



Community Sport Initiative

- REPORTING GUIDE FOR ACTIVE FUTURES

Scotland

hall aitken

social and economic regeneration consultants

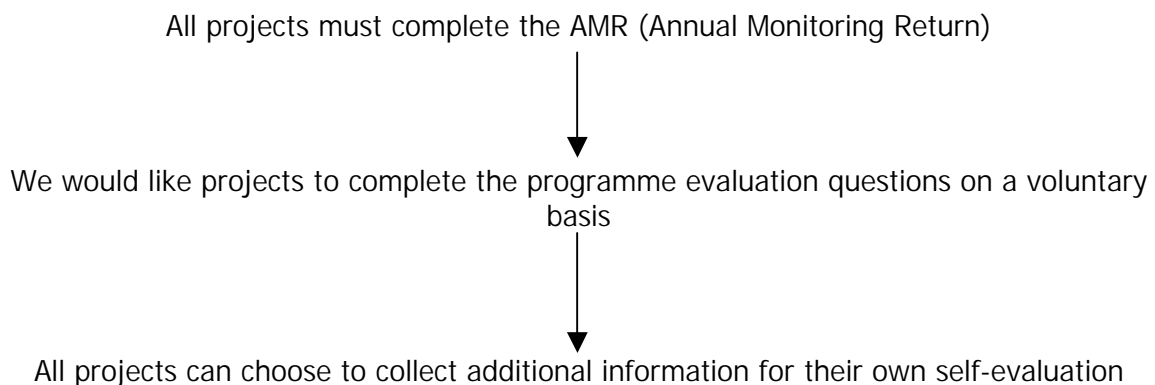
Introduction

This guide provides information about completing the annual monitoring report for the Big Lottery Fund that is a condition of grant. It also details information that the Big Lottery Fund need for their evaluation of the Community Sport Initiative and resources which projects can use to implement their own self-evaluation.

The guide is structured in four parts:

1. Part One: Guidance on completing the annual monitoring report.
2. Part Two: Guidance on completing evaluation/self-evaluation questions.
3. Part Three: Guidance on setting up your own self-evaluation systems.
4. Part Four: Appendices and useful resources.

Annual Monitoring, Programme Evaluation and Self-evaluation explained



Definition of terms

Annual monitoring report – the annual monitoring report has to be completed for every year of your grant with the Big Lottery Fund. A final monitoring report has to be completed when the project ends. This process is also referred to as “monitoring.”

Programme Evaluation – The Big Lottery Fund has commissioned Hall Aitken to evaluate the impact of the programme across the UK. We would like projects to complete the programme evaluation questions so that we can evaluate the programme as a whole. Projects answers to programme evaluation questions will also contribute to their own self-evaluation.

Self-evaluation – As you gather information for the annual monitoring report and programme evaluation, you can also use the data as part of your own process to measure your success. It should contribute towards effective project planning and management.

Part One: The annual monitoring report

Every project must complete an Annual Monitoring Return (AMR) as a condition of grant with the Big Lottery Fund (BIG). The AMRs provide BIG with information to measure the performance of each project against the information stated in your application form. The AMR is sent to all Active Futures projects at the beginning each grant year. A final monitoring report has to be completed for the final year of grant.

The AMR has 2 sections – the first is compulsory and the second on self-evaluation is voluntary. Details about the second part of the form are in part two of this guide.

BIG will email you a link to the AMR form at the beginning of each grant year. The AMR is an electronic form that can be accessed through the internet. We can send you a paper version of the AMR if you do not have internet access. If this is the case, please contact your Grants Officer at BIG. Both versions of the form include detailed guidance notes on how to complete them. The AMR form must be submitted by the deadline specified in your terms of grant with the Big Lottery Fund.

The AMR asks for the following information:

- Financial information (agreed, actual and planned grant budget; other contributions)
- Copy of annual accounts (statutory organisations do not need to submit Annual Accounts)
- Additional funding secured for project
- Total and breakdown figures for the number of participants and coaches
- Project progress (progress towards achieving the outcomes listed in your Project Plan Table, section 3.6 of Stage 2 application form)
- Future plans (reviewing milestones for outcomes and changing planned timescales if needed)
- Unexpected outcomes
- Examples of partnership working
- Case studies
- Examples of branding
- Changes to project staff and other key people

Picture of the online Annual Monitoring Report



(CSI) Active Futures - Annual Monitoring Report, Year 1

Introduction

At the end of each 12-month period, you must submit the Active Futures Annual Monitoring Return (AMR), which will report and reflect on how well you achieved the goals and targets set in your application. This form is your opportunity to tell us about the progress of your grant during the last 12 months.

