreational services. This can be done by conducting a participation survey as indicated in Appendix E,

coupled with an evaluation (Appendix K).

Further research is required on better evaluative techniques on recreational programmes so that all activities offered are effective in terms of participation and utilisation of resources. Improved evaluative techniques will also aid the involvement of a cross-section of permitted users and to optimise recreational facilities. More elaborate forms of evaluation are needed with the same degree of commitment and analysis that exist for school curricula development. Perhaps the latter are more pressurised in being accountable for their curricula content than in H.E. institutes, although this is purely speculative.

7.4.4 The Future Application of Process Models for Recreation

This study has frequently made the claim that to administer recreational activities on campuses in H.E., involves a broad range of duties for the staff concerned, who must also liaise closely with other personnel in a given institution. This claim has certainly proved to be the case as the results and findings of the study have revealed.

Presently, there are no recognised courses or formal training available to train people to administer specifically campus recreational facilities, in contrast to what is available for the other sectors of recreation. Recreation on campuses in institutes of H.E. call for the same degree of leadership, management and skills that are desired to administer recreation in the public, private or voluntary sectors. It is, therefore, essential that some form of guidelines become available for people conducting campus recreational facilities, to make them more effective and accountable.

This study has produced such necessary guidelines in the form of process model specifications. More research is definitely required on this type of method of analysis in other aspects of educational administration. Perhaps other similar techniques can be employed such as; programme, evaluation and review technique (PERT).

The various process models formulated in this study is the first of its kind relating specifically to recreation. However, further research can be conducted to make comparative analyses employing this technique, or others, with other major sectors of recreation. This may call for greater adaptability in its implementation, whichever technique is employed, due

perhaps to the unique differences which may exist in the administration of the various recreational sectors. Such research in recreation is in its infancy, thus great scope is available.

7.5.5 Possible Considerations for Acquiring the Recommendations Made in This Study

The Yates (1984) Report highlighted various deficiencies and areas of confusion in the existing provision of management training, specifically for recreation managers. Likewise, this study has indicated that various inadequacies presently exist in the documented literature pertaining more specifically to the management and administration of recreation in institutes of H.E.

It was recommended by the Yates (1984) Report that Regional Management Centres should provide a national forum and co-ordinating body for the development and implementation of a more relevant provision of recreation. This study postulates four major recommendations, that of; effective integration, effective communications, broader range of recreational activities and the implementation of process model specifications as guidelines.

The only means by which the above recommendations can be achieved is through improved training. The majority of recreation management training courses occur in educational establishments. Ironically, these courses are aimed primarily to the various sectors of recreation, but not in any deliberate way to recreation on campuses in H.E. institutes. However, the main problem is not the availability and range of courses by the various recreation bodies and educational institutes, but perhaps there are too many courses on offer.

There are a vast number of courses available within educational institutes, each requiring varying degrees of skills and entry qualifications. This wide range of available courses pose problems for both the student and employer. It is difficult to determine which course provides the greatest needs of the student and employer without careful scrutiny, plus there are many overlapping areas of study. Difficulty lies in the ability to equate the relevant merits and advantages of the various courses on hand.

Another important factor which emerges as a result of the many different

types of courses available in recreation, is that, "Are people sufficiently trained and possess the relevant experience to teach people recreation management?" The extent of any formal recreation management training acquired by staff in education establishments seem susceptible. Even physical educationist in their initial training (Certificate of Education or Batchelor of Education) perhaps do not all have a satisfactory element of management content. This is further supported only recently by the National Association of Teachers in Further and Higher Education (NATFHE) 1986, who state that " The education service rarely trained its own managers and didn't have a policy on such matters".

The author believes that too few education personnel conducting recreation courses have received any formal training in recreation management. This is a strong assertion to make and would require another area of research, but may be supported by the NATFHE (1986) claim. A reason which leads the author to this assertion, is that educational institutes have in recent years, created a proliferation of leisure and recreation courses. This may stem from the expanding requirements of the industry which presently exists, but also for many institutions to join the "band wagon" . Nevertheless, these courses are being conducted , and one must ask in all honesty, "Have all staff involved in teaching on these courses had any formal recreation training?" This question is obviously open to debate but needs to be established and answered, otherwise the training is not going to be fully appropriate to the recreational needs and requirements of society. Failure to establish this need will also result in the Peter Principle becoming more apparent, which basically mean that the more senior level of management one attains, the greater one's incompetence is developed, thus a vicious circle can ensue.

It is clear from the above that serious attempts must be made urgently to improve the current status of recreation management training and develop some common core as to what the requirements are for the specific sectors of recreation, including of course campus recreation. Recreation management training should be practical, relevant and concerned with helping people to do their jobs efficiently. A more co-ordinated and integrated approach should be attempted by the various professional bodies and educational run courses. However, to produce one conclusive course would be impossible due to the problem in defining recreation and the diversity of areas within the field.

Further research and attempts are required to evaluate the present

management education and training provision for managers in all sectors of recreation. The training needs of recreational personnel require identifying together with an examination of the existing provision of all courses. On accomplishing these findings, it is then necessary to develop appropriate training and recreational programmes, both long term and short term, based upon the deficiencies identified in various Reports and the outcomes of this study.

More information must be gathered both quantitatively and qualitatively in all areas of; sociology, people's attitudes and perceptions, new technology, man management, marketing, applied financial management, communications, supervisory skills, leadership, industrial relations, economics, organisation and personal skills appropriate to managing recreational services, particularly campus recreation in institutes of H.E. The above areas can only be acquired with improved availability of courses. They also highlight the scope of research that still has to be conducted, since there is currently a paucity of empirical evidence in the above as they pertain to recreation.

There is a growing realisation that the rapid growth and diversity of the recreation industry is not accompanied by the necessary corresponding provision for education and training programmes for those whose responsibility it is to manage the facilities, services and amenities that accommodate that growth. In spite of a number of Reports at all levels, with far ranging proposals and recommendations, little progress seems to have been made along the route of specific, relevant and cohesive training opportunities. It would appear that a serious absence of courses exist designed specifically for training management within recreation and meeting the specific comprehensive training needs at the requisite management level.

Recreation management training must ideally be tailor-made to fit the situation, to match the various idiosyncrasies of the particular organisation. It must also be flexible, malleable and amenable to change, taking into account the concerns of people, effectiveness and accountability of results. A recreation manager cannot become an expert on all aspects of management highlighted in this chapter, but should endeavour to acquire sufficient knowledge to be able to ask discerning questions on such specialist areas.

The prime aim of all recreation managers is to develop ways of enhancing community recreation, and one of the most important ways is through the education system. Educational institutes provide great potential to this end. Certainly institutes of H.E. can be regarded as community recreation centres in themselves, and like any recreation agency, require effective administration.

This chapter has revealed certain recommendations as a consequence of this study's investigation, and brings to light the current status and availability in which they may be realised. It is clear that sterner efforts have to be made rather urgently to make those responsible for managing recreation to be aware of the requirements and trends necessary to make their administration more effective. The burden may rest, however, in motivating people for training, even perhaps convincing them that they need management training.

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Central Manchester College,
Lower Hardman Street,
Manchester,
M3 3ER

Dear

Further to our telephone conversation regarding my study of recreational services in Higher Education, I enclose the questionnaire as discussed. Results of the questionnaire is of paramount importance to my research, which in turn will be of value to the Physical Education profession, particularly to those holding responsible administrative posts.

Below I have outlined certain features and instructions which should help you complete the questionnaire:-

1. The term recreational services should be read as the voluntary involvement in physical activities by students, staff or external users and organised or administered by some body (e.g. P.E. Department, Student Union etc.) within your institution.
2. Some terms in the questionnaire are commonly associated with Universities only (e.g. Athletic Union/Council), whilst others are more familiar with Polytechnics and Colleges of Higher Education. Please use only those you think are appropriate to your own establishment, if none, then enter in the section "If other".
3. Some sections of the questionnaire may require you to seek details from another source to gain accurate information (e.g. "Student Population" and "Sports Clubs"). This effort will be greatly appreciated.
4. Please tick, delete or give numbers where indicated in the appropriate space unless otherwise stated.
5. All information should only be given for September/October 1981 to September/October 1982 unless otherwise stated.
6. All information will be held in the strictest confidence.
7. Please try and return questionnaire one month after receipt.

Your co-operation and effort is greatly appreciated and if you have any problems please do not hesitate to contact me:-
061 831 7791 Ext. 49.

I wish to thank you in advance for your services.

Yours sincerely

Geoff Tancred

Encl.

Q1. DEPARTMENTAL BACKGROUND

(a) GIVE CORRECT TITLE(S OF YOUR P.E. DEPARTMENT OR UNIT(S).

- e.g. (i) DEPT. OF P.E. AND RECREATION
(ii) FACULTY OF SPORT AND RECREATION
-

(b) WHAT APPROVED DEVELOPMENTS OR PLANS DO YOU HAVE PENDING?
(PLEASE DELETE).

- | | |
|--|---------|
| i) PLANNED INCREASE IN FACILITIES | YES (NO |
| ii) PLANNED INCREASE IN EQUIPMENT | YES (NO |
| iii) PLANNED INCREASE IN NEW COURSES | YES (NO |
| iv) PLANS FOR YOUR DEPT. TO MERGE WITH
ANOTHER WITHIN YOUR INSTITUTION. | YES (NO |
| v) PLANS FOR YOUR INSTITUTION TO MERGE
WITH ANOTHER | YES (NO |
| vi) IF OTHER(S, PLEASE SPECIFY | |
-
-
-

(c) WHAT DO YOU CONSIDER THE FUTURE PROSPECTS OF YOUR INSTITUTION?
(PLEASE TICK).

GOOD STABLE UNCERTAIN

Q2. STUDENT POPULATION

PLEASE GIVE SIZE OF STUDENT POPULATION FOR YOUR INSTITUTION IN 1981/2.

	<u>FULL TIME</u>		<u>PART TIME</u>
TOTAL	_____	TOTAL	_____

Q3. STAFFING

(A) PLEASE INDICATE AS ACCURATELY AS POSSIBLE THE NUMBERS OF STAFF IN YOUR DEPARTMENT AS GIVEN IN Q1(a), INCLUDING ANY SUPPORT STAFF.

	<u>FULL TIME</u> <u>TOTAL</u>	<u>PART TIME (HOURS)</u> <u>TOTAL HOURS</u>
i. Academic[Research/ Teaching Staff	_____	_____
ii. Clerical[Secretarial	_____	_____
iii. Receptionists/ Attendants	_____	_____
iv. Groundstaff	_____	_____
v. If other[s please specify	_____	_____
_____	_____	_____
_____	_____	_____
GRAND TOTALS	=====	=====

(B) HOW MANY OF THE ABOVE STAFF ARE INVOLVED, COMMITTED OR MAKE ANY CONTRIBUTION TO RECREATION IN ANY TEACHING OR ORGANISING CAPACITY, HOWEVER SMALL?

	<u>FULL TIME</u> <u>TOTAL</u>	<u>PART TIME (HOURS)</u> <u>TOTAL HOURS</u>
i. Academic[Research/ Teaching Staff	_____	_____
ii. Clerical[Secretarial	_____	_____
iii. Receptionists/ Attendants	_____	_____
iv. Groundstaff	_____	_____
v. If other[s please specify	_____	_____
_____	_____	_____
_____	_____	_____
GRAND TOTALS	=====	=====

Q3. (C) PLEASE GIVE THE ACADEMIC AND/OR PROFESSIONAL QUALIFICATIONS OF
 contd. YOUR STAFF (ONLY THEIR HIGHEST AWARD).

	<u>FULL TIME TOTAL</u>	<u>PART TIME TOTAL</u>
PH.D.	_____	_____
M.PH.	_____	_____
M.A.	_____	_____
M.Sc.	_____	_____
M.ED.	_____	_____
B.A.	_____	_____
B.Sc.	_____	_____
B.ED.	_____	_____
CERT.ED.	_____	_____
OTHER(S)	_____	_____
	_____	_____
	_____	_____

(D) OF YOUR FULL TIME STAFF, HOW MANY ARE PRESENTLY MAKING ACTIVE CONTRIBUTIONS (E.G. COMMITTEES, CONSULTANCY ETC.) TO EXTERNAL/ VOLUNTARY BODIES ?

<u>BODY</u>	<u>NO. OF STAFF</u>	<u>STATE BRIEFLY CONTRIBUTIONS(S) MADE</u>
i. Sports Council	_____	_____
ii. C.C.P.R.	_____	_____
iii. Brit. Olympic Assoc.	_____	_____
iv. Brit. Assoc. of Sports Medicine	_____	_____
v. Brit. Poly Sports Assoc.	_____	_____
vi. Brit. Coll. Sports Assoc.	_____	_____
vii. U.A.U	_____	_____
viii. If others(s) please specify	_____	_____
	_____	_____
	_____	_____

Q4. PUBLICITY

INDICATE THE REPORTING AND INFORMATION SYSTEMS YOU IMPLEMENT. (PLEASE TICK).

- i. INTERNAL BULLETINS(LEAFLETS(BROCHURES..... _____
- ii. IF (i) ABOVE APPLIES, PLEASE INDICATE FREQUENCY OF PUBLICATION PER ANNUM _____
- iii. NOTICE BOARDS _____
- iv. LOCAL PRESS _____
- v. LOCAL RADIO _____
- vi. LOCAL T.V. _____
- vii. WORD OF MOUTH _____
- viii. STUDENT UNION LEAFLETS..... _____
- ix. IF OTHER, PLEASE SPECIFY _____

Q5. EXTERNAL USERS

(a) DO YOU PERMIT EXTERNAL USERS (I.E. THE PUBLIC) TO USE YOUR FACILITIES ?
(PLEASE DELETE). YES{NO

(b) IF YES TO (a), PLEASE GIVE NAME OF USER(S (E.G. GENERAL PUBLIC, A SPECIFIC ORGANISATION ETC.) AND ACTIVITIES INVOLVED.

(c) ARE THEY CHARGED A HIRING OR RENTAL FEE? YES{NO

(d) DO YOU PROVIDE A MEMBER OF STAFF TO SUPERVISE SUCH ACTIVITIES? (PLEASE DELETE). YES{NO

(e) IF YES TO (d), SPECIFY WHO SUPERVISES. (PLEASE TICK).
FULL TIME PART TIME
ACADEMIC STAFF COACHING STAFF SUPERVISORY STAFF

IF OTHER, PLEASE SPECIFY

(f) IF NO TO (d) WHO ACCEPTS RESPONSIBILITY? _____

DO THEY SIGN AN INDEMNITY FORM? YES{NO
(PLEASE DELETE).

Q6. FINANCE

INDICATE YOUR SOURCE(S) OF INCOME OR FUNDING THAT CONTRIBUTE SOLELY TO THE CONDUCT OF YOUR RECREATIONAL SERVICES. (PLEASE TICK APPROPRIATE SOURCE(S)).

- i. STUDENT UNION _____
- ii. ATHLETIC UNION(COUNCIL _____
- iii. OWN INSTITUTION'S FINANCE DEPARTMENT(DIVISION..... _____
- iv. OWN INSTITUTION'S EDUCATION DEPARTMENT. _____
- v. OWN DEPARTMENT (BLOCK GRANT) _____
- vi. SPONSORS _____
- vii. L.E.A. DIRECT _____
- viii. RESEARCH _____
- ix. IF OTHER(S), PLEASE SPECIFY _____

Q7. FACILITIES

(a) DO YOU HAVE A NEED FOR MORE FACILITIES TO MEET PARTICIPATION DEMANDS? (PLEASE DELETE). YES [NO

(b) IF YES, PLEASE NAME THE ACTIVITIES(SPORTS IN PRIORITY.

- (1) _____ (2) _____ (3) _____
(4) _____ (5) _____ (6) _____

(c) WHAT IS THE PROGNOSIS OF MEETING SOME OR ALL OF THESE NEEDS IN IN THE NEXT FEW YEARS? (PLEASE TICK).

- (i) GOOD (ii) FAIR (iii) UNCERTAIN (iv) UNLIKELY

Q8. ADMINISTRATION(SCHEDULING OF FACILITIES

(a) WHERE ARE YOUR RECREATIONAL SERVICES SCHEDULED (TIME-TABLED AND ADMINISTERED) AND CENTRALLY CO-ORDINATED? (PLEASE TICK).

- i. DEPT. OF P.E. AND RECREATION _____
- ii. STUDENT UNION OFFICE..... _____
- iii. ATHLETIC UNION(COUNCIL..... _____
- iv. OWN INSTITUTION'S EDUCATION DEPARTMENT.... _____
- v. REGISTRAR'S DEPT..... _____

Q9.

SPORTS CLUBS

(a) HOW ARE YOUR SPORTS CLUBS FORMED? (PLEASE TICK).

- i. STUDENT'S INTERESTS(DEMANDS _____
- ii. P.E. DEPARTMENT _____
- iii. COMMUNITY DEMANDS _____
- iv. STUDENT UNION REQUESTS..... _____
- v. ATHLETIC UNION [COUNCIL RECOMMENDATIONS _____
- vi. ADVISORY PANEL _____
- vii. IF OTHER, PLEASE SPECIFY _____

(b) LIST THE PEOPLE AND/OR BODIES (E.G. ACADEMIC BOARD, STUDENT UNION ETC.) YOU THINK SHOULD NECESSARILY BE INVOLVED IN FORMING A NEW SPORTS CLUB (I.E. WHO NEEDS CONSULTING).

(c) HOW ARE YOUR SPORTS CLUBS FUNDED, INCLUDING PURCHASE AND MAINTENANCE OF EQUIPMENT? (PLEASE TICK). IF MORE THAN ONE BELOW, PLEASE GIVE APPROXIMATE PERCENTAGE TO QUANTITY PROPORTION IF POSSIBLE.

- i. STUDENT UNION OFFICE _____
- ii. MEMBERSHIP FEES _____
- iii. STUDENT SUBSCRIPTIONS _____
- iv. P.E. DEPT. _____
- v. ATHLETIC UNION[COUNCIL _____
- vi. FINANCE DEPT _____
- vii. IF OTHER, PLEASE SPECIFY, _____

(d) LIST IN ORDER YOUR SIX MOST POPULAR SPORTS(ACTIVITIES PARTAKEN BY STUDENTS PER ANNUM. IF AVAILABLE, GIVE APPROXIMATE NUMBERS IN BRACKETS.

- 1. _____ ()
- 2. _____ ()
- 3. _____ ()
- 4. _____ ()
- 5. _____ ()
- 6. _____ ()

(e) LIST YOUR THREE MAJOR TEAM SPORTING SUCCESSES(ACHIEVEMENTS IN THE LAST THREE YEARS.

- 1. _____
- 2. _____
- 3. _____

Q10. EVALUATION

(A) DO YOU KEEP RECORDS OF PARTICIPATION (ATTENDANCE OF STUDENTS IN RECREATIONAL ACTIVITIES? (PLEASE TICK). YES (NO

(B) IF YES, BRIEFLY INDICATE YOUR METHODS OF RECORDING PARTICIPATION NUMBERS AND WHETHER SUCH PROCEDURES ARE CONDUCTED FOR ALL OR PROPORTION OF RECREATIONAL ACTIVITIES.

(C) INDICATE YOUR METHOD(S OF EVALUATING YOUR RECREATIONAL PROGRAMME. (PLEASE TICK).

- i. OBSERVATION _____
- ii. WRITTEN QUESTIONNAIRES _____
- iii. STUDENTS COMMENTS _____
- iv. STAFF COMMENTS _____
- v. DISCUSSION WITH STUDENTS AND OTHER USERS _____
- vi. PARTICIPATION RECORDS _____
- vii. IF OTHER, PLEASE SPECIFY

(D) HOW FREQUENTLY DO YOU CONDUCT AND RECORD YOUR EVALUATIONS FOR YOUR DEPT? (PLEASE TICK).

MONTHLY

QUARTERLY

ANNUALLY

SUMMARY OF GOODS' AND SCATES' (1954) EIGHT ITEM VALIDITY
CHECK FOR QUESTIONNAIRES

1. Is the question on the subject?
2. Is the question perfectly clear and unambiguous?
3. Does the question get at something stable, something relatively deep seated, well considered, non-superficial, and not ephemeral, but something which is typical of the individual or the situation?
4. Does the question pull? That is, will it be responded to by a large enough proportion of employees to permit it to have validity? Does it seem to be engaging enough to get responses with some depth and reality to them?
5. Do the responses show a reasonable range of variation? (Only applies if variation is expected).
6. Is the information obtained consistent? Does it agree with what is known? Does it agree with expectancy?
7. Is the item sufficiently inclusive? That is, are the full scope and intent of the question so clearly indicated that the respondent will not omit parts of the responses through lack of certainty as to what the question desired?
8. Is there a possibility of using an external criterion to evaluate the questionnaire?

Central Manchester College,
Lower Hardman Street
Manchester
M3 3ER

Dear

I acknowledge receipt of the questionnaire sent to you.

I wish to thank you very much for your efforts and time spent in assisting me. I am sure the information gained will be of great value.

Once again, your co-operation is much appreciated.

Yours sincerely

Geoff Tancred

APPENDIX D

Functions of the Main Personnel of the Organisational Relationship

The following job titles and areas of responsibility are extracted from Figure 2. Appendix L.

A. The Director of Recreational Services - (DRS)

- (i) The administrative and co-ordinative functions of the recreational services department and is directly responsible to four main decision making levels (See Fig.2, Appendix L).
- (ii) The planning, supervision, development and organisation of all recreational services and programmes.
- (iii) To keep the administration abreast of new developments and theories in physical education.
- (iv) To fit the department's objectives into the overall educational philosophy and responsible for the development of objectives, syllabi and courses of study.
- (v) The preparation of budgets and expenditure of all funds.
- (vi) To make plans for the purchase and care of equipment.
- (vii) Maintain accurate recordings of all accounts.
- (viii) Provide continuous evaluations of all services and facilities and periodically revise the curriculum.
- (ix) To formulate various essential policies for the use of equipment and facilities.
- (x) Develop close links with, and advising the student union on recreational affairs.
- (xi) To formulate the policies necessary for the conduct of the instructional programme, including the evaluation of students and the sharing of facilities.
- (xii) To guide new staff to the department.
- (xiii) To conduct research and provide in-service training.
- (xiv) Teaching commitments to keep aware of practical trends.
- (xv) To schedule regular staff meetings and co-ordinate staff projects.

- (xvi) To plan for new facilities as required.
- (xvii) Establish a professional library for students and staff.
- (xviii) To make annual written reports.

B. Assistant Director of Recreational Services-(ADRS)

This is a full-time post and the ADRS's main responsibilities are as follows:-

- (i) Assist the DRS on all main responsibilities related to the department.
- (ii) To develop close links with all sectors of the department.
- (iii) To conduct special studies and investigations as designated by the DRS.
- (iv) Assist in the department's planning scheme.
- (v) Serve as a representative in official meetings or functions in the absence of the DRS.
- (vi) Handle correspondence not required by the DRS's immediate attention.
- (vii) Assist in the preparation and completion of departmental reports and budgets.
- (viii) Direct liaison with the DRS.

C. Student Union (or Athletic Council)

The Student Union (SU) should fulfil the following functions:-

- (i) Promote and establish sports clubs and intramural/extramural activities.
- (ii) Keep the DRS (and/or the ADRS) informed of sports clubs formed.
- (iii) Seek the advice of the DRS and his/her staff on coaching and availability of facilities.
- (iv) Submit in advance the home and away fixtures for all sports clubs or any cancellations to the DRS's secretary.
- (v) Organise and co-ordinate intramural and extramural programmes.
- (vi) Plan, supervise, develop and organise all sports clubs.

