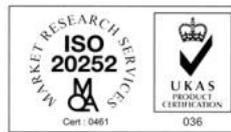


Higher Education Sport Participation and Satisfaction Survey

National Report
Year Three

August 2014



TNS BMRB

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1. Executive summary

1.1 Introduction

Sport England commissioned TNS BMRB to conduct a three year study to examine the impact of funding on sports participation and satisfaction amongst all students in HEIs participating in the Active Universities themed funding round. The third year of the survey was conducted online, in November 2013 and April/May 2014, with each wave lasting three weeks¹. 41 projects have been funded through Active Universities, and in Year 3 55 HEIs took part in the study.

This report summarises the key national findings from the third year of the study, with comparisons to the first (baseline) and second years. Overall 31,448 students participated in the survey across the two waves in Year 1, 37,163 in Year 2 and 36,614 in Year 3.

1.2 Key findings

1.2.1 Participation rates

Measures have been developed to determine the frequency of participation in sport. Overall, results for Year 3 (2013/14) are similar to those for Year 2 (2012/13). Two thirds of students participate in any sport activity (67%), which includes a majority participating at least once a week (57%), and about half of these (34% of students overall) participating in high levels of sport (3x30 minutes). Between Years 2 and 3 there was no change in the proportion of students who participated in sport at least once a week, but this did follow an increase from 55% in 2011/12.

There has been an increase in the proportion of students using university sports provision in Year 3. A third (33%) of all students participated in sport using university provision, up from 29% in 2011/12. Those living in university halls were more likely to use university provision. Convenience of local facilities was the main reason cited for not using university provision.

1.2.2 Organised sport

Involvement in organised sport activity has remained stable since Year 2. Four in ten students were a member of a club, society or organisation to participate in sport (39%), which rose to 54% among those participating at least once a week. Similar levels of students have received tuition (27% of all students and 37% participating 1x30) or have taken part in organised competition (24% of all students and 35% participating 1x30) in the past 12 months compared to

¹ 1st year conducted November 2011 and May 2012, 2nd year conducted November 2012 and April/May 2013

previous years of the survey. Students doing 3 x 30 minutes were more likely to have been involved in these activities, as were students who used university sports provision.

1.2.3 Volunteering

Four per cent of all students had taken part in one hour a week or more of sports volunteering. This was higher among those doing 3 x 30 minutes of sporting activity a week (7%), and among those doing a combination of university and non-university sports (7%). The level of sports volunteering amongst students who only used sporting provision within their university was surprisingly low at 4%.

1.2.4 Satisfaction

Overall, half of students who participated in university sport were very satisfied with university sport provision (48% rating their satisfaction as between 8 and 10 on a 10 point scale). This is slightly lower than the 49% who were very satisfied in 2012/13, but conversely, those students rating their satisfaction in university sport between 1 and 4 have shifted from 12% to 11%. Personal satisfaction (satisfaction with performance, exertion and fitness and release and diversion) was at similar levels to in 2012/13.

In terms of service satisfaction, coaching was still seen to be an important factor for students (among those who have used it) and satisfaction with this area was also high. Value for money was seen as the next most important factor, but along with officials, this is the area where students were least satisfied. The specific areas with lower levels of satisfaction related to value for money of the non sport facilities where they take part in university sport and the equipment hired, overcrowding and being able to take part at a convenient time and the availability of qualified officials when competing in university sport. There was slight improvement in satisfaction across the board, with the exception of coaching. However coaching has maintained high levels of satisfaction, despite ever increasing numbers of students deeming coaching important.

1.3 Conclusions

The increase in sports participation between Year 1 and Year 2 has been maintained in Year 3. However, there is still the potential to increase sports participation. Some groups continue to be less likely to participate in sport; notably women, older students, those with a disability and Black and Asian students. Using funding to specifically target these groups with sports that are more likely to appeal could increase overall participation. Addressing some of the general barriers could also result in an overall increase in sports participation. These include overcoming students' perception that lack of time prevents them

from getting involved, and their perceived lack of value for money of sports facilities and equipment they have access to.

2. Introduction

Sport England commissioned TNS BMRB to conduct a three year study to examine the impact of Active Universities lottery funding on sports participation and satisfaction amongst students in HEIs that are recipients of Active Universities funding. It was also developed in order to test a sport participation tool for the Higher Education sector, to demonstrate how universities contribute towards increasing participation in community sport across England as well as provide information to individual universities which may assist with influencing decisions made about sport provision.

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 and the survey will provide key information to understand how we may influence more students to play sport.

In 2011 Active Universities projects were specifically challenged with increasing participation within their student population and ensuring that students continue to play sport throughout their time at university. Originally, Sport England wanted projects to contribute to increasing the number of students who are participating in sport three times a week for at least 30 minutes over the lifetime of each project. With a new strategy in 2012, these projects have also played an important contribution to Sport England's overall target of increasing the percentage of adults who participate at least once a week (1x30 minutes) and in particular those within the younger age brackets. The Higher Education Sport Participation and Satisfaction survey aims to provide data to each university to help understand how their students participate in sport and how satisfied they are with the sport provision at the university.

Forty one (41) projects have been funded through Active Universities. In Year 1, 49 HEIs took part in the study (some projects covered more than one university). From Year 2, in addition to the Active Universities, non-Active Universities were given the opportunity to take part in the survey. Fifty two (52) HEIs took part in Year 2 and in Year 3, 55 HEIs took part.

In all three years, the survey was conducted online, in November and April/May, with each wave lasting three weeks. The research was conducted in two waves to minimise seasonal impacts.

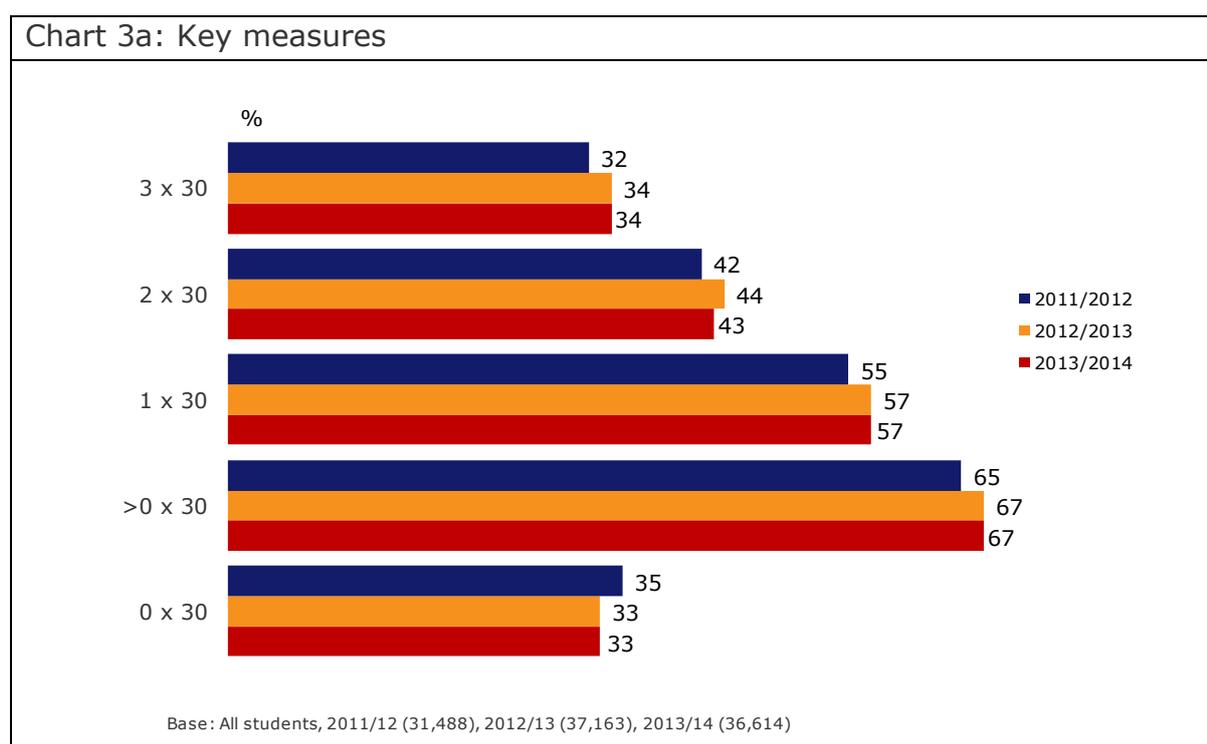
Fieldwork dates:

