GRADUATES OF LEAGUE

A Peer Support Program for Elite Athletes
Pilot Project Report

Spring 2012
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The Graduates of League (GOL) program was established at the University of Wollongong (UOW) in 2012. This section will describe the program by identifying the objectives and members of the steering committees before outlining the components, achievements and funding of the Graduates of League pilot program at UOW in 2012.

Graduates of League (GOL) is a joint initiative and pilot program of the Athletes Education Foundation (AEF), University of Wollongong (UOW), National Rugby League (NRL) and the St George Illawarra Dragons, Cronulla Sharks and South Sydney Rabbitohs NRL clubs.

The program was established to increase university entry, retention and completion rates of elite athletes and professional sports people. The founding members of the program are Mr Ben Creagh, Dragons Player and UOW Finance undergraduate student; Dr Sam Jebeile, Senior Lecturer, Faculty of Commerce, UOW; Mr Scott Stewart, Dragons Education and Welfare Manager; Mr Stuart Philpot, Finance Analyst at BlueScope Steel, and Mr Paul Heptonstall, Education and Welfare Manager, NRL.
Objectives

The GOL Program’s main objectives are to:

1. Assist players in applying and enrolling in their preferred university program.

2. Assist those players who are unable or less certain about their preferred program and to facilitate enrolment in targeted non-award subjects in order to get a "taste of university life".

2. Support players in their transition into university and assist them in obtaining peer support, peer tutoring and peer mentoring.

4. Provide continuous academic mentoring for each player through the entire program including the development of individual study plans and routine meetings.

5. Assist players with the funding of their programs and required materials where necessary. (The program provides a peer mentoring for each player.)

6. Develop an ongoing communication link within a community of learners involving club player students, club education officers and academics within and outside the club. This network will support and foster each players learning and on and off-campus.

7. Assist in creating an environment conducive to study. The program will work with the NRL clubs, university and other partners to assist with the location and funding of university accommodation.

8. The program is also working with the NRL and key employers in the financial industry to provide training workshops, mentoring, networking opportunities and connecting program members with potential employers.
Steering Committees

**GOL Program Steering Committee:**
From UOW: Dr Sam Jebeile (Coordinator and Chair), Canio Fieravanti, Justin Norris
From Dragons: Ben Creagh, Scott Stewart, Mark Van de Pol
From NRL RLPA Education and Welfare Committee:
   Paul Heptonstall (Manager), Andrew Ryan (Programs Manager)

**Directors Athletes Education Foundation (AEF):**
Ben Creagh (President), Dr Sam Jebeile (Vice President), Stu Philpot (Vice President – Chief Finance Officer)

**Media Liaison:**
Bernie Goldie (UOW), Jo Banning/Matt Skinner (St George Illawarra Dragons), Ben Creagh (AEF), Tracie Edmonson (NRL)

**GOL Program Evaluation Committee:**
Professor Don Lewis (UOW), Dr Sam Jebeile (UOW & AEF), Dr Julie Kiggins (UOW), Dr Jan Turbill (UOW) and Scott Stewart (St George Illawarra Dragons).
Graduates of League
A Pilot Program in 2012

The primary goal objective in the inaugural year of the Graduates of League (GOL) program was to establish strategies and support structures for the transition and learning needs of twenty-one National Rugby League (NRL) and National Youth Competition (NYC) players.
Components

The academic mentoring and peer support program adopted a three-pronged approach during its launch in 2012:

i. Each player received one hour of student-peer tuition, per subject per week. The peer tutors were selected based on their academic achievement in specific subject areas and were employed and supervised by Dr Sam Jebeile. In addition, study workshops and meetings were organised and tailored for the student-players.

ii. Dr Sam Jebeile liaised between the players, university and education and welfare officers of the three NRL clubs and provided academic mentoring to each NRL player that was studying at the University of Wollongong (UOW). This included organising study plans, ongoing monitoring throughout the year. Student-peer tutors were also employed to support each player.

iii. Mr Ben Creagh and other senior players provided player-peer mentoring for each player and assisted with the location and employment of student-peer tutors.

In addition:

i. A small study space in 19.1039 was organised for the program at the University of Wollongong campus. The study room was used for player private study, student-peer tutoring, workshops and meetings. The players are also using the Curriculum Resource Centre (CRC) in the Faculty of Education and the UOW Library for peer-tutor meetings and individual and group study.

ii. A research and evaluation team funded by CTC ($5,000) and headed by Professor Don Lewis provided an evaluation of the pilot program in July and December of 2012. The results are provided in this report.

iii. Miss Holly Gibson was employed as Head Tutor to co-ordinate players and peer mentors, and provide additional academic advice and guidance to players.
Achievements

The following list outlines some of the achievements from the GOL program as a pilot program in 2012.