- (vii) Appointment of referees and officials.
- (viii) Ensuring sports clubs are responsible for the provision of transport to meet away fixtures.
- (ix) Prepare budgets and expenditure of all funds.
- (x) Accurate recordings of all accounts.
- (xi) Liaise closely with the Recreational Advisory Council.
- (xii) Publicise all recreational activities for students.
- (xiii) Assist in the decision making processes of recreational services and other student campus affairs.

D. Recreational Advisory Council (or Athletics Facilities Sub-Committee)

The Recreational Advisory Council (RAC) involves the following representatives within the institution and has the following functions:-

- (i) Chairperson, representatives from the recreational and finance departments, estates and buildings, SU and academic staff.
- (ii) The primary functions of the RAC will be to assist and advise the DRS in the development of policies, decision making procedures, establishing regulations, long-term planning and philosophy of recreation within the institution and local community.
- (iii) Offer assistance to the SU on recreational affairs.

E. Commercial Lettings

This component of the organisational relationship is responsible for all commercial enterprises conducted by the Department of Physical Education and Recreation and conference bookings. The personnel responsible for such duties are the DRS and ADRS, and should liaise with the appropriate conference officer.

Functions of the Co-ordinator of Student Campus Recreation

1. Student Union President - Sabbatical

This is a full-time position having the following responsibilities:-

- (i) Administer all matters relating to sports clubs.
- (ii) Co-ordinate non-competitive recreation on campus.
- (iii) Co-ordinate men's and women's intramurals/extramurals and scheduling of facilities and fixtures.
- (iv) Co-ordinate fund raising activities and sponsorships.
- (v) To identify sporting and leisure interests of student campus affairs.
- (vi) Direct liaison with the SU Secretary.

Functions of the Secretarial and Clerical Staff of the Organisational Relationship

2. Secretary to the DRS

This is a full-time position having the following responsibilities:-

- (i) Act as "Manager" of the office held by the DRS.
- (ii) Co-ordinate all commercial lettings, conference bookings and community use of facilities.
- (iii) Assimilate and organise all information of the department for publicity and distribution to the community and campus media.
- (iv) Scheduling and logistics of facilities for all activities and programmes of the department.
- (v) Ordering of materials and equipment required by the DRS and keeping detailed recordings of such procedures.
- (vi) To conduct other departmental functions as designated by the DRS.

3. Student Union Secretary

This is a full-time position having the following responsibilities:-

- (i) Administer all secretarial and clerical matters associated with the SU.
- (ii) To supervise and advise the co-ordinating members of all sports clubs and student campus affairs.

- (iii) To supervise and advise the clerk of the SU (No. 5 below).
- (iv) Assist in preparing budgets, accounts and reports.
- (v) Direct liaison with the SU President.

4. Clerical Staff to the DRS

Primary responsibilities will be as follows:-

- (i) To assist in clerical matters and routine tasks of the department as designated by the DRS or Secretary to the DRS.
- (ii) Direct liaison with the DRS's Secretary.

5. Clerical Staff of the SU

Primary responsibilities will be as follows:-

- (i) To assist the SU Secretary on all matters relating to sports clubs, telephone calls and routine office duties.
- (ii) Direct liaison with the SU Secretary.

6. Secretary to the RAC

The person appointed to this position is generally a member of the estates department. Primary responsibilities will be as follows:-

- (i) To assist on all matters relating to recreational facilities.
- (ii) To keep all members of the RAC informed of issues relating to facilities.
- (iii) To keep records of minutes, licences and policies of the RAC.

Auxiliary Staff

7. Groundstaff

The number of groundstaff will depend upon the extent of outdoor playing areas and the number of split sites. Main functions of the

groundstaff will be as follows:-

- (i) Maintenance of all outdoor playing areas.
- (ii) Inform the DRS and/or SU President of all outdoor equipment in terms of damage or need of replacement.
- (iii) Preparation of playing fields in readiness to fulfil fixtures.
- (iv) To service maintenance equipment.
- (v) Make decisions on cancellations of fixtures due to inclement weather.

8. Attendants/Receptionists/Supervisors

The number of such personnel will again depend upon the scope of facilities offered, the number of split sites and frequency of use. Main functions will be as follows:-

- (i) Control usage of facilities.
- (ii) Keep records of participation.
- (iii) Ensure users conform to regulations.
- (iv) Notify DRS's Secretary of any discrepancies.

RECREATIONAL INTEREST AND PARTICIPATION SURVEY FOR ALL NEW INTAKES

<u>NAME</u>	<u>AGE</u>	<u>COURSE</u>
<u>HALLS OF RESIDENCE</u>	YES/NO	(PLEASE DELETE)

1. What clubs/societies will you be joining?

_____	_____
_____	_____

2. What recreational activities do you wish to take part in during the year?

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Indicate your major recreational involvement and level attained e.g. International, County or Club level.

4. Comments for any special recreational considerations you may desire

Various rules, membership procedures and enquiries for recreational activities can be obtained from either the P.E. and Recreation Department or Student Union.

Please return this sheet to the P.E. and Recreation Department.

NARRATIVES OF RESPONDING INSTITUTIONS

The narratives below contain information submitted by the respondents for the 1981/82 academic year and the following abbreviations are used; F/T = Full Time; P/T = Part Time; FTE = Full time equivalent; H.o.D. = Head of Department; P.E. = Physical Education and LEA = Local Education Authority. The abbreviations used for certain sporting bodies are listed in Appendix G.

UNIVERSITY OF ABERDEEN

The P.E. and Recreation Department at the University of Aberdeen has approved plans for increases in facilities, equipment and courses. The future prospects of the University are good and it has 5,000 F/T students.

The Department of P.E. and Recreation has only F/T staff as follows:- (i) 4 academic; (ii) 1 clerk; (iii) 6 receptionists; (iv) 5 ground staff; (v) 2 pool staff and (vi) 5 cleaners. The 4 academic and 2 pool staff make contributions to the University's recreational services. One F/T staff has links with the Scottish Council for P.E.

All publicity systems given in the questionnaire are used by the University for its recreation. External users are permitted to use the University's facilities for a fee and a supervisory staff is provided for such activities. The users accept full responsibility and no indemnity form is signed.

Recreational services are funded by the finance department and a block grant allocated to the P.E. Department. Golf, Squash, All-Weather Area, Workshop, Shooting and Archery are facilities in need of increase to meet participation demands. The prognosis for these are fair.

The P.E. and Recreation Department schedules and centrally co-ordinates all the University's recreational services. No system is employed to monitor and control their facilities.

Sports clubs are formed on the basis of student interests and Athletic Union recommendations. New sports clubs are formed after consultations with the Athletic Association (student), Field Committee (joint student and staff) and the University Court. All clubs are funded by membership fees and the Athletic Union.

Ski-ing, Hill-walking, Dance, Football, Martial Arts and Fitness are the University's most popular activities. No specific sport has gained any major success.

No participation records are kept and the University's evaluations of their recreational services are based upon observations, staff and student comments and discussions with facility users. No evaluative records are made.

THE QUEEN'S UNIVERSITY OF BELFAST

The Department of Physical Education at the Queen's University of Belfast has no planned increases pending. The future prospects of the University are good and it has 7,000 F/T and 4,000 P/T students. The department is split into two categories (i) Academic and (ii) P.E. Centre.

The Department has 4 F/T academic staff; 4 F/T and one (12 hours) P/T clerical staff; 11 F/T and 10 (30 hours) P/T receptionists; 5 F/T groundstaff and one F/T boatman. Staff involved in some capacity to the University's recreational services are all F/T and include the 4 academic and 4 clerical staff, 9 receptionists, two groundstaff and the one boatman. The Department's F/T staff make active contributions to external bodies. These are; Sports Council (4); U.A.U. (2) and certain governing bodies of sport (4).

Publicity for recreational services is by means of an occasional bulletin, local press and student union leaflets. Extensive use is made of the University's recreational facilities to outside users. Groups are charged a fee and a supervisory staff is provided for general supervision. Only organised groups have to sign an indemnity form but not individual users.

Finance for the University's recreational services is derived from the student and Athletic Unions of which an Enrolment Fund Fee is charged for upkeep of playing fields. User charges, hiring fees and the occasional sponsors aid the income. The only facility in need of increase is an outdoor floodlit training surface for multi-sports. The prognosis of this being fulfilled is fair.

Facilities are scheduled and co-ordinated within each main area, primarily P.E. Department. The control and monitoring of facilities are done by; (a) 40 minute census of use, (b) admissions by cash register. For fields and boathouse use, weekly returns are made by head groundsman and boatman.

Student sports clubs are formed through student interest and P.E. Department. Before a new club can be formed, the student union Vice-President for clubs and societies is consulted together with facility organisers and club/societies sub-committees. Funding for sports clubs are derived from an enrolment fee from both the student union office and student subscriptions. A membership fee of one pound per head is also made.

The most popular sporting activities partaken by students are Soccer, Rugby, Hockey, Fitness and Swimming. The University has had several successes in individual international representatives.

Participation records are maintained through the P.E. Centre by cash registers and a 40 minute census scheme. Observations, written questionnaires, and student and staff comments via a suggestion box form the basis of evaluations which are recorded weekly.

BRUNEL UNIVERSITY

Brunel University has no immediate plans for any increases, although its future prospects remain stable. It has 2,829 F/T and 635 P/T students. The Department of P.E. has 2 F/T and 1 P/T academic staff, 1 P/T (20 hours) clerk, 4 F/T and 2 P/T receptionists and 2 F/T groundstaff. Only the academic staff contribute to the University's recreational services. They also contribute in some capacity to the Sports Council and B.U.P.E.A.

The University utilise a variety of publicity systems to foster its recreational services. All those given in the questionnaire are used except for local T.V. and radio. Extensive use of facilities are provided for external users with P/T coaching staff used for supervision. The Director accepts full responsibility for external users.

The Athletic Union and Department of P.E. provide funds for the University's recreational services. Greater facilities are needed to meet participation demands, these being; a sports pavilion, swimming pool, basketball and projectile range. Their prognosis appear good.

The P.E. Department schedules and co-ordinates all the University's recreational services. Cash registers and receptionists control facility usage and an administrative officer co-ordinates the University's multi-site facilities.

Student demands, P.E. Department and student union requests, form the basis in forming new sports clubs. Aspiring members, P.E. staff and Student Union President must mutually agree when a new club is formed. Funds for such clubs are provided through membership fees, Athletic Union and P.E. Department.

Tenpin bowling, soccer, rugby and hockey are the most popular sporting activities. Judo, football and rugby have been the most successful.

Registers are strictly maintained to record participation numbers for all activities. Evaluative records are made quarterly through observations, staff comments, discussions with users and participation records.

UNIVERSITY OF DURHAM

The future prospects for the University of Durham are good and it has approved plans for increases in facilities, equipment and courses. It has 4,641 F/T students.

The P.E. Department has 1 P/T academic staff, 1 F/T and 1 P/T clerk, 2 F/T and 1 P/T receptionists and 7 F/T and 2 P/T groundstaff. None of the above have any involvement with the University's recreational services. F/T staff make contributions to the Sports Council (1), U.A.U. (2) and B.U.S.F. (2).

The University uses a wide variety of means to publicise its recreational services, which include; bulletins, noticeboards, local T.V., radio and press, word of mouth and student union leaflets.

External users are permitted to use the recreational facilities, which are chargeable and the user must accept full responsibility. An indemnity form must be signed.

All recreational services are financed by the finance department. Facilities in need of increase are judo, karate, dance, table tennis and weight training. Their prognosis is good.

Scheduling and co-ordination of the University's recreational services are proportioned between the P.E. Department, student union office, athletic union and registrar's department.

The University adopts no specific system in controlling and monitoring its facilities. Its sports clubs are formed by

student interests, athletic union recommendations and staff. No specific body or group need consultation when a new club is considered to be formed. Sports clubs funding are derived from membership fees and the Athletic Union.

Most popular sports of the University are football, rugby, hockey, karate, volleyball and multi-gym. Rugby, cricket and rowing have proved the most successful.

No specific system of recording participation is given by the University but methods of evaluation conducted annually are made by observations, questionnaires, student and staff comments, discussions with facility users and participation records.

UNIVERSITY OF EXETER

The University of Exeter has only approved plans for new courses. Its future prospects are good and has a student population of 5081 (F/T) and 97 (P/T).

The F/T P.E. staff are 8 in the academic category, 20 clerical P/T hours, 6 F/T receptionists and 7 F/T groundstaff. Only 3 of the former have any involvement in the University's recreational services. One member is involved with the C.C.P.R., two with the U.A.U. and one with the B.S.S.P.

Bulletins (three on average per annum), notice-boards and word of mouth form the basis of the University's publicity for its recreational services. External users are permitted

to use the University's facilities and a porter or groundsman provides supervision. Users must sign an indemnity form.

Recreational services at the University are financed solely by the Athletic Union. Increases in facilities are needed to meet participation demands in squash, indoor soccer, badminton and hockey. Their prognosis is unlikely to materialise.

The Athletic Union (25%) and the Director of the Sports Hall (75%) schedules and centrally co-ordinates the University's recreational services. Student cards or staff passes must be shown on entry for use of facilities and are checked by porters. The University's multi-sites facilities are co-ordinated by the Director of the Sports Hall.

Sports clubs are formed only by the Athletic Union recommendation. Consultations for a new club forming would depend on the sport and facilities required, but the Athletic Committee would debate its feasibility. Membership fees and the Athletic Union provide the funds for all sports clubs.

Squash, indoor soccer, badminton, weight training, hockey and table tennis are the most popular at the University; whilst hockey, squash and lacrosse have proved the most successful.

No participation records are kept by the University. Observations, occasional questionnaires and discussions with

facility users form the main criteria for evaluating the University's recreational services. Records of evaluations are made annually.

UNIVERSITY OF KEELE

The University of Keele has no future plans for increases in developments. There is to be a reduction in staff from four to two with new job titles. This policy is hoped to increase income. The future prospects of the University are uncertain. It has a population of 2,500 under-graduates, and 260 post-graduates F/T, and 82 P/T students.

The University has numerous staff; four F/T academic, 1 clerical, 6 receptionists and 14 groundstaff. A total of 28 hours are used for P/T inclusion of the department's affairs. All of the above staff, other than the clerical and groundstaff, have an involvement in the recreational services of the University. Three members of the F/T staff make major contributions to external bodies. These are; the U.A.U., B.U.P.E.A., and the North Staffs Physically Handicapped Committee.

Many forms of publicity media are used by the University. These include an annual internal bulletin, noticeboards, local press and radio, word of mouth, student union leaflets and publicity circulars on campus.

Numerous outside bodies and groups are permitted to use the University's facilities. These are chargeable and supervision is provided by either a F/T academic staff, P/T coaching staff

or supervisory staff, depending on the nature of activity and type of group involved. No indemnity form is signed.

The funding of recreational services is provided solely by the University's finance department. No specific facility is demanded for participation needs, since these would unlikely be met.

The Department of Physical Education centrally co-ordinates the scheduling of all recreational services. No system is employed to monitor and control the use of recreational facilities. Similarly, no method operates for co-ordinating and administering the University's multi-sites.

Students' interests, student union requests and the Athletic Union recommendations form the basis in forming Sports Clubs. In forming a new Sports Club, consultation must be made by the Athletic Union and Physical Education Department. The student union office and student subscriptions are the sole sources of sports clubs funding.

The University of Keele's six most popular sports are; squash, 5-a-side, badminton, rugby, soccer and riding. Its major sporting successes in the last three years have been in athletics, judo and rowing.

Participation records are kept with a register for each activity. Observations, student and staff comments, discussions with other users and participation records are used as a means of evaluating the University's recreational programme. Evaluations are recorded and conducted quarterly and annually.

THE UNIVERSITY OF LANCASTER

The University of Lancaster has approved plans to increase facilities and courses depending upon whether new staff can be recruited. The University's future prospects, however, are good and it has a total of 4,800 F/T students.

The Centre for Physical Education has 4 F/T and 18 P/T academic staff; 2 F/T clerical staff and 9 F/T receptionists. The latter also includes 20 hours P/T. 7 groundstaff are also employed together with 2 cleaners doing two hours each and every day. Staff involved in recreational activities of the University entail the 4 F/T academic staff. The staff also are involved in contributing to a variety of external bodies, two of which include the U.A.U.

Campus media is disseminated through various means. These are; bulletins at varying frequencies, noticeboards, local press, word of mouth, student union leaflets and weekly newspapers, university newspaper, photos, tape-slide shows, calendar and questionnaire to all new students.

External users are strongly encouraged to use the University's facilities, virtually no distinction is made between the University's users and the general public. All users are charged a nominal fee and the University does not generally provide a member of staff for such users. Ultimate responsibility is accepted by the University.

Sources of finance for recreational activities are acquired by the Education Department and income raised from users, mostly the general public. The University feels as though

it has sufficient facilities to meet the demands of all sporting participation.

The scheduling of all recreational facilities are centrally co-ordinated in the Department of P.E. and recreation. Facilities are all on site which are controlled by bookings, cash registers and the production of graphs where necessary.

The University's sports clubs are governed by the Student Athletic Union and are formed primarily by students interests. Sports clubs are initially established by the student body and if needed, the P.E. staff. The funding of sports clubs are mainly derived from the student union (90%) and membership fees (approximately 10%). A small amount is raised through sponsorships for individual clubs.

The University of Lancaster's most popular sports are swimming, keep fit, squash, football, badminton and weight training fitness. Its major sporting successes were achieved in the U.A.U. Rugby League and Fencing finals.

Participation records are kept for recreational classes and certain activities such as, swimming and popmobility by recording sheets and cash registers. Evaluations are made through observations, student comments and participation records. Occasionally, assessments are made on the participation numbers when new activities are advertised in the student newspapers and; being aware of trends in recreation outside the University by talking to outsiders and reading relevant literature. No formal records are made or kept of evaluating the University's recreational programmes, but assessments are made largely by joint expression of staff and students.

UNIVERSITY OF LEEDS

The University of Leeds has approved plans for increases in facilities, equipment and courses. It has over 10,000 F/T students and remains stable. The P.E. Department comprise of the following staff; 6 F/T academic staff, 2 F/T clerical, 6 F/T receptionists (3 hours P/T), 7 F/T groundstaff and 12 P/T instructors. All of these except one clerk contribute to the University recreational services.

F/T staff make contributions to the Sports Council, C.C.P.R. and B.O.A.

Publicity for recreation is made by bulletins (17 annually), noticeboards, word of mouth and student union leaflets. External users are charged a fee with a P/T coaching and supervisory staff provided for overall supervision.

The student union, finance department and block grant provide the source of funds for the University's recreation. Rowing, rifle shooting and golf are needed facilities to meet student participation demands though it is uncertain that these will be met.

The P.E. Department and student union jointly co-ordinate recreational services at the University. Caretakers and porters control facility use and a sports administrator co-ordinates the University's multi-sites.

Sports clubs are formed only with the student union's approval which needs 50 student signatures. Clubs are funded by membership fees, subscriptions and the P.E. Department.

Badminton, karate, football, rugby, hockey and tenpin bowling are the most popular sporting activities with volleyball, cross-country and tenpin bowling being the most successful.

Participation records are made for most sports with evaluations conducted by observations, student and staff comments and discussion with users. Records of evaluations are made quarterly and annually.

UNIVERSITY OF LEICESTER

University of Leicester's recreational services are governed within their School of Education. It has no approved plans whatsoever, although it remains stable. The institution has 4,455 F/T and 450 P/T students.

The Department contains one F/T and 12 hours P/T academic staff, 20 hours P/T clerical staff and 1 F/T portering staff. The F/T and P/T academic staff make some contribution to the institution's recreation, plus 10 hours P/T clerical work. Their staff have some involvement with the U.A.U., B.U.S.F., B.U.P.E.A., and W.S.R.A.

Bulletins (annually), noticeboards, word of mouth and student union leaflets form the basis of the University's publicity means of recreation. A variety of local clubs use the facilities, mainly during vacations. The Vice-Chancellor holds ultimate responsibility and no indemnity form is signed.

Finance for recreation is obtained from the Athletic Union, Education Department and student contributions. All indoor activities are in need of increase in facilities to cater for

student participation. It is unlikely these will be met.

The Athletic Union (95%) and School of Education (5%) schedule and co-ordinate the University's recreation. No set system is operated to monitor and control recreational activities. Split sites provide no problem since specialist facilities are not duplicated elsewhere.

Sports clubs are formed through student interests, demands and Athletic Union recommendations. The student union have their own constitution regarding sports clubs formations. To prove viable a club must function for one year without financial support. Funds for all sports clubs are derived from Athletic Union, Finance Department, Estates and Services.

Most popular sports are soccer, badminton, squash, rugby, karate and judo. Athletics has proved to be the most successful. No forms of evaluations are made regarding the University's recreational services, presumably under the auspices of the student union.

UNIVERSITY OF NEWCASTLE UPON TYNE

The Centre of Physical Education and Sport at the University of Newcastle upon Tyne has approved plans to increase its facilities and equipment. The future prospects of the University are good and it has 7,652 F/T and 518 P/T students. The P.E. Centre has the following staff who also make some contribution to recreation; (i) 5 F/T academic staff; (ii) 2 F/T and 1 P/T clerical staff; (iii) 1 F/T and 5 P/T receptionists; (iv) 12 F/T and 1 P/T groundstaff; (v) 1 F/T

technician and (vi) 14 P/T visiting coaches. The F/T staff make various contributions to external voluntary bodies, mainly the Sports Council and U.A.U.

Noticeboards, local press, T.V. and Radio, word of mouth and student union leaflets form the publicity means for the University's recreational services.

External users are permitted to use the University's facilities. A hiring fee is chargeable and responsibility lies with the user. No indemnity form is signed.

The University's recreational services are financed by the Athletic Union, Finance Department, Department's block grant and sponsors for some special events. An increase in facilities is needed in badminton, dance, squash and swimming. The prognosis of these sports are good, for a new sports hall is planned for 1983/4.

The P.E. Centre schedules and centrally co-ordinates the University's recreational services. A Senior Executive, directly responsible to the Director controls all recreation. Weekly booking sheets are used to control outdoor areas and are retained in the Director's Office. Multi-sites have the same procedure as above. Groundstaff are controlled by the Estates Section.

Sports Clubs are formed by student interests and by the Athletic Union recommendations. The formation, designation and subsequent affiliation of sports clubs are entirely the responsibility of the Student Athletic Union. All sports clubs are funded by the Athletic Union, membership fees,

P.E. Centre and Finance Department.

The University's most popular sports are squash, soccer, badminton, rugby and dance. Athletics, men's hockey and soccer have proved the most successful.

Membership records from subscriptions, club records and coaching course registers are made to account for participation numbers. Observations, occasional questionnaires, student and staff comments, discussions with facility users and participation records form the basis of evaluations which are conducted termly and annually.

UNIVERSITY COLLEGE OF WALES

The University College of Wales has only approved plans to increase its equipment, whilst its future prospects are stable. The University has 3,200 F/T students.

The Department of Physical Education contain 4 F/T and 6 hours P/T academic staff, 1 F/T clerk and 5 F/T receptionists. Outdoor activities are maintained by 6 F/T groundstaff and a boatman. Cleaning staff entail 10 hours per week. All the teaching and clerical staff have some involvement with the University's recreational services. The P.E. staff make active contributions to the Sports Council (2); B.A.S.M., U.A.U., F.A.W., and W.R.U. in terms of academic or coaching capacities.

