Active Universities

Year 1 Report 2011-12

Introduction

The purpose of this report is to demonstrate the progress made across all the Active Universities projects in their first year of delivery. It includes their achievements as well as identifying their learning to overcome challenges they have faced to encourage students to participate in sport. It offers interpretation of targets and delivery, to provide some alternatives for projects to consider in their delivery, to continue to encourage increased and sustained participation amongst their students. It may also provide insight for other partners such as other Universities, National Governing Bodies and County Sports Partnerships to assist with their delivery of sport to young people, in particular students.

Background

In 2011 Sport England made an investment of c. £8m through the Active Universities themed funding round. 42 projects received Active Universities awards. Active Universities projects are tasked with encouraging students to increase the number of times they are playing sport as week as well as retaining students in these sport activities throughout their time at university.

Sport England's overall ambition is that by 2017 sport becomes a habit for life for more people and a regular choice for the majority. Sport England is seeking a year on year increase in the proportion of people who play sport once a week for at least 30 minutes. In particular, Sport England will work to raise the percentage of 14-25 year olds playing sport once a week and reduce the proportion dropping out of sport. The Active Universities Projects will contribute towards this overall ambition.

The first year of delivery has been successful, 40 projects have completed their first year of delivery and have achieved 99% of their participant target.

Each project is required to report their progress against agreed targets every six months. An interim 6 month report was published in January 2012. The projects are also required to participate in the Higher Education Sport Participation and Satisfaction Survey which measures student participation and satisfaction across the university population. The purpose of this survey is to understand the impact the project has on sport participation across the university as well as counting the participants who attend Active Universities Activities. There is a separate report for this survey.

Projects provided their year one progress reports to cover the period from the start of delivery of their Active Universities project up to the end of May 2012. The individual project reports are provided in two parts:

- A spread sheet showing the actual outputs (Participants, Throughput etc.) achieved during the reporting period against the agreed targets.
- A written progress report setting out overall project progress, achievements, problems and any learning that the project thought would be useful to share with Sport England and other Active Universities projects.

This annual report provides an analysis of both the qualitative and quantative information all projects.

Summary of Project Outputs

This section summarises the information provided by the universities in their reporting spread sheets.

HE Student Participants (40 projects)

Year 1 Target	Year 1 Actual	% of Year 1 Target Achieved
46,674	46,083	99%

- All 40 projects have targets for Participants. All of these projects have reported their Participant figures for the first year.
- The total number of Participants reported so far is 46,083. This is an increase of 22,049 on the figure reported after six months.
- The target number of Participants for year one is 46,674.
- Projects have therefore achieved 99% of their target over the first year of the programme.

Visits per Participant (inc. non-HE students) for projects

Participants	Throughput	Average Visits per Participant
34,000	263,714	8

- 29 projects have reported actual figures for both Participants and Throughput. There has been an average of 8 visits per participant for these projects.
- The average number of visits per participant after six months was 10. As this average has fallen it may suggest that students may be moving into other HE sport provision quicker rather than dropping out from sport all together. (If large numbers of students that signed up in the first six months were still taking part in Active Universities activity regularly in the second six months then we would expect the average number of visits per participant to have increased).
- The average figure masks significant variation by project. This variation can be explained by the different patterns of delivery across the projects. For example, short six week introductory sessions of activity that then channel participants into existing provision (outside the Active Universities project) will lead to a lower number of visits per person than an intra-mural league where the same participants attend repeatedly for many weeks. Projects have also told us that it can be a struggle to capture both participants and throughput data across all of their activity, so there may be data quality issues in some cases. For example, if a project is able to record the number of people 'signed up' for an activity but doesn't manage to track every time these people take part, then their participants to throughput ratio may appear artificially low.

Percentage of total Participants that are HE students (40 projects)

HE Students	Other Participants (inc. Staff)	Total
91%	9%	100%

- All of the Participants figures presented in this report show the number of HE students. However, 4,554 other individuals have also taken part in Active Universities activity across the programme.
- The proportion of non-HE student Participants is similar to what it was after six months (8%).
- Active Universities projects need to ensure that at least 80% of its participants are HE students.
- Appendix 1 shows the individual project participant results

Percentage of total Participants by gender (40 projects)

Male	Female	Total
60%	40%	100%

- 60% of Participants in the programme have been male and 40% have been female.
- The overall proportions of male and female Participants are the same as they were after six months (60% and 40%).

Interpretation and discussion

Progress against the Participants measure is on track at a programme level.

Whilst some projects are collecting throughput of participants (29 projects), it is quite early within delivery to report on this. Sport England is working with projects to further explore project throughput as this is only the first year of delivery. Some early qualitative and quantative data suggests:

- It is possible that projects are prioritising recruitment ahead of retention. Sport England would like to re-emphasise the importance we place on retaining participants in activity as well as recruiting them.
- Some projects have reported success in transferring Participants from Active Universities activity into university club and community settings. Although a success in terms of increasing regular participation, this means that these individuals cease to contribute to the project throughput figures. It will be interesting to track the Higher Education Sport and Satisfaction Survey results over time to see if there is any evidence of increasing overall levels of activity by students to support this explanation.
- Sport England is interested in working with projects to identify some proxy measures for universities to understand where students are continuing their sport post Active Universities activities.
- Many of the projects have indicated that is it sometimes difficult to report their throughput because of the nature of the more informal/social/casual activities they are offering. These activities are proving effective for attracting people who might not want (or be able to) take

part in more formal/structured activity. However, a consequence of the more casual 'drop in' ethos is that many participants will drop in and out rather than attending every session.

- There may be an underestimation in the actual amount of activity recorded because they have struggled to find a way of capturing and recording some of the more informal activity (e.g. where a table tennis table has been installed, they might capture some of the activity by introducing a system for 'signing out' bats and balls, but if some of the students play with their own equipment then their sessions won't be recorded).

Overview of Qualitative Data

In addition to the quantitative data reported in Part 1, all projects receiving Active Universities funding from Sport England were required to provide written progress reports in January and June setting out overall project progress, achievements, problems and any learning that the project thought would be useful to share with Sport England and other Active Universities projects. The information gathered through this process has been grouped under the following headings:

- Planning and partnerships/links
  - Planning
  - Internal partnerships
  - External links
- Timetabling and attendance
- Facilities
- Marketing and communications
  - Marketing channels
  - Social/recreational emphasis - popular appeal versus retention
  - Addressing cost barriers
- Workforce
  - Clubs and exit routes
  - Administrative challenges
  - Sports doing well / struggling
  - Competitive opportunities

Planning and partnerships/links

Planning

To successfully plan delivery, projects found that there were three key elements:

- understanding student demand,
- continual evaluation and a flexible programme structure,
- keeping the workforce engaged in planning and decision making.

