Include and inspire: Sport and fitness services in higher education
The government and higher education funding councils recognise that the sector has a key role to play before, during, and after the London 2012 Olympic and Paralympic Games. Using the 2012 Games as a driver, institutions and students’ unions should aim to support the widest possible impact of the legacy.

Through developing a greater understanding of the various methods by which inclusion can be achieved, sports services can promote and sustain the health, fitness and wellbeing for all in higher education and wider society. Ultimately this will lead to a legacy of quality experiences and outcomes for all participants.

Additionally, with the move towards a joined up approach to equality legislation, there is also a greater legal responsibility upon institutions to ensure that everyone can participate in sports and fitness services. Alongside this, the benefits of inclusive sports service can also make an important contribution in engaging local communities in sport – something that is key to a successful delivery of the legacy of the 2012 Games.

We welcome the research and publication of this guide from ECU. The practical steps it sets out demonstrate how we can build on existing good practice and work towards achieving a level of inclusion that recognises the diversity of all those who wish to participate in sporting and fitness activities.

In recognition of the contribution to supporting the legacy, the London Organising Committee of the Olympic Games and Paralympic Games has awarded the Inspire Mark to this publication.

It is hoped that, through considering the information within this guide, directors of sport and their staff will be able to develop a more confident and informed approach to the furthering of an inclusive sports service. Working towards inclusion will be of benefit to institutions, students’ unions and individuals.

Researched and written by Stuart Moore.

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There are several reasons why higher education sports and fitness services need to consider how inclusive they are:

- the growing diversity of student and staff demographics
- the need to generate and sustain financial income in a competitive market
- meeting equality legislation
- the role of higher education to achieve a lasting 2012 Olympic and Paralympic Games legacy

This guide sets out the barriers to inclusion and presents useful case studies to help you develop your services.
Acknowledgments

ECU would like to thank the institutions who took part in this project and provided case studies for this publication:

- University of Birmingham
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- Coventry University
- Durham University
- University of Leeds
- Queen Mary Students’ Union
- University College London Union
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We would also like to thank Sport England for allowing us to use their images throughout this publication.
## Terminology

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<th><strong>Facilities</strong></th>
<th>Any buildings or locations used by an institution or students’ union for sporting and fitness services and activities.</th>
</tr>
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<td><strong>Inclusive</strong></td>
<td>Consideration of all existing and potential service users and their preferences and abilities in accessing and using sports services.</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>Any students, staff or members of the public that may access and use sporting and fitness activities provided.</td>
</tr>
<tr>
<td><strong>Sports service</strong></td>
<td>Any department or team with the responsibility of providing sporting and fitness activities.</td>
</tr>
<tr>
<td><strong>Black and minority ethnic (BME)</strong></td>
<td>BME is a commonly used term for people who belong to a minority ethnic group. Broadly, this encompasses people who are not white British, although it should be recognised that definitions differ and that this is not a homogenous group.</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td>A disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities. Some impairments may fluctuate or recur, such as mental health issues. The law also protects those who have had a disability in the past.</td>
</tr>
<tr>
<td><strong>Religion and belief</strong></td>
<td>Religion and belief should be taken to mean the full diversity of religious and belief affiliations within the UK, including nonreligious and philosophical beliefs such as atheism, agnosticism and humanism.</td>
</tr>
<tr>
<td><strong>Sexual orientation</strong></td>
<td>A person’s preference towards people of the same sex, opposite sex or both. Sexual orientation is different from gender identity, and the two are not related.</td>
</tr>
<tr>
<td><strong>Trans</strong></td>
<td>An inclusive term for those who identify themselves as transgender, transsexual or transvestite. The term ‘trans’ can be used without offence but should only be used as an adjective, for example ‘a trans student’. Trans people, like any other people, can be heterosexual, lesbian, gay or bisexual.</td>
</tr>
</tbody>
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Understanding participants’ diversity

Staff

- 53.8% female
- 6.7% of UK nationals were BME
- 30.6% of non-UK nationals were BME
- 3.0% known to be disabled
- 68.4% aged under 50

Students

- 57.0% female
- 17.8% of UK domiciles were BME
- 7.5% known to be disabled
- 84.4% aged 21 or under

Participation in higher education has changed and increased over time and we now see a more diverse student and staff population, mirroring the diversity within many communities.

The Higher Education Statistics Agency (HESA) collects data on staff and students. 2009/10 data (left) shows the diversity of staff and student populations.