Bulletins, noticeboards, word of mouth and student union leaflets form the major operating system to publicise the University's recreational services. Several external bodies

are permitted to use the University's facilities. Porters are provided by the University to serve in a Supervisory capacity and the organising body agrees to accept all responsibility.

The University's recreational services are financed through; (i) student union, (ii) University's Finance Department; (iii) University's Education Department; (iv) Department's block grant. Squash and weight training are priority activities which need furthering to cater for participation demands. The prognosis for weight training is good, whilst that for squash remains uncertain.

Recreational services are scheduled and centrally co-ordinated in two areas. 90% is proportioned to the P.E. Department and 10% to the student union. The monitoring and control of indoor facilities are done by reception points. These are manned by a portering staff who are able to control access to the two sports halls, swimming pool and mark the appropriate sheets. The University's multi-site facilities are co-ordinated from the Sports Hall through the Departmental secretary where all enquiries are channelled.

The forming of sports clubs are made by student interests, the P.E. Department and student union requests. Before a new sports club can be approved and implemented, consultations must be made by the student and parent body to cover safety rules and regulations. Funds for sports clubs are derived from the student union office, membership fees and the P.E. Department.

The University regards its most popular sporting activities as swimming, soccer, rugby, badminton, keep fit, squash, netball and tennis. Soccer, hockey, netball and fencing have provided the University with its major sporting success in recent years.

All intramural leagues are monitored for specific activities via the reception hall or pool. This system forms the basis of recording student participation. Observations, student and staff comments, discussions with users and participation records form the basis of evaluating the University's recreational services. Evaluations are recorded quarterly.

EVERY HILL COLLEGE

Avery Hill College's future prospects remain stable and no plans for increases are pending. The student population comprise 700 F/T and 322 P/T. The Movement Studies Section consists of 9 F/T academic staff, 1 secretary shared with three other sections of the College, and 2 groundstaff. No P/T staff are involved.

None of the above staff have any definite commitment to the College's recreational services but some informal contact is made when requested. One member of staff contributes in some capacity to the B.O.A.

Noticeboards, local press and word of mouth provide the main source of the College's media to publicise its recreational services. Various local clubs, award courses and associations are allowed to use the College's facilities and no indemnity form is signed.

The funding of all recreational services is provided solely by the Student Union. The College has no need to meet participation demands and the facilities are scheduled and centrally co-ordinated jointly by the Movement Studies Section and student union office. The College has no system of controlling or monitoring its facilities.

Sports Clubs are formed only by student interests and demands. To establish a new sports club, the student union and Movement Studies Section meet for approval. Sports clubs are funded by the student union office and equipment is funded by the Movement Studies Section.

The College's most popular sports are soccer, basketball (mixed), volleyball (mixed), hockey (mixed), rugby and badminton (mixed). Soccer, badminton and athletics have provided the most success for the College.

No participation records are kept by the College. Evaluations are made only on observations and student comments and no records of evaluation are made. The College indicates that College sport is organised by the student union with staff acting in an informal advisory capacity. Union funds for sports clubs are so low that College clubs use the equipment of the Movement Studies Section.

BATH COLLEGE OF HIGHER EDUCATION

The College has approved plans to merge with another institution at some given date. Its future prospects remain good and has 900 F/T students.

The P.E. division has 1 F/T and 82 hours P/T academic staff only. Noticeboards and student union leaflets form the only means of publicising the College's recreational services. Squash and swimming facilities are in need of increase but these are unlikely to be met.

All recreational services are scheduled and co-ordinated by the student union who employ booking sheets to control usage. Sports Clubs are formed entirely through the student union with advice obtained from the P.E. division, the former also providing the funds for such clubs.

Fitness training, badminton, hockey, squash, tennis and cricket are the most popular activities partaken by students. The student union governs all the College's recreational services with very little involvement of the P.E. division's staff.

BEDFORD COLLEGE OF HIGHER EDUCATION

The School of Human Movement Studies at Bedford College have approved plans to increase their facilities, equipment and courses. The future prospects of the College are good and it has 1,100 F/T and 8,900 P/T students.

They have 3 F/T academic staff, 1 F/T clerk, 3 F/T receptionists and 6 F/T groundstaff. Of the above making some contribution to the College's recreational services are 40 (hours) academic, 1 clerk, 1 receptionist and 4 groundstaff. 3 staff have some involvement with the Sports Council, 3 with the B.C.S.A., and 4 to the B.S.S.P.

Publicity for recreation is done through noticeboards, local press, word of mouth and student union leaflets. Various

external organisations are permitted to use the College's facilities. A hiring fee is made together with the College providing an academic, coaching and supervisory staff governing external users. No specific person/group accepts responsibility and no indemnity form is signed.

The student union provides the sole source of finance for all recreational services. Squash and swimming facilities are in need of increase but these are unlikely to be met.

The Human Movement Studies and student union office schedules and co-ordinates the College's recreational services. Daily charts are used to monitor and control facilities and a Bookings Committee and Co-ordinator administers the College's multi-sites.

Sports Clubs are formed by student interests, P.E. section, community demands and student union requests. The Student Sports Clubs have sole priority in establishing new sports clubs. All clubs are funded by the student union office and student subscriptions.

Hockey, netball, tennis and badminton are the College's most popular sports with many students having attained international honours.

Only a proportion of activities are recorded for participation numbers through registers which also form the sole basis of the College's recreational evaluation. Recorded evaluations are made annually.

CHELMER INSTITUTE OF HIGHER EDUCATION

The future prospects are good for the recreation department at Chelmsford which has approved plans for an increase in facilities. It has 935 F/T and 3,000 P/T students. The recreation department has 2 F/T academic staff who also contribute to the Institute's recreational services, other staff involve 20 hours P/T groundstaff.

The Institute utilises all the reporting systems given in the questionnaire to publicise its recreation other than local T.V. It produces bulletins termly. A hiring fee is made to external users with a F/T academic and P/T coaching staff used for supervision.

The student union and finance department provide funds for the Institute's recreational services. Squash and a weight training room are facilities in need to meet participation demands. These are unlikely to be met.

The recreation department schedules all recreational services and facilities are controlled through a booking system co-ordinated by 1 F/T staff.

Sports Clubs are formed through the recreation department with approval from the student union. Funds for such clubs are derived solely from the recreation department.

Four-a-side soccer, weights, squash, soccer, rugby and basketball are the most popular sports partaken by students. The Institute's most successful sports have been; soccer, rugby and basketball.

A booking system is employed to note names and departments of people using facilities for all activities. Quarterly recorded evaluations are made and assessed through observations, staff and student comments, discussions with users and participation records.

COLCHESTER INSTITUTE OF HIGHER EDUCATION

The Physical Education Section at Colchester's Institute of Higher Education has plans only for increases in equipment and courses. The Institution's future prospects are stable and it has 1,906 F/T and 5,352 P/T students.

4 F/T and (76 hours) P/T academic staff comprise the P.E. Section. It also employs 4 P/T staff (27 hours) receptionists. All the F/T staff have some commitment to the Institution's recreational services as well as 13 hours P/T work in the academic category. Only 1 member of staff contributes to an external body who is a member of the District Sports Council.

Sources utilised for publicising recreational services within the Institution are confined to bulletins 12 times annually, noticeboards and word of mouth.

Various local sporting clubs are permitted to use the recreational facilities at the Institute of which a hiring fee is made. No staff is provided to supervise such activities but the hirer holds full responsibility and must sign an indemnity form.

Income to finance all recreational services is derived from the student union and the P.E. section's block grant.

Badminton, basketball and squash are high on the sections priority list to expand to cater for the increased demand in participation, the prognosis, however, is unlikely.

The P.E. Section forms the base to centrally co-ordinate the scheduling of all the Institution's recreational facilities. The Head of Department monitors and controls use of all facilities by personally time-tabling all classes and is consulted on hiring of facilities to outside users. The Head also controls the Institute's two sites, he is based at one site and an assistant from the student union on the other site.

Student interests and the P.E. Section are the main factors concerned in forming sports clubs. New clubs must be formed only after consultation with other student members and the student union. All sports clubs are funded by the student union office, student subscriptions and the P.E. Section.

The more popular sporting activities among the students are 6-a-side soccer, badminton, table tennis, weight training and 11-a-side soccer. Soccer, badminton and netball have been the Institute's greatest successes in recent years.

No formal records of participation are made by the Institution. The evaluative methods employed are through observations, student and staff comments and discussions with users. Formal records of evaluations are made annually.

CREWE AND ALSAGER COLLEGE OF HIGHER EDUCATION

The Division of Sport and Science at Crewe and Alsager has approved plans for an increase in facilities and equipment, although the College's prospects remain unstable. It has 1,500 F/T and 300 P/T students and compose of the following staff; 27 F/T and 15 hours P/T academic staff; 1 F/T clerk; 4 F/T groundstaff and 10 F/T technicians. 9 of the former contribute to the College's recreational services and one groundstaff. Staff contribute to the Sports Council, B.O.A., and B.C.S.A.

The College uses a widespread means of publicising its recreation using all those given in the questionnaire. External users are permitted to use the College's facilities and no supervision is provided. The Director or Head of Department accepts responsibility and an indemnity form is signed.

Recreation is financed by the student union, finance and education departments. There is a need for general indoor facilities, but these are unlikely to be met.

The student union (80%) and Registrar's Department centrally co-ordinates all recreational services. Facilities are controlled by security staff and booking systems through the student union. The latter co-ordinates the College's multi-site facilities.

Student demands, staff interests, student union requests and Athletic Union recommendations form the basis of forming sports clubs. These are officially formed in collaboration

with the student union and P.E. staff. Funds for clubs are provided by the student union (40%), P.E. Department (40%) and membership fees (20%).

Athletics, soccer, rugby, hockey, volleyball and swimming are the most popular sports for students, with soccer, golf and hockey proving the most successful.

Evaluations for recreational services are done by observations, student and staff comments and discussions with users.

Evaluative records are made quarterly.

DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION

Doncaster has only approved plans for new courses. Its future prospects are uncertain and contains 2,044 F/T and 6,724 P/T students. The P.E. Section staff comprise of 1 F/T and 1 P/T (12 hours) academic staff; 1 F/T clerk shared in the Section and 4 F/T groundstaff. Only the F/T academic staff have any involvement with the Institution's recreational services. Voluntary contributions are made to the C.C.P.R., B.A.S.M. and B.A.S.I.C.

Publicity for recreation is done by the occasional bulletin, noticeboards, local press occasionally, word of mouth and student union leaflets.

A variety of external bodies are permitted to use the facilities at the Institution. A charge is made for such services and the user signs an indemnity form and accepts full responsibility.

The student union provides the sole source of funds for all recreational services. Golf, squash and tennis are facilities required for increase to meet participation demands, their prognosis however, are unlikely.

The P.E. section schedules and centrally co-ordinates all the recreational services of the Institution. The Head of the P.E. Section controls and monitors all recreational activities on all sites.

Sports clubs are formed by student interests, P.E. Section, community demands and student union requests. The student union, P.E. Section and the Institute's Sports Council must be consulted when a new club is to be formed. The latter provides the funds for all sports clubs of which the Head of the P.E. Section is Chairman.

5-a-side soccer, badminton, golf, basketball, squash and weight training are the most popular sports with cross-country, basketball and rugby being the most successful.

No records of participation or recorded evaluations are made due to staff shortages. However, informal evaluations are made through observations, student and staff comments and discussions with facility users.

EDGE HILL COLLEGE OF HIGHER EDUCATION

Edge Hill College of Higher Education only has approved plans for increases in courses with the emphasis to primary to secondary. The College's future prospects are good and it has 1,250 F/T and 250 P/T students.

The P.E. Section of the College has 6 F/T academic staff, 1 F/T and 3 P/T clerical staff and 2 F/T groundstaff. All staff other than the clerical staff have some commitment to recreation in the College. One staff is involved with the B.P.S.A., and one with the B.C.U.

Publicity for the College's recreational services compose of bulletins, noticeboards, local press and radio, and student union leaflets.

Specific local organisations may apply to use the College's facilities for only a limited amount of time and none on a regular basis, in fact, these are arranged weekly. A fee is chargeable and no staff is provided by the College, responsibility rests with the party leader and a code of practice. They have to sign an indemnity form.

The Athletic Union provides the sole means of financing the College's recreational services. Basketball, rugby and keep fit are facilities in priority of need to meet participation demands. The likelihood of these materialising is uncertain.

Recreational services are scheduled and centrally co-ordinated by the Department of P.E. and Recreation. The monitoring and control of facilities are achieved by a co-operative attitude of student clubs in agreed use. The Head of P.E. is a member of the Athletic Union. Three P.E. staff liaise with club users and supervise beginner activities for safety measures, for example, swimming and trampolining.

Student sports clubs are formed from student interests.

Before a new sports club is formed, notification and approval must be sought from the P.E. Department.

The student union office and student subscriptions provide sources of income for purchasing and maintaining sports equipment.

Soccer, rugby, cricket, basketball, hockey and fitness training are the more popular activities indulged by students. Soccer, cricket and basketball have been the most successful sport in the College during the last three years.

Records of participation are made but no specific system operates. Student comments is the only evaluative method used by the College for evaluating its recreational programmes. A sports club requires 15 members to register in the Athletic Union. Evaluation records are made monthly.

ST. MARY'S COLLEGE

The Department of Movement Studies at St. Mary's College has approved plans to increase its facilities, equipment and courses. The Institution is stable and has 1,070 F/T students. The Department has all F/T staff and possess the following, 9 academic, 1 clerk, 2 attendants and 4 groundstaff. Of these, 6 academic staff make some contribution to the College's recreational services. 2 staff are involved with the Sports Council and 1 with the A.E.W.L.A.

Tri-annual bulletins, noticeboards, local press and word of mouth are the methods employed to publicise the College's recreational services. The general public are permitted to

use the facilities of the College where an academic staff offers supervision. Users must sign an indemnity form.

Finance is obtained chiefly through the student union, plus public subscriptions and fees. Weight training facilities need to be increased and its prognosis is good.

The P.E. Department centrally co-ordinates and schedules all recreational services, and one F/T member of staff monitors and controls these, keeping the H.o.D. informed.

Sports clubs are formed by student interests and community demands. Clubs are only formed after consultations have been approved by the student union, Bursar and P.E. Department. Funds are obtained from the student union and P.E. Department.

Rugby, soccer, badminton, hockey, lacrosse and keep-fit are the College's most popular sporting activities. The former two being the most successful for the College.

No participation records are kept but observations, written questionnaires, student comments, staff comments, and discussions with users of facilities form the main evaluative methods employed by the College. Records of evaluations are made quarterly.

SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION

The Institute has approved plans to increase its facilities, equipment and courses. Its future prospects are good and contains 3,000 F/T and 3,600 P/T students.

All the staff in the Institute's Department of Physical Education and Human Movement Studies are F/T containing; 20 academic staff, 1.5 FTE clerical, 4 technicians and 7 groundstaff. Those who have some commitment to the Institute's recreational service include 15 academic, .5 FTE secretarial, 2 receptionists and the 7 groundstaff, giving a grand total of 24.5 FTE. Several staff contribute to various sporting bodies namely; Sports Council (3), B.O.A. (1), B.A.S.M. (3) and B.P.S.A. (1).

The Institute's reporting and information systems include bulletins (6 per annum), noticeboards, local press, word of mouth, student union leaflets and the Institute's newsletters (3 per annum).

Local clubs and community centres are permitted to use the Institute's recreational facilities at weekends only. No charge is made and supervision is provided by a supervisory member of staff.

The students union provide grants to the various sports clubs and the conduct of all recreational services. The Department's block grant is also a source of income for clubs. Squash and weight training are the Institute's most wanted facilities and their prognosis is good.

The P.E. Department solely schedules and co-ordinates the Institute's recreational services. The facilities are monitored and controlled by bookings and timetables through the H.o.D.'s Office with one member of the P.E. staff and the ground superintendant; plus if necessary, the pool manager

being responsible for the "shop floor details". The Institute has two main sites and these are co-ordinated and administered through the H.o.D.'s office with a member of the P.E. staff on each of the two sites.

Students sports clubs are formed from students interests, students requests and the P.E. Department. Numerous bodies are involved when a new sports club is desired to be established. These are; student union, P.E. staff, students and other staff members of the Institute. The funding of sports clubs comes from several sources namely; student union office, membership fees, student subscriptions and P.E. Department.

The most popular sports at the Institute are rugby, soccer, athletics, tennis, swimming and basketball. Rugby, swimming, hockey and netball have been the most successful for the Institute.

Records of participation are made from the pool attendant's log sheet for swimming, and for all other activities through the student union memberships. Observations, student and staff comments, discussions with users and participation records form the basis of evaluating the Institute's recreational services. Records of evaluations are made annually.

SOUTHAMPTON COLLEGE OF HIGHER EDUCATION

The College only has approved plans to merger with another Institution. Its future prospects remain uncertain. 1,500 F/T and 5,000 P/T people form the student population.

The P.E. Section of the College only has F/T staff composing of 5 academic and 1 technician, all of whom also contribute to the College's recreational services. Members are involved with the Sports Council, B.A.S.M., and B.C.S.A.

Noticeboards, local press and radio, and student union leaflets are methods used by the College to publicise its recreational activities. No external users at all use the College's facilities.

Finance for recreation is obtained from the students union and the Department's own block grant. Increased facilities are needed in badminton, table tennis, volleyball and swimming, although these are unlikely to be met.

The P.E. Section (80%) and Education Department (20%) schedule and centrally co-ordinate the College's recreational services. Class registers, membership forms and attendance sheets are used to monitor and control facilities. A central noticeboard located in the main building and one full-time staff at the second site (Boat centre) are used to administer the College's split-site facilities.

Student interests, union requests and the P.E. Section provide the main source in forming new sports clubs, once consultation has been made by the student union and P.E. staff. Funds for sports clubs are derived from the student union, membership fees and student subscriptions.

Badminton, keep fit, rugby, soccer, hockey and basketball are the most popular sports, whilst basketball and soccer have proved the most successful.

Participation records are maintained through registers for all activities. Observations, student and staff comments, discussions with users of facilities and participation records are the methods used by the College to evaluate their recreational services, in which records are made annually.

TRINITY COLLEGE

Trinity College has approved plans for increases in facilities, equipment and courses. Its future prospect is good having 400 F/T and 100 P/T students.

The Human Movement Studies Section have the following staff; 2 F/T and 2 P/T academic, 1 F/T clerk, 1 F/T groundstaff, 1 F/T swimming pool instructor and 4 P/T staff for outdoor activities. All of these except the groundstaff and clerk make some contribution to the College's recreational services. The F/T staff make contribution to the B.C.U., R.L.S.S., and B.A.A.B.

The College utilises all the publicity systems mentioned in the questionnaire except for bulletins. No fee is chargeable to external users of the College's facilities, P/T coaching and supervisory staff are provided for such use.

The student union, finance department, block grant and a grant direct from the LEA are the sources for funding the College's recreational services. Squash and indoor playing areas are needed facilities to meet participation demands, their prognosis being good.

The P.E. Department (60%) and student union (40%) schedule and centrally co-ordinate all the College's recreational

services. All staff control the use of all facilities.

Sports clubs are formed through students, P.E. Department and student union requests, the latter having full authority in deciding the formation of a new club. Clubs are funded by membership fees, subscriptions and the P.E. Department.

Rugby, swimming, basketball, soccer, hockey and dance are the most popular activities. Athletics and swimming have been the most successful sports for the College.

Registers are kept for participation records. Quarterly evaluative records are made and assessed by observations, staff and student comments and discussions with users.

WEST MIDLANDS COLLEGE OF HIGHER EDUCATION

The Movements Studies Department at the College is closing down. The future of the Institution, however, remains stable. It has 650 F/T and 163 P/T students. The department has 3 F/T academic staff, 1 clerk, 1 attendant and laboratory technician. No staff have any commitment in recreation and 2 F/T Members make some contribution to the B.C.S.A. and L.T.A.

Noticeboards are the only means used to publicise recreational services within the College. Local schools and private clubs are permitted to use the College's facilities with the latter only being charged. The College provides no supervision for external users and the Local Authority holds responsibility.

The College's finance department and block grant provides the only means of funding the College's recreational services.

The scheduling of their recreational facilities are jointly co-ordinated by the P.E. Department, student union office and Administration Department.

The monitoring and controlling of facilities are maintained by the Head of Movement Studies from 9.00 a.m. - 6.00 p.m., thereafter to 10.00 p.m. by the Administrative Officer and student union. All facilities are on one main site.

Sports Clubs are formed by student and community demands and student union requests. Before a new club is established, the students union, P.E. Department, administrative department, and the grounds and maintenance department must agree and be consulted. Funds for purchasing and maintenance of equipment are contributed by the student union office, student subscriptions and the P.E. Department. Students are responsible for most of the small equipment and the P.E. Department for all capital items.

The most popular sports during the Winter Season are soccer, rugby and swimming for men and netball, hockey and swimming for women. During the Summer the more popular sports are cricket, tennis and athletics for men and tennis and swimming for women.

No participation records are kept by the College. Evaluations are made through observations and students comments only. No formal recordings of evaluations are made. They are made through casual and informal meetings throughout the year.

BRISTOL POLYTECHNIC

The Physical Recreation Section at Bristol Polytechnic has approved plans for increases in facilities, equipment and courses. The future prospects of the Polytechnic are stable and has 3,500 F/T and 6,000 P/T students.

The recreation staff contain 3 F/T and 15 hours P/T academic staff, 1 F/T clerk, and 1 F/T receptionist, 2 members are involved with the B.P.S.A.

The Polytechnic has an extensive means for publicising its recreational services. These are; bulletins (7 per annum), noticeboards, local press, T.V. and radio, word of mouth and student union leaflets.

External users are permitted to use the Polytechnic's facilities and no supervisor is provided. A fee is chargeable and the users accept full responsibility with no indemnity form to sign.

All recreational activities are self-financed from hiring fees. All indoor facilities are in need of increase to meet participation demands and their prognosis is fair.

Scheduling and co-ordination of recreational services are situated in the physical recreation section. Facilities are controlled and monitored by booking charts and support staff. The Polytechnic's multi-site facilities are co-ordinated by the physical recreation staff.

Sports clubs are formed solely by student interests. Only

the student union is involved when a new club is desired to be established. The student union and athletic union provide all funds for sports clubs.

Squash and football are the most popular sports with no specific sport proving any more successful over the others. No participation records are made although records are continuously based on observations, student and staff comments and discussions with users.

COVENTRY (LANCHESTER) POLYTECHNIC

The P.E. and Recreation Department at Coventry has no approved plans at all. The future prospects of the Polytechnic remain stable and has 4,500 F/T and 2,000 P/T students. The P.E. Department contain the following staff; 1 F/T and 1 P/T (20 hours) clerical staff, 3 F/T attendants and 1 F/T groundstaff. The latter only has some involvement with the Polytechnic's recreational services.

Publicity for recreation is by means of a noticeboard only. Local sporting clubs are permitted to use the Polytechnic's facilities for a fee. No indemnity form is signed and the hirer accepts full responsibility.

The student union and finance department provide the funds for recreation at the Polytechnic. Basketball, badminton, athletics and volleyball are facilities in need of increase to meet participation demands. Their prognosis is uncertain.

The P.E. Department (25%) and the student union office (75%) schedules and co-ordinates the Polytechnic's recreational services. All facilities are monitored and controlled through

bookings at the P.E. Department by attendants. The Polytechnic's multi-sites are co-ordinated by the P.E. Department for the sports centre and grounds, and the student union for the sports hall.

