



The British Association of
Sport and Exercise Sciences

**BASES Heads of Department
Forum
15 May 2024
The University of
Bedfordshire**





The British Association of
Sport and Exercise Sciences

BASES Heads of Department Forum

*Optimizing student engagement:
the changing student demographic- cost of
living challenge*

David Seaton (University of Bedfordshire)

Dr. Martyn Morris (University of Hertfordshire)



Focus of the Session

- ▶ Trends in recruitment
 - ▶ National picture and what it means for sport
- ▶ Student Engagement
 - ▶ What do we do with them? Impact on B3 data
- ▶ Round table discussions
 - ▶ Opportunity to share experiences as to what has worked/not worked



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*Optimizing student engagement:
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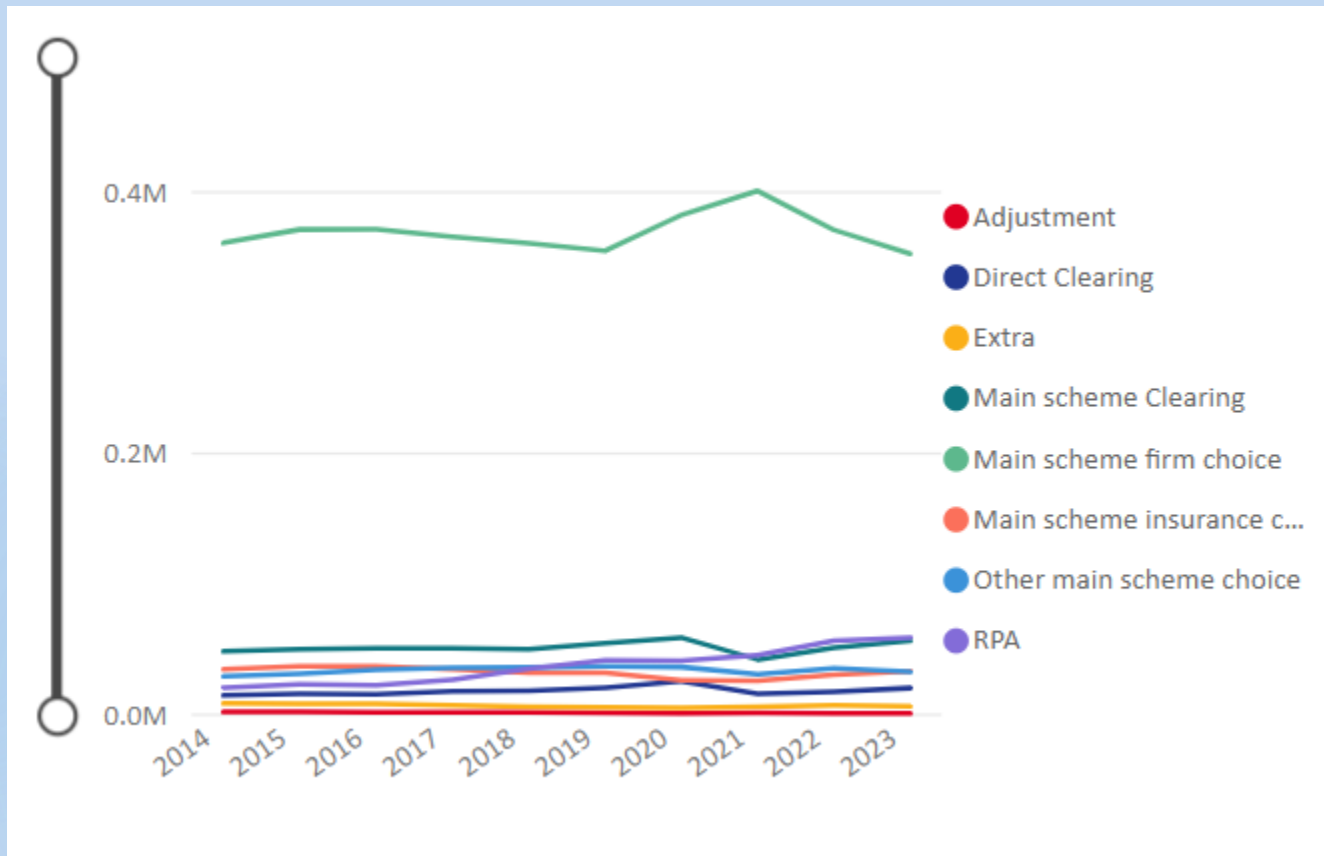
*Applicant trend data – David Seaton
(University of Bedfordshire)*



