

LINK 26

Olympic and Paralympic Games

2012 Learning Legacies

London's hosting of the 30th Olympiad in 2012, the Olympic and Paralympic Games, provides an opportunity to raise the profile of our HLST subjects group. From the sciences that underpin the preparation of elite athletes for world class performance to the coaching and sports management capacity required to support the growing participation in sport which the Games will promote; from travel and tourism management to the provision of high quality facilities and services for participants and visitors alike; our courses contribute the professional skills, knowledge and understanding which are essential for the success of such multifaceted and complex, prestigious, international sporting events.

The Games present an opportunity to promote our credentials in working closely with industry and employers, in work-based and experiential learning, in developing multicultural and international perspectives, in ensuring equality of opportunity, and in environmental awareness. At the same time, from planning through to post-event evaluation of impact, they provide a rich source of materials and opportunities to enhance curricula and actively engage students with learning.

The foundations required to harness these opportunities have been laid through our Olympics Special Interest Group established in 2008; our working links with Podium, SkillsActive, People1st, the Institute of Hospitality, the Institute of Sport, Parks and Leisure, the Institute of Sport and Recreation Management, SPRIG and other external agencies; and our on-going collaborative work with Subject Associations in the HLST subjects.

We already benefit from collaboration with LinkBC in Vancouver, and their work related to the 2010 Winter Games, and we are actively developing links with colleagues in other Olympics host countries. The "Learning Legacies" torch can thus be passed on to support curriculum development internationally as the Games move from host country to host country.

Our "Learning Legacies" website has been designed to provide a focus on opportunities to enhance student learning www.heacademy.ac.uk/learninglegacies/home. The site already includes original case studies and discussion starters, with more commissioned, and our plans to extend and make readily available the range of resources have been boosted by a successful bid for JISC funding to support the identification and dissemination of Open Educational Resources in this area. We have a Learning Legacies Twitter account and have launched a "2,012 Students" Facebook Group <http://tinyurl.com/37853ug>.

As we round the final bend to join the home straight to the Games, this issue of LINK provides evidence of an already wide range of initiatives which will enhance the learning experiences of our students and capitalise on the opportunities which the Games bring. We hope that they will be stimulus for more exciting curriculum developments which the 2012 Games can afford.

Clive Robertson
Director

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Embedding Olympics in the Curriculum

David McGillivray and
Aaron McIntosh, Glasgow
Caledonian University

The call for papers for this edition of the LINK publication requested that contributions focus their attention on innovations in learning, teaching and assessment, which will be the learning legacies of the 2012 Olympiad. In this article, we wish to illustrate the way in which the Olympics, more generally, can be embedded as a learning resource in an Event Management teaching context. We draw upon examples from a module entitled, *Mega Events, Spectacle and Identity*, to demonstrate how features of the Olympics Movement – its governing body, the concept of Olympism and contemporary debates about the beneficiaries of the Games – are used to engage Honours-level students with the phenomenon of mega events.

The BA/BA (Hons) Entertainment and Events Management course at Glasgow Caledonian University has been in existence since 2004. In the early years of the programme, students engage with the underpinning theory of event management and develop competencies in the practice of health and safety, innovation and design, finance, marketing and PR, and the delivery of a live event. However, in order to develop the graduate attributes of critical thinking and strategic awareness, students must undertake what we call “analysis” modules at level 4 (their final year in the 4-year Scottish degree structure). Here, the objective is to introduce students to more conceptual material, placing events within a wider set of disciplinary and subject contexts. One of these modules is the *Mega Events, Spectacle and Identity* module, which takes as its focus the Olympic Games, soccer World Cups and, more tangentially, the World Expos. This module is, unashamedly, about major events and uses Maurice Roche’s seminal text, *Mega Events and Modernity* (Roche, 2001) as the core text. However, whilst this text tests the students’ critical faculties to the full, it is our responsibility as a teaching team to ensure that the ideas contained within it are applied to the mega spectacles of our time. The Olympics, because of its history, its value code and its controversial political, economic, social, cultural and environmental past (and present), provides an ideal set of illustrations of mega event theory in practice. On this increasingly commercial terrain, students are also exposed to the business of mega events which is a fundamental part of the ethos of the course.

There are a number of ways in which the Olympic Games, in its summer and winter variations, are used as a learning, teaching and assessment tool for the module. A recorded lecture hosted on a blog is used as the principal student learning resource. In each of the recorded lectures, the Olympics are embedded as an illustration of theory-in-action (e.g., mega event definition, spectacle, national identity formation, politics,

media, and the social and cultural impacts). Each week students supplement their seminars with original contributions (300 words) to the module blog, building up an invaluable information repository of Olympics-related discussion which students draw upon for their final assessment – an end of year written examination. The Olympics is also a topic of intense commentary on the social media and we have set up a dedicated Twitter page which follows a range of Olympics-related feeds. Students are encouraged to sign up to receive updates as they progress through the module. With the Vancouver 2010 Winter Olympics taking place during the running of the module in early 2010, the immediacy of Twitter provided a plethora of usable examples for class discussions.

The second principal way in which the Olympics are used in the module is in the form of a case study. When discussing the notion of media spectacle, and its growing importance in the value of mega events to host cities, and to the International Olympics Committee (IOC), students work through a case study, which evaluates the key moments in the history of the Olympic Movement. These include the first televised Olympics in Berlin 1936 and the first commercially successful Games in Los Angeles in 1984 (Andranovich et al., 2002). The case study is supplemented with video footage (e.g., the Mexico 1968 Black Power salute and Beijing 2008 Opening Ceremony) to bring the text to life. Video is accessible from YouTube and associated web-based platforms, and is embedded in the blog to encourage student interaction with this resource. Case study questions are designed to challenge students to apply theory to practice and, more importantly, to test their base knowledge of the Modern Olympics Games over its 114-year history.

The module also operates a student-led seminar approach and uses the Olympics as a focal point for examples and illustrations of the theory of mega events. In particular, students draw on video, the social media and print resources to demonstrate their understanding of the key issues covered in the module syllabus. To complement student-led sessions, guest speakers are also invited to contribute to the module. In the 2009–10 academic session, Ana Adi from the University of the West of Scotland presented on *Aspects of Olympic Media* and Cathy Matheson of Queen Margaret University presented on *Vancouver 2010 and Human Trafficking*. To encourage interaction and debate, these guest lectures are tied in to the final assessment.

The Mega Events module uses real or realistic scenarios to help them apply theory to practice. Two examples help illustrate this point. This year, students used bid documents and “pitches”

for the 2016 Olympics (available online from the SportAccord Convention site) to produce a mock event bid for the Olympics, presented to an audience taking on the roles of the IOC members. This technique is both enjoyable and educational as students are required to put themselves in the position of the bid team as well as develop understanding the interests of other stakeholders (the press, citizens of the host city, political leaders, businesses) to provide as realistic a set of conditions as possible.

Students on the module also undertake a mock debate using the 2012 London Olympics as a focus. Divided into groups, they have to prepare their arguments, either for or against, present them to their opposing group and then engage in an evidence-based formal debate on the subject. In the 2009–10 academic session, students were given the scenario that the debate was part of a special BBC programme on the relative benefits of mega events and two prominent organisations were invited to participate: the London Organising Committee of the Olympic Games and Paralympic Games (LOCOG) and the Coalition Protest Group “No London 2012”. Students had 15 minutes to present their case using a range of multimedia tools. To ensure equity of participation across the student body, each group had to use a minimum of three presenters, three questioners and three people responding to questions. In order to provide students with the space to create their

own arguments, the statement put forward for discussion was deliberately open ended: *The London 2012 Olympics will provide significant economic, political and social benefits to the city and the UK as a whole.* These debates are recorded so that they can be used as a useful formative assessment tool. In our experience, the formal debate structure also encourages students to be prepared, use a wider range of evidence sources and act in a professional manner.

The HLST Learning Legacies resource (see page x) is an invaluable addition to the continually developing Olympics knowledge bank. Resources dedicated to sport and events are particularly plentiful, but there is also a growing interest in the wider social and cultural dynamics associated with the Olympics, exemplified by the *Culture @ the Olympics website*. As we have tried to illustrate in this example from Glasgow Caledonian University’s Department of Cultural Business, the Olympics brings great opportunities to enhance curricula, provides a rich source of contemporary case studies and, in our example, takes challenging concepts and theories and provides an applied context within which to make sense of mega events and their role in the early 21st century.

References and links are available at:

www.heacademy.ac.uk/hlst/resources/publications

A Plea for Olympic Education

Vassil Girginov, Brunel University, and Jim Parry, Leeds University

Pierre de Coubertin and his followers envisioned Olympism as an educational reform movement. For them, the Olympic values reflected the notion of “sport as a school of life”. This instantly raises the questions: Can Olympism be taught and, if so, how? And, how can the idealised vision of the human being promoted by Olympism be communicated, internalised and acted upon by those in education?

The study and practice of sport is also a cognitive process and, as Dunning (1999) contended, human beings are unique in that “human patterns of social organisation depend on learning” (p. 69). The teaching and learning of Olympism have not received the scholarly and organisational attention afforded to other aspects of Olympism,

such as its history or its commercialisation. As Norbert Müller (2004) noted, the term Olympic education first appeared in sport education and Olympic research in the 1970s. This is unfortunate, given that the Olympic edifice is premised on education. Since then, there have been a myriad of Olympic educational initiatives but these have rarely gained the status of mainstream pedagogical strategies.

Recently, the International Olympic Committee (IOC) has taken the lead on this front by supporting a global Olympic Values Educational Programme (OVEP). This project is based on three pillars – a teaching manual, an interactive database and a label to encourage take-up – and has been tested in different cultural environments (Olympic.org). The OVEP was launched in October 2009 and its database made available in December, followed by a public promotional campaign in March 2010. This project is based on the capacity of the transnational phenomenon of the Olympic movement to serve as an appropriate context for helping teachers throughout the world to address global educational priorities, as proposed by Deanna Binder (2001). She discussed the basic objectives, teaching and learning principles and themes that form the core of Olympic education. Similarly, Roland Naul (2008) considered Olympic education as Olympic learning within social milieu, and identified five different pedagogical concepts of Olympic education. In particular, he examined “knowledge- and experience-oriented” and “physical achievement- and lifeworld-oriented” teaching approaches before suggesting an integrated didactic approach to Olympic education.

To what extent has such thinking been drawn upon in the UK, as 2012 approaches? How is Olympism to be taught? And what has London 2012 contributed to this effort?

Although there have been a number of initiatives, they have concentrated on developing new educational platforms, and there has been virtually no debate about the pedagogy of Olympic education and curricular developments that will help us achieve the goals of Olympism. For example, the Olympics Special Interest Group, which is part of the Hospitality, Leisure, Sport & Tourism Network, has been developing a range of teaching materials and resources; Routledge, one of the world leading academic publishers, has also decided to make its Olympic-related publications freely available on-line; the British Olympic Association website only provides a very limited education kit which would be of little use to most readers for which it is intended; whilst Podium, the Tertiary and Higher Education Unit for the Games, does not offer anything at all on the subject. These and other similar initiatives do not really amount to a coherent and well-informed strategy for curricular developments because none of them engages with the specific pedagogical approaches and principles outlined above. Moreover, it is really surprising that one finds no mention of the IOC's global OVEP on any of those websites or in any of their discussions of educational issues.

Further enquiries into the role of UK Higher Education (HE) in promoting this subject provide no reasons for optimism. So far, to our knowledge, there has been no initiative, consultation or discussion about Olympic Education in HE; no contact with the London Organising Committee of the Olympic Games and Paralympic Games (LOCOG); or with any national or regional agency. The involvement of most HE institutions has been limited to local political partnerships and kudos. They have become caught up in the scramble to host pre-Games training camps for the prestige and income, and have at best been paying lip service to the importance of Olympic Education. The UK academic community has a real chance to make a significant contribution to the field of Olympic Education, but only if various interest groups within academia include curriculum development in their efforts. There also needs to be some co-ordinated attempt to organise and motivate curricular initiatives. A look outside education suggests a different picture.

Comparing "culture" development and education, the spend and benefit to culture and the arts has been enormous. Culture is deeply inserted into national and regional bodies, relationships and partnerships, producing events and providing cultural initiatives and benefits. Culture is well-organised, with regional offices and seminars, is very well funded, and has held hundreds of events – although they had nothing to do with sport, the Olympics or education! Culture has just taken the Olympic resources and the opportunity, and used it for its own ends, but at least they are doing something. Their activities have been exciting, innovative, creative and positive. Compared with this, what has education done?

Comparing sport development and education, sport has just announced a new competition to replace the existing UK School Games which were inaugurated in 2006. Up to £10 million of lottery funding, distributed by Sport England, will create a new sports league structure for primary and secondary schools, culminating in an inaugural national final to be held in the run up to the London Olympic and Paralympic Games in 2012. The scheme will see schools compete against each other in leagues at a local level from 2011, with winning athletes and teams qualifying for up to 60 county finals. The most talented young athletes will then be selected for the national finals while schools will also be encouraged to host in-house Olympic-style sports days so that children of all abilities have the opportunity to compete. The ambition is for the

competition to continue after 2012, and it is part of the plans to create a lasting sporting legacy from hosting the London 2012. At least those concerned with sports development are doing something. Is there a comparable education initiative for schools, colleges and universities?

For Athens 2004, the Greek government created 2,000 new physical education (PE) posts in Greek schools, with a brief for Olympic Education and a new PE curriculum supported by newly developed resources and staff training. China, too, took advantage of hosting the 2008 Beijing Games to produce an Olympic educational tool kit that was made available to every single school in the country and 500 schools were designated as Olympic. Is there any sign of similar initiatives in British schools? We still have two years before the Games, but does that give us enough time to put in place educational initiatives that will produce a step-change in school PE and sport for the future? We think there are good reasons to doubt that this can now be achieved.

The concept of Olympism was a social, political and educational project designed to transform society through sport. According to Coubertin (1936), this project had two distinct and successive enterprises – athleticism, in the form of the Olympic Games, and education. Writing in 1936, one year before his death, Coubertin acknowledged that the revival of the modern Olympic Games "was the only way to achieve anything" (p. 34). He favoured the facts over theory, and the success of the Olympics provided the ammunition he needed to draw the attention of the world towards the role of sport in modern societies. However, as he also conceded, the facts, no matter how powerful they were, did not suffice to advance the whole project: "the attempt to reform education ... has been the object of slow, silent, gradual and long thought-out study". He concluded his "Unfinished Symphony" with the words "in any case the evolution pre-

supposed a prior reform of popular education, the creation of a neo-encyclopaedism, wider programmes simplified methods ... but no one wanted to give it a thought" (p. 34).

The deeds of Coubertin and his associates were examples of advocacy work needed for the survival of the enterprise. Most early scholars and educators had been playing the role of proselytisers – they were documenting the growth of the Games

and spreading the Olympic values. At the beginning of the 21st century, the Olympic academic community is faced with a different challenge. We do not need the Games to ensure the survival of the enterprise, rather we need to reinvigorate the enterprise in order to protect the Games.

References and links are available at:

www.heacademy.ac.uk/hlst/resources/publications

The London 2012 Paralympic Games: Will Prejudice or Progress Prevail?