In the projects' interim six-month reports, many projects identified the need to spend more time on planning and preparation for activities than anticipated. A number of projects mentioned the importance of understanding the student demographic. Projects continue to highlight the need to continually evaluate the programme, respond to feedback and anticipate or react to changes in demand, including moving to a more flexible programme structure. Examples of flexibility included:

- offering opportunities outside of weekly sessions that allow students to participate at a choice of times to suit their varying timetables for example discounted rate swims are popular with students on vocational courses;

- recognising and catering for students who wish to participate on a drop-in basis, without being expected to commit to weekly attendance at a specific session;

- offering activities on a choice of days, particularly around exam times;

- scheduling activities to allow students to participate in more than one recreational sport, not forcing them to choose just one;

- allowing students to sign up after the start of the block of activities, when they may have been encouraged by good reports from students who have attended the first sessions;

- ongoing adjustments in response to feedback and demand, or the effects of weather.

At least one project recognised they had been overambitious at the start. Some projects, for example De Montfort University, had used a student survey to help them shape next year's programme. The Bath University project noted the importance of keeping volunteers involved in planning and decision-making, echoing a number of the interim reports which observed that this strengthened the students' attachment to activities.

The Middlesex University project is putting in place a yearly calendar of diverse activities in six week blocks, with signposting to exit routes: *"Although it is great to have progression through activity we have realised that making sure you keep your timetable fresh and doing 6 week blocks of activity and then changing to something new enables you to cater for so many more individuals and gives more people more opportunities to take part in more activities. The key with this however is making sure you have exit routes for those wanting to continue with the programme, and make sure you can get this information out quick enough. We think having a yearly calendar planned in advance with all this information on enables you to do this a bit more efficiently."*

Internal partnerships

Internal partnerships with other university departments have assisted with the promotion of activities to a more diverse range of students. This coupled with establishing links with student clubs have shown to improve delivery, increase participant numbers and retain students in sport.

Many projects report links with accommodation services and halls of residence providers, as described in section 3 on facilities. Some projects mention having worked with university departments and library services to raise awareness and promote activities to students.

The University of Central Lancashire's project team benefits from being located in the students union office and is one of a number of projects to report using this channel to help market its programme. Cooperative relationships with the students union can also help with access to facilities at peak times and with the formation and development of new clubs.

Links with existing student clubs and societies have been pivotal to many projects and this discussed in more detail in section 6. An example is Birmingham University project's 'Run in Brum' sessions, which are linked with the university club's 'Cool Runnings' social and recreational running section.

The English Lacrosse project has identified student coordinators who will work closely with university clubs, prioritising development and assisting the retention of participants in taster sessions.

The Birmingham University project commented that it is vital that students see Active University projects as supporting the development of the social/recreational aspects of their clubs and not competing against them for separate participation targets/funding. Awareness of Nottingham University's project is such that it has been approached by sport clubs wanting to be involved, and candidates for positions on the students union executive have written the project into their manifestos. At Sheffield Hallam University the Equal Opportunities officer role within the club committees of sports that are part of the Active Universities programme has been altered to include social/recreational sport (as part of Active Universities) as a key area of work.

One project had promoted sessions to members of student clubs but will revise its approach in year 2 as it found that, although the attendance of 20 rugby club members boosted numbers, it deterred some other students from participating.

Sheffield Hallam University's project has forged stronger internal links e.g. with the Marketing Intelligence team to help monitor its activities. Its programme is a joint project involving the Students Union, the Health & Wellbeing Faculty and Sport Hallam. On occasions there are difficulties working as a cohesive unit, however agreement has been reached to alter the responsibilities of the Sport Activator role, working out of the Sports Union, to be less strategic and provide greater 1-1 assistance to the student workforce and a greater presence throughout campus and at sessions, helping to promote activity and increase participant retention.

"Linking again with our halls of residence is something we plan to continue to do throughout the project. Recently we put on some Give it a Go activities at the end of year Jubilee BBQ's, introducing volleyball, dodge ball, and table tennis to the hall students, capturing mostly first years and getting them to try a sport they may want to take up next year. We got a great reception from this and we are hopeful that a lot of the participants will come along to the taster session during fresher's week in the autumn. We have found that having regular meetings with our Deputy Head of Contracts, who is in charge of the accommodation services and Viridian housing, our halls of residence providers has increased our ability to engage with students living in the halls of residence on and off campus. We have been able to find out what our halls students want and cater activity to their specific needs, using halls and facilities and concentrating on recreational sessions that then entice them to come along to more Give it a Go session at other venues. From this we have managed to set up a hall students' 5-a-side football league, a session that has taken off very well and has made a noticeable difference to our football participation and throughput numbers. We used incentives such as team kit and free PowerAde for all competitors, something that was funded by Viridian housing."

Middlesex University project

External links

A number of projects have developed and benefitted from links with external organisations that include local authorities, local leisure providers, county sports partnerships and Sports Coach UK as

well as national governing bodies and community clubs. These partnerships have assisted with facility provision, increasing opportunities for participation and retaining students in sport as well as recruiting and developing the workforce.

The Bucks New University project's partnership with Hillingdon Leisure Centre, a 10 minute walk from one of their campuses, offers students a free 'Leisure Link' card. These cards enable them to access the facilities at a heavily discounted rate during off-peak times, which fits well with their studies and enables the project to cater for nursing students whose frequently changing routines mean they cannot attend weekly sessions that suit other students.

Partnerships with local authorities are commonly focused around facility access; however some projects have found other areas of mutual benefit. The University of Hertfordshire has worked with community sport networks to drive funding to clubs to run sessions for students.

