

The Hospitality, Leisure, Sport and Tourism Network was one of the 24 subject centres that formed the subject network of the Higher Education Academy. It provided subject based learning and teaching support for all working with students of these areas in Higher Education in the United Kingdom.

Our mission was to support the provision of the best possible learning experiences and opportunities for all students in our subject areas in Higher Education.

This mission was achieved through our strategic aims:

- To celebrate and raise the status of teaching
- To broker and facilitate the sharing of effective practice
- To identify, develop and disseminate evidence-informed and effective approaches to learning, teaching and assessment
- To inform, influence and interpret policy
- To support colleagues in responding to strategic change at institutional level and government policy directives
- To operate a professional and sustainable working environment that can be responsive to changing priorities and needs

Director's comment on year

As our report reflects, this has been a highly productive and effective year for the HLST Network which, against a backdrop of the HE Academy's decision to close subject centres and the prospect of staff redundancies, is no small achievement!

We began the year in cost reduction mode with a number of colleagues already made redundant and it is a great credit to my colleagues in the HLST team who remained that our productivity in terms of activities and services was maintained, if not enhanced. Feedback received during the year, as well as some very strong and much appreciated lobbying for our survival from across the HLST subjects communities, confirms that our work has continued to be relevant, useful and of high quality.

May I take this opportunity to thank my HLST colleagues for their continuing motivation, commitment and support during a very difficult year, as well as their continuing good humour. We were determined to "go down with all guns blazing" and I think this report demonstrates that we have achieved that.

We believe that the Academy's decision to close Subject Centres was the wrong one and that continuity in support for learning and teaching at subject level would have been better maintained with reduction in funding to the Centres over a period of time as originally anticipated. On this basis, we were likely to have been able to develop other sources of funding to compensate for reductions over time. A full and immediate withdrawal of funding could not be accommodated.

Finally, my thanks to all those we have worked with and for over the years. We have enjoyed working with you and I think that we can be rightly proud of all that we have achieved together.

Clive Robertson

1 – Overview

In the 2009-10 Annual Report it was stated that, following cuts to its funding, the Higher Education Academy would face “difficult challenges and decisions anticipated to have significant impact on the Subject Centres as they are currently constituted and operate.” As we now know, the result was that the Academy chose to close the Subject Centres.

HLST will have effectively ceased full operational activity as of 31st July 2011, with the period until 31st December 2011 intended to act as a transition to the new structure of the Higher Education Academy.

A part-time post dedicated to supporting HLST subject areas will exist within the new Academy. At the time of writing, Lyn Bibbings, previously one of the HLST Liaison Officers, is being confirmed as the Subject Lead for HLST. We intend to do all that we can during the transition period to help the Lyn establish ongoing subject level support.

Understandably these have been difficult circumstances for the HLST team to work in. However, spirits have been kept high and motivation maintained thanks in no small part to the support shown by members of the HLST community. Messages of support, thanks and acknowledgment of our continued support of teaching and learning in Hospitality, Leisure, Sport, and Tourism education have been much appreciated.

2010-11, despite challenging circumstances, has once again been a productive and successful year for HLST. While the future remains uncertain for some members of the HLST team, a situation we know is shared by many colleagues across the sector in these turbulent times, we are proud of all that we have achieved with the Network. We have maintained a full programme of activity and commissioned critical reviews of contemporary practice in key areas of learning and teaching to inform curriculum development and provide benchmark information for future reference.

We leave HLST at its close with a legacy we are proud to pass on to our colleagues in the new Academy structure.

Strategic Aim 1

To celebrate and raise the status of teaching

Operational Activities:

- Develop a catalogue of National Teaching Fellows and Institutional Teaching Fellows, and others recognised for excellence in learning and teaching
- Develop a catalogue and recognition scheme of expertise and experience in learning, teaching and assessment

A list of key contacts in departments has been compiled in 2010-11. These key contacts have been consulted with regards to fellowship and other teaching awards, and links with work carried out by BMAF have been investigated. A meeting of Key Contacts was held in May to update on, and discuss, the changes to the Academy and how the engagement of the subject community can continue.