Ian Brittain,
Coventry University

As London 2012 draws ever closer, an increasing number of industry sectors including tourism, sport, health, business and management, to name but a few, are putting on conferences themed around the Olympic Games, as a vehicle for capturing public interest as well as perhaps rejuvenating creative thinking and new developments within their sector. When discussing industry sectors this does of course include the higher education (HE) sector, which cuts across all the sectors mentioned above. At the interface between the education and industry sectors, the former provides research data and development suggestions for the industry sectors, as well as a large proportion of the next tranche of staff that will enter these sectors. However, despite the fact that London 2012 will be the first host city that the International Olympic Committee's bidding regulations dictate must host the Paralympic Games if they are to host the Olympics, and despite the fact Britain is the birthplace of the Paralympic Games (Brittain, 2009), there still appears to be very little interest shown in them by the HE sector in terms of conferences, research or teaching. Even the HE Academy HLST Network appears not to have been immune from this. It has an Olympics Special Interest Group but until recently the stated aims of this group, which are all around using the Olympics as a means to improve teaching and learning in the HE sector, made absolutely no mention of the Paralympic Games. If the hosting of the London 2012 Paralympic Games is to have positive impact in the sector then it is imperative that we ensure that progress prevails over prejudice.

Potential Implications for Hosting the Paralympic Games

Depending on what definition is used for "disability" at least 10% of the world's population is disabled in some way. That's 600 million people worldwide. According to the Spring 2000

Labour Force Survey, 7,004,000 UK residents of working age (16+) are disabled (UK Sport, 2000), which equates to around 15.5% of the working age population. Devine (1997) claimed that society has a prescribed set of standards by which we are all measured and when someone's biological make-up or function fails to meet these standards they are "assumed to be inferior and are subject to a decrease in inclusion in society" (p. 4).

For many of the non-disabled population the prefix "dis" brings with it connotations of less able, less important and less worthy (Brittain, 2004). This is equally true of nearly all academic disciplines when it comes to both teaching and research, which at best make a token effort to include people with disabilities and the impact of those disabilities within a particular subject area, and often simply make no attempt at all. Sport, Leisure and Tourism appear to be no exception to this.

In my previous post, the department in which I worked included a tourism section that scored a four star rating in the last but one Research Assessment Exercise. I hoped, therefore, that it would be safe to assume that the section of the library dedicated to the study of tourism in all its guises at that university would contain a fairly comprehensive and representative cross section of up-to-date publications in the field, similar to other universities around the country with tourism as an academic subject. However, going through the contents section of well over 100 of these books, I found only three that made any mention of disability. Two of these were sports tourism books: one contained a three page section entitled "Sports Tourism for People with Disabilities", whilst the other contained three lines in 325 pages. The third book entitled "Strategic Management in Tourism" contained one short paragraph in 350 pages and this included the line "the disabled increasingly expect to travel as public transport becomes more accommodating to their needs". Why should people with disabilities not expect to travel? Shouldn't their

expectations for their lives be just the same as everyone else's, irrespective of whether they have a disability or not?

The lack of any substantive content in courses and textbooks designed to train the tourism practitioners of the future is, for disabled people, simply a further affirmation of their exclusion from the rest of society based upon non-disabled perceptions of their abilities, which for the most part are unfounded. However, the fact that they do go unrecognised within this training process simply feeds back into their feelings of low self-esteem and self-worth, and reinforces the belief that travel and tourism is not for them. The Paralympic Games of London 2012 provides an excellent opportunity for all academic disciplines to try and redress this imbalance. Over 4,000 disabled athletes will be descending on London in 2012, as well as unknown numbers of disabled spectators. How will the infrastructure such as airports, transport, shops and hotels cope? What will the impact of these Games be for people with disabilities living in and around London, and for tourists with disabilities visiting London post-2012?

Future Possibilities for Progress

The opportunities for, and benefits of, making the Paralympic Games and disability in general an integral part of the sport, leisure and tourism curricula, are endless. Here are just a few:

Increased Research Opportunities

There are currently very few researchers working in these areas. However, it is to be hoped that the number will grow as a result of coverage of the London 2012 Paralympic Games. In disability sport a number of interesting new issues are arising as it gains importance on the world stage. An example is the case of Oscar Pistorius, the South African double below-the-knee amputee who wishes to run in the Olympic Games and has almost achieved the qualifying standard. His use of high-tech prosthetic limbs has, however, given rise to the new term "Technological Doping". Many issues such as this will arise as a result of the London Paralympic Games, but who will be there to research them?

Disabled Students

The Paralympic Games provide the opportunity for disabled students to be both inspired and to inspire their fellow students. Getting them to discuss their experience of being a tourist, taking part in sport and leisure activities, or indeed their lives in general, could be a real eye-opener for the whole class and help the lecturer better understand how to integrate them fully into the group. Actually including disability and sport, leisure and tourism in key texts might also encourage more disabled students to study the subjects, which can only be good for disabled tourists and sportsmen and women in the long term.

Changing Perceptions and Attitudes

Following on from the above, learning far more about both the issues for disabled people and the reasons behind them, as well as what they are actually capable of, can help to change perceptions amongst a future generation of policy makers and practitioners in the areas of sport, leisure and tourism.

New Areas of Study

Disability issues impact upon every subject area. As such, any piece of research that has been carried out in the area of non-disabled tourism or sport can also be applied to tourism and sport for disabled people, with numerous extra issues to consider on top that make the outcomes interesting, informative and useful. We already have an emerging area of study entitled Olympic tourism but this still leaves a gaping hole in the research agenda. Paralympic tourism is a totally untouched subject for any researcher wishing to instigate a completely new area for study.

Conclusion

The overall aim of this article was to alert educators and researchers to the potential the Paralympic Games provide in terms of research and, hopefully, inspire one or two to discover for themselves the opportunities that exist. In this way, academics can play an important role in changing attitudes and increasing awareness of both issues and opportunities, not only for the sport, leisure and tourist industries, but many other areas of society including the whole HE sector. The sector can make a huge contribution to bettering the lives of disabled people by providing the various industry sectors with useful up-to-the-minute research relating to the disabled. It can ensure that current and future students, who will form the policy makers of the future, graduate from these disciplines with a good understanding of the impact of being disabled on their discipline, and ways to overcome or lessen these impacts. Only in doing so can we ensure that the result of London hosting the 2012 Paralympic Games is that progress prevails over prejudice.

References and links are available at:
www.heacademy.ac.uk/hlst/resources/publications

Home and Away: Is it Different Down Under? Using the Olympics as a Vehicle for Internationalising the Curriculum

Donna de Haan,
*University of
Worcester, and*
Emma Sherry,
La Trobe University

Introduction

Over a decade ago, Masteralexis and McDonald (1997) highlighted that the sport industry would require sport managers with international business capabilities. Our sport management graduates could and should have the opportunity to work internationally, particularly those who endeavour to work with the mega-events on the world circuit such as the Olympics, or work for a multi-national sports agency such as IMG. To prepare our graduates for work in this international industry it is essential that the sport management curriculum reflects this global perspective.

At the University of Worcester, we have a range of international opportunities on offer to our sports students including study abroad and exchange programmes. Whilst we attract many international students onto our programmes, our UK students seem reluctant to venture further afield. Therefore, the challenge arises of how to internationalise our students' experience while they remain on home soil. At present there is no clear consensus around the term internationalisation, or how best it might be put into operation in an institutional or departmental context. However, internationalisation of the curriculum can be seen as a vehicle through which international issues are integrated into the classroom. Case studies and topics linked to the Olympics can provide the material around which to discuss various international issues.

Reviewing the body of research and discussing internationalisation of sport management curricula revealed the following key issues: academic staff's expertise in international sport management education, opportunities for international exchange (academic staff and students), international collaborative research opportunities, and ways of internationalising programme content (Masteralexis & McDonald, 1997; Li et al., 2002; Jones et al., 2008).

Home and Away: Is it Different Down Under?

I met Emma Sherry from La Trobe University, Australia, in 2009 at a conference where I was presenting research on the subject of internationalising the curriculum. Following this presentation we discussed our shared interest in the idea of internationalisation and compared our national perspectives. We quickly realised that although we came from different sides of the world we faced similar challenges when trying to bring international issues to life in the classroom setting. Our discussion continued online and in person at the 2009 Sport Management Association of Australia and New Zealand (SMAANZ) conference, where our ideas to develop a collaborative project were formalised. The timely release of an Australian Government report into the future of sport (Crawford Report) helped focus these ideas further.

Crawford, Competition and Collaboration

The Crawford Report (2009) made a series of recommendations regarding the vision for sport in Australia, reform of the elite sport system and National Sport Organisations, and the role of sport in community and education. The report recommended that the Australian Federal Government direct more resources towards sports that attract high participation and are part of the "national ethos". As an example, it highlighted that archery – an Olympic sport – received more Government funds than cricket, which has more than 100 times the number of participants. While the report did not recommend any cuts to elite sports funding, it took issue with the Australian Olympic Committee's (AOC) quest to reclaim "top five" status on the medal count at the 2012 London Olympics.

Needless to say, the Crawford Report was vigorously discussed by the academics at the SMAANZ conference. My personal highlight was the tangible fear in the room at the prospect of being beaten again by the "poms" in the Olympic medal table. There is after all a history of healthy competition between us, and this was something both Emma and I felt our sport management undergraduate students could relate to.

Using the Olympics and Sport Development as a Focus

The Olympics, and specifically the Summer Games, provided a clear focus to the curriculum internationalisation project. Hosting the Olympics is something both nations share, and both the 2000 Sydney Olympics and the 2012 London Olympics are current and accessible events for both groups of students. There are many different aspects of the Olympics which could have been chosen as a focus for the project, but a shared interest was sport development. We both deliver modules focusing on sport development, a subject which combines theoretical and practical issues, and has areas of international similarity and difference as points of comparison for student reflection.

The gap in time between the hosting of the Olympics provided an interesting element of reflective practice, as Emma and I were both able to embed within our teaching the effects hosting the Olympics have had (in the case of Australia), or is having (here in the UK), on our national sport development policies, from grassroots to elite. We were also able to discuss government policies such as *Can Sport be Bought?* and *The Crawford Report*, in Australia, and *Game Plan and Playing to Win*, in the UK. Combining the Olympics with sport development seemed like the perfect focus of a UK/Australia collaborative project.

Developing a Collaborative Student Assessment Project

Our module outlines listed the numerous articles and book chapters which discuss international systems of sport development and our schemes of work and timetable plans included sessions on "international sport development", but what we wanted to do was bring this topic to life. We both agreed that our respective students (UK Level 6, Aus Level 5) were motivated by assessed work so we decided to develop a collaborative assessment. In short, the UK students would review their national system of sport development and then draw comparisons with the Australian system and vice-versa, specifically focussing on ten summer Olympic sports both nations compete in.

In real life things are never this straightforward. Whilst Emma and I teach the same broad subject of sport development, we do not teach on the same module, at the same level, or in the same institution. Thankfully our respective module requirements and assessment criteria were not too different, and two items of assessment were developed for our respective modules which holistically resulted in the same project in the UK and Australia:

UK		Australia	
Assignment	Grade	Assignment	Grade
15 minute group presentation	30%	15 minute group presentation 4 page group paper	20% 10%
3,000 word individual essay	70%	International peer review 3,000 word research paper	20% 50%

With regards to the group presentation element, we split our respective cohorts of students into ten groups, one for each summer Olympic sport identified below:

- swimming
- athletics
- rowing

- equestrian
- boxing
- hockey
- cycling (track)
- gymnastics
- shooting
- basketball

Each group was required to prepare a 15 minute presentation on the sport development policies and programmes of a national sport organisation. The students were informed that the audience for this presentation was their module leader, their classmates and a cohort of international students undertaking a similar programme from the corresponding university. Each group was briefed to prepare a presentation of the sport development policies and programmes for their chosen sport at the national level including junior (and modified sport) programmes and pathways, talent identification, pathways from grassroots to elite, and the institutional and organisational structures that support the sport development process. Students were encouraged to include evaluation and discussion of the most and least effective elements of the individual sport's development strategy. Students were also briefed that the presentations would be video-recorded for peer review by the corresponding university's students.

In the UK, the students continued to focus on their chosen sport for their individual essays but had to reflect on the group presentations and peer-reviewed feedback, and critically evaluate and compare the UK and Australian sport development systems.

Internationalisation of the teaching delivery was also undertaken, quite simply, through the recording of guest lectures or video podcasts which focused on the specific aspects of the national sport development models. This material was shown in class and uploaded to web-based teaching spaces, and formed the basis of in class discussions.

Using the Olympics as a Vehicle for Internationalising the Curriculum

The Olympics is undoubtedly a global phenomenon. From a teaching perspective it provides us with a vehicle to discuss many interesting issues. In this case it provided a vehicle to internationalise one small aspect of our curriculum.

Developing a collaborative international assessment focused on Olympic sports was by no means straightforward. We had to address institutional regulations, ethics and basic issues of semester schedules across different hemispheres, not to mention

the practical technology issues of sharing video footage of student presentations. However, student feedback from both sides was positive. The peer assessment helped to bring the subject to life. Students engaged with the project, gave mature and insightful feedback, and developed a critical perspective of our different sport development systems. We are currently in the process of developing additional collaborative forms of Olympic focused assessment for other modules on our programmes because the Olympics provides a current and engaging vehicle to aid the internationalisation of sport management curriculum.

References and links are available at:

www.heacademy.ac.uk/hlst/resources/publications

Event Project Management: Helping to Realise Legacy Benefits at London 2012

Brendan D’Cruz, *University of Wales, Newport,*
and Agnieszka Domin,
University of Greenwich

Introduction

The 2012 Olympic Games and Paralympic Games in London should transform the region and build on its rich multicultural heritage, both before and during the Games. One of the key implications for the Games, and a key factor in actually winning the bid to host the games, is the need for *legacy*, and how preparations for and delivery of the games ultimately lead to realising longer term benefits and positive impacts through a programme of education, culture and regeneration. The organisers of the Games drew up a schedule of events and activities across London which are already underway, and there has been strong engagement from higher education institutions and a wide range of stakeholders in the five host London boroughs of Hackney, Newham, Greenwich, Tower Hamlets and Waltham Forest.

An institution playing a significant role in the run up to the Games is the University of East London (UEL), where the authors were previously employed, which started its BA Events Management programme to help meet the needs of those students wanting to contribute to the Olympic Games developments, particularly in the events, leisure and heritage sectors. This coincided, in 2007, with the launch of new programmes at undergraduate and postgraduate level addressing the needs for urban regeneration and the London 2012 legacy in terms of project management, risk management, events management and infrastructure development.

From the outset it was clear that, for UEL, successful engagement in the London 2102 Games and a sustainable legacy would need to be more than just inheriting the Aquatics Centre after the Games and the hosting of Team USA during the Games. The BA Events Management programme familiarises students with the context and objectives for the Olympic and Paralympic Games, and this case study is based on the delivery of the Year 1 *Events Industries* module held at UEL’s Royal Docks Business School during 2007/08.

