

A photograph of several athletes at a track event, overlaid with a semi-transparent red graphic. The athletes are wearing athletic gear and bibs. One athlete in the foreground has a bib with the number 16 and 'BT' logo. Another athlete in the background has a bib with the number 36 and 'BT' logo. The text 'ACTIVE WELLBEING UPDATE' is prominently displayed in white, bold, sans-serif font across the center of the image.

ACTIVE WELLBEING UPDATE

ACTIVE WELLBEING

THIS SEASON SO FAR...

37 AW FUND APPLICATIONS

11 FUNDED PROJECTS

£34,000

83 UNIVERSAL GYMS

105 FACILITIES

4,380 – GROWTH OF 1,000 MARCH 2024

3 AW WEBINARS

417 ATTENDEES

264 UNIQUE ATTENDEES

R&ER IMPLEMENTATION GROUP

2 MEETINGS TO DATE

LED BY MOLLY

ACTIVE WELLBEING

COMING UP...

PAEA REVIEW

PROPOSALS ADVISORY GROUP

UNIVERSITY OF HULL WEBINAR

10AM - 20TH MAY

NEW PROGRAMMES

EXPLORATION OF OPPORTUNITIES

AW FUND REVIEW

SUMMER 2025



Uniting the Movement

Katie Scott

Children and Young People Policy Team



Today's session

- **Sport England Updates**
- **Tackling Inequalities**
- **Youth Voice**
- **Potential Opportunities**

Sport England – Who we are



Sport England is an 'at arms-length' body of government, and the National Lottery distributor, responsible for grassroots and community sport and physical activity.

- 1) We distribute close to £300m Exchequer and National Lottery funding each year to support the development of community-based sport and physical activity.
- 2) We use our advocacy, insight and the investments above to harness the benefits of sport and activity for individuals and communities across England.

Our Purpose

Vision

We're here to champion the life-changing impact of being active and ensure that everyone across the nation can benefit.

Mission

To invest in sport and physical activity to make it a normal part of life for everyone in England, regardless of who you are.

Objectives

Increasing Activity
Decreasing Inactivity
Tackling Inequalities
Positive Experiences for Children and Young People

We focus on;



**Investing in
places and
partners**



**Generating
insight, data and
sharing learning**



**Influencing
change**

Uniting the Movement

**We want everyone in
England regardless of age,
background or level of
ability to feel able to engage
in sport and physical
activity.**



Movement Fund

launched to provide a single access point for funding



232,000

more active children and young people*

*Active Lives Children and Young People Survey Report Academic Year 2022-23



£63 million

Swimming Pool Support Fund agreed to help public pools remain open



Every Move

our first environmental sustainability strategy, was launched with 204 organisations signing the Going for Green pledge



131

long-term partnerships announced to help us tackle inequalities and improve access to sport and physical activity



£250 million

of funding into our place-based work

£190 million

targeting places of greatest need



£25 million

of investment through Place Universal Offer and National Evaluation



£107.2 billion

in social value generated by sport and physical activity



4,234

quality football and multi-sport pitches supported by investment

Positive experiences for Children and Young People

Every child and young person has the **right to be active**, to benefit from being active in a **safe, positive and trusted environment**, and to have an equal chance to **achieve their potential**.



To help create positive experiences for Children and Young People it is important that all CYP work has two underpinning themes throughout:

Physical Literacy

Physical literacy is defined as our relationship with movement and physical activity throughout life. As a concept, it recognises that every child's relationship with movement is unique, complex and ever changing, helping us to better understand the inequalities we know exist. Applying the lens of physical literacy to our work helps us to design, deliver and support children and young people to have positive experiences when being active, creating a lifelong love of movement

Youth Voice

Central to any approach and critical to driving change is ensuring that ALL children and young people's voices are heard and acted upon in the design and delivery of opportunities that affect them, listening to and co-designing activity with them and their families



Unrelenting focus on tackling inequalities

Tackling deep-rooted inequalities

“Right now, the opportunities to get involved in sport and activity – and reap the rewards of being active – depend too much on your background, your gender, your bank balance and your postcode.”

Uniting The Movement



The Inequalities Metric

Adults

58% have at least one inequality factor.

75% of adults with no inequality factors meet the activity guidelines, **compared to 44%** for those with two or more factors.

- Disabled people & those with a long-term health condition
- Age 65 or over
- Lower socioeconomic groups (NS-SEC 6-8)
- Asian, Chinese and Black adults
- Pregnant women and parents of children under 1 year
- Adults of Muslim faith

Children and Young People

62% have at least one inequality factor.

51% of CYP with no inequality factors meet activity guidelines, **compared to 39%** for those with two or more factors.

- Girls
- Other gender for those secondary school aged
- Low affluence
- Asian and Black children
- Lack of park/field or outdoor sports place for secondary school aged children

Tackling Inequalities

Which students are you targeting and how targeted are you able to be?



Who's the least active in your institution?

How specific can you be in terms of intersectionality?



How do you know? What insight are you using to find this out?
If you don't know, how might you find out?



What else do you already know, or want to know, about these students?



How do you communicate with these students?

Young people's voice



Youth Voice

| Benefits | Challenges |
|--|---|
| <ul style="list-style-type: none">• Young people having their rights respected• Young people gain confidence and skills• Funders becoming more inclusive• Delivery organisations become more relevant• Communities more strongly connected with young people | <ul style="list-style-type: none">• Can be difficult to know how and where to start• Fear of not getting it 'right' or not wanting to appear tokenistic• Requires time and resource to do it meaningfully• Organisational culture• Can be difficult to reach under served communities |



Insights about how to work with young people

Five design principles

Using our desktop research and learning from partners, we co-designed with young people these five principles to prioritise when working with them. We also kept these front of mind in how we designed the design phase.



1

Connection and **trusted relationships** are important to young people – with each other and with adults working with them.

2

The **purpose** and role of the young people's involvement should be clear and time-bound.

3

The format should allow young people to participate on their own terms and must be **accessible**.

4

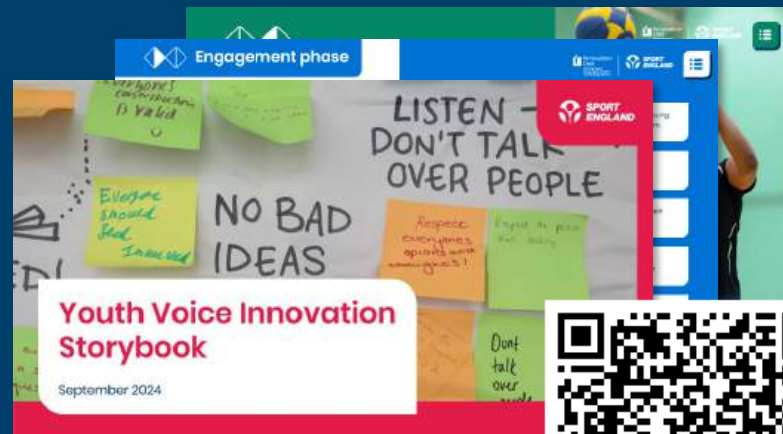
Young people want to be **rewarded**, receive feedback on and be credited for their contributions e.g. qualifications or vouchers.

5

Young people want to be part of a process from **start to finish** and make a **meaningful** contribution, not brought in a tokenistic way.

Youth voice

Support, influence and advocate for approaches to youth voice to be embedded across the sector and in our own work



<https://www.playtheirway.org/>




<https://www.iwill.org.uk/nys-deliver-you/>



Getting a representative voice

Individual Reflection;

- 
- On a scale of 1-5, where do you think you sit in terms of truly getting the voice from across your student demographic? (1 being low and 5 being high)
 - Do you consult and/or co-create with students and if so, how?
 - How meaningful or useful do you find the information you receive?



Getting a representative voice

Sharing and learning



On your tables, please discuss;

- What are the challenges in getting a representative voice? How have you, or could you, overcome these challenges?
- Do you have any examples where using student voice has led to real change in your delivery or processes?
- Based on what you have heard, what changes or improvements could you make to ensuring student voice is embedded in your work?

Potential Opportunities & Useful Resources



Children and Young People's Mental Health and Physical Activity – Edge Hill University Evidence Review

The review

Edge Hill University undertook an international evidence review on the use of sport and physical activity interventions for children and young people (aged 5-25) with a diagnosed mental health condition, as well as those waiting for, or on a mental health treatment pathway.

A scoping review of 143 studies was conducted, and a modified GRADE (Grading of Recommendations, Assessment, Development, and Evaluations) approach was adopted to assess the quality of the evidence overall.*

* There were several limitations to the evidence base related to the quality and breadth of studies which warrants some caution when interpreting the conclusions drawn. [Children and Young People's Mental Health and Physical Activity: An Independent Evidence Review Commissioned by Sport England](#)

The findings

Sport and physical activity have **positive effects** on the diagnosed mental health problems of children and young people.

Type of delivery

Exercise in **group environments** had a **stronger** effect on mental health when compared to one-to-one or individual exercise.




Type of exercise

 Moderate


Aerobic exercise was the most common, and had **moderate** effects on depression.



 Strong

Aerobic plus resistance exercise was less common, but had **strong** effects on symptoms of depression.



 Strong

Physical activity of moderate-to-high intensity was most effective in treating depression in adolescents.



The optimum intervention dose:



What do the findings mean for delivery?

The findings

Sport and physical activity have **positive effects** on the diagnosed mental health problems of children and young people.



Type of delivery

Exercise in **group environments** had a **stronger** effect on mental health when compared to one-to-one or individual exercise.



Type of exercise



Aerobic exercise was the most common, and had **moderate** effects on depression.



Aerobic plus resistance exercise was less common, but had **strong** effects on symptoms of depression.



Physical activity of moderate-to-high intensity was most effective in treating depression in adolescents.

As a result of the findings we should...



Promote diverse forms of **aerobic and resistance exercise** of at least moderate intensity, particularly in **group settings** led by appropriately qualified staff.



Support and invest in the development of an **appropriately qualified workforce**.



Deliver **group-based interventions** which should be **tailored to individual needs**.



Integrate **physical activity** into **mental health services**.



Promote long-term engagement: Develop strategies to sustain long-term engagement, and tackle inequalities, in sport and physical activity among children and young people with diagnosed mental health problems.



All **intervention messaging should be responsible** and focus on developing participants' healthy relationship with sport and physical activity, as well as addressing their mental health needs.

Campaigns



Find a range of insight-led physical activity resources co-designed with our charity partners. You can use them to promote the campaign and help more people with long term health conditions get physically active. [Log in or register for free](#) to access these resources.

Not ready to sign up yet? Feel free to explore our publicly available information and articles to find out more about We Are Undefeatable to help you get started.





HOW YOU CAN HELP

- Sign up to the TGC hub
- Read the Insight Report
- Have a look at the campaign toolkit incl. key messages and assets
- Consider what short and long term changes you can make to support our women

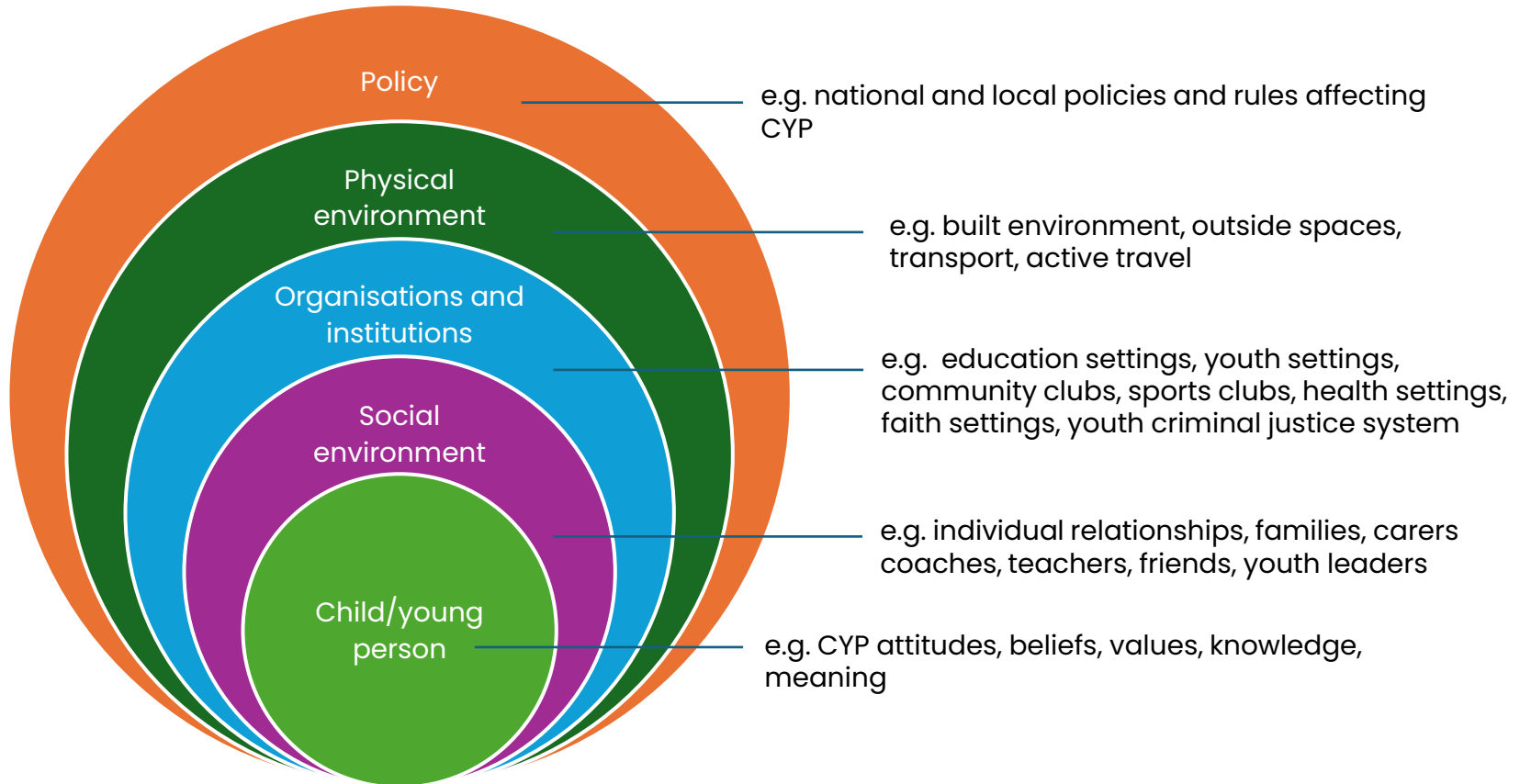
Place Based work



Commitment

- £250m over next 5 years to support our systemic place based approach
- Targeting the greatest level of resource to the areas of greatest need
- Place deepening – original 12 local delivery pilots
- Place expansion – supporting 80-100 new places intensively
- Universal offer for all

We would encourage places to consider the whole young person's life and the potential influences on them being active in their plans



Universities in Place



**Universities as
an 'AUDIENCE'**

VS



**Universities
as a 'PLACE'**

The Movement Fund

The movement fund offers crowdfunding pledges and grants to improve physical activity opportunities for the people and communities who need it most



The Movement Fund – Key Information

Awards Up to
£15,000

Not-for-profit
organisations

Awards to
challenge
inactivity &
inequalities

Support for
projects over 12-
month period

Decision
timeframe 3 -
6 weeks

Ongoing
programme

Priority Groups

We want to support organisations who are working with our priority groups.

