

BASES ACCREDITATION CASE STUDY

DOMAIN OF EXPERTISE - PEDAGOGY

PERSONAL PHILOSOPHY TO WORK

I have developed a real passion for educating. This is very different to simply providing support for students to achieve an award. I am a firm believer in education, not certification. This case study identifies the development of a foundation degree in sport and exercise. Throughout the development of this award, the key principle has been learning and not simply assessing. I also believe that the course must produce employable graduates and therefore needs to be vocationally relevant and, perhaps most importantly, it must seek to inspire students to want to learn more about sport and exercise and beyond.

I want to remain open-minded and not simply instil my own values into my students. My philosophy towards my work is to foster a natural inquisition in students. I feel that education is littered with certification, which limits student horizon. I want my students to look beyond gaining the award for which they are registered and for that reason, I do not build modules to focus on assessment and I do not teach simply with a view to assessment. I teach topics that I hope will enthuse and motivate students to learn more and I ensure that employability is at the heart of any course. In attaining this, students will achieve the programme requirements and be awarded the qualification. While enjoying a module structure, I feel that when the focus is simply on passing modules the perspective of learning is lost.

To enable students to achieve what I consider to be success, I ensure that regular academic support is available. This includes a five-meeting offer to students, where an undergraduate is guaranteed at least five meetings with an assigned academic tutor each year. The focus of these sessions is not grade related, but developmental academically and vocationally. Employability is achieved through the course structure but also in the additionality to a programme. This additionality includes memberships, accreditations and recognised qualifications. I encourage students to become members of BASES and any registered coaching association. Many also register with a coaching recruitment agency run by the local sports partnership and use the work from this to gain extra national governing body coaching awards. Some gain accreditations with international societies when they can prove competency, particularly with performance analysis software. These editions ensure that students gain more than a certificate and this is the key to effective education.

EXPLANATION OF THE ISSUE

Before 2006, an expanding University Centre within a Further Education (FE) College offered no Higher Education (HE) Sport provision. At the time, the College had approximately 500 HE students and an FE sport provision of approximately 120. The FE sport provision was largely vocational in nature, with three-quarters of students enrolled on City and Guilds or NFCE qualifications. The remaining one-quarter were enrolled on an EdExcel-registered BTEC National Diploma. I took the Programme Leader job following validation of a foundation degree sport course in August 2006 with 18 applications from students. The course was effectively a converted HND model which, following a restructure of module credits at the partnering

university, needed to be revalidated in 2008/09. This was a welcome change, as it provided me with an opportunity to develop the programme structure more in line with my philosophy to work.

Following two years of the course, the number of students on the course had risen from 18 to over 50 after extensive marketing at local sixth-form colleges, leisure centres, sports clubs schools. The student satisfaction measures were also very high, with 100% overall satisfaction on the National Student Survey and on internal surveys.

With an increasing number of opportunities for successful application in specific coaching and development work; these opportunities are occurring as multi-skills coaches through academy work, as well as sports development with particular reference to working in the community with special populations such as disability groups and the socially disadvantaged.

Market research suggests that social and political climate has made the prospects for a student graduating with a degree in Sport Development and Coaching very positive. This is due to several factors including the London Olympic Games in 2012, which will require around 100,000 people working specifically on the games. As a result of the 2012 Olympics, increased participation rates are expected throughout the country, which will have a positive impact upon graduate opportunities.

Expanding the opportunities for participation in sport is high on the political agenda and there is a growing need for professionals to be involved in order to achieve targets which include a major increase in participation in sport and physical activity, primarily because of the significant health benefits this would produce. Increased physical activity will reduce the growing cost of inactivity. Estimates put the total cost to England of physical inactivity in the order of at least £2bn a year.

