Abertay University’s mission statement centres on being ‘rooted in the community’ and accordingly there are a number of successful outreach projects which it has operated to optimise access and opportunities to engage with a physically active lifestyle. Objectives have centred on future health and wellbeing, raising confidence in personal capacity, and raising aspirations. These outreach projects are described below.

**Dundee Academy of Sport**: Dundee Academy of Sport uses sport as a context for learning in partner primary and secondary schools across Tayside and Fife. Working predominantly in areas of multiple deprivation, the project inspires educational attainment alongside participation in sport and physical activity by providing engaging and exciting learning opportunities that have sport as the main context. Lessons include learning French through the Tour De France, physics through rugby scrums, aerodynamics through tennis and literacies through sports commentary.

Although not all the lessons include taking part in physical activity, they all champion various health and wellbeing outcomes, allow children to see how sport can be applied to everyday life and create a culture of sport being at the heart of everyday life and learning.

To date over 1000 lessons have been delivered with an attendance of over 30,000. Further information: [www.dundeeacademyofsport.com](http://www.dundeeacademyofsport.com)

The project has also worked with hundreds of senior school pupils and students from Abertay and D&A College to provide leadership and sports specific qualifications that give those taking part the skills and confidence to lead sports delivery and make a difference in their local community. Through working closely with community partners such as Community Sports Hubs and Active Schools these young people support the delivery of various sports opportunities within the community.

**Student collaboration**: Abertay University’s eight undergraduate sport programmes have placement activity embedded throughout and have formed a collaboration with volunteer organisation Active Schools Dundee (ASD). ASD’s mission is ‘more children, more active, more often’ – aspiring to inspire pupils to engage in lifelong physical activity via fun educational extra-curricular exercise sessions. The Active Schools-Abertay partnership was formed in 2007 and is continually reviewed so that relevant training can be provided to optimise the quality of the pupil experience. With more than 400 students enrolled on the
Abertay sport programmes this creates a lot of capacity in relation to extra-curricular delivery. The students have a diversity of sport experiences meaning they can offer a much broader range of sports than are traditionally on the school curriculum e.g. Ultimate Frisbee, Lacrosse, Golf, Cheerleading, Parkour. In exposing the pupils to a range of modes of activity it is hoped that they will find a discipline which suits their capabilities and interests. While some of the exposure may be limited, pupils are alerted to any community sports clubs that exist in a given sports discipline.

Active Movers is an example of a collaborative Active Schools-Abertay project which works on the physical literacy (the building blocks of sport – run, jump, throw) of P1-P3 pupils. Pupil participation in the Active Mover programme reveals (Figure 1) that this was a key form of extra-curricular sport engagement for the early year school groups (half of all delivered activity sessions).

Of note is the fact that almost half of participants came from the most deprived areas (SIMD15), and this statistic mirrors the level of engagement Active Schools have for all of their primary free-of-charge extra-curricular sessions. Therefore, there is real potential to have impact on future active lifestyle choices of these community cohorts.

More broadly, the Abertay-Active Schools partnership, of which this project is just one initiative, has been able to evidence growth in physical activity opportunities with the ambition of ‘more active children’ becoming ‘more active adults’ (in 2013-14, sport students of all year groups delivered 10,696 activity sessions to primary pupils in Dundee) (Figure 2).
### Table: Pupil participation by primary year group

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>9,605</td>
<td>10,628</td>
<td>10,696</td>
</tr>
</tbody>
</table>

*Figure 2. Active Schools Dundee primary school (P1-7) activity sessions delivered by sport students from 2011-14*

Around 23% of all Active Schools Participant Sessions in Dundee are delivered by students.

**Senior pupil delivery teams:** Active Schools and the Academy of Sport have worked together to train and develop senior pupil delivery teams through the Sports Ambassador/Sports Leader programmes. Senior pupils have been trained to coach a range of sports, including dance and walking (the latter initiatives have had success with female pupils).

**The Golden Ticket scheme:** The Golden Ticket scheme ran in Dundee in the summer of 2015 and was a partnership between the Social Work and Education Departments of Dundee City Council, Active Schools and Abertay University. The scheme was aimed at children for whom money may have been a barrier to summer out-of-school activity programmes. It is acknowledged that the success was somewhat limited by a late rollout of the initiative – however there were valuable lessons gained in terms of how to remove barriers to the target group.

**Dundee Bairns partnership:** Abertay University-Dundee Bairns partnership project provides pupils who would normally be given free school meals with access to nutritious food while engaging in a range of activities during school holidays. Abertay students provide the sport activities while the Dundee Bairns (a Rank Foundation initiative) co-ordinate the project and provide the food. This project is in its infancy.

**Keep Well/Dundee Healthy Living Initiative:** This is a NHS project targeted at 45-64 years olds at risk of chronic ill-health. The project aims to upskill communities to support their own health and wellbeing interventions, physical activity is one of these. Abertay University students have initiated e.g. Nordic Walking and Badminton groups to help build the social networks that can then make these groups sustainable.
1. **What were the key ingredients to that success?**

A skilled volunteer workforce has been at the heart of many of these successful projects. However, also key are people having a ‘can do’ approach and the will and want to do it. Organisations and institutions being at the heart of their community and having an understanding of the aims/ objectives of all aspects of the sports community and being able to demonstrate how they can work together to meet these aims.

