

# University-Led Sports Academy: a space for developing student success

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# Overview



Background Information and Rationale



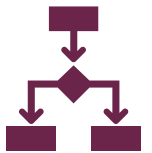
Project Aims



Project Design - Methods



Key Objectives and Evaluation



Impacts and Outcomes Summary



# Background Information and Rationale

Significant evidence that shows projects with a clear understanding of their local area and target audience, designed in a way that addresses local needs, are more likely to be effective than a 'one size fits all' approach (Varney et al., 2014; Baxter et al., 2016; Griffiths & Armour, 2012).



There is un-tapped potential in local delivery networks for tailored sports coaching interventions to improve health; wellbeing; physical activity levels within community settings



Transition support program aimed at student situated learning; retention; and widening participation for Higher Education sports coaching and PE students CPD (Cameron, Wharton & Scally, 2018).



Utilise an established outreach scheme in developing educational workshops for greater connections between sports coaching and PE undergraduate/postgraduate students to meet institution access and participation plan (APP) benchmarks.



Measure and evaluate an outreach sports academy programme to meet university civic agreements.

# Project Aims



Explore situated learning theory (SLT) as an innovative pedagogical practice in developing greater connections between coaching and teaching



To better understand if undergraduate students recognise the benefits of engaging in extra-curricular sports programs that offer opportunities to spontaneously form communities of practice and social networks which support their learning and identity development.



Measure and evaluate an outreach sports academy programme that had emphasis on retention, engagement, and continued professional development (CPD).



# Research Design – Mixed Approach

## Quantitative

### Logic Model Measured Impact:



- Student engagement
- Employer engagement
- Delivered sessions

**Inputs**

**Activities**

**Outputs**

**Impact**

(Smith, Li, & Rafferty, 2020).



## Qualitative



Semi-structured interviews (Smith & Sparks, 2016).