HESA data also indicates that in UK higher education, international students represented 15% of the total student population – an increase from 12.6% in 2002/03.

Although HESA does not collect data on religion and belief or sexual orientation, some institutions have chosen to collect this data to better cater for staff and students.

Different people will have different needs, requirements, and preferences. A sports service that is inclusive and accessible to all staff, students, and the local community will maximise participation. Each section briefly highlights some of the potential barriers that may prevent people from participating and suggests interventions that can remove the barriers and help meet individual requirements and preferences. When considering priority actions, it is important to recognise that people using sports services may face several barriers.
Age

A range of immediate and long-term benefits can be achieved by maintaining regular physical activity throughout life.

Sports and fitness activities provided within higher education are often targeted at the traditional view of a student being someone aged 18-21. However, HESA data showed that in 2008/09 almost 900,000 students were aged over 26.

If sports services are focused at a younger audience, mature students and staff may be deterred from participating. As a result, they may decide to take up membership with an alternative sports service provider or just choose not to participate.

The University of Birmingham monitors the age of its service users. This data led the institution to identify the need to tailor their services for older service users.

Recognising the older age of some service users, and their particular preferences and abilities, the institution decided to introduce a subsidised ‘fit 4 life’ membership rate to staff, mature students and members of the local community aged over 55.

Swimming and aqua fit classes, scheduled at convenient times during the day, are also provided at no extra cost. This enables older service users to participate whenever they may prefer, for example, swimming at a time when lanes are less crowded.
Disability

Disabled people remain significantly less likely to participate in cultural, leisure and sporting activities than non-disabled people.

Data from the Department for Culture Media and Sport (DCMS, 2010) indicated that only 51.8% of disabled people engaged in such activities compared to 69.7% of non-disabled people.

Findings from Sport England’s active people surveys (as highlighted by the English Federation of Disability Sport, 2010) show that only 6.1% of disabled people participate in sport for the recommended 30 minutes three times a week, compared to 18.5% of non-disabled people.

The evidence also shows that many disabled people would like to increase their participation in sports.

To engage and encourage participation from disabled students the University of Nottingham appointed a disability sport officer.

Following this appointment, the university has developed a programme of sport and activities, including

= any-body month
= any-body club (fortnightly inclusive social sports club)
= any-buddy scheme (sports buddy scheme)
= goalball club (sport for people with visual impairments)

The annual any-body month offers students, staff and the local community the opportunity to try a variety of inclusive sports and activities. The initiative has been a great success with a 73% increase in participation from 2010, with 12% of those people declaring a disability (significantly higher than the national higher education average).
The University of Birmingham is located in an area with a large number of BME people. In recognition of low participation levels by BME people, the university introduced a programme of fitness classes called ‘active lifestyles’.

To ensure that all felt welcomed and encouraged to participate, the programme was designed to include a culturally diverse inspired range of activities, such as aikido and Bollywood dance.

www.download.bham.ac.uk/sport/Docs/al1011.pdf

Ethnicity

There is limited data on how BME staff and students use sports facilities or how uptake can be encouraged where participation is low.

Sporting Equals (2007) reported lower levels of awareness among BME communities of locally-available facilities and opportunities to participate in sport and physical activities. Reasons cited for this include few role models in leading sports services, as well as the use of marketing strategies that are not always inclusive of BME communities.

There may also be other barriers such as some sports attire being too revealing, which may not be compatible with cultural norms of dress.

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www.download.bham.ac.uk/sport/Docs/al1011.pdf
**Gender**

A range of cultural or behavioural factors, such as stereotypical views of men who use sports services can negatively influence women’s participation in sports and fitness activities (Women’s Sport and Fitness Foundation, 2009).

A lack of appropriate or adequate policies or facilities – which may be more tailored towards male participation – can also be a particular concern. For example, women may only wish to take part in activities and classes that are for female participants only and are led by female instructors.

Similarly, men may wish to participate in activities that are traditionally viewed as female-orientated, such as netball and aqua aerobics, and feel uncomfortable doing so.

Coventry University identified that female participation was extremely low, with sports provisions primarily targeted at male users interested in weight training.

To create a more gender balanced sports service, the university addressed barriers within policies and diversified provisions by introducing a range of fitness classes and wellbeing activities. This, alongside investment in new facilities, has resulted in an increase in female membership from 2% to 30%.

Some individuals will wish to continue using sports services while pregnant or will need to balance their participation with childcare responsibilities. They may need to bring their children to the sports facility, or participate in sports at particular times during the day. Therefore, provision of childcare facilities, flexible opening hours and class/session times may encourage greater participation.

