

TACKLING INACTIVITY IN COLLEGES

MIDDLESBROUGH COLLEGE

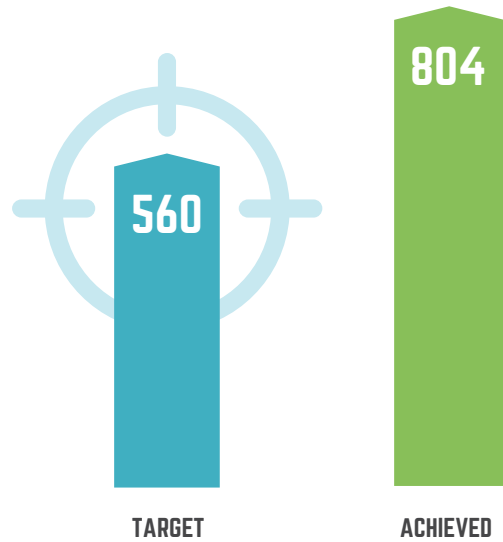
2018-19 COLLEGE REPORT



PROGRAMME KEY PERFORMANCE INDICATORS (KPIs)

MIDDLESBROUGH COLLEGE

YEAR 1 AND 2 TARGET ACHIEVEMENT

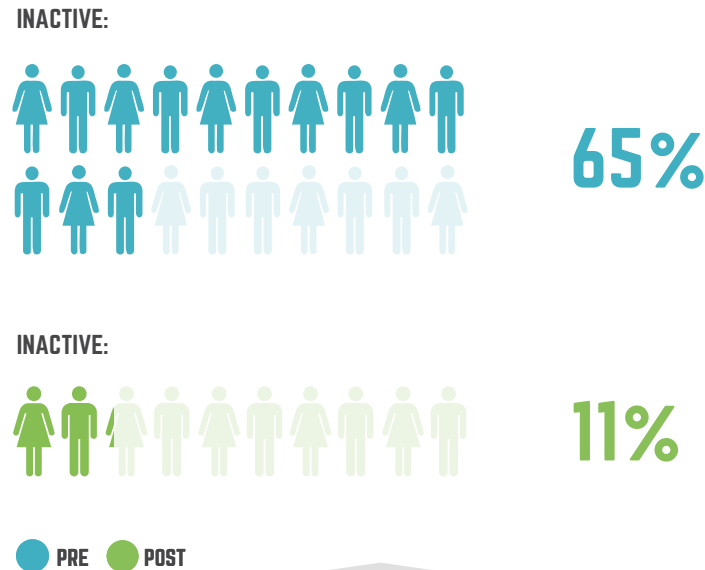


KPI 1: THE NUMBER OF INACTIVE STUDENTS PARTICIPATING AT LEAST ONCE

The number of unique inactive students you have engaged in years 1 and 2 can be seen above.

Nationally the Tackling Inactivity in Colleges programme has exceeded the two year target, engaging **24,279** unique inactive students against the target of **23,328**.

PROPORTION OF INACTIVITY

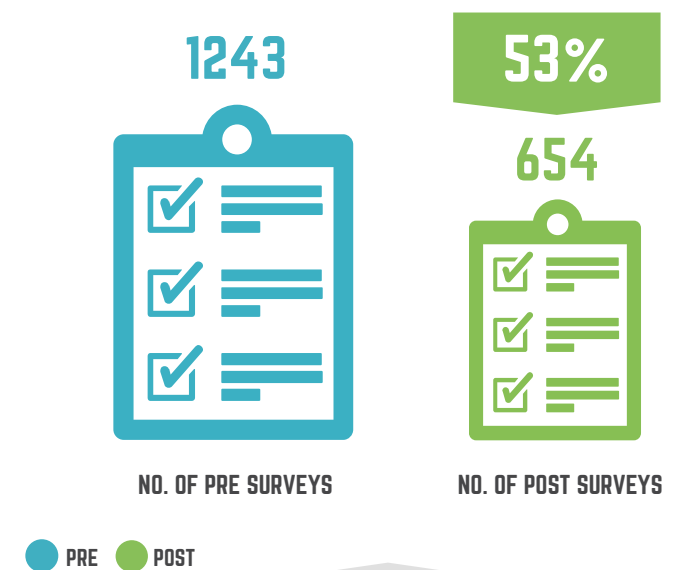


KPI 2: DECREASE IN THE PROPORTION OF INACTIVE STUDENTS

Colleges were expected to demonstrate a decrease in the proportion of inactive students from Baseline (pre) to Follow-up (post).