- Mentored and enrolled a total of 21 players from 3 NRL clubs.

- Recruited 12 new players to UOW from various pathways including HSC, TAFE, other Universities and Higher Education providers. This included 3 new players from the St George Illawarra Dragons joining the Faculty of Commerce for Spring Session, increasing the number of players in the program to 24 players.

- Assisted with the enrolment, accommodation and transition of all new players.

- Recruited 21 peer-tutors across five faculties and collected weekly progress reports on each player.

- Coordinated the five-weekly playing and training schedules of all players with their tutors and subject coordinators.

- Implemented a research and evaluation project and completed an ethics application.

- Achieved positive local and national exposure at NRL conferences, print media, radio and television.

- Improved social inclusion objectives with 70% of our NRL players at university being from regional areas, 36% from Indigenous or Islander, 60% are first person in family at university and 80% are earning less than $10,000 per annum.

- Program coordination with NRL club recruitment to ensure that future players have access to the GOL program at UOW.
Funding

In 2012, the Athletes Education Foundation received grants for the peer tuition costs in the Graduates of League program at UOW. These included contributions from the St George Illawarra Dragons, the National Rugby League Players Association (RLPA), and the University of Wollongong (UOW).
Participants in the Graduates of League (GOL) program have been assessed academically at University throughout the year, as well as having their performance graded at training. This information has been collated and analysed to evaluate the impact of the GOL program on the performance of student–players in each environment.
Academic Performance of GOL Participants in Autumn 2012

The academic performance of the Graduates of League (GOL) participants during their first session of study at the University of Wollongong (UOW) was analysed by a research and evaluation team. The results are provided below.

The following section provides an analysis of the academic performances of the student-players who participated in the program in 2012. Table 1 summarises their results. A total of 19 student-players participated in the programme. They did 51 subjects an average of 2.7 per student. A full-time student normally does four subjects so doing an average of 2.7 subjects is quite a heavy load considering the time commitments to rugby league necessary for the student-players.

Table 1: Summary of academic results

<table>
<thead>
<tr>
<th></th>
<th>Autumn 2011 (Without GOL Program)</th>
<th>Autumn 2012 (With GOL Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Student Athletes</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Number of subjects undertaken</td>
<td>38</td>
<td>51</td>
</tr>
<tr>
<td>Number of subjects passed</td>
<td>23</td>
<td>48</td>
</tr>
<tr>
<td>Pass rate</td>
<td>60.5%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Failure rate</td>
<td>39.5%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Average mark for student athletes</td>
<td></td>
<td>69.5%</td>
</tr>
<tr>
<td>Average mark of all students in the same subjects</td>
<td></td>
<td>69.4%</td>
</tr>
<tr>
<td>Average mark of all males in the same subjects</td>
<td></td>
<td>67.6%</td>
</tr>
</tbody>
</table>
By any standard their academic performance was outstanding. They passed 48 of the 51 subjects attempted for an overall pass rate of 94 per cent. This compares to an overall pass rate of 87.1 per cent for all other students doing the same subjects. Moreover, the student-players did more than just pass their subjects. Their average mark was 69.5 per cent, a credit average. They did slightly better than all other students doing the same subjects (69.5 per cent vs. 69.4 per cent) and had an average of nearly two marks better than other males doing the same subjects.

Table 1 also contains the academic results for the St George Illawarra Dragons’ rugby league players who were enrolled at the University of Wollongong in 2011 (that is, prior to the Graduates of League Program). Two points stand out. Firstly, the number of elite athletes studying at the University of Wollongong increased by 46 per cent. This can be attributed to the encouragement and assistance provided by the program in gaining admission to the University and enrolling in courses. Secondly, and more importantly, is the substantial improvement in academic results. In 2011 elite athletes failed 39.5% of the subjects they attempted. In 2012 after the introduction of the Graduates of League, the failure rate fell dramatically to 5.9%. The benefits of such a result are substantial. Students are more likely to continue and complete their studies when they experience success. They are obviously learning
more and this will help them in their future studies, getting a job after the completion of football and making a sustained contribution to their employers. There is also a financial benefit to students, the parents and employers in that HECS fees and other costs associated with repeating a subject and not incurred.