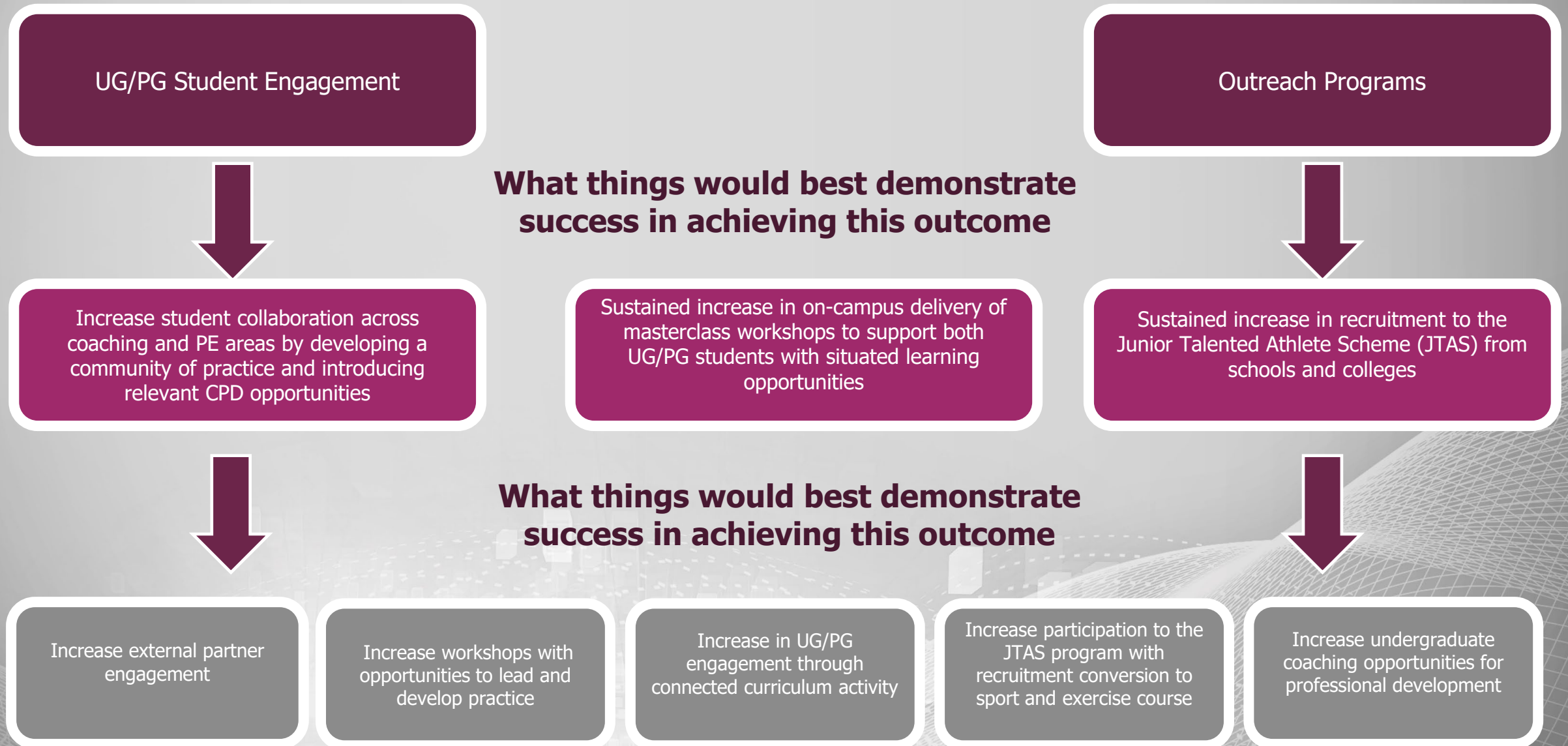


10 students (n=10) from within PE and Youth Sports Coaching degree courses volunteered to be interviewed and share their experiences, feelings, and thoughts.



A thematic approach was used to identify themes and patterns with further Interpretative Phenomenological Analysis (IPA) applied to better understand and make meaning of how individuals viewed their experiences (Callary, Rathwell & Young, 2015).

# Objective 1 Measurement and Evaluation Priority Framework (Impact)



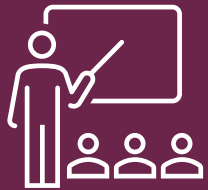
# Objective 2 Career Pathway and Employer Experience (attainment and progression)