> "In December 2011 Wycombe District Council appointed a full time Sports Development Officer, assigned to work one day a week with the University and SFF (AU project) team. Our first major collaborative project was the inaugural Wycombe Community Cup held in May 2012.
>
> Each year Wycombe's local sports clubs lose a large number of young adult members who leave to start higher education or pursue new employment. The Wycombe Community Cup was created to develop the profile of each local club and raise our students' and staff's awareness of the additional local playing pathways to help enhance community club sustainability, as well as more participation opportunities for our University community. Based on the traditional university varsity format, it provides the opportunity for the Bucks New University's sports teams (including social or beginners) to play one fixture against each of their respective local community club counterparts, offering our student participants an additional or new fixture against community opposition during the BUCS competitions close season, whilst giving the local community teams the opportunity to showcase their club and playing opportunities to all involved. We hope that this concept will become a positive and sustainable partnership engagement opportunity which we can further develop in the future.
>
> Our partnership with Wycombe District Council has also provided numerous pathways for the university to contribute to the Olympic Legacy locally. All Olympic themed taster sessions and festivals organised locally by the council have been advertised to all students and staff to enhance the link between the university and the local community clubs. Our students have also been regularly recruited to help facilitate and deliver coaching sessions in local clubs and schools, providing them with invaluable hands on coaching experience. This will be enhanced and formalised into a programme moving forward."
>
> *Bucks New University project*

Through this partnership the Bucks New University project also encourages and signposts graduates to opportunities to continue or try a new sport after they leave university, including links to all 49 CSPs.

Sheffield Hallam University's project is developing a CPD package for its workforce in partnership with the CSP and Sports Coach UK. A number of projects mention their involvement with CSPs' Sport Makers schemes. A number of projects/universities have hosted Sport Maker workshops.

Projects have reported that linking with NGBs/affiliated clubs helps them in a variety of ways:

- facilitating session delivery,

- recruitment of participants,

- providing incentives to participation,

- offering exit routes,

- providing officials.

"Handball was scheduled by working with the Kent Handball Development Officer. The sessions were quite slow to get off the ground as the university doesn't have many Eastern European students and there wasn't a great knowledge of what handball was. Building partnerships with the University of Kent's handball club, who joined in with sessions to help bolster numbers, was extremely beneficial, creating a better, more social atmosphere. By the end of the 5 weeks the Universities were able to have friendly matches with a view to establish a CCCU club in September ready for Freshers Week. In addition some students have been assisting the Handball Development Officer to deliver sessions in local schools and raise the profile of the sport."

Canterbury Christchurch University project

The Middlesex University project found linking with local clubs helped overcome the vicious circle of low numbers at some sessions, which deterred students from coming back and caused even poorer turnouts and low throughput totals. The links enabled students to continue to take part with larger numbers and gave the project the chance to grow the club and student participation.

Clubs and exit routes are discussed further in section 6.

Timetabling and attendance

Projects have found that finding a timetabling solution which suits both students and university facilities is important to deliver well attended sessions. Weather and exams have also played a part in attendance. Flexible participation options to allow for these factors need to be planned where possible to continue to encourage attendance. Social media can play a part in keeping students in touch with sport as well as keep them motivated during exam time.

The scheduling of activities had caused headaches for projects in a large number of universities from the start of the programme. The most common constraints reported initially were the availability of facilities and coaches, students' preferences, and patterns of absence/presence on campus, particularly those on vocational courses that feature placements, but also more generally during evenings and weekends. These challenges continued however additional difficulties were presented by the weather, the exam period and characteristics of the summer term.

The Brighton University project reported the popularity of its Friday evening and lunchtime badminton sessions as well as £1 swims at a good range of times, however another project found that students had insufficient time at lunchtimes to change, play, shower and get to afternoon lectures. Elsewhere it was found that Wednesday afternoon and evenings were the best times to offer activities. More than one project had successfully addressed low turnout by changing the time slot, sometimes together with the venue. At De Montfort University reducing two weekly sessions to

one of longer duration improved both session quality and attendances. Sticking to a programme structure with regular times (if these work) encourages students to get into a routine of attending. One project worked with their facilities team to minimise forced changes to the timetable.

The Bucks New University project took the opportunity to schedule activities to enhance the existing offer of their Athletic Union's portfolio of sports and has achieved strong throughput figures.

> "Students traditionally could only play one sport at the university as all matches were on Wednesday afternoons and the training sessions for different sports often clashed, so individuals had to make a choice! Sport for Fun has been able to offer additional competitive and social opportunities on different days or times throughout each week in all 12 of the 'priority' sports currently offered by our Athletic Union. This has enabled our students currently engaged in their chosen respective sport to regularly attend other sessions in additional sports that previously they have not been able to attend due to a clash in scheduling. A large amount of regular cross sport participation is now enjoyed by Bucks students and it is our intention to grow this year on year. The increase in frequency of sessions in each enhanced sport has also provided our students who wish to participate/compete in their respective sport the opportunity to do so more than once per week, which was never possible before.
>
> Once we have engaged students in one activity, it is often much easier to further engage them in other activities too. From feedback it is apparent that students like the flexibility to be able to play more than one sport recreationally. It appears to be a common misconception within Higher Education that if you represent your University in a sport, then this is the only sport that you are able to play. Getting this message across to students has been really important in encouraging them to try new activities."
>
> **Bucks New University project**

Understandably exams and revision breaks affect students' availability and interest in participating in project activities. This together with the use of sports halls for exams and the poor weather made it difficult to run sessions. Outdoor sport, if not cancelled, had reduced appeal and students tended to lose momentum.

Two projects identified the need to plan and signpost students to contingency arrangements for extreme weather. One project resolved to adjust its marketing to avoid branding activities as 'summer sports' as this deterred students from participating in unseasonal conditions.

> "WEATHER! Too wet, too cold, too sunny, too hot! The awful spring weather has helped to reduce our throughput for the year with our final programme suffering the worst of the year. For most of the programme the outdoor sports were either cancelled or very poorly attended, nothing is as much fun in the rain – especially when it is torrential! Then in the middle of the programme we had a scorcher of a week and when we are so starved of good weather, everyone wants to be outside and all of our indoor sports suffered. We can't do anything about the freak weather, we will

continue to put on a mix of indoor and outdoor sports, however we will try and contact students with indoor/outdoor options to re-direct them to another more appropriate session, such as signposting rounders instead of netball if the weather is hot and sunny, or moving the netball/sports outside where possible and vice-versa. Even if we can't provide a pitch some outdoor space for skills and drills would work if we plan this in advance with the coach.

EXAMS – students are under pressure to complete coursework and revise for exams, which makes this time of year a bit different from the rest and means students may not be able to commit to a weekly session. We aim to change the programme up a bit at this time next year by working with more community groups and hopefully build in some flexibility, allowing a student to pick and choose the most appropriate night each week, rather than restrict them to a single session at the same time each week."