Table 2 indicates the distribution of grades for the student-players. In 2012 they were able to achieve High Distinctions (85-100 per cent) in four subjects and Distinction (75-84 per cent) in 9 others. This is quite remarkable given their commitments to rugby league. A credit (65-74 per cent) was achieved in 18 other subjects. Altogether, a credit or better was achieved in 31 subjects or 61 per cent of the subjects attempted. This is an outstanding result.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2011 (Without Graduates of League)</th>
<th>2012 (With Graduates of League)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>High Distinction</td>
<td>2</td>
<td>5.3</td>
</tr>
<tr>
<td>Distinction</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Credit</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Pass</td>
<td>13</td>
<td>39.2</td>
</tr>
<tr>
<td>Fail</td>
<td>15</td>
<td>39.5</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>
The distribution of grades in 2012 is in sharp contrast to the St George Illawarra Dragons players in 2011 (prior to the Graduates of League Program). The Program resulted in students achieving a higher proportion of High Distinctions (7.8 per cent versus 5.3 per cent), Distinctions (17.6 per cent versus 10.5 per cent) and Credits 35.3 per cent versus 10.5 per cent). Most importantly, the failure rate fell from 39.5 per cent to 5.9 per cent. Although some of the improvement may have been due to other factors (the elite athletes enrolled are not all the same over the two years and some the subjects studied are different), the most fundamental change over the two years was the establishment of the Graduates of League Program.
Table 3 contains the results for individual students. Students are ranked from the highest average mark to the lowest. Players’ names and results for individual subjects cannot be disclosed for reasons of confidentiality. The University of Wollongong awards degrees with distinction to graduates who achieve an average of 75 per cent or higher across all the subjects in their degree. This is a very high standard and few achieve it. As Table 3 indicates four of the nineteen student athletics are on track for this prestigious award. Furthermore, 12 of the 19 student athletics had a credit average or better. It is also pleasing to note that no student failed more than one subject and no student had less than a 52 per cent average for all subjects attempted. This is a good result even for those students who experienced some difficulties.

Table 3: Academic Results by Student-Player

<table>
<thead>
<tr>
<th>Student Athlete Rank</th>
<th>Number of subjects attempted</th>
<th>Average Mark %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>83.7</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>83.0</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>79.0</td>
</tr>
<tr>
<td>= 5</td>
<td>2</td>
<td>70.0</td>
</tr>
<tr>
<td>= 5</td>
<td>2</td>
<td>70.0</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>69.8</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>66.3</td>
</tr>
<tr>
<td>= 9</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>= 9</td>
<td>2</td>
<td>65</td>
</tr>
<tr>
<td>= 9</td>
<td>1</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>64.5</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>63.5</td>
</tr>
<tr>
<td>14</td>
<td>4</td>
<td>62</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>61.5</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>59</td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td>55</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
<td>52.3</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>51.5</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>69.5</td>
</tr>
</tbody>
</table>
In summary, student-players who participated in the Graduates of League Program had outstanding academic results. Their pass rate was 94 per cent and average mark was a credit (69.5 per cent). This was slightly better than all other students doing the same subjects and significantly better than other male students. A combination of hard work and successful time management by the student-players, careful guidance and support from the leaders of the program and peer tutoring from outstanding students seems to be working exceptionally well.
Football Performance
of St George Illawarra Dragons GOL Participants

The football performance of Graduates of League (GOL) participants at the St George Illawarra Dragons was assessed during the academic year in an effort to identify any football performance benefits that may result from participating in the Graduates of League program. The results of the analysis are provided below.

Upon the request of NRL Education and Welfare an assessment of GOL participants playing ability was made throughout the academic year to gauge any on field performance related benefits from engaging in the GOL program. This assessment was made for the benefit of coaching and high performance managers in the NRL.

The table below shows the assessment results of each GOL student-player’s actual performance against their playing potential, as assessed in a blind evaluation (without knowledge of prior results) by a senior member of the St George Illawarra Dragons Coaching and Recruitment Executive. A visual representation of this information is provided on the following page.

Table 4: Subjective Assessment of St George Illawarra Dragons GOL Participants Playing Ability

<table>
<thead>
<tr>
<th>Player</th>
<th>Feb-2012</th>
<th>Jul-2012</th>
<th>Oct-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Player A</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Player B</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Player C</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Player D</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Player E</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Player F</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Player G</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Player H</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Player I</td>
<td>5</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Player J</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Player K</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Player L</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Player M</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Player N</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Player O</td>
<td>n/a</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
The assessment results clearly show that, on average, players involved in the GOL program at UOW improved their playing performance as their studies progressed in 2012.
An independent education researcher was employed to conduct a qualitative assessment of the program using responsive evaluation techniques. Some of the main findings that emerged from the research are listed below.

