

BUCS Physical Activity Excellence Award (PAEA)

BEST PRACTICE REPORT | December 2018



INTRODUCTION

The main focus of this report is to highlight existing good practice in providing physical activity opportunities and evidence the impact of increasing physical activity in HE Sport. This document aims to review and give acknowledgement of existing good practice, in recognition of excellent physical activity provision and inspiring institutions to increase their physical activity offer. Recognising that the following report is based on activities delivered in 2018, some information may be subject to change depending on resource, capacity and some of these projects no longer being in development.

BACKGROUND

The PAEA award is designed with the intent to recognise and reward institutions who can demonstrate commitment and provision towards tackling inactivity and share the success across the sector. It provides and encourages a whole systems approach of collaborative working on an institutional, local and national level where best practice can be shared and celebrated. It is hoped that by exploring awarded institutions' provision and practice, as a sector, we are constantly and collectively looking at innovative ways and methods to increase physical activity engagement. Encompassing the work from Physical Activity & Health Board, Social & Recreational Sport steering group, the Workforce Steering Group and the Inclusion Board, the award evidences the impact of the HE sector across the wider physical activity landscape alongside increasing the awareness of the role of the HE plays in promoting positive lifestyle behaviour.

CRITERIA & ASSESSMENT

Criteria	Evidence	Impact
A. STRATEGY & PLANNING		
A.1. Describe your strategic approach to increasing physical activity at your institution.	<i>(Guidance: Consider evidence of cross-departmental initiatives/projects/strategic plans/relevance to national frameworks including strategic planning, and how this is having influence)</i>	<i>(Guidance: Consider growth or establishment of staffing/funding/sustainability as well as how these outcomes are being measured)</i>
B. INSIGHT & RESEARCH		
B.1. Describe the role of needs analysis and/or data insight into your physical activity planning and delivery.	<i>(Guidance: Consider surveys/focus groups/data capture/response to feedback)</i>	<i>(Guidance: Consider how the insight has shaped your delivery and any subsequent developments on the back of it)</i>
B.2. Research conducted by your institution into physical activity or inactivity.	<i>(Guidance: Consider a broader approach across all faculties/schools, i.e. technology, environment, health)</i>	<i>(Guidance: Has the research demonstrated an impact on physical activity engagement/opportunities)</i>
B.3. Describe how your institution currently measures physical activity or inactivity levels	<i>(Guidance: How are you gathering this information and what are you comparing it against)</i>	<i>(Guidance: Has this information shaped your delivery or offer)</i>

Criteria	Evidence	Impact
across its population.		
C. PARTNERSHIPS & COLLABORATION		
C.1. Evidence of external partnerships that have <u>impacted</u> on physical activity or inactivity.	<i>(Guidance: Consider different sectors/organisations/memberships/ networks)</i>	<i>(Guidance: How the outcomes of these partnerships have grown physical activity, or had an impact on engagement at your institution demonstrating their extent and effectiveness)</i>
C.2. Evidence of cross-departmental <u>collaboration</u> within the institution.	<i>(Guidance: Consider Human Resources/Wellbeing/Estates/Student Unions, etc)</i>	<i>(Guidance: How the outcomes of these collaborations have grown physical activity, or had an impact on engagement at your institution demonstrating their extent and effectiveness)</i>
D. IMPLEMENTATION & DELIVERY		
D.1. Describe your most effective methods for promoting or advertising your physical activity offer across your institution.	<i>(Guidance: What channels do you currently use and how)</i>	<i>(Guidance: Demonstrate the impact of increasing physical activity engagement using these forms of marketing)</i>
D.2. Describe the most successful interventions your institution has implemented to increase physical activity.	<i>(Guidance: Consider salary sacrifice schemes/travel schemes/discounts/HR or Student Union policies/facility developments/national and institutional campaigns/referrals)</i>	<i>(Guidance: KPI's/measures/benchmarks/case studies/behaviour change)</i>
D.3. Evidence of specific physical activity interventions to target inactivity, either within the University or the local community	<i>(Guidance: Explain the rationale of your selected group/intervention. Consider BME, Freshers, Halls, International students, Societies, Office staff)</i>	<i>(Guidance: What worked well and why/retention/longevity/adoption of healthy lifestyles)</i>

SUBMISSIONS

The following 10 institutions were awarded the PAEA at BUCS conference 2018;

- University of Bristol
- Keele University
- Loughborough University
- University of Edinburgh
- Canterbury Christchurch University
- Manchester Metropolitan University
- Kings College London
- University of Hertfordshire
- University of Derby
- University of Warwick

BEST PRACTICE

A. STRATEGY & PLANNING

A.1. Describe your strategic approach to increasing physical activity at your institution.

