

# Colleges & Universities Sports Association of Ireland

## Participation in Sport & Recreation at Third Level Institutions

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## 1. INTRODUCTION

*'Participating in sport regularly at university is likely to engender lifelong participation.'*

(Participating and Performing: sport and higher education in the UK, Universities UK)

Involvement in sport and recreation whilst studying at higher education level can contribute significantly to the student experience – whether as a player, administrator, coach, volunteer, participant or spectator. The range and diversity of opportunities offered by institutions allows students to participate at the level of their choosing and strategically, it is the aspiration of Sports Departments within Higher Education Institutions (HEI's) to maximise participation levels given the unrivalled personal, social and health benefits therein.

Whilst sport has been part of the higher education fabric for most of the last century, it is recognised that the changing landscape of academic delivery, alongside external influences, can impact significantly on the ability of HEI's to encourage as many students as possible to get involved in sport and recreational activities during their time of study.

The Colleges & Universities Sports Association of Ireland (CUSAI) has commissioned the services of Otium Leisure Consultancy to complete a piece of research relating to the participation of students in sporting opportunities whilst studying at higher education level in Ireland. The project was conceived initially in 2007 and the following 'Terms of Reference' were identified:

- To quantify provision and participation in sport at third level education within Ireland
- To use the analysis of this exercise to identify generic structures via which third level institutions can increase sporting participation at all levels
- To produce recommendations to both the Irish Sports Council and Sport Northern Ireland on a plan and schedule of action to better integrate the contribution of domestic sport at third level within the wider sporting context.

### **Colleges & Universities Sports Association of Ireland (CUSAI)**

CUSAI is the lead agency in Ireland for the development of sport at third level. It is a composite representation of universities and colleges and has currently 26 member institutions (included as Appendix 1).

The business of CUSAI is carried out within two areas:

- Inter Collegiate Affairs
- International Affairs

The Inter Collegiate Affairs Committee has responsibility for the development of sport at domestic level and will consider the content and recommendations of this report for integration within the overall strategic priorities of the organisation.

Participation structures for students in Ireland consist of the following components:

Event	Comment	Role of CUSAI
Inter Collegiate Competitions	Hosted on a rotational basis by HEI's and normally played over the course of a day/weekend. A small number of events require pre qualification and the Inter Collegiate event acts as the finals for that particular sport. There are approximately 40 Inter Collegiate events per year across 25 different sports.	<p>Whilst CUSAI do not take direct responsibility for the organisation of the Inter Collegiate Competitions, the Sports Officers in each of the institutions work closely with the student clubs to deliver a successful event and the CUSAI Office contribute as required – the level of which varies depending on the sport.</p> <p>CUSAI has pioneered an awards event to recognise and acknowledge the efforts of student clubs in organising Inter Collegiate Competitions and this model has nurtured a high standard of delivery since its inception.</p>
Inter Collegiate Leagues	There are currently 18 such leagues listed on the CUSAI website and are played over the course of the academic year.	CUSAI initiated a new league structure and a summary of previous and current participation is included as Appendix 2. This initiative has offered new competitive opportunities to many students within a recreational/competitive environment.
Non Third Level Competitions	A number of institutions compete at a performance level within regional and national leagues operated by the National Governing Bodies.	
Recreational Sport	Internal to each institution to include activity classes, courses and intra mural competitions.	

## 2. METHODOLOGY

An information gathering exercise was undertaken in 2007 to create a baseline for participation data within HEI's, pertaining to levels of sport and recreation. The template used to capture the information is attached as Appendix 3 and the following institutions participated in the process:

Cork IT
Dublin City University
Dublin IT
Dundalk IT
Griffith College Dublin
IT Blanchardstown
IT Carlow
IT Sligo
IT Tallaght
IT Tralee
Letterkenny IT
Limerick IT
Mary Immaculate College
National University of Ireland Galway
National University of Ireland Maynooth
Queen's University Belfast
Trinity College Dublin
University College Cork
University College Dublin
University of Limerick
University of Ulster
Waterford IT

The questionnaire gave due cognisance to 7 key areas:

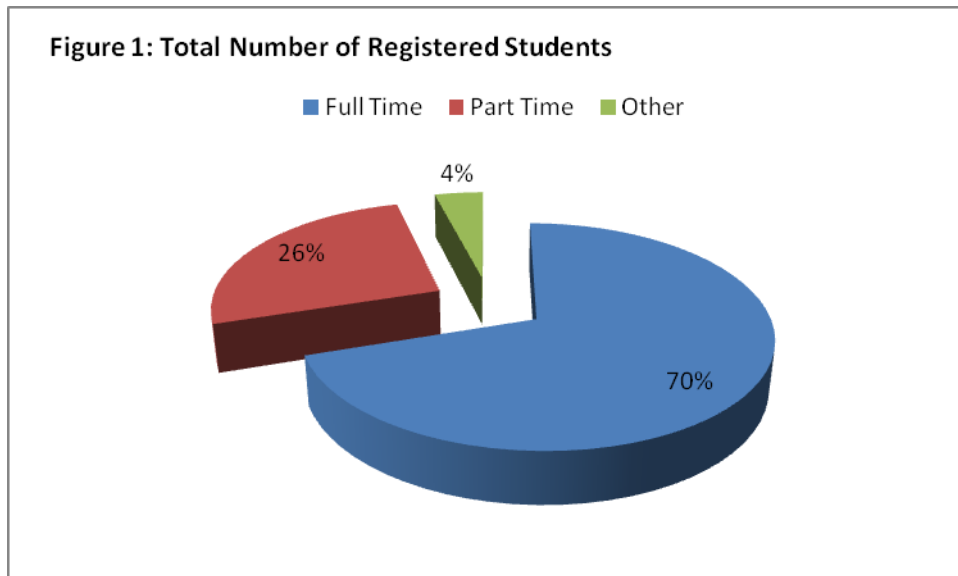
- Club Sport
- Recreational Sport
- Coaching & Volunteering
- Facilities
- Scholarships
- Staff Structure
- Issues Regarding Participation

When the project was revisited in June 2009 at the inaugural CUSAI Networking Event, it was recognised that the collation of updated information would be necessary to provide a 'current' picture of participation statistics. A number of minor amendments were made to the questionnaire based on learning points from the previous circulation and the process was undertaken during September 2009. However, only a total of 14 completed questionnaires were registered via the online system, some of which were absent of responses to a number of sections therein.

In order to progress the project, it is deemed appropriate to analyse and comment on the more comprehensive set of data collected in 2007 as a better representation of participation in student sport at HEI's within Ireland. The report will however recommend the collection of an up-to-date baseline position but it is reasonable to assume that the patterns, trends, themes and issues identified within this analysis are consistent from one year to the next, irrespective of the time period underpinning the data.

### 3. ANALYSIS

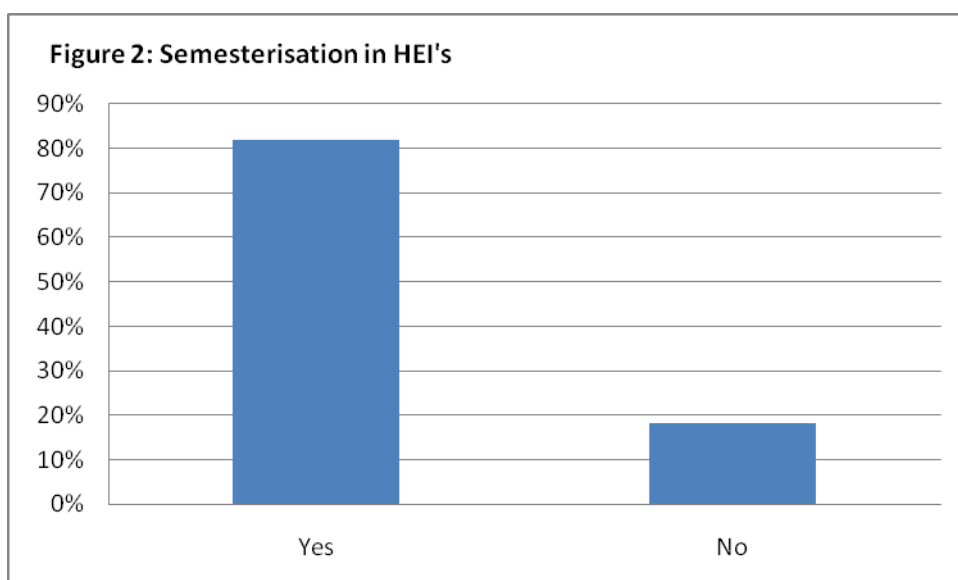
#### 3.1 Total Number of Registered Students



