

What are the roles and opportunities for universities before, during and after an international sporting event?

***How UK Universities contributed to, and benefitted from,
the London 2012 Olympic and Paralympic Games:
Lessons for success in Tokyo 2020***

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Foreword

This research was commissioned by the British Council in Japan and conducted by The Knowledge Partnership UK Ltd in 2015, with a view to creating a useful resource for Japanese universities and governments in their run-up to Tokyo 2020.

Our initial hypothesis was that universities in the UK had a more prominent role in the London 2012 Olympics than other higher education institutions (HEIs) have done in the past, raising the bar for the HE sector as a whole. Could this perception be evidenced, and if so, which endeavours were most successful, achieving either a specific return on investment, wider reputational advancement or long-term legacy? We then created 15 specific hypotheses about Olympic-university interactions to test through an evidence-based approach.

Wanting to capture both 2012 evaluations, as well as long term impacts three years later, our method involved desk research to explore more immediate analysis (mainly just after the Games in 2012), a new survey (2015), and case studies (interviews in 2015). The desk research takes in Olympic and Paralympic reports by the organising bodies, consultants, universities and other associated groups – against which our hypotheses were tested and refined. These hypotheses were then tested through a survey of all UK universities in 2015 by The Knowledge Partnership, completed by 39 UK universities. See the appendix for the full analysis of the survey results, and our first chapter for a summary. The survey invited universities to share their Olympic successes and strategies, and reveal some of the highs and lows along the way. We therefore bring together a variety of the most engaged universities as ‘case studies’, where they share a glimpse of their own personal experiences, and offer tips and advice for Japanese universities who are beginning the same adventure.

As part of our research survey sent to British universities, respondents were invited to participate in case studies to capture a much more narrative sense of the Olympics.

The Knowledge Partnership research team were Louise Simpson, Stephanie Vincent and David Sanderson with editorial support from Lucija Dačić. The new research is referred to throughout this report as **TKP research 2015** to distinguish from other research summarised.

Introduction

Hosting the Olympics and Paralympics is clearly a very exciting time for any nation, with numerous cultural interactions and business opportunities occurring alongside the main sporting events. It is especially interesting to look at the Games specifically through the prism of higher education, examining the opportunities it presents to universities both within and outside the host city.

According to a Podium study in 2012, a total of 94% of the UK higher education sector and 91% of the UK further education sector were involved in the London 2012 Olympics in some way (Podium, 2012). British universities and colleges were involved in a wide range of activities during the London 2012 Olympics and Paralympics, with communications and marketing being most popular, followed by student or staff participation in sport, and then volunteering and community/business engagement (TKP research 2015).

Perhaps one of the key factors in such a large proportion of UK universities becoming involved in Olympic-related activity was the Cultural Olympiad, which stems from the idea that Olympics does not revolve solely around sport. The 2012 Olympics saw a much larger engagement in the Cultural Olympiad than seen in recent years, with a total of 123 projects reportedly working with 1,190 new partners from the education sector as part of their contribution (Podium, 2012). Several of these partners were schools and colleges, with projects that had a specific focus upon participation. However, in addition to these, there were projects that reported partnerships with job centres, higher and further education colleges and apprenticeship schemes.

Reputation enhancement was the main reason for involvement - enhanced organisational profile was the top ambition for around half of respondents (Podium, 2012). Our recent study (TKP research 2015) found that improving the student experience was another of the most common achievements stated by universities engaged in the Olympics, whether it be through volunteering opportunities or as part of a wider community engagement programme.

Those who offered stories in our case studies appeared to be the most engaged universities, with a strongly focused desire to achieve a specific goal, based on their existing strengths. They all felt they had got a huge amount out of the Olympics, and their continual advice to the Japanese universities who will take on the Games torch was to 'play to your strengths'!

Case Studies

Universities are natural partners for the Olympics – they have the scale to deliver events, onsite security and catering, they have sports facilities for training, and accommodation for athletes and their entourages. They have academics to advise on technology, comment on social impact, devise cultural activities, or support medical needs. And they also have many willing staff and students to help as volunteers, or ‘Game Makers’ as they were called in the London Olympics. In London 2012, the title ‘Game Maker’ elevated volunteers to the status of co-creators and 70,000 people were chosen to take on a wide variety of roles across the Olympic venues during the Games: from welcoming visitors to transporting athletes, helping in the Technology team and making sure the results were displayed quickly and accurately.

The 2012 Games also stimulated innovation and enhanced reputations of universities and individual academics. Programmes and technologies were developed, buildings created, international and local partnerships were nurtured or created for the first time, and new ways of managing and teaching were entered into. Universities were bolder and more strategic as they approached an event that many knew would be unique in their lifetime and could not be missed. Innovative communications was critical, with organisations such as Podium working as a portal of research and media opportunities, and universities such as Birmingham delivering phenomenal PR with its responsive and proactive media office.

University of East London was one of the most impressive London universities, creating a cutting edge sports centre to win over the American team, and establishing a global sports brand for student recruitment. The University of Birmingham were also very proactive and proved that hosting many miles from the host city was entirely possible, with highly engaged staff and excellent facilities. Birmingham’s hosting created amazing reputational capital, thanks to the warm compliments of the Caribbean team and Usain Bolt, which were broadcast globally. University of Leeds played an astute game, collaborating with their local council to expand budget and human resource, thereby attracting the Chinese Olympic team, and the Canadian Paralympians. Universities which were less active during the Olympics seemed to be aware that they had let slip a great opportunity, through slow planning, lack of money, or failing to decide on a clear focus.

We also observed that the Olympics ignited some remarkable innovations within universities, from drug testing and prosthetics, to new courses around sport and media. The benefits were not about making money, but about raising reputation, and creating new, international partnerships of significance.

Case studies were divided into six categories as follows:

Local and International Collaboration

The Olympic Games are the perfect time for reaching out and influencing people. For universities, one of the most obvious opportunities is to use the Games as a way of creating new partnerships with leading international partners, as well as attracting international students and potential new research collaborations. British universities have stepped up their interest in public engagement in recent years, not only because of the need to be a 'good citizen' but because they know that they have responsibility for explaining the impact of their research to society.

Loughborough University used the Olympics to create significant research partnerships with Japan, as Chris Backhouse, Director of Internationalisation Strategy, explains in his case study. **Sheffield Hallam** provides some inspiring ideas for showcasing its research, using sport as a catalyst.

Sports Science and Expertise

For sporting universities, the Olympics provided a unique opportunity for academics to become involved in consultancy work, such as **Queen Mary University of London** academics taking on physiotherapy roles. Experts in the field were greatly needed to support the Games and the athletes involved, and universities were the obvious places to find such level of expertise. As well as showcasing sporting excellence, academics taking on these roles had applications to the curriculum, as Professor Dylan Morrissey explains below. Meanwhile, **University of East London's** proximity to the Olympic Park made it an obvious candidate for hosting – but in order to do that, it required state-of-the-art facilities. The Olympics made it possible for University of East London to become a top sporting university.

Research Application

Experts in mega-events and their impact on the host city in terms of labour, transport, and regeneration were crucial in the planning stages of the Olympics and Paralympics and in understanding the wider long-term impact of the events. Academics from **University of East London** and **UCL** were some of those who provided their insight through consulting. UCL's Nick Tyler explains his role in developing technology that ensured the Games were accessible to all, whilst UEL's Allan Brimicombe shares his experience of being selected to conduct an inter-disciplinary study into the impact of the Games.

Hosting Training Camps

Universities were the ideal candidates for hosting Olympic teams due to the space, facilities and security at their disposal. The benefits of hosting athletes, as **University of Birmingham's** Zena Wooldridge found, included top sporting figures publicly commending the University for providing a pleasant atmosphere for them to train in. **University of East London**, as the closest university to the Olympic stadium, had similar success in hosting Olympic teams, and this provided them with an opportunity to showcase their specialist sports facilities and build long-lasting partnerships. Rob Wadsworth explains how **University of Leeds** rose to the challenge of hosting the Chinese Olympic and Canadian Paralympic teams considering culinary and accessibility needs of the athletes, and how it led to improvement in the University's hospitality overall.

Student/ Staff Volunteering and Events Management

Deborah Sadd from **Bournemouth University** shares her experience of volunteering in the Olympics and Paralympics and how this provided not only the opportunity to apply her experience to curriculum content, but also the change for students to become engaged in the Games and in their legacy within Bournemouth.

Media Relations

Media and publicity played a crucial part in universities showcasing their involvement in the Olympics, as well as using their activities to manage their reputations and improve student recruitment and engagement. Marketing and communications staff across universities nationwide saw the opportunity to publicise their institution's research, community engagement activity and the achievements of their students and alumni. **Sheffield Hallam University** took this opportunity further, and provided their students with valuable work experience in media and journalism by developing a programme in collaboration with the organising committee, LOCOG. The programme gave students the skills they needed to take on voluntary work in broadcasting, all as part of their studies. **Podium** was created to act as an agency, publicising opportunities for universities throughout the UK to become involved in the Olympics and Paralympics, and seeking out experts to partner with LOCOG. Matthew Haley explains his role in 'matchmaking' universities with Olympic opportunities.

Local and International Engagement



Sports Science to Inspire the Public

David James, Acting Head of the Centre for Sports Engineering Research, Sheffield Hallam University

Sheffield Hallam is the fourth largest university in the UK, with a student population of almost 35,000 students across two campuses. Its city campus is based at the very heart of Sheffield, South Yorkshire, about three hours from the Olympic stadium in London.

Sport is a key focus at Sheffield Hallam and the University is home to three separately focused research centres in this area, as well as a government-funded £5 million National Centre for Sport and Exercise Medicine. This was awarded following the University's success in supporting Olympic athletes with research and technology. As well as focusing on sports science for athletic prowess, Sheffield Hallam were very successful at using the Olympics to engage the public in their research, with Dr David James leading many of the projects.

“We decided, as a department, to do everything we could to benefit from it”

Dr James is a Reader at Sheffield Hallam University and Acting Head of the Centre for Sports Engineering Research, as well as a leading science communicator who was awarded the very first fellowship in public engagement from the Royal Academy of Engineering. Working with the British Council, he had already been involved in a sports science engineering exhibition for the Beijing Olympics, and was travelling to Singapore to run a similar exhibition on science and technology in sport in the UK when the original announcement for hosting London 2012 was made. He saw the potential from the start: *“We thought we can make the 2012 activities bigger and better.”*

From announcement day onwards, the research centre began formulating a clear strategy considering the logistics of running a large-scale project. *“We could see a big opportunity around the Cultural Olympiad – this idea that everyone needs to be a part of London 2012. There was a lot of chatter about how the North could get involved in the Olympics with a really strong Yorkshire programme around the Cultural Olympiad. We started early but we were in a good position, having done a lot of similar things already. We decided as a department to do everything we could to benefit from it.”*



Visitors at SportsLab exhibition at Sheffield Museums

Sheffield Hallam hosted a number of public engagement activities based around sports science and engineering in the lead-up to the Olympics – all as part of the Cultural Olympiad. One such project, Sports Lab, was organised in collaboration with the Research Councils UK, Engineering and Physical Sciences Research Council and other partners. *“SportsLab was about how Physics, Technology, and Engineering have changed the world of sport and where it is going in the future. It was an interactive experience, getting people to think and make connections between sport and science.”* Visitors were able to compete in a virtual cycle race around Sheffield, get a rider's eye view from a skeleton bobsleigh and find the answers to questions such as “Will a shark skin swimming suit really make you swim faster?”

The event was held at the Weston Park Museum in Sheffield in 2012 and went on to the Victoria and Albert Museum of Childhood in London later that year. Around a quarter of a million people attended and took part in the exhibition. Sport was a fantastic way into science for the public, explains David James: *“We worked directly with the teams to tell this wonderful story about how science has transformed the world of sport. We then ran an entire series of public debates about the morality and ethics of sports enhancement - and all this took place in the North.”* A second project run by the University was another innovative Cultural Olympiad project, which, James explains, received half a million pounds worth of funding from the Arts Council and the Legacy Trust. *“Essentially, we got lots of really good artists to effectively have residency within our department, where they'd learn about sports science and technology.”* In the process, the artists gained understanding and inspiration for their work.



Visitors at SportsLab exhibition at Sheffield Museums

Being heard above the 'noise'

There was a great deal of local interest generated from the artists in residence, and the University also staged plays and exhibitions in Yorkshire. It was interesting how active a university so far from London could be, as James explains: *"I never once felt that being closer to London would have made the events work better. In fact, in the North there is less 'noise' – you can get your message through clearer."* James notes the importance of being involved early on when it is easier to get media coverage. *"Because much of our activity came before the Games, we had a lot of media profile in the build-up, but it went quiet once the Games started. During the Olympics, there is so much else going on, it's hard to get your message out."*

Lessons for Japan – "there is room for everyone to get involved"

There are a number of lessons that come out of Sheffield Hallam's experience. One of them is clearly that it is easier to get media attention before the Games start, rather than during them. According to James, *"We held several very well-attended public engagement events prior to the events – late 2011, early 2012 – with high levels of enthusiasm. We tried to repeat some of these during the Olympics and attendance was really poor. You have to be careful with timing – not to be drowned out in the noise of what's going on. If*



Athletes give demonstration at RCUK sponsored event 'Behind Athletics'

you're trying to create media, do it before the events." Sheffield Hallam also took advantage of the London 2012 Inspire programme, which allowed them to use an Olympic logo for their activities and feel officially branded even though they weren't a sponsor partner. The other lesson is that universities do not need to be in the capital city to make the most of the Olympics to enhance public engagement. *"There is room for everyone to get involved. Some people think they can only be involved if they are an official partner, but the country owns the Games and every university should be allowed to do something around the Games. Don't get fixated – only a few universities will get into the depths of technical sport for teams, but there are lots of opportunities for all universities to do some great events."*



Leveraging the Olympics to Support International Strategy

***Professor Chris Backhouse, Professor of Product Innovation,
Loughborough University***

Loughborough is the university best known for sport in the UK, excelling not only in sports performance, but also sports science and sports technology. In 2010 it was named as the official preparation camp for both the British and Japanese squads for the London 2012 Olympic Games. Loughborough is a research-intensive university with a longstanding reputation for excellence in applied research combined with an enterprising outlook. To ensure the University engaged fully with the Olympics, Loughborough's Olympic strategy was divided up by sporting activities and non-sporting activities. Professor Chris Backhouse, Director of Internationalisation Strategy at the time, was involved in using the Olympics to develop non-sporting international partnerships.



SportPark at Loughborough University in the Midlands

Whilst Loughborough is situated in the Midlands, around one and a half hours from London, it now has a London campus thanks to the 2012 Olympics. The second campus stands on the HereEast development, on the site of The Queen Elizabeth Olympic Park, where the Games were held. HereEast is also the future home to University College London East and a large number of entrepreneurial businesses, which together make up "London's Innovation Quarter".

"Doors were opened and we could build stronger links with Japan"

Chris Backhouse saw the potential in forging partnerships with Japanese universities based on common research interests, such as science and engineering, materials science, smart cities, chemistry, mathematics and civil engineering: *"I looked at various opportunities in*

different countries and, from a purely academic and non-sporting viewpoint, I felt that links with Japan would be the most beneficial. There is a high level of technical excellence in Japanese academia, so there are a lot of synergies with what we do in Loughborough."

Backhouse put together a steering group, bringing together the deans of the faculties, the pro-vice chancellor from the enterprise office and the heads of key departments.

Administrative staff were involved in data collection which helped the University direct its strategy to the right Japanese universities – the focus was on highly ranked institutions.

Backhouse put around a quarter of his time into this ongoing project over four years and used his operational budget to travel and build links.

He also noted a great willingness from Japan to use the Olympics to build cultural and scientific links. Loughborough's academic links with Japan through Engineering included the University of Tokyo, Tokyo Institute of Technology, Kyoto University and Osaka University, among many others. The University also established links through sports science and performance with Tohoku University, University of Tsukuba and Okayama University.

These research and professional links were developed with the support of the Japan Society for the Promotion of Science (JSPS), which helped establish links between universities and developed memorandums of understanding. JSPS scholarships permitted Loughborough to bring Fellows over to the University, which led to a number of individual academic links in Japan. The University also organised a number of scientific workshops.

The University worked closely with UK Trade and Investment, which facilitated discussions with Japan and within the UK, as well as JSPS in their London office, and JETRO (Japan External Trade Organization). *"It was more to do with networking – we found that once we said we were from Loughborough University and that we were hosting the Japanese team, doors were opened and we could make the most of our existing links with Japan, as well as make them stronger."*

Success despite natural disaster

In 2011, shortly before the London Olympics, the Tohoku earthquake and tsunami which hit Japan greatly affected the country's academic infrastructure and focus changed immediately from external partnerships to internal reconstruction. Unfortunately, this meant a lot of the initiatives Loughborough was developing were suspended for some time. *"Personal links were maintained but some of the organisational ones lost priority and are only now being strongly revived. We had well developed plans for an extensive programme of jointly funded PhDs to be sponsored by JSPS and others."*

Despite these challenges, the University was successful in arranging conferences and fellowships, such as the UK-JSPS Alumni Symposium Scheme involving Dr Ruth Goodridge. Professor Kozo Hiramatsu, then Director of JSPS London, said at the time: “We hope the multi-disciplinary nature of this symposium will bring together the best minds in a range of engineering and biological disciplines from the UK and Japan, and high impact research collaborations will result.”

Lessons for Japan – “clear strategy and forward planning”

Backhouse advises that the Olympics will seem to come and go very quickly, so clear strategy and good forward planning are vital. *“It is the build-up which creates opportunity and ideas – you cannot start too soon and get to know what you are going to do. Things you want to achieve should be in place a year before the Games start, signed up and operational, so that after the Games are over, the legacy maintains itself. Work very hard in the final year of the lead-up to the Olympics to embed activities to ensure the legacy is there afterwards.”*



Loughborough's new London campus by the Olympic Park

Although the academic partnerships proved challenging to sustain during the aftermath of the 2011 earthquake, Loughborough has maintained many academic partnerships with Japan. One example is the UK-Japan Winter School, hosted by Loughborough's Department of

Mathematical Sciences in January 2015. This was organised in collaboration with the Universities of Waseda, Keio, and Tohoku, with participants from these and a number of UK universities. It has also recently been confirmed that the JSPS will co-sponsor an event in December 2015 with the Japan Sport Council and Loughborough University. The event, which will be hosted on Loughborough's new London campus, will explore how primary research translates into sports and will develop UK-Japan collaboration across a wide range of fields.

Loughborough University London is part of an exciting development on the Queen Elizabeth Olympic Park, known as Here East. This is designed to house 'innovators and digital makers through education, business, technology and media to drive forward creativity and entrepreneurship across London'. It is hoped that Loughborough-Japan links will also be strengthened and renewed as Japan approaches its own Olympics. The London campus is

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likely to have a great impact on this, as it is proving a very popular destination for both international and UK students, with programmes specialising in entrepreneurship, digital technologies, diplomacy and governance, and sport business.

Other University Stars in Engagement

☆ Northumbria University

As well as bidding for national training squads to use the campus sports facilities for their pre-training camps, the University was involved in hosting a number of high-profile guests in the years following the Olympics. Northumbria's International Sport and Exercise Nutrition Conference hosted leading experts in the field, as well as Dame Kelly Holmes, Technical Advisor, at the GSK Human Performance Lab in 2014, and Sir Chris Hoy and Haile Gebrselassie in 2015. **Contact: Ruth Crabtree, Director of International Development**

☆ Oxford Brookes University

The University saw sporting success through medal winning and through the achievements of its alumni - Jay Osgerby designed the Olympic torch, and Niall McNevin was Director of Planning and Sustainability at the Olympic Park Legacy Company. John Gold, professor of Urban Historical Geography and an expert in the legacy of mega-events such as the Olympics, was heavily involved with national organisations as part of the London 2012 Olympics and the legacy of the Games. He is also involved in work with Tokyo 2020.

Contact: Matthew Butler, Senior Media and Communications Manager

☆ St Mary's University, Twickenham

St Mary's helped to form the London Higher Olympic Group and its transformation into a national collaborative body for higher and further education - Podium. The University also helped to form the South London 2012 Partnership, Go South Go, which is a collaboration of FE/HE schools, local authorities, business and cultural groups. **Contact: Richard Fisher, Emeritus Professor**

☆ University of Southampton

Southampton hosted talks on sport engineering, all with a view to raising the profile of their relevant degree programmes and to encourage talented students to apply, particularly female students, who are under-represented in engineering. One such talk was given by athlete Chris Boardman to an audience of 300 pre-university students. Southampton, being situated on the south coast of England, has particular strength in naval architecture and ship design, which is not particularly well-known as an academic principle in the UK despite it being a major sector of the economy. Raising the profile of the subject and industry had student recruitment benefits and led to Southampton taking on a number of talented PhD students. **Contact: Stephen Turnock, Professor of Maritime Fluid Dynamics**

Sports Science and Expertise



Putting the Physical into Science at Queen Mary

Dr Dylan Morrissey, Senior Clinical Lecturer and Consultant Physiotherapist, Queen Mary University of London

Queen Mary University of London is one of the closest universities to the Olympic stadium, based in Tower Hamlets, East London, a few miles from the financial heart of the City. Known by its acronym QMUL, it is a Russell Group university, one of the elite UK research universities, with strong connections to China and a reputation for Science and Medicine as well as English and Law. Community engagement is also one of its focus areas and sources of pride, as it was one of the earliest universities founded by the local people. Today it occupies a diverse area with pockets of deprivation contrasting with grand Victorian terraces and green parks.

Building on the oldest programme for sports medicine



Queen Mary University of London, close to the Olympic stadium in Hackney and the City of London, occupies a campus site with Victorian and modern buildings

Queen Mary academics took the opportunity during the Games to showcase their sports science prowess, with one of the lead examples being Dr Dylan Morrissey, who was appointed as a headquarters physiotherapist for the Paralympics. A consultant physiotherapist at the London Hospital, in a department which sees around 2500 new patients a month, Dr Morrissey is also a Clinical Reader specialising in sports and musculoskeletal physiotherapy at Queen Mary University.



Dr Dylan Morrissey, Queen Mary University of London

The University's long-standing record clearly helped them in their bid for Olympic involvement, as Morrissey explains: *"We run the oldest programme in sports medicine in the world, which means that many professionals in Olympic sports medicine were trained here."* On the basis of these strong links and Dr Morrissey's background, he was selected as one of the physiotherapists for the Paralympic Games.

He had to apply for the team contract three years before the games in a competitive process and eventually made it onto the core team of Paralympic physiotherapists – five of whom were from QMUL.

He attributes his own success to his academic links, which, he says *"set me apart from other physios"*, as well as his previous international sports physiotherapy experience.

The appointment of QMUL academics as consultants on the Games meant that they were able to angle their curriculum towards Olympic involvement and offer a lot of volunteering options. Since the 2012 Games took place outside term time, it gave students a perfect opportunity to volunteer and gain amazing experience working with star athletes. The degree course was also boosted when the UK government designated sports and exercise medicine as a recognised medical specialty the day before the Olympics were granted to London.

"We've run this course for 32 years, but this new status gave us a fantastic opportunity to recruit more students from home and overseas who were hoping to work at the Games."

QMUL created a Paralympic module, which they are keen to share

Queen Mary have since developed a Paralympic sports medicine module, which they are keen to share with Japanese and Brazilian universities. The University regularly invites sports medicine experts to give lectures to students and staff from around the world.

During the run-up to and delivery of the Games, Morrissey focused mainly on athletes, and his long workdays were exhausting but exhilarating. It took him a good six months to fully recover from the sheer effort, but the return on his investment was very worthwhile. His department made valuable contacts all around the world, and as a result Morrissey is doing research with other universities in the UK and also consulting for the Rio Games in Brazil.

"Some of the best people in world get together in the Olympics, and with so many

conferences and meetings around it, I was lucky enough to go to many and speak at a few. There were so many things happening - there was a huge buzz.”

Benefits for the University in recruitment and research impact

Aside from making new contacts, and an unforgettable experience, Morrissey felt that teambuilding was one of the main innovations he learned. When he was accepted to be on the Paralympic staff team, he was invited to four preparation weekends including one at Manchester United football club, where the focus was on team interactions – thus building ‘the team behind the team’: *“This was incredible training, very focused, and I learned a lot about how to handle athletes, work within a team, and deal with problematic social media attention and so on. It was amazing leadership and delivery preparation and I’ve used it so much since.”*

Benefits for the University were not only the increase in recruitment of students, but also research impact, which is one of the criteria for the UK’s main research rankings exercise, the Research Excellence Framework (REF), which takes place every five years.

Student recruitment was also easier in the wake of the Games being announced and since. The University is now very well-known for its work on physical activity, and has won many research awards extending their expertise. The Olympics also provided exposure and reputational focus, as the University used its proximity to the Games in its marketing.



Team GB medical team in the London Olympic Village.
Dr Dylan Morrissey (QMUL) wearing cap, front row far right.

“The process of delivery will lead to change in society and established norms”

The legacy for the community in the East of London is also remarkable and benefits the University and its students as well as locals. As Morrissey says: *“The East End is on the up, it has changed beyond recognition. It’s very fashionable now. The Games are a hugely important part of that.”*

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“The Olympic facilities are used, you can swim in the pool and cycle in the velodrome. You can buy houses in the Olympic park - 5000 new homes are being built there. There are new schools, the Smithsonian Institute is moving in, as is Sadler’s Wells (a ballet company). Unlike other Olympic stadiums, London definitely won’t become redundant.”