(University of Warwick)

Evidence

The University has a Wellbeing Steering Group in which Warwick Sport plays a critical part. The Wellbeing Steering Group has been working on the Workplace Wellbeing Charter for Warwick and was awarded in May 2017; Commitment Award in Mental Health, Health Eating and Alcohol and Substance Misuse; Achievement Award in Leadership, Absence Management, Smoking and Tobacco and Physical Activity and Excellence in Health and Safety. The remit of this group now is to continue to enhance the wellbeing of the community at Warwick and to implement initiatives that support this.

A new Health and Wellbeing Coordinator role was introduced at the start of the 2017-2018 academic year. The focus of this role is to develop and deliver inclusive programmes and initiatives that support and encourage students and staff to increase physically active with the intention of enhancing health and wellbeing across the university community, particularly focusing on those who are currently inactive or experiencing difficulties with mental health or wellbeing and underrepresented demographics of the university community. A key part of this role is developing relationships with colleagues across the university to raise awareness of the role of physical activity and sport for promoting physical health, mental health and wellbeing and opportunities to engage in physical activity across campus.

(Keele University)

Evidence

Became a member of the Healthy University Network in September 2016, whereby they committed to implementing a whole university approach to improving the health and wellbeing of students and staff. A healthy university group (HUG) has been created consisting of key stakeholders from across the university. The HUG is responsible for the development and implementation of a strategic plan and to assess the impact of any initiatives and interventions put into place.

(University of Derby)

Impact

Student Workforce Support – The University has funded 8 student workforce roles that will enhance Team Derby projects as part of their On Campus Internship Scheme. These roles have supported their participation programmes.

(King's College London)

Impact

BeActive Halls- To meet the deficit from the USAF funding they secured internal funding through a partnership with the university's Residential Services. They contribute to £0.40 per student per week for King's Sport to deliver an exclusive Sport and Physical Activity programme to residents – BeActive Halls.

(Loughborough University)

Evidence

Sport is prioritised as a strategic pillar of the university and Loughborough Sports vision sits at the heart of the university's planning framework. In order to achieve the university's ambitions it requires sport to establish it as world leading, reflecting its ability to shape best practice and policy nationally and internationally by integrating the experience of sport and physical activity at all levels of engagement by outstanding teaching, research and enterprise.

Goalscape allows officers to drill down in to individual work programmes whilst being able to see where their actions feed into the wider, more strategic objectives around physical activity. Goalscape is reviewed twice a year against the agreed KPIs and given a RAG (Red, Amber, Green) rating linked to the set criteria. Individual's contributions are assessed through annual reviews with their line-managers.

Impact

Goalscape- This means that all schools and departments across the university have to include a section in their annual plan about how they are going to engage and support sport and physical activity. This allows their SDC the opportunity to lobby and promote sport and physical activity at senior meetings throughout the university.

B. INSIGHT & RESEARCH

B.1. Describe the role of needs analysis and/or data insight into your physical activity planning and delivery.

(University of Derby)

Evidence

They have employed a graduate marketing intern to support the advertising and style of their engagement with inactive groups. This has increased awareness of programmes earlier on in the year and have a better throughput throughout the whole academic year.

(Loughborough University)

Evidence

Loughborough Sport has been working on a data insight project, initially funded through Sport England and now centralised as a project within the wider university working in partnership with the Student Union. They had an officer coordinating this project.

The main aims of the project are:

1. Gather, analyse and provide data and insights that they trust to make sound decisions, inform strategy, maximise facility usage and develop opportunities to reach new audiences.
2. Develop behaviour change campaigns using a variety of communication channels and techniques including loyalty schemes and social media to increase engagement of students in regular exercise and sport participation
3. Support the wider Loughborough Sport aim of increasing participation in sport and physical activity.
4. Map the activity of Loughborough students and their journey through sport ensuring a high quality experience that creates sustained participation in sport and physical activity.

(University of Edinburgh)

Evidence

Needs analysis is the foundation pillar of almost everything University of Edinburgh does. They use creative and engaging methods to speak to students so that their views inform the development of UoE programmes. This has included using a cartoonist to capture student's views, running photography competitions, holding focus groups, and employing student interns to develop their services and communicate better what they do. In addition, the ISPEHS has a dedicated team led by Professor Nanette Mutrie researching and evaluating physical activity and associated programmes. The unit is called the Physical Activity for Health Research Centre (PAHRC) and details about this unit can be found on <https://www.ed.ac.uk/education/rke/centres-groups/pahrc>.