Government and lottery investment is estimated to be £2.2bn a year. This funding, delivered through a variety of agencies, aims to improve participation levels (tackling within all sectors of society. The delivery system focuses on the development of sport (performance pathways ultimately to elite level) and the development through sport (improved health through activity and as a vehicle for social inclusion, crime prevention and ultimately stronger, safer communities). Opportunities for working in 'performance' and 'development' are predictably increasing with this investment, the continuing expansion of the English Institute of Sport and the renewed focus of Sport England. Local sport partnerships and national coaching organisations such as Sports Coach UK also provide significant opportunities to develop professionally.

NEEDS ANALYSIS

Needs were identified from an industrial, academic and individual perspective. From an industrial perspective, a variety of local organisations were targeted as a sample to identify potential graduate jobs and the skills required to be successful. To achieve this, employers were approached and interviewed regarding industry standards, skill-based requirements of graduates and general, transferrable skills and attributes.

The management of partnerships was developed since the provision began in 2006 and the development of a new course enabled me to address employer and sector needs from the employer's perspective. For this, I referred to Foundations Degrees Forward (FDF), Skills Active

and the Higher Education Academy (HEA) for further support in employer engagement to ensure that the course would produce employable graduates and increase work placement opportunities for students during study. These partnerships are also key in sharing resources, whether they are academic or vocational.

The awarding Higher Education Institution (HEI) had also restructured their undergraduate provision to move from a 12/24-point credit structure to a 15/30-point structure. This change in quality requirements meant that the existing course needed to be revalidated, as did the BSc courses delivered on the HEI campus. The foundation degree had an articulation onto either of these courses but under revalidation, both BSc courses developed very differently and it was clear that a foundation degree that articulated onto both routes would be too superficial. Therefore, a decision was made to focus the course with an articulation to just one BSc final-year course. The employer engagement interviews established very clearly that there were many more graduate jobs for those studying sport developing and/or coaching. It was also felt that this was an easier area to identify work placements, which are vital to the success of a foundation degree. For these reasons, a new foundation degree needed to be developed that would enable students to develop the knowledge, skills and attributes required to gain employment.

UNDERPINNING TECHNICAL/THEORETICAL RATIONALE FOR THE INTERVENTION

Rationale was to develop a programme that would recruit appropriate numbers, produce employable graduates and include sufficient academic rigour and research content to ready graduates for level 6 study and/or employment. Section 9 of this portfolio contains the completed and validated programme specification.

The sport and leisure industry has a financial turnover of over 4.5 billion pounds and employs over 358,200 people (ILAM). Over £5 billion will be spent on the 2012 Olympic and Paralympic Games in London according to the Select Committee of Culture, Media and Sport (2007) and with Sport England promoting elite sport, grass-roots involvement and a Plan for Community Sport, employment opportunities will continue to rise in the immediate future. For those studying and graduating prior to the Games in 2012, pre-games training camps will provide further opportunities since 39 countries undertook pre-Games training camps prior to Sydney which injected around £27million into the state's economy. The College has submitted a bid to Sport England to LOCOG to be a Paralympic training camp. Furthermore, the government is keen to develop a sustainable Olympic legacy for the UK, which will maintain interest and related jobs following 2012 and for the future. National Governing Bodies of Sport with Sport England support provide investment in high performance programmes which extends beyond a four year Olympiad cycle and importantly for Sport and Exercise graduates is not only directed at elite athletes. Funding is also provided and continues to increase to support the infrastructure and support network around elite athletes including coaching, individuals and teams providing support and equipment. The local Elite Athlete Programme provides opportunity for the two colleges and FdSc students to support local performers who are not part of EIS and World Class programmes.