When asked whether he would do anything differently, he only regrets that QMUL did not do even more to take advantage of the opportunities offered by the Games. And his advice to the Japanese? He replies without a second’s hesitation: *“You should grab the opportunity, as millions of people will come to the Olympics - you will be under a huge media spotlight, and those who engage the most will reap the rewards!”*



SportsDock – Creating Olympic Facilities in the University

***Martin Longstaff, Head of Research and Development Support,
University of East London***

University of East London (UEL) is based across three inner London campuses in Stratford and the Docklands of London, which are home to 19,000 students in total. Its Stratford Campus is on the doorstep of the Olympic Park. As Head of Research and Development Support, Martin Longstaff is responsible for research partnerships for UEL.



SportsDock, the new facility attracting global athletes at University of East London

State of the art facilities – host to over 10,000 visitors

The University's goal was to use the Olympics to become the top modern university for sport. UEL built a state of the art sports centre called SportsDock, which opened in the Olympic year. Because of this facility and the University's proximity to the Olympic stadium, UEL were able to host the US Olympic basketball and track and field team, as well as the US and Great Britain (GB) Paralympic wheelchair basketball and wheelchair rugby training camps. The institution also provided athlete recovery and support services for the US and Singapore athletes on the Stratford campus. As top athletes were using the SportsDock facilities, the Olympic teams were involved in helping create the best specification for the gym and flooring. A £21 million investment, it's one of London's largest indoor high-performance training

centres and sports venues, with two huge, multi-purpose indoor sports arenas and a range of conferencing and meeting rooms, lecture theatres and teaching rooms.

The SportsDock facilities received a vast amount of publicity through Michele Obama's visit to the site. During the 2012 Olympics, UEL hosted over 10,000 visitors, including the US Olympic Committee, Paralympics USA, the Singapore Olympic Committee, and 750 Chinese broadcasters.

A top university for sport

As a direct legacy of the London 2012 Games, The National Basketball Association has already returned to University to run a training camp. The GB Wheelchair Basketball Association has recently nominated UEL as their regional development centre for London, and the GB Sitting Volleyball team are now running regular squad training in SportsDock. In December 2012, the International Paralympics Committee (IPC) awarded the 2017 IPC World Athletics Championships to London. The University of East London, as an official partner within the bid, will provide the athletes' village, hosting athletes and team officials from over 100 competing nations.

The University has become a key sporting hub on the world stage and its success in attracting top athletes to its facilities is reflective of its growing influence and strength in sport. As sport is now a key factor in its recruitment strategy, the University has made a significant investment in sports scholarships, which are offered to high achieving athletes and coaches. UEL is also heavily involved in community sport and runs a 'Try a sport' programme with local children to develop interest in sport and to promote health.



University Square Stratford, bringing together UEL and Birkbeck University in East London near the site of the London Olympics

UEL's standing in sport and its wider performance as an institution have seen the benefit of a number of new partnerships and of the regeneration within the East London region. According to Longstaff, *"the Olympics broke down some of the geographic barriers between universities. We now also work better with other London universities."* UEL now shares a campus - University Square Stratford - with Birkbeck, University of London. UEL is also putting joint bids

together with universities such as Loughborough and UCL, which are moving their estate over to East London to be a part of the Olympic Park. There is a renewed vibrancy in the area, which UEL hopes will lead to future collaboration with other universities. In summer 2015, UEL put in a bid in for a local health project with City University, UCL, and Loughborough University. *“This would have never happened without the Olympics,”* adds Longstaff.

Lessons for Japan

Martin Longstaff emphasises the importance of UEL becoming involved in hosting, as there were fewer research opportunities for modern universities. In terms of legacy, it is critical that planning comes well in advance of the events closing. *“It’s hard to speak to people after the event as the project management gets dismantled very quickly after the Olympics, so memories of how things are run gets lost.”* As for UEL’s focus in community engagement in sport, this too proved difficult, because despite a great deal of work being done in the local area, there is much still to do– *“Newham, the local neighbourhood had one of the least active populations in the UK!”*

Other University Stars in Sports Science

☆ University of Southampton

Southampton were headhunted in 2004 by UK Sport’s Research and Innovation team (now the British Institute of Sport), who were looking for university partners to provide advanced consultancy in a number of areas. Southampton has a long track record of 30-40 years of working in performance sport, specifically F1 and the America’s Cup. The partnership led to funded PhDs for Southampton to do two cycles of Olympics consultancy work in performance sport engineering. The University has more recently taken on another PhD student, who will be working on the 2018 Winter Olympics and is hoping to apply her research to Olympic Games beyond that. The University maintains their partnership with UK Sport and now has a specialised performance sports engineering lab which is used for ongoing consultancy work. **Contact: Stephen Turnock, Professor of Maritime Fluid Dynamics**

Research Application



Designing an Accessible and Inclusive Transport System for the Olympics

Professor Nick Tyler, Chadwick Professor of Civil Engineering, University College London (UCL)

University College London (UCL), founded in London in 1826, is one of the world's leading multidisciplinary research universities. One of its notable pioneers was Ambrose Fleming, UCL's first Professor of Electrical Engineering, who invented the thermionic valve and transformed the newly emerging field of electronics at the beginning of the twentieth century.



Professor Nick Tyler, transport expert at UCL, who advised on transport solutions for the London Underground during the Olympics

Electronics has come a long way since then, and our complex transport systems are completely dependent upon this technology. Transport is particularly critical during the Olympics, with thousands of people moving through the same spaces at the same time to reach a sports event or celebrate afterwards.

UCL's Nick Tyler's research was therefore particularly pertinent, as it revolves around how people interact

with their immediate environment, both physically and cognitively, with particular focus on ageing and dementia and accessibility in urban environments. Tyler has worked on many large projects, innovating public transport services – buses, trains, and the underground - assessing pedestrian movement, and testing signage and warning systems.

“The Olympics is a concentrated version of what happens every day”

In 2008, the London Organising Committee of the Olympic and Paralympic Game (LOCOG), UCL researchers, and Transport for London (TfL) were brought together to apply Tyler's research on transport access to the planning and organisation of the Olympics. This was particularly crucial in ensuring accessibility to tube stations such as Covent Garden, which is

one of the most popular social spaces in London. Half a million extra people were to be accommodated in London, which had an impact on information systems, as well as the design of bus stops and train and underground stations to name just a few examples. *“The Olympics are a concentrated version of what happens every day and puts everything under pressure,”* Tyler explains, *“and therefore it was vital to conduct a number of experiments and models well in advance.”*



The training facility used to test Nick Tyler's transport humps

Specifically, Tyler tested raised humps for train platforms - raised sections of platform designed to enable wheelchair users, parents with pushchairs and passengers with luggage to enter and exit Underground trains more easily. Tyler was asked to evaluate potential safety issues relating to the humps, including the risk of

wheelchairs rolling down the ramp onto the track, the likelihood of trains not stopping precisely, and the ease with which visually impaired people could use the humps. This was first achieved in the PAMELA facility, an environment laboratory used for testing pedestrian behaviour.

Following testing and safety assurance with disabled participants, the humps were implemented in London in advance of the Olympics. The research additionally provided design parameters for future humps, showing that various ramp angles were acceptable. This enabled TfL to save a large amount of complex and costly work and allowed for a larger number of humps to be implemented. Tyler's work is credited with saving TfL several millions of pounds, and as of 2012, 90 humps had been installed in 35 stations across the Underground Network. The work also highlighted (and subsequent work elaborated) the advantage of having small vertical gaps between the train and the platform in terms of the speed of boarding and alighting – thus increasing train operating efficiency at stations.

Although Tyler did not set out to promote his research, he believes it is now better understood by the wider public and has facilitated projects with young people and students.

For Tyler, it was about providing connections and bringing the right people together rather than self-promotion.

Transport for 2020 – bringing people together through innovative research

UCL has a longstanding relationship with Japan and Tyler is working with Japanese universities on the particular issues affecting transport infrastructure in the lead-up to the 2020 Games.

In 2013, Tyler led a seminar for a group of researchers, designers, and transport experts from both Japan and the UK, brought together by the Science and Innovation team at the British Embassy. It was hosted at the British Embassy in Tokyo and was an opportunity to explore the design of transport systems that meet the needs of society, particularly one with an ageing population.

Having a widespread role in disability access, Tyler is currently working in an advisory role with Tsu University, alongside one of their professors on the Paralympics Committee. Other work with Japan involves optimising the complex metro system, which is challenging for foreigners to navigate linguistically. He is also advising on educating users in the availability and use of the Japanese equivalent of Oyster cards, the Suica and the Pasmo, which simplify the system.



University Expertise - Measuring the Impact of the Olympics

Professor Allan Brimicombe, Professor and Head of Centre for Geo-Information Studies, University of East London

University of East London (UEL) is a modern institution delivering practical vocational programmes. Allan Brimicombe works within the Centre for Geo-Information Studies, which specialises in quantitative data and methodologies and takes an applied approach in its research, as does the University as a whole.

Local expertise and impact

Being within a few miles of the events at the main Olympic Park, University of East London had a number of opportunities to be involved in the Games, including student volunteering, hosting teams, and creating a better sports centre. As an academic, Brimicombe was interested in the potential of research to put the University at the heart of the Olympics, especially given the institution's strength in social science research. He explains: *"We saw the immediate potential for undertaking research surrounding the Olympics from the start because we have a strong social sciences centre, the Centre for Geo-Information Studies."*

The University wasted no time, opening up a 2012 Olympics Office in 2005, with some start-up "seedcorn" funding to get research done around the Olympics. Brimicombe was immediately thinking about how they could contribute to topics such as the regeneration of the area around the Olympic Park, which was one of the main reasons the area was chosen to host the Games.

UEL was commissioned by the Economic and Social Research Council (ESRC) on behalf of the organising committee (LOCOG) and the International Olympic Committee (IOC) to

conduct a series of longitudinal studies into the economic and social impact of the Olympics, from labour flow to increased sporting activity¹. A further report commissioned by LOCOG looked at the return on investment of the Olympics². A network of academics from different areas in the University were brought together, along with external expertise from the Bartlett Institute at UCL. A further study, for the Olympic Delivery Authority, tested whether London's transport network would effectively manage the crowds anticipated during the Games. The University used hard data collected from London Underground ticket barriers to estimate peak time flow, based on the opening of a large East London shopping centre, The Westfield Centre, to replicate a high volume situation. The overall value of research contracts to the University was in the region of hundreds of thousands of pounds and funded several researchers for at least two years.

Location was certainly a factor in the University winning the contract – the study was to be contracted to the city hosting the Games and to an organisation independent of IOC and LOCOG – but UEL's social sciences research put them ahead of many commercial consultants.

Universities as experts

As a result of his role in conducting the impact studies, Brimicombe was appointed as a specialist advisor to the House of Lords, who had appointed a select committee on Olympic



Professor Alan Brimicombe (second from left) with UEL colleagues receiving a Podium award for their Olympic contribution

impact in 2013. The committee was focused on securing a strong Olympic legacy for the country, as there were concerns at the time that this might not be achieved to the fullest. This appointment not only had reputational benefits, but also led to a number of new contacts for UEL, including five visiting professors who were involved in planning the Olympics. The research centre now has clear

expertise in city mega-events and smart cities, which continues to provide new opportunities.

¹ http://www.uel.ac.uk/geo-information/London_OGI2/documents/GamesTime_OGI_Report.pdf
http://www.uel.ac.uk/geo-information/London_OGI/documents/PreGames_OGI_Report.pdf

² <http://www.uel.ac.uk/geo-information/London2012ValueStudy/index.htm>

UEL has links to the Rio Olympics and is conducting social research into the favelas. The University has also seen an increase in Brazilian students, most likely due to increased visibility resulting from their activity with Rio.

The Centre is closely associated with the London Legacy Group which hosts an ongoing seminar series around the Olympics with London Legacy Development Corporation. It involves academics, practitioners, and local groups, with each session themed around impact and change, looking at diverse topics such as housing, economics, governance, drug testing, and physical fitness.

Perhaps the greatest source of pride for UEL is that the International Olympic Committee's collaboration with the Centre for Geo-Information Studies inspired the IOC to evolve some of its own research methodologies. At an institutional level, the benefits were also clear: the research pointed to areas where the University itself was having an impact, which led to greater publicity and reputational benefits. It also increased confidence in researchers within the University taking on inter-disciplinary contracts.

Lessons for Japan – critical academics and open information

Brimicombe advises that a mega-event such as the Olympics has major city impacts and accelerates change and regeneration in a number of areas. Through universities, policy makers and planners have access to “critical academics”, who understand the dynamics of the change and who can monitor and advise to mitigate unwanted impacts. Universities can offer expertise and are able to pull together researchers and methodologists rather than compete directly with or undercut consultancy firms. *“We must bring our research and our research methods to bear in a way that can provide a novel and new understanding of what is going on,”* declares Brimicombe. Funding is also crucial, so organisations from all sectors should engage with universities to maintain a cutting edge.

Brimicombe also emphasises the importance of having an open data strategy. The impact study reports and underlying data are available online in the interest of being open³. This enables academics to become involved and collaborate, and can be used by businesses as well. He also advocates a national archive of Olympic committee papers and Olympic research – and a university close the heart of the London 2012 Games would be a good place to host it!

³ http://www.uel.ac.uk/geo-information/London_OGI/index.htm

Hosting Training Camps



Winning Over the American Team

***Dusty Amroliwala, Deputy Vice Chancellor,
University of East London***

In the East End of London, UEL is the university closest to the Olympic stadium. It was therefore something of a 'no-brainer' for the University to get involved. Dusty Amroliwala (now the University's Deputy Vice Chancellor) joined UEL in 2011 as Pro-Vice-Chancellor, having previously been a Director of Operations for the 2012 Olympics in the early planning phase. At UEL, he was responsible for pitching UEL's £20+ million pound sports facilities to national teams.

"If you think of a university as a partner venue, you would struggle to find better"

Following extensive discussions ("both on the telephone and in face to face discussions at their headquarters in Colorado", says Amroliwala), UEL successfully agreed a contract with the National Olympic Committee for the United States (USOC) to host and provide high



Basketball training in the SportsDock arena

performance training and domestic facilities for the US Olympic track and field squad. In the summer of 2012, this saw the US men's and ladies' basketball teams, the US and GB Paralympics wheelchair basketball, and many more US sports teams (and individuals) undertaking daily training sessions at SportsDock, UEL's brand new world class multi arena gymnasium. Winning the US was just the beginning, however, as

the University went on to attract the Singaporean team and Chinese CCTV, which allowed them to offer onsite media coverage. Amroliwala explains: *"Basically, it is about understanding your customers and understanding the facilities and services that they require. In other words, it's a sales pitch. You have to provide facilities, opening times, service*

agreements etc. You have to show you can provide what is wanted at competitive rates. And you need also to remind potential clients of the things that might be taken for granted, but which will make their lives easier. For example, we operate our own large printing centre, so if the media want to do large scale publications, we can facilitate that for them.”

Hospitality was another key selling point. For catering, UEL relied on the expertise of their partner external catering provider, Chartwells (a subsidiary of Compass – a worldwide group which provides hospitality for huge venues such as the O2 Stadium and Wimbledon). UEL leveraged this expertise into their contracts with those commercial partners who needed large-scale hospitality. National teams wanted to set up their own ‘house parties’ with guests from industry, with diplomats, etc. and UEL could assist with this within a very short distance of the Olympic Stadium.

According to Amroliwala, universities are the ideal location for hosting teams. *“If you think of a university as a partner venue, you would struggle to find a better type of institution as a partner. You have the catering, residential, sports, research; and - if you are the only university of such a large size and scale on the doorstep of an Olympic location - where else would you go? You would have to hire a great many gyms, hotels, restaurant and many other facilities to match what we had to offer.”*

High-profile visitors

A huge opportunity to advance the UEL name came when First Lady, Michelle Obama, visited the University to meet the US team on the Opening Day of the Games. UEL hosted a breakfast meeting where she met the whole of the US Olympic Team, made a speech in front of team and the world’s press media, and visited the state-of-the-art SportsDock facilities. Such high-profile opportunities meant that a number of media experts were needed.



State-of-the-art SportsDock facilities now used by top athletes and students

During the Games, UEL hired 20 extra PR staff and created a team of 45 press officers to support the activities and manage the media frenzy at the time. Having dignitaries and sports staffs on campus meant that security and planning also had to be immaculate. Amroliwala held an 8am meeting every day with his security team and executed the plan like a military campaign. The approach clearly worked:

“The civil police attended our meetings, to help with occasional ‘random’ issues such as large boats that were moored close to our docks that needed to be moved away from the proximity of our guests. And of course throughout the whole period before and during the Games we needed to keep our staff and students extremely well briefed on what was happening.

Lucrative partnerships and a lasting legacy

The UEL Olympic budget was balanced by the sheer number of international teams and other high profile sponsors who came to use the facilities at UEL during the Olympics. In many cases, the relationships have continued, to the mutual advantage of all. Income was



High performance training at SportsDock facilities

also generated from hosting the US and Chinese TV film crews, as well as lucrative business contracts with footwear manufacturers such as Nike, and Asics - who used UEL facilities for corporate entertaining and set up free sports clinics to attract athletes.

SportsDock, the on-campus facilities used by the local community and students, was built with the American

Olympic team in mind. The USOC was also very generous in its support of

UEL and, having paid themselves for all of the high performance training equipment in the new gymnasium, USOC then bequeathed this equipment to the University at the end of the 2012 Games. The profit made from this venture by UEL has since been re-invested into the University, ensuring that its students are the ultimate beneficiaries.

International sports links are a tangible legacy of the University's Olympic hosting. UEL now has commercial relationships with a wide number of professional sports clubs and national sporting bodies, including a national football club, West Ham United, where – for instance - UEL has worked alongside the Club as their academic partner in sports injuries. The close working relationship with the Chinese Television company, CCTV has spawned such initiatives as the teaching of Mandarin programmes at UEL and, more recently, a developing close relationship with the Beijing Sports University. In addition, UEL has also been called upon to advise other universities around the world who are seeking to align themselves with a bid around a forthcoming Olympic Games. Bentley University in Boston (2015), for

example, when it was bidding to host teams for the 2024 Games, held discussions with Amroliwala and others at UEL and wanted to *“learn everything they can”*.

In seizing the opportunity that the 2012 Games provided, UEL’s overall aim was to establish a solid sports brand and reputation. The University now has a wide range of sports related themes within its curriculum, including sports journalism, sport management, and sports psychology – all of which helps to attract students with sporting prowess from all over the world. As Amroliwala explains: *“We’ve had a meteoric rise in the British university championship tables – in basketball, volleyball, hockey, tennis and rowing to name but a few. Our position at the very centre of the Olympics has allowed us to build and capitalise on our sports-related investment and has brought with it the ability for us to attract world-class athletes. Adam Gemili, who won the 200m Gold, is one of our top-class athletes. Many of the members of our rowing team have come to study with us from Texas. Sport, London and UEL have become terms that are now synonymous with each another which – ultimately – was our ambition and we are delighted at the success we have achieved.”*

Lessons for Japan – time moves fast

When asked how UEL could have improved their Olympic operations, Amroliwala ponders: *“People think of the Olympics as an event which happens very fast, and is finished in a few weeks, but it’s important to create longer term relationships, and consider a longer term strategy. I might do it differently – be even more strategic next time. We planned, in part, for the unknown, but I might do that to an even great degree if I were to do this again. But then again, we did what we set out to do. Student recruitment benefitted from our profile, our presence in London benefitted also. London 2012 made a significant contribution to areas of UEL’s sports research and we today we have a wonderful world-class sports centre that is the perfect legacy to an outstanding highpoint in UEL’s history. I’m not all that sure that we would do it much better a second time!”*



UNIVERSITY OF
BIRMINGHAM

Creating a Luxury Bolt Hole in Birmingham

Zena Wooldridge, Director of Sport, and Kate Chapple, Media Relations Manager (Science and Technology), University of Birmingham

The University of Birmingham is a Russell Group member, one of the elite universities in the UK, with a world-class reputation for research and teaching. It is known as a 'red brick', signifying the colour of its original Victorian construction, but also denoting high quality research and civic engagement. Whilst the county is traditionally associated with British manufacturing, cars and Shakespeare, it also enjoys a reputation for diverse Asian and Caribbean cultures as a result of 1960s immigration. It was a natural move to make Caribbean engagement central to the University's Olympic strategy.

"We are an academic sporting university sitting in a sporting city"

Once it became clear that the organising committee, LOCOG, were planning pre-Olympics training camps, universities were quickly identified as the ideal environment for overseas teams, providing space, capacity, and security. University of Birmingham has a strong relationship with the local City Council around sport, which, coupled with the city's previous success in hosting major international sporting events through its athletics and track network, made Birmingham and the University the ideal candidates to host the Jamaican and USA teams. Zena Wooldridge OBE, University of Birmingham's Director of Sport, and an adept project manager: *"In Birmingham, we are an academic sporting university sitting in a sporting city. Birmingham was the first city of sport, and we've worked to an increasing extent with the City Council on many major events. We knew it would have real impact for Birmingham if we could get the Jamaicans and Americans over!"*

Despite LOCOG offering a subsidy of £15,000 for each team hosted by a university, Birmingham decided to make the overtures to the teams themselves, by working their existing relationships. Having excellent training facilities already - weights rooms, athletic tracks and an expansive secure campus- a budget of £250,000, jointly funded by the city

council, was sufficient to provide the Jamaicans with a tailor-made pre-Games camp as Birmingham's special guests.

Sixty Jamaican athletes plus 20 staff were housed in two converted Victorian houses and adjoining accommodation block otherwise used for conferences. This had the benefits of its own gardens, games and meetings rooms and en-suites, with the track just across the road. By contrast, the US team were in the Hyatt Hotel in the city centre, with five-star rooms but with no green space or adjoining international sports facilities.

Food and menu planning was critical. Wooldridge explains: *"The security of the food supply into the kitchen is crucial – we cannot risk anyone being at risk of a positive dope test for unknowingly consuming a banned substance. We used our normal food chain into the University, suppliers whom we trusted, who wouldn't have known the destination was the Jamaican camp. That was really important. We had a chef from Jamaica to work alongside our own catering team. The Jamaicans especially appreciated the quality of our food."* Big beds and TVs were vital for the Jamaicans, and much of this was donated in return for sponsor mentions. Wooldridge laughs over how, when Usain Bolt had a back problem, a local bed manufacturer made a 210cm long orthopaedic mattress for him overnight for free.

Around 60 students were recruited as volunteers alongside people from the local community. Wooldridge adds: *"They worked 24/7 for us, they were bright, and had the time of their lives, responding to whatever was asked of them. They were a joy to work with."* Our paid staff took on extra jobs as camp managers, and University security staff worked alongside police and police intelligence to ensure the team's security on and off campus.

The press phones were "red hot"



The Jamaican Track and Field team with Nesta Carter and Usain Bolt (far right) and Zena Wooldridge OBE, Director of Sport, University of Birmingham

The University, with both a central team of press experts and a press officer within sport, was well equipped to make good use of the publicity – putting out news stories at every opportunity, promoting sports to prospective and existing students and the local

community, as well as advancing research stories to the international media. It was a further boon that the Jamaican team did not have a press officer, so the University seconded their sports PR and media officer for 6 weeks, meaning they could be alert to problems, anticipate needs, and put the University in the spotlight as much as possible.

One of the University's press officers, who is a specialist science press officer, Kate Chapple, explains that the press office strategy during the Olympics was to comment on Olympic events each day and link the news story to the work of one of their academics, who would then be available to comment on the particular event (drug testing, height a human can jump, muscle damage, athletic prowess, etc.). They could then comment on their own research in the process.

Yet, the University's best press moment was completely unexpected. When the Jamaicans ran the 200m and won Gold, Silver, and Bronze places, Usain Bolt praised the University and city immediately afterwards in front of the world's listening and watching media. Although only measured as being worth £25,000 in advertising value, it is the piece that everyone still comments on, as millions around the world witnessed the moment. On the last night of the Games, the Jamaicans mentioned the University again on live television when they broke the record for the 4 x 1 relay. *"The phone to our press office was red hot",* says Wooldridge. *"You can't buy that kind of media coverage!"*

The University hosted a press day with 150 different TV and radio stations present to watch the athletes training. The torch relay was also fantastic for capturing the imagination of every



Trackside party at the University of Birmingham, 2012, bringing the community together to see the Jamaican stars in training

town around the country and touched everyone's lives. Birmingham carefully chose each member of staff who held the torch to communicate a different story. The torch was brought on campus to interest and involve staff and students. As well as the media focus, the University used the event to engage the local business

community with a special dinner in their Great Hall, bringing together 420 people from the Jamaican business community, along with Usain Bolt and the City Council. They also invited the Caribbean community to a trackside party, which turned out to be a big success.

Showcasing sports tourism for the city

The eventual verdict on the Olympics was that it was a magnificent return on investment. A spend of around £100,000 for each of the University and City Council delivered a huge boost to reputation and community engagement, valued at £5 million for the University (not including the city). The sports department will now create a £50 million facility, which should further reinforce the University's image as a sports destination. Meanwhile, the Olympics have also reinforced the city's reputation for international track and field events, and now for hosting camps. Birmingham is already looking forward to hosting the world indoor athletics championships for 2018, bringing huge economic value to the community and raising its profile for sports tourism.