Sports clubs are formed by students interests and student union requests. The P.E. Department and student union require mutual agreement before a new club is formed. Squash, rugby, football, badminton, hockey and volleyball are the Polytechnic's most popular sports with football and rugby having had the most success.

No participation records are kept and the Polytechnic's evaluation of recreation is based upon students comments and discussions with facility users only. No evaluative records are made.

THE HATFIELD POLYTECHNIC

The P.E. Unit at the Hatfield Polytechnic only has approved plans for new courses. The Institution remains stable and has less than 3,000 F/T and P/T students. The P.E. staff contain 4 F/T and 15 P/T (200 hours) academic staff, 1 (15 hours) P/T clerical staff and 2 F/T and 1 (20 hours) P/T technicians. All the academic staff contribute to the Polytechnic's recreational services. One F/T staff is involved with the B.P.S.A.

Their means of publicity for recreation occurs in the form of brochures, noticeboards, word of mouth and student union leaflets. A hiring fee is charged to external users, supervised by F/T academic staff.

Recreation is financed by the student union and the Polytechnic's finance department. They are "desperately" in need of more facilities namely; badminton, basketball, volleyball, weight-training and changing accommodation. These are, however, unlikely to be met.

The P.E. Unit schedules and centrally co-ordinates all the Polytechnic's recreational services. Technicians control use of facilities and two F/T academic staff co-ordinate their multi-site facilities.

Sports clubs are formed only with the approval of the student union and P.E. Unit representatives. These are funded by the student union office, student subscriptions and partly by the P.E. Unit.

Badminton, soccer, hockey, karate and rugby are the most popular participated sports.

Registers and memberships form the basis of recording participation. Recreational services are evaluated according to observations, student and staff comments, discussion with users and participation records. Evaluations are conducted annually.

HUDDERSFIELD POLYTECHNIC

The future prospects at Huddersfield Polytechnic are uncertain and it has no approved plans pending. It contains over 4,000 F/T and almost 2,000 P/T students. The P.E. Department have only F/T staff, composed of the following; 4 academic, 1 groundstaff and 2 sports hall caretakers. The student

union employ P/T staff for specialist classes. Only one F/T academic staff has any involvement with the Polytechnic's recreational services; and one contributes to the B.P.S.A.

Noticeboards, local press, word of mouth and student union leaflets provide the publicity systems to foster recreational services at the Polytechnic. A caretaker is on duty to supervise external users of the Polytechnic's facilities who must sign an indemnity form.

The Polytechnic's recreational services are funded solely from the Finance Department. Soccer pitches, floodlit areas, squash courts and weight room are facilities in need of increase to meet participation demands, these however, are unlikely to be met.

The P.E. Department schedules and co-ordinates all the Polytechnic's recreational services. A booking system is employed to record and control facilities for all group users. P.E. staff co-ordinate the Polytechnic's multi-site facilities.

Sports clubs are formed from student demands, P.E. Department and student union requests. Approval and formation for such clubs must be agreed by the student union, student sports council and P.E. staff. The student union and P.E. Department provide the funds for sports clubs. Soccer, badminton, squash and rugby are the most popular sports with table tennis and squash being the most successful.

No records of participation are made but evaluations for recreation are made through observations, student and staff comments and discussions with users. Evaluative records are made annually.

NEWCASTLE-UPON-TYNE POLYTECHNIC

The Polytechnic has approved plans for increases in facilities, equipment and courses. The future prospects of the Institution are good which has a student population of 6,274 F/T and 4,918 P/T.

The Department running the physical education and recreational services of the Polytechnic has 2 F/T and 70 hours P/T academic staff, 1 F/T and 37 hours P/T clerical staff, and 2 F/T and 85 hours P/T staff as receptionists. The groundstaff comprise of 4 F/T and 56 hours P/T per week. All the F/T academic, clerical and reception staff have some commitment in recreation to the Polytechnic and; 70, 37 and 74 hours are devoted by the academic, clerical and reception P/T staff respectively.

The Polytechnic has a basic internal information and reporting system incorporating bulletins bi-annually, noticeboards, word of mouth and student union leaflets.

External users are permitted to use the recreational facilities of which a hiring fee is made. The hirer assumes full responsibility and has to sign an indemnity form.

Recreational services are financed by the Polytechnic's finance department and the student union provides some money for coaching staff and club equipment. The Polytechnic has sufficient facilities to meet participation demands.

All recreational services are scheduled and centrally co-ordinated in the Recreation Service Section (Recreation Organiser). Monitoring and controlling of facilities are

done through; (i) membership scheme (£3. per annum for students and £5. for staff) with identity cards; (ii) all bookings; coaching, external (some teaching), competitive and informal done via the Sports Centre Office closely supervised and (iii) controlled by academic teaching staff and Sports Centre assistants.

The Polytechnic's multi-site facilities are co-ordinated through a central booking system with checks made by ground and security staff.

Sports clubs are formed primarily by students interests, the Recreation Service Section and student union requests. When establishing a new sports club the Recreation/Sports user or member, student union and Recreation Organiser are consulted. All sports clubs fundings are made by the student union (50%) and the Polytechnic's finance department (50%).

The Polytechnic's most popular sporting activities are football, squash, badminton, weight training, rugby and basketball. Its major successes were achieved in soccer, basketball and volleyball.

Records of participation are made by noting the numbers of each session, registers for squash players and registers for students and staff joining the Sports Centre Membership Scheme. Evaluations are made through observations, student and staff comments, discussion with users and participation records. Records of evaluations are made at the end of each term (quarterly).

NORTH STAFFORDSHIRE POLYTECHNIC

The Physical Recreation Section of North Staffordshire Polytechnic has no developments for increases pending, but the Institution's future prospects are good. The Polytechnic contains 4,000 F/T and 2,000 P/T students. The P.E. Section consists of 3 F/T and 8 P/T academic staff (approximately 1½ hours per week each); 3 F/T and 1 P/T receptionists and 2 groundstaff to be appointed. All staff have some involvement in the Polytechnic's recreational services. One member of staff makes some contribution to the B.P.S.A.

The Polytechnic uses a wide variety of means to disseminate its recreational services. These consist of Bulletins (three annually); noticeboards; local press radio and T.V., word of mouth and student union leaflets.

The general public are permitted to use the Polytechnic's recreational facilities only during vacations. A fee is chargeable and a supervisory staff is provided for external users. The Polytechnic accepts overall responsibility to such users and no indemnity form is signed.

The finance department provides the sole source of income to conduct all recreational services. Facilities required in priority to meet participation demands are tennis courts, extra changing facilities, all purpose weather area, and extra office accommodation. The prognosis of these requests are uncertain.

Scheduling of all recreational facilities are centrally co-ordinated in the physical recreation section. No system is used to monitor and control the Polytechnic's facilities.

Its multi-site facilities are co-ordinated by the Head of the Physical Recreation Section.

Student interests and student union requests form the basis of forming sports clubs. The student union and physical recreation staff jointly decide and agree when a new sports club is envisaged. The funding of all sports clubs is provided by the student union office and physical recreation section.

The Polytechnic's most popular sporting activities include squash, badminton, 5-a-side soccer, hockey, popmobility and soccer. Hockey has provided the Polytechnic with its greatest success in recent years.

Weekly surveys form the basis of recording participation. Various means are employed when evaluating the Polytechnic's recreational programmes. These are observations, written questionnaires, student and staff comments, discussions with users and participation records. Evaluative records are made quarterly.

OXFORD POLYTECHNIC

Oxford Polytechnic has plans for increases in facilities, equipment and courses; and its future prospects are good. The Polytechnic has 1 academic and 4 F/T groundstaff plus 1 F/T student sabbatical. A total of 35 P/T hours is also used in running the physical education department. Staff recreational involvement include the one F/T academic staff and the student sabbatical.

The publicity media used at the Polytechnic is rather

widespread. These include; bulletins six times per year, noticeboards, local radio and press, word of mouth and student union leaflets.

External users are permitted to use the facilities in which a supervisory staff is provided for supervision purposes. No indemnity form is signed by users nor is a fee chargeable.

Sources for funding recreational services are derived from the student union, athletic union and the Polytechnic's finance department. The Polytechnic has a demand for badminton sports training and playing field activities of which the prognosis is uncertain.

The scheduling of all recreational services is centrally co-ordinated by the Athletic Union. The Sports Adviser to the Student Union (F/T member of the Polytechnic's staff) monitors and controls use of all recreational facilities. No specific system is employed. The Sports Adviser also co-ordinates and administers the Polytechnic's multi-sites by spending a proportionate amount of time at both sites.

Sports Clubs are formed solely by students interests. Bodies involved in establishing a new sports club would include the student and athletic unions. Funds for sports clubs are derived from membership fees, student subscriptions, athletic union and finance department. The Polytechnic's six most popular sporting activities are badminton, rugby, soccer, rowing, tennis and fitness training.

Participation records are maintained by partial monitoring and

recreational programmes are evaluated by observations, students comments and discussions with all users. Records of evaluations are conducted almost quarterly.

PLYMOUTH POLYTECHNIC

The P.E. Unit at Plymouth Polytechnic has approved plans for an increase in facilities. The Institution remains stable having 4,100 F/T and 1,700 P/T students. Staff for the P.E. Unit contain the following; 5 F/T and 100 hours P/T academic, 15 hours P/T clerical, 2 F/T receptionists, 1 F/T groundstaff and 3 F/T technicians. Contributions to the Polytechnic's recreational services are by all the above staff except for 4 F/T and 80 hours P/T academic. Staff contribute to the Sports Council, B.O.A., B.P.S.A., and A.P.P.E.L.

Extensive publicity systems are employed by the Polytechnic, utilising all those given in the questionnaire. A fee is chargeable to external users of the Polytechnic's facilities with a F/T academic and supervisory staff provided to supervise such activities. Users accept responsibility and must sign an indemnity form.

The P.E. Unit's block grant funds all the recreational services at the Polytechnic. Swimming and squash are in need of increase to meet participation demands, the likelihood of these being met remain uncertain.

Scheduling and co-ordination of all recreational services are done by the P.E. Unit. Booking systems through attendants control the use of facilities and the academic staff administer and co-ordinate the Polytechnic's multi-site facilities.

Sports clubs are formed by student demands, P.E. Unit, student union requests and athletic union recommendations. The student union and P.E. Unit must jointly agree and approve the formation of a new sports club. These are funded by the student union, membership fees, subscriptions and athletic union.

Soccer, rugby, sailing, hockey, badminton and squash are the most popular sports partaken by students. Surfing, badminton and basketball have been the most successful.

Numbers attending each session for recreation are recorded and all methods of evaluating recreation given in the questionnaire are utilised. Quarterly and annual evaluative records are made.

POLYTECHNIC OF NORTH LONDON

The Polytechnic of North London has plans only for an increase in new courses. The Physical Education and Recreation Section, a sub-department of general studies, is in the balance at present, otherwise the future prospects of the Institution are stable. It has 4,294 F/T and 1,057 P/T students.

The sub-department has 13 F/T academic staff with 85 P/T hours spent on P.E., sport and recreation, and has 1.5 FTE clerical staff. 6 of the F/T academic staff have some involvement with recreation as does 40 P/T hours. Many of the F/T staff make some contributions to a variety of external bodies namely; Sports Council, C.C.P.R., B.O.A., B.A.S.M., B.P.S.A., and A.P.P.E.L.

The Polytechnic's publicity systems include bulletins, noticeboards, local press, reference courses and word of mouth. Specific organisations are permitted to use the Polytechnic facilities of which a charge is made. Users must accept full responsibility.

Income to fund the recreational services comes from the student union, the Polytechnic's finance department and the department's block grant. Further facilities are necessary to meet participation demands which are unlikely to be met, although no specific sport/activity is highlighted.

The P.E. and recreation department co-ordinate the scheduling of all recreational activities. Facilities are controlled and monitored by class registers with a more sophisticated system being developed. Multi-site facilities are centrally co-ordinated at one site and are the responsibility of one person.

Sports clubs are formed solely due to students interests and demands. If a new sports club is to be formed, the student union, Department of Educational Studies and Student Affairs Committee are consulted. The funding of sports clubs is derived from the student union office and P.E. Department.

The Polytechnic's most popular sporting activities are; badminton, swimming, soccer, squash, keep fit and table tennis.

Attendance registers form the basis of recording participation numbers. Some problems to this system have been met, and thus a new scheme is being introduced. Observations and participation records are used to evaluate the Polytechnic's recreational programme. A more rigorous means of evaluation

is being implemented during the present academic year. Records of evaluations are made quarterly and annually.

PORTSMOUTH POLYTECHNIC

Portsmouth Polytechnic has approved plans to increase its facilities and equipment within their Physical Recreation Unit. The Polytechnic remains stable although some reduction in staff is inevitable. The student population is 5,987 F/T and 631 P/T

The Recreation Unit compose only of F/T staff which include; 1 academic, 1 clerk, 1 groundstaff and 1 duty caretaker. All except the groundstaff make some contribution to the Polytechnic's recreational services.

Nine bulletins per year, noticeboards, word of mouth and student union leaflets form the types of media to publicise the Polytechnic's recreation. Various schools and organisations are allowed to use the Polytechnic's facilities. Users hold responsibility and must sign an indemnity form.

The Unit's block grant of which a specified sum is allocated to the Vice-President for staff and student affairs to finance recreation. Revenue is also obtained from hiring. Squash, badminton, volleyball, netball, cricket and indoor soccer are in need of increase to meet participation demands. The prognosis of these being met are fair.

The Recreation Unit schedules and co-ordinates the Polytechnic's recreational services. Control of facilities is done by prior bookings to the secretary by all users who must follow procedures laid down by the academic staff. Each site has an

office and telephone. These are administered by a secretary, academic staff and duty caretaker.

Sports clubs are formed by student interests of which 50 signatures must be obtained for student and athletic union approval. New clubs are formed by; (i) Controller of Facilities (ii) Athletic Union Committee, (iii) Student Union sports chair person and (iv) small group of students. Clubs are funded by the athletic union and membership fees.

Squash, football, multi-gym, badminton and karate are the most popular sports, with tennis, fencing and cricket providing the most success.

Booking schedules and counting group attendance form the basis of recording participation. Observations, student and staff comments, discussion with users and participation records are used to evaluate the Polytechnic's recreational services where records are made annually.

SHEFFIELD CITY POLYTECHNIC

The Department of P.E. at Sheffield Polytechnic has approved plans for an increase in equipment and new courses. It has over 7,000 F/T students and the future of the Institution remains good. Staff for P.E. and recreation are all F/T and compose of the following; 12 academic, 2 clerical, 2 receptionists and 2 technicians. All except the latter have some commitment to the Polytechnic's recreational services. Staff also contribute to the B.P.S.A., A.P.P.E.L., and B.S.S.P.

Publicity for recreation is made through an annual handbook, local press and radio, and student union leaflets. External users are charged a fee with P/T coaching and supervisory staff providing general supervision of such use. An indemnity form must be signed by users.

Recreational services are financed solely from the P.E. Department's block grant. Floodlit areas are a needed facility to meet participation demands but the reality of this is unlikely.

The P.E. Department and athletic council co-ordinates all the Polytechnic's recreational services. Administrative staff record facility usage and its multi-sites are co-ordinated from the Recreation Office on the main site.

Sports clubs are formed due to students interests, P.E. staff, student union requests and an advisory panel. Clubs are only formed with the approval of the recreation services advisory group, recreation section and student union societies co-ordinator. Funds for such clubs are derived from membership fees, student subscriptions, P.E. Department and athletic council.

Keep fit, football, swimming, squash and badminton are the most popular participated sports by students. Football, netball and golf have been the most successful.

Weekly surveys are made on attendances for all activities. Observations, student and staff comments and discussions with users form the basis of recreation evaluation. Recorded evaluations are made quarterly and conducted by the recreation services advisory group.

SUNDERLAND POLYTECHNIC

The Department of Physical Education and Creative Studies at Sunderland Polytechnic has no plans for any increases although the future prospects of the Institution are stable. The Polytechnic has 3,156 (735 sandwich) F/T and 554 (day) and 377 (evening) P/T students.

The Department contain 13 F/T and 2 hours P/T academic staff, 2 F/T clerical staff, 3 F/T and 15 hours P/T receptionists and one groundstaff. All of the above except 5 F/T academic staff are involved in the Polytechnic's recreational organisation in some capacity. 10 members of the F/T staff make some contribution to a variety of external bodies, these include; the Sports Council, B.C.P.E., and P.E.A.

The Polytechnic incorporates a variety of means to publicise its recreational activities. These are; bulletins three times annually, noticeboards, local press and radio, word of mouth, student union leaflets, libraries, sports and art centres.

External users are permitted to use the Polytechnic's recreational facilities. In most cases the Polytechnic provides a F/T academic staff and a supervisory caretaker and attendant. The hirer assumes full responsibility and an indemnity form must be signed.

The recreational services of the Polytechnic are financed by the student union and the P.E. Department's block grant. Facilities requiring improvements or an increase in priority are squash, badminton, basketball, athletics and volleyball. It is unlikely that these will be met.

The P.E. Department centrally co-ordinates the scheduling of all the Polytechnic's recreational services. Booking sheets are used to monitor and control the use of the facilities. The Polytechnic's multi-sites are co-ordinated by a sports organiser together with the other P.E. staff.

Sports clubs are formed due to students interests and student union requests. If a new club is to be established, the student union and sports organiser decide jointly. All sports clubs are funded by the student union office. No sport appears to be more popular than another and the Polytechnic has had no major successes in recent years.

The Department of P.E. and creative Studies operate no system for recording participation in recreational activities. Their recreational programmes are, however, evaluated according to observations, student and staff comments, discussions with users, and paradoxically by participation records! No evaluation records are made of the Department in terms of recreation.

THE POLYTECHNIC OF WALES

The P.E. and Recreation Department at the Polytechnic of Wales has approved plans for increases in facilities and equipment. Its future prospects remain good and has 3,500 F/T and 1,500 P/T students.

Staff for P.E. and recreation contain 1 F/T academic, 1 clerk and 1 receptionist staff, 3 F/T groundstaff and 1 F/T cleaner. Only 1 from the academic, clerical, receptionist and groundstaff categories have any commitment with the Polytechnic's recreational services. Contributions are made

to the Sports Council, B.P.S.A., U.A.U., and Welsh Basketball.

All categories given in the questionnaire are used for publicity purposes and in addition, an internal T.V. Sports programme is presented weekly.

External users are permitted to use the Polytechnic's facilities where a charge is made. The users accept responsibility having signed an indemnity form.

Finance for recreation is obtained from the finance department, department's block grant and sponsors. Facility increases are needed in badminton, squash, weights, 5-a-side, volleyball and ladies keep fit. Their prognosis is good since a £2 million centre will open in 1984/5.

The P.E. Department (80%), student union (10%) and Athletic Council (10%) schedule and co-ordinate the Polytechnic's recreational services. All staff monitor participation numbers weekly for all activities.

Sports clubs are formed through students interests, P.E. Department, student union requests and athletic union recommendations. The student union, athletic union and members forming the club must agree on its affiliation. Funding for all sports clubs derive sources from the student union office, membership fees, student subscriptions, P.E. Department, athletic union and finance department.

The Polytechnic's five most popular sports are badminton, rugby, soccer, swimming and squash. Rugby and hockey have proved the most successful.

All participation in play areas are noted weekly.

Evaluations are recorded weekly, monthly, quarterly and annually based on observations, student and staff comments, discussions with facility users and participation records.

WOLVERHAMPTON POLYTECHNIC

Wolverhampton Polytechnic Physical Education Unit has no plans for any increases though it will be taking over the student union sports societies. The Institution's future prospects are uncertain. It has 3,800 F/T and 3,600 P/T students.

The P.E. Unit has 4 F/T and 16 hours P/T academic staff and 25 hours P/T clerical staff. Only one member of the F/T staff has any commitment to the Polytechnic's recreational services. The staff make active contributions to the B.P.S.A. and B.C.S.A. as representatives on committees.

The Polytechnic utilises a variety of means to publicise its recreational services. These include an annual bulletin, six noticeboards, local press and radio, word of mouth and student union leaflets.

Only during vacations are external users permitted to use the recreational facilities. A charge for such use is optional and a part-time coaching and supervisory staff is provided for supervision purposes. Users have to sign an indemnity form.

Recreational services of the Polytechnic are financed by the student union, finance department and block grant to the P.E. Unit. Facilities in need of increase in priority are; squash, weights, table tennis, martial arts, swimming and gymnastics. The prognosis of these being met remain unlikely.

The P.E. Unit provides the base to centrally co-ordinate the scheduling of all recreational services. Facilities are controlled and monitored through an organised booking procedure by a F/T administrator and caretaking staff. No security is provided to users. Sports cards are issued to all users which must be produced upon request and are necessary to book facilities. The Polytechnic has two large sites, the main site is controlled and co-ordinated by a F/T administrator (90% recreation, 10% academic). Other site is controlled partially by student union and P.E. Unit though lack of co-ordination exists presently.

Sports clubs are formed by student interests and student union requests. New clubs are only formed through joint consultation with students, student union and P.E. staff. Funding for all sports clubs are provided by the student union office (90%), membership fees (5%) and P.E. Unit (5%).

The Polytechnic's most popular sporting activities are; squash, martial arts, soccer, badminton, weights and volleyball. Cross-country, volleyball and karate have proved the more successful sports in recent years.

Participation records are recorded for approximately 75% of recreational activities. Booking sheets, membership cards, teams and general monitoring techniques are used.

Observations, student and staff comments, discussions with users and participation records form the basis of the recreational programmes evaluation. Recorded evaluations are made quarterly and annually.

VOLUNTARY CONTRIBUTIONS TO EXTERNAL SPORTING BODIES MADE
BY FULL-TIME PHYSICAL EDUCATION STAFF

A.E.W.L.A. All England Women's Lacrosse Association.
A.P.P.E.L. Association of Polytechnic Physical Education
Lecturers.
B.A.A.B. British Amateur Athletic Board
B.A.S.I.C. British Association of Sport in Colleges.
B.A.S.M. British Association of Sports Medicine.
B.C.P.E. British Council of Physical Education.
B.C.S.A. British Colleges Sports Association.
B.C.U. British Canoe Union.
B.O.A. British Olympic Association.
B.P.S.A. British Polytechnic Sports Association.
B.S.S.P. British Sports Society of Psychology.
B.U.P.E.A. British Universities Physical Education
Association.
B.U.S.F. British Universities Sports Federation.
C.C.P.R. Central Council of Physical Recreation.
F.A.W. Football Association of Wales.
L.T.A. Lawn Tennis Association.
P.E.A. Physical Education Association.
S.C.P.E. Scottish Council of Physical Education.
S.S.S. Society of Sports Science.
R.F.U. Rugby Football Union.
R.L.S.S. Royal Life Saving Society.
U.A.U. Universities Athletic Union.
W.B.A. Welsh Basketball Association.
W.S.R.A. Women's Squash Rackets Association.
W.R.U. Welsh Rugby Union.

Answer Analysis of all the Variables in the Questionnaire

This Appendix provides the responses of all the variables in the questionnaire given by the respondents. It also indicates all the significant results obtained by the statistical analysis conducted with brief comments.

1. What approved developments or plans do you have pending?

(a) Planned increases in facilities

<u>Yes</u>	<u>No</u>
18 (47%)	20 (53%)

Comments

- (i) There were no significant differences in any of the cross tabulations in terms of increases in facilities.