In July 2007, the government announced the further investment of £100,000 into physical education and school sport (DCMS, 2007). Through Specialist Sports Colleges, School Sports Partnerships and other such initiatives the Government aims to provide up to five hours of sport per week for all pupils and three hours for young people aged 16-19. Gifted and talented

schemes have also been set up to identify talented pupils and provide them with specialist support and mentors. These developments have impacted on the volume and diversity of vocational opportunities within physical education and school sport. Reflecting these projects, the Colleges actively engage in the development and assistance within these projects providing opportunities for vocational and placement experience, dissertation topics and possible employment. Local liaisons with schools and colleges will continue to provide opportunities for practical experience, nurturing and supporting the interest in sport development and coaching. It also provides prospective local students, with an understanding and awareness of sport development and coaching and the opportunities for study in this region. The vocational nature of the new foundation degree in sport and exercise is designed specifically to meet the needs of the industry and therefore gain relevant employment.

The programme seeks to develop students as interdisciplinary trainee sport and exercise scientists including significant theoretical content across the three main Sport and Exercise Sciences (SES) areas of psychology, physiology and biomechanics. Psychologically, students focus primarily on theoretical concepts behind motivation, anxiety and confidence at year one and add how this applies in group settings and applied psychology in year two. This ensures that by the end of the programme, graduates have a sound understanding of key theories but also can put in place intervention packages utilising psychological skills training.

In anatomy and physiology, year one provides significant underpinning knowledge with a view to apply this through training in year two. As such, much of the structural and functional aspects of physiology are level four study and the application of training methods with working knowledge of adaptations to exercise are for level five study. In biomechanics, a similar approach to including underpinning theoretical content at year one is used. The focus on applying this is again significant in year two.

Part of the belief on the programme is that while students should acknowledge the separate discourses of varying elements of SES, the requirement for a working interdisciplinary knowledge is vital an appreciation of the subject. I believe that this will become increasingly important, as SES research can combine any of these three main areas.

THE INTERVENTION PACKAGE PUT IN PLACE INCLUDING HOW THIS WAS CONDUCTED

The intervention is the development and validation of a foundation degree in sport and exercise with the following aims:

- A progressive and multidisciplinary course that encourages students to apply knowledge gained from academic study to employment.
- An extensive range of employment opportunities, including sport development; sport leisure and amenity management; coaching and teaching.
- To give potential students from a range of academic and vocational backgrounds the opportunity to realise their academic potential and fulfil their career aspirations.
- Opportunities for students to develop their expertise and abilities in a range of sports and to achieve coaching and related qualifications.
- Employ a range of vocational and transferable skills to prepare students for further study and employment.
- Students with the learning skills required to gain higher-level qualifications including honours degree programmes and further study thereafter.

The overriding theme throughout these aims is the blend of academic and vocational skills to produce knowledgeable and vocationally capable students, provided with an all-round experience of sport and exercise. The programme is distinct from other programmes in that it:

- Provides work based learning and vocationally relevant assessment, related to and within the sport, performance and/or exercise industry.
- Enables an individual to design and implement training and coaching regimes.
- Develops the skills of measuring and evaluating performance in the laboratory and field.
- Utilises an interdisciplinary approach, enabling students to apply theoretical knowledge to practice effectively.
- Provides experience of conducting valuable applied research within the sport, performance and/or exercise industry.

These points highlight the applied nature of the course and the interdisciplinary approach in an attempt to develop students as ‘Sport and Exercise Scientists’ rather than limited specialisms. At level four and level five, it is imperative that students hold a working knowledge of how sport and exercise disciplines are synergise with each other. Examples of this could be the relationships between sports psychology and sports coaching in fostering a motivational climate or the relationship between physiology and biomechanics in force production. Below is the structure of the validated foundation degree.

	Performance Strand	Scientific Strand	Development Strand	Vocational Strand
Level 1 (Certificate)	Teaching and Coaching in Sport (30cp)	Sport and Exercise Performance (30cp)	Sport Development and Social Inclusion (15cp)	Work Based Learning (30cp)
			Research Skills (15cp)	
Level 2 (Intermediate)	Advanced Principles of Teaching and Learning (30cp)	Developing Sport and Exercise Performance (30cp)	Social Theory and Special Populations (15cp)	Work Based Project (30cp)
			Sports Management and Business Theory (15cp)	

The programme fosters an ethos of practical sport performance in teaching and coaching, which develops the skills and understanding necessary for coaching and sport development. This is achieved through the study of teaching and coaching, an interdisciplinary approach to

theoretical knowledge, sport development and work-based learning. The interdisciplinary approach from the modules 'Sport and Exercise Performance' and 'Developing Sport and Exercise Performance' link directly to the outcomes of 'Teaching and Coaching in Sport' and 'Advanced Principles of Teaching and Learning' to effectively bridge theory and practice.