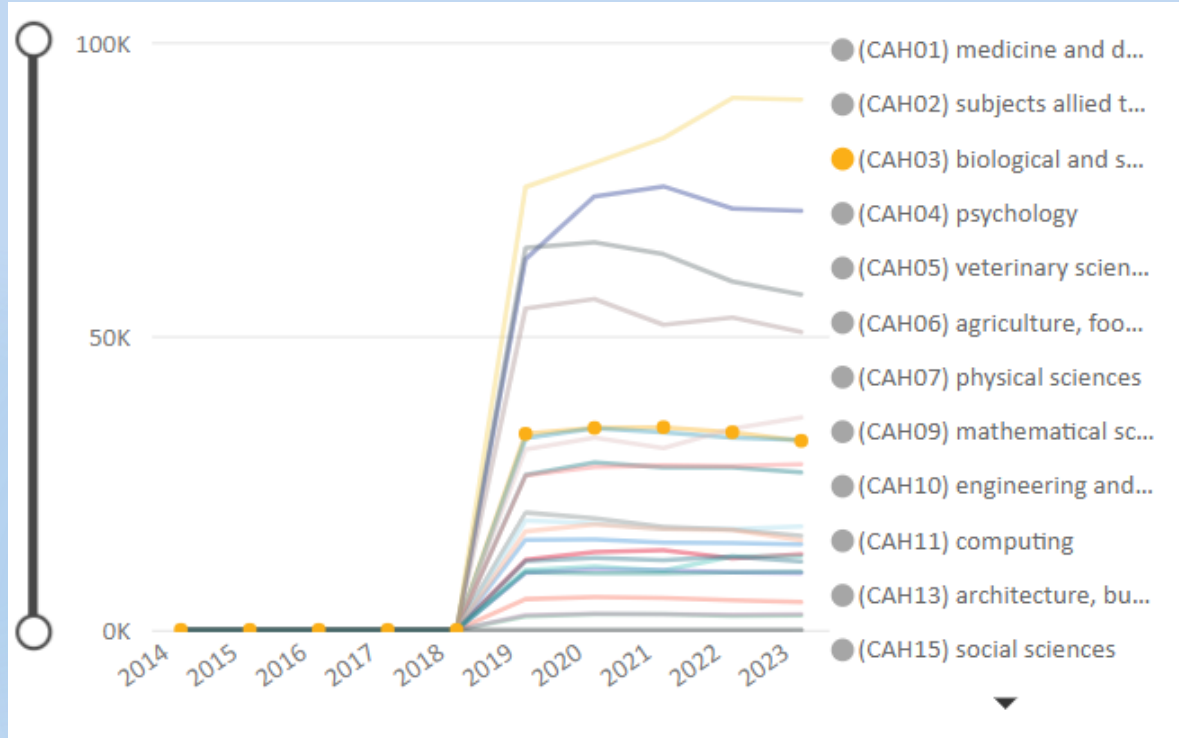
UK Acceptance Trends



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Acceptance Trends to CAH03



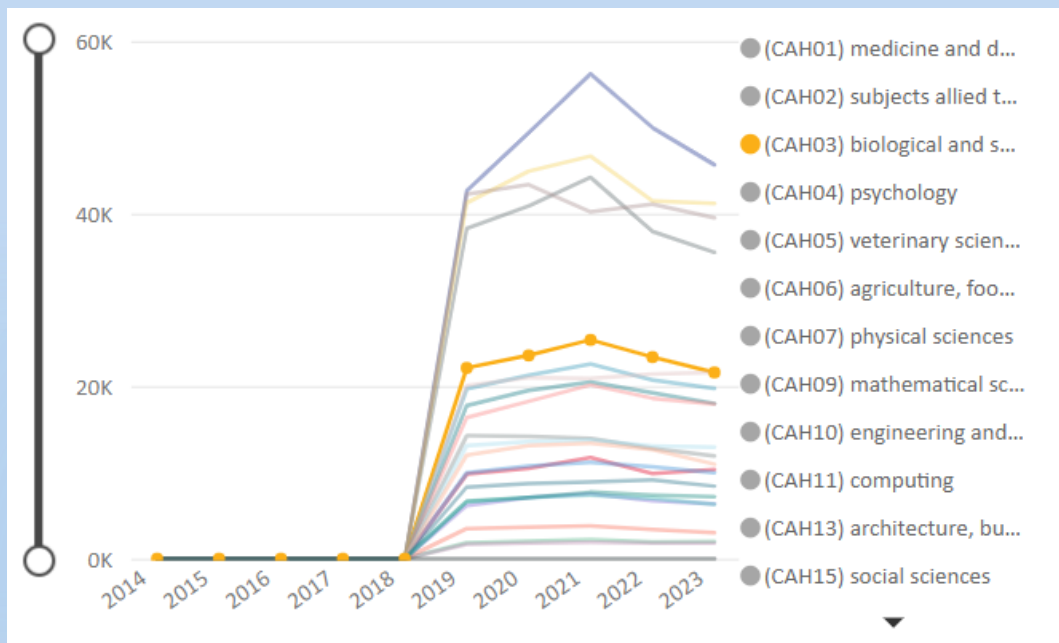