The sports facilities at Durham University include a nursery and crèche.

Baby changing areas are available in the sports facilities at the University of Leeds and University of Birmingham.
Religion and belief

People with a particular religion or belief may need gender-specific areas for classes or for sporting activities to be timetabled to avoid specific times.

Classes and activities may coincide with religious holidays or prayer times during the day, when some staff, students and people from the community may be unable to participate.

The social culture of many sports – that often involves drinking alcohol – may also deter some people from participating.

In designing its new sports and fitness centre, the Edge, the University of Leeds made sure to consider the needs of all potential participants. During the development phase the university consulted with staff and students, including those who identify as trans. Trans staff and students voiced particular concerns about the need for greater privacy in changing areas. As a result, the Edge was designed with a range of changing room facilities, including private cubicles.

The University of Birmingham has been looking at ways to promote alternatives to the drinking culture associated with sports.

This has included an introduction of coffee and juice bars and raising awareness that there are a variety of reasons why people may not wish to participate where alcohol is part of the culture, including because of religion or belief.

Transgender

The higher education sector is continuing to see an increase in students and staff who feel able to declare that they are a trans person.

Sports services may have designed policies, practices and facilities without previously considering how to accommodate trans people. Adjustments may be required to ensure trans people feel comfortable and welcome to participate.

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**Sexual orientation**

Many lesbian, gay and bisexual (LGB) staff and students choose not to declare their sexual orientation to other members of sports societies (ECU, 2009).

Similarly, the Equality and Human Rights Commission (EHRC, 2009) reported that a significant proportion of LGB men and women have felt excluded from participating in sport.

The low disclosure rate may indicate that some level of homophobia still exists within sport. To address this, consider displaying posters and leaflets stating the sports service’s intolerance for homophobic bullying or harassment.

ECU leaflets aimed at accommodation staff give suggestions of how higher education services can support LGB students and may be useful for sports services.

[www.ecu.ac.uk/publications/accommodation-services-supporting-gay-students](http://www.ecu.ac.uk/publications/accommodation-services-supporting-gay-students)

**International students**

Sports services may find it useful to consider ways to support international students’ participation in sports and fitness activities.

71% of international students rate sports to be of particular importance when choosing an institution (CUBO, 2008). This compares with 51% of domestic students. In light of this, thought should be given to ensure that provisions meet the needs and expectations of this international audience.

A number of students’ unions have recognised that some international students participate only in physical activities provided by other clubs within the union, rather than those directly provided by the sports service. Qualitative research, such as satisfaction surveys and focus groups, can be used to investigate the reasons for this and look at how sporting provisions can better cater for international students.
Benefits of an inclusive approach

Inclusive sports services can potentially create greater sustainable income generation. They can also help meet equality legislation.

Generating and sustaining financial income

Through appropriate investment in tailoring sports services to users’ needs, participation and membership levels will rise, increasing income.

Coventry University recognised that the facilities at the sports and recreation centre were outdated and created a barrier to participation. Following a review and consultation exercise, the university invested in a two-year redevelopment to build facilities that cater for a diverse range of participants. It also diversified its activities. As a result of the investment and the work undertaken, membership has increased from 800 to 5500 despite an increase in membership fees.

Inclusive facilities may also create opportunities to offer variable membership rates and hire out facilities for corporate and public events to provide alternative funding.

Offering a competitive service

Higher education institutions or students’ unions cannot presume that they will be the first choice sports service for all staff and students.

Students, staff, and members of the community often have the choice of a range of sports service providers within their local area, including council-run facilities and private organisations.

Inclusive policies, practices and facilities based on the preferences of participants may give sports services a competitive advantage.

Equality Act 2010

Sports services, as with any services provided in higher education, need to comply with the Equality Act 2010.

The Act introduced greater protection for all people. It prohibits unlawful discrimination in providing services and recreational facilities. To ensure a sports service does not unlawfully discriminate against participants it would need to recognise participant diversity and review policies and practices.

ECU’s briefing on the implications of the Equality Act for the higher education sector gives further information, see Further reading.
A strategic approach to inclusive sports services

The role of directors of sport services

Directors of sport services play a pivotal role in initiating and delivering an inclusive sports service by ensuring that equality and inclusion form part of all decisions relating to policy, practice and facility development.