Context

The UK government, in support of its bid to host the Games, stated that its primary objective was to deliver the London 2012 Games within agreed budgets and on time, thereby establishing world-class professional sporting facilities for future use as a lasting legacy. Other objectives included:

- making the UK a world-class sporting nation with improved participation in sports in schools and much better sporting facilities and infrastructure
- transforming the heart of East London by creating over 9000 homes and improving transport infrastructure
- inspiring young people to participate in volunteering opportunities as well as cultural and physical activity
- making the Olympic Park in Stratford a blueprint for sustainable living and environmental awareness by minimising carbon and water usage

- demonstrating to the watching world that the UK is a creative, inclusive and welcoming place to live, visit and do business

Although there has since been criticism of the costs and budgets associated with the Games, and the uncoordinated facilitation of legacy benefits between stakeholders, the Games do provide learners in the Events Industries module an opportunity to reflect on who the event stakeholders are and what the likely success factors for the London Olympic and Paralympic Games as sporting mega-events are. During a lecture, students learned how to conduct a needs analysis and impact analysis, and were provided with a supporting context which emphasised planning, implementing, organising, coordinating, monitoring, influencing and control for the successful delivery of the Games which can also measure legacy benefits. They were asked to consider not only stakeholder needs and wants but also the broader risks, challenges and constraints for the London 2012 programme and the various projects that are currently underway to deliver the infrastructure.

In the follow-up seminar, entitled “*Show me the Money!*”, the students were introduced to concepts such as Return on Investment (RoI) and Return on Objectives (RoO). Some of the terminology used in event project management, such as mandate, business case, feasibility study, brief and approach were also identified. Comparisons were made with other high profile sporting mega-events such as the World Cup, Ryder Cup and the Commonwealth Games. A productive discussion was held on the notion of “invite them and they will come” and what an unsuccessful Games in London might actually look like. Again there

were comparisons between previous Olympic Games and other sporting events, and consideration of the idea that some lessons had been noted but not yet learned.

The key pedagogic innovation used in these sessions was the use of reflection for transformative learning by providing the opportunity for students to think about their own skills and capabilities in context, and how they could use the London 2012 Games to benefit their learning and personal/professional development. There would clearly be opportunities for volunteering and community engagement that could overlap with their programme of study, but equally the behavioural changes arising from sustainability and legacy drivers would be related to an understanding of what the London 2012 Games are out to achieve and how they personally could play a contributing role. This linked to their personal and professional development (PDP) portfolio and assessed work in other modules such as *Study Skills for Business*, which aims to develop students’ academic skills necessary for successful study and academic development.

Discussion

Many institutions use study skills modules in Year 1 of undergraduate level programmes to support learning, with the possible use of introductory contextual modules such as Events Industries to set the scene in a given programme of study and to help in personal and professional skills development. The challenge is to find a balance between setting the context for successful study, and enabling students to understand the benefits and content related to their programme of study, for a range of different career contexts, without the students losing interest. For the BA Events programme it is inevitable that not all students, for example international students, would be entirely interested in the legacy of the London 2012 Games, given their careers could be in other countries or in unrelated industries, but the programme was designed to benefit from the Games not exclusively for the Games.

Few institutions are lucky enough to be located in the heartland of a major mega-event such as the Games so UEL, Greenwich and some other London universities should capitalise on this opportunity for learning benefits. By flagging up the various legacy implications from the start of the programme, students should be better able to think about how they can contribute to delivering those legacy benefits, at least whilst they are still studying.

It is too early to know if this approach has been entirely successful, but it can be said that some students have since started their own companies, supported by UEL, based on ideas generated during the programme and others have contributed to volunteering programmes, projects and community initiatives that are linked to the London 2012 Games.

The pedagogic model that uses actual projects with real benefits through event project management and reflection on learning continues to be used at UEL, and even though the authors have now moved to other institutions they still maintain connections with UEL and progress and development relative to London 2012 is observed with interest.

Working Together in Dorset to Create a Lasting Legacy Among HE Students and Young People Beyond 2012

Dorothy Fox and Virginia Bailey, Bournemouth University

Introduction

RELAYS (Regional Educational Legacy in Arts and Youth Sport) is one of the programmes designed to create a positive and lasting legacy beyond 2012. Funded by Legacy Trust UK, an independent charity set up to build a lasting cultural and sporting legacy from the 2012 Olympic and Paralympic Games, and the Higher Education Funding Council for England (HEFCE), it is supported by a range of partners, including 13 of the region's universities (Universities South West, 2010).

RELAYS mission statement is:

To create a lasting legacy with young people and their communities in the South West, inspired by the London 2012 Olympic and Paralympic Games, by raising aspirations through participation in innovative cultural and sporting activity; developing knowledge and skills; and establishing distinctive sustainable festivals and events. (HERDA-SW, 2008, p. 5)

The programme aims specifically to:

- create a range of sustainable events
- inspire young people and enhance their confidence and aspirations
- up-skill young people through events and educationally-based activities
- engage with local businesses
- create an enhanced regional tourism offer

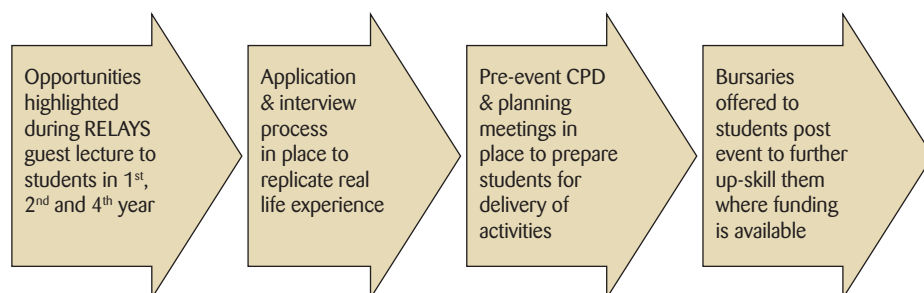
A partnership has been formed between the RELAYS School Events Coordinator, and the Events and Sports Management

tutors from the School of Services Management at Bournemouth University formed and through this collaboration, opportunities are being created throughout the period of study to enhance the student experience both within the curricula and outside it. The School of Services Management undergraduate framework has courses in tourism, events, hospitality, leisure, sports and retail. The framework is designed to offer students the opportunity to develop professional, intellectual and inter-personal skills in a programme which is both academic and sector-specific, delivered over four years.

RELAYS works closely with tutors on the BA (Hons) Events Management, BSc (Hons) Sports Development and Coaching Sciences, and BSc (Hons) Sports Management programmes in five areas, and activities undertaken over the academic year 2009–10 are described here.

Coaching and Leading Activity Sessions

Working with the Sports Management team, over forty first, second and fourth year students engaged in coaching and leadership opportunities. This ranged from small events with as few as 60 school pupils, to larger scale events with up to 450 children. Offered to all students with the support and backing of the academic team, the students' time is given up on a voluntary basis, above and beyond the requirements of their course. As part of the preparation for the festivals and events, students are provided with training and continuing professional development (CPD), further enhancing their academic learning. The diagram below shows the process that the students go through to volunteer for the project.



A participant stated afterwards:

The RELAYS training gave me lots of new and interesting ideas for coaching and increased my overall confidence, leadership and coaching ability ... The festival has widened my experience as a coach and has sparked a passion for further volunteering.

Organising and Planning Events

In the second year of study, students in the management cohorts experience the practical implementation of the different methods and theories relevant to event management. The principal learning outcome expects them to have planned and executed an event within a team and a specific time frame. Jarvis (2006) distinguished between a context “that approximates the practice world ... a virtual world, relatively free of pressures, distractions, and the risks of the real one to which, nevertheless, it refers” (quoting Schön, 1987) and “practice-based learning ... in the real-world, under slightly sheltered conditions” (p. 147). It is the latter that these events emulate.

Each group of students work with a client, such as a charity, school or other public sector group, and RELAYS undertook this role for two Sports Management teams and one from the Events Management cohort. RELAYS met the teams regularly and provided each group with a small budget to kick start the planning process, as well as providing access to different partners such as Youth Services, Dorset Police, School Sports Partnerships, Nacro (the crime reduction charity), Connexions and private activity providers.

The Sports Management students undertook the task of organising a festival for a social inclusion project run by the police and local authorities from across Dorset. With football at the heart of the festival, the group had the job of organising a number of other activities to take place throughout the day, encouraging the children aged between 12 and 17 to try out other activities such as street dance, DJ workshops and kick boxing, as well as being given the opportunity to talk to health professionals about issues around sexual health and healthy eating. The event was granted the Inspire Mark and post-event kick boxing and street dance sessions are now taking place in a number of different youth centres across the county.

Meanwhile, the Events Management group worked with the Physical Education Coordinator at a Dorset primary school to organise an Olympic themed festival based around the Olympic value “friendship”. The brief was to organise an event with the objectives of raising awareness of RELAYS through the concept of linking sports and arts, and thereby encouraging primary school children to take part in extracurricular activities and promoting a healthy lifestyle. Ninety year 3 and 4 pupils took part in a number of activities throughout the course of a normal school day, at the event named “Get, Set, Friendship”. Four activities were organised: a dance workshop, drama, team building and Quad Kids athletics. The students engaged professionals to run the workshops on dance and drama, requesting an activity based around the theme of friendship. They divided the children into four groups and encouraged them to support each other throughout the day.

The students are required to undertake all the functions of organising an event including, finance, operations and risk management. Their final assignment is to evaluate the event and reflect on their personal contribution. One student wrote:

As a group I think we were professional, ambitious, and achieved a successful event as a result of careful forethought and well executed operational management ... Although there are things I would have liked to change, the experience was something that I will treasure for a long time.

Volunteering

Throughout their degree, the students are encouraged to volunteer to help at RELAYS’ events by the tutors posting information on the virtual learning environment. For example, fourth year students volunteered to deliver the Quad Kids and Team Building workshops at the Get Set, Friendship event.

Placement Opportunities

RELAYS has offered a number of placement opportunities to Sports Management students over the past year. The most substantial of these was a full-time voluntary placement to work alongside not only the RELAYS School Events Coordinator but also the Cultural Coordinator at the Arts University College Bournemouth. The aim of sharing the role across both universities was to involve the student in working with many different partners from both the sporting and cultural world, exposing them to creative and alternative ways on how both sport and art can be used to inspire and engage young people. Additionally, the student was given the responsibility to organise an event to take place in April 2010. The end product was a highly successful mental health festival, “Smile”, and planning has already begun to run a second festival in September 2010.

Dissertation Research

A student submitted a dissertation proposal form suggesting that she undertake research into the expectations of 18–30 year olds with respect to the 2012 Olympics. At the initial supervisory meeting the Events tutor suggested that she speak to RELAYS. Subsequently, the three parties agreed that the research would ascertain the contribution of events to achieving a sport participation legacy. The student used a mixed method, consisting of an interactive survey of 180 children at an Aim Higher event for local schools, together with group and individual interviews with children and teachers at a RELAYS Urbanise Festival, in December 2009. From this data she was able to develop a theoretical framework on how the Olympics and RELAYS could be used to help improve sport participation levels among school children.

Conclusion

The collaboration between RELAYS and Bournemouth University has successfully created a legacy not only for school children, through established festivals and events, but also for HE students, through enhancing their academic studies with access to training, qualifications and valuable experience. Since the partnership began in February 2009, over 200 students have registered to volunteer in various ways. Furthermore, opportunities for lasting partnerships with professionals across the county have been established.

The project is supported by the RELAYS office which is situated within the area of the tutors' offices encouraging informal as well as more formal meetings. In the coming academic year the partnership will be repeated and enhanced through new approaches, including access by students to an electronic events resource guide, the sharing of equipment provided by the School with RELAYS and the extension of the leadership programme to the team leaders from the Events Management cohort.

References and links are available at:

www.heacademy.ac.uk/hlst/resources/publications

Coaching the Next Olympians: Using Preferred Learning Styles to Enhance Sports Performance

Dominic Cunliffe,
Southampton Solent University

Introduction

The Olympics in 2012 will see a plethora of talented and gifted athletes showcase their ability on the world's biggest sporting stage. The journey to get this far starts many years earlier with the support of many dedicated sports coaches who spend hours of planning, delivering and evaluating sports performance in the hope of releasing the potential in their athletes. Will all athletes be Olympians? Of course not! Within every sport, there are only a small percentage of athletes who are deemed worthy of receiving or holding the accolade of "talented and gifted" and, even then, not all of these go on to reach their true potential, with many reasons cited for dropping out of sport. But what if the part of the blame falls on the sports coach? Many experienced sports coaches use their own style of coaching to good, if not excellent effect, yet not all sports coaches are deemed excellent, and it is possible that they are educating their athletes in a manner which is not conducive to the athlete's learning preferences.

Sports coaching starts at a very young age and the more we are able to understand about the different developmental dimensions of a child the easier it might be for sports coaches to educate them. A key factor when teaching children is to accommodate for differences within them as they develop and mature. Yet the notion that we all possess a preferred learning style or learning trait is somewhat taboo within certain areas of the education/coaching sector, whilst others are more open and accept the notion that perhaps we do not all learn in the

same fashion, nor at the same speed, and that we prefer to complete our learning using one or many methods.

To fully understand the concept that we all do learn, albeit it differently, is of crucial importance for those educating children in the complex techniques and skills required for participation in sporting activities. Furthermore, when participants learn to perform such physical movements this is proven to heighten motivation to learn more and achieve higher results (Henderson, 2009), leading to a healthier life and a better understanding of procedures and improvement in movement skills (Bailey, 2001). The purpose of this article is to present the results from a small study of the preferred learning styles of children and offer a model of effective sports coaching, which will ensure all children are able to explore and learn within the sporting environment.

Learning

Learning can be defined simply as when an individual can demonstrate that they know something or can do something that they could not before. It cannot be argued how important learning is for a child's development. Yet it is essential that information conveyed from the sports coach to the child athlete is transferred to long term memory for future use, as this is the key for lifelong execution of correct techniques and skills to prolong participation in sport. By knowing this, the first step to successful coaching is to appeal to each and every child on an individual basis, in essence by appealing to the way an individual learns best or to their preferred learning style (Tileston, 2005).

Learning Styles

A learning style was defined by James and Gardner (1995) as “the complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store and recall what they are attempting to learn” (p. 20).

While some remain sceptical in terms of “labelling” children with a preferred learning style, others state that as learners, we all appear to have a perceived preference to learn via a certain manner or method. It is essential that children use their capability to learn so that new complex skills can be retained and so that their use becomes simple over time. Mohnsen (2008) found that physical educators seem to be teaching through direct movement and this appears to be no different for sports coaches. Obviously, this method of delivery appeals more to the kinaesthetic learner and directly neglects the visual and auditory learners. Previous research has highlighted several forms of learning, yet throughout physical education and sport the use of the term VAK (visual, auditory and kinaesthetic) is frequently employed. Dreeben (2010) found that in schools, use of the VAK learning theory seems to be the best tool for effective teaching of physical education and this was supported by Beadle (2010) who stated that “learning styles have made some contribution to our understanding of how a lesson should be run” (p. 203).

The Study

Ethical approval was sought and granted from a HE institution for the assessment of preferred learning styles of secondary school children (n = 220) across school years 7–11. The school’s Head Teacher gave consent for assessments to be completed within school time and the children gave their assent to be assessed. All children completed an amended version of a VAK questionnaire and in order to increase the reliability of results the VAK was administered twice. All pupils who exhibited a difference in results (e.g., had a different preferred learning style from Test 1 to Test 2) were eliminated from this study. For the remaining students, the preferred learning styles for all children across the five year groups are given in Table 1.

Preferred learning style	Percentage
Visual	25
Aural	25
Kinaesthetic	30
Combined – those who had a mixture of preferred learning styles	20

Table 1: Children’s preferred learning styles

When differences in preferred learning styles were analysed across all age groups, the results indicated that there was no statistical difference between the preferred learning styles of children, demonstrating that there was no one preferred

learning style for any of the age groups assessed. Therefore, sports coaches should aim to be the first stepping stone to developing elite talent within the UK, and Farrow, Baker and MacMahon (2008) stated that taking account of learning styles in children can prove critical in the development of those with elite potential. This can provide opportunities for effective teaching for the individuals paired with an enjoyable experience. Both have been found to be key factors needed to nurture an elite athlete (Houlihan & Green, 2008).