Nationally the proportion of inactive students decreased from **65%** to **18%**.

FOLLOW-UP SURVEYS



KPI 3: 50% OF ENGAGED STUDENTS COMPLETE A FOLLOW UP SURVEY

To provide representative data, colleges were set a target of ensuring at least **50%** of those students who completed the Baseline Survey completed a Follow-up Survey 12 weeks later.

Nationally **40,159** Baseline Surveys and **19,202 (48%)** Follow-up surveys were completed. Progress towards the **50%** target has varied across projects and greater effort is required to ensure more Follow-up Surveys are completed in year three.

* Inactive is defined as doing less than 30 minutes of moderate activity a week.



INACTIVITY BY GENDER

● PRE ● POST

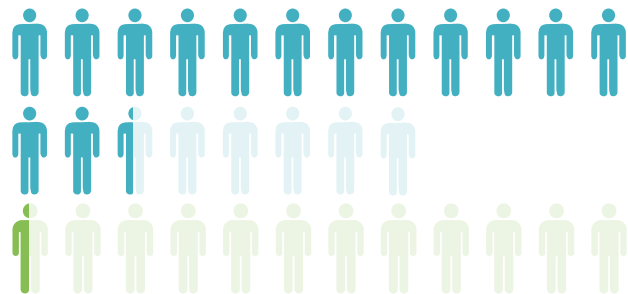
FEMALE



59%

18%

MALE



72%

2%

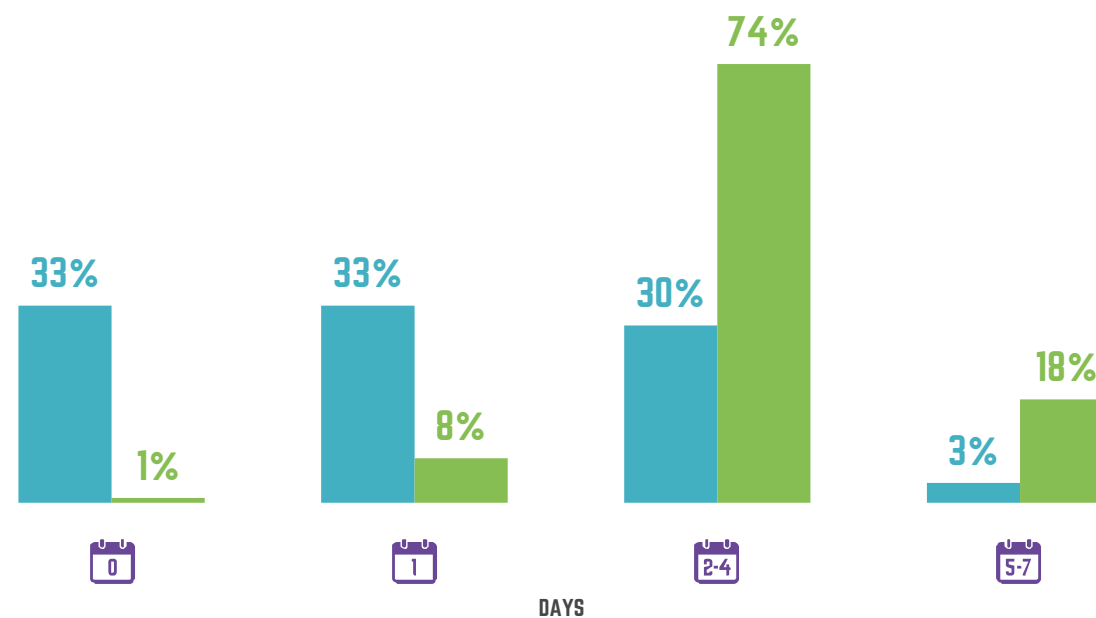
Nationally, there was a higher proportion of female participants (51.9%) compared to males (47.5%).