To ensure that frontline sports staff have the skills, knowledge and resources necessary to support user participation, directors of sport may find it beneficial to:

- develop a greater understanding of the benefits of an inclusive service and communicate these to staff
- demonstrate commitment by championing inclusion at events and in publications
- review and arrange training and development opportunities for staff to ensure they are confident in providing an accessible service for all participants
- provide resources and funding to support delivery of interventions that can facilitate a more inclusive service
- introduce feedback systems for sports staff to raise concerns about any potential barriers to participation
- consider how sports staff can be recognised and rewarded for their achievements and impact in promoting inclusion
The director of sports at the University of Leeds arranged for sports staff to participate in a range of equality and diversity-related training events. This included an ‘equality challenge’ day for 24 members of staff, with particular elements focusing on sports inclusion.

The sports service plans to introduce more full-time staff to support the individual needs that participants may have.

Through a new initiative to ensure equality and diversity in sport, University College London Union developed their sports club training to include specific inclusive sport training for all incoming captains, presidents and treasurers of the sports clubs.

Further to this, an ‘any body club’ award is given to clubs that complete the inclusive club health check, attend English Federation of Disability Sport disability equality training, and make adaptations to ensure their club is inclusive.
Building an evidence base

Through effective data gathering and analysis sports services will be able to build an evidence base that will help a sports service to:

- develop a clear picture of members’ diversity
- understand participation levels from underrepresented groups
- understand the barriers to participation
- undertake strategic planning and development of activities and facilities
- meet the diverse requirements and expectations of participants
To collect data, sports services could:

- provide equality monitoring forms, for example at registration
- ensure monitoring forms explain how the data will be used to ensure confidentiality and encourage disclosure
- have mechanisms for individuals to request support to access and use services
- assess whether existing computer systems are fully effective in collecting and analysing equality data on participants
- engage with students and staff to understand their reasons for not participating or choosing to use another sports service
- conduct satisfaction surveys of existing participation and act on feedback

It may be useful to benchmark the diversity of participants against wider data on students, staff and the local community through your institution’s data systems.

Equality heidi (www.heidi.ac.uk) allows HEIs to access a broad range of equality data and compare results with other institutions across the sector. See Further reading for ECU guidance on how to access heidi.

The University of Leeds found that it was difficult to determine gaps in provision as it was not effectively monitoring the diversity of sports membership. To address this, the university introduced a system to monitor data that is linked to membership cards. This provides the university with data on participation by different groups which can help to identify any barriers to participation.

Due to a low level of participation, the disability sports officer at the University of Nottingham undertook a consultation exercise with a number of disabled students to identify the barriers to participation, which they listed as:

- the competitive attitude to sport at the university
- coaches/teachers who do not have experience of working with disabled people
- the timings and choice of activities
- other people’s perceptions
- the membership cost

Following the consultation, the university developed a tailored programme of activities to address these issues and increase the participation of disabled people.

University College London Union conducted surveys of students and members of its fitness centre. Through analysing responses they identified a need to improve inclusivity and accessibility. For example, female students said that they would prefer a greater range of changing facilities. As a result the centre has been fitted with both cubicle style and communal changing facilities.

University of Birmingham introduced a new membership form which includes questions on gender, ethnicity and disability. Members who declare a disability are automatically invited to meet sports staff to discuss how their participation can be facilitated.

After contact from a blind student, University College London Union met the student to discuss their requirements for accessing the services. It was agreed that UCLU would arrange for an instructor to provide assistance.
Meaningful engagement and listening to the perspectives of individuals can assist in identifying barriers and actions to address them.

It is important to gain views and experiences that represent the breadth of current participants.

The University of Leeds sports service discussed its engagement strategy with the university’s equality and diversity manager to develop a wider range of approaches to engagement. The university conducted a consultation exercise during the development of a new swimming pool from which the decision to install a movable floor was made. The pool can now be used for a wider range of activities, and enables greater accessibility for those with mobility impairments.

It can be of benefit to engage people in the local community, as well as staff and students, to encourage their participation.

Team Durham at Durham University has a specific remit for community engagement and has established a unit of three sports development officers to communicate, engage, and deliver sport and fitness activities for the local community. This includes working with each of the 47 primary schools in Durham, and working with marginalised groups through initiatives such as Street League (www.streetleague.co.uk). Drawing from their success, the unit has been able to attract substantial grants to fund and sustain community activities, including an £80,000 grant from the NHS under the changing the physical activity landscape programme.

It may also be useful to build relationships with sports organisations that have specialist expertise in planning and delivering inclusive sports.