Effective Sports Coaching

Effective sports coaching forms the basis from which all children learn and can be provided in a variety of ways. The specifics of how to coach will differ between individual academics and coaching practitioners, but the model displayed in Figure 1 demonstrates that being able to instruct, demonstrate, allow to perform and evaluate performance, seems to be an accepted model for effective coaching. By virtue of following this method of session delivery, the sports coach has, perhaps unknowingly, already subscribed to the VAK style of learning: instruction (auditory learners), demonstration (visual learners) and performing (kinaesthetic learners). Of course, just because sports coaches follow this delivery strategy, it doesn’t mean the recipients fully understand what they have to do!

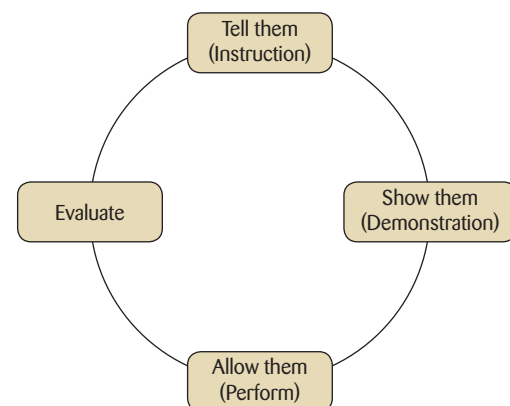


Figure 1: Accepted model of sports coaching

In the cases where the coach does not know how a person learns, they are vulnerable to a scenario in which most performers either do not understand what is being asked of them or do not fully understand how the technique or skill “fits” into their sport. The real problem lies not in the model of sports coaching in Figure 1, but in the ability of the child to understand what the coach wants them to do.

The second model of effective sports coaching (Figure 2) allows the coach to ascertain whether the child actually understands what is being asked of them. Naturally, the use of appropriate questioning is a skill which the coach must master, as an inexperienced coach asks too many or too few questions, possibly at the wrong time, thus disrupting the learning of the child. It must also be stressed that just because there is an opportunity for the coach to ask questions after each of the delivery stages – instruction-demonstration-perform –

it doesn't mean they have to! Therefore, selection of when to and what questions to ask is paramount for this model to be successful.

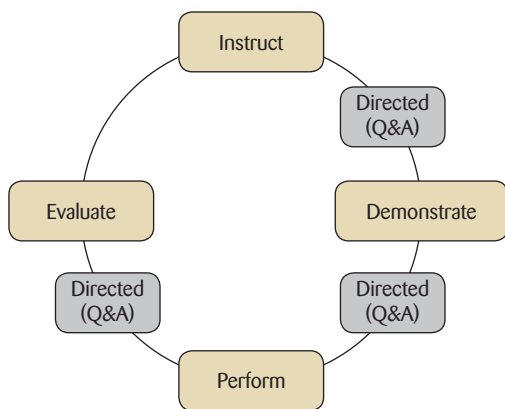


Figure 2: New model of effective sports coaching

Conclusion

The art of sports coaching lies being able to nurture young athletes and assist in their development towards their true potential, whether this is Olympic glory or otherwise. The role of the sports coach is to understand their athlete, and prescribe suitable exercises and drills which will help the individual athlete learn how to use certain skills, techniques and tactics to their advantage within the sporting environment. By knowing how a child learns, that is their preferred learning style, the coach is able to employ appropriate strategies in their training session delivery, using the model in Figure 2, and thereby speed the process of enhancing that athlete's development and maintaining their engagement within sport. Who knows, their athlete could be the next Olympic medallist.

References and links are available at:

www.heacademy.ac.uk/hlst/resources/publications

Innovative Delivery and Assessment of a “Mega Event” Module

Sarah Edwards, University College Birmingham

Background

The “Mega Event” module is a core module for final year undergraduate students on the BA Events Management course at University College Birmingham (UCB), delivered for the first time this academic year (2009/2010). In developing and writing this final year module, it was felt important to address the macro environment, while engaging students in a way that would help them develop the analytical and research skills necessary to meet the learning outcomes. This was achieved, in part, through the use of innovative assessment and the undertaking of a compulsory week-long residential trip to the city of Barcelona which underpinned the module learning outcomes.

Module Overview

The aim of the module is to analyse the key internal and external factors which contribute to the staging of mega events. The focus on mega events reflects the contemporary events industry, where events of this scale have become a driving force for change. Building on knowledge gained at certificate and intermediate levels, the module explores the macro environment. In particular, consideration is given to government and private sector involvement, together with an appreciation of political, social, cultural, economic and environmental impacts of mega events.

Key themes of the module include the emergence of event bids from developing nations; sustainability and green issues relating to mega events; mega events as tourism generators; and the perceived success factors of mega events, including the legacy.

Assessment – Stakeholder Debate

The learning outcomes for the module were assessed in two forms. The first was a stakeholder debate where students were each given a stakeholder role and asked to debate key issues presented on a meeting agenda. In this instance, the Glasgow Commonwealth Games was chosen as a case study. This exercise lent itself particularly well to considering a range of stakeholder expectations in relation to political representation of mega events, and to the planning process and associated impacts. Key stakeholder roles were taken from political representatives from the Scottish Government and Glasgow City Council, as well as other organisations such as Creative Scotland, City Legacy Consortium and Games Monitor.

The agenda was received one week before the debate. The hour-long debates were conducted with 10 students in

each group and a member of the teaching team acted as Chair. Each debate was recorded and put online immediately afterwards for students to review. Students had to subsequently submit an executive summary of the meeting incorporating suggested proposals for further agenda items.

In reflecting on this assessment, students really seemed to embrace the debate, with lively input and discussions taking place. Stronger students had clearly researched their stakeholder interests and were able to put their issues across confidently. It was important for the Chair to address questions to quieter members of the group, giving them an opportunity to express their views. Subsequently, each group member could voice their opinion. The recorded debate gave a platform from which students could critically assess the issues and present their executive report.

Assessment – The Barcelona “Blueprint”

Several authors (Brunet, 1995) have commented that the Barcelona Olympic Games of 1992 provide a blueprint for the planning of a mega event. Lord Coe, in respect of London 2012, stated:

The Barcelona Games were in a class of their own ... Our task now is to take the best of Barcelona and build upon it. (Department for Culture, Media and Sport, 2006).

In considering the “best of Barcelona”, for the second assignment, the question asked of students was: How relevant is the Barcelona “Blueprint” for destinations bidding for Mega Events today?

In order to underpin students’ learning and provide forefront knowledge in terms of impacts and the legacy of the 1992 Games, a residential trip was planned and undertaken. In delivering a relevant itinerary we worked with both a tour operator, and local academics at the Universitat Ramon Llull, Barcelona, with whom UCB have an association. Spanish speaking staff at UCB helped clarify any requirements and a member of the language department accompanied us on the trip which proved invaluable.

While on the trip, it was felt important that the students realised the legacy of the Barcelona Olympics in terms of city regeneration and the associated sports stadia and venues. A tour of the Olympic Village and Museum provided an obvious starting point. The group had a dedicated tour guide who had

been briefed on our requirements. They were able to provide a background into the role of key stakeholders, and students were briefed on the public and private sector roles in planning and delivering the Games. Students were also able to ask questions throughout the tour. The Olympic Museum was useful in providing interactive activities through which students could explore various aspects of the Olympic Games movement at their own leisure.

In assessing the impact of the Games on other sports venues and events, Nou Camp Stadium was included on the agenda, as well as the Circuit de Catalunya Formula 1 Race Circuit. For each venue a local tour guide was employed. We were mindful that as this was an educational trip the students needed additional underpinning knowledge in order to support their learning, so tour guides were briefed on the profile of students and purpose of the visits before the trip.

As further input, we visited the Universitat Ramon Llull in Barcelona. Our contacts there delivered two guest lectures assessing the impacts of the Games and the resulting legacy. Students were able to use this material as reference to support their written work.

Reflection and feedback

The trip was designed to put the Barcelona Games and its impacts in context in terms of modern day mega event management and delivery. Together with lecture input it was hoped that students would be able to analyse the success factors of Barcelona while critically appraising other mega event and forefront issues such as sustainability, and emergence of bids from developing nations.

Pleasingly the overall standard of assessment was high. Students used a wide range of relevant referenced material, with stronger students being able to recognise how changing political and economic landscapes affect the delivery of a mega event. While official module review statistics were not available at the time of writing, comments provided on the trip evaluation forms were very positive and it was felt that the trip greatly enriched the curriculum.

External examiners have emphasised the benefits of innovative use of assessment and commented on the residential trips as a highlight of the course. This gives us a positive starting point from which to build on for this particular module.

References and links are available at:

www.heacademy.ac.uk/hlst/resources/publications

The Solent Community of Practice: Engaging Students Through the Broader Legacies of the Games

Kevin Harris and Oscar Mwaanga, Southampton Solent University

This article draws on an innovative and enterprising volunteering project that is being delivered at Southampton Solent University (SSU) in the Faculty of Business Sport and Enterprise. The Solent Community of Practice (COP) was formed in October 2009 with two key aims: to provide enterprising students with the opportunity to lead and develop their own projects, and to focus on those very students to engage and empower fellow students to participate in volunteering. This article gives an overview of the progress of this project to date and how the broader legacies of the games have provided a clear connection for its success.

Volunteering in Higher Education and using the Olympics as a Tool

Currently the area of volunteering and student enterprise occupies a key position in higher education (HE). This is by no means a new development. Various authors over the last decade (e.g., De Souza, 2004) have given critical overviews on the contribution of student volunteers and enterprise initiatives within HE. There have subsequently been a wide range of targeted initiatives that have sought to strengthen both the role of volunteering in HE, and relationships between HE and voluntary sectors. This is reflected nationally in programmes such as “v”, the national young volunteers service, which provides awards to anyone aged 16–25 who volunteers for an organisation or local project. Key funding partners such as UnLtd (a charity that supports volunteers and entrepreneurs) and Sport Relief are investing large amounts in projects that are both volunteer-led and focused. According to Holdsworth and Quinn (2010) there is, therefore, an emerging consensus among both politicians and academics that the promotion of student volunteering is beneficial for students, HE institutions and the communities in which they volunteer. Such benefits include enhanced employability, empowerment and an increased understanding in the student’s perception of academic contexts, particularly within the area of sport development.

As an example of the current climate in sport, various HE institutions implement volunteering placements, programmes and initiatives in and outside the curriculum. At SSU the Sport and Recreation Service has, over the last two years, delivered up to 500 hours each year of coaching to local schools in the

city, with a high proportion of this time coming from volunteers. In addition, there are vast numbers of students engaging in cross-curriculum programmes that focus on sport coaching and community volunteering, as well as students offering their time to gain valuable experience. Such a movement makes a key contribution to the local sports development sector comprising school sports partnerships, voluntary sport clubs, national governing bodies and sport for development programmes. Volunteering, inspiration and empowerment are examples of the Olympic legacy taken up by SSU with the Solent COP, providing a sound platform to promote and encourage student volunteering.

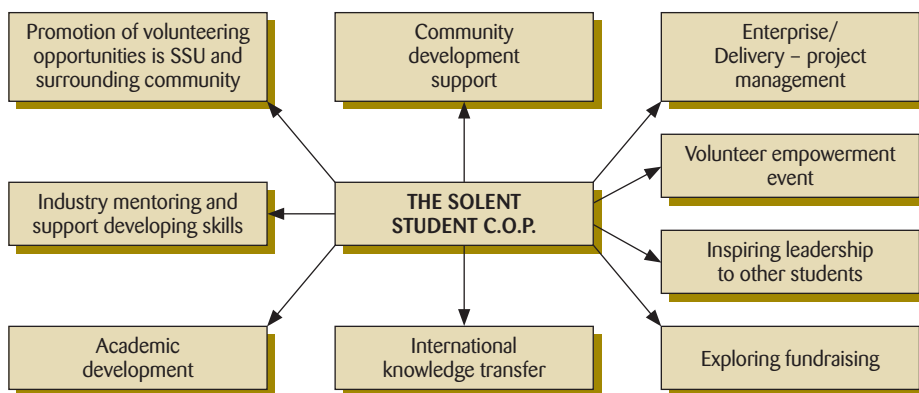
The Solent Community of Practice

The Solent COP was established to further develop the movement of volunteering in the Faculty of Business Sport and Enterprise at SSU. Seven students approached academics within the faculty wanting to develop volunteering by creating and running their own enterprise initiatives in the local community. Following a successful internal funding bid themed around the Olympics, resources were secured to allow the group to put their ideas into practice. These ideas were built around the following aims:

- students should empower fellow students to join the COP
- students should empower fellow students to volunteer in projects within the community
- students should develop their own initiatives contributing to sport for social change in the surrounding community using the Olympic values

The diagram overleaf gives further insight into the functions of the COP.

Students gave their own time to this project and received no specific accreditation towards their degree, although it was intended that they would experience significant other benefits from being involved. The COP’s existence showcases a group of students with similar interests and values sharing ideas and creating opportunities. All the students were already actively engaged in volunteering in the community, developing different skills, experiences and contacts throughout. Thus, the COP provided the opportunity for students who shared similar and different experiences from volunteering to come together through their own established and autonomous community.



The Olympic Relevance and Proposed Research

It is no surprise that various HE institutions are exploring ways to use the Olympics within course design, enterprise and community engagement. This article highlights how volunteering is being developed within Southampton Solent University and the Edu Sport Solent COP. The profile of the Olympic Games engages these students, and the broader legacy has played a massive part in recruiting students and developing links with Edu Sport Solent in London and Zambia. Frameworks like Edu Sport Solent are being created to provide students with opportunities to lead and develop their own enterprising ideas, encouraging their peers to become involved, while opening doors for enterprise and engagement between HEIs and sport for development organisations. Perhaps it is these empowered students who will be the ones more industry-ready when they come to graduate.

To strengthen the weight of this project, qualitative research based on the theoretical construct of empowerment is being carried out to understand volunteering as experienced by a selection of the participants. Clearly benefits may emerge in many different areas such as student attainment, social capital, community impact, and of course the halo effect of the Olympics can help. This project has provided a suitable opportunity to gain an understanding of the impact of volunteering and it is recommended that any other HEI using the Olympics in such a way should also research the impact and experience of those involved.

References and links are available at: www.heacademy.ac.uk/hlst/resources/publications

Inspiring and Developing Edu Sport Solent

Given the student focus and ownership of this project it was no surprise to see the identity of the project change. As a result of its connection with the sport for development charity Edu Sport in Zambia, and the latter's charitable arm in London, the group decided to name the movement "Edu Sport Solent". Since the beginning of the project, the students have been working towards the following objectives to develop the COP:

1. To organise and attend a range of workshops and conferences.

These workshops aimed to provide the students involved in the COP with best practice advice surrounding coaching, sport development and managing projects. Students attended Sports Coach UK and Sport England workshops which focused on coaching and volunteering. Visits were also organised to the Edu Sport offices in London where the students were able to benchmark and learn more about Edu Sport. This was in addition to academic and industry conference registrations.