(b) Planned increases in equipment

<u>Yes</u>	<u>No</u>
18 (47%)	20 (53%)

Comments

(i) There were no significant differences among the different types of institutions.

However, there were significant differences in terms of the location of institutions.

	<u>Yes</u>	<u>No</u>
London and South	6 (33%)	9 (45%)
Midlands	3 (17%)	8 (40%)
North and Scotland	4 (22%)	3 (15%)
Wales and N. Ireland	5 (28%)	0 (0%)

The above figures would indicate that institutions in London, South and Midlands do not in many cases require further equipment compared to the North, Scotland, Wales and Northern Ireland.

(ii) There were no significant differences though when the size of institution or size of department was analysed.

c) Planned increases in new courses

<u>Yes</u>	<u>No</u>
18 (47%)	20 (53%)

Comments

(i) No significant differences existed between the different types of institutions, they all appear to be of similar standing.

(ii) In terms of geographical location, there were no significant differences among the different institutions. A similar occurrence resulted when the size of institution and size of department was analysed.

d) Plans for your department to merge with another within your institution

All respondents replied no to this question, hence no data available for analysis.

e) Plans for your institution to merge with another

Only two respondents replied yes to this question, so again insufficient data was available for analysis.

f) If other/s plans, please specify

All respondents replied no to this question, hence no analysis can be made.

2. What do you consider the future prospects of your institution?

<u>Good</u>	<u>Stable</u>	<u>Uncertain</u>
17 (44%)	15 (40%)	6 (16%)

Comments

- (i) There were little differences in the responses from the different types of institutions, all seemingly to be of similar standing.
- (ii) There seemed to be significant differences in opinion though when the sample was examined on a geographical basis.

	<u>Good</u>	<u>Stable</u>	<u>Uncertain</u>
London & South	5 (29%)	9 (60%)	1 (17%)
Midlands	2 (12%)	4 (26%)	5 (83%)
North & Scotland	6 (35%)	1 (7%)	0 (0%)
Wales & N. Ireland	4 (24%)	1 (7%)	0 (0%)

London, the South, North, Scotland, Wales and Northern Ireland are fairly confident of their future but in the Midlands the outlook is much more uncertain.

(iii) There were very little differences on the other hand in terms of size of institution and size of department.

3. Student Population

a) Full-time Students

<u>Under 2000</u>	<u>2000-3999</u>	<u>4000-6999</u>	<u>Over 7000</u>
11 (29%)	12 (32%)	11 (29%)	4 (10%)

Comments

i) Highly significant differences existed between the full-time student population and the type of institution.

	<u>Under 2000</u>	<u>2000-3999</u>	<u>4000-6999</u>	<u>Over 7000</u>
Colleges	11 (100%)	2 (17%)	0 (0%)	0 (0%)
Universities	0 (0%)	4 (33%)	4 (36%)	3 (75%)
Polytechnics	0 (0%)	6 (50%)	7 (64%)	1 (25%)

The above figures indicate that colleges have far fewer full-time students compared to universities and polytechnics, the former not exceeding 4,000 students. The results also reveal that polytechnics predominantly have student populations ranging from 2000 to 7000, whilst those in universities range mainly from 2000 to over 7000.

(ii) There were no significant differences in response though when examined on a geographical basis. Size of full-time students being similar throughout the country.

(iii) No significant differences occurred in terms of size of department.

b) Part-time Students

<u>Under 1000</u>	<u>1000-1999</u>	<u>2000-4999</u>	<u>Over 5000</u>
12 (38%)	9 (28%)	7 (22%)	4 (12%)

Comments

No significant differences existed between part-time students and any of the four cross tabulations; type of institution, area, size of institution and size of department.

4. Please indicate as accurately as possible the number of staff in your department, including any support staff

a) Full-time academic/research/teaching staff

<u>None</u>	<u>1 - 3</u>	<u>4 - 6</u>	<u>7 - 12</u>	<u>12 - 27</u>
2 (5%)	14 (37%)	14 (37%)	4 (10%)	4 (10%)

Comments

No significant differences existed between full-time academic staff and; type of institution, area, size of institution and size of department.

b) Part-time academic/research/teaching staff (hours)

<u>No. Hrs.</u>	<u>1-10 Hrs.</u>	<u>11-20 Hrs.</u>	<u>21-75 Hrs.</u>	<u>76-100 Hrs</u>
18 (47%)	4 (11%)	8 (21%)	3 (8%)	5 (13%)

Comments

(i) There were no significant differences in terms of part-time academic staff and the different types of institutions.

(ii) In terms of geographical location, however, there seems to be significant differences.

	<u>1 - 20 Hrs.</u>	<u>21 - 75 Hrs.</u>	<u>76-100 Hrs</u>
London & South	2 (16%)	0 (0%)	5 (100%)
Midlands	5 (42%)	1 (33%)	0 (0%)
North, Scotland	5 (42%)	2 (67%)	0 (0%)
Wales & N. Ireland			

The above figures clearly show that London and the South have a greater

number of part-time staff hours compared to the Midlands, North, Scotland, Wales and Northern Ireland. The results would also suggest that London and the South are greatly dependent on part-time staff.

- (iii) There appears on the other hand to be little difference in terms of size of institution and size of department.

c) Full-time clerical/secretarial staff

<u>None</u>	<u>1</u>	<u>2 - 4</u>
13 (34%)	18 (47%)	7 (18%)

Comments

- (i) No significant differences existed in the responses from the different types of institutions, the balance being very much the same, nor in area of institution.
- (ii) Significant differences did exist in the responses regarding size of institution

<u>No. of F/T</u>	<u>Number of F/T Students</u>			
	<u>Under 2000</u>	<u>2000-3999</u>	<u>4000-6999</u>	<u>Over 7000</u>
Clerical Staff				
0	4 (31%)	4 (31%)	5 (38%)	0 (0%)
1	7 (39%)	7 (39%)	4 (22%)	0 (0%)
2 - 4	0 (0%)	1 (14%)	2 (29%)	4 (57%)

The above results indicate that none or only one full-time clerical staff is required in many small institutions, whereas large institutions require two or more.

- (iv) No significant differences occurred in terms of department size.

d) Part-time clerical/secretarial staff (hours)

<u>No. Hrs.</u>	<u>1-10 Hrs.</u>	<u>11-20 Hrs.</u>	<u>21-40 Hrs.</u>
23 (51%)	5 (13%)	7 (18%)	3 (8%)

Comments

(i) No significant differences occurred by type of institution but did by area.

	<u>No. Hrs.</u>	<u>1-10 Hrs.</u>	<u>11-20 Hrs.</u>	<u>21-40 Hrs.</u>
London & South	10 (44%)	0 (0%)	4 (57%)	1 (33%)
Midlands	8 (35%)	0 (0%)	2 (29%)	1 (33%)
North & Scotland	2 (9%)	4 (80%)	0 (0%)	1 (33%)
Wales & N. Ireland	3 (13%)	1 (20%)	1 (14%)	0 (0%)

The above figures reveal that Wales and Northern Ireland have fewer part-time clerical staff hours compared to the other areas.

(ii) There were no significant differences on the other hand in terms of size of institution or size of department.

e) Full-time receptionists/attendants

<u>None</u>	<u>1 - 2</u>	<u>3 - 4</u>	<u>5 - 6</u>	<u>9 - 11</u>
15 (40%)	10 (26%)	6 (16%)	5 (13%)	2 (5%)

Comments

(i) In terms of type of institution, there were significant differences.

	<u>No. of F/T receptionists</u>				
	<u>None</u>	<u>1 - 2</u>	<u>3 - 4</u>	<u>5 - 6</u>	<u>9 - 11</u>
Colleges	9 (60%)	2 (20%)	2 (33%)	0 (0%)	0 (0%)
Universities	0 (0%)	3 (30%)	1 (17%)	5 (100%)	2 (100%)
Polytechnics	6 (40%)	5 (50%)	3 (50%)	0 (0%)	0 (0%)

Universities have a far greater number of full-time receptionists/attendants than colleges and polytechnics, indicating that perhaps more recreation participation exists in the former and the student population is greater, as was the case revealed by the results in the section; student population.

(ii) Too many no responses were made to the following variables in order to make any valid analyses or comparisons.

(f) Part-time receptionists/attendants.

(g) Full-time groundstaff.

(h) Part-time groundstaff.

(i) Full-time other staff.

(j) Part-time other staff.

5. How many of your staff are involved, committed or make any contributions to recreation in any teaching or organising capacity, however small?

a) Full-time academic/research/teaching staff

<u>None</u>	<u>1 - 2</u>	<u>3 - 4</u>	<u>5 - 6</u>	<u>7 - 9</u>	<u>10 & over</u>
4 (10%)	12 (32%)	11 (29%)	6 (16%)	3 (8%)	2 (5%)

Comments

- (i) No significant differences occurred in the cross tabulations between full-time academic staff and; type of institution, area and size of institution, hence staff involvement in campus recreation seems very similar in these respects.
- (ii) However, great significant differences did result when size of department was considered.

<u>No. of F/T academic staff involved with recreation</u>	<u>Number of F/T academic staff or size of department</u>					
	<u>None</u>	<u>1 - 2</u>	<u>3 - 4</u>	<u>5 - 6</u>	<u>7 - 9</u>	<u>Over 10</u>
0	2 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1 - 3	2 (50%)	10 (83%)	2 (18%)	0 (0%)	0 (0%)	0 (0%)
4 - 6	0 (0%)	2 (17%)	8 (73%)	4 (67%)	0 (0%)	0 (0%)
7 - 12	0 (0%)	0 (0%)	1 (9%)	1 (17%)	1 (33%)	1 (50%)
12 - 27	0 (0%)	0 (0%)	0 (0%)	1 (17%)	2 (67%)	1 (50%)

The above figures clearly suggest that the greater the number of full-time academic staff, the greater their involvement with their institution's recreation.

b) Too many no responses were received to make any valid analyses in the following variables.

- (i) Part-time academic/research/teaching staff.
- (ii) Full and part-time clerical/secretarial staff.
- (iii) Full and part-time receptionists/attendants.
- (iv) Full and part-time groundstaff, and
- (v) Full and part-time other staff.

6. Please give the academic and/or professional qualifications of your staff

Due to the rather many varied recognised qualifications, figures in all categories were too few for any valid analyses to be made.

7. Of your full-time staff, how many are presently making active contributions (e.g. committees, consultancy etc.) to external/voluntary bodies?

The same applies as in the above case in that there are a wide variety of sporting bodies and too few numbers exist in any one category for suitable analyses to be made.

8. Publicity - Indicate the reporting and information systems you implement.

a) Internal bulletins/leaflets/brochures

<u>Yes</u>	<u>No</u>
29 (76%)	9 (24%)

Comments

- (i) No significant differences in terms of internal bulletins and type of institution occurred in the responses.
- (ii) When analysed on a geographical basis, there were no significant differences in the responses to this type of publicity.
- (iii) However, in terms of size of institution, significant differences did exist, in that smaller institutions utilise bulletins more greatly than larger institutions. A further observation indicates that greater number of bulletins exist in institutions of 2000-3999 student populations. These conclusions can be observed from the figures below;

	<u>Under 2000</u>	<u>2000-3999</u>	<u>4000-6999</u>	<u>Over 7000</u>
Yes	5 (17%)	12 (41%)	9 (31%)	3 (10%)
No	6 (67%)	0 (0%)	2 (22%)	1 (11%)

- (iv) When taking into account the size of department, no significant differences in responses occurred, indicating that the trend is similar regardless of the number of departmental staff.

b) Frequency of publishing bulletins

<u>Annual Frequency</u>			
<u>1 - 4</u>	<u>5 - 8</u>	<u>Over</u>	<u>None or Variable Frequency</u>
15 (39%)	4 (11%)	6 (16%)	13 (34%)

Comments

- (i) No significant differences occurred in any of the four cross tabulations, namely; type of institution, area, size of institution and size of department, indicating that the frequency of publishing bulletins is generally common throughout.

c) Noticeboards

<u>Yes</u>	<u>No</u>
36 (95%)	2 (5%)

Comments

- (i) There were no significant differences between the different types of institutions and use of noticeboards, indicating that they all utilise this form of publicity to similar extents.
- (ii) Likewise, no significant differences existed in terms of geographical location.
- (iii) No significant differences existed when size of institution was considered, thus noticeboards are used extensively regardless of the student population.
- (iv) However, significant differences did exist when size of department was taken into account as the figures below indicate.

<u>No. of F/T Academic Staff</u>	<u>Yes</u>	<u>No</u>
None	2 (6%)	0 (0%)
1 - 3	14 (39%)	0 (0%)
4 - 6	14 (39%)	0 (0%)
7 - 12	2 (6%)	2 (100%)
12 - 27	4 (11%)	0 (0%)

The above figures suggest that smaller departments utilise noticeboards more fully than larger departments.

d) Local Press

<u>Yes</u>	<u>No</u>
27 (71%)	11 (29%)

Comments

- (i) No significant differences occurred in any of the four cross tabulations; type of institution, area, size of institution and size of department.

e) Local Radio

<u>Yes</u>	<u>No</u>
18 (47%)	20 (53%)

Comments

- (i) Once again no significant differences occurred in any of the four cross tabulations; type of institution, area, size of institution and size of department.

f) Local Television

<u>Yes</u>	<u>No</u>
9 (24%)	29 (76%)

- (i) The same applies as in the above two variables in that no differences existed in any of the four cross tabulations.

g) Word of Mouth

<u>Yes</u>	<u>No</u>
32 (84%)	6 (16%)

Comments

- (i) No significant differences existed in the cross tabulations between word of mouth and; type, area and size of institution, or size of department.

h) Student Union Leaflets

<u>Yes</u>	<u>No</u>
31 (82%)	7 (18%)

Comments

- (i) No significant differences in responses occurred between student union leaflets and; type, area or size of institution.
- (ii) However, when the size of department was taken into account, significant differences did occur.

<u>No. of Institutions Reporting</u>	<u>No. of Departmental Staff</u>				
	<u>None</u>	<u>1 - 3</u>	<u>4 - 6</u>	<u>7 - 12</u>	<u>13 - 27</u>
Yes	1 (3%)	13 (42%)	13 (42%)	1 (3%)	3 (10%)
No	1 (14%)	1 (14%)	1 (14%)	3 (43%)	1 (14%)

The above figures suggest that institutions having departments comprising between 1 to 6 staff have greater student union leaflets in circulation than larger departments.

i) Other Publicity

Too few cases existed for any suitable analysis to be made.

9. External Users

a) Do you permit external user (i.e. the public) to use your facilities?

<u>Yes</u>	<u>No</u>
37 (97%)	1 (3%)

- (i) No analysis was made of this variable.

b) Are they charged a hiring fee?

<u>Yes</u>	<u>No</u>
33 (87%)	5 (13%)

- (i) Again, no analysis was made of this variable.

c) Do you provide a member of staff to supervise such activities?

<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
20 (53%)	8 (21%)	10 (26%)

Respondents answering in the affirmative to the above question, only the supervisory staff variable was used for statistical analysis, for too few responses existed in the other two variables; full-time academic staff and part-time coaching staff.

d) Supervisory Staff

<u>Yes</u>	<u>No</u>
12 (32%)	26 (68%)

Comments

- (i) In all four cross tabulations, no significant differences in responses occurred. This suggests that the views within institutions are commonly held and are of similar standing with respect to supervisory staff supervising external users and an institution's recreational facilities.

e) If no provision of staff is made to supervise, who accepts responsibility?

Comments

- (i) A variety of people or bodies accept responsibility when external users use an institution's recreational facilities. These are listed below showing the number of institutions and relative percentages.

<u>Director</u>	<u>Group Leader</u>	<u>Hirer</u>
2 (5%)	2 (5%)	14 (37%)
<u>L.E.A.</u>	<u>Organising Body</u>	<u>Polytechnic</u>
1 (3%)	1 (3%)	1 (3%)
<u>University</u>	<u>Vice-Chancellor</u>	<u>Uncertain</u>
1 (3%)	1 (3%)	15 (39%)

No statistical analysis of this variable was made due to the fact that too many variations existed, resulting in low figures. The above table, however, indicates that institutions in some cases allow the hirer to be responsible for supervision, whilst many institutions are uncertain about this variable altogether.

f) Do they sign an indemnity form?

<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
24 (63%)	10 (26%)	4 (10%)

Comments

(i) No significant differences occurred between this variable and the four cross tabulations indicating that responding institutions have similar policies in these respects.

10. Finance - Indicate your sources of income or funding that contribute solely to the conduct of your recreational services

a) Student Union

<u>Yes</u>	<u>No</u>
21 (55%)	17 (45%)

Comments

(i) Significant differences did occur with regard to the type of institution.

	<u>Yes</u>	<u>No</u>
Colleges	11 (52%)	2 (12%)
Universities	3 (14%)	8 (47%)
Polytechnics	7 (33%)	7 (41%)

The above figures indicate that colleges obtain a large proportion of their finances from the student union compared to universities and polytechnics.

(ii) No significant differences, however, occurred between area, size of institution or size of department, indicating that student union finance for recreation support is similar in these respects.

b) Athletic Union/Council

<u>Yes</u>	<u>No</u>
7 (18%)	31 (82%)

Comments

(i) Significant differences did occur in terms of type of institution. The figures below indicate that universities obtain a large source of their income for recreation from the athletic union compared to colleges and polytechnics.

	<u>Yes</u>	<u>No</u>
Colleges	1 (14%)	12 (39%)
Universities	5 (71%)	6 (19%)
Polytechnics	1 (14%)	13 (42%)

(ii) No differences, however, in responses occurred when geographical location, size of institution or size of department was considered, suggesting that finance from the athletic union/council varies little among location and size of institution.

c) Own institution's finance department/division

<u>Yes</u>	<u>No</u>
21 (55%)	17 (45%)

Comments

(i) No significant differences occurred between this variable and the four cross tabulations; type, area and size of institution and size of department.

d) Own institution's education department

<u>Yes</u>	<u>No</u>
5 (13%)	33 (87%)

Comments

(i) Significant differences did occur in terms of type of institution. The figures below indicate that one college and no polytechnics obtain finance from their education department. Universities on the other hand do obtain finance from this source but not in all cases.

	<u>Yes</u>	<u>No</u>
Colleges	1 (20%)	12 (36%)
Universities	4 (80%)	7 (21%)
Polytechnics	0 (0%)	14 (42%)

(ii) With regard to location, size of institution and size of department, no significant differences occurred, inferring that institutions' education departments are similar in these respects.

e) <u>Own department (Block grant)</u>	
<u>Yes</u>	<u>No</u>
16 (42%)	22 (58%)

Comments

(i) No significant differences existed in any of the four cross tabulations, indicating that all respondents shared similar views and that institutions are of similar standing.

The following variables were not analysed owing to too few responses in the affirmative being made for any valid analysis to be viable.

- f) Sponsors
- g) L.E.A. direct
- h) Research
- i) Others

11. Facilities - Do you have a need for more facilities to meet participation demands?

<u>Yes</u>	<u>No</u>	<u>Uncertain</u>
32 (84%)	4 (10%)	2 (5%)

Respondents replying in the affirmative, only the first four activities in priority of need were analysed, for the fifth and sixth were shown to have little or no priority owing to the large negative replies.

a) First activity of priority

<u>Activity</u>	<u>Number of Institutions</u>
Squash and badminton	16 (50%)
Other indoor activities	8 (25%)
Outdoor activities	8 (25%)

Comments

(i) No significant differences in responses existed in any of the four cross tabulations, suggesting that the major priority in any given institution varies little in these respects.

b) Second activity of priority

<u>Activity</u>	<u>Number of Institutions</u>
Squash and badminton	6 (16%)
Other indoor activities	18 (47%)
Outdoor activities	5 (13%)

Comments

- (i) When the four cross tabulations were examined, no significant differences occurred, indicating that all respondents shared similar views with regard to their second activity of priority.

c) Third activity of priority

<u>Activity</u>	<u>Number of Institutions</u>
Squash and badminton	4 (10%)
Other indoor activities	10 (26%)
Outdoor activities	6 (16%)

Comments

- (i) Likewise, no significant differences occurred in any of the four cross tabulations.

d) Fourth activity of priority

<u>Activity</u>	<u>Number of Institutions</u>
Squash and badminton	0 (0%)
Other indoor activities	10 (26%)
Outdoor activities	4 (10%)

Comments

- (i) No significant differences existed in any of the four cross tabulations, indicating that a common view exists between institutions and this variable.

e) What is the prognosis of meeting some or all of these needs in the next few years?

<u>Good</u>	<u>Fair</u>	<u>Uncertain</u>	<u>Unlikely</u>
6 (21%)	5 (17%)	7 (24%)	11 (38%)

Comments

- (i) No significant differences in responses existed among the four cross tabulations.

This result indicated that all respondents shared similarities concerning the prognosis of them meeting their priorities in terms of recreational activities.

12. Location of administration/scheduling of facilities

a) Department of P.E. and Recreation

<u>Yes</u>	<u>No</u>
34 (89%)	4 (11%)

Comments

- (i) No cross tabulations were made of this variable.

b) Student Union Office

<u>Yes</u>	<u>No</u>
11 (29%)	27 (71%)

- (i) No significant differences occurred regarding the type of institution, indicating that all institutions administer their facilities on common lines with regard to the student union.

- (ii) Significant differences did exist, however, when the geographical location of institutions was considered.

	<u>Yes</u>	<u>No</u>
London & South	3 (27%)	12 (44%)
Midlands	3 (27%)	8 (30%)
North & Scotland	1 (9%)	6 (22%)
Wales & N. Ireland	4 (37%)	1 (4%)

From the above figures, student unions in the North and Scotland have little involvement in administering recreational affairs compared to those in London, South, Midlands, Wales and Northern Ireland.

(iii) Little difference existed though in terms of size of institution and size of department.

Other variables in this section, listed below, together with their percentage ratios were not statistically analysed owing to too few affirmative responses for any suitable analysis to be made.

	<u>Yes</u>	<u>No</u>
c) Athletic union/council	6 (16%)	32 (84%)
d) Own institution's education department	2 (5%)	36 (95%)
e) Registrar's department	2 (5%)	36 (95%)
f) Others	0 (0%)	38 (100%)

13. Sports Clubs - How are your sports clubs formed?

The following variables were not analysed owing mainly to too few responses in the affirmative.

	<u>Yes</u>	<u>No</u>
Students interests/demands	35 (92%)	3 (8%)
Community demands	4 (10%)	34 (90%)
Advisory panels	1 (3%)	37 (97%)
Others	0 (0%)	38 (100%)

a) P.E. department

<u>Yes</u>	<u>No</u>
17 (45%)	21 (55%)

Comments

(i) With regard to the type of institution, no significant differences existed, suggesting that little variation exists in the formation of sports clubs in relation to P.E. departments.

(ii) However, on a geographical basis, significant differences did exist. The figures depicted below indicate that in the North and Scotland, P.E. departments play a small role in the formation of sports clubs compared to the other areas.

	<u>Yes</u>	<u>No</u>
London & South	7 (41%)	8 (38%)
Midlands	4 (23%)	7 (33%)
North & Scotland	1 (6%)	6 (29%)
Wales & N. Ireland	5 (29%)	0 (0%)

(iii) Analysis with respect to size of institution and size of department showed no significant differences, in that little variation exists between the different sizes of institutions and number of departmental staff.

b) Student union requests

<u>Yes</u>	<u>No</u>
21 (55%)	17 (45%)

Comments

(i) As in the above case, significant differences only occurred in the geographical location of institutions.