- Continue to publish the *Journal of Hospitality Leisure Sport and Tourism Education (JoHLSTE)* and *LINK*, and case studies of evidence-based effective practice

Journal of Hospitality, Leisure, Sport and Tourism Education (JoHLSTE)

As in previous years, two editions of JoHLSTE were published online; Volume 9, number 2 in October 2010, followed by volume 10, number 1 in April 2011. Authors from 19 countries submitted seventy papers in this academic year, with an acceptance rate of approximately 40%. The journal is listed as 1 in the Association of Business Schools (ABS) Journal Quality Guide. Looking to the future, we are pleased that Elsevier will continue to publish JoHLSTE, following one final edition to be produced by HLST during the August to December 2011 transition period.

LINK

There were two issues of LINK published in 2010-11.

- **Link 26 Olympic and Paralympic Games** – published in November 2010 in support of the HLST Annual Conference on the same theme.
- **Link 27 Graduates With Impact** – published in June 2011, this issue explored how the notion of “graduates with impact” is being interpreted in innovations in learning and teaching.

LINK remains a popular and highly regarded element of the Network’s output. A final issue is planned for the transition period.

Case studies and Resource Guides

These have been the most highly viewed resources on our website, with the resources page as a whole the most visited after the home page. 3 new case studies and 4 new Resource Guides were published on the website this year. Position papers were also added on Lifelong Learning Networks, Academic Integrity, Open Learning, and Assessment Standards.

There are now a total of 148 short case studies, 53 long case studies, 57 resource guides and 8 position papers available on the site. Our concern remains to ensure that these are regularly updated or renewed.

- [Cross-reference HLST activity to the professional standards framework](#)

Work began in this area in 2010-11 alongside developments instigated by BMAF.

Strategic Aim 2

To broker and facilitate the sharing of effective practice

Operational Activities:

- Run a workshop and events programme (*Annual Conference, 5 workshops and 2 student focus sessions*)

List of key events

HLST Annual Conference 2010, "Going for Gold" – Enriching student learning through the 2012 games, 9th November, St Hugh's College, Oxford:

This year's conference explored opportunities presented by the 2012 Olympic and Paralympic Games to re-vitalise curricula to enhance student learning opportunities and experiences, and to encourage student engagement with learning. Workshop sessions provided opportunities to share developmental initiatives in learning, teaching and assessment in which the Games can be used to revitalise the learning experience of students and to engage them with learning

Keynote speakers were Dikaia Chatziefstathiou, Canterbury Christ Church University and member of the HLST Olympics and Paralympics Special Interest Group; Ian Henry, Loughborough University; Andy Miah, University of the West of Scotland; and Mike Weed, Canterbury Christ Church University.

Slides and other materials can be found on the HLST website -

http://www.heacademy.ac.uk/hlst/events/annual_conference.

Academic Integrity workshop, 16th September 2010, Oxford Brookes University:

This workshop discussed the implementation of institutional policies and practice relating to academic integrity, and how they might be reviewed and improved. The workshop was organised and run by HLST and Erica Morris, Senior Advisor from the HE Academy/JISC Academic Integrity Service. A position paper was produced, which can be found on the HLST website -

http://www.heacademy.ac.uk/assets/hlst/documents/ourwork/position_paper_academic_integrity.pdf.

Olympics and Paralympics Special Interest Group Meeting, 2nd March 2011, Brunel University:

This meeting of the HLST Olympics and Paralympics Special Interest Group featured presentations from Professor Ian G. Campbell (Pro-Vice Chancellor, Brunel University), Professor Celia Brackenridge (Chair, ICSEMIS (International Convention on Science, Education and Medicine in Sport) 2012 Organising Committee) and Dr Vassil Girginov (Executive Editor, The Routledge 2012 Olympic Special Issue).

Buckley Group Third Meeting, 5th April 2011, Oxford Brookes University:

This was the third meeting of the group that originally came together in response to concerns about the comparability of degree standards expressed by the Government's Select Committee Inquiry on Students and Universities. The focus of this session was the highly sensitive area of the 2.1/2.2 interface and the question of why one piece of work is awarded a mark in the upper range of 2.2 marks while another gets a mark in the lower end of the 2.1 range. A position paper resulted from the workshop, which can be found on the HLST website -

<http://www.heacademy.ac.uk/assets/hlst/documents/news/2011/Buckley-Group3.pdf>.