2. To create and establish an Edu Sport Solent enterprise (movement games/manual)

As a direct result of the workshops and learning experience, the students involved in this project began to develop their very own movement games manual built upon the principles of the international Edu Sport Foundation. The students intend to deliver the movement games for this manual in the local community.

3. Olympic themed empowerment event

In order to raise the profile of the Edu Sport Solent COP, a volunteer empowerment event was delivered in partnership with BA Hons Event Management students in which various external projects within the surrounding area set out to recruit volunteers. Examples of agencies exhibiting included Solent Youth Action, Hampshire FA, Southampton Football Club and local authority Sport Development Unit. This event was also used to recruit new members to the COP and over 30 students expressed an interest in registering.

4. Guest lectures

These lectures consisted of the students within the COP delivering 5 minute talks within existing lectures to gain interest and raise profile.

At the time of writing the Edu Sport Solent movement is continuing to thrive with the number of students registered currently standing at fifteen compared to the initial seven. It is intended that the project will continue to grow and attract more students.

Leveraging Olympic Studies in HE: Go Forth and Olympify!

**Richard Shipway and
Holly Henderson,**
Bournemouth University

It was in the journal *Event Management* in 2000 that the Canadian academic, Brent Ritchie, pointed out that the Olympic Games are a unique opportunity to turn 16 days of events into 16 years through Olympic legacies. With this in mind, we suggest that Olympic education should form an integral part of delivering a sustainable legacy. Bournemouth University, located close to the venue for the Sailing events of the 2012 Games, has taken this opportunity to leverage learning and teaching, research and enterprise projects linked to the 2012 Olympic and Paralympic Games. This includes, most notably, the integration of a final year Olympic Studies Unit into several degree programmes in the School of Services Management, as part of the current portfolio of programmes across tourism, hospitality, retail, sport, leisure and events.

The student learning objectives of this final year unit are focused on four main areas, summarised below:

1. Demonstrate an ability to situate critically the impacts of the Olympic Games in a selection of social, environmental, economic and political contexts, as they affect the sport and leisure, tourism and hospitality, and events industries respectively.
2. Display a critical understanding of the management, marketing, organisation and media impact of the Olympic and Paralympic Games.
3. Demonstrate a deeper knowledge of contemporary Olympic sporting and cultural issues and their implications for the London 2012 Games, both in London and throughout the UK.
4. Critically appraise a diverse range of Olympic legacy perspectives at a selection of both summer and winter Games, and contrast these with the delivery of "legacy" at other "mega" sporting and cultural events.

The content (Figure 1) covers a diverse range of topics, from the more business oriented areas such as marketing and management of the Games to an examination of the range of Olympic Impacts and legacies; the evolution of the Paralympics; arts and cultural aspects associated with the Games; ethical issues linked to doping and alleged incidents of corruption; or an exploration of the core educational values of Olympism within the modern Olympic movement. Upon reflection, this unit currently lacks a clear focus and would benefit from further simplification in the coming years of delivery.

The content is also closely aligned with the five primary regional objectives for the 2012 Games across the South West of England – sporting participation, business development, cultural programming, tourism and destination image, and

1. Introduction – Olympism and the Olympic Games
2. Revival of the modern Olympic Games
3. Britain in the modern Olympics (incorporating the role of the BOA)
4. The Paralympic movement (including analysis of the IPC, EFDS)
5. The bidding process for Olympic Games and mega events
6. Olympics and the mass media
7. Organisation of the Games (incorporating analysis of OCOGs; IOC; and other stakeholders)
8. Olympic marketing (incorporating Ambush Marketing at mega events)
9. Ethics at the Olympics (incorporating an analysis of doping, alleged corruption and human rights)
10. Economic impacts – exploring business and economic outcomes
11. Social impacts – host community and resident perceptions
12. Environmental impacts – the Green Games?
13. Sporting impacts – A legacy of increased participation ... or not?
14. Olympic tourism
15. Olympic education: celebrating the Olympic and Paralympic Games
16. Art, sport and the Olympics
17. Media, culture and the Games (including an analysis of Olympic cultural programmes)
18. The role of Olympic Volunteers (with specific reference to preparations for London 2012)
19. Politics at the Games
20. A series of case studies of both Summer and Winter Games (1956–2016)
21. The post-Games era: when the Games are over?
22. Unit summary

Figure 1: Outline Content of the Olympic Studies Unit at Bournemouth University

community engagement. The diverse scope and impact of the 2012 Olympic and Paralympics Games across some of these areas, and the rapid expansion and introduction of learning and teaching material linked to the forthcoming main event in 2012, has made this a contemporary unit of study. In the academic year 2009/2010, the first year of delivery, the unit proved particularly popular amongst both event management and sport management students, clearly reflecting an increased interest in the Games as 2012 approaches.

The Unit explores a selection of key contemporary sporting and cultural Olympic and Paralympic issues, and their implications

for the London 2012 Games. Three key texts form the central underpinning for the unit, supported by relevant academic journals and industry based information sources. Students are encouraged to use a series of case study analyses of a diverse selection of modern summer and winter Olympic and Paralympic Games, explore the concept of legacy, and to contrast these case studies with those of other global sporting events that have a significant tourism and hospitality, sport, leisure and event impact.

An integral part of the Olympic Studies Unit is the emphasis on the practical operational issues linked to the Games and some of the industry-based implications of the 2012 Games. This is reflected in the inclusion of guest lectures from those directly involved with the delivery of the 2012 Games, and supplemented with visits to Olympic venues, particularly the Olympic Sailing venue at the Weymouth and Portland National Sailing Academy. Beyond the Unit, all Bournemouth University students have the opportunity to engage with a series of emerging initiatives across Dorset, which are inspired by the 2012 Games. This includes the RELAYS (Regional Educational Legacy for Arts and Youth Sports) project, and the chance to volunteer for pre-Olympic Sailing programmes such as the annual *Skandia Sail for Gold* regatta, held at the Olympic venue. In 2009, both of these projects proved to be popular amongst Bournemouth students, especially the chance to interact with Olympic medallists from the 2004 Athens and 2008 Beijing Olympic Games.

The highlight of the Sailing events, held in September 2009 at the Weymouth and Portland National Sailing Academy, was when Bournemouth students met and talked to professional sailor and triple gold medallist and silver Olympic medallist, Ben Ainslie, CBE, and local Olympic bronze medallist and Windsurfing RSX World Champion, Nick Dempsey. Similarly, in November 2009, Bournemouth University awarded an honorary doctorate to local cyclist Darren Kenny, OBE. At the 2008 Paralympic Games in Beijing, Darren won four gold medals and one silver medal, following the two gold medals and one silver which he won at the Athens Games.

The CESR (Centre for Event and Sport Research) at Bournemouth University is currently working closely with both the Royal Yachting Association and LOCOG in further developing educational opportunities linked to the annual International Sailing

Federation World Cup event *Skandia Sail for Gold*, Olympic and Paralympic Test Events, and the 2011 and 2012 Sailing Regattas. Current themes under development include regular LOCOG student lectures; student volunteering and placements; student consultancy projects; student dissertations; event evaluation research; and continuing professional development for staff. In addition to this, CESR are liaising with a 2012 Legacy Project, "Spirit of the Sea", to widen postgraduate learning and research opportunities for students. Both Bournemouth University and LOCOG have aspirations to formalise the relationship during 2010 and moves are currently taking place to do this.

To further illustrate student involvement in Olympic related projects, in March 2010 Bournemouth University also hosted a Hospitality, Leisure, Sport and Tourism (HLST) Network student conference exploring Olympic and Paralympic values and investigating their relevance to students personally, to their courses of study, and to their future careers, as lasting legacies of the 2012 Games. The conference, entitled "Student Conference 2010: Olympic and Paralympic Values ... and me, my course and my career", received organisational support from second year BA Events Management students from Bournemouth. The organisation of this student conference also formed an integral element of one of their second year Events Management degree units.

It is anticipated that Bournemouth University students' involvement in the HLST Network student conference event, their participation in a selection of the 2012 related initiatives identified above, and their future experiences of the Olympic Studies Unit, will leave a tangible legacy on their student learning experience – one which has to a certain extent been inspired by the Games.

Anyone interested in the content of the Olympic Studies unit at Bournemouth, the impact of 2012-related initiatives on the student experience, academic research linked to the 2012 Games in the South West of England, or exploring other Olympic education projects, should contact Richard Shipway at rshipway@bournemouth.ac.uk

References and links are available at: www.heacademy.ac.uk/hlst/resources/publications

Supersized Volunteers: I'll have 70,000 to go!

Miriam Firth, Manchester
Metropolitan University

With less than 1,000 days to go, the London Olympics can only be used as a case study of opportunities for two more academic years. During this time, lecturers, planners and students are in preparations to work, watch and wonder at the Games to come. With bloggers arguing over the value for money logo, and local councils

taking more from resident council tax, the London Organising Committee of the Olympic Games (LOCOG) and Olympic Delivery Authority (ODA) must prove not

only that the funds are being used appropriately, but that the staff deliver consistently well. So, the question must be raised: will the skills match the bills?

On 9th July, the BBC posted the news that the American fast food giant McDonalds will be training some of the many volunteers needed for 2012, ensuring that they have both the “skills and confidence” (BBC, 2010). But what specific skills are these? And how do they relate to educational skills tested in colleges and higher education across the United Kingdom? This article explores some of these questions and provides links to previous Games and training legacies for the future.

Volunteer Skills

Volunteering is fast becoming one of the largest assets to the Olympic Games. With over 70,000 volunteers required for London 2012, this workforce has increased over 900% since the 1980 Games, when only 6,703 were used (Green & Chalip, 2004). The skills of these staff will greatly influence the success and sustainability of the Games and sports in future years. Research by Moreno, Moragas and Paniagua (1999) even classified Olympic volunteers as being in a different category from other volunteers, as they were seen to require and exhibit specific skills for such a multicultural setting.

Volunteer skills are difficult to define as they are not often matched to job roles or profiles. Volunteer skills are technical and require knowledge yet, for the customer service interaction, they have to be soft too. Indeed, motivating, satisfying and enabling these staff to work at the right standards is important in meeting customer service standards, and much of the literature on volunteers refers to this. Kemp (2002), in her study of the Lillehammer Winter Games and Sydney Summer Games, found that experiential learning, societal knowledge and social skills are all vital to the satisfaction of volunteers. This noted, it was evident that the soft skills were more of a pull for volunteers than on-the-job knowledge and technical skills. Motivations to volunteer at Olympic Games are often based on the prominence of the event and a desire to be part of a global community. From a management perspective, volunteers fill the gaps where part and full-time counterparts cannot be afforded. For this reason, the roles of volunteers in the Olympics are usually limited to directing, manning information points and ticket checking.

To enhance the soft skills for volunteering, there is a clear need to train and educate staff on the history, culture and location of each Olympics. These skills can then be used to promote the host country and integrate a variety of visitors at each sporting event.

Training and Educating

Volunteering skills are inherently societal and cultural. This background informs both training and education, in that staff need tacit and implicit knowledge in order to work as volunteers. Some of the key education and training challenges

volunteers will face and the legacies that they may leave are given here.

Challenges for volunteers are mainly found in exchanges with visitors. Language and cultural barriers can be inherently difficult if staff are not aware of body language, intonation and gesture differences between cultures. For example, the Polish gesture for money is the Japanese gesture for OK. This could lead to problems if staff are frequent gesticulators. Further, intonation and tone need to be acknowledged to ensure that visitors' words are not interpreted with incorrect emotion. Staff body language and posture should always be professional, to ensure that they maintain a positive and welcoming appearance at all points of contact. Tzelepi and Quick's (2002) study of Olympic volunteers noted that staff should always aim to be effective. Whether they are effective communicators, translators or listeners, they must have the skills to negotiate customer encounters from a variety of cultural perspectives.

With all the legacies that London 2012 will leave behind still unclear, focus is often placed on the tangible economic and financial facts. However, I would argue that one of the legacies of this cultural mega event should, and will, lie in our ability to develop and nurture a reputation for world leading events. I believe that volunteer staff are at the heart of the visitors' experience. They will guide and assist all who enter the Olympic stadia and thus be both the first and last encounter for each participant. The learning legacies should include:

- a cohesive work force knowledgeable about London and the UK
- staff who adapt and are flexible to a variety of requests
- volunteers who are active citizens, willing to complete tasks without monetary motivation
- an increase in bilingual staff within the workforce
- cohesive communities not only from the surrounding areas, but from educational institutes using the Olympics as a case study to develop understanding
- business training focused upon society rather than gross profit

Another possible legacy among the others is at the heart of London 2012's volunteering initiative and is called Changing Places. This programme encourages volunteers to go into their local areas, appreciate the good areas, and actively improve the bad. This optimises Olympics activity around social and environmental development. To develop this into a legacy, business and area developers should embrace this ethos and allow their staff to not only influence the profit margins, but also to enhance the local area. Although McDonalds are already staff trainers in a multi-national environment, there is a disparity between fast food and sport. This has provoked concerns in using this company on such a global stage. As Sherwood (2009) noted, sponsors are being sought for value for money rather than value for society.

In conclusion, there are clearly a number of concerns over the current management and development of the London 2012 games. In focusing on the volunteers, this article has illustrated how these staff have become one of the most important assets to any mega event and how their training can lead to social and environmental legacies. With costs and economic impact

certain to fluctuate, effective staff need to be developed by UK educators and trained by the "Big Macs". Whether or not this is completed ethically and effectively is still debatable.

References and links are available at:

www.heacademy.ac.uk/hlst/resources/publications

How the Legacy from the 2012 Olympics will Impact on Young People in Sport: A Poster Presentation Assessment

**Keith Parry and
Lynda Challis,**
Bournemouth University

Background

As part of their undergraduate studies, students at Bournemouth University (BU) on BSc (Hons) degrees in Sports Development and Coaching Sciences, Sports Psychology and Coaching Sciences, Sports Management, and Sports Management (Golf) all take the first year Sport Context Unit. The Unit aims to give students a sound underpinning of the sports industry in contemporary British society along with knowledge of both the theoretical principles and practical factors affecting it, including developments from a national and international perspective. In addition students are given the skills required to study at a higher education (HE) level and equip them with the tools for successful academic performance.

A key topic, which extends across all of these areas, has been the Olympic Games and in particular those of London 2012. Additionally BU students are required to spend a year in industry which, for these students, will coincide with the 2012 Games. The Games will play an important part in their learning and experiences while the legacy and particularly the DCMS's promise "to inspire a generation of young people" (2008, p. 42) may be significant when these students seek to enter graduate employment in 2013. By following the model of constructive alignment the unit team ensured that all aspects of delivery and assessment supported not only student learning but also future employment (Biggs, 1999).

Rationale Behind and Details of the Assessment

BU is one of the official partners of the Regional Educational Legacy in Arts and Youth Sport (RELAYS) programme. RELAYS is one of the 2012 Legacy Projects within the South West (Universities South West, 2010) and has, throughout the year, run a number of events and festivals which our first year students have been encouraged to volunteer at. Linking with the RELAYS School Sport Events Coordinator, the students were introduced to the 2012 Legacy and given an idea of how they could actually be involved in and benefit from the London Games and their Legacy.

BU is also one of the joint-sponsors for a new Academy school (St Aldhelm's Academy in Poole) and as such is building strong links with the Academy staff and management team. These links allowed the Principle Designate to come to BU as a guest speaker and talk to our students about the impact which London 2012 legacy can have on school sport and on young people. This provided an opportune mechanism for further embedding the London 2012 Games within the curriculum and was seen as an interesting, challenging and more importantly relevant topic on which to focus one element of assessment for this unit.