University of Bedfordshire project

"The period of time the students are actually here (in term 3) is very short indeed. The students are pretty much gone from the Easter break onwards just returning to complete their exams in May. Also during the exam period we had no access to the sports facilities as this is where the exams were taking place so we were very limited in what we could offer. It was clear too that the students were just focused on exams and had no desire to participate in activity despite our best efforts to promote the benefits of breaking from revision to exercise. Once the exams were finished the students then left, as their studies for the academic year were complete. For next year this period of time is something that needs to be looked at in terms of what we can offer and what would be appealing to students at this time."

Brunel University project

"It was hard to know what to deliver in January and May, as students were asking about delivery, but the majority had exams and were busy with deadlines. Because of this, I ran only the coached sessions I was specifically asked for by groups of students (golf & basketball), and the other two sport sessions were 'turn up and play' free sessions (rounders & table tennis), costing neither us nor the students anything in terms of coaching or facilities.

Union Society project

"In order to rectify the lack of interest in term three due to exams, we created a final three week programme once exams had finished, the sports hall was available and students had free time on their hands before leaving for the summer. By reintroducing our Drop-in sessions during this period we welcomed 254 new unique users to the be.active programme."

The Royal Holloway University project

Social media can enable students to stay connected with their sport. The Brighton University project observed that although badminton sessions saw a reduction in numbers during exam time, the basketball session retained good numbers throughout. This is partly due to a solid base of committed basketball players who are constantly in contact through a group Facebook page. The £1 swimming sessions also remained strong throughout as students have a great deal of flexibility as to when they can go along. Like others, the project had addressed the shortfall of available indoor space during exams by planning more outdoor sessions during this period, however only a handful of sessions took place due to the weather. The Brighton project's positive response to this was to make the most of the occasional good spell of weather and take a 'Sunshine Sport' kit to social areas and run sessions there. Fun activities such as volleyball, swingball, table tennis and speedminton reportedly proved very popular during these periods.

> "Now that the project has run across all 3 terms I have developed a much better understanding of key timings for the year:
>
> Term 1: All years generally have more time to engage, building better relationships with Student Union Clubs will help to capture a 'trysport' audience.
>
> Term 2: Had the largest uptake which could be attributed to students finding their feet (especially Freshers), making New Year's resolutions or being attracted by the variety of activities offered.
>
> Term 3: Students will engage but timing is crucial, activities may need to be scheduled earlier which could mean promotion starting before the Easter holidays.
>
> *Canterbury University project*

The above project also took into account the timing of placement periods, for example offering climbing and kayaking around the April intake, ahead of the students' placements.

Facilities

Whilst convenient available facilities will always be a constraint, projects have sought solutions at neighbouring educational establishments, in non-sport spaces within the universities or by developing local partnerships with clubs and local authorities.

> "Facility access was helped by the approval of opening up the Founders sports hall for an additional 6 hours per week, by opening to 8pm on Saturdays and Sundays. This time period made a huge contribution to the participant numbers and has developed the concept of a Sunday inter-department netball league. The next step over years 2 and 3 will be to discuss the off-site options for using facilities owned by the local authority and local schools."
>
> *University of Bath project*

Some projects have successfully offered activities at halls of residence. Manchester University's project secured Active University funding for a new multi-use games area at a hall of residence which is being well used for both sessions and casual play. Its popularity has necessitated work with halls staff to draw up guidance on fair and manageable access.

The use of non-traditional spaces such as zumba in classrooms and table tennis in visible/convenient communal areas e.g. an atrium has continued.

A number of projects have been working with students union/student clubs and/or community clubs or other external bodies such as local authorities to address facilities requirements. One project is looking forward to longer term improvement as a centre is to be redeveloped.

Some projects are using local waterways and beaches, for example the Canterbury Christchurch project, which has also been able to offer very popular coached sessions at a nearby golf club's covered facility. The project is providing transport to all activities that are more than a 20 minute walk away, while the Bucks New University project said: "… providing transport to offsite facilities has made a real impact, with many students stressing that if they had not been met on site and then shown or taken to the venues they would have disengaged…" Another university reported that transport and "the barrier of 'the unknown'" were still deterring students from participating at external venues, however another project said that fears that students would not travel to external venues have been proved wrong.

Marketing and communications

Projects have highlighted the importance of a strong and sustained marketing and promotional campaign throughout the whole year which includes:

- access to resources,
- on-going updates,
- the collection of students' feedback,
- concise messaging, encouraging students to "try something new".

One project emphasised the value of encouraging students who are already in clubs to give another activity a try and play an additional sport recreationally. Another project has successfully invited students to develop or learn new skills.

Marketing channels

Overwhelmingly the projects highlight the importance of face-to-face promotional activity coupled with good use of social media.   Projects also use a wide variety of methods to promote activities to students and gather feedback, spanning electronic and traditional printed media, innovations including printed mouse mats in the library. The students union has commonly been a key publicity partner.

Project staff and student 'ambassadors'/'activators' have used opportunities to talk about the project in person to students at lectures and in other settings around the campus and halls of residence. Activities have also been promoted by student reps, flat/hall reps and 'college presidents'. One project had used members of university teams to recruit other students to take up their sport. The importance of keeping staff motivated to maintain a presence even when sessions are full was highlighted by one project.

Some projects have created hall-specific publicity materials, and have used a variety of methods to reach out to freshers, virtually all having a presence at freshers fairs and some at inductions. The Manchester University project is exclusively focused on halls of residence and has been embedding the project, working with halls support workers and student mentors to engage first year students in the programme.

Word-of-mouth has proved one of the most effective means of recruitment to sessions:

> "The marketing of Sport 4U across UCLan has been assisted by the placement of the team in the Students Union office. They have been able to mix and mingle with students both in lectures and socially spreading the word of what Sport 4 U is all about and how students can get involved.
>
> Sessions have been planned and promoted and then grown from word of mouth – staff have been both promoters and deliverers so have engaged with students throughout the process"
>
> ***University of Central Lancashire***

> "During the second half of the project's first year we have found that more students come to sign up after speaking to their friends who are already participating in the project. This shows how important information that is passed on by word of mouth is and that the project offers the sort of activities that groups of friends go to, not just individual sign ups."
>
> ***De Montfort University project***

Projects that sought to increase their numbers of female participants used a combination of tailored activity, targeted publicity materials and (in Bournemouth) promotion by 'lead females'. City University's project reported that one student was determined to increase the amount of female badminton play, which she did vocally and through Facebook to very good effect.