Impact

For example, there was feedback from some students saying they didn't feel confident enough to join in with a class if they hadn't done it before. As a result they introduced a 15 minute slot ahead of the classes where students could talk to the instructor, get their equipment set up if applicable and have any questions they needed answered ahead of the class starting.

Other feedback told them that some students would like to have the opportunity to learn a sport at university that they hadn't tried before. They worked in partnership with the Sports Union to offer 'Learn to play ...' activities where students provided coaching to help others learn how to play squash, badminton and table tennis. These were very successful and resulted in participating students then joining the clubs as a result.

On a national scale, the work of PAHRC is currently measuring the impact of the 20mph speed limit around town schemes in Edinburgh and further afield. It also led the work to evaluate the Daily Mile which is an initiative currently run by many Primary Schools across the UK and is potentially going to be rolled out to High School, Universities and workplaces. Both of these examples (just a couple of many) demonstrate a clear impact on national policy and practice. More information about their work can be found at: <https://www.ed.ac.uk/education/rke/centres-groups/pahrc>

(King's College London)

Evidence

Their mission states that they 'apply insight to grow engagement with the University Community.' They gather participation data across all physical activity programmes, whilst also seeking key impact measurables around NPS (net promoter score) and wellbeing aligned to their strategic outcomes.

Yearly wellbeing survey: utilising the Edinburgh-Warwick Scale to monitor the impact of physical activity on wellbeing.

Impact

This allows them to map the trends and performance YOY of our physical activity programmes and providing actionable insight. Wellbeing remains a strategic outcome of their physical activity programme. They invite all users of their services to complete the wellbeing survey – it demonstrated (16/17) that 97% of respondents said physical activity has a positive impact on wellbeing.

(University of Hertfordshire)

Evidence

Termly focus groups are held to gather more in-depth insight on specific topics and directly influence the programme planning process. In addition to these face-to-face interactions, a start and end of academic year survey is also conducted which produces some valuable findings from the target audience.

Impact

The data collected by Activators allows them to gain an understanding of their participants through gender, ethnicity, disability, academic school and type of session attended. Partnered with their qualitative data, they can identify trends in participation enabling plans to be devised to increase regularity of attendance as well as to engage with inactive students.

B.2. Research conducted by your institution into physical activity or inactivity.

(University of Warwick)

Evidence

Researchers at the Institute of Digital Healthcare in WMG, University of Warwick have been awarded an Innovate UK grant to assist Sweatcoin Ltd to further develop their app for users to earn more rewards from a broader range of exercise activities. In addition to the verification algorithms, the project aims to investigate behavioural change in physical activity following use of the platform. This will also be coordinated by WMG researchers, who will analyse app data and run focus groups with invited Sweatcoin users.

(Manchester Metropolitan University)

Evidence

From the Psychology department, an Impact evaluation of Nuffields Health one year pilot of a "Head of wellbeing" programme in a UK secondary school aimed to increase physical activity levels in staff and students alongside targeting improvement in healthy eating behaviours, emotional wellbeing and reduced alcohol consumption. The results did not show significant increases in PA behaviours in staff or students that completed the pre-post IPAQ questionnaires.

(University of Derby)

Impact

As a result of the ongoing research, they have developed their behaviour change strategies including 1-1 consultations and group seminars. This had enable them to engage more participants on the programme and be more flexible in the type of activity they offer people.

(Loughborough University)

Impact

Evidence shows that sport, exercise and physical activity are effective in the prevention, treatment and management of disease and can enhance mental health and wellbeing, reducing the risk of mental illnesses such as depression, dementia and Alzheimer's.

There are five tribes which, to some extent, cover the entire student demographic. Students may find that they relate to several of these and the chances are they are made up of a mixture of various tribes. However, what the system does is assign students to the tribe which is most like them. The new tribes are:

Socialite - "I like a big night out and I am also interested in getting involved with things like Sport, RAG and other activities, particularly as part of a group e.g., from my Hall."

Pathfinder - "I love to get involved and I will often have an opinion on how things should be organised, so I am not afraid to step up when it's needed."

Altruist - "I like people to know I care that things are done properly whether it's in the Union, the University or wider society; this extends to being interested in good design and personal appearance."

