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Editorial: Business as Usual?

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Business as Usual 1

Readers of JoHLS TE may or may not know of its parentage. The reason the journal has been able to offer its free online service is that it has been supported financially by the 'LTSN for HLST' – the Learning and Teaching Support Network for Hospitality, Leisure Sport and Tourism (www.hlst.ltsn.ac.uk). Indeed you may have seen their logo on some of the pages of the journal. Over the next few months there will be some small changes to the style of the journal to reflect changes that are affecting the LTSN. In May 2004, the Learning and Teaching Support Network (LTSN) and the Institute for Learning and Teaching in Higher Education (ILTHE) transferred into the new Higher Education Academy. It is therefore a good opportunity to familiarise readers with the aims and ownership of The Academy:

The Academy is an independent organisation funded by grants from the four UK [higher education] funding bodies, subscriptions from higher education institutions, individual fees from practitioners, and grant and contract income for specific initiatives.

It is governed by a Board whose members are drawn mainly from institutional leaders and senior academics, and a Council of which the majority are elected by practitioners. It is owned by the higher education sector and therefore responsive to the sector's needs.

The Academy aims to:

- focus on the student experience and on institutional needs;
- be inclusive and work collaboratively with partners;
- focus its activities at the multiple levels of individual staff, disciplines, higher education institutions (HEIs) and their leaders, and national bodies;
- base all its work on the very best available evidence

(source: <http://www.heacademy.ac.uk/184.htm>)

The subject networks (including that for HLST) will remain and form a key element of The Academy. However, their titles will change from LTSNs to Higher Education Academy Subject Networks. Apart

from some cosmetic changes to logos and colourways, it will be business as usual for JoHLSTE. However the instigation of the Higher Education Academy is an important milestone because it underlines the UK government's commitment to enhance the pedagogical aspects of higher education with a particular emphasis on the student experience. JoHLSTE sees itself as a key contributor to promoting this end for the HLST subjects. Its only point of difference is that it addresses an international as well as a domestic audience. Finally, within all this, it is important to note that JoHLSTE retains its academic and editorial independence through its Editorial Board.

Business as Usual 2

The UK funding councils have now announced the structure of the units of assessment (UoA) for the Research Assessment Exercise 2008 (RAE). The UoAs are:

- 1 Cardiovascular Medicine
- 2 Cancer Studies
- 3 Infection and Immunology
- 4 Other Hospital Based Clinical Subjects
- 5 Other Laboratory Based Clinical Subjects
- 6 Epidemiology and Public Health
- 7 Health Services Research
- 8 Primary Care and Other Community Based Clinical Subjects
- 9 Psychiatry, Neuroscience and Clinical Psychology
- 10 Dentistry
- 11 Nursing and Midwifery
- 12 Allied Health Professions and Studies
- 13 Pharmacy
- 14 Biological Sciences
- 15 Pre-clinical and Human Biological Sciences
- 16 Agriculture, Veterinary and Food Science
- 17 Earth Systems and Environmental Sciences
- 18 Chemistry
- 19 Physics
- 20 Pure Mathematics
- 21 Applied Mathematics
- 22 Statistics and Operational Research
- 23 Computer Science and Informatics
- 24 Electrical and Electronic Engineering
- 25 General Engineering and Mineral & Mining Engineering
- 26 Chemical Engineering
- 27 Civil Engineering
- 28 Mechanical, Aeronautical and Manufacturing Engineering
- 29 Metallurgy and Materials
- 30 Architecture and the Built Environment
- 31 Town and Country Planning
- 32 Geography and Environmental Studies
- 33 Archaeology
- 34 Economics and Econometrics
- 35 Accounting and Finance
- 36 Business and Management Studies
- 37 Library and Information Management
- 38 Law
- 39 Politics and International Studies
- 40 Social Work and Social Policy & Administration
- 41 Sociology
- 42 Anthropology
- 43 Development Studies
- 44 Psychology

- 45 Education
 - 46 Sports-Related Studies
 - 47 American Studies and Anglophone Area Studies
 - 48 Middle Eastern and African Studies
 - 49 Asian Studies
 - 50 European Studies
 - 51 Russian, Slavonic and East European Languages
 - 52 French
 - 53 German, Dutch and Scandinavian Languages
 - 54 Italian
 - 55 Iberian and Latin American Languages
 - 56 Celtic Studies
 - 57 English Language and Literature
 - 58 Linguistics
 - 59 Classics, Ancient History, Byzantine and Modern Greek Studies
 - 60 Philosophy
 - 61 Theology, Divinity and Religious Studies
 - 62 History
 - 63 Art and Design
 - 64 History of Art, Architecture and Design
 - 65 Drama, Dance and Performing Arts
 - 66 Communication, Cultural and Media Studies
 - 67 Music
- (source: <http://www.rae.ac.uk/pubs/2004/03/rae0403.pdf>)

It is noted that despite strong representations by the subject communities of Leisure, Hospitality and Tourism (see for example JoHLSTE Vol. 3 No. 1 for the case for tourism - <http://www.hlst.ltsn.ac.uk/johlste/vol3no1/perspectives/perspective.html>) none of these subjects have found a place in the UoA titles.