Education for Sustainable Development Conference, 18th May 2011, University of Gloucestershire:

HLST collaborated with three other Subject Centres (the Business, Management, Accountancy and Finance Network (BMAF), Geography, Earth and Environmental Sciences (GEES), and Philosophical and Religious Studies (PRS) for this workshop, which was part of a Higher Education Academy funded project researching stakeholder perceptions of interdisciplinary learning in ESD at taught postgraduate level.

HLST Network Key Contacts Meeting, 25th May 2011, Oxford Brookes University:

This was the first meeting arranged for HLST Key Contacts.

HLST Open Network Meeting, 8th July 2011, University of Oxford:

This meeting, with an open invitation to staff in the HLST Network, was held with the theme of looking forward beyond the end of the Subject Centres, and to harnessing opportunities from the re-structured Higher Education Academy to engage in further work to enhance the learning experiences and opportunities of students in our disciplines.

- [Maintain and further develop links with Institutions, Subject Associations, Sector Skills Councils, professional bodies and other external agencies](#)

Engagement with Subject Associations

An open meeting for the HLST Network was held on 8th July 2011 at Oxford Brookes University, which was attended by a number of subject associations. This provided an opportunity to both celebrate the significant achievements of past collaboration between HLST and the subject associations, and to discuss opportunities for future links with the re-structured Higher Education Academy.

Engagement with Sector Skills Councils and Professional Bodies

Routine engagement with the Sector Skills Councils is primarily through the work of our Director and Assistant Director. Our Assistant Director, John Buswell has been chair of the SkillsActive Diploma HE consultation group and chair of the ISPAL Professional Development Board (PDB), and is now Chair of the Education, Training and Professional Development Committee of the newly established Chartered Institute for the Management of Sport and Physical Activity (CMSPA).

Our Director, Clive Robertson is also a member of the SkillsActive PDB. SkillsActive and People 1st have participated as exhibitors and speakers at

our annual conferences. Clive is also a member of the QAA Working Group on Contact Hours, and the HEFCE Expert Panel on the KIS.

We enjoy good working relations with a number of professional and industry bodies, primarily through their representation on our Advisory Board.

- [Maintain and develop Research and External Examiner registers](#)

External Examiner Database

We were one of the first subject centres to develop a database for the identification of external examiners and those available to participate as external advisors on panels convened by institutions. Our database has continued to grow in terms of both registrations and users over the last year. A proposed new system to be developed in collaboration with Academy York has not progressed.

The Research Register

It was stated in the last Annual Report that while initial interest in this online resource was good, the number of registrations and use had slowed. This trend has continued this year, with only a small number of new users. As such, it is not likely that we would have continued to support this feature if the Subject Centres had not been closed.

- [Maintain and develop e-Bulletin and other electronic/online communication tools such as Twitter](#)

Information Listings

The introduction of the Information Resources Officer post this year enhanced provision in this area. We provide three information listings that are continuously updated, and a monthly e-update. The three information listings are:

- Events Listing – a list of events on our web site which are relevant to the HLST subject communities
- Catalogue of New Publications – to save academics valuable time we list new books suitable for adding to reading lists
- News Listing – a list of news items (including funding opportunities), relevant consultations, policy statements and reports, and subject related information

Our e-update is a regular monthly and highly regarded bulletin emailed to all our contacts and containing items of current interest with a subject or teaching related focus.

- [Continue to develop the 2012 Olympics Learning Legacies project through the Olympics Special Interest Group](#)

Olympics Special Interest Group (SIG)

London's hosting of the 30th Olympiad in 2012 provides an opportunity to raise the profile of the subjects in our Network. Our courses provide the professional skills, knowledge and understanding which are essential for success in such a multifaceted and complex event.

The HLST Olympics SIG established in 2008-09 provided a range of activities for HLST in 2010-11. These included significant input into the 2010-11 Annual

Conference, held in November, work on the OER Phase 2 project, and a successful workshop. John Buswell has recently been appointed to lead developments related to the Olympics in the HEA.