Wave 1	21st November - 12th December 2011
Wave 2	14th of May - 6th June 2012
Wave 3	12th – 31st November 2012
Wave 4	29th April – 7th May 2013
Wave 5	11th – 29th November 2013
Wave 6	28th April – 16th May 2014

This report summarises the key national findings from the third year of the study. Overall 31,448 students participated in Year 1, 37,163 in Year 2, and 36,614 in Year 3.

3. Key participation measures

Five frequencies of participation have been used to determine the level of participation in sport. Two thirds of students participate in any sport, with about a third (34%) participating in high levels of sport activity (3x30 minutes per week) and just over half participating 1x30. There has been no change in participation levels in the past year, but there has been an increase since 2011/12 (32% 3x30 and 55% 1x30). This is summarised in Chart 3a and discussed more fully below.

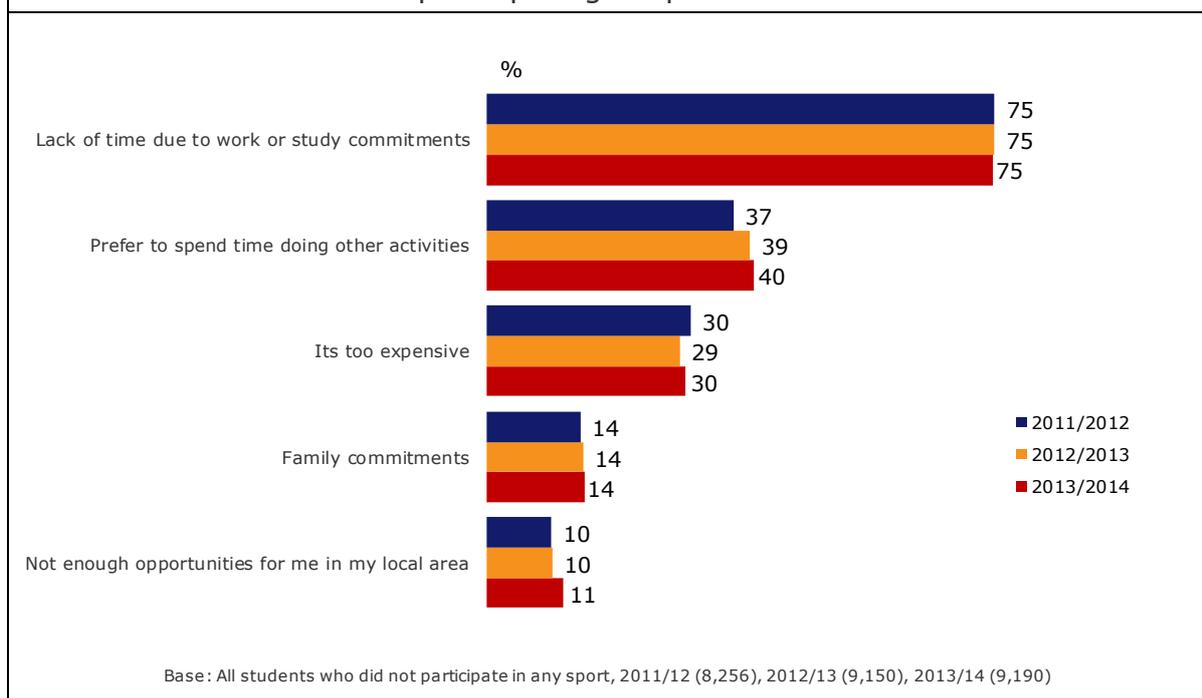


3.1 Non participation (0 x 30)

0 x 30 is defined as the percentage of students not participating in any sport for at least 30 minutes in the previous 28 days. In Year 3 a third (33%) of students did not participate in any sport for 30 minutes or more in the 28 days before the survey. This is in line with 2012/13 results. A quarter (27%) had not participated in any sport at all in the last 28 days, which is similar to 26% in 2012/13 but still significantly fewer than the 29% who had not participated in any sport in 2011/12 (this is not represented in the chart above).

The most common reason given for not participating in sport remains a lack of time because of work or study commitments (75% of those that did not take part in sport). Other reasons given were due to time constraints (preference to spend time on other activities or family commitments) as well expense and perceived lack of opportunity (Chart 3b).

Chart 3b: Reasons for not participating in sport at all



Four in ten students who do not participate in sport at all said that they prefer to do other things. The following table lists the activities those students do, compared to all students.

Activity	2013/14	
	All students	Prefer to do other activities
Spend time with friends/family	93%	93%
Internet/emailing	92%	95%
Listen to music	90%	91%
Eat out at restaurants	87%	85%
Shopping	84%	83%
Watch TV	83%	84%
Read	80%	81%
Sport/exercise	77%	33%
Go to cinema	77%	76%
Go to pubs/bars/clubs	77%	74%
Days out or visits to places	76%	76%
Theatre/music concerts	53%	53%
Play computer games	52%	61%
Visit museums/galleries	49%	49%
Visits to historic sites	42%	40%
Voluntary work	33%	27%
Arts and crafts	30%	32%

Activity	2013/14	
	All students	Prefer to do other activities
DIY	29%	22%
Play a musical instrument	26%	25%
Gardening	21%	15%
Base: All students, 2012/13 (36,614),prefer to do other activities (3,820)		

The table shows that despite saying that they have a preference for doing things other than sport, this group do not appear to partake in significantly more activities than students in general. They are however significantly more likely to use computer for the internet, emailing and gaming, than the general population.

3.2 Any participation (>0 x 30)

>0 x 30 is defined as participation in a session of at least 30 minutes of sport on 1 or more of the previous 28 days. Two thirds (67%) of students did at least a session of 30 minutes of sport in the 28 days leading up to the survey.