People Living on low incomes

Disabled people or those living with long-term health conditions

Older People aged 65 or older

People from culturally diverse communities

Pregnant women and parents with very young children

Girls aged 5-16

LGBTQ+ people

People who are in foster care

People who provide care without pay



Pointers for Universities

- Be really clear on the need – show student and/or community consultation and co-creation
- Make sure it clearly aligns to one of the 4 outcomes
- Ensure there is added value and make sure your website is up to date
- Try to include some community access and involve them in your planning and delivery
- Focus on the target groups and intersectionality
- Check what we can and can't fund
- 12 month period not necessarily a 12 month project
- **Phone the Helpline on 0345 8508 508 before applying**



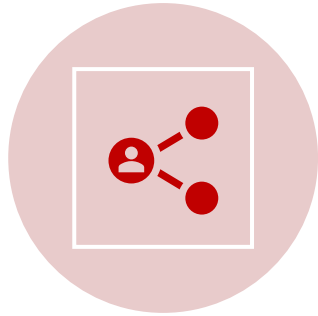
**Thank you for
listening**

Katie.scott@sportengland.org

STUDENT ACTIVE WELLBEING SURVEY FINDINGS 2024/25



WHY WE DID THE RESEARCH



**MEET MEMBERS' NEED
FOR UPDATED
INFORMATION**



**REVIEW CHANGES IN THE
PAST 5 YEARS**



**PROVIDE EVIDENCE OF
THE VALUE OF HIGHER
EDUCATION SPORT**

SURVEY DEMOGRAPHICS



DEMOGRAPHICS OF RESPONDENTS

RESPONSES

PARTIAL
7,740

COMPLETE
7,400



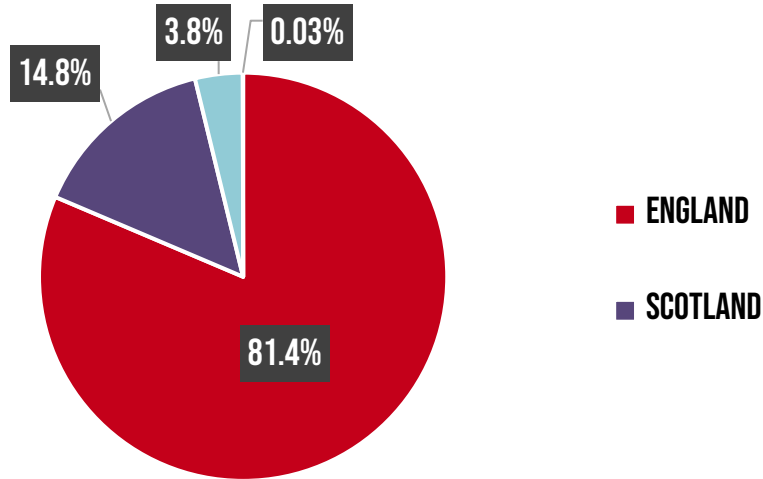
**PHYSICAL OR MENTAL HEALTH CONDITIONS OR ILLNESSES
LASTING OR EXPECTED TO LAST LONGER THAN 12 MONTHS?**



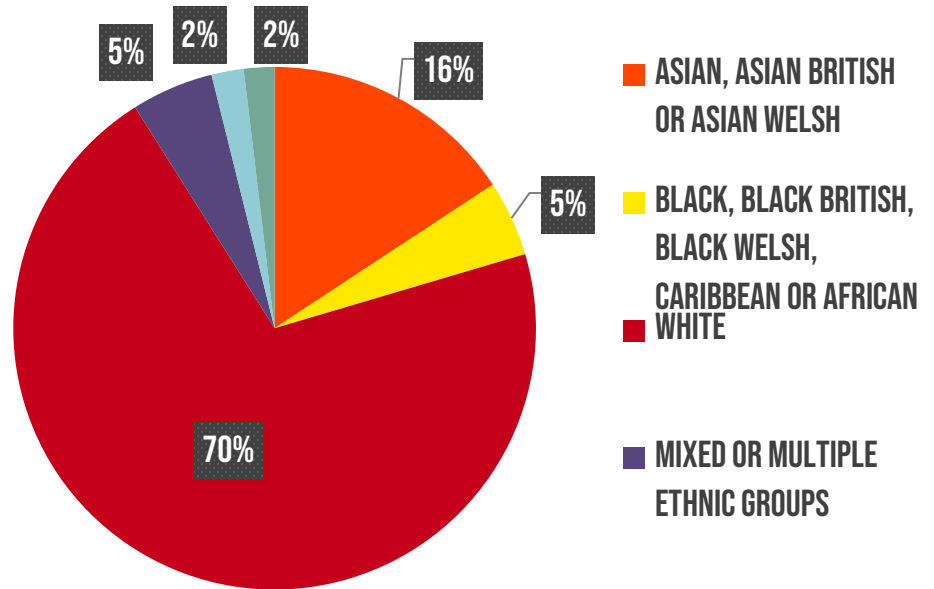
RESPONDENTS AGED 18-21
71%

RESPONDENT DEMOGRAPHICS

NATION OF INSTITUTION

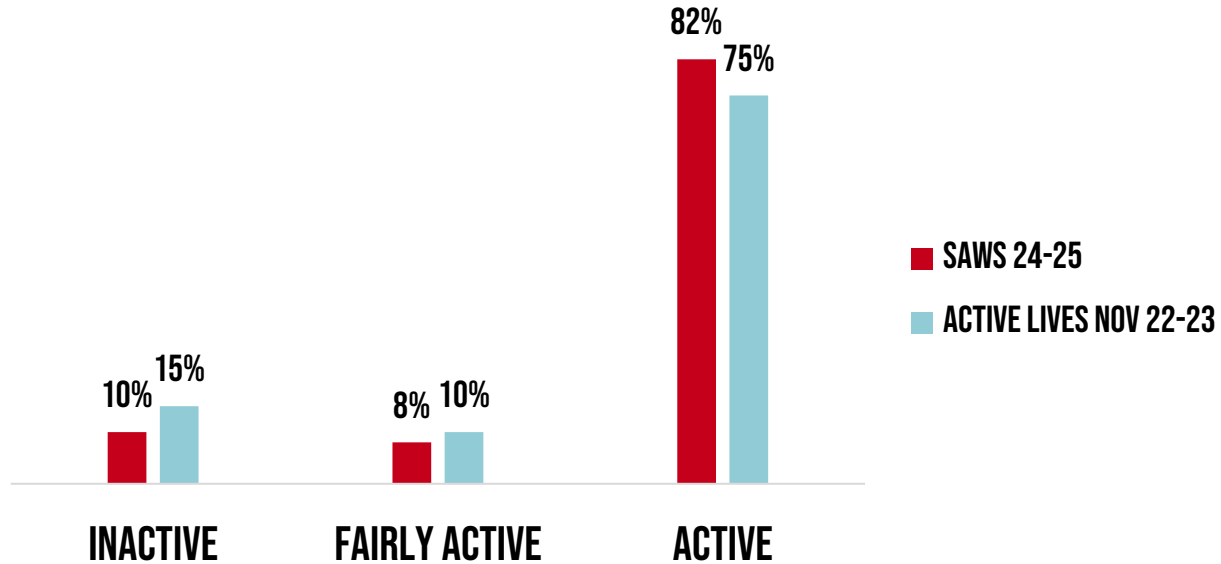


ETHNICITY



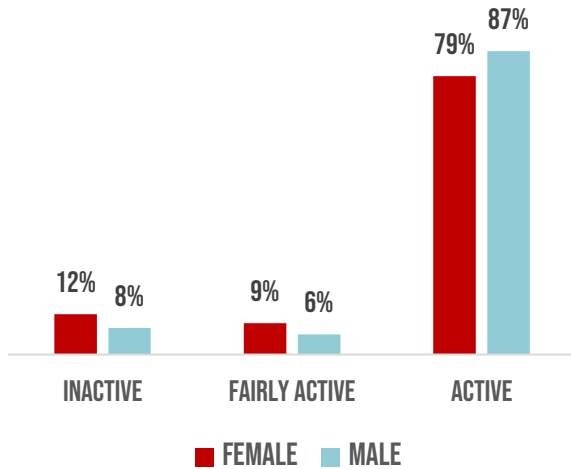
ACTIVE STUDENTS SLIGHTLY OVERREPRESENTED

ACTIVITY LEVELS

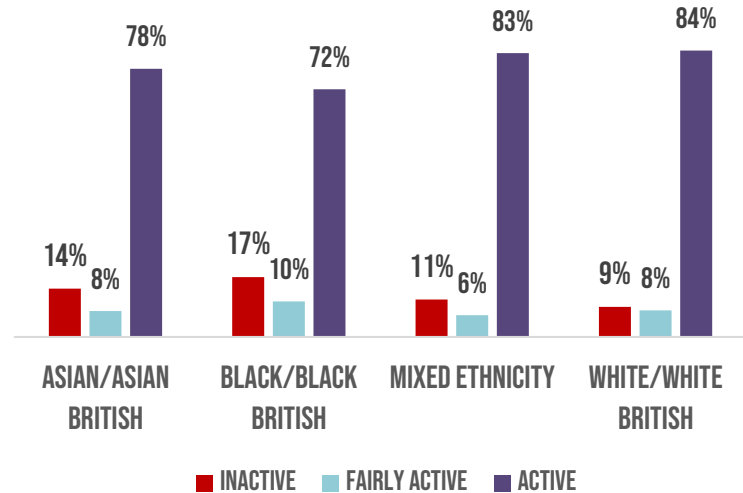


ACTIVITY LEVELS BY GENDER AND ETHNICITY

ACTIVITY LEVELS BY GENDER

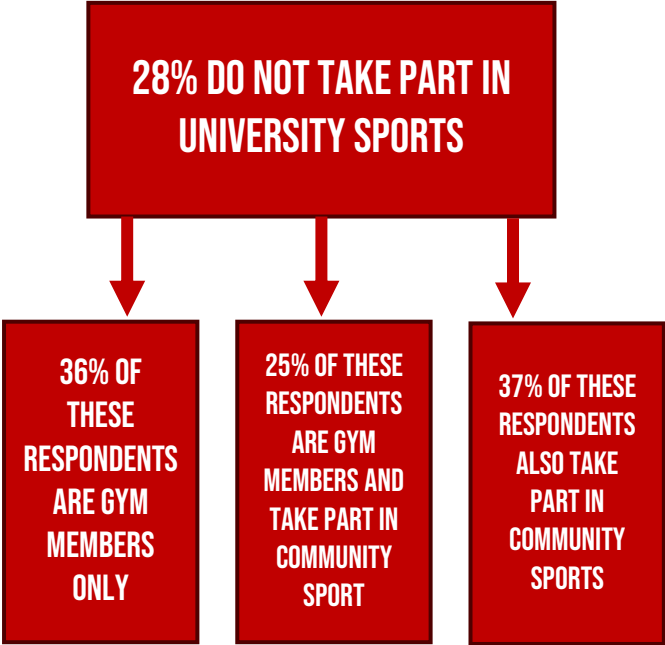
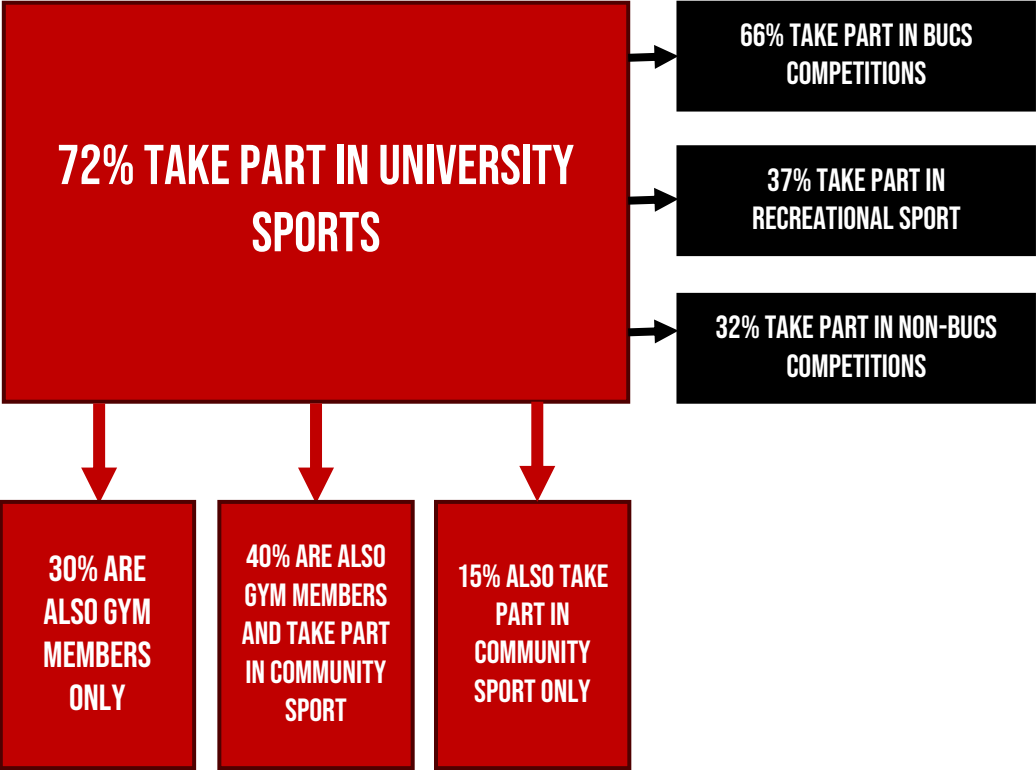


ACTIVITY LEVELS BY ETHNICITY



HOW ARE RESPONDENTS ACTIVE?

OF THE RESPONDENTS WHO ARE ACTIVE...



UNIVERSITY SPORTS CLUB MEMBERS



DEMOGRAPHICS OF UNIVERSITY SPORT CLUB MEMBERS

Survey respondents are more likely to be active than the general university student population – also reflected in the percentage of respondents who are members of a university sports club.

Defined as respondents who are members of BUCS, IMS and/or recreational sports clubs based at their institution.

Opportunity for institutions to benchmark their own membership against the national picture.

UNIVERSITY SPORTS CLUB MEMBER DEMOGRAPHICS

MEMBERS OF UNIVERSITY SPORTS CLUBS BY DISABILITY OR LONGER TERM HEALTH CONDITION



MEMBERS OF UNIVERSITY SPORTS CLUBS BY LEVEL OF...

