

# XII ENSSEE Forum Groningen The Netherlands

**Sporthorizon 2020: share qualities towards  
innovative sport education**



EUROPEAN NETWORK  
OF SPORT SCIENCE,  
EDUCATION & EMPLOYMENT



**Curricular Innovation in  
Physical Education Sport and Exercise Sciences:  
Entrepreneurship and Employability**

23-26 October 2013

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# Background



- Why is there a demand in curricular innovation in Higher Education in the areas of Entrepreneurship and Employability?
- **Entrepreneurship**
  - Governments are calling for better enterprise and entrepreneurship education within university and higher education institutions.
  - Entrepreneurship education to date has been accused of failing to deliver enterprising and innovative graduates  
(Smith and Patton, 2011).
- **Employability**
  - Employability is a performative function of universities
  - Employability discourses have an impact on pedagogies and curricula  
(Boden and Nevada, 2010)



## EMPLOYABILITY

The employability of graduates has become an aim that governments around the world have, to varying extents, imposed on national higher education systems. This interest in employability reflects an acceptance of human capital theory.

<https://unistats.direct.gov.uk/subjects/employment/10000961-FT-X300UPHEDYOS-SW-BSC/ReturnTo/Search>

93%

### Go on to work and/or study 📄 ☰

This is what students are doing six months after finishing the course.

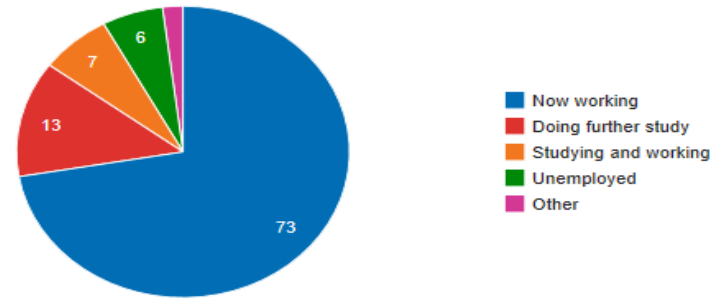


Chart labels explained



Preparation for future employment: Brunel University

### Employment six months after the course 📄 ☰

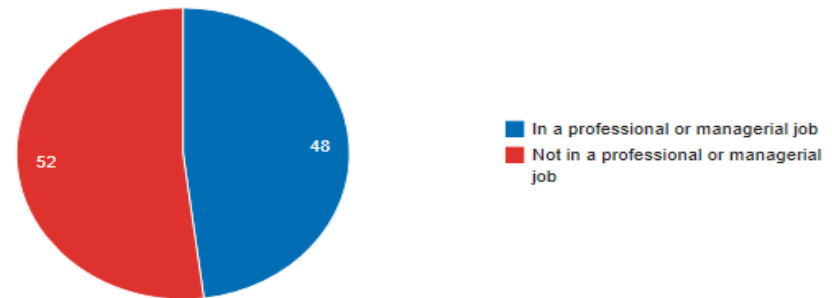


Chart labels explained



# EMPLOYABILITY: what is it- what is it not?



**AGCAS: Association of Graduate Careers Advisory Services** (Pierce, 2002)

- Graduates obtaining jobs
- Students being prepared for employment
- Students gaining work experience (formal or informal, structured or not)
- Students becoming equipped with a defined range of skills

**ESECT**

Enhancing Student Employability co-ordination Team (York, 2006)

- Getting a (graduate) job
- Skilful career planning and interview technique
- A mix of cognitive and non-cognitive achievements and representations

# Constructs of Employability

(Yorke, 2006)



1. employability as demonstrated by the graduate actually obtaining a job;
2. employability as the student being developed by his or her experience of higher education (curricular and perhaps extra-curricular process); and
3. employability in terms of the possession of relevant *achievements* (potential).

# Employability



- “A set of achievements - skills, understandings and personal attributes - that makes graduates more likely to gain employment and be successful in their chosen occupation, which benefits themselves, the workforce, the community and the economy”  
(Yorke, 2004: 7).
- “Employability is not just about getting a job. Conversely, just because a student is on a vocational course does not mean that somehow employability is automatic. Employability is more than about developing attributes, techniques or experience just to enable a student to get a job, or to progress within a current career. It is about learning and the emphasis is less on ‘employ’ and more on ‘ability’. In essence, the emphasis is on developing critical, reflective abilities, with a view to empowering and enhancing the learner”. (Harvey, 2003)

# Employment sectors



- Most important employment sectors for graduates in physical education, sport and recreation in various European states:

## **Education Sector:**

- ✦ Flemish (46%) and French (64%) graduates

## **Sports Sector:**

- ✦ German Graduates (63%)