**Schools and Colleges Network**

**National Governing Bodies of Sport**

**Sport & Exercise Partners**

**Connected Communities**



CPD Workshops



CPD and Extended Qualifications



Employer Collaboration



Industry Partner and Stakeholder Placements



Sport & Exercise Symposia and Conferences

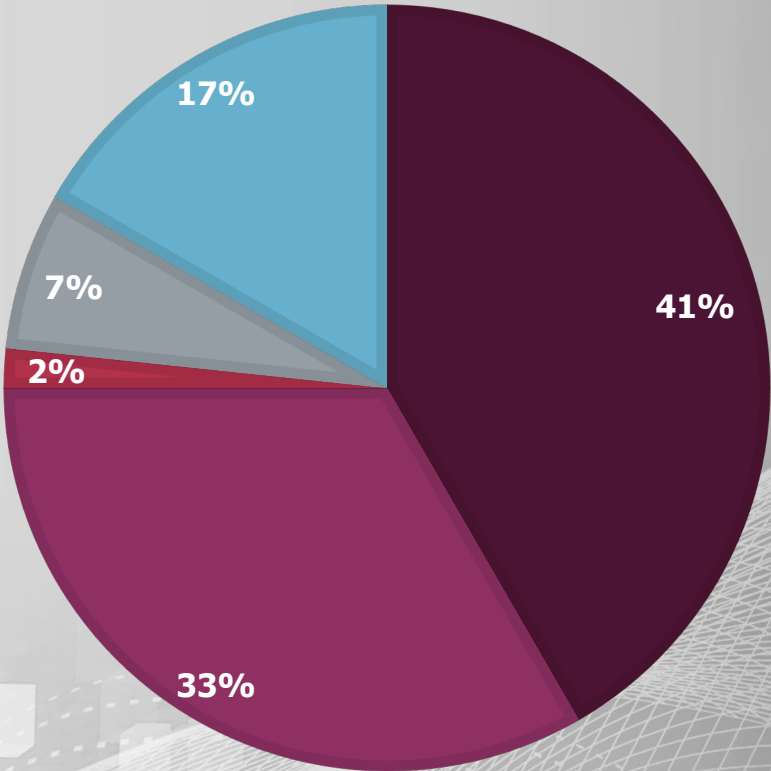


Community Groups Research Opportunities

# Impact and Outcomes: widening participation

Female	25
Male	20
Transgender	1
BAME	4
Mature	10
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Total Students	46

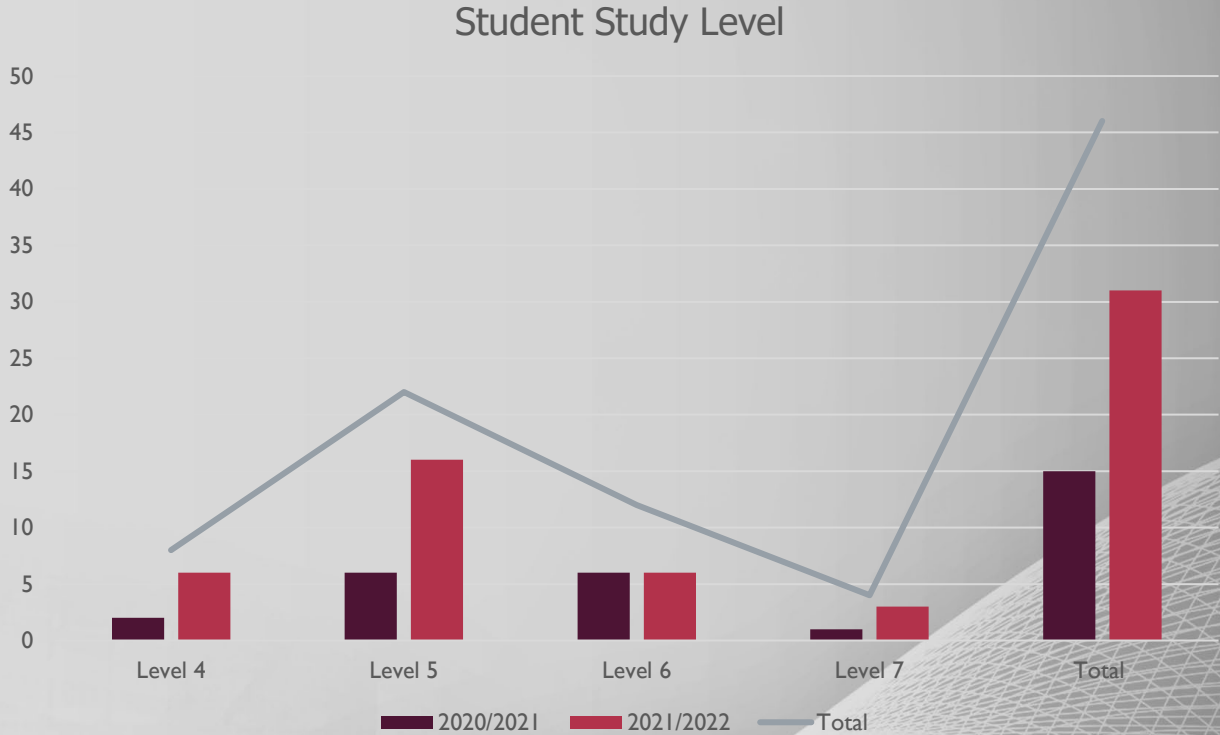
■ Female ■ Male ■ Transgender ■ BAME ■ Mature