The Graduates of League (GOL) peer-tutoring program is designed to support professional athletes as they attempt to balance the rigours of academia with the demands of their sport. The aim of the evaluation was to discover the merit and worth of the program for future implementation with new students and/or other universities.

As part of the responsive evaluation, focus group interviews were employed. Formal/informal structured and semi-structured interviews of a sample of stakeholders in the program provided information into the concerns, issues, merit, worth and successes/failures of the peer-tutoring program.
Research: Findings from Focus Group Interviews

All groups (NRL and NYC players and peer-tutors) reported that the peer-tutor infrastructure supported them. In addition to the comments the actual Autumn 2012 results showed positive outcomes.

The students commented that the regular meetings and the communication between the peer-tutor and student-players were the most successful part of the relationship. There was general agreement to the comment, ‘I reckon one of the major successes is I, - a lot of the boys are more confident in going to uni and in getting through and actually passing the subjects which is a good thing, just knowing that you’ve got that help there …’

Student-players described a variety of strategies that they had learnt through the peer-tutoring including summarisation, organisational skills and time management. Students reported feeling motivated as their results improved and described feeling more confident in the way they approached their study. They felt they were understood and supported by their peer-tutor.

The peer-tutor comments indicated that some students were more dedicated to the meetings than others. There was some frustration when meetings were cancelled. This comment applied only to one or two students and overall it was reported there was flexibility shown by the player and the peer-tutor to maintain the sessions with one tutor mentioning that both her students had not missed a session and another reporting that they met at 7.00am.

The peer-tutors suggested a student/peer-tutor meeting prior to the session beginning would be a benefit to the program. It was suggested that this would be best done once the students had their textbooks and the tutors could provide an overview of the subject (s) and support the student in planning for busy times in the semester.

Overall the small focus groups transcripts indicated that all players found the tutor program rewarding. The interviewer reported that each group appeared quite confident about being part of the group and proud of their academic achievements.
Participants in the Program
The two groups of students who participated in the research were student-players and peer-tutors. The students being tutored are currently playing professional rugby league and studying at UOW and the tutors are high achieving students of UOW. Both groups participated under approved ethics guidelines.

Responsive Evaluation
The University of Wollongong (UOW), National Rugby League (NRL) and the St George-Illawarra Rugby League club set out to develop an infrastructure which:
- enabled and supported professional athletes to attend university; and
- provided for on-going and regular collegial tutoring for the athletes by (paid) peer tutors.

Through a responsive evaluation method, this research project aimed to evaluate the strengths, weaknesses, merit and worth of this infrastructure for supporting and enabling the professional learning of those who participated in the program. Some specific questions, which this evaluation addressed, are:
- To what degree did this particular professional learning infrastructure support the professional athlete?
- What ‘worked’ and /or ‘didn’t work’?
- What needs to be modified and/or changed in terms of infrastructure, to improve the professional learning of those who participated?
- Can this model of professional learning be sustained?
Research: Focus Group Interviews

A selection of questions and responses from the focus group, as well as summary of some answers, are provided below.

Player Interviews

1. What were you hoping to gain from being involved in a peer tutoring relationship: personally and/or academically?

The overall goal expressed was to improve grades, to try to get better and to get help. Students mentioned difficulties getting tutor access (not peer-tutor) prior to the program and had some difficulties understanding the tutors. Several mentioned that they wanted face-to-face contact rather than email.

2. Did you achieve these expectations?

The following quotes were recorded from players in response to the question above;

“I failed a couple of subjects in the past and I passed the last two in the first semester which was good, I got a credit and a pass…”

“I was going to give uni away but with this program, it’s made me be able to do it…”

3. What study strategies (give some examples) did you acquire while being tutored?

Students identified acquiring organisational and time management skills, taking notes and committing to regular meetings with the peer-tutor (once a week). Within the comments there was mention of ‘being prepared’ for the peer-tutor: ‘Yeah, they do so much work for us so I don’t want to let them down’.

Many commented that the tutor helped them to clarify understandings, get organised and plan for assignments ahead of time.

“I found it really helpful to look back at what you have done that week, at the end of the week instead of like you might go to a lecture and then not think about it again until you’re studying for a test and you know, that could be eight weeks later.”

“Ah, probably the biggest thing I took from it is you know, how my tutor, tutor’s made me do like a weekly summary of what happened that week so …like a page or two of points of what, like the important things, so when I got to the end of the year I just had a book to look back through, that had all key points on it and I went over and matched them up just so that I could get the outline and I found that helpful.”
4. What do you consider the major successes of you time in the peer-tutor relationship?