Women and girls are one of the groups who are less likely to take part in activity regularly, which has encouraged projects to target them.



LEVELS OF INACTIVITY FOR DISABLED STUDENTS

● PRE ● POST



At a national level 13.4% of participants were disabled young people. Within colleges 15% of students have a learning difficulty or disability. As people with a disability are nearly twice as likely to be inactive, TIC projects have worked to develop an offer to provide a safe and positive experience for students with a disability. More work to proactively engage disabled participants is needed.



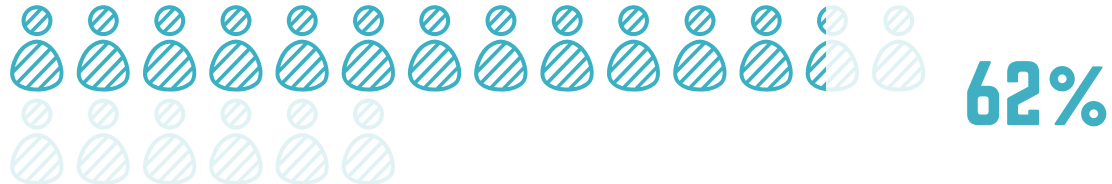
INACTIVITY BY ETHNICITY

● PRE ● POST

WHITE



BAME



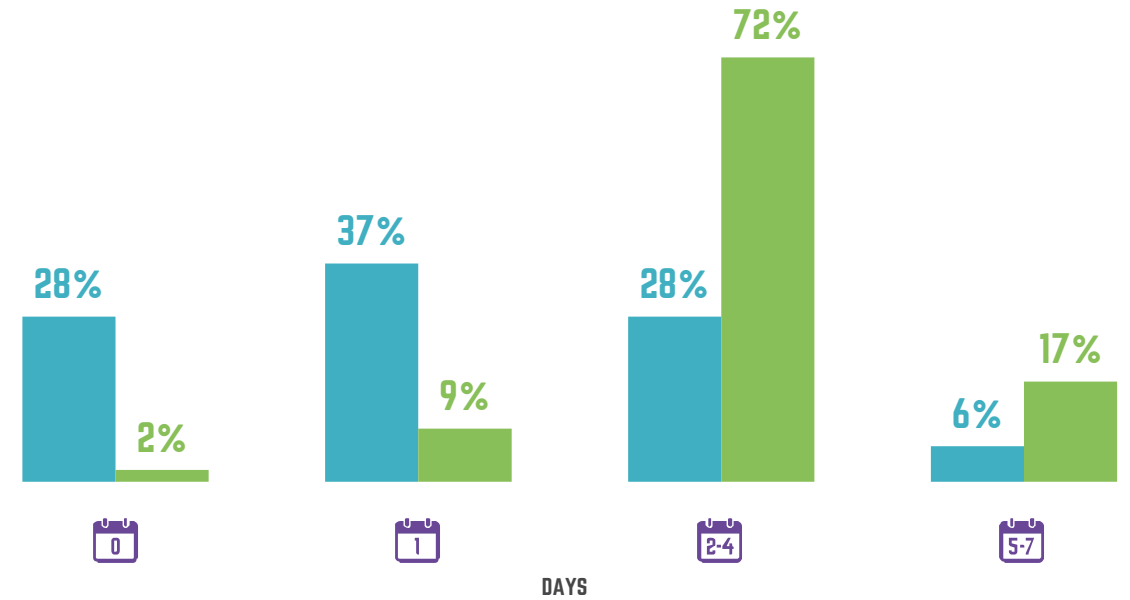
Nationally almost a quarter of students who engaged in the programme were from BAME backgrounds, with some BAME groups being less likely to take part in regular activity.

29% of college students in England are from BAME backgrounds, therefore more should be done to redress the disparity in BAME participation in the programme.



