

Active Colleges Evaluation:

Annual Evaluation Report 2016

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Executive Summary

This report provides a summary of the main points arising from analysis of the following activity associated with CFE Research’s evaluation of the Active Colleges programme:

- **CSM Yr3 Student Leisure Survey:** conducted in Colleges in April 2016 benefiting from a College Sport Maker (CSM). We received just over 16,000 responses to this wave of Leisure Surveys.
- **Longitudinal Survey of Participants:** A follow-up survey with respondents to Student Leisure Surveys either 12, 18 or 24 months after completing their first Leisure Survey at participating colleges. We received just over 1, 750 responses to the survey.
- **A series of in-depth interviews** with a total of 18 National Governing Body (NGB) and County Sports Partnership (CSP) organisations to understand the impact of the Active Colleges programme on wider community activity.
- **Six-monthly reporting** from College Sport Makers and Further Education Activation Fund (FEAF) colleges.

Headline Statistics

<p>Key measure of participation for Sport England: <i>whether an individual has participated in 30 minutes or more of sport or physical activity, which was enough to raise their breathing rate, in the past week.</i></p> <p>Since the start of the Active Colleges programme there has been a 3.5% increase in student participation in sport or physical activity.</p>			
<p><i>Participation amongst under-represented groups in college has also increased...</i></p>			
<p>Female students +6.0%</p>	<p>BAME students +6.8%</p>	<p>Disabled students +7.5%</p>	<p>Non-sports qualification students +4.9%</p>
<p><i>Students stated that college sport...</i></p>			
<p>has enhanced the student experience 50.5%</p>	<p>meant that I attended college more often 35.5%</p>	<p>helped me with my college work 50.6%</p>	<p>helped me develop employability skills 49.7%</p>
<p>was influential in my decision about which college to apply to 30.0%</p>			

Key messages

Message 1: There has been a statistically significant increase of 3.5% in the participation rate for students taking part in sport or physical activity at colleges with a CSM since the baseline Student Leisure Survey.

Message 2: The majority of students perceive that their college now offers more sport or physical activities. Compared to the baseline figure, more students state that they are typically undertaking more sport or physical activity than in the previous year. An increase in opportunities to take part in sport or physical activity is likely to have played a key role.

Message 3: Participation in sport and activity has increased more amongst groups of students with traditionally lower levels of participation, including female, disabled and Black and Minority Ethnic (BAME) students. This has narrowed the gap in participation rates by gender, disability and ethnicity.

Message 4: Participation in sport or physical activity amongst respondents to the Longitudinal Survey of Participation continues to increase, despite the very high levels of engagement amongst this group of respondents. This is particularly the case amongst those traditionally less likely to participate.

Message 5: Despite the very positive overall participation rates there is still work to be done in raising student participation. There remains around a fifth of students who do not currently participate in sport or physical activity.

Message 6: Participating in sport and physical activity as part of college life can improve students' physical and mental well-being and can positively impact on educational attainment and increased employability.

Message 7: Changes in attitude towards sport or physical activity have little impact on the likelihood that someone will participate in more sport. In contrast, a positive or negative experience of sport is a much greater indicator of an increase or decrease in participation and the likelihood for this participation to be sustained.

Message 8: A negative college sport experience is more likely to lead to a drop in participation than a positive college sport experience is likely to lead to increased participation. Furthermore, students with a negative experience of college sport are also more likely to report this experience and drop in participation than those with a positive experience will report an increase.

Message 9: For colleges, evidence that college sport impacts on the recruitment, retention and attainment of students as well as the reputation of the college itself is more important, strategically, than an increase in participation in sport and physical activity. In today's challenging economic environment for FE Colleges, linking the impact of college sport to strategic priorities (including reputational and financial strategies) is critical for the continued funding of college sport.

Message 10: Evidence from the Yr3 CSM Student Leisure Survey indicates that college sport can positively impact on these strategic priorities. Those delivering college sport need to find clear and simple ways of presenting this information to key decision-makers within each college.

Message 11: Creating sporting links and building partnerships with national, regional and local organisations outside the college is crucial in establishing lifelong sporting habits. These connections can also build important relationships for sustaining college sport in the future and demonstrating

wider impact on local economies and other community outcomes. Evidence from the latest Yr3 CSM Leisure Survey suggests that these connections are being made widely and effectively.

Message 12: Interviews with NGBs and CSPs highlight the significant impact of the Active Colleges programme in building and strengthening partnerships to deliver on their strategic and operational objectives. The dedicated role of the College Sport Maker is fundamental in enabling NGBs and CSPs to have a key contact point to develop and deliver sustainable, bespoke sport and physical activity that can be embedded into the college and wider community.

Message 13: There is some concern across the NGB and CSP network that there is little succession planning taking place for when Active Colleges funding ends. Ensuring that new and established college partnerships are maintained, and even strengthened, will be critical to increase and sustain participation in sport – and the consequent myriad of benefits that brings – to local and regional communities.

01. Introduction

Evaluation context

In October 2012 Sport England commissioned CFE Research to undertake an evaluation of the Active Colleges programme, and to assess and report on its impact. The evaluation focuses on three main objectives: To measure the impact of Active Colleges on the number and proportion of FE college learners regularly participating in sport (at least one times 30 minutes per week); To find out what works, how, in what context and for whom; and to communicate the evidence effectively to optimise its influence on policy and practice. This is the fourth annual report for the evaluation and provides a summary of the main points arising from analysis of the following evaluation activity:

- **College Sport Maker Yr3 Student Leisure Survey:** conducted in Colleges in April 2016 benefiting from a CSM. We received just over 16,000 responses to this wave of Leisure Surveying¹.
- **Longitudinal Survey of Participants:** A follow-up survey with respondents to the Student Leisure Survey either 12, 18 or 24 months after completing their first Leisure Survey at participating colleges². Administered in February 2016, just over 1, 750 responses were received.
- **A series of in-depth interviews** with a total of 18 NGBs National Governing Body and CSPs organisations to understand the impact of the Active Colleges programme on wider community activity.
- **Six-monthly reporting** from CSM and FEAF colleges.

Student Leisure Surveys

In April 2013 the inaugural Active Colleges Student Leisure Survey was circulated to colleges with a CSM in post (*baseline*). Subsequently, three further waves of the Student Leisure Survey has been administered across the CSM network of colleges (*Yr1, Yr2 and Yr3*). This report presents findings from the latest wave of CSM Student Leisure Surveys (CSM Yr 3). In addition, a Student Leisure Survey is also circulated to colleges in receipt of FEAF funding. To date there has been a total of three waves of FEAF Student Leisure Surveys (*baseline, Yr1 and Yr2*). Each wave of FEAF Student Leisure Surveys is reported on separately each winter.

The Student Leisure Survey provides information on past and present sporting and physical activity undertaken by students currently enrolled at participating colleges. The survey was developed by CFE with support from Sport England, and was administered by the colleges to students themselves. To date across all of the Student Leisure Survey waves (CSM and FEAF) more than 90,000 responses have been received. This makes the Student Leisure Survey one of the largest surveys about sports participation in the UK.

¹ All CSM Yr3 Leisure Survey Reporting is based on weighted data. All Longitudinal Survey of Participants reporting is based on unweighted data

² The Longitudinal Survey of Participants includes respondents from the FEAF Yr 1 Leisure Survey, the CSM Yr 1 Leisure Survey and the CSM Year 2 Leisure Survey – respondents were asked in these Leisure Surveys whether they would be willing to be recontacted to take part in follow-up research at a later date.

CSM Yr 3 Leisure Survey

The CSM Yr3 Leisure Survey was launched in April 2016 and circulated to all colleges across the Active Colleges network with a CSM. As highlighted above, just over 16, 000 students responded to the survey across a total of 130 colleges. The profile of respondents is as follows:

- 49.2% of respondents were male students and 50.8% were female students;
- 20.1% of respondents were aged 16 years or younger; 38.7% were aged 17; 23.5% were aged 18; 7.7% were aged 19; and 10.0% were aged 20 or over;
- 77.5% of respondents classify their ethnicity as 'White British', with 22.5% classified as Black Asian or Minority Ethnic (BAME);
- 8.0% of respondents had a self-reported disability;
- 92.5% of respondents were studying full-time, while one-in-five (19.6%) were undertaking a sport-related course or qualification;
- Over half (55.8%) of all students were undertaking paid or unpaid work alongside their studies.

Longitudinal Survey of Participants

As well as the CSM Yr 3 Leisure Survey, this annual report also includes analysis of responses to the Longitudinal Survey of Participants. The Longitudinal Survey of Participants was sent to a sample of students who had completed either the CSM Yr1 survey (Spring 2014), CSM Yr2 survey (Spring 2015) or FEAF Yr1 Survey (Autumn 2014). The Longitudinal Survey of Participants was administered in Feb 2016, meaning each respondent completed a survey between 12 and 24 months on from their initial Leisure Survey response. The purpose of the Longitudinal Survey of Participants is to explore continued participation in or changes towards sporting activity, and the potential impact that college sport has had on this participation. Just over 1, 750 respondents completed the survey – more than 10% of the total sample. The profile of respondents is as follows:

- 59.0% were in their first year at college when they completed their Leisure Survey;
- 38.4% of respondents were male and 61.6% female;
- 73.4% were White British, 26.6% were BAME;
- 8.1% of respondents had a self-reported disability.

National Governing Body and County Sports Partnership Interviews

In addition to the two primary surveys discussed throughout the report, analysis of 18 in-depth interviews with NGBs and CSPs are also presented in this report. The main objective of these interviews is to assess wider community and stakeholder perceptions of the impact of the Active Colleges programme on their own organisations, colleges involved and students participating.

- NGBs for the following sports were interviewed: Archery, badminton, canoeing, football (two interviews), netball, tennis and volleyball.

- The following regional CSPs were interviewed: Bedfordshire and Luton, Berkshire, the Black Country, Buckinghamshire, Cornwall, Merseyside, Nottinghamshire, South Hampshire and the Isle of Wight, Sussex, and Shropshire, Telford and Wrekin.

Six-monthly reporting

Finally, this report contains information from both CSM six-monthly and FEAF reporting cycles. Active colleges are expected to complete regular data returns to Sport England which monitor: progress against specific targets and qualitative descriptions of recent activity outlining how they are meeting the programmes aims and objectives.

Report Structure

The report is structured around understanding the impact of the programme across the following four sections:

- Impact on participation;
- Impact on students;
- Impact on colleges;
- Impact on the wider community.