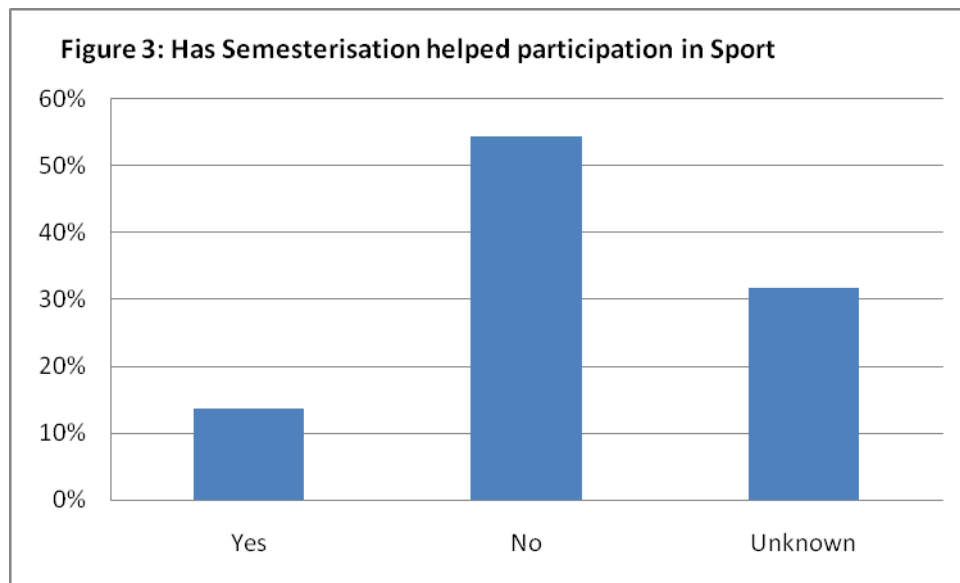
Of a total registration of some 231,906 students within the 22 respondents, 63% were full time, 23% were part time and 14% were defined as 'Other'. These statistics are significant in terms of the sheer volume of people attending HEI's relative to wider participation, health and social targets.

The most recent data available from the Higher Education Authority and the Higher Education Agency (Third Level Institutes in Northern Ireland) outlines a total enrolment of 243,189 for 11 Universities, 5 Third Level Colleges and 14 Institutes of Technology.

#### 3.2 Has your institution introduced semesterisation?



### 3.3 Has this helped participation in sport?

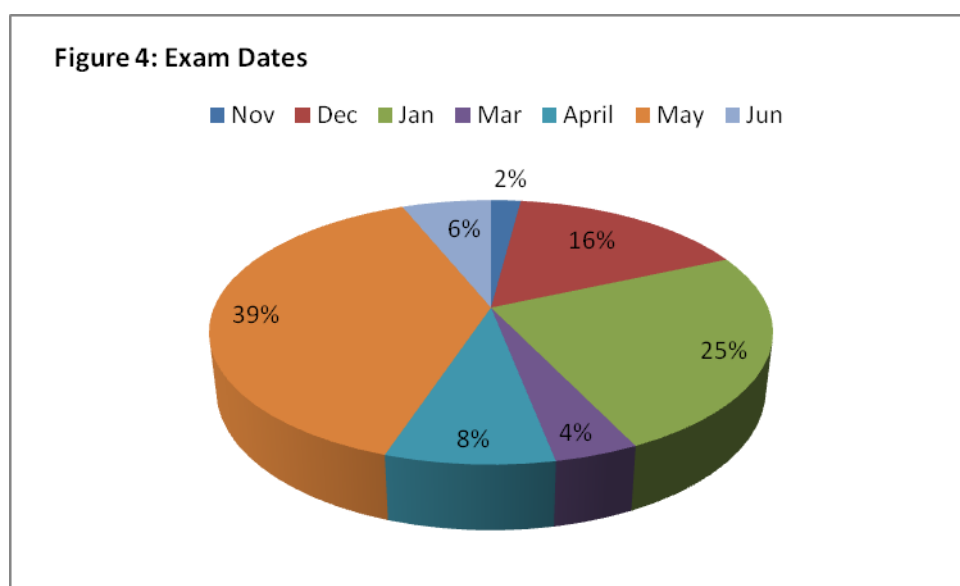


Almost all institutions have introduced semesterisation and feedback would suggest that this model of academic delivery does not maximise time and opportunities for students to participate in extra-curricular activities and in this instance, sport and recreation.

The additional comments provided by institutions in respect of this issue noted the limited time available within such a condensed period of time and the reluctance by students to miss lectures to represent their University in competitive fixtures. Training and coaching patterns are also affected and take place in the evenings. Whilst this avoids any potential clash with scheduled lectures, it is reasonable to assume that attendance will be affected by the necessity for a lot of students to undertake part time work.

A full list of comments is provided via Appendix 4.

### 3.4 What are the dates of your official exams?

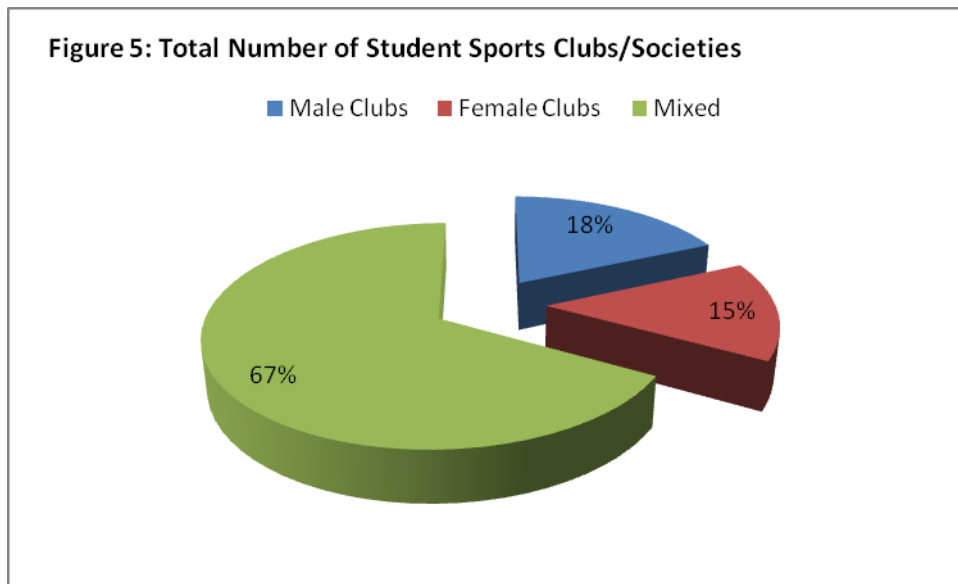




The pressure points in terms of examinations are January and May. The scheduling of the summer exams (May) would have less impact on participation given the time of the year and the fact that most 'club sport' would finish during March and April.

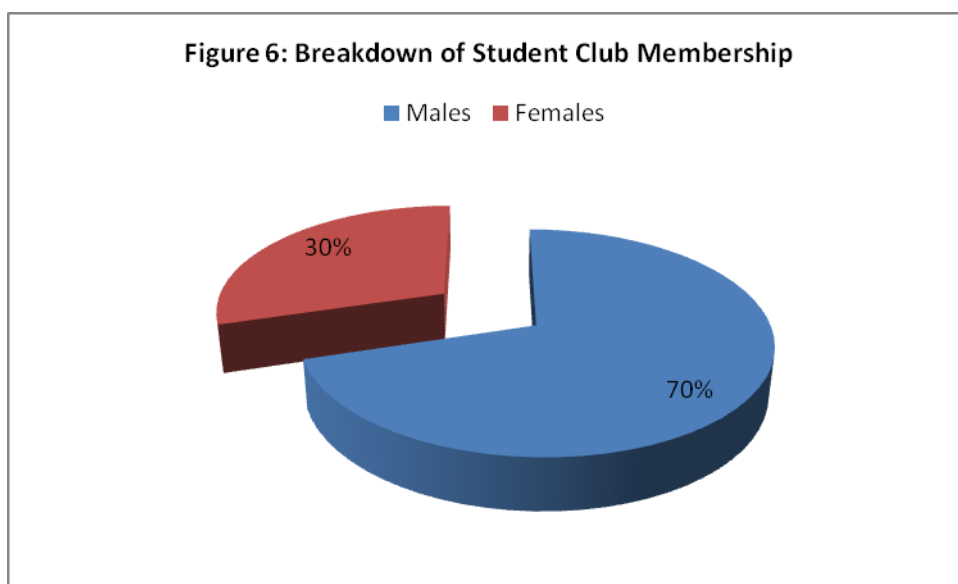
It is reasonable to assume that the levels of activity during January are significantly affected, not only because of study commitments by students, but most sports halls within HEI's are used for hosting exams.

### **3.5 Total Number of Registered Sports Clubs / Societies.**



The total number of sports clubs/societies identified within the research was 828. However, one institution did not provide a breakdown within the categories indicated. The largest number per single campus was recorded at 61 clubs/societies whilst the smallest number was 15. The average across the data was 36 clubs/societies per institution.