Acceptance Trends – Total

4.6% decline in acceptances

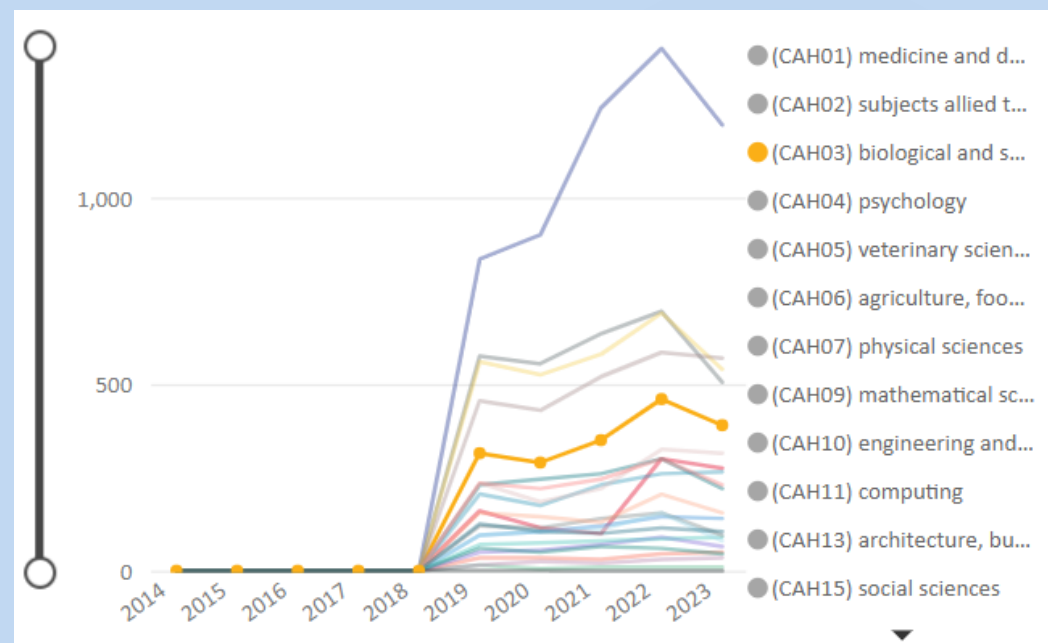
Applicants tend to make around three applications; around two-thirds will be accepted