The face-to-face approach has worked to engage students in taster activities in non-traditional locations and via simply talking to students around the campus.

> "We increasingly utilised 'pitch up and play' opportunities. These involved putting on fun challenges and activities to engage passers-by in non-sporting areas of the campus such as canteens, reception areas and outdoor social space. Engagement tools such as the Badminton England Serve Challenge and table-tennis serve robot have proved extremely popular with students and provided a great opportunity for us to promote the programme. Part of our plan for Year 2 will be to create new challenges to continue to engage with as many students as possible. The use of this method has a great impact on general brand awareness and an opportunity for students to ask questions and feedback about the programme on a casual and informal basis.
>
> Ultimate Frisbee (Sunshine Sports) has a regular participant base in Falmer but a trial run in Eastbourne did not initially prove successful. Instead of leaving after 10 minutes, the coach and volunteer decided to walk around the campus speaking to students, as well as moving to on campus social spaces to promote. They have built up a small base of students who have already committed to promoting the session at the Freshers Fair, with a view to progressing it throughout the first term."
>
> ***Brighton University project***

Social media is very widely used, although some projects reported they found it difficult to get students to 'like' their project's page. Two projects described how they had overcome this problem:

> "At the end of April we delivered a social marketing campaign to launch the second programme of activity and our facebook page and twitter. The campaign involved volunteers attending student union nights on Wednesday and Friday (2 busiest nights) and setting up a stand with white boards,

pens and a camera. Students were asked as they entered the student union to leave message on the white board about what they thought about sport at Loughborough, as well as having their pictures taken with friends in front of our branded back drop. This was a really interactive way to talk to students about the new opportunities, get feedback and to drive more traffic through our newly created facebook page by students tagging themselves and others in the photographs. This raised the profile of the programme and gave us some really useful feedback. We now have 474 likes on the facebook page and 958 followers on twitter."

Loughborough University project

"Facebook marketing has worked a lot better since I created a 'person' page profile for Go Play, rather than a Fan page. This is because you cannot get people to like a page, but you can send them a 'Friend Request' if your page is a 'person'. The vast majority of students have responded positively to this by accepting the Friend Request."

Union Society project

The Coventry University project has been successful in using other facebook sites which a large proportion of the student population already engage with to promote the programme, such as the Student Union's facebook page.

Social/recreational emphasis - popular appeal versus retention

The interim report detailed the popularity of fun social/recreational sports activities, differing from and complementing the traditional university sport offer, but revealed the challenge of converting students who are attracted by the casual 'drop-in' appeal of some activities into regular participants, countering the tendency to dip in and out. The Coventry University project (see section 8) observed differences between patterns of attendance for recreational sessions for traditional sports and sessions for newer alternative sports, which attracted more regular attendance.

Addressing cost barriers / incentivising retention

Offering free tasters in well-populated locations has proved very effective in raising awareness, answering questions and obtaining contact details enabling the direct promotion of activities to interested students.

Offering sessions at low/no cost to participants has generally proved attractive to students, including discounts for block payment. The Bristol University project, however, reported that this was a factor in no shows, leading to unused capacity at some sessions, particularly problematic when there are more students wanting to participate than available places, for example golf sessions.

A number of projects have sought or plan to incentivise retention through loyalty card schemes.

"The loyalty card scheme has continued to vary in terms of effectiveness in increasing student throughput. Some students are keen to get the card stamped every session and have built up significant throughput to activate incentives. The free water bottle or gym class pass varied in success and was replaced by a free 'Good Sport' t-shirt. An issue that was evident was that students forgot to bring their card to get it stamped. For next year we are looking to put registers and monitoring of participation through an electronic system. This will enable us not only to reward

those who reach the rewards threshold automatically but also to electronically contact individuals who have attended their first session with details of the incentives available as well as the wider programme. It will also allow us to encourage those close to reaching rewards to attend future sessions. This will potentially have a positive impact on reaching greater throughput. In addition the system will give us the ability to send surveys to specific groups or all participants in order to obtain greater feedback."

Brighton University project

"The diversity of activities on offer has attracted participants enabling them to try an activity they always wanted to but had previously been put off with various barriers (cost, ability etc.). A high quality experience with value for money will be likely to retain participants over the 5 weeks, e.g. sailing, golf and climbing as the more expensive activities tended to have better retention levels."

Canterbury Christchurch University project

Workforce

The benefits of deploying high quality and/or up skilled staff, as well as staffing continuity, were mentioned by a number of projects as a key success factor. Another was effective team work and a regular review process, with staff pinpointing potential problems and implementing solutions. Many projects have found much of the success of their programmes id due to the students' involvement in paid and volunteer roles and establishing a development pathway to build their capacity to support activities.

Keeping staff motivated was highlighted by one project:

"I ensured all staff remained motivated and had a presence on campus to continue to speak to students even if the sessions were well attended; I was concerned their motivation might decrease and they would become complacent, but team spirit and motivation has remained high. Setting regular goals and outcomes helped prevent this. Weekly team meetings with all staff and monthly/2 monthly one to one meetings with the activators has kept the team motivated and impacted on the project in a positive way. "

Plymouth University project

Some projects had mentioned the knock on effect of delays in recruiting and appointing project staff on the recruitment of coaches and volunteers. Although one project was pleasantly surprised by students' keenness to volunteer, elsewhere it was observed that relying on students to lead sessions could sometimes result in inconsistent progress, and another project reported they had struggled to get enough suitable volunteers and is putting in place a strategy to address this:

"This year we have not recruited enough volunteers to assist the delivery of the project regularly and those who do volunteer, even though enthusiastic it has been difficult to oversee the work they do. It has been hard to recruit the 'right' volunteers and retain their commitment on a regular basis. This has meant that some sessions are unstructured and lack quality which leads to participant numbers dropping.

We are planning to put together a more structured volunteer plan and recruitment with proper incentives such as free AU sports card worth £32 for 10 hours of volunteering (first term) and then free varsity and awards evening tickets for the spring term volunteering, along with putting volunteers on courses and training.

We are aiming to recruit 'Activators' and assign at least one student to each sport to promote it, motivate students, team organisation and generally we will be able to get more feedback from the sessions, make the right amendments quicker and send out relevant information out to participants more effectively."