### **3.6 Breakdown of Membership**

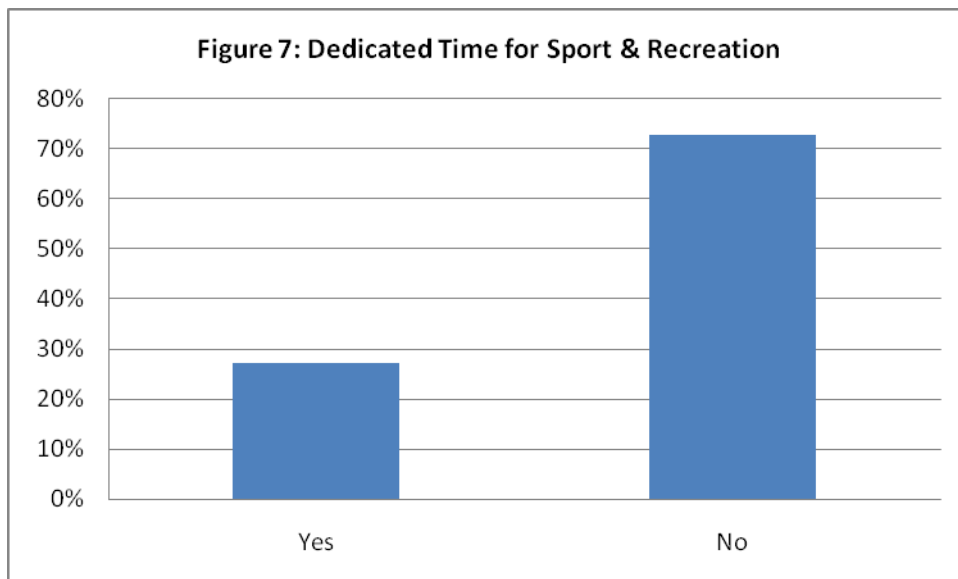


Total participation in sporting clubs/societies within HEI's in Ireland is some 40,423 students. Aligned to the total number of registered students noted previously, this equates to 17% of the student population. The gender breakdown is recorded as 70% male and 30% female.

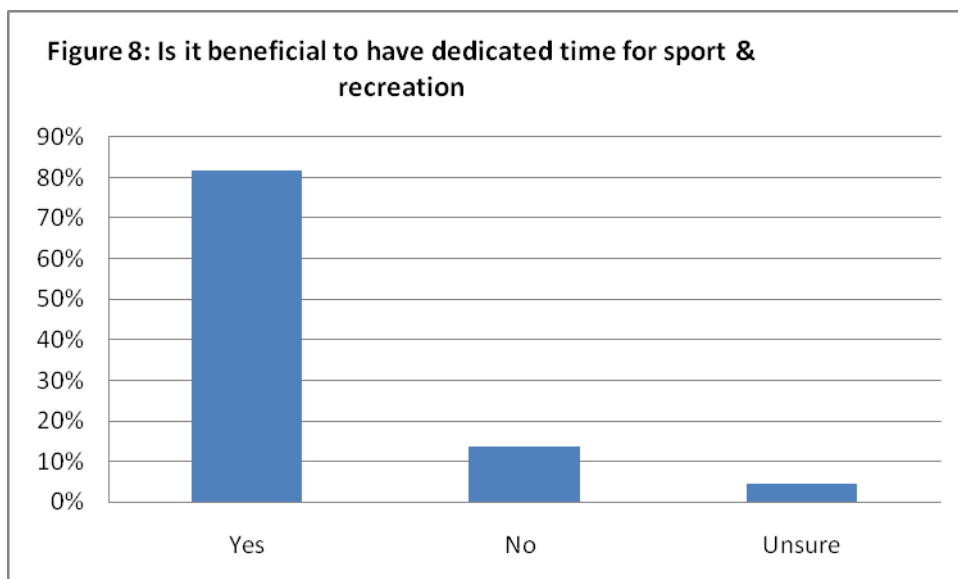
### **3.7 Attrition Rate**

One of the key indicators for the effectiveness of student club sport is the continued participation by students from the start of term and throughout the course of any given academic year. Notwithstanding the fact that there will be a level of natural attrition, as is the case with any sports club environment, the average fall in numbers is recorded at 45% within the 22 institutions surveyed.

### **3.8 Dedicated Time for Sport & Recreation**

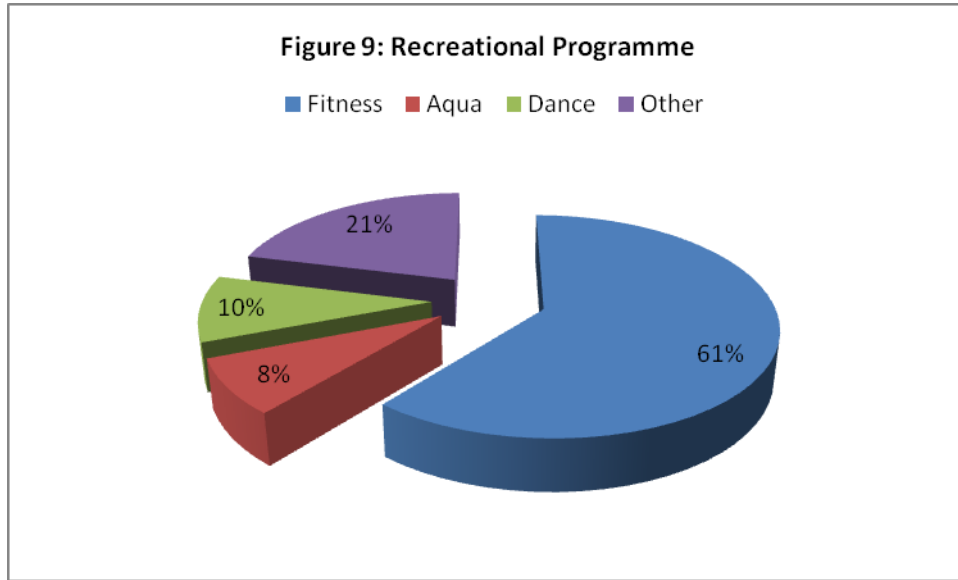


### **3.9 Is it beneficial to have dedicated time for Sport & Recreation?**



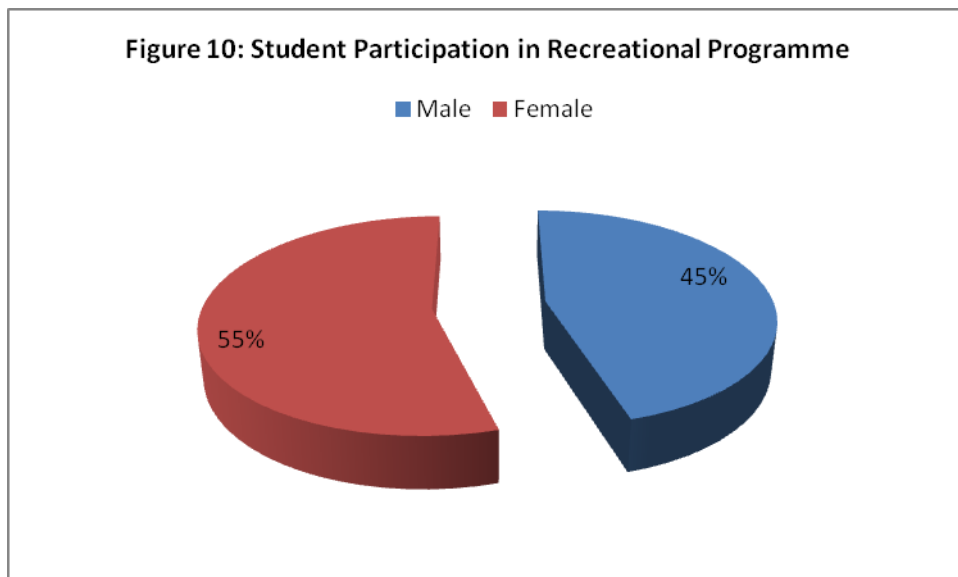
Only 27% of institutions have dedicated time for sport/recreation. This is likely to be a barrier to participation at a recreational level as well as presenting difficulties for the scheduling of competitive training and fixtures, without interrupting academic commitments.