The AMR has 2 sections, the first is compulsory and the second on evaluation is voluntary. The evaluation information, although not compulsory, will help you to evaluate your project and provide evidence for future funding. It also provides information to BIG on the impact of the Active Futures programme.

Please ensure that the AMR form is completed and submitted promptly.

Part Two: Programme Evaluation

BIG has commissioned Hall Aitken to evaluate the Community Sport Initiative in Scotland, Northern Ireland and Wales. The aim of the evaluation is to assess the impact of the Community Sport Initiative in meeting their aims and the Big Lottery Fund's core values and to examine 'what works' in increasing physical activity amongst people who experience barriers to participation.

We need projects to submit some additional information to help us assess the impact of the Community Sport Initiative across the UK. The additional information is contained in the second part of the electronic and paper versions of the annual monitoring report and can be completed on a voluntary basis. This information will also contribute to projects own self-evaluation and can help you measure the success of your project and provide comprehensive evidence for future funding.

The additional information requested includes recording the:

- total number of individual participants (you will have this figure from the AMR data);
- amount of regular adult participation;
- amount of regular youth participation;
- number of coaches; and
- amount of funding levered in by the project.

The above information will need to be collected at the start of the project and on an annual basis. Detailed guidance about how to collect the information is in contained in part three of this guide.

In addition to the five points above, we would also like you to let us know about:

- Partners who have been involved in developing and managing the project;
- How your project links to local and national strategies;
- Any unexpected results;
- How your project has targeted inactive people; and
- How your project has engaged new people to sport and physical activity.

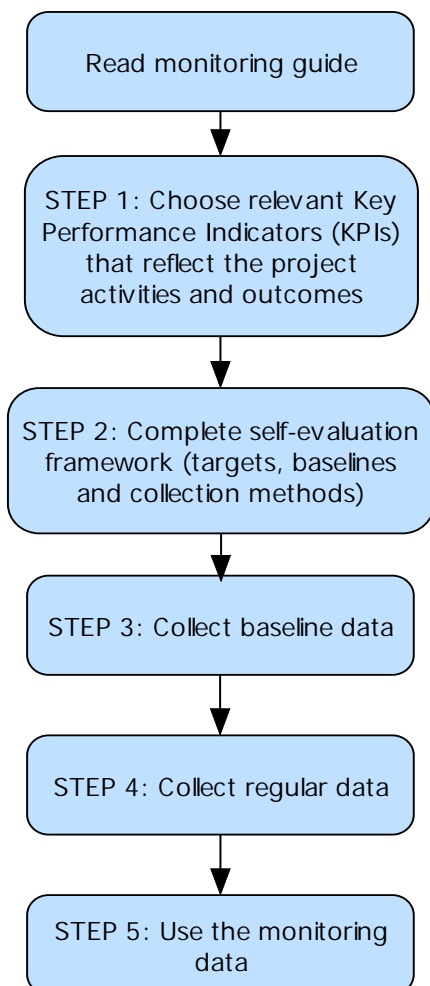
We need as many projects as possible to complete the additional information so that we can demonstrate the change that the Community Sport Initiative has made across the UK.

Part Three: Self-Evaluation

We encourage all projects to self-evaluate for the following reasons:

- To demonstrate the effectiveness of your project over time;
- To ensure accountability to stakeholders, beneficiaries, partner organisations etc.;
- To identify ways to improve your project;
- To compare your project against other projects;
- To assess the efficiency of your project;
- To influence policy makers to enable future funding; and
- To celebrate the projects achievements.

The information in this section will help you set up a self-evaluation system that is appropriate for your project.



Self-evaluation data allows projects and others outside the project to measure performance. Make sure you are clear about how all the pieces of your self-evaluation framework fit together. Remember, good evidence leads to good management and can lead to more funding.

Step 1: Choose appropriate indicators

We recommend that all projects collect information against the first four key performance indicators stated in Table 1 as they are relevant to most projects. You can also select additional indicators from Table 1 that are appropriate to your project. These Key Performance Indicators (KPIs) should reflect the overall aim of the project. Using these indicators allows comparison across projects and programmes.

Step 2: Draw up a self-evaluation framework

You will need to draw up a self-evaluation framework to set targets and record progress against each KPI.

Step 3: Collect baseline data

If the project is building or extending existing activities you will need to provide baseline figures. If your project is completely new the baseline figures will be zero. You

will be able to measure what your project is achieving with KPI data.

