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# Development and implementation of an applied professional development module for final year undergraduate students.

BURGESS, K.E. and MAUGHAN, P

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# Development and implementation of an applied professional development module for final year undergraduate students

Dr K.E. Burgess and Dr P Maughan



# Lifelong Learning

“all purposeful learning activity undertaken throughout life with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment related perspective”.

European Commission (2000)



# A New Applied Professional Development Module

This module aims to enhance students' professional self-awareness, reflective practice and to provide opportunity to develop specific areas of professional skills

On completion of this module, students are expected to be able to:

1. Apply a critical process of professional self-awareness.
2. Demonstrate an analytical approach to continued professional development.
3. Review professional scope of practice.
4. Employ reflective practice in a development plan.



# Professional Self-Awareness

Person Specification		
<b>Job Title:</b>	Netball Development Officer	
<b>COMPETENCY</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications and attainments</b>	Minimum 2 years' experience in a related field of employment or volunteering.	Qualifications in sports coaching, officiating, event management.
<b>Experience</b>	<ul style="list-style-type: none"> <li>Proven experience of working with community clubs or group.</li> <li>Proven experience of working with volunteers</li> </ul>	Experience in developing or implementing development plans.
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>Proven ability to communicate information, using written, verbal and visual tools, in a positive &amp; enabling manner.</li> <li>Proven ability to activate plans and deliver outcomes successfully.</li> <li>Exceptional planning and organisational skills.</li> <li>Exceptional interpersonal skills with ability to influence, collaborate and achieve common goals.</li> </ul>	<ul style="list-style-type: none"> <li>Social media and digital communications.</li> <li>Ability to produce quality reports and presentations.</li> <li>Holder of a UK driving licence.</li> </ul>

## KNOWLEDGE AND EXPERIENCE

### A) ESSENTIAL

- Degree in the field of Sport Science or Strength & Conditioning
- UKSCA Accreditation (or working towards)
- Confident in the delivery and planning of high-quality S&C programs
- Working knowledge of Long term athlete development (LTAD)
- Basic life support qualification

## CORE COMPETENCIES

- Confidentiality and Discretion
- Honest and Communicative
- Teamwork

# Professional Self-Awareness

*D.B. Dwyer et al. / Journal of Science and Medicine in Sport 22 (2019) 227–231*

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**Table 1**

The demographics and employment characteristics of the high-performance and sport science profession by position title. The results are from a self-report survey and represent proportions (%) of the total number of respondents working in each position title.

Characteristics	Strength and conditioning coach (n = 36)	Sport scientist (n = 35)	High-performance manager (n = 31)	Sport physiologist (n = 24)	Academic sport science (n = 23)	Sport biomechanist (n = 16)	Performance analyst (n = 6)	Skill acquisition specialist (n = 4)	All positions (n = 175)
Gender (%)									
Male	91.7	62.9	80.6	79.2	82.6	62.5	50.0	50.0	76.0
Female	8.3	37.1	19.4	20.8	17.4	37.5	50.0	50.0	24.0
Age group (%)									
≤35 years	69.4	48.6	16.1	54.2	47.8	56.3	100.0	50.0	50.3
36–55	27.8	48.6	77.4	37.5	39.1	31.2	–	25.0	42.9
≥56 years	2.8	2.8	6.5	8.3	13.1	12.5	–	25.0	6.8
Employment status (% n = 167) <sup>a</sup>									
Ongoing/permanent	47.1	31.3	36.7	26.1	63.6	43.8	50.0	25.0	40.7
Fixed-term/contract	38.2	56.2	53.3	43.5	36.4	50.0	50.0	50.0	46.7
Self-employed	14.7	12.5	10.0	30.4	–	6.2	–	25.0	12.6
Income (% n = 138)									
≤\$49,999	13.8	3.6	4.2	–	11.8	14.3	16.7	–	8.0
\$50,000–\$99,999	41.4	53.6	20.8	53.0	41.2	50.0	66.6	33.3	43.5
\$100,000–\$149,999	17.2	17.8	41.7	23.5	11.8	21.4	–	–	21.0
≥\$150,000	–	–	33.3	–	17.6	–	–	–	8.0
No response given	27.6	25.0	–	23.5	17.6	14.3	16.7	66.7	19.6
Total (%)	20.6	20.0	17.7	13.7	13.1	9.1	3.4	2.3	100

<sup>a</sup> A small number of participants (n = 3) indicated there was no formal arrangement or contract with their employer.