### 3.10 Recreational Classes/Courses Programme



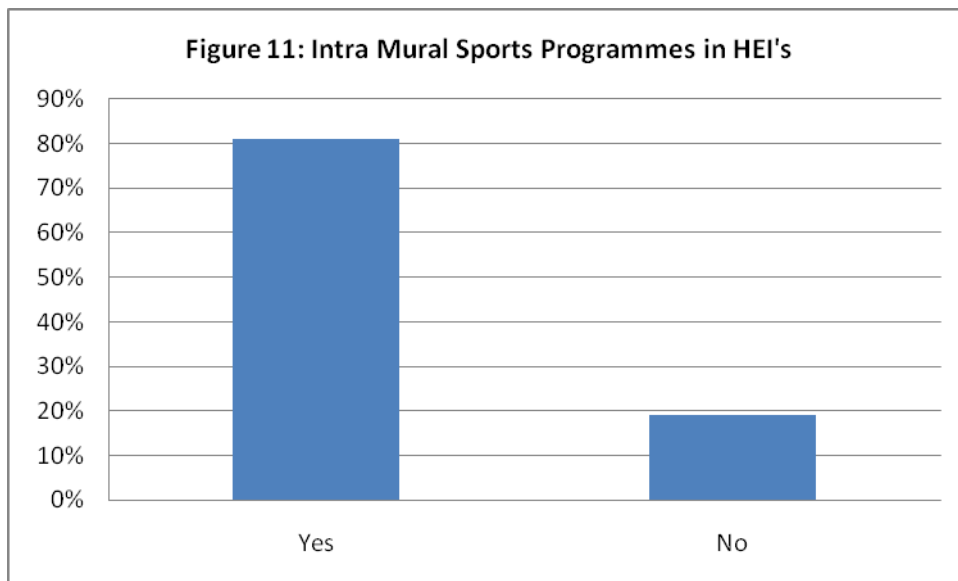
21 institutions recorded a level of provision for recreational classes and 'fitness type' activities constitute 56% of the overall total. The largest recreational timetable per single campus is 50 classes whilst the average across the responses is 12 per institution.

### 3.11 Participation by Students in Recreational Programme

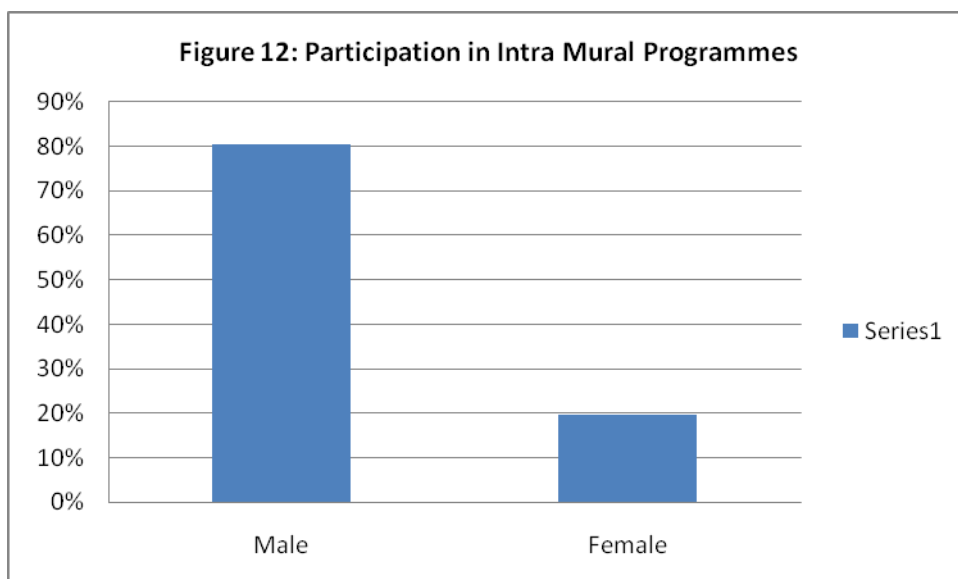


A total participation of 22,959 is recorded within this area with a relatively negligible difference between male and females. This figure equates to 10% participation as a percentage of total student population.

### 3.12 Intra Mural Sport

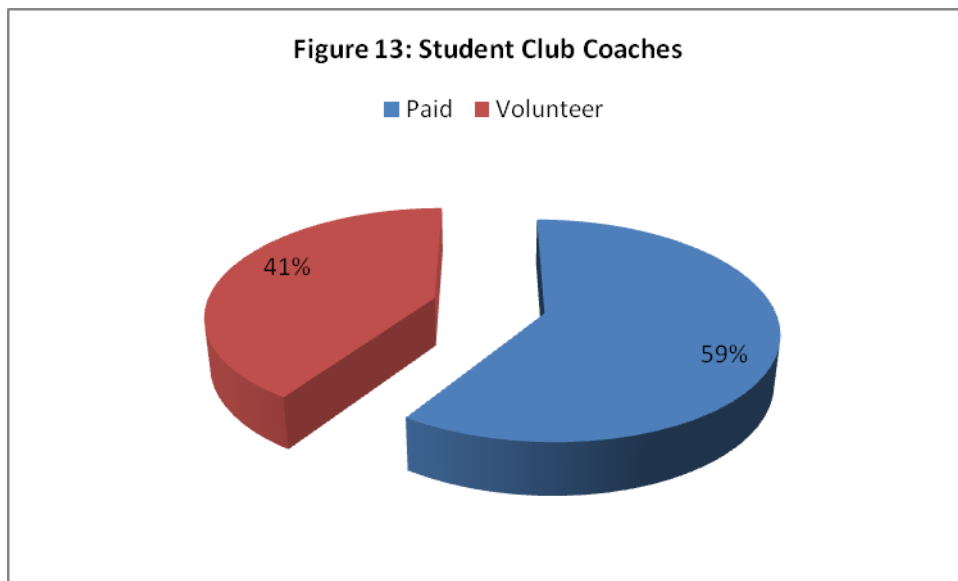


81% of institutions organise an Intra Mural Programme and the highest number of activities per single campus is 6. The average provision across the respondents was 3 activities per institution.



A total participation of 5,666 was recorded across the 17 institutions and the gender breakdown was summarised as 80% male and 20% female.

### 3.13 Coaching



A total of 978 coaches are currently involved in the delivery of student club sport within 21 HEI's. 59% of coaches are appointed on a paid capacity but a strong volunteer ethos still exists within third level sport as evidenced by the 41% of coaches who don't receive payment.

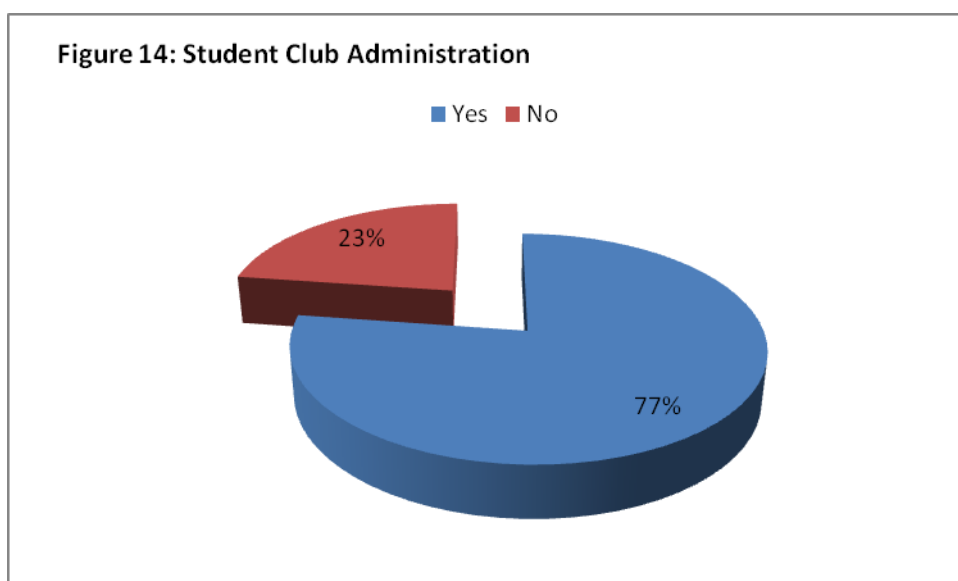
30% of coaches are students (297).

86% of institutions offer a Coach Education Programme.

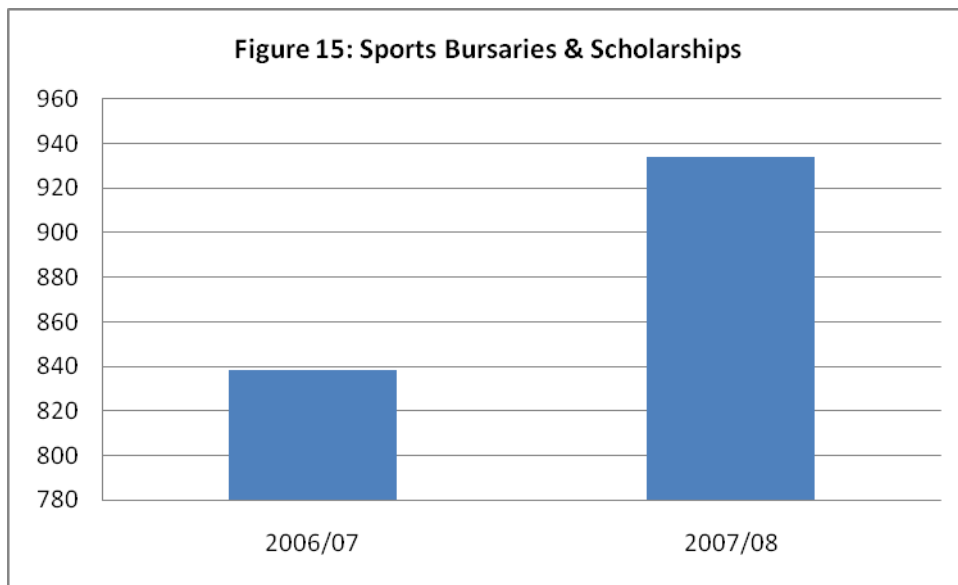
### 3.14 Student Club Administration

A total of 2,703 students are involved in the administration of club sport within the 22 HEI's surveyed. This yields an average of 123 per institution. The largest number per single campus was 300.