Step 4: Collect regular data

The Community Sports Initiative website, www.bigcsi.com gives you all the tools you need to collect your KPI data. Using them will save you time and ensures you are using the same definitions as everyone else, so data across the programme can be added together.

The Sports Council for Northern Ireland have developed a database to collect all the information you need for the KPIs. The database can be downloaded from the website, instructions are in Appendix B. These tools allow you to gather the information to for the self-evaluation section of the AMR.

Step 5: Use the self-evaluation data

Projects should also use self-evaluation data to measure progress over time and identify what works with different groups of participants. You may choose to meet quarterly with your management committee or steering group to see what your self-evaluation information tells you about what you are achieving and what you need to do next. It is important not only to report the number of participants but the effect that participating has had on their lives. Projects can collect qualitative information through methods outlined in this guide.

Basic principles

Keep it simple

Self-evaluation is an essential tool in delivering effective services. But it can also lead to a bureaucratic paper trail that adds nothing to a project. An effective approach to monitoring is a system that:

- ✓ Looks at only a few indicators.
- ✓ Chooses measurable indicators.
- ✓ Needs modest time and money.
- ✓ Gathers and spreads information regularly.
- ✓ Communicates information clearly.
- ✓ Leads to decisions.

Focus on what matters

So-called 'hard indicators' such as the number of participants, members or number of volunteers will only show (an important) part of the picture. You may also need 'soft', or 'qualitative', indicators to show other impacts of your project. Soft indicators track changes in opinions and behaviour. They suggest changes in underlying perceptions, feelings and motivations. For example:

- ❑ Confidence changes;
- ❑ Feelings of well-being, of safety, of satisfaction;
- ❑ Personal skills such as problem solving, time management and social skills; and
- ❑ Social cohesion and collective sense of place and purpose.

Changes in these indicators are as important as the so-called 'hard' indicators. For example, someone with increased confidence, motivation or interpersonal skills may succeed in other areas of their life – including education and employment.

You can usually measure these indicators by one of:

- ❑ Observation; or
- ❑ Subjective questioning.

The website www.bigcsi.com has details of techniques you can use to capture softer indicators.

What is self-evaluation?

Self-evaluation – means systematically collecting progress information while you deliver a project or service.

(But it also means using the information to make decisions about what you do. It is probably better to talk about Management information, because that's what it is).

Indicators – are the building blocks of management information or monitoring systems. You cannot track everything that happens – so you choose a few measures that *indicate* overall progress.

Research – goes well beyond monitoring and should try to explain why something happens. So it will need to go beyond a few Key Performance Indicators (KPIs). But managers are not researchers – don't make the common mistake of trying to get your monitoring system to explain everything. It will just become unusable.

Evaluation – is research to assess the impact of a strategy, programme or project. It looks at value for money, long-term impacts and wider lessons for the future. Evaluation will always involve extra work to add to, and explain, the data in your monitoring system.

Targets – are specific levels of indicators achieved by a specific time. It is not always appropriate to set targets. And targets for a new project or service can only be rough guides. Even then they will be most useful if they are SMART:

Specific

Measurable

Achievable

Relevant

Time-bound

We have based the advice in this guide on guidance from UK Government departments and the European Commission.

Step one – choose indicators

Self-evaluation information is only useful if it can help you make decisions. So it needs to help you see links between cause and effect. Choose indicators that will help you and others to understand the links between your project goals, what it does and how it is making progress.

You will need at least one way of tracking each of the following:

Inputs

These are the resources a project or programme consumes – usually money or peoples' time. Volunteers' time and donated goods and services can be inputs.

Activities

These are the work the project does. It might be training coaches or running events. Activities are what the input 'buys'. They do not *necessarily* produce a result.

Outputs

The *immediate* results of a project are outputs. These can be the number of 17-24 year olds participating in physical activity.

Outcomes

Outcomes are measures of how far the project has achieved its *real* purpose.