02. Impact on Participation

Overall Participation

The first section of the report provides information on levels of sports participation at Active Colleges with a CSM. The key measure of participation for Sport England is whether an individual has participated in **30 minutes or more of sport or physical activity, which was enough to raise their breathing rate, in the past week (the ‘1x30minutes’ measure).**

Analysis of the most recent Yr3 CSM Student Leisure Survey shows an increase in participation from **77.5%** of students in the baseline survey³ to **80.2%** in the latest survey⁴. This represents a statistically significant increase in participation, up by **2.7** percentage points, or a total increase in participation of **3.5%**. This increase equates to approximately an additional **40,000** students participating in sport or physical activity since the start of the programme in 2012. Figure 1 shows the distribution of student participation by number of days for the baseline survey compared to the latest CSM Yr3 survey.⁵

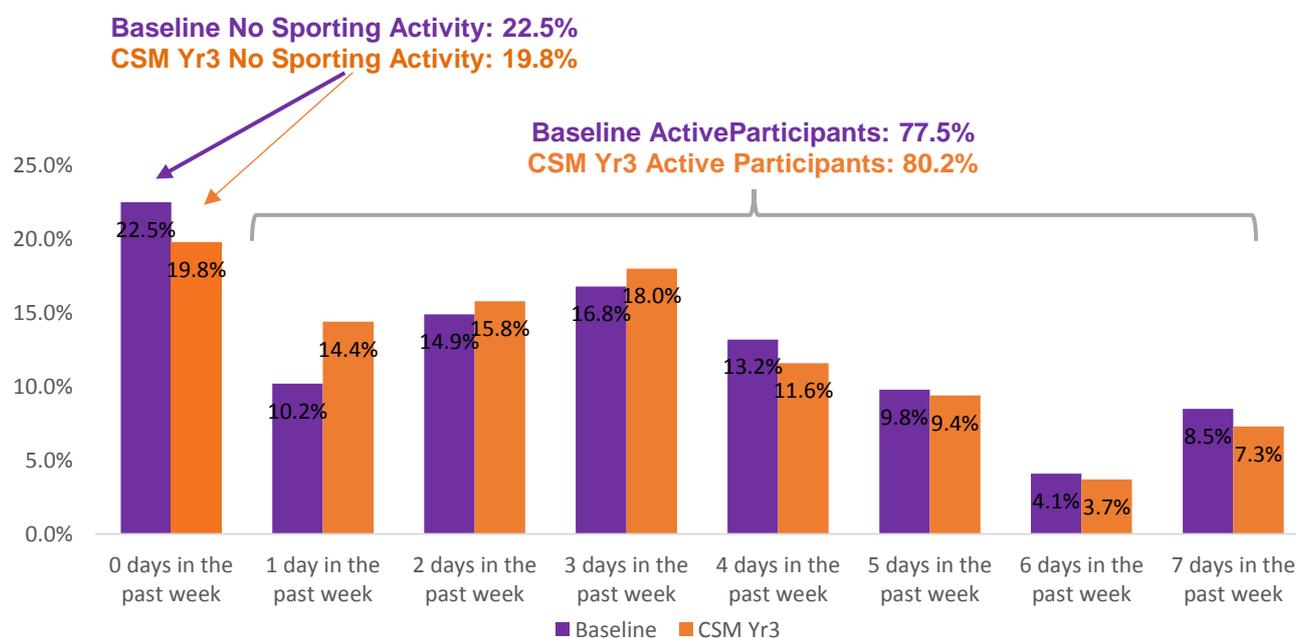


Figure 1: Number of days respondents stated they participated in sport or physical activity for 1x30 minutes in the past week which raised their breathing rate; baseline base=12,000; CSM Yr2 base=16,246.

Sports participation across Active Colleges in the baseline was already at a high level, and this increase represents real impact.

³ The baseline survey (the Student Leisure Survey, Wave 1) was conducted in April 2013 and created a measurement of participation and impact from which the data from subsequent surveys can be compared.

⁴ Student Leisure Survey, Wave 7, Year 3 College Sport Maker Survey (CSM Yr3) April 2016.

⁵ For a comparison of baseline against combined latest FEAF and CSM figures see Appendix 3.

Students participating in 1x30 minutes of sport or physical activity in the last week may be referred to as **active participants**. Table 1, below, shows that **compared to the previous year** active participants say they are now typically undertaking more sport or physical activity than in the baseline. Compared to the baseline survey there has been a:

- **3.4%** increase in the number of students who state that they typically undertake more sport or physical activity compared to the previous year.
- **23.1%** decrease in the number of students who state that typically undertake less sport or physical activity compared to the previous year.

This suggests that there are now slightly more students participating in more sport and physical activity compared to the previous year, and fewer students participating in less sport and physical activity compared to the previous year.

Amount of sport or physical activity compared to this time last year	Baseline figure (%)	CSM Yr3 figure (%)	Percentage point change	Percentage change
...more now than last year	35.3	36.5	+1.2%	+3.4%
...the same amount	32.3	36.5	+4.2	+13.0%
...less now than last year.	32.4	24.9	-7.5	-23.1%

Table 1: Changes in typical sports participation levels between baseline and CSM Yr 3 Leisure Surveys; variable baseline; “don’t know” option removed.

As well as sports participation rates, in the latest CSM Yr3 survey, those students who were in their 2nd or 3rd year at the college were asked whether the sports offer had improved compared to the previous year. Just under two-fifths of respondents (37.3%) believe that the college now offers **more** sport and physical activities than it did a year ago (Table 2). Over a third of students (35.3%) did not know or were unsure about the college sports offer, suggesting that there is scope to improve perceptions of the college sports offer further.

	CSM Yr3 Figure (%)
The college now offers more sport and physical activities	37.3
The college still offers the same amount of sport and physical activities	22.5
The college now offers less sport and physical activities	4.9
I don’t know/I’m not sure	35.3

Table 2: Non-first year students’ perception of the change in sport and physical activities on offer at their college; variable bases.

Student participation and the sports offer in college are likely to be influenced by the scope and scale of activity undertaken by CSMs and activators at FEAF colleges. Indeed, between the baseline survey (Aug 2013) and most recent Yr3 CSM Leisure Survey (April 2016) there is evidence of a marked increase in sport or physical activity against a number of **proxy measures** at colleges with a CSM (Table 3).

Key outcome from college sport	Baseline figures (Aug 2013)	Actual figures (Feb 2016)
Community Links	163	655
Regular Participation Activities off College Site	50	371
Regular Participation Activities on College Site	294	1733
Student Volunteers ⁶	500	2273

Table 3: Total activity numbers across 156 CSM colleges with complete data on the CSM Delivery Plan Target Tracker.

Table 4 also shows that, as well as CSM proxy measures, FEAF colleges are also performing well against programme targets. Across all FEAF colleges, in terms of participant and throughput figures, targets are being delivered. Both this table and Table 3, above, show significant improvements in the sports offer available to students across the Active Colleges network.

	Target period to date	Actual period to date	Performance against target
Participant target	55,416	106,368	192%
Throughput target	622,405	1,026,375	165%

Table 4: FEAF participation and throughput performance from 121 FE Activation Fund colleges.

Participation by Different Students

The headline participation increase masks a number of further positive changes in student participation in sport or physical activity, particularly for many students who have traditionally had lower participation rates. Figure 2, shows the percentage of students who participated in 1x30 minutes or more of sport or physical activity by different demographic groups, and the change in participation between the baseline and CSM Yr 3 surveys.

The figure shows that, in comparison to the baseline data, there has been a variable increase in participation rates across every demographic category, except for those studying for a sports qualification, which fell marginally by 0.6%. In particular, the Yr3 CSM Leisure Survey shows that participation has increased since the baseline survey for BAME groups (+6.8%), females (+4.8%), disabled students (+7.5%), part-time students (+1.3%) and students undertaking a non-sports qualification (+4.9%).

While female students, disabled students and BAME students still participate less frequently the gap in participation has closed considerably – these increases equate to approximately **28,000** more female students participating; **16,000** more BAME students participating; and **15,000** more disabled students participating, compared to the baseline figures.

⁶ Student volunteering here refers to any sports related volunteering taking place within the college, whether linked to College Sport Maker activity or not.

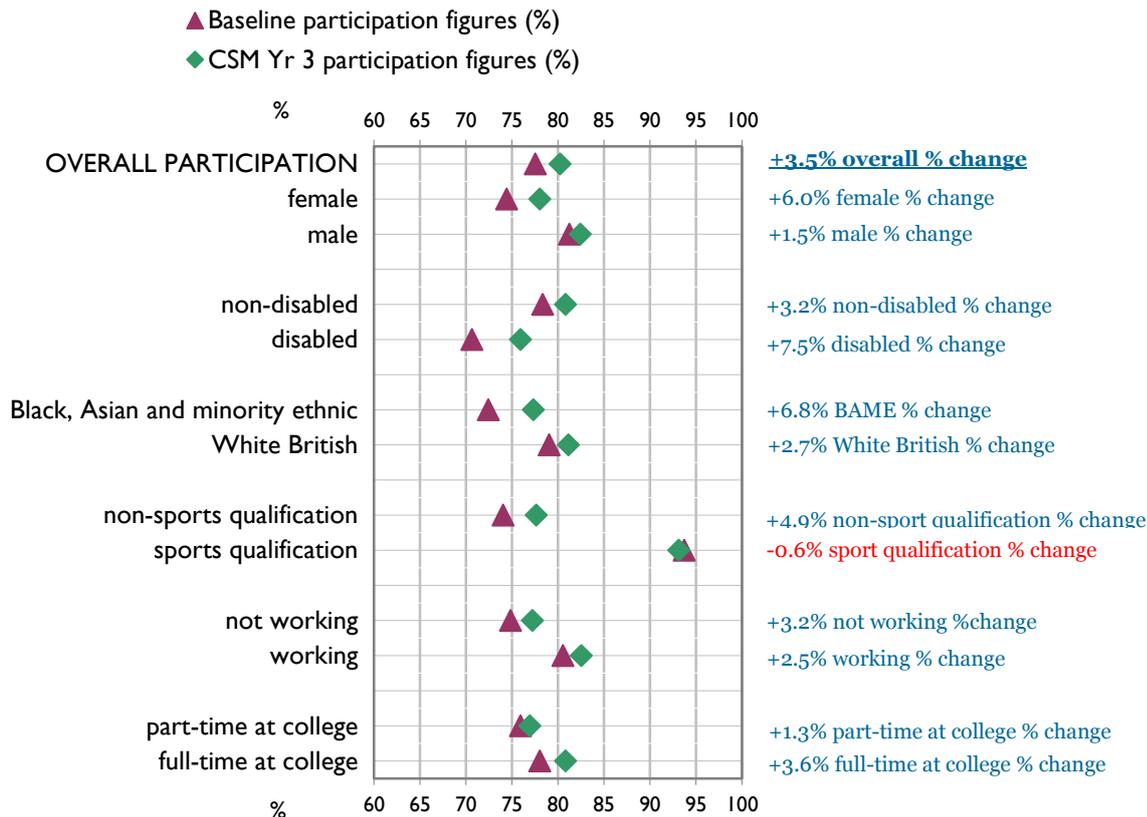


Figure 2: Participation and % change in participation by demographic groups between the Baseline survey and the latest CSM Yr3 survey (Baseline base =12,000; CSM Yr3 base=16,246).