(Europe Sports Observatoire of Employment study: Taks *et al* 2003)

# What is entrepreneurship?



- “acquisition and development of the propensity, skills and abilities to found, to join, or to grow a venture”
  - (Hamilton, 2011: 9)
- “The teaching of entrepreneurship is not yet sufficiently integrated in higher education institutions’ curricula”
  - (European Commission, 2008)



# Why entrepreneurship?



- “action needs to be taken to scale up and embed enterprise and entrepreneurship education to reach all students” (Rae et al. 2012:4).
- Single person enterprises is the dominant type of business organisation in UK economy
- Incidence of self-employment for the employability aspects of the HE curriculum cannot be ignored

“The teaching of entrepreneurship is not yet sufficiently integrated in higher education institutions’ curricula and highlights the need for more experienced-based teaching methods, more interactive learning approaches and multi-disciplinary collaboration, as essential elements in building entrepreneurial skills and abilities”

(European Commission, 2008)

# Who are the entrepreneurs in physical education?

[www.sportscoachingltd.co.uk/](http://www.sportscoachingltd.co.uk/)

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# Case study



**WHAT CURRICULAR INNOVATIONS ARE NEEDED IN UNIVERSITY COURSES IN PHYSICAL EDUCATION AND SPORTS?**



# Case Study: Knowledge Exchange Project



- **Focus groups/Workshop: Students of Physical Education and Sports Sciences (46 students)**
  - Germany – 6
  - Italy – 9
  - Portugal - 21
  - United Kingdom – 10
- **Semi-structured interviews: Academic staff: Physical Education and Coaching**
  - 7 (Germany, France, Italy, Portugal, United Kingdom)

# Sample Profile



## Students

- Gender: 44% female, 56% male
- Year of study: undergraduate & post graduate

## Academic staff

- Gender: 5 female, 2 male

# Curricular innovation



## Key questions

- What do universities need to include in the curriculum?
- What will help graduates find employment and/OR employ themselves (entrepreneur, set up a company...)

# Focus Group Results



General Concerns	Themes
<ul style="list-style-type: none"> <li>-Greater variety of physical activities and sports</li> <li>-How to teach different populations (children, adults, disabled) and different age groups</li> </ul>	<p><b>Work Based Learning</b></p>
<ul style="list-style-type: none"> <li>-Official coaching licenses embedded in university courses</li> </ul>	<p><b>Qualifications and Employment</b></p>
<ul style="list-style-type: none"> <li>-More contemporary topics; few core modules; and MORE choices of modules</li> <li>-Use of scientific equipment and software for sports and physical activities</li> <li>-Sessions about: Compiling a CV, job interviews, where to look for jobs on line...)</li> <li>-Options of learning languages for employment abroad (English and Mandarin)</li> </ul>	<p><b>Curricular content for better employment prospects</b></p>
<ul style="list-style-type: none"> <li>-More placements in schools and clubs with different age groups and special populations</li> <li>-Internships in different sectors in each year of the course</li> </ul>	<p><b>Work Experience for employment</b></p>
<ul style="list-style-type: none"> <li>-How to set up a company</li> <li>-More partnerships with clubs and companies</li> <li>-Support from the state for students to set up their own company and offer more jobs</li> </ul>	<p><b>Entrepreneurial learning</b></p>
<ul style="list-style-type: none"> <li>- Courses for lifelong participation in physical activities for all stages in life, not just children</li> <li>-Courses for professions with children, athletes, special needs, fitness, elderly</li> <li>- Universities need to have partnerships with employers and professional bodies</li> </ul>	<p><b>Continuous professional development</b></p>

# Curricular Innovation - examples

Formal education (BA-MA) can include optional modules linked to a “sectarian” qualification/ licence .

Practical experience to engage undergraduates with ‘physical activity’ through the life course of participants in different settings.

On-line Continuous Professional Development activity for professional and vocational programmes and new professions, including external input.



“Careers services” to offer simulation experiences of applying for a job, mock interviews, and feedback.

Students can take responsibility for social enterprise and community based projects, organising activities and events. Engage with social and distributed media.

Develop social and career networks and engaging with business in the physical activity sector, internships and pro-active networking.

# Extra Curricular Innovation - examples



# Conclusion



- **The demand for curricular innovation supports the need for action-oriented learning and work-based learning**
- **What do we teach & What we should teach**
- **Evidence to support curricular and extra curricular**
  - entrepreneurial learning
  - employability skills
  - continuous professional development
  - networking and partnerships between stakeholders in Higher Education, Employability and Entrepreneurship.

# Questions?



**THANK YOU**

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