Japanese lessons – identify your unique selling points

Birmingham's story makes optimistic reading for any universities in Japan outside Tokyo, showing how the quality of the campus and the academic expertise are often more important than stadium proximity. Representatives of other UK universities confirmed that Birmingham University made one of the most memorable contributions to the Olympics despite their location.

Birmingham's final advice for Japanese universities is to think about potential synergies and identify the opportunities they already have at their disposal, rather than wasting money on lavish facilities that may not be needed subsequently. And if you can get Usain Bolt to stay with you, make sure you can offer him a big bed!



UNIVERSITY OF LEEDS

Winning China and Canada through Hospitality

Rob Wadsworth, Head of Sport, University of Leeds

University of Leeds is a longstanding research-intensive university in West Yorkshire, with an excellent international reputation. Rob Wadsworth is Head of Sport for the University, which offers some of the largest sports facilities in the world, including a state-of-the-art swimming pool, gym, and fitness suite, as well as a number of residential and training facilities.

“We have really upped our game when it comes to hospitality”

University of Leeds saw the Olympics as a strategic opportunity to engage with China and was successful in hosting both the Chinese Olympic team and the Canadian wheelchair rugby team. It was also an opportunity to raise the University's profile, both within the Yorkshire region and throughout the UK, says Wadsworth: *“Because we had athletes who were students, and alumni who were in and around the Games, as well as coaches and officials, we knew we had an opportunity to engage. We also had a sense that there would be a connection of the Games to the wider cities.”*



Chinese athletes train at Leeds' sports facilities

In preparation for hosting the Chinese Olympic team, delegates from University of Leeds made several trips to China to build a relationship, sign an agreement, and work out the logistics of hosting the team. More complex than the training facilities and accommodation, according to Wadsworth, was organising the menu for the athletes. Two chefs from the University went to China and spent a week working in Chinese kitchens. As part of this

amazing experience, the chefs were instructed in Chinese cuisine and cooking practices for athletes. What was required proved to be very different to the British athletes' diet and nutritional needs. Delivering the meals for the Chinese teams has led to further opportunities in hosting Chinese delegates. In addition, the chefs can now offer authentic Chinese cuisine to the University's international students.



The Chinese team pause for a photo on campus

Dealing with the Canadian Paralympic teams stretched the University even further as they had to think about the logistics of moving people around campus and, again, the catering requirements and facilities. Wadsworth notes that both teams *“really helped us to improve our hospitality.”*

Teaming up with the City Council

As well as hosting the Canadian Paralympic and Chinese Olympic teams, the University became involved in a number of events for the local community. Events such as ‘Light Night’, an evening which takes place annually, where parts of the city are lit up, took on an Olympic focus and were hosted on-campus. Leeds students were also involved in Wingbeats, a project on dance and culture, again with an Olympic focus. Local schools were also involved Leeds’ cultural Olympic programme, which focused on celebrating the diverse culture of the world while also providing sports education. *“We hosted local schools at the University, providing the opportunity to engage more closely with the community. It wasn’t a case of simply watching performances and concerts – it provided the opportunity to learn about the world through activities like dance.”*

It was thanks to a very strong City Council/University relationship that these community events were so successful. The University worked with the Council on a number of projects – such as the training camps, the torch relay, and the cultural elements - and had access to

Council funding to support these activities. According to Wadsworth, the strengthened relationship with the City Council is seen as one of the most important legacies to come out of the Games. *“We had a city that was well-engaged, and our internal partnerships were well-positioned to help us with the cultural work, like our International Office and our Performance and Cultural Industry Department. Leeds City Council were very keen to be part of the Olympics and our relationship with them really improved.”*

An Olympic Development Officer for the Games and their legacy

Plans to become involved in the Olympics began in early 2008 and involved pulling together a number of stakeholders within the University *“to see if there was a will to use this opportunity”*. These included the Widening Participation department, Alumni Relations, Communications, and the Student Union. A case for financial support was submitted to the University, which meant stakeholders were given dedicated staff resources and a budget for a 4 to 5-year Olympic programme.

“The positive of having this strategy is that it wasn’t just about sport. We worked out early on that if it was going to be a sports-focused project, we wouldn’t have the depth or the breadth needed, so we had to take it far beyond sport.” As part of this strategy, the University hired a full-time Olympic Development Officer. They were the go-to person for all Olympic work and their role pulled together the wider stakeholders within the University, supported the Olympic steering group, and connected the University to the City Council. *“Without that role in place, I don’t think we’d have achieved a lot of what we did – the role was there to take things forward. The key was being flexible and being responsive to opportunities. We worked hard with LOCOG and with Leeds City Council to try and be in a position to get involved in hosting student engagement programmes across the country, for example.”* The Olympic Development Officer was also key in establishing a legacy. The University now has a new manager for developing students’ leadership and careers through sport and various academic modules.

“A once-in-a-lifetime opportunity” for Japan

In summary, Wadsworth believes the Olympics are genuinely a once-in-a-lifetime opportunity: *“Whether your university is situated within Tokyo or not, there is a chance for you to engage. That opportunity can be extremely rewarding if you take the time and if you have a strong, well-developed, well thought-out plan, and if you have the buy-in from the senior members of your university team. It is a fantastic opportunity for you as a sports*

department or another department, but it is also an opportunity for your students – the student experience factor.”

Other Winning University Olympic Hosts

☆ **Durham University**

Durham University was involved in a number of community engagement programmes that provided students with experience in event management and leadership. One such programme was organised by Podium and involved Durham students training volunteers from a local school behind the scenes of a Rugby charity event. The University also developed school sport partnerships to support their endeavours by hosting large scale events for young people. **Contact: Quentin Sloper, Head of Sport**

☆ **St Mary's University, Twickenham**

In addition to their collaborative work, St Mary's sought and worked with specific partners, such as local health, sport, and leisure clubs to deliver training camps. The University was able to attract a number of Olympic and Paralympic teams which used the University as their base prior to the Games. **Contact: Richard Fisher, Emeritus Professor**

☆ **University of Bedfordshire**

Bedfordshire hosted 21 teams in pre-Olympic training camps, as well as the BBC East Sports Awards. Several staff and former students from the University worked as 'specialist volunteers' at the Olympic Handball and Paralympic Goalball Tournaments. **Contact: Stephen Pitt, Assistant Director of Sport, Centre for Academic Partnerships**

☆ **University of Bath**

Bath hosted the GB Paralympic team's preparation camps building up to the Games, as well as the Chinese swimming team and the Malaysian badminton team's final Olympic preparations. **Contact: Stephen Baddeley, Director of Sport**

Student/Staff Volunteering and Events Management



Sailing Ahead in the Olympics

Dr Deborah (Debbie) Sadd, Senior Academic in Leadership & Strategy, Faculty of Management, Bournemouth University

Bournemouth University is a modern institution known for student engagement and professional and learning opportunities. It also has an excellent reputation for its research in tourism, event management and communication, cultural and media studies, sport and physical activity, amongst many other professional courses. The institution is located some 120 miles from London, but was lucky enough to have one of the major out-of-London events on its doorstep – the Weymouth and Portland National Sailing Academy in Weymouth.

Debbie Sadd is a senior lecturer in leadership and strategy within the Department of Events and Leisure and her research specialises in community involvement and impact in mega-events. She is also heavily involved in public engagement and outreach activities, which has benefitted greatly from her involvement in the Olympics, as has her research and teaching.

Student medal bearers, staff torch bearers



Debbie Sadd runs with the Olympic torch

Through having an existing relationship with the town and some well-timed, proactive networking once the Games were announced, Bournemouth University were able to become involved in the medal ceremonies for the sailing events hosted in Weymouth and Portland. This was despite significant competition from larger universities in the local area. It was an exclusive opportunity to have Bournemouth students take on the role of medal bearers, while behind the scenes, the University was responsible for staffing and managing the ceremonies.

Bournemouth students and staff were arguably some of the most active during the Olympics, with students volunteering in sports villages and in catering, translating and transport roles across various locations, including Heathrow Airport and the Eton Dorney Rowing Centre. A number of students had the opportunity to work at the Olympic Broadcasting Network, and were supported by Bournemouth staff. The University facilitated staff secondments as part of their professional development and to enrich teaching. One staff member took on the role of Football Operations Manager role at the Millennium Stadium in Cardiff.

As well as offering opportunities that greatly added to the student experience, the University ran a specialist Olympics Studies unit, which involved theoretical work around the impact of the Games, their ethos and history. To top it off, three members of staff, including Dr Sadd, were nominated to carry the Olympic torch. *“It was great publicity for the students,”* she comments, *“knowing that three of their tutors were selected to run with the torch.”*



Volunteer students from Bournemouth University involved in the medal ceremony for the Olympic sailing in Weymouth, the South West of England

Bournemouth's legacy – and volunteering with a difference

As part of Bournemouth's substantial Olympic legacy, the University was funded by the Economic and Social Research Council (ESRC) to run a debate on campus for sixth-form (17-18 year-old pre-university) students. The aim was to help young people reflect on the pros and cons of the Games, whilst hearing from experts in the field. The event was part of a social sciences week and tied in with an Olympic stream in the ESRC's annual call for events. Dr Sadd explains, *“As soon as the students arrived, we asked them what they thought of the Olympics, then we let them hear all the various arguments for and against and we asked them again – it was amazing how many changed their opinion because stories had come out that they didn't know about.”*

One of the major legacies to come from student and staff involvement in the Games is the Festival Makers programme, which sees the University coordinating volunteering opportunities at two of Bournemouth's major festivals: the Wheels Festival and the Air Festival. Stemming from the University's relationship with the local tourism events team,

Bournemouth were approached to help establish a volunteering scheme like the Games Makers initiative, which ran during the 2012 Olympics and involved getting as many people as possible trained and involved in volunteering roles in all aspects of the Games. Bournemouth's volunteering roles are publicised through the local media, and applicants are shortlisted and trained by the University. The key feature is that events management students are equally involved in all aspects from supporting managing teams to helping to ensure the smooth running of the event. *"They don't go just as volunteers,"* assures Sadd, *"they have to see how we set up the event, how we recruit, train and manage it."* The University receives major publicity with every festival they are involved in – and so far Bournemouth University have helped run about five events.



Volunteer medal bearers celebrate success with the iconic 'Lightning Bolt' pose

Festival Makers may be run on a much smaller scale than the London 2012 Olympics, but it is directly inspired by Games Makers. The University had students involved in volunteering at the Commonwealth Games as well and will be involved in the Rugby World Cup – and the next step is involvement in another major national event. Good workload planning and support from colleagues is vital in balancing events such as this with teaching commitments. There are clear benefits which are well worth the effort – enhancement of the student experience and the academic's own profile, as well as new research opportunities *"As tutors in Events Management, we have to be a part of these bigger events – it's important to demonstrate our continuing professional engagement."*

Lessons for Japan – look locally and play to your strengths!

Sadd emphasises the importance of networking and starting to build connections as soon as possible, particularly those in the local area. Bournemouth's relationship with local stakeholders is maintained with the help of a regional community engagement manager – who ensures it is mutually beneficial. Looking at what can be done in-house is also key, however. Bournemouth's design team created bespoke graphics and web pages to highlight the University's Olympic activities, while the PR department used contacts to benefit from

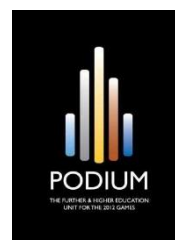
editorial opportunities in regional and national press, at no cost to the University. There was also a double-page spread in two of Bournemouth's in-house magazines.

Sadd advises focusing on the niche areas universities excel in, particularly for those outside the events in Tokyo. For those looking to use the Olympics to conduct or promote research, she advises focusing on the unusual or less positive stories. Pockets of research funding are available for years after the Olympics to enable researchers to look back on the event.

“Universities can latch onto some really interesting stories, niche areas that other people don't want to tap into – about the thousands of people coming into the country, about the pockets of society that have thrived off the back of this. Approach a funding body with an idea for an interesting piece of research which the 2020 Olympics will open up to new audiences. That's the sort of thing they'll be interested in.”

What are the roles and opportunities for universities before, during and after an international sporting event?

Media Relations



Putting Universities and Colleges on the Podium

Matthew Haley, freelance media consultant, formerly a Podium employee

Podium was established in 2007 and was active for seven years. The organisation was funded by the Higher Education Funding Council for England (HEFCE) and the Skills Funding Agency. Podium was one of the most important vehicles for encouraging partnerships in London, functioning as an agency, gathering research contracts and media opportunities for universities to pitch for, and simultaneously promoting research and media expertise within universities for the media. Haley began working for Podium in 2009 and continued until March 2014.

Getting every college and university into the Games

Podium's key task was to communicate a huge variety of opportunities from the London organising committee (LOCOG) to HEIs and Further Education (FE) colleges and report institutions' strengths back to LOCOG. It was matchmaking on the widest possible scale and was ultimately successful, with more than 90% of universities delivering at least one 2012 project, explains Matthew Haley: *"A number of projects were advertised through our websites, and universities won the bids for them."*

Universities were involved in a whole host of projects, from research to security, and transport infrastructure. It certainly was not all about sport – Podium resourced academics who were experts in a number of fields and approached these directly, rather than going through the university. The organisation helped coordinate the biggest volunteering project, which involved sourcing and training 'Games Makers' to help the events run smoothly. Students and university staff were among the thousands to take up the post as Games Makers: 20,000 students and recent graduates volunteered, 10,000 providing stewarding. Haley explains: *"Students were in the ideal position to volunteer, while colleges and universities were in well suited to deliver training and provide venues. Hackney Community College in East London was one such training provider. In the UK, there couldn't have been an Olympics without FE and HE."*

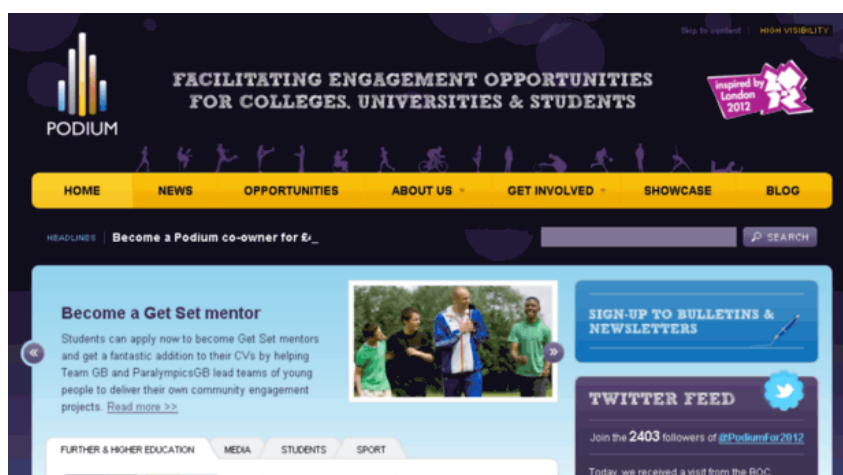
Bringing together the experts in business and education

The task of bringing together LOCOG, business, and education became increasingly difficult as LOCOG grew from 200 individuals to over a thousand across various departments.

Haley explains,

“Reputation didn’t always carry and we had to start again with each new

contact. A new department might have heard of us, and got in touch with us, to see how to help them. Other times, we were starting again to demonstrate we were there to help. We were a free resource.”



The Podium website, announcing opportunities for universities before and during the Olympics

“Some in the private sector were not convinced about collaboration with universities. They were used to dealing with corporate organisations, so there was scepticism over dealing with, say, a Professor of Engineering. Universities can do work at a cheaper rate than private companies. We had put that case across.”

Podium developed a contact database of other 6,500 people in FE and HE that were involved in the Games, from PE teachers to Vice Chancellors. Around 60% of the contacts in the database had a sports role. Another major project was to create a Games Experts database of 500 academic experts with particular knowledge and expertise, says Haley. *“We promoted those experts to our media contacts in the build-up and during the Games. It promoted the academics on specific issues. At the beginning Team GB weren’t doing well, the swimmers failed to deliver - there was the idea that pressures had got to the swimmers, so we were promoting a lot of psychology experts who could speak to journalists.”*

“Universities were very enthusiastic and wanted to get involved”

Haley muses over some of the first negative reactions to Podium: *“In 2007, when proposal was made to set up Podium, British universities weren’t sold on the idea. Many thought they could do it on their own. Many in London were only interested in renting halls of residence to different visitors - they missed the big research opportunities to begin with.”* Podium

launched its database in November 2011 and experts were added through university web pages. Shortly, academics began registering themselves as enthusiasm grew.

Podium was perhaps most beneficial to smaller universities which would not have had the same capacity to become involved without the agency and communications service Podium provided. *“Birmingham, Bath, and Loughborough went out on their own to investigate, but Podium helped the smaller universities and colleges.”*

Three surveys evaluating Podium’s performance were conducted through Canterbury Christchurch University, two before and one after the Games and Haley takes pride in the result: *“Universities were very enthusiastic and wanted to get involved and they scored Podium highly – 4 out of 5 saw it as very good at communicating the opportunity.”*

At Podium, there were just three full-time staff, based at University of London near Russell Square. The organisation then moved to Stratford to be in the Olympic Park, explains Haley. *“We were able to do a good job. Had we had more people, we would have been able to do more. We delivered an annual conference and did regional workshops every year, but could have done more.”*

Moving Forward to Rio 2016 and Japan 2020

Podium was funded by the UK government until July 2013, although there was an appetite for it to continue beyond this, with links to Brazil being established. The organisation won some grant funding and moved to a subscription-based model. Although operations ended in March 2014, Podium’s legacy lives on in the work some of its members continue to do. Haley is working freelance with the Brazilian government in Rio and is also working with World City Links, an organisation designed to communicate lessons from the Beijing and London Olympics. He has visited Rio multiple times, sometimes with UK universities and colleges, to present at conferences.

Clearly, creating a vehicle similar to Podium for Japanese universities might be advantageous, as it simplifies and gathers research and media opportunities in one place. It could be particularly useful to smaller Japanese universities who lack media teams or research offices. It would require funding and the right people, who understand what universities can fully offer to the Olympics, to begin operations.

An Olympic Education

Guy Masterman, Head of the Department of Sport, Sheffield Hallam University

Sheffield Hallam (SHU) has one of the largest provisions for sport in the UK. The Academy of Sport and Physical Activity brings together three separately focused research centres, the Centre for Sport Engineering, the Sport Industry Research Centre, and the Advanced Wellbeing Research Centre, which cover the widest of scopes. The Centre for Sport Engineering is one of four UK Sport Innovation partners, and as such SHU academics work with sport governing bodies to develop technology for coaches and their athletes. This technology has helped Team GB to win 23 Olympic medals, 11 gold, working with 13 different sports.

As a result of the Olympics, the city of Sheffield has had a £10 million development in the form of the National Centre for Sport and Exercise Medicine and the University plays a key role in the development of that Centre. Guy Masterman is Head of the Academy of Sport and Physical Activity at Sheffield Hallam and a visiting international sports professor for universities around the world. His research specialises in major international sports events, their planning and legacy, and the marketing communications involved.

“A unique opportunity” for students



SHU student volunteers at Sochi 2014, a direct legacy created at London 2012

Sheffield Hallam, in collaboration with the Olympics organising committee (LOCOG), developed a unique opportunity for its students to study Olympics-related modules as part of their degree. These modules focused principally around media and press operations, including some training in event management. Masterman explains: *“We worked with the press operations department directly – around 13 of their staff contributed to curriculum, teaching, and assessment, including*

some at LOCOG venues in London. We had guaranteed volunteer roles at test events and at the Games themselves if students wanted them – over 200 did.”

LOCOG provided accommodation for the students while they were at the Games themselves, but all other costs were met by the University. Students have used the opportunity of working in the Olympics media to progress to jobs such as working on the Rugby World Cup. These opportunities are very popular with students, and rather unique in the UK, SHU say.

“We had students involved at the Rugby World Cup and the London Marathon”

Masterman explains how talks between Sheffield Hallam and LOCOG began in 2008 and later, a coherent strategy was decided upon. *“We didn’t set out to offer these degree programmes – they evolved in our talks with LOCOG, which was a potential partner at that time.”* After four years of preparation, over 300 students across two degree programmes studied these modules over three years. The programme is still validated and the modules still run but now with a whole new set of major event opportunities.

“I don’t know of any other university that puts new programmes in place or changes their existing degree programmes accordingly – it was innovative. I am a Professor at the Russian Olympic University in Sochi, where the whole of their master’s degree is Olympics-focused, but outside of that, there is little that is similar around the world.”

Once the plans began for the Olympic education modules, Sheffield Hallam saw an opportunity to get its students involved in other major events. The University sent around 25



31 SHU student volunteers gain valuable work experience at the 2014 Sochi Games

Journalism students to Beijing for the 2008 Olympic Games, and staff and students were similarly involved in the Commonwealth Games in Delhi in 2010 and in Sochi in 2014. Masterman describes how Sheffield Hallam now has a strategy regarding all major events, not just the Olympics: *“We had students involved at every venue of the*

Rugby World Cup this year and we had students at the London Marathon. The strategy mainly focuses on student participation from an employability agenda.”

SHU were also one of the six sponsors of the Grand Départ for the Tour de France last year, says Masterman: *“As a sponsor, we wanted to create opportunities for our students; so we went in with objectives, having firmly established what those could be, following on from our previous experience.”*

Sheffield Hallam is currently in discussions with Rio regarding a similar project for the 2016 Olympics.

Lessons for Japan

Masterman believes Sheffield Hallam’s success came down to contacts built up over a number of years and the expertise that the institution delivers thanks to its staff. *“What we have learnt is that it is about who you know – we maintain the relationships and conversations from one event, as contacts have probably moved on to the next event. The people in Rio are people we’ve talked to before for different events. It is something that can build up over time and isn’t just a one-off opportunity.”*

Early planning was a key element in Sheffield Hallam’s success, as was recognising that the Olympics represent a unique opportunity to benefit both students and the University through the skills they develop, their employability, and the University’s reputation. *“We signed an agreement with the Brazilian Ministry of Sport in 2012, on the first day of the London Games.”*

Because planning began in 2008, Sheffield Hallam were able to have a three-year sports degree programme up and running well in time for the 2012 Olympics. Masterman adds, *“For Sochi 2016 it was quite late in the day that the Organising Committee identified a shortfall in expertise but we were able to quickly step right in and provide that via our students and staff. In the process, we gained International Olympic Committee preferred supplier status for our work in Sochi.”*

Other Olympic Media Stars

☆ University of Southampton

Communications and marketing staff were involved in a University-wide strategy to maximise media engagement in the areas where the University's research had contributed to team or individual athlete successes, which had notable success in performance sports. The objective was to raise awareness of academic expertise in key disciplines. **Contact: Simon Peatfield, Director of Communications and Marketing**

The Legacy of the Olympics and Paralympics for UK Universities

Building an effective legacy beyond the games has been a key challenge for host cities; numerous examples of ‘white elephants’ exist around the globe – huge facilities built for previous games with little on-going use or wider benefit to local communities. The organisers of the London games were keen from the outset to focus on effective legacy, not least because the Global Financial Crisis of 2008 occurred during the preparation period, and delivering value for money for public investment became more vital.

But how did British universities interpret, plan for, and construct a legacy, and what do we see of this now three years after the Olympics? For some, the legacy was short-lived if the event was approached as an end in itself. A good time was had by all, it was a celebration, but then the focus changed and life moved on. Many others, however, approached the event more strategically, seeing it as a chance to adapt and capitalise on the opportunities that the Olympics and Paralympics offered. These are the ones who tend to be reaping the benefits of that strategic investment today. Here are some facts about the main legacy activities that are emerging from London 2012, based on our case study conversations, as well as desk research and a survey of British universities we undertook in 2015 to scope the emerging legacy and impact of the Games.

Innovation and research impact

The Olympics spurred UK universities to produce some remarkable innovations, including new taught courses to prepare for the event (Birkbeck’s tour guiding course for example), specific equipment for athletes, and new technologies such as prosthetic limbs for Paralympians. Scientists and their students engaged in biomedical research to improve and advance sporting techniques (e.g. diving, rowing). King’s College London worked with GlaxoSmithKline (GSK) to develop superfast and super-sensitive technologies to detect prohibited substances (drugs testing). Different projects looked at the best way to conduct the Olympics and Paralympics based on past Games, covering the Cultural Olympiad, predicting number of medals won, and the impact on the host city. University of Birmingham established a reputation for concussion research in major sports events following the Olympics and Paralympics. Professor Nigel Dunnett at the University of Sheffield has achieved world-wide recognition for his drought-resistant wildflower planting schemes at the Olympic Park in London.

Development of facilities

In our survey, 13 of 30 individual institutions agreed that one of the top five external impacts of their involvement in the Olympics and Paralympics was 'improved buildings/campus'.

Sheffield Hallam University developed the National Centre for Sport and Exercise Medicine at least partially as a result of the institution's involvement in the Olympics and Paralympics (research consultancy, developing products for athletes). The institution has since been granted £14 million to develop the Advanced Wellbeing Research Centre.

Universities created or renovated facilities to be ready for hosting teams in the Olympics and Paralympics, such as UEL with its SportsDock, whilst St Mary's developed its own campus in West London to create an Endurance Performance and Coaching Centre (EPACC).