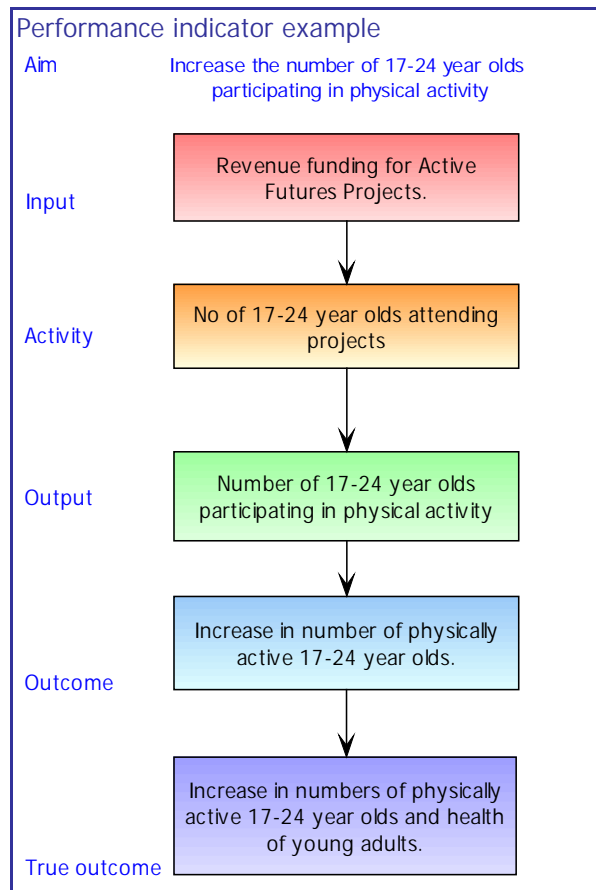
They are the longer-term effects of the project and will sometimes be beyond the life of your project.

Combining indicators

Consider how your indicators relate to each other. Avoid choosing several similar measures that will only give you limited information. Instead choose indicators that you can combine to explore and explain your progress. For example tracking numbers of coaches and numbers of participants could show whether more coaches leads to more activity.

Wider outcomes

Improving health and well-being of the population, improving community safety, and improved education are also longer term outcomes. Not all outcomes will be easy to measure.



To make selecting indicators easier, we have developed a menu of Key Performance Indicators. These all have standard definitions and advice on how to collect them.

By using these as the basis for selecting your indicators you can:

- Save time;
- Save money;
- Compare your results with others on the same basis; and
- Help The Big Lottery Fund build a national progress picture.

Step two – draw up a monitoring framework

Now that you have chosen your indicators, you must draw up a framework that shows how you will gather the information on each indicator. An example of a monitoring framework is included in the following pages.

You will need to show:

- The indicator;
- The source of the information;
- How often it will be collected; and
- Who will collect it.

Remember – self-evaluation data is always inaccurate to some degree. What matters is gathering useful information that can help you and others make better (but not perfect!) decisions.

To check the indicators you have chosen are useful, ask yourself:

- How will I measure this?
- How often will I measure this?
- What information will I get from this?
- How accurate will this information be?
- How much time and money will it cost?

If you cannot measure any of your indicators or it will take too much effort to provide limited information – do not use them!

Step three – collect baseline data

Start by gathering 'baseline' figures, which are the starting point for each of your indicators. You can use it to show progress over time by comparing your most recent results with it.

You need to set a baseline position before you can set a target – although for a new service some of your baseline figures, such as membership, may be zero.

Usually you should use the same method to collect the baseline data as the regular self-evaluation data.

Step four – collect regular data

Your whole self-evaluation plan depends on gathering regular and accurate data. So choosing your collection methods is a vital part of the process. They should be easy to use, because you will gradually abandon complex approaches as other priorities take up your time.

But don't just think about paper forms. Try:

- Photographs;
- Video;
- Tape recording; and
- Computer-based surveys.

... or other approaches that suit the indicators you have chosen and your project. Go to the Community Sport Initiative Learning Zone www.bigcsi.com for practical ideas and tools to help you.

Step five – use the self-evaluation data

You should use the data to help *you* plan and make decisions for the future.

Arrange review meetings

Set up regular meetings to review what your monitoring data is telling you. These are best as part of existing regular management meetings, but you could set up separate meetings. Meet as often as your data changes – this is unlikely to be more often than once a month and may be once a quarter. For some projects often once every six months is all that is possible.

Analyse trends

Sometimes one set of monitoring data will give you useful information. For example if the numbers of people using a service are well short of your target you may want to act. But often it is only when you look at changes over time that you will learn anything.

To do this you will need to present your data in a table or graph showing the results for each indicator for several time periods. Once you have gathered information several times, draw up a graph for each indicator to show trends. This helps people make sense of numbers.

Use other information and opinion to work out the reasons for any trends and identify any action you need to take as a result. Ask, "So what is the information telling us?"

Compare data sets

The most useful information usually comes from comparing the progress and trends of different indicators. For example:

- ❑ Did spending more on each person lead to better results?
- ❑ Do more events result in more participants, or do the total numbers of people involved stay constant?