77% of institutions deliver a training programme for students to effectively organise their student club affairs, as illustrated by the graph below.

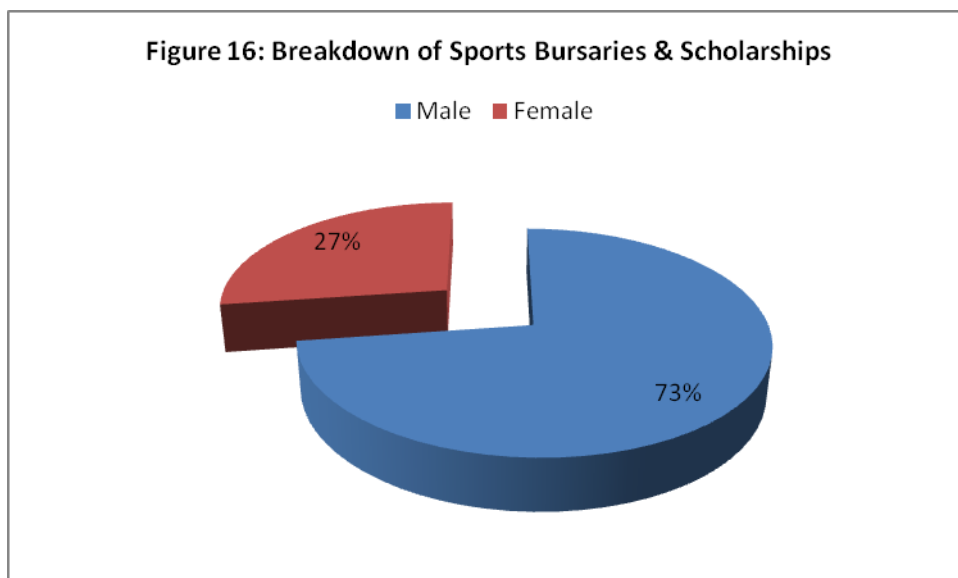


### 3.15 Sports Bursaries & Scholarships



There was an 11% increase in the number of sports bursaries and scholarships awarded to performance athletes within 19 HEI's from academic year 2006/07 to 2007/08. The largest number of sports in 2007/08 per single campus was 26 whilst the average was 13 per institution.

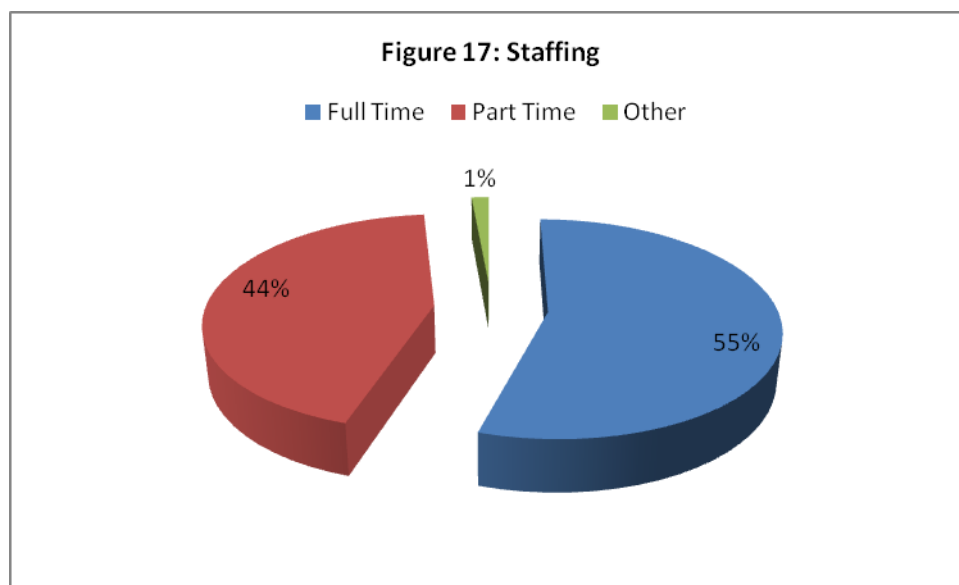
As illustrated in the diagram below, the gender breakdown in 2007/08 was 73% male and 27% female and this was comparable to the outturn on 2006/07.



Breakdown of Sports			
2006/07		2007/08	
Ranking	Sport	Ranking	Sport
1	GAA	1	GAA
2	Rugby	2	Rugby
3	Soccer/Athletics	3	Soccer
4	Basketball	4	Athletics/Hockey
5	Hockey	5	Golf/Basketball

This analysis provides a useful snapshot of the investment priorities for third level institutions in terms of performance sports and the emphasis centres primarily on what might be regarded as 'major' sports.

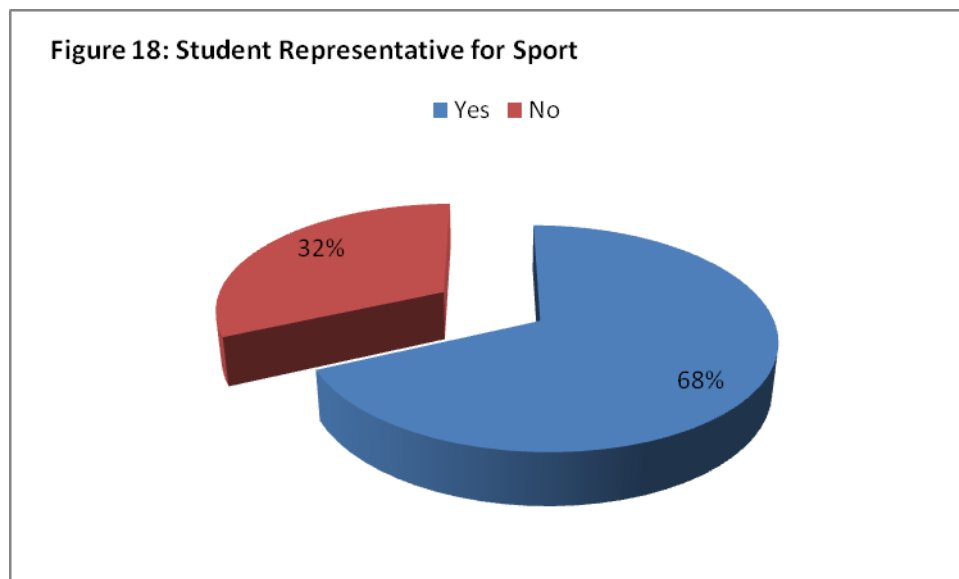
### 3.16 Staffing



There is a total staff base of 418 across 22 HEI's and whilst a breakdown between full time, part time and other has been presented, it is not possible to provide a FTE at this point.

### 3.17 Student Representatives

All 22 HEI's have a Students' Union. Within this structure, 68% have a student officer dedicated to the development of sport within the institution, as illustrated below:



Of this percentage, only 5 institutions have a post that is sabbatical i.e. elected and paid.

### 3.18 Strategic Sporting Priorities

Survey participants were asked to prioritise a list of sporting objectives and the results of the analysis are summarised in the table below:

	1st	2nd	3rd	4th	5th	6th
Promoting Participation in Sport & Recreational Activity	17	4	1	1	0	0
Developing Initiatives to Increase Participation In Sport	2	9	5	3	2	2
Focusing on Provision of Services for Elite Athletes	0	3	4	4	6	6
Focusing on Recruiting Elite Athletes	0	0	2	4	11	6
Lobbying for Increased Sports Facility Provision	4	5	6	2	5	1
Use of Sports Facilities as PR Tool	1	2	5	7	0	8

The reconciliation of some inputs to a level exceeding the actual number of survey participants would suggest a negligible level of duplication. However, given the differential between the highest ranked priority and the second placed priority, this inaccuracy does not impact on the outcome.

The final rankings can be illustrated as follows:



Ranking	Priority Area
1	Promoting Participation in Sport & Recreational Activity
2	Developing Initiatives to Increase Participation In Sport
3	Lobbying for Increased Sports Facility Provision
4	Use of Sports Facilities as PR Tool
5	Focusing on Recruiting Elite Athletes
6	Focusing on Provision of Services for Elite Athletes

There is clear focus and desire within the HEI's to maximise participation in sport and recreation, at all levels.