Creating an network with disability organisations has been central to the successful delivery and promotion of sports initiatives at the University of Nottingham. The University has actively engaged with disability sports development officers from several organisations who provide the University with advice and support on developments in disability sport, as well as direction on funding and volunteering opportunities.
To engage with users and potential users:

- consider ways in which participants can be encouraged to engage, for example, offering discount vouchers for activities
- contact other staff in the institution or students’ union who may be able to offer expertise
- produce marketing material to highlight a commitment to inclusion which encourages engagement
- invite participants to act as role models to promote the sports service’s inclusive approach
- make printed information available in a range of formats
- incorporate questions on sports services within wider staff and student satisfaction surveys conducted by the HEI or students’ union
- take part in induction days and freshers events to promote sports services to newcomers and demonstrate that their views are important in developing the service
- provide opportunities to bring individuals together to identify, discuss and debate issues of common interest or concern
To promote equality and engagement to a wide audience, sports services will need to design a marketing strategy that includes a broad range of accessible communication methods.

Marketing materials can determine how the sports service is perceived by existing and potential participants. To engage with a diverse audience it is important to consider different ways to communicate information.
To promote the any-body month initiative, the disability sport officer at the University of Nottingham developed an extensive communications plan to target the widest possible audience. Methods for engaging with participants included:

- the university’s website
- social media (Twitter and Facebook)
- university media (radio and magazine)
- flyers/posters
- email
- word of mouth through university contacts including the students’ union, athletics union, disability support team, student volunteer centre and development office

To ensure awareness of opportunities for disabled people to participate is sustained the disability sport officer set up a blog to provide information on forthcoming events and initiatives.

Queen Mary students’ union recognised that few people from the local community participate in sports services, and that more needed to be done to raise awareness of the service and facilities.

The union began to look at ways in which it could engage with the community and encourage use of the QMotion health and fitness centre.

To promote its sports service, the union developed a marketing campaign involving flyers, advertising on local public transport and giving away bottles of QMotion-labelled water.

As a result of the marketing and engagement, the union has been able to improve community participation in its services.

It has also been able to develop activities that cater more to their preferences, including providing a better balance of recreational sporting activities and competitive sports.
By analysing existing policies and practices sports services can identify and take action to address any barriers to participation. This will help meet the requirements of the Equality Act 2010, and can highlight the sports service’s commitment to inclusion. When moving towards a more inclusive sports service, policies that would benefit from critical review include:

- **facility opening hours.** All participants, particularly those who have limitations on when they can use facilities, will benefit from being able to use services during the day and at weekends

- **timetabling.** Scheduling activities at different times and throughout the week could help to avoid potential clashes with, for example, religious holy days

- **membership.** A range of membership packages, priced accordingly to the level of use of facilities, can encourage greater participation from, for example, those with caring responsibilities

- **code of conduct.** A visible policy of zero tolerance for bullying and harassment on the grounds of sexual orientation would support participants in their use of facilities

- **alcohol consumption.** Some groups may be more encouraged to participate in sports where clubs provide social activities that are not orientated around drinking alcohol

To take into account the needs of staff and students with children, the University of Birmingham offers junior membership to children aged between 9 and 15. This costs £40 for a year and includes access to sports camps, swimming schools and courses.

Coventry University and its students’ union have been raising awareness of the impact alcohol can have on health and sports performance to move away from the perception that alcohol is an integral part of student life. Alcohol has been removed from sports clubs freshers’ events and the students’ union now offers some detox events.
A number of practices prevented disabled students from fully participating in sports services at the University of Nottingham. For example, priority booking was given to performance sports (with greater numbers of participants), which meant that sports such as wheelchair rugby and sitting volleyball were timetabled at unsociable hours, either early in the morning or late in the evening. The disability sport officer is now looking at increasing participation by disabled students by ensuring fairness in timetabling.

Coventry University students’ union produced a code of conduct advising members on their expected behaviour. The purpose of the document is to protect members, and others potentially affected by their actions, through an agreement of set standards. The code highlights that disciplinary action may be taken if any of the standards are violated.
The design, layout, location and signs within facilities can all create barriers to participation.

Often it may only require a minor adjustment to create a more accessible facility, for example installing tactile signs, lowering the level of the reception desk, and providing large accessible lockers. An inclusive approach to the design and development of facilities will help to address these physical access barriers and ensure that additional expenditure is not unnecessarily incurred on retrofitting facilities.