Wanderer - "I am pretty easy going, I might get involved in things but I don't particularly want to take on extra responsibilities right now. I might be interested in things that would make my life at University easier."

Scholar - "I have come to University for a degree and I am committed to my subject, so I am much more interested in things that will improve my course and career than a drink based social life."

B.3. Describe how your institution currently measures physical activity or inactivity levels across its population.

(Manchester Metropolitan University)

Evidence

In regards to looking at how they target those who are inactive they have recently developed a new 'whole survey approach' which allows them to use one survey template across all of their areas to better understand why those students and staff don't currently engage with them. This will be done through focus groups, dynamic surveys (face to face) and through an online survey sent through social channels where they currently have low levels of engagement.

(University of Bristol)

Evidence

As part of their work on physical activity and health development they have partnered with academic departments to develop student research projects related to the student experience. Two examples in 2017-18 are:

"Is physical activity associated with wellbeing in students?" (with School of Physiology and Pharmacology)

"Do Students Engaging in Regular Physical Activity Perform Better in Assessments?" (with School of Experimental Psychology)

Impact

They have gained institutional specific data which supports the idea that students who are habitually more active perform better in their exams. This allows them to use empirical evidence from their own doorstep to drive on increased provision for sport and physical activity at the University of Bristol.

(Loughborough University)

Evidence

A large majority of their data is collected through 'swipe me'. This means that every time a member of staff or student uses the gym, attends a fitness class or enters one of their sports facilities they have to swipe their staff or student card. This is then stored and dashboards are developed and created through Power BI (Microsoft's business analytics software) by a data insight coordinator. Managers can then interrogate this information to help them make better decisions about their areas of the business.

Impact

One initiative that has been born from this approach at Loughborough is LboroGirlsCan. Following data evidencing that females are underrepresented at Loughborough in sport and physical activity compared to their male counterparts; Loughborough decided to use the success of ThisGirlCan in creating its own campaign.

C. PARTNERSHIPS & COLLABORATION

C.1. Evidence of external partnerships that have impacted on physical activity or inactivity.

(University of Warwick)

Evidence

Our Parks – They are 1 of 2 universities who have partnered with Our Parks to pilot their outdoor fitness programme within a higher education setting. Our Parks provides an opportunity for all ability levels to get active by using open spaces. Partnering with Our Parks, they're targeting inactive students and staff. The aim is to get people to take part and improve the health and wellbeing of their local campus communities. They are using their outdoor Activity Zone to host the classes, which provides a fantastic area for individuals to exercise in an outdoor area on campus.

Warwick also received funding from Sport England to develop a Mental Health Referral Project to support students that were suffering with poor mental health to link in with the new Sport England strategy.

(University of Bristol)

Evidence

Collaboration with Bristol City Council in the "Active Choices" GP Referral programme. They receive referred patients from any Bristol based GP practice for 12 weeks of supported exercise, conditions they see include Cardiac rehab and Cancer Patients.

(Canterbury Christchurch University)

Evidence

Christ Church Sport is an employer partner of CIMSPA and was one of the first universities to sign up. They engage in discussion around the development of professional standards in different areas, and are one of the working group trying to assimilate CIMSPA standards within academic degree programmes.

(University of Derby)

Impact

The consortium has led to knowledge transfer between organisations. This enabled them to develop their Move More Project utilising the prior learning and experience of consortium partners. For example, brief intervention training was accessed through the consortium by their student workforce, enabling students to hold behaviour change conversations with their peers and engage with the scheme. Partners' involvement in this consortium has meant that they are contributing to their project outcomes which has also led to the whole Derby City Sport Strategy being based on Move More approach.

(Manchester Metropolitan University)

Evidence

(TfGM) Transport for Greater Manchester /Walking for health receive £2,000 from their CSP last year to deliver a pilot programme towards getting more staff active away from their desk at lunch. The partnership enabled them to gain free Train the Trainer training to deliver walk leader training in house. This has led to a sustainable weekly walking group every Wednesday lunch for staff, ran by staff.

They were the first Women High Performance Football Centre to be developed in partnership with Manchester University. The aim of the centre has six strategic goals with the workforce development and participation being highlighted as a key KPI for MMU.

Impact

Working with AoC sport they will contact FE Football Activators within colleges across Greater Manchester to involve them in the FA WHPFC Coach Development Programme. FA Girls Football Week engaged their students and 110 KS1/2 students to participate in a football activity.