### **3.19 Top 5 Issues Affecting Participation in Sport at Third Level Education**

A quantitative analysis was also undertaken to ascertain the 5 most critical factors relating to the issue of participation in student sport at HEI's in Ireland. Appendix 5 provides a complete list of the content and quantity of responses submitted. Whilst there are 27 different issues, there is a degree of commonality across a number of factors. Assuming that the Top 5 issues across the breadth of institutions is collated using the highest number of responses, the list reads as follows:

Ranking	Issue	Number of Responses
1	Academic Pressure	7
2	Semesterisation	6
3	Part Time Work	4
= 4	Academic Timetabling	3
= 4	Student Commitment	3
= 4	Facilities	3
= 4	Priority of Sport relative to other social factors	3
= 4	Quality of Competition	3

#### **4. BENCHMARKING EXERCISE**

It is useful to glean a knowledge and understanding of other delivery models within higher education sport which also strive to maximise participation by students during their time in third level education. One of the unique dynamics that exists in the higher education sports industry is the willingness to share good practice, ideas and learning points across the sector and it is this synergy that can foster excellent levels of foresight and innovation in terms of delivery.

Whilst individual institutions might reasonably benchmark other universities/colleges relative to scale and nature of provision, the over arching structure within CUSAI is better aligned to other similar types of organisations. One such example is Scottish Universities Sport (SUS).

##### **4.1 Scottish Universities Sport (SUS)**

Scottish Universities Sport was set up in June 2005 with the stated aims of ensuring quality and breadth in well-managed sporting programmes, increasing and promoting involvement in Physical Activity, and aiding and supporting the development of appropriate professional structures and systems throughout sport in Higher Education in Scotland.

SUS is a democratically constituted, innovative, partnership organisation, comprising both students and professional staff from HEIs across the country, and which fosters a number of key partnerships - most notably with sportscotland and British Universities & Colleges Sport - in the delivery of its objectives.

SUS has proved itself to be a key part of the sporting landscape in Scotland. Outward-facing, SUS engages with key partners, linking effectively with NGBs, the Scottish Institute Network and other national bodies, and strives to reflect and represent the key part which Scotland's Universities can play in the nation's future sporting success, fitness and health

##### **4.2 SUS – Priorities**

The work of SUS is delivered across 3 key themes:

- *Active: More students, more active, more often.* The group comprises both departmental staff, student representatives and exercise coordinators, and seeks to make exercise, of whatever form, a preferred enjoyable and rewarding lifestyle choice - not only for the many thousands already taking part in physical activity in a university setting, but with the stated aim of increasing the numbers of those who are taking part.
- *Competitive: Delivering competitive sporting opportunities.* The delivery of quality sporting programmes to students is a key objective of SUS. The SUS Sports are delivered on the ground by specialist Sports Development Co-ordinators (SDC's), all of them knowledgeable within their sport and with the necessary expertise to deliver their particular sporting programme to a high level. The work of these key volunteers is complimented by SUS's wide ranging network of institutional contacts, not least Sports Union and Athletic Union Presidents (or their equivalents), who ensure each University's sportsmen and women are kept abreast of the latest news and information. The SUS Sports Manager oversees the delivery of the sporting programme, against policy decisions set down by the SUS Competitions Committee.
- *Innovative: Guaranteed high standards in all we do.* The SUS Professional Development Committee is charged with ensuring that the sector works together, sharing experiences,

good practise and training workshops wherever possible and practical, and to ensure that the offer of SUS as a whole is as professional and fit for purpose as possible.

The purpose of citing this particular example is not to compare the wider strategic work of CUSAI with SUS but rather to usefully highlight the participation agenda and focus for a comparable organisation and the models of good practice therein.

Of particular significance is the focus that SUS accords to physical activity and lifestyle, alongside competitive opportunities. Currently, there are three elements contained within the Physical Activity model:

- Active Age Festival (link with wider community)
- Student Dance Festival (initiated in 2008 and exceeded all expectations in terms of participation)
- Workshops showcasing and discussing Models of Good Practice e.g. Intra Mural Programmes.

A useful summary illustration of sport at higher education level within Scotland for 2007 and 2008 is included as Appendix 6.

## **5. Wider Sporting Context**

The drive to increase participation in sport and recreation within HEI's can contribute to wider strategic sporting objectives. However, the challenge exists to 'position' HE sport within the broader landscape by evidencing the role it can play i.e. using robust baseline data to create tangible links with those external organisations responsible for sport.

Whilst it can be proven that sport and physical activity at third level cuts across numerous social, health and educational priorities, alignment to the strategic objectives of the Irish Sports Council and Sport Northern Ireland in the first instance will demonstrate the partnership opportunities that might exist in terms of increased participation.

### **5.1 Irish Sports Council**

At the time of writing, the new strategy for sport is not available but it is still useful to reference the 'Building Sport for Life', the Irish Sports Councils Strategy, 2006 – 2008 where the mission is:

*'To plan, lead and co-ordinate the sustainable development of competitive and recreational sport in Ireland'.*

The strategy identifies 8 Critical Success Factors, 2 High Level Goals and 10 Objectives. Specific to the issue of participation, the following are of note:

*High Level Goal 1:*

*The Council will focus its efforts on increasing the number of people participating in sport and physical activity.*

*Objective 1:*

*Increase the number of people participating in sport in partnership with governing bodies, sports partnerships and other relevant agencies. The target is to increase adult participation rates by 1.5% over the life of the strategy. This increase will be sub-divided along the following lines. Firstly, a reduction of 1.5% in the number of totally inactive adults. Secondly, an increase of 1.5% in the number of adults meeting the recommended minimum level of health enhancing physical activity.*

### **5.2 Sport Northern Ireland**

*The tertiary education sector (further education (FE) and higher education (HE) provides important opportunities for participation and competition in sport and physical recreation. In addition, the academic and club structures within FE colleges and universities serve as a 'training ground' for next generation sports administrators, coaches, sports scientists etc.*

The Draft Strategy for Sport & Physical Recreation 2008 – 2018 identifies 26 High Level targets within 3 Key Themes:

- *Participation*
- *Performance*
- *Places*

Within the area of Participation, the following targets are relevant:

*PA 4: By 2012 to have stopped the decline in adult participation in sport and physical recreation.*

*PA 7: By 2018 to deliver at least percentage points increase in adult participation rates in sport and physical recreation (from the 2011 baseline).*

*PA 8: By 2018 to deliver at least a 6 percentage points increase in women's participation rates in sport and physical recreation (from the 2011 baseline).*

### **5.3 Opportunities**

Without doubt, sport at third level can assist with the achievement of these goals and targets but any efforts to create working relationships with both agencies must be fully informed and underpinned by evidence of the contribution that could be made.

By example, Sport England, British Universities & Colleges Sport (BUCS) and higher education institutions are coming together to create a new, dynamic and effective partnership. As a major contribution to Sport England's target to get one million adults doing more sport by 2012/13, the aim is to get 300,000 students from across further and higher education doing more sport. The delivery model will take account of the varying degrees of 'need' across 133 institutions and Sport England will provide targeted three year funding to BUCS to enable them to facilitate and co-ordinate strategic sports development across higher education.

Actions within the *Higher Education & Community Sport – A Partnership Plan*, have been marshalled around four core themes:

- *Developing the partnership*
- *Raising the profile of higher education sport*
- *Increasing and sustaining participation through higher education*
- *Measuring the impact of sport*

Notwithstanding the different parameters governing sport within each of the Home Countries, this example showcases the recognition by Sport England of the untapped market and opportunities within higher education.

## **6. The Road to Participation**

There are a number of salient points that should be considered arising from this piece of research, in a bid to maximise participation in sport and recreation in third level institutions in Ireland.

The most significant detail is the recognition that this is the first time that such an exercise has been undertaken by CUSAI and outputs should take cognisance of an appropriate action plan and timescale to achieve short and long term impact.

Taking account of the analysis and related information contained in this report, the following comments are presented as markers for the 'road to participation':

### **5.1 Baseline Data**

*'If you cannot measure it then you cannot manage it.'* (Anon)

The statistics detailed in Section 3 provide a useful illustration of the type and level of data that should be used to speak fluently about the potential contribution of sport and recreation in the wider arena. More importantly however, collation and measurement of the information on a regular basis will allow for the strategic development of participation objectives.

**Action 1: Agree an appropriate method of collecting participation data from all member HEI's.**

**Action 2: Agree the timeframe for collecting this data e.g. annually at a specified time.**

**Action 3: Agree a reporting structure for use internally and externally to CUSAI.**

### **5.2 A Balanced Student**

At least 3 of the issues highlighted in 3.19 previously can be categorised within the area of 'academic related' influences i.e. academic pressures, semesterisation and academic timetabling. The primary objective of a student undertaking third level education should focus firmly on the achievement of a relevant academic standard. However, the creation of a more 'rounded student' as a result of involvement in extra-curricular activities such as sport is often cited as a major benefit of university/college life.