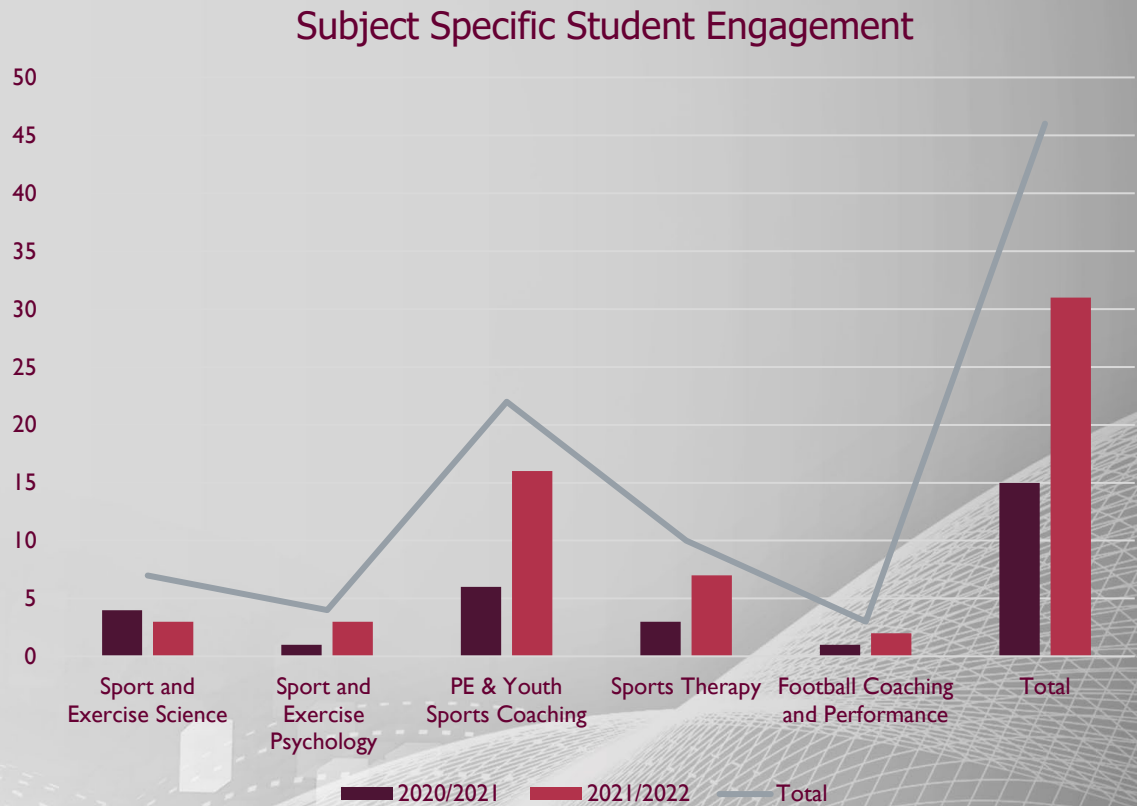
# Impact and Outcomes: engagement and retention

	2020/2021	2021/2022	Total
Level 4	2	6	8
Level 5	6	16	22
Level 6	6	6	12
Level 7	1	3	4
Total	15	31	46