# Personal Development Planning and Reflection



Identify what you  
need to work on



Identify HOW you  
are going to do it



Do it



Reflect and revise



# Pedagogy to Heutagogy

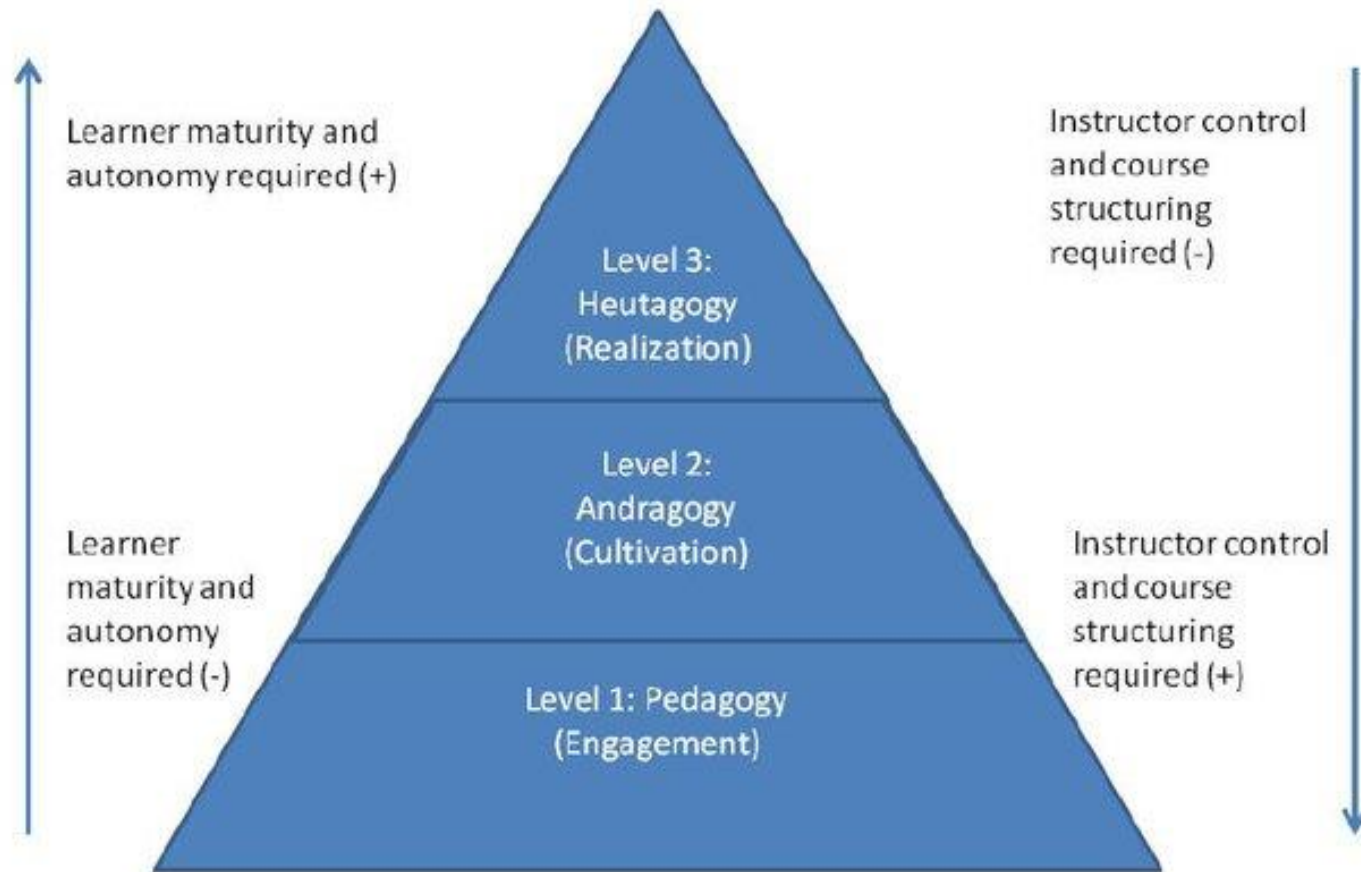
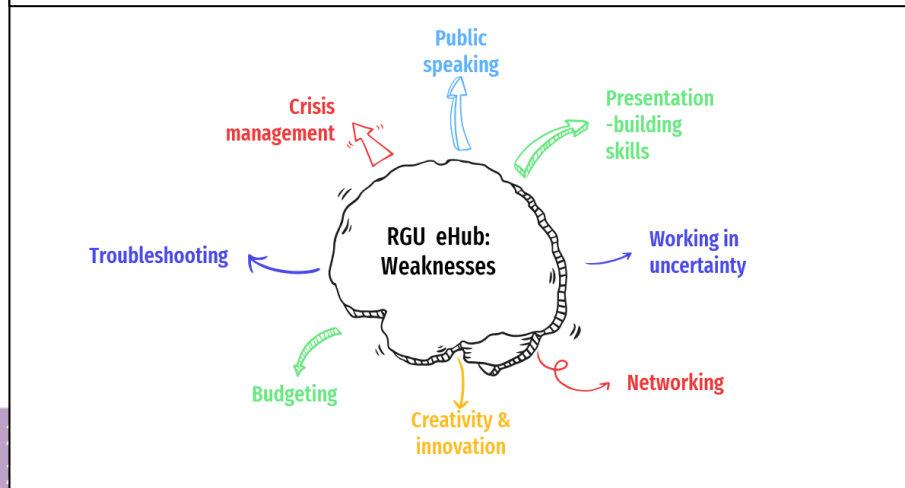
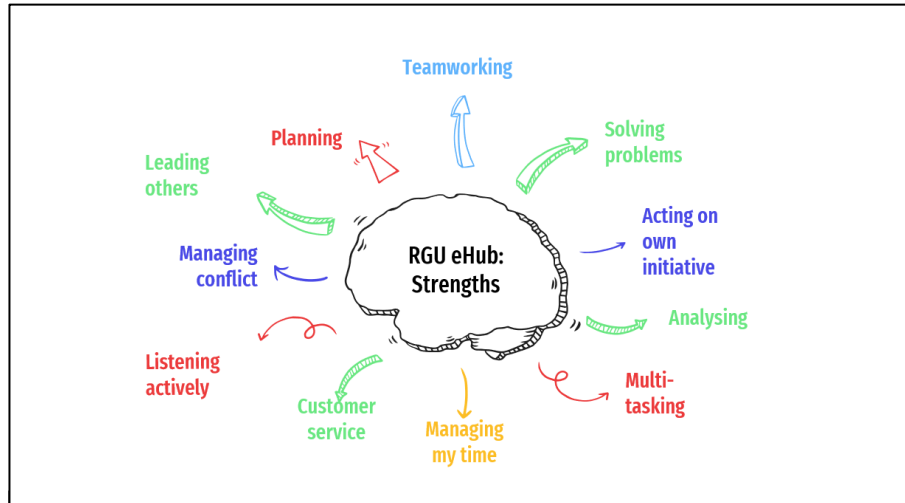