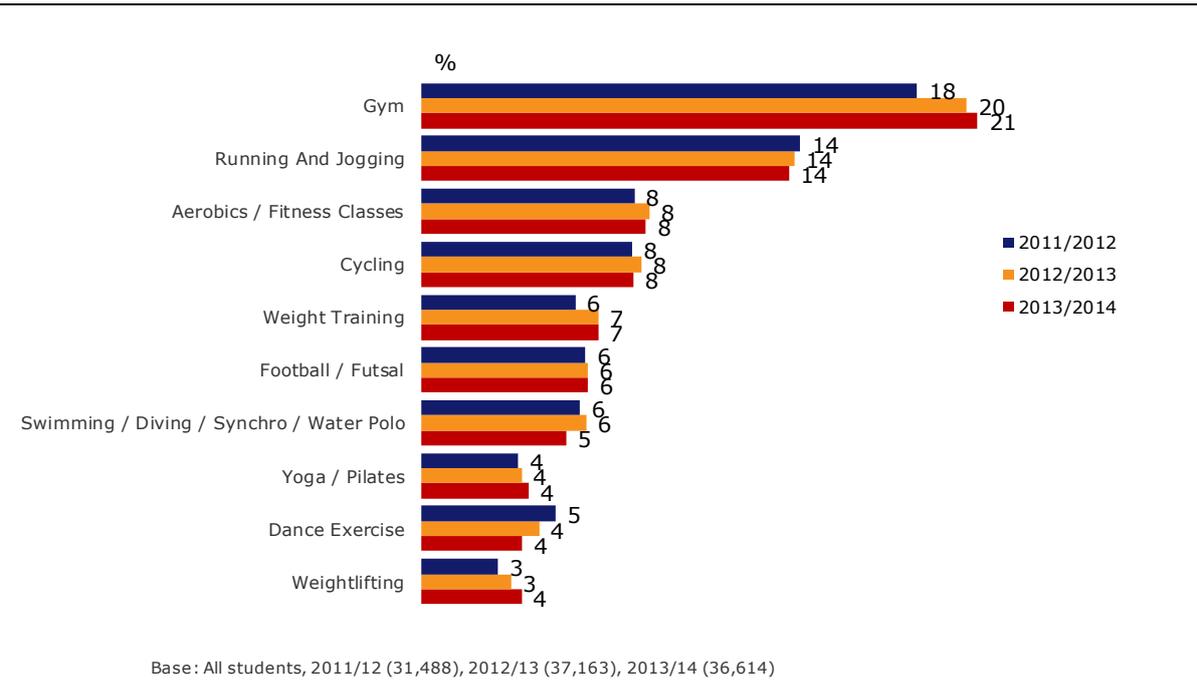
Differences in types of students who participated at the >0 x 30 level were the same as in previous years of the research (2011/12). Men were more likely than women to participate in sport at all (70% at >0 x 30 compared with 64% of women). However this gap has narrowed from the 2012 results where 71% of males participated and 63% of females participated. Groups less likely to take part in any sporting activity were those with a disability (56% at >0 x 30) and those from Black or Asian ethnic groups (55% and 60%). The likelihood of having done at least 30 minutes of sport in the past four weeks went down, the older the student was, with one exception. Sixty-six percent of students under 19 participated at the >0 x 30 level which rose to 70% amongst those between 20 and 25.

3.3 1 x 30

1 x 30 is defined as participation in a session of at least 30 minutes of sport on at least 4 of the previous 28 days (this is the equivalent of at least once a week in the 4 weeks before the survey). More than half (57%) of students took part in sport at least once a week.

Chart 3c shows the 10 sports that have the highest levels of 1x30 participation across the whole student population. One in five students (21%) goes to the gym at least once a week which has increased from 18% in 2011/12.

Chart 3c: Top 10 Sports at 1 x 30 (%)



Overall, the same groups were less likely to be participating in sport at the 1 x 30 level: women, older students, those with disabilities and Black and Asian students. Just over half of female students participated 1 x 30 (53%), which dropped to 42% among female black and minority ethnic (BME) students (compared to 57% of white females). Participation was also lower among first year female students (51% compared to 55% of female students in their 2nd to 4th years), female students aged 26 and over (49%) and female students with a disability (45%).

However, for some particular sports, participation was higher amongst these groups (highlighted below). It may be possible to promote these sports further within HEIs to encourage higher sports participation among these groups.

For those doing sport at 1 x 30, running/jogging is the only sport in the top 10 where the proportion of women and men participating is roughly equal (13% and 14% respectively). Compared to men, women are much more likely to do aerobics, yoga/pilates or swim and much less likely to use a gym, cycle, play football or do weightlifting or training.

Most sports in the top 10 were practiced by a higher proportion of younger students than older students, with a few exceptions. The proportion of students who took part in water-based sports was 5% amongst under 19s which rises to 7% amongst students between 45 and 64, reaching a peak of 8% amongst those students between 34 and 44. Similarly just 7% of under 19s had cycled for 30 minutes or longer in the past month, but this steadily rose to 10% amongst

those students between 45 and 64. Cycling was more popular among older females compared with their younger counterparts, with 7% of over 26s participating 1 x 30, compared to 5% of females aged under 19. Yoga and pilates were also more popular amongst those aged 45 to 64 than the general student population. (Please note the sports in the chart above are those students participate in, not necessarily those which Sport England funds through Whole Sport Plans with National Governing Bodies of sport, or recognised by Sport England as a moderate intensity sport contributing towards 1x30 e.g. Yoga and Pilates).

Amongst different ethnic backgrounds, Black (44%) and Asian (49%) students were less likely to do sport overall at 1 x 30. However Asian students were as equally likely as White students to go to the gym (20%) and do weightlifting (4%). Whilst Black and Asian students were less likely to do sports overall, there were some sports which are more popular with these students than White students. In particular, compared to White students, Asian students are far more likely to play cricket (2.4%, 0.5% for white students). Black students are more likely to take part in track and field athletics (2.1%, 1.1% for white students), play football (8.2%) or basketball (2.0%) than White students (6.3%, 0.8% respectively). Female BMEs have lower rates of participation than white female students, but they are more likely to participate in badminton (2.4% compared to 1% of white female students).

There has been no significant change in the overall 1 x 30 participation rate among Black students over the period of the study but there has been a decline in participation in particular sports. Black students participating in Aerobics and fitness classes has decreased from 9% in 2011/12 to 6% in 2013/14, and this decrease is especially evident among Black females (12% down to 8% in 2013/14). Participation in running and jogging also decreased across the whole Black student body, from 11% in 2011/12 to 8% in 2013/14 and again it was more pronounced for Black females (11% down to 7% in 2013/14).

In terms of disability, participation in swimming or other aquatics was similar among students with disabilities and those without (6% and 5% respectively) illustrating the contribution of swimming or other aquatics to those with a disability. Participation rates in yoga/pilates and dance exercise were equal between students with and without disabilities whilst rates of participation were higher amongst students without a disability across the other top 10 sports.