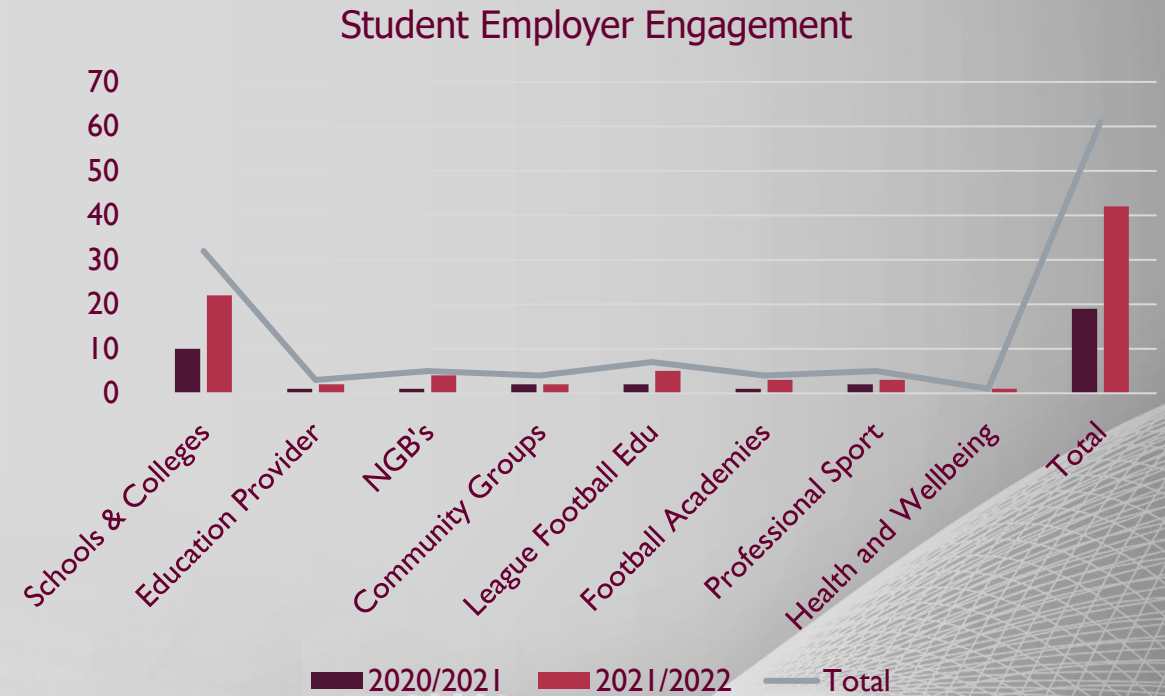
# Impact and Outcomes: engagement and retention

	2020/2021	2021/2022	Total
Sport and Exercise Science	4	3	7
Sport and Exercise Psychology	1	3	4
PE & Youth Sports Coaching	6	16	22
Sports Therapy	3	7	10
Football Coaching and Performance	1	2	3
Total	15	31	46



# Impact and Outcomes: employer engagement

	2020/2021	2021/2022	Total
Schools & Colleges	10	22	32
Education Provider	1	2	3
NGB's	1	4	5
Community Groups	2	2	4
League Football Edu	2	5	7
Football Academies	1	3	4
Elite and Para Sport	2	3	5
Health and Wellbeing	0	1	1
Total	19	42	61





# Impact and Outcomes: feelings and thoughts

I put my **pedagogy into practice**? How can I develop these key skills that I've been taught? And I think that was definitely key

I saw **a success** was firstly I felt, like in the modules that crossed over I was scoring decently in my marks, so I think that is **empirical success**. It also kept me **engaged** as I got to point of not wanting to be there!

I think that was when I started **seeing the success** of how I was with learners, how I was with teachers just being able to go into a session, do a little bit, go back out, **reflect** on it. I think that's definitely something that has **improved me**.

The academy and that definitely progressed my **career** in terms of giving me **experience** of planning, for example, that is one of probably the hardest skill with teaching is **planning a good lesson**...I think people forget that teaching is, it's about a **community**. It's about having **good relationships** with your peers.



