

A Case Study:

The Development of a Master's degree in Sport and Physical Education

Overview.

This case study does:

- reflect my ability to work within my domain of expertise
- is relevant to their domain of expertise
- fully adheres to and respects client confidentiality

My personal philosophy to my work is that students should be at the centre of the learning experience and the individual learner's needs should be considered when designing programmes of study. Additionally the learning and teaching strategies should be relevant to the level and content being studied and assessment should facilitate learning rather than just being used for assessment purposes.

In brief, the focus of the case study addresses the following. 'Is there a market for a new postgraduate programme in Sport and Physical Education delivered via block teaching sessions'? The University require all new programme approval requests to be supported with market research and to be linked to the University's vision and mission. A needs analysis and SWOT analysis was undertaken using existing PGCE students (potential applicants/clients) and mentors / Heads of Departments (potential employers).

Due to the nature of the case study it is difficult to clearly state what the underpinning technical and theoretical rationale for the intervention is or what the intervention package was and how it was conducted although I have attempted to demonstrate this. However, the resultant outcome can be more clearly presented.

In summary, an M.Sc. in Sport and Physical Education was successfully validated in May 2010 without any conditions and three recommendations. The programme has successfully recruited and is due to commence in September 2010. Apart from the performance indicator of the number of students that will enrol in September the most relevant outcome is that students are keen to engage in further postgraduate study and feel that the flexible study blocks of delivery will be more suited to the work / life environment.

Some personal reflections are included at the end of the case study.

If further information / clarification is required please contact me.

Word count 4913

Introduction

One of my roles is to develop new programmes in line with the Corporate Strategic Plan. Hence this case study focuses on the process of taking a new postgraduate programme in Sport to validation.

In 2007, the PGCE Secondary Programme at my university (an initial teaching qualification for those who seek to teach the 11-18 age group) was modified so that successful students were awarded 60 credits at Master's level and thus have a substantial basis for further Masters' level work to support and enhance their teaching within their continued professional development (CPD) as a teacher. As approximately 60 students graduate annually from this programme by September 2010 there will be nearly 200 recently qualified P.E. teachers (who already hold sports related undergraduate degree) and would be eligible for Accredited Prior Learning (APL) towards a Master's degree. There would also be a cohort of potential students from other HEIs who may be interested in topping up from their PGCE to a Master's degree.

The university currently offers an undergraduate degree in Sport and Physical Education and in collaboration with the School of Education could develop a Master's degree in Sport and Physical Education to accommodate these students in addition to the PGCE cohort. Additionally, this would address one of the priority areas of development identified by the Training and Development Agency for Schools for newly qualified teachers which is to expand their subject knowledge and pedagogy <http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment/cpdleadership.aspx>

This new programme would clearly address the university's Statement of Intent and Direction which states that it will work with others to build collaboration and developing areas of teaching excellence, underpinned by scholarship. It is also clearly in line with the key objective of the Academic Development Strategy to deliver and develop an academic portfolio that is reflective of our academic tradition and strengths and which demonstrates academic coherence and challenge to students and is attractive and fit for purpose for employers (Academic Development Strategy, 18th February, 2009).

The university comprises of 12,000 students studying from over 100 countries in five Schools. Its vision is to be a premier provider of higher education that promotes student employability and to conduct applied research and engage in knowledge transfer. The 2007-2012 Strategic Plan identifies its Mission as:-

- To provide student-centred learning opportunities that are accessible, flexible, inclusive, lifelong learning and of the highest quality.
- To provide a culture within which applied research and enterprise will flourish.

- To develop established and new centres of excellence in professional education, applied research and knowledge.
- To provide services that meet the needs of Wales and wider communities by working in partnership with City, National and International Bodies.

This Mission is underpinned by a series of objectives and those relevant to this case study are given below:

- To review and renew the academic portfolio regularly to keep it current and attractive.
- To develop and implement pedagogic approaches that promotes student-centred learning and employability.
- To improve the quality and availability of technologies, facilities and services to support the student experience.
- To maintain and improve the quality and standards of awards.
- To develop a postgraduate community.
- To provide a portfolio of attractive flexible CPD provision.
- To play a leading role in WAG's Health Agenda.
- Design and deliver high quality, vocationally relevant undergraduate and postgraduate sports related courses in first class facilities.
- Collaborate with internal and external partners to create new courses and promote growth in student numbers.
- Produce graduates with transferable skills valued in the modern workplace.