CAH03 Acceptance Trends

Acceptance Trends – UCAS Main

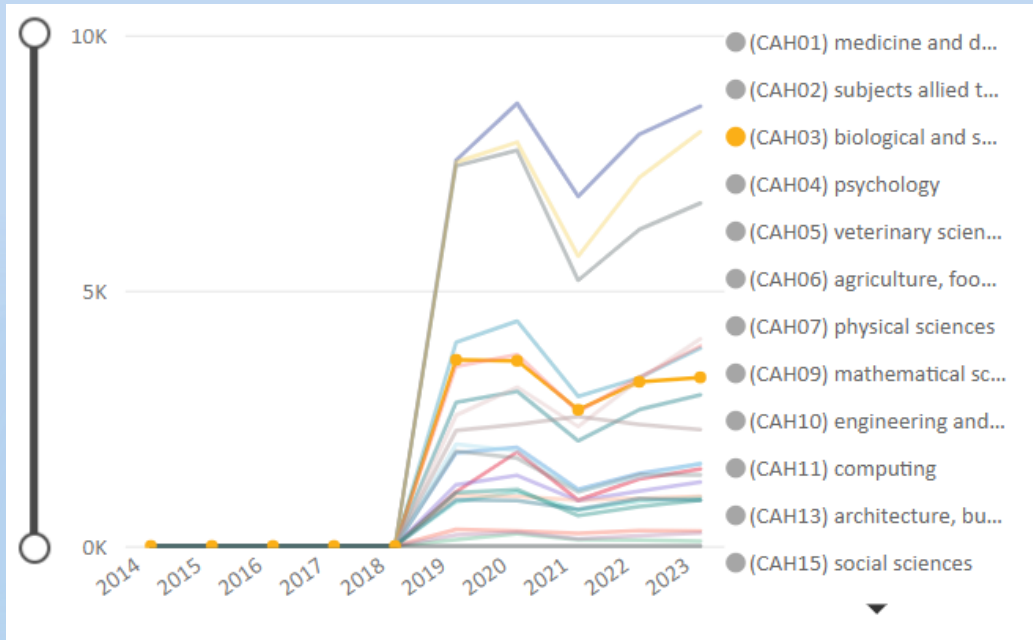


Acceptance Trends – Extra

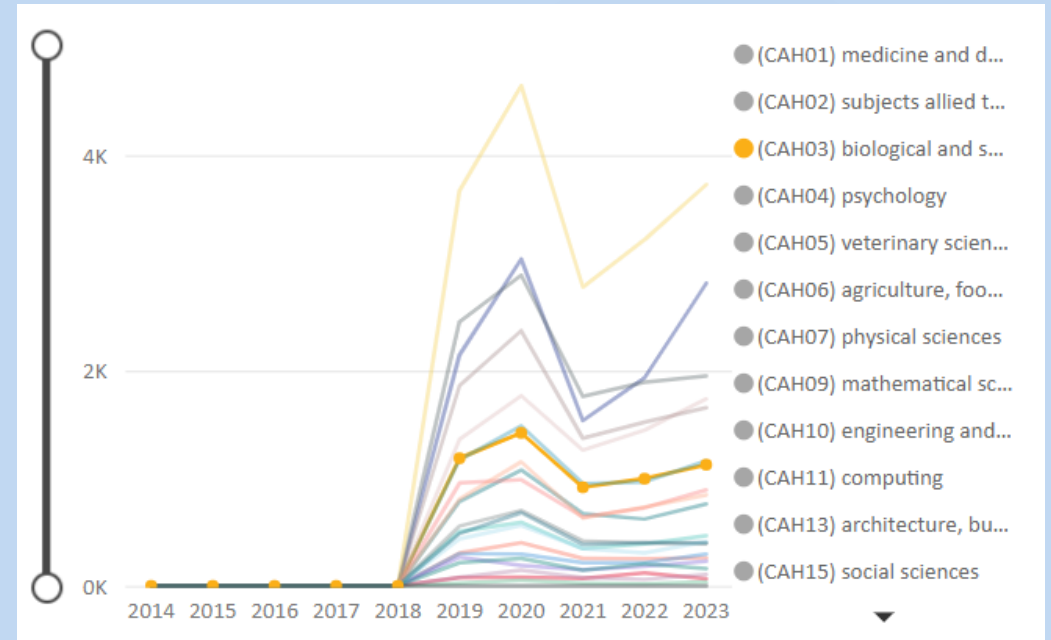


CAH03 Acceptance Trends

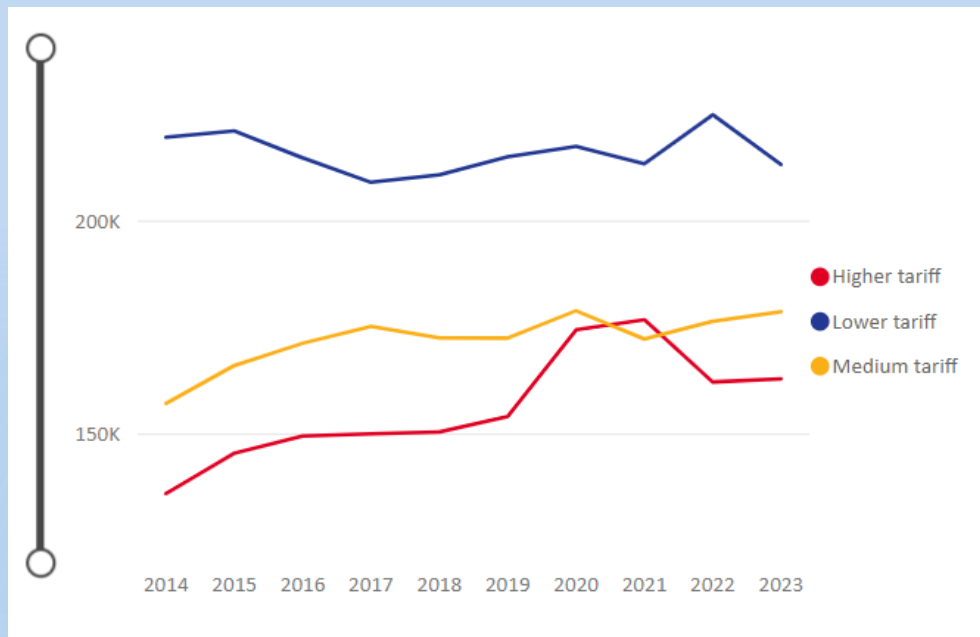
Acceptance Trends – UCAS Main Clearing



Acceptance Trends – Direct to Clearing



UK Acceptance Trends



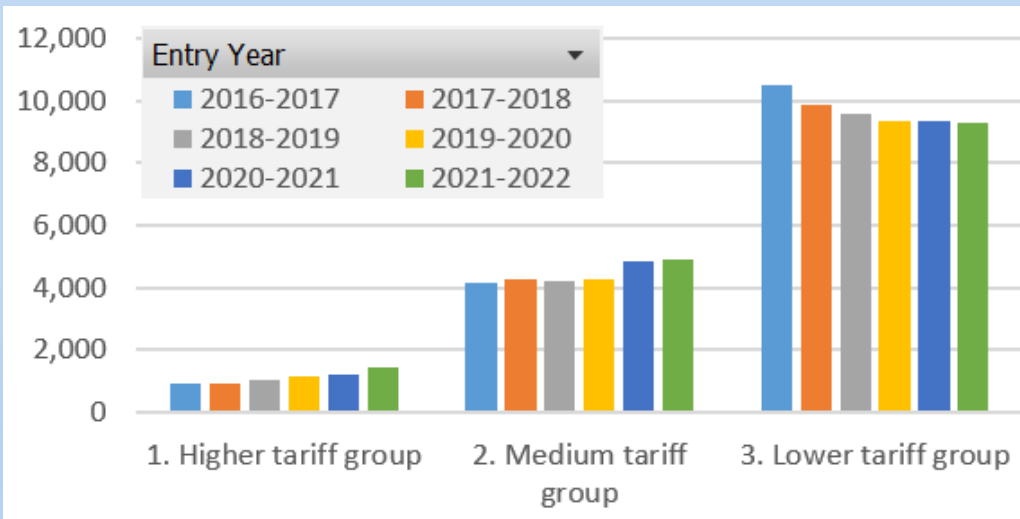
Tariff group of provider	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Higher tariff	135,840	145,335	149,365	149,890	150,290	153,955	174,325	176,650	162,055	162,825
Lower tariff	219,520	221,005	214,660	208,920	210,670	214,925	217,365	213,270	224,820	213,120
Medium tariff	157,005	165,925	171,155	175,080	172,400	172,360	178,785	172,140	176,300	178,520
Total	512,370	532,265	535,175	533,890	533,360	541,240	570,475	562,060	563,175	554,465



Sport & Exercise Science Acceptance Trends



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Sport & Exercise Sci	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change
Higher tariff	935	1,040	1,180	1,235	1,450	55%
Medium tariff	4,250	4,210	4,250	4,850	4,905	15%
Lower tariff	9,885	9,600	9,360	9,355	9,270	-6%
Grand Total	15,070	14,850	14,790	15,440	15,625	4%