(University of Hertfordshire)

Evidence

The Herts Sports and Physical Activity Partnership (HSP) (County Sports Partnership) is hosted by the University of Hertfordshire and viewed as the university's community sports development arm. As the only CSP to have been re-awarded the Quest 'Outstanding' rating for Sports Development, they have excellent working relationships with an extensive range of partnerships who are integral to the fantastic work they do across Hertfordshire.

Impact

HSP host many of their successful events and workshops on the University campuses, opening the community's eyes to the opportunities on offer for engagement in sport and physical activity. Their HSP have an unrivalled insight and reach into hard to reach groups such as Older Adults and those with a disability and are experts in this area.

C.2. Evidence of internal cross-departmental collaboration within the institution.

(Keele University)

Impact

Stepper challenge - using fitness tracker- A number of departments across the University have come together to deliver a fitness tracker challenge in order to encourage staff to get up and be active. This is a year round project that put departments head to head in light hearted competition. As a result many staff have reported behavioural change (i.e. parking further away and walking in) and many others purchasing their own fitness tracker.

(University of Warwick)

Evidence

The Mental Health Referral Programme is delivered in conjunction with Wellbeing Services who refer students over who they feel will benefit from a tailored programme of physical activity over a 10 week period as well as personal support from their Health and Wellbeing coordinator to improve wellbeing.

A number of wellbeing measurements were put in place over the 10 week period to track improvements in wellbeing. Of the 17 students that have completed the programme over the past 12 months, all but three showed an increase in wellbeing with many of these showing meaningful change.

Warwick's UniCycles scheme, run in partnership with nextbike, is a bike hire scheme available to all staff and students. Whether you pay an annual subscription or pay-as-you-go, students and staff have access to one of 100 bikes situated on their campus. This allows individuals to spend more time exploring campus and encourages a healthier lifestyle. They also have an active travel policy.

The aim of One Big Thing is to enable and encourage everyone within the University of Warwick, regardless of their health, fitness or background to do any form of physical activity that suits them for at least 30 minutes. A number of activities were delivered by Warwick Sport across the day to encourage individuals to try something new including walks, deskercise, pop-up sport, as well as offering Warwick Sport's full range of services. In 2017/18 OBT a total of 1291 individuals, across multiple departments, took part in some kind of physical activity on campus. OBT is also an opportunity for senior officers to show their support for encouraging physical activity in the workplace, Warwick Sport has played an important part in leading this conversation.

Impact

Of the 17 students that completed the programme over the past 12 months, all but three showed an increase in wellbeing with many of these showing meaningful change. Of the 7 students who have just completed the programme, they had increased their physical activity levels by 1.5 sessions per week and all reported an improvement in life satisfaction, worthwhileness and happiness. They know 15% of their 600 staff cycle or walk to work. In 2017/18 OBT a total of 1291 individuals, across multiple departments, took part in some kind of physical activity on campus.

D. IMPLEMENTATION & DELIVERY

D.1. Describe your most effective methods for promoting or advertising your physical activity offer across your institution.

(University of Derby)

Evidence

Their most successful methods are based around utilising 'people like me' to engage, inspire and motivate students and staff to be active within their own networks. In some cases, these roles are also trained in brief intervention training to support them in these conversations to make them more effective.

Impact

A network of over 20 Active Staff Champions over 15 departments, 3 campuses & multiple sites work within their Colleges and departments promote and signpost opportunities to staff through utilising communications such as emails, conversations, team meetings.

D.2. Describe the most successful interventions your institution has implemented to increase physical activity.

(University of Edinburgh)

Evidence

Pedometer challenge – in 2017 they designed their own pedometer challenge and associated website (Make Your Move Challenge) to enable them to run pedometer challenges at no cost. These have been very popular with staff who have taken part, and as well as increasing physical activity levels, also increased a sense of community in the workplace and added an element of fun and competition to the workplace. Due to the success of this intervention, they won a Gold level award from their Sustainability Department in recognition of its impact on improving staff health and reducing their carbon footprint through more active

travel. There are now plans in place for 2018/19 to be able to offer these challenges through student accommodation services as well.

Impact

Two students have recently evaluated different aspects of their Make Your Move Pedometer Challenge to provide them with a better understanding of how the intervention is impacting on staffs behaviour at work, and also how UoE could improve different aspects of this programme. The evaluation demonstrated a greater sense of community and enjoyment amongst those taking part in the challenge, as well as increased step count both during and after the challenge.