Part of the reason for this increase in participation across under-represented groups is the way in which Active Colleges are working to encourage long-term engagement across different colleges and college sites. For example, a common approach amongst active colleges has been to engage with traditionally under-represented groups through a closer understanding of specific groups of students’ needs – effectively through being more *customer focused*. An example of this breadth of activity is provided below -

We looked at our existing provision and targeted areas that had previously been under-represented. There has been an emphasis on activities for female students in terms of sports and fitness activities, we have provided more opportunities for our relatively small number of students with disabilities and found opportunities for outdoor activities and combat sports, as the traditional sports had been well catered for previously [...]

At the start of each year we have asked tutors to get their tutees to complete a College Sports Questionnaire, targeting all students and one of the questions has asked for sports/activities that students would like to see offered but not already available. We have tried to find coaches and facilities for popular additional activities and have usually been able to find a high standard of both. We have involved the Student Union in researching student demand and interest.

The Henley College [FEAF College Reporting, December 2015].

While this presents one example, it is indicative of the broad range of activities taking place across the Active College network which are helping to increase participation in groups of students with traditionally lower levels of participation in sport or physical activity.

Ongoing Participation

Results from the Longitudinal Survey of Participation suggest that the majority of respondents are continuing to take part in 1x30 minutes of sport or physical activity per week.⁷ Figure 3 shows that between the Leisure Surveys and the Longitudinal Survey of Participants, those taking part in sport or physical activity has increased from **90.5%** to **91.9%**. While it is not possible to isolate the impact of the Active Colleges programme here, it is clear that participation has continued to increase overall.

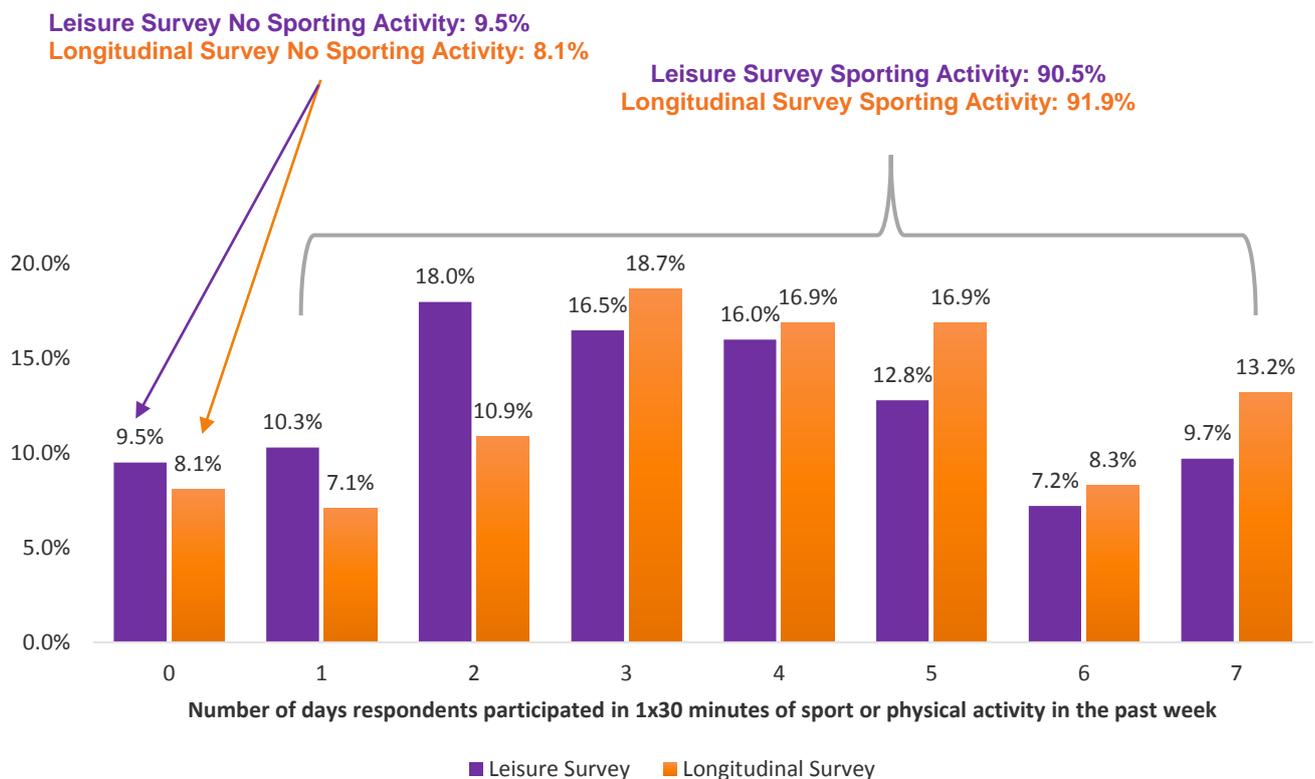


Figure 3: Change in sport or physical activity between Leisure Survey and Longitudinal Survey; base 1,796.

Table 5 shows that those traditionally less engaged in sport have also increased participation between initial Leisure Surveys and the Longitudinal Survey of Participants. This is particularly the case for BAME students.

⁷ It should be noted that respondents to the survey were self-selecting, and the data suggests that these were more likely to have taken part in sport during college than the wider population of students. Nevertheless, the data is positive.

Change in measure of activity between Leisure Survey and Longitudinal	Leisure Survey (mean number of days)	Longitudinal Survey (mean number of days)	Change in mean number of days respondent participated in sport or physical activity
Overall	3.35	3.79	+0.44
Male	3.58	4.00	+0.42
Female	3.21	3.65	+0.44
White	3.52	3.90	+0.38
BAME	2.87	3.48	+0.61
Non-Disabled	3.37	3.85	+0.48
Disabled	3.04	3.35	+0.31

Table 5: Change in mean number of days of participation in sport or physical activity across respondent types; bases vary.

Figure 4 shows that respondents indicate a positive change in participation irrespective of their employment or study environment. For example, those now in full time employment have experienced a **+6.3%** increase in participation, compared to when they were at college. The only circumstance which has seen a decline in participation (**-3.2%**) are those respondents who are now at another, different FE college (outside of the Active Colleges programme).⁸

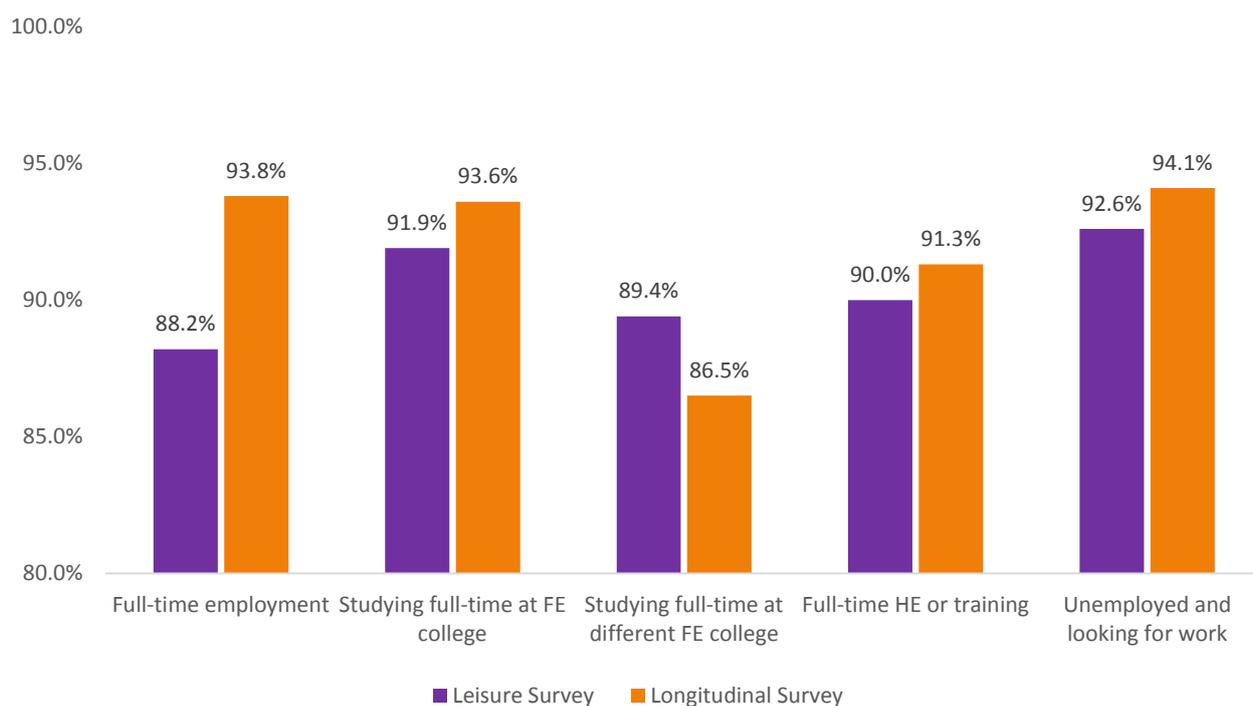


Figure 4: Participation at Longitudinal Survey by current situation/circumstance; bases vary.

⁸ Caution should be exercised – the bases for those respondents studying full-time at a different FE college, and those Unemployed/looking for work are small (67 and 69 respondents respectively) compared to those in FT employment (228), studying full-time at the same FE college (567), or studying full-time in HE (444).

Figure 5 shows that respondents to the Longitudinal Survey of Participants are more likely to have moved “**up the participation ladder**”, than “**down the participation ladder**”.⁹ Nearly half (45.7%) of respondents have increased their participation in sport or physical activity, while 28.8% have reduced their participation. Of the group that participated in no sport or physical activity at their first Leisure Survey, only 3.2% remain.