If the ability of a student to take part in sporting or cultural activities is inhibited entirely by academic commitments, the absence of any change relating to this decision-making process will continue to adversely affect opportunities for students. It remains to be seen 'how' or 'if' this might be influenced within institutions. It is still valid though to note the issue for consideration.

**Action 4: Consider the strategic approach that must be adopted to identify dedicated time for participation in sport in all HEI's in Ireland.**

### **5.3 Quality of Opportunities**

#### **5.3.1 Competitive**

*'People will only keep playing sport if they enjoy it.'* (Sport England)

Feedback relating to the competitive structures, other than CUSAI leagues, was captured via the questionnaire exercise in September 2009 (referred to in Section 2), and it is useful to provide a synopsis for the purposes of articulating this particular point:

	<b>Quantity</b>	<b>Quality</b>	<b>Timing</b>
Poor	8%	0%	0%
Satisfactory	17%	55%	28%
Fair	25%	27%	36%
Good	50%	9%	36%
Excellent	0%	9%	0%

Specific to the issue of quality, it is discerning to note that delivery is primarily satisfactory or fair. Notwithstanding the fact that this response is representative of only 54% of member institutions, it is reasonable to assume that additional input would result in a significant variance from the position outlined.

As reported in Section 1, the advent and continued development of CUSAI Leagues is a key strength in terms of participation opportunities and should be the basis upon which to build a robust competitive model to involve even more institutions from right across Ireland.

**Action 5: Consider the creation and implementation of a ‘Quality Mark’ to underpin the organisation and development of Inter Collegiate Events.**

**Action 6: Devise a strategic development plan for the CUSAI League model, aligned to overall strategic priorities.**

### **5.3.2 Recreational**

Mindful of the fact that the majority of students do not take part in club sport, there is significant provision in a lot of institutions for recreational programmes, particularly activity classes and courses. Without duplicating or interfering with the responsibility of individual universities/colleges, the opportunity exists to expand drastically initiatives such as intra mural sport. This can be achieved by building capacity within institutions to initiate and deliver these type of events, irrespective of the size of the campus, and could be complemented by one off ‘festivals’ designed and tailored to engage mass participation – and create a student buzz!

Progress with this area is intrinsically linked to the creation of quality club structures in terms of continued participation if so desired.

**Action 7: Consider the creation of a ‘Recreational’ focus within CUSAI to pursue initiatives such as Intra Mural Sport and mass participation festivals.**

### **5.4 Don’t Reinvent the Wheel**

The expertise and leadership that exists around the CUSAI table is unrivalled and presents a synergy for the effective development and provision of sporting opportunities at all levels. This asset should be galvanised to allow for the sharing of current ideas and formulation of new ideas for mutual benefit to ALL institutions.

**Action 8: Capitalise on the excellent starting point created via the inaugural CUSAI Networking Day in June 2009 by establishing this as a key calendar date, as well as identifying the organisation and delivery of other 'workshop' type events focusing on participation priorities, with a view to hosting at least 2 per year.**

## **6. Concluding Comments**

The list of actions listed might be deemed aspirational relative to resources currently available within CUSAI and member institutions. However, the opportunity exists to afford due consideration to the modelling of an appropriate plan, informed by learning points from this analysis and positioned firmly within the overall strategic priorities for CUSAI going forward.



# **APPENDIX 1**

## **MEMBER INSTITUTIONS**

## Colleges & Universities Sports Association of Ireland (CUSAI)

### MEMBER INSTITUTIONS

Athlone IT
Cork IT
Dublin Business School
Dublin City University
Dublin IT
Dundalk IT
Galway Mayo IT
Garda College
Griffith College Dublin
Institute of Technology Sligo
IT Blanchardstown
IT Carlow
IT Tralee
ITT Dublin
Letterkenny IT
Limerick IT
National College of Ireland
National University of Ireland Galway
National University of Ireland Maynooth
Queen's University Belfast
Trinity College Dublin
University College Cork
University College Dublin
University of Limerick
University of Ulster
Waterford IT

## **APPENDIX 2**

### **CUSAI LEAGUE INFORMATION**

## Badminton

2007/2008: 22 entered. 4 divisions.

2008/2009: 16 entered. 3 divisions.

**2009/2010: 20 entered. 3 divisions.**

<u>2007/2008</u>	<u>2008/2009</u>	<u>2009/2010</u>
1. Cork IT x3	1. IT Tralee	1. IT Tralee
2. IT Tralee	2. NUIM x3	2. NUIM x3
3. NUIM	3. IT Blanch	3. WIT
4. NCI x2	4. WIT	4. IT Carlow x2
5. IT Blanch	5. IT Carlow x2	5. UCC x3
6. WIT	6. UCC x2	6. ITT Dublin x2
7. IT Carlow x2	7. ITT Dublin x2	7. DCU
8. UCC	8. DCU	8. Dublin IT
9. ITT Dublin x3	9. Dublin IT	9. Trinity x2
10. DCU x2	10. Dundalk IT	10. NCI
11. Dublin IT x2	11. Trinity	11. UUC x2
12. Dundalk IT x2		12. IT Blanch
13. Trinity		
<b>Total 22</b>		

## Hockey

2007/2008: Total of 26 team's across mixed, women's and men's.

2008/2009: Total of 28 teams across mixed and women's. No men's league established.

**2009/2010: NO mixed option this year apart from annual mixed Cup Finals in March 2010.**

<u>2007/2008</u>			<u>2008/2009</u>			<u>2009/2010</u>	
Mixed	Women's	Men's	Mixed	Women's	Men's	Women's	Men's
13	9	4	13	15	0	10	4

## Volleyball

2007/2008: 20 team's across men's and women's division.

2008/2009: 15 team's across men's and women's division.

<u>2007/2008</u>		<u>2008/2009</u>		<u>2009/2010</u>	
Women's	Men's	Women's	Men's	Women's	Men's
11	9	8	7	13	11

## Women's Rugby

2007/2008: 11 team's across two divisions.

2008/2009: 11 team's across two division.

<u>2007/2008</u>		<u>2008/2009</u>		<u>2009/2010</u>	
Div 1	Div 2	Div 1	Div 2	Div 1	Div 2
1. Garda	1. Cork IT	1. Garda	1. Cork IT	1. UCC	1. CIT
2. UCC	2. IT Tralee	2. UCC	2. IT Tralee	2. UL	2. IT Carlow
3. UL	3. Athlone IT	3. UL	3. Athlone IT	3. NUIG	3. IT Tralee
4. NUIG	4. IT Carlow	4. NUIG	4. IT Carlow	4. DCU	4. NUIM
5. DCU	5. NUIM		5. NUIM		5. IT Sligo
6. WIT			6. WIT		6. AIT
			7. DCU		7. DKIT

## **APPENDIX 3**

# **QUESTIONNAIRE**





Colleges and Universities Sports Association of Ireland  
Tel: +353 (0)162511723 Fax: +353 (0)16251174  
Email: [info@cusai.ie](mailto:info@cusai.ie) Web: [www.cusai.ie](http://www.cusai.ie)

## Participation in Sport & Recreation at Third Level Institutions

The main objectives of this study are as follows:

- To identify issues regarding participation in sport at third level
- To devise a development model to address these issues

Today's Date: \_\_/\_\_/\_\_\_\_

Completed by:	_____
Name of Institution:	_____
Position of applicant held in institution:	_____
 Tel No:	_____
 E Mail:	_____

### This Questionnaire is divided into 7 Sections

Section 1  
Institution Details

Section 2  
Club Sport

Section 3  
Recreational Sport

Section 4  
Coaching & Volunteering

Section 5  
Facilities

Section 6  
Scholarships

Section 7  
Staff Structure

Section 8  
Top 5 Issues regarding participation

Please answer all questions as accurately as possible.  
All information is gathered under strict confidentiality.

# **APPENDIX 4**

## **SEMESTERISATION**

## Section 1, Question 2

### Semesterisation

<b>Additional Comments</b>
A more condensed academic year and also exam timetabling has reduced student's flexibility to participate in sport.
More pressure on students to attend all classes, less time for sport.
Increased pressure on students to attend class. Have to stagger competitive fixtures so not missing same classes each week. Have introduced early morning training to accommodate students. Increased hours being timetabled due to lack of facilities - e.g. 9am-9pm Monday to Thursday. In general a decline in availability of students - in particular the more recreational students. The higher level athletes will generally make more time available for sport.
It is difficult to tell the impact of semesterisation as we are currently only going into the 2nd year of it. It was clear from the last academic year the time for participation in sport/recreation was limited and students were unable to make games/matches whereby they missed time in class/lectures. Without a doubt numbers participating decreased/dropped off, exactly what % is hard to say.
Only commencing this year 09/10 so no major insight yet.
Last year's exams were in January which had a major impact for preparation for all championships.
Participation in sports, during January, April and May has dropped significantly since it was introduced.
Shorter time frame for sports events plus more and congested time tables for academic work.
Few students have time for sport and other activities due to work and other commitments.
Have always been semesterised. Difficult to get things going again after such a long break.
Training and competition is now primarily in the evenings. Students not willing to miss lectures/practicals to travel to fixtures during the day (Mon-Friday).
As semesters are very condensed, more lecture time students tend to have more hours in College leaving less time for Sports. Also the exams in January kill whatever momentum that has been built up in Semester one as there's too long a break - 6 weeks.
No. Wed afternoons allocated sport and recreation free time in the college.
Time constraints with matches and training.