Universities have greatly profited from the space and the public investments in the Olympic Park. The University of East London and Birkbeck, University of London, have teamed up to open a new joint campus just outside Queen Elizabeth Olympic Park. Loughborough University is also setting up a new postgraduate campus in what was the Olympic Park's broadcasting centre by the end of 2015.

In another East London location on the park's Marshgate Wharf area to the south of the ArcelorMittal Orbit tower will be Olympicopolis, a fusion of museums, theatres and university campuses. This ambitious venture was announced in December 2014, when the Treasury pledged £141m of funding for a world-leading cultural and educational legacy for east London in the wake of the 2012 games, creating 3,000 jobs, attracting 1.5 million visitors a year, and delivering a £2.8 billion boost to the local economy. Olympicopolis will include a Sadler's Wells dance theatre, a second exhibition space for the Victoria & Albert Museum and an outpost of the Smithsonian Institute for the study and viewing of American artefacts. But for higher education this is particularly exciting: there will be two extra university campuses for UCL and the University of the Arts London (UAL), dedicated to art, design and engineering. The London College of Fashion, which is part of the UAL, will move to Stratford from its current location in central London. UCL will open its first school of design, a centre of experimental engineering and a museum of the future, in the university's largest single expansion since it was founded nearly 200 years ago

Mark Sudbury, Director of Communications at UCL explained how exciting it is for their world-class University – pressed for space in the very centre of London - to be expanding on the Olympic site. "UCL East, as we are calling it, will give us an extra 125,000 m² space near to the ArcelorMittal Orbit sculpture and the London Aquatics Centre. This will be amazing for

us – a model for the university campus of the future. Not only will we have room for 2,500 students, and 500 more staff, but we are planning to use the new campus in a much more open and dynamic, breaking the conventional barriers between research, education, innovation, public engagement and collaboration!”

Government funding and partners

National and local government/agencies were the most common collaborative partners. International partnerships seemed somewhat rarer. There were a wide range of organisations which provided funding, according to survey respondents, including UK Sport, UK Anti-Doping (UKAD), the EPSRC research council, and the Arts Council, as well as the organisations mentioned previously. While the number of institutions involved in the survey which applied for and won contracts was relatively small, the majority of these reported that the contract had had some form of long term impact or legacy, such as a new or strengthened partnership, academic and community engagement, research centre development, and internationalisation. There were a variety of government funds available, most notably: Podium, Sport England’s £10 million fund for ‘active universities’, and the UK Treasury’s £141m fund to create a cultural and education centre at the Olympic Park.

Student recruitment

There were several examples of specialist Olympics-related teaching modules being developed into existing British university programmes, such as Sheffield Hallam’s press operations module as part of its Sports Journalism course, University of the Arts’ international sport module, and University of Central Lancashire’s sport and international aid module. While this could be understood as evidence of increased interest in sport, there is nothing to suggest that there was increased recruitment to sporting programmes at UK universities. Since the UK is already one of the top recruiter countries for international students, it is hard to see whether more international students came because of the Olympics and Paralympics. Additionally, the Olympics coincided with the 2012 increase in fees for UK undergraduates, which led to a general decline in enrolments.

There was, however, evidence that universities saw the Olympics as an opportunity to improve the student experience, which is monitored annually through the National Student Survey. In the TKP 2015 survey, “improved student experience” was the third most commonly cited as being an important internal impact. University of East London believes the Olympics contributed to it establishing its reputation as a premier university sports brand, a destination for athletes like Adam Gemili, the 2014 European champion sprinter. It attributes to the Olympics and Paralympics the much higher quality student recruitment.

Return on investments

It is hard to quantify the return on investment of the Olympics. Most universities said it was not about making money, but instead reputational value, and that alone proved the effort of participation. According to the 2012 Podium study, of those who analysed return on investment in terms of fiscal profit, 16% of institutions (equivalent to 26 institutions) expected to gain a net financial benefit overall as a result of the Games being held in London, with a further 46% (equivalent to 76 institutions) believing that it was a possibility.

The most common examples of impact (seen internally within the institution and externally through reputational factors and facilities, for example) were improved student volunteering and experience, improved sporting opportunities, increased visibility and reputation, and better community relations. Respondents from 10 institutions indicated they were involved in a legacy, 16 said not and 3 did not know. Comments suggested that legacy came in the form of buildings, facilities, and research for several respondents' institutions.

Lessons for the Japanese in making the most of 2020

1. **Government support and grants.** Government grants through the research councils and Podium facilitated much of the activities that universities were involved in. Universities in Japan may encourage government bodies to support universities in terms of research, partnerships, and consultancy in Japan. Sport England's £10 million fund for 'active universities' and the UK Treasury's £141m fund to create a cultural and education centre at the Olympic Park were indispensable. There were a wide range of organisations which provided funding, including UK Sport, UK Anti-Doping (UKAD), The Engineering and Physical Sciences Research Council (EPSRC), and the Arts Council. The Japanese central and local governments can play a critical role in enabling universities to make the most of the Olympics and Paralympics, both during and after the event. Creating an equivalent type of agency to Podium to act as a central service for contracts, research, and media opportunities may be considered.

“Ensure your university is well-placed with key stakeholders at the local and national level to be a potential partner in the delivery of legacy.”

2. **Establish an Olympic vision.** Many UK universities agree that the one of the best pieces of advice is to have a vision for the Olympics and Paralympics early on in order to cope with the work and its complexity. Ensure that you maximise the Olympics and Paralympics across the whole university, invite alumni to be part of the experience, work with your feeder schools in public engagement, partner with businesses etc. Recruiting staff may not be a necessary part of this (just 5 of 30 survey respondents stated they took on new staff), but survey respondents' comments suggested that not taking on new staff was often due to having adequately staffed marketing departments. In addition, while universities did not often need new staff, they often reorganised existing staff. UEL, however, did have a bigger media team during the Olympics, and took on a Pro-Vice-Chancellor with specific Olympic experience. It might not be a coincidence that many regarded them as the most successful university for maximising the Olympics and Paralympics! UK universities with well-resourced communications and marketing teams were able to make the most of all Olympic achievements and ensure they were well communicated through social media, web pages, media experts, and proactive placing of research stories.

“Plan. Work four years ahead with potential partners. Where are your opportunities? What does the legacy look like after the games and has come and gone? What long term effect, if any, do you wish your institution to gain?”

- 3. Finance.** Most UK universities were not able to quantify a financial return, although they all believed that the reputational return was significant. It is predictable that Japanese universities will find it similarly hard to quantify the return on investment of the Olympics and Paralympics, but will also find that it will be of great reputational value, and therefore worth the effort of participation. The most common difficulty in becoming involved in the Olympics and Paralympics cited for British Universities was lacking institutional resources, such as people and money (14 of 30 institutions), so a clear lesson for the Japanese is to ensure they have a good budget to invest in the Games rather than be looking at how much to make from the Games.

“Don't set out to make as much money as you can from pre-Games camps. Think creatively about how you might invest in capitalising on this once-in-a-lifetime opportunity to build relationships and longer-term value/benefits.”

- 4. Academic research promotion and consultancy roles.** Academics were used as consultants for the impact of the games and also used to advise on subsequent games. The Japanese have exactly the same opportunity, and it should be beneficial for their international world rankings if it results in impactful international research recognition. The examples of strong research amplified through the Olympics and Paralympics given by universities were mainly related to Sports, Medicine, and Engineering, and in some cases involved working directly with athletes. Academics who had previously competed in the Olympics and Paralympics and other similar events were also able to amplify their research more easily. This would suggest that the Japanese should soon begin researching some aspect of the Rio 2016 Olympic and Paralympic Games relevant to their field of expertise. The elements that seemed to be of most interest are sports-related science/medicine, and research activities and consultancy services to support sport engineering/technology, traffic,

construction, tourism, media, translation, and culture. Japan should not forget the Cultural Olympiad, which had a low profile at previous Olympics before London and even London probably could have done more to meet the original ethos of the modern Olympics. Those without a specific research focus, or those focusing in research not related to sport should not be discouraged, as this did not appear to impact UK universities' involvement.

5. **Students and student recruitment.** With opportunities for volunteering, participation, media support, and public engagement, there are many ways of involving students in the Games. And, of course, there is the opportunity for student and alumni glory - 60% of UK medals were won by students. Think about how to play to your university's programme strengths, such as event management, media and communications, or sports science. The Olympics and Paralympics present a very real opportunity for Japanese universities to recruit students in a market that is undeveloped, provided that they can also show they offer all the other elements that win students. Olympic activities and the reputational benefits that come with them are enough at least to encourage prospective students to consider your offer with greater interest.

Work out how your students can participate and help them play a part. This will be an amazing addition to their CV that they will thank you for in years to come. Students who win medals were certainly claimed by their UK universities as part of their brand and will be used for many years afterwards to support alumni relations. Japanese students who are likely Olympic athletes should therefore be watched and supported by their universities now.

“Integrate the games into wider university experience.”

6. **Location.** Universities within a few hours from Tokyo may have more opportunities than those further away, but the essential thing is having a vision, transport links and top/unique facilities. Events outside of the capital (e.g. sailing, rowing) may afford opportunities to nearby universities wishing to host events or share student interns. In the UK, some universities that were very near the stadium, like Queen Mary, had a fairly low key Olympic contribution, whilst others much further away had more involvement. Royal Holloway, University of London (about an hour from the main London stadium) was selected as one of two London 2012 Satellite Villages, hosting

the world's elite rowers and sprint canoeists on campus. The University hosted more than 1,400 athletes and officials competing in the rowing events. Japanese universities outside Tokyo should take heart from this.

“Decide what it is that your university can do well and focus on that - not everyone has to do the same activities so find a niche if you can. You don't have to be close to the centre of the action to be seen and to be involved.”

7. **Timing.** It is never too early to start. Many of the best opportunities are brokered a few years before the Games start. It is critical to begin as soon as possible if you want your academics to be winning contracts or negotiate to host teams. In terms of press coverage, it seems much easier to win space in the media before the Games start. Once they begin, the media are mainly only interested in the athletes. Legacy of course takes time to come into effect, and some events (like the university relocations to the Olympic Park) are still unfolding so cannot be evaluated. It is also important to keep a good archive of Olympic successes and evaluation, since we found many of the leaders and key players in British universities and the Olympic London body (LOCOG) had moved on three years after the event, and institutional memory of achievements, strategies and barriers had greatly diminished.

“Plan early for the non-sport academic interactions. Understand the motivating factors for UK HE institutions and individual academics to collaborate.”

8. **Planning.** Those UK universities who made plans, and were strategic in their planning, achieved a legacy and a much fuller sense of reputational advancement than those who did not. If you have a plan, you are more likely to impress partners, sponsors, and potential host countries.

“Be realistic, plan well ahead, get buy-in from a university-wide strategic group of decision-makers and budget-holders. Treat it

as a special project requiring dedicated resource allocation - people and money.”

9. **Partnerships.** Most universities developed partnerships for their activities to spread the cost, increase resources, and have more impact. These partnerships were more likely to be local ones, with schools, government and local businesses. University of Leeds partnered with the City Council to successfully host the Chinese team. Podium, funded by the government, was perhaps one of the most important vehicles for encouraging partnerships in London. It functioned as an agency, gathering possible research contracts and media opportunities for universities to pitch for, and simultaneously promoting research and media expertise within universities for the media. The Japanese will, no doubt, have many such partnership opportunities, and might be better than the British at working more closely with businesses too.

“Have an open approach to partnerships working beyond the bounds of traditional university relationships; express throughout a strong desire to be open to the local community, not creating a ‘walled’ campus or Ivory Tower environment; and to be flexible in approach, responsive to changes in plans in a proactive way.”

10. **Focus.** There are many opportunities out there, and if you are focused with your Olympic plans, you are more likely to succeed. Be the best at something, rather than a runner up in a lot of different activities. Work your strengths (convenient location, expertise, particular facilities, partnerships etc.). If you are the best university in events, then make hosting your strength. If you have the best swimming pool, try to host a swimming team, and so on. If you are strong on media and communications, create a new course on Olympic communications.

“Decide on a few activities that play to your strengths and deliver in areas that you are good at and will have an impact.”

11. Marketing and Communications. UK universities were heavily involved in media and marketing of their Olympic activities – it was the most common activity amongst respondents to the survey. “Increased visibility and reputation” was also the most commonly cited external impact in the survey. A number of institutions stated that they monitored the impact of their Olympic activity using press coverage indicators, such as Net Promoter Score and Advertising Value Equivalency. Positive feedback from experts and athletes benefitting from facilities was another example of impact on universities’ reputations. Thus, Japanese HEIs need to have excellent marketing and PR operations to do well in the Olympics; it is essential to promote their achievements and partnerships – or no one will know about them. British universities have teams of 10-30 communications staff, who are often former journalists or writers. The language aspect presented no problem in the UK because of the global nature of English, but the Japanese will need to ensure they have many English speakers available to maximise world press potential, and, ideally, some of the other main native world speakers in their press team as well (Mandarin, Arabic, Urdu, Spanish). The Olympics and Paralympics bring together the world’s media, and you need to be ready with your stories, your academic experts, your tweets and your press releases to be part of the narrative. You can be involved in the torch processions, the volunteering, the media academic expertise and hosting stories. University groups, with the support of the governments and relevant organisations, could create their national version of Podium to promote opportunities for higher education across the country.

“In terms of marketing and communications, activity within the institution will create your opportunities - therefore, a centrally-driven campaign to encourage and enable departments to hold events, to invite expert speakers, to fund sport-related projects, etc., is a good way of generating opportunities to position the institution in the media.”

12. Talented and committed staff. Universities that did really well out of the Olympics and Paralympics seemed to have excellent senior staff in charge of their university Olympic plans. Some senior people were taken on specifically for the Games. Japanese universities should consider who they need to supplement their teams,

particularly in senior management and communications and marketing roles. The reality of UK universities is that they have well-resourced communications and marketing teams compared to Japanese universities. This enabled them to make the most of all Olympic achievements and ensure their achievements were well communicated through social media, web pages, media experts, and proactive placing of research stories. If Japan wants to make the most of higher education in the Olympics and Paralympics, it needs to ensure it has people who have the capacity to communicate its stories of success to the outside world. Reputation requires both amplification and quality, and it is not sufficient to just have quality.

13. **Logos and contracts.** The Olympic logo is closely guarded by the International Olympic Committee and it is therefore hard for universities to officially brand their events as 'Olympic'. The Inspire Mark seemed to be a good device for branding all organisations involved in the Games, and Japan could emulate this. Colleges and universities delivered more than 190 projects that gained the Inspire Mark.

“Understand early on all the different existing and potential touch points between your University and the Olympics. Understand in advance the significant restrictions that the Olympic governing body will place on your ability to promote your involvement. Organise a steering group with a senior leader to help encourage and coordinate colleagues to share information early.”

14. **Winning host teams.** Whilst most of the hosting was in London and South East, there were still universities actively hosting in the far North (Durham University, and Robert Gordon University, for example). Hosting was seen as a clear measure of a successful Olympics by universities. Japanese universities within easy reach of Tokyo will probably be the most popular for hosting opportunities; however, those further afield can still have a chance to host if they can demonstrate particular value or leverage pre-existing relationships, such as that of Durham University with Sri Lanka. If you as a Japanese university are hosting teams, you need to understand the culture of your team, their food requirements, and the facilities that they expect. Teams occasionally change their mind. It is a business deal, so be sure to not spend

too much money before you establishing a contract. Safety, privacy, and security are essential, and good transport links will be expected. Added value will also come from having a state-of-the-art hospital in the vicinity, or research that enables athletes to run faster or jump higher! It also seems that sending delegations to visit athletes and their Olympic Committees to build a rapport and sign a contract is well looked upon.

“Host a team and try engage with them when they're present. Give students opportunity to get contact time.”

15. **British universities as partners.** There are many universities in the UK who are willing and interested in helping Japan in the lead-up to the 2020 Olympics. Most of those who feature in the case studies are very willing to share their advice, time, or stories to help Japanese universities.

“Work on previous examples of good practice - early. We would be willing to help, advise, and be involved with volunteer programmes, degree education programmes setup, and delivery and performance analysis services to teams”

Acknowledgements

This research has been possible with the kind help and facilitation of a huge number of people in universities and other organisations, wanting to share their advice and good will with the Japanese higher education institutions who now share in this wonderful and unique opportunity:

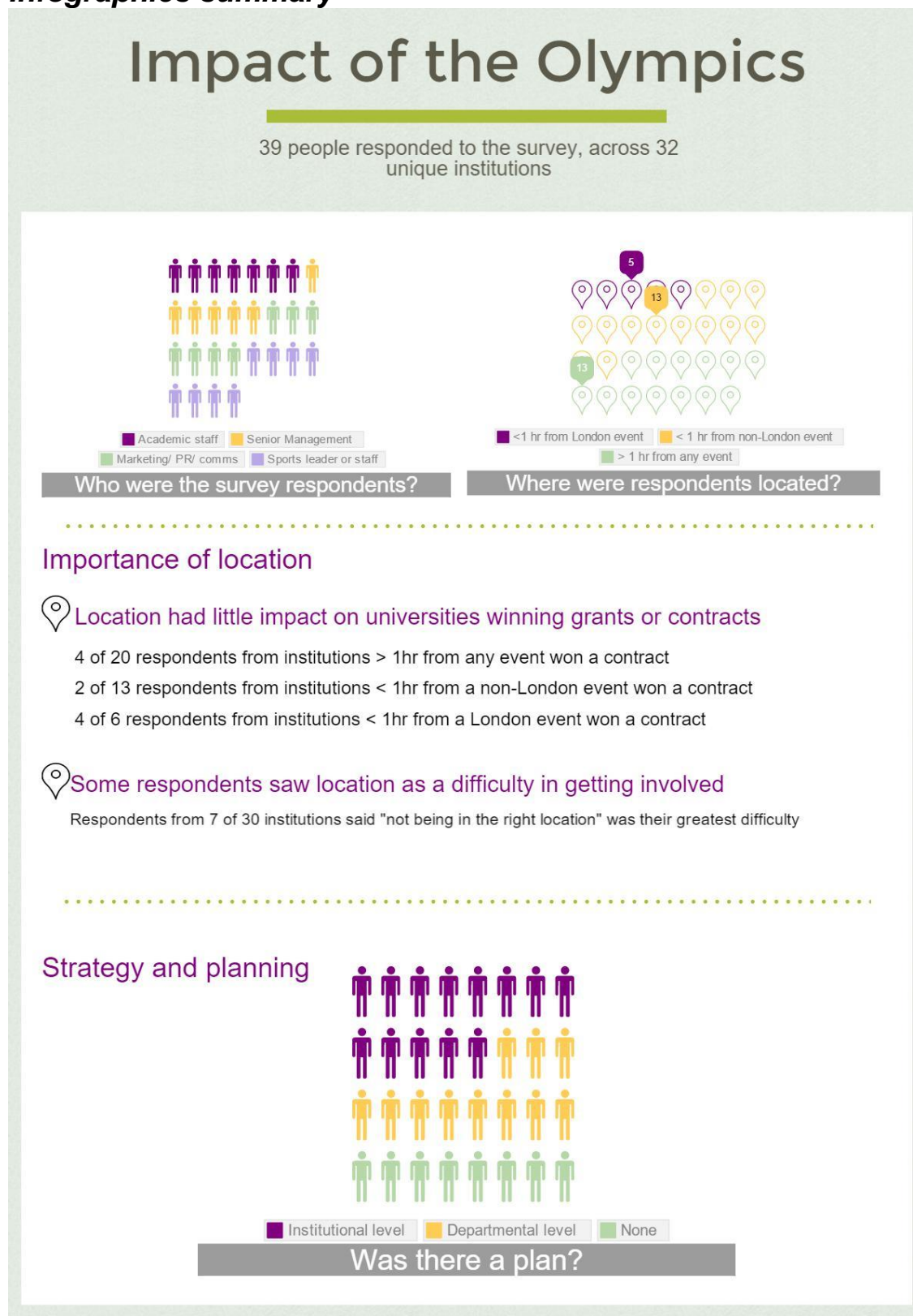
Allan Brimicombe, University of East London
Chris Backhouse, Loughborough University
David James, Sheffield Hallam University
Debbie Sadd, Bournemouth University
Dusty Amroliwala, University of East London
Dylan Morrissey, Queen Mary University of London
Guy Masterman, Sheffield Hallam University
John Gold, Oxford Brookes University
Kate Chapple, University of Birmingham
Martin Longstaff, University of East London
Mark Sudbury, UCL
Matthew Butler, St Mary's University, Twickenham
Matthew Haley, Podium
Nick Tyler, UCL
Nigel Dunnett, University of Sheffield
Quentin Sloper, Durham University
Richard Fisher, St Mary's University, Twickenham
Rob Wadsworth, University of Leeds
Ruth Crabtree, Northumbria University
Simon Peatfield, University of Southampton
Stephen Baddeley, University of Bath
Stephen Pitt, University of Bedfordshire
Stephen Turnock, University of Southampton
Zena Wooldridge, University of Birmingham

Thanks also go to all others who took the time to complete the online survey.

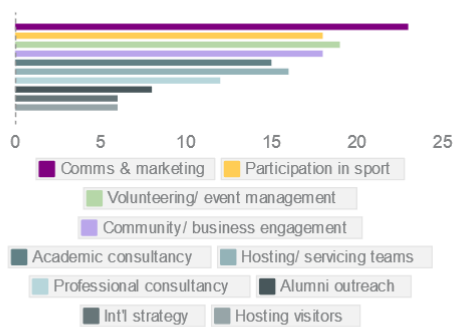
For more information, please contact British Council in Japan (ihe@britishcouncil.or.jp).

Appendix

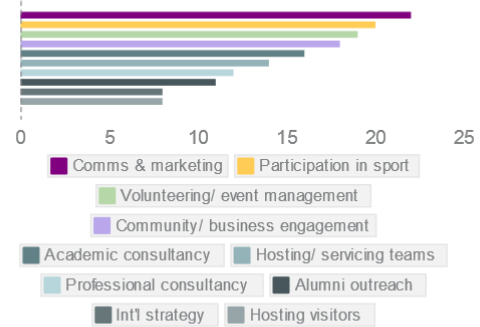
TKP 2015 Olympic summary survey findings Infographics summary



Activities



Which activities did universities aim to be involved in?



Which activities were universities actually involved in?

Contracts



How many universities won contracts?

Top reasons given for winning grants or contracts:

- 1 Having particular academic experts
- 1 Having a good vision or strategy
- 1 Having a good reputation for academia or sport

Of the 8 institutions which won contracts, 7 saw a long-term impact

Collaboration



How many universities collaborated with another organisation?

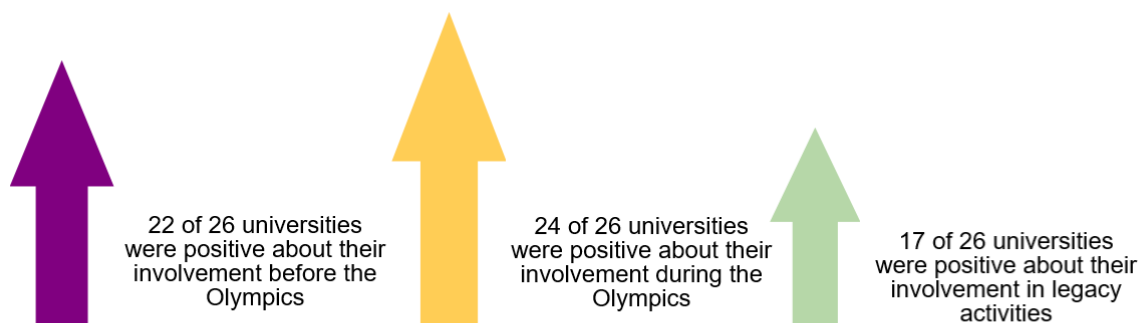
Top examples of collaborative partners:

- 1 National government/ agency
- 1 Local government/ agency
- 1 Local business
- 1 An FE school or college

Impacts and legacy



How many universities are/were involved in a legacy?



