EMPLOYABILITY CASE STUDY

Placements and Employability in Sport and Leisure Management

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Summary
The issues of Employability and Experiential Learning continue to attract substantial attention within the Hospitality, Leisure, Sport and Tourism (HLST) subject areas (cf. Link, issue 11 http://www.hlst.heacademy.ac.uk/resources/link11/link11.pdf). There is also concern over the extent to which graduates are prepared for industry to address the skills gaps that exist (Ravenscroft et al, 2002). Placements are the most promising vehicle through which to bridge the gap between academic knowledge and industrial practice. The challenge is to sustain a placement system that assesses the skills and abilities of the students in the context of their knowledge and understanding in order to permit students to diversify, whilst at the same time producing graduates with evidence of their abilities. This case study is based on the placement process established by the Chelsea School at the University of Brighton for the BA (Hons) Sport and Leisure Management (SLM) degree. The case study outlines the practices that underpin the placement process and evaluates the extent to which students benefit from the variety of activities undertaken. Inherent within the practices are two fundamental principles that have been identified as examples of good practice. First, the building of experience with employers and businesses into courses through partnerships, and second, embedding employability within the curriculum and making it explicit within the learning experience. Employers, students and other Higher Educations Institutions (HEIs) have identified the work as innovative, successful and transferable.

Objectives
The placement process has been continually refined since 1997 with two key aims that shape specific objectives. These are to develop evidence of employability amongst students and graduates, and to examine the usefulness of knowledge, understanding, skills and abilities learned on placement in current employment. Of particular importance has been the extent to which graduates are able to develop a reflective approach to their employment, heighten awareness of their own skills for themselves and others and their ability to embed critical thought into workplace practice. The process aims to adhere to the intended objectives for placements set out in the National Council for Work Experience’s (NCWE) Placement Tutor Handbook. These are to:

- Link theory and practice by providing practical experience of work to reinforce and complement the academic components of the course of study
- Obtain source material for a project or dissertation which forms part of the academic assessment of the placement period
- Learn new technical skills
- Reinforce and complement existing skills
- Develop and exercise thinking in a practical context
- Encourage self-development through critical reflection
- Enter into, and identify with, a professional role
- Acquire knowledge, key skills and competences relevant to the subject
discipline, workplace and the later stages of the course of study

(NDCE, 2003: 8)

Rationale
In response to the Committee of Enquiry into Higher Education (Dearing, 1997), there has been a demand for increased opportunities for work experience by students. Government has made it their policy that all students should have some form of work experience before they graduate. Although those working in HLST related subjects were slightly slower to respond to the requirements for reflective practice to be integrated into experiential learning opportunities, it is evident that the latter is a core requirement of any work-based curriculum (see Moon, 2004). As course tutor, the author set about modifying the curriculum content to the extent that reflective practice and the epistemology of experiential learning were at the heart of the degree programme. As such, the course content’s rationale is to use the placement process to underpin both the theoretical and practical components of the whole curriculum. The course has as one of its five key aims the intention ‘to enable students to develop the capacity to adapt and apply subject knowledge in professional settings during a sustained period of professional placement’. The importance of highlighting the process within the course aims gives added credence to the student experience amongst prospective applicants.

Context
Most HEIs involved in the provision of sport and leisure related courses have examined the issues surrounding placements and the extent to which vocationalism is embedded within their courses (see, for example, Jordan, 2001, Taylor, 2001). More recently, there has been a shift amongst British academics towards enhancing graduate employability within their courses. This has resulted in the development of research to evaluate further how to heighten awareness amongst students of the ways in which they learn through their experiences. Two projects currently underway, and which have received funding from the Fund for the Development of Teaching and Learning – Phase 5 are outlined on the HLST network website. A partnership between Oxford Brookes and Sheffield Hallam is examining how to ‘develop, implement and evaluate a range of curriculum interventions that will enhance the employability skills of hospitality, leisure, sport and tourism students’. The University of Gloucestshire is leading a team investigating how to utilise more fully

‘…the opportunities within experiential learning for the development of critical and reflective skills. The premise underpinning the design of this project is that the adoption of a reflective and active learning approach can be used to enhance the symbiotic links between PDP in HLST courses and continuing professional development in work environments. The adoption of such an approach is intended to encourage HLST students, as future industry professionals, to understand themselves in relation to other people and the world around them.’

http://www.hlst.heacademy.ac.uk/projects/fdtl/fdtl5.html

This case study aims to add to the growing body of knowledge and now examines the broader context for the developments currently underway within the subject area.