The students commented that the regular meetings and the communication between the peer-tutor and student-player were the most successful part of the relationship. There was general agreement to the comment, ‘I reckon one of the major successes is I, - a lot of the boys are more confident in going to uni and in getting through and actually passing the subjects which is a good thing, just knowing that you’ve got that help there …’

Several of the comments indicated that the peer-tutor relationship motivated them because they were experiencing positive outcomes and becoming more confident. Several indicated that a relationship of trust developed.

“Your tutor’s actually understands how much training we do and why we can’t do certain things.”

The following response provided by a player that describes how their peer-tutor provided also provided them with the accountability and confidence to use the studying strategies they had acquired;

“It probably is for me, like having a tutor between me going out and training and just like, oh you’ve got to know the tutor, that I haven’t set out at the start of the week, like I don’t think myself, I’d be able to manage that sort of thing, like going to training and then just knowing that I have to just do something. Whereas the difference if I didn’t have a tutor, I’d just go home and be like a vegetable.”

5. What do you consider the major challenges in the peer-tutor relationship?

There was no strong response to this question but there was mention of being able to fit the sessions in with one mentioning some problems with finding a time that suited the tutor and student. One student-player mentioned meeting 7.00am.

6. What would you do differently if given the opportunity to be a student in a peer-tutoring relationship?

The comments indicated that overall the peer-tutoring program worked but time and timetabling difficulties were mentioned by one student-player. Comments seem to indicate that planning would be easier with an advance program for football commitments.
Peer-Tutor Interview

1. Can you explain why you accepted the role of tutor?

All the tutors saw it as an opportunity to share their knowledge and to continue their own learning.

“It sounded like – it sounded like an amazing like opportunity because you, you get to be part of like – within like part of the university and then it’s also you’re tutoring football players so there’s the novelty of it as well and then it’s the chance to kind of be part of the uni …”

“I did it because I had the time available to do it and I knew the subject well … also because I like helping people so I enjoy the thought of having the opportunity to help others learn…”

2. What were you hoping to gain from this experience: personally and/or academically? Did you achieve these expectations?

The following quote was taken from a response provided by a tutor;

“I don’t think I had any expectations of how I would benefit from it... I think I was going into it a little bit more, “Okay, I can help them and we’ll see how we go”, kind of thing. So I was pleasantly surprised from the benefits they’ve received in tutoring the players....

“So for example, if I’m tutoring like I understood the subject a lot more than I would have been just walking away from it and yeah, and it’s also a confidence booster ... I find that university destroys my confidence quite a bit because you’re constantly learning it, you’re constantly learning what you don’t know, if that makes sense, and plus I think it steps on what we’re trying to learn.

“So it was really nice to look back and say, "Hey, yeah, I did learn something, I came through my experience and you can learn from it as well", so I found that really empowering to be able to do that.”

3. What study strategies (give some examples) did you suggest whilst tutoring your student?

The tutors in the focus group all agreed on the main strategies, such as putting in effort, focusing on the subject content through summarising and relating the learning to the big picture and the real world.

“I think a big one, I said to [student] and I’d tell anyone who’s studying is summaries, summarise the chapter ... if you have to pick out the important information from that page to get in into two lines, then you’re going to have to really understand and I just encourage the boys to just write is a really good learning tool.”
4. What were the major challenges in the peer tutoring relationship?
The main challenge for both tutors and students was time. The tutors commented on the importance of putting structures in place.

The following quote from a peer-tutor shares their desire for the student-player/s to see themselves as University students, not just football players who go to University.

“I mean they're bright enough, but it's just yeah, yeah I think it's seeing them as students as well as being footy players, not just footy players who occasionally rock up to a lecture. But that’s how I've been, both my students so far have actually been very good, they haven't missed a session...”

5. What would you do differently if given the opportunity to be a tutor in a peer-tutoring relationship?

The responses to this question were not specific in offering details of changing should they engage in the process again. Small changes in access to more study space were mentioned.

“Like I think with the, like the room sometimes it gets quite busy because people book it at the same time so sometimes we’re ... (overtalking) ... like a little athlete study space so that it would be like you know, like their own, their own cubicle and that and then they have an attachment to a room if it’s for private study... for us I think at least to have maybe at least a second room down in our building for more tutors.”
The following graphs are from the National Rugby League (NRL) website.

**Graph A: Movement of Toyota Cup players 2008/2009**

The graph below illustrates that most players do not continue to earn a decent salary from professional sport.
Graph B: Toyota Cup Player Activity

The graph below provides a visual representation of the number of players enrolled in degrees/diplomas is not as important as the number of completions.

Toyota Cup Player Activity : 2010

530 players in total
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