Effectively, the performance strand, which contains sports psychology and sports coaching discourse, and the scientific strand, which contains anatomy, physiology and biomechanics discourse, align to become a performance aspects of the course. By performance aspect, I refer to the focus on maximise athlete performance through scientific intervention, be it psychological, physiological or biomechanical. The development strand provides a more participation focus (though acknowledging the use of elite policy in sport development). As many work placements are available at a participation level of sport, the vocational strand frequently aligns to the development strand to again provide an interdisciplinary approach.

The teaching and learning strategy adopted within the programme adopts flexible approaches to due to the varied nature of the course itself. Combinations of theoretical, practical, experiential and work-based learning approaches are adopted.

As a diverse topic with both academic and vocational activity, various learning styles are accommodated through formal lectures, theoretical and practical seminars, laboratory work, tutorials, work-based learning, e-learning and independent study. The sport performance studies strand of the course including the modules 'Teaching and Coaching in Sport' and 'Advanced Principles of Teaching and Learning' utilises practical teaching methods, supported by lectures and seminars. There is a significant link between these practically-based modules and the theoretically-driven 'Sport and Exercise Performance' and 'Developing Sport and Exercise Performance', thus enabling students to adequately bridge the theory to practice gap. The work based learning strand will be delivered through lectures and seminars, practical workshops and the physical placement itself.

Transferable skills are integrated into all modules. However, particular emphasis is placed on such skills in 'Work Based Learning' and 'Research Skills' at level one and 'Work Based Project' at level two.

The assessment strategy adopted within the foundation degree adopts a variety of methods to reflect the diversity of the programme. Formative assessments are frequently used to enable sufficient monitoring of student progress, while summative assessments utilise an aligned approach with the programme outcomes. Formative assessments include laboratory activities, tasks within lectures and seminars, small presentations and sample/revision questions.

The assessment regime allows students to demonstrate the acquisition of transferable skills specific to the programme outcomes across all modules. Knowledge and understanding and subject-specific skills are mapped to individual modules to ensure that all outcomes are sufficiently met. Module tutors select the most appropriate assessment content from written assignments, laboratory reports, logbooks, personal development plans, poster and oral presentations, film reviews, practical demonstrations, portfolios, media utilised to provide evidence of vocational experience and formal written examinations. The 'Developing Sport and Exercise Performance' module at level five contains a conference with poster presentations in a similar style to the BASES annual student conference. Prior to this, students are encouraged to become student members of BASES and exceptional studies are encouraged to be submitted for

presentation at the annual student conference. This is to engage students with professional standards and enhance knowledge of research. To adhere to vocational expectations, assessment also incorporates a significant element of personal development through the work-based learning strand of the programme. This may also be mapped to professional standards.

The programme adheres to the Framework for Higher Education Framework (FHEQ) statements for foundation degree programmes and subject benchmarks from unit 25, Hospitality, Leisure, Sport and Tourism, provided by the Quality Assurance Agency (QAA). The programme outcomes and mapping of benchmark statements is below.

3.1 Knowledge and understanding

On successful completion of the programme a student will be able to:

- A1 Understand and practically employ the underpinnings of human physiology, biomechanics and psychology to sports coaching and performance.
- A2 Apply the principles of multi-disciplinary and inter-disciplinary approaches to sport coaching and performance in a practical and professional context.
- A3 Demonstrate an understanding of the requirements of sport performance and performance in work based learning, reflective practice and professional development planning.
- A4 Demonstrate applied research skills and problem-solving abilities via primary data collection, interpretation and analysis, appropriate to sport coaching and performance.
- A5 Evaluate and discuss the sociological factors relevant to sport coaching and performance, applying the notions to a range of vocational settings.