	<u>Yes</u>	<u>No</u>
London & South	5 (24%)	10 (59%)
Midlands	9 (43%)	2 (12%)
North & Scotland	3 (14%)	4 (23%)
Wales & N. Ireland	4 (19%)	1 (6%)

The above results reveal that institutions in the Midlands rely more heavily on student union requests for the formation of their sports clubs compared to the other broad regional areas.

c) Athletic union/council recommendations

<u>Yes</u>	<u>No</u>
11 (29%)	27 (71%)

Comments

(i) Significant differences did exist in the responses regarding the type of institution.

	<u>Yes</u>	<u>No</u>
Colleges	1 (9%)	12 (44%)
Universities	6 (54%)	5 (18%)
Polytechnics	4 (36%)	10 (37%)

The inference gained from the above figures is that universities and polytechnics rely more heavily on the recommendations of the athletic union for the formation of their sports clubs compared to colleges. This might suggest that very few colleges have an athletic union, particularly with the rather large 'no' responses made by them.

(iii) No significant differences, however, occurred among the

other cross tabulations, indicating that very little variation exists between these categories and the athletic union.

14. List the people and/or bodies (e.g. academic board, student union etc.) you think should necessarily be involved in forming a new sports club (i.e. who needs consulting)

Much variation existed in response to this question which provided inadequate data for any suitable analysis to be made. However, data for student and P.E. department involvement provided sufficient response for analysis.

- a) Should involve students?

<u>Yes</u>	<u>No</u>
29 (76%)	9 (24%)

Comments

- (i) No significant differences in responses occurred in any of the four cross tabulations, which may indicate that a general common consensus exists between institutions and this variable.

- b) Should involve P.E. department?

<u>Yes</u>	<u>No</u>
22 (58%)	16 (42%)

Comments

- (i) The same conclusion is reached as in the above case in that no significant differences existed in any of the four cross tabulations.

15. How are your sports clubs funded, including purchase and maintenance of equipment?

- a) Student union office

<u>Yes</u>	<u>No</u>
24 (63%)	14 (37%)

Comments

- (i) Significant differences did occur with regard to type of institution.

	<u>Yes</u>	<u>No</u>
Colleges	10 (42%)	3 (21%)
Universities	3 (12%)	8 (57%)
Polytechnics	11 (46%)	3 (21%)

From the above figures, it can be deduced that the funding of sports clubs is obtained more by the student union office in colleges and polytechnics than in universities.

(ii) No significant differences, however, occurred when the geographical location, size of institution or size of department were analysed, suggesting that the function of the student union office is similar in these respects.

b) Membership fees

<u>Yes</u>	<u>No</u>
20 (53%)	18 (47%)

(i) No significant differences existed when the location, type and size of institution, together with size of department were analysed.

c) Student subscriptions

<u>Yes</u>	<u>No</u>
15 (40%)	23 (60%)

Comments

(i) In terms of type and location of institution and size of department, no significant differences existed, indicating that a common practice exists between these categories and student subscriptions.

(ii) Significant differences did, however, occur when size of institution was considered.

	<u>Yes</u>	<u>No</u>
Under 2000	6 (40%)	5 (22%)
2000 - 3999	5 (33%)	7 (30%)
4000 - 6999	1 (7%)	10 (43%)
Over 7000	3 (20%)	1 (4%)

The above figures reveal that the funding of sports clubs are more commonly obtained from student subscriptions in institutions having a population of under 4000 and over 7000 students compared to those institutions having populations ranging from 4000 to 6999.

d) P.E. department

<u>Yes</u>	<u>No</u>
20 (53%)	18 (47%)

Comments

(i) No significant differences occurred in any of the four cross tabulations, indicating that very little variation exists among the different types of institution.

e) Athletic union/council

<u>Yes</u>	<u>No</u>
15 (40%)	23 (60%)

Comments

(i) In terms of type of institution, significant differences in responses did occur.

	<u>Yes</u>	<u>No</u>
Colleges	0 (0%)	13 (56%)
Universities	9 (60%)	2 (9%)
Polytechnics	6 (40%)	8 (35%)

The above figures clearly indicate that universities and polytechnics obtain a large proportion of their funding for recreation from the athletic union/council compared to nothing in colleges. It was also noted earlier that in the formation of sports clubs, the athletic union/council played a very small role in colleges where it was suggested that such bodies rarely exist in colleges. This would perhaps account for their lack of funding in colleges.

(ii) When the geographical location of institutions was examined, no significant differences existed.

(iii) However, significant differences did occur when the size of institution was examined.

	<u>Yes</u>	<u>No</u>
Under 2000	0 (0%)	11 (48%)
2000 - 3999	5 (33%)	7 (30%)
4000 - 6999	6 (40%)	5 (22%)
Over 7000	4 (27%)	0 (0%)

The figures above reveal that institutions of under 2000 full-time students do not obtain any fundings from the athletic union, whereas those over 2000 rely heavily from such a body for their recreational finance.

(iv) With regard to size of department, no significant differences occurred, which may be inferred that departments have little influence in obtaining funds from the athletic union/council.

f) Finance Department

<u>Yes</u>	<u>No</u>
5 (13%)	33 (87%)

Comments

(i) In all four cross tabulations, no significant differences in responses occurred, suggesting that little variation exists among institutions in terms of obtaining funds from their finance department.

g) Other sources of funding

<u>Estates</u>	1 (25%)	<u>Institutes Sports Council</u>	1 (25%)
<u>Sponsors</u>	1 (25%)	<u>Student provision</u>	1 (25%)

Comments

(i) No significant differences in responses occurred between the above four sources and four cross tabulations, due to the low affirmative responses.

16. List in order your six most popular sports/activities partaken by students per annum

a) First most popular sport

<u>Squash or Badminton</u>	<u>Hockey, Rugby or Soccer</u>	<u>Other Activities</u>	<u>No Specific Activity</u>
14 (37%)	12 (32%)	11 (29%)	1 (3%)

Comments

- (i) Significant differences did occur in the responses to the different types of institutions.

	<u>Colleges</u>	<u>Universities</u>	<u>Polytechnics</u>
Squash or Badminton	1 (7%)	4 (29%)	9 (64%)
Hockey, Rugby or Soccer	6 (50%)	3 (25%)	3 (25%)
Other activities	6 (54%)	4 (36%)	1 (9%)
No specific activity	0 (0%)	0 (0%)	1 (100%)

It can be deduced from the above that squash and/or badminton are the most popular sports in polytechnics, and to a lesser degree in universities and colleges. One may also infer that squash and badminton facilities are lacking in colleges, although no significant difference existed between type of institution and priority of activity needs as reported earlier in the section "Facilities". Thus, students in colleges may seek other major forms of recreation such as; soccer, rugby and hockey as the above figure may reveal.

- (ii) No significant differences existed between the remaining cross tabulations of area, size of institution and department.

b) Second most popular sport

<u>Squash or Badminton</u>	<u>Hockey, Rugby or Soccer</u>	<u>Other Activities</u>	<u>No Specific Activity</u>
7 (18%)	19 (50%)	11 (29%)	1 (3%)

Comments

- (i) No significant differences in responses occurred between the different types of institutions, location, size of institution or size of department and second most popular sport. This would indicate that very little variation existed among the respondents in terms of their institutions second most popular sport. This also applied to third, fourth, fifth and sixth most popular sports, their results appearing below.

	<u>Squash/ Badminton</u>	<u>Hockey, Rugby or Soccer</u>	<u>Other Activites</u>	<u>No Specific Activity</u>
c) 3rd most pop.sport	9 (24%)	14 (37%)	13 (34%)	2 (5%)
d) 4th " " "	7 (18%)	15 (39%)	14 (37%)	2 (5%)
e) 5th " " "	4 (10%)	12 (32%)	17 (45%)	5 (13%)
f) 6th " " "	4 (10%)	2 (5%)	21 (55%)	11 (29%)

17. List your three major team sporting successes/achievements
in the last three years

a) First most successful team

<u>Athletics or Crosscountry</u>	<u>Rugby or Soccer</u>	<u>Other Outdoor Sports</u>	<u>Other Indoor Sports</u>	<u>No Specific Sport</u>
6 (16%)	14 (37%)	4 (10%)	4 (10%)	10 (26%)

Comments

- (i) No significant differences in responses occurred in any of the four cross tabulations. This would suggest that little difference existed in the last three years in terms of an institution's most successful sporting team.

b) Second most successful team

<u>Athletics or Crosscountry</u>	<u>Rugby or Soccer</u>	<u>Other Outdoor Sports</u>	<u>Other Indoor Sports</u>	<u>No Specific Sport</u>
1 (3%)	4 (10%)	7 (18%)	14 (37%)	12 (32%)

Comments

- (i) No significant differences occurred in the responses when the type of institution was analysed. This would indicate that little variation exists among institutions in terms of their second most successful sporting team.
- (ii) Again no significant difference occurred when geographical location was examined.
- (iii) However, when the size of institution was considered, significant differences did exist.

	<u>Athletics or Cross- country</u>	<u>Rugby or Soccer</u>	<u>Other Outdoor Sports</u>	<u>Other Indoor Sports</u>	<u>No Specific Sports</u>
Under 2000	0 (0%)	3 (75%)	2 (29%)	3 (21%)	3 (25%)
2000-3999	0 (0%)	0 (0%)	3 (43%)	5 (36%)	4 (33%)
4000-6999	0 (0%)	1 (25%)	0 (0%)	6 (43%)	4 (33%)
Over 7000	1 (100%)	0 (0%)	2 (29%)	0 (0%)	1 (8%)

The above figures reveal that only in institutions of over 7000 students, athletics and/or crosscountry represent the second most successful sporting team. Those institutions of less than 7000 show other indoor sports as their second successful teams compared to greater student populations.

(iv) In terms of size of department, no significant differences in responses occurred.

c) Third most successful team

<u>Athletics or Crosscountry</u>	<u>Rugby or Soccer</u>	<u>Other Outdoor Sports</u>	<u>Other Indoor Sports</u>	<u>No Specific Sport</u>
1 (3%)	3 (8%)	7 (18%)	8 (21%)	19 (50%)

Comments

(i) No significant differences in responses occurred between the different types of institutions. This would indicate that very little variation exists among institutions and their third most successful team.

(ii) Again no significant differences occurred when the geographical location was considered, thus the local environment has little influence in terms of third choice team successes.

(iii) Likewise, no significant differences occurred in terms of the sizes of institutions or departments.

18. Evaluation - Do you keep records of participation/attendance of students in recreational activities

<u>Yes</u>	<u>No</u>
31 (82%)	7 (18%)

Comments

(i) In all four cross tabulations, no significant differences in responses occurred, indicating that the evaluation of recreational participation is recorded in most institutions, regardless of type, location, size or size of departmental staff.

19. Indicate your methods of evaluating your recreational programmes

a) Observations

<u>Yes</u>	<u>No</u>
32 (84%)	6 (16%)

Comments

- (i) No significant differences occurred in any of the four cross tabulations, suggesting that similar methods of observation are common to all institutions. This also applies to the other methods of evaluations listed below, in that no significant differences occurred.

b) Written questionnaires

<u>Yes</u>	<u>No</u>
7 (18%)	31 (82%)

c) Students' comments

<u>Yes</u>	<u>No</u>
32 (84%)	6 (16%)

d) Staff comments

<u>Yes</u>	<u>No</u>
27 (71%)	11 (29%)

e) Discussion with students and other users

<u>Yes</u>	<u>No</u>
29 (76%)	9 (24%)

f) Participation records

<u>Yes</u>	<u>No</u>
21 (55%)	17 (45%)

g) Other methods of evaluation

<u>Yes</u>	<u>No</u>
0 (0%)	38 (100%)

20. How frequently do you conduct and record your evaluations for your department?

a) Monthly evaluations

<u>Yes</u>	<u>No</u>
6 (16%)	32 (84%)

Comments

(i) There were no significant differences in the responses in any of the four cross tabulations. It may be assumed, therefore, that very little variation exists between the type, location and size of institution and size of department when monthly evaluations are considered.

Results for quarterly and annual evaluations were also insignificant in all four cross tabulations with the responses shown below.

b) Quarterly evaluations

<u>Yes</u>	<u>No</u>
15 (40%)	23 (60%)

c) Annual evaluations

<u>Yes</u>	<u>No</u>
10 (26%)	28 (74%)

CONCLUSION

The results in the foregoing appendix contain widespread details of the administration and co-ordination of recreational services on campuses in higher education.

All results from the questionnaire (84.4% response) were coded and computerised into frequencies. Further analysis of all variables were made by cross tabulations (Chi Square) in four major components; type of institution, area of institution, size of institution and size of physical education departmental staff.

A list of significant variables and results are discussed more fully in Chapter 5.

APPENDIX I

Sample from City of Manchester Budget 1984/85 and
Forecast 1985/86 As Approved by the Council on
14th March 1984

Key

- Est. No. = Reference Number
- Column 1 = Cost for preceeding year
- Column 2 = Approved Estimate
- Column 3 = Revised Estimate with inflation taken in account
- Column 4 = Current level of Service
- Column 5 = Revised Estimate to include any approved improvements
- Column 6 = Difference between Columns 5 and 2
- Column 7 = Equipment written off
- Column 11 = Difference between Columns 5 and 4

(EDUCATION)

Est. No.	Detail	1982-83	1983-84		1984-85		Total Variation 1984-85 over Estimate 1983-84
		Actual	Original Estimate	Probable	Base Estimate	Supplementary Estimate	
		1	2	3	4	5	6
		£	£	£	£	£	£
HIGHER EDUCATION*							
MANCHESTER POLYTECHNIC (a)							
	Employees:—						
13/1	Teaching staff	15984660	15525130	16086760	16164790	16164790 +	639660
13/2	Non-teaching staff	7695729	8017790	8169600	8279190	8279190 +	261400
	Premises:—						
13/3	Maintenance, painting and special repairs	777900	664980	675380	690440	690440 +	25460
13/4	Soecial works and improvements	101239	23350	33350	4300	4300 -	19050
13/5	Maintenance of grounds and open spaces	65450	68930	71910	72880	72880 +	3950
13/6	Fuel, light, cleaning and water	1191418	1130850	1169310	1220130	1218080 +	87230
13/7	Rents and rates	1526725	1305950	1380930	1372150	1372150 +	66200
13/8	Educational supplies and services	1837934	2084560	2210830	2288350	2288350 +	203790
13/9	Other supplies and services	732579	771490	826100	781130	781130 +	9640
13/10	Transport	68470	97150	97150	100220	100220 +	3070
13/11	Establishment	895495	966260	972970	1041090	1041090 +	74830
13/12	Miscellaneous	429762	490180	609320	583760	583760 +	93580
13/13	Debt charges	2647624	2522410	2640950	2671590	2671590 +	149180
		33954985	33669030	34945460	35255720	35267970 +	1598940
13/14	Government grant		12750	12750			12750
13/15	Sales	611731	689440	663320	668260	668260 -	21180
	Fees and charges:—						
13/16	Tuition fees	5061442	4991170	5157000	5498150	5498150 +	506980
13/17	Examination fees	318281	290880	278980	242350	242350 -	48530
13/18	Board and accommodation charges	960291	1076710	1252130	1115040	1115040 +	38330
13/19	Rents, lettings, hirings	31784	55420	53050	54610	54610 -	810
13/20	Miscellaneous — education conferences, etc.	35730	25960	20910	20700	20700 -	6260
		7019259	7143330	7439140	7599110	7599110 +	455780
		26935726	26525700	27507320	27666610	27668860 +	1143160
13/21	Allocation not yet finalised				350000	350000 -	350000
		26935726	26525700	27507320	27316610	27318860 +	793160
	Percentage Variation						3.0%
	No. of full-time teaching staff at 31st March	1007	983	960	978	978	
	No. of part-time teaching staff (full-time equivalent) at 31st March	51	36	60	59	59	
	No. of other staff at 31st March	1076	1074	1067	1070	1070	
	No. of students at 31st March	10597	10597	10561	11295	11295	
	Teaching staff - student ratio	1:10.0	1:9.7	1:10.4	1:10.9	1:10.9	
	Gross cost per student (excluding debt charges and other financing costs)	£3214	£2976	£3058	£2854	£1854	
ROYAL NORTHERN COLLEGE OF MUSIC							
14/1	Proportion of Net Expenditure	149407	76800	80000	35000	35000 -	41800
	Total — Higher Education (Est. Nos. 13/1 — 14/1) ..	27085133	26602500	27597320	27351610	27353860 +	751360
	Percentage Variation						2.8%

(a) From 1st April 1983 the City of Manchester College of Higher Education and Manchester Polytechnic merged to form the enlarged Manchester Polytechnic. Estimate Nos. 13/1 to 13/21 are the combined estimates of the two institutions.

Supplementary estimate in addition for Est. No. 13/1 — 13/2, 13/5 £1060420

COMMITTEE)

Est. No.	Analysis of column 6					Explanations of cols. 10 and 11	Forecast 1985-86
	1983-84 Non-recurring Expenditure deleted	Inflation	Committed Growth		Improvements		
			Increments	Other			
7	8	9	10	11	12	13	
	£	£	£	£	£		£
13/1		+ 596880	+ 106140	- 63360		Addl. early retirements	16179790
13/2		+ 187510	+ 88500	- 14610		Reduction in number of hours	8284430
13/3		+ 24460		+ 1000			690440
13/4	- 21550			- 1800	+ 4300	Fuel efficiency measures	
13/5		+ 2390	+ 200	+ 1360			72880
13/6		+ 55660		+ 33620	- 2050	Underestimate — oil; fuel savings	1218080
13/7		+ 128790		- 62590		Closure of Bracken Hse and Wynnstay	1372150
13/8		+ 137150		+ 66540		Underestimate	2288350
13/9		+ 52870		- 43230		- £40000 overestimate provisions	781130
13/10		+ 7460		- 4390		- £7500 mini bus capitalised	100220
13/11	- 17000	+ 49270	+ 5870	+ 36690		Underestimate	1041090
13/12		+ 22240		+ 71340		Nursing courses taken over from A.H.A.	583760
13/13		+ 30		+ 149150		Capital programme	2623060
		<u>38550</u>	<u>+1264710</u>	<u>+ 200710</u>	<u>+ 169820</u>	<u>+ 2250</u>	<u>35235380</u>
13/14	- 12750						
13/15		+ 39540		- 60720		See reduction in provisions Est. No. 13/9	668260
13/16		+ 13300		+ 493680		+ £350000 Addl. no. of studs, addl. courses	5498150
13/17		+ 21000		- 69530		- £44000 Revised basis of charge,	242350
13/18		+ 67060		- 28730		(- £49000 Redn. in no. of Wks, + £21000 inc'd	1115040
13/19		+ 2190		- 3000		(occupancy	54610
13/20				- 6260			20700
		<u>- 12750</u>	<u>+ 143090</u>	<u>+ 325440</u>			<u>7599110</u>
		<u>- 25800</u>	<u>+1121620</u>	<u>+ 200710</u>	<u>- 155620</u>	<u>+ 2250</u>	<u>27636270</u>
13/21				- 350000			- 350000
		<u>- 25800</u>	<u>+1121620</u>	<u>+ 200710</u>	<u>- 505620</u>	<u>+ 2250</u>	<u>27286270</u>
							978
							59
							1070
							11295
							1:10.9
							£2955
14/1		+ 3200		- 45000		Reduced shortfall in pool recoupment	35000
		<u>- 25800</u>	<u>+1124820</u>	<u>+ 200710</u>	<u>- 550620</u>	<u>+ 2250</u>	<u>27321270</u>
							- 0.1%

RECREATION

Est. No.	Detail	1982-83		1983-84		1984-85		Total Variation 1984-85 over Estimate 1983-84	
		Actual	Original Estimate	Probable	Base Estimate	Substantive Estimate			
		1	2	3	4	5	6		
		£	£	£	£	£	£	£	
ADMINISTRATION									
1/1	Employees	1163746	1196560	1192000	1216050	1216050	+	19490	
1/2	Premises	22136	1320	76190	76610	76610	+	75290	
1/3	Supplies and services	21165	4990	7240	5260	5260	+	270	
1/4	Transport	32284	29160	30210	30560	30560	+	1400	
1/5	Establishment	82794	142250	142480	144270	144270	+	2020	
1/6	Miscellaneous	35076	21180	35190	23950	23950	+	2770	
1/7	Grants to Voluntary Organisations	133517	197790	203380	198330	200950	+	3160	
1/8	Debt charges	26241	42050	32200	48890	48890	+	6840	
1/9	Revenue Contributions to Capital Outlay	2014	..	1000	1000	1000	+	1000	
		1518973	1635300	1719890	1744920	1747540	+	112240	
1/10	Recharge to other divisions of service	133710	135540	140270	141840	141840	+	6300	
		1385263	1499760	1579620	1603080	1605700	+	105940	
1/11	Government grant	133542	177830	177940	149930	149930	-	27900	
1/12	Other income	73382	19000	17000	17000	17000	-	2000	
		206924	196830	194940	166930	166930	-	29900	
		1178339	1302930	1384680	1436150	1438770	+	135840	
	Percentage Variation						+	10.4%	
	No. of staff at 31st March	91	94	92	92	92			
BATHS, LAUNDRIES AND SPORTS CENTRES									
2/1	Employees	1860277	1811620	2057840	2074790	2134790	+	323170	
	Premises:-								
2/2	Maintenance	241193	123540	111130	114350	114350	-	9190	
2/3	Painting	22093	69230	56790	94510	94510	+	25280	
2/4	Special repairs	53748	68250	88140	125350	125350	+	57100	
2/5	Special works	12182	16230	17040	800	800	-	15430	
2/6	Fuel and light	865872	861720	727720	728600	728600	-	133120	
2/7	Cleaning materials	44380	49310	51830	51870	51870	+	2560	
2/8	Water	84084	80250	88280	88520	88520	+	8270	
2/9	Moss Side District Centre - heating recharge	121400	87940	87940	+	87940	
2/10	Rent and rates	363666	344110	365980	364680	364680	+	20570	
2/11	Leasing and premises	146061	145310	145310	145310	145310		..	
2/12	Supplies and services	358688	351340	376290	376370	376370	+	15030	
2/13	Transport and heavy plant	470960	532760	575660	623690	623690	+	90930	
2/14	Replacement of plant and equipment	148136	69390	72560	138290	138290	+	68900	
2/15	Establishment	150034	149070	141010	150790	150790	+	1720	
2/16	Debt charges	131908	144100	150660	207250	207250	+	63150	
2/17	Revenue Contributions to Capital Outlay	22860	57700	19000	19000	19000	-	38700	
		4976142	4883930	5166660	5391310	5452110	+	568180	
2/18	Recharge to other divisions of service	62800	42840	61970	62160	62160	+	19320	
2/19	Recharge to other Committees	261502	335090	541970	637150	637150	+	302060	
		324302	377930	603940	699310	699310	+	321380	
		4651840	4506000	4562720	4692000	4752800	+	246800	
2/20	Government grant	46176	54320	64100	64540	64540	+	10220	
2/21	Bathers	171732	187560	182000	178000	178000	-	9560	
2/22	Laundries	248166	250000	225000	225000	225000	-	25000	
2/23	Recreational activities	216772	174000	207000	212000	212200	+	38200	
2/24	Rents and sales	9732	8900	9000	9000	9000	+	100	
		692578	674780	687100	688540	688740	+	13960	
		3959262	3831220	3875620	4003460	4064060	+	232840	
	Percentage Variation						+	6.1%	
	No. of staff at 31st March	241	263	280	280	280			