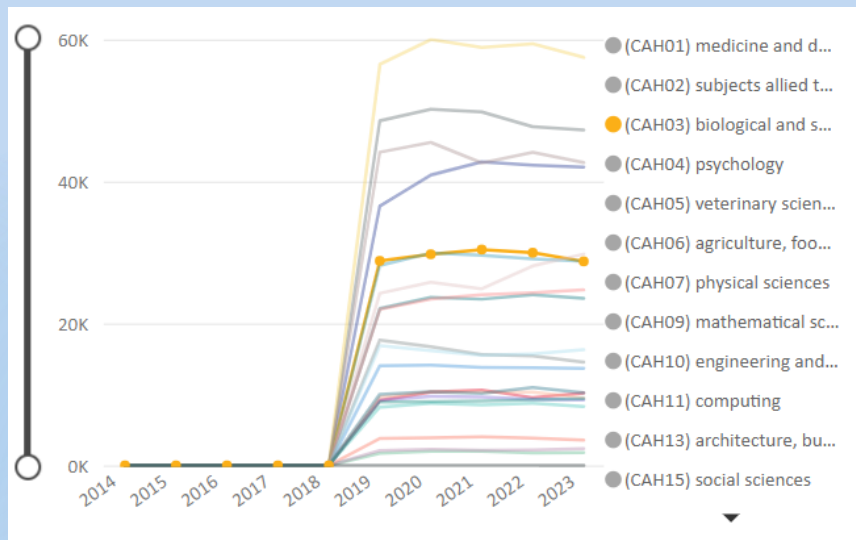
Data above show:

- ▶ Higher tariff increases, from smaller numbers, over the period
- ▶ Lower tariff still have highest numbers of students, but lost share after decreases, particularly in 2018/19 and 2019/20



Sport & Exercise Science Acceptance Trends

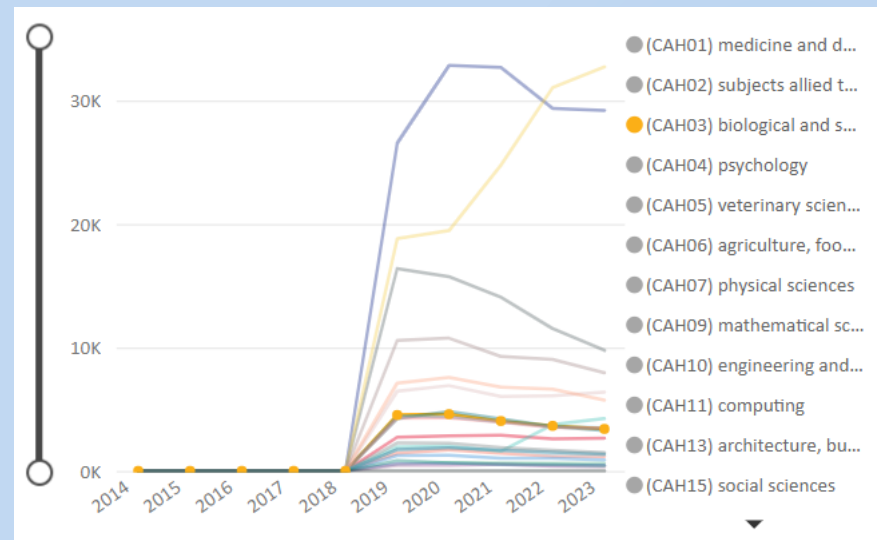
Acceptance Trends – 18/19/20 yr old



1.2% decline

5% decline from 2021 - 2023

Acceptance Trends – Mature



33% decline

5% decline from 2021 - 2023

2024 Entry

- ▶ Applications have declined nationally by 1.21% (approx. 1400 applications)
- ▶ 180 institutions listed on UCAS offer sports-based courses
- ▶ Factors impacting recruitment
 - ▶ Competitive global HE market
 - ▶ Applicant expectations – are HEIs delivering on these?
 - ▶ Decrease in demand (Applicants possibly questioning value)
 - ▶ Increased providers
 - ▶ International recruitment uncertainty