De Montfort University project

A great many projects have engaged students in both volunteer and paid roles to good effect, and attribute much of the success of their programmes to the students' involvement and establishing a development pathway to build their capacity to support activities.

"A pleasing aspect of the programme is the large majority of our sessions that are student led. We believe firmly in placing emphasis on sport sessions 'for students, delivered by students'. We are starting to see a great transition of volunteer student coaches who have received their UKCC Level 1 coaching award in different sports during year 1 who are now undertaking their UKCC Level 2 award, ready to lead sessions in year 2. Subsequently, we have already started our recruitment campaign for new student workforce in 2012-13 to act as new lead coaches/assistants.

The workforce development scheme will undertake a new look in 2012-13, with any volunteer roles offered through our programme (coaches/ambassadors/referees etc.) falling under the term 'Student Sport Activator'. Removal of the term 'volunteer' from our workforce development scheme has already seen more status linked to these roles. We have also worked closely with South Yorkshire Sport CSP to ensure that our affiliate CoachWeb package (www.sportspaceextra.org) is fully functional, and all new sport students to the University will receive information in their 'starter packs' on how to register as a volunteer on CoachWeb. From 2012-13, this will become a compulsory pre-requisite for students coming to Sheffield Hallam University to study sport, allowing us the ability to access detailed information about our student's skills, and training needs. Working with the CSP and SCUK, we will soon be developing a bespoke package of CPD for our workforce."

Sheffield Hallam University project

The Sheffield Hallam University project's 'Sport Activators' will provide one-to-one support to volunteers, who will have individual development plans. The project was one of a number to have engaged with CSPs' Sport Makers programmes, helping to develop a strong volunteer base and raising the profile of the Active Universities programme. More than one project observed that the structures and development plans they had established would be key to the sustainability of the programme's impact and continuing volunteer engagement.

Some projects reported students' low initial take up of opportunities to gain coaching qualifications. One project found that many more students were keen to do the courses over the summer, rather than undertake a term time commitment.

A number of projects had used volunteer coaches from student sport clubs to run sessions, while two projects reported that linking up with student sports clubs had created development pathways for coaches as well participants.

In addition to the delivery of activities, students are widely engaged in non-coaching tasks, as student 'ambassadors',' champions' or 'activators' – some volunteers, some paid. Many of their roles are described elsewhere in this report e.g. the sections covering partnerships, marketing and clubs and exit routes.

> "From January onwards a student 'frontrunner' (the university led employability placements) has been working with Twilight Sports. This student has assisted in running the football league, promotion of Twilight Sports especially working on our social media sites, and organised a fun run event for students. His impact on the project has been significant especially as we can get more feedback on the how the sessions are delivered. As a student he works very flexible hours with the project so he is able to go and talk to students at peak student times, that are outside my office hours, and go down to some of the sessions which generally run much later on in the evenings. Two of the frontrunners also filmed a short promo video for Twilight Sports which will be used at freshers next year to advertise the programme and throughout year."
>
> ***De Montfort University project***

The Bedfordshire University project reported that students had "promoted, enthused and turned around" some activities that had been failing to thrive, but not all student volunteers have the confidence to actively promote activities face-to-face and engage with other students, identified as a key communication method in section 4. The University of Brighton project was planning to provide resources and support to help with this aspect, and is one of the projects that reported they had reviewed and have plans to further improve their volunteer programmes.

> "End of year meetings were held with every volunteer and their feedback has enabled us to further develop the volunteer programme over the summer in preparation for year 2, where we will look to create a stronger support base for volunteer development as well as develop the relationship between each volunteer."
>
> ***Brighton University project***

Two projects reported NGBs' involvement in the appointment of (single sport) student ambassadors or HE voluntary officers.

> "A small number of NGB's currently run student specific "ambassador" positions for their respective sport in universities (Volleyball England – HEVO, Badminton England -HEBO). At the start of the academic year Sport for Fun (SFF) had appointed 2 students to these positions and had immediate success in their respective sports. Using the model and role descriptions from these 2 NGB's, Sport for Fun approached more NGB's at a local level with the same concept. 5 other NGB's at a local level supported the 'Ambassador 'role (Netball, Hockey, Softball, Football, and Cricket).
>
> All ambassadors are recruited through a formal procedure where the role is internally advertised, proactive students apply via CV and interviews are held in front of the NGB representative and Sport for Fun team. Once appointed the ambassador has incentivised targets set, jointly agreed by SFF and the NGB. On-going support is provided by both the NGB and SFF throughout the year and targets are reviewed and re-evaluated accordingly. It has been noticeable that in each of the sports SFF has ambassador's positions in the growth of the sport; in terms of new participant numbers and/or throughput and/or the retention of students has been very strong. It has also been visible

that the ambassadors themselves are a great marketing tool amongst the student body. The relationship/status they have amongst their peers and the daily interaction they have on campus has proved an excellent way to encourage students to 'give a sport a go'.

 Along with the incentivised targets our ambassadors receive regular NGB officer time, free kit and development experience to build their CV. To date 6 of our ambassadors who have graduated this year have now secured full time employment in their desired field/career path. This reinforces the University's priority of enhancing employability and experience for students whilst they study at Bucks. The SFF team presented on their ambassador programme at the April Active University regional meeting. BUCS have also recognised the success of the programme and its focus on improving student's employability by inviting the SFF team to present at the 2012 BUCS conference in July. We have been successful in recruiting and appointing our ambassadors for the next academic year and hope to increase the number of sports we can offer these roles in moving forward."

Bucks New University project

"A key success delivered by UNIversal Sport is the development of a team of 'Higher Education Voluntary Officers' supported by both the University and the respective NGB. The UNIversal Sport Programme is now overseen not only by a full time paid UNIversal Sport Co-ordinator but is assisted by several 'Higher Education Voluntary Officers' in a variety of sports activities including Football, Netball, Tennis, Volleyball, and UNIversal Running groups. In year 2 of the programme this model is hoping to be expanded further by the creation of 14 HE voluntary officer positions for students to undertake. These positions come with a number of benefits to the individual which include the opportunity of some free coaching kit supplied by both University and NGB and access to CPD opportunities including coach educational courses or training days at a reduced rate. Students will also have the ability to utilise this experience with their academic placements that many undergraduates are required to fulfil as part of their courses."

Gloucestershire University project

Clubs and exit routes

Exit routes for participants who have been introduced or reintroduced to a sport through Active University sessions have been established by projects through partnerships with existing student and external sports clubs often provide exit routes.   A solution in some projects has been to develop a new or satellite club to accommodate more students wanting play sport. This has been done in some cases in partnership with a National Governing Body of Sport.