# **APPENDIX 5**

## **TOP 5 ISSUES**

### Top 5 Issues Regarding Participation

Identified Issue	Number of Responses
Academic Pressure	7
Academic Timetabling	3
General Lack of Fitness	1
Lack of Continuity / Student Turnover	1
No established sports timetabling	2
Student Commitment	3
Facilities	3
Cost	1
Conflict with external clubs	1
Staff Recruitment	2
Costs with entering intervarsities	1
Research/Knowledge re participation at third level	1
Economic Environment	2
Drop Off from second level education	1
Reduction in central funding for sport	1
Low female participation	1
Semesterisation	6
Club Orientated	2
Decrease in number of volunteer coaches	1
Commuting	1
Part Time Work	4
Priority of Sport relative to other social factors	3
Quality of competition	3
Coaching	1
Time	1
Part Time Students	1
Lack of Student Led interest/commitment	1

## **APPENDIX 6**

# **SCOTTISH UNIVERSITIES SPORT**

**Athletic / Sports Union**

**Sports Department**

**Summary Sheet** – This sheet presents the summary findings of the Audit of Sports Provision in the Higher Education Sector in Scotland: 2007. Some comparisons with audit findings of 2006 are presented.

**Audit of Sports Provision in the HE Sector in Scotland: 2007 – Summary Findings**

**Club membership**  
The clubs with the highest number of members (same order as last year):  
2,259 - Snowsports  
1,179 - Hockey  
1,130 - Football  
1,117 - Rugby  
693 - Badminton  
Top male sports: snowsports, rugby, football, hockey  
Top female sports: snowsports, hockey, netball, equestrian  
(These are slightly different to last year)

**Audit Response**  
16 HE institutions were included in the audit:  
• There was a 100% response rate to the questionnaires  
• Excludes ECA, GSA, RSAMD, OU due to a nil response last year.

**Student Population**  
• c.207,000 attend the 16 institutions included in the audit – (no new data has been generated in this area)

**Athletic Union Sports Programmes**  
56% of Institutions organise competitive leagues/intra-mural sports programmes. The most popular sport being football followed by hockey and rugby.

**Membership of Sport and Exercise Facilities**  
It is estimated there were around 59,800 members of institution sports facilities – of which c.40,000 were students. These figures demonstrate an increase of 1,800 non-student members since 2006.

**Activities**  
72 sports/activities are covered by affiliated clubs (3 more overall than 2006, however some activities no longer have clubs this year and new activities are being covered). Football is the most widely available sport (in 15 out of 16 institutions).

**Athletic Union – Clubs and Members**  
500 – Total number of affiliated clubs  
23,402 – Total number of Athletic Union members  
Both seeing an increase over the last year.

**Sport and Exercise Facility Throughput**  
It is estimated that around 2.2m visits were made to institution sports facilities in 2006/07. (remained constant)  
c.300,000 visits were to organised exercise and physical activity classes (up by 50,000 compared to last year) – the most popular classes being circuit training (81,745 visits), aerobics (52,606) and body conditioning (34,351).

**Athletic Union – Budgets**  
The total funding for the 16 Sports/Athletic Unions in 2005/06 was c.£1.57m (Slightly down on last year). Some budgets have had a small increase whereas others have seen a sizeable cut this year. The average budget is £97,853 (range £0:£345,340).

**Volunteers**  
Institutions benefit from the services of over 4,600 volunteers, which sees a rise of 600 since last year's audit. 56% of these are club officials.

**Sport Department Budgets**  
• Total revenue budgets for 16 Institutions was £13.3m. This budget was obtained from:  
• 55% Income generated (est. £7.3m)  
• 43% Internal funding (est. £5.7m)  
• 2% External sources (est. £0.3m)  
This shows a total increase of c.£1.5m over the last year. Increased funding from internal sources is also noted.

**Sports Scholarship/Bursary Students**  
69% of institutions provide students with sports scholarships/ bursaries. In total, 397 students were in receipt of a sports scholarship/ bursary – up from 381 in 2006. Spending on support services to elite athletes in 2006-07 was just under £400,000.

**Coaches**  
Institutions benefit from the services of 559 coaches, which sees a rise of 212 since last year's audit. (However this may be due to more accurate recording of coach numbers).

**Academic and Vocational Courses**  
Only two institutions did not provide numbers for students on sport/exercise/ physical activity related courses at undergraduate level. In 2006/07, there were 2,331 students enrolled in sports related undergraduate degree courses. With 122 students on sports related postgraduate degree courses. (Showing a slight decrease compared to last year's data). 418 students obtained coach education awards in 2006/07 and 420 obtained vocational qualifications.

**Summary Sheet** – This sheet presents the summary findings of the Audit of Sports Provision in the Higher Education Sector in Scotland: 2008. Some comparisons with audit findings of 2007 are presented.

**Club membership**  
 The clubs with the highest number of members (football and hockey have altered position from last year):  
 2,226 – Snowsports  
 1,287 – Football  
 1,145 – Hockey  
 857 – Rugby  
 755 – Badminton

Top male sports: snowsports, rugby, football, hockey  
 Top female sports: snowsports, hockey, netball, football  
 (These are slightly different to last year)

**Audit Response**  
 16 HE institutions were included in the audit:  
 • There was a 100% response rate to the questionnaires

**Student Population**  
 • c.220,000 attend the 16 institutions included in the audit – (data source: Higher Education Statistics Agency)

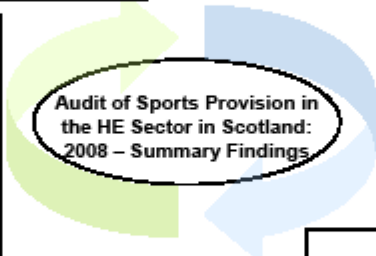
**Athletic Union Sports Programmes**  
 44% of Institutions organise competitive leagues/intra-mural sports programmes. The most popular sport being football followed by rugby and hockey.

**Membership of Sport and Exercise Facilities**  
 It is estimated there were around 66,000 members of institution sports facilities – of which c.43,400 were students.  
 These figures demonstrate an overall increase in membership of over 6,000 and an increase in student membership of 3,400 since 2007.

**Activities**  
 71 sports/activities are covered by affiliated clubs (1 less overall than 2007, however some activities no longer have clubs this year and new activities are being covered).  
 Football is the most widely available sport (in 15 out of 16 institutions).

**Athletic Union – Clubs and Members**  
 516 – Total number of affiliated clubs  
 21,532 – Total number of Athletic Union members  
 The number of clubs has increased but the numbers of AU members have dropped over the year.

**Sport and Exercise Facility Throughput**  
 It is estimated that around 2.5m visits were made to institution sports facilities in 2007/08, an increase of over c300,000.  
 c.335,000 visits were to organised exercise and physical activity classes (up by 35,000 compared to last year) – the most popular classes being circuit training (60,617 visits), aerobics (48,992) and body conditioning (38,788).



**Athletic Union – Budgets**  
 The total funding for the 16 Sports/Athletic Unions in 2007/08 was c.£22m (An increase of £0.4m on last year). This has not been an across the sector increase as some AU's have seen their budgets cut this year.  
 The average budget is £126,745 (range £2,500-£487,050).

**Volunteers**  
 Institutions benefit from the services of around 4,000 volunteers. It is expected that this is an underestimated figure.

**Sport Department Budgets**  
 • Total revenue budgets for 16 institutions was £12.8m. This budget was obtained from:  
 • 58% income generated (est. £7.4m)  
 • 39% internal funding (est. £5m)  
 • 3% External sources (est. £0.4m)  
 This shows a total decrease of c.£0.5m over the last year, including a decrease in internal funding.

**Sports Scholarship/Bursary Students**  
 75% of institutions provide students with sports scholarships/ bursaries. In total, 419 students were in receipt of a sports scholarship/ bursary – up from 397 in 2007.  
 Spending on support services to elite athletes in 2007-08 was £245,537. (Data missing from two institutions).

**Coaches**  
 Institutions benefit from the services of 428 coaches. (Data missing from one institution).

**Academic and Vocational Courses**  
 In 2007/08, there were 2,386 students enrolled in sports related undergraduate degree courses. With 153 students on sports related postgraduate degree courses. (Showing an increase since last year's study). (Three institutions did not provide numbers for students on sport/exercise/ physical activity related courses at undergraduate level).  
 564 students obtained coach education awards in 2007/08 and 273 obtained vocational qualifications. This indicates an increase in coach education but a decrease in those obtaining vocational qualifications.