Top examples of impact:

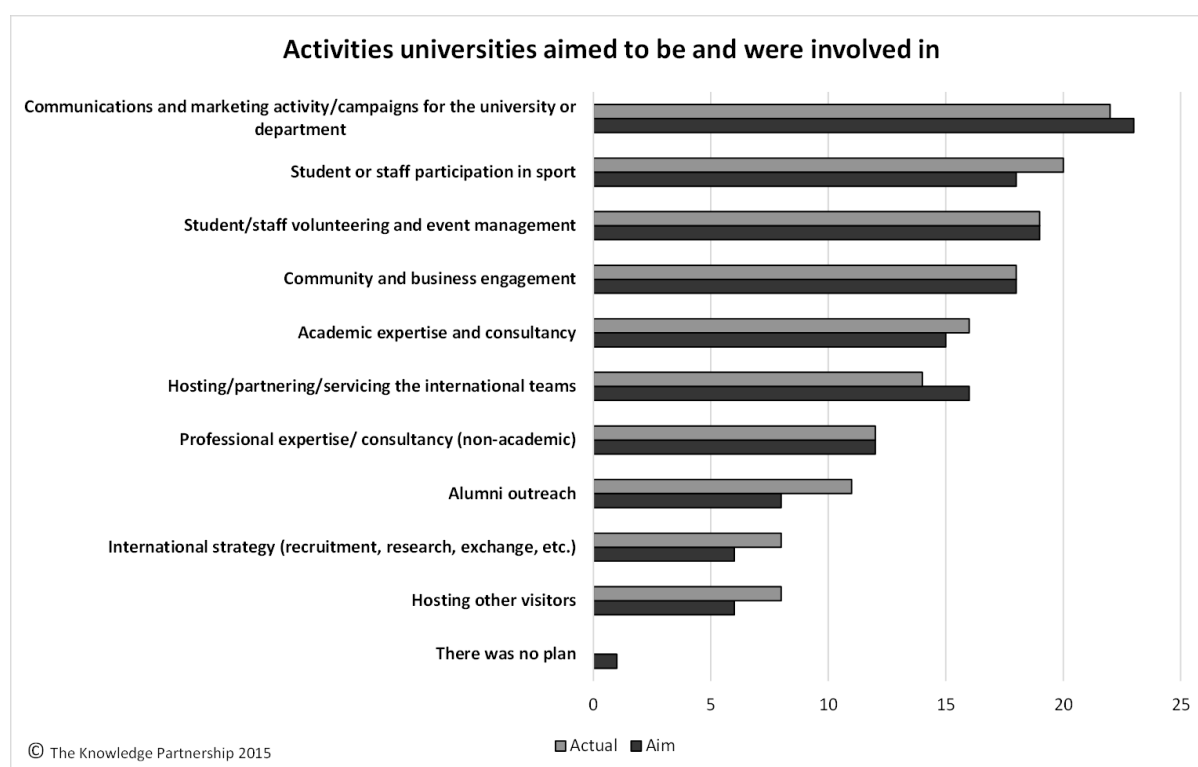
- 1 Increased visibility and reputation
- 1 Improved student volunteering
- 1 Improved sporting opportunities
- 1 Improved student experience
- 1 Improved community relations

Top examples of difficulties:

- 1 Lacking resources (people, money)
- 1 Not having right facilities
- 1 Lacking interest or support
- 1 Lacking external funding
- 1 Not being in right location

Types of involvement

British universities and colleges were involved in a wide range of activities during the London 2012 Olympics and Paralympics, with communications and marketing being most popular, followed by student or staff participation in sport, and then volunteering and community/business engagement (TKP research 2015). Other less prominent activities were academic consultancy, hosting teams, professional consultancy and alumni outreach. If professional and academic consultancy were combined, however, this would have been the most prominent activity.



Other organisations verified the level of involvement. According to a Podium study in 2012⁴, a total of 94% of the UK higher education sector and 91% of the UK further education sector were involved in the London 2012 Olympics in some way, and although London universities were slightly more involved (98%), the percentage of those involved outside London was also very high (91%). Whilst some Midland and Northern universities like Birmingham and Leeds had a very active Olympics, there seems to have been more activity from those in London and the South of England. The main activity was focused on communications and marketing.

⁴ Podium, 2012, Legacy Live: Further and Higher Education's Engagement London 2012 and beyond

Olympic Engagement levels by UK HEIs

- 94% of UK HEIs were involved in the London 2012 Olympics
- 98% of London HEIs were involved
- 91% of non-London HEIs were involved
- 1190 UK education project partners were involved in the Cultural Olympiad
- 115 impact studies referenced the Olympics in the 2014 UK Research Excellence Framework (REF)
- 30 UK universities hosted world-class athletes in training camps

Perhaps one of the key factors in such a large proportion of UK universities becoming involved in Olympic-related activity was the Cultural Olympiad, which stems from the idea that Olympics and Paralympics does not revolve solely around sport. The 2012 Olympics and Paralympics saw a much larger engagement in the Cultural Olympiad than seen in recent years, with a total of 123 projects reportedly working with 1,190 new partners from the education sector as part of their contribution (Podium, 2012). Several of these partners were schools and colleges, with projects that had a specific focus upon participation. However, in addition to these, there were projects that reported partnerships with job centres, higher and further education colleges and apprenticeship schemes.

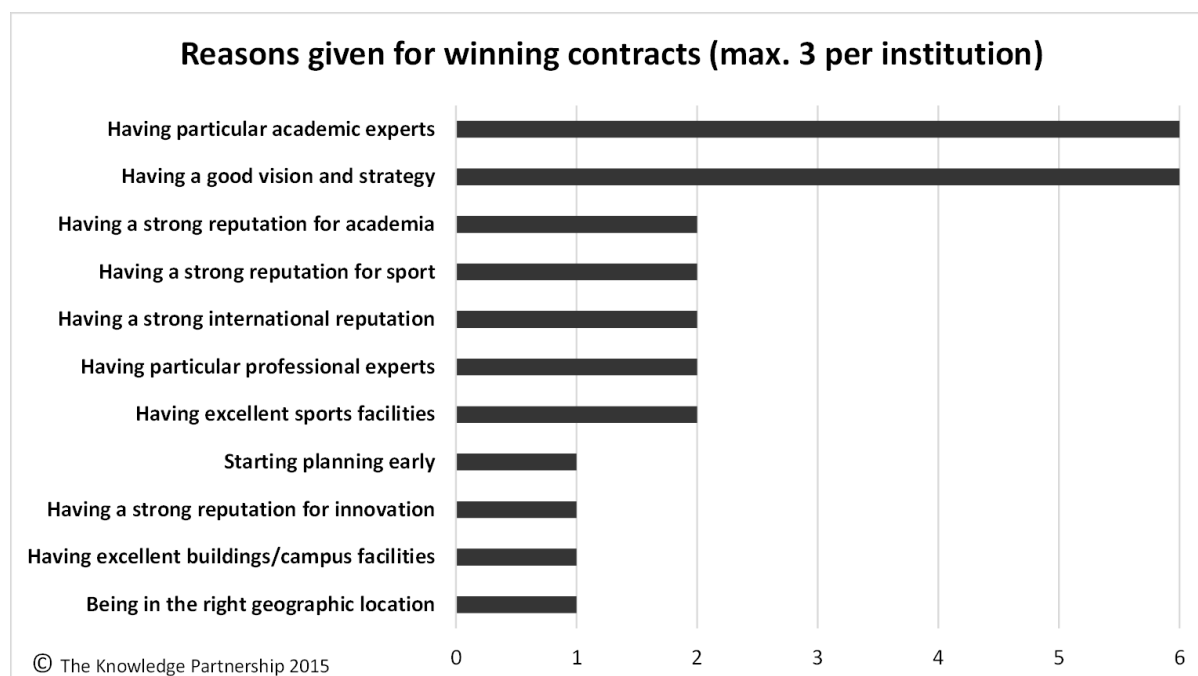
Government funding and partners

Government funding greatly added to universities' success, although universities often self-funded their various projects. Partnerships were equally very important – 89% of HEIs delivered their “most important” activities in the Games year through partnerships (Podium, 2012). According to The Knowledge Partnership's survey, national and local government/agencies were the most common collaborative partners – research councils and sporting agencies and funding bodies being the most commonly cited. International partnerships seemed somewhat rarer.

There were a wide range of organisations which provided funding, according to survey respondents (TKP research 2015), including UK Sport, UK Anti-Doping (UKAD), the EPSRC research council and the Arts Council.

89% of HEIs delivered their “most important” activities in the Games year through partnerships

There were a variety of government funds available, most notably: Podium, Sport England's £10 million fund for 'active universities' and the UK Treasury's £141m fund to create a cultural and education centre at the Olympic Park. When contracts were won, one of the most common reasons was having particular academic experts followed by 'having a good vision and strategy' (TKP research 2015).



Strategic planning, staffing and timing

The majority of institutions had at least a departmental strategy, if not one throughout the whole university (TKP research 2015). Strategies were varied but included hosting, community engagement and partnerships. Those without a strategy had no legacy plan and had not applied for government contracts. Reputation enhancement was the main reason for involvement - enhanced organisational profile was the top ambition for around half of respondents (Podium, 2015).

Taking on new staff was not common in preparation for the Olympics, although many reorganised existing staff (TKP research 2015). UEL, however, did have a bigger media team during the Olympics and took on a Pro-Vice-Chancellor with specific Olympic experience. It might not be a coincidence that many regarded them as the most successful university for maximising the Olympics and Paralympics! UK universities with well-resourced communications and marketing teams were able to make the most of all Olympic achievements, and ensure they were well communicated through social media, web pages, media experts and proactive placing of research stories.

Reputation enhancement was the main reason for involvement - enhanced organisational profile was the top ambition for around half of respondents.

Both the desk research and case studies strongly suggested that the most engaged universities had a strongly focused desire to achieve a specific goal, based on their existing strengths. Centrally planned endeavours gained attention more easily than faculty-led activities, probably because the former were better funded and had key marketing staff behind them. According to Podium, 85% of organisations that identified London 2012 as a strategic priority were involved in at least some 2012 activity at the start of the Games year, whilst only 62% of those who said London 2012 was not strategically important were involved in Games-related projects.

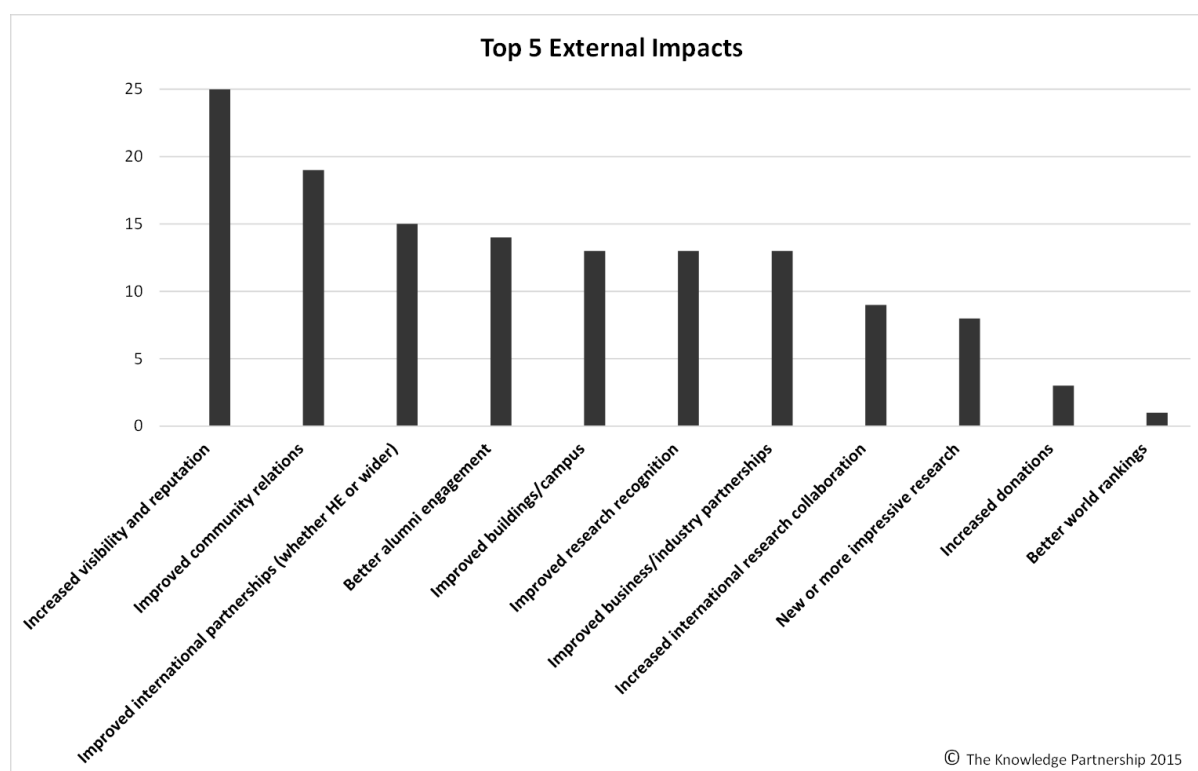
For the universities participating in our survey (TKP research 2015), the most common difficulty in becoming involved in the Olympics cited was lacking institutional resources, such as people and money. Far fewer stated that they lacked time or a vision, suggesting that respondents to the survey were generally fairly clear in their goals and planned ahead. However, the case studies reveal that timing is absolutely critical, with the advice being that you need to start as soon as possible to make the most of the Games, and have a chance of being involved in winning contracts and hosting teams.

Centrally planned endeavours gained attention more easily than faculty-led activities, probably because the former were better funded and had key marketing staff behind them.

Impact of involvement

TKP research found that improving the student experience was another of the most common achievements stated by universities engaged in the Olympics and Paralympics, whether it be through volunteering opportunities or as part of a wider community engagement programme. Increasing sporting opportunities was again one of the top impacts reported – desk research found that this was greatly aided by financial support (such as UK Sport grants). Although hosting teams required specialist facilities and security, among other considerations, more than 30 UK universities signed agreements to host camps for a variety of world-class

athletes by 2011. The top impacts of Olympic involvement for universities according to the TKP research 2015 also confirmed that reputation was the main impact:



Top impacts of Olympic involvement for UK universities:

- Increased visibility and reputation
- Improved community relations
- Improved international partnerships
- Better alumni engagement
- Improved buildings
- Improved research recognition.

Improved research recognition is also supported by the fact that there were around 115 impact studies⁵ submitted to the Research Excellence Framework (REF) that make reference to the London 2012 Olympic and Paralympic Games. Different projects looked at the best way to conduct the Olympics and Paralympics based on past Games, covering the Cultural Olympiad, predicting number of medals won, and the impact on the host city.

⁵ <http://impact.ref.ac.uk/CaseStudies/Results.aspx?val=Olympic+Games>

The UK Treasury announced £141m of funding for development of the cultural and education centre at the Olympic Park, allowing five universities to set up there

Campuses and estates were also improved because of the Olympics and Paralympics. Universities created or renovated facilities to be ready for hosting teams in the Olympics, such as UEL with its SportsDock whilst St Mary's developed its own campus in West London to create an Endurance Performance and Coaching Centre (EPACC). In December 2014, the Treasury announced £141m of funding for development of the cultural and education centre at the Olympic Park, allowing five universities to set up in the Olympic park: UCL, Birkbeck University, UEL, University of the Arts and Loughborough.

TKP 2015 Olympic and Paralympic full survey findings

Introduction

The Impact of the Olympics and Paralympics survey was sent to representatives of all UK non-specialist institutions. Contacts in various university roles were targeted so as to achieve a balanced perspective of sport-related and non-sport-related activities that institutions became involved in. 39 complete responses were received, of which 28 specified their role within their institution at the time of the Olympics.

Role	No.
University academic staff	7
University leader (senior management)	6
University marketing / PR / external relations / communications staff	7
University sports leader/staff member	8

Specific roles given by respondents were:

- Exhibitions Manager
- Former Senior Management (changed to London 2012 Lead)
- Lead on the Olympic and Paralympic training camps
- Director of Olympic and Paralympic Operations
- Board Member of the National Sports Agency
- Lead strength and conditioning coach

Note that in several cases multiple responses were received from the same institution, occasionally with slightly conflicting information (which is perhaps to be expected given the size of institutions and the extent to which certain departments/ faculties played a role). In order to ensure certain institutions were not over-represented in quantitative analysis, where there was conflicting information the most positive response was used, assuming that certain individuals will have had less direct involvement and may not be aware of all the activities the institution undertook.

In the following analysis, 'respondent' and 'individual' refer to one person's response to the survey, whereas 'institution' is a combined response, having factored in multiple respondents' answers, to avoid bias wherever possible. All charts are based on institutions' responses, not individual respondents.

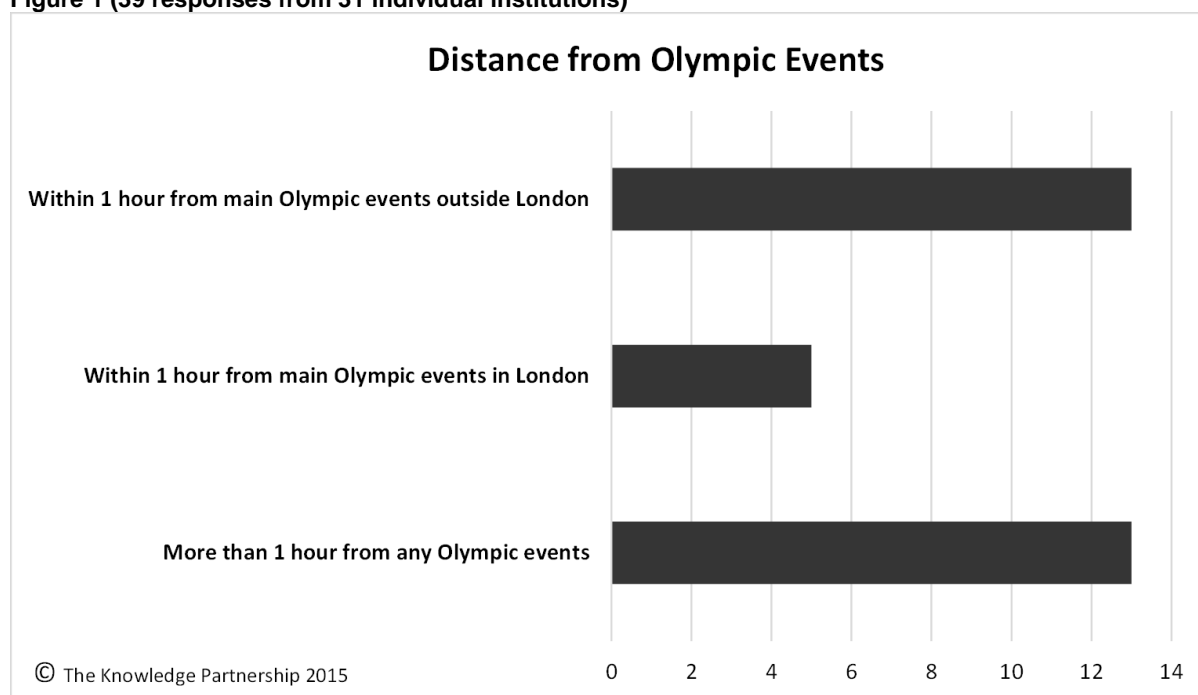
Findings

Location

Respondents were from institutions spread quite widely across the UK. 18 institutions were situated within an hour of an Olympic event, whether it be within or outside London.

The spread of institutions' locations with respect to Olympic events both within and outside London is shown in the following chart. Where there were differing answers from two or more individuals from the same institution, the one who perceived it to be closer was used. This slight discrepancy in the perception of the institution's distance from Olympic events might suggest that in a few cases individuals were unaware of certain events outside of London which were within an hour of their institution.

Figure 1 (39 responses from 31 individual institutions)



There was little to suggest that location prevented institutions from becoming involved. In terms of the activities universities aimed to be and were involved in, there was little difference when comparing institutions within an hour from events and those further afield. A similar number of respondents from various distances of Olympic events stated that they applied for and won grants: 4 of 20 respondents from institutions more than an hour from any event, 2 of 13 from within an hour of an event outside London, and 4 of 6 from within an hour of London-based events. This perhaps suggests a slightly higher success rate for institutions near the London events, however a fairly small proportion of universities seemed to rely on grants or contracts to become involved – those benefitting from these were a minority (see Contracts).

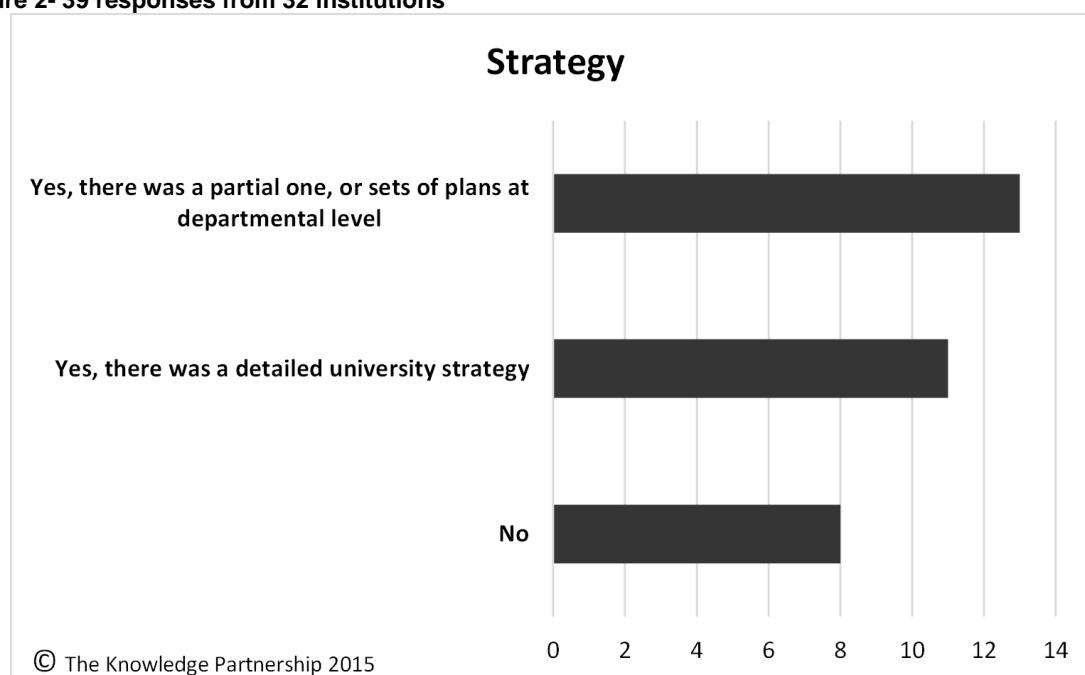
Only two individuals from institutions within an hour of events (within and outside London) put success in winning grants/ contracts down to being in the 'right geographic location' (relative to sports organisations, other institutions, for example) and none put it down to 'proximity to the events'. Having particular professional experts was the most commonly given reason (4 respondents). However, institutions did appear to be aware of some difficulties posed by location (whether this was distance from London or the more specific location of the university is unclear). When asked what the three greatest difficulties faced by the institution were, when attempting to be involved in the Olympics and Paralympics, respondents from 7 of 19 institutions more than an hour from events stated 'not being in the right location'. However, these 7 institutions successfully became involved in a range of activities, including academic expertise/ consultancy (4 institutions), hosting/ partnering/ servicing teams (3 institutions), as well as student and staff volunteering in event management (4 institutions). All established partnerships, with other universities and national government/ agencies being the most common partners (3 and 4 institutions respectively).

Strategy and Planning

Of the 39 responses, the majority of institutions (24 of 32) had at least a departmental strategy, if not one throughout the whole university. There was nothing to suggest that having no strategy meant that universities did not participate – participants who answered 'no' (8 from 7 unique institutions) said they became involved in all activities except 'international recruitment, research and exchange' and 'hosting other visitors'. None of these institutions without a strategy responded that they had applied for government contracts (4 'no', 4 'don't know'), none were involved in a legacy plan (8 'no').

Three of these institutions stated that one of the top three main difficulties faced were 'lack of time' and/or 'lack of institutional resources (people, money etc.)', and 4 stated that 'lacking interest or support' and 'not having a vision or strategy' were among the greatest difficulties respectively.

Figure 2- 39 responses from 32 institutions



Comments suggest that certain universities became involved as soon as the Games were announced and built on existing research, links and expertise to become involved:

“Once the games were awarded to London the University developed an Olympics strategy. (...) The strategy was overseen by a new Olympic Development officer post which was resourced specifically for our engagement with the Games and our Olympic programme.”

“A 4 year partnership with LOCOG in the design and delivery of Olympic Press Operations credit bearing modules for two UG degree programmes. 13 LOCOG officials helped deliver these modules in Sheffield and London from 2009-2012.”

“We planned how we could get the most out of our anti-doping testing and cultural activities around the Games. We gathered case studies and put together a schedule of news stories and videos. We also had a media strategy to maximise UK and international coverage of the science behind drug testing of athletes.”

Some of the popular phrases used in describing various universities’ strategies can be seen below. Some common themes were ‘students’, ‘community engagement’, ‘teams’, ‘training’, ‘partnership’ and ‘hosting’ – all suggesting that universities had a wide range of plans in advance of the Olympics and Paralympics.

What are the roles and opportunities for universities before, during and after an international sporting event?



Staffing

Taking on new staff was not common in preparation for the Olympics and Paralympics, with 24 institutions stating they did not take on new staff, 5 stating they did and 1 not sure. Some of the comments suggest that while universities did not often need new staff, they often reorganised existing staff.

For those that did take on new staff, several respondents suggested that these new staff were either temporary or resourced from other departments within the university:

“We created a secondment opportunity for an existing member of staff for 6-month period in the run up to the Olympics and employed a temporary PR person for the final 3 months.”

"We employed an interim to lead on marketing for the duration of the Olympic/ Paralympic project (circa 12 months). Otherwise all was handled by our in-house team."

"Professors were part of HE/FE official experts to call upon."

For those that did not take on new staff, some comments suggest this was sometimes due to universities either having their own marketing and communications team, which were able to publicise staff and student activities. For other types of activity, one university had adequate staff through partnerships within the wider local community.

“We had our own marketing and PR department and for the Games created a 2012 Office that centralised all of our activity, including this aspect of our work.”