# Impact and Outcomes: feelings and thoughts

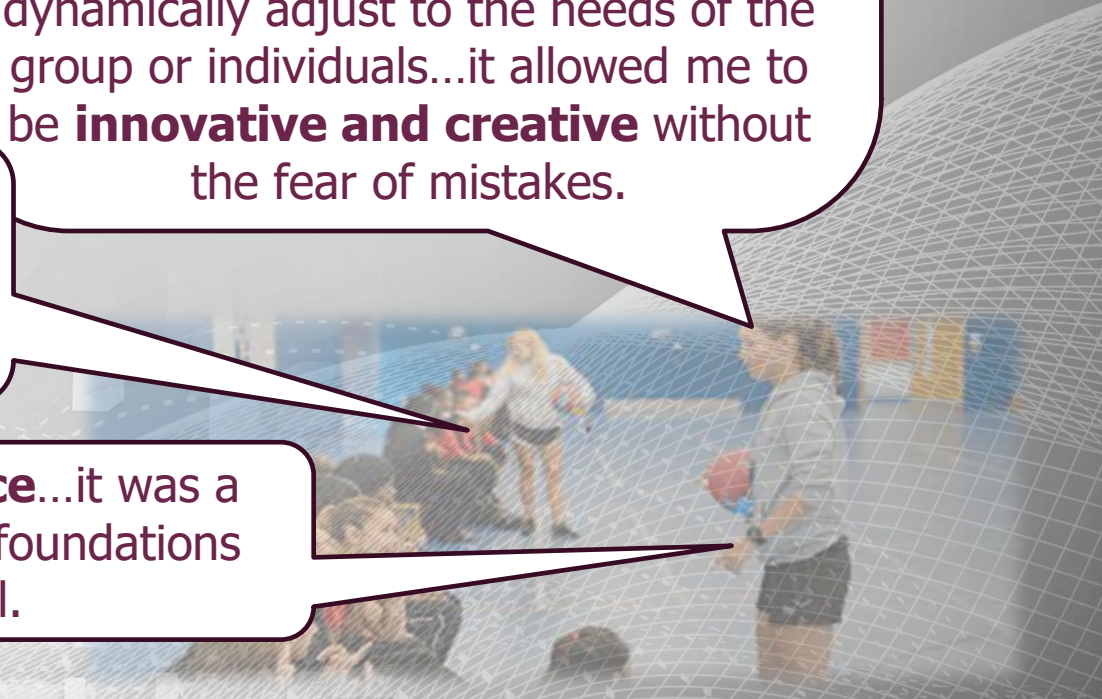
**Safe environment** for good practice really for people to be **inspired** and to want to, to utilize the service more or be part of the course really, I think.

It's that **responsibility** as well. I enjoyed that element rather than being in the background...I felt excited and nervous when working with those partners to deliver sessions on my own...great **sense of achievement**.

**Engaging collectively** from all levels, was influential to my learning...it encouraged my ideas to emerge and **share knowledge** and experiences irrespective of levels...interacting with external partners and stakeholders in real world situations **challenged and stretched** my abilities...provided me opportunities to dynamically adjust to the needs of the group or individuals...it allowed me to be **innovative and creative** without the fear of mistakes.

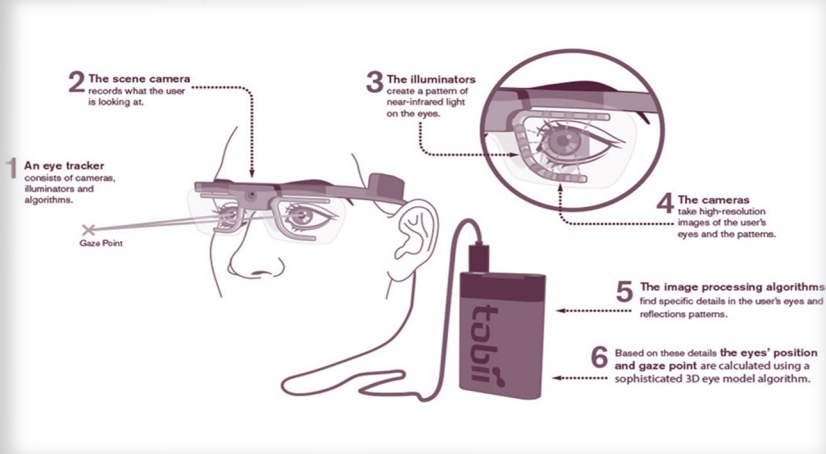
I feel like it's that **leadership** that those key skills, especially **employability skills**...you know it's coming together with the team and presenting **ideas** and trying to **organise** events. I feel that was the most important.