Higher Education and working in local communities
Local employers and communities are increasingly interested in what HEIs have to offer, both as a source of recruitment and for the development of existing employees. In part, this has been driven by a growing awareness of the potential of HEIs in the development of knowledge based economies and three major policy initiatives: widening participation and improving retention, lifelong learning and enhancing employability. HEIs are also being encouraged strongly to work with local communities, collaborate with employers and enhance the employability of students. Employability concerns the process through which graduates acquire the relevant knowledge, understanding, skills and abilities as a result of the closer connections between education and the world of work. In pursuing this, HEIs have to develop new course curricula and assessment criteria, create innovations in work based and work-related experience and its accreditation and develop
systems related to Personal Development Planning (PDP) (Universities UK and CSU, 2002). Employers tend to be favourably disposed to work experience and there is a growing trend towards recruiting graduates who have undertaken work placement.

There are six important concerns regarding the different forms of work experience. First, work experience should be a meaningful experience, relevant to future career development, effective as a learning tool in aiding personal development planning and in enhancing career prospects. If non-traditional forms of work experience are to be maximised for their learning opportunities, then students need some kind of structure and support so they can reflect on and articulate the learning. Second, it should be intentional and planned and students should be able to reflect on it and identify what has been learned. Third, there is pressure to formally assess and accredit work experience that is integrated into undergraduate programmes. Assessment also provides evidence of learning, which may be demanded by higher education institutions and employers. Evidence suggests that students prefer nationally recognised accreditation of work experience to local schemes. Unfortunately, there has been little progress, despite several attempts, towards a national scheme. There is little hard evidence that employers are interested in accreditation of work experience. The emphasis in institutions is now shifting towards documenting work experience through progress files, which are likely to fulfil the certification and accreditation role in a rather more inclusive and consistent manner. Fourth, to ensure work experience is a good quality experience, employers, academics and students must all be committed to it and be fully aware of the implications. The quality of work experience is greatly enhanced by prior induction and briefing, facilitation of ongoing reflection by the student, debriefing, and identification of outcomes. Fifth, students should be encouraged to develop a varied work experience portfolio, such as a mixture of course-embedded placements and part-time working. Sixth, and finally, the ongoing processes of reflection on, and articulation of, learning from work experience are pivotal to employability development. When recruiting, employers are interested in the ability to identify and communicate what has been learned from work experience (Universities UK and CSU, 2002: 36-37).

Work-related Learning in HE Sport and Leisure Degree Programmes

Recent years have seen sports-related degree programmes become one of the most popular areas of HE in the UK. Three quarters (74%) of institutions offer sports-related courses, with a further 7% planning to do so in the near future. Sport and recreation has a workforce of 621,000 people in paid employment, working in 231,000 businesses and organisations throughout the UK, spread across the public, private and voluntary sectors. It has growth forecasts and the potential to expand to a workforce of 750,000 in paid employment by 2008. In addition, almost 15% of the population are volunteers in sport, representing an estimated contribution of £14.1 billion to the economy (LIRC, 2003; 14).

Increasingly, questions are asked of HEIs regarding how effective they are at preparing students for the competitive jobs market in the sport and recreation industry. Research has shown that sport and recreation employers feel that many graduates do not have the skills to take up employment following graduation (Ravenscroft et al., 2002). Many HEIs are now taking up the challenge of providing sports degree courses which combine academic rigour with vocational relevance. A number of students on sports-related degree programmes are studying sport because of an interest in the subject area, but some may have no ambition to work in the sector. In order to best serve students seeking work in the sector, and those who are already in work and wish to access higher education, HEIs need to consider providing vocational pathways within their provision (Gittus, 2002). This vocational provision can benefit students through making them more employable, benefit the sector by providing potential employees who have higher level analytical and technical skills, and benefit HEIs by assisting widening access strategies and improving first destination statistics. If industry is to benefit from the large number of sports graduates, then there needs to be a better match of supply and demand to ensure that regional and national skills gaps are met. Employers have indicated that they are looking for employees with vocational, and specialist technical and communication skills. It is planned that working on behalf of employers, Skills Active UK will, in the future, work with partners in HE and FE who wish to provide vocational education and training and continue with the developments outlined
here. Nolan (2002) provided a wide range of examples as to how the University of Brighton enhanced his placement at Reading Football Club. Working with the stadium manager at the Madjeski Stadium, Nolan recognised that not only did he acquire a range of customer service skills, such as dealing with irate fans, but also that his placement offered a range of project management opportunities.