OER Phase 2 Project

HLST was awarded funding from the second phase of the JISC Open Educational Resources Programme (Release Strand REL08) in order to support the 2012 Olympic Learning Legacies Project during 2010-11. There are many resources that relate to the theme of the Olympics and Paralympics but they are scattered and restricted by copyright, and much of the work of the project has involved the identification of appropriate resources and the checking and clearance of IPR issues with others. The Project set out to identify, develop as necessary, make accessible and promote such resources, and achieved this through working with a number of key stakeholders who were able to release or provide a number of different resources, including the London Organising Committee for the Games (Locog), the Olympics Delivery Authority (ODA), Routledge, and other universities.

The Project is providing the resources in several categories of resource, in some cases related to the stakeholders:

1. A range of case studies and discussion starters produced for the Olympics and Paralympics SIG.
2. A range of resources owned by Routledge who agreed to make them openly accessible through the project, although this eventually this was not fully possible. Twenty five papers and chapters have been released with original copyright still applying, and with additional work undertaken on metatagging and metadating, to enhance their accessibility.
3. Resources which underpin and promote research into the Olympics and Paralympics. A resource pack developed by Canterbury Christ Church University, and commissioned by the 2012 Legacies for Learning Project, comprises a Guide to Researching the Olympics as well as nine separate topic resources and underpins the work of the project in offering its scope for engaging students and teachers alike across the range of HLST subjects in research and enquiry-led learning.
4. Resources identified by Podium through their links and activities in promoting the Olympics and Paralympics to FE and HE; twenty two original reports relating to the planning of 2012 have been prepared for release, with the wording of the licence being agreed with Locog at the time of writing this report.
5. An additional category of resources on Food Safety. The pack comprises nine separate units on aspects of food safety, together with a brief contextual overview explaining their relevance to both.

Many of the resources can be used openly for learning, teaching and assessment purposes and can be copied and even repurposed for use with students as part of a critical discourse. Some of the resources are original documents and reports (like those related to the planning of the 2012 Games) which will not be repurposed, but will enhance research and enquiry-led learning.

A key element of the project is the increased accessibility of the resources and the use of Radar, the Oxford Brookes University repository, as the first means of release for the resources is central to this. The 2012 Collection, as it is listed on Radar, will continue to be maintained by Oxford Brookes beyond the end of the project. The links to web sites, like Podium, LINK BC and the British Library's Sports-related web site, will also be important for the sustained impact of the project. The work of the Olympics Special Interest Group, with funding from the HEA confirmed for two years, will provide a very specific means of continuing dissemination and interest in the resources.

- **Develop an information pack for academic staff**

It was decided that the most effective and economic method of approach in this area would be to disseminate via our website. Much of the work that has resulted in the updated website A-Z is directly related to what would have appeared in the information pack. Additionally, a review of web resources has been ongoing.

- **Fund Pedagogic Research and Development Projects**

HLST Pedagogic Research Grants for 2010-11

HLST supported ten projects in the eleventh round of pedagogic research funding. Details of each project and associated reports and resources can be found on the website -

<http://www.heacademy.ac.uk/hlst/ourwork/pedagogicprojects/round11>.

- **Provide opportunities for contribution to HLST resources and events**

HLST staff acted as a Subject Centre 'friend' to Thames Valley University's DfLTEA project (funded by the HE Academy). This in turn has led to contribution to a chapter in the latest "Enhancing..." book series, and potentially other publications

- **Engage with Educational Development Units**

- **Provide support for particular facets of an academic's performance, e.g. external examining, personal tutoring, through events and publications**

The Buckley Group has been working in the area of assessment standards and external examining, with position papers published online. Articles in the "Enhancing..." series of books cover other areas.

HLST is also supporting the preparation of critical reviews of contemporary practice in areas such as student group work, currently being undertaken by Winchester University, and John Buswell was a Keynote Speaker at a conference on group work held at Winchester on September 2nd 2011.

Strategic Aim 3

To identify, develop and disseminate evidence-informed and effective approaches to learning, teaching and assessment

Operational Activities:

- [Fund Pedagogic Research and Development Projects](#)

Detail of project funding in 2010-11 can be found under *Strategic Aim 2*.

- [Commission case studies of effective practice for dissemination via events, publications and the web](#)

Detail of case studies produced in 2010-11 can be found under *Strategic Aim 1*.