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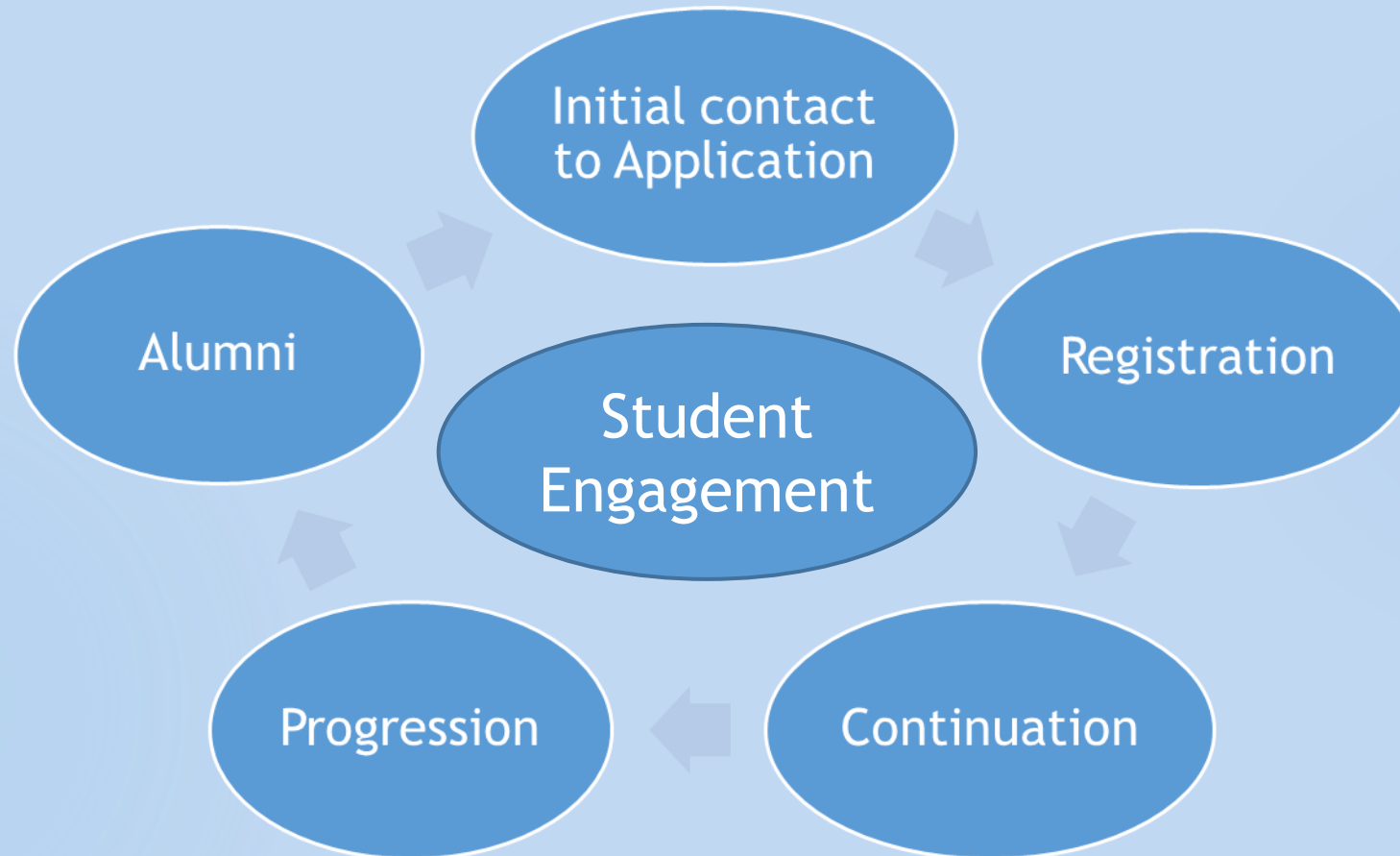
*Optimizing student engagement:
the changing student demographic- cost
of living challenge*