3.2 Subject specific skills and attributes

On successful completion of the programme a student will be able to:

- B1 Apply knowledge and understanding of the disciplines underpinning human structure and function in performance assessments.
- B2 Assess, analyse and deliver action plans to enhance the learning and performance of participants undertaking sport and exercise.
- B3 Undertake an evaluation of sports performance and exercise via a range of physiological, biomechanical and psychological laboratory equipment.
- B4 Apply social theory and current political agenda to sporting environments and evaluate their impact on participation and community development.

- B5 Demonstrate the ability to independently employ a range of professional skills in a sports related industrial environment.
- B6 Interpret and apply business management theory to sports and exercise related organisations in the voluntary, public and private sectors.
- B7 Perform primary and action research in the investigation and development of applied sport and exercise.

3.3 Transferable skills and attributes

On successful completion of the programme a student will be able to:

- C1 Communication and Presentation Skills
- C2 Numeracy and C & IT Skills
- C3 Interactive and Group Skills
- C4 Problem Solving Skills
- C5 Ability to Self-Appraise and Reflect on Practice
- C6 Ability to Plan and Manage Learning

Programme learning outcome	FHEQ Statement
A1	knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
A3, B5	ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
A4, B7	knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
A3	an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge
A2, B3	use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
A1	effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
B5	undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations
B2, B5	the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Programme Learning Outcome	Subject Benchmark Statement
A1, B1	human responses and adaptations to sport and exercise
A2, B2	the performance of sport and exercise and its enhancement, monitoring and analysis
B3	health-related and disease management aspects of exercise and physical activity
A5, B4	historical, social, political, economic and cultural diffusion, distribution and impact of sport
A3, B6	policy, planning, management and delivery of sporting opportunities.
A4, B3	learning opportunities in specialised facilities, for example, sports science laboratories, training kitchens and restaurants, sports participation facilities, leisure facilities, venues and event specific facilities
A3, B7	contact with the industry, associations or professional bodies, for example through field work and other activities in the internal/external environment, visits, visiting speakers and other professionals in the field, 'live' case-studies and events/productions
B3	learning opportunities through the use of specialised items of equipment
B2, B3	access to relevant applied information technology systems.
A4, B7	research and assess paradigms, theories, principles, concepts and factual information, and apply such skills in explaining and solving problems.
A4, B2	critically assess and evaluate evidence in the context of research methodologies and data sources.
B3, B7	critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted.
A3, B5, B7	describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context.

A4, B7	plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data.
A4	apply knowledge to the solution of familiar and unfamiliar problems
A5, B4	develop a sustained reasoned argument, perhaps challenging previously held assumptions demonstrate effective communication and presentation skills.
B2, B5	work effectively independently and with others.
A3, B5	take and demonstrate responsibility for their own learning and continuing personal and professional development.
A3	self-appraise and reflect on practice
A2, B2	plan, design, manage and execute practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills
A3, B5	recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct
A1, B3	undertake fieldwork with continuous regard for safety and risk assessment.
A3, B5	demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice
B6	evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources.
A4, B7	demonstrate an understanding of the philosophical basis of scientific paradigms
A4, B7	demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies.
A1, A2, B1	critique the contributions of a range of academic disciplines that have informed the development of the subject as a field of study.