- [Benchmark effective practice](#)

An Academic Integrity event was held in September 2010, and The Buckley Group met for a third time in April 2011. Event details can be found under *Strategic Aim 2*.

- [Survey student opinion via student focus groups](#)

A student focus group was held at the BASES conference in Chester in April by Richard Tong, previously one of our Liaison Officers.

- [Interpret National Student Survey outcomes](#)

A piece of work has been commissioned in this area across the HLST subjects that will examine trends over three years, the findings of which will be published in October 2011. The work will follow a similar project carried out by BMAF.

Also, Andreas Walmsley of Leeds Metropolitan University was commissioned to analyse and report on trends in the range of courses and student numbers, using data provided by UCAS and HESA. His report was completed in July and can be viewed on the HLST web site.

- [Further develop the resources section of the HLST website](#)

Resource Guides

Our Resource Guides are intended to provide a compact, but essential guide to the texts, journals, websites and other resources in specific areas that may be covered within hospitality, leisure, sport and tourism programmes. They are externally reviewed before publication. Three new Resource Guides have been added in 2010-11, on the subject of events management.

- [Publish the next in the 'Enhancing...' book series in collaboration with the BMAF Network](#)

Case Study Book Series

A further volume in the popular “Enhancing...” series of case study books was published in conjunction with BMAF in 2010-11. The fifth book in the series, “Enhancing Graduate Impact in Business and Management, Hospitality, Leisure, Sport and Tourism”, was published by Threshold Press in July 2011. Limited numbers of complimentary copies are available from HLST and BMAF, with further chargeable copies available direct from the publisher.

- [Publish two issues of the LINK newsletter](#)

Detail can be found under *Strategic Aim 1*.

- [Publish two editions of JoHLSTE](#)

Detail can be found under *Strategic Aim 1*.

- [Maintain and develop website](#)

The HLST website as part of the Academy web portal continues to be one of our main tools for interaction with our subject communities. The addition of our Information Systems Officer post has helped enhance provision in this area.

- [Run an Annual Conference and workshops programme](#)

Detail can be found under *Strategic Aim 2*.

- [Work with CETLs and other agencies](#)

Engagement with CETLs

HLST has been represented as a member of the Steering Groups of the following CETLs:

- ASKe (Oxford Brookes University)
- Re-invention centre (Oxford Brookes and Warwick Universities)
- The Centre for Excellence in Leadership and Professional Learning (Liverpool John Moores University)
- HELP (University of Plymouth)

- [Engage with HEIs, including Institutional Partners](#)

Network/Institutional Partners

Work in this area has focused on following the end of formally contracted institutional partners with the establishment of a network of key contacts, the first meeting of which was held in May 2011.

Additionally, ten visits to universities were undertaken on behalf of the HLST Subject Centre by two former institutional representatives (Jeff Abrams of Leeds Metropolitan University and Crispin Farbrother of Bournemouth University) who reported back on their findings to the Subject Centre and its Advisory Board. Their reports can be found in the appendices.

- [Work with Subject Associations and other external agencies as appropriate](#)

Detail can be found under *Strategic Aim 2*.

Strategic Aim 4

To inform, influence and interpret policy

Operational Activities:

- Ensure effective working links with SSCs, QAA, UCAS, HESA, JISC and other external agencies

Detail can be found under *Strategic Aim 2*.

- Maintain links with professional and industry bodies

Detail can be found under *Strategic Aim 2*.

- Develop briefing documents on policy as appropriate

Position Paper on Lifelong Learning Networks

HLST asked Jan Wise, who has first hand experience of working in an LLN, to review the work undertaken by LLNs which relates to the HLST subject grouping and related subjects. Her report reflects a range of interesting activity, a number of important achievements, but questions the long term impact of LLN work now that funding has ceased.

http://www.heacademy.ac.uk/assets/hlst/documents/news/2010/LLN_Position_Paper.pdf

Position Paper on Academic Integrity

This position paper is the outcome of a workshop on academic integrity which took place at Oxford Brookes University in September 2010. The workshop was organised and run by the HLST Network and Erica Morris, Senior Advisor from the HE Academy/JISC Academic Integrity Service who has been working closely with the HLST Subject Network over the last twelve months. The paper concludes by emphasising two key emerging and related themes: the importance of staff engagement and development; and the need to work to achieve consistency in managing academic misconduct cases by following established procedures.