***Student Engagement – what has
worked/not worked?***

***Dr. Martyn Morris (University of
Hertfordshire)***



Student Journey



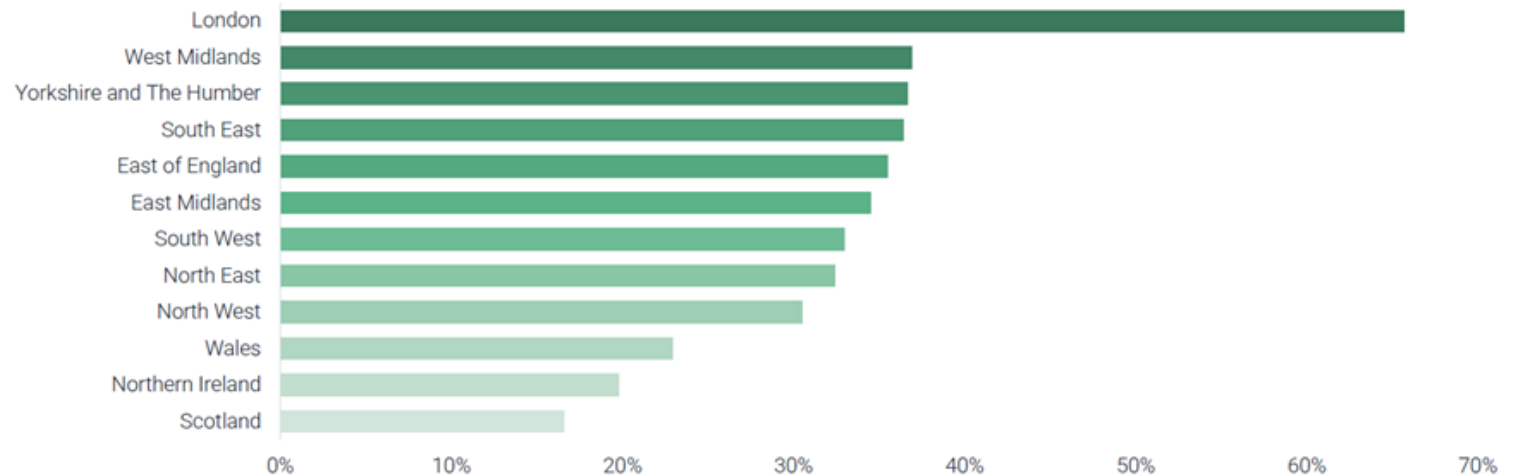
Engaging from Day 1...

Initial contact
to Application

- ▶ Open day numbers
- ▶ School/college interest
- ▶ Bespoke open days
- ▶ Making them feel like the beginning

Regional gaps continue to grow

Projected percentage change between 2022 and 2030 (18 year olds)



UCAS

Maximising the Student Journey

Continuation

Progression

- ▶ Student demographics
- ▶ Data learner analytics
- ▶ Flexible course structures/timetabling
- ▶ Innovations in teaching

- ▶ Industry Partnerships
- ▶ ‘In house’ opportunities
- ▶ Value added qualifications



CATAPULT



CRANLE
HUMAN PERFORMANCE



Themes: overall graduate work-readiness

What are the most important considerations in judging a candidate's credentials when recruiting?



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100% 80% 60% 40% 20% 0% 20% 40% 60% 80% 100%

Has attitudes, aptitudes and business-like readiness for work

Undertook relevant work-based learning as part of their degree (i.e. placement year)

Has a wealth of life experiences outside of education and work

Undertook additional voluntary work experience outside of their study, but in a related area

Took a course that involved problem-based learning and/or interdisciplinary issues

Gained additional professional awards, certifications or accreditations alongside their study

Specificity of UG/PG degree subject (i.e. in relation to role)

Have collaborated with industry for a major project or coursework topic

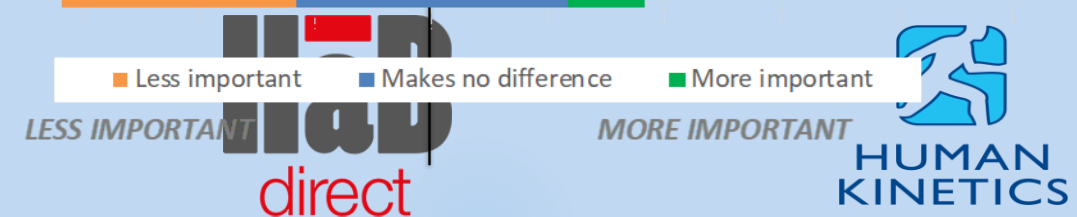
Have presented their work (thesis, project etc) in a peer-reviewed setting

Having a 'good' degree classification (e.g. 1st at UG; Distinction in PG)

Attended an institution with a strong reputation or ranking (e.g. ranks highly in national or international league tables)

INDUSTRY: solid
ACADEMIC: shaded

Less important Makes no difference More important



direct

Group Discussion (20mins)

- ▶ What have you done to improve/optimize:
- ▶ Recruitment
- ▶ Continuation
- ▶ Progression

1 person per group to feedback



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