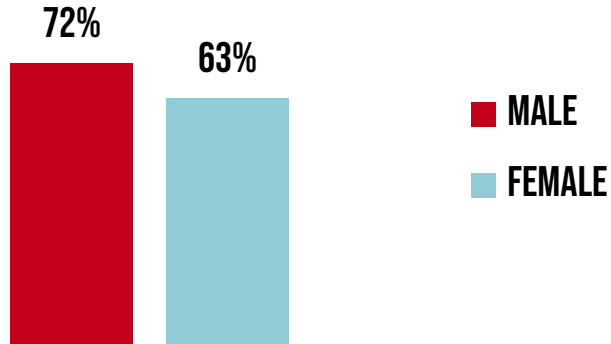


MEMBERS OF UNIVERSITY SPORTS CLUBS BY NATION



SEX

MEMBERS OF UNIVERSITY SPORTS CLUBS BY SEX



ETHNICITY

MEMBERS OF UNIVERSITY SPORTS CLUBS BY ETHNICITY



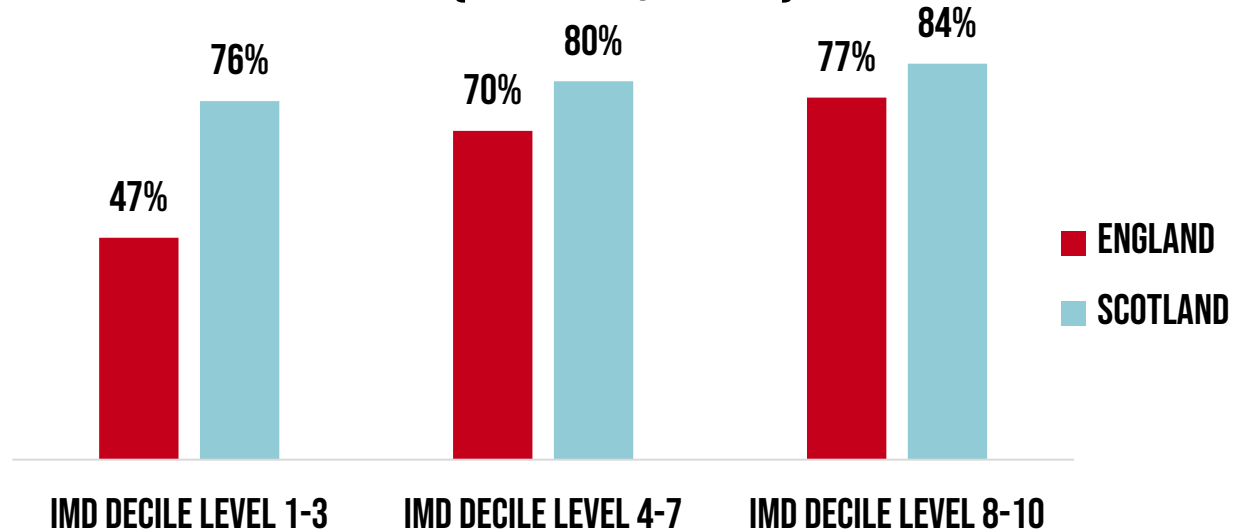
SEX AND ETHNICITY

MEMBERS OF UNIVERSITY SPORTS CLUBS BY SEX AND ETHNICITY



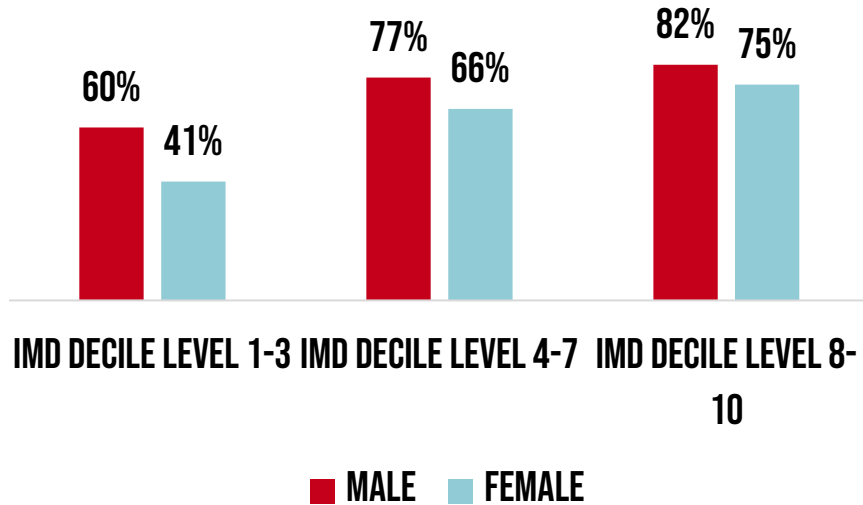
DEPRIVATION LEVELS

MEMBERS OF UNIVERSITY SPORTS CLUBS BY IMD DECILE
(DEPRIVATION LEVEL)

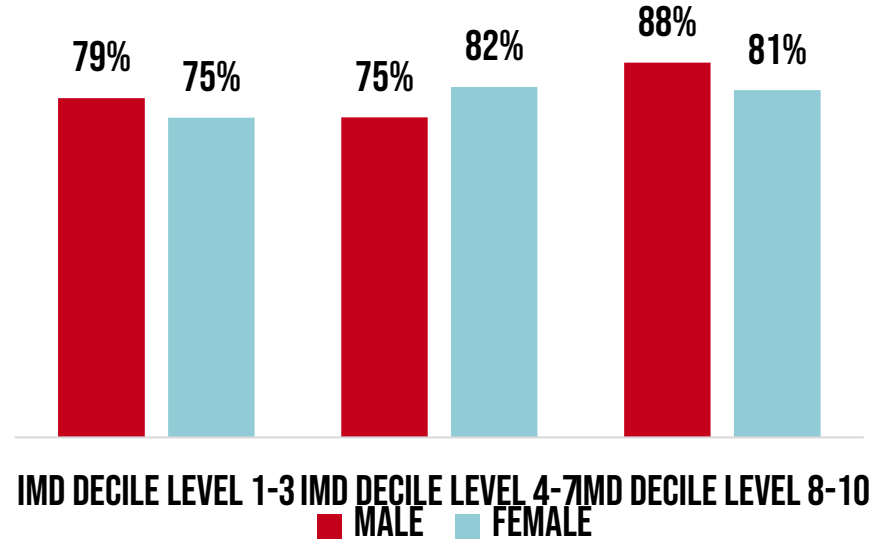


SEX AND DEPRIVATION LEVEL

MEMBERS OF UNIVERSITY SPORTS CLUBS BY SEX AND DEPRIVATION LEVELS IN ENGLAND



MEMBERS OF UNIVERSITY SPORTS CLUBS BY SEX AND DEPRIVATION LEVELS IN SCOTLAND



WELLBEING

BUCS



PERSONAL WELLBEING – BY ACTIVITY LEVELS

| LIFE SATISFACTION | LIFE WORTHWHILE | HAPPINESS | ANXIETY |
|----------------------|----------------------|----------------------|----------------------|
| ACTIVE 6.9 | ACTIVE 7.2 | ACTIVE 6.6 | ACTIVE 4.6 |
| FAIRLY ACTIVE 6.4 | FAIRLY ACTIVE 6.9 | FAIRLY ACTIVE 6.3 | FAIRLY ACTIVE 4.8 |
| INACTIVE 6.3 | INACTIVE 6.6 | INACTIVE 6.1 | INACTIVE 5.0 |

PERSONAL WELLBEING – BY TYPE OF ACTIVITY

**LIFE
SATISFACTION**

**LIFE
WORTHWHILE**

HAPPINESS

ANXIETY

**SPORT AND GYM
7.0**

**SPORT AND GYM
7.4**

**SPORT AND GYM
6.8**

**SPORT AND GYM
4.4**

**JUST SPORT
7.0**

**JUST SPORT
7.3**

**JUST SPORT
6.7**

**JUST SPORT
4.7**

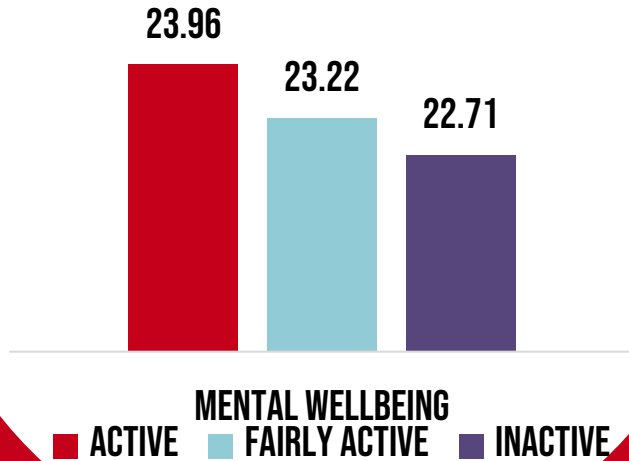
**JUST GYM
6.5**

**JUST GYM
7.0**

**JUST GYM
6.4**

**JUST GYM
4.9**

MENTAL WELLBEING SCORE BY ACTIVITY LEVEL



ACTIVE STUDENTS ALSO HAVE HIGHER MENTAL WELLBEING SCORES

- OPTIMISTIC ABOUT THE FUTURE
- FEELING USEFUL
- FEELING RELAXED
- DEALING WITH PROBLEMS WELL
- THINKING CLEARLY
- FEELING CLOSE TO OTHER PEOPLE
- ABLE TO MAKE UP MY OWN MIND ABOUT THINGS

SOCIAL INCLUSION AND LONELINESS



**SOCIAL
INCLUSION
HIGHEST
AMONGST
ACTIVE
STUDENTS**

I FEEL LEFT OUT.

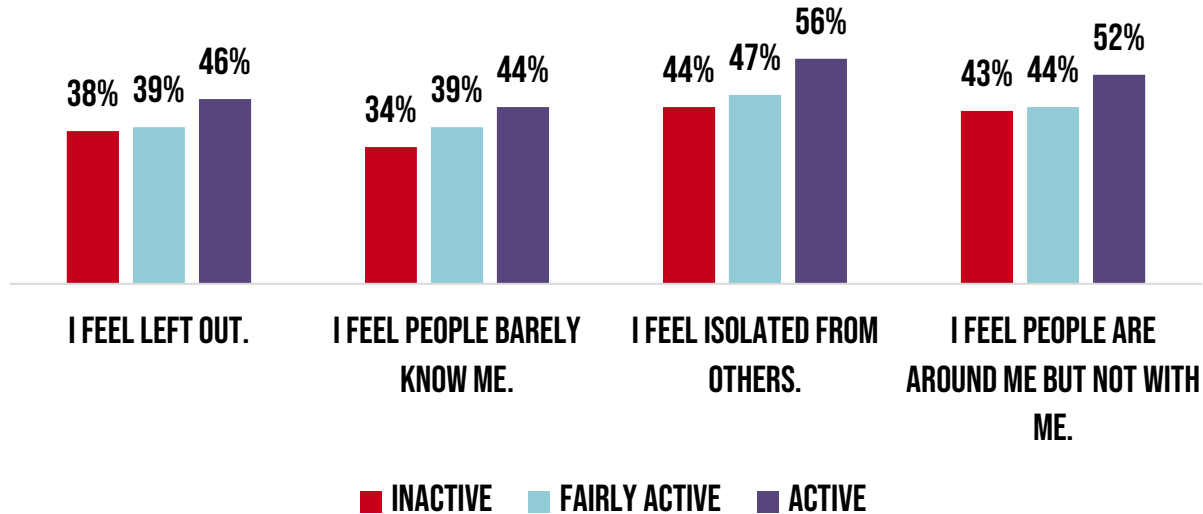
**I FEEL PEOPLE BARELY KNOW
ME.**

I FEEL ISOLATED FROM OTHERS.

**I FEEL PEOPLE ARE AROUND ME BUT
NOT WITH ME.**

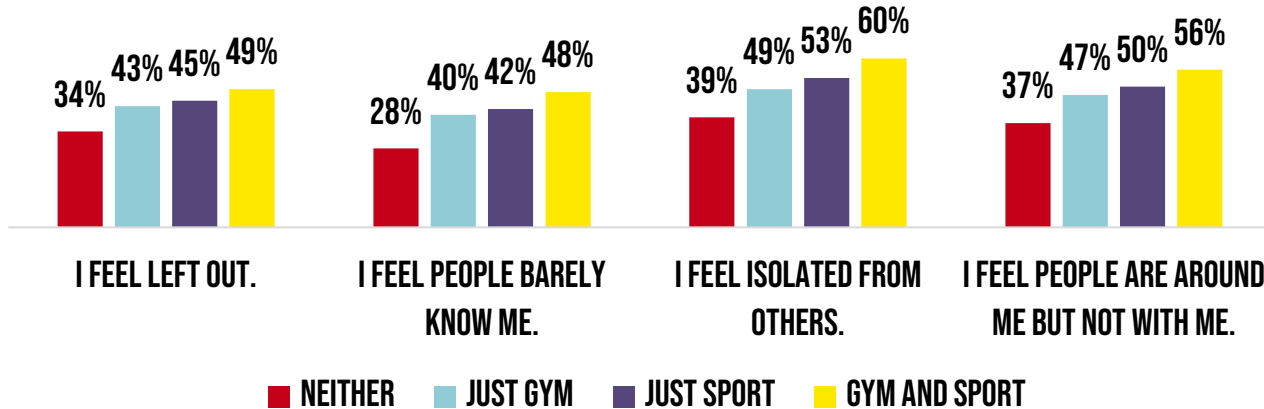
SOCIAL INCLUSION BY ACTIVITY LEVEL

SOCIAL INCLUSION MEASURES BY ACTIVITY LEVEL (NEVER/RARELY)



SOCIAL INCLUSION BY ACTIVITY TYPE

SOCIAL INCLUSION MEASURES BY TYPE OF ACTIVITY (NEVER/RARELY)



SENSE OF BELONGING AND SOCIAL NETWORKS

I HAVE A SENSE OF BELONGING AT MY INSTITUTION AND ITS COMMUNITY

- **67%** OF ACTIVE STUDENTS STRONGLY AGREED OR AGREED.
- **55%** OF FAIRLY ACTIVE STUDENTS STRONGLY AGREED OR AGREED.
- **43%** OF INACTIVE STUDENTS STRONGLY AGREED OR AGREED.

I HAVE BEEN ABLE TO INTERACT WITH A WIDE CULTURAL GROUP OF STUDENT AT MY INSTITUTION

- **78%** OF ACTIVE STUDENTS STRONGLY AGREED OR AGREED.
- **66%** OF FAIRLY ACTIVE STUDENTS STRONGLY AGREED OR AGREED.
- **70%** OF INACTIVE STUDENTS STRONGLY AGREED OR AGREED.