Figure 2. From Blaschke, (2021) p60. Progression from pedagogy to andragogy then to heutagogy (based on Canning, 2010, p. 63).



# Examples – Self assessment



## Appendix 1.1. Completed Self-Assessment Tool – SWOT Analysis.

### Strengths

What are you doing well or have the potential to do well?  
What will I highlight in an interview to get my desired job?

- Confidence – confident when speaking and meeting new people
- Communication – well-spoken with new people
- Organisation – constant organisation of files and always on top of time management
- Working with any size of group, comfortable with large and small groups of people

- Engage more with everything that happens within university and AFC internship (What I put in I get out)
- Linking AFC with University research project
- Speaking with lecturers more often i.e., keep on top of future opportunities and gain knowledge of masters courses
- Keep engaged with opportunities out with university that may benefit my career

### Opportunities

What can I use to my advantage to develop & progress this year?  
What do I need to do to make the most of this?

### Targets

What do I want to be able to do competently by the end of this year?

- First Class classification
- Complete internship by putting my all into every session so that I am satisfied when I finish
- Maintain organisation every single week (at the end of every week update my calendar for the following week and stick to a plan, as well as constructing a 'to do list' of tasks)
- Stay organised & motivated throughout the year to achieve any tasks set for me, either within university or employment

### Weaknesses

What is an immediate gap in my professional development which will stop me getting a job?  
Areas where you need additional resources or capabilities to succeed

- Lack of external qualifications (UKSCA and other S&C accreditations)
- Resource constraints (e.g., not much experience using technology/equipment that future employment may use)
- Rapidly evolving field (If out of employment for a while after university, may be hard to stay updated with new technologies and methodologies)

- Self-doubt (e.g., make a mistake and it plays on my mind)
- Imposter syndrome
- University research project taking a lot of time – especially towards April time
- High stress in periods that are close to due dates
- Competitive landscape - job advertisements going out with many applicants who potentially have more experience than me

### Threats

What could stop me addressing my weaknesses or working on my opportunities?

	Known to self	Unknown to self
Known to others	Teamwork Leadership Problem solving Experience	Writing skills Attention to detail. Organisation
Unknown to others	Critical thinking Presentation skills Independent working	Working under pressure Adaptability Time management

# Scope of Practice

## Requirements of Professional Membership

- Maintain your Continual Professional Development (CPD) by attending at least one course every two years, commencing from the date of membership. Dates for Continual Professional Development are available on the BHS Website or from your Regional or National manager.
- Hold and update as required a certificate in First Aid. The certificate must have been awarded either following successful completion of a BHS First Aid Course or a full Health and Safety First Aid at Work. As an Accredited Professional coach the cost of your BHS first aid is included for the duration of your membership.
- Attend a BHS Safeguarding and Protecting Children Course or a Sports Coach UK Safeguarding and Protecting Children Course every 3 years. As an Accredited Professional Coach the cost of your BHS safeguarding course is included for the duration of your membership.
- Hold appropriate insurance cover for all the services you provide. The Accredited Professional Coach Plus membership covers you for all freelance coaching activities in addition to being insured to ride, school and exercises your client's horses. The Care, custody and control insurance is also included \* (\*subject to terms & conditions).
- All Coaches will need to undergo an enhanced Disclosure and Barring Service (DBS) check (or national equivalent) or provide evidence of having undergone a check to become an Accredited Professional Coach. Coaches must renew their DBS check (or national equivalent) every 3 years. Enhanced DBS certificates must be clear in order for you to remain an Accredited Professional Coach.
- Accredited Coaches and volunteers must notify the BHS if they change their name, address, place of employment or any other pertinent information.

## Qualifications, Distinguishing Letters and Advertising

As an Accredited Professional Coach, you are entitled to use the relevant distinguishing letters after your name:

e.g. First Name Last Name, **Accredited Professional Coach**

Exceptions:

- Accredited Coaches may display their distinguishing letters on personal and business stationery used for or in connection with the equestrian business(es) with which they are connected.
- An Accredited Coach who is in partnership in an equestrian business with a person who is not an Accredited Professional Coach shall ensure this communication is clear.