(King's College London)

Evidence

King's Move is a web-app that tracks and rewards participants for staying physically active. Users can track their activity by connecting to the gym CRM system and a range of fitness apps and wearables. In short they earn points for the activity that is recorded on King's Move.

Impact

The product has grown rapidly since its conception and they now have 10,200 users made up of staff and students. It serves the typically inactive and begins them on their physical activity journey.

D.3. Evidence of specific physical activity interventions to target inactivity, either within the University or the local community.

Evidence

(Canterbury Christ Church University)

Move More was their original physical activity intervention, and as it moves into its fifth year, it is important to refresh the offer. The new Move More programme still aims to tackle inactivity across the University but through a new awareness campaign. This will include researching available spaces for active signage and developing new innovative campaign formats and measures. As well as researching available spaces for active design they aim to develop active physical environments within the University. They are also in the process of developing physical activity through the concept of play via experiential events such a colour runs, inflatable obstacle courses and roller discos. A way in which they can target those not even contemplating increasing their physical activity but may do so subconsciously through the element of 'fun'.

Impact

The impact of Move More has been to identify that their activity is not just for sports people. Their Move More campaign has resonated across the University population and has seen them deliver a broad offer including staff development sessions, 'Stress Less' campaigns, walking groups, creation of walking routes, a cycle hire scheme and much more.

(University of Bristol)

Evidence

Healthy Minds Scheme – working with Student Counselling Service to provide physical activity referrals for students encountering mental health difficulties.

Impact

30% reduction in mental ill-health symptoms and successfully attracting funding from BUCS Active programme.

D.4. Evidence workforce development towards physical activity on campus.

Evidence

(Manchester Metropolitan University)

The college games sees over 120 students from colleges across Manchester get involved in a social competition within a HE institute giving those students the opportunity to come to the university and experience the facilities. The colleges with highest recruitment levels into MMU 16/17 are Oldham, Bury, Loreto, Xaverian, Trafford, Salford City and Stockport. All of who are involved in the college games.

Impact

Through the delivery of the Greater Manchester College games this has enabled students from local colleges to make the transition to university life easier as they are already familiar with the campus and their offer before coming to the University. As highlighted already, the colleges involved are a natural feeder into the university which is important to ensure a smooth transition Last year, a total of 8,117 students transitioned from colleges to MMU.

(University of Bristol)

Evidence

Gamechangers – student leadership and volunteering programme in sport. Linked to the institution's extra-curricular recognition award, Bristol Plus, and firmly rooted in the employability agenda. This is the entry-point for student workforce opportunities. Students complete core training modules and then access various routes into further volunteering, leadership and skill development e.g. activity promotion, event volunteering, working with children, coaching.

Impact

Over 100 students engaged in 2017-18 (first year of programme in new format), with 50% completing all training this year.

Specific skill opportunities included volunteering at mass participation Varsity events, delivering part of the ThisGirlCan campaign and activating new activities on the participation programmes.

CHARACTERISTICS OF STRONG APPLICATIONS

- Worked collaboratively with academic departments to develop research and evidence for physical activity and its impact.
- Evidenced collaboration with external partners to support in the delivery of physical activity interventions.
- Effective gathering of data in order to tailor the physical activity offer to a specific audience e.g. female participation.
- A key factor in successful interventions was offering opportunities and activity that was appropriate for the target audience.
- Stronger submissions embedded increasing physical activity in the heart of their strategy with set clear objectives to reach outcomes.
- Evidence of how initiatives have benefitted other areas of wellbeing- reported positive relationship with physical activity/sport participation and wellbeing/mental health.
- Evidence on plans for sustainability i.e. upskilling staff or volunteers to deliver activity.
- Where possible, providing free activity broke down barriers to activity and generally engaged more participants.

SUMMARY

This report highlighted and provided examples of best practice from institutions successful in achieving BUCS Physical Activity Excellence Award (PAEA) in June 2018. From findings in this report, BUCS see's that there is already strong existing good practice in physical activity provision across the HE Sector with a provided guide for future submissions. As expected the levels of submissions varied with interlinkage on outcomes, delivery and interaction with BUCS initiatives and projects. Although sufficient evidence was present in the majority of applications, there is opportunity to provide further detail on how interventions were measured and evaluated. Overall, the submissions provided detailed evidence on the beneficial impact of outcomes from participating in physical activity and sport. BUCS hopes that the good practice provided in this report will inspire other institutions to recognise the importance of encouraging and supplying an active lifestyle culture in their institution.