The School's motto is "from playground to the podium" and its vision is to:

- Design and deliver high quality, vocationally relevant undergraduate and postgraduate sports related courses in first class facilities.
- Collaborate with internal and external partners to create new courses and promote growth in student numbers.
- Produce graduates with transferable skills valued in the modern workplace.
- Promote research activity at national/international level.
- Create and deliver enterprise activities which exploit the human and physical resources of the School.

This new programme will clearly address several of the key strategic targets for both university and the School, will further strengthen the Postgraduate provision in the

School, will allow more collaboration with the School of Education and also allow teachers further CPD opportunities.

The aim of this case study is to develop a Master’s degree in Sport and Physical Education in collaboration between the School of Sport and the School of Education.

Needs analysis and competitor analysis

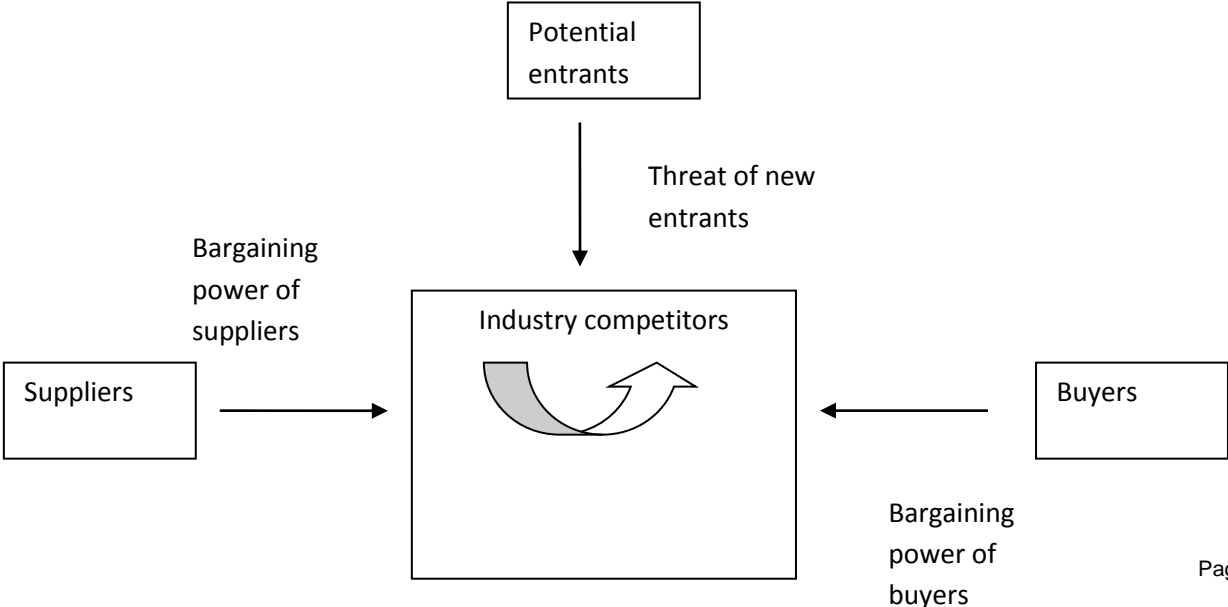
Introduction

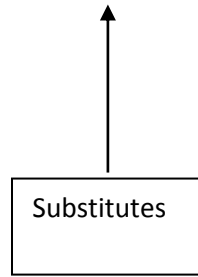
Due to its tradition as a well-established institution providing training for Physical Education teachers, the university needs to maintain its market leadership by providing innovative and new programmes. Hence in line with university strategy a new postgraduate programme is being considered. To support the development of this programme a competitor analysis and SWOT analysis will be undertaken.

Competitor Analysis

Whilst the development of a new programme in H.E. cannot be fully compared to the corporate business world some concepts can be applied or adopted. The model of competitive forces provided by Porter (2004) illustrates how the five competitive forces determine industry profitability. These five forces determine profitability, influence price, cost and required investment.