I think we certainly developed a strong **community of practice**...it was a **safe environment** where people shared ideas...building those foundations really for people to **connect and collaborate** as well.





# Impact and Outcomes: transforming assessment in higher education



- Eye tracking technology allowed coaches and trainee teachers to view strategies in action remotely
- Allowed for detailed reflective practice to take place with a cohort of students remotely
- Presented live real-time assessment and feedback of coaching/teaching performance to take place
- Novice coaches and trainee teachers were able to communicate remotely to adapt the sessions to meet learning outcomes
- Data identified coaches gaze patterns and fixations during games-based activities





# Outcome Summary: emerging practice

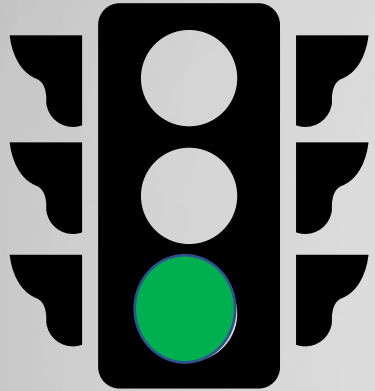


A **mentoring framework** developed to support early pre-service physical education teachers and early career sports coaches to develop their own **coaching toolbox** that had emphasis on reflective practice, peer and self-assessment and professional identity.



Personal	Group	Organisation
Female coaches came to understand that they could continue to coach with a professional identity as a coaching practitioner.	Major shifts in perspective, such as both gender sports coaching and PE students sharing rather than guarding their knowledge with an increased awareness of self-efficacy.	Increased the number of female students engaging in coaching and teaching, increased opportunities in employability through external partnerships.
Professional development credits for coaching developed through the programme to support professional identity.	Shared understanding of technical terms and novel technologies to explore various pedagogical practices within real-world environments.	Better alignment to academic and access and participation plans recognising the positive impact of community-based sports coaching.

# Outcome Summary: success and failures



Explored phenomenon-based learning (PhBL) as an emerging pedagogy and a safe space to learn.

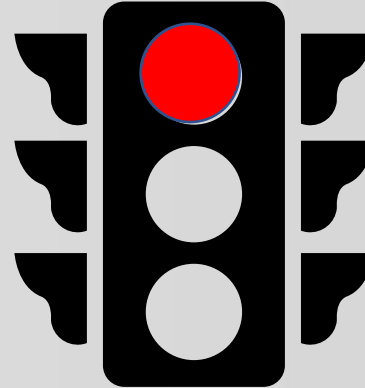
Female sports coaches reported they were able develop a professional identity and displayed high levels of leadership.

All coaching and PE students displayed self-efficacy in creative and innovative thinking without the fear of making mistakes.

Situated Learning theory (SLT) was influential to better understand student social learning experiences, informing pedagogy, and key characteristics of the learning environment (Lave & Wenger, 1991).

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Social networks delivered opportunities to access numerous forms of social capital such as technological enhanced learning, social support, peer learning, developing strong values and aspirations with peers, and recognising varied economic and civic values (Hayman et al., 2020).



Program unrecognised by some sports coaching and PE students as an opportunity to develop their applied practice early in the project.

Restricted time, control, and resources to meet demands from wider community stakeholders.

Limited staffing to support the growth of the program.

# Outcome Summary: what next?



Embed program as pedagogic practice within core placement or employability within the curriculum in PE and Sports Coaching that may better support students with academic and professional identities and employment opportunities (Merry & Orsmond, 2020).



Prospect to organically grow a formalised student led university-wide outreach programme within a university connected communities initiative that offers further opportunities to increase communities of practice to emerge within coaching and teaching cohorts (Bell & Bell, 2020).



Opportunities to embed the sports academy approach to a school-wide micro-curriculum that allows students to engage in a supervised practitioner-based placement and mentoring programme with external partners and industry employers (Kaynardağ, 2019).



Thank You.  
Questions?