Sometimes you will need to look at information that you do not collect directly to explain your data. For example:

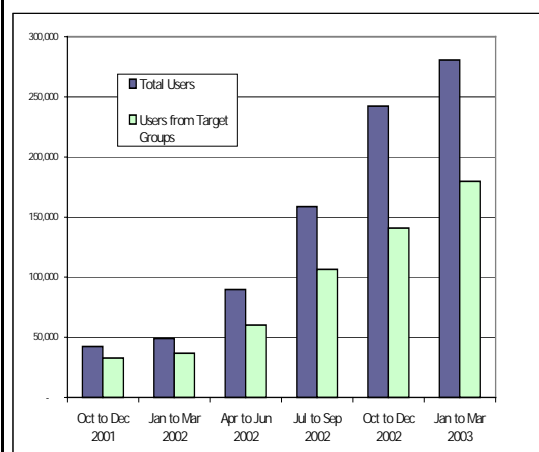
- ❑ Is an increase in the number people participating in physical activity because of your publicity? Or is it because lots of people have been attracted to an external event and have then been passed on to you?

You cannot always explain every change. You may not have the capacity, the data or the money available to collect this.

Decide on action then do it

Once you have reviewed the data, you can decide if you need to change anything you are doing. Often the monitoring data itself will not be enough to show exactly what is happening – but if it helps highlight key questions it will be worthwhile.

Example of analysing monitoring data



This graph shows the number of users of centres for each quarter for eighteen months. The second bars for each quarter shows how many were in the target groups. This points out that, although the number of users increased, the proportion of those in the target groups decreased. This is at least reason to consider if any action is needed.

Key performance indicator summary

Table 1 - KPI LIST

KPI	Type	Breakdowns
Core KPIs relevant to most projects		
Participants	Activity	<ul style="list-style-type: none"> • Gender • Age • Living in a deprived area • Minority ethnic (if any) • Disability (if any) • New to sport
Coaches	Output	<ul style="list-style-type: none"> • Gender • Age • Living in a deprived area • Minority ethnic (if any) • Disability (if any) • New to sport • NGB Qualified/General qualified/Unqualified • Part-time paid/Full-time paid/Volunteer
Regular Adult Participation To be collected on arrival at the project and 6 months later	Outcome	<ul style="list-style-type: none"> • Number of days per week (0-5+) • Types of physical activity (sport and recreation, active travel, through employment, domestic)
Funding	Output	<ul style="list-style-type: none"> • Income generated through fees (£)/ Income generated from other sources (£)
CSI KPIs that should be used by those projects for whom they are relevant		
Regular Coaching	Output	None
Sports Qualifications	Output	None
Volunteers	Output	None
Regular volunteering	Output	None
Health Referrals	Activity	None
Young people 'at risk'	Activity	None
Other KPIs used elsewhere that might be of use to you		
Throughput	Activity	None
Active Members	Output	None
Accreditation	Output	None
Non Sports Qualifications	Output	None
Jobs & Training	Outcome	None
Sports Jobs	Activity	None

All KPIs are described in detail in the following pages of this guide.

Self-evaluation framework

Once you have chosen your indicators, you will complete a monitoring framework like the one below. You can use this to make sure everyone knows what should happen and when.

Table 2- Self-evaluation framework example

Type	Indicator	Breakdown	Target	Baseline Figures	Baseline Data Source	Collection Method
Activities	For Example, KPI Participants	Female				
		Male				
		16 and under				
		17-24 year olds				
		25-45 year olds				
		Over 45's				
		Living in a deprived area				
		Ethnic minority				
		Disabled				
		New to Sport				
		KPI Total				

Key performance indicators tables

The following section outlines all of the Key Performance Indicators, their definitions, breakdowns, and possible collection methods within contained individual tables.

How to use these tables

We have provided clear definitions of each of the indicators on the following pages. To make this guide readable, we have not provided detailed guidance for every possible circumstance. Look at the "Frequently Asked Questions (FAQ)" on the website for further information www.bigcsi.com.

The '**Definition**' tells you exactly what the indicator is.

The '**Analysis**' tells you what breakdown of the information you should gather. A summary of this appears in the tables for each indicator below. The analysis categories are very important to collect as part of the Community Sport Initiative. They are needed to identify any gaps in access to and opportunities in sport and physical activity amongst specific target groups.

The '**Collection**' suggests some ways you could collect the data – but see the website for more suggestions and practical tools.