Figure 1. The five competitive forces that determine profitability (Porter, 2005. P 5)



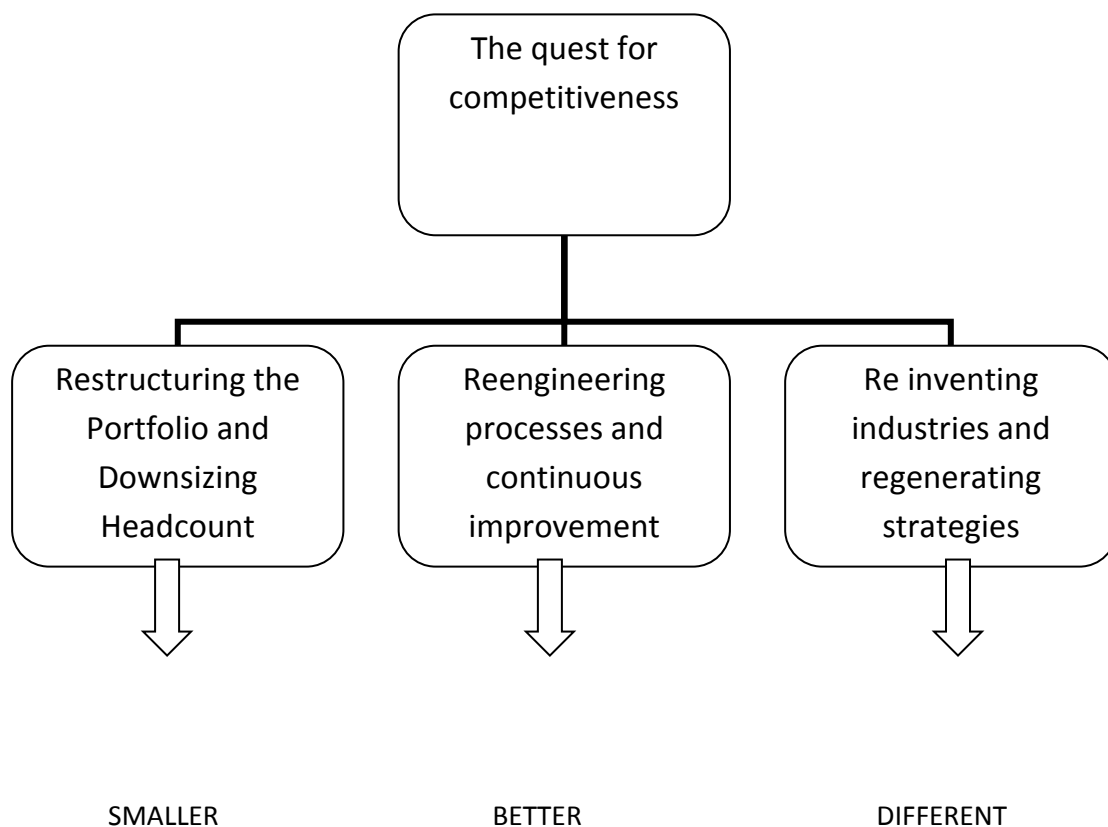


In coping with these five competitive forces Porter (2004) reports that there are three potential generic strategic approaches to out-performing the opportunities, namely: overall cost, leadership, differentiation and focus. In terms of the programme development in order to achieve a low overall cost position a high market share is required (large student numbers or a captive audience) with low running costs. (Johnson and Scholes, 1999)

In terms of differentiation the development of the new programme allowing a seamless progression to Master's level will be unique in the H.E. sector. In terms of focus, the focus will clearly be on a specific market, namely PGCE students with 60 M-level credits. Even more focus can be applied by targeting the 60 PGCE students who now annually graduate with 60 M-level credits.

Hamel and Prahalad (1996) suggest that a company must become different to succeed and the model below can be applied to the programme being developed.

Figure 2. The quest for competitiveness (Hamel and Prahalad, 1996 P. 16)



The ultimate aim of a competitive strategy is to cope with or ideally modify the rules in favour of your company. In order to consider if the development of a new programme was appropriate it was necessary to undertake an analysis of other provision by other universities. By reviewing university websites, the GTTR website and the UCAS website it was possible to identify that there were currently 13 PGCE programmes that provided M-level credit but only four of these provided any opportunity to utilise this credit as APL onto a Master's programme. A brief overview of this is provided below.