"When using the existing sports clubs to run a session (e.g. Kayaking, Volleyball), we had really good results in the quality of the sessions, which translated to great feedback from participants. Both generated extra members for the clubs, and the committee members really benefited from the experience and have been put on extra coaching courses. The participants responded well to the coaches being their peers, and the easy link it created to taking the next step and joining a club."

Union Society project

> "The project has seen the University make strong links with external clubs - both as facility providers and delivering our sessions. We now have formal agreements with a clubs for Tennis (courts/ coaching), Gymnastics (facility/coach), Trampolining (trampolines/coach), Boxing (coach) and Shotokan Karate (coach). This has seen many students transitioning into these community clubs alongside their participation in the Active Universities programme at Sheffield Hallam. The worry however is that this may be detrimental to our throughput and participation targets if our students' participation in sport is catered for outside the Active Universities programme."
>
> *Sheffield Hallam University project*

Students may move on to join existing clubs either when their skills have developed beyond the level of the project activities, to access more competitive opportunities, or to continue playing the sport after the block of project sessions has ended. The Canterbury Christchurch project's beginners running group's link with local running club Jelly Legs has seen 66% of attendees sign up to the club beyond the 5 weeks of sessions and continue to run regularly, with some completing 5 and 10K races. The Nottingham University project runs its sessions in smaller sports very early in the year so that participants can feed in to clubs around Christmas. One project commented that signposting to exit routes has less impact as the end of the academic year approaches.

Many projects reported the creation of new clubs or satellite clubs as a consequence of the Active Universities programme: climbing, futsal, fencing, lacrosse, dodgeball, ultimate frisbee, volleyball, and handball were among the sports mentioned. Some have been developed in partnership with NGBs, with the involvement of proactive students.

> "We delivered touch rugby sessions with support from the RFU throughout both programmes of activity. Although these sessions were not our highest attendance, the retention rate was brilliant with just under 80% of all participants attending at least twice a week. I believe this is largely attributed to the team of dedicated and motivated student volunteers that led these sessions with support from the RFU and the creation of facebook events for each activity where students were invited each week to attend. As a result of these sessions, a group of students are in the process of setting up a Touch Rugby society with plans for a touch rugby league. We will work closely with the society, supporting them with recruitment of members, training and facilities as well as providing links with the RFU."
>
> *Loughborough University project*

One project reported that students had set up their own volleyball club when they found sessions were running at inconvenient times; this club will become 'official' next year, with one project session per week. The Leeds Metropolitan University project is developing a framework and process to set up clubs for new activities.

Administrative challenges

Overcoming administrative challenges has been explored in many ways from improving collection systems for monitoring informal activities to different systems for collecting data electronically. Each challenge whilst unique to the university provides some interesting ideas for data collection for others.

A number of projects had earlier reported difficulties capturing monitoring information, either registrations or attendance records. In their year one reports two projects said they now had better or new electronic data systems, and were persuading students that the information was important. One project was planning to hire staff to assist with data capture and allocate some admin tasks to coaches. Many projects said they were struggling to obtain data consistently across different venues via coaches and volunteers, and it is believed that throughput is being under reported in some instances as session registers sometimes incomplete or illegible. Three projects had redesigned registers to show the required information more clearly, and were educating coaches and/or staff to collect data more accurately.

The Hull University project said it was working on capturing data for campus activity, which has emerged as a significant challenge across the programme. Some projects have found the throughput relating to outdoor table tennis tables and equipment loaned out for casual use difficult to monitor; signing out arrangements were not proving an effective way of measuring the number of students using bats/balls or other equipment, as any number may be playing, taking turns or using their own bats/equipment, however some projects with table tennis tables did not identify this as a problem. One project mentioned additional difficulties with storage arrangements.

The Portsmouth University project is exploring improved data collection methods for its intramural programme, as its fixture management system does not record individual details.

Sports successful at attracting students

Success with sports seems to vary depending on the project. There is limited information on this element of projects reports. Alternative sports seem to be very popular.

The sports identified as struggling to gather momentum were: 'aerobosports', athletics (jogging/running), basketball, circuit training, climbing, cricket, cycling, judo, golf, netball, orienteering, rounders, rowing, rugby (tag/touch), squash, table tennis, taekwondo and ultimate frisbee. The activities proving attractive ranged from traditional e.g. football, hockey and netball through the spectrum to the more recent introductions of dodgeball and zumba, joined by American football (women's), jiujitsu, paddleboarding, softball, speedminton and swingball (promotional use).

Sports named as successful by projects:

American Football (women's)	Judo
Athletics (track & field, XC, jogging/running)	Jiujitsu
Badminton (and Speedminton)	Lacrosse
Basketball	Multiple Racket Sports
Boxing	Netball
Canoeing / Kayaking / Sea kayaking	Paddleboarding
Climbing	Roller sports
Cricket	Rounders
Cycling	Rowing
Dance (including Ballet) / Dance Exercise	Rugby (Touch/Tag)
Dodgeball	Softball
Fencing	Squash
Fitness circuits / Boot camp sessions	Surfing / Kite surfing / Sea kayaking
Fitness classes (incl. Kettlercise, Spinning, Combat aerobics, Skipfit)	Swimming
Football / Footsal	Swingball
Golf	Table Tennis
Gym	Tennis (including cardio tennis)
Gymnastics and/or Trampolining	Ultimate frisbee
Handball	Volleyball
Hockey	Zumba

"We have found that alternative sports, such as ultimate frisbee, have attracted a different type of participant to those who have attended traditional sports sessions, such as tennis. Generally the participants in alternative sports have been more committed and attended more regularly, even though fewer participants have attended in total compared to more traditional sports offered. We feel this is down to more committed members of traditional sports already playing the sport in a more structured environment, such as the university sports clubs."