Key performance indicator tables

Figure 1 KPI table

	Name	Type
KPI	Participants	Activity
Definition	<p>The total number of individuals taking part in your activity.</p> <p>This is a count of all the people who benefit from your project – excluding coaches and volunteers. Only count participants once no matter how many times they attend. This figure is cumulative – it will keep growing as long as you attract new people. If you already had participants before your Community Sport Initiative project began your baseline figure should be the number of participants you have had in the last year.</p>	
Analysis	<p>Categories outlined in page 11</p> <p>New participants to sport and physical activity – these are people who have not taken part in any sport or physical activity anywhere for the last twelve months.</p>	
Collection	Registration forms, user surveys, photographs, community surveys.	
Important Notes	<i>Sport and physical activity does not include DIY, housework, gardening or active travel.</i>	
	Name	Type
KPI	Coaches	Output
Definition	<p>This is the number of coaches or leaders or instructors or teachers involved in your project who have coached at least once in the past year.</p> <p>It includes all coaches, whether qualified or not – but you should analyse the coaches by type (see below).</p>	
Analysis	Categories outlined in page 11	
Collection	Coach attendance records, coach timesheets, team lists.	
	Name	Type
KPI	Regular Adult Participation	Output and outcome

Definition	<p>The number of adults who do 30 minutes of moderate physical exercise in a day – and the number of days in a week they do this.</p> <p>This is a count of the number of adults (aged 17+) who engage in 30 minutes of “moderate intensity” exercise. The exercise can be built up in bouts of 10 minutes or more – it does not all have to be done at once. “Moderate intensity” exercise results in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an increase in breathing rate; <input type="checkbox"/> an increase in heart rate, to the level where the pulse can be felt; and <input type="checkbox"/> feeling of warmer, possibly accompanied by sweating on hot or humid days or indoors. <p>This indicator also counts the number of days in a week the person does this type of activity.</p> <p>All types of physical activity count – including dancing, gardening, housework and active travel – as long as they meet the definition of moderate intensity. By providing a breakdown or analysis of the type of activity (see below) you will show the contribution that sport and physical activity play.</p>	
Analysis	Categories outlined in page 11	
Collection	We recommend you survey individuals every 3 months or as a minimum every 6 months.	
	Name	Type
KPI	Funding	Output
Definition	<p>This is the further investment that your project has secured for sport and physical activity <i>after</i> it started.</p> <p>It measures further funding brought into the project but does not include the original funding sources. The extra funding may come from other public agencies, private sector, fee income and in kind contributions (cash value).</p> <p>It is a measure of the further investment for the previous year. It is not a cumulative measure.</p>	
Analysis	Categories outlined on page 11	
Collection	Management records, Accounting information.	
	Name	Type
KPI	Regular Coaching	Output
Definition	<p>This is the number of coaches who provide at least one hour of coaching to your project each week, on average over the year.</p> <p>For seasonal or annual sessional activities the time period is the season or the weeks the session runs over, and not the year.</p>	
Collection	Coach attendance records.	

	Name	Type
KPI	Sports Qualifications	Output
Definition	<p>The number of people gaining sports related qualifications. If an individual gains more than one qualification, count each time they do this.</p> <p>Qualifications include: NGB recognised qualifications, community sports leaders, junior sports leader, running sports courses, child protection in sport, sport first aid, sports academic qualifications.</p>	
Collection	Qualification records.	
	Name	Type
KPI	Volunteers	Output
Definition	<p>The number of volunteers involved in your project who have been active in your project at least once in the past year.</p> <p>Volunteers are the people who have a role beyond playing or coaching. They include unpaid officials, committee members, team managers, caterers, marshals, and people who help any type of support role.</p> <p>Do not include volunteer coaches – add them to coaches.</p>	
Collection	Registration forms, volunteer surveys, swipe cards.	
	Name	Type
KPI	Regular Volunteering	Output
Definition	<p>The number of individuals volunteering for at least one hour each week on average over the year.</p> <p>For seasonal or annual sessional activities the time period is the season or the weeks the session runs over, and not the year.</p> <p>Volunteers are the people who have a role beyond playing or coaching. They include unpaid officials, committee members, team managers, caterers, marshals, and people who help any type of support role.</p> <p>Do not include volunteer coaches – add to coaches.</p>	
Collection	Attendance records, volunteer surveys, swipe cards.	
	Name	Type
KPI	Health referrals	Activity
Definition	<p>The number of individual referrals from a health professional to your project who take part until the end of the prescribed course.</p> <p>GPs, health workers, Primary Care Trusts and other recognised health agencies may refer people to you for a course of exercise for specific health problems. To count, the individual must attend 80% of the sessions prescribed including one of the last two sessions. It does not include self-referrals.</p>	