In 2009, the GTTR identified 13 PGCE courses that provided M level credits for APL into Master's programmes. These normally consist of 60 Credits at M-level from PGCE at 13 of the 32 Universities offering PGCE PE.

- University of Bath (M.A. Education)
- University of Bedfordshire
- University of Birmingham (120 Credits)
- University of Brighton (M.A. SES)
- Canterbury Christ Church University
- University of Chester (M.Sc. SES)
- University of East Anglia
- University of Greenwich

- Liverpool John Moores University
- London Metropolitan University
- Manchester Metropolitan University
- University of Southampton
- UWIC

The following courses provided the opportunity to progress in house onto a master's level qualification

- Leeds Metropolitan University (M.A. PE)
- Loughborough University (M.Sc. P.E. & Sport Pedagogy)
- University of Worcester (M.A. Sport & P.E.)
- Bangor University (M.Sc. Applied Sport Science)

Table 1 PGCE PE Programmes with associated M level credit

University Name	Course (Sport)	Comment from PGCE regarding credits
B06 - Bangor University Physical Education	Applied Sport Science	The Dissertation module, one of three modules within the course, is offered at Masters Level. The module will provide an opportunity to research into a topic which is of interest. Trainees who successfully complete this module at Masters Level will gain 30 credits towards a full Masters degree. Further details of higher degree programmes in Education MA and MEd degrees are available on the following website: www.bangor.ac.uk/addysg/courses/MA/home.php
B16 - University of Bath Physical Education	Sport with Medicine	The one year PGCE is the most common route for graduates into teaching. The Department offers both the Postgraduate Certificate in Education and the Professional Graduate Certificate in Education. The former include M (Masters) level credit which can be used towards an MA in Education and the latter is awarded at H (Honours) level.
B22 - University of Bedfordshire Physical Education	Sport with healthcare	The course is offered for assessment at two levels. Trainees will either be assessed for, and awarded, the Postgraduate Certificate in Education with QTS and 60 Masters Level Credits or the Professional Graduate Certificate in Education with QTS and 60 Level 3 Credits.
B32 - The university of Birmingham Physical Education	Sport Coaching	As postgraduate programmes, PGCE courses at this university are assessed at Masters level. On successful completion of the PGCE course you will be awarded 120 credits. For those students who successfully complete their induction year there is an opportunity to transfer credits to the MEd course which is awarded on completion of a 60 credit dissertation. (Transfer is subject to a satisfactory reference from your PGCE tutor and induction tutor).
B72 - University of Brighton Physical Education	MA SES	The opportunity to undertake masters level study within the course facilitates progression to an MA Education award after completion of the PGCE
C10 - Canterbury Christ Church University Physical Education		All PGCEs include the option of studying for a Postgraduate Certificate with Masters Level Credits or a Professional Graduate Certificate
C55 - University of Chester Physical Education	MSc Sport Science	One-year, full-time programme, which leads to the Postgraduate Certificate in Education (PGCE Secondary) of the university of Chester. Successful completion results in 3 level M modules which may be used towards a Master's Degree.

Some examples of the course overviews are provided below:

University of Worcester – M.Sc. Sport & P.E. (50% APL allowed)

- 6 modules – Research Methods, Leading and Managing People in Sport, International Perspectives in Sport & P.E., Current Issues in L&T, Professional Placement, Advanced Independent Study.
- 3 exit awards – PG.Cert;., PG.Dip., M.Sc.
- <http://www.worc.ac.uk/courses/4012.html>

Loughborough University – M.Sc. P.E. & Sport Pedagogy (F.T. & P.T.)

- Kite-marked by Professional Development Board for Education.
- 6 modules – Pedagogy, Exercise & Children's Health, Advanced Research Methods, CPD: Policy & Lifelong Learning, Practitioner Research, Research Project plus option module.
- <http://www.lboro.ac.uk/prospectus/pg>

Leeds Metropolitan University – PG.Cert., PG.Dip. / M.A. P.E.