INACTIVITY FOR STUDENTS IN 30% MOST DEPRIVED AREAS

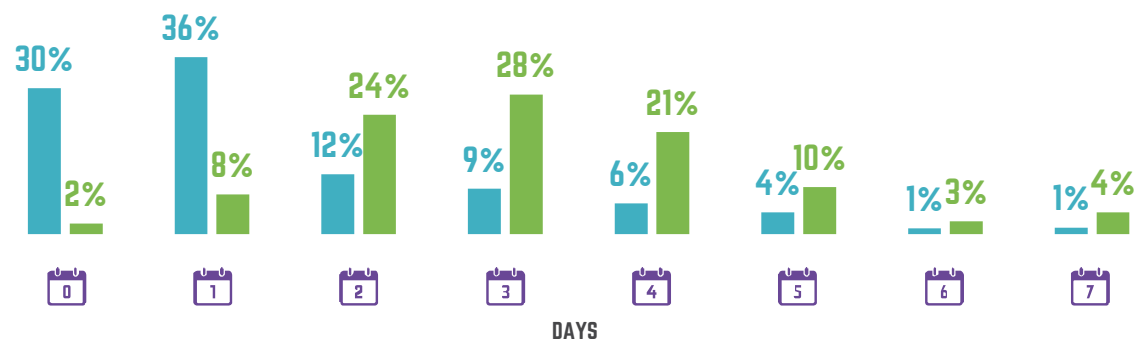
● PRE ● POST



Nationally, 47.3% of students participating in the programme live in the 30% most deprived areas.

PHYSICAL WELLBEING

● PRE ● POST



MENTAL WELLBEING



DECREASING THE NUMBER OF INACTIVE STUDENTS

National Baseline Survey data showed that **3** out of **5** students were inactive when they first engaged in the programme.

At Follow-up, less than **1** in **5** were inactive, demonstrating that TIC projects are successfully changing the behaviour of their inactive students.

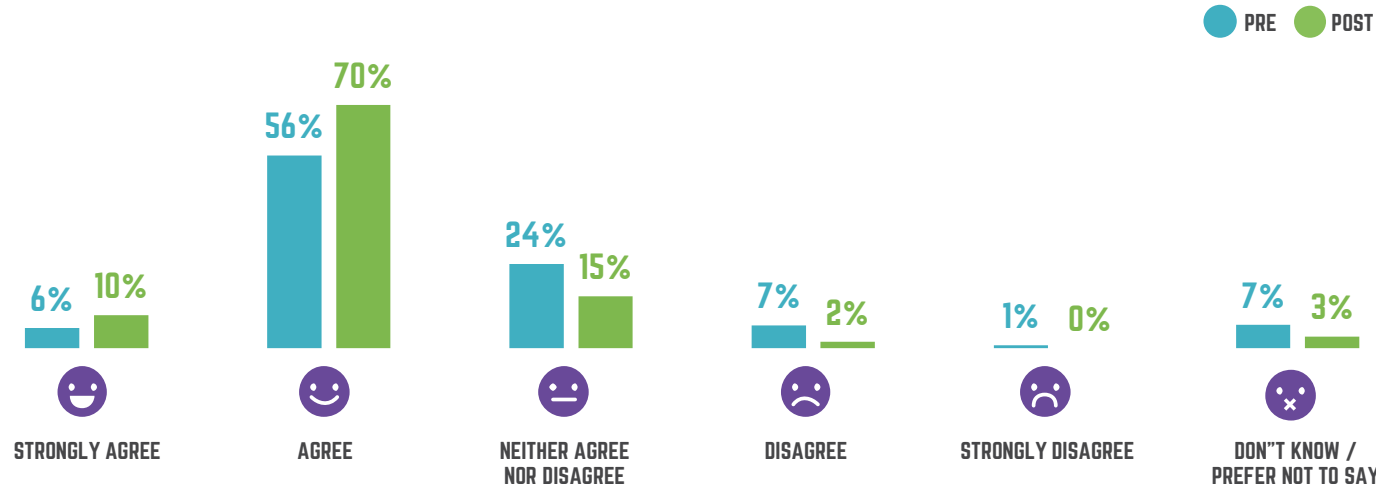
IMPROVING THE MENTAL WELLBEING OF PARTICIPANTS

Students completed the short version of the Warwick-Edinburgh Mental Wellbeing Scale (sWEMWBS), a tool used to measure perceived levels of mental wellbeing.