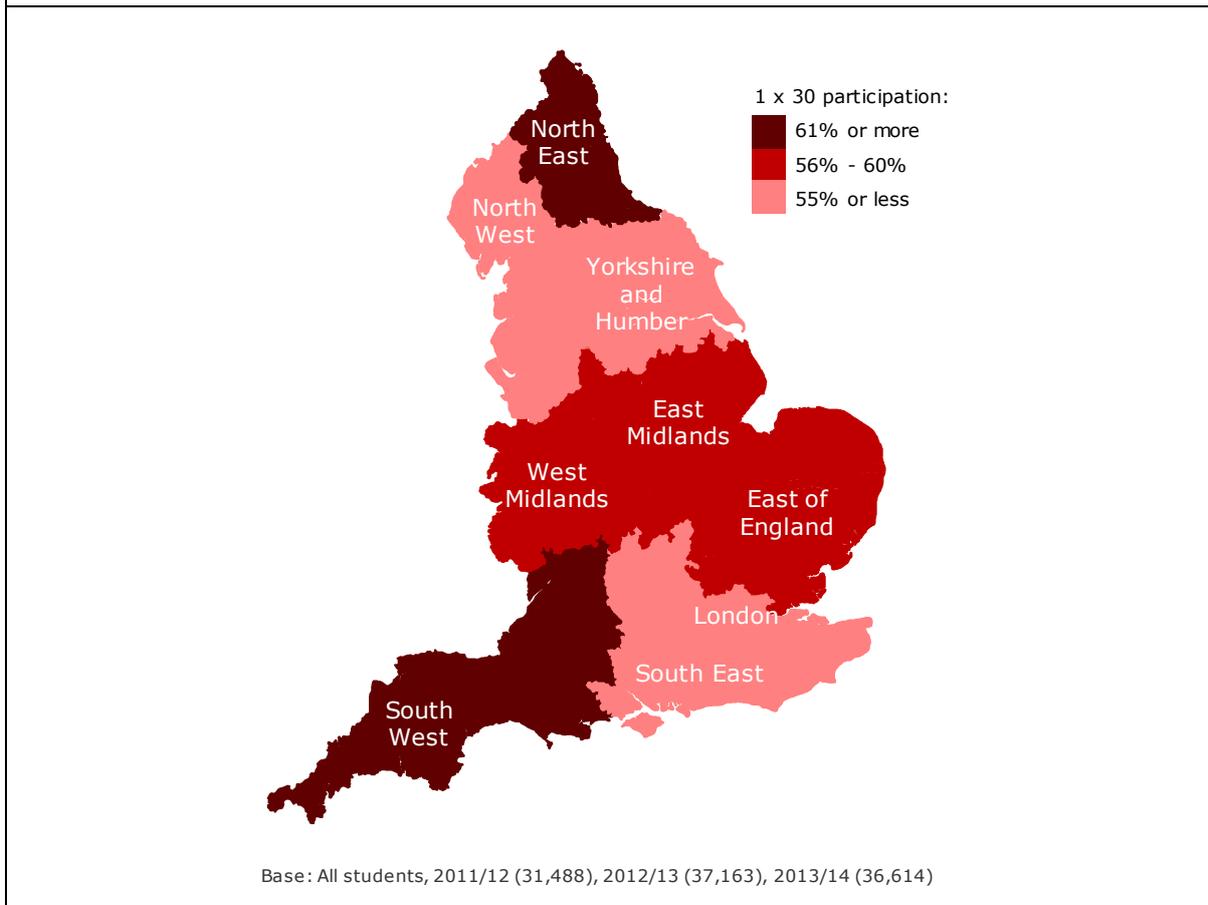
Full time students were only slightly more likely to participate at 1x30 compared to part time students (57% and 55% respectively). A higher proportion of full time students participate in gym activities at 1x30 (21% compared to 17% of

part time students), but both cycling and aerobics are taken up by more part time students (11% compared to 8% of full time students for each sport).

Participation at 1x30 appears to increase after the first year of study, with participation of first year students in 2013/14 at 54% rising to 58% of second year students. This level is maintained in the third (59%) and fourth (63%) years of study. The same pattern is reflected in the results by age. This trend also occurred in the first two years of the survey, with 54% of first year students in 2011/12 participating at 1x30, increasing to 59% among second year students in 2012/13 and 59% of third year students in 2013/14. This suggests that as students progress past their first year of university study, they are more likely to participate in sport. Gym participation is higher among 2nd to 4th year students (23%), compared to 1st year students (19%).

Looking at rates of participation by region, students based in the North East (62%), East Midlands (59%) and the South West (61%) were more active, while relatively fewer students in Yorkshire and Humber (54%) and the South East (55%) participated in sport at least once a week. While participation is lower in Yorkshire and Humber, the measure has increased from 51% in 2011/12. Participation has also increased in the East in the last three years (from 52% in 2011/12 to 56% in 2013/14).

Chart 3d: 1 x 30 Participation by Region



Also of interest when analysing by subgroup is that participation has increased between 2011/12 and 2013/14 in universities with multiple campuses that do not all offer sporting provision (55% up from 53%), whereas the measures for single campus universities and multi-campus universities that all offer sports, have remained stable.

3.4 2 x 30

2 x 30 is defined as participation in at least 30 minutes of sport on at least 8 of the previous 28 days. This is the equivalent of doing half an hour of sport twice a week. Over four in ten (43%) students participated in this level of activity.

3.5 3 x 30

3 x 30 is defined as participation in at least 30 minutes of sport on at least 12 of the previous 28 days. This is the equivalent of 30 minutes activity three times a week.

A third of students (34%) participated in this level of sport in the 28 days leading up to the survey. This is the same as the level in 2012/13, but has risen from 32% who participated at this level in 2011/12.

Differences by sub group were similar to those for participating in any sport (>0x30). Men were more likely than women to be taking part at the 3 x 30 level (39% compared with 29%). This is a greater gap between the sexes than when looking at >0x30 figures. This is also a dip of 2 percentage points for men at this level of exercise compared to 2012/13. Participation at the 3 x 30 level falls with age with 36% of those 25 and under participating to this level, compared with 23% of those aged 45-64.

Ethnicity also played a role in participation at 3 x 30, with those from White or Mixed race backgrounds more likely to be doing 3 x 30 (36% and 35%). Participation at 3 x 30 was lower among Asian (29%) and Black students (23%) as well as those from other ethnic backgrounds (26%). This level of participation amongst black students has dropped since 2012/13 when 27% of Black students participated in sport at this level.

Students with a disability were less likely to participate in sport for 3 x 30 (26% compared with 35% of students with no disabilities). This is consistent with the level at 2012/13, which has risen from 23% in 2011/12.

By region, relatively more students based in the North East (38%) and the South West (37%) participated in sports at least three times a week, while fewer students in the North West (31%) and the South East (31%) did so. While participation is lower in Yorkshire and Humber, the measure has increased from 30% in 2011/12, as it has in the South West (up to 37% from 34% in 2011/12).

The findings indicate that the proportion doing >0 x 30 and 3 x 30 has remained stable between 2012/13 and 2013/14 and there are still large differences between levels of participation amongst subgroups.