- 9 modules – Practices in P.E., Professional Practice & Values, Mentoring, Sports Coaching for P.E. Teachers, Research Methods, 3 option modules, Dissertation

<http://prospectus.leedsmet.ac.uk/main/detail.htm?p=62&ban=MAPHE&attendance=1>

SWOT Analysis

In line with the Strategic Management process presented by Hoyle et al (2006) internal analysis will be undertaken to assess capabilities, deficiencies and stakeholders via strengths and weaknesses and external analysis will be completed to assess environment, competitors and customers via opportunities and threats. These combine to form the SWOT analysis. In accordance with the proposals of Dess and Lumpkin (2003) the development of the programme will take due cognizance of the stakeholders views (i.e. doing the advance work properly) so as to reduce the risk of a failed strategy.

Strengths

- A strong tradition with training P.E. teachers.
- The highest Estyn inspection rating for the current PGCE P.E. programme.
- Well established modular matrix of all sport related subjects.
- A Postgraduate Scheme in Sports Studies (PGSSS) that already consists of ten established Master's programmes.
- A well established educational basis in the School of Education linked with a well established discipline base in Sport in the School of Sport. These are both based on the same Campus and were previously integrated into one Faculty.
- A central desire to expand part-time Postgraduate student numbers (Academic Development paper to Academic Board 18.2.09) and provide flexible continuing professional development to the local community.
- Highly committed and experienced staff with a sound knowledge of the curriculum and current issues in Physical Education teaching.
- Nearly 200 recent university graduates available for possible recruitment.
- The first course of its type to offer APL linked to a M.Sc. in Sport and Physical Education.

Weaknesses

- Timing – the programme needs to get established soon before other Universities attempt to capitalize on the current market needs.
- Facilities – there is already an overcrowding of the teaching facilities at the Cyncoed Campus.
- Funding – the funding to support these students will need to be diverted from other core teaching activities in the first year until the resource allocation model is adjusted for the increased student numbers.
- Collaboration between the two Schools due to different strategic drivers.

Opportunities

- Potential funding sources to assist newly qualified teachers in undertaking further qualifications as part of their CPD.

- Graduates realizing that they need further qualifications to gain employment or promotion.
- Reinforcing the position of the university as a leading provider of Sport and Physical Education.
- Improve the learning environment for PGCE graduates and those children who they teach.
- Increased links with Schools and the local community.
- Re-establish the strong links and working relationships with the School of Education.

Threats

- The Recession. Will graduates be able to pay their programme fees?
- Other institutions may develop competing programmes.
- Revised resource allocation model that does not reflect the cost of developing and running this new programme.
- Limited student recruitment due to the ageing facilities at the Cyncoed Campus.

Return on Investment (RoI)

I completed a RoI for this case study. This information was generated using a realistic estimate in terms of cohort size and a conservative prediction of expenditure. Hence the actual return on investment should be higher than presented below.

Intake Year 1 = 10

Intake Years 2-4 = 20 per annum

Progression rate from Year 1 to Year 2 = 70%

Income per 60 Credits to the university = £3200 with a central top slice is 50%

Hours allocated per student per dissertation = 15 hours

Hours allocated for marking and moderation per 60 Credits = 3 hours per student

Tutorial/pastoral support per year per student = 1 hour

Programme Director allocation / admin. = 90 hours

Preparation time per 60 Credits = 360 hours

In Year 1 preparation to delivery = 4:1 and in Years 2-4 is 1:1 for updating.

Part-time hourly rate (all inclusive) = £52

£10,000 per year is allocated to marketing, publicity, consumables, admin. support, IT, etc.

Cost to start programme to include preparations for validation, marketing, etc. = £3,000.

Year 0 Cost

£3000

Year 1 Cost

Hours = 90 + 360 + 30 + 90 + 10 = 580 x £52 = £30,160

Year 2 Cost

Hours = 90 + 90 + 30 + 90 + 105 = 405 x £52 = £21,060

Year 3 Cost

Hours = 90 + 90 + 40 + 90 + 210 = 520 x £52 = £27,000

Year 4 Cost – as Year 3

Income per year

Year 0 = 0

Year 1 = £3,200 x 10 = £32,000

Year 2 = £3,200 x 27 = £86,400

Year 3 = £3,200 x 34 = £108,800

Year 4 = £32,000 x 34 = £108,800

Table 2. Summary of income and expenditure over a five year period

Year	0	1	2	3	4
Income	£0	£32,000	£86,400	£108,800	£108,800
Income (School)	£0	£16,000	£43,200	£54,400	£54,400
Annual Expenditure	£3000	£10,000	£10,000	£10,000	£10,000
Delivery support cost	£0	£30,160	£21,060	£27,040	£27,040
Profile / loss	-£3000	-£15,160	£21,140	£22,360	£22,360