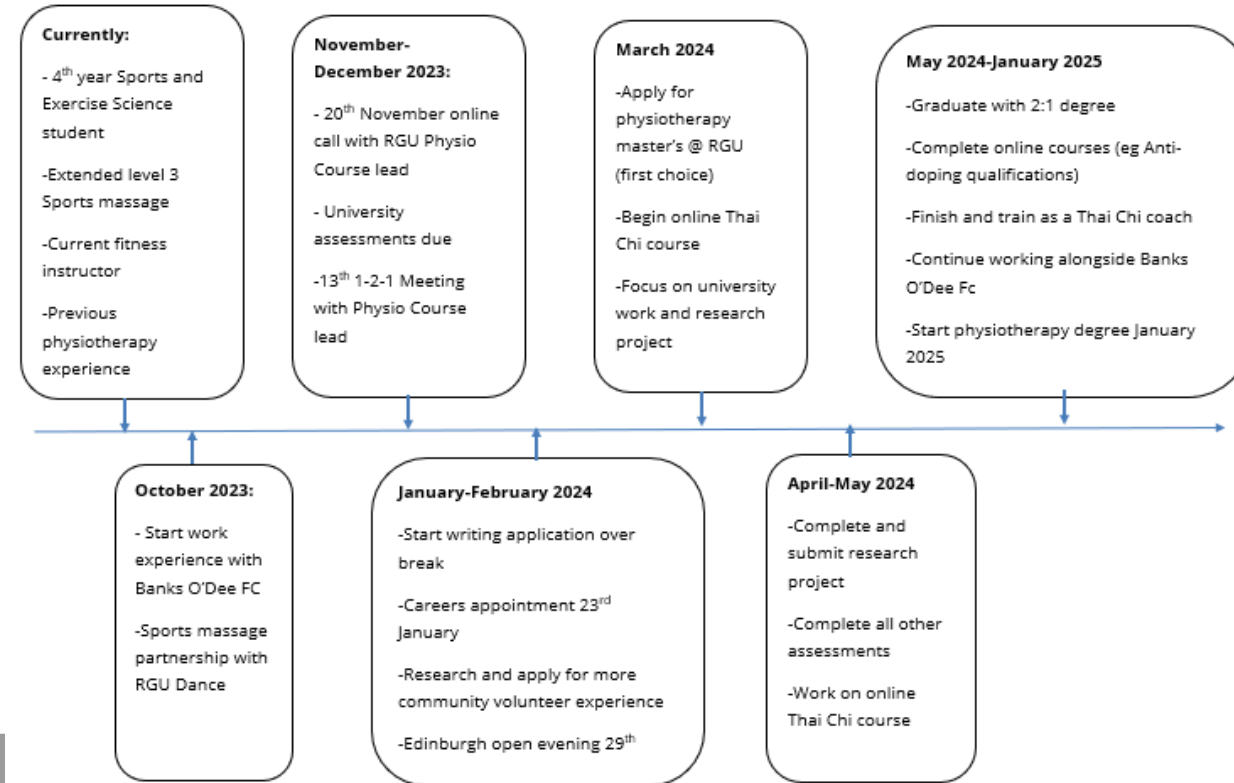
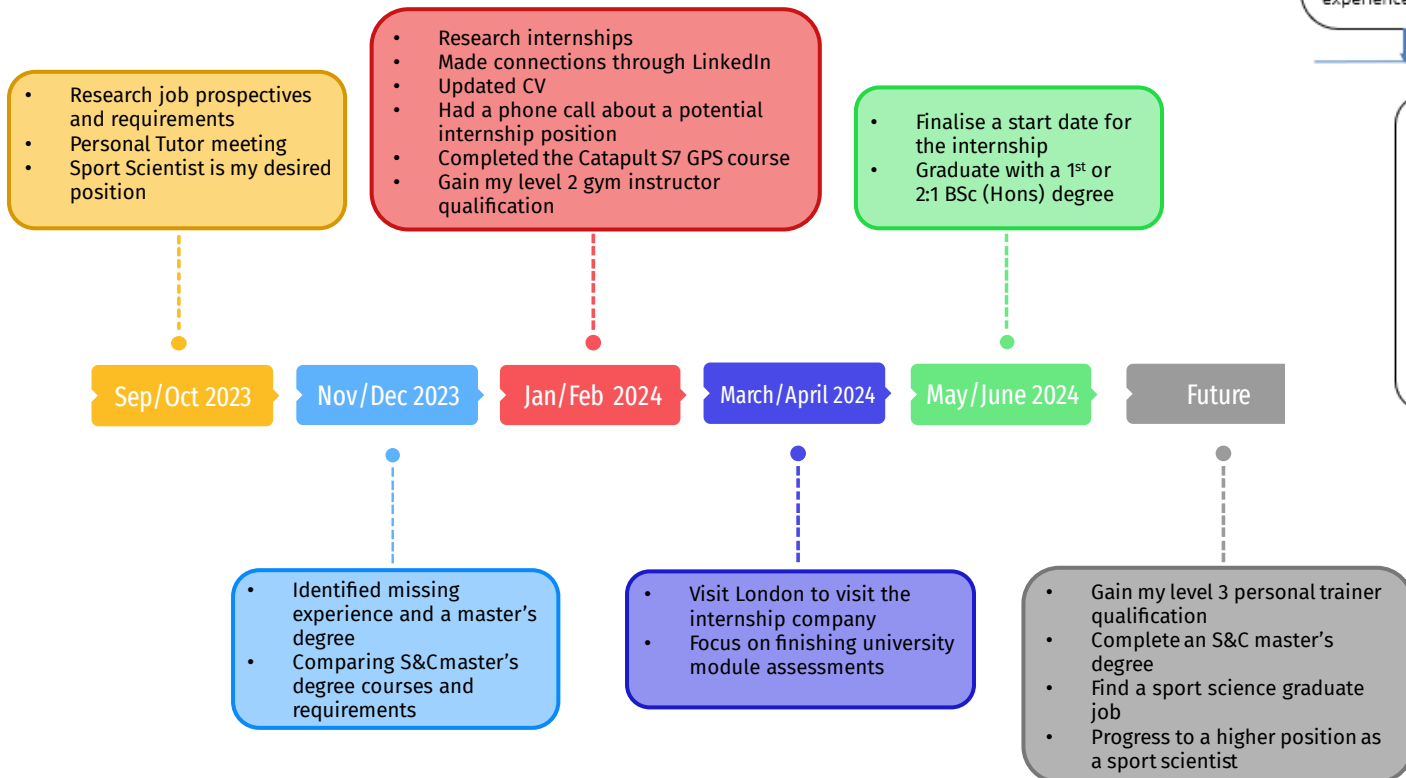
An Accredited Coach shall not act or publish any media which could be construed as an official action, statement or publication by the BHS unless acting with the written consent of the BHS. This includes posts made via social media or online.