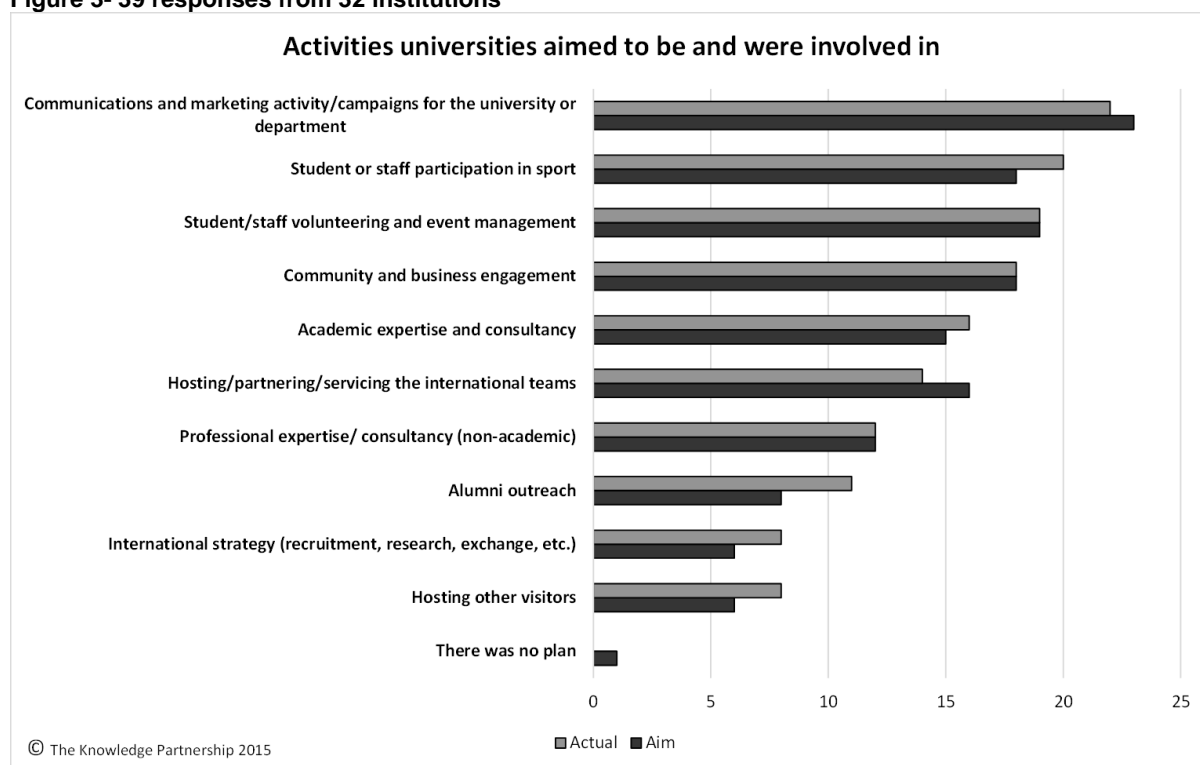
“The county took on a co-ordinator which worked very closely with the University.”

“We re-organised our internal marketing/ communications teams to cover this ourselves.”

Activities, Contracts, Collaboration and their Legacy

The number of institutions aiming to become involved in a certain activity and actually being involved are largely similar, suggesting that goals were usually achieved. Slightly more institutions aimed to be involved in alumni outreach, international strategy and hosting visitors than actually achieved this. Slightly more institutions managed to become involved in communications and marketing and hosting the international teams than set out to do so. Of the options shown in the chart below, the average number of activities a single institution became involved with was 5. Loughborough was involved in the most activities – 10, followed by University of East London and University of Birmingham – each with 9. Note that while communications and marketing activity were the most commonly cited, if professional and academic consultancy were combined this would have been the most prominent activity.

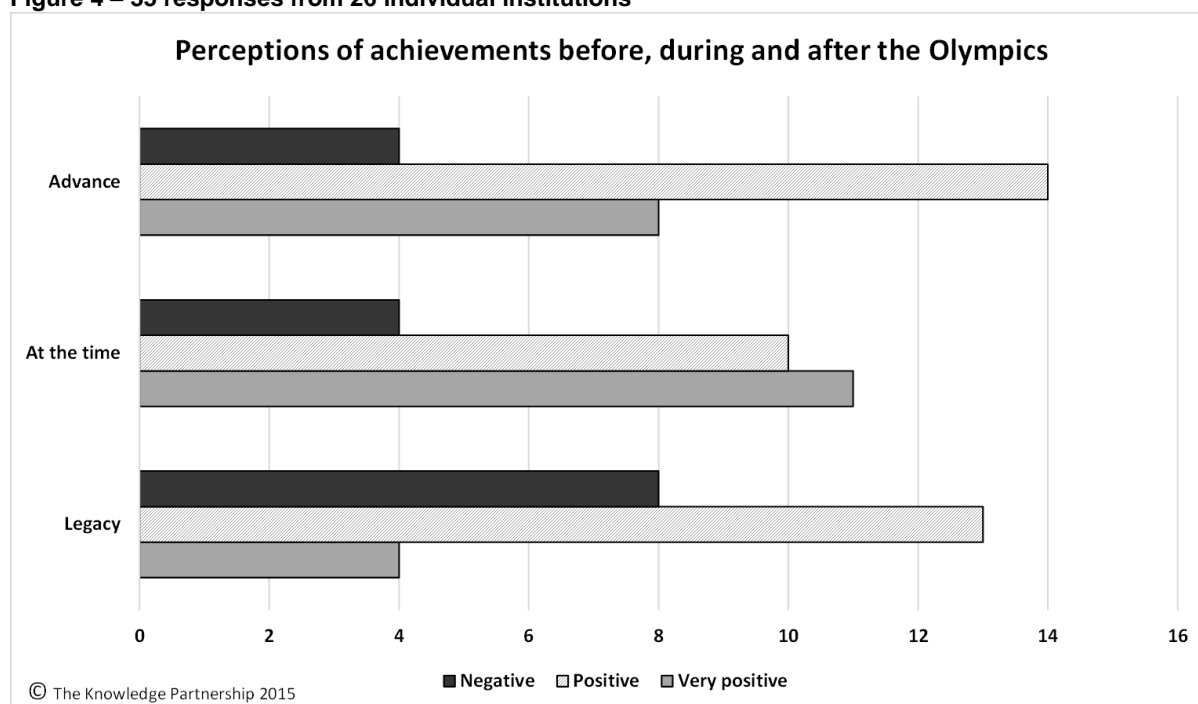
Figure 3- 39 responses from 32 institutions



Respondents were asked how they would rate their institution's achievements before the Olympics and Paralympics, during, and afterwards. 22 institutions gave positive or very positive responses for their achievements in the lead-up, compared with 17 rating their legacy activities positive or very positive (however the number of negative responses rose from 4 institutions for advance preparation and activities at the time, to 8 institutions for legacy activities).

Judging by respondent comments, for certain institutions the lead-up to the Olympics and Paralympics refers to a period several years in advance of the Games – in some cases as soon as the host city was announced.

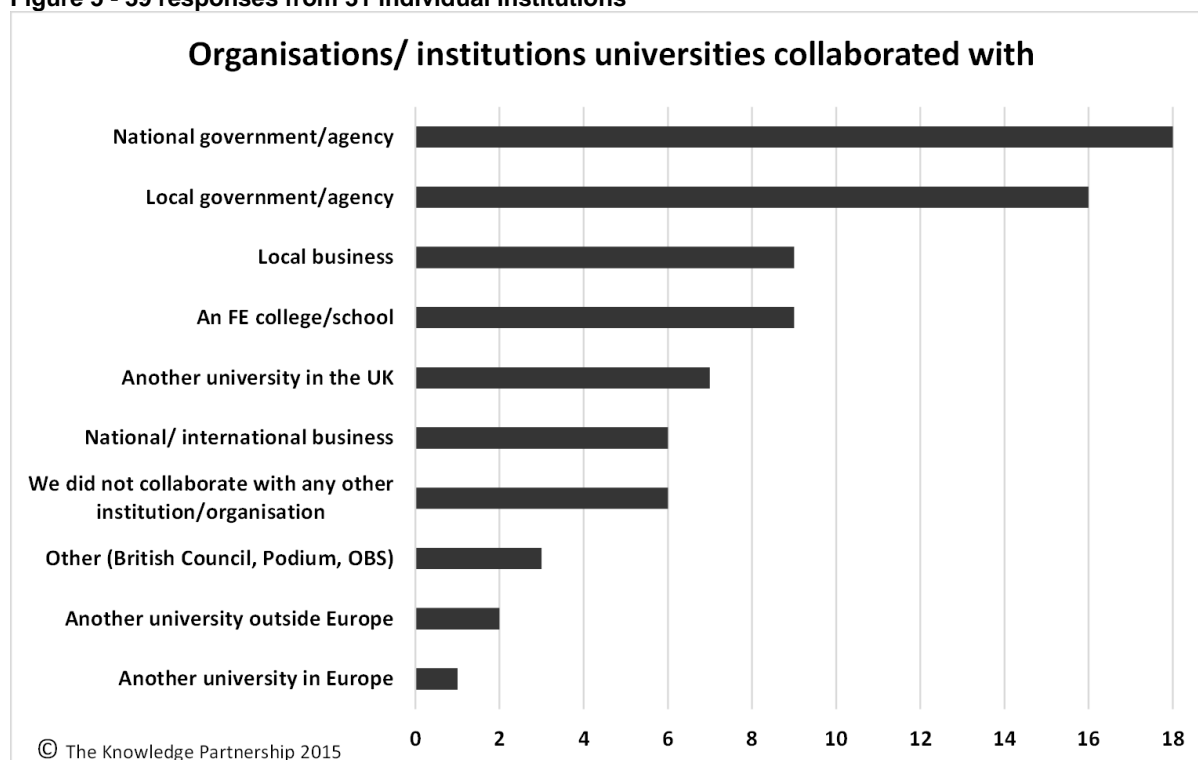
Figure 4 – 35 responses from 26 individual institutions



Collaboration

National and local government/ agencies were the most common collaborative partners. International partnerships seemed somewhat rarer. Comments left by respondents suggest that LOCOG and Podium were examples of specific partners who sought out universities with particular expertise or research focuses. There were also projects undertaken by university consortia.

Figure 5 - 39 responses from 31 individual institutions



Most of the following respondent comments suggest that these partnerships and/or contracts led to a legacy for the institution and in certain cases collaboration led to economic benefits.

“The University was part of the Cultural Olympiad RELAYS project, managed on behalf of member universities by Universities South West. RELAYS was a £3.1m project that delivered sports-related creative activities aimed at leaving a lasting legacy in the region. In addition BSU developed a resource for primary schools - 'Our Games, Our Values'. This was an activity pack celebrating local links with the Olympics.”

“As a part of the partnership agreement students were entitled to roles at training events, and both the Olympics and Paralympics. 300 students studied the modules and 213 students plus 12 staff had roles at the Games. This led to International Olympic

Committee (IOC) preferred supplier status that then enabled us to provide 31 students and 2 staff to the Sochi winter Olympics in 2014, and we were the only training camp for those Games outside of Russia.”

“LOCOG approached us as we are a design and communications college. As a result a lot of our students were involved in supporting the broadcasting, filming and photography of the event, as crew. A number also acted in hospitality roles.”

“We covered all the costs jointly by the University and City Council.”

Respondents were asked what their most effective collaborative partner was. The responses were overwhelmingly positive, with just one example of negative feedback.

“None were very effective. LOCOG was too concerned about being fair and even-handed to be helpful to any one institution.”

“FE Partnership - provided a strong base to develop an event management programme. School Sport Partnerships - great opportunity to engage young people. Podium Programme - flexible approach made outcomes more achievable.”

“Our partnership with GSK who provided brand new labs and equipment for our drug testing. We planned our media engagement together often providing quotes or context from GSK and King's scientists, showing a successful pharma-university partnership.”

“Professor John Gold was heavily involved with national bodies as part of the London 2012 Olympics and the legacy of the Games. He is already involved with work with Tokyo 2020. [...] Our sporting success through our medal winning, our alumni Jay Osgerby who designed the Olympic torch, our former Graduate Niall McNevin, who was Director of Planning and Sustainability at the Olympic Park Legacy Company [...]”

“BBC and other broadcast media as this is a focus for our institution.”

“British Council as we presented an exhibition in partnership with them - Olympians: UAE Olympic and Paralympic Athletes: Portraits by Gabriella Sancisi.”

“We helped to form the London Higher Olympic Group and after the successful bid its transformation into a national collaborative body for HE/FE - Podium. We also helped to form the LB of Richmond's 2012 group and the South London 2012 Partnership - Go

South Go (FE/HE/schools, local authorities, business and cultural groups). These groupings and the fact that I represented London Higher on the London 2012 Forum were all very helpful as follows: refining our plans, collaborating effectively, sharing intelligence, making contacts, problem solving and generally understanding how best to come to terms with what is a very complex scenario. We worked extremely closely with the local police, the Met Police counter terrorism desk and SO13, with great success - we had high profile teams and a number of very famous performers. We also sought and worked with specific partners to deliver the training camps, for example local health, sport and leisure clubs.”

“Local government; we both had an interest in making the most of opportunities offered by the Local Organising Committee around Olympic branding. We also used their networks to promote events on the campus.”

“With regards to volunteering we offered a large number of volunteers to Handball. During the hosting of 21 counties in pre-Olympic training camps the community engagement was a very useful and surprising partnership.”

“Birmingham City Council, Jamaican Diaspora, local businesses, Jamaican Athletics Association, plus others. We made the most of them by holding 2 events during the 12-day camp: a) an Open Day on the track, inviting community and media to meet with athletes; and b) a Welcome Dinner for 420 guests (including Jamaican athletes) in the Great Hall, jointly hosted by the University and City Council, and invited afro-Caribbean and business communities.”

“Partnership with the City of Birmingham was very effective in terms of the bidding process to host the Jamaican team and also leveraging their time at the University. This partnership also helped us to build relationships with new stakeholder groups that we had previously not engaged with. As a result of working with the city council to host the pre-training camp we have since worked with them to host a camp before the Rugby World Cup and are looking at a number of other national and international events.”

“Engagement with other HEIs in region - co-creation of programme and joint delivery. School engagement - school sport programme has continued.”

“U.S. Olympic Committee, ASICS and LOCOG. We hosted the U.S. High performance centre, and worked closely with them over an 18-month period to develop the offer. Gains to the University came in the form of cash income, in kind support (gym

equipment), media and marketing opportunities across the USA, student volunteering experience. For ASICS we hosted their brand centre and developed an ongoing partnership which funds student scholarship opportunities. For LOCOG, we hosted staff and other services e.g. taxi/official car operations. Gains to the University came in the form of cash income, volunteering and paid student opportunities, and media, marketing potential.”

“Hosting bespoke events in order to invite people to the receptions and alumni events for our students.”

“We had an effective partnership with LOCOG and with the regional team. Specifically we were involved with a number of other hosting organisations. We were also involved with the specific national Olympic team.”

“We developed an ongoing partnership with the Beijing Sports University.”

“Leeds City Council - we worked extremely closely with the city government to deliver our programme and specifically the China training camps which were a multi-agency approach led by the University. Chinese Olympic Committee - developed strong relationship with the COC in preparation to deliver the training camps. This included visits to China to meet the officials and plan the logistics for the sport, food, accommodation, media and security. Leeds Beckett University - to primarily deliver the training camps and have since forged strong performance sport links.”

“UK Sport was the key partnership as they were managing the technical development of our research with the relevant team within Team GB. We worked closely with them to arrange and approve appropriate access to athletes, interviews and imagery.”

“Olympic Solidarity as they funded the research we did.”

“We had many great Olympic partnerships including; LOCOG, UK Sport, 15 different GB teams, Arts Council England, Legacy Trust, EPSRC, Podium, RCUK, Royal Institution, Royal Academy of Engineering etc.”

“JSPS, JALG, NIMS, Universities of Tokyo, Waseda, Kyushu, Tskuba. Academic collaborations.”

Contracts

A relatively small proportion of institutions which responded to the survey had applied for or won a contract. However, all respondents who stated that their institution did apply for a contract also stated that they won one. As previously mentioned, certain institutions were approached by organisations such as LOCOG and Podium to carry out contracts (some examples can be found below). It therefore follows that one of the most common reasons given for winning contracts and funding were having particular academic experts (6 institutions of 9 individual institutions). 'Having a good vision' was the next most common response. 'Having excellent facilities' was only cited by one institution, which was aiming to host Olympic teams. 'Being in the right geographic location' was again only cited by one institution, which provided hospitality for visitors during the Games.

Figure 6 - 37 responses from 30 individual institutions

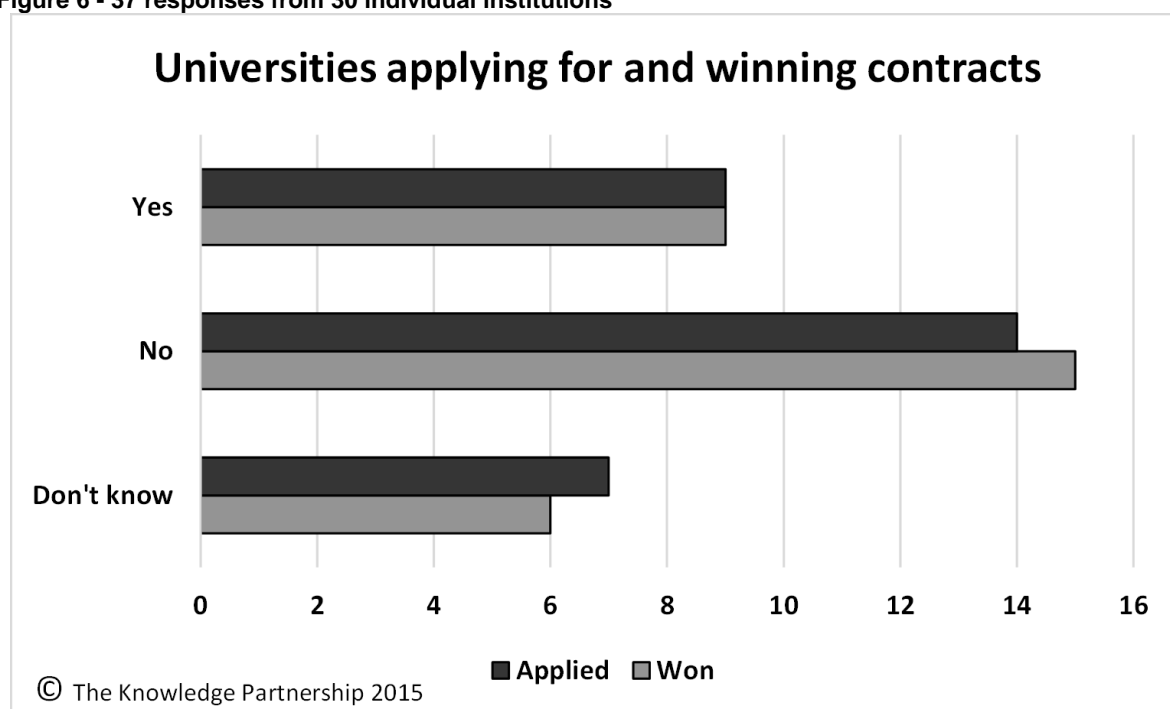
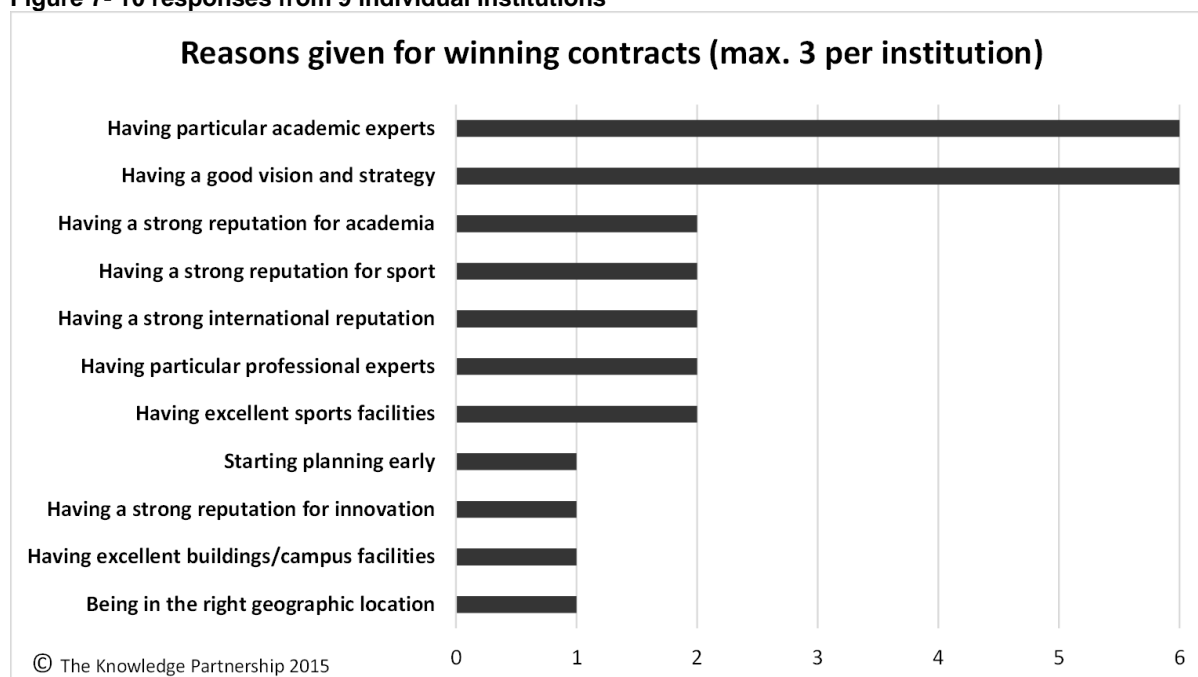


Figure 7- 10 responses from 9 individual institutions



Answers not selected by respondents:

- Being competitive
- Being near excellent transport links (e.g. airports, trains etc.)
- Proximity to the events
- Having a good business focus

Some examples and details of contracts won and carried out are as follows:

“Podium programme to support and develop volunteer event managers and leaders.”

“Anti-doping testing through UK Anti-Doping (UKAD)”

“We delivered many funded projects as part of London 2012. We were a UK Sport innovation partner and provided direct support to 15 different teams. We won an EPSRC grant to develop a major exhibition on sports science and technology. We delivered a major cultural Olympiad project with the Arts Council England.”

“During the Olympics, our dental school provided the on-site dentistry in the Athletes’ Village.”

“The national scheme for hosting organisations (LOCOG) provided some funding.”

“Paralympic project - Chairs in the Community. We also run the High performance programmes for Newham Borough and Waltham Forest Borough Councils (2 Olympic host Boroughs).”

Impact of Contracts

Of the 10 institutions that received a contract or grant, 8 said it had a long-term impact, 1 short-term and 1 did not know.

“The financial benefits were considerable but only short-term. The primary benefits related to pride in the institution, volunteering and employment opportunities for students, and raising the international profile of the University. Sport has taken on greater significance for the University with improved British Universities and Colleges Sport (BUCS) performance.”

When asked which were the most successful contracts and funded programmes, respondents listed the following organisations:

- UK Sport
- Podium
- UK Anti-Doping (UKAD)
- LOCOG

Respondents made the following comments on the success of these contracts:

“Over 20 young people were engaged in the programme and many students contributed to the delivery.”

“Our relationship with UKAD began many years ago but was strengthened by the 2012 partnership and continues to flourish. We continue to be at the forefront of anti-doping testing.”

“Our UK Sport partnership has led to major government research grant funding and a new partnerships with the English Institute of Sport and the Scottish Institute of Sport. Securing the National Centre for Sport and Exercise Medicine has led to us winning a £14 million grant to establish an Advanced Wellbeing Research Centre.”

“The dentistry contract has had longer term impact as it is also informing academic work. The project to build a new campus is transformational: it will nearly double the footprint of UCL and allow us to develop new areas of academic and community engagement.”

“We continue to manage the High Performance programmes for the Boroughs. This results in talent in East London achieving International levels of performance. Legacy programme from 2012.”

“The contract to deliver the United States Olympic Committee (USOC) High Performance Centre meant that we moved from being a hotel service for LOCOG to being a significant partner, which unlocked many more opportunities to raise the profile of the University.”

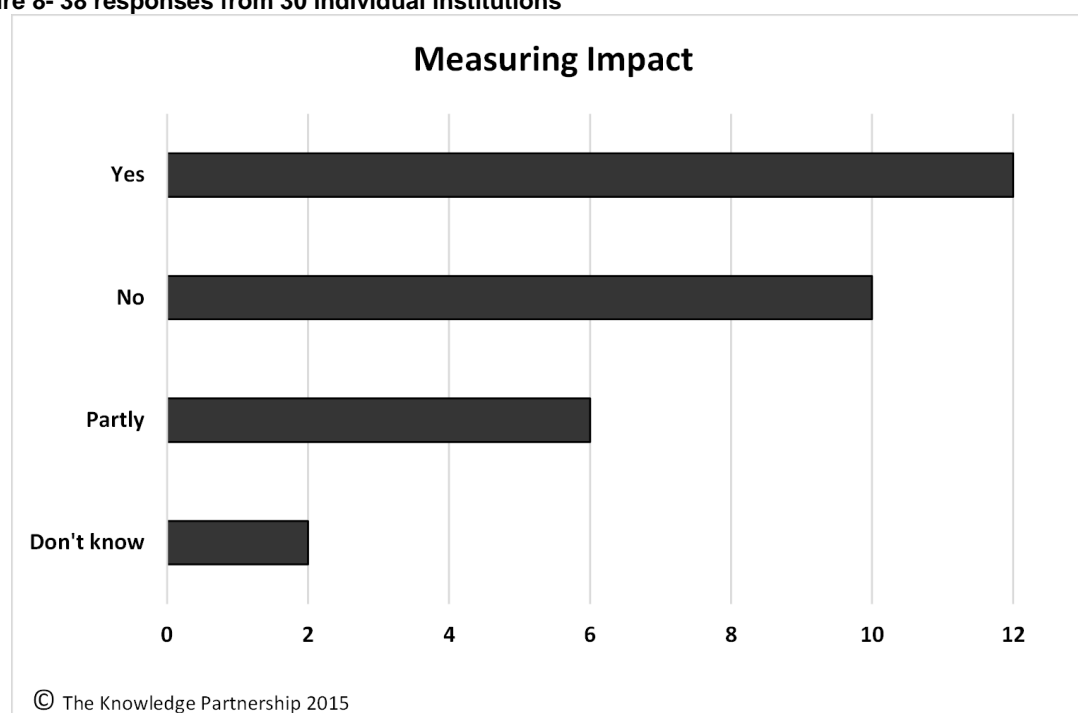
“The funding received had a lasting legacy, particularly as the Malawi Commonwealth team were hosted by the university in 2014.”