The profit over 4 years = £22,360 + £22,360 + £21,140 - £15,160 = £50,700. As a percentage return on £327,000 is 14.6% for the School. The university will benefit from an income of £167,600 from this programme. Whilst this RoI reports a healthy profit the cost efficiency defined by Johnson and Scholes (1999) as a measure of the level of resource to create a given level of value is also positive. By taking into account the following factors economics of scale, supply costs, product design and experience the programme should be highly successful and profitable.

Underpinning the intervention package put in place including how this was conducted technical/theoretical rationale for the intervention

This section will comprise of a description and justification for case study, the participants, the data collection procedures and finally the analysis of the data.

There were several phases to the research design of the study. At all stages of the study critical reflection is undertaken to inform the next phase of the case study. The research techniques utilised in this study were semi-structured interviews, presentations followed by questionnaire completion and focus groups. In brief, the stages of the intervention were:-

Stage 1 – Design and implementation of a presentation for current PGCE students and a follow-up questionnaire and focus groups.

Stage 2 – Design and implementation of a presentation to mentors and HoDs and a follow-up questionnaire and focus groups.

Stage 3 – Analysis of the data generated and the production of an initial approval form.

The participants in this study were purposely selected which allowed more appropriate data to be collected. The criteria for selection were, either H.E. staff involved in the delivery and design of PGCE P.E. curriculum, current students on the PGCE P.E. programme or Mentors / HoDs of P.E. involved in the PGCE provision.

Focus Groups are often more useful at the exploratory phase of a case study and they are often useful for developing questionnaires and have been used to identify themes that can be pursued via surveys (Barbour, 2008). It is difficult to decide who to use focus groups with and when to use one-to-one interviews and this often depends on the topic selected and the nature of the individuals concerned. However, a combination of these two approaches has yielded successful outcomes. For the purpose of this research project it was decided to use a combination of focus groups and questionnaires. It is also a difficult decision as to the best size for a focus group but Kitzinger and Barbour (1999) propose the maximum focus group size to be 12 but accept that a focus group as small as three can also yield beneficial returns.

Stage 1: Data collection with PGCE students

These participants were divided into 3 groups of 16 and attended a one-hour session each of which consisted of a presentation, completion of a questionnaire, followed by a contribution to a focus group. This was repeated three times with each group building on the previous group's contribution

Sessions 1-3 – These focus groups were repeated 3 times but in a scaffolding style. I.e. What the first group produce will be presented to the second group who will build on this and so on with the third group. The purpose and format of the student focus groups is presented below:

- Introduction
- Overview of the session
- Gauge interest from the group and complete questionnaire
- Provide PGSSS module list and ask for preferred options for inclusion in priority order. 1 = top priority.
- Request any other module titles that might be useful
- Task – design a model M.Sc/MA. P.E. & Sport. What should be in it?
- Groups of 5 and set them the task to design a model programme in Sport and PE
- Provide template
 - 3 boxes filled

3/6 boxes empty

- Title of degree?
- Time-scale and duration?
- Learning outcomes modules

Stage 2: Data collection with Mentors / Heads of Departments of P.E.

This consisted of a presentation to the Mentors, completion of a questionnaire and participation in a focus group.

- Undertake session as per student session and complete questionnaire.
- Collate contact list.
- Present the refine model created by the students and adapt as appropriate.
- Discuss funding opportunities.

Stage 3: Analysis of data and production of Initial Approval Form

This stage comprised an analysis of the questionnaire and focus group data, culminating the completion of the Initial Approval Form.

The resultant impact/outcome and personal reflection/evaluation of the process.

Introduction

This section will comprise of the findings and analysis of the data generated in sub-sections as follows:-

- Reflection and outcomes from the initial meetings and semi-structured interviews.
- Analysis and summary of the outcomes of the responses of the PGCE students to the questionnaire and the focus groups.
- Analysis and summary of the Mentors and Head of Departments of P.E. to the questionnaire and focus groups.
- Analysis of and production of the Initial Approval Form.