To further support students, the Unit team also publicised the HLSTN Student Conference: "Olympic and Paralympic Values ... me, my course, my career" and advised students to apply for a place.

The format of the Unit assessment was carefully considered to allow both academic and industry-relevant learning to be assessed, to develop the study skills which students need at HE level, such as referencing and identification of academic sources, and additionally generic employability skills, such as

team-working, presentation and communication skills. The assessment was set as an academic poster presentation, titled How the Legacy from the 2012 Olympics will Impact on Young People in Sport, with students presenting and defending their poster to a panel of academics. The title reflected the potential growth areas, as detailed by the DCMS, which might provide opportunities for students based in the South of the country while enabling them to gain an understanding of the role which schools will play in this Legacy.

To support students in this assessment and their studies generally, academic skills lectures and workshops had covered both academic posters and presentation skills. The assignment brief set out a number of parameters for the formatting of student posters including size (A1), academic underpinning and the need to include a reference list. The brief also provided details of the marking criteria which included 20% for peer assessment of individual contributions to the poster and presentation. Students were asked to peer assess each other under three criteria: role in undertaking background research; teamworking and reliability; and input in the production of the poster. For each criterion students were asked to give a percentage for their peers and for themselves based on the university's generic assessment criteria, then give a brief justification for the mark. Students were reassured that only the unit tutors would see these peer assessments to allow them to assess each other without fear of recrimination. Students were then allowed to choose groups in which they wanted to work for the assignment and were allocated a 20 minute time slot to make their 10 minute presentation and then answer questions. While students were not required to produce and print their poster electronically, they were advised that this facility was available to them on campus.

Lessons from this Assignment

By using a poster presentation as an assessment method, students developed both academic and employability skills which will hopefully place them at the forefront of the industry when they graduate in 2013. Hind and Moss (2005) identified the need for these employability-related skills to be developed within HE, further strengthening the case for assessments which encourage and improve skills such as these.

The use of a non-traditional assessment allowed those students who struggle with copious amounts of written work to produce assessments which showed high levels of creativity while still meeting academic standards. The assessment was designed to be more "authentic" and to reflect the skills required in industry (Bryan & Clegg, 2006; Birenbaum, cited in Sergers et al., 2006).

However as with any assessment there are always areas for improvement. Academic posters are difficult and challenged our students at this level. It is not easy for first year undergraduates to balance creativity and visual impact with the academic content needed. To help our students with this, staff will continue to develop resources in this area. Academic posters not only prove beneficial for those pursuing a career in academia but also allow content to be easily accessed by those outside academia.

Presenting to a panel of academics or external partners is a daunting prospect which threw a number of our students. The skills which they were being asked to display in this situation took some out of their comfort zone and a number commented that they would prefer "to just do an essay". Yet the skills developed through the use of presentations are vital ones required in many graduate roles and will prove beneficial to students in the long run and hence should be encouraged.

Peer assessment is an area which continues to cause as many problems as solutions. Though students saw the benefit of such assessments they struggled with assessing not only effort but also ability. Some saw attendance at team meetings as a sufficient justification for awarding a mark of 100% for teamwork and compared these levels only to those in their group rather than the wider student population. The use of the generic university assessment criteria provided a useful framework for students to assess their peers.

Conclusion

The topic of the Olympic Legacy and the involvement of partners from RELAYS and St Aldhelm's Academy have hopefully inspired BU's very own generation of young people. Working with industry partners who are involved in delivering Legacy Projects and meeting one of the DCMS's promises for young people has proved extremely beneficial in providing additional relevance for the studies of our students (Knight & Yorke, 2004). During the poster presentations it was pleasing to see those who were involved in the RELAYS project drawing on their own experiences to give real life examples of the 2012 Legacy in action. This project has clearly profited those students who have given up their time to volunteer and work on events which have now benefited hundreds of young people across Dorset. The majority of students engaged in this assessment clearly saw the 2012 Games as an opportunity for them to be involved not only in a world class sporting event, either through attendance or volunteering, but also in the provision of opportunities for young people through employment once they graduate.

References and links are available at:

www.heacademy.ac.uk/hlst/resources/publications

Accessing the Dream: A Partnership Between Wenlock Olympian Society and West Midlands Universities Sports Theme Group

Kay Biscomb and
Karen Bill, *University of
Wolverhampton*, and
Chris Cannon, *Wenlock
Olympian Society*

Introduction

At the HLST Network annual conference in 2007 we presented a poster which outlined the work of the West Midlands HEIs collective approach to supporting knowledge exchange as preparation for the potential opportunities which London 2012 presents. Our collective approach was under the aegis of the regional Centre for Knowledge Exchange (CKE). CKEs are innovative partnerships aimed at developing good practice in knowledge exchange between institutions and businesses and within a specific locality, region or sector (HEFCE, 2007). Twenty-two centres were established in 2004, and the West Midlands centre is known as Contact Knowledge Exchange (KE).

In 2007 the Sport Theme Group (STG) of Contact KE identified the London 2012 Games as a key feature of its action plan for 2008/9. At the HLST conference we identified a seven-point action plan and in summary we grandly claimed, "towards the end of 2007 we will be disseminating our findings with local businesses and during 2008 we should be able to assess the effectiveness of our plan" (Biscomb, 2007). The active members of this Group are: Birmingham College of Food Tourism & Creative Studies, Newman College of Higher Education, Staffordshire University, University of Birmingham, Birmingham City University, the University of Worcester and the University of Wolverhampton. In the first few years of the Group's existence we were supported by Howard Skerry from Contact KE who was keen to develop the action plan dynamically.

One of the strands in the action plan was to work with local stakeholders and this led us to approach Wenlock Olympian Society to discuss how we might be able to support their organisation. As a result of these discussions the Accessing the Dream Project was launched and here we update our progress on the initial vision as stated in 2007, and explain the success of the Project.

Wenlock Olympian Society and William Penny Brookes

William Penny Brookes was born in Much Wenlock in 1809 and after training as doctor founded the Agricultural Reading Society in 1841. This early kind of lending library was established "for the promotion and diffusion of useful information". From the Reading Society evolved various classes including Art, Philharmonic and Botany classes. In 1850 Brookes, formed the Wenlock Olympian Class, or Society as it came to be known. In the same year, the first ever Olympic Games were held in Much Wenlock. As the brainchild of Dr Brookes, the Games were originally designed "to promote the moral, physical and intellectual improvement of the inhabitants of the

town and neighbourhood of Wenlock". The Society is devoted to preserving the ideals of Dr William Penny Brookes and is still based in Much Wenlock.

Accessing the Dream

Accessing the Dream is a collaborative project between the Wenlock Olympian Society (WOS) and the STG, consisting of a consortium of West Midlands universities. The project began in January 2008 and by July 2009 had produced a pilot educational resource pack for use in primary schools. This was the first such project to tell the story of William Penny Brookes and his role as the principal founding father of the modern international Olympic Games. This was also the first time that WOS had worked collaboratively with the collective universities of the West Midlands.

The initial ambition was to produce a resource pack for teachers, an educational board game and a virtual town. At a later stage the project team recognised that the budget would only allow for the development of the teachers pack and this became the project's central focus. The parameters of the project were scoped out at a meeting in January 2008 and the development of the resource pack was informed by a teachers workshop held in March 2008. From this point a project team with representatives from both partner organisations was formed, chaired by Chris Cannon from WOS.

The resource pack was initially designed for use with Key Stages 1 and 2 and contains the following:

- Key Stage 1 reading book: *The Games Doctor*
- Key Stage 2 reading book: *The Olympian Dream*
- a wallet of replica documents including photographs, postcards, letters, programme of events, dating from 1859 to 1893, and newspaper articles from 1890
- teachers' planning sheets
- a mind map
- two sets of story cards (1 x A5 and 1 x A6)
- teachers' reflect sheets

Museum on the Move

Tangentially to these developments, Museum on the Move (MotM), a regional mobile museum service was considering using the Olympic Games as the focus of their 2009 exhibition. The museum aims to bring imaginative and stimulating exhibitions to groups of people who are unable to visit a static museum for reasons of access, frailty or cost. The first vehicle was launched in 1999 by a joint partnership in the counties of Shropshire, Herefordshire and Worcestershire. In 2007, a further two vehicles were commissioned and currently there are three MotM shared between six counties:

- Shropshire and Herefordshire – the exhibition is shared throughout the year so that each county has two three month periods of access
- The Black Country Conurbation: Wolverhampton, Walsall, Dudley and Sandwell and Staffordshire
- Worcestershire and Warwickshire

The approach for the MotM programme in 2009 was unique as it was the first time the vehicles had one generic exhibition, entitled "Our Games' Story", which told the history of the Olympic Games and included the Much Wenlock connection. At each convention the exhibition was accompanied by two experienced Museum Interpreters and it was designed to appeal to all ages. For school visits there were curriculum links to subject areas for all Key Stages and the exhibition was designed to be suitable for pupils with special educational needs. "Our Games' Story" received one of the first London 2012 Inspire Mark awards.

Dissemination and Evaluation

In August 2008 it was agreed that MotM could use the story card sets and reflect cards from the teachers pack as part of their resources and planned that their use enable a wider evaluation of these elements. For one year, from March 2009,

these resources were piloted throughout the West Midlands region on the mobile buses.

In April 2009 the complete teachers pack was finalised for a pilot production. Fifteen packs were produced and shown to teachers, children, authors, publishers, library services and LEA contacts, through a variety of networks, for evaluation purposes. The evaluation was undertaken between August and January 2010 and included analysis of written feedback and eleven interviews undertaken with a variety of different users.

A full evaluation report, demonstrating that there were many aspects of the teachers resource pack which were considered to be successful by the individuals who used it, was presented to WOS in January 2010. The design and presentation of the materials were very popular with the users and the major contents of the story cards, books and replica documents were seen as strong key features. The pack was considered to be extremely flexible in its use and suitable for use with KS1, KS2 and to some extent KS3. The unique selling points of the pack were summarised as a high quality, flexible and physical resource.

In response to this evaluation the Key Stage 2 reading book *The Olympian Dream* was produced in order to distribute copies for all primary schools in Shropshire. Post evaluation, the project team are still trying to determine a mechanism by which the full pack can be produced for distribution to schools.

Summary and Conclusion

Despite our grand claims in 2007, we have not been in a position to assist our local businesses in the way we initially conceptualised. However, the project which took its place has been successful and allowed the West Midlands Universities to work with a different part of our community to support educational development and progress.

Traditional conceptions of knowledge exchange, as identified in the model by HEFCE (2007), are paternalistic in their structure, based on an assumption that the knowledge base lies within the HEI which needs to be "transferred" to the business. Although this project falls into this category, the model is not appropriate in this case. For example, WOS is not a business, rather one of our local stakeholders, but it is clearly critical to London 2012 Games. Furthermore, the knowledge and expertise of the history and legacy of WOS lies within their organisation. The contribution that the HEIs have made to the project has been the ability to access funds, contribute ideas and provide a rigorous approach to evaluation. One of the true strengths has been the partnership engagement between the HEIs, WOS and MotM, and it is this multiplicity of partnerships which has resulted in knowledge exchange in a broader more holistic sense.

References and links are available at:

www.heacademy.ac.uk/hlst/resources/publications

Ahead of the Game in Travel and Tourism

John Humphreys,
People First

The 2012 London Olympic and Paralympic Games are an absolute godsend for HE practitioners in travel and tourism, providing a plethora of contemporary materials and resources that they can tap into for inspiration.

Forward-thinking lecturers are already starting to capitalise on the opportunities the forthcoming Games present to their students using online resources such as getset.london2012.com (an education programme created by the organisers of the 2012. com), teachernet.gov.uk and wdwtwa.org.uk. Not only do they offer lots of creative ideas for tutorials and lesson planning, project activity and community involvement, they also feature some great examples of engagement, whether it's working directly or indirectly for the Games, acquiring new skills, knowledge or sporting enthusiasm, or getting involved in the legacy of East London.

Moreover, there is considerable scope to build on this and explore the UK's travel and tourism legacy throughout the Golden Decade of Sporting Events (Baker, 2009), with major high profile events such as the 2010 and 2014 Ryder Cups, the 2014 Commonwealth Games, the 2015 Rugby World Cup and, potentially, the 2018 FIFA World Cup.

The Games provide an infinite source of topics for students to explore. For instance, some initial, although by no means exhaustive, thoughts are:

- What will be the legacy of the 2012 Games?
- What kind of opportunities will come from the current regeneration of the East End of London?
- Can tourism, sports and new retail development offer a lasting change to the landscape of East London?

What will be the Impact and Legacy of the 2012 Games?

The 2012 Games will provide the UK tourism industry with an opportunity to shine on the world stage. It is estimated that the 2012 Games will attract up to 300,000 overseas visitors, one million from the UK and five million from London, as well as 50,000 athletes, press and officials. Early estimates suggest that the Games will generate around £2 billion for Britain's international visitor economy (People 1st, 2009).

What kind of Opportunities will come from the Current Regeneration of the East End of London?

In terms of job creation, the Government Olympic Executive estimates that the Games will create employment for around 11,000 people on site and 100,000 contract jobs to stage the Games, most of whom will be employed in hospitality, tourist services or event management roles. Putting the Olympics aside, economic projections suggest that in the medium- to long-term, the number of people employed in the hospitality, leisure, travel and tourism industries across the UK will increase by 208,000 by 2017 (People 1st, 2009).

Can Tourism, Sports and New Retail Development Offer a Lasting Change to the Landscape of East London?

Exploring the past of East London is fascinating and, in itself, provides a myriad of specific topics for discussion – the docks, the wartime blitz, pollution and poor health caused by working conditions in the area or, in more recent times, the decline in employment following the disappearance of industry.

In workshops, students can be asked to discuss whether the Olympics can change the dynamics of East London. History, time and again, shows that major sporting events can change a vicinity and it is anticipated that the Games will offer a once in a lifetime chance to change the physical and social environment of the areas around Hackney, Newham, Tower Hamlets and Waltham Forest.

Consider the pollution and poor health caused by working conditions in the area, problems with unemployment following the disappearance of industry, and examine the opportunities which can come from the current regeneration. Can new retail development, sports and tourism opportunities make a lasting and beneficial change to the landscape of East London?

Indeed, East London's 2012 Games tell a story of poverty, regeneration and future promise. Yet, will tourism, which has always centred on the West End of London, become the driver behind the new version of East Enders? These are certainly questions that pose food for thought and more in-depth debate and discussion.

Some of the exercises that can be undertaken include group work activity around the notions and stereotypes surrounding East London. Collect these images into an image bank and as a group explore whether these perceptions can be broken. Provide your group with information about the plans for a new park, refreshed waterways, sports facilities, hotels and retail opportunities. Challenge them to create their own regeneration programme, look at the real strategies proposed and examine whether they match the ideas proposed by the 2012 Games plan. Then, as a group, work on an ideal East End of the future, exploring what would be the best image for the area to attract tourists and how you would incorporate the multi-cultural and colourful reality that is East London in 2010.

This activity could be replicated with both students and practitioners by visiting the Olympic/Paralympic site or online

through the View Tube website, www.theviewtube.co.uk. Located on the Greenway, adjacent to the Olympic Park, View Tube Learn brings regeneration, sustainability and legacy to life and offers self-taught opportunities to help education groups get the most of the London 2012 Olympic and Paralympic Games.