Students can score between 7 (very poor mental wellbeing) and 35 (excellent mental wellbeing). The national average score at baseline was **22.4**. This is lower than the general population average of **23.6** (Health Survey for England 2011).

By Follow-up, TIC students average scores had risen to **23.4**, which indicates an improved wellbeing of students who continue to take part in the TIC programme.

INDIVIDUAL DEVELOPMENT



INDIVIDUAL DEVELOPMENT

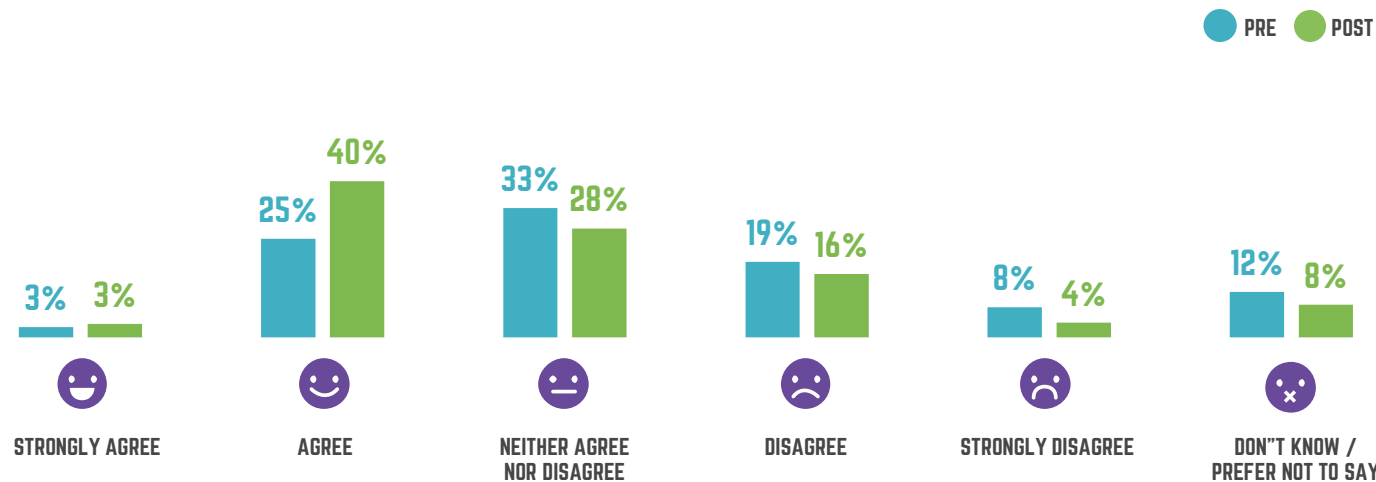
The measure of success for this Government outcome is an increase in the level of perceived self-efficacy. Students were asked:

“

To what extent do you agree 'I can achieve most of the goals I set myself'?

Nationally, there was just under a **15%** increase in the number of students who strongly agreed or agreed that they can achieve most of the goals they set for themselves.

SOCIAL TRUST



SOCIAL AND COMMUNITY DEVELOPMENT

The measure of success for this Government outcome is an increased level of social trust. Students are asked:

“

To what extent do you agree that most people in your local area can be trusted?"

Nationally, there was a **6% increase** in the number of students who strongly agreed or agreed that they trusted most people in their local area.