Coventry University project

A number of sports appear to have been successful in some projects and less successful in others. Running and jogging groups, successful at three projects, have not taken off very well at six projects. Sixteen projects reported success with football/futsal, followed by twelve projects where badminton has been a success, basketball, dodgeball and volleyball (eight projects) and netball and table tennis (six projects)

" The criteria for success appears to be, in order of importance:

1 – ease of access to the sport itself (ego amount of kit required, proximity to student's residences or University precinct, level of skill required)

2 – commitment of students to "sell" an offer to other students

3 – scale of activity (e.g. numbers who can physically take part at one time)

4 – involvement of governing body through development officers, coaches

Where the first two as a minimum are in place, we have done well on participant numbers. Where we have most of these in place numbers have not been that high, but those involved have had a very positive experience. Where '1' or '2' are missing (currently rowing, squash, climbing, table tennis, athletics), things become more difficult. We've also found, e.g. with squash and athletics particularly, that existing opportunities (intra-mural squash and running groups) are already making good provision for people to get involved, so demand for more activity is not actually that high."

Bristol University project

Competitive opportunities

Having a competitive opportunity seems to be important to students, whether it be informal through their weekly participation sessions or 'friendly' competition or new intramural leagues.

Many projects have used informal fun competitions to launch activities, or as the culmination of a block of introductory sessions. Often new intramural leagues and competitions have been a key focus for student participation, or are being planned to follow on from year one activities. Some leagues have been developed with help from BUCS and/or NGBs, or, as in the case of the Portsmouth University project's new rush hockey league, supported by the student club. Competition against other universities in friendly tournaments (sometimes called 'varsity matches') between 2-3 neighbouring HEIs, have also proved successful.

"We saw our extremely popular handball team, that started as a Give it a Go session, finish their season by going to the Universities National Handball competition run by England Handball. We also had so many people sign up to our beginners Volleyball session and saw so much talent that we were able to enter 4 different teams of all abilities in the South England Student Sports Association mixed volleyball tournament. We will now look to enter a female team into the BUCS league next year to offer competitive volleyball alongside the beginners and recreational sessions we will put on, and this will then become an exit route for participants.

> The highlight of our Active University project would have to be joining forces with University of East London to put on an 'Active Universities Varsity match.' This saw a mixture of the sports and activities that both Middlesex and UEL had been running coming together for friendly competition. Although the aim of Active Universities is participation and not competition, it was great to see the progression and enjoyment from so many sessions we had been running over the year and a nice finish to most students University year."
>
> ***Middlesex University project***

The Staffordshire University project is linking with local FE colleges and encouraging student clubs' 4th and 5th teams to play in a new friendly league. The Sheffield Hallam University project has entered three new women's football teams in a city-wide league featuring teams from the University of Sheffield and Sheffield City College. The project says: "This model is something we believe would work well in other sports, such as Tennis (the LTA have already offered their backing for this). We have a group of students in various sports who may not have made the University's representative teams, but who still wish to compete in their chosen sport, feeling they cannot satisfy this just through attendance at social sessions. We will be looking into working closely with our city partners to organise ladder leagues in sports such as Tennis, Squash etc."

At one project the introduction of staff sessions was followed by a staff versus student competition, while the University of Bristol project hosted the first ever all female flag American football competition in the UK.

Not all new intramural leagues have taken off. One project planned leagues building on its dodgeball, basketball and volleyball sessions but found: "…students were not prepared to commit on a weekly basis, and were happy to receive their competitive elements through social sessions. We did not receive a suitable amount of interest to hold a sustainable league format, therefore in year 2 we will be working with the respective sports committees and the newly appointed Sports Officer to look into hosting a series of 'festivals' per semester, open to all students, with the hope of attracting more students to weekly social sport sessions on the back of this."

Modifications to leagues include reducing the length to allow more time to recruit teams, and plans to introduce a fee for membership to encourage greater commitment and improved turnout.

What next?

There has been a significant amount of progress and learning by Active Universities Projects, during their first year of delivery. This success needs to be built on to not only attract new student participants but also retain the students that have already participated in projects' activities in the past academic year.

This will be a key task for all projects in their second year of delivery but with the learning captured in this report and the interim report in January, there is a wealth of knowledge within the projects to share and build upon. The information captured through the Higher Education Student Participation and Satisfaction Survey (HESPSS) provides further information and data for projects to consider in order to meet the exciting challenge ahead.

To assist with this sharing and interpretation of data and sharing learning across the project portfolio, Sport England will continue to bring the projects together on a bi annual basis, to support their development and delivery.

In year 2 it is anticipated that overall the Active Universities will meet their collective participant target. What will be important is for projects to demonstrate that if students are being signposted to exit activities, they are continuing to participate in sport. If they are continuing in sport, the HESPSS in its second year should start to demonstrate that student participation for once a week is rising and more students are moving towards three sessions of thirty minutes a week.

Projects should consider some proxy measures demonstrating the success of Active Universities activity. This is not simply for demonstrating success to Sport England but as a way of demonstrating to the University, other partners such as NGBs, the value of the Active Universities sport programme. Such proxy measure could include increase in the number of:

- clubs or club membership,
- changes in clubs to accommodate social members,
- number of new intramural leagues / teams.

Appendix 1 – Project Results

Project	HE Student Participants		
	Year 1 Target	Year 1 Actual	% Achieved
Bath	1,202	1,023	85%
Bedfordshire	1,282	1,322	103%
Birmingham	766	1,030	134%
Bournemouth	1,008	1,284	127%
Bradford	465	420	90%
Brighton	1,497	2,341	156%
Bristol	1,280	1,992	156%
Brunel	1,540	691	45%
Bucks New	1,837	1,389	76%
Canterbury CC	810	839	104%
Central Lancashire	434	1,090	251%
Chichester	180	303	168%
City	630	440	70%
Coventry	360	515	143%
De Montfort SU	1,234	1,305	106%
Derby	1,480	1,784	121%
Durham	1,335	1,508	113%
East London	862	606	70%
Essex	766	443	58%
Gloucestershire	1,000	1,018	102%
Hertfordshire	2,020	3,610	179%
Hull	780	1,579	202%
Lacrosse	2,000	2,424	121%
Leeds Met	517	581	112%
Loughborough	750	881	117%
Manchester	900	1,021	113%
Middlesex	430	627	146%
Northumbria	7,984	1,138	14%
Nottingham	1,044	1,365	131%
Plymouth	1,000	1,488	149%
Portsmouth	1,555	1,848	119%
Queen Mary SU	1,407	1,587	113%
Roehampton	1,040	978	94%
Royal Holloway	729	1,146	157%
Salford	668	670	100%
Sheffield Hallam	2,102	1,927	92%
Staffordshire	604	812	134%
Surrey Sport Park	340	130	38%
The Union Society (Newcastle)	300	501	167%
Tremough	536	427	80%
Total	**46,674**	**46,083**	**99%**