Collection	Attendance records, referral forms.	
	Name	Type
KPI	Young people at risk	Activity
Definition	<p>The number of young people aged under 25 who are 'at risk', who take part in structured physical activity sessions lasting over 6 weeks or more.</p> <p>These are young people who are referred formally or informally by another agency such as the local Youth Justice Board, Youth Offending Team (Social Work) or other suitable agency.</p>	
Collection	Referral and attendance records, user surveys, swipe cards.	
	Name	Type
KPI	Throughput	Activity
Definition	<p>The total number of participants in each activity or session totalled for the month.</p> <p>This simply counts the number of places or heads for every activity on every day of the month and adds them together. An individual might appear several times or only once.</p>	
Collection	Attendance records, footfall counters, user surveys, swipe cards.	
	Name	Type
KPI	Active Members	Output
Definition	<p>This is a count of the total number of active members of your club.</p> <p>Active members are members of your project or organisation who have taken part in sport or physical activity in the last year. It excludes coaches, volunteers or social members.</p>	
Collection	Membership records, footfall counters, user surveys, swipe cards.	
	Name	Type
KPI	Organisation Accreditation	Output
Definition	<p>Accreditation of your project to a nationally recognised Quality Management system. Can include Investors in People (IIP), QUEST and national governing body accreditations.</p>	
Collection	Management records.	
	Name	Type
KPI	Non-sports qualifications	Output
Definition	<p>Number of individuals gaining non-sports qualifications through involvement in your project. This includes any nationally recognised NVQ, GCSE, or specialist</p>	

	qualification that is not a sports qualification.	
Collection	Management records.	
	Name	Type
KPI	Jobs and training	Outcome
Definition	<p>The number of individuals taking part in your project, who move on to other education opportunities or employment.</p> <p>This means people moving on from your project to take up new opportunities – although they may continue to attend your activities. They might go to an education or training institution (for any type of course, including sports related and non-sports related). They might secure a job elsewhere – if they secure a job with you, count this in KPI 16 – Sports jobs.</p> <p>You should only use this indicator where your project contributes to people moving on – but you do not have to be the only agency that has helped.</p>	
Collection	Participant follow up survey.	
	Name	Type
KPI	Sports Jobs	Activity
Definition	<p>The number of full-time equivalent permanent (12 months or more) jobs created or safeguarded in your project or organisation by this project.</p> <p>A full-time job is one that involves a standard working week and the position is filled. Convert part-time jobs to “full-time equivalents (FTE)” by adding together the total hours all relevant employees work in a week and dividing the total by 30.</p> <p>A safeguarded job is one that existed before the project but would have been lost if it were not for the project.</p> <p>Do not include construction jobs.</p>	
Collection	Management records.	

	Name	Type
KPI	Regular Youth Participation	Output and outcome
Definition	<p>Number of young people (16 and under) who do 60 minutes of moderate physical exercise in a day – and the number of days in a week they do this.</p> <p>The definition is the same as for KPI 11 Regular Adult Participation, but for 60 minutes rather than 30.</p>	
Analysis	<p>Categories outlined on page 11</p> <p>Daily breakdown and Activity breakdown.</p>	
Collection	<p>We recommend you survey individuals every 3 months or as a minimum every 6 months.</p>	

The Community Sport Initiative website

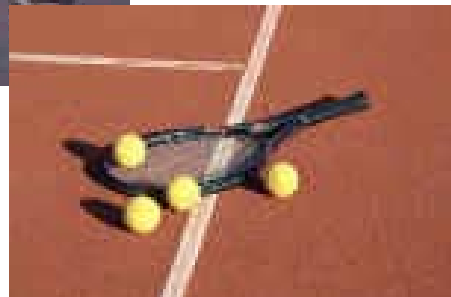
www.bigcsi.com

We have designed the Community Sport Initiative website as a practical resource for all projects.

It has:

- Details of forthcoming events
- Background information about the Community Sport Initiative
- Discussion forums
- Downloadable documents
- Downloadable examples of practical ideas for monitoring
- Downloadable examples of tools you can use and customise for your project
- Links to the latest research and policies for sport and physical activity

If there is something you would like to see included on the website then please contact the Community Sport Initiative evaluation telephone help-line 0141 204 3183.



Appendix A: Identifying areas of deprivation

The Scottish Index of Multiple Deprivation 2004 (SIMD2004) is the most up-to-date information on identifying areas of multiple deprivation. The index is a composite measure of indicators that look at deprivation in terms of:

- Income;
- Employment;
- Housing;
- Health;
- Education, skills and training; and
- Geographical access and telecommunications.