“We bid for national training squads to use our sport facilities as a pre-training camp.”

Overall Impact and Legacy

18 of 30 institutions measured the impact of their activities, at least partly.

Figure 8- 38 responses from 30 individual institutions



Some of the methods used by universities to measure impact were tangible and quantitative, such as visitor/ attendee numbers, volunteer numbers, press coverage (Net Promoter Score, Advertising Value Equivalency) and economic impact. Others measured this through the quality of feedback from partnerships, for example. See also the following comments:

“We tracked ongoing involvement of participants 6 months and 12 months after the Games.”

“We measured the success of the athletes that we directly worked with (they won 24 medals). We measured the value of our grants and contracts (£20 million and growing). We measured the number of visitors and participants in our public engagement events. Our activities formed the basis of a number of 4 REF impact case studies.”*

“We measured the reach and impact of all of the press coverage. We contributed to a wider evaluation of the economic impact of hosting a training camp on the city. We measured awareness and impact on prospective student and current students (many of whom were involved in volunteering).”

“Student recruitment - brand identity and awareness”

“All 2012 activity was set against strategic aims/outcomes and was reported through the relevant committees. Marketing and PR maintained a detailed record of media impact.”

“An analysis of public events and media / social media impact during the Olympics. The dental service will have been analysed externally.”

Top Impacts

The most common examples of impact (seen internally within the institution and externally through reputational factors and facilities, for example) were improved student volunteering and experience, improved sporting opportunities, increased visibility and reputation, and better community relations. Economic benefits were not commonly stated by institutions as being within their top 5.

Figure 9 - 35 responses from 30 individual institutions

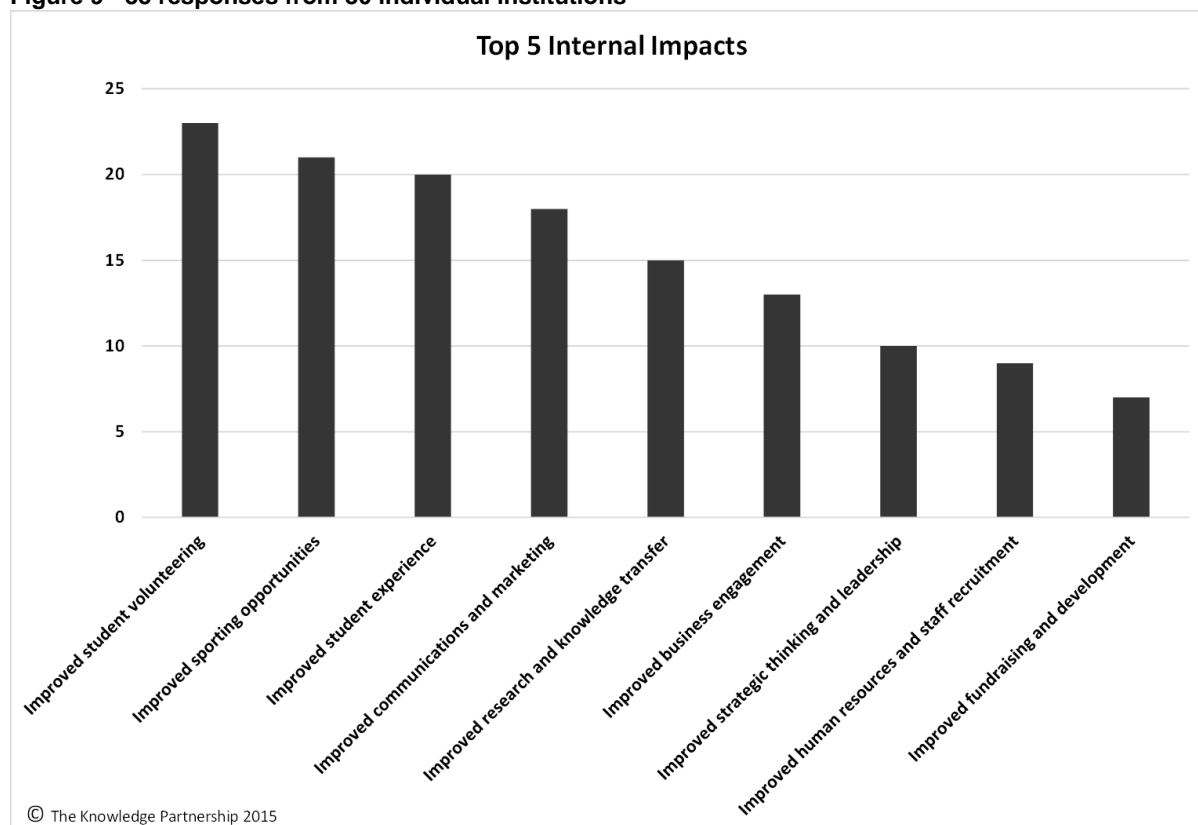
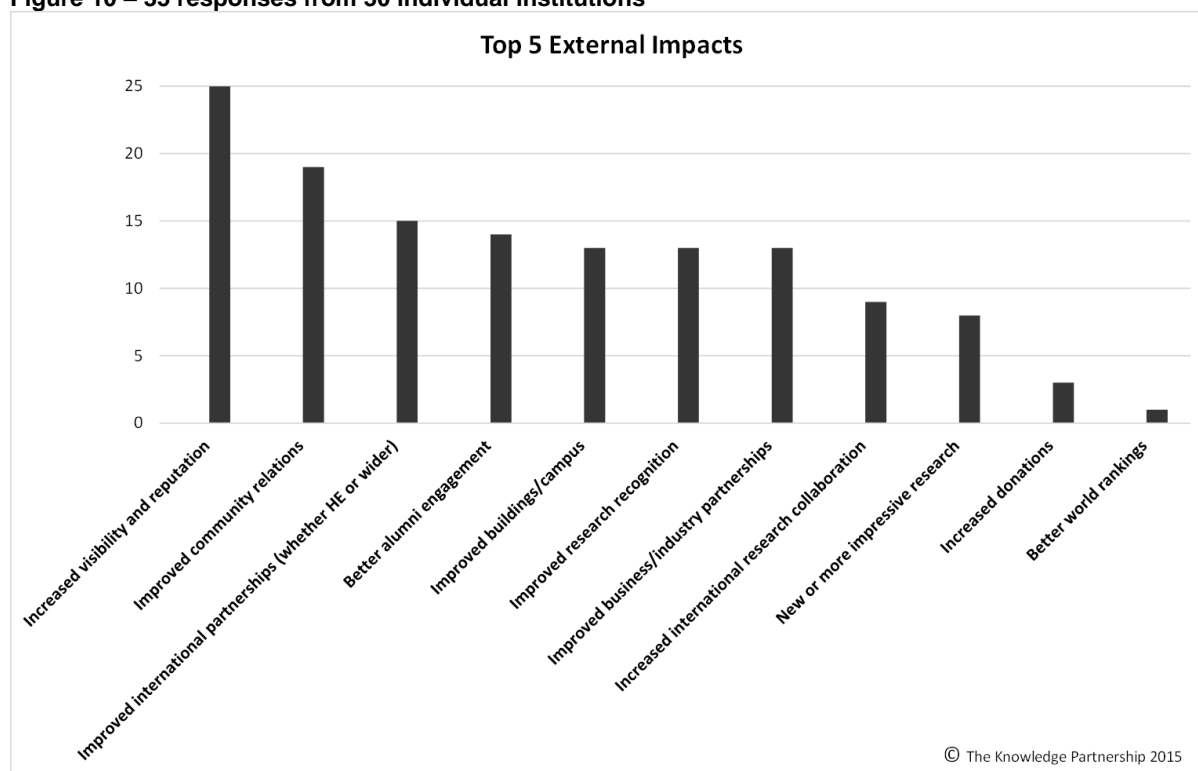


Figure 10 – 35 responses from 30 individual institutions



Reputation

When asked which institution made the most of the Olympics and Paralympics, Loughborough University and University of Birmingham were the most commonly cited. Respondents gave the following answers (those which selected their own University appear in bold):

“East London - high profile involvement and Bath - recognised centre of excellence, hosted teams etc.”

“Loughborough - hosted much of team GBR. Unprecedented profile cementing their status as Britain's leading university for sport.”

“Those which hosted famous international teams received a lot of positive PR. Royal Holloway was used as an Olympic Village for rowers/kayakers.”

“Loughborough because we started planning our non-sports strategy early, had very clear objectives and understood how to do business in Japan.”

“Birmingham in terms of profile - over a hundred miles away but always in the news.”

Loughborough, as it was seen as the temporary home of many athletes and is still synonymous with the event.”

“Slightly biased, but Sheffield Hallam University. No other University provided more direct support of our Olympic teams, no other University delivered more public engagement activity. We now have the National Centre for Sport and Exercise Medicine as a legacy project and have just been granted £14 million to develop the Advanced Wellbeing Research Centre.”

“This is a quote about St Mary's from the Chair of the London 2012 Forum, Richard Sumray, which can be found in the booklet to come - London 2012 and the Remodelling of Sport at St Mary's University: 'In my view, it is an institution that put in the most and, as a consequence, got the most out of London hosting the 2012 games. It was able to attract a number of Olympic and Paralympic teams to use the University as their base prior to the Games. At the same time, it used these developments to reach out into the community and the collaborative programmes they devised have secured the University as an important community hub. Also, an institution of under 5,000 students came 5th in the national university medal table and top in London, on top of hosting more squads than any other team in London and more than most in the UK.’”

*“King's College London, drug testing and Birmingham - hosting Jamaican teams
Bath by hosting high profile teams”*

“Depends how you want to measure this. Birmingham probably made the most of the profile potential because of its foresight in attracting the Jamaicans, and looking after them so well prior to their success in London. Our approach was different to other universities / cities. We weren't out to make money from the Olympics (I suspect Imperial generated most income), but we invested a small sum to generated significant media profile.”

“University of Birmingham - because we filled the vacuum before the Olympics actually started and became so associated with the success of the Jamaican team - exemplified by the thankyou to the University every time the team won a gold medal.”

“Brunel because of its immediate location but also Edinburgh because of its alumni winning the most gold medals at London 2012.”

“The University of Gloucestershire. We had a limited investment but achieved huge impact and legacy. We received national and international coverage. The athletes received an incredible welcome from the local community and were an inspiration particularly to the schools and groups they visited.”

Research

When asked which research or researcher had had the most amplification due to the Olympics and Paralympics, the majority of respondents gave examples of research in sports, medical and engineering contexts. There were also several pieces of research in social sciences and humanities which received amplification.

Sports / Medicine / Engineering

“Medical research in relation to sports injuries - our medics acted as physios for a number of high profile athletes.”

“Working with Team GB and helping win 13 medals, 11 golds. The work with LOCOG and the Olympic education and student involvement was not publicised during or up to the Games.”

“The Centre for Sports Engineering Research”

“Dr Francois-Xavier Li is a sport biomechanist / movement analyst and did work with Usain Bolt on his starts.”

“Dr Jonathan Grix - research on legacy of major sporting events (now working with Brazilian Government).”

“The researchers and practitioners in the School of Sport, Health and Applied Sciences (now the School of Sport, Health and Exercise Science).”

“Performance sport engineering lab/ Professor Turnock et al.”

“Prof. David Cowan” – a researcher in drug control

Arts / Humanities / Social Sciences

“In December 2013, UEL and UCL (Bartlett School) submitted a joint proposal for an ESRC funded seminar series on ‘Olympic Games, Planning, Delivery and Legacy’. This proposal involves Dr Nikolas Karadimitriou, and Professor Mike Raco (UCL), Professor Allan Brimicombe (UEL, Geo-Information Studies) and LERI researchers (including Andrew Calcutt, Penny Bernstock, Valerie Viehoff, Gavin Poynter and Ralph Ward (LERI Visiting Professor).”

“The most successful event was on ‘Why do we hold separate Paralympic and Olympic Events?’, showcasing transport and disability studies.”

“John Gold” - has previously conducted research into the impact of the Olympics on host cities and their legacy.

“Professor Grant Jarvie” – conducts research into sport, education, health and international development, as well as the legacy of major sporting events.

Legacy

Respondents from 10 institutions indicated they were involved in a legacy, 16 said not and 3 did not know. Comments suggested that legacy came in the form of buildings, facilities and research for several respondents' institutions. Note that legacy benefits and activities are also mentioned in respondent comments featuring in previous sections of this report.

“We are now running numerous legacy projects such as the National Centre for Sport and Exercise Medicine, and a partnership with the English Institute of Sport for Rio 2016.”

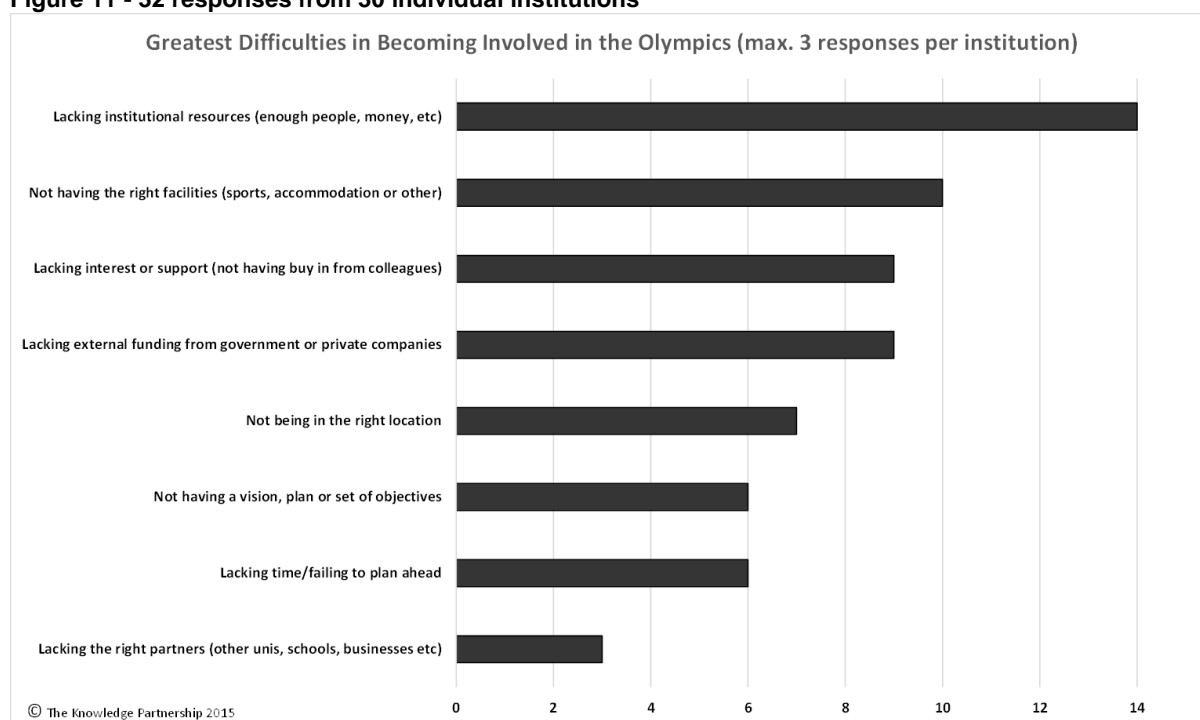
“Post-Olympics, we are building a new campus on the Olympic Park as a key part of legacy.”

“The University attends every Olympic Games and used London 2012 to host University events in order to gain profile, support students and family selected to compete and research Olympic legacies.”

Common difficulties

The most common difficulty in becoming involved in the Olympics and Paralympics cited was lacking institutional resources, such as people and money (14 of 30 institutions). Far fewer stated that they lacked time or a vision (6 of 30 respectively) suggesting that respondents to the survey were generally fairly clear in their goals and planned ahead.

Figure 11 - 32 responses from 30 individual institutions



More specific comments made by respondents were as follows:

“Total lack of real interest”

“Insufficient guidance from organising body on implementation of training camps”

“Initially, convincing senior university colleagues that it was a good use of funds to host the Jamaicans, and that it would have a return on investment.”

“Sports participation over academic involvement to profile Olympic research.”

“Timely access to funding.”

“Lack of sporting expertise - we have few academics who work in the area of sport.”

What could have been better?

When asked if they could have improved their involvement in the Olympics and Paralympics, or would have changed their approach in retrospect, numerous respondents felt their institution had performed as well as it could, or felt they would change very little.

Respondents made the following comments:

“Not really. The Games were outstanding. They were always going to have little sustained impact outside very specific areas of focus (geographic, political, sport specific) and this has proved the case. We didn't really benefit but we didn't expect to.”

“Not much. It was a glorious period. We were part of the delegation that went to Singapore during the bid and have been on a wonderful coaster ride ever since. We worked hard. We had lots of different projects and we made the most of it.”

“Not much actually - perhaps arranged for more young people to get in and meet the Olympians, who were more amenable to that than we thought they would be.”

“Not really. We took a different approach to other universities and cities/towns, and it paid off brilliantly for us due to the really positive relationship we had with the Jamaicans, because they did so well in London, and the public appreciation they gave.”

“Not really, however we did learn from the activity of others and used this to inform our involvement with the XX Commonwealth Games.”

“Clearer vision, and better planning were required. Potential benefit for the institution not seemingly assessed and understood - as a result 2012 was never viewed as important within the institution.”

“[We should have] taken advantage of our convenient location.”

“[We should have] Developed and communicated a plan College-wide.”

“We should have had a strategic plan around the Olympics led by senior staff.”

"I wish I had joined earlier so that we could have made more of the Olympics at the time with a PR strategy to support where we were involved - it's all been a little retrospective (although not unsuccessful)."

"Having a high level co-ordination group would have been beneficial."

"More strategic involvement from senior management - a University-wide strategy and allocated resources."

"Having better impact after the event."

"Academic involvement in greater numbers."

"Draw up a more thorough communications plan. Press senior management to arrange an internal campaign around the Olympics."

Advice for the Japanese

When asked what piece of advice respondents would give to Japanese universities to help them make the most of their 2020 Olympics, respondents provided the below advice. Planning ahead was a common piece of advice and several respondents expressed an interest in partnering with Japanese universities and in providing advice. We will provide the British Council in Japan with further details of institutions which are open to collaboration.

"Maximise opportunities for cultural/creative collaboration linked to the sports."

"Decide on a few activities that play to your strengths and deliver in areas that you are good at and will have an impact."

"Strive to work in collaboration."

"Make the most of the opportunity ...and plan ahead!"

"Students and staff provide a ready resource of volunteers. Use them!"

"Plan early for the non-sport academic interactions. Understand the motivating factors for UK HE institutions and individual academics to collaborate."

"Be involved at every level, there are plenty of opportunities to be at the heart of the Games."

"Take an interest."

“Decide what it is that your university can do well and focus on that - not everyone has to do the same activities so find a niche if you can. You don't have to be close to the centre of the action to be seen to be involved.”

“Partner with each other to make the most of the opportunities. Get a strategic plan in place and make sure you have the funds to support the plan.”

“Work on previous examples of good practice - early. We would be willing to help, advise and be involved with volunteer programmes, degree education programmes set up and delivery and performance analysis services to teams”

“This is an extremely complex undertaking and the central organising body cannot co-ordinate everything on the ground - apart from very good planning you need to be flexible, especially when dealing with the teams. Enjoy it and involve your colleagues - there is a danger of not making the most of a very rare opportunity.”

“Plan ahead: set up a high level planning group to maximise buy-in. Be realistic; the playing field will be very crowded.”

“Be realistic, plan well ahead, get buy-in from a University-wide strategic group of decision-makers and budget-holders. Treat it as a special project requiring dedicated resource allocation - people and money.”

“Integrate games into wider university experience.”

“Don't set out to make as much money as you can from pre-Games camps. Think creatively about how you might invest in capitalising on this once-in-a-lifetime opportunity to build relationships and longer-term value/benefits.”

“Think laterally - especially if you are not located in the host city. Look for different opportunities, e.g. before the games start.”

“Consider how you can contribute to the games - and how you can maximise the benefit for your institution. Get partners in now, plan, allocate resource early (especially people) and manage progress - you can't afford drift.”

“Plan. Work 4 years ahead with potential partners. Where are your opportunities? What does the legacy look like after the games and has come and gone? What long term effect, if any, do you wish your institution to gain?”

“Universities need to be seen to be part of the Olympic plan and legacy.”

“Host a team and try engage with them when they're present. Give students opportunity to get contact time.”

“Have a clear vision of what you would like to achieve, engage with as many partners and stakeholders as possible and be flexible enough to take opportunities.”

“In terms of marketing and communications, activity within the institution will create your opportunities - therefore, a centrally-driven campaign to encourage and enable departments to hold events, to invite expert speakers, to fund sport-related projects, etc. is a good way of generating opportunities to position the institution in the media.”

“Understand early on all the different existing and potential touch points between your University and the Olympics. Understand in advance the significant restrictions that the Olympic governing body will place on your ability to promote your involvement. Organising a steering group with a senior leader to help encourage and coordinate colleagues to share information early.”

“Get involved right now! Make sure that government agrees that universities should be part of the games.”

Project Hypotheses and Conclusions

We started with 15 hypotheses in advance of the research, which we then tested against published research (desk research), our survey of UK universities (TKP research 2015) and in-depth interviews in the case studies. This enabled us to make the following conclusions against the hypotheses.

Hypothesis 1: Involvement in the London Olympics and Paralympics led to innovation for UK HEIs in the widest sense of the word (systems, processes, new technologies etc.)

Hypothesis status: proven

There were many examples of innovations developed by universities in and during the Olympics. These included the development of new online programmes for learning taking sport as an inspiration (Cambridge's maths tool), new taught courses relevant to prepare for the event (Birkbeck's tour guiding course), specific equipment for athletes, and new technologies such as prosthetic limbs for Paralympians. Scientists and their students also engaged in biomedical research to improve and advance sporting techniques (e.g. diving, rowing). King's College London worked in partnership with GlaxoSmithKline (GSK) to develop superfast and super-sensitive technologies to detect prohibited substances (drugs testing).

The survey provided some anecdotal evidence of universities using their experience of the Olympics and Paralympics to become involved in other large-scale sporting events, such as the Commonwealth Games, Sochi 2014 and the upcoming Rio 2016 Games, which suggests it changed perspectives of the importance of large-scale sporting events.

Arguably, the Olympics presented an opportunity, if not a need, for universities to approach the events in a novel way. There was evidence of staff being resourced to other departments and of a strong focus on marketing/ PR staff, as well as staff being taken on or given specific Olympics roles, such as University of Leeds' Olympic Development Officer.

Implications for Japan:

Japanese universities have the same opportunities to develop new technologies, programmes and partnerships with the tremendous catalyst of the Olympic and Paralympic Games.

Hypothesis 2: HEIs took advantage of Olympic and Paralympic opportunities to develop existing or build new facilities (separate from, or part of, the Olympic Park).

Hypothesis status: proven

The Olympics encouraged universities to improve their estates, and money from government and other sources expedited the infrastructural improvements. In December 2014, the Treasury announced £141m of funding for development of the cultural and education centre at the Olympic Park. Four of the five universities that took advantage of the government funding to develop the Olympic park were in London: UCL, Birkbeck University, UEL, University of the Arts. The fifth one, Loughborough, is about an hour outside London, but as a university that specialises in sport, it is not surprising that it also took advantage of the funding to develop a new London campus on the former Olympic site. St Mary's developed its own campus in West London to create an Endurance Performance and Coaching Centre (EPACC).

In terms of the survey findings, 13 of 30 individual institutions agreed that one of the top 5 external impacts of their involvement in the Olympics and Paralympics was 'improved buildings/ campus'. Sheffield Hallam developed the National Centre for Sport and Exercise Medicine at least partially as a result of the institution's involvement in the Olympics (research consultancy, developing products for athletes). The institution has since been granted £14 million to develop the Advanced Wellbeing Research Centre.

Implications for Japan:

We believe that the Japanese government might want to give early consideration to the role universities can play in taking over Olympic sites, in order to distribute learning and research in the heart of the capital. The UK experience suggests that the universities nearest the main Olympic stadium, or those with a sports speciality are most likely to want to occupy the stadium site post-games, if it is made available to them. It is encouraged for government departments and agencies to part fund such developments in order to enable universities to participate in the legacy opportunities, and to ensure the best mix of higher education schemes that benefit from such state-of-the-art-facilities.