LONELINESS

NEVER OR HARDLY EVER
33%

ACTIVE

SOME OF THE TIME OR ALWAYS
28%

NEVER OR HARDLY EVER
29%

FAIRLY ACTIVE

SOME OF THE TIME OR ALWAYS
35%

NEVER OR HARDLY EVER
26%

INACTIVE

SOME OF THE TIME OR ALWAYS
35%

LONELINESS – BY TYPE OF ACTIVITY

NEVER OR HARDLY EVER
36%

**SPORTS AND
GYM**

SOME OF THE TIME OR ALWAYS
26%

NEVER OR HARDLY EVER
32%

JUST SPORTS

SOME OF THE TIME OR ALWAYS
28%

NEVER OR HARDLY EVER
29%

JUST GYM

SOME OF THE TIME OR ALWAYS
33%

NEVER OR HARDLY EVER
22%

NEITHER

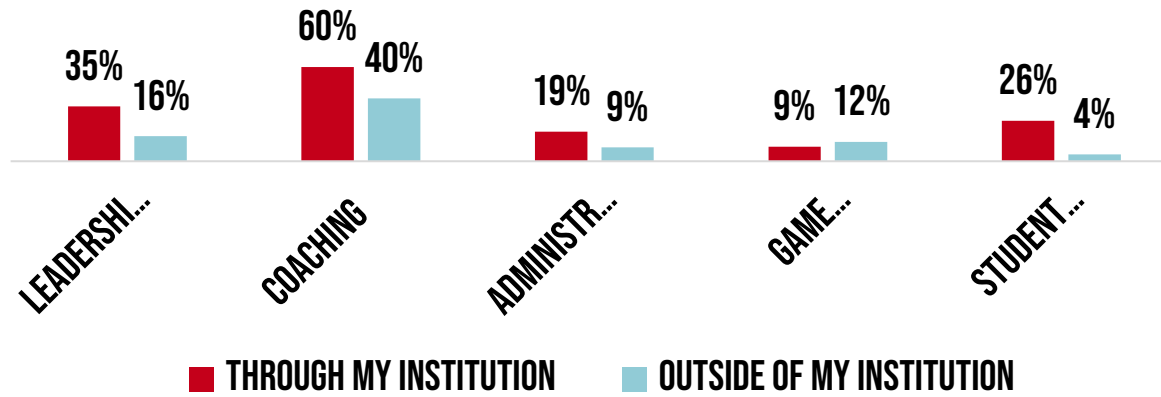
SOME OF THE TIME OR ALWAYS
44%

IMPACT OF VOLUNTEERING



OVERVIEW OF THE VOLUNTEERING ROLES UNDERTAKEN

TYPE OF VOLUNTEERING ROLES UNDERTAKEN THROUGH AND OUTSIDE RESPONDENTS INSTITUTIONS



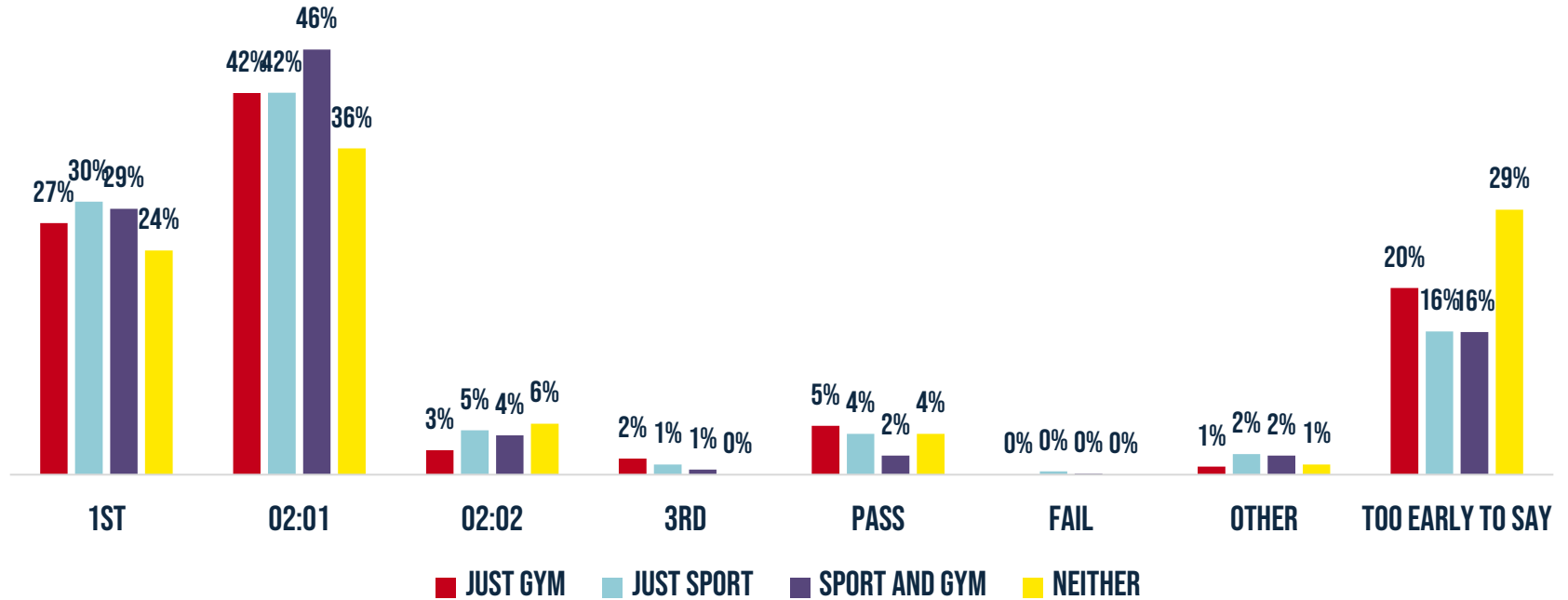
WELLBEING BENEFIT FROM VOLUNTEERING

| PERCENTAGE OF RESPONDERS THAT STATED 'OFTEN' OR 'ALWAYS' | INACTIVE | ACTIVE | MEMBER OF A UNIVERSITY CLUB | VOLUNTEER |
|--|----------|--------|-----------------------------|-----------|
| FEEL LEFT OUT | 19% | 11% | 10% | 10% |
| FEEL THAT PEOPLE BARELY KNOW ME | 27% | 19% | 16% | 16% |
| FEEL ISOLATED | 22% | 13% | 10% | 11% |
| PEOPLE ARE AROUND ME, NOT WITH ME | 25% | 17% | 15% | 16% |
| HAVE INTERACTED WITH A WIDE CULTURAL GROUP AT MY INSTITUTION | 70% | 78% | 80% | 80% |
| HAVE A SENSE OF BELONGING AT MY INSTITUTION | 53% | 67% | 70% | 74% |

PREDICTED ATTAINMENT AND EMPLOYMENT

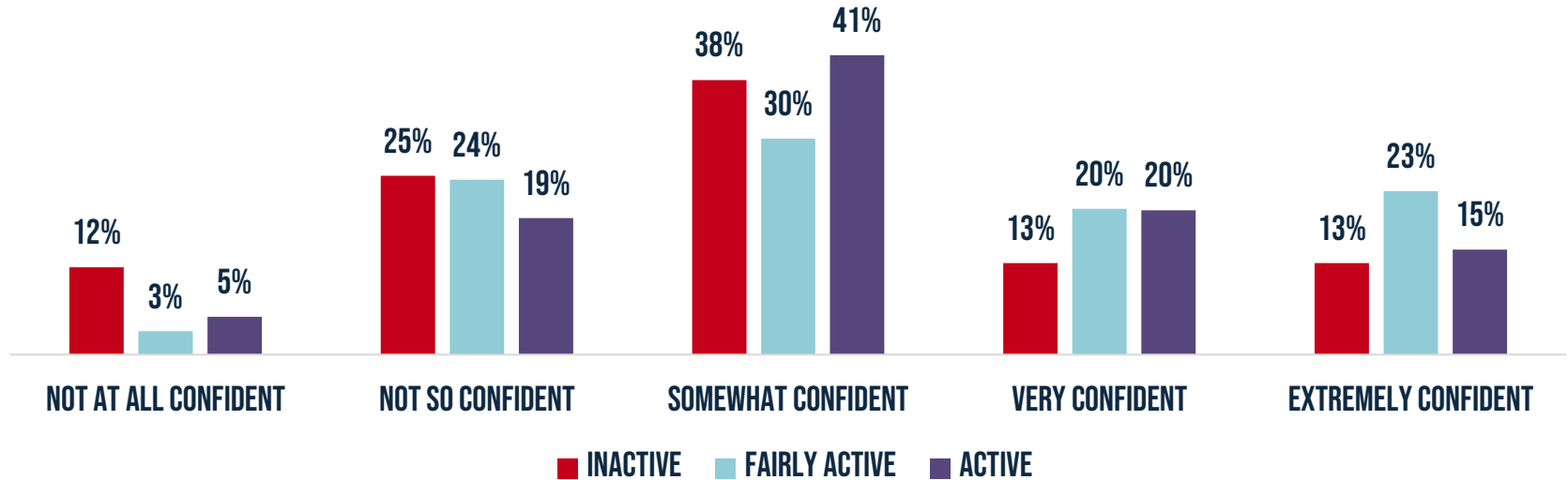


PREDICTED ATTAINMENT



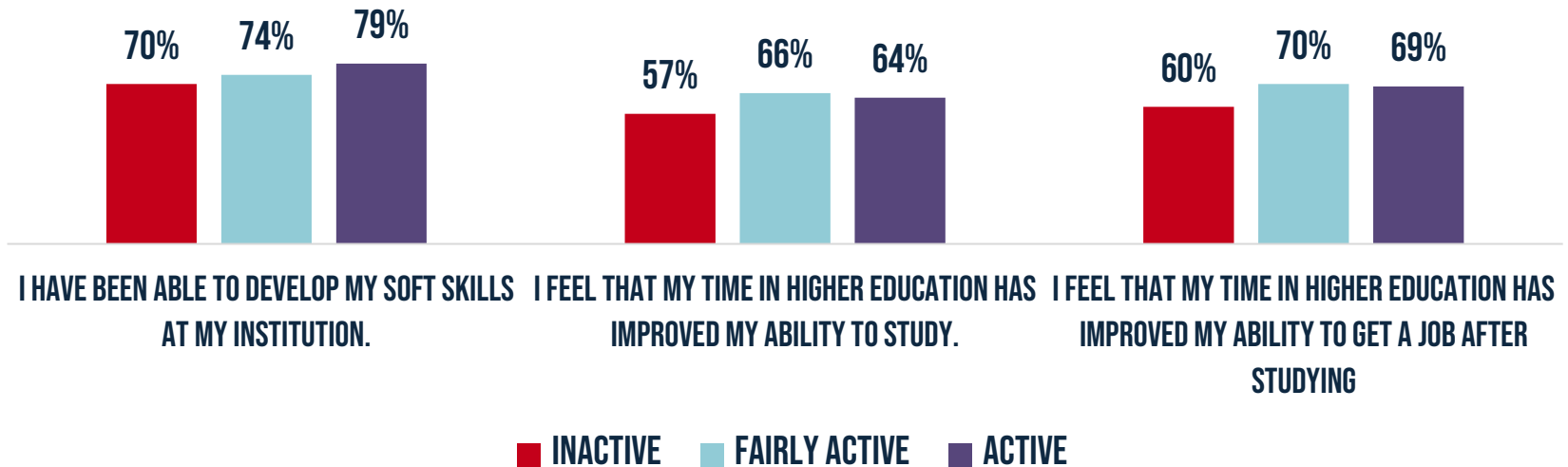
PREDICTED EMPLOYMENT

CONFIDENCE IN EMPLOYMENT BY ACTIVITY LEVEL



MORE ACTIVE STUDENTS SLIGHTLY MORE LIKELY TO DEVELOP SKILLS

SKILL DEVELOPMENT BY ACTIVITY LEVEL

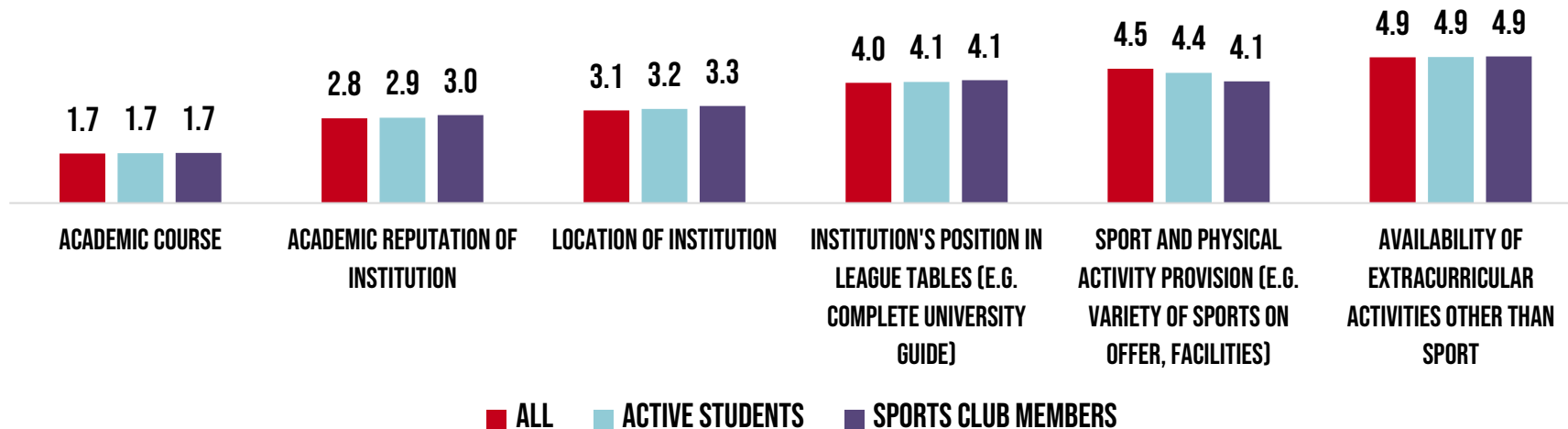


CHOOSING AN INSTITUTION



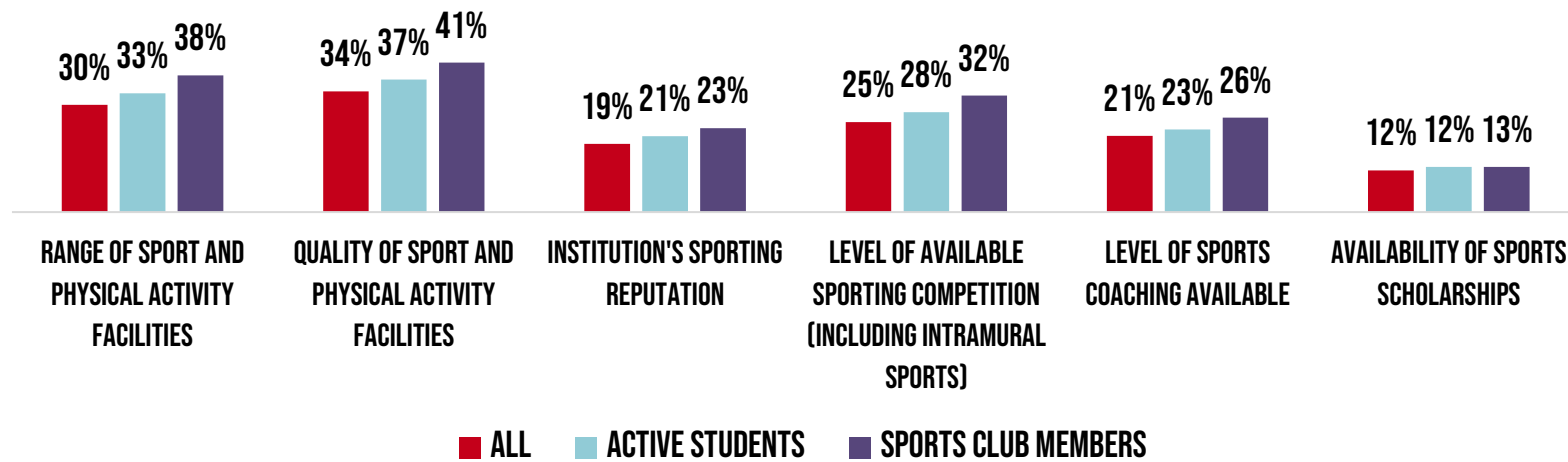
WHERE DO SPORT AND PHYSICAL ACTIVITY RANK WHEN CHOOSING AN INSTITUTION?