Demand for the programme

Of the 52 PGCE students questioned, 48 declared an interest in undertaking the new programme within the next 3 years. Additionally, all of the mentors involved stated that

the programme would be very useful for new PGCE graduates. Indeed, several of them were interested in whether the programme could be developed further to allow those teachers without M-level credits to be able to complete a Master's in Sport and Physical Education.

Programme Title

In the initial questionnaire for the PGCE students there was only two choices of title; either an M.A. or M.Sc., but feedback from them suggested maybe the title could be dependent on the options they undertook. This was the preferred option when the mentors were offered this choice, although there was a majority towards a M.Sc. when the students were canvassed.

Programme Commencement

When asked when they would undertake the programme, 50% of the students stated that they would start once they had completed their probationary QTS year in September 2010. The remainder were equally split between 2011 and 2012. This clearly indicates a need for this programme to be validated for September 2010.

Delivery Pattern

The discussions around this produced a wide range of responses. However, this was not surprising as some of the potential applicants had jobs based away from , whereas others had jobs based in South Wales. On reflection the most appropriate delivery may need to be flexible. Initial thoughts would be that students could complete the 60 taught credits from 12 months to 36 months, thus allowing a range of delivery pattern. i.e.

Module 1	October	half-term	2010
Module 2	Monday evenings	Block 2 (wk. 11-20)	2010
Module 3	Monday evenings	Block 3 (wk. 21-30)	2010

or

Module 1	October	half-term	2010
Module 2	October	half-term	2011
Module 3	October	half-term	2011

Reasons for undertaking the programme

The overwhelming reason for embarking on the new programme was to enhance their employment opportunities and for it to act as Continuing Professional Development. One of the key incentives to enrol on the programme is that the students felt that they already have 60 credits at M-level and should take this opportunity to APL them against a Master's degree.

Programme Design

When considering module selections and curriculum design the most popular modules were:-

- Physical Activity in Health and Disease
- Sports Coaching: Theory and Practice
- Paediatric Exercise, Science and Health
- Sport, Culture and Society
- Sport and Physical Education

Other modules that warrant consideration are the modules in Assessment for Learning, Teaching and Learning at Key Stages 3 and 4, Special Populations and Educational Psychology. Hence it might be more appropriate to have 2 core modules in Sport and Physical Education and only allow one option module.

Entry Criteria

Again, this caused a varied response and may have been influenced by what qualifications the students had already gained. Some students felt that the academic performance of students in their initial degree or in their PGCE was not relevant and their ability to teach was more important. However, as the programme will be at M-level academic performance is important and therefore their undergraduate classification is relevant as is their performance on the PGCE.

Funding Opportunities

Several of the students expressed concern about the fee implications for the programme due to their high levels of student debt. However, funding opportunities

may be available from GTCW, Early Professional Development funding or Better Schools Funding.

Conclusion, recommendations, limitations and personal reflections

In conclusion, a need for a Master's degree in Sport and Physical Education has clearly been identified and the market demand reinforced by employers and potential students. On reflection using the knowledge I have gained from this case study has allowed me to more fully investigate the market demand for the new Master's programme and collaborate with all relevant stakeholders. Assessment of the market demand and potential Return on Investment have been undertaken and a SWOT analysis in combination with the above should ensure that once validated this new Master's programme in Sport and Physical Education will be highly successful and sustainable. On reflection what would I do differently? I would start the planning earlier to allow more integration with the students and mentors prior to the summer vacation period. This would have also allowed me to devise the module content for the programme with these stakeholders. A recommendation is that when devising new academic programmes the delivery format may be critical to recruiting potential students.

Limitations that influence the outcome of the case study include:-

- Resource / cost benefit analysis. It is difficult to complete a full cost benefit or Return on Investment (RoI) as the numbers of students recruited will only be a prediction and the hidden true programme development is difficult to accurately cost (i.e. thinking time, document writing time, time of participants, time for validation panel to review the proposal, time for delivery and assessment of the programme, etc.)
- Model generation: it will not be possible to know whether the model selected was the 'best' model as only one programme will ultimately be delivered.

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