This may be the Golden Decade of Sporting Events, but it is also the decade that travel and tourism comes of age and takes central stage. Demand for graduates is expected to grow as there will be 69,000 more managerial jobs in the sector in 2017 than in 2007 (People 1st, 2009). It goes without saying that HE lecturers in travel and tourism have a crucial part to play in developing the next generation of managers.

References and links are available at:

www.heacademy.ac.uk/hlst/resources/publications

The Diploma in Sport and Active Leisure: A Curriculum that Promotes Olympic Values and Legacy

Peter Loewenstein,
SkillsActive

Introduction

The curriculum of the Diploma in Sport and Active Leisure (SALD), which is being taught in schools and colleges from September 2010, provides a challenging learning experience for young people aged 14–19. Embedded in and underpinning the Diploma curriculum are the principles and values of promoting equality and accessibility for all, valuing diversity and supporting community cohesion through participation. These are all principles and values that are celebrated in the Olympic and Paralympic ideals. The curriculum also enables learners to explore the legacy of the Olympic Games in practical ways.

The Diploma Outlined

The SALD is a new, applied qualification developed with employers to provide learners with subject-specific skills and knowledge, alongside employability skills and a self-managed project. It is one of

14 subject-focused diplomas that have been introduced into schools and colleges over the past three years. Diploma components include:

- principal learning, which is subject-specific (referred to as lines of learning) and represents approximately half the Diploma study time
- generic learning, which covers personal learning and thinking skills (PLTS), functional skills (guaranteeing literacy, numeracy and ICT skills) and a project
- additional and specialist learning (ASL), which allows students to broaden their learning experience, or focus on a specific area of their chosen subject.

For SALD students, additional and specialist learning can include specially reconfigured BTEC units, newly created qualifications, or GCSEs and A levels. The Diploma is available at 3 levels: Foundation, equivalent to 5 GCSE grades at D-G; Higher, equivalent to 7 GCSE grades at A*-C; and Advanced, equivalent to 3.5 A levels, attracting up to 420 UCAS tariff points. Further information about this can be found at <http://saldiploma.skillsactive.com/>

The SALD and Olympic Values

Many of the principal learning unit titles on the SALD indicate how this Diploma curriculum links to Olympic values and the ideals of the Olympic and Paralympic movement. The following are just some of those topics:

- 1.1: Importance of an active and healthy lifestyle
- 1.2: The importance of participation in sport and active leisure
- 1.6: Working with specific populations in sport and active leisure
- 2.2: Encouraging participation in sport/active leisure
- 2.8: Access for all in sport and active leisure

- 3.6: Globalisation and the sport and active leisure industry
- 3.7: Politics and policies in sport and active leisure
- 3.8: Promoting opportunities for all in the sport and active leisure industry
- 3.9: Developing community cohesion through sport and active leisure

The line of learning criteria for one of these topics, "Promoting opportunities for all in the sport and active leisure industry," gives an example of how the learning promotes Olympic values (sections taken from OFQUAL, 2008, p. 54):

Equality and diversity legislation provides a framework for ensuring fair and equitable access for all in the sport and active leisure industry.

Learners must know and understand:

1. How to respond appropriately and fairly to all customer needs, taking into account ethical considerations.
3. The implications of equality and diversity legislation on the industry and how the industry has responded to that legislation.
5. How the industry defines specific populations (including children and young people or older people; different socio-economic backgrounds, cultures and religions; people with learning difficulties and/or disabilities; the obese; those with injury; and those with health conditions) and the importance of balancing their needs with those of the wider community.
6. How perceived barriers and different cultural and social values and norms that may be associated with specific populations impact on their access to sport and active leisure.
8. The requirement to be fair and equitable when working in the industry including setting aside personal prejudices.

Olympic-specific curriculum material

Several other topics also contain specific Olympic-related material. For example, the line of learning criteria for *Topic 2.4: Working in sport or active leisure in your locality* specifies that learners must know and understand "how government social, cultural and sport policy impacts upon the industry nationally and locally (including through community cohesion initiatives, major initiatives such as the Olympics and the Cultural Olympiad, and the Sports Lottery)" (OFQUAL, 2008, p. 29).

Consequently, awarding bodies have developed curriculum materials in line with these requirements. For example, the AQA/City and Guilds (2009a, p. 55) material for this unit specifies that:

The purpose of this unit is for learners to develop an understanding of the role of the Sport and Active

Leisure industry including; its scope, its sub-sectors and its infrastructure. This will enable the learner to recommend job roles that are suitable for their own personal attributes.

With the Olympic and Paralympic Games being held in London in 2012, job prospects in the sports and leisure sector and the drive for more qualified sports staff and volunteers throughout the UK continues apace, with the Government rightly placing physical activity high up on the agenda for people of all ages but especially with regard to the dramatic rise in the figures of childhood obesity.

This unit will help learners understand the importance of the sport and active leisure sector to the economy, how it varies between locations and the impact on it of local and national policy, as well as the different stakeholders that make up the sector and how they respond differently to political policy.

The Olympic Legacy and the Diploma in Sport and Active Leisure

The notion of exploring both positive and negative legacy in sport and active leisure is a clear focus of the Diploma curriculum. Thus, the line of learning statement for *Topic 3.7: Politics and policies in sport and active leisure*, makes this explicit (Diploma Development Partnership, 2008, p. 55).

Topic Summary

This topic will examine who drives the industry (e.g. the government, the employers or the end-users/participants). It will give learners a sociological, political, ethical and economic perspective and an understanding of the different perspectives of each group and the often difficult choices that have to be made in trying to balance these different perspectives.

Knowledge and Understanding

Learners will develop a knowledge and understanding of:

1. The drivers behind policies in sport and active leisure, for example getting more people active and therefore reducing health costs. This topic will include examples such as sport for all, women in sport, Every Child Matters, the introduction of the national lottery, London 2012, the government's Game Plan and Learning Outside the Classroom Manifesto.
2. National pride and feel-good factors associated with winning medals or the right to host events and the links to increased tourism.
3. Basic sociology and how it presents itself in sport and active leisure (including historical perspectives, gender, race, religion and free market).
4. The perceived long-term benefits that sport/active leisure can bring to society in terms of sustainability/legacy (including improved transportation/infrastructure,

economic development and more jobs). Learners also gain an understanding of the different perceptions of these benefits (i.e. Does everyone agree they benefit all? Are they a shared priority for everyone?).

5. The ethical dimension of governments ignoring social or environmental imperatives in order to achieve success in winning events (including the Sydney 2000/Athens 2004 Olympic legacy, East European systematic doping, commercialisation in US sport) and the legacy (positive or negative) this leaves for society.

The curriculum materials of awarding bodies for this unit reflect these requirements (AQA/City and Guilds, 2009b, p. 93):

The purpose of this unit is to enable the learners to examine what constitutes a positive legacy and the importance of there being a lasting legacy after a major sporting or active leisure event, and to be able to evaluate legacies of major sport and active leisure events.

The role of politics within sport and leisure is becoming more and more apparent. This can be seen particularly during bidding for international events, which, to be successful, has needed the backing of the government, politicians and the financial support that they can bring.

Learners will also analyse and evaluate how individuals', communities and the sport and active leisure industry can act as a national policy driver, and present arguments about the extent to which the sport and active leisure industry actively influences the development of government policies.

They will develop an understanding of the benefits that a legacy brings. This will lead to the learner being able to evaluate the legacies of major sport or active leisure events and consider the impacts that these have on future planning.

The scope of content for the topic includes (AQA/City and Guilds, 2009b, p. 95 & p. 98):

Learning outcome 2: Understand the importance of a positive legacy after major sport and active leisure events

positive legacy:

- urban and rural renewal and regeneration
- bringing money into a locality
- development of sustainable and cohesive communities
- more active participation
- using green space.

beneficiaries of a positive legacy:

- groups
- individuals
- communities
- governments
- sport and active leisure

Learners need to investigate the importance of positive legacies that are deemed necessary after major sporting events. There are several recent examples that can be looked at and potentially visited to see what is planned and what has been achieved/derived (for example the Manchester 2002 Commonwealth Games and London 2012 Olympics).

Learning outcome 4: Be able to evaluate legacies of major sport and active leisure events

Impact of hosting major industry events:

- national pride and feel good factors
- social
- sustainability
- environmental
- legacy
- commercialization
- infrastructure
- winning at all costs
- economic development
- regeneration
- ethical dimensions

The impact of legacies that are perceived to derive from major sporting events and/or promotions is not always positive. Learners will be required to investigate legacies and evaluate their impact on future planning.

The curriculum materials of the awarding body Edexcel (2010, p. 115 & p. 117) reflect a similar focus.

Through research you will evaluate how major government policies affect the industry. You will evaluate the legacies of major sport or active leisure events, for example, one of the legacies of the 2008 Beijing Olympics was the improvement in air quality, benefiting both athletes attending the Olympics and Beijing residents.

LO.4 Be able to review the legacies of hosting major sport and active leisure events

Evaluation: drawing conclusions about positive and negative legacies of events based on analysis of available evidence.

Potential positive legacies: legacies, including, urban and rural renewal, regeneration (improved infrastructure, facility legacies), bringing money into a locality, development of sustainable and cohesive communities, more active participation in sport and active leisure, implications for future planning, those who benefit (individuals, groups, communities and governments).

Potential negative legacies: negative legacies, including, disruption, dislocation of host communities, costs, environmental issues, security issues, opportunity cost of use of land and resources, congestion.

Finally, the outline curriculum materials for this Unit from EDI, another Awarding Body, have a similar emphasis.

Learners can; ...

2.2 Explain the benefits of a positive legacy

2.3 Evaluate legacies of major sport and active leisure events...

The links must be considered in terms of their positive and negative impacts on society in the following areas:

Productivity: the level of sickness at work, general fitness in the population, optimal work/life balance to achieve maximum output

Costs to society: cost of health care/benefit claims; impact of current lifestyle choices on future generations; sickness at work and cost to employers

Learners must develop understanding of the meaning and benefits of positive legacy as an impact of sport and active leisure events. This must include the requirement for legacies to be both lasting and inclusive. Legacy can impact on the following areas:

Economy – urban and rural renewal and regeneration, increasing wealth in an area and nationally

Society – development of sustainable and cohesive communities, influence on attitudes to diversity and inclusion, increased use of green space

Health – increased active participation; improved awareness of lifestyle choices

Scale of impact – individuals and groups, communities, nationally

Learners must develop understanding of what constitutes positive and negative legacies of major industry events

Potential positive legacies are listed above and potential negative legacies include infrastructure disruption, cost of use of land, disruption to local communities, security costs, clear up and other environmental issues.

Overall

The Diploma in Sport and Active Leisure is focused on application of concept and experiential learning. This enables students to grasp both the theories of sport and active leisure, and see their relevance to the real world. It incorporates essential life skills such as those specified as personal learning and thinking skills. Within this context, we hope that this article has illustrated how the Diploma promotes a detailed and active understanding of Olympic values and the legacy of the Games.

References and links are available at:

www.heacademy.ac.uk/hlst/resources/publications

Virtual Training Suite Launches Updated Tutorials

Angela Joyce, *Virtual Training Suite, University of Bristol*

New editions of the free online tutorials Internet for Hospitality and Catering; Internet for Sport, Leisure and Recreation; and Internet for Travel and Tourism, have just been launched to help students in UK universities develop Internet research skills. These are part of the Virtual Training Suite, which offers over 60 tutorials teaching Internet research skills for university and college work, and were written by Emma Butler, Subject Librarian for Hospitality Management, University of Derby; Janet Davidson, Intute, University of Worcester; and Philip Rowe, Tourism Department, City of Bristol College.

What can Students Learn?

The tutorials teach Internet research skills for all the subjects covered by the Hospitality, Leisure, Sport and Tourism Network, and are ideal for students looking for advice and guidance on using the Web for their studies, especially those who:

- struggle to find the right information for university work
- get marked down for citing inappropriate sources in their assignments

- rely too heavily on Google, Wikipedia and the open Web, because they are unaware of key academic and library sources

What has Changed in this Edition?

Since the last editions of these tutorials appeared, feedback has indicated a growing need to help students develop Internet research skills. It also suggested that helping students to understand peer-review is more important than ever in a Web 2.0 world of user generated content.

The structure of the tutorials has changed to reflect this, so the coverage of the four main sections of the tutorials is as follows:

- **Tour** – focuses on the academic information landscape on the Internet and aims to create a mental map for students of the key scholarly sources for hospitality, leisure, sport and tourism
- **Discover** – offers updated guidance on how to find scholarly information online, choosing the right search tool, and looks at the importance of developing a search strategy

- **Judge** – discusses how critical thinking can improve the quality of online research and provides guidance on how to judge which Internet resources are appropriate for university work
- **Success** – provides practical examples of students using the Internet for research, successfully and unsuccessfully, so that students can learn from the mistakes of others as well as by example

How do the Tutorials Work?

Each tutorial takes around one hour to complete and is designed to appeal to students with a range of learning styles, using practical exercises, quick quizzes and worked examples, as well as text optimised for online reading. Student learning can be reinforced by using the “Links Basket” to collect a list of useful websites to refer to later.

How can the Tutorials be Used?

The tutorials can be used as a piece of self-directed learning for students, as the formal structure for an in-class assessment of online information, or as a handbook to guide students through the use of the Internet for their coursework.

Feedback from university staff suggests that they find it useful to point students to the tutorials from course handbooks, Virtual Learning Environment support sites and course web pages.

Information

The Virtual Training Suite is a national Internet service produced by the Institute for Learning and Research Technology (ILRT) at the University of Bristol. All the tutorials are written and updated by a national team of academics, teaching staff and librarians in UK universities and colleges.

For further information see <http://www.vts.intute.ac.uk/>

NETWORK FOCUS

HLST Student Conference, March 2010

“Olympic and Paralympic values ... and me, my course and my career”

Conference Outcomes

The conference, organised on behalf of HLST by six second-year students studying Events Management at Bournemouth University, attracted 44 student delegates from 11 universities who considered, in workshop sessions, the contributions of conference speakers and their own perspectives to assess the relevance, influence and impact of espoused Olympic and Paralympic values and the potential legacies of the 2012 Games. Delegates’ interests included economic impacts; tourism and destination image; sporting opportunity; physical infrastructure developments; environmental issues and sustainability; social impacts; political developments; and cultural impacts.

The goal of the Olympic Movement established in the Olympic Charter is to contribute to building a peaceful and better world by educating youth through sport practised without discrimination of any kind and in the Olympic spirit, which

requires mutual understanding with a spirit of friendship, solidarity and fair play. The values are described as:

- excellence – to give one’s best, on the field of play or in the professional arena. It is not only about winning, but also about participating, making progress against personal goals, striving to be and to do our best in our daily lives, and benefiting from the healthy combination of a strong body, mind and will.
- friendship – to consider sport as a tool for mutual understanding among individuals and people from all over the world. The Olympic Games inspire humanity to overcome political, economic, gender, racial or religious differences and forge friendships in spite of those differences.
- respect – this value incorporates respect for oneself, one’s body, for others, for the rules and regulations, and for sport

and the environment. Related to sport, respect stands for fair play and for the fight against doping and any other unethical behaviour.