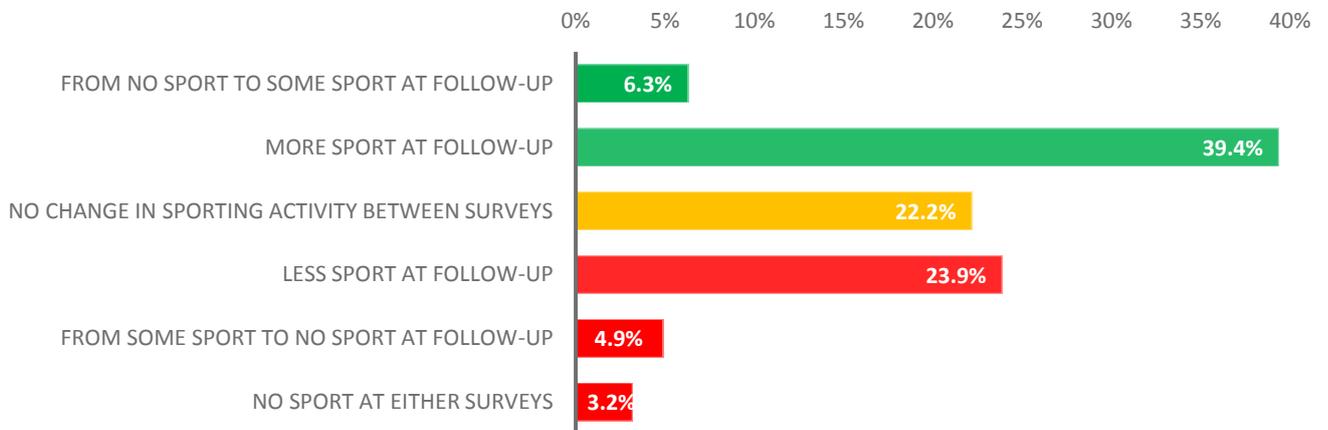


Figure 5: Movement of respondents between participation categories; bases vary.

Of those that participate in less sport or physical activity, the main reasons were because:

- Overall they have less time;
- They have work commitments which take priority;
- They consider the sport or physical activity available to them as too expensive;
- They have no-one to participate with.

Figure 6 highlights that BAME (51.3%) and disabled (48.2%) respondents show the largest percentage of movement “**up the participation ladder**”.

⁹ **Move up the participation ladder** = a change in participation from no sport to some sport, or doing more sport at the Longitudinal Survey of Participants, compared to their original response at their first Leisure Survey;

Move down the participation ladder = a change in participation from some sport to no sport, or doing less sport at the Longitudinal Survey of Participants compared to their original responses at their first Leisure Survey.

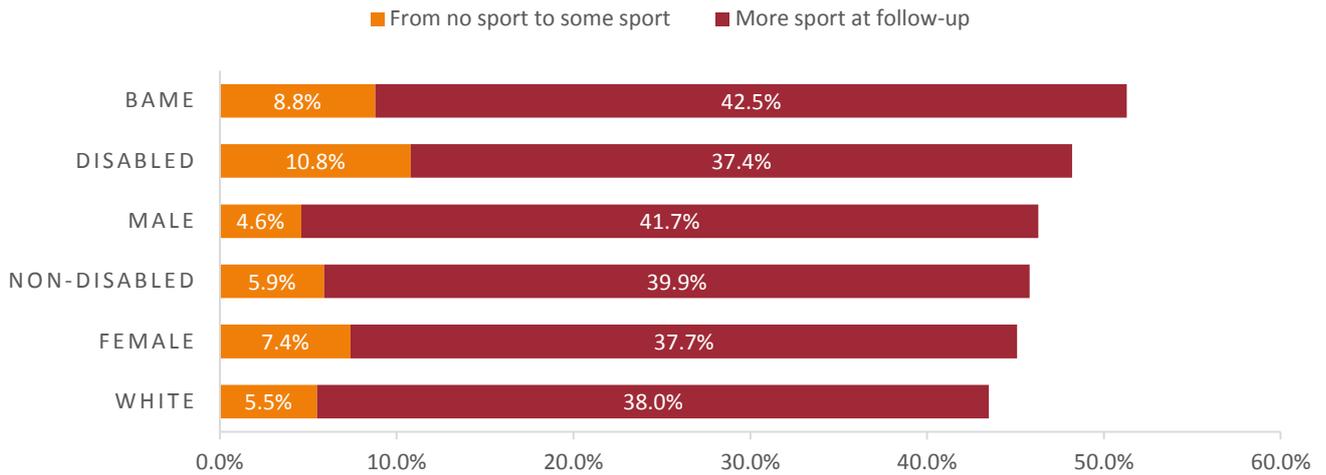


Figure 6: Positive participation movement by respondent type; bases vary.

Non-participation

While these participation statistics are encouraging, around a fifth of students (**19.8%**) at Active Colleges with a CSM are not currently engaging in any sport or physical activity. Of these non-participants, **44.3%** have taken part in sport or physical activity within the last 18 months (equivalent to **8.7%** of all students).

- This group of students are described as **lapsed participants** as they have participated in the past, but are not currently doing so.

The remainder of this group of students not participating in sport or physical activity in the last week (**55.7%**) have not taken part in any sport or physical activity at any time in the last 18 months (equivalent to **11%** of all students).

- This group are described as **inactive participants**.

An important role for CSMs is to continue to find ways to engage or re-engage with latent- and non-participants. Data from the Yr3 CSM Leisure Survey suggests this can be possible –

- Over two-thirds of latent participants (**68.1%**) said that they would be interested in re-engaging with sport and physical activity,

- Just under half (**43.7%**) of those who have not participated in any sport or physical activity in the previous 18 months said they would be interested in taking part.

Active Colleges need to ensure that the sports offer at the college is attractive to these students. This is particularly important in light of Sport England’s new 5-year strategic plan *Towards an Active Nation*¹⁰ in which one of the key strands of investment will be a focus on *tackling inactivity*. The strategy not only highlights that “although increasing the activity of an already active person [...] will benefit that individual’s health, it is nowhere near the benefit experienced by a sedentary person who takes up even

¹⁰ Sport England (2016). *Towards an Active Nation: Strategy 2016-2021*. Sport England. <https://www.sportengland.org/media/10629/sport-england-towards-an-active-nation.pdf>

a small amount of activity” (page 17), it also suggests methods for with those who are inactive: “programmes and projects must start with the needs of the individual – offering them activities when and where it suits them and where they feel comfortable. This maps against responses from students to the CSM Yr 3 Leisure survey. The four most common solutions latent and non-participants said that would help them to engage or re-engage were for colleges to:

1. Offer activity sessions that fit around my timetable;
2. Make me aware of the sports activities/clubs that are available at college;
3. Provide sessions that only include people of my standard/ability
4. Provide cheap activities/sessions

As well as these general re-engagement strategies, Active Colleges should be mindful that different student groups may require activities tailored more to their own needs. For example, female latent participants were more likely to be influenced by the provision of male- or female-only activities than male latent participants (**23.1%** against **3.3%** respectively). Disabled students were more likely to feel influenced to re-engage with the provision of sessions that only include people of their standard and ability compared to non-disabled students (**46.6%** vs. **27.4%**). An example of the kind of targeted activity is provided below by one CSM focussed on female participation:

[Female student] had ceased participating in any physical activity after leaving school due to family commitments and felt frustrated about not being active. After speaking with the College Sport Maker she was inspired to join a free after college girls’ basketball sessions as she had had an introduction to the sport at College and really enjoyed it. The sessions took place after college hours and focussed around an introduction to skills, followed by game-play [...] The sessions enabled [female student] to develop teamwork and communication skills whilst also improving her cardiovascular fitness [...] These sessions have given her the confidence to try other sports such as *turn up and play badminton* and *table tennis sessions*. As a result she recently participated in an intra-college mixed badminton doubles fundraising tournament and after several highly competitive games emerged as the Champion.

Thomas Rotherham College [College Sport Maker, CSM Reporting, March 2016].

Concluding Key Messages from Impact on Participation

The key messages are:

Message 1: There has been a statistically significant increase of 3.5% in the participation rate for students taking part in sport or physical activity at colleges with a CSM since the baseline Student Leisure Survey.

Message 2: The majority of students perceive that their college now offers more sport or physical activities. Compared to the baseline figure, more students state that they are typically undertaking more sport or physical activity than in the previous year. An increase in opportunities to take part in sport or physical activity is likely to have played a key role.

Message 3: Participation in sport and activity has increased more amongst groups of students with traditionally lower levels of participation, including female, disabled and BAME students. This has narrowed the gap in participation rates by gender, disability and ethnicity.

Message 4: Participation in sport or physical activity amongst respondents to the Longitudinal Survey of Participation continues to increase, despite the very high levels of engagement amongst this group of respondents. This is particularly the case amongst those traditionally less likely to participate.

Message 5: Despite the very positive overall participation rates there is still work to be done in raising student participation. There remain around a fifth of students who do not currently participate in sport or physical activity.

03. Impact on Students

Overall Impact

Students who participate in sport or physical activity state that they experience both physical and mental health benefits as a result. Figure 7 shows the range and frequency of these benefits as reported by students in the CSM Yr3 Leisure Survey. The main physical benefit focuses on increased fitness levels, as might be expected. The broad range of mental health benefits, however, can have an impact not only on the students themselves, but also wider college strategic goals and even contribute to local and community benefits.

For example, general mental health improvements (reducing stress), engaging in a fun and enjoyable activity, increased confidence and making new friends can help engender positive attitudes and increase happiness. Further to this, respondents state that participation has improved their academic performance, development of employability skills and in some instances even kept them out of trouble/crime.