AVERAGE RANKING OF FACTORS' IMPORTANCE



IMPORTANT PARTS OF A SPORT AND PHYSICAL ACTIVITY OFFER

WHAT PROSPECTIVE STUDENTS LOOK FOR IN A SPORT AND PHYSICAL ACTIVITY OFFER



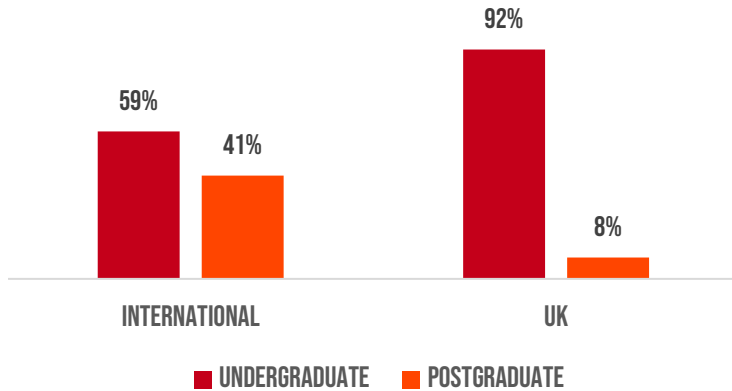
A CLOSER LOOK: INTERNATIONAL STUDENTS



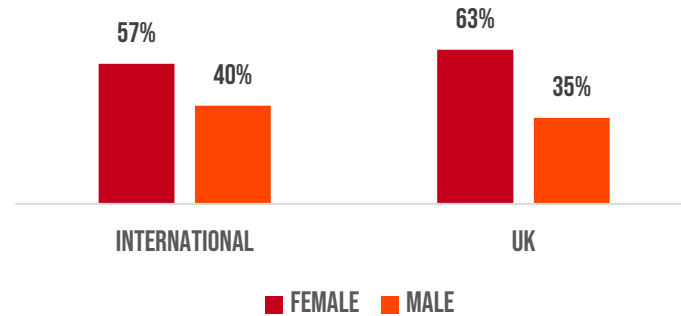
INTERNATIONAL STUDENT DEMOGRAPHICS

1,461 respondents

TYPE OF STUDY BY STUDENT NATIONALITY

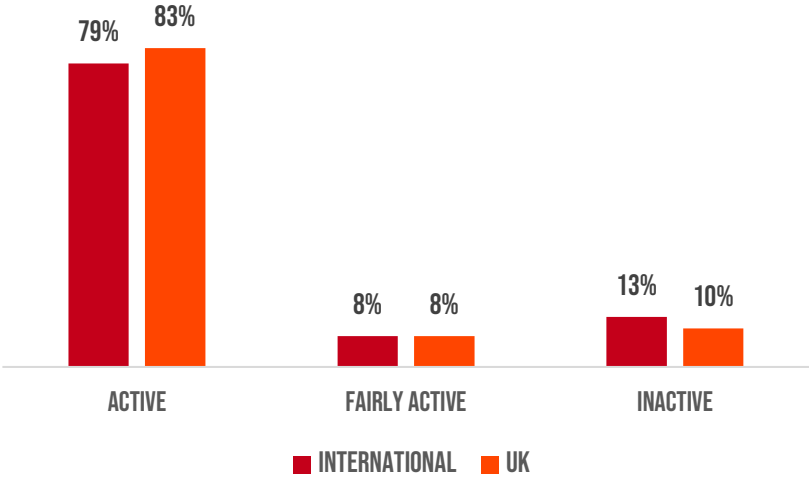


GENDER OF RESPONDENTS BY STUDENT NATIONALITY

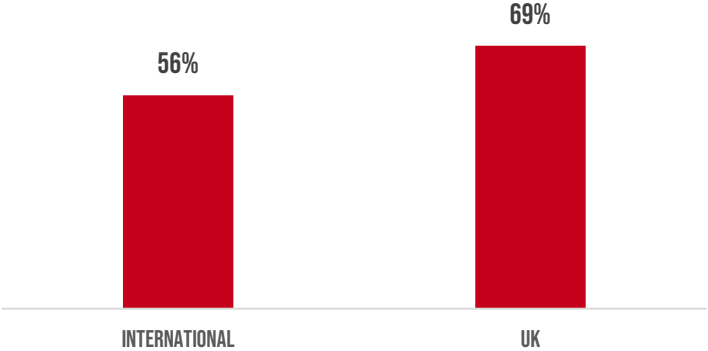


ENGAGEMENT IN PHYSICAL ACTIVITY AND SPORT

ACTIVITY LEVELS BY STUDENT NATIONALITY



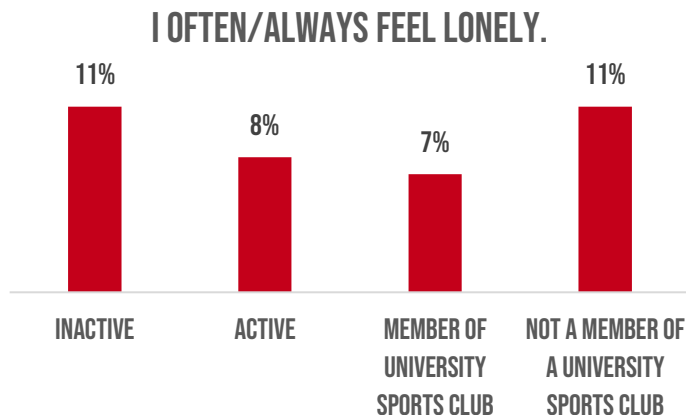
MEMBERS OF UNIVERSITY SPORTS CLUBS BY STUDENT NATIONALITY



ACTIVITY PROVIDES SENSE OF BELONGING AND WELLBEING

“Joining these activities really reduced my loneliness because it’s really created a sense of community and it is place where I can meet some new friends and also some chance to practise my oral English.”

Undergraduate student in London



“Every time when I leave the club, I feel very relaxed and it seems like all of my stress has gone with my sweat. Another feeling is a sense of achievement .”

Undergraduate student in London

“I would have met people that were willing to...have conversations about how to settle in, how to figure out things, and show me around basically because I mean, I have to figure out things all by myself right now .”

Postgraduate student in London

“Since going to the gym, I’ve actually got to know a lot more people and we have this common interest and it just kind of spirals into a lot more different topics to talk about.”

Undergraduate student in London

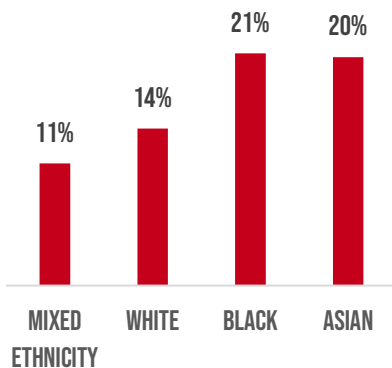
A CLOSER LOOK: COMMUTER STUDENTS



COMMUTER STUDENT DEMOGRAPHICS

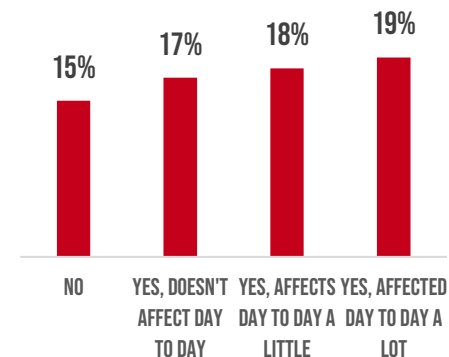
1,196 respondents

PERCENTAGE OF COMMUTER STUDENTS BY ETHNICITY



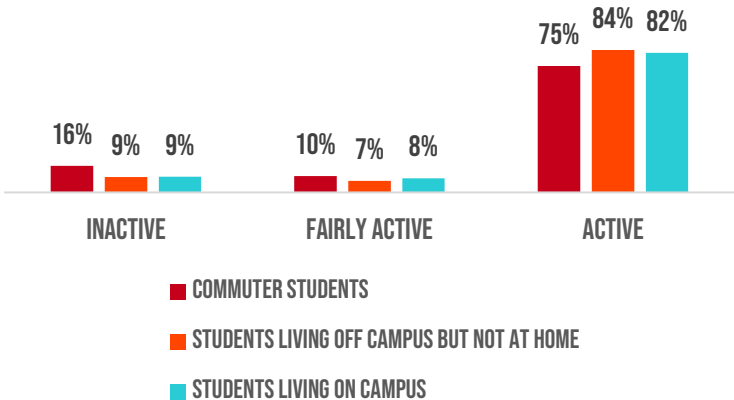
| | Commuter average IMD decile (1-10) | Non-commuter IMD decile (1-10) |
|----------|------------------------------------|--------------------------------|
| England | 4.7 | 6.4 |
| Scotland | 6.1 | 6.8 |
| Wales | 6.9 | 6.5 |

PERCENTAGE OF COMMUTER STUDENTS BY IMPACT OF HEALTH CONDITION

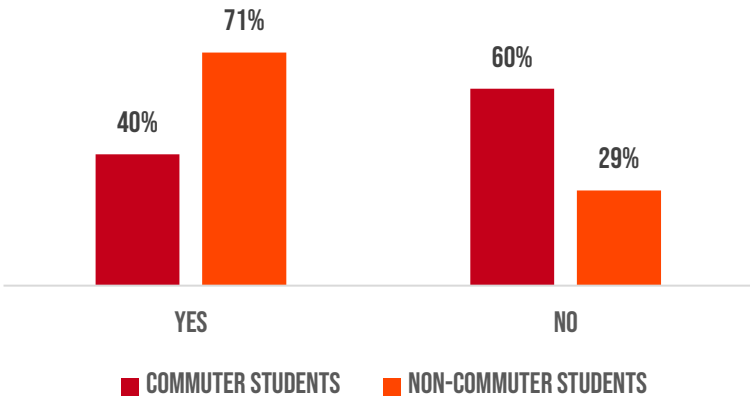


ENGAGEMENT IN SPORT AND PHYSICAL ACTIVITY

ACTIVITY LEVELS BY TERM TIME RESIDENCE



MEMBER OF A UNIVERSITY STUDENT SPORTS CLUB



BARRIERS TO ENGAGING IN UNIVERSITY SPORT AND PHYSICAL ACTIVITY

“One hour 45 is way too much and I didn't realise before I joined how hard it would be. I thought, oh, it'd be so easy...It definitely adds stress because it's a long commute.”

Mature commuter student in northwest England

“I mean again, it's cost, isn't it? They run like a few free classes and like I said, I take advantage of those. But yeah, I would definitely go to the gym a lot more.”

Mature commuter student in Scotland

Length/time/type of commute

Cost of taking part

Social exclusion

**For students with health conditions:
accessibility**

“Universities are very much set up for the like 18- to 25-year-olds and after that feels like a bit of an afterthought. Everything after that, like disability and like being a female and everything like that, feels like an afterthought.”

Mature commuter student in Scotland

“I feel like a great big outsider and a couple of times I have thought about dropping out because I feel like an outsider and my attendance has not been perfect because of that feeling...that I'm different to the other students in the class because I'm older, mainly because I'm older, but also because I commute and everyone else was on campus.”

Mature commuter student in northwest England

SUMMARY

Women, people from Black/Black British and Asian/Asian British backgrounds, and those from more deprived areas are less likely to be members of university sports clubs (and intersectionality grows these inequalities).

Social inclusion metrics are higher amongst active students and those engaged with sport, and loneliness levels are lower.

Activity levels and engagement in sport are not strongly correlated with perceived attainment and employability.

International students gain a sense of belonging and decrease loneliness from taking part in sport and physical activity on campus.

Personal and mental wellbeing are strongly correlated with activity levels and engagement in sport.

Volunteering has a positive impact on sense of belonging, over and above activity levels and engagement in sport.

Sport and physical activity rank quite low in the list of factors prospective students consider. When considering sport and physical activity, they care most about the range and quality of the offer.

Commuter students are less likely to engage with university sport for a variety of reasons, including commute logistics but also cost, social inclusion and accessibility.

ANY QUESTIONS?

8TH APRIL: WEBINAR AND REPORT LAUNCH

EMAIL

LIZ.PRINZ@BUCS.ORG.UK OR CAMERON.MASTERS@BUCS.ORG.UK

Working Together with Student Minds

**BUCS Active Wellbeing
Network Day
3rd April 2025**

student minds

- Empower students to build their **own** mental health toolkit.
- Aim to support **themselves and their peers** through university life and beyond.
- Challenge the higher education sector, health sector, and government to **make student mental health a priority**.



Student Minds' Network

We work with 110+ higher education institutions in the UK

110+

Visitors to the Student Minds Blog

3.4k

Followers across our social media accounts

41k+

Visitors to our websites

155k+

People reached online on #UniMentalHealthDay 2024

4.8 million

Together, we're improving university communities so that every student gets the mental health support they need to reach their goals.

Importance

75% of mental health problems are established by the age of 25.

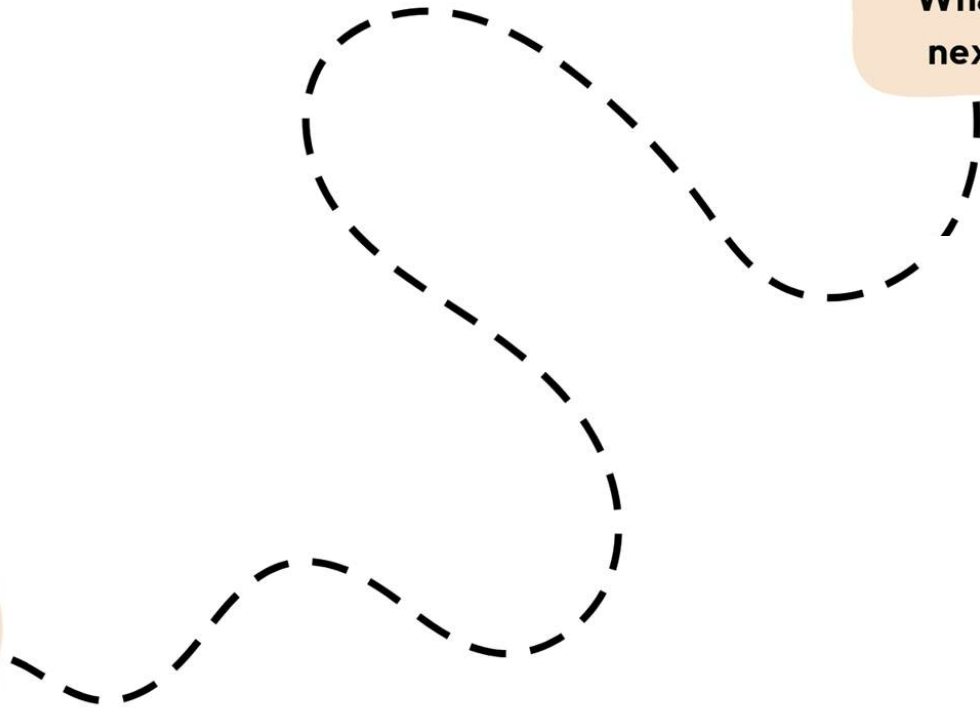
(Royal College of Paediatrics and Child Health, 2020)

- There are currently around **2.94 million students** at UK universities (UK Parliament, 2025)
- In 2023, **1 in 5** young people aged 17-25 had a mental health difficulty (NHS Digital, 2023)
- 17 to 25 year olds with a probable mental disorder were **3 times more likely to not be able to afford to take part in activities such as sports**, days out, or socialising with friends (NHS Digital, 2023).
- **37%** of university applicants self-report experiencing anxiety in the last two years and **24%** self-report experiencing depression (Unite Students, 2024).

**Student
Journey**

Now

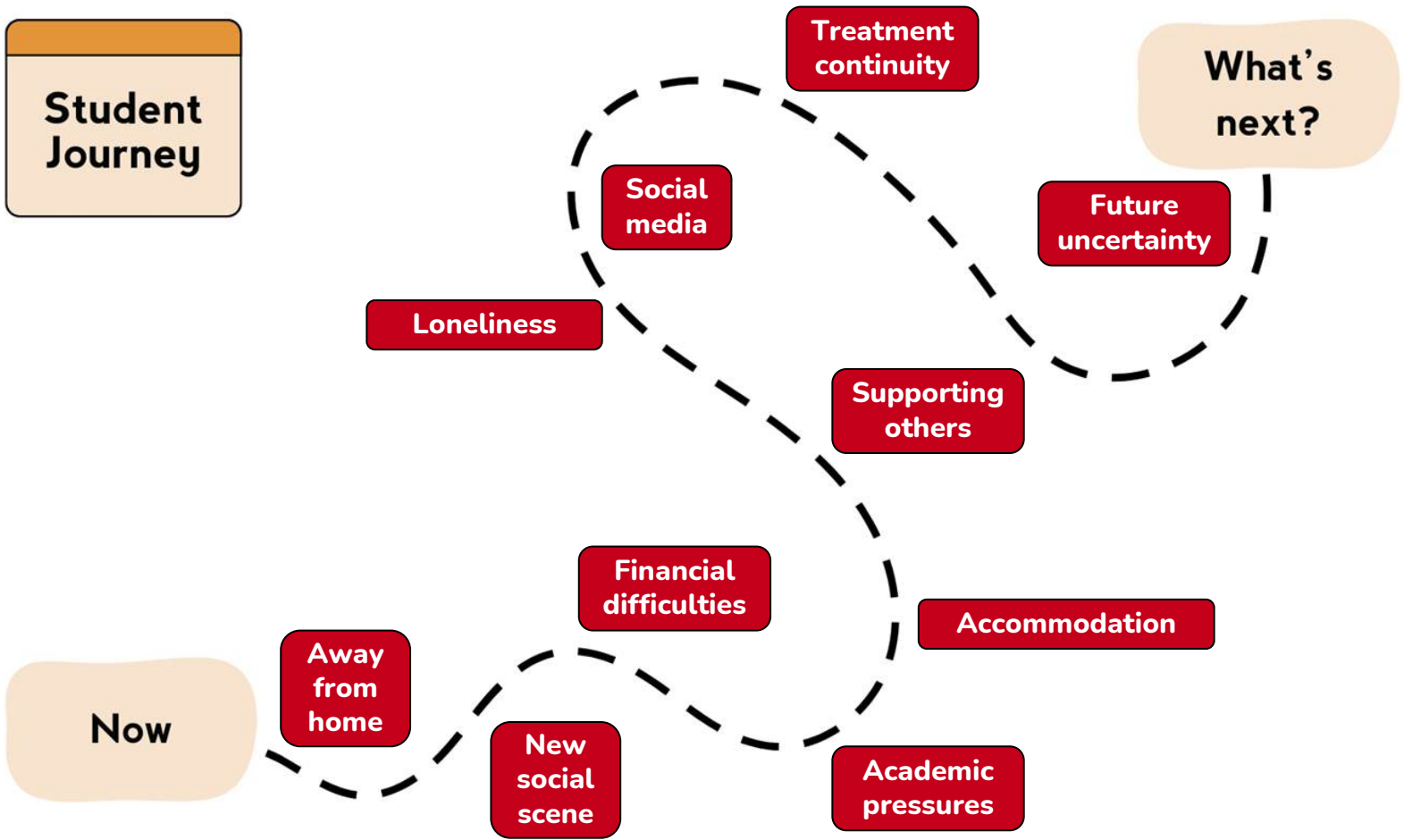
What's
next?