4. Sports participation: Key questions

4.1 Provision of Sports Participation

A third (33%) of all students surveyed participated in sport using university provision, similar to last year(2012/13), but an increase from 29% in 2011/12.

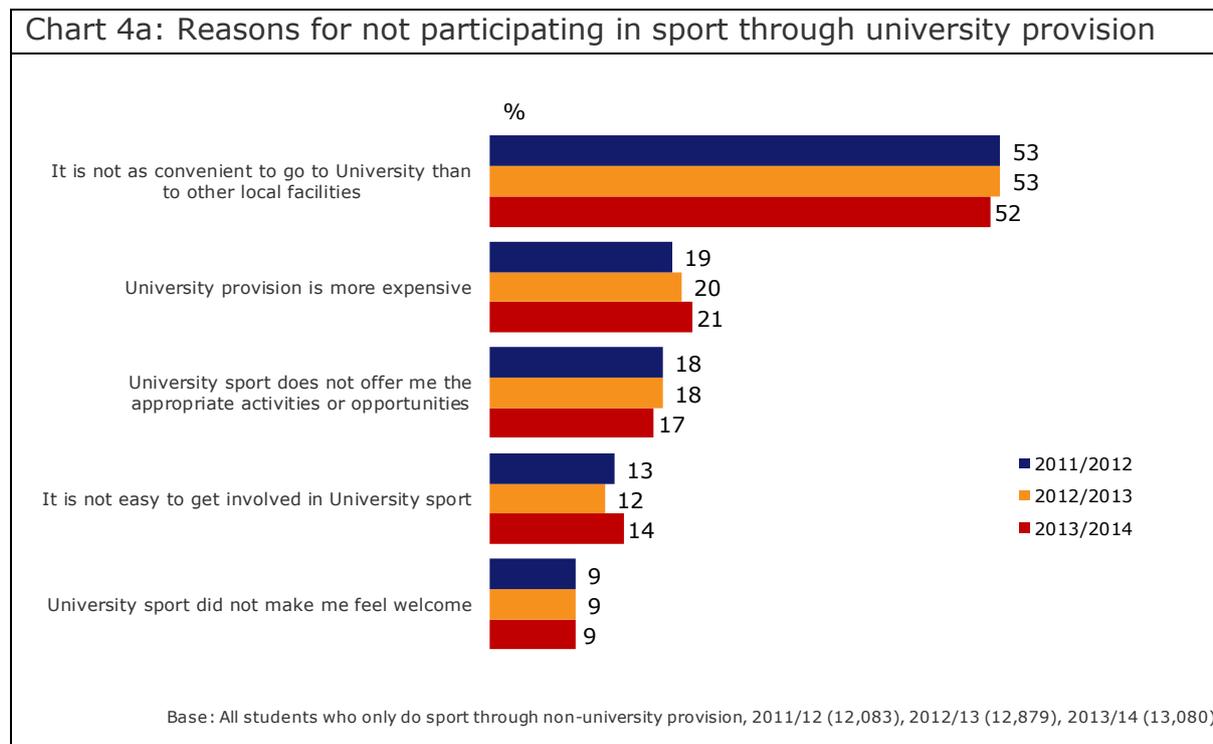
As shown in the table below, ten per cent of students participated in sport entirely through university provision, with a further 24% using a combination of both university and non-university provision. The proportion of students using only university provision has remained steady at 39%. The remainder (25%) did not participate in sport activity.

	2011/12	2012/13	2013/14
	%	%	%
Only through your university	8	10	10
Only through non university provision	41	39	39
Both through university and non university	21	24	24
Don't know	2	2	2
Do not participate in any sport	27	25	25
Base: All students, 2011/12 (31,488), 2012/13 (37,163), 2013/14 (36,614)			

Those living in university halls on campus were most likely to use only university provision (22%). One in ten (10%) of those renting privately used university sports provision only, falling to one per cent of those living at their permanent address.

Students who participated in sport using university provision alongside outside provision were most likely to be doing sport at the 3 x 30 level (58% of those who used both university and other provision were doing 3 x 30, 41% who used only university provision and 40% of those using only non-university provision).

The most commonly cited reason for not using the university provision for their sporting activities remains that university facilities are less convenient than going to local facilities (52%, Chart 4a). Other barriers included cost, lack of appropriate activities and issues around not being welcome or finding it difficult to get involved in university sport. It is worth noting that the proportion of students saying that it is not easy to get involved in university sports has increased significantly in the last year, from 12% to 14%.



These findings suggest the proportion of students using university provision might be further increased if charges and activities provided continue to better match requirements. Measures to make university sports provision more welcoming and inclusive might also help to increase the proportion of students using university provision.

4.2 Changes in level of participation

When asked about any changes in the amount of sport and recreational physical activity compared with the same time last year, 32% of students said that they were doing more. Thirty one per cent thought they were doing about the same amount, and 35% said they were doing less activity. This was broadly similar to what was reported in 2012/13 though it is encouraging that the proportion who say that they feel they are doing more exercise, has stayed steady and not dipped back to 2011/12 levels.

	2011/12	2012/13	2013/14
	%	%	%
More	29	32	32
The same	32	32	31
Less	37	34	35
Don't know	2	2	2
Base: All students, 2011/12 (31,488), 2012/13 (37,163), 2013/14 (36,614)			

Eighty-four per cent said that they were keen to do more sport or physical activity over the next 12 months, than they do currently. Twenty six per cent thought that they would definitely do more. This is identical to the previous year's results.

4.3 Membership, competitions and coaching

In 2013/14, 39% of students were a **member of a club, society or organisation** particularly for the purpose of participating in sports or recreational physical activities (same as in 2012/13). Club or society membership was higher among those doing 3 x 30 (61%, compared with 50% of those doing >0 x 30). Understandably, subgroups who did more sport (white students, men, younger students) were more likely to be a member of a club.

Twenty seven per cent of students had **received tuition from an instructor or coach** to improve sports performance in the last 12 months (no real change since 2011/12). Those doing 3 x 30 (43%) were more likely to have received tuition than those doing >0 x 30 (35%). White students (30%) were more likely to have received tuition than Black or Asian students (19%, 21% respectively). As with club membership, younger students and those who lived on a campus with sports facilities were more likely to have received tuition. Additionally despite lower participation levels, women were as likely to have received tuition as men (28% and 27% respectively).

Twenty four per cent of students had **taken part in organised competition** in the past 12 months (similar to 2012/13). Thirty two per cent of those doing >0 x 30 had taken part in a competition in the last 12 months, rising to 41% of those doing 3 x 30. Men were more likely to have competed than women (31% compared with 19%) as were younger students. Whereas sport participation peaks amongst students between 20 and 25, students under 19 are more likely to have competed in organised competition (29%), than the older age group (26%).

Students involved in sport using university provision were more likely to be involved in clubs, to have had coaching and to have taken part in organised competitions.

5. Sports volunteering

Sports volunteering includes any sports voluntary work undertaken without any payment except to cover expenses e.g. organising or helping to run an event, campaigning/raising money, providing transport or driving, taking part in a sponsored event, coaching, tuition or mentoring.