Description
This section of the case study describes the specific practices that underpin the placement process for the degree.

Placement Preparation
The placement process begins in year one and from the outset students are told that it is their responsibility to access a placement that meets their expectations. Amongst a number of relevant level one modules that provide underpinning knowledge and skills, ‘Introduction to Sport and Leisure Management’, a 10 credit module, has been designed specifically to provide generic understanding of the fundamental principles by which the majority of sport and leisure organisations operate. Throughout, and using knowledge acquired on other modules, students begin to identify the particular areas of the industry and the specific job roles that they might be interested in. Having completed the academic year, students are charged with further research into their likely choices for placement.

The placement takes place at level two of the degree programme. Students returning for level two are immediately offered two introductory workshops in order to begin their preparation for the year. The first explains in detail the how the placement operates. To support this each student receives a placement handbook. The document contains a number of sections. These are:

- Introduction
- The value of work experience
- The module descriptors for the three level two placement modules
- A number of sections on preparing for placement
- A number of sections to support students whilst on placement
- All relevant documentation/pro-formas
- The Placement Learning Diary

- University policies which affect placements – e.g. Health and Safety, Equal Opportunities, Harassment, etc.
- A placements complaints policy

In semester one, students arrange their placements. If students wish to do a local (within Sussex) placement, they go through a process of application and interview. There are 15-20 local organisations that regularly host students, all of whom supply application forms or supply details of how they would like to receive covering letters and CVs. Employers have the discretion to interview as many or as few students as they wish, depending on the quality of applications. The Careers Officer responsible for liaising with the course supports the application and preparation process in various ways. Students make individual or small group appointments in their own time to, for example, improve CVs or prepare for interviews. In addition the course tutor and the careers officer have co-authored a supporting document called ‘Headstart’ (Hudson and Keech, 2005), initially written for the Sport and Exercise Science degree programmes. ‘Headstart’ also now serves the degree programmes in Sport Journalism and the Sociology of Sport and Leisure and can be used throughout the final two years of all degrees. Students receive ‘Headstart’ along with the placement handbook. Some students wish to undertake placements with new organisations. Once this is arranged, the tutor will meet a representative of the organisation to ensure they can support fully the student’s requirements whilst on placement. Students are encouraged to maintain contact with their hosts once the placements are arranged and look for possible opportunities that will help on the placement. Some students gain qualifications paid for by the employers, but this is dependent on the nature of the host. It is hoped that this can be further encouraged in future years as employers view additional qualifications as being highly important.

Building and Cementing Relationships with Employers
It is essential that contact be maintained with employers throughout the year and not just during the period of the placement. There is nothing new about this practice. Simply put, maintaining relationships with employers is based on some fundamental principles of working in partnership, a practice now embedded within industrial practice in sport and leisure. The key principles, which have
cemented the relationships with local employers, are:

- Co-existence
- Co-operation
- Co-ordination
- Collaboration
- Co-ownership

http://www.lgpartnerships.com/default.asp

The many practical outcomes are too numerous to mention here so an example is given for each principle:

- Co-existence is a rational solution to ensuring each placement meets the individual student’s needs. Employers are empowered to make decisions with the students to ensure clarity is brought to who does what and with whom. In one instance, this resulted in a talented athlete developing a unique programme of activities that enabled successful completion of the placement without disruption to the employer or the athlete’s training and performance.

- Co-operation is often a pre-requisite of further degrees of partnership, and therefore cementing a relationship with an employer. Therefore, within the placement handbook and in documentation given to employers there is early recognition of the prospective mutual benefits and opportunities to work together in order to demonstrate the productivity of an effective placement.

- Co-ordination is an acceptance by the parties of the need to make some changes to improve practice and make better use of their own resources. This often results in changes to working relationships, or in one case where the placements complaints procedure was enacted, making changes to what the student had to do in order to successfully complete their placement.

- Collaboration involves an agreement by the parties to work together on strategies or projects, where each contributes to achieve a shared goal. This has been especially relevant to new placements in, for example, schools, where non-teaching sport-related placements are increasingly common. The key here has been to explain to employers how to develop the student placement and has required ongoing support and communication. The following year, the employer is able to be more independent.