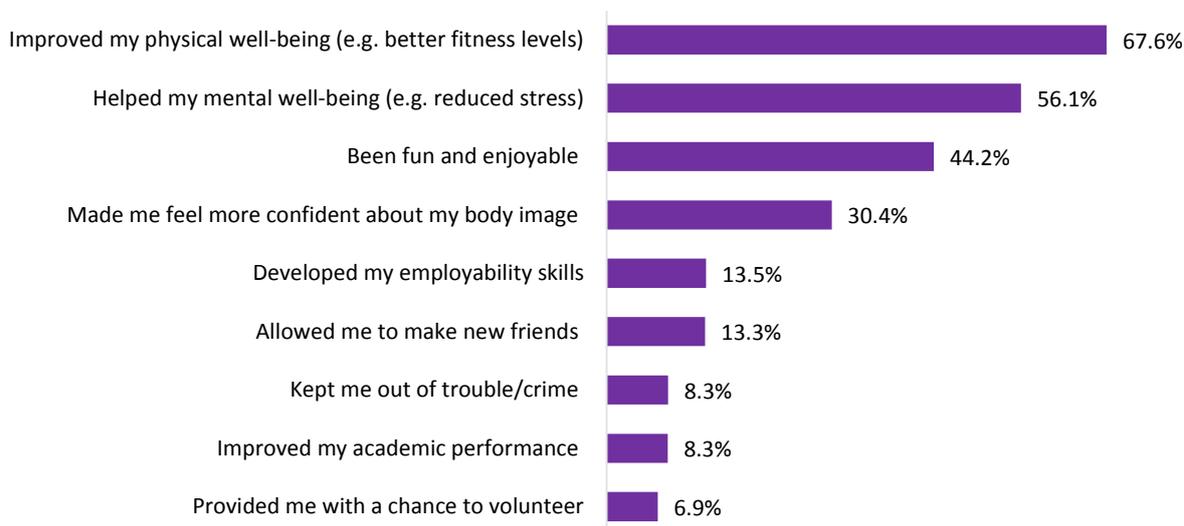


Figure 7: The frequency of the benefits of participation in sport or physical activity for active students, reported as being in their “top three”; base=10,259.

Impact on Different Student Groups

Different groups of students experience impact in different ways, and again it is important that colleges where possible, provide tailored sports participation opportunities. Table 6 describes the extent to which certain benefits are more likely to impact on certain groups – for example female students (**38.6%**) are more likely to report participation as making them feel more confident about their body image than male students (**21.5%**).

Participation in sport or physical activity has...	Male (%)	Female (%)	White British (%)	BME (%)	Sports qualification (%)	No sports qualification (%)	Disability (%)	No disability (%)
Improved my physical well-being (e.g. better fitness levels)	64.4%	70.6%	69.1%	62.8%	57.7%	69.5%	57.9%	69.0%
Helped my mental well-being (e.g. reduced stress)	46.8%	64.5%	57.9%	49.9%	38.7%	59.4%	52.6%	56.5%
Been fun and enjoyable	45.6%	43.0%	46.3%	37.5%	40.8%	44.9%	42.7%	44.5%
Made me feel more confident about my body image	21.5%	38.6%	31.6%	26.8%	18.1%	32.8%	20.2%	31.9%
Developed my employability skills	18.2%	9.1%	12.4%	16.8%	26.1%	11.0%	17.2%	12.9%
Allowed me to make new friends	14.9%	11.9%	13.5%	12.8%	19.1%	12.2%	15.6%	13.0%
Kept me out of trouble/crime	13.5%	3.6%	7.1%	12.3%	13.8%	7.3%	11.8%	7.8%
Improved my academic performance	10.6%	6.1%	6.9%	12.8%	16.8%	6.6%	10.0%	8.0%
Provided me with a chance to volunteer	8.1%	5.9%	6.5%	8.4%	14.9%	5.4%	9.2%	6.6%

Table 6: Which benefits impact on which student groups; CSM Yr3, variable bases

This is of critical importance for CSMs, and Active Colleges across both CSM and FEAF College networks as Sport England’s new 5 year strategy¹¹ focuses on impact across five broad areas:

- Physical wellbeing;
- Mental wellbeing;
- Individual development;
- Social and community development;
- Economic development.

CSMs have described some of these benefits – from emphasising the health benefits for young people through to sports participation’s potential impact on behaviour in class and attainment levels. Indicative activity across the CSM network is highlighted in the example below associated with mental well-being.

[Mental Well-being] has been a big part of my [the CSM] role since starting in October 2014. I have signed up to the Time to Change pledge in association with Mind on behalf of the college, and which was fully endorsed by SMT. With the college, I have promoted the World Mental Health days with flyers with ways in which Physical Activity and exercise can help with improvements to mental health. I also promote the benefits of Physical Activity and exercise in the run up to exams to show how it relieves stress and improves memory by incorporating some exercise into a study programme - regular table tennis sessions in the Sports reception and canteen, for example, can be a great way to give students a break from studying as it is quick and easy to take part in. Weekly mind and body sessions are very popular with the students where I have now added an additional Yoga slot for staff only as I have collaborated with SMT and identified the importance of Staff well-being as well as student well-being. The key to embedding my [CSM] role in the future will be to cater for both staff and students - and this has made a real difference to the impact I make. I have also been able to

¹¹ Sport England (2016). Towards an Active Nation: Strategy 2016-2021. Sport England. <https://www.sportengland.org/media/10629/sport-england-towards-an-active-nation.pdf>

deliver my Pilates sessions at [the college's] CPD days as an option for staff to add exercise into their CPD programme.

Kingston College [CSM Six Monthly Reporting, February 2016 – Focus on Mental Well-being]

Changes in Attitude and Behaviour toward Participation in Sport or Physical Activity

While the majority of respondents (64.4%) to the Longitudinal Survey of Participants stated that they experienced **no change in attitude** toward sport and physical activity while at their college, nearly 3-in-10 experienced a **positive change in attitude** (28.6%) and just under 1-in-10 (7.0%) experienced a **negative change**. Based on these percentages we might expect to see differences towards participation rates across respondents experiencing different attitudinal changes. However, as Figure 8 shows, this does not seem to be the case. Of those experiencing a **positive change in attitude**, **48.0% increased** their participation in sport between Leisure and Longitudinal surveys. Of those that experienced **no change in attitude**, **45.4% increased** their participation in sport, and of those who experienced a **negative change in attitude**, **40.4% still increased** their participation in sport. At most, there is only a very weak correlation between attitude change and tendency to participate.

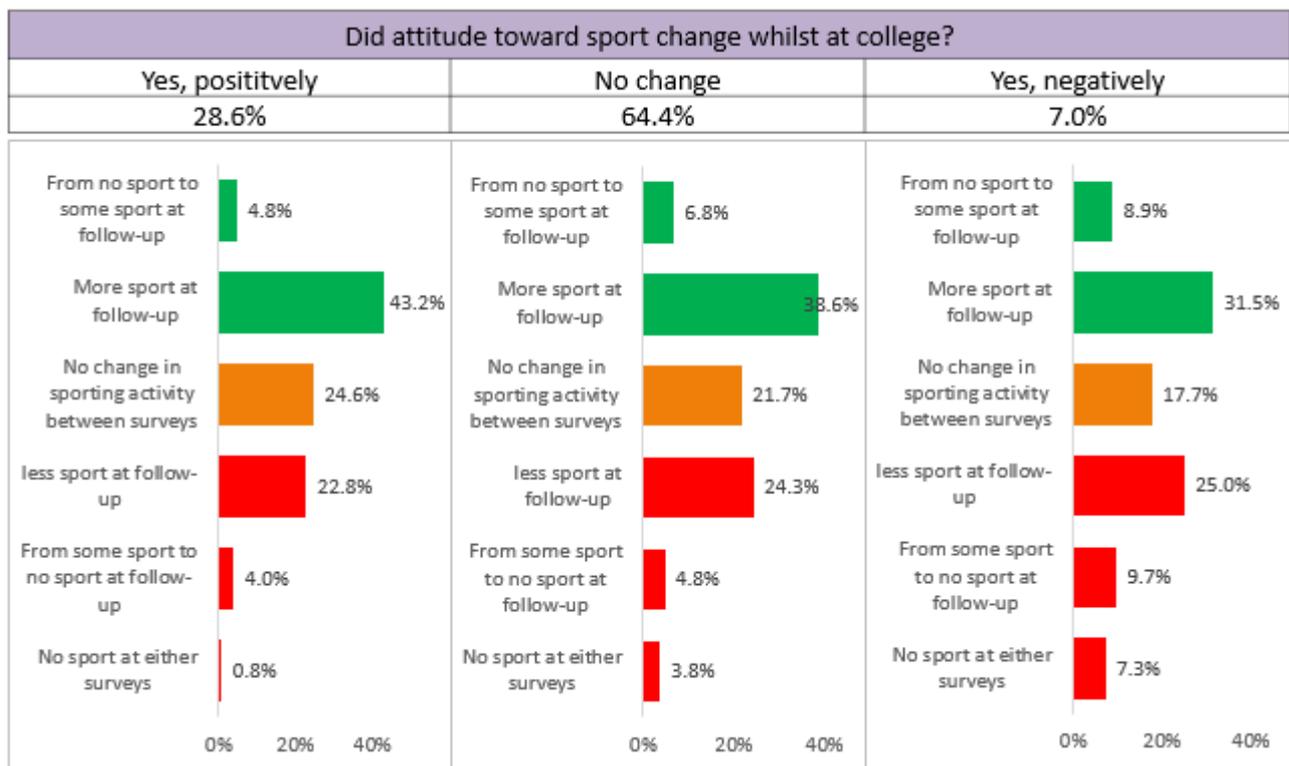


Figure 8: How changes in attitude toward sport whilst at college impact on participation; bases vary.

In contrast, a **positive or negative experience** of college sport does have a major impact on **behaviour and participation**. Just under one-third (30.1%) of respondents to the Longitudinal Survey of Participants state that *because of their experiences of college sport at their college they participate in **more** sport or physical activity now than before*. Just over half (55.7%) state that

college sport had **no influence** on their current participation in sport or physical activity, while just under 1-in-7 (14.7%) state that because of their experience of college sport they participate in **less** sport or physical activity now than before.

When comparing these findings with the actual reported likelihood of participating in sport or physical activity (Figure 9) we see a strong correlation between positive and negative experiences at college and the corresponding change in participation rates:

- Those who have a **negative experience** are **more likely to reduce participation (88.2%)** than a **positive experience** is **likely to increase participation (25.0%)**.
- Furthermore, data from the Longitudinal Survey of Participants (not presented in the figure below) also suggests that, **if respondents have had a negative experience of college sport**, they are **more likely to report it as being negative**, than they are likely to **report a positive experience**.

This suggests then, that strategies to engage with students at college need to be well planned out, and delivered effectively because if a negative experience is felt, then that individual is more likely to drop out of sport than they are to participate because of a positive experience.