Business as Usual 3

It is gratifying to see that, after an initial predominance of tourism and hospitality in earlier editions of JoHLSTE, all three academic papers in this edition are in the area of Sports. However, two of the articles at least will offer insights for the wider subject community. For example Andrew Lane, Tracey Devonport and Andrew Horrell's article is titled *Self-Efficacy and Research Methods*. It investigates issues around the student experience in producing undergraduate dissertations. Seven key issues that emerge are: difficulty of research methods; enthusiasm for learning research methods; teaching and learning in research methods; curriculum design; independent learning; importance of the dissertation, and coping with dissertation stress. The authors find that students experience difficulty internalising key research methods skills from Level 1 and 2 modules, and that this contributes towards making the dissertation an extremely challenging module. Additionally, they note that the emphasis on independent learning within the dissertation module exacerbates the importance of knowing how to use research skills, and a perceived inability to do this appears to cause stress.

Academic literacy is another area of interest across our subject community and interesting insights here are offered by Dennis Hemphill's article *Putting it into Words: Experience Based Writing and Pedagogy*. His paper investigates the writing process and details several teaching and learning support activities around this. The basis for Hemphill's analysis is a project which involves writing a descriptive and reflective first-person account of a significant personal experience in a sport- or leisure-related activity and consideration of how the account is developed in a more philosophically informed manner.

The relative youthfulness of HLST subjects gives rise to periodic self reflections about the nature of what we are doing. Such reflections are crucial to the bedding down of the subjects. Andy Smith poses the question *What is Exercise Science?* His answer is that "Exercise Science is a theory-based,

research-led discipline that seeks applied solutions to health problems related to physical inactivity, and which aims to understand and promote individual and public health and wellbeing through evidence-based physical activity interventions.” It is to be hoped that Smith’s peers will debate this issue following the lead taken by hospitality scholars who have hotly disputed the nature of hospitality through comments and rejoinders in recent editions of the journal.

Two practice papers are published in this edition. In the first, Aaron Smith and Hans Westerbeek offer a view on ‘*Professional Sport Management Education and Practice in Australia*. Their paper notes that little debate has been undertaken concerning the composition of ‘professional’ sport management education in Australia. Their preferred definition encompasses occupation, competency and behaviour, and their analysis reveals several weaknesses in the conventional Australian curriculum, including limited common standards and an absence of ethical codes. In the second practice paper, Angela Maher discusses the implications of learning outcomes in higher education (HE) for curriculum design and student learning. She argues that learning outcomes can act as a benchmark for assuring quality and efficiency in HE and also enable universities to describe courses in an unambiguous way so as to demystify and open up education to a wider audience.

There are two research notes in this edition. Moira Polixeni, Dimitris Milonopoulos and Sophia Anastasiou present a case study titled *Producing Graduates for the Tourism Industry in Greece*. The authors found that that the graduates they interviewed consider family network, foreign languages and computer literacy to be more important than the degree itself in getting their first job in the hospitality industry. Finally, Andrew Lane investigates the issue of the relationship between teaching and research that was highlighted in the UK government’s 2003 White Paper on the Future of Higher Education. Lane specifically explores the relationship between Quality Assurance Agency (QAA) (teaching quality) grades and Research Assessment Exercise (RAE) scores for Sport-related subjects. His (qualified) initial findings point to some positive correlations between good scores in teaching and good scores in research – findings that put into question the grounds for the White Paper’s scepticism about the links between teaching and research.

Unusual Business 1

The Editorial Board is delighted to announce that a new section, devoted to the review of educational resources has been added to JoHLSTE. We hope that readers will find this useful. The intention for this section is to provide a space for reviews which is distinctive and different from that offered by other journals in the HLST subject areas. Most journals offer reviews of books but we do not intend to replicate this general service which is effectively provided elsewhere. What we do intend to offer are regular reviews of resources which have a clear educational mission. In terms of books, this means that we will offer reviews of textbooks rather than pure academic works. In particular, we will wish to discuss the pedagogical aspects of textbooks in order to promote and share aspects of good practice. But this section will not limit itself to texts. It will offer reviews of educational resources offered in any medium. So for example, this edition of JoHLSTE includes a review of ALTIS, by Pat McCarthy. ALTIS (www.altis.ac.uk) is a guide to internet resources in hospitality, leisure, sport and tourism. As always we welcome contributions from our readership. If you wish to offer a review of an educational resource – please do!

Unusual Business 2

On the note of contribution, we would very much like to encourage feedback and dialogue within the HLST subject communities through JoHLSTE. The journal has now published 6 editions – so if you have any feedback, or if you would like to see new features please feel free to contact us. Similarly we welcome your contributions, not just for Practice and Academic papers, but also for Perspectives as well as Comments on published articles. It may even be that you have only a short comment. We could possibly develop and encourage these through a letters section.

We would like to hear from you via johlste@brookes.ac.uk