- Co-ownership means that the parties commit themselves wholly to achieving a common vision, making significant changes in what they do and how they do it. Through employer forums, changes have been made to documentation, procedures and practice.

Employers need therefore to know what constitutes good practice on their side. This is explained, with many local examples of good practice whenever a new organisation becomes involved and prior to the student accepting the placement.

Undertaking the Placement

The whole of semester two is given over to the placement process and is assessed through three 20 credit modules. Initially students complete a module called Reflective Practice in Sport and Leisure. Initially designed as a 10-credit module, the success of the subject matter in preparing students for placement, especially with regard to improving students’ awareness of how they learn has led to the module being revised and expanded. Further information can be found at http://www.hlst.heacademy.ac.uk/resources/cases/case81.html.

This module is useful in ensuring that students prepare properly for their placement and includes sessions on how to complete the two 20 credit modules that are assessed for their actual placement. These two modules are called ‘Personal and Professional Development for Sport and Leisure Industries and Project Management for Sport and Leisure Industries’. For the former, students identify how to obtain evidence for their portfolios, the types of evidence required and how to critically reflect upon their personal and professional development. A key element of this assessment is the Learning Diary. The Learning Diary is just one of a series of tools and support structures embedded in the
placement process. For the latter, they are shown how to write the learning outcomes for their management report and how to deal with potential problems on the placement that may impinge on the project. More information can be found at http://www.hlst.heacademy.ac.uk/resources/cases/case82.html.

At the end of the ‘Reflective Practice’ module students submit their first piece of assessment – a portfolio that details all their preparatory activities and understanding of reflective practice. Finally, the group discusses how to ensure that all students have equal access to resources whilst on placement in order to ensure equitable treatment. This discussion only finishes once all students understand their ‘group-identified’ responsibilities in preparing for the placement. These principles are agreed between the tutor and the group. Also before the placement, students undertake the Chartered Institute of Environmental Health’s (CIEH) Basic Health and Safety Award. Students receive this full day tuition at a hugely subsidised cost as the school is an accredited centre for the CIEH. This certificated award is part of the added value that the placement provides for the students and represents the University’s duty of care to its students.

Placement Support, Monitoring and Guidance

Whilst the students are preparing for placement, the tutor visits the hosts and takes them through the placement process. Many are regular providers and have now completed at least two to five cycles of the assessment and support procedures introduced since the arrival of the present tutor. Others are new and are sent information before the meeting. Hosts then sign a copy of the agreement to say that they understand their responsibilities. This is designed to ensure that students are treated equitably and empowered to undertake tasks that are representative of their position on the degree. Furthermore, such an agreement ensures that students are not seen as ‘an extra pair of hands’ by the host. Students complete 300 hours of contact time in the workplace and this must be ‘signed off’ by the host. Students receive a phone call in week two in which they are asked about initial progress. Employers also receive a call and are asked for their early impressions. Employers and students then have to agree the structure for their project management report, and have this agreed by the tutor, prior to the commencement of the project.

Throughout the placement, informal and formal feedback takes place between student and host. This is formally recorded in four meetings between student and host. At the final meeting overall feedback is given. Between weeks four and seven all students receive a visit from the tutor. They are notified of the visit in the week 2 phone call. The visit contains two sections. First, a discussion takes place with student, host and tutor. Student and host both have opportunities to discuss the process so far. Second, the tutor and the student go through the portfolio as it stands and review areas for further work, and look at possible projects for the management report. At the end of this meeting students are informed of areas they need to address and hosts are asked to provide opportunities, if required, for students to obtain further materials. Throughout the process, the tutor is on hand to offer advice, guidance and emergency visits to all parties.

Two-thirds of the way through the process, students return to the university for a study day. Students work through a series of exercises designed to enable them to reflect on their own progress, and that of others. Students submit their work at the end of semester 2. Employers provide formal feedback to students at the end of the placement. Students all complete comprehensive feedback sheets, the results of which are contained in the annual evaluation of the process. Students receive their feedback on their return in year 3. Employers also complete evaluation forms, which form an integral element of the final placement report. The report feeds into the Course, Subject Area and School’s Annual Academic Health Report.