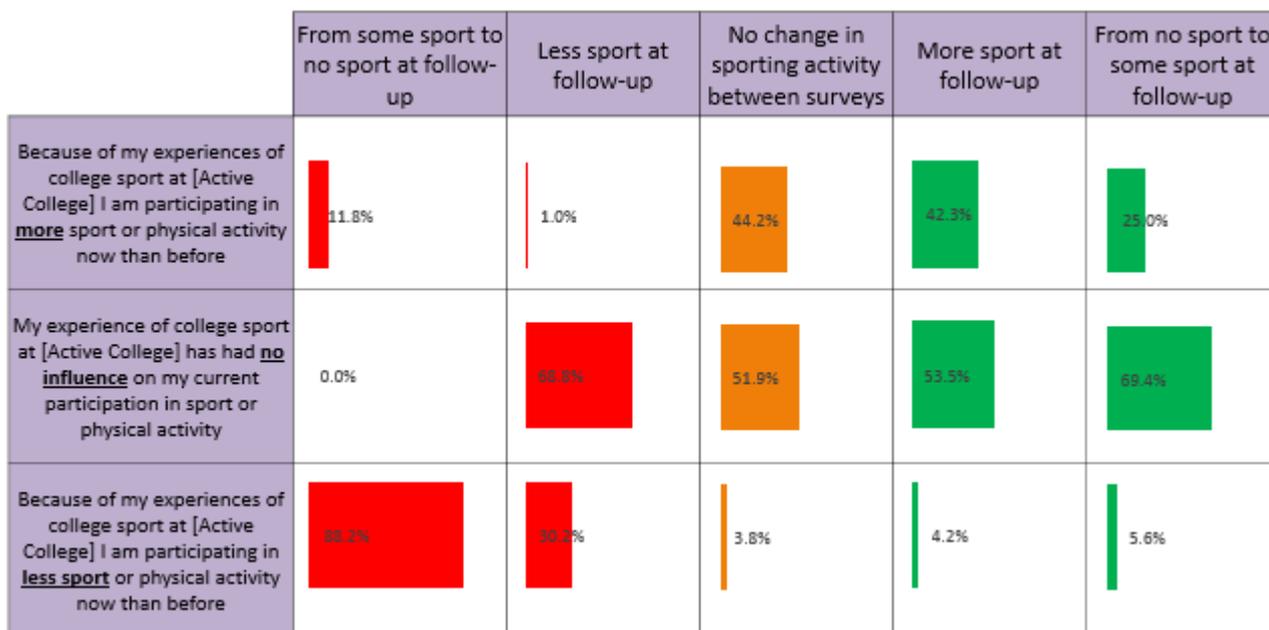


Figure 9: Correlation between experience of college sport at Active Colleges, and actual participation; bases vary.

Concluding Key Messages for the Impact on Students

The key messages are as follows:

Message 6: Participating in sport and physical activity as part of college life can improve students’ physical and mental well-being and can positively impact on educational attainment and increased employability.

Message 7: Changes in attitude towards sport or physical activity have little impact on the likelihood that someone will participate in more sport. In contrast, experience of sport is a much greater indicator of participation.

Message 8: A negative college sport experience is more likely to lead to a drop in participation than a positive college sport experience is likely to lead to increased participation. Furthermore, students with a negative experience of college sport are also more likely to report this experience and reduce their participation than those with a positive experience will report an increase.

04. Impact on Colleges

Contextualising the Impact on Colleges

Moving from individual benefits to college benefits, two important considerations should be addressed:

1. What is the benefit of the Active Colleges programme to participating colleges of an increase in participation in sport and physical activity?
2. Why should Active Colleges sustain a programme of sports activity (which includes CSMs) when Sport England funding ends?

An increase in participation amongst Active College students is the primary target for Sport England, however, for a justification of specific funding for college sport outside of the programme to continue colleges need to identify positive benefits that link to their own strategic priorities. In order to make the case for college sport, therefore, our evaluation can help provide evidence about the following areas of strategic importance:

- Does the sport offer help to recruit new students to the college?
- Does the sport offer help to retain existing students at the college?
- Does the sport offer help students improve their academic outputs and improve the college’s reputation as a result?

Figure 10 presents student perceptions of the impact that sports participation, or the sports offer at the college, has on them. The data presented here helps to understand the relationship between participating in sport and the potential impact this has on colleges as a result. These factors can all impact on the above key strategic areas (recruitment, retention, attainment and reputation). We explore these links in more detail below.

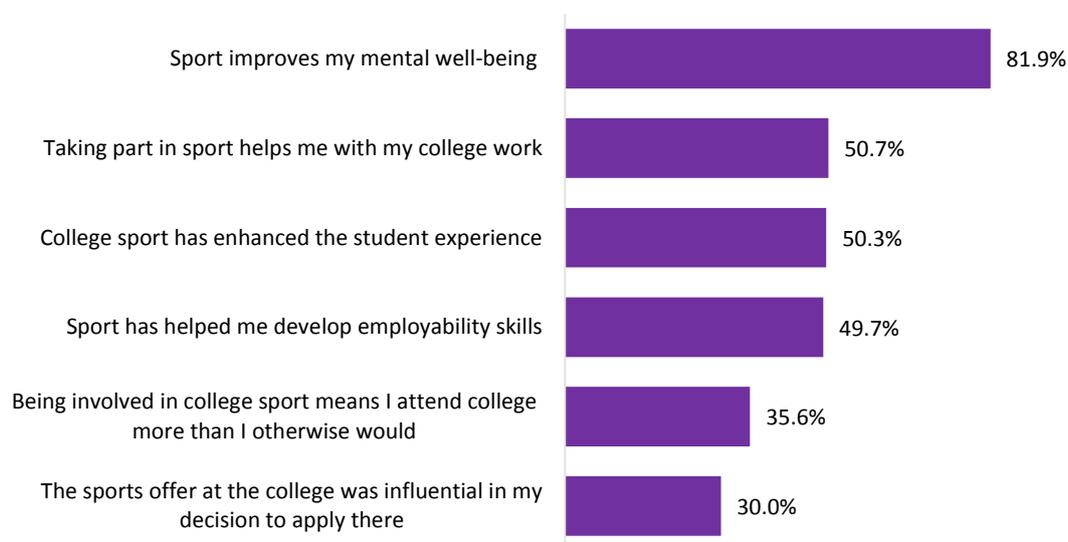


Figure 10: The impact of participating in sport on Active College students; CSM Yr3, agree or agree strongly with the statements; variable bases

Does the Sports Offer Help to Recruit New Students into the College?

In the latest CSM Yr3 Leisure Survey nearly one-third (**30.0%**) of all students stated that *the sports offer at the college was influential in their decision about where to apply*. This represents an increase of **8.6 percentage points** since the start of the Active Colleges programme, or a total increase of approximately **40%**. While many of these students will have been attracted to the college as a result of a sports qualification, even amongst those not studying for a sports qualification nearly one-quarter (**22.5%**) stated that the **sports offer was influential**, representing a larger total percentage increase of **58.5%** for non-sports qualification students since the start of the Active Colleges programme.

Does the Sports Offer Help to Retain Existing Students at the College?

As well as recruiting students, retaining existing students is critical for colleges to meet external targets, draw down funding and promote the college to potential future students. Three measures of impact are important here:

- whether college sport has enhanced the student experience;
- whether being involved in college sport means students attend college more than they otherwise would, and;
- whether taking part in sport has helped with their college work.

Table 7 shows that, in general, students are positive about these measures at colleges with a CSM. It is clear, therefore, that sport can play a part in both recruiting students into and retaining students at college.

	CSM Yr3 Figure (%)
Taking part in sport helps me with my college work	50.7
Being involved in college sport means I attend college more than I otherwise would	35.6
College sport has enhanced the student experience	50.3

Table 7: Measures which help indicate how college sport can help retain students

Does the Sports Offer Help to Improve Student Outcomes?

The third area that an increase in sports participation could impact on for colleges is the extent to which student outcomes are improved: whether students improve their

- mental wellbeing;
- employability skills and
- whether sport helps with attainment.

We have already seen that more than half of students believe that taking part in sport helps with college work, and there is evidence from our evaluation that sports participation does help impact positively on these other factors too. More than 8-in-10 students (**81.9%**) felt that sport **improved their mental wellbeing**; while nearly half (**49.7%**) state that sport **helped them to develop employability skills**. While it is not possible to generate a causal link between the Active Colleges programme and

improvements in student outcomes as part of this evaluation, there is a potential link between sport participation and academic performance.

Influencing the Strategic Priorities of Colleges to Achieve Outcomes

Realising these impacts and communicating the potentially positive benefits (reputational and financial) is of critical importance for participating Active Colleges in the future. Evidence from CSMs suggests that influencing organisational perceptions of college sport amongst senior management is one of the biggest challenges they have. Focusing on The Department of Culture, Media and Sport (DCMS) and subsequent Sport England strategic priorities such as *economic development* or *social and community development* will be increasingly important to embed any sports offer in colleges in the future – one example of how this is being implemented is highlighted in the quote below.

The College has a new indoor sports hall, opened in Sept 2015. Other colleagues and I at the college are now looking to generate commercial revenue from this space during evenings and weekends. After identifying some potential priority partners with National Governing Body officers, I am currently in the process of meeting clients to discuss how their use of the sports hall could be mutually beneficial. Priority partners were identified primarily on advice from the NGBs including ways in which the college could help these partners grow through positive outcomes for our students.

For instance, a large city wide netball club were looking to expand their provision to include U18s. By basing their club sessions at the college they can promote this new opportunity to a large target audience, as well as helping the college meet the demand for Netball opportunities for our students.

Exeter College [CSM Six Monthly Reporting, February 2016 – Focus on Economic Development]

Concluding Key Messages for the Impact on Colleges

The key messages are:

Message 9: For colleges, evidence that college sport impacts on the recruitment, retention and attainment of students as well as the reputation of the college itself is more important, strategically, than an increase in participation in sport and physical activity. In today's challenging economic environment for FE Colleges, linking the impact of college sport to strategic priorities (including reputational and financial strategies) is critical for the continued funding of college sport.

Message 10: Evidence from the Yr3 CSM Student Leisure Survey indicates that college sport can positively impact on these strategic priorities. Those delivering college sport need to find clear and simple ways of presenting this information to key decision-makers within each college.

05. Impact on the Wider Community

Increasing Sporting Connections Outside of College

As well as the impact on students and colleges, students' participation in sport and physical activity also has the potential to positively impact on the wider community, building connections and relationships between colleges and other organisations.

Analysis of the latest CSM Yr3 Leisure Survey shows a number of trends regarding sports participation. **31.9%** of students stated *they take part in sport or physical activity at their college, while 8.7%* do so **only at college**. This implies that the majority of students also undertake sport and physical activity at other places within their local communities.