ECU’s publications *Inclusive campus: accommodation and social space*, and *Sensory access in higher education: guidance report 2009*, include useful guidance on inclusive design (see Further reading).

Through modernising its sports centre, the University of Birmingham is working to increase the number and diversity of participants. By improving accessibility, the centre will become a more marketable facility to local communities and other external parties. As a result the university hopes to see an increase in income generated through membership fees and hiring out facilities.

The University of Nottingham developed the physical recreation and sport access guide (www.nottingham.ac.uk/sport/accessguide.php) to provide clear information about the facilities available. It includes a map of the campus, highlighting key accessibility points at each facility.

University College London Union was inspired to modernise and improve accessibility of its fitness centre by a desire to achieve inclusive fitness initiative (IFI) accreditation. An accessibility audit, conducted by an IFI representative, identified a number of actions required before accreditation would be awarded. As a result the union developed a building programme to improve the accessibility of the facility.
To improve accessibility, a sports service could:

- assess whether facilities would benefit from an access audit
- consider whether facilities accommodate those who have other obligations, such as childcare responsibilities
- identify whether activity areas and changing rooms provide suitable privacy
- assess whether accessible transport links are required, particularly if sports facilities are located off-campus or there are multiple sites to the campus
- consider whether signs around facilities are clear and accessible
Conclusions

The contributions of sports services in shaping a positive learning and working experience for students and staff is well evidenced.

Inclusive sports services can result in a higher level of participant satisfaction and wellbeing, which in turn can increase membership, and improve the level of wellbeing in wider society.

This guide highlights some of the inclusive practice that already exists in the sector. The case studies and recommended actions included throughout the guide demonstrate how HEIs and students’ unions can take an inclusive approach that ultimately leads to a legacy of quality experiences and outcomes.


ECU (2009) The experiences of lesbian, gay, bisexual and trans staff and students in higher education. www.ecu.ac.uk/briefings/lgbt-staff-and-students-in-he


Further reading

Advancing LGB equality
www.ecu.ac.uk/briefings/advancing-lgb-equality

Equality Act 2010: implications for higher education institutions.
www.ecu.ac.uk/briefings/equality-act-2010

Governing bodies, equality and diversity
www.ecu.ac.uk/briefings/governing-bodies-equality-and-diversity

Inclusive campus: accommodation and social space
www.ecu.ac.uk/briefings/inclusive-campus

Inclusive students’ unions: equality and diversity in practice
www.ecu.ac.uk/briefings/inclusive-students-unions-equality-and-diversity

Introducing heidi equality
www.ecu.ac.uk/publications/introducing-heidi-equality

Managing inclusive building design for higher education
www.ecu.ac.uk/briefings/managing-inclusive-building-design-for-higher-education

Religious observance in higher education: facilities and services
www.ecu.ac.uk/briefings/religious-obs-facilities

Religion and belief in higher education: the experiences of staff and students
www.ecu.ac.uk/publications/religion-and-belief-staff-and-students-in-he

Sensory access in higher education: briefing report 2009
www.ecu.ac.uk/briefings/sensory-access-in-higher-education-briefing-report-2009

Strategic approaches to disabled student engagement
www.ecu.ac.uk/briefings стратегические подходы к инклюзивному образованию

Trans staff and students in higher education: revised 2010
www.ecu.ac.uk/publications/trans-staff-and-students-in-he-revised
Further information that may be helpful in considering how to develop and build an inclusive approach to sports services are available from the following organisations:

BUCS  
www.bucs.org.uk

English Federation of Disability Sport  
www.efds.co.uk

National Union of Students  
www.nus.org.uk

Parasport  
www.parasport.org.uk

Sport England  
www.sportengland.org

Sporting Equals  
www.sportingequals.org.uk

Sport Northern Ireland  
www.sportni.net

Sportscotland  
www.sportscotland.org.uk

Sports Council Wales  
www.sportwales.org.uk

Women’s Sport and Fitness Foundation  
wsff.org.uk

Equality Challenge Unit works to further and support equality and diversity for staff and students in higher education across all four nations of the UK, and in further education in Scotland.

ECU works closely with colleges and universities to seek to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of age, disability, gender identity, marital or civil partnership status, pregnancy or maternity status, race, religion or belief, sex, sexual orientation or through any combination of these characteristics or other unfair treatment.

Providing a central source of expertise, research, advice and leadership, we support institutions in building a culture that provides equality of both opportunity and outcome, promotes good relations, values the benefits of diversity and provides a model of equality for the wider UK society.