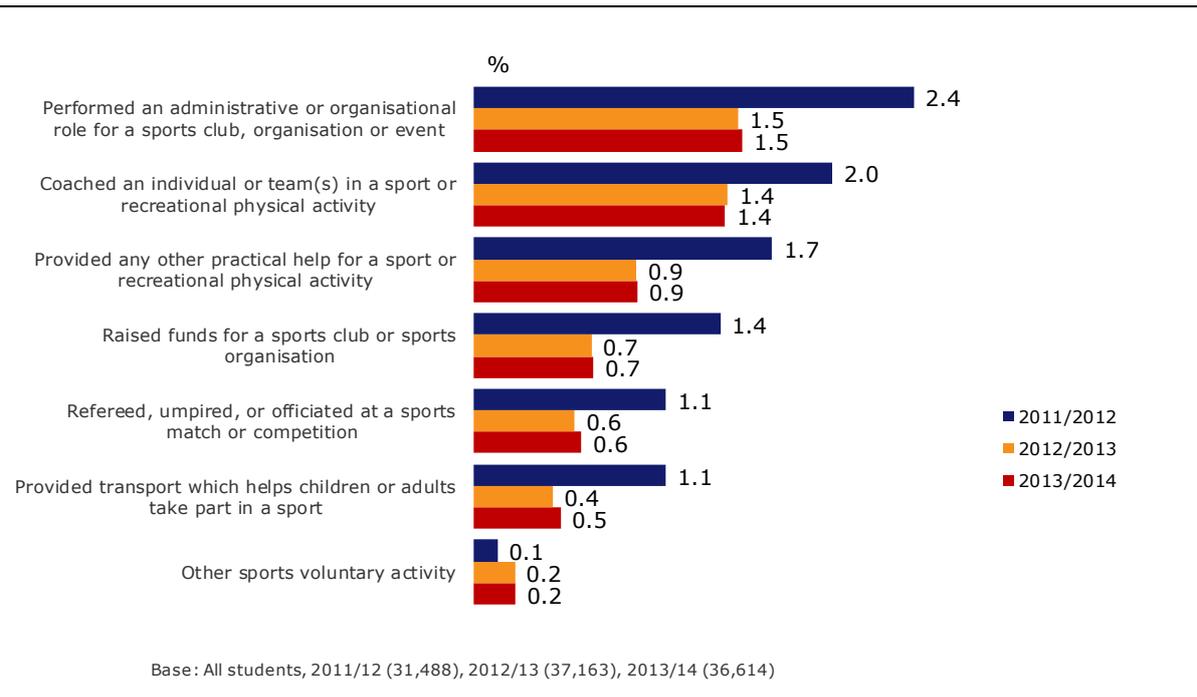
Four per cent of all students had taken part in one hour a week or more of sports volunteering (four or more hours of sports volunteering in the previous 28 days). This is the same as the level in 2012/13, which was in turn a slight drop from five per cent in 2011/12.

The proportion engaged in sports volunteering for at least one hour a week increased with higher sports participation: 5% of those doing <0 x 30 had done so in the last 28 days, whereas 7% of those doing 3 x 30 had volunteered.

Sports volunteering was also higher among those who did sport through their university (either only through the university, 4% or using a mix of both university and local provision, 7%) than those who only did sports through non-university provision (3%).

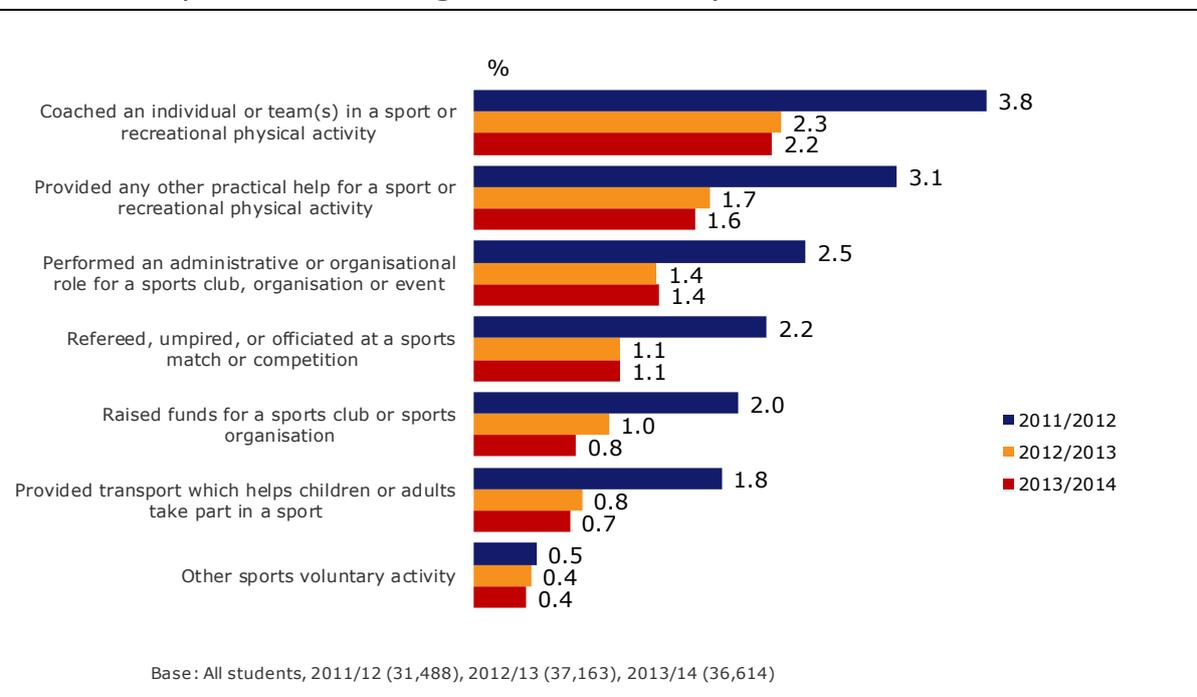
The most common sports volunteering activities are shown below for volunteering within university (Chart 5a) and outside of university (Chart 5b) (percentages are among all students rather than of those who have volunteered):

Chart 5a: Sports volunteering in university



Within university, performing an administrative or organisational role was the most common voluntary role performed, followed closely by coaching an individual or team.

Chart 5b: Sports volunteering outside university



Coaching was the most common voluntary activity outside of university, followed by providing other practical help.

6. Satisfaction and importance

All students were asked how important the university's sporting opportunities and facilities were to them when selecting their university. Students who participated in university sport were also asked to rate their overall satisfaction with sport at their university, as well as rating their satisfaction on a number of aspects of service and personal satisfaction.

The areas of service satisfaction examined were:

- Value for money
- Facilities and playing environment
- Coaching
- Ease of participating
- People and staff
- Officials in University sport

For each of these areas students were asked to rate their overall satisfaction and satisfaction with more detailed aspects. For all aspects and for the overall measure, students were asked to rate their satisfaction on a scale of 1 to 10, where 10 was Extremely Satisfied and 1 was Extremely Dissatisfied. Students were also asked to rate the level of importance of each area. This was rated on a scale of 1 to 10, with 10 being Extremely Important and 1 being of No Importance.