More than 4-in-10 report undertaking sport or physical activity at a *gym/leisure centre outside of their college (40.7%)*, nearly 3-in-10 do so at a *public park, field or open space (28.0%)* and nearly one-fifth at a *sports club or organisation advertised by their college*.¹² Since the baseline survey, the percentage of students participating in sport or physical activity solely at college has remained consistent from nearly **10%** to nearly **9%**.

When combined with the overall increase in participation rate, however, this implies that **more students are undertaking sport and physical activity within a wider range of contexts**. This is important as it may **increase the likelihood that individuals continue to participate in sport or physical activity once they have left college**; an important reason for investing in college sport. An example of how CSMs are building new social and community links is describe below.

In terms of social and community development, [the CSM and the College] are working with a number of community partner organisations. We are doing this by allowing them to use our facilities, feeding students into sessions to help develop clubs and provide pathways for our students and also provide opportunities for our sports leaders to volunteer. One particular organisation is the Reaching Higher team, who run activities for disabled people. My role in this community project has involved meeting organisations and negotiating rates of pay in order to benefit both parties, identify other partnership benefits, such as coaching resources, put funding applications together to enhance facilities in order to accommodate disabled participants. The main source of evidence of success is the successful funding application to Sport England's Inspired facilities fund, which has enabled us to host disabled activity through improved access and changing facilities.

The College of Richard Collyer [CSM Six Monthly Reporting, February 2016 – Focus on Social and Community Developments]

Table 8 shows the scale of partnerships developed outside of college in 2015/2016. CSMs have targets for:

- participation activities outside of their college;
- developing satellite clubs;

¹² Nearly half (44.9%) also state they undertake sport or physical activity at home.

- building new partnerships with NGBs; and
- establishing and running intramural competitions.

In each case, (as of the latest available figures, Feb 2016) the percentage increase of these activities is marked. There is, therefore, considerable evidence that Active Colleges funding is having a positive impact in the wider community.

	Baseline figures (2013)	Actual figures (Feb 2016)	Total % increase in activity since baseline
Regular Participation Activities off College Site	50	371	642%
NGB Partnerships	142	960	576%
Community Links	163	655	302%
Sportivate	125	631	405%
Satellite Clubs	49	171	249%

Table 8: Total numbers across 156 colleges with complete data on the CSM Delivery Plan Target Tracker

Influencing Stakeholders across the Wider Sports Landscape

Given the increasing amount of sports activity taking place across a variety of contexts it is important that Active Colleges, in building a sustainable sports offer, target the right stakeholders. This will be important in terms of leveraging additional funding, college reputation building and the wider role of sport across college priorities, and improved student outcomes – both academically and economically. In many instances these stakeholders will be from outside the college itself. This may make relationship building more challenging, but it is likely to be essential in order for colleges to raise their profile, to generate additional funds, to create a sustainable sports culture and attract students. Two key partnership building opportunities are with NGBs and CSPs. As part of our evaluation of the Active Colleges programme, we have spoken to a combined 18 NGBs and CSPs to discuss their views and perceived impact of the Active Colleges programme on their activity. The key findings from these interviews are presented below.

The Views of National Governing Bodies and County Sports Partnerships

NGB and CSP interviews highlight the positive impact of the Active Colleges programme in promoting sport within the wider community, both across the CSM and FEAF college networks.

Creating New and Strengthening Existing Partnerships with FE Colleges

For NGBs and CSPs the Active Colleges programme has provided structured opportunities to foster new partnerships with colleges as well as local community sport providers. This has allowed them to work more closely together, broker new relationships and to ensure the alignment of delivery against key organisational objectives.

The effect of this positive change is significant, as the majority of interviewees stated that prior to the programme colleges were not always aware of the services NGBs and CSPs were able provide. Similarly, there is a view that the NGBs and CSPs had fewer college connections before the Active Colleges programme, or were certainly less fully engaged.

The Active College programme has helped to facilitate new, and strengthen existing partnerships. We now have a strong relationship with colleges. The CSM role in particular has really helped to establish this. Before Active Colleges, there was no link with FE colleges.

Sport Nottinghamshire; CSP interviewee

For NGBs and CSPs this partnership development has enabled more effective communication, and action planning relating to changes within the sports and volunteering sector. For example, Shropshire CSP reported setting up a quarterly networking meeting, which has been beneficial for a wide array of services provided by CSMs, local schools, special educational schools, commercial providers, Local Authorities, mental health teams, disability sport associations and sporting bodies.

The network meeting has provided new opportunities for national and local stakeholders and the CSM to share best practice and innovative ideas to engage students in sport, keep abreast of new sporting agendas and policy, and participate in training initiatives, share insight data and plan new strategic deliverables within colleges and the wider community. CSMs need to be in a position to implement new initiatives quickly and in a timely manner in order to sustain student motivation and align activity with college timetabling and resource constraints and the network meeting has enabled this. Through the meetings, CSMs have also been able to share the challenges they have faced. One of the largest impacts of the meetings was getting NGBs involved, as prior to the meeting partnerships with NGBs did not exist. Through the network meeting for example, the English Cricket Board, who were struggling to get an open-door into colleges, had the opportunity to sit down with the CSM to agree on a framework of college activity. Meetings provided the time and focus without all the day-to-day college distractions.

Energize Shropshire (a CSP) reported that although the networking meeting evolved organically, it would not have been initiated without the Active Colleges programme in place as it enabled new communication channels and partnerships to be established much more quickly than would have happened otherwise.

We have seen real progress from the quarterly network meeting –colleges are now working together much more rather than feeling slightly isolated in their roles.

Energize Shropshire, Telford and Wrekin; CSP interviewee

For some CSPs, despite not being centrally contracted to work directly with FE Colleges, the decision was taken to allocate time and resource to the Active Colleges network as they could see the added value in promoting sport and physical activity via closer college partnerships.

We do not have a core contract to put time into colleges, but feel it adds value. The Active Colleges programme is such an important part of the local community network that it helps to strengthen the message.

Energize Shropshire, Telford and Wrekin; CSP interviewee

As a direct result of the Active Colleges programme and partnership initiatives, CSPs and NGBs have reported that they now have a clearer and greater understanding of what activities will engage college students and have impact across the overall college set up. NGB interviewees state that they now have a better understanding of the type of sports offer most likely to engage students (less competitive sport for example) and understand that if the sport is tailored to meet specific needs with innovative approaches to delivery, then regular participation can be more likely.

Accessing College Facilities

Interviews have revealed that closer working with Active Colleges has enabled NGBs and CSPs easier and more consistent access to college facilities. This has assisted in providing cost-effective sessions, benefiting the college, and ensuring that wider partnership strategic aims are being met. Further, this has increased the opportunity for students to access greater coaching provision, while strengthening community engagement with sporting activities via local club activity. As well as being beneficial for CSPs and NGBs, access to facilities has provided additional marketing for colleges too.

Improved access to college facilities has enabled NGBs and CSPs to host satellite clubs, taster sessions, school games, festivals, intra and inter college competitions and a variety of leadership training programmes within colleges. The majority of interviewees stated that these opportunities were ‘a direct result of the Active Colleges programme’. The impact of this means that a wide range of sport and physical activity opportunities are now more accessible for students on college sites. For example, Shropshire CSP and the English Cricket Board have worked closely together to engage with the Active Colleges network. Together, the English Cricket Board, Shropshire CSP and the CSM at Telford and Walford and North Shropshire College agreed on a framework of activity that included female cricket beginner sessions as part of Fresher’s Fairs. These female sessions have since been embedded into the regular college sport timetable.

Promoting the Importance of Sport and Physical Activity to Students and the Wider Community

Interviewees highlighted the impact of the programme in providing a re-entry point for those students that had dropped out of sport, and a first positive sporting experience for those students exploring sports participation for the first time. For example, Nottinghamshire CSP reported the successful work of one CSM with students on a hairdressing course, many of whom were totally disengaged in sport and physical activity. Through the dedicated CSM role, they were able to listen to the students and ask them what would engage them to start sport/physical activity. Feedback indicated that peer-to-peer physical activity was an important motivator for this group of students – they wanted to do physical activity with their friends and wanted it to be peer delivered. The CSM was able to organise this and also arranged some peer leadership training.

The Further Education college age group is so hard to reach – activity has to be bespoke and you have to listen to students and find out what will really engage them. Take the hairdressing course – the CSM was able to ask ‘what do you want to be involved in? What will engage you to start sport/physical activity?’ Without the CSM role, you wouldn’t see this happen.

Sport Nottinghamshire; CSP interviewee

Supporting the Delivery of a Wider Range of Sports on offer for Students and the Wider Community

New partnerships between both NGBs, CSPs and Active Colleges has meant that more sporting choice is available for students and local communities. This is seen as important in encouraging a wider range of participants into sport. For example, the partnership brokered between Archery GB, and Energize Shropshire, Telford and Wrekin (a CSP) and colleges provides a clear example of how the Active Colleges programme has enabled a more diverse and bespoke sporting offer for students and the wider community. College sport was not an area that Archery GB had worked within prior to the Active

Colleges programme. However, since Active Colleges started, they have successfully delivered a four year development plan of 10 sustainable college satellite clubs. Regular student participation in archery sessions has been reported and some students have progressed to local community clubs. The college and community club partnership has also encouraged younger children and college staff to take up archery.

Archery GB now has a strong relationship with local clubs and colleges. We are still developing sustainable links with colleges and supporting competitive archery. Our frequent conversations with colleges has strengthened the partnership. We now understand the college set-up much better.

Archery GB; NGB interviewee

Interviews with other NGBs resonate with the above example and reinforce the impact that the Active Colleges programme has had in helping to raise the profile of their respective sports whilst increasing student sport engagement.

The impact of Active Colleges has been really, really fantastic. The engagement of colleges particularly those with a CSM has been great as we are all working towards similar aims.

Badminton England; NGB interviewee

The Delivery of Innovative and Bespoke Sports Sessions

College and, in particular, NGB partnership working has enabled innovative and bespoke sessions to be delivered. The perception amongst interviewees is that this has had the benefit of encouraging ‘non-sporty students’ and those students that have been ‘previously difficult to engage with’ to take part.

Across the Active Colleges network, evidence from the Leisure Surveys suggests that these students in particular are increasing their participation levels in sport and physical activity. For example, one college in partnership with Badminton England delivered activity for drama students, hosted in the drama studio straight after lessons. The space was used innovatively, and giant shuttlecocks were used to help those who had never played the game get a feel for its style. The Tennis Foundation had experienced similar engagement as a direct result of the Active Colleges programme.