http://www.heacademy.ac.uk/assets/hlst/documents/ourwork/position_paper_academic_integrity.pdf

- Develop links with Association of Business Schools

The close relationship HLST shares with the BMAF Subject Centre co-hosted by Oxford Brookes has enabled us to communicate directly with the ABS through the existing partnership they share with BMAF. It is hoped that the ABS will be able to ensure provision for HLST subjects in some of the areas of BMAF activity they will take on in the future, such as an annual learning and teaching conference.

Strategic Aim 5

To support colleagues in responding to strategic change at institutional level and government policy directives

Operational Activities:

- Ensure that publications and events reflect contemporary policy
- Ensure that activities reflect the three priority areas established by the Higher Education Academy :
 - ESD
 - Student Engagement
 - Standards and Quality

All of our publications, events and other activities (detailed under previous Strategic Aims) reflect priorities of both the Higher Education Academy and those of the HLST communities. Additionally, the HEA priorities are embedded in HLST pedagogic research project themes, and all of our events.

- [Work with Subject Associations](#)

Detail can be found under *Strategic Aim 2*.

- [Develop institutional partnerships and key contacts](#)

Detail of work in this area can be found under *Strategic Aim 3*. Our Assistant Director, John Buswell, is continuing work to develop and implement a network of key contacts.

- [Engage with HE Academy Institutional Partnership Programme outcomes](#)

It has not been possible to establish any direct links with the IPP programme.

- [Work with FE through institutions & organisations](#)

We have received submissions and printed articles in LINK, plus a chapter in the “Enhancing Graduate Impact...” book has been contributed from FE.

Strategic Aim 6

To operate a professional and sustainable working environment that can be responsive to changing priorities and needs

Operational Activities:

- Identify in-year priorities;

This has been ongoing, but has understandably been affected by the situation regarding the closure of Subject Centres by the HEA in July 2011.

- Ensure effective personal and professional development and review for all staff;

Following the re-structure of HLST and BMAF in 2009-10, staff were recruited into new roles in 2010-11. These were:

- HLST/BMAF Office Administrator (Stacey Neal);
- OER Learning Legacies Project Officer (Shelley Rider)
- HLST/BMAF Information Systems Officer (William Ross).

The ongoing uncertainty regarding the future of Subject Centres had an inevitable negative impact on staff morale throughout the year. Nevertheless, all of our staff have remained professional, dedicated and committed to the work of HLST, and have been commended for their efforts by a number of people and organisations with whom we have worked.

Our Events Officer, Karen Pettit, left HLST and BMAF in May 2011 to become the PA to the Registrar of Oxford Brookes. We wish her well in her new role, and thank her for all of her hard work for the Subject Centres over the years.

- Monitor and review operations to meet changing scenarios, needs and requirements as necessary

The HLST offices are co-located with those of the BMAF Network in the Oxford Brookes University Business School, College Close premises. The core HLST administrative team changed towards the end of 2009-10, with roles being shared with BMAF. We still believe that we put in place a staffing structure that could have taken us into future years and maintain our service to the HLST community, despite cuts to funding.

The Network has begun to move to a model of 'key contacts' during the 2010/11 academic year. It is hoped that this network may continue to be of use to the re-structured HEA.

The Joint Academy JISC Academic Integrity Service (JAJAIS) Senior Adviser, Erica Morris, had an office with us in College Close, and we benefitted from being able to work closely with her during 2010-11.

- Collaborate within the HE Academy and with other Subject Centres

Collaboration with other Subject Centres

HLST has continued to benefit from collaboration with the BMAF Subject

Centre. The joint HLST/BMAF management group has continued to meet on a regular basis. HLST team members have also worked closely with other Subject Centre colleagues regarding consultations on the future of the Higher Education Academy.

Both the BMAF and Engineering Subject Centres contributed to the HLST OER project.

Engagement with Academy York

HLST has continued to make an active contribution to the work of the Academy as a whole.