Students were also asked the importance of, and their satisfaction with, a number of measures of personal satisfaction:

- Opportunities to improve performance
- Opportunities for exertion and fitness in sport
- Opportunities for release and diversion from everyday life
- Social aspects

6.1 Overall satisfaction and importance of university sport

Overall, 12% of all students said that the university's sporting opportunities and facilities were very important to them when selecting their university (rating importance between 8 and 10). A further 23% said it was fairly important (score of 5-7/10). However, six in ten students (62%) felt it was not really a factor they considered in their choice of university (score <5/10).

Amongst students who participated in university sports around a quarter said that the university's sporting opportunities and facilities were important to them when selecting their university (22% rating importance between 8 and 10). This was on a par with previous years:

		2011/12	2012/13	2013/14
Overall importance	8-10	22%	22%	22%
	5-7	34%	35%	35%
	1-4	43%	43%	43%
Base: All students who participate in sport through university provision, 2011/12 (10,577), 2012/13 (14,257), 2013/14 (13,473)				

Overall, half of students who participated in university sport were very satisfied with university sport provision (48% rating their satisfaction as between 8 and 10 on the 10 point scale). The proportion of students who were very satisfied (8-10) stayed level from 2012/13. Only 11% were dissatisfied, giving a rating between 1 and 4.

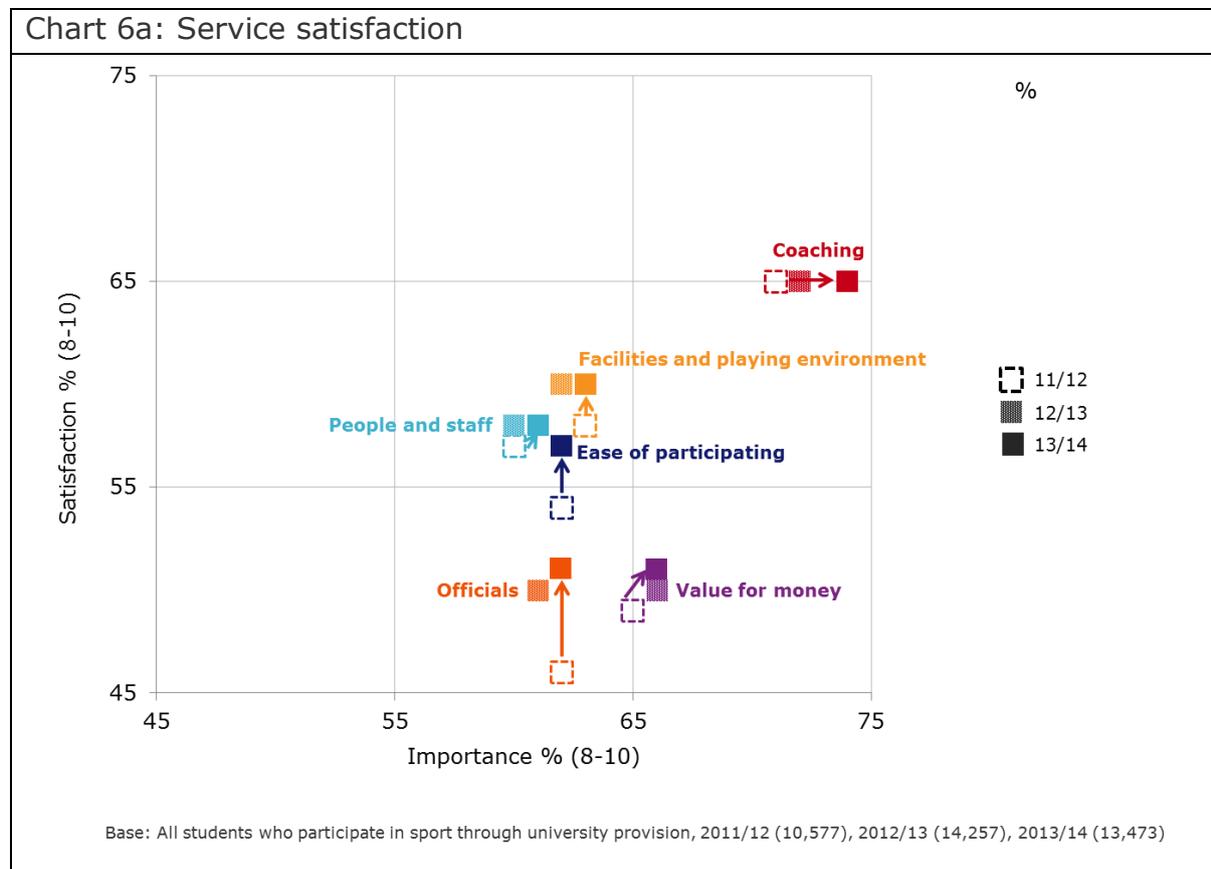
		2011/12	2012/13	2013/14
Overall satisfaction	8-10	47%	49%	48%
	5-7	41%	40%	41%
	1-4	12%	12%	11%
Base: All students who participate in sport through university provision, 2011/12 (10,577), 2012/13 (14,257), 2013/14 (13,473)				

Satisfaction was higher for students who said that the university's sporting opportunities and facilities had been an important factor in their selection of HEI: 60% of those who said that it was important (8-10) were satisfied (8-10), while those who said it was not important (1-4) were less likely to be satisfied with the overall sporting provision at their university (41%).

Of those who said that the university's sports opportunities and facilities had been important in their choice of institution, a small, but significant, proportion (7%) were dissatisfied (1-4), similar to 2012/13 and 2011/12 levels.

6.2 Service satisfaction

Chart 6a shows the relative levels of satisfaction and importance of the key areas of service satisfaction (at a rating of between 8 and 10).



Coaching was seen to be the most important factor at 74% (although this was only asked of those who had used coaching facilities within the university within the last 12 months) and satisfaction with this area was also high (65% very satisfied, giving a score of 8-10/10). Within the area of coaching, satisfaction was highest with the technical competence of the coaches running the sport (65%) and lowest for opportunities to receive coaching (54%). The importance of coaching has risen over the course of the study, with no decline in satisfaction.

Value for money was seen as the next most important factor (66%), but this scored lower for satisfaction (51% very satisfied, score of 8-10/10). As discussed earlier (see section 3.1) cost was a key reason for not using university sports provision. However there has been improvement in satisfaction with value for money over the past few years. Within value for money, the areas which students felt offered better value for money were coaching (44%) and membership fees for university sports clubs and organisations (44%). They were

less satisfied with the value for money of the non sport facilities where they take part in university sport (38%), and with equipment hired (41%).

Facilities and playing environment were the next most important factor with 63% giving it an importance rating of 8-10/10. The most satisfactory elements were the safety and cleanliness of sports facilities (68% and 60% respectively) whilst the least satisfactory was the quality of the non-sports facilities (48%).

