

Project Name: Development of Post Graduate Award in Applied Sport & Exercise Psychology

Amendment History:

Version No.	Date	Reason for Amendment
1		New project

Name of Project Manager & Contact Details Gareth Jones

Document Distribution

<i>Name</i>	<i>Location</i>	<i>Responsibility</i>	<i>Action/Information</i>
Debbie Lambert	LLN	Manager of the LLN	For information
Geoffrey Elliott	UW	Members of the Steering Group	To approve the proposal
Chris Morecroft	WCT		
Ian Peake	HCT		
Mike Rookes	OU		
Gail Rothnie	UoB		
Donna Obrey	LLN	Project Officer for the LLN	To track and monitor project

Background

The project is based on a desire to provide short, specific and flexible learning opportunities for potential learners in the context of developing academic qualifications without the requirement to commit to 2-4 years of intensive part time study. This provision seeks to widen participation for current professionals to enhance their practice by further academic study specifically relating to workplace application.

Thus the proposed course aims to meet the CPD needs of established coaches/instructors, physiotherapists, teachers and /or fitness trainers who wish to enhance their knowledge and application strategies within sport and exercise psychology.

A large UK survey identified that an overwhelming number of physiotherapists (96%) expressed a desire for additional training in a specific sport and exercise psychology course at PG level as beneficial (Arvinen-Barrow et al, 2007). Additionally, teacher training is a relatively brief process yet the quality of students learning depends on the quality of the teaching (Armour, 2006). Furthermore, as teaching practice develops and changes, teachers do not become obsolete and may continue to practice for many years, thus the concept of CPD is extremely important in enhancing quality physical education provision (Armour, 2006). Coaches should also be recognised for their ability

however, the availability of educational opportunities that meet the coaches' needs at the performance end of the spectrum should be addressed as a matter of urgency (Nash and Sproule, 2009). Outdoor activity instructors benefit from a mix of vocational qualifications and experience (Barnes 2002). Career progression within this industry is likely to be enhanced through additional training and continued professionalisation creating a demand for graduates with a combination of practical, theoretical and contextual understanding and knowledge (Bailey, 2005; Mathews and Buswell, 2002; Skills Active, 2005; Williams, 2002). Finally in a comprehensive survey of riding instructor personnel development, it was noted that the major influence for remaining in teaching were the opportunities to gain further professional development (Ludlow, 2007).

These studies indicate a need for short Level 7 courses that address the CPD requirements of a range of professionals involved in aspects of sports coaching and related fields. This proposed course aims to provide accessible HE for currently employed individuals, and may enhance possible promotion within current employment, potential career prospects, job satisfaction and professional updating.

Objectives of the Project

The project will be developed by staff at University of Worcester. It will be developed in four sections:

- Research into employer needs / vocational relevance / student demand
- Research into existing provision
- Course validation
- Development of modules and course materials

Scope:

A Key Products from the project

1. Findings of research into Employer / Governing body needs
2. Findings of research into student demand
3. Partnership Agreements
4. Validated course and modules
5. Progression agreements

B Out of Scope

The funding would not be used for course advertising or delivery of the programme.