Hypothesis 3: There were specific strategies and processes that UK HEIs adopted to realise their Olympic and Paralympic ambitions and manage their reputations.

Hypothesis status: proven

Universities that planned to be involved strategically were more likely to have a more satisfying and impactful Olympic interaction. Thus, preparation and planning are critical and a strategic approach is essential to achieve focus. However, some universities experienced planning problems – Loughborough's terminated agreement with the Japanese Olympic team is a good example and a salutary lesson. An agreement was signed with the Japanese Olympic body well in advance, but later the Japanese sporting body decided not to base their teams at the University. Unfortunately by then Loughborough had trained staff, taught them Japanese, announced a schools programme etc.

A minority of respondents to the survey indicated that their institution did not have a strategy (8 of 32 institutions). In terms of activities, these institutions appeared to be as active as those who did have a strategy. On the other hand, none of these institutions stated they applied for or won contracts, or were involved in a legacy. There was anecdotal evidence of universities becoming involved as soon as the Olympics were announced, and of existing partnerships, or research strengths playing a part in becoming involved in the Olympics.

Implications for Japan:

Japanese universities wanting to make the most of the Olympics should agree institutional strategies early on, and seek partnerships to maximise involvement. Those outside the host city can be almost as involved as those within the host city, according to the UK examples.

Early planning and involvement may also maximise opportunity to collaborate with other universities and organisations, especially for those seeking to win grants and contracts.

Hypothesis 4: Funding from the British government allowed UK universities to benefit from the Olympics and Paralympics and help establish a legacy.

Hypothesis status: proven

Government money clearly helped UK universities participate in the Olympics, establish partnerships, lead research, and build new estates. The extent of a legacy is not yet fully clear, and will not really be evident for some years. Podium was perhaps one of the most important vehicles for encouraging partnerships in London, as it functioned as an agency, gathering possible research contracts and media opportunities for universities to pitch for, and simultaneously promoting research and media expertise within universities for the media. It also promoted possible contracts (businesses, government agencies, sports teams) for universities to choose from. There were a variety of government funds available, most notably: Podium (see above), Sport England's £10 million fund for 'active universities' and the UK Treasury's £141m fund to create a cultural and education centre at the Olympic Park.

The survey revealed there were a wide range of organisations which provided funding, according to survey respondents, including UK Sport, UK Anti-Doping (UKAD), the EPSRC research council and the Arts Council, as well as the above mentioned organisations. While the number of institutions involved in the survey which applied for and won contracts was relatively small, the majority of these reported that the contract had had some form of long term impact or legacy, such as a new or strengthened partnership, academic and community engagement, research centre development and internationalisation.

Implications for Japan:

The Japanese government can have a critical role in enabling universities to make the most of the Olympics, both during and after the event. Creating an equivalent type of agency to Podium to act as a central service for contracts, research and media opportunities can be considered. Supporting universities to have a presence in the Olympic Park after the event may also be advantageous if Japanese universities can demonstrate that their presence on the site would create institutional and country-wide advantages.

Hypothesis 5: There were shared platforms, agencies and media, which enabled UK HEIS to work together for greater visibility and impact (for example Podium).

Hypothesis status: proven

There were many evident partnerships that created visibility and impact during the Olympics and Paralympics, allowing universities to leverage power in wider circles and extend influence and resources. Universities worked with one another, with FE colleges, with the government, and with the Research Councils to create special projects for the Olympics and Paralympics. There was also sponsor funding (e.g. Coca Cola) for collaborations that involved public engagement. Podium, the media and research communications agency, seemed to have been the most prominent of these. The Inspire Mark seems to have been a good device for branding partnerships that were for non-commercial organizations involved in the Games. Colleges and universities delivered more than 190 projects which gained the prestigious Inspire Mark.

Implications for Japan:

Universities during the Olympics and Paralympics in Japan are likely to gain more from working in partnerships than solo endeavours, especially if they want to attract additional government and commercial funding. Having a logo like the Inspire mark that connotes non-commercial Olympic activity seems attractive and useful.

Hypothesis 6: The Olympics provided a conduit for research and created greater research impact for universities.

Hypothesis status: proven

There were many different academic and professional projects that looked at the best way to conduct the Olympics and Paralympics based on past Games, covering the Cultural Olympiad, predicting number of medals won, and the impact on the host city. Searching the UK's Research Impact portal⁶ there are 115 case studies featuring the Olympics and Paralympics. Academics were used as consultants for the impact of the games, and also used to advise on subsequent games. Further research into the Research Excellence Framework (REF) in 2014 (last conducted in 2008) suggests that the Olympics and Paralympics was a key topic of research, with 66 institutions submitting related research.

⁶ <http://impact.ref.ac.uk/CaseStudies/Results.aspx?val=Olympic+Games>

Roughly half of survey respondents indicated that “improved research and knowledge transfer” was among the five most evident impacts seen within the institution, with “improved research recognition”, increased international research collaboration” and “new or more impressive research”, being fairly commonly stated as being some of the most evident external impacts. The examples of strong research amplified through the Olympics given by universities were mainly related to Sports, Medicine and Engineering, and in some cases involved working directly with athletes. Occasionally, this research was conducted in collaboration, and led to further work and/or new partnerships.

Implications for Japan:

The impact of Olympic research is likely to continue for several years after the Olympics and Paralympics, and academics and university professionals will be a rich source of expertise for their own government, business and other countries.

Hypothesis 7: Universities specialising in a particular research focus were able to make more of the Olympics and Paralympics than those who did not.

Hypothesis status: partially proven

Universities and academics who have a clear specialism relevant to the Olympics and Paralympics (involved in research relating to the Olympic stadium or the influx of visitors, construction/traffic flow, sports science research, tourism, impact/ social studies) were able to showcase their work most easily. Academics who had previously competed in the Olympics and other similar events were also able to amplify their research more easily. The academics were of value during the lead-up to the Games, in the 2012 Olympics and Paralympics, and after the Olympics and Paralympics. They were used both as media commentators, and as consultants.

There were examples in the survey of departments and individuals with a specialism in sports medicine/ therapy being contracted to work directly with athletes. However, Universities appeared to find ways to become involved in the Olympics regardless of factors such as research focus, as indicated by the wide range of activities institutions reported they were involved in, through the survey.

Implications for Japan:

It is likely that Japanese universities who can offer the right kind of specialist support and expertise for the Olympics and Paralympics will be able to become involved easily and gain reputational advantage. The elements that seemed to be of most interest are: sports-related science/ medicine, and research activities and consultancy services to support sport engineering/ technology, traffic, construction, tourism, media, translation and culture. Japan should not forget the Cultural Olympiad, which had a low profile at previous Olympics before London and even London probably could have done more to meet the original ethos of the modern Olympics. *Those without a specific research focus, or those focusing in research not related to sport should not be discouraged, as this did not appear to impact UK universities involvement.*

Hypothesis 8: The Olympics and Paralympics enabled new national and international partnership building amongst HEIs.

Hypothesis status: proven

The Olympics clearly encouraged many partnerships between UK organisations.

There was evidence of Universities partnering with community organisations, museums and schools for outreach and public engagement, and were catalysed with government money. There were strategic partnerships with country sports teams - such as Imperial College London with Japan, building on their long term Japanese links. Partnerships with less developed countries (mainly Africa) also took place for knowledge exchange and philanthropy and seem to be still active. Whether more local partnerships have continued is not known.

Survey responses suggested the most common partnerships were between universities and national and local government/ agencies and businesses. A number of these came about through contracts and partnership agreements, with some institutions being sought out to partner up with organisations due to a specific academic focus.

Implications for Japan:

Universities in Japan would likely benefit from looking to their existing links in the UK and elsewhere and using the Olympics and Paralympics as an opportunity to extend these links.

A number of institutions involved in the survey indicated that they would like to form partnerships and provide advice to Japanese institutions. More specific details will be provided to the British Council in Japan to enable this.

Hypothesis 9: The Olympics and Paralympics created opportunities for universities to collaborate successfully with Olympic sponsors to create strong beneficial and ongoing links with industry.

Hypothesis status: partially proven

There is evidence of universities collaborating with government and agencies but less interaction with industrial sponsors than we expected to see. This seems to have resulted in employment for students and graduates, particularly in relation to translation, security, media and technical opportunities. The Cultural Olympiad also created innovative partnerships and projects with universities. We know of some specific businesses working with universities - King's College London worked in partnership with GlaxoSmithKline (GSK) to develop superfast and super-sensitive technologies to detect prohibited substances. In terms of successful government partnerships, UCL worked with Transport for London. Sheffield Hallam worked with UK Sport, to provide support to Olympic teams through technology.

Whilst we have heard of academics working on specific grants in relation to delivering Olympic projects, there is little data that names companies working with universities because of the Olympics.

The survey provided some examples of continuing collaboration with organisations and winning funding to continue work and research (such as Sheffield Hallam's National Centre for Sport and Exercise Medicine, for example), however there is little to suggest that ongoing partnerships were specifically with business/ industry.

Implications for Japan:

There will be many immediate partnerships as a result of practical tenders to build and deliver the Olympics and Paralympics but they may be more public and government partners than private companies. Ongoing partnerships have been common in the UK, however long-term collaboration with business/industry specifically, less so.

Hypothesis 10: The Olympics allowed British universities to showcase their own contributions to society and raise their brand image through a range of careful and opportunistic events and activities.

Hypothesis status: proven

Universities presented many activities, lectures, seminars, parties, and of course sports to showcase their prowess, their professionalism, and extensive facilities to an array of publics. Given the age and vigour of many students, it is not surprising that this indicator is well evidenced by the volume of activity by UK students winning medals (60% of UK medals were won by students). However, arguably, this has less to do with the university than the individual. A more prominent indicator of university success is perhaps the partnerships with other country teams for the purposes of hosting. Whilst most of the hosting is in the London and South East, there are still universities actively hosting in the North (Durham, and Robert Gordon).

The survey showed universities seemed to become heavily involved in media/ marketing of their Olympic and Paralympic activities – it was the most common activity amongst respondents to the survey. “Increased visibility and reputation” was also the most commonly cited external impact in the survey. A number of institutions stated that they monitored the impact of their Olympic and Paralympic activity using press coverage indicators, such as Net Promoter Score and Advertising Value Equivalency. Positive feedback from athletes benefitting from facilities and/or experts was another example of impact on universities’ reputations.

Implications for Japan:

The Olympics presents the widest possible platform for Japanese universities to showcase their people and research, and amplify their reputations. Academics will be able to speak to the media, and advise businesses and public sector to advance the Games. Students who win medals were certainly claimed by their UK universities as part of their brand and will be used for many years afterwards to support alumni relations. Japanese students who are likely Olympic athletes should therefore be watched and supported by their universities now. Japanese universities within easy reach of Tokyo will probably be most popular as hosting opportunities. However, those further afield can still have a chance to host if they can demonstrate particular value or leverage pre-existing relationships, such as that of Durham University with Sri Lanka, which had supported the country after the tsunami.

The importance of increasing universities' visibility through marketing of their activities (whatever these may be) and involvement with the press is clear from the survey. If universities have access to internal media/ public relations and marketing departments, these will prove a useful tool in the lead-up to and during the Olympics and Paralympics.

Hypothesis 11: The universities who were most involved in the Olympics and Paralympics saw improvements in staff/student motivation and recruitment.

Hypothesis status: partially proven

The Olympics and Paralympics appears to have enhanced staff and student motivations, but not led to a long term increase in student applications as the UK is already a very well developed market, and fee increases in 2012 prevented recruitment increases. Desk research has not found any specific data to support this hypothesis either way but interviewees in the case studies were clear that the Olympics and Paralympics had made a hugely positive impact on staff and students. UEL were confident that their Olympic involvement had helped them attract higher quality students, as well as specific athletes, if not more in absolute numbers. The increase in fees prevented numbers increasing in 2012, as many students had rushed to miss the increase by entering university in 2011. Loughborough had established valuable Japanese partnerships.

A small number of survey respondents stated that one of the 5 most evident examples of impact of Olympic and Paralympic activity were "improved human resources and staff recruitment". There is no evidence in relation to easier/better staff recruitment. Since the UK is already one of the top recruiter countries for international students, it is hard to see whether more international students came because of the Olympics and Paralympics. Recruitment figures do not support this hypothesis.

In the survey, there were several of examples of specialist Olympics-related teaching modules being developed into existing university programmes, such as Sheffield Hallam's press operations module, as part of its Sports Journalism course, University of the Arts' international sport module and University of Central Lancashire's sport and international aid module. While this is perhaps evidence of increased interest in sport, there is nothing to suggest that there was increased recruitment to sporting programmes at UK universities. The Olympics and Paralympics coincided with the 2012 increase in fees for UK undergraduates, which led to a decline in enrolments to sports programmes. There was

however evidence that universities saw the Olympics and Paralympics as an opportunity to improve the student experience, which is monitored annually through the National Student Survey. In the survey, “improved student experience” was the third most commonly cited as being an important internal impact.

Implications for Japan:

We believe that the Olympics and Paralympics presents a very real opportunity for Japanese universities to recruit students in a market that is undeveloped, provided that they can also show they offer all the other elements that win students. Olympic and Paralympic activities and the reputational benefits that come with them are enough at least to encourage prospective students to consider your offer with greater interest.

Hypothesis 12: Universities in London and the South East were more likely to become involved in Olympic-related activity and maintain a legacy

Hypothesis status: partially proven

UK universities across the country were involved in the Olympics and Paralympics although there is evidence from case studies and survey responses that the South East (i.e. near London) was slightly more engaged than other parts of the country. Universities in various locations participated in a wide range of activities. Of the institutions represented in the survey which were involved in hosting, some were more than an hour away from London (such as Loughborough and Birmingham) while others were on the doorstep of the Olympic Park (such as East London). There was some evidence to suggest that London universities were slightly more likely to be involved in legacy activity (based on a very small sample) – however there were numerous examples of legacy seen outside the capital.

Some universities near the stadium, like University of Greenwich, were closely involved in the London 2012 Games. Greenwich was named as an official host venue for the Olympic and Paralympic Games and the University’s students’ union building was part of the Greenwich Park venue, providing management facilities for equestrian sports, along with running and shooting in the modern pentathlon. Others that were also very near, like Queen Mary, had a fairly low key Olympic contribution, whilst others much further away had more involvement. Royal Holloway (about an hour from the main London stadium), University of

London was selected as one of two London 2012 Satellite Villages, hosting the world's elite rowers and sprint canoeists on campus. The University played host to more than 1,400 athletes and officials competing in the rowing events.

Implications for Japan:

Universities both near the stadium and further afield will have opportunity to become involved, although there will be some easier wins for those nearer Tokyo. What is clear, however, that all universities can make a great deal from the Olympics and Paralympics in Japan, provided that they engage in focused forward planning and clear strategy. Olympic and Paralympic activity is also easier if universities have particular research expertise and relevant partnerships.

Hypothesis 13: The London Olympics and Paralympics was useful for universities in building legacy activities that are still ongoing.

Hypothesis status: partially proven

A number of legacy benefits came in the form of building and facilities development, new research focus and interest, partnerships and in improved visibility and reputation through Olympic projects rather than financial benefits per se. *The survey results suggested that fewer institutions were involved in a legacy than in Olympic and Paralympic activity at the time. Overall, respondents appeared less positive considering their institution's involvement in the Olympic legacy. Success was seen by some, but seems to have been less widespread than it could have been.*

Arguably, it will take a few more years to see whether the London Olympics had long term impact for universities. The most salient legacy activity will probably be the universities building on the Olympic site, which has yet to be completed. There are probably softer impacts that cannot be captured, such as reputational advancements, league table improvements, and winning of contracts. There are also very few clear financial assessments as to the value of the Olympics and Paralympics for universities – a few examples are in the funding of new facilities which came about through the Games, or in contracts/ funding for ongoing projects.

Implications for Japan:

Universities do seem to have benefited enormously from the Olympics and Paralympics, particularly in terms of soft power (reputation, motivations, partnerships etc.) but the actual legacy is still being played out and is too soon to measure in absolute terms. A financial basis for evaluation is probably hard to carry out and does not seem to be a main driver for participation, although some universities appear to have benefitted financially on some level. Since many of the targets and outcomes are reputational based, it is likely that return on investment will remain hard to quantify in an empirical way.

Hypothesis 14: University funds invested in the Olympics and Paralympics were regarded as money well spent, although precise outcomes were hard to define and measure.

Hypothesis status: proven

Most universities felt that where they had put a great deal of effort into the Olympics and Paralympics, it was money well spent, just under a fifth believed they had made money and nearly half of survey respondents thought they would make money in the long term. While the higher education sector's involvement with the Games was not thought to be financially motivated at the time, 16% of institutions (equivalent to 26 institutions) expected to gain a net financial benefit overall as a result of the Games being held in London, with a further 46% (equivalent to 76 institutions) believing that it was a possibility. Almost 30% of senior managers, a group that might have been expected to give a more circumspect answer, believed there would be a financial legacy for their organisation (Engagement of Further and Higher Education with the London 2012 Olympic and Paralympic Games, SPEAR report, 2012). As yet there are no figures for return on investment.

Respondents' comments suggested that the experience of being involved was largely very positive, and in that sense investment can be considered money well spent. The impact and, where applicable, the legacy of the events, including student experience, new partnerships and research and better community relations all contribute towards universities' reputation and performance. Therefore, again, although financial return on investment is unclear, it appears to have been considered money well spent by many.

Implications for Japan:

It is predictable that Japanese HEIs will find it similarly hard to quantify the return on investment of the Olympics and Paralympics, but it appears there is money to be made by some, but most will find their return more one of reputational value, and being part of a unique event.

Hypothesis 15: UK HEIs with proactive and well-resourced reputation management teams and designated managers with Olympic and Paralympic responsibilities made effective impact in the Games.

Hypothesis status: proven

Many of the universities featuring in our case studies, who appear to have been amongst the most engaged in the Games, seem to have large PR/marketing teams and designated managers with Olympic roles. UCL has a sizeable central team of around sixty staff, half of whom are in marketing, and a non-pay budget of around £1.7 million. There are also communications officers in each faculty who report indirectly to the central team. Birmingham also has a large press and marketing team, as well as faculty specific communications officers. A small proportion of universities hired staff to supplement permanent staff during the Olympics and Paralympics, but most already had sufficiently large teams to make do with existing resources. According to the survey, those which did take on new staff often resourced from within the institution (offering staff secondments for example) or took on part-time/ interim staff. The majority of survey respondents stated that they did not take on new staff, the most common reason given being that they had sufficient marketing and PR professionals.

Implications for Japan:

If Japan wants to make the most of higher education in the Olympics and Paralympics, it needs to ensure it has people who have the capacity to communicate its stories of success to the outside world, ensuring it employs well qualified marketing and communications staff in particular. UK universities were able to make the most of all Olympic achievements, and ensure they were well communicated through social media, web pages, media experts and proactive placing of research stories. Reputation requires both amplification and quality, and it is not sufficient to just have quality.

Summary hypotheses table

Hypothesis	Conclusion	Implications for Japan
H1 Involvement in the London Olympics and Paralympics led to innovation for UK HEIs in the widest sense of the word (systems, processes, new technologies etc.)	Proven There were many examples of innovations developed by universities in and during the Olympics and Paralympics.	Japanese universities have the same opportunities to develop new technologies, programmes and partnerships with the tremendous catalyst of the Olympic and Paralympic Games.
H2 HEIs took advantage of Olympic and Paralympic opportunities to develop existing or build new facilities (separate from, or part of, the Olympic Park).	Proven The Olympics and Paralympics encouraged universities to improve their estates, and money from government and other sources expedited the infrastructural improvements.	We believe that the Japanese government might want to give early consideration to the role universities can play in taking over Olympic sites, in order to distribute learning and research in the heart of the capital.
H3 There were specific strategies and processes that UK HEIs adopted to realise their Olympic and Paralympic ambitions and manage their reputations.	Proven Universities that planned to be involved strategically were more likely to have a more satisfying and impactful Olympic interaction.	Japanese universities wanting to make the most of the Olympics and Paralympics should agree institutional strategies early on, and seek partnerships to maximise involvement.
H4 Funding from the British government allowed UK universities to benefit from the Olympics and Paralympics and help establish a legacy.	Proven Government money clearly helped UK universities participate in the Olympics and Paralympics, establish partnerships, lead research, and build new estates.	The Japanese government can have a critical role in enabling universities to make the most of the Olympics and Paralympics, both during and after the event

Hypothesis	Conclusion	Implications for Japan
H5 There were shared platforms, agencies and media, which enabled UK HEIs to work together for greater visibility and impact (for example Podium).	Proven Podium had great success in enabling universities to become involved. There was evidence of many partnerships formed, some of these between universities, such as the RELAYS project between South West universities.	Universities during the Olympics and Paralympics in Japan are likely to gain more from working in partnerships than solo endeavours, especially if they want to attract additional government and commercial funding
H6. The Olympics and Paralympics provided a conduit for research and created greater research impact for universities.	Proven There were many different academic and professional projects that looked at the best way to conduct the Olympics and Paralympics based on past Games, covering the Cultural Olympiad, predicting number of medals won, and the impact on the host city.	The impact of Olympic and Paralympic research is likely to continue for several years after the Olympics and Paralympics, and academics and university professionals will be a rich source of expertise for their own government, business and other countries.
H7. Universities specialising in a particular research focus were able to make more of the Olympics and Paralympics than those who did not.	Proven Universities and academics who have a clear specialism relevant to the Olympics and Paralympics (involved in research relating to the Olympic stadium or the influx of visitors, construction/traffic flow, sports science research, tourism, impact/ social studies) were able to showcase their work most easily.	It is likely that Japanese universities who can offer the right kind of specialist support and expertise for the Olympics and Paralympics will be able to become involved easily and gain reputational advantage.
H8. The Olympics and Paralympics enabled new national and international partnership building amongst HEIs.	Proven The Olympics and Paralympics clearly encouraged many partnerships between UK organisations.	Universities in Japan would likely benefit from looking to their existing links in the UK and elsewhere and using the Olympics and Paralympics as an opportunity to extend these links.

Hypothesis	Conclusion	Implications for Japan
H9. The Olympics and Paralympics created opportunities for universities to collaborate successfully with Olympic sponsors to create strong beneficial and ongoing links with industry.	Partially Proven There is evidence of universities collaborating with government and agencies but less interaction with industrial sponsors than we expected to see.	There will be many immediate partnerships as a result of practical tenders to build and deliver the Olympics but they may be more public and government partners than private companies.
H10 The Olympics and Paralympics allowed British universities to showcase their own contributions to society and raise their brand image through a range of careful and opportunistic events and activities.	Proven Universities presented many activities, lectures, seminars, parties, and of course sports to showcase their prowess, their professionalism, and extensive facilities to an array of publics.	The Olympics and Paralympics presents the widest possible platform for Japanese universities to showcase their people and research, and amplify their reputations.
H11. The universities who were most involved in the Olympics and Paralympics saw improvements in staff/student motivation and recruitment.	Partially Proven The Olympics and Paralympics appears to have enhanced staff and student motivations, but not led to a long term increase in student applications as the UK, which is already a very well developed market, and fee increases in 2012 prevented recruitment increases.	The Olympics and Paralympics presents a real opportunity for Japanese universities to recruit students in a market that is undeveloped. Olympic and Paralympic activities and the reputational benefits that come with them are enough at least to encourage prospective students to consider your offer with greater interest.
H12. Universities in London and the South East were more likely to become involved in Olympic-related activity and maintain a legacy than those outside the South East.	Partially Proven Many UK universities across the country were involved in the Games although there is evidence from case studies and survey responses that the South East (i.e. near London) was slightly more engaged than other parts of the country.	Universities both near the stadium and further afield will have opportunity to become involved, although there will be some easier wins for those nearer Tokyo.

Hypothesis	Conclusion	Implications for Japan
H13 The London Olympics and Paralympics was useful for universities in building legacy activities that are still ongoing.	Partially Proven A number of legacy benefits came in the form of building and facilities development, new research focus and interest, partnerships and in improved visibility and reputation through Olympic and Paralympic projects rather than financial benefits per se.	Japanese universities need to be mindful of the legacy of their activities. Ensuring activities and partnerships well in advance greatly facilitates maintaining a legacy.
H14 University funds invested in the Olympics and Paralympics were regarded as money well spent, although precise outcomes were hard to define and measure.	Proven Most universities felt that where they had put a great deal of effort into the Olympics and Paralympics, it was money well spent. According to Podium, just under a fifth of institutions expected to make a net financial benefit and just under half believed it was possible.	It is predictable that Japanese HEIs will find it similarly hard to quantify the return on investment of the Olympics and Paralympics, but it appears there is money to be made by some. Most will find their return more one of reputational value, and being part of a unique event.
H15 UK HEIs with proactive and well-resourced reputation management teams and designated managers with Olympic and Paralympic responsibilities made effective impact in the Games.	Proven Many of the universities featuring in our case studies, who appear to have been amongst the most engaged in the Games, seem to have large PR/marketing teams and designated managers with Olympic roles. E.G. Birmingham has a sizeable central team with staff in offices of communications, marketing, international relations, outreach, creative media, stakeholder relations etc. and faculty communications roles.	If Japan wants to make the most of higher education in the Olympics and Paralympics, it needs to ensure it has people who have the capacity to communicate its stories of success to the outside world, ensuring it employs well qualified marketing and communications staff in particular.

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