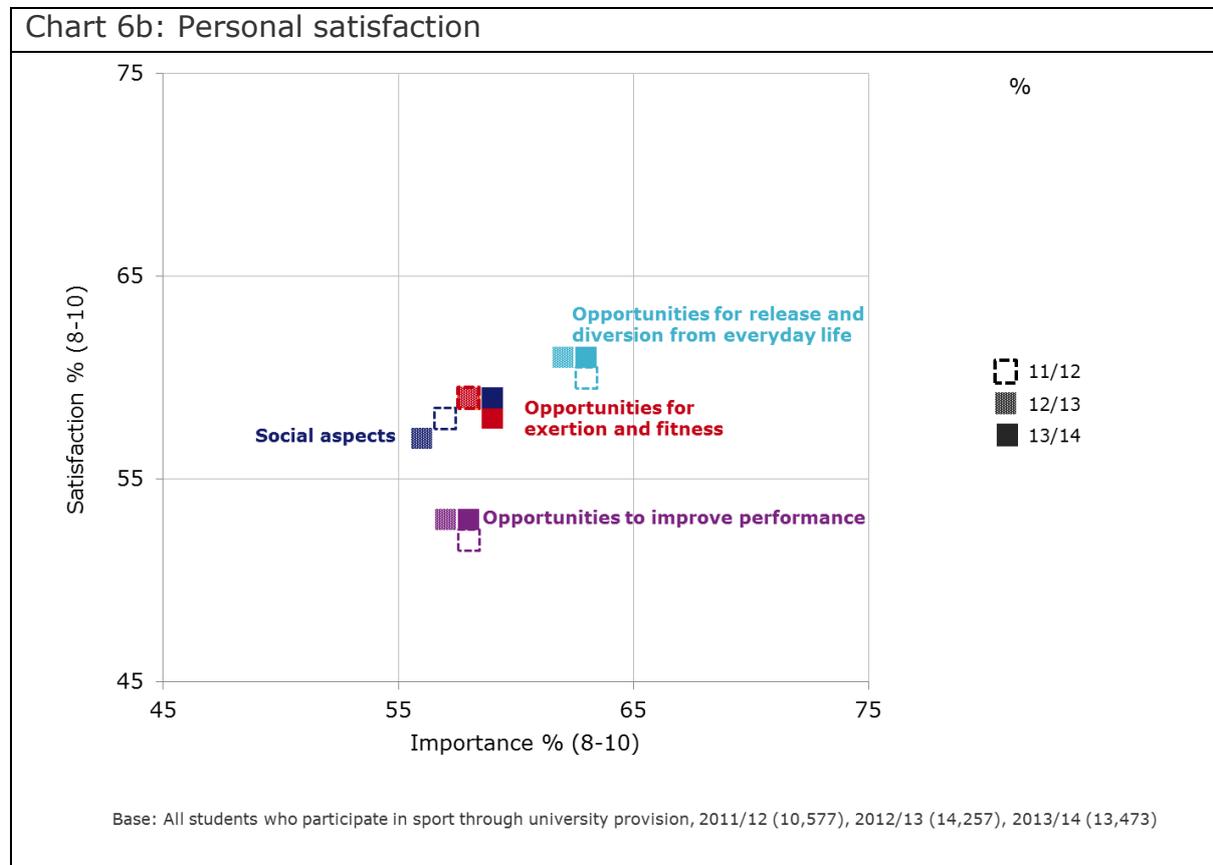
Ease of participating and **officials** were deemed equally important at 62%, though students were much more satisfied with the former. Both these areas have been strong areas of improvement over the past few years. However only 43% of students are satisfied with the availability of officials and 41% are satisfied by the busyness of facilities, indicating that some facilities might be overcrowded.

The least important factor were **people and staff** which 61% thought to be important. Students were more positive about how welcoming people who organise university sports are (57%), and less positive about the competence of the professional staff (53%).

Overall, it is encouraging that every factor other than coaching recorded higher satisfaction levels than year 1, and coaching has maintained high levels of satisfaction, even as students are considering coaching an ever more important part of university sport.

6.3 Personal satisfaction

Chart 6b shows the level of importance and satisfaction for various areas of personal satisfaction with university sport provision.



Levels of personal satisfaction were very similar to 2011/12 and 2012/13. The area perceived to be most important was opportunities for release and diversion from everyday life (63% rated importance 8-10/10), and this was also the area with which students were most satisfied (61% rated satisfaction 8-10/10).

Opportunities to improve performance, opportunities for exertion and fitness and social aspects were all seen to be of around the same level of importance. However, satisfaction was lowest for opportunities to improve performance (53%).

7. Conclusions

The Year 3 study suggests that increased funding for university sport has consolidated the increased levels of sports participation among university students. The increase in sports participation between Year 1 and Year 2 has been maintained in Year 3, but has not risen.

However, there still may be potential to increase sports participation. Some groups continue to be less likely to participate in sport; notably women, older students, those with a disability and Black and Asian students. New funding could be used to increase participation in areas where there is scope to do so. For instance, the survey findings show that there are certain sports that have particular appeal among groups with generally lower levels of participation (for e.g. dance exercise for women, badminton for BME women, cricket for Asian students, athletics, football and basketball for Black students, cycling for older students including women and swimming for those with a disability). Increasing the opportunities to participate in these sports, alongside promotion targeted specifically at groups with lower levels of participation could serve to increase participation within these groups, and in turn among students overall.

"More women's fitness classes, e.g. zumba, dance, combat session, or basketball, badminton."

"Create more awareness in terms of the different sports societies available. Although I have always had a keen interest in sport, since being at university I have not participated or joined any societies."

"Come into lectures and promote new activities. This will encourage people to actually go to the event with friends and also people that aren't aware will now be aware thanks to the face to face presentation."

There are other opportunities for which new funding could be used to improve certain areas. Addressing some of the general barriers could result in an overall increase in sports participation. Three quarters of students who do not participate in sport at all cite lack of time as a barrier. Offering more accessible and/or flexible sessions, perhaps of shorter duration (although at least 30 minutes) could help overcome this.

"Have more flexible times and increase the number of sessions as many may have a class during the period that's allocated to their preferred sport."

"More flexible hours of sport like in the afternoon of weekdays, not just in the evenings."

"More societies catered towards casual sports and games, rather than a regimented training scheme. Casual lunchtime style activities could improve exposure to sporting opportunities."

Among students that already participate in university sporting provision, significantly fewer are satisfied with its value for money than deem this aspect important. This could be addressed through either a review of the costs involved in participating, or by improving the quality of the provision, in particular the facilities and equipment.

"Consider subsidising sports clubs to a greater extent, as many are put off joining by the price. In particular, many sports clubs have a membership fee and then also require membership for the campus gym, a kind of hidden cost that discourages students from joining after the free taster sessions are finished."

"Renovate the gym by enlarging it and putting more equipment into it so users don't need to queue for using the free weights/machines".

"Additional benefits would make the students happy and take up sports more often. These benefits can be free food such as drinks and also free gifts. However this should only be given if students take up different activities every week and win certain games."

Coaching was seen to be an important factor in the university sporting provision, and satisfaction with coaching is high among students who participate in university sport. Highlighting this coaching expertise could encourage more to participate.

"Have sports coaching geared towards complete beginners - most of what's on offer attracts those that have already been doing that particular sport for some time prior to joining university."