A1, A2	display an integrated knowledge of the scope and breadth of the subject domain.
A1, B1, B3	making effective use of knowledge and understanding of the disciplines underpinning human structure and function.
B2, B3	appraising and evaluating the effects of sport and exercise intervention on the participant.
A1, B1	showing evidence of the skills required to monitor and evaluate human responses to sport and/or exercise.
A3, A5, B4	providing a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as senior citizens, disabled people and children.
A1, B2	monitoring, analysing, diagnosing and prescribing action to enhance the learning and performance of the component elements of sport.
A2, B3	showing evidence of the skills required to monitor and evaluate sports performance in laboratories and/or field settings
A1, A3, B2	displaying a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.
B4	displaying an awareness of current government policy on disease prevention and the relevance of exercise.
B2, B3	showing evidence of an ability to monitor health through exercise and prescribe appropriate interventions.
A3, B5	displaying a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation.
A3, B6	displaying a critical insight into the organisations and structures responsible for sport, and the political ramifications arising from these
B4	employing social, economic and political theory to explain the development and differentiation of sport throughout society
B4	demonstrating the application of the social and cultural meanings attached to sport and their impact on participation and regulation.
A5, B6	understanding and applying the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events.

A5, B6	employing strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities.
A3, B5	demonstrating a critical appreciation of sport development and facilitation principles in at least one vocational context.
A3, B6	understanding and applying the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events.
A5, B6	employing strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities.
B6	demonstrating a critical appreciation of sport development and facilitation principles in at least one vocational context.

Programme Learning Outcome	Subject benchmark statement	
C1	Skills specific to Unit 25'	Communication and Presentation Skills.
C2		Numeracy and C & IT Skills.
C3		Interactive and Group Skills.
C4		Problem Solving Skills.
C5		Ability to Self-appraise and Reflect on Practice.
C6		Ability to Plan and Manage Learning.

THE RESULTANT IMPACT/OUTCOME

The programme is enormously successful, which can be evidenced through student satisfaction measures, external examiner reports, academic review outcomes and ultimately, the destination of students.

The National Student Survey (NSS) is an independently-conducted by measure by Ipsos Mori to gauge student satisfaction using a sample of all final-year higher education students. Results are published on unistats.com to enable prospective students to make informed decisions on their place of study. The programme has received 100% student satisfaction in the two years that it has taken part in the NSS, placing it joint top in the UK with two other institutions to have received maximum satisfaction. Similarly, on internal measures of student satisfaction, results have been outstanding. Please refer to section 16 of this portfolio for further details.

Module evaluations and reports tabled by External Examiners have further concluded the success of the programme and a recent Periodic Academic Review, conducted by senior academics from across the University described the provision as 'unanimously and unequivocally positive'. Ultimately, the success of the programme is clear by the destinations of its graduates. At the time of writing this, over 80% of the programme's graduates are employed within the sports, exercise or health industry. These jobs include Teachers, Technicians, Lecturers, Sports Development Officers, a Physiotherapist, a Performance Analyst and a Senior Respiratory Assistant. The academic success is further indicated by a portion of graduates that have moved into postgraduate study. This highlights the success in blending vocational and academic rigour to generate employable graduates, which was at the heart of the programme design.

PERSONAL REFLECTION/EVALUATION OF THE PROCESS

At present, the course identified in this case study has just completed its first year in 2009/10 and has been successful. Though challenging to students, the satisfaction measures have provided unequivocally positive feedback. Particularly encouraging has been the links between work carried out for different modules. The 'Research Skills' module required students to develop a research proposal including ethical approval and an industrial consultation. Students have commented on the use of the placement used for the 'Work Based Learning' module in developing this proposal with industry professionals. This strengthens the blend of academic and vocational activity. Students have also used feedback on these proposals to begin the process for the 'Work Based Project' at level five and to see students' making an effort to work over the summer period on research is very pleasing.

The practical coaching aspects have been very positive, with many students taking up opportunities to progress their learning and development outside of timetabled sessions. The majority of these opportunities have been set up by myself and staff in collaboration with local sports partnerships and national governing bodies. Most pleasing of all has been the engagement of students in the typical SES subjects of Psychology, Physiology and Biomechanics. I believe that this has been the most pleasing because many of the students are from non-traditional routes into higher education but have succeeded.