2. **Were there any approaches that were particularly successful in increasing participation among certain social groups, like women, ethnic minorities, certain age-groups?**

**Dundee Academy of Sport:** Linking learning to particular subjects/themes in and around sport and physical activity has been key. DAoS has developed a series of interventions with young girls that have developed confidence, taught about the impact of physical activity, the importance of sound nutrition, project planning and role models through walking. The result of which has been increased levels of attainment and increase levels of physical activity that lasts beyond the intervention. Similar interventions have been delivered using cycling and yoga and with similar results.

For many groups taking part in sport for sport’s sake is not enough. Developing new skills, making friends, getting fresh air and growing confidence are the key targets/outcomes of taking part in sport and physical activity – not necessarily just about getting fit. Participation in sport and getting fit is a by-product for most people and the attainable outcomes are far more social – friendship, camaraderie, a feeling of belonging, a feeling of community is more tangible.

**Active Schools-Abertay University partnership:** This has been able to successfully engage pupils in some of the more deprived communities in extra-curricular sport (see figures above). It is hoped the partnership will influence future health and wellbeing as more active children are more likely to be active in adulthood.

3. **Were there any approaches that were particularly successful in increasing participation among certain social groups, like women, ethnic minorities, certain age-groups?**

DAoS is currently a unique Dundee project however this could be scaled up to cover all areas of the country.

All of the Active Schools university partnership projects could be replicated across Scotland if there are colleges/universities with sports students who can connect with the local Active School network.
The Keep Well university partnership project can be replicated if there is access to a skilled volunteer workforce e.g. sport students willing and able to join with NHS projects to help build capacity within communities to manage physical activity interventions.

4. **What are the barriers facing volunteers, (either those wanting to volunteer for the first time or sustaining ongoing volunteering)?**

Various and similar to barriers to sports participation – time, volition, where to go, support, cost. While we have had success using students as a skilled volunteer workforce, the challenge can be sustainability when using an itinerant workforce. However, a continual supply of students with availability that almost matches the school year has helped some aspects of sustainability of programmes.

5. **How might these barriers be overcome?**

More volunteers are needed to reduce the burden on those already volunteering. Reward and recognition such as acknowledgement of efforts can help the volunteer feel valued – though being rewarded is not a driver for the majority of volunteers. Some big corporate organisations operate ‘Time Banks’ to enable staff to use work time to support community volunteer programmes. Building sustainable community capacity is key, investing in people through the provision of quality training programmes that are delivered close to source to maximise engagement. Connecting old and young within communities and cross-generational initiatives also have merit. Seeing ‘elders’ as a valuable community resource is the type of activity that benefits the health and wellbeing of all project partners.

6. **What are the challenges in retaining volunteers beyond the short term?**

Life’s complexities pose challenges as volunteering is hard work and time consuming. The volunteer experience needs to remain fun and not seem to be ‘all consuming’ as work/life balance is difficult to juggle. Industry can provide more opportunities for corporate volunteering and/or provide benefits for members of staff who volunteer.

7. **What examples are there of good practice to encourage and maintain volunteers in community sport and are there lessons to learn from other sectors around attracting and retaining Volunteers in sport?**


See above – re. the impact of the Active Schools-Abertay University volunteering initiative.

8. **Can you provide examples of innovative joint working between clubs and public bodies that are utilising available sources of funding?**

Glenrothes Strollers: [http://www.glenrothesstrollers.co.uk/](http://www.glenrothesstrollers.co.uk/)


9. **To what extent is the school estate currently being used effectively to increase opportunities for sport and physical activity participation?**

While we have limited knowledge in this area, our perceptions from being within school environs are that access to the school estate appears to be improving. The development of new school campuses has increase the standard of facility in certain areas but there are still huge differences in the standard of facility and management arrangements. This can result in users not being from the actual community the facility is there to serve.

10. **In what ways has access to the school estate for communities improved in recent years?**

The development of community campuses has facilitated access.

11. **What are the remaining barriers to use of the school estate? Please also note any particular issues around term-time compared with school holiday time.**

For some there may be negative associations with school estates based on their own school experiences. The perception of the quality of changing facilities e.g. communal changing/showers, non-segregated areas may be considered barriers for some.

12. **How might these barriers be overcome?**

With regard to the perception of the suitability of the facilities (and the more modern school estate) this will rely on awareness raising e.g. bringing the community in, showcasing events, again using younger-elder links (for example, grandparents coming in to watch grandchildren doing events and using these as opportunities to recruit to community programmes taking place on the school estate).

13. **How would you assess the active legacy of the Commonwealth Games for: Community benefits and participation rates**

Poor.

14. **To what extent are the new facilities being used to maximum capacity?**

No specific new facilities in Dundee as a result of the Commonwealth Games.
16. Are there any examples of innovative uses of the new facilities benefitting the community?

http://www.showcasethestreet.co.uk/ - innovative transformation of disused industrial units into a dance/football/futsal/roller hockey and exercise facility.

17. Is the physical infrastructure built for the Commonwealth Games being used effectively to increase opportunities for sport and physical activity; and increasing rates of sport and physical activity participation?

By their very nature, the facilities created for the Commonwealth Games are for the elite performer and not for the average sports person – let alone someone new to the sport. Local facilities at the heart of communities are key to getting more people more active. Green & Urban spaces also need to be developed to provide space for exercise – facilities don’t always need to be high end.