More recently, values associated with the Paralympic Games have been established:

- determination – to overcome obstacles and to conquer adversity, pushing one's physical ability to the absolute limit
- courage – to accomplish the unexpected and what is believed to be impossible, pushing oneself beyond expectations
- inspiration – to provide intensely personal affection for Paralympic athletes, applying their spirit and accomplishments to one's personal life
- equality – Paralympic Sport acts as an agent for change to break down social barriers of discrimination for persons with a disability

The legacies to which the 2012 Games aspire are:

- to make the UK a world-leading sporting nation
- to transform the heart of East London
- to inspire a generation of young people
- to make the Olympic Park a blueprint for sustainable living
- to demonstrate the UK is a creative, inclusive and welcoming place to live in, visit and for business

There was some debate as to the current relevance of the values, particularly their focus on excellence. Achieving improvement in performance and a personal best was considered a more generally realisable ambition. In their studies, students felt that this was also applicable, for example seeking to achieve their best grade. Respect was a value of far reaching relevance; including the importance of students' own integrity and ethical conduct as well as their expectation of others.

A number of more contemporary terms which describe values were suggested, including unity, integrity, dignity, humanity, family, camaraderie, integration, multi-cultural awareness and community. It was agreed, however, that rather than proposing alternative descriptors of long-established values we should instead seek to reinterpret and revitalise them in a context of contemporary society.

One area of debate was the inclusiveness of the Games. Is participation in some sports limited to those with privilege and is this exclusiveness further accentuated by decisions on funding allocations to different sports based on previous success? Shouldn't sports which are accessible to all and likely to be more accessible to those stimulated by the Games to engage in sport be those which are promoted and funded? Similarly, there was concern about the accessibility of the

opportunities for learning and personal development offered by the Games, such as volunteering opportunities or engagement in existing or forthcoming Games-related projects. Clear routes to student engagement could be obscured by the plethora of organisations and bodies, acronyms and initiatives associated with the Games. Delegates also felt it was important to make clear the range of activities to which the Games provided an opportunity for raising profiles and increasing involvement, from sport, to working in the community, to cultural events.

Delegates identified the need to continue supporting and developing sport and cultural opportunities within schools through existing events. RELAYS is one such initiative highlighted as a project which energises existing networks to do something special for the 2012 Games and the associated Olympic values. A key point was to ensure that these events have a life after 2012 if a true Olympic educational legacy is to be delivered. These projects, which are embedded with Olympic values, cannot be allowed to decline when the Games finish and attention turns to Sochi 2014 or Rio 2016.

Active engagement with research was an area identified as likely to benefit from the Games. Both students' own research would be stimulated, as illustrated by delegates who were undertaking Olympics related dissertations and projects in a diverse range of subject areas across the HLST subject areas and beyond, as well as interest in the published work of researchers working in areas related to the Olympics past and present. Opportunities to develop links with other subject areas, such as health, business, art or music, were flagged up as areas for future development.

An important legacy of the Games should be increased sport participation, both in terms of the hard legacy of facilities and, more vitally perhaps, in the soft legacy area of increased participation in sport and physical activity. It was noted that whereas a declared ambition of the Games was to transform the East End of London and make Olympic Park a blueprint for sustainable practice, it was essential that legacies must be far broader, to incorporate benefits for the whole of the UK.

The enthusiasm and passion for the Games demonstrated by Paralympian Darren Kenny served to reinforce the importance of pride associated with the Games. It also led to discussions on the importance of civic pride and engaging communities in the 2012 Games. Interestingly, delegates felt there was a need to move beyond the Legacy for Youth advocated by Lord Coe in Singapore in 2005, and to explore challenges beyond legacies linked to younger generations to those within other areas of society, and that a commitment to Olympic values could stimulate this. Community engagement was regularly mentioned, specifically the need to develop projects linked to Olympic values which would realistically provide high levels of impact. The worse scenario would be to develop projects which have minimal impact and low community acceptance.

The 2012 Games are about the creation of positive and lasting legacies. Delegates were clear that legacy does not refer just to the period of the Games in 2012. There was a need to develop and support projects up to, during and, most importantly, after 2012. To take a narrow view of promoting Olympic values, achieving legacies and securing impacts, would be a missed opportunity.

Employability was a key discussion point, and the potential economic stimulation that the Games bring. Delegates considered the opportunities which the Games provided for experience which could enhance CVs and skills for future employability. Discussions focused on the opportunities available through volunteering, developing Olympics related dissertations (undergraduate or postgraduate) which would enable students to be better positioned in the employment market. It was, however, essential that opportunities through initiatives such as the proposed Dorset Event Volunteers, to which Sarah Kennedy had referred in her presentation, were well publicised and accessible, as well as being designed to enhance skill levels of participants. Delegates welcomed the opportunities for their own personal and professional

development which the Games should bring, and the potential more generally for improving skills and practices, particularly in hospitality, leisure, sport and tourism.

Use of the terms “broker” and “leverage” by Gareth Smith from Podium was considered as were the opportunities that the Games provide to engage people, both young and old, through the celebratory atmosphere that can be created. Organisations can “broker” and “lever” opportunities but it was the responsibility of individuals and interested organisations to take advantage of opportunities. This theme had also been developed by Dikaia Chatziefstathiou in her presentation, referring to the “magic dust” which association with the Olympics can provide.

The role and importance of the media was discussed, and how they can be used to showcase values and legacies. This is an area which requires further investigation, given the high numbers of non-accredited as well as accredited media that will provide coverage both the Olympic and Paralympic events and the implications of Web 2.0.

Thanks to Debbie Sadd and Richard Shipway at Bournemouth University for their contributions to this article.

Olympics SIG Website Resources: Case Studies and Discussion Starters

Elesa Argent, London Metropolitan University

One of the goals of the HLST Olympics SIG is to disseminate, encourage and promote teaching and learning activity which focuses specifically on the London 2012 Games and on the Olympics in general. Currently, many academics working within the HE sector may wish to exploit the potential of the Games as a learning tool, but may feel that they lack the subject specific knowledge to fully understand how to embed Olympics-related issues into their curriculum. For example, how might one engage economics, finance and business students? The effect of the financial crisis on Olympic budgets would be an excellent place to start. How might one engage sociology students? A study of issues associated with race, politics and gender might be an excellent focus to adopt. These topics, in addition to many others that cross the boundaries of business, sports, tourism, leisure, hospitality, law, sociology, gender studies, politics and history, have been made a central point of focus by the Olympics SIG, and learning materials that cross all of these areas are now, subsequently, available on the Learning Legacies website.

These resources, currently numbering 60, are designed in an accessible, case study or discussion starter format. The use of images and a journalistic style lend themselves well to in-class seminar, workshop or additional reading-related learning activity. The case studies offer a detailed, in-depth consideration of a particular issue, with discussion starters offering a shorter, snappier introduction to a topic. Many have been designed to cover a broad range of issues, that allow the academic to focus on either the case study as a whole, or to extract one particular element that they feel is most relevant to their curriculum.

These documents can be freely downloaded from the Learning Legacies website www.heacademy.ac.uk/learninglegacies/resources and we also invite you to submit your own case studies and discussion starters to add to the collection: the greater the database of materials, the richer the learning legacy achieved!

Discussion starters developed by the team in Vancouver for the 2010 Winter Games can be downloaded from <http://elegacies.ca/2010/?discussion-starters>

Enhancing Learning Through Assessment in Business and Management, Hospitality, Leisure, Sport and Tourism

*Edited by Patsy Kemp,
Richard Atfield and
Richard Tong*

We are pleased to announce the launch of another book in the successful “enhancing” series, commissioned by the Higher Education Academy Subject Centres for Hospitality, Leisure, Sport and Tourism (HLST), and Business, Management, Accountancy and Finance (BMAF).

This publication contains case studies written by academics for academics, sharing approaches to learning through assessment in a variety of contexts. It is the fourth in the “enhancing” series of books, preceded by editions containing case studies on employability, the international learning experience and student centred learning.

In his introduction Professor Mantz Yorke writes on assessing emergent professional expertise. The following are the chapters and their contributors:

1. Cultivating a community of assessment practice to enhance students’ academic performance
Berry O’Donovan
Business School, Oxford Brookes University
2. “It made me think on my feet”: Encouraging non-written and part-written assessment
Jenny Anderson
Southampton Solent University
3. Assessing “wicked competences” at a distance
Gabriel Reedy and **Jill Mordaunt**
The Open University Business School
4. Closing the loop: Engaging tutors in formative assessment for impact on learner experience
Stylianos Hatzipanagos
King’s Learning Institute, King’s College London
5. Co-ordinating dissertations in a shared modular matrix: Reflections on assessment criteria, delivery and marking
Owen Thomas and **Richard Tong**
Cardiff School of Sport, University of Wales Institute, Cardiff
6. Feed-forward: Supporting transferable skills with formative feedback
Diane Rushton, Louise Sparshatt, and Rona O’Brien
Sheffield Hallam University
7. Using e-portfolio as a reflective assessment tool
Pauline A. Gordon
Queen Margaret University, Edinburgh
8. Using group-work assessment to encourage peer learning on a postgraduate programme
Sara Garratt
Canterbury Christ Church University
9. Assessing work-related learning using e-portfolios
Ian Beattie
Liverpool John Moores University
10. “So when is the final exam, then?": New forms of assessment and student engagement at Level Four
Graham Baker
University of the West of England
11. Assessment to enhance student learning in sport-related research
Rich Neil, Kylie Wilson and Richard Tong
Cardiff School of Sport, University of Wales Institute, Cardiff
12. Exploring the ‘myths’ of enhanced learning through group work assessment
Helen Pokorny *University of Westminster* and **David Griffiths** *London Metropolitan University*
13. Using oral debriefing to assess student learning in a business simulation game
Jonathan Lean and **Jonathan Moizer**
University of Plymouth Business School
14. Assessment for learning: Active learning in live projects
Ursula S. Hummel
Heidelberg International Business Academy
15. Programme-led assessment strategies in sports development degrees
Linda Allin and **Lesley Fishwick**
Northumbria University

Comments on the book:

A valuable resource for academics/teachers committed to improving their learning and teaching, and ultimately, the learning outcomes for students. As is now well recognised,

assessment drives student learning, and while the focus of this collection of papers is on assessment in Business and Management, Hospitality, Leisure, Sport and Tourism, the discussion, and in particular the excellent examples of current practice, provides a valuable resource for all those involved in teaching in higher education.

Associate Professor Kim Watty

Principal Research Fellow, Graduate School of Business and Economics, University of Melbourne

This book opens a window onto assessment in the BMAF/HLST subject communities. It displays an interesting landscape, showing innovation and thoughtful assessment design as key features, and providing honest evaluations of practical issues and

contextual challenges. It will be an inspiration for practitioners who wish to review and enhance their practice.

Margaret Price

Director of the ASKe CETL and Professor in Learning and Assessment, Oxford Brookes University

To acquire a copy of this or earlier books, please contact hlst@brookes.ac.uk.

Forthcoming in the summer of 2011

Enhancing Graduate Impact in Business Management, Hospitality, Leisure, Sport and Tourism

Edited by **Patsy Kemp** and **Richard Atfield**

The fifth in the series of books commissioned by the Higher Education Academy subject centres for Hospitality, Leisure, Sport and Tourism, (HLST) and Business, Management, Accountancy and Finance (BMAF), this publication will contain case studies describing effective approaches to enabling students to become 'graduates with impact', a key priority of the Higher Education Academy.

2012 Learning Legacies: A Project to Identify and Disseminate Open Educational Resources Related to the 2012 Olympic and Paralympic Games

The HLST Network and our Olympics Special Interest Group have been successful in a bid for funding in 2010/11 to support the identification and dissemination of learning resources which derive from the 2012 Olympic and Paralympic Games. The project provides an opportunity to enhance curricula and promote student engagement with learning.

We aim to identify, develop as necessary, make accessible and promote resources in four main areas:

- materials available in the public domain which are related to the planning, delivery and legacy of the 2012 and other Games and which can be used as case material or data in a range of student assignments in different subject areas and at different levels
- materials which make the wealth of research related to the Olympics and Paralympics accessible to a wider student audience

- learning resources related to the Olympics and Paralympics which are already in use and which can be made available for wider application: this already includes 30 case studies and 30 discussion starters developed by HLST and further significant resources developed by LinkBC Materials produced by a leading academic publisher, Routledge, which will be made freely available

It is anticipated that these educational resources will support the achievement of a wide range of learning outcomes by students and we shall ensure that they are presented in a way which identifies the learning outcomes for which they are considered most suited, including acquisition of knowledge and understanding as well as the development of skills. The educational resources and the learning outcomes which they support will also be related to the Olympic and Paralympic values and the legacies to which the Games aspire. These both explicitly and implicitly reflect contemporary issues in curriculum development including ESD, multicultural and global awareness, internationalisation, and student health and well-being.

The Olympics and Paralympics can provide resources for learning from a range of disciplinary perspectives. Our approach to application of such resources, therefore, will extend beyond the HLST subjects to include, in the first instance, programmes in the business education spectrum with the potential to enhance curricula and engage students more widely in other subject areas. Other subject areas to benefit from the resources could include, for example, sociology, psychology, medicine, politics, philosophy, media, urban planning, architecture and environmental studies.

Particular features of our project are a partnership with Routledge, a leading academic publisher internationally

with a well-established portfolio related to the Olympics and sport in general, and with Podium, the Further and Higher Education Unit for the 2012 Games. Routledge agree to make freely available previously privately owned resources whilst Podium are providing facilities, links with initiatives across the UK related to the 2012 Games and access to LOGOC. We are also in discussion with the OU as regards potential collaboration and links to BBC resources.

We shall report on project progress on the Learning Legacies website www.heacademy.ac.uk/learninglegacies/home, via Twitter and our "2,012 Students" Facebook Group.

New A-Z Search Tool on the HLST Website

July 2010 saw the launch of the new A-Z feature on the HLST home page. This aims to make our content more accessible by allowing a search not only by website page, but also by theme.

The A-Z combines access to all HLST online resources with pages containing useful information on many different topics in learning and teaching.

As before, to look for a type of resource, such as all case studies produced for us, got to C and click on "Case Studies". Also under C you will find Catalogue of New Publications, an online catalogue of new and forthcoming text books. In a similar way, you can click on the initial letter to get through

to the Resource Guides, JoHLSTE (our online journal), LINK (biennial publication), the Research Gateway and other repositories of work produced by the HLST community.

A new dimension has been added to the A-Z in the shape of the work carried out during 2009/10 for us by Nina Becket, our former Assistant Director. The A-Z now provides an extensive range of background material and links to external sites, covering a wide spectrum of topics, initiatives, organisations and themes related to learning and teaching. It has become an invaluable resource for practitioners wishing to familiarise themselves with the HLST and HE landscape.

LINK 27 – Graduates with Impact

Contributions are invited for the next edition of LINK. It will focus on the attributes that our graduates possess and thus the potential impact of graduates in employment, and in their lives and in society more generally. Aspects that could be covered include:

- Curriculum design to deliver and assess appropriate graduate attributes
- Learning and personal development opportunities within and extra to the curriculum
- Graduate attributes for impact in employment
- Graduate attributes and subject knowledge which will have an impact on society, in the local community, internationally
- Graduates with global awareness, multi-cultural awareness, environmental awareness and with appropriate values

- Ethics and the curriculum
- Valuing academic integrity
- Skills for a digital society
- Leadership, teamwork, interpersonal skills, self-authorship (personal branding)
- Emotional intelligence
- Graduates with self-awareness, self-confidence and self-esteem
- The development of capabilities

See website for further details

www.heacademy.ac.uk/hlst/resources/linknewsletter

www.heacademy.ac.uk/hlst