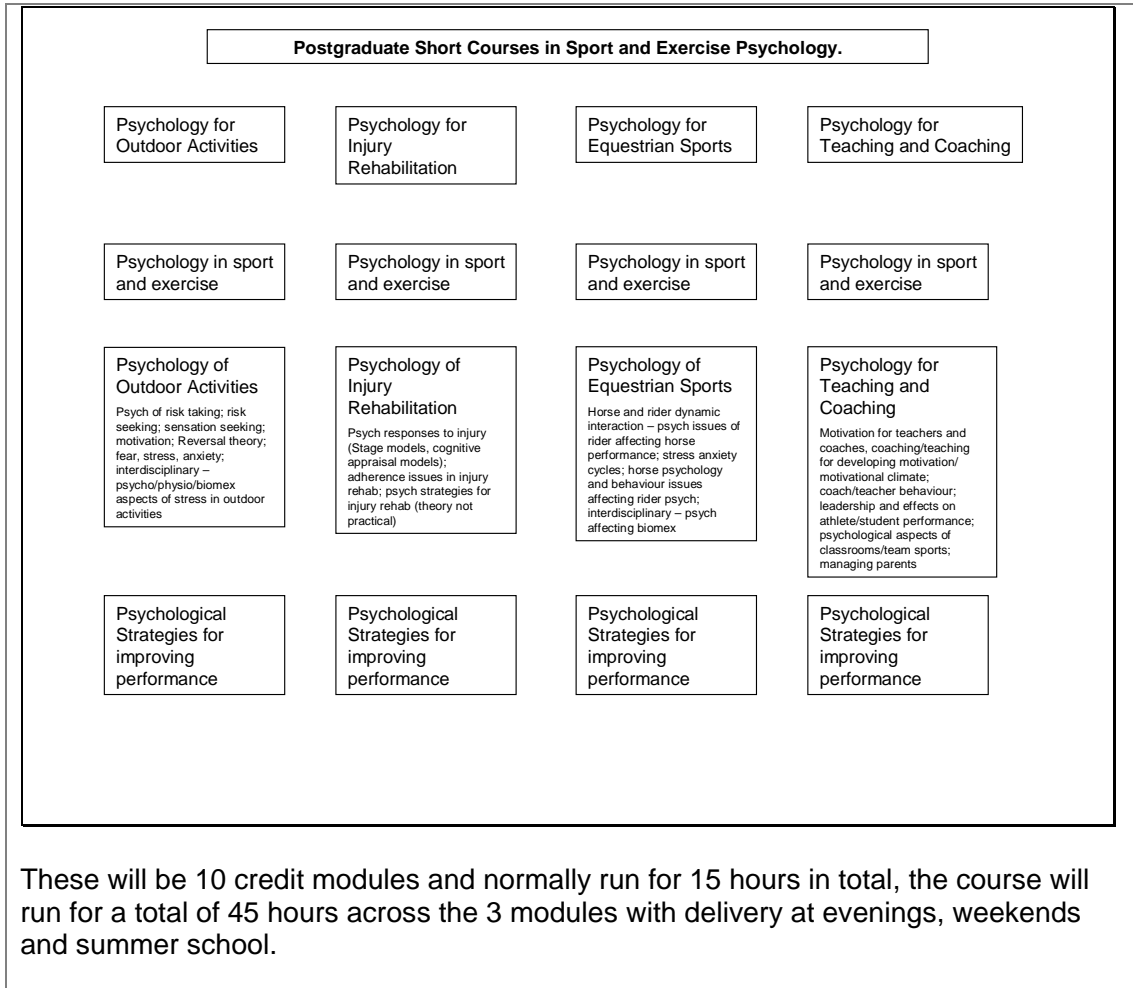
Constraints

Staff time to complete the project
Agreement between institutional bodies

Initial Project Case

The development requires funding to allow UW staff to be released from teaching and other duties, in order to develop the PG award.

Outline of the proposal to include diagram showing modular structure



Benefits of the Project

To students:

Progression from a range of existing vocational and academic qualifications
 Development of short courses for professional will allow access to part-time and flexible learning for learners employed in industry.
 Development of higher level vocational and academic skills in coaching and related fields
 Increased student employability through vocationally relevant training.

To employers

Developing the qualifications and capacity of the workforce
 Introducing innovation and disseminating best practice through higher level studies.

To UW

New provision at L7
Increased national and international students
Improved links with industry and sporting bodies
Enhanced reputation in sports psychology
Significant opportunities for higher research

Key Assumptions

The availability of key staff

Timescale

Research	Summer 2009
Agreements with partner organisations	Summer 2009
Course validation	September 2009
Development of Modules	December 2009
Progression agreements	March 2010
To complete the project	March 2010
To commence teaching	August 2010

Costs

Estimated time required:

4 days - Research into employer needs / vocational relevance / student demand
2 days – Research into existing provision
2 days - Course validation
8 days - Development of modules and course materials

Staff time: 16 days @ £185:00 per day (Band 8) = £2960:00

How will the project be evaluated?

Number of students on course
Number of students achieving award
Positive feedback from employers groups / governing bodies etc

How will the project be sustained?

Once developed the award will be self-funding.

Implications for Equality & Diversity

This course will be open to all, and will be governed by the UW codes of practice for equality and diversity. The blended learning, the range of teaching methods and the use of IT provides opportunities for a wide range of people who would otherwise not be able to engage with HE through normal regular attendance at the university. This covers people in work, or with social responsibilities and those with sensory, mobility and learning disabilities.

Initial Risk Log

The following table summarises the risks that have been identified that may prevent the project being completed to the required quality, budget and timescale. The probability and impact of each risk has been graded as low, medium or high to indicate the relative importance attached to each element of risk.

Risks	Probability	Impact	Containment Plan
Unavailability of key staff	L	H	Possible involvement of freelance staff for research etc
Involvement of governing bodies	L	M	Subject to agreement

Project Team

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