Instructions

To identify whether a participant lives in the top 20% most deprived areas of Scotland use their home postcode and follow these instructions. (You will need access to the internet).

- Type 'www.sns.gov.uk' into your web browser
- Click on Postcode (on left under Area Browser)
- Type in postcode into 'Enter a Postcode....' Box
- Click on 'GO'
- Click on 'Index of Deprivation'
- Look at the figure in the table for 'Scottish Index of Multiple Deprivation 2004 Decile: 2004'. If this equals 1.0 or 2.0 then the postcode is in the 20% most deprived areas of Scotland and is therefore in an area of deprivation or disadvantage

Figure 2 Scottish Neighbourhood Statistics website



Appendix B: Guidance on the database

The Sports Council for Northern Ireland has created a database for strand one of the Community Sport Programme in Northern Ireland which is part of the overall Community Sport Initiative. They have tailored it to capture all the KPIs and breakdowns and made it available to all Community Sport Initiative projects across the UK.

The database is in Microsoft Access, so you will need that software to run it, but it is designed to be very straightforward to use. It contains places to put a wealth of information, not all of which you will need to collect. Please have a look at the database as it may be useful to capture data that is relevant to you.

If you choose to use the database, we would ask you to export the data and email it to Hall Aitken. This way we can analyse more detailed data from across the programme. All you have to do is click on the "Email Adults Data" button, choose Excel, and then type patricia.horton@hallaitken.co.uk into the "to" field of the email that will come up.

The database allows you to collect follow-up data on your participants' physical activity in their daily lives (KPI Regular Participation). There is not a space on the second section of the AMR to record this because it would not be meaningful without being able to relate it to individuals' answers when they first came to your project. Therefore it is **particularly valuable** to the programme evaluation if we can get as many exported database files as possible to assess the extent to which CSI, Community Sport and Active Lifestyles are helping to increase people's physical activity levels in their daily lives.

If you have any questions, please first refer to the Database Guide that will be on the website under Monitoring and Tools. If that does not help, then phone Patricia Horton on 0141 225 5510.

Appendix C: Programme Information

Why did the BIG fund Active Futures in Scotland?

BIG has committed £5.5m in Scotland towards the Active Futures programme which aims to encourage inactive 17-24 year olds to become active by getting them to participate in sport and physical activity. It also aims to keep those in this age group that are active from reducing the amount of sport and physical activity they take part in, or even giving up altogether.

Active Futures will provide new opportunities for inactive 17-24 year olds to become active by funding partnerships to open existing facilities and activities specifically to this target group. Alternatively, partnerships may be given grants to enable them to introduce new activity sessions and programmes which will attract 17-24 year olds who currently take no exercise.

BIG expects to receive applications that will:

- ❑ Open up existing facilities and activities to target groups;
- ❑ introduce new activity sessions specifically for target groups; or
- ❑ undertake outreach work by taking their activities out to target groups in their own local communities.



Active Futures – Programme outcomes

Active Futures aims to get and keep 17-24 year olds active by encouraging them to participate in sport and physical activity.

Active Futures want to support projects whose outcomes are:

- ❑ increased and sustained participation in sports and physical activity by those in the target groups who are currently inactive; and
- ❑ sustained levels of participation in sports and physical activity by those in the target groups who are currently active but who are at risk of stopping.

Active Futures also want to support projects that have a lasting impact on their communities through:

- ❑ the development of strong and sustainable partnerships; and
- ❑ the training and development of new sports and activity leaders, coaches and volunteers

Priority groups

The target beneficiaries for this grant programme are young people aged 17-24, and in particular:

- ❑ young women;
- ❑ young people with disabilities;
- ❑ young people from BME communities
- ❑ young people from areas of social/economic deprivation; and
- ❑ young people from areas of rural deprivation.

Big Lottery Fund and Active Futures

BIG gives money to see improvements and success occur within projects. Within Active Futures the objective is that projects will be able to attract more 17-24 year olds in the priority groups to participate more in physical activity.

With this, BIG expects the projects to try new things and take risks, and with that they do expect some projects to fail in meeting their outcomes. BIG realises they must be open to a degree of failure in the programme in order to learn from mistakes as well as highlight good practice. Projects should note that they can attempt innovative actions if they feel that this will help them make progress towards their objectives.

With Active Futures BIG will monitor projects and evaluate the data to learn from mistakes and good practice.