Supplementary Estimates (a) £5090, (b) £3820 (net £1270) in addition

COMMITTEE)

Est. No.	Analysis of column 6					Explanations of cols. 10 and 11	Forecast 1985-86
	1983-84 Non-recurring Expenditure deleted	Inflation	Committed Growth		Improvements		
			Increments	Other			
7	8	9	10	11	12	13	
	£	£	£	£	£		£
1/1		+ 36480	+ 5200	- 22190		Mainly reduced NHI and Pension Fund contributions	1218220
1/2				+ 75290		(Rates on Moss Side District Centre	76610
1/3		+ 270				(Effect of move to Moss Side	5260
1/4		+ 1400					30920
1/5		+ 2330	+ 40	- 350		Reduced Cent. Depts. recharge	144270
1/6		+ 690		+ 2080		+£1160 District Audit charge	23440
1/7		+ 11040		- 10500	+ 2620	Grants overestimated 1983/84, M.A.P.A. Grant	198330
1/8				+ 6840		Capital Programme	61070
1/9				+ 1000		Arcn. fees not est. in 1983/84	1000
		+ 52210	+ 5240	+ 52170	+ 2620		1759120
1/10		+ 6300					141840
		+ 45910	+ 5240	+ 52170	+ 2620		1617280
1/11		+ 9860		- 37760		Time expired U.P. schemes	150000
1/12				- 2000		Less work anticipated	17000
		+ 9860		- 39760			167000
		+ 36050	+ 5240	+ 91930	+ 2620		1450280
							+ 0.1%
							92
2/1		+ 101770	+ 8200	+ 153200	+ 60000	+£175070 Education swimming programme. See Est. 2/19	2136450 2076450
2/2		+ 6180		- 15370		Direct Works maintenance programme	120060
2/3		+ 3460		+ 21820		Direct Works painting cycle	99240
2/4		+ 6660		+ 50440		Direct Works repairs	131620
2/5	- 16230				+ 800	Ventilation system at Moss Side L.C.	..
2/6				- 133120		-£150000 see estimate 2/9	728750
2/7		+ 2560					51870
2/8		+ 8030		+ 240		Capital Programme	88520
2/9				+ 87940		Previously included in estimate line 2/6	87940
2/10		+ 23210		- 2640		Reduced recharge for Forum	508690
2/11							145310
2/12		+ 8870		+ 6160		Mainly Educ. swimming prog.) See Est.	375530
2/13		+ 230		+ 90700		+£106500 Educ. swimming prog.) 2/19	625640
2/14				+ 68900		Planned renewal programme	89120
2/15		+ 5910	+ 930	- 5120		Variations in Cent. Dept. recharges	151500
2/16				+ 83150		Capital Programme	248550
2/17				- 38700		Less fees than anticipated	19000
		- 16230	+ 166880	+ 9130	+ 347600	+ 60800	5607790
2/18				+ 19320		Increased recharge to Forum	62160
2/19				+ 302060		Mainly Educ. swimming prog.	637150
				+ 321380			699310
		- 16230	+ 166880	+ 9130	+ 26220	+ 60800	4908480
2/20		+ 4220		+ 6000		Capital Programme	64540
2/21		+ 2370		- 11930		Reduced usage	178000
2/22				- 25000		Reduced usage	225000
2/23				+ 38000	+ 200	Increased usage	212200
2/24				+ 100		Increased sales	9000
		+ 6590		+ 7170	+ 200		688740
		- 16230	+ 160290	+ 9130	+ 19050	+ 60600	421940
							+ 3.8%
							280

APPENDIX J

An Example for Scheduling Campus Recreational Facilities

DAY	TIME	INDOOR FACILITIES		ACTIVITY TO BE PERFORMED	NAME/S OF GROUP/USER	OUTDOOR FACILITIES					AUTHOR- ISATION
		<u>GYM 1</u>	<u>GYM 2</u>			RUGBY	SOCCER	TRACK	HOCKEY	OTHER	

MON
28
9

TUES

WED

THURS

FRI

SAT

SUN

APPENDIX K

An Example for the Evaluation of Campus Recreational Publicity and Participation

Publicity Media Employed	No. or Frequency of Distribution	Distribution of Publicity	Where & Which Publicity Media was activity seen	Activity	No. of Teams	No. of Participants	Record of Performance			Comments
							Wins	Losses	Draws	
290 Leaflets	400	Resident	e.g. Local	Squash	3	40	5	3	2	
Brochures	200	Halls	Press							
Local Press	3	Libraries								
Local Radio	2	Community								
Etc.		Centres etc.								
TOTALS										

APPENDIX L

PROCESS MODELS FOR CAMPUS RECREATION IN HIGHER EDUCATION

Various theoretical process models are contained in this Appendix formulated from the questionnaire data and literature review. It is an attempt to offer guidance and direction for senior personnel having responsibilities for campus recreation. Such models or portions of them can be adapted and implemented to suit one's own institution. It is in no way intended to be a rigid or regimental scheme to conduct recreational affairs on campus. The models should be viewed as a source of information and guidance which may be adaptable to suit any institute of higher education. They should offer identification and provision of recreational services enabling one to recognise the needs and desires of their institution so that the consequences of all the available alternatives can be extrapolated and implemented if so desired. The following models can only serve as a guideline due to the very diverse nature of recreational administration.

Figure 1 illustrates the Composite Model which is a schematic representation of the whole process, showing all the other process models or components and their relationship to one another as a result of the questionnaire and reviews.

Figure 2 illustrates the Organisational and Functional Relationship Model within an institution of Higher Education.

Figure 3 outlines the Implementation Process or the establishment of a Recreational Department. The accompanying narrative gives a description of this procedure.

The Survey and Appraisal Model has a twofold function. Firstly, it is designed to survey an institution's student population, existing recreational programmes, facilities and community use of such resources. Its second function is to appraise these in terms of their impact on the institution concerned.

Figure 4 outlines the Annual Planning Process Model. This model together with the accompanying narrative gives a schematic approach to conduct an institution's annual planning based on the aims and objectives of the Recreational Services Department.

FIGURE I. THE COMPOSITE MODEL

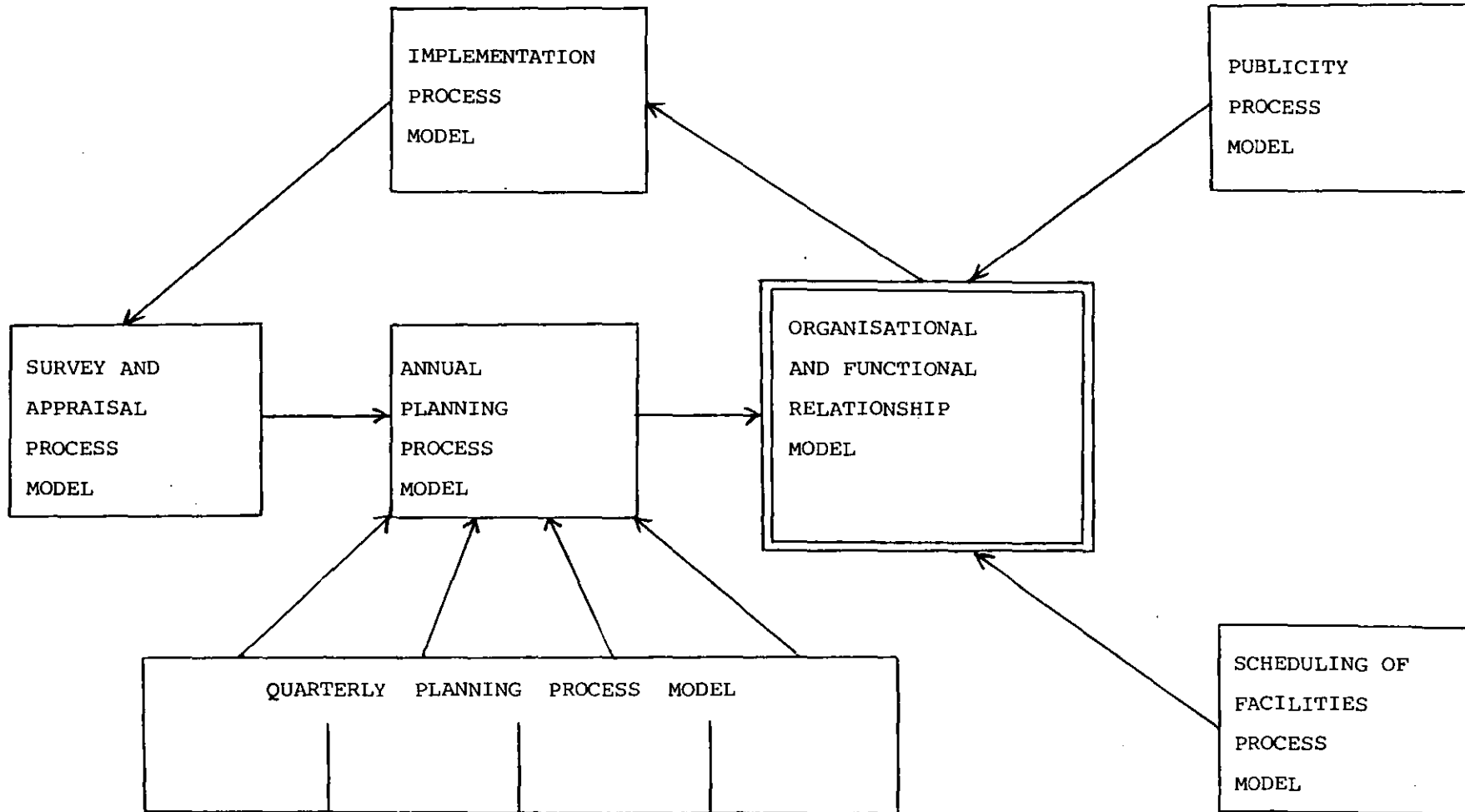


Figure 5 identifies the Quarterly Planning Process Model. The accompanying narrative describes the need and procedure of reviewing and updating all ongoing recreational programmes and to implement, if any, new programmes formed in the preceding quarter.

Figures 4 and 5 are very closely related, and when combined, these models could serve as a continual evaluation, maintain up to date facts and provide feedback on all recreational matters offered by the institution on campus.

Figure 6 is the Publicity Process Model. This, together with the accompanying narrative outlines the publicity procedures for a Recreational Services Department.

Figure 7 outlines the Scheduling of Facilities Process Model, illustrating the scheduling of all facilities for both indoor and outdoor activities. The above models were developed through the questionnaire data, literature review and in consultation with the panel of experts through formal meetings.

ORGANISATIONAL AND FUNCTIONAL RELATIONSHIP MODEL

Figure 2 depicts the Organisational and Functional Relationship Model for recreation in an institute of higher education. The figure shows four main decision making levels for all educational institutions.

There are five main components or sections concerned with the organisation, administration and co-ordination of recreational services on campus. These are the Director and Assistant Director of Recreational Services, Student Union, Recreational Advisory Council and Commercial Lettings indicated by A, B, C, D and E respectively.

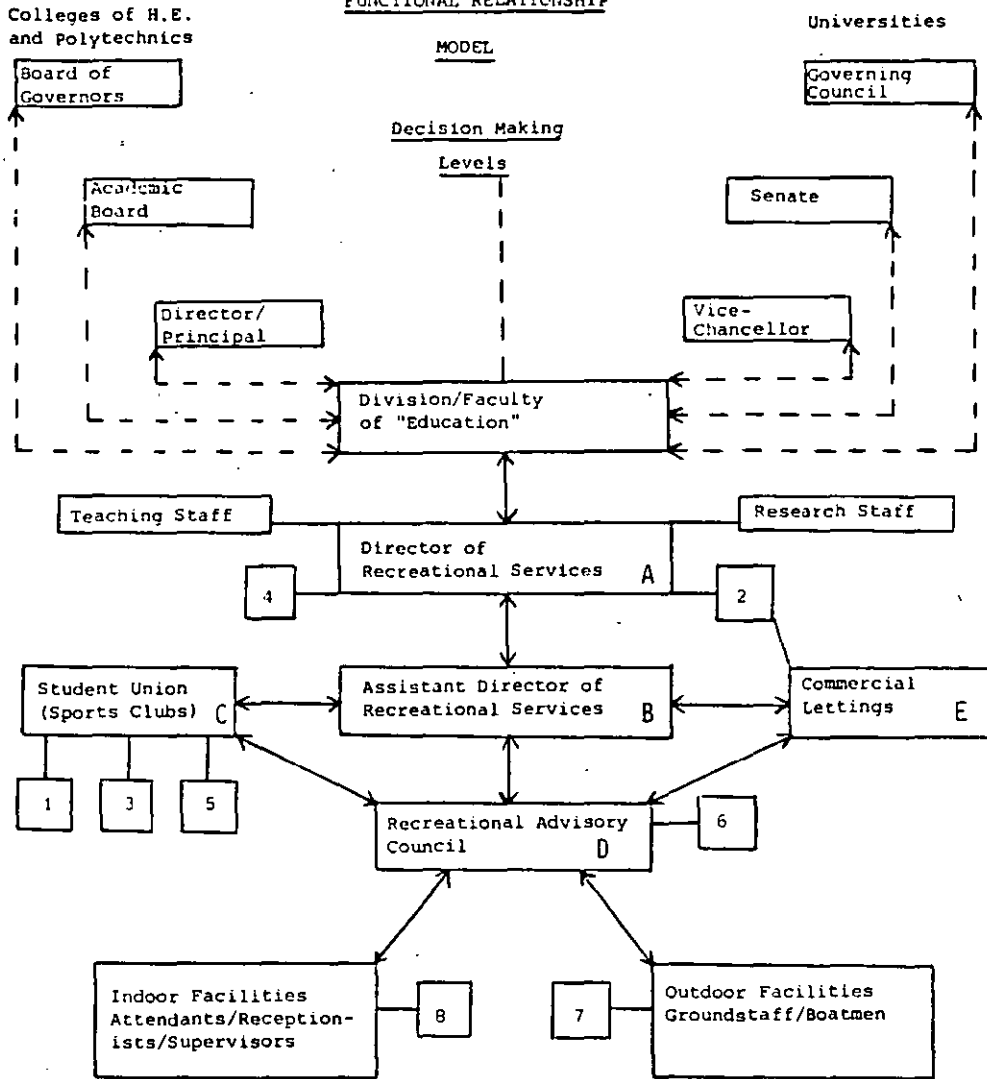
Each major component possesses a number of staff who have various roles and duties necessary to conduct recreational services on campus. These are indicated in Figure 2 by the numbers 1 to 8 inclusive.

Recreational facilities may be broadly classified into indoor and outdoor facilities. These are indicated by numbers 7 and 8.

Appendix D shows a descriptive outline of job titles and areas of responsibility of each major components (A, B, C, D and E) and staff duties 1 to 8, these letters and numbers corresponding to those shown in Figure 2.

FIGURE 2

ORGANISATIONAL AND
FUNCTIONAL RELATIONSHIP



A B C D E = Main Components of Organisational Relationship

1 = Co-ordinator of Student Campus Recreation (Student Union President)

2 - 6 = Secretarial and Clerical Staff of Organisational Relationship

7 - 8 = Auxiliary Staff

Job titles and areas of responsibility for the letters and numbers above appear in Appendix D.

IMPLEMENTATION PROCESS MODEL

Figure 3 depicts the implementation process of the organisational and functional relationship model. The numbering in the model corresponds to those in the narrative below, this also applies to all the process models presented in this Appendix.

The implementation process model is designed in cases where a new department of recreation is decided to be established where previously no provision or structure existed within an institution. The process is best initiated by the establishment of a Working Party Sub-Committee.

1 Working Party (W/P) Sub-Committee

- (a) A W/P Sub-Committee (for student campus recreation) is appointed to study the need for the creation of a department of recreational services.
- (b) Conduct a study on the feasibility of a department of recreational services.
- (c) Prepare a report of recommendations.
- (d) Send a copy of report to the Chairperson of the W/P.

2 Chairperson of the W/P

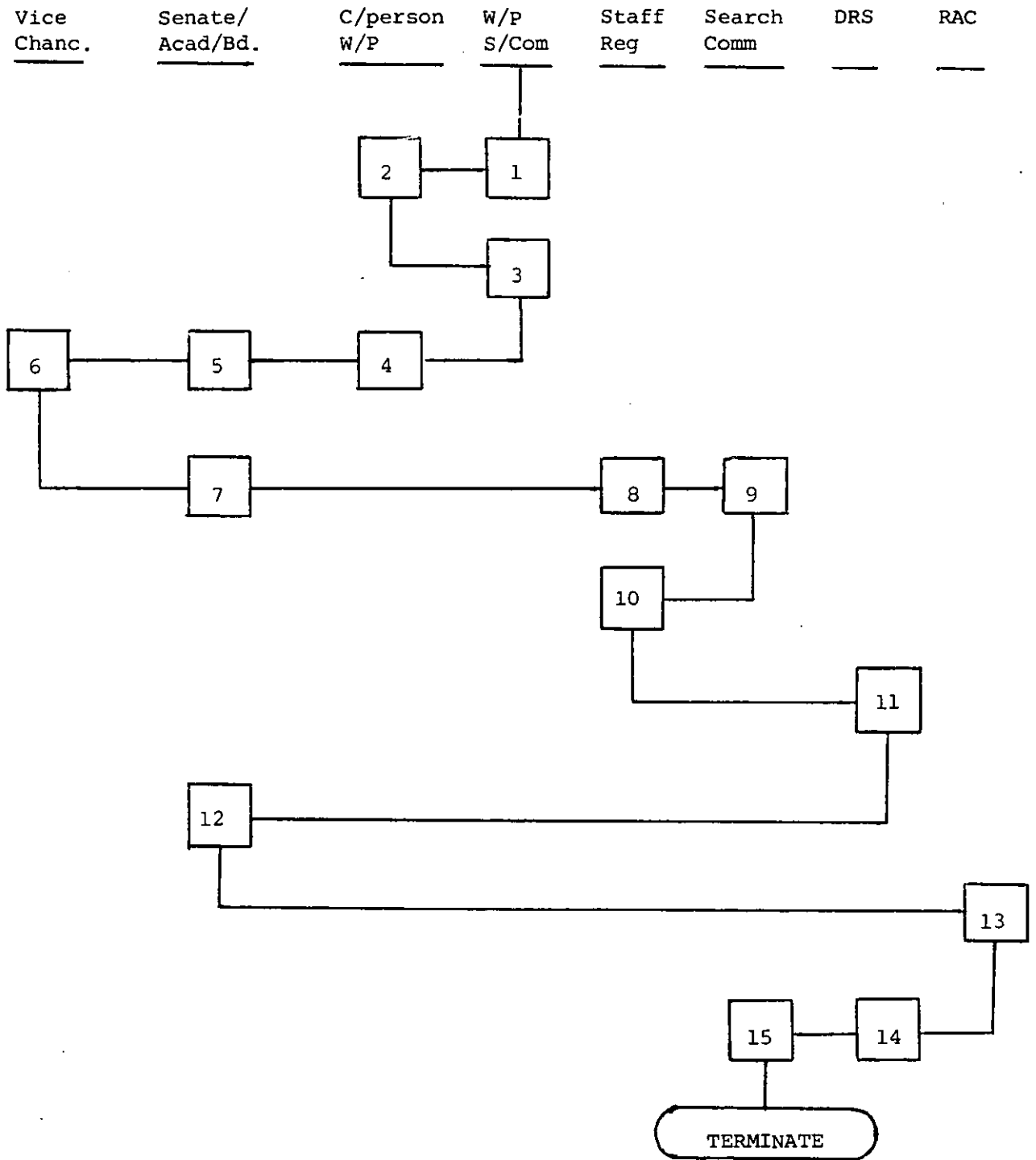
- (a) Chairperson of the W/P (for student campus recreational) reviews report.
- (b) Chairperson approves report. (If approval is not granted or report is in need of modification, it is returned to the W/P Sub-Committee to make the necessary amendments).
- (c) Chairperson calls for a meeting to discuss content of the report.

3 W/P Sub-Committee

- (a) W/P Sub-Committee prepares an official request document for Senate/Academic Board for approval of establishing a department of recreational services.

FIGURE 3

Implementation Process Model for a Department
of Recreational Services



4

Chairperson of the W/P

- (a) Chairperson sends request document to Senate/Academic Board.

5

Senate/Academic Board

- (a) Review request document.
- (b) Approve request document. (If request is denied, document is returned to Chairperson of the W/P for further analysis or terminated entirely).
- (c) Send approved request document to Vice Chancellor/Principal.

6

Vice Chancellor/Principal

- (a) Receive, study and return request document to Senate/Academic Board.

7

Senate/Academic Board

- (a) Announce the creation of a department of recreational services.
- (b) Send approved request document to Staffing Registrar.

8

Staffing Registrar

- (a) Appoint a Search Committee to find qualified candidate to fill a Director of Recreational Services (DRS) post.

9

Search Committee

- (a) Develop a job description and qualifications criteria for DRS's post.
- (b) Publish position vacancy and request curriculum vitae to be sent.
- (c) Shortlist and interview selected candidates.
- (d) Select appropriate candidate.

10

Staffing Registrar

- (a) Announce appointment of DRS.

11

DRS

- (a) Develop aims and objectives of the recreational department.
- (b) Prepare a document of the aims and objectives of the recreational department.
- (c) Send document to Senate/Academic Board for approval and advice.

12

Senate/Academic Board

- (a) Appoint a Recreational Advisory Council (RAC) Committee for student campus recreation.

13

RAC

- (a) RAC Committee (for student campus recreation) reviews DRS's document of aims and objectives of the recreational department.
- (b) Approve DRS's document. (If approval is not granted or document is in need of modification, it is returned to the DRS to make the necessary amendments).
- (c) Return document to the DRS.

14

DRS

- (a) Develop job description of basic areas of responsibility for an Assistant DRS (deputy) and publish position vacancy on approval of Senate/Academic Board and other appropriate staff.
- (b) Develop job descriptions of basic areas of responsibility for all personnel needed to fill the staffing requirements of the organisational and functional relationship model depicted in Figure 2, after negotiating with the appropriate staff within the institution.

- (a) Publish position vacancies and request curriculum vitae to be sent.
- (b) Shortlist and interview applicants for all position vacancies.
- (c) Appoint selected staff.

The development of this model was primarily derived from information gathered from; the questionnaire data, more specifically from questions 1, 3 and 6 (departmental background, staffing and finance respectively); and the literature review mainly from sections 2.2 (organisation), 2.3 (planning on campus), 2.4 (co-ordination) and 2.5 (finance).

SURVEY AND APPRAISAL PROCESS MODEL

The department of recreational services should conduct a comprehensive survey and appraisal of all recreational services that are available on the institution's campus for students, staff and local community.

To determine the amount, type and range of recreational services that the institution may provide, could be acquired in the form of a "Recreational Interest and Participation Survey for all New Intakes". An example of such a survey is given in Appendix E and would be circulated to all new intakes at the commencement of each new academic year (September/October). Staff of the department of recreational services would be responsible for collecting the survey and analysing the data.

On completion of the survey and appraisal, the DRS should have an accurate and detailed description of the current scope, trends and levels of all recreational services within the institution's campus.

The survey and appraisal model should include details and information from the following eight sources:-

- (1) Student and Staff Population.
- (2) Social data.
- (3) Institution's finance.
- (4) Facilities and programmes.
- (5) Indoor Facilities.
- (6) Organisational structure.
- (7) Clubs and Societies.
- (8) Community and Commercial Lettings.