Assessment of the Placement

There are numerous issues regarding the assessment of placements. For Poikela (2004) there are three key issues to address if reflective practice is to be competently assessed and embedded within a curriculum. Tacit knowledge exists especially in those skills and attitudes which should be made visible in the processes of knowing and assessing. This problem raises important questions for studying assessment. First, it is essential to define the observation units of assessment which are the criteria needed for measuring
learners’ knowledge at the moment of assessing, and for predicting their professional development. Second, the criteria have to be compiled in an optimal way, so that there are not too many or too few units of observation. Assessors with different backgrounds need to understand the criteria in a similar way. Third, a scientific basis for context-based assessment has to be created for understanding and improving the assessment practices (Poikela, 2004, 273-74).

The two 20 credit modules that assessed the placement are called ‘Personal and Professional Development for Sport and Leisure Industries’ and Project Management for Sport and Leisure Industries’. The assessment of the former requires industrial and technical knowledge, as well as the ability to examine the student’s ability to reflect upon their practice. The tutor has for some years been accredited as a workplace assessor. This has enabled insight into the competencies that students exhibit. In addition, the students are aware of the need to articulate the nature of their learning within the broader environment in which they have operated. Students produce reflective portfolios based on four key elements: organisational understanding, working with others, working on their own and acquiring and responding to feedback. Guidance for the types of evidence included in each section is indicative and students are wholly responsible for the final content. Each section is underpinned by a piece of reflective writing that ascertains exactly what the student has learnt. The assessment of the latter requires students to produce a report evaluating work that they have conducted whilst on placement. Students are assessed against their own learning outcomes and also through a generic assessment grid to ensure consistency of grading. External examiners have praised the process and the assessment methods noting the ‘high quality of the student experience’.

Post-placement follow-up
The placement forms the basis for the applied nature of a 10 credit third year module entitled ‘Managing Change in Sport and Leisure’. This module will be further revised into a new 20-credit module in 2006. To ensure continuity, this module is also led by the placement tutor. The aim of this module is to extend the placement process further through the examination of shared experiences using a thematic approach and a thorough and detailed individual analysis of aspects of the student placement. The latter involves using both knowledge and skills to tackle a clearly defined area for potential improvement identified within their host organisation and an analysis of the environmental forces which are likely to shape the host’s future development. The impact of change is a consistent theme throughout the module. Students exchange information about their experiences in the various sectors of the leisure industry and detail the projects undertaken, gaining insight into the commonalities and differences between the organisations experienced through action learning sets. Themes of organisational structure, change and culture are used to examine how services are delivered in individual cases in order to highlight the impact that these factors can have upon organisations. Students undertake an in-depth environmental analysis of their host organisation and select a defined area for detailed analysis, in conjunction with the tutor.

The work for this module is assessed through a ‘live’ examination. Students make a 30-minute presentation in the largest lecture hall available, which is video-recorded and in which their peers act as the audience and inquisitors. The structure of the seminar is entirely up to each individual. Each student receives an individual grade based on the criteria in a generic assessment grid. Students must also work to ensure that they generate audience involvement, for example, through exercises and/or Q&A sessions. The final grade is awarded based on individual work. The comments from peers and self-evaluation are used as a formative, reflective exercise and offer guidance for future development.

Students from the past five years generally agree that this module’s learning outcomes were fully met and that the module did develop the critical analytical skills which are appropriate at level 3. Students appreciated the theoretical applications they were required to make. A number of students noted that the presentation was a positive element of the module content particularly in giving them confidence and experience for the future. Most students found the assessment ‘challenging’, ‘daunting’, ‘nerve wracking’ and ‘scary’. 

Hospitality, Leisure, Sport and Tourism Network, November 2005
Afterwards, students thought the experience had been “rewarding”, a useful learning experience”, ‘very helpful for the future’ and a ‘good way to make students gain confidence’. Students saw that the informal peer and self-review enabled them to learn from their mistakes. All students saw the detailed assessment criteria as ‘very useful’ and a number of them added that in addition to the learning they experienced the presentation developed ‘a transferable skill we will need in the future’.

The Student Experience
Each year extensive evaluation of the placement takes place. The responses of over 140 students over a six year period indicate that the experience has been extremely valuable to almost all of the students. Students often mentioned self-discipline/new skills and abilities, good social skills and increased confidence as key facets of their learning experience. Many students realised that they were now capable of ‘doing things’ with regard to employment. Some students thought that they still suffer in terms of confidence and would have liked a longer placement in order to improve this. Unfortunately, a longer placement is not possible, mainly due to the logistical constraints of operating a three year degree. The table below provides some indicative responses from students regarding their learning experience. It also indicates that as students consider the development of their skills, they also realise the knowledge that they have acquired. Hence, it is important that their ‘context-based competence’ is assessed through strong and robust criteria.