Go to: menti.com
Enter code: 8741 8648

[View menti](#)

Student Journey



Positive Mental Health

Promoting positive practise in a sporting/activity setting:

- Encourage supportive conversations about mental health
- Organise inclusive events
- Include students (where possible) through injury periods
- Plan a thorough and inclusive induction – so students know their role, what's happening and when
- Whole university approach

Not just about focussing on supporting students when their mental health is poor, but we should consciously contribute to positive mental health.

Positive Mental Health

- ❑ **Training:** Upskill staff and students to build understanding of these challenges and confidence in addressing them.
- ❑ **UMHC:** understand how to embed the whole university approach.
- ❑ **Fundraising:** support our charity so we can continue to do important work.
- ❑ **Engagement:** read and share the advocacy, influencing and communications work we do.

How can you work with Student Minds to help improve student mental health & wellbeing?

Training Programme



Supporting Students'
Mental Health in
Accommodation
Settings



Look After Your Mate:
Train the Trainer



Mental Health in Sport:
Train the Trainer



Wellbeing Skills for Student
Leaders:
Train the Trainer

Training Programme

Train the Trainer courses:

2 online modules followed by a live workshop.

1. Intro to mental health in the HE landscape
2. Student workshop run through
3. Trainer practice (live workshop)

Student Workshops:

2-3 hours, delivered online or in-person.

- Mental Health quiz
- Concerns about a peer/friend/teammate
- Communications skills and reflective listening
- Your role and signposting
- Boundaries and looking after yourself



Look After Your
Mate
(LAYM)



Mental Health in
Sport
(MHIS)



Wellbeing Skills for
Student Leaders
(WSSL)

Train the Trainer course benefits for staff

- In 2023/24 year, 18 more staff were trained to run MHIS workshops at their campuses.
- Attendees ability to train students in mental health awareness increased by 28.1% on average.
- Staff who reported an average increase of 27.4% in confidence in their facilitation skills.
- TTT structure allows for easy dissemination of knowledge and skills.

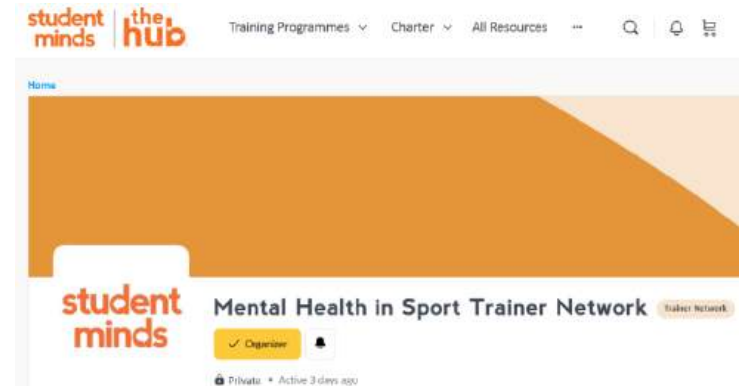
“Following on from the workshops [...] I feel confident to get started. I am certain this training will be beneficial to our students both during the time at university and as a skill set to carry forward with them in life.”

Train the Trainer staff attendee

Mental Health In Sport

Joining the Trainer Network

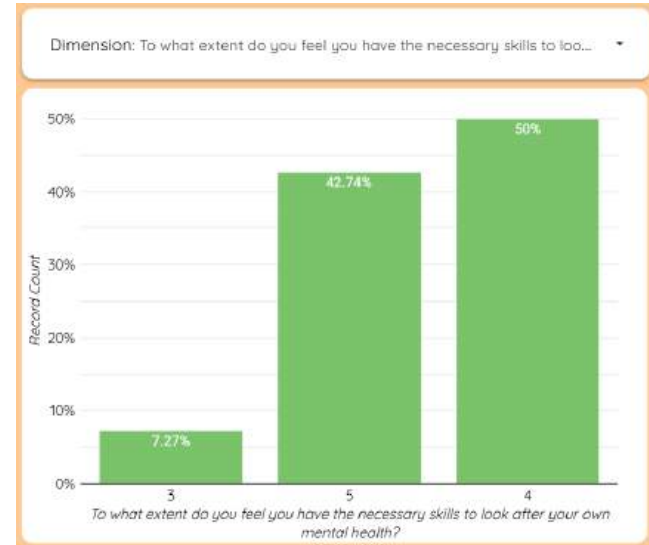
- Licence to deliver the course is included in your initial training fee.
- Renewed annually at £50 (+VAT)
- Access to all materials needed to run the workshop plus marketing material
- Regular updates from Student Minds
- Knowledge share with other trainers



Mental Health In Sport

Workshop benefits for students

- 296 students from 16 institutions attended our 'Mental Health in Sport' workshops.
- 94% of students found the workshop useful.
- Students' ability to signpost their teammates to further support increased by 29% on average.



“Very informative and really made me feel confident and comfortable about the topics/skills we looked into, and how I can employ them positively in day to day scenarios.”

Student workshop attendee

The University Mental Health Charter

UMHC Key Elements

Framework

An **evidence-informed framework** to provide a reference point for universities to adopt a **whole–university approach** to mental health

Programme

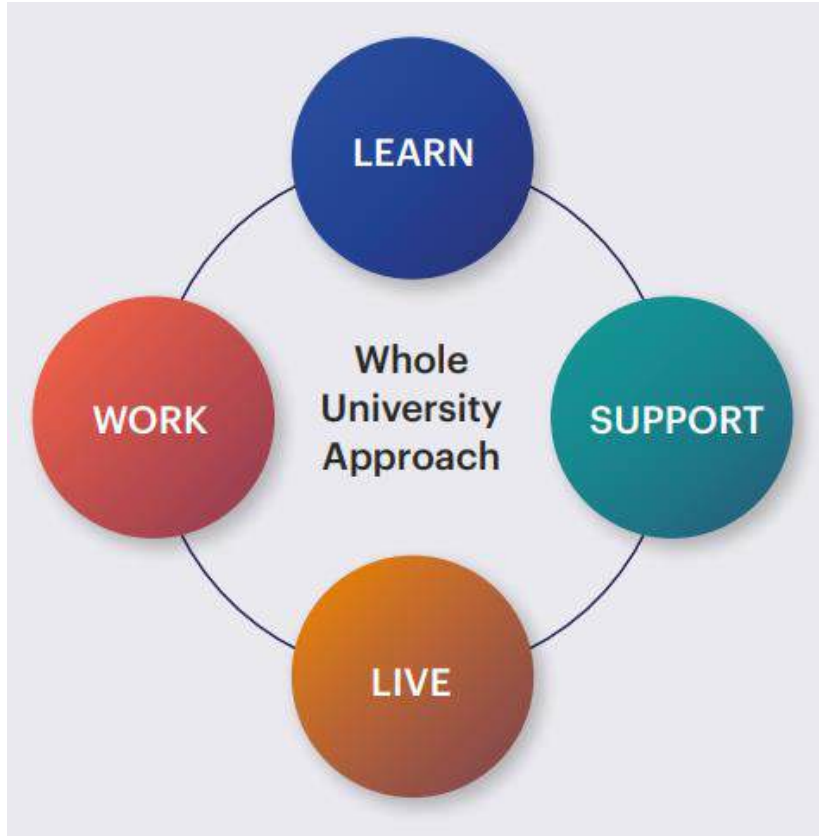
A **voluntary programme** to support universities to **share practice & improve approach**

Charter Award

A **voluntary accreditation** to encourage **ongoing improvement** by recognising & building an evidence base of **excellent practice**

For More Info, Visit: <https://hub.studentminds.org.uk/resources/charter-framework/>

Framework: Domains



+ Enabling Themes

UMHC & Active Wellbeing

Theme 10: Proactive interventions and a mentally health environment

10.1 Universities promote the mental health of all members of the community through education, actively encouraging healthy behaviours and community-building and providing proactive interventions to improve wellbeing.

10.2. Universities take steps to create an environment and culture that supports mental health and wellbeing.

10.3. Universities take steps to create an environment that facilitates and makes it easy for individuals and groups to adopt healthy behaviours, offering multiple and varied options and interventions.

10.4. Universities take steps to create a culture that prioritises mental health as important and are openly and visibly doing so.

10.5. Universities take steps to create a culture in which individuals feel safe and supported to disclose when they are experiencing poor mental health.

Theme 15. Student Voice and Participation

15.5. Universities take proactive steps to ensure that a diverse range of student and staff voices are considered in developing responses to mental health.

15.6. Universities ensure that student-led or peer support interventions are safe, appropriately resourced and well-managed.

Theme 16. Cohesiveness of Support

16.4. Universities ensure effective signposting and triage across the institution.

Theme 17. Inclusivity and Intersectional Mental Health

17.1. Universities take action to understand their populations and staffs' and students' differing needs and experiences.

Get Involved

View/use our framework

Build partnerships

Share practice

Get involved with wider Student Minds

Fundraising

We are always extremely grateful for BUCS' support in promoting our challenges!



🌸 Step into Spring this May 🌸

A chance to support student mental health

We're asking teams to:

- 🏃♂️ Pick a target distance to cover as a team
- 📅 Walk, run, swim, cycle or roll their distance between 1st - 31st May
- 👥 Ask friends and family to sponsor them and raise money to support student mental health

Anyone who is interested can find out more and sign up on our website

Engagement

The University Mental Health Charter

Authors: Gareth Hughes & Leigh Spanner

Please cite as: Hughes, G. & Spanner, L. (2019).
The University Mental Health Charter.

The Student Mental Health Manifesto

Our vision for a future where every student can thrive



Understanding Student Mental Health Inequalities: Part-time, distance learner and commuter students

Written by Nicola Frampton, Dan Thompson, and the Positive Digital Practices Student Panel



Student Minds' Student Community

Sign up to Student Minds' Student Community to be the first to hear about our opportunities and to help us ensure that student voice is at the heart of what we do. Get involved in research and campaigning, help shape our programmes and content, and let us know what you want to see more of!

Sign up

2024 meeting reflections

July 2024

In the most recent of 2024, SAC came together to discuss hopes and aspirations for what they want to see for the new government scheme and how we can empower students to better advocate for themselves when reaching out for mental health and wellbeing support.

Item is joined by SAC member Mubabidi who shares what they want to see from the Labour Government for student mental health and education.

[Read the reflection](#)

April 2024

During April's meeting, the SAC discussed the experiences of student students, the funding of higher education institutions, and advised us on both our influencing and student engagement strategies moving forward.

Item is joined by SAC member Salara who reflects on their experience volunteering with us.

[Read the reflection](#)

February 2024

This February saw our new 2024 cohort of the Student Advisory Committee (SAC) meet for the first time. Our February meeting covered our approach to content, including our plans for Student Space, and the opening University

We publish work for the sector to learn from - from research reports, to reflections from our Student Advisory Committee meetings.

We are building a network of students to help shape our understanding and improve our offering.

Thank you

For more info:

[Student Minds Training Programmes](#)

Contact us at:

training@studentminds.org.uk



student
minds

EMPOWER AND EMPOWERHER: ENGAGING WOMEN AND NON-BINARY STUDENTS IN HE SPORT AND ACTIVITY

Louise Smith and Erin Procter
University of Nottingham and Loughborough University

GET TO KNOW US!



Louise Smith (she/her)
Participation Sport Officer
@ University of Nottingham
My work areas include our Just Play, Empower & Girls Night In and Staff programmes, and managing the Moves+ app



Erin Procter (she/her)
Recreational Sport and Physical Activity Graduate Officer @ Loughborough University
My work areas include our recreational sport program and EmpowerHER campaign

WOMEN AND GIRLS IN SPORT – THE STARTING POINT

- 75.4% of women in higher education are considered 'active' (150+ minutes of physical activity a week), compared to 74.6% of men in higher education who are considered 'active' (Active Lives Survey, Nov 22/23).
- 61.2% of women nationally are considered 'active', compared to 65.9% of men nationally who are considered 'active' (Active Lives Survey, Nov 22/23).
- At a young age, there is an underlying narrative that girls will never be as good as boys, and that sport is at odds with femininity and their identity as a girl. Girls are also not supported properly in developing their skills, and so the skills gap is confused with the perception of lacking natural ability, further developing the mindset that girls are not and will not be good enough to take part (Women in Sport, 2023).
- 49% of girls aged 5-11 take part in a team sport, compared to 70% of boys (Women in Sport, 2023).
- Schools can be prone to gender stereotypes, prioritizing boys' participation, providing more opportunities for them, and celebrating their achievements more (Women in Sport, 2023).
- Gender stereotyping and traditional masculine ideals underpin boys' negative attitudes and behaviors to girls in sport (Women in Sport, 2024).

SETTING THE SCENE: UNIVERSITY OF NOTTINGHAM

Why do we need Empower?

- 20,000 self-declared women, only 27% were engaged in a programme within UoN Sport (including gym use) when Empower was bid for in January 2024
- Empower ran pre-covid but wasn't delivered post 2020 and needed a refresh!
- Girls Night In had run since 2017 and was a popular offer, averaging 200-300 students per event
- Girls Night In feedback told us that girls were more likely to be active and engage with UoN Sport after attending Girls Night In

Today's Picture (March 2025)

We still have a gender gap of engagement in UoN Sport:

- 26% women vs 38% men use the gym
- 5% women vs 10% men play in IMS
- 14% women vs 21% men are club members
- 4% women vs 5% men participate in Just Play

SETTING THE SCENE: LOUGHBOROUGH UNIVERSITY

- No access to demographic data of students but committed to addressing the national picture at an institution-level.
- Used qualitative methods to gather the insight to inform our approach.
- Key findings:
 - Men in sport and physical activity can often underestimate the subtle and systemic barriers women face in sport and physical activity, such as intimidation, lack of representation, and ingrained sexism.
 - School experiences significantly shaped their sport and physical activity habits in adulthood, where PE was seen as a barrier.
 - Sport and physical activity environments can be more intimidating without the visibility of women, making them less inclined to take opportunities.
 - Students in leadership roles (committees, execs, etc) felt like there was not enough opportunity to network and build relationships with women in similar roles across different clubs.

EM POWER ER

Welcome to a community
you can feel part of.

Feel empowered.

2 - 9 March 2025



feeling

part of it

SO WHAT IS EMPOWER?

Empower is a collaborative campaign of targeted sessions and events to focus on tackling common barriers faced by women, trans and non-binary identifying students to participate in physical activity, exercise, and sport.

Beginner Friendly Fitness Sessions

3km Beginners Run
2000s HIIT Class
Girls Only Gym Hour
Girls Only Lifting Workshop
Glow in the Dark and Themed Spin Classes
Pole Dance

Beginner Friendly Sports Sessions

Cheerleading and Gymnastics
Dance and Indian Dance Workshops
Glow in the Dark Dodgeball
Self Defense
Squash
Team Sports – korfbal, lacrosse, handball.
Softball, futsal, flag football
Thai Boxing
Trampoline



EMPOWER WEEK MARCH 2025

298 Empower Tickets Sold
16 Sessions Delivered
143 Total Attendances

86 Unique Attendees
Add GNI March attendees

53% non UoN Sport members

81% self-reported completing under 120 mins/ week physical activity



EMPOWER DELIVERY PROGRAM SO FAR: MARCH 2024 - 2025

46 Empower sessions delivered
750 Empower Tickets Sold
330 Empower Attendances
237 Unique Empower Attendees
Average 59% non UoN Sport members

5 Girls Night In events delivered
342 Girls Night In Attendances
Average 54% non UoN Sport members



EMPOWER LEADERSHIP PROGRAMME SO FAR: MARCH 2024 - 2025

Our Empower Leadership programme supports women, trans and non-binary identifying students at UoN to train as Empower leaders, who then deliver a unique sports and physical activity leadership programme in these schools. Our Empower leaders aim to inspire 'hard to reach girls' in these schools to inspire themselves and others in their schools to be more active.