1

Student and staff population

- (a) Total campus population by male/female, faculty/department, staff, students and dependents.
- (b) Anticipated future population growth or decline.
- (c) Student population by year, undergraduates, post-graduates,

dependants, part-time, full-time, off campus and so forth.

- (d) Foreign student population if significantly large.
- (e) Summer vacation population - outside organisations, conferences, courses and so forth.
- (f) Senior citizens, retired staff, convocations and so forth.

2

Social data

- (a) Description of residential dormitories on campus in terms of density and conditions.
- (b) Availability and types of recreation enjoyed by students at present.

3

Institution's finance

- (a) A breakdown of the total funding sources for recreation.
- (b) Recreational services budget broken down by department/division, programmes and activities.
- (c) Per capita expenditure for recreational services and facilities if possible.

4

Facilities and Programmes

- (a) Description for each area of recreational facilities.
 - (i) Location
 - (ii) Acreage
 - (iii) Equipment
 - (iv) Facilities
 - (v) Extent of use
 - (vi) Design
 - (vii) Maintenance
 - (viii) Source of financing

(b) Special facilities operating such as; swimming pool, saunas, solariums, golf courses and so forth.

- | | |
|---|-------------------------------|
| (i) Size | (ii) Cost to use |
| (iii) Cost of operating | (iv) Source of finance |
| (v) Equipment | (vi) Scheduling of facilities |
| (vii) Staffing | (viii) Instruction offered |
| (ix) Age group proportions using facility | (x) Attendance figures |

(c) Other land or facility owned by the institution.

- | | |
|-------------------|---------------------------|
| (i) Location | (ii) Acreage |
| (iii) Current use | (iv) Projected future use |

(d) Recreational services programmes (casual, clubs, organised recreational classes).

- | | |
|----------------------------------|---|
| (i) List and name each programme | (ii) Number of participants in each programme |
| (iii) Staffing | (iv) Budget |
| (v) Source of financing | (vi) Evaluation |

5

Indoor facilities

(a) Description of all indoor facilities with information on availability for use by groups within the institution, for example.

- | | |
|---------------------|--------------------|
| (i) Gymnasia | (ii) Sports halls |
| (iii) Seminar rooms | (iv) Dance studios |

(b) Methods of controlling, monitoring and operating all indoor facilities.

(c) Procedures for scheduling all indoor facilities.

(d) Fees for use of facilities; students, staff and external users.

6

Organisational structure of institution

- (a) Type of institution. Example; Polytechnic, University.
- (b) Recreational office; details of its administrative procedures.
- (c) Recreational Advisory Council (RAC)
 - (i) How it is created
 - (ii) Its effectiveness
 - (iii) Constitution and by-laws
 - (iv) Powers
 - (v) Composition or membership
 - (vi) Relationship with other Committees of the institution
 - (vii) Evaluation of its accomplishments

7

Clubs and Societies (Student Union)

- (a) Number and type of clubs and societies.
- (b) Admission fees.
- (c) Membership fees.
- (d) Venue and hour of operating.
- (e) Capacity for participation.
- (f) Attendance figures.
- (g) Spectator provisions.
- (h) Indemnity form in cases of liability.

8

Community and Commercial Lettings

- (a) Facilities available and when.
- (b) Programmes or courses offered.
- (c) Administrative and scheduling procedures.
- (d) Membership (fees).

- (e) Indemnity form in cases of liability.
- (f) For commercial recreation:-
 - (i) List all commercial establishments using facilities.
 - (ii) Outline cost of use or admission fees for each organised user.
 - (iii) Facilities used.
 - (iv) Hours of operating.
 - (v) Activities available.
 - (vi) Indemnity form.
 - (vii) Administrative procedure - enrolments or block bookings.
 - (viii) Publicity schemes

The department of recreational services will have on completing the survey and appraisal of all facilities, a thorough summary and current status of recreation available to the campus community. The survey will indicate what recreational services are provided by the institution and show a brief summary of its administrative procedures. In addition to the survey and appraisal, maps or charts could be designed showing existing and proposed recreation areas.

This model encompasses a diverse range of administrative procedures and was produced from the questionnaire data, mainly from; questions 2 (student population), 5 (external users), 7 (facilities), 9 (sports clubs) and 10 (evaluations); also from the literature review from all sections, namely; organisation, planning on campus, co-ordination, finance and evaluations. Appendix E (interest and participation survey for campus recreation) and Appendix K (an example for the evaluation of campus recreational publicity and participation) will serve towards developing the survey and appraisal process model.

ANNUAL PLANNING PROCESS MODEL

The recreational services annual planning process model (Figure 4) is based upon the approved aims and objectives of an institution's recreation department. When conducting the annual planning process, much detail and information will have been acquired from the quarterly planning process (if conducted) described in the next process model. These two processes are closely related providing up to date details on all recreational matters within the institution. The annual planning process model can include long term plans as well as plans hoped to be implemented in the present or preceding academic year.

The Recreational Advisory Council (RAC), whose main concern is for recreational policies and recommendations, may initiate the annual planning process.

1

RAC

- (a) The RAC requests the DRS to begin the annual planning process.

2

DRS

- (a) Notify the ADRS and SU President to begin their report for the annual planning process.
- (b) In conjunction with the RAC, develop an operational outline document on how each programme objective of the annual planning process is to be attained and their implementation procedure.

3

RAC

- (a) Prepare draft for the outline document in conjunction with the DRS.
- (b) Send draft outline document to the DRS for perusal.

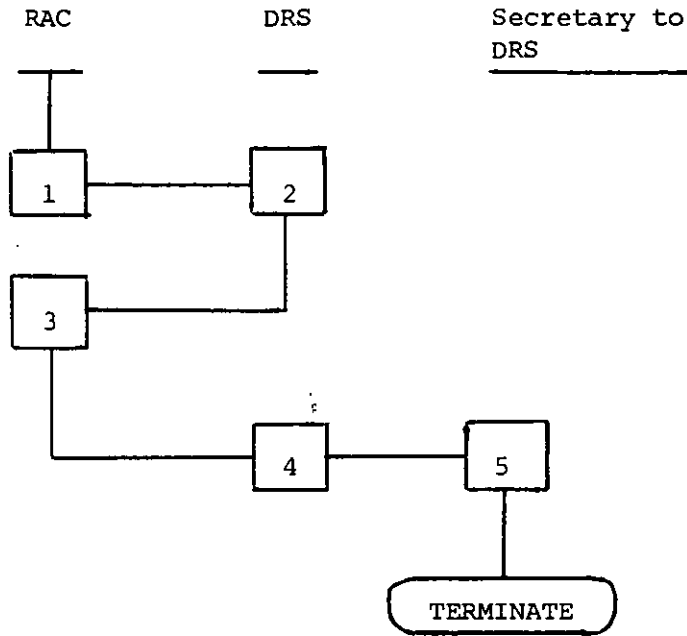
4

DRS

- (a) Receive study and review the operational feasibility of the draft outline document for its implementation and compatability.

FIGURE 4

Annual Planning Process Model for a Department
of Recreational Services



- (b) Approve the draft outline document. (if approval is not given, the DRS returns it to the RAC to discuss all areas of incompatibility for modification).
- (c) Send a copy of the approved outline document to the RAC (and to the SU President for information and records only).

5

Secretary to the DRS

- (a) Notify all necessary personnel in the institution of the department's annual plans.
- (b) File copy of the annual planning process.

Information for the development of this model was derived from the questionnaire data chiefly from; questions 2 (student population), 4 (publicity), 5 (external users) and 6 (finance); together with sections mainly from 2.2 (organisation), 2.3 (planning on campus), 2.4 (co-ordination), 2.5 (finance) and 2.6 (evaluations) in the literature review. The information from these areas was also utilised in formulating the quarterly planning process model which follows overleaf.

QUARTERLY PLANNING PROCESS MODEL

The recreational services quarterly planning process model depicted in Figure 5 is designed to review and update ongoing recreational programmes and to implement new programmes if any, formed in the preceding quarter.

Details and information gathered in the quarterly planning process can be used when formulating the annual planning process previously described. The annual and quarterly process models are closely related and can serve as a means of continuous evaluation and provide up to date information on all recreational matters within the institution on campus.

The DRS and/or ADRS may commence the process.

1

DRS

- (a) Request the SU to begin the quarterly planning process.

2

SU President

- (a) Review previous quarterly plan as to the state of progress, funding, scheduling, co-ordination, facilities, competitions, participation records and so forth.
- (b) Review all activities to be implemented in the forthcoming quarter and make the preparations for implementation.
- (c) Request the SU Secretary to produce a report giving the current status of all activities.

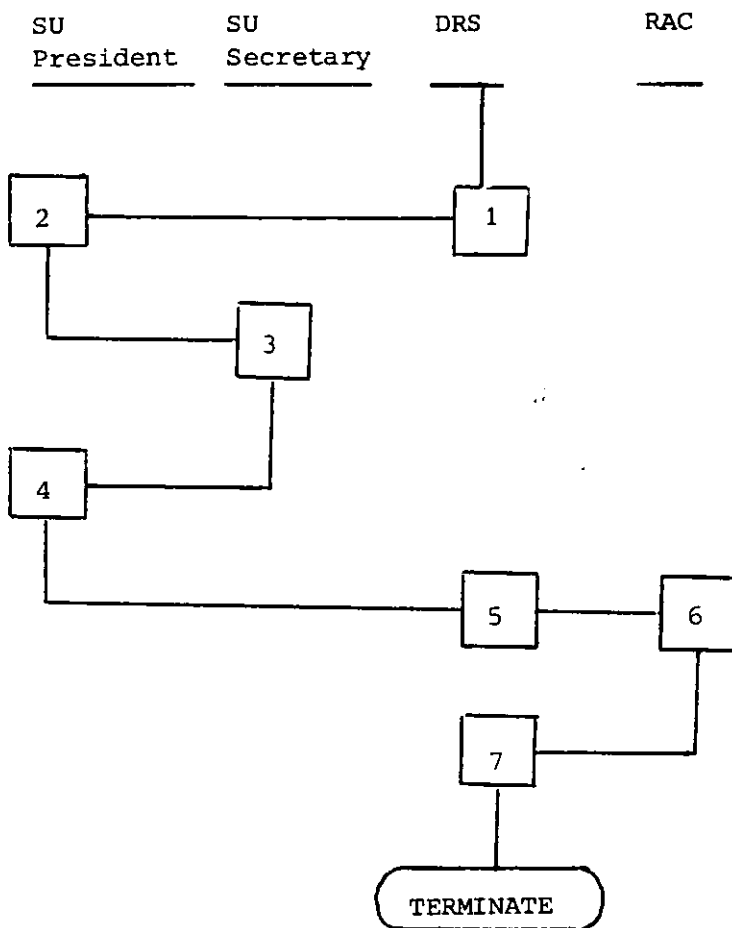
3

SU Secretary

- (a) Prepare quarterly planning report on the current status of all activities.
- (b) Send quarterly planning report to SU President for approval.

FIGURE 5

Quarterly Planning Process Model for a
Department of Recreational Services



4

SU President

- (a) Receive, review and approve quarterly planning report. (If approval is denied, report is returned to the SU Secretary for amendment and modification).
- (b) Send approved quarterly planning report to the DRS.

5

DRS

- (a) Receive, review and study quarterly planning report.
- (b) Approve quarterly planning report. (If approval is not granted, the DRS discusses report with the SU and returns for modification).
- (c) Send quarterly planning report to the RAC.

6

RAC

- (a) Receive, review and study quarterly planning report taking into account any major policy issues and financial requirements. Furthermore, the RAC will check the report for compatibility with departmental objectives.
- (b) Approve quarterly planning report. (If approval is not granted, discuss incompatibility with the DRS and return for modification. The DRS may in turn consult the SU).
- (c) Return approved quarterly planning report to the DRS for implementation.

7

DRS

- (a) Send copy of approved quarterly planning report to the SU for records and file.
- (b) Implement approved quarterly planning report and file copy for records.

To establish an appropriate quarterly planning programme report, recreational personnel must have their quarterly plans for the previous quarter and a report on the status of their allocated funds. Such information will serve as a data basis upon which the next quarter's programme report can be planned and implemented.

Certain issues which may come into prominence could be dealt with on a monthly basis. An example could be an emergency meeting to implement staff charges and information regarding external users.

The information and data used to formulate this model were the same as in the preceding model; the annual planning process model.

PUBLICITY PROCESS MODEL

All publicity and information systems concerning a recreational services department and its programmes should be channeled to both the DRS's secretary and the publicity officer of the institution.

The secretary to the DRS will utilise the appropriate and existing publicity officer's campus and community media, including; pamphlets, brochures and leaflets for each publicity release. Before implementing the process; each release should be cleared with the appropriate administrative level. The secretary to the DRS should submit each release to the DRS for approval prior to dissemination.

Once the release is cleared by the DRS, the secretary begins the publicity process (Figure 6).

1 Secretary to the DRS

- (a) Prepare a publicity release as requested by the DRS.
- (b) Send completed release to the DRS for approval and sanction.

2 DRS

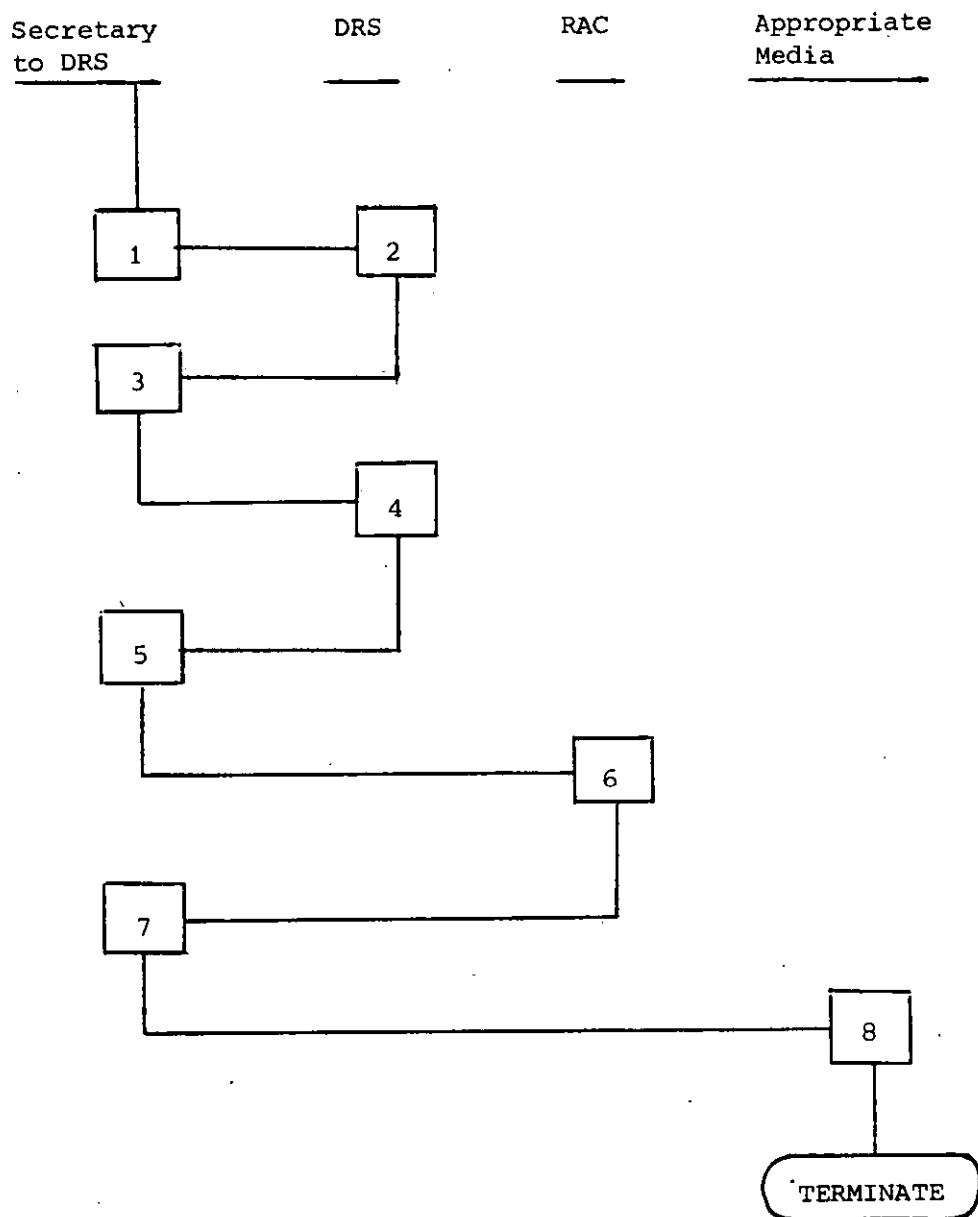
- (a) Sanction release and return to secretary for implementation.
(If approval is not given, return for amendment and modification).

3 Secretary to the DRS

- (a) Develop an information scheme and form the release is to take in conjunction with the DRS.
- (b) Send drafted information scheme and form of release to the DRS.

FIGURE 6

Publicity Process Model for a Department
of Recreational Services



4

DRS

- (a) Receive, review and approve drafted release. (If approval is not granted, release is discussed and returned to the secretary for appropriate amendment).
- (b) Send approved draft release to the secretary for further processing.

5

Secretary to the DRS

- (a) Determine the necessary funding of the draft release.
- (b) Send draft release and estimated cost to the RAC.

6

RAC

- (a) Assess funds for the publicity release of the draft.
- (b) Approve funds for the publicity release. (If approval is not given, draft is returned to the DRS's secretary for modification).

7

Secretary to the DRS

- (a) Arrange the final preparation of the draft in readiness for publishing.
- (b) Send final release to all appropriate media with copies to all departmental personnel and publicity officer. One copy to be filed.

8

Appropriate Media

- (a) Each appropriate media receives and reviews publicity release.
- (b) Each appropriate media disseminates publicity release.

The data and information utilised to formulate the publicity process model were from the questionnaire, mainly from questions 2 (student population), 4 (publicity), 5 (external users) and 6 (finance) together with the literature review, chiefly from sections 2.3 (planning on campus) and 2.5 (finance).



SCHEDULING OF FACILITIES PROCESS MODEL

The scheduling and facilities process model (Figure 8) is designed for all the facility scheduling to be implemented throughout the institution. Both outdoor and indoor facilities are needed to conduct all activities of a recreational services department, whether it be for an entire programme of a year or term, or for daily bookings.

Since numerous campus organisations exist for scheduling facilities, this model is offered to attempt a smooth administrative procedure for scheduling extensive use of campus facilities. The secretary to the DRS commences the process.

1 Secretary to the DRS

- (a) Prepare programme format for facility scheduling and send copy to the RAC.

2 RAC

- (a) Receive and review programme format for facility scheduling.
- (b) Approve programme format for facility scheduling. (If approval is not given, return to DRS's secretary for modification).
- (c) Return approved programme format for facility scheduling to the DRS's secretary.

3 Secretary to the DRS

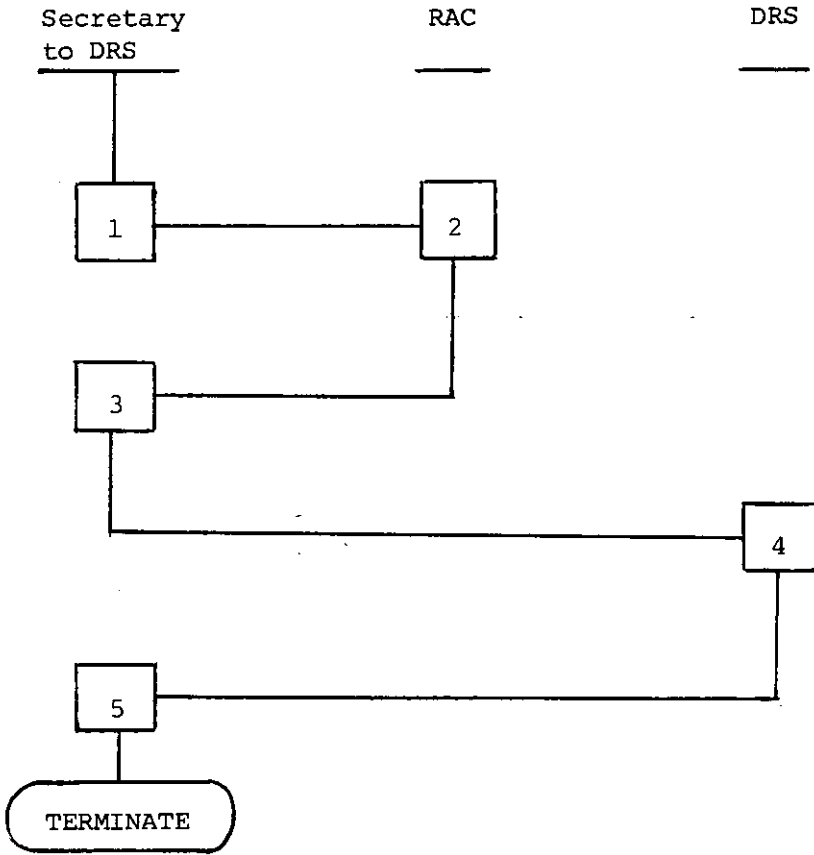
- (a) Submit approved programme format for facility scheduling to the DRS.

4 DRS

- (a) Receive, review and study the approved programme format for facility scheduling.

FIGURE 7

Scheduling and Facilities Process Model
for a Department of Recreational Services



- (b) Send approved programme format for facility scheduling to secretary.

5

Secretary to the DRS

- (a) Receive, review and file approved programme format for facility scheduling.
- (b) Prepare the various booking sheets for all facilities for scheduling and logistics. All scheduling of facilities are directed to the secretary.
- (c) Receive facility request from user whether it be a student, staff, group or external body, the latter in consultation with the DRS.
- (d) Approve request. (If request is not granted, due to bookings already made, discuss alternative date and time with user and approve selected alternative).
- (e) Send facility request to the facility manager and appropriate personnel concerned, for example; groundstaff, coaching staff, SU President or attendants.
- (f) Record and file facility request.

The development of this model was formulated from the questionnaire data primarily from questions 3 (staffing), 7 (facilities), 8 (administration and scheduling) and 9 (sports clubs) along with the literature review, mainly from sections 2.2 (organisation), 2.3 (planning on campus), 2.4 (co-ordination) and 2.6 (evaluations).

SUMMARY OF PROCESS MODELS

The process models have been designed to provide guidelines for the administration and co-ordination of recreational services on campuses in higher education as a result of the literature review and questionnaire data. The models contain the basic administrative procedures necessary to implement and co-ordinate the appraisal, planning, publicity, and facility scheduling of a recreational services department.

The organisational and functional relationship model gives a description of each personnel, job titles, decision making levels, employment status and areas of responsibilities for a recreational services department.

The implementation process attempts to outline the series of events, activities, decisions and documentation necessary to form and implement a recreational services department.

The annual planning process is necessary for attaining the stated objectives of a recreational services department. The quarterly planning process was designed to measure the previous quarter's progress in attainment of the stated objectives and; evaluate, modify and update techniques for implementing and controlling funds for all activities for the forthcoming quarter.

Both the annual and quarterly planning processes provide a continuous qualitative and quantitative evaluation and review of all programmes and services offered.

The survey and appraisal model has two primary functions; firstly, it is designed to survey the student population, existing recreational programmes, facilities and community use of resources and; secondly, to appraise these in terms of their impact on the institution.

The publicity and scheduling of facilities process models are necessary components of the planning, administrative and co-ordinating functions of a recreational services department.