The Active Colleges programme has enabled us to showcase the different pathways into tennis, participating, employment, volunteering, coaching. Students have picked up a racket for the first time, perceptions of tennis have changed and students are starting to see tennis in a different light, making it more attractive to them.

The Tennis Foundation; NGB Interviewee

Volunteering

An increase in volunteering and leadership training opportunities has been reported by some CSPs and NGBs as a direct result of the Active Colleges Programme. The impact of volunteering and leadership opportunities was most positively seen by NGBs. For instance, Active Colleges has enabled the LTA to run both student and staff training courses via leadership programmes, and even – in one instance - a student progressing on through a tennis apprenticeship scheme. Evidence of upskilling was seen amongst interviewees, who reported that students showed an increase in confidence, and the ability to speak publicly. It was consistently stated, across all interviews, that the dedicated CSM role is

fundamental to volunteering and leadership opportunities being hosted, the next section provides a short description of why.

The Value of the CSM Role

Undoubtedly, the most significant impact of the Active Colleges programme reported by CSPs and NGBs has been the dedicated key point of contact that the CSM provides. It is clear from interviews that successful, and longer-term partnerships were more likely with colleges that employed a CSM rather than a college receiving FEAF funding which don't necessarily have a similar role

According to interviewees, CSMs:

- Are able to disseminate information in a consistent and clear way to students, staff and the wider CSP and NGB network and are able to dedicate capacity and resource to provide sport and physical activity sessions, enabling momentum and sustainability of CSP/NGB activity.
- Are able to keep CSPs and NGBs up to date with insight which assists in more focused funding initiatives and enables different funding streams to be utilised.
- Have the necessary sports education and training background to understand how to effectively communicate with a range of students with differing priorities.
- Have knowledge about the specific college needs, facilities, demographics and the local area – key in helping NGBs and CSPs to tailor their sports offer to colleges to ensure maximal impact.
- Have been a central focal point, a broker, in fostering new partnerships with CSPs, NGBs, and local community sport clubs, disability networks, sports associations and Local Authorities.
- Have addressed sports issues which cover the whole college offer and how sport/physical activity has a positive impact on students and college strategic priorities in general. This has had a positive impact for CSPs and NGBs in helping them develop their marketing strategies.

Challenges

Despite these significant and positive impacts several challenges were highlighted by CSPs and NGBs. In particular, the main challenges associated with the Active Colleges programme are as follows:

- The high turnover of CSM staff at some colleges acted as a barrier for some CSPs and NGBs in being able to provide regular and sustainable sport sessions. This has meant that in some instances, when a new CSM started, they have a different strategic aim for the sports provision at the college, often resulting in some activity ceasing (and partnerships broken).
- In several cases, it was highlighted that the CSM did not have the authority to implement new sports initiatives in the college. Consequently, focussing on building sustainable links with college senior management teams is important for CSPs and NGBs alike.
- The challenging financial climate that FE Colleges are currently experiencing has had an impact on the ability for some CSPs and NGBs to embed sport into colleges and the local community – this is particularly the case where there have been redundancies within the college network.
- Due to job-cuts, CSMs have in some cases been required to undertake broader responsibilities outside of their core role – this has been detrimental to the time allocated to the student sports provision.

- In at least one case, funding cuts in FE Colleges has jeopardised a CSM role – this would have a significant negative impact on the ability of CSPs and NGBs to work with colleges in the delivery of appropriate and community wide sports offers.

Fundamentally, and of critical importance for CSPs and NGBs is identifying ways in which the strong partnership working which has been developed, particularly with CSMs can be sustained in the long-term, and after Active College funding comes to an end. There is concern that, currently, there is ambiguity around how this will be achieved.

Concluding Key Messages for the Impact on the Wider Community

The key messages are:

Message 11: Creating sporting links and building partnerships with national, regional and local organisations outside the college is crucial in establishing lifelong sporting habits. These connections can also build important relationships for sustaining college sport in the future and demonstrating wider impact on local economies and other community outcomes. Evidence from the latest Yr3 CSM Leisure Survey suggests that these connections are being made widely and deeply.

Message 12: Interviews with NGBs and CSPs highlight the significant impact of the Active Colleges programme in building and strengthening partnerships to deliver on their strategic and operational objectives. The dedicated role of the College Sport Maker is, in particular, fundamental in enabling NGBs and CSPs to deliver effectively on their strategic aims and objectives.

Message 13: There is some concern across the CSP and NGB network that there is little succession planning taking place for when Active Colleges funding ends. Ensuring that new and established college partnerships are maintained, and even strengthened, will be critical to increase participation in sport – and the consequent myriad of benefits that brings – to local and regional communities.

Appendix 1: Comparison of Sport or Physical Activity between Baseline and CSM Yr3 Leisure Surveys

Table 9 shows the percentage of students who participated in 1x30 minutes or more of sport or physical activity by different demographic groups at baseline, and across the CSM Yr 3 Leisure Survey.

	Baseline participation figures (%)	CSM Yr 3 participation figures (%)	Percentage point difference	Total percentage change
Overall participation	77.5	80.2	+2.7	+3.5
Male	81.2	82.4	+1.2	+1.5
Female	74.4	78.9	+3.6	+4.8
Disabled	70.6	75.9	+5.3	+7.5
Non-disabled	78.3	80.8	+2.5	+3.2
White British	79.0	81.1	+2.1	+2.7
BAME	72.4	77.3	+4.9	+6.8
Sports qualification	93.7	93.1	-0.6	-0.6
Non-sports qualification	74.0	77.6	+3.6	+4.9
Working	80.5	82.5	+2.0	+2.5
Not working	74.8	77.2	+2.4	+3.2
Full-time at college	78.0	80.8	+2.8	+3.6
Part-time at college	75.9	76.9	+1.0	+1.3

Table 9: Respondents who stated that they did sport or physical activity on at least one day in the past week, by different groups; (base=variable up to a total of 16,246).

Appendix 2: Comparison of Sport or Physical Activity between Baseline and FEAFF Yr2 Leisure Surveys

Figure 10 shows the percentage of students who participated in 1x30 minutes or more of sport or physical activity by different demographic groups at baseline, and across the CSM Yr 3 Leisure Survey.

	Baseline participation figures (%) ¹³	FEAF Yr 2 participation figures (%) ¹⁴	Percentage point difference (%)	Total percentage change (%)
Overall participation	77.5	81.8	4.3	5.5
Male	81.2	81.8	0.6	0.7
Female	74.4	84.5	10.1	13.6
Disabled	70.6	78.9	8.3	11.8
Non-disabled	78.3	79.6	1.3	1.7
White British	79	82.6	3.6	4.6
BAME	72.4	81.5	9.1	12.6
Sports qualification	93.7	95.1	1.4	1.5
Non-sports qualification	74.0	82.7	8.7	11.8
Working	80.5	78.3	-2.2	-2.7
Not working	74.8	84	9.2	12.3
Full-time at college	78	79.8	1.8	2.3
Part-time at college	75.9	82.2	6.3	8.3

Table 10: Round 1 and 2 respondents who stated that they did sport or physical activity on at least one day in the past week, by different groups; (base=variable up to a total of 6,192).

¹³ Includes all responses across the baseline wave of surveying, including responses from CSM and FE Activation Fund colleges.

¹⁴ Excludes Round 3 FE Activation Fund college responses.

Appendix 3: Comparison of Sport or Physical Activity between Baseline and Combined CSM Yr3 and FEAF Yr2 Leisure Surveys combined

Table 11 shows the percentage of students who participated in 1x30 minutes or more of sport or physical activity by different demographic groups at baseline, and across the CSM Yr 3 and FEAF Yr2 Leisure Surveys combined.

	Baseline participation figures (%)	Overall current participation (CSM Yr 3 + FEAF Yr 2) %	Percentage point difference	Total percentage change
Overall participation	77.5%	80.6%	3.1%	4.0%
Male	81.2%	83.1%	1.9%	2.3%
Female	74.4%	78.0%	3.6%	4.8%
Disabled	70.6%	76.4%	5.8%	8.2%
Non-disabled	78.3%	81.2%	2.9%	3.7%
White British	79.0%	81.1%	2.1%	2.7%
BAME	72.4%	78.6%	6.2%	8.6%

Table 11: Respondents who stated that they did sport or physical activity on at least one day in the past week, by different groups; Baseline base=12,000; FEAF Yr2 base=6,192; CSM Yr3 base=16,246.

Appendix 4: Student Motivations

Table 12 shows student motivations for taking part in sport or physical activity at colleges (CSM Yr 3 survey).

I was motivated to start sport or physical activity because	Male (%)	Female (%)	White British (%)	BAME (%)	Sport Qualification (%)	Non sports qualification (%)	Disability (%)	No disability (%)
the sport/physical activity at my current college is affordable	74%	71%	72%	75%	83%	71%	70%	73%
of my friends outside college	64%	56%	59%	64%	66%	59%	57%	60%
of my family and relatives	61%	62%	61%	63%	71%	60%	61%	62%
the sport/physical activity offered at my local community club/gym matches my interests	66%	64%	63%	71%	74%	64%	64%	65%
the sport/physical activity at my local community club/gym is affordable	66%	62%	62%	68%	71%	62%	57%	64%
of my college friends	59%	47%	51%	60%	66%	51%	56%	53%
the sport/physical activity offered at my current college matches my interests	60%	51%	52%	65%	78%	51%	62%	54%
of the staff at my local community club/gym	49%	46%	45%	55%	58%	45%	51%	47%
of other students at my college	47%	39%	40%	49%	58%	39%	53%	41%
of opportunities to take part in sport/physical activity at my previous school or college	51%	40%	41%	57%	66%	41%	53%	44%
of the staff at my current college	46%	34%	38%	47%	62%	35%	50%	38%
of the London Olympic/Paralympic games or other major sporting event	38%	24%	30%	34%	53%	27%	38%	30%
of Sport England's national campaign #ThisGirlCan	22%	37%	29%	36%	42%	28%	33%	30%

Table 12: Respondents motivations for taking part in sport or physical activity; CSM Yr3, variable bases

Appendix 5: The impact of college sports on student application

Figure 11 shows the influence the sport offer at college has in a student's decision to choose that college across different groups (CSM Yr3 Survey).

The sports offer at the college was influential in my decision to apply to [Active College]	
Overall	30.0%
Male	35.6%
Female	24.1%
White British	27.6%
BAME	38.7%
No Disability	29.5%
Disability	34.7%

Figure 11: Influence of college sport on the decision of students to apply to a particular college; bases vary.