Advertising by Accredited Coaches in respect of their qualification must be accurate and professional. BHS Accredited Coaches must not display any affiliation with an organisation that falsely implies accreditation by that organisation.

Should you decide to no longer be a member, you must remove any advertising with regards to the BHS, and must not display the distinguishing words.

Team	Role (post location)	Essential	Desirable
Rangers FC	Performance Coach (Jobs in Sport Science – X)	<ul style="list-style-type: none"> <li>• Degree in Sport Science</li> <li>• Minimum 2 years' experience</li> <li>• Engaging Personality and excellent communication</li> </ul>	<ul style="list-style-type: none"> <li>• MSc</li> <li>• Working towards UKSCA</li> </ul>
Rangers FC	Women's and Girls' Performance Coach (Jobs in Sport Science – X)	<ul style="list-style-type: none"> <li>• Degree in Sport Science</li> <li>• Minimum 2 years' experience</li> <li>• Engaging Personality and excellent communication</li> </ul>	<ul style="list-style-type: none"> <li>• MSc</li> <li>• Working towards UKSCA</li> </ul>
Birmingham City FC	Academy Physical Performance Coach (LinkedIn)	<ul style="list-style-type: none"> <li>• Degree in Sport Science</li> <li>• BASES accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• MSc</li> <li>• UKSCA</li> </ul>
Manchester United FC	Physical Performance Coach (LinkedIn)	<ul style="list-style-type: none"> <li>• Post-grad degree in Sport Science/S&amp;C</li> <li>• UKSCA accreditation</li> <li>• BASES accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in preparation of elite players for competition and provision of S&amp;C services</li> </ul>
Brentford FC	Head of Sport Science (Jobs in Sport Science – X)	<ul style="list-style-type: none"> <li>• BSc in Sports Science/related</li> <li>• MSc in Sports Science/related</li> <li>• BASES Accreditation</li> <li>• UKSCA Accreditation</li> <li>• &gt;8 years post qualification experience working as part of a competitive team</li> </ul>	N/A
Chelsea FC	Physical Performance Coach (LinkedIn)	<ul style="list-style-type: none"> <li>• Degree in Sport Science</li> <li>• MSc in Sport Science/related</li> <li>• Minimum 8 years' experience in elite high-performance sport environment delivering regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Building rapport quickly with staff and players</li> <li>• Passion in applying physiological principles to monitoring and recovery</li> </ul>
Entry Level		Mid Level	Top Level

# PDP & Reflection



# Summary



- Embedding professional self-awareness, PDP and reflection in the curriculum was effective in helping students plan for their future and work more autonomously.
- Students tended to focus on identified 'gaps' in qualifications or knowledge.
- This might be indicative of the level they are at (undergraduate) but also, they are still at the start of the journey of self-awareness.