6 Nottinghamshire Secondary Schools
42 Y9 and Y10 pupils within these schools

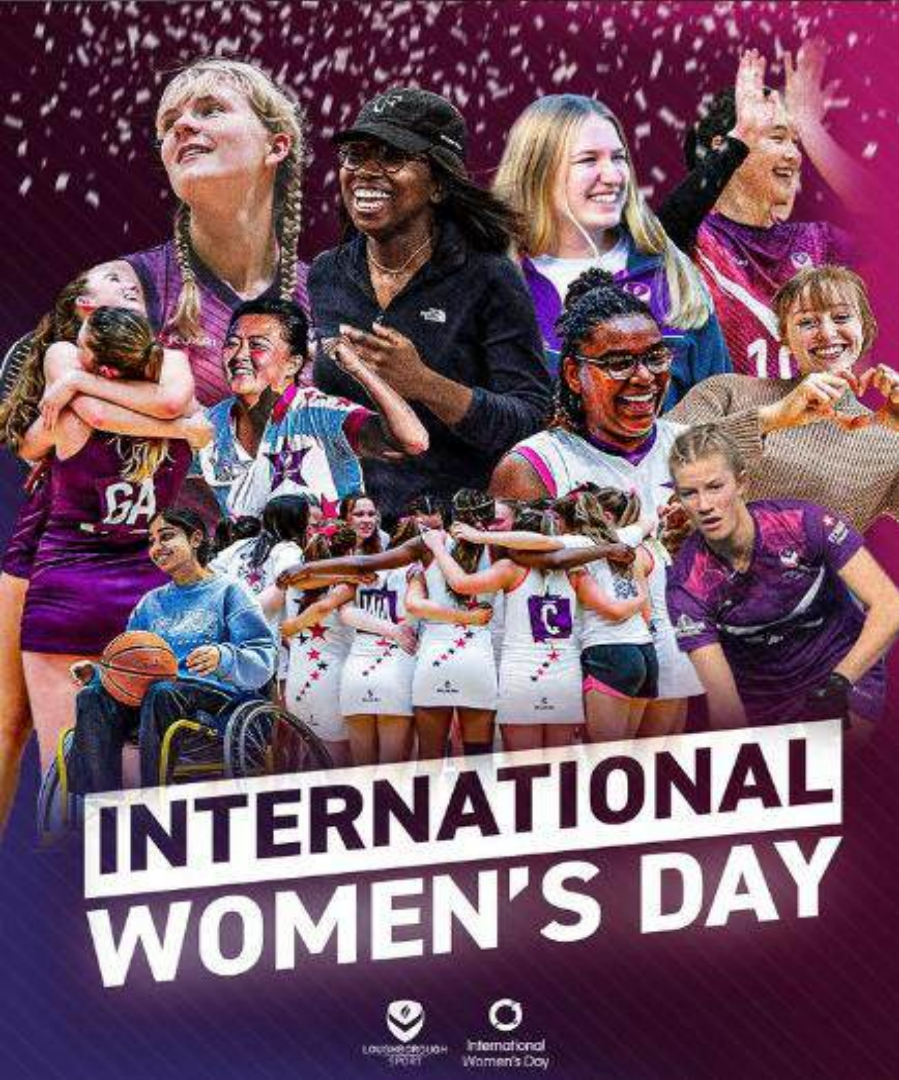
10 UoN students (Empower Volunteers) who mentor and support the programme

1 Launch and 2 Celebration events on campus





in the Empower Program



INTERNATIONAL WOMEN'S DAY



EMPOWER HER

AT LOUGHBOROUGH

3 - 9 MARCH 2025



EMPOWERHER WEEK 3-9TH MARCH 2025

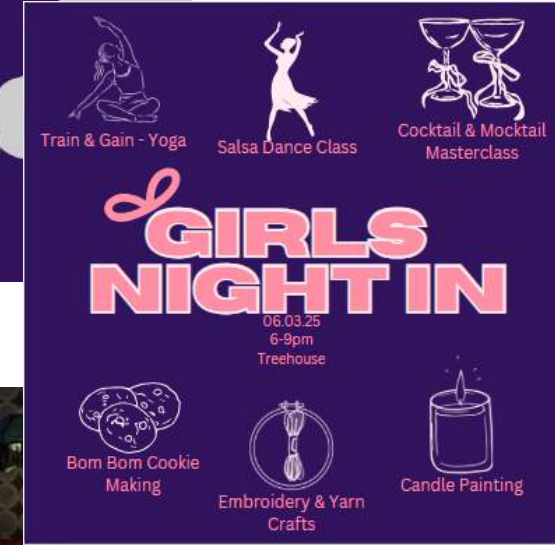
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|----------------------------|--------------------------------------|-------------------------------|-----------------------|-----------------------------------|----------|---------------------------------|
| Rise & Shine Yoga | Sunday Service Run Club | UV Zumba | Girls Night In | Staff UV Zumba | Pilates | Women's Hockey Come & Try |
| Cardio Tennis | Officiating Networking Session | W&NB Frisbee | W&NB Volleyball | W&NB Football | | |
| AU Cricket - Come & Try | | Korfball Bring a Friend | W&NB Basketball | Rugby League Bring a Friend | | |
| | | Coffee & Cake | Soul Sisters Padel | | | |
| | | Hyrox | | | | |



473 Staff and Students
engaged across the week

EMPOWERHER – GIRLS NIGHT IN

- 130 Tickets sold
- Activities:
- Bom Bom Cookie Making
- Cocktail/Mocktail Masterclass
- Candle Painting
- Bracelet and Jewelry making
- Salsa dancing
- Yoga



EMPOWERHER PROGRAM SO FAR!

- 2 years of EmpowerHER at Loughborough University!
- In total 758 women and non-binary students engaged.
- 5 student focus groups conducted.
- 30 EmpowerHER sessions run.



EMPOWER HER AT LOUGHBOROUGH

3RD - 9TH MARCH 2025



LOUGHBOROUGH
SPORT



International
Women's Day

#ACCELERATEACTION

WHAT'S WORKED SO FAR?

Activities

- Themed fitness classes – Taylor Swift Spin and 2000s throwbacks were BIG hits
- Held sessions across 3 student facing campuses – focus on non-members/ returners

Workforce

- Utilise existing volunteers and clubs
- Find people who represent the communities that we are trying to engage – including Indian Dance Workshop, Thai Boxing sessions and free henna at events
- Data and Insight Ambassador given an Empower insight project

Logistics

- Eventbrite bookings
- Content - Student led content and collaborations
- Student stories



Retention and Brand Awareness

- Loyalty cards – attend 3 sessions for a free t-shirt!
- Empower as a brand – Varsity and Headliner Event
- Market outside of sport and our membership
- Advertise next steps after Empower



WHAT'S WORKED SO FAR?

- **Activities**
- Student Led and driven (Focus Group Insight)
- Wide variety of activities
- Putting new spins on current sessions
- Allowing non-members into activities
- **Logistics**
- EmpowerHER website and landing page
- Bookings through the Lboro Sport and LSU App
- **Workforce**
- Volunteer ran (CVA)
- Relying on student leadership committees and groups
- **Visibility and brand recognition**
- Advertising across all university platforms (Non-Sport included)
- Working across different departments and starting collaborations with partners



KEY LEARNINGS AND MESSAGES

● Learnings

- Encourage more sports clubs with little or no representation of women to facilitate a session or get more involved in some way.
- Investigate CPD/training opportunities for men in sport and physical activity so they can understand the experience of women in sport and physical activity better and be better advocates for them.
- It's just as important to focus on women who are already engaged in sport and physical activity as those who are not – any woman can become disempowered at any point in their journey.

● Messages

- Embed in your structures.
- Go beyond participation.
- Find creative ways to gather insight.
- Create a legacy.
- Engaged men, but in a meaningful way.

CREATING A LEGACY/SUSTAINABLE ACTIVITY

UNIVERSITY OF NOTTINGHAM:

- Embedding activity into our programmes – continuity of activities and offers
- Conducting more formal insight this academic year and embedding the findings into Empower and wider programmes
- Keep costs internal where possible – fitness instructors, student volunteers, existing equipment and interweaving costs into existing budget

LOUGHBOROUGH UNIVERSITY:

- Creating an on-campus legacy with a student led mural
- Incorporating student feedback and ideas into core programs such as an AU Female committee members network
- Continued work with key partners such as the gyms team, soul padel and CVA to embed the work all year round

**THANK YOU AND
ANY QUESTIONS?**

Small changes, BIG IMPACT...



OVERVIEW, DATA AND INSIGHT

Iain McKinney

Head of Sports
Delivery



ACTIVE PROGRAMME

Jade Woodward

Active Programme
Manager



ACTIVE WELLNESS

Georgie Pilling

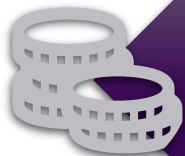
Active Wellness
Manager

Active Wellbeing at Warwick

SMALL CHANGES, BIG IMPACT...



Growth in
Engagement



Financial
Context



Planning for the
Future



WARWICK SPORT

SMALL CHANGES, BIG IMPACT...

Active Wellness and Sport: Building our impact with purpose



From a departmental, tactical plan centred around sport and the Sports Hub...



...To a clearly defined, values-based strategic plan based on integration, participation, brand awareness and our diverse portfolio



Vision

To establish Warwick as an international leader in active wellness and sport



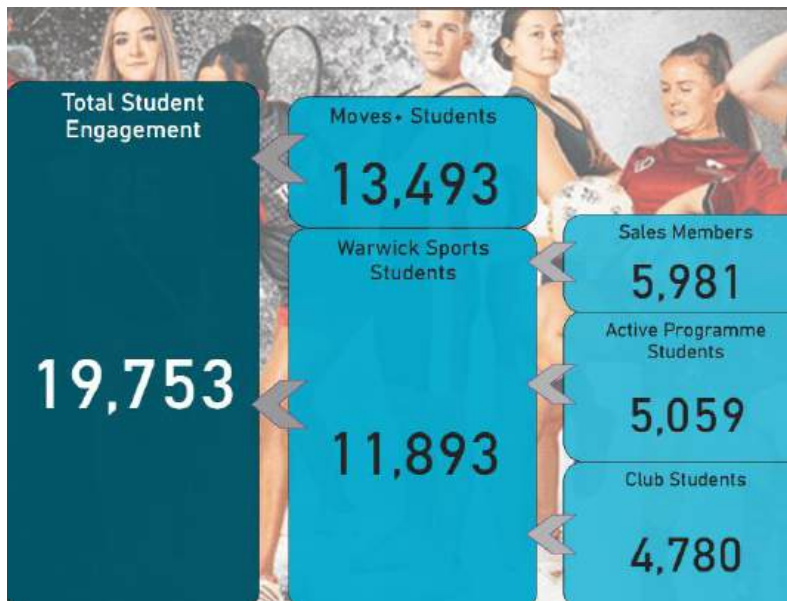
Mission

Provide access, opportunities and experiences that inspire and enable everyone to reach their true potential

WARWICK SPORT

SMALL CHANGES, BIG IMPACT...

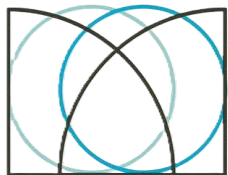
DATA & INSIGHT



WARWICK SPORT

SMALL CHANGES, BIG IMPACT...

ACTIVATOR RECRUITMENT



WARWICK
AWARD
STUDENT OPPORTUNITY

Increase employability



Activator Essentials training



Term 3

Recruitment, shadowing and training



Term 1

Activating and training



Term 2

Activating

WARWICK SPORT

SMALL CHANGES, BIG IMPACT...

ACTIVE LEAGUES

Price alignment

£2.50 per player per game

5 a side growth

Pitch usage, BUCS play, Sunday evenings

Society engagement

SU finances, Student officer collab



WARWICK SPORT

SMALL CHANGES, BIG IMPACT...

MOVES+



Together at Warwick

Get Moving and Win!

Get active this November with our month-long Moves+ Challenge! **All you need is the Moves+ app to join.** Every step counts, and all participants will be entered into a prize draw, with separate prizes for staff and students. **Let's keep moving and make this month count!**

Sign up here

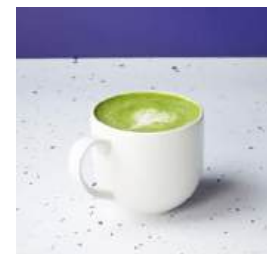
Android:



Apple:



MOVES+



WARWICK SPORT

SMALL CHANGES, BIG IMPACT...

LARGE EVENTS

Increase female participation in physical activity



THIS GIRL CAN
25 November to 1 December

Wiggle, jiggle, move and prove that judgement, time, money and energy are barriers to activity that can be overcome. All beginner-friendly sessions.

Open to all Warwick staff and students.

BOOK AN EVENT TODAY
warwick.ac.uk/sport/events/this-girl-can

Logos: THIS GIRL CAN, WARWICK THE UNIVERSITY OF WARWICK, SPORT ENGLAND



WARWICK
THE UNIVERSITY OF WARWICK

WARWICK WOMEN'S NIGHT IN

Sunday 2 March | 8.00pm - 10.00pm
Sports and Wellness Hub

#WomensNightIn25

FREE ENTRY



RU Women's Only Sessions

Women's Focus Group

Women's Gym
Space/Sessions

WARWICK SPORT

SMALL CHANGES, BIG IMPACT...

LARGE EVENTS

Support students' wellbeing & sense of belonging



"Congratulations to your team for delivering a fantastic programme for DeStressTival – it has massively benefited the students, and I have heard nothing but praise from WMG Students." - Events Coordinator for WMG.

WARWICK SPORT

SMALL CHANGES, BIG IMPACT...

INCLUSIVITY & ACCESSIBILITY



WARWICK SPORT

SMALL CHANGES, BIG IMPACT...

ACTIVE HEALTH

12-week referral –
support by a Mentor

41 referees to date

In collaboration with
Wellbeing Services

WEMWBS SCORES

*Our therapy team have shared that they
have had some really positive feedback
from students about the scheme. -
Wellbeing Services*

*Thank you so much for all the support
you have given me – it has been so
amazing, and I really appreciate it! -
Referee*



WARWICK SPORT



Thrive

Invest in your future self...

What we're going to cover...



What?



Why?



How?

What is Thrive?

Thrive makes it easier to stay active, feel good,
and find balance in everyday life



6-Month
Programme



Hands-on
approach



Wide Range
of Activity



Free
Apps



Personalised
Approach

Underpinned by Theory

Why is having Thrive informed
by theory important?



COM-B Model

How to change behaviour?



Capability



Opportunity



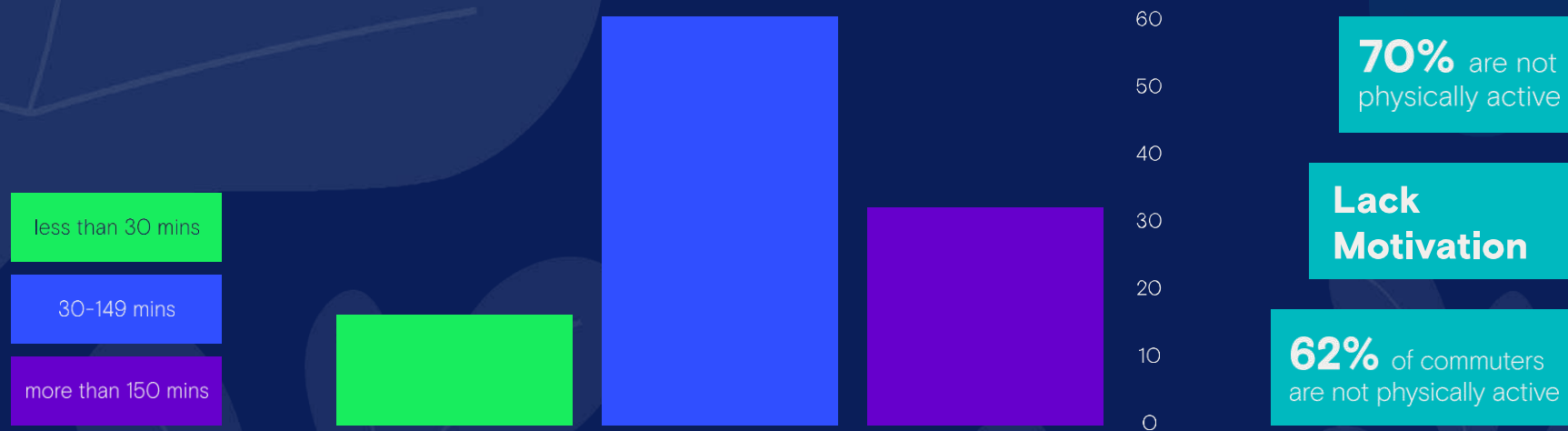
Motivation

Why?