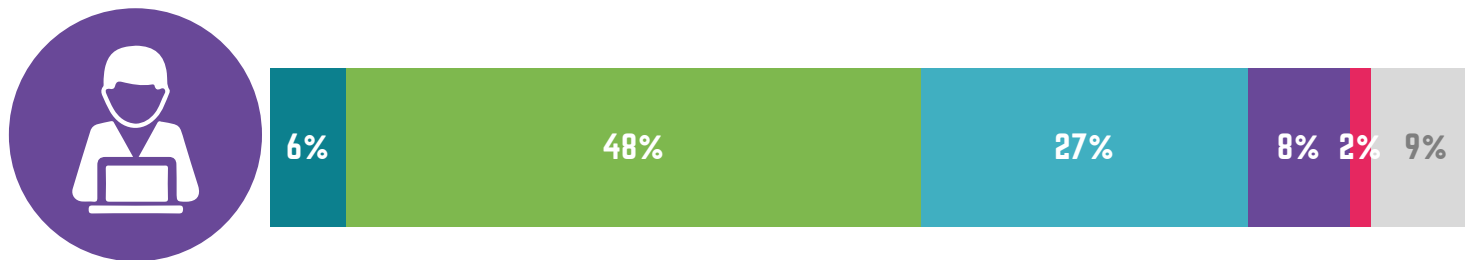
The sport and exercise offered at the college was influential in the decision to apply there.



Nationally, **36.5% strongly agreed or agreed** that the sport and exercise offer provided was influential in their decision to study at the college.

This evidences to colleges that their sport and exercise offer may be an influencing factor in students choosing their college over others.

Taking part in sport & exercise helps me with my college work.



Nationally, **53% of students strongly agreed or agreed** that taking part in sport and exercise has helped with their college work.

Many TIC projects have used physical activity to provide a link to their studies.

College sport and exercise has enhanced the student experience.



With **61.3% of students strongly agreeing or agreeing** that college sport and exercise has enhanced their student experience, this will be one of many colleges' strategic outcomes.

Sport and exercise at my college has helped me develop employability skills.



As well as supporting college outcomes this will also contribute to individual development, a government outcome.

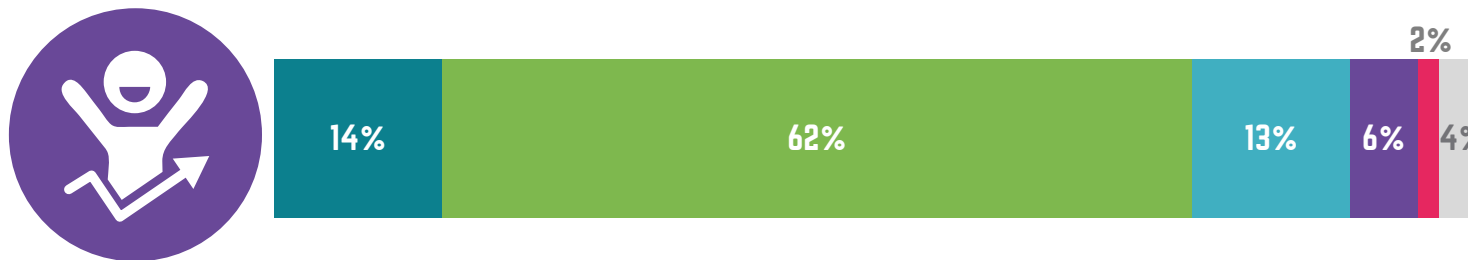
Nationally **43.3% either strongly agreed or agreed** that taking part in sport and exercise at college has helped to develop their employability skills. The TIC programme has helped to develop students' social skills and teamwork.

Being involved in sport and exercise at my college means I attend college more than I otherwise would



Nationally **41.6%** of students **strongly agreed or agreed** that being involved in sport and exercise meant they attended college more than they otherwise would.

I have enjoyed taking part in sport & exercise more since being at college



Nationally, **66.9%** of students **strongly agreed or agreed** that they have enjoyed taking part in sport and exercise more since being at college.

● STRONGLY AGREE
 ● AGREE
 ● NEITHER AGREE NOR DISAGREE
 ● DISAGREE
 ● STRONGLY DISAGREE
 ● NO DATA

Since being at college I have felt more confident taking part in sport and exercising



Nationally, **61% of students strongly agreed or agreed** that they have felt more confident taking part in sport and exercising since being at college.

● STRONGLY AGREE ● AGREE ● NEITHER AGREE NOR DISAGREE ● DISAGREE ● STRONGLY DISAGREE ● NO DATA