Evaluation and Discussion
Allan Edwards (1999) has argued that:

“...There are two kinds of theory in sport management. First, there are theories about sport management. Second, there is the knowing-in-action that derives when sport managers draw on their knowledge (including theories about sport management) and reflect-in-action... By reflecting on their practice and on formal professional development activities, sport managers continually refine, revise, and renew their personal practical knowledge, which contains their theories about sport management.

Obviously, sport management knowledge is, in a sense, personal knowledge since the knowing-in-action of sport management practice is created within the individual. However, the action takes place on the basis of a shared understanding of what is appropriate sport management practice ... So far, we know so little about sport managers’ processes of reflection in-action that it is not possible to say whether there is any shared understanding in the profession ... What is now required is more research into the nature of practitioners’ theories (implicit and explicit) about sport management. We also need to know more about how sport managers develop and revise their theories.”

(Edwards, 1999: 75-6)

Through research conducted with former graduates now working in the areas of sport management and development, evidence is beginning to emerge about how sport managers achieve what Edwards wants to know (Keech, Bartlett and Harris, 2005). It is evident that if the processes put in place in HEIs are to have any effect, graduates must continue to adopt the processes learned in HEIs and adapt to the changing work environment in which they operate. This approach, if successful, can be termed ‘context-based competence’, which can initially be defined as the extent to which an individual employee is able to use their learned knowledge, understanding, skills and abilities in order to make correct decisions within their current working environment.
An optional final year module was developed in response to students expressing a wish to further their industrial knowledge. According to Ravenscroft and Gilchrist (2004:56) the following features are at the heart of the social entrepreneur model:

- Meets community needs;
- Gives people a voice/ownership in designing their project;
- Fosters partnerships with the local community;
- Provides initial training, plus ongoing supervision and support;
- Provides opportunities for reflection;
- There are opportunities to celebrate the work;
- Participants engage in ongoing assessment and evaluation.

Community-university partnership work at the University of Brighton in 2003-2004 led to the creation of the Eastbourne Sports Council Policy Action Group. This Group was formed of final year leisure and sport management undergraduates who opted for a module on ‘Volunteer Management’ as part of their degree programme, most of whom had been through the placement process. The placement tutor also led the module. The students were divided into specially designed teams to undertake a series of tasks for the local Sports Council. Through the application of the pedagogic basis outlined above the students were able to develop their knowledge of cultural and sporting activity and policy priorities in the local area as well as gain key transferable skills which enhanced their employability. Community outcomes of their work included a conference for local leisure officers on sport development, a youth participation event (Eastbourne Skipping Festival in association with local primary schools and the British Heart Foundation) and the creation of an updated sports club directory.

When asked what about what they had learnt, some common themes emerged amongst the students’ responses. These were:

- Students developed new understandings (sustainable development, empathy and respect for others, technological innovations).
- Skills development (technical and workforce skills, collaboration and communication skills, leadership skills, entrepreneurial and business skills).
- Empowerment (increased confidence, increased self-esteem, increased motivation to succeed).
- Contribution to the social good (meets community needs, promotes a lifelong commitment to civic engagement and social responsibility, seeds the next generation of social entrepreneurs).

Clearly, these findings are currently isolated and further research is required but there is a suggestion that by operating in and understanding a policy context students were able to develop and refine not only basic skills but also deeper, more complex knowledge of their skills. This has been of great benefit when successfully applying for jobs (Keech, Bartlett and Harris, 2005).

**Conclusion**

According to the NCWE the following items represent criteria for good practice in experiential learning, based on the experience of practitioners and the contributions of the writers in the compendium of Best Practice. The table in Appendix 2 demonstrates how this placement process meets these criteria.

One of the best indications of the sustainability of this placement process is that former graduates now working locally have become placement supervisors, thereby adding credence to the process and providing live examples of the success of the degree programme overall to current students. It is critical to remember that the evidence generated through this case study is the product of a number of years work. Placements are labour intensive and institutional recognition of this fact is critical to the future success of the programme.
References and URLs


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