Ongoing issues regarding co-ordination of Academy-wide initiatives, the maintenance and development of the web site and the INTEGRA CRM have been overshadowed by the decision taken by the HEA to close Subject Centres.

HLST staff have been involved in the Web Portal users group, the INTEGRA users group, the Gateway Project, the HE Academy Admin Network, the Supporting Academic Staff facilitation group, the Joint Systems Steering Group, and the HE Academy Admin Network. Representation at groups and meetings of Directors, Managers, technical and other staff, and more has also been maintained.

- [Evaluate and report on the Network's activities](#)

Evaluation

We continue to adopt a process of ongoing reflexive evaluation of our activities throughout the year. This year two of our former Institutional Partners have carried out evaluative visits on our behalf. Their reports can be found in *Appendix 1* and *Appendix 2*.

Our Associate Director has produced a report evaluating the impact of HLST's Pedagogic Research Projects rounds 7 to 11. The report can be found on the HLST website.

- [Maintain effective and professional methods and standards of communication, internally and externally](#)

Our use of the INTEGRA CRM system has followed the same pattern as in 2009-10. Where possible, HLST activity in 2010-11 has been logged on INTEGRA, with a view to producing end-of-year engagement data automatically as happened in 2009-10.

As reported in previous years, the INTEGRA system remains rather unwieldy and difficult to use, especially for non-regular users. This means that the aim of all HLST staff using the system to log their activity has not been pursued. Instead, the Information Systems Officer has taken data from colleagues for input in most cases.

The introduction of our Information Systems Officer post has strengthened provision in this area, with improvements and additions to our e-communications portfolio including Facebook and other social networking groups.

Financial information and accountability

HLST is funded by the Higher Education Academy to which we submit annual reports, budgets and operational plans. Our core staff are employees of Oxford Brookes University, within which we are hosted by and located within the Business School.

Income and expenditure for the year ended 31 st July 2011		
Income	Core grant (from HE Academy)	£439,774
	Other income (committed funds)	£140,965
	OER Project funding	£85,000
	Total income	£665,739
Expenditure	Staff costs	£326,707
	Travel and subsistence	£9,200
	Communication and marketing	£11,500
	Commissioned work (including project grants)	£197,362
	Other	£11,000
	Office running costs and overheads	£109,944
	Total expenditure	£665,713

Advisory Board

Our Advisory Board met twice this year.

Advisory Board members	
David Airey (Chair)	University of Surrey
David Botterill	HLST Network
Glenn Bowdin	Association for Events Management (AEME)
John Buswell	HLST Network
Emma Butler	Sport and Recreation Information Group (SPRIG)
Mike Collins	Institute of Sport and Recreation Management (ISRM)
Martin-Christian Kent	People1st
Crispin Farbrother	Institutional Partners representative
Kate Filochowski	Podium
Ben Gittus	SkillsActive
Cathy Guthrie	Tourism Management Institute (TMI)
Peter Jones	Institute of Hospitality (IoH)
Patsy Kemp	HLST Network
Robert Maitland	Association for Tourism In Higher Education (ATHE)
Dorota Maton-Mosurska	Secretary to the Board
Paul Radford	HLST Network
Clive Robertson	HLST Network
Angela Roper	Council for Hospitality Management Education (CHME)
Lucy Roper	Institute of Sports, Parks and Leisure (ISPAL)
Chris Rust	Oxford Centre for Staff and Learning Development (OCSLD)
Karl Spracklen	Leisure Studies Association (LSA)
Sue Sutton	Institute of Sports, Parks and Leisure (ISPAL)
Richard Tong	British Association of Sport and Exercise Science (BASES)

Centre Staff

Clive Robertson
Centre Director
Also Director for BMAF Network

John Buswell
Assistant Director

Patsy Kemp
Academic Developments Co-ordinator

Paul Radford
Centre Manager
Also Manager for BMAF Network

Sam French
Publications Officer
Also for BMAF Network

Dorota Maton-Mosurska
Legal and Finance Co-ordinator
Also for BMAF Network

William Ross
Information Systems Officer
Also for BMAF Network

Stacey Neal
Office Administrator
Also for BMAF Network

Shelley Rider
OER Project Officer

Affiliated Staff

David Botterill
Associate Director

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