Why was Thrive developed? **Why** did we choose our evidence-based approach?

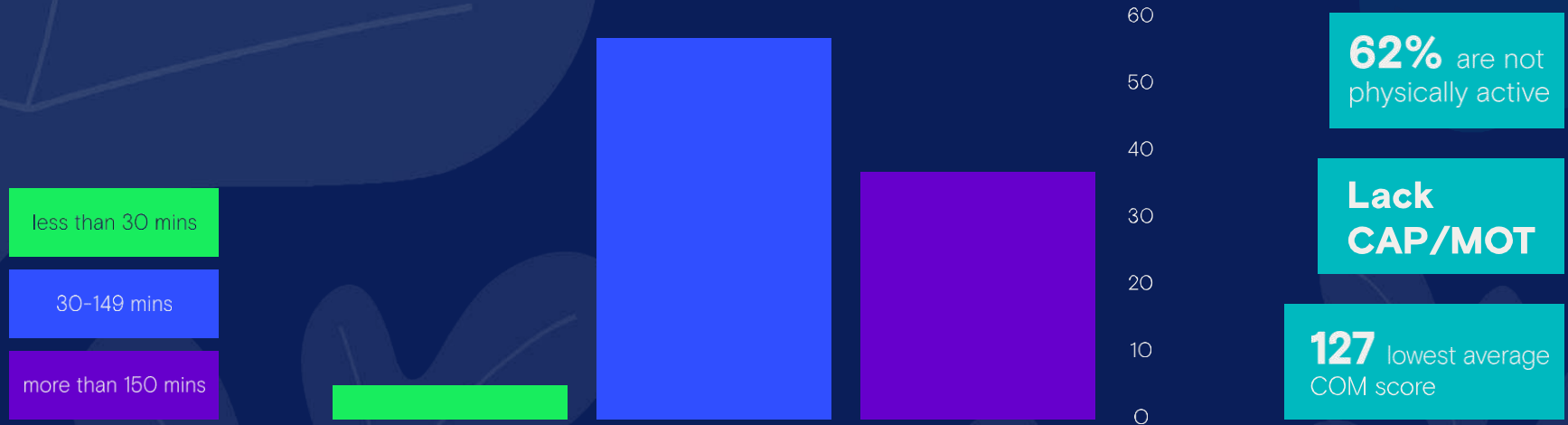


CCCU Students



Ackerley, L., Hurst, P., Griffiths, G., Campbell, A., Mills, H., & Foad, A. (in press). Development and validation of the COM-B Physical Activity Questionnaire (COM-B PAQ). Manuscript submitted for publication

CCCU Staff



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“““

In my relationship with activity, I found that it needs to be fun, it needs to be enjoyable. A treat, not a chore, not a tickbox. Otherwise I won't do it... I will resent the hell out of it...

“““

Sporty people just don't
seem to be my people

““”

I think it is a psychological barrier for a lot of people. A lot of people might be willing to try it but don't want to feel that stigma of not feeling good enough.

““”

I need to be in a better mentality where I can be committed and stick to it, and also have that accountability thing.

How?



Guide to Using the Behaviour Change Wheel to Design a Physical Activity Intervention

in a University Context

Step 1



Step 2



Step 3



Step 4



Step 5



Step 6



Step 1

Engage key stakeholders

Facilitators
or Deliverers

Researchers

Marketing, User
Experience and
Comms experts

University
Partners or
Representatives

Step 2

Gather insight

(informed by COM-B)

Capability

Knowledge, Skills (psychological)
and Behaviour Regulation

Opportunity

Social Influences, Environmental
Context and Resources

Motivation

Beliefs about Capabilities, Optimism,
Beliefs about Consequences, Goals
and Reinforcement

Step 3

Develop co-creation panel

Bridging theory
and practice

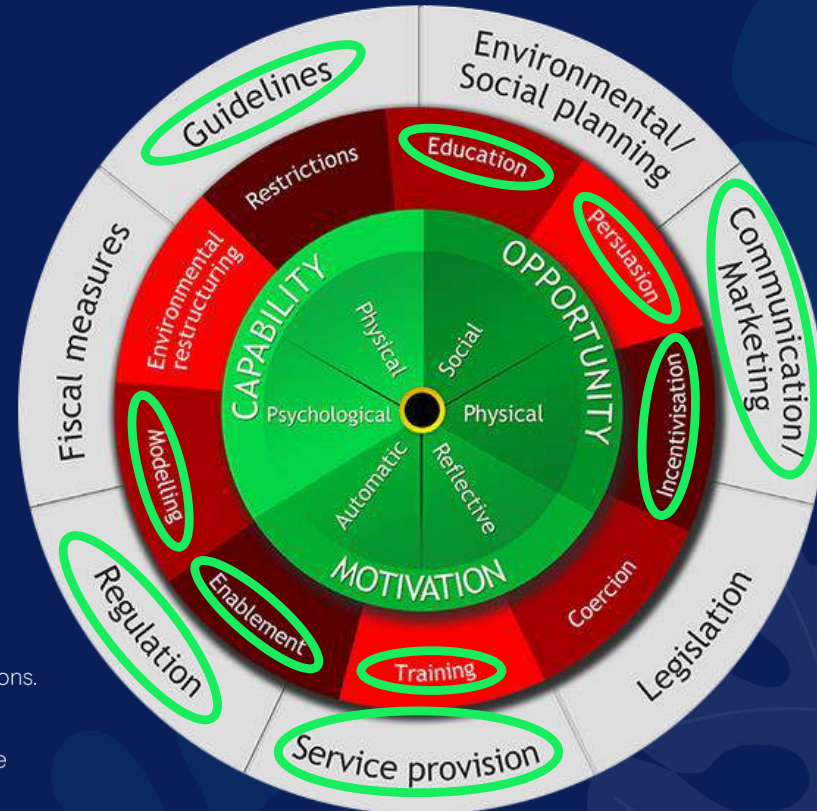
Ensuring
relevance and
feasibility

Maximise
resources

Create more
effective
and targeted
programmes

Design the intervention framework

- Sources of behaviour
- Intervention functions
- Policy categories



Michie, S., van Stralen, M. M., & West, R. (2011). The behaviour change wheel: A new method for characterising and designing behaviour change interventions. *Implementation Science*, 6(1), 42.

Michie, S., Atkins, L., & West, R. (2014). *The Behaviour Change Wheel: A Guide to Designing Interventions*. London: Silverback Publishing.

APEASE

The APEASE criteria are a checklist of six factors used to evaluate the appropriateness of potential interventions or policy options

Acceptability

Likely to be engaged with

Practicability

Able to be delivered

Effectiveness

Achieve desired outcome

Affordability

Within a budget

Spillover Effects

Unintended outcomes (+/-)

Equity

Affect inequalities

Design the intervention framework

Identifying the Behaviour Change Techniques

Capability

Self monitoring

Opportunity

Social Support
Modelling or Demonstration

Motivation

Verbal Persuasion
Focus on Past Success
Salience of Consequences
Pros and Cons
Goal Setting

The programme

Pros &
Cons

Goals

Advisor
Support

Marketing
Campaign

Self-monitor

Buddy
System

Rewards

Engage users in design

Involving the target audience in the design:



Relevant



Specific



Empowering



Tailored



Inclusive



Equitable

Step 6

Pilot

Evaluate

Review

How could this be useful for you?

Do you use any of these BCT's?

If so, would you refine or change based on the BCTTv1?

Would you incorporate any new ones based on insight?



Questions so far?



The programme

Pros &
Cons

Goals

Advisor
Support

Marketing
Campaign

Self-monitor

Buddy
System

Rewards

Find your Lynn

Buddy
System





Laura

User Journey



Questions so far?



What's our data saying?



Increases
in capability,
opportunity and
motivation.



Increased physical activity
levels and are even doing
more than the CMO guidelines
recommend.

100%

report feeling
better after taking
part in Thrive

100%

are better able to
cope and manage
with stress

66.75%

Thrive helped
develop a work/
study-life balance

What are people saying?

“I’d **recommend** Thrive to anyone trying to exercise more. It created a **new normal** for me.”

“I think Thrive is an **excellent programme**, start to finish. It’s got me moving again and **feeling positive** about exercise.”

“It was so helpful to have a **non-judgmental space** to talk about your relationship with exercise, and start from scratch again. My advisor was always upbeat and helpful.”

Take Homes

Importance
of evidence-
based practice

Key design
considerations

Structure
to achieve
outcomes of
programme

Ability to use
the guide
for your own
University-
specific
programme

Engaging
stakeholders
who can
support

Involving
those who we
are designing
it for



Sport

International Student Engagement Project

Heidi Spencer

Adi Shah

Tafadzwa Soko

Project Aim

Gain insight into the perceptions of sport and physical activity of international students and develop initiatives to increase engagement.



In 2022/23, NTU was home to just over **40,000** students, **18%** were international students.

NTU Sport engaged with **12,593** unique students of which **2,016** were international students.

A review identified key areas to enhance international students' experience, focusing on integration and belonging.

Many international students seek better integration with UK students and a more diverse social circle.

Where it all started

Global Week
2024



NTU Moves

NTU Global Week 2024

- 688 unique students engaged in the NTU Moves Global Week Challenge
- 255 new unique NTU Moves Users



www.ntu.ac.uk/sport

Global Week 2024



**Global Week
2024**

**Recruited
Sport Global
Champions**



NTU Sport Global Champions



Journey so far...



**Global Week
2024**

**Recruited
Sport Global
Champions**

**Gathering
Insight**



Gathering Insight

Key Findings

- Students value being active
- Lots of interest in the NTU Moves app
- Badminton was the most popular sport
- Lunch was not the most ideal time to visit Global Lounge
- Students value direct marketing – having conversations and easily accessible information
- Interest in swimming but lacked knowledge in membership perks to use UoN pool
- Lots of students with previous sporting experience in the home countries but haven't carried it on at NTU

Barriers

- Lack of information about sport opportunities available and where to find the information
- NTU Sport app login difficulties
- Lifestyle priorities and responsibilities – studying and settling in a priority
- Time
- Cost
- Missed squad selections due to starting in January – makes it difficult to get involved
- Lack of encouragement and motivation to attend sessions on their own



Journey so far...



Action Plan



Communication



Play for Fun



Societies



Global Lounge
Event



Marketing and Communication



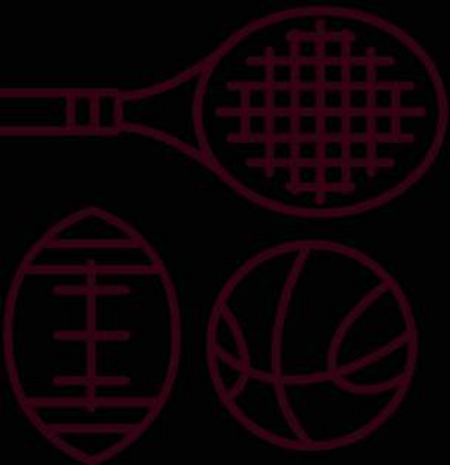
www.ntu.ac.uk/sport



PLAY FOR FUN

NTU
PROUD TO BE PINK
sessions

#ProudToBePink



Play for Fun

Summer 2024 Play for Fun sessions -

- 3 sports
- 45 sessions
- 74 unique students

Winter Break 24/25 Play for Fun sessions –

- 2 sports – session leader led
- 9 sessions
- 63 unique students



Global Sports Evening

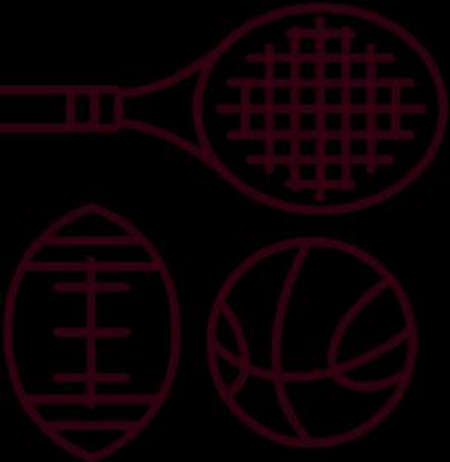


- 51 students attended
- Giveaways
- Food
- Activities





GLOBAL LOUNGE SPORTS NIGHT



Global Week 2025

NTU Moves

NTU Global Week 2025

- 779 unique students engaged in the NTU Moves Global Week Challenge
- 157 new unique NTU Moves Users



Fairs

- 5 fairs across 3 campuses
- Engaged with 343 students
- Giveaways for Varsity series and kit
 - Spin the Wheel



Play for Fun

- 423 attendances at Play for Fun sessions
- World Cup Tournament

www.ntu.ac.uk/sport

Overall Data and Impact

**International Student Engagement
September 24 – April 25**

**Total 1783 total unique students
15%**

**Overall international student
engagement from April 24 – December
24**

3109 unique students



Quotes

I've really enjoyed NTU Play for Fun sessions like volleyball, dodgeball, and kickboxing. They're a great way to meet new people, relax from university work, and feel included, even if you're not the best at the sport. I'd 100% recommend it to anyone!

How you approach any task reflects how you handle everything else. The effort and mindset you bring to Play for Fun sessions or workouts mirror how you tackle academic and personal challenges, and this has helped shape my overall university experience

Regular workouts at the NTU gym and Play for Fun sessions have helped me manage stress, boost productivity, and stay focused. They've also been a great way to reset and connect with new people, positively impacting my university experience.

Play for fun sessions have given me Hope and energy. The support from NTU sport as a whole has given me a sense of belonging and has allowed me to push through different challenges in my days.

NTU Sport play for fun & gym sessions have helped build teamwork, resilience, and personal growth





The International Student Engagement project has been great for bringing students together through dynamic, collaborative, and student-led events organised between NTU Sport and Global Lounges. Through creating collaborative opportunities, the project promotes student engagement, enhances wellbeing, and encourages cross-cultural communication. Katrin Puutsa, Global Student Experience Coordinator



Challenges



Finding the right time to engage with students within the Global Lounge



Sport Global Champions leaving NTU



Timing of international student arrival vs opportunities available to join a club



Engaging diverse student groups has been a challenge – varying levels of interest in sport



Social media and marketing



Sport Global Champions balancing the role alongside academic studies



Motivating students to attend events and provide meaningful feedback



Language barrier

Sustainability and looking ahead



**Sport Global
Champion roles are
now being put within
the NTU Sport core
budget**



Building partnerships



**Continue with out of
term activities**



**Targeted marketing
and improving
accessibility of
information**



Continued reporting



**Continued insight
gathering – trends,
new opportunities**



PARTNERSHIP OVERVIEW



add-victor will be leveraging its extensive network of industry-leading employers and strategic partners to unlock exclusive professional development and career opportunities for BUCS student athletes.

- **A dedicated digital platform** focused on delivering diverse career pathways in which student athletes and graduates can thrive
- Direct connectivity with top employers offering internship, graduate and future opportunities for high-performing talent with exceptional transferable skills
- **Exclusive online workshops focused on developing employability, leadership, and career readiness**
- Bespoke career resources designed to help student athletes stand out in the job market, with insights across CV production, interview preparation, networking, interesting sectors and more
- Access to industry professionals who understand the value and challenges of being a student athlete and offer 1-to-1 personalised career planning and on-going support.

Workshop themes

- **Thursday 27th March:** Unleashing the leader within you
- **Thursday 10th April:** How to become a master of networking at your university and the wider sector
- **Thursday 24th April** How to manage and maximise your time efficiently
- **Thursday 5th May:** How to effectively deal with conflict and conflict resolution techniques
- **Thursday 22nd May:** How to present